RISE: Our Vision for Schools

Imagine a school producing young people skilled and confident to **bounce, grow, connect** and **create** in both adversity and opportunity.

School communities could train, support and secure proficiency in the learned skills of **rapid bounce, calm under pressure, lifestyle mastery, emotional skill** and **decisiveness**.

Reaching through the **teachers**, to **students, parents** and future **employers**, school is uniquely placed to cultivate the strengths that underpin a good life.
Resilience can definitely be learned

- **Empathy (fusiform gyrus)**
- **Insight (insula)**
- **Positivity (L PFC)**
- **Situation Awareness (hippocampus)**
- **Bounce (L PFC, amygdala)**
- **Attention (L PFC, NA)**

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The Emotional Life of your Brain, Richard Davidson, Sharon Begley, 2012
Hauora: body, heart, mind, community, spirit

- Taha wairua
- Taha whanau
- Taha hinengaro
- Taha tinana

The Resilience Institute
Learnable, Practical Skills....

- Align talent with purpose & passion
- Work with empathy, respect & care
- Periodically reinvent ourselves
- Cultivate a performance mindset
- Integrate body, heart & mind
- Build calm, engaged vitality
- Thrive on challenges
- Bounce through adversity
1. Know how we stumble in adversity

Physical activity 10 -25%
Overweight 2x, 4x teens
ADHD 4x in boys, 6x girls
Autism x 14 (1 in 68)
Anxiety epidemic
Inflammatory disease
Self harming
Depression
Suicide

State of overload, agitation, mindless busyness
Loss of attention, boredom, worry
Loss of energy, avoidance, isolated
Indifference, self neglect, fatigue
Stress symptoms, sleep problems, illness
Loss of interest, sadness
2. Expect and support rapid bounce

Delete, delegate, focus on 1 priority, no multitasking

Recognise it, stretch, coffee, break, eat protein, get sun

Talk to someone, connect, shop, play sport, ‘me’ time

Sleep, long weekend, wellness initiatives

Get help, counselling, exercise, mindfulness & meditation

Get help, CBT, exercise, sleep, lifestyle, medication, support

State of overload, agitation, mindless busyness

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Werner & Smith, Kauai, 1955. Journeys from Childhood to midlife
CALM

- Spirit in Action
- Train Mind
- Engage Emotion
- Energise Body
- Master Stress
Diaphragm: the foundation of effective breathing

INHALATION
- Lower ribs and belly expand outwards

EXHALATION
- Lower ribs and belly contract inwards
3. Master tactical calm

Train your Vagal Brake

- Lengthen your spine – sit or stand light and long
- Inhale gently and bring attention to your belly
- Breath out long and slow (6s) with a slight pause
- Inhale low and slow (4s)…..repeat
- Focus attention back on the drama at hand
- Repeat as needed breathing through nose
- Anchor on positive state, loved one or goal
ENERGISE

Spirit in Action

Train Mind

Engage Emotion

Energise Body

Master Stress
## 4. Non Negotiables

<table>
<thead>
<tr>
<th>Morning practice</th>
<th>Daytime practice</th>
<th>Evening Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 to 8 hours quality sleep and aligned with rhythms</td>
<td>30 minutes daily, include one session of strength or speed work/week</td>
<td>Smart switch from work to family/private life</td>
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<tr>
<td>Wake up at the same time each day even weekends.</td>
<td>Lunch of fish (tuna) turkey or chicken with leafy greens, beans and tomato</td>
<td>Create some play time and plan an early dinner</td>
</tr>
<tr>
<td>Spend at least 5 minutes stretching all major muscles</td>
<td>Sneak in a 10 minute powernap – do this in car or chair</td>
<td>Mixed veggies, small amounts of protein, enjoy a bit of fat!</td>
</tr>
<tr>
<td>Attention training, visualisation, positivity, meditation, breathing</td>
<td>A midafternoon snack – nuts, avocado, fruit</td>
<td>Cool down: gadgets &amp; TV avoid screen time 90 m before bed, family-time, intimacy or reading</td>
</tr>
</tbody>
</table>
## Examples of Resilience in Class

<table>
<thead>
<tr>
<th>Class 1: Reflection/ Insight</th>
<th>Class 2: Action skills</th>
<th>Class 3: Connection skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Report to small groups on daily set-up and current altitude</td>
<td>Stretching and high intensity exercise burst before class</td>
<td>Small group daily stand-up check-in before class</td>
</tr>
<tr>
<td>Postural and body language awareness and feedback</td>
<td>Mini-meditation practice before learning modules</td>
<td>Naming and owning emotions in self and others</td>
</tr>
<tr>
<td>Tactical calm practice before key exercises and tests</td>
<td>Posture and movement to complement class contribution</td>
<td>Practicing impulse control and constructive conversations</td>
</tr>
<tr>
<td>Reflection on performance and planning better state mastery</td>
<td>Balance and core strength exercise</td>
<td>Teamwork: empathy, presence, short burst and even spread</td>
</tr>
<tr>
<td>Debrief key learnings and practice points at end of class</td>
<td>After class relaxation, reflection and “what I can do better”</td>
<td>Debrief social experience: gratitude, kindness, expectations</td>
</tr>
</tbody>
</table>
ENGAGE

Spirit in Action
Train Mind
Engage Emotion
Energise Body
Master Stress
5. Awaken and discipline emotion
FOCUS

- Spirit in Action
- Train Mind
- Engage Emotion
- Energise Body
- Master Stress
6. Quiet the monkey mind

- Contented (prefrontal cortex)
- Transient hypofrontality
- Exhalation and pause
- Energise
- Past
- Witness
- Accept present
- Interrupt patterns
- Future
- Fantasy (prefrontal cortex)
- Sad/angry (amygdala hijack)
- Fearful (amygdala hijack)
EUDAIMONIA

- Spirit in Action
- Train Mind
- Engage Emotion
- Energise Body
- Master Stress
7. Find your Flow

Selfless
Timeless
Effortless
Rich

Flow Genome Project
Steven Kotler & Jamie Wheal
Stealing Fire, 2017
Practice Trumps Intelligence

1. Short term memory: 7 digits
2. Marathon 1908: 2.55.18
3. Perfect pitch: tiny percentage
4. Chess and intelligence
5. Meditation changes in the brain
6. Great experts practice:
7. Very good exponents practice:
8. Good operators practice:

- 80, 300 and over 500
- 2017: 2.00.25
- 100% if trained early
- Disadvantage
- 20,000 hours plus
- 7,500 hours plus
- 5,400 hours plus
- 3,400 hours plus
Deliberate practice in education

- University of British Columbia
- Nobel Physics prize winner Carl Wieman
- 850 Freshman in physics pre engineering (emw)
- Control and trial group of 270 students for week 12
- Scores, attendance and engagement equal
- Control had usual expert lecturers, content and process
- Added 3-4 pages pre-reading
Trial Group

- Pre-reading of content with true/false test
- Two teachers with no classroom experience
- Goal of class: “think like physicists”
- Small group discussion on problems presented
- Electronic clicker answers
- Review, dialogue on concepts, mini-lectures, repeat
- Active individual learning task
Does it work in education?

1. Engagement in test class nearly doubled
2. Multiple choice test
   - Traditional: 41% correct
   - Trial: 74% correct
   - Random guess would produce 23% correct
3. Corrected result
   - Traditional: 24% right answers
   - Trial: 66% right answers
4. Effect size 2.5 (2.5x the correct answers)
5. Explanation:
   “students had effective mental representations”
Peak, Anders Ericsson, 2016

- The science of deliberate, purposeful practice
- Specific objectives, quick feedback, focus
- Practice out of comfort zone, find motivators
- Practice trumps intelligence/talent every time
- Deliberate practice can be applied to education
  - Focus on what experts are able to do
  - Specific, repetitive practice using mental representations
  - Try, fail, revise, feedback until students learn how to do things
First, take care of your own Hauora

1. Discover Flow
2. Quiet the mind
3. Master emotion & connect
4. Daily practice
5. Tactical calm
6. Bounce
7. Insight (self awareness)
Process, Training, Support and Digital Tools

1a. Engage school leadership

1b. Engage and introduce teachers

2. Diagnostic and Training

3. Teacher accreditation

4. Student Diagnostic and coaching

5. Parents and community

6. Accredited Resilient School
From rational to complex adaptive

Change → Understand → Evaluate → Decide → Action

Genes → Childhood → Practice → Physiology → Hormones → Emotion → Decision → Action

*Behave, Robert Sapolsky, 2017*