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Publishers

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You will need:

- piece of white paper
- drawing tools such as colored pencils or markers
- pencil or pen.

PART 1: MAKE YOUR CLASSROOM RELATIONSHIP MAP

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2. Now start to think about the students in your classroom. Who comes to mind first? Just as you did for your own shape, pick a shape and color/colors to represent this student and place this shape somewhere on the page. Don’t overthink it and don’t rush. Notice what feelings come up as you design each shape.
3. Repeat step number two until you have made a shape for all of your students. To keep track, write their initials or name under their shape and any insights or thoughts that come to mind about them as you draw. This should be very stream of consciousness—don’t think about it too much. You are engaging the right hemisphere of your brain, which is mainly insightful, intuitive, and non-verbal.
4. When you’ve finished, check to see that you’ve gotten all of your students. You might want to use a roster at this point to make sure you haven’t missed any.

PART 2: FIND OUT WHAT IT MEANS

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What does my drawing mean?

Specific meanings in artwork and imagery can vary based on many things, including race, culture, gender, socioeconomic background, and other factors. In reading this key, I want you to keep in mind that these are general guidelines; it's most important to pay attention to what resonates for you.

- **Size:** Larger shapes may represent individuals that have more significance. The shape's size might also signify the amount of energy and attention you feel this child requires from you. On that note, smaller images may imply that a child requires less attention from you or is less significant to you.
- **Placement:** Shapes you placed close to you may represent the students you feel closest to or the most protective of. Shapes that are closest to you may signify students who are more prominent in your thoughts or who stand out most to you, while shapes on the outskirts might get less of your focus.
- **Colors:** Bright shapes can signify that you view this individual as strong or see their personality as vibrant or clearly defined. Duller, earthier colors can represent individuals you regard as more shy, stable, or introverted. In comparison, brighter colors may indicate that you see those students as being more dynamic, outspoken, or extroverted.
- **Shapes:** Shapes with straight lines and angles usually symbolize structure and order, precision, and a need for control. This need for control could represent a desire to have more control over that individual, a perception that this child is disciplined, or that they might wish to have more control in some way. Shapes with curves are softer and represent connection and fluidity. They can also indicate that you view those students as more cooperative.
- **Outlining shapes:** If you drew a dark outline around some shapes, this might have to do with boundaries. This could symbolize your sense that this child has strong boundaries or is largely separated from you or others. It may also be interpreted as a desire to protect that student.

Here are some questions to ask

- What color and shape did you choose to represent yourself? Where did you place yourself on the page? How big or small was your shape? What might this tell you about how you see yourself? What might this say about how you view the most important qualities of a classroom leader?
- Looking at where you placed each student on the page, who did you put closer to your symbol? Who did you put farther away? What meaning might that have for you?

- Do you notice any patterns in where you placed students of different ethnicities? Genders? What might that mean to you?
- What students did you think of first? What students did you think of last? Were there any students you forgot or struggled to name?
- Did you group certain students together? What was the meaning of each of those groupings to you?
- Where did you choose to put your more difficult student/s? How did you decide to draw them? What does that mean to you?

PART 3: WRAPPING IT UP

As you were drawing, did anything else become clear to you? Make a list of any new insights that became clear.

“The child who is not embraced by the village will burn it down to feel its warmth.”

African proverb

HOW TO PRACTICE MINDFULNESS MEDITATION

1. Find a chair or cushion to sit on. It should be even, not tilted forwards or backward. Cross your legs comfortably in front of you, or put both feet flat on the floor if you are sitting in a chair.
2. Sit upright with a strong back and an open front. If you are in a chair, try not to lean back in your chair. Sit in a relaxed, upright position with an attitude of openness and dignity.
3. Rest your hands face up or face down on your thighs. You may want to experiment with both to see which feels best to you.
4. Your eyes can be open or closed. If you leave them open, direct your gaze downwards to a spot on the floor a few feet in front of you. If you close your eyes and find you get sleepy or drowsy, you might want to experiment with leaving them halfway open.
5. Once you're comfortably settled into your seat, begin to notice the rise and fall of your breath. You may notice the expansion and contraction of your belly and chest, or the in and out of your breath through your nose.
6. Pay attention to your breath, with no need to control it or breathe in any particular way.
7. Follow your breath with your attention. You will notice that each breath is unique as it comes in and out.
8. When you find your mind wandering, gently and non-judgmentally bring it back, over and over again, to the sensation of your breath moving in and out of your body. As you notice thoughts, feelings, fears, memories, or anything else arising, just label them as "thoughts," and kindly but firmly move your awareness back to experiencing the breath.

My Mission Statement

This year in school, I would like everyone to remember me as...

CHECK-IN WHEEL

Please follow the instructions below to make a *Check-In Wheel*.

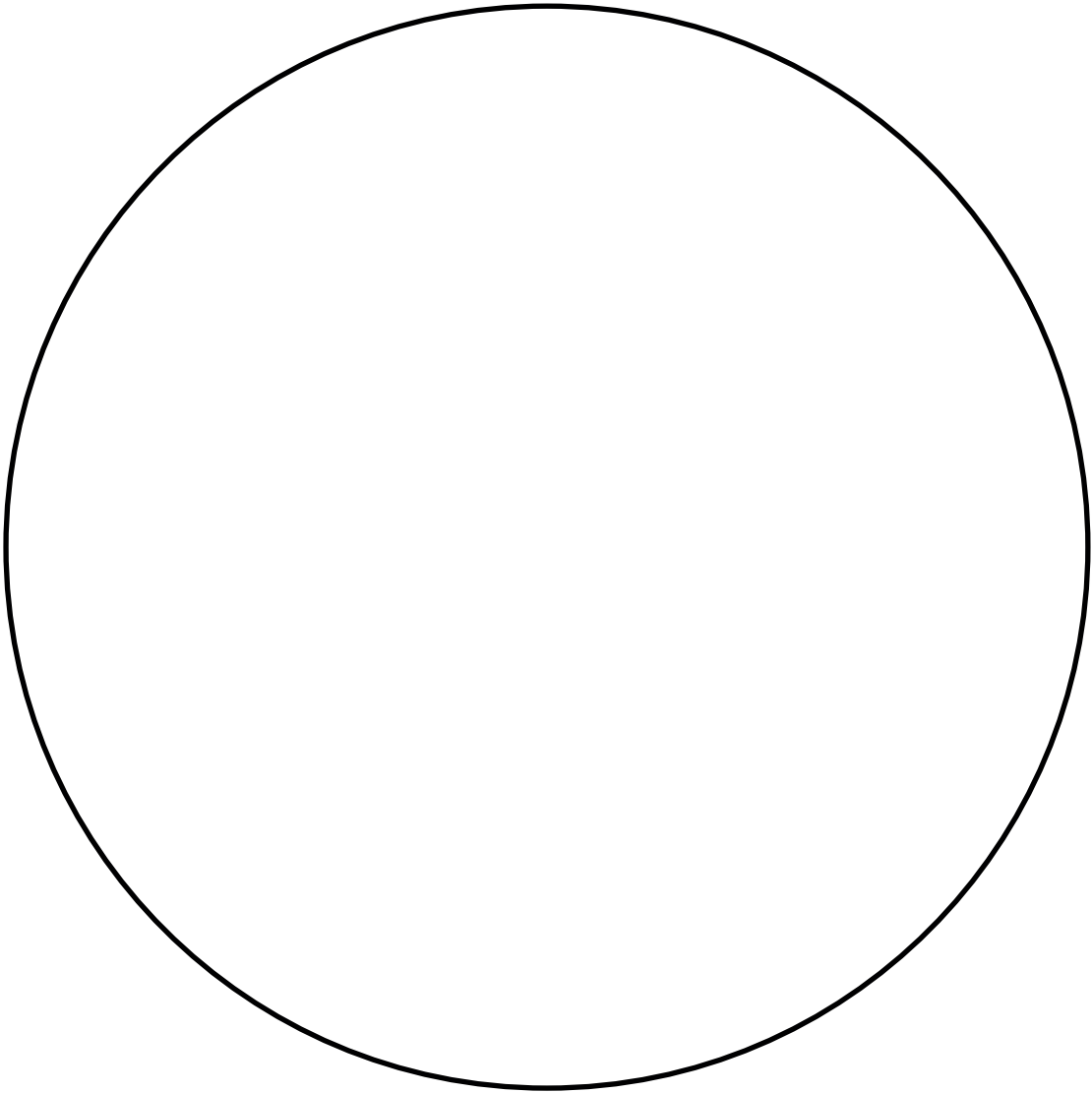
1. In the circle on the next page, make a pie chart that shows how much you are thinking about each of these areas of your life **today**. You can make large pieces for the things that you are thinking about a lot today and smaller pieces for the things you are not thinking about as much.

School/Work, Friends, Home & Neighborhood, Family, Body

“Body” means how you’re feeling physically—if you are tired, or energetic, sleepy, awake, hungry, full, or if you have body parts that hurt, etc.

2. In each piece of the circle, tell in a few words (or draw) what is happening in each area of your life today.
3. Use the Feelings List (on page 235) to find some words to describe how you are feeling about each of these areas. Write those words in each part of the circle.
4. Color each area with the color or colors that match your feelings.
5. Under the circle, complete the sentence: “Something that I am grateful for is/ looking forward to today is _____”

CHECK-IN WHEEL (Cont.)








HOW I AM FEELING TODAY

By: _____

Date: _____

Something I am grateful for today is

<p>Friends</p> 	<p>House/Neighborhood</p> 	<p>Family</p> 
<p>School</p> 	<p>Today My Body Feels...</p> 	<p>Other Things I'm Thinking About</p>

CONNECTING FEELINGS AND SENSATIONS

<p>HAPPY 😊</p> <p>Warm</p> <p>Light</p> <p>Full</p> <p>Tingly</p> <p>Awake</p> <p>Energetic</p> <p>Bubbly</p> <p>Smiling</p>	<p>SURPRISED 😲</p> <p>Sweaty</p> <p>Jumpy</p> <p>Pounding heart</p> <p>Electrified</p> <p>Breathless</p> <p>Jaw drops</p> <p>Eyebrows raise</p>	<p>AFRAID 😨</p> <p>Heart racing</p> <p>Cold</p> <p>Tense</p> <p>Frozen</p> <p>Chills</p> <p>Trembly</p> <p>Shrinking</p> <p>Eyes widen</p>
<p>DISGUSTED 🤢</p> <p>Nauseous</p> <p>Queasy</p> <p>Want to get away</p> <p>Avoiding touch</p> <p>Shuddering</p> <p>Nose wrinkles</p> <p>Eyes narrow</p>	<p>SAD 😞</p> <p>Empty</p> <p>Aching</p> <p>Sinking heart</p> <p>Heavy</p> <p>Slow</p> <p>Hollow</p> <p>Eyes look down</p>	<p>ANGRY 😡</p> <p>Burning</p> <p>Hot</p> <p>Boiling</p> <p>Gut churns</p> <p>Tight</p> <p>Seethin g</p> <p>Tight jaw</p> <p>Clenched fists</p>

FEELINGS LIST



PLEASANT

HAPPY content, peaceful, easy, satisfied, optimistic, delighted, gleeful, joyful, ecstatic

ALIVE excited, electrified, interested, thrilled, energetic, animated, inspired, spirited, festive, liberated

AFFECTIONATE kind, tender, loving, connected to, devoted, close, sensitive

OTHER PLEASANT FEELINGS
determined, enthusiastic, bold, brave, hopeful, curious, fascinated



UNPLEASANT

SAD upset, disappointed, discouraged, depressed, lonely, apathetic, a sense of loss

ANGRY mad, irritated, annoyed, enraged, aggressive, resentful, enraged, provoked, furious

AFRAID scared, uncertain, perplexed, shy, unsure, uneasy, hesitant, terrified

OTHER UNPLEASANT FEELINGS
tense, skeptical, aching, broken-hearted, alone, pessimistic, doubtful, anxious

CLASSROOM COPING STRATEGIES

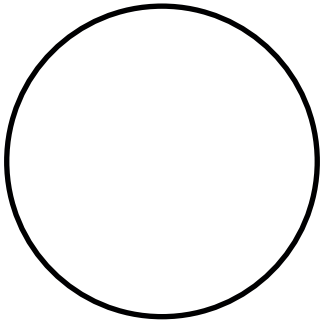
- ★ Go to the Peace Center.
- ★ Ask to take a break.
- ★ Take five slow belly breaths in and out.
 - ★ Ask to go get water.
 - ★ Do 10 jumping jacks.
 - ★ Stretch!
- ★ Write down, draw, or say five things you can see right now, four you can hear, three you can touch/feel, two you can smell, and one thing you can taste.
- ★ Draw your favorite place to be. Imagine you are there.
 - ★ Use dry erase markers/board.
 - ★ Use colored pencils.
 - ★ Fill out a crossword puzzle.
 - ★ Do a Sudoku puzzle.
 - ★ Splash cold water on your face.
- ★ Find a word to match how you're feeling.
 - ★ Read a book.
- ★ Do a classroom chore like cleaning your desk, straightening up the classroom library, and so on.
 - ★ Do a *Check-In Wheel*.
 - ★ Write a letter to someone special.
- ★ When you feel ready to talk about the problem, say how you feel about what is happening. "I feel...when people..."
 - ★ Look at a picture of a loved one. Tell the picture how you're feeling.

- ★ Ask to talk to a friend or sibling.
 - ★ Ask to talk to a counselor.
 - ★ Read a joke book or think of something that makes you laugh.
 - ★ Listen to calm music.
- ★ Listen to exciting music and dance out your feelings.
 - ★ Find a word to match how you're feeling.
 - ★ Use a fidget.
 - ★ Ask for a hug.

EACH SQUARE IS SOMEONE WHO CARES—ABOUT YOU!

For: _____

MINDSET BOOKMARK



Instead of “It’s too hard!”

I can say...

I will get better with practice.

I can take my time.

I can ask for help when I need it.

I like a challenge.

I’ve done hard things before.

I know I can do this.

Mistakes mean that I’m trying!

Mistakes are making me smarter.

OR: _____

MY I GOT THIS! PLAN

My *I Got This!* Plan By: _____

	WHEN I FEEL _____ I CAN...	

MINDFULNESS ACTIVITY CARDS

Bloom and Bud

Hold your palm out in front of you. As you bend your fingers to contract your hand into a loose fist, breathe in slowly. Then, as you breathe out, open your fist up and spread your fingers out. Imagine that your fist is a flower blooming as it opens and turning back into a bud as it closes.



Finger Breaths

Hold one hand up in front of you with your palm facing you. With your other hand, use your index finger to trace the outline of your raised hand. As you trace upwards, breathe in slowly, and as your finger traces downwards, exhale slowly.



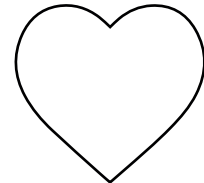
Box Breathing

Close your eyes and breathe in through your nose for a count of four. Hold your breath for four. Exhale fully for a count of four. Stay empty of breath (don't inhale) for a count of four. Imagine going around the edges of a square as you do each part—start in one corner then go to the next, and the next until you're back where you started!



Share the Love!

Say or whisper to yourself 3 times: "May I be happy. May I be well. May I be safe and free from all harm." Now think of someone you love and imagine saying to them: "May you be happy. May you be well. May you be safe and free from all harm." Next, imagine someone who you don't like a lot. Imagine saying those words to them. Last, imagine saying those words to all the people, animals, and living things on our planet!



My Mission Statement

I would like my students to remember me as...

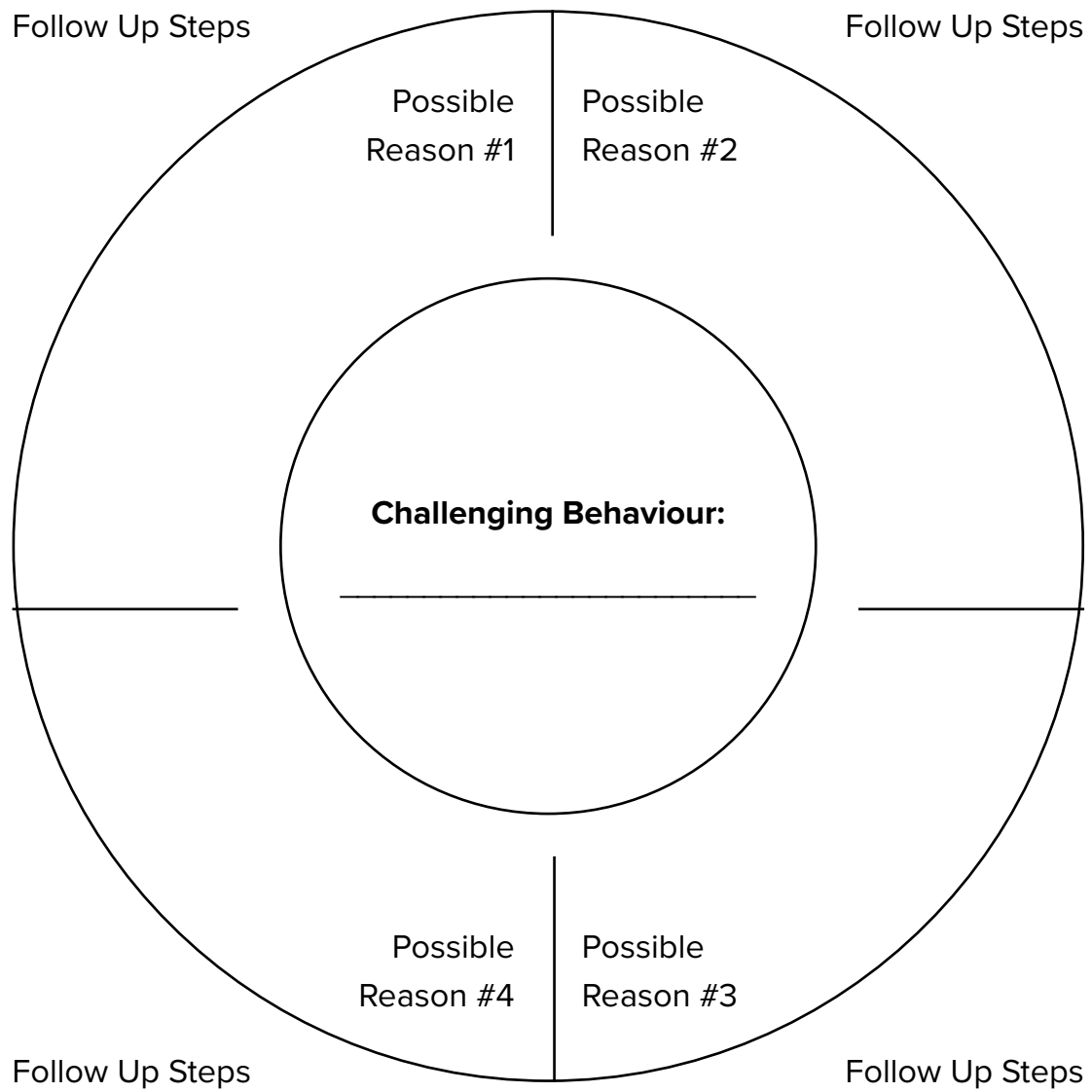
SAMPLE SCRIPT: SHARING CONFIDENTIAL INFORMATION

I've been thinking about how important you are to me, as students, but also as people. We're always so busy learning that I don't always get the chance to remind you that I care about you as people, not just as students. For example, I think that sometimes you come in and you're having a rough time, and you need a little extra TLC. Sometimes you have something really exciting to share. But it's hard for me and others to always know when those days are happening and support you because we're so busy with learning. I want to give you a chance to let me and your peers know how you're doing so we can better support you. Today, I have a new activity that will help you share what's happening with you and how you're doing.

When we do activities like this, your participation is voluntary. That means that it's up to you to decide if you want to do it, and it's up to you to decide if you don't want to do it. You can also decide to share a little bit or a lot, and I will keep it private. The only time I will share what you tell me is if I think you might be in danger, or if I think you might be putting other people or yourself in danger. If this happens, I will need to talk to ____ (guidance counselor) or someone else I think can help keep you safe. But otherwise, I want you to know that whatever you tell me I will keep private and confidential. I am so excited about this because I can't wait to learn more about you and share with you some things about me, too. Does that make sense? So here is how this activity works... (Explain activity).

CARDS ON THE TABLE CONVERSATIONS

1. Hi _____. How are you? Can we talk?
2. Don't worry—everything is okay. But I want to make sure we can talk when things come up.
3. You're important to me and I'm noticing that _____ (your work is not getting done, our last conversation made me feel tense, you're coming in late every day, you look frustrated when it's time to work on math, etc.).
4. The story I'm telling myself about this is _____. (Apologize if it's appropriate to do so.)
5. I wonder what's actually happening, though. I'm not sure I have the whole picture. Would you help me to understand?



PAUSE AND PONDER EQUALS PEACE



1. Become aware of your response to what's happening.
2. Pause for a few moments to breathe calmly.
3. Ponder the possibility that you might be making up a story about what's happening or be missing information.
4. Decide if you want to act.
5. If you decide to act and inquire about what's happening, use a neutral tone of voice. Say something like "I've noticed _____. I'm wondering what's actually going on" or "I noticed that _____. I am wondering what you can tell me about that."

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PART 3: WRAPPING IT UP

As you were drawing, did anything else become clear to you? Make a list of any new insights that became clear.

STEER CLEAR OF STINKING THINKING!

ALL OR NOTHING THINKING
It's either this or that!

ALL ABOUT ME THINKING
Things went wrong
because I am no good!

NEGATIVE THINKING
The glass is half empty

CATASTROPHE THINKING
If this happens, everything
will be a catastrophe!

CONNECT CORRECT CONNECT

STEP 1: CONNECT Connect with how the other person is feeling. Authentically try to acknowledge and validate how they feel. Put yourself in their shoes.

I can appreciate that you feel _____.

I imagine that it's hard to _____.

It makes sense to me that you think/feel _____.

I bet you'd prefer it if _____.

STEP 2: CORRECT Next, supportively guide the other person to a new, desired behavior.

I also need you to _____ so that _____.

It's also important that you _____ so that _____.

I would appreciate it a lot, though, if you could also _____.

I think you could be even more _____ (productive, confident, efficient, etc.) if you _____.

STEP 3: CONNECT Finally, warmly reconnect with the other person.

Does that make sense to you?

What do you think?

I'm here for you/I've got your back. Just let me know if you need help with this.

I'll check back on you later to make sure you're alright. Is that okay?

I really appreciate you trying so hard/doing this/making this effort, etc.

SCHMOOZE SESSION PROMPTS

It's good to see your face today!

You're wearing a new _____ today!

Your (birthday/big game/concert) is coming up. How are you feeling about that?

Oh, I see you _____ (lost a tooth, brought in a new backpack, did something different with your hair, etc.).

You're smiling today. Something must be making you happy!

You don't look like your bright and happy self today.
I'm here for you if you need anything.

Tell me one thing you did since I saw you yesterday.

How was _____ (the movie, your soccer game, karate class, baby brother's birthday, evening, etc.)?

For important events:

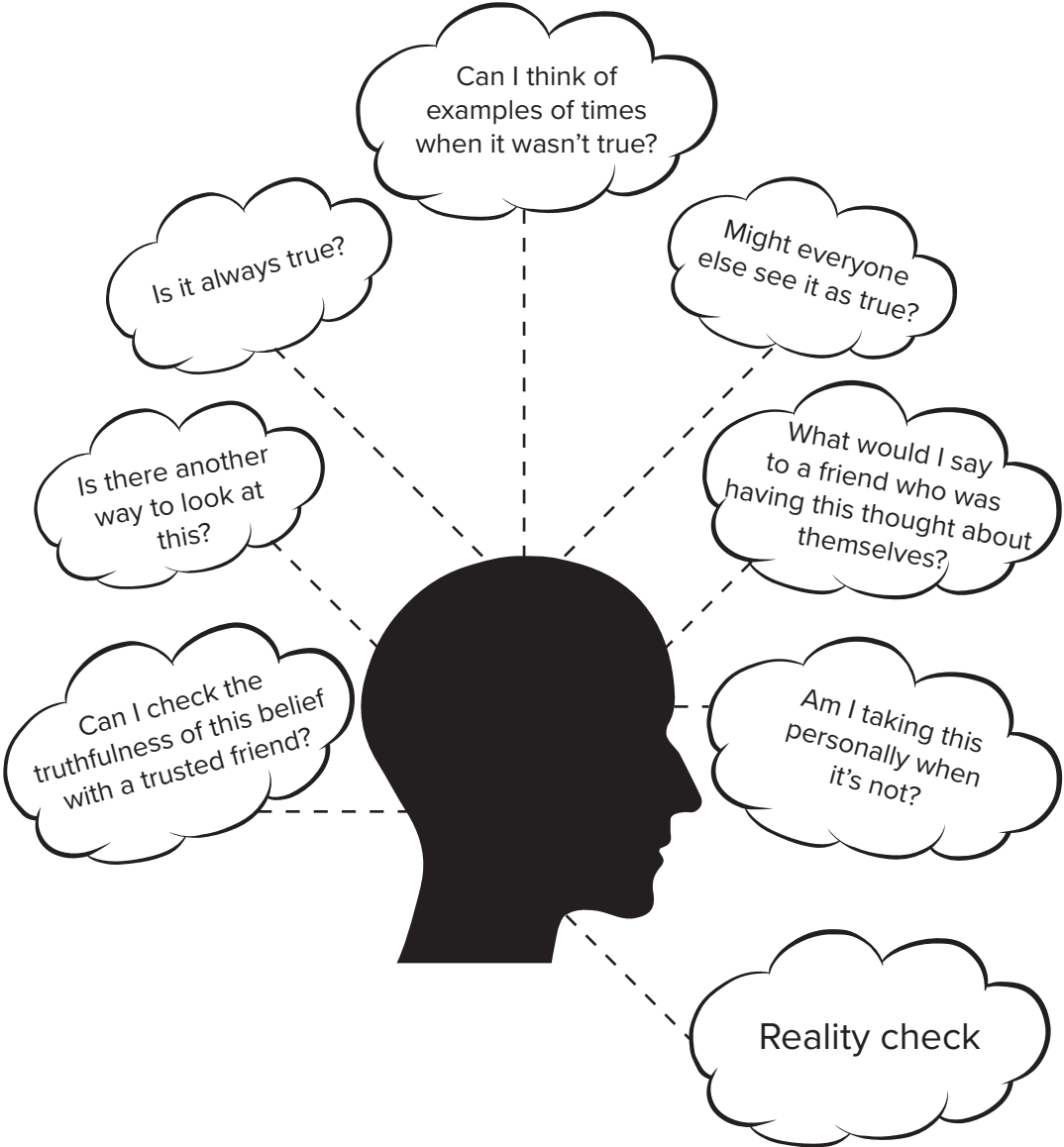
Wow! Where were you when you found out that _____?

Can you believe that this happened?!

How did that make you feel?

How did this change things for you?

REALITY CHECK

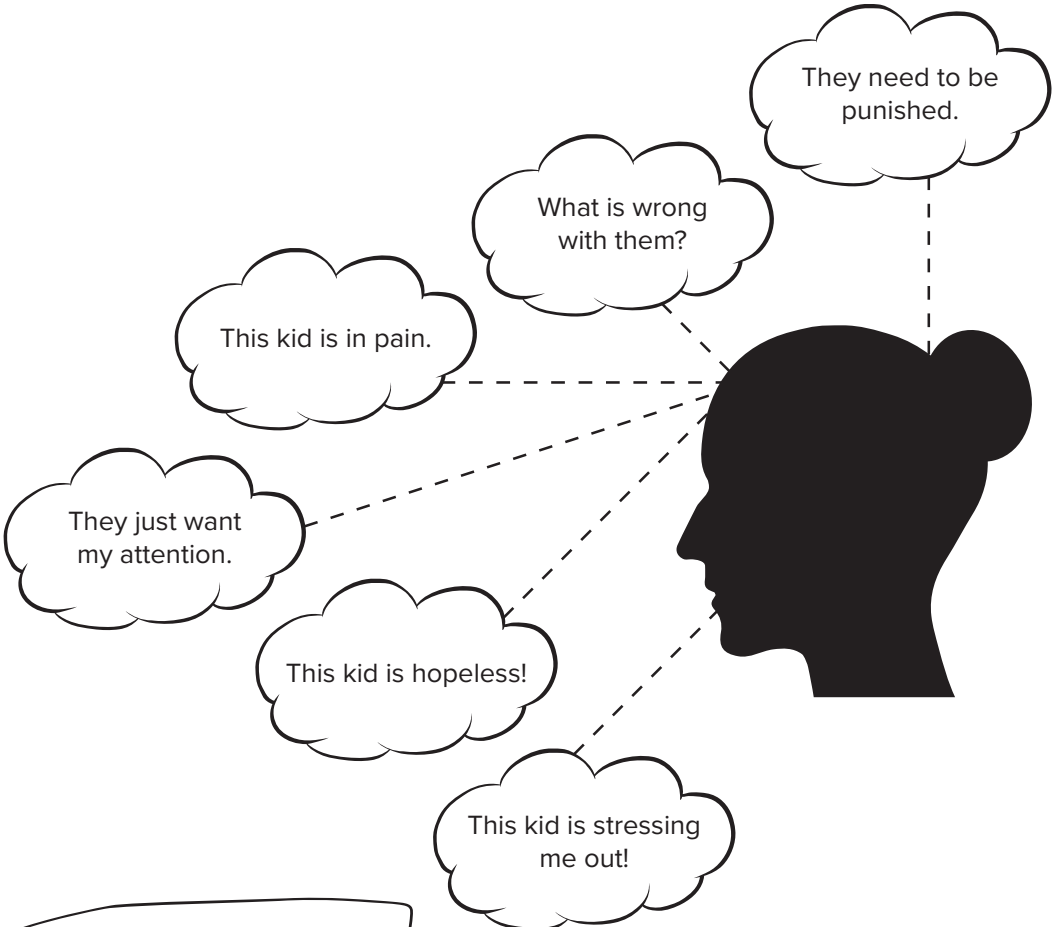


MINDFULNESS MEDITATION

How to practice mindfulness meditation

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FULL SPECTRUM VIEW OF KIDS



Full spectrum view

