



## RESTORATIVE START:

Elevating Social and Emotional Learning (SEL) to support student identity development, a sense of belonging, and a feeling of agency.

Six lessons and resources to guide the fall of 2021 and beyond.

# Elementary School



## IDENTITY

Who you are is shaped by a number of factors.



## AGENCY

The feeling of knowing you can achieve your goals if you apply yourself.



## BELONGING

The feeling of being connected to a group.

[Read full text about Identity and SEL for Early Elementary School Students.](#)  
[Read full text about Identity and SEL for Late Elementary School Students.](#)

Start here

[Watch a video](#) about how to use these lessons and [student journals](#).

SEL Competency	Self Awareness	Self & Social Awareness	Self- Management	Self & Social Awareness	Relationship Skills	Responsible Decision Making
<b>Lessons</b>	<b>1</b> <a href="#"><u>Your Space and Voice</u></a>	<b>2</b> <a href="#"><u>Identity: What Makes Me, Me</u></a>	<b>3</b> <a href="#"><u>My Strengths &amp; Challenges</u></a>	<b>4</b> <a href="#"><u>Our Classroom Community</u></a>	<b>5</b> <a href="#"><u>Feeling Connected</u></a>	<b>6</b> <a href="#"><u>Mindful Beginnings</u></a>
<b>Activity</b>	<b>1</b> <b>Your Space and Voice</b>	<b>2</b> <b>Identity Chart</b>	<b>3</b> <b>My Strengths, Challenges &amp; Goals</b>	<b>4</b> <b>Your Classroom Community</b>	<b>5</b> <b>Feeling Connected</b>	<b>6</b> <b>Practice Mindfulness</b>
Source & Additional Lessons	<a href="#"><u>Feelings Chart</u></a> , Big Life Journal <a href="#"><u>Cool Kid</u></a> , GGSC <a href="#"><u>Feelings Wheel</u></a> , <a href="#"><u>Centervention</u></a>	Source: <a href="#"><u>Facing History &amp; Ourselves</u></a> <a href="#"><u>Superstar Icebreaker Game</u></a> , <a href="#"><u>Panorama</u></a> <a href="#"><u>Flow and Tell</u></a> <i>Greater Good In Education</i> <a href="#"><u>Fill Worry Cup</u></a>	<a href="#"><u>Brain Games SEL</u></a> Kernels: <a href="#"><u>EASEL Lab</u></a> , <a href="#"><u>Harvard</u></a> <a href="#"><u>Self-Regulation Lesson</u></a> <a href="#"><u>Character Strong</u></a> , <a href="#"><u>Panorama</u></a> <a href="#"><u>Crumpled Reminder</u></a> GGIE <a href="#"><u>Vacation Station</u></a>	<a href="#"><u>Community Circles: 60 Second Strategy</u></a> <a href="#"><u>Edutopia</u></a> <a href="#"><u>Structures for MeetUp</u></a> <a href="#"><u>Buddy Up</u></a> <a href="#"><u>ABC's of Classroom Community</u></a>	<a href="#"><u>Kindness: A Lesson Plan</u></a> - Classroom Activities <a href="#"><u>Loving-Kindness Buddy Wishes</u></a> <a href="#"><u>Looking for Gratitude</u></a> , GGSC <a href="#"><u>Three Gratitude Lessons for K-8</u></a> GGSG	Source: <a href="#"><u>Square Breathing Centervention</u></a> <a href="#"><u>Mindful Schools Curriculum Sample</u></a> <a href="#"><u>Mindful Minute: Quick Mindfulness Meditation</u></a> <a href="#"><u>Breath Meditation for Kids</u></a> Meditation Channel
<a href="#"><u>Sanford Harmony Curriculum</u></a>						
Teacher Resources	<a href="#"><u>Belonging and Emotional Safety</u></a> CASEL	<a href="#"><u>Video: Letting People Lead with their Identity</u></a>	<a href="#"><u>Why Growth Mindset in Education</u></a> (GGIE)	<a href="#"><u>Cultivating Community Awareness and Engagement</u></a> CASEL <i>Guide to Schoolwide SEL</i>	<a href="#"><u>Toolkit: Authentically Connect with Students</u></a> PERTS	<a href="#"><u>Mindfulness Practice Creating Resilience for Educator</u></a>
CA T-SEL	<a href="#"><u>Belonging for Educators</u></a> , PERTS	<a href="#"><u>Unpacking Identity</u></a> <i>Learning for Justice</i>	<a href="#"><u>TEDX: The Power of Belief</u></a>		<a href="#"><u>The Power of Relationships in Schools</u></a> Edutopia Video	<a href="#"><u>Research on Mindfulness</u></a>
<a href="#"><u>Understanding Identity, Agency, and Belonging</u></a> CASEL	<a href="#"><u>Planning Procedures for Supportive Classroom Environments</u></a> CASEL	<a href="#"><u>My Name, My Identity</u></a> , Santa Clara County Office of Education	<a href="#"><u>Intention Setting</u></a> Edutopia <a href="#"><u>Playworks Playbook</u></a>	<a href="#"><u>Community Building</u></a> <i>National Museum of African American History &amp; Culture</i>	<a href="#"><u>4 Ways to Foster Positive Student Relationships</u></a> - Edutopia Reading	<a href="#"><u>Restorative Practices Guide: Fostering Healthy Relationships &amp; Promoting Positive Discipline in Schools</u></a>

Overview



## BELONGING

*30 Minute Elementary Lesson*

# Your Space and Voice

**Goal:** Explore and reflect on our understanding of how we want to feel at school.

**Step 1:** Brainstorm reflective questions

**Step 2:** Students work on Activity 1

**Step 3:** More work time **or** Whole Group **or** Small Group Sharing

## **STEP 1:**

Brainstorm  
with  
students  
how they  
want to feel  
at school.



**BELONGING**

**Resources:**

[Feelings Chart](#)

**How do you want to feel at school?**

Type student responses here...

## STEP 2:

Students  
work on  
Activity 1

**Student Sample:**

[Sample A](#)

[Sample B](#)

Activity

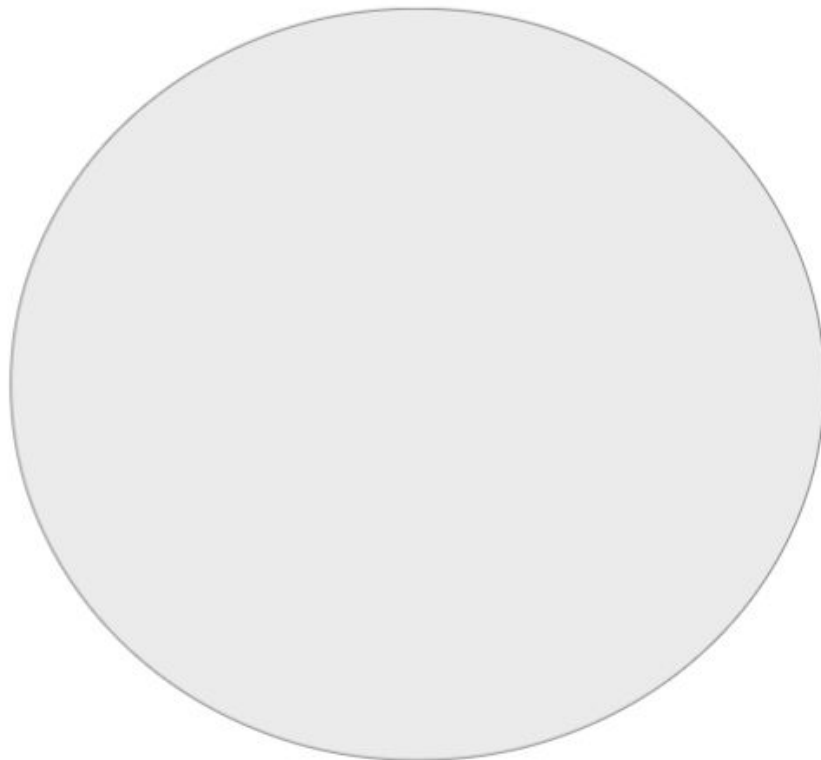
1

## Your Space & Voice

Draw or write

How you  
want to feel  
at school?

What is  
important to  
you in a  
classroom  
setting?



<<Student Name>>

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### STEP 3:

More work time **or** Whole Group **or** Small Group Sharing

What do you feel comfortable sharing with your peers?

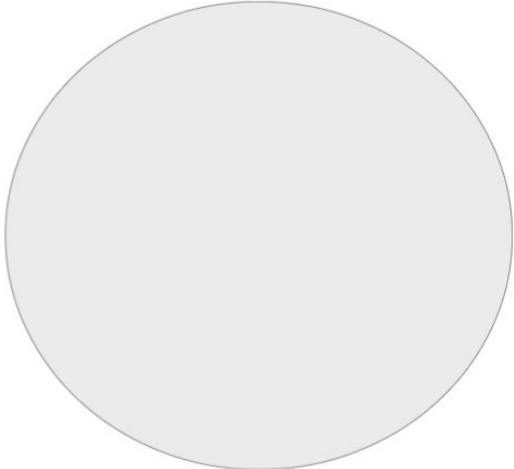
(Teacher add link to Padlet/Google Doc)

Activity **1** **Your Space & Voice**

Draw or write

How you want to feel at school?

What is important to you in a classroom setting?



<<Student Name>> PVUSD Elementary Schools Restorative Start 2021-2022



# IDENTITY

Who you are is shaped by a number of factors.

## 30 Minute SEL Elementary Grade Lesson

### **Identity: What makes me, me?**

Goal: Students name their personal characteristics and backgrounds.

**Step 1:** Brainstorm reflective questions.

**Step 2:** Students work on Activity 2.

**Step 3:** More work time **or** Whole Group **or** Small Group Sharing

# Step 1: Brainstorm Categories Exploring Identity



## Questions to think about?

*What language do you speak?*

*What are your hobbies?*

*Where were you born?*

*What foods do you like?*

## What makes me, me?

Type student responses here...



# Step 2: Create Identity Chart



**IDENTITY**

**Student Sample:**

[Sample A](#)

[Sample B](#)

Activity **2** **Activity: Identity- What makes me, me?**  
Draw or write things you want to share about yourself.

Student Name:

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The form is a large rectangle with a black border. At the top left, there is a teal circle containing the number '2' and the word 'Activity'. To its right is a teal horizontal bar with the title 'Activity: Identity- What makes me, me?' and the instruction 'Draw or write things you want to share about yourself.' Below this is a central light green circle labeled 'Student Name:'. Five black lines radiate from this central circle to the edges of the form, creating a starburst shape for drawing or writing. At the bottom right of the form, there is small text: 'PVUSD Elementary Schools Restorative Start 2021-2022'.

Lesson 2: Identity: What makes me, me?

### STEP 3:

More work time **or** Whole Group **or** Small Group Sharing

What do you feel comfortable sharing with your peers?

(Teacher add link to Padlet/Google Doc)



## IDENTITY

Activity

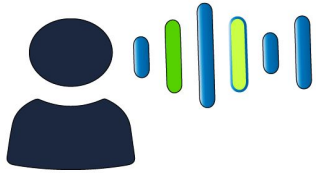
2

### Activity: Identity- What makes me, me?

Draw or write things you want to share about yourself.

A diagram for an identity activity. It features a central light green circle with the text "Student Name:" next to it. Five lines radiate from the center to the edges of a square frame, creating a star-like shape. This is intended for students to draw or write things they want to share about themselves.

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## AGENCY

The feeling of knowing you can achieve your goals if you apply yourself.

*30 Minute Elementary Grade Lesson*

## My Strengths & Challenges

Goal: Acknowledge your strengths and reflect on where you want to grow.

**Step 1:** Brainstorm reflective questions

**Step 2:** Students work on Activity 3.

**Step 3:** More work time **or** Whole Group **or** Small Group Sharing

## **STEP 1:**

Brainstorm with students challenges, things they are confident about, and things to improve at.

**What are challenges at school?**

Type student responses here...

**What are things you are confident about?**

Type student responses here...

**Step 2:** Draw or write things that you want to share about yourself.

**Student Sample:**  
[Sample](#)

Activity  
**3**

## My Strengths & Challenges

Draw or write things that challenge you.

Draw or write things that you feel confident about.

Draw or write something you want to get better at.

Name: \_\_\_\_\_

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## STEP 3:

More work time **or** Whole Group **or** Small Group Sharing

What do you feel comfortable sharing with your peers?

(Teacher add link to Padlet/Google Doc)

Activity **3** **My Strengths & Challenges**

Draw or write things that challenge you.

Draw or write things that you feel confident about.

Draw or write something you want to get better at.

Name: \_\_\_\_\_

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# BELONGING

*30 Minute Elementary Grade Lesson*

## **Our Classroom Community**

Goal: Students name things that are important to them in their school community.

**Step 1:** Brainstorm reflective questions

**Step 2:** Students work on Activity 4.

**Step 3:** More work time **or** Whole Group **or** Small Group Sharing


# Step 1: Brainstorm as a class about school communities

**What are things that are important to you at school?**

Type student responses here...

Activity **4** **Your Classroom Community**

Draw or write what is important to you at school.



Name: \_\_\_\_\_

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**Step 2:** Draw or write things that you want to share about yourself.

**Student Sample:**  
[Sample A](#)

Activity **4**

## Your Classroom Community

Draw or write what is important to you at school.



Name:

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### Step 3:

More work time **or** Whole Group **or** Small Group Sharing


What do you feel comfortable sharing with your peers?

(Teacher add link to Padlet/Google Doc)

Activity 4

### Your Classroom Community

Draw or write what is important to you at school.



Name: \_\_\_\_\_

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# BELONGING

*30 Minute Elementary Grade Lesson*

## Feeling Connected

Goal: Students name a time they felt connected to someone.

**Step 1:** Brainstorm reflective questions

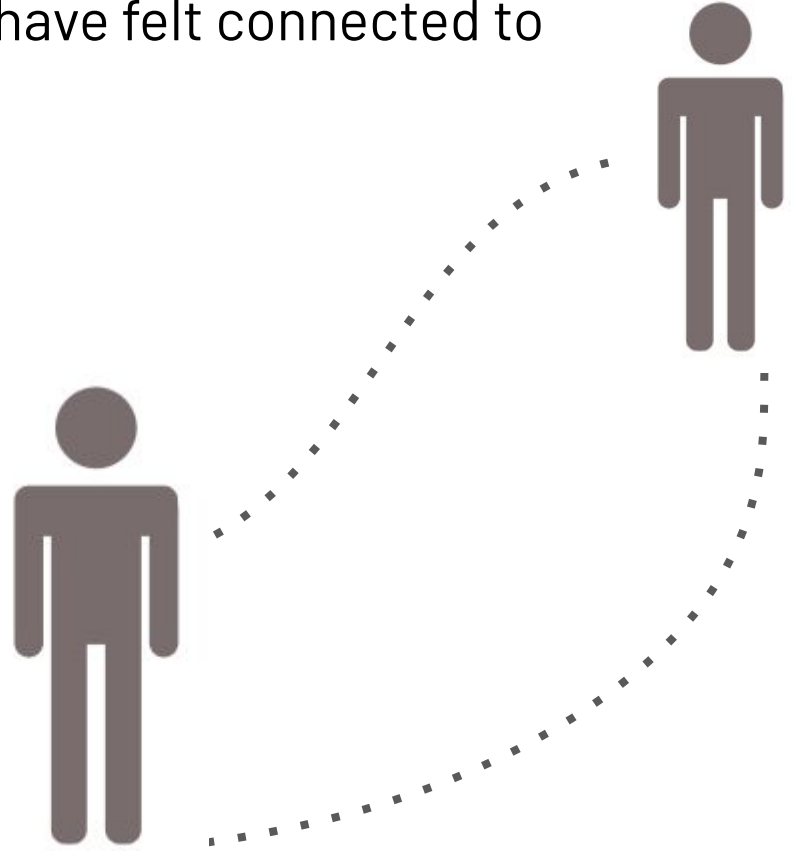
**Step 2:** Students work on Activity 5

**Step 3:** More work time **or** Whole Group **or** Small Group Sharing

**Step 1:** Brainstorm times that students have felt connected to somebody else.

**What are times you felt connected to somebody else?**

Type student responses here...



## Step 2:

Draw or write a time when you felt connected.

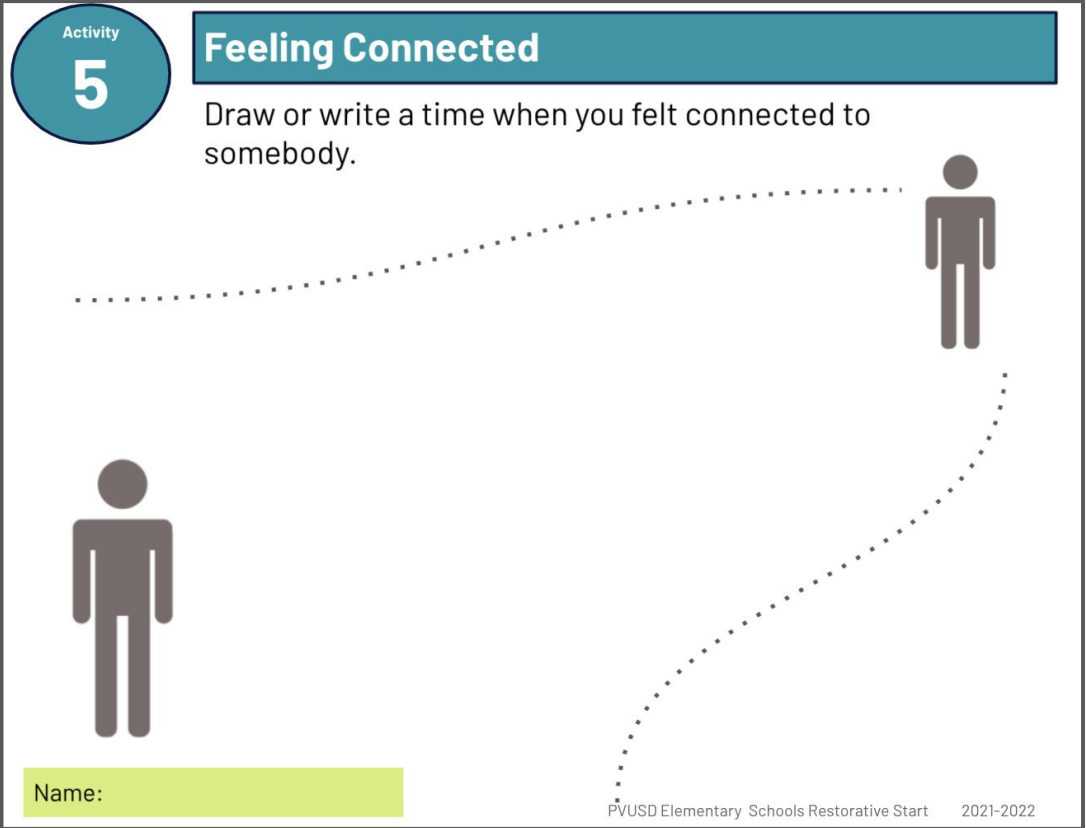
Student Sample:

Sample

Activity **5**

### Feeling Connected

Draw or write a time when you felt connected to somebody.



Name:

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### Step 3:

More work time **or** Whole Group **or** Small Group Sharing

What do you feel comfortable sharing with your peers?

(Teacher add link to Padlet/Google Doc)

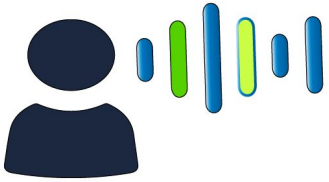
Activity 5

### Feeling Connected

Draw or write a time when you felt connected to somebody.

Name: \_\_\_\_\_

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# AGENCY

*30 Minute Elementary Lesson*

## **Mindfulness Beginnings**

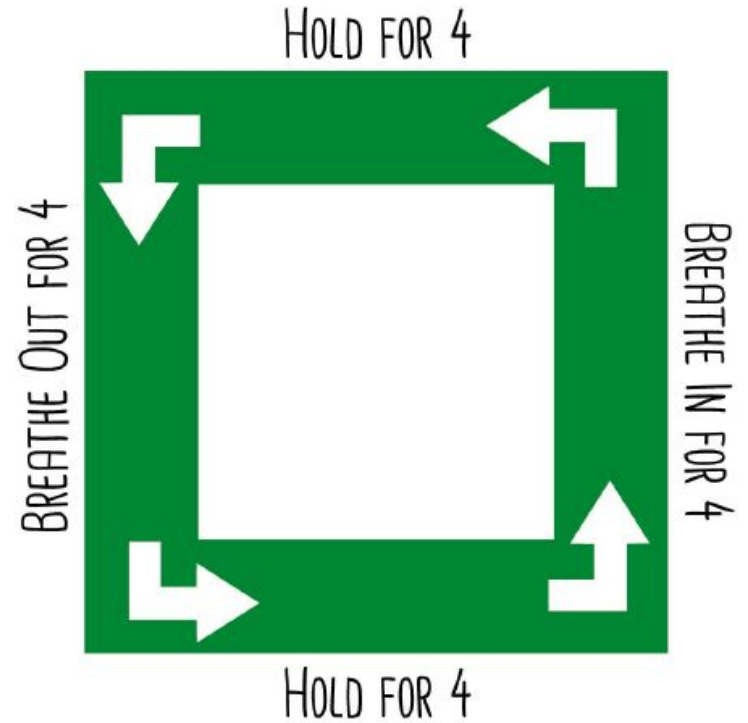
Goal: Students identify situations that calm them.

**Step 1:** Watch -Listen to Mindful Activities

**Step 2:** Students work on Activity 6

**Step 3:** More work time **or** Whole Group **or** Small Group Sharing

# Step 1: Watch - Listen to Mindful Activities





### Step 3:

More work time **or** Whole Group **or** Small Group Sharing

What do you feel comfortable sharing with your peers?


(Teacher add link to Padlet/Google Doc)

## Student Sample:

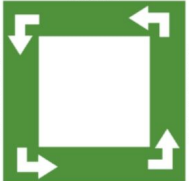

Sample A

Sample B

Activity 6 Mindful Beginnings



Draw or write things you are grateful for.



Count and breathe. How do you feel after?  
Draw or write.

Name: \_\_\_\_\_

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# RESTORATIVE START Elementary, 2021-2022

Six Lessons to Promote Identity, Agency and Belonging & Resources to Elevate Social and Emotional Learning  
Crosswalk to CA Transformative SEL

<b>Elementary Lessons</b>	<b>1</b> <u><a href="#">Your Space and Voice</a></u>	<b>2</b> <u><a href="#">Identity: What Makes Me, Me</a></u>	<b>3</b> <u><a href="#">My Strengths &amp; Challenges</a></u>	<b>4</b> <u><a href="#">Our Classroom Community</a></u>	<b>5</b> <u><a href="#">Feeling Connected</a></u>	<b>6</b> <u><a href="#">Mindful Beginnings</a></u>
SEL Competency	<b>Self &amp; Social Awareness</b>	<b>Self &amp; Social Awareness</b>	Self-Management	Self & Social Awareness	Relationship Skills	Responsible Decision Making
<u><a href="#">Relationship to CA T-SEL Competencies</a></u>  <b>Early Elementary</b>	<b>1.B.1.</b> Students recognize, label, and understand basic emotions in themselves and know that more than one emotion can be experienced at once. Students are aware of how emotions can affect their body.	<b>1.A.1.</b> Students name their personal characteristics and life experiences and have an increasingly accurate basic sense of self. Students are aware of their own likes and dislikes.	<b>1.H.1.</b> Students believe in their capacity to learn and that they are capable, important community members. Students practice having an optimistic outlook. <b>2.F.1.</b> Students identify personal and collective goals and name simple steps to achieve them.	<b>3.E.1.</b> Students name groups or communities they are a part of and their qualities. Students demonstrate pride in belonging to their groups or communities and take action to make others feel welcome.	<b>4.C.1.</b> Students identify what it means to be a good friend. Students demonstrate gratitude toward others.	<b>5.F.1.</b> Students can explain and begin to practice stop, think, act strategies. <b>2.B.1.</b> Students identify situations and relationships that calm them. Students understand and begin to practice how to be physically healthy in ways that are within their control.
<b>Late Elementary</b>	<b>1.B.2.</b> Students recognize the intensity of their emotions and can name increasingly complex emotions. Students identify when they feel stressed or anxious.	<b>1.A.2.</b> Students understand how some aspects of their personal and social identity can change over time and be shaped by themselves, others, and their experiences. Students show confidence and	<b>2.F.2.</b> Students identify short and longer term personal and collective goals that are meaningful to them and demonstrate strategies that work for them to achieve those goals.	<b>1.C.2.</b> Students articulate their beliefs about topics that are important to them, their family, and their learning community.	<b>4.C.2.</b> Students identify characteristics of friends and types and levels of friendship. Students identify why they are grateful for the people in their lives and proactively show gratitude in	<b>5.G.2.</b> Students anticipate consequences of their own and other's actions with increasing accuracy. Students identify the impact of different activities and opportunities on themselves, their relationships, and learning