



**RIVERSIDE COUNTY
OFFICE OF EDUCATION**

EDWIN GOMEZ, Ed.D. | County Superintendent of Schools



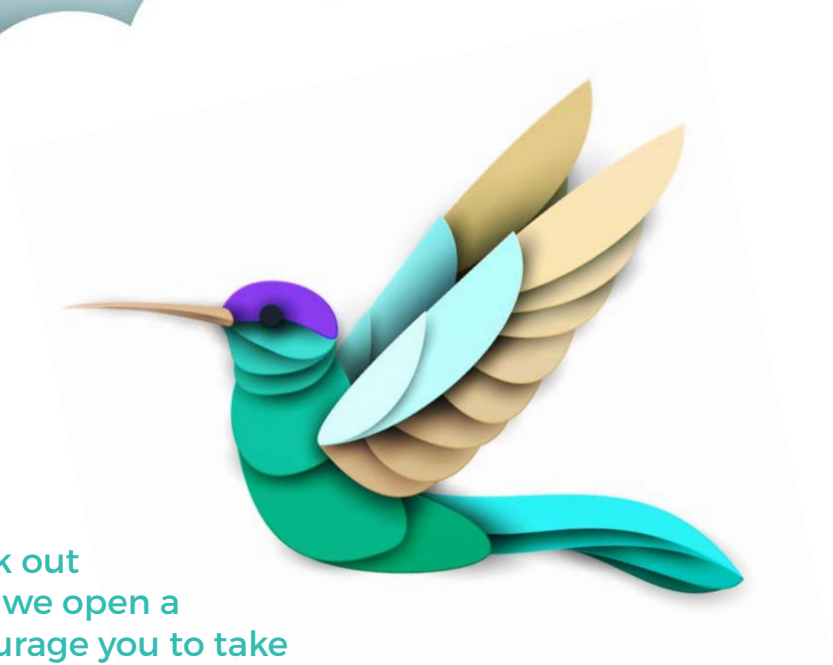
Back to School Wellbeing Toolkit

(Social Emotional Learning/Arts Strategies)

Table of Contents

Welcome and Directions	1
Student Survey	2
List of Coping Strategies	3
Meditation Guide	4
“I Am” Poem Frame	5
Self-Portrait Silhouettes	6
Emoji Dancing	7
Pass the Face	8
“Temperature” Thermometer	9
Mind Mapping	10





Thank you for taking the time to check out our RCOE VAPA Wellbeing Toolkit! As we open a school year that's like no other, I encourage you to take the time to check in with your students through a series of activities that are arts based and social and emotional in nature. We and our students need the time and safe space to process what we all experienced in the past year, get to know each other anew, and move forward with resiliency and hope. They are in no particular order, so I hope that you decide to use them in the first weeks of the school year and beyond. If you have questions or need assistance, please email me at lhiggins@rcoe.us. Thank you for all you do for your students!

*Onward!
Louisa Higgins*

Student Survey

Please fill out the survey using multiple choice, number ranking, or short answer.

1. On a scale of 1-10, how would you rank the difficulty of last year? (10 being hardest)

1 2 3 4 5 6 7 8 9 10

2. What aspects of last year were the most challenging? (Circle the top three.)

Learning new technology. Not seeing my friends. Parental stress.
Missing the school setting. Imagining the future. Lack of fun activities.

3. What was your best coping skill to stay “on track” with your schoolwork?

4. What part of your life did you enjoy the most last year?

5. What new program/skill/technology did you learn that most surprised/excited you?

6. On a scale of 1-10, what are you hoping this year will turn out to be like? (10 being best)

1 2 3 4 5 6 7 8 9 10

7. What are the biggest challenges of returning to school? (Circle the top three.)

Different dress code than at home. Peer pressures.
Waking up early. Increased focus on grades and homework.
Listening to teachers, instead of my parent(s). Struggle to get things done.

8. What are you going to do differently now to take advantage of what you learned in the past year?

9. What are your worries or concerns about school?

10. What are you looking forward to this school year?

11. How can I best support you as your teacher?

12. Is there something that you would like to share with me about your life during this past year?

List of Coping Strategies

Exercises to Help Soothe Our Nervous System

- ASKING REFLECTIVE QUESTIONS
- GROUNDING EXERCISES
(MEDITATION,
BEING OUTSIDE)
- BREATHING
- DAILY
JOURNALING
- MOVING
THE BODY
- IDENTIFYING GLIMMERS
(THINGS THAT GIVE ME HOPE)
- SELF-CARE INVENTORY
(HOW AM I TAKING CARE OF MYSELF)



Meditation Guide

Here is a meditation that is ready to use. You can use this and over time start to develop your own version of it, and even have a student write and lead the meditation. It helps to turn the lights down and play soft music.

Directions: We are going to do an exercise together to help us to relax and get ready for our next task.

Regardless of your past experience, I encourage you to be open to the chance that this might help us see some new possibilities. You don't have to do any part of the process that you are uncomfortable with. For instance, I will be suggesting you close your eyes. If you are not comfortable with that, you can keep your eyes open.

I will be putting you through a few simple exercises to help you relax. It will only take a few minutes. Then we will continue with our work.

Now, I'd like to ask you to sit up straight in your chair, with both feet on the floor. Put anything down that you may be holding. If you are wearing glasses, take them off. Rest your hands comfortably on your legs. Close your eyes and be still for a moment. (Pause about 30 seconds and allow people to be still, then continue.)

Now pay attention to your breathing. Slow your breathing somewhat and exhale slightly longer than you inhale. (Pause for 30 seconds while people slow their breathing, then continue.)

Now, we will move through your body, relaxing your various body parts. First your toes. Tense your toes up now. (Have people tense each body part for about 10 seconds.)

Now release the tension. Notice the difference. Tense your calf and lower leg muscles. Now release the tension. Notice the difference. Tense your thighs and upper leg muscles. Now release the tension. Notice the difference. Tense the muscles in your tush. Now release the tension. Notice the difference. The lower part of your body is now relaxed. Tense your abdominal muscles. Now release the tension. Notice the difference. Tense your chest muscles. Now release the tension. Notice the difference. Tense your upper back muscles. Now release the tension. Notice the difference. Now your neck muscles. Now release the tension. Now the muscles in your face. Tense your facial muscles. Let go of the tension. Notice the difference. Now your head. Notice where any tension is located in your head. Pinpoint the location. Feel the tension. Now let go of the tension there.

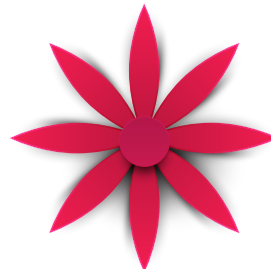
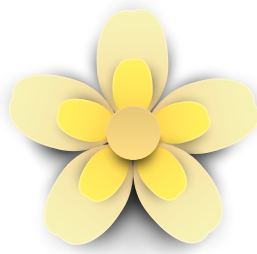
Now our entire body is more relaxed. Notice any remaining tensions and let them go. Now I want you to picture a peaceful and restful place that you enjoy. Look around and notice what you see in the environment. When I count to three, I want you to open your eyes feeling relaxed and reenergized, ready to resume our work. 1-2-3



“I Am” Poem Frame

Lead students through making this poem. Take turns sharing out and reflecting.

<i>I am</i> _____	<i>(two special characteristics you have)</i>
<i>I wonder</i> _____	<i>(something you are actually curious about)</i>
<i>I hear</i> _____	<i>(an imaginary sound)</i>
<i>I see</i> _____	<i>(an imaginary sight)</i>
<i>I want</i> _____	<i>(an actual desire)</i>
<i>I am</i> _____	<i>(the first line of the poem repeated)</i>
<i>I pretend</i> _____	<i>(something you actually pretend to do)</i>
<i>I feel</i> _____	<i>(a feeling about something imaginary)</i>
<i>I touch</i> _____	<i>(an imaginary touch)</i>
<i>I worry</i> _____	<i>(something that really bothers you)</i>
<i>I cry</i> _____	<i>(something that makes you very sad)</i>
<i>I am</i> _____	<i>(the first line of the poem repeated)</i>
<i>I understand</i> _____	<i>(something you know is true)</i>
<i>I say</i> _____	<i>(something you believe in)</i>
<i>I dream</i> _____	<i>(something you actually dream about)</i>
<i>I hope</i> _____	<i>(something you actually hope for)</i>
<i>I am</i> _____	<i>(the first line of the poem repeated)</i>



Self-Portrait Silhouettes

Gather magazines, old greeting cards, photos, scissors, glue sticks and coloring materials. Have the students draw and then fill in the silhouette with words, images, and decorations that most describe themselves. Have a “gallery walk” and then a session where students share their work with the class.



Emoji Dancing

Objective: To allow students to freely express their emotions through their motor skills using familiar emoji symbols.

Space: Open floor space large enough to form a circle.

Equipment: Whiteboard and marker.

Preparation: Draw 4 emojis on the whiteboard that represent happy, sad, OK, and mad.

Directions:

1. Have the students sit or stand in a circle.
2. Each child walks to the middle of the circle and says, "Today, I am feeling (1 of the 4 emojis on the board)." The student will then do a body movement that represents how they feel and repeat it.
3. Every time a student demonstrates their movement, the class repeats that same movement back.

Alternatives:

Play music and hold up an emoji card (pre-made cards with a variety of emojis pre-printed). Students will dance according to the feeling and mood of the music, cued by the emoji cards. Play a variety of several songs so students can demonstrate various emotions with their movement.



Pass The Face

1. Stand in a circle.
2. One student starts by making eye contact with the person to the left or right of them and makes a sound and physical movement. For instance, they may say “wow” and clasp their hands to their cheeks.
3. The person who receives focus then turns to the person next to them and repeats the sounds and motion.
4. The idea is to play “telephone” with the sound and motion. You are not trying to imitate the first person, but the person just before you. Watch the nuances of how the hands move, the face changes and the sounds are made.
5. Try and move quicker as you go around the circle, “playing at the speed of fun.”



“Temperature” Thermometer

Using this template have students color in the emotions and fill in what they might be feeling at each level. They can use this to identify and talk about their feelings at a given moment and then be able to work with them constructively.



Mind Mapping

A Mind Map is a diagram for representing tasks, words, concepts, or items linked to and arranged around a central concept or subject using a non-linear graphical layout that allows the user to build an intuitive framework around a central concept. A Mind Map can turn a lengthy list of monotonous information into a colorful, memorable, and highly organized diagram that works in line with your brain's natural way of doing things.

