

# Where are you today?



Place a post-it note by the apple that most shows “where” you are today. (put your initials on the post-it)









6/20/82 - 1/21/16







307th EN BBN  
618th EN CO  
82ND ABN DIV



Karla



1 - 10



### Navigating the New Normal...

*How Where are you?*

Breathing in...  
Breathing out...

Hand me a brown  
paper bag, ASAP.

to



### When "how are you," seems lame...

*How Where are you?*

Walking through today step by step

Feet stuck in cement

to



### Life can be puzzling...

*How Where are you?*

The last piece of the jigsaw puzzle  
ready to be put in place

A 1000 piece jigsaw, not a piece  
in place: where do I start?

to





“... it encouraged me to respond with more than just "okay." It was always comforting ... and the perfect way for one to express "I know you are in pain with relentless grief, I love you and am here if you need me." It helped me for many months as grief tends to be a solitary personalized abyss.” ...



SGT DONALD MARRINE  
307EVBW 82AIRBORNE  
DEF. DIF 2003-2008



12/4/23 - 3/11/16



8/23/65 - 9/7/16

professionally







11/17/68 - 6/7/17



*May all the good left in your wake  
continue to ripple throughout the world.*

10/8/69 - 8/15/17



Where am I? I am not okay.












**Nelba Márquez-Greene**, 🇪🇨🇨🇦  @Nelba\_MG · 31 May 2018

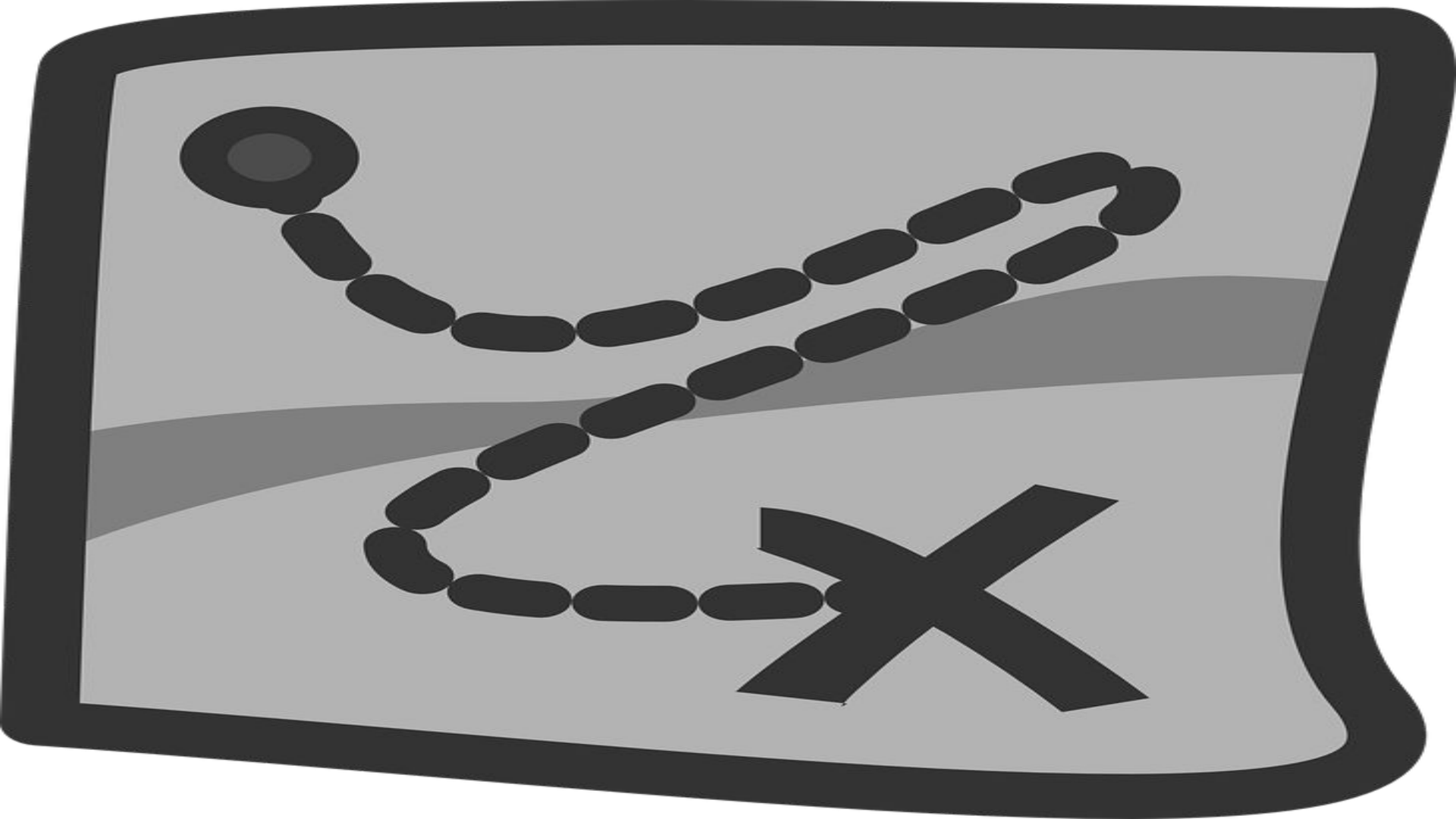
This chart from @refugeingrief is really helpful when dealing with grief and griever.  and I love the empathy scale idea @empathy\_scales ! I will use it with others and teach people to use it with me.



**Mary Brey** @mindfulsteps123

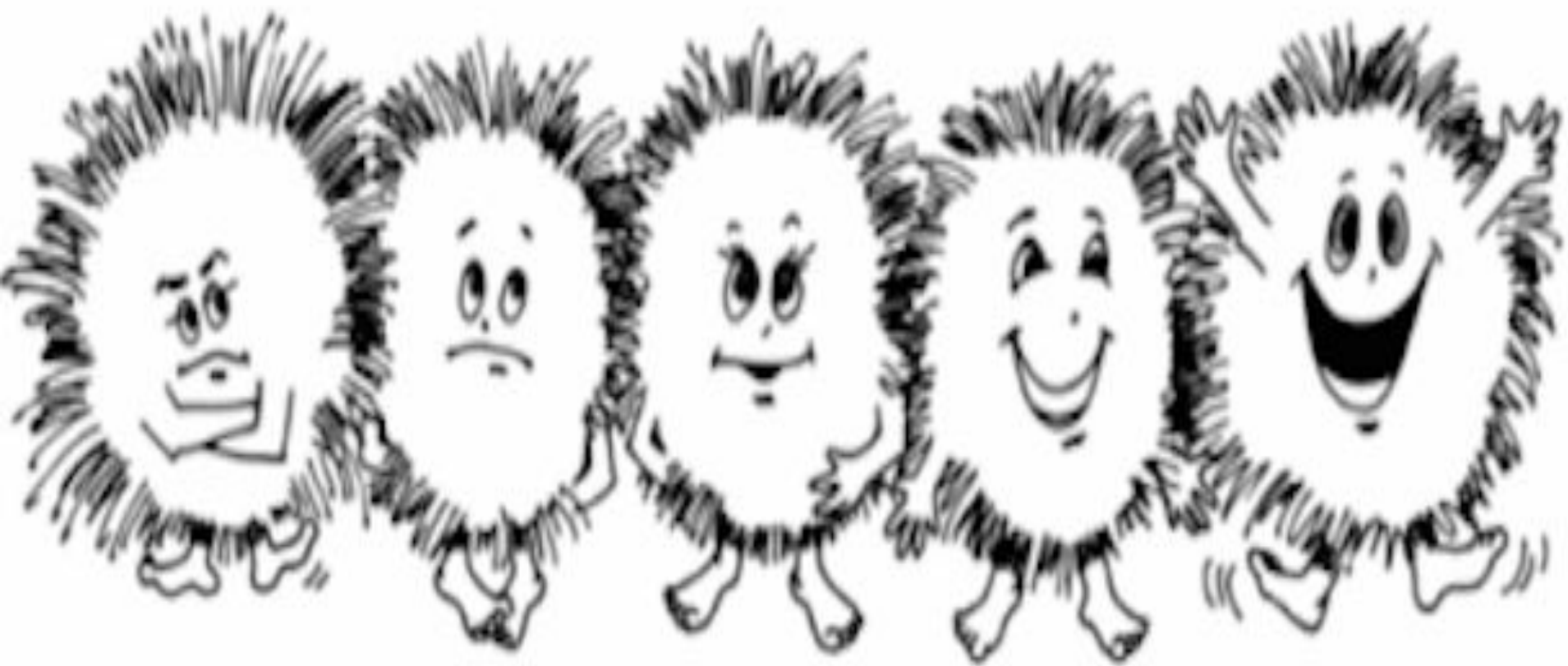
"Above all, show your love," @refugeingrief. Not sure what to say or do in grief support? Check out this helpful guide. Also, try checking in with An EmpathyScale: Where are you today... "from a drop of rain... to a torrential..."







There is nothing more rewarding than building a safe, stable and authentic relationship with a young person in need of, but afraid to rely on, a trusting adult.



**Tribes Learning Community**

# Wisconsin SEL competencies:

**Emotional Development:** Understand and manage one's emotions

No.	CASEL Domain	6th-8th
1	Self-Awareness	Recognize and label a variety of complex graded emotions in self and others.
2	Self-Management	Express their emotions in an appropriate and respectful manner using a variety of modalities.
3	Self-Management	Identify what triggers a strong emotion and apply an appropriate calming or coping strategy to defuse the emotional trigger.
5	Social Awareness	Provide support and encouragement to others through perspective taking, empathy, and appreciation for diversity.

Where is your understanding right now?

Crystal Clear

to

Clear as Mud



Trauma, Grief, Anxiety, Life

This is hard.

I don't like this.

I can do this.



## Getting Started

- ❖ Explain
  - Examples
  - Model
  - Use
- ❖ Inquire about interest
  - Discuss use/actions
- ❖ Begin



# Digging Deeper: Individualize

What is your personal interest?



# Digging Deeper: Self-anchor

What is your anchor (center point?)



# Self-anchoring



What else can I do with the continuums? What things to consider?





# Pick - A - Stick Activity

1. Each take a moment on your own to decide what your anchor would be. If there are only end markers, what is yours? If there is a continuum of markers, would yours differ?
2. With partner, (If you are comfortable sharing your “where.”)
  - a. Share “Where” you are in this moment.
  - b. What was your thought process to get to that decision. (Or what might be a student's thought process)
  - c. What, if anything, might you do with this information?
3. If working with a student:
  - a. How might you move forward with this information.
  - b. What might make you decide not to move forward?

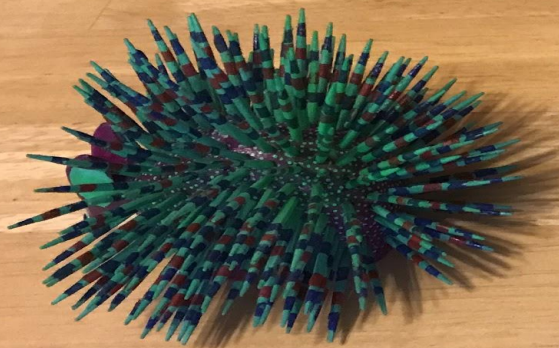
Personalize quick check-in:

What are are you driving today?

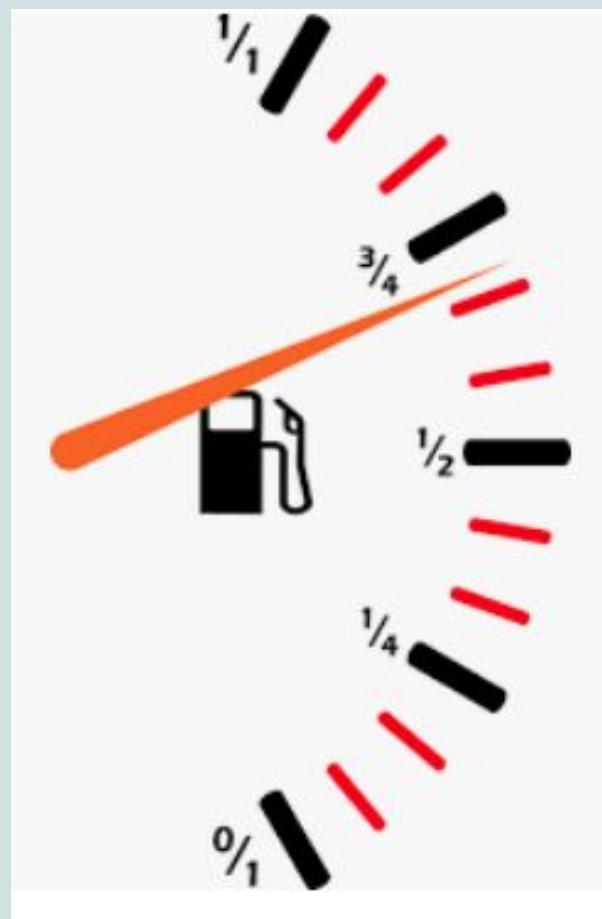




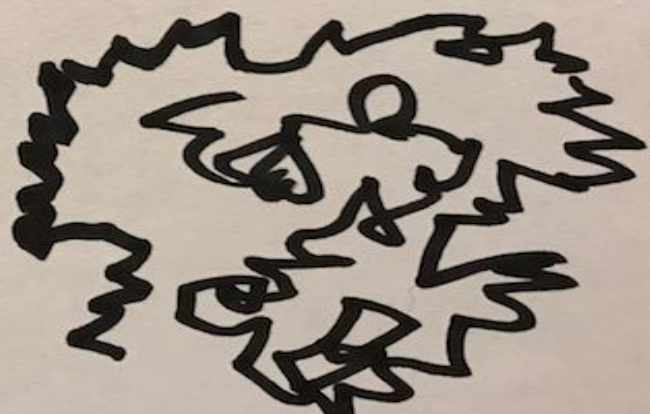
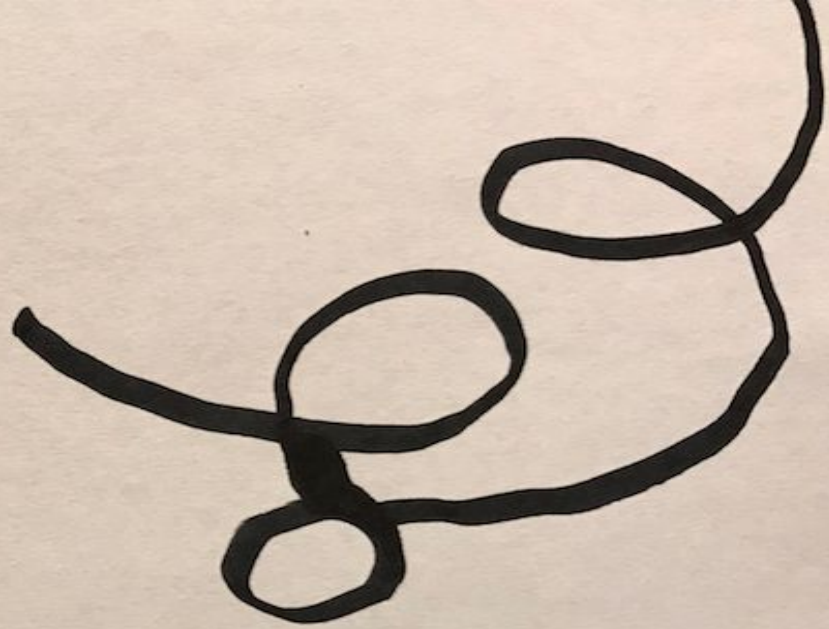
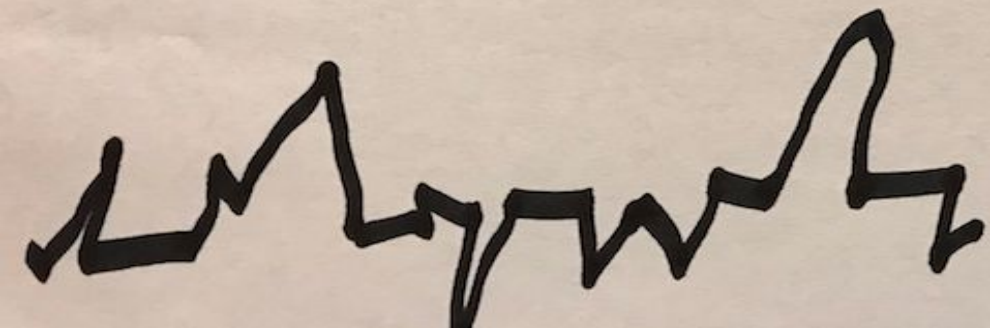








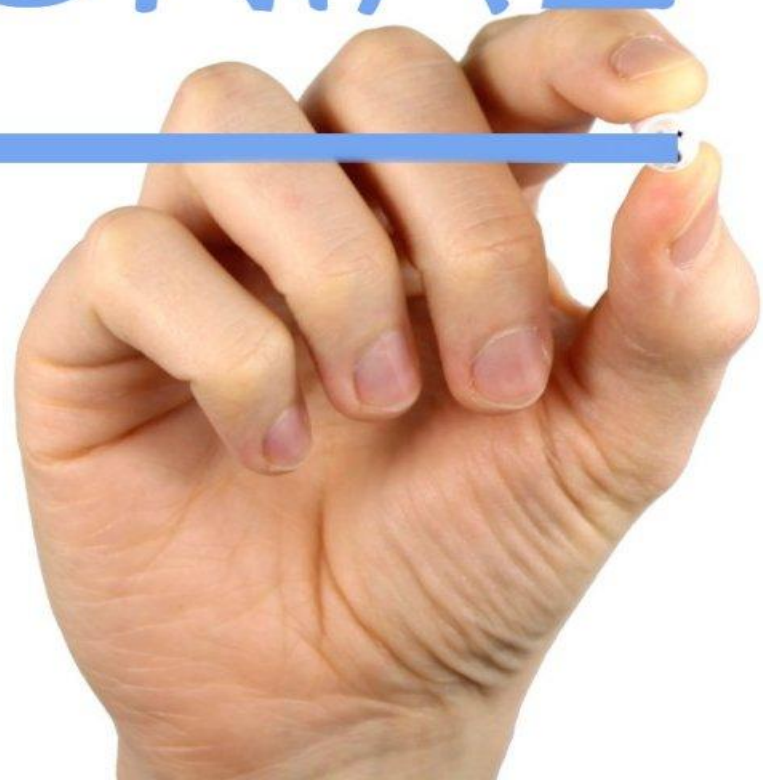
Grief is not a straight line that disappears into the horizon. It's a curvy line that goes up and down, thins out for a while then widens when you're unsuspecting.



## Specific Topics for classroom lessons/small groups/individual

<i>Picture or words</i>			<b>Issue</b>
Rainbow/Blue Skies	to	Exploding Volcano	Anger management/ healthy vs. harmful venting/coping/prevention strategies
Peas in a pod	to	Toxic Waste	storming/norming friendships to toxic friendships
Social Butterfly	to	Zombie Apocalypse	Digital citizenship
Fancy car	to	Junker	Body Image

TESTIMONIAL



# Lesson Plan

## Objective:

Today:

- Demonstrate self-awareness
- Identify your emotions/state of being in this moment using a visual continuum

Daily:



- Evaluate your results and determine what can be learned from the data and how that data may be utilized in your life.
- Use continuums for self checks and/or with friends/family/teachers/etc.







# Teachers can use content-related scales

Discipline		to		content
<b>English</b>	Happy as a lark	to	Angry as a hornet	figurative language
<b>Science</b>	Gold, chromium, zinc	to	Barium, francium	reactive metals
<b>Music</b>	Prestissimo	to	Grave	tempo
<b>Social Studies</b>	Full-functioning State	to	Failed State	Peace and Conflict Studies
<b>Math</b>	Positive numbers	to	Negative numbers	Integers
<b>Art</b>		to		Tonality/hues reflecting emotions



# Self-Awareness, Self-Management

1. What do you notice about yourself?
2. What do you need?
3. What are you going to do?

Where are you now?

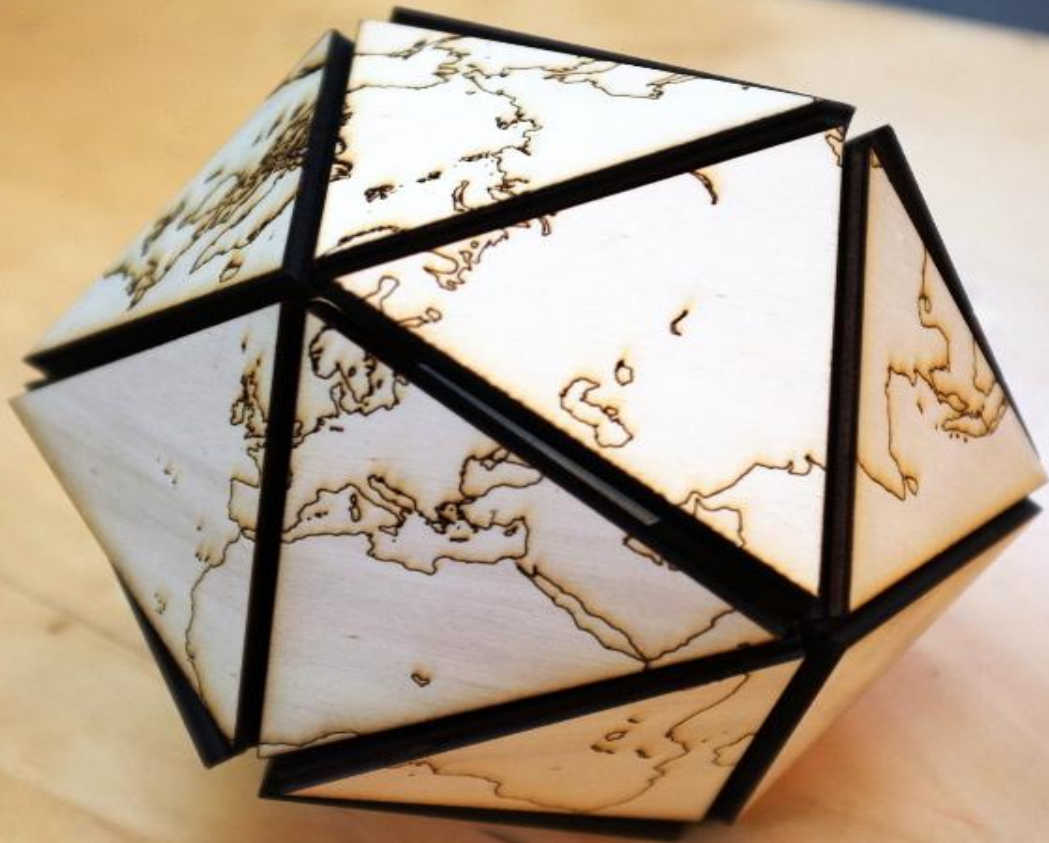
I got this!

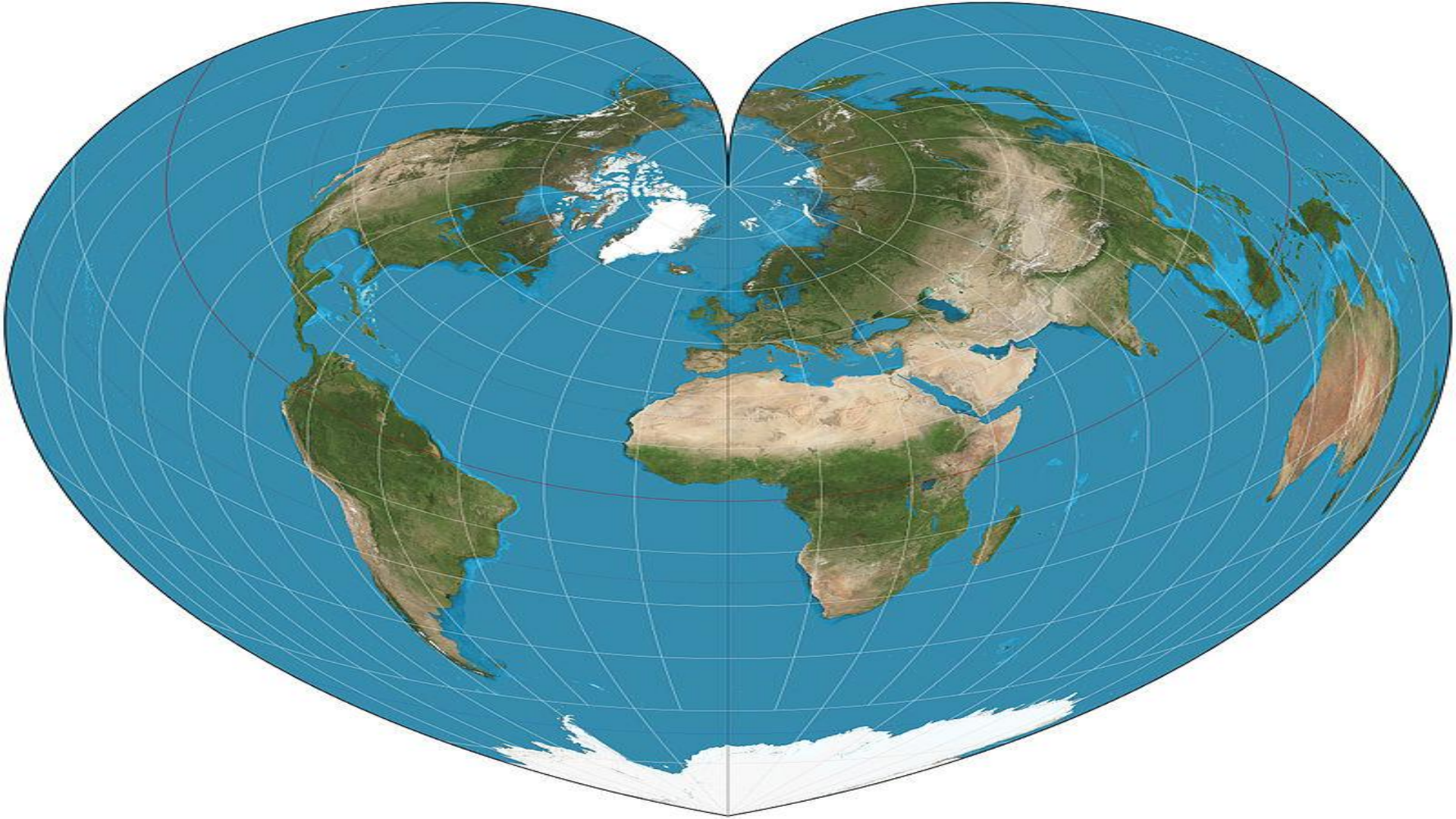
To

Help!













**THE NEW ABNORMAL**

Mary Brey

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(coming soon!)



**Mindful Steps**

## Resources

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“When days do not go as smoothly as one would like, it’s **not always easy to express how you are feeling -- both good and sad**. Having a sliding scale to more accurately give an answer makes it easier -- **and can be fun also**. It has truly helped me.”

*~Dianne N., Grieving Jim, her husband of 64 years*

“The Scales have **allowed me to acknowledge my feelings** and to know **it is okay to not let the grief consume me**. Some days are **bright and sunny** and I’m thankful for all we have had, and others **I want to cry my eyes out**.”

*~Diane P., Experiencing anticipatory grief for her husband John who is afflicted with dementia*

“Sometimes when you are struggling, you **tire of talking and rehashing the pain** time and time again. Using a scale **brings simplicity and with that clarity** -- the ability to express, share, let someone in **without the burden of the explanation**.”

*~Melanie H., Dealing with profound adversity in her personal life*

“The most beneficial aspect of the daily scales for me is the fact that they really make me think about how I am feeling at that very moment. Knowing I would get new scales each day gave me something to look forward to during the dark, gloomy grieving days.”

*~Kari M., Grieving Don, her brother, and grandparents*

## Small Group-

### Feedback from counselor in Stevens Point

- They really enjoy the pictures scales. They are now asking where they are if I don't have them out.
- They love the car scale! (all-boy middle school group)
- I am learning so much about these students because of the scales (all-girl 10th grade group of Hmong students)
- (outside of school) Using in adult grief group... well-received.

## Testimonials from “homeroom” group at ASFM in Monterrey

- Daniela: I think also that it’s a way to let go of your, um, like when we did the talk (gestured that the talks were in a circle) and she (gestured to Ms. Cantu) asked how we were feeling, we could tell her and get rid of those bad feelings or the stress, or a little bit.
- 
- Irene: I believe like when you haven’t been through the same thing that your friend or whoever is going through it’s very difficult to know what to say next or to just listen to them.
- 
- Irene: I feel like when ever we do this that she (Ms. Cantu) cares about our feelings. So I just like the general feeling.
- 
- Daniela: You’re more than just a number. You know how sometimes people say in school you just feel like a number, but so now you feel like more than that.
- 
- Jessica: Can I just say something? I was just going to say ... also that putting the post-it notes on the thing and having Ms. Cantu asked us and all this, I think more than anything in my opinion, it went from teacher student relationship to friend to friend relationship. And I liked that.