

MINDFUL MOMENTS

A Guide to School Wellness Centers



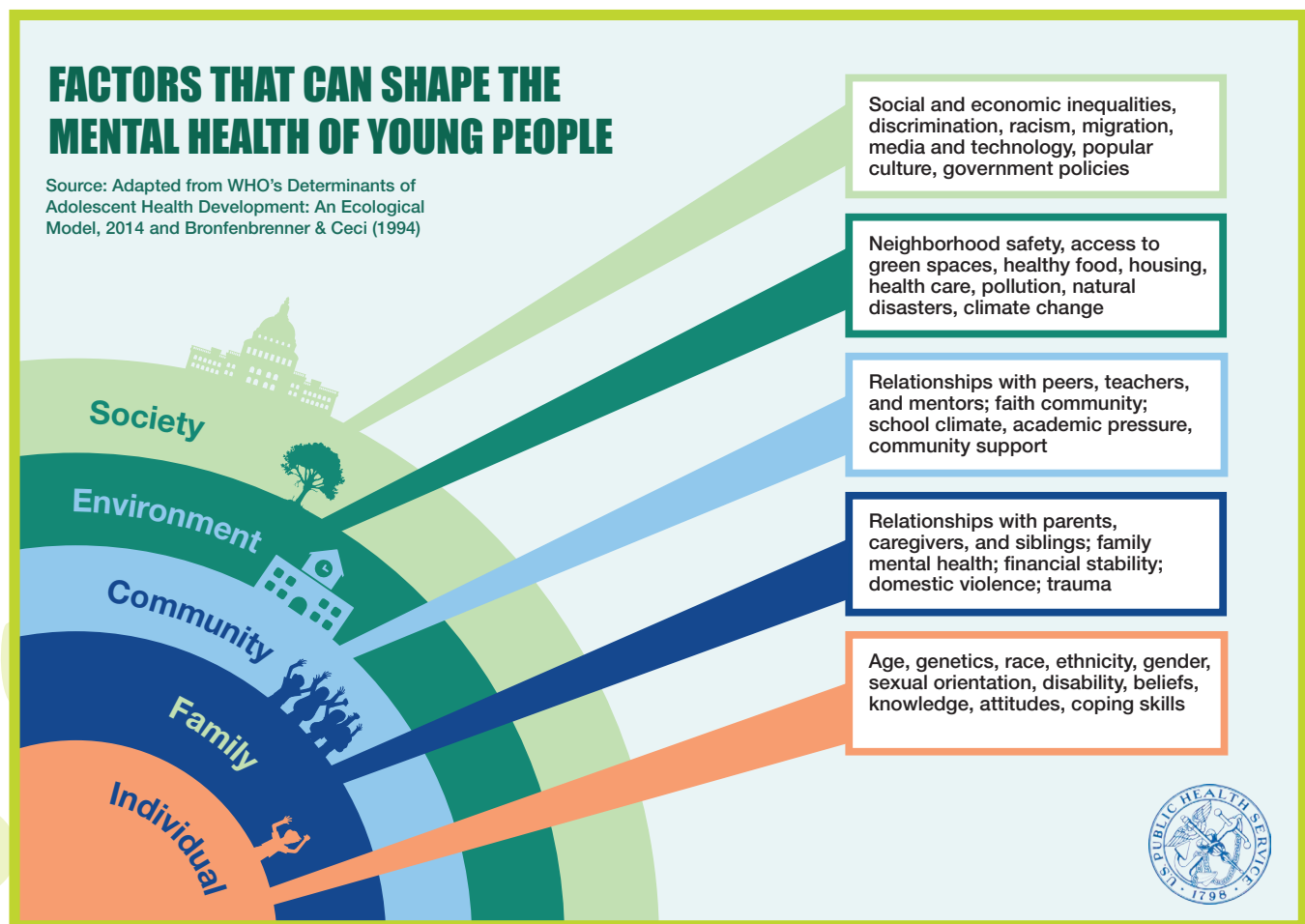
Promoting Wellbeing:

Understanding the What, Why and How

“Young people spend more of their waking hours in school than anywhere else, so we have a responsibility as a society to make school a place where their mental health is supported and where they’re learning emotional skills that will help them to develop and thrive as adults,”

– Dr. Laura Erickson-Schroth, a psychiatrist and chief medical officer at The Jed Foundation.

The CDC found that students who feel more supported by their school - “school connectedness” - are less likely to experience feelings of sadness and hopelessness. One way schools and other youth organizations can support students is by implementing a wellness space for students and faculty who need space to “regroup” before returning to the classroom or other activities.



Our Promise

mediatechnologies believes in value that is built to last, right here in the USA. Our products are manufactured on-site and provide skilled trades careers to our small community. You can count on a quality experience with mediatechnologies from concept through delivery and for years after.



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This guide will explore designs to inspire, engage and guide administrators in meaningful discussions and shape wellness spaces that best suit their individual needs.

PRIMARY WELLNESS CENTERS

Counseling Zone

Offer students access to specific SEL Services and professionals.



Sensory & Recharge Zone

Alternative therapy space utilized independently or accompanied by a therapist.



Welcome/Check-In

A Wellness Coordinator is critical to the centers success.

Cocoon Zone

Cozy and nurturing space for children to retreat for quiet time, relaxation, or self-soothing activities.

Social Zone

Facilitates social interaction, collaboration and peer support.



ELEMENTS OF A WELLNESS CENTER

There are eight key elements of a successful Wellness Center that offer a framework for creating an inclusive wellness environment in education.



Incorporating these elements into any wellness space will promote a holistic and diverse space. However, the first step to creating an effective wellness space is to conduct a survey and evaluate the wellness interests and needs of your faculty and students. Then prioritize these elements based on the survey response. This feedback will not only guide design but provide direction for phased plans when initial budgets are modest or uncertain.



WELCOME ZONE / CHECK-IN

Having a wellness coordinator is critical to the center's success.

Paraeducators are ideal wellness coordinators. Trained coordinators should be able to identify when to escalate matters to the Principal or school psychologist, while being skilled at building trusting relationships with students.

Check-in systems can help gauge student emotions and subsequently identify what spaces are most impactful in your Wellness Center. Centers should include options for students seeking solitude as well as those who want to speak with a counselor.



Create a Welcoming Environment

Use comfortable and adaptable furniture to support waiting for services and/or counseling.

Room for socialization and/or independent reflection is useful and allows users a choice. Lockers provide a place for coats and other items.



COUNSELING ZONES

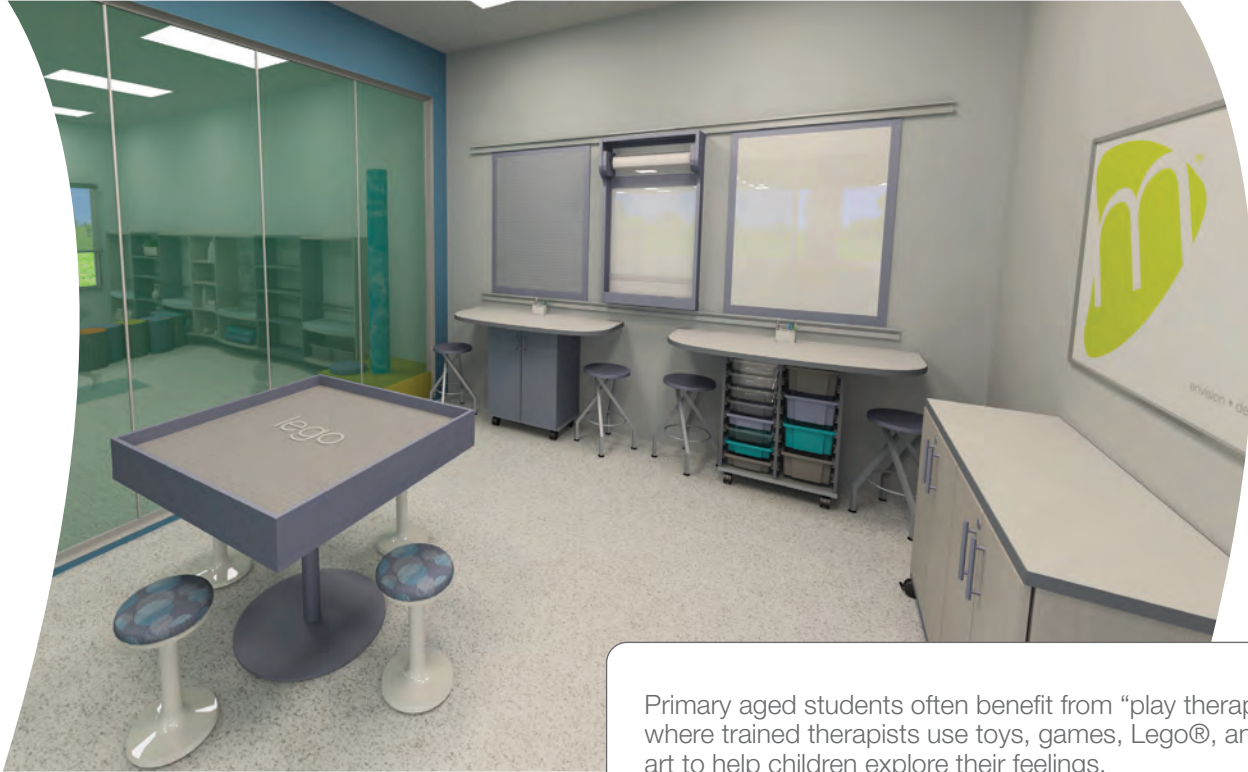
Environments that offer students access to specific SEL services and professionals that promote student wellness.



provide therapeutic resources

RECHARGE ZONES

These professional spaces provide a safe place for building trust between the counselor and the student.



Primary aged students often benefit from “play therapy” where trained therapists use toys, games, Lego®, and art to help children explore their feelings.

Primary Counseling & Recharge Zones

A space for students to interact one-on-one with mental health professionals and gain valuable support and resources. These spaces should be acoustically and visually private while easily accessible to students. Other names for these spaces include:

- Counseling Office
- Behavioral Support Room
- Therapy Room
- SEL Room
- De-escalation Room
- Recovery Room

SENSORY ZONES

Another alternative therapy space often utilized independently or accompanied by a therapist, are sensory environments.

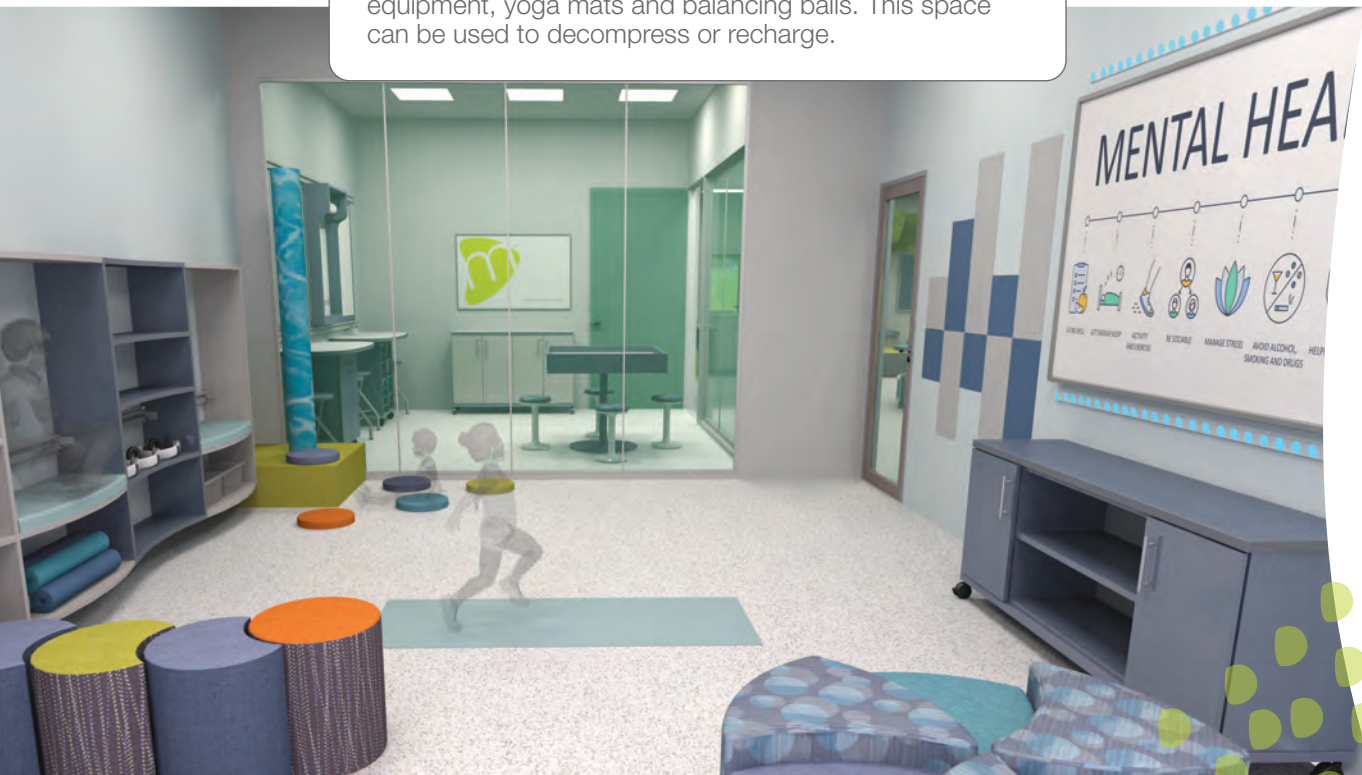
Primary Sensory Zones

These spaces are designed to provide a calming and supportive atmosphere for neurodivergent students who may experience sensory sensitivities or seek sensory stimulation for regulation. Typically, they include elements such as:

- Soft lighting
 - Comfortable seating options
 - Ractile materials like textured surfaces or fidget toys
 - Soothing sounds or music
- Sensory tools.

Students can engage in mindfulness activities tailored to their sensory needs, such as deep breathing exercises, progressive muscle relaxation, or guided visualization. The environment is intentionally designed to minimize sensory overload and promote a sense of calm and well-being. Sensory spaces can be particularly beneficial for neurodivergent students with conditions like autism spectrum disorder, ADHD, sensory processing disorder, or anxiety.

It may also feature active play equipment, such exercise equipment, yoga mats and balancing balls. This space can be used to decompress or recharge.



SOCIAL ZONES

Foster a sense of belonging and community among students. It may include areas for group activities and seating arrangements that encourage conversation and connection.

encourage connection



COCOON ZONES

Supports emotional regulation and stress reduction, allowing children to recharge and restore their energy in a comforting space.

Primary Cocoon Zones

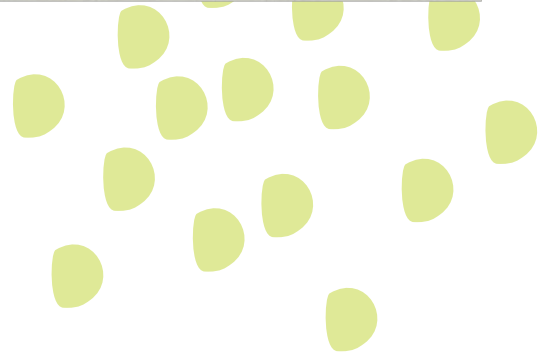
Cocoon Zone(s) provides a cozy and nurturing environment where children can retreat for quiet time, relaxation, or self-soothing activities. This zone may include soft seating, floor cushions, or even small, enclosed spaces like alcoves or nooks where children can feel safe and secure.

These zones provide:

- Spaces for recharging
- A relaxed environment
- Solitary study
- Support for overall development and well-being in a positive, safe, and inclusive setting.



PRIMARY



relax
recharge
restore

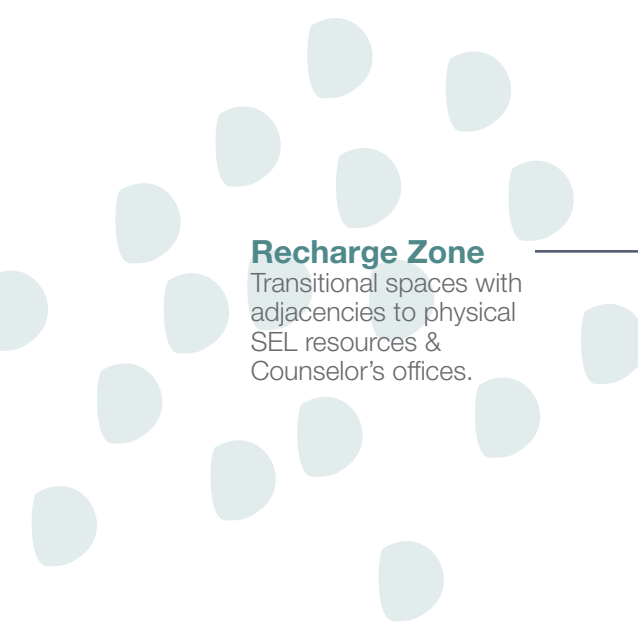


Limitations on space and budget need not hold you back. Incorporating wellness zones into smaller or existing spaces such as mediacenters and classrooms is an available option.

Offer students access to specific SEL Services and professionals.

More than just an entryway, this zone sets the tone for the entire center.

Transitional spaces with
adjacencies to physical
SEL resources &
Counselor's offices.



Cocoon Zone

Private or semi-private for students to retreat from the stimulation of the larger school environment.

Sensory Zone

Designed to provide a calming and supportive atmosphere for students who may experience sensory sensitivities.

Social Zone

Allow students, faculty and the outside community to gather socially and safely.



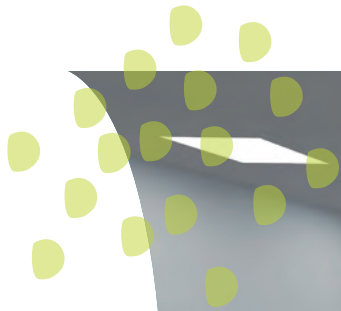
ALTERNATIVE PRIMARY WELLNESS CENTERS

Understanding that schools may be limited in space or budget, this is smaller space that captures the same functionality in a much smaller footprint at a much lower cost.

Smaller alternative wellness spaces can be achieved when a larger center may not be an option due to budget restrictions or other obstacles. Utilizing an existing cozy space or even creating a zone in a classroom or media center can work as a solution in these circumstances. These alternative options can incorporate all the elements needed for students to address any concerns around their mental and physical health.

The size of the space shadows in comparison to the experience within the space. Encouragement to try new things and reinforcement of trying can boost confidence, self-esteem, and mental health by creating a positive feed back loop.





ALTERNATIVE PRIMARY WELLNESS CENTERS

Consider kits or zones in your media center, classroom, existing counselors office or adjacent to Administration Offices to incorporate wellness.

Social Zones are designated areas for peer mentoring, group discussions, or informal counseling sessions. Acoustical products are employed to divide space and control noise.



Counselors will be addressing more complex emotional and mental health issues, such as anxiety, depression, and peer pressure. Sessions are often more discussion-based, focusing on problem-solving and coping strategies so confidentiality becomes more critical.



SECONDARY WELLNESS CENTERS

Social Zone

Facilitates social interaction, collaboration and peer support.



Welcome Zone

A Wellness Coordinator is critical to the centers success.

SECONDARY

Cocoon Zone

Cozy and nurturing space for children to retreat for quiet time, relaxation, or self-soothing activities.

Sensory & Recharge Zone

Alternative therapy space utilized independently or accompanied by a therapist.

Counseling Zone

Offer students access to specific SEL Services and professionals.



WELCOME ZONE / CHECK-IN

Older students often value autonomy and independence, so wellness spaces for secondary post-secondary students may offer more opportunities for self-directed activities and decision making.



Secondary Welcome Zone

Incorporate flexible seating arrangements, designated study areas, or quiet spaces where students can work independently or engage in personal reflection. This zone is more than just an entryway! By providing storage, direction on how to use the space, coordinating services, and gathering feedback, Welcome Zones set the tone for the entire center by fostering well-being and safety from the time students enter.



SECONDARY



COUNSELING ZONES

Ideally, these spaces are adjacent to counselor's offices, equipped with multiple seating options, adequate storage, visibility to the main area and equipped for individual or small group activity.



This adjacency allows for seamless integration of various therapeutic modalities and ensures students can move between different types of therapy without disruptions or loss of privacy.

RECHARGE ZONES

Students may use the Recharge Zones for expressive arts therapy, mindfulness exercises, or traditional group therapy sessions.



Storage

Integrating mobile lockers into sensory spaces can significantly enhance the functionality and flexibility of these environments. Mobile lockers provide convenient storage for personal items, therapeutic tools, and sensory equipment, making it easier to maintain an organized and clutter-free space.



Adaptable Furniture

These benches offer flexibility in creating different configurations and zones within the recharge zone, enhancing its functionality and adaptability. Nessie benches nest allowing for compact storage when not in use and freeing up space for other activities. Integrated handles making reconfiguration easy!

SENSORY ZONES

Create small, enclosed spaces or nooks where students can retreat for solitude when recharging or taking a break from exercise activities using our track-mounted shelving.



promote mindfulness

COCOON ZONES

Recharge and unwind with or without peers. These areas allow for mental health reflection and a space to practice mindfulness.



Incorporating a self-serve tea and coffee bar into a high school wellness center can enhance the space, offering students a practical resource they can bring, for comfort, to their Cocoon Zones.

SOCIAL ZONES

These spaces can accommodate guest speakers, multimedia presentations, or interactive learning experiences to engage students in discussions and activities related to their overall health and wellness.

May include technology-equipped areas for hosting presentations, workshops, or educational sessions focused on various aspects of well-being, such as nutrition, exercise, mindfulness, or mental awareness.

Encourage connectedness in these areas amongst students, staff and families.



SECONDARY



ALTERNATIVE SECONDARY WELLNESS CENTERS

Social Zone

Allow students, faculty and the outside community to gather socially and safely.

Counseling Zone

Offer students access to specific SEL Services and professionals.



Sensory Zone

Designed to provide a calming and supportive atmosphere for students who may experience sensory sensitivities.

Cocoon Zone

Private or semi-private for students to retreat from the stimulation of the larger school environment.

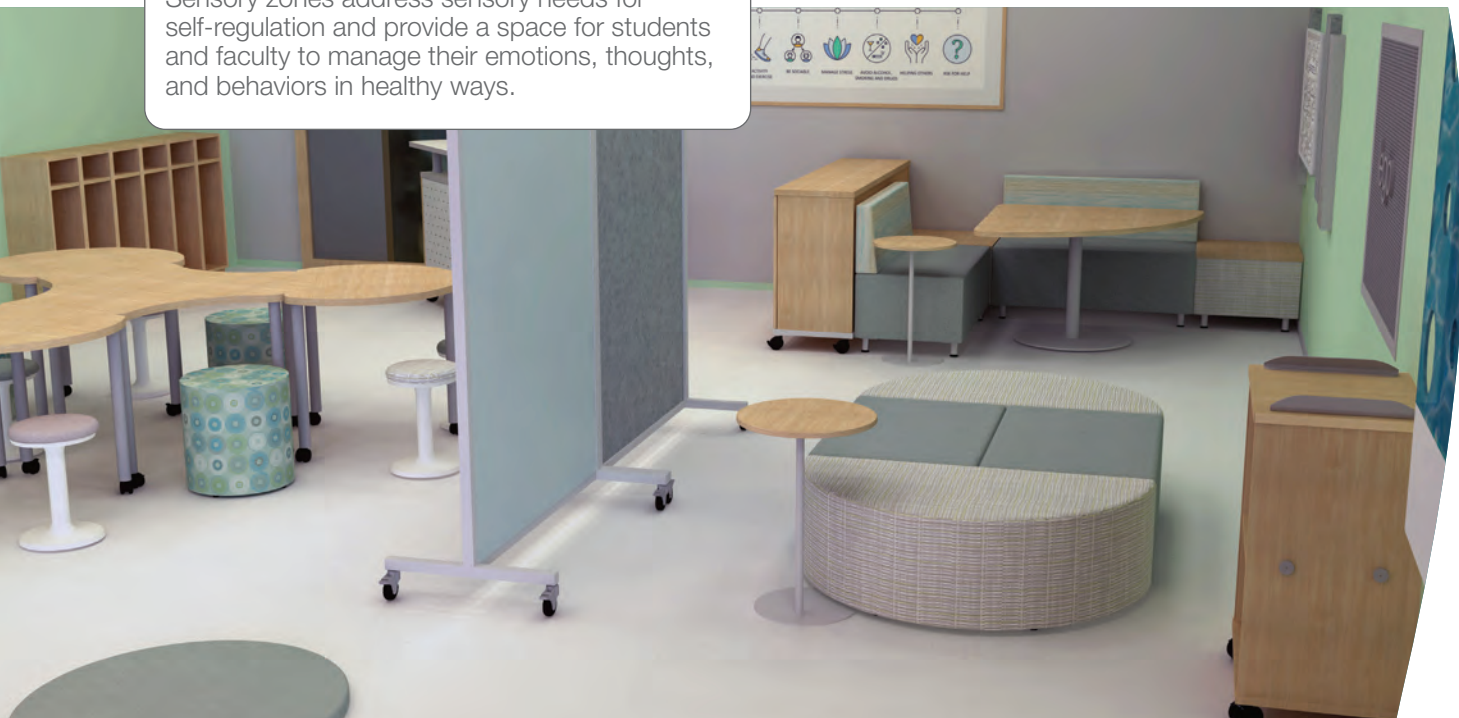
Recharge Zone

Transitional spaces with adjacencies to physical SEL resources & Counselor's offices.



ALTERNATIVE SECONDARY WELLNESS CENTERS

Sensory zones address sensory needs for self-regulation and provide a space for students and faculty to manage their emotions, thoughts, and behaviors in healthy ways.



The Full Time Corner Kit can be used both as a collaborative Social Zone in a commons area and double as a one-on-one Counseling Zone in an existing classroom.



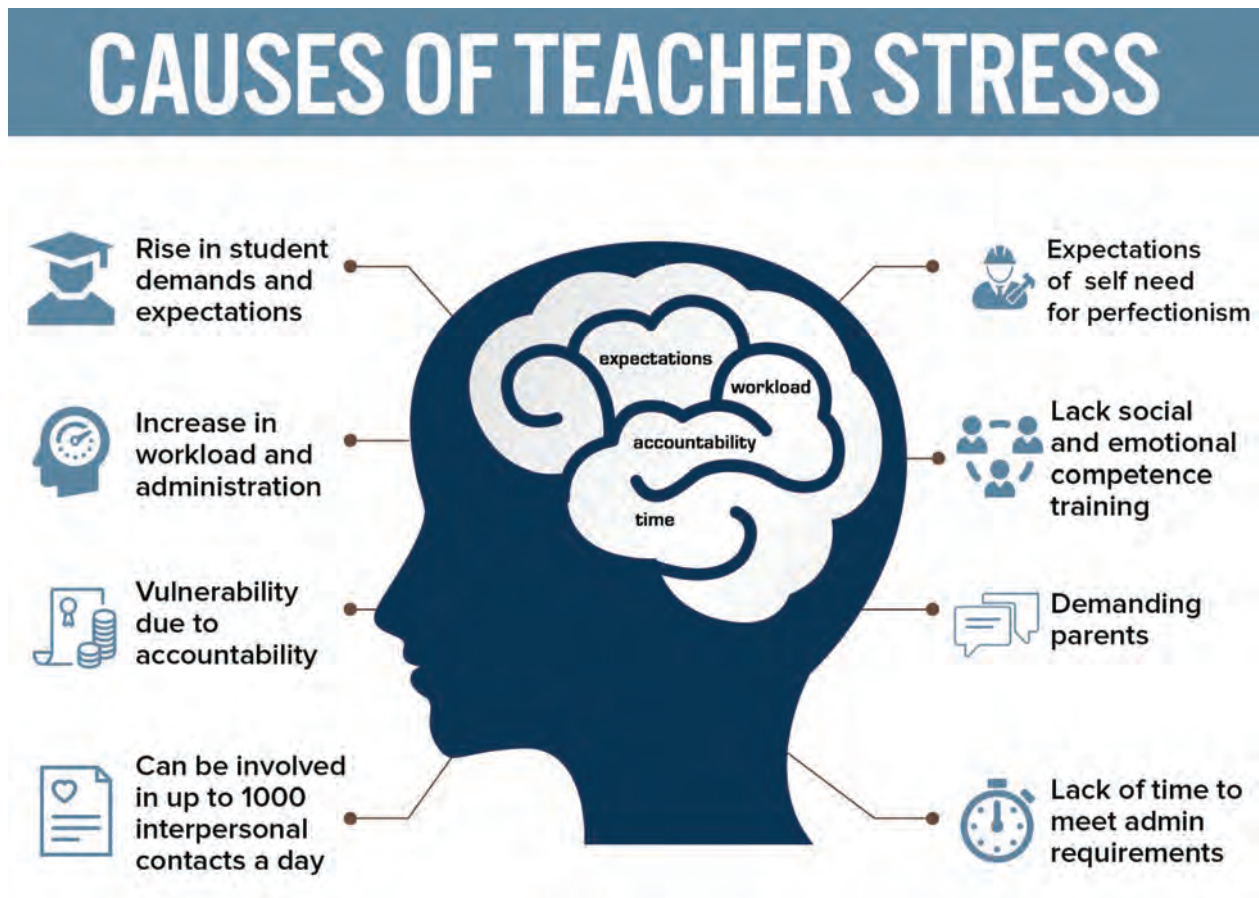
Social Zones allow students, faculty and the outside community to gather socially and safely. They foster community and students' sense of belonging.



FACULTY WELLNESS CENTERS

Teacher Stress

Teachers play a crucial role in the educational experience of students, and their well-being directly impacts their effectiveness as educators. Teachers and other faculty working in school settings are particularly vulnerable to work related stress.



Faculty wellness spaces are designed to provide a dedicated area where educators can prioritize their physical, mental, and emotional well-being. These spaces offer a retreat from the demands of the classroom and serve as a supportive environment where faculty members can recharge, relax, and engage in activities that promote their overall health and wellness. This space should include comfortable seating, independent or small group arrangements, natural elements, technology and charging, as well as a kitchenette for faculty members who may not have time to leave the school premises during breaks or lunch periods.



89% of teachers said they had been enthusiastic about teaching when they started the profession, but only 15% reported being enthusiastic at the time they completed the survey. – National Library of Medicine (2017) 46% of teachers in K-12 settings report high levels of daily stress during the school year. This level of stress is like that of nurses (46%) and physicians (45%) and is the highest ever recorded.

- Gallup-Healthways Well-Being Index (2020) 78% of teachers reported feeling physically and emotionally exhausted at the end of the day. - American Federation of Teachers (2020).

FACULTY WELLNESS CENTERS

Designated spaces within educational institutions intended to support the well-being and mental health of faculty and staff members.



fill your cup reset your mind

The stress that educators experience affects their enthusiasm about the profession, longevity in the field and absenteeism at work. The cost of absenteeism in schools is significant, both in terms of financial resources and the impact on student learning. Implementing a teacher wellness program can help address the underlying causes of absenteeism and promote a healthier and more productive work environment.

Teacher wellness spaces are traditionally known as:

- Teacher Lounges
- Teacher Work Rooms
- Breakrooms

Recognize that faculty needs a safe space away from their classroom. Teaching is socially and emotionally demanding. Utilize this space for camaraderie among peers, a change of scenery to unwind; a moment to reflect and recharge on their own mental health.

“you can’t
pour from
an empty cup”



Zones in a Faculty Wellness:

- Social Zones
- Recharge Zones
- Cocoon Zones

Seating



Blox



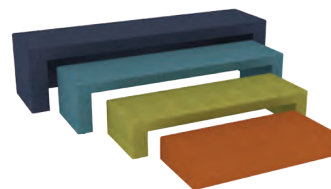
Push Pop



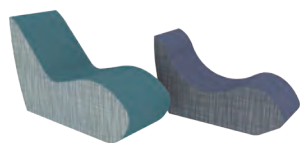
Carlo



Dotti



Nessie



Fred



Engage



Forum



Ottable



Full Time Halfbacks



Full Time Ottomans



Rojon



Bella



Arc



Platform



Shelby



Hannah Task



Ad Lib



Jumbles



Wink

Desks



Kineticos



Keystone



Timmy



Bookmark
(patron side)

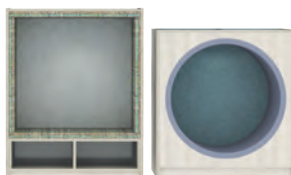


Bookmark
(user side)



Interact

Privacy



Nest



Dreamer Privacy
Screen



Cabana
*Shown with Winks &
Orbit Table

Tables



Kirby



Indy



Cesar



Porter



Zip



Classica



Valour
*shown with
Lego® Table Topper

Orbit
*shown with
Lego® Table Topper



Forum Work



Duo



Work+Box Dock



Orbit
Round



Orbit
Square



Orbit
Hex



Orbit Round
Occasional



Valour Curve



Valour Pac Man



Valour Cog

Storage



Drift Ideaboard



Drift Floating Classroom



Drift Binford



Drift Learning Curve



Rubix



Mobile Pedestal

Shelving



Benchmark

Casegoods



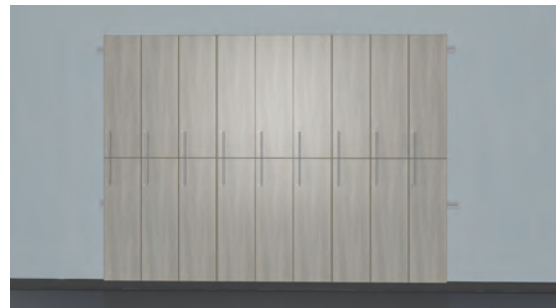
Definitions with
Hutchinson



Definitions



Definitions



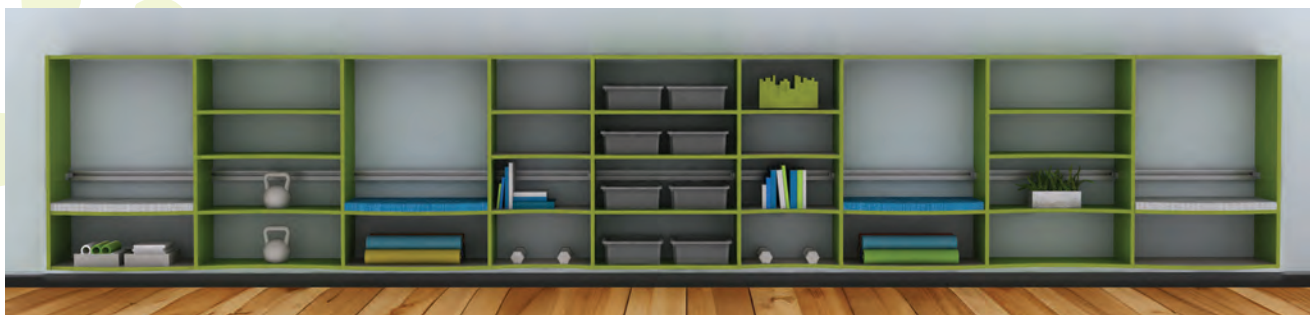
Elements



Transition



Transition



Transition

Display



Highrise

Connectivity

**Note: Sparky, Port & Jolt are specifically designed to fit in the existing 80mm grommet holes.*



Grover



Aztech



Sparky*



Port*



Jolt*

Kits

Indy/Arc/Orbit

- (4) Arc Stools – ARC-S55F43DPCH
- (1) Full Time Curved Ottoman – FTC-60-5S
- (2) Full Time Halfbacks – FTCBV2-60-5S
- (1) Orbit Round – O32-C0060-29
- (2) Indy Tables – IN-C1872-60CRV-36



Footprint as shown: 8'8"D x 14'9"W

Drift/Full Time Kit

- (1) Drift Curve – DFT-60-4218XTOT-L-MOB
- (1) Drift – DFT-60-3618XTOT-L-MOB
- (4) Full Time Hex Ottoman – FTX-20-G3-6C
- (2) 60° Arc Jumbles – JMBA-60-4218-18
- (1) Orbit Hex Table – O27-C4848HXR-29



Footprint as shown: 8'6"D x 8'9"W

Kits

Primary Gather Kit

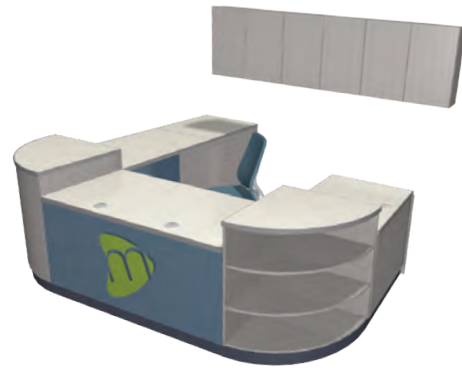
- (1) Drift Mobile – DFT-3018X-L-MOB
- (2) Pick Jumbles – JMBPK-24-18
- (1) 60° Arc Jumble – JMBA-60-4218-18
- (1) 90° Arc Jumble – JMBA-90-5918-18
- (1) Full Time Ottable – FTDT-51-5C
- (1) Forum Work Table – FRM-C0018-26
- (1) Full Time Halfback – FTCBV2-60-7224-5C
- (1) Valour Table – VLR-C2472-60CRV-29
- (2) Shelby Stools – SCS-24-NG



Footprint as shown: 10'11"D x 14' 2"

Welcome Kit

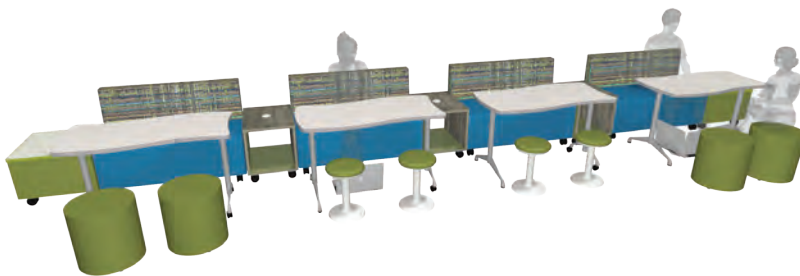
- (1) Bookmark Circulation Desk –
 - (1) MCD-B-29-EP-LH
 - (1) MCD-30RC-39L
 - (1) MCD-30RCS-39
 - (1) MCD-36D632
 - (1) MCD-48D-32-ADA
 - (1) MCD-60D-32
- (3) Definitions Wall Cupboard Storage – SWCS-361430



Footprint as shown: 9'7"D x 11'4"W

Commons/Lounge Kit

- (2) Full Time Ottables – FTST-2424-4C
- (4) Full Time Halfbacks – FTRB2-2448
- (3) Duo Connector Stools – DUC-2418-O-14
- (4) Cesar Wave Tables – CT20/26-C3060FLR-FT-29-4C
- (4) Cylinder Jumbles – JMBC-17-18
- (4) Dottis – DOTTI-18



Footprint as shown: 6'5"D x 24'11"W

Full Time Halfback Corner Kit

- (1) Full Time Square Ottable – FTST-2424-4S
- (1) Full Time Jr. Square Ottoman – FTSJ-3636-4S
- (1) Full Time Halfback – FTRB2-2436-4S
- (1) Full Time Halfback – FTRB2-2448-4S
- (2) Forum Side Gig Tables – FRM-C1420E-26



Footprint as shown: 6'D x 7'W

Kits



Secondary Gather Kit

- (2) Duo Cafe – DUO2-60L-CC
- (1) Orbit Table – O17-C2448-29
- (4) Arc Stools – ARC-S55F42DPBH



Footprint as shown: 5'2"D x 12'8"W

Maker Kit

- (3) Elements Activity Walls
 - Peg board – EAPBW-3248
 - Wall Paper – EAPW-3248
 - Markerboard – EAMBW-3248
- (1) Work+Box Dock – WBXD-C2760D-29-CS-LL-MOB
- (1) Work+Box Dock – WBXD-C2760D-29-TOTO-L-MOB
- (4) Carlo Stools – CRS-25C



Footprint as shown: 2'6"D x 13'10"W

Indy/Full Time/Orbit

- (1) Jumbles Hex – JMBH-19-18
- (4) Push Pop Stools – PP-25-FR
- (1) Full Time Curve Ottoman – FTC-60-5C
- (2) Full Time Halfback Curve – FTCBV2-60-5C
- (1) Orbit Round Table – O32-C0060-29
- (2) Indy Tables – IN-C1872-60CRV-36



Footprint as shown: 9'7"D x 13'8"W

Valour Collaboration Kit

- (1) Valour Cog Table – VLR-C4848CG-29-3C
- (3) Valour Pac Man Tables – VLR-C0036PAC-29-3C
- (6) Dottis – DOTTI-18
- (3) Jumbles – JMBC-17-18



Footprint as shown: 8'10"D x 9'7"W

Product Pairings

Engage/Duo

- (2) Engage Lounge – ENA-2529-4C
- (1) Duo Connector Table – DUC-2435-OR90-14



Footprint as shown: 4'10"D x 6'7"W

Full Time

- (2) Full Time Jr. Crescent Ottomans – FTCOJ-0051
- (1) Full Time Ottoman – FTD-51-5C



Footprint as shown: 4'8"D x 10'2"W

Engage/Forum

- (2) Engage Lounge – EN-3029-2D
- (2) Forum Side Gig Tables – FRM-C1420E-26



Footprint as shown: 4'10"D x 8'5"W

Blox

- (5) Crescent “Pac Man” Blox – PBLOX-17-17
- (1) Cylinder Blox – CBLOX-17-17



Footprint as shown: 4'2"D x 6'3"W

Wink/Cabana

- (1) Cabana Double Wide Starter – CAB-C3884L
- (4) Cabana Double Wide Adders – CAB-C3884LA
- (4) Orbit Square Tables – O17-C3030-29
- (8) Winks – WNK-3030



Footprint as shown: 3'2"D x 27'8"W

Office Typicals

Definitions/Porter Typical



Footprint as shown: 18'3"D x 10'W

Definitions/Porter/Orbit "D" Typical



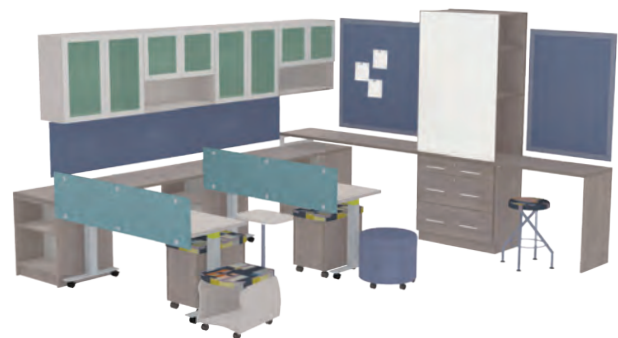
Footprint as shown: 17'11"D x 10'3"

Definitions/Timmy/Orbit "D" Typical



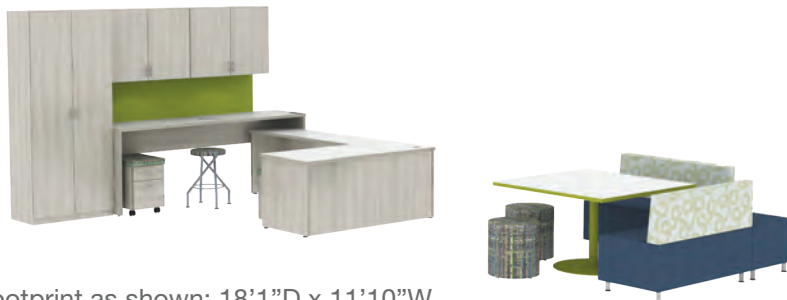
Footprint as shown: 17'11" x 9'7"

Definitions Open Office Typical



Footprint as shown: 13'5"D x 12'3"W

Definitions/Full Time Halfback Typical



Footprint as shown: 18'1"D x 11'10"W

References:

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