

EMPOWERING EDUCATION

Mindfulness-Based Social & Emotional Learning

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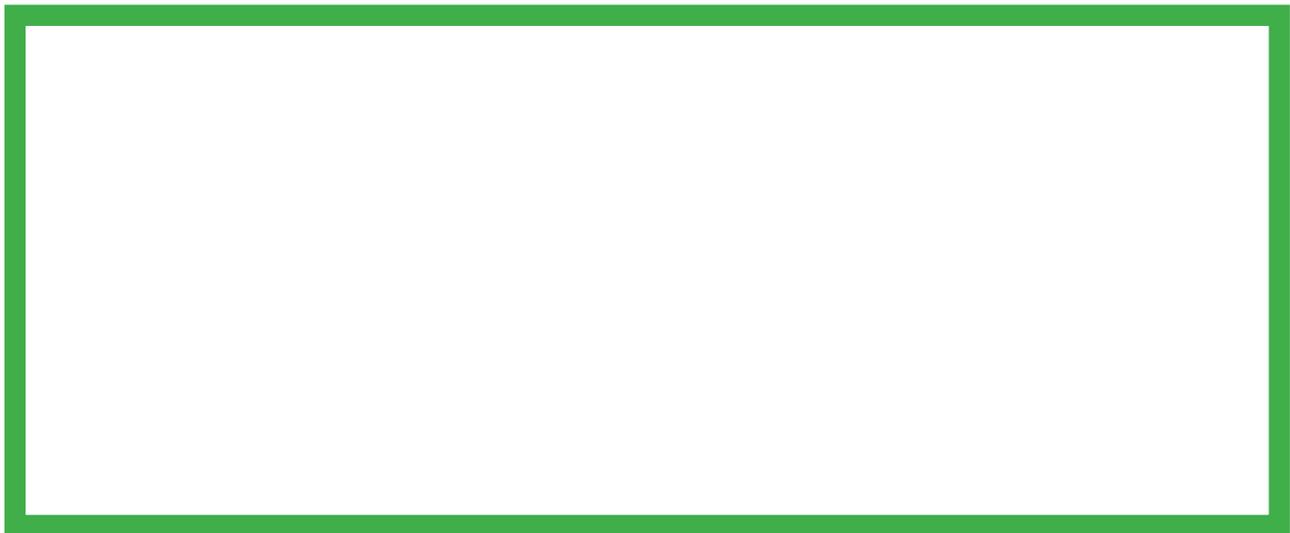
SEL JOURNAL

I Statements

Write at least one I-statement from your time at school today and describe the situation in two complete sentences.

Example: I feel happy. I feel happy when my teachers encourage me. When my teachers encourage me I am able to complete my school work which makes me feel happy.

Draw a picture of yourself showing the I-statement you wrote about.



Think about the following scenario from gym class then reflect on creating an I-statement based on the scenario:

Today in gym class, I was asked to climb the climbing wall. When I was on the climbing wall I heard some of my friends telling me I could do it and to keep climbing.

I Feel _____ When _____ Because _____

Name: _____

Date: _____

Mindful Body

Describe what happens inside your body when you practice mindfulness?

Draw a picture of how you felt before and after the mindfulness practice.



Think about how your body feels. Using at least two complete sentences pick a body part (example arm, leg, hand) and describe in detail how that part of your body feels.

Example: My leg feels heavy. I can feel the contact my leg makes with the chair. I can feel a twinge of pain on the left side of my left leg. I am putting a lot of pressure on that leg as I sit and write.

Name: _____

Date: _____

Mindful Listening

Think about the sounds made around you. Using at least two complete sentences, describe an obvious and a subtle sound you here.

Example: I can hear my classmates talking and I can hear the music the teacher plays. I can also hear the sound of the fluorescent lights above my head.

Make a list of of all the sounds you can hear right now:

1. _____

5. _____

9. _____

2. _____

6. _____

10. _____

3. _____

7. _____

11. _____

4. _____

8. _____

12. _____

Name: _____

Date: _____

Active Listening

What are three active listening skills you could work on to become a better listener? Explain when you could use each skill at school or at home.

The active listening skill I could work on is: _____

I will use this skill when _____

The active listening skill I could work on is: _____

I will use this skill when _____

The active listening skill I could work on is: _____

I will use this skill when _____

Set a listening goal for yourself. It can be anything that would support you in becoming a better listener. How will you achieve this goal?

My listening goal is to...

Name: _____

Date: _____

Conflict Resolution

Describe a conflict in your life that you have solved or are working to solve now by using the four Restorative Questions to help you process through the conflict. Using complete sentence answer the four questions provided to help understand the conflict.

Example:

What Actually Happened? My classmate pushed me when I would not share my ball.

Who has been harmed? I have been harmed because I was pushed.

Who is responsible for what? I am responsible for excluding my classmate from playing with the ball and my classmate is responsible for pushing me.

How can we fix it? I can include all my classmates when playing and my classmate can apologize for pushing me.

Your turn. Using complete sentences answer the four questions provided to help understand the conflict.

What Actually Happened?

Who has been harmed?

Who is responsible for what?

How can we fix it?

Write a paragraphs about a time when a conflict actually helped you to learn and grow as a person.

Name: _____

Date: _____

Breathing Basics

Notice how taking belly breaths can impact your five senses and make you feel different. For the next two minutes, take deep belly breaths. After the two minutes are up, take a second to think about how you feel. Using complete sentences describe how belly breaths made you feel and what you noticed through your five senses.

Example. When I used belly breaths I could smell the stinky classroom. When I used belly breaths I could taste the moist air. When I used belly breaths I could feel my belly get larger and smaller. When I used belly breaths I could hear my classmates breathing. When I used belly breaths I could see my belly moving up and down.

How did taking belly breaths for two minutes make you feel?

What did you notice through your five senses as you took the belly breaths?

Sight: _____

Sound: _____

Taste: _____

Touch: _____

Smell: _____

Write about a time that your emotion changed your breathing. For example, when you get angry or sad what happens to your breath? Why do you think your breathing changes when your emotions change?

Name: _____

Date: _____

Mindful Breathing

Draw a picture of yourself before taking mindful breaths, during your mindful breathing, and after taking mindful breaths.

Before	During	After

Write a paragraph explaining what you felt change through the mindful breathing. Explain how you felt before, during, and after the practice.

Example: I was feeling anxious before I practiced mindful breathing. I felt calm and relaxed when during the practice of mindful breathing. I felt happy and calm after mindful breathing.

Name: _____

Date: _____

Lizard Brain and Wizard Brain

What happens to your body when your lizard-brain takes over? Notice what changes and practice paying attention to the beginnings of these feelings.

What happens in your body when your wizard-brain is in charge and your lizard-brain is relaxing? How does this feel different than the lizard-brain being in charge?

Draw a picture of your own lizard-brain as well as your own wizard-brain. Make sure to add details of what makes each brain different and what may be the same. Be creative!



Name: _____

Date: _____

Emotional Literacy

Create a list of 20 emotions. Try to do it without looking at a feeling chart. Circle or star the emotions you feel most common throughout your day.

- | | | | | |
|----------|----------|-----------|-----------|-----------|
| 1. _____ | 5. _____ | 9. _____ | 13. _____ | 17. _____ |
| 2. _____ | 6. _____ | 10. _____ | 14. _____ | 18. _____ |
| 3. _____ | 7. _____ | 11. _____ | 15. _____ | 19. _____ |
| 4. _____ | 8. _____ | 12. _____ | 16. _____ | 20. _____ |

Draw yourself with three of the different emotions you listed.



Think of a time when you said you were feeling an emotion like anger, happiness, or sadness. Perhaps you were actually feeling something else like powerless, hurt, or ecstatic. What emotion were you really feeling? Why was it difficult to express this emotion?

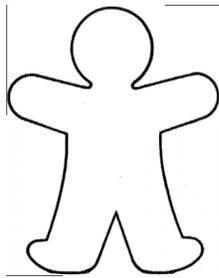
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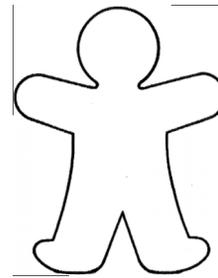
Mind and Matter

Over the course of the week, practice a body scan everyday. After each body scan, fill in your body map showing the particular emotions.

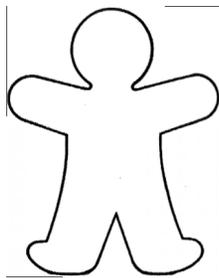
Day 1:



Day 2:



Day 3:



Day 4:



At the end of the week, compare and contrast your daily body scan maps. How did your emotions change or stay the same throughout the week?

How did noticing your emotions in your body affect how you felt?

Name: _____

Date: _____

Gratitude

Write down ten things you are grateful for right now.

1. _____

5. _____

9. _____

2. _____

6. _____

10. _____

3. _____

7. _____

4. _____

8. _____

How would you define "gratitude" in your own words?

Write a letter to a friend, family member, classmate, or teacher who you are grateful for. Write about why you are grateful for them, what do they do that is special, and why are thankful they are in your life?

When you are finished with your letter, answer the following question: How do you feel after writing the letter on gratitude verses how you felt before writing the letter?

Other than writing a letter, how can you show gratitude to your friends and family?

Name: _____

Date: _____

Neuroplasticity

Think about a thought pattern or habit that you would like to change. Write down three simple action steps you can take to begin changing your brain.

Thought pattern or habit you would like to change:

Action Step 1:

Action Step 2:

Action Step 3:

Think about a time you thought something that you did was impossible, but now is easy. Maybe when you first learned to ride a bike or swim you thought you would never be able to do it but now it comes easy to you. In complete sentences, write about what you thought was impossible but you overcame and accomplished.

Write down something you feel is impossible to accomplish at school. We will come back to this during our next lesson on mindset.

Name: _____

Date: _____

Mindset vs Fixed growth

In your own words, define the following terms:

Fixed Mindset:

Growth Mindset:

Think of a time that you were frustrated by a new challenge. How did you respond to the challenge? Did you have a fixed mindset? Write about what you think would have been different if you used a different mindset.

Think back on the Lesson 12 journal on what you wrote down that would be impossible to accomplish at school. Ask yourself is it impossible because of a fixed mindset or impossible because of something out of your control. Using complete sentences explain how or why the task is impossible. Can it be accomplished if you change your mindset?

Name: _____

Date: _____

Mindful Eating

What small things could you do to begin a regular practice of eating mindfully?

How would you describe the benefits of eating mindfully to a family member?

What are three steps you can take to make sure you slow down and eat mindfully everytime you eat?

1. _____
2. _____
3. _____

Name: _____

Date: _____

Coping Skills

In your own words make a definition for what a coping skill is:

Brainstorm a list of ten or more coping skills you can use throughout your day.

- | | | |
|----------|----------|-----------|
| 1. _____ | 5. _____ | 9. _____ |
| 2. _____ | 6. _____ | 10. _____ |
| 3. _____ | 7. _____ | |
| 4. _____ | 8. _____ | |

Pick three of the coping skills you listed and explain when you would use them and how you would use them.

Coping Skill 1:

Coping Skill 2:

Coping Skill 3:

Why are coping skills important? What advice would you give your friend or classmate on why they might want to use coping skills?

Name: _____

Date: _____

Smart Goals

Why do you feel it is important to set goals?

Compare and contrast a time when you did achieve a goal you set and a time you did not achieve a goal you set. What were the biggest differences?

Think back on the lesson on mindsets and the differences between a growth mindset and a fixed mindset. For the mindset lesson you wrote about an impossible task at school. In complete sentences write out the specifics of a SMART goal that is showing a growth mindset for that impossible task and how you could reach that goal.

Specific

Mesurable

Achievable

Rewarding

Timely

Name: _____

Date: _____

Compassion for Others

In your own words, define compassion. What does compassion look like, sound like, feel like?

Why are kindness and compassion so important in our world?

Think of a time when you had difficulty being kind or compassionate. What could you have done or said differently to be more compassionate? What would be different if you had showed compassion?

List five ways you can spread kindness and compassion at your school:

1. _____
2. _____
3. _____
4. _____
5. _____

Name: _____

Date: _____

Self Compassion

In your own words, define self-compassion. What does self-compassion look like, sound like, feel like?

Imagine your "inner critic" as something separate from yourself. Maybe you imagine it as a person, or maybe it is some sort of imaginary creature, animal or monster. Describe what you "inner critic" looks like, how it sounds, where it came from; you can give it a name and write about it or draw it below!



Next, write down some compassionate things you can say or do for your inner critic.

Finally, list five positive things about yourself:

1. _____
2. _____
3. _____
4. _____
5. _____

Name: _____

Date: _____

Cognitive Triad

Fill out the graphic organizer below explaining behaviors, thoughts, and emotions.

What is a behavior? List some examples.	What is a thought? List some examples.	What is a emotion? List some examples.

Reflect back on the Negative Automatic Thought activity. Below, create your own comic showing the processing of one of your Negative Automatic Thoughts, how the thought may be trying to help you, and a positive thought that could be used instead. Write, draw, and bring out your creativity in your comic!

Name: _____

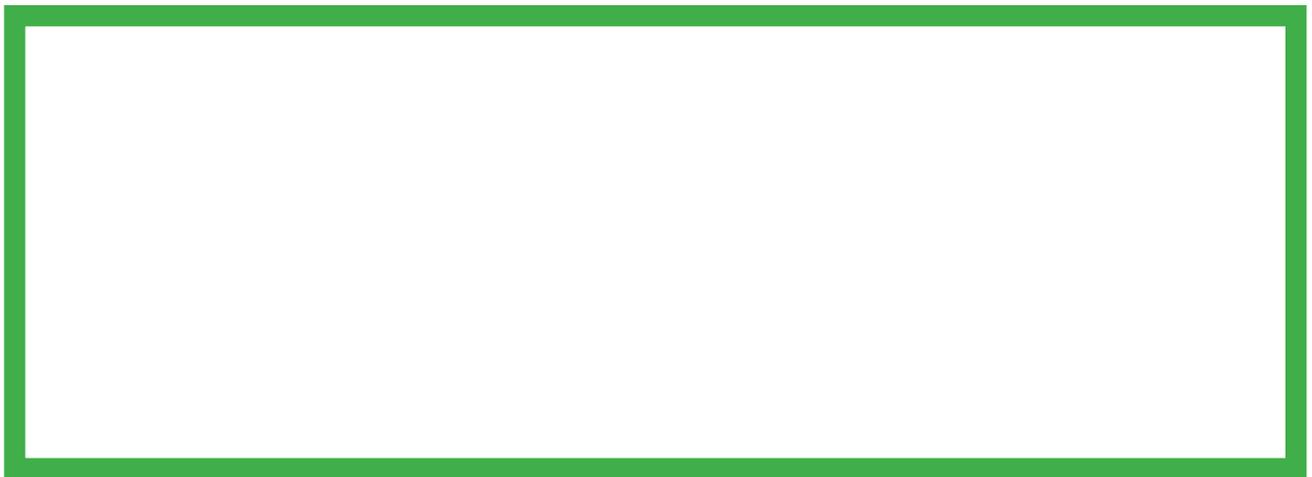
Date: _____

Teflon and Velcro

Why do you think it is easier to remember the negative thoughts and messages versus the positive thoughts?

Using as much detail as possible, write a descriptive story about a small, but meaningful, positive experience that has happened to you recently. Maybe your story is about watching the sunset, playing with your family pet, or eating a delicious meal. Be sure to describe how the experience made you feel in detail.

Add a drawing to your positive experience story below.



Name: _____

Date: _____

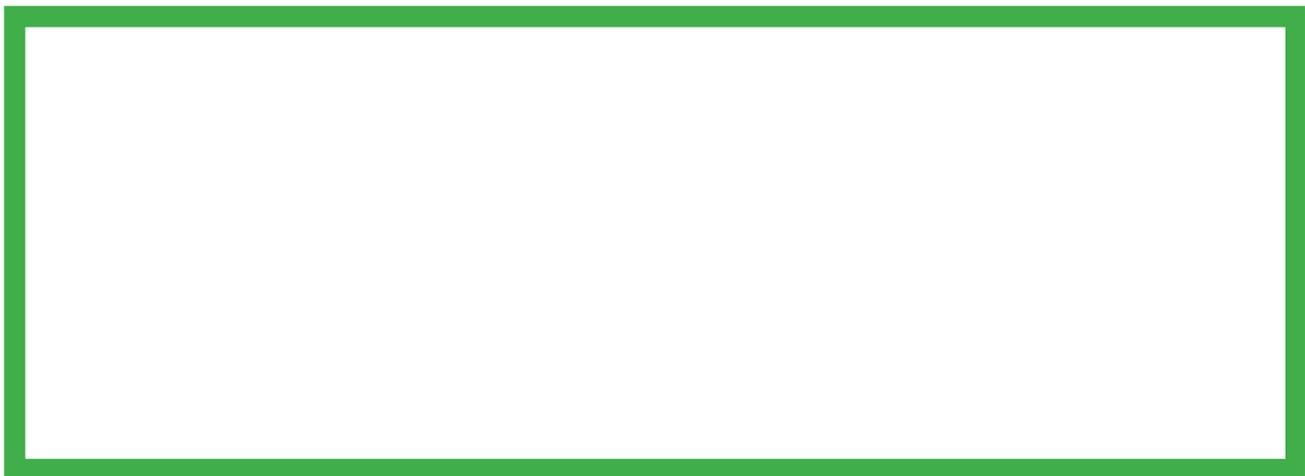
Dropping Your Anchor

What are your top five anchoring strategies?

1. _____
2. _____
3. _____
4. _____
5. _____

What does it mean to “drop your anchor?”

Draw a detailed picture about what the “Ocean of your Mind” looks like. Include a drawing of your boat, your captain (your mind), your waves (your emotions), and your anchor (coping skills).



What are some examples of different “waves” (emotions) that you feel often? Are they big or small waves?

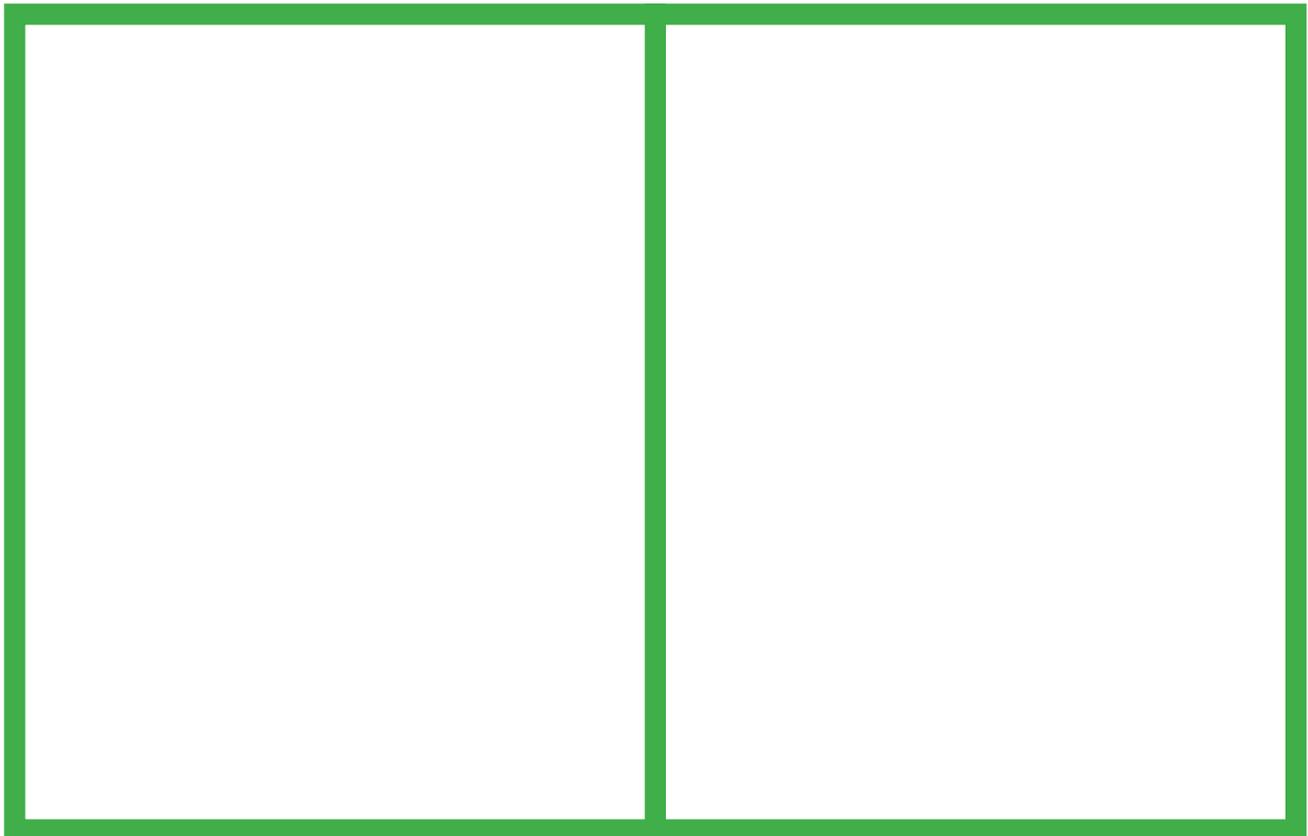
Name: _____

Date: _____

Thoughts Mindfulness and Letting Go

Think of a thought that you have that is really “sticky” or one that is difficult to let go. Using your best descriptive writing, describe the thought as if you are a scientist observing the thought. What does it look like? Feel like? Even smell or taste like? How does the thought change your emotions and behaviors? What makes the thought come and go?

Draw two pictures below. First draw what you look like or feel like when you are stuck on the thought. Next draw a picture of what you look or feel like when you are able to let the thought go. What is different between the two?



Name: _____

Date: _____

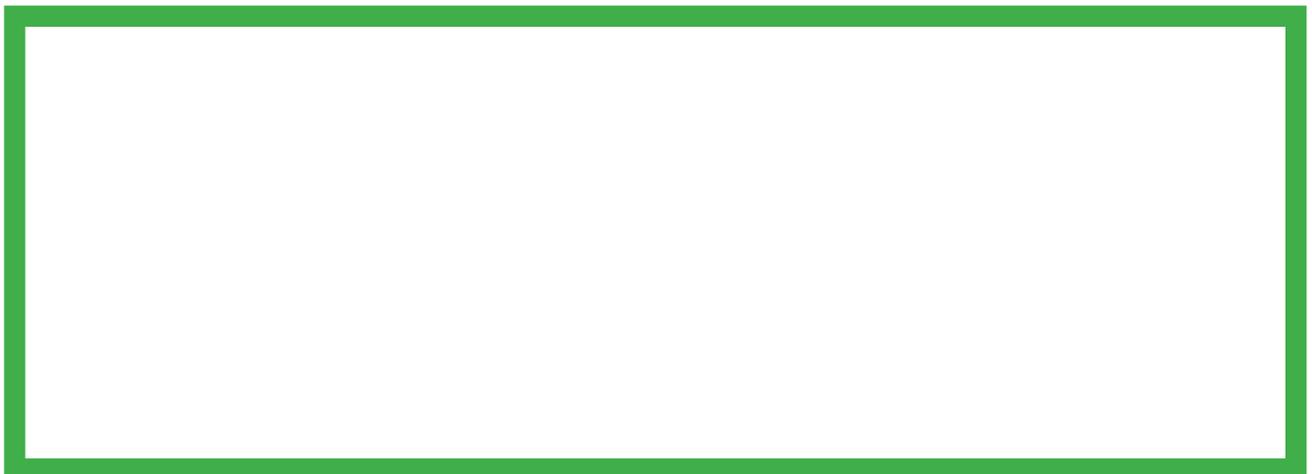
We're All in This Together

Reflect on your own behavior in the classroom. Are you someone who holds the rope still, shakes the rope, or does not participate? Explain how you feel you impact your classroom through your behaviors.

What do you do in your classroom that you feel helps the classroom and helps your classmates learn?

What behaviors could you change to improve your classroom?

Draw a picture of what your perfect classroom looks like, sounds like, and feel like.



Name: _____

Date: _____

Progress Monitoring Goals

In your own words, what is progress monitoring?

Why is it important to look back on our goals and look at the progress we have made or have not made?

Look back on your SMART goals from lesson 16. In complete sentences write about how you did on your goals. Did you finish and achieve your goal or do you still have more to do?

Write down three positive-affirmations for yourself today. Examples might include: I am important. I am smart. I am a good person.

This will help you achieve your goals and boost your mood!

1. _____
2. _____
3. _____

Name: _____

Date: _____

Fairness and Equality

Using the graphic organizer below, what are the differences between FAIRNESS and EQUALITY.

Fairness	Equality

Imagine what it would be like to live in a world where everyone was treated exactly the same, now matter what. Is this a world you would to live in? Why or why not?

Design a sign in the space below to hang in your classroom that says "Fair does not mean equal."

Name: _____

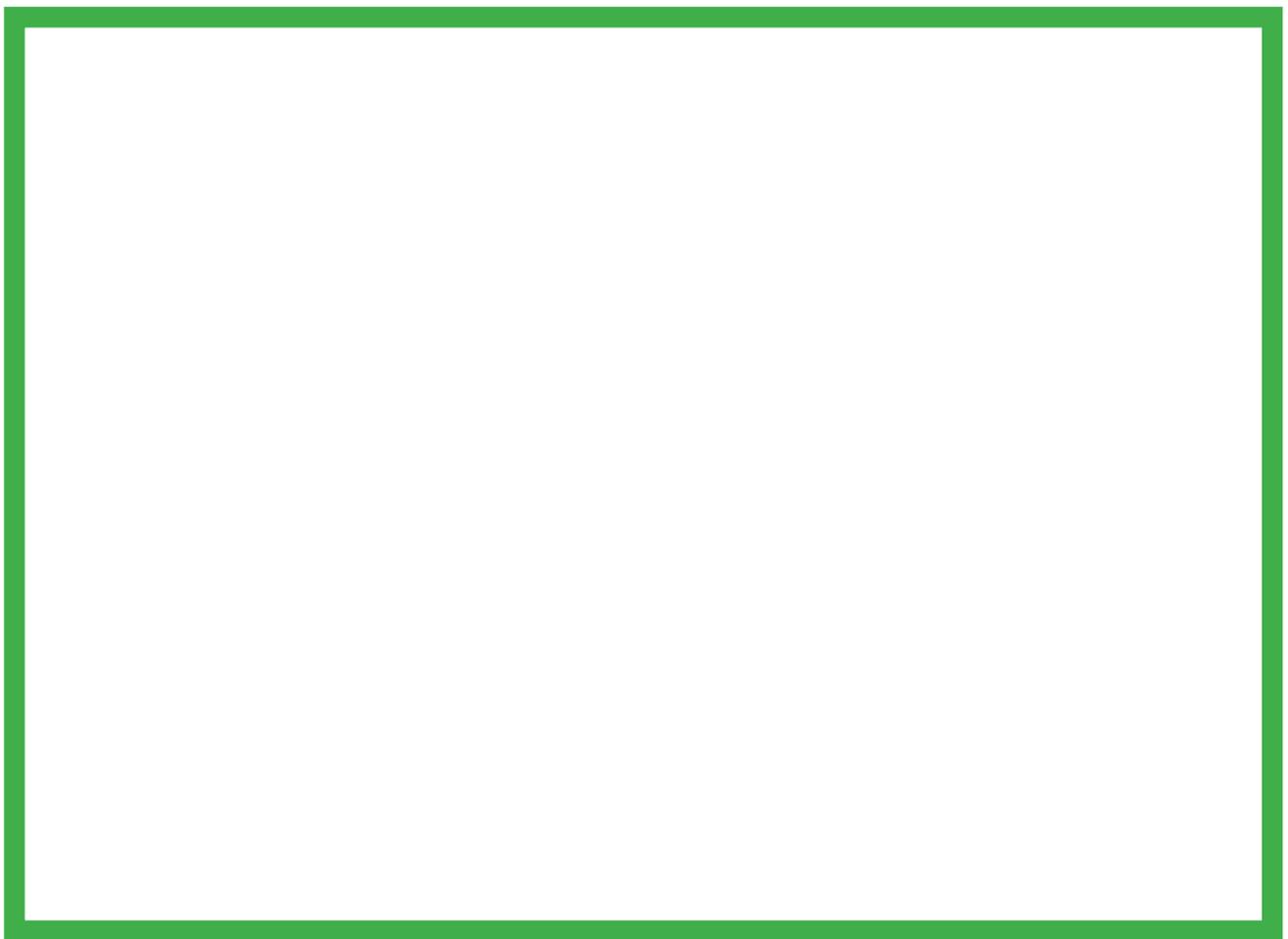
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Dealing with Bullying

In your own words, define bullying:

Think of a time that you or someone you know experienced bullying. How did you feel? What happened, and what did you do about it? What would you do differently now?

Make a campaign sign below to hang around your school and classroom to end bullying. Be creative!



Name: _____

Date: _____

Social Justice

In your own words, define privilege:

What is one privilege you have that you were not aware of before?

In complete sentences explain how you can use the privilege you have to help others.

Has this lesson and discussion around privilege changed the way you look at the world? Why or why not?

Name: _____

Date: _____

Mindful Coloring

What is one privilege you have that you were not aware of before?

Write about your experience with mindful coloring. How did coloring change your emotions? What sensations and feelings did you notice in your body as you were coloring?

Would you use mindful coloring again in your future? If YES, when would be the best time to use mindful coloring? If NO, what other coping skill would you use in the future?
