

Unit 6



SOCIAL AWARENESS

PART 2: COMMUNITY

Prior Knowledge

Students should understand the concepts of compassion, community, best self, and point of view.

Overview

This unit develops skills related to social awareness and community. Students explore the ways they are impacted by the people around them and the various communities of which they are members. They explore how communities can grow healthier and stronger. They begin to understand the importance of diversity in a community and the value of collaboration. Students discover ways they can contribute to their communities and ways that communities can work together to meet needs with compassion.

Enduring Understandings

Students will understand:

- Communities are made up of many diverse people and groups.
- They belong to many communities.
- They are stronger when they work together than when they are alone.
- Communities are stronger and healthier when members contribute.

Essential Questions

- What makes a community strong and healthy?
- To which communities do I belong?
- Who is an influence on my life?
- What happens when members of a community work together?
- How can I contribute to my community?
- What makes a community compassionate?

Lesson Summaries and Materials*

Lesson 1 pages 346–358

Lesson 1—Stronger Together:

Students engage with the question of what makes a community strong and healthy. They explore healthier eating and gain an understanding of the concept of diversity. They then explore diversity as it relates to groups and communities.

- Whiteboard, display screen or chart paper/marker
- Images of various types of food
- Images of your school community. Take photos of your own school community or show image(s) from the district's or school's website. Make sure to include students, families, teachers, staff, etc. in the school setting.

Lesson 2 pages 359–366

Lesson 2—Belonging: Students

create an *I belong* postcard as a way to identify some of the many communities to which they belong.

- Whiteboard, display screen or chart paper
- Image of school community from Lesson 1
- Graphic organizer for addressing a postcard
- Large unlined index cards or blank pre-printed postcards
- Crayons and/or markers

Lesson 3 pages 367–374

Lesson 3—Influence: Students

begin to explore how the people around them shape their point of view. Using food as an introduction, they discover how different factors, including their friends, family, and the communities to which they belong, influence their behavior.

- Samples of foods that smell better than they taste (e.g., vanilla extract, lemon, cinnamon, baker's chocolate)
- Samples of one or more foods that taste better than they smell (e.g., pickles, olives, kimchi, cheese)
- Containers to conceal the example foods, with holes cut in the top so that students can smell them
- If including the tasting activity:
 - Bite-sized samples of two example foods (one from each list) for students to taste
 - Napkins

Lesson 4
pages 375–382

Lesson 4—Collaborating: Students practice collaborating with the members of their classroom community to create a machine with many parts.

- *Paper and writing materials if using differentiation activity

Lesson 5
pages 383–389

Lesson 5—Caring Contributions: Reflecting on the book *Those Shoes*, students discuss ways that they can contribute to their communities. They explore how they can be their best selves by showing care and compassion for others.

- The book *Those Shoes* by Maribeth Boelts
- Whiteboard, display screen, chart paper or butcher paper
- Two colors of markers
- Class friendship body illustration from Unit 5
- Signs that say *Kind Words*, *Kind Actions*, and *Not Sure/Ask for Help*

Lesson 6
pages 390–395

Lesson 6—Compassionate Communities: Students learn that communities have needs. When community members work together to meet their community's needs, the community becomes healthier, stronger, and more compassionate.

- News story or video about a community coming together to address a need (e.g. school community implementing a buddy bench, community members organizing meal delivery for elders, neighbors coming together to create and stock little free pantries, a community raising money to build an accessible playground so that kids with all abilities can play safely)

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

New Mindful Movements

Poses

Group Victory

Forest

Group Boat

Sequences

Group Closing Sequence

(Group Happy Baby, Group Waterfall,
Group Windshield Wipers)

NOTE Using the new Closing

Sequence is optional. You are also welcome to use the previous Closing Sequence, or you may adapt the previous Closing Sequence into group poses. Directions for each of these options are included in the PRACTICE GUIDE.

Mindful Moments

Calming and Focusing
Kind Mind (for Community)

Rest and Reflection

Check-in

Student Choice Breath

Gratitude for Community

Visualizing Community

Visualizing Caring Contributions

*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

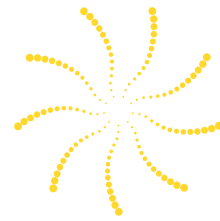
Students will be able to:

- Identify a characteristic of a healthier diet (Lesson 1).
- Identify a characteristic of a healthy community (Lesson 1).
- Identify the communities to which they belong (Lesson 2).
- Identify ways that people in their community influence their eating and other behaviors (Lesson 3).
- Practice collaborating with peers (Lesson 4).
- Identify ways to show care and compassion in their communities through kind words and actions (Lesson 5).
- Identify examples of community needs (Lesson 6).
- Describe ways community members can work together to meet their community's needs (Lesson 6).



Lesson 1

STRONGER TOGETHER



Goal Statement

Students will explore healthier eating and gain an understanding of the concept of diversity. Then they will explore diversity as it relates to groups and communities.

Essential Question

What makes a community strong and healthy?

“I Can” Statement

I can identify one characteristic that healthy diets and healthy communities have in common.

Key Learning Objectives

Students will know...

- Eating a variety of foods contributes to a healthier diet.
- Communities include different groups of people.
- Diversity contributes to a healthier community.

Students will be able to...

- Identify a characteristic of a healthier diet.
- Identify a characteristic of a healthy community.

Materials

- Whiteboard, display screen or chart paper/marker
- Images of various types of food
- Images of your school community. Take photos of your own school community or show image(s) from the district's or school's website. Make sure to include students, families, teachers, staff, etc. in the school setting.

Preparation/Setup

- Print pictures of different food types.
- Gather hula hoops or other objects to create designated spaces for sorting food pictures.
- Project an image or images of your school community.
- Consider setting up mats in a circle for the duration of this unit.

New Mindful Movements

Poses

Group Victory

Sequences

Group Closing Sequence

(Group Happy Baby, Group Waterfall, Group Windshield Wipers)

Mindful Moments

Calming and Focusing

Kind Mind (for Community)

Rest and Reflection

New Vocabulary

Community

Community member

Nutrition

Food type

Healthy diet

Diversity

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.

HEALTHY DIETS ARE DIVERSE / 20 mins

Ask students: *What makes a community strong and healthy? What are some of the things we do to stay strong and healthy?* Invite students to share ideas and record them. After recording their ideas and affirming responses that demonstrate learning from prior units (e.g. physical activity, healthier eating, compassion, rest), explain that there are a lot of things that make a community strong and healthy, and that they will discover many of them during this unit. Tell students that in this lesson they will start their thinking about healthy communities with healthy eating.

Tell students that they are going to play a game during which they will work with a group to sort and classify pictures of foods and convince the class why their group of food is important for healthier eating. Scatter pictures of food throughout the middle of the room. Then use hula hoops (or another method) to demarcate five spaces for five groups. Students will use these spaces to help them sort the food pictures.

SORT: Divide the class into groups of four to five students and assign each group a designated space (e.g. a specific hula hoop on the floor). Give each group their food assignments from the list below. Explain that when they find the pictures of their group's food, they will place them in their designated spot. After you have assigned each group a type of food and a space, tell students to find and sort the food pictures as quickly as they can. Time students so that you can compare their time to future rounds.

Round One: Meals

- Group 1 = Breakfast
- Group 2 = Lunch
- Group 3 = Dinner
- Group 4 = Dessert
- Group 5 = Snacks

Round Two: Colors

- Group 1 = Orange/Yellow
- Group 2 = White

TEACHING TIP



Spread the pictures out in a way that will limit student collisions when they are gathering them.

- Group 3 = Brown
- Group 4 = Green/Blue
- Group 5 = Red/Purple

Round Three: Food Groups

- Group 1 = Vegetables
- Group 2 = Fruits
- Group 3 = Breads/Grains
- Group 4 = Dairy
- Group 5 = Meats/Proteins

PRESENT: After Round One, when the pictures of food are sorted, ask each group to discuss why their type of food is important to healthier eating. What does it do for your body? Why do people like it? Give students two minutes to discuss and decide on one person who will present their arguments to explain why their food group is important.

DISCUSS: After students have given their arguments for why their food group is important to healthier eating, ask the group questions such as the following to help them understand the importance of diversity in a healthier diet:

-
- *Is one of these groups more important than others? Which one of these groups is most important?*
 - *Imagine that for the next few weeks, you are only going to eat the foods in the group you have right now. What will that be like? How do you think your body would feel?*
-

TEACHING TIP



During Rounds One and Two, keep the Present and Discuss steps very brief to keep the game moving.

Invite each group to send one student helper to collect and re-scatter the pictures for the next round. Repeat the process with the next grouping method.

After the third round, ask: *What do you think a healthier diet would look like?* Then, tell groups they have one minute to move around the room and rearrange the foods in their area to represent a healthier diet.

When they are complete, invite students to share what changes they made to their collection of foods. As groups share, ask questions such as the following to continue emphasizing the value of diversity in healthier eating.

-
- *Why is eating a variety of food types and colors important to healthier eating?* [Answer: to get a variety of vitamins and a balance of all the nutrients that your body needs; it's more interesting and enjoyable, etc.]
 - *Is a diet of diverse foods stronger than a diet of similar foods?*
-

Invite students to share how they contributed to their group in the first activity. Make your own observations about how you saw individual students contributing their strengths to the groups in the first activity.

Help students understand that just like healthy diets include a variety of foods that contribute to our bodies in different ways, healthy groups include a variety of people who contribute to the group in different ways.

SUMMARIZE FOR STUDENTS:

- *Our diets include different groups of foods.*
- *Eating a variety of foods contributes to a healthier diet.*

*HEALTHY COMMUNITIES ARE DIVERSE / 10 mins

Project or hold up an image of a school community (perhaps from your own school or district). Invite students to share what they notice about the school community. Display the words *community* and *diversity*, and invite students to share what they think those words mean. Ask students questions such as the following to help students understand the concepts of *community* and *diversity*:

-
- **What is a community?** [Answer: A community is made up of people with something in common; a school community is made up of students, teachers, and others who learn together, etc.]
 - **How is our school community made up of different groups?** [Answer: Grades, classes, students, teachers, teams, etc.]
 - **What would happen if we only had students? Teachers?**
 - **I am a teacher. I belong to the group of teachers in this school community. You are students. You belong to the group of [X] grade students in our school community. Are all of the teachers the same? Are all of the students the same?** [Answer: People have different backgrounds, ages, cultures, abilities, styles, etc.]
 - **Diversity is a word that describes how much variety there is in a group. What would it be like in our school community if all the students were the same?** [Answer: We couldn't learn from each other; we would only have one set of strengths, etc.]
 - **How do you think diversity is good for a school community?**
 - ***Could our school community be diverse in some ways and not very diverse in other ways?**
-

TEACHING TIP



Between rounds, invite students to pause with hands on Anchors and reflect on how they contributed to the group. Tell students to keep an eye out for how different members of the group contribute. Invite students to share compliments and appreciations with their group members.

SUMMARIZE FOR STUDENTS:

- *Communities are made up of different groups of people that each have important roles and contributions.*
- *Diversity helps a community to be strong and healthy.*

**MINDFUL MOVEMENT / 13 mins**

Begin Mindful Movement practice in a large circle.

Group Sequence Games

Tell the students that they will work together as a community to get creative with their movement practice. Choose one or more of the following options emphasizing paying attention to and working together with the whole group.

Option 1: Making Waves

Explain to students that first they will work together to do movements in a wave style. Have students get into a circle or rows. Begin with a movement like jumping up from seated or lifting arms for Sunset. Start the movement in one place in the circle (or at the first row) with one student (or one whole row) jumping up or lifting arms, then lead the students in passing the movement along the circle (or rows) in a wave style. Practice this wave movement a few times and then allow students to choose poses to practice in wave style.

Option 2: Rounds

Complete several repetitions of the Fresh Start, Superhero, Twist, and/or Closing Sequences in rounds style. For example, assign leaders at the front of several rows. Get one row started in the sequence, following their leader, then get the next row started, etc.

Option 3: Around the Clock

Form a circle. Designate and label mats to represent 12:00 and 6:00 (optionally, also include 3:00 and 9:00). Have students move around the room clockwise in a circle (use varying locomotor movements, if desired). Use

a clock sound (e.g., cuckoo clock, digital alarm, bell tower) to signal students to freeze. Call out 6:00 or 12:00, and whatever student is on that spot immediately models a movement or pose from the Twist Sequence, Fresh Start Sequence, or Superhero Sequence. Everyone else repeats, and then play continues with clockwise movement on your signal.

Victory (UNIT 3, LESSON 3)

Guide students into this pose. Invite them to notice how stable the pose feels and whether it is challenging to balance. Use this as a baseline for comparison when they recreate this pose as a group later in the lesson.

Intro to Group Poses

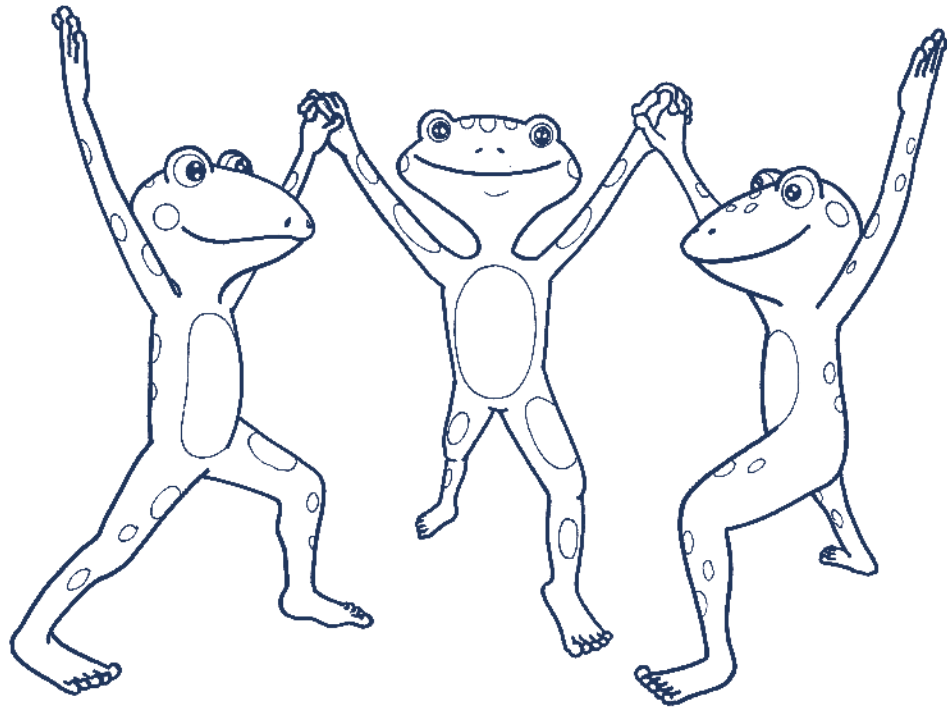
Briefly review the partner agreements from Unit 5 and reflect on how the partner agreements will be useful when they are working together to do movements or poses as a whole community.

- Remind students that they do not have to make contact with their neighbors during a pose if they are not comfortable. They can communicate this by holding their hands on their Anchors during the pose.
- Remind students that part of being a caring and compassionate community is respecting their neighbors' decisions about how they will use their body today.

Group Victory Pose

Guide students into the pose. Depending on how closely students were previously standing, you may need to invite them to move in closer so that they can grasp hands in order to create the group portion of this pose. Use the following cues as reference:

1. **Begin in Standing Starfish.** **NOTE** *Make sure that all of the students have the same front foot forward and that they are close enough together so they will be able to grasp hands later.*
2. **Inhale:** Straighten your arms up alongside your ears, stretching your fingers.
3. **Exhale:** Press down through both feet. Bend your front knee. Make sure your knee stays aligned with your ankle and does not move beyond your front toes.
4. **Inhale:** Grasp hands with the people on your left and right, so that the entire group is holding hands in a circle.
5. **Exhale:** Imagine that as a group you are holding up the moon [or the Earth or substitute imagery that you think would resonate with your students today, e.g. a giant platter holding a delicious meal for the whole class].



6. Hold the pose for three to five breaths.

- Breathing in, imagine the expansion of your breath making you taller as you reach up.
- Breathing out, find balance in your legs, pressing deeply into the ground with your back foot.

7. Inhale: Let go of your partners' hands.

8. Exhale: Allow your arms to float down toward your body.

9. Inhale: Straighten your front knee slightly to lift up from the pose.

10. Exhale: Step the back foot forward to Mountain pose.

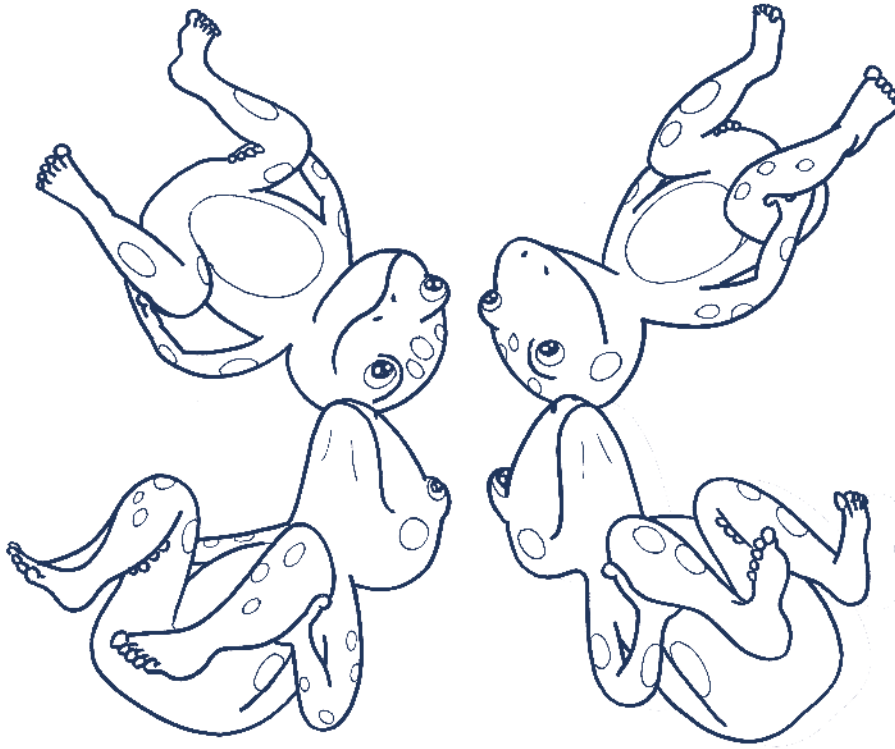
11. Repeat on the other side.

While practicing Group Victory Pose, explore a couple of hand placement options:

- 1.** Arms reaching up, clasping neighbors' hands or wrists
- 2.** Arms down, clasping neighbors' hands or wrists
- 3.** Hands to neighbors' shoulders, so that everyone's arms are connected, making a solid circle

Ask students: *How does it feel to practice this pose as a group instead of practicing it individually?*

GROUP HAPPY BABY

Group Closing Sequence new

Guide students through the following Group Closing Sequence. Alternatively, continue using the Closing Sequence you have been practicing, adding group options as described in the Lesson Extensions section of this unit.

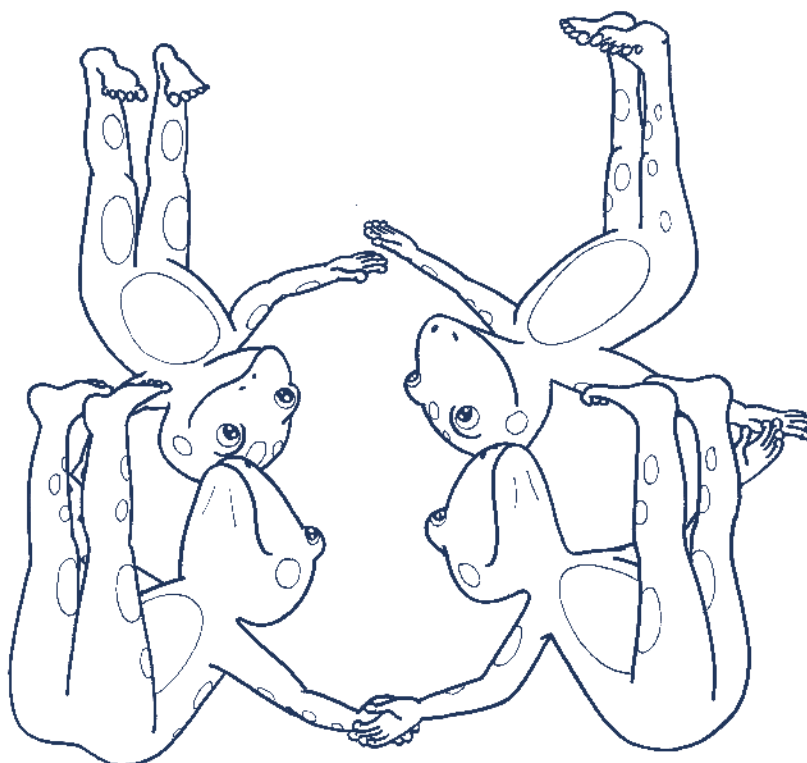
Group Happy Baby

1. Begin on the mat with knees to chest, holding onto the backs of the knees, i.e., between the calf and thigh, not on the shins.
NOTE *Students may stop here with knees to chest and then move on to the next pose in the sequence.*
2. Inhale: Notice all the places where your hips, back, neck, and shoulders are in contact with the mat. They will stay there during this pose.
3. Exhale: Open knees wider than the body, bringing them toward the armpits.
4. Inhale: Lift the feet up away from the body. Flex the feet so they are parallel with the ground and ceiling, with ankles over the knees and shins perpendicular to the floor.
5. Exhale: If the pose is comfortable, walk the hands up the legs to

grasp the ankles, the feet, or even the big toes. Only reach as far as is comfortable with the head, neck, and shoulders staying flat on the floor.

6. Gently push the soles of your feet upward like you are going to lift up the ceiling as you use your hands to pull your legs downward so your knees get closer to the ground.
7. Gently release one foot at a time back down to the mat, with knees bent.

GROUP WATERFALL POSE



TEACHING TIP



For the Group Closing Sequence, if students do not feel comfortable with any of the poses (for example, if they are wearing skirts), give them the option to practice the pose or breathing practice of their choice.

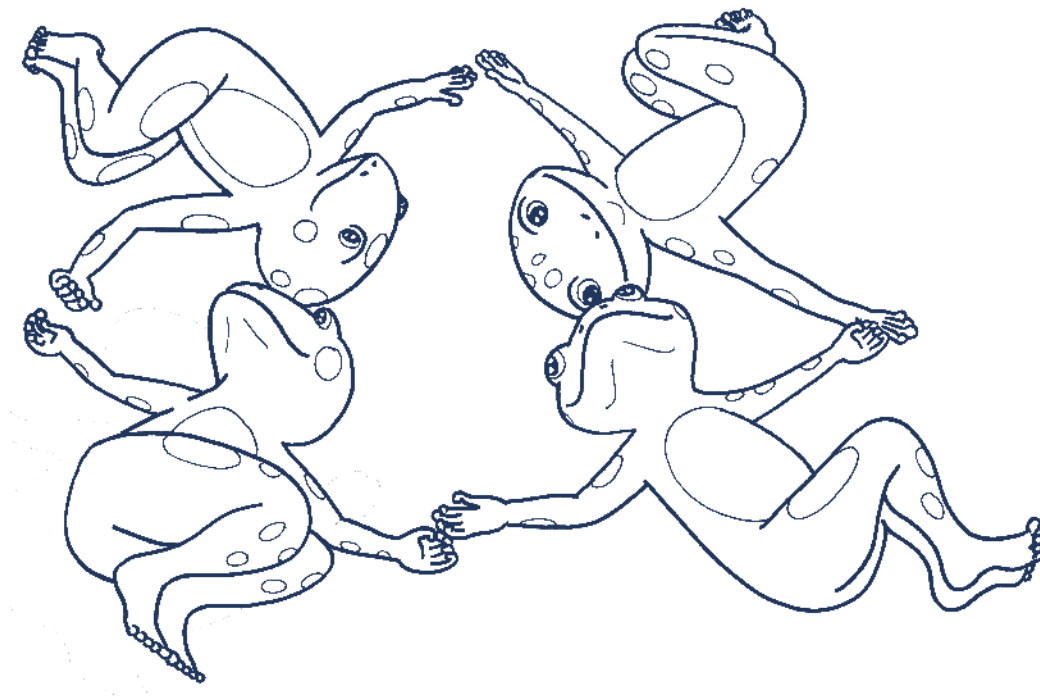
Group Waterfall Pose

1. Begin lying on your back with your head toward the center of the circle.
2. Exhale: Draw knees in toward the chest.
3. Inhale: Float feet toward the sky, so that legs are at an approximately 90-degree angle from the torso.
4. If it is more comfortable for you, you are welcome to roll up the bottom half of your mat and place it under your hips. Alternatively, you may place your hands under your hips with your palms facing the mat.

- *We can all connect and relax as a community by joining together in one big group pose. That will require us to hold hands or wrists with our neighbors. If you would not like to participate in that, place your hands on your belly. If you would like to participate, reach your hands out to your sides to grasp wrists or hands with your neighbor. Choose whichever option feels comfortable for you today.*

5. Hold the pose for a few breaths.
6. Exhale: Bend knees in toward the chest, then place the feet flat on the floor with knees bent.

GROUP WINDSHIELD WIPERS



Group Windshield Wipers

1. Begin lying on your back with knees bent and feet flat on the floor close to the edges of the mat.
2. Inhale: Release arms to the sides with palms facing up.
3. Exhale: Gently floating knees toward the right.
4. Inhale: Lift knees back to center.
5. Exhale: Drop knees gently to the right.
6. Repeat, alternating sides for several breaths.

- *We can all connect and relax as a community by joining together in one big group pose. That will require us to hold hands or wrists with our neighbors. If you would not like to participate in that, place your hands on your belly. If you would like to participate, reach your hands out to your sides to grasp wrists or hands with your neighbor. Choose whichever option feels comfortable for you today.*

7. Hold the pose for a few breaths.

8. Release one leg at a time back to the mat, finding Rest.



REST AND REFLECTION / 5 mins

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

Kind Mind (for Community)

As students rest, invite them to reflect on the following:

- *In this room, we are all part of this classroom community and this [school name] community. We belong to many different and diverse groups, and we all come together to make this community strong. Let's practice saying kind words and thinking kind thoughts for our school community.*
- *Imagine everyone in this school community standing in a huge circle stretching all the way around the building. Picture all of the different students, teachers, and staff with all their different ages, sizes, colors, and shapes, all their different interests and abilities, and all their different families and cultures. Picture them all standing together creating a strong and healthy school community. Whisper to repeat after me:*

May our whole school community be healthy and strong.

- *Now silently, keep thinking those kind words for our school community:*

May our whole school community be healthy and strong.

- Now imagine that each of those people in our big school community is leaving the circle to go do their part to keep the school working and learning. Whisper to repeat after me:

May each member of this community know that they are important.

- Now silently, keep thinking those kind words for our school community:

May each member of this community know that they are important.

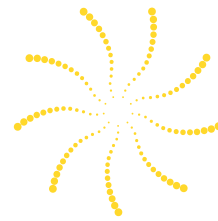
TAKE-HOME PRACTICE

- This week pay attention to the diversity of the food you eat and the communities you belong to.



Lesson 2

COMMUNITY CONTRIBUTIONS



Goal Statement

Students will create an *I belong* postcard as a way to identify some of the many communities to which they belong.

Essential Question

To which communities do I belong?

“I Can” Statement

I can identify community groups to which I belong.

Key Learning Objectives

Students will know...

- They belong to many communities and groups.
- Communities are stronger and healthier when members feel a sense of belonging.

Students will be able to...

- Identify the communities to which they belong.

Materials

- Whiteboard, display screen or chart paper/marker
- Image of school community from Lesson 1
- Graphic organizer for addressing a postcard
- Large unlined index cards or blank pre-printed postcards
- Crayons and/or markers

Preparation/Setup

- Display the image of the school community.
- Prepare a graphic organizer to display for the class.
- Organize materials for making postcards.
- Place student mats in a circle.

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

Calming and Focusing

Check-In

Kind Mind (for Community)

Rest and Reflection

New Vocabulary

Universe

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.

MY COMMUNITIES AND GROUPS / 25 mins

Briefly review the meaning of community and encourage students to think about the communities to which they belong. Gather students in a circle if possible.

- Invite students to define the word community and share what they learned about communities in the last lesson.
- Invite students to share examples of some of the communities to which they belong.
- Using student examples, encourage learners to identify smaller communities that exist within a community (e.g. classroom communities within the school community) and larger more global communities (e.g. the nation, humanity, etc.) to which many communities can belong.

Asking some of the following questions, reflect with students on what it means to belong to a community:

-
- ***How do you know you belong to a community?***
 - ***What does it feel like to belong?***
 - ***What would it be like to feel like you don't belong in a community? If you didn't feel like you belong, would you feel like your best self?***
 - ***Why is it important to know that you belong to a community?***
 - ***If community members feel like they belong in a community, what will that community be like?***
 - ***How can you help others feel like they belong?***
-

I Belong Postcards

Display the words ***I belong to many communities***. Tell students that today they are going to write postcards to identify some of the communities to which they belong.

Model the process first to help students understand the activity. “Think aloud” as you complete the following prompts, inviting students to help you when you get “stumped”:

- My name is _____. I am part of the _____ family and _____ school.
- I live on _____ (street) in the _____ neighborhood in _____ (town/city).
- _____ (town/city) is in the state of _____ in the _____ region of _____.
- _____ is a nation on the continent _____ on the planet Earth.
- Earth is a planet in the solar system in the Milky Way galaxy. The Milky Way is a community, but it isn’t the biggest one we belong to. That’s the **UNIVERSE!**”

Remind students that each category represents a community group. Consider highlighting them as you go, or asking students to circle all of the communities they can find in the text once you’ve written out the postcard.

Project a copy of the graphic organizer so that all of the students can see it, and ask students to help you fill it in, step by step. As a group, use the list of communities to help you address the postcard. Use as much creative detail as you like. Your postcard might look like this:

Guide students in creating their own I belong postcards.

Pass out the graphic organizers and use them to help students practice addressing a postcard. Then pass out large unlined index cards and have students address the postcards to themselves.

TEACHING TIP



Take a moment to assess students’ prior knowledge about postcards and addressing postcards before you begin, and then guide the activity accordingly. (Addressing postcards is a skill that is typically taught within a second-grade English language arts curriculum.)

TEACHING TIP



Consider using a map to guide the group discussion.

TEACHING TIP



Not all students feel comfortable sharing their addresses. Provide the school address on the board/wall as an additional option for this reason.

As students complete addressing their postcards, invite them to decorate or illustrate the back of their postcards (not on the same side as the address). Suggest that they draw or write the names of other communities to which they belong (e.g. school, church, clubs, etc.).

Once students have addressed their postcards, show them the area of a postcard where a message is generally written. Invite them to write a message of belonging to remind themselves that they are an important part of a lot of communities. Share example messages such as the following:

I belong here.

I am important to my community.

I need my community, and my community needs me.

Consider collecting postcards and mailing them to students or passing them out again at the end of the unit.

SUMMARIZE FOR STUDENTS:

- *A community is a group of people who have something in common.*
- *We each belong to many communities and groups.*
- *Communities are stronger and healthier when members feel a sense of belonging.*



MINDFUL MOVEMENT / 15 mins

Begin the movement practice in a circle.

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

Take a few deep breaths in Mountain, guiding students to check in with their bodies and notice how they are feeling right now.

Fresh Start Sequence (With Student Choice Groups)

Guide students in three rounds of the Fresh Start sequence with the following options:

Round 1

Facilitate the first round of the sequence with a focus on moving together as a whole classroom community.

Round 2

Give students the option of choosing to be in the Plank or Side Plank groups (without moving). They will remain on their current mats, but when it is time for Plank, they will do the option of the group they have chosen.

Round 3

Tell students they are still in the Plank or Side Plank group they already chose, but now they will choose an additional group. Give students the option of choosing to be in the Dog, Puppy, or Three-Legged Dog pose group. (Provide images to refresh students. See PRACTICE GUIDE if needed for Puppy and Three-Legged Dog.) They will remain on their mats, but when it is time for Dog, they will do the option of the group they have chosen.

Remind students that if the option they have chosen does not feel good for their body today, they are free to make a different choice.

Point out that even though members of the class were in different movement groups, they were still moving together as a community.

Intro to Group Poses (UNIT 6, LESSON 1)

Invite students to review ways they can treat each other with care and respect and keep each other safe during group poses.

Group Victory Pose (UNIT 6, LESSON 1)

Guide students through the pose.

Group Closing Sequence (UNIT 6, LESSON 1)

Guide students through the Group Closing Sequence, encouraging them to move and breathe together as a community. Hold each pose for a few Calming breaths.



REST AND REFLECTION / 8 mins

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

Kind Mind (for Community)

Guide students in a Kind Mind (for Community) practice. Feel free to substitute phrases of kind thoughts that you have generated with your class:

- *You are an important member of many groups and communities. Today we will do a Kind Mind practice for some of the small and large communities to which we belong.*
- *Bring to mind one group or community where you really feel like you belong—a group of people that cares for you. Maybe it's your class right here, your family, a team, or a faith group. Picture that group in your mind and picture the members of that group all around you, caring for you and keeping you safe.*
- *You are cared for. You are valued. You belong.*
- *Now imagine all of the people in your group or community also feeling safe and being cared for. Let's practice thinking kind thoughts for the members of your group or community. Whisper to repeat after me, or repeat the words silently in your mind:*

May they be safe.

May they feel cared for.

May they know that they belong.

- *Now bring to mind a community that we are all a part of: our city. Picture all of the people of our whole city keeping each other safe and showing care for each other. Picture them caring for you, too. You are valued. You belong. Let's practice kind thoughts for all of the people in our [city name] community. Whisper to repeat after me, or repeat the words silently in your mind:*

May they be safe.

May they feel cared for.

May they all know that they belong.

- *Now, let's see how big we can stretch our imaginations! See if we can picture in our minds the whole earth! Imagine all of the people on this earth keeping each other safe and showing care for each other. Picture yourself as a part of that huge caring community.*
- *You are safe. You are cared for. You are valued. You belong.*

- *Let's practice kind thoughts for all of the people in the huge community of our planet. Whisper to repeat after me, or repeat the words silently in your mind:*

May they be safe.

May they feel cared for.

May they all know that they belong.

Allow one to two minutes of Rest.

Check-In

As students return to sitting in Easy pose, invite them to check in and notice how they feel after practicing Kind Mind for their communities. Invite a few volunteers to share if time allows.

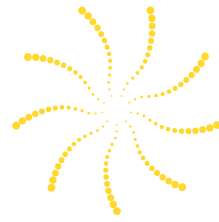
TAKE-HOME PRACTICE

- *Talk to your family about all of the communities and groups you are part of. See how many you can identify.*



Lesson 3

INFLUENCE



Goal Statement

Students will begin to explore how the people around them shape their point of view. Using food as an introduction, they will discover how different factors, including their friends, family, and the communities to which they belong, influence their behavior.

Essential Question

Who is an influence on my life?

“I Can” Statement

I can identify something or someone that influences my choices.

Key Learning Objectives

Students will know...

- Their senses and experiences can influence food choices.
- The people around them influence their choices.

Students will be able to...

- Identify ways that people in their community influence their eating and other behaviors.

Materials

- Samples of foods that smell better than they taste (e.g., vanilla extract, lemon, cinnamon, baker's chocolate)
- Samples of one or more foods that taste better than they smell (e.g., pickles, olives, kimchi, cheese)
- Containers to conceal the example foods, with holes cut in the top so that students can smell them
- If including the tasting activity:
 - Bite-sized samples of two example foods (one from each list) for students to taste
- Napkins

Preparation/Setup

- Create a table for the Good Enough to Eat activity on chart paper or prepare another method for documenting tallies.
- Prepare the food items in such a way that students will be able to smell them without seeing them.

New Mindful Movements

Poses

Forest

Sequences

None

Mindful Moments

Calming and Focusing
Student Choice Breath
Gratitude for Community
Rest and Reflection

New Vocabulary

Culture
Influence

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.

***GOOD ENOUGH TO EAT / 25 mins**

NOTE For 3rd-grade students, consider using the differentiation option.

Introduce the activity by gathering students in a circle and telling them that today you have some big questions and you will need them to practice curiosity to help you answer them. Invite them to share what they think you mean by practicing curiosity. Set up the activity with a story such as the following to engage students' curiosity.

- *I was eating lunch with my friend, and I brought some of my favorite pizza to share. My friend said that she did not like pizza. I couldn't believe it. I thought everyone liked pizza. It just so happened that my friend had never even had pizza. When she was growing up, her family never ate pizza and she always thought it smelled bad. My family didn't eat pizza much either, but at my school, we had pizza parties all the time, and it was always my favorite day. I think it smells great! This got me thinking, why do I like the foods that I like? What do you think? Why do you like the foods that you like? Is it the smell? Is it the way it looks? Is it the taste? Is there another reason?*

Explain that you have set up an experiment to try and find some answers.

Smell Activity

Display around the room several containers with hidden contents for students to smell various food items. Include items that smell good/taste bad and smell bad/taste good.

Without revealing anything about the contents, survey students to find out which foods they would eat based on smell alone. You may give students a paper survey to complete as they walk around to smell the various samples or have them respond with a show of hands.

(If including optional tasting activity, conduct that part of the activity at this point.)

Then, reveal the foods and survey students again to find out which foods they would eat.

Create a table as a class to document votes for: (1) smells good enough to eat and (2) looks good enough to eat.

[OPTIONAL] **Tasting Activity**

Set up the activity in the same way as the Smell Activity, but include one food that smells good/tastes bad and one food that smells bad/tastes good that you will also provide for the class to sample for taste. Before revealing the item completely, invite students to taste small individual samples. (As with all food related activities, be cautious of food allergies and follow all school safety guidelines.) If desired, split the class in half and have students taste samples in two different orders. After they have tasted the samples, again survey the number of students who would eat the food based on what they tasted of each and write the tallies on the table.

When all of the tallies are recorded and counted, identify the foods, explaining briefly what each is. Invite students to share observations about the activity and about the foods. Use questions such as the following to help students understand that their point of view about food is shaped not just by their senses, but by many influences, including the people in their communities (use the word **influence** throughout the discussion and check for understanding):

-
- ***Can you think of another food that smells better than it tastes? Can you think of another food that tastes better than it smells?***
 - ***What can we learn from the results in our table? Were you surprised?***
 - ***Once the food was revealed, what made some of you change your minds?***
 - ***Can you think of any other reasons why you choose to eat what you eat?*** [Answer: sight, familiarity, it's what I have at home, at school, or in the neighborhood, etc.]
 - ***Do the people around you influence what you eat and what you like? Did anyone change their mind about which food would taste better because of what a friend said? What if I said (or your friends said) something was gross; would you try it?***
 - ***Are there any foods your family likes to eat together? Are there any foods that are important to your culture? Are there any foods you like to eat because the school serves them a lot?***
 - ***How does having people with different backgrounds and cultures in our communities influence what we eat?*** [Answer: We might be exposed to new things, etc.]
-

SUMMARIZE FOR STUDENTS:

- *Our own senses—what we see, smell, and taste—have a big influence on our food choices, but there are also other reasons we like to eat certain things.*
- *The people around us also influence our food choices. Family, culture, friends, and even our school play a role in what we eat, what we like, and what we do.*

**DIFFERENTIATION**

Depending on student readiness (e.g. if this lesson is being repeated in a second year), substitute this differentiation activity or use it in addition to the Good Enough to Eat activities:

- **Prepare a list of specific foods, clothing styles, activities, etc. Label four corners of the room with the following phrases listed:**
 - *Because my family likes it*
 - *Because my friends like it*
 - *Because it's important to my culture*
 - *Because it's part of my school community*
- **Name an item on your list, and invite students to stand if they would eat it, wear it, etc., and to sit if they would not. Ask why and invite students to share. Then challenge them to expand their thinking about why they do certain things. Ask: *Is it just because you like it, just your own experience? Or could there be other reasons, too?* Instruct students to choose and move to the one corner that is the most true for them for this item. Explain that the corner they choose doesn't have to be the only reason—just the one that is the most true out of these four. After students have chosen a corner, invite volunteers to share why they chose their spot. Repeat with other items on your list. If desired, invite students to give a prompt and have the class respond.**
- **Debrief with students, focusing on how their points of view and behaviors are often influenced by the people in their communities. Acknowledge that their point of view is shaped by their own experiences, but also by other people. Emphasize that their communities play an important part in their lives and who they are, sometimes in ways they don't realize!**



MINDFUL MOVEMENT / 15 mins

Begin the practice in a large circle.

Group Sequence Games (UNIT 6, LESSON 1)

As in Lesson 1, choose one or more of Making Waves, Rounds, and Around the Clock for students to play, emphasizing paying attention to and working together with the whole group.

Student Choice Breath

Invite student volunteers to lead the group in a breathing practice of their choice:

- *You all have something to contribute, and I want you to have practice sharing your knowledge and your strengths with others by leading breath and movement practices. A few of you will get to lead today, and others will have a chance on another day.*

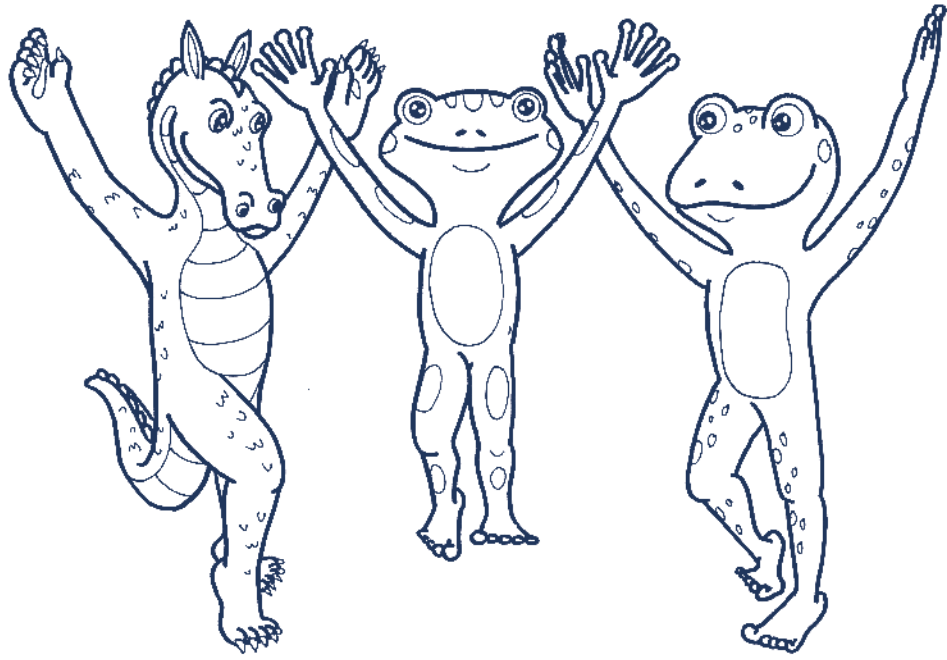
Intro to Group Movement

Guide students into a circle with less than arm's lengths apart between them (e.g. Stand shoulder to shoulder then take one step back to widen the circle slightly). Invite students to review ways they can treat each other with care and respect and keep each other safe during group movement.

Forest new

Guide students into the pose using the following cues as reference:

1. **Begin in Mountain pose, standing strong and tall.**
2. **Exhale: Find balance in Tree pose, starting with the toes touching the floor for stability.**
3. **Inhale: Reach the arms upward in the shape of the letter V, crossing wrists with your neighbors' arms to create branches, and spreading fingers out wide to create leaves. Choose either to keep space between your wrist and your neighbors' wrists, or bring wrists together so that you are connected to your neighbors.**



Tell students:

- *Remember to lower your foot anytime you feel like you need to reset the pose.*
- *As we balance, notice if the support of your neighbor helps you stand strong. Can you use your arms to help keep your neighbors stable?*
- *How does it feel to be part of a forest of so many trees standing tall together?*

Have students repeat on the opposite side.

Group Closing Sequence (UNIT 6, 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.

Gratitude for Community

Lead students in a guided visualization to practice gratitude for someone in their community:

- *Our communities are very important to us in many ways. They influence our lives in ways that we see and ways that we don't see. Imagine that standing all around, you can see people from your community who are an important influence on your life. They might be people from our school community or your family. Picture them in your mind.*
- *Now focus on one person in your community who is really important to you—a positive influence for whom you feel thankful today. Picture that person in your mind. Imagine what they look like and what they are doing. Why are they an important part of your community and your life? How do they make you feel?*
- *Now, imagine telling that person why you are thankful for them. What would you say to let them know you appreciate them? Think those words and imagine they can hear you.*

Allow one to two minutes of Rest.

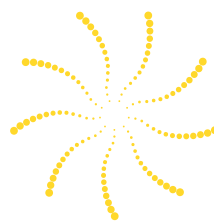
TAKE-HOME PRACTICE

- *What foods are important in your community? Tonight ask your family to tell you about some foods that are important to your family and your culture.*



Lesson 4

COLLABORATING



Goal Statement

Students will practice collaborating with the members of their classroom community to create a machine with many parts.

Essential Question

What happens when members of a community work together?

“I Can” Statement

I can collaborate with other members of my community to create something big.

Key Learning Objectives

Students will know...

- Communities are stronger when members contribute.
- People contribute to their communities in different ways.
- When we collaborate with others, we can create something stronger than we could create on our own.

Students will be able to...

- Practice collaborating with peers.

Materials

- *Paper and writing materials for differentiation activity

Preparation/Setup

- Organize students' mats in a circle.

New Vocabulary

Collaborate

New Mindful Movements

Poses

Group Boat

Sequences

None

Mindful Moments

Calming and Focusing

Visualizing Community

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 MACHINES** / 25 mins

Gather students in a large circle. Tell students that today they are going to work collaboratively to create something as a community. They will create a human machine, and they will have to practice their mindful awareness to pay attention to the people around them and work together safely as a community.

Consider using the Fresh Start or Twist sequence as a warm-up.

Choose a student volunteer to come to the middle of the circle. Ask the student volunteer to perform a movement they can do over and over until you say stop. Ask for volunteers one by one to add a new motion to the machine, connecting to another person's motion without touching them. Depending on your space and student readiness, it may be more effective to limit the machine to half the students and then invite new volunteers to create the machine in the second round.

Encourage students to stay mindful of the ways the parts are connected so the machine runs smoothly. Consider inviting students to add sound to go with their motion.

After everyone has added to the machine, tell students that you are powering off the machine and they should all come to stillness and then return to the circle.

Repeat this process in additional rounds (letting different students participate if applicable). Add one or more of the following variations:

DESIGN: Invite students to collaborate on a loose design for the machine before building it. Invite them to use their imaginations and brainstorm the kind of machine they will build together, what its purpose might be; where it might be located; the parts it might need; the sounds it might make; etc. Each student still should come up with their own motion to contribute to the machine, but now they will have a big picture to keep in mind.

TEACHING TIP

If any students are struggling to come up with a motion, suggest they consider a favorite hobby/activity or one of the Mindful Movement practices.

CONNECTIONS: Tell students that this time when they add their motion they may also make physical contact with their neighbors, with consent. For example, two neighbors may ask each other whether they would like to connect their movement. If so, they can decide to high-five each other, move feet together and apart, etc. Invite students to share ideas with the class for how they can do this successfully and safely. Consider having a “start button” that you push to power up the machine with the first student. When you push the button, student 1 does their movement, which then passes the power to the second student, and then the third, etc., until all parts of the machine are active, moving, and connected. Emphasize that they will need to communicate and be mindful to keep their movements working together safely.

FUNCTION: Propose a practical challenge for the machine—moving a ball from one side of the room to the other, for instance—to emphasize the connection between one part of the machine and the next. In this case, the first person making up the machine creates a movement that passes the ball to the next person who joins the machine and so on.

After each round, help students notice that their machine worked best when they were all contributing their individual parts and also collaborating by working together as a group with a purpose. Ask questions such as:

-
- ***How were you able to be your best self when we made the machine?***
 - ***Could you have created this on your own? What about with a friend?***
 - ***Would the machine be its best if everyone did the same motion? Why or why not?***
 - ***Was the community working together? Think about our machine for a moment. Were you collaborating as a group to create something or were you each doing your own thing but at the same time?***
 - ***Was it easy to collaborate with the group to create something? Were there any challenges?***
-

After discussing the final round, guide students through a Mindful Moment using the following script as reference:

- *Place your hands on your Anchors, and look down at your hands or close your eyes. Take a moment to check in. How does your body feel right now? What is going on in your mind?*
- *In your mind, imagine I asked you to create a machine by yourself to solve a big problem. What would it look like? Now imagine you had one person to help you. What are you able to create together? Now imagine a whole community of people sharing their ideas—things you never thought of. Imagine what you can create together.*



TEACHING TIP

Pretend you have a crank that controls the speed (and volume, if applicable) of the machine. Speed up the machine. Slow it down. Run it in reverse.

SUMMARIZE FOR STUDENTS:

- *When we collaborate with others, we can create something bigger and stronger than we could create on our own.*
- *People contribute in different ways.*
- *Just as our machine was stronger when each person was their best self and contributed, communities are stronger when members are their best selves and contribute.*

**DIFFERENTIATION**

Divide the class into several small groups. Tell students to imagine that another class is going to make a human machine in a swimming pool, but several students do not know how to swim. How can they make a machine where everyone is able to contribute, participate, and stay safe? Invite students to think about how they would solve the problem and then collaborate with their group members to create a solution. They should listen to each others' ideas and discuss before deciding on their final plan. Remind students to make sure everyone in the group has a role, including a note-taker (or illustrator) and a speaker. Invite groups to share with the class. Emphasize with the students the importance of group collaboration and the different ways of contributing. Ask questions such as:

- *In your group's solution, would everyone in the class be able to make a contribution to the water machine? Do you think everyone in the class would feel like part of the community?*
- *Did you discuss a plan for deciding what the students unable to swim could do? Did the plan include asking those students how they would like to contribute?*
- *What solutions were most respectful of the whole class community?*
- *In your group, what was your role? Were you happy with the way you contributed?*



MINDFUL MOVEMENT / 15 mins

Cat/Cow (UNIT 1, LESSON 1)

Repeat this sequence two to three times, emphasizing moving and breathing together.

Plank/Dog (UNIT 1, LESSON 1)

Repeat this sequence two to three times, emphasizing moving and breathing together.

Superhero Sequence (UNIT 3, LESSON 5)

Repeat this sequence two to three times, emphasizing moving and breathing together.

Invite student volunteers to lead the group in a breathing practice of their choice:

- *You all have something to contribute, and I want you to have practice sharing your knowledge and your strengths with others by leading breath and movement practices. A few of you will get to lead today, and others will have a chance on another day.*

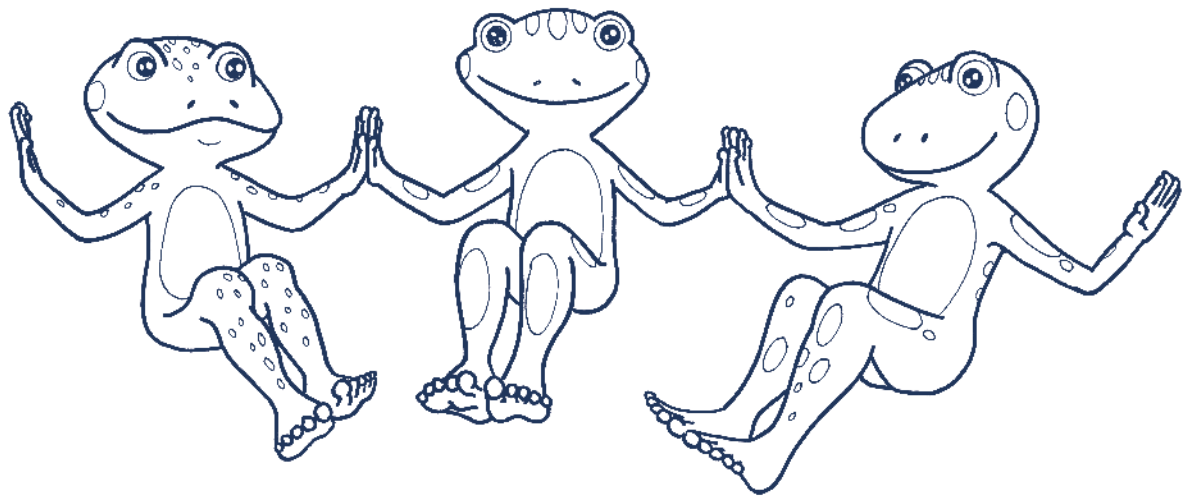
Intro to Group Poses

Guide students to form a circle with less than arm's length between them. You could ask them to stand shoulder to shoulder and then take one step back to widen the circle slightly. Invite students to review ways they can treat each other with care and respect and keep each other safe during group poses.

Group Boat

After the introduction, lead students through this group pose using the following cues as reference:

1. Begin seated with knees bent, legs together, and feet flat on the floor.
2. Inhale: Sit up tall through the torso, lifting arms out and placing your hands palm-to-palm with your neighbor's hand on each side if you're comfortable. **NOTE** Students may opt to keep space between their hands and their neighbors' hands.
3. Exhale: Gently draw the belly inwards and lift the heels. Find balance in Boat pose, lifting toes completely off the floor if desired.



- *As you balance in Boat Pose, notice how you and your neighbors are supporting each other. What else do you notice?*
- *Remember to touch your toes down anytime you need to reset the pose.*

Now create a community challenge in Group Boat:

- Have students relax for a moment and think about how they can be their best selves to support the group.
- Then have them return to the pose and invite students to lean in one direction and then the other in unison.

- *While we rock the boat, pay attention to the whole community so that we are moving together. At the same time, be very mindful of your neighbors' hands and any little movement they make so that you can support each other.*

- Repeat if desired.

Child's Pose (UNIT 1, LESSON 1)

Have students transition to Child's pose for a few breaths.

Group Closing Sequence (UNIT 6, LESSON 1)

Lead students through the sequence.



REST AND REFLECTION / 5 mins

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

Visualizing Community

Guide students through the following visualization:

- *Just like we saw in activities today, remember that you are surrounded by a community of people in this classroom, in this school, and outside of this school, who each have important contributions to make.*
- *In your mind, create a picture of all the people doing good things to keep your community safe, healthy, and happy.*
- *Imagine looking all around you and seeing people working together to solve problems, to bring big ideas to life, and to support each other in being their best selves.*
- *Now, picture yourself in the middle of this community. You also have a part to play to help our community be its best. In your mind, imagine yourself doing something to contribute to your community to make it safe, healthy, and happy.*
- *Notice what you're doing. Notice how it feels. Do you feel like your best self?*

Allow one to two minutes of Rest.

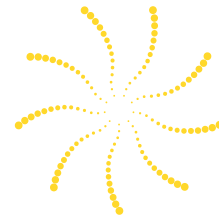
TAKE-HOME PRACTICE

- *Find an example of collaboration in your community. How are people working together? How do they contribute?*



Lesson 5

CARING CONTRIBUTIONS



Goal Statement

Reflecting on the book *Those Shoes*, students will discuss ways that they can contribute to their communities. They will explore how they can be their best selves by showing care and compassion for others.

Essential Question

How can I contribute to my community?

“I Can” Statement

I can name one way that I can contribute to my community.

Key Learning Objectives

Students will know...

- There are many ways they can be their best self in their communities.
- Showing care and compassion to others is one important way they can be their best selves in their communities.
- Showing care and compassion to others contributes to a healthier, happier, and stronger community.

Students will be able to...

- Identify ways to show care and compassion in their communities through kind words and actions.

Materials

- The book *Those Shoes* by Maribeth Boelts
- White board, chart, or butcher paper
- Two colors of markers
- Class friendship body illustration from Unit 5
- Signs that say *Kind Words*, *Kind Actions*, and *Not Sure/Ask for Help*

Preparation/Setup

- Hang the chart or butcher paper if needed.
- Hang the three signs in three areas of the room.

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

Calming and Focusing

Check-In

Student Choice Breath

Visualizing Caring Contributions

Rest and Reflection

New Vocabulary

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.

MY BEST SELF IN COMMUNITY / 10 mins

Create a T-chart in two stages with students.

TEACHING TIP

Display Unit 3 4Ps poster and the class body illustration for friendship as references. Remind students that they have already learned skills to be their best selves independently and together in a friendship.

Being My Best Self	Being My Best Self in a Community

Stage 1: At the top of the chart, write Being My Best Self on the left side. Briefly review and list ideas about what it means to be your best self on the left side. Recall ideas from earlier units (learning new things, showing care and compassion for yourself, having fun doing activities you enjoy, participating, being present, pausing when needed, using kind words, etc.)

Stage 2: Write Being My Best Self In a Community on the right side of the chart. Ask students what they think it means to be their best selves together in a community with lots of people, not just their friends (use the example of school or neighborhood if needed). Invite students to brainstorm ways they

can be their best selves in a community. Make sure to include ideas from this unit, such as including others, collaborating, contributing to a group, respecting differences, as well as showing care, compassion, kind words, kind thoughts, and kind actions. Emphasize that showing care, compassion, and kindness is always a way to be one's best self, whether it is showing care to oneself, to a friend, or to known or unknown community members.

SUMMARIZE FOR STUDENTS:

- *There are many ways we can each be our best selves in our communities.*
- *Showing care, kindness, and compassion to others is one important way we can be our best selves in our communities.*

SHOWING CARE AND COMPASSION FOR YOUR COMMUNITY

20 mins

Read the book *Those Shoes* by Maribeth Boelts. As you read, engage students by asking questions such as the following:

-
- ***How is Jeremy feeling? (Pay attention to Jeremy's body language and words.)***
 - ***What do you think about Jeremy's choice to buy the shoes that were too small for his feet? Why did he want the shoes so badly?***
 - ***Jeremy feels both happy for Antonio and mad about his own Mr. Alfrey shoes. Have you ever felt both happy and sad at the same time? Have you ever had to make a tough decision?***
-

After reading the book, check for understanding by asking questions such as the following:

-
- ***Which characters in the story showed care, kindness, or compassion for other community members? Were there community members that did not show care or kindness in this story?***
 - ***How did Mr. Alfrey [Antonio, Grandmother, Jeremy] show care and compassion?***
 - ***Why did Jeremy give his shoes to Antonio?***
 - ***Do you think it was easy for Jeremy to give up his shoes? What makes you think that?***
 - ***How might kind actions strengthen a friendship?***
 - ***How could acts of kindness and compassion strengthen a community?***
 - ***When do you think Jeremy felt like his best self in this story?***
-

TEACHING TIP

Consider starting the charting activity before reading *Those Shoes* and continuing it after the story.

SUMMARIZE FOR STUDENTS:

- *Showing care and compassion for others is an important way to contribute to a healthier and happier community.*

Three Corners Game

Tell students:

- *At the end of the story, Jeremy and Antonio decide to go racing. Today we'll do our own race to think about how we can show care and compassion to our communities, the way that the characters in the story did.*

Label three corners of the room with signs that say **Kind Words**, **Kind Actions**, and **Not Sure/Ask for Help**, respectively.

Tell students that during the game they should listen carefully as you describe situations in which they could contribute to their communities by showing care for others. They should think about how they could be their best self in that situation, and whether they would choose to contribute through kind words or kind actions. Then when you say “go,” they should go to the corner that represents their choice. If they are unsure or would choose to ask for help, they should go to the third corner. Using a pair share or other method, invite students to explain why they chose that corner and/or what they would do.

Use the following scenarios (or create ones that might be more relevant to your group of students):

- A student in our school community in a different grade comes to school with a “botched” haircut and won’t take off their hood.
- There is one neighborhood kid in the scouting troop who does not have a uniform to wear to the meetings and events.
- A member of the community’s [soccer, basketball, etc.] team isn’t very good, even though they try really hard.
- While playing at recess, a classmate rips the seat of their pants.
- There are houseless community members whom your family sees every day near the community center, and it is going to be very cold tonight.
- The elders in the community spend all of their time taking care of everyone else.
- You realize that your family hasn’t met the new family that moved into the neighborhood a couple of months ago.

SUMMARIZE FOR STUDENTS:

- *We can be our best selves in our communities by contributing kind words and kind actions to other community members.*
- *When members make caring contributions, the community grows healthier, happier, and stronger.*

**MINDFUL MOVEMENT / 13 mins****Easy Pose/Check-In**

Guide students to sit in Easy pose and check in with themselves.

Superhero Sequence (UNIT 3, LESSON 5)

Guide students through the sequence two to three times, emphasizing moving and breathing together.

Intro to Student Choice Practices

Tell students:

- *You all have something to contribute, and I want you to have practice sharing your knowledge and your strengths with others by leading breath and movement practices. A few of you will get to lead today, and others will have a chance on another day.*

Student Choice Movement

Invite student volunteers to lead the group in a sequence or pose of their choice. Tell them:

- *This is a way you can make a caring contribution to this community by helping us to take care of our bodies.*

Student Choice Breath

Invite student volunteers to lead the group in a breathing practice of their choice. Tell them:

- *This is a way you can make a caring contribution to this community by helping us to calm and settle our minds.*

Group Closing Sequence (UNIT 6, LESSON 1)

Guide students through the sequence.



REST AND REFLECTION / 5 mins

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

Visualizing Caring Contributions

Using some or all of the following script, guide students in visualizing caring contributions to the community:

- *Placing your hands on your Anchors, take a few deep calming breaths. Now picture in your mind our whole school community. Imagine everyone in the community is being their best self. They are showing care for one another, and they are showing compassion when someone needs it. In your imagination, what kind actions do you see members of the school community doing? What kind words do you hear them speaking? Notice how it feels in your mind and body to see kind words or actions in your community.*
- *Now picture yourself. Use your imagination to see yourself making a caring contribution in our school community. What kind actions can you do? What kind words can you share? Notice how it feels in your body and mind to show care to your community.*

Allow one to two minutes of Rest.

Have students return to Easy pose and invite a few to share if time allows.

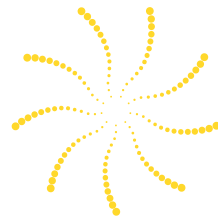
TAKE-HOME PRACTICE

- *Practice making a caring contribution by sharing kind words with someone in your community.*



Lesson 6

COMPASSIONATE COMMUNITIES



Goal Statement

Students will learn that communities have needs and that when community members work together to meet their community's needs, the community becomes healthier, stronger, and more compassionate.

Essential Question

What makes a community compassionate?

“I Can” Statement

I can explain how a community shows compassion.

Key Learning Objectives

Students will know...

- Communities have needs.
- When community members work together to meet their community's needs, that community is showing compassion.
- When community members work together to meet their community's needs, the community becomes healthier and stronger.

Students will be able to...

- Identify examples of community needs.
- Describe ways community members can work together to meet their community's needs.

Materials

- News story or video about a community coming together to address a need (e.g. school community implementing a buddy bench, community members organizing meal delivery for elders, neighbors coming together to create and stock little free pantries, a community raising money to build an accessible playground so that kids with all abilities can play safely)

Preparation/Setup

- Arrange mats in a circle.
- Load your news story or video.

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

Calming and Focusing
Student Choice Breath
Kind Mind (for Community)
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.

COMMUNITY NEEDS / 15 mins

Community Challenge

Play a game of musical mats. Explain that students will pretend to be a pride of lions (or use some other imagery). There is a big storm and parts of the land are getting too wet and muddy. The mats are dry land. If they don't get on mat, they will be stuck in the rain with no shelter. Play music or rain sounds while students move in a circle around the mats. When the music stops, they must be on a mat. Remove a mat each round. Anyone who is not on a mat is stuck in the rain and must sit in the middle of the circle.

After a few rounds, stop the game and tell the class they have lost. Invite them to share ideas for why they lost the game. Help students conclude that they are a community, and each member is important. If some of their members are in distress, the whole community loses. Next, invite students to share ideas for how they might win, and allow them to attempt the game again in the same way, removing a mat each round. (Students will need to share space, invite others onto their mats, etc., in order to be successful.)

Remind students that during the previous lesson they investigated how members of a community can show care for others. Tell students that today they are discovering how community members can show care when the entire community has a need. Ask questions such as:

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- ***What was the community need in our game?***
 - ***Could one person show kindness to contribute to the community in this situation? Would that be enough?***
 - ***How did you work together as a community to show compassion?***
-

SUMMARIZE FOR STUDENTS:

- *Communities have needs.*
- *When community members work together to meet their community's needs, the whole community becomes healthier and stronger.*

A COMPASSIONATE COMMUNITY STORY / 10 mins

Introduce the video or news story you have chosen. If desired, before telling the whole story, only tell students the community's need or problem. Invite them to share ideas for how they could work together as a community to show compassion. Then, play the video or read the whole story. Ask students questions such as the following:

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- ***What was the community's need?***
 - ***Could a community member use an act of kindness to solve the problem?***
 - ***How did the community show compassion?***
 - ***Why did lots of different people need to work together? How did different members of the community work together? What different kinds of contributions did members make?***
 - ***What if the community did nothing?***
 - ***Do you think the community changed because of this? In what ways?***
-

SUMMARIZE FOR STUDENTS:

- *Communities have needs that one person can't address on their own.*
- *Community members have many diverse ideas, strengths, and contributions.*
- *When community members work together to meet their community's needs, they make a more compassionate community.*
- *When community members work together to meet their community's needs, the whole community becomes healthier and stronger.*

**MINDFUL MOVEMENT / 15 mins****Intro to Student Choice Practices**

Tell students:

- ***You all have something to contribute, and I want you to have practice sharing your knowledge and your strengths with others by leading breath and movement practices. Those of you who did not get to lead previously will get to lead today.***

Student Choice Movement

Invite student volunteers to lead the group in a sequence or pose of their choice. Tell them:

- *This is a way you can make a caring contribution to this community by helping us to take care of our bodies.*

Intro to Group Poses

Guide students to form a circle with less than arm's length between them. You could ask them to stand shoulder to shoulder and then take one step back to widen the circle slightly. Invite students to review ways they can treat each other with care and respect and keep each other safe during group poses.

Student Choice Group Pose

Allow the group to discuss and choose their favorite group pose from this unit: either Victory (Lesson 1), Forest (Lesson 3), or Boat (Lesson 4). Invite students to contribute to leading the pose, if desired.

Student Choice Breath

Invite student volunteers to lead the group in a breathing practice of their choice. Tell them:

- *This is a way you can make a caring contribution to this community by helping us to calm and settle our minds.*

Group Closing Sequence (UNIT 6, LESSON 1)

Guide students through the sequence.



REST AND REFLECTION / 8 mins

Guide students to find a comfortable position for Rest.

Kind Mind (for Community)

Guide them in a Kind Mind (for Community) practice, using the following script as reference:

- *In this room, we are all part of this classroom community and this [school name] community, and even the bigger community of [city or town name]. As members of this community, we have many ways to contribute. We can all come together to make this community strong and healthy. Let's practice saying kind words and thinking kind thoughts for our community.*

- *Imagine everyone in this school community doing something fun together. Picture in your mind what they are doing. Maybe having a giant picnic or a field day. Imagine that everyone is included. Whisper to repeat after me:*

May our whole school community feel included.

- *Now repeat the kind thoughts silently:*

May our whole school community feel included.

- *Now imagine that our whole school community is being kind to each other and taking care of each other. Whisper to repeat after me:*

May our whole school community receive care and compassion.

- *Now repeat the kind thoughts silently:*

May our whole school community receive care and compassion.

- *Now imagine that you could see the faces of the whole community of people. They feel safe. They know that they are important. Whisper to repeat after me:*

May our whole school community feel safe and know that they are important.

- *Now repeat the kind thoughts silently:*

May our whole school community feel safe and know that they are important.

- *Now if you have any kind words of your own that you would want to say to our community, whisper those words. Now repeat the kind thoughts silently.*

Allow one to two minutes of Rest.

Invite students to share any final thoughts about hopes they have for how their community can be stronger, healthier, or more compassionate.

TAKE-HOME PRACTICE

- *Investigate compassion in your community. What community needs do you see? What is your community doing about those needs?*

Lesson Extensions

Community Garden

Lessons 1–6

Divide the class into small groups of four to six students. Challenge them to use the original Closing Sequence (Unit 1, Lesson 1) to create a Community Garden sequence. Instruct them to remain on their own mats and use the three poses of the original Closing Sequence (Butterfly, Flower, and Turtle), joining them together in some way to connect as a group.

Review class agreements for partner poses (Unit 5) and discuss how they can use them to show respect for group members and keep each other safe during group movement.

After each group has created their sequence, invite them to share with the class.

The following cues provide one example of how the original Closing Sequence can be transformed into a group practice:

Group Butterfly

1. **Begin in Butterfly pose.**
2. **Inhale: Sit tall, lift arms, and rest hands on each neighbor's shoulder, so that the whole group is connected.**
3. **Exhale: Gently lean forward into the stretch together.**
4. **Take several deep breaths together, noticing how your neighbors' backs rise and fall with their breath. How does it feel to breathe together?**

Group Flower

1. **Begin in Flower Pose. Find a version of the pose that feels safe, stable, and balanced.**
2. **Inhale: Reach your hands outward toward each neighbor's hand.**
3. **Exhale: Try to touch fingertips or clasp hands or wrists with your neighbors so that the whole group is connected.**
4. **How can you support each other's balance? How does it feel to be part of one large flower rather than many separate flowers?**

Group Turtle

1. **Begin in Turtle pose.**
2. **Inhale: Lengthen through your torso and arms and reach your arms along the floor toward your neighbor.**
3. **Exhale: Clasp hands or wrists on the ground.**
4. **Breathing together, sink deeper into the stretch. How does it feel to find calm in the pose together?**

Compassionate Community Map

Lessons 5–6

Either in small groups or as a class, create a map of the school and grounds.

Acts of care and kindness: Invite students to draw and label spots on the map where they have seen community members making a caring contribution, sharing an act of kindness, sharing kind words, etc.

Community Resources: After Lesson 6, invite students to draw and label spots on the map where they have observed resources available that support the community. These should be resources provided by the community to support the whole community (e.g. family resource center, little food pantry, counseling office, nurse's office, buddy bench, etc.).

Students can add to the map throughout the rest of Units 6 and 7 as they observe community members contributing acts of kindness, care, and compassion and learn more about the resources available to support community needs.

Compassionate Community Acrostic Poems

Lessons 3–6

Either in small groups or as a class, invite students to create acrostic poems using a word theme from the unit related to promoting a compassionate community. Have students first reflect on what a community needs to be healthy, happy, and strong. Then use their discussion as a basis for creating the lines of the poem, with one line per letter of your acrostic word (e.g., community, diversity, kindness).

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Team Build Challenge

Lessons 1–6

HULA HOOP HUT OR CUP STACK BALL

Decide ahead of time if you will use hula hoop huts or cup stacks for this activity. Divide the class into two teams and ask the teams to stand on opposite sides of the room. Use tape to create a centerline, across which the teams may not cross. Tell students that their first task will be to build hula hoop huts (or cup stack structures) on their side of the room. Tell them that the other team will try to break their hula hoop huts (or cup stack), so they should take some time to think about how to make them durable.

If the class has not created hula hoop huts (or cup stacks) yet in previous lessons, model the process or project an image of a completed structure as a model.

Once both teams have built their hula hoop huts (or cup stacks), distribute foam balls for each team to throw at their opponent's structure. If a team's structure falls, their opponent gets a point.

After giving students some time to work together on their own, and perhaps completing a round without teacher guidance, discuss how the teams worked together and help them conclude that their teams are most successful when individuals specialize in roles like hut defenders, ball throwers, ball collectors, and hut builders. Use this insight to help them connect this experience back to previous learning about roles, collaborating, and contributing within a group.

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Time for Races

Lessons 1–6

Organize races such as the following in your classroom:

- Locomotor movement races (e.g., hopping, crab walks, crawls)
- Scooter races (e.g., seated, on one knee)
- Hula hoop hut races (scatter the hoops and challenge students to gather them and build a hut; project an image as an example)
- Cup stack race

Conduct individual races first. Then, divide students into two teams and conduct relay races using favorites from the individual races.

After students have finished the races, ask them to gather together in a group. To help connect their experience to the previous activities, ask them questions such as the following:

- *What was it like to race as an individual versus as a team? Did you prefer one way or the other?*
 - *Did you feel supported by your team? Why?*
 - *Do you remember a time when your team worked well together? What helped your team work together?*
 - *Did you hear anyone share kind words? Did you experience any kind actions? How did these kind words and actions affect the group?*
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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.

