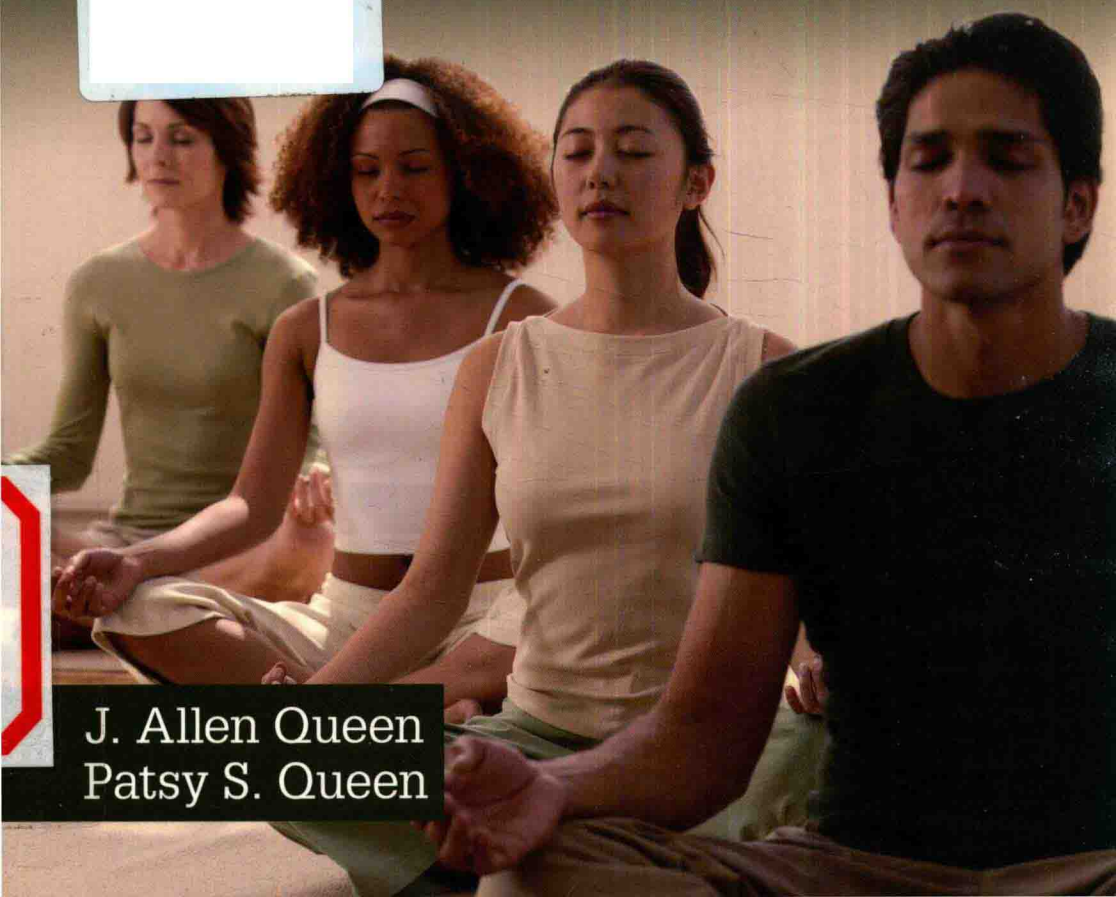
The Frazzled Teacher's Wellness Plan

2nd edition

A Five-Step Program for Reclaiming Time, Managing Stress, and Creating a Healthy Lifestyle



J. Allen Queen
Patsy S. Queen

"Dr. Queen is a visionary in the field of education and his work is a living example of his commitment to children and educators. For this educator, there is no more valuable tool to improve student outcomes than to give those who are in control of it—the educators in the building every day—the tools that they need in order to perform at a higher level and live longer, more productive lives."

—Chris Lineberry, Principal, Stanfield Elementary School, Arizona

Boost teacher retention and help banish classroom burnout with this expert guide!

This handy wellness guide helps busy teachers optimize their classroom effectiveness and breeze through stressful times. Custom crafted by an educator and a nurse who understand the stressors teachers face, this updated second edition offers a five-step program to help weary educators

- Master the science of stress management
- Restructure professional and personal priorities
- Use technology for effective time management
- Understand and eliminate procrastination and perfectionism
- Use nutrition to support a healthy lifestyle
- Easily fit health-promoting exercises and yoga routines into their hectic schedules

New research provides expert tools, tips, and examples for managing high-stakes CCSS, 21st century learning initiatives, and new technology requirements. Use this all-in-one guide to help teachers maintain high energy, boost morale, and increase productivity!

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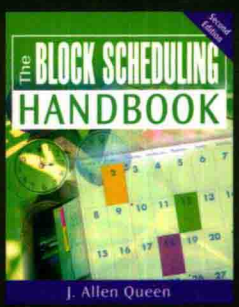

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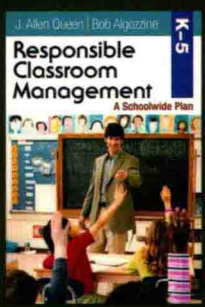

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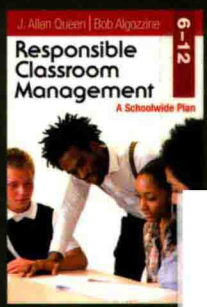

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The Frazzled Teacher's Wellness Plan

SECOND EDITION

A Five-Step Program for
Reclaiming Time, Managing Stress,
and Creating a Healthy Lifestyle

J. Allen Queen
Patsy S. Queen

藏书章

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The Frazzled Teacher's Wellness Plan

SECOND EDITION

For Abby

Additions to the Second Edition

The Five-Step Program for Reclaiming Time gives all teachers the tools to be as productive as your talents will allow you to be. Stress is a national epidemic. Teacher burnout is an American tragedy, and if the combination of stress and teaching are inevitable, understanding your stress, predicting your most vulnerable times, and learning how to best cope will be a good defense. Of course, the best defense is prevention, but that is becoming more difficult, especially in the classroom environment.

The Frazzled Teacher is a five-step process that weaves you through what you need to know, do, and avoid. The book begins with defining the unique stressors associated with teaching and then walks you through how to prepare for, prevent, and deal with school-related stress. You will be taught to identify and separate the good from the bad types of stress.

Self-assessment tools, coping skills, and workbook sections are included. Exercise is always a must for stress relief, and our approaches are innovative and varied. There is definitely something for everyone. Exercise comes alive in this book. The final section is focused around the importance of balanced nutrition that is needed to be healthy and effective in life and in the classroom.

Acknowledgments

We would like to personally thank our editor who suggested we write on this topic, one that consumes so much of our life. Special thanks to Sam Jones, our photographer, and to Tom Fisher, who captured the essence in what we were trying to say in his wonderful cartoon drawings. In addition we would like to thank our models, Judy and Alex, who helped give a clear picture of some of the procedures to follow in the exercises.

The book's content comes from much experience in the classroom. We would like to thank our community college and university students, and the numerous classroom teachers and school administrators who shared problems, situations, and information to further confirm what needed to be included in the book.

Thanks to all of the folks at Corwin for their professional assistance and to Codi for her patience and time as our copy editor. A special thanks goes to Dr. Julie Covington, Dr. Queen's former doctoral student and now Assistant Professor of Nutrition Education at Lenoir Rhyne College for her assistance with Step 5 and assistance in winding our way around new national and state standards for future teachers soon to be in the classroom.

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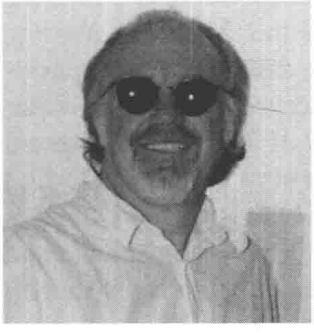
About the Authors



J. Allen Queen, EdD, holds the rank of Professor in the Department of Educational Leadership at The University of North Carolina at Charlotte and has been a classroom teacher, principal, college administrator, and university professor. He has been a consultant to more than 650 schools and districts in 49 states and 12 foreign countries in the areas of block scheduling, classroom management, school safety, and managing multiple priorities.

Dr. Queen has written more than 60 books and 100 articles including books on karate for children. He holds the rank of Godan, fifth-degree black belt in Shito-ryu Karate, and learned the art and science of stress management from this sport. One of Allen's favorite things to do is to work with teachers who are beyond frazzled and teach them how to bring about peace and calm in 10 minutes that can last for much of the day. In onsite training sessions or in professional seminars, Dr. Queen ends the session with either a visual imagery exercise or the Calmer that you will read about in Chapter 4.

In addition to books, Allen has appeared on numerous radio and television programs, including *ABC World News Now.* Dr. Queen enjoys working with educators and business professionals in the areas of managing priorities, time management, and stress reduction. He has also worked with numerous universities, businesses, and government organizations in time and stress management. Allen was a major consultant for several years to the Justice Department in Washington, D.C., as a presenter of the Attorney General's Selective Seminars.

Dr. Queen is an annual presenter at several national conferences often presenting the topic and techniques of Desktop Yoga.

Patsy S. Queen holds a BSEd and a BSN from Western Carolina University and a MSN from the University of Texas at Austin. In addition to nursing care positions in North Carolina, Virginia, and Texas, Patsy has more than 30 years' experience in nursing education, teaching maternal-child and women's health nursing and nutrition. She has published articles in the *Journal of School Health* and the *Journal of Nursing Education* and teaching materials on nursing assessment of the newborn with Elsevier Publishing. Patsy has served as an item writer for the National Council of State Boards of Nursing Registered Nurse (NCLEX-RN) Exam and for ATI Nursing Education Testing Service. She currently serves as a member of the Board of Directors for National Certification Corporation (NCC) and as a content team member for the organization's Maternal-Infant Nursing specialty certification exams.

Rose and Blanche Queen are stress-reduction consultants for the Queen family. Research about the human-animal health connection can be found at www.deltasociety.org.

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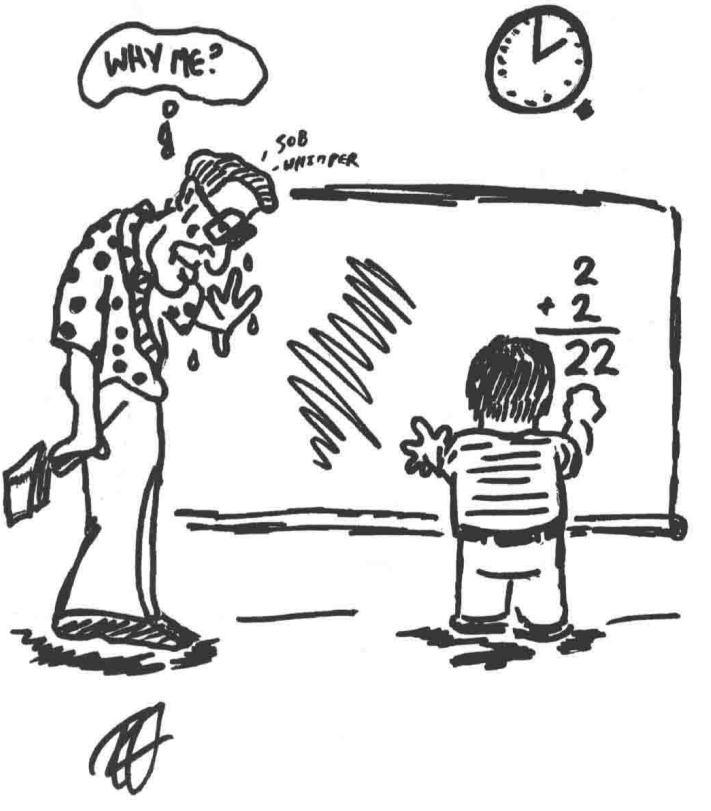
STEP 1

Identifying Schools as a Culture of Stress

Figure 1.1 Teaching Is a High-Stress Profession



A first-year teacher writes to her elementary methods professor:

> Dear Dr. Smith:
>
> Is my life supposed to be like this? All day yesterday the principal reminded *all* teachers during afternoon announcements of the staff development on Step 3, "Building Integrated Activities With Rigor for the Common Core" was to start in the media center five minutes after the last bus departed. On the way to the workshop, I stopped by the teachers' lounge and bought my favorite candy bar and raided the fridge for any soft drink left from my break. After a quick caffeine rush, I was ready for the Common Core. "Bring it on," I thought to myself. An hour later, the caffeine and sugar high crash hit. After two hours of building our activity guide, the presenter reminded us what was due for next week and dismissed the disgruntled group. I went back to my room for a "brief" planning meeting with my team. Completely absorbed or in a state of shock, I realized I was sitting alone. I found myself running out the door as the custodian was locking the building to leave as night time would soon be approaching. Panic consumed me when I realized that I had spent the last hour discussing the next day's final plans with team members. We had obviously planned for the next day, but I had obviously zoned out. As a result, I had left the building with tomorrow's lesson plans but unsure of what I was responsible for leading the next day. To cover all bases, I had carried two large boxes of instructional materials out the door to my car. I could have been mistaken for an employee of a major moving van line. I really felt sick.
>
> Once I arrived home, I prepared dinner, washed the dishes, and put in a load of laundry. My husband gave the twins their baths and got them ready for bed. Sitting down to reflect on the day's events, I wondered why I had to tell Marvin three times to put the crayons in the box. I felt guilty

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