

# SOCIAL AND EMOTIONAL TOOLKIT FOR EDUCATORS

---

Tools and Resources for a  
Successful Return to School

PHOENIX  
**PXU**  
UNION

## TABLE OF CONTENTS

<b>INTRODUCTION</b>	<b>4</b>
What is SEL?	5
Benefits of SEL	6
Goals of this toolkit	6
Components of this toolkit	7
PXU Learner Profile	7
<b>RESTORE: A RESTORATIVE PERSPECTIVE FOR RETURNING TO SCHOOL</b>	<b>8</b>
Recognition [REC]	11
Empathy [EM]	13
Safety [S]	14
Trauma [T]	16
Opportunity [O]	18
Relationships [REL]	19
Engagement [EN]	21
<b>GUIDANCE FOR ADULTS ON FACILITATING NECESSARY SPACES</b>	<b>23</b>
Tools + Preparation for Self-Aware Engagement [EM+S]	24
Check Yourself: Self-Awareness Tool [S]	26
Empathic Listening [EM]	28
Best-Practice Facilitation [EM+S]	29
Trauma Informed Approach [T]	31
Virtual Learning Strategies for Differentiation [O]	36
Strategies for Trauma-Informed Learning [T]	37
How to Embed Self-Regulated Learning Strategies into Instruction [T+EN]	40
<b>SEL + RJ STRATEGIES AND TOOLS</b>	<b>42</b>
Ice Breakers and Check-in Questions [REL]	43
Check-in Activities and Processing Tools [REC]	47
Circles for Understanding and Connection [REC]	51
Follow up Questions for Continued Reflection and Connection [O]	57
SEL Lessons [O+EN]	58
<b>RESOURCES</b>	<b>71</b>
Articles and Short Readings	72
Community and Support Services Lesson Plan	81
PXU Expectations for Student Behavior During Distance Learning	85
References	86

## A Note to Educators + School Leaders

*Welcome back! We love you and we missed you!*

*As you are weighing and processing so many thoughts and emotions during the 2020-2021 school year, similarly our nation and our community sits at an important inflection point - we are a nation wrestling with severe consequences of two pandemics – Racism and COVID-19.*

*The murder of George Floyd and the deaths of Tony McDade, Breonna Taylor, Ahmaud Arbery, Sandra Bland, and Philando Castile are recent losses in a long legacy of violence against Black, Brown and Indigenous people in our nation that dates all the way back to our inception. Harms against people of color in the United States and even in our own community is a part of our shared history, our systems and structures, and the social fabric of society--with an absence of systemic accountability along the way.*

*Eviction, unemployment, death, and food scarcity are just a few but incredibly devastating impacts of COVID-19 on our community - our very own students, families and staff whom we serve and work alongside. Students have lost family members. Students fear for their family's safety as essential frontline workers. Students are working full-time jobs to help their families make ends meet. The grief, the loss, and the pain are colossal; this has forever transformed how they and we view and engage the world.*

*We must acknowledge the overwhelming loss and harms if we have any chance of moving forward, of changing-forward together. We must hold space for the young people that we serve to process, listen, and reflect together- especially NOW. We must show up for young people as anti-racist and super compassionate educators committed to the lives, futures, and souls of Black, Brown and Indigenous people in this country. We must decenter and dismantle racism. We must try new things. We must prioritize healing and trauma-informed care. We must embrace discomfort. We must make education a tool for liberation and not incarceration. We must honor the stories and lived experiences of our students and our communities.*

*This guide is a tool, a starting point for this work. It requires you, as its facilitator, to engage in deep self-awareness, awareness of group dynamics, and commitment to safety for your entire classroom community. If you cannot commit to all of these things, then start small – start where you can! Holding necessary space is hard; doing so during a global pandemic, in a virtual classroom, during a rapidly-changing climate of fear, conflict, and anguish, is even more difficult. Welcome to the work that will heal, transform, and empower a new generation of beautiful and resilient community leaders.*

*Thank you for showing up with self-awareness.*

**With Gratitude and In Peace,  
The Student & Family Services Division**







## WHAT IS SOCIAL AND EMOTIONAL LEARNING?

Social and Emotional Learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

The Collaborative for Academic, Social, And Emotional Learning (CASEL) program targets the development of skills within five social and emotional competency clusters:



**Self Awareness:** The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.



**Self Management:** The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.



**Social Awareness:** The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.



**Relationship Skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.



**Responsible Decision Making:** The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

The purpose of SEL competencies is to provide schools guidelines for integrating SEL development across grades, content areas, and settings.

PXU teachers, staff, and administrators, can help students develop the social-emotional learning competencies needed to navigate high school and be successful in college, career, and life. Intentionally teaching, modeling, and implementing research-supported strategies and skills, while maintaining a growth mindset, is how teachers and staff help students. A comprehensive SEL program, along with culturally responsive and trauma-informed practices, increases students' readiness for post-secondary opportunities.

## BENEFITS OF SOCIAL EMOTIONAL LEARNING



Research shows that SEL can have a positive impact on school climate and promote a host of academic, social, and emotional benefits for students. In a meta-analysis of 213 rigorous studies of SEL in school Durlak, Weissberg, Dymnicki, Taylor, & Schellinger (2011) found students who received quality SEL instruction demonstrated:

- Better academic performance: achievement scores an average of 11 percentile points higher than students who did not receive SEL instruction;
- Improved attitudes and behaviors: greater motivation to learn, deeper commitment to school, increased time devoted to schoolwork, and better classroom behavior;
- Fewer negative behaviors: decreased disruptive class behavior, noncompliance, aggression, delinquent acts, and disciplinary referrals; and
- Reduced emotional distress: fewer reports of student depression, anxiety, stress, and social withdrawal.

## GOALS OF THE PXU SOCIAL AND EMOTIONAL LEARNING TOOLKIT

- To increase awareness, knowledge, and skills regarding social-emotional learning
- To promote collaboration to address the social emotional learning competency development of all students
- To enhance knowledge of educational practices that promote social-emotional learning competency development
- To provide tools and resources to educators to help improve students' social-emotional skills

## COMPONENTS OF THE SEL TOOLKIT

The Collaborative for Academic, Social, And Emotional Learning (CASEL) program suggests effective, and evidence based SEL programs incorporate multiple approaches for promoting social and emotional competence. The PXU Social and Emotional Toolkit for Teachers incorporates the following approaches:

1. Guidance for teachers and staff as they prepare to instruct and support students' development of SEL competencies and skills.
2. General instructional strategies that create classroom and school-wide conditions that facilitate and support social and emotional development in students.
3. Free-standing lessons that provide explicit, step-by step instructions to teach students social and emotional competencies across the five core competency clusters.
4. Suggested virtual resources and strategies that can be incorporated to support SEL development while facilitating virtual and blended-learning instruction.

## PXU LEARNER PROFILE



The Phoenix Union High School District is committed to developing and preparing students for success in College, Career, and Life. In order for our students to go places, and do things that matter, every learner should possess the necessary attributes for success in an ever-changing world.

PERSEVERANCE	PROBLEM SOLVING	INTEGRITY
I navigate challenges by prioritizing and persisting in order to achieve a goal or outcome, using a growth mindset.	I identify and analyze a problem, evaluate opportunities and possible outcomes, and find a solution that considers the well being of oneself and others.	I am responsible for my own decisions and actions, and I have strong ethical awareness to always do the right thing while also learning from my experiences.
<i><b>Learner Profile Attributes</b></i>		
I respectfully and productively engage with others to generate outcomes by including multiple and diverse points of view, listening well, collaborate and negotiate conflict constructively.	I use my emotional intelligence to effectively advocate for myself, and others in order to become an independent member of society.	I change my actions and approach to doing things in order to suit a new situation. I can think about others' perspectives and abilities and can be flexible in order to adjust to changing work conditions.
COMMUNICATION	SELF-EFFICACY	ADAPTABILITY





# RESTORE: A RESTORATIVE PERSPECTIVE FOR RETURNING TO SCHOOL

**RESTORE** provides a restorative perspective on returning to school centered on a premise that **Recognition, Empathy, Safety, Trauma, Opportunity, Relationships, and Engagement** are essential to healing and growth. The seven elements, intersect, interconnect and affect each other, as we all do. RESTORE is a lens through which staff, students and families can look at the systems and practices that are needed for everyone's well-being in a fast changing environment and for a safe and healthy return to school.

**R**

**RECOGNITION** of what has happened and that our experiences during the last four months have all been different, life changing for many and significant for us all. How do we encourage everyone to share their story of two pandemics: Racism and COVID-19?

**E**

**EMPATHY** for the mix of emotions that we have in response to events at home, in school, the community and in the wider world. How can we respond with empathy, compassion and self-care, whether we are staff, students or parents?

**S**

**SAFETY** will be paramount, both emotional and physical. How do we re-establish a sense of safety for this new normal so that students are able to learn and all are able to thrive? How do we help those who may have felt unsafe whilst they have been away from school, feel safe again?

**T**

**TRAUMA** is now a collective as well as an individual experience, how does the school community process this? How do we support people who have experienced very particular traumas this summer or who are facing an even more uncertain future?

**O**

**OPPORTUNITY** to change what needs to be changed, to reflect on what matters to us and if we would like to do anything differently. How do we learn from this experience, now that we know we can question even seemingly fixed aspects of our world?

**R**

**RELATIONSHIPS** are key, as they always have been. How do we reconnect, and (re-)build inclusive, responsive, and anti-biased relationship at all levels in school?

**E**

**ENGAGEMENT** in our own health and well-being and with the issues that affect us: our teaching, learning and community. How do we foster a culture that enables staff and students to have ownership of and agency in their lives?

The restorative approach in schools is **values-based and needs led**. It highlights the importance of relationships for emotional well-being, resolving conflict, preventing harm and building resilient communities. The approach works by ensuring a consistent and congruent approach to the building, maintaining and repairing of relationships. The approach enables decisions to be made with reference to five core restorative principles:

- Everyone has a unique perspective
- Our thoughts and feelings influence our behaviors
- Our actions have a ripple effect
- We have needs that connect us to people and purpose
- The people best placed to find solutions to problems are the people affected by the problem

The seven themes represented by the seven letters of the word RESTORE emerged from the current discussions on the pandemic and racism and its impact on us all, but particularly on schools: the students, the families and the school staff. The letters of the word RESTORE, could be seen as falling into two areas of need, one the recent past and our experiences of it, and the other looking ahead to how we want to be as a result of this experience:

---

*The first four letters of the acronym, relating to **Recognize, Empathize, Safety and Trauma** are connected to what has happened and its effects on us.*

*The last three letters, relating to **Opportunity, Relationships and Engagement**, are key to how we are going forward into a new normal.*

---

It is not meant to be a linear model, to be followed letter by letter. Rather, the themes from RESTORE are connected, they shade into one another and influence each other, and they overlap, interlock, and reflect one another. Here is how an educator might approach the planning and facilitation of virtual learning using the RESTORE framework:

- ❖ Am I **RECOGNIZING** the right events/perspectives based on what I currently know about my students and what is happening in our world?
- ❖ Is my lesson content and methodology building **EMPATHY, SAFETY**, and addressing any overt/covert **TRAUMA**?
- ❖ Will my lessons help create **OPPORTUNITIES** for students to go places and do things that matter?
- ❖ And in what ways might I be able to build and foster **RELATIONSHIPS** between myself and students, and students with each other in ways that **ENGAGE** minds, hearts, and a sense of action within our communities?



**RECOGNITION** of what has happened, and that our experiences during lockdown have all been different, life changing for many and significant for us all. How do we encourage everyone to share their story of what has happened and their experiences of the pandemic so far?

## What is recognition?

The word recognition has two meanings:

To identify someone or something, often from a previous encounter, with a meaning more akin to *acknowledging* or *discovering*.

To give value or validity to something, with a meaning more akin to *appreciation* and *affirmation*.

People can give recognition to themselves and their experiences, and give recognition to others, in both senses referenced above.

## Why is recognition important now?

As people return to school there will be an urgent and important need to share personal experiences – to talk and to feel heard. Experiences will have been very different:

For some people it will have been a very special time of deep connection with their family and may have involved shared activities that deserve to be cherished and maintained.

Recording these special times may help people to recognize for themselves what they want to keep hold of and build on. They may feel sad that this special time could be over and that the moments they cherished will be forgotten, the activities they enjoyed will become memories.

For some people the experience will have been challenging, even **traumatic**. Tempers may have been frayed; conflicts with family members may have been a regular occurrence. They may have struggled to meet school expectations of on-line work through lack of adequate equipment (even basics like pens, pencils and paper, let alone access to a computer and to Wi-Fi).

In addition, for some people the experience will have been a terrible and frightening experience, with some or all of the following – food shortages, hostility, violence or threats of violence, fear and pain. There may have been sickness, hospitalization of family members and even death in the close or extended family. Some people may have attended their first funeral. Any of these events could be **traumatizing**.

Experience of **trauma** will have an impact on people's capacity to respond to the usual expectations of behavior and output. **Recognition** of this will be important for managing these expectations on self and others, and may involve adapting systems, policies and practices.

One final point about recognition – and this is the recognition that what we see and hear people do in school, there is much more going on beneath the surface. The restorative way of thinking about behavioral challenges will become very important as students return to school.

There is no doubt that behavior will not be 'normal'. The old normal is gone and the new normal has yet to be established. Behavior may well be abnormal, as people respond to an abnormal situation. Patience, tolerance and **empathy** are going to be required in large measure and the **recognition** that all behavior is coming from a place of unmet need.

## How can we give recognition to what has happened at this time?

### With the Administrative Team and with the staff group:

- How will you make time for recognizing the impact the experience has had on you?
- How will you ensure that all of your staff have access to a non-judgmental listening ear so that their needs can be addressed, and they can return to school ready to give their best?
- What is the best listening frame for this recognition? One-to-one with listening buddies/mentors, or in circles/groups?
- How will you encourage staff to recognize that they will need to start all over again establishing new norms for a new normality – working *with* their students to establish how things will be?
- How can you encourage staff to resist responding to abnormal or needy behaviors in punitive ways, and instead recognize that these behaviors are likely to be signs of distress as pupils grapple with what they have been through and are going through?

### With students:

- How can every student be supported to recognize their own growth during closure, no matter how positive or how challenging the time has been for them?
- How can they be supported to record this growth through a variety of mediums?
- How can their own listening skills be developed to offer recognition to each other?
- How can students be involved in creating the new normality?

### With families:

- Can this group be encouraged to support each other?
- Are there ways to recognize what they have been through?
- Not all families will have managed to support their children in their academic learning, as the school would have wished. However, many may have been even more creative. How can recognition be given to everyone – whatever has been achieved? How can all ways of teaching and all ways of learning be recognized in both senses of the word?
- What role could family circles/groups play in this recognition?

**EMPATHY** for the mix of emotions that we have in response to events at home, in school, the community and in the wider world. How can we respond with empathy, compassion and self-care, whether we are staff, students or parents?

## What is empathy?

Empathy is “the ability to sense other people’s emotions, coupled with the ability to imagine what someone else might be thinking or feeling”.

“Empathy is communicating that incredible healing message of ‘You are not alone’” (Brené Brown).

## Why is empathy important now?

Beginning interactions with empathy can keep people **safe** by preventing unnecessary escalation of conflict. Empathy is also important for recognizing and **responding to trauma**. We should also be aware of the signs that individuals may be suffering. Challenging or difficult behavior can often be a sign that children and young people are struggling to manage their emotions. According to Marshall Rosenberg, “every violent action is a tragic expression of unmet need”, and now more than ever we should be responding to these unmet needs with empathy.

It is crucial that we as educators find opportunities to develop empathy amongst children, young people and adults (staff, parents etc.) to acknowledge and **recognize** that we have all had different experiences of COVID-19 as we emerge from lockdown.

## How can we enact and build empathy at this time?

### With the Administrative Teams and with the staff group:

- Can you start meetings with a check-in to ask how people are feeling and **recognize** what is important to them before beginning an agenda?
- What formal and informal networks are already in place to support staff and students who may be struggling? Does additional space need to be created in the school routine for peer support?
- How do you **recognize** those for whom empathy can lead to burn out? What targeted support is in place to support them?
- How can you communicate ‘It’s ok to not be ok’? What plans are needed for the possibility that staff and children may need extra time/support as needs become identified?
- What has the school already taught about the importance of empathy and the ways it can be developed? Can this be revisited and developed as part of a return to school curriculum?



**SAFETY** will be paramount, both emotional and physical. How do we re-establish a sense of safety for this new normal so that students are able to learn and all are able to thrive? How do we help those who may have felt unsafe whilst they have been away from school, feel safe again?

## What is safety?

Safety is a state or a place where you are not in danger or at risk of harm.

## Why is safety important now?

Students and staff will have had their sense of safety – physical and emotional – threatened in different ways by the pandemic:

**Physical safety:** Students and staff may be concerned about whether it is safe to be in school yet, how the physical distancing measures will be met, whether to wear masks or not, what to do about sanitation, coughing and sneezing.

**Emotional safety:** Fear and anxiety may be prevalent. Fear of catching a potentially deadly virus, fear of larger groups, and fear for their parents and wider family. Fear of being put on the spot, called out, unsafe to share the emotional burdens of racism and bias. Ongoing physical distancing requirements may increase anxiety and impact people's ability to engage with one another and with teaching and learning.

Once it has been deemed safe to re-open schools, getting back to normal – albeit a new normal – in the routines and the rhythm of school life will help to restore a sense of safety. People's emotional and physical safety will be restored through having the opportunity to **recognize** and share their experiences at a safe distance, alongside experiencing success in the course of the school day.

## How can we restore physical and emotional safety at this time?

Our need for safety can be addressed by **recognizing** this need in ourselves, articulating it to others, listening to others with **empathy** and then discussing how we can all behave so that our collective need for safety can be addressed. If we do not deal with the difficult questions and feelings, they may present 'underground' through bullying behaviors or social isolation of individuals through misinformation and/or misunderstanding.

In addition, the emotional turbulence may lead to difficulties in learning and attention in different parts of the school day.

### With the Administrative Team and with the staff group:

- What changes do we need to make to classroom layout? What changes can we make to ensure safer movement around the school?
- How can we develop a time, space to engage with young people so they can share their concerns, and how do we record and act on the concerns we hear?
- How do we provide a time and space to engage with staff so they can share their concerns and feedback on the changes? What opportunities are there for supervision?
- How and when do we communicate changes? To staff, students, families, the community.
- How do we ensure we get the balance right? Making sure, we don't over-protect?
- What data are we using to identify those in most need? How will we know if the changes are working? Where are we getting the data from? Families, agencies, students, staff?
- How will we re-establish routines in a way that keeps people both physically and emotionally safe?

### With students:

- What do you need to help you feel safe physically and emotionally?
- What can you do to help yourself?
- What can you do to help others in the school community?
- How can learning help? How can the school environment help?

**TRAUMA** is now a collective, as well as an individual experience, how does the school community process this? In addition, how do we support people who have experienced very particular traumas during lockdown or because of facing an even more uncertain future?

## What is trauma?

Trauma is damage done by distressing events, to individuals and communities.

Many schools are familiar with adverse childhood experiences (the ACEs model) and the effect of trauma on our children and young people, but what about collective trauma? This is felt in the aftermath of seismic events and can last a long time.

## Why is trauma important now?

The massive upheaval we are going through potentially brings trauma from many sources: fearing for loved ones, losing loved ones, economic insecurity, fear of an unseen enemy out there, isolation and separation during lockdown, generalized anxiety, unsafe homes, the barrage of news and social media, and life changing in the blink of an eye.

It is the effects of trauma that are of concern. Many staff in schools will be familiar with the symptoms of individual trauma as shown by some students being on high alert all the time. Symptoms of collective trauma, as identified by experts such as Thomas Hübl and Bruce Perry, include feeling separate, isolated and distancing ourselves internally from what is experienced as difficult. Our nervous systems do not regulate well, and we can experience hyper-vigilance and emotional dissonance (a conflict between what we experience and what we express).

Being aware and **recognizing** these effects of trauma is important as we return to school, as we all feel a great pressure to normalize things for ourselves and students, to rush back into the familiar, to be positive. Of course, these things are important, but if not addressed, the event and the ensuing trauma can be the invisible enemy in the room. This then has implications for health, learning, education, and physical, emotional and social development

## How can we address the effects of trauma at this time?

The good news is that, according to specialists like Thomas Hübl, what helps heal this collective trauma are things that we have and can emphasize in school culture and community: healthy **relationships**, a human skill set (what we might call social and emotional learning, including **empathy**), and being there for one other, **recognizing** this as a collective event that has affected, and continues to affect, us all.



**With the Senior Leadership Team and with the staff group:**

- What preparation/training do staff need to **recognize** and cope with not only their own upheaval and perhaps trauma, but also that of students? How can you ask them? Who can provide this and how?
- What balance do we need to find between being positive, giving a sense of normality and recognizing difficulty and pain?
- How can we help students (and ourselves) process in indirect ways what has happened, without necessarily focusing directly on the experiences we have had?
- What social and emotional learning were we doing before the pandemic that we can build on? What particular learning content and methodologies best support students to process what has happened (bearing in mind different starting points and capacities)?
- What are the **opportunities, safely**, to come together in collective experiences to reduce feelings of isolation and separateness? (music, movement, art, drama, ritual etc.)
- Is there any specialist support we need to plan for, for those students who may have experienced individual trauma in addition to our common experience?

**OPPORTUNITY** to change what needs to be changed, to reflect on what matters to us and if we would like to do anything differently. How do we learn from this experience, now that we know we can question even seemingly fixed aspects of our world?

### What is opportunity?

The word *crisis* in the Japanese language is made up of two characters, a time of *danger* and a time of *opportunity*. Opportunity means a favorable, an opportune, time to do something. The Coronavirus crisis brings dangers, but also opportunities. Here, we focus on the opportunities.

### Why is opportunity important now?

There is an incredible opportunity right now for us individually and collectively to rethink what matters and reshape what we do and how we do it. The disruption that we are experiencing from 'life as normal' has brought an opportunity for us to reflect: to reflect on what really matters, to reflect on what we do and why we do it, to think afresh about things that we may have taken for granted.

We have seen so many things we thought could not happen, happen. While this has been threatening, it also opens up our sense of possibility for what could be.

### How can we make the most of the opportunities that this crisis brings?

#### With the Administrative Team and with the staff group:

- How can we capture collectively our individual reflections?
- What thoughts have we been having about our school, about what matters, about how we work?
- What have we come to realize that we value most about our school, our work, our colleagues, our children and their families?
- Based on what we value, what areas of school life can we change for the better?

#### With staff:

- What opportunities does your subject area offer to help us reconnect as a community after being apart from one another?
- What have you come to realize really matters about your subject area? How are you planning to change what you teach and how you teach?

#### With students:

- What did you enjoy from doing things differently for a while, that you think we should learn from?
- What did you miss about school?
- What things are really important to you about our school?
- Based on what is really important, how can we make our school even better?

**RELATIONSHIPS** are key, as they always have been. How do we reconnect, and re-build inclusive, responsive relationship at all levels in school?

### Why are relationships important now?

The impact of national isolation has increased our awareness of the importance of relationships. A priority, as schools reopen, will be rebuilding relationships and repairing relationships where there has been harm.

Relationships between staff and students, and between students, will be the vehicle for effective communication in classrooms and communities. However, we must **recognize** that all the relationships on which schools depend will have been impacted. For example, students will return with varying degrees of anxiety as peer dynamics re-emerge, relationships with adults in school re-establish, and **recognition** of the level of progress relative to others emerges.

Some staff will return with new insights into the needs of the students they are teaching, and many staff will be negotiating different expectations from home or in their school role. These, alongside ongoing uncertainties as guidance on social distancing develop, will all impact the social and emotional capacity within the school system. An intentional focus on relationships will be essential for increasing a sense of being **safe** and accepted.

Effective leadership that prioritizes building, maintaining and repairing relationships has always been the foundation for creating a whole school ethos of care. This must be a priority as schools move through the phases of react, RESTORE and reset for the future.

### How can we build, maintain and repair relationships at this time?

#### With the Administrative Teams and with the staff group:

- **How have relationships changed?**
  - Have some groups found improved ways of building relationships? Ex. Staff responsible for a group of children through the pandemic? Links to community?
- **How have relationships been harmed?**
  - Who has been isolated or excluded from communication/social media groups?
  - Have students experienced online bullying? How have we responded so far?
  - Which adults/young people will be most vulnerable when we return?

- **What will be the key relationships for an effective and speedy re-integration of the students and staff?**
  - Will some students/staff need specific additional relationships?
  - Will some capacity need to be re-deployed to focus on specific groups?
  - How will those groups be identified?
  - How will systems for behavior management respond to increased levels of emotional distress, as routines and expectations are re-established?
  - How will space for students be created to rebuild relationships, mindful of social distancing both within and outside of school?
  - How will the curriculum give re-building relationships priority?
- **What strategies will support repairing relationships?**
  - How can restorative approaches be used to address harm?
  - How could peer-mediators (where present) be prepared to support?

#### **With Students:**

- Which relationships have you missed whilst being away from school?
- How have your relationships changed? With friends, families, with staff?
- Who is the person in school you would speak to if you are finding things difficult?



**ENGAGEMENT** in our own health and well-being and with the issues that affect us: our teaching, learning and community. How do we foster a culture that enables staff and students to have ownership of and agency in their lives?

### What is engagement?

Engagement means ‘to participate, to take action’. Much like many of the other RESTORE themes; this will be different for all of us. An individual’s agency is perhaps the most important ingredient in successful engagement. Without agency, engagement may be meaningless. It is like the difference between consultation and collaboration. We know that when we “do change to people they experience it as violence, but when people do change for themselves they experience it as liberation”.

### Why is engagement important now?

School leaders will of course need to return to some kind of normality and inevitably, there will be a drive to return to routines of the past. This is unsurprising, as those rules and routines are the very things that keep schools safe providing both physical and emotional containment. However, before we jump back into those routines, it is going to be essential to engage with the school community and allow people to share their stories. Without a period of recognition and understanding the ‘now’ – enabling student agency will be almost impossible.

### How can we encourage and enable engagement at this time?

#### With the Administrative Team:

- How will you be explicit as a school leader and demonstrate that you value people’s engagement?
- Are you willing to take risks and allow others to lead?
- How will you ensure that all stakeholders are included?
- How do you promote equity of engagement where inequality is prevalent?
- What is the best listening frame for this engagement? Open forums, coaching conversations, circles, school council type meetings?

#### With the staff team:

- How can students regularly articulate their needs?
- How can this be made an intrinsic part of the feedback loop for curriculum development?
- How do you endorse the process, validate the work of others and demonstrate that you want to plan for recovery?

**Within the curriculum:**

- How will you address the need for additional social emotional development?
- How will you demonstrate that you understand the grief that others have experienced?
- How will this be reflected in the curriculum?

**With Families:**

- How can we offer empathy and spend time listening?
- When we do this, how can we ensure that we are being sensitive to individual family circumstances, cultural backgrounds and additional needs?



## GUIDANCE FOR ADULTS ON FACILITATING NECESSARY SPACES



## FOR EDUCATORS: *Tools + Preparation for Self-Aware Engagement*

### SELF-AWARENESS STARTS WITH YOU!

*“How you show up for yourself will speak volumes when it’s time to show up for others. You cannot fill the cup of your neighbor or loved ones when you are depleted. Take care of you. Take care of them. In that order.” -Alex Elle*

We suggest engaging with the following two tools, in sequence, to build a sustained self-awareness practice:

#### ❖ **SOCIAL IDENTITY WHEEL: *INDIVIDUAL EXPLORATION* (pg. 25)**

- **5-10 MIN:** Consider the aspects of your identity that make you whole. Consider the ways your identities give or deny you the freedom and ease to move through the world. Remember that some aspects of identity are immutable, while others are not.

#### ❖ **CHECK YOURSELF: *SELF-AWARENESS TOOL* (pg. 26)**

- **10-15 MIN:** Consider the aspects of your identity that will impact your interactions with others. Reflect on the potential to leverage similarities for powerful connections, check biases from hindering relational growth, explore differences to deepen and grow connections that have yet to be built. Checking your physical self, your mindset, and your identities ensure that you are less likely to engage in unintentional harm against others and are more equipped to hold appropriate, objective space. This tool is important always, and especially important when preparing for tense or conflict-based conversations.

### LISTEN TO UNDERSTAND + KEEP THE DOOR OPEN FOR CONNECTION

*“Powerful teaching is rooted in powerful listening.” --Cornelius Minor*

Difficult conversations become even harder when we lead with our own self-interest, judgments, and assumptions. Utilize the following tool to ground yourself in a practice of empathetic listening prior to facilitation:

#### ❖ **GUIDELINES FOR EMPATHETIC LISTENING (pg. 28)**

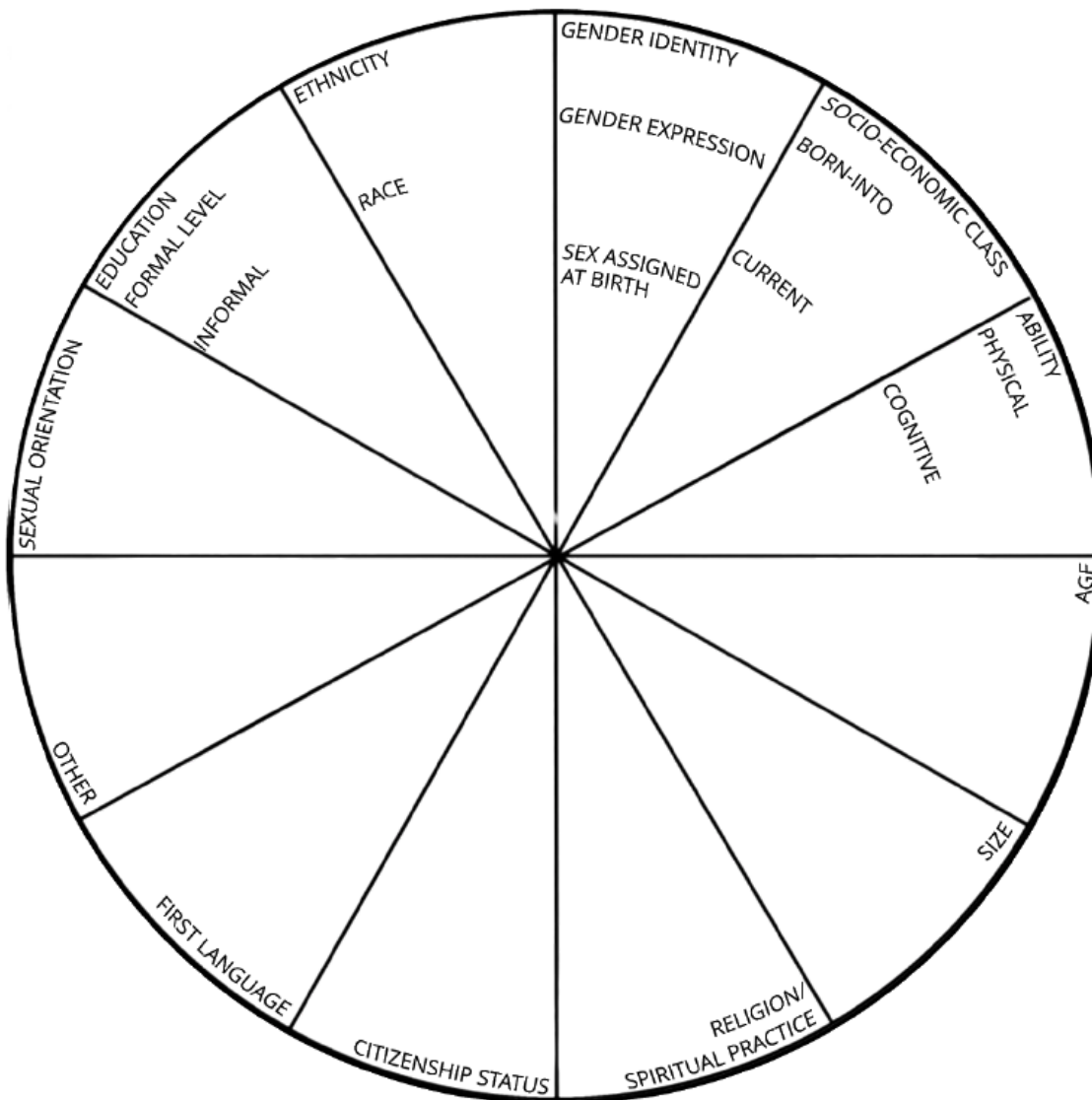
- **5 MIN:** Modeling and practicing empathetic listening creates an environment of inquiry, non-judgment, safety, and equity.



## SOCIAL IDENTITY WHEEL: INDIVIDUAL EXPLORATION

### DIRECTIONS:

- In the sections of the circle, use words or symbols to describe your own identity within each category
- Star \* identities that most often 'show up' in your interactions or conversations with others
- # categories that are not a part of (or you choose not to bring into) your work life
- Underline identities that have created barriers or challenges in your interactions with others in the past
- Circle identities that hold power (in a school, the workplace, or in society in general)



## CHECK YOURSELF: SELF-AWARENESS TOOL

WHY IT'S IMPORTANT TO CHECK YOURSELF	
To avoid using your positional power – or the privilege attached to one or more of your social identities – to discriminate against or oppress others <sup>1</sup> .	
SIGNS YOU NEED TO CHECK YOURSELF	WHAT THE INTERNAL DIALOGUE SOUNDS LIKE
<b>Judgment:</b> You feel an urge to make a strong and unequivocal judgment about another person or group of people.	<i>"He/she is bad."</i> <i>"He/she is incompetent."</i> <i>"He/she doesn't care."</i> <i>"He/she isn't worth my time."</i>
<b>Defensiveness:</b> Someone says or does something that causes you to feel angry or defensive.	<i>"What right does he/she have to...?"</i> <i>"Who does he/she think they are?"</i> <i>"I don't have to explain myself to..."</i>
<b>Certainty:</b> You feel 100% certain of the rightness of your position (and your actions).	<i>"I didn't do anything wrong."</i> <i>"[Other person] is the one at fault."</i> <i>"[Other people] just need to realize that I'm right."</i>
<b>Impact/Representation:</b> You're about to use your power to make a decision that will have a direct impact on a group of people that has a different (social) identity than you, and no one from that group has informed or been consulted on the decision.	<i>"I'm going to..."</i> <i>"This is what needs to happen."</i> <i>"This is the best thing for everybody."</i> <i>"Why would anyone have a problem with...?"</i>
<b>Power Differential:</b> The other person in the interaction has less positional power than you do, and/or has fewer privileged social identities than you do.	<i>"This has nothing to do with the fact that they are [Black, gay, a woman, disabled, a subordinate, a non-native English speaker]. It's just that..."</i>
<b>Silencing:</b> You've closed yourself off to further dialogue or reflection on an issue that clearly matters to others, and that is complex.	<i>"I'm done talking about this."</i> <i>"If they don't like it, they can..."</i>

<sup>1</sup> Discrimination = Action based on prejudice; unequal treatment of people based on their social identity groups.  
 Oppression = Unearned disadvantage; denial of access to power or opportunity.

HOW TO CHECK YOURSELF (P.E.E.R)	
	Questions to Ask
<b>1. Pause</b>	<ul style="list-style-type: none"> <li>• What assumptions am I making about this person?</li> <li>• Which of this person's social identities most strongly influence the way I'm perceiving them right now?</li> <li>• Which of this person's social identities are they most conscious of in this moment?</li> </ul>
<b>2. Empathize</b>	<ul style="list-style-type: none"> <li>• How is he/she feeling?</li> <li>• What does he/she need?</li> <li>• What might he/she be up against?</li> <li>• How might I be coming across to him/her?</li> <li>• If I were to assume the best about this person, how else might I interpret his or her actions?</li> </ul>
<b>3. Engage</b>	<ul style="list-style-type: none"> <li>• Who has the most to lose in this situation?</li> <li>• Who is most likely to receive the benefit of the doubt (from others) in this situation<sup>2</sup>?</li> <li>• If the specifics of this situation came into dispute, and I told a different version of events than this person, who would be believed?</li> <li>• How would I be feeling right now if our roles were reversed?</li> </ul>
<b>4. Reflect</b>	<ul style="list-style-type: none"> <li>• Could there be factors affecting this situation that I am currently unaware of?</li> <li>• Would I be reacting differently if this person were from a different social identity group<sup>3</sup>?</li> <li>• Am I thinking about this person as a full, complex human being, or am I reducing them to a stereotype<sup>4</sup> and basing my actions and responses on that stereotype?</li> </ul>

NEXT STEPS	
<b>Don't assume. Ask.</b>	Specifically, ask the questions that go with "Centering the Other Person" (above).
<b>Reflect on your desired outcome.</b>	If I aligned my mindsets and actions with my stated values and beliefs, what is my most hoped-for outcome in this situation? What would be the outcome that honors the needs and the dignity of the most vulnerable person (or people) in this situation?
<b>Check your thinking with others.</b>	Solicit feedback from a person you trust. Ask them to help you identify your own blind spots in the situation – things that are important, but that you might not be aware of.

<sup>2</sup> Specifically: Which of us would people in *greater positions of power and authority* most likely give the benefit of the doubt to?

<sup>3</sup> i.e. If this person were white, or middle-class, or a native English speaker, or all three.

<sup>4</sup> e.g. "This parent is ghetto." / "This kid is a thug."

## EMPATHIC LISTENING

### Guidelines for Supportive Listening Without Owning The Problem

**1. BE ATTENTIVE, INTERESTED + ALERT, NOT DISTRACTED.**

*Create a positive atmosphere through non-verbal behaviors.*

**2. BE A NON-JUDGEMENTAL SOUNDING BOARD.**

*Allow the speaker to express ideas and feelings without a critical response.*

**3. DO NOT MINIMIZE, CONSOLE, OR LOOK FOR SILVER-LININGS.**

*Avoid phrase like, "it's not that bad..." or "Well at least you're not..." or "It will get better soon..."*

**4. CHECK YOURSELF + YOUR INTERNAL REACTIONS.**

*Holding space for someone else isn't about you. Engage in self-awareness. Check your biases. Take a break or tap out if you feel yourself being triggered or at-risk of passing judgement on the speaker.*

**5. INDICATE YOU ARE LISTENING BY:**

- *Providing brief, non-committal responses like e.g. "uh huh," or "I see."*
- *Non-verbal acknowledgments, e.g. head nodding, facial expressions, eye contact.*
- *Inviting them to say more, e.g. "Tell me more about it" or "I'd like to hear more about..."*

**6. FOLLOW GOOD LISTENING GROUND RULES:**

- *Listening without interruption*
- *Only allow the speaker to change the topic and course of the conversation*
- *Listening to understand, not to respond*
- *Avoid interrogation when asking follow-up questions*
- *Avoid teaching, lecturing, advice-giving*
- *Only share your own story/opinions if they are solicited; still keep the focus on the speaker.*

**7. BE A MIRROR: REFLECT BACK WHAT YOU HEAR + UNDERSTAND.**

- *"It sounds like..."*
- *"What I hear you saying is..."*
- *"I get the sense that..."*
- *"It seems as though..."*

**8. ALWAYS ALLOW THE SPEAKER TO BE THE EXPERT OF THEIR OWN EXPERIENCE.**

*If you interpret something incorrectly, allow the speaker to correct you. If you say something unintentionally harmful, model vulnerable accountability and make it right.*

## BEST PRACTICE FACILITATION

### 1. CHECK YOURSELF!

Consider the identities and experiences of your audience always

- How do my identities and experiences impact my perspective on this?
- Am I centering my own perspectives over those of my students or staff?
- Am I aware of my social identities (Race, Gender, Class, Age, Sexual Identity) and how they are / are not connected to privilege?
- What social identities do we have in common? What is different? How does that influence this conversation?
- How can I channel true empathy to connect meaningfully where commonalities do not exist?
- What are my triggers? How might my role at school cause potential barriers to me showing up as my authentic self?
- When talking about racism and loss, what makes me most uncomfortable? Why?

### 2. LEAD WITH INQUIRY

- Avoid judgment, embrace curiosity
- It is okay not to have all the answers and can be powerful to admit that. Model vulnerability

### 3. TRUST THE PROCESS

- A community will take from a well-facilitated experience what it needs
- One conversation may be the start of many or may be a stand-alone powerful experience
- Silence can be okay and even healing

### 4. ENGAGE WITH CLARITY + STRUCTURE

If you are a seasoned facilitator or have high confidence to hold challenging, identity-based conversations, modify our suggested structures as you see fit for your classroom.

If you are not a seasoned facilitator and are building confidence to hold challenging, identity-based conversations, we strongly recommend the following:

- Create a plan/structure for what you might hope to discuss
- Utilize conversation norms
  - **Need norms? Consider:** *Respect Multiple Truths; Open Mind, Open Heart; Keep Good Intentions; Withhold Assumptions + Judgment; Engage in Self-Awareness; Trust the Process; Speak Experiences Not Names*
- Utilize an ordered sharing process
  - Make a list of all participants, put it in the chat or on a slide where everyone can see it--this is your virtual circle order. Direct participants to unmute themselves when it is their turn to speak in the "circle."



- Provide clear directions and transitions during your conversation
- Interrupt and challenge harmful and racist ideas and comments:
  - Lead with inquiry (Ex: “What did you mean by...?”)
  - Explicitly center impact over intention (at beginning of circle/discussion)
  - It’s ok to stop the conversation if the space becomes unsafe for students
  - Follow up afterward with students who may have done or experienced harm
  - If you have caused the space to be unsafe, consider how you will model accountability to your classroom the next time you are together
- Acknowledge and validate that trauma shows up in many different ways
  - Silence or not engaging at all
  - Anger directed at peers or others

## 5. REFLECTION + FOLLOW-UP ARE IMPORTANT

- Follow up with students and staff as-needed and connect them to resources at your school (i.e. counselor, social worker, another teacher with whom they have a good relationship).
- If students or staff have shared something deeply personal, acknowledge it to them individually; see if they want/need additional support from you.
- If students or staff share something that requires you to respond as a Mandated Reporter, seek the support of a supportive school staff member immediately to ensure the safety of your student.
- Continue to reflect and educate yourself as you work to create safe spaces for students.

## TRAUMA-INFORMED APPROACH: Regulation Strategies

Given the major social shifts related to our current crisis, students may be more anxious than usual. The incorporation of a virtual learning format, and schedule that virtual learning requires, exacerbated by anxiety may be more likely, and more pronounced, among students who have already been experiencing chronic and toxic stress, adverse experiences, and/or trauma. Regulation strategies are used to foster students' feelings of physically and emotionally calm, settled, *and safe*.

Traditional (In-Person) Learning Interactions: Regulation	
	Suggested Activities
Pre-Instruction	<p>Begin interactions and lessons with grounding and centering exercises that help students focus on what is happening in their mind, body, and/or surroundings.</p> <p>This can help students engage and stay focused. These simple exercises can be recorded, spoken, written in an instructional packet, and/or read aloud by an adult.</p> <ul style="list-style-type: none"> <li>❖ Say, "Before beginning this lesson, close your eyes or turn your gaze down to the floor, and take three deep breaths in through your nose and out through your mouth."</li> <li>❖ Ask students to look around their environments, name one thing that makes them happy (or calm, or relaxed), and explain why.</li> <li>❖ Ask students to scan their bodies for where they feel tense and where they feel relaxed and have them silently tell the tense parts to relax, so that the tense parts will feel the same way the calm parts do.</li> </ul>
Create structure and consistency through lesson schedules, regularly scheduled communication, and clear, concise instructions	<p>For non-virtual distance learning, provide a paper version of the calendar, as well as instructions for where to send completed assignments.</p> <p>Let students and their parents or caregivers know how and when you will reach out to them and let them know how and when they can contact you.</p> <p>Include clear, easy-to-find instructions for assignments, well-defined organization, and easy navigation.</p> <p>Design multiple short-term goals that align with activities that are briefer and that have tighter timelines.</p>
Create opportunities breaks and physical activities.	<p>Insert breaks in classroom learning when appropriate for the students.</p> <p>Check in with students to determine whether they need additional breaks.</p>

Promote self-awareness by providing opportunities for students to communicate their feelings.	<p>In a non-virtual setting, have students share their feelings when safe and appropriate, either with a caregiver, you, and/or classmates during lessons or through assignments.</p> <p>Provide opportunities for students to communicate feelings nonverbally, such as by drawing a picture or identifying gifs or memes that describe their feelings or thoughts. Consider opportunities to share and discuss.</p>
During Instruction	<p>When students seem off task or even shut down and refuse to complete work, sometimes it's because the work is too difficult for them and they're frustrated. Teachers may scaffold instruction to support students' engagement in lessons and completion of tasks.</p> <p><u>Scaffolding</u> is breaking learning into chunks and then providing a strategy or a structure to make it easier for students to be able to accomplish each chunk of learning. In order to effectively scaffold instruction, you need to know what a child is capable of doing on their own. This instructional starting point, called the "<u>zone of proximal development</u>" (ZPD), is the difference between what a learner can do independently and what they're able to do with informed assistance.</p> <p>Starting your instruction at this point allows the student to move more easily to the next logical step developmentally. If a child is struggling, you can usually help them get started by taking a break, determining what they do understand, and then modifying the assignment so that it's within their ZPD.</p>
Promote self-regulation by providing activities and strategies for relaxing or calming activities.	<p>Before, during, and/or after lessons, pause to model or provide written instructions (that can be read aloud by an adult) of a self-regulation activity break, and then invite students to repeat the behavior. These activities may include conducting breathing exercises, smelling flowers, closing your eyes, or listening to calming music.</p>

Provide choices for both student input and student output, to accommodate individual learning styles, preferences, and needs.	<p>Offer instruction in both auditory and visual formats.</p> <p>Allow students to use various assignment response formats, such as handwritten (then scanned and uploaded, if virtual), typed, or verbalized.</p> <p>Adapt classroom environments to help students feel more settled, such as improving lighting, reducing sounds and other distracting noises, and decreasing visual clutter.</p>
Offer suggestions for ways to meet students' sensory needs.	<p>Adapt classroom environments to help students feel more settled, such as improving lighting, reducing sounds and other distracting noises, and decreasing visual clutter.</p>

## Virtual Learning Interactions: Regulation

	Suggested Activities
Pre-Instruction	<p>Offer an orientation that addresses self-regulation—what it is, why it is important, and strategies to attain it—that has learners assess their own self-regulation skills and provide scaffolds and strategies for self-regulation (such as having the learners design a study plan, etc.).</p> <p>Begin interactions and lessons with grounding and centering exercises that help students focus on what is happening in their mind, body, and/or surroundings.</p> <p>This can help students engage and stay focused. These simple exercises can be recorded, spoken, written in an instructional packet, and/or read aloud by an adult.</p> <ul style="list-style-type: none"> <li>• Say, “Before beginning this lesson, close your eyes or turn your gaze down to the floor, and take three deep breaths in through your nose and out through your mouth.”</li> <li>• Ask students to look around their environments, name one thing that makes them happy (or calm, or relaxed), and explain why.</li> <li>• Ask students to scan their bodies for where they feel tense and where they feel relaxed and have them silently tell the tense parts to relax, so that the tense parts will feel the same way the calm parts do.</li> </ul>
Create structure and consistency through lesson schedules, regularly scheduled communication, and clear, concise instructions	<p>For virtual distance learning, provide an online calendar that shows each lesson or subject for the day, the start and stop times, and the due dates for any assignments.</p> <p>Encourage regular physical activity throughout each day to help all students focus. Students experiencing trauma may need additional muscle movement or sensory grounding, such as wrapping themselves in a heavy blanket, using fidgets, or sitting on movable chairs.</p> <ul style="list-style-type: none"> <li>• In virtual settings, try to communicate at the same time(s) every day and using the same format(s) (e.g., email, text, telephone). Let students and their parents or caregivers know how and when you will reach out to them and let them know how and when they can contact you.</li> </ul> <p>Include clear, easy-to-find instructions for assignments, well-defined organization, and easy navigation.</p> <p>Design multiple short-term goals that align with activities that are briefer and that have tighter timelines.</p>
	<p>Encourage students to insert breaks in at-home learning when appropriate for the students.</p>
























Create even more opportunities than usual for breaks and physical activities.	<p>In virtual settings, insert breaks intentionally into daily lessons and activities, and when learning is synchronous (i.e., when the teacher and students are online at the same time), check in with students to determine whether they need a break.</p> <p>To support asynchronous learning (i.e., when the teacher and students are online at different times) or offline learning at home, clearly insert intentional breaks into suggested student schedules.</p> <p>Encourage regular physical activity throughout each day to help all students focus. Students experiencing trauma may need additional muscle movement or sensory grounding, such as wrapping themselves in a heavy blanket, using fidgets, or sitting on movable chairs.</p>
Promote self-awareness by providing opportunities for students to communicate their feelings.	<p>In a virtual setting, provide a developmentally appropriate “feelings” chart that students can use to share with you and/or classmates how they are feeling. The chart can use words and/or a feelings scale from 1 to 10.</p> <p>In a nonvirtual setting, have students share their feelings when safe and appropriate, either with a caregiver or with you during lessons or along with submitted assignments.</p>
Promote self-regulation by providing activities and strategies for relaxing or calming activities.	<p>Before, during, or after lessons, pause to model or provide written instructions (that can be read aloud by an adult) of a self-regulation activity break, and then invite students to repeat the behavior (e.g., conducting breathing exercises, smelling flowers, closing your eyes, or listening to calming music).</p>
Provide choices for both student input and student output, to accommodate individual learning styles, preferences, and needs	<ul style="list-style-type: none"> <li>• Offer instruction in both auditory and visual formats. For example, in a virtual setting, record your voice with accompanying slides;</li> <li>• Allow students to use various assignment response formats, such as handwritten (then scanned and uploaded, if virtual), typed, or verbalized.</li> </ul>
Offer suggestions for ways to meet students’ sensory needs.	<p>Suggest ways for students to adjust their environments to help them feel more settled, such as improving lighting, reducing sounds and other distracting noises, and decreasing visual clutter</p> <p>Encouraging learners to restructure their learning environment to minimize distraction or procrastination (For example, going to the library instead of staying home and studying on the couch or getting away from certain friends.)</p>

## VIRTUAL LEARNING STRATEGIES FOR DIFFERENTIATION

Educators can use the strategies below to work toward meeting students' social-emotional needs in virtual settings. In a virtual setting, students are learning in very different conditions than they might be at home. These might include: increased demand for self-direction; balancing learning while caring for self and siblings; sharing physical space with family and potential for increased conflict; limited opportunities for social engagement (i.e., lunch, extra-curricular activities); increased potential for isolation.

Take time to talk with students, build empathy and better understand these conditions. The strategies selected below aim to meet the needs of learners in these new conditions in a way that aligns to some or all of the CASEL competencies for SEL.

Strategy	CASEL Competencies for Social-Emotional Learning					Ideas for Differentiating
	 Self Awareness	 Self Management	 Social Awareness	 Relationship Skills	 Responsible Decision Making	
Checking-In						Post a check-in question as a discussion in your LMS or in a shared document. This can be a way to build empathy at the start of a synchronous class or a way for students to connect asynchronously.
Team Building						Create a challenge for the whole class to work and track progress toward together (for example: read 1,000 pages this week, take 100,000 steps this week, cook dinner for family!)
Goal Setting						Students create learning goals and make a “goal roadmap” that helps them reach their goals through small action steps.
Class Discussions						Create a virtual wall for different discussion topics where students can post comments and respond to classmates using digital tools such as a discussion board built into an LMS like Google Classroom or Canvas, Padlet® or Flipgrid®.
Role Playing & Modeling						6-12: Create role playing challenges that students might be facing. Have students switch roles to raise awareness and empathy though thinking through how the person might feel.

## STRATEGIES FOR TRAUMA-INFORMED LEARNING

*(Based on guidance from the Center to Improve Social and Emotional Learning and School Safety)*

Sometimes even the most effective teachers may struggle to reach a student. Discerning the reasons can be hard, especially if those reasons stem from the effects of adverse experiences that may result in trauma. The challenges of recognizing and responding to students' social, emotional, and mental health needs are compounded in a distance learning environment — and even more so during a global health crisis. Childhood trauma may be caused by a variety of adverse experiences, such as abuse, neglect, and household and community distress. Trauma can affect just about every domain in which students function and can inhibit their ability to develop in a healthy manner. Trauma can also negatively affect students' abilities to regulate emotionally, to develop healthy relationships, to pay attention, to engage, and to learn.

Trauma-informed practices — such as creating safe and supportive learning environments and helping students develop consistent, positive relationships with peers and adults — are powerful ways to mitigate the effects of trauma and to promote resilience in children and youth. However, distance learning creates barriers to students' access to safe environments, healthy relationships, and needed supports. Because distance learning is taking place during a global health crisis, when students may already be experiencing increased levels of stress, adversity, and trauma, educators must remove or work around such barriers.

Even when teaching students remotely, teachers can engender safe and supportive environments that improve students' ability to engage and learn. A child who is unsettled is unlikely to relate to and connect with other people, and, until the child feels safe and supported, is unlikely to have the cognitive capacity to fully engage in the higher-level processes that are essential for learning and reasoning. This is true for all children, regardless of their stress or trauma history, but it is particularly critical to consider for students experiencing adversity, and especially in the context of distance learning.

To help educators use trauma-informed teaching practices in traditional and distance learning contexts, the below recommendations for integrating trauma-informed, regulation strategies are offered. These strategies can be used to plan for and address students' basic social and emotional needs through virtual instruction.

## Virtual Learning Interactions: Regulation

	Suggested Activities
Pre-Instruction	<p>Begin interactions and lessons with grounding and centering exercises that help students focus on what is happening in their mind, body, and/or surroundings. This can help students engage and stay focused. These simple exercises can be recorded, spoken, written in an instructional packet, and/or read aloud by an adult.</p> <ul style="list-style-type: none"> <li>• Say, “Before beginning this lesson, close your eyes or turn your gaze down to the floor, and take three deep breaths in through your nose and out through your mouth.”</li> <li>• Ask students to look around their environments, name one thing that makes them happy (or calm, or relaxed), and explain why.</li> <li>• Ask students to scan their bodies for where they feel tense and where they feel relaxed and have them silently tell the tense parts to relax, so that the tense parts calm.</li> <li>• Teachers may also consider integrating check-in activities at the start of lessons to gain insight of students’ initial feelings, thoughts, and emotions entering into instruction.</li> </ul> <p>Teachers should also consider daily check-ins at the start of lessons to gauge students’ thoughts, feelings, and emotions entering into instruction.</p>
Create structure and consistency through lesson schedules, regularly scheduled, communication, and clear, concise instructions	<p>For virtual distance learning, provide an online calendar that shows each lesson or subject for the day, the start and stop times, and the due dates for any assignments.</p> <p>Encourage regular physical activity throughout each day to help all students focus. Students experiencing trauma may need additional muscle movement or sensory grounding, such as wrapping themselves in a heavy blanket, using fidgets, or sitting on movable chairs.</p> <p>Attempt to communicate at the same time(s) every day and using the same format(s) (e.g., email, text, telephone). Let students and their parents or caregivers know how/when you will reach out to them and how/when they can contact you.</p> <p>Include clear, easy-to-find instructions for assignments, well-defined organization, and easy navigation.</p> <p>Design multiple short-term goals that align with activities that are briefer and that have tighter timelines.</p>
	Encourage students to insert breaks in at-home learning when appropriate for the students.

Create even more opportunities than usual for breaks and physical activities.	<p>In virtual settings, insert breaks intentionally into daily lessons and activities, and, when learning is synchronous (i.e., when the teacher and students are online at the same time), check in with students to determine whether they need a break.</p> <p>To support asynchronous learning (i.e., when the teacher and students are online at different times) or offline learning at home, clearly insert intentional breaks into suggested student schedules.</p> <p>Encourage regular physical activity throughout each day to help all students focus. Students experiencing trauma may need additional muscle movement or sensory grounding, such as wrapping themselves in a heavy blanket, using fidgets, or sitting on movable chairs.</p>
Promote self-awareness by providing opportunities for students to communicate their feelings.	<p>In a virtual setting, provide a developmentally appropriate “feelings” chart that students can use to share with you and/or classmates how they are feeling. The chart can use words and/or a feelings scale from 1 to 10.</p> <p>In a non-virtual setting, have students share their feelings when safe and appropriate, either with a caregiver or with you during lessons or along with submitted assignments.</p>
Promote self-regulation by providing activities and strategies for relaxing or calming activities.	<p>Before, during, or after lessons, pause to model or provide written instructions (that can be read aloud by an adult) of a self-regulation activity break, and then invite students to repeat the behavior (e.g., conducting breathing exercises, smelling flowers, closing your eyes, or listening to calming music).</p>
Provide choices for both student input and student output, to accommodate individual learning styles, preferences, and needs	<p>Offer instruction in both auditory and visual formats. For example, in a virtual setting, record your voice with accompanying slides;</p> <p>Allow students to use various assignment response formats, such as handwritten (then scanned and uploaded, if virtual), typed, or verbalized.</p>
Offer suggestions for ways to meet students’ sensory needs.	<p>Suggest ways for students to adjust their environments to help them feel more settled, such as improving lighting, reducing sounds and other distracting noises, and decreasing visual clutter</p> <p>Encouraging learners to restructure their learning environment to minimize distraction or procrastination (For example, going to the library instead of staying home and studying on the couch or getting away from certain friends.)</p>



## HOW TO EMBED SELF-REGULATED LEARNING STRATEGIES INTO INSTRUCTION

---

A teacher's role in helping students learn to self-regulate may be challenging, Why? It takes time and practice to develop effective, self-regulation habits. Initial efforts must be refined based on student's feedback, performance, and personal reflection.

**Five common instructional practices** that have been cited as effective in helping students learn self-regulation are:

1. **Guide learners' self-beliefs, goal setting, and expectations**
  - help students frame new information or feedback in a positive rather than a negative manner (e.g., "keeping track of your homework assignments will help you manage this course successfully," rather than "if you don't keep track you will fail")
  - provide specific cues for using self-regulatory strategies
2. **Promote reflective dialogue**
  - teacher modeling of reflective practices (think aloud)
  - student practice with reflective dialogue
  - group discussions to think through problems/cases (collaborative learning)
3. **Provide corrective feedback**
  - performance standards must be clear and perceived as attainable
  - phrase feedback (positive or negative) as a statement about the task of learning, not about the learner
4. **Help learners make connections between abstract concepts**
  - use case-based instructions or examples that students come up with themselves
  - use hands-on learning activities
  - help students learn to separate relevant from irrelevant information (i.e., help them know where and how to focus their attention; guide their reference standards)
5. **Help learners link new experiences to prior learning**
  - use experiential learning activities
  - focus on application of knowledge in broader contexts
  - integrate real-life examples with classroom information

Use exemplars and anchors rubrics for learner reference. Exemplars and anchors (for example, of “excellent” discussion prompts) provide scaffolds and models of desired performance. Analytic rubrics, with clear criteria and detailed performance levels, can be terrific tools to promote self-regulation, in particular both the metacognitive and behavioral processes associated with self-regulation. Such rubrics provide clear guidelines of what optimal performance looks like and can also serve as reflection tools through which the online learner can examine and analyze his/her performance.

Provide multiple opportunities for self-reflection. Use the structural features of the LMS (discussion forums, etc.) to have students reflect on and share metacognitive, motivational and behavioral strategies that help to promote self-regulation learning strategies.



## SEL + RJ STRATEGIES AND TOOLS

## ICEBREAKER + CHECK-IN QUESTIONS FOR REMOTE LEARNING

It's important--now more than ever--to check-in with each other during this time of physical distance. Use the following questions to virtually check-in with students or staff during Remote Learning.

*Note : These can be used in TEAMS video sessions, Classroom posts, or 1-1 via email.*

### Ice-Breaker Questions

Get to know your students better, set the tone for class, use during transitions, etc.

*Note : Remember that questions asked open the door for any answer. Consider using Check Yourself Tool as a grounding document for self-awareness and classroom engagement.*

#### LIGHT

- If you could be a star in a movie, which movie would you choose?
- What is your favorite song to dance to?
- What always puts a smile on your face?
- In what television show home/city would you love to live in?
- If you were one half of a famous celebrity duo, who would you want as a partner?
- What is your favorite thing to order at a restaurant?
- What do you like doing on rainy days?
- What place in the world would you like to see before you die?
- What do you like to do for exercise/being active?
- What is your favorite country & why?
- If you could speak another language what would it be?
- How would you spend a million dollars?
- If you could have 1 super power what would it be?
- If you could live anywhere in the world where would it be?
- If you could be best friends with a celebrity, who would it be?
- If you could be invisible for a day, what would you do?
- If you could have any animal in the world as a pet, what animal would it be?

#### SILLY

- What celebrity has no right being a celebrity?
- Whose voice can you best imitate? (Care to demonstrate!?)
- If you were a professional wrestler, what would be your ring name?
- What is the best thing about being really short? Tall?
- What cartoon would you like to be a character in?
- If you could only listen to one song for the rest of your life which song would it be?
- If kids came with instructions, what would be the #1 rule?
- What is one thing you would never eat?
- What is the scariest animal on Earth?
- If you could be a cartoon character for 24 hours who would you be?
- If you could turn into any animal for a day, what animal would you become?

**THOUGHTFUL**

- If you could 'dis-invent' one thing what would it be?
- What is your greatest hidden talent?
- What is the first thing you notice when you meet somebody?
- What can make a person instantly unpopular? Popular?
- What super power is not very 'super'?
- What celebrity reminds you of someone important to you?
- If you could choose any one person as your dinner guest, who would you choose?
- What is the best thing about being really strong?

**SERIOUS**

- How do you overcome challenges?
- What do you consider your best personality trait?
- If you could have lunch with somebody who is no longer living, who would it be?
- If you could have lunch with someone who inspires you, who would it be?
- What are two words that best describe you?
- How would your closest friend describe you to others?

**Academic Support Questions**

Gain insight into how students are doing academically and coping with the transition to remote learning.

***Note:** Consider starting on a positive note--allowing for students to reflect on successful traits is an asset-based on-ramp into discussing challenges.*

**Celebrate**

- What classes are you feeling most confident about/proud of right now? Why?
- In your more successful class(es), tell me about how you plan to stay on top of your course load?
  - What kind of support do you need from your teacher? Me?

**Support**

- In the classes where you are struggling most, what is giving you the most difficulty?
  - What kind of support do you need from your teacher? Me?
  - What steps can you take to improve your grades?
- Which class will be your focus class this week? Why?

**Plan + Organize**

- How much time out of class are you spending on homework and studying?
- How are you staying organized with assignments and deadlines?

**Reflect**

- Which method of remote learning has been most effective for you?
  - What has been most difficult about changing to remote learning?
  - What can your teachers do for you to make remote learning more efficient?



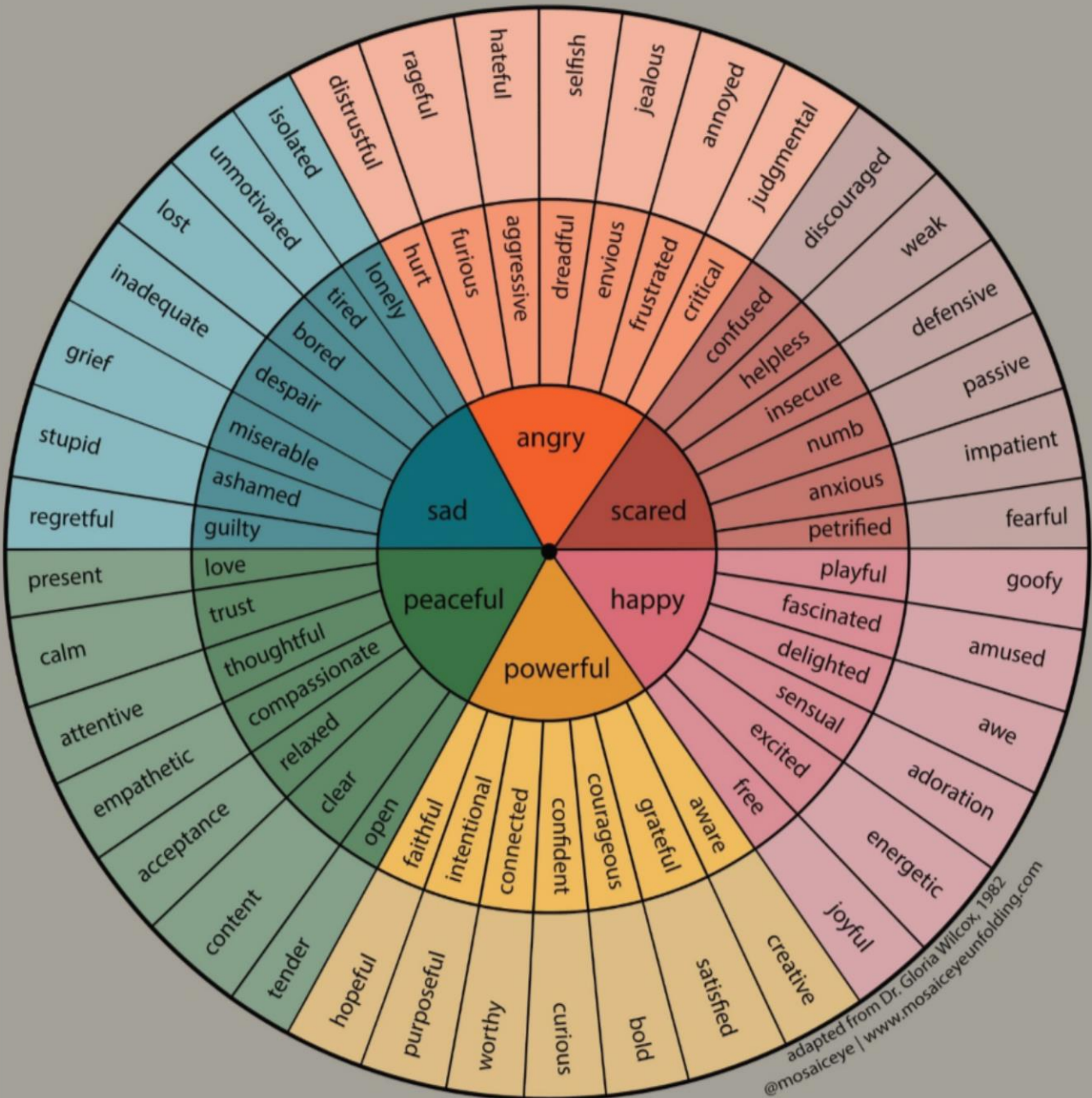
## Social-Emotional Support Questions

Support students in processing complex emotions and circumstances during 1-1 conversations.

***Note :** Talking about feelings and emotions can be a gradual & fluctuating process. Remember to roll with resistance and honor when people decline to answer.*

1. Name up to five emotions that are true for you right now. For every emotion attach a feeling you may have for that emotion. Use the [Feelings Wheel \(pg.46\)](#) to help you.
  - a. How are you thinking about the difference between feelings and emotions?
2. **Coping** means to invest your own conscious effort to solve personal and interpersonal problems, in order to try to minimize conflict and stress. What are your coping skills? Identify three things that help you cope with difficult emotions.
3. How do you like to be celebrated/recognized when you succeed?
  - a. What motivates you to do well in life?
4. How do you create balance between the things that bring you joy and the things that feel difficult?
5. How do you deal with conflict between you and another person?
6. What annoys or angers you? How do you cope with your anger when it is triggered?
7. What are your strengths? How will your strengths support your success as a student?
8. What are your weaknesses? How will your weakness affect your success as a student?
9. What kind of support do you want/need in order to be the most successful student during remote learning?

# how are you feeling?



## CHECK-IN ACTIVITIES AND PROCESSING TOOLS

*Check-ins to start a conversation with acknowledgment + humanity*

There is a lot happening right now. Our country is experiencing unrest and uprisings in reaction to the pandemics facing our communities; COVID-19 has created loss, disconnection, and compounded disparities.

Sometimes it's hard to know how you're feeling about things as big as these. It's also important to remember that it's okay to not be okay. Consider utilizing the following check-in resources with students to support them in reflecting on their feelings and well-being.

Consider verbally checking in with students and or utilizing the **weather** or **feelings** graphics below to check in:



**SUNNY**



**WINDY**



**LIGHTENING**



**HAIL**



**PARTLY SUNNY**



**FOGGY**



**THUNDERSTORM**



**TORNADO**



**RAIN W/ SUN**



**LIGHT SHOWERS**



**COLD + WINDY**



**HURRICANE**



**CLOUDY**



**HEAVY RAIN**



**SNOWY**



**CALM / RAINBOWS**



### CHECK-IN: *What am I thinking about right now?*

It can be helpful to identify how you are thinking and what emotions are coming to the surface. Finish these sentence starters to help you reflect on what is going on right now.

1. When I woke up this morning, I felt...
2. What I most miss about school is....
3. When I think about all that is going on in our community and in our country, I feel...
4. Right now something I wish was different is...

### CHECK-IN: *How am I feeling in my body?*

Take a moment to get comfortable where you are so you can focus on your body.

When you think about what's happening in our nation right now, what do you notice?

Take a moment to write or draw how that part of your body feels.

(E.g. knots in the stomach, head feels fuzzy or numb, legs feel restless, palms feel sweaty, etc.)



You can also write down how you're feeling here:

Part of the body	How it feels
<i>Example: Head</i>	<i>Example: Fuzzy, like there are bees buzzing in it</i>

### CHECK-IN: *Are these feelings familiar?*

It can be difficult to identify how our feelings are affecting us and what we can do to cope with them. Move from left to right using this activity to help you identify what actions your feelings are causing and remember how you have shown resilience to cope with them in the past.

When I feel...	...I can tell I feel that way because...	...and something that has helped in the past is...
<i>Example:</i> <i>angry at something I can't change</i>	<i>Example:</i> <i>It's hard for me to focus on things and I get really mad at people who ask me how I'm doing</i>	<i>Example:</i> <i>taking a shower and imagining the feelings going down the drain with the water</i>



## CIRCLES FOR UNDERSTANDING + CONNECTION:

*Circles to build community and relationships as well as process, share, and understand the impacts of the two pandemics.*

<u>Basic Circle Sequence</u>	<u>Basic Circle Norms</u>
<ol style="list-style-type: none"> <li>1. Moment of mindfulness</li> <li>2. Opening reading or ceremony</li> <li>3. Introduction of talking piece</li> <li>4. Identifying circle guidelines or norms</li> <li>5. Questions (rounds)</li> <li>6. Closing reading or ceremony</li> </ol>	<ul style="list-style-type: none"> <li>• Respect the talking piece.</li> <li>• Speak from the heart.</li> <li>• Listen from the heart.</li> <li>• Information shared in circle is kept confidential.</li> <li>• Stay in circle.</li> </ul>

### Questions for checking in:

- How are you feeling today? Is there anything on your mind that you want to bring to the group?
- What are you looking forward to this week/weekend?
- Describe something good that happened today.
- What are you watching right now? (i.e. a show or movie you're enjoying)
- What's your heart song? (or: favorite song to listen to when you're...)
- Is there someone in the group who you'd like to recognize or appreciate?

### Questions for getting acquainted [community-building]:

- If you had an unexpected free day, what would you like to do?
- How would your best friend describe you?
- What would you *not* want to change about your life?
- Name two things or people who always make you laugh.
- What is one skill or talent you have?
- If you were a reporter, what kind of stories would you like to write about?
- Share a happy childhood memory.
- Describe your ideal job.
- Describe your ideal vacation.
- If you could change anything about yourself, what would it be?
- What are three gifts (attributes or qualities you possess) that you bring to the circle?

### Questions and prompts that invite storytelling [community-building]:

- Describe a time when you were out of your comfort zone.
- Share an embarrassing moment that you can laugh about now.
- Describe a time when you had to let go of control.
- Share an experience in your life when you "made lemonade out of lemons".
- Describe a time when you encountered a difficult challenge. How did you deal with it?
- Share something that scares/scared you. How do/did you deal with it?
- Share something that makes/made you angry. How do/did you deal with it?
- Describe a time when you acted on one of your core values.

**Note:** The following circles can be facilitated as stand-alone circles, or at the middle + high school level, can be facilitated as a sequence over the course of several days.

## BASIC CIRCLE

### 1. INTRODUCTION

- Create a welcoming space by playing music as students enter or sharing a visual of your choice on the screen.
- Suggested opening/closing songs; if you choose to select a different musical selection, it is critical to ensure the selection is culturally sustaining

### 2. OPENING

*“Things are feeling heavy in our city, country, and world right now. George Floyd, Breonna Taylor, Ahmaud Arbery, and Tony McDade became the latest in a long list of Black folks who have been killed by police--and the list is growing. Our country is experiencing a pandemic as well as unrest as a result of police brutality, killings, and racism. Many of you are experiencing loss--loss of people, celebrations, and closure. You may feel a number of different emotions; that’s ok. Show up in whatever way feels best for you. If you want to observe and listen, please do. If you want to share, we are ready to hear you.”*

### 3. REVIEW NORMS for the circle, display on screen or in chat.

### 4. CHECK-IN

Please respond in the chat with the first word/words that come to mind when asked:

**How are you feeling?** (Utilize the Weather or Feelings graphics.)

### 5. CIRCLE CONTENT

**Opening Quote:** *“The world is not going to change unless we change ourselves.” - Rigoberta Menchu Tum*

- What are you feeling right now?
- What fears do you have?
- What challenges are you facing?
- How can I help you to get through this difficult time?

### 6. CLOSING

*Thank you for sharing, listening, and supporting one another.*

To close, please leave a word describing how you feel right now in the chat for the group.

## INTERMEDIATE CIRCLE

### 1. INTRODUCTION

- Create a welcoming space by playing music as students enter or sharing a visual of your choice on the screen.
- Suggested opening/closing songs; modify as-desired

### 2. OPENING

*“Things are feeling heavy in our city, country, and world right now. George Floyd, Breonna Taylor, Ahmaud Arbery, and Tony McDade became the latest in a long list of Black folks who have been killed by police--and the list is growing. Our country is experiencing a pandemic as well as unrest as a result of police brutality, killings, and racism. Many of you are experiencing loss--loss of people, celebrations, and closure. You may feel a number of different emotions; that’s ok. Show up in whatever way feels best for you. If you want to observe and listen, please do. If you want to share, we are ready to hear you.”*

### 3. REVIEW NORMS for the circle, display on screen or in chat.

### 4. CHECK-IN

- Right now, it may be difficult to describe the emotions you are experiencing. Please respond in the chat with the first word/words that come to mind when asked: **How are you feeling?** (*Utilize the Weather or Feelings graphics*)
- Ask if anyone wants to say more about how they are feeling. (aloud or via the chat)

### 5. MINDFULNESS MOMENT

Before we begin, let us take a few collective breaths together. (Take three slow breaths in and three slow breaths out)

### 6. CIRCLE CONTENT

**Opening Quote:** *“Injustice anywhere is a threat to justice everywhere.” -MLK*

**EXPLAIN:** *“In a moment, I am going to read sentences aloud and ask that you fill in the blanks in the chat. You are always welcome to expand aloud or in the chat after everyone has had the opportunity to share. Please be honest and speak your truth. Your feelings and thoughts are important.”*

**ROUND 1:** When I hear the word justice I think/feel...

**ROUND 2:** When I hear the word protest I think/feel...

**ROUND 3:** When I hear the word racism I think/I feel...

**ROUND 4:** When I hear the word privilege I think/I feel...

**ROUND 5:** When I hear the word police I think/I feel...

**ROUND 6:** When I hear the word healing I think/I feel...

Thank everyone for sharing, listening, and supporting one another. If time permits, invite students to expand on their responses or ask follow-up questions in a free-form discussion.

## 7. REFLECTION

Open the floor for free-flowing discussion to allow students the chance to reflect, ask questions, or explain thoughts and feelings shared during circle rounds.

**Facilitator Note:** Remember to pay attention to safety, self-awareness, norms, and empathetic listening during this free-flowing conversation. Affirm students for uplifting norms as appropriate.

## 8. CLOSING

To close, please leave a word or affirmation in the chat for the group. If you feel inspired to do so, you can share your affirmation aloud.

**Closing Quote:** *“I am no longer accepting the things I cannot change. I am changing the things I cannot accept.” —Angela Davis*

## ADVANCED CIRCLE

**NOTE:** *This circle is best when facilitated in sequence with the Intermediate Circle coming first. By “sequence” we mean that these could happen on back-to-back days or could follow a weekly cadence. The sensitivity of this circle content is high; please take care to build context and relationships before engaging in this circle.*

### 1. INTRODUCTION

- Create a welcoming space by playing music as students enter or sharing a visual of your choice on the screen.
- Suggested opening/closing songs; modify as-desired

### 2. OPENING

*“Things are feeling heavy in our city, country, and world right now. George Floyd, Breonna Taylor, Ahmaud Arbery, and Tony McDade became the latest in a long list of Black folks who have been killed by police--and the list is growing. Our country is experiencing a pandemic as well as unrest as a result of police brutality, killings, and racism. Many of you are experiencing loss--loss of people, celebrations, and closure. You may feel a number of different emotions; that’s ok. Show up in whatever way feels best for you. If you want to observe and listen, please do. If you want to share, we are ready to hear you.”*

### 3. REVIEW NORMS for the circle, display on screen or in chat.

### 4. CHECK-IN

- Right now, it may be difficult to describe the emotions you are experiencing. Please respond in the chat with the first word/words that come to mind when asked: **How are you feeling?** (*Utilize the Weather or Feelings graphics.*)
- Ask if anyone wants to say more about how they are feeling. (aloud or via the chat)

### 5. MINDFULNESS MOMENT

Before we begin, let us take a few collective breaths together. (Take three slow breaths in and three slow breaths out)

### 6. CIRCLE CONTENT

**Opening Quote:** *“We have to get away from understanding racism solely as individualized acts of bigotry. We have to understand racism systemically.” --Dr. David Stovall*

**EXPLAIN:** *“For each of the following questions, please respond in the chat. If you would like to reflect out loud on your response to the entire class, please note within the chat that you would like a chance to expand your answer. With each circle round, we can have up to 3 classmates share beyond what you enter into the chat. Your feelings, truth, and thoughts are important.”*

**ROUND 1:** When I think about the murder of George Floyd and other Black people by police, I think about/I feel...

**ROUND 2:** When I see posts on social media about protests and uprisings across the country, I wonder/I feel...

**ROUND 3:** The death and loss of community members to COVID-19 makes me think/feel...

**ROUND 4:** Right now, I want this classroom to know that I'm thinking/feeling...

**ROUND 5:** Right now something I miss is...

**ROUND 6:** Right now something I need from my school community is...

Thank everyone for sharing, listening, and supporting one another.

## 7. REFLECTION

We will now take a moment for individual reflection. You can sit with your eyes closed, you can draw, write, or simply be still.

**(Facilitator Note:** At this time, play instrumental music, a song of your choice, or offer a few minutes of silence.)

## 8. CLOSING

To close, please leave a word or affirmation in the chat for the group. If you feel inspired to do so, you can share your affirmation aloud.

**Closing Quote: UBUNTU: I AM BECAUSE WE ARE.** *"...speaks of the very essence of being human. A person with Ubuntu is open and available to others, affirming of others, does not feel threatened that others are able and good, for he or she has a proper self-assurance that comes from knowing that he or she belongs in a greater whole and is diminished when others are humiliated or diminished, when others are tortured or oppressed, or treated as if they were less than who they are. It is to say, 'My humanity is caught up, is inextricably bound up in yours.'"*  
- Archbishop Desmond Tutu



## FOR CONTINUED REFLECTION + CONNECTION

*Follow-up questions to invite continued growth and relational support*

Safety, accountability, and justice hang in the balance at the start of this school year. The future realities and impacts of COVID-19 are uncertain. Consider providing the following prompts for further reflection and connection to your students as bell ringers, exit tickets, writing prompts, or food for thought.

1. What do you need me/want me to know about what you're feeling/thinking/experiencing as we start this new year?
2. What is something you can do to take care of yourself when we're not together in class? Of your loved ones? Of your community?
3. How can I (or another adult at the school) support you as we head into this new school year?
4. What fears do you have about this new school year?
5. Who can you lean on this year (a buddy, a family, member, etc.) if you are struggling, and what is it about that person that makes you feel this way?
6. What are you hoping to learn more about this year?
7. What is one thing you want your teachers/school to become better at over the course of this school year?

---

### IN LAK'ECH

**TÚ ERES MI OTRO YO. YOU ARE MY OTHER ME.**

**SITE HAGO DAÑO A TI, IF I DO HARM TO YOU,**

**ME HAGO DAÑO A MI MISMO. I DO HARM TO MYSELF.**

**SITE AMO Y RESPETO, IF I LOVE AND RESPECT YOU,**

**ME AMO Y RESPETO YO. I LOVE AND RESPECT MYSELF.**

---

## SOCIAL AND EMOTIONAL LEARNING (SEL) LESSONS

Teaching SEL skills supports students in managing their emotions, improving ability to set and achieve positive goals, feeling and showing empathy for others, maintaining positive relationships, and making responsible decisions. Here are a few sample lessons to help you get started!

### Sample Lesson: Quote of the Day

<b>SEL Competency</b>  <i>The CASEL competency or competencies that are explicitly taught, reviewed in the lesson.</i>	Social Awareness
<b>Learning Target(s)</b>  <i>What is the goal or outcome of the lesson?</i>	<p>Social awareness is the ability to take the perspective of, and empathize with, others including those from diverse backgrounds and cultures. Social awareness also includes the ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.</p> <p>Students will be able to reflect on beliefs and experiences, hear the beliefs and experiences of their peers, and gain insight into their peers' perspectives and feelings.</p>
<b>Prerequisite Skill(s)</b>  <i>What knowledge, skills, understandings, and/or lesson, must students acquire prior to this lesson.</i>	<p>Students should understand people have different perspectives that are influenced by their background, culture, community, and experiences.</p>
<b>Materials/Resources Needed</b>  <i>What physical or digital materials, resources, links are needed to access, implement, complete this activity?</i>	<p>Identifying quote(s) relevant to material/concepts discussed in class, relevant current events, historical events, or shared experiences.</p> <p>An internet search</p>

<b>Length of Activity</b>  <i>How much time is required to complete this activity?</i>	20-30 minutes
<b>Preparation Needed</b>  <i>What steps must be taken to prepare to implement the activity/lesson?</i>	<p>Identify quote(s) relevant to material/concepts discussed in class, relevant current events, historical events, or shared experiences.</p> <p>(consider presenting quotes in multiple modalities (e.g., meme, gif, quote slides, contextual audio recordings with quote embedded, etc.)</p>
<b>Procedures</b>  <i>What are the step-by-step, scripted action required for implementation?</i>	<ol style="list-style-type: none"> <li>1. Group students into pairs or small groups</li> <li>2. Present selected quote</li> <li>3. Give students individual time to reflect on the quote</li> <li>4. Instruct pairs or small groups to share and explore individual reflections</li> <li>5. Facilitate a whole-class discussion regarding reflections and connections to the quote</li> <li>6. Summarize and reflect on whole group discussion</li> </ol>
<b>Follow-Up Recommendations</b>	<p>Consider student perspectives shared during small and whole-group discussions when selecting the next quote (or series of quotes). This will allow students an opportunity to deepen their reflection on concepts of social awareness.</p>

## Sample Lesson: About Me Hand Activity

<b>SEL Competency</b>  <i>The CASEL competency or competencies that are explicitly taught, reviewed in the lesson.</i>	Self-Awareness  Social Awareness
<b>Learning Target(s)</b>  <i>What is the goal or outcome of the lesson?</i>	Students will be able to identify things about themselves to share with their peers and learn how peers perceive themselves and what they value.
<b>Prerequisite Skill(s)</b>  <i>What knowledge, skills, understandings, and/or lesson, must students acquire prior to this lesson.</i>	<p>The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."</p> <p>The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.</p>
<b>Materials/Resources Needed</b>  <i>What physical or digital materials, resources, links are needed to access, implement, complete this activity?</i>	Construction Paper, makers, scissors, tape
<b>Length of Activity</b>  <i>How much time is required to complete this activity?</i>	20-30 minutes
<b>Preparation Needed</b>  <i>What steps must be taken to prepare to implement the activity/lesson?</i>	Materials for the activity, sample Hand, space to hang hands for gallery walk

<p><b>Procedures</b></p> <p><i>What are the step-by-step, scripted actions required for implementation?</i></p>	<ol style="list-style-type: none"> <li>1. Introduce activity: “About me Hand Activity”</li> <li>2. Have students trace hand and cut out drawing</li> <li>3. Instruct students to self-assess and respond, by writing items into designated area on hand cut-out:             <ol style="list-style-type: none"> <li>a. Write your name on the thumb finger</li> <li>b. List one (1) physical characteristic that makes you unique on index finger</li> <li>c. List two (2) personality traits that have help you be successful (e.g., at school, work, etc.) on the middle and ‘ring’ fingers;</li> <li>d. Write in the palm one thing you value, find important, or believe</li> </ol> </li> <li>4. Facilitate a gallery walk or share-out for students to explore the reflections/response of classmates</li> <li>5. Facilitate whole-class discussion about what students learned about each other, similarities across classmates</li> </ol>
<p><b>Follow-Up Recommendations</b></p>	<p>If possible, keep students hands displayed. Refer to the display (or activity) in the future to initiate conversation about student similarities and/or unique qualities.</p>

## Sample Lesson: Strengths Scavenger Hunt

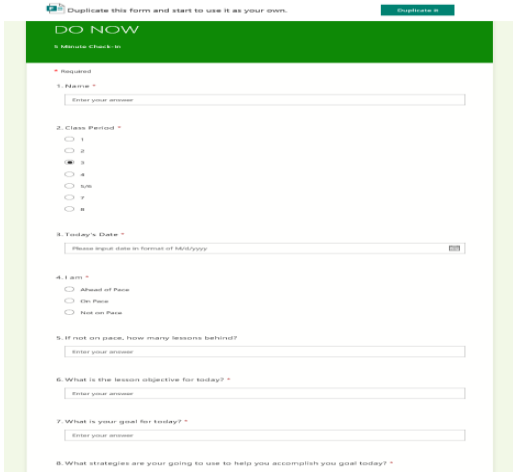
<b>SEL Competency</b>  <i>The CASEL competency or competencies that are explicitly taught, reviewed in the lesson.</i>	SELF-AWARENESS
<b>Learning Target(s)</b>  <i>What is the goal or outcome of the lesson?</i>	Students will be able to discover personal strengths and those of others.
<b>Prerequisite Skill(s)</b>  <i>What knowledge, skills, understandings, and/or lesson, must students acquire prior to this lesson.</i>	Students must understand that strengths are knowledge, proficiencies, skills, and talents. People use these traits and abilities to complete work, relate with others, and achieve goals.
<b>Materials/Resources Needed</b>  <i>What physical or digital materials, resources, links are needed to access, implement, complete this activity?</i>	Strengths Scavenger Hunt Handout  Computer/laptop  Materials to make physical or virtual poster
<b>Length of Activity</b>  <i>How much time is required to complete this activity?</i>	The length of this activity can range from 45-60 minutes to complete.  The recommendation is to chunk the activity across multiple 15-minute sessions.  An opportunity to share-out, as a group, examples found for each strength.
<b>Preparation Needed</b>  <i>What steps must be taken to prepare to implement the activity/lesson?</i>	Send students a copy of the Strengths' Scavenger Hunt



	<div>STRENGTHS SCAVENGER HUNT</div> <table><tr><td><b>ADAPTABILITY</b> <small>Ability to live in the present, break away, settings able to respond to the demands and changes of the moment</small></td><td><b>POSITIVITY</b> <small>Have an abundance that is contagious. They are robust and can get when needed about what they are going to do</small></td><td><b>CURIOSITY</b> <small>Interest, seeking, asking, inquisitive, openness to experience</small></td></tr><tr><td><b>LEADERSHIP</b> <small>Organizing group activities to get things done, positively influencing others</small></td><td><b>EMPATHY</b> <small>Can sense the feelings of other people by imagining themselves in others' shoes or similar situations</small></td><td><b>HONESTY</b> <small>Authenticity, being true to oneself, sincerely without pretence, integrity</small></td></tr><tr><td><b>GRATITUDE</b> <small>Being aware of and thankful of the good things that happen, taking time to express thanks</small></td><td><b>HUMOR</b> <small>Being to laugh and tease, bringing smiles to other people, perceptive, fun, able</small></td><td><b>BRAVERY</b> <small>Facing, not shrinking from threat or challenge, being brave, standing up for what's right</small></td></tr><tr><td><b>OPEN-MINDEDNESS</b> <small>Being open-minded and accepting, open to new things, including of various faiths</small></td><td><b>PATIENCE</b> <small>Ability to stay calm, wait or endure without complaining</small></td><td><b>DILIGENT</b> <small>Working hard in a careful and thorough way</small></td></tr></table>	<b>ADAPTABILITY</b> <small>Ability to live in the present, break away, settings able to respond to the demands and changes of the moment</small>	<b>POSITIVITY</b> <small>Have an abundance that is contagious. They are robust and can get when needed about what they are going to do</small>	<b>CURIOSITY</b> <small>Interest, seeking, asking, inquisitive, openness to experience</small>	<b>LEADERSHIP</b> <small>Organizing group activities to get things done, positively influencing others</small>	<b>EMPATHY</b> <small>Can sense the feelings of other people by imagining themselves in others' shoes or similar situations</small>	<b>HONESTY</b> <small>Authenticity, being true to oneself, sincerely without pretence, integrity</small>	<b>GRATITUDE</b> <small>Being aware of and thankful of the good things that happen, taking time to express thanks</small>	<b>HUMOR</b> <small>Being to laugh and tease, bringing smiles to other people, perceptive, fun, able</small>	<b>BRAVERY</b> <small>Facing, not shrinking from threat or challenge, being brave, standing up for what's right</small>	<b>OPEN-MINDEDNESS</b> <small>Being open-minded and accepting, open to new things, including of various faiths</small>	<b>PATIENCE</b> <small>Ability to stay calm, wait or endure without complaining</small>	<b>DILIGENT</b> <small>Working hard in a careful and thorough way</small>
<b>ADAPTABILITY</b> <small>Ability to live in the present, break away, settings able to respond to the demands and changes of the moment</small>	<b>POSITIVITY</b> <small>Have an abundance that is contagious. They are robust and can get when needed about what they are going to do</small>	<b>CURIOSITY</b> <small>Interest, seeking, asking, inquisitive, openness to experience</small>											
<b>LEADERSHIP</b> <small>Organizing group activities to get things done, positively influencing others</small>	<b>EMPATHY</b> <small>Can sense the feelings of other people by imagining themselves in others' shoes or similar situations</small>	<b>HONESTY</b> <small>Authenticity, being true to oneself, sincerely without pretence, integrity</small>											
<b>GRATITUDE</b> <small>Being aware of and thankful of the good things that happen, taking time to express thanks</small>	<b>HUMOR</b> <small>Being to laugh and tease, bringing smiles to other people, perceptive, fun, able</small>	<b>BRAVERY</b> <small>Facing, not shrinking from threat or challenge, being brave, standing up for what's right</small>											
<b>OPEN-MINDEDNESS</b> <small>Being open-minded and accepting, open to new things, including of various faiths</small>	<b>PATIENCE</b> <small>Ability to stay calm, wait or endure without complaining</small>	<b>DILIGENT</b> <small>Working hard in a careful and thorough way</small>											
<div>Procedures</div> <div>What are the step-by-step, scripted actions required for implementation?</div>	<div>1. Today's activity highlights the importance of personal strengths and being able to notice the strengths in others.</div> <div>2. Each student demonstrated the strength of <b>courage</b> by being willing to participate in this activity.</div> <div>3. We will be exploring <b>strengths</b> today together.</div> <div>4. What do you think are strengths that you need to be a successful learner?<div>➤ Compile a list as students share—exploring and clarifying as needed.</div></div> <div>5. Share with students that today they will be completing a virtual Strengths Finder.<div>The 'rules' of the scavenger hunt are as follows:<div>➤ They will need to find a person that exemplifies each strength on the handout</div><div>➤ They will need to provide an example of when/how that person used that strength (can be a story, a specific experience, etc.).</div></div></div> <div>6. Send students to begin their Virtual Scavenger Hunt—give them a set time to return – make sure you have approximately 20 minutes to debrief the exercise.</div> <div>Explain to students the amount of time they will have to complete the handout.</div>												

<b>Follow-Up Recommendations</b>	<p>When students complete the task, use the below process questions to facilitate discussions.</p> <p>Process Questions:</p> <ul style="list-style-type: none"><li>➤ What did you learn about the people you identified?</li><li>➤ What strength did you have the most difficulty finding someone who demonstrated?</li><li>➤ What is one interesting experience or story you encountered as you completed the task?</li><li>➤ What were some similarities between you and the individuals you identified as demonstrating certain strengths?</li></ul>
<b>Additional Support</b>	<p>As an extension activity, consider having “guest speakers” to come and provide mini-speaker sessions about how these people use their strengths in their daily life &amp; in their careers.</p>

## Sample Lesson: Do Now Form (5-Minute Goal Setting and Check-In Activity)

<b>SEL Competency</b>  <i>The CASEL competency or competencies that are explicitly taught, reviewed in the lesson.</i>	<b>SELF MANAGEMENT</b>
<b>Learning Target(s)</b>  <i>What is the goal or outcome of the lesson?</i>	Students will be able to set personal goals and plan for engaging successfully in class.
<b>Prerequisite Skill(s)</b>  <i>What knowledge, skills, understandings, and/or lessons, must students acquire prior to this lesson.</i>	Students will need to understand that effective goal development requires specific, measurable, attainable, relevant, and time-bound (SMART).
<b>Materials/Resources Needed</b>  What physical or digital materials, resources, links are needed to access, implement, complete this activity?	<p>Access to Forms Link</p> <p>Link to Template in Forms: <a href="#">Do Now Form</a></p> 
<b>Length of Activity</b>  <i>How much time is required to complete this activity?</i>	5-10 minutes
<b>Preparation Needed</b>	1. Log into Google Account

<i>What steps must be taken to prepare to implement the activity/lesson?</i>	<ol style="list-style-type: none"> <li>2. Click on Duplicate to Create Personal Do Now Form</li> <li>3. Customize Form to include class-specific routines or concepts</li> <li>4. Share Form link with students</li> </ol>
<b>Procedures</b>  <i>What are the step-by-step, scripted action required for implementation?</i>	<ol style="list-style-type: none"> <li>1. Share link with students</li> <li>2. Have students complete and submit form</li> <li>3. Assess student responses</li> <li>4. Review data and plan to respond to students' needs (both academic and emotional)</li> </ol>
<b>Follow-Up Recommendations</b>	Please solicit the support of student support services and/or other school personnel to respond to student needs in which you feel additional, outside intervention and support is required to address appropriately.

## Sample Lesson: Reflective Writing Activity

<b>SEL Competency</b>  <i>The CASEL competency or competencies that are explicitly taught, reviewed in the lesson.</i>	SELF-AWARENESS
<b>Learning Target(s)</b>  <i>What is the goal or outcome of the lesson?</i>	Students will increase self-awareness, empathy, and compassion by regularly practicing reflective writing that fosters students increased understanding of personal thoughts, beliefs and feelings.
<b>Prerequisite Skill(s)</b>  <i>What knowledge, skills, understandings, and/or lesson, must students acquire prior to this lesson.</i>	Students must have a foundational understanding of personal thoughts, beliefs and feelings on a range of topics.
<b>Materials/Resources Needed</b>  <i>What physical or digital materials, resources, links are needed to access, implement, complete this activity?</i>	Students will need to have: <ol style="list-style-type: none"> <li>1. Physical or digital journaling space for constructing writing</li> <li>2. Writing prompt that influences students' personal reflection on specific topic, concept, and/or idea. (Note: Prompt can connect students' perspectives to learning targets.)</li> </ol>
<b>Length of Activity</b>  <i>How much time is required to complete this activity?</i>	10-15 minutes
<b>Preparation Needed</b>  <i>What steps must be taken to prepare to implement the activity/lesson?</i>	Teachers will need to prepare with reflective questions that will be used. These can be derived from the need recognized within the classroom by the teacher.
<b>Procedures</b>  <i>What are the step-by-step, scripted action required for implementation?</i>	<ol style="list-style-type: none"> <li>1. Post the reflective question/writing prompt.</li> <li>2. Provide framing to students regarding what they might consider when completing their individual responses.</li> </ol>

	3. Assess students' comfort with sharing of reflections as a pair or group (and proceed accordingly)
<b>Follow-Up Recommendations</b>	Depending on the subject manner, it may be necessary to review students' reflections and follow up individually (as appropriate)
<b>Additional Support</b>	<p>Below are examples of non-academic prompts that can be used to direct reflective writing activity.</p> <p>Describe the happiest moment in your life? What about this moment made you happy?</p> <p>What is one thing you want to accomplish this week/semester/school year/after high school?</p> <p>Who is your best friend? How did this person become your best friend? How does your best friend make you feel?</p> <p>Why do you think it is important to be kind to others?</p> <p>What are some things you like about yourself? Why do you like those qualities?</p> <p>What are some things you want to improve about yourself? How do you think that can be accomplished?</p>



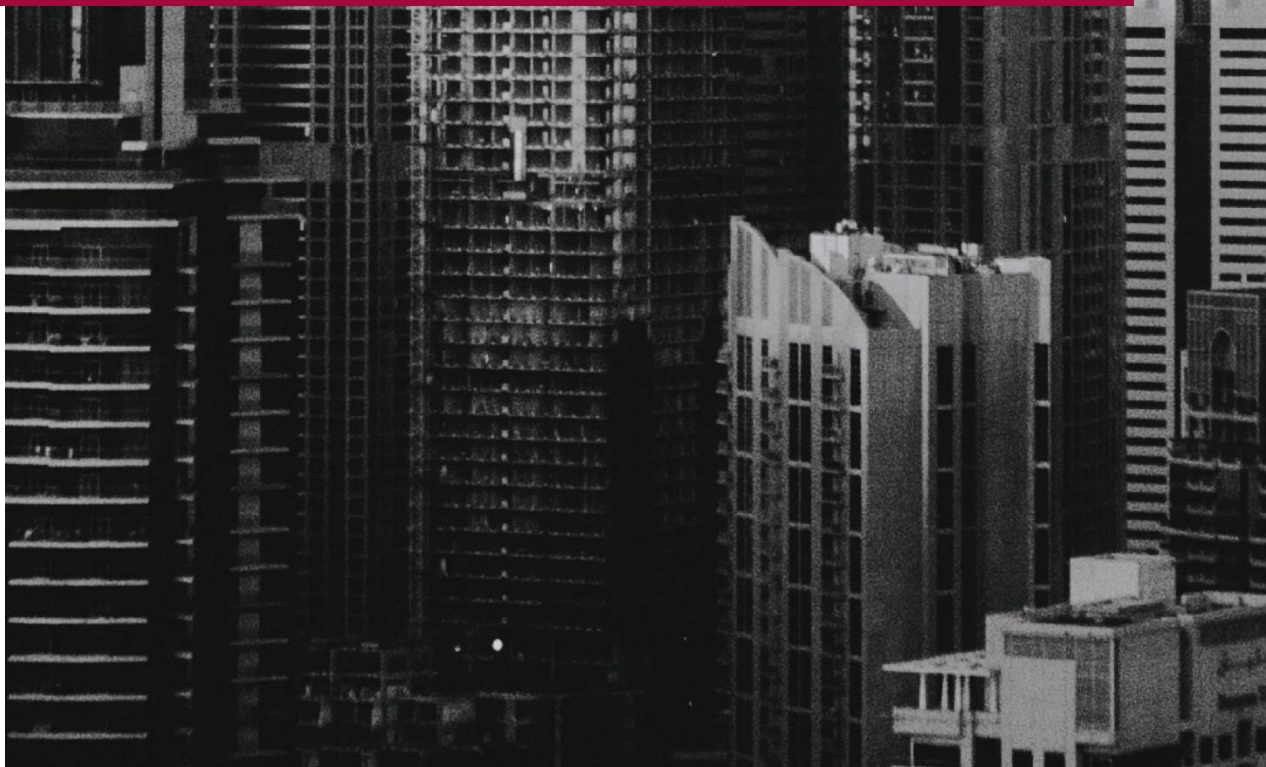
## Sample Lesson: Grounding Techniques

<b>SEL Competency</b>  <i>The CASEL competency or competencies that are explicitly taught, reviewed in the lesson.</i>	<b>SELF MANAGEMENT</b>
<b>Learning Target(s)</b>  <i>What is the goal or outcome of the lesson?</i>	Students will be able to focus on their senses instead of their thoughts and feelings. Teaching grounding techniques helps students learn how self-regulate emotions when upset.
<b>Prerequisite Skill(s)</b>  <i>What knowledge, skills, understandings, and/or lesson, must students acquire prior to this lesson.</i>	Students must know the definition of stress, overwhelmed, calm, and grounding.
<b>Materials/Resources Needed</b>  What physical or digital materials, resources, links are needed to access, implement, complete this activity?	Identify grounding techniques to instruct/practice/review:  Examples: <ul style="list-style-type: none"> <li>• Name five (5) different things you can see around the room</li> <li>• Listen to energetic or relaxing music for one minute</li> <li>• Take ten deep breaths, counting each on as your chest rises</li> <li>• Eat a piece of candy/food and choose 3 words describing its taste</li> <li>• Describe the steps in performing an activity you know how to do well. (e.g., how to shoot a basketball, prepare your favorite meal)</li> <li>• Count backwards from 100 by 7.</li> <li>• Pick up an object and describe it in detail. Describe its color, texture, size, weight, scent, and any other qualities you notice.</li> <li>• Spell your full name, and the names of three other people, backwards.</li> <li>• Name all your family members, their ages, and one of their favorite activities.</li> <li>• Think of an object and “draw” it in your mind, or in the air with your finger. Try drawing your home, a vehicle, or an animal.</li> </ul>

<b>Length of Activity</b>  <i>How much time is required to complete this activity?</i>	10-15 minutes
<b>Preparation Needed</b>  <i>What steps must be taken to prepare to implement the activity/lesson?</i>	Grounding techniques selected prior to class beginning  Compile all materials needed to model/practice given task
<b>Procedures</b>  <i>What are the step-by-step, scripted action required for implementation?</i>	Have students sit or stand in the room or in their home  Explain the selected grounding technique  Have student's practice the grounding technique and reflect on activity
<b>Follow-Up Recommendations</b>	Review lesson/technique within one week of teaching:  Request students practice grounding techniques in class or at home as needed  Ask students to share when they have used a specific grounding technique and/or explain how it helped them to self-regulate



## RESOURCES



## For Teachers: Staying Calm Amidst Chaos

These days, the air is silently buzzing – full of angst, worry, and fear. These are trying times for all of us. And as adults, we are tasked with being role models, which can be tough when we ourselves are overwhelmed with so much unknown. In the spirit of #stayingsane, here are a couple of suggestions around how you can try to stay calm while promoting calmness to those around you.

### Remember, safety first

The first thing to remember is that safety is most people's number one concern. Ask yourself, "What makes me feel safe?" For some people, it is information; for others, family. Take stock in what gives you a sense of security and comfort and make a concerted effort to incorporate those strategies into your everyday life. Then, consider how you can help reassure those around you that they are safe, especially your students.

Students need to be told explicitly that they are safe, even with the unknowns. They need to hear that they are loved, and that people are watching out for them – and these messages can be repeated daily to help bolster a sense of security. Carve out time each day to have candid conversations and address fears head-on (remember, they might be hearing concerning news on their own or picking up on your stress).

Candid conversations don't have to be filled with scary realities; rather, use the time to acknowledge their fears, and then validate or dispel them, all with the goal of reassuring kids that they are indeed safe. Emphasize the positives like what proactive steps you are taking to continue being safe. As a trusted adult, you can offer to be an outlet and pillar of support.

Here are some examples of ways you can start the conversation:

- *Let's start by talking about what is on our minds. What are you worried about today? What do you feel good about today?*
- *I had some highs and lows today. Let me share mine and then I'd love to hear yours.*
- *I saw some feel-good news today! Neighbors were working out together from their own backyards. How can we still connect with those around us in a safe way?*



### Shift your mindset

With so much out of our control, it can be difficult to know where to start. Experts alike suggest starting with what is in your control. Think of it like a bullseye: At your core, what do you have influence over? You may want to start with yourself. If you're having difficulty controlling your emotions, try focusing on

your physical wellbeing; we know that mitigating your physical stress can help with mental wellbeing. Or maybe you can focus on the home. How might you use this time to spring clean? It may sound frivolous, but being proactive helps one maintain a sense of purpose during chaos.

Help your students to also focus on what is in their realm of control. Developmentally, help them focus on concrete, actionable steps. Start simply with the example of a daily schedule. Help them prioritize their steps – what should they tackle first, second, and third. You could even hold them accountable by asking students to report to you their progress each day. Then moving beyond the self, how might they support their family members and friends? How can they shift their normal modes of connecting with friends so that they still can communicate and share smiles on a daily basis (think video chats or handwritten notes to family members)?

### **Be compassionate**

... to yourself! Nothing is normal right now, so throw your usual day-to-day expectations out the window. In overwhelming times, there is much to struggle with when it comes to changes and the unknowns. It becomes easy to think negatively about yourself or your decisions. In a time of crisis, you need to give yourself space to regroup and reset. Part of doing so is giving yourself permission to say “no.” Establish new routines, which can help with productivity. Determine what boundaries you need and be clear about them to set new expectations with others.

And recognize that your students have been thrown for a loop, too. This shift to distance learning is a big change for all stakeholders – you, parents, and the kids. For kids, school is like their job in terms of responsibility, so they feel at a loss as their sense of control and purpose has dramatically shifted. They are probably experiencing similar heightened levels for stress. Help them establish routines to tackle one task at a time; and give them permission to take a break as needed as they get familiar with new schedules. Then consider how you can do a daily “gut check” or “feelings check” to provide them space to express themselves and process how they’re feeling.

### **And breathe...**

Part of dealing with emotions is learning how to first identify them, label them, and figure out how best to manage them. For instance, when you are feeling angry or mad, can you pinpoint the emotion even more? Might you be frustrated, indignant, irate, furious, irritated, fuming, annoyed, or exasperated? Even as adults, we can struggle with how we are feeling when our reactions and emotions are atypical. This is then the time to turn to a calming technique – even the most elementary can work! Identify those that work best for you, and then share some of those strategies with your students.

You can also help kids identify emotions by giving them a common language to use at school and at home. And then, depending on their developmental stage, you can introduce synonyms so that they can accurately pinpoint their feelings. In education, we often speak of the importance for kids to not only have self-awareness, but the skill sets around self-regulation. Introduce a variety of calming techniques so that kids can create their own toolkit of sorts for such self-management.

And remember to breathe.

Darri Stephens



## For Teachers: Building Resilience Starts with Self-Care

*“Should the cabin lose pressure, oxygen masks will drop from the overhead area. Please place the mask over your own mouth and nose before assisting others.”*

If you have ever flown on a plane, you probably have heard these very instructions. So why is it so important to take care of yourself before helping someone else?

The basis of these instructions and why they carry so much weight comes from the idea that if you try and help others first, and you fail, both people will suffer. But if you take the time to help yourself, then you will be in a better position to help those around you who need assistance. When we only focus on taking care of others, quite often we leave little room for ourselves. When we leave ourselves out of the equation, we can end up feeling exhausted, frustrated, and even angry. And we might not understand why.

Those feelings can then lead to feeling ineffective, helpless or hopeless or what is known as “burnout.” At that point, we aren’t able to help anyone effectively, so it is important to maintain a level of self-care. According to the American Psychological Association, “Taking care of yourself, helps to keep your mind and body primed to deal with situations that require resilience.” One of the key elements in building resiliency is being able to focus on self-care.

The good news is that there are a lot of ways to practice self-care. And there are things you can do today, right now.

### Connection is key

Make time for relationships. Looking to your family, friends, community groups, and, yes, even co-workers, can provide you that social and emotional support you might be needing when life throws a curveball your way.

But how do you do that when there is a countrywide rule enacting 6 feet of social distancing? Luckily we’re in the 21st century! Texting and good ol’ phone calls are good, but how about branching out with some video chats? Try getting some friends together for a virtual happy hour, or quick FaceTime to a friend while you are winding down for the day. Better yet, reach out to someone while you are out for your daily dose of fresh air. Consider a virtual coffee date with your co-worker.

Get creative with your neighbors and invite them to do something that you can do from a safe distance. Yard Zumba directed from a megaphone, anyone? It is not about the proximity to someone that is important – it is about the connection through conversation and social interaction.



### Take a moment for yourself

Time alone, especially when unexpected changes show up, can be essential to strong wellbeing. Doing an activity or seeking out a moment of solitude can be rejuvenating and can offer a space to reflect on current situations. It can boost creativity and even help build a greater capacity for empathy for those around you. Adding some quiet moments to your life can be as simple as going for a walk or a hike. Spending time in nature has shown to have numerous psychological benefits from restoring attention and enhancing focus to being a stress reliever. Even a 10-minute walk around the block can leave you feeling refreshed.

### Break a sweat

Whether it is swimming, walking, riding a bike or chasing your kids around the yard – exercising that gets your heart pumping is especially important when taking care of yourself. Make exercise and moving your body a priority – you owe it to yourself! Find something you like to do and that's easily accessible to you. Commit to a regular schedule, even if just 10 minutes a day.

### Catch some zzz's

We've all been there: We have too much on our plate and are feeling overwhelmed or concerned about the unknown. When this happens, one of the first things to go is sleep. We find ways to justify it and push its importance under the rug. However, sleep is often the very key to ensuring that we are not only taking care of our own self but ensuring that we are energized, clearly thinking, and patient with those around us. Be sure to practice a good sleep routine and try to stick with it.

Need some help to dreamland? Try slowing down with some soft music, drinking a cup of herbal tea (non-caffeinated!), or relaxing with a warm bath. Just make sure that you put your electronic devices away an hour before you go to bed. Screen time before the sandman is a recipe for a restless night. Take care of yourself and build strong wellbeing by folding in small moments for yourself to *meet your own needs*. It's the most powerful way to help others while building your own resiliency. Yourself and others will thank you.

*Brisa Ayub is the Senior Global Director of Marketing at Wonder Workshop where she creates educational programs directed at bringing coding, robotics, and creative problem-solving to educators and students. She was the former Director of Educational Programs at Common Sense Media.*



## For Teachers: Building Resilience Through a Strong Mind-Body Connection

If there has ever been a time to evaluate your health, now would be it! Staying healthy and building a strong immune system is the first line of defense that we have against the COVID-19 virus and other health-related issues. Basic hygiene – washing our hands for 20 seconds, not touching our face, and keeping our physical distance from others who might be sick – are all things that we can practice each and every day to protect ourselves. And choosing healthy foods, drinking plenty of water, and getting daily exercise are all healthy habits to build regardless of a pandemic.

### Resilience in mental health

We are being inundated with messages on how to stay healthy, stay safe, and protect ourselves and others – all great measures to *physically* protect and socially distance ourselves at this time. We believe, however, staying healthy goes beyond physical measures; and it is critical we also address our mental health.

### Mind-body connection

There is a significant amount of research that shows how the mind can affect our bodies and vice versa. Taking care of our psychological wellbeing can sometimes help to prevent certain medical illnesses and can even help increase recovery time when we do get sick. Our emotions can trigger our blood chemistry, our heart rate, and can even affect the way in which our stomach and digestive tracts work, all of which affects our immune system. For example, stress has been linked to headaches and infectious illnesses such as the flu and diabetes to name a few.

We can help ourselves to stay healthy by tuning into our emotional and mental states. Here are some ways to help reduce your stress level and build up your emotional resilience, even when things seem to be spinning out of control:

### Exercise

If stress was Superman, then exercise would be its kryptonite. Exercise can lower cortisol, your body's stress hormone. It can also release good chemicals in your body called endorphins which can improve your mood. Don't worry, you don't need to sign up for a triathlon to experience the benefits. A 15-minute brisk walk or 10 minutes of jumping jacks or some other movements that get your heart going will surely go a long way.

### Cut back on the caffeine

Finding that grande, double-shot caramel soy macchiato is giving you the jitters? Caffeine is a stimulant and can make some feel anxious. Although coffee can be healthy when taken in moderation, consider cutting your intake back if you are feeling stressed out or overwhelmed.

### **The old-fashioned pen and paper**

You don't have to be the next Hemingway to benefit from writing things down. Keeping a journal can help relieve stress and anxiety. Take a moment to jot down your feelings and thoughts. Journaling prompts self-awareness by allowing one to clarify their emotions and better understand them. Not only are you allowing yourself time to emotionally process your feelings or thoughts, but you are improving your cognitive functioning and strengthening your immune system responses.

### **Bubblegum anyone?**

So easy, anyone can do it. According to several studies, chewing gum can help you relax and reduce stress levels.

### **Laugh**

Watch a funny movie, tell a good joke, or call that friend that knows just how to evoke a good belly laugh. Laughing is good for your health and can help to relieve stress.

### **Breathe**

Breathing – the one thing that you do the most and don't give any thought to – can be one of your greatest tools to relieve stress and become healthier. Deep breathing affects your relaxation response by activating your parasympathetic nervous system. Simply stated? Deep breaths equal a slower heart rate, and a slower heart rate can make you feel calmer.

### **Music**

You only need to see how a child responds to music to understand its effects. Music can energize us and calm us. Try some classical, Celtic, or other soothing tunes to help you relax.

Try a couple of different techniques and see how your body and mind respond. Find ways that you can help model healthy behaviors with your family and students. Point out what you are doing and why you are doing it. Everyone can benefit from a strong healthy mind-body connection and all of us could do with less stress in our lives.

### **Impact on others**

As with most things, our children and students take cues and pick up on our subtle – and sometimes not-so-subtle – day-to-day behaviors. In this time when we're defining a "new normal," our behaviors toward staying healthy can help our families and students observe, learn, and understand how to take care of themselves as well!

*Brisa Ayub is the Senior Global Director of Marketing at Wonder Workshop where she creates educational programs directed at bringing coding, robotics, and creative problem-solving to educators and students. She was the former Director of Educational Programs at Common Sense Media.*

## What's Next for Schools? Dismantling, Healing, and Refusing to Return to Normal.

As educators across the country begin to plan for next school year, we are not only beginning to reckon with the logistics of creating a physically safe school environment, but also with the challenge of helping our students make meaning of their experience with a global pandemic, economic insecurity, attacks against Black bodies, and racial injustice. Amidst this uncertainty and tumult, many are grappling with their own role and the role of unjust systems in society. In this moment, teachers and administrators have a unique opportunity to reflect on their historical roles in creating and sustaining our education systems and to rebuild learning spaces around developmentally-responsive practices, trusting relationships, and liberatory design.

In particular, we can use this time to pause and rethink some of the most inequitable and institutionalized assumptions that underlie our current education system: that expertise in the classroom lies entirely with teachers; that a precondition to learning is that adults control students' bodies, particularly Black and Brown bodies; that the quantity of content and standard coverage, rather than the depth of students' understanding, should drive the work of a classroom; and that students who don't do the work, don't care about school. Indeed, these times of protest, sacrifice, and strife have laid bare the fundamental misalignment between what schools ask of students and what students actually need. At the same time, innovative strategies and perspectives on teaching and learning emerged this spring, forcing us to expand our thinking about what is possible and make difficult decisions about what our students need us to leave in the past and hold onto in the future.

This essay poses two points of inquiry to meet the power of this moment. First, how do we as educators create learning spaces in which students' identities truly matter? Secondly, how do we critically examine our practices and beliefs in order to create learning spaces (virtually or in person) where young people are seen and heard, and not just assessed? While we didn't plan it this way, we are actually well-situated in this time of disruption to take up these questions. Over the course of this spring, students, for the first time since they entered schools, were not always required to attend classes, complete assignments, or take standardized tests. As educators, we were often unable to rely on these tools to bring (and at times force) students to the learning table, and as a result, we've had to radically rethink the power dynamics between students and teachers. We need to use this moment to teach ourselves what school can look like when students are truly equal partners in learning.



We also need to broaden our understanding of what learning looks like. Indeed, this time highlights the need to incorporate [research on adolescent development](#) into school practices. We know that giving students space to explore their understanding of themselves and their worlds is always the right work in the classroom. At a time when students' experiences with COVID-19 and racial injustice are simply too vivid to ignore, we must provide them with opportunities to bring their lived experiences into their learning. For some students, these experiences are traumatic, chaotic, or depressing. Many are galvanized to take action and lead fundamental change in their communities. For some, returning to the familiarity and comfort of typical classroom routines will be the structure they need. For others, the relevance of short-term learning tasks will be painfully unclear when compared to deeper questions of identity and agency on our students' minds as they learn to navigate a changed, uncertain, and highly complex world.

For all students, this is a moment that is shaping their developing understanding of who they are, where they belong, and what role they can play in their community. As a result, how can we make permanent space in the curriculum for students to make meaning and learn from their and their communities' experiences? How can we rethink our approaches to building relationships with students who have felt most marginalized by our practice? How can we give students meaningful feedback and opportunities to reflect on their learning? What new and varied ways can we provide for students to demonstrate what they've learned?



Being the educators our students need right now also means that all educators need to reflect deeply on our racial identities — especially if our racial identity is whiteness — and critically assess the source of our values and priorities. Additionally, if we are educators of color, we must find healing spaces for ourselves so that we can be fully present for our students. Without intentional reflection on who we are as educators and how we show up in the skin that we are in, we are at risk of filling in this space between ourselves and our students with pernicious, often anti-black, racist assumptions about why some aren't participating in school the way we believe they should. This is a moment to take a deep breath and do the reflective work on our own identity, race, and understanding of the role we play as educators in a system that has failed Black and Brown students. It is time to repurpose our adult collaborative spaces and develop conditions for professional learning communities that critically reflect on our practices and values, interrogate our beliefs, and innovate new ways of doing school.

Then we need to reach out to students and families and take advantage of a time when the walls between school and home are disappearing, and when we can see into each other's lives and each other's homes in new ways. More than any other time in our careers, we have the chance to bring families into the life of a school and ask them to co-construct new visions of what a powerful school community looks like.

Finally, we need to ask ourselves a series of courageous questions about what it means to be an educator at this moment: How can we build relationships with students where they feel known, cared for, and respected? How are we — as educators and citizens — working to dismantle the structures of white supremacy that have oppressed our Black and Brown students for generations? How can we lift up the voices of our students and families as critical data to guide the work of our school communities? What is personally required to create partnerships with students across racial and cultural differences? As school leaders, how are we creating the conditions for ourselves and our educators to do this transformative work?

There are no easy answers to the questions we raise here, but the stakes for honestly grappling with these issues have never been higher. We face the risk of permanently breaking an already tenuous bond between our most marginalized students and their schools. We don't have to settle for that rupture. At this moment, we must not allow the world to return to what it used to be. We must not just duck our heads, focus on logistics, and wait it out. We are all called to take up more courageous work.

Let's look at this time as an opportunity to engage in intentional work of re-imagining what learning could look like and create the kinds of relationships, classrooms, and powerful learning experiences that we always imagined we were capable of when we entered this profession. If we respond to this moment as the call for change that it is, then there truly is no going back to "normal." Normal isn't an option in the present — but it wasn't working for us in the past, either. And we shouldn't settle for it in the future.

Adelric McCain, Director of Equity and Impact, [Network for College Success at the University of Chicago](#)  
 Jenny Nagaoka, Deputy Director, [UChicago Consortium on School Research](#)  
 Alex Seeskin, Director, [To&Through Project at the University of Chicago](#)

The opinions expressed are our own, and they do not necessarily represent the views or opinions of the University of Chicago.



# INTRODUCING STUDENTS TO CAMPUS SUPPORT SERVICES

Facilitator's Guide [Lesson Plan]

Session Title: Campus Support Services	Total Time: 40 min
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>• Define and articulate the purpose of campus support services.</li> <li>• Identify the essential job roles and supports on a campus.</li> <li>• Explore ways to use support services when on and off campus.</li> </ul>	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• What support services exist for students on my campus?</li> <li>• When should I access the support services on my campus?</li> <li>• How do I go about accessing those supports when I (or a peer) is in need?</li> </ul>	
<b>Connection to Teacher Evaluation Standards:</b> <ul style="list-style-type: none"> <li>• <u>Standard 1: The Learner and Learning</u> <ul style="list-style-type: none"> <li>- <i>The teacher facilitates and demonstrates standards of conduct that create a safe, supportive, and respectful learning climate.</i></li> </ul> </li> </ul>	
<b>Facilitator Prep/Pre-Work:</b> <ul style="list-style-type: none"> <li>• Test the video and make sure it works in the classroom or on a virtual platform.</li> <li>• Make sure students have access to the fillable PDF Support Services Worksheet if not distributing it in person.</li> </ul>	<b>Needed Materials:</b> <ul style="list-style-type: none"> <li>• Facilitator's Guide</li> <li>• Campus Support Services Video</li> <li>• Campus Support Services Brochure</li> <li>• Support Services Activity Worksheet</li> </ul>
Classroom Norms/Guidelines:	Notes:

Section 1: Opening	Time: 5 min
Facilitator(s):	
<ol style="list-style-type: none"> <li>Write the following prompt on the board or share prompt on virtual platform (in chat). Instruct students that they have two response choices: a) write their response to the prompt in their journal or b) share the response in chat.             Prompt: <i>Consider all the people in your life who helped you overcome barriers in your life and reflect on the following: Describe the most caring adult you know. It might be a family member, a staff member on our campus, or a peer. Write about the way they support you and what makes easy to go to them for support.</i> </li> <li>Students record their responses in their journals or online for five minutes.</li> </ol>	
Section 2: Introduction & Setting the Stage	Time: 10 min
Facilitator(s):	
<ol style="list-style-type: none"> <li>Share the objectives of the lesson with students (see Learning Objectives above). Ask students if they need clarification.</li> <li>Explain to students that the following sets of activities will help them better understand what supports are available on their campus and how to access them when needed.</li> <li>Instruct students: <i>"We are now going to watch a short video that was recorded by support services staff members to help you better understand what supports you have at our campus and how to access the supports when you need them. They will introduce themselves on video, tell you where they are located on our campus, what services and supports they provide."</i></li> <li>Play the video and instruct students to take notes if they would like to remember the information.</li> </ol>	

Section 3: Check for Understanding Activity	Time: 10 min
Facilitator(s):	
<ol style="list-style-type: none"> <li>Explain to students that now that they have watched video, you would like them to complete an independent activity where they match up support staff to situations they or peers may encounter.</li> <li>Pass out the worksheet titled "Support Service Matching Activity" and give students 5 minutes to fill it out independently.</li> <li>Discuss answers with students one by one making sure, they captured the correct information and that they understand the role of each support staff member.</li> </ol>	

<b>Section 4: Reflective Conversation (optional)</b>	<b>Time: 10 min</b>
<b>Facilitator(s):</b>	
<ol style="list-style-type: none"> <li>1. What are the benefits of having so many amazing support staff on campus?</li> <li>2. Why might students not always go to a support staff member for help?</li> <li>3. What can you do or say to help promote support services or get your peers connected to supports?</li> </ol>	

<b>Section 5: Closing</b>	<b>Time: 5 min</b>
<b>Facilitator(s):</b>	
<ol style="list-style-type: none"> <li>1. Express to students that you hope this information is helpful and that you hope they utilize the supports when they need it. Remind them that to be a good peer/friend is to help them access the resources when they need it. Do not wait and do not let your friends wait to get support – do it as soon as you need it!</li> <li>2. Pass out the Campus Support Services brochure to all students and explain to them that all resources they learned about today are in this brochure. Remind them that the brochure is also located electronically on the school website.</li> </ol>	

## Support Services Worksheet

1. Your close friend recently lost her dad and she has been having a hard time ever sense. You know that your campus offers a grief and loss support group for students who experienced a loss. You visit the support services office to talk to the \_\_\_\_\_ about your friend and getting them connected to the group.
2. A teammate on your basketball team recently announced that they would need to quit the team, get a job, and help her mom; most lost her job and no longer has enough money to pay for rent or buy food. You remember that on your campus there is a support staff member who runs a clothing closet, a food pantry, and helps families with basic needs and resources. You ask your coach to get in touch with the \_\_\_\_\_ right away so that your teammate can get access to resources.
3. You notice that it has been more and more difficulty to get up in the morning and make it to school on time. Once you get to school, you do not feel like going to classes or spending time with friends. You are feeling down, sad, and do not have much motivation to work on anything. A teacher notices the change in your behavior and suggests walking you over to the \_\_\_\_\_ to see if chatting with them will provide some solutions.
4. Your first hour teacher pulls you aside and tells you they are worried about you. You have been coming to first hour at least 20 minutes late almost every day for the last couple of weeks. She reminds you that she's talked to you about coming to class on time and ways you can improve your attendance but it looks like you need more help. She wanted you to know that she reached out to the \_\_\_\_\_ in the support services office and asked that they meet with you to help fix your first hour attendance.
5. At lunch, you heard a group of kids talking about a brand new drawing and painting class that is being offered at your school next year. You absolutely love drawing and painting and would love to have that as your elective next school year. You decide that you are going to go talk to your \_\_\_\_\_ to see if that is something that can be added to your schedule for next semester.

## PXU EXPECTATIONS FOR STUDENT BEHAVIOR DURING DISTANCE LEARNING

*PXU believes in supporting the safe and responsible use of all online and digital technologies for teaching and learning. During this period of distance learning, all students are responsible for practicing positive, digital citizenship by protecting and respecting their peers and teachers. We all must understand, practice, and model positive and productive behaviors when engaging online. Because a remote learning environment is still a classroom, school behavior norms and rules are to be followed just as expected in the regular educational setting/classroom. Any student violating district or school-wide behavior expectations shall be subject to appropriate disciplinary action. Disciplinary action may include, but is not limited to, mandated intervention participation, loss of privilege, short-term or long-term suspension, or expulsion.*

### **BE RESPECTFUL**

- Maintain a distraction-free workspace.
- Keep distractions (e.g. TV, music, video games, etc.) to a minimum during virtual class time.
- Make comments that shows respect for diversity in cultures, opinions, viewpoints.
- THINK before posting, always using appropriate language in all electronic communications, including email, social media posts, audio recordings, and/or video conferencing.
- If you would like to speak or answer a questions, use the on-line classroom participation features (e.g., Raise Hand Feature in Microsoft Teams®), then unmute yourself after you are called on by your teacher.
- Refrain from sharing materials that depict hate speech, sexually explicit acts, violence, weapons, drug use, or alcohol use.
- Harassment, intimidation, and Bullying in any form, including cyber bullying is not tolerated.

### **BE RESPONSIBLE**

- Be on time to class.
- Actively participate in the class (e.g., respond to teacher questions/requests, complete assignments)
- Have class materials ready and accessible.
- Give your full, focused attention to instruction and assignments.
- Use the chat and hand-raised features to contribute and show engagement.
- Help others who might need assistance navigating the virtual platform.
- Wear clothing that follows PXU Dress for Success Guidelines.
- Ask questions or contact your teacher(s) for assistance and support when needed.

### **BE SAFE**

- Practice cyber safety (do not making your profile public, do not speak to strangers, do not share personal information or photos, etc.).
- Refrain from the use of any prohibited substances (e.g., alcohol, marijuana, vaping, etc.) before, during, and/or after virtual class.
- Remember that all Microsoft Teams® session activity (even if deleted) becomes a permanent and public record.
- Follow all PXU Use of Technology Resources in Instruction Electronic Information Service User Agreement.
- Do not record any activity within Microsoft Teams® with any form of technology (i.e., cellphones, cameras, recorders and/or computer features) – as it is prohibited without prior, written approval from all parties.

## REFERENCES

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82, 405-432.

Hopkins, B., RESTORE (2020)

Umoja Student Development Corporation - Facilitating Necessary Spaces

CASEL: Social and Emotional Learning