



## 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.



## IDENTITY

Who you are is shaped by a number of factors.

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



## AGENCY

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

[Read full text about Agency and SEL for High School Students.](#)



## BELONGING

The feeling of being connected to a group.

[Read full text about Belonging and SEL for High School Students.](#)

# High School

Start here

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

	<a href="#">Awareness</a>	<a href="#">Awareness</a>	<a href="#">Management</a>	<a href="#">Awareness</a>	<a href="#">Awareness</a>	<a href="#">Practicing</a>
<b>Slides</b>	<b>1</b> <b><u>Locating agency, identity, &amp; belonging</u></b>	<b>2</b> <b><u>Identity: What Shapes Me?</u></b>	<b>3</b> <b><u>A Moment for Me: A Self-Compassion Break</u></b>	<b>4</b> <b><u>Empathy: Honors Experiences</u></b>	<b>5</b> <b><u>Connecting through Reflecting</u></b>	<b>6</b> <b><u>Cultivating Mindfulness</u></b>
<b>Activity (Site link)</b>	<b>1</b> <b><u>Your Space and Voice</u></b>	<b>2</b> <b><u>Identity Chart</u></b>	<b>3</b> <b><u>Showing Compassion</u></b>	<b>4</b> <b><u>Empathic Experiences</u></b>	<b>5</b> <b><u>Feeling Connected</u></b>	<b>6</b> <b><u>Practice Mindfulness</u></b>
<b>Source</b>	<b><u>CASEL &amp; CDE</u></b>	<b><u>Facing History &amp; Ourselves</u></b>	<b><u>Greater Good in Education</u></b>	<b><u>Greater Good in Education</u></b>	<b><u>Greater Good In Education</u></b>	<b><u>Mindful Schools &amp; GGIE</u></b>
<b>Additional Lessons</b>	<a href="#">Learner Autobiography CASEL</a>  <a href="#">Discover Your great Full Self</a> <i>Greater Good In Education</i>	<a href="#">Biopoem: Connecting Identity and Poetry</a> <i>Facing History &amp; Ourselves</i>  <a href="#">Dual Identities</a> <i>Facing History &amp; Ourselves</i>  <a href="#">Exploring Perceptions about Identity Through Self-Portraits</a> <i>Edutopia Video</i>	<a href="#">Thanks: A strengths-Based Gratitude Curriculum for Tweens and Teens</a> <i>Greater Good In Education</i>  <a href="#">Compassion Games: Survival of the Kindest</a>	<a href="#">Cultivating Community Awareness and Engagement</a> <i>CASEL Guide to Schoolwide SEL</i>  <a href="#">Developing Empathy</a> <i>Facing History &amp; Ourselves</i>  <a href="#">How do you teach empathy?</a> <i>TED-Ed</i>	<a href="#">Connect and Reflect on the Year</a> <i>Facing History &amp; Ourselves</i>  <a href="#">Choices: How to Teach Relationships and Thank You for Being a Friend</a> <i>Scholastic</i>  <a href="#">Community Building</a> <i>National Museum of African American History &amp; Culture</i>	<a href="#">Mindful Schools Curriculum Sample</a>  <a href="#">Mindfulness for Middle and High School Students</a> <i>Greater Good In Education</i>  <a href="#">Breathe for Change Resources &amp; Guides</a>  <a href="#">Be Mindful: Active Listening Matters</a>
<b>Teacher Resources</b>	<a href="#">Understanding Identity, Agency, and Belonging</a> <i>CASEL</i>  <a href="#">Belonging and Emotional Safety</a> <i>CASEL</i>  <a href="#">Belonging for Educators</a> <i>PERTS</i>	<a href="#">Video: Letting People Lead with their Identity</a> <i>Edutopia Video</i>  <a href="#">Where I'm from</a> (Poem) <i>Facing History &amp; Ourselves</i>  <a href="#">Let's Talk: Facilitating Critical Conversations with Students</a> <i>Teaching Tolerance</i>  <a href="#">My Name, My Identity</a> <i>Santa Clara County Office of Education</i>	<a href="#">Self-Compassion for Adults</a> <i>Greater Good In Education</i>  <a href="#">The Value of Compassion in Teaching</a> <i>Edutopia</i>	<a href="#">How to Help High School Students Develop Empathy</a> <i>Edutopia</i>  <a href="#">Cultural Synchronization Questions</a> <i>National Equity Project</i>  <a href="#">Empathy Defined</a> <i>Greater Good In Education</i>  <a href="#">Brene Brown on Empathy</a> <i>Video</i>	<a href="#">Toolkit: Authentically Connect with Students</a> <i>PERTS</i>  <a href="#">The Power of Relationships in Schools</a> <i>Edutopia Video</i>  <a href="#">Restorative Practices Guide: Fostering Healthy Relationships &amp; Promoting Positive Discipline in Schools</a>	<a href="#">Why Mindfulness is a Superpower</a> <i>video narrated by Dan Harris</i>  <a href="#">Research on Mindfulness</a> <i>Mindful Schools</i>  <a href="#">Mindfulness in High Schools</a> <i>Edutopia</i>  <a href="#">Making Time for Mindfulness: Research Stories</a> <i>Harvard Graduate School of Education</i>  <a href="#">Eight tips for Teaching Mindfulness in High School</a> <i>Greater Good In Education</i>



IDENTITY



AGENCY



BELONGING

*30 Minute 9th-12th Grade Lesson*

# Locating Identify, Agency, Belonging

**Goal:** To explore identity, agency, and belonging at school.

**Fact Warm-Up:** Learning Happens When...

**Step 1:** Watch 5 minute video

**Step 2:** Provide time for student reflection

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

Activity based on strategy from Facing History & Ourselves

Read  
aloud.

▶ **LEARNING  
HAPPENS** when we feel we belong.



When students feel they belong they are more likely to take positive risks and persevere.

## **STEP 1:**

Watch 5  
minute video



## STEP 2:

Reflect on your own personal sense of identity, agency, and belonging.

You can type right in the workbook!




\*Your writing is shared with teachers and staff at your school.

Activity  
1

### Locating Identity, Agency, Belonging

**Step 1:** Watch video [Youth Voices: Locating Identity, Agency, & Belonging](#) in all Learning Spaces, or you can read the Transcript.

**Step 2:** 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'.

 BELONGING	<p>I FEEL LIKE I BELONG AND MATTER IN THE SCHOOL WHEN:</p>	<p><b>Kids from video said:</b> 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.</p> <p>Type response here</p>
 IDENTITY	<p>I can tell that others know and appreciate who I AM when:</p>	<p><b>Kids from video said:</b> When students can share their work and passions in a judge-free environment among peers. When I hand out with friends. When I do newspaper jobs. When I say hello and have conversations.</p> <p>Type response here</p>
 AGENCY	<p>I have the CONFIDENCE and POWER to make something I care about happen when:</p>	<p><b>Kids from video said:</b> 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!</p> <p>Type response here</p>

## 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

### Locating Identify, Agency, Belonging

**Step 1:** Watch video [Youth Voices: Locating Identity, Agency, & Belonging](#) in all Learning Spaces, or you can read the Transcript.

**Step 2:** 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'.

**BELONGING**

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

*Kids from video said: 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.*

Type response here

**IDENTITY**

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

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

Type response here

**AGENCY**

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

*Kids from video said: 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.*

Type response here

### Activity 1 in your Interactive Journal

You can share about the students in the video or about yourself.





# IDENTITY

Who you are is shaped  
by a number of factors.

30 Minute SEL 9th-12th Grade Lesson

## Identity: What shapes me?

Goal: To reflect on what shapes one's identity and think about the question, "Who am I?"

**Fact Warm-Up:** Learning Happens When...

**Step 1:** Brainstorm creating identity charts

**Step 2:** Create Identity Chart

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

Activity based on strategy from Facing History & Ourselves



Read  
aloud.

▶ **LEARNING  
HAPPENS**

when we feel seen and heard.

**FACT**

#howlearninghappens

When students believe their educators respect their identity and culture, they are more likely to succeed in school.

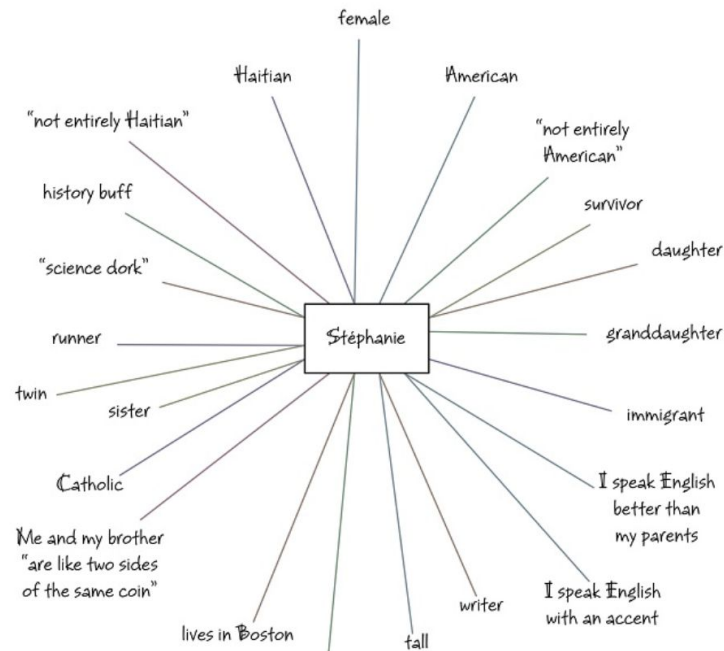
# Step 1: Brainstorm Categories Exploring Identity



IDENTITY

Who am I?

- ☐ role in family
- ☐ hobbies & interests
- ☐ culture
- ☐ race/ethnicity
- ☐ hometown/birthplace
- ☐ physical characteristics
- ☐ religion
- ☐ gender
- ☐ academic identity
- ☐ abilities
- ☐
- ☐



[Identity Chart Example A](#)  
[Identity Chart Example B](#)

# Step 2: Create Identity Chart

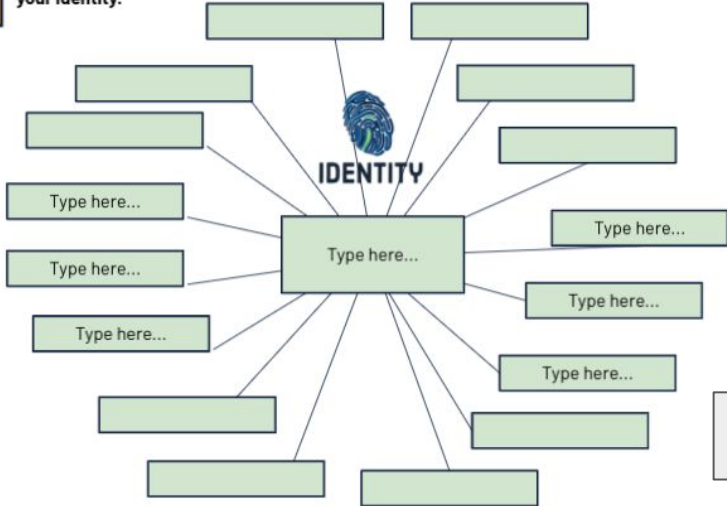
Activity  
**2**

**Activity: Identity- What shapes me?**

**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.

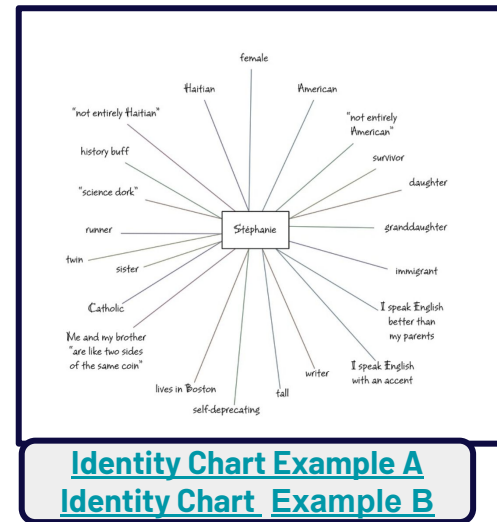
**Step 2: WRITE**  
Add your name to the middle and then type in the boxes to share things that shape your identity.

[Identity Chart Example A](#)  
[Identity Chart Example B](#)



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

PVUSD Restorative Start 2021-2022



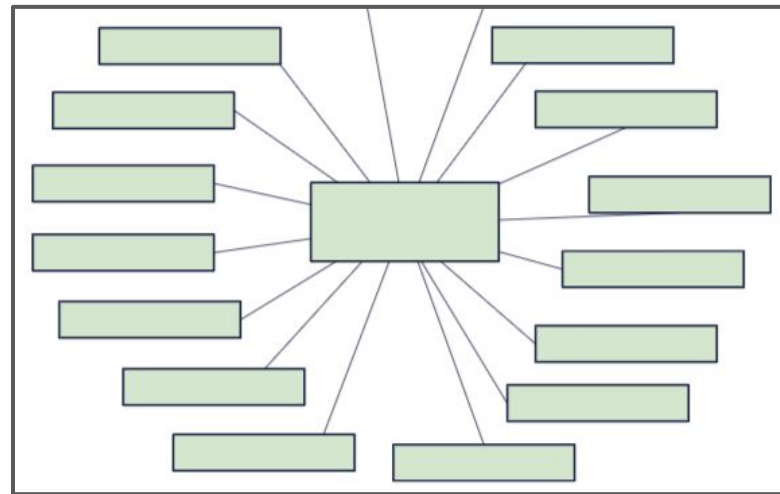
Activity 2 in your Interactive Journal

### 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

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

30 Minute 9th-12th Grade Lesson

## A Moment for Me: A Self-Compassion Break

Goal: Explore the benefits of showing compassion to yourself and others.

**Step 1:** Compassion Reflection

**Step 2:** Create Compassion Chart

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

Activity based on strategy from Greater Good in Education

## Step 1:

# Compassion Reflection



**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. [Read more...](#)



**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. Jot down or recall how you talked to yourself during the stressful time.

When you are ready, listen to ["A Moment for Me"](#) from the Greater Good in Education.

## Step 2: Charting Compassion with Self and Others

Based on your memories, how could compassion have influenced the way you talk to yourself and others?



Self-kindness, acknowledging being human, self-talk and gratitude are all tools to help be more self-compassionate. As a class, brainstorm what might it look like to show compassion to self and others?

<b>Compassion with Self</b> <i>What things can you say to yourself to practice self-compassion?</i>	<b>Compassion with Others</b> <i>What things can you say to practice compassion with others?</i>
Type here...	Type here...
Type here...	Type here...
Type here...	Type here...

How does compassionate language change the way you feel?



## 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

## A Moment for Me: Self-Compassion

**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>
Type here...	Type here...
Type here...	Type here...
Type here...	Type here...

<<Student Name>

Activity 3: A Moment for Me: Self-Compassion  
2021-2022

**Activity 3 in your Interactive Journal**



# IDENTITY

30 Minute 9th-12th Grade Lesson

## Empathy: Honors Experiences

Goal: Develop social awareness by understanding and empathizing with others.

**Step 1:** Explore the types of Empathy

**Step 2:** Brainstorm and Discuss Cultivating Empathy

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

Activity based on strategy from Greater Good in Education

# Step 1: Explore the types of Empathy

**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.](#))

Cognitive Empathy	Affective (Emotional) Empathy
“Cognitive empathy,” sometimes called “perspective taking,” refers to our ability to identify and understand other people’s emotions.	“Affective empathy” refers to the sensations and feelings we get in response to others’ emotions; this can include mirroring what that person is feeling, or just feeling stressed when we detect another’s fear or anxiety.
<a href="#">*Text from Greater Good Science Center</a>	

## Step 2: Brainstorm and Discuss Cultivating Empathy

### 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

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:

#### **Active Listening:**

In what ways do you express interest in what others are saying?

Enter brainstorming ideas here....

**Shared Identity:** What do you have in common with people who seem different from you?

Enter brainstorming ideas here....

**In what other ways do you cultivate empathy?**


Enter brainstorming ideas here....

### 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**



## Empathetic Experiences

**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:

<b>Active Listening:</b> In what ways do you express interest in what others are saying?	Enter student response here....
<b>Shared Identity:</b> What do you have in common with people who seem different from you?	Enter student response here....
<b>In what others ways do you cultivate empathy?</b>	Enter student response here....

**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

**Activity 4 in your Interactive Journal**



# BELONGING

30 Minute 9th-12th Grade Lesson

## Connecting Through Reflecting

Goal: To reflect on the role of connections with others in our school community.

**Fact Warm-Up:** Learning Happens When...

**Step 1:** Think about a moment in time when you felt connected.

**Step 2:** Write about a connection you remember.

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

Activity based on strategy from Greater Good in Education

Read  
aloud.



**LEARNING  
HAPPENS** through connection with others.

#howlearninghappens

When students feel connected to their peers, teachers, and school, the learning networks in their brains become stronger.



## Step 1:

**Think about a moment in time when you felt connected.**


**What happened and how did it make you feel?**



## Step 2:

Write about a connection you remember.

Activity  
**5**

**BELONGING**

**Connecting Through Reflecting**

"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?

Type response here

**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.

Type response here

**Activity 5 in your Interactive Journal**


### 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**

**BELONGING**

**Connecting Through Reflecting**

"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?

Type response here

**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.

Type response here

**Activity 5 in your Interactive Journal**



*30 Minute 9th-12th Grade Lesson*

## **Mindfulness: Promoting Well-Being**

Goal: Develop self-management by managing stress and controlling impulses through mindfulness.

**Fact Warm-Up:** Learning Happens When...

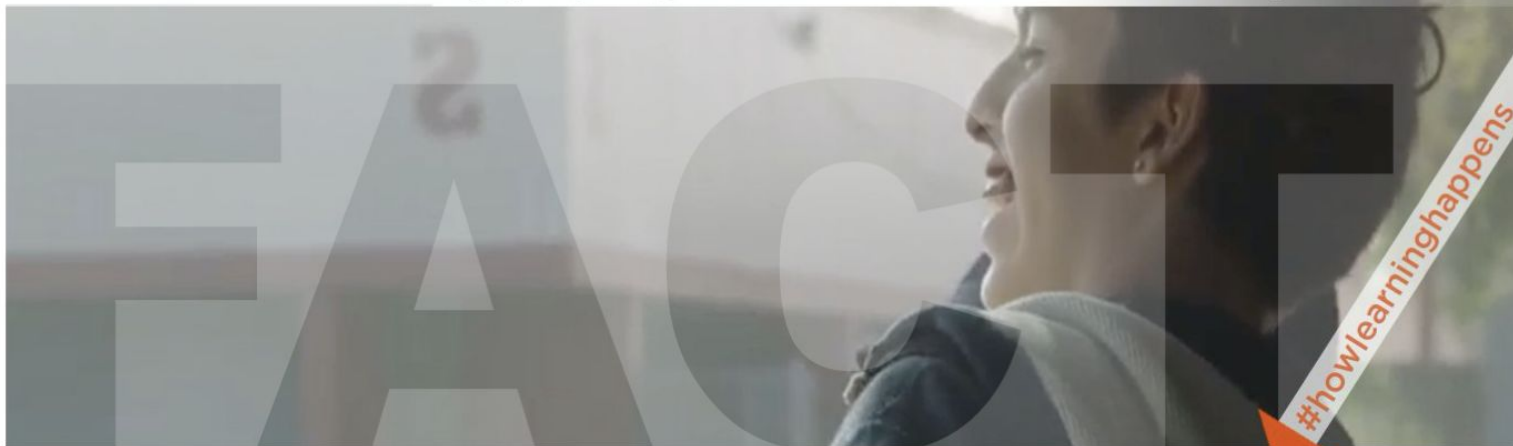
**Step 1: Watch Video about Mindfulness**

**Step 2: Practice Mindfulness**

**Step 3: Reflect on your practice!**

Read  
aloud.

► **LEARNING  
HAPPENS** by paying attention to the whole person.



When the intellectual, social, and emotional aspects of learning are integrated, students are more engaged, persistent, and successful.

## Step 1:

Watch a video about mindfulness.



Reflect:  
*How can  
mindfulness help  
me cope with my  
emotions?*

Listen to other  
students to find  
out!



## Step 2:

# Practice one or more ways to be mindful and add to interactive journal.

Mindfulness: Focusing one's awareness on the present moment and accepting one's feelings and thoughts without judgement.



Activity:  
**PRACTICE  
GRATITUDE**



Activity:  
**BODY SCAN  
MEDITATION**



Activity:  
**PRACTICE  
MINDFUL  
BREATHING**

Activity  
**6**

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

Mindfulness is a practice. The more you practice being "in the moment," the easier it can become. Mindfulness can help you cope with your emotions by focusing on what your emotions are, instead of reacting based on strong emotions. Simply noticing your feelings and thoughts helps put things into perspective so you don't react impulsively, or without thinking. It can also help you accept what can't be changed. Watch this [video about mindfulness](#) and then try practicing!

Explore one or activity to think about how mindfulness might impact both you and your community.

Activity:  
**PRACTICE  
GRATITUDE**

Practicing gratitude is an important part of mindfulness. Gratitude is being thankful for something in your life. Think of one person or thing you are grateful for. Why are you grateful for that person or thing?

Type response here

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?

Type response here

Activity:  
**PRACTICING  
MEDITATION**

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.

Type response here

**Activity 6 in your Interactive Journal**



## 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

6

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

Mindfulness is a practice. The more you practice being "in the moment," the easier it can become. Mindfulness can help you cope with your emotions by focusing on what your emotions are, instead of reacting based on strong emotions. Simply noticing your feelings and thoughts helps put things into perspective so you don't react impulsively, or without thinking. It can also help you accept what can't be changed. Watch this [video about mindfulness](#) and then try practicing!

Explore one or activity to think about how mindfulness might impact both you and your community.

#### Activity: PRACTICE GRATITUDE



Type response here

#### Activity: BODY SCAN MEDITATION



Type response here

#### Activity: PRACTICING MEDITATION



Type response here

Practicing gratitude is an important part of mindfulness. Gratitude is being thankful for something in your life. Think of one person or thing you are grateful for. Why are you grateful for that person or thing?

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?

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.

# RESTORATIVE START HIGH SCHOOL, 2021-2022

## Six Lessons to Promote Identity, Agency and Belonging including Resources to Elevate Social and Emotional Learning

High School Lesson	1 Locating agency, identity, and belonging	2 Identity: What Shapes Me?	3 A Moment for Me: A Self-Compassion Break	4 Empathy Honors Experiences	5 Connecting through Reflecting	6 Practicing Mindfulness
SEL Competency	Self & Social Awareness	Self & Social Awareness	Self- Awareness & Self-management	Social Awareness	Relationship Skills	Responsible Decision-Making
<a href="#">Relationship to CA T-SEL Competencies</a>	<b>1.E.4.</b> Students can assess and analyze areas of need in their community and make a plan to contribute. Students can reflect on the quality and impact of their community service and civic engagement.	<b>1.A.4.</b> Students work to understand multiple aspects of their identity including race, ethnicity, language, gender, and ability, among others, and how they intersect. Students recognize the evolving and dynamic nature of identity based on context and perceptions of self and others.	<b>2.A.4.</b> Students deepen their capacity for emotional regulation by using a variety of culturally relevant practices to embrace and process strong emotions.	<b>3.B.4.</b> Students acknowledge and validate others' emotions and lived experiences and challenge their own assumptions about others' feeling states based on their dispositions, expressiveness, race, or cultural backgrounds. Students explore the perspectives of others, whether they agree or not, with curiosity and extend empathy, care, and compassion.	<b>4.C.4.</b> Students recognize the value of trust, rapport, and respect in developing healthy relationships across different racial, cultural, linguistic, gender, sexual orientation, religious, ability, and neurodivergent student groups. Students recognize the characteristics of healthy and unhealthy dating relationships. Students use a variety of culturally affirming strategies to show appreciation and gratitude to their peers and social networks.	<b>5.G.4.</b> Students reliably and proactively anticipate the consequences of their actions. Students demonstrate complex understanding of the interconnected impacts of one's choices and demonstrate accountability for their actions. <b>2.A.4.</b> Students deepen their capacity for emotional regulation by using a variety of culturally relevant practices to embrace and process strong emotions. <b>2.B.4.</b> Students