

Unit 6



SOCIAL AWARENESS

PART 2: COMMUNITY

Prior Knowledge

Students will need to understand the meaning of community and the fact that they are a part of many communities. They should also have some understanding of and practice with compassion, cooperation, and perspective-taking.

Overview

In this unit, students develop skills for social awareness and community. Students will identify the connections and supports that are a part of their own communities. They will practice collaborating and problem solving in groups to plan and achieve shared goals. They will grow their understanding of diversity and the ways that families, communities, and culture impact their perspectives and everyday behaviors. They will explore ways they can contribute to a healthier community.

Enduring Understandings

Students will understand:

- They are connected to many resources and supports in their communities
- Diversity strengthens a community.
- Family, community, and culture influence their perspectives and experiences.
- They can achieve shared goals through cooperation and collaboration.
- Their individual behaviors and contributions impact the well-being of their community.

Essential Questions

- Who am I connected to?
- How do I contribute to my community?
- What is important to members of my community?
- How do we work through differences?
- What is a healthy community?



Lesson Summaries and Materials*

Lesson 1 pages 358–370

Lesson 1—Community Support:

Students explore the ways they are connected to supports in their community. They begin working as a group to achieve shared goals in Mindful Movement.

- Whiteboard, display screen, or chart paper/marker
- Paper and markers
- *My Community Supports sheet (enough for each student)

Lesson 2 pages 371–377

Lesson 2—Contributing to a Group:

Students participate in team challenges to practice cooperating and contributing to a group. They grow their understanding that contributing builds connections between team members and makes the group stronger.

- Whiteboard, display screen, or chart paper/marker
- 1 object (e.g., a ball, a roll of masking tape) per team
- Cards with the names of simple objects, animals, or things for students to draw (1 per student) (Repeats are okay as long as each team has 5 different words.)
- Cards with the names of recognizable song titles (1 per student) (Repeats are okay as long as each team has 5 different titles.)
- Scratch paper (several pieces per team)
- Pencils (2 per team)
- Cone or other relay markers
- Masking tape for starting/finishing line

Lesson 3 pages 378–386

Lesson 3—Community and Culture:

Students share about a meaningful food or meal from their family, community, or culture. They practice listening for understanding and respectful curiosity to learn more about someone's perspective that might be different from their own.

- Whiteboard, display screen, or chart paper/marker
- Question prompts to display for small group sharing

Lesson 4
pages 387–395

Lesson 4—A Community

Challenge: Students role-play to understand how different perspectives exist within one community. They collaborate to address a community challenge and attempt to find a solution through consensus.

- Whiteboard or chart paper
- Writing materials
- Printed copies of the family dinner scenarios, small group instructions (about 8 copies, or enough for each small group)
- Printed copies of the medium group instructions (about 4 copies or enough for each medium group)

Lesson 5
pages 396–402

Lesson 5—A Vision of Community:

Students work together to envision a healthy, happy, and caring community and then apply these ideas in creating an artifact that illustrates their shared vision. Small groups work together to plan their own Mindful Movement practices.

- Whiteboard, display screen, or chart paper/marker
- Design Your Own Mindful Movement Practice worksheets
- Writing and art supplies for all application activities you choose to use

Lesson 6
pages 403–409

Lesson 6—Community Impact:

Learners evaluate the impact of individual actions on the well-being of the community and reflect on ways they want to contribute. Groups lead the movement practices they designed.

- Whiteboard
- Chart paper
- Sticky notes
- Writing materials
- List of action statements
- Container to hold action statements
- Design Your Own Mindful Movement Practice worksheets from Lesson 5

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

New Mindful Movements

Poses

Group Victory
Group Surfer
Group Wave A and B
Group Lever
Forest
Group Boat

Sequences

Group Closing Sequence

Mindful Moments

Calming and Focusing
Anchors
Visualizing Community
Mindful Reflection on Food
Kind Mind
Kind Mind (for Community)
Check-In
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

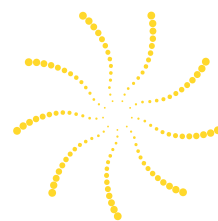
Students will be able to:

- Identify supports in their community (Lesson 1).
- Identify how individuals contribute to achieve a shared group goal (Lesson 2).
- Contribute individually to achieve a shared group goal (Lesson 2).
- Practice respectful curiosity to learn about and understand people, communities, and cultures that might be different from their own (Lesson 3).
- Practice skills like compassion and respectful curiosity to understand differences among community members (Lesson 4).
- Practice cooperating with a group to find a consensus solution to a problem (Lesson 4).
- Practice forming a shared vision with a group (Lesson 5).
- Practice collaborating with a group toward a shared goal (Lesson 5).
- Evaluate the community impact of behaviors (Lesson 6).
- Identify ways they will contribute to the community (Lesson 6).



Lesson 1

COMMUNITY SUPPORT



Goal Statement

Students will explore the ways they are connected to supports in their community. They will begin working as a group to achieve shared goals in Mindful Movement.

Essential Question

Who am I connected to?

“I Can” Statement

I can name supports in my community.

Key Learning Objectives

Students will know...

- Communities include many different members who are connected in some way.
- The people and resources in their communities can support them and make them stronger.
- Communities are stronger and healthier when they are diverse.

Students will be able to...

- Identify supports in their community.

Materials

- Whiteboard, display screen, or chart paper/marker
- Paper and markers
- *My Community Supports sheet (enough for each student)

Preparation/Setup

- Prepare for the activity by brainstorming your own list of supports ahead of time.
- (Optional) Make copies of the My Community Supports sheet.

New Vocabulary

Support
Diverse/diversity

New Mindful Movements

Poses

Group Victory
Group Surfer
Group Wave A and B
Group Boat

Sequences

[Optional] Group Closing Sequence

Mindful Moments

Calming and Focusing
Anchors
Kind Mind (for Community)
Rest and Reflection

CALMING AND FOCUSING / 2 mins

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

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

MY COMMUNITY SUPPORTS / 20 mins

Invite students to help identify one specific strength or resource that makes your school/class stronger, healthier, and happier. Suggest examples, such as school lunches, a school garden, the playground, a special program, or a field trip, and invite students to provide their own suggestions. Work with students to identify the one that the class feels is the most important. Once you have identified this strength or resource, write it on a piece of paper and ask a student, who will be designated Student 1 for purposes of the activity, to hold that paper in a corner or the center of the room. This person will be the center or anchor point of the web.

Ask students to reflect on this school strength and identify people or groups who make this strength of your school possible. If desired, give them a minute to turn and talk with their neighbors to brainstorm before sharing with the whole group. Encourage them to think beyond the walls of the school. For example, point out the electricians who maintain the power supply to the building, the people who keep the bus and the roads safe for the field trip, the farmers who grow the food, the school board members who approve the field trip.

As each community support is identified, have a student stand up to represent it. They may reach out their arms to symbolically connect to Student 1 (with or without touching). As each new support is identified, they should arrange themselves as a web around Student 1, adding on as many layers as desired

NOTE Try to think of enough supports to include the whole class.

If desired, have each student write the name of the support they are representing on a sheet of paper to hold when they take their place. This will add time to the demonstration.

Explain that what the class has created represents a community of support for your school. Debrief with students by asking questions such as:

TEACHING TIP



Consider using this as an opportunity to model a group process such as voting or discussing and coming to a consensus.

TEACHING TIP



Before the class, prepare by brainstorming your own list, thinking of many levels of community support so that you will have examples to share if students get stuck.

★ DIFFERENTIATION

Make it personal!
Have students identify something that is an important part of their own life, something that is important to them personally and helps them to feel like their best selves (for example, an activity, a hobby, or even a place). Use the **My Community Supports** sheet as an example for students to model from or make copies for each student. Have students identify various members of their communities who support this part of their life. They should start with those who are close to them or that they are acquainted with and then move on to people or groups whom they have never met but who support this part of their life in some way.

- *What would happen if one or two of these supports went away? What would happen if all of these supports went away?*
- *What do you notice about the community of support we identified?*
- *Is this community of support uniform? In what ways is it diverse?*
NOTE Check that students understand that diversity in a group or community is the characteristic of having many different backgrounds, abilities, perspectives, and/or experiences.
- *Does everyone provide support in the same way?*
- *Instead of all these different people/groups, what if there were a lot of the same one, all doing the exact same thing?*

Invite student volunteers to share if desired.

SUMMARIZE FOR STUDENTS:

- *Our communities include many different members who are connected in some way. Sometimes we don't notice the connections!*
- *The people and resources in our communities can support us and make us stronger.*
- *Diversity can help a community to be stronger and healthier.*



MINDFUL MOVEMENT / 20 mins

Set up mats in a large circle (prior to the beginning of the lesson if space allows).

Tell students:

- *During the last unit, we did a lot of work with partners. Today we are going to start exploring how we can do Mindful Movement as a community.*

Easy Pose/Anchors (UNIT 1, LESSON 1)

Have students sit in Easy pose with their hands on their Anchors. Tell them:

- *With your hands on your Anchors and eyes closed or looking downward, notice what it feels like to gather in a circle for movement practice.*

[Allow for a brief silence as students consider this change.]

- *Imagine this whole group moving together, in sync, like a team, cooperating and supporting each other.*
- *Think silently about what attitudes or behaviors we will need to be successful. What will help you to feel safe and supported?*

Group Sequence Games

Tell the students that they will work together as a community to get creative with their movement practice. Choose one or more of the following options emphasizing paying attention to and working together with the whole group. While you practice the sequence games, make observations about students' paying attention to the group, listening to leaders, or other behaviors that support group cooperation.

Option 1: Making Waves

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

Option 2: Rounds

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

Option 3: Around the Clock

Form a circle. Designate and label mats to represent 12:00 and 6:00 (optionally, also include 3:00 and 9:00). Have students move around the room clockwise in a circle (using various locomotor movements, if desired). Use a clock sound (cuckoo clock, digital alarm, bell tower) to signal students

to freeze. Call out 6:00 or 12:00. Students on those spots should immediately model a movement or pose from the Twist Sequence, Fresh Start Sequence, or Superhero Sequence. Everyone else should repeat the pose. Then play should continue with clockwise movement on your signal.

Victory (UNIT 3, LESSON 3)

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

Intro to Group Poses

Briefly review the partner agreements from Unit 5. Ask students to recall their reflections at the beginning of the lesson on what attitudes and behaviors would help the group cooperate successfully and help them feel safe and supported during group work. Compare these suggestions with the partner agreements and note any additional agreements students would like to add.

Remind students that they do not have to make contact with their neighbors during a pose if they are not comfortable. They can communicate this by holding their hands on their Anchors during the pose.

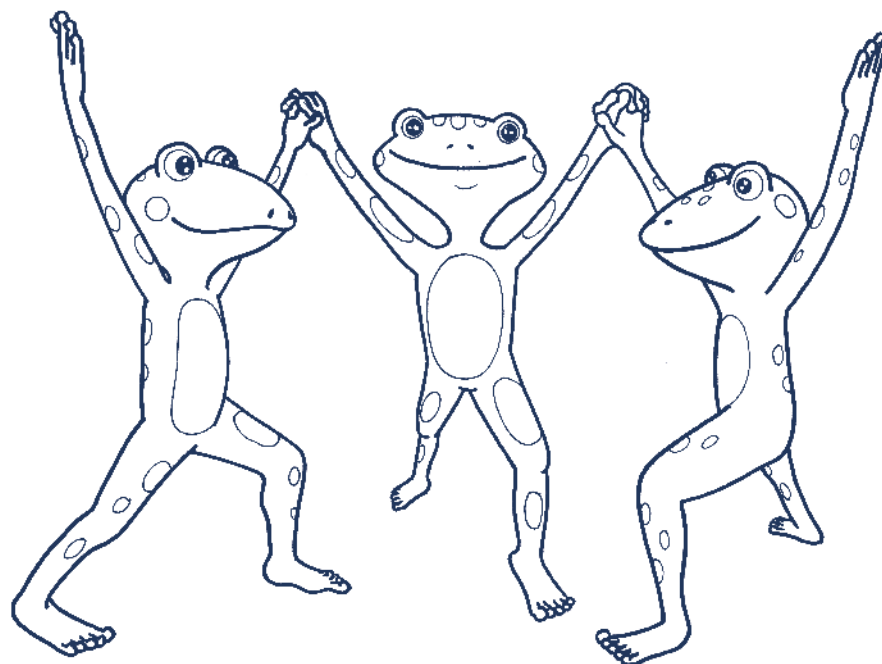
Remind students that part of being a caring and compassionate community is respecting their neighbors' decisions about how they will use their body this day.

Group Victory

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

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

GROUP VICTORY



- 6. Hold the pose for three to five breaths.**
 - Breathing in, imagine the expansion of your breath making you taller as you reach up.
 - Breathing out, find balance in your legs, pressing deeply into the ground with your back foot.
- 7. Inhale: Let go of your partners' hands.**
- 8. Exhale: Allow your arms to float down toward your body.**
- 9. Inhale: Straighten your front knee slightly to lift up from the pose.**
- 10. Exhale: Step the back foot forward to Mountain pose.**
- 11. Repeat on the other side.**

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

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

Ask students:

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



Group Surfer new

Guide students into the pose using the following cues and those previously provided for Surfer pose (Unit 2, Lesson 3) as reference. **NOTE** You may want to create smaller circles so that the students' front toes are touching.

1. Begin in Surfer pose. **NOTE** Ensure that everyone has the same foot forward toward the center of the circle.
2. Inhale: Reach the front arm toward the center of the circle.
3. If possible, touch fingertips together with other students in the circle. **NOTE** Alternatively, provide a hula hoop for all students to grasp in the center of the circle.
4. Hold the pose for three to five breaths.
5. Float your arms back to a T-shape.
NOTE Use this posture as an entry point into Group Wave A and B.

Ask students:

- Which of the strategies from our list of group agreements are you using to help make this pose a success?

GROUP WAVE A



GROUP WAVE B

**Group Wave A and B** new

From Group Surfer pose, guide students into Group Wave A using the cues previously provided for Wave A in Unit 2, Lesson 3 as reference. Tell students:

- *As you raise your front arm, imagine that as a class we are forming a large flower that is opening its petals.*

Have students hold the pose for three to five breaths and then return to Surfer pose.

Now guide students into Group Wave B using the cues previously provided for Wave B in Unit 2, Lesson 3 as reference.

- *Now imagine the group is a flower closing to go to sleep. The petals close in as we reach to touch one another's hands.*

Have students hold the pose for three to five breaths and then repeat Group Wave A and Group Wave B on the other side.

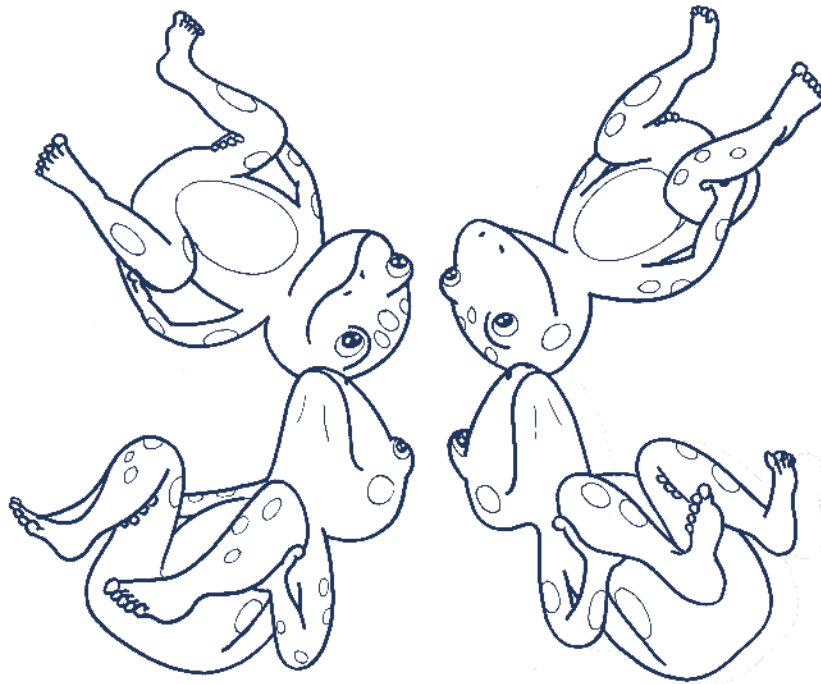
Have students turn both feet to face forward and jump or step back to Mountain pose, bringing hands to their sides. Ask students:

- *What did you notice about doing these poses as a group? Did we gain anything by practicing as a community?*

Group Closing Sequence new

Guide students through the following Group Closing Sequence. Alternatively, continue using the Closing Sequence you have been practicing, adding group options as described in the PRACTICE GUIDE and/or in the Lesson Extension activity called Community Garden in CSP Curriculum 2-3, Unit 6.

GROUP HAPPY BABY



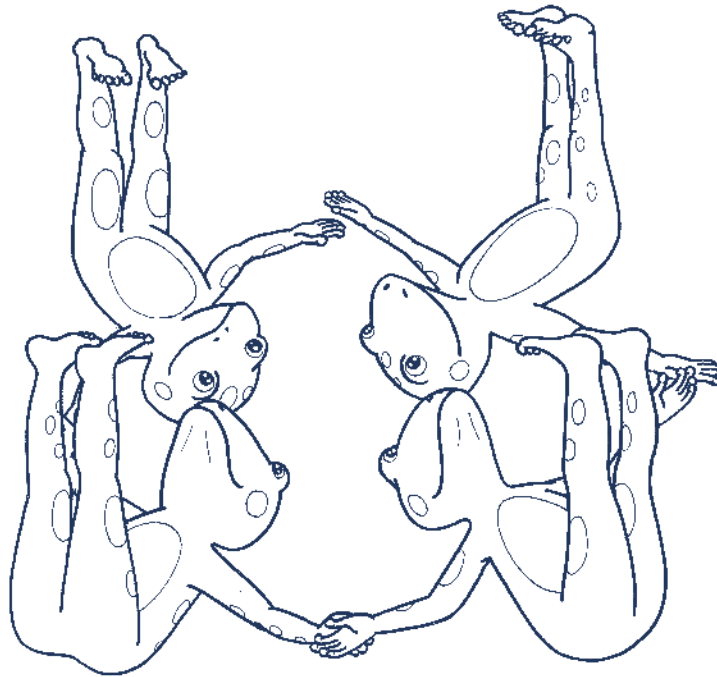
Group Happy Baby new

1. Begin on the mat with knees to chest, holding onto the backs of the knees (between the calf and thigh, not on the shins).

NOTE Students may stop here with knees to chest and then move on to the next pose in the sequence.

2. Inhale: Notice all the places where your hips, back, neck, and shoulders are in contact with the mat. They will stay there during this pose.
3. Exhale: Open knees wider than the body, bringing them toward the armpits.
4. Inhale: Lift the feet up away from the body. Flex the feet so they are parallel with the ground and ceiling, with ankles over the knees and shins perpendicular to the floor.
5. Exhale: If the pose is comfortable, walk the hands up the legs to grasp the ankles, the feet, or even the big toes. Only reach as far as is comfortable with the head, neck, and shoulders staying flat on the floor.
6. Gently push the soles of your feet upward like you are going to lift up the ceiling as you use your hands to pull your legs downward so your knees get closer to the ground. Hold the pose for a few breaths.
7. Gently release one foot at a time back down to the mat, with knees bent.

GROUP WATERFALL

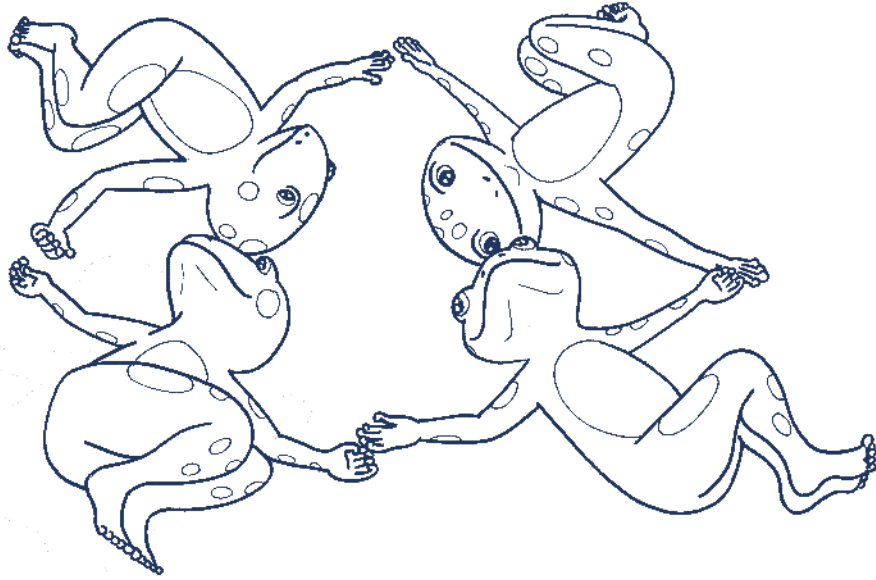


Group Waterfall new

1. Begin lying on your back with your head toward the center of the circle.
2. Exhale: Draw knees in toward the chest.
3. Inhale: Float feet toward the sky, so that legs are at a 90-degree angle, approximately, from the torso.

4. If it is more comfortable for you, you are welcome to roll up the bottom half of your mat and place it under your hips. Alternatively, you may place your hands under your hips with your palms facing the mat.
5. Hold the pose for a few breaths.
6. Exhale: Bend knees in toward the chest, then place the feet flat on the floor with knees bent.

GROUP WINDSHIELD WIPERS



Group Windshield Wipers new

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

Gently move your head from side to side to notice your neighbors' movement. Let's try to breathe and move in sync with one another for a few breaths.

TEACHING TIP



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

Closing Sequence/Group Closing Sequence

(UNIT 6, LESSON 1)

Guide students through the sequence.



REST AND REFLECTION / 3 mins

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

Kind Mind (for Community)

Guide students through a Kind Mind practice using the following script as reference:

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

May our whole school community be healthy and strong.

May our whole school community feel safe and supported.

- *Now imagine that each of those people in our big school community is leaving the circle to do their part to keep the school working and learning. Silently repeat kind thoughts for our school community:*

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

May each member of this community know that they are valued and appreciated.

Allow one to two minutes of Rest.

Invite learners to share their reflections on the practice with the group or in their journals.

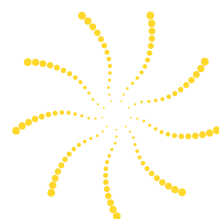
TAKE-HOME PRACTICE

- *Discover community: Reflect with your family about the different people and groups who support your family in some way. How does your community make you stronger?*



Lesson 2

CONTRIBUTING TO A GROUP



Goal Statement

Students will participate in team challenges to practice cooperating and contributing to a group. They will grow their understanding that contributing builds connections between team members and makes the group stronger.

Essential Question

How do I contribute to my community?

“I Can” Statement

I can contribute to a group to achieve a shared goal.

Key Learning Objectives

Students will know...

- Individual contributions are necessary to achieve a shared group goal.
- Diverse contributions help make a group or community stronger.

Students will be able to...

- Identify how individuals contribute to achieve a shared group goal.
- Contribute individually to achieve a shared group goal.

Materials

- Whiteboard, display screen, or chart paper/marker
- 1 object, such as a ball or a roll of masking tape, per team
- Cards with the names of simple objects, animals, or things for students to draw (1 per student) (Repeats are okay as long as each team has 5 different words.)
- Cards with the names of recognizable song titles (1 per student) (Repeats are okay as long as each team has 5 different titles.)
- Scratch paper (several pieces per team)
- Pencils (2 per team)
- Cone or other relay markers
- Masking tape for starting/finishing line

Preparation/Setup

- **NOTE** Preparation is key for the activities in this lesson to go smoothly!
- Plan a quick grouping method so that groups can be assigned easily without taking up time for the lesson.
- Plan and set up a relay course for Team Challenge #2 that isn't very long but is wide enough for four or five people to race at a time. Adapt this to your space as needed. The students don't necessarily have to run a course if you do not have space. They can walk the perimeter of the room, or do a number of jumping jacks, etc. Make sure that each group's starting station has equal access to the relay task.
- Set up a station for each team that includes drawing paper, pencils, and two sets of index cards that contain the names of objects to draw and familiar tunes to sing (e.g., "Twinkle, Twinkle Little Star"; songs students have learned in school; chart-toppers). The objects should not be too difficult to draw but should require a bit of detail or context (steering wheel, treehouse, bike pedal, log). The names on the two sets of cards should be different for each station, or at least be in a different order. Make sure the objects and songs are a good fit for your class and are culturally responsive choices.

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

Calming and Focusing

Anchors

Visualizing Community

Rest and Reflection

New Vocabulary

Cooperate

Teamwork

Connection

Contribute/contribution

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.

TEAMWORK / 25 mins

Use a quick grouping method to divide students into teams of four or five.

Team Challenge #1

Instruct each team to form a small circle, with each team member putting one index finger into the center of the circle. Give one team member on each team an object (roll of masking tape, a ball, etc), explaining that this will be the team leader for this task, but other team members will lead other tasks.

When you call out a task (see below), the team leader is to place the object in the center of the circle. It is the team leader's responsibility to help the team members carry out the task by giving them directions, encouragement, etc. For each task, if the object is dropped, the team should begin again at the starting point of that task. Use two of the following tasks so that more than one student gets the chance to be the leader:

- *Move from a standing circle to a sitting circle without dropping the tape.*
- *Move from a sitting circle to a standing circle without dropping the tape.*
- *Bend forward as a team to lower the tape to the floor.*
- *Repeat one of the foregoing tasks but switch to a non-dominant hand or pinky fingers.*

Debrief the challenge with a few questions, such as:

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- ***How well did your team work together? In what ways did each person have to contribute in order for the group to achieve the goal?***
 - ***What was it like to be the leader? When you were not the leader, how was your role important to the group?***
 - ***How did it feel when your team accomplished one of the tasks?***
 - ***How can teamwork help people connect to one another?***
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Team Challenge #2

Tell students they will run a relay race with their team and rotate through the different roles in the race. The roles are artist, singer, guesser, and runner. (If there are five team members, have a separate picture-guesser and song-guesser.) On a signal, the artist on each team will select a card and draw a picture of the object written on the card, and each guesser (no help!) will try to identify it as quickly as they can. As soon as the guesser identifies the picture, the singer should draw a card and hum or whistle the tune written on the card. As soon as the guesser names the song, the runner can run the relay course. When the runner returns, everyone rotates to assume the next role. Do not give students explicit instructions on how to rotate. This will be an opportunity to practice their communication, cooperation, and problem solving skills together.

Explain that the goal is for each team member to have a chance at each role without repeating (or, to shorten, at least three different roles).

Debrief the relay, either within teams or among the whole group. Focus on why each individual contribution matters to the whole group, highlighting the importance of group diversity in addition to individual strengths. Suggested questions:

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- *In this activity, what was important for the group to achieve the goal?*
 - *What role were you strongest in? Was there a role you struggled in?*
 - *When and why is it an advantage to have team members with different strengths?*
 - *Was your contribution important in all of the roles? Do you have to be good at something to make a contribution?*
 - *What does it feel like to achieve a goal with a team? How would it feel if you did not contribute to the group?*
 - *How can diversity help a group or a community be healthy and strong?*
-

SUMMARIZE FOR STUDENTS:

- *Contributing to a group or community helps us to connect with and support others.*
- *Each member's individual contribution is important to the success of a group.*
- *Diverse contributions help make a group or community stronger.*

TEACHING TIP



Modify as needed to fit your space. For example, instead of running a course, the final role could be to walk a lap around the room.

TEACHING TIP



Ask students to write the strengths they contributed to their group on a sticky note, and then place all of the sticky notes on a sheet of chart paper. Have students add strengths and contributions to the community throughout the unit.



MINDFUL MOVEMENT / 18 mins

Tell students:

- *Today we learned that when we cooperate with others, it's important that everyone in the group contributes. We also learned that contributing to a group can help us connect with others. We're going to keep practicing our group cooperation skills during Mindful Movement. Let's see if we can all contribute to our practice today.*

Invite students to organize their mats in a large circle (if space allows, consider setting up their mats in this way prior to the beginning of the lesson).

Easy Pose/Anchors (UNIT 1, LESSON 1)

Have students sit in Easy pose with their hands on their Anchors. Tell them:

- *With your hands on your Anchors, gently close your eyes or rest your eyes on your hands. Take a moment to notice how you feel after our team challenges.*
- *Notice how your body feels. Notice any emotions that might be visiting.*
- *Now take a moment to think about how you will contribute to today's group practice.*
- *What attitude can you bring to the practice? What skills or behaviors can you practice to help our community be safe, supported and successful?*

Student Choice Sequence

Invite a student volunteer to practice leading one to two rounds of an opening sequence (Fresh Start, Twist, or Superhero).

Repeat with one or more student leaders.

Intro to Group Poses (UNIT 6, LESSON 1)

Referencing the group agreements, review with students the ways they can treat each other with care and respect and keep each other safe during group poses.

Group Victory (UNIT 6, LESSON 1)

Guide students into the group pose. Tell them:

- *Notice what it feels like to create something together as a group.*
Notice what it feels like to make a contribution.

Group Surfer (UNIT 6, LESSON 1)

Guide students into the group pose.

Group Wave A and B (UNIT 6, LESSON 1)

Invite students to lead Group Wave A and B. Choose volunteers who did not lead the last time, and note that there will be many opportunities to lead in the next few classes. Remind students that every contribution is important, and that the leaders cannot be successful without each person's attention and cooperation.

Closing Sequence/Group Closing Sequence

(UNIT 6, LESSON 1)

Guide students through the Closing Sequence as described in Lesson 1. Encourage them to move and breathe together as a community.



REST AND REFLECTION / 5 mins

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

TEACHING TIP



Throughout the group practice, make observations and communicate appreciations and compliments about the ways the group is working together to complete a challenge.

Visualizing Community

Guide students through a visualization practice using the following script as reference:

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

Allow one to two minutes of Rest.

Invite students to share or record in their journals how they visualized contributing to the school community.

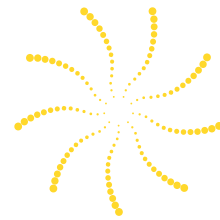
TAKE-HOME PRACTICE

- *Identify diverse contributions: Find and observe a situation or challenge that requires teamwork (perhaps a game, a group project in school, a family activity). Notice at least three different contributions made by the members of the group. Why is each important?*



Lesson 3

COMMUNITY AND CULTURE



Goal Statement

Students will share about a meaningful food or meal from their family, community, or culture. They will practice listening for understanding and applying respectful curiosity to learn more about someone's perspective that might be different from their own.

Essential Question

What is important to members of my community?

“I Can” Statement

I can practice respectful curiosity to learn more about members of my community.

Key Learning Objectives

Students will know...

- Family, community, and culture influence what they find meaningful or important.
- Family, community, and culture influence their behaviors.

Students will be able to...

- Practice respectful curiosity to learn about and understand people, communities, and cultures that might be different from their own.

Materials

- Whiteboard, display screen, or chart paper/marker
- Question prompts to display for small group sharing

Preparation/Setup

- Prepare a quick grouping method to form small groups.
- Prepare question prompts to display for small group sharing.

New Vocabulary

Culture
Respectful
Curiosity
Tradition

New Mindful Movements

Poses

Group Lever
Forest

Sequences

None

Mindful Moments

Calming and Focusing
Mindful Reflection on Food
Anchors
Gratitude and Appreciation
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.

THE FOOD WE SHARE / 20 mins

Invite students to share their understanding of the word culture. Explain that culture refers to the values, traditions, language, arts, and other experiences that a community shares. Each school community forms a particular culture, and so do communities like cities, countries, or people of the same race or ethnicity. A culture can even form around a community of people who join together with a similar interest, such as a sport or type of music.

Remind students that the foods they eat can have a personal or cultural meaning. Invite students to recall what they learned from The Sandwich Swap (Unit 5, Lesson 7), and to share their ideas about what food can mean to a community or culture.

Lead students in a mindful reflection about their own cultural connections with food using the following script as reference:

- *Seated comfortably, take a moment to focus inward, placing your hands on your Anchors if you like, and looking down at one spot or closing your eyes.*
- *Now, think of a specific food or meal that is important to your own family, your community, or your culture.*
- *Picture this food or meal in your mind, recalling details about how it looks. How it tastes. How it smells.*
- *Picture what's going on when you eat this food.*
- *Is it part of a family or cultural tradition? Can you picture any details about who prepares it or how they prepare it?*
- *What feelings come up for you when you think about this food or meal? Notice them and let them fade away. Are there memories linked with it? Notice those memories and then let them pass by.*
- *Now bring your focus to your breath, noticing it move in and out, and then slowly bring your attention back to the group.*

Facilitate a small group sharing activity. Explain to students that they are invited to share about this food and why it is important to their family, community, or culture. Form small groups of students. Display the following questions and prompts to guide students' sharing:

-
- ***What important food or meal did you think about? Describe it to your group.***
 - ***Why is the food important to you? Describe any family, community, or cultural connections that make this food have special meaning for you.***
 - ***How would it make you feel to be able to share this food with others?***
-

Encourage small groups to practice listening for understanding as their classmates share (review content from Unit 5, Lesson 3 if needed). In addition, emphasize practicing respectful curiosity as each person shares. Remind learners that curiosity helps them have an open mind and discover or learn new things. Ask learners to share specific examples of what it will look like to listen with respectful curiosity in their small groups (respond with respectful questions that will help them understand the teller.)

After all students have shared with their small groups, debrief as a group with questions such as:

-
- ***Did you learn something new about a classmate's family or community today?***
 - ***What are some ways that our communities and cultures influence us?***
[Answer: They influence what is important to us, traditions and celebrations, the foods we eat, the music we listen to, the clothes we wear, the experiences we have.]
 - ***Did anyone share about a family or cultural tradition? Why are family and cultural traditions important?***
-

SUMMARIZE FOR STUDENTS:

- *The communities we are a part of have an influence on what we like, what we value, and what we do in our daily lives. The culture of our communities can shape our traditions and our everyday behaviors, like the food we eat and the clothes we wear.*
- *Our perspectives about what is meaningful to us are shaped in part by our communities.*
- *Respectful curiosity helps us to learn about and understand people, communities, and cultures that might be different from our own.*



MINDFUL MOVEMENT / 20 mins

Set up mats in a large circle (prior to the beginning of the lesson if space allows).

Easy Pose/Anchors (UNIT 1, LESSON 1)

Have students sit in Easy pose with their hands on their Anchors.
Tell them:

- *Take a moment with your hands on your Anchors to check in with how you're feeling right now. You can look down at your hands or close your eyes if that helps you to check in. What does your body and mind need to feel supported and have fun during today's group movement activities?*

Invite students to share if desired.

Group Sequence Games (UNIT 6, LESSON 1)

Facilitate one of the group sequence games from Lesson 1.

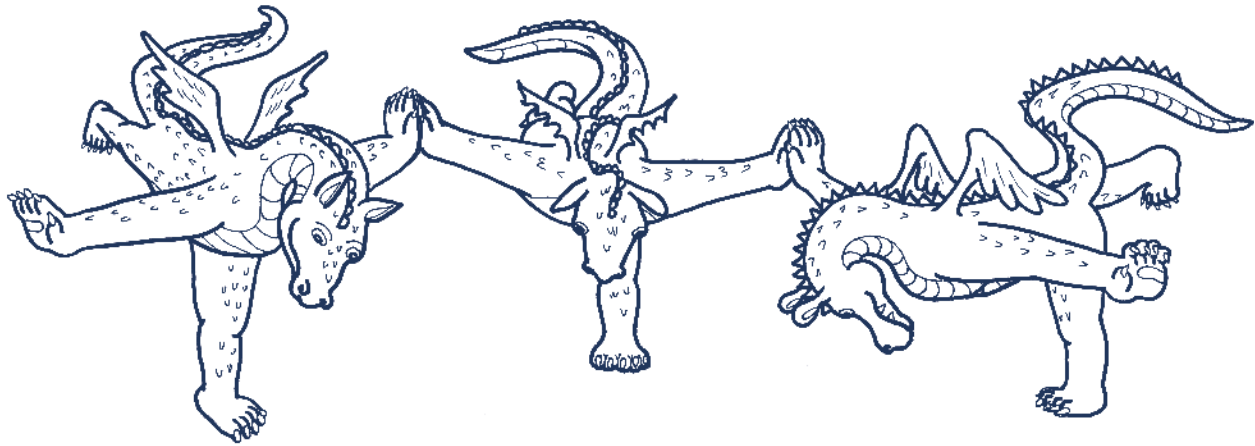
Intro to Group Poses (UNIT 6, LESSON 1)

Referencing the group agreements, review with students the ways they can treat each other with care and respect and keep each other safe during group poses.

Consider adding new agreements if needed.

Group Victory (UNIT 6, LESSON 1)

Guide students into the group pose.



Group Lever new

Review with students how to find a safe and stable Lever pose using cues from Unit 3, Lesson 2 (Setup Method 2). Decide as a group how far you will hinge your group Lever pose the first time you practice all together.

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

1. **Begin in Mountain pose, standing at the front of the mat, toward the center of the circle, with hands on hips.**
2. **Connect with your neighbors by lifting your arms up to the sides and placing your hands palm to palm with your neighbor on both sides. You may choose to keep some space between your palms and your neighbors' palms or allow your palms to touch. [NOTE: Students may press into one another's palms gently, but they should not be gripping one another's hands.]**
3. **Inhale: Shift your weight to the center and balance over your left leg, sending the toes of the right foot back behind the body, without lifting the right foot from the mat yet.**
4. **Exhale: Be mindful of moving together with your neighbors and hinge slowly into Lever pose.**
5. **Hold the pose for one to three breaths. You may touch your feet down to regain balance anytime to keep everyone safe.**
 - **Breathing in, lengthen your body from head to toe, feeling the group balancing together.**
 - **Breathing out, press down into the mat through your supporting foot, feeling the strength of that leg supporting you.**

- *Notice what thoughts and feelings come up as you see the group joining together on this challenge.*

- **What do you notice about the shape the group makes? What images does it call to mind?**

6. To exit the pose, bring the foot that is in the air down to meet the foot on the ground and stand up. Release your arms to the sides in Mountain pose.
7. Repeat on the opposite side.

NOTE Between repetitions, check in with students about any changes they need or want to make in how they approach the pose as a group and how you as a leader can help them.

NOTE Ensure that you prevent students from gripping or pulling on each other while they lean forward so that they do not injure a neighbor. Ask students to bend from the hips at a controlled pace, perhaps taking time to touch their back feet down and then bending forward a little farther. Remind them that working together to keep everyone safe is a critical part of their cooperation in this pose.



Forest new

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

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

Tell students:

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

Have students repeat on the opposite side.

Closing Sequence/Group Closing Sequence

(UNIT 6, LESSON 1)

Guide students through the Closing Sequence as described in Lesson 1.



REST AND REFLECTION / 7 mins

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

Gratitude and Appreciation (for Community)

Lead students through a practice of Gratitude for their community using the following script as reference:

- *Our communities are very important to us in many ways. They influence our lives in ways that we see and ways that we don't see.*
- *Imagine that standing all around, you can see the people and groups from your communities who are an important influence on your life.*
- *Picture in your mind the communities or groups you feel connected to.*
- *Your pictures of communities might include your family and maybe this class and this school community.*
- *But you might also have a club, a team, or other group or community that is important to you.*
- *Imagine all of those community connections surrounding you.*

- *Imagine looking around at all of the people and groups who are really important to you, all of the people who have been a positive influence for you.*
- *Open your mind to notice any reasons you are thankful for your communities.*
- *Any ways that you might feel grateful.*
- *Are there ways they have been a positive influence on your life? Ways they have helped you grow? Ways they have given you gifts of culture like food, music, art, and traditions? Notice anything you feel thankful or grateful for.*
- *Imagine this gratitude for your community growing with each breath.*
- *Finally, visualizing this community around you, bring to mind a few words or a gesture you could use to tell your community that you appreciate them.*
- *And then let that image go, relaxing where you are and just breathing in and out.*

Allow one to two minutes of Rest.

After students return to seated, invite students to share with the group or in their journals if time allows.

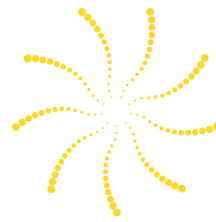
TAKE-HOME PRACTICE

- *Discover your own family or community culture. Ask family or community members to tell you about a tradition that is important to them. Practice respectful curiosity and listening to understand.*



Lesson 4

A COMMUNITY CHALLENGE



Goal Statement

Students will role-play to understand how different perspectives exist within one community. They will collaborate to address a community challenge and attempt to find a solution through consensus.

Essential Question

How do we work through differences?

“I Can” Statement

I can practice cooperating with a group to find a consensus solution.

Key Learning Objectives

Students will know...

- Family, community, and culture influence what they find meaningful or important.
- Family, community, and culture influence their everyday behaviors and the way they live.

Students will be able to...

- Practice skills like compassion and respectful curiosity to understand differences among community members.
- Practice cooperating with a group to find a consensus solution to a problem.

Materials

- Whiteboard or chart paper
- Writing materials
- Printed copies of the family dinner scenarios, small group instructions (about 8 copies, or enough for each small group)
- Printed copies of the medium group instructions (about 4 copies or enough for each medium group)

Preparation/Setup

- Prepare a quick grouping method for the small group activity.
- Organize supplies for easy distribution to groups.

New Mindful Movements

Poses

Group Boat

Sequences

None

Mindful Moments

Calming and Focusing

Anchors

Letting-Go Breath

Kind Mind (for Community)

Rest and Reflection

New Vocabulary

Consensus

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 WAY IT'S DONE / 20 mins

Spark students' thinking with a question: Could something be very important to the culture of my community and not important at all to yours? How would you figure out who is right? Briefly invite students to share in a pair-share or as a whole group.

Assign small groups of students one of the two family dinner scenarios, giving each group a number. There will need to be an even number of groups so that pairs of two groups can be combined later. Odd numbered groups will get Ari's family dinner scenario. Even numbered groups will get Sun's family dinner scenario. Provide each small group their family dinner scenario and the small group instructions. Give them a few minutes to get to know their family.

Small group instructions:

- *Read the family dinner scenario with each other to understand the way family dinners are done in this family.*
- *Pretend your group is the family described. Role-play an example family dinner in your house.*
- *In your group, briefly discuss what the family dinner role-play was like. What did it feel like? Was it easy or hard to understand why this family does family dinners this way?*

Family dinner scenarios:

- **Ari's Family:** *Our family prepares food together and then we eat in silence. We do not speak until the meal is over. We love our quiet time and it is very important to us. It is the one time when our whole busy household feels calm and peaceful. We eat slowly and use our senses to really appreciate the food we've prepared. We feel relaxed and grateful.*

- **Sun's Family:** *Our family sits together and has a long conversation with our meals. We share our plans, our feelings, and lots of other topics. These conversations are very important to us. Sometimes we joke and laugh, and sometimes we have serious discussions. At meal time, and especially dinner time, we learn about each other and feel connected. Sometimes we grab food to-go to save time so that we will be able to sit together and talk while we eat.*

Next, combine pairs of small groups, one even-numbered group with one odd-numbered group.

NOTE Make sure each medium group contains one small group that represents Ari's family and one small group that represents Sun's family.

Read the community dinner scenario to the class:

- *Ari's family and Sun's family are both very involved in their neighborhood community center. Their two families have been selected to plan this year's community dinner. The community dinner is a celebration of the whole neighborhood. It is a special evening that should be meaningful and bring lots of people together. Ari's family and Sun's family both know the way to have a special family dinner. They are each confident they can make this a meaningful night done right.*

Give each group a copy of the medium group instructions:

- *Your job is to collaborate in your groups to work toward a solution that everyone finds acceptable. This is called a consensus.*
- *You will each continue to role-play as members of the families and work together to plan the event. Pretend you are meeting for the first time to plan the community dinner. Discuss what is important to you and how you think the event should be run. What will the meal be like? Will there be other activities?*
- *Discuss with your group: Are there any conflicts? How do the members of your family feel in this situation? What can you do to understand one another? Can you find a way to plan an event where everyone will feel included and respected?*
- *Work together to come to a consensus on a solution that is agreeable to everyone. Describe your solution, and prepare to share with the group.*

Debrief the activity with the class, using questions such as:

TEACHING TIP



Modify the activity if needed due to time constraints or students' readiness for group work. For example, you may skip to the medium group activity, providing the descriptions of the two families for students. Alternatively, you may role-play with volunteers in the whole group and discuss as a class.

-
- **Were there conflicts between your two families? How did your group resolve conflicts?**
 - **Do you understand both families' perspectives? Was one harder for you to understand than the other?**
 - **Was either family's way of doing family dinners wrong?**
 - **Was your group able to come up with a consensus solution and plan for the community event? How will your event help everyone to feel included and respected?**
 - **What skills are helpful in a situation like this?** [Answer: respectful curiosity, listening to understand, empathy, compassion, communication, conflict resolution steps, etc.]
-

SUMMARIZE FOR STUDENTS:

- A consensus solution is one where everyone is agreeable or satisfied with the outcome.
- Our perspectives about what is important or meaningful are influenced by our families, communities, and cultures. My way of doing something and your way of doing something might be very different, especially if we belong to different communities or cultures. That doesn't necessarily mean that one is right and one is wrong.
- Practicing skills like compassion and respectful curiosity can help us to understand and respect each other, even when we might be very different in some ways.



MINDFUL MOVEMENT / 20 mins

Easy Pose/Anchors (UNIT 1, LESSON 1)

Have students sit in Easy pose with their hands on their Anchors. Tell them:

- **With hands on Anchors, take a moment to check in. How are you feeling in your mind and body in this present moment? How will you**

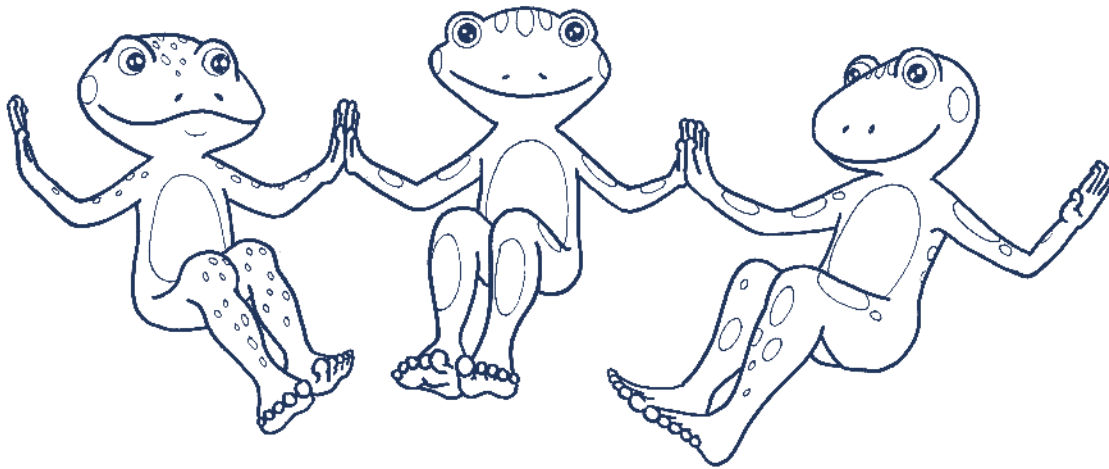
*take care of your body and mind as we practice group poses today?
How will you contribute to and support the group?*

Intro to Group Poses (UNIT 6, LESSON 1)

Referencing the group agreements, review with students the ways they can treat each other with care and respect and keep each other safe during group poses.

Explain to students that they will practice one new pose today and that you would like them to pay close attention to the way you lead the practice.

GROUP BOAT



Group Boat new

Lead students through this group pose using the following cues as reference:

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

Tell students:

- As you balance in Boat pose, notice how you and your neighbors are supporting each other. What else do you notice?
- Remember to take care of yourself. Touch your toes down anytime you need to reset the pose.

Now create a community challenge in Group Boat:

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

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

- 6. Repeat if desired.

Invite students to share feedback with you about their experience practicing Group Boat pose: *What did they like? How did they feel? What was helpful about the leadership you provided? How could your leadership grow to be better?* Explain why it is useful for you to receive feedback from the community. Comment on the types of feedback that were provided, and explain that there is a useful rule of thumb that says that people receive feedback best when a suggestion or a piece of constructive criticism is accompanied by a few compliments or appreciations about what they have done well. Explain that they will have opportunities to lead and provide feedback to each other in this and the next couple of lessons.

Fresh Start Sequence (UNIT 1, LESSON 3)

Invite students to volunteer as leaders (either individually or in pairs) to guide the class through the sequence.

Invite learners to share feedback with the leader(s). Solicit several pieces of encouraging feedback, such as compliments or appreciations, and one piece of growth-oriented constructive feedback. If desired, encourage the student leader by identifying a specific skill they can practice to grow in that area that was identified for growth.

Group Victory (UNIT 6, LESSON 1)

Invite students to volunteer as leaders (either individually or in pairs) to guide the class into this pose. Unless you are concerned about student safety, do not stop to correct them if they make a mistake.

Repeat the group feedback process.

Group Lever (UNIT 6, LESSON 3)

Invite students to volunteer as leaders (either individually or in pairs) to guide

.....

TEACHING TIP

To increase activity level and facilitate a break from the social-emotional effort of group poses, lead a fast-paced sequence of your choice between the group pose practices.

.....

the class into this pose, using the cues from Lesson 3 of this unit. Unless you are concerned about student safety, do not stop to correct them if they make a mistake.

Repeat the group feedback process.

Forest (UNIT 6, LESSON 3)

Invite students to volunteer as leaders (either individually or in pairs) to guide the class into this pose, using the cues from Lesson 3 of this unit. Unless you are concerned about student safety, do not stop to correct them if they make a mistake.

Repeat the group feedback process.

Closing Sequence/Group Closing Sequence

(UNIT 6, LESSON 1)

Guide students through the closing sequence as described in Lesson 1.



REST AND REFLECTION / 5 mins

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

Letting-Go Breath (UNIT 5, LESSON 4)

Invite students to take a few Letting-Go Breaths to settle into Rest.

Kind Mind (for Community)

Lead students through a Kind Mind (for Community) practice using the following script as reference:

- *In your mind and imagination, create a picture of our school community and the bigger community around us.*
- *With many different people, different kinds of families, people with different abilities, different genders, different cultures, different races and skin colors, different traditions, and different experiences.*

LESSON 4

- *In your mind, see if you can notice and appreciate the differences among people in our community.*
- *Notice how you feel when you see the differences.*

Lead students in practicing kind thoughts for the community using the following phrases or some you have created with your class.

- *Now, with that image of community in your mind, let's practice a few kind thoughts for all of the members of our community. Repeat:*

May all of the people in our community feel seen for who they really are.

I hope all members of our community feel valued and respected.

May all members of the community feel understood and appreciated.

- *Notice how it feels to think kind thoughts for your community.*
- *Let those words and images drift away from your mind, and give your body and mind a few moments of Rest.*

Allow one to two minutes of Rest.

If desired, invite students to share with the group or in their journals.

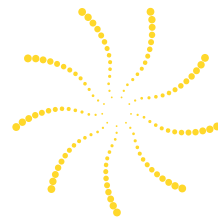
TAKE-HOME PRACTICE

- *Investigate the ways community members work through their differences. Find an example (in your own community, in a book, or in a show or a movie) in which a group of people who were different from one another in some way) were able to work together.*



Lesson 5

A VISION OF COMMUNITY



Goal Statement

Students will work together to envision a healthy, happy, and caring community and then apply these ideas to create an artifact that illustrates their shared vision. Small groups will work together to plan their own Mindful Movement practices.

Essential Question

What is a healthy community?

“I Can” Statement

I can describe a vision for a healthy community.

Key Learning Objectives

Students will know...

- Each member has the power to contribute to a healthy community.
- Communities are healthier and more compassionate when all members are included, heard, and respected.
- When community members have a shared vision, they will be able to cooperate and collaborate more effectively.

Students will be able to...

- Practice forming a shared vision with a group.
- Practice collaborating with a group toward a shared goal.

Materials

- Whiteboard, display screen, or chart paper/marker
- Design Your Own Mindful Movement Practice worksheets
- Writing and art supplies for all application activities you choose to use

Preparation/Setup

- Plan a quick grouping method to get students into small groups.
- Decide on which application activities you will use. Plan how you will group students and prepare instructions for each group.
- Organize Design Your Own Mindful Movement Practice worksheets and writing materials for each group.

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

Calming and Focusing
Check-In
Visualizing Community
Rest and Reflection

New Vocabulary

Vision
Collaborate

CALMING AND FOCUSING / 2 mins

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

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

*A SHARED VISION / 25 mins

Discuss a vision for a healthy community with the whole group. You may choose to use the school community as a frame of reference or a larger community to which the students all belong (if applicable), such as the neighborhood, town, or city. Explain that today this class will reimagine their (school) community. They will get creative and visualize a healthy, happy, and caring community that helps each member be their best self. Engage students using some of the following questions:

-
- ***When you imagine the best version of our community, what are the most important ingredients for it to be healthier? Happier? More caring and compassionate?***
 - ***How will community members feel welcome?***
 - ***In this community, how will diversity be appreciated and respected?***
 - ***What will the community look like? What spaces and places are important?***
 - ***What will community members do? Are there activities that will connect people?***
 - ***What types of responsibilities will adults and children have?***
-

Record and review some of students' key ideas for this shared vision of community.

Create the vision:

Depending on the readiness and needs of your learners, choose one or more of the following applications to create the class's vision of community as a whole group or in small groups. Consider using small groups of students with particular self-identified strengths (art, words, movement/acting, planning, building) to take on a particular activity.

- **Community pledge:** Students think about how members need to contribute in order to bring their vision for community to life. They create a list of agreements or commitments that community members would pledge to keep.

- **Living painting:** Students discuss one or more visual images of what a healthy community looks like and then create those images by arranging volunteers to create a living painting. Explain that the image should be similar to what they could imagine seeing in a photograph of the community in their vision.
- **Community shield or emblem:** Students create a shield or emblem that represents the values/identity of the community they have envisioned. This shield or emblem should contain a few different elements, and students should be able to explain the meaning behind each element.
- **Community welcome statement:** Students create a welcome statement, imagining how they would communicate their vision of community to anyone who visited or joined for the first time.
- **Community map:** Students create a map to illustrate their vision for a healthy community. Explain that their map will not be able to include everything, so they should focus on what is most important to the group. They should mark important places and create a legend that identifies each place and describes why it is important to the community. Encourage them to think about how those places help the community to be healthy, happy, and caring.

TEACHING TIP



Provide one or more examples for any of the application activities used.

Debrief with students using some of the following questions:

-
- **Why was it important that we discussed our ideas about a healthy community first before we did the activity?** [Answers: It helped us hear multiple perspectives; it helped us create a shared understanding.]
 - **Who has the power to bring our vision of a healthy community to life? Can any one person do this alone?**
 - **Do you think it's important for community members to have a shared vision? Why?** [Answer: So they feel connected; so they can create goals, cooperate, collaborate, support each other.]
 - ***Are there certain perspectives or voices that got most of the input in our vision of a community (students of a particular grade level; teachers)? Are there any people or groups who we might not have fully included in this vision of community?** **NOTE** Encourage students to think about groups of community members who are not reflected in the room—refer to various ages, backgrounds, and/or identities relevant to your community of reference.
-

SUMMARIZE FOR STUDENTS:

- *Each member has the power to contribute to a healthy community.*
- *Communities are healthy when all members are included, heard, and respected.*
- *When community members have a shared vision, they will be able to cooperate and collaborate more effectively.*

**MINDFUL MOVEMENT / 15 mins**

Explain that in the next couple of sessions of Mindful Movement, students will work in small groups to create a sequence to contribute and lead. Tell them that to do this successfully, they will have to use all the skills they have been learning and they will need a shared group vision for their sequence. Examples of questions they should ask themselves:

-
- *Will it have a theme like animal or plant shapes, or focus on a specific type of movement or area of the body?*
 - *Will it be relaxing, energizing, playful, or challenging?*
 - *Will it focus on individual strength, partner relationships, or group cooperation?*
-

Tell students that they will need to brainstorm with their group and make decisions together. This will involve listening to group members' perspectives, addressing conflicts, and compromising or coming to a consensus. They also will need to reflect on their strengths and ensure that everyone in the group contributes.

Use a quick grouping method to assign student groups and have them get together in a designated space. Distribute writing materials and handouts.

Student Choice Movement

Invite one volunteer leader from each group to lead their group in a warm-up, such as the Fresh Start Sequence or some other movement of their choice (e.g., a dance or a quick active game).

Tell students that they will need to include the following in their Mindful Movement practice:

- **An opening sequence (such as Fresh Start, Twist, or Superhero)**
- **Three poses (optionally, one partner or group pose)**
- **A closing sequence (any individual, partner, or group version they've learned in this class)**
- **A breathing or mindfulness practice**
- **Rest**

Give groups the first page of the Design Your Own Practice worksheet to help them determine how they will each contribute to the group. Once students have completed this portion of the worksheet, give them the next page, and allow ample time to brainstorm themes and poses that they like with their small groups.

Check-In (UNIT 1, LESSON 1)

Guide students in pausing and taking a moment to check in. Use the following script as reference:

- ***With hands on Anchors, and eyes looking down or closed if comfortable, take a few breaths.***
- ***Notice how you're feeling right now in your mind and body. Are there any emotions visiting you right now?***
- ***Notice how this group planning is going for you. What do you need? What does your group need? How can you contribute and how can you support your group?***

TEACHING TIP



Assess whether students need more time to plan with their groups and let them know when they will be able to complete their planning.

Invite students to give you a thumbs up, down, or sideways to show how well they think their group is working together. If necessary, discuss what changes they can make to encourage better cooperation.

Give students the final page of the worksheet to record the steps in their group's practice.

Encourage groups to practice their movement together, making sure they are happy with the way it flows and the way it feels. Encourage them to give different group members the opportunity to lead parts of the practice.



REST AND REFLECTION / 5 mins

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

Visualizing Community

Lead students in a guided visualization to see themselves contributing to a healthy community. Use the following script as reference:

- *Take a moment to check in. Notice how you are feeling in your mind and body.*
- *Now let's use our minds to visualize a healthy, happy, and caring community like we discussed today. Picture in your mind your vision for a healthy community. What does it look like? Where are you in it?*
- *Now imagine yourself doing something to contribute to making this community healthier, happier, and more caring and compassionate.*
- *Visualize yourself and the contribution you are making. Picture what you are doing and who you are with.*
- *How does it feel to contribute?*
- *Let those images start to drift away and bring your attention back to your breath. Notice your breath and your body as you settle into Rest.*

Allow one to two minutes of Rest.

After students return to seated, invite students to share with the group or in their journals if time allows

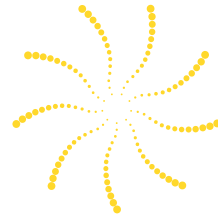
TAKE-HOME PRACTICE

- *Keep community on your mind! Look for ways that you can contribute to your community to make it a little bit happier, healthier, or more caring. Discuss this with family or friends.*



Lesson 6

COMMUNITY IMPACT



Goal Statement

Learners will evaluate the impact of individual actions on the well-being of the community and reflect on ways they want to contribute. Groups will lead the movement practices they designed.

Essential Question

How can I contribute to my community?

“I Can” Statement

I can identify one way I will help create a healthy community.

Key Learning Objectives

Students will know...

- Their words and actions have an impact on the well-being of the community around them.
- Each person has the power to help create a healthier community.

Students will be able to...

- Evaluate the community impact of behaviors.
- Identify ways they will contribute to the community.

Materials

- Whiteboard
- Chart paper
- Sticky notes
- Writing materials
- List of action statements
- Container to hold action statements
- Design Your Own Mindful Movement Practice worksheets from previous lesson

Preparation/Setup

- Write title questions on two charts.
- Prepare sticky notes and writing materials for distribution.
- Cut up action statements and put them in a container for students to draw from.

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

Calming and Focusing
Kind Mind (for Community)
Rest and Reflection

New Vocabulary

Well-being
Impact

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.

MAKING AN IMPACT / 10–15 mins

Invite student volunteers to share what they recall about the vision of a healthy community they created together. Explain that today they will explore some ways that they play a role in creating that healthy community.

Facilitate an activity where learners will reflect on how individuals' everyday actions might impact the well-being of the community. Gather students in a circle. Explain that students will take turns reading an action statement. The rest of the group will represent the members of the community. The community members will reflect on how this individual's action would impact their well-being. They should step forward if this action might improve their well-being—if it would help them in some small or large way to feel more healthy, happy, safe, included, or supported. If this action might hurt their well-being as a community member, they should take a step back. If they feel like it wouldn't have an impact on them, they should remain in their original spot.

Demonstrate by taking the first turn. After students respond by stepping forward, back, or staying in place, ask a few volunteers to share their reasons. Then have everyone return to their original circle. Repeat with as many examples as desired.

TEACHING TIP



Challenge students to expand their thinking to consider how particular actions might affect them directly or indirectly through a ripple effect. Challenge them to think about the impact from the perspectives of people from different ages, backgrounds, abilities, etc.

Example Action Statements:

- *I volunteer to help take care of a community garden.*
- *I join the choir.*
- *I throw trash on the ground.*
- *I take time to learn about my neighbor's culture.*
- *I take walks in my neighborhood.*
- *I invite my neighbors to dinner.*
- *I leave my trash can blocking the sidewalk.*
- *I sign up for basketball but decide not to practice.*
- *I participate in the student council.*
- *I prop open the front door at school.*
- *I use three paper towels every time I dry my hands.*
- *I place cards with affirmations and kind words on the library tables.*
- *I always answer first when the teacher asks a question.*
- *I never share my ideas.*
- *I leave some boxes on the wheelchair ramp.*
- *I spread rumors about kids in my sister's class.*
- *I wash my hands regularly.*
- *I wipe my feet when I come inside on a rainy day.*
- *I stop my bike at the stop sign.*
- *I talk loudly in the hall.*
- *I visit with other elders in the nursing home every time I visit my grandma.*
- *I participate in the school play.*
- *[Additional examples]*

Display two blank charts. One should say: “What can you do today to help create a healthy community?” The other should say: “What would you like to do in the future to help create a healthy community?” Read the titles to students. Invite students to reflect on the questions and then write down their name and one answer for each on a sticky note to add to the chart.

SUMMARIZE FOR STUDENTS:

- *Our words and actions, no matter how small, have an impact on our own well-being and the well-being of the community around us.*
- *Each person has the power to contribute to the well-being of the community.*



MINDFUL MOVEMENT / 20–25 mins

Tell students:

- ***During this unit we learned a lot about cooperating with others in a group and building a healthy community. This can be challenging, but it can also help us do things we might not have done on our own. Today we’re going to practice the sequences that you created, celebrating all the new ideas you came up with by cooperating with members of this community!***

Student Leadership

Ask students to gather in their small groups and then assign two or three of these small groups to work together in a larger group. Tell the students that each small group leader should lead the students in their larger group through the movement practice they designed. Alternatively, all of the group members may each lead part of the movement.

Depending on how much time you have, rotate small groups to form new larger groups so that students get to practice several new sequences with their peers.

Consider encouraging students to share feedback with each group, making sure that they give several compliments or appreciations for every suggestion for improvement.

Debrief with students:

-
- **What was it like to cooperate with a group to design a movement practice?**
 - **Did your group overcome any challenges?**
 - **How did it feel to share your practice with others?**
-



REST AND REFLECTION / 5 mins

Guide students to find a comfortable position for Rest.

Kind Mind (for Community)

Lead students through a Kind Mind (for Community) practice using the following script as reference:

- *In this room, we are all part of this classroom community, this [school name] community, and even the bigger community of [city or town name]. As members of this community we have many ways to contribute. We all have the power to help make our communities strong and healthy. For the next few minutes, let's practice kind thoughts for our community.*
- *Imagine everyone in this school community doing something fun together. Picture in your mind what they are doing. Maybe they're having a giant picnic or a field day.*
- *Silently or in a whisper, repeat these kind thoughts after me:*

May our whole school community feel included and supported.

May our whole school community feel included and supported.

- *Now imagine that our whole school community is being kind to each other and taking care of each other. Silently or in a whisper, repeat these kind thoughts after me:*

May our whole school community receive care and compassion.

May our whole school community receive care and compassion.

- Now imagine that you could see the faces of the whole community of people. They feel safe. They know that they are important. Silently or in a whisper, repeat these kind thoughts after me:

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

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

- Now if you have any kind words of your own that you would want to share with our community, whisper those kind words or repeat them silently.

Allow one to two minutes of Rest.

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

TAKE-HOME PRACTICE

- Investigate ways to create a healthier community. What are some of the needs you see in your community? Is there a way that you and other community members could respond to those needs?

Lesson Extensions

Compassionate Community Map

Lessons 1–6

As a class, create a map of the school and larger community.

Caring Contributions: Invite students to draw and label spots on the map where they have seen community members making a caring contribution. These can be contributions to help the whole community be healthier or any individual actions that promote community well-being.

Students can also label resources in the larger community that support their well-being.

Students can add to the map throughout Units 6 and 7 as they observe community members contributing acts of kindness, care, and compassion.

Straw Tower

Any lesson

In small groups, give students a challenge to complete within an allotted time. For example, build a tower out of straws or some other material. At the end of the allotted time, ask students to reflect on the roles they each had in the group. Was the team able to work well together? Did everyone contribute? Did they communicate? Why or why not?

After reflecting, give them a second chance to complete the challenge. Reflect with the group on what changed from the first to second attempt.

No Elimination Musical Mats

Any lesson

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

Remove a mat each round. Anyone who is not on a mat is stuck in the rain and must sit in the middle of the circle.

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

Invite students to recall and share what they have been learning about being a caring community. Ask questions such as:

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

Balloon Challenge

Any lesson

Form groups of six or more students that are willing to link arms or hold hands or wrists. Alternatively, you may provide students with hula hoops or strips of fabric to hold between each person to connect the group.

Drop a balloon into the circle, explaining that students must tap the balloon to keep it in the air without disconnecting from the circle. They will count how many taps they get before it hits the ground. To make it more challenging, give additional constraints, such as they cannot use their arms. Allow groups to make several attempts to get a personal best or give them a goal number to work toward. Reflect on how they cooperated and what helped them to be successful.

Food Around the World

Lesson 3

Explain that people in different parts of the world use food for similar purposes but their traditions look a little different. Give small groups pictures of families from different countries or cultures and what they eat. Provide a short description of some food traditions from the family's country or culture.

Display the following questions for students to discuss in their groups. Encourage students to make inferences based on the foods they see:

- *What types of food are there a lot of in the picture? Which food groups do you see?*
- *Are there types of food you expect to see that are missing?*
- *Why do you think these families might be eating what they are eating?*
- *Are there any interesting food traditions in the short passage you read? Why do you think certain foods or food traditions might be important to a community?*

With the whole group, display each picture and ask the students who studied it to share what they learned and discussed. Discuss the following question: *How can sharing food build community?*

Sharing Traditions

Lesson 3

Invite students to talk to their families about traditions that are important to their communities and cultures, and to identify something they can bring to school to represent that tradition. It doesn't have to be an object—it could be words, a song, a memory, etc.

Facilitate students' sharing about their family, community, or cultural traditions in a format of your choice.

Community Vision

Lesson 5

Provide supplies for small groups to complete any unused application activities from Lesson 5.

Community Contributions

Lesson 6

Have each student start with writing down one way they would like to contribute to their communities in the future (or distribute the sticky notes on which they wrote down these ideas in Lesson 6).

Then, reflect back on the community of support that students identified in Lesson 1.

Ask students to describe how their contribution could change or grow with the support of other members in their community working with them toward a shared goal.

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.

