

# *Unit 1*



# COMPASSION



## ***Prior Knowledge***

A general understanding of what it means to show and receive kindness.

## ***Overview***

In this unit, students will learn to recognize their own and others' needs for compassion. They will discover that when they take care of themselves and one another by showing compassion, they can create a safer, healthier community. They will also acknowledge that sometimes it can be difficult to show compassion, and they will take time to identify how they can act compassionately toward themselves and others in challenging situations. They will also explore what it means to be mindful and will consider whether and how mindfulness can help them show compassion to themselves and others.

## ***Enduring Understandings***

Students will understand:

- Compassion is showing care and kindness to someone in need.
- Showing compassion to themselves and others can help them create a safer, healthier community.

## ***Essential Questions***

- What is compassion?
- How can I show myself compassion?
- Why is it sometimes difficult to show compassion?
- How can I help create a compassionate community?

## Lesson Summaries and Materials\*

### Lesson 1 pages 5–21

#### Lesson 1—What Is Compassion?:

Students learn that compassion means showing care and kindness to someone in need. Then they explore how compassion impacts individual and community well-being.

- Whiteboard or display screen (chalkboard or chart paper may be substituted)
- “*Lean on Me*” (Bill Withers, 1972) recording, written lyrics
- Sticky notes
- Pencils/pens

### Lesson 2 pages 22–32

**Lesson 2—Checking In:** Students learn how practicing mindfulness can help them show compassion to themselves and others. Then they explore how they can help cultivate a compassionate community.

- Whiteboard or display screen
- “*Lean on Me*” recording and lyrics

### Lesson 3 pages 33–41

**Lesson 3—When is it Difficult to Show Compassion?** Students explore why it is sometimes challenging to show compassion to themselves and others. Then they work in small groups to generate compassionate responses to difficult situations.

- Whiteboard or display screen (chalkboard or chart paper may be substituted)
- “*Lean on Me*” (Bill Withers, 1972) recording, written lyrics
- Copies of three scenarios and paper to record possible solutions
- Pencils
- [Optional] Student journals

### Lesson 4 pages 42–47

**Lesson 4—Creating a Compassionate Community:** Students identify concrete ways they can help build compassionate communities at home, at school, and in their city/town.

- Whiteboard or display screen (chalkboard or chart paper may be substituted)
- A Map of Compassion display
- [Optional] Student journals

\*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:**

- Describe how practicing compassion impacts individuals and communities (Lesson 1).
- Conclude that mindfulness can help them show compassion to themselves and others (Lessons 1-2).
- Demonstrate an understanding of the meaning and importance of compassion during discussion and sharing (Lessons 1–4).
- Identify how they could act compassionately toward themselves and others in difficult situations (Lesson 3).
- Identify ways they can create a compassionate community (Lesson 4).

## **New Mindful Movements**

### **Poses**

**Mountain**

**Sunrise**

**Sunset**

**Hands and Knees**

**Cat**

**Cow**

**Dog**

**Plank/Kneeling Plank**

**Easy Pose**

**Child's Pose**

**Cobra**

**Butterfly**

**Flower**

**Turtle**

**Monkey**

**Rest**

### **Sequences**

**Sunrise/Sunset**

**Cat/Cow**

**Dog/Plank**

**Child's Pose/Cobra**

**Fresh Start Sequence (Part 1)**

**Fresh Start Sequence (Part 2)**

**Fresh Start Sequence**

**Closing Sequence**

## **Mindful Moments**

**Calming and Focusing**

**Check-In**

**Breath Awareness**

**Mind and Body Awareness Experiment (I-III)**

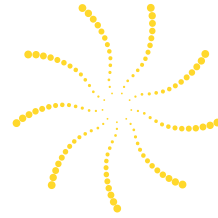
**Share Your Moves**

**Rest and Reflection**



## ***Lesson 1***

# **WHAT IS COMPASSION?**



### **Goal Statement**

**Students will learn that compassion means showing care and kindness to someone in need. Then they will explore how compassion impacts individual and community well-being.**

### **Essential Question**

**What is compassion?**

### **“I Can” Statement**

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

## Key Learning Objectives

Students will know...

- Compassion means showing care and kindness to someone in need.
- Mindfulness means using their minds to pay attention on purpose with curiosity and kindness.

Students will be able to...

- Describe how practicing compassion impacts individuals and communities.

## Materials

- Whiteboard or display screen (chalkboard or chart paper may be substituted)
- “*Lean on Me*” (Bill Withers, 1972) recording, written lyrics
- Sticky notes
- Pencils/pens

## Preparation/Setup

- Cue recording of “*Lean on Me*.”
- Prepare lyrics to “*Lean on Me*” for display.
- Set out sticky notes and pens and pencils.

## New Mindful Movements

### Poses

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

### Sequences

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

## Mindful Moments

Calming and Focusing  
Check-In  
Breath Awareness  
Rest and Reflection

## Vocabulary

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

### TEACHING TIP



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

## CALMING AND FOCUSING / 10 mins

Tell students that they are going to begin one of four lessons that will introduce the kinds of things they will learn in this class.

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

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

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

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

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

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

Then introduce the concept of a **mindfulness muscle**:

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

Introduce students to three steps they'll take to exercise their mindfulness muscles. Post these steps somewhere visible:

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

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

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

Tell students:

- *When we notice that our mind has wandered and bring our attention back to the breath or the bell, we are exercising our mindfulness muscles.*



## MINDFULNESS MUSCLE



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

Then lead students through the Calming and Focusing exercise.

### Calming

Tell students:

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



**NOTE** If you have a Hoberman sphere, use it to help cue inhalations and exhalations. Otherwise, you can use a hand signal, such as moving the hands apart as you breathe in and bringing them together as you breathe out.

## Focusing

Tell students:

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

Ring the bell and wait until the bell stops ringing before saying:

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

Invite several students to share what they notice after this exercise. Affirm that it's okay if the exercise was uncomfortable or if they had a hard time focusing. Remind them that it will get easier and more comfortable with practice. Consider inviting students to share their own ways of being mindful.

### TEACHING TIP



You may wish to prepare some sticky notes with words related to compassion in case students don't make these connections on their own.



#### \*ACKNOWLEDGMENTS:

"Lean On Me"

Words and Music by Bill Withers

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## LEAN ON ME / 20 mins

Ask students to listen carefully to the beginning of the song "Lean on Me"\* and to pay attention to the words as they listen. Play the song and show the words to the first stanza and chorus.

### Lyrics

*"Sometimes in our lives,  
We all have pain, we all have sorrow.  
But if we are wise,  
We know that there's always tomorrow.  
Lean on me when you're not strong  
And I'll be your friend, I'll help you carry on.  
For it won't be long till I'm gonna need  
Somebody to lean on."*

Give each student three or more sticky notes on which to write words (one per note) that aren't necessarily in the song but come to mind while they listen. Consider giving a couple of examples of words that it evokes for you (friendship, hope). While students are writing their words, move among them

and offer cues to help them get started.

Invite students to walk up to the board in groups of three to four to place their notes. Encourage them to look for other words that might be similar to their own and arrange them close together to begin to form clusters. For example, if their word is **kindness**, they could place it close to a similar word like **caring** to start a cluster.

Invite students to look at the words on the board and to come up with a few themes to name the clusters that have emerged. Discuss with the class to finalize the list of themes they observed. If **compassion** did not emerge, suggest compassion as a theme for the song.

Ask students to share ideas about the meaning of compassion. Help them conclude that compassion means **showing care and kindness to someone in need**. If students have a basic understanding of this meaning already, extend this definition to **the caring feeling of wanting to help when someone is feeling hurt, sad, or in some kind of pain**.

Then engage students in a discussion by asking questions such as:

- 
- ***How does it feel when someone shows you compassion (or care or kindness)?***
  - ***How can showing compassion affect someone? Could showing compassion affect someone's health or well-being?***
  - ***Could it ever be important to have compassion for yourself?***
  - ***What would our school community be like if we all practiced showing more compassion to ourselves and each other? Would it be [safer, healthier, happier, stronger]?***
- 

#### **SUMMARIZE FOR STUDENTS:**

- *Compassion means showing care and kindness to someone in need.*
- *When we take care of ourselves and one another by showing compassion, we can create a safer, healthier community.*

Tell students that in addition to mindfulness, they're going to learn more about compassion throughout the year (or your time together for this class).

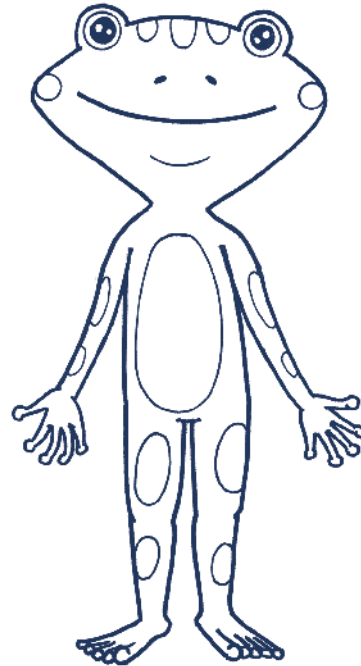


## MINDFUL MOVEMENT / 15 mins

### Introduction

Tell students:

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



MOUNTAIN

### Mountain new

Tell students:

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

Show students a picture of a mountain as a visual aid and ask them to identify words that describe a mountain (strong, still, tall, quiet, majestic, etc.).

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

Then guide students into Mountain pose using the following cues as reference:

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

Tell students that to check in with themselves is to *pause to listen to their minds and bodies with curiosity and kindness.*

Invite students to practice a brief Check-In by silently asking themselves:

- 
- *How does my body feel right now?*
  - *How does my mind feel right now?*
- 

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

## Breath Awareness

Lead students through an exploration of the terms *inhale* and *exhale*. Remind students that to inhale is to fill the lungs with air, or breathe in, and to exhale is to empty air from the lungs, or breathe out.

> **OPTIONAL:** Use a Hoberman sphere as a visual aid.

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

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

Lead students in taking three deep breaths together. Then lead them in a discussion asking questions such as:

- 
- *What do you notice when we inhale?*
  - *When we inhale, the stomach and chest expand to create space for the breath.*
  - *Can you feel your stomach pressing into your hands?*
  - *What do you notice when we exhale?*
  - *Does your stomach move toward your back?*
- 



### TEACHING TIP

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

Tell students:

- *During Mindful Movement today, pay attention to your breath. We will be linking our breath with the movement of our bodies in all of our Mindful Movement practices.*

### Intro to Sequences

Ask students to guess what the word *sequence* might mean. After several students share, explain that a sequence is a series of actions or behaviors that moves step by step, following a particular order.

Ask students if there are times during their day when they follow a sequence. For example, *do they follow a particular morning routine to get from home to school? Do they follow an evening routine, taking particular steps to get ready for bed?*

Inform students that they will learn several mini-sequences during the lesson and that later, they will put together several of the mini-sequences to create one long sequence.



SUNRISE/SUNSET

### Sunrise/Sunset new

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

1. **Begin in Mountain pose.**

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

#### HANDS AND KNEES



#### Hands and Knees new

Model and guide students through this pose using the following cues as reference and explain that this pose will help them get ready for the next sequence:

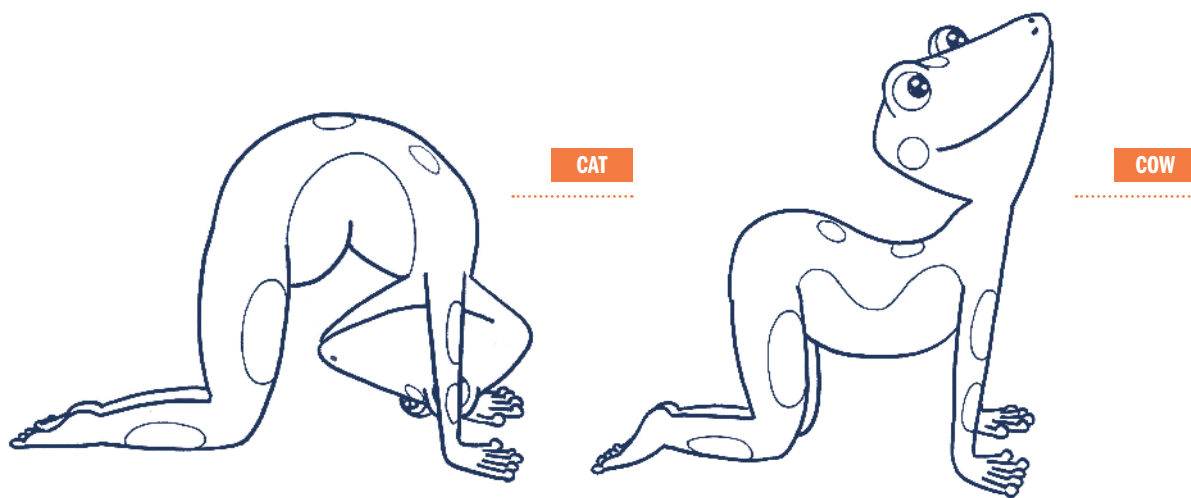
1. **Begin with your hands on the ground, shoulder-width apart, fingers spread wide apart, and your knees directly below your hips, hip-width apart.**
2. **Inhale and exhale with a straight back, chin slightly tilting toward the front of the neck to elongate the back of the neck.**

Explain to students that this is a transitional pose to connect standing movements with seated/kneeling movements.

#### Cat/Cow new

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

1. **Begin in Hands and Knees pose.**
2. **Take a deep breath in.**
3. **Exhale (Cat): Lift the belly, rounding the back upward and lowering the head to look back at the belly.**



4. **Inhale (Cow):** Looking forward, lower the belly and lengthen the spine from tailbone to the crown of the head to create a slight U shape with the spine.

Repeat Cat and Cow two to three times.

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

### **Dog/Plank** new

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

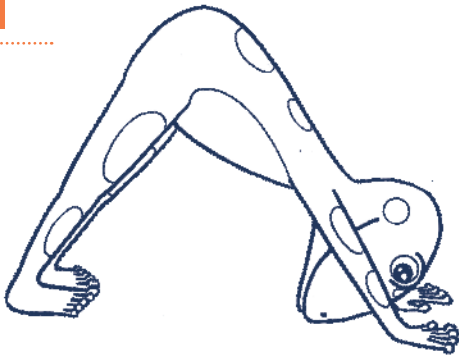
1. **Begin in Hands and Knees pose.** Stack shoulders over palms and hips over knees, with a neutral spine.
2. **Exhale (Dog):** Make an upside-down V-shape with the body by shifting the hips back and relaxing the head down. Create a long line from heels to hips and from hips to palms. Knees may be slightly bent.
3. **Inhale (Plank):** Shift forward to stack the shoulders over the palms with arms long and strong, straightening the body like a plank of wood. Drop the knees to the floor for support, while keeping a long straight line from the knees to the crown of the head. Explore two versions of the pose with knees on the floor (kneeling Plank) or with knees lifted to create a long line from the heels to the head.

Repeat the sequence two to three times.

Finish in Hands and Knees pose.



DOG



PLANK



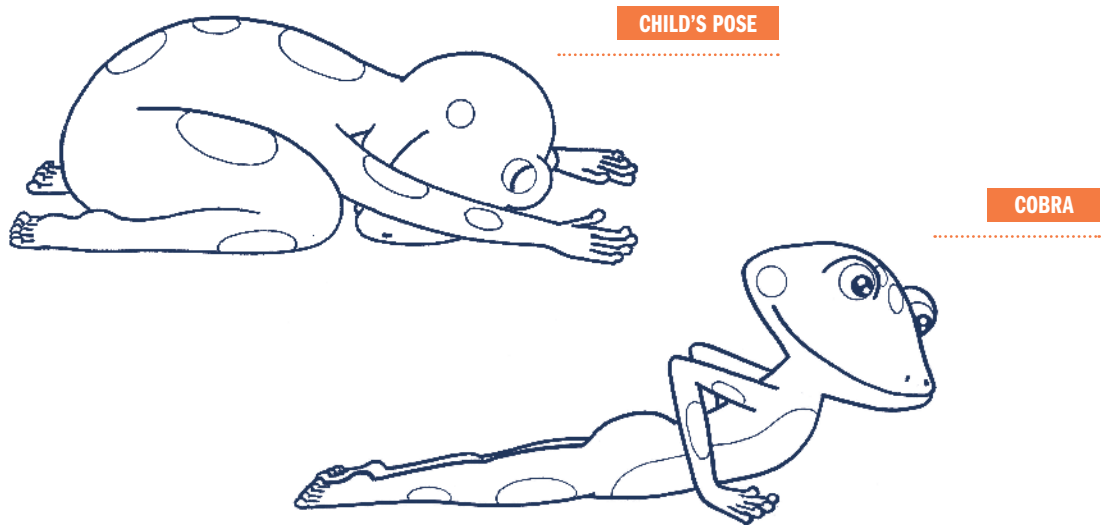
EASY POSE



### Easy Pose/Check-In new

Guide students to sit in Easy pose on the ground with their legs crossed. Ask students to place one hand on their belly and one hand on their chest (their Anchors).

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



### Child's Pose/Cobra new

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

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

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

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

As you guide them through the mini-sequence, tell students:

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

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

- You can be a tiny little snake resting in the grass or slither your way up tall to look up and puff out your chest like a cobra. Find the place that feels comfortable for your body and breathe there. Do not use your arms to push yourself up higher in the pose than your back can support on its own.

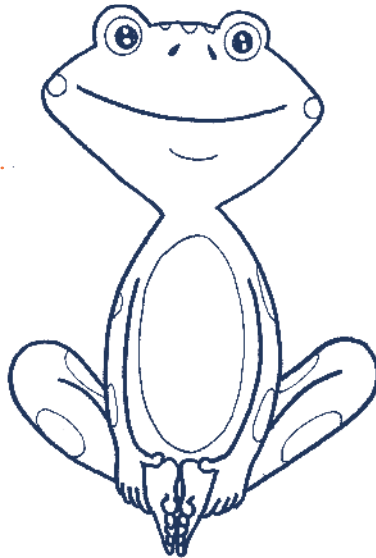
## Closing Sequence new

Tell students:

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

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

### BUTTERFLY



## Butterfly new

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

## Flower new

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



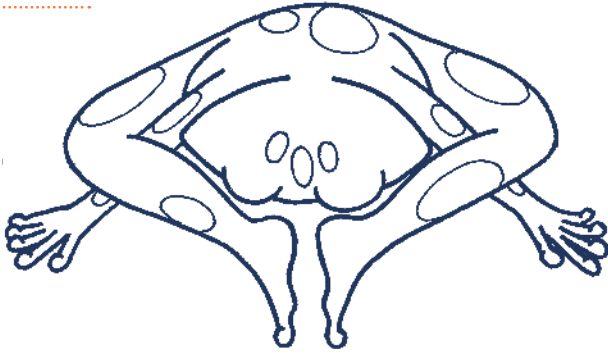
### *Version 1*

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

### *Version 2 (with balance)*

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

## TURTLE

Turtle new

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



## REST AND REFLECTION / 5 mins

Tell students:

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

## TEACHING TIP



Some students may feel vulnerable lying on their backs with their eyes closed or the lights dimmed. It is important to encourage students to find a Rest position in which they feel comfortable, safe, and able to be calm and quiet. Especially for students who have experienced trauma, this may look like a different way of lying down or even sitting with their back against the wall. It is completely normal for young students to be wiggly and distracted during Rest, especially while they first explore this practice. Many will grow their capacity to rest in calm, still, and quiet over time with practice. For some students, stillness may not be accessible, and their rest practice may involve some form of movement. Try to make Rest practice inclusive, supporting students in finding a version of Rest that is relaxing, safe, and comfortable for them and works in your space, even if it is not completely still or quiet.

*way that feels safe and comfortable for you. If you'd like, you may close your eyes. If you would rather not close your eyes, you can find one place to rest your eyes.*

Guide students to lie all the way down on their mats for Rest, flat on their backs with their eyes closed and their hands on their bellies. However, allow and encourage students to find a rest position that feels safe, calm, and comfortable. Then dim the lights, ensuring that you first ask students if they are okay with you doing so.

If students are restless, acknowledge that:

- *Sometimes it's hard to be still and quiet. If you feel like your body wants to move and it's hard to stay still, that's okay. Try to find a way to rest and relax that works for you.*

Then invite students to place their attention on their breath:

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

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

Allow one to two minutes of Rest.

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

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

Ring the bell.

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

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

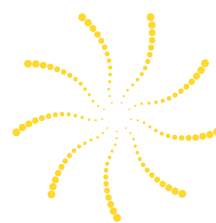
### TAKE-HOME PRACTICE

- *As you go about your day, look for examples of compassion. Identify one example of someone showing compassion to a friend in need.*



## ***Lesson 2***

# **CHECKING IN**



### **Goal Statement**

**Students will learn how practicing mindfulness can help them show compassion to themselves and others. Then they will explore how they can help cultivate a compassionate community.**

### **Essential Question**

**How can I show myself compassion?**

### **“I Can” Statement**

**I can show myself compassion when I listen to my mind and body with curiosity and kindness.**



## Key Learning Objectives

Students will know...

- Compassion means showing care and kindness to someone in need.
- Mindfulness means using their minds to pay attention on purpose with curiosity and kindness.
- Using mindfulness to practice checking in with themselves can help them notice when to show compassion to themselves and others.
- When they take care of themselves and one another by showing compassion, they can create a safer, healthier community.

Students will be able to...

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

## Materials

- Whiteboard or display screen
- “Lean on Me” recording, written lyrics

## Preparation/Setup

- Cue audio recording of “Lean on Me.”
- Preload lyrics to “Lean on Me.”

## New Mindful Movements

### Poses

None

### Sequences

None

## Mindful Moments

Calming and Focusing

Check-In

Mind and Body Awareness Experiment (I–III)

Rest and Reflection

## New Vocabulary

Community

Check in

Sensations

Facial expression

Heart rate

Exercise

## CALMING AND FOCUSING / 2 mins

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

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

## \*COMPASSIONATE COMMUNITIES / 15 mins

Play the song “Lean on Me” (see lyrics below). Start the song at the beginning for review.

Post the following lyrics somewhere that the students can see:

*“Sometimes in our lives, we all have pain,  
We all have sorrow.  
But if we are wise,  
We know that there’s always tomorrow.  
Lean on me when you’re not strong,  
And I’ll be your friend;  
I’ll help you carry on.  
For it won’t be long  
‘til I’m gonna need  
Somebody to lean on.*

*“Please swallow your pride  
If I have things you need to borrow.  
For no one can fill those of your needs  
That you won’t let show.*

*“You just call on me brother,  
When you need a hand.  
We all need somebody to lean on.  
I just might have a problem that you’ll understand.  
We all need somebody to lean on.”*

Discuss the lyrics with students, focusing on the idea that we all need compassion sometimes. Ask students questions such as:

- 
- ***What does it mean that “we all have pain, we all have sorrow?”***
  - ***Why does the songwriter end a stanza with the words, “for it won’t be long, ‘til I’m gonna need somebody to lean on?”***
  - ***Do all people need compassion sometimes?***
  - ***What would our community be like if we showed compassion to ourselves and others?***
- 

### SUMMARIZE FOR STUDENTS:

- *Compassion means showing care and kindness to someone in need.*
- *All people need compassion sometimes.*
- *When we take care of ourselves and one another by showing compassion, we can create a safer, healthier community.*

\*Help students make a connection between mindfulness and compassion, using questions such as:

- 
- ***How can we know when someone might need us to show them compassion?*** [Lead students to the idea that they can check in with someone to find out how they are doing.]
  - ***What might you say to check in on someone?*** [How are you? Do you need anything?]
  - ***When you check in on someone, do you use curiosity? Kindness? Paying attention?*** [Remind students that curiosity, kindness, and paying attention are all parts of mindfulness.]
  - ***Do you think mindfulness could help you notice when someone needs compassion?***
- 

### SUMMARIZE FOR STUDENTS:

- *Practicing mindfulness by checking in can help us notice when someone needs us to show compassion.*

## CHECK-IN / 10 mins

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

Tell students that today they'll learn how to listen to their minds and bodies to see how they are doing by practicing an exercise called Check-In.

Explain to students:

- *Just like you would check in on a friend to see if they are okay or if they need anything, we should also check in with ourselves. We don't always know what we need, so it's important to pause and ask ourselves: How am I? What do I need? Am I okay? Mindfulness will help you do that.*

Tell them that checking in can help them learn more about their minds and bodies, and that just like the calming and focusing exercise, it is also a practice that they can get better at over time.

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

Use the following script as reference to guide students through a Check-In practice:

- *Begin by placing your right hand on your heart and your left hand on your belly (your Anchors).*
- *Take a look around the room and notice where you are. Now, if it feels comfortable and safe for you, close your eyes. Or, if you prefer, you can choose to look down at one spot.*
- *Now, with curiosity and kindness, bring your attention to your body. Can you notice any sensations inside your body? Maybe your stomach is growling. Or perhaps you can feel your heartbeat.*
- *What else can you notice about how your body is feeling today? Is it energetic, tired, restless, calm, or something else? Be curious. Ask yourself if your body needs anything.*
- *Now, bring your attention to your breath. Do you feel it moving in and out of your body? Is it fast or is it slow? Quietly notice.*
- *Now bring your attention to your face. Does your face feel relaxed? Is it smiling or bored? Is your forehead wrinkled or smooth? Notice what expression is on your face. There's no need to change anything, simply notice what's there already.*
- *Now check in on your mind. Ask yourself, how is my mind feeling today? Is my mind busy with any thoughts or worries? Or is it calm? Ask yourself, how am I doing today? Do I need anything?*
- *Now take a deep breath in and out. Take a look around the room. How do you feel?*

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

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

### SUMMARIZE FOR STUDENTS:

- *Check-In is a mindfulness practice where we can take a pause and ask ourselves how we are feeling and what we need.*
- *Check-In practice helps us listen to our minds and bodies with curiosity and kindness.*
- *Mindfulness can help us show compassion to ourselves and others.*



## MINDFUL MOVEMENT / 20 mins

Tell students:

- *In our last session, we learned that one way we can show compassion for ourselves is to take care of our bodies and that Mindful Movement practices will help us do that.*
- *We're going to practice Mindful Movement again today to help us take care of our bodies, and we'll also play a game to review what we've learned so far.*

## Mountain (UNIT 1, LESSON 1)

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

Review with students the qualities of a mountain (strong, still, tall, quiet, majestic).

Then guide students into Mountain pose.

## Mind and Body Awareness Experiment Phase I

Tell students:

- *Since we're standing so still and quiet in Mountain pose, we're going to do a quick experiment before we continue moving.*

- *During our experiment, we're going to check in with our minds and bodies. Does anyone remember what checking in means?*

Invite several students to share.

Help students recall that checking in means asking themselves how they are feeling and what they need, and then listening to their minds and bodies with curiosity and kindness.

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

Give students time to practice a silent Check-In.

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

## Intro to Sequences

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

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

### TEACHING TIP



Have fun with the pose review game. You might even add in some additional silly or fast movements, such as dance moves that everyone knows, jumping jacks, or dunking an imaginary basketball. Allow adequate time for the game so that students can have some fun and moderate physical activity to balance out the stillness and reflection needed for all of the Check-In practices of this lesson.

## Pose Review Game

Use the following game to review the poses with students:

1. Name poses that the class learned in Lesson 1 and instruct students to quickly and carefully move to those poses.
2. Try poses in the order of the sequences you've practiced first, then mix up the order.
3. Keep the pace manageable but quick in order to keep heart rates up. Add repetition of short sequences to keep the activity level up.
4. *Variation:* After you've led for a while, have students take turns naming one pose while other students follow.
5. *Challenge:* Don't model the pose you're calling out. Instead, stay in Mountain pose or do a pose other than one you've named.

Wrap up the game and bring the room back to focus with a few repetitions of Sunrise/Sunset, finishing in Mountain pose.

## Mind and Body Awareness Experiment Phase II

Invite students to pause and take a few breaths in Mountain pose.

Remind students of the experiment you conducted earlier in Mountain.

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

Tell students:

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



- ***Check to see whether your mind feels the same as it did before the movement practice or different.***

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

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

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

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

Ask if students can recall the names/order of the poses in the Closing Sequence and then guide students through the sequence.



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

Remind students that the last part of the lesson will be Rest and that Rest is an important part of taking care of themselves and showing themselves compassion, especially when they are tired.

Also remind students that they don't need to go to sleep to rest their bodies. Tell them:

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

Guide students to lie all the way down on their mats for Rest. Invite them to lie flat on their backs with their eyes closed and their hands on their bellies. However, allow and encourage students to find the Rest position that feels safe, calm, and comfortable for them. Dim the lights, but be sure to first ask students if they are okay with you doing so.

If students are restless, acknowledge that. Tell them:

- *Sometimes it's hard to be still and quiet. If you feel like your body wants to move and it's hard to stay still, that's okay. Try to find a way to rest and relax that works for you.*

Then invite students to place their attention on their breath. Tell them:

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

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

Allow one to two minutes of Rest.

Tell students:

- *As we finish the relaxation, take a deep inhale and a long exhale. Wiggle your fingers and your toes, and slowly move back to a seated position, keeping your eyes closed or looking downward.*

### **Mind and Body Awareness Phase III**

Tell students:

- *Now we're going to do the final phase of our experiment to see how our minds and bodies feel after Rest.*
- *Remember, checking in means asking ourselves how we are feeling and what we need, and then listening to our minds and bodies with curiosity and kindness.*
- *We're going to practice a Check-In.*
- *To begin place one hand on your chest.*
- *Now, with curiosity and kindness, see if you can feel your heartbeat. Notice whether your heartbeat is easy to notice or difficult to notice.*
- *There's no right or wrong answer. Simply notice what you're experiencing.*
- *And now check to see whether your heartbeat feels the same as it did during Phase 1 and Phase 2 of the experiment or if it feels different.*
- *There's no right or wrong answer. Simply notice what you're experiencing.*

- *Now put your other hand on your belly.*
- *With curiosity and kindness, notice your breath flowing in and out. Notice whether your breath is fast or slow.*
- *And now check to see whether your breath feels the same as it did during Phase 1 and Phase 2 of the experiment or if it feels different.*
- *And finally, check in with your mind. Notice what you are feeling. And now notice what you are thinking.*
- *And now check to see whether your mind feels the same as it did during Phase 1 and Phase 2 of the experiment or if it feels different.*

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

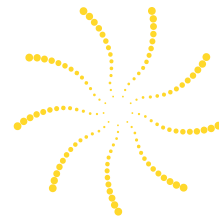
### TAKE-HOME PRACTICE

- *Practicing checking in with yourself throughout the day by listening to your mind and body with curiosity and kindness.*



## *Lesson 3*

# WHEN IS IT DIFFICULT TO SHOW COMPASSION?



### **Goal Statement**

Students will explore why it is sometimes challenging to show compassion to themselves and others. Then they will work in small groups to generate compassionate responses to difficult situations.

### **Essential Question**

Why is it sometimes difficult to show compassion?

### **“I Can” Statement**

I can identify a compassionate solution to a difficult situation.

## Key Learning Objectives

Students will know...

- Sometimes it can be difficult to show compassion.
- They can show compassion to themselves and others even when it is difficult.

Students will be able to...

- Identify how they could act compassionately toward themselves and others in difficult situations.

## Materials

- Whiteboard or display screen (chalkboard or chart paper may be substituted)
- “*Lean on Me*” (Bill Withers, 1972) recording, written lyrics
- Copies of three scenarios and paper to record possible solutions
- Pencils
- [Optional] Student journals

## Preparation/Setup

- Cue audio recording of “*Lean on Me*.”
- Set out copies of three scenarios, paper on which students can record their solutions, and pencils (1 each per group).
- Set out pencils.
- [Optional] Set out student journals.

## New Mindful Movements

### Poses

Monkey

### Sequences

Fresh Start Sequence (Part 1)

Fresh Start Sequence (Part 2)

Fresh Start Sequence

## Mindful Moments

Calming and Focusing

Check-In

Rest and Reflection

## New Vocabulary

Difficult

Compassionate response

**CALMING AND FOCUSING / 2 mins**

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

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

**SOMEBODY TO LEAN ON / 25 mins**

Invite students to sing along with “*Lean on Me*” again. (Display lyrics for students to follow along.)

Segue to the next activity by asking students:

- 
- ***Is it always easy to show compassion to others [other people, animals, living things]?***
  - ***What can make it difficult to show compassion?***
- 

Form small groups. Give each group a piece of paper and a copy of one of the following three scenarios. Tell students that each scenario represents a challenging situation and they will need to collaborate in their groups to figure out how to address the situation in the scenario. Tell students that they should brainstorm possible solutions, allowing each member to state their idea. They should then decide on one or two compassionate responses to the situation and record their compassionate response(s) on the paper. They should indicate how each act shows compassion to themselves and others. Suggested scenarios:

**SCENARIO 1:**

*As you and your friends are playing together on the playground, you notice George alone on the monkey bars. George has been mean to many of you since the beginning of the year. All of a sudden his hands slip from the bars and he lands on his leg; he seems to be badly hurt. No one has noticed yet, not even your teachers. What would you do to show George compassion?*

**SCENARIO 2:**

*It is your birthday and your parents have allowed you to have a sleepover with several friends. You are excited about the party and want your friends to have a great time. Throughout the evening, your younger sibling keeps hanging around you and your friends and wants to be a part of the fun. You can tell that your friends are getting annoyed with your sibling. What would you do to show compassion in this situation?*

**SCENARIO 3:**

*At the beginning of the year, your best friend since kindergarten comes back to school dressing differently and hanging out with a different set of friends. On several occasions, they have been mean to you. One day you walk into the bathroom with a new friend, and you hear someone crying in one of the stalls. You all realize that it is your old best friend. What would you do to show compassion in this situation?*

Have students share their groups' compassionate responses with the class. In response to each group's sharing, ask the class if they agree with the response and/or whether they have another idea. When all of the groups have shared, ask students to think about a response that another group presented and describe how it is compassionate (in that it shows understanding of and care for the people involved). Then ask them to indicate with a thumbs-up, thumbs-down, or thumbs-sideways if they think it would be easy, difficult, or in-between, respectively, for you to actually carry out the compassionate responses? Why?

**SUMMARIZE FOR STUDENTS:**

- *Sometimes it can be difficult to show compassion.*
- *We can show compassion to ourselves and others even when it is difficult.*

**MINDFUL MOVEMENT / 18 mins****Share Your Moves**

Invite students to recall how they show their bodies compassion during this class. [Answer: By practicing Mindful Movement]

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

Invite students to consider whether there is anything their bodies need right now. Model this for students by telling them, for example:

- *When I check in with myself, I notice that my neck feels sore and wants to be stretched.*

**TEACHING TIP**

Have students decide on one group member to be the reader, one to be the note-taker, and one or two group members to be the presenter(s).



Invite several students to share aloud what they notice in their own bodies.

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

Allow students to take turns demonstrating their movement (and if time allows, saying why they chose it). Ask the rest of the group to repeat back the movement that was modeled. Alternatively, you can invite everyone to perform their own unique movement all at one time.

### TEACHING TIP



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

### Mountain (UNIT 1, LESSON 1)

Guide students through the pose.

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

Guide students through the sequence.

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

Guide students through the sequence.

## Introduction to the Fresh Start Sequence

Tell students:

- *In our last two sessions, we learned and practiced some mini-sequences that each had two steps. Can anyone name and/or demonstrate one of those sequences?*
- *Today we are going to put some of those together to create two longer sequences, and then combine those to make one even longer sequence, which we will call our Fresh Start Sequence.*

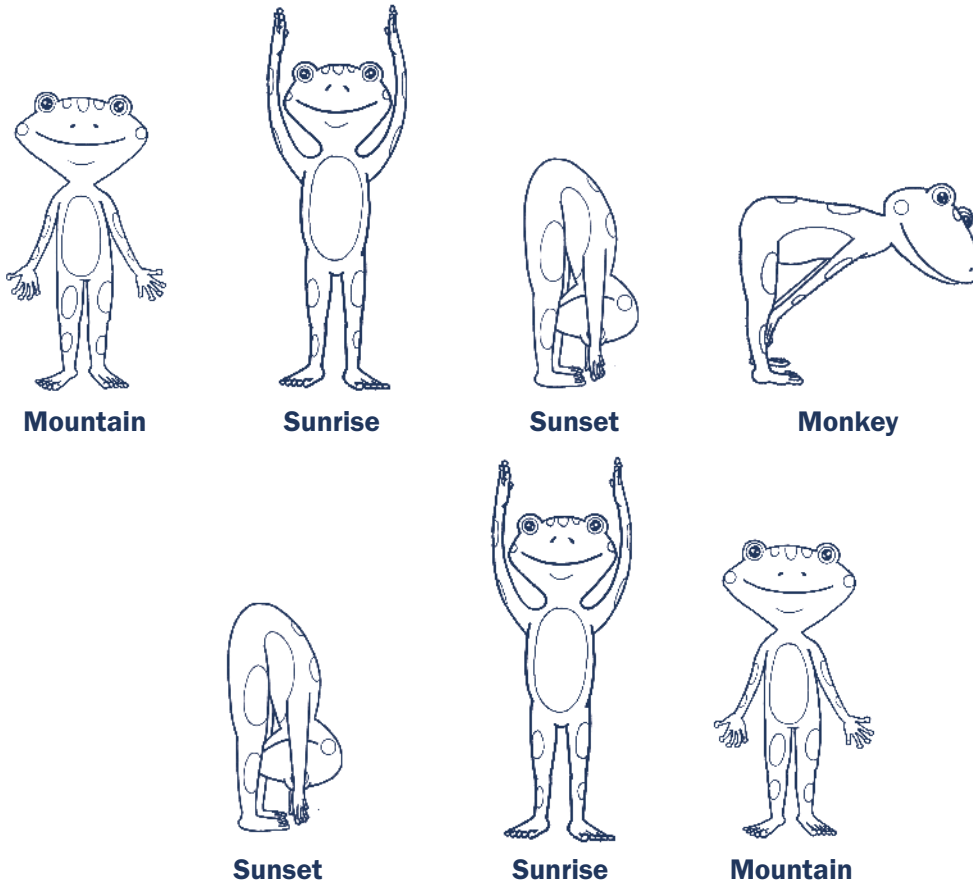
### Fresh Start Sequence (Part 1) new

Tell students that Part 1 of this new sequence builds from the Sunrise/Sunset mini-sequence and adds one new posture called Monkey.

Model and guide students through Part 1 using the following cues as reference:

1. **Begin in Mountain pose.**
2. **Inhale: Sunrise.**

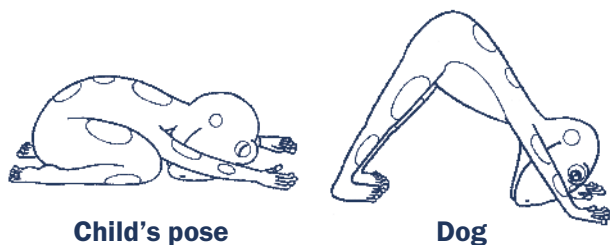
## FRESH START SEQUENCE: PART 1



3. Exhale: Sunset.
4. From Sunset, lift the torso halfway up so that the head is looking out, lengthening the spine to a flat back position. Hands are down, fingertips touching tops of the knees, the shins, or the mat. This is Monkey pose.
5. Exhale: Fold down over legs into Sunset again.
6. Inhale: Press feet down, bending knees, then lift upper body upward to return to Sunrise.
7. Repeat mini-sequence two to three times.
8. Exhale and finish in Mountain pose.

### Fresh Start Sequence (Part 2) new

Model and guide students through Part 2 of the sequence. Use the following cues as reference:



Child's pose

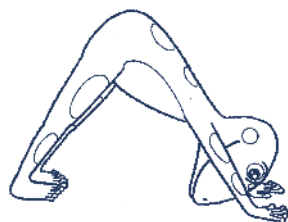
Dog



Plank



Cobra



Dog



Child's pose

1. Begin from Child's pose or from Sunset.
2. Exhale: Dog. If beginning in Child's pose, press down through palms and lift hips to Dog. If beginning in Sunset, step the feet back to Dog.
3. Inhale: Plank (model Plank or kneeling version).
4. Exhale: Lower to belly.
5. Inhale: Cobra.
6. Exhale: Dog.
7. Repeat at least two to three times.
8. Finish by releasing down from Dog to Child's pose.

### Fresh Start Sequence new

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

## FRESH START SEQUENCE

**Mountain****Sunrise****Sunset****Monkey****Sunset****Plank****Cobra****Dog****Monkey****Sunset****Sunrise****Mountain**

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

1. Begin in Mountain pose.
2. Inhale: Sunrise.
3. Exhale: Sunset.
4. Inhale: Monkey.
5. Exhale: Sunset.
6. Inhale: Step back to Plank (model Plank or kneeling version).
7. Exhale: Lower to belly (Push-up).
8. Inhale: Cobra
9. Exhale: Dog.

**10. Inhale: Step forward to Monkey.**

**11. Exhale: Sunset.**

**12. Inhale: Sunrise.**

**13. Exhale: Finish in Mountain.**

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

Guide students through the sequence.



### REST AND REFLECTION / 5 mins

Remind students that the last part of the lesson will be Rest and that Rest is an important part of taking care of themselves and showing themselves compassion, especially when they are tired.

Tell students:

- *Take a look around the room. Then lie down in a way that feels safe and comfortable for you. Close your eyes if it's comfortable. If you would rather not close your eyes, you can find one place to rest your eyes.*

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

As students return to a seated position after the Rest practice, invite them to silently ask themselves the following questions. Pause between each question to allow students time to reflect or write in their journals.

- 
- ***What does it feel like to show myself compassion?***
  - ***What other ways can I show myself compassion throughout the day?***
- 

Invite several students to share their responses aloud.

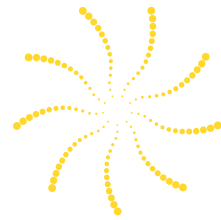
### TAKE-HOME PRACTICE

- *Grow your compassion: Try showing kindness or compassion at a time when it isn't easy.*



## ***Lesson 4***

# **CREATING A COMPASSIONATE COMMUNITY**



### **Goal Statement**

**Students will identify concrete ways they can help build compassionate communities at home, at school, and in their city/town.**

### **Essential Question**

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

### **“I Can” Statement**

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

## Key Learning Objectives

Students will know...

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

Students will be able to...

- Identify concrete ways they can help build compassionate communities at home, at school, and in their city/town.

## Materials

- Whiteboard or display screen (chalkboard or chart paper may be substituted)
- A Map of Compassion display
- [Optional] Student journals

## Preparation/Setup

- Hang up the Map of Compassion display.
- [Optional] Set out student journals.

## New Vocabulary

Compassionate community

## New Mindful Movements

### Poses

None

### Sequences

None

## Mindful Moments

Calming and Focusing  
Rest and Reflection

## CALMING AND FOCUSING / 2 mins

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

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

## A MAP OF COMPASSION / 25 mins

Create a display called A Map of Compassion where home, school, and community all have space on the map. Allow students to contribute (on sticky notes, etc.) short scenarios that they have observed to be shared and placed on the Map of Compassion. (You might also consider inviting students to share hypothetical scenarios.) To make this an ongoing project, collect these from students to add to your map over time. Examples:

### **Example 1:**

*Someone who lives with you has a headache. You ask if you can help them. Then you get them a cool washcloth for their head. (Home)*

### **Example 2:**

*Someone you don't know drops their backpack and everything falls out. You stop to help them gather their items. (School)*

### **Example 3:**

*You see a little child is lost at the grocery store. You ask your parent to help the child find a worker at the store so they can be reconnected with their parent. (Community)*

Discuss with the class how compassion for themselves and others is a way of building a stronger, healthier, happier community. Use questions such as the following to reflect on the individual acts of compassion and on the map as a whole:

- 
- **How did/would this act of compassion impact people?**
  - **What need is being met with this act of compassion?**
  - **What would happen if no one acted compassionately in this situation?**
  - **When you look at this map, how will the school [home, community] be affected by these acts of compassion?**
-



### TEACHING TIP



Have students mark acts of compassion they have witnessed with an eye. Have them mark ideas for how they could share compassion with a light bulb or thought bubble. Consider printing templates in these shapes where students can record their scenarios.



### MINDFUL MOVEMENT / 15–20 mins

Invite students to share how they feel about Mindful Movement so far. Ask them whether they feel they could benefit from Mindful Movement and discuss whether they would consider Mindful Movement an act of self compassion. Tell them that they will practice Mindful Movement again today and invite them to check in with themselves throughout the practice to notice how their minds and bodies are feeling.

### Mountain (UNIT 1, LESSON 1)

Guide students through the pose.

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

Guide students through the mini-sequence.

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

Guide students through the mini-sequence.

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

Remind students that in the last two lessons they learned and practiced Parts 1 and 2 of the Fresh Start Sequence.

Remind students that this is a great sequence to do every morning to start up the day feeling energized or anytime a movement break would give them a fresh start.

### Fresh Start Game

Explain that the students will play a game to review and check their memory of the Fresh Start Sequence.

Have students begin in Mountain pose.

Explain that students will take turns naming the pose that comes next in the sequence. When someone has named a pose, the whole class will get into that pose right away, whether it is in the correct order or not. If the pose named is incorrect, give the student a second chance to say the correct pose before opening it up to the group. Establish the order you wish students to follow for their turns (e.g., up and down rows of mats).

Move through the sequence together as a group in this way (i.e., student #1 names Sunrise and all follow, then student #2 names Sunset and all follow, until all students have had at least two turns and you have completed at least three to five repetitions).

**Challenge:**

If a student does not guess the correct pose, then the class must reverse the direction of the turns.

- See if they can go around the whole class without switching directions. This is a good place to review how they can be understanding and compassionate toward one another.
- Keep the pace upbeat.
- Remind students to approach this game with a sense of compassion for their own bodies and remind them that it's always okay to take a break in Child's pose if their body needs a brief rest. Remind students to also show compassion for others, especially if they do not guess the pose correctly or if they decide to rest instead of play.

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

Guide students through the sequence.



### REST AND REFLECTION / 5 mins

Remind students that the last part of the lesson is Rest and that Rest is an important part of taking care of themselves and showing themselves compassion, especially when they are tired.

Tell students:

- *Take a look around the room. Then lie down in a way that feels safe and comfortable for you. Close your eyes if it's comfortable. If you would rather not close your eyes, you can find one place to rest your eyes.*

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

As students return to a seated position after the Rest practice, invite them to silently ask themselves the following questions. Pause between each question to allow students time to reflect or write in their journals.

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

Invite several students to share their responses aloud.

### TAKE-HOME PRACTICE

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

## Lesson Extensions

### Acronyms

#### Lesson 1

Let students come up with acronyms for defining or describing compassion or well-being. In small groups, they can brainstorm acronyms and fill in each word related to the letter in the acronym.

### Fill in the Blank

#### Lessons 1–2

Display sentence starters similar to these and ask students to come up with as many compassionate ways as they can to fill in the blanks of one of the sentences. Tell them they can use their imaginations to make up acts of compassion or base them on acts of compassion they have experienced or observed.

- *Sheena was sick, and a family member \_\_\_\_\_.*
- *My feelings were hurt, and a friend told me \_\_\_\_\_.*
- *Xian was left out of a game, and someone \_\_\_\_\_.*
- *Ramón was the new person on the soccer team, and someone \_\_\_\_\_.*
- *I missed two shots in basketball, and the coach \_\_\_\_\_.*
- *Dre was completely confused about fractions, and a teacher \_\_\_\_\_.*
- *Tatiana was really hungry, and someone \_\_\_\_\_.*

### Spot the Compassion

#### Lessons 3–4

Find one or more age-appropriate video clips that show a situation where someone is hurting or in need and someone demonstrates an act of compassion. Set up the clip by asking students to think about the last time they showed compassion to a friend, family member, someone in their community, or to an animal or the environment. Let a few students share briefly, then set up the clip by directing students to look for compassionate acts while they watch. Lead a discussion based on students' observations. Include questions about what factors made it easy or difficult to show compassion in that situation.

### Compassion Board

#### All lessons

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