

Unit 4



SOCIAL AWARENESS

PART 1: EMPATHY AND PERSPECTIVE TAKING

Prior Knowledge

Students should have a general awareness that friends and family members sometimes disagree with one another.

Overview

In this unit, students learn about different points of view. Students explore how understanding their own point of view as well as other people's points of view can help them act compassionately. They practice listening to others with curiosity and kindness and then explain other people's points of view even when they don't agree with them. Students also explore how seeing things from a variety of perspectives can help them resolve conflicts.

Enduring Understandings

Students will understand:

- Their friends can have very different perspectives on something.
- They can understand other people's points of view even if they don't agree with them.
- Practicing curiosity and kindness can help them understand someone's perspective.
- Practicing perspective-taking and empathy can help them understand others' behaviors and show compassion.

Essential Questions

- What is a point of view?
- Whose perspective is right?
- Why is it important to see another's perspective?

Lesson Summaries and Materials*

Lesson 1 pages 210–223

Lesson 1—A Bug’s Eye View:
Students explore what it means to have different points of view.

- [Optional] Drawing paper and/or writing paper
- [Optional] Colored pencils, crayons and/or markers

Lesson 2 pages 224–231

Lesson 2—Selfies: Students discover that people’s perspectives help determine their emotional responses to situations/events.

- Computer tablets (1 per 4 students)
- [Optional] Chart summarizing emotions reviewed in Unit 2

Lesson 3 pages 232–241

Lesson 3—The Whole Food:
Students listen to others’ perspectives in order to make predictions and solve a problem.

- Whole (washed) radishes with leaves (confirm no allergies)
NOTE *If radishes are unavailable or you are repeating the lesson, choose another food item that students will not immediately recognize by its parts (golden beets, pomegranate, pineapple) that can take the place of eating the peel.*
- Knife (or pre-sliced radish, peeled; cut-off leaves)
- Opaque containers (1 per group)
- Napkins
- Hand sanitizer or sink access for hand washing
- Desk or privacy partitions for “secret” work
- Radish nutrition facts (preferably written on a card)
- Paper/pencil
- [Optional] Computer tablet (1 per group)

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Lesson 4
pages 242–249

Lesson 4—Your Side of the Story: Students learn that understanding other people’s perspectives/points of view can help them show care and compassion to themselves and others.

- The book *Hey, Little Ant* by Phillip and Hannah Hoose

Lesson 5
pages 250–259

Lesson 5—Storytelling: Students practice exploring people’s differing points of view on the same situation. They practice using perspective-taking and empathy to understand how characters in a story might feel, what they might need, and the ways that they can come to a shared understanding.

- Whiteboard or display screen
- Examples of StoryKit stories or other digital stories
- Computer tablets (1 per group or per pair of students)
- Paper for story-writing
- Pencils/pens
- Activity cards, if desired

Lesson 6
pages 260–265

Lesson 6— Author, Author: Students continue to practice exploring people’s differing points of view to generate compromises.

- Computer tablets (1 per group or per pair of students)
 - [Optional] Paper for note taking
 - [Optional] Pencils/pens
 - [Optional] Activity cards
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***All Lessons include:**
Bell or chime
(Optional) Hoberman sphere

New Mindful Movements

Poses

Swaying Palm
Trident
Elbow-to-Knee
Glider
Glider Twist
Pick it Up
Seated Twist
Three-Legged Dog
Side Plank

Sequences

Twist Sequence
All Sides of the Story

Mindful Moments

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

*Differentiation**

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

Performance Assessment

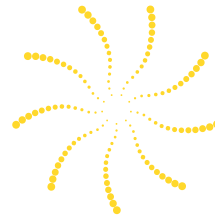
Students will be able to:

- Identify their own point of view (Lesson 1).
- Compare and contrast their point of view with other students' points of view (Lesson 1).
- Define perspective as someone's point of view (Lesson 2).
- Explain another person's point of view even if they don't agree with it (Lesson 2).
- Consider multiple points of view at the same time (Lesson 3).
- Communicate their perspective (Lesson 3).
- Identify examples of empathy in a story (Lesson 4).
- Identify how people with different points of view could come to a shared understanding (Lessons 5-6).



Lesson 1

A BUG'S EYE VIEW



Goal Statement

Students will understand what it means to have different points of view.

Essential Question

What is a point of view?

“I Can” Statement

I can identify an example of differing points of view.

Key Learning Objectives

Students will know...

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

Students will be able to...

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

Materials

- [Optional] Drawing paper and/or writing paper
- [Optional] Colored pencils, crayons and/or markers

Preparation/Setup

- If applicable, set out drawing materials for easy distribution.

New Vocabulary

Perspective
Point of view

New Mindful Movements

Poses

Swaying Palm
Trident
Elbow-to-Knee
Glider
Glider Twist
Pick it Up
Seated Twist

Sequences

Twist Sequence

Mindful Moments

Calming and Focusing
Check-In
Mini-Body Scan
Rest and Reflection

CALMING AND FOCUSING / 2 mins

Begin every lesson with Calming and Focusing practices described in the PRACTICE GUIDE.

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



MINDFUL MOVEMENT / 10 mins

Tell students:

- *The terms perspective and point of view refer to the way we see the world. If you want to understand someone else's perspective/ point of view, you have to try to see, feel, and understand their side of the story. You might have to look at things from a different point of view. Let's start our movement practice from a different point of view today—in Child's Pose.*

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

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

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

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

Cat/Cow (UNIT 1, LESSON 1)

Guide students through this mini-sequence.

Dog (UNIT 1, LESSON 1)

Guide students to take a few breaths in this pose, pedaling the legs if desired.

Sunset (UNIT 1, LESSON 1)

From Dog pose, transition to Sunset pose by walking the hands toward the feet or the feet toward the hands. Hanging over like a rag doll, invite students to slowly shake their heads “no,” turning from side to side to get a new point of view. Then nod their heads “yes.”

Tell students:

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

Mountain (UNIT 1, LESSON 1)

From Sunset, guide students back to Mountain pose.

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

Guide students through the sequence.

Have two to three students take turns leading the Fresh Start Sequence. Ask them to use their own words and point out anything they feel is important in the poses. Let them lead the sequence once or twice each.

Help students notice that even though their peers are leading the same movements, each student leads in their own style and emphasizes different things according to their own point of view.

SUMMARIZE FOR STUDENTS:

- *Perspective/point of view refers to the way people see and understand things.*



BUG'S EYE VIEW / 8 mins

Divide the class into two groups.

Appoint one group as the bees and the other as the ants. Ask the students to close their eyes, if they feel comfortable, and envision how a plate full of mashed potatoes would look from their respective positions: to an ant that is crawling on the plate and to a bee that is hovering overhead.

> OPTIONAL: Allow a few students to draw what they see on the whiteboard or chart paper or alternatively, conduct this activity through drawing or writing.

Ask several students to share their group's perspective of the plate. Make sure they use the term perspective often. Ask questions such as the following to prompt students' thinking about their unique perspective:

-
- ***From your perspective, is the plate of mashed potatoes important or useful?***
 - ***How would you feel if you walked (or flew) up to the edge of the plate of mashed potatoes, and then someone took the plate away.***
 - ***If you needed to get from one side to the other, and the plate of mashed potatoes was in your way, would it be difficult from your perspective?***
-

Help students continue to explore the concept of point of view by asking them questions such as:

-
- ***Would the bees see it the same way if they were flying higher?***
 - ***How might the ant see the plate differently if it were across the table and farther away?***
 - ***Is the bee's perspective/point of view right?***
 - ***Is the ant's perspective/point of view wrong?***
-

SUMMARIZE FOR STUDENTS:

- *Perspective/point of view refers to the way people see and understand things.*
- *Different people have different points of view depending on their needs, experiences, knowledge, etc.*
- *Different perspectives/points of view are not necessarily right or wrong.*

TEACHING TIP



Do not take time to have students move. Simply draw a line down the middle of the class so the students on the left take one perspective and the students on the right take another perspective.



MINDFUL MOVEMENT / 20 mins

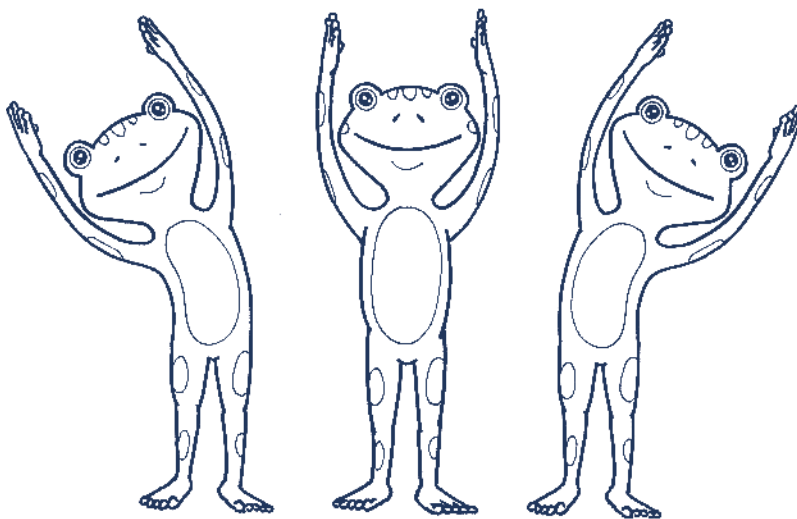
Twist Sequence new

Tell students:

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

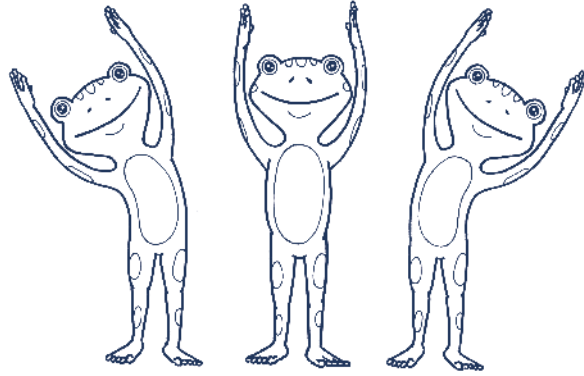
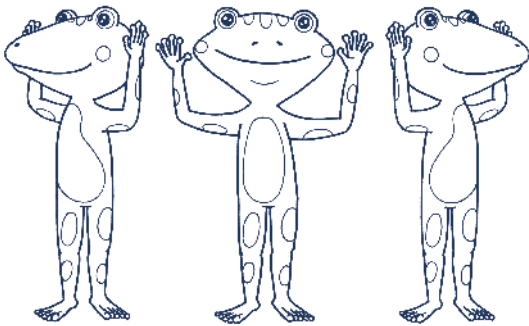
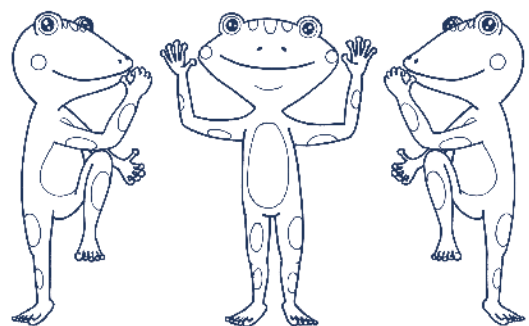
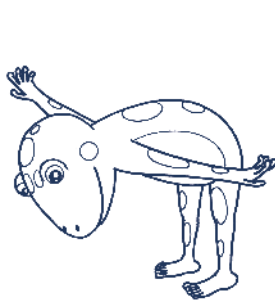
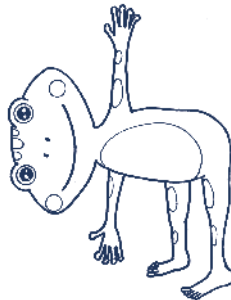
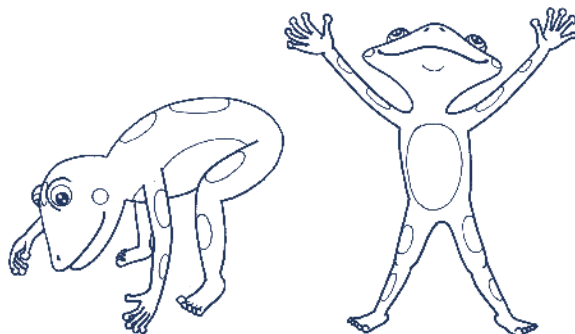
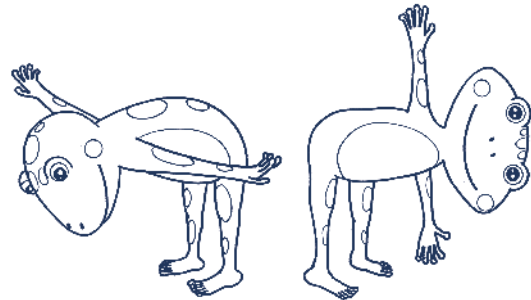
Guide students through the sequence two to three times. Use the following cues as reference:

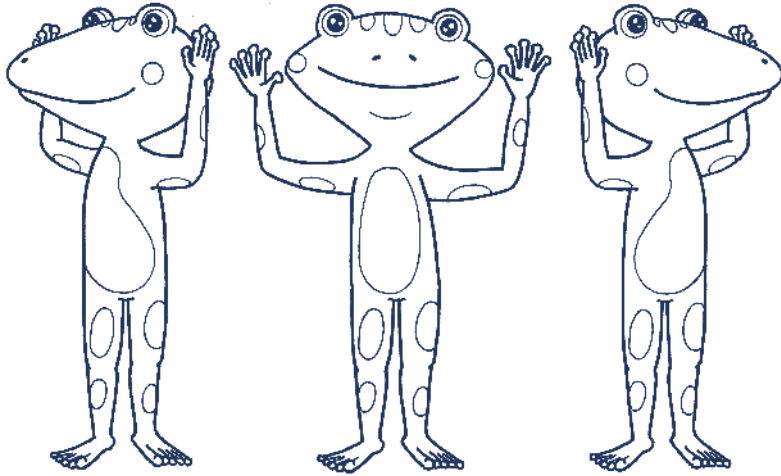
SWAYING PALM

Swaying Palm new

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

TWIST SEQUENCE

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



Trident/Trident Twist new

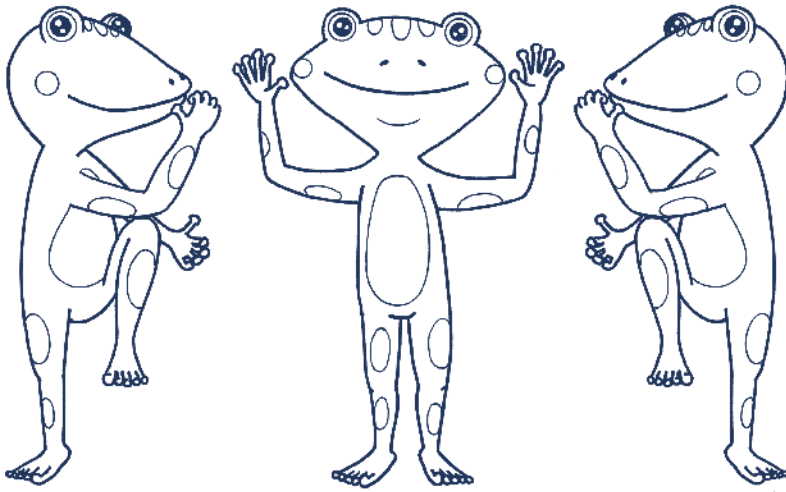
1. From Swaying Palm, drop arms down (or from Mountain, bring arms up) to a position where upper arms are parallel to the ground, elbows are bent 90 degrees, and forearms are vertical with palms facing each other.
2. Inhale: Grow tall in the spine. This is Trident.
3. Exhale: Gently twist the torso to the right side, keeping the feet stable and being careful not to lock the knees.
4. Inhale: Rotate back to center, opening the chest and growing tall. Repeat the movement a few times, alternating sides.

Elbow-to-Knee new

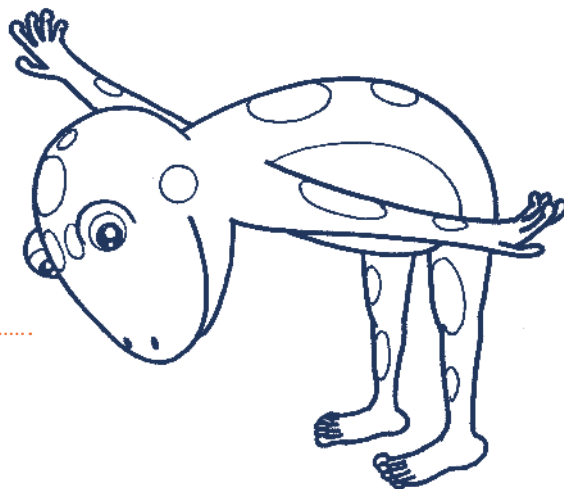
Demonstrate Elbow-to-Knee pose using the following cues for reference:

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

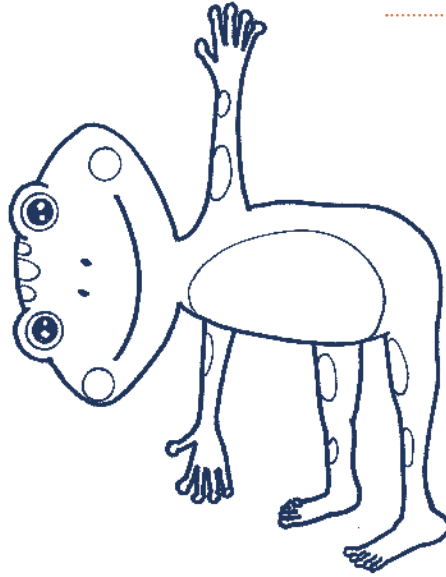
ELBOW-TO-KNEE

Glider new

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



GLIDER



Glider Twist new

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

Pick It Up new

1. For this movement, guide students to imagine they are standing in a pool, and in this pool is whatever they need. With the movement, they will bend down and visualize scooping up whatever it is they need (kindness, patience, more energy, calmness) and letting it wash over them. You can change this up in the future to invite students to pick up anything they need.
2. Have the students pause in Glider or Mountain pose and think about seeing things from a new perspective/point of view.
3. Then have students close their eyes and ask:

- *Is there a challenge in your day or week you can try to see from a new perspective? Maybe this challenge is a conflict or misunderstanding, or maybe there's a situation you're frustrated with or finding difficult.*

PICK IT UP



- *Your new perspective might be coming to the challenge with fresh eyes, as if you are seeing it for the first time. Or your new perspective might be placing yourself in someone else's shoes to see things from their point of view. Your new perspective might be approaching this challenge as a friend, a peacemaker, an inventor, an artist, or a problem solver full of new ideas.*
- *If you can't think of one now, that is okay—this can be a reminder to step back and observe situations in our lives from a different perspective.*

4. Inhale and begin standing in Glider pose.
5. Exhale: Bend the knees, hinge forward from the hips, and reach arms wide. Then swoop arms down in a gathering motion and pretend to “pick up” whatever it is you need.
6. Inhale: Slowly return to standing and pretend to bring up over your head whatever it is you picked up.
7. Exhale: Swiftly bring your arms down as if you were allowing a bucket of water (whatever it is you picked up) to cascade over the body.
8. Return to Mountain pose and repeat the sequence.

NOTE *Emphasize mindful focus and noticing points of view.*

TEACHING TIP



Pause and check for understanding. Invite learners to share their ideas about what it means to see from a new perspective. Ask whether they have heard the expression “put yourself in someone else’s shoes” or “see things from someone else’s point of view.” Ask what it might be like to see from the perspective of an artist, peacemaker, inventor, etc.

Favorite Pose Pair Share

Have students stay standing, close their eyes, and take a few calming breaths. Ask them to think about their favorite pose. After one minute or so, assign each student a partner and tell students that they will take turns demonstrating the pose and leading their partners into the pose. They should also explain why this pose is their favorite and why they think it is important.

SUMMARIZE FOR STUDENTS:

- *Two people may have different thoughts and feelings about the same topic or situation.*
- *Friends may have both similar and different points of view.*



SEATED TWIST

Seated Twist new

Remind students:

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

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

1. **Begin by sitting in Easy pose.**
2. **Inhale:** Press down your sit bones to lengthen your spine.
3. **Exhale:** Very gently twist a little to the right. Hold the twist for three breaths.

4. Inhale: Come back to center.

5. Repeat, alternating sides.

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

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

Closing Sequence (UNIT 1, LESSON 1)

Guide students through the sequence.



REST AND REFLECTION / 5 mins

Invite students to transition to a comfortable position for Rest.

Mini-Body Scan

Use the following script to guide students through a Mini-Body Scan, inviting them to notice how each part of their body has a different perspective/point of view. For example, their legs might be wiggly while their arms feel relaxed. Point out that these different sensations are not right or wrong, and invite them to greet all the sensations with curiosity and kindness.

- *Take a deep breath in, and now let it out.*
- *Take a moment to scan your body, noticing how you feel.*
- *Notice whether all of your body parts feel the same, or if they too have different perspectives.*
- *For example, perhaps your legs feel heavy and calm while your arms feel like they want to wiggle a bit. Or perhaps your mind is active while your body feels relaxed.*
- *During this practice, I'm going to ask you to bring your attention to different parts of your body. As you do so, I invite you to notice the different perspectives you experience. As you bring your attention to each new perspective, see if you can greet it with curiosity and kindness, allowing it to simply be as it is. Then, after greeting your experience with kindness, allow each part of your body to relax.*

LESSON 1

- *First, bring your attention to your toes. Notice how they feel. What perspective do they have today? Greet them with curiosity and kindness. And now gently allow them to relax.*
- *Now bring your attention to your legs. Notice what your legs feel like. Allow the sensations to simply be as they are. And now let your legs relax.*
- *Now bring your attention to your stomach. Notice any sensations you feel in your stomach. Greet your stomach with kindness. And now gently allow it to relax.*
- *Now bring your attention to your shoulders and your arms. Notice what they feel like. What perspective do they have today? Now allow them to relax.*
- *Bring your attention to your head. Notice whether it feels calm or busy. There's no need to change what you're experiencing in any way, simply notice. And now, as you bring your attention to your head, gently allow it to relax.*
- *Now bring your attention to your whole body. Take a deep breath in, and now let it out. Greet your entire body with kindness. Take another breath in, and as you breathe out, allow your entire body to relax.*
- *Now take a moment to simply lie quietly, noticing how relaxed you feel.*

Allow one to two minutes of Rest.

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

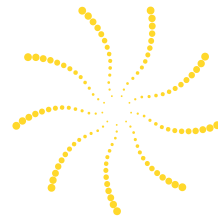
TAKE-HOME PRACTICE

- *When you eat your next meal, imagine looking at the food from contrasting perspectives. Today in class we used the example of ants and bees. You could also imagine the differing points of view of (1) someone who has just eaten a big meal vs. someone who has been hungry all day and (2) someone who grew up in your family vs. someone who grew up in another culture.*



Lesson 2

SELFIES



Goal Statement

Students will understand that people's perspectives help determine their emotional responses to situations/events.

Essential Question

Whose perspective is right?

“I Can” Statement

I can explain why two people might have different perspectives on the same situation.

Key Learning Objectives

Students will know...

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

Students will be able to...

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

Materials

- Computer tablets (1 per 4 students)
- [Optional] Chart summarizing emotions reviewed in Unit 2

Preparation/Setup

- Ensure that each of the tablets is charged and turned on and that the camera function works.
- [Optional] Preload chart summarizing emotions reviewed in Unit 2.
- For the movement practice, set the mats up in a circle with the short ends of the mats facing inward, like the petals of a flower.

New Vocabulary

Selfie
Agree
Disagree

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

Calming and Focusing
Mini-Body Scan
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.

MY PERSPECTIVE, YOUR PERSPECTIVE / 8 mins

Tell students that you are going to present a few scenarios aloud and they should be ready to make a face in response to show how they might feel.

Suggested scenarios:

- *There is no school because of snow.*
- *Dad came home with lots of fresh vegetables.*
- *The movie turned out to be scary.*
- *An extra soccer practice was scheduled for Saturday morning.*
- *It is pouring down rain.*

As students respond to the scenarios, ask one or two why they are responding to the scenario with a particular emotion.

Call attention to their different responses and to how their responses are influenced by their perspectives.

- For example, a student who is happy about the rain may have a good book to read, see that plants need the water, or just like the sound or smell of rain.
- A student who is unhappy about the rain might have an outdoor activity planned or be afraid of thunder and lightning. As a result, they look at rainy days differently and have emotions that reflect their perspectives.

As students gain facility with this concept, ask them to guess or explain one another's perspectives, even if they don't agree with them.

Ask students:

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- *Is [x's] perspective right? Is [y's] perspective wrong?*
 - *Is it okay for people to have different perspectives/points of view?*
-

SUMMARIZE FOR STUDENTS:

- *Perspective refers to someone's point of view.*
- *Friends may have both similar and different points of view.*
- *Different perspectives are not necessarily right or wrong.*

MY SELFIES / 20 mins

Organize students into small groups of three or four. Demonstrate for the class how to care for and use the camera function on the tablets and present any instructions or protocol important to their use.

Tell students that they will flex their acting skills today by making emotional facial expressions and capturing them in a selfie. Explain that these selfies will represent how they or someone their age might feel about a particular situation.

If desired, lead students in a round of Lion's Breath to stretch their faces and release tension.

Offer each group of students a prompt that is relevant to their lives (use a scenario from the previous activity or generate your own, enough for each group to have a different prompt), and ask them to imagine how they or someone their age might feel in response to that prompt. Tell students that each group member must demonstrate a different emotional expression to show different perspectives of how someone might react to the situation/event. They can brainstorm possible reactions as a group or they can write down their thoughts individually and then share them with the group. Each group member should have a plan for the emotion they will be representing as a possible response to the prompt they were given. They should share their emotion and facial expression with the group when they are ready.

Then, give each group a tablet and invite each student in the group to take a picture of themselves depicting their chosen reaction for how they or someone their age would react to the prompt. (Alternatively, students could take pictures of one another.) Tell students they may take the selfie from any visual perspective (from the side or from down low or up high) as long as the photo includes their face

After the whole group has taken their selfies, have each student share their photos with the group and describe the perspective they decided to represent.

Invite each group to share with the class. Individual student volunteers can share their selfie and the perspective they were representing, or if time allows, a representative from each group can share two different perspectives from their group.

TEACHING TIP

It may be more efficient to direct student practice than to allow them to explore this on their own. Lead each rotation of students in framing the shot, pressing the shutter button, viewing the selfie, and passing the tablet along to the next person in the group.

Collect the tablets and invite students to sit on their mats to debrief. Ask them questions such as the following:

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- *If most people like ice cream, does it mean those who do not like ice cream are wrong?*
 - *If my friend thinks that sports are the most important type of hobby, does it mean I also have to think that?*
 - *Is it okay for us to have different feelings and thoughts about things than our friends?*
 - *Why do people have different points of view?*
 - *Can we understand other people's perspectives even if we don't agree with them?*
-

SUMMARIZE FOR STUDENTS:

- *Curiosity can help us understand other people's perspectives/ points of view.*
- *We can understand other people's points of view even if we don't agree with them.*



MINDFUL MOVEMENT / 15 mins

Before starting, set the mats up in a circle with the short ends of the mats facing inward, like the petals of a flower. Each mat should have enough space for students to stand with their arms outstretched.

NOTE *Due to the time constraints, you may only be able to get through one round of the Detective Game. You will have the option to continue the game in the following class.*

Mountain (UNIT 1, LESSON 1)

Tell students:

- *During today's Mindful Movement we will warm up our perspective-taking skills during the Twist sequence and then play a game where we will apply those skills.*

Twist Sequence (UNIT 4, LESSON 1)

Guide students through the sequence:

- When in both the Glider and Mountain pose portions, ask students to think about seeing things from a new perspective/point of view.
- When you get to Pick It Up part of the sequence, invite students to “pick up” a new perspective.

Then ask students to close their eyes and think:

- *Is there a challenge in your day or week you can try to see from a new perspective? Maybe this challenge is a conflict or misunderstanding, or maybe there’s a situation you’re frustrated with or finding difficult.*
- *Your new perspective might be coming to the challenge with fresh eyes, as if you are seeing it for the first time. Or your new perspective might be placing yourself in someone else’s shoes to see things from their point of view. Your new perspective might be approaching this challenge as a friend, a peacemaker, an inventor, an artist, or a problem solver full of new ideas.*
- *If you can’t think of one now, that is okay—this can be a reminder to step back and observe situations in our lives from a different perspective.*

Fresh Start Sequence (UNIT 1, LESSON 3)

Lead the Fresh Start Sequence as described in the following instructions as a way to transition into the Detective Game.

Ask students to follow your movements as precisely as possible, so much so that if someone walked into the room, they wouldn’t notice who is leading the sequence.

Tell them to pay very careful attention, as you may change around or add some poses to the sequence.

As you wish, add in any poses the class has already done (Surfer, Wave A, Wave B, Tree, Boat, etc.) throughout the sequence. Do so slowly so that everyone can follow your movements.

Detective Game

Lead students in the game to practice their perspective-taking and attention skills.

NOTE *The class must be in a circle for this to work.*

Explain to students that they will play a game called Detective, and that they will need to use their best focus and observation skills to play. Explain that one student will secretly lead the movements for the class. Another student will be the Detective.

Decide on the Detective and ask them to step out of the room or into an area where they can't see the rest of the class.

While the Detective is outside of the room, decide on the Secret Leader.

Invite the Secret Leader to start leading the movement, while staying in their place in the circle. Movements can include mini-sequences (Sunrise/Sunset), other poses learned in class, and any other type of movement the student wishes to include (snapping fingers, walking in place, etc.). Explain that they cannot keep the same movement the whole time, but must change it up periodically. When the movement changes, that's when the Detective will get their best clues as to who the leader is! Encourage the leader to think about what types of movement they will be able to lead for the circle of players without being discovered by the Detective.

As the class is moving, invite the Detective back to guess who is leading the movement. Tell the Detective they get three guesses to find the Secret Leader.

Let's Reflect!

After the first round, briefly discuss the importance of perspective-taking with the rest of the class. Consider the Detective's perspective with questions such as:

-
- *How can the Detective tell who the Secret Leader is? What clues can the detective look for?*
 - *Are you able to understand another person's point of view even if you are looking at the group from a different angle? How?*
 - *How can curiosity help us understand other people's perspectives in this game? How can it help us understand other people's perspectives outside of class?*
-

SUMMARIZE FOR STUDENTS:

- *Curiosity can help us understand other people's perspectives/points of view.*
- *We can understand other people's points of view even if we don't see things the same way.*

If time allows, repeat for a few rounds with a new Detective and a new Secret Leader each round. Briefly revisit the discussion after each round to see if they can come up with new insights and strategies.

Seated Twist (UNIT 4, LESSON 1)

Guide students through the pose.

Closing Sequence (UNIT 1, LESSON 1)

Guide students through the sequence.



REST AND REFLECTION / 5 mins

Invite students to transition to a comfortable position for Rest.

Mini-Body Scan

Use the script from Lesson 1 to guide students through a Mini-Body Scan, inviting them to notice how each part of their body has a different perspective/point of view. For example, their legs might be wiggly while their arms feel relaxed. Point out that these different sensations are not right or wrong, and invite them to greet all the sensations with curiosity and kindness.

Allow one to two minutes of Rest.

Consider inviting students to share with the group or in their journals what they noticed from the perspective of their legs or arms during the body scan. Prompt as needed, e.g. *If your legs could ask ask you for something right now, what would it be? If your arms could tell you their favorite part of class, what would it be?*

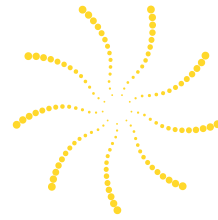
TAKE-HOME PRACTICE

- *Be a perspective detective! Notice when people around you respond in the same way or in a different way from you to something you see or hear (e.g., what is for dinner, TV shows they are watching, the homework they have).*



Lesson 3

THE WHOLE FOOD



Goal Statement

Students will listen to others' perspectives in order to make predictions and solve a problem.

Essential Question

Why is it important to see another's perspective?

“I Can” Statement

I can communicate my perspective and listen to others' perspectives.

Key Learning Objectives

Students will know...

- Considering different points of view can help them better understand a problem or situation.
- People see, feel, and think about things from different perspectives.
- Because people have different perspectives, they respond to situations and events in different ways.
- Seeing others' perspectives helps us understand others and the choices they make that may be different from our own.

Students will be able to...

- Consider multiple points of view at the same time.
- Communicate their perspective.

Materials

- Whole (washed) radishes with leaves (confirm no allergies). **NOTE** *If radishes are unavailable or you are repeating the lesson, choose another fruit/vegetable item that students will not immediately recognize by its parts (golden beets, pomegranate, pineapple).*
- Knife (or pre-sliced radish, peeled; cut-off leaves)
- Opaque containers (1 per group)
- Napkins
- Hand sanitizer or sink access for hand washing
- Desk or privacy partitions for “secret” work
- Radish nutrition facts (preferably written on a card)
- Paper/pencil
- [Optional] Computer tablets (1 per group)

Preparation/Setup

- Cut the whole radish into the parts (leaves, stem, root) and put in opaque containers.
- Set up stations with paper/pencil and, if available, privacy partitions.
- Set out peeled and sliced radishes for student samples and place in small cups or on paper towels.

New Mindful Movements

Poses

Three-Legged Dog
Side Plank

Sequences

None

Mindful Moments

Calming and Focusing
Mindful Eating
Check-In
Gratitude and Appreciation
Rest and Reflection

New Vocabulary

Nutritional value
Vitamins

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.

PARTS OF THE WHOLE / 25 mins

Put students into groups of three or four (consider using the My Selfies groups if they worked out well).

Tell them each group will get a part of a “secret” food item, and their job is to figure out from which food their part may have come.

Give students some clues about the food’s nutritional value that will likely not help them guess the specific fruit/vegetable you have chosen. For example, if using radishes, tell students the food items contain important vitamins and nutrients such as vitamin B6, calcium, magnesium, dietary fiber, vitamin C, folate, and potassium. **NOTE** *Show this information on a card or interactive whiteboard, if desired. Make sure the nutritional clues reflect whatever food you have chosen to use.*

To focus on humans’ need for fruits and vegetables, briefly ask students questions such as:

-
- **What kinds of foods have important nutrients such as these?**
[Answer: fruits and vegetables.]
 - **How does eating plenty of fruits and vegetables help us show our bodies care and compassion?** [Answer: it gives our bodies what they need to stay healthy.]
-

Emphasize the importance of remaining focused and keeping their food a secret while a member of their group receives their food item. Then pass out containers with the parts of the radish, giving different groups different parts: the tops/greens, peeled slices, just the peel, and just the root. (If another item is needed, double up on one of the parts or give one group some peeled and chopped/crushed bits.) Make sure each group keeps its part out of sight.

Set up the groups in stations that can accommodate some privacy and have paper/pencil (and a Computer tablet for photos, if desired) at each station.

Invite students to first explore their mystery food parts using their senses of touch, sight, and smell; then ask them to write a description, entitled Our Food Item, using the sensory information.

Tell them they may also take a photo or draw an illustration that they will later present to the class. Their description should end with a guess of the whole food from which their part comes.

Let students know they will have limited time, so it is important to quietly share their sensory descriptions among the group in order to facilitate the writing. If needed, provide a description of asparagus as an example:

- *Our food item looks like a green tower or palm tree. It doesn't have much of a smell. It feels smooth except at the top, where it is like a soft burr. We think it is a vegetable used in stir fries.*

When students have finished writing the descriptions, have them sit in a large group to listen to each group's description, beginning with the radish tops and saving the piece of edible radish for last.

Instruct them to make guesses about each food item inside their heads, without guessing aloud at this point.

After each presentation, ask students to raise their hands if they think they know from which whole food the part came. Because students will begin to piece the clues together, continue to remind them to keep the secret.

When all of the groups have shared, allow students to guess the food item. Help them put together the clues to conclude that every group had a different part of the same food item.

To focus on perspective, end the lesson with questions such as:

-
- *How does/did having only one part of the food item limit your understanding? How is that like having only one perspective?*
 - *If we only had the leaves of the radish, what other food items might you have guessed? How would your guess have been impacted by your perspective?*
 - *What happened once a few/all of the parts were described? How is that like understanding different perspectives?*
 - *What does it mean to see the whole picture? Can you think of any examples of people only having part of the picture?*
 - *How could understanding someone's perspective in a situation help you better understand what they say or do?*
-

TEACHING TIP



Assign roles for group members and review what each role is responsible for. Modeling what the group looks and sounds like is important in this activity.

TEACHING TIP



Keep the guessing secret by having students write their guesses on slips of paper. Then tally the responses.

SUMMARIZE FOR STUDENTS:

- *Considering different points of view can also help us better understand a problem or situation.*
- *People see, feel, and think about things from different perspectives. Those different perspectives cause us to respond to other people, situations, and events in different ways.*
- *Seeing others' perspectives helps us understand others and the choices they make that may be different from our own.*

Mindful Eating

Offer students some fresh radish slices to try, reiterating that everyone needs plenty of different types of vegetables in their diet to give their bodies what they need to stay healthy. Lead the tasting as a Mindful Eating exercise.

- *Today we're going to practice mindful eating.*
- *Begin by placing your left hand on your stomach and your right hand on your heart.*
- *Let's take two deep breaths together.*
- *As you breathe in, notice how your hands rise as the air fills your lungs.*
- *As you breathe out, notice how your hands fall as the air leaves your body.*
- *Now let's take a moment to think about all five of our senses. We have the ability to see, smell, hear, touch, and taste.*
- *Today we're going to practice eating using all five of our senses to experience the radish.*
- *Remember not to eat the radish until I tell you.*
- *First, take a moment to examine the radish with your eyes. Look at it up close. Now, look at it from another angle. Try looking at just a part of the radish slice. Then look at the whole thing. Does your experience with the radish shift as you examine it from different perspectives?*
- *Now explore the radish with your nose. Bring it toward your nose and take a small sniff. Now breathe it in deeply. Move it farther from your nose and then bring it back closer. Notice whether the smell changes at all when you do so. Notice whether you find the smell pleasant or unpleasant.*
- *Now take a moment to listen to the radish. Does it make any noise? Place your ear up close. Do you hear anything?*

- Now lightly touch the radish. Push on it. Gently squeeze it. Does it change its form when you push on it?
- Slowly bring the radish to your lips. Before putting it in your mouth, notice what happens inside your mouth. What does your mouth want to do?
- Now begin to taste the radish very slowly. First simply lick the radish. Then, place a small amount in your mouth and let it rest on your tongue. Does the taste change as you hold it in your mouth? Pause for a moment before you take the next bite. Then practice chewing slowly and deliberately. Notice how your tongue feels. Notice the radish going down your throat toward your stomach. Feel the sensations that arise throughout your body as you eat the radish.
- Now take a deep breath in, and then let it out. Notice how you feel after that experience.



MINDFUL MOVEMENT / 18 mins

Tell students:

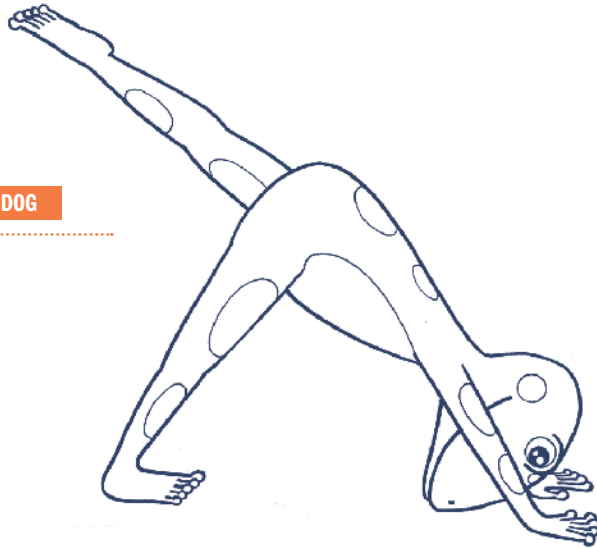
- ***During our movement today, we're going to add two new variations to the Fresh Start Sequence. Notice what new perspective we can see from these angles that we don't usually see.***

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

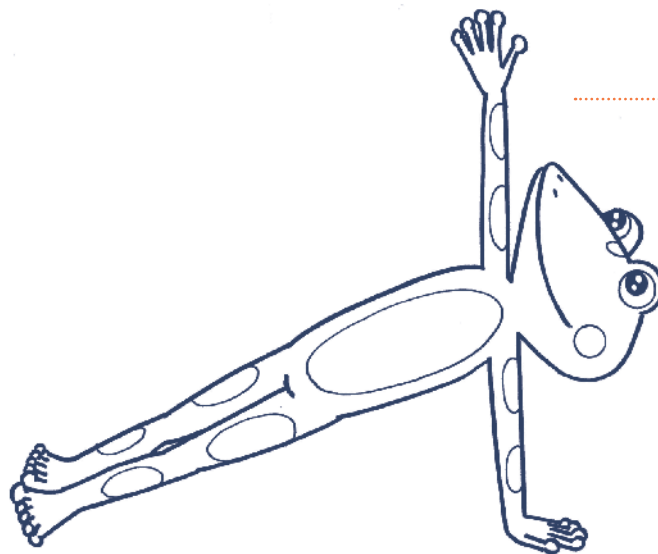
Guide students to check in with themselves in Mountain pose.

Fresh Start Sequence (WITH THREE-LEGGED DOG AND SIDE PLANK)

Lead students through the Fresh Start Sequence (Unit 1, Lesson 3) two to four times adding two new pose variations: Three-Legged Dog and Side Plank. Use the following cues as reference for the variations:

THREE-LEGGED DOG**Three-Legged Dog** (ADDED AFTER DOG) **new**

1. Begin in Dog pose. Bring your feet together; make sure your palms are on the ground and your fingers are facing and stretching forward.
2. Inhale: Lift up your right foot without twisting your hips (keep your hips parallel to the floor).
3. Exhale: Hold it there, trying to create a straight line from your hands to your foot.
4. Inhale: Press down through your hands and stretch long through your right heel.
5. Exhale: Bring the right foot forward between your hands.
6. Inhale: Bring the left foot to stand next to the right foot and lift to Monkey pose.
7. Exhale: Relax your head and torso to hang over your legs.
8. Inhale: Sunrise pose.
9. Exhale: Sunset to Mountain pose.
10. Repeat Fresh Start Sequence, lifting the alternate leg during Three-Legged Dog. Alternatively, you can also alternate legs while in the pose. This requires greater strength.



SIDE PLANK

Side Plank (ADDED AFTER PLANK) new

1. Begin in Plank pose with feet together and fingers pointing straight in front of you. Stretch the fingers on your right hand to spread them out like starfish and shift your weight onto that arm.
2. Put your left foot on top of your right heel.
3. Roll your body to the right and balance on the outer edge of your right and left foot.
4. Bring down your right knee and shin to the ground to help you balance.
5. You can either keep your left hand on your hip or bring it up to the sky.
6. After taking a breath there, come back to Plank and repeat on the other side.
7. Side Plank can also be done using the elbow and forearm to prop up the body instead of the hand.

Twist Sequence (UNIT 4, LESSON 1)

While guiding students through the sequence, have them think of a challenging situation that they can try to see from another perspective. Invite students to “pick up” a new perspective—maybe a more peaceful, compassionate, understanding perspective.

Remind students that considering different points of view can help them better understand a problem or situation.

Depending on students’ readiness, consider asking for student volunteers to lead the Twist sequence for the class.

Detective Game (UNIT 4, LESSON 1)

Continue playing Detective with new Detectives and Secret Leaders. Challenge the Secret Leaders to use only poses and sequences they have learned in class. Continue brainstorming ways to guess the perspectives of those in the game to see if they can come up with new insights and strategies.

Seated Twist (UNIT 4, LESSON 1)

Guide students through the pose.

Closing Sequence (UNIT 1, LESSON 1)

Guide students through the sequence.



REST AND REFLECTION / 5 mins

Guide students in transitioning to a comfortable position for Rest.

Gratitude and Appreciation

- *Today as we rest, we're going to practice gratitude and appreciation for another person. Bring to mind someone who is important to you—someone for whom you feel grateful or are thankful to have in your life.*

[Give students a few moments to bring someone to mind.]

Picture that person in your mind.

- *Why are they important to you? What is it about this person that you are thankful for? Have they shown you kindness? Helped you learn and grow? Why are they important to you?*

[Give students a few moments to reflect.]

- *Imagine this person in front of you. When you picture this person, how do you feel? Notice any emotions that come up in your body and mind. Are there warm feelings for this person? Do you feel caring? Do you feel grateful or thankful? Whatever you feel is okay, but if you do feel*

gratitude for this person, savor that feeling. Notice what it's like to feel thankful for this person.

[Give students a few moments to reflect.]

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

Allow one to two minutes of Rest.

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

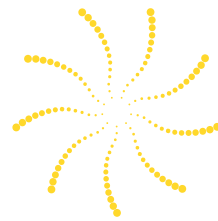
Invite students to share their reflections from the visualization with the group or in their journals.

TAKE-HOME PRACTICE

- *Try to think of a time when someone else's perspective on a food item encouraged you to try it again, or perhaps for the first time.*

Lesson 4

YOUR SIDE OF THE STORY



Goal Statement

Students will analyze a fictional story and personal stories to consider characters' perspectives/ points of view and to practice empathizing with their feelings and needs. They will explore how empathy can help them show care and compassion to others.

Essential Question

Why is it important to see another's perspective?

“I Can” Statement

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

Key Learning Objectives

Students will know...

- It is okay for friends to have different perspectives/points of view.
- Empathy is the skill for understanding or feeling the emotions or needs another person is experiencing.
- Considering someone's perspective can help them to empathize with what that person is feeling and what they need.
- Practicing empathy and perspective-taking can help them understand others' behaviors.
- Practicing empathy and perspective-taking can help them respond to others with compassion.

Students will be able to...

- Identify examples of empathy in a story.

Materials

- The book *Hey, Little Ant* by Phillip and Hannah Hoose

Preparation/Setup

- Set out the book *Hey, Little Ant* by Phillip and Hannah Hoose.
- Identify a personal story to share during the activity "What's Your Story?" Ideally, choose a story about a misunderstanding that demonstrates how you showed or needed empathy and, ideally, showed or received compassion.

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

Calming and Focusing

Check-In

Gratitude and Appreciation

Rest and Reflection

New Vocabulary

Empathy

Conflict

CALMING AND FOCUSING / 2 mins

Begin every lesson with the Calming and Focusing practice described in the PRACTICE GUIDE.

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

HEY, LITTLE ANT / 8 mins

Read students the story *Hey, Little Ant*. As you read, ask students questions such as:

-
- **What things did the boy learn about the ant's point of view?**
 - **If the boy decides NOT to step on the ant, what do you think helped him change his mind?** [Answer: considering the ant's perspective.]
-

Write the word **empathy** on the board. Invite students to give a signal (thumbs up) if they've heard this word before and to give another signal (touch their nose) if it is new to them. Invite several students to guess what it might mean.

After students have an opportunity to share, tell them empathy is the skill used to understand and feel the emotions or needs another person is experiencing. Emphasize that when they put themselves in someone else's shoes and really feel what they are feeling, they are using empathy.

Then ask them:

-
- **Does putting yourself in the ant's shoes and understanding the ant's point of view help you have empathy for the ant? Can you feel what it might be feeling?**
 - **Could empathy help the little boy show compassion to the ant?**
-

If needed, review the meaning of compassion: recognizing when someone is hurting physically or emotionally and feeling motivated to help in some way. Emphasize that they cannot show compassion unless they really understand how someone is feeling or are concerned for what they need.

TEACHING TIP

If the word is completely new to students, tell them a personal story that illustrates the meaning of empathy and then ask students to guess its definition. Example: *My friend was going to sing a solo in her choir. She was really nervous and couldn't stop shaking. I remembered the time I sang a solo, and I really empathized with her. I could feel that same nervous pit in my stomach as I watched her walk up to the mic.*

TEACHING TIP



To engage learners and focus their attention during the story, put students into small groups to listen to the story being read aloud as you read and walk throughout the room. Before reading, write each question on a strip of paper and have groups choose one. Their job is to listen for and think about the answer to their question. Give learners time to discuss the answer to their question after the book is read.

SUMMARIZE FOR STUDENTS:

- Empathy is the skill we use to understand or feel the emotions or needs another person is experiencing.
- Understanding others' points of view helps us have empathy for other people.
- Having empathy for others can help us show compassion, because when we really understand what someone is feeling and what they are going through, we can consider ways to respond with care.

WHAT'S YOUR STORY? / 20 mins

Tell students:

- *Let's take some time to think about empathy in our own lives. Share a personal story about a time that you considered someone else's perspective and experienced empathy. Ideally, choose a story that demonstrates how that empathy led to you or someone else showing compassion. For example:*
- *I was working on a project with a friend. She was not getting her part done, and it was making me really mad. I was frustrated from working so hard, and in my mind, I thought she just wanted me to do everything. Later, I found out that her mom was in the hospital and she was doing a lot of extra work to help care for her mom and not getting a lot of sleep. I put myself in her shoes to imagine what it would be like to have her mom in the hospital (that's perspective-taking).*
- *Then I understood how tired and sad and scared she must feel about her mom (that's empathy).*
- *Then, I didn't feel angry anymore. I understood why she was having a hard time keeping up with the work (that's perspective-taking). I encouraged her to ask for help if she needed it (that's showing compassion).*

Here's another example:

- *My sister was really sad for a long time after she lost her job. Everyday, I called her to tell her about new jobs that she should apply for and about ways to cheer up, like going for walks or coming to do fun things with me. After a few days, she didn't seem to appreciate all the help I was giving her. She cut me off and said she didn't have time to talk to me on the phone. Then, I imagined how I would feel and what I would need if I was in her position (that's perspective-taking).*
- *I realized that she must feel sad, frustrated, and maybe even a little embarrassed (that's empathy).*

- *If it was me in that position, I wouldn't need help finding a new job because I'd know how to look on my own and so did she (that's perspective taking).*
- *What I would need is a friend to listen and show me they cared (that's empathy).*
- *I called my sister and told her I loved her and asked her if she needed anything from me (that's showing compassion). After that, we talked for hours, but not about applying for jobs. She said she felt better because she knew I loved her no matter what.*

Here's another example:

- *The other day, after work, I rushed home to find a place to do my homework from a class I'm taking. I cleaned off the dining room table and spread out my things very carefully to work. Later, my family got home with dinner and came to set the table. They started moving my things, and I felt so disrespected. I needed that space to work and my homework was very important! I shouted at them and we got into a huge fight. They were really upset. What I didn't know was that they had planned a really nice dinner for us and couldn't wait to discuss some big things that had happened that day. I imagined their point of view, and I could feel their disappointment and hurt that I wasn't excited to eat with them. They probably needed some family time together. What I needed was peace and quiet to do my work. Neither of us was wrong. We just needed different things that night. I could understand how they felt, and they could understand how I felt. I apologized for shouting (that's showing compassion) and they reminded me that I also needed to eat dinner and then helped me reset my workstation after dinner (that's showing compassion). We were able to work it out and so that we all got what we needed.*

Ask students to identify the perspectives of the people involved and to explain the role that empathy (and compassion, if applicable) played in the story.

-
- **What was Person A's point of view? What did they think/believe, feel, and do? What was Person B's point of view?**
 - **What helped Person B understand what Person A was feeling?**
 - **How did empathy help the situation? Did anyone respond with compassion?**
-

Story Sharing

Invite students to think about a time in their own lives when empathy was important. They could tell about a time when they had to try to understand someone else's side of a situation or a time when empathy would have

TEACHING TIP

Use the regular class storytelling or sharing protocols such as tossing a ball to the next speaker. Give students a time guideline if needed so that more students have an opportunity to share. In addition, consider including journaling if/when that might be appropriate.

helped someone understand their own behavior. If students need help coming up with something, prompt them to think about a time there was a misunderstanding. Invite volunteers to share, and emphasize that the rest of the class should listen mindfully for examples of empathy. After each volunteer shares, reflect briefly on what the characters were feeling and what they needed. Thank students for sharing their stories. Take care not to criticize or imply that the storyteller should have done something differently.

Debrief with students:

- ***Does everyone need empathy?***
- ***When someone shows you empathy, what does it feel like? Does it feel like you have been seen and understood?***
- ***Do you think empathy is important to being your best self?***
- ***Do you think we're all born being really good at empathy or is it something we have to practice? When might it be hard to feel empathy for someone?***
- ***If you miss a chance to show empathy or compassion, should you be hard on yourself?*** **NOTE** Emphasize that empathy is a skill built through practice and one everyone works on in their lives.

TEACHING TIP

If time allows, let as many students tell stories as you have volunteers. Don't spend a lot of time analyzing the stories with Q&A. The practice of listening to each other's experience is in itself a way to promote empathy and perspective-taking.

SUMMARIZE FOR STUDENTS:

- *Considering someone's perspective can help us to empathize with what they are feeling and what they need.*
- *Perspective-taking and empathy can help us understand others' behaviors.*
- *Having empathy for others can help us show compassion.*

**MINDFUL MOVEMENT / 15 mins****Share Your Moves**

Invite students to pause in Mountain pose (Unit 1, Lesson 1) and check in with their minds and bodies with curiosity and kindness.

Invite students to consider whether there is anything their bodies need right now. Model this for students:

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

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

Ask students whether there is a movement or stretch that would feel good for their bodies right now. Then invite students to perform a movement that will help them show their bodies compassion by meeting this need. Model this for students as well (perform a slow neck roll, for example). 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 the movement that was modeled. Let students know that if a particular movement does not seem right for their body, they can take a deep breath in Mountain pose instead of repeating.

Alternatively, invite everyone to perform their own unique movement all at one time, and then invite a few volunteers to share/lead.

Point out that by checking in with themselves, they were able to identify their own unique perspective of how they were feeling and what they needed. Help them conclude that understanding their own point of view can help them show themselves compassion.

Fresh Start Sequence (WITH THREE-LEGGED DOG AND SIDE PLANK) (UNIT 4, LESSON 3)

Lead students through the sequence several times and include Three-Legged Dog and Side Plank (on both sides) in at least one round.

Twist Sequence (UNIT 4, LESSON 1)

Guide students through the sequence and when you get to the Pick It Up part of the sequence, invite them to “pick up” empathy or compassion.

Seated Twist (UNIT 4, LESSON 1)

Guide students through the pose.

Closing Sequence (UNIT 1, LESSON 1)

Guide students through the sequence.



REST AND REFLECTION / 5 mins

Guide students in transitioning to a comfortable position for Rest.

Gratitude and Appreciation Practice

- *Today we learned that we all need empathy to feel seen and understood. Let's take a moment to practice appreciation for someone who has shown you empathy or compassion—someone who made you feel seen and understood.*
- *Bring to mind someone who is important to you. Think of someone who has tried to see your point of view, or shown you empathy or compassion.*

[Give students a few moments to bring someone to mind.]

- *Picture that person in your mind. Why are they important to you? Have they made you feel seen and understood? Have they shown you empathy or compassion? Why is this person important to you?*

[Give students a few moments to reflect.]

- *When you picture this person, how do you feel? Notice any emotions that come up in your body and mind. Do you feel appreciation? Do you feel gratitude? Whatever you feel is okay, but if you do feel appreciation or gratitude for this person, savor that feeling. Notice what it's like to feel thankful for this person.*

[Give students a few moments to reflect.]

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

Allow one to two minutes of Rest.

Invite students to share their reflections with the group or in their journals.

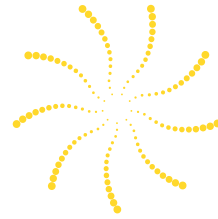
TAKE-HOME PRACTICE

- *Be a Perspective Detective: If you have a misunderstanding with someone or witness a misunderstanding on TV or in a book, look for the different perspectives. What are the different people thinking and feeling?*



Lesson 5

STORYTELLING



Goal Statement

Students will practice exploring people's differing points of view on the same situation. They will practice using perspective-taking and empathy to understand what characters in a story might feel and need and ways that they can come to a shared understanding.

Essential Question

Why is it important to see another's perspective?

“I Can” Statement

I can describe multiple perspectives on the same situation.

Key Learning Objectives

Students will know...

- Different points of view can sometimes lead to a misunderstanding.
- Practicing perspective-taking and empathy can help them understand others' behaviors.

Students will be able to...

- Identify how people with different points of view could come to a shared understanding.

Materials

- Whiteboard or display screen
- Examples of StoryKit stories or other digital stories
- Computer tablet (1 per group or per pair of students)
- Paper for writing a story
- Pencils/pens
- [Optional] Activity cards

Preparation/Setup

- Load examples of stories on StoryKit to share with students.
- Set out tablets.
- Set out paper and pencils.
- [Optional] Create activity cards for students who finish early.

New Mindful Movements

Poses

None

Sequences

All Sides of the Story

Mindful Moments

Calming and Focusing

Check-in

Kind Mind (for Self and Others)

Rest and Reflection

New Vocabulary

Understanding

Compromise

Digital storytelling

Plot

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.

REVIEW / 3 mins

Display the words ***perspective***, ***empathy***, and ***compassion*** for students to see. Have them think about what each word means and how these words help them understand and get along with each other.

PLOT LINES / 25 mins

Show students one or two short examples of a digital story on StoryKit (or another app, if applicable). Tell students that for the rest of this unit, they will use digital storytelling on the tablet to make up and tell a story from more than one perspective. For today's lesson, they will work on preparing the written part of the story and planning illustrations to go with the story. (The illustrations can be photos of real objects/people, photos of clip art or drawings, or drawings they create on the tablet. Note that the drawings on the tablet could use up more of their time.)

Have students work in pairs or small groups to come up with a central storyline that can be told from two different perspectives within four to six digital story pages, or about three-quarters of a sheet of regular notebook paper. Explain to students that the plot should include a difference of opinion or values, a conflict, or a misunderstanding in which the characters have two different perspectives or points of view. In the story, they should depict each character's perspective and how they can use empathy to understand each other and move forward. They should be sure to describe how the characters will come to understand one another. Provide examples such as the following as necessary:

PLOT

Two friends are having a sleepover, and the host's dad spends money to bring home a large pepperoni pizza for them. The guest nibbles on the crust and then throws away her slice. The host friend gets angry and says that throwing away the pizza was wasteful and ungrateful.

TEACHING TIP

Create groups that will make the process successful for all students by considering academic readiness, personality dynamics, and ability to stay on task. Be sure to reinforce on-task behaviors that you notice during the activity.

TEACHING TIP

Have some physical activities available that students can do independently (balancing, jumping rope) in case they finish early.

- **Perspective:**

In the story the two girls talk about the situation. They find out the host's family is on a very tight budget so the pizza was a rare and special treat. They also learn that the guest's family is observing a religious tradition of not eating meat, but she didn't want to say anything because she was afraid they wouldn't understand or they would think she was complaining.

- **Understanding:**

Will the friends be able to understand each other? Will their problem be solved? Is there a way they can use compassion?

PLOT

Three friends are planning to spend Saturday together having a great time. The only problem is that everyone wants to do something different, because they all have a different idea of what is fun. When an idea is suggested, there is always someone who doesn't like it, but no one explains why. The friends wonder if they should really be friends at all. As the story unfolds, they learn more about one another and are able to make a plan together.

- **Perspective:**

Bike riding is out for one friend because he once broke his arm riding and has been afraid ever since. Another friend really wants them to hang out at his house instead of going anywhere, because he has a new puppy he cares about and doesn't want to leave it. The third friend is terrible at video games and feels embarrassed about it.

- **Understanding:**

Brainstorm with students how the story will resolve.
How will the three friends ever understand each other? What will happen next?

Have students decide on and write out their story, decide which text will go on each page, and plan the illustrations for their story pages.

As time permits, allow students to share their story lines.

SUMMARIZE FOR STUDENTS:

- *Different points of view (or perspectives) can lead to a misunderstanding.*
- *Practicing empathy and perspective-taking can help us understand others' behaviors.*



MINDFUL MOVEMENT / 15 mins

Ask students:

- *Do you remember what twists can remind us of?*

[Answer: To look at a situation or idea from different angles/from different perspectives.]

- *Today we will be introducing a new sequence to remind us to see from different perspectives.*

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

Guide students to check in with themselves in Mountain pose.

Fresh Start Sequence (WITH THREE-LEGGED DOG AND SIDE PLANK) (UNIT 4, LESSON 3)

Lead students through the sequence several times and include Three-Legged Dog and Side Plank (on both sides) in at least one round.

[OPTIONAL] Twist Sequence (UNIT 4, LESSON 1)

Guide students through the sequence.

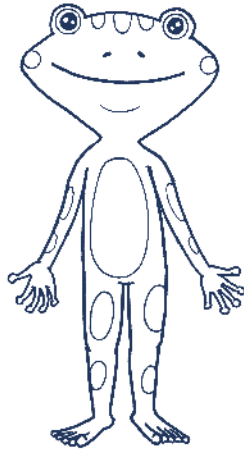
All Sides of the Story new

Tell students:

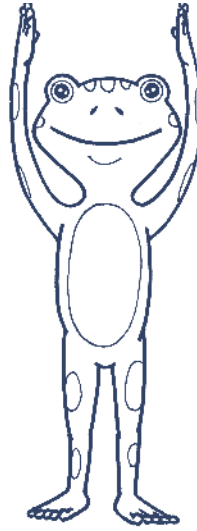
- *If you want to understand someone else's perspective, you have to try to see, feel, and understand their side of the story. We're going to do a sequence called All Sides of the Story—reminding our brain and body to take a moment to try to see another's side of the story. Follow my movements as I lead you through it.*

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

Mountain



Sunrise



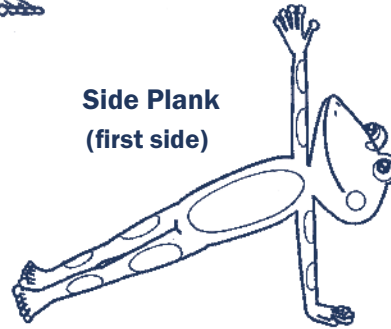
Sunset



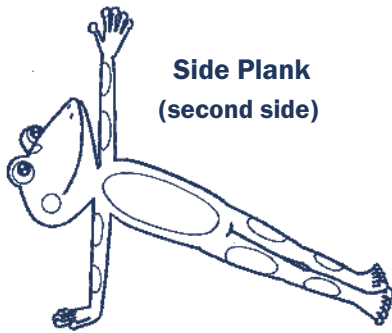
Plank



Side Plank
(first side)



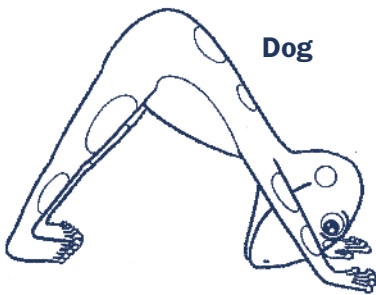
Side Plank
(second side)



Cobra



Dog



Hands and Knees



Child's Pose



Mountain/Sunrise (UNIT 2, LESSON 1)

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

Sunset (UNIT 1, LESSON 1)

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

Plank (UNIT 1, LESSON 1)

Use this as a transition pose to Side Plank.

Side Plank (UNIT 4, LESSON 3)

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

Complete both sides before moving forward.

Cobra (UNIT 1, LESSON 1)

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

- *One way to see the world is by looking up, with our hearts open. Look at the world in a positive light, with optimism!*

Dog (UNIT 1, LESSON 1)

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

Hands and Knees (UNIT 1, LESSON 1)

- *In fact, there are infinite perspectives, infinite ways to see the world and any given situation. Move your head very slowly and gently in a circle and notice how you can see from all the different angles.*

Child's Pose (UNIT 1, LESSON 1)

- *But we must not forget to take some time to understand our own perspective inside of ourselves. Silently, to yourself, take a moment to observe the feelings or thoughts that you are experiencing right now. How does your body feel after this sequence?*

Invite them to check in with their unique perspective.

- *We can notice the world from so many perspectives. What is your perspective on our practice today? What have you learned?*

Give students a moment to silently reflect.

[OPTIONAL] Let's Reflect!

As students return to a seated position, have them share any observations they have about the practice. Ask questions such as:

-
- *What did you notice?*
 - *Did you notice anything that you hadn't before?*
 - *Did you notice anything new about yourself or the class?*
 - *What is it like to notice the world from so many different perspectives?*
-

Seated Twist (UNIT 4, LESSON 1)

Guide students through the pose.

Closing Sequence (UNIT 1, LESSON 1)

Guide students through the sequence.



REST AND REFLECTION / 5 mins

Guide students in transitioning to a comfortable position for Rest.

Kind Mind (for Self and Others)

- As we lie down for Rest, let's practice picking up a Kind Mind.
- Imagine for a moment what it feels like to be heard and understood. What does it feel like when someone shows you compassion and kindness even if they disagree with you?
- Repeat these kind thoughts to yourself. After I say them out loud, take a deep breath and silently repeat them to yourself, letting them sink in for a moment:

May I feel heard and understood.

May I feel seen and valued.

May I feel peace and compassion.

- Notice what it feels like to speak kindly to yourself. Practicing Kind Mind is a wonderful way to treat yourself with care and compassion.
- Now imagine yourself in front of all of the members of this class. Recognize that just like you, they also want their perspectives to be understood and considered. Let's use the Kind Mind practice to treat others with care and compassion too.
- After I say these kind words out loud, take a deep breath and silently repeat them to yourself, letting them sink in for a moment:

May you feel heard and understood.

May you feel seen and valued.

May you feel peace and compassion.

- Notice what it feels like to relate to others with kindness. Practicing Kind Mind is a wonderful way to treat others with care and compassion too.

Allow one to two minutes of Rest.

As students return to a seated position, point out that they can practice Kind Mind for themselves and/or others any time they'd like throughout the day. It is always available to them.

Invite students to share reflections on the Kind Mind practice with each other or in their journals.

- *What was the practice like, and when might it be useful?*

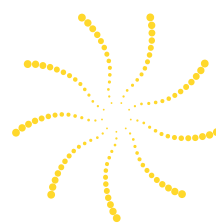
TAKE-HOME PRACTICE

- *Be a Perspective Detective: Recall the plot to your favorite story (maybe a book, movie, or family story). What did the main character think and feel about what happened? Can you identify a differing perspective from someone else in the story?*



Lesson 6

AUTHOR, AUTHOR



Goal Statement

Students will practice explaining multiple perspectives on the same situation through storytelling.

Essential Question

Why is it important to see another's perspective?

“I Can” Statement

I can explain how people with different points of view could come to a shared understanding.

Key Learning Objectives

Students will know...

- Different points of view can lead to a misunderstanding.
- Practicing perspective-taking and empathy can help them understand others' behaviors.
- When people understand each other, they will be more able to solve a problem together.

Students will be able to...

- Identify how people with different points of view could come to a shared understanding.

Materials

- Computer tablets (1 per group or per pair of students)
- [Optional] Paper for taking notes
- [Optional] Pencils/pens
- [Optional] Activity cards

Preparation/Setup

- Set out tablets.
- Load StoryKit.
- Be prepared to show students how to navigate, edit, and add illustrations, and, if you'd like, upload their finished stories to a shared website.
- [Optional] Create activity cards for students who finish early.

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

Calming and Focusing

Check-In

Kind Mind (for Others)

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.

THE END / 25 mins

As necessary, demonstrate how to use StoryKit (or another app) to navigate and edit pages and add illustrations. If desired, show students how to upload finished stories to share with the class.

Allot the class time for students to finish their stories by adding the illustrations and typing in the text on each page.

Set aside about 15 minutes to present the stories.

Debrief stories by asking students questions that emphasize the role of perspective-taking and empathy in coming to a shared understanding. For example:

- **Why did the characters do what they did? What was their point of view? What were they thinking and feeling?**
- **How did the characters come to a shared understanding? What did they talk about? What did they think about?**
- **Did understanding each other help them to solve their problem?**
- **Did the characters show compassion?**
- **Did the characters get creative to solve the problem? Did they compromise?** **NOTE** Check that students understand that the word *compromise* means each person adjusts their expectations or gives something up in order to come to an agreement.

SUMMARIZE FOR STUDENTS:

- *Practicing perspective-taking and empathy can help us understand others' behaviors.*
- *Practicing perspective-taking and empathy can help us respond to others with compassion.*
- *When people understand each other, they will be more able to solve a problem together.*

TEACHING TIP



Have physical activities available that students can do independently (balancing, jumping rope) in case they finish early.

TEACHING TIP



Rather than focusing on the details of how the problem was resolved, guide students in focusing on how characters were able to come to a shared understanding and on what the characters talked about and thought about in order to understand each others' perspectives (feelings, needs, behaviors) in the situation.



MINDFUL MOVEMENT / 15 mins

Share Your Moves (UNIT 4, LESSON 4)

Invite students to pause in Mountain pose (Unit 1, Lesson 1) and check in with their minds and bodies with curiosity and kindness.

Invite students to consider whether there is anything their bodies need right now. Model this for students:

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

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

Ask students whether there is a movement or stretch that would feel good for their bodies right now. Then invite students to perform a movement that will help them show their bodies compassion by meeting this need. Model this for students by performing a slow neck roll, for example. 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), asking the rest of the group to repeat back the movement that was modeled. Alternatively, invite everyone to perform their own unique movement all at one time.

Point out that by checking in with themselves, they were able to (1) identify their own point of view and (2) use that point of view to show themselves compassion.

Help students conclude that the same is true for others, that when they can understand other people's points of view, it's easier to show them compassion.

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

Guide students to check in with themselves in Mountain pose.

Fresh Start Sequence (WITH THREE-LEGGED DOG AND SIDE PLANK) (UNIT 4, LESSON 3)

Lead students through the Fresh Start Sequence several times and include

Three-Legged Dog and Side Plank (on both sides) in at least one round.

[OPTIONAL] **Twist Sequence** (UNIT 4, LESSON 1)

Guide students through the sequence.

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

Before leading students through this sequence, tell them:

- *If you want to understand someone else's perspective, it could help to try to see, feel, and understand their side of the story. We're going to practice the All Sides of the Story sequence again to remind our brain and body to take a moment and try to see another side of the story.*

Seated Twist (UNIT 4, LESSON 1)

Guide students through the pose.

Closing Sequence (UNIT 1, LESSON 1)

Guide students through the sequence.



REST AND REFLECTION / 8 mins

Guide students in transitioning to a comfortable position for Rest.

Kind Mind (for Others)

Tell students that to conclude the unit, they will practice Kind Mind one more time. But this time they will practice thinking kind thoughts for everyone in the world!

- *As we lie down for Rest, let's practice picking up a Kind Mind.*
- *Imagine for a moment what it would feel like if the world was full of compassion, and everyone in the world felt heard and understood even when they disagreed with each other.*

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

May everyone feel heard and understood.

May everyone feel seen and valued.

May everyone feel peace and compassion.

Wonderful.

- *Notice what it feels like to think kind thoughts about all people. Practicing Kind Mind is one way we can grow our ability to care and offer compassion.*

Allow one to two minutes of Rest.

As students return to a seated position, invite them to share their experiences of this short visualization with the group or in their journals.

TAKE-HOME PRACTICE

- *Keep practicing your detective skills! Look for situations where friends or family members have different perspectives. Can you find opportunities to practice empathy, to show compassion, or to find a compromise?*

Lesson Extensions

Body Chalk Board

Lessons 1–2

Divide the class into pairs and have them practice silently writing the alphabet with their fingers (or the eraser end of a pencil) on their partners' backs or shoulders. Then have them write secret messages this way. Have students notice how they have to see from the other's point of view to understand the message, and the person writing the message also has to learn how to communicate effectively so that their partner understands the message.

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The Detective Game

Lessons 3–4

Play additional rounds of the Detective Game from Lesson 3.

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Teach Me

Any lesson

Have students form pairs. Give one person in each pair a Mindful Movement pose to teach their partner. The challenge is that the leader has to sit, facing away from their partner, and close their eyes. They must try to imagine putting themselves in their partners' point of view to describe how to get into the pose, using only verbal instructions. After each partner has had a turn, discuss what the different roles were like and what the challenges were from each point of view.

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Interview

Lessons 4–6

Have students work in pairs to interview each other on a topic. Provide them with a set of interview questions such as:

- **Set 1:** *Describe a challenge you overcame. Why was it difficult? What helped you succeed? How did you feel about it? Why was it important to you?*
- **Set 2:** *Describe one of your happiest memories. What happened? Where were you? What part of this experience was most important to you?*

- **Set 3:** *What are your most important values? Why are these values important to you? Are these values shared by your family? How do these values influence what you do?*
- **Set 4:** *What is your dream or goal for the future? Why is it important to you? If you were to achieve this goal, how would you feel?*

Consider allowing students to choose the topic on which they will be interviewed. Explain to students that they should only share what they feel comfortable sharing.

Have students check in with their partners about whether they consent to have their interview shared with the class. Invite students to share what they learned about their partner.

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Gratitude and Appreciation Notes

Lessons 3–6

After the gratitude and appreciation exercises in Lessons 3 and 4, lead students in creating notes of gratitude. Guide students to write a note saying that they are grateful for someone or describing something specific they appreciate about someone. These can be very simple, even a sentence on an index card or sticky note. Ask students to think about how it would feel to receive the note. Consider giving students stickers or markers to decorate if desired. Have them make a plan for where and when they will deliver the note. If you do this activity more than once, consider specifying that they choose someone in the school building, in their family, etc.

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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.