

# *Unit 1*



# COMPASSION



## ***Prior Knowledge***

A general understanding of what care and kindness mean.

## ***Overview***

In this unit, students will learn to recognize their own and others' needs for compassion. Through a continuing story, students will explore examples of compassion toward self and others. The unit serves as an introduction to key concepts in the curriculum.

## ***Enduring Understandings***

Students will understand:

- Compassion is showing care and kindness to someone in need.
- They can be compassionate toward themselves.
- They can be compassionate toward others.

## ***Essential Questions***

- What is compassion?
- How can I show myself compassion?
- How can I show compassion to others?
- How can I help create a compassionate community?



## ***Lesson Summaries and Materials\****

### **Lesson 1** **pages 5–21**

#### **Lesson 1—What Is Compassion?:**

Students learn that compassion means showing care and kindness to someone in need. They explore how practicing mindfulness can help them show compassion to themselves and others.

- Whiteboard or display screen
- Poster describing the 3 steps of mindfulness, as described in Calming and Focusing practice
- [Optional] Script for the story “A Dog’s Day”
- Image of a mountain for Mindful Movement
- [Optional] Hoberman sphere for Mindful Movement

### **Lesson 2** **pages 22–33**

#### **Lesson 2—Compassion for Myself:**

Students continue to explore how practicing mindfulness can help them show compassion. Then they brainstorm ways they can show compassion to themselves.

- [Optional] Script for the story “A Dog’s Day”
- Visual aids for Four Corners game
- Small paper cups, 1 per student
- Pitcher of cool water
- Sample Mindful Eating script from the PRACTICE GUIDE

### **Lesson 3** **pages 34–42**

#### **Lesson 3—Compassion for Others:**

Students work in pairs to identify and act out acts of compassion for others.

- [Optional] Script for the story “A Dog’s Day”

### **Lesson 4** **pages 43–49**

#### **Lesson 4—A Compassionate Community:**

Students explore what it means to live in a compassionate community. Then they brainstorm concrete ways they can create a compassionate classroom community.

- [Optional] Script for the story “A Dog’s Day”
- Large paper and crayons/markers for the activity A Compassionate Classroom

**\*All Lessons include:**  
**Bell or chime**  
**(Optional) Hoberman sphere**

## ***Differentiation\****

- Differentiation activities offered for high-readiness students follow many of the activities within the unit lessons. When a differentiated activity is available, it is indicated by an asterisk next to the activity title.
- Suggestions for further reinforcement are embedded within the instructions for the activities that address more difficult concepts.

## ***Performance Assessment***

Students will be able to:

- **Check in** with themselves by listening to their minds and bodies with curiosity and kindness (Lessons 1–3).
- Use the word *care* when describing compassion (Lessons 1–4).
- Identify acts of compassion (Lessons 1–4).
- Identify acts of self-compassion (Lesson 2).
- State the importance of drinking enough water (Lesson 2).
- Practice Mindful Drinking (Lesson 2).
- Demonstrate an understanding of the meaning and importance of compassion during discussion and sharing (Lessons 2–4).
- Identify ways they can create a compassionate classroom community (Lesson 4).

## **New Mindful Movements**

### **Poses**

Mountain

Sunrise

Sunset

Hands and Knees

Cat

Cow

Dog

Plank (Kneeling Plank)

Easy pose

Cobra

Child's pose

Butterfly

Flower

Turtle

Monkey

Rest

### **Sequences**

Sunrise/Sunset

Cat/Cow

Dog/Plank

Child's pose/Cobra

Closing Sequence

Fresh Start Sequence (Part 1)

Fresh Start Sequence (Part 2)

Fresh Start Sequence

## **Mindful Moments**

Calming and Focusing

Check-In

Breath Awareness

Mind and Body Awareness Experiment (I–III)

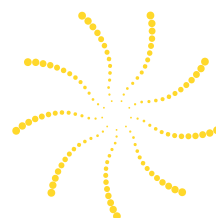
Mindful Drinking

Rest and Reflection



## ***Lesson 1***

# **WHAT IS COMPASSION?**



### **Goal Statement**

**Students will learn that compassion means showing care and kindness to someone in need. Then they will explore how practicing mindfulness can help them show compassion to themselves and others.**

### **Essential Question**

**What is compassion?**

### **“I Can” Statement**

**I can tell you what compassion is.**

## Key Learning Objectives

Students will know...

- Compassion means showing care and kindness to someone in need.
- Mindfulness means using their minds to pay attention on purpose with curiosity and kindness.
- Mindfulness can help them show compassion to themselves and others.

Students will be able to...

- Check in with themselves by listening to their minds and bodies with curiosity and kindness.

## Materials

- Whiteboard or display screen
- Poster describing the 3 steps of mindfulness, as described in Calming and Focusing practice
- [Optional] Script for the story “A Dog’s Day”
- Image of a mountain for Mindful Movement
- [Optional] Hoberman sphere for Mindful Movement

## Preparation/Setup

- Hang the poster describing the 3 steps of mindfulness practice somewhere that’s easily visible to students.
- [Optional] Set out the script for the story “A Dog’s Day” (Alternatively, be prepared to tell your own version of the story).
- Preload image of a mountain for Mindful Movement.
- [Optional] Set out the Hoberman sphere for Mindful Movement.

## New Mindful Movements

### Poses

Mountain  
Sunrise  
Sunset  
Hands and Knees  
Cat  
Cow  
Dog  
Plank (Kneeling Plank)  
Easy pose  
Cobra  
Child’s pose  
Butterfly  
Flower  
Turtle  
Rest

### Sequences

Sunrise/Sunset  
Cat/Cow  
Dog/Plank  
Child’s pose/Cobra  
Closing Sequence

## Mindful Moments

Calming and Focusing  
Check-In  
Breath Awareness  
Rest and Reflection

## Vocabulary

**Mindfulness**  
**Compassion**  
**Sequence**  
**Pay attention**  
**On purpose**  
**Curiosity**  
**Kindness**  
**Care**  
**Focused**  
**Inhale**  
**Exhale**  
**Sensations**  
**Check in**

### TEACHING TIP



An introduction to mindfulness is provided in this first lesson to accompany the Calming and Focusing exercise. The scripts and concepts here can be introduced and reinforced over time. It is not expected that students will fully grasp these concepts or the practices in the first lesson.

## CALMING AND FOCUSING / 10 mins

Tell students that they are going to begin one of four lessons that will introduce what they will be learning throughout the year.

Tell students the first skill they are going to practice is mindfulness.

Write the word mindfulness on the board and invite several students to share what they think it means.

After students have had an opportunity to share their guesses, tell them:

- *Mindfulness is our ability to use our minds to pay attention on purpose with curiosity and kindness to what is happening right here, right now. We can use mindfulness to really notice what we are experiencing inside us or around us.*

Then invite students to consider whether learning how to calm and focus their minds might be useful. Tell them:

- *For me, the school day often feels quite busy and sometimes it can be challenging to feel focused. Have you ever had that experience?*
- *Practicing mindfulness is a great way to pause, check in, and notice what's happening right here and now. Sometimes mindfulness can help us feel more calm and focused. Today we're going to try it out.*

Introduce the concept of a **mindfulness muscle**:

- *It can be helpful to think of our minds like a muscle; they become stronger with exercise. We're going to learn an exercise today that we'll do at the beginning of each class. By practicing mindfulness all year long, we'll strengthen our mindfulness muscles. The more we exercise our mindfulness muscles together, the easier it will be to use them when we want to.*

Then introduce students to three steps they'll take to exercise their mindfulness muscles and post these steps somewhere visible:

**Step 1.** Focus your attention on something (such as the breath or the sound of the bell).

**Step 2.** Notice when your mind wanders away from the breath or sound.

**Step 3.** Gently bring your attention back to the breath or the sound.

Tell students:

- *When we notice that our mind has wandered and bring our attention back to the breath or the bell, we are exercising our mindfulness muscle.*
- *An important element of mindfulness is that it is curious and kind: When we notice our mind wandering, we don't get upset or judge ourselves. We just bring our attention back to the bell or the breath. It's normal for our minds to wander away. We can say to ourselves, "Nice catch!" when*



# MINDFULNESS MUSCLE



*we notice it happening. Each time we notice our minds wandering, that's the moment when our mindfulness muscle becomes stronger.*

Then lead students through the Calming exercise: (If you have a Hoberman sphere, use the sphere to help cue inhalations and exhalations. Otherwise, you can use a hand signal, such as moving the hands apart as you breathe in and bringing them together as you breathe out.)

- *Let's begin by focusing our attention on our breath. Place one hand on your belly and one hand on your chest. These two spots are our Anchors because they help us feel our breath moving in the body. As you take three long, slow breaths, focus your attention on any part of the breath you can feel. Notice the feeling of the air entering and leaving your nostrils. Feel your chest and belly expand with each breath. Remember the three steps: Pay attention to the way your breath feels in your body. Notice if your mind wanders. Then, bring your attention back to the sensation of your breath.*

Now lead students through the Focusing exercise:

- *Next we'll focus our mind by listening to the bell. As you listen to the bell, focus your attention on the sound. Be curious about the sound, and see what you can notice about it. Remember the three steps: Pay attention to the sound. Notice if your mind wanders from the sound. Then, gently bring your attention back to the sound.*

Ring the bell. Wait until the bell stops ringing. Then say:

- *Now my mind is more focused and ready to begin the lesson. How does yours feel?*

Invite several students to share what they notice after this exercise.

Affirm that it's okay if the exercise was uncomfortable or if they had a hard



time focusing. Remind them that it will get easier and more comfortable with practice. Consider inviting students to share their own ways of being mindful.

## STORYTIME / 10 mins

### A Dog's Day, Part 1

Tell students that another thing they'll learn about this year is **compassion**. Invite students to perform a gesture (e.g., touch their nose) if they've heard that word before and perform another gesture (e.g., pat their head) if it is new to them.

Tell them that they're going to explore what the word compassion means as a class by listening to a short story about a puppy. Ask them to listen carefully and to think about what the puppy is feeling and what it needs as they hear it.

Tell them that if their mind wanders while you're telling the story, they can practice exercising their mindfulness muscle by noticing their minds wander, silently saying to themselves "Nice catch!" and bringing their attention back to the sound of your voice.

#### Read Part 1:

- *A puppy is lost in a very large city park. The puppy got separated from its family, the Johnsons, and is alone. It's starting to get dark, and the puppy hasn't eaten or had water in hours. Its little body is feeling very tired—too tired to keep wandering around the park. The puppy sniffs around under some bushes, turns around in a circle a few times, and lies down. The puppy licks its paw for a minute and then closes its eyes.*

Ask students questions such as the following:

- 
- **What does the puppy need?**
  - **Why would it be helpful to know what the puppy needs?**
- 

Invite several students to share their responses.

As appropriate, help students identify what the puppy needs (e.g., food, water, to feel safe, to be found by his owner, etc.) and help them conclude that it is helpful to know these things so that they can take care of the puppy.

Write the word **compassion** on the board and invite students to guess what it means. Invite them to reflect on the story for clues.

After several students have had an opportunity to share, tell students that compassion means **showing care and kindness to someone in need**.

Ask students: *If they felt compassion for the puppy, how would they show it?*

Accept any answer but elicit and use the term care in some way (e.g., care for the puppy by giving it food and water, taking the puppy somewhere safe, etc.

#### SUMMARIZE FOR STUDENTS:

- *Compassion means showing care and kindness to someone in need.*

Tell students that they are going to learn a lot more about how to show compassion to themselves and others.

#### CHECK-IN / 10 mins

To help students explore the relationship between mindfulness and compassion, ask them:

- *If you found the puppy in the park, how would you be able to learn what it needs?*

Help students conclude that they could check on the puppy by paying attention and being curious, kind, and gentle. Remind them that these are parts of both mindfulness and compassion.

Then tell them:

- *It sounds like mindfulness and compassion could really help us check on the puppy. Could we also use these to check on ourselves?*

Tell students that they are going to practice listening to themselves with curiosity and kindness. Tell them that listening to their minds and bodies with curiosity and kindness is called Check-In practice and that it can help them get to know their minds and bodies. Tell them that just like Calming and Focusing, this is also a practice that they can get more comfortable with over time.

Then invite students to practice checking in with themselves. Tell them that you'll guide them through the practice and that all they need to do is listen to the sound of your voice. Invite them to notice if they get distracted and if they do, to silently say to themselves "Nice catch" and then bring their attention back to you.

Use some or all of the following script to guide them through a Check-In practice:

- *Begin by placing one hand on your heart and one hand on your belly.*
- *Take a look around the room and notice where you are. Now, if it feels comfortable and safe for you, close your eyes. Or, if you prefer, you can choose to look down at one spot on the floor or your hands.*
- *Now, with curiosity and kindness, bring your attention to your body. Can you notice any sensations or feelings inside your body? Maybe your stomach is growling. Or perhaps you can feel your heartbeat.*

#### TEACHING TIP



**An introduction and script is provided here for a Check-In practice. This concept and the way that it is connected to mindfulness and compassion can be introduced and reinforced over time. It is not expected that students will fully grasp the concepts or practice in the first lesson.**

- *What else can you notice about how your body is feeling today? Is it energetic, tired, restless, calm, or something else? Be curious.*
- *Now bring your attention to your face. Does your face feel relaxed? Is it smiling or bored? Is your forehead wrinkled or smooth? Notice what expression is on your face. There's no need to change anything, simply notice what's there already.*
- *Now check in on your mind. How is it feeling today? Is it busy thinking? Or is it at rest?*
- *Now take a deep breath in and out. Take a look around the room. How do you feel?*

Invite several students to share what this practice was like for them. Accept all answers.

Remind students that compassion means **showing care and kindness to someone in need**. Then invite students to reflect on how checking in with themselves might help them show themselves compassion (e.g., it can help them determine what they need). Invite several students to share their responses.

### SUMMARIZE FOR STUDENTS:

- *Check-In practice means listening to our minds and bodies with curiosity and kindness.*
- *Mindfulness can help us to notice when to show compassion to ourselves and others.*



## MINDFUL MOVEMENT / 15 mins

### Introduction

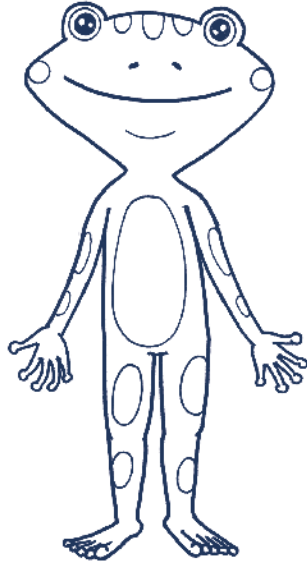
Tell students:

- ***Another thing we're going to do in this class (or when we meet) is called Mindful Movement.***
- ***Mindful Movement is a great way for us to show compassion to ourselves by taking care of our bodies.***
- ***Another way we can care for ourselves is to ask for help when we need it. While we learn these new movements today, practice listening to your body. If your body is telling you that something doesn't feel right, ask for my help!***

**Mountain/Check-In** new

Tell students:

- *The ready position for our movement practices is called Mountain pose.*
- *Raise your right hand if you've ever seen a real mountain.*
- *Raise your left hand if you've seen a picture of a mountain.*

**MOUNTAIN**

Show students a picture of a mountain as a visual aid and ask them to name qualities of a mountain (strong, still, tall, quiet, majestic, etc.).

Ask students to try embodying these qualities in their posture and to notice how it makes them feel to stand like mountains.

Model and guide students through Mountain pose using the following cues as reference:

1. **Begin by standing with feet parallel, no more than hip-width apart.**
2. **Inhale: Imagine the top of your head lifting and your body growing taller.**
3. **Exhale: Press both feet into the floor and relax shoulders away from the ears.**
4. **Hold the pose for three breaths.**

Remind students that checking in means *listening to their minds and bodies with curiosity and kindness*.

Invite students to practice a brief Check-In practice by silently asking themselves: *How does my body feel right now? How does my mind feel right now?*

### TEACHING TIP



As long as students are practicing the movements safely, do not focus on instructing students on correct alignment during this activity. Let the focus be on the fun of the movement. There is no need to give all of the cues provided for each movement. Focus on modeling breathing and moving together and give cues to support students only as you see necessary.

Give students about 30 seconds to silently observe what they're experiencing. If time allows, invite several students to share what they notice.

### Breath Awareness

If you have a Hoberman sphere, use it as a visual aid. Explore the terms *inhale* and *exhale*. Explain to students that to inhale is to fill the lungs with air, or breathe in, and to exhale is to empty air from the lungs, or breathe out.

Ask students to place one hand on their heart and one hand on their belly and tell them:

- *These are our Anchors where we can really feel our breath.*

Lead students in taking three deep breaths together and tell them:

- *What do you notice when we inhale? When we inhale, the belly and chest expand to create space for the breath. Can you feel your belly pressing into your hands? What do you notice when we exhale? Does your belly move toward your back?*
- *During Mindful Movement today, pay attention to your breath. We will be linking our breath with the movement of our bodies in all of our Mindful Movement practices.*

### Intro to Sequences

Ask students to guess what the word sequence might mean. After several students share, explain that a sequence is a series of actions or behaviors that follow in a particular order.

Ask students if there are any points in their day during which they follow a sequence. For example:

- **Morning routine**—the steps that lead you from home to school.
- **Evening routine**—the steps you take to get ready for bed.

Inform students that they will learn several mini-sequences. Later, they will put several of them together to create one long sequence.

### Sunrise/Sunset new

Model and guide students through the new sequence using the following cues as reference:

1. **Begin in Mountain pose.**
2. **Inhale: Stretch arms out to the sides and up above the head for Sunrise.**

## SUNRISE/SUNSET



3. **Exhale:** From Sunrise, fold forward to Sunset pose. You may bend knees to get deeper into the forward fold. Let the whole upper body relax over the legs, letting the head hang heavy and the shoulders relax.
4. **Inhale:** Press feet downward and lift the body upward to return to Sunrise. Find the qualities of Mountain pose as you lift upright.

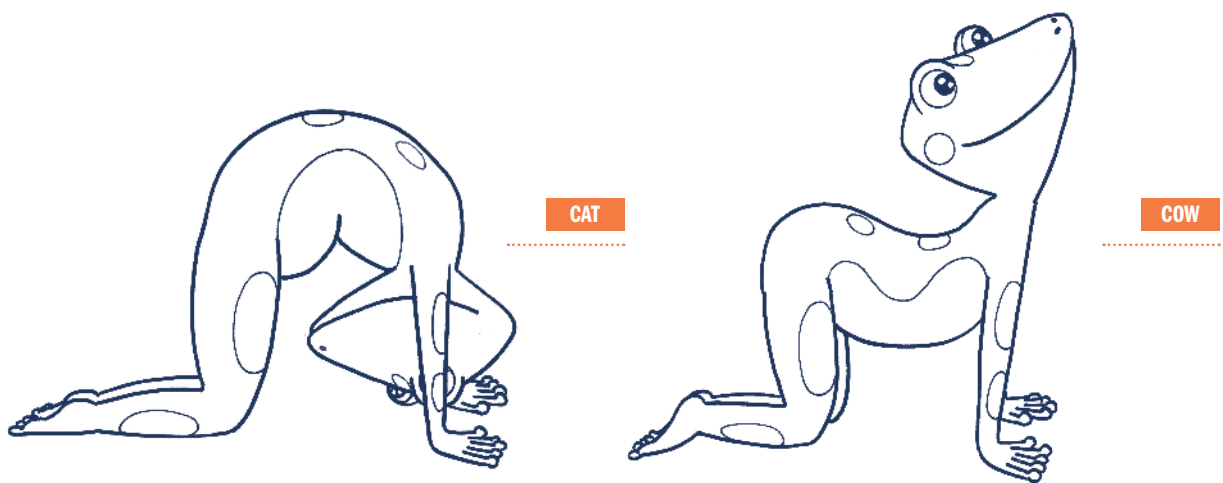
## HANDS AND KNEES

Hands and Knees new

Model and guide students through the new pose using the following cues as reference:

1. **Begin** with your hands on the ground, shoulder-width apart, fingers spread wide apart, and your knees directly below your hips, hip-width apart.
2. **Inhale and exhale** with a straight back, chin slightly tilting toward the front of the neck to elongate the back of the neck.

**NOTE** This is a transitional pose to connect standing and seated/kneeling movements.



## Cat/Cow new

Model and guide students through the sequence using the following cues as reference:

1. Begin in Hands and Knees pose.
2. Take a deep breath in.
3. Exhale (Cat): Lift the belly, rounding the back upward and lowering the head to look back at the belly.
4. Inhale (Cow): Looking forward, lower the belly and lengthen the spine from tailbone to the crown of the head to create a slight U shape with the spine.

Repeat Cat and Cow two to three times.

5. Breathing out, shift to Cat, letting the head and neck relax.
6. Breathing in, shift to Cow, lifting the head and heart. Finish in Hands and Knees.

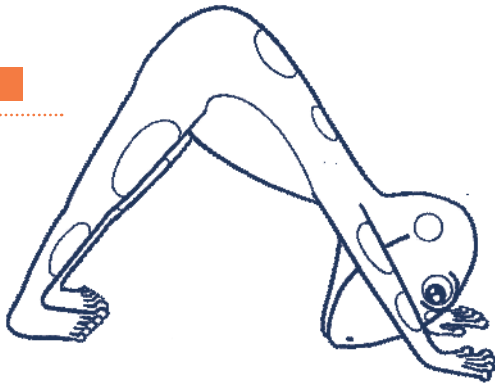
## Dog/Plank new

Model and guide students through the new sequence using the following cues as reference:

1. Begin in Hands and Knees pose. Stack shoulders over palms and hips over knees, with a neutral spine.
2. Exhale (Dog): Make an upside-down V-shape with the body by shifting the hips back and relaxing the head down. Create a long line from heels to hips and from hips to palms. Knees may be slightly bent.
3. Inhale (Plank): Shift forward to stack the shoulders over the palms with arms long and strong, straightening the body like a plank of



DOG



PLANK



wood. Drop the knees to the floor for support, while keeping a long straight line from the knees to the crown of the head. Explore the pose with knees on the floor or with knees lifted to create a long line from the heels to the head.

Repeat the sequence two to three times.

Finish in Hands and Knees pose.

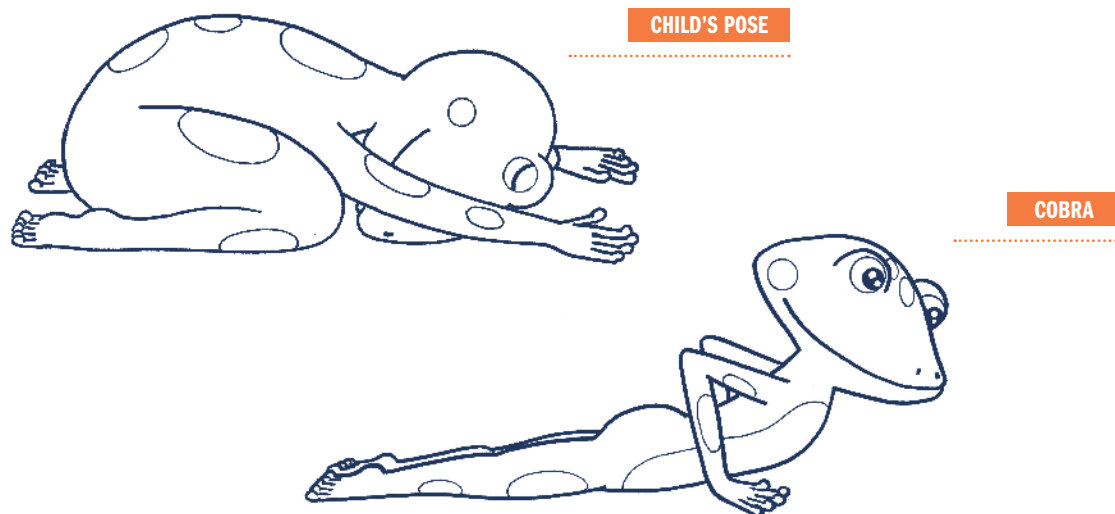
EASY POSE



### Easy Pose/Check-In new

Guide students to sit in Easy pose and to place one hand on their belly and one hand on their chest (their Anchors).

Have students take a few breaths here. Review the terms inhale and exhale and invite students to place their attention on the feeling of their breath flowing in and out.



### Child's Pose/Cobra new

Model and guide students through the new sequence using the following cues as reference:

1. Begin in Hands and Knees pose.
2. Exhale (Child's pose): Send hips back toward heels, stretching arms out in front and letting the upper body (head, shoulders, and chest) sink down toward the mat in Child's pose.
3. Inhale: Kneeling Plank.
4. Exhale: Lower to belly.
5. Inhale (Cobra): Lift head and chest, rolling shoulders back and looking forward in Cobra. Use strength in the back to lift the head and chest, rather than the arms to lift up.

**NOTE** Demonstrate for students by holding the pose while lifting your hands off the floor to show that your arms are not holding you up.

6. Exhale: Press through palms to lift up and back to Child's pose.

As you move through the mini-sequence, tell students:

- *Child's pose is a posture that feels safe and relaxed for a lot of people. You can think of it as a safe space for rest anytime you need a break. If Child's pose doesn't feel safe and relaxed for you, tell me and we'll find something that does!*

Additionally, demonstrate different height levels in Cobra. Tell students:

- *You can be a tiny little snake resting in the grass or slither your way up tall to look up and puff out your chest like a cobra. Find the place that feels comfortable for your body and breathe there.*

**NOTE** Remind students not to use their arms to push themselves higher up in the pose than the back can support on its own.

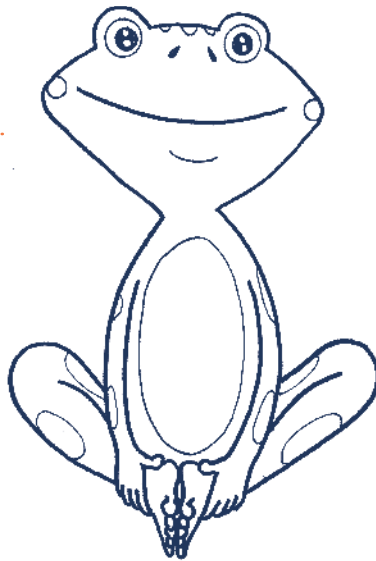
## Closing Sequence

Tell students:

- *Mindful movement will always end with the closing sequence that we're about to learn. The Closing Sequence includes three poses: Butterfly, Flower, and Turtle.*

Model and guide students through the new sequence using the following cues as reference:

**BUTTERFLY**



## Butterfly new

1. Begin seated with soles of the feet together and knees down to the sides.
2. Inhale: Hold feet still and lengthen the back to sit up tall.
3. Exhale: Slightly fold forward over your legs.
4. Hold the pose for three breaths.
5. Inhale: Sit up straight.



### Flower new

Demonstrate and teach Version 1 and add Version 2 if desired. Invite students to choose the version that feels right for them.

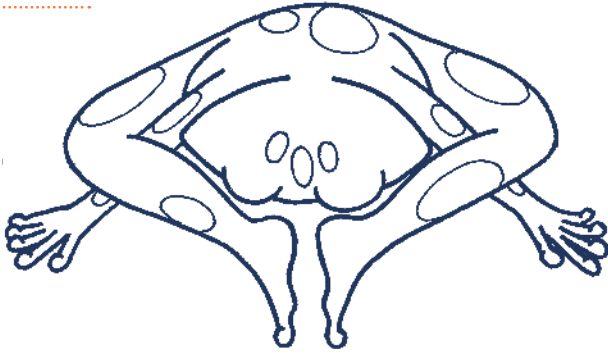
#### *Version 1*

- 1. Begin seated in Butterfly pose or another comfortable seated position.**
- 2. Reach arms out to the sides, turning palms up and lifting the pinkies.**
- 3. Inhale: Lift the chest and look upward.**
- 4. Exhale: Drop the shoulders downward.**
- 5. Hold the pose for three breaths.**

#### *Version 2 (with balance)*

- 1. Begin by sitting upright in Butterfly pose with heels slightly farther away from the pelvis.**
- 2. Thread arms through legs reaching under the knees. Bend elbows and lift palms up. Alternative: place hands on knees, palms up.**
- 3. Inhale: Lift the chest and lean back slightly on sit bones to lift legs up from the floor.**
- 4. Exhale: Find your balance.**
- 5. Hold the pose for three breaths.**
- 6. Gently lower the arms and release legs to sit up straight in Butterfly.**

## TURTLE

Turtle new

1. Begin by sitting in Butterfly pose.
2. Inhale: Slide your left arm inside and under your left leg and your right arm inside and under right leg, sliding palms forward on the ground.
3. Exhale: Fold down over the legs. Relax head down.
4. Hold the pose for three breaths.
5. Inhale: Sit up straight as you bring the arms from under the legs to Butterfly pose.



## REST AND REFLECTION / 5 mins

Tell students:

- The last part of lessons will be Rest. Rest is an important part of taking care of ourselves and showing ourselves compassion, especially when we are tired.
- Did you know you don't need to go to sleep to rest your body? We all need plenty of sleep, but sometimes it is good for our bodies to rest even when we aren't sleeping. During this class we will be learning how to rest and relax without sleeping!
- Let's try it out: We're going to lie down still and quiet on our mats for a moment of Rest. First, take a look around the room, then lie down in a way that feels safe and comfortable for you. Close your eyes if it's comfortable. If you would rather not close your eyes, you can find one place to rest your eyes.

## TEACHING TIP



Some students may feel vulnerable lying on their backs having their eyes closed or having the lights dimmed. It is important to encourage students to find a Rest position in which they feel comfortable, safe, and able to be calm and quiet. Especially for students who have experienced trauma, this may look like a different way of lying down or even sitting with their back against the wall. It is completely normal for young students to be wiggly and distracted during Rest while they first explore this practice. They will grow their abilities to be calm, still, and quiet over time with practice.

Model and guide students to lie all the way down on their mats in a Rest pose—flat on their backs with their eyes closed and their hands on their bellies. That said, allow and encourage students to find the Rest position that feels safe, calm, and comfortable. Ask students if they are okay with you dimming the lights before doing so.

If students are restless, tell them:

- *Sometimes it's hard to be still and quiet. If you feel like your body wants to move and it's hard to stay still, that's okay, but try not to disturb the classmates around you.*

Then invite students to place their attention on their breath.

- *Actually, if you pay attention to your body, you will notice that even when you are lying in Rest pose, your body is still moving. Your breath makes your belly and chest move in and out. If it feels comfortable for you, place your hands on your heart and belly, and take a few moments to notice these small movements in and out. Feel your belly rise while you inhale and sink while you exhale.*

If anyone is lying on their belly, invite them to pay attention to the feeling of their belly and ribs expanding into the mat.

Allow for one or two minutes of Rest. Tell them:

- *As we finish the relaxation, take a deep inhale and a long exhale. Wiggle your fingers and your toes.*

Explain that you are going to ring the bell again, and when they can't hear the sound of the bell anymore, they should quietly move their bodies back up to their calm and ready seated pose.

Ring the bell.

Once students have returned to a seated position, invite them to silently check in with how their bodies feel. Say:

- *Do you feel relaxed? Calm? Sleepy? Energized? Be curious and notice how you feel in body and mind.*

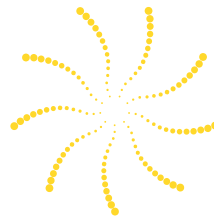
### TAKE-HOME PRACTICE

- *Listen to your body! Notice any messages your body gives you before the next time we meet. How does it tell you that you are thirsty? Hungry? Tired? How can you care for your body?*



## ***Lesson 2***

# **COMPASSION FOR MYSELF**



### **Goal Statement**

**Students will continue to explore how practicing mindfulness can help them show compassion. Then they will brainstorm ways they can show compassion to themselves.**

### **Essential Question**

**How can I show myself compassion?**

### **“I Can” Statement**

**I can demonstrate an act of self-compassion.**



## Key Learning Objectives

Students will know...

- Compassion means showing care and kindness to someone in need.
- Mindfulness means using their minds to pay attention on purpose with curiosity and kindness.
- Mindfulness can help them show compassion to themselves and others.

Students will be able to...

- Check in with themselves by listening to their minds and bodies with curiosity and kindness.
- Identify acts of self-compassion.
- Practice Mindful Drinking.

## Materials

- [Optional] Script for the story “A Dog’s Day”
- Visual aids for Four Corners game
- Small paper cups, 1 per student
- Pitcher of cool water
- Sample Mindful Eating script from the PRACTICE GUIDE

## Preparation/Setup

- [Optional] Set out the script for the story “A Dog’s Day.” (alternatively, be prepared to tell your own version of the story).
- Hang the visual aids for the Four Corners game.
- Fill 1 cup of water for each student.
- Review the sample Mindful Eating script in the PRACTICE GUIDE.

## New Mindful Movements

### Poses

None

### Sequences

None

## Mindful Moments

Calming and Focusing

Mind and Body Awareness Experiment (I–III)

Mindful Drinking

Rest and Reflection

## New Vocabulary

Thirst/thirsty

Calm/calm down

Heart rate

Exercise

## CALMING AND FOCUSING / 2 mins

Every lesson begins with Calming and Focusing practices described in the PRACTICE GUIDE.

- **Calming:** Lead students in taking three deep mindful breaths, using the cues and modeling as described in the PRACTICE GUIDE.
- **Focusing:** Lead students in a Mindful Listening activity to practice focusing their attention on the sound of a chime using the cues as described in the PRACTICE GUIDE.

## MINDFUL STORYTIME / 8 mins

### Introduction

Tell students:

- *Before we return to the story of the lost puppy, let's review a little of what we learned yesterday. Does anyone remember what the word mindfulness means?*

Allow several students to share.

Help students recall that mindfulness means using their minds to pay attention on purpose with curiosity and kindness.

Then ask students:

- *And does anyone remember another word that we learned yesterday? It starts with C.*

Allow several students to guess. Then say:

- *That's right! Compassion. What does compassion mean?*

Help students recall that compassion means showing care and kindness to someone in need. Tell students:

- *Great job. Last time, we learned that mindfulness can help us show compassion. We're going to explore that a little bit more today by hearing more about the lost puppy. Does anyone remember what was happening when we paused the story?*

Help students recall where the puppy is and what his needs are. [Answer: *The puppy is under a bush; he needs food, water, and to be reunited with his family*]. Continue:

- *As I tell you more about the lost puppy today, see if you notice any of the characters practicing some of the exercises we've learned.*

While you listen to the story, practice exercising your mindfulness muscle by noticing if your attention wanders. If it does, simply say, “Nice catch,” in your mind, and bring your attention back to the sound of my voice.

### A Dog’s Day, Part 2

Read Part 2 of “A Dog’s Day” aloud:

- *Across the park, almost a mile away, Katrina Johnson has lost her new puppy. She is stomping around angrily, kicking up clumps of dirt. With both of her fists in a ball, her face red and scowling, she yells at the air: “I don’t deserve this. How could I have lost him? This is all my fault.”*
- *She stomps around a little more before collapsing to the ground, burying her head in her hands and beginning to cry. In the middle of her tears, she suddenly sits up, remembering something. She places one hand on her heart and one hand on her belly. Then she begins to take some deep breaths, in and out. She continues to breathe deeply for a few minutes. She sits calmly for a moment, and checks in with herself with curiosity and kindness, by asking herself: How does my mind feel right now? She realizes she is feeling sad and scared and wants some help.*
- *After taking one more deep breath in and out, she calls her dad, Mr. Johnson, on the phone. As soon as she hears his voice she begins to cry again. She tells him, “I feel so sad. My puppy is out there all by himself. He is probably hungry and afraid. I need help finding him.” Her father assures and comforts her, telling her they will do their best to find the puppy. He hangs up after saying he will meet her in the park with dog treats and flashlights, since it is starting to get dark.*
- *She sighs; her mind is relieved, and help is on the way. She whispers “I’m sorry” to her puppy, who is out there somewhere alone.*

As a group discussion or as a pair-share activity, ask students to discuss questions such as the following:

- 
- **What did Katrina do to calm herself down? Did she use any of the exercises we learned the last time?** [Answer: mindful breathing and Check-In]
  - **How did mindful breathing help Katrina show compassion to herself?**
  - **How did checking in with herself with curiosity and kindness help Katrina show compassion to herself?**
  - **How did Katrina’s dad show her compassion?**
- 

Have students share some responses with the class.

**SUMMARIZE FOR STUDENTS:**

- *Mindfulness means using our minds to pay attention on purpose with curiosity and kindness. Katrina used mindfulness to notice how she was feeling.*
- *Compassion means showing care and kindness to someone in need. Katrina felt compassion for her puppy. Katrina's dad felt compassion for her.*
- *Mindfulness can help us show ourselves compassion. When Katrina checked in and used her breathing to calm down, she showed herself compassion. She also showed herself compassion by calling for help.*

Then invite students to brainstorm ways they can show compassion to themselves in their own lives. Tailor this discussion to your students in particular and then use it to transition to the Mindful Movement practice.

**MINDFUL MOVEMENT / 20 mins****Introduction**

Tell students:

- ***In our last session, we learned that one way we can show compassion for ourselves is to take care of our bodies and that Mindful Movement practices will help us do that.***
- ***We're going to practice Mindful Movement again today to help us take care of our bodies.***

**Mountain** (UNIT 1, LESSON 1)

Ask students if they remember the name of the ready position.

Review with students the qualities of a mountain (e.g., strong, still, tall, quiet, majestic). Then guide students into Mountain pose.

**Mind and Body Awareness Experiment Phase I**

Tell students:

- *Since we're standing so still and quiet in Mountain pose, we're going to do a quick experiment before we continue moving.*
- *During our experiment, we're going to check in with ourselves just like Katrina did in the story. Does anyone remember what Check-In practice means?*

Invite several students to share. Help students recall that **checking in** means listening to their minds and bodies with curiosity and kindness. Then say:

- *During our experiment, we're going to do just that: We're going to listen to our minds and bodies with curiosity and kindness.*
- *This is Phase 1 of our experiment, and we will continue it later.*
- *To begin, place one hand on your chest.*
- *Now, with curiosity and kindness, see if you can feel your heartbeat. Notice whether your heartbeat is easy to notice or difficult to notice.*
- *There's no right or wrong answer. Simply notice what you're experiencing.*
- *Now put your other hand on your belly.*
- *With curiosity and kindness, notice your breath flowing in and out. Notice whether your breath is fast or slow.*
- *Now check in with your mind—Notice what you are feeling. And now notice what you are thinking.*
- *And now take one more minute and see if you can pay even closer attention to what your heartbeat, your breath, and your mind feel like.*
- *There's no need to change anything, simply notice what you're experiencing.*

Give students time to silently check in with themselves. Then tell them:

- *After we do some movement, we will do phase 2 of our experiment. We'll check in with our bodies, our breath, and our minds, and notice if anything changes.*

### Intro to Sequences

Invite students to recall what the word sequence means. Remind students that a sequence is a series of actions or behaviors following a particular order.

Tell students that today they will play a game to help them review some of the mini-sequences they learned during the last session of Mindful Movement. Later, they will put several of them together to create one long sequence.

## Four Corners Game

This game takes the classic Four Corners game and integrates Mindful Movement sequences to keep students moving. Review any needed safety guidelines and make any modifications necessary to suit your space and student needs, especially if you are in a small or crowded space.

Before class, place visual aids (pictures or words) for each movement in the appropriate corner. Gather everyone to the center of the room to explain the rules.

Tell students:

- *For this game, you'll think of our room like a map. This corner of the map is the beach where people like to watch the sunset, so the movement is Sunrise/Sunset. This corner of the map is the desert where a snake slithers through the sand, so the movement is Child's pose/Cobra. This corner is the prairie where cats and cows relax in a field, so the movement is Cat/Cow. The last corner is the forest (or park) where dogs play under the trees, so the movement is Dog/Plank.*
- *One person will be the navigator. The navigator will stand in the middle of the room with their eyes closed or with a blindfold on.*

**NOTE** You may begin the game as the navigator (without closing your eyes) or have a student volunteer be the first navigator with your assistance.

- *To begin, everyone will split up and choose a corner. While you're in that corner, you will keep moving in the sequence that is posted there the whole time.*
- *Then, the navigator will call a corner—beach, desert, prairie, or forest. The navigator can only open their eyes AFTER calling a corner.*
- *If you are in the corner that is called, you'll leave the corner and turn into a mountain and start to make a mountain range around the map, standing tall and strong in Mountain pose.*

Indicate to students where you would like the mountain range to form (e.g., along the walls) and for how long they will stay mountains (e.g., for the remainder of the game or for two rounds).

- *Then, everyone else will move and choose a corner again, and do the movement for that corner until the navigator calls the next place on the map.*

Explain that this will repeat until the game ends. The game can be played until only one student is left (the winner), or you may decide to end the

## TEACHING TIP



Encourage students in the corners to keep moving and give positive feedback to those who are standing strong and tall like mountains.

game earlier, declaring all remaining students winners. Alternately, to keep everyone moving longer, or to make the game less competitive, instruct players to reenter the game after two rounds in the mountain range.

## Mind and Body Awareness Experiment Phase II

Guide students to return to their mats and take a few breaths in Mountain pose.

Remind students of the experiment you conducted earlier in Mountain.

Remind students that Check-In practice means listening to their minds and bodies with curiosity and kindness. Tell them:

- *In phase 2 of our experiment, let's check in and listen to our minds and bodies with curiosity and kindness.*
- *To begin, place one hand on your chest.*
- *Now, with curiosity and kindness, see if you can feel your heartbeat. Notice whether your heartbeat is easy to notice or difficult to notice.*
- *And now check to see whether your heartbeat feels the same as it did before the movement practice or different.*
- *There's no right or wrong answer. Simply notice what you're experiencing.*
- *Now put your other hand on your belly.*
- *And now, with curiosity and kindness, notice your breath flowing in and out. Notice whether your breath is fast or slow.*
- *And now check to see whether your breath feels the same as it did before the movement practice or different.*
- *And finally, check in with your mind—Notice what you are feeling. And now notice what you are thinking.*
- *And now check to see whether your mind feels the same as it did before the movement practice or different.*

Invite several students to share what they noticed during this Check-In.

Tell students that movement often increases people's heart rates and makes their breathing a little bit heavy. Tell them that this type of exercise is a key ingredient of taking care of their bodies.

Then tell students that exercise often helps people feel happier too and invite them to notice whether that was the case for them during the practice.



## Closing Sequence (UNIT 1, LESSON 1)

Ask if students can recall the names/order of the poses in the Closing Sequence.

Guide students through the Closing Sequence.



## WONDERFUL WATER / 10 mins

Invite students to check in with their bodies with curiosity and kindness again and notice whether they feel thirsty after the physical activity they've been doing.

Then explore both the function and the sensation of thirst by asking students questions such as the following:

- 
- **Why do you think we get thirsty sometimes?**
  - **How do you know when you are feeling thirsty? What does it feel like?**
  - **Could checking in with ourselves throughout the day help us notice when we're feeling thirsty?**
- 

Tell students that their bodies need water each day, especially after physical activity. Say:

- *Water helps keep the temperature of your body stable and transports nutrients in your body to give you energy and keep you healthy. When we don't get enough water, we can feel tired and sometimes we might feel sick. Drinking enough water is an important way to show compassion for our bodies.*

Remind students that they've already practiced mindful breathing and mindful moving. Tell them that now they're going to try Mindful Drinking.

Remind students that mindfulness means using their minds to pay attention on purpose with curiosity and kindness.

Then lead students through a Mindful Drinking exercise. Use the sample Mindful Drinking script in the PRACTICE GUIDE as a resource for facilitating this activity.

Begin by distributing cups of water to students and telling them not to drink any yet.

Suggest to students that they look at their cups of water with curiosity, as if they were discovering them for the first time.

Guide them to look at their own cup of water. To smell it. To swirl it around gently. Then to wet their lips but not take in any water. Then to take a small sip and swish some around in their mouths. Then, finally, to drink normally, noticing how their throats and bodies feel both as they drink and after.

Move through these prompts slowly, making sure to give them time to focus on each step.

After completing the exercise, ask a few students how it felt to finally take a sip of water after experiencing it with the other senses. Was it more refreshing than they expected, or were they more eager to drink?

Conclude the lesson by asking students questions such as the following to connect listening to their bodies with compassion for themselves:

- 
- ***Does anyone remember what mindfulness means?*** [Answer: Paying attention on purpose with curiosity and kindness.]
  - ***Does anyone remember what compassion means?*** [Answer: Showing care and kindness to someone in need.]
  - ***Does anyone remember how Katrina used mindfulness to show herself compassion during the story today?*** [Answer: She listened to her mind and body with curiosity and kindness. She realized she was feeling sad and scared and wanted help, so she called her dad, who came to help her.]
  - ***At the beginning of this activity, we checked in with our bodies to notice whether we were feeling thirsty. Then we drank some water. How did checking in with your body help you show compassion to yourself, just like Katrina?*** [Answer: Checking in with yourself with curiosity and kindness can help you notice what your body needs.]
- 

### SUMMARIZE FOR STUDENTS:

- *Mindfulness means using our minds to pay attention on purpose with curiosity and kindness.*
- *Compassion means showing care and kindness to someone in need.*
- *Mindfulness/paying attention to ourselves with curiosity and kindness can help us show ourselves compassion.*

**REST AND REFLECTION / 10 mins**

Remind students:

- *The last part of our classes will be Rest. Rest is an important part of taking care of ourselves and showing ourselves compassion, especially when we are tired.*

Remind students that they don't need to go to sleep to rest their bodies.

- *We all need plenty of sleep, but sometimes it is good for our bodies to Rest even when we aren't sleeping. During this class we will be learning how to Rest and relax without sleeping!*
- *Let's try it out again, just like during our last class: We're going to lie down still and quiet on our mats for a moment of Rest. First, take a look around the room, then lie down in a way that feels safe and comfortable for you. Close your eyes if it's comfortable. If you would rather not close your eyes, you can find one place to rest your eyes.*

Model and guide students to lie all the way down on their mats in Rest pose—flat on their backs with their eyes closed and their hands on their bellies.

That said, allow and encourage students to find the Rest position that feels safe, calm, and comfortable. Ask students if they are okay with you dimming the lights before doing so.

If students are restless, tell them:

- *Sometimes it's hard to be still and quiet. If you feel like your body wants to move and it's hard to stay still, that's okay, but try not to disturb the classmates around you.*

Then invite students to place their attention on their breath.

- *Actually, if you pay attention to your body, you will notice that even when you are lying in Rest pose, your body is still moving. Your breath makes your belly and chest move in and out. If it feels comfortable for you, place your hands on your heart and belly, and take a few moments to notice these small movements in and out. Feel your belly rise while you inhale and sink while you exhale.*

If anyone is lying on their belly, invite them to pay attention to the feeling of their belly and ribs expanding into the mat.

Allow one or two minutes of Rest. Tell them:

- *As we finish the relaxation, take a deep inhale and a long exhale. Wiggle your fingers and your toes.*

**Mind and Body Awareness Experiment Phase III**

Tell students:

- *Now we're going to do the final phase of our experiment to see how our minds and bodies feel after Rest.*
- *Remember, Check-In practice means listening to our minds and bodies with curiosity and kindness.*
- *We're going to listen to our minds and bodies with curiosity and kindness one more time.*
- *To begin, place one hand on your chest.*
- *Now, with curiosity and kindness, see if you can feel your heartbeat. Notice whether your heartbeat is easy to notice or difficult to notice.*
- *There's no right or wrong answer. Simply notice what you're experiencing.*
- *And now check to see whether your heartbeat feels the same as it did during phase 1 and phase 2 of the experiment or if it feels different.*
- *There's no right or wrong answer. Simply notice what you're experiencing.*
- *Now put your other hand on your belly.*
- *With curiosity and kindness, notice your breath flowing in and out. Notice whether your breath is fast or slow.*
- *And now check to see whether your breath feels the same as it did during phase 1 and phase 2 of the experiment or if it feels different.*
- *And finally, check in with your mind—Notice what you are feeling. And now notice what you are thinking*
- *And now check to see whether your mind feels the same as it did during phase 1 and phase 2 of the experiment or if it feels different.*

Invite several students to share what they notice. Help students conclude that Rest is an important way to show themselves compassion.

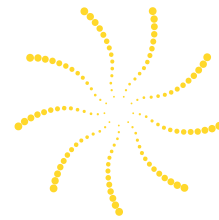
**TAKE-HOME PRACTICE**

- *Investigate! Choose a character you see on TV or read about in a book who is having a hard time. Is there something they need? How could someone show compassion for them?*



## ***Lesson 3***

# **COMPASSION FOR OTHERS**



### **Goal Statement**

**Students will work in pairs to identify and act out acts of compassion for others.**

### **Essential Question**

**How can I show compassion to others?**

### **“I Can” Statement**

**I can work with a partner to demonstrate an act of compassion for others.**

## Key Learning Objectives

Students will know...

- Mindfulness means using their minds to pay attention on purpose with curiosity and kindness.
- Compassion means showing care and kindness to someone in need.
- Mindfulness can help them show compassion to others.

Students will be able to...

- Identify acts of compassion for others.

## Materials

- [Optional] Script for the story “A Dog’s Day”

## Preparation/Setup

- [Optional] Set out the script for the story “A Dog’s Day” (alternatively, be prepared to tell your own version of the story).

## New Vocabulary

Compassionate act

## New Mindful Movements

### Poses

Monkey Pose

### Sequences

Fresh Start Sequence (Part 1)

Fresh Start Sequence (Part 2)

Fresh Start Sequence

## Mindful Moments

Calming and Focusing

Check-In

Rest and Reflection

## CALMING AND FOCUSING / 2 mins

Every lesson begins with Calming and Focusing practices described in the PRACTICE GUIDE.

- **Calming:** Lead students in taking three deep mindful breaths, using the cues and modeling as described in the PRACTICE GUIDE.
- **Focusing:** Lead students in a Mindful Listening activity to practice focusing their attention on the sound of a chime using the cues as described in the PRACTICE GUIDE.

## MINDFUL STORYTIME / 23 mins

### Introduction

Tell students:

- *Before we return to the story of the lost puppy, let's review a little of what we learned during the first two lessons. Does anyone remember what the word mindfulness means? What about the word compassion?*

Allow several students to share.

Help students recall that mindfulness means using their minds to pay attention on purpose with curiosity and kindness.

Help students recall that compassion means showing care and kindness to someone in need.

Tell students:

- *Last time, we learned that mindfulness can help us show compassion. We're going to explore that a little bit more today by hearing more about the lost puppy. Does anyone remember what was happening when we paused the story?*

Help students recall that Katrina had practiced mindful breathing and checking in with herself. She realized she was feeling sad and scared and wanted help, so she called her dad, who was on his way to help her look for the puppy.

- *As I tell you more about the lost puppy today, see if you can notice what the characters are feeling.*
- *While you listen to the story, practice exercising your mindfulness muscle by noticing if your attention wanders. If it does, simply say, "Nice catch," in your mind, and bring your attention back to the sound of my voice.*



### A Dog's Day, Part 3

Read Part 3 of “A Dog’s Day” aloud:

- *A family has been hiking in the same park most of the day. They have backpacks filled with leftovers and trash from a picnic, wet swimsuits, and a map for navigating the trails. They are on the way out of the park toward their home when they hear the sound of whimpering. They each stop to listen, and they agree it sounds like an animal.*
- *The two children want to follow the sound to see what kind of animal it is, but their mom thinks it is getting too late and they need to head straight home. (After all, they have school tomorrow!) They continue on down the trail, but before they get much farther both children chime in, “Mom, what if the animal is hurt and needs our help?”*
- *Mom silently checks in with herself and realizes that even though she is worried about getting home, she also feels compassion for the animal. The mother smiles proudly at her children for wanting to help and begins to backtrack down the path. They search the area; it doesn’t take long before they see a brown and white puppy underneath some nearby bushes. The puppy is shaking.*

Divide students into pairs. Once they are in pairs, ask the taller partner to say what the puppy is feeling and the shorter partner to say how the children are feeling. Listen for appropriate responses, such as “afraid,” “compassion,” “hungry,” etc.

Ask each pair to identify and then silently act out one way to show compassion to the puppy. Give them a few minutes to develop their act, and then invite pairs to perform for the whole class. Invite students to guess what one another’s acts of compassion are. Be sure to ask students why they chose their particular act.

After all of the students have performed their acts of compassion, help students notice that using curiosity and kindness, and paying attention to understand how others (the children and puppy) were feeling helped the characters in the story know how to show compassion. (For example, the mom understood her children’s desire to help; the children understood that the puppy was afraid and probably thirsty and hungry.) Help students understand that if the characters in the story hadn’t realized each other’s needs, they might not have helped the puppy at all or not have helped it in a meaningful way.

#### SUMMARIZE FOR STUDENTS:

- *Mindfulness means using our minds to pay attention on purpose with curiosity and kindness.*
- *Compassion means showing care and kindness to someone in need.*
- *Mindfulness can help us show compassion to others.*



## MINDFUL MOVEMENT / 20 mins

### Share Your Moves

Invite students to recall how they showed their bodies compassion during this class (e.g. by practicing Mindful Movement).

Then invite them to check in with their bodies to see how they're feeling in the moment. If necessary, remind students that Check-In practice means listening to their bodies with curiosity and kindness.

Invite students to consider whether there is anything their bodies need right now. Model this for students by saying something like, "When I check in with myself, I notice that my neck feels sore and wants to be stretched." Invite several students to share aloud what they notice in their own bodies.

Ask students whether there is a movement or stretch that would feel good for their bodies right now. Then invite students to perform a movement that will help them show their bodies compassion by meeting this need. Model this for students as well (e.g., perform a slow neck roll). If a student is bored, tired, or restless, encourage a more active movement. It is okay if a student can't identify a specific need.

Allow students to take turns demonstrating their movement, asking the rest of the group to repeat the movement that was modeled. To keep students engaged, the one sharing can say "This is my move" and the class can respond by repeating the movement and saying "This is [student's name]'s move." Then they can ask the next student, "[student's name], what's your move?" Consider periodically asking a student why they chose the movement and reinforcing that the movement or stretch is a way to care for their bodies.

### Mountain (UNIT 1, LESSON 1)

Guide students to stand in Mountain pose.

### Sunrise/Sunset (UNIT 1, LESSON 1)

Guide students through Sunrise/Sunset sequence.

### Cat/Cow (UNIT 1, LESSON 1)

Guide students through Cat/Cow sequence.

#### TEACHING TIP

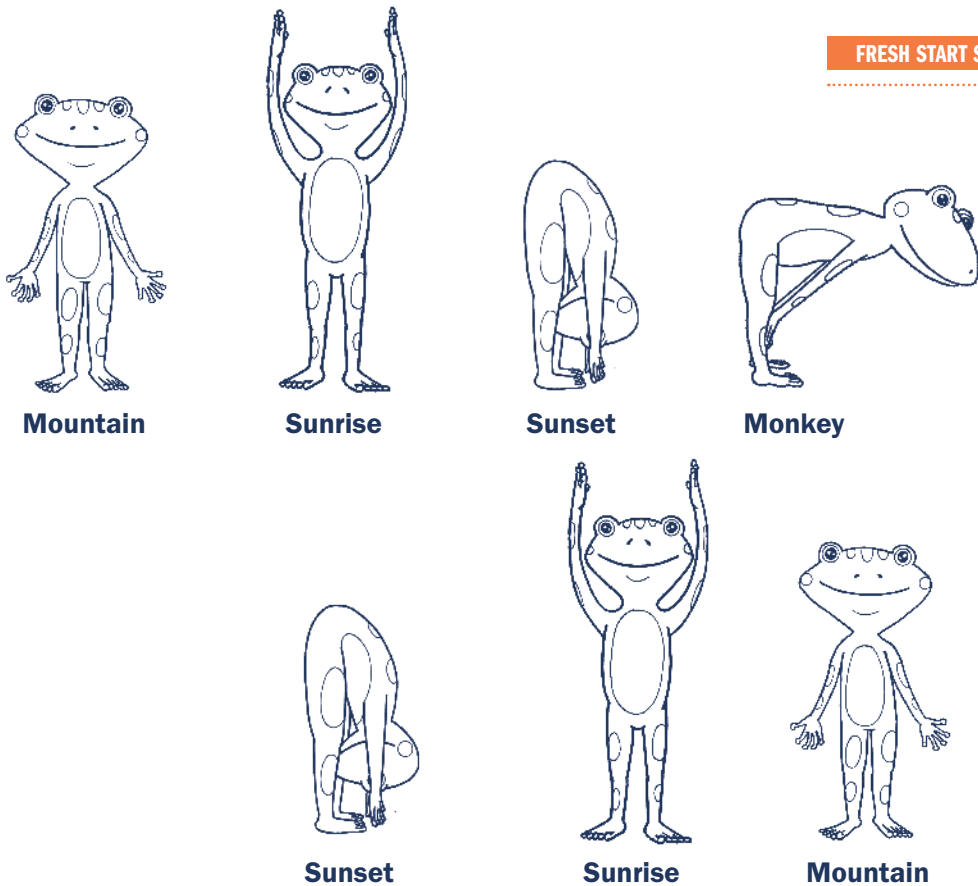


If students are wiggly, review with them the qualities of a mountain (e.g., strong, still, tall, quiet, majestic, sharp).

## Introduction to the Fresh Start Sequence

Tell students:

- *In our last two lessons, we learned and practiced some mini-sequences that each had two steps. Can anyone name and/or demonstrate one of those sequences? (Hint: You used them in the Four Corners game.)*
- *Today we are going to put some of those together to create two longer sequences, and then combine those to make one super long sequence, which we will call our Fresh Start Sequence.*



### Fresh Start Sequence (Part 1) new

Part 1 builds from the Sunrise/Sunset sequence and adds one new posture called Monkey. Model and guide students through the new sequence using the following cues as reference:

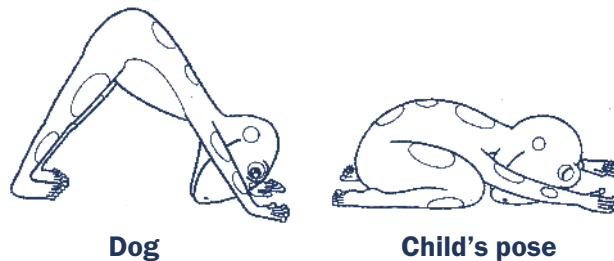
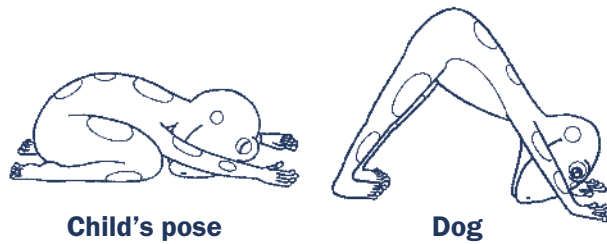
1. **Begin in Mountain pose.**
2. **Inhale: Sunrise.**
3. **Exhale: Sunset.**
4. **Inhale: Monkey pose. From Sunset, lift the torso halfway up so**

that the head is looking out and lengthen the spine to a flat back position with hands are down, fingertips touching the tops of the knees, the shins, or mat.

5. Exhale: Fold down over legs into Sunset again.
6. Inhale: Press feet down, bending knees, and then lift your upper body upward to return to Sunrise.
7. Exhale: Finish in Mountain.

Repeat this mini-sequence two to three times.

#### FRESH START SEQUENCE: PART 2



#### Fresh Start Sequence (Part 2) new

Model and guide students through the new sequence (applying Kneeling Plank, since this is the first time) using the following cues as reference:

1. Begin from Child's pose or from Sunset pose.
2. Exhale: Dog pose. (If beginning in Child's pose, press down through palms and lift hips to Dog. If beginning in Sunset pose, step the feet back to Dog.)
3. Inhale: Plank or Kneeling Plank.

4. Exhale: Lower to belly.
5. Inhale: Cobra.
6. Exhale: Dog.
7. Repeat at least 2–3 times.

Finish by releasing down from Dog to Child's pose.

### Fresh Start Sequence new

Tell students that they will now put together Part 1 and Part 2 for the Fresh Start Sequence. Tell them it's a great sequence to do every morning to start up their day feeling energized!

Model and guide students through the new sequence using the following cues as reference:

1. Begin in Mountain pose.
2. Inhale: Sunrise.
3. Exhale: Sunset.
4. Inhale: Monkey.
5. Exhale: Sunset.
6. Inhale: Step back to Plank or Kneeling Plank.
7. Exhale: Lower to belly (Push-up).
8. Inhale: Cobra.
9. Exhale: Dog.
10. Inhale: Step forward to Monkey.
11. Exhale: Sunset.
12. Inhale: Sunrise.
13. Exhale: Finish in Mountain.

### Closing Sequence (UNIT 1, LESSON 1)

Guide students through the Closing Sequence.



## FRESH START SEQUENCE



Mountain



Sunrise



Sunset



Monkey



Sunset



Plank



Cobra



Dog



Monkey



Sunset



Sunrise



Mountain

## REST AND REFLECTION / 5 mins

Remind students:

- The last part of the lesson will be Rest. Rest is an important part of taking care of ourselves and showing ourselves compassion, especially when we are tired.
- First, take a look around the room, then lie down in a way that feels safe and comfortable for you. Close your eyes if it's comfortable. If you would rather not close your eyes, you can find one place to rest your eyes.

Lead students through the Rest practice using the cues from Lessons 1 and 2 as a guide.

## TAKE-HOME PRACTICE

- Tell someone at home the story of the lost puppy. Explain to them what you would do to help the puppy if you found it.



## ***Lesson 4***

# **A COMPASSIONATE COMMUNITY**



### **Goal Statement**

**Students will explore what it means to live in a compassionate community. Then they will brainstorm concrete ways they can create a compassionate classroom community.**

### **Essential Question**

**How can I help create a compassionate community?**

### **“I Can” Statement**

**I can identify one way to create a compassionate classroom community.**

## Key Learning Objectives

Students will know...

- When they take care of themselves and one another by showing compassion, they can create a safer, healthier community.

Students will be able to...

- Identify ways they can create a compassionate classroom community.

## Materials

- [Optional] Script for the story “A Dog’s Day”
- Large paper and crayons/markers for the activity Compassionate Classroom

## Preparation/Setup

- [Optional]: Set out the script for the story “A Dog’s Day” (alternatively, be prepared to tell your own version of the story).
- Set out papers and crayons/markers for the activity Compassionate Classroom.

## New Vocabulary

Compassionate community

## New Mindful Movements

### Poses

None

### Sequences

None

## Mindful Moments

Calming and Focusing  
Rest and Reflection



**CALMING AND FOCUSING / 2 mins**

Every lesson begins with Calming and Focusing practices described in the PRACTICE GUIDE.

- **Calming:** Lead students in taking three deep mindful breaths, using the cues and modeling as described in the PRACTICE GUIDE.
- **Focusing:** Lead students in a Mindful Listening activity to practice focusing their attention on the sound of a chime using the cues as described in the PRACTICE GUIDE.

**MINDFUL STORYTIME / 10 mins****Introduction**

Tell students:

- *In the last lessons, we learned that mindfulness can help us show compassion to ourselves and others. We're going to explore that a little bit more today by hearing more about the lost puppy. Does anyone remember what was happening when we paused the story last time?*

Help students recall that another family found the puppy, who was feeling scared and alone.

- *Does anyone want to predict how the story will end?*

Give them the hint that the ending takes place somewhere in the larger community, beyond the park but in their town.

- *While you listen to the story, practice exercising your mindfulness muscle by noticing if your attention wanders. If it does, simply say, "Nice catch," in your mind, and bring your attention back to the sound of my voice.*

**A Dog's Day, Part 4**

Read Part 4 of "A Dog's Day" aloud:

- *The next morning, Katrina and Mr. Johnson get up very early before school to make signs about a lost puppy. They drive around to different neighborhoods to hang their signs on telephone poles. They drive downtown to ask store owners to put signs in their windows. All of the store owners speak kind words to the girl, and a restaurant owner even gives her a biscuit for breakfast. Finally, Katrina and her father drive across town to a place where lost animals can be claimed or adopted, just in case someone has taken the puppy there.*
- *Although Mr. Johnson keeps reassuring Katrina, she goes to school*

*with a heavy heart. It is very hard for her to focus on her work, and during recess she just sits quietly on a bench. Her friends and teacher are especially kind all day, hugging her, sharing their snacks with her, and asking lots of questions about her puppy. Katrina cannot wait to go home to see if anyone has called about her puppy.*

To focus on the compassion shown by those in the community, stop at this point in the story and ask students questions such as the following:

- 
- **Where do Mr. Johnson and Katrina go in their community?**
  - **Why do you think the restaurant owner gives Katrina the biscuit?**
  - **How do people in school show compassion to Katrina?**
- 

Tell students they will hear the end of the story and continue reading:

- *Across town the mother and her children get up very early before school to make signs about a found puppy and to take the puppy for a walk. They plan to hang the signs around their neighborhood right after school. Both of the children want to keep the puppy and secretly hope his owner won't see their signs. At school, it is very hard for them to focus on their work, and at recess they sit on the bench and talk about possible names for the puppy, just in case they get to keep him. Even though they know they will have to hang up their signs, they cannot wait to go home and play with the puppy.*
- *On the way home, one of the children points to a sign on a telephone pole with big, bold words that say "LOST PUPPY." Right in front of their eyes is a picture of what they had hoped was their new puppy. They exchange a look and then snatch the sign off of the pole, crumple it into a ball, and take off running for home. Their mom meets them at the door with the puppy on a leash, and they set out to walk their new dog. In just a few minutes, however, they both start to feel bad, even sad about what they are planning. They walk silently for a couple of blocks, lost in thought. Finally, almost simultaneously, they blurt out, "How would we feel if we had lost this puppy?"*
- *They make a new plan as they walk back home. There they find their mom heading out with the signs in hand. "Mom, wait," they say, and hold out the paper ball. "The puppy belongs to someone in our community." As their mom uncrumples the paper, the children feel relieved and, surprisingly, even happy. Once again, the mother smiles proudly at her children, and she pulls out her phone to call the number on the paper.*

Ask students: *Would you want to live in a compassionate community like this one? Why?*

**COMPASSIONATE CLASSROOM / 10 mins**

Invite students to notice that this class is like a small community.

Tell them that they're going to practice creating a compassionate classroom community all year long. They will practice ways to show care and kindness, to keep each other safe, and to practice healthy habits together. Explain that when they take care of themselves and one another in these ways, their classroom community becomes more compassionate.

Then invite students to brainstorm aloud things they can do to create a compassionate classroom community. Record and display their responses as a classroom resource.

**ALTERNATIVES:** You can also invite students to do this in small groups and then present their ideas to the class. Create a large Compassionate Classroom mural and invite students to illustrate their ideas on it.

**SUMMARIZE FOR STUDENTS:**

- *When they take care of themselves and one another by showing compassion, they can create a safer, healthier community.*

**MINDFUL MOVEMENT / 20 mins****Introduction**

Invite students to recall how they show their bodies compassion (by practicing Mindful Movement). Tell them that they will practice Mindful Movement again and invite them to check in with themselves throughout the practice to notice how their minds and bodies are feeling.

Lead students into Mountain pose and through Sunrise/Sunset, and Cat/Cow sequences (Unit 1, Lesson 1).

**Fresh Start Sequence (UNIT 1, LESSON 3)**

Tell students:

- ***In our last two sessions, we learned and practiced Part 1 and Part 2 of the Fresh Start Sequence. Can anyone demonstrate one of those sequences?***

See if anyone would like to help you lead the class in Part 1 and then Part 2 of the sequence. Then guide the students through Fresh Start Sequence (Part 1) and Fresh Start Sequence (Part 2) (Unit 1, Lesson 3).

Tell students:

- ***And then we also learned the whole Fresh Start Sequence. This is a great sequence to do every morning to start your day feeling energized!***

Lead students through the whole Fresh Start Sequence. Demonstrate while naming the poses. Lead students through once slowly, taking time with alignment and breath cues. Then lead three to five repetitions at a pace of one inhalation or exhalation per movement, focusing on one cue per movement.

### **Four Corners Game** (UNIT 1, LESSON 2)

Repeat or play the Four Corners game with students, but with variations to reinforce the new sequences. For example, in the Beach corner, students will now practice Part 1 of the Fresh Start Sequence, and in the Desert corner, they will now practice Part 2 of the sequence. Explain these changes to students and review the Four Corners rules from Lesson 2. Encourage students in the corners to keep moving and give positive feedback to those who are standing strong and tall like Mountains.

> **OPTIONAL:** Label one corner a Compassionate Classroom and invite students to act out some of the ideas they came up with during the previous activity when they move to that corner. When you see this happening, ask them what they are enacting.

### **Closing Sequence** (UNIT 1, LESSON 1)

Guide students through the Closing Sequence.



### **REST AND REFLECTION** / 8 mins

Lead students through the Rest practice using the cues from Lessons 1 and 2 as a guide.

As students return to a seated position after the Rest practice, invite them

to silently ask themselves the following questions. Pause between each question to allow students time to reflect:

- 
- ***What does it feel like to show myself compassion?***
  - ***What does it feel like to show others compassion?***
  - ***Would I like to live in a compassionate community?***
- 

Invite several students to share their responses aloud.

### TAKE-HOME PRACTICE

- *Find a chance to show compassion! Identify a way you can show compassion in your home, school, or community (no matter how big or small). Is there something you can do to help someone in need? Ask a grown-up for help if needed.*

## Lesson Extensions

### Animal Moves Game

#### Lessons 1–4

Lead students in a game of Animal Moves to spark their creativity and get them active and engaged. Guide students to notice the space in which you will play the game. Encourage them to notice how much *personal space* they have, on their mats, around their desk, etc., and remind them that it is very important in this game to remain in their own personal space so that everyone can enjoy the game in a way that is safe and shows respect for those around them. Explain and then lead the game with the following steps:

- First, name an animal and have students respond by creating a “statue” on the mat (or in their space) that represents that animal. Ask students to name the qualities of a statue aloud to help them understand their statues should be still, silent, and strong.
- Then, define a signal you will use during the game to cue movement and a signal to cue students to freeze. When the movement signal is given, students should add one movement to their animal that shows how that particular animal might move. Instruct students to keep movements simple and make sure to stay in their personal space/on the mat.
- When the freeze signal is given, call out the name of a new animal and repeat the steps.
- Keep the pace of the game upbeat. Use animals that reflect the names of poses students will be learning in this class, such as monkey, dog, cat, cow, cobra, turtle, butterfly. Point out that some of the statues are similar and some are different. Celebrate the different perspectives the students express during the activity. If time permits, feel free to add other animals or call on students to name an animal.

### Word Find

#### Lesson 1

Either as a game or group activity, invite students to identify as many words as they can find in the word *compassion*.

### Drink Up

#### Lesson 2

Invite all students to track their water intake during school for a few days. Provide or ask them to bring small (about 8-ounce) water bottles to drink from during the day. Guide students in tracking their water intake on an individual or class chart.

### Dried Fruit

#### Lesson 2

Let students experiment with drying and eating different fruits to help them further understand the concept of dehydration. They can squeeze and compare the amount of juice in a plum and apricot and predict which will take longer to dehydrate. Students should deduce that eating fresh fruit offers them more water than eating dried fruit.

### Images of Compassion

#### Lessons 3–4

As a way to informally assess and deepen learners’ understanding of compassion, lead students in creating and documenting images of compassion. Facilitate brainstorming acts of compassion that they might have observed or heard about in their communities, on a movie, or in a book. Have students take on the role of actors and create a still image that communicates what happened. With students’ consent, take photos to display as example images of compassion. As a class, write captions for the images that convey the act of compassion.

### Compassion Board

#### All Lessons

Create a bulletin board in your classroom to record acts of kindness, caring, and compassion spotted by you or your students. Encourage students to be compassion detectives, noticing the kind words and actions they see around them. This can also be done using an online whiteboard. Continue adding to this board throughout the year.