

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.

Restorative Start 2021-2022

IDENTITY

Who you are is shaped by a number of factors.

Read full text about Identity and SEL for Middle School Students.

Start here

AGENCY

Middle School



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

Read full text about Agency and SEL for Middle School Students. The feeling of being connected to a group.

Read full text about Belonging and SEL for Middle School Students.

Watch a video about how to use these lessons and student journals.

Compotopou	Self & Social Awareness	Self & Social Awareness	Self- Awareness & Self-management	Social Awareness	Relationship Skills	Responsible Decision Making
		2 Identity: What Shapes Me?	3 <u>My Changing Brain</u>	4 <u>ABC's of Community</u>	5 <u>Connecting through</u> <u>Reflecting</u>	6 <u>Mindfulness: Promoting</u> <u>Well-Being</u>
Activity	<u>1</u> <u>Your Space and Voice</u>	2 Identity Chart	<u>3</u> <u>Self-Talk Chart</u>	<u>4</u> <u>ABC's of Community</u>	<u>5</u> Feeling Connected	<u>6</u> Practice Mindfulness
Source Lesson	CASEL & CDE	Facing History & Ourselves	Khan Academy & PERTS	Facing History & Ourselves	<u>Greater Good In</u> Education	Mindful Schools
Lessons	EASEL Lab, Harvard Learner Autobiography CASEL Discover Your great Full Self Greater Good In Education	Biopoem: Connecting Identity and Poetry Facing History & OurselvesInclusiveness and I am Poem The Random Acts of KindnessExploring Perceptions about Identity Through Self-PortraitsMy Identity Poem Facing History & Ourselves	Changing Mindsets Greater Good In Education Brain Games SEL Kernels: EASEL Lab, Harvard Making the Best of Me EduCare Foundation 100 Percent Accountable, 7 mindsets 6-8 Goal Setting Colorado Education Initiative	Cultivating Community Awareness and Engagement CASEL Guide to Schoolwide SEL Developing Empathy Facing History & Ourselves Change Agents in Our Own Lives including Describing a Role Model Teaching Tolerance	Connect and Reflect on the Year Facing History & Ourselves Choices: How to Teach Relationships and Thank You for Being a Friend Scholastic Community Building National Museum of Afriacan American History & Culture	Mindful Schools Curriculum SampleThanks: A strengths-Based Gratitude Curriculum for Tweens and Teens Greater Good In EducationA Moment for Me: A Self-Compassion Break for Teens Greater Good In Education
Resources <u>CA T-SEL</u> <u>CASEL</u>	<u>Belonging and</u> <u>Emotional Safety</u> CASEL <u>Belonging for Educators</u> , PERTS	Video: Letting People Lead with their Identity Encouraging Middle School Students to Embrace Differences Edutopia Unpacking Identity Learning for Justice My Name, My Identity, Santa Clara County Office of Education	<u>Why Growth Mindset in</u> <u>Education</u> (GGIE) <u>TEDX: The Power of Belief</u> <u>Intention Setting</u> Edutopia	Planning Procedures for Supportive Classroom Environments CASEL Let's Talk: Facilitating Critical Conversations with Students Teaching Tolerance	Toolkit: Authentically Connect with Students PERTS The Power of Relationships in Schools Edutopia Video <u>4 Ways to Foster Positive</u> Student Relationships- Edutopia Reading	Why Mindfulness is a Superpower video narrated by Dan Harris Restorative Practices Guide: Fostering Healthy Relationships & Promoting Positive Discipline in Schools Research on Mindfulness Mindful Schools









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30 Minute 6th-8th Grade Lesson Locating Identify, Agency, Belonging

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

Fact Warm-Up: Learning Happens When...

Step 1: <u>Watch 5 minute video</u>

Step 2: Provide time for student reflection

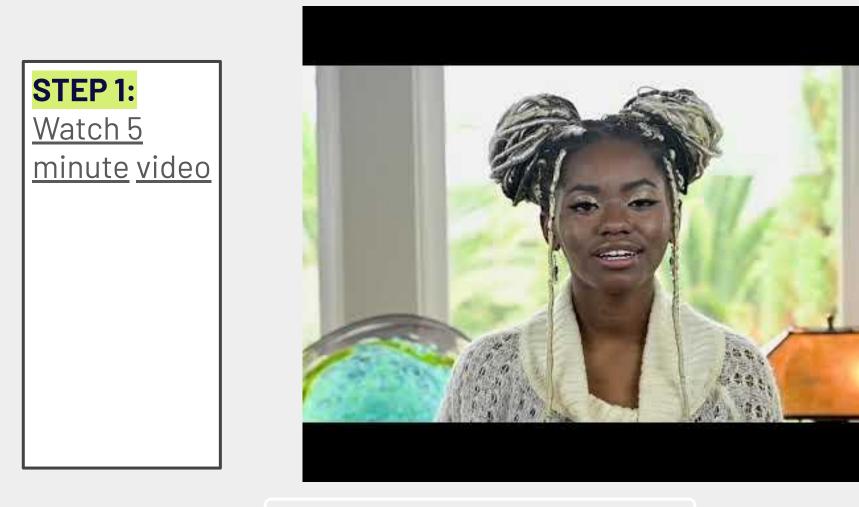
Step 3: More work time **or** Whole Group or Small Group Sharing

Lesson 1: Locating Identity, Agency, Belonging





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



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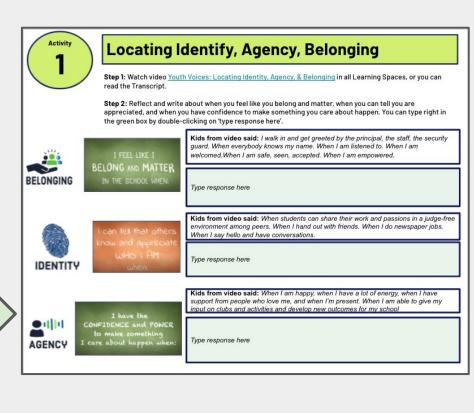
Lesson 1: Locating Identity, Agency, Belonging

STEP 2:

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Reflect and write on belonging, identity, and agency.

This journal is emailed to you and you can type right in the workbook! *Your writing is shared with teachers and staff at your school. (Link here to watch video on how to find and use your personal workbook.)



Lesson 1: Locating Identity, Agency, Belonging

STEP 3:

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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)

Locating Identify, Agency, Belonging & Belonging in all Learning Spaces, or you ca 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 the green box by double-clicking on 'type response here'. Kids from video said: I walk in and get greeted by the principal, the staff, the security quard When everybody knows my name. When I am listened to. When I am welcomed When I am safe seen accented When I am empowered ELONG AND MATTE BELONGING Type response here Kids from video said: When students can share their work and passions in a judge-fr environment among peers. When I hand out with friends. When I do newspaper job: When I say hello and have conversations Type response her IDENTIT support from people who love me, and when I'm present. When I am able to give my nout on clubs and activities and develop new outcomes for my scho Type response here AGENCY

What did you write or think that you are willing to share?

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

Lesson 1: Locating Identity, Agency, Belonging





Who you are is shaped by a number of factors.

30 Minute SEL 6th-8th Grade Lesson Identity: What shapes me?

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

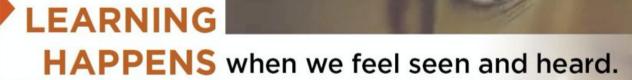
Fact Warm-Up: Learning Happens When... Step 1: Brainstorm creating identity charts Step 2: Create Identity Chart Step 3: More work time or Whole Group or Small Group Sharing

Activity based on strategy from Facing History & Ourselves

Lesson 2: Identity: What shapes me?

PVUSD Middle Schools

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Read aloud.



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

Lesson 2: Identity: What shapes me?

PVUSD Middle Schools

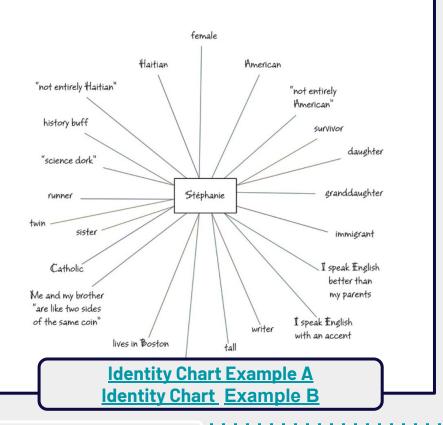
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Step 1: Brainstorm Categories Exploring Identity



Who am I? role in family hobbies & interests culture race/ethnicity hometown/birthplace physical characteristics religion gender academic identity abilities

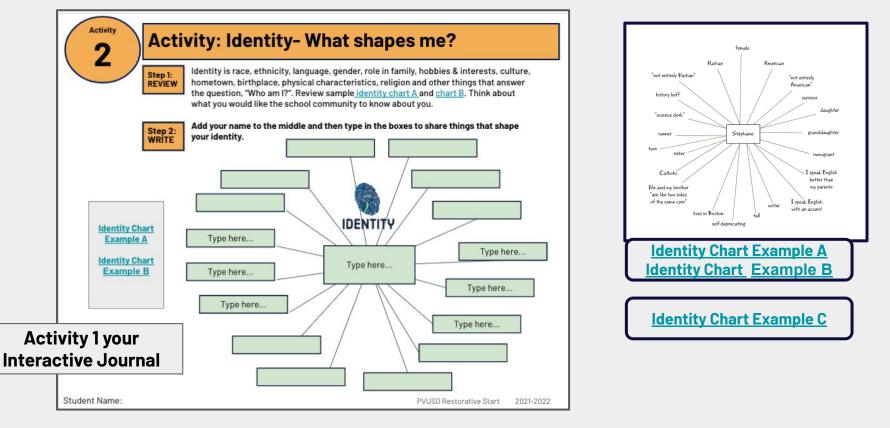
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Lesson 2: Identity: What shapes me?

Step 2: Create Identity Chart





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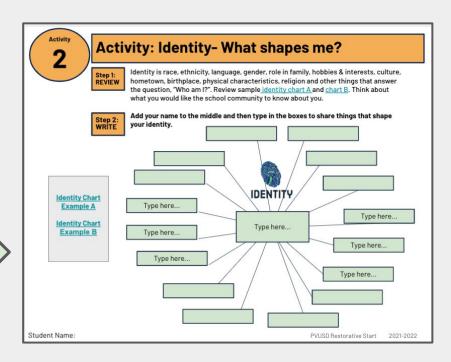
Lesson 2: Identity: What shapes me?



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)



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Lesson 2: Identity: What shapes me?



AGENCY

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

30 Minute SEL 6th-8th Grade Lesson **My Changing Brain**

Goal: To understanding that the brain is malleable and gets stronger with new learning.

Step 1: Explore the science of our changing brains
Step 2: Create Chart of Fixed v. Growth Mindset or Reflect on Videos about Brains
Step 3: More work time or Whole Group or Small Group Sharing

Activity based on strategy from Stanford PERTS & Khan Academy



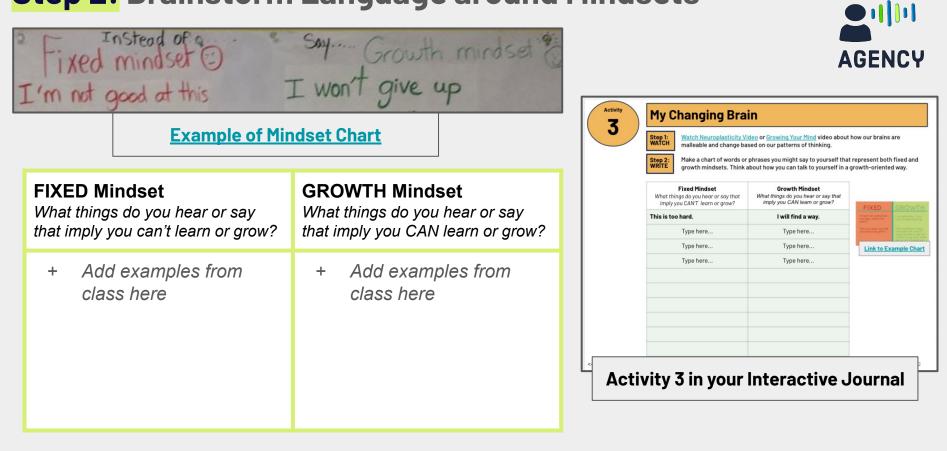
Explore the science of our changing brains by watching two short videos.





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Step 2: Brainstorm Language around Mindsets



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Lesson 3: My Changing Brain



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) Fixed mindset Say. Growth mindset I'm not good at this I won't give up I hate this I'm positive This is too hard I'll try a different way This is bad I Love this challenge

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Lesson 3: My Changing Brain





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30 Minute SEL 6th-8th Grade Lesson **ABC's of Community**

Goal: Generate a word for each letter of the alphabet that represents an aspect of school community.

Step 1: Brainstorm words related to your school community.

Step 2: Generate a word that comes to mind in your community for A-Z, or as many as you can! **Step 3:** More work time **or** Whole Group or Small Group Sharing

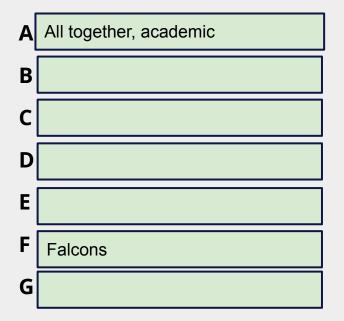
Activity based on strategy from Facing History & Ourselves

Lesson 4: Cultivating Community



Brainstorm words related to your school

Start a list for your school community here...

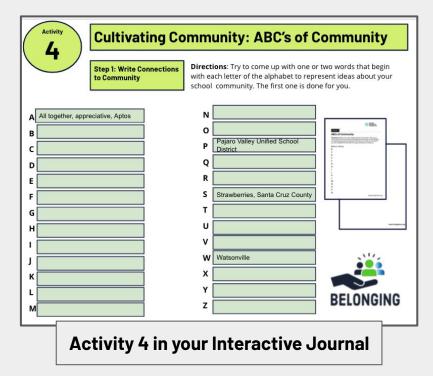


Add school community images here...



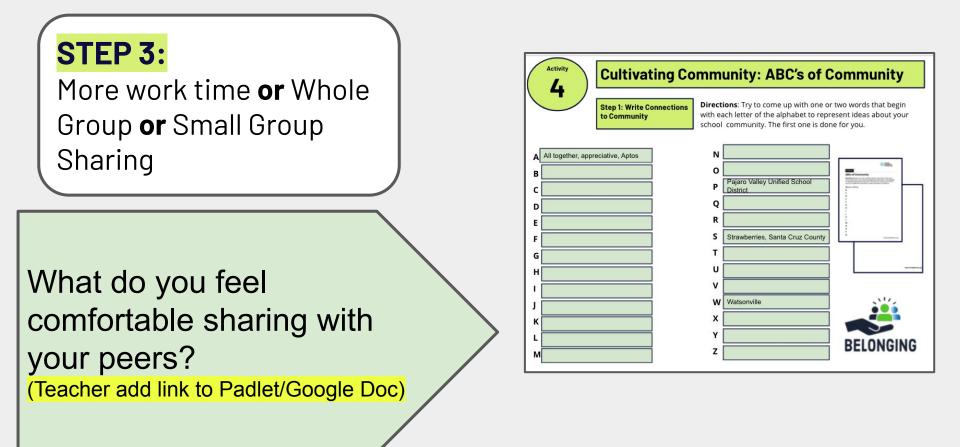
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Step 2: Generate a word or phrase that relates to your community for A-Z, or as many as you can!



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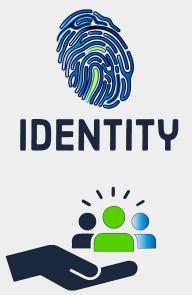
Lesson 3: My Changing Brain



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Lesson 3: My Changing Brain





BELONGING

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30 Minute SEL 6th-8th Grade Lesson Developing Positive Relationships

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 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

Lesson 5: Connecting Through Reflecting

LEARNING HAPPENS through connection with others.

Read aloud.



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



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Think about a moment in time when you felt connected.

What happened and how did it make you feel?

Lesson 5: Connecting Through Reflecting

Step 2: Write about a connection you remember.

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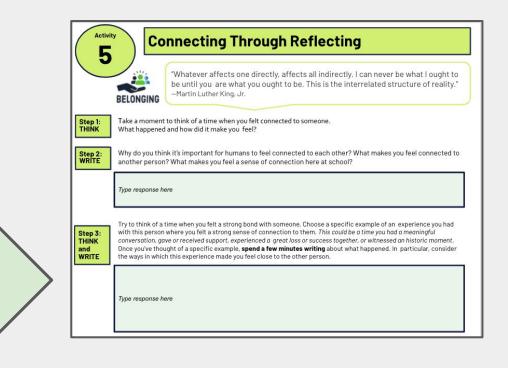
	Whatever affects one directly, affects all indirectly. I can never be what I ought to be until you are what you ought to be. This is the interrelated structure of reality." —Martin Luther King, Jr.						
Step 1: THINK	Take a moment to think of a time when you felt connected to someone. What happened 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						

Lesson 5: Connecting Through Reflecting



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)



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Lesson 5: Connecting Through Reflecting



AGENCY

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30 Minute SEL 6th-8th 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!

Lesson 6: Promoting Well-Being

Read aloud.

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

Lesson 6: Promoting Well-Being

Step 1: Watch a video about mindfulness.



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

Listen to other students to find out!

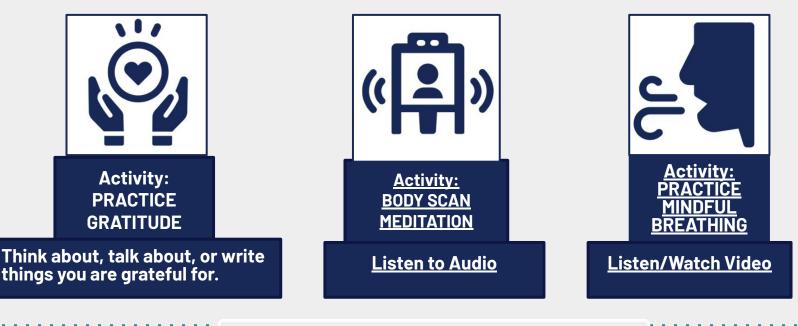
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Lesson 6: Promoting Well-Being

Step 2: Practice one way or more ways to be mindful.

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)



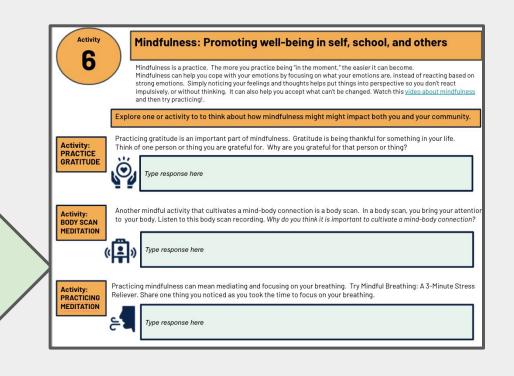
Lesson 6: Promoting Well-Being

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Reflect on practicing mindfulness in your journal.

Option: What do you feel comfortable sharing with your peers? (Teacher add link to Padlet/Google Doc)



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Lesson 6: Promoting Well-Being

RESTORATIVE START MIDDLE SCHOOL, 2021-2022

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

Middle School Lesson	1 Locate agency, identity and belonging.	2 Identity: What Shapes Me?	3 My Changing Brain	4 ABC's of Community	5 Connecting through Reflecting	6 Promoting Well-Being through Mindfulness
SEL Competency	Self & Social Awareness	Self & Social Awareness	Self- Awareness	Social Awareness	Relationship Skills	Responsible Decision Making
<u>Relationship</u> <u>to CA</u> <u>T-SEL</u> <u>Competencies</u>	 1.E.3. Students begin to identify what they need from communities they belong to and assess if their needs are being met. Students are aware of the ways they are or are not meeting the needs of others in their learning community. 3.E.3. Students reflect on how to build an accepting and inclusive learning community. Students collaborate to identify barriers to belonging for all individuals in their 	1.A.3. Students identify and explore their different social identities, including race, ethnicity, language, gender, and ability. Students begin to explore the concept of intersectionality. Students cultivate a healthy, well- grounded sense of self- confidence based on their strengths.	1.F.3. Students recognize the connection between their thoughts, emotions, and behavior based on brain science.	3.D.3. Students know when and where to proactively seek resources and supports and begin to understand the interdependence of members of a community.	4.C.3. Students recognize characteristics of healthy and unhealthy relationships.	2.B.3. Students describe how stress affects their choices and actions and practice multiple strategies to manage stress. Students choose, take ownership of, and engage in activities that promote their mental and physical health. 5.G.3. Students anticipate the most likely consequences of their own and others' actions. Students identify the impacts of choices on their short- or longer- term goals and on their