

Preferred Name:

Pronouns:



| Activity 1 | Activity 2 | Activity 3 | Activity 4 | Activity 5 | Activity 6 |
|---|----------------------------------|--|-------------------------------|--------------------------------------|--------------------------------|
| <u>Locate Agency, Identity, & Belonging</u> | <u>Identity: What shapes me?</u> | <u>A Moment for Me: Practicing Self-Compassion</u> | <u>Empathetic Experiences</u> | <u>Connecting through Reflecting</u> | <u>Cultivating Mindfulness</u> |



Activity
1

Your Space & Voice: Belonging, Identity & Agency

**Step 1:
WATCH &
LISTEN**

Watch video [Youth Voices: Locating Identity, Agency, & Belonging in all Learning Spaces.](#)

**Step 2:
WRITE**

Reflect and write about when you feel like you belong and matter, when you can tell you are appreciated, and when you have confidence to make something you care about happen. You can type right in the green box by double-clicking on 'type response here'.



I FEEL LIKE I
BELONG AND MATTER
IN THE SCHOOL WHEN:

Voices from video: *I walk in and get greeted by the principal, the staff, the security guard. When everybody knows my name. When I am listened to. When I am welcomed. When I am safe, seen, accepted. When I am empowered.*



IDENTITY

I can tell that others
know and appreciate
who I AM
when:

Voices from video: *When students can share their work and passions in a judge-free environment among peers. When I hang out with friends. When I do newspaper jobs. When I say hello and have conversations.*



AGENCY

I have the
CONFIDENCE and POWER
to make something
I care about happen when:

Voices from video: *When I am happy, when I have a lot of energy, when I have support from people who love me, and when I'm present. When I am able to give my input on clubs and activities and develop new outcomes for my school.*

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Activity: Identity- What shapes me?

Activity based on strategy from Facing History & Ourselves

**Step 1:
REVIEW**

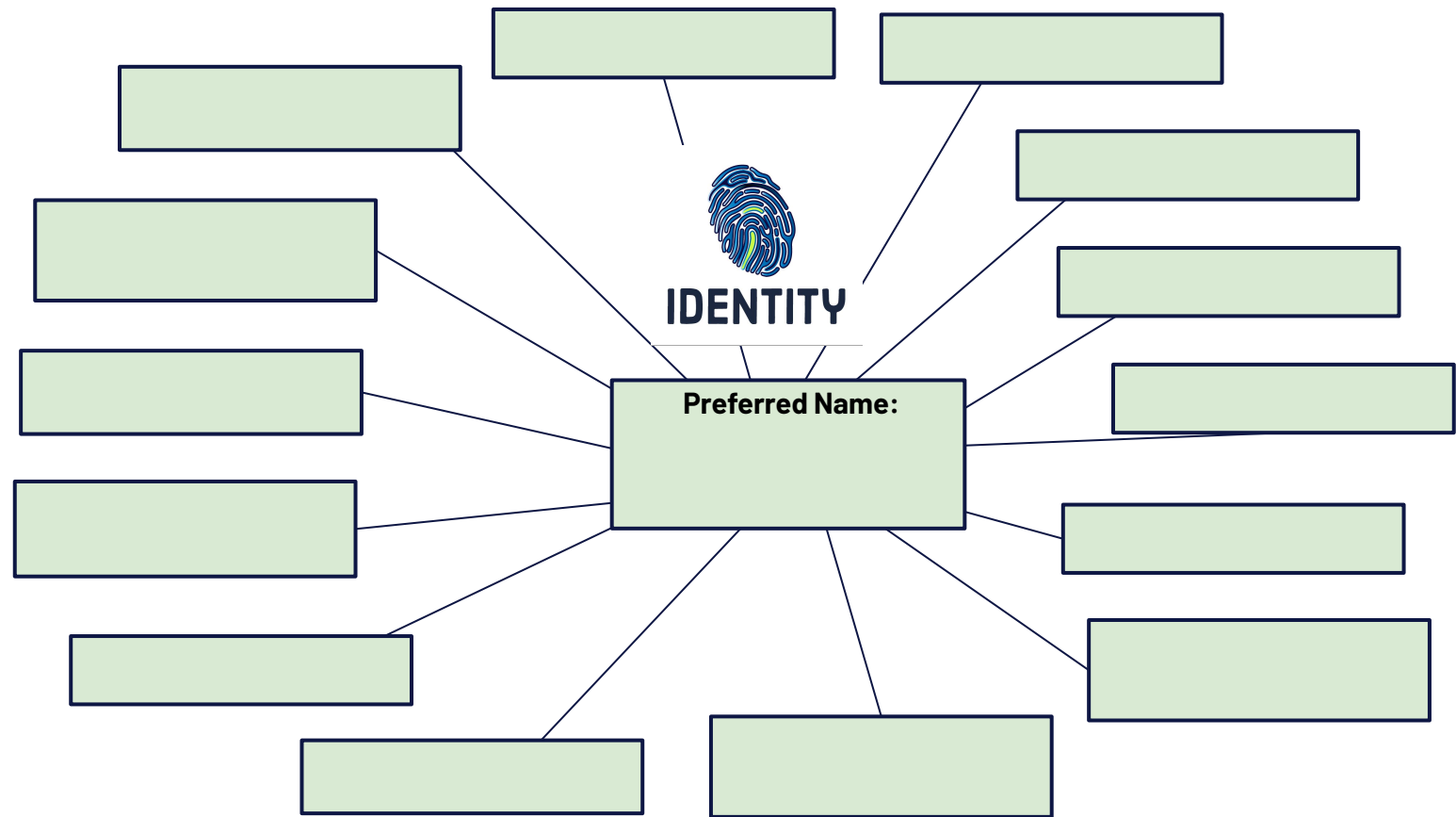
Identity is race, ethnicity, language, gender, role in family, hobbies & interests, culture, hometown, birthplace, physical characteristics, religion and other things that answer the question, "Who am I?". Review sample [identity chart A](#) and [chart B](#). Think about what you would like the school community to know about you.

**Step 2:
WRITE**

Add your name to the middle and then type in the boxes to share things that shape your identity. What are the most important things you want others to know about you?

[Identity Chart Example A](#)

[Identity Chart Example B](#)



A Moment for Me: Self-Compassion

Activity based on strategy from Greater Good in Education

Self-compassion is when you treat yourself with care and kindness. Practicing self-compassion can help you feel happier and less stressed. Self-compassion helps you get up after a mistake and start again. It's about showing yourself kindness no matter what grade you get or how many goals you score. Self-compassion develops by recognizing your strengths and building your sense of confidence and optimism.

Step 1: REFLECT

Take a few deep breaths. Think of a situation in your life that is difficult or causing you stress. Please choose a situation that is not the worst or most difficult in your life, but that something that is causing you some discomfort. We will purposely generate a little tension or stress in our minds and bodies by thinking of a challenging situation, so we can then learn how to use self-compassion.

Step 2: LISTEN/ WATCH

Listen to the recording called, "[A Moment for Me.](#)" or watch a video on "[The Power of Self-Compassion.](#)" You can also read more about [self-compassion.](#)

Step 3: REFLECT & WRITE

Self-kindness, acknowledging being human, self-talk and gratitude are all tools to help be more self-compassionate. What might it look like to show compassion?

| Compassion with Self <i>What things can you say to yourself to practice self-compassion?</i> | Compassion with Others <i>What things can you say to practice compassion with others?</i> |
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Activity
4

Empathetic Experiences

Activity based on strategy from Greater Good in Education

**Step 1:
READ**

What is Empathy? The term “empathy” is used to describe a wide range of experiences. Emotion researchers generally define empathy as the ability to sense other people’s emotions, coupled with the ability to imagine what someone else might be thinking or feeling. [\(Read more from Greater Good Science Center.\)](#)

**Step 2:
WRITE**

Review what researchers have found to nurture empathy in self and others. [Here are some specific, science-based activities for cultivating empathy from our site Greater Good in Action.](#) Brainstorm and discuss keys to the following:

Ways to Cultivate Empathy

[Greater Good Article](#)

- Not jumping to conclusions
- Meditating
- Being in a band
- Playing games with others
- Take lessons of babies
- Paying attention to faces

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| <p>Active Listening: In what ways do you express interest in what others are saying?</p> | |
| <p>Shared Identity: What do you have in common with people who seem different from you?</p> | |
| <p>In what others ways do you cultivate empathy?</p> | |

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Activity
5

Connecting Through Reflecting

Activity based on strategy from Greater Good in Education

"Whatever affects one directly, affects all indirectly. I can never be what I ought to be until you are what you ought to be. This is the interrelated structure of reality." —Martin Luther King, Jr.



**Step 1:
THINK**

Take a moment to think of a time when you felt connected to someone. What happened and how did it make you feel?

**Step 2:
WRITE**

Why do you think it's important for humans to feel connected to each other? What makes you feel connected to another person? What makes you feel a sense of connection here at school?

**Step 3:
THINK
and
WRITE**

Try to think of a time when you felt a strong bond with someone. Choose a specific example of an experience you had with this person where you felt a strong sense of connection to them. *This could be a time you had a meaningful conversation, gave or received support, experienced a great loss or success together, or witnessed an historic moment.* Once you've thought of a specific example, **spend a few minutes writing** about what happened. In particular, consider the ways in which this experience made you feel close to the other person.



Activity
6

Mindfulness: Promoting well-being in self, school, and others

Mindfulness is noticing what is happening in the present moment. Mindfulness can help us learn to pay close attention to many things. It can also help us calm down when we are angry, sad, frustrated, or have any difficult emotion. Mindfulness can help us notice when we are happy or grateful too. It can also help us focus and in school, sports, or music. (text from Mindful Schools) Watch this [video about mindfulness](#) and then try practicing!

Explore one or more activity to think about how mindfulness might impact both you and your community. What might happen when you take a second to 'pause' and be 'mindful'?

**Activity:
PRACTICE
GRATITUDE**

Practicing gratitude is an important part of mindfulness- [read about gratitude and how to practice it](#). Gratitude is being thankful. Think of one person or thing you are grateful for. Why are you grateful for that person or thing?



**Activity:
BODY SCAN
MEDITATION**

Another mindful activity that cultivates a mind-body connection is a body scan. In a body scan, you bring your attention to your body. [Listen to this body scan recording](#). Why do you think it is important to cultivate a mind-body connection?



**Activity:
PRACTICE
MINDFUL
BREATHING**

Practicing mindfulness can mean mediating and focusing on your breathing. [Try Mindful Breathing: A 3-Minute Stress Reliever](#). Share one thing you noticed as you took the time to focus on your breathing.

