



3—5

POWER Curriculum |



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# 3–5

## Power Curriculum

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# Introduction

## Pure Edge, Inc.

Pure Edge, Inc. offers children and adolescents a chance at happy, healthy lives by bringing health and wellness practices to schools and communities.

Pure Edge, Inc. Power Curriculum provides young people with skills that minimize stress, lower incidence of bullying and violence, and improve school attendance and academic performance. Program offerings consist of best practices in health and wellness, including exercises based on yoga, mindfulness practices, and nutrition education.

Through partnerships with educators, Pure Edge, Inc. supports parents, teachers, and community leaders in their efforts to provide students with the tools they need to gain success through focus.

## Philosophical Orientation

The full Pure Edge, Inc. curriculum reflects the philosophical orientation and instructional recommendations advocated by the Joint Committee on National Health Education Standards and best practices for health and wellness, including exercises, physical therapy, mindfulness, and nutrition.

Effective health and wellness education promotes critical thinking in students and encourages them to make connections between concepts around healthy living and personal experience. Young people need to be reflective decision-makers. They must learn to identify and analyze how culture, media, and technology shape their everyday physical, mental, and emotional health.

Taught through a sequential, coordinated, and interdisciplinary curriculum, this program addresses a variety of topics aligned with national standards, and can be tailored to meet any state standards. In addition, it can be adjusted to degrees of complexity appropriate to students' developmental levels as they move from middle childhood to adolescence and then to young adulthood. The health and wellness instructor is trained to define the intellectual level and depth of instruction most appropriate for students.

Research completed by the National Association for Sport and Physical Education (NASPE) and Centers for Disease Control and Prevention (CDC) reveals that there is a direct relationship between academic achievement and fitness. Movement and exercise enhance the learning state for memory retention and retrieval. Therefore, physical activity is a catalyst for learning in all content areas and should be an essential element of students' daily routines.

The knowledge that students gain through this program enhances their own health and wellness, as well as the health and wellness of their peers and community. The program promotes a supportive environment where individuals' similarities and differences are acknowledged and accepted.

# The Five Principles of Health and Wellness

Our philosophical orientation is put into practice through the application of our Five Principles of Health and Wellness.

1. **Body:** Through wellness exercises, we teach the abilities to energize, strengthen, and stretch the body.
2. **Breath:** Through regulated breathing exercises, we teach the ability to calm the nervous system through impulse control, ways to identify stressful situations, and coping mechanisms.
3. **Mind:** By observing the mind, we teach the skill of “slowing down” so that students are able to reduce stress, identify habits, and navigate strong emotions.
4. **Attention:** Through the use of coordinated practices of body, breath, and mind, we teach the ability to focus in a coherent direction. We often ask students to “pay attention,” but they don’t know what attention is, or where to pay it. Attention is not a thing; attention is a state. In an active state of attention, students can steer their actions in the direction of their

choosing. Teachers can also use these tools in order to help focus their students, for classroom management, and for effectively imparting instruction.

5. **Engagement:** Through the achievement of relaxation and attention, we teach students how to engage with their own decision-making processes and improve their aptitude for perceiving the most beneficial choices with regard to the demands of education, as well as the demands of life at home and in social situations. Full engagement may allow improvement in handling stressful experiences, such as test-taking or peer pressure.





## Program Objective

**To provide students with skills that have been shown to help them**

- Minimize stress
- Self-soothe
- Improve focus
- Become more attentive, confident learners
- Actively participate in their own physical, emotional, social, psychological, and environmental wellness
- Lower incidence of bullying and violence
- Increase school attendance and academic performance



## Course Description

**A typical health and wellness course  
will emphasize**

- Movement and Rest
- Breath
- Relaxation
- Attention
- Engagement
- Discussion
  - Character development
  - Values
  - Self-care
  - Self-awareness
  - Emotional regulation

The background of the entire page consists of horizontal stripes in four colors: light blue, grey, yellow, and light grey, repeating from top to bottom. A large white circle is positioned on the left side, partially overlapping the stripes. Inside this circle, the text 'Unit 1' is written in a blue script font, and 'Power To Be Calm' is written in a dark blue sans-serif font below it.

# Unit 1

## Power To Be Calm



# Unit Description and Outline

**Power To Be Calm** introduces three of the five principles of health and wellness—body, breath, and mind—with a focus on bringing mindfulness (kind awareness) to our classmates, our space, and ourselves. Students will explore different aspects of the breath, including its ability to calm the body and mind, through scaffolded mindful breathing exercises. The principal focus of this unit is to practice routines and agreements (Mindfulness Promises) with clear expectations in order to cultivate a respectful classroom culture where all students feel safe and have equal ability to attain success.

## *Essential Questions*

What is mindfulness?

How can being mindful shape our experiences?

How can developing mindfulness influence our decision-making?

## **Enduring Understandings**

Mindfulness can help us make healthier decisions.

## **Learning Objectives**

Students will be able to do the following...

### 1.1 Agreements, Routines, and Class Structure

- Meet class expectations through activities focused on routines and class agreements (Mindfulness Promises).
- Cocreate an atmosphere of safety, trust, and acceptance.
- Cultivate mindfulness by practicing kindness toward themselves and others.
- Apply the Belly Breathing exercise to calm their bodies and minds.

### 1.2 Building Awareness of Breath (Part I)

- Strengthen their mindfulness muscles through the practice of Belly Breath Counting.
- Rehearse classroom routines and agreements (Mindfulness Promises).
- Define mindfulness.
- Describe the relationship between emotions and breath.
- Establish a habit of mindfulness.

### 1.3 Building Awareness of Breath (Part II)

- Apply the Countdown Calm Down breathing technique when experiencing challenges or strong emotions.
- Use anchor words to maintain focus on breath when the mind starts to engage in distracting thoughts.

### 1.4 Building Awareness of Movement: One Step at a Time

- Synchronize breath and movement to develop a mindfulness walking practice.
- Take responsibility by following classroom routines and agreements during mindfulness sessions with minimal teacher guidance.

- Identify difficult emotions and where they have felt those emotions in the body.
- Observe the physical sensations experienced when strong emotions arise to work through emotions rather than becoming overwhelmed and reacting out of habit.
- Differentiate between healthy and unhealthy habits.

### 1.5 Building Awareness Through Rest

- Investigate the physical sensations created by participating in a teacher-guided progressive relaxation exercise.
- Define stress and identify personal stressors.
- Differentiate between positive and negative stress.
- Apply stress-management techniques to positively cope with and manage personal stress.

### 1.6 Mindful Reflection: From the Ground Up

- Construct Mindfulness Homes by recognizing, reflecting upon, and recording core values, support systems, coping mechanisms, strengths, and areas in need of improvement, using the Mindfulness Home template.
- Augment mindfulness practice through purposeful reflection to develop a better understanding of oneself.



### 1.7 Mindfulness Web: Interconnectedness and Interdependence

- **Participate in a Mindfulness Web exercise to kinesthetically sense and appreciate the interconnectedness of community members.**
- Define “community” and name three communities of which they are members.
- Share one way they contribute (or would like to contribute) to their communities.
- Define and provide a real-world example of interconnectedness and interdependence.

### 1.8 Letters of Kindness

- **Compose a letter of kindness to someone whom they appreciate and feel grateful for having in their lives.**
- Describe how mindfulness can activate the power to be kind.
- Explain the “ripple effect” of random acts of kindness.

### 1.9 Let Gratitude Be Your Attitude

- **Classify behaviors as either “bucket fillers” or “bucket dippers.”**
- Identify things one can do and say to be a “bucket filler.”
- Defend the importance of being a “bucket filler.”
- Apply the Golden Rule (“Do unto others as you would have done unto you”).

### 1.10 Tokens of Gratitude

- **Give tokens of gratitude to show appreciation.**
- Investigate the relationship between caring and gratitude.

# Read-Aloud Books

**Each Kindness**

by Jacqueline Woodson

**Confessions of a Former Bully**

by Trudy Ludwig

**The Can Man**

by Laura E. Williams

**Thank You, Mr. Falker**

by Patricia Polacco

**Mr. Lincoln's Way**

by Patricia Polacco

**When Lightning Comes in a Jar**

by Patricia Polacco

**The Golden Rule**

by Ilene Cooper

**One World, One Day**

by Barbara Kerley

**Pay It Forward Kids: Small Acts,  
Big Change**

by Nancy Runstedler

**Pay It Forward**

by Catherine Ryan Hyde

**14 Cows for America**

by Carmen Agra Deedy

**The Mangrove Tree: Planting Trees  
to Feed Families**

by Susan L. Roth and Cindy Trumbore

## Unit 1 Standards

### SEL

- 1A.2a.: Describe a range of emotions and the situations that cause them.
- 1A.2b.: Describe and demonstrate ways to express emotions in a socially acceptable manner.
- 1B.2a.: Describe personal skills and interests that one wants to develop.
- 2A.2a.: Identify verbal, physical, situational cues that indicate how others may feel.
- 2A.2b.: Describe the expressed feelings and perspectives of others.
- 2B.2b.: Demonstrate how to work effectively with those who are different from oneself.
- 2C.2a.: Describe approaches for making and keeping friends.
- 3A.2a.: Demonstrate the ability to respect the rights of self and others.
- 3B.2b.: Generate alternative solutions and evaluate their consequences for a range of academic and social situations.

### NHES

- 1.5.2: Identify examples of emotional, intellectual, physical, and social health.
- 1.5.3: Describe ways in which safe and healthy school and community environments can promote personal health.
- 4.5.1: Demonstrate effective verbal and nonverbal communication skills to enhance health.
- 5.5.5: Choose a healthy option when making a decision.

- 7.5.1: Identify responsible personal health behaviors.
- 7.5.2: Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.

### National PE

- Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
- Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
- Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.
- Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.



## 1.1 Vocabulary

Accountability  
Activate  
Agreement  
Community  
Kindness  
Mindfulness  
Notice  
Respect  
Routine  
Skill  
Symbols  
Unique  
Valued  
Willpower

## Lesson 1

### Agreements, Routines, and Class Structure

#### 1.1 Overarching Learning Objective

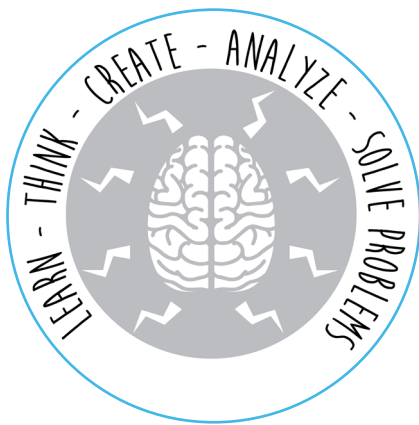
Students will be able to meet class expectations through activities focused on routines and class agreements (Mindfulness Promises).

#### 1.1 Materials

- Ball (or other item to pass around in a circle)
- Chime
- Mini harmonica
- Visual aid for Silent Symbols
- Visual aid for Volume Scale
- “Mindfulness Promises” chart
- Unit 1 Reflection Journal
- Optional: Felt circle for each student (to designate personal movement space)

## 1.1 Guiding Questions

- *What are the three things we will practice each time we meet?*
- *What are our three Mindfulness Promises?*
- *Explain the importance of each Mindfulness Promise.*
- *Why do we need rules (agreements)?*
- *How do rules keep us safe?*
- *Do all people, including adults, need rules?*
- *What would happen if everyone had different rules?*
- *Are there rules we need to follow outside of school? Give an example.*
- *Why do you think mindfulness requires practice? How can mindfulness help you do well in school? When making friends?*
- *What does it mean to be a superhero?*
- *Why does being a superhero require more than just having superpowers?*



## 1.1 Connect

*I am going to teach you about your five superpowers. Many of planet Earth's creatures have unique superpowers. Sea cucumbers can liquefy their bodies to squeeze through small spaces, and birds called swifts can fly without stopping for almost two hundred days! Just like any other species in the animal kingdom, we too have distinctive superpowers.*

*The brain—which has the ability to learn, think, create, analyze, and solve problems—is the powerhouse that enables us to activate our five superpowers. Our brains have a limitless capacity to learn. Sometimes we have difficulty learning new things because we have not yet discovered how to focus our attention to absorb new information.*

*Having superpowers doesn't make you a superhero unless you know how to use your special strengths and talents to become your best self and make a positive difference in the lives of others. During our time together, we are going to learn how to develop laser-like, focused attention and activate our superpowers through a skill called mindfulness. To help us become mindful, each time we meet we will practice special ways to move, breathe, and rest. The first superpower we will activate is our power to be kind and calm.*

## 1.1 Teach

*Today we are going to spend time getting to know one another and establishing our mindful class routines and agreements. Mindfulness means noticing what is happening as it is happening. Mindfulness is about paying attention on purpose, with a sense of kindness and curiosity. Anything can be done mindfully, including brushing your teeth, eating breakfast, walking to school, and even doing homework. Although mindfulness sounds simple, it is a skill that takes practice, because it requires our fully focused attention.*

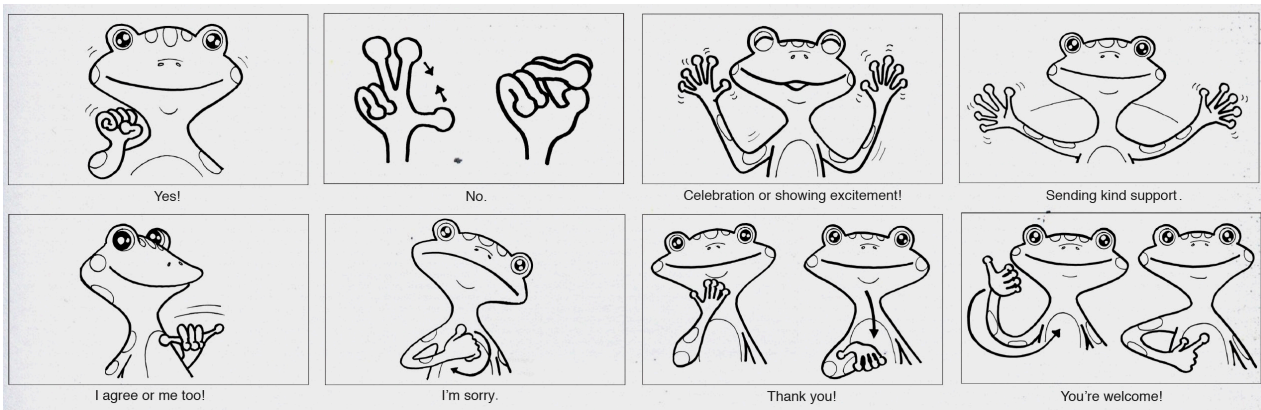
*Each time we meet, we will start in Seated Mountain, growing tall, as if our heads were balloons floating lightly upward.*

Demonstrate Seated Mountain in a chair if the class is starting at their desks. Display Reflection Journal page “Seated Mountain.” Direct students’ attention to what it feels like to be seated. Have them follow simple seated movements with their head, shoulders, arms, hands, fingers, legs, feet, and toes, as in Simon Says. Then instruct students to return to Seated Mountain.



*Our Opening Routine will always start with mindful breathing. Imagine you are holding the stem of a flower gently in one hand and a candle in the other. Smell the flower’s scent through your nose and blow out the candle’s flame through your mouth. Inhale, smell the flower; exhale, blow out the candle.*

*To create a quiet, peaceful space to work together, we will practice Silent Symbols for “yes,” “no,” “agree,” “bathroom,” “I’m sorry,” “sending kind support,” and “thank you.”*



*Next, we will practice how to respond when I sound the chime.*

Display Silent Symbols Visual. Model hand symbols as students imitate.



**Demonstrate:** Ring chime, peace sign (two fingers in the sky), silent signal (index finger touching your lips). Emphasize that students' eyes are on you once the chime rings. Practice until the whole group responds with the appropriate hand symbols and their eyes on you. Turn this into a fun experience by allowing students to talk to one another until you ring the chime. Praise individual students who respond quickly and correctly to the chime. Building response to your attention routine is extremely important and must happen on day one.

## Movement

Mountain  
Mountain/Sunrise  
Big Toe  
Star into Triangle  
Tree  
Cat/Cow  
Rock  
Closing Sequence:  
– Seated Sunrise  
– Seated Sunset  
– Seated Mountain  
Guided Rest

\*Dark blue denotes new postures for the lesson.

### 1.1 Active Engagement

*Let's play a name game to get to know one another better. We will pass this ball around the circle. Whoever has the ball shares their name and a fact about themselves (e.g., "I have a brother," "I am on a soccer team," "Pizza is my favorite food"). If the fact is true about you, stand up and say, "Me too!"*

Refer to the "Volume" chart to illustrate the appropriate speaking volume for this exercise. Remind students that you are looking for them to demonstrate kindness toward one another. This means that when a student shares, they show respect by listening with eyes on the speaker and refrain from making any comments if they do not have the same fact in common.

*Before we get ready to move our bodies, let's discuss our Mindfulness Promises to help us activate our power to be kind to ourselves, our classmates, and our teachers. Demonstrating kindness and respect allows every member of our community to feel important and valued.*

Teach Mindfulness Promises through call-and-response (or another method that you prefer). After reciting each of the three Mindfulness Promises below, have students signal their agreement with a thumbs-up.



*I will be safe and kind with myself.*

- Safe with my own body and in relation to the people around me.
- Thumbs up at center of chest.

*I will be safe and kind to the friends around me.*

- Kind words and actions toward myself and others.
- Thumbs up and extended out toward classmates.

*I will be aware of my words and actions to create a safe, kind, and calm classroom community.*

- Staying on task and following the teacher's directions.
- Open hand circling to represent entire community.

*You can think of our agreements as three Mindfulness Promises: **be safe, be kind, work together.***

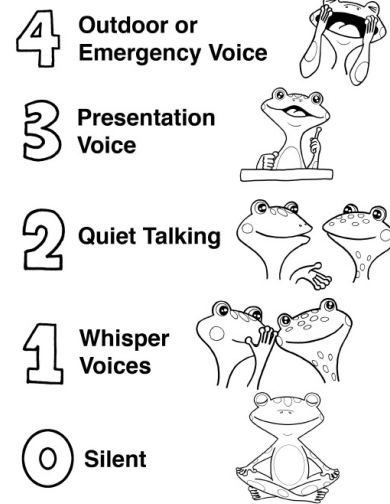
*Let's practice how we move to our movement spots.*

Share how to set up a safe space around each student.  
(Optional: Use felt circles to define personal movement spaces.)

**SAFE** ↔ **KIND** ↔ **WORK TOGETHER**

*Find your movement space by reaching your arms out wide. Remember our Mindfulness Promises—be safe, be kind, work together—so no one harms themselves or others, on purpose or by mistake. Once you find your spots, stand still in Mountain for the Stillest Mountain game. (Sound the harmonica to signal the start of the game.)*

#### Volume Scale



10

## 1.1 Link

*Today we practiced our basic classroom routines and Mindfulness Promises: be safe, be kind, work together. In the coming weeks, we will practice how to be kind and respectful toward ourselves and others, working together as a community. We will play games to learn new strategies and to activate our power to be calm.*

## Closing Routine and Thank-Yous

- Send thanks to self with hug
- American Sign Language for “thank you”
- Send Sparkle Fingers around to show gratitude and support for self and the group
- *Smile... Meet eyes all around—thank you for traveling and tapping into your power to be calm!*

## 1.1 Closing Routine

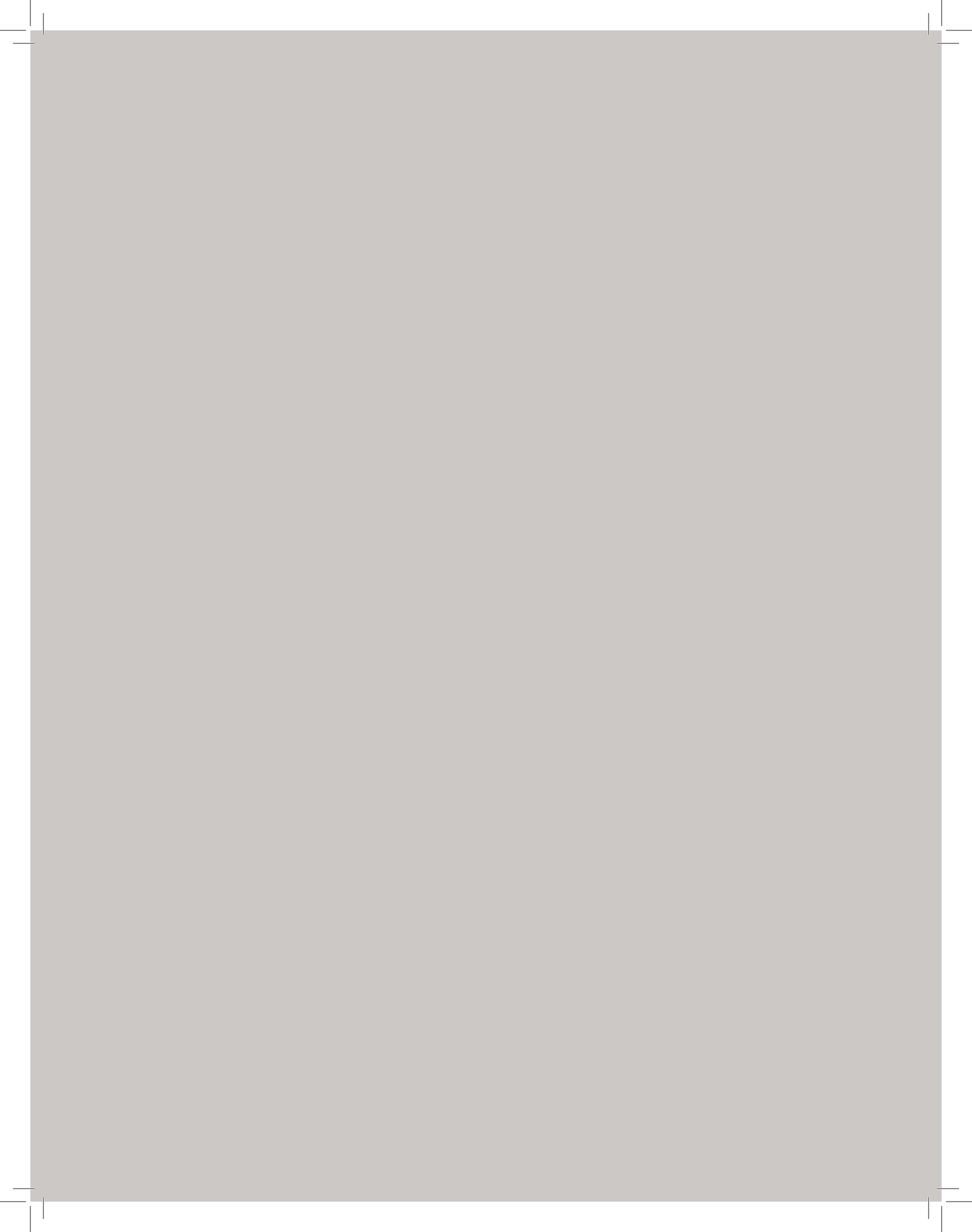
*To close today’s class, grow tall in Seated Mountain. Place your hands on your stomach. Fold forward, close your eyes and allow your body to rest for three mindful breaths. Allow the inhale to inflate your belly like a balloon. As you exhale, feel your belly slowly deflate and sink back toward you. Notice how you feel calmer after taking slow, deep breaths into your belly.*

**It is crucial to establish a clear and consistent Closing Routine in the first weeks/months of class.**

Explain and model how to leave the practice space and exit the room. Recap and demonstrate routine as many times as necessary until students are able to carry out steps independently (mid-semester and/or mid-year refreshers may be required).

## 1.1 Home Practice

*Whenever you have a free moment (at home, at school, on the bus, in the car, etc.), use it to practice slow, deep belly breathing in Seated Mountain.*





## 1.2 Vocabulary

Attitude  
Common good  
Curiosity  
Habit

## Lesson 2

### Building Awareness of Breath

#### PART I

#### 1.2 Overarching Learning Objective

- Students will be able to strengthen their mindfulness muscles through the practice of Belly Breath Counting.

#### 1.2 Materials

- Chime
- Tone bar
- Mini harmonica
- Visual aid for Silent Symbols
- Visual aid for Volume Scale
- “Mindfulness Promises” chart
- Unit 1 Reflection Journal
- Optional: Felt circle for each student (to designate personal movement space)

## 1.2 Guiding Questions

- *What is kindness?*
- *What does kindness look like? Sound like? Feel like?*
- *How can you activate your power to be kind?*
- *How can mindfulness help you activate your power to be kind?*
- *What does it mean to have an attitude of curiosity and openness?*
- *What inspires you to perform an act of kindness?*
- *Why are random acts of kindness worth the effort?*
- *How can random acts of kindness change the world?*
- *What is the common good?*
- *How can practicing and teaching kindness contribute to the common good?*
- *When someone is unkind, how does that affect the school community?*
- *Explain the statement “The kindness in people is reflected back to them.”*
- *Explain the statement “Kindness is difficult to give away because it keeps coming back.”*

## 1.2 Connect

*Last time we worked together, we practiced our basic classroom routines and agreements, which we can remember as our three Mindfulness Promises: be safe, be kind, work together. In the coming weeks we will practice how to be kind and respectful toward ourselves and others, working together as a community. We will play games and learn strategies to activate our power to be kind and calm.*

## 1.2 Teach

*Today we will continue our exploration of our mindfulness class routines and agreements. Remember, mindfulness means noticing what's happening while it's happening, with an attitude of kindness and curiosity. We will also continue to practice how to activate our power to be kind and calm through mindful breathing.*

Next, run through the Mindfulness Promises with a call-and-response:

*I will be safe and kind with myself (thumbs up at center of chest).*

*I will be safe and kind to the friends around me (thumbs up and extended out toward classmates).*

*I will be aware of my words and actions to create a safe and kind classroom community (open hand circling to represent entire community).*

*Remember, you can think of our agreements as three Mindfulness Promises: be safe, be kind, work together.*

Briefly review the procedure to follow after the chime sounds (peace sign, silent signal, eyes on teacher).

## 1.2 Active Engagement

Demonstrate a Belly Breath Counting exercise, and then lead students, with a steady count, through the exercise. Explain that this exercise is about strengthening their mindfulness muscles. The goal is to maintain their attention exclusively on the breath. When thoughts, emotions, or external sounds arise, which they will, allow them to float by and return their focus to the breath. Reassure students that it is natural for their attention to wander. Regardless of the number of times their attention drifts, focus on the breath. Over time, with consistent practice, they will notice that their attention strays less frequently. Belly Breathing sends messages to the brain to calm the body and strengthen mindfulness muscles.

1. *Start in Seated Mountain with a tall spine, relaxed shoulders, and eyes gently closed.*
2. *Breathe naturally through the nose.*
3. *To begin, inhale deeply through the nose and exhale through the mouth for a count of one.*
4. *On the second exhale, count to two.*
5. *Repeat, continuing to extend the exhale to a count of five.*
6. *On the exhale, pretend you are breathing through a straw or slowly blowing bubbles in order to slow down and even out the breath.*

The cycle may be repeated, starting from a count of one. Do not exceed a count of five, although the tempo may be slowed down as students' focus and breath capacity improve. **Optional:** Use a metronome to keep the tempo.

## Movement

Mountain  
Mountain/Sunrise  
Half Opening  
Sequence A, x 3  
Big Toe  
Star into Triangle  
Tree  
Cat/Cow  
Pointing Dog  
Rock  
Closing Sequence  
–Seated Sunrise  
–Seated Sunset  
–Seated Mountain  
Guided Rest

## Closing Routine and Thank-You

- Send thanks to self with hug
- American Sign Language for “thank you”
- Send Sparkle Fingers around to show gratitude and support for self and the group
- *Smile... Meet eyes all around—thank you for traveling and tapping into your power to be calm!*

Remind students to:

- Direct and, when necessary, redirect their attention to the breath.
- Breathe through the nose.
- Only count the duration of the exhale (not the inhale).
- Keep the same tempo for each count.

### Engagement Follow-up Questions

- *How did you feel as the exhalations became longer?*
- *Did you notice the brief pauses between each inhalation and exhalation?*
- *What did you notice about your ability to stay focused on the breath?*
- *Did your mind have a tendency to jump from one thought to another?*
- *How could calming our minds and bodies help us act from a place of kindness?*

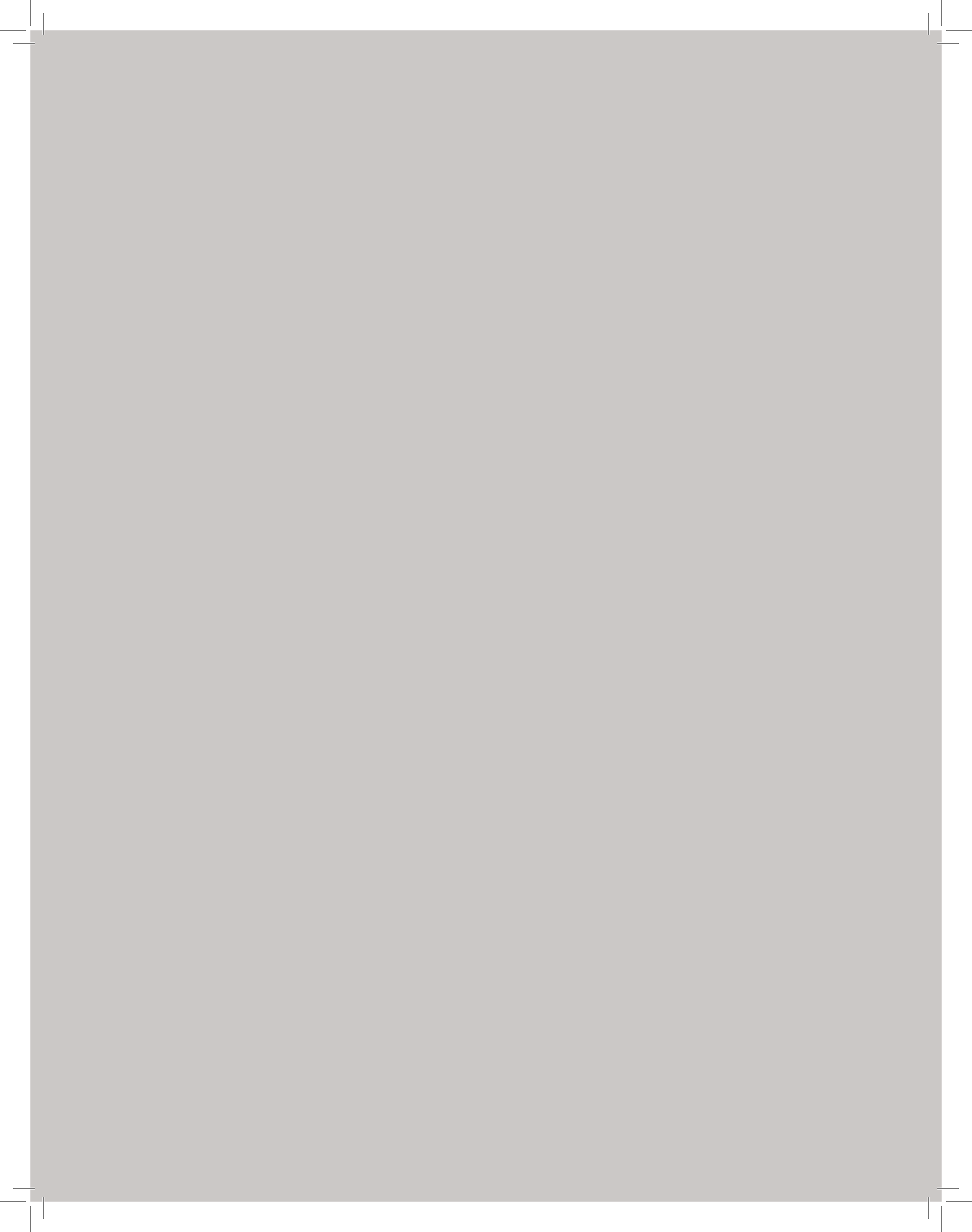
## 1.2 Link

*Today we took the first step of strengthening our mindfulness muscles and activate our power to be kind and calm with Belly Breath Counting. Remember, mindfulness means noticing what’s happening while it’s happening, with an attitude of kindness and curiosity. So become curious! Start noticing your different breathing patterns and how they connect to your emotions and activity level. When you’re not running around outside or during gym class, a calmer breath means a calmer, more focused mind ready to make smarter, kinder decisions.*

## 1.2 Home Practice

*Start to make mindfulness a habit. Practice one or two rounds of Belly Breath Counting every day this week. Notice if you start to feel a little calmer and more focused. Practice trains your body to respond more efficiently to Belly Breathing. The more you practice mindful breathing, the more it becomes a habit, just like brushing your teeth or taking a shower.*







## 1.3 Vocabulary

Anchor  
Countdown  
Drift  
Observe  
Shallow  
Trigger  
Wander

## Lesson 3

### Building Awareness of Breath

#### PART II

#### 1.3 Overarching Learning Objective

Students will be able to apply the Countdown Calm Down breathing technique when experiencing challenges or strong emotions.

#### 1.3 Materials

- Chime
- Tone bar
- Mini harmonica or breathing ball
- Visual Aid for Silent Symbols
- Visual Aid for Volume Scale
- “Mindfulness Promises” chart
- Optional: Felt circle for each student (to designate personal movement space)

## 1.3 Guiding Questions

- *How does it feel to focus on your breath?*
- *What did you notice about your ability to keep your attention focused only on your breath?*
- *How does counting each breath keep you focused only on your breath and prevent your mind from wandering?*
- *How does using anchor words like “in” and “out” keep you focused on your breath and prevent your mind from wandering?*
- *What other anchor words could you use to keep you focused on your breath?*
- *When could you try mindful breathing again today?*

### 1.3 Connect

*Last time we worked together, we took the first step to strengthen our mindfulness muscles and activate our power to be kind and calm with Belly Breath Counting. We started to notice how our different breathing patterns are connected to our emotions and activity level. When we're not running around outside or during gym class, a calmer breath means a calmer, more focused mind ready to make smarter, kinder decisions.*

### 1.3 Teach

*Today we will learn another breathing technique to use when you feel overwhelmed. It's called **Countdown Calm Down**.*

*Put a thumb up if you have ever been in a bad mood and were not sure why. We can use mindful breathing practices like Countdown Calm Down to figure out what is really upsetting us. Sometimes, our rotten mood is triggered by a negative thought (provide example). Thoughts often flash into and out of our mind like lightning bolts. Before we even realize we had the thought, the emotion that follows sticks with us and we are left in a bad mood.*

### 1.3 Active Engagement

Have students find their movement spaces.

Model **Countdown Calm Down**.

*Now it's your turn to practice Countdown Calm Down. From Seated Mountain, place one hand on your knee, palm down. Breathing in, reach the other hand up to the sky and spread your fingers wide like the arms of a sea star. Breathing out through your mouth, making a "haaaa" sound, slowly lower your hand, keeping track with your fingers...five, four, three, two, one. Close your hand to make a fist.*

Pause for a moment, then start again at a slower tempo, reflected in both your voice and your hand movements. Direct students to notice how they feel. Remind them that in mindfulness there is not a right or wrong way to feel, nor a right or wrong way to notice. Mindfulness is simply a kind awareness. Continue for a count of three, two, and one.

*Our breath is going to be our anchor. Just like a boat's anchor prevents it from floating away, our breath will help keep our minds from floating off to other thoughts aside from our breath. When you notice your attention beginning to drift away to other thoughts (e.g., "What's for lunch today?" or "I'm nervous about my math test!"), you can use your breath as an anchor to bring your attention back to it. Using anchor words for the breath like "in" for the inhale and "out" for the exhale can help bring your attention back to your breath.*

Have students repeat two to three rounds of Countdown Calm Down, using the anchor words "in" and "out." (Alternatively, you could teach the anchor words "rising" and "falling" if students pay close attention to how the body moves during the breath.)

## Movement

Mountain  
Mountain/Sunrise  
Half Opening  
Sequence A x 3  
Big Toe  
Star into Triangle  
Tree  
Cat/Cow  
Pointing Dog  
Butterfly  
Cobra  
Sleeping Crocodile  
Closing Sequence  
Guided Rest

### 1.3 Link

*Today we learned how to use the breathing technique Countdown Calm Down when we feel strong emotions that are difficult to manage. Slow breathing into your belly calms the body and mind when you feel overwhelmed. Counting your breaths and using the anchor words “in” and “out” will help keep your mind focused on your breath instead of wandering to other distracting thoughts. The wonderful thing about using your breath to calm down is that you can practice anywhere and at any time (e.g., during recess, during a challenging test, to help you fall asleep at night).*

*This week, when you start to feel a strong emotion, practice Countdown Calm Down. Compare how you feel before and after your mindful breathing. Teach Countdown Calm Down to a family member at home.*

### Closing Routine and Thank-Yous

- Send thanks to self with hug
- American Sign Language for “thank you”
- Send Sparkle Fingers around to show gratitude and support for self and the group
- *Smile... Meet eyes all around—thank you for traveling and tapping into your power to be calm!*

### 1.3 Closing Routine

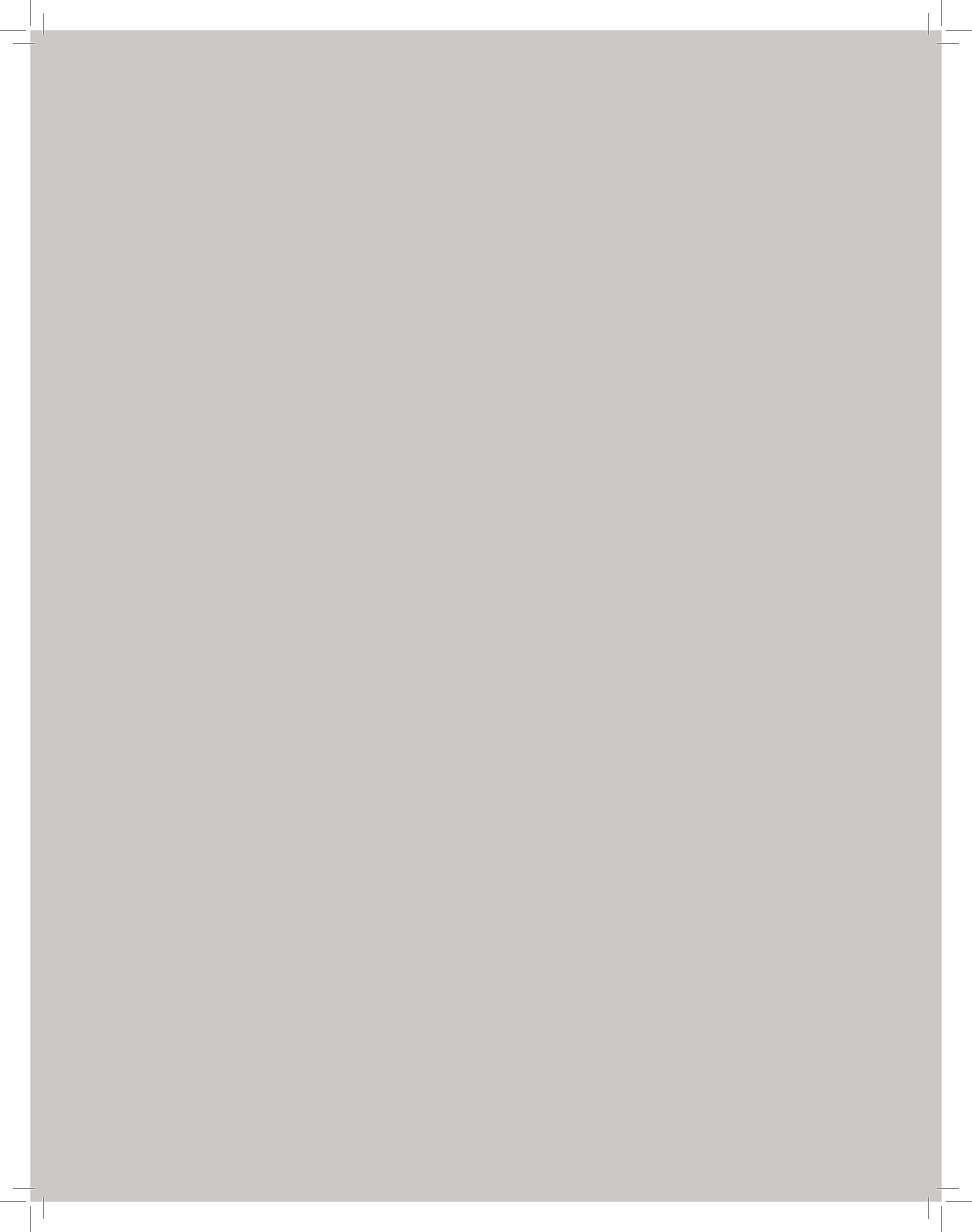
*Today we will add a mindful listening game to our closing routine.*

Take out the tone bar.

*Close your eyes. I am going to ring a bell. Put a thumb up the moment you hear its sound. Closely follow the sound with your ears until it completely disappears. Raise a silent hand when you can no longer hear it ringing. Notice how mindfully following a peaceful sound can help activate your power to be calm.*

### 1.3 Home Practice

*As you move through your day at school and at home, notice the sounds around you. Can you find a peaceful sound to help you activate your power to be calm? Maybe it’s the sound of your own heartbeat, or your own breath.*





## 1.4 Vocabulary

Careless  
Emotion  
Gait  
Habit  
Impulsive  
Overwhelmed  
Pace  
Physical  
React  
Sensation  
Skill  
Stride

## Lesson 4

### Building Awareness of Movement

#### ONE STEP AT A TIME

##### 1.4 Overarching Learning Objective

- Students will be able to synchronize their breath and movements to develop a mindfulness walking practice.

##### 1.4 Materials

- Chart paper and marker
- Chime
- Tone bar
- Mini harmonica
- Visual aid for Silent Symbols
- Visual aid for Volume Scale
- “Mindfulness Promises” chart
- Optional: Felt circle for each student (to designate personal movement space)



## 1.4 Guiding Questions

- *What emotions have you experienced?*
- *Where do you feel those emotions in your body?*
- *Do you feel certain emotions more strongly than others? If so, which ones?*
- *How would you describe those physical sensations?*
- *Have you noticed any emotions you do not feel in your body?*
- *How do you usually react when you experience a difficult emotion?*
- *What is a habit? Give an example of a personal habit.*
- *What is an example of a healthy habit?  
An unhealthy habit?*
- *How can mindfulness become a habit?*
- *How can you use mindful breathing to change a habit of instantly reacting to a strong emotion?*
- *Why is it important to think before you react?*
- *What does it mean to “Walk as if you are kissing the Earth with your feet”?*

## 1.4 Connect

*Last time we worked together, we learned how to use the breathing technique Countdown Calm Down when we feel strong emotions that are difficult to manage. Slow breathing into your belly calms the body and mind when you feel overwhelmed. Counting your breaths and using the anchor words “in” and “out” help to keep your mind focused on your breath instead of wandering to other distracting thoughts.*

## 1.4 Teach

*Feelings are not just experienced in our minds, but in our bodies as well. Today’s mindfulness exploration involves noticing how we feel when we sit, stand, walk, and breathe by training ourselves to notice the physical sensations in our bodies.*

*When we experience difficult emotions like anger, impatience, jealousy, or embarrassment, we might feel heat or tightness in our bodies. When we are scared, our hearts might start beating harder and faster. When we are anxious and worried, we might get an upset stomach or a headache. The reverse is also true. Sometimes when we are sick or injured, we can experience a strong emotional response. For example, if I caught the flu before my friend’s birthday party, I might feel sad or angry.*

*The closer we pay attention to how our bodies feel in response to our emotions, the more easily we can identify the true emotion we are experiencing. We need to become skilled at mindfully listening to the clues our bodies give us so we can work with our emotions, rather than becoming overwhelmed and reacting out of habit.*

Create a class chart of strong emotions. Discuss where they feel these emotions in their bodies. Explain the importance of identifying emotions to develop the habit of more mindful responses rather than careless, impulsive reactions.

Continue to weave the practice of routines and agreements throughout the lesson, focusing on transitions that your class has not yet mastered.

### 1.4 Active Engagement

Have students stand in a large circle. Lead a mindfulness walk around the circle, bringing awareness to their gaits by connecting each step with either an inhale or an exhale. Encourage students to notice every step, feeling each part of the foot as it makes contact with the ground.

Have students imagine walking:

- In snow
- Barefoot on scalding sand
- Along a tightrope / balance beam
- On a thin sheet of ice
- On a city street
- Through a foot of thick mud
- Through a chilly stream
- Through a chilly stream while stepping over large rocks and fish

Have students notice the stride, pace, physical effort, and level of focus in each scenario.

*How does mindful walking differ from the way you habitually walk?*

(Point out how we often don't experience how enjoyable walking can be.)

*How can you apply the technique of mindful walking when you walk through the hallways at school?*

## Movement

Mountain  
Half Opening  
Sequence A x 3  
Big Toe  
Star into Triangle  
Tree or  
Forest Sandwich  
Table  
Butterfly  
Flower  
Plank into Push-up x 4  
Cobra  
Seal 1 and 2  
Sleeping Crocodile  
Rock  
Seated Twist  
Closing Sequence  
Guided Rest

## Closing Routine and Thank-Yous

- Send thanks to self with hug
- American Sign Language for “thank you”
- Send Sparkle Fingers around to show gratitude and support for self and the group
- *Smile... Meet eyes all around—thank you for traveling and tapping into your power to be calm!*

### 1.4 Link

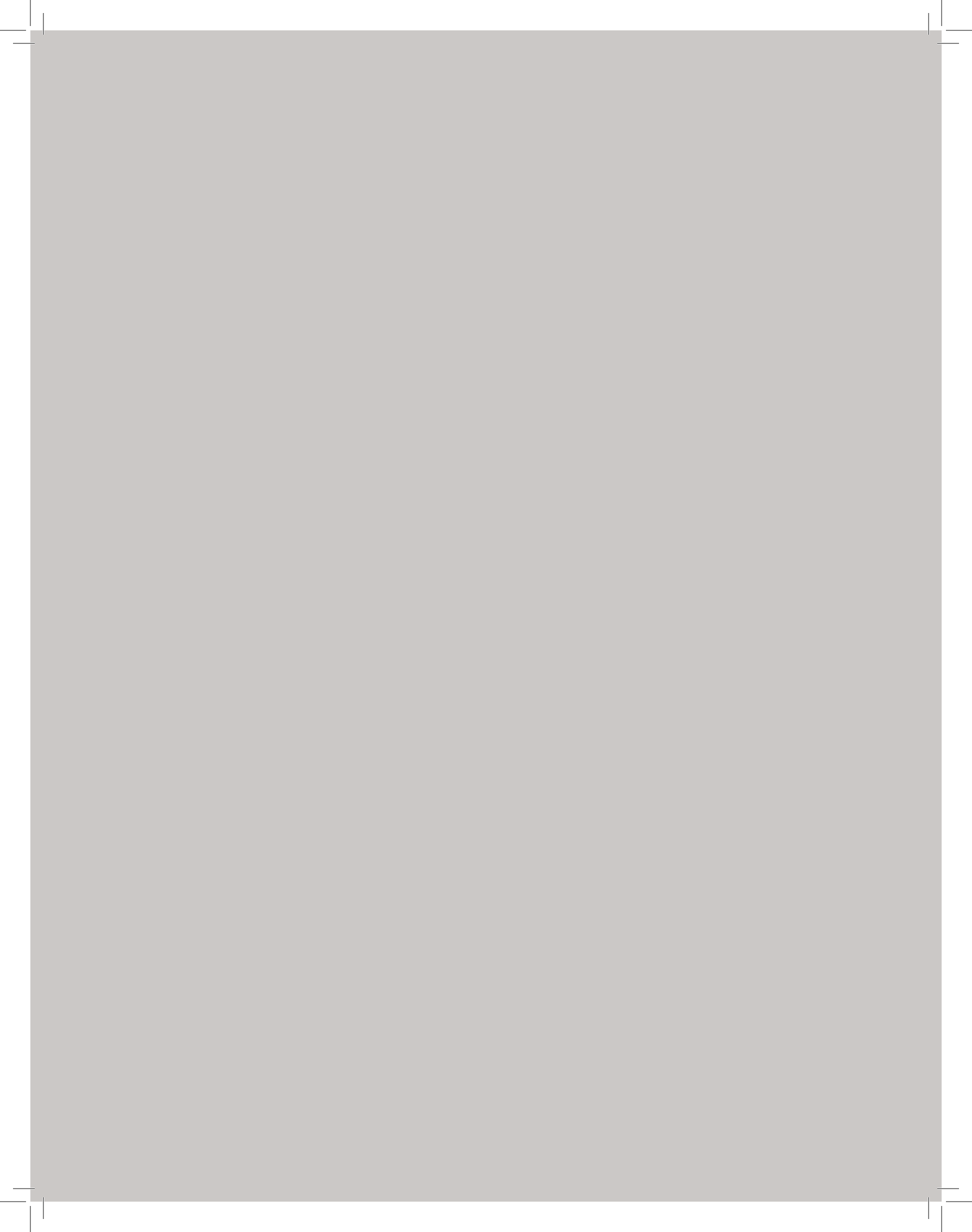
*Today we learned that both our minds and bodies experience our emotions because they are connected. Our minds affect how our bodies feel, just as our bodies affect how our minds feel.*

*A mini mindfulness walk acts as a speed bump throughout the day, slowing us down so we can tune in to our surroundings and ourselves. You can practice mindful walking anywhere, at any time: around the perimeter of a room or a large table, down a hallway, or up a flight of stairs. It's not how many steps you take that matter, but the mindfulness of each step taken.*

Close with mindful breathing. Students place one hand on their stomachs and one hand on their chests, observing how the breath changes the shape of their torsos.

### 1.4 Home Practice

*When you feel overwhelmed, a mini mindfulness walk can calm your mind and body to activate your power to be kind and calm. You don't need a lot of space. Practice your mini mindfulness walk whenever and wherever you can. In our next class, you'll have the opportunity to share what it was like to walk mindfully at school, at home, on the playground, or wherever else you happened to be strolling.*





## 1.5 Vocabulary

Independence

Moderation

Motivate

Relax

Release

Scan

Space

Stillness

Stress

Stress-management

Stressor

Tension

## Lesson 5

### Building Awareness Through Rest

#### 1.5 Overarching Learning Objective

Students will be able to synchronize breath and movement to develop a mindful walking practice.

#### 1.5 Materials

- Chime
- Tone bar
- Mini harmonica or breathing ball
- Visual aid for Silent Symbols
- Visual aid for Volume Scale
- “Mindfulness Promises” chart
- Optional: Felt circle for each student (to designate personal movement space)

## 1.5 Guiding Questions

- *What does tension feel like in your body?*
- *When do you feel tension in your body?*
- *Why is relaxation important?*
- *What do you do to relax?*
- *What are examples of healthy ways to relax?*
- *What is stress?*
- *What are examples of possible stressors?*
- *Is all stress bad? Why or why not?*
- *What are some examples of situations you've had control over that caused you stress?*
- *What are some examples of situations you've had no control over that caused you stress?*
- *Why is it important to know how to respond to stressors in a positive way?*
- *What does "practice means progress" mean?*
- *How can you use today's relaxation technique when you feel tense or stressed?*
- *How can you share today's relaxation technique with others?*

# ...Move ...Breathe ...Rest

## 1.5 Connect

*Last time we worked together, we learned that both our minds and our bodies experience our emotions because they are connected. Our minds affect how our bodies feel, just as our bodies affect how our minds feel. If I feel nervous, I might get a stomachache. If I broke my finger, I would feel upset that I couldn't play sports or do Crow pose until it healed.*

*We also took a mini mindfulness walk to synchronize our breath and movement and activate our power to be calm when we feel overwhelmed by strong emotions. Mindfulness walks sharpen our ability to recognize a feeling as it begins to surface inside of us, instead of allowing it to overtake us like a tsunami.*

## 1.5 Teach

*Today we will continue to observe our breath and explore the Guided Rest portion of our class. Remember that each of our sessions is comprised of three parts: movement, breath, and rest.*

*First, let's think about spaghetti. How would you describe a piece of uncooked spaghetti (e.g., stiff, rigid, hard, easily broken)? What about a piece of cooked spaghetti (e.g., flexible, bendable, soft, malleable)? When we feel strong emotions like anxiety, worry, fear, or anger, we can become stiff or tense, like a piece of uncooked spaghetti. When we are happy and relaxed, our bodies feel looser and more flexible, like a piece of cooked spaghetti.*

*Let's try to feel the difference in our body. Make your face, shoulders, hands, legs, and toes stiff, or tense, like a hard piece of uncooked spaghetti. Now inhale through your nose and exhale strongly through your mouth, making a "haaaa" sound, allowing all of your muscles to release and relax. Become like a soft piece of cooked spaghetti. Put a thumb up if you prefer to feel like a piece of cooked spaghetti.<sup>1</sup>*



*When we feel stressed out about something, like having an argument with a friend, getting in trouble at school, or having too much homework, our bodies can become tense and stiff, like an uncooked piece of spaghetti. Stress is what you feel when you are worried or uncomfortable about something. The worry in your mind can make your body feel bad. Strong emotions from worry cause stress, which can give you a stomachache or headache, or make you feel exhausted from expending lots of energy on worrying.*

*Not all stress is bad. An example of positive, healthy stress may be having butterflies in your stomach or sweaty palms before having a performance or delivering a presentation to your classmates. This type of stress, in moderation, can sometimes motivate you to prepare well and perform better. A little bit of stress can help you rise to a challenge, like studying harder for an upcoming exam. But too much stress for long periods of time is not healthy. Stressing out too much over a test can make it difficult to concentrate and remember the necessary information.*

*Stress and stressors (the things that cause stress) are not the same for everyone. Something that causes you stress might not cause your friend stress, and vice versa.*

## Movement

Mountain  
Half Opening  
Sequence A  
Big Toe  
Star into Triangle  
Stork  
Plank Sequence x 3  
Rock  
Sandwich  
Table  
Frog or Crow  
Seal 1 and 2  
Bow into Rock  
Seated Wave  
Closing Sequence  
Guided Rest

### 1.5 Active Engagement

*Find your movement space. Notice how you feel in Standing Mountain.*

Guide students through a shakeout of each body part. Have students observe how it feels to move their bodies and then be perfectly still in Standing Mountain for several breaths. Investigate how the quality of the breath changes when in motion as compared to standing still.

**Optional:** Have students take their pulses before the full-body shakeout and then directly afterward to compare how their heart rate was affected by the movement.

*Now that we have moved our bodies, let's explore the Rest portion of class.*

If space permits, have students lie down in a circle with their heads pointing toward the center. Otherwise, conduct the Guided Rest portion with students seated at their desks. Have students place their feet flat on the floor, dangle their arms loosely by their sides, rest their foreheads or cheeks on their desks, and close their eyes. Lead students in a progressive muscle relaxation, instructing them to tighten and release specific muscles. Advise students to avoid straining a muscle by tensing their muscles too strongly. After completing the guided relaxation, ask students to redirect their attention to any part of their bodies in which they are aware of muscular tension and attempt to gradually release the tension with each successive exhale. Have students share their experiences.



Wrap up the Rest portion by having students sit tall in Seated Mountain. Have students choose to rest their hands on their stomachs, chests, or noses to observe the breath's movement and its affect on the body. Students begin with three mindful breaths. Instruct them to continue counting each breath until their minds start to wander or they lose count. Once they become distracted, have them start again from breath one. Set a goal of seven focused breaths, which takes about 30 seconds. Increase the time by several seconds each session to build mindfulness stamina.

### 1.5 Link

*Today we observed how the quality of our breath (and heart rate) changes when we are actively moving, compared with when we are motionless. We experimented with tensing and releasing individual muscles to help our bodies release stress and relax, like a soft piece of cooked spaghetti. Stress-management techniques, like the one we explored today, work best when they are regularly practiced, not just during times of extreme stress. Remember, practice means progress!*

### 1.5 Home Practice

*Notice your breath and your heartbeat throughout your day at different levels of activity—sitting, standing, walking, running, reading a book, asking a question in class, etc. When do your breath and heartbeat feel steady? When does your breath and heartbeat get noisy and quick?*

### Closing Routine and Thank-Yous

- Send thanks to self with hug
- American Sign Language for “thank you”
- Send Sparkle Fingers around to show gratitude and support for self and the group
- *Smile... Meet eyes all around—thank you for traveling and tapping into your power to be calm!*



## 1.6 Vocabulary

Coping  
Reflect  
Strengths  
Support system  
Values

## Lesson 6

### Mindful Reflection

#### FROM THE GROUND UP

#### 1.6 Overarching Learning Objective

Students will be able to construct their Mindfulness Homes by recognizing, reflecting upon, and recording their core values, support systems, strengths, and areas in need of improvement using the Mindfulness Home template.

#### 1.6 Materials

- Mindfulness Home template (for each student)
- Enlarged Mindfulness Home template on chart paper
- Marker
- Chime
- Tone bar
- Mini harmonica or breathing ball
- Visual aid for Silent Symbols
- Visual aid for Volume Scale
- “Mindfulness Promises” chart
- Optional: Felt circle for each student (to designate personal movement space)

## 1.6 Guiding Questions

- *What was the most difficult part of building your Mindfulness Home?*
- *What does it mean to “value” something?*
- *What are your core values?*
- *What is a support system?*
- *Who is part of your support system?*
- *What is the difference between people who support us and people who protect us?*  
(fifth grade)

## 1.6 Connect

*Last time we worked together, we observed how the quality of our breath and heart rate changes when we are actively moving, compared with when we are motionless. We experimented with tensing and releasing individual muscles to help our bodies release stress and relax, like a soft piece of cooked spaghetti. Stress-management techniques, like the one we explored today, work best when they are regularly practiced, not just during times of extreme stress.*



## 1.6 Teach

*Today we are going to dive deeper into our mindfulness exploration by building our own personal Mindfulness Homes.<sup>1</sup> The home you create will represent your life as you see it now. When you mindfully reflect, or think deeply and carefully, about who you are, it can feel like you're entering an old, dark attic room and turning on the light. In that light you can see everything much clearer. You can see all of the happy memories you have made, perhaps captured in a photograph, a piece of artwork you made in kindergarten, or a vacation souvenir. If you look closely, you might discover some dusty corners of the room that need to be cleaned, in the same way that each of us has things we would like to improve about ourselves, like becoming a stronger reader or a better friend.*

*Today we are going to explore the houses of our minds and think deeply and carefully about our core values (e.g., being truthful, kind, compassionate, fair, responsible, respectful, generous, courageous, determined, forgiving), the people we love, our strengths, and the areas in which we would like to improve.*

1: Riddoch & Eggers Huber Christensen, *Dialectical Behavior Therapy Skills: 101 Mindfulness Exercises & Other Fun Activities for Children and Adolescents*. <http://childhoodinterventions.blogspot.com/2014/12/dbt-house.html>.

## 1.6 Active Engagement

### Mindfulness Home

Demonstrate how to build a Mindfulness Home on chart paper. Remind students that their Mindfulness Homes are representations of their lives from their point of view at this point in time.

#### Parts of the House:

- **Walls:** Anything/anyone who supports you.
- **Roof:** Names of people/things that protect you.
- **Chimney:** Ways in which you blow off steam (ways of coping).
- **Billboard** (above house): Things you are proud of and want to share with others.

#### Levels of the House (either list or draw and label):

- **Level 1 (Foundation):** Your core values.
- **Level 2:** Things about yourself that you would like to improve upon.
- **Level 3:** Emotions you would like to experience more often.
- **Level 4:** Things you are happy about (or things that bring you happiness).

### 1.6 Link

*Today we learned the importance of reflection in developing our mindfulness muscles by constructing our personal Mindfulness Homes. Although mindfulness is about paying attention on purpose to what's happening as it's happening, sometimes we need to take time to reflect on, or think deeply and carefully about, who we are, where we've been, and where we're going. Reflection is an excellent mindfulness tool to use when we want to savor the joy of happy memories, learn from our mistakes, or set goals for the future.*

### 1.6 Home Practice

*Do you remember the people you named as important parts (the walls and roof) of your Mindfulness Homes? Before we meet again, find a moment to thank them for the ways in which they help you. When we see one another again, you will be invited to share how the member(s) of your Mindfulness Homes responded to your thank-you.*

## Movement

Mountain

Opening Sequence A

× 3

Big Toe

Star into Triangle

Surfer into Reverse

Wave into Wave

Stork

Dolphin Dive × 3

Sandwich

Table and Slide

Rolling Rock into

Butterfly

Frog or Crow

Superhero 1 and 2

Bow

Rock

Seated Twist

Closing Sequence

Guided Rest

## Closing Routine and Thank-Yous

- Send thanks to self with hug
- American Sign Language for "thank you"
- Send Sparkle Fingers around to show gratitude and support for self and the group
- *Smile... Meet eyes all around—thank you for traveling and tapping into your power to be calm!*



## 1.7 Vocabulary

Community  
Consequences  
Contribute  
Impact  
Influence  
Interconnectedness  
Interdependence  
Responsibility

## Lesson 7

### Mindfulness Web

#### INTERCONNECTEDNESS AND INTERDEPENDENCE

##### 1.7 Overarching Learning Objective

Students will be able to participate in a Mindfulness Web exercise to kinesthetically sense and appreciate the interconnectedness of community members.

##### 1.7 Materials

- Large ball of yarn
- Chart paper and a box of colored markers
- Chime
- Tone bar
- Mini harmonica
- Visual aid for Silent Symbols
- Visual aid for Volume Scale
- “Mindfulness Promises” chart
- Optional: Felt circle for each student (to designate personal movement space)



## 1.7 Guiding Questions

- *What is a community?*
- *What does it mean to be part of a community?*
- *How do (or can) you contribute to your community?*
- *What does it mean to be interconnected?*
- *How are members of a community interconnected?*
- *Why might it be helpful to understand that we are all connected?*
- *What does it mean to be interdependent?*
- *How are members of a community interdependent?*
- *How do our actions affect others?*
- *Why is it important to think or reflect before impulsively reacting to a challenging situation?*
- *Can you describe another example of interconnectedness in nature (or society)?*  
(fourth and fifth grades)

## 1.7 Connect

*Last time we worked together, we learned the importance of reflection in developing our mindfulness muscles by constructing our personal Mindfulness Homes. Although mindfulness is about paying attention on purpose to what's happening as it's happening, sometimes we need to take time to reflect on, or think deeply and carefully about, who we are, where we've been, and where we're going. Reflection is an excellent mindfulness tool to use when we want to savor the joy of happy memories, learn from our mistakes, or set goals for the future.*

## 1.7 Teach

*Today we are going to continue our mindfulness journey to learn more about the importance of being mindful of our words and actions toward others. Think of your words and actions like a tube of toothpaste. Once they're out, it's impossible to put them back where they came from.*

Introduce the concept of community. Have students share different communities of which they are members (e.g., nuclear family, extended family, religious institution, class, school, after-school clubs, sports team, band or orchestra). Create a chart with concentric circles to represent different communities and their respective sizes. The innermost circle represents the individual. The outermost circle represents the world. In between are a variety of communities, including one's home, neighborhood, city, state, country, and continent. Use a different color to highlight each concentric ring. Point out how one person is part of many different, yet interconnected and interdependent, communities.

## 1.7 Active Engagement

### Mindfulness Web

Have students stand in a circle. Bring out the ball of yarn. Demonstrate how you reflect upon one mindful or kind thing you are proud of yourself for practicing. Hold on to a piece of the yarn before passing the ball of yarn to a student across from you in the circle. Have each student share one aspect of mindfulness that makes them proud for having put into practice.

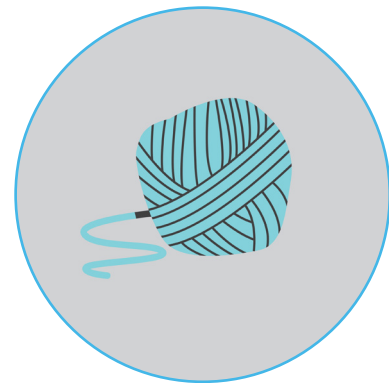
Point out that as the ball of yarn is tossed from one student to the next, a mindfulness web is created, connecting each member of the group. Each strand of the web represents an individual act of kindness or mindfulness that has contributed to improving the community both inside and outside of the classroom. When every student has had a chance to share their reflections, explain how the web symbolizes the class community, which will continue to grow throughout the school year. In a community, when something happens to one member, everyone is affected. Have everyone pull the yarn so the web is taut. Tug on your piece of yarn and ask if everyone can feel the tug, which signifies the interconnectedness of each group member. Invite individual students to tug on the web to ensure everyone feels the tug.

*What might the tug represent (or suggest) about the connections between each member of our class community?*

While students are still standing holding the yarn, so the symbolism of the web is still present, lead a discussion about the importance of showing kindness to and respect for yourself and others. Introduce the concepts of interconnectedness and interdependence. Go around the circle and have each student complete the sentence “Kindness is...”

### Movement

Mountain  
Opening Sequence A  
x 3  
Big Toe  
Star into Triangle  
Surfer into Reverse  
Wave into Wave  
Figure Four  
Dolphin Dive x 3  
Butterfly  
Flower  
Half Boat x 3  
Frog or Crow  
Cobra  
Bridge and Wheel  
Knees into Chest  
Closing Sequence  
Guided Rest



## Closing Routine and Thank-Yous

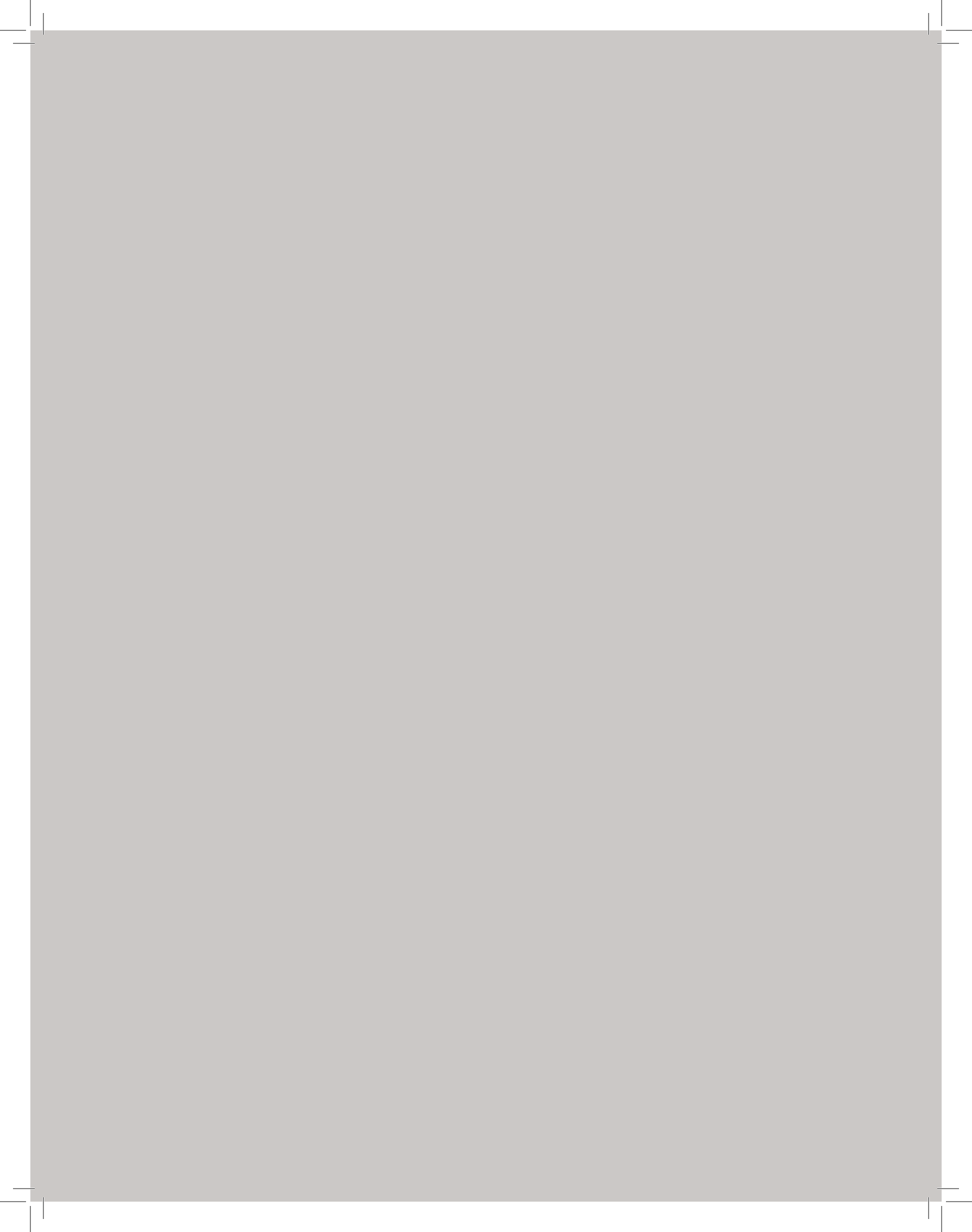
- Send thanks to self with hug
- American Sign Language for “thank you”
- Send Sparkle Fingers around to show gratitude and support for self and the group
- *Smile... Meet eyes all around—thank you for traveling and tapping into your power to be calm!*

### 1.7 Link

*Today we learned about the interconnectedness and interdependence of people within a community and among different communities (refer to “Community” chart). Our words and actions have a much bigger impact than we might have realized before today’s lesson. Think of your words and actions like throwing a pebble into a quiet lake. Once the pebble strikes the water, it creates outward-moving ripples, which grow bigger and bigger, just like the concentric circles we created on our community charts.*

### 1.7 Home Practice

*This week, practice random acts of kindness. Small acts of kindness, such as a smile, a hug, or a kind word, can have a big impact, in addition to strengthening your power to be kind.*





## 1.8 Vocabulary

Contagious  
Genuine  
Grateful  
Gratitude  
Sincere

## Lesson 8

### Letters of Kindness

#### 1.8 Overarching Learning Objective

Students will be able to compose a letter of kindness to someone they appreciate and feel grateful for having in their lives.

#### 1.8 Materials

- Lined paper (one sheet per student)
- Envelopes (one per student)
- Pens (one per student)
- Chart paper and marker
- Chime
- Tone bar
- Mini harmonica
- Visual aid for Silent Symbols
- Visual aid for Volume Scale
- “Mindfulness Promises” chart
- Unit 1 Reflection Journal
- Optional: Felt circle for each student (to designate personal movement space)

## 1.8 Guiding Questions

- *What is kindness?*
- *What does kindness look like? Sound like? Feel like?*
- *What can kindness do for others? For you?*
- *How can you activate your power to be kind?*
- *How can mindfulness help you activate your power to be kind?*
- *What does it mean to have an attitude of curiosity and openness?*
- *What inspires you to perform an act of kindness?*
- *Why are random acts of kindness worth the effort?*
- *How can acts of kindness have a ripple effect?*
- *How can random acts of kindness change the world?*
- *Explain the statement “The kindness in people is reflected back to them.”*
- *Do you agree with the following statement: “No act of kindness, no matter how small, is ever wasted”? Defend your answer.*

## 1.8 Connect

*Last time we worked together, we learned about the interconnectedness and interdependence of people within a community and among different communities. We explored how our words and actions have a much bigger impact than we might have realized. Even small acts of kindness, such as a smile, a hug, or a kind word, can have a big impact, in addition to strengthening your power to be kind.*

## 1.8 Teach

*Today we are going to express our gratitude for someone we are grateful for by writing him/her a letter of kindness.*

Point out how we have become so used to sending people texts or messaging them online that we have forgotten the importance of writing someone a letter to express our appreciation.

## Movement

Mountain  
Opening Sequence A x 3  
Mountain/Chair x 3  
Triangle  
Surfer into Reverse  
Wave into Wave  
Volcano 1 and 3  
Figure Four  
Rolling Rock into Sandwich  
Sandwich  
Table and Slide  
Seated Tree  
Boat into Floating Lotus x 3  
Frog or Crow  
Bridge or Wheel  
Knees into Chest  
Closing Sequence  
Guided Rest

## 1.8 Active Engagement

### Kindness Letter

Demonstrate the basic letter-writing conventions (e.g., greeting, date, body of letter, closing, signature) by modeling how you would compose a letter of kindness to someone you care about on chart paper.

## 1.8 Link

*Today we each composed a letter of kindness to someone we care about and feel grateful for having in our lives. Acts of kindness don't have to cost anything or take too much time. Sometimes a simple gesture, like a smile or a hug, can raise someone's spirits, including your own. Being kind comes from the heart. Remember, kindness is contagious and makes it more enjoyable to be part of a community.*

*Next time we meet we will continue to explore how to activate our power to be kind through mindfully cultivating an attitude of gratitude.*



## 1.8 Home Practice

Have students record an act of kindness on their blank paper leaf.

### *Ways To Express Gratitude*

Draw or write about one person or place for which you are grateful.  
 How can you express your gratitude? Here are some ideas we thought of in class as a way to express gratitude: volunteer to help someone, play with someone at recess, give someone a compliment, a hug, a handshake, or a high-five!

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## Closing Routine and Thank-Yous

- Send thanks to self with hug
- American Sign Language for “thank you”
- Send Sparkle Fingers around to show gratitude and support for self and the group
- *Smile... Meet eyes all around—thank you for traveling and tapping into your power to be calm!*



## 1.9 Vocabulary

Attention  
Character trait  
Classify  
Content  
Mission

## Lesson 9

### Let Gratitude be Your Attitude

#### 1.9 Overarching Learning Objective

Students will be able to classify behaviors as either “bucket fillers” or “bucket dippers.”

#### 1.9 Materials

- Bucket
- Chime
- Tone bar
- Mini harmonica
- Visual aid for Silent Symbols
- Visual aid for Volume Scale
- “Mindfulness Promises” chart
- *Have You Filled a Bucket Today?: A Guide to Daily Happiness for Kids* by Carol McCloud
- Optional: Felt circle for each student (to designate personal movement space)

## 1.9 Guiding Questions

- *Does everyone carry an invisible bucket?  
How do you know?*
- *How can you tell if someone's bucket is empty or full?*
- *What does it feel like when your bucket is empty?  
When it is full?*
- *How can you be a bucket filler?*
- *What are the character traits of a bucket filler?  
A bucket dipper?*
- *How do you feel when you fill someone else's bucket? Why?*
- *What does it mean to show respect for others?  
Give an example.*
- *How does showing respect for others fill both their bucket and your own?*
- *What happens to your bucket when you dip into someone else's bucket? Why?*
- *How does being mindful help you become a better bucket filler?*
- *What does it mean to "do unto others as you would have them do unto you"? Why is this called the "Golden Rule"?*
- *What does "good deeds fill needs" mean?*

## 1.9 Connect

*Last time we worked together, we each composed a letter of kindness to someone we care about and feel grateful for having in our lives. We learned that acts of kindness don't have to cost anything or take too much time. Sometimes a simple gesture, like a smile, a hug, or a kind compliment, can raise someone's spirits, including your own. Being kind comes from the heart. Remember, kindness is contagious and makes our community a happier, more enjoyable place to be.*

## 1.9 Teach

*Today we are going to continue our exploration of how mindfulness helps activate our power to be kind by becoming "bucket fillers" and cultivating an attitude of gratitude.*

Review the concept of gratitude and its connection to mindfulness practices, including mindful breathing. Teach students the ABCs of mindfulness: **A**ttention, **B**reath, and **C**ompassion.

Read (or ask the classroom teacher to read) *Have You Filled a Bucket Today?* by Carol McCloud. If time does not permit, share the concepts of "bucket fillers" and "bucket dippers." (This lesson does not require that students have read the book.)

*We all carry invisible buckets that contain our feelings about ourselves. When our buckets are full, we feel content. When our buckets are empty, we feel sad. We can learn to become bucket fillers through random acts of kindness toward others and ourselves. We want to set a good example for bucket dippers, who might need to learn what being a bucket filler looks like!*

*When we fill someone else's bucket, we in turn fill our own. Spreading positive feelings brings happiness to both the receiver and the giver. You will never fill your own bucket by dipping into someone else's bucket. Our mission is to create a community of bucket fillers.*

**1.9 Active Engagement**

**Optional activity:** Instruct students how to form an Inside-Outside Circle to exchange ideas about how to become bucket fillers.

1. Students count off by twos. The ones form an inner circle, facing out. The twos form an outer circle, facing in. Each two should be facing a one, forming a pair.
2. Pose one of the above Guiding Questions or one of the prompts listed below. Partners briefly share ideas for 30 seconds (or up to one minute, depending on the question or prompt).
  - *Bucket filling looks/sounds/feels like...*
  - *Bucket dipping looks/sounds/feels like...*
3. On your signal, the outside circle shifts one spot to the right to form a new partnership. The new pair can either discuss the same question, or you may pose a new question. Repeat as time allows. (Alternate which circle shifts to give each student an opportunity to change position.)

Bring the class together for a short debriefing on how bucket filling is a twist on the Golden Rule, “Do unto others as you would have them do unto you.”

**1.9 Link**

*Today we learned how becoming more mindful can activate our power to be kind and fill other people’s buckets. Being a bucket filler is really about following the Golden Rule: “Do unto others as you would have them do unto you.” We are bucket fillers—no dipping!*

**1.9 Home Practice**

*Until we meet again, your mission is to identify someone in your life who needs help filling his or her bucket. What could you say or do to help?*

**Movement**

Mountain  
Opening Sequence A  
× 3  
Rocket Sequence × 3  
Big Toe  
Triangle  
Wave  
Volcano 1 and 3  
Windmill  
Tree  
Froggers  
Seated Tree  
Sports Stretch  
Low Lunge  
Superhero 1 and 2  
Bow into Rock  
Seated Wave  
Closing Sequence  
Guided Rest

**Closing Routine and Thank-Yous**

- Send thanks to self with hug
- American Sign Language for “thank you”
- Send Sparkle Fingers around to show gratitude and support for self and the group
- *Smile... Meet eyes all around—thank you for traveling and tapping into your power to be calm!*



## 1.10 Vocabulary

Altruism

[fourth and fifth grades]

Inquiry

Token

Response

## Lesson 10

### Tokens of Gratitude

#### 1.10 Overarching Learning Objective

Students will be able to give tokens of gratitude to people they appreciate.

#### 1.10 Materials

- 10 Gratitude Tokens per student (see template)
- Scissors (one pair for every 2–4 students)
- Markers or colored pencils
- Bell
- Chime
- Tone bar
- Mini harmonica
- Visual aid for Silent Symbols
- Visual aid for Volume Scale
- “Mindfulness Promises” chart
- Optional: Felt circle for each student (to designate personal movement space)

## 1.10 Guiding Questions

- *What is a token of gratitude?*
- *How can a daily dose of gratitude improve your happiness?*
- *Can caring be an act of gratitude?*
- *What are the consequences of not feeling (or expressing) gratitude?*
- *What are some possible challenges that could make it difficult for someone to feel grateful?*

### Fourth and Fifth Grade Extension

- *What does it mean to be altruistic? Provide an example of an altruistic act.*
- *What are synonyms for altruism? Antonyms?*
- *What are the characteristics of altruistic behavior?*
- *Where have you seen altruism?*
- *How does altruism benefit the community as a whole?*
- *Are altruism and gratitude connected? If so, how?*

### 1.10 Connect

*Last time we worked together, we learned how becoming more mindful can activate our power to be kind and fill other people's buckets. Being a bucket filler is really about following the Golden Rule: "Do unto others as you would have them do unto you."*

### 1.10 Teach

*Today we are going to continue our gratitude inquiry and review mindful breath and movement.*

#### Part I: Movement in Stillness

*Try to sit completely motionless. As you inhale, notice if any part of your body moves, even though you are trying to sit absolutely still.*

- *What did you observe? (Point out how there is movement in stillness.)*
- *What movements were caused by the breath?*
- *Where in the body could you feel the breath?*
- *What other types of movement happen in the body, even when we are totally still (e.g., blood pumping, food digesting, blinking, swallowing, muscles twitching)?*
- *How do you feel after mindful breathing?*



*Our bodies move in response to our breath. Sometimes when we are upset, we hold our breath, which signals to the body that something is wrong and makes us feel even more upset and tense. When you are experiencing a strong emotion, notice if you are holding your breath. If so, try to take slow belly breaths.*

### **Part II: Silent Bell (optional)**

*Have students sit in a circle and pass the bell to their neighbor without allowing it to ring. If this is not challenging, have students try to pass the bell with their feet.*

Next, ask students to close their eyes. Choose one student to hold the bell and walk around the outside of the circle without ringing it. Once s/he reaches a student of his/her choice, have him/her gently ring the bell near the person's shoulder. The two students switch places.

The student now holding the bell walks around the circle and chooses a different student in the same manner. Instruct students that they cannot select the same person who chose them. Remind students to coordinate each step with a breath, paying close attention to how each part of their foot makes contact with the floor. Continue for several minutes. Then guide students to open their eyes to discover that although most of their classmates have switched places, the circle remains unbroken.

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## Movement Lab and Assessment Activities

Independent Practice

Partner Poses

Student Sequencing

Inventor's Club:

–Name It, Draw It, Teach It  
(Invent a new pose, then  
teach the steps that  
lead into and out of  
the pose)

Follow the Leader

Posture Sandbag Game

Freeze Dance

## Closing Routine and Thank-Yous

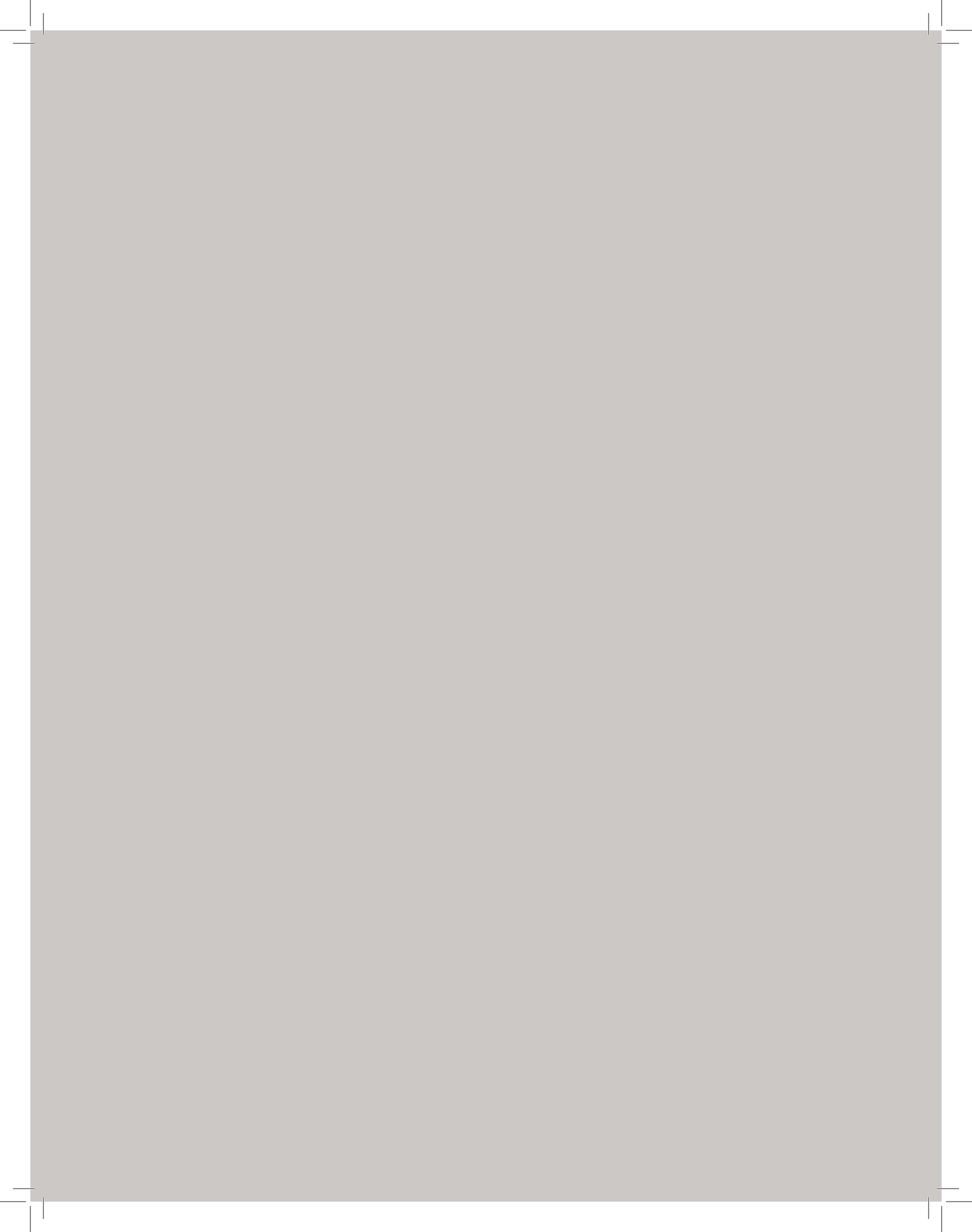
- Send thanks to self  
with hug
- American Sign Language  
for “thank you”
- Send Sparkle Fingers  
around to show gratitude  
and support for self and  
the group
- *Smile... Meet eyes all  
around—thank you for  
traveling and tapping into  
your power to be calm!*

### 1.10 Active Engagement

**Optional extension activity:** Review the concept of gratitude. Have students share ways that they can express gratitude (e.g., write a poem/song or thank-you note or help someone with homework or chores). Explain how all of their ideas are examples of tokens of gratitude. Today, they are going to create actual tokens of gratitude to give to people they want to thank. Display template of gratitude tokens. Distribute a sheet with the gratitude tokens to each student. If time permits, students may color and then cut their tokens. Teach students how to present a token of gratitude. For example, they might say, “This is my token of gratitude. I am giving it to you because...”

### 1.10 Link

*Today we continued to develop our skills of mindful movement and breath. We also reviewed the importance of feeling and expressing gratitude to the people we appreciate. Gratitude starts a chain reaction of happiness.*





## Unit 1

# Movement Objectives

**Students will be able to do the following...**

### 1.1 Agreements, Routines, and Class Structure

- Understand how proper posture leads to full abdominal breathing by demonstrating the yoga-based exercise Seated Mountain Posture, as well differentiate the inhale and exhale by learning the breathing exercise Smell the Rose, Blow Out the Candle.

### 1.2 Building Awareness of Breath (Part I)

- Demonstrate how to keep their own bodies and community members free from harm by differentiating between safe movement space and unsafe movement space. Students participating in the 15-Minute Movement Story will also be able to demonstrate at least two positions from “Opening Sequence A.”

### 1.3 Building Awareness of Breath (Part II)

- Apply the Balloon Breathing technique and demonstrate the breath and movement patterns of animal arms.

#### **1.4 Building Awareness of Movement: One Step at a Time**

- Apply the practice of mindful breathing using the Mind Jar to calm their bodies and minds before reacting to strong emotions.

#### **1.5 Building Awareness Through Rest**

- Synchronize breath and movement to develop a mindfulness walking practice.

#### **1.6 Mindful Reflection: From the Ground Up**

- Apply the Countdown Calm Down breathing technique when experiencing challenges or strong emotions. Investigate the physical sensation of balance by practicing Tree pose.

#### **1.7 Mindfulness Web: Interconnectedness and Interdependence**

- Investigate the physical sensations created by participating in a teacher-led progressive relaxation exercise.

#### **1.8 Letters of Kindness**

- Experience and express how gratitude activates their power to be kind and calm by working as part of a team to invent an Attitude of Gratitude Handshake, in which each gesture symbolizes thanks or appreciation.

#### **1.9 Let Gratitude Be Your Attitude**

- Activate their power to be calm through Breathing Buddy belly breaths.

#### **1.10 Tokens of Gratitude**

- Experience and express how gratitude activates their power to be kind and calm. Teach classmates their Attitude of Gratitude Handshake.

# Unit 1

## Glossary

### A

**Accountability:** the fact or condition of being responsible

**Activate:** to make active or more active

**Agreement:** oneness of opinion, feeling, or purpose; harmonious understanding

**Altruism:** the belief in or practice of selfless concern for the well-being of others (fourth and fifth grades)

**Anchor:** to secure firmly; to fasten in a stable condition

**Appreciate:** to evaluate highly or approve warmly, often with expressions or tokens of liking

**Attitude:** a behavior representative of feeling or conviction

### B

**Boundary:** something that indicates or fixes limits or extents

**Breath:** air inhaled into and exhaled from the lungs

### C

**Careless:** not giving sufficient attention or thought to avoiding harm or errors

**Character trait:** a quality or characteristic of one's behavior or personality

**Classify:** to arrange in a category according to shared characteristics

**Commitment:** the state of being obligated or bound

**Common good:** something that is in the best interest of all people

**Community:** a body of individuals organized into a unit; any group sharing interests or pursuits

**Compassion:** sincere concern for the sufferings or misfortunes of others

**Contagious:** spreading or communicable from one to another by contact

**Content:** in a state of satisfaction and happiness

**Contribute:** to give

**Coping:** handling or dealing with an emotion, a situation, or a difficulty

**Consequences:** the outcomes, foreseen or unforeseen, of our actions

**Countdown:** audible, backward counting off in fixed units

**Curiosity:** The desire to know

### D

**Drift:** to become driven or carried along by a current of water, wind, or air; to wander or stray

### E

**Emotion:** an expression of feeling—quite often strong feeling

**G**

**Gait:** a person's manner of walking

**Genuine:** something or someone that truly is what it is said to be

**Grateful:** to feel or show appreciation or thankfulness

**Gratitude:** the quality of being appreciative or thankful

**H**

**Habit:** a settled or regular tendency or practice—usually one that is difficult to give up

**I**

**Impulsive:** to act or do without forethought

**Impact:** the action of one object coming into contact with another

**Independence:** a state of self-direction and self-determination

**Influence:** the capacity to have an impact on someone or something other than oneself

**Inhale:** to draw air into the lungs

**Inquiry:** the act of asking for information

**Interconnectedness:** the idea that all things are linked

**Interdependence:** a mutual or shared dependence on, or need for, one another

**K**

**Kindness:** the quality of being friendly, generous, and thoughtful

**M**

**Mindfulness:** the quality or state of being aware of someone or something, including oneself

**Mission:** an important assignment

**Moderation:** the avoidance of excess

**Motivate:** to stimulate interest or enthusiasm

**N**

**Notice:** to pay attention; to observe; to be aware of

**O**

**Observe:** to watch carefully; to notice or perceive a person, object, or scene

**Overwhelmed:** the state of feeling taken over by too many thoughts, feelings, sights, sounds, or sensations

**P**

**Pace:** to walk or move at a steady or consistent speed

**Physical:** of or relating to the body

**R**

**React:** to relate to events, oneself, or others with hostility or opposition

**Reflect:** to consider carefully

**Relax:** to become less tense or anxious

**Release:** to allow to move, act, or flow freely

**Respect:** a feeling of deep admiration for someone or something

**Response:** a way of relating to events, oneself, and others with kindness and understanding

**Responsibility:** the opportunity or ability to act independently and to make decisions without authorization

**Routine:** a fixed program of regular events

## S

**Scan:** a process of detection performed along a surface, object, or body

**Sensation:** a physical feeling or perception

**Shallow:** of little depth

**Sincere:** to mean what one says

**Skill:** the ability to do something well

**Space:** an area that is either free and unoccupied or designated for a particular purpose

**Stillness:** to be relatively free of movement or agitation

**Strengths:** beneficial qualities that are particularly pronounced in an individual

**Stress:** a state of mental or emotional strain or tension

**Stress management:** a technique developed to help bring something or someone into a state of relative homeostasis

**Stressor:** an external source of stimuli that causes stress to an organism

**Stride:** to walk with decisiveness

**Support system:** a network of people (or services) who provide mental or emotional support

**Symbols:** objects or images that represent ideas or messages

## T

**Tension:** the state of being stretched tight, physically or mentally

**Thankful:** to feel grateful and appreciative

**Token:** a thing serving as a tangible representation of a fact, quality, value, or feeling

**Trigger:** to cause an event or a reaction

## U

**Unique:** being the only one of its kind; unlike anything else

## V

**Valued:** to be considered important or appreciated

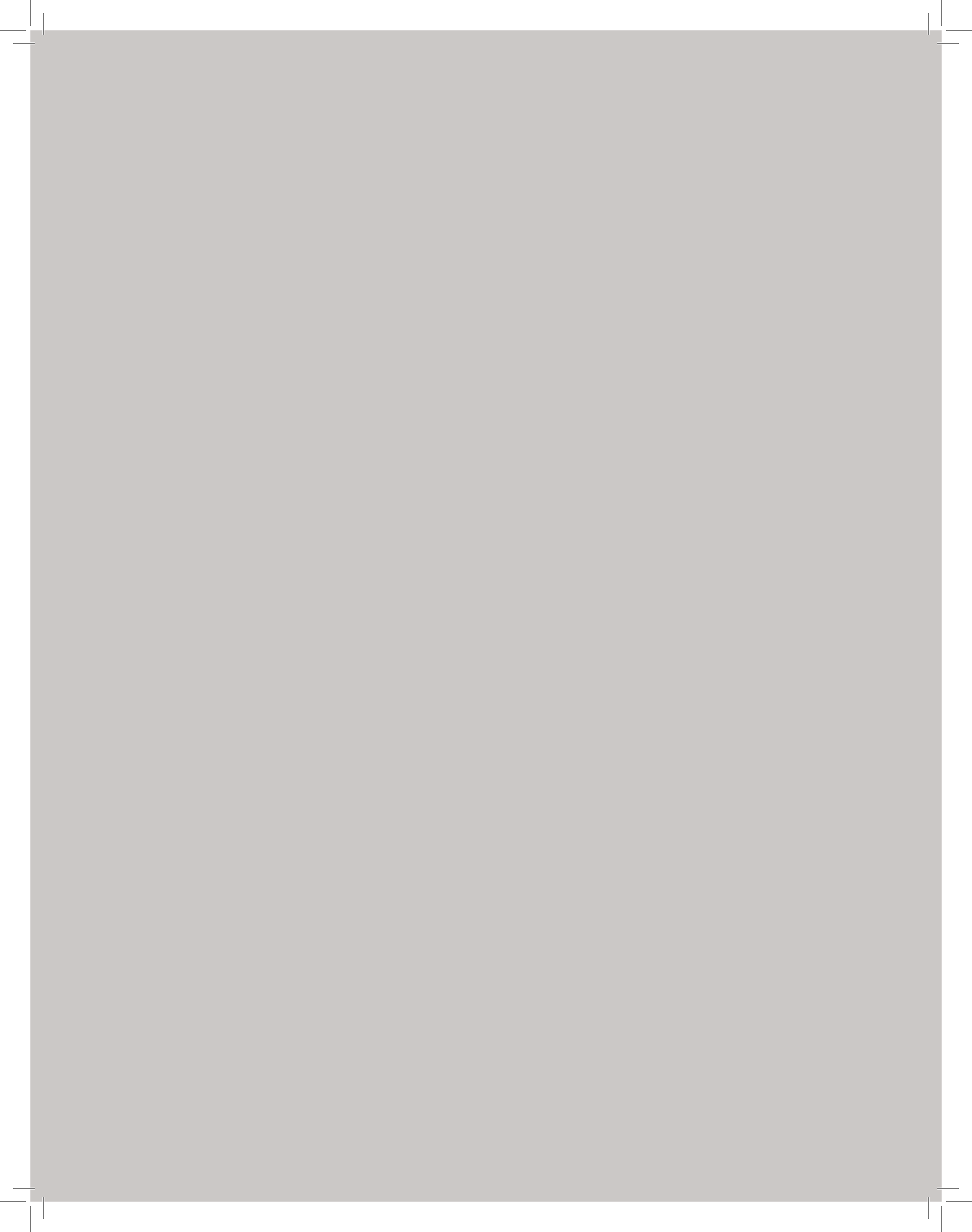
**Values:** a person or community's principles or standards of conduct

## W

**Wander:** to move in a leisurely, sometimes aimless, way

**Willpower:** the capacity to decide on and carry out an action





The background of the page features a series of horizontal stripes in four colors: light blue, grey, yellow, and light blue. A large white circle is positioned on the left side, partially overlapping the stripes. The text 'Unit 2' is written in a blue script font inside this circle.

## Unit 2

# Power To Tame Your Temper



## Unit Description and Outline

**Power To Tame Your Temper** teaches the principle of neuroplasticity, with a focus on how to train the brain to facilitate learning. Students will be exposed to basic brain science to foster an understanding of their impulses and strategies in order to help them manage strong emotions, including anger, frustration, impatience, sadness, embarrassment, jealousy, and fear.

### *Essential Questions*

What is mindfulness?

How can being mindful shape our experiences?

How can developing mindfulness influence our decision-making?

### **Enduring Understandings**

Mindfulness can help us make healthier decisions.

### **Learning Objectives**

Students will be able to do the following...

### 2.1 A Peek Inside the Amazing Brain: How Habits Grow Your Brain

- Define neuroplasticity by interpreting the statement “Neurons that fire together wire together.”
- Record in their Reflection Journals how their habits physically change their brain structures and grow their brains.
- Identify and describe the basic function of a brain cell, including its dendrites and axon (either on a diagram or in their Reflection Journals).
- Develop an appreciation of the importance of individual effort and agency in contributing to brain growth and personal development.<sup>1</sup>
- Identify specific actions they can practice to foster brain growth.

### 2.2 Getting To Know Your Brain: Four Lobes (Part I)

- Identify and describe the primary function of the four lobes of each cerebral hemisphere (frontal, parietal, temporal, and occipital lobe).
- Explain how the Stroop Effect highlights the importance of directed attention when presented with conflicting or distracting information (e.g., color words that do not match the color in which they are written).

### 2.3 Getting To Know Your Brain: Cerebrum, Cerebellum, Medulla (Part II)

- Locate and describe the primary functions of the cerebrum, cerebellum, and medulla.
- Describe how working with optical illusions

may sharpen their focus and power of concentration.

- Explain how mindfulness practices train the brain to make fewer errors when filtering and interpreting incoming information from the senses.

### 2.4 Getting to Know Your Brain: Hippocampus, Amygdala, Prefrontal Cortex (Part III)

- Identify whether the hippocampus, amygdala, or prefrontal cortex would be activated in several scenarios.
- Locate and describe the primary functions of the hippocampus, amygdala, and prefrontal cortex.

### 2.5 Brain-Breath Connection

- Articulate and demonstrate how the breath can calm the amygdala so it may effectively communicate and work with the prefrontal cortex to make thoughtful, intelligent decisions.
- Identify and analyze the sensations and effects of strong emotions.
- Explain why the Three Mindful Breaths strategy has the potential to prevent an overreaction to a stressful situation.
- Employ the Three Mindful Breaths strategy to train their amygdalas.

### 2.6 Success Through Goal Setting

- Record, track, and reflect upon the success of a personal goal for Seated Mindfulness Practice through daily journaling for one week (Reflection Journal's Self Practice Log).
- Differentiate between a goal and a wish.

- List and describe at least five benefits of goal setting.
- Develop critical thinking skills by identifying potential obstacles to goal achievement, in addition to brainstorming ways to avoid or overcome these potential obstacles.

### 2.7 Mindful or Unmindful

- **Define the difference between mindful and unmindful thoughts and actions.**
- Practice alternate nostril breathing to calm the body and focus the mind.

### 2.8 STOP Strategy: How to Tame Your Amygdala

- **Apply the STOP strategy to everyday situations, both inside and outside the classroom.**
- Memorize the STOP sequence.
- Practice 2–4 rounds of alternate nostril breathing to strengthen the mindfulness muscle.
- Distinguish between thinking and awareness (fifth grade).

### 2.9 Name It To Tame It:<sup>1</sup> The Anger Iceberg

- **Identify personal anger triggers and choose effective, constructive ways to cope with anger.**
- Explain the importance of observing their emotions for both the STOP and *Name It To Tame It* strategies.
- Broaden their emotional vocabularies.
- Describe the symptoms of anger and its related underlying emotions using the Anger Iceberg.

### 2.10 How Emotions Move Through the Body

- **Label where they physically experience strong emotions on a diagram of the body to cultivate self-awareness and manage strong emotions, rather than ignore or reject them.**
- Generate a list connecting specific emotions that arise from individual likes and dislikes (or strengths and challenges).

### 2.11 Taking the Temperature of Feelings

- **Compare the physical and mental effects of three breathing exercises: Bunny Breaths, Buzzing Bee, and Castle Breathing.**
- Define balance.
- Explain the concept, in addition to providing one example, of the brain-body connection.

### 2.12 Give Your Brain a Break: Mindful Breathing Review

- **Practice mindful breathing independently to give their brains downtime.**
- Explain the importance of giving their brains downtime.
- Teach mindful breathing to a family member or caregiver.

1: Daniel J. Siegel M.D. and Tina Payne Bryson Ph.D., *The Whole-Brain Child*.

# Read-Aloud Books

National Geographic Kids  
Brain Games: The Mind-Blowing  
Science of Your Amazing Brain  
by Jennifer Swanson

My First Book About the Brain  
by Donald M. Silver and Patricia J. Wynne

It's All in Your Head: A Guide  
to Understanding Your Brain  
and Boosting Your Brain  
Power  
by Susan L. Barrett

Big Head! A Book About  
Your Brain and Your Head  
by Peter Rowan

The Brain: All about our  
nervous system and more!  
by Seymour Simon

Gross Anatomy  
(Crash Course: Games for Brains)  
by Susan Ring

One Green Apple  
by Eve Bunting

Look at Your Body: Brain  
& Nerves  
by Steve Parker

## Unit 2 Standards

### SEL

- 1A.2a.: Describe a range of emotions and the situations that cause them.
- 1A.2b.: Describe and demonstrate ways to express emotions in a socially acceptable manner.
- 1C.2a.: Describe the steps in setting and working toward goal achievement.
- 1C.2b.: Monitor progress on achieving a short-term personal goal.
- 2A.2a.: Identify verbal, physical, and situational cues that indicate how others may feel.
- 2A.2b.: Describe the expressed feelings and perspectives of others.
- 2B.2b.: Demonstrate how to work effectively with those who are different from oneself.
- 2D.2b.: Apply constructive approaches in resolving conflicts.
- 3A.2a.: Demonstrate the ability to respect the rights of self and others.
- 3A.2b.: Demonstrate the knowledge of how social norms affect decision making and behavior.
- 3B.2a.: Identify and apply the steps of systematic decision making.
- 3B.2b.: Generate alternative solutions and evaluate their consequences for a range of academic and social situations.

### NHES

- 1.5.1: Describe the relationship between healthy behaviors and personal health.
- 1.5.2: Identify examples of emotional, intellectual, physical, and social health.
- 4.5.1: Demonstrate effective verbal and nonverbal communication skills to enhance health.

- 4.5.3: Demonstrate nonviolent strategies to manage or resolve conflict.
- 5.5.5: Choose a healthy option when making a decision.
- 6.5.1: Set a personal health goal and track progress toward its achievement.
- 7.5.1: Identify responsible personal health behaviors.
- 7.5.2: Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.
- 7.5.3: Demonstrate a variety of behaviors to avoid or reduce health risks.
- 8.5.2: Encourage others to make positive health choices.

### National PE

- Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
- Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
- Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.
- Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.



## 2.1 Vocabulary

Adapt  
Axon  
Axon Terminal  
(optional for fifth grade)  
Cell  
Chemical  
Dendrite  
Metaphor (fifth grade)  
Network  
Neuron  
Neuroplasticity  
Neurotransmitter  
(fifth grade)  
Rewire  
Synapse (fifth grade)  
Tame  
Temper

## Lesson 1

### A Peek Inside the Amazing Brain

#### HOW HABITS GROW YOUR BRAIN

##### 2.1 Overarching Learning Objective

Students will be able to define neuroplasticity by interpreting the statement “Neurons that fire together wire together.”

##### 2.1 Materials

- Unit 2 Reflection Journal: *Power To Tame Your Temper—Training Your Brain Grows Your Brain*
- Images or MRIs of dendrites (present on printout, tablet, or SMARTboard)
- Pencils (one per student)



## 2.1 Guiding Questions

- *What do you know about the brain?*
- *What does it mean to “grow” your brain?*
- *How can you grow your brain?*
- *Is your brain always ready to grow?*
- *Is a larger brain a smarter brain? Defend your answer.*
- *What part of the brain cell grows when you practice something?*
- *How can your thoughts change your brain?*
- *Why are your thoughts and feelings important?*
- *How would you interpret the statement by Dr. Don Hebb, “Neurons that fire together wire together”?*
- *What is a network? Provide an example. (fifth grade)*
- *Why are neurons described as being part of a network? (fifth grade)*
- *What are some other things in nature that grow because of how we care for them?*
- *Why do you think the brain requires so much energy to do its job?*
- *How does the long, thin shape of the neuron help it do its job more effectively? (fifth grade)*

## 2.1 Connect

*Last time we worked together, we learned that we possess five superpowers that we have the potential to activate through mindfulness. We explored our first superpower, the Power To Be Kind and Calm, which is required to activate all of our other superpowers.*

## 2.1 Teach

*I have a mystery for you to solve.*

Display an image of a neuron (on a printout, tablet, or SMARTBoard).

*Give a thumbs-up if you think you can identify the image captured in the photo.*

Give students at least three seconds of “wait” or “think” time. Then invite two students to share their predictions.<sup>1</sup>

*This is an image of a unique type of cell. Cells are the building blocks of all life on Earth. Every living thing is made up of cells, including every person, animal and plant. Your body is built from a trillion cells! We can't even imagine a number that large!*

*There are many different types of cells, and each type performs a different job. By dividing responsibilities among different groups of cells, your body can more easily survive and grow. The cell in this image is a brain cell, or neuron. Every brain is made up of neurons, which communicate by sending messages to one another. You are able to learn and remember things because your neurons are constantly making and strengthening connections with one another. Learning occurs as more and stronger connections are made between neurons.*

1: Robert J. Stahl, “Using ‘Think-Time’ and ‘Wait-Time’ Skillfully in the Classroom, *ERIC Digest*, <http://www.ericdigests.org/1995-1/think.htm>.

*Your brain is like a crowded train station or airport, bustling with nonstop conversations between neurons. Messages are passed on, or transmitted, from neuron to neuron through special chemicals called neurotransmitters. A neuron is similar to an on-off light switch. It is either “off” during its resting state, or “on” when it is sending, or transmitting, a message to neighboring neurons.*

*There is a saying by Dr. Donald Hebb, “Neurons that fire together wire together.” Each of your experiences, including your thoughts, feelings, and sensations, becomes rooted in the network of brain cells that produce that experience. The connection between these neurons is strengthened every time you repeat a particular thought or action. This is a good thing when you learn something useful, like remembering the route from your classroom to the bathroom, or your morning routine to get ready for school. The strengthening of neural connections is not so great when you repeat bad habits, such as being unkind to your classmates, being unkind to yourself through negative self-talk, or becoming super stressed out every time you have to take a test.*

**Optional for fifth grade:** Share the metaphor below (offered by neuroscientist Alvaro Pascual-Leone in the book *The Brain That Changes Itself* by Norman Doidge) in your own words:

“The brain is like a snowy hill in winter. When we go down the hill on a sled, we can be flexible because we have the option of taking different paths through the soft snow each time. But should we choose the same path the second time or the third time, tracks will start to develop, and these tracks become really speedy and efficient at guiding the sled down the hill. It doesn’t take long to get literally stuck in a rut. Taking a different path becomes increasingly difficult, but, thanks to the brain’s wondrous capacity for learning and rewiring itself, it’s not impossible!”

Compare the sled’s tracks to the neural connections in the brain that become stronger the more a particular thought or action is repeated.

*Today we are going investigate what two parts of a brain cell look like and how your brain continues to change and grow. There is a special brain science word that describes your brain's lifelong ability to change and grow: neuroplasticity. "Neuro" refers to the brain. "Plasticity" has the word "plastic" in it. Something that is plastic can be molded, or change shape. Neuroplasticity means that your brain slowly adapts and changes shape in response to your habits and experiences, which include what you learn, how you think, and how you act. The more you practice something through repetition, like shooting a basketball, riding a bicycle, or memorizing facts for your social studies exam, the better you become at that task, because the neurons in your brain responsible for that skill form stronger connections to one another. You are training your brain to improve at a particular skill.*

## Movement

Opening Sequence A  
× 3

Rocket Sequence × 3

Big Toe

Surfer into Wave

Volcano 1 and 3

Windmill

Elephant

Stork

Butterfly into Flower

Sport Stretch

Boat into Floating

Lotus × 3

Frog

Low Lunge Twist

Bridge or Wheel

Knees Into Chest

Candle

Sleeping Butterfly

[third and fourth grades]

Fish [fifth grade]

Closing Sequence

Guided Rest

### 2.1 Active Engagement

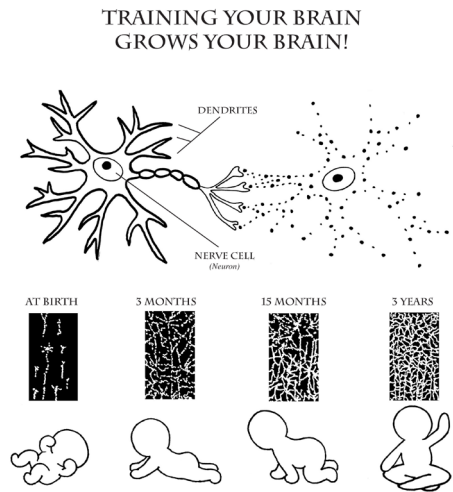
Display the Reflection Journal page "Training Your Brain Grows Your Brain." Explain how the branches, or dendrites, get thicker and stronger through repeated practice and experience. Define and discuss the images of dendrites growing from birth to three years old. For fifth grade, use the diagram to illustrate how a signal is transmitted along the axon and crosses the synapse to communicate with a neighboring neuron.

**Optional for fifth grade:** Have students sit in a circle. Everyone's right hand comes close to touching the right elbow of their neighbor sitting to their left. The fingers represent dendrites, the palm represents the body of the neuron, the forearm represents the axon, and the elbow represents the axon terminal. The small space between each neuron is called the synapse. Signals cross the synapse to reach the neighboring neuron's dendrites. The signal continues to be transmitted from neuron to neuron, stopping when it has reached its destination. This is how messages are sent from the brain to the body and from the body to the brain.

Distribute pencils and the handout “Training Your Brain Grows Your Brain.” Ask students to point out which part of the brain cell grows when they practice something. Invite children to connect the dots of the dendrites.

Explain that the brain needs lots of energy to do a good job as the body’s command center. Blood provides energy for the brain. The brain has many blood vessels that continuously flow with blood to keep the brain properly nourished. Although the brain is only about 2 percent of your body weight, it uses 20 percent of your body’s energy!

Ask students what they think will happen to the brain cells responsible for helping them focus when they practice Mindful Breathing. Explain that the focused attention they build through mindfulness helps improve their skills in other activities, whether it’s learning a sport, a dance routine, or a musical instrument.



## 2.1 Link

*Today we learned about training our brains through practice and repetition to help us become better at things we want to improve, such as learning how to skateboard or dive into a pool. Every moment is an opportunity to shape and grow your brains. Your habits and experiences, which include what you learn, how you think, and your behavior, gradually mold your brains, just like a sculptor molds clay. Mindfulness practice helps you take care of your brains and grow to your full potential by training your attention to focus on what you choose.*

*Next time we meet, you will receive your Reflection Journal, which will help you record and remember what we learn during each session.*

(Pages 1 and 2 of the Reflection Journal *The Power To Tame Your Temper*, “Self-Practice Log” and “Training Your Brain Grows Your Brain,” should be included in their preassigned spots.)

## 2.1 Closing Routine

Continue leading students through the Closing Routine as established in Unit 1, replacing “power to be calm” with “power to tame your temper.”



## 2.2 Vocabulary

Corpus callosum

Efficiency

[optional extension]

External

Hemisphere

Interference

Internal

Lobe

Localized [fifth grade]

Nervous System

Organ

Signal

Skull

Stimuli

## Lesson 2

### Getting to Know Your Brain

#### FOUR LOBES

#### PART I

#### 2.2 Overarching Learning Objective

Students will be able to identify and describe the primary function of the four lobes of each cerebral hemisphere (frontal, parietal, temporal, and occipital lobe).

#### 2.2 Materials

- Unlabeled brain diagram entitled “The Four Lobes of the Cerebral Cortex” (includes four lobes)
- Outline of the human body, entitled “Central Nervous System” (only include the brain and spinal cord)
- 4 Post-its
- 2 Stroop test cards for demonstration ([http://www.sciencebuddies.org/Files/3001/2/HumBeh\\_p027\\_StroopWords.pdf](http://www.sciencebuddies.org/Files/3001/2/HumBeh_p027_StroopWords.pdf))
- 1 Stroop test card for each group (three students per group)
- Unit 2 Reflection Journal

## 2.2 Guiding Questions

- *What are the primary functions of the frontal lobe? Parietal lobe? Temporal lobe? Occipital lobe?*
- *Why are no two brains exactly alike?*
- *Why is it difficult to quickly say the color of each word, when the word names a different color?*
  - *Two theories:*
    1. *The interference occurs because we read words faster than we name colors;*
    2. *The interference occurs because naming colors requires more attention than reading the words. This is why it may be easier for young children who know their colors, but cannot yet read.*
- *Would it be easier to identify blocks of color, or a color word written in a different color? Explain.*
- *How does the Stroop Effect highlight the importance of directing our attention when presented with distracting information?*  
(fifth grade)

## 2.2 Connect

*Last time we worked together, we learned that training our brains through practice and repetition helps us become better at things we want to improve, such as learning how to skateboard or dive into a pool. We realized that every moment is an opportunity to shape and grow our brains. Our mindfulness practice helps us take care of our brains and grow to our full potential by training our attention to focus on what we choose.*

## 2.2 Teach

*Today we are going to identify and learn about the function of the four main sections, or lobes, of the brain's cerebral cortex, which is its outermost wrinkly layer. Remember that the brain is where we do all of our thinking. All of our senses are connected to our brains, allowing us to experience the outside world. Our brains are responsible for our memories, emotions, dreams, and abilities to problem solve and move our bodies.*

Have students make two fists, side by side, to imagine the size and shape of their brains (about 6 inches/15cm long). Explain that each fist represents one of the brain's two hemispheres, which are connected by a band of nerve fibers called the corpus callosum. Teach students that a hard, bony helmet called the skull protects the brain. The brain can be compared to an egg: the yolk is the brain, the egg white is the cerebrospinal fluid and membranes (called meninges) that nourish and protect the brain, and the shell is the skull, which also serves to protect the brain.

The brain is an organ that is part of the nervous system. The brain and the spinal cord make up the central nervous system. The brain and spinal cord connect to nerves that travel throughout the entire body. Nerves act like reporters, sending messages from the senses to the brain to inform it about what's happening in the outside world. The brain also uses nerves to send messages to muscles to make the body move.



*Although everyone has the same four lobes of the brain in each hemisphere, made up of neurons, no two brains are exactly alike. Your brain continuously changes throughout your lifetime. Our experiences contribute to these differences. In every human brain there are as many neurons as there are galaxies in the known universe—about 100 billion! Neurons make trillions of connections with one another. These connections are not exactly the same in every brain. Messages can be sent along neurons at extraordinary speeds. Some messages travel up to 268 miles per hour!*

Display an unlabeled diagram of the brain's four lobes. Explain that the cerebral cortex is what we see when we look at the outside of the brain. (Cortex is the Latin word for "bark," like the bark of a tree. The cortex protects the inside of the brain, just as bark protects the inside of a tree.) It has many wrinkles that look like hills and valleys. Each hemisphere of the cerebral cortex is divided into four main lobes. Point to each lobe as you name it and discuss its relevance.

1. **Frontal Lobe:** Associated with reasoning, planning, problem-solving, emotions, parts of speech, and movement.
2. **Parietal Lobe:** Associated with perception of stimuli (e.g., touch, pressure, temperature, and pain).
3. **Temporal Lobe:** Associated with perception and recognition of sounds and memories.
4. **Occipital Lobe:** Associated with vision.

Invite four students to label each lobe with a Post-it. Guide students to place their hands on each of the lobes (in both hemispheres) to get a better idea of their respective locations.

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## Movement

Opening Sequence A  
× 3

Twisted Chair  
into Sunset

Triangle  
Surfer into Wave  
Windmill

Volcano 1 and 3

Elephant

Stork

Brain Balance Hop

Plank into Push-up × 3

Butterfly

Flower

Rolling Rock into  
Boat × 3

Garland and Crow

Seal 1 and 2

Bow

Rock

Candle

Sleeping Butterfly  
[third and fourth  
grades]

Fish [fifth grade]

Closing Sequence

Guided Rest

## 2.2 Active Engagement

Explain how the brain receives signals from different parts of the body, including our sense organs. The brain also sends signals to different parts of the body to perform an action, such as movement or speech. For example, the mouth would not know what to say, or how to say it, without instructions from the brain.

Have students participate in a brainteaser called the Stroop Effect. They read two cards. The first card will have a list of color words written in their corresponding colors (e.g., the word “blue” is written in blue). The second card they read will have words and colors that don’t match (e.g., the word “blue” is written in green). The challenge is to name the color of the font, even though the word names a different color. Students test themselves to compare how quickly they can name the color of each word.

First, demonstrate the Stroop Effect activity. Then have students try once in unison with you. Next, have students work in groups of three. Each member of the group takes a turn reading the words as fast as they can while the other members time that student. The key is for students to read the words as quickly as possible.

Explain how the words of the Stroop Test have a strong influence on our ability to name the color. The interference between the information our brains are receiving causes a dilemma. Two theories exist for this dilemma. One is that the interference occurs because the words are read faster than the colors are named because we are better at reading than quickly naming colors. The other is that the interference occurs because naming colors requires more attention than reading words. (This task may be easier for young children who know their colors, but have not yet learned to read.)

**Note:** The Stroop Test activates two parts of the frontal lobe responsible for conflict monitoring and resolution. The Stroop Test measures selective attention and how easily a person can suppress a habitual response, such as reading, in favor of a less familiar task, such as naming a color.

## 2.2 Link

*Today we embarked on our first journey into the brain to examine its four main divisions: the frontal, parietal, temporal, and occipital lobes. We learned that although specific brain functions are localized, or take place in one location, all neurons communicate across different parts of the brain. All parts of the brain work together.*

*The Stroop Test gave us the experience of having our brains try to make sense of conflicting information. The Stroop Test highlighted how difficult it can be to direct our attention to a more challenging task without practice. The ability to direct our attention is extremely important when we want to pursue challenging goals, especially when internal or external distractions are present.*

Provide an example of an internal versus an external distraction.

*Being able to choose our focus and direct our attention also strengthens our power to tame our temper when we are very upset and have difficulty thinking clearly enough to make smart decisions.*

## 2.2 Closing Routine

Continue leading students through the Closing Routine as established in Unit 1, replacing “power to be calm” with “power to tame your temper.”

2.2 Home Practice

Left-Brain, Right-Brain

*The left side of the brain controls the muscles on the right side of the body, whereas the right side of the brain controls the muscles on the left side of the body. If you are right-handed, you use the left side of the brain to write (and vice versa).*

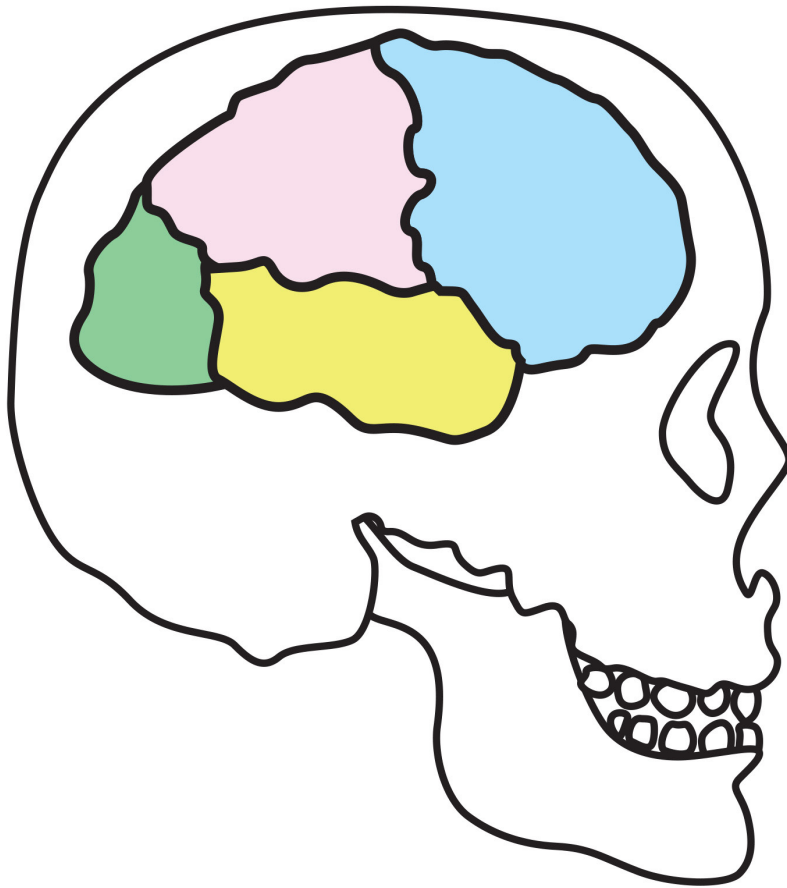
*Just because you are right-handed for writing does not necessarily mean that you use the right side of your body more than the left. For example, right-handed writers may prefer to throw a ball with their left hands. The brain balances and assigns control of specific tasks to each side. This helps the brain divide up tasks across its two hemispheres and maximize efficiency.*

Task	Right or Left?
Write your name.	Right or left hand?
Throw an imaginary ball.	Right or left hand?
Kick an imaginary ball.	Right or left foot?
Look through a paper towel tube (or make a tube with your hand).	Right or left eye?
Listen through a wall.	Right or left ear?

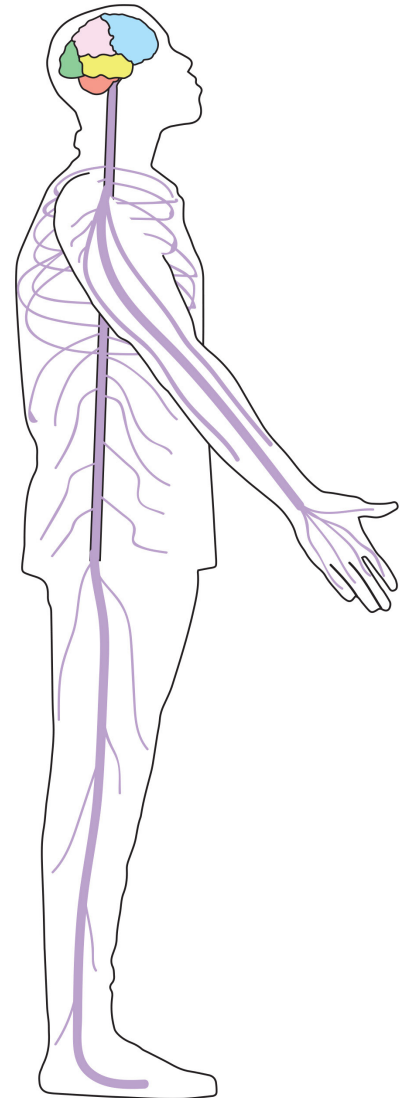
## The 4 Lobes of the Cerebral Cortex

Draw a line from the following names to the correct brain lobes below:

- Frontal Lobe
- Parietal Lobe
- Temporal Lobe
- Occipital Lobe



### The Central Nervous System





## 2.3 Vocabulary

Brain stem  
Cerebellum  
Cerebrum  
Expectation  
Filter (fifth grade)  
Interpret  
Involuntary  
Medulla  
Optical illusion  
Pattern  
Perceive  
Surface area  
Voluntary

## Lesson 3

### Getting to Know Your Brain CEREBRUM, CEREBELLUM, MEDULLA PART II

#### 2.3 Overarching Learning Objective

Students will be able to locate and describe the primary functions of the cerebrum, cerebellum, and medulla.

#### 2.3 Materials

- Unlabeled brain diagram (includes cerebrum, cerebellum, medulla)
- 3 Post-its
- Optional:
  - Filter funnel
  - Brain model
- Unit 2 Reflection Journal

## 2.3 Guiding Questions

- *What did the scientist Aristotle mean when he said, “Our senses can be trusted, but they can be easily fooled”? (fourth and fifth grades)*
- *What is the difference between voluntary and involuntary movements? Provide an example of each.*
- *Why do we sometimes see patterns where there aren’t any? (fifth grade)*
- *How can mindfulness help the brain make fewer errors when filtering and interpreting incoming information from the senses? (fifth grade)*
- *How can practice with optical illusions sharpen your focus and power of concentration?*

## 2.3 Connect

*Last time we worked together, we embarked on our first journey into the brain to examine its four main divisions: the frontal, parietal, temporal, and occipital lobes. We learned that although specific brain functions are localized, or take place in one location, all neurons communicate across different parts of the brain. All parts of the brain work together.*

*The Stroop Test gave us the experience of having our brains try to make sense of conflicting information by reading color words that do not match the color of the font in which they are written. The Stroop Test highlighted how difficult it can be to direct our attention to a more challenging task without practice. The ability to direct our attention is extremely important when we want to pursue challenging goals, especially when internal or external distractions are present.*

Provide an example to briefly review the difference between an internal and an external distraction.

## 2.3 Teach

*Although from the outside the brain looks like one big ball of wrinkly gray tissue (or an unshelled walnut) and has the consistency of soft tofu, it is actually made up of many different parts that communicate with one another through neurons. Today we will learn about the cerebrum, cerebellum, and medulla.*

Display the unlabeled brain diagram. Identify and define the primary functions of each:

**Cerebrum:** *The largest part of the brain. Its gray wrinkly surface is called the cerebral cortex. The folds increase its surface area, which increase the amount of information that the neurons, or brain cells, can process.*



*Different parts of the cerebrum deal with different voluntary processes you do each day, including vision, movement, hearing, language, and touch. “Voluntary” means that you choose to do something, such as waving hello to someone or kicking a soccer ball down the field. The cerebrum uses neurons to send electrical messages out to your body to instruct a specific body part to do something. The cerebrum is divided (from front to back) into two nearly symmetrical, or equal parts, called hemispheres. Each hemisphere controls the opposite side of the body. This means that the right hemisphere controls the left side of the body and the left hemisphere controls the right side of the body.*

**Optional:** Define “surface area” using a model of the brain.

**Cerebellum:** *The Latin word for “little brain.” It is located at the back and bottom of the brain. It is also divided into two symmetrical hemispheres. Although the cerebellum only takes up about 10 percent of the brain’s volume, it contains more than 50 percent of the total number of neurons in the brain! It interprets motor messages from neurons and responds to these messages by moving specific muscles. The cerebellum can learn coordinated movements with practice, allowing us to do cool stuff like master challenging postures, ride bicycles, and perform cartwheels. It also helps us maintain balance and move smoothly during these activities.*

*Which of the following activities would be difficult for a person with a damaged cerebellum?*

- a. Dancing*
- b. Singing*
- c. Talking to a friend*
- d. Listening to a friend*
- e. Skiing*
- f. Watching television*

Answers: a, e

**Medulla:** *Part of the brain stem, which sits at the base of the brain (in front of the cerebellum) and connects the brain to the spinal cord. The brain stem controls the flow of information between the brain and the rest of the body. It also controls movements that are usually involuntary, or happen without us thinking about them, such as breathing, heart rate, blood pressure, digestion, sneezing, and swallowing.*

Invite three students to label the diagram with Post-its.

*We will also look at several optical illusions to sharpen our focus and power of concentration. An optical illusion is an image that fools our brains. We see, or perceive, an image that is different from reality. The information that our eyes gather is processed and made sense of in the brain. Sometimes the brain's interpretation does not represent what is actually presented in the image. Since the eyes take in more information than the brain can interpret at one time, the brain takes shortcuts, choosing the most likely interpretation of what we see. Our brains stitch together all the different information from our senses and fill in the gaps by using past experiences and expectations to make their best guesses to decode the information. Optical illusions help us notice and become more aware of these shortcuts, which usually go unnoticed.*

### 2.3 Active Engagement

Display one optical illusion (either printed, on a tablet, or on a SMARTboard). Highlight how the brain may be fooled into seeing one image when there is also another image present.

Share several different types of optical illusions. Give students 5–10 seconds to view each optical illusion. Then have students compare what they see with their turn-and-talk partners.

*Many illusions are based on your expectations, or things that you have encountered in the past, which have become wired into your brain. These expectations influence how you experience and understand the world around you. For example, if you took many hikes in the forest growing up, you may have encountered snakes along the trails. If you then took a trip to a city and saw a piece of rope on the sidewalk from a construction site, your brain might mistakenly think the rope is a snake and trigger your brain's "fight, flight, or freeze" response. (Students will learn about the amygdala in the next lesson.)*

*One shortcut our brains make is to always search for patterns. We see patterns in clouds, ink stains, and stars (constellations!). The brain is a pattern detective because one of its most important responsibilities is to make sense of the information that it receives through the senses. The brain filters information so you are only aware of what it considers to be important. This means that the information you receive may be incomplete.*

Explain how the brain's misinterpretation of information, and its inclination to fill in missing gaps of information, can lead to misunderstandings and angry overreactions. Mindfulness strategies can improve the power to tame your temper by reducing the amount of brain bloopers and angry outbursts.

## Movement

Opening Sequence A

x 3

Twisted Chair

into Sunset

Triangle

Surfer into Wave

Rotated Wave

Volcano 1 and 3

Elephant

Stork

Brain Balance Hop

Side Plank

Butterfly

Flower

Frog

Seal 1 and 2

Superbow

Bow

Rock

Candle

Sleeping Butterfly

(third and fourth grades)

Fish (fifth grade)

Closing Sequence

Guided Rest

**Optional:** Show students a type of filter, such as a filter funnel, to provide them with a visual of how a lot of information comes into the brain, but a much smaller, more select amount of information reaches our awareness.

### 2.3 Link

*Today we learned about three major parts of the brain: the cerebrum, cerebellum, and medulla (which is part of the brain stem). We also worked with optical illusions to become aware of how the brain can be fooled and misinterpret information received by the senses. Since the brain is continuously bombarded with loads of information from all of the senses, it filters this incoming information by searching for patterns to make sense of the world, which can sometimes result in a misunderstanding or incorrect interpretation of what you think you are experiencing. Mindfulness is a tool to slow down the mind so your brain can more accurately filter and interpret the information it receives. This slowing down allows you to make more intelligent, thoughtful decisions by strengthening the power to tame your temper.*

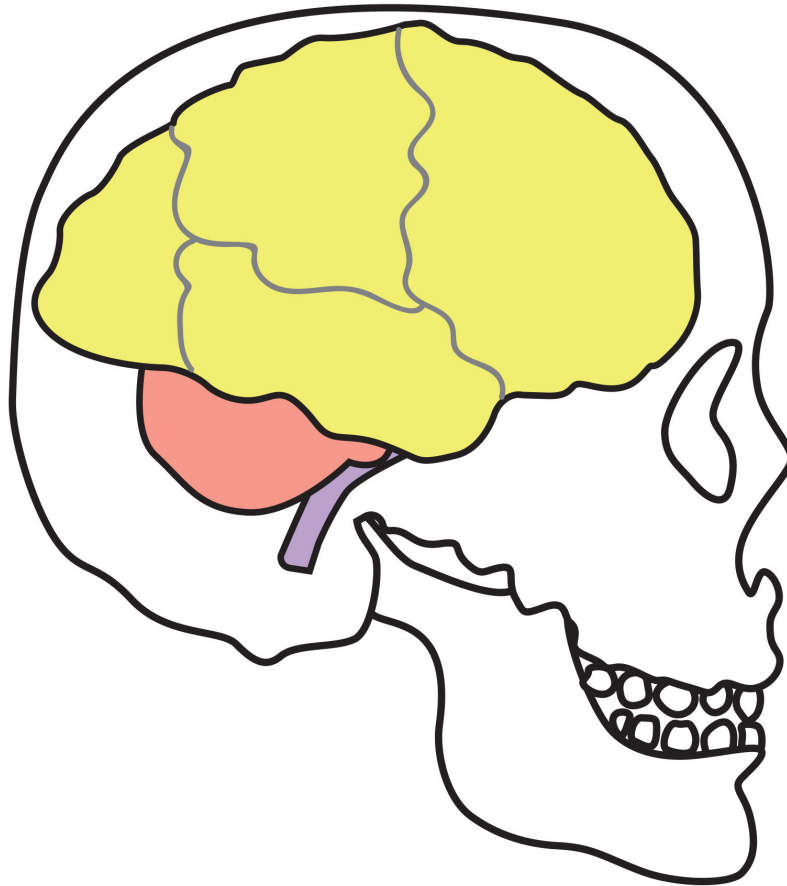
### 2.3 Closing Routine

Continue leading students through the Closing Routine as established in Unit 1, replacing “power to be calm” with “power to tame your temper.”

## Brain Diagram 2

Draw a line from the following names to the correct brain elements below:

- Cerebrum
- Cerebellum
- Medulla





## 2.4 Vocabulary

Amygdala  
Decoder  
Hippocampus  
Judgment  
Prefrontal cortex  
Self-regulation

## Lesson 4

### Getting to Know Your Brain

HIPPOCAMPUS, AMYGDALA,  
PREFRONTAL CORTEX  
PART III

#### 2.4 Overarching Learning Objective

Students will be able to identify whether the hippocampus, amygdala, or prefrontal cortex would be activated in several scenarios.

#### 2.4 Materials

- Unlabeled brain diagram (includes hippocampus, amygdala, and prefrontal cortex)
- 3 Post-its
- Unit 2 Reflection Journal

## 2.4 Guiding Questions

- *What is the main responsibility of the hippocampus? Amygdala? Prefrontal cortex?*
- *What does it mean to have good judgment?*
- *Why is the prefrontal cortex sometimes referred to as the “thinking brain” or the “seat of good judgment”?*
- *How is it possible that different brains may perceive the same situation differently, even though all brains have an amygdala, prefrontal cortex, and hippocampus?*
- *How can memories affect the amygdala’s reaction to a potentially dangerous situation? (fifth grade)*
- *What does it mean to self-regulate?*
- *Why is self-regulation important?*
- *Do you think it is helpful to learn about the different parts of the brain involved in self-regulation? Why or why not? (fifth grade)*

## 2.4 Connect

*Last time we worked together, we learned about three major parts of the brain: the cerebrum, cerebellum, and medulla (which is part of the brain stem). We also worked with optical illusions to become aware of how the brain can be fooled and misinterpret information received by the senses. Since the brain is continuously bombarded with loads of information from all of the senses, it filters this incoming information by searching for patterns to make sense of the world, which can sometimes result in a misunderstanding or incorrect interpretation of what we think we are experiencing. Mindfulness is a tool to slow down the mind so your brain can more accurately filter and interpret the information it receives. This slowing down allows you to make more intelligent, thoughtful decisions by strengthening the power to tame your temper.*

## 2.4 Teach

*Today we are going to learn about three more important parts of the brain: the hippocampus, amygdala, and prefrontal cortex (PFC for short!).*

Identify and define the primary functions of each:

**Hippocampus** comes from the Greek words “horse monster.” You have one seahorse-shaped hippocampus in each hemisphere of the brain. The hippocampus can be compared to the brain’s scrapbook or the hard drive of a computer. It stores information that you want (and sometimes don’t want) to remember, such as your multiplication tables, the names of your classmates and teachers, or an upsetting argument with a friend. The hippocampus transfers information from your short-term memory into your long-term memory. It also makes meaning out of stored memories. The hippocampus tries to make sense of new information by comparing it to stored memories. Whereas the



*amygdala stores emotional memories, like when you scored your first goal in a soccer tournament, the hippocampus stores factual memories, like the date of your best friend's birthday. The hippocampus changes as you learn new things.*

**Amygdala** comes from the Greek word “almond” because of its almond shape. You have one amygdala in each hemisphere. The amygdala helps keep you safe. It is constantly on the lookout for danger and reacts quickly, enabling you to run away, fight back, freeze, or collapse in fear. It is a master decoder of emotions and threatening stimuli. The amygdala focuses on emotional memories, like when you recall making a wish as you blew out your birthday candles, or when your pet dog passed away. When a memory is recalled from connections to the hippocampus, the associated emotions (whether positive or negative) are experienced with it. The amygdala helps create emotions that motivate you to move in response to what is happening in that moment. (Connect the word “emotion” with “motion.”)

**The prefrontal cortex**, often referred to as the PFC, is located at the front of the brain. (Highlight the word “front” in “prefrontal.”) It is involved in the final step of confronting danger. After the initial automatic emotional reaction, your PFC helps you plan the smartest way to get out of danger. It helps you solve complex problems and choose between right and wrong, even when faced with a challenging situation. The PFC acts like a shock absorber to make sure your actual response is sensible and acceptable. For example, when your teacher asks a question that you are excited to answer, your PFC guides you to raise your hand and wait to be called on instead of shouting out the answer. It controls intense emotions and impulses. It is sometimes referred to as the “seat of good judgment” or the “thinking brain,” because it allows you to pause and think before reacting. The PFC helps you self-regulate, or control your behavior, by guiding you to make thoughtful, intelligent decisions.

*You can think of the amygdala as the brain's inner dragon or security guard, the hippocampus as the memory bank, and the PFC as the kind leader or captain steering the ship at the front of the brain. Deep Belly Breathing helps activate the PFC's power to think clearly and calm the amygdala's impulsive emotional reactions.*

Invite three students to label the brain diagram with Post-its.

## Movement

Opening Sequence A  
× 2

Half Opening  
Sequence B × 2

Triangle

Surfer into  
Reverse Wave  
into Wave

Rotated Wave

Volcano 1 and 3

Tree

Side Plank or  
Side Tree Plank

Sandwich

Table or Slide

Seated Tree

Jump Back/Jump Through

Boat into  
Floating Lotus × 3

Seal 1 and 2

Bridge or Wheel

Knees into Chest

Sleeping Twist

Candle

Sleeping Butterfly  
(third and fourth  
grades)

Fish (fifth grade)

Closing Sequence

Guided Rest

## 2.4 Active Engagement

Provide students with several scenarios in which they identify the part of the brain that would be activated. Have students justify their answer. Model the first example and then practice several scenarios as a class. Finally, have students discuss a few scenarios with their turn-and-talk partners before a whole-class share.

Sample scenarios:

1. *You are swimming in the ocean and see a jellyfish swimming near you. (Amygdala)*
2. *You have to memorize the words of a song for a chorus concert. (Hippocampus)*
3. *You need to plan what to pack for an overnight field trip. (PFC)*
4. *You jump up in fright when someone unexpectedly screams "Boo!" behind you. (Amygdala)*
5. *You need to organize the steps for solving a complex math problem. (PFC)*
6. *You need to remember the route to walk home from school. (Hippocampus)*
7. *You are being chased in a competitive game of freeze tag. (Amygdala)*
8. *You need to recall the route you have taken many times to your friend's house. (Hippocampus)*
9. *You have taken three mindful breaths and now must decide how to respond to an upsetting situation. (PFC)*
10. *You are folding an origami crane without any instructions. (Hippocampus)*

## 2.4 Link

*Today we learned about the roles and relationships among three important parts of the brain: the hippocampus, the amygdala, and the prefrontal cortex. Although each part has different responsibilities, all three parts use neurons to communicate with one another. You can remember the hippocampus as a bank where memories are stored; the amygdala as the brain's inner dragon, security guard, or fire alarm, alerting us to potential danger; and the PFC as the kind, wise leader, who guides us to make thoughtful, intelligent decisions.*

## 2.4 Closing Routine

Continue leading students through the Closing Routine as established in Unit 1, replacing “power to be calm” with “power to tame your temper.”

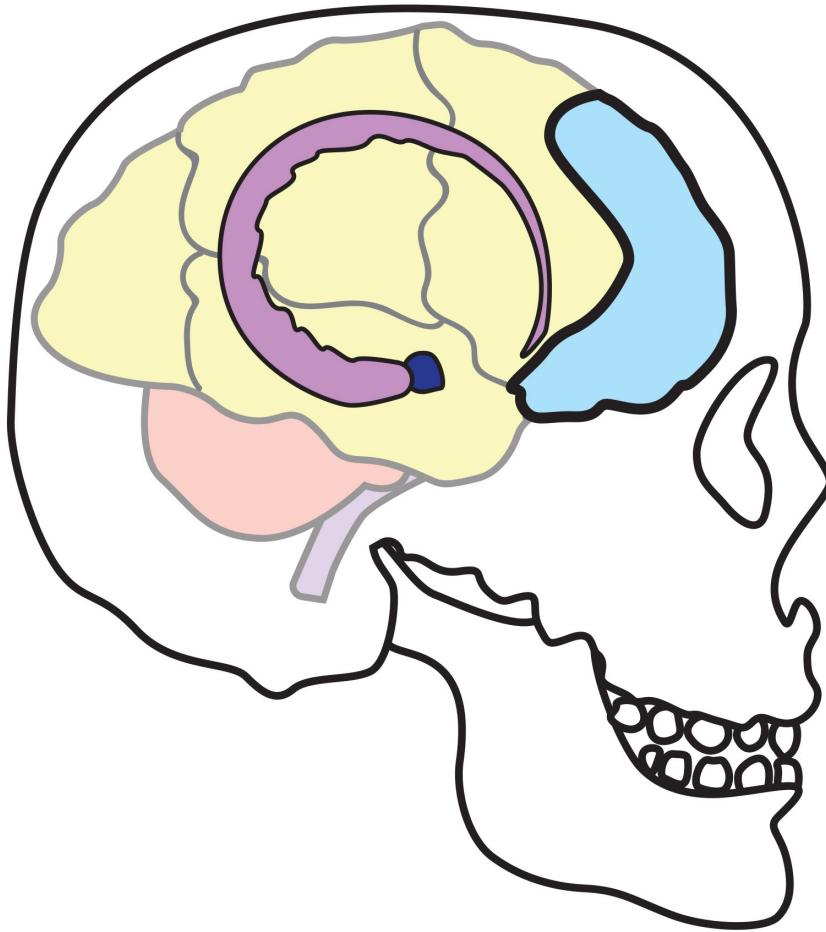
## 2.4 Home Practice

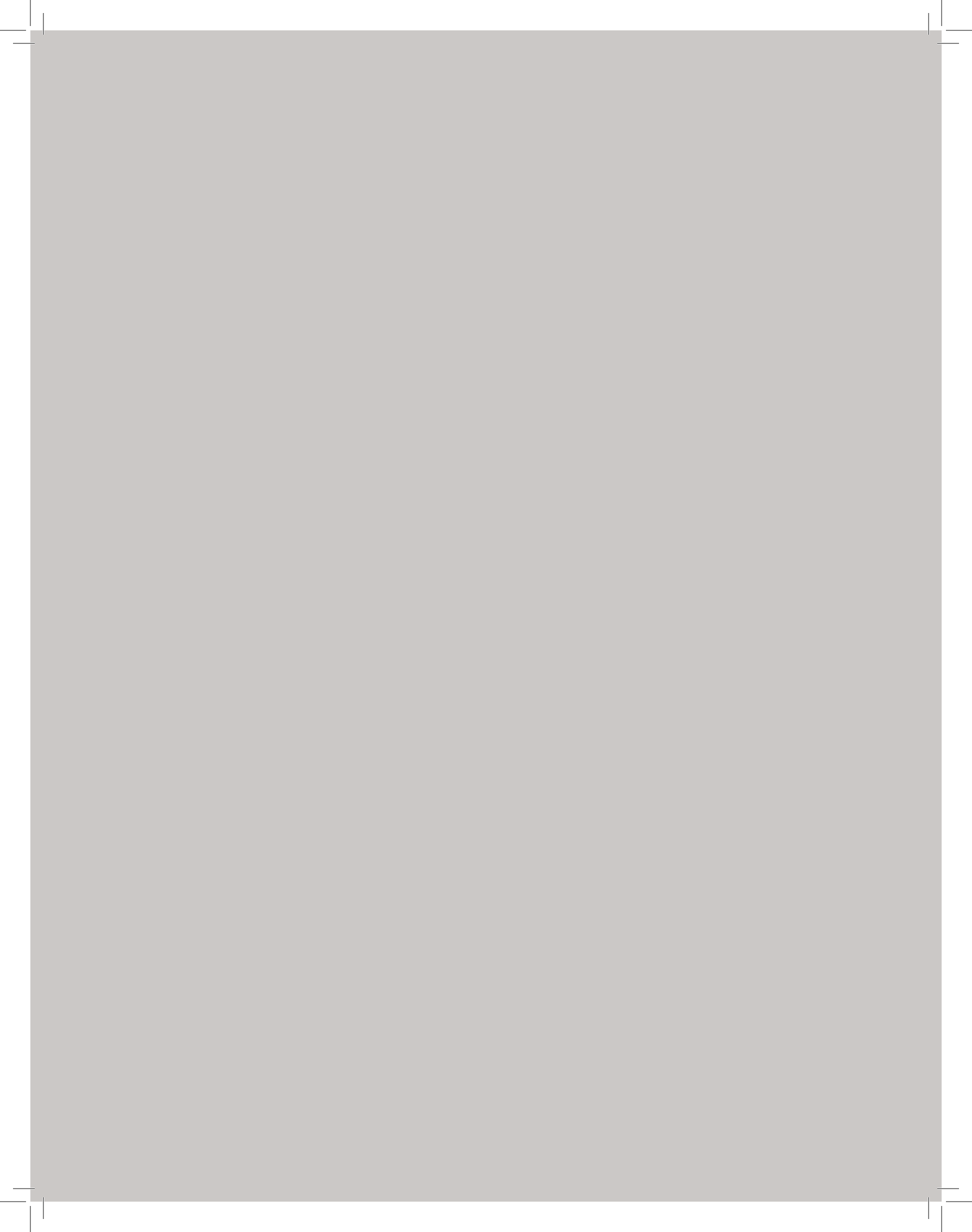
*Recall a time when you felt so overwhelmed with emotion you said or did something you did not mean to say or do. If you could rewind and go back in time, how would you help your amygdala have a conversation with your hippocampus and your PFC? Write this conversation in the form of a journal entry, play, interview, or comic strip.*

## Brain Diagram 3

Draw a line from the following names to the correct brain elements below:

- Hippocampus
- Amygdala
- Prefrontal cortex







## 2.5 Vocabulary

De-stress  
Observe

## Lesson 5

### Brain-Breath Connection

#### 2.5 Overarching Learning Objective

Students will be able to articulate and demonstrate how the breath can calm their amygdalas so they may effectively communicate and work with the prefrontal cortex to make thoughtful, intelligent decisions.

#### 2.5 Materials

- Brain diagram (includes amygdala and prefrontal cortex)
- Unit 2 Reflection Journal page “Castle Breathing”
- Optional: Snow globe

## 2.5 Guiding Questions

- *What is a strong emotion?*
- *What does a strong emotion feel like?*
- *Where can strong emotions be felt in the body?*
- *Does everyone experience strong emotions?  
How do you know?*
- *What is stress?*
- *How might knowing how stress affects the body  
help you deal with your stress?*
- *How do strong emotions affect your reactions  
in different situations?*
- *Does everyone react to strong emotions in the  
same way? Defend your answer.*
- *Describe a situation when you became very  
upset with someone and reacted in a way you  
wish you had not.*
- *In retrospect, how would you choose to respond,  
now that you have had time to reflect?*
- *How do strong emotions affect your ability to  
learn something new at school? To play a sport?*
- *Why is it important to be able to make decisions  
with focused attention?*
- *What tools do you have to calm your amygdala  
and train it not to overreact?*
- *Why has the PFC earned the nickname  
“leader of the brain”?*

## 2.5 Connect

Last time we worked together, we learned about the roles and relationships among three important parts of the brain: the hippocampus, the amygdala, and the prefrontal cortex. Although each part has different responsibilities, all three parts use neurons to communicate with one another.

- *The hippocampus is like a bank where memories are stored.*
- *The amygdala is like the brain's inner dragon, security guard, or fire alarm, alerting us to potential danger.*
- *The PFC is like the kind, wise leader, who guides us to make thoughtful, intelligent decisions.*

## 2.5 Teach

*Today I am going to teach you more brain science, including strategies to tame your amygdala, so you can listen to the advice of your kind, inner leader—the PFC.*

*Have you ever experienced your protective amygdala sound off its alarm and react to a situation, to later discover that it made a mistake and overreacted?*

Provide an example. Explain how when we're calm, the amygdala sends information to the PFC (the brain's reasoning center). Highlight how the PFC is responsible for thinking about and focusing our thoughts, predicting the outcome of our actions, and deciding what is right or wrong. The PFC also supports our learning and our ability to work toward achieving our goals.

Describe how when we practice mindful breathing, we have the power to override the body's stress response and use our PFC to **Plan with Focus and Care**. The amygdala is programmed to react quickly and impulsively when we are frightened, angry, or stressed. If we can stop



and take three mindful breaths, it gives the amygdala a chance to settle down and communicate with the PFC, which can decide if the situation warrants such a fearful or angry response. It gives us an opportunity to think before we react.

**Optional:** Take out your snow globe and shake it.

*Put a thumb up if you have ever seen a snow globe shaken up so that the snow inside the globe blocks the view of the scenery inside. The chaotic blizzard inside the snow globe is like your mind's whirling thoughts when it is stressed out. To de-stress and see things more clearly, you need to allow the snow to settle to the ground. You can help slow down or stop the blizzard in your mind by practicing mindful breathing.*

Have students softly focus their gazes on the snow swirling around inside the snow globe as they take slow, mindful breaths until all of the snow has settled to the bottom.

## 2.5 Active Engagement

### Movement

Opening Sequence A  
x 2

Half Opening  
Sequence B x 2

Surfer into Wave

Rotated Wave

Dancer

Side Tree Plank

Butterfly

Seated Tree

Jump Back/ Jump Through

Sport Stretch

Frog or Crow

Superbow

Bow

Side Camel

Camel

Rock

Candle

Sleeping Butterfly  
[third and fourth  
grades]

Fish [fifth grade]

Closing Sequence

Guided Rest

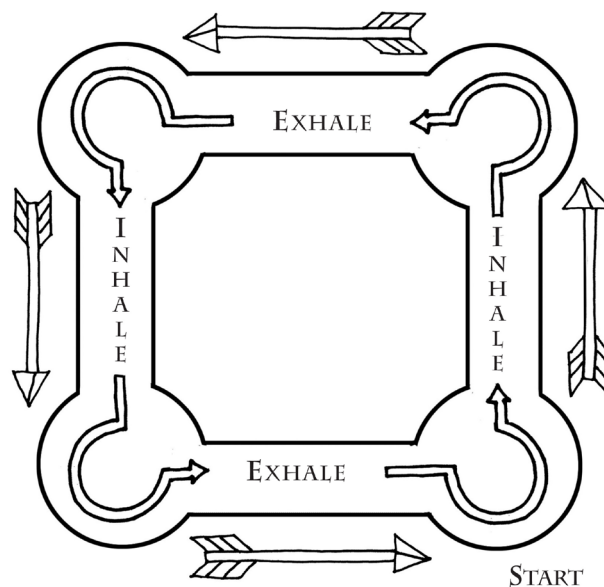
*Although the amygdala's job is to keep us safe, it sometimes thinks we are in danger when we are not. If it senses a threat, the amygdala sends oxygen to our arms and legs in preparation for a "fight, flight, or freeze" response, which means less oxygen for our PFC, the thinking part of our brain. Less oxygen to the PFC makes it difficult to think clearly and make smart decisions.*

*What might be a possible solution to get more oxygen to our brain? Breathing!*

Display the Reflection Journal's "Castle Breathing" page. Use the diagram to model Castle Breathing by outlining the castle walls with your finger as you inhale and exhale. Discuss how the speed of the breath is correlated with the speed of your finger tracing the castle walls. Highlight how there is a brief pause between each inhale and exhale. Have students independently practice Castle Breathing for one minute. Explain that students do not need the diagram to practice Castle Breathing. They may simply use their fingers to trace a square in the air, or close their eyes and trace a square in their mind's eye.

### CASTLE BREATHING

EVEN INHALE AND EVEN EXHALE



### 2.5 Link

*Today we journeyed deeper into the brain to examine how the prefrontal cortex influences our ability to plan and make intelligent decisions, even when faced with a difficult situation. We discovered that through mindful breathing, we can ignite our power to tame our temper. With consistent practice, over time, the brain can learn to be less reactive and instead respond more thoughtfully in challenging situations so your kind leader, or PFC, can successfully guide you.*

### 2.5 Closing Routine

Continue leading students through the Closing Routine as established in Unit 1, replacing “power to be calm” with “power to tame your temper.”

### 2.5 Home Practice

*This week, practice Castle Breathing in the morning before school and before bed. Use the diagram in your Reflection Journals to trace your fingers along the castle walls. Notice the peaceful, quiet pause between each inhale and exhale.*



## 2.6 Vocabulary

Achievable  
Action plan  
[fourth and fifth grades]  
Benchmark [fifth grade]  
Character Trait  
[fourth and fifth grades]  
Confidence  
Goal  
Measurable  
Monitor  
Motivation  
Obstacle  
Outcome  
Priority  
Procrastination  
Progress  
Realistic  
Record  
Resource  
Specific  
Success  
Timely  
Track

## Lesson 6

### Success Through Goal Setting

#### 2.6 Overarching Learning Objective

Students will be able to record, track, and reflect upon the success of a personal goal for Seated Mindfulness Practice through daily journaling for one week.

#### 2.6 Materials

- Unit 2 Reflection Journal: “Self-Practice Log”
- Beach ball or beanbag (or any item that may be passed)
- Chart paper and marker

## 2.6 Guiding Questions

- *What is a goal?*
- *What is the difference between a wish and a goal?*
- *How do you decide which goals to set for yourself?*
- *What are the steps to setting a goal?*
- *How might setting a goal help improve your performance?*
- *How might setting a goal increase your motivation to achieve your goal?*
- *How might setting a goal increase your concentration?*
- *How might setting a goal improve your grades at school?*
- *How might reaching your goal boost your self-confidence?*
- *What is an obstacle?*
- *How might you avoid, or overcome, a potential obstacle?*
- *Have you ever set an unrealistic goal for yourself? What happened? What did you learn from the experience?*
- *Is it ever okay to take risks? What kinds of risks are okay? What kinds of risks are not okay?*
- *Have you ever gone out on a limb and risked failure to achieve a bigger goal? Describe. Are you glad you took the risk? Why or why not?*
- *What's the difference between failing and being a failure?*
- *What is your personal definition of success?*
- *Has there ever been a time when you turned a failure into a success? What did you learn from the experience? Describe.*
- *If you don't accomplish your goals, does that make you a failure? Why or why not?*
- *Explain the following quote by Zig Ziglar: "What you get by achieving your goals isn't as important as what you become by achieving your goals."*

## 2.6 Connect

*Last time we worked together, we journeyed deeper into the brain to examine how the prefrontal cortex influences our ability to plan and make intelligent decisions, even when faced with a difficult situation. We discovered that through mindful breathing, we can ignite our power to tame our temper. With consistent practice, over time, the brain can learn to be less reactive, and instead respond more thoughtfully in challenging situations, so your kind leader can successfully guide you.*

## 2.6 Teach

Have students sit in a circle. Ask each student to think of one feeling word that describes how s/he feels today.

Alternatively, fourth and fifth grade students may share one character trait that they possess or would like to improve upon. Examples include these traits: brave, caring, compassionate, confident, considerate, cooperative, courageous, courteous, dependable, determined, easygoing, empathetic, enthusiastic, generous, honest, imaginative, kind, optimistic, patient, reliable, respectful, responsible, sensitive, tolerant, or trustworthy.

Take out the beach ball. Without telling students, time the activity. Demonstrate by sharing your feeling word (or character trait). Call the name of a student across the circle and pass the ball to that person, who then shares his/her feeling word (or character trait). Continue until every student has had a turn. Share how long it took for everyone to participate. For the second round, challenge students to share their feeling words (or character traits) and pass the ball 10 seconds faster by having their feeling word (or character trait) in mind before receiving the ball.

Explain that today's lesson will focus on the importance and process of setting goals, just like they set a goal for the ball-passing activity. Chart and review the process of setting goals.

Remind students that setting goals will provide focus, direction, and a just-right challenge. Mistakes in goal-setting include setting goals that are too big, not specific enough, not written down, or not tracked each day, or setting too many goals at one time.

As a class, chart the benefits of goal-setting, such as the following:

- Organizes a plan to work toward a goal
- Focuses on priorities
- Easier to measure progress
- Better use of time and resources
- Quicker results
- Increases motivation, optimism, confidence, and awareness of personal strengths and weaknesses
- Decreases procrastination and stress (from confusion or lack of organization)

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## Movement

Opening Sequence A  
x 2

Opening Sequence  
B x 2

Big Toe

Hands Under Feet

Triangle

Rotated Triangle

Surfer into Wave

Volcano 1 and 2

Dancer

Dolphin Dive

Sandwich

Table or Slide

Sport Stretch

Seal 1 and 2

Bow

Side Camel

Camel

Rock

Closing Sequence

Guided Rest

### 2.6 Active Engagement

Display a copy of the Reflection Journal's "Self-Practice Log" on chart paper. Model how to set a goal for mindful breathing practice. Explicitly teach students the process of goal-setting and how to work toward attaining a goal over a seven-day period. Remind students that they are not trying to achieve their goals on day one, but by day seven. This requires breaking down their final goals into seven daily goals.

Explain that sometimes we are unable to reach our goals due to something that may be out of our control or an unexpected obstacle. Students should try to find creative ways to avoid or overcome obstacles that may arise, but acknowledge that sometimes it's okay to miss the mark. Achievement is not only for the final outcome but also for the small goals along the way. The real goal is to not give up. There are always opportunities to revise their goals and try again. Emphasize that as long as we continue working toward our goals, we are moving in the right direction.

Have students work independently to set their own mindful breathing goals. Review the two columns on the "Self-Practice Log" entitled "What I Noticed" and "What I Feel." Walk around to guide and assist students in breaking down their final end-of-the-week goals into seven smaller daily goals.

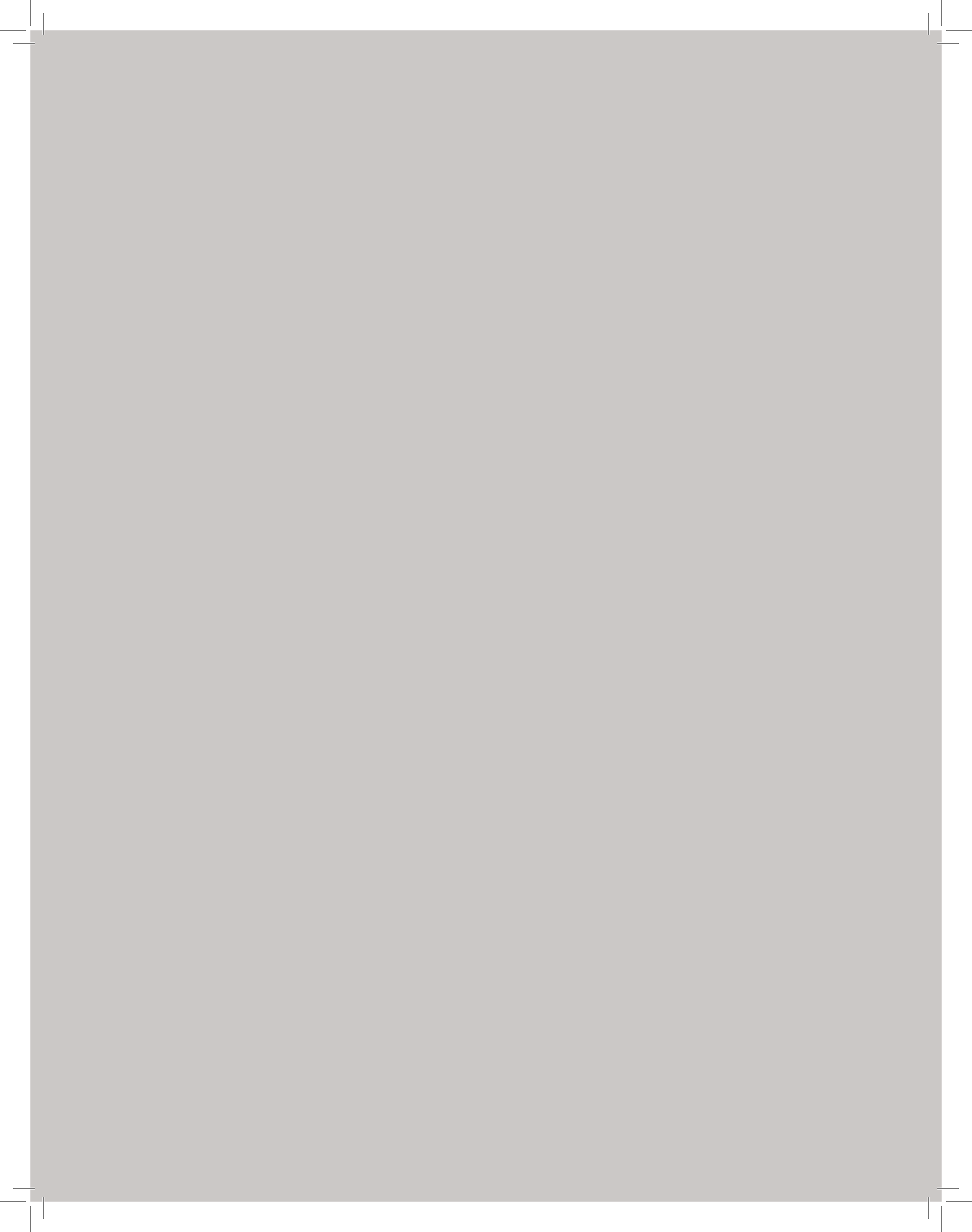
### 2.6 Closing Routine

Continue leading students through the Closing Routine as established in Unit 1, replacing "power to be calm" with "power to tame your temper."

### 2.6 Home Practice

Students keep track of their goal progress for one week in the "Self-Practice Log" on page 1 of Unit 2 Reflection Journal: *The Power To Tame Your Temper*.







## 2.7 Vocabulary

Advantages  
Alternate  
Judgmental  
Moment  
Openness  
Pause  
Perspective  
Scenario

## Lesson 7

### Mindful or Unmindful

#### 2.7 Overarching Learning Objective

Students will be able to define the difference between mindful and unmindful thoughts and actions.

#### 2.7 Materials

- Unit 2 Reflection Journal: *The Power To Tame Your Temper*
- Marker
- Scenario of unmindful behavior (different from examples cited in the Reflection Journal)

## 2.7 Guiding Questions

- *What does an unmindful choice look like?*
- *What does a mindful choice look like?*
- *What strategies can you practice to start making more mindful choices?*
- *What are some possible advantages of acting mindfully?*
- *Does everyone have unmindful moments? Why?*
- *Can you be both mindful and unmindful in the same day? Give an example.*

## 2.7 Connect

*Last time we worked together, we learned the importance and process of setting goals.*

Briefly review each component of a goal. Check in with students to find out if they recorded their progress in the “Self-Practice Log.” Address any follow-up questions students may have about the “Self-Practice Log.”

## 2.7 Teach

*Today, we are going to explore the difference between mindful and unmindful thoughts and actions. Before we come up with examples, let's review what it means to be mindful. Mindfulness is when we purposefully pay attention to what's happening as it's happening, with a sense of kindness and curiosity. Mindfulness is about paying close attention without judgment. This means that you stop and take time to carefully consider the situation from different perspectives, or different points of view, before forming an opinion.*

*When you learn about mindfulness, you can become a scientist, observing your thoughts, feelings, and actions. Like all scientists, you must experiment to discover new things. For example, you might discover ways to calm yourself down when you are feeling angry, or ways to be kinder to yourself and others. You may also learn interesting facts about your brain and how it can help you improve your mindfulness skills.*

*Remember, everyone has unmindful moments, even grown-ups! The good news is that each new moment is an opportunity to use your mindfulness tools to choose a more mindful response.*

Make a T-chart with the column headings “Mindful” and “Unmindful.” Provide an example for each column. Then have students generate examples. If they provide an example of something unmindful, have them revise the example to make it mindful (and vice versa).

Mindful	Unmindful
Carefully listening to a friend’s side of a disagreement without immediately making a judgment.	Refusing to respectfully listen to a friend’s side of an argument and making judgments before you fully understand their point of view or perspective.
Slowly chewing and savoring each bite of your lunch.	Gobbling your lunch without properly chewing or taking the time to appreciate and enjoy it.
Waking up a few minutes early to give yourself plenty of time to get ready for school without feeling hurried or stressed.	Waking up late and having to rush to get ready for school, not leaving enough time to pack your homework in your backpack or eat breakfast.
Taking the time to plan ahead and prepare a healthy after-school snack.	Not planning ahead, instead grabbing a bag of chips or a candy bar for your after-school snack.
Being open to trying something new, such as listening to a different style of music, trying a new cuisine, or learning a new language.	Being unwilling to trying new things or experiences.
Placing your dirty dishes in the dishwasher or washing them.	Leaving your dirty dishes stacked in the kitchen sink for someone else to clean.

## Movement

Opening Sequence A  
Opening Sequence B  
Hands Under Feet  
Triangle  
Rotated Triangle  
Surfer into Wave  
Volcano 1 and 3  
Dancer  
Seated Tree  
Boat into  
Floating Lotus x 3  
Frog or Crow  
Snail  
Twisted Snail  
Superhero 1 and 2  
Camel  
Bridge or Wheel  
Knees into Chest  
Candle  
Sleeping Butterfly  
(third and fourth  
grades)  
Fish (fifth grade)  
Closing Sequence  
Guided Rest

## 2.7 Active Engagement

Teach students how to mindfully breathe by modeling the alternate nostril breathing technique.

1. Sit in a comfortable position with a tall spine.
2. Make a “pincher” with the right hand by extending the index finger and thumb, placing index finger on left nostril and thumb on right nostril.
3. Close the eyes softly.
4. Gently close the right nostril with the thumb. Inhale through the left nostril, as if slowly sipping air through a straw.
5. After inhaling fully, close the left nostril with the index finger. Release the right thumb from the right nostril. Exhale and then inhale through the right nostril.
6. Close the right nostril with the thumb. Release the index finger from the left nostril. Exhale and inhale through the left nostril.

This is one round. Each round starts with an inhale through the left nostril and ends with an exhale through the left nostril. Repeat 2–4 rounds. Have students notice the sensation of the air moving up into their nostrils and down into their lungs, the temperature of the air as it enters the nostrils, and precisely where the air enters along the nostrils.

Have students work on slowing down the breath to a snail’s pace. Their exhales may be a bit longer than their inhales. Once they have completed the exercise, instruct students to return their breath to its regular pace.

**2.7 Link**

*Today, we compared mindful and unmindful scenarios. We learned that if we have an unmindful moment, there's always the next moment to choose a more mindful response. It is important to realize that mindfulness is a choice that we have the power to make.*

*One way to improve our mindfulness is through our breath. Today we learned a new breathing exercise called alternate nostril breathing to help us slow down, relax, and allow our brains to be in a more mindful place so they can make thoughtful, intelligent decisions.*

*Next time, we will learn another strategy called STOP, which is another tool for learning how to act more mindfully, even when dealing with difficult situations or strong emotions.*

**2.7 Closing Routine**

Continue leading students through the Closing Routine as established in Unit 1, replacing “power to be calm” with “power to tame your temper.”



## 2.8 Vocabulary

Adjective

Awareness (fifth grade)

Perceptive

Proceed

Strategy

## Lesson 8

### STOP<sup>1</sup>

#### HOW TO TAME YOUR AMYGDALA

#### 2.8 Overarching Learning Objective

Students will be able to apply the STOP strategy to everyday situations, both inside and outside the classroom.

#### 2.8 Materials

- “30-Second Look” image (see Active Engagement)
- Paper (one piece per student)
- Pencil (one per student)
- Hard surface to write on (e.g., clipboard) (one per student)
- Unit 2 Reflection Journal



## 2.8 Guiding Questions

- *What did you notice when you took three mindful breaths?*
- *How did you feel before you took three mindful breaths? During? After?*
- *How did your three mindful breaths compare to the breaths you normally take?*
- *Do you think you should always be mindful of your breath? Why or why not?*
- *What does it mean to observe?*
- *How can your five senses be used to make observations?*
- *What sense(s) do you use to observe your breath?*
- *What adjectives, or descriptive words, could you use to describe the quality of your breath?*
- *What is the difference between thinking and awareness? (fifth grade)*

## 2.8 Connect

*Last time we worked together, we compared mindful and unmindful scenarios. We learned that if we have an unmindful moment, there's always the next moment to choose a more mindful response. It is important to realize that mindfulness is a choice that we have the power to make.*

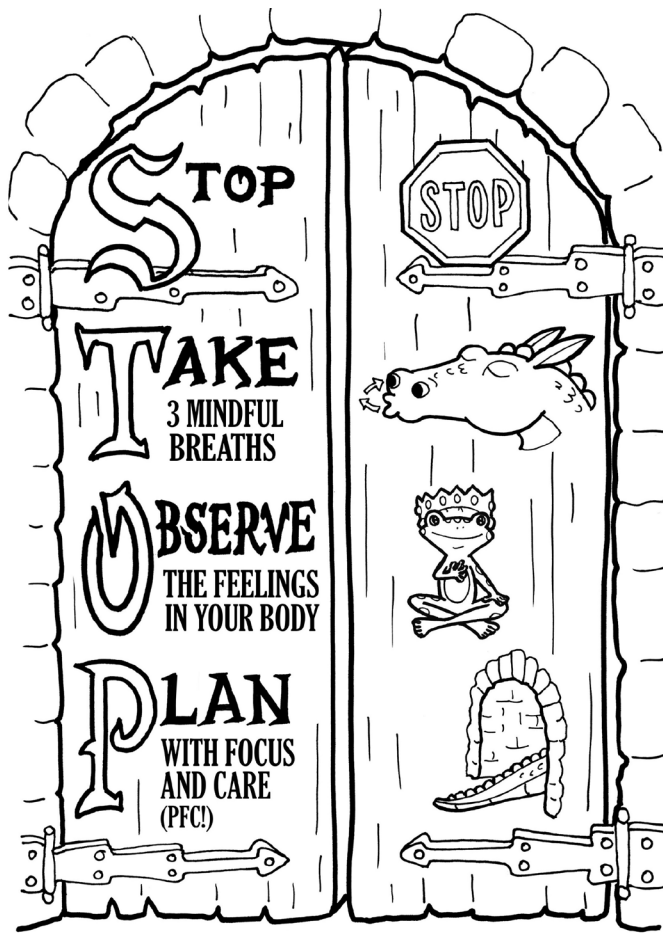
*One way to improve our mindfulness is through our breath. We learned a new breathing exercise called alternate nostril breathing to help us slow down, relax, and allow our brains to be in a more mindful place so they can make thoughtful, intelligent decisions.*

## 2.8 Teach

*Today I am going to teach you a simple strategy to tame your amygdala, or "inner dragon," when you feel those flames of strong emotion running hot throughout your body.*

Display the Reflection Journal's illustration of the STOP strategy. Introduce students to each step of STOP and the importance of the sequence of steps. The lesson's main focus is to hone their observation skills to help them make more mindful choices. Remind students that the things they notice are called "observations." The more adept they become at making perceptive observations, the more easily they will be able to respond mindfully to strong emotions and challenging situations.

Launch an inquiry into how we are affected both physically and emotionally by the quality of our breath. For example, a long exhalation, such as a sigh, induces a calmer mindset, heralding the PFC for mindful decision-making. Ask students to verbalize how the quality of their breath changes when they are hysterically laughing, sobbing, anxious, frightened, angry, relaxed, surprised, or startled.



Underscore three important features of mindfulness practice:

1. Daily, consistent practice.
2. Learn from unmindful moments, without being too harsh on yourself. Every moment is an opportunity to be more mindful.
3. **Fifth Grade:** Thinking is different from awareness. Thinking is when your mind creates thoughts about a situation. Awareness is when your attention is focused on the situation, simply observing with your senses, without judgment. You are aware through what you see, hear, smell, taste, and touch.

## Movement

Opening Sequence A  
Opening Sequence B  
Big Toe  
Rotated Triangle  
Surfer into Wave  
Bird  
Twisted Chair  
Sandwich  
Table or Slide  
Snail  
Twisted Snail  
Boat into Floating  
Lotus x 3  
Side Crow  
Upward Lunge  
Side Camel  
Camel  
Bridge or Wheel  
Knees into Chest  
Sleeping Figure Four  
Closing Sequence  
Guided Rest

### 2.8 Active Engagement

Challenge students to take a “30-second look” using an image (e.g., photograph, map, work of art, etc.). Project or distribute the image. Ask students to observe as many details as possible for 30 seconds, without taking notes or collaborating with classmates. When the timer sounds, hide the image. Hand out scrap paper and pencils. Ask students to independently record all of the details they recall on paper. As a class, compare and discuss observations. Note conflicting or missing details before observing the image again.

Connect this activity to the first three steps of STOP.

1. *Why is it important to stop and take time when making observations?*
2. *Which sense did you rely on for this type of observation?*
3. *What is an example of a situation when it would be advantageous to use more than one sense to make an observation (e.g., when speaking with someone, using our eyes to notice facial expressions and body language and our ears to listen)?*

Point out that many of our observations are a combination of information from more than one of our senses.

### 2.8 Link

*Today, we discovered that the breath is the most powerful tool we have to calm and focus our bodies and minds. We investigated how the quality of our breath—fast, slow, deep, shallow, jagged, even, held, with sound—affects how we feel. Taking the time to slow down our breath slows down our racing minds, helps us think clearly, and enables us to make more accurate observations and smarter decisions. With consistent practice, over time, your brain can be taught to be less reactive, and instead respond more thoughtfully, awakening your Kind Leader during difficult moments.*

Review the four steps of STOP.

### 2.8 Closing Routine

Continue leading students through the Closing Routine as established in Unit 1, replacing “power to be calm” with “power to tame your temper.”

### 2.8 Home Practice

Ask students to memorize and apply the four points of STOP. Tell students that next session you will be looking for volunteers to share their experiences with using the STOP strategy.



## 2.9 Vocabulary

Body Language  
Cope  
Empathy  
Manage  
Posture  
Symptom  
Synonym  
Vent

## Lesson 9

### Name It To Tame It

#### THE ANGER ICEBERG<sup>1</sup>

##### 2.9 Overarching Learning Objective

Students will be able to identify personal anger triggers and choose effective, constructive ways to cope with anger.

##### 2.9 Materials

- Chart paper
- Markers
- Two full-body images (one of a person expressing anger and the second of a person expressing another strong emotion)
- “Anger Iceberg” chart: Includes an outline of an iceberg with 10 percent of it above the water’s surface. Write the word “ANGER” in the portion above the water, a boat, and a fish [so students can clearly discern above and below the water’s surface].)

## 2.9 Guiding Questions

- *Does everyone experience strong emotions? How do you know?*
- *Does everyone react to strong emotions in the same way? Defend your answer.*
- *Can you see emotions? If so, what do they look like?*
- *Can you feel emotions? If so, what do they feel like?*
- *What parts of the body are used to express emotions? Describe.*
- *How is body language used to express anger? Sadness? Embarrassment? Fear? Happiness? Excitement? Impatience? Disgust?*
- *How do strong emotions affect how you react in different situations?*
- *How do strong emotions affect your ability to learn something new at school?*
- *How do strong emotions affect your ability to make and keep friends?*
- *Explain the meaning of the following statement (from Daniel Siegel): "As you practice a specific state it can become a trait"?*
- *What is an example of anger that you have seen in the news? How was the anger resolved? Was this the best resolution? Why or why not? (fifth grade)*
- *How could these current events have turned out differently if people were better able to manage their anger? (fifth grade)*

## 2.9 Connect

*Last time we worked together we discovered that the breath is the most powerful tool we have to calm and focus our bodies and minds. We investigated how the quality of our breath—fast, slow, deep, shallow, jagged, even, held, with sound, etc.—affects how we feel. Taking the time to slow down our breath slows down our racing minds, helps us think clearly, and enables us to make more accurate observations and smarter decisions. With consistent practice, over time, your brain can be taught to be less reactive, and instead respond more thoughtfully during difficult moments.*

## 2.9 Teach

Share a full-body image of a person expressing a strong emotion (other than anger). Demonstrate how you can make detailed observations from the person's facial expression and overall body language to infer how that person might feel. Demonstrate how you carefully think about and analyze your observations, since some emotions (e.g., anger, jealousy, embarrassment, hurt, frustration, betrayal) may appear similar and can be difficult to differentiate based on observation alone. Share how observations precede naming the emotion.

*Notice how I observed clues from this person's facial expression and posture, or body language, before I named the emotion s/he might be experiencing. You too need to stop, take three mindful breaths, and observe the sensations in your own body before you can fully understand what you are feeling. For example, there are times when I think I am angry, but when I stop, take three mindful breaths, and observe the sensations in my body, I realize that I am feeling something different, like embarrassment or fear.*

*To better prepare us to make intelligent, mindful decisions in response to a strong emotion, we need to "Name It To Tame It." This means that we first must identify and name our emotion before we calm, or tame it.*



Share a second full-body image, this time of a person expressing anger. Have students go through the same process you demonstrated in order to name the emotion that they infer the person may be feeling. Students must justify why they chose a particular emotion. Discuss the physical symptoms of anger (e.g., fast heartbeat and breath, sweating, clenched fists or jaw, headaches, stomachaches, tight muscles, scowling, red face, difficulty focusing, irritability, shouting).

## 2.9 Active Engagement

After a consensus is reached that the emotion expressed in the second image is anger, pose the following question: *What is anger?*

Anger is a strong emotion. Emphasize that there are no right or wrong emotions. It is okay to feel angry. However, actions can be right or wrong. It is never okay to hurt others or ourselves. It is never okay to take something that isn't ours, or to destroy someone's property.

- *Where does anger come from?*
- *What are synonyms for anger* (frustration, fury, rage, outrage, irritation, resentment, crossness)?
- *What are examples of healthy ways to cope, or deal with, anger?*

Chart responses.

*The first step is to recognize your anger triggers and the early warning signs of anger rising inside of you. The second step is to practice positive responses until they are wired in your brain and become healthy coping habits.*

Some examples of healthy ways to cope with anger include writing in a journal, releasing anger through physical activity (e.g., dance or sports), talking to someone, taking three mindful breaths, or walking away and dealing with the situation once you have calmed down.

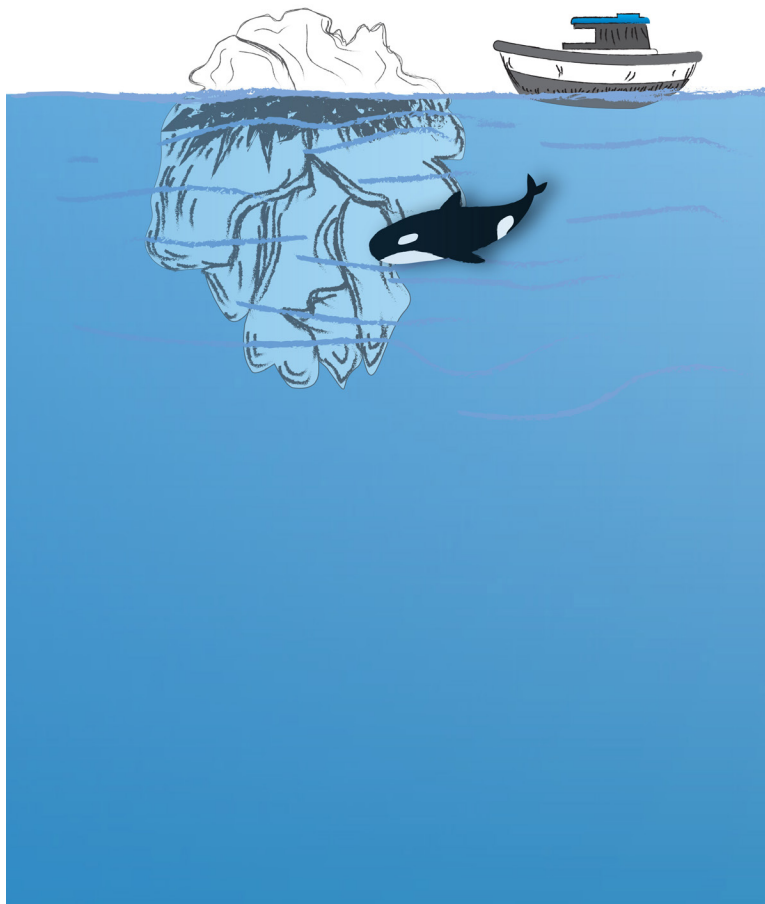
## Movement

Opening Sequence A  
 Opening Sequence B  
 Triangle  
 Rotated Wave  
 Elephant  
 Standing Split  
 Side Plank  
 Rolling Rock  
 into Butterfly x 3  
 Flower  
 Sport Stretch  
 Side Crow  
 Low Lunge with  
 Arms Lifted  
 Quad Stretch  
 Half Split into Split  
 Cobra  
 Bow  
 Rock  
 Candle  
 –Sleeping Butterfly  
 (third and fourth grades)  
 –Fish (fifth grade)  
 Closing Sequence

*What are examples of unhealthy ways to react to, or vent, anger?*

- Breaking something
- Stealing something
- Hurting someone physically or emotionally
- Hurting yourself
- Bottling up emotions inside

Display the “Anger Iceberg” chart.



*An iceberg is an enormous piece of floating ice found in the coldest parts of the ocean. Only the top 10 percent of an iceberg can be seen above the surface, which means that the majority of it is hidden from view. Anger can be compared to an iceberg. Many times our anger represents only a small part of what we are actually feeling. It is a surface emotion, with the deeper emotion(s) hiding below the surface. When experiencing anger, it is important to ask yourself, “What am I feeling other than anger?”*

Feelings that may be concealed beneath the surface include humiliation, guilt, fear, jealousy, anxiety, frustration, worry, insecurity, rejection, helplessness, and feeling disrespected. Share one of these possible deep emotions and then have students contribute their own. Record answers on the “Anger Iceberg” chart (on the portion of the iceberg submerged in water).

*Since everyone experiences different underlying emotions, each person’s Anger Iceberg might be different. Learning about these deeper emotions not only makes you more aware of your own feelings, but of the feelings of others, which teaches compassion and empathy.*

Briefly discuss the difference between compassion and empathy.

*It is more difficult to become angry with someone when you understand that they may be expressing anger out of another, deeper emotion, such as fear, insecurity, jealousy, or hurt.*

Use the questions below<sup>1</sup> to help guide a whole-class discussion around anger:

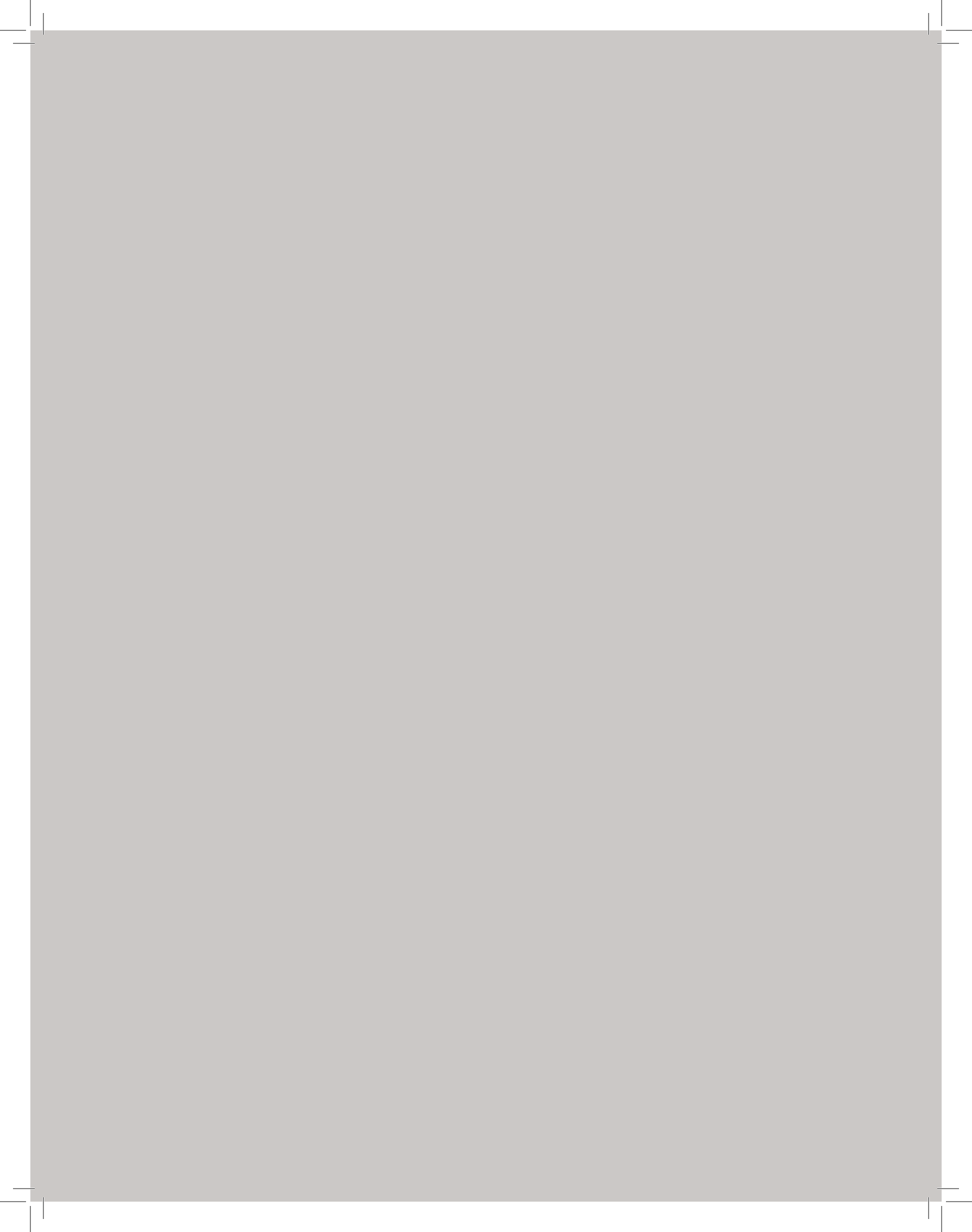
- *How do you know when you are angry?*
- *What makes you angry? Include small, minor annoyances and big things that make you furious.*
- *Where in your body do you feel anger? List your physical symptoms.*
- *What is the first sign of anger you experience? List your early warning signs that let you know you are becoming angry.*
- *What can you do to cope with anger in an effective, healthy way when you experience the early warning signs of anger?*
- *How do you usually react when you feel angry?*
- *What negative behavior do you most want to avoid when you experience anger? What will you do instead?*
- *How can the Anger Iceberg help you control your own anger?*
- *How can the Anger Iceberg help you empathize with someone who is expressing anger?*

## 2.9 Link

*Today we explored the importance of observing the feelings in our bodies before naming the emotion we are experiencing. We call this strategy “Name It To Tame It.” Naming the emotion empowers you to tame, or manage, it before the strong emotion takes control of you. Sometimes a strong emotion like anger is only the tip of the iceberg, with deeper emotions hidden beneath the surface. Remember, as you practice a specific state, such as anger or calm, it becomes a trait.*

## 2.9 Closing Routine

Continue leading students through the Closing Routine as established in Unit 1, replacing “power to be calm” with “power to tame your temper.”





## 2.10 Vocabulary

Estimate  
Infer  
Self-awareness

## Lesson 10

### How Emotions Move Through the Body

#### 2.10 Overarching Learning Objective

Students will be able to label where they physically experience strong emotions on a diagram of the body, in order to cultivate self-awareness and manage strong emotions, rather than ignore or reject them.

#### 2.10 Materials

- Unit 2 Reflection Journal
- Chart paper
- Markers
- Water bottle

## 2.10 Guiding Questions

- *How can observing the sensations in your body help you recognize your feelings?*
- *How can you infer a friend's feelings by observing clues from his/her body language?*
- *Name feelings you like and feelings you dislike. Explain.*
- *Why might people in the same situation experience different feelings from one another?*
- *Why are emotions important?*
- *Why is it important to pay attention to your emotions before proceeding to act?*
- *How do your feelings affect the people around you?*
- *How can understanding your feelings help you in school? On the playground? At home?*
- *How can understanding the feelings of others help you in school? On the playground? At home?*
- *Why do we accept all emotions in mindfulness practice?*

## 2.10 Connect

*Last time we worked together we explored the importance of observing the feelings in our bodies before naming the emotion we are experiencing. We call this strategy “Name It To Tame It.” Naming the emotion empowers you to tame, or manage, it before the strong emotion takes control of you. Sometimes a strong emotion like anger is only the tip of the iceberg, with deeper emotions hidden beneath the surface. Stress, like anger, is another example of a strong emotion that can sneak up on you.*

Hold up a water bottle. Ask students to estimate its weight. Then explain that it is not the actual weight of the bottle that matters, but how long you must hold it. Holding it for a few minutes is easy, but it would be exhausting, if not impossible, to hold it up in the air for the entire day without putting it down to rest. Even though the bottle’s weight does not increase, it feels heavier the longer you have to hold it. It is the same with strong emotions, like anger or stress. If you are always holding on to your strong emotions without finding healthy ways to cope, or express yourself, your strong emotions will take a toll on your physical and emotional health.

Alternatively, students may directly experience the concept of heavy, burdensome emotions by taking a deep, wide-legged squat, sinking their hips down until they are about level with their knees. Students reach their arms straight out to their sides, with the palms up, as they imagine holding a giant beach ball the length of their arm span. Students imagine that the beach ball is becoming heavier as it expands. They will have to strengthen their entire bodies, including their arms, legs, backs, and belly muscles, to support the additional weight. Students continue to hold this pose with the imaginary beach ball for several breaths.

## 2.10 Teach

Display the “STOP” illustration from the Reflection Journal.

*Today we are going to connect our emotions to experiences or things we like and dislike. By naming*



*our emotions, we can better understand them and then practice the final step: to proceed, or act, when we feel ready.*

Create a four-column chart. The first two columns list students' likes and dislikes. The third column names the emotion associated with the like or dislike. (This exercise can be modified to explore the emotions associated with students' strengths and weaknesses.) The fourth column is an outline of a body on which students will identify where they physically experience each emotion.

Model one example of a like and one example of a dislike with each of their associated emotions and where you feel them in your body. Share your thought process aloud with the class. Select the emotion you associated with your dislike and describe how you might choose to proceed, or respond, now that you have identified the experienced emotion. Underscore the connection to the Name It To Tame It strategy. Remind students that they may have different likes and dislikes. The emotions we associate with a particular like or dislike may also be different from those of our friends. Connect the concept of mindfulness to improved self-awareness and the ability to manage strong emotions.

## 2.10 Active Engagement

As a class, generate a list of three likes and three dislikes. Give students a few minutes to jot down the emotions they associate with each like and dislike. Have students discuss and compare their emotions with their turn-and-talk partners. During the sharing portion, guide students to consider the following about a chosen emotion:

- *What do you know about this emotion?*
- *Where do you feel this emotion in your body?*
- *What makes this emotion different from other emotions?*
- *What could trigger this emotion?*
- *How might you respond to this emotion?*
- *How does identifying and naming the emotion help you respond more mindfully?*

## Movement Lab and Assessment Activities

Independent Practice

Partner Poses

Student Sequencing

Inventor's Club:

—Name It, Draw It, Teach It  
[Invent a new pose, then teach the steps that lead into and out of the pose]

Follow the Leader

Posture Sandbag Game

Freeze Dance

Remind students that sometimes what we think we are feeling may not be the true root feeling. Revisit the Anger Iceberg. For example, we may think that we are angry, but we are actually sad because someone hurt our feelings or caused us to feel embarrassed. This is why it is important to carefully observe and name your emotions before proceeding with a response.

### 2.10 Link

*Today we learned how to connect our emotions to experiences, or things we like and dislike. After we observe the feelings in our bodies, we can name the emotions and then mindfully choose the best way to proceed, or respond, to the situation. This is our Name It To Tame It strategy. From now on, when you feel overwhelmed by a strong emotion, remember to STOP.*

Briefly review the four steps of STOP.

### 2.10 Closing Routine

Continue leading students through the Closing Routine as established in Unit 1, replacing “power to be calm” with “power to tame your temper.”

### 2.10 Home Practice

Distribute the “Angry!” handout. Read instructions aloud and ask students to complete at home.

# Angry!

Draw what your body feels like when you are angry.

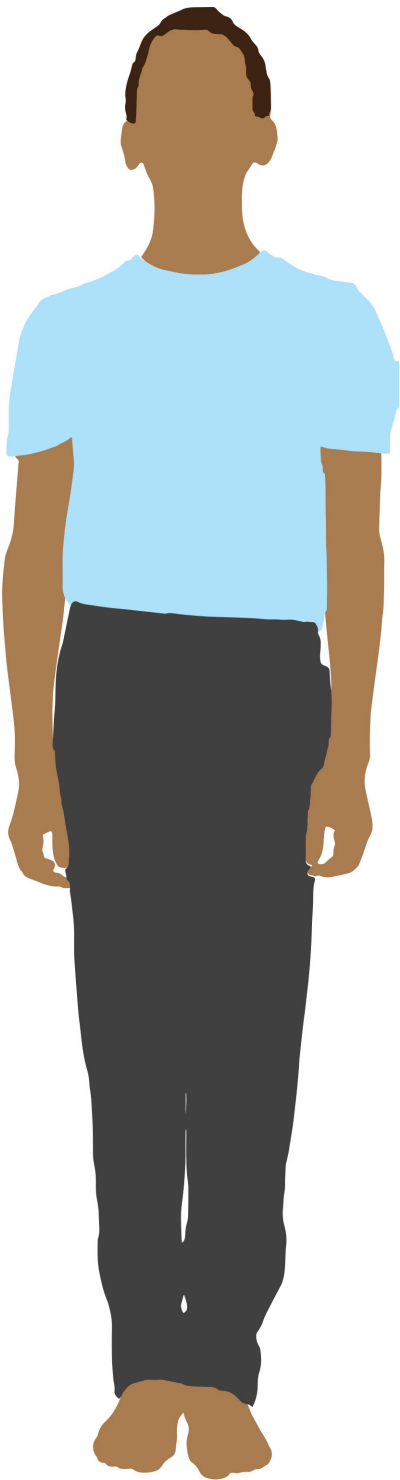
Think of 2 things that make you feel angry (my triggers). Then think of 3 things you can do to feel better.

My triggers:

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_

I can feel better by...

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_





## 2.11 Vocabulary

Balance  
Brain-body connection  
Confident  
Maturing  
(fourth and fifth grades)  
Productive  
Pruning  
Self-defeating  
Symptoms  
Temperature

## Lesson 11

### Taking the Temperature of Feelings

#### 2.11 Overarching Learning Objective

Students will be able to compare the physical and mental effects of three breathing exercises: Bunny Breaths, Buzzing Bee, and Castle Breathing.

#### 2.11 Materials

- Ball of clay or Play-Doh molded into the shape of a brain
- Toothpick
- Unit 2 Reflection Journal

## 2.11 Guiding Questions

- *What is the brain-body connection?  
Give an example.*
- *How does moving your body grow your brain?*
- *How can your thoughts affect how you feel?*
- *How can your feelings affect your thoughts?*
- *How does the breath affect your thoughts  
and feelings?*

## 2.11 Connect

Last time we worked together, we learned how to connect our emotions to experiences, or things we like and dislike. After we observe the feelings in our body, we can name the emotion and then mindfully choose the best way to proceed, or respond, to the situation. This is our Name It To Tame It strategy. From now on, when you feel overwhelmed by a strong emotion, remember to STOP.

*Briefly review the four steps of STOP.*

Display the ball of clay or Play-Doh molded into the shape of a brain. Include two hemispheres with a corpus callosum. Take out the toothpick to carve the small grooves, or wrinkles, in the gray matter of the brain's cerebral cortex. Discuss how the brain is shaped by our thoughts. The depth of the grooves signifies the strengthening or weakening of connections between neurons (called neural connections).

*The more we think calming and relaxing thoughts, the more we feel calm and relaxed. If we repeatedly think stressful thoughts, the more stressed out we feel. The brain is trained by what we think because of neuroplasticity. We become what we repeatedly practice. This means that if we consistently practice reacting with anger and worry, over time those will be our strongest neural and behavioral pathways when we are under stress. The good news is that because of the brain's amazing ability to grow and change, you can rewire it to have healthier responses by practicing mindfulness. You can train your brain to respond to stress in a more calm and relaxed manner.*

Use the toothpick to deepen several grooves to illustrate the concept of neuroplasticity. Explain how if we stop using certain thought pathways, over time the grooves become less deep as a result of neural “pruning” (compare to pruning a tree). Neural pruning is the process of removing neurons that are no longer used or useful in the brain. As some behaviors are found to

be more useful and used more often, some of the less frequently activated pathways die out.<sup>1</sup> This process of strengthening and pruning allows us to continue to learn and mature. Reiterate Dr. Donald Hebb's statement, "Neurons that fire together wire together."

### 2.11 Teach

*Today I am going to teach you about the brain-body connection. Your brain and body are in constant communication with each other. How you think affects how you feel, and how you feel affects how you think. Two examples of the brain-body connection are feeling nervous "butterflies" in your stomach before a test, or when your mouth waters at the thought of enjoying your favorite food.*

*If you constantly have negative, self-defeating thoughts, like "I'm not smart enough" or "I will never be good at basketball," your body will feel these negative thoughts and may turn them into symptoms, like a headache or bellyache. The great part of the brain-body connection is that you can practice thinking positive, confident thoughts, like "I am smart" or "With a little more practice, I will be able to make a basket." Thinking more positively takes practice, but the results are well worth it because your mind and body will feel better. Plus, you will be more productive!*

*Just like you have a brain-body connection, you also have a body-brain connection. If you pay attention, you can observe how your body affects your thoughts. For instance (any relevant example may be used here), when I broke my finger, I was extremely sad because I could not practice piano or play volleyball with my friends. I was also worried that I would not be able to play piano or volleyball ever again. The more negative thoughts I had, the worse I felt. I decided to start thinking more positively and found ways to play other sports I enjoyed, like soccer, and listened to piano music, practicing the notes in*

1: "Neural Pruning," Ottawa Mindfulness Clinic, <https://ottawamindfulnessclinic.wordpress.com/2010/05/06/neural-pruning/>.

*my mind. I became a lot happier and had less pain. My fingers eventually healed, and I was able to play piano and volleyball again. In fact, because of all the practice I did in my mind, I was able to play piano even better than I had before my injury!*

## Movement Lab and Assessment Activities

Independent Practice

Partner Poses

Student Sequencing

Inventor's Club:

–Name It, Draw It, Teach It  
(Invent a new pose, then  
teach the steps that  
lead into and out of  
the pose)

Follow the Leader

Posture Sandbag Game

Freeze Dance

Sleeping Twist

Closing Sequence

Guided Rest

## 2.11 Active Engagement

*One way you can work on developing a more positive outlook when you are upset is to first calm your body and mind with your breath. Today we are going to practice three types of breathing exercises and notice how we feel before, during, and after each one.*

Display the Reflection Journal with Buzzing Bee and Bunny Breaths Breathing Exercises. Teach Buzzing Bee and Bunny Breaths. Share how you feel before, during, and after each type of breath. Demonstrate how to observe physical changes by placing one hand over the heart and the index and middle finger of the other hand on your neck (over the carotid artery) to feel your pulse. Have students practice each breathing exercise for one minute, with their hands placed at the aforementioned positions. Compare and contrast their observations.

Display the “Castle Breathing” illustration on page 14 of the Reflection Journal. Demonstrate even inhalations and exhalations, using your finger to trace the castle walls. Encourage students to notice the brief moment of quiet stillness between breaths. Have students practice Castle Breathing for one minute. Discuss their observations. Compare the effects of all three breathing techniques.



*Which breathing exercise might be most helpful if you are feeling angry or nervous?*

*Which breathing technique might be most helpful if you are tired and need a boost of energy?*

*How can working with your breath help restore balance when you experience a strong emotion?*

*How does calming the mind with your breath encourage you to feel more positive?*

### 2.11 Link

*Today we learned that our brain and body are in continuous communication with each other. Your brain affects your body, and your body affects your brain. We experienced how working with our breath to calm the brain and body can help us feel better and have a more positive outlook when we are feeling down.*

*We have grown an impressive collection of tools to help us calm down, feel positive, restore balance, and make smart decisions: Three Mindful Breaths, Name It To Tame It, STOP, Buzzing Bee, Bunny Breath, and Castle Breathing.*

### 2.11 Closing Routine

Continue leading students through the Closing Routine as established in Unit 1, replacing “power to be calm” with “power to tame your temper.”

### 2.11 Home Practice

Have students practice and teach Buzzing Bee, Bunny Breath, and Castle Breathing to a friend or family member. Have students ask a friend or family member how s/he feels before, during, and after practicing each type of breathing.



## 2.12 Vocabulary

Consolidate  
Downtime  
Productive  
Recharge  
Reenergize

## Lesson 12

### Give Your Brain a Break MINDFUL BREATHING REVIEW

#### 2.12 Overarching Learning Objective

Students will be able to practice mindful breathing independently to give their brains downtime.

#### 2.12 Materials

- Tone bar
- Unit 2 Reflection Journal

## 2.12 Guiding Questions

- *How can you take care of your brain?*
- *What is downtime?*
- *Why is downtime important?*
- *How does mindful breathing give your brain downtime?*
- *Is daydreaming considered “wrong” in mindfulness practice? Explain.*
- *Does it work to “force” your brain to pay attention? Why or why not?*
- *Since we have started working together, have you noticed any changes in your ability to be less distracted and stay with the breath during mindful breathing practice? Describe any changes.*
- *What do you say to yourself when your attention wanders?*
- *What does the expression “flip your lid” mean?*
- *Explain the following quote: “You have power over your mind—not outside events. Realize this, and you will find strength.” (Marcus Aurelius, Meditations) (fifth grade)*

## 2.12 Connect

*Last time we worked together, we learned that your brain and body are in continuous communication with each other. Your brain affects your body, and your body affects your brain. We experienced how working with our breath to calm the brain and body can help us feel better and have a more positive outlook when we are feeling down in the dumps.*

*We have grown an impressive collection of tools to help us calm down, feel positive, restore balance, and make smart decisions: Three Mindful Breaths, Name It To Tame It, STOP, Buzzing Bee, Bunny Breath, and Castle Breathing.*

## 2.12 Teach<sup>1</sup>

*Today we are going to learn the importance of giving our brains downtime with mindful breathing. Give a silent thumbs-up if your brain has ever felt so full of new learning that it needed a break, or downtime.*

*Just like your body needs vitamins from food, your brain needs downtime to recharge and reenergize. Your brain needs breaks so it can better remember, learn, and come up with creative ideas. To be productive, your brain requires downtime during the day.*

*When your brain is not actively learning something new, it has time to combine, or consolidate, the most important parts of the information it learned. Downtime has similar benefits to a good night's sleep. For example, if you get a good night's sleep before a spelling test, the next day you have an easier time recalling how to spell even the most challenging words. Your brain needs rest to store what you learn into your long-term memory.*

<sup>1</sup>: "Why Your Brain Needs More Downtime," from *Scientific American*, <http://www.scientificamerican.com/article/mental-downtime/>.

Teach students the “handy” model of the brain to review the amygdala, hippocampus, and PFC. In this model, one fist represents both hemispheres of the brain. Students each raise one hand, palm facing them, with the thumb curled into the palm. The tip of the thumb represents an amygdala and the remainder of the thumb represents a hippocampus. All four fingers, which represent the cerebral cortex, fold to cover the thumb, forming a fist. The fingernails represent the PFC. The wrist is the base of the skull and the forearm is the spinal cord. When we are overcome with anger, stress, or anxiety, we may “flip our lid,” or lose self-control. This can be demonstrated with an exploding fist.

*Since mindful breathing gives our brains downtime, we are going to practice teaching one another mindful breathing in groups of three. The mindful breathing is exactly the same as we have practiced in our previous sessions.*

## 2.12 Active Engagement

*Before we divide up into groups, we will practice mindful breathing as a class.*

Lead the class by following the steps listed on page 22 of the Reflection Journal, “Mindful Breathing.” Remind students that when they notice their attention wandering away from their breath, they are practicing mindfulness. The act of noticing and consciously bringing their attention back to the breath is an example of a mindful moment. Explain that daydreaming is not bad. The goal is to become aware of when they daydream so they can choose where to focus their attention.

## Movement Lab and Assessment Activities

Independent Practice  
Partner Poses

Student Sequencing

Inventor’s Club:

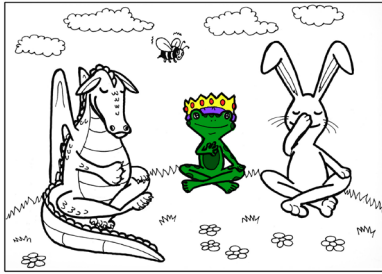
–Name It, Draw It, Teach It  
[Invent a new pose, then teach the steps that lead into and out of the pose]

Follow the Leader

Posture Sandbag Game

Freeze Dance

## MINDFUL BREATHING



1. SIT DOWN AND GET COMFORTABLE.
2. REST YOUR HAND ON YOUR CHOSEN BREATHING SPACE: TUMMY, CHEST OR YOUR NOSE.
3. SILENTLY REPEAT YOUR ANCHOR WORDS, BREATHING IN...BREATHING OUT...
4. WHEN YOUR ATTENTION WANDERS LIKE AN UNTAMED DRAGON, GENTLY BRING IT BACK TO YOUR BREATHING SPACE. REPEAT BREATHING IN...BREATHING OUT...
5. CAN YOU BE MINDFUL OF YOUR BREATHING FOR 5 BREATHS? FOR 1 MINUTE? SET A GOAL AND INCREASE THE NUMBER OF BREATHS, OR AMOUNT OF TIME YOU PRACTICE EACH DAY.

*Continue to notice your distractions. Gently invite your attention back to the breath to strengthen your brain's power to choose its focus. If you catch yourself daydreaming during an important math lesson, you can choose your focus and bring your attention back to the lesson. You have the power to choose your focus.*

Divide students into groups of three to lead one another through the steps of mindful breathing. Allow one minute for each student to lead within each group. Ring the tone bar to signal a rotation of roles.

**Student 1:** Leads mindful breathing.

**Student 2:** Practices mindful breathing with eyes closed; raises one finger each time s/he notices his/her attention wander.

**Student 3:** Counts Student 2's distractions.

Students within each group share their observations and how it feels to notice their attention come and go, just like the breath.

### 2.12 Link

*Today we learned the importance of giving our brains downtime to recharge, just like we need to recharge a phone or iPad. Since you can't be plugged into the wall to recharge, you need to sleep at night and give your brain downtime during the day. Mindful breathing is a fantastic way to reenergize and refresh your brain. Overworking your brain makes it difficult to learn new information or develop creative ideas. You perform at your best and are more productive when you give your brain the space and time it needs to absorb new information and grow its creativity.*

### 2.12 Closing Routine

Continue leading students through the Closing Routine as established in Unit 1, replacing “power to be calm” with “power to tame your temper.”

### 2.12 Home Practice

*Teach mindful breathing to someone at home.  
Continue to make mindful breathing part of your daily routine.*



## Unit 2

### Movement Objectives

**Students will be able to do the following...**

**2.1 A Peek Inside the Amazing Brain: How Habits Grow Your Brain**

- Demonstrate the breath and movement patterns of Sunrise/Mountain.

**2.2 Getting To Know Your Brain: Four Lobes (Part I)**

- Demonstrate the breath and movement pattern of Half Opening Sequence A.

**2.3 Getting To Know Your Brain: Cerebrum, Cerebellum, Medulla (Part II)**

- Demonstrate the breath and movement patterns of Opening Sequence A.

**2.4 Getting to Know Your Brain: Hippocampus, Amygdala, Prefrontal Cortex (Part III)**

- Independently demonstrate the breath and movement patterns of Closing Sequence.



**2.5 Brain-Breath Connection**

- Independently demonstrate the breath and movement patterns of Opening Sequence A.

**2.6 Success Through Goal Setting**

- Demonstrate the steps necessary to perform one standing pose, beginning and ending in Mountain.

**2.7 Mindful or Unmindful**

- List three benefits of standing postures.

**2.8 STOP Strategy: How to Tame Your Amygdala**

- Identify and apply strategies to help maintain physical balance in at least one standing balance pose.

**2.9 Name It To Tame It: The Anger Iceberg**

- Demonstrate the steps into and out of one seated pose.

**2.10 How Emotions Move Through the Body**

- Demonstrate and describe how mindful breathing in Closing Sequence activates their power to be kind and calm.

**2.11 Taking the Temperature of Feelings**

- Lists three benefits of seated poses.

**2.12 Give Your Brain a Break: Mindful Breathing Review**

- Apply principles of cooperation and trust with another student in a partner pose.

## Unit 2

# Glossary

### A

**Achievable:** able to be brought about or reached successfully

**Action plan:** an organized series of steps to be taken in order to achieve a goal

**Adapt:** to make something suitable for a new use or purpose

**Adjective:** a word or phrase that describes a person, place, or thing

**Advantage:** a condition or circumstance that puts one in a favorable position

**Alternate:** to occur in turn repeatedly

**Amygdala:** a roughly almond-shaped mass of gray matter inside each cerebral hemisphere that is involved with the experiencing of emotions

**Awareness:** perception of a situation or fact

**Axon:** the long threadlike part of a nerve cell along which impulses are conducted from the cell body to other cells

**Axon terminal:** the end of a branch of an axon

### B

**Balance:** an even distribution of weight that enables someone or something to remain upright and steady

**Benchmark:** a standard or point of reference against which things may be compared or measured

**Body language:** the conscious or unconscious gestures and movements used to communicate nonverbally

**Brain-body connection:** the bi-directional physiological feedback loop within the human body

**Brain stem:** the central trunk of the mammalian brain

### C

**Cell:** the smallest structural and functional unit of an organism

**Cerebellum:** the part of the brain at the back of the skull in vertebrates

**Cerebrum:** the principal and most anterior part of the brain in vertebrates, located in the front area of the skull

**Character trait:** an aspect of a person's behavior and attitudes

**Chemical:** of or relating to chemistry or interactions of substances

**Confidence:** the feeling or belief that one can rely on someone or something

**Confident:** feeling or showing self-assurance

**Consolidate:** to make something stronger or more solid

**Cope:** to deal effectively with something difficult

**Corpus callosum:** a broad band of nerve fibers joining the two hemispheres of the brain

**D**

**De-stress:** to relax after a period of work or tension

**Decoder:** a device capable of deciphering signals or patterns

**Dendrite:** a short, branched extension of a nerve cell

**Downtime:** a time of reduced activity or effort

**E**

**Efficiency:** the ability to perform an action or task with minimal time or effort

**Empathy:** the ability to understand and share the feelings of another

**Estimate:** to roughly judge the value, number, quantity, or extent of

**Expectation:** a strong belief that something will happen in the future

**External:** belonging to or forming the outer surface or structure of something

**F**

**Filter:** a porous device for removing impurities or to divide parts from a whole

**G**

**Goal:** the object of a person's ambition or effort; an aim or desired result

**H**

**Habit:** a settled or regular tendency or practice—usually one that is difficult to give up

**Hemisphere:** each of the two parts of the cerebrum in the brain

**Hippocampus:** the elongated ridges on the floor of each lateral ventricle of the brain, thought to be the center of emotion, memory, and the autonomic nervous system

**I**

**Impulsive:** to act or to have acted without forethought

**Infer:** to derive information from reasoning rather than from explicit statements

**Interference:** an interruption or disruption in a course of events

**Internal:** of or situated on the inside

**Interpret:** to explain the meaning of (information, words, or actions)

**Involuntary:** done without will or conscious control

**J**

**Judgment:** the ability to make considered decisions or come to sensible conclusions

**Judgmental:** having or displaying an excessively critical point of view

## L

**Lobe:** a somewhat round and flat part of something

**Localized:** to be restricted to a particular place

## M

**Manage:** to be in charge of

**Maturing:** a person in the process of becoming mature (physically, emotionally, intellectually, and/or socially)

**Measurable:** able to be measured

**Medulla:** the inner region of an organ or tissue

**Metaphor:** a figure of speech in which a word or phrase is applied to an object or action to which it is not literally applicable

**Moment:** a brief period of time

**Monitor:** an instrument or device used for observing, checking, or keeping a record

**Motivation:** the reason or reasons one has for acting in a particular way

## N

**Nervous system:** the network of nerve cells and fibers that transmit impulses throughout the body

**Network:** an arrangement of intersecting lines or parts

**Neuron:** a specialized cell transmitting nerve impulses

**Neuroplasticity:** the brain's capacity to change and rewire according to environment and experience

**Neurotransmitter:** a chemical substance released at the end of a nerve fiber by the arrival of a nerve impulse

## O

**Observe:** to watch carefully; to notice or perceive a person, object, or scene

**Obstacle:** a thing that blocks someone's way and hinders or prevents progress

**Openness:** lack of restriction or limit

**Optical illusion:** an experience of seeing something that does not exist or that is other than it appears

**Organ:** a typically self-contained and vital part of an organism

**Outcome:** the result of a series of events or actions

## P

**Pattern:** a repeated or decorative design

**Pause:** a temporary ceasing in action or speech

**Perceive:** to be aware, to realize, or to understand

**Perceptive:** having or showing sensitive insight

**Perspective:** a particular attitude toward or way of regarding something

**Posture:** a position of a person's body when standing or sitting

**Prefrontal cortex:** the cerebral cortex that covers the front part of the frontal lobe

**Priority:** one thing that is regarded as more important than another

**Proceed:** to begin or continue a course of action

**Procrastination:** the action of delaying or postponing something

**Productive:** achieving or producing a significant amount or result

**Progress:** forward or onward movement toward a destination

**Pruning:** to trim or cut away

## R

**Realistic:** having or showing a sensible and practical idea of what can be achieved or expected

**Recharge:** to restore power or energy

**Record:** a documentation of experience or events

**Reenergize:** to give or gain vitality or enthusiasm

**Reflect:** to think deeply or carefully about

**Resource:** a stock or supply of useful or valuable assets

**Rewire:** to rearrange a configuration of wires

## S

**Scenario:** a postulated sequence or development of events

**Self-awareness:** conscious knowledge of one's own character, feelings, motives, and desires

**Self-defeating:** counterproductive thoughts or actions that prevent the achievement of a goal.

**Self-regulation:** the ability to activate or move oneself

**Signal:** a gesture, action, or sound that is used to convey information or instructions

**Skull:** a framework of bone protecting the brain of a vertebrate

**Specific:** clearly defined or identified

**Stimulus:** a thing or event that evokes a specific functional reaction

**Strategy:** a plan of action or policy designed to achieve a major or overall aim

**Stress:** pressure or tension exerted on a material object

**Success:** the accomplishment of an aim or purpose

**Surface area:** the outside part or uppermost layer of something

**Symptom:** a sign of the existence of something

**Synapse:** a junction between two nerve cells

**Synonym:** a word or phrase that means exactly or nearly the same thing as another word or phrase

## T

**Tame:** to encourage or facilitate cooperation

**Temper:** a person's state of mind seen in terms of their being very angry or calm

**Temperature:** the degree or intensity of heat present in a substance or object

**Timely:** done or occurring in a favorable amount of time

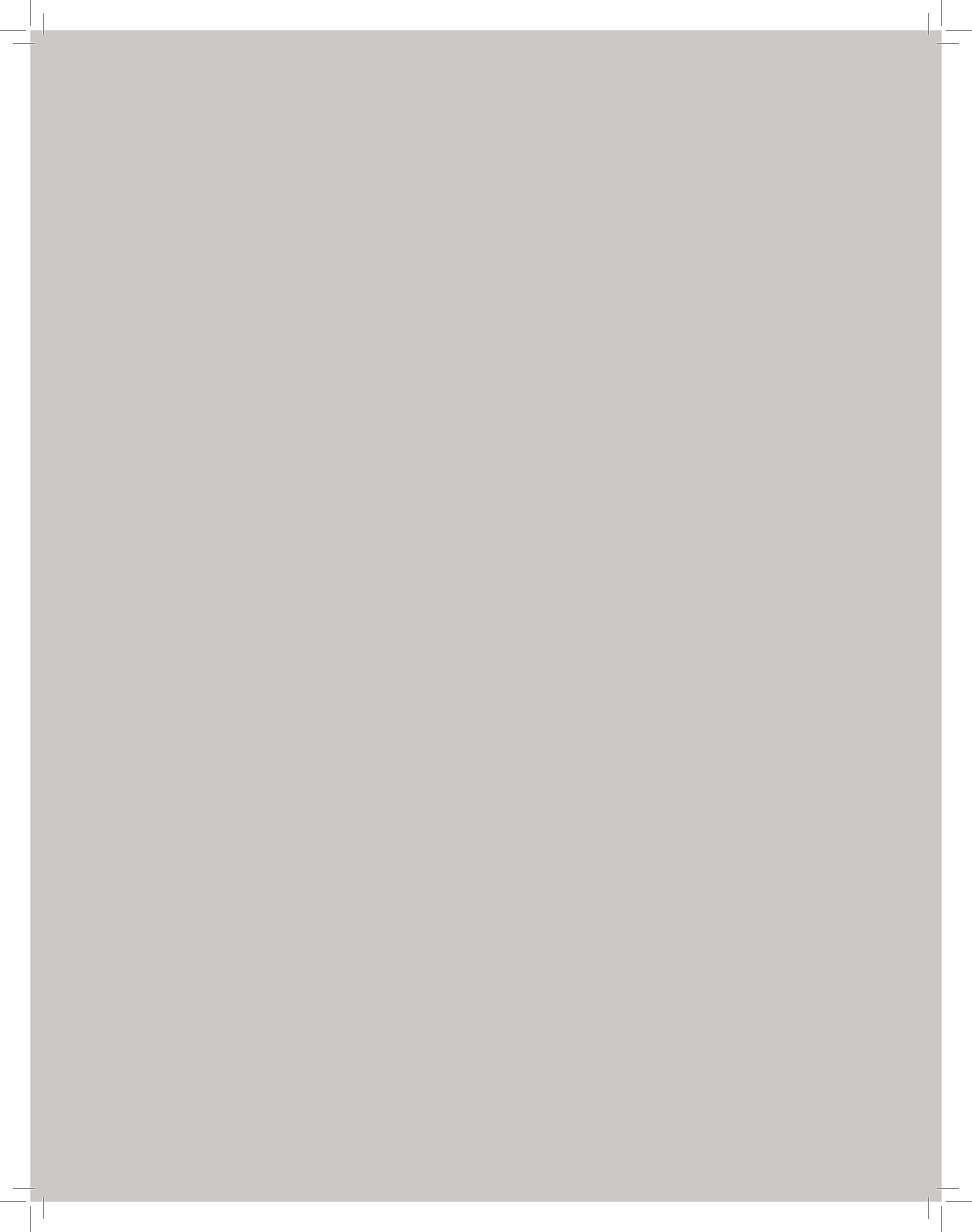
**Track:** a course of action or way of proceeding, or to follow the trail of someone or something

**Trigger:** an event or circumstance that is the cause of a particular action, process, or situation

## V

**Vent:** the expression or release of a strong emotion

**Voluntary:** acting of one's own free will; acting under the conscious control of the brain



The background of the page features horizontal stripes in blue, grey, and yellow. A large white circle is positioned on the left side, containing the text 'Unit 3' in a blue script font, followed by 'Power To Laser Focus' in a dark blue sans-serif font.

## Unit 3

Power To  
Laser  
Focus





# Unit Description and Outline

**Power To Laser Focus** explores the ability of the six senses to direct our attention to collect and integrate salient information. Students sharpen their observation skills by tuning in to the rich tapestry of information provided by their senses. Through unbroken, focused attention, students discover that they possess the power to more accurately assess situations, tackle complex problems, empathize, and self-regulate.

## *Essential Questions*

What is mindfulness?

How can being mindful shape our experiences?

How can developing mindfulness influence our decision-making?

## **Enduring Understandings**

Mindfulness can help us make healthier decisions.

## **Learning Objectives**

Students will be able to do the following...

### 3.1 Mindful Tasting

- Describe how their five main senses are used to gather information from the world around them.
- Use the senses to notice the properties of a raisin.
- Select adjectives that precisely capture their sensory experience.
- Record their observations on an observation sheet.

### 3.2 Mindful Seeing

- Focus their attention through their sense of sight and describe the visual details they observe.
- Practice teacher-guided eye exercises to both strengthen the eyes and reduce eyestrain and overall physical tension.
- Record their observations on an observation sheet.

### 3.3 Mindful Smelling

- Focus their attention through their sense of smell and describe four mystery scents.
- Record their observations on an observation sheet.

### 3.4 Mindful Listening

- Focus their attention through their sense of hearing and describe a variety of sounds audible at different distances.
- Identify and describe the sounds created by four mystery sounds.
- Record their observations on an observation sheet.

### 3.5 Mindful Touching

- Focus their attention through their sense of touch and describe what they feel.
- Predict the identity of items that they are only permitted to touch.
- Sort items that they are only permitted to touch into categories (size, shape, texture, temperature, mass).
- Synchronize hand movements with a partner through the Mindful Mirroring game.
- Record their observations on an observation sheet.

### 3.6 Mindful Movement: Proprioception

- Focus their attention through their sense of proprioception and describe their exploration of spatial awareness.
- Demonstrate an understanding of spatial awareness.
- Demonstrate proprioceptive coordination of movement through their ability to balance in a one-legged standing pose for 3–5 breaths, using a gazing point to improve focus.
- Describe the importance of sight and proprioception to maintain balance.

### 3.7 Mapping the Homunculus: The Science of Touch

- Describe why different areas of the body have different levels of sensitivity to touch.
- Explain the concept of density.

# Read-Aloud Books

The Magic School Bus Explores  
the Senses  
by Joanna Cole

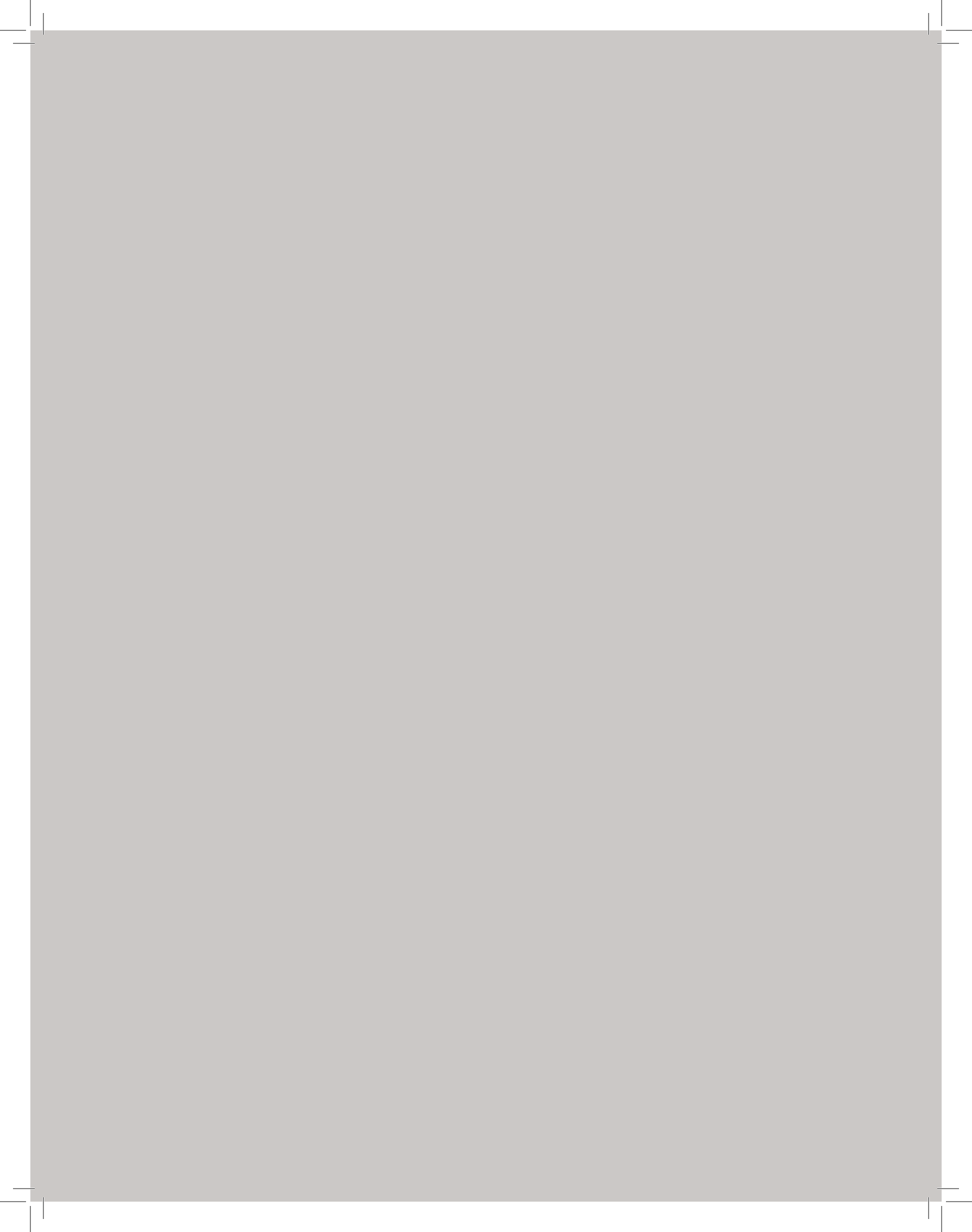
## Unit 3 Standards

### **SEL**

- 2C.1b.: Demonstrate appropriate social and classroom behavior.
- 3A.2a.: Demonstrate the ability to respect the rights of self and others.

### **National PE**

- Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
- Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
- Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.
- Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.





## 3.1 Vocabulary

Aroma

Flavor

Gustation (fifth grade)

Integrate

Recruit

Savory

Sense

Sharpen

Taste bud

Texture

Umami

## Lesson 1

### Mindful Tasting

#### 3.1 Overarching Learning Objective

Students will be able to describe how their five main senses are used to gather information from the world around them.

#### 3.1 Materials

- Present a Google image of human taste buds
- Unit 3 Reflection Journal: *Power To Laser Focus* (one per student)
- Bin for journal storage in classroom
- Raisins (one per student)
- Observation sheets (one per student)
- Pencils (one per student)

### 3.1 Guiding Questions

- *Does each of your senses give you the same type of information? Explain.*
- *How do your senses help you enjoy life?*
- *How do the senses help you learn more about something?*
- *How can your senses protect you from harm?*
- *How does your sense of taste help prevent you from consuming something that could make you sick?*
- *When do you use at least two senses at the same time?*
- *How does using more than one sense help you gather additional information about something?*
- *How do our senses make us similar? How do they make us different?*
- *Which sense do you think is most important? Defend your answer.*
- *Which sense do you think is least important? Justify your answer.*
- *What is an example of a food that tastes sweet? Sour? Salty? Bitter? Umami?*
- *If the tongue by itself can only detect four basic tastes, how do you experience all of the different flavors that food has to offer? (fifth grade: Taste is connected to the sense of smell. When the sense of taste and smell are combined, the result is flavor.)*

### 3.1 Connect

*Last time we worked together, we finished our Power To Tame Your Temper unit. We will continue to use all of the tools we have learned, including our deep breathing practice, to activate our power to laser focus.*

### 3.1 Teach

*Today we are going to learn how to use our five main senses to become mindful observers and activate our power to laser focus.*

*Our senses allow us to experience and understand, or make sense of, the world around us. These senses make it possible for us to interact and communicate with one another, in addition to ensuring our safety and survival. Although we have five main senses (taste, sight, smell, hearing, and touch), we tend to rely the most on sight. If you take a particular sense away (such as sight or hearing), the other senses become sharper. Nerve endings located in the tongue, eyes, nose, skin, and ears send messages to the brain, which enable us to interpret the incoming information from our senses.*

*When we become expert observers, taking in and integrating, or combining, all of the detailed information our senses provide that we never before noticed, we open ourselves up to appreciating a hidden world of new experiences.*

*Today we are going to develop our sense of taste, or gustation, and activate our power to laser focus by slowly and mindfully tasting a raisin.<sup>1</sup>*

*The five basic tastes are sweet, sour, salty, bitter, and umami. The one you probably haven't heard of is umami, which was identified by a Japanese scientist over one hundred years ago. It can be roughly translated from Japanese as "yummy"*



*or “deliciousness.” We tend to describe umami as “savory,” which means something delicious and full of flavor. Umami is common in foods such as bacon, mushrooms, Parmesan cheese, tomatoes, asparagus, spinach, celery, fish, soy sauce, sea vegetables, and green tea. (Currently, there is a debate among scientists to determine if there is a sixth taste receptor for fat.)<sup>1, 2</sup>*

*All tastes can be detected anywhere there are taste receptors: around the tongue, on the roof of the mouth, and in the back of the throat. Other flavors are created from a combination of the five basic tastes plus your sense of smell (e.g., a tart flavor comes from a blend of sweet and sour, such as the combination of sugar and lemon). The tongue is a muscle covered in tiny bumps called taste buds. Your tongue has approximately 10,000 taste buds! Each taste bud contains 50–100 receptor cells, which only live for 1 to 2 weeks before they are replaced by new receptor cells.*

The following two discussion questions are for **fifth grade** only:

- *What is the difference between taste and flavor?* (“Taste” refers to sweet, sour, salty, bitter, and umami. “Flavor” involves a combination of the sense of taste with smell and texture.)
- *How do you think taste buds taste food?* (Taste buds are made up of taste cells that sense the chemicals in food and send taste signals to nerves that carry them to the brain.)<sup>3</sup>

*Certain foods and tastes, such as garlic or mint, can linger in your mouth for longer than others. The minty taste of toothpaste is so intense that it can overpower other tastes in your mouth. Food eaten right after you brush your teeth, such as an orange,*

1: “Neuroscience for Kids: That’s Tasty,” Washington University, <https://faculty.washington.edu/chudler/tasty.html>.

2: “The Tongue Map: Tasteless Myth Debunked,” Live Science, 2006. <http://www.livescience.com/7113-tongue-map-tasteless-myth-debunked.html>.

3: “Want a Taste?,” Scholastic, <http://teacher.scholastic.com/lesson-repro/lessonplans/profbooks/tastebuds.htm>.

*can taste weird because you taste a combination of the mint from the toothpaste and the flavor from the food.*

*I am going to distribute one raisin to each of you. Keep your raisin in your hand. Do not eat it. Close your eyes and gently turn the raisin between your fingers, observing how it feels. Think of words you would use to describe its texture. My raisin feels wrinkly and slightly squishy. As we deepen our inquiry using our sense of taste, observe which other senses are recruited to explore your raisin.*

Distribute observation sheets and pencils.

## Movement

Opening Sequence A  
Opening Sequence B  
Windmill  
Triangle  
Surfer into Wave  
Rotated Wave  
Elephant  
Standing Split  
Butterfly  
Boat into Floating  
Lotus x 3  
Frog  
Bug  
Turtle  
Low Lunge with  
Arms Lifted  
Quad Stretch  
Half Split into Full Split  
Bridge or Wheel  
Knees into Chest  
Sleeping Twist  
Closing Sequence  
Guided Rest

### 3.1 Active Engagement

*Look closely at your raisin. Think about how you would describe its shape, size, color, texture, and temperature. Slowly bring the raisin to your lips without putting it into your mouth. Notice its aroma and how it feels against your lips. Without biting the raisin, slowly place it onto your tongue. Let the raisin sit there for a moment. Notice what happens inside of your mouth. Do you start to salivate in anticipation of food? Feel its texture with your tongue. Describe the taste to your turn-and-talk partner.*

*Slowly bite into the raisin without chewing or swallowing it. Leisurely chew your raisin, but don't swallow it. Does the taste or texture change as you continue to chew? Feel the chewed up raisin slide down your throat as you swallow it. Notice what you feel.*

- *Which taste buds were most activated when you ate the raisin?*
- *Where are those taste buds located?*
- *Aside from taste, what other senses did you rely on to explore mindful tasting?*
- *Would you normally eat a raisin in this way? Why or why not?*
- *Was eating the raisin in this way more or less satisfying? Explain.*
- *How might you feel if you ate food this way more often?*

### 3.1 Link

*Today we embarked on our first power to laser focus exploration by mindfully taking in and noticing our observations through our five main senses. By slowing down and actively noticing new things about something we are very familiar with, like eating a raisin, we can gain a new appreciation of the experience.*

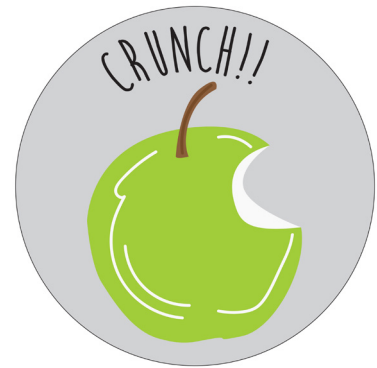
Although the sense of hearing was not used to eat a raisin, it could be employed when eating something crispy or crunchy that makes sound.

### 3.1 Closing Routine

Continue leading students through the Closing Routine as established in Unit 1, replacing “power to be calm” with “power to laser focus.”

### 3.1 Home Practice

*During your next meal, challenge yourself to slow down your eating and tune in to the information from your five senses to activate your power to laser focus. Notice how it feels to use all five of your senses to observe each moment of the eating process.*





## 3.2 Vocabulary

Enhance  
Hand-eye  
coordination  
Heighten  
Technique

## Lesson 2

### Mindful Seeing

#### 3.2 Overarching Learning Objective

Students will be able to focus their attention through their sense of sight and describe the visual details they observe.

#### 3.2 Materials

- **For Option 1:**
  - 10–12 objects for student observation
  - Tray (for objects)
  - Opaque piece of fabric (to conceal objects)
  - Observation sheet (one per student)
  - Pencils (one per student)
- **For Option 2:**
  - One penny per student (distribute both old and new pennies)

## 3.2 Guiding Questions

- *When you use your sense of sight to observe something, what type of information are you able to gather?*
- *How do you think a person who does not have their sense of sight can collect information about something? For example, how might a person who is blind rely on their other senses to have an idea of what something looks like? What do you think would happen to their other senses? Why?*
- *Why would it be difficult to catch a beach ball with your eyes closed?*
- *How could you use your other senses to identify a person you couldn't see?*
- *Can a person substitute one sense for another?*
- *How (and why) do you take care of your eyes?*
- *What tools could improve, or extend, your sense of sight?*
- *What activities or jobs require excellent hand-eye coordination?*

### 3.2 Connect

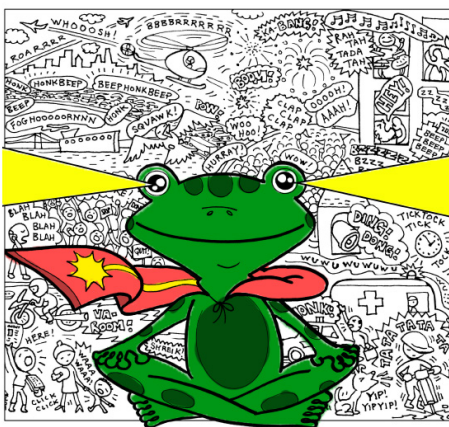
*Last time we worked together, we embarked on our first power to laser focus exploration by mindfully taking in and noticing our observations through our five main senses. By slowing down and actively noticing new things about something we were already very familiar with, like eating a raisin, we gained a new appreciation of the experience.*

*I hope you practiced (and continue to practice!) tuning in to your five senses by eating mindfully. It is a great way to appreciate your meal and strengthen your power to laser focus.*

### 3.2 Teach

*Today we are going to activate our power to laser focus by heightening our “laser eye” focus.*

*Let's begin by taking slow, deep, mindful breaths through your nose with your eyes gently closed. Notice the sound of your breath. It sounds like the ocean's waves. Imagine each inhalation expanding your entire rib cage like a balloon. Imagine each exhale slowly emptying your lungs like a deflating balloon.*



*Now we're going to practice an eye focusing exercise. Eye exercises can improve eyesight by strengthening the eye muscles. They can also reduce eyestrain, which is when the eyes feel fatigued, or tired, from reading or staring at a computer screen for a long time, especially if the lighting in the room is not good. Tension in your eyes can produce a feeling of tension in others parts of your body. When you strain your eyes, often the muscles of the face, jaw, neck, and shoulders become tight. When you exercise your eyes, you relieve tension in your eye muscles, which reduces tension in the rest of your body.*

*Raise your arms shoulder-height straight out in front of you. Bring your palms together, thumbs*

*pointing up. During this exercise, you will only be moving your eyes, not your heads. You will be following, or tracking, the movement of your thumbs with your eyes only. Your eyes continue to focus on your thumbs throughout the exercise. Keep your arms extended straight out in front of you. Slowly raise your right arm. Track the tip of your right thumb with your eyes. Coordinate your eyes and thumb to move at the same speed. Lower your right arm as you continue to track your right thumb with your eyes.*

Lead students in tracking each thumb to the outer edge of their peripheral vision. Remind students to only move their eyes, not their heads, to track each thumb.

Explain how they are developing their hand-eye coordination, a skill that is important for countless daily activities and professions that require highly refined hand-eye coordination. Highlight the importance of strengthening the eye muscles just like we work to strengthen the other muscles of the body during gym class or while playing extracurricular sports.

**Optional Extension:** Lead students through a Round-the-Clock eye exercise. In Seated Mountain, students imagine a large clock in front of them with the numbers 1 through 12. Instruct them to rotate their eyes clockwise, starting from and ending at 12. This is one round. As their eyes move around the perimeter of their imaginary clock, instruct them to briefly pause at each number before proceeding to the next. Have students notice if their eyes skip over any numbers. Encourage students to really stretch their eye muscles.

Have students quickly blink several times with their eyes closed before repeating this exercise with the eyes tracking the numbers counterclockwise (again starting from and ending at 12). Demonstrate blinking with the eyes closed to avoid confusion. Share that blinking with the eyes closed is also considered a relaxation technique for the eyes. Practice three rounds of both clockwise and counterclockwise rotations.

## Movement

Opening Sequence A  
Rocket Sequence  
Big Toe  
Triangle  
Rotated Triangle  
Wave  
Volcano 2 and 4  
Tree  
Sandwich  
Table or Slide  
Seated Tree  
Peacock A and B  
Boat into Floating  
Lotus x 3  
Bug  
Turtle  
Seal 1 and 2  
Bow  
Camel  
Rock  
Sleeping Twist  
Closing Sequence  
Guided Rest

A more advanced version of this exercise is to have students trace several horizontal figure eights, both clockwise and counterclockwise. Have students relax their eyes by quickly blinking several times with their eyes closed between clockwise and counterclockwise rounds. Students may also trace vertical figure eights, again practicing rapid blinking with their eyes closed between clockwise and counterclockwise rounds.

### 3.2 Active Engagement

#### Option 1:

*I am going to reveal a tray filled with different objects. For one minute, we will silently observe the items, using only our senses of sight. Be extremely attentive to the details of each object. After one minute, you will recall and record all of your observations on your observation sheet.*

Remove the cloth. After one minute, conceal the objects. Distribute student observation sheets and pencils. Give students 2 minutes to record all of the observations they can recall. Invite students to share their observations. Chart which category each observation falls under (name of object, utility/function, color, size, shape).

#### Option 2:

*I am going to give everyone a penny to observe. All pennies will be returned after the exercise. Hold the penny in your hand. Look at it for 30 seconds.*

After 30 seconds, instruct students to remove the pennies from their view by sitting on them. Students only record what they observed with their eyes. This teaches students to differentiate between the senses. Since they held the pennies in their hands, they may be tempted to describe their weight and texture, which cannot be determined (only inferred) without using the sense of touch.

If time permits, have students reexamine their pennies for an additional 30 seconds. Prompt them to notice new aspects about their pennies. Have students share their new observations and then return their pennies.



*Now we're going to give our eyes a moment of rest. Vigorously rub your palms together until they generate heat. Place your hands over your eyes and sense how your eyes begin to soften and relax from the warmth of your hands. This technique is called "eye palming."*

Have students bring their hands to their eyes while maintaining a tall spine (rather than dropping their heads into their hands).

*Enjoy slow, deep breaths as your eyes become even more relaxed. This is great to do anytime you feel like your eyes need a short rest.*



### 3.2 Link

*Today we developed our "laser eyes" to heighten our sense of sight and observe details from our environment that we had not previously taken the time or effort to notice.*

*Next time we work together, we will continue our deep dive into our power to laser focus by sharpening our senses of smell.*

### 3.2 Closing Routine

Continue leading students through the Closing Routine as established in Unit 1, replacing "power to be calm" with "power to laser focus."

### 3.2 Home Practice

*This week, continue to explore your power to laser focus through your sense of sight. When you are on the playground or walking down the hallway, look more closely at the world around you. Start to appreciate how hard your eyes work all day to take in lots of information! Practice the technique of eye palming when your eyes need a short rest.*



### 3.3 Vocabulary

Aversion

Fragrance

Memory

Odor

Olfaction (fifth grade)

Pungent

Scent

Whiff

## Lesson 3

### Mindful Smelling

#### MYSTERY SCENTS

#### 3.3 Overarching Learning Objective

Students will be able to focus their attention through their sense of smell and describe four mystery scents.

#### 3.3 Materials

- 4 small containers with lids through which you can poke holes (label each container with the numbers 1, 2, 3, and 4, respectively)
- 4 items with familiar scents (e.g., cinnamon, coffee beans, lemon or orange juice, garlic, vanilla extract, lavender oil, cloth sprinkled with baby powder—**remember to avoid any items that are an allergy concern**)
- Cotton balls (to saturate with a familiar liquid scent)
- Unit 3 Reflection Journal
- Pencils (one per student)

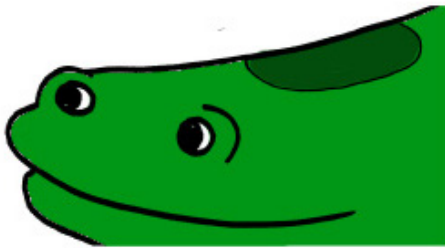
### 3.3 Guiding Questions

- *How is your sense of taste affected if you hold your nose while eating or you have a stuffy nose?*
- *What words can you use to describe smells?*
- *What types of scents are relaxing?*
- *Has a scent ever instantly reminded you of a specific memory or made you recall a particular emotion? If so, give an example.*
- *What scents remind you of winter? Spring? Summer? Fall? Why?*
- *Does everyone experience the same reaction to the same scent? Why or why not?*
- *About how many smells do you think you notice during a typical day?*
- *How does mindful smelling differ from how you usually smell something?*
- *How can your sense of smell protect you?*
- *Why do you think the gas companies give natural gas an unpleasant odor?*
- *Are there jobs where mindful smelling is useful?*
- *Can you “train” your nose? If so, how?*
- *Do you smell things when you are asleep?*
- *Why do you need a nose?*

### 3.3 Connect

*Last time we worked together, we developed our “laser eyes” to heighten our sense of sight and observe details from our environment that we had not previously taken the time or effort to notice.*

### 3.3 Teach



*Today we are going to activate our power to laser focus through our sense of smell, which is extremely powerful. The sense of smell, or olfaction, is located in the same part of the brain that affects our emotions, memory, and creativity.*

- *Which part of the brain have we learned about that affects emotions? Memory?*

*Our ability to smell comes from specialized cells (called olfactory sensory neurons) that are found inside the nose. These cells connect directly to the brain. Smells reach these specialized cells through two pathways: through the nostrils and through a passage that connects the roof of the throat to the nose. Chewing food releases aromas that excite these specialized cells. If the passage is blocked due to a stuffy nose, scents can't reach the specialized cells that are stimulated by smells. This means that you lose a lot of your ability to enjoy a food's flavor. In this way, your senses of smell and taste work closely together.<sup>1</sup>*

*The human nose can detect approximately one trillion distinct scents! For some people, the smell of fresh baked cookies, clean laundry, or the beach can provide a sense of comfort. For others, the scent of a particular perfume can bring up vivid memories of someone they love. Your sense of smell is also a warning system, with odors alerting you to dangers such as fire, gas leaks, or rotten food.*

1: “Smell Disorders,” National Institute on Deafness and Other Communication Disorders,” <http://www.nidcd.nih.gov/health/smelltaste/pages/smell.aspx>.

*Around lunchtime, I find that the smell of food can remind me that I am hungry! Our sense of smell becomes stronger when we are hungry. Most (about 75 percent) of the flavors we taste come from what we smell, which is why foods become flavorless when we have a stuffy nose. Our tongues' taste buds only allow us to perceive five basic tastes: sweet, sour, bitter, salty, and umami. The majority of our taste sensation comes from our food's odor molecules, which we detect through our sense of smell. In fact, changing a food's smell while keeping its taste the same can change a food's flavor.*

*The human olfactory system adjusts over time (usually in about an hour) to a good or bad smell, as long as it is not too strong. This is called "olfactory adaptation," which means that you adapt or become used to the scent and lose the ability to detect it, even if people entering the room easily smell it.*

*Let's take a moment to imagine smelling your favorite type of flower. Breathe in deeply through the nose, taking in the flower's scent, and out through the mouth, making a "haaaaa" sound. Think about which words you would choose to describe your flower's scent.<sup>1</sup>*

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1: "4 Breathing Exercises for Kids to Empower, Calm, and Self-Regulate," Move With Me, <http://move-with-me.com/self-regulation/4-breathing-exercises-for-kids-to-empower-calm-and-self-regulate/>.

## Movement

Opening Sequence A  
Opening Sequence B  
Big Toe  
Rotated Triangle  
Warrior 2 into  
Reverse Warrior 2  
into Wave  
Rotated Wave  
Volcano 2 and 4  
Half Moon  
Dolphin Dive  
Sport Stretch  
Snail  
Rotated Seated Tree  
Frog or Crow  
Peacock A and B  
Supernova  
Half Split or Split  
Half or Full Wheel  
Sleeping Figure Four  
Candle  
Closing Sequence  
Guided Rest



### 3.3 Active Engagement

*I will pass around a jar containing a mystery scent.  
The lid of the jar will remain closed at all times.  
When the jar is handed to you, place it under, but not  
touching, your nose. Inhale a few times through your  
nose to smell the mystery scent.*

Give students 5 seconds to smell the mystery scent before passing the jar to the person seated to their right. Have students record their answers in their Mindful Smelling “Explorer’s Documentation Log” observation sheets in their Reflection Journals.

Create two student circles. Each circle explores one scent at a time. Make sure to label your jars to keep track of each mystery scent. Remind students that this is a quiet activity in which they are employing their power to focus exclusively on experiencing their assigned scent. Distribute observation sheets and pencils. Before students begin the exploration, have them record their mystery scent’s number on their observation sheet. Each student takes no more than 5 seconds to smell their mystery scent before passing it to their neighbor seated to their right.

Prior to handing out the first mystery jar, demonstrate how to:

- Record the mystery scent’s number on their observation sheet.
- Hold the jar a couple of inches below the nose in preparation to smell the scent.
- Pass the jar to their neighbor seated to their right.

#### Observation Sheet Questions:

- *Where have you smelled this scent before?*
- *When was the last time you remember smelling this scent?*
- *What does this scent remind you of?*
- *What words would you use to describe this scent?*
- *What do you think this mystery scent is?*

When the first round is complete, change their jars and repeat with the second mystery jar. Remind students to record the number of their second jar. After completing two rounds, conduct a full group share on jars 1 and 2. If time permits, repeat the exercise with jars 3 and 4.

### 3.3 Link

*Today we activated our Power To Laser Focus through mindful smelling, paying close attention to the feelings and memories that each scent evoked. We learned that most of the flavors we taste come from our sense of smell, called olfaction. Our senses of smell and taste are directly connected. When you have a cold or are suffering from allergies that make your nose stuffy, you cannot enjoy the flavor of your food as much as when your nose is unstuffed. You can try this out for yourself. Next time you eat, before you taste your food, pinch your nose to close your nostrils. Compare how the food tastes with and without holding your nose.*

### 3.3 Closing Routine

Continue leading students through the Closing Routine as established in Unit 1, replacing “power to be calm” with “power to laser focus.”

### 3.3 Home Practice

*This week, notice the smells you encounter. Try to identify how they make you feel or any memories you associate with them. The next time you eat, take a moment to appreciate your food's aroma before digging in. Maybe you will recapture a smell memory!*



### 3.4 Vocabulary

Absorbed  
Audible  
Exceptional  
Funnel  
Layer  
Localization  
Medium  
Molecules  
Overlapping  
Produce  
Sensitive  
Sound wave  
Source  
Transmit  
Vibration

## Lesson 4

### Mindful Listening

#### 3.4 Overarching Learning Objective

Students will be able to focus their attention through their sense of hearing and describe a variety of sounds audible at different distances.

#### 3.4 Materials

- Bell (or tone bar)
- 4 items that make different sounds (e.g., piece of paper to crumble, keys, container of rice, Velcro, bottle of water, jar of coins, deck of cards to shuffle, zipper)
- Opaque bags (or containers) to conceal sound items
- Unit 3 Reflection Journal: Ferdinand the Frog's Ear
- Rubber band
- **Optional:** Blindfold



### 3.4 Guiding Questions

- *What words can you use to describe sounds?*
- *What types of sounds are relaxing? Frightening? Exciting?*
- *Do certain sounds instantly remind you of a specific memory, or make you feel a particular emotion? If so, give an example.*
- *About how many sounds do you think you notice during a typical day?*
- *How does mindful listening differ from how you usually hear something?*
- *How can your sense of hearing protect you?*
- *How (and why) do you take care of your ears?*
- *When you are in an environment with a lot of noise, how do you focus on a single important sound?*
- *Why is it important to have an awareness of the sound around you?*
- *How can mindful listening help you to be a better friend?*
- *Are there jobs where exceptional hearing and listening skills are required?*

## 3.4 Guiding Questions

### Challenge Questions for Fifth Grade:

- *Where is it not possible for sound to travel? Why?*
- *Why do you see lightning before you hear thunder?*
- *Would you be able to hear what's going on in the next room by placing the open end of a glass against a wall and then placing your ear against the closed end of the glass? Why?*

### 3.4 Connect

*Last time we worked together, we activated our Power To Laser Focus through mindful smelling, paying close attention to the feelings and memories that each scent evoked. We discovered that feelings and memories could be recalled through our sense of smell.*

### 3.4 Teach

*Today we are going to explore how to activate our power to laser focus through our sense of hearing. Our sense of hearing is extremely sensitive. We can reduce what we see, smell, taste, or touch, but we are unable to block out sound in the same way.*

Provide examples of how you can reduce what you see, smell, taste, and touch.

*Although we practice mindful listening each time we meet, today we are going to expand our mindful listening practice by directing and redirecting our attention to specific sounds.*

#### Layers of Sound Exercise<sup>1</sup>

*Sit up comfortably with a tall spine. Softly close your eyes. First, we are going to open our ears wide and stretch our hearing beyond this classroom to listen for sounds far away from us. Listen for the most distant sound you can perceive. You do not need to identify the sound or what is making the sound.*

Give students about 10 seconds of silence.

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1: Jennifer Harper Cohen, Little Flower Yoga. <http://littlefloweryoga.com/blog/layers-of-sound>.

*Now, we are going to zoom in our hearing to observe sounds close to us in this room. Without moving, allow your ears to explore the sounds around the room.*

Give students about 10 seconds of silence.

*Now that we have explored the room's sounds, we are going to tune in to the sounds of our bodies.*

Give students about 10 seconds of silence.

*Slowly open your eyes.*

Ask these questions:

- *What sounds did you notice?*
- *Which sounds did you like or dislike?*
- *Did you find listening to the sounds farthest away or the sounds your body makes most calming? Why?*

*Sound is a powerful form of communication. It can tell us what is happening far away and out of sight, such as someone crying out for help or laughing loudly after hearing a funny joke. Sounds make vibrations. Some vibrations are easy to see. Other vibrations cannot be seen, but can be felt.<sup>1</sup>*

Pluck your rubber band. Have students feel the vibration of their vocal cords by humming with their hand placed over their throat.

*The world would be silent without vibrations. To hear a sound, vibrations must travel through a medium, or something made of molecules, such as air or water, to reach your ears. Air is not empty space. Air is a fluid, just like water! Although air is invisible, you can feel it, like when the wind blows across your skin. Air is made up of invisible floating gas molecules. It is air molecules that transmit, or spread, most sounds. Traveling vibrations are called sound waves. Sound waves travel through the air at about 760 miles*

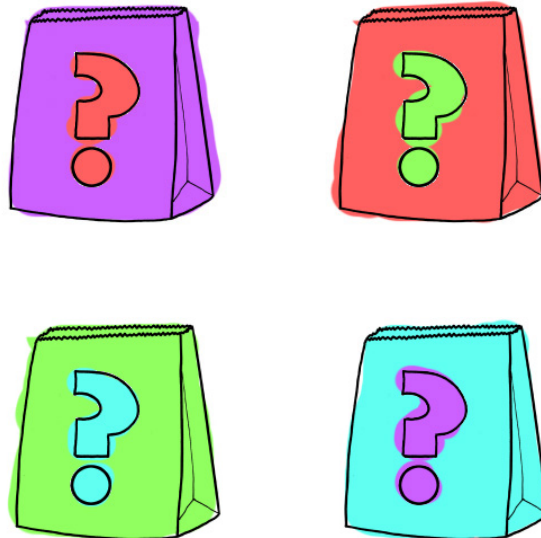
1: "Sound and Vibration," KIDS Discover, <http://www.kidsdiscover.com/spotlight/sound-and-vibration/>.

*per hour—that's about 5 miles every second! Sound waves travel four times that fast through water and seventeen times that fast through a metal called steel! Fortunately, our ears' funnel shape makes them incredible sound wave catchers.*

*Sound waves cannot travel forever because they lose energy and become weakened and distorted, until they can no longer be perceived. Sound waves traveling through the air often strike obstacles, such as trees or buildings, which absorb some of the sound wave's energy and dampen the sound. This is why we can't hear someone speaking in a classroom on the other side of the school building.*

### 3.4 Active Engagement

Display four individually concealed items that make unique sounds.



### Movement

Opening Sequence A  
Opening Sequence B  
Triangle  
Rotated Triangle  
Wave  
Windmill  
Volcano 1 and 3  
Intense Stretch  
Half Moon  
Eagle  
Rotated Seated Tree  
Cow-Face  
Pretzel  
Boat into Flower x 3  
Garland or Crow  
Superhero 1 and 2  
Superbow  
Bow  
Rock  
Candle  
Sleeping Figure Four  
Closing Sequence  
Guided Rest

Have students close their eyes as you introduce one sound at a time. Distribute observation sheets and pencils. Ask students to recall and record what they predict produced each of the four sounds.

Students share their predictions with their turn-and-talk partners. Reveal each of the four mystery sounds.

**Optional Extension:**<sup>1</sup> Have students imagine hearing a ringing phone in the middle of the night. Since it is dark, they can hear, but not see, the phone. How would they find the phone in the dark? Explore this concept with the game Which Direction? Choose a volunteer who is comfortable being blindfolded. Have students form a large circle, positioned in Standing Mountain, with the volunteer in Seated Mountain at the circle's center. Point to one of the students in the circle and have him/her say the name of the volunteer. The volunteer must point in the direction of the sound and identify the name of the person who called his/her name. Repeat 3–4 times. Try this experiment with the volunteer using both ears and then again with one ear covered. Discuss when and why the volunteer was more accurate at locating the student who called his/her name. Explain that our two ears receive sound and then transmit these sounds to the part of our brain that processes hearing. When our ears perceive a sound, the brain determines its direction. This is called localization, or the ability to detect and pinpoint the exact location of a sound, such as a bird tweeting 100 feet away, a car approaching as you cross the street, or a friend calling your name. This is possible because one ear hears the sound a split second before (and slightly louder than) than the other ear. It is less strenuous to hear with two ears than it is to hear with only one. Sound quality is also better when using both ears.

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1: "Auditory Acuity" and "Two Ears Are Better Than One: Sound Localization," Washington University, <https://faculty.washington.edu/chudler/chhearing.html>.

### 3.4 Link

*Today we strengthened our power to laser focus by intentionally placing our attention on specific sounds, deepening our mindful listening skills. Although we could not see what was producing the sounds, we were able to use clues from our sense of hearing to identify the source.*

### 3.4 Closing Exercise

*Now that we have explored opening our ears to a diverse range of overlapping, or layered, sounds, we are going to place all of our attention on a single sound—the sound from my ringing bell. After I ring the bell, follow its sound until you cannot hear it any longer. Put a thumb up when you no longer hear the bell ringing.*

*Sit tall, close your eyes and silently listen as I ring the bell.*

### 3.4 Home Practice

*This week, notice the sounds around you in different environments (e.g., school, home, library, grocery store, restaurant, playground). Become attuned to the types of sounds and information you hear at each location.*



## 3.5 Vocabulary

Integumentary System  
(fifth grade)

Mass

Messenger

Nerves

Pain Pressure

Receptor

Synchronize

## Lesson 5

### Mindful Touching

#### 3.5 Overarching Learning Objective

Students will be able to focus their attention through their sense of touch and describe what they feel.

#### 3.5 Materials

##### For Option 2:

- 8 items for touch experiment (e.g., sandpaper, tree bark, cotton balls, craft fur, marshmallows, moist sponge, feather, Play-Doh or Silly Putty, pompom, deflated balloon, marbles, rice, pennies, coffee beans, popcorn kernels, rubber band, tooth brush, Gummy Bears)
- 8 brown paper bags (to individually conceal each item)
- Place each item in its own bag so you have 8 bags with one item each. Divide the bags into 2 sets of 4 so the group can be divided and move through the exercise in a time efficient manner. Larger classrooms may need to make 12 bags or 3 sets of 4.
- Unit 3 Reflection Journal, page 10
- Pencils (one per student)



### 3.5 Guiding Questions<sup>1</sup>

- *What part of the body do you use to feel?*
- *If there were a bag filled with different types of fruit, what could you learn about each fruit by feeling, but not seeing, smelling, or tasting it?*
- *What words can you use to describe touch?*
- *Is it possible to feel more than one thing on a single object? If so, describe what types of things you are able to feel.*
- *What words could be used to describe texture?*
- *What types of textures are comforting? Painful? Gross?*
- *How does mindful touching differ from how you usually touch something?*
- *How can you use your sense of touch to protect yourself?*

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1: "Touch," Brain Pop Educators, <https://educators.brainpop.com/bp-topic/touch/>.

- *How (and why) do you take care of your skin?*
- *Why does it hurt when you cut your skin, but not when you cut your hair or fingernails?*
- *How might a doctor use the sense of touch to help diagnose an illness? Why do we sometimes feel itchy?*

**Challenge Questions for Fifth Grade:**

- *What is the integumentary system?*

### 3.5 Connect

*Last time we worked together we strengthened our power to laser focus by intentionally placing our attention on specific sounds, deepening our mindful listening skills. Although we could not see what was producing the sounds, we were able to use clues from our sense of hearing to identify the source.*

### 3.5 Teach

*Today we are going to continue expanding our power to laser focus by collecting information from our sense of touch. Unlike the other four basic senses, your sense of touch is found all over your body. Some parts of the body are more sensitive to touch than others, like your lips and hands. You feel things touch your skin because there are many, many nerves under the top layer of skin, which receive and send messages to your brain about texture, temperature, pressure, mass, and vibration. The nerves look like thin strings, or wires, spread all over the inside of your body. The nerves in your skin enable you to feel the texture of the ground beneath your feet, the temperature of the water when you take a bath, the pressure of someone poking you with their finger, the vibration of a cell phone, and pain when you are cut by something sharp or stung by a bee.*

## Movement

Opening Sequence A  
Rocket Sequence  
Big Toe into Hands  
Under Feet  
Surfer into Wave  
Rotated Triangle  
Volcano 1 and 3  
Eagle  
Dancer  
Rotated Chair into Big  
Toe  
Dolphin Dive  
Lion  
Seated Tree  
Rolling Rock into  
Butterfly  
Cow-face  
Pretzel  
Pointing Dog  
Cobra  
Bow  
Side Bow  
Rock  
Sleeping Split  
Closing Sequence  
Guided Rest

### 3.5 Active Engagement

#### Option 1: Mindful Mirroring Game

*Face your partner in Seated Mountain. Place your palms onto you partner's palms so that your right hand is touching their left hand and your left hand is touching their right hand. Make eye contact with your partner as you find a gentle balance in your touch. Notice how gentle and kind the touch can be. Neither partner is pushing the other. We are working together with an awareness of touch. We are going to practice synchronizing our movements, which means that we are going to move in the same way, at the same time, and at the same speed.*

Demonstrate with a student partner.

*Inhale your hands up; exhale them down. Connect the breath to each movement so that all four hands feel like one larger moving hand. Inhale your hands up; exhale them down.*

Have students explore various synchronized palm-to-palm hand movements. Remind students to coordinate each movement with either an inhale or an exhale.

Next, instruct students to leave a small space between their palms, without allowing them to touch. One partner leads a series of slow movements, which their partner tries to precisely imitate, like the reflection of a mirror. Students work toward synchronizing their movements. Partners switch roles.

Ask these questions:

- *How can Mindful Touch and your power to sense another person's movements help you throughout the school day?*
- *How were you able to sense your partner's hand movements?*
- *What types of activities involve synchronized movement (e.g., fire drill, moving something heavy, dance routine)?*

**Option 2: Five Fingers Touch Experiment**

*I will pass around an open bag containing a mystery item. When a bag is handed to you, place one hand in the bag. No peeking! Carefully use your sense of touch to identify the object.*

Give students 5 seconds to feel the mystery object before passing the bag to the person seated to their right. Have students record their answers on their observation sheets.

Create two student circles. Each circle explores one object at a time. Make sure to label your bags to keep track of each mystery object. Remind students that this is a quiet activity in which they need to employ their power to focus exclusively on experiencing their assigned objects. Distribute observation sheets and pencils. Before students begin the exploration, have them record their mystery objects' numbers on their observation sheets. Each student takes no more than 5 seconds to feel their mystery item before passing it to their neighbor seated to their right.

Prior to handing out the first mystery bag, demonstrate how to:

- Record the mystery object's number on their observation sheet.
- Hold the bag on their lap without looking into the bag.
- Pass the jar to their neighbor seated to their right.

Observation Sheet Questions:

- *What words would you use to describe this object's shape? Size? Texture? Temperature?*
- *Which objects have a similar shape? Size? Texture? Temperature?*
- *What do you think this mystery object is?*

When the first round is complete, change their bags and repeat with the second bag. Remind students to record the number of their second bag. After completing two rounds, conduct a full group share on bags 1 and 2. If time permits, repeat the exercise with bags 3 and 4.



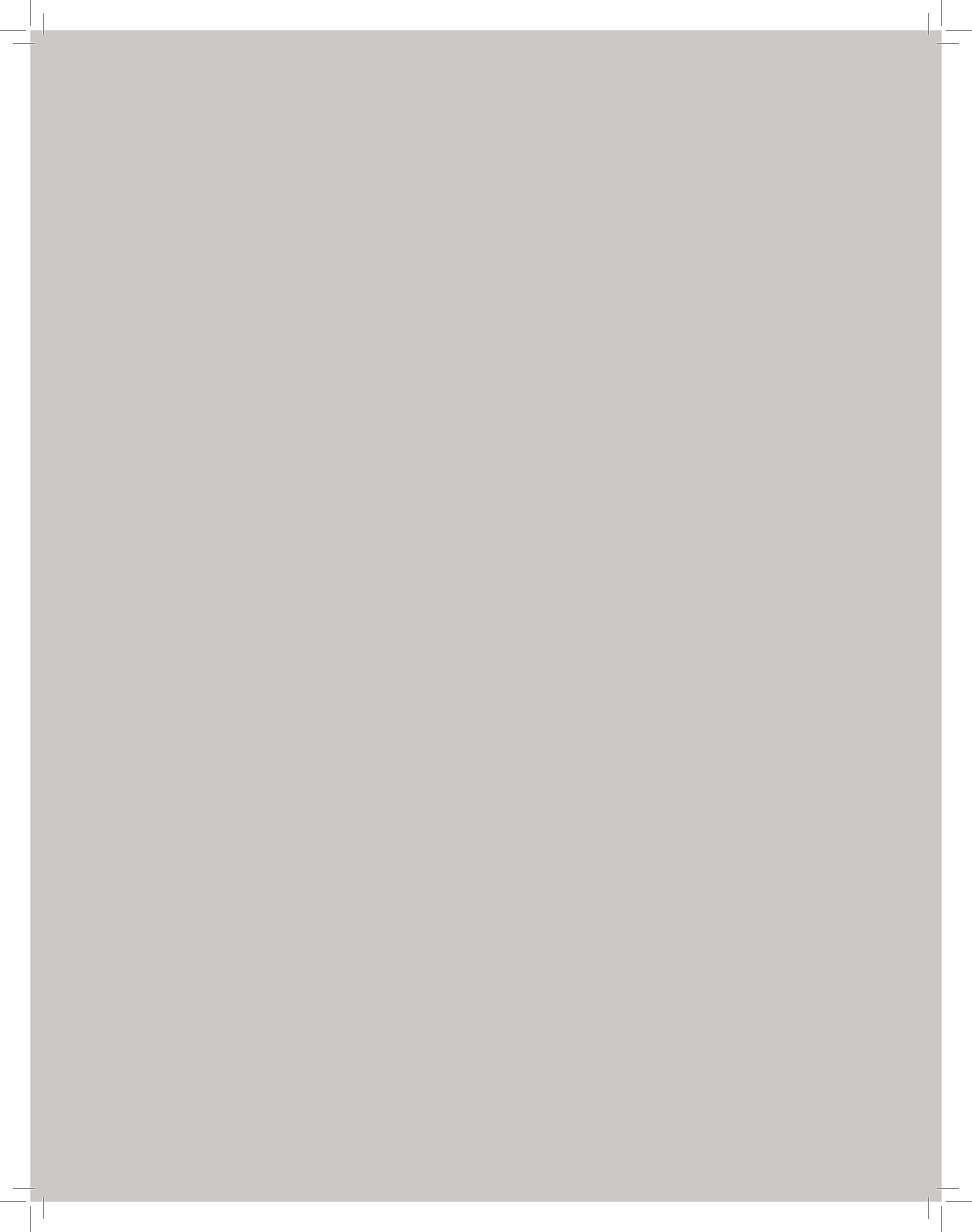
### 3.5 Link

*Today we increased our power to laser focus by gathering information through our sense of touch. We learned that our nerves receive information from receptors just beneath the surface of our skin, which send messages to our brain. The brain interprets these messages and clues us in to what we are feeling when we touch something (e.g., size, shape, temperature, texture, pressure, pain).*

*Next time we work together, we will explore our special sixth sense, called proprioception, which senses the position of our body as we move. It is helpful to remember “P” for both proprioception and position.*

### 3.5 Closing Routine

Continue leading students through the Closing Routine as established in Unit 1, replacing “power to be calm” with “power to laser focus.”





## 3.6 Vocabulary

Agility  
Coordination  
Gaze  
Position  
Proprioception  
Spatial awareness  
Stability  
Steadiness

## Lesson 6

### Mindful Movement

#### PROPRIOCEPTION

#### 3.6 Overarching Learning Objective

Students will be able to focus their attention through their sense of proprioception and describe their exploration of spatial awareness.

#### 3.6 Materials

- Unit 3 Reflection Journal, page 12
- **Optional:**
  - 3 sticky mats
  - Duct tape
  - 2 beanbags
  - 3 hula hoops (or felt circles)
  - 4–5 yoga blocks
  - Approximately 20–30 colorful craft pom-poms of varying size
  - 3–4 shapes cut out of construction paper (e.g., heart, square, circle, star)
  - Straws (one per student)
  - 1 cotton ball (or craft pom pom)
  - Cards with the name and illustration of the pose (the number of cards depends on the number of stations you set up—see Active Engagement)



### 3.6 Guiding Questions

- *What is proprioception?*
- *What are some examples of proprioception?*
- *Why might it be important to develop spatial awareness and proprioception?*
- *Who have you seen move mindfully?*
- *How can you improve your proprioception?*
- *How does practicing mindful movement improve your proprioception?*

### 3.6 Connect

*Last time we worked together, we increased our power to laser focus by gathering information through the sense of touch. We learned that our nerves receive information from receptors just beneath the surface of our skin, which send messages to the brain. The brain interprets these messages and clues us into what we are feeling when we touch something (e.g., size, shape, temperature, texture, pressure, pain).*

### 3.6 Teach

*Today we will continue to strengthen our power to laser focus during a movement exploration by developing our special sixth sense, called proprioception.*

*Proprioception is the ability to know where a body part is without having to look. It is the sense that deals with sensations of body position, posture, balance, and motion. For example, when your foot has an itch, you are able to scratch the itch without having to look at your foot because you can sense the location of the itch. You can also ride a bicycle without having to look at the position of your hands on the brakes, or your feet on the pedals. You can climb a flight of stairs without having to look at each one. Professional musicians can perform extraordinarily complex music with their eyes closed because they have trained the proprioceptive sense of their fingers. The same is true for people who can type an email without having to look at their fingers.*

*The brain stores a map of the body. It tells you the location of all of your body parts. Without our proprioception we would not know where different parts of our bodies are without looking at them with our eyes or touching them with our hands. We do not have a single organ for proprioception, as we do for sight, hearing, taste, touch, and smell. Instead, our proprioceptive sense is processed by the entire nervous system as a whole.*

*Another example of proprioception is your ability to touch your nose with your eyes closed. You are able to directly bring your index finger to the tip of your nose without looking at your nose or touching different parts of your face. Let's try this together.*

Next, have students come to Standing Mountain to practice their opening breaths. Model each movement as you instruct students.

*Hold an imaginary breathing ball with your hands. As you continue to breathe deeply through the nose, feel the space between your hands without allowing them to touch. Notice how it feels to pull your hands farther apart on the inhale and draw them closer together (without touching!) on the exhale. Let's try this again, with our eyes closed. Notice how you can sense where your hands are in space without having to look at or feel them.*

- *How did closing your eyes change your experience?*
- *When your eyes were closed, were you able to bring your hands close together without allowing them to touch?*

### 3.6 Active Engagement

**Option 1:** *We are going to transition into mindful balancing. Choose a spot to laser focus your eyes throughout the entire exercise. The more you can focus on that one spot, or gazing point, without allowing your eyes to wander to different spots, the easier it will be to balance. These balance poses are about control of your movements, not speed.*

Demonstrate Warrior III. Guide students into the pose:

*Starting in Standing Mountain, shift your weight into your left foot. Keep your eyes focused on your chosen spot as you slowly move your right leg back. If you start to lose your balance, put your right leg down and return to Standing Mountain. Refocus on your chosen spot and try again. Work toward holding*

Movement Lab,  
Building Community,  
and Assessment  
Activities

Independent Practice  
Partner Poses  
Student Sequencing  
Games  
Exams

*your balance for 3–5 breaths in Warrior III before returning to Standing Mountain.*

Students repeat Warrior III on the opposite side.

*How do you think attempting this proprioceptive balancing exercise would be if your eyes were closed? Why?*

If time permits, lead students through additional standing postures in order to continue their proprioceptive exploration.

**Option 2:** Create an obstacle course. One way to organize this is to place four mats in a rectangular configuration, leaving ample space between each mat if possible. Alternatively, mats could be lined up or arranged in a circle, end to end, each serving as a proprioceptive exploration station (leaving space between each mat). Connect the spaces between each mat with additional proprioceptive activities. Possible ideas for Mat Stations and Transition Stations are listed below. You may time each station before instructing students to move to the next Mat or Transition Station. Be sure to model how to work through the obstacle course before inviting students to attempt it independently.

**Mat Station Ideas:**

- Place a beanbag and a block on opposite ends of a mat. Instruct students to crab walk to the other side of the mat with the beanbag placed on their bellies and then crab walk back with a block secured between their thighs.
- Place 1 posture card each on several mats of the obstacle course. The card should include the name of the pose, or a sequence of several poses. You may choose to include an illustration of the pose as well.
- Have a deck of posture cards from which students select a card and practice the chosen pose.
- Hold a balance pose (e.g., Tree, Warrior III, Half Moon) with eyes closed.
- Place approximately 20–30 different-colored pom-poms of varying sizes on the mat. Students use their toes to

organize the pom-poms in piles according to size or color. Or place 3–4 cutouts of construction paper shapes (e.g., heart, square, circle, star) and have students use their toes to place the pom poms along the perimeter of each shape (or match the color of the pom poms with the color of the shape).

**Transition Station Ideas:**

- Place duct tape on the floor for students to walk across on their tiptoes. Increase the challenge by having each student walk across the tape with a beanbag on their head and/or holding a bell that they must keep silent. Alternatively, students could move across the tape with walking lunges, or walking leg lifts.
- Create a track with duct tape. Have students use a straw to blow a cotton ball (or pom pom) along the tape, or in between the space outlined by two parallel pieces of tape.
- Students froggy jump across 3 hula hoops (or across 3 felt circles that serve as lily pads).
- Line up 3–4 blocks for students to walk across like stepping stones. If the blocks are sturdy, students could step up onto each block and practice Stillst Standing Mountain, Chair, or Tree pose.

**3.6 Link**

*Today we continued to strengthen our power to laser focus through our special sixth sense, proprioception. We discovered the importance of spatial awareness, even though most of the time we do not realize that our bodies are carefully controlling where and how we move them. We better understand the significance of proprioception when we try to learn challenging movements, such as a balance pose, a dance move, or playing a sport. Just like any other skill, proprioception can be improved with practice.*

**3.6 Closing Routine**

Continue leading students through the Closing Routine as established in Unit 1, replacing “power to be calm” with “power to laser focus.”

### 3.7 Vocabulary

Density  
Homunculus  
Motor  
Sensory  
Tactile (fifth grade)  
Touch receptor  
Virtual

## Lesson 7

### Mapping the Homunculus

#### THE SCIENCE OF TOUCH

##### 3.7 Overarching Learning Objective

Students will be able to describe why different areas of the body have different levels of sensitivity to touch.

##### 3.7 Materials

- Homunculus image (<http://thebraingeek.blogspot.com/2012/08/activity-2-point-discrimination-aka.html>)
- Brain diagram 4 (parietal lobe highlighted in one color with the somatosensory cortex shaded darker; frontal lobe highlighted in another color with the motor cortex shaded darker)
- Whiteboard or chart paper
- Marker

### 3.7 Guiding Questions

- *What is a homunculus?*
- *Why is the tongue and mouth of the homunculus so much larger than its legs?*
- *Are your lips or knees more sensitive to touch? Why?*
- *Why do you think the hands require such sensitivity to touch?*
- *What is the job of a touch receptor?*
- *Which area of the body is more densely packed with touch receptors, the tongue or the elbow? Why do you think this is?*

### 3.7 Connect

*Last time we worked together, we continued to strengthen our power to laser focus through our special sixth sense, proprioception. We discovered the importance of spatial awareness, even though most of the time we do not realize that our bodies are carefully controlling where and how we move them. We better understand the significance of proprioception when we try to learn challenging movements, such as a balance pose, a dance move, skating, or shooting a basket. Just like any other skill, proprioception can be improved with practice.*

### 3.7 Teach

*Today we are going to learn about an unusual little man called homunculus.*

Display homunculus image.

*The homunculus is an illustration of our skin's sensory map, which is found in a part of the brain called the parietal lobe. Sensory input, such as different types of touch, is mapped onto a specific part of the parietal lobe. It is how the brain "sees" the body. Just as lines represent roads on a map, each part of the body has a separate area of the brain dedicated to sensing and moving that part. Just like we have hands, the brain has virtual hands, or parts of the brain that represent the size, shape, and position of each hand.*

Have students place their hands on the parietal lobe in both the left and right hemisphere to remind them of its location. Students should note the oversized lips, hands, feet and tongue of the homunculus, as compared to its skinny arms and legs.

*The parts of the body with more touch receptors per square inch are larger on the homunculus. Touch receptors communicate with the brain and spinal*



*cord, which then decide how to respond to a stimulus (e.g., enjoy pleasant touch sensations, such as a soft wind blowing across your skin on a hot day, or move away from unpleasant touch sensations, such as a hot stove burning your finger). Our skin experiences different types of sensations, including hot, cold, smooth, rough, pressure, tickle, itch, pain, vibration, stretch, tapping, and brushing. Different types of receptors detect and respond to each type of touch sensation.*

Draw two squares on the whiteboard, with each leg measuring 1 inch. In one square draw a few dots. In the second square, draw many more dots packed close together. Introduce the concept of density with an explanation of how skin on certain body parts has more sensory receptors packed into a given space than other areas of skin on the body, just like the dots in each square, and therefore has a greater response to stimuli. For example, although there is more skin covering the back than there is skin covering the fingertips, the fingertips contain about 100 times more touch receptors per square inch than does the skin on the back!

*Just as there is a sensory homunculus that represents the brain's sensitivity to touch in each body part, there is also a motor homunculus that represents the brain's ability to move each of its parts. The motor map is located in a part of the frontal lobe.*

Have students place their hands on the frontal lobe in both the left and right hemispheres to remind them of its location.

## Movement Lab, Building Community, and Assessment Activities

Independent Practice  
Partner Poses  
Student Sequencing  
Games  
Exams

### 3.7 Active Engagement

*The more we use a specific part of the body, the larger the brain's map of that body part becomes. When a map becomes larger, its associated body part becomes capable of greater coordination because of neuroplasticity. For example, the part of a musician's brain that senses and controls the fingers is larger than it is in someone who does not use their hands in the same way. The maps are constantly updated to match the demands on different parts of the body. This is part of the reason why practice helps you improve when trying to master a skill.*

Have students rub their left ears for 10 seconds. Then have them compare their ability to sense the left and right ears. They will notice that it is easier to sense the left ear because its touch receptors were stimulated, sending a message to the brain, which activated the map of that area. This sensation is only temporary. The achievement of long-term change requires practice over time.

*Practicing mindful movement is a fantastic way to awaken different parts of the body and grow their individual maps. Just as practice leads to progress, lack of movement reverses any progress. If you do not move a particular body part, over time you lose the ability to precisely sense and control certain movements. For example, if you broke your finger and the doctor taped two of your fingers together until the broken one healed, the brain would start to represent the fingers as one big finger, instead of two separate fingers capable of individual movements. The map gets blurred or confused. When the bandage is removed, after a little while, the fingers will sense and move normally again.*

Lead students through a series of balance postures, including Tree, Eagle, Half Moon, Warrior III, and Crow.

Encourage students to develop their tripod foot, on which they distribute their weight evenly across three points of each foot: the center of the heel, the base of the

big toe and the base of the pinky toe. Developing tripod feet helps increase the sensory feedback to the central nervous system, which challenges the proprioceptive system and improves the stability of the body in difficult balance postures.

### 3.7 Link

*Today we discovered that the brain contains a map of every part of the body. Some parts of the body are more sensitive to touch than other parts because they have a higher density of touch receptors, or more touch receptors per square inch, than other parts of the body.*

*We also learned that detailed, precise movements require detailed, precise body maps. Since the brain uses its map to decide how to move, the more specific the map, the more detailed and precise the movement. When we practice balance postures, we become more stable and capable of holding the pose for a longer time. This is because we have successfully trained our brains by adding detailed instructions to our map.*

### 3.7 Closing Routine

Continue leading students through the Closing Routine as established in Unit 1, replacing “power to be calm” with “power to laser focus.”

### 3.7 Home Practice

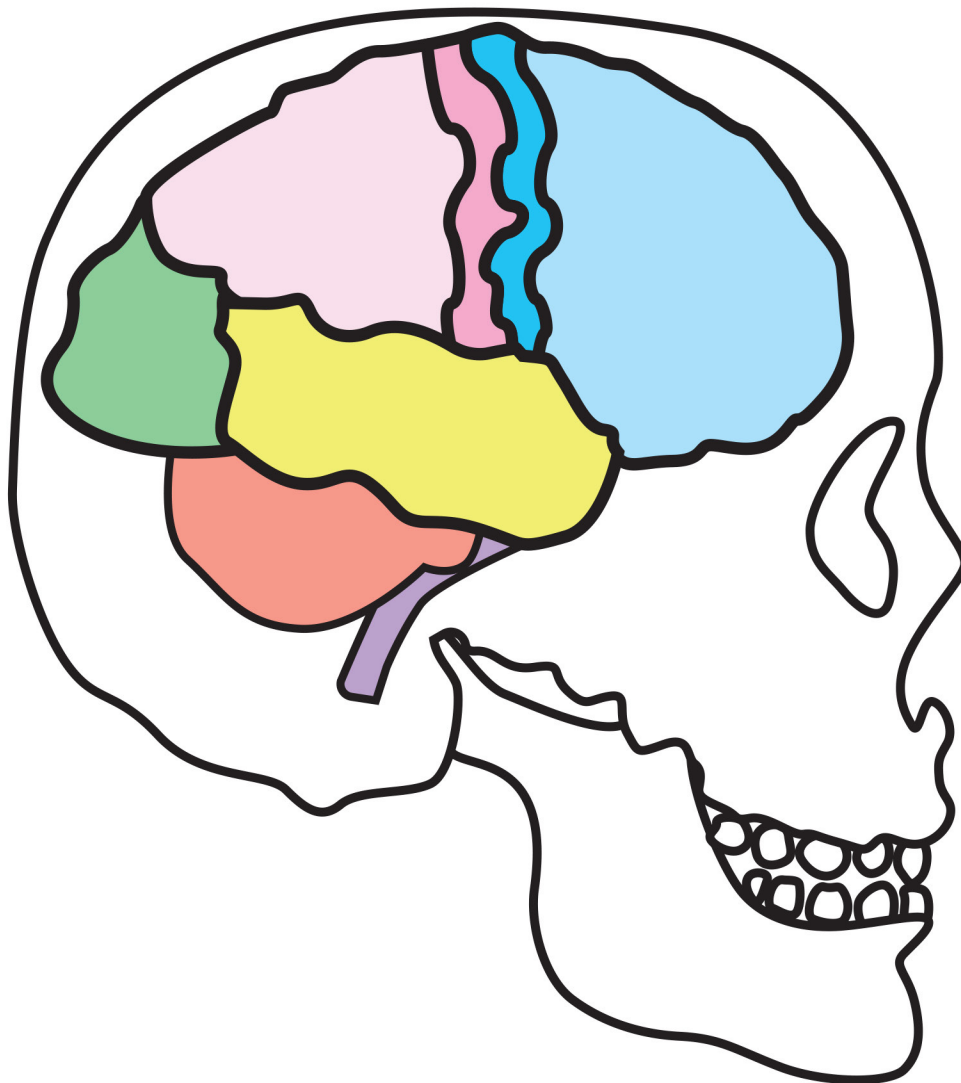
*Next time you are practicing mindful movement, think about how your homunculus changes over time because of your brain’s incredible ability to continue to change and grow throughout your lifetime. Neuroplasticity enables you to improve your ability to sense and move different parts of the body with continued practice over time.*

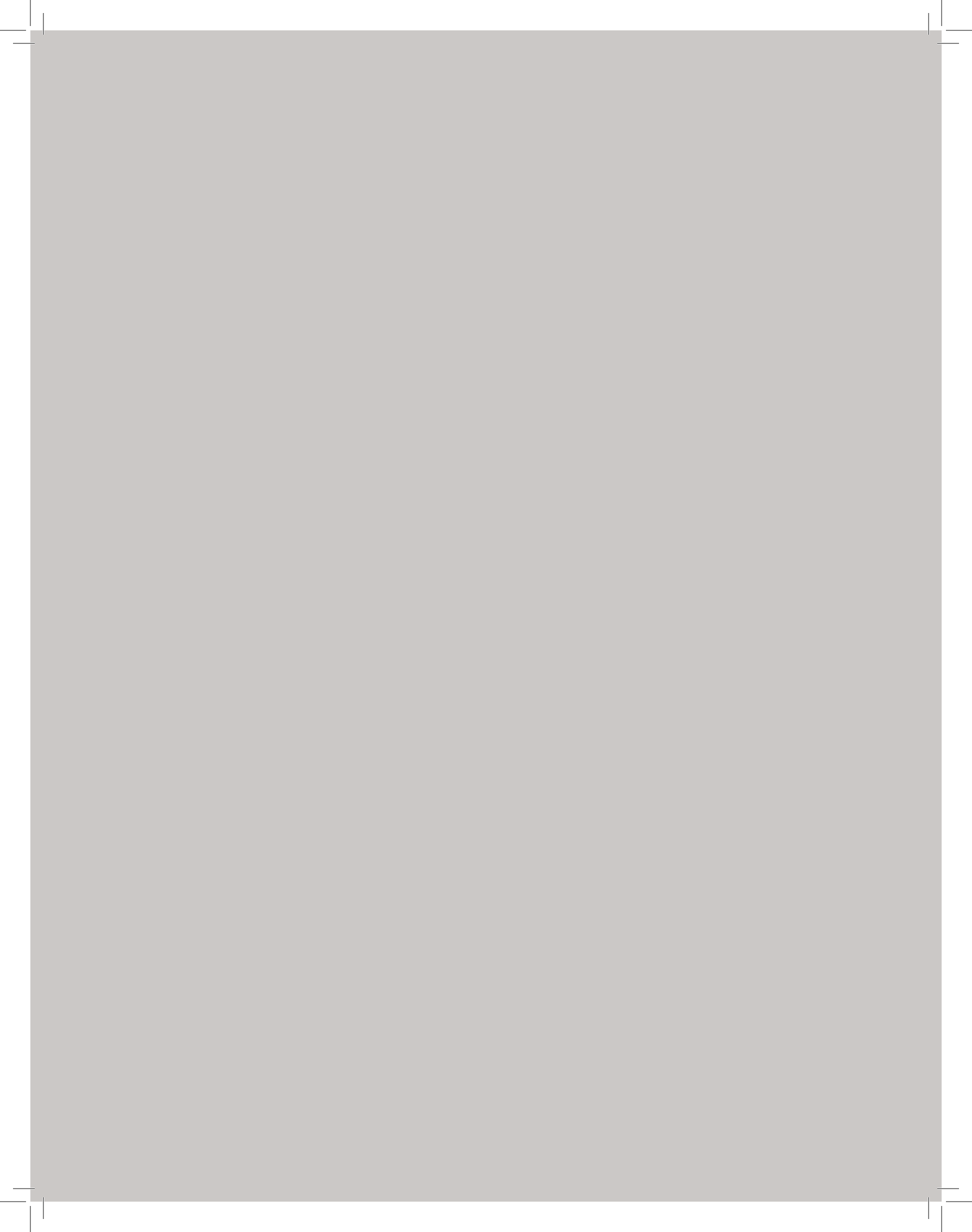
## Brain Diagram 4

Do you remember the parts of the brain from Unit 1 and Unit 2?  
What are they called?

Here we've added two more. One is connected to the parietal lobe,  
and the other is connected to the frontal lobe.  
Which is which?

- Somatosensory Cortex
- Motor Cortex







## Unit 3

# Movement Objectives

**Students will be able to do the following...**

### 3.1 Mindful Tasting

- Demonstrate the ability to modify challenging postures when appropriate.

### 3.2 Mindful Seeing

- Demonstrate reasonable proficiency in the fundamental strength postures.

### 3.3 Mindful Smelling

- Correlate wellness practices with enhanced ability to regulate emotions.
- List three benefits of seated postures.

### 3.4 Mindful Listening

- Verbally explain why repetition can be useful in our pursuit of health and wellness.

### 3.5 Mindful Touching

- List three benefits of nostril breathing.
- Practice extending the exhalation.

### 3.6 Mindful Movement: Proprioception

- Demonstrate the steps into and out of Crow pose.

### 3.7 Mapping the Homunculus: The Science of Touch

Unit 3 Review for Grades 3–5:

- Apply principles of cooperation and trust with another student in a partner pose.
- Fully participate in Movement Lab.

## Unit 3

# Glossary

### A

**Absorbed:** engaged, engrossed, or soaked up

**Agility:** the ability to be quick and graceful

**Aroma:** a distinctive smell

**Audible:** able to be heard

**Aversion:** strong dislike or disinclination

### C

**Coordination:** the ability to use different parts of the body simultaneously, efficiently, and/or gracefully

### D

**Density:** the degree of compactness of a substance

### E

**Enhance:** to intensify, increase, or improve the quality, value, or extent of

**Exceptional:** unusual; not typical

### F

**Flavor:** the distinctive taste of a food or drink

**Fragrance:** a pleasant smell

**Funnel:** a tube or pipe shaped in order to guide or channel substance or sound

### G

**Gaze:** a steady, intent look

**Gustation:** the action or faculty of tasting

### H

**Hand-eye coordination:** coordinated control of hand movement with eye movement

**Heighten:** to make or become more intense or pronounced

**Homunculus:** the brain's neurological map of sensory and motor functions of the body

### I

**Integrate:** to combine parts in order to make a whole

**Integumentary system:** an organ system that protects the body from damage (skin, hair)

### L

**Layer:** a sheet, quantity, or material, typically one of several, covering a surface or body

**Localization:** to fix, assign, or restrict to a particular place

**Mass:** a coherent body of matter

**Medium:** an agency or means of doing something



**Memory:** the faculty by which the mind stores and recalls information

**Messenger:** an entity that carries and delivers a message

**Molecules:** a group of atoms bonded together

**Motor:** having to do with muscular movement and action

## N

**Nerves:** a fiber or bundle of fibers that transmits impulses between the body and the brain

## O

**Odor:** a distinctive smell, usually unpleasant

**Olfaction:** the action or capacity of smelling

**Overlapping:** extend over so as to cover slightly or partly

## P

**Pain:** suffering or discomfort caused by illness or injury

**Position:** a particular way in which someone or something is placed or arranged

**Pressure:** physical force exerted on or against an object or body

**Produce:** to make or manufacture from parts or raw materials

**Proprioception:** the unconscious perception of movement and spatial awareness

**Pungent:** having a sharp or strong taste or smell

## R

**Receptor:** an organ or cell able to respond to external stimulus and transmit a signal to a sensory nerve

**Recruit:** to enlist or employ

## S

**Savory:** a distinctive taste that is salty or spicy, rather than sweet or pungent

**Scent:** a distinctive smell, usually pleasant

**Sense:** a faculty by which the body perceives external stimulus

**Sensitive:** quick to detect or respond to slight changes, signals, or influences

**Sensory:** of or relating to sensation or the physical senses; transmitted or perceived by the senses

**Sharpen:** to intensify or improve

**Sound wave:** a wave of compression and rarefaction by which sound travels through an elastic medium, such as air

**Source:** a place, person, or thing from which something or someone comes

**Spatial awareness:** the ability to be aware of oneself in space

**Stability:** the state of being steady and secure

**Steadiness:** a quality of being firmly positioned or fixed, or even and regular in movement

**Synchronize:** to occur or operate at the same time or rate

## T

**Tactile:** of or connected to the sense of touch

**Taste bud:** a bulbous nerve ending on the tongue and in the lining of the mouth

**Technique:** a skillful or efficient way of doing or achieving something

**Texture:** the feel, appearance, or consistency of a surface or substance

**Touch receptor:** a subtype of sensory neuron located in the skin

**Transmit:** to pass on from one place or person to another

## U

**Umami:** a category of taste in food corresponding to the flavor of glutamates—savory

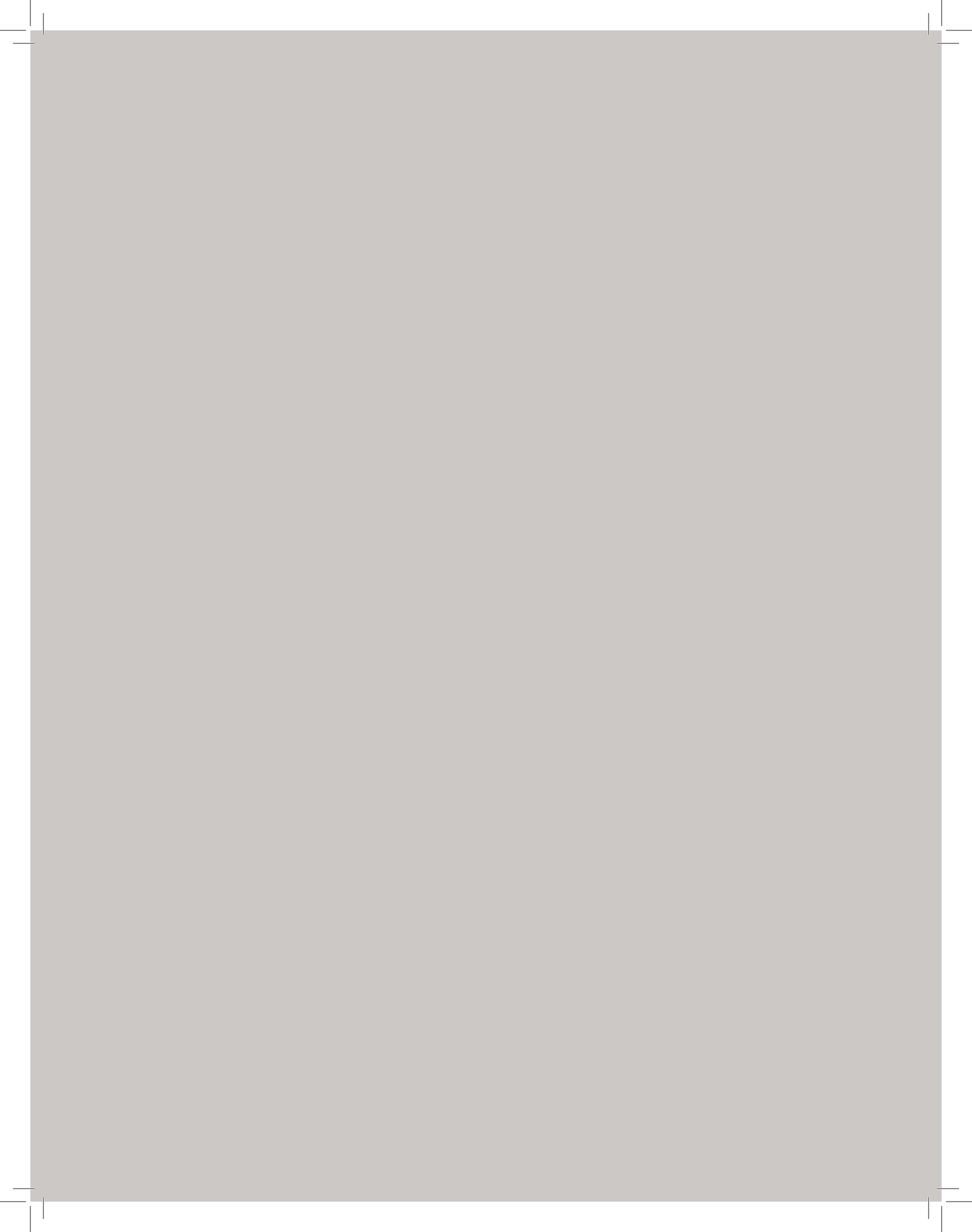
## V

**Vibration:** a tremor, shake, quiver, or quake

**Virtual:** almost or nearly as described, but not completely or according to strict definition

## W

**Whiff:** to smell briefly or faintly



The background of the page features horizontal stripes in four colors: light blue, grey, yellow, and a darker grey. A large white circle is positioned on the left side, partially overlapping the stripes. Inside this circle, the text 'Unit 4' is written in a blue script font, and 'Power To Grow and Stretch' is written in a dark blue sans-serif font below it.

## Unit 4

Power To  
Grow and  
Stretch



## Unit Description and Outline

**Power To Grow and Stretch** teaches the principle of resilience and cultivating a “growth mindset” as set forward by Carol Dweck in her book *Mindset: The New Psychology of Success*. Students learn how the attitude of their thinking affects their behavior and ability to succeed in different environments. The unit launches with a focus on how to recognize negative self-talk, or a fixed mindset, and develop the positive self-talk of a growth mindset. Developing a growth mindset empowers students to face daily frustrations with more mindful responses and maintain effort despite setbacks. Students learn strategies to override the brain’s built-in negativity bias and practice “taking in the good” to soak in the positive effects of appreciation and gratitude.

### Essential Questions

What is mindfulness?

How can being mindful shape our experiences?

How can developing mindfulness influence our decision-making?

### Enduring Understandings

Mindfulness can help us make healthier decisions.

### Learning Objectives

Students will be able to do the following...

#### 4.1 Minding Your Mindset

- Explain how a positive growth mindset promotes resilience and success.
- Analyze a list of negative and positive mindsets to differentiate between the concepts of a fixed versus growth mindset.
- Describe the brain's instinctive negativity bias.

#### 4.2 Power of the Positive

- Differentiate between positive and negative "self-talk."
- Compare and contrast the effects of positive and negative self-talk.
- Develop the Thought Stopping strategy to become aware of self-talk and to identify negative self-talk.
- Define self-esteem and its relationship to self-talk.

#### 4.3 The "I Can't—Yet!" Strategy

- Apply the "I can't—yet!" strategy to build self-confidence by transforming negative self-talk into positive self-talk.
- Develop the third step of the Thought Stopping Strategy (replace negative self-talk with positive self-talk).

#### 4.4 Shield Yourself with Positive Slogans

- Create a positive self-talk slogan to improve self-confidence.
- Identify and differentiate between visible and invisible personal strengths.

#### 4.5 Change Your Words, Change Your Mind

- Describe the connection between mindset, feelings, and behavior.
- Recognize mistakes as an opportunity for learning, self-improvement, and growth.
- Reframe negative self-talk statements into positive ones.
- Match examples of negative self-talk to examples of their positive self-talk.

#### 4.6 Helpful or Hurtful?

- Explain how words can either hurt or help.
- Differentiate between verbal and nonverbal hurtful or helpful words or actions.
- Create a positive alternative (helpful) for a hurtful comment.
- Define empathy and compassion.

#### 4.7 Taking in the Good

- Analyze the relationship between perspective and "Taking in the Good."
- Define perspective through an examination of the classic duck-rabbit optical illusion.
- Apply their understanding of perspective by identifying a given scenario's negative and positive elements and then choosing to focus on the positive by "Taking in the Good."
- Explain how it is possible for people to have different ways of interpreting the same situation.
- Connect the importance of employing the "Taking in the Good" strategy to overcome our natural negativity bias.

# Read-Aloud Books

**Wonder**

by R.J. Palacio

**Out of My Mind**

by Sharon M. Draper (fifth grade)

**The Invisible Boy**

by Trudy Ludwig

**You're Here for a Reason**

by Nancy Tillman

**The Misfits**

by James Howe

**Firebird**

by Misty Copeland

**Don't Laugh at Me**

by Steve Seskin and Allen Shamblin

## Unit 4 Standards

### **SEL**

- 1A.2a.: Describe a range of emotions and the situations that cause them
- 1A.2b.: Describe and demonstrate ways to express emotions in a socially acceptable way.
- 1B.2b.: Explain how family members, peers, school personnel, and community members can support school success and responsible behavior.

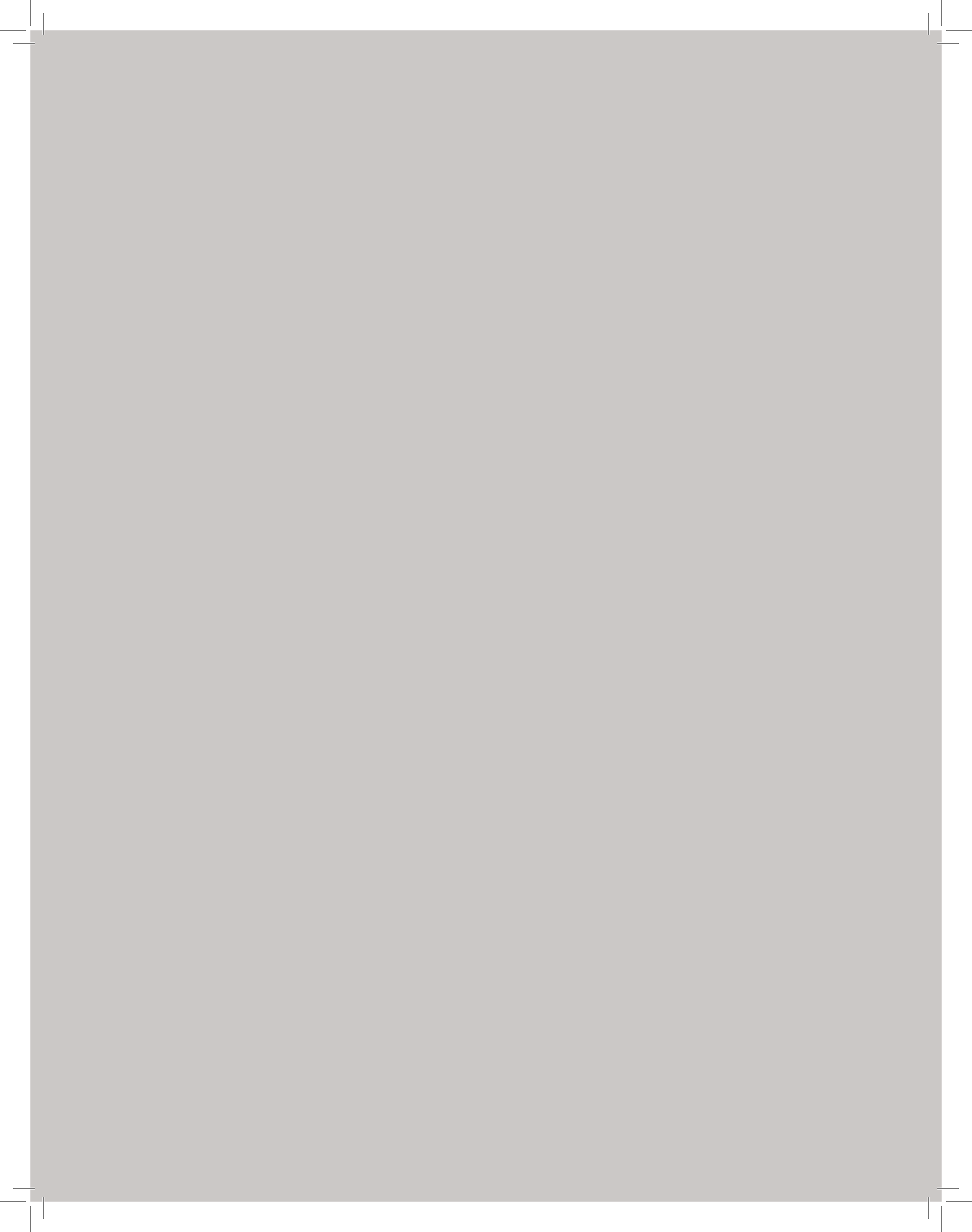
### **NHES**

- 1.5.1: Describe the relationship between healthy behaviors and personal health.
- 1.5.2: Identify examples of emotional, intellectual, physical, and social health.
- 4.5.1: Demonstrate effective verbal and nonverbal communication skills to enhance health.
- 5.5.5: Choose a healthy option when making a decision.

### **National PE**

- Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
- Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
- Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.
- Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.







## 4.1 Vocabulary

Courage  
Fixed  
Growth  
Mindset  
Negativity bias  
[fifth grade]  
Perserverance  
Resilience

## Lesson 1

### Minding Your Mindset

#### 4.1 Overarching Learning Objective

Students will be able to explain how a positive growth mindset promotes resilience and success.

#### 4.1 Materials

- Chart paper
- Markers
- Unit 4 Reflection Journal: *The Power To Grow and Stretch*
- “Fixed Mindset” chart (person’s face at the center with a defeated expression)<sup>1</sup>
- “Growth Mindset” chart (person’s face at the center with a joyful expression)<sup>2</sup>

#### 4.1 Materials

- Index cards with one of the following statements recorded on each:
  - *I don't want to look like a failure.*
  - *I avoid challenges.*
  - *If I have to work hard, then I'm not very smart.*
  - *I give up quickly.*
  - *I say "I can't."*
  - *I don't ask questions because I am afraid I will sound dumb.*
  - *I feel threatened by other people's success.*
  - *There is no point in trying.*
  - *I give up.*
  - *I say "I can't do it yet."*
  - *I am comfortable making mistakes.*
  - *I want to learn from others.*
  - *I feel inspired by the success of others.*
  - *I can overcome obstacles and setbacks.*
  - *I believe hard work and effort are important.*
  - *I have patience.*
  - *I work hard because effort is key.*
  - *I will have to try a different approach because my first strategy didn't work.*
  - *I will do better next time because practice means progress.*

**Optional:**

- Image of a "rock brain" (represents fixed mindset)
- Image of a "tree brain" (represents growth mindset)

## 4.1 Guiding Questions

- *What is a mindset?*
- *What is a fixed mindset? What is a growth mindset?*
- *How is the attitude of someone with a fixed mindset different from that of someone with a growth mindset?*
- *What does it feel like to be around someone who has a fixed mindset? A growth mindset?*
- *How is it possible for someone to have a fixed mindset in certain situations and a growth mindset in other situations?*
- *How does believing in yourself strengthen your power to grow and stretch?*
- *What does the quote “Failing is just another word for growing” mean?*
- *How can you make a habit of having a growth mindset?*
- *How can changing your words change your mindset?*
- *What did Henry Ford mean when he said, “Whether you think you can or think you can’t, you are right”?*
- *Explain the following statement by Lisa M. Hayes: “Be careful how you talk to yourself because you are listening.” (fifth grade)*

#### 4.1 Connect

*Last time we worked together, we completed our Power To Laser Focus unit. We practiced using our five senses as tools for mindful observation, understanding, and smart decision-making. We discovered that when we take the time to deeply experience the information from our five senses, we can better focus our awareness on and enjoy the present moment.*

#### 4.1 Teach

*Today we are going to activate a new superpower, our power to grow and stretch. We have all experienced frustration, anger, disappointment, fear, or embarrassment from making a mistake. **Everyone** makes mistakes. They are part of life.*

Have students answer the following questions with yes/no silent symbols:

- *Are people born smart?*
- *Did you know that when you work hard, especially if your goal takes lots of effort and you make and learn from mistakes along the way, your brain becomes stronger and smarter?*

*By activating your power to grow and stretch, you can appreciate and learn from your mistakes, which can grow and stretch your brain. You will learn to understand failures as learning opportunities that help you succeed.*

*Mistakes are often stepping-stones to achieving our goals. Resilience is the ability to brush off a mistake, get refocused, and try again with a new understanding of how to tackle the problem. Resilience and perseverance are the keys to success. In fact, there are many examples of incredible people who at first experienced failure and made mistakes along the way, before achieving astonishing successes.*

Share a couple of examples:<sup>1</sup>

- Michael Jordan's coach said that he "wasn't more talented than other people." As a sophomore he was rejected from his high school's varsity basketball team. M.J. later became one of the greatest basketball players of all time and helped popularize the NBA around the world.
- Walt Disney was told that he "lacked imagination and had no good ideas." He later became one of the greatest innovators in animation and theme park design.
- J. K. Rowling's Harry Potter series was rejected by publishers twelve times! She is now one of the wealthiest women in the world.
- Einstein's teacher said that he was "academically subnormal." He later won a Nobel prize for his contribution to physics.
- Beethoven's teacher called him a "hopeless composer." He composed five of his greatest symphonies while deaf and is recognized as one of the world's most influential composers.
- Other examples include Oprah Winfrey, the Wright Brothers, Steve Jobs, Isaac Newton, Dr. Seuss.

*If these people were not always considered superstars, what changed?*

Share the following quote, attributed to American political theorist and author Benjamin Barber: *"I don't divide the world into weak and strong, or successes and failures. I divide the world into learners and non-learners."*

*Our mindset<sup>2</sup> is our set of attitudes, or beliefs that we have about ourselves as learners. It is how we set, or train, our minds to see ourselves and interpret situations. People with a fixed mindset believe that they are born with a certain degree*

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1: "50 Famously Successful People Who Failed at First," <http://www.onlinecollege.org/2010/02/16/50-famously-successful-people-who-failed-at-first/>.

2: "Mindset," The Centre for Confidence and Well Being, [http://www.megsonline.net/lee\\_meg2.pdf](http://www.megsonline.net/lee_meg2.pdf).

*of intelligence and range of talents that do not change very much, even with continuous, dedicated practice and effort. They hold the incorrect belief that their intelligence and talents are, for the most part, unchangeable, or “fixed.” People with a growth mindset believe that they can improve their abilities through dedication and hard work.*

Compare fixed mindset to a rigid, inflexible rock, and growth mindset to a seedling that continues to grow and develop into a great oak tree.

*Talent is only a starting point. We have the power to train our minds to tune in to the negative or positive of every situation.*

*A growth mindset inspires the necessary ingredients for achievement: a love of learning, perseverance, courage, and resilience. Neuroscientists have proven that the growth mindset works because our brains are constantly changing and growing, enabling us to learn new things.*

**Fifth grade:** If time permits, define “negativity bias” and how it served our ancestors, who needed to be more cautious and alert to danger. Since most of the time we do not need to be worried about impending danger, like a lion chasing us for his dinner, our natural negativity bias often results in our tendency to recall and be more influenced by negative experiences, rather than positive (or neutral) ones. The brain reacts more strongly to negative stimuli than it does to positive stimuli. For example, we remember insults or criticism more than we remember praise or compliments. Positive experiences need to occur more often than negative ones in order to be memorable.

## MINDSETS



**versus**



## Movement

Opening Sequence A  
Triangle  
Rotated Triangle  
Surfer into Reverse  
Surfer into Wave  
Volcano 2 and 4  
Windmill  
Rotated Chair  
Tree and Forest  
Side Plank  
Sandwich  
Table or Slide  
Pigeon  
Flying Pigeon  
Lion  
Sphinx  
Bow  
Side Bow  
Rock  
Sleeping Split  
Closing Sequence  
Guided Rest

### 4.1 Active Engagement

Students play a guessing game to differentiate between a positive growth mindset and a negative fixed mindset.

Display the “Fixed Mindset” and “Growth Mindset” charts (see link on materials page). Shuffle the index cards to mix the fixed and growth mindset statements (see Materials section). Draw one card from the pile and demonstrate your thought process as you decide whether the statement represents a fixed or growth mindset. Attach the card to the appropriate chart. Next, read each card from the deck to students. Have them determine how they would classify the statement with their turn-and-talk partners.

### 4.1 Link

*Today we embarked on our first exploration of our power to grow and stretch. We learned how a growth mindset trains our brain to be more resilient and helps us achieve our goals, even if at first we do not succeed. Although we have a natural tendency to gravitate toward negative thoughts, we can overcome this by meeting challenges with a growth mindset to grow our brains and work toward our limitless potential.*

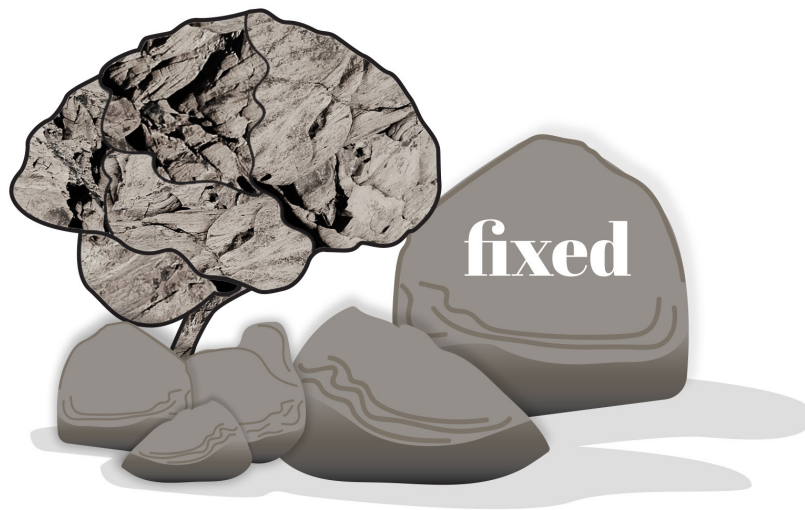
### 4.1 Closing Routine

Continue leading students through the Closing Routine as established in Unit 1, replacing “power to be calm” with “power to grow and stretch.”



# MINDSETS

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***versus***





## 4.2 Vocabulary

Negative  
Pleasant  
Positive  
Productive  
Self-esteem  
Self-talk  
Unpleasant

## Lesson 2

### Power of the Positive

#### 4.2 Overarching Learning Objective

Students will be able to differentiate between positive and negative “self-talk.”

#### 4.2 Materials

- “Thought Stopping Strategy” chart (teacher to create on whiteboard or chart paper):
  1. Become aware of self-talk.
  2. Stop the negative self-talk.
  3. Replace it with positive self-talk.
- **Option 1:** Your Reflection Handout  
— Crayons (or colored pencils) for students
- **Option 2:** 5 Post-its (each Post-it has one of the following labels: “Strongly Agree,” “Sort of Agree,” “Neutral,” “Sort of Disagree,” “Strongly Disagree”)

## 4.2 Guiding Questions

- *What is negative self-talk?*
- *What does your negative self-talk sound like in your head?*
- *What are some things you have learned about your negative self-talk patterns?*
- *What does it feel like in your body when you hear your negative self-talk in your head?*
- *What does it feel like to be around people who say their negative self-talk out loud?*
- *How does negative self-talk keep your brain stuck in a fixed mindset?*
- *How does negative self-talk hold you back from doing your best?*
- *How can you focus your self-talk on what you need to do to perform well? Give an example.*
- *What is positive self-talk?*
- *How can you practice replacing negative self-talk with positive self-talk?*
- *How does your mindset affect your feelings and behavior?*

- *Why is the strategy of Thought Stopping useful in decreasing negative self-talk and increasing positive self-talk?*
- *What is self-esteem?*
- *How is self-esteem connected to positive self-talk?*
- *Does having high self-esteem help you feel more confident in making difficult decisions? Why or why not?*
- *How could you compliment someone to boost his or her self-esteem?*
- *Which of the following statements could affect a person's self-esteem:*
  - *You're a fantastic listener.*
  - *Have a good day!*
  - *I hope you can come to my birthday party.*
  - *Thanks for teaching me something new today.*  
*You are really good in math.*
  - *I hope you feel better.*
  - *I love your new sneakers.*
- *Read the following quote to students: "I have missed more than nine thousand shots in my career. I have lost almost three hundred games. On twenty-six occasions I have been entrusted to take the game-winning shot...and I missed. I have failed over and over again in my life. And that's precisely why I succeed." Why do you think Michael Jordan attributes his success as one of the NBA's greatest players to his earlier failures?*

## 4.2 Connect

*Last time we worked together, we discovered the power of transforming our mistakes, or perceived failures, into successes by developing a growth mindset. When we train our brains to grow from our mistakes, our brain becomes stronger and smarter. We learned that developing resilience is an essential character trait to achieve our goals.*

## 4.2 Teach

*Today we are going to learn about a type of thinking called “negative self-talk,” which makes it difficult for our brains to grow and stretch in positive ways. Self-talk includes all of the deliberate and aimless thoughts that constantly run through our minds.<sup>1</sup> Self-talk can be either positive or negative. Sometimes we say our self-talk out loud and sometimes we say it silently in our minds.*

Provide an example of negative and positive self-talk (e.g., “I am terrible at math. I should just give up” versus “I can do it if I go through each problem step-by-step and ask for guidance from my teacher along the way”).

*Everyone struggles with negative self-talk, even adults. Thinking that you are not good enough, comparing yourself with others, and focusing on the negative aspects of a situation are examples of negative self-talk.*

Define self-esteem and its connection to positive self-talk. Self-esteem includes being happy about who you are, having confidence in your abilities, respecting the decisions you make, and valuing yourself.

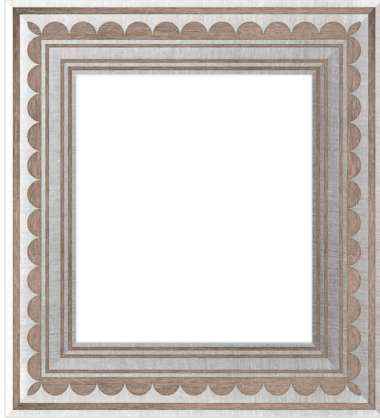
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1: “Self Talk: Learning to Be Your Own Best Friend,” Elizabethtown Aquatic Club, <http://www.eacgators.com/swimmers.php>, [www.eacgators.com/selftalk.pdf](http://www.eacgators.com/selftalk.pdf).

## YOUR REFLECTION

Create illustrations that capture who you are!

This could include your interests, skills, accomplishments, or your future goals.



Describe general situations, each coupled with an example, of when negative self-talk tends to distort our perceptions and expectations.

Focusing on the past or future: *"I failed last week's math test."*

Focusing on weaknesses: *"I don't have the coordination to make a three-point shot."*

Focusing only on the outcome: *"I must win."*

Focusing on uncontrollable factors: *"I never have a good day at school when it is raining."*

Demanding Perfection: *"I better score 100 percent on my spelling test."*

Teach students how to stop negative self-talk by following the "Thought Stopping" steps:

1. Become aware of self-talk.
2. Stop the negative self-talk.
3. Replace it with positive self-talk.

*Simply instructing yourself not to think negatively usually makes it impossible to stop having those thoughts. Instead, practice Thought Stopping by replacing negative thoughts with positive thoughts. Today we will focus on the first two steps of this strategy.*

## 4.2 Active Engagement

**Option 1:** Display a blank Your Reflection Handout. Explain to students that inside this frame is a mirror on which they will create illustrations that capture who they are. This could include their interests, skills, accomplishments, and future goals.

Share your personalized Your Reflection Handout.

Distribute the handout and colored pencils or markers. Have students share their reflections with their turn-and-talk partners.

**Option 2:**<sup>1</sup> Have students respond to the eight statements below using their silent yes/no symbols.

Alternatively, have students create a Human Graph in response to each of the eight statements below. Place five Post-its in a straight line, about one foot apart from each other. Each Post-it has one of the following labels: Strongly Agree, Sort of Agree, Neutral, Sort of Disagree, Strongly Disagree. You stand in the middle to indicate the neutral position. To your left, place the Sort of Disagree and Strongly Disagree Post-its. To your right, place the Sort of Agree and Strongly Agree Post-its. Students may line up in front of one another if they share the same opinions, or they may remain neutral by standing in front of you. Ask students why or how they chose their positions. After several students have shared, and if time permits, give students an opportunity to change positions in the Human Graph if they have changed their opinion for a specific statement. Ask students what influenced their change of opinion.

1. Having good self-esteem means that you value and respect yourself.
2. Having good self-esteem means that you are perfect and never make a mistake.
3. Having good self-esteem means that you treat others with respect and expect others to treat you with respect.
4. Having good self-esteem means that you have all the answers and never need to ask for help.

## Movement

Opening Sequence A  
 Opening Sequence B  
 Big Toe into Hands  
 Under Feet  
 Rotated Triangle  
 Surfer into Wave  
 Windmill  
 Volcano 2 and 4  
 High Lunge with  
 Cow-Face Arms  
 Bird with Cow-Face  
 Arms  
 Butterfly  
 Rotated Seated Tree  
 Rolling Rock into Boat  
 x 3  
 Pigeon  
 Flying Pigeon  
 Forearm Plank into  
 Forearm Downdog  
 (Forearm Stand if  
 wall is available –  
 fifth grade)  
 Half Split or Split  
 Sphinx  
 Superbow  
 Bow  
 Rock  
 Candle  
 Closing Sequence  
 Guided Rest

<sup>1</sup>: Kay Burke, *What to Do With the Kid Who...: Developing Cooperation, Self-Discipline, and Responsibility in the Classroom* (Corwin, 2008).

5. Having good self-esteem means that you brag about your accomplishments to make others feel jealous.
6. Having good self-esteem means that you feel superior to others.
7. Having good self-esteem helps you make decisions that are both kind and smart.
8. Having good self-esteem helps you muster up the courage to speak up for yourself, or someone else, who is being unfairly treated.

#### 4.2 Link

*Today we investigated negative self-talk, a type of thinking that weakens our power to grow and stretch. Self-talk includes all of the thoughts we have about ourselves, which can be negative or positive. Our thoughts directly affect how we feel. If you think negatively, you feel crummy and unsure of yourself. If you think positively, you build your confidence, and activate your power to grow and stretch. We learned the first two steps of the Thought Stopping strategy: 1) Become aware of self-talk and 2) Stop the negative self-talk.*

*Next time we meet, we will practice the third and final step of the Thought Stopping strategy: how to create positive self-talk.*

#### 4.2 Closing Routine

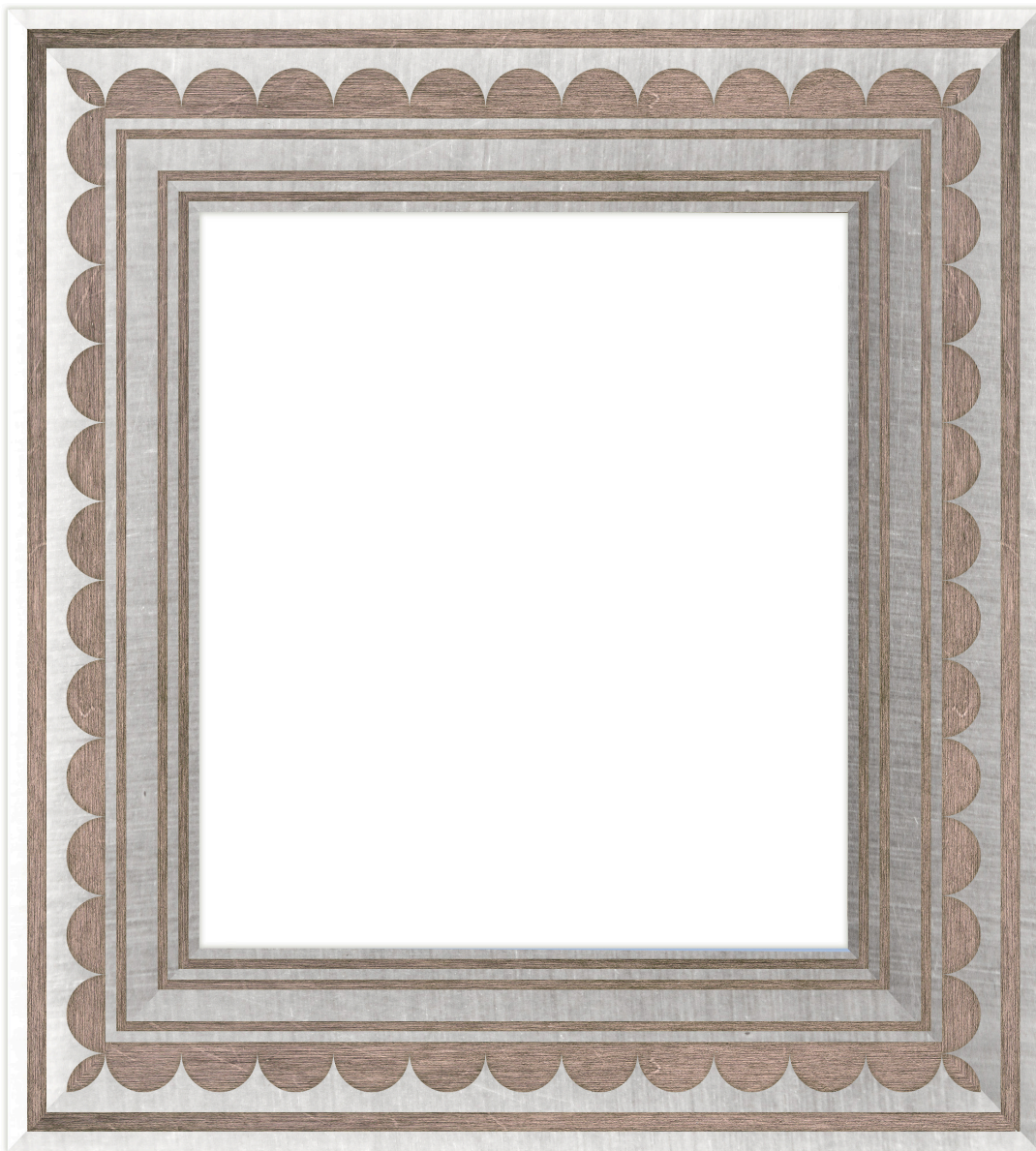
Continue leading students through the Closing Routine as established in Unit 1, replacing “power to be calm” with “power to grow and stretch.”



# YOUR REFLECTION

Create illustrations that capture who you are!

This could include your interests, skills, accomplishments, or your future goals.





## 4.3 Vocabulary

Plank  
Strength

## Lesson 3

### The “I Can’t–Yet!” Strategy

#### 4.3 Overarching Learning Objective

Students will be able to practice the “I can’t—yet!” strategy to build self-confidence by transforming negative self-talk into positive self-talk.

#### 4.3 Materials

- “Thought Stopping Strategy” chart
- Paper (one sheet per student)
- Pencils (one per student)
- Colored pencils or markers (for students)

## 4.3 Guiding Questions

- *How does it feel when you recall memories of your accomplishments?*
- *How do you feel about an “I can’t!” attitude after remembering your accomplishments?*
- *How does practicing the “I can’t—yet!” strategy make it easier to work toward overcoming a challenge?*
- *Why is it important to think about and replay positive experiences several times in your mind?*
- *Which traits are often associated with people who approach life with a positive, can-do attitude?*
- *What do Mind Pirates feel like?*
- *What do Mind Pirates sound like?*
- *How can you make Mind Pirates walk the plank?*
- *What are Treasure Thoughts?*
- *How can you increase your Treasure Thoughts and protect them from greedy Mind Pirates?*

### 4.3 Connect

*Last time we worked together, we investigated a type of thinking that weakens our power to grow and stretch, called negative self-talk. Self-talk includes all of the thoughts we have about ourselves, which can be negative or positive. Our thoughts directly affect how we feel. If you think negatively, you feel crummy and unsure of yourself. If you think positively, you build your confidence and power to grow and stretch. We learned the first two steps of the Thought Stopping strategy: 1) Become aware of self-talk and 2) Stop the negative self-talk.*

### 4.3 Teach

*Today we are going to practice the final step of our Thought Stopping strategy, which is how to create positive self-talk.*

Refer to the “Thought Stopping Strategy” chart from the previous lesson to review the three steps.

*First, you will choose one thing you are good at, or proud to have accomplished. We will call the things we like about ourselves our strengths. Naming our strengths helps us to grow and stretch. Our current strengths have the potential to grow other parts of our brain that are not quite as strong—yet!*

*Identifying our strengths is the first step toward developing a can-do attitude. It reminds us of our talents and intelligence. Our strengths prove that we have the power to tackle challenging situations with a positive growth mindset. A can-do attitude requires positive self-talk, or thinking and speaking positively about ourselves. Remember, we weren’t always good at the things we are awesome at now. We weren’t born knowing how to walk, read, solve math problems, or play a musical instrument or sport.*

Provide an example of a personal strength. Have students put thumbs up once they have identified a personal strength. Select one or two students to share.

Next, use the “I can’t” statement to provide an example of something you can’t do (e.g., “I can’t do a handstand without falling over”). Have students put their thumbs up once they have identified something they can’t do. Invite one or two students to share.

Model how to reframe your “I can’t” statement into an “I can’t—yet!” statement.

*Now think of something that you are not as good at, or continue to struggle with. Replace the negative “I can’t” with the positive “I can’t—yet!” Adding the word “yet” reminds us of how a growth mindset encourages our brain to grow and stretch. The word “yet” turns up the volume of our positive “self-talk” and drowns out unproductive, negative self-talk that tries to convince us that we can’t when we really can!*

Have students work with their turn-and-talk partners to reword their “I can’t” statement into an “I can’t—yet!” statement.

## Movement

Opening Sequence A  
Opening Sequence B  
Warrior 1  
Triangle  
Wave  
Rotated Wave  
High Lunge with  
Cow-Face Arms  
into Bird with  
Cow-Face Arms  
Dancer and  
Partner Dancer  
Sandwich  
Table or Slide  
Sport Stretch  
Boat into Floating  
Lotus x 3  
Frog or Crow  
One-Legged Bridge  
Bridge or Wheel  
Knees into Chest  
Forearm Plank into  
Forearm Downdog  
(Forearm Stand if  
wall is available—  
fifth grade)  
One-Legged  
Downdog  
(Right Angle  
Handstand or  
Handstand if  
wall is available)  
Candle  
Closing Sequence  
Guided Rest

### 4.3 Active Engagement<sup>1</sup>

*Put a thumb up if you know what a pirate is.*

Have one student share their definition of a pirate.

*A pirate is someone who steals something valuable, like a treasure. Negative thoughts are like Mind Pirates, who try to steal your positive thoughts and confidence. Mind Pirates undermine your ability to learn and do your best. When many Mind Pirates have captured and taken control of your mind's ship, you start to feel stressed, unfocused, and unsure of yourself. Your body might begin to feel tense and uncomfortable.*

*What can we do about these pesky pirates? Well, we can make them walk the plank!*

*Here's how:*

- *Identify the Mind Pirates.*
- *Make Mind Pirates walk the plank by turning "I can't" statements into "I can't—yet!" statements.*
- *Take three Mindful Breaths.*

Model how to identify negative thoughts, or Mind Pirates. On a piece of chart paper entitled "My Mind Pirates," record your negative thoughts next to a sketch of a pirate. On a second chart entitled "My Treasure Thoughts," transform your negative "I can't" statements into positive "I can't—yet!" statements. Include a picture of a treasure chest, and refer to the personified Mind Pirates in the previous image. Explain that the "I can't—yet!" statements are your "Treasure Thoughts," which build self-confidence and strengthen your power to grow and stretch. Each of us has the power to make our Mind Pirates walk the plank and increase our Treasure Thoughts. Finally, practice taking three mindful breaths to relax and absorb the positive feelings of your Treasure Thoughts.

Distribute paper, pencils, and colored pencils (or markers) to students. Demonstrate how students should fold their paper in half horizontally. On the top of the left section, students write "My Mind Pirates." On the top of the right section, students write "My Treasure Thoughts."

Under “My Mind Pirates,” students record their negative “I can’t” thoughts. Beneath “My Treasure Thoughts,” students reframe their negative “I can’t” thoughts into “I can’t—yet!” thoughts. They may include drawings of pirates and treasure (or Mind Pirates walking the plank) in the corresponding section of the paper. Wrap up with the entire class taking three mindful breaths.

### 4.3 Link

*Today we learned the final step of our Thought Stopping strategy: to turn negative self-talk into positive self-talk, by turning “I can’t” statements into “I can’t—yet!” statements.*

Refer to the “Thought Stopping Strategy” chart to review the three steps.

*We also came up with a plan to have our Mind Pirates walk the plank, so we could get rid of our negative self-talk and replace it with positive self-talk, or Treasure Thoughts. Remember, Mind Pirates include all of our negative self-talk and “I can’t” statements that we say to ourselves. Our Treasure Thoughts include all of our positive self-talk and “I can’t—yet!” statements. When we think and talk to ourselves positively, we have the ability to achieve greater success.*

### 4.3 Closing Routine

Continue leading students through the Closing Routine as established in Unit 1, replacing “power to be calm” with “power to grow and stretch.”

### 4.3 Home Practice

*Until we meet again, don’t forget the importance of adding the short but powerful word “yet” after you mistakenly tell yourself that you can’t do something.*





## 4.4 Vocabulary

Conviction  
Empower  
Evoke  
Shield  
Slogan

## Lesson 4

### Shield Yourself with Positive Slogans

#### 4.4 Overarching Learning Objective

Students will be able to create a positive self-talk slogan to improve self-confidence.

#### 4.4 Materials

- “How to Create a Positive Shield Slogan” chart on whiteboard or chart paper (Includes 3 steps: 1. State positively; 2. Start with “I am”; 3. Keep it short.)
- “Shield Yourself!” chart (outline a shield on whiteboard or chart paper)
- **Optional:**
  - Handout with an outline of a person (one per student)
  - Post-its (one per student)
  - Markers (one per student)



## 4.4 Guiding Questions

- *What is the difference between a visible and an invisible personal strength?*
- *What is one of your visible strengths?*
- *What's inside that makes you special?*
- *What is a positive slogan?*
- *How can positive slogans affect your attitude?*
- *How can positive slogans help you achieve your goals?*
- *Explain the following statement: "What we think, we can create."*
- *Interpret the following advice from Anthony J. D'Angelo: "Wherever you go, no matter what the weather is, always bring your own sunshine."*

The last two guiding questions could be turned into a short role-playing exercise:

- *What encouraging advice could you share with a friend who says, "I never participate in class because I am afraid to give the wrong answer and have the other kids make fun of me"?*
- *What encouraging advice could you share with a friend who says, "I can't solve any of the math homework problems. I give up. How is this stuff going to help me in the future anyway? Let's forget about the homework and play video games instead"?*

#### 4.4 Connect

*Last time we worked together, we learned the final step of our Thought Stopping strategy: to turn negative self-talk into positive self-talk.*

Refer to the “Thought Stopping Strategy” chart to review the three steps.

SHIELD YOURSELF



*We also came up with a plan to have our Mind Pirates walk the plank so we could get rid of our negative self-talk and replace it with positive self-talk, or Treasure Thoughts. Remember, Mind Pirates include all of our negative self-talk and “I can’t” statements that we say to ourselves. Our Treasure Thoughts include all of our positive self-talk and “I can’t—yet!” statements. When we think and talk to ourselves positively, we have the ability to achieve greater success. Don’t forget the importance of adding the short but powerful word “yet” after you tell yourself that you can’t do something.*

#### 4.4 Teach<sup>1</sup>

*Today we are going to defend ourselves against negative self-talk by creating personal shield slogans. A positive personal slogan encourages you to focus on achieving your goals with a growth mindset. The key in using slogans is to have them evoke, or bring up, positive emotions. This is important because your thoughts, words, and beliefs have a powerful influence on your happiness, actions, and success.*

*Before you can come up with a personal slogan, you need to identify one of your strengths.*

Explain the difference between visible and invisible strengths. Visible strengths are easy for others to see, whereas invisible strengths require extra effort for others to discover. Provide an example of a visible and an invisible strength.

Share the following tips to help students create their personal positive shield slogan:

- **Stated positively:** “I work hard” versus “I am not lazy.”
- **Start with “I am”:** “I am a good athlete” versus “I will become a good athlete.”
- **Short:** A shorter slogan is easier to remember and repeat.

*Once you have come up with your positive personal slogan, write it, read it, speak it, sing it, and dance to it! The more you repeat your slogan, the more you train your brain to think the positive thought.*

Describe how positive slogans are like internal remodeling.

Alternatively, you could teach students to create their slogans in the third person (e.g., “Daphne is a fast runner,” rather than “I am a fast runner.”) Some research has shown that this strategy is more effective than positive personal slogans stated in the first person.<sup>1</sup>

Remind students to proudly proclaim their slogans with confidence and conviction.

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1: Laura Starecheski, “Why Saying is Believing—The Science of Self-Talk,” National Public Radio. <http://www.npr.org/sections/health-shots/2014/10/07/353292408/why-saying-is-believing-the-science-of-self-talk>.

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## Movement

Opening Sequence A  
Rocket Sequence  
Big Toe  
Triangle  
Rotated Triangle  
Surfer into Wave  
Elephant  
Figure Four and  
Partner Figure Four  
Side Plank  
Butterfly  
Flower  
Turtle  
Lion  
Hero  
One-Legged Bridge  
Bridge and Wheel  
Knees into Chest  
One-Legged  
Downdog  
[Right Angle  
Handstand or  
Handstand if  
wall is available]  
Closing Sequence  
Guided Rest

### 4.4 Active Engagement

**Optional Part 1:**<sup>1</sup> Display the handout with an outline of a person. Model how you identify one of your visible strengths and record it along the inner edge of the outline (or on the outside of the outline, if space is limited). Then identify one of your invisible strengths and record it on the inside of the outline.

Distribute the outline of a person handout to each student. Have students record personal strengths on the inside border (or on the outside) of their outline and their invisible strengths on the inside of the figure.

**Part 2:** Display the “Shield Yourself!” chart. Model how you create your positive slogan, following the three steps outlined on “How to Create a Positive Shield Slogan” chart. Write your positive slogan on a Post-it and place it inside the outline of the shield. Distribute Post-its and markers for students to record their personal slogan, which they will share with the class and then post inside the shield.

### 4.4 Link

*Today we learned how to create personal positive slogans to motivate and empower us. The power of positivity should never be underestimated! Your positive thoughts, words, and beliefs greatly influence your ability to achieve your goals. With a positive can-do attitude, the sky is the limit!*

### 4.4 Closing Routine

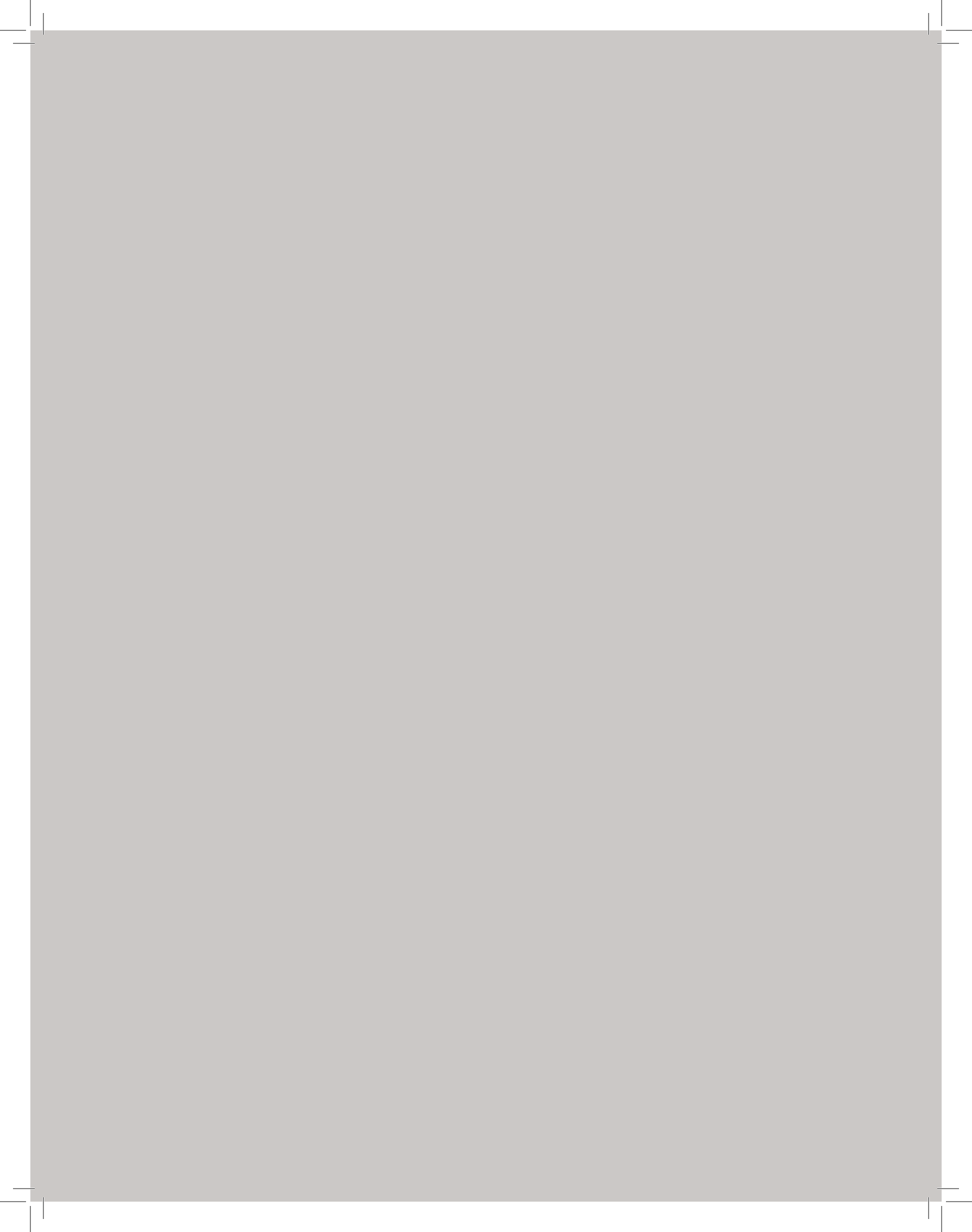
Continue leading students through the Closing Routine as established in Unit 1, replacing “power to be calm” with “power to grow and stretch.”

### 4.4 Home Practice

*Until we meet again, try using your personal positive slogan whenever you are confronted with a challenge.*

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1: Amantangelo, Fortebraccio, Kerschner, and Nevel. “Let’s Be Friends,” The Ophelia Project. <http://www.opheliaproject.org/teaching/LetsBeFriends.pdf>.





## 4.5 Vocabulary

Optimism  
Pessimism  
Self-improvement  
Transform

## Lesson 5

### Change Your Words, Change Your Mind

#### 4.5 Overarching Learning Objective

Students will be able to describe the connections between mindset, feelings, and behavior.

#### 4.5 Materials

- Chart paper and markers
- Unit 4 Reflection Journal

## 4.5 Guiding Questions

- *Why is negative self-talk associated with a fixed mindset, whereas positive self-talk is associated with a growth mindset?*
- *How might turning negative self-talk into positive self-talk help your brain grow from a fixed mindset into a growth mindset?*
- *How does a growth mindset better equip you to successfully tackle challenges?*
- *What does it take to become a successful learner?*
- *How does your attitude about yourself as a learner affect the learning process?*
- *What strategies do you use when you become stuck trying to solve a difficult problem? How do those strategies help you?*
- *How can you grow your intelligence?*
  - *For older students, this could segue into a discussion addressing how positive self-talk strengthens neural connections that promote optimism.*
- *Explain the saying “Every cloud has a silver lining.”*
- *How does mindfulness help you find the positive in difficult situations?*
- *What does a positive attitude look like? Sound like? Feel like?*

Choose one of the following quotes to interpret and discuss with fifth grade students:

*“A pessimist sees the difficulty in every opportunity; an optimist sees the opportunity in every difficulty.”* (Winston Churchill)

*“We can complain because rosebushes have thorns, or rejoice because thornbushes have roses.”* (Abraham Lincoln)

*“We are all faced with a series of great opportunities brilliantly disguised as impossible situations.”* (Charles R. Swindoll)



4.5 Connect

*Last time we worked together, we learned how to create personal positive slogans to motivate and empower us. The power of positivity should never be underestimated! Your positive thoughts, words, and beliefs greatly influence your ability to achieve your goals. What you think, you become. With a positive, can-do attitude, the sky is the limit!*

4.5 Teach

*Today we are going to practice another strategy to change some of our fixed ways of thinking into growth thinking by playing a game called Even If. Today's game will give everyone an opportunity to strengthen their power to grow and stretch their brain.*

Remind students of positive self-talk examples and the importance of a positive attitude, self-confidence, and the acceptance of making mistakes, all of which are required to master a range of skills (e.g., bike riding, playing an instrument, skateboarding, learning to read, solving math problems).

Create a T-chart entitled “What Can I Say to Myself?” Teachers may choose to include only a few of the options to the right, or create their own.<sup>1</sup>

Instead of...	Try Thinking...
<i>I'm not good at this.</i>	<i>What am I missing?</i>
<i>I give up.</i>	<i>I'll use some of the strategies I learned.</i>
<i>This is impossible!</i>	<i>This may take more time and effort.</i>
<i>I can't make this any better.</i>	<i>I don't have to be perfect, but I can keep trying, because there is always room to improve.</i>
<i>I can't do math.</i>	<i>I'm going to train my brain to become stronger in math.</i>
<i>I made a dumb mistake.</i>	<i>Mistakes help me learn and grow.</i>
<i>She's so smart. I will never be that smart.</i>	<i>I'm going to figure out how she does it so I can try again.</i>
<i>It's good enough.</i>	<i>Is this really my best work?</i>
<i>Plan A didn't work.</i>	<i>I will try Plan B!</i>

1: Metropolitan Montessori School, <http://www.mmsny.org/> via Montessori Northwest, <http://montessori-nw.org/blog/saytomyself>.

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## Movement

Mountain/Sunrise  
Half Opening A  
Opening A x 2  
Warrior 1 into Triangle  
Surfer into Wave  
Stork  
One-Legged Balance  
Dolphin Dive  
Pigeon  
Cow-Face  
Seated Twist  
Table or Slide  
Butterfly into Boat x 3  
Frog or Crow  
Seal 1 and 2  
Bow  
Camel  
Rock  
Closing Sequence  
Guided Rest

### 4.5 Active Engagement<sup>1</sup>

Play the game Even If to teach students to reinforce their self-esteem by developing positive responses to negative situations. Model how to turn a negative situation starting with “Even if...” into a positive response starting with “I can...” For example, “*Even if I don’t get chosen for the team, I can ask the coach for tips to improve my skills and try out for the team again next year.*” Then share several negative “Even if” statements with students so they may practice adding on positive “I can” statements. This skill may be practiced as a whole class or with turn-and-talk partners.

Possible “Even if...” statements include the following:

- *Even if I score poorly on my exam...*
- *Even if I don’t achieve my goal...*
- *Even if I forget my homework at home...*
- *Even if I have an argument with a friend...*
- *Even if someone says something mean to me...*
- *Even if I get in trouble for misbehaving...*
- *Even if I don’t get my way...*
- *Even if I don’t get invited to a party...*
- *Even if I have to share a room with my brother or sister...*
- *Even if I have to do my homework, instead of playing video games with my friends...*
- *Even if I have to move to a new school...*
- *Even if I lose a game...*

### 4.5 Link

*Today we explored how our thoughts affect our feelings, which in turn affect our behavior. Although we can’t control everything, and not everything will go the way we want it to, we can strengthen our power to*

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1: Virginia Department of Health, <http://www.vdh.virginia.gov/ofhs/prevention/dsvp/lcp/documents/2012/pdf/FRC5.pdf>.

*find the positive in every situation. You have the power to change your mindset by changing your thoughts and reactions to situations that appear to be only negative. Finding positive responses to upsetting situations can transform their outcome.*

#### 4.5 Closing Routine

Continue leading students through the Closing Routine as established in Unit 1, replacing “power to be calm” with “power to grow and stretch.”

#### 4.5 Home Practice

*Until we meet again, keep this lesson in mind if and when you meet a challenge. Instead of giving up, look for possible solutions, or ways to make it a more positive experience. By repeatedly choosing a positive outlook, your brain becomes wired to look for the positive.*



## 4.6 Vocabulary

Helpful  
Hurtful

## Lesson 6

### Helpful or Hurtful?

#### 4.6 Overarching Learning Objective

Students will be able to explain how words can either hurt or heal.

## 4.6 Guiding Questions

- *What does it mean to be “helpful”?*
- *What does it mean to be “hurtful”?*
- *How does it feel when you speak or act in a helpful way?*
- *How does it feel when someone helps you?*
- *How might your self-esteem be affected by your experiences, or by how people treat you?*
- *How does it feel when you speak or act in a hurtful way?*
- *How does it feel when someone hurts you?*
- *Why might people say hurtful words to others?*
- *How is a community affected when people in that community say hurtful words to one another?*
- *How can one kind word change someone’s entire day?*
- *Explain the following teaching: “Keep your thoughts positive because your thoughts become your words. Keep your words positive because your words become your behavior. Keep your behavior positive because your behavior becomes your habits.”*

## 4.6 Connect

*Last time we worked together, we explored how our thoughts affect our feelings, which in turn affect our behavior. We practiced adding on positive “I can” statements to negative “Even if” statements.*

Provide an example of an “Even if...I can” statement to refresh students’ memories of the Even If game.

*Although we can’t control everything, and not everything will go the way we want it to, we can strengthen our power to find the positive in every situation. You have the power to change your mindset by changing your thoughts and reactions to situations that appear to be only negative. Finding positive responses to upsetting situations can transform their outcomes. Instead of giving up when presented with a challenge, look for possible solutions, or ways to make it a more positive experience. By repeatedly choosing a positive outlook, your brain becomes wired to look for the positive.*

## 4.6 Teach

*Today we are going to discuss how what we say or do not only affects our own feelings but the feelings of others. We will learn how to offer helpful words to our classmates, by identifying and complimenting them on one of their strengths.*

Provide examples to highlight the differences between a helpful statement and a hurtful statement. For example, a hurtful statement such as “We lost the game because of you!” could be reworded as a helpful statement such as “I know you tried your best. We’ll do better as a team next time.”

Propose a clear, simple scenario for partner role play. Assign students the number 1 or the number 2. Student 1 will assume the role of the discouraged or frustrated friend, while Student 2 will assume the role of the supportive, encouraging friend. Try this exercise before and after movement.

**Optional Activity:** Share the following teaching with students:

*“Before you speak, let your words pass through three gates. At the first gate, ask yourself, ‘Is it true?’ At the second gate, ask yourself, ‘Is it necessary?’ and at the third gate, ask yourself, ‘Is it kind?’”*

Chart and review the question at each gate. Ask students to explain the importance of considering each question to help them think before speaking.

## 4.6 Active Engagement

### 4.6 Link

*Today we learned the power of hurtful words and helpful words. Once we learn how to hear and identify hurtful thoughts and speech, we can begin to deliberately flip words that hurt into words that help.*

### 4.6 Closing Routine

Continue leading students through the Closing Routine as established in Unit 1, replacing “power to be calm” with “power to grow and stretch.”

### 4.6 Home Practice

*Between now and the next time we meet, you will be on a special mission to be a keen observer, noticing people’s strengths. Once you identify someone’s strength, compliment the person with bright, helpful words! Remember to share kind words with others. Make sure to save some kind words for yourself too! Next time we work together, I will ask you to share the experiences from your mission.*

## Movement

Child  
Cat/Cow  
Downdog into Cow  
into Child into  
Cobra x 3  
Twisted Frog into  
Big Toe  
Half Opening A x 3  
slowly  
Twisted Low Lunge  
Pigeon  
Seated Forward Fold  
(with head on block  
if available)  
Seated Tree (with  
head on block if  
available)  
Seated Twist  
Bridge (hips on block  
if available)  
Sleeping Figure Four  
Sleeping Twist  
Sleeping Split  
Sleeping Butterfly  
Guided Rest



## 4.7 Vocabulary

Diverse  
Optimist  
Pessimist  
Point of view

## Lesson 7

### Taking in the Good

#### 4.7 Overarching Learning Objective

- Students will be able to analyze the relationship between perspective and “Taking in the Good.”<sup>1</sup>

#### 4.7 Materials

- Unit 4 Reflection Journal: *What Do You Notice?*



## 4.7 Guiding Questions

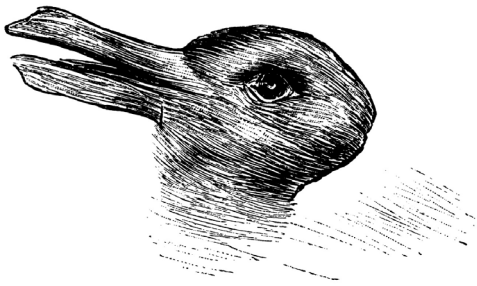
- *How can two people look at the same picture and see something different?*
- *How do you think your point of view could affect how you interpret difficult situations, like an argument with a friend or family member?*
- *How would you interpret the following quotes?*
  - *“I don’t like that man. I must get to know him better.”* (Abraham Lincoln)
  - *“I am convinced that life is 10 percent what happens to me and 90 percent how I react to it. We are in charge of our attitudes.”* (Dr. Viktor E. Frankl)
- *What does it mean to “take in the good”?*
- *How does a positive growth mindset help you “take in the good”?*
- *How does “Taking in the Good” have the power to make you, and others around you, happier?*
- *What are some differences between an optimist and a pessimist?*

## 4.7 Connect

*Last time we worked together, we learned about the power of the words we use toward others. May I have two volunteers share their experiences from their special mission to notice people's strengths and compliment them with kind, helpful compliments? How did giving someone a helpful boost make you feel? How did it make the person receiving those helpful words feel?*

## 4.7 Teach<sup>1</sup>

*Today we are going to conduct an experiment to see what each of us notices when we look at the same picture.*



Display the duck-rabbit image. After students examine the picture, pose the following questions:

- *What is the first thing you notice?*
- *What else do you see?*
- *Why might some people see a duck first, while others see a rabbit?*
- *Is everyone now able to see both a duck and a rabbit in the same picture?*
- *Are there a “right” and a “wrong” way to view this picture? How do you know?*

*People have different points of view. We interpret situations, people's actions, and even pictures differently, because we have different experiences, needs, goals, feelings, and values that shape our perspective and understanding. Having diverse points of view can be wonderful. It contributes to our individuality and enables us to learn from and teach others. Sometimes, however, we are too quick to judge a situation. We don't always take the time to*

*fully consider other perspectives. We can practice Taking in the Good by making an effort to see things from a more positive perspective. We can improve our happiness, and the happiness of others, by training our brains to find the nuggets of good in each situation and person.*

*Today, we will begin to reflect upon and shape our points of view so we can “take in the good” from a variety of situations and interactions with others. Taking in the Good is a strategy to ward off our natural tendency to gravitate towards the negative (negativity bias) and instead, soak in and spread the positive.*

#### 4.7 Active Engagement

Read a scenario that could be interpreted from a more negative or a more positive perspective. Scenarios can be made up, or you can use excerpts from children’s literature (e.g., *The Dot* or *Ish* by Peter H. Reynolds). Demonstrate your thought process as you briefly acknowledge the negative, but choose to focus on the positive elements of the scenario. Model how you devote time to “Take in the Good.” (Positive experiences usually have to be held in our awareness for approximately 20–30 seconds to be successfully stored in our memories.)

Provide students with a scenario (see below). Students discuss with their turn-and-talk partners how they recognize the negative, but then purposefully focus on the positive and “Take in the Good.”

Ask:

- *How might [name] negatively interpret this situation?*
- *How might [name] “Take in the Good” from this situation?*
- *How would choosing to focus on the positive contribute to [name’s] power to grow and stretch?*

[Movement Lab,  
Building Community,  
and Assessment  
Activities](#)

[Independent Practice  
Partner Poses  
Student Sequencing  
Games](#)

Have several pairs of students share their process of interpreting the given scenario to “Take in the Good.”

#### Sample scenarios:

(Change the names in the scenarios if a student has the same name.)

**Matthew** scored an 85 percent on his math test. His parents are going to be very proud of his achievement, especially since math is **Matthew's** most challenging subject. He dedicated a lot of time to improve his math skills. This is the highest score he earned this year! He felt a sense of satisfaction because his hard work paid off. Later that day, **Matthew** found out that some of his classmates scored above a 90 percent on their math tests.

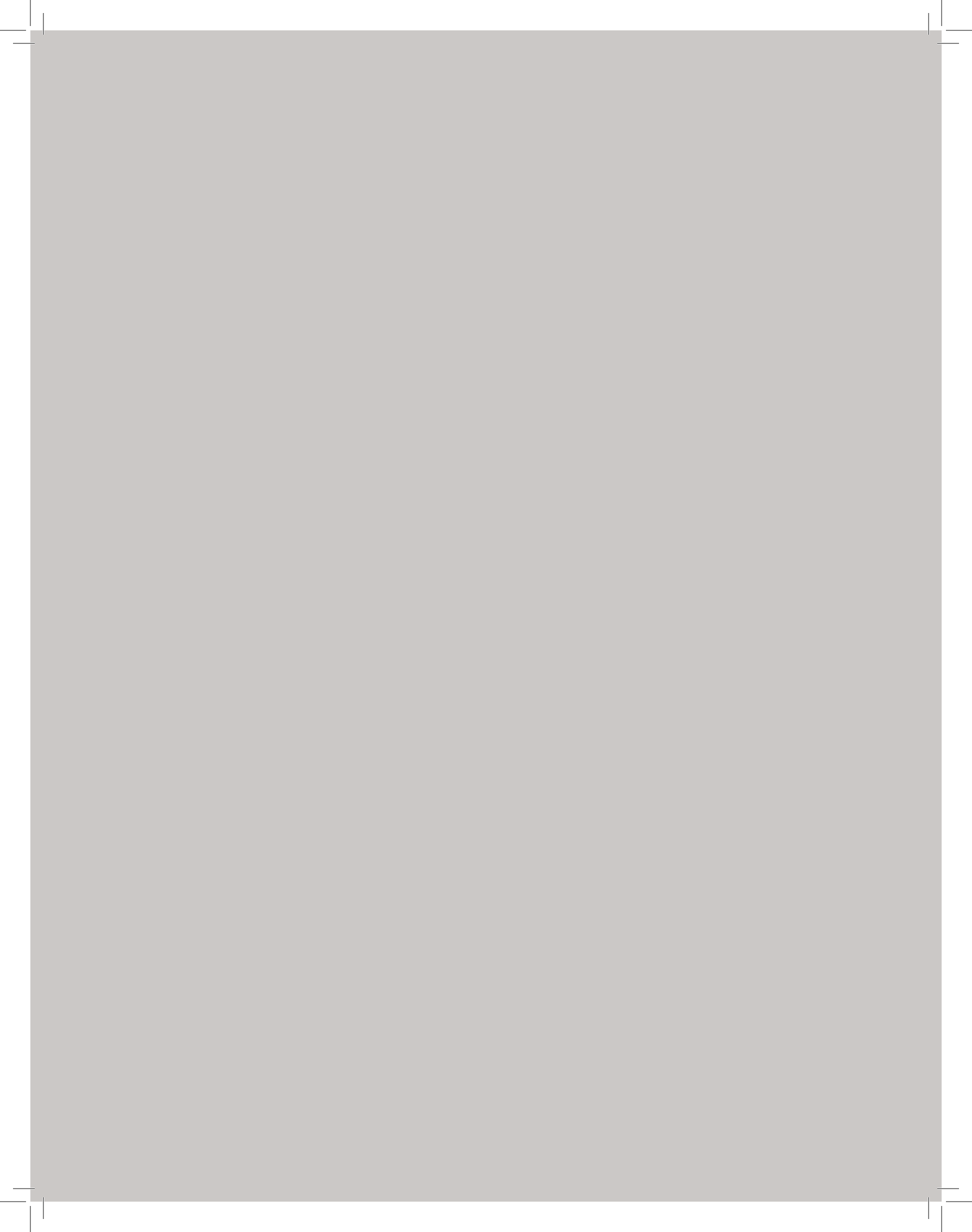
**Shannon** is a perfectionist. She is afraid of making mistakes and “messing up,” which prevents her from trying new things and strengthening her power to grow and stretch. For example, **Shannon** is a fantastic soccer player, but not a strong basketball player. Anytime her gym class plays basketball, she finds an excuse not to participate. One day, with some encouragement from a friend, **Shannon** decides to join her class’s basketball game. When her teammate passes her the ball, she attempts to make a 3-point shot, but misses.

#### 4.7 Link

*Today we learned how to reexamine how we interpret a situation by seizing the opportunity to look for, take in, and grow the good in our brain. Taking in the Good nurtures our power to grow and stretch. It also has the power to make us, and the people around us, happier!*

#### 4.7 Closing Routine

Continue leading students through the Closing Routine as established in Unit 1, replacing “power to be calm” with “power to grow and stretch.”





## Unit 4

# Movement Objectives

**Students will be able to do the following...**

### 4.1 Minding Your Mindset

Verbally explain why rest can be useful in our pursuit of health and wellness.

### 4.2 Power of the Positive

List three benefits of backbend postures.

### 4.3 The “I Can’t—Yet!” Strategy

Proficiently demonstrate the steps into and out of one backbend pose.

### 4.4 Shield Yourself with Positive Slogans

Independently and proficiently practice three standing postures.

### 4.5 Change Your Words, Change Your Mind

Correlate mindful movement practices with enhanced ability to focus attention when needed.

### 4.6 Helpful or Hurtful?

Apply principles of cooperation, creativity, and camaraderie with classmates in partner poses.

### 4.7 Taking in the Good

Unit 3 review: Fully participate in Movement Lab.

## Unit 4

# Glossary

### C

**Conviction:** a firmly held belief or opinion

**Courage:** the ability to do something that frightens one

### D

**Diverse:** showing a great deal of variety

### E

**Empower:** to give someone the power or authority to do something

**Evoke:** to bring or recall to the conscious mind

### F

**Fixed:** fastened securely

### G

**Growth:** the process of increasing in size or capacity

### M

**Mindset:** the established set of attitudes or opinions held by someone

### N

**Negative:** a word or statement that expresses pessimism, denial, disagreement, or refusal

**Negativity bias:** the phenomenon by which humans give more psychological value to bad experiences than good ones

### O

**Optimism:** hopefulness and confidence about the future or the successful outcome of something

**Optimist:** one who maintains a hopeful and confident outlook

### P

**Perseverance:** steadfastness despite difficulty or delay in achieving success

**Pessimism:** a tendency to see the worst aspect of a situation; a lack of hope or confidence in the future

**Pessimist:** one who tends to lack hope or confidence in the future

**Plank:** a long, thin, flat piece of timber

**Pleasant:** giving a sense of happiness, satisfaction, or enjoyment

**Point of view:** one's particular way of seeing a situation, person, or set of circumstances

**Positive:** consisting in or characterized by the presence or possession of features or qualities rather than their absence

**Productive:** achieving or putting forth a significant amount or result

### R

**Resilience:** to withstand challenges and obstacles

## S

**Self-esteem:** confidence in one's own worth and abilities

**Self-improvement:** the advancement of one's own knowledge or character through one's own efforts

**Self-talk:** the act or practice of talking to oneself either silently or aloud

**Shield:** a protective layer or instrument

**Slogan:** a short, striking, memorable phrase

**Strength:** the quality or state of being strong and capable

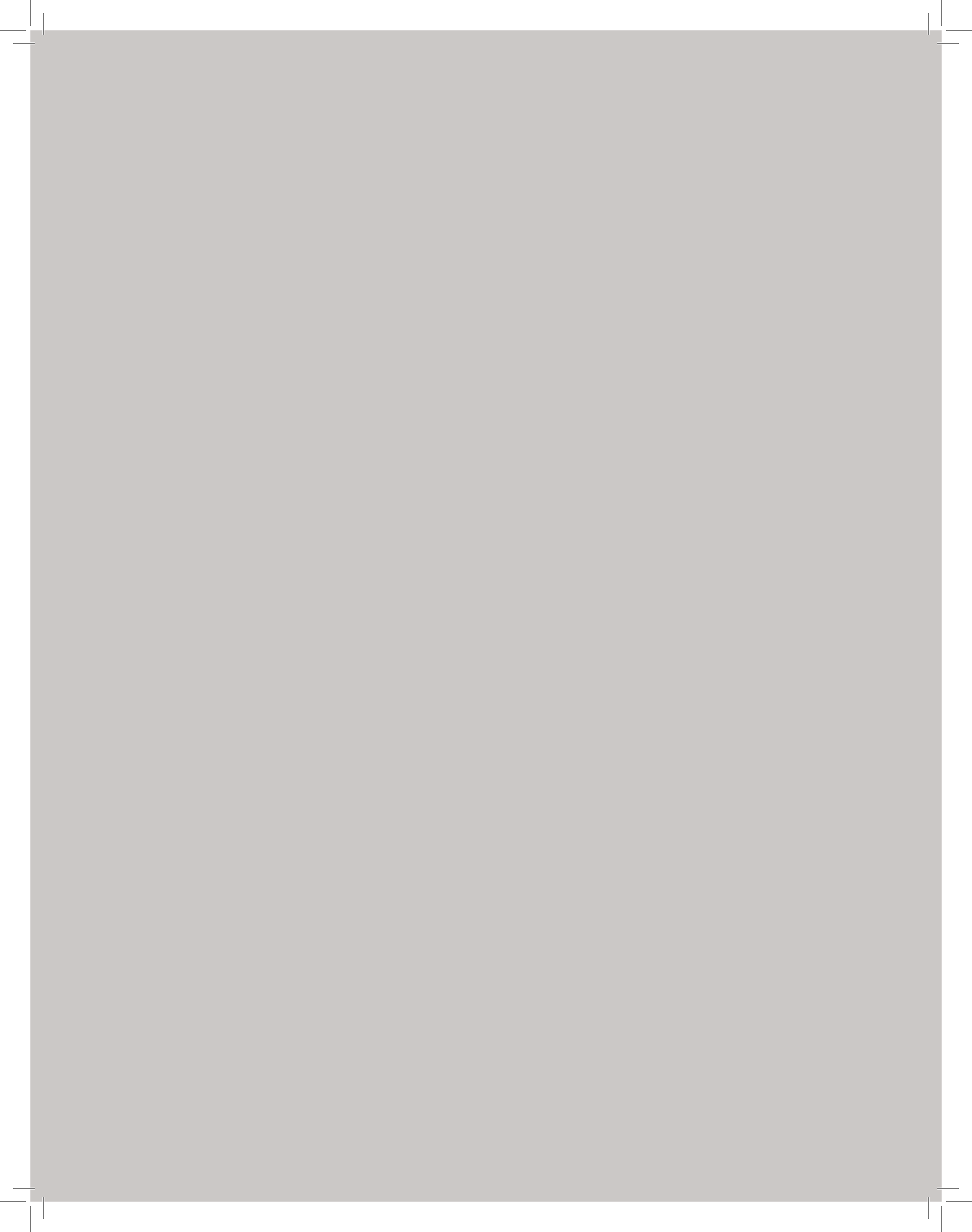
## T

**Transform:** to make a thorough or dramatic change

## U

**Unpleasant:** to evoke feelings of displeasure, discomfort, or dissatisfaction





The background of the page consists of horizontal stripes in four colors: blue, grey, yellow, and light grey, repeating from top to bottom. A large white circle is positioned on the left side, partially overlapping the stripes. Inside this circle, the text 'Unit 5' is written in a blue script font, and 'Power To Lead With Kindness' is written in a dark blue sans-serif font below it.

## Unit 5

### Power To Lead With Kindness



## Unit Description and Outline

**Power To Lead With Kindness** reflects on the practice of mindfulness toward classmates and oneself to enhance students' well-being and their ability to lead with kindness and compassion. This unit integrates students' understanding of the four previously explored superpowers. The focus is to integrate several new mindfulness strategies with the tools taught throughout the curriculum to foster personal leadership skills.

### *Essential Questions*

What is mindfulness?

How can being mindful shape our experiences?

How can developing mindfulness influence our decision-making?

### **Enduring Understandings**

Mindfulness can help us make healthier decisions.

### **Learning Objectives**

Students will be able to do the following...

### 5.1 Defining Leadership

- Identify and describe the traits of strong, kind leadership.
- Apply leadership practices to daily responsibilities and experiences.
- Reflect upon their experiences in leadership roles.

### 5.2 Conflict Triggers and Escalation

- Identify verbal and nonverbal triggers that escalate conflict.
- Discuss how conflict may be positive or negative.

### 5.3 Active Listening: Conflict Resolution (Part I)

- Practice the three basic rules of active listening to deescalate conflict and strengthen relationships.
- Demonstrate whole body listening.

### 5.4 Kind Communication: Conflict Resolution (Part II)

- De-escalate conflict by turning “you” statements into “I” statements.
- Differentiate between aggressive and assertive communication.

### 5.5 Good Citizenship

- Identify ways to be a responsible citizen at home, in school, and in the community.
- Explore the connections between the five themes of citizenship: honesty, compassion, respect, responsibility, courage.

### 5.6 Altruism

- Identify examples altruistic behavior and its importance for developing into a strong, kind leader.
- Explain the connection between empathy and altruism.

# Read-Aloud Books

Each Kindness

by Jacqueline Woodson

Just Kidding

by Trudy Ludwig

Trouble Talk

by Trudy Ludwig

The Island of the Skog

by Steven Kellogg

Why?

by Nikolai Popov

Yertle the Turtle and  
Other Stories

by Dr. Seuss

The Lorax

by Dr. Seuss

The Butter Battle Book

by Dr. Seuss

The King's Stilts

by Dr. Seuss

Horton Hatches the Egg

by Dr. Seuss

## Unit 5 Standards

### SEL

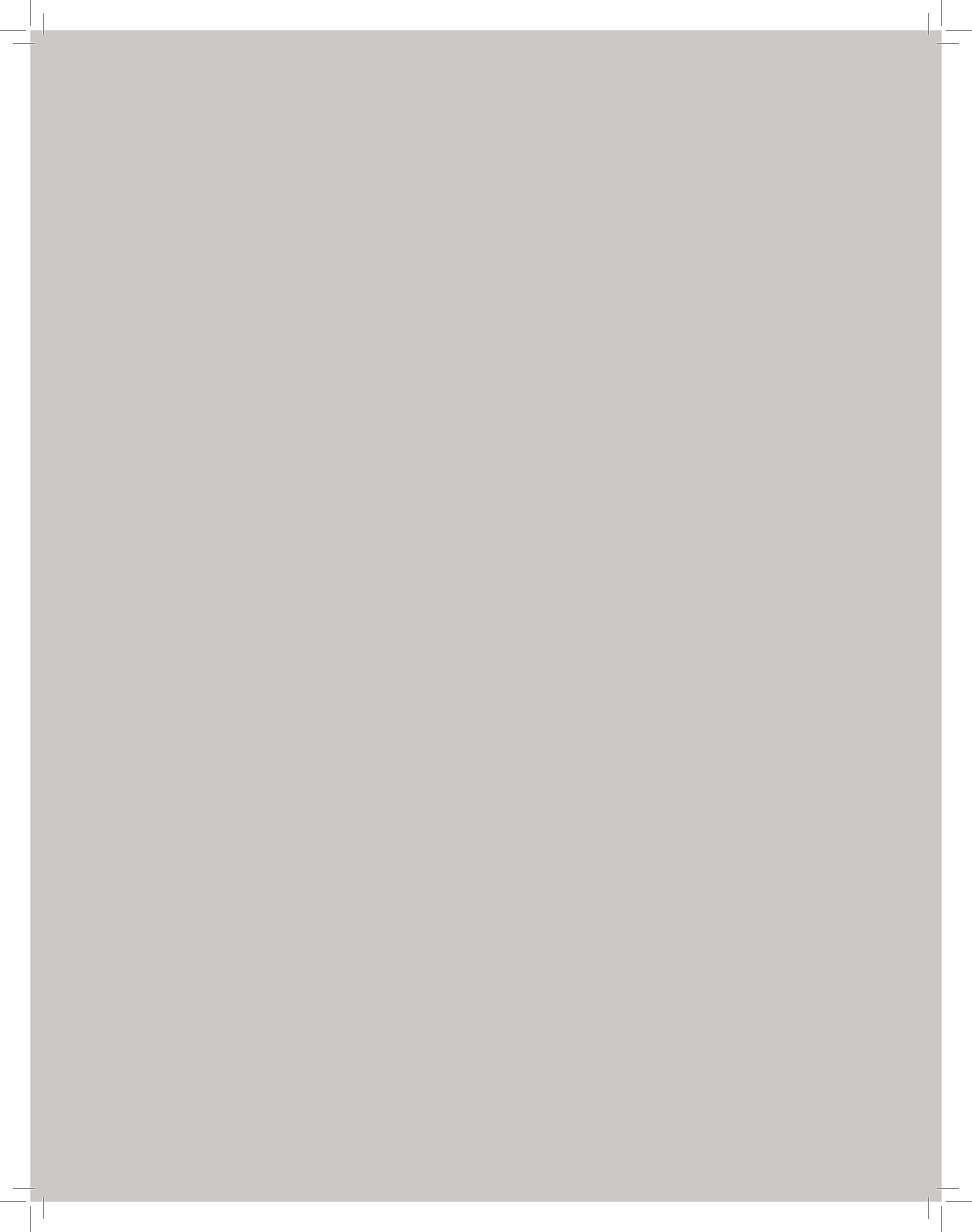
- 1A.2a.: Describe a range of emotions and the situations that cause them.
- 1A.2b.: Describe and demonstrate ways to express emotions in a socially acceptable manner.
- 1B.2a.: Describe personal skills and interests that one wants to develop.
- 2A.2a.: Identify verbal, physical, and situational cues that indicate how others may feel.
- 2A.2b.: Describe the expressed feelings and perspectives of others.
- 2B.2b.: Demonstrate how to work effectively with those who are different from oneself.
- 2C.2a.: Describe approaches for making and keeping friends.
- 2D.2a.: Describe causes and consequences of conflicts.
- 2D.2b.: Apply constructive approaches in resolving conflicts.
- 3A.2a.: Demonstrate the ability to respect the rights of self and others.
- 3B.2b.: Generate alternative solutions and evaluate their consequences for a range of academic and social situations.
- 3C.2a.: Identify and perform roles that contribute to the school community.
- 3C.2b.: Identify and perform roles that contribute to one's local community.

### NHES

- 1.5.2: Identify examples of emotional, intellectual, physical, and social health.
- 4.5.1: Demonstrate effective verbal and nonverbal communication skills to enhance health.
- 5.5.5: Choose a healthy option when making a decision.
- 8.5.2: Encourage others to make positive health choices.

### National PE

- Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
- Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.
- Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.
- Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.





## 5.1 Vocabulary

Ambitious  
Citizen  
Decisive  
Dominate  
Ideal  
Inherit  
Initiative  
Integrity  
Leader  
Leadership  
Proactive (fifth grade)  
Reactive (fifth grade)

## Lesson 1

### Defining Leadership

#### 5.1 Overarching Learning Objective

Students will be able to identify and describe traits of strong, kind leadership.

#### 5.1 Materials

- Create ahead of time a “Recipe for Leadership” T-chart
- Marker



## 5.1 Guiding Questions

- *What are some differences between a leader and a boss?*
- *What qualities define a good leader?*
- *How can mindfulness help strengthen your leadership qualities?*
- *Must a good leader be a good citizen? Defend your answer.*
- *What is the difference between a person who is proactive and a person who is reactive?*  
(fifth grade)
- *Explain the following quotes (fifth grade):*
  - *“No man will make a great leader who wants to do it all himself, or get all the credit for doing it.”* (Andrew Carnegie)
  - *“The greatest leader is not necessarily the one who does the greatest things. He is the one that gets the people to do the greatest things.”* (Ronald Reagan)

## 5.1 Connect

*This year we have learned how to activate four superpowers: power to be calm, power to tame your temper, power to laser focus, and power to grow and stretch. Activating these four superpowers has prepared us to develop our final superpower: the power to lead with kindness.*

## 5.1 Teach

*What are the first words that come to mind when you hear the word "leader"?*

One way to define a leader is a person who influences the behavior of others and helps them reach their goals. Discuss different leadership roles (e.g., team captain, class president, teacher, coach, head of a company).

As a class, brainstorm ideal attributes of leaders. Chart student responses. The US military services have a list of character traits they believe define good leaders. These traits include: courageous, decisive, dependable, enthusiastic, fair (or just), initiative, integrity, (good) judgment, knowledgeable, loyal, and unselfish.

**Optional for fifth grade:** Discuss how strong, kind leaders are proactive, rather than reactive. Provide an example to illustrate the difference between these two traits.

Explain to students that leadership traits are not inherited. These traits need to be continually developed and require mindful reflection of your words and actions. Provide examples of kind and unkind leaders, stressing the importance of positively using one's leadership powers.

## 5.1 Active Engagement

Display the “Recipe for Leadership” chart, which should include two sections. Model how to interpret and respond to both questions before students contribute.

### 1. Ingredient List

*If you could cook up a strong leader, which ingredients would you use?*

- Ingredients may include qualities such as ambitious, compassionate, fair, good judgment, honest, inspirational, leads without dominating, observes rules, open-minded, optimistic, resourceful, respectful, role-model, unprejudiced.
- Demonstrate by providing one example of an ingredient and then invite students to contribute.

### 2. How to Combine the Ingredients

*Which ingredients do you think are most important to create an effective, yet kind and compassionate, leader?*

*How much of each ingredient would you use to create your ideal leader? Why?*

## Movement Lab: Community – Building and Assessment Activities

Independent Practice  
Partner Poses  
Student Sequencing:  
individual and group  
–Restorative  
–Strength  
–Shoulders  
–Backbends  
–Hamstrings  
–Hips  
Games

## 5.1 Link

*Today we learned how to identify and describe the traits of a strong, kind leader. Above all, it is important that a leader is compassionate, fair, and kind. And of course, don't forget that a leader always needs to be a CEO: Chief Example for Others!*

## 5.1 Closing Routine

Continue leading students through the Closing Routine as established in Unit 1, replacing “power to be calm” with “power to lead with kindness.”



## 5.2 Vocabulary

Betrayal  
Conflict  
Confrontation  
Constructive  
Escalate  
Hostile  
Resolution  
Sarcastic

## Lesson 2

### Conflict Triggers and Escalation

#### 5.2 Overarching Learning Objective

Students will be able to identify verbal and nonverbal triggers that escalate conflict.

#### 5.2 Materials

- Chart paper
- Markers

## 5.2 Guiding Questions

- *Is a conflict always negative? Why or why not?*
- *What mindfulness strategies could you use to resolve a conflict?*
- *How can your attitude affect whether a conflict has a negative or a positive outcome?*
- *How can you recognize when a conflict is escalating?*
- *What are some verbal conflict triggers?  
Nonverbal conflict triggers?*
- *What is one thing that escalates conflict that you will try to avoid in the future when having a disagreement with someone?*
- *How are your feelings and behavior affected when you are in a conflict?*
- *How would you interpret the following: “The only kind of bad conflict is unresolved conflict.”*

## 5.2 Connect

*Last time we worked together, we learned how to identify and describe the traits of a good leader. Above all, it is important that a leader is compassionate, fair, and kind. And of course, don't forget that a leader always needs to be a CEO: Chief Example for Others!*

## 5.2 Teach

*Today we are going to investigate conflict and what causes or triggers conflict. What words or images come to mind when you hear the word "conflict" (e.g., anger, shouting matches, icy stares, stressful confrontation, hurt feelings)?*

Discuss that although conflict is often viewed as something negative and upsetting, it can often lead to growth and positive change.

*Conflict itself is neither good nor bad. It is how we address conflict that determines whether it is negative or positive.*

*Conflict is negative when:*

- *Individuals involved in, or affected by the conflict, don't want to be part of the solution.*
- *Individuals do not listen to or respect one another's feelings and opinions.*

*Conflict is positive when:*

- *Individual differences are respected.*
- *Individual points of view are openly expressed in a respectful manner.*
- *Awareness is raised that a problem exists, so that better solutions can be found.*
- *Individuals compromise and grow.*
- *Opportunities for better solutions are adopted.*
- *Relationships are improved.*

*Certain triggers can negatively escalate a conflict. How would you describe an escalator (a set of stairs that either moves up or down)?*

Draw a staircase with several stairs.

*When a conflict becomes worse, we say that the conflict “escalates.” Conflict usually gets worse, or escalates, step-by-step (point to the staircase diagram). For example, someone may say something that makes you upset (point to the first step). Then, since you are upset, you may impulsively react by saying something hurtful to that person, making him/her even more upset (point to the second step). Before you know it, you both feel angry. Being in a conflict can feel like riding an escalator—once it starts, you find yourself riding it all the way to the top. The good news is that by having a better understanding of conflict resolution, you have the power to choose to stop the escalator and positively resolve conflict.<sup>1</sup>*

Share common conflict escalators:

- Name-calling or teasing
- Finger-pointing or blaming
- Statements that begin with “You always” and “You never”

<sup>1</sup>: Laura Parker Roerden, “Don’t Laugh at Me: Teachers Guide,” Operation Respect. <http://www.operationrespect.org/pdf/guide.pdf>.

## Movement Lab: Community- Building and Assessment Activities

Independent Practice  
Partner Poses  
Student Sequencing:  
individual and group  
–Restorative  
–Strength  
–Shoulders  
–Backbends  
–Hamstrings  
–Hips  
Games

### 5.2 Active Engagement

Read the following conflict narrative to the class. Have students give a thumbs-up every time the conflict escalates. Discuss why students chose specific words or actions as conflict escalators.

**Conflict narrative:** “The Betrayal”

**Characters:** Julie and Shawn

**Scene:** School yard at recess

**Julie** (sarcastically): Thanks a lot, Shawn!

**Shawn** (defensively): What did I do?

**Julie:** You didn’t stick up for me when Jenna and Dana kept making fun of me today at recess. You just stood there and watched. You were even smirking!

**Shawn:** That’s not true. I wasn’t smirking!

**Julie:** You are such a liar! I saw you standing there smirking!

**Shawn:** It’s not my fault that Jenna and Dana were teasing you. I didn’t say anything mean to you. You really need to learn how to take a joke. You are too—

**Julie** (interrupting): I am too what?

**Shawn** (frustrated): You are too sensitive!

**Julie:** You are a terrible friend! (rolls her eyes, turns her back to Shawn, and walks away feeling furious and hurt)

### 5.2 Link

*Today we discovered that conflict can quickly escalate, or become worse, depending on the words we choose, the way we speak, and our body language. We identified a few common conflict triggers and escalators, including name-calling (or teasing), finger-pointing (or blaming), and statements that start with “you always” and “you never.”*

*Next time we meet, we will practice active listening, our first strategy to de-escalate, or come down the conflict escalator.*



### 5.2 Closing Routine

Continue leading students through the Closing Routine as established in Unit 1, replacing “power to be calm” with “power to lead with kindness.”



## 5.3 Vocabulary

Clarify  
De-escalate  
Restate

## Lesson 3

### Active Listening CONFLICT RESOLUTION PART I

#### 5.3 Overarching Learning Objective

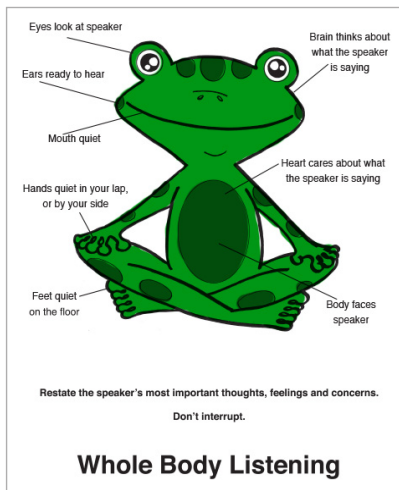
Students will be able to practice the three basic rules of active listening to de-escalate conflict and strengthen relationships.

#### 5.3 Materials

- Chart paper
- Markers
- Unit 5 Reflection Journal: *Whole Body Listening*
- Distribute a copy of “The Betrayal” script for the Active Engagement to students (or have the script recorded on chart paper)

## 5.3 Guiding Questions

- *What parts of your body do you use to listen?*
- *How can being an active listener help you better manage conflict?*
- *How does active listening show respect for the person who is speaking to you?*
- *How can you make good listening a habit?*
- *How can developing your active listening skills help you become a more effective learner?*
- *Who in your life is a great listener? What makes him/her a great listener?*
- *How can active listening build trust and strengthen relationships, in spite of conflict?*  
(fifth grade)
- *Explain the following quotes:*
  - *“Every good conversation starts with good listening.”* (Mike Arauz)
  - *“One of the most sincere forms of respect is actually listening to what another has to say.”* (Bryant McGill)
  - *“The word ‘listen’ has the same letters as the word ‘silent.’”* (Alfred Brendel)



### 5.3 Connect

*Last time we worked together, we discovered that conflict can quickly escalate, or become worse, depending on the words we choose, the way we speak, and our body language. We identified a few common conflict triggers and escalators, including name-calling (or teasing), finger-pointing (or blaming), and statements that start with “you always” and “you never.”*

### 5.3 Teach

*Today we will practice active listening, our first strategy to de-escalate, or come down the conflict escalator.*

Display the “Whole Body Listening” chart.

1. Practice whole body listening to give your full attention to the speaker.
  - Review the concept of whole body listening:
    - Eyes look at speaker
    - Ears ready to hear
    - Mouth quiet
    - Hands quiet in your lap or by your side
    - Feet quiet on the floor
    - Body faces speaker
    - Brain thinks about what the speaker is saying
    - Heart cares about what the speaker is saying
2. Restate the speaker’s most important thoughts, feelings, and concerns.

*In your own words, summarize what you were told by the speaker, including their feelings and needs. Calmly restating what you heard while making eye contact with the speaker shows that you have listened and understood him/her. It also helps to clarify any misunderstandings.*

## 3. Don't interrupt.

*Give the person time to speak, without correcting mistakes, giving advice, or telling your side of the story. You will get a chance to express yourself after s/he finishes speaking.*

Model one active listening scenario with a student volunteer.

Ask students the following:

- *How did I demonstrate to [name] that I was listening?*
- *How did I respond to what [name] was telling me?*

Then have students role play one of the following scenarios with their turn-and-talk partners to practice active listening. Students will most likely need the most guidance and practice with step 2 of active listening.

Ask students the following:<sup>1</sup>

- *Was it easier for you to speak or listen?*
- *What did it feel like to really be listened to, without being interrupted?*
- *Was it easy or challenging for you to summarize what the speaker was saying? Why?*
- *When you were the speaker, what did it feel like to hear your thoughts being summarized?*

Active Listening Scenario 1:

*You're speaking with a friend who has hurt your feelings because s/he didn't invite you to his/her graduation party. You used to get together at least once a week after school to do homework together and then hang out, but you haven't spent time with him/her in several weeks. You're worried that you may have upset him/her without realizing it, but you're not sure what you might have done to offend him/her.*

1: "Active Listening (for Grades 3-6)," Morningside Center for Teaching and Learning, <http://www.morningsidecenter.org/teachable-moment/lessons/active-listening-grades-3-6>.

### Active Listening Scenario 2:

*You're speaking with a friend about how you and your family are moving to a new town before the end of the school year. You have lived in the same town, which you love, your whole life. You feel nervous about leaving all of your friends and having to make new ones in your new school.*

### Active Listening Scenario 3:

*You're upset about a conflict you had with a friend a couple of days ago. Although you sincerely apologized to the friend you offended and have tried to make up for upsetting him/her, you keep hearing other classmates gossiping about it. You are frustrated because you feel that you can't do any more to make things better with the friend you offended. You just wish everyone would mind his/her own business and stop talking about you.*

## Movement Lab: Community – Building and Assessment Activities

Independent Practice

Partner Poses

Student Sequencing:  
individual and group

–Restorative

–Strength

–Shoulders

–Backbends

–Hamstrings

–Hips

Games

## 5.3 Active Engagement

Reread the following conflict narrative to the class. (This is the same narrative from the previous session.) Model one example of how Julie could have demonstrated better active listening. Then ask students to give an example of how Shawn could have more effectively demonstrated active listening.

**Conflict narrative:** “The Betrayal”

**Characters:** Julie and Shawn

**Scene:** Schoolyard at recess

**Julie** (sarcastically): Thanks a lot, Shawn!

**Shawn** (defensively): What did I do?

**Julie:** You didn't stick up for me when Jenna and Dana kept making fun of me today at recess. You just stood there and watched. You were even smirking!

**Shawn:** That's not true. I wasn't smirking!

**Julie:** You are such a liar! I saw you standing there smirking!

**Shawn:** It's not my fault that Jenna and Dana were teasing you. I didn't say anything mean to you. You really need to learn how to take a joke. You are too—

**Julie** (interrupting): I am too what?

**Shawn** (frustrated): You are too sensitive!

**Julie:** You are a terrible friend! (rolls her eyes, turns her back to Shawn, and walks away feeling furious and hurt)

### 5.3 Link

*Today we learned the importance of de-escalating, or reducing the intensity, of conflict through active listening.*

Briefly review the three steps of active listening (refer to the “Whole Body Listening” chart).

*Next time we work together, we will learn a second strategy to de-escalate conflict, in which we turn “you” statements into “I” statements in order to better communicate strong emotions.*

### 5.3 Closing Routine

Continue leading students through the Closing Routine as established in Unit 1, replacing “power to be calm” with “power to lead with kindness.”



## 5.4 Vocabulary

Aggressive  
Assertive

## Lesson 4

### Kind Communication CONFLICT RESOLUTION PART II

#### 5.4 Overarching Learning Objective

- Students will be able to de-escalate conflict by turning “you” statements into “I” statements.<sup>1</sup>

#### 5.4 Materials

- Chart paper
- Markers
- Unit 5 Reflection Journal: *Kind Communication*
- Distribute a copy of “The Betrayal” script from the Active Engagement on page 218 to students (or have the script recorded on chart paper)

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1: Amantangelo, Fortebraccio, Kerschner, and Nevel, “Let’s Be Friends,” The Ophelia Project. <http://www.opheliaproject.org/teaching/LetsBeFriends.pdf>.



## 5.4 Guiding Questions

- *Why do statements that start with “you always” and “you never” often make conflict worse? How could you reword a “you” statement to de-escalate a conflict?*
- *What is the difference between being assertive and being aggressive?*
- *What does aggressive behavior look like? Sound like?*
- *What does assertive behavior look like? Sound like?*
- *How are you assertive when you express yourself using an “I” statement?*
- *What escalates a conflict? De-escalates a conflict?*
- *Why is it easier to stop escalation earlier in a conflict, rather than later?*
- *Why might a conflict escalate more quickly with one person than another? (fifth grade)*

## 5.4 Connect

*Last time we worked together, we learned the importance of de-escalating, or reducing the intensity, of conflict through active listening.*

Briefly review the three steps of active listening (refer to the chart).

## 5.4 Teach

*Today we are going to continue to learn how to de-escalate conflict by turning “you” statements into “I” statements in order to better communicate strong emotions. “I” statements are a form of assertive communication, whereas “you” statements are often involved in aggressive communication.*

Explain the difference between aggressive and assertive communication. Aggressive communication could involve fighting, bullying, or gossip. Assertive communication lets others know your feelings and needs, while at the same time considering the feelings and needs of others. Assertive communication also involves calmly and peacefully standing up for your rights while respecting the rights of others.

Display the “I” statement chart. Teach students kind communication to clearly and effectively communicate their strong emotions.

*I feel \_\_\_\_\_ [be specific] when you \_\_\_\_\_  
[describe the behavior or circumstance] because  
\_\_\_\_\_. I need/want you to \_\_\_\_\_.*

Model how to use kind communication with a sample scenario. Then have students use a different scenario to try out kind communication with their turn-and-talk partners.

1. A friend borrows a game and returns it to you with missing pieces a week later than s/he said s/he would.
2. You share a secret with a trusted friend and tell him/her not to tell anyone. Later that day you find out that s/he told several of your classmates, who are now all gossiping about you.
3. You are upset because your parents unfairly blame you for breaking your grandmother's vase when in fact it was your sister who broke it, but didn't tell anyone for fear of getting in trouble.
4. You and a classmate are partners for a project that you both must present to the class at the end of the school week. You would like to get started on the project right away because you know it is going to take a lot of time to complete and you would like to do well on the assignment. Your partner keeps procrastinating and tells you not to worry about it. You start to feel anxious about the project and irritated with your partner.

#### 5.4 Active Engagement

Reread the following conflict narrative to the class. (This is the same narrative from the previous two sessions.) Have students give a thumbs-up every time they hear a "you" statement. Then model how to turn an accusatory "you" statement into an assertive "I" statement. Finally, have students practice turning "you" statements into "I" statements with their turn-and-talk partners.

**Conflict narrative:** "The Betrayal"

**Characters:** Julie and Shawn

**Scene:** Schoolyard at recess

**Julie** (sarcastically): Thanks a lot, Shawn!

**Shawn** (defensively): What did I do?

**Julie:** You didn't stick up for me when Jenna and Dana kept making fun of me today at recess. You just stood there and watched. You were even smirking!

**Shawn:** That's not true. I wasn't smirking!

**Julie:** You are such a liar! I saw you standing there smirking!

#### Movement Lab: Community- Building and Assessment Activities

Independent Practice  
Partner Poses

Student Sequencing:  
individual and group

–Restorative

–Strength

–Shoulders

–Backbends

–Hamstrings

–Hips

Games

**Shawn:** It's not my fault that Jenna and Dana were teasing you. I didn't say anything mean to you. You really need to learn how to take a joke. You are too—

**Julie** (interrupting): I am too what?

**Shawn** (frustrated): You are too sensitive!

**Julie:** You are a terrible friend! (rolls her eyes, turns her back to Shawn, and walks away feeling furious and hurt)

## 5.4 Link

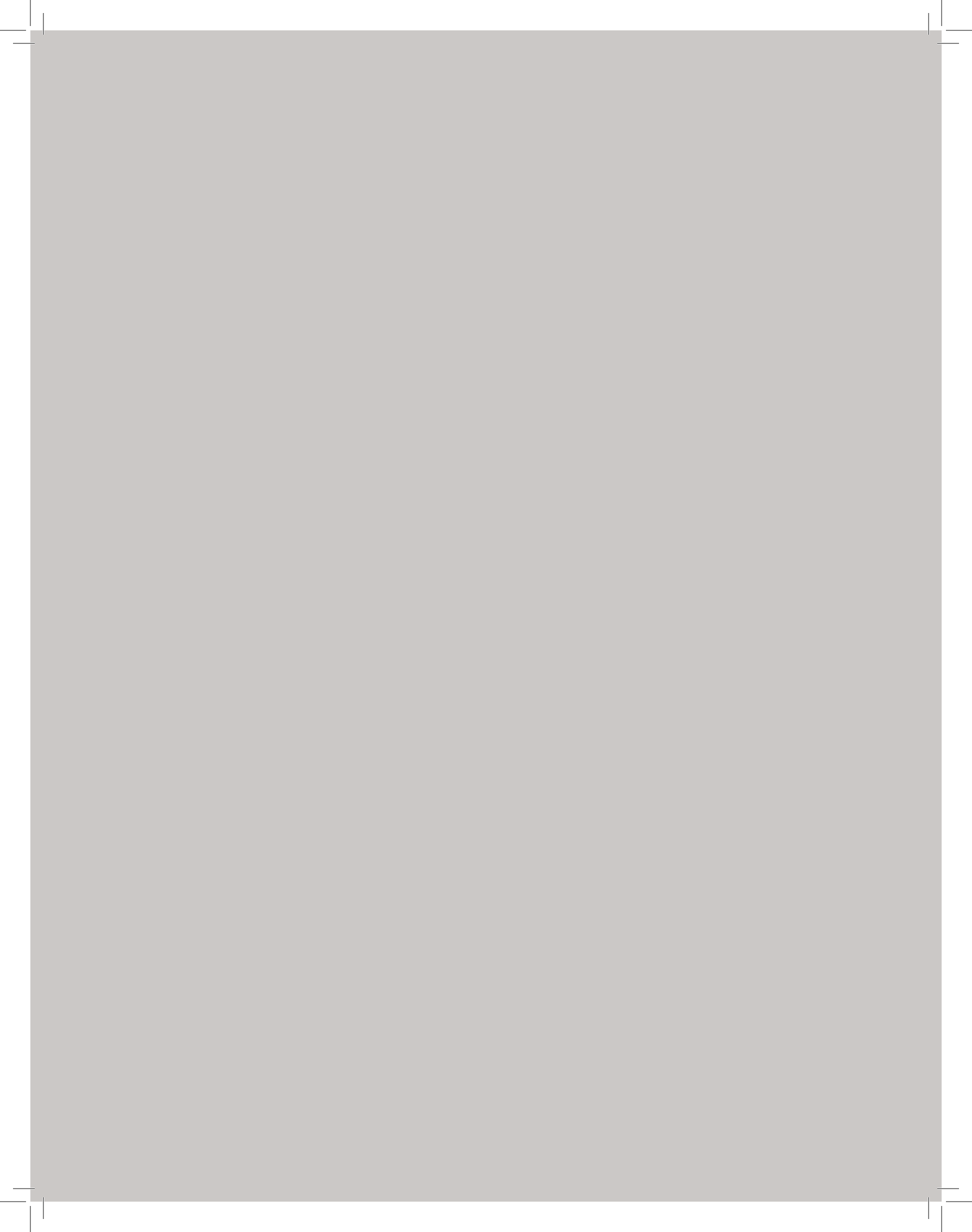
*Today we continued our investigation of de-escalating conflict by turning aggressive “you” statements into assertive “I” statements that clearly identify your feelings about a problem and your needs without attacking or threatening the other person.*

*“I” statements often make the listener more open to peacefully solving the problem, instead of immediately becoming defensive and escalating the situation.*

*What escalates a conflict for one person may not escalate a conflict for another person. What sets someone off is often an individual response. This week, start to become aware of and observe your own personal conflict escalator triggers and the conflict escalator triggers of others in order to learn how to avoid and better manage conflict.*

## 5.4 Closing Routine

Continue leading students through the Closing Routine as established in Unit 1, replacing “power to be calm” with “power to lead with kindness.”





## 5.5 Vocabulary

Citizenship  
Duty  
Privilege  
Volunteer

## Lesson 5

### Good Citizenship

#### 5.5 Overarching Learning Objective

Students will be able to identify ways to be a responsible citizen at home, in school, and in the community.

#### 5.5 Materials

- “A Good Citizen” chart<sup>1</sup>
- Marker
- Paper (one per turn-and-talk partnership)
- Pencils (one per turn-and-talk partnership)

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1: Education Services Australia, “What Makes a Good Citizen?”, [http://www.civicsandcitizenship.edu.au/cce/cce\\_what\\_makes\\_a\\_good\\_citizen\\_introduction,23518.html](http://www.civicsandcitizenship.edu.au/cce/cce_what_makes_a_good_citizen_introduction,23518.html).

## 5.5 Guiding Questions

- *What is a citizen?*
- *What are the traits of a good citizen?*
- *Why is it important to have these traits?*
- *What are the consequences of not having these traits?*
- *Why is good citizenship an important trait for becoming a strong, kind leader?*
- *What does good citizenship look like?*
- *Do you have the power to make a positive difference in your community? Give an example.*
- *What do you think our school community would be like if people were not good citizens?*
- *Vincent Van Gogh said, "Great things are done by a series of small things brought together" What do you think it means?*

## 5.5 Connect

*Last time we worked together, we continued our investigation of de-escalating conflict by turning aggressive “you” statements into assertive “I” statements, which clearly identify your feelings about a problem and your needs without attacking or threatening the other person.*

*Kind communication often makes the listener more open to peacefully solving the problem instead of immediately becoming defensive and escalating the situation.*

## 5.5 Teach

*Today we are going to discuss what it means to be a good citizen and why it is an essential ingredient for developing into a strong, kind leader.*

Introduce the five themes of good citizenship. Ask students to share an example of how they could demonstrate good citizenship for each theme. Incorporate the importance of good citizenship into the discussion. Connect how these traits are the same for both a good citizen and a strong, kind leader.

1. **Compassion:** Invite a classmate who is always left out during recess to join you and your friends.
2. **Courage:** Calmly and peacefully stand up for yourself. Do the right thing, even when others are encouraging you not to.
3. **Honesty:** Always tell the truth and follow your community’s rules.
4. **Respect:** Any time you practice active listening while making eye contact with the speaker, you show him/her respect.
5. **Responsibility:** Be informed about the needs of your community so you can work toward improving it.<sup>1</sup>



5.5 Active Engagement

*What does a lemon taste like (e.g., very sour/acidic, gross)? How would you describe the taste of lemonade (e.g., sweet, refreshing, delicious)?*

*Although eating a plain lemon tastes extremely sour, if you make the effort to squeeze a bunch of lemons and add water and sugar, it turns into a sweet, delicious lemonade. The same can be said for improving your community. If no one works toward making the community a sweeter place to live, it will not change for the better on its own. Improving the community is the duty of its citizens.*

Display the “A Good Citizen” chart. Circled at the center of the chart is the label “A Good Citizen.” The chart is divided into four quadrants, each labeled with one of the following: “Does,” “Says,” “Is,” “Is Not.” Model how to fill in an example for each of the quadrants.

Distribute a piece of paper and a pencil to each turn-and-talk partnership. Have each partnership work together to complete the “A Good Citizen” chart. Then pair each partnership with another partnership to share their respective charts.

5.5 Link

*Today we learned the five themes of good citizenship (briefly review the five themes of good citizenship) and their importance for creating and maintaining a thriving community, in addition to developing into a strong, kind leader.*

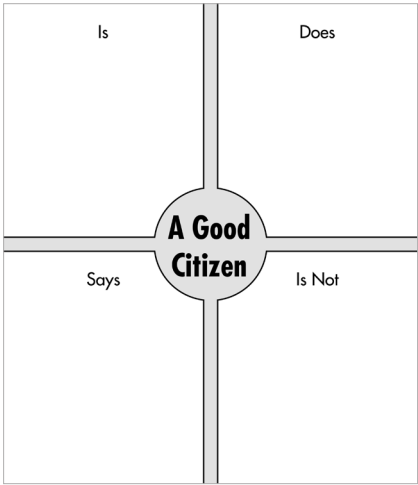
*This week, keep the five themes of good citizenship in mind as you continue to develop your good citizenship and kind leadership traits.*

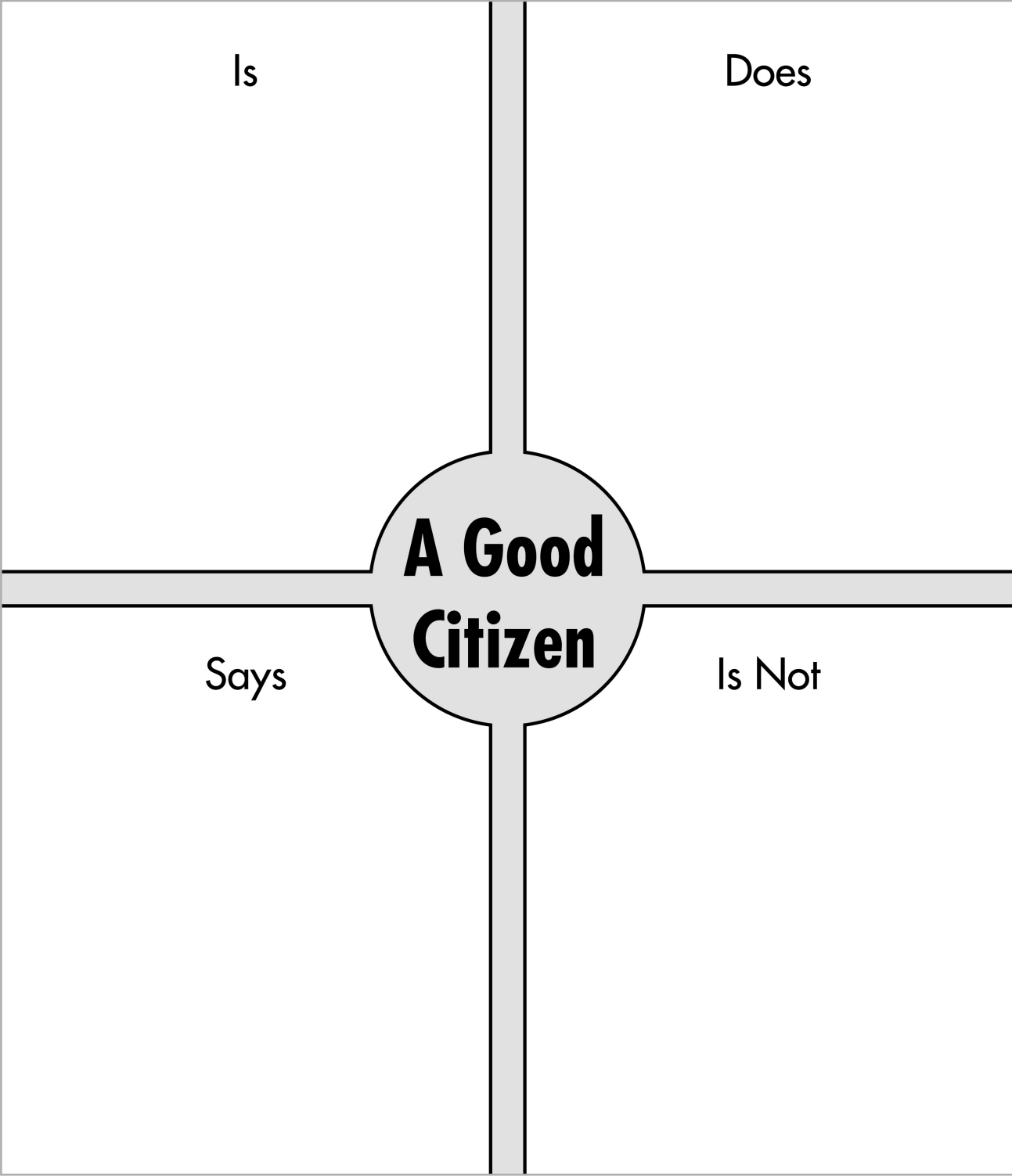
5.5 Closing Routine

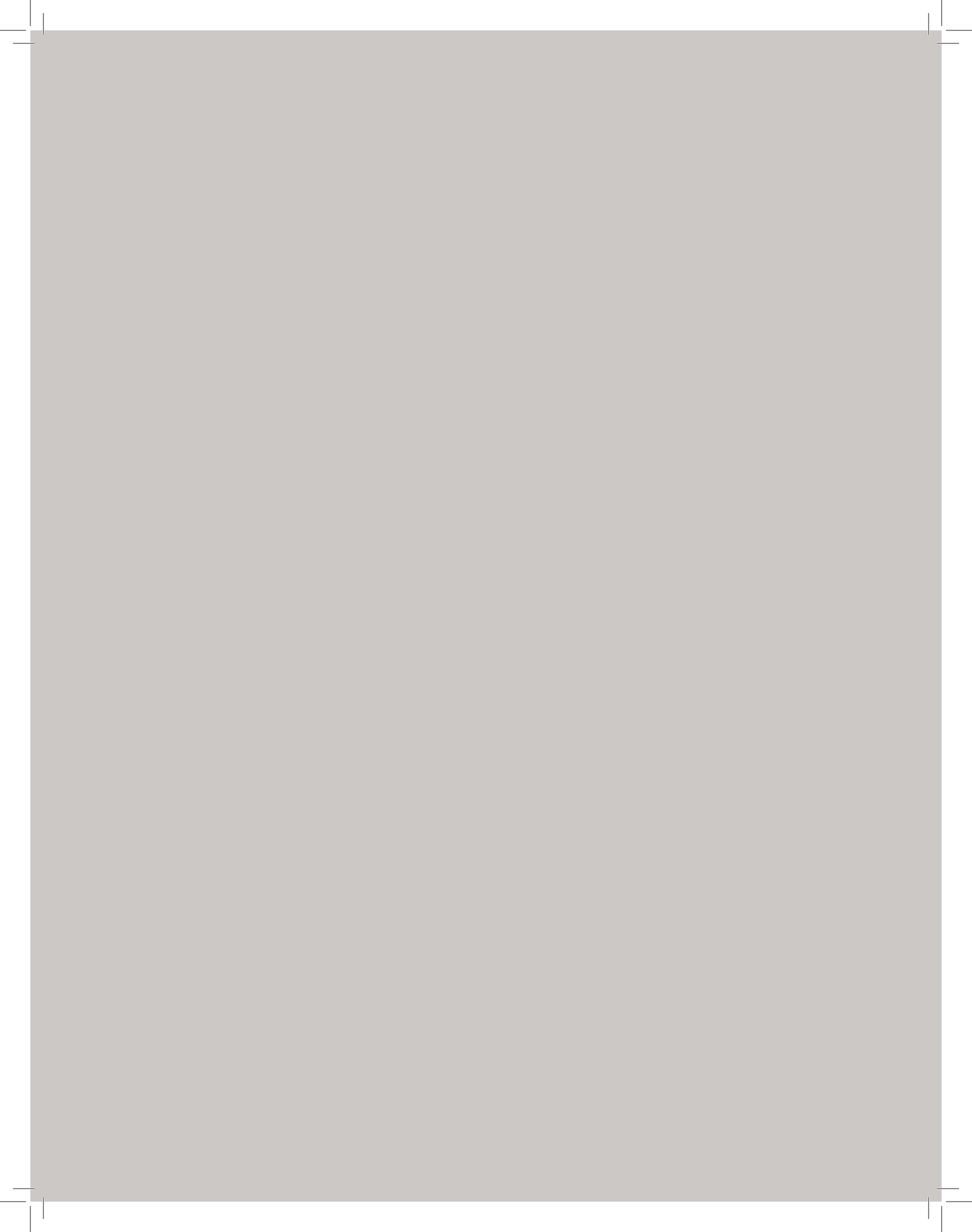
Continue leading students through the Closing Routine as established in Unit 1, replacing “power to be calm” with “power to lead with kindness.”

Movement Lab:  
Community-  
Building and  
Assessment  
Activities

- Independent Practice  
Partner Poses  
Student Sequencing:  
individual and group
- Restorative
  - Strength
  - Shoulders
  - Backbends
  - Hamstrings
  - Hips
- Games









## 5.6 Vocabulary

Altruism

## Lesson 6

### Altruism

#### 5.6 Overarching Learning Objective

Students will be able to identify examples of altruistic behavior and its importance for developing into a strong, kind leader.

#### 5.6 Materials

- Chart paper
- Marker

## 5.6 Guiding Questions

- *What is altruism?*
- *What is an example of an altruistic act?*
- *Why is altruism a trait of a strong, kind leader?*
- *How does leading by example through performing altruistic acts motivate others to behave more altruistically?*
- *How do altruistic acts improve a community and the happiness of its members?*
- *How could seeing yourself in another person motivate you to act altruistically toward that person? (fifth grade)*
- *Why do feelings of empathy for someone often encourage altruistic behavior? (fifth grade)*

## 5.6 Connect

*Last time we worked together, we learned the five themes of good citizenship and their importance for creating and maintaining a thriving community and developing into a strong, kind leader.*

Briefly review the five themes of good citizenship: Compassion, Courage, Honesty, Respect, and Responsibility.

## 5.6 Teach

*Today we are going to learn about altruism, which is an important trait of strong, kind leaders. Altruism is the unselfish concern and actions taken for the well-being of others, without the hope of getting something in return for your good deed.*

Further unpack the definition of altruism and the importance of acting in ways that promote the well-being of others to become a strong, kind leader. Explain how when you feel empathy for a person, you are more likely to attempt to help him/her for purely altruistic reasons, regardless of what you have to gain in return. Seeing yourself in others, or trying to find a thread of similarity, even if the other person may appear very different from you, can motivate altruistic behavior. Highlight how altruism is contagious. When you give, you spur a ripple effect of generosity throughout your community. Provide several examples of altruism. Have one or two students share an example of their own.

Examples of altruism:

- A firefighter who risks his/her life to save another's life.
- A doctor who travels to a developing nation (e.g., Doctors Without Borders) to provide his/her services to patients without access to adequate health care.
- A student volunteering in a soup kitchen or a nursing home out of a genuine desire to help others.
- A student volunteering to tutor another student.

### 5.6 Active Engagement

Provide one example of a random act of kindness that may encourage and spread altruism (an example of the ripple effect). Then have students come up with additional examples. Chart responses.

### 5.6 Link

*Today we learned about altruistic actions and their importance for developing into a strong, kind leader. We also discussed how feeling empathy for someone makes it more likely that we will perform an altruistic act to help that person without the hope of receiving something in return for our good deed.*

*Small, simple altruistic acts can have a large and lasting impact on someone's life. This week, consider how you could help someone. Perhaps you could help a family member with chores around the house, a classmate who is struggling with homework, or a neighbor who could use another set of hands to plant a garden.*

### Movement Lab: Community- Building and Assessment Activities

Independent Practice

Partner Poses

Student Sequencing:

individual and group

–Restorative

–Strength

–Shoulders

–Backbends

–Hamstrings

–Hips

Games

### 5.6 Closing Routine

Continue leading students through the Closing Routine as established in Unit 1, replacing “power to be calm” with “power to lead with kindness.”



## Unit 5

### Movement Objectives

**Students will be able to do the following...**

#### 5.1–5.6 All Lessons Unit 5

- Demonstrate independently practicing a whole sequence.
- Create a restorative sequence.
- List the categories of postures.
- Apply principles of cooperation, trust, creativity, and problem solving with other students in partner poses.



## Unit 5

# Glossary

### A

**Aggressive:** ready or likely to attack or confront

**Altruism:** unselfish concern and actions taken for the well-being of others, without expectation of getting something in return

**Ambitious:** having or showing a strong desire and determination to succeed

**Assertive:** having or showing a confident and forceful personality

### B

**Betrayal:** an unfaithful or disloyal act

### C

**Citizenship:** the status of being a citizen and carrying out the rights, privileges, and duties of a citizen

**Clarify:** to make a statement less confusing and more comprehensible

**Conflict:** a serious disagreement or argument

**Confrontation:** a hostile or argumentative meeting

**Constructive:** serving a useful purpose; tending to build up

### D

**Decisive:** settling an issue

**De-escalate:** reduce the intensity of a conflict

**Dominate:** having a strong influence on

**Duty:** a moral or legal responsibility or obligation

### E

**Escalate:** to increase or intensify rapidly

### H

**Hostile:** unfriendly or antagonistic

### I

**Ideal:** satisfying one's idea of what is perfect

**Inherit:** to receive from another, usually a relative

**Initiative:** the ability to assess and initiate things independently

**Integrity:** the quality of being honest and having strong moral principles

### L

**Leader:** the person who leads or commands a group, organization, or country

**Leadership:** the act of leading a group of people or an organization

## P

**Privilege:** a special right or advantage granted to a particular person or group of people

**Proactive:** a person, policy, or action that creates or controls a situation by causing something to happen rather than reacting or responding to it after it has occurred

## R

**Reactive:** showing a response to a stimulus or event

**Resolution:** the action of solving a problem or easing a conflict

**Restate:** to state something again, especially in order to correct or make more clear

## S

**Sarcastic:** a tone or attitude of mocking or irony

## T

**Transform:** to make a thorough or dramatic change in form, appearance, or character

**Trigger:** a cause (event or situation)

## V

**Volunteer:** a person who freely offers to undertake a task

# Units 1–5 Posture Guide

This posture guide provides a basic overview of the postures included in Unit 1 through Unit 5.

**Big Toe**  
Standing /  
Forward Fold



**Boat**  
Strength



**Bow**  
Backbend



**Bird**  
Balance



**Bird with  
Cow-Face Arms**  
Balance



**Brain Balance  
Hop**  
Balance



**Bridge**

Backbend



**Camel**

Backbend



**Bug**

Strength



**Candle**

Inversion



**Butterfly**

Seated



**Cat**

Warm-up



## Chair

Standing

Kangaroo: Hop up and down in Chair with hands forward at the chest like a kangaroo.



## Cow-Face

Seated

Note bind detail behind back: “Cow-Face Arms”



## Cobra

Backbend



## Crow

Balance



## Cow

Warm-up



## Dancer

Balance





**Dolphin Dive**

Strength



**Downdog**

Standing/  
Inversion/Rest



**Eagle**

Balance/Twist



**Elephant**

Standing



**Figure Four**

Standing



**Flower**

Seated



**Flying Pigeon**

Arm Balance



**Fish**

Backbend



**Forearm  
Downdog**

Inversion



**Floating Lotus**

Strength



**Forearm Plank**

Strength



## Forearm Stand

Inversion



## Frog

Strength



## Guided Rest

Rest



## Half Boat

Strength



## Forest (Partner Tree)

Standing / Balance



## Half Moon

Balance





**Half Split**

Warm-up



**Hero**

Seated



**Hands Under Feet**

Standing



**High Lunge with Cow-Face Arms**

Standing



**Handstand**

Inversion



**Horizon**

Warm-up



### Jump Back

Transition



### Low Lunge

Standing



### Jump Through

Transition



### Knees-Into-Chest

Supine



### Mountain

Standing



### Lion

Seated



### One-Legged Balance

Strength



**One-Legged Bridge**

Backbend



**Partner Figure Four**

Balance



**Peacock A**

Seated



**One-Legged Downdog**

Balance/Inversion



**Peacock B**

Balance



**Pigeon**

Rest



**Plank**

Strength/Warm-up



**One-Legged Plank**

Balance



**Pointing Dog**

Balance



**Pretzel**

Twist



**Right Angle Handstand**

Inversion



**Pushup**

Strength/Warm-up



**Rock 1**

Rest



**Quad Stretch**

Warm-up



**Rock 2**

Rest



**Reverse Wave**

Standing



**Rolling Rock**

Warm-up



**Rotated  
Seated Tree**

Seated



**Sandwich**

Seated/Forward Fold



**Seal 1**

Backbend



**Rotated  
Triangle**

Standing/Twist



**Seal 2**

Backbend



**Rotated  
Wave**

Standing/Twist



**Seated  
Mountain**

Cooldown



**Seated Sunrise**

Cooldown



**Seated Twist**

Seated



**Seated Sunset**

Cooldown



**Seated Wave**

Seated



**Seated Tree**

Seated/  
Forward Fold



**Side Bow**

Backbend





**Side Camel**

Standing



**Sleeping Butterfly**

Supine/  
Cooldown



**Side Crow**

Strength



**Sleeping Crocodile**

Rest



**Sleeping Figure Four**

Supine/Rest



**Side Plank**

Strength



**Sleeping Split**

Supine/Rest



**Side Tree Plank**

Strength /  
Balance



**Sleeping Twist**

Supine/Rest



**Slide**  
Strength



**Sport Stretch**  
Seated



**Snail 1**  
Seated



**Standing Split**  
Balance



**Snail 2**  
Seated/Forward Fold



**Sphinx**  
Backbend



**Star**  
Standing



**Split**  
Seated





**Stork**  
Standing/  
Balance



**Sunset**  
Standing/  
Forward Fold



**Sunrise**  
Standing



**Superbow**  
Backbend



**Superhero 1**  
Backbend



**Superhero 2**  
Backbend



## Supernova

Strength



## Tree

Standing/  
Balance



## Surfer

Standing



## Surfer Variations

Explorer: Begin in Warrior 2. Bring one hand to rest on eyebrows like a visor. Look off into the distance, searching for a new adventure.

## Table

Strength



## Triangle

Standing



### Turtle

Seated

Note three variations



### Twisted Frog

Twist



### Twisted Low Lunge

Standing/Twist



### Twisted Chair

Standing/Twist



### Twisted Snail 1

Seated/Twist



### Twisted Snail 2

Seated/Twist



### Volcano 1

Standing



### Updog

Backbend



### Voclano 2

Standing



### Volcano 3

Standing



### Upward Lunge

Standing



### Volcano 4

Standing



**Warrior 1**

Standing



**Wave  
(Half)**

Standing



**Wheel**

Backbend



**Wave  
(Full)**

Standing



**Windmill**

Standing/Twist



# Sequences

## Closing Sequence



## Frog



**Half Opening Sequence A**



**Half Opening Sequence B**



Opening Sequence A





Opening Sequence B

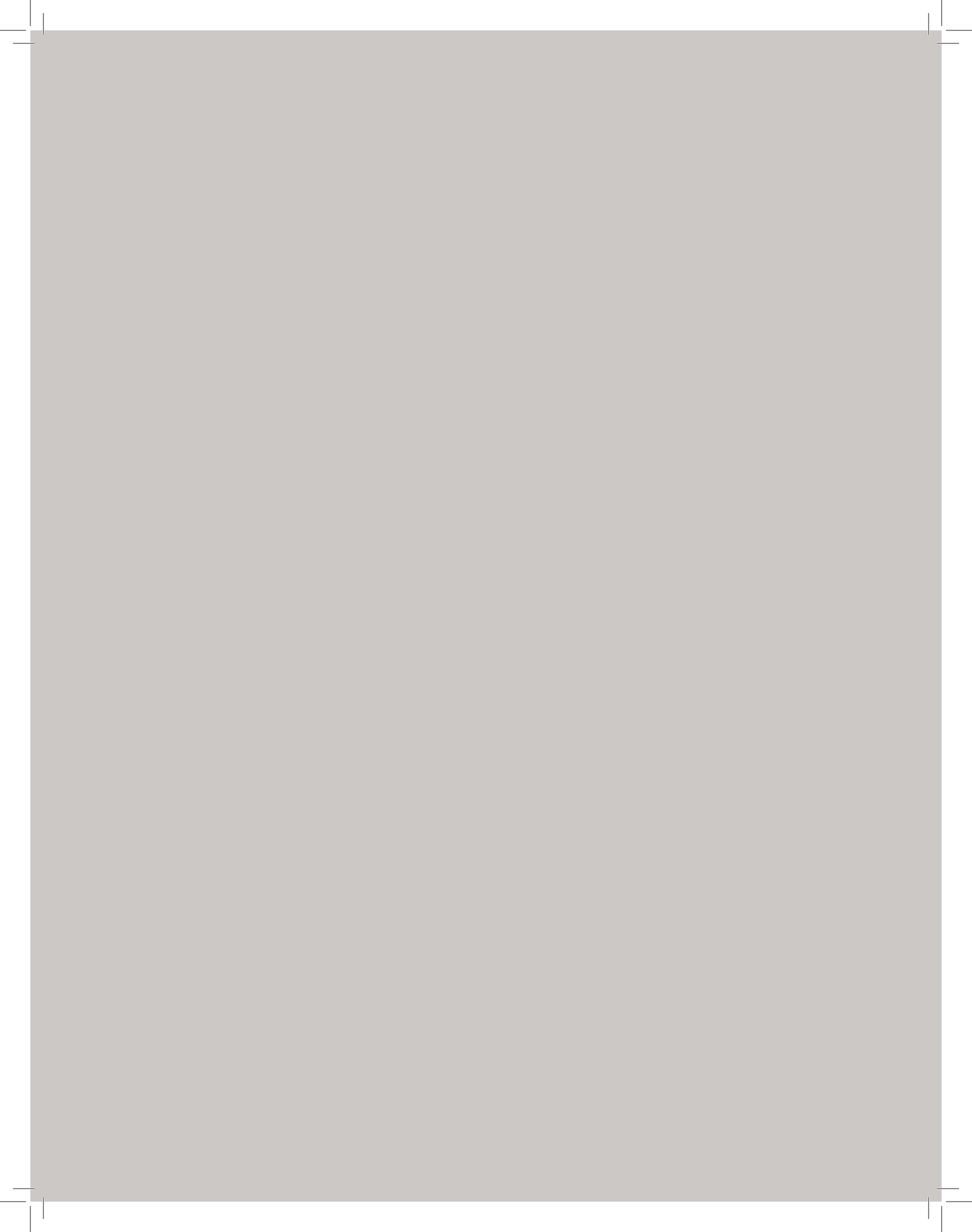


Plank Sequence



Rocket Sequence





The exercises used within the Pure Edge, Inc. Health and Wellness Program are based on tested practices. Yoga-based exercises have been shown to have many benefits for young people, including reduction of stress and anxiety;<sup>1-3</sup> increase in self-regulatory capacities,<sup>4</sup> including decreased anger;<sup>5,6</sup> increased ability to maintain focus;<sup>7</sup> reductions in negative affect,<sup>1,3</sup> depression,<sup>5</sup> and body dissatisfaction,<sup>8</sup> and reduction of negative behaviors.<sup>5</sup> Physically, yoga has been shown to enhance cardiovascular fitness,<sup>9-11</sup> balance,<sup>12,13</sup> and grip strength.<sup>14</sup> At least one study has shown that the position we hold our bodies in has a direct correlation to raising levels of confidence, risk-taking, and competence, lowering cortisol levels, and configuring the brain to sensibly cope with stressful situations.<sup>15</sup>

While participating in this program, children will exercise and connect with their own bodies while increasing their connection to and understanding of the world around them. The simple, regulated breathing exercises help students relax by focusing on their breath and the simplicity of the moment. Each session includes relaxation, which gives students a break from their full, and often stressful, school days and lives.

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