

# *Unit 3*



# SELF-MANAGEMENT



## *Prior Knowledge*

Students should have a general understanding that thoughts and feelings can be comfortable or uncomfortable. They should also be aware that emotions can affect how they act.

## *Overview*

In this unit, students explore the concept of one's **best self** and learn that they can practice being their best self even when they experience strong emotions. They discover that emotions often arise in response to experiences, and they explore their own and others' emotional triggers. Throughout the unit, students practice pausing to notice and respond to how they are feeling with care and compassion, and they develop Best Self Strategies to use in challenging situations. Students also learn that drinks have varying amounts of sugar, and they explore how to determine the appropriate serving size for different types of drinks.

## *Enduring Understandings*

Students will understand:

- To be present means they are focused on the here and now.
- To participate means they are fully engaged in what they're doing or contributing and playing their part.
- They can pause to check in and notice their feelings and behavior.
- Practicing helps them learn and grow new skills.
- There are strategies they can practice to help them be their best self when they're experiencing strong emotions.
- Choosing drinks with less sugar content is one way they can show their bodies care and compassion.

## *Essential Questions*

- How can I be my best self?
- How can I be my best self when I am feeling strong emotions?
- How can I show my body care and compassion?

## Lesson Summaries and Materials\*

### Lesson 1 pages 128–140

**Lesson 1—Party Presence:** Students learn that being their *best self* means showing care and compassion for themselves and others. They explore how being present helps them be their best selves.

- Invitation that says, “Your presence is requested” (1 that can be projected or hung or individual copies)
- 4Ps poster
- Book *What Does It Mean to be Present?* by Rana DiOrio
- 1–3 balloons as party decoration, if desired
- [Optional] Several balloons for the balloon race or supplies for an egg-and-spoon race or hoop-and-stick race
- Other party decorations (e.g., streamers), if desired
- Teacher Game Guide, which includes rules for a listening game, such as Simon Says, Red Light, Green Light, or What Time Is It, Mr. Fox?
- Image of a *mindfulness muscle*

### Lesson 2 pages 141–147

**Lesson 2— Your Participation is Requested:** Students learn what it means to participate and how participation helps them be their best selves by showing care and compassion for themselves and others.

- Invitation that says “Your presence and participation are requested” (1 that can be projected or hung or individual copies)
- 4Ps poster
- [Optional]: 1–3 balloons as party decoration
- [Optional]: Other party decorations
- Parachute or bed sheet for playing parachute games
- Beanbags for parachute games
- Video or photo of a party, such as “Cat Party” by Koo Koo Kanga Roo

### Lesson 3 pages 148–156

**Lesson 3—A Pause in the Party:** Students practice being present and participating by listening to a story and discussing its events. They discover what it means to pause and why pausing helps them show care and compassion to themselves and others.

- Invitation that says “A pause is requested at the party” (1 that can be projected or hung or individual copies)
- 4Ps poster
- 1–3 balloons as party decoration, if desired
- The book *Scaredy Squirrel Has a Birthday Party* by Mélanie Watt

**Lesson 4**  
**pages 157–164**

**Lesson 4—A Pause for the Pyramid:** Students will explore how making healthier drink choices is one way they can show their bodies care and compassion.

- Invitation that says “A pause is requested at the party” (1 that can be projected or hung or individual copies)
- 1–3 balloons as party decoration, if desired
- The book *Scaredy Squirrel Has a Birthday Party* by Mélanie Watt
- Image of a drink pyramid to project
- Graphic organizers for Pressing Pause with Sugar activity
- Pictures of milk (include a non-dairy milk example), water, juice, and soda to project, with images of nutrition labels
- [Optional] One or more bottles or cartons of each drink choice: milk, juice, water, and soda, with nutrition labels

**Lesson 5**  
**pages 165–175**

**Lesson 5—Your Pause is Requested:** Students practice taking a pause and explore how pausing helps them respond with care when they experience strong emotions.

- Whiteboard or display screen
- Invitation that says “A pause is requested at the party” (1 that can be projected or hung or individual copies)
- 1–3 balloons as party decoration, if desired
- Teacher Game Guide

**Lesson 6**  
**pages 176–183**

**Lesson 6—Drawing Strong Emotions:** Students acknowledge that sometimes it is challenging to be one’s best self. They explore how understanding their own and others’ triggers can help them show care to those around them.

- Whiteboard or display screen
- Invitation that says “A pause is requested at the party” (1 that can be projected or hung or individual copies)
- 1 sheet of paper per student with 3 panels for drawing (drawing paper folded into thirds or printed copies of a three-panel comic template)
- Pencils, crayons, colored pencils
- Example of 3-panel drawing
- Signs labeled with examples of strong emotions

**Lesson 7**  
**pages 184–189**

**Lesson 7—Party Favor:** Students explore how they can still be their best selves even when they are feeling strong emotions.

- Whiteboard or display screen
- 4Ps poster
- Note that says “Thanks for coming,” “Thanks for your presence,” or “Thanks for your participation in our party” (1 that can be hung or projected or individual copies)
- 1–3 balloons as party decoration, if desired
- Student panel drawings from Lesson 6
- [Optional] \*The book *When I’m Feeling Angry* by Trace Moroney (for differentiation activity)
- Crayons and/or colored pencils
- [Optional] Video showing children using breathing techniques to calm and settle their minds/emotions, such as “Just Breathe,” a short film written by Julie Bayer Salzman & Josh Salzman (Wavecrest Films)

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

## New Mindful Movements

### Poses

Tree  
Stork  
Victory  
Lever  
Pointing Dog  
Boat

### Sequences

Superhero Sequence

## Mindful Moments

Calming and Focusing  
Anchors  
Check-In  
Wiggle and Relax  
Breath Awareness  
Even-In, Even-Out Breath  
Letting-Go Breath  
Lion's Breath  
Tension Release  
Calming Breath  
[Optional] Cooling Breath  
Rest and Reflection

## *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*

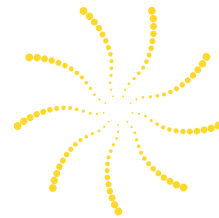
Students will be able to:

- Practice being present and paying attention (Lesson 1).
- Describe what it means to be their best self (Lessons 1–7).
- Practice strategies to calm and settle their minds and bodies (Lessons 1–7).
- Demonstrate participation in a group game and explain how it helps them show care for themselves and others (Lesson 2).
- Conclude that they can be their best selves even when they experience uncomfortable thoughts and feelings (Lesson 3).
- Demonstrate how to “press pause” (Lessons 3–6).
- Compare beverages (water, milk, juice, and soda) by their sugar content (Lesson 4).
- Identify a serving size (Lesson 4).
- Conclude that taking a pause helps them notice their thoughts and feelings (Lesson 5).
- Identify their own and others’ emotional triggers (Lesson 6).
- Illustrate one way to respond to strong emotions with care and compassion (Lesson 7).



## ***Lesson 1***

# **PARTY PRESENCE**



### **Goal Statement**

**Students will learn that being their *best self* means showing care and compassion for themselves and others. They will explore how being present helps them be their best selves.**

### **Essential Question**

**How can I be my best self?**

### **“I Can” Statement**

**I can practice being present.**

## Key Learning Objectives

Students will know...

- Showing care for themselves and others helps them to be their best selves.
- Being present means paying attention and noticing what is happening right here and now inside themselves or around them.
- They can strengthen skills through practice.

Students will be able to...

- Practice being present and paying attention.
- Practice strategies to calm and settle their minds and bodies.

## Materials

- Invitation that says “Your presence is requested” (1 that can be projected or hung or individual copies)
- 4Ps poster
- Book *What Does It Mean to be Present?* by Rana DiOrio
- 1–3 balloons as party decoration, if desired
- [Optional] Several balloons for the balloon race or supplies for an egg-and-spoon race or hoop-and-stick race
- Other party decorations (e.g., streamers), if desired
- Teacher Game Guide, which includes rules for a listening game, such as Simon Says, Red Light, Green Light, or What Time Is It, Mr. Fox?
- Image for mindfulness muscle

## Preparation/Setup

- Load or hang up images of the party invitation and of mindfulness muscle.
- Hang up the 4Ps poster.
- Set out the book *What Does It Mean to be Present?* by Rana DiOrio.
- Decorate the room with balloons and/or other party decor.
- Review the Teacher Game Guide (if playing the optional game, prepare materials for the relay).

## New Mindful Movements

### Poses

Tree  
Stork

### Sequences

None

## Mindful Moments

Calming and Focusing  
Anchors  
Check-In  
Wiggle and Relax  
Rest and Reflection

## New Vocabulary

Best self  
Presence  
Focus  
Attention  
Distracted



## CALMING AND FOCUSING / 2 mins

Begin every lesson 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.

## YOUR PRESENCE IS REQUESTED / 5 mins

**NOTE** In this lesson, you will engage students with the party theme and introduce the concepts of the 4 Ps for being your best self. These concepts can be briefly explored here and reinforced to grow learners' understanding throughout the unit.

Set the stage for a pretend party by projecting, posting, or handing out party invitations that say "Your presence is requested." Include information about the party, such as "Bring your best self to the party" and "There will be games and refreshments."



### TEACHING TIP



Gain the students' interest by handing them each an invitation as they enter the classroom.

### TEACHING TIP



If appropriate, share an example about yourself in which you contrast times when you did and did not feel like you were being your best self.



## LESSON 1

Briefly go over the invitation with the students, focusing on the meaning of “your presence is requested.” Invite students to share what they think this means. Show them the book *What Does It Mean to Be Present?* and recall together what they learned about being present.

Point out the phrase “bring your best self to the party” on the invitation and ask students to guess what that means. Review the idea of **best self** by asking them what they do or how they feel when they are their best selves. Help students conclude that a big part of being your best self means acting in ways that show care for themselves and others.

Tell students that during this unit, they will learn about four words that start with the letter P that will help them to be their best selves: Presence, Participation, Pausing, and Practice. Introduce students to the 4Ps poster and invite them to share what they know about the four words. Explain that you will focus on each of these words throughout this unit.



**SUMMARIZE FOR STUDENTS:**

- *Presence means paying attention and noticing what is happening right here and now inside ourselves or around us.*
- *Being present can help us to be our best selves.*

**PARTY GAMES / 15 min**

Remind students that the lessons in this unit are going to be like parts of a party, and explain that now is the time for Party Games!

Introduce a listening game such as Red Light, Green Light, Simon Says, or What Time Is It, Mr. Fox? as the first party game. See the Teacher Game Guide with this unit for directions to the games.

Remind students that presence means paying attention and noticing what is happening right here and now inside themselves or around them. Then tell students that the key to being their best self in this game is being able to stay present and pay careful attention to what the leader says. (Any variation of the game will work as long as students have to pay attention.)

Lead students in reflecting on the games by asking them questions, such as:

- 
- ***What is the secret to doing well at the game?*** [Answer: staying present/listening with full attention.]
  - ***What are some ways to practice being present?*** [Answer: practice paying close attention; use our senses to notice what's happening around us; practice calming and focusing our mind and body; Mindful Listening, etc.]
  - ***Could being present help you in school? At home? In sports?***
  - ***How could being present help you show care and compassion for yourself and others?***
- 

**SUMMARIZE FOR STUDENTS:**

- *Being present means focusing on what's happening right here and now.*
- *Being present can help us be our best selves.*
- *We can get better at being present through practice.*

Introduce a balloon race as a second party game. (Alternatively, you could organize an egg-and-spoon race or an old-fashioned hoop-and-stick race—something that requires focus and dexterity.)

Tell students that this game requires them to use their **mindfulness muscle** to be present and focus on what their bodies are feeling and doing.

**TEACHING TIP**

**As students play the game, underscore the concept of *presence* by positively reinforcing times when students are listening with focused attention—when they are practicing staying present.**



Demonstrate by putting the balloon (or a ball) between your legs and asking students what they might need to focus on to keep from dropping the balloon as they run [*Answer: keeping our knees together, feeling where the balloon is, reminding ourselves not to run too fast*].

Divide students into two or more teams to play the relay game. Explain that the balloon must be between their legs any time they are moving forward. If they drop it, they must stop and put it back between their legs before they can run again. Alternatively, you could ask students to return to the starting line when they drop the balloon.

### TEACHING TIP



Use an interactive questioning technique with this activity: Pass the balloon or balloons around to signal which students will answer questions.

Reflect on the relay by asking students questions, such as:

- **What did you have to do to be successful in the game?** [*Answer: Be careful with my body; focus my attention, etc.*]
- **What would have happened if—or what happened when—you stopped paying attention to the balloon that was between your legs?**
- **What if you played this game every day? Would practicing help you get better at it?**
- **How does being present help you be your best self in this game?**

**SUMMARIZE FOR STUDENTS:**

- *Being mentally present means focusing and paying attention to what is happening right here and now.*
- *Being present can help us be our best selves.*
- *We can get better at being present through practice.*

**MINDFUL MOVEMENT / 15 min****Introduction**

Tell students that the party will continue as they practice Mindful Movement! Explain that they will be learning a couple of fun new balancing standing poses and invite them to practice being present and focused as they try them out.

**Easy Pose/Anchors (UNIT 1, LESSON 1)**

Invite students to sit in the middle of their mat with their legs crossed in a comfortable Easy pose.

Guide students to place one hand on their bellies and the other on their hearts—their Anchors.

Invite students to connect with the rhythm of their breath and their heartbeat:

- ***Bring your attention to your breath. Is it fast? Is it slow? Can you feel your belly moving with your breath? There's no need to change the pace of your breath. Simply notice what you are experiencing.***
- ***Now bring your attention to your heart. Can you feel your heart beating? If you listen closely, can you hear it?***

Tell students that the hand on their heart and the hand on their stomach are like Anchors: when they place their hands on these points and focus on their breath, their minds and bodies begin to settle even if they're experiencing uncomfortable thoughts or feelings.

Explore this in greater detail by inviting students to define what an anchor is and how it works (e.g., It keeps ships from sailing away when there are lots of waves. It keeps the ship still, in one place, etc.) Emphasize for students that Anchors provide safety and stability. Then invite them to take a few more

deep breaths with their hands on their Anchors, noticing whether they feel more calm and settled when they do so. Link this to the concept of presence by saying;

- ***When my mind and body are calm and settled, it's easier for me to be present. Is that true for you too?***

Let students know that they will come back to their Anchors throughout the movements to help them stay present.

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

Complete the sequence three to five times.

Say:

- ***When you are at a party, what feeling might you experience? Would you have fun? Let's bring in some fun to our practice of the Fresh Start Sequence today.***

Have students practice maintaining focused attention while they change the speed of the sequence. First have them move through the sequence slowly, as if they were moving through honey, concentrating on the strength and ease in their bodies. Then have students speed it up, breathing and saying the postures as they go. Ask students what the difference was for them between practicing quickly and slowly. *When was it easier to stay focused, to stay in the moment? Which way made it easier to do the poses well?*

> **OPTIONAL:** Repeat Simon Says or Red Light, Green Light with the poses from the sequence. Help students notice how practicing mindfulness can help them learn how to be present and pay attention.

### **Tree**

Before modeling and guiding students through this new pose, tell them:

- ***Remember, pay attention to your body. Notice if your eyes get distracted or if your mind gets distracted. See if you can bring your attention back to the spot you are focusing on and the feeling of balance in your body. Being present can help us show ourselves and others care and compassion in this pose.***

Use the following cues as reference:

1. **Begin in a strong Mountain pose in the middle or back of the mat. Focus your eyes on the front edge of your mat. Keep your eyes fixed on one spot the whole time.**

2. Place your hands on your hips, turning your right foot to face the side with your right heel against your left ankle.
3. Inhale: Imagine sending roots down through your left foot, anchoring you to the ground.

### TREE



4. Exhale: Lift the right foot and press the sole of the foot against your left calf or inner thigh. **NOTE** *Make sure not to press into the knee.*
5. Hold the pose for three to five breaths:
  - Breathing in, imagine growing taller.
  - Breathing out, press your left foot into the ground, keeping that leg active and strong.
  - Breathing in, bring your arms up over your head, and reach your fingers toward the sky like branches.
  - Breathing out, keep your arms up as you lower your shoulders away from your ears.
6. If you start to lose your balance, place your right foot down to stay safe. You can always build your Tree again, starting with the first step.

7. Exhale: Lower hands to the sides and right foot to the floor.
8. Repeat on the left side.



STORK

### Stork new

As you model and guide students into this new pose, demonstrate catching yourself off balance and rebuilding the pose and allow students to notice being your best self by showing care for yourself as you rebuild the pose. Use the following cues as reference:

1. Begin in a strong Mountain pose in the middle or back of the mat. Focus your eyes on the front edge of your mat. Keep your eyes fixed on one spot the whole time.
2. Inhale: Place your hands on your hips and begin to shift your weight into your left foot.
3. Exhale: Imagine sending roots down through your left foot anchoring yourself to the ground.
4. Inhale: Lift your right leg, bend your knee, and place your right hand on the knee.
5. Exhale: Shift your right bent knee out to the right side.
6. Hold the pose for three to five breaths.



7. If you start to lose your balance, place your right foot down to stay safe. You can always build the Stork again, starting with the first step.
8. Exhale: Lower hands to the sides and your right foot to the floor.
9. Repeat on the left side.

[OPTIONAL] **Surfer** (UNIT 2, LESSON 5)

Tell students that the party is headed to the beach and that everyone is going surfing! Guide students through the pose, returning to the theme of being present:

- *Surfers are really good at being present and paying attention. That's how they're able to balance on their surfboards while they ride the waves!*

[OPTIONAL] **Wave A**

Guide students through the pose.

[OPTIONAL] **Wave B**

Guide students through the pose.

## Check-In

Before switching to do Surfer (and possibly Wave A and Wave B) on the other side, have students check in with their Anchors. You could do this in the transition between sides, with both feet facing forward, legs spread apart, before going to the other side. Have students place their hands on their Anchors and then invite them to observe their physical sensations, facial expressions, and breath:

- *Place your hands on your Anchors, and if it feels comfortable for you, gently close your eyes. If that does not feel comfortable, simply look down toward the ground instead.*
- *Now take a moment to check in with your body. What does it feel like after surfing the waves? Do some parts of your body feel comfortable? Do other parts feel uncomfortable? You don't need to do anything to change what you find, simply observe what you are experiencing.*
- *Now bring your attention to your face. What expression do you find there? Do you notice a smile? Are your eyes open wide or are you squinting a little bit? You don't need to do anything to change what you find, simply observe what you are experiencing.*

- *Now bring your attention to your breath. Is it fast? Is it slow? Take several moments to observe your breath. You don't need to change the pace, simply watch as it flows in and out on its own.*
- *Notice whether you feel present at the moment. Did checking in with yourself help you feel more present and focused? How can checking in with yourself help you show your body care and compassion?*

## Closing Sequence (UNIT 1, LESSON 1)

Lead students through the sequence.



### TEACHING TIP



This is an extension of the Body Scan practice introduced in Unit 2. During the Body Scan, students are asked to notice the physical sensations they experience. During the Wiggle and Relax practice, students are invited to bring their attention to their physical experiences and then to practice intentionally relaxing their bodies.

## REST AND REFLECTION / 8 min

Guide students to slowly lie down or find another comfortable position for rest, taking a look around the room and then closing their eyes or resting them on one spot.

### Wiggle and Relax

Explain that while they are preparing for Rest, they're going to practice Calming and Focusing their bodies as well as their minds. Use the following script to help guide students through the practice.

- *Today we're going to do a new practice to help our bodies relax.*
- *If you'd like, you may close your eyes. If you prefer not to close your eyes, simply choose a spot in the room to focus on.*
- *I will lead you through the practice, guiding you to place your attention on various parts of your body. As you bring your attention to each part of your body, wiggle it, and then allow it to relax.*
- *First bring your attention to your toes. Notice what they feel like. Maybe they feel warm. Or perhaps they feel cool. Take a moment to wiggle your toes. Feel them moving against one another. Now pause, and allow them to relax. Notice whether your toes feel different when they are relaxed.*
- *Now bring your attention to your feet. Notice what they feel like. Do they*

*feel like moving? Gently rock your feet from side to side. Notice what it feels like to move them. Now pause and allow them to relax. Notice what it feels like for your feet to be still.*

- *Now bring your attention to your legs. Notice what they feel like as they lie still on the floor. Now begin to wiggle them. Do they like to wiggle? Now pause and allow your legs to relax. Notice whether your legs feel heavy as they sink into the floor.*
- *Now bring your attention to your belly. Notice what your belly feels like. Maybe it feels full and at rest. Maybe it's busy digesting. Or perhaps it's hungry and wanting some food. Place your hands on your belly, and notice how your hands go up and down as you breathe in and out. Take two deep breaths, feeling your hands move with each breath. Now pause, placing your arms back on the floor. Allow your stomach to relax.*
- *Now bring your attention to your hands and arms. Notice what they feel like. Gently begin to wiggle them, noticing what they feel like as they move against the floor. Now pause, allowing your arms and your hands to relax. Notice what it feels like for them to be still.*
- *Now bring your attention to your head. Notice what it feels like. Maybe it feels heavy as it lies on the floor. Or perhaps it's busy thinking lots of thoughts. Simply notice what you're experiencing right now. Gently nod your head "yes." Now slowly shake your head "no." Now pause and relax your head. Notice how your head sinks into the floor when you allow it to relax.*
- *Now bring your attention to your whole body. If any part of your body is still moving, notice it and do your best to make it very, very still.*
- *Now take a moment to simply lie quietly, noticing how relaxed you feel.*

Allow one to two minutes of Rest. Then say:

- *Come up to sitting in Easy pose. If it feels comfortable for you, you may keep your eyes closed.*
- *Gently place your hands on your Anchors.*
- *Silently observe how you are feeling after the Body Scan.*
- *There's no need to change what you observe, simply notice what you are experiencing.*

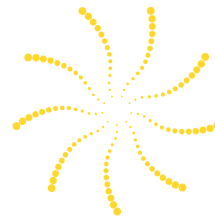
## TAKE-HOME PRACTICE

- *Teach someone at home a game that you played today. Explain to them how being present during the game shows care for themselves and others.*



## ***Lesson 2***

# **YOUR PARTICIPATION IS REQUESTED**



### **Goal Statement**

**Students will learn what it means to participate and how participation helps them be their best selves by showing care and compassion for themselves and others.**

### **Essential Question**

**How can I be my best self?**

### **“I Can” Statement**

**I can participate in a group game.**

## Key Learning Objectives

Students will know...

- Participation means contributing by playing their part.
- Participating is one way they can be their best self.

Students will be able to...

- Practice participating in a group game.
- Describe some ways someone can be their best self.

## Materials

- Invitation that says, “Your presence and participation are requested” (1 that can be projected or hung or individual copies)
- 4Ps poster
- 1–3 balloons as party decoration, if desired
- Other party decorations, if desired
- Parachute or bed sheet for playing parachute games
- Beanbags for parachute games
- Video or photo of a party, such as “Cat Party” by Koo Koo Kanga Roo

## Preparation/Setup

- Load or hang up images of the party invitation.
- Load party video or photos.
- Decorate the room with balloons and/or other party decor.
- Hang the 4Ps poster.
- Have materials readily available for parachute games.

## New Mindful Movements

### Poses

None

### Sequences

None

## Mindful Moments

Calming and Focusing

Anchors

Wiggle and Relax

Rest and Reflection

## New Vocabulary

**Participate/participation**  
**Contribute**

**CALMING AND FOCUSING / 2 mins**

Begin every lesson 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.

**YOUR PARTICIPATION IS REQUESTED / 10 mins**

After Calming and Focusing, briefly review the invitation with the students, focusing on the meaning of presence and participation. Describe some scenarios involving kids their age, such as:

Caleb is playing with his crayons during a math lesson.

- *Is he being present? How can he be his best self by showing care and compassion for himself and others?*

Nikia is really listening to her classmate tell a story about what happened on the playground.

- *Is she being present with her friend? How is she showing care for her classmate?*

Jeremy is at basketball practice. He is sitting in the bleachers. He is listening to every instruction his coach gives and watching his teammates practice.

- *Is Jeremy present? Is he participating?*

Graciela is at her grandmother's birthday party. She is lying under the dinner table daydreaming while her family tells stories of their favorite memories together.

- *Is Graciela being present? Is she participating in the party? How can Graciela be her best self?*

Remind students that **participation** is the second P of being their best selves. Display the 4Ps poster.

Set the stage for today's "party" by showing a video clip or photos of a party that would be appealing to kids. For example, you might show "Cat Party" by Koo Koo Kanga Roo and let students dance/sing along. Help students understand participation by asking questions, such as:

- ***What am I asking of you if I request your participation at my party? How is that different from just being present?*** [Answer: Not just paying attention, but also contributing, playing a part.]
- ***How can someone be physically present but not really participate?***
- ***What does it feel like to be in an activity where other people aren't participating?***
- ***What are some reasons why someone might not participate?*** [Answer: They are nervous or uncomfortable, or maybe they do not think the activity is healthy or safe.]
- ***Are there some activities during which it is okay or best not to participate?*** [Guide students toward understanding that they don't always have to participate in an activity—especially when it could harm themselves or others.]
- ***How can participating help you be your best self?***

#### SUMMARIZE FOR STUDENTS:

- Participation means contributing by playing our part.
- Participating is one way we can be our best selves.

Invite students to be mentally present and participate as the party continues.

## PARTY GAMES / 15 mins

Use the Teacher Game Guide included with this unit to lead students in a few variations of parachute games that work best when everyone participates. At a few points during the games, demonstrate what happens when someone stops participating in the game. Tell the students that you are going to whisper to a few students to stop participating in the game, either by letting go of the parachute or holding their arms still.

After the game, have students reflect on the importance of participation. Link participation in the game to participation in the party. Help students notice that everyone has a role and some games work better when everyone participates. Use questions such as the following to facilitate student understanding of how participation can help them be their best selves:

- ***In our party games today, what made the parachute games most successful and most fun?***
- ***If you participate in a game, will you likely improve at it?***
- ***What are some of the ways you can participate in school? What happens if you don't participate in math class?***

#### TEACHING TIP



Play Pass the Cat or Pass the Party Hat to answer questions. Similar to Hot Potato, play music and students will pass the “cat” (beanbag with a cat picture attached). When the music stops, the person holding the cat will answer or ask the question.



- *How can participating (in school, sports, art, family activities) help you be your best self? How does it help you show care and compassion for yourself and others?* [Answer: It gives you a chance to learn, practice, and grow.]
- *If you don't feel good at basketball and your friends are playing, can you still participate?*
- *Are there times when it's okay not to participate?* [Answer: When you don't feel comfortable, when it's not safe.]

### SUMMARIZE FOR STUDENTS:

- *Participation means contributing by playing our parts.*
- *Participating is one way we can be our best selves.*



## MINDFUL MOVEMENT / 15 mins

### Introduction

Encourage students to bring the same level of participation to their movement that they brought to the previous activities. Tell them:

- *Just like our party invitation says, your presence and participation are requested for Mindful Movement.*

Ask a few students to explain how you will know that they are participating.

### Easy Pose/Anchors (UNIT 1, LESSON 1)

Lead students through this practice.

Remind students:

- *Putting your hands on your Anchors can help keep your mind from wandering away from the present. Anytime you are feeling distracted, thinking about what happened yesterday or earlier today, or what you will do tomorrow, or this weekend, just place one hand on your heart and one hand on your belly and feel the presence of your body, your breath, and your heartbeat.*

Let students know that they will come back to their Anchors throughout the movements. Tell them that using their Anchors to stay present is a great way to be their best selves by showing themselves and others care and compassion.

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

Complete the sequence three to five times, incorporating the following elements:

- In Mountain pose, invite students to find their Anchors and connect with the present moment, especially if their minds have wandered away. Tell them to bring their attention to their breath, and invite them to notice the strength and steadiness of the pose.
- After doing a few rounds of the sequence, ask students to notice the difference between when they first learned this sequence and now. Ask questions such as:

- 
- *Is it easier for your body to complete the sequence now? Is it easier for your mind? Why do you think so?*
  - *Is it easier to stay focused on doing the sequence than it was before?*
  - *Why do you think it has gotten easier?* [Answer: practice]
- 

Refer to the 4Ps poster and emphasize the importance of practice.

Help students understand that their muscles, like their minds, have memory:

- *If we do something over and over again—like playing an instrument, a sport, or the Fresh Start Sequence, the body remembers, and we are able to do it with less mental effort.*

### **Tree** (UNIT 3, LESSON 1)

Guide students through the pose.

### **Stork** (UNIT 3, LESSON 1)

Guide students through the pose, asking:

- *Is it easier for your mind and body to do Tree and Stork this time than it was last time?*

Remind students that paying attention to what they are doing with their bodies and being present helps their bodies and muscles remember faster.

### [OPTIONAL] **Wave A**

Guide students through the pose.

### [OPTIONAL] **Wave B**

Guide students through the pose.

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

Guide students through the sequence.



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

Guide students to slowly lie down or find another comfortable position for rest, taking a look around the room and then closing their eyes or resting them on one spot.

### **Wiggle and Relax** (UNIT 3, LESSON 1)

Use the cues from the previous lesson to lead students through the Wiggle and Relax version of a Body Scan. Then remind students:

- *Even Rest is a skill that can get easier the more we practice. We'll repeat the Wiggle and Relax strategy today to help our bodies rest.*

Allow one to two minutes of Rest after the Body Scan. Then say:

- *Come up to sit in Easy pose. If it feels comfortable for you, you may keep your eyes closed.*
- *Gently place your hands on your Anchors.*
- *Silently observe how you are feeling after the Body Scan.*
- *There's no need to change what you observe, simply notice what you are experiencing.*

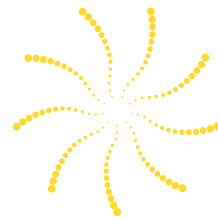
### **TAKE-HOME PRACTICE**

- *Identify two activities you can practice participating more in at home and at school.*



## ***Lesson 3***

# **A PAUSE IN THE PARTY**



### **Goal Statement**

**Students will practice being present and participating by listening to a story and discussing its events. They will understand what it means to pause and why pausing helps them show care and compassion to themselves and others.**

### **Essential Question**

**How can I be my best self when I am feeling strong emotions?**

### **“I Can” Statement**

**I can demonstrate how to take a pause and explain how it helps me to be my best self.**

## Key Learning Objectives

Students will know...

- They can be their best selves even when they experience uncomfortable thoughts and feelings.
- Pausing can help them to be calm and show care for their minds and bodies.
- It gets easier to take a pause the more they practice.
- Taking a pause can help them be their best self when they experience uncomfortable thoughts and feelings.

Students will be able to...

- Practice taking a pause.

## Materials

- Invitation that says, “A pause is requested at the party” (1 that can be projected or hung or individual copies)
- 4Ps poster
- 1–3 balloons as party decoration, if desired
- The book *Scaredy Squirrel Has a Birthday Party* by Mélanie Watt

## Preparation/Setup

- Load or hang up images of the party invitation.
- Decorate the room with balloons and/or other party decor.
- Hang the 4Ps poster.
- Set out the book *Scaredy Squirrel Has a Birthday Party* by Mélanie Watt.

## New Mindful Movements

### Poses

Victory  
Lever

### Sequences

None

## Mindful Moments

Calming and Focusing  
Check-In  
Breath Awareness  
Even-In, Even-Out Breath  
Rest and Reflection

## New Vocabulary

Pause  
Afraid  
Worried  
Nervous  
Excited

## CALMING AND FOCUSING / 2 mins

Begin every lesson 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.

## PRESS PAUSE / 5 mins

After the Focusing activity, ask students what they notice about today's invitation and what is meant by the word pause. Ask students if anyone has been to a party recently and how they might feel if they were asked to take a pause during a party.

Then play a version of Freeze Dance. Invite them to stand up in place and do a "party" dance until you say, "Pause." (Model moderate to vigorous movement.)

Then ask students to pretend to be doing other things they would like to do at a party, such as swinging at a piñata, eating party cake, talking, jumping in a bouncy house, and to press pause when you tell them to. Ask students if it was possible to press pause even though their bodies and minds still felt like dancing, talking, etc.

Show students the poster of the 4Ps, and point out how pausing helps them be their best selves.

Emphasize that it can be challenging to pause, especially when you are excited.

## INTERACTIVE READ ALOUD / 20 mins

Set up the story *Scaredy Squirrel Has a Birthday Party* by asking students to predict what the book is about based on some of the illustrations. Let students know that you will be reading a story and asking them some questions. Ask students how they will practice staying present and participating during this activity. During the read-aloud, verbally notice when students are being present (focused) and participating (answering questions).

Decide ahead of time on places in the book when you will pause the reading to observe the different emotions Squirrel is feeling and how he is expressing those emotions. Invite students to reflect on how pausing might help Squirrel manage the various emotions he is experiencing. Ask questions such as:

### TEACHING TIP



**Add novelty to this activity by pretending to have a remote control in your hand and pressing the pause button when you want students to take a pause. Better yet, use a real remote control!**

- 
- *How is Squirrel feeling with all of those guests at the party? What feelings can you identify? Are they comfortable or uncomfortable?*
  - *Can Squirrel be his best self when he is experiencing uncomfortable thoughts and feelings?*
  - *In what ways does pressing pause help Squirrel calm and settle his mind and body? How do his feelings about the party and the guests change after he takes a pause?*
  - *How can taking a pause help us be our best selves?*
- 

### TEACHING TIP



Ask the questions during the read aloud. Write the questions you want to ask on sticky notes placed strategically throughout the book to make sure you cover important objectives.

### SUMMARIZE FOR STUDENTS:

- *Being our best selves means acting in ways that show care for ourselves and others.*
- *We can be our best selves even when we experience uncomfortable thoughts and feelings.*
- *Pausing can help us calm and settle our minds and bodies.*
- *Taking a pause is one way we can show care for ourselves and others when we experience uncomfortable thoughts and feelings.*
- *Remember the 4th P (practice) and that it can be challenging to pause, but it will grow easier with practice.*



## MINDFUL MOVEMENT / 15 mins

### Introduction

Ask students whether they feel fully present in body and mind or if they notice any distractions. Explain that just like Scaredy Squirrel decided he should practice breathing to help “calm down,” today they will learn a breathing practice they can use when they need to take a pause.

### Mountain/Sunrise/Check-in (UNIT 2, LESSON 1)

Guide students in the sequence, flowing between Mountain and Sunrise three to five times. Encourage them to notice the feeling of their breath and to connect their movement with their inhalations and exhalations. As students move between Mountain and Sunrise, invite them to notice whether paying attention to their breath helps them stay present.



Once you have completed the sequence several times, pause in Mountain pose. Invite students to place their hands on their Anchors and take several deep breaths. Ask students to notice what they feel like after this short breathing practice.

Point out that their Anchors are with them wherever they go, and that they can return to this practice any time they want to pause.

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

Guide students through the sequence.

### **Tree** (UNIT 3, LESSON 1)

Guide students through the pose.

### **Run for the Trees!**

In this activity, students will pretend to be afraid, worried, nervous, or excited (like Scaredy Squirrel in the story) and then practice taking a pause in a tree.

This activity can be completed without leaving the mat or made more active by allowing more movement around the room.

Explain to students that they will be given a scenario and they should respond by showing the emotion they might experience and then “running for a tree” to take a pause. Tell students that when you give a signal, they should freeze and take a pause in Tree pose.

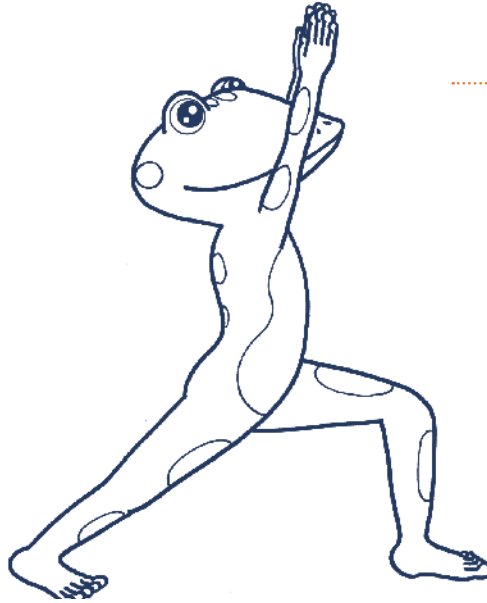
Ask students to hold this pause in Tree pose for a few moments. Encourage them to be present in the pose and guide them to notice how pausing in Tree pose feels, both physically and mentally.

Tell students:

- ***Scaredy Squirrel hears that Big Foot is coming to his party. (He is afraid!)***
- ***Scaredy sees ants walking near his cookies. (He is worried!)***
- ***Buddy starts a conversation, and Scaredy is not sure what to say. (He is nervous!)***
- ***The puppies get their invitation to next year’s party. (They are excited!)***

Remind students:

- Pausing can help calm and settle their minds and bodies.
- Taking a pause is one way they can show care for themselves when they experience uncomfortable thoughts and feelings.



### Victory new

Demonstrate and guide students into the pose using the following cues as reference. Once you enter the pose, invite students to pause and notice their breath moving in and of their bodies. Ask students to notice what it feels like to focus on their breath and whether it helps them stay present.

1. Begin in Standing Starfish pose.
2. Notice if your feet are so wide apart that it is uncomfortable to stand and keep upright—then you know to bring your feet in a bit. Notice if your feet are too close. Are you able to move them out without losing your ability to press firmly down into the ground evenly through both your feet?
3. Holding your hands on your hips, turn the hips to face right, simultaneously turning the right foot toward the right and the left foot about 45 degrees to the right. (An alternative entry into the pose is to face the short edge of the mat and take a big step back with the left foot.)
4. Inhale: Straighten your arms up alongside your ears with fingers stretched.
5. Exhale: Press down through both feet and bend your front knee. Make sure your knee stays aligned with your ankle and doesn't go over the front toes.
6. Hold the pose for three to five breaths.
  - Breathing in, imagine the expansion of your breath lengthening your torso as you reach up.
  - Breathing out, find your balance in your legs, pressing deeply into the ground with the back foot.
7. Inhale: Unbend your front knee to slightly lift up from the pose.

#### TEACHING TIP



Jumping back to Mountain and starting over will allow you to have the class facing the front of the room for both sides.

8. Exhale: Turn to face the left, repeating the pose on the left side or jump back to Mountain before starting on the other side.



LEVER

### Lever new

Choose one of the two Setup Methods and the cues that follow to demonstrate the pose, name the pose, and guide students into pose. If this is the first time practicing Lever, use Setup Method 2. If time allows, invite the class to try both Setup Methods.

Model falling out of the pose, taking a pause, and then rebuilding it. Ask students how you were able to be your best self by showing yourself care and compassion when practicing this pose. Invite them to do the same on the opposite side.

#### Setup Method 1 (MORE CHALLENGING)

1. Begin in Victory pose, facing the front of the classroom. Notice which foot is your front foot.
2. Inhale: Straighten your arms up alongside your ears, with fingers stretched.

**NOTE** Remind students about their center of gravity as they move to the next position.

3. Exhale: Bend into the front knee and press into the earth; keeping your front knee soft, begin to lengthen through your hands; with a long spine begin tilting forward onto your steady, strong front leg.
4. Inhale: Feel the toes of the back foot begin to lift and leave the ground and experiment with slowly lifting the leg up, while stretching forward through the hands and extending back through the leg and foot.

#### Setup Method 2 (MORE ACCESSIBLE)

1. Begin in Mountain pose. Shift your weight to center over your right leg.

**TEACHING TIP**

Encourage students to experiment with movement and balance in Lever pose (with attention to safety, resetting as much as necessary) allowing them to imagine their bodies like a seesaw moving up and down over a fulcrum point. Use this as an opportunity to practice periodically taking a pause in the pose in one place that feels safe and balanced, breathing and settling.

2. **Inhale:** Lift your arms overhead alongside your ears, reaching up with your palms facing toward each other.
3. **Exhale:** Imagine that the heel of the left foot to the crown of the head is one long lever that stays in a straight line.
4. **Inhale:** Begin to hinge forward slightly at your right hip.
5. **Extend** your left leg back, lifting your foot from the floor.
6. **Exhale:** Continue to hinge forward, lifting your left leg in order to keep a long line from the crown of your head to your heel. Only hinge forward as much as is comfortable and safe—make sure you don't lose your long straight line!

### *Next Steps* (EITHER SETUP METHOD)

1. Imagine your body is like a lever/seesaw. There is one long line from your fingertips to the foot of your lifted leg. When your leg lifts, the upper body shifts forward the same amount. Everyone's seesaw might be in a different place, and that's okay. Some might have the leg low and the arms and spine high, and some might have the leg, spine, and arms parallel with the floor.
2. Hold the pose for three to five breaths.
  - Breathing in, lengthen your spine, sending your arms forward and heel back.
  - Breathing out, press down into the mat through your supporting foot, feeling how strong your supporting leg is.
3. Go as far as you feel comfortable; remember that touching down and going back into the pose is not failing but is part of the practice.
4. Return to Mountain or Victory pose.
5. Repeat on the opposite side.

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

Lead students through the sequence.



## REST AND REFLECTION / 8 mins

### Breath Awareness

Before lying down, have students sit in Easy pose. Let the students know that they will be doing some mindful breathing to practice being present with their bodies and breath:

- *Let your eyes gently close or rest on a spot on the floor in front of you.*
- *Silently, notice your inhalation. Count with the breath to see how long your inhalation is. Now do the same with an exhalation. Are they the same or different?*

Give students a few breaths to explore and investigate their breath. You might have them share what they notice about the count of the in-breath and out-breath.

### Even-In, Even-Out Breath

Tell students:

- *With the next few breaths, we'll practice Even In, Even Out Breath. This is a way we can actively participate in our breathing. As you breathe in, count to three. Then as you breathe out, count to three.*

Demonstrate using hand signals or a Hoberman sphere, modeling for students how to make the inhalation and exhalation last three counts each rather than breathing in and holding the breath for three counts. Tell students:

- *When your mind forgets to count and starts to think about something else, you can use your mindfulness muscle to bring your attention back to your breath and back to counting.*

Have students continue silently for about three more breaths. Model for students how to count on their fingers to keep track. Explain that students can continue with the same three counts you used, or they can use their own count based on what they observed when they investigated their own breath.

Guide students to slowly lie down or find another comfortable position for rest, taking a look around the room and then closing their eyes or resting them on one spot.

Ask students to silently reflect:

- *Do you think Scaredy Squirrel could have used this breathing practice at his party? When? How would you explain to a friend how to take a pause?*

Allow for one to two minutes of Rest.

If time allows, ask students to share their reflections after Rest time.

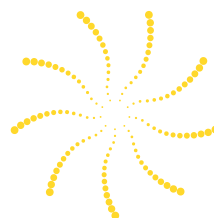
## TAKE-HOME PRACTICE

- *Teach someone in your family one way to "press pause."*



## ***Lesson 4***

# **A PAUSE FOR THE PYRAMID**



### **Goal Statement**

**Students will explore how making healthier drink choices is one way they can show their bodies care and compassion.**

### **Essential Question**

**How can I show my body and care and compassion by what I choose to drink?**

### **“I Can” Statement**

**I can explain why water is a healthier choice than juice or soda.**

## Key Learning Objectives

Students will know...

- Choosing drinks with less sugar content is one way they can show their bodies care and compassion.
- Taking care of their bodies helps them to feel like their best self.
- Taking a pause can help them manage behaviors and decisions.

Students will be able to...

- Compare beverages (water, milk, juice, and soda) by their sugar content.

## Materials

- Invitation that says, “A pause is requested at the party” (1 projected or hung or individual ones)
- 1–3 balloons as party decoration, if desired
- A copy of *Scaredy Squirrel Has a Birthday Party* by Mélanie Watt
- Image of a drink pyramid to project
- Graphic organizers for Pressing Pause with Sugar
- Pictures of milk (include a non-dairy milk example), water, juice, and soda to project, with images of nutrition labels
- [Optional] One or more bottles or cartons of each drink choice: milk, juice, water, and soda, with nutrition labels

## Preparation/Setup

- Load or hang up images of the party invitation.
- Decorate the room with balloons and/or other party decor.
- Set out the book *Scaredy Squirrel Has a Birthday Party* by Mélanie Watt.
- Load or hang up the image of a beverage pyramid.
- Load images of milk (include a non-dairy milk example), water, juice, and soda, with their nutrition labels.
- Print graphic organizers for each student or each student group.
- Set out the bottles or cartons of drinks and an 8 oz. cup or glass.

## New Mindful Movements

### Poses

None

### Sequences

None

## Mindful Moments

Calming and Focusing  
Check-In  
Even-In, Even-Out Breath  
Wiggle and Relax  
Rest and Reflection

## New Vocabulary

Drink/beverage  
Sugar  
Vitamins  
Nutrients  
Nutrition label  
Healthy choices



**CALMING AND FOCUSING** / 2 mins

Begin every lesson 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.

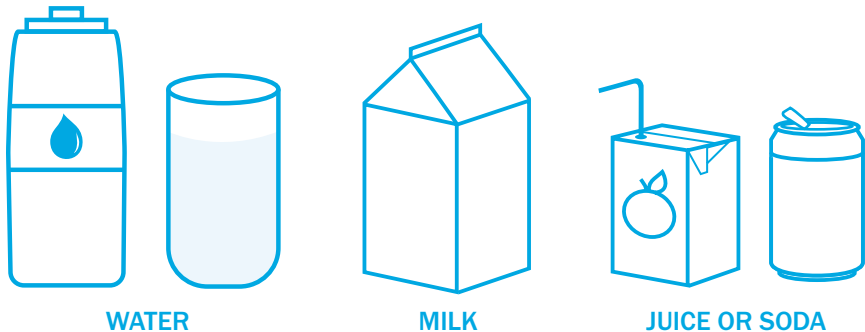
**PAUSE FOR A HEALTHIER CHOICE** / 13 mins

As students enter the room, show or project one of the pages from the book *Scaredy Squirrel has a Birthday Party* that shows the cake and his guests. Explain that they will be taking a pause in the party to pretend it is time for snacks and drinks, just like at Scaredy Squirrel's party. Explain that, just like the guests at Scaredy Squirrel's party, they will have decisions to make about what to drink.

Display images and/or examples of the four choices of juice, soda, water, and milk. Ask students to choose what they would have to drink at a party.

**TEACHING TIP**

Have a party-themed “refreshments table” with examples, models, or pictures of these items from which students can choose.



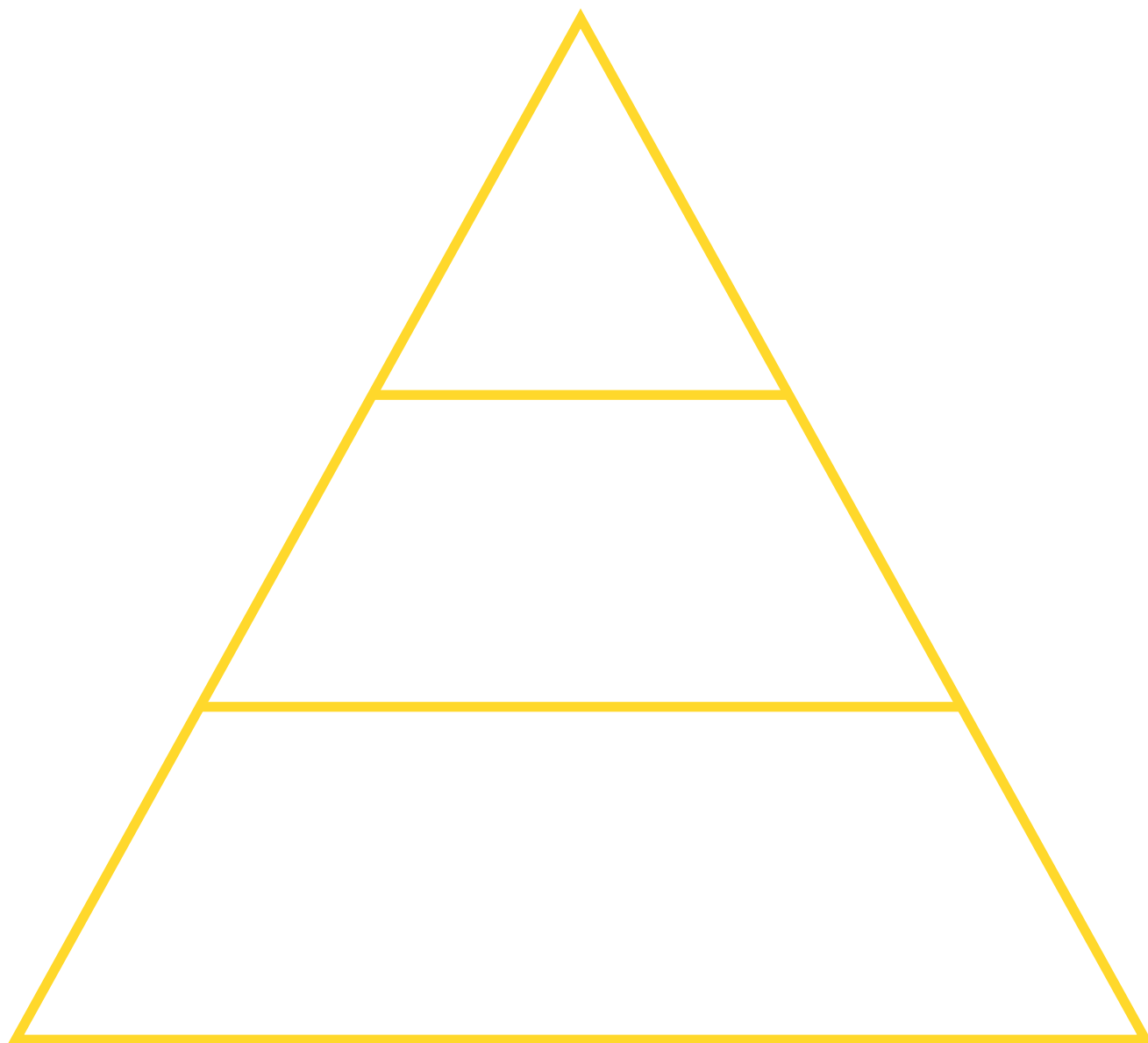
WATER

MILK

JUICE OR SODA

After students have chosen their drinks, lead them in an activity to sort all of the drinks into a graphic organizer according to how much sugar they contain. This can be done in pairs, small groups, or as a large group discussion. Using images or examples of drinks that include nutrition labels, encourage students to find the sugar content and use that information in placing drinks on their graphic organizer.

## ***Our Drink Pyramid***



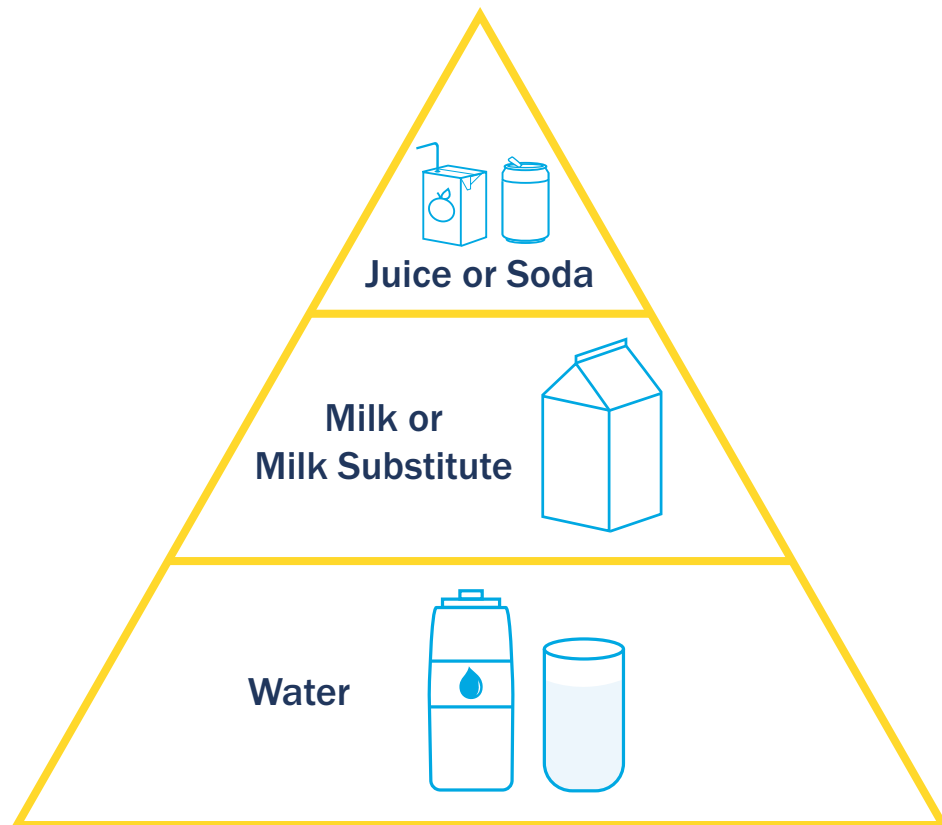
Using images or examples of drinks that include nutrition labels, encourage students to find the sugar content and use that information in placing drinks on their graphic organizer.

Ask students to think critically about the drink choices:

- 
- ***Are any of the drinks bad?*** [Answer: No]
  - ***Which of these drinks gives your body vitamins and nutrients that you can find in foods?*** [Answer: juice and milk]
  - ***Which of these does your body need the most everyday?*** [Answer: Water]
  - ***If you drink too much sugar what happens?*** [Answer: You might get full on sugar and not eat/drink foods/beverages with the vitamins and nutrients your body actually needs; sugar can damage your teeth]
- 

Then lead students to construct a drink pyramid to help them make healthier drink choices where the base of the pyramid represents what they need most frequently and the top represents what they would choose the least frequently. (The base should be water, then moving upward milk would be next, then real fruit juice, then other sugary drinks like soda at the top).

### ***Our Drink Pyramid\****



\*<https://kyoralhealthcoalition.org/oral-health-a-key-piece-of-health-literacy-month/>

After the class has constructed a drink pyramid, ask questions such as the following to continue the discussion:

- **Which drink would help you take care of your body when it is feeling thirsty?**
- **Which drink would you choose only on special occasions?**
- **Does this tell us how much of a drink we should have at one time?**  
[Answer: No]

**SUMMARIZE FOR STUDENTS:**

- *Beverages with less sugar are healthier choices than beverages with more sugar.*
- *Choosing healthy drinks (like water) is one way we can show our bodies care and compassion.*
- *Taking a pause can help us manage our behaviors and decisions.*

Show students the poster of the 4Ps and revisit the connection between pausing and being one's best self.



**MINDFUL MOVEMENT / 15 mins**

**Introduction**

Tell students:

- ***We've learned that pressing pause can help us be our best selves by showing care and compassion for ourselves and others. Pressing pause can also help us make healthy choices about our behaviors, including about what to eat or drink. Today during Mindful Movement, we'll practice a few ways to take a pause.***

**Mountain/Check-In (UNIT 1, LESSON 1)**

Lead students into Mountain pose, and then suggest that the class practice *pressing pause*.

Ask students to move, wiggle, jump, and/or run in place, until you say the word “pause.” When you say “pause,” students should freeze in Mountain pose, place their hands on their Anchors, and take three calming breaths, just like they do at the beginning of class. Repeat this several times, and then during the final pause, ask them to silently check in with themselves and notice how they feel.

**Mountain/Sunrise** (UNIT 2, LESSON 1)

Lead students through this mini-sequence three times.

After the first round, ask students:

- *When you press pause, do you have to be still?*

Help students conclude that they can pause even while they’re moving. Tell them that they’ll practice that today by pairing the Even-In, Even-Out breath with the movement between Mountain and Sunrise.

**Even-In, Even-Out Breath** (UNIT 3, LESSON 3)

Invite students to try it out by breathing in for a count of three while lifting their arms to Sunrise, and breathing out for a count of three while lowering their arms to Mountain.

Ask them to notice whether they experience an inner “pause” even while they’re moving. Assure them that it’s okay if they don’t notice a pause and to simply keep noticing whatever they experience.

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

Lead students through the Fresh Start Sequence twice. Cue students to pause several times during the second round of the sequence. Invite them to notice what it feels like to pause mid-sequence.

[OPTIONAL] **Tree** (UNIT 3, LESSON 1)

Lead students through the pose.

**Victory** (UNIT 3, LESSON 3)

Lead students into the pose, inviting them to notice the quality of their breathing as they balance in the pose. Consider asking questions, such as:

TEACHING TIP



Consider using a remote control to provide novelty. Have students hold their pose to build strength while managing their bodies in the frozen position.

- 
- *How are you breathing while you balance?*
  - *Do you think your breath has any effect on your balance?*
  - *What kind of breath do you think can help us balance?*
- 

Try out students' suggestions as a class.

### **Lever** (UNIT 3, LESSON 3)

Lead students into the pose, again inviting them to notice the quality of their breathing. Also invite them to pause and practice the type of breathing that was suggested during the previous pose. Invite students to notice whether focusing on their breath in this way helped them balance in the pose.

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

Lead students through the sequence.



### **REST AND REFLECTION** / 5 mins

Guide students to find a position that feels safe and comfortable for Rest.

### **Wiggle and Relax** (UNIT 3, LESSON 1)

Lead students through the Wiggle and Relax practice from Lesson 1. Then tell students:

- *Now take a moment to simply lie still, noticing how you feel.*

Allow one to two minutes of Rest. Then say:

- *Slowly begin to wiggle your fingers. And now gently wiggle your toes. Take a deep breath in, and let it out. When you feel ready, slowly sit up.*

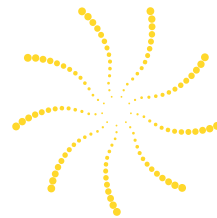
### **TAKE-HOME PRACTICE**

- *To practice taking a pause before making drink choices, take a minute to think about the drink pyramid. Does your drink choice fit with what the drink pyramid suggests?*



## ***Lesson 5***

# **YOUR PAUSE IS REQUESTED**



### **Goal Statement**

**Students will understand that practicing taking a pause helps them notice and manage their thoughts and behaviors when they experience strong emotions.**

### **Essential Question**

**How can I be my best self when I am feeling strong emotions?**

### **“I Can” Statement**

**I can practice several ways of taking a pause when I need to.**

## Key Learning Objectives

Students will know...

- Taking a pause helps them notice their thoughts and feelings.

Students will be able to...

- Practice taking a pause.

## Materials

- Whiteboard or display screen
- Invitation that says, “A pause is requested at the party” (1 projected or hung or individual ones)
- 1–3 balloons as party decoration, if desired
- Teacher Game Guide
- [Optional] Hoberman sphere

## Preparation/Setup

- Load or hang up images of the party invitation.
- Decorate the room with balloons and/or other party decor.
- Mark off boundaries for tag-game, if desired.
- Review the Teacher Game Guide.
- [Optional] Set out the Hoberman sphere.

## New Vocabulary

**Strong emotion**

**In charge**

**Behavior/actions**

**Best Self Strategy**

## New Mindful Movements

### Poses

Pointing Dog  
Boat

### Sequences

Superhero Sequence

## Mindful Moments

Calming and Focusing  
Letting-Go Breath  
Check-In  
Rest and Reflection



**CALMING AND FOCUSING** / 2 mins

Begin every lesson 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.

**PRESS PAUSE PARTY GAMES** / 20 mins**Introduction**

After the Focusing activity, direct students' attention to the invitation requesting a pause in the party and review what it means to press pause. (Consider showing the image of Scaredy Squirrel taking a pause to engage students and aid the discussion.) Then explain that students will get a chance to practice different ways of taking a pause while playing Press Pause party games. Tell them that they will play a version of Freeze Tag and Red Light, Green Light with a few modifications (see instructions in this lesson and modifications in the Teacher Game Guide included with this unit).

**TEACHING TIP**

See modified Freeze Tag activities concerning space limitations at the end of this lesson.

**Press Pause Tag (Freeze Tag)**

Set up the tag game by explaining to students that there will be two students who are taggers and they must tag as many students as possible within a minute. When tagging a student, the taggers must yell, "Press pause!" When tagged, students must pause all body movement for the rest of the round. They are not out as long as they pause their body movements, but if they move at all, they must sit down where they moved. Stress to the students that they are to manage their bodies by keeping them from moving at all, no matter what position they were in when they were tagged. (If desired, have the class first show what it looks like for their bodies to be completely paused, and then what it looks like when they are not managing their bodies on pause.) Play a few rounds, having students take turns being the taggers.

**Red Light, Green Light: On the Mat**

Play the following version of Red Light, Green Light, integrating strategies to press pause during times when students are frozen. Be sure to include instructions on Letting-Go Breath near the end of the game (as described in the Practice Guide).

On the mats, when "green light" is called, students will move using moderately vigorous movements such as jumping in place, Fresh Start

Sequence, or running in place. Ask students to notice what happens to their breath and heart rate as they move. When “red light” is called, students should freeze in place on the mat. During the “red light” sections, tell students they are “pressing pause” on their activity. Lead them in taking a few deep belly breaths as in the Calming or Even-In, Even-Out breath, with hands on their Anchors.

You can also add in “yellow light” for students to move in slow motion. Another variant is to have students move (green light) when the teacher or caller is looking at them and stop (red light) when the teacher or caller’s back is turned.

**> OPTIONAL:** If time allows, first play the traditional version of Red Light, Green Light before the On the Mat version: Have students line up across the back of the room and move toward the person who is “it” every time “green light” is called and freeze in place when “red light” is called. There is no elimination. Students move back to the starting line if they are caught moving during a “red light.”

### **Letting-Go Breath**

After a few rounds of the game, tell students you are going to take a longer pause together and introduce Letting-Go Breath. Lead students in taking several deep belly breaths, taking longer exhalations than inhalations. For example, inhale for a count of three, and exhale for a count of five. Hand movements or a Hoberman sphere can be used to help guide the breath. (See Letting-Go Breath in the Practice Guide).

### **CHILL / 10 mins**

Lead students in the following discussion to help them understand that pressing pause can be a helpful way to be their best self when they are experiencing strong emotions. Remind students of the volcanic eruption activity from Unit 2. In that game, a trigger happened, and then an emotion “erupted.” Then explain that when they feel a strong emotion coming up, pressing pause can help them decide how to respond in that moment. Ask students questions such as the following to explore how pressing pause could help them be their best selves when they feel like they might erupt with uncomfortable thoughts or feelings:

- 
- ***Which characters in our story showed compassion? How?***
  - ***Was it ever hard to pause in the games? Which body parts were the hardest to control when you had to pause?***
  - ***If you are experiencing uncomfortable feelings, why might it be important to pause your body?***
  - ***How can pausing help you be in charge of your body and your actions?***

— *How could being in charge of your body and your actions help you be your best self?*

**SUMMARIZE FOR STUDENTS:**

- *Part of being our best selves is acting in ways that show care for ourselves and others.*
- *We can be our best selves even when we experience uncomfortable thoughts and feelings.*
- *Pausing can help us be in charge of our bodies and actions.*
- *Being in charge of our bodies and actions can help us be our best selves.*

Then ask students:

- *When we take a pause, what strategies can you use to be your best self when you are experiencing uncomfortable feelings?*

Have students explore several ways of taking a pause (e.g., breath awareness, stretching, counting, taking a time-out, getting a drink of water). Make a list with students, and title it: Best Self Strategies.

Lead students in exploring how they can press pause and apply their Best Self Strategies when they are experiencing uncomfortable emotions. Have students imagine a scenario where a child their age (give the imaginary child a name) is experiencing very strong emotions. Go through a few hypothetical emotional situations, as time allows (e.g., excitement, anger, sadness, disappointment).

Invite students to show this strong emotion on their faces. Then ask them to imagine what the emotion would feel like in their bodies. Remind them that these physical signals can help them be aware of what feelings they are experiencing.

Lead them in taking three Letting-Go Breaths, bringing more and more calm to their faces with each exhalation.

Invite them to notice what it feels like to pause in this way.

Remind students:

- *You can be your best self even when you experience uncomfortable thoughts and feelings.*
- *Pausing to practice a Best Self Strategy can help you be in charge of your body and your actions.*

**NOTE** *Keep the Best Self Strategies list on display at least for the rest of this unit. This will be most useful when you use/reinforce it as a teaching tool*

**TEACHING TIP**



**This activity and discussion can be integrated here or at some point during the Mindful Movement practice. Introduce the practice here and build on it in Lesson 6.**

**TEACHING TIP**



**If your classroom has a Pause Place mat from the K-1 curriculum, consider making the connection here and continuing to use that mat as a space for students to press pause.**

during any moments in future classes where students experience a strong emotional reaction.



## MINDFUL MOVEMENT / 20 mins

### Introduction

Ask students:

- *How can we use our bodies to remind us to pause? In our movements we are always connecting our breath to the movement in our bodies, but today, let's see if we can pay particular attention to the tiny pauses between each breath. We will be learning two new poses and a new sequence in our Mindful Movement practice!*

### Mountain/Check-In (UNIT 1, LESSON 1)

Guide students into Mountain pose and a Check-In practice to see how their bodies are feeling in the present moment:

- *Tune in; bring your attention to your breath. Try to notice the pause between your breaths. After you breathe out, notice the tiny pause before you breathe in. Do you usually notice this pause? Is this pause long or short?*

### Mountain/Sunrise (UNIT 2, LESSON 1)

While guiding students through this sequence, point out the tiny pause between inhalations and exhalations. Lead students in noticing this pause, exploring it by changing the pace of the movement so that it varies between a continuous up-and-down movement (and in-and-out breath) and a movement with a noticeably longer pause at the top and bottom (between the inhalations and exhalations). During the pauses, ask students what they notice (feelings, sensations in the body, sounds, thoughts, etc.).

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

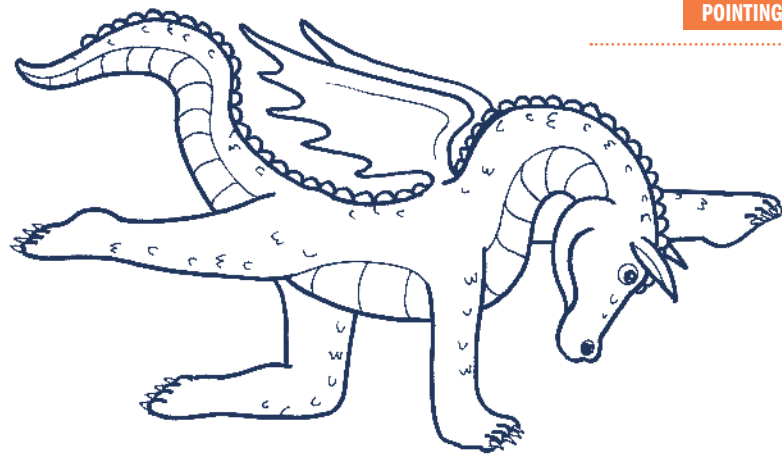
Lead students through the sequence one time, focusing on alignment. Then repeat at a quicker pace, one breath per movement.

- *Practice noticing the pause between breaths.*
- *Take a few moments to pause in different places in the sequence.*
- *Finish the sequence kneeling on the mat.*

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

During the Cat/Cow sequence, invite students to practice observing a pause in their breath and movement between each inhalation and exhalation:

- *Breathing in: Find your way into Cow. When your lungs are full and you are fully in Cow pose, notice the tiny pause before you start to breathe out and move into Cat.*
- *Breathing out: When your lungs are empty and you are fully in Cat pose, notice the tiny pause before you start to breathe in and move to Cow.*
- *Noticing the pause takes patience and practice.*



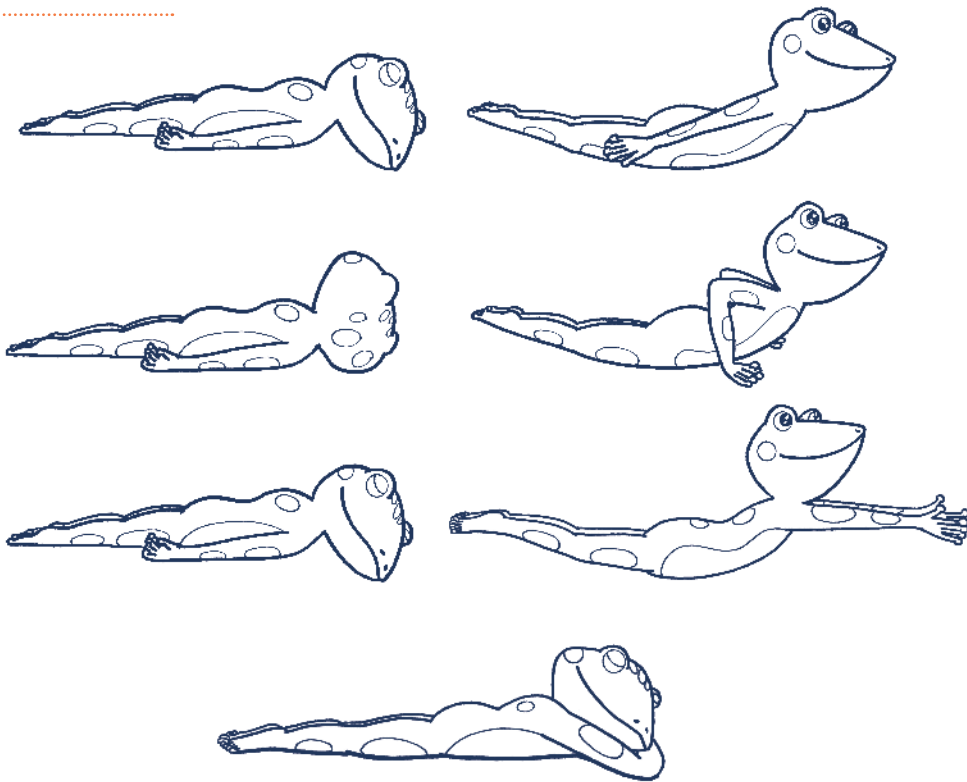
### Pointing Dog new

Explain to students that Pointing Dog is a balancing pose done on the ground and encourage students to focus on finding steady, even breath to guide the movement. Model and guide students into the pose using the following cues as reference:

1. **Begin in Hands and Knees pose, with your shoulders stacked above your palms and your hips stacked above your knees. Keep your spine long and neutral and your head looking down.**
2. **Inhale: Lift your left arm and then your right leg, stretching them out from the body, level with your spine. Pause here.**
3. **Exhale: Lower your arm and your leg slowly and return to neutral on your Hands and Knees.**

4. **Inhale:** Lift your right arm and your left leg, stretching them out from your body, level with your spine.
5. **Exhale:** Lower your arm and leg slowly and return to neutral on your Hands and Knees.
6. Repeat for three to five breaths, alternating sides with each inhalation.
  - Breathing in, imagine a long line extending from the heel of the raised foot to the fingertips of the raised arm.
  - Breathing out, engage the belly to support the spine.
  - Breathing in, feel all the muscles working to keep the body balanced.
  - Breathing out, find stability around your center of gravity before lifting and balancing again.
7. For an added balance challenge, hold the pose for several breaths on each side instead of alternating sides with each inhalation.

#### SUPERHERO SEQUENCE



#### Superhero Sequence new

Model and guide students through Superhero Sequence including Superhero A, B, and/or C as you choose. You may choose to demonstrate all Superhero

poses in this lesson or to focus on one and add other options into the sequence in future lessons. As you demonstrate, name the poses (Superhero A, B, and C).

While the students are resting their heads to one side between the poses, remind them to recognize this time as a moment of pause. Ask them:

- 
- *What is this pause good for?*
  - *Why is it important?*
  - *How can it help us show our bodies care and compassion?*
- 

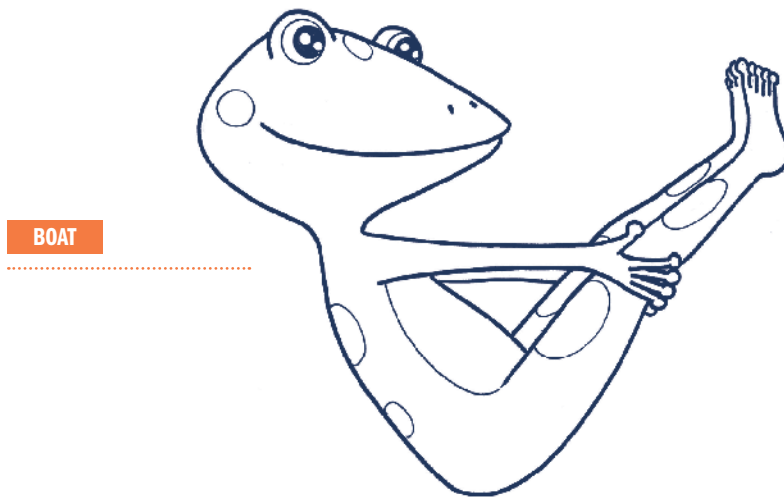
Use the following cues as reference:

- 1.** Begin by lying on your belly, with legs together, and your arms long by the sides of your body.
- 2.** Inhale (Superhero A): Lift your legs, chest, and head. Keep your legs together and your toes reaching for the wall behind you. Count three to five breaths:
  - Breathing in, lengthen your back, arms, and legs.
  - Breathing out, lift your belly button up toward your spine to support your back, sending your shoulders back away from your ears.
- 3.** Exhale: Release down. Rest your head to one side.
- 4.** Inhale (Superhero B): Place your palms flat on the mat beside your rib cage, with your elbows pointing back. Lift your legs, chest, and head.
- 5.** Exhale: Release down. Rest head on one side.
- 6.** Inhale (Superhero C): Reach your arms forward alongside your ears. Lift your legs, chest, and head.
- 7.** Exhale: Release your arms down to the mat and rest your head on your arms or rest it to one side.

### Boat

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

- 1.** Begin by sitting tall with the crown of your head lifted, your knees bent, and your feet flat on the mat in front of you. Wiggle on the mat and feel your two sit bones pressing into the mat.
- 2.** Inhale: With your hands at the side of the knees, lift your heart.



3. **Exhale:** Engage your tummy muscles by pulling your belly button closer to your spine. Begin lifting one foot off the floor and then the other, pointing your toes toward the floor. Balance your Boat pose on your sit bones.
4. **Inhale:** Extend your arms, pressing through your fingertips, with your palms facing the knees.
5. **Hold the pose for three to five breaths:**
  - Breathing in, lengthen your spine, lifting your head and heart.
  - Breathing out, engage your belly muscles to support your spine.
  - Breathing in, lift and lengthen your legs.
  - Breathing out, relax your shoulders down away from your ears.

**NOTE** As students feel balanced and strong, guide them to raise their shins so that they are parallel with the earth keeping their spines and heads straight. Bring attention to their presence in this posture. If it feels too difficult, cue them to bring their toes down toward the mat.

6. **Exhale:** Release the pose, transitioning back to seated.

**NOTE** If students would like a challenge, suggest starting to straighten the legs while keeping the heart lifted and arms extended forward.

## Closing Sequence (UNIT 1, LESSON 1)

Guide students through Closing Sequence, holding each pose for three breaths. Encourage students to let each pose in the closing sequence be an opportunity to slow down until they finally pause in Rest.



**REST AND REFLECTION / 3 mins**

Guide students to slowly lie down or find another comfortable position for rest, taking a look around the room and then closing their eyes or resting them on one spot.

Remind students that during Rest, they don't have to do or think about anything.

Tell students that their minds will probably wander or become distracted, and that is okay. When they notice this happening, they can gently press pause on their thinking and bring their attention back to their breath.

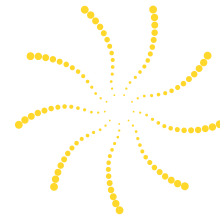
**TAKE-HOME PRACTICE**

- *Practice pausing by taking a walk outdoors. Make up a game, such as deciding that every time you see a bird you will take a pause and be present.*



## ***Lesson 6***

# **DRAWING STRONG EMOTIONS**



### **Goal Statement**

**Students will understand that sometimes it is challenging to be one's best self. They will explore how understanding their own and others' triggers can help them show care to those around them.**

### **Essential Question**

**How can I be my best self?**

### **“I Can” Statement**

**I can identify times when it might be challenging for me to be my best self.**

## Key Learning Objectives

Students will know...

- Different people can respond differently to the same trigger.
- Being aware of their own and others' triggers can help them know when to take a pause to practice a Best Self Strategy.

Students will be able to...

- Identify their own and others' emotional triggers.

## Materials

- Whiteboard or display screen
- Invitation that says, "A pause is requested at the party" (1 projected or hung or individual ones)
- 1 sheet of paper per student with 3 panels for drawing (drawing paper folded into thirds or printed copies of a three-panel comic template)
- Pencils, crayons, colored pencils
- Example of three-panel drawing
- List from Lesson 5 of Best Self Strategies
- Signs labeled with examples of strong emotions

## Preparation/Setup

- Load or hang up images of the party invitation.
- Decorate the room with balloons and/or other party decor.
- Set out paper and pencils, crayons, and/or colored pencils.
- Create an example of a 3-panel drawing.
- Hang signs labeled with strong emotions around the room.

## New Mindful Movements

### Poses

None

### Sequences

None

## Mindful Moments

Calming and Focusing

Letting-Go Breath

Lion's Breath

Tension Release

Rest and Reflection

## New Vocabulary

Challenging situation

## CALMING AND FOCUSING / 2 mins

Begin every lesson 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.

## A CHALLENGING MOMENT / 10 mins

After the Focusing activity, point out the invitation that requests a pause at the party. Tell students that they will pause in today's party to create a three-panel drawing (show them an example).

Show the 4Ps poster and review how pausing can help them be their best selves.

Pass out the paper for the three-panel drawing activity (have students fold regular paper into thirds if necessary).

Tell students that sometimes they might feel an emotion more strongly than others. Ask them:

- 
- ***Can you think of a challenging situation where it might be difficult to be your best self?***
  - ***Maybe something that would trigger a strong emotion, like anger? Excitement? Worry? Sadness?***
- 

Tell students to think about and picture in their minds an event, problem, situation, or action that can trigger a strong emotion. Brainstorm situations as a class and create a list that students can see and reference for this activity. Then provide materials for students to use to illustrate one of these challenging moments (triggers) within the first panel of their paper. Allow them to add words in thought or speech bubbles or to describe the scene in writing if they would like to.

## PANEL DISCUSSION / 15 mins

Point out signs labeled with strong emotions hanging around the room. Ask students to think about what a kid their age might feel if they were in the challenging situation they drew. Have students take their papers with them and gather under the sign that they feel matches the trigger in their picture. When they get there, they should write down the feeling word for the

### TEACHING TIP



If needed, clarify for students that a strong emotion is a feeling that is so strong that it can feel like the only thing their minds can focus on. Tell them that when they feel a strong emotion, they can get caught up in the emotion and it might be hard to be their best self. They may do or say something inappropriate or hurtful to ourselves or others. Help them understand that excitement can also be a strong emotion that they may need to manage, just like anger, sadness, fear, etc.

### TEACHING TIP



Add novelty to the activity by providing extra-large or colored paper or by providing pens to draw with instead of pencils or crayons.

## TEACHING TIP



Instead of asking individual students how they would feel in a situation, refer to a hypothetical child their age and give the imaginary student a name. Or, if students have been exposed to the K-1 curriculum, refer to the characters Michael or Maria. Refer to this hypothetical student during the discussion to promote emotional safety. For example, if [imaginary student] was in the situation you drew, what would [imaginary student] feel?

character on the crease (or line) between the first and second panels. Give students the option of sharing their drawings with the people in their group.

Ask students questions such as the following and invite them to respond with a thumbs-up sign to answer yes or a thumbs-down sign to answer no:

- ***Did you see a drawing in your group of a situation that would make it hard to be your best self? Did you agree with what that character might be feeling?***
- ***Did anyone see a situation that you thought would NOT be a big challenge for you? In that case, do you think you would be able to help your friend take a pause when they were experiencing an uncomfortable emotion?***
- ***Does everyone feel the same way in each situation?***

Remind students that in Unit 2 they learned:

- *Feelings often arise in response to experiences, or triggers.*
- *Different people can respond differently to the same trigger.*

## SUMMARIZE FOR STUDENTS:

- *Being aware of our own and others' triggers can help us know when to take a pause to practice a Best Self Strategy.*

Have students write their names on the backs of their papers and collect them to use in the next session.



## MINDFUL MOVEMENT / 15 mins

## Breathing Through Strong Emotions

Tell students:

- ***In our last practice we spent time noticing the space between our breaths—we deliberately paid attention to the natural pause between breaths. In our movement today, we will focus on how we can use our bodies to help us respond to uncomfortable emotions.***

As you introduce new ways of breathing and them to your list of Best Self Strategies.

## Feeling Strong Emotions/Letting-Go Breath

(UNIT 3, LESSON 5)

Briefly repeat the activity from Lesson 5 in which students imagine scenarios in which a child their age (give the imaginary child a name) is experiencing very strong emotions (e.g., excitement, anger, sadness/disappointment). Have students show this strong emotion on their faces. Tell them to imagine what it would feel like physically, in their bodies. Go through a few scenarios with different emotions. Remind them that these physical feelings are signals that help us be aware of our emotional feelings. Then lead them in taking a few Letting-Go Breaths, bringing more and more calm to the face with each exhalation. Remind them that pausing can help them choose how they want to respond to situations.

### TEACHING TIP



Display the visual guide for Letting-Go Breath.

## Lion's Breath

Tell students that they will learn a new breathing practice called Lion's Breath, which they can use when they notice a strong feeling, like anger or worry, taking over. Tell them it's a fun breathing technique that gives them a chance to be silly together. Guide students through the practice using the following cues as reference:

1. Begin by sitting on your heels with your hands on your knees.
2. Inhale: Lift your head and chest and roll your shoulders back. Tense the muscles in your face.
3. Exhale forcefully through your mouth. As you do this, lean forward and stretch the whole face, opening your mouth as wide as you can and sticking out your tongue. Imagine opening your mouth to roar like a lion, but letting the breath be your only sound.
4. > OPTIONAL: Add hand movements: On the inhalation, squeeze your fists up by your shoulders; on the exhalation, stretch your arms forward, opening your palms and fingers wide.

Explain to students that Lion's Breath is a great way to let go of anger or worry. Students can imagine gathering up all the tension in their bodies and minds and releasing it with their powerful Lion's Breath.

Give students imagery to accompany their practice of Lion's Breath:

- *While you inhale, imagine you are bringing all the good stuff in your life closer to you. While you send out your powerful exhalation, imagine you are sending all the anger and worry out of your body with the power of a lion's roar.*

Have students repeat this practice several times. To encourage them to let go and not be self-conscious, tell them to let their movement and breath be loose, exaggerated, and funny. Explain that if it looks and feels silly, they are doing it right.

Tell students that not only is Lion's Breath a great release for strong emotions, but the laughter that follows it is an important stress-buster.

Guide students to check in with how they are feeling in their bodies and minds after practicing Lion's Breath. Have them share their reflections.

Acknowledge that students may not always be able to do Lion's Breath, because they may not be alone or around people who understand what they are doing. Ask students to name some breathing exercises that they can do anytime anywhere (e.g., Calming, Even-In, Even-Out, or Letting-Go Breaths).

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

Guide students through the sequence, telling them:

- *Exercise is also a great way to relieve stress, anger, and tension to help us be our best selves. Sometimes we might take a pause and decide what we really need is to move our bodies more.*

### **Pointing Dog** (UNIT 3, LESSON 5)

Guide students through the pose.

### **Superhero Sequence** (UNIT 3, LESSON 5)

Guide students through the sequence.

### **Boat** (UNIT 3, LESSON 5)

Guide students through the pose.

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

Guide students through the sequence.



## REST AND REFLECTION / 8 mins

Ask students to slowly lie down to take a pause in Rest pose.

### Tension Release

This Tension Release activity helps students build body-awareness and skills for managing strong emotions through relaxation.

Remind students that one of the important skills to learn for dealing with strong emotions is relaxation. Explain that relaxation is a skill, and they will learn a new tool for relaxation that they can use when they feel stress in their bodies.

In this exercise, you will direct students' attention in a scan of the body like you would in the Mini-Body Scan. For this exercise, however, you will be instructing students to bring tension to their muscle groups and then relax them completely, using the breath as a guide.

- *Place your attention on your feet. Notice the soles of your feet, your toes, your heels, and the tops of the feet. Notice where your feet are touching the mat.*
- *Now take a deep breath in, and as you do so, squeeze all the muscles in your feet. Point your foot, curl your toes, squeeze!*
- *And now breathe out, and as you do, let all of that tension go. Relax your feet. Notice how your feet feel after you allow them to relax.*
- *Place your attention on your legs. Notice your calves, knees, and thighs; notice the weight of your legs on the mat.*
- *Take a deep breath in, and as you do so, lift your legs off the mat just a little bit and squeeze all the muscles in your legs. Allow your legs to hover over the mat for a moment.*
- *And now breathe out and let all of that tension go. Relax your legs. Notice how your legs feel after you release all that tension.*
- *Place your attention on your stomach. Notice how it moves up and down with your breath.*
- *Take a deep breath in and squeeze all the muscles in your stomach. Pull in your belly button and squeeze!*
- *Breathe out, and let all of that tension go. Relax all the muscles around your stomach. Notice how your stomach feels now.*
- *Now place your attention on your arms and shoulders. Notice your fingers, your hands, your elbows, and your shoulders; notice the weight of your arms on the mat.*



- *Take a deep breath in, and squeeze all the muscles in your arms. Squeeze your hands into fists and pull your shoulders up toward your ears!*
- *Breathe out and let all of that tension go. Relax your arms, loosen your hands and fingers, and sink your shoulders down to the floor. Notice how your arms and shoulders feel after you allow them to relax.*
- *Now place your attention on your face and head. Notice your mouth, your eyes, and your forehead; notice the weight of your head on the mat.*
- *Breathe in and squeeze all the muscles in your face. Squeeze your eyes shut, clench your jaw tight, and scrunch up your eyebrows!*
- *Breathe out and let all of that tension go. Relax your face. Open your mouth just a little bit so that there's some space between your teeth. Notice the difference in how your face and head feel.*
- *And now place your attention on your whole body. Notice the weight of your entire body on the mat.*
- *Breathe in, and as you do so, squeeze all the muscles in your body. Squeeze your feet, legs, belly, arms, shoulders, and face! You can even lift your head and arms and legs off the mat. Feel all that tension!*
- *Now take a deep breath out and let all of the tension go. Relax your whole body. Notice how your body feels after you allow it to relax.*
- *And now take several breaths in and out, allowing yourself to rest. Notice what your body feels like after this practice.*

After a few silent breaths in Rest pose, guide students to turn to one side and then find their way back to seated.

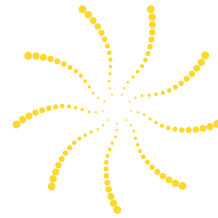
### **TAKE-HOME PRACTICE**

- *Find someone you know who could use a laugh! Teach them Lion's Breath and talk about a time when you could use it to release a strong emotion.*



## ***Lesson 7***

# **PARTY FAVOR**



### **Goal Statement**

**Students will understand that they can still be their best selves even when they are feeling strong emotions.**

### **Essential Question**

**How can I be my best self?**

### **“I Can” Statement**

**I can identify a strategy to practice when it is difficult for me to be my best self.**

## Key Learning Objectives

Students will know...

- Taking a pause can help them choose to be their best selves even when they feel strong emotions.

Students will be able to...

- Identify and illustrate one strategy to respond to strong emotions.

## Materials

- Whiteboard or display screen
- 4Ps poster
- Note that says “Thanks for coming,” “Thanks for your presence,” or “Thanks for your participation in our party” (1 projected or hung or individual ones)
- 1–3 balloons as party decoration, if desired
- Student panel drawings from Lesson 6
- [Optional] \*The book *When I’m Feeling Angry* by Trace Moroney (for differentiation activity)
- Crayons and/or colored pencils
- [Optional] Video showing children using breathing techniques to calm and settle their minds/emotions, such as “Just Breathe,” a short film written by Julie Bayer Salzman & Josh Salzman (Wavecrest Films)

## Preparation/Setup

- Load or hang up images of the thank-you note.
- Hang or project the 4Ps poster.
- Organize students’ panel drawings for quick distribution.
- Set out crayons and/or colored pencils.
- Decorate the room with balloons and/or other party decor.
- [Optional] Load the “Just Breathe” video.
- [Optional] Set out the book *When I’m Feeling Angry* by Trace Moroney.

## New Mindful Movements

### Poses

None

### Sequences

None

## Mindful Moments

Calming and Focusing  
Anchors  
Calming Breath  
Even-in, Even-Out Breath  
Letting Go Breath  
Lion’s Breath  
[Optional] Cooling Breath  
Tension Release  
Rest and Reflection

## New Vocabulary

None

## CALMING AND FOCUSING / 2 mins

Begin every lesson 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.

## \*PICTURING THE PAUSE / 25 mins

Distribute students' panel drawings from the last lesson. Ask students to imagine a chain of events that could happen if someone their age encountered the challenging situation in their drawing. Ask for a few volunteers to share, and then lead a brief discussion using the following questions, to emphasize that sometimes people do not act like their best selves when they feel strong emotions:

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- ***When a person is in a situation that makes them very angry, do they always act like their best self?***
  - ***What about when they are really excited?***
  - ***What happens when we forget to be our best selves?*** [Answer: We might hurt ourselves or others or do something we don't mean to do, etc.]
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> **OPTIONAL:** If time allows play the "Just Breathe" video.

Ask students to look at the challenging situation as a trigger for strong emotions. Then ask them to close their eyes, if that is comfortable, to visualize (see in their minds) what it would be like to pause in that moment. Ask which Best Self Strategy they could use when that situation occurs to help them respond to that strong emotion.

Ask them to write or draw the Best Self Strategy in the middle panel of their paper so it follows the challenging situation they drew earlier (the trigger).

After students have written their Best Self Strategies, tell them they will complete the third panel of their drawings after they answer the following questions:

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- ***If you were able to pause and get calm, how do you think you might respond to the situation on your panel?***
  - ***When you are in a challenging situation and feel strong emotions, do you think it will be easy to pause?***
  - ***How will it get easier to pause and use a Best Self Strategy in challenging situations?*** [Answer: Practice]

- **Could pausing help you be your best self? How do you think you might act in this situation after you take a pause?**

Allow students to discuss their responses and then have them draw something in the third panel to represent how the story might continue after pausing.

If time allows, invite students to gather in small groups and share how taking a pause and using a Best Self Strategy would help them respond to strong feelings.

### ★ DIFFERENTIATION

Read the book *When I'm Feeling Angry*. Help students focus on the importance of taking a pause to manage the way they behave when they get angry by asking questions, such as:

- Was it wrong for the character in this story to feel angry?
- What does it mean to lose your temper? How is that different from feeling angry?
- How did the character in the story behave when he became angry/lost his temper?
- Have you ever lost your temper? How did you behave?
- What strategies did the character use to be his best self when he was feeling angry? Have you ever used any of these?
- When you feel angry, how can you still be your best self?

### SUMMARIZE FOR STUDENTS:

- Part of being our best selves means acting in ways that show care for ourselves and others.
- We can be our best selves even when we experience uncomfortable thoughts and feelings.
- Taking a pause can help us choose to be our best selves even when we feel strong emotions.
- We will get stronger at pausing and using our Best Self Strategies through practice.



### MINDFUL MOVEMENT / 15 mins

#### Introduction

Tell students:

- During our movement practice today we will review the new poses in this unit and the Best Self Strategies we learned to use when we need to take a pause. Remember that our breathing practices and movements can be a good way to take a pause and find a moment of calm.

### Around the World: Fresh Start Sequence (UNIT 1, LESSON 3)

If possible, arrange students in a large circle for this activity. It will also work in rows.

Lead students through the sequence once, focusing on alignment.

Now ask students to take turns leading each pose one at a time, going around the circle or up and down the rows. Do this until you have completed three to five full sequences.

## Posture Review

Staying arranged in a large circle, lead students in reviewing the balance poses they have learned during this Unit.

Ask for volunteers willing to lead the class into a pose they learned in this unit. New postures to review: Tree, Stork, Victory, Lever, Pointing Dog, and Boat.

> **OPTIONAL:** See if they remember and want to lead poses from Unit 2.

Reiterate that these movements will get easier and stronger with practice.

## Breathing Practices (Review)

**NOTE** This review can be integrated with the Posture Review.

Allow students to come down to sit in Easy pose. To bring the focus to the body in the present moment, review Anchors.

Ask students for volunteers who would like to lead a breathing practice (Calming, Even-In, Even-Out, Letting-Go, or Lion's Breath). Assist student volunteers in reviewing and explaining each technique. Have the class go through one to three rounds of each technique.

Ask them to give an example of when they could use each technique.

Reiterate that these strategies will get easier and stronger with practice.



### (OPTIONAL) Cooling Breath

Introduce Cooling Breath as a breath that can help them cool down when they are feeling strong emotions. Tell students you are going to show them two different ways to do Cooling Breath and invite them to find the one they like best.

Model and lead students to try both methods using the following cues as reference:

- **Method 1:** Roll your tongue (curl the right and left sides toward the center to make a roll or taco shape) and stick the tip of the tongue out of pursed lips, making a tube for your breath.
  - **Method 2:** Purse your lips gently and make the shape of the letter O with them. Keep your tongue against the back of your bottom teeth, so that the air can go over your tongue.
1. Inhale slowly.
  2. Gently exhale through your mouth.
  3. Notice the sound of your breath.
  4. Repeat five times.

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

Lead students through the sequence.



### REST AND REFLECTION / 8 mins

Ask students to slowly lie down to take a pause in Rest pose.

### Tension Release (UNIT 3, LESSON 6)

Lead students through the Tension Release practice.

**> OPTIONAL:** To conclude the unit, pass out party favors and thank your “guests” for coming.

### TAKE-HOME PRACTICE

- *Decide on a few strategies that will help you take a pause and be your best self. Talk to someone at home about how they can help you take a pause when you need it.*

## Lesson Extensions

### See/Hear

#### Lessons 1/Any lesson

Tell students they are going to play two games that will require them to stay present and focused on what they see or what they hear:

- For visual attention, have the students form a circle and bring out two stuffed animals, soft balls, or bean bags that can be thrown and caught. Start with one object by tossing it across the circle to a student, who quickly (but carefully) tosses it to another student, etc. For the game to require visual attention, the object needs to move quickly. (If desired, form two smaller groups in which students can have more turns.) Give guidelines about careful and safe throws. If using a ball, you may consider having students sit and roll the ball instead of throwing if needed. Once students are successful with one object, add in the second one.
- For the auditory attention game, give students instructions to clap (or give some other signal) every time they hear a particular target in a list of words. Challenge students with different tasks. For example:
  - Give the target “cat” and read the list: dog, mouse, cow, rat, cat, pig, cat, horse, catfish, giraffe, elephant, cat
  - Give the target “words that start with ‘p’” and then read the list: big, book, parade, bank, bop, party, pool, board, bounce, gap, deep, pig, whisper, puddle
  - Explain that the target is words with two syllables, and read the list: atlas, brave, earth, planet, float, famous, seal, search, steady, calm, connect, telescope, wonder, wise
  - Explain that the target is verbs, and read the list: instrument, cliff, arrive, dozen, bounce, leader, exactly, shiver, career, cheer, neighbor, skill, move

### Simon’s Balloon

#### Lessons 1/Any lesson

Combine the Simon Says game with the balloon relay by having students follow the commands of Simon without dropping the balloon from between their knees. Review with students the need to not only pay careful attention to what is being said, but also to focus on what their bodies—their knees in particular—are doing.

### Which “P”

#### Lesson 2 or 7

Make three stations in the room, one each designated for “Present,” “Participating,” or “Neither.” (Briefly review with students what “present” and “participating” mean before beginning, or use this activity as a time for students to develop a better understanding through context and discussion.) Have students line up across the room and point out each of the stations. Tell them you will read a scenario that describes someone who is present, participating, or neither and the students should go to the station that they think best describes the person in the scenario. Discuss the answer before presenting the next scenario. Example scenarios:

- Sam is really excited for dance lessons and can’t wait to get started.
- Joe is thinking hard about what the coach is saying.
- Mary solved all of the math problems, but only chose the easiest ones.
- Dante smells and licks each piece of chocolate before he eats it slowly.
- Samantha doesn’t like cake, so she doesn’t sing “Happy Birthday.”
- Marcus knows he can’t win, so he doesn’t bother to try.
- A boy is so absorbed in his book that he doesn’t hear the bell ring.

Discuss each scenario after students choose a station to continue to clarify the concepts and as an informal assessment of their understanding.



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## Pure Water

### Lesson 4

Set out several store-bought bottles of what looks like pure water but that have added ingredients and compare the ingredients and sugar content of these. Help students realize that bottled water is often more than just water and that they should read the labels to find out what else may be included.

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## Drink Servings

### Lesson 4

Hold up or set out a container of juice large enough to serve many people and an 8-ounce (or so) drinking glass. Ask students to guess but not say aloud how many servings there are in the container (i.e., how many students in the class the container would serve if they each drank the suggested serving size).

Have students indicate in some way each number of servings they think the container holds (e.g., line up across a starting point and run a short lap for each serving). If desired, set out a picture of a corresponding piece of fruit and identify how many servings that piece of fruit represents. After most students have given an answer or finished running, stop the activity, debrief, and tell them they can use the label on the juice container to find the actual answer.

Project an image of a juice label that resembles the one on the container (or ensure that all students can see the label on the container) and show students where to find the number of servings on the container. Pose questions such as:

- *If I pour half of the container into my glass, will the container serve [X] number of people?*
- *How many will the container serve if I pour a third of it into my glass?*
- *In how many parts do we have to divide the amount in the container?*

### SUMMARIZE FOR STUDENTS:

- We can find the serving size for drinks on the nutrition label.
- Serving sizes can help us determine how much of a beverage to drink.

**TEACHING TIP:** To help students understand the appropriate serving size, bring in a few different sizes of clear glasses. Ask students to show you how full they would make the glass if they were serving themselves some juice, water, or milk. Demonstrate what a serving size of juice or milk looks like in these different glasses (i.e., that a smaller glass will look full, while a larger glass will look only partially filled).

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## Anh's Anger

### Lessons 5–6

Read the book *Anh's Anger* by Gail Silver to help kids understand what it means to sit with anger.

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## Compassion Board

### Continued from previous unit

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.

## Teacher Game Guide

### Red Light, Green Light

Start the game by modeling the role of the traffic conductor.

The student who is assigned to be the traffic conductor or traffic light stands at the front of the room. All others line up on the opposite side of the room behind a starting line. The traffic conductor gives three cues whenever they choose to direct traffic in the room:

- **Green Light:** The traffic conductor turns around to face away from the group and says “green light.” This signals all of the players to move freely forward toward the finish line.
- **[Optional] Yellow Light:** The traffic conductor remains facing away. This is an optional cue that can be used to warn the players that a red light is coming soon. It does not have to be included.
- **Red Light:** The traffic conductor says “red light” and turns quickly to face the group. Any player who is still moving has to return to the starting line.

The first student to reach the finish line is the winner.

### Simon Says

Assign one person to be Simon. Tell all the other students that they are players. For the first round, you may want to be Simon to demonstrate how the game works.

In this game, Simon tells the other students what to do, but students should only follow the cues that are preceded by the words “Simon says.” For example, if Simon says, “Simon says touch your nose,” all of the students should touch their noses. But if Simon says, “Touch your nose,” students should not touch their noses. If students follow prompts that do not start with “Simon says,” they are out until the next round.

**TEACHING TIP:** Consider speeding up your commands before including a prompt that does not include “Simon says” at the beginning.

### Parachute Games

There are many games that can be played with a parachute. You can also use a large sheet or table cloth if a parachute is not available. A few are described here and many more can be found online! Before you introduce the games, review some rules for using the parachute. For example:

- *We will hold on firmly to the parachute*
- *We will keep our feet on the floor.*
- *We will listen and pay attention to instructions*
- *We will do our best to keep everyone safe.*

**TEACHING TIP:** Ask students to put the parachute under their toes. Practice each skill with an invisible parachute before using the real parachute.

#### Game 1: Waves

- Invite students to wiggle the parachute up and down at different speeds on your cue.
- Cue them to notice the size of the waves when they move fast or slow.

#### Game 2: Seated Waves

- Repeat the waves activity from a seated, kneeling, or crouched position.
- Cue students to move between levels all together.

#### Game 3: Cloud

- Guide students to move together on your cue raising their arms all the way up and then all the way down
- Repeat to practice moving in sync with one another.

#### Game 4: Switch Spots

- Assign students a color according to what color they are touching on the parachute. Use numbers as an alternative (e.g., count off by 4s).
- Name one of the color groups while arms are up in the cloud motion. Every student from that group runs across to switch spots with another

student from that group before you call for students to move their arms down.

### **Game 5: Tent**

- Once students are successful with the cloud game, challenge them to create a tent.
- Instead of just moving their arms down, on your cue they will move their bodies to a seated position, pulling the parachute down behind them and sitting on the edge so that they are all inside the “tent.”

### **Game 6: Air Conditioner**

- Call out a color.
- All students touching that color should crawl to the middle of the parachute and lie down.
- All other students wave the parachute to cool off the students in the middle.



## **Press Pause Alternatives**

### **In the Gym**

- Two students are “it.”
- The “it” students tag as many students as possible within a minute.
- When tagging a student, those who are “it” must yell, “Press pause!”
- When tagged, students must pause all body movement for the rest of the round. They are not out as long as they pause their body movements, but if they move at all, they must sit down where they moved.

### **In the Classroom**

- Two students are robot mechanics.
- All other students are robots with power packs (bean bags) on their heads.

- Robots should walk around the room and freeze if a bean bag falls off their head. They must remain frozen until the mechanic comes to “fix” them.
- Mechanics only fix robots that are completely still or frozen.
- Play different rounds where robots move in more challenging ways that are harder to freeze.

