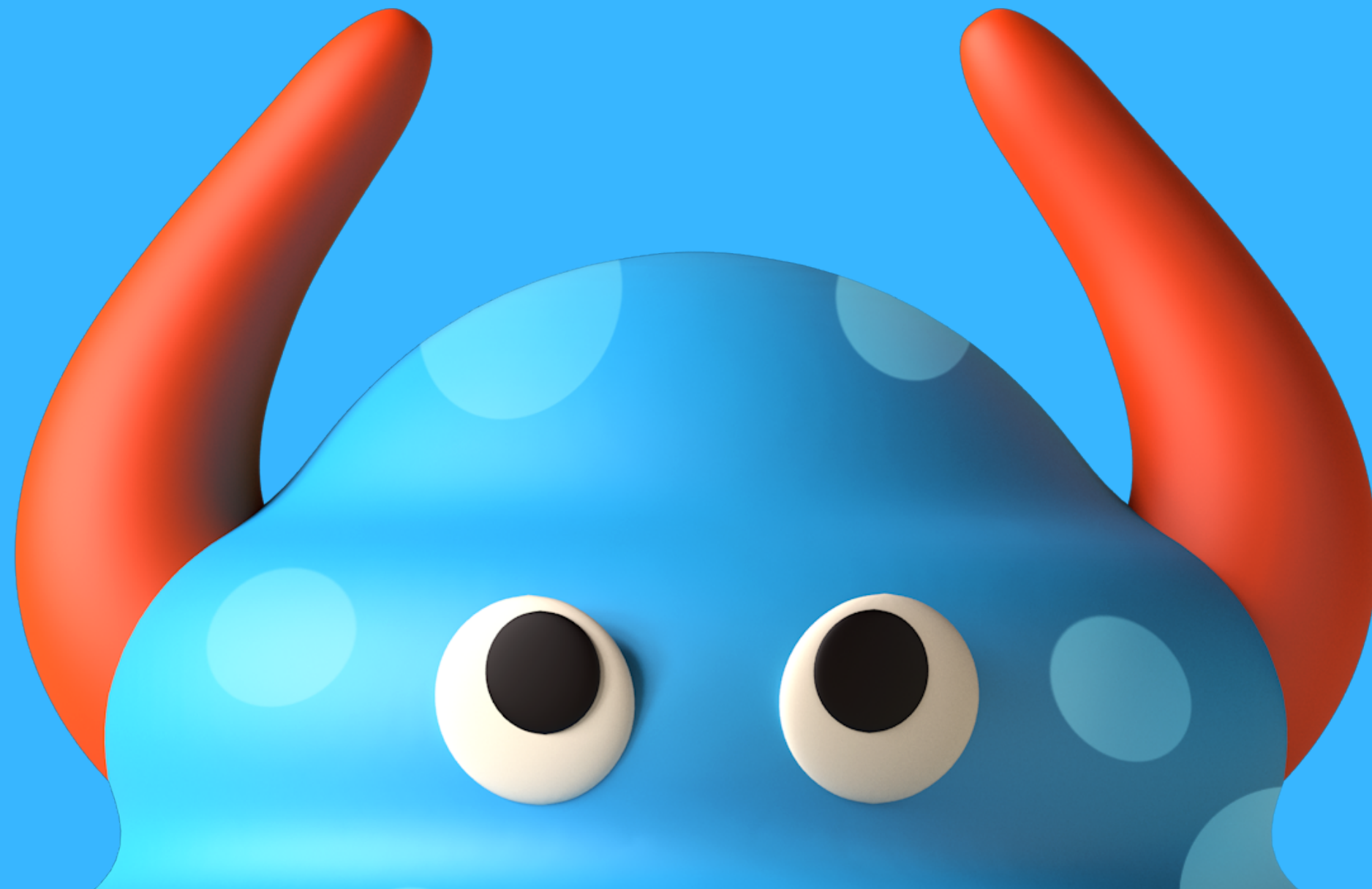


# Reset, Think, and Reconnect





# Welcome

The LACDMH-SBCAP is excited that you have chosen to use this guide to promote social-emotional discussions and further enhance the mental health and wellbeing of your students as they embark on the new school year!

We were all impacted on many levels by the global pandemic, more particular our students who were tasked with the challenge of having to quickly adapt to many changes in school and within their school community.

This guide will provide teachers with the ability to equip their students with activities to increase resiliency, and can be utilized throughout the school year.

# Overview

- Included in this guide is a variety of exercises and activities that can be completed with students.
- Each exercise or activity in this guide is intended to be presented in a elementary school classroom setting.
- Each exercise or activity will include instructions and recommendations for duration and frequency.



# How To Use This Guide

This guide is divided into three sections. Each section has several activities that can be completed together during a class session or divided into several class sessions. Each activity will take approximately 5-10 or 15-20 minutes.

- Reset: The purpose of this section is to start students off with a "fresh start" and encourage them to "reset" by identifying things that make them feel good and paying attention to their emotions.
- Think: The purpose of this section is to acknowledge the experience of the past year and to help students build resiliency by tapping into their strengths and increasing their use of positive affirmations.
- Reconnect: The purpose of this section is to encourage students to connect with themselves and the world around them by utilizing mindfulness exercises and seeking additional support when needed.



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# Recommendations Before Starting

- Music can be utilized as a regulating or calming agent for anxiety or for dysregulation. Consider playing calming music for your class during activities to help your students find balance and regulation. Headspace offers various, free music playlists on their [Youtube channel](#) that can be used.
- Each activity will include a slide that includes directions and suggestions with an accompanying slide to be shared with students. Please note, slides to be shared will contain a star in the top right hand corner of the slide.
- Some activities will include accompanying worksheets, it is recommended to download or print these worksheets prior to the activity to share with students.





# *Reset*



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# RESET WITH MUSIC



- ☀ Duration: 5-10 minutes
- ☀ Frequency: Weekly

Activity: Introducing music as a coping skill and self-regulation tool. Choose a song to play during the beginning of class ([click here](#) for a Headspace compilation). As the teacher discusses this activity with the class, the teacher can create a running list of appropriate songs chosen by the class to play periodically.

Suggested Script: Music can be a great coping skill and a great way to help improve you feel better. What song or songs do you like to listen to that make you feel happy? Please take a few minutes to think of a few songs and/or write them down on your worksheet. I will collect your suggestions and try my best to play them here and there in class.



# What song makes you feel happy?



# ***Coping Skills***

★ Duration: 10-15 minutes

★ Frequency: Weekly



**Activity:** Teach students about coping skills and their benefits. Please see supplemental worksheet to provide to students.

**Suggested Script:** Today we are going to practice and talk about coping skills. Coping skills are ways that we deal with our different feelings and experiences. There are ways to cope that can be unhelpful but today we are going to focus on helpful coping skills. Helpful coping skills are things that we do that make us feel better and make choices that benefit our wellbeing. Some examples are: listening to music, exercising, drawing or painting, using a stressball or playing with toys. They are things that we do to feel better. So lets take a few minutes to think about all of the different coping skills that you like to use in your daily life or that you'd like to try out. (pause) The reason we are doing this is because there may come a time while we are here in school when we will need to tap into those coping skills. It may be easier for some than others, so let's see how we can create a supportive environment in the classroom.



**Think of your own coping skills you would like to use this week...**



**Which ones can you use at school?**



**Which ones can you use at home?**



# ***RESET WORD***



**Duration: 10-15 minutes**



**Frequency: Once**

**Activity:** Deciding on a "Reset word" as a class to promote an open and safe environment for students. The teacher will engage students to mutually agree upon a "Reset word" and establish parameters so students know when it is appropriate to use. This is an activity that can really yield engagement from the students.

**Suggested Script:** Today we are going to work as a class to come up with a "Reset Word." What is a "Reset Word?" A Reset Word is a safe word that a person uses when they need time to check-out so that they can "reset." Sometimes we may need a moment to reset because we are feeling overwhelmed, anxious, or just need a little bit of time to ourselves. Let's talk about a safe word that we can use as a class so that we are all on the same page.

**Recommendations:** Establish a time frame for how long a student gets to "reset," establish where student will reset (i.e. classroom or somewhere outside of class), discuss how students will communicate the reset word when needed, and lastly establish parameters for the amount of times the reset word can be used during the day or class.



**How do we  
want to use the  
reset word in  
our class?**






**THINK**



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# How am I feeling?

As this school year begins, it is important to recognize the impact of this past year. This can be a simple activity such as taking a "Temperature Check" or Mood Check-in at the start of the school-year and even the start of everyweek thereafter.

- **DURATION: 5 MINUTES**
- **FREQUENCY: WEEKLY**

**Activity:** At the beginning of class, ask your students to do a feeling check.

**Suggested Script:** I would like to take a few minutes to allow you to please check-in with yourselves about how you are feeling right now. It is okay to have a lot of different feelings and it is understandable if you are feeling nervous, excited or overwhelmed. (Presenter may want to share how they are feeling).

**Information to Share:** When you know how you are feeling you can support yourself better throughout the day and be mindful of your emotions and what you may need.

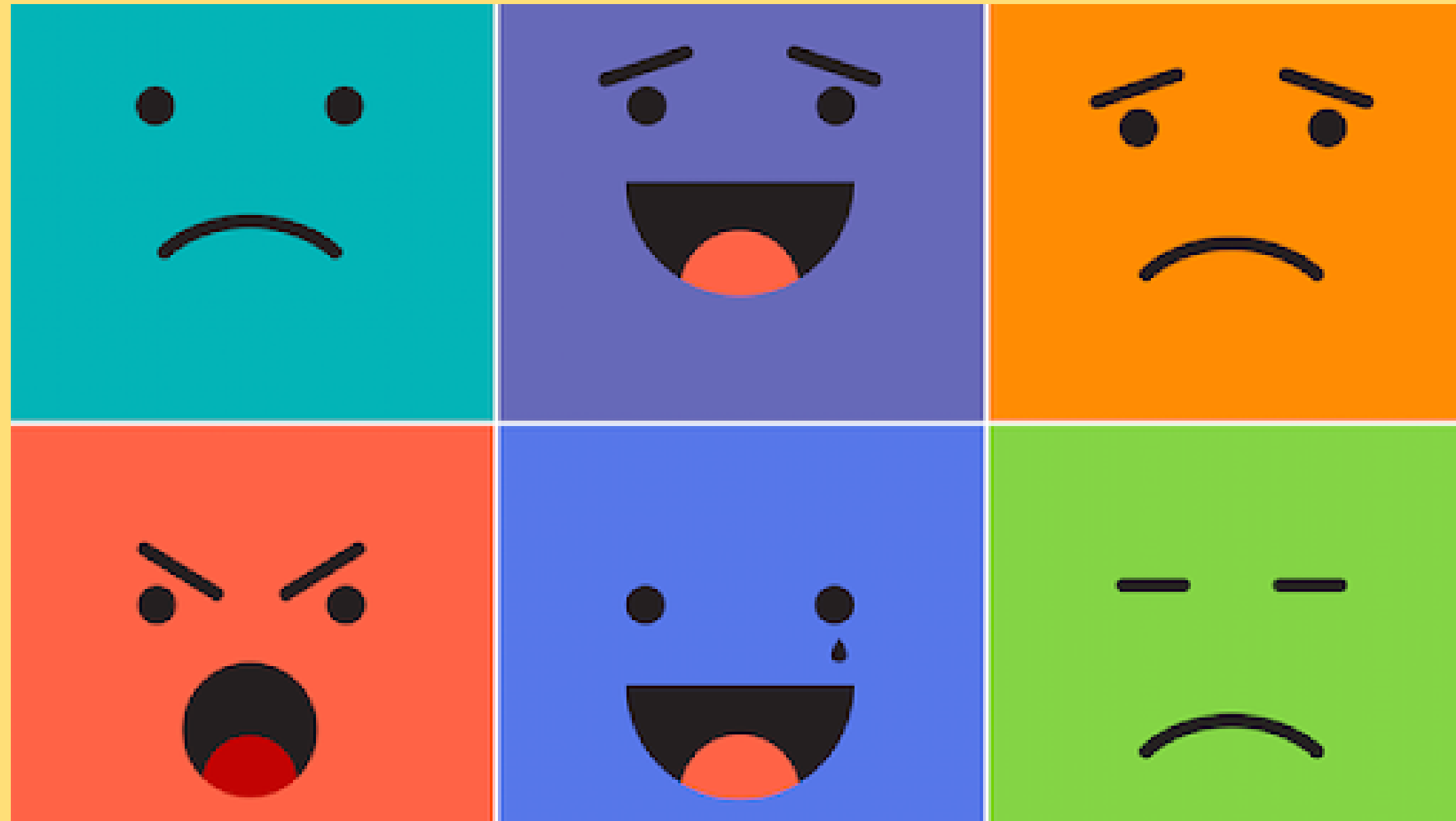


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# HOW AM I FEELING?



**When I know how  
I am feeling I can  
support myself better  
throughout the day and  
think about my emotions  
and what I may need.**

# HOLDING ON

- ★ Duration: 10-15 minutes
- ★ Frequency: Once

**Activity:** Ask students to reflect on something positive that they learned over the week/month.

**Suggested Script:** What is one thing that you learned from the past week/month that you want to keep/hold on to? (Pause) I encourage you all to keep this piece of paper somewhere safe and maybe in the future you can pull it out as a reminder of its importance.

This activity is meant to allow students to recognize what they have learned during this past week/month and would like to keep or remember. This activity can also be completed as a journal entry.



# Reflection

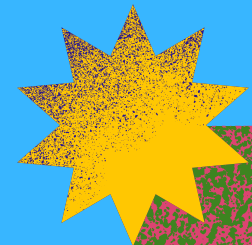
**Please think quietly  
to yourself...**



**What is one thing  
that you learned  
over the  
week/month that  
you want to  
remember?**



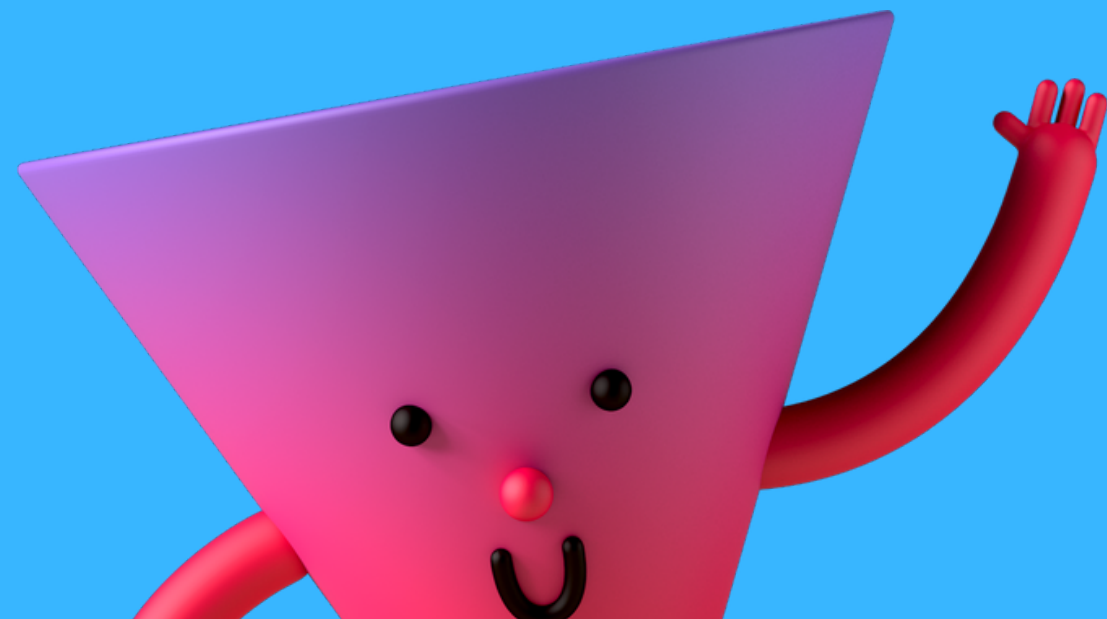
# ***IDENTIFYING STRENGTHS***



- ★ Duration: 15–20 minutes
- ★ Frequency: Once

Activity: Assisting students to identify their own strengths. Pass out sticky notes or a small piece of paper to each student. Ask students to reflect on and identify their individual strengths. Collect responses and display for students. Discuss some responses to elicit conversation. May want to display throughout the year.

# What Are Your Strengths?



# AFFIRMATIONS

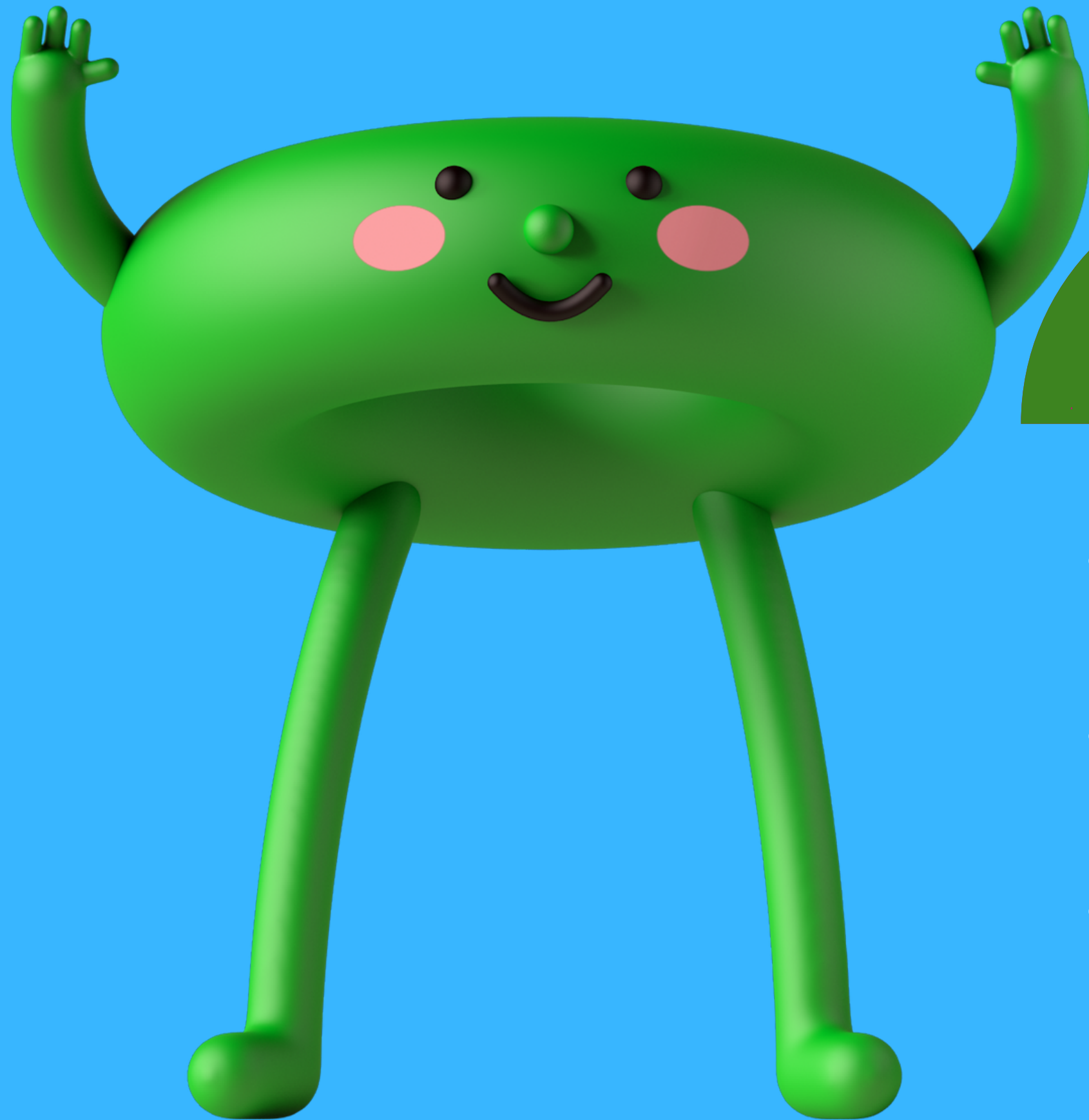
Duration: 15-20 minutes

Frequency: Once

**Activity:** To increase students' recognition and use of positive affirmations. Have students write down their own affirmations and allow those who are willing, to share.

**Suggested Script:** Today we are going to be talking about affirmations. So, what is an affirmation? An affirmation is a positive statement that can help motivate us, increase our self-esteem, and make us feel better about ourselves. Here are a few examples (show example slide). Now I'd like you all to write down your own affirmations. Keep these with you throughout the school year for times you may need a little more motivation, or you can practice saying one affirmation to yourself each day.

**Recommendation:** it is recommended that students share their affirmations only if they feel comfortable. Be sure to explain to students that they do not need to share at the beginning of the activity.



# *Affirmations*

- I am smart
- I am brave
- I am kind
- I will make a difference
- I am curious
- I am funny

# I AM.....



**Please write down  
your own positive  
words that you  
can use this  
school year.**



# RECONNECT

 Duration: 5 minutes Frequency: Weekly

# Mindfulness

Activity: Introducing Mindfulness. This activity can be done at the beginning of every class to help students reconnect with the current moment and ready themselves for class. The meditation app Headspace, is free for educators and contains exercises specifically for students. Each exercise can be completed in as little as 3 minutes. To access please [click here](#).

Suggested Script: Over the course of the school year I would like to introduce you all to mindfulness. Mindfulness asks for you to be fully present, to be aware of where you are and what you are doing. By bringing awareness to what we are experiencing through our senses, thoughts and emotions, we can better address what we are feeling. It may be hard to stay present in the moment, but with practice it can get easier. These exercises will take a few minutes, and it will become easier the more we do it.



Please sit comfortably, close  
your eyes if you want to.



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To be applied in all  
activities and exams

# *Reconnect with Support*

Activity: To remind students that there is support available if needed. The next slide provides local resources and supports for students should they decide they would like mental health support. The teacher may also want to go through supports available in schools, i.e. counselors, school psychologists, or school social workers.

Suggested Script: This last year has been a struggle for most of us. It is okay to not feel okay as we transition into a new normal. If you feel like you need more support than what these activities have given, please reach out to your counselor or stay a few minutes after class so we can talk about the best way to get you some support.

# Support



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If additional support is needed.  
Please refer to your school  
mental health protocol. You  
may also contact the  
Department of Mental Health  
and provide this information to  
the caregiver.

**(800) 854-7771**  
**dmh.lacounty.gov**

**Available 24/7**



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