

Unit 4



SOCIAL AWARENESS

PART 1: EMPATHY AND PERSPECTIVE TAKING

Prior Knowledge

Students should have a general awareness that people have thoughts, feelings, and needs, and that friends and family members sometimes disagree with one another.

Overview

Learners practice cultivating curiosity about their own and others' points of view through sensory activities, movement, interviews and role-play. They learn that understanding their own point of view as well as differing points of view can help them build empathy and understanding and act compassionately. They practice gratitude and appreciation for others. Students also explore how seeing things from a variety of perspectives can help them identify how to compromise.

Enduring Understandings

Students will understand:

- Others may have different points of view.
- Curiosity can help them understand other people's points of view or perspectives.
- They can understand other people's points of view even if they don't agree with them.
- Understanding someone's point of view can help them show compassion.
- Understanding someone's point of view can help them compromise.

Essential Questions

- What is a point of view?
- What does it mean to see the world from another's point of view?
- How can I understand someone else's point of view?
- Why is it important to see another's point of view?

Lesson Summaries and Materials*

Lesson 1 pages 199–206

Lesson 1—Do You See What I See?: Students discover what it means to have different points of view. They explore their own point of view and how it is both similar to and different from those of their peers.

- The book *Duck, Rabbit* by Amy Krouse Rosenthal
- Paint splatter images or ink blots
- Tangram puzzle template or tangram tile sets (There are many tangram templates for classrooms available in books or in open access resources online. They can be copied and cut out to prep for this lesson.)

Lesson 2 pages 207–218

Lesson 2—Funny Perspectives: Students learn that others may have thoughts or feelings different than their own.

- 1 copy of the Unfinished Business sheet per student
- Drawing and writing materials

Lesson 3 pages 219–229

Lesson 3—Pieces of the Puzzle: Students listen to others' perspectives in order to make predictions and solve a problem.

- Pretzels (or other food item)
- Paper bags (1 per group plus 2 extra)
- [Optional] Blindfolds

Lesson 4 pages 230–235

Lesson 4—What's Your Point of View?: Students learn that understanding other people's perspectives or points of view can help them show care and compassion to themselves and others.

- Parachute (or a bed sheet to use as a parachute)
- The book *Purple Little Bird* by Greg Foley
- Copies of a Venn diagram for every 2 students
- Pencil for each student
- List of point of view questions for student partner work (e.g., questions about preferences, aspirations, or opinions that reflect their individual perspectives)

Lesson 5 pages 236–242

Lesson 5—Stand in Someone Else's Shoes: Students practice expressing empathy for others by inferring what they are thinking and feeling based on their facial expressions and body language.

- Photographs for the activity Step into Someone Else's Shoes

Lesson 6 pages 243–250

Lesson 6—Conflicting Perspectives: Students practice exploring people's differing points of view to generate compromises.

- Copies of scenario cards

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

Differentiation*

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

Performance Assessment

Students will be able to:

- Identify their own point of view (Lesson 1).
- Compare and contrast their point of view with other students' points of view (Lesson 1).
- Explain another person's point of view even if they don't agree with it (Lesson 2).
- Consider multiple points of view to solve a problem (Lesson 3).
- Identify ways they agree and disagree with classmates (Lesson 4).
- Conclude that understanding other people's points of view can help them show care and compassion for themselves and others (Lesson 4).
- Conclude that understanding another's point of view helps them have empathy for someone else (Lesson 5).
- Express empathy for others by inferring what they are thinking and feeling based on their facial expressions and body language (Lesson 5).
- Identify how people with different points of view could compromise (Lesson 6).

New Mindful Movements

Poses

Seated Twist
Swaying Palm
Trident
Elbow-to-Knee
Glider
Glider Twist
Pick It Up
Side Plank

Sequences

Twist Sequence
All Sides of the Story Sequence

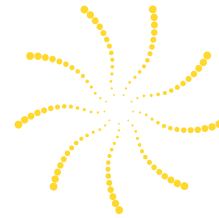
Mindful Moments

Calming and Focusing
Check-In
Gratitude and Appreciation Practice
Mini-Body Scan
Mindful Eating
Kind Mind (for Self)
Kind Mind (for Others)
Rest and Reflection



Lesson 1

DO YOU SEE WHAT I SEE?



Goal Statement

Students will understand what it means to have different points of view. They will explore their own point of view and how it is both similar to and different from those of their peers.

Essential Question

What is a point of view?

“I Can” Statement

I can describe my point of view.

Key Learning Objectives

Students will know...

- Two people may have different thoughts and feelings about the same topic or situation.
- Point of view refers to the way people see and understand things.
- Friends may have both similar and different points of view.
- Different points of view are not necessarily right or wrong.

Students will be able to...

- Identify their own point of view.
- Compare and contrast their point of view with other students' points of view.

Materials

- The book *Duck, Rabbit* by Amy Krouse Rosenthal
- Paint splatter images or ink blots
- Tangram puzzle template or tangram tile sets (There are many tangram templates for children available in books or in open access resources online. They can be copied and cut out to prep for this lesson.)

Preparation/Setup

- Prepare several paint splatter or inkblot images and have them ready to reveal to students during the book discussion.
- Prepare enough tangram sets for each student in the class. Organize sets into containers or bags prior to the activity.
- Set out the book *Duck, Rabbit* by Amy Krouse Rosenthal.

New Mindful Movements

Poses

Seated Twist

Sequences

None

Mindful Moments

Calming and Focusing

Check-In

Senses Check-In

Rest and Reflection

New Vocabulary

Point of view

Perspective

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.



MINDFUL MOVEMENT / 10 mins

Tell students:

- *Today we're going to start with movement and use our bodies to help us understand what a point of view is. The word perspective and the phrase point of view both refer to the way we see the world. If you want to understand someone else's perspective or point of view, you have to try to see, feel, and understand their side of the story. You might have to look at things from a different point of view. Let's start our movement practice from a different point of view today—in Child's pose.*

TEACHING TIP



Consider arranging mats in a circle to add a new perspective to the Mindful Movement practice for this unit.

Child's Pose/Check-in (UNIT 1, LESSON 1)

Guide students into Child's pose. Point out that this is a new and different way of starting their movement practice and remind them that Child's pose gives them a chance to tune out distractions, turn inward, and take a quiet pause.

Invite students to check in with themselves, silently noticing how their bodies feel in this pose and whether they're experiencing any feelings at the moment.

Remind students that they do not need to do anything about what they observe; they can simply notice what they are experiencing.

Cat/Cow (UNIT 1, LESSON 1)

Guide students through this sequence.

Dog (UNIT 1, LESSON 1)

Guide students into Dog pose and have them take a few breaths while holding the pose, pedaling the legs if desired.

Sunset (UNIT 1, LESSON 1)

Guide students to transition to Sunset pose by walking the hands toward the feet or the feet toward the hands. Hanging over like a rag doll.

Invite students to slowly shake their heads no, turning from side to side to get a new point of view, and then nod their heads yes.

Tell students:

- *Moving our necks in Sunset, we can take different points of view to start and notice the world around us.*

Mountain (UNIT 1, LESSON 1)

Guide students into Mountain pose.

Fresh Start Sequence/Points of View (UNIT 1, LESSON 3)

Guide students through the sequence.

Then have two to three students come to the front of the class and take turns leading the sequence. Ask them to use their own words and point out anything they feel is important in the poses. Let them lead the sequence one to two times each.

Help students notice that even though their peers are leading the same movements, they each lead in their own style and emphasize different things according to their own points of view.

**DO YOU SEE WHAT I SEE?** / 10 mins

Introduce the story, *Duck, Rabbit* by telling the students that this is a picture book about how two characters see things very differently—depending on how they look at it. Stop right after the page where the characters say: “No you scared him away...” Flip back to an earlier page with the outline of the

animal. Ask the following questions, emphasizing the idea of contrasting points of view:

-
- ***Are there two pictures on this page?*** [Answer: It's just one outline—one picture.]
 - ***So why do they each think it's a different animal?*** [Answer: They have a different perspective or point of view.]
 - ***Do they agree? How can you tell?***
 - ***Who is right?*** [Answer: No one; they both see the same picture in a different way.]
-

After reading the page where the characters see it from the other one's perspective, think aloud:

- *It seems like they're trying to see it from the other person's point of view.*

At the end of the book, display several paint splatter or inkblot images. Have several students share what they see. Ask students questions such as the following to help them synthesize this experience with the book:

-
- ***Was anyone right or wrong in what they saw in these images?***
 - ***Is it okay to see things differently?***
 - ***Can you understand someone else's point of view even if you don't agree with it?***
 - ***Why is it important to have different points of view or perspectives?***
-

SUMMARIZE FOR STUDENTS:

- *Two people may have different thoughts and feelings about the same topic or situation.*
- *Point of view refers to the way people see and understand things.*
- *Friends may have both similar and different points of view.*
- *Different points of view are not necessarily right or wrong.*

TANGRAMS / 15 mins

Transition students to working with a partner. Each partner will be given an equal number of matching tangrams. Instruct students to sit back to back.

Instruct students to each create the same design (tree, house, etc.) with their tangrams but do not give them any guidance on how to create it or what the final outcome should be. Instruct them not to look at what their partner or anyone else is creating while they work. They should just use their own

imagination. When each partner is finished, have them share their design with their partner.

After completing the activity a few times, bring the class back together to discuss, using the following reflection questions:

-
- **What was the same? What was different?**
 - **Was one design “right”? Was one design “wrong”?**
 - **What did they learn about perspective and point of view?**
-

SUMMARIZE FOR STUDENTS:

- *Two people may have different thoughts and feelings about the same topic or situation.*
- *Point of view refers to the way people see and understand things.*
- *Friends may have both similar and different points of view.*
- *Different points of view are not necessarily right or wrong.*



MINDFUL MOVEMENT / 5 mins

Seated Twist new

Tell students:

- ***We will be learning new twisting poses in this unit. Twisting poses can remind us to look at a situation or idea from different perspectives. By twisting, we can take a moment to see a situation from one side and then the other side.***

Introduce students to the pose and guide them using the following cues as reference:

- 1. Begin by sitting in Easy pose.**
- 2. Inhale:** Press down your sit bones to sit up tall and reach your left hand across to your right knee.
- 3. Exhale:** Very gently twist a little to the right. Bring your right hand to the floor by your right hip, and turn your gaze to your right. Hold the twist for three breaths.



DIFFERENTIATION

Instead of the tangram activity, provide drawing materials and have students design the perfect park. Then, have students get in pairs to share their drawings and describe what they included. Invite students to share what their partner included in the perfect park and whether they had the same or different points of view. Pose the same reflections questions as used during the tangrams activity.



4. On the next inhale, come back to center.

5. As you exhale, repeat the twist to the other side.

You can remind students NOT to press hard against their knees to experience a deeper twist.

NOTE The head should be aligned directly over the tailbone—students should be sitting up very straight and tall. They should not be leaning in any direction to get a deeper twist.

Closing Sequence (UNIT 1, LESSON 1)

Guide students through the sequence.



REST AND REFLECTION / 5 mins

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

Senses Check-In

Guide students in a brief Check-In practice with their senses before settling in to Rest. Use the following suggested script:

- *While you settle into Rest, take a moment to check in, using your senses.*
- *First, practice being present with your eyes, your sight.*
- *Take a look around and notice three things that you can see.*
- *Take a breath, and then let your eyes close or rest on one spot.*
- *Next, practice being present with your ears, your hearing.*
- *Listen carefully and notice two sounds you can hear around you right now.*
- *Now, practice being present with your sense of touch.*
- *Notice one sensation you can feel with your body right now.*
- *And now relax your senses, and let your body and mind rest for a few moments.*

Allow one to two minutes of Rest.

- *Take a deep breath in and now out. And when you're ready, gently open your eyes or look up and return to a seated position.*

Invite student volunteers to share what they noticed. Comment on the different points of view present in the room.

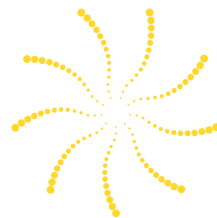
TAKE-HOME PRACTICE

- *What is your favorite season: winter, spring, summer, or fall? Find someone whose favorite season is different and ask them to tell you why. Can you see why a person might choose that as their favorite? Why?*



Lesson 2

FUNNY PERSPECTIVES



Goal Statement

Students will understand that others may have thoughts or feelings different than their own.

Essential Question

What does it mean to see the world from another's point of view?

“I Can” Statement

I can recognize that other people may see, think, feel, or do things differently than I do.

Key Learning Objectives

Students will know...

- Curiosity can help them understand other people's points of view.
- They can understand other people's points of view even if they don't agree with them.

Students will be able to...

- Define perspective as someone's point of view.
- Explain another person's point of view even if they don't agree with it.

Materials

- 1 copy of the Unfinished Business sheet per student
- Drawing and writing materials

Preparation/Setup

- Ensure that you have a copy of the Unfinished Business sheet and enough writing or drawing materials for all the students.

New Vocabulary

None

New Mindful Movements

Poses

Swaying Palm
Trident
Elbow-to-Knee
Glider
Glider Twist
Pick It Up

Sequences

Twist Sequence

Mindful Moments

Calming and Focusing
Check-In

Gratitude and Appreciation Practice
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.

UNFINISHED BUSINESS / 15 mins

Distribute to each student one Unfinished Business sheet and provide drawing or writing materials. Tell students that an artist started an illustration for a book and did not finish and they each have a copy of the unfinished illustration. Tell them you would like all of them to complete the illustration and the caption on the back: “Once I was _____ and I saw _____.” First, they should pick up the drawing where the artist left off and use their imaginations to complete the picture. Second, when they are finished with their drawing, they should turn over their paper and complete the caption to describe the picture. Tell students how much time they have to complete their picture and caption (5 to 10 minutes).

Have students swap their completed drawings with a neighbor and examine similarities and differences. Then ask them to turn over the paper to read the caption. Conclude with the following questions:

-
- ***Does your artwork look like your neighbor’s?***
 - ***What did you each create out of the squiggle? Is it the same or different?***
 - ***What do you like about your neighbor’s drawing?***
 - ***Were you surprised by your neighbor’s caption? Did you have different thoughts about the drawing?***
 - ***How can curiosity help you understand your neighbor’s point of view?***
-

Emphasize that each person used their own perspective to make the squiggle into something new and that perspective is another person’s point of view.

SUMMARIZE FOR STUDENTS:

- *Friends may have both similar and different points of view.*
- *Different points of view are not necessarily right or wrong.*
- *Curiosity can help us understand other people’s points of view.*

GIGGLE-GO-ROUND / 8 mins

Assign one student to be a joker and have them come to the front of the class. Everyone else should be still on their mats in a comfortable position. The joker will turn to face away from the class and when you say, “Go,” they will turn around with the silliest face they can make and try to make others laugh, but they will do it without making noise. The other students should try their best not to laugh at anything the joker does. When someone laughs, they will join the joker making silly faces and trying to make their classmates laugh. Continue until most of the class have become jokers. Then ring the chime to signal the end of the game.

Lead students in taking a few Calming breaths. Then invite them to silently check in with themselves, noticing how their bodies feel in the moment and whether they are experiencing any emotions.

Ask students questions such as the following to help them reflect on the activity:

-
- ***Did everyone in our class laugh at the same time?***
 - ***If something is funny to me, does it mean it will be funny to you?***
 - ***Do you and your friends always think and feel the same way about things?***
 - ***How can we use curiosity to find out what will bring joy and laughter to others?***
 - ***Can you understand other people’s points of view even if you don’t agree?***
-

SUMMARIZE FOR STUDENTS:

- *Curiosity can help us understand other people’s points of view.*
- *We can understand other people’s points of view even if they are different from our own.*

MINDFUL MOVEMENT / 20 mins*Child’s Pose/Check-In (UNIT 1, LESSON 1)**

Guide students into Child’s pose. Point out that this is a new and different way of starting their movement practice and remind them that Child’s pose gives them a chance to tune out distractions, turn inward, and take a quiet pause.

Invite students to check in with themselves, silently noticing how their bodies feel in this pose and whether they’re experiencing any feelings at the moment.

Invite students to notice how checking in with themselves can help them become aware of their own point of view. Then guide students through several deep breaths in Child's pose.

Cat/Cow (UNIT 1, LESSON 1)

Guide students through the sequence.

Invite students to notice whether they are experiencing any stiffness in their backs and to observe how pressing into their hands can make the stretch more or less intense. Point out that other people might each want to experience a different degree of stretch, based on their own point of view.

Dog (UNIT 1, LESSON 1)

Have students take a few breaths in Dog pose, pedaling the legs if desired.

Sunset (UNIT 1, LESSON 1)

Have students transition to Sunset pose by walking the hands toward the feet or the feet toward the hands. Hanging over like a rag doll, invite students to slowly shake their heads no, and then slowly nod their heads yes to get different points of view.

Mountain/Sunrise (UNIT 2, LESSON 1)

Guide students through the sequence.

Fresh Start Sequence (UNIT 1, LESSON 3)

Guide students through the sequence.

Twist Sequence

Tell students:

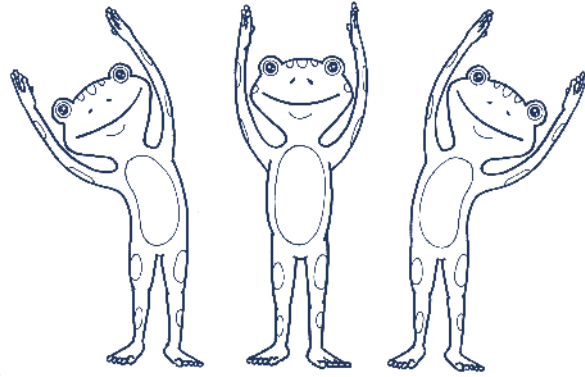
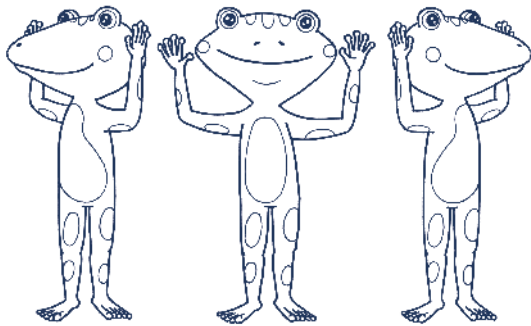
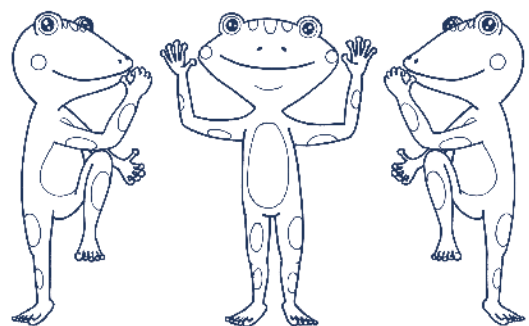
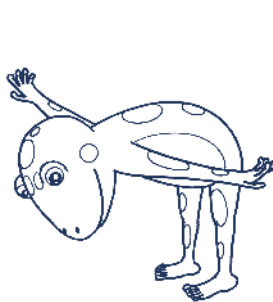
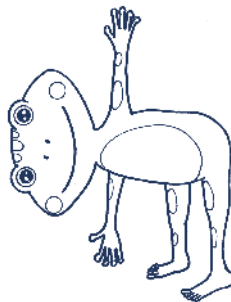
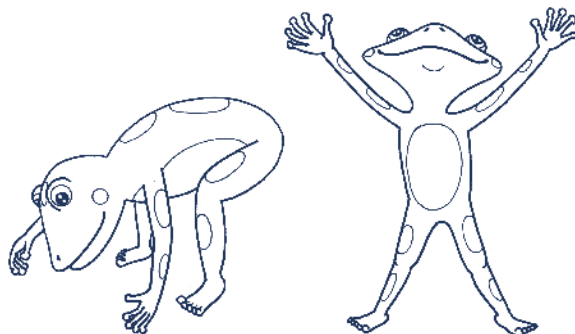
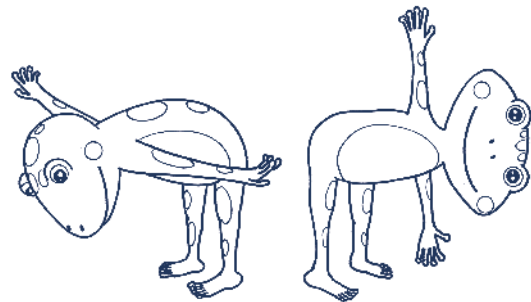
- *Today we will be learning a new twist sequence. Twists remind us to look at things from different angles and from different perspectives. Take your time going through each pose slowly and practice curiosity to see what you can notice as you take on different points of view in these new poses.*

Repeat the sequence two to three times.

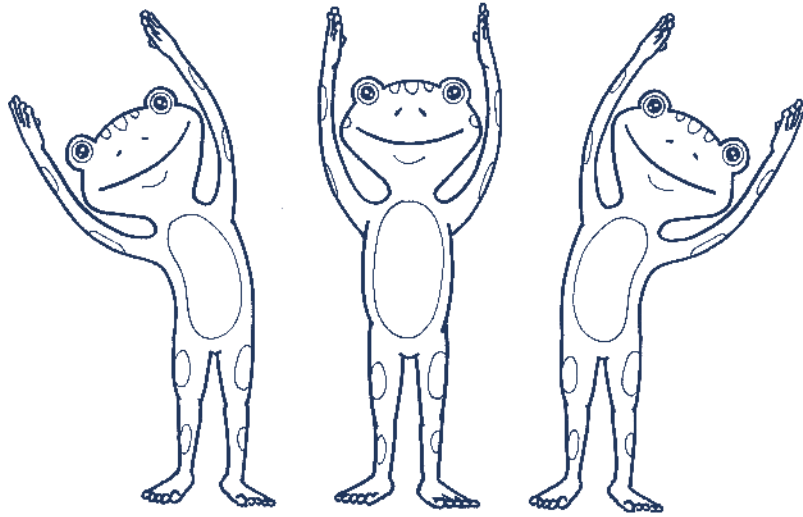
DIFFERENTIATION

Have students work in pairs, with one partner describing their quiet place while the other draws it. Emphasize listening with curiosity to understand what the describing partner included in their quiet place to feel safe and calm. Ask partners to volunteer to share with the class. Emphasize sharing what they learned about their partner.

TWIST SEQUENCE

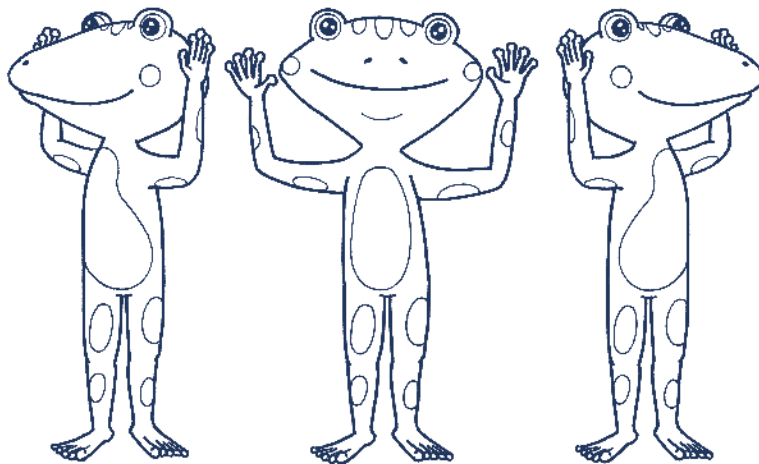
**Mountain****Swaying Palm****Trident Twist****Elbow to Knee****Glider****Glider Twist****Pick it Up****Mountain**

SWAYING PALM

Swaying Palm new

1. Begin by standing tall in Mountain pose with feet planted in the earth, toes spread wide, and body strong but soft.
2. Inhale: Stretch arms overhead with palms facing toward each other.
3. Exhale: Gently bend the upper torso, head, neck, and arms to one side (lateral flexion).
4. Inhale: Return to center.
5. Repeat the movement a few times, alternating sides.

TRIDENT/TRIDENT TWIST

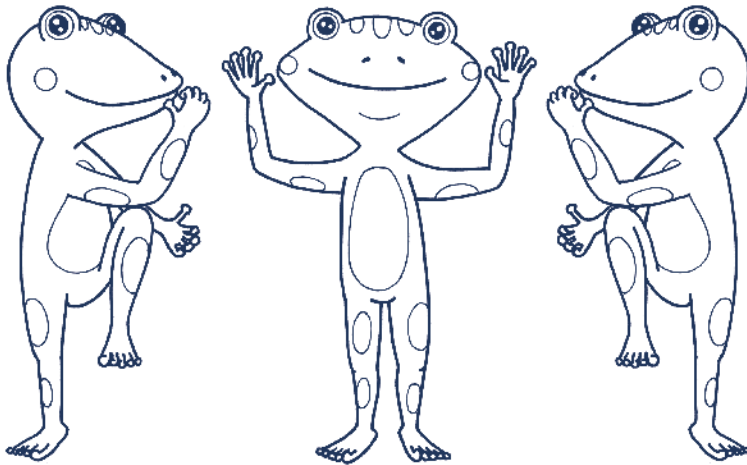
Trident/Trident Twist new

1. From Swaying Palm, drop arms down (or from Mountain, bring

arms up) to a position where upper arms are parallel to the ground, elbows are bent 90 degrees, and forearms are vertical with palms facing each other.

2. Inhale: Grow tall in the spine. This is Trident.
3. Exhale: Gently twist the torso to the right side, keeping the feet stable and being careful not to lock the knees.
4. Inhale: Rotate back to center, opening the chest and growing tall.
5. Repeat the movement a few times, alternating sides.

ELBOW-TO-KNEE

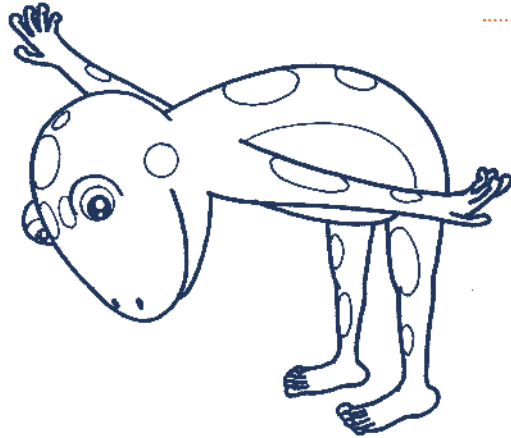


Elbow-to-Knee new

Demonstrate Elbow-to-Knee pose using the following cues for reference:

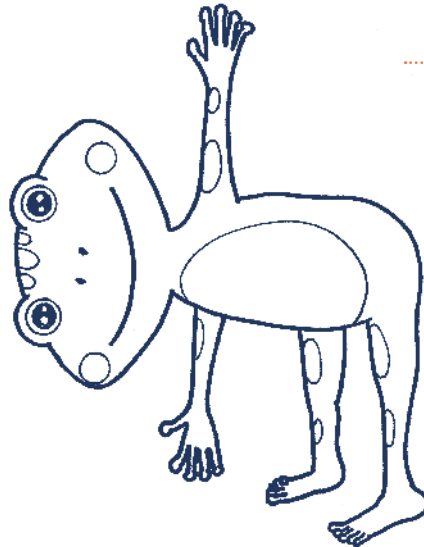
1. Begin in Trident: From Mountain, bring arms up to a position where upper arms are parallel to the ground, elbows are bent 90 degrees, and forearms are vertical with palms facing each other.
2. Inhale: Grow tall, making sure that the crown of your head is reaching toward the sky.
3. Exhale: Shifting the weight onto the left leg, lift and bend the right leg and twist to reach the left elbow toward the right knee.
4. Repeat at least two more times, alternating sides.

GLIDER

**Glider** new

1. Begin by standing in Mountain pose with arms open parallel to the floor.
2. Inhale: Keep your arms stretching apart and bend your torso forward with your heart open, back straight.
3. Exhale: Hold the pose.

GLIDER TWIST

**Glider Twist** new

1. Begin in Glider.
2. Exhale: Twist to the right and keep your arms in the same line as you touch your left hand to your right knee and your right hand reaches toward the sky (similar to Windmill).
3. Inhale: Come back to center (Glider pose).
4. Repeat two to three times, alternating sides.

PICK IT UP


Pick It Up new

1. For this movement, guide students to imagine they are standing in a pool, and in this pool is whatever attitude, feeling, or mindset they need. With the movement, they will bend down and visualize scooping up whatever it is they need (kindness, patience, more energy, calmness) and letting it wash over them. You can use this metaphor in the future to invite students to pick up anything they need.
2. Have the students pause in Glider or Mountain pose to check in for a moment and think about something they need right now, such as kindness, a smile, friendship, focus, calm, an open mind, etc.
 - Inhale and begin standing in Glider pose.
 - Exhale: Bend the knees, hinge forward from the hips, and reach arms wide. Then swoop arms down in a gathering motion and pretend to “pick up” whatever it is you need.
 - Inhale: Slowly return to standing and pretend to bring up over your head whatever it is you picked up.
 - Exhale: Swiftly bring your arms down as if you were allowing a bucket of water (whatever it is you picked up) to cascade over the body.
3. Invite students to share what it was they needed and picked up. Notice out loud that everyone picked up something that was right for them based on their point of view.

4. ***For this unit, if your students have a good understanding of perspective, you can consider having them “pick up” a new perspective that would help them in their day.**
5. **Return to Mountain pose and repeat the sequence—emphasizing mindful focus and noticing points of view.**

Seated Twist (UNIT 4, LESSON 1)

Before guiding students into this pose, tell them:

- *Twisting poses can remind us to look at a situation or idea from different perspectives. By twisting, we can take a moment to see a situation from one side and then the other side.*

Closing Sequence (UNIT 1, LESSON 1)

Guide students through the sequence.



REST AND REFLECTION / 5 mins

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

Gratitude and Appreciation Practice

Lead a gratitude and appreciation practice, using some or all of the following script.

- *We all have people around us who show us kindness and care, even though we may have different points of view and we don't agree on everything.*
- *Bring to mind someone who is important to you.*
- *Think of someone who has tried to see your point of view, or shown you kindness, care, or compassion.*

Give students a few moments to bring someone to mind.

- *Picture that person in your mind.*
- *Why are they important to you?*
- *Have they cared for you?*
- *Have they shown you kindness?*
- *Have they tried to understand you?*

Give students a few moments to reflect.

- *When you picture this person, how do you feel?*
- *Check in and notice any emotions that come up in your body and mind.*
- *Do you feel appreciation?*
- *Do you feel gratitude or thankfulness?*
- *If you do feel any appreciation or gratitude for this person, focus on that feeling.*
- *Notice what it's like to feel thankful for this person.*

Give students a few moments to reflect.

- *Imagine telling this person you appreciate them. How do you think they would feel?*
- *Now take a deep breath in and out. Let go of those images from your mind, and just watch your breath.*

Allow one to two minutes of Rest.

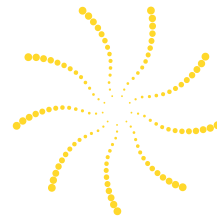
TAKE-HOME PRACTICE

- *Spread a giggle today! Think of what brings joy to the people in your family. Without teasing, try to make someone in your family smile or laugh today.*



Lesson 3

PIECES OF THE PUZZLE



Goal Statement

Students will listen to others' points of view in order to make predictions and solve a problem.

Essential Question

Why is it important to see another's point of view?

“I Can” Statement

I can listen to others' points of view in order to make predictions and solve problems.

Key Learning Objectives

Students will know...

- Considering different points of view can help them better understand a problem or situation.

Students will be able to...

- Consider multiple points of view at the same time.

Materials

- Pretzels (or other food item)
- Paper bags (1 per group plus 2 extra)
- [Optional] Blindfolds

Preparation/Setup

- Label three bags with the words Hear, Touch, and Smell, respectively. Place a handful of pretzels in each bag and close the top. Each small group needs one of these bags. Groups should not be able to see what is inside.
- Label another paper bag See and another bag Taste. Place a handful of pretzels in each bag and close the top. It should not be possible to see what is inside the bags.
- [Optional] Set out blindfolds.

New Vocabulary

None

New Mindful Movements

Poses

Side Plank

Sequences

All Sides of the Story Sequence

Mindful Moments

Calming and Focusing

Mindful Eating

Check-in

Senses 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.

SENSE INVESTIGATION / 20 mins

Tell students:

- *Today, we are going to practice Mindful Eating with mystery foods. All of us will experience the food using different senses—sight, touch, smell, taste, and hearing—and make predictions about the mystery food based on evidence from our multiple perspectives (points of view).*

Put students into groups of three or four and explain the activity. Tell students each group will get a paper bag. Their job is to predict what type of food is in the bag by using only the sense labeled on the bag. For example, a group with a bag labeled Touch will take turns touching what is inside the bag. Based on what they feel, that group will predict what type of food is in the bag.

Set up the groups in stations that can accommodate some privacy. Pass out a paper bag to each group. Tell students it is important for them to keep their predictions a secret because more than one group may have the same type of food. Remind them that each group may only make one prediction per group, so the group will need to listen to and consider each member's point of view before they decide on their final answer.

When students have finished making predictions, have them gather in a large group to share. Choose one member from each group to tell the class what sense the group used and what the group's prediction was. Then invite the student and/or group members to share about how they considered group members' different perspectives to make their prediction.

When all groups have shared, select two or more student volunteers to explore the mystery food in the bag labeled Taste while the large group watches. Student volunteers should close their eyes (or be blindfolded) while they taste the mystery food. They also should turn so the large group can't see the mystery food they are sampling. Question the volunteers about what they are tasting. Explore aloud how their points of view are the same or different.

TEACHING TIP

Assign roles for group members and review what each role is responsible for. An important role is the **reporter** who will share the group's prediction when the large group gathers together again. Other roles might be the **carrier** who carries the bag to each group member or **timekeeper** who signals when the bag should move to the next group member. Modeling what a group should look and sound like is important in this activity.

Before exploring the mystery food in the bag labeled See, tell students all the bags contain the same food. Based on all of the perspectives that have been shared, ask them to predict as a class what the mystery food is. Use sight to discover what the food is and determine which predictions were true.

Then ask students questions such as the following:

-
- ***What was it like to only use one sense to investigate?***
 - ***If we were only able to touch the food, what other food items might you have guessed?***
 - ***When the group that could touch the food described what it was like, how did their description help or not help you with your prediction (if you weren't in that group)?***
 - ***What happened as different groups shared what they felt, smelled, or heard?***
 - ***How was it helpful to have different points of view (perspectives)?***
-

SUMMARIZE FOR STUDENTS:

- *Considering different points of view can help us better understand a problem or situation.*

MINDFUL EATING / 8 mins

Distribute one food item (e.g., a pretzel) to each student and lead the whole class through a brief Mindful Eating practice, following the suggested script provided in the Practice Guide.

As you guide students through the practice, invite students to notice how each sense offers a different perspective. Help them conclude that experiencing a food item through multiple senses (and thus multiple perspectives) can help them enjoy it in new ways.



TEACHING TIP



You can also place the Mindful Eating portion of this lesson after the Mindful Movement practice.

MINDFUL MOVEMENT / 15 mins

Tell students:

- *We're going to practice the Twist Sequence again today. One thing that I love about the Twist Sequence is that it reminds me that seeing things from more than one perspective can help me better understand the world and the people around me.*

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

Lead students through this pose and practice.

Mountain/Sunrise (UNIT 2, LESSON 1)

Lead students through this sequence several times.

Sunrise/Sunset (UNIT 1, LESSON 1)

Lead students through this sequence several times.

Dog/Plank (UNIT 1, LESSON 1)

Starting from Sunset, step back into Dog pose and lead students through this sequence several times.

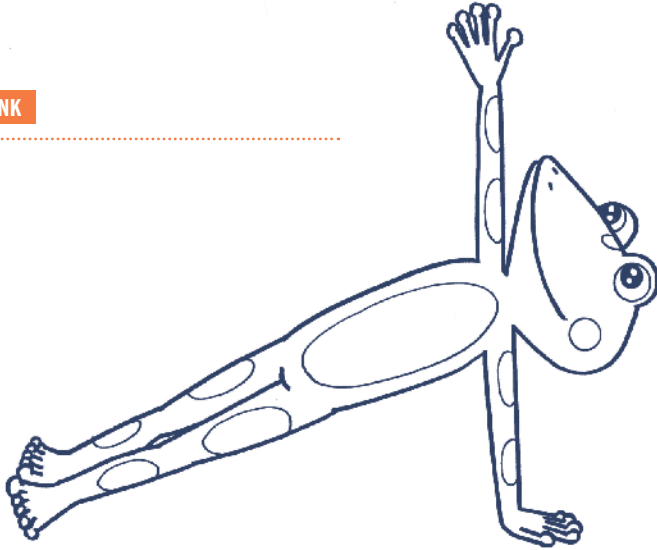
Alternatively, flow from Child's pose to Plank pose.

Side Plank 

Model and guide students into this pose using the following cues as reference:

1. **Begin in Plank pose.**
2. **Inhale: Stretch out the fingers on the right hand like a starfish and shift weight onto the right hand.**
3. **Exhale: Gently roll your body over to the right, stacking the feet and balancing on the outer edge of the right foot. Alternatively, lower right knee down to the mat for support and balance.**
4. **Inhale: Raise left arm into the air, stretching across the chest from one hand to the other.**

SIDE PLANK



5. Hold the pose for a few breaths.
 - Breathing in, stretch from head to feet, feeling the body lengthen.
 - Breathing out, notice how strong your body is.
6. Release the pose by lowering the left arm and slowly shifting the body to the left, returning to Plank pose.
7. Repeat on the opposite side. Rest between sides in Child's pose if desired.

Twist Sequence (UNIT 4, LESSON 2)

Remind students:

- *The Twist Sequence can remind us to look at things from different angles and from different perspectives. Take your time going through each pose slowly and practice using curiosity to see what you can notice as you take on different points of view in these new poses.*

When you get to the Pick It Up portion of the sequence, have students check in with their minds and bodies to see if there is something they need at this moment. Guide them in visualizing “picking up” what they need and “pouring it over” themselves. Invite them to share what they needed and picked up, pointing out that everyone has different feelings and needs.

All Sides of the Story Sequence new

Tell students:

- *Have you ever been in a situation where you and a friend or family member didn't agree about something—or maybe you had two different sides of the story? If you want to understand someone else's perspective or point of view, you have to try to see, feel, and understand their side of the story. While we practice All Sides of the Story sequence, we are reminding our brains and bodies to take a moment to try to see another side of the story. Follow my movements as I lead you through it.*

Guide students through the following sequence of mini-sequences and poses and use the suggested script for each. Do at least one whole breath in each pose.

Mountain/Sunrise (UNIT 2, LESSON 1)

- *The easiest side for us to see from is looking straight ahead. We can see what's right here in the present moment, or we can look forward into the future.*

Sunset (UNIT 1, LESSON 1)

- *Take a moment to sway your head around your legs as you hang down with your knees softly bent. Relax your neck so that you can see behind you, into the past. We can also look at a situation upside down, right?*

Plank (UNIT 1, LESSON 3)

Use this as a transition pose to Side Plank.

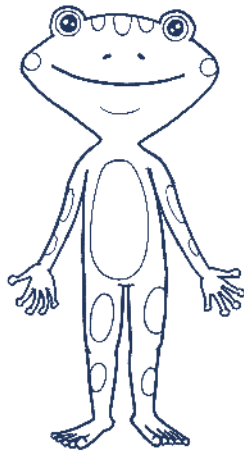
Side Plank (UNIT 4, LESSON 3)

Complete both sides before moving forward.

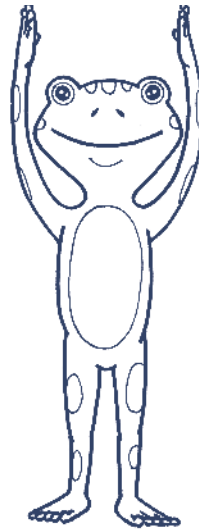
- *Another way we can look is to our sides: our left and right. Notice what the room looks like from this angle. Notice this different perspective.*
- *Notice what and who are next to us and beside us.*

ALL SIDES OF THE STORY SEQUENCE

Mountain



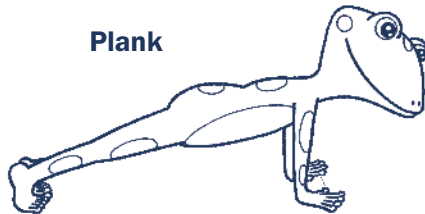
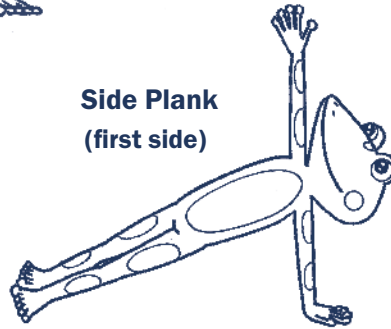
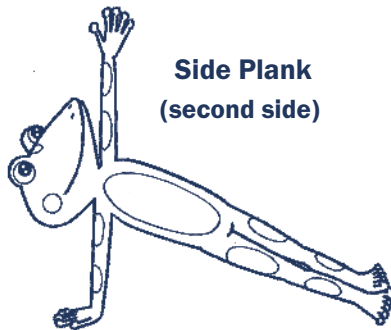
Sunrise



Sunset



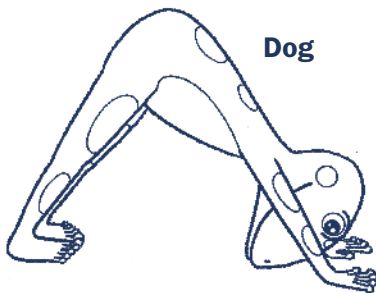
Plank

Side Plank
(first side)Side Plank
(second side)

Cobra



Dog



Hands and Knees



Child's Pose



Cobra (UNIT 1, LESSON 3)

Place your hands on the ground and lead students into Cobra.

- *One way to see the world is by looking up, with our hearts open. Let's look up and remind ourselves to be optimistic.*

Dog (UNIT 1, LESSON 1)

- *Another way is by looking down. It doesn't have to mean we are sad—looking down can help remind us what holds us up and supports us, like our feet and hands, or our family, our friends, and our teachers.*

Hands and Knees (UNIT 1, LESSON 1)

- *In fact, there are many perspectives, many ways to see the world and any given situation. Starting from one side, move your head very slowly and gently in a circle, saying: You can see it from here, here, here, here, here, here...from every angle possible!*

Child's Pose/Check-In (UNIT 1, LESSON 1)

- *But we must not forget to take some time to understand our own perspective inside of ourselves. Take a moment to check in and observe the feelings or thoughts that are visiting you right now. How is your body feeling right now? What have you learned today?*

Give students a moment to check in.

Volcano (UNIT 2, LESSON 3)

Hold Volcano for a few breaths before transitioning to seated.

Seated Twist (UNIT 4, LESSON 1)

Guide students through the sequence.

Closing Sequence (UNIT 1, LESSON 1)

Guide students through the sequence.



REST AND REFLECTION / 5 mins

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

Senses Check-In

Guide students in briefly checking in with their senses before settling in to Rest.

- *While you settle into Rest, take a moment to check in, using your senses.*
- *First, practice being present with your eyes, your sight.*
- *Take a look around and notice three things that you can see.*
- *Take a breath, and then let your eyes close or rest on one spot.*
- *Next, practice being present with your ears, your hearing.*
- *Listen carefully and notice two sounds you can hear around you right now.*
- *Now, practice being present with your sense of touch.*
- *Notice one sensation you can feel with your body right now.*
- *And now relax your senses, and let your body and mind rest for a few moments.*

Allow one to two minutes of Rest.

- *Take a deep breath in and now out. And when you're ready, gently open your eyes or look up and return to a seated position.*

Invite student volunteers to share what they noticed. Comment on the different points of view present in the room.

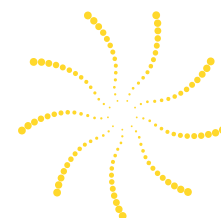
TAKE-HOME PRACTICE

- *Ask someone who lives with you to silently think of three words to describe your home while you do the same. Then share your answers with each other. Were they similar or different? Talk about the reasons you each chose those words.*



Lesson 4

WHAT'S YOUR POINT OF VIEW?



Goal Statement

Students will learn that understanding other people's perspectives or points of view can help them show care and compassion to themselves and others.

Essential Question

How does understanding my own and others' points of view help me show compassion?

"I Can" Statement

I can explain why understanding someone's point of view helps me show compassion.

Key Learning Objectives

Students will know...

- It is okay for friends to have different perspectives or points of view.
- Understanding other people's perspectives or points of view can help them show care and compassion for themselves and others.

Students will be able to...

- Identify ways they agree and disagree with classmates.

Materials

- The book *Purple Little Bird* by Greg Foley
- Copies of a Venn diagram for every two students
- Pencil for each student
- List of point of view questions for student partner work (e.g., questions about preferences, aspirations, or opinions that reflect their individual perspectives)

Preparation/Setup

- Print copies of a Venn diagram (1 for every 2 students).
- Set out 1 pencil per student.
- Set out the book *Purple Little Bird* by Greg Foley.
- Create and display a list of point of view questions for student partner work.

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

Calming and Focusing

Check-In

Gratitude and Appreciation Practice

Rest and Reflection

New Vocabulary

None

CALMING AND FOCUSING / 2 mins

Begin every lesson with the Calming and Focusing practice 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.

***PURPLE LITTLE BIRD / 10 mins**

Review the meaning of perspective with students. Tell them:

- *Someone's perspective is like their point of view. Other people may see, feel, and think differently from you. Others may need something different than you need.*

Introduce the book *Purple Little Bird*, telling students that while you read it, they should look for examples of different perspectives/points of view. Read the story, and ask students to identify and consider ways the characters in the book have similar and different perspectives. Invite them to notice how seeing another person's perspective helps them understand each other.

-
- **What do the animals need that's the same?** [Answer: shelter/a home]
 - **Do they all have the same perspective on what makes a home perfect?**
 - **Was the little bird wrong to not want to live where the other animals lived?**
 - **If the little bird tried to live in the goat's house, would that be showing himself compassion?** [Answer: No, because that home does not meet his needs.]
 - **Now that the little bird knows his friends' perspectives, how will that help him understand them better? How will knowing their perspectives help him show care and compassion?**
 - **How does seeing someone else's perspective help us understand them better? How does seeing someone else's perspective help us show them care and compassion?**
-

SUMMARIZE FOR STUDENTS:

- *It is okay for friends to have different perspectives or points of view.*
- *Understanding other people's perspectives or points of view can help us show care and compassion for ourselves and others.*

**DIFFERENTIATION**

Consider spending the majority of the time in the **What's Your Point of View?** Venn diagram activity of this lesson if students already have a good understanding of point of view and are able to work well with partners.

WHAT'S YOUR POINT OF VIEW? / 15 mins

Transition student to working with a partner (e.g. give them 30 seconds to find someone who has the same favorite color). Show students the Venn diagram and explain that they will be working with their partners to find examples of things that they see the same way as their partners and things they see differently.

To support this process, display a list of point of view questions, such as those here, and read them to students as examples of conversation starters, emphasizing that these are questions about their perspectives or points of view not just characteristics that may be the same or different (e.g., hair color).

-
- ***Do you like sports? Which ones?***
 - ***What type of music do you like?***
 - ***What subjects are challenging for you?***
 - ***What is important to your family?***
 - ***Where do you like to play, etc.?***
 - ***What types of activities make you feel happy?***
-

Model the process with a student and fill in sections of the Venn diagram with examples to show similarities and differences in perspective.

Pass out Venn diagram worksheets, one per pair, and pencils for each student. When most students have finished, bring the class back together for a discussion.

-
- ***What is something you and your partner have the same point of view about?***
 - ***What is something you and your partner have a different point of view about?***
 - ***Now that you know more about your partner's perspective, how will that help you understand them better?***
 - ***How will understanding more about your partner help you show them compassion?*** [Examples: Now that I know Leah loves the color blue, when we're sharing markers in class I'll understand why she wants to use that marker and I'll share that marker with her; Now that I know that Jamil can't have dairy, when I bring cupcakes for my birthday I'll find him a snack he can eat too.]
-

SUMMARIZE FOR STUDENTS:

- *It is okay for friends to have different perspectives or points of view.*
- *Understanding other people's perspectives or points of view can help us show care and compassion for ourselves and others.*

**MINDFUL MOVEMENT / 15 mins****Easy Pose or Child's Pose/Check-In** (UNIT 1, LESSON 1)

Allow students to choose to start the movement practice seated on their mats or in Child's pose while mindfully focusing on the breath.

Once students have settled into the pose, invite them to do a Check-In practice, noticing how their bodies feel at the moment and whether they are experiencing any feelings.

Twist Sequence (UNIT 4, LESSON 2)

Guide students through the sequence.

All Sides of the Story Sequence (UNIT 4, LESSON 3)

Repeat the sequence holding each pose for a few breaths.

Closing Sequence (UNIT 1, LESSON 1)

Guide students through the sequence.

**REST AND REFLECTION / 5 mins**

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

Gratitude and Appreciation Practice

Lead a gratitude and appreciation practice, using some or all of the following script:

- *We all have people around us who show us kindness and care, even though we may have different points of view and we don't agree on everything.*
- *Bring to mind someone who is important to you.*
- *Think of someone who has tried to see your point of view, or shown you kindness, care, or compassion.*

Give students a few moments to bring someone to mind.

- *Picture that person in your mind.*
- *Why are they important to you?*
- *Have they cared for you?*
- *Have they shown you kindness?*
- *Have they tried to understand you?*

Give students a few moments to reflect.

- *When you picture this person, how do you feel?*
- *Check in and notice any emotions that come up in your body and mind.*
- *Do you feel appreciation?*
- *Do you feel gratitude or thankfulness?*
- *If you do feel any appreciation or gratitude for this person, focus on that feeling, notice what it's like to feel thankful for this person.*

Give students a few moments to reflect.

- *Imagine telling this person you appreciate them. How do you think they would feel?*
- *Now take a deep breath in and out. Let go of those images from your mind, and just watch your breath.*

Allow one to two minutes of Rest.

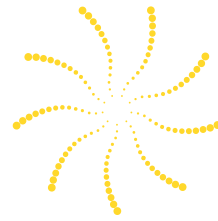
TAKE-HOME PRACTICE

- *Ask someone at home what they think is the best way to relax. Then tell them your ideas. Do you have different points of view?*



Lesson 5

STAND IN SOMEONE ELSE'S SHOES



Goal Statement

Students will practice expressing empathy for others by inferring what they are thinking and feeling based on their facial expressions and body language.

Essential Question

How can I understand someone else's point of view?

“I Can” Statement

I can try to understand how another person is thinking and feeling by looking at their facial expressions and body language.

Key Learning Objectives

Students will know...

- Trying to understand what someone else is thinking and feeling helps us show them kindness and compassion.

Students will be able to...

- Infer what someone else is thinking and feeling based on their facial expressions and body language.

Materials

- Photographs for the activity Step into Someone Else's Shoes

Preparation/Setup

- Preload or print the photographs for the activity Step Into Someone Else's Shoes.

New Vocabulary

**Standing in
someone else's shoes**

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

Calming and Focusing

Check-In

Kind Mind (for Self and for Others)

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.

STEP INTO SOMEONE ELSE'S SHOES / 20 mins

Tell students:

- *Sometimes, to understand someone else's perspective, we have to "step into their shoes." Does anyone have an idea of what that phrase means?*
- *Do you think that it means to get into their actual shoes?*

Help them conclude that:

- *Stepping into someone else's shoes means we think and imagine: What is it like to be in their experience? What are they thinking? What are they feeling?"*

Explain to students:

- *I'm going to show you a photograph and tell you a short story about it. Then we're going to jump into that person's shoes...*

[Model and guide students to do a big jump to the side.]

- *...and see if we can understand what they are thinking...*

[Tap your forehead]

- *...and feeling...*

[Pat your heart.]

Use the following steps to lead this activity using the Scenarios: Step Into Some Else's Shoes, which are provided with this lesson:

TEACHING TIP



You could do this standing in a circle or in a half circle so everyone can see the pictures. You could also do this activity with students standing on the edge of their mats.

TEACHING TIP



Model the first Scenario using a think-aloud demonstration so students see you putting yourself in each character's shoes to empathize with them.

1. Show a photo on screen and read the scenario aloud to the class.
2. Have students JUMP into the shoes of one character in the picture, by jumping from one side of their mat to the other.
3. Have students make the face and assume the body language of that character.
4. Tap your forehead and ask: *What might [this character] be thinking?*
5. Pat your heart and ask: *What might [this character] be feeling?*
6. Repeat the process for the other character(s) in the picture.

TEACHING TIP



Vary the process so that sometimes you call on hands for students to share the character's thoughts and feelings, and other times you have students turn and talk to one another. This will keep students talking and engaged.

SUMMARIZE FOR STUDENTS:

- We can try to understand what someone is feeling by noticing their facial expressions and body language.
- Imagining ourselves in someone else's shoes helps us to understand their point of view or perspective.



MINDFUL MOVEMENT / 20 mins

Easy Pose or Child's Pose/Check-In (UNIT 1, LESSON 1)

Allow students to choose to start the movement practice seated on their mats or in Child's pose while mindfully focusing on the breath. Once students have settled into the pose, invite them to silently pause and notice how they are feeling. Ask questions such as:

- *What physical sensations are you experiencing in your body at the moment?*
- *What thoughts or feelings are you experiencing?*

Remind students that they do not need to do anything about what they observe; rather, they can simply notice their own point of view.

Guide students through the following poses and sequences:

Cat/Cow (UNIT 1, LESSON 1)

Dog (UNIT 1, LESSON 1)

Sunset (UNIT 1, LESSON 1)

Mountain (UNIT 1, LESSON 1)

Twist Sequence (UNIT 4, LESSON 2)

Repeat this sequence several times.

All Sides of the Story (UNIT 4, LESSON 4)

Guide students through this sequence one time slowly. Then repeat the sequence a few times. After Mountain/Sunrise, hold each pose for one to three breaths.

Closing Sequence (UNIT 1, LESSON 1)

Guide students through the sequence.



REST AND REFLECTION / 8 mins

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

Kind Mind (for Self and for Others)

Tell students:

- *Today we're going to learn a practice that reminds us to be kind and compassionate to ourselves and others. It's called the Kind Mind practice.*
- *Begin by closing your eyes if that feels comfortable for you, or if you prefer, simply look at one spot in the room.*
- *Imagine for a moment what it feels like to be heard and understood.*

What does it feel like when someone shows you compassion and kindness even if they disagree with you?

- *Repeat these kind thoughts to yourself. After I say them out loud, take a deep breath and silently repeat them to yourself, letting them sink in for a moment.*

May I feel heard and understood.

May I feel seen and valued.

May I feel peace and compassion.

- *Notice what it feels like to speak kindly to yourself. Practicing Kind Mind is a way to teach your mind to treat yourself with care and compassion.*
- *Now open your eyes if you'd like to and take a look around at all of the members of this class. Recognize that just like you, they also want their perspectives to be understood and considered.*
- *Close your eyes if it's comfortable or rest them on one spot. Picture all of your classmates in your mind and let's practice kind thoughts for them to build our kindness muscles. After I say the words out loud, take a deep breath and repeat after me in a whisper or silently.*

Then repeat using phrases such as the following or others you have created with your students:

May you feel heard and understood.

May you feel seen and valued.

May you feel peace and compassion.

I hope you feel cared for.

- *Notice what it feels like to practice kind thoughts for your classmates.*
- *Allow this feeling to sink into your body as you prepare for Rest.*

Allow one to two minutes of silent Rest.

Take a deep breath in and now out. And when you're ready, gently open your eyes or look up and return to a seated position.

As students return to a seated position, point out that they can practice Kind Mind for themselves or others any time. Practicing Kind Mind helps our minds remember to be kind to others.

TAKE-HOME PRACTICE

- *Try to understand someone else's point of view later today, by putting yourself in their shoes.*



Scenarios

STEP INTO SOMEONE ELSE'S SHOES

Scenario #1

AJ felt left out when his best friend, Hasan, played baseball at recess with other kids.

- **AJ's point of view:** *What is AJ thinking? Feeling?*
- **Hasan's point of view:** *What is he thinking? Feeling?*

Scenario #2

Brian brings an orange to school to eat with his lunch. His best friend, Zeke, sits down and says, "Yum an orange! I'd love some," and takes a piece without asking.

- **Brian's point of view:** *What is he thinking? Feeling?*
- **Zeke's point of view:** *What is he thinking? Do you think he was trying to be mean? What is he feeling?*

Scenario #3

Pete's favorite TV show is on. His dad says, "Come here and play with your baby brother—you two will be great friends when he gets older."

- **Pete's point of view:** *What is Pete thinking? Feeling?*
- **Pete's dad's point of view:** *What is Pete's dad thinking? Feeling?*

Scenario #4

Cindy sees her little cousin playing with Cindy's special ball—the one that Cindy got as a gift from her grandfather.

- **Cindy's point of view:** *What is Cindy thinking? Feeling?*
- **Cousin's point of view:** *What is Cindy's little cousin thinking? Feeling?*

Scenario #5

Sarah is watching her favorite movie, which she has seen many times, when her sister Anne comes in and changes the channel without asking. Their mom turns off the TV, saying that if they can't agree, no one can watch.

- **Sarah's point of view:** *What is Sarah thinking? Feeling?*
- **Anne's point of view:** *What is Anne thinking? Feeling?*

Scenario #6

Nate found a bullhorn in his garage and is marching around the house, pretending he is an announcer at a basketball game.

- **Nate's point of view:** *What is Nate thinking? Feeling?*
- **Nate's brother's point of view:** *What is Nate's brother thinking? Feeling?*

Scenario #7

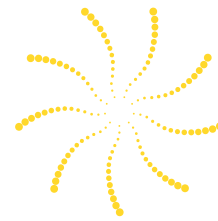
Claudia wants to read a book on her iPad, and her brother, Eli, wants to watch cartoons.

- **Claudia's point of view:** *What is Claudia thinking? Feeling?*
- **Eli's point of view:** *What is Eli thinking? Feeling?*
- **Mom's point of view:** *What is their mom thinking? Feeling?*



Lesson 6

CONFLICTING PERSPECTIVES



Goal Statement

Students will practice exploring people's differing points of view to generate compromises.

Essential Question

How can I understand someone else's perspective/point of view?

“I Can” Statement

I can explain how to make a compromise.

Key Learning Objectives

Students will know...

- Compromise is a way to solve conflict by “meeting halfway” and finding a solution everyone is okay with.
- Understanding another’s perspective can help them compromise.

Students will be able to...

- Identify how people with different perspectives could compromise.

Materials

- Copies of scenario cards

Preparation/Setup

- Copy and cut out scenario cards.

New Vocabulary

Conflict
Compromise

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

Calming and Focusing
Kind Mind (for Others)
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.

**MINDFUL MOVEMENT** / 10 mins**Easy Pose or Child's Pose** (UNIT 1, LESSON 1)

Allow students to choose to start the movement practice seated on their mats or in Child's pose while mindfully focusing on their breath.

Twist Sequence (UNIT 4, LESSON 2)

Guide students through the sequence.

All Sides of the Story Sequence (UNIT 4, LESSON 5)

Before guiding students through this sequence, tell them:

- *If you want to understand someone else's perspective, it could help to really try to see, feel, and understand their side of the story. We'll do the All Sides of the Story sequence—reminding our brains and bodies to take a moment and try to see another side of the story.*



TRAVELING TOGETHER / 10 mins

Tell students:

- *Everyone has different perspectives—everyone sees the world differently. Sometimes we agree with other people and sometimes we don't! Is it okay that we don't always agree with others?*
- *Today, we're going to play a game called Traveling Together and discover how we might think or feel similarly or differently than our classmates.*

Have students get into groups of three. Tell them to link arms and stand in the middle of the room. Explain that you will read some statements and each group will have 30 seconds to discuss. After 30 seconds, you will say, "Go," and then students can move together to the corner of the room you have designated to indicate their answers. Their arms have to remain linked. For each round, give a set of options, such as the following, and designate numbered corners of the room that will correspond to where students should travel.

- **You are planning a birthday party.**
Do you go: (1) roller skating, (2) in a bouncy house, or (3) swimming?
- **You need to choose which chores should get done first.**
Do you: (1) wash dishes, (2) take out the trash, or (3) clean your room?
- **You can only have one type of food all day.**
Do you choose: (1) soup, (2) a sandwich, or (3) a salad?
- **You are planning a trip and need to choose a time of year.**
Do you choose: (1) spring, (2) summer, or (3) winter?
- **If you could have a superpower, would you pick: (1) flying, (2) being invisible, or (3) having super strength?**
- **You are getting a pet.**
Do you choose a: (1) cat, (2) dog, or (3) fish?

Pause the game if you notice that a group decides to stand in the middle, when one student agrees to go to another group member's preferred side, or when you see some other compromise being reached.

Comment on how there might be different points of view within the small groups, and that could make it difficult to choose one answer.

Introduce and explain the concept of compromise, making observations about any compromises you saw students make. For example:

- *I saw two students [do _____]. What they just did is called making a **compromise**. A compromise is when, even though you have different perspectives, you “meet halfway” and find a solution that everyone is okay with. Let’s go through the rest of the game and let’s see how you and your group can compromise, even when your points of view are different.*

Come back together as a group and lead a discussion with some of the following questions:

-
- ***Did everyone in your group agree every time?***
 - ***Was one person right and one person wrong?***
 - ***When you didn’t agree, what did you do?***
 - ***Did anyone compromise?***
 - ***Can you think of a time in school or at home when you could compromise?***
-

TEACHING TIP



Some students may conflate changing their minds or being accommodating with compromise. Be sure to point out the difference if that arises. Explain that compromise is something you each agree on so that the group can move forward, even if it is not your first choice.

SUMMARIZE FOR STUDENTS:

- *Compromise is a way to solve conflict by “meeting halfway” and finding a solution everyone is okay with.*
- *Understanding another’s point of view can help us compromise.*

TRADING PLACES / 20 mins

Tell students:

- *We are going to practice acting out some different situations or scenarios. We’re going to use everything we’ve learned in this unit to do this. Sometimes, when two people have a different point of view, it can lead to a conflict or problem. If we can step into the other person’s shoes and try to see with their eyes, we can understand what they are thinking and feeling.*

Model one or two examples before having students work independently. You may have a student come up to model a scenario with you as a partner and/

or invite two students to model an example with you as a facilitator.

Read the scenario and begin to model the role-play.

Then, say “Pause!” and press an imaginary remote control—be sure to do this after the conflict has been established, but before things would theoretically escalate in the story. While actors are paused, invite them to practice curiosity to imagine what the other person might be thinking and feeling.

Have the actors jump into each other’s shoes by trading spots. Then invite each actor to share what they think the other person is thinking and feeling. After the actors share, tell students to jump back to their original spots. Invite the actors to share what they might do next and if they could see a compromise.

Pass out scenarios to pairs of students and have students read and practice role-playing together. Instruct them to role play and discuss what might happen in this conflict. After a few minutes of planning and practicing, have some or all teams of students perform their role-plays for the group. Use the same routine of pausing, reflecting on the characters’ points of view, and trading places described above to facilitate students’ presentation of next steps and compromise.

Distribute scenarios from the following list to pairs of students:

- Sheena wants to play the next level of her video game. Her dad wants her to clean her room right now.
- Timothy wants to play basketball during recess, but Harriet wants to play football.
- Theo took the last pencil with an eraser, and Marion was just about to take it.
- Kenji asked his mom for a new toy, but his mom thinks it’s too expensive.
- Everett sits down at lunch. Willa comes up and angrily says that she was going to sit there and gets really upset.
- Ms. Bryson has had the same student be the line leader three weeks in a row and Sam really wants a turn, so Sam talks to the teacher about it.
- Jamal’s little brother asked to borrow his brand-new pack of markers to work on a homework assignment. Jamal still hasn’t gotten them back and he is feeling upset.
- Elise notices that Josie has a hole in her sweater. Elise yells out “Josie, you have a hole in your sweater!” and Josie gets upset.

After the role-plays are performed, come back together as a group. Then use questions such as the following to discuss the activity:

TEACHING TIP



One way to keep the audience engaged while the role-plays are being performed is to create a routine for (a) starting the scene (e.g., Have everyone say, “Lights camera action!”), (b) pausing the scene (e.g., holding up a hand as a stop signal) and (c) ending the scene (e.g., doing 4 claps, or snaps). This gives them a set way to make some noise in between scenes.

-
- *When you paused, was it hard or easy to imagine what the other person was thinking and feelings?*
 - *What did you notice about how people found a compromise in these scenes?*
 - *Does it feel comfortable or uncomfortable to have a different point of view from your friends or family members?*
 - *How does curiosity help you see the other point of view? Could this help you show compassion?*
-

SUMMARIZE FOR STUDENTS:

- *Practicing curiosity can help us understand someone else's perspective.*
- *Pausing to understand someone's perspective can help us find a compromise.*
- *Understanding someone's perspective can also help us respond with compassion.*

**MINDFUL MOVEMENT / 5 mins****Seated Twist** (UNIT 4, LESSON 1)

Guide students through the sequence.

Closing Sequence (UNIT 1, LESSON 1)

Guide students through the sequence.



REST AND REFLECTION / 5 mins

Kind Mind (for Others) (UNIT 4, LESSON 5)

Tell students that to conclude the unit, they will practice Kind Mind one more time.

- *As we lie down for Rest, let's practice building our kindness muscles.*
- *Imagine for a moment what it would feel like to live in a world full of compassion, where everyone in the world felt heard and understood even when they disagreed with each other.*
- *Let's picture in our minds everyone in this class or maybe even everyone in this school or everyone in the whole world if you can fit that many people in your imagination. I will say some kind thoughts out loud, and you take a deep breath and then repeat them after me silently or in a whisper. Imagine all of those people could hear you.*

May everyone feel heard and understood.

May everyone feel seen and valued.

I hope everyone feels peace and compassion.

- *Notice what it feels like to think kind thoughts about all people.*

Allow one to two minutes of Rest.

- *Take a deep breath in and now out. And when you're ready, gently open your eyes or look up and return to a seated position.*

As students return to a seated position, invite several students to share how it felt to practice Kind Mind.

TAKE-HOME PRACTICE

- *Identify an opportunity for compromise in something you see on TV, in a book, or in your own life with a friend or family member. Practice your compromise skills to find possible solutions. Then share your compromise by telling a family member what you learned.*

Lesson Extensions

What Is It?

Lessons 1–2

Project a variety of images seen from different points of view. For example, show an image of a house from above, a piece of fruit from the inside, a mound of spaghetti from very close, etc. Let students guess what the objects are and from what perspective they are seen. To focus on the neutrality of perspectives, ask students questions such as the following:

- *Is one point of view better than another? Why?*
- *How does the point of view affect what we think about something (e.g., would I think differently about a mound of spaghetti if I were an ant versus a person)?*
- *Is [a bird] able to see more than one point of view? How?*
- *Are we able to see some things from more than one point of view?*
- *How can it help our relationships if we are able to see another's point of view?*

My Favorite Food

Lessons 1–4

Give students magazines and scissors and let them find pictures of two foods they either really like or really don't like. Ask students to classify and place their food pictures on a large sheet of poster board (or bulletin board, etc.) under the categories: fruit, vegetable, meat, dairy, grain, and dessert. Tell students to write the numbers 1, 2, and 3 on three sticky notes, respectively, and tell them to vote for their three favorite (or least favorite) foods by affixing the sticky notes to three food items. Tally the votes. If desired, also ask students to write a question mark on one of the notes to post on a food they have never tried.

Once the votes have been tallied, lead a brief discussion about how one reason people have different tastes is because of their eating experiences (e.g. what foods they've been exposed to in their families and culture). Point out that our tastes can be similar and

different, and that we can learn to like new foods by eating them more than once.

Parachute Point of View

Lessons 1–4

Tell students that they are going to play several parachute games so that they can experience different perspectives. Ask students to pay special attention to the different points of view that they and other students have in the games. Invite them to notice how their perspectives are the same or different.

- **Making Waves:** Have students surround and make waves with the parachute. First try this seated, then kneeling, and finally standing, noticing how the parachute looks different as their points of view change.
- **Follow the Leader:** Have a student lead the movement by giving directions (e.g., walk left, walk right, arms up, crouch down, shake it fast, go in slow motion, like a robot, etc.).
- **Washing Machine:** Have half of the students sit under the parachute to be the clothes that need to be washed (do not say “dirty clothes”) and half hold the edges of the parachute. Go through several stages of movement pretending to wash the clothes: (1) Pour in the soap; (2) Turn the water on by walking around in one direction; (3) Start the spin cycle by walking fast/ jogging in the opposite direction; and (4) Start the rinse cycle by shaking the parachute.

After the game(s), invite students to put their hands on their Anchors and take several Calming breaths just like they do at the beginning of each lesson. After the final breath, ask them to pause and silently notice how their bodies feel after these deep breaths. Then ask the group a few questions from the following list, focusing on noticing different points of view:

- *When we held the parachute at different heights, how did our points of view change? What could you see or not see each time?*
- *During follow the leader, what was it like to be the leader? What was it like to be a follower?*

- During washing machine, what was your point of view if you were the clothes? What was your point of view if you were part of the machine?
- Which game did you like the best? Why?
- Did everyone like the same game the best?
- Is it okay for friends to prefer different games?

SUMMARIZE FOR STUDENTS:

It is okay for friends to have different points of view.

Storytime

Any lesson

Read students the book *Feathers for Phoebe* by Rod Clement. Discuss with students how we are not all alike and how this relates to our different points of view.

Compassion Connection

Any lesson

Read students the book *How to Heal a Broken Wing* by Bob Graham. Discuss with students their need for compassion and their need to show compassion. Connect compassion to empathy; discuss how, in order to be compassionate, they first need to try to understand another's point of view.

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.