

Preferred Name:

Pronouns:



Activity
1

Locate Agency, Identity, & Belonging

Activity
2

Identity: What shapes me?

Activity
3

My Changing Brain

Activity
4

ABC'S of Community

Activity
5

Connecting through Reflecting

Activity
6

Cultivating Mindfulness



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.*

Empty green box for student response.



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.*

Empty green box for student response.



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.*

Empty green box for student response.

Preferred Name:

Empty box for preferred name.



Activity: Identity- What shapes me?

Activity based on strategy from Facing History & Ourselves

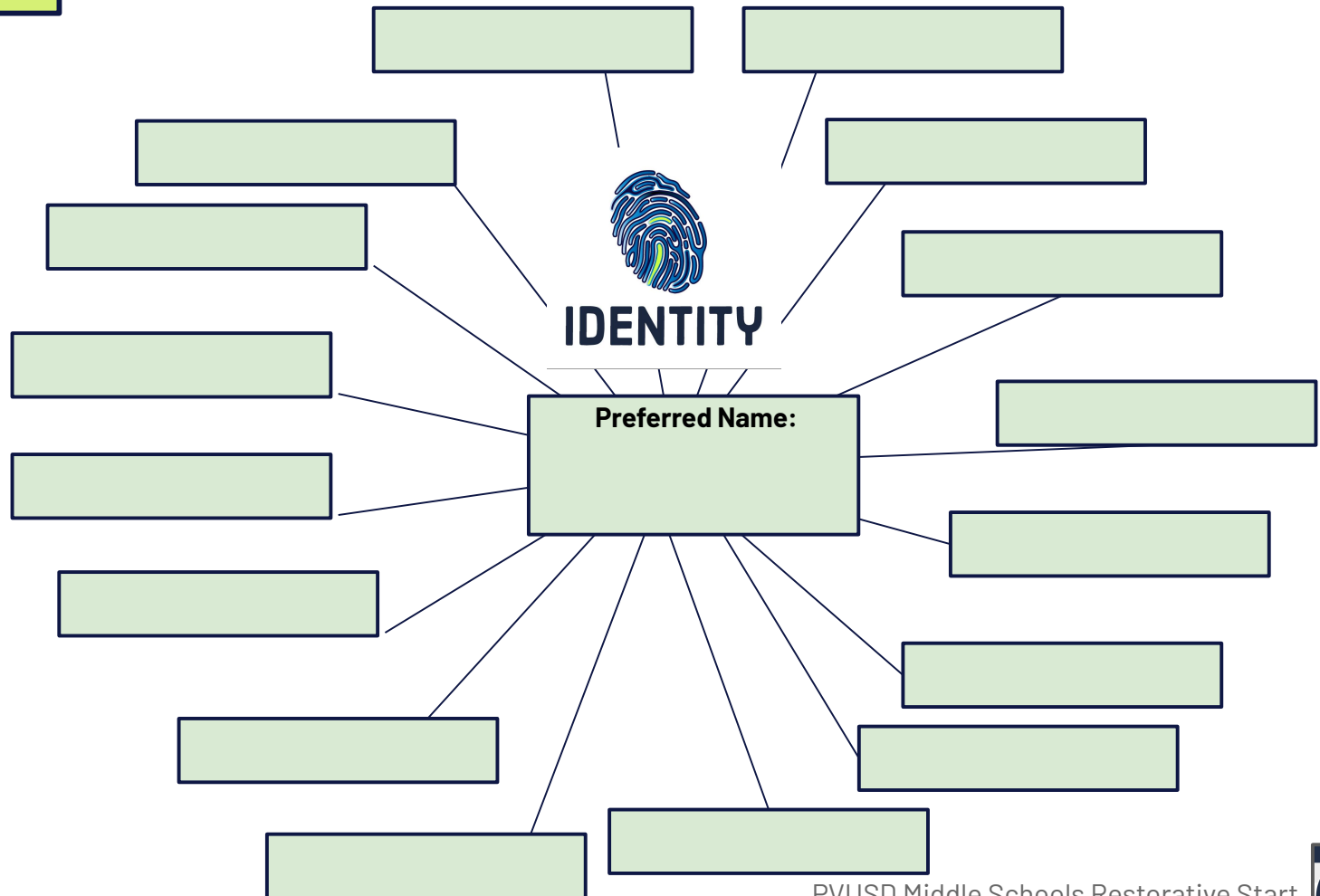
**Step 1:
REVIEW**

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](#)



My Changing Brain

Activity based on strategy from Stanford PERTS & Khan Academy

**Step 1:
WATCH**

[Watch Neuroplasticity Video](#) or [Growing Your Mind](#) video about how our brains are malleable and change based on our patterns of thinking.

**Step 2:
WRITE**

Make a chart of words or phrases you might say to yourself that represent both fixed and growth mindsets. Think about how you can talk to yourself in a growth-oriented way.

<p>Fixed Mindset <i>What things do you hear or say that imply you CAN'T learn or grow?</i></p>	<p>Growth Mindset <i>What things do you hear or say that imply you CAN learn or grow?</i></p>
<p>This is too hard.</p>	<p>I will find a way.</p>

FIXED	GROWTH
<p>I'm just not a natural at this topic, what's the point?</p>	<p>I can get better - I just have to keep learning.</p>
<p>This is so easy, I can get a B without any effort.</p>	<p>This worksheet is easy, what else can I learn? I might be able to get a B without trying, but I could get an A if I studied just</p>

[Link to Example Chart](#)



Preferred Name:



Cultivating Community: ABC's of Community

Activity based on strategy from Facing History & Ourselves

Steps:

Try to come up with one or two words that begin with each letter of the alphabet to represent your school community.

A	<input type="text"/>	N	<input type="text"/>
B	<input type="text"/>	O	<input type="text"/>
C	<input type="text"/>	P	<input type="text"/>
D	<input type="text"/>	Q	<input type="text"/>
E	<input type="text"/>	R	<input type="text"/>
F	<input type="text"/>	S	<input type="text"/>
G	<input type="text"/>	T	<input type="text"/>
H	<input type="text"/>	U	<input type="text"/>
I	<input type="text"/>	V	<input type="text"/>
J	<input type="text"/>	W	<input type="text"/>
K	<input type="text"/>	X	<input type="text"/>
L	<input type="text"/>	Y	<input type="text"/>
M	<input type="text"/>	Z	<input type="text"/>



Preferred Name:



Connecting Through Reflecting

Activity based on strategy from Greater Good in Education



BELONGING

"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.

Preferred Name:



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. I can also help us focus and in school, sports, or music. (text from Mindful Schools) Watch this [video about mindfulness](#) and then try practicing!

Activity: PRACTICE GRATITUDE

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'?

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.



Preferred
Name:

