



Flourish

THE COMPASSIONATE SCHOOLS PROJECT CURRICULUM

2-3

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For more information about the Compassionate Schools Project, visit www.compassionschools.org

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Unit 1



COMPASSION



Prior Knowledge

A general understanding of what care and kindness mean.

Overview

In this unit, students will learn to recognize their own and others' needs for compassion. Through a continuing story, students will explore examples of compassion toward self and others. The unit serves as an introduction to key concepts in the curriculum.

Enduring Understandings

Students will understand:

- Compassion is showing care and kindness to someone in need.
- They can be compassionate toward themselves.
- They can be compassionate toward others.

Essential Questions

- What is compassion?
- How can I show myself compassion?
- How can I show compassion to others?
- How can I help create a compassionate community?

Lesson Summaries and Materials*

Lesson 1 **pages 5–21**

Lesson 1—What Is Compassion?:

Students learn that compassion means showing care and kindness to someone in need. They explore how practicing mindfulness can help them show compassion to themselves and others.

- Whiteboard or display screen
- Poster describing the 3 steps of mindfulness, as described in Calming and Focusing practice
- [Optional] Script for the story “A Dog’s Day”
- Image of a mountain for Mindful Movement
- [Optional] Hoberman sphere for Mindful Movement

Lesson 2 **pages 22–33**

Lesson 2—Compassion for Myself:

Students continue to explore how practicing mindfulness can help them show compassion. Then they brainstorm ways they can show compassion to themselves.

- [Optional] Script for the story “A Dog’s Day”
- Visual aids for Four Corners game
- Small paper cups, 1 per student
- Pitcher of cool water
- Sample Mindful Eating script from the PRACTICE GUIDE

Lesson 3 **pages 34–42**

Lesson 3—Compassion for Others:

Students work in pairs to identify and act out acts of compassion for others.

- [Optional] Script for the story “A Dog’s Day”

Lesson 4 **pages 43–49**

Lesson 4—A Compassionate Community:

Students explore what it means to live in a compassionate community. Then they brainstorm concrete ways they can create a compassionate classroom community.

- [Optional] Script for the story “A Dog’s Day”
- Large paper and crayons/markers for the activity A Compassionate Classroom

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

Differentiation*

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

Performance Assessment

Students will be able to:

- **Check in** with themselves by listening to their minds and bodies with curiosity and kindness (Lessons 1–3).
- Use the word *care* when describing compassion (Lessons 1–4).
- Identify acts of compassion (Lessons 1–4).
- Identify acts of self-compassion (Lesson 2).
- State the importance of drinking enough water (Lesson 2).
- Practice Mindful Drinking (Lesson 2).
- Demonstrate an understanding of the meaning and importance of compassion during discussion and sharing (Lessons 2–4).
- Identify ways they can create a compassionate classroom community (Lesson 4).

New Mindful Movements

Poses

Mountain

Sunrise

Sunset

Hands and Knees

Cat

Cow

Dog

Plank (Kneeling Plank)

Easy pose

Cobra

Child's pose

Butterfly

Flower

Turtle

Monkey

Rest

Sequences

Sunrise/Sunset

Cat/Cow

Dog/Plank

Child's pose/Cobra

Closing Sequence

Fresh Start Sequence (Part 1)

Fresh Start Sequence (Part 2)

Fresh Start Sequence

Mindful Moments

Calming and Focusing

Check-In

Breath Awareness

Mind and Body Awareness Experiment (I–III)

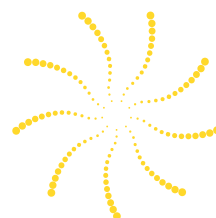
Mindful Drinking

Rest and Reflection



Lesson 1

WHAT IS COMPASSION?



Goal Statement

Students will learn that compassion means showing care and kindness to someone in need. Then they will explore how practicing mindfulness can help them show compassion to themselves and others.

Essential Question

What is compassion?

“I Can” Statement

I can tell you what compassion is.

Key Learning Objectives

Students will know...

- Compassion means showing care and kindness to someone in need.
- Mindfulness means using their minds to pay attention on purpose with curiosity and kindness.
- Mindfulness can help them show compassion to themselves and others.

Students will be able to...

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

Materials

- Whiteboard or display screen
- Poster describing the 3 steps of mindfulness, as described in Calming and Focusing practice
- [Optional] Script for the story “A Dog’s Day”
- Image of a mountain for Mindful Movement
- [Optional] Hoberman sphere for Mindful Movement

Preparation/Setup

- Hang the poster describing the 3 steps of mindfulness practice somewhere that’s easily visible to students.
- [Optional] Set out the script for the story “A Dog’s Day” (Alternatively, be prepared to tell your own version of the story).
- Preload image of a mountain for Mindful Movement.
- [Optional] Set out the Hoberman sphere for Mindful Movement.

New Mindful Movements

Poses

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

Sequences

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

Mindful Moments

Calming and Focusing
Check-In
Breath Awareness
Rest and Reflection

Vocabulary

Mindfulness
Compassion
Sequence
Pay attention
On purpose
Curiosity
Kindness
Care
Focused
Inhale
Exhale
Sensations
Check in

TEACHING TIP



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

CALMING AND FOCUSING / 10 mins

Tell students that they are going to begin one of four lessons that will introduce what they will be learning throughout the year.

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

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

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

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

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

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

Introduce the concept of a **mindfulness muscle**:

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

Then introduce students to three steps they'll take to exercise their mindfulness muscles and post these steps somewhere visible:

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

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

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

Tell students:

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

MINDFULNESS MUSCLE



we notice it happening. Each time we notice our minds wandering, that's the moment when our mindfulness muscle becomes stronger.

Then lead students through the Calming exercise: (If you have a Hoberman sphere, use the sphere to help cue inhalations and exhalations. Otherwise, you can use a hand signal, such as moving the hands apart as you breathe in and bringing them together as you breathe out.)

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

Now lead students through the Focusing exercise:

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

Ring the bell. Wait until the bell stops ringing. Then say:

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

Invite several students to share what they notice after this exercise.

Affirm that it's okay if the exercise was uncomfortable or if they had a hard

time focusing. Remind them that it will get easier and more comfortable with practice. Consider inviting students to share their own ways of being mindful.

STORYTIME / 10 mins

A Dog's Day, Part 1

Tell students that another thing they'll learn about this year is **compassion**. Invite students to perform a gesture (e.g., touch their nose) if they've heard that word before and perform another gesture (e.g., pat their head) if it is new to them.

Tell them that they're going to explore what the word compassion means as a class by listening to a short story about a puppy. Ask them to listen carefully and to think about what the puppy is feeling and what it needs as they hear it.

Tell them that if their mind wanders while you're telling the story, they can practice exercising their mindfulness muscle by noticing their minds wander, silently saying to themselves "Nice catch!" and bringing their attention back to the sound of your voice.

Read Part 1:

- *A puppy is lost in a very large city park. The puppy got separated from its family, the Johnsons, and is alone. It's starting to get dark, and the puppy hasn't eaten or had water in hours. Its little body is feeling very tired—too tired to keep wandering around the park. The puppy sniffs around under some bushes, turns around in a circle a few times, and lies down. The puppy licks its paw for a minute and then closes its eyes.*

Ask students questions such as the following:

-
- **What does the puppy need?**
 - **Why would it be helpful to know what the puppy needs?**
-

Invite several students to share their responses.

As appropriate, help students identify what the puppy needs (e.g., food, water, to feel safe, to be found by his owner, etc.) and help them conclude that it is helpful to know these things so that they can take care of the puppy.

Write the word **compassion** on the board and invite students to guess what it means. Invite them to reflect on the story for clues.

After several students have had an opportunity to share, tell students that compassion means **showing care and kindness to someone in need**.

Ask students: *If they felt compassion for the puppy, how would they show it?*

Accept any answer but elicit and use the term care in some way (e.g., care for the puppy by giving it food and water, taking the puppy somewhere safe, etc.

SUMMARIZE FOR STUDENTS:

- *Compassion means showing care and kindness to someone in need.*

Tell students that they are going to learn a lot more about how to show compassion to themselves and others.

CHECK-IN / 10 mins

To help students explore the relationship between mindfulness and compassion, ask them:

- *If you found the puppy in the park, how would you be able to learn what it needs?*

Help students conclude that they could check on the puppy by paying attention and being curious, kind, and gentle. Remind them that these are parts of both mindfulness and compassion.

Then tell them:

- *It sounds like mindfulness and compassion could really help us check on the puppy. Could we also use these to check on ourselves?*

Tell students that they are going to practice listening to themselves with curiosity and kindness. Tell them that listening to their minds and bodies with curiosity and kindness is called Check-In practice and that it can help them get to know their minds and bodies. Tell them that just like Calming and Focusing, this is also a practice that they can get more comfortable with over time.

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

Use some or all of the following script to guide them through a Check-In practice:

- *Begin by placing one hand on your heart and one hand on your belly.*
- *Take a look around the room and notice where you are. Now, if it feels comfortable and safe for you, close your eyes. Or, if you prefer, you can choose to look down at one spot on the floor or your hands.*
- *Now, with curiosity and kindness, bring your attention to your body. Can you notice any sensations or feelings inside your body? Maybe your stomach is growling. Or perhaps you can feel your heartbeat.*

TEACHING TIP



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

- *What else can you notice about how your body is feeling today? Is it energetic, tired, restless, calm, or something else? Be curious.*
- *Now bring your attention to your face. Does your face feel relaxed? Is it smiling or bored? Is your forehead wrinkled or smooth? Notice what expression is on your face. There's no need to change anything, simply notice what's there already.*
- *Now check in on your mind. How is it feeling today? Is it busy thinking? Or is it at rest?*
- *Now take a deep breath in and out. Take a look around the room. How do you feel?*

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

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

SUMMARIZE FOR STUDENTS:

- *Check-In practice means listening to our minds and bodies with curiosity and kindness.*
- *Mindfulness can help us to notice when to show compassion to ourselves and others.*



MINDFUL MOVEMENT / 15 mins

Introduction

Tell students:

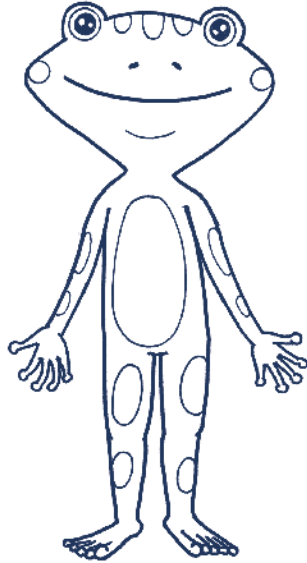
- ***Another thing we're going to do in this class (or when we meet) is called Mindful Movement.***
- ***Mindful Movement is a great way for us to show compassion to ourselves by taking care of our bodies.***
- ***Another way we can care for ourselves is to ask for help when we need it. While we learn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

Mountain/Check-In new

Tell students:

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

MOUNTAIN



Show students a picture of a mountain as a visual aid and ask them to name qualities of a mountain (strong, still, tall, quiet, majestic, etc.).

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

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

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

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

Invite students to practice a brief Check-In practice by silently asking themselves: *How does my body feel right now? How does my mind feel right now?*

TEACHING TIP



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

Give students about 30 seconds to silently observe what they're experiencing. If time allows, invite several students to share what they notice.

Breath Awareness

If you have a Hoberman sphere, use it as a visual aid. Explore the terms *inhale* and *exhale*. Explain to students that to inhale is to fill the lungs with air, or breathe in, and to exhale is to empty air from the lungs, or breathe out.

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

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

Lead students in taking three deep breaths together and tell them:

- *What do you notice when we inhale? When we inhale, the belly and chest expand to create space for the breath. Can you feel your belly pressing into your hands? What do you notice when we exhale? Does your belly move toward your back?*
- *During Mindful Movement today, pay attention to your breath. We will be linking our breath with the movement of our bodies in all of our Mindful Movement practices.*

Intro to Sequences

Ask students to guess what the word sequence might mean. After several students share, explain that a sequence is a series of actions or behaviors that follow in a particular order.

Ask students if there are any points in their day during which they follow a sequence. For example:

- **Morning routine**—the steps that lead you from home to school.
- **Evening routine**—the steps you take to get ready for bed.

Inform students that they will learn several mini-sequences. Later, they will put several of them together to create one long sequence.

Sunrise/Sunset new

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

1. **Begin in Mountain pose.**
2. **Inhale: Stretch arms out to the sides and up above the head for Sunrise.**

SUNRISE/SUNSET



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

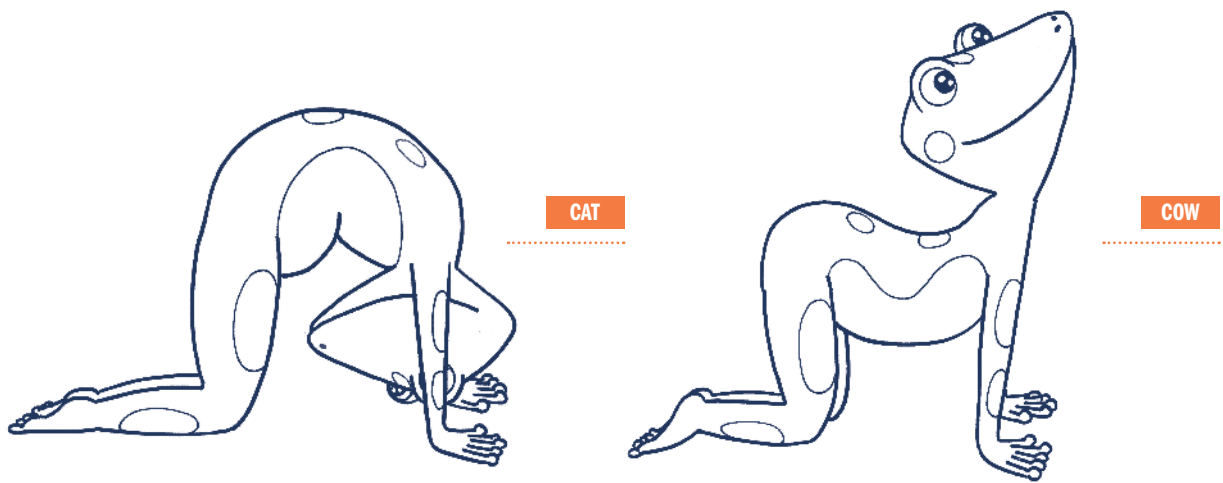
HANDS AND KNEES

Hands and Knees new

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

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

NOTE This is a transitional pose to connect standing and seated/kneeling movements.



Cat/Cow new

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

1. Begin in Hands and Knees pose.
2. Take a deep breath in.
3. Exhale (Cat): Lift the belly, rounding the back upward and lowering the head to look back at the belly.
4. Inhale (Cow): Looking forward, lower the belly and lengthen the spine from tailbone to the crown of the head to create a slight U shape with the spine.

Repeat Cat and Cow two to three times.

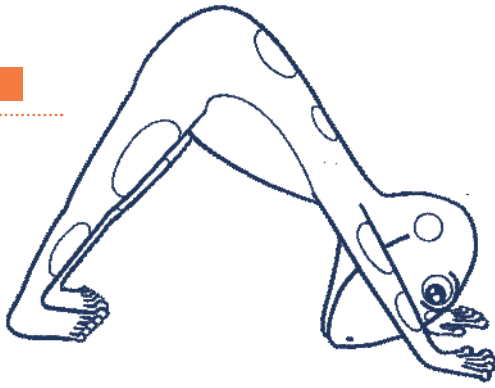
5. Breathing out, shift to Cat, letting the head and neck relax.
6. Breathing in, shift to Cow, lifting the head and heart. Finish in Hands and Knees.

Dog/Plank new

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

1. Begin in Hands and Knees pose. Stack shoulders over palms and hips over knees, with a neutral spine.
2. Exhale (Dog): Make an upside-down V-shape with the body by shifting the hips back and relaxing the head down. Create a long line from heels to hips and from hips to palms. Knees may be slightly bent.
3. Inhale (Plank): Shift forward to stack the shoulders over the palms with arms long and strong, straightening the body like a plank of

DOG



PLANK



wood. Drop the knees to the floor for support, while keeping a long straight line from the knees to the crown of the head. Explore the pose with knees on the floor or with knees lifted to create a long line from the heels to the head.

Repeat the sequence two to three times.

Finish in Hands and Knees pose.

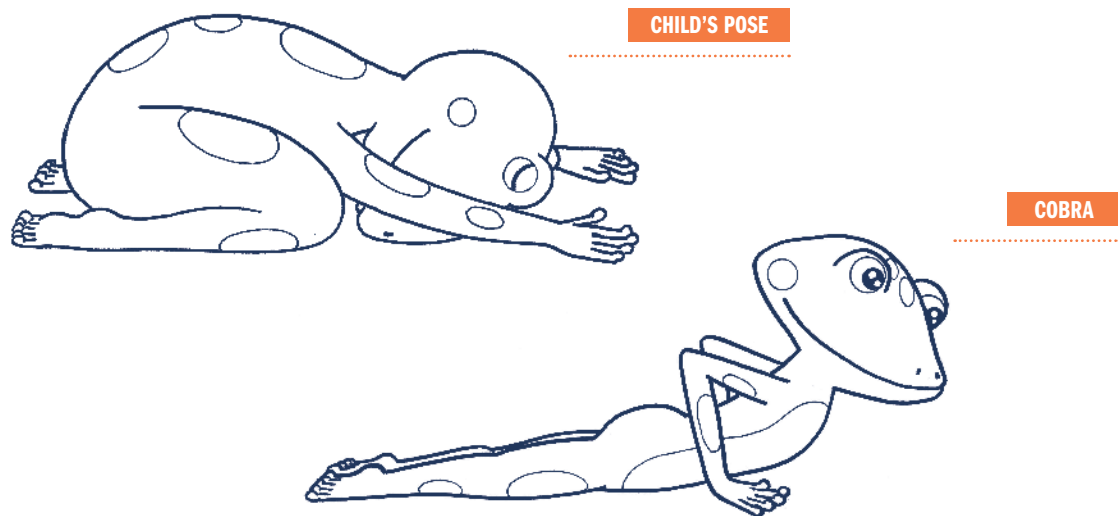
EASY POSE



Easy Pose/Check-In new

Guide students to sit in Easy pose and to place one hand on their belly and one hand on their chest (their Anchors).

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



Child's Pose/Cobra new

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

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

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

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

As you move through the mini-sequence, tell students:

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

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

- *You can be a tiny little snake resting in the grass or slither your way up tall to look up and puff out your chest like a cobra. Find the place that feels comfortable for your body and breathe there.*

NOTE Remind students not to use their arms to push themselves higher up in the pose than the back can support on its own.

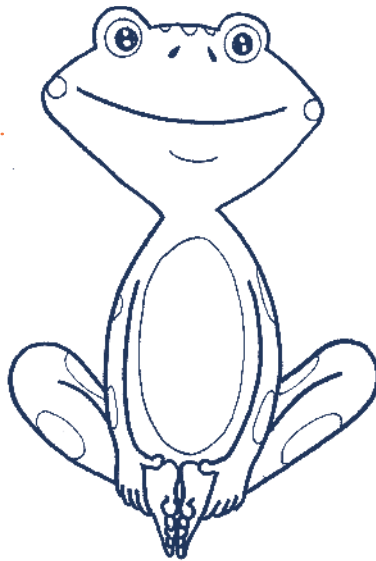
Closing Sequence

Tell students:

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

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

BUTTERFLY



Butterfly new

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



Flower new

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

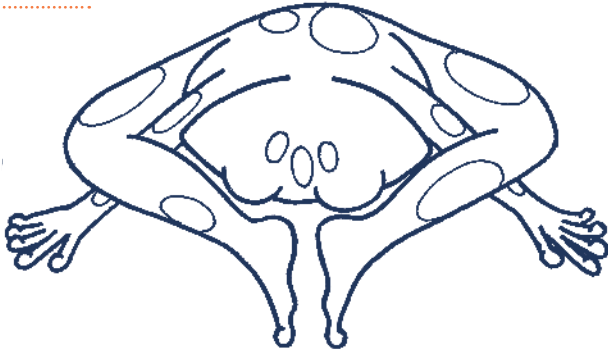
Version 1

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

Version 2 (with balance)

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

TURTLE

Turtle new

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



REST AND REFLECTION / 5 mins

Tell students:

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

TEACHING TIP



Some students may feel vulnerable lying on their backs having their eyes closed or having the lights dimmed. It is important to encourage students to find a Rest position in which they feel comfortable, safe, and able to be calm and quiet. Especially for students who have experienced trauma, this may look like a different way of lying down or even sitting with their back against the wall. It is completely normal for young students to be wiggly and distracted during Rest while they first explore this practice. They will grow their abilities to be calm, still, and quiet over time with practice.

Model and guide students to lie all the way down on their mats in a Rest pose—flat on their backs with their eyes closed and their hands on their bellies. That said, allow and encourage students to find the Rest position that feels safe, calm, and comfortable. Ask students if they are okay with you dimming the lights before doing so.

If students are restless, tell them:

- *Sometimes it's hard to be still and quiet. If you feel like your body wants to move and it's hard to stay still, that's okay, but try not to disturb the classmates around you.*

Then invite students to place their attention on their breath.

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

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

Allow for one or two minutes of Rest. Tell them:

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

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

Ring the bell.

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

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

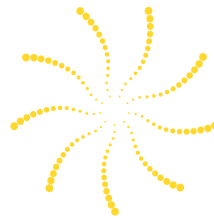
TAKE-HOME PRACTICE

- *Listen to your body! Notice any messages your body gives you before the next time we meet. How does it tell you that you are thirsty? Hungry? Tired? How can you care for your body?*



Lesson 2

COMPASSION FOR MYSELF



Goal Statement

Students will continue to explore how practicing mindfulness can help them show compassion. Then they will brainstorm ways they can show compassion to themselves.

Essential Question

How can I show myself compassion?

“I Can” Statement

I can demonstrate an act of self-compassion.

Key Learning Objectives

Students will know...

- Compassion means showing care and kindness to someone in need.
- Mindfulness means using their minds to pay attention on purpose with curiosity and kindness.
- Mindfulness can help them show compassion to themselves and others.

Students will be able to...

- Check in with themselves by listening to their minds and bodies with curiosity and kindness.
- Identify acts of self-compassion.
- Practice Mindful Drinking.

Materials

- [Optional] Script for the story “A Dog’s Day”
- Visual aids for Four Corners game
- Small paper cups, 1 per student
- Pitcher of cool water
- Sample Mindful Eating script from the PRACTICE GUIDE

Preparation/Setup

- [Optional] Set out the script for the story “A Dog’s Day.” (alternatively, be prepared to tell your own version of the story).
- Hang the visual aids for the Four Corners game.
- Fill 1 cup of water for each student.
- Review the sample Mindful Eating script in the PRACTICE GUIDE.

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

Calming and Focusing

Mind and Body Awareness Experiment (I–III)

Mindful Drinking

Rest and Reflection

New Vocabulary

Thirst/thirsty

Calm/calm down

Heart rate

Exercise

CALMING AND FOCUSING / 2 mins

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

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

MINDFUL STORYTIME / 8 mins

Introduction

Tell students:

- *Before we return to the story of the lost puppy, let's review a little of what we learned yesterday. Does anyone remember what the word mindfulness means?*

Allow several students to share.

Help students recall that mindfulness means using their minds to pay attention on purpose with curiosity and kindness.

Then ask students:

- *And does anyone remember another word that we learned yesterday? It starts with C.*

Allow several students to guess. Then say:

- *That's right! Compassion. What does compassion mean?*

Help students recall that compassion means showing care and kindness to someone in need. Tell students:

- *Great job. Last time, we learned that mindfulness can help us show compassion. We're going to explore that a little bit more today by hearing more about the lost puppy. Does anyone remember what was happening when we paused the story?*

Help students recall where the puppy is and what his needs are. [Answer: *The puppy is under a bush; he needs food, water, and to be reunited with his family*]. Continue:

- *As I tell you more about the lost puppy today, see if you notice any of the characters practicing some of the exercises we've learned.*

While you listen to the story, practice exercising your mindfulness muscle by noticing if your attention wanders. If it does, simply say, “Nice catch,” in your mind, and bring your attention back to the sound of my voice.

A Dog’s Day, Part 2

Read Part 2 of “A Dog’s Day” aloud:

- *Across the park, almost a mile away, Katrina Johnson has lost her new puppy. She is stomping around angrily, kicking up clumps of dirt. With both of her fists in a ball, her face red and scowling, she yells at the air: “I don’t deserve this. How could I have lost him? This is all my fault.”*
- *She stomps around a little more before collapsing to the ground, burying her head in her hands and beginning to cry. In the middle of her tears, she suddenly sits up, remembering something. She places one hand on her heart and one hand on her belly. Then she begins to take some deep breaths, in and out. She continues to breathe deeply for a few minutes. She sits calmly for a moment, and checks in with herself with curiosity and kindness, by asking herself: How does my mind feel right now? She realizes she is feeling sad and scared and wants some help.*
- *After taking one more deep breath in and out, she calls her dad, Mr. Johnson, on the phone. As soon as she hears his voice she begins to cry again. She tells him, “I feel so sad. My puppy is out there all by himself. He is probably hungry and afraid. I need help finding him.” Her father assures and comforts her, telling her they will do their best to find the puppy. He hangs up after saying he will meet her in the park with dog treats and flashlights, since it is starting to get dark.*
- *She sighs; her mind is relieved, and help is on the way. She whispers “I’m sorry” to her puppy, who is out there somewhere alone.*

As a group discussion or as a pair-share activity, ask students to discuss questions such as the following:

-
- **What did Katrina do to calm herself down? Did she use any of the exercises we learned the last time?** [Answer: mindful breathing and Check-In]
 - **How did mindful breathing help Katrina show compassion to herself?**
 - **How did checking in with herself with curiosity and kindness help Katrina show compassion to herself?**
 - **How did Katrina’s dad show her compassion?**
-

Have students share some responses with the class.

SUMMARIZE FOR STUDENTS:

- *Mindfulness means using our minds to pay attention on purpose with curiosity and kindness. Katrina used mindfulness to notice how she was feeling.*
- *Compassion means showing care and kindness to someone in need. Katrina felt compassion for her puppy. Katrina's dad felt compassion for her.*
- *Mindfulness can help us show ourselves compassion. When Katrina checked in and used her breathing to calm down, she showed herself compassion. She also showed herself compassion by calling for help.*

Then invite students to brainstorm ways they can show compassion to themselves in their own lives. Tailor this discussion to your students in particular and then use it to transition to the Mindful Movement practice.

**MINDFUL MOVEMENT / 20 mins****Introduction**

Tell students:

- ***In our last session, we learned that one way we can show compassion for ourselves is to take care of our bodies and that Mindful Movement practices will help us do that.***
- ***We're going to practice Mindful Movement again today to help us take care of our bodies.***

Mountain (UNIT 1, LESSON 1)

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

Review with students the qualities of a mountain (e.g., strong, still, tall, quiet, majestic). Then guide students into Mountain pose.

Mind and Body Awareness Experiment Phase I

Tell students:

- *Since we're standing so still and quiet in Mountain pose, we're going to do a quick experiment before we continue moving.*
- *During our experiment, we're going to check in with ourselves just like Katrina did in the story. Does anyone remember what Check-In practice means?*

Invite several students to share. Help students recall that **checking in** means listening to their minds and bodies with curiosity and kindness. Then say:

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

Give students time to silently check in with themselves. Then tell them:

- *After we do some movement, we will do phase 2 of our experiment. We'll check in with our bodies, our breath, and our minds, and notice if anything changes.*

Intro to Sequences

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

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

Four Corners Game

This game takes the classic Four Corners game and integrates Mindful Movement sequences to keep students moving. Review any needed safety guidelines and make any modifications necessary to suit your space and student needs, especially if you are in a small or crowded space.

Before class, place visual aids (pictures or words) for each movement in the appropriate corner. Gather everyone to the center of the room to explain the rules.

Tell students:

- *For this game, you'll think of our room like a map. This corner of the map is the beach where people like to watch the sunset, so the movement is Sunrise/Sunset. This corner of the map is the desert where a snake slithers through the sand, so the movement is Child's pose/Cobra. This corner is the prairie where cats and cows relax in a field, so the movement is Cat/Cow. The last corner is the forest (or park) where dogs play under the trees, so the movement is Dog/Plank.*
- *One person will be the navigator. The navigator will stand in the middle of the room with their eyes closed or with a blindfold on.*

NOTE You may begin the game as the navigator (without closing your eyes) or have a student volunteer be the first navigator with your assistance.

- *To begin, everyone will split up and choose a corner. While you're in that corner, you will keep moving in the sequence that is posted there the whole time.*
- *Then, the navigator will call a corner—beach, desert, prairie, or forest. The navigator can only open their eyes AFTER calling a corner.*
- *If you are in the corner that is called, you'll leave the corner and turn into a mountain and start to make a mountain range around the map, standing tall and strong in Mountain pose.*

Indicate to students where you would like the mountain range to form (e.g., along the walls) and for how long they will stay mountains (e.g., for the remainder of the game or for two rounds).

- *Then, everyone else will move and choose a corner again, and do the movement for that corner until the navigator calls the next place on the map.*

Explain that this will repeat until the game ends. The game can be played until only one student is left (the winner), or you may decide to end the

TEACHING TIP



Encourage students in the corners to keep moving and give positive feedback to those who are standing strong and tall like mountains.

game earlier, declaring all remaining students winners. Alternately, to keep everyone moving longer, or to make the game less competitive, instruct players to reenter the game after two rounds in the mountain range.

Mind and Body Awareness Experiment Phase II

Guide students to return to their mats and take a few breaths in Mountain pose.

Remind students of the experiment you conducted earlier in Mountain.

Remind students that Check-In practice means listening to their minds and bodies with curiosity and kindness. Tell them:

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

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

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

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

Closing Sequence (UNIT 1, LESSON 1)

Ask if students can recall the names/order of the poses in the Closing Sequence.

Guide students through the Closing Sequence.



WONDERFUL WATER / 10 mins

Invite students to check in with their bodies with curiosity and kindness again and notice whether they feel thirsty after the physical activity they've been doing.

Then explore both the function and the sensation of thirst by asking students questions such as the following:

-
- **Why do you think we get thirsty sometimes?**
 - **How do you know when you are feeling thirsty? What does it feel like?**
 - **Could checking in with ourselves throughout the day help us notice when we're feeling thirsty?**
-

Tell students that their bodies need water each day, especially after physical activity. Say:

- *Water helps keep the temperature of your body stable and transports nutrients in your body to give you energy and keep you healthy. When we don't get enough water, we can feel tired and sometimes we might feel sick. Drinking enough water is an important way to show compassion for our bodies.*

Remind students that they've already practiced mindful breathing and mindful moving. Tell them that now they're going to try Mindful Drinking.

Remind students that mindfulness means using their minds to pay attention on purpose with curiosity and kindness.

Then lead students through a Mindful Drinking exercise. Use the sample Mindful Drinking script in the PRACTICE GUIDE as a resource for facilitating this activity.

Begin by distributing cups of water to students and telling them not to drink any yet.

Suggest to students that they look at their cups of water with curiosity, as if they were discovering them for the first time.

Guide them to look at their own cup of water. To smell it. To swirl it around gently. Then to wet their lips but not take in any water. Then to take a small sip and swish some around in their mouths. Then, finally, to drink normally, noticing how their throats and bodies feel both as they drink and after.

Move through these prompts slowly, making sure to give them time to focus on each step.

After completing the exercise, ask a few students how it felt to finally take a sip of water after experiencing it with the other senses. Was it more refreshing than they expected, or were they more eager to drink?

Conclude the lesson by asking students questions such as the following to connect listening to their bodies with compassion for themselves:

-
- ***Does anyone remember what mindfulness means?*** [Answer: Paying attention on purpose with curiosity and kindness.]
 - ***Does anyone remember what compassion means?*** [Answer: Showing care and kindness to someone in need.]
 - ***Does anyone remember how Katrina used mindfulness to show herself compassion during the story today?*** [Answer: She listened to her mind and body with curiosity and kindness. She realized she was feeling sad and scared and wanted help, so she called her dad, who came to help her.]
 - ***At the beginning of this activity, we checked in with our bodies to notice whether we were feeling thirsty. Then we drank some water. How did checking in with your body help you show compassion to yourself, just like Katrina?*** [Answer: Checking in with yourself with curiosity and kindness can help you notice what your body needs.]
-

SUMMARIZE FOR STUDENTS:

- *Mindfulness means using our minds to pay attention on purpose with curiosity and kindness.*
- *Compassion means showing care and kindness to someone in need.*
- *Mindfulness/paying attention to ourselves with curiosity and kindness can help us show ourselves compassion.*

REST AND REFLECTION / 10 mins

Remind students:

- *The last part of our classes will be Rest. Rest is an important part of taking care of ourselves and showing ourselves compassion, especially when we are tired.*

Remind students that they don't need to go to sleep to rest their bodies.

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

Model and guide students to lie all the way down on their mats in Rest pose—flat on their backs with their eyes closed and their hands on their bellies.

That said, allow and encourage students to find the Rest position that feels safe, calm, and comfortable. Ask students if they are okay with you dimming the lights before doing so.

If students are restless, tell them:

- *Sometimes it's hard to be still and quiet. If you feel like your body wants to move and it's hard to stay still, that's okay, but try not to disturb the classmates around you.*

Then invite students to place their attention on their breath.

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

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

Allow one or two minutes of Rest. Tell them:

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

Mind and Body Awareness Experiment Phase III

Tell students:

- *Now we're going to do the final phase of our experiment to see how our minds and bodies feel after Rest.*
- *Remember, Check-In practice means listening to our minds and bodies with curiosity and kindness.*
- *We're going to listen to our minds and bodies with curiosity and kindness one more time.*
- *To begin, place one hand on your chest.*
- *Now, with curiosity and kindness, see if you can feel your heartbeat. Notice whether your heartbeat is easy to notice or difficult to notice.*
- *There's no right or wrong answer. Simply notice what you're experiencing.*
- *And now check to see whether your heartbeat feels the same as it did during phase 1 and phase 2 of the experiment or if it feels different.*
- *There's no right or wrong answer. Simply notice what you're experiencing.*
- *Now put your other hand on your belly.*
- *With curiosity and kindness, notice your breath flowing in and out. Notice whether your breath is fast or slow.*
- *And now check to see whether your breath feels the same as it did during phase 1 and phase 2 of the experiment or if it feels different.*
- *And finally, check in with your mind—Notice what you are feeling. And now notice what you are thinking*
- *And now check to see whether your mind feels the same as it did during phase 1 and phase 2 of the experiment or if it feels different.*

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

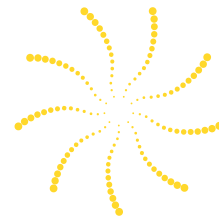
TAKE-HOME PRACTICE

- *Investigate! Choose a character you see on TV or read about in a book who is having a hard time. Is there something they need? How could someone show compassion for them?*



Lesson 3

COMPASSION FOR OTHERS



Goal Statement

Students will work in pairs to identify and act out acts of compassion for others.

Essential Question

How can I show compassion to others?

“I Can” Statement

I can work with a partner to demonstrate an act of compassion for others.

Key Learning Objectives

Students will know...

- Mindfulness means using their minds to pay attention on purpose with curiosity and kindness.
- Compassion means showing care and kindness to someone in need.
- Mindfulness can help them show compassion to others.

Students will be able to...

- Identify acts of compassion for others.

Materials

- [Optional] Script for the story “A Dog’s Day”

Preparation/Setup

- [Optional] Set out the script for the story “A Dog’s Day” (alternatively, be prepared to tell your own version of the story).

New Vocabulary

Compassionate act

New Mindful Movements

Poses

Monkey Pose

Sequences

Fresh Start Sequence (Part 1)

Fresh Start Sequence (Part 2)

Fresh Start Sequence

Mindful Moments

Calming and Focusing

Check-In

Rest and Reflection

CALMING AND FOCUSING / 2 mins

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

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

MINDFUL STORYTIME / 23 mins

Introduction

Tell students:

- *Before we return to the story of the lost puppy, let's review a little of what we learned during the first two lessons. Does anyone remember what the word mindfulness means? What about the word compassion?*

Allow several students to share.

Help students recall that mindfulness means using their minds to pay attention on purpose with curiosity and kindness.

Help students recall that compassion means showing care and kindness to someone in need.

Tell students:

- *Last time, we learned that mindfulness can help us show compassion. We're going to explore that a little bit more today by hearing more about the lost puppy. Does anyone remember what was happening when we paused the story?*

Help students recall that Katrina had practiced mindful breathing and checking in with herself. She realized she was feeling sad and scared and wanted help, so she called her dad, who was on his way to help her look for the puppy.

- *As I tell you more about the lost puppy today, see if you can notice what the characters are feeling.*
- *While you listen to the story, practice exercising your mindfulness muscle by noticing if your attention wanders. If it does, simply say, "Nice catch," in your mind, and bring your attention back to the sound of my voice.*

A Dog's Day, Part 3

Read Part 3 of “A Dog’s Day” aloud:

- *A family has been hiking in the same park most of the day. They have backpacks filled with leftovers and trash from a picnic, wet swimsuits, and a map for navigating the trails. They are on the way out of the park toward their home when they hear the sound of whimpering. They each stop to listen, and they agree it sounds like an animal.*
- *The two children want to follow the sound to see what kind of animal it is, but their mom thinks it is getting too late and they need to head straight home. (After all, they have school tomorrow!) They continue on down the trail, but before they get much farther both children chime in, “Mom, what if the animal is hurt and needs our help?”*
- *Mom silently checks in with herself and realizes that even though she is worried about getting home, she also feels compassion for the animal. The mother smiles proudly at her children for wanting to help and begins to backtrack down the path. They search the area; it doesn’t take long before they see a brown and white puppy underneath some nearby bushes. The puppy is shaking.*

Divide students into pairs. Once they are in pairs, ask the taller partner to say what the puppy is feeling and the shorter partner to say how the children are feeling. Listen for appropriate responses, such as “afraid,” “compassion,” “hungry,” etc.

Ask each pair to identify and then silently act out one way to show compassion to the puppy. Give them a few minutes to develop their act, and then invite pairs to perform for the whole class. Invite students to guess what one another’s acts of compassion are. Be sure to ask students why they chose their particular act.

After all of the students have performed their acts of compassion, help students notice that using curiosity and kindness, and paying attention to understand how others (the children and puppy) were feeling helped the characters in the story know how to show compassion. (For example, the mom understood her children’s desire to help; the children understood that the puppy was afraid and probably thirsty and hungry.) Help students understand that if the characters in the story hadn’t realized each other’s needs, they might not have helped the puppy at all or not have helped it in a meaningful way.

SUMMARIZE FOR STUDENTS:

- *Mindfulness means using our minds to pay attention on purpose with curiosity and kindness.*
- *Compassion means showing care and kindness to someone in need.*
- *Mindfulness can help us show compassion to others.*



MINDFUL MOVEMENT / 20 mins

Share Your Moves

Invite students to recall how they showed their bodies compassion during this class (e.g. by practicing Mindful Movement).

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

Invite students to consider whether there is anything their bodies need right now. Model this for students by saying something like, "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 (e.g., perform a slow neck roll). If a student is bored, tired, or restless, encourage a more active movement. It is okay if a student can't identify a specific need.

Allow students to take turns demonstrating their movement, asking the rest of the group to repeat the movement that was modeled. To keep students engaged, the one sharing can say "This is my move" and the class can respond by repeating the movement and saying "This is [student's name]'s move." Then they can ask the next student, "[student's name], what's your move?" Consider periodically asking a student why they chose the movement and reinforcing that the movement or stretch is a way to care for their bodies.

Mountain (UNIT 1, LESSON 1)

Guide students to stand in Mountain pose.

Sunrise/Sunset (UNIT 1, LESSON 1)

Guide students through Sunrise/Sunset sequence.

Cat/Cow (UNIT 1, LESSON 1)

Guide students through Cat/Cow sequence.

TEACHING TIP

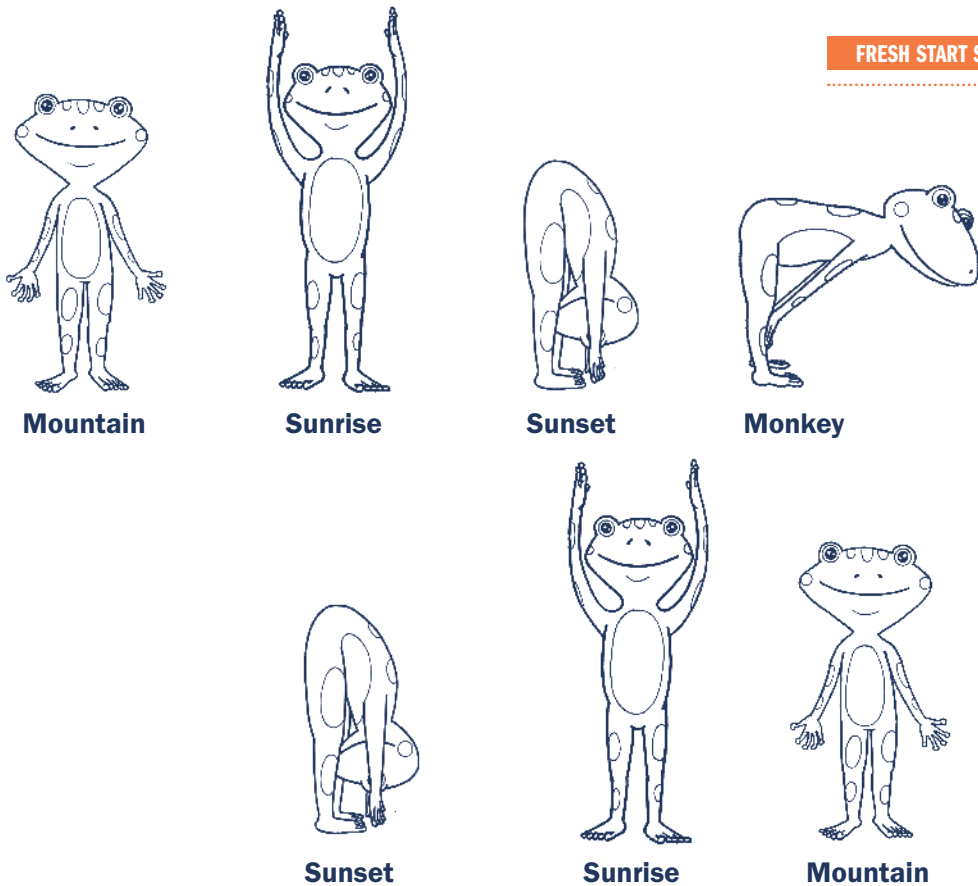


If students are wiggly, review with them the qualities of a mountain (e.g., strong, still, tall, quiet, majestic, sharp).

Introduction to the Fresh Start Sequence

Tell students:

- *In our last two lessons, we learned and practiced some mini-sequences that each had two steps. Can anyone name and/or demonstrate one of those sequences? (Hint: You used them in the Four Corners game.)*
- *Today we are going to put some of those together to create two longer sequences, and then combine those to make one super long sequence, which we will call our Fresh Start Sequence.*



Fresh Start Sequence (Part 1) new

Part 1 builds from the Sunrise/Sunset sequence and adds one new posture called Monkey. Model and guide students through the new sequence using the following cues as reference:

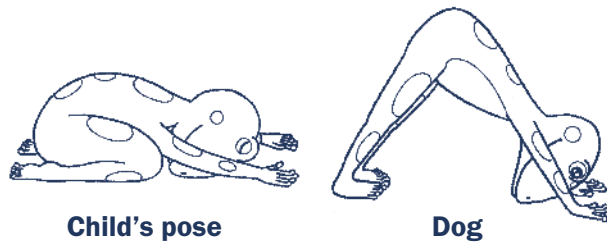
1. **Begin in Mountain pose.**
2. **Inhale: Sunrise.**
3. **Exhale: Sunset.**
4. **Inhale: Monkey pose. From Sunset, lift the torso halfway up so**

that the head is looking out and lengthen the spine to a flat back position with hands are down, fingertips touching the tops of the knees, the shins, or mat.

5. Exhale: Fold down over legs into Sunset again.
6. Inhale: Press feet down, bending knees, and then lift your upper body upward to return to Sunrise.
7. Exhale: Finish in Mountain.

Repeat this mini-sequence two to three times.

FRESH START SEQUENCE: PART 2



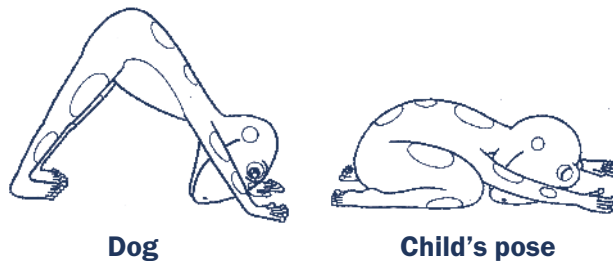
Child's pose

Dog



Plank

Cobra



Dog

Child's pose

Fresh Start Sequence (Part 2) new

Model and guide students through the new sequence (applying Kneeling Plank, since this is the first time) using the following cues as reference:

1. Begin from Child's pose or from Sunset pose.
2. Exhale: Dog pose. (If beginning in Child's pose, press down through palms and lift hips to Dog. If beginning in Sunset pose, step the feet back to Dog.)
3. Inhale: Plank or Kneeling Plank.

4. Exhale: Lower to belly.
5. Inhale: Cobra.
6. Exhale: Dog.
7. Repeat at least 2–3 times.

Finish by releasing down from Dog to Child's pose.

Fresh Start Sequence

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

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

1. Begin in Mountain pose.
2. Inhale: Sunrise.
3. Exhale: Sunset.
4. Inhale: Monkey.
5. Exhale: Sunset.
6. Inhale: Step back to Plank or Kneeling Plank.
7. Exhale: Lower to belly (Push-up).
8. Inhale: Cobra.
9. Exhale: Dog.
10. Inhale: Step forward to Monkey.
11. Exhale: Sunset.
12. Inhale: Sunrise.
13. Exhale: Finish in Mountain.

Closing Sequence (UNIT 1, LESSON 1)

Guide students through the Closing Sequence.



FRESH START SEQUENCE



Mountain



Sunrise



Sunset



Monkey



Sunset



Plank



Cobra



Dog



Monkey



Sunset



Sunrise



Mountain

REST AND REFLECTION / 5 mins

Remind students:

- The last part of the lesson will be Rest. Rest is an important part of taking care of ourselves and showing ourselves compassion, especially when we are tired.
- First, take a look around the room, then lie down in a way that feels safe and comfortable for you. Close your eyes if it's comfortable. If you would rather not close your eyes, you can find one place to rest your eyes.

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

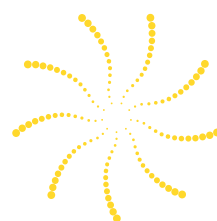
TAKE-HOME PRACTICE

- Tell someone at home the story of the lost puppy. Explain to them what you would do to help the puppy if you found it.



Lesson 4

A COMPASSIONATE COMMUNITY



Goal Statement

Students will explore what it means to live in a compassionate community. Then they will brainstorm concrete ways they can create a compassionate classroom community.

Essential Question

How can I help create a compassionate community?

“I Can” Statement

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

Key Learning Objectives

Students will know...

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

Students will be able to...

- Identify ways they can create a compassionate classroom community.

Materials

- [Optional] Script for the story “A Dog’s Day”
- Large paper and crayons/markers for the activity Compassionate Classroom

Preparation/Setup

- [Optional]: Set out the script for the story “A Dog’s Day” (alternatively, be prepared to tell your own version of the story).
- Set out papers and crayons/markers for the activity Compassionate Classroom.

New Vocabulary

Compassionate community

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

Calming and Focusing
Rest and Reflection

CALMING AND FOCUSING / 2 mins

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

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

MINDFUL STORYTIME / 10 mins**Introduction**

Tell students:

- *In the last lessons, we learned that mindfulness can help us show compassion to ourselves and others. We're going to explore that a little bit more today by hearing more about the lost puppy. Does anyone remember what was happening when we paused the story last time?*

Help students recall that another family found the puppy, who was feeling scared and alone.

- *Does anyone want to predict how the story will end?*

Give them the hint that the ending takes place somewhere in the larger community, beyond the park but in their town.

- *While you listen to the story, practice exercising your mindfulness muscle by noticing if your attention wanders. If it does, simply say, "Nice catch," in your mind, and bring your attention back to the sound of my voice.*

A Dog's Day, Part 4

Read Part 4 of "A Dog's Day" aloud:

- *The next morning, Katrina and Mr. Johnson get up very early before school to make signs about a lost puppy. They drive around to different neighborhoods to hang their signs on telephone poles. They drive downtown to ask store owners to put signs in their windows. All of the store owners speak kind words to the girl, and a restaurant owner even gives her a biscuit for breakfast. Finally, Katrina and her father drive across town to a place where lost animals can be claimed or adopted, just in case someone has taken the puppy there.*
- *Although Mr. Johnson keeps reassuring Katrina, she goes to school*

with a heavy heart. It is very hard for her to focus on her work, and during recess she just sits quietly on a bench. Her friends and teacher are especially kind all day, hugging her, sharing their snacks with her, and asking lots of questions about her puppy. Katrina cannot wait to go home to see if anyone has called about her puppy.

To focus on the compassion shown by those in the community, stop at this point in the story and ask students questions such as the following:

-
- **Where do Mr. Johnson and Katrina go in their community?**
 - **Why do you think the restaurant owner gives Katrina the biscuit?**
 - **How do people in school show compassion to Katrina?**
-

Tell students they will hear the end of the story and continue reading:

- *Across town the mother and her children get up very early before school to make signs about a found puppy and to take the puppy for a walk. They plan to hang the signs around their neighborhood right after school. Both of the children want to keep the puppy and secretly hope his owner won't see their signs. At school, it is very hard for them to focus on their work, and at recess they sit on the bench and talk about possible names for the puppy, just in case they get to keep him. Even though they know they will have to hang up their signs, they cannot wait to go home and play with the puppy.*
- *On the way home, one of the children points to a sign on a telephone pole with big, bold words that say "LOST PUPPY." Right in front of their eyes is a picture of what they had hoped was their new puppy. They exchange a look and then snatch the sign off of the pole, crumple it into a ball, and take off running for home. Their mom meets them at the door with the puppy on a leash, and they set out to walk their new dog. In just a few minutes, however, they both start to feel bad, even sad about what they are planning. They walk silently for a couple of blocks, lost in thought. Finally, almost simultaneously, they blurt out, "How would we feel if we had lost this puppy?"*
- *They make a new plan as they walk back home. There they find their mom heading out with the signs in hand. "Mom, wait," they say, and hold out the paper ball. "The puppy belongs to someone in our community." As their mom uncrumples the paper, the children feel relieved and, surprisingly, even happy. Once again, the mother smiles proudly at her children, and she pulls out her phone to call the number on the paper.*

Ask students: *Would you want to live in a compassionate community like this one? Why?*

COMPASSIONATE CLASSROOM / 10 mins

Invite students to notice that this class is like a small community.

Tell them that they're going to practice creating a compassionate classroom community all year long. They will practice ways to show care and kindness, to keep each other safe, and to practice healthy habits together. Explain that when they take care of themselves and one another in these ways, their classroom community becomes more compassionate.

Then invite students to brainstorm aloud things they can do to create a compassionate classroom community. Record and display their responses as a classroom resource.

ALTERNATIVES: You can also invite students to do this in small groups and then present their ideas to the class. Create a large Compassionate Classroom mural and invite students to illustrate their ideas on it.

SUMMARIZE FOR STUDENTS:

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

**MINDFUL MOVEMENT** / 20 mins**Introduction**

Invite students to recall how they show their bodies compassion (by practicing Mindful Movement). Tell them that they will practice Mindful Movement again and invite them to check in with themselves throughout the practice to notice how their minds and bodies are feeling.

Lead students into Mountain pose and through Sunrise/Sunset, and Cat/Cow sequences (Unit 1, Lesson 1).

Fresh Start Sequence (UNIT 1, LESSON 3)

Tell students:

- *In our last two sessions, we learned and practiced Part 1 and Part 2 of the Fresh Start Sequence. Can anyone demonstrate one of those sequences?*

See if anyone would like to help you lead the class in Part 1 and then Part 2 of the sequence. Then guide the students through Fresh Start Sequence (Part 1) and Fresh Start Sequence (Part 2) (Unit 1, Lesson 3).

Tell students:

- ***And then we also learned the whole Fresh Start Sequence. This is a great sequence to do every morning to start your day feeling energized!***

Lead students through the whole Fresh Start Sequence. Demonstrate while naming the poses. Lead students through once slowly, taking time with alignment and breath cues. Then lead three to five repetitions at a pace of one inhalation or exhalation per movement, focusing on one cue per movement.

Four Corners Game (UNIT 1, LESSON 2)

Repeat or play the Four Corners game with students, but with variations to reinforce the new sequences. For example, in the Beach corner, students will now practice Part 1 of the Fresh Start Sequence, and in the Desert corner, they will now practice Part 2 of the sequence. Explain these changes to students and review the Four Corners rules from Lesson 2. Encourage students in the corners to keep moving and give positive feedback to those who are standing strong and tall like Mountains.

> **OPTIONAL:** Label one corner a Compassionate Classroom and invite students to act out some of the ideas they came up with during the previous activity when they move to that corner. When you see this happening, ask them what they are enacting.

Closing Sequence (UNIT 1, LESSON 1)

Guide students through the Closing Sequence.



REST AND REFLECTION / 8 mins

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

As students return to a seated position after the Rest practice, invite them

to silently ask themselves the following questions. Pause between each question to allow students time to reflect:

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

Invite several students to share their responses aloud.

TAKE-HOME PRACTICE

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

Lesson Extensions

Animal Moves Game

Lessons 1–4

Lead students in a game of Animal Moves to spark their creativity and get them active and engaged. Guide students to notice the space in which you will play the game. Encourage them to notice how much **personal space** they have, on their mats, around their desk, etc., and remind them that it is very important in this game to remain in their own personal space so that everyone can enjoy the game in a way that is safe and shows respect for those around them. Explain and then lead the game with the following steps:

- First, name an animal and have students respond by creating a “statue” on the mat (or in their space) that represents that animal. Ask students to name the qualities of a statue aloud to help them understand their statues should be still, silent, and strong.
- Then, define a signal you will use during the game to cue movement and a signal to cue students to freeze. When the movement signal is given, students should add one movement to their animal that shows how that particular animal might move. Instruct students to keep movements simple and make sure to stay in their personal space/on the mat.
- When the freeze signal is given, call out the name of a new animal and repeat the steps.
- Keep the pace of the game upbeat. Use animals that reflect the names of poses students will be learning in this class, such as monkey, dog, cat, cow, cobra, turtle, butterfly. Point out that some of the statues are similar and some are different. Celebrate the different perspectives the students express during the activity. If time permits, feel free to add other animals or call on students to name an animal.

Word Find

Lesson 1

Either as a game or group activity, invite students to identify as many words as they can find in the word **compassion**.

Drink Up

Lesson 2

Invite all students to track their water intake during school for a few days. Provide or ask them to bring small (about 8-ounce) water bottles to drink from during the day. Guide students in tracking their water intake on an individual or class chart.

Dried Fruit

Lesson 2

Let students experiment with drying and eating different fruits to help them further understand the concept of dehydration. They can squeeze and compare the amount of juice in a plum and apricot and predict which will take longer to dehydrate. Students should deduce that eating fresh fruit offers them more water than eating dried fruit.

Images of Compassion

Lessons 3–4

As a way to informally assess and deepen learners’ understanding of compassion, lead students in creating and documenting images of compassion. Facilitate brainstorming acts of compassion that they might have observed or heard about in their communities, on a movie, or in a book. Have students take on the role of actors and create a still image that communicates what happened. With students’ consent, take photos to display as example images of compassion. As a class, write captions for the images that convey the act of compassion.

Compassion Board

All Lessons

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

Unit 2



SELF-AWARENESS



Prior Knowledge

A general understanding of what feelings are and an awareness that people use facial expressions and body language to express themselves.

Overview

The goal of this unit is to promote students' self-awareness.

Students will build emotional vocabulary, learn to discern between comfortable and uncomfortable feelings, and explore how experiences trigger emotions in themselves and others. They will observe that emotions come and go and that all feelings are okay to experience. Mindful awareness practices will help them build body awareness. Students will also participate in a Mindful Eating activity and explore their feelings about trying new foods.

Enduring Understandings

Students will understand:

- Being present helps them notice what they are thinking, feeling, and sensing.
- They experience emotions in their minds and bodies.
- All emotions are okay to experience.
- Emotions come and go.
- Emotions arise in response to a trigger.

Essential Questions

- What am I feeling?
- When do I experience emotions?
- When do I feel like my best self?
- What can I discover when I focus on the present?

Lesson Summaries and Materials*

Lesson 1 pages 56–67

Lesson 1—Making Faces: Students practice identifying feelings and their corresponding facial expressions.

- Journals
- Tempera paint or ink pads
- Sharp pencils or fine-tipped black markers
- Images of facial expressions of several different emotions
- Sets of 10–12 index cards containing words for various emotions (1 set per group)

Lesson 2 pages 68–75

Lesson 2—Triggers: Students learn that feelings often arise in response to experiences, or triggers, and begin to identify how experiences trigger emotions in themselves.

- Journals
- Tempera paint or ink pads
- Sharp pencils or fine-tipped black markers
- Images of facial expressions of several different emotions
- Body Outline handout
- Crayon (1 per student)
- Sets of 10–12 index cards containing words for various emotions (1 set per group)

Lesson 3 pages 76–88

Lesson 3—Uncomfortable Feelings: Students learn to distinguish between comfortable and uncomfortable feelings and discover that all feelings are okay to experience.

- Journals
- Tempera paint or ink pads
- Sharp pencils or fine-tipped black markers
- Images of facial expressions of several different emotions
- Book *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst

Lesson 4 pages 89–95

Lesson 4—What Are You Feeling?: Students further explore that feelings often arise in response to experiences, or triggers.

- Journals
- Tempera paint or ink pads
- Sharp pencils or fine-tipped black markers
- Images of faces showing different expressions
- A chain or an image of a chain with links
- List of key events and emotions from *Alexander and the Terrible, Horrible, No Good, Very Bad Day*
- [Optional] Hula hoops for Breaking the Chain activity

Lesson 5
pages 96–104

Lesson 5—Feeling My Best: Students explore what makes them feel like their best selves.

- Journals
- Tempera paint or ink pads
- Sharp pencils or fine-tipped black markers
- Images of facial expressions of several different emotions
- Large piece of chart paper and markers/crayons

Lesson 6
pages 105–112

Lesson 6—Being Present: Students use Mindful Eating to practice noticing and savoring the present with their senses.

- Journals
- Book *What Does It Mean to Be Present?* by Raina DiOrio
- Tempera paint or ink pads
- Sharp pencils or fine-tipped black markers
- Images of facial expressions of several different emotions
- Scenarios for Holding Both activity
- Container
- [Optional] Large sheets of paper and crayons/markers

Lesson 7
pages 113–119

Lesson 7—What I Know About Me: Students apply their self-awareness to describe themselves.

- Journals
- Tempera paint or ink pads
- Sharp pencils or fine-tipped black markers
- Images of facial expressions of several different emotions
- Sample Mindful Eating script from PRACTICE GUIDE
- Slices of fresh or dried fruit (1–2 pieces per student)
- Napkins (1 per student)
- [Optional] Serving tray
- Pose cards for Self-Aware Statues activity

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

New Mindful Movements

Poses

Standing Starfish

Triangle

Surfer

Wave A

Wave B

Volcano

Seated Forward Fold

Elephant

Windmill

Sequences

Mountain/Sunrise

Mindful Moments

Calming and Focusing

Check-In

Mini-Body Scan

Senses Check-in

Mindful Eating

Visualizing My Best Self

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

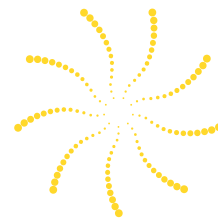
Students will be able to:

- Use emotion vocabulary to describe how they are feeling (all lessons).
- Notice that the feelings they experience come and go (Lesson 1).
- Demonstrate facial expressions and body language for several emotions (Lessons 1–2).
- Observe that feelings often arise in response to experiences, or triggers (Lesson 2).
- Identify how experiences trigger emotions in themselves (Lesson 2).
- Label feelings as **comfortable** or **uncomfortable** (Lesson 3).
- Identify how experiences trigger emotions in others (Lesson 3).
- Conclude that all feelings are okay to experience (Lesson 3).
- Describe ways in which one event or emotion can trigger another (Lesson 4).
- Describe ways they can respond to uncomfortable emotions with care and compassion (Lesson 4).
- Identify situations where they feel like their best self (Lesson 5).
- Observe that what they notice and appreciate affects how they feel (Lesson 6).
- Use their senses to explore the feel, smell, and taste of a new food (Lesson 6).
- Recognize the feelings they experience when trying a new food (Lesson 6).
- Describe something about themselves, their experiences, or their feelings to their classmates (Lesson 7).
- Describe their physical experience in a Mindful Movement game (Lesson 7).



Lesson 1

MAKING FACES



Goal Statement

Using an emotion journal and creative movement, students will practice identifying feelings and their corresponding facial expressions.

Essential Question

What am I feeling?

“I Can” Statement

I can identify and demonstrate facial expressions for several feelings.

Key Learning Objectives

Students will know...

- Everyone experiences feelings.
- The feelings they experience come and go.
- People often experience feelings that are different from one another.
- They can use facial expressions to express emotions.

Students will be able to...

- Identify the feelings they experience.
- Observe that the feelings they experience come and go.
- Demonstrate facial expressions for several emotions.

Materials

- Journals
- Tempera paint or ink pads
- Sharp pencils or fine-tipped black markers
- Images of facial expressions of several different emotions
- Sets of 10–12 index cards containing words for various emotions (1 set per group)

Preparation/Setup

- [Optional] Prepare students' Thumbs-Up journal pages in advance (see instructions in lesson description).
- Load or display images of faces showing different expressions.
- If using paint, pour into small cups for students to share. Alternatively, set out ink pads.
- Set out pencils or markers.
- Make sets of index cards (1 set per group) containing words for various emotions.

New Mindful Movements

Poses

Standing Starfish
Triangle

Sequences

Mountain/Sunrise

Mindful Moments

Calming and Focusing
Check-In
Rest and Reflection

New Vocabulary

Feeling
Facial expression
Various emotion words,
as appropriate

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.

*THUMBS UP / 15 mins

NOTE *This first lesson may take longer than usual because it includes preparation for subsequent lessons in which this activity recurs.*

Ask students to use a pencil to divide three journal pages in half horizontally by drawing a line across the middle of each page. Alternatively, consider preparing each journal in advance for the students, which would cut the time significantly. While they are doing so, pass out paper towels and set out several ink pads or small medicine cups of tempera paint.

Show students how to make a thumbprint using ink or paint. Have them put one at the top of each half of the two sections of the three journal pages for a total of six (i.e., make the thumbprints for today as well as the next five lessons). Tell students they will be making a thumbprint face for this lesson and the next five lessons.

Project or hold up drawings of the facial expressions of a range of emotions.

NOTE *There are a number of internet sources with more and less complex emotions and drawings. It might be best to begin with simple emotions and faces and give students more choices as the unit progresses.*

Check-In (UNIT 1, LESSON 1)

Invite students to place their hands on their Anchors and lead them in this brief Check-In practice:

- *Begin by placing one hand on your heart and one hand on your stomach—on your Anchors.*
- *Take a look around the room and notice where you are. Now, if it feels comfortable and safe for you, close your eyes. Or, if you prefer, you can choose to look down at one spot.*
- *Now, with curiosity and kindness, check in with yourself. Ask, how am I feeling right now?*
- *Bring your attention to your body. What can you notice about how your*



DIFFERENTIATION

Prepare the journal pages with thumbprints for this lesson and the next five lessons. Project images/drawings that include body language along with facial expressions for a range of emotions. Invite students to observe the different body postures and stances, positions of arms and torsos, etc., among the expressions of emotions. Then cover up the faces on the images. Point randomly to the different images, and ask students to use just the body language to identify whether the emotions are *comfortable* or *uncomfortable*. Then, if they can, invite them to identify the name of the emotion. Once students have had an opportunity to guess, uncover the faces on the images. Then, lead students in a Check-In practice. Afterward, ask students to draw on their thumbprint the face and body that corresponds with the feeling they are experiencing and to label the feeling by name.

body is feeling today? Is it energetic, tired, restless, calm, or something else? Be curious.

- Now bring your attention to your face. Does your face feel relaxed? Is it smiling, serious, or bored? Notice what expression is on your face.
- Now check in on your mind. How is your mind feeling today?
- Now take a deep breath in and out. Take a look around the room and then bring your focus to me.

Show students the drawings of facial expressions. Ask them, “How do you feel? Is there an expression here that shows how you are feeling?” Then ask them to draw the corresponding facial expression on one of the thumbprints in their journals. Let them know that if they don’t find a good match, they should try their best to draw an expression that matches how they are feeling.

Invite a few students to share their drawings with the class.

SUMMARIZE FOR STUDENTS:

- Everyone experiences feelings.
- People often experience feelings that are different from one another.



MINDFUL MOVEMENT / 28 mins

Introduction

Remind students that during the Thumbs Up activity, they discovered that everyone experiences feelings. Tell them that during the movement practice today, they’re going to pause several times to observe physical sensations they are experiencing. Invite them to notice whether the feelings they experience change or stay the same.

[OPTIONAL] **Cat/Cow** (UNIT 1, LESSON 1)

Guide students through this mini-sequence two to three times.

As you practice Cat/Cow, invite students to notice the physical sensations they experience in each pose. Tell students:

- *Cat/Cow is a good warm-up for the sequences we'll be doing because it stretches and strengthens the stomach and back.*
- *As we move into Cat pose, I notice my back stretching. Do you notice your back stretching too?*
- *As we move into Cow pose, I notice a stretch in my stomach. What about you? Do you feel a stretch there too?*

[OPTIONAL] **Dog** (UNIT 1, LESSON 1)

Pause in this pose for at least three breaths. Invite students to observe their physical experiences while they hold this pose. Tell students:

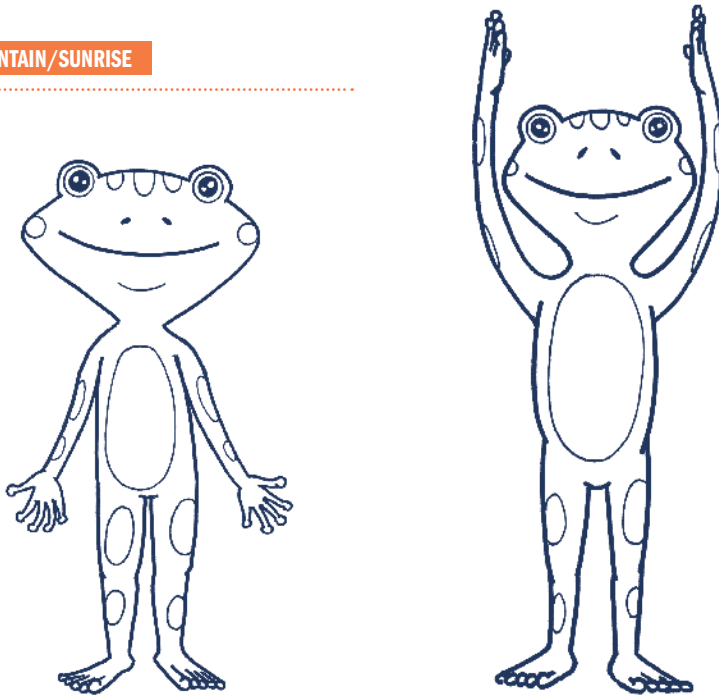
- *While we pause here in Dog, take a moment to notice your breath. Is it fast? Is it slow? There's no need to change your breath in any way, simply notice it.*

TEACHING TIP



Students often enjoy making animal sounds with these poses. While moving into the corresponding pose, invite students to “meow” like a cat if they feel a stretch in their back and to “moo” like a cow if they feel a stretch in their stomach.

MOUNTAIN/SUNRISE



Mountain/Sunrise new

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

1. **Begin in Mountain pose.**
2. **Inhale:** Stretch arms out to the sides and up above the head for Sunrise.
3. **Exhale:** Bring arms down to Mountain.

4. Repeat movement, flowing between Mountain and Sunrise two to three times.

During the first round of this mini-sequence, model checking in with your emotional experience. For example, you might say:

- *I notice that as I practice these movements, I feel _____ [e.g. happy, calm, or another emotion].*

Then, as you lead students through this mini-sequence for a second time, invite them to observe what emotion they're experiencing. Say:

- *Now take a moment to observe what you are feeling. There's no need to do anything to change it, simply notice what you are feeling right now in your body and your mind.*

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

Return to Mountain pose and invite students to reflect on their emotional experiences. First, help students notice that everyone experiences feelings. Use the following script as reference:

- *Touch your nose [or raise your hand or some other gesture] if you noticed that you are experiencing a feeling right now.*
- *I wonder if we're all experiencing the same feeling right now.*

Ask students to perform specific gestures as you name feelings they might be experiencing. For example:

- *Stand on one foot if you're feeling happy. Pat your stomach if you're feeling nervous, etc.*
- *Interesting! I'm noticing that even though we all experience feelings, we don't all experience the same feelings at the same time.*

Finally, invite students to notice whether the feelings they are experiencing are the same or different from what they were experiencing at the beginning of the lesson. Use what organically arises to help students notice that feelings come and go. Tell students:

- *Take a moment to remember what feeling you were experiencing at the beginning of the lesson—the one you drew on your thumbprint.*
- *Raise your hand if you are experiencing the same feeling now that you experienced then.*

- *Put your hand on your head if you are experiencing a different feeling now.*
- *Take a moment to look around. For some of us, the feeling we are experiencing has changed, and for some us, it has stayed the same.*
- *Now notice whether the feeling you're experiencing in this moment is the same feeling you've felt your entire life, since the moment you were born, or, if at some point in your life, you've experienced a different feeling.*
- *[In a joking tone of voice] Who has never, ever experienced a different feeling in their entire life?*
- *It seems to me that if we take the time to observe the feelings we experience, we find out that they don't stay forever. Instead, they come and go. What do you think about that?*

Allow space for students to reflect on this, and invite students to continue to observe their feelings change today, tonight, and tomorrow.

Fresh Start Sequence (UNIT 1, LESSON 3)

Confirm that students remember the full Fresh Start Sequence. With the students' help, lead the sequence once slowly, taking time with alignment and breath cues. Then repeat two to three times.

If your students are ready for an additional challenge, experiment with offering fewer physical and verbal cues. For example, invite students to complete the sequence without your verbal assistance. Alternatively, see if students can do the sequence using only verbal cues or using only breath cues ("inhale" and "exhale"), but without you modeling the movements. If students demonstrate a great deal of facility with the sequence, invite them to practice the sequence without verbal cues and without you modeling the movements.

Intro to Standing Poses

Tell students that they are going to learn several new standing poses during this unit and invite them to notice how they differ from the Fresh Start Sequence. Say:

- *During this unit, we will be learning several new standing poses. Today, we will start with just two, and then we will add more.*
- *As we practice these standing poses, see if you can notice how they are different from the Fresh Start Sequence.*

TEACHING TIP



Students are just beginning to practice both self- and body-awareness in this unit. While the cues included in this movement practice offer a number of opportunities for students to practice cultivating sustained attention and developing greater self-awareness, it may not be appropriate to ask your students to engage in this amount of *noticing* right away. Introduce the mindful awareness practices at a rate that feels right for your students, selecting cues based on your students' readiness and engagement.



STANDING STARFISH

Standing Starfish new

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

1. Begin in Mountain pose, facing the long edge of the mat.
2. Inhale: Bring arms out to the sides in a T-shape as you jump or step both feet apart like you would in jumping jacks.
3. Exhale: Make sure your toes are both facing straight in front of you, outer feet parallel to the short edge of the mat.

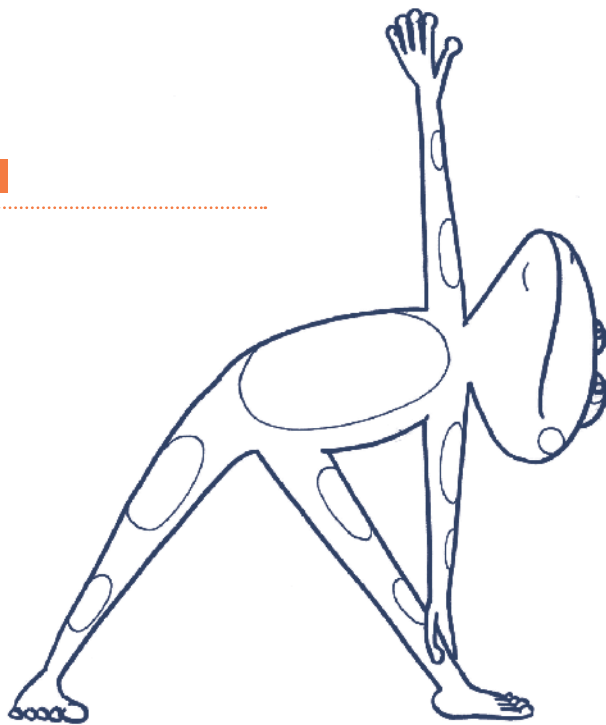
NOTE Encourage students to notice whether their stance feels stable and invite them to move their feet into a wider or narrower stance as appropriate.

4. Breathing in, reach the fingertips away from you, palms facing down, as if someone is pulling gently on the hands in opposite directions.
5. Breathing out, find balance and stability in your stance as you press your feet equally into the ground.
6. Hold the pose for several breaths.
7. Inhale: Jump or step back to Mountain pose and bring your hands to your sides.
8. Exhale: Relax your body in Mountain pose.

Invite students to respond to your initial prompt about noticing the differences between the standing poses and the Fresh Start Sequence. Accept all answers. The simple act of noticing will help them develop greater mindful awareness. Summarize students' observations and use the following script for reference:

- *The Fresh Start Sequence is made up of lots of poses that we move through quickly while this is just one pose that we're holding for a longer time. Can anyone guess why we do the Fresh Start Sequence first?*
- *The quick pace helps us warm up our bodies to get ready for the deeper stretches we experience in the standing poses.*

TRIANGLE



Triangle new

Model and guide students through the new pose using the following cues as reference. While students are in the pose, invite them to notice where in their bodies they feel a stretch.

1. **Begin in Standing Starfish pose.**
2. **Inhale:** Turn the right foot to face the short edge of the mat.
3. **Exhale:** With chest and torso facing front, reach right arm out over right foot, leaning to the right without bending the back. Right arm drops down toward the right thigh or shin (NOT on the knee).

- 4. Inhale:** Left arm reaches upward. You may look up at the left hand or look straight ahead without twisting the neck. Legs are long and strong.
- 5. Hold the pose for three to five breaths:**
 - **Breathing in,** press your feet firmly into the mat.
 - **Breathing out,** check that if you lift your right hand slightly, your legs are engaged enough to hold you up.
 - **Breathing in,** consider if you can lengthen your spine in one long line from tailbone to head. Can your chest expand, arms open wide?
 - **Breathing out,** consider what happens if you gently pull your belly button in toward your spine. Does your back feel strong and stable?
- 6. Inhale:** Reach for the ceiling with the left hand and lift up out of the pose with arms in a T-shape.
- 7. Exhale:** Turn both feet to face forward, standing strong and stable.
- 8. Repeat on the left side.**
- 9. Exhale:** Jump or step back to Mountain and bring your hands to your sides.

Creative Movement: Mood Masks

This creative movement activity should be done while students are standing. Students will practice their attention skills, body-awareness, and creativity to create and recreate dramatic facial expressions representing various emotions. Instructions are given first for small groups, but options are also included for partner and whole-class variations.

First, invite students to stand in circles in small groups.

Then pass each student a card displaying an emotion word of your choosing. Tell students that they may look at their card but they should not show it to others. Once students have had an opportunity to review their card, ask them to place the card face down in front of them.

Assign each member of the group a number. Tell students that Player 1 will create an emotional facial expression, or a “mood mask,” that corresponds to the emotion on their card. The group will then guess the emotion while Player 1 holds the expression on their face. Player 1 will then “take off the mask” and pass it to Player 2 who will then attempt to “put on the mask” by recreating the expression. Then Player 2 will repeat the process using their own emotion card. This will continue, going around the circle until everyone has had a turn.

Variations

Whole-Class: Have a few students take turns in the role of Player 1 while all remaining students are Player 2.

Pairs: Divide into pairs and have them take turns in the roles of Player 1 and Player 2.

Conclude the activity by asking students how this game might be similar to their own experiences of emotions. Help students notice that they are putting on and taking off mood masks all day long.

SUMMARIZE FOR STUDENTS:

- *Feelings don't stay forever; instead, they come and go.*

Closing Sequence (UNIT 1, LESSON 1)

Guide students through the Closing Sequence.



REST AND REFLECTION / 3 mins

Invite students to Rest in a position that feels safe and comfortable. Say:

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

Lead students through a short mindful reflection using the following cues as reference and allowing for extended pauses when appropriate.

- *Take a moment to check in with your body while you are resting. Notice where it is, what it's touching.*
- *Do some parts of your body feel comfortable? Do other parts feel uncomfortable?*
- *You don't need to do anything to change what you find, simply notice how your body feels.*
- *Now bring your attention to your breath.*

TEACHING TIP



When explaining the game, ask for a student volunteer and demonstrate in a creative and fun way. Create your own mood mask using a slightly exaggerated expression. Consider miming the process of pushing your features into place to create your expression. When you take off your mask, mime pulling the mask off your face and passing it to your partner.

TEACHING TIP



To keep moving between turns, have students wiggle and shake out their bodies from head to toe to shake off the prior mood.

LESSON 1

- *Is it fast?*
- *Is it slow?*
- *Notice how it feels.*
- *You don't need to speed it up or slow it down, simply watch as it flows in and out on its own.*

Allow for one to two minutes of Rest.

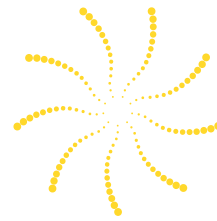
TAKE-HOME PRACTICE

- *Play a version of Mood Masks with a family member. Think of an emotion and create an expression. See if your family member can guess the emotion. Notice which expressions are easy to guess and which are more challenging.*



Lesson 2

TRIGGERS



Goal Statement

Students will understand that feelings often arise in response to experiences, or *triggers*, and will begin to identify how experiences trigger emotions in themselves.

Essential Question

What am I feeling?

“I Can” Statement

I can identify the feelings
I experience.

Key Learning Objectives

Students will know...

- They experience emotions in their bodies.
- They can use body language to express emotions.
- Feelings often arise in response to experiences, or triggers.
- Different people can respond differently to the same experience.

Students will be able to...

- Demonstrate body language for several emotions.
- Identify how experiences trigger emotions in themselves.

Materials

- Journals
- Tempera paint or ink pads
- Sharp pencils or fine-tipped black markers
- Images of faces showing different expressions
- Sets of 10–12 index cards containing words for various emotions (1 set per group)

Preparation/Setup

- Organize student journals for quick distribution.
- Display images of facial expressions of emotions.
- Set up paint or ink pads.
- Set out pencils or markers.
- Organize sets of index cards containing words for various emotions. Make 1 set per group.

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

Calming and Focusing

Check-In

Mini-Body Scan

Rest and Reflection

New Vocabulary

Trigger

Body language

Happy

Various emotion words,
as appropriate

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.

THUMBS UP / 5 mins

Check-In (UNIT 1, LESSON 1)

After the tone stops in the Focusing exercise, lead students in a brief Check-In practice to notice how they are feeling. Tell them that once they have noticed and identified how they are feeling, they should look up to let you know.

Project or hold up drawings of facial expressions, and direct students to record how they are feeling on the thumbprints in their journals as they did in the last lesson. Let students keep the journals for the next part of the lesson.

WHAT IS A TRIGGER? / 10 mins

Tell students that when we experience an emotion, usually there was something happening or something we experienced that brought up that emotion. The experience that started the emotion is called a trigger. Help them understand this concept by sharing what feeling you noticed and what experience you think triggered that emotion for you. Ask students to reflect on what experience may have triggered the feeling they are currently experiencing.

Model this reflection for students by showing what expression you drew for today, sharing how you are feeling, and giving a simple explanation that identifies the experience you think triggered this feeling. Invite a couple of volunteers to share in the same way to check for understanding.

Then, in the appropriate section of their journals (the half with today's face), ask them to write a sentence (or draw an illustration) that explains why they think they feel the way they do or, in other words, what may have triggered the feeling they are experiencing.

Invite several students to share aloud.

SUMMARIZE FOR STUDENTS:

- *Feelings often arise in response to experiences.*
- *A trigger is the experience that causes the feeling to arise.*

Then read several scenarios aloud and ask students what feelings they might trigger for them. Invite them to react with a thumbs-up signal or a thumbs-down signal to show whether they would feel comfortable or uncomfortable in response to the following situations:

- *You're having peas for dinner.*
- *You had to give the dog a bath.*
- *You have a book to read.*
- *It's time for math.*
- *Your family is moving.*

As students indicate their preferences, consider asking questions such as the following:

-
- *If you had this experience, what specific emotion would you be feeling?*
 - *Is it okay that we don't all feel the same way?*
-

SUMMARIZE FOR STUDENTS:

- *When something happens that makes us feel an emotion, that experience is called a trigger.*
- *There is no right or wrong response to a trigger.*
- *The same experience might trigger a certain feeling for one person and a different feeling for someone else.*



MINDFUL MOVEMENT / 28 mins

Mountain (UNIT 1, LESSON 1)

Guide students to stand in Mountain pose.

Review with students what they have learned in class so far:

- Feelings often arise in response to experiences, or triggers.

Tell students that during this Mindful Movement practice, they are going to explore how their minds and bodies are connected by observing whether physical movements can trigger emotional experiences.

[OPTIONAL] **Cat/Cow** (UNIT 1, LESSON 1)

Lead students through the Cat/Cow sequence.

[OPTIONAL] **Dog** (UNIT 1, LESSON 1)

Lead students through Dog pose.

[OPTIONAL] **Mountain/Sunrise** (UNIT 2, LESSON 1)

Lead students through the Mountain/Sunrise sequence.

Fresh Start Sequence/Check-In (UNIT 1, LESSON 3)

Confirm that students remember the full Fresh Start Sequence. With the students' help, lead the sequence once slowly, taking time with alignment and breath cues. Then repeat two to three times.

During the first round of the sequence, prompt students to notice their emotional experiences while they are moving:

- *While we practice the Fresh Start Sequence, notice if there are certain movements that trigger specific feelings for you. For example, when I rise up from Sunset to Sunrise I feel [happy].*

[Substitute with whatever feeling(s) you experience.]

- *Is there a specific movement or posture in which you feel happy? Afraid? Bored? Nervous? Frustrated? Calm?*

Before the final repetition, invite students to pause in Mountain pose. Invite the class to do an experiment to find out about how they experience emotions. Ask the students to smile and to keep smiling through the final round of the sequence.

While they are moving, prompt them to notice what feelings they are experiencing and to observe whether smiling impacted their emotional experience.

At the end of the sequence, take a class poll to find out whether smiling triggered a feeling for the students. Then inquire whether anyone experienced happiness.

Explain that scientists have shown that sometimes bringing a smile to your face can actually lead to feelings of happiness. Invite them to try this throughout their day and observe whether it is true for them.

Intro to Standing Poses

Remind students that they will focus on learning new standing postures. Invite them to recall why the standing postures come after the Fresh Start Sequence. Then solicit a volunteer to remind the class of the standing posture they learned in the last lesson.

Standing Starfish/Feelings Check-In (UNIT 2, LESSON 1)

Guide students into the pose. Pause for several breaths and invite students to observe their inner experiences and see what emotion they are experiencing. Say:

- *Let's pause here for a few breaths. Take a moment to see if you are experiencing a feeling right now.*

Then ask students to observe where in their body they feel that feeling:

- *Now silently observe where in your body you are experiencing the feeling. Do you feel it in your stomach? In your chest? Near your throat? Is it in one place or several places?*
- *You don't need to do anything to change the feeling you are experiencing. Simply observe it.*

Triangle (UNIT 2, LESSON 1)

Guide students into the pose.

Then invite them to pause and observe what it feels like to practice this pose. Invite them to reflect on whether their experience is similar to the one they had during the first lesson or if it has changed.

Creative Movement: Mood Costumes

Repeat the creative movement activity from Lesson 1, but this time explain that you will be creating “mood costumes” instead of masks.

This activity uses creative movement to develop body-awareness, attention skills, and creativity, while reinforcing the understanding that emotions can be felt and expressed in the body. It can be included even if the Mood Masks activity was not used in Lesson 1.

First, lead a quick grouping method to facilitate students getting into circles in small groups.

Then pass each student a card displaying an emotion word (or emotion face) of your choosing. Tell students that they may look at their card but they should not show it to others. Once students have had an opportunity to review their card, ask them to place the card face down in front of them.

Tell students that Player 1 will create a mood costume by embodying the emotion that was on their card with their whole body. Their facial expression and body language should show the emotion on their card. After Player 1 has posed in their mood costume, the rest of the group will then “put on” the costume and guess the emotion. Then the next student will become Player 1 and repeat the process using their own emotion card. This will continue, going around the circle until everyone has had a turn. Model this and check for understanding by demonstrating a mood costume yourself and having the class put it on and guess the feeling. Use exaggerated facial expressions and body language. To engage students, consider miming as if you are actually putting on a costume.

Pause the game as appropriate to have students check in and notice how and where they feel this emotion in their bodies while they are in their mood costumes.

Variations

Whole-class: Have a few students take turns in the role of Player 1 while all remaining students take the role of Player 2. Player 1 does their part, then all other players put on the costume, copying the expression, and then guess the emotion.

Partners: Have each partner take a turn in the role of Player 1 and Player 2.

Closing Sequence (UNIT 1, LESSON 1)

Lead students through the sequence.



REST AND REFLECTION / 3 mins

Invite students to Rest in a position that feels safe and comfortable:

- First, take a look around the room, then lie down or rest your body in a way that feels safe and comfortable for you. Close your eyes if it's

TEACHING TIP



The instructions for this activity suggest using small groups, but options are also included for partner and whole-class variations. Small groups and partner variations will give all students the opportunity to respond to the emotion cue as the leader at least once. Make sure to prepare a quick pairing or grouping method if using these variations. The whole-class variation will save time and be more appropriate for classes that are not ready for small group work.

TEACHING TIP



To keep moving between turns, have students shake out their bodies from head to toe to shake off the prior mood.

comfortable. If you would rather not close your eyes, you can find one place to rest your eyes.

TEACHING TIP



To end the lesson, have students stand on their mats. Ask them to create a pose with their bodies that shows how they feel right now. Model this by creating a pose to show what feeling you are experiencing. Then, remind them that emotions come and go and help them “shake off” the emotion before they leave. For example, you might say something like:

Feelings come and go. This one might stick around, or it might be gone in a few moments. We don’t have to hold on to it, so let’s all shake off our pose so that we are ready for the next part of our day.

Model this process and then invite students to shake out their hands, arms, legs, and whole bodies. Then return to a neutral posture with hands on Anchors. Take a deep breath together before transitioning.

Mini-Body Scan

Lead students through a Mini-Body Scan practice. Use the following script as reference:

- *While we rest our bodies, let’s check in with them to notice how they feel. Let’s imagine that our attention is like a flashlight inside our minds.*
- *First, let’s see if we can shine that light on our feet and our legs. Without looking at them, notice where your legs and feet are touching the ground.*
- *Notice if they are heavy, still, or restless.*
- *Can you feel your knees? What about your toes?*
- *Now we’ll move the flashlight all the way up to our bellies and chests. Can you notice your breath moving your belly or your chest?*
- *Moving on, imagine shining that light down one arm and then the other.*
- *Where are they and how do they feel? Which parts of your arms and your hands are touching the floor? Are they warm or cool? Simply notice and breathe.*
- *Finally, let’s move the flashlight up to the head and face. What does your head feel like resting where you are? Does your face feel relaxed or is there some other expression there?*
- *Now that you’ve paid some attention to your body, turn off the imaginary flashlight, and simply rest.*

Allow for one to two minutes of Rest.

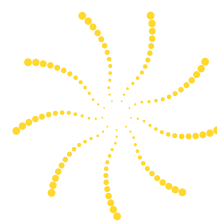
TAKE-HOME PRACTICE

- *Find a picture of a character in a story or book that you like. What emotion are they showing on their face and in their body language? What do you think triggered this emotion?*



Lesson 3

UNCOMFORTABLE FEELINGS



Goal Statement

Students will be able to distinguish between comfortable and uncomfortable feelings and understand that all feelings are okay to experience.

Essential Question

What am I feeling?

“I Can” Statement

I can describe emotions as comfortable or uncomfortable.

Key Learning Objectives

Students will know...

- Some emotions feel comfortable, and some emotions feel uncomfortable.
- All emotions are okay to experience.

Students will be able to...

- Label emotions as comfortable or uncomfortable.
- Practice noticing comfortable and uncomfortable sensations in their bodies.

Materials

- Journals
- Tempera paint or ink pads
- Sharp pencils or fine-tipped black markers
- Images of faces showing different expressions
- Book *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst

Preparation/Setup

- Organize student journals for quick distribution.
- Preload or display images of facial expressions for various emotions.
- Set up paint or ink pads.
- Set out pencils or markers.
- Set out *Alexander and the Terrible, Horrible, No Good, Very Bad Day*.

New Mindful Movements

Poses

Surfer
Wave A
Wave B
Volcano
Seated Forward Fold

Sequences

None

Mindful Moments

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

New Vocabulary

Comfortable
Uncomfortable
Signal
Sensation

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.

THUMBS UP / 5 mins**Check-In** (UNIT 1, LESSON 1)

After the tone stops in the Focusing exercise, lead students in a brief Check-In practice to notice how they are feeling. During the Check-In, tell students if they notice any emotion, to notice whether it is comfortable or uncomfortable. Tell them that once they have noticed and identified how they are feeling, they should look up to let you know.

Project or hold up drawings of facial expressions, and direct students to record how they are feeling on the thumbprints in their journals as they did in the last lesson.

Review with students the meaning of the word trigger. Then ask students to label their emotion and write a sentence that explains what may have triggered that emotion.

Finally, invite volunteers to share the name of the emotion they were feeling. Ask them to say whether this emotion is a comfortable or uncomfortable feeling.

SUMMARIZE FOR STUDENTS:

- *Some emotions feel comfortable, and some emotions feel uncomfortable.*

***STORYTIME** / 15 mins

Show students the book cover of *Alexander and the Terrible, Horrible, No Good, Very Bad Day* and ask them to think about what experiences someone might have during a terrible, horrible, no good, very bad day.

Read the opening vignette in the book. Then pause and ask students questions such as the following:

TEACHING TIP

Throughout this unit, feel free to vary the placement of the Thumbs Up activity at different points in the lessons rather than after Calming and Focusing every time. For example, it could be completed after an active game or a challenging activity. This may provide opportunities for a greater variety of emotions to be identified.

-
- ***What emotion do you think Alexander is feeling right now?***
 - ***What experiences may have triggered that emotion?*** [Answer: There's gum in his hair; he tripped on his skateboard; and he dropped his sweater in the sink.]
 - ***Is the emotion that Alexander is experiencing comfortable or uncomfortable?***
-

Read the next vignette and then pause again. This time invite students to notice a different experience in the story. Continue to ask students questions such as the following to help them identify emotional triggers and discern between comfortable and uncomfortable emotions. For example:

-
- ***Anthony found a Corvette Stingray car kit in his breakfast cereal box. What emotion do you think he experienced when that happened?***
 - ***Was the emotion comfortable or uncomfortable?***
 - ***What triggered that emotion for Anthony?***
-

As students gain facility with these concepts, invite them to make a gesture (e.g., pat their stomach) every time they hear something that would trigger a comfortable emotion and to make another gesture (e.g., touch their nose) every time they hear something that would trigger an uncomfortable emotion. Accept whatever answers students offer, making room for them to disagree about how someone might respond to a particular experience.

Conclude by inviting students to explore whether it is okay to feel uncomfortable emotions. If students express concern about uncomfortable emotions, use the story to help them distinguish between uncomfortable emotions and the behaviors people sometimes engage in when they experience them. For example:

Anthony made Alexander fall in the mud, and Alexander started crying.

-
- ***What emotion do you think Alexander was experiencing?***
 - ***Was that emotion comfortable or uncomfortable?***
 - ***Was it okay that Alexander felt that emotion?***
-

Then Nick told Alexander he was a crybaby.

-
- ***How do you think Alexander felt then?***
 - ***Was that emotion comfortable or uncomfortable?***
 - ***Was it okay that Alexander felt that emotion?***
-

After Nick told Alexander he was a crybaby, Alexander started punching him.

-
- **Why do you think Alexander did that?** (Focus on the emotions Alexander was feeling)
 - **Is it okay to punch another person?**
 - ***What do you think Alexander needed when he was feeling those uncomfortable feelings?** [Answer: for Anthony and Nick to understand how he felt; an apology; kindness and respect]
 - **What advice would you give Alexander in this situation?**
-

SUMMARIZE FOR STUDENTS:

- *We often experience emotions in response to experiences, or triggers.*
- *Some emotions feel comfortable and some emotions feel uncomfortable.*
- *All emotions are okay to experience (but not all behaviors are okay).*



*MINDFUL MOVEMENT / 20 mins

Mountain (UNIT 1, LESSON 1)

Guide students to take a few breaths in Mountain pose.

Ask students to recall what type of posture they're learning about during this unit. If needed, remind students that they have been learning standing poses. Tell them that today they will learn two new standing poses: Volcano and Surfer. (Teachers also have the option of teaching students Wave A and Wave B.)

Remind students that standing poses are held for several breaths. Then tell them that since they hold the poses for longer periods of time, they offer a great opportunity to observe what they're experiencing in their bodies.

Fresh Start Sequence (UNIT 1, LESSON 3)

Lead students through the sequence two to three times.

Pause before the final repetition of the sequence and tell students that just like emotions, physical sensations can be both comfortable and uncomfortable. Then share with students one comfortable sensation you noticed while you practiced the Fresh Start Sequence and one uncomfortable sensation you experienced. For example, you might say that the feeling of your lungs expanding with the breath was comfortable or that your shoulders were starting to get stiff and this was uncomfortable or that a muscle stretching too much was uncomfortable.

Invite students to notice whether their body is giving them any physical sensations while they practice the final round of the Fresh Start Sequence.

Once students have completed the sequence, ask them to communicate to you whether they noticed any comfortable or uncomfortable sensations in their bodies during the Fresh Start Sequence (e.g., ask students to move into Standing Starfish if they noticed a comfortable sensation, Mountain if they noticed an uncomfortable sensation, and Triangle if they did not notice one). Take a moment to answer any questions students might have about noticing physical sensations before you move to the next portion of the practice.

★ DIFFERENTIATION

Explain that physical sensations are like your body's way of speaking to you. Usually when you feel a sensation it's like a signal or a message your body is sending.



SURFER

Surfer new

Before you guide students into Surfer pose, tell students that now that they know how to observe their physical sensations, you'd like them to notice one comfortable sensation they experience as they learn the new pose.

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

1. Begin in Standing Starfish pose.
2. Notice if your feet are so wide apart that it is uncomfortable to stand and keep upright—then you know to bring your feet in a bit. Notice if your feet are too close—are you able to move them out without losing your ability to press firmly down evenly through both your feet?

3. Inhale: Turn the right foot to face the short edge of the mat.
4. Exhale: Bend the right knee over the ankle (adjust width of your stance if needed to ensure your knee does not move out over the toes); turn the head to look out over the right fingertips.
5. Hold the pose for three to five breaths.
 - Breathing in, fix your attention forward, like a surfer watching where the wave will take you.
 - Breathing out, squeeze the belly gently and press your feet down firmly, holding your body strong on your surfboard.
 - Breathing in, reach the arms out even wider—imagine stretching them the length of your surfboard!
 - Breathing out, sink the shoulders down away from the ears and sink the hips down, deepening the lunge.
6. Exhale and turn both feet to face forward and then jump or step back to Mountain pose (unless you are proceeding to Wave A and/or Wave B).

Pause and ask questions such as the following to help students observe their physical experiences:

-
- *What comfortable sensation did you experience?*
 - *Was your body telling you something?*
-

WAVE A

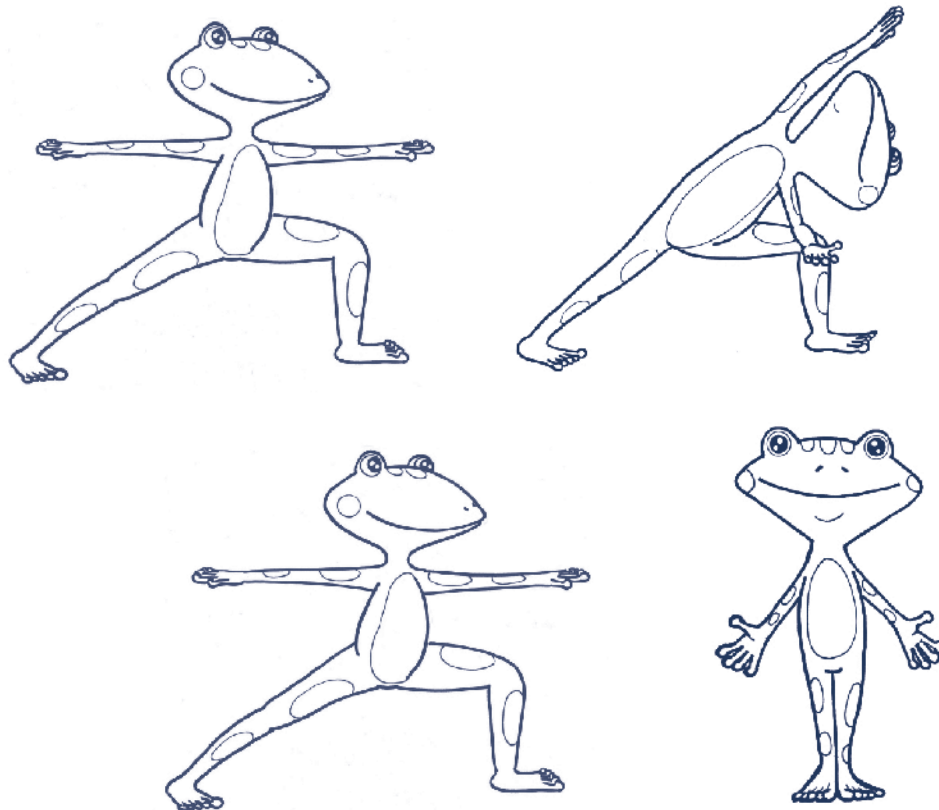


[OPTIONAL] Wave A new

From Surfer pose, guide students into Wave A pose using the following cues as reference:

1. Inhale: Without moving the legs, turn the right palm to face up and lift it up above the head, tilting the head slightly to look up at the palm.
2. Exhale: Allow the left hand to rest on the hip or left calf as you bend through your side.
3. Take three to five breaths, holding the pose.
 - Breathing in, keep the right fingertips reaching toward the ceiling.
 - Breathing out, keep the right knee bent, both feet pressing down into the mat.
 - Breathing in, let your breath expand your ribs on the right side.
 - Breathing out, gently pull the belly button toward the spine to support the back.

WAVE B



[OPTIONAL] Wave B new

Guide students back to Surfer pose so that they can watch you model Wave B. (After the first time, you can go straight from Wave A to Wave B and skip this step.) Model and guide students through the pose using the following cues as reference:

1. Inhale: Lengthen spine and arms, standing strong in Surfer pose.
2. Exhale: Rest right forearm on right thigh, leaning torso over the right knee.
3. Inhale: Lift the left arm up and extend out over the left ear like a wave sweeping over from behind the surfboard.
4. Hold the pose for three to five breaths:
 - Breathing in, imagine the line from the left foot to the left fingertips growing longer.
 - Breathing out, press the feet deeply onto the mat like you are pressing your surfboard down against the ocean water.
5. Inhale: Reach back with the left arm and lift out of the pose, returning to Surfer pose.
6. Exhale: Turn both feet to face forward, standing strong and stable.
7. Repeat Surfer, Wave A, and Wave B on the left side.
8. Exhale: Turn both feet to face forward and jump or step back to Mountain pose, bringing your hands to your sides.

VOLCANO



Volcano new

Before you guide students into Volcano pose, invite them to notice any uncomfortable sensations they experience as they learn the new pose. Use the following cues as reference:

1. Begin in Mountain pose.
2. Inhale: Hop or step feet wide open, hands on hips.
3. Exhale: Fold forward from the hips, sliding hands down the legs to rest on the shins, ankles, or the floor.

4. Inhale: Lift head and heart, lengthening the spine from tailbone to crown.
5. Exhale: Lower head down, press feet into mat, and lengthen legs from soles of the feet to hips.
6. Hold the pose for three to five breaths:
 - Breathing in, feel the expansion of the breath lengthening the torso.
 - Breathing out, feel your muscles relaxing into the pose.
 - Breathing in, engage the legs, pressing feet deeper into the mat.
 - Breathing out, allow the muscles in the legs to relax.

Pause in Mountain pose and invite several students to share what they noticed. Use questions such as the following to help students observe their physical experiences:

-
- *What uncomfortable sensations did you experience?*
 - *What message do you think your body was sending you? Did it need something?*
 - **Was the signal loud like a shout or quiet like a whisper?*
-

SEATED FORWARD FOLD



[OPTIONAL] Seated Forward Fold new

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

1. Begin seated. Extend legs in front of the body; place hands on outside of legs. (Knees can remain slightly bent if straightening the legs is uncomfortable.)

2. Inhale: Lengthen the spine to sit up tall, with the crown of the head lifting toward the ceiling.
3. Exhale: Fold forward, walking hands toward feet. Relax head, neck, and shoulders.
4. Take three breaths, holding the pose.
 - Breathing in, imagine the spine lengthening.
 - Breathing out, imagine muscles in the legs relaxing from hips to ankles.
 - Breathing in, feel the breath expanding the belly and ribs against legs.
 - Breathing out, let the belly, chest, and head sink downward over the legs.
5. Inhale: Return to seated.

Check-In (With Our Bodies)

Model checking in with your body by describing an uncomfortable sensation you are experiencing. Model noticing this sensation with curiosity and kindness. For example:

- *When I check in and pay attention to how my body is feeling right now, I notice that my upper back feels sore. When I use curiosity and kindness to check in with my sore back, my curiosity is wondering what my body needs. I think maybe this uncomfortable feeling is telling me that my back needs to be stretched.*

Then invite students to brainstorm how you could respond to this message. Try out what they suggest. For example:

- *That's a great idea. I'll reach my arms up to the ceiling to help stretch my upper back. When I reach my arms up to the ceiling like this, my back feels much more comfortable. And now when I check in again, I notice that my back feels much less sore.*

Invite students to be curious about why uncomfortable sensations might be important. Use questions such as the following to help guide the discussion:

-
- *Is it okay to experience uncomfortable sensations?*
 - *When you feel an uncomfortable sensation, do you think your body might be telling you something? What messages could it be sending? Do you think your body might need something? (e.g. water, rest, a stretch)*
-

Finally, invite them to check in with their bodies and notice if there is anything they need before the Closing Sequence.

Closing Sequence (UNIT 1, LESSON 1)

Lead students through the Closing Sequence.



REST AND REFLECTION / 5 mins

Invite students to Rest in a position that feels safe:

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

Mini-Body Scan

Lead students through a Mini-Body Scan, guiding them to focus on noticing comfortable and uncomfortable sensations:

- *While we rest our bodies, let's check in with them to notice how they feel. Let's imagine that our attention is like a flashlight inside our minds. We'll shine the light to notice what's going on with our bodies and how they feel.*
- *First, let's see if we can shine that light on our feet and our legs. Notice where your legs and feet are right now and how they feel. Are your feet comfortable?*
- *What about your legs? Are there any places where they feel uncomfortable? Do they need anything?*
- *Now we'll shine our attention all the way up to our bellies and chests. Can you notice your breath moving your belly or your chest? How does your breath feel? Is it moving freely? Is it comfortable?*
- *Moving on, imagine shining that light down one arm and then the other.*
- *Where are your arms and how do they feel? Are your arms and hands comfortable where they are or uncomfortable? Do they need anything?*

- *Finally, let's move our attention up to the neck and shoulders. Are they comfortable while you rest in this position? Do you notice any uncomfortable sensations in your neck or shoulders?*
- *Now that you've paid some attention to your body, make any changes your body needs for rest.*

Allow for one to two minutes of Rest.

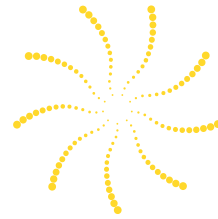
TAKE-HOME PRACTICE

- *Before dinner tonight, see if you can remember which emotions you felt today. How many different emotions did you feel? Which ones were comfortable and which ones were uncomfortable? Ask a family member which emotions they felt during their day.*



Lesson 4

WHAT ARE YOU FEELING?



Goal Statement

Students will understand that feelings often arise in response to experiences, or triggers.

Essential Question

When do I experience different emotions?

“I Can” Statement

I can demonstrate and name emotions that would arise from a trigger.

Key Learning Objectives

Students will know...

- Many experiences can trigger emotions.
- Checking in can help them notice what they feel.

Students will be able to...

- Name specific emotions that arise from triggers.
- Show facial and bodily expressions for emotions.

Materials

- Journals
- Tempera paint or ink pads
- Sharp pencils or fine-tipped black markers
- Images of faces showing different expressions
- Book *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst

Preparation/Setup

- Organize student journals for quick distribution.
- Load or display images of facial expressions of emotions.
- Set up paint or ink pads.
- Set out pencils or markers.
- Set out *Alexander and the Terrible, Horrible, No Good, Very Bad Day*.

New Vocabulary

Erupt/eruptions
Dormant

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

Calming and Focusing
Check-In
Senses Check-In
Rest and Reflection

CALMING AND FOCUSING / 2 mins

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

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

THUMBS UP / 8 mins**Check-In** (UNIT 1, LESSON 1)

After the tone stops in the Focusing exercise, lead students in a brief Check-In practice to notice how they are feeling. During the Check-In, tell students if they notice any emotion, to notice whether it is comfortable or uncomfortable. Tell them that once they have noticed and identified how they are feeling, they should look up to let you know.

Project or hold up drawings of facial expressions, and direct students to record how they are feeling on the thumbprints in their journals as they did in the last lesson.

Review with students the meaning of the word trigger. Then ask students to label their emotion and write a sentence that explains what may have triggered that emotion.

Finally, invite volunteers to share the name of the emotion they were feeling. Ask them to say whether this emotion is a comfortable or uncomfortable feeling.

WHAT ARE YOU FEELING, ALEXANDER? / 15 mins

Tell students that they're going to return to the story of *Alexander and his terrible, horrible, no good, very bad day*, and that they're going to take a closer look to see what made it so uncomfortable for him.

Ask students questions such as the following:

-
- ***In the book, did Alexander ever say how he was feeling?***
 - ***Did anyone ever ask Alexander how he was feeling?***
 - ***If Alexander stopped to check in, what do you think he would have noticed?***
-

Tell students you think it would really help Alexander to notice how he was feeling and give his feelings names. Explain to students that you would like

their help to figure out how Alexander was feeling. Choose a few key scenes from the book to explore Alexander's emotions. Call on small groups of students to come to the front or center of the room to represent Alexander. Re-read a scene, showing the illustration. Ask those students to imagine they are Alexander while you read the scene. Invite them to show with their faces and bodies what Alexander looks like in the book. Then, still imagining they are Alexander, ask them to check in with how they are feeling in this situation. Modeling concern, ask each student, "What are you feeling, Alexander?" Invite each student volunteer to share how they are feeling. As needed, help them find specific emotion words to describe how they would be feeling.

Repeat this demonstration with a few key scenes, inviting all students to have a turn as Alexander if possible.

SUMMARIZE FOR STUDENTS:

- *Many different experiences can trigger emotions.*
- *Checking in can help us notice how we feel.*
- *All feelings are okay.*

Conclude by asking students questions to help them reflect, such as: What do you think the next day might be like for Alexander?



MINDFUL MOVEMENT / 20 mins

Remind students that sometimes, like Alexander, they don't notice how their emotions are affecting them. Remind them that checking in can help them notice how they feel. Tell them that when they practice Mindful Movement, they are working on getting stronger in noticing how they feel.

Fresh Start Sequence (UNIT 1, LESSON 3)

Lead students through the sequence twice.

Pause before the final repetition of the sequence and remind students that just like emotions, physical sensations can be both comfortable and uncomfortable. Invite students to notice one comfortable sensation they experience during the next round of the Fresh Start Sequence and one uncomfortable sensation.

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

After the Fresh Start Sequence invite students to share what they noticed.

If necessary, model this for students by sharing with students one comfortable sensation you noticed while you practiced the Fresh Start Sequence and one uncomfortable sensation you experienced. For example you might say that the feeling of your lungs expanding with the breath was comfortable and the feeling of your shoulders starting to get stiff was uncomfortable.

Surfer (UNIT 2, LESSON 3)

Lead students through the pose.

[OPTIONAL] Wave A (UNIT 2, LESSON 3)

Lead students through the pose.

[OPTIONAL] Wave B (UNIT 2, LESSON 3)

Lead students through the pose.

Volcano (UNIT 2, LESSON 3)

Lead students through the pose.

Emotional Eruptions

This activity facilitates individual role-playing of automatic emotional reactions. It uses creative movement to encourage physical connection with emotional experience and brings attention to the automatic emotional reactions that can result from words or events in our environments.

Ask students what happens when a volcano is too full of hot gas. Explain to students that they will play a game where they use their bodies to create eruptions from Volcano pose. The eruptions they create will be emotional eruptions. Explain that an eruption is an outburst that happens suddenly without planning. Ask students for their ideas of what an emotional eruption might be and explain that all of us have moments where we have emotional reactions without thinking.

Have students begin in Volcano pose.

Each round, read one of the following emotion prompts. Explain that when they hear the prompt, students should immediately create their emotion eruption by bursting up from Volcano pose with a facial expression and body language (recall Mood Masks and Mood Costumes activities) that represents how they might automatically react to the prompt. They should do the first

thing that comes to mind, without taking time to think about it. Explain that there is no right or wrong response and they should act out the first reaction that they think of. After the “eruption,” have students return to their dormant volcano state.

- *You wake up with gum in your hair.*
- *You are walking down the hall at school and someone calls you a mean name.*
- *You wake up on Saturday and there is a giant thunderstorm.*
- *You get a project back from your teacher and you didn’t do as well as you’d hoped.*
- *Your teacher decides to get a snake for a class pet.*
- *Today the cafeteria is serving your favorite lunch, but when you get in line, they are all out and you have to get something else instead.*
- *You trip on the sidewalk and tear your new jeans.*
- *Your best friend won’t let you choose what to play.*
- *You are going swimming in the ocean for the first time.*
- *Your best friend ignores you.*
- *Someone bumps into you in the hall and you drop your art project.*
- *Your friend’s parents take you to ride on a roller coaster.*

During the activity, invite students to share what feeling they are acting out. Periodically, have them check in before they return to their dormant volcano state and invite them to notice how it feels in their bodies to act out that emotion.

Use as many prompts as you choose, then guide students to return to seated.

[OPTIONAL] **Seated Forward Fold** (UNIT 2, LESSON 3)

Lead students through the pose.

Closing Sequence (UNIT 1, LESSON 1)

Lead students through the sequence.



TEACHING TIP



After students respond to the final scenario you give them, instruct them to hold Volcano pose for a few breaths and then transition to seated.

REST AND REFLECTION / 5 mins

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

Senses Check-In

Guide students in briefly checking in with their senses before settling in to rest:

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

Allow one to two minutes of Rest.

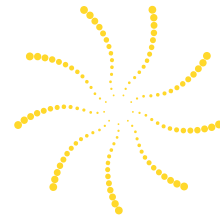
TAKE-HOME PRACTICE

- *Show a family member facial expressions for emotions. Ask them to guess what emotion you are showing.*



Lesson 5

FEELING MY BEST



Goal Statement

Students will explore what makes them feel like their best selves.

Essential Question

When do I feel like my best self?

“I Can” Statement

I can describe what makes me feel like my best self.

Key Learning Objectives

Students will know...

- Part of being their best self is feeling happy, healthy, and proud of who they are.

Students will be able to...

- Identify experiences where they feel like their best selves.

Materials

- Journals
- Tempera paint or ink pads
- Sharp pencils or fine-tipped black markers, crayons
- Images of faces showing different expressions
- Feeling My Best worksheet

Preparation/Setup

- Organize student journals for quick distribution.
- Load or display images of faces.
- Set up paint or ink pads.
- Set out pencils or markers.
- Prepare worksheets, crayons, and pencils.

New Mindful Movements

Poses

Windmill
Elephant

Sequences

None

Mindful Moments

Calming and Focusing
Check-In
Visualizing My Best Self
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.

THUMBS UP / 5 mins

Check-In (UNIT 1, LESSON 1)

After the tone stops in the Focusing exercise, lead students in a brief Check-In practice to notice how they are feeling. During the Check-In, tell students if they notice any emotion, to notice whether it is comfortable or uncomfortable. Tell them that once they have noticed and identified how they are feeling, they should look up to let you know.

Project or hold up drawings of facial expressions, and direct students to record how they are feeling on the thumbprints in their journals as they did in the last lesson.

Review with students the meaning of the word trigger. Then ask students to label their emotion and write a sentence that explains what may have triggered that emotion.

Finally, invite volunteers to share the name of the emotion they were feeling. Ask them to say whether this emotion is a comfortable or uncomfortable feeling.

FEELING MY BEST / 13 mins

Invite students to share what they think it means to feel like your best self. Ask questions such as:

-
- ***In the book, did Alexander feel like his best self?***
 - ***When do you feel like your best self?***
-

Share examples of activities and experiences that make you feel like your best (experiences that lead you to feel happy, healthy, strong, and proud of yourself).

SUMMARIZE FOR STUDENTS:

- *Part of being our best selves is feeling happy, healthy, and proud of ourselves.*
- *We each have our own experiences that support us in feeling like our best selves.*

Give students a Feeling My Best worksheet and review the prompts with them as a group, checking for understanding. Invite them to draw or write their responses to the prompts. Check in with individual students as they work.

Feeling My Best

I feel happy when: _____

I feel proud of myself when: _____

I feel healthy and strong when: _____

I feel safe and cared for when: _____

Invite students to share one example from their work with the class.



MINDFUL MOVEMENT / 20 mins

Easy Pose/Check-In (UNIT 1, LESSON 1)

Have students sit in Easy pose with their hands on their Anchors and take a few breaths. Invite them to notice any positive signals or messages the body is sending. For example, is the sensation of their breath flowing in and out a pleasant experience? Is their body a comfortable temperature? Are they looking forward to moving around a bit?

Invite students to notice what it feels like to place their attention on these positive experiences.

[OPTIONAL] Cat/Cow (UNIT 1, LESSON 1)

Lead students through the sequence.

[OPTIONAL] **Dog** (UNIT 1, LESSON 1)

Lead students through the pose.

[OPTIONAL] **Mountain/Sunrise** (UNIT 2, LESSON 1)

Lead students through the sequence.

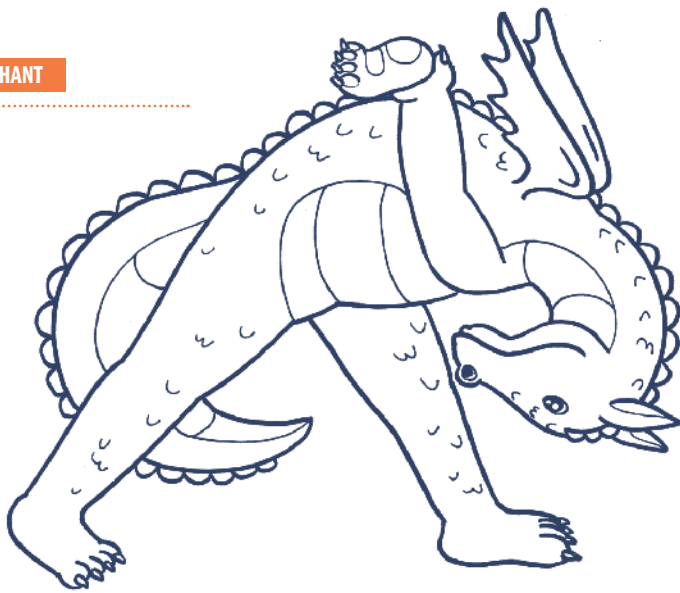
Fresh Start Sequence (UNIT 1, LESSON 3)

Lead students through the sequence twice. Invite students to notice in which poses they feel strong.

Standing Starfish (UNIT 2, LESSON 1)

Lead students through the pose.

ELEPHANT



Elephant new

Tell students that today they will learn two new standing poses: Elephant and Windmill.

Invite students to notice what it feels like to learn something new. Then model and guide students through Elephant pose using the following cues as reference.

1. Begin in Standing Starfish pose.
2. Notice if your feet are so wide apart that it is uncomfortable to stand and keep upright—then you know to bring your feet in a bit. Notice if your feet are too close—are you able to move them out

without losing your ability to press firmly down into the ground evenly through both of your feet?

3. Turn the hips to face right, simultaneously turning the right foot toward the right and the left foot about 45 degrees to the right. (Alternative entry into the pose: Face the short edge of the mat, take a big step back with the left foot.)
4. Inhale: Put your arms behind your back, and if possible, grasp your elbows with your hands. Lengthen up through your spine.
5. Exhale: Press down through both feet and fold the upper body over the right leg without curving your back.
6. Hold the pose for three to five breaths:
 - Breathing in, imagine the expansion of the breath lengthening the torso.
 - Breathing out, imagine you have the weight of an elephant—your head and chest are broad and heavy.
 - Breathing in, imagine strong elephant legs, and press deeply into the ground.
 - Breathing out, feel the stretch in the legs.
7. Inhale: Lengthen the spine to lift up from the pose.
8. Exhale: Turn to face the left, repeating the pose on the left side.
9. Inhale: Lengthen the spine to lift up from the pose and return to Mountain pose.

[OPTIONAL] **Surfer's Awareness**

While holding Surfer pose (Unit 2, Lesson 3), invite students to imagine what a surfer could focus their attention on:

- *Imagine the sounds of the ocean around you, the movement of the waves, the wind on your face, the sunshine, the feeling of the board underfoot rising and falling, etc.*

Invite students to imagine how a surfer would feel doing their favorite activity.

> **OPTIONAL:** Show a brief video clip of surfing or play an ocean sounds audio clip.

[OPTIONAL] **Wave A** (UNIT 2, LESSON 3)

Lead students through the pose.

TEACHING TIP



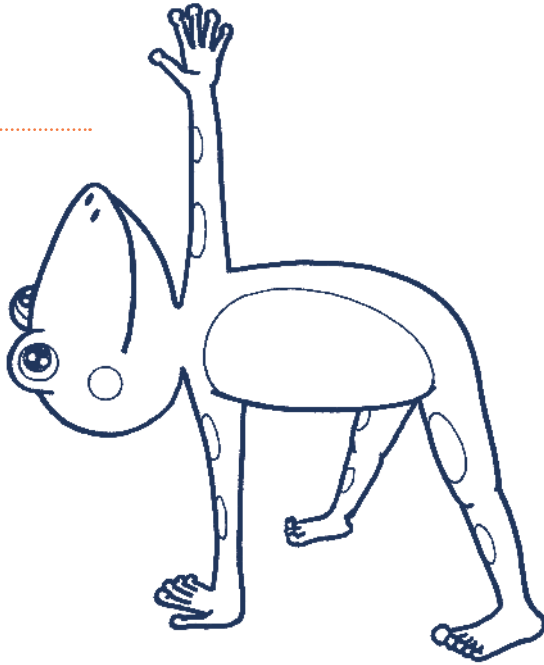
Only include one of these elements if it requires minimal effort during the movement practice, i.e., if it can be set up and ready before the movement practice begins.

[OPTIONAL] **Wave B** (UNIT 2, LESSON 3)

Lead students through the pose.

Volcano (UNIT 2, LESSON 3)

Lead students through the pose.

WINDMILL**Windmill** new

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

1. Begin in Mountain pose. Then step or hop feet wide.
2. Inhale: Grow tall, feel the space in the front of your body.
3. Exhale: Fold forward, bringing hands to the floor. (Knees can be bent.)
4. Inhale: Press the left hand into the middle of the mat.
5. Exhale: Twist right, lifting the right hand up to reach toward the ceiling. Look at the right hand.
6. Hold the pose for three breaths.
 - Breathing in, expand across the chest.
 - Breathing out, relax the upper body into the twist.
7. Inhale: Release the twist and place both hands on the mat and press the right hand into the middle of the mat.

- 8. Exhale: Twist left and lift the left arm into air, reaching toward the ceiling. Look at the left hand.**
- 9. Hold the pose, counting three breaths.**
- 10. Release the twist and place both hands on hips.**
- 11. Inhale: Lift up from the pose. Step back to Mountain.**

Seated Forward Fold (UNIT 2, LESSON 3)

Lead students through the pose.

Closing Sequence (UNIT 1, LESSON 1)

Lead students through the sequence.

**REST AND REFLECTION** / 8 mins

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

Visualizing My Best Self

Lead students in a short visualization to connect with a positive sense of self, using some or all of the cues below, and providing pauses for students to reflect:

- *As you settle into a comfortable position to rest, focus your attention on your breath.*
- *Now, take a moment to remember a time in school when you really felt like your best self.*
- *Maybe you made a new friend, or did well in a sports game or performance.*
- *Maybe you really loved a game you played in class, or you had a really fun time at lunch.*
- *Try to remember one time when you felt your best.*
- *Pick one memory and focus your attention on it.*

- *What happened in your memory? What were you doing that led you to feel like your best self?*
- *Picture the memory in your mind.*
- *Where were you and who were you with?*
- *Imagine yourself in that moment again.*
- *What emotions did you feel? Were you happy? Calm? Proud? Excited? Thankful?*
- *Focus for a moment on that feeling of being your best self.*
- *Invite those feelings of pride or happiness to visit you now.*
- *And then let your mind rest for a few moments*

Allow one to two minutes of Rest.

Invite volunteers to share their responses to this practice or facilitate a pair share.

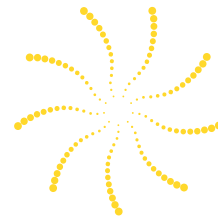
TAKE-HOME PRACTICE

- *Ask someone in your family when they feel like their best self. Share with them a time when you feel like your best self.*



Lesson 6

BEING PRESENT



Goal Statement

Students will understand that what they notice and appreciate affects how they feel. They will practice being present with their senses in a mindful eating activity.

Essential Question

What can I discover when I am being present?

“I Can” Statement

I can practice Mindful Eating.

Key Learning Objectives

Students will know...

- Being present means paying attention to what is happening right here and now.
- Being present helps them notice and appreciate their experiences.
- What they notice and appreciate affects how they feel.

Students will be able to...

- Use their senses to explore the feel, smell, and taste of new food.

Materials

- Journals
- Book *What Does It Mean to Be Present?* by Raina DiOrio
- Tempera paint or ink pads
- Sharp pencils or fine-tipped black markers
- Images of facial expressions of several different emotions
- Sample Mindful Eating script from the PRACTICE GUIDE
- Slices of fresh or dried fruit (1–2 pieces per student)
- Napkins (1 per student)
- [Optional] Serving tray

Preparation/Setup

- Organize student journals for quick distribution.
- Display images of facial expressions of emotions.
- Set up paint or ink pads.
- Set out pencils or markers.
- Review the sample Mindful Eating script from the PRACTICE GUIDE.
- Prepare 1–2 slices of fresh or dried fruit per student and arrange them on a serving tray.

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

Calming and Focusing

Check-In

Mindful Eating

Senses Check-In

Rest and Reflection

New Vocabulary

Mindful

Present

Senses

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.

THUMBS UP / 5 mins**Check-In** (UNIT 1, LESSON 1)

After the tone stops in the Focusing exercise, lead students in a brief Check-In practice to notice how they are feeling.

During the Check-In, make sure to use the word present. For example, you might say:

- *Check in with how you're feeling in the present moment, right here and now.*

Tell students if they notice any emotion, to notice whether it is comfortable or uncomfortable. Tell them that once they have noticed and identified how they are feeling, they should look up to let you know.

Project or hold up drawings of facial expressions, and direct students to record the emotion they are feeling on the thumbprints in their journals.

WHAT DOES IT MEAN TO BE PRESENT? / 8 mins

Introduce the book *What Does It Mean to Be Present?* by Raina DiOrio, showing the cover. Invite students to share what they think it means to be present.

Read the story, showing the illustrations, and asking questions such as the following during or after the read-aloud:

-
- ***What examples do (did) you see of someone not being present?***
 - ***What examples do (did) you see of someone who is being present?***
 - ***If these characters are fully present, what will they notice? If they are not present, what will they miss?***
 - ***Is being present like being mindful?***
-

SUMMARIZE FOR STUDENTS:

- *Being present means paying attention to what is happening inside us or around us right here and now.*
- *Being present helps us notice and appreciate our experiences.*

MINDFUL EATING / 15 mins

NOTE *Mindful Eating can be placed before or after Mindful Movement.*

Tell students that in this lesson they will have the chance to use their mindful awareness to practice being present. They will practice being present with all of their senses while they try a food item.

Use the sample Mindful Eating script in the PRACTICE GUIDE as a resource for facilitating this activity. Depending on the season, prepare enough slices of apple, kiwi, watermelon, or other fresh fruit for each student to have one or two pieces. Dried fruit, such as raisins or freeze-dried apples, can also be used. Prepare fruit ahead of time by placing one or two slices on enough napkins/sample cups for the class and laying them out on a serving tray.

Model cleaning your hands in front of students. Distribute napkins and fruit to each student, instructing them to leave it on the napkin in front of them until they receive further instructions. Tell students they will use mindful awareness to be fully present with what each of their senses is experiencing during this activity.

Lead a Mindful Eating practice using the following script as reference:

- *Today we're going to practice Mindful Eating.*
- *Begin by placing your hands on your Anchors and noticing your breath.*
- *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 food.*
- *Remember not to eat the [food item] until I tell you.*
- *First, take a moment to examine the [food item] with your eyes. Look at it up close.*
- *Now, look at it from another angle.*
- *Try looking at just a part of the [food item]. Then look at the whole thing. Does your experience with the [food item] shift as you examine it from different perspectives?*

- Now explore the [food item] 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 [food item]. Does it make any noise? Place your ear up close. Do you hear anything?
- Now lightly touch the [food item]. Push on it. Gently squeeze it. Does it change its form when you push on it?
- Slowly bring the [food item] 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 [food item] very slowly. First simply lick the [food item].
- Then, place a small amount in your mouth and let it slowly dissolve.
- 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 [food item] going down your throat toward your stomach. Feel the sensations that arise throughout your body as you eat the [food item].
- Now take a deep breath in, and then let it out. Notice how you feel after that experience.

Prompt students to notice what they can appreciate about the fruit while they eat.

Once students have completed the exercise, ask them questions such as the following:

-
- **How did it feel to focus on eating the fruit so deliberately and slowly?**
 - **Were you present with your senses? Was one of your senses harder to pay attention to than the others?**
 - **What did you discover by using your senses to eat mindfully? What did you notice? What did you appreciate?**
 - **How is this the same or different from the way you usually eat?**
 - **Would you say you enjoyed the fruit more or less this way?**
-

SUMMARIZE FOR STUDENTS:

- *Being present helps us notice and appreciate our experiences.*
- *What we notice and appreciate affects how we feel.*

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

Take a moment to lead students through a Check-In practice in Easy pose, emphasizing being present with their bodies to notice how they feel.

[OPTIONAL] Cat/Cow (UNIT 1, LESSON 1)

Lead students through the sequence.

[OPTIONAL] Dog (UNIT 1, LESSON 1)

Lead students through the pose.

[OPTIONAL] Mountain/Sunrise (UNIT 2, LESSON 1)

Lead students through the sequence.

Fresh Start Sequence (UNIT 1, LESSON 3)

Lead students through the sequence twice.

During the first round, encourage students to be present with their sense of hearing, noticing what they hear as they move.

During the second round, encourage students to be present with their breath, noticing their breath go in and out with each movement.

Standing Starfish (UNIT 2, LESSON 1)

While holding the pose, model for students what it's like to intentionally notice and appreciate an experience.

For example, you might say:

- *When I practice being really present, I appreciate how this stretch feels in my body. I also notice that my body is feeling a little bit sore. I notice all of your faces around me, and I appreciate that we get to practice Mindful Movement together.*

[OPTIONAL] **Triangle** (UNIT 2, LESSON 1)

Lead students through the pose.

Elephant (UNIT 2, LESSON 5)

Lead students through the pose. Ask:

- *What feelings do you notice in your body while you practice being present with your body in this stretch?*

Surfer (UNIT 2, LESSON 3)

Lead students through the pose. Ask:

- *What do you notice with your senses while you practice being present in this pose?*

Closing Sequence (UNIT 1, LESSON 1)

Lead students through the sequence.



REST AND REFLECTION / 3–5 mins

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

Senses Check-In

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

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

Allow one to two minutes of Rest.

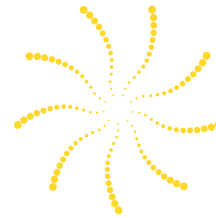
TAKE-HOME PRACTICE

- *Practice being present on your way home today. Can you notice anything you haven't noticed before?*



Lesson 7

WHAT I KNOW ABOUT ME



Goal Statement

Students will apply their self-awareness skills to describe themselves in response to questions and in Mindful Movement.

Essential Question

What do I know about me?

“I Can” Statement

I can describe myself.

Key Learning Objectives

Students will know...

- They are learning and growing with every new experience.

Students will be able to...

- Describe something about themselves, their experiences, or their feelings to their classmates.
- Describe their physical experience in a Mindful Movement game.

Materials

- Journals
- Tempera paint or ink pads
- Sharp pencils or fine-tipped black markers
- Images of facial expressions of several different emotions
- A ball labeled all over with numbers (at least half as many as the number of students, but can be more)
- List of questions corresponding to the numbers on the ball
- Pose cards for Self-Aware Statues activity

Preparation/Setup

- Organize student journals for quick distribution.
- Display images of facial expressions of emotions.
- Set up paint or ink pads.
- Set out pencils or markers.
- Prepare the ball by labeling it with as many numbers as you have questions.
- Prepare the list of questions.
- Set out pose cards for the Self-Aware Statues activity.

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

Calming and Focusing
Check-In
Visualizing My Best Self
Rest and Reflection

New Vocabulary

Self-aware

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.

THUMBS UP / 5 mins**Check-In** (UNIT 1, LESSON 1)

After the tone stops in the Focusing exercise, lead students in a brief Check-In practice to notice how they are feeling.

During the Check-In, make sure to use the word present. For example, you might say:

- *Check in with how you're feeling in the present moment, right here and now.*

Tell students if they notice any emotion, to notice whether it is comfortable or uncomfortable. Tell them that once they have noticed and identified how they are feeling, they should look up to let you know.

Project or hold up drawings of facial expressions, and direct students to record the emotion they are feeling on the thumbprints in their journals.

CATCH YOURSELF / 15 mins

Have students stand in a large circle. Explain that today's game is for them to discover and share what they know about themselves. Remind them they have been learning about themselves a lot throughout this unit—learning about their feelings, triggers, experiences, senses, and times when they feel like their best self.

In this game, they will toss and catch a ball. When they catch it, they will look at the number that is under their right thumb and you will read a statement for them to complete.

Use statements such as the ones below. They should require students to use a measure of self-awareness but they should not be too personal.

Explain that they can pass and get a new statement if they aren't ready to answer the first one you give. Have a student throw the ball to you to model.

Example statements:

- *The subject in school I am strongest in is:*
- *When I have free time, I like to play:*
- *One thing that makes me a little bit mad is:*
- *The mood I was in this morning was:*
- *When I am sad, I feel better when:*
- *I get frustrated when:*
- *My happy place is:*
- *My favorite thing about myself is:*
- *A food that I really don't like is:*
- *A song that makes me feel happy is:*
- *I am really good at:*
- *Sometimes I am a little afraid of:*
- *I don't like it when my friends:*
- *Something I appreciate is:*
- *My favorite thing to play outside is:*
- *I feel my best when:*

Make sure everyone gets at least one turn.

If there is extra time, consider inviting students to share in response to a question they wanted to answer but didn't get the chance to.

Emphasize to students that we are all constantly learning and growing and they will continue to learn new things about themselves for the rest of their lives!



MINDFUL MOVEMENT / 20–25 mins

Tell students that today they will celebrate how much they've learned about themselves with a couple of games during Mindful Movement.

Mountain/Share Your Moves (UNIT 1, LESSON 1)

Guide students in taking a few breaths in Mountain pose, encouraging

students to be aware of what their breath feels like as it flows in and out.

Ask students to close or lower their eyes and take a moment to reflect on how they like to move. Ask them to bring to mind a movement that they like—it can be something they've learned in this class or something completely different.

Invite them to do that movement where they stand, then come back to Mountain.

Invite students to silently reflect on what it feels like to do a movement they enjoy.

If time allows, ask several students to share their responses aloud.

Share Your Moves Warm-Up

Explain that the warm-up movements for today's class will all come from movements that they like to do. The arrangement for this activity can be a large circle or a traditional classroom setup.

Model a movement that you like and instruct students to join you in the movement by copying you. While you move, describe why you like this movement, mentioning how your body feels or emotions that are triggered. Movements can be a gesture, a simple stretch, a dance, or whatever comes to mind.

Tell the class that when someone else is ready to lead their favorite movement, they should raise their hand. When you call on the next leader, they should step forward so that everyone can see them while they demonstrate their movement. Everyone else should transition to this movement. Try to do this without a pause during the transition to keep the activity level up. While the volunteer leads their movement, you may briefly ask them to describe one of the following: why they like it; what they notice about the movement in their bodies; what emotion it triggers.

Continue the warm-up by allowing several students to lead a movement. If time allows and the class is able to manage transitions efficiently, invite everyone to share their movement.

[OPTIONAL] Fresh Start Sequence (UNIT 1, LESSON 3)

Lead students through the sequence at least one time. Doing the sequence between activities can help the class focus before transitioning to the next activity.

Self-Aware Statues

In this activity, students apply body awareness to create a mental map of a

standing pose and then verbally instruct a partner to recreate the pose. This game can be done in pairs, in small groups, or as a whole class.

Each player is given a pose card. They should look at their card but keep it secret from other players.

Display the following steps as a reference:

- **Step 1.** Discovery: Create a body map in your mind.
- **Step 2.** Communication: Create a body map with your words.

In this game, students imagine they are statues that are coming to life but not able to move yet. They have just awoken in their statue form. They are self-aware but they have two tasks to complete before they can become fully alive. Their first task is to understand more about their statue form. They need to use mindful curiosity to search and discover all the details of their statue pose from the inside to create a body map in their minds of what they are doing from head to toe. The second is to be able to communicate what they've discovered. They will create a verbal map to guide others to recreate the same form. They can only move when they have gotten someone else to take the place of their statue.

Demonstrate this process using a pose of your choice (with students facing away from you). As you get into the pose, tell the students you will pause for a moment of mindfulness to help you be present in the pose and create your mental map. Then, give your verbal map and instruct students to attempt to create the pose based on your verbal map. Include in your description different elements of what it is like to be in the pose: the placement of your body, the sensations of your muscles (e.g., stretching, working hard, relaxed), the mental experience (e.g., focus, confidence, calm). These descriptions should be in first person, rather than conveyed as instructions. For example a verbal map for Mountain pose might be: My legs are close together and my feet are flat on the floor. My spine is stacked tall and there is a straight line connecting the crown of my head, my heart, my belly button, and my feet. My arms are by my side and I'm feeling tall, strong, and majestic. I don't feel any stretching in my muscles, but they feel engaged and ready.

To encourage understanding of the activity, ask a volunteer to be the next statue. Make sure students can't see the volunteer. Encourage the volunteer to create their mental map, then communicate it verbally. Then, facilitate the process by asking questions or allowing students to ask questions as you all attempt to recreate the pose.

Continue the game as a whole group or in student pairs. You may want to time this part by ringing a bell to signal when students should get into the pose, create their mental maps, and communicate their verbal maps.

Challenge students to go inside the statues' minds: *What is your statue thinking? What emotions is your statue feeling? How do your answers to these questions compare to your partner's?*

Closing Sequence (UNIT 1, LESSON 1)

Lead students through the sequence.

**REST AND REFLECTION** / 3 mins

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

Visualizing My Best Self

Lead students in a short visualization to connect with a positive sense of self:

- *As you settle into a comfortable position to rest, focus your attention on your breath.*
- *Now bring to mind one thing you have learned during this unit.*
- *Know that you are learning new things every day.*
- *Now bring to mind one challenging movement you practiced in this class.*
- *Your mind and body are growing stronger with every new experience.*
- *Now bring to mind one activity, one thing we did in this class, that you enjoyed.*
- *Know that you will have many moments of joy in your life.*
- *Let yourself notice and appreciate that you are someone who learns, grows, and experiences joy.*
- *Now rest your attention on your breath, noticing how your body and mind feel.*

Allow one to two minutes of Rest.

Take-Home Practice

- *Ask your friends and family to share one thing they think you are good at.*

Lesson Extensions

Catching Feelings

Lessons 1–4

Prepare 1-4 beach balls with emotion words written all over, spaced relatively evenly. Consider writing the words on masking tape if you don't want them to be on the balls permanently. This activity can be done as a whole group, but students will have more opportunity to participate in smaller groups of 6-8 students. Standing in a circle with one ball per group, guide students to begin throwing and catching the beach ball within their group. Give a signal to pause. Whoever has the ball in each group looks at their right thumb (or left pointer finger, etc) to find the word that is closest to it. They then act out that emotion with their body language and facial expressions. The other group members guess the emotion, and then start the game again, repeating the process several times. Alternately, you may have students act out and guess the emotion words each time the ball is caught.

Happiness Research

Lesson 2

Provide students with a human body outline so they can conduct an experiment to discover where people feel emotions in their bodies. First, ask them to sit and think of a very happy memory. Picture all the details and notice how it felt. Then, have them record on their outline to show the place where they felt happiness the most in their bodies. Tell them to color that area brightly where they felt the emotion. (It is okay if they are not able to be precise in their responses.) Then, you may also invite them to color lightly a second area where they felt the emotion, if desired.

Collect the papers and record in the style of a heat map to create one class display of results.

Discuss the results with the class. *Does everyone feel happiness in their bodies in the same way? What were the most common responses? Can memories trigger emotions?*

Consider providing extra copies and instructing learners to ask friends or family members where they feel happiness in their bodies and record the answers. If

they bring the completed outlines back, the class can compile the results and discuss their findings.

Emotional Sort

Lessons 2–4

Use a white board or chart paper to display a few universal emotions, such as happiness, sadness, anger, fear, or surprise. Ask students to write related emotions under each category. Alternatively, also have a list of related emotions on the board for students to move/add to the main emotion categories. The emotions list could contain a mix of words and images to sort. Invite learners to share ideas about some of the differences and similarities between the related emotions.

A New Day

Lessons 4–5

Have students rewrite the start (or any part) of Alexander's day by replacing the events or his response to the events with events or responses they think might show Alexander feeling like his Best Self. Tell students to imagine they are creating a new story called the *Terrific, Fun, Wonderful, Hopeful, Very Good Day*. For example, instead of waking up with gum in his hair, Alexander might wake up to the smell of his favorite breakfast cooking, to snow on the ground (no school!), or with the cat in his bed. His day might get better and better as the morning goes on. Or he could respond differently to the day's events. For example, he could decide to straighten his room after school, focus on the fact that he has his own cereal, or ask for extra time to draw his imagined castle. Invite students to share what emotions might be triggered by the new sequences of events.

This Is Me

Lessons 6–8

Provide materials and simple guidance for learners to create a self-portrait through a drawing, a word cloud, poem, etc. Explain that their self-portrait expresses who they are and can show their strengths, what is important to them, their cultures, and anything else that is a part of who they are. Provide examples of self-portraits to introduce the activity.

Emotional Builders and Bulldozers

Any Lesson

Spread cones out throughout a large space (e.g. field or gym). Place half of the cones on their sides and half standing. Divide class into two teams (Builders and Bulldozers). Builders' goal is to set cones upright, while Bulldozers' goal is to knock them down. Pause the game to discuss what experiences trigger us to feel knocked down and what experiences build us back up to feeling upright and strong. Switch team roles and repeat. You may use variations such as only knocking cones over with certain parts of the body (e.g. elbows or feet). You may also consider changing the ratio of students so that there are more builders or more bulldozers. Pause to ask learners whether they would like to have more "builders" (experiences that make them feel happy, strong, proud, or like their best) in their lives or more "bulldozers" (experiences that trigger them to feel down, disappointed, left out, etc.). Remind students that there will always be bulldozers, but ask them to consider what the outcome might be if we were surrounded by more builders than bulldozers. Invite students to share one way they can be a builder for others. Ask them if there are ways they can be a builder for themselves.

Chain Tag

Any Lesson

One student begins as the starting tagger. The starting tagger tags someone, and the two players then link arms and work together. They tag and add other players to their chain until they have formed a group of 4. They then break the chain in half to form two pairs of taggers. Those pairs tag others and continue repeating the same process until all players have been tagged and linked. Invite students to share what they had to pay attention to in order to move around safely and successfully in their linked chains. Emphasize discussion of what they had to pay attention to about their own bodies and behavior.

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.



Unit 3



SELF-MANAGEMENT



Prior Knowledge

Students should have a general understanding that thoughts and feelings can be comfortable or uncomfortable. They should also be aware that emotions can affect how they act.

Overview

In this unit, students explore the concept of one's **best self** and learn that they can practice being their best self even when they experience strong emotions. They discover that emotions often arise in response to experiences, and they explore their own and others' emotional triggers. Throughout the unit, students practice pausing to notice and respond to how they are feeling with care and compassion, and they develop Best Self Strategies to use in challenging situations. Students also learn that drinks have varying amounts of sugar, and they explore how to determine the appropriate serving size for different types of drinks.

Enduring Understandings

Students will understand:

- To be present means they are focused on the here and now.
- To participate means they are fully engaged in what they're doing or contributing and playing their part.
- They can pause to check in and notice their feelings and behavior.
- Practicing helps them learn and grow new skills.
- There are strategies they can practice to help them be their best self when they're experiencing strong emotions.
- Choosing drinks with less sugar content is one way they can show their bodies care and compassion.

Essential Questions

- How can I be my best self?
- How can I be my best self when I am feeling strong emotions?
- How can I show my body care and compassion?

Lesson Summaries and Materials*

Lesson 1 pages 128–140

Lesson 1—Party Presence: Students learn that being their *best self* means showing care and compassion for themselves and others. They explore how being present helps them be their best selves.

- Invitation that says, “Your presence is requested” (1 that can be projected or hung or individual copies)
- 4Ps poster
- Book *What Does It Mean to be Present?* by Rana DiOrio
- 1–3 balloons as party decoration, if desired
- [Optional] Several balloons for the balloon race or supplies for an egg-and-spoon race or hoop-and-stick race
- Other party decorations (e.g., streamers), if desired
- Teacher Game Guide, which includes rules for a listening game, such as Simon Says, Red Light, Green Light, or What Time Is It, Mr. Fox?
- Image of a *mindfulness muscle*

Lesson 2 pages 141–147

Lesson 2— Your Participation is Requested: Students learn what it means to participate and how participation helps them be their best selves by showing care and compassion for themselves and others.

- Invitation that says “Your presence and participation are requested” (1 that can be projected or hung or individual copies)
- 4Ps poster
- [Optional]: 1–3 balloons as party decoration
- [Optional]: Other party decorations
- Parachute or bed sheet for playing parachute games
- Beanbags for parachute games
- Video or photo of a party, such as “Cat Party” by Koo Koo Kanga Roo

Lesson 3 pages 148–156

Lesson 3—A Pause in the Party: Students practice being present and participating by listening to a story and discussing its events. They discover what it means to pause and why pausing helps them show care and compassion to themselves and others.

- Invitation that says “A pause is requested at the party” (1 that can be projected or hung or individual copies)
- 4Ps poster
- 1–3 balloons as party decoration, if desired
- The book *Scaredy Squirrel Has a Birthday Party* by Mélanie Watt

Lesson 4
pages 157–164

Lesson 4—A Pause for the Pyramid: Students will explore how making healthier drink choices is one way they can show their bodies care and compassion.

- Invitation that says “A pause is requested at the party” (1 that can be projected or hung or individual copies)
- 1–3 balloons as party decoration, if desired
- The book *Scaredy Squirrel Has a Birthday Party* by Mélanie Watt
- Image of a drink pyramid to project
- Graphic organizers for Pressing Pause with Sugar activity
- Pictures of milk (include a non-dairy milk example), water, juice, and soda to project, with images of nutrition labels
- [Optional] One or more bottles or cartons of each drink choice: milk, juice, water, and soda, with nutrition labels

Lesson 5
pages 165–175

Lesson 5—Your Pause is Requested: Students practice taking a pause and explore how pausing helps them respond with care when they experience strong emotions.

- Whiteboard or display screen
- Invitation that says “A pause is requested at the party” (1 that can be projected or hung or individual copies)
- 1–3 balloons as party decoration, if desired
- Teacher Game Guide

Lesson 6
pages 176–183

Lesson 6—Drawing Strong Emotions: Students acknowledge that sometimes it is challenging to be one’s best self. They explore how understanding their own and others’ triggers can help them show care to those around them.

- Whiteboard or display screen
- Invitation that says “A pause is requested at the party” (1 that can be projected or hung or individual copies)
- 1 sheet of paper per student with 3 panels for drawing (drawing paper folded into thirds or printed copies of a three-panel comic template)
- Pencils, crayons, colored pencils
- Example of 3-panel drawing
- Signs labeled with examples of strong emotions

Lesson 7
pages 184–189

Lesson 7—Party Favor: Students explore how they can still be their best selves even when they are feeling strong emotions.

- Whiteboard or display screen
- 4Ps poster
- Note that says “Thanks for coming,” “Thanks for your presence,” or “Thanks for your participation in our party” (1 that can be hung or projected or individual copies)
- 1–3 balloons as party decoration, if desired
- Student panel drawings from Lesson 6
- [Optional] *The book *When I’m Feeling Angry* by Trace Moroney (for differentiation activity)
- Crayons and/or colored pencils
- [Optional] Video showing children using breathing techniques to calm and settle their minds/emotions, such as “Just Breathe,” a short film written by Julie Bayer Salzman & Josh Salzman (Wavecrest Films)

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

New Mindful Movements

Poses

Tree
Stork
Victory
Lever
Pointing Dog
Boat

Sequences

Superhero Sequence

Mindful Moments

Calming and Focusing
Anchors
Check-In
Wiggle and Relax
Breath Awareness
Even-In, Even-Out Breath
Letting-Go Breath
Lion's Breath
Tension Release
Calming Breath
[Optional] Cooling Breath
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

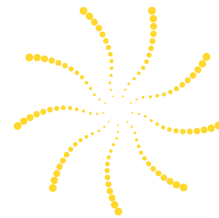
Students will be able to:

- Practice being present and paying attention (Lesson 1).
- Describe what it means to be their best self (Lessons 1–7).
- Practice strategies to calm and settle their minds and bodies (Lessons 1–7).
- Demonstrate participation in a group game and explain how it helps them show care for themselves and others (Lesson 2).
- Conclude that they can be their best selves even when they experience uncomfortable thoughts and feelings (Lesson 3).
- Demonstrate how to “press pause” (Lessons 3–6).
- Compare beverages (water, milk, juice, and soda) by their sugar content (Lesson 4).
- Identify a serving size (Lesson 4).
- Conclude that taking a pause helps them notice their thoughts and feelings (Lesson 5).
- Identify their own and others’ emotional triggers (Lesson 6).
- Illustrate one way to respond to strong emotions with care and compassion (Lesson 7).



Lesson 1

PARTY PRESENCE



Goal Statement

Students will learn that being their *best self* means showing care and compassion for themselves and others. They will explore how being present helps them be their best selves.

Essential Question

How can I be my best self?

“I Can” Statement

I can practice being present.

Key Learning Objectives

Students will know...

- Showing care for themselves and others helps them to be their best selves.
- Being present means paying attention and noticing what is happening right here and now inside themselves or around them.
- They can strengthen skills through practice.

Students will be able to...

- Practice being present and paying attention.
- Practice strategies to calm and settle their minds and bodies.

Materials

- Invitation that says “Your presence is requested” (1 that can be projected or hung or individual copies)
- 4Ps poster
- Book *What Does It Mean to be Present?* by Rana DiOrio
- 1–3 balloons as party decoration, if desired
- [Optional] Several balloons for the balloon race or supplies for an egg-and-spoon race or hoop-and-stick race
- Other party decorations (e.g., streamers), if desired
- Teacher Game Guide, which includes rules for a listening game, such as Simon Says, Red Light, Green Light, or What Time Is It, Mr. Fox?
- Image for mindfulness muscle

Preparation/Setup

- Load or hang up images of the party invitation and of mindfulness muscle.
- Hang up the 4Ps poster.
- Set out the book *What Does It Mean to be Present?* by Rana DiOrio.
- Decorate the room with balloons and/or other party decor.
- Review the Teacher Game Guide (if playing the optional game, prepare materials for the relay).

New Mindful Movements

Poses

Tree
Stork

Sequences

None

Mindful Moments

Calming and Focusing
Anchors
Check-In
Wiggle and Relax
Rest and Reflection

New Vocabulary

Best self
Presence
Focus
Attention
Distracted

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.

YOUR PRESENCE IS REQUESTED / 5 mins

NOTE In this lesson, you will engage students with the party theme and introduce the concepts of the 4 Ps for being your best self. These concepts can be briefly explored here and reinforced to grow learners' understanding throughout the unit.

Set the stage for a pretend party by projecting, posting, or handing out party invitations that say "Your presence is requested." Include information about the party, such as "Bring your best self to the party" and "There will be games and refreshments."



TEACHING TIP



Gain the students' interest by handing them each an invitation as they enter the classroom.

TEACHING TIP



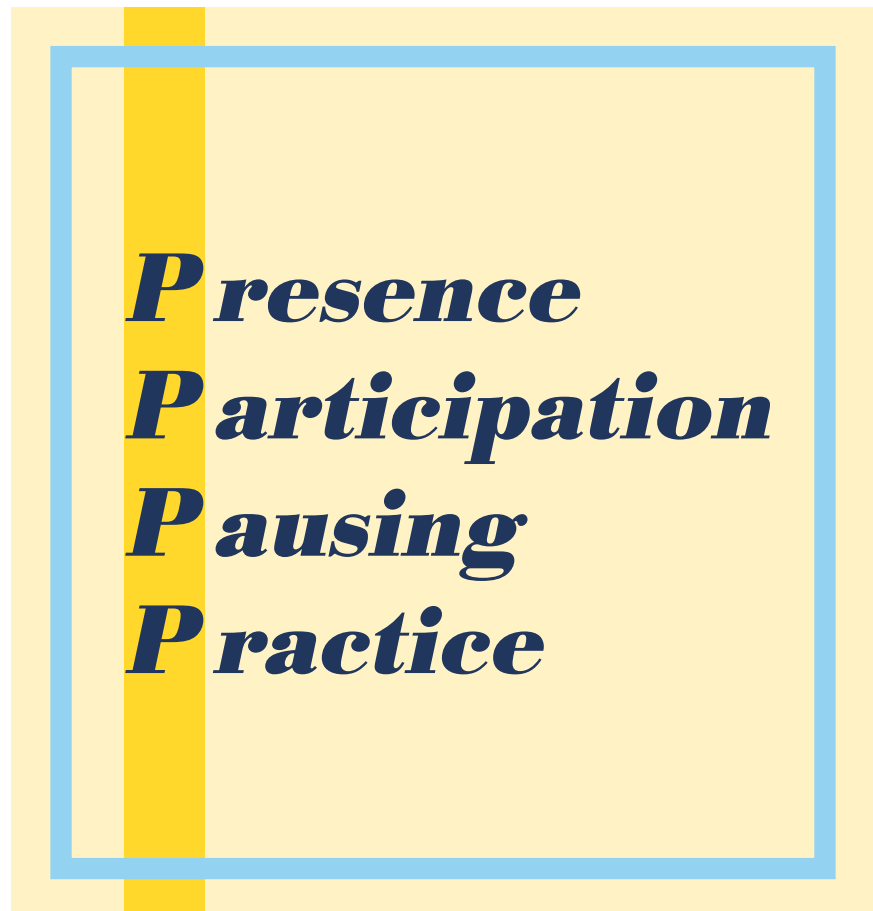
If appropriate, share an example about yourself in which you contrast times when you did and did not feel like you were being your best self.

LESSON 1

Briefly go over the invitation with the students, focusing on the meaning of “your presence is requested.” Invite students to share what they think this means. Show them the book *What Does It Mean to Be Present?* and recall together what they learned about being present.

Point out the phrase “bring your best self to the party” on the invitation and ask students to guess what that means. Review the idea of **best self** by asking them what they do or how they feel when they are their best selves. Help students conclude that a big part of being your best self means acting in ways that show care for themselves and others.

Tell students that during this unit, they will learn about four words that start with the letter P that will help them to be their best selves: Presence, Participation, Pausing, and Practice. Introduce students to the 4Ps poster and invite them to share what they know about the four words. Explain that you will focus on each of these words throughout this unit.



SUMMARIZE FOR STUDENTS:

- *Presence means paying attention and noticing what is happening right here and now inside ourselves or around us.*
- *Being present can help us to be our best selves.*

PARTY GAMES / 15 min

Remind students that the lessons in this unit are going to be like parts of a party, and explain that now is the time for Party Games!

Introduce a listening game such as Red Light, Green Light, Simon Says, or What Time Is It, Mr. Fox? as the first party game. See the Teacher Game Guide with this unit for directions to the games.

Remind students that presence means paying attention and noticing what is happening right here and now inside themselves or around them. Then tell students that the key to being their best self in this game is being able to stay present and pay careful attention to what the leader says. (Any variation of the game will work as long as students have to pay attention.)

Lead students in reflecting on the games by asking them questions, such as:

-
- ***What is the secret to doing well at the game?*** [Answer: staying present/listening with full attention.]
 - ***What are some ways to practice being present?*** [Answer: practice paying close attention; use our senses to notice what's happening around us; practice calming and focusing our mind and body; Mindful Listening, etc.]
 - ***Could being present help you in school? At home? In sports?***
 - ***How could being present help you show care and compassion for yourself and others?***
-

SUMMARIZE FOR STUDENTS:

- *Being present means focusing on what's happening right here and now.*
- *Being present can help us be our best selves.*
- *We can get better at being present through practice.*

Introduce a balloon race as a second party game. (Alternatively, you could organize an egg-and-spoon race or an old-fashioned hoop-and-stick race—something that requires focus and dexterity.)

Tell students that this game requires them to use their **mindfulness muscle** to be present and focus on what their bodies are feeling and doing.

TEACHING TIP

As students play the game, underscore the concept of *presence* by positively reinforcing times when students are listening with focused attention—when they are practicing staying present.



Demonstrate by putting the balloon (or a ball) between your legs and asking students what they might need to focus on to keep from dropping the balloon as they run [*Answer: keeping our knees together, feeling where the balloon is, reminding ourselves not to run too fast*].

Divide students into two or more teams to play the relay game. Explain that the balloon must be between their legs any time they are moving forward. If they drop it, they must stop and put it back between their legs before they can run again. Alternatively, you could ask students to return to the starting line when they drop the balloon.

TEACHING TIP



Use an interactive questioning technique with this activity: Pass the balloon or balloons around to signal which students will answer questions.

Reflect on the relay by asking students questions, such as:

- **What did you have to do to be successful in the game?** [*Answer: Be careful with my body; focus my attention, etc.*]
- **What would have happened if—or what happened when—you stopped paying attention to the balloon that was between your legs?**
- **What if you played this game every day? Would practicing help you get better at it?**
- **How does being present help you be your best self in this game?**

SUMMARIZE FOR STUDENTS:

- *Being mentally present means focusing and paying attention to what is happening right here and now.*
- *Being present can help us be our best selves.*
- *We can get better at being present through practice.*

**MINDFUL MOVEMENT / 15 min****Introduction**

Tell students that the party will continue as they practice Mindful Movement! Explain that they will be learning a couple of fun new balancing standing poses and invite them to practice being present and focused as they try them out.

Easy Pose/Anchors (UNIT 1, LESSON 1)

Invite students to sit in the middle of their mat with their legs crossed in a comfortable Easy pose.

Guide students to place one hand on their bellies and the other on their hearts—their Anchors.

Invite students to connect with the rhythm of their breath and their heartbeat:

- ***Bring your attention to your breath. Is it fast? Is it slow? Can you feel your belly moving with your breath? There's no need to change the pace of your breath. Simply notice what you are experiencing.***
- ***Now bring your attention to your heart. Can you feel your heart beating? If you listen closely, can you hear it?***

Tell students that the hand on their heart and the hand on their stomach are like Anchors: when they place their hands on these points and focus on their breath, their minds and bodies begin to settle even if they're experiencing uncomfortable thoughts or feelings.

Explore this in greater detail by inviting students to define what an anchor is and how it works (e.g., It keeps ships from sailing away when there are lots of waves. It keeps the ship still, in one place, etc.) Emphasize for students that Anchors provide safety and stability. Then invite them to take a few more

deep breaths with their hands on their Anchors, noticing whether they feel more calm and settled when they do so. Link this to the concept of presence by saying;

- *When my mind and body are calm and settled, it's easier for me to be present. Is that true for you too?*

Let students know that they will come back to their Anchors throughout the movements to help them stay present.

Fresh Start Sequence (UNIT 1, LESSON 3)

Complete the sequence three to five times.

Say:

- *When you are at a party, what feeling might you experience? Would you have fun? Let's bring in some fun to our practice of the Fresh Start Sequence today.*

Have students practice maintaining focused attention while they change the speed of the sequence. First have them move through the sequence slowly, as if they were moving through honey, concentrating on the strength and ease in their bodies. Then have students speed it up, breathing and saying the postures as they go. Ask students what the difference was for them between practicing quickly and slowly. *When was it easier to stay focused, to stay in the moment? Which way made it easier to do the poses well?*

> **OPTIONAL:** Repeat Simon Says or Red Light, Green Light with the poses from the sequence. Help students notice how practicing mindfulness can help them learn how to be present and pay attention.

Tree

Before modeling and guiding students through this new pose, tell them:

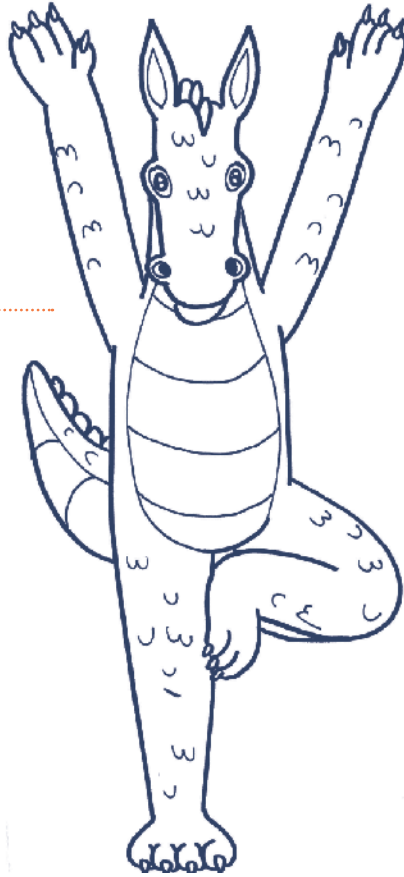
- *Remember, pay attention to your body. Notice if your eyes get distracted or if your mind gets distracted. See if you can bring your attention back to the spot you are focusing on and the feeling of balance in your body. Being present can help us show ourselves and others care and compassion in this pose.*

Use the following cues as reference:

1. **Begin in a strong Mountain pose in the middle or back of the mat. Focus your eyes on the front edge of your mat. Keep your eyes fixed on one spot the whole time.**

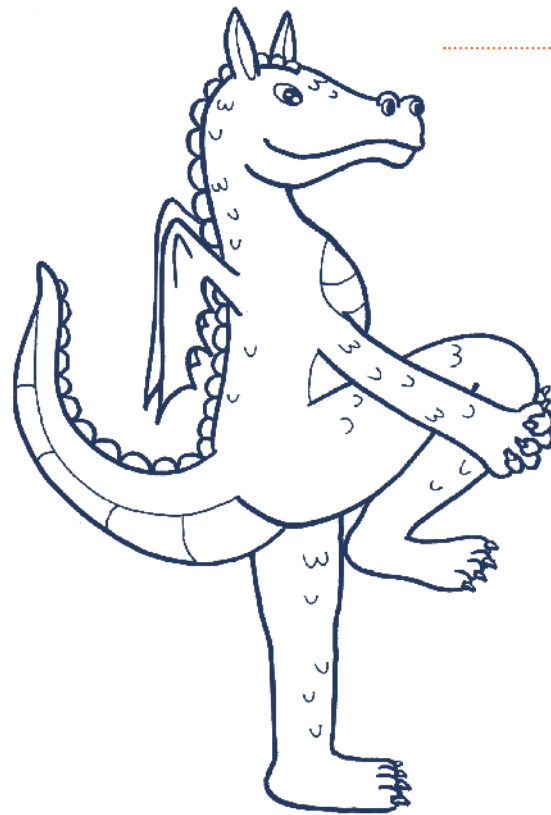
2. Place your hands on your hips, turning your right foot to face the side with your right heel against your left ankle.
3. Inhale: Imagine sending roots down through your left foot, anchoring you to the ground.

TREE



4. Exhale: Lift the right foot and press the sole of the foot against your left calf or inner thigh. **NOTE** *Make sure not to press into the knee.*
5. Hold the pose for three to five breaths:
 - Breathing in, imagine growing taller.
 - Breathing out, press your left foot into the ground, keeping that leg active and strong.
 - Breathing in, bring your arms up over your head, and reach your fingers toward the sky like branches.
 - Breathing out, keep your arms up as you lower your shoulders away from your ears.
6. If you start to lose your balance, place your right foot down to stay safe. You can always build your Tree again, starting with the first step.

7. Exhale: Lower hands to the sides and right foot to the floor.
8. Repeat on the left side.



STORK

Stork new

As you model and guide students into this new pose, demonstrate catching yourself off balance and rebuilding the pose and allow students to notice being your best self by showing care for yourself as you rebuild the pose. Use the following cues as reference:

1. Begin in a strong Mountain pose in the middle or back of the mat. Focus your eyes on the front edge of your mat. Keep your eyes fixed on one spot the whole time.
2. Inhale: Place your hands on your hips and begin to shift your weight into your left foot.
3. Exhale: Imagine sending roots down through your left foot anchoring yourself to the ground.
4. Inhale: Lift your right leg, bend your knee, and place your right hand on the knee.
5. Exhale: Shift your right bent knee out to the right side.
6. Hold the pose for three to five breaths.

7. If you start to lose your balance, place your right foot down to stay safe. You can always build the Stork again, starting with the first step.
8. Exhale: Lower hands to the sides and your right foot to the floor.
9. Repeat on the left side.

[OPTIONAL] **Surfer** (UNIT 2, LESSON 5)

Tell students that the party is headed to the beach and that everyone is going surfing! Guide students through the pose, returning to the theme of being present:

- *Surfers are really good at being present and paying attention. That's how they're able to balance on their surfboards while they ride the waves!*

[OPTIONAL] **Wave A**

Guide students through the pose.

[OPTIONAL] **Wave B**

Guide students through the pose.

Check-In

Before switching to do Surfer (and possibly Wave A and Wave B) on the other side, have students check in with their Anchors. You could do this in the transition between sides, with both feet facing forward, legs spread apart, before going to the other side. Have students place their hands on their Anchors and then invite them to observe their physical sensations, facial expressions, and breath:

- *Place your hands on your Anchors, and if it feels comfortable for you, gently close your eyes. If that does not feel comfortable, simply look down toward the ground instead.*
- *Now take a moment to check in with your body. What does it feel like after surfing the waves? Do some parts of your body feel comfortable? Do other parts feel uncomfortable? You don't need to do anything to change what you find, simply observe what you are experiencing.*
- *Now bring your attention to your face. What expression do you find there? Do you notice a smile? Are your eyes open wide or are you squinting a little bit? You don't need to do anything to change what you find, simply observe what you are experiencing.*

- *Now bring your attention to your breath. Is it fast? Is it slow? Take several moments to observe your breath. You don't need to change the pace, simply watch as it flows in and out on its own.*
- *Notice whether you feel present at the moment. Did checking in with yourself help you feel more present and focused? How can checking in with yourself help you show your body care and compassion?*

Closing Sequence (UNIT 1, LESSON 1)

Lead students through the sequence.



TEACHING TIP



This is an extension of the Body Scan practice introduced in Unit 2. During the Body Scan, students are asked to notice the physical sensations they experience. During the Wiggle and Relax practice, students are invited to bring their attention to their physical experiences and then to practice intentionally relaxing their bodies.

REST AND REFLECTION / 8 min

Guide students to slowly lie down or find another comfortable position for rest, taking a look around the room and then closing their eyes or resting them on one spot.

Wiggle and Relax

Explain that while they are preparing for Rest, they're going to practice Calming and Focusing their bodies as well as their minds. Use the following script to help guide students through the practice.

- *Today we're going to do a new practice to help our bodies relax.*
- *If you'd like, you may close your eyes. If you prefer not to close your eyes, simply choose a spot in the room to focus on.*
- *I will lead you through the practice, guiding you to place your attention on various parts of your body. As you bring your attention to each part of your body, wiggle it, and then allow it to relax.*
- *First bring your attention to your toes. Notice what they feel like. Maybe they feel warm. Or perhaps they feel cool. Take a moment to wiggle your toes. Feel them moving against one another. Now pause, and allow them to relax. Notice whether your toes feel different when they are relaxed.*
- *Now bring your attention to your feet. Notice what they feel like. Do they*

feel like moving? Gently rock your feet from side to side. Notice what it feels like to move them. Now pause and allow them to relax. Notice what it feels like for your feet to be still.

- *Now bring your attention to your legs. Notice what they feel like as they lie still on the floor. Now begin to wiggle them. Do they like to wiggle? Now pause and allow your legs to relax. Notice whether your legs feel heavy as they sink into the floor.*
- *Now bring your attention to your belly. Notice what your belly feels like. Maybe it feels full and at rest. Maybe it's busy digesting. Or perhaps it's hungry and wanting some food. Place your hands on your belly, and notice how your hands go up and down as you breathe in and out. Take two deep breaths, feeling your hands move with each breath. Now pause, placing your arms back on the floor. Allow your stomach to relax.*
- *Now bring your attention to your hands and arms. Notice what they feel like. Gently begin to wiggle them, noticing what they feel like as they move against the floor. Now pause, allowing your arms and your hands to relax. Notice what it feels like for them to be still.*
- *Now bring your attention to your head. Notice what it feels like. Maybe it feels heavy as it lies on the floor. Or perhaps it's busy thinking lots of thoughts. Simply notice what you're experiencing right now. Gently nod your head "yes." Now slowly shake your head "no." Now pause and relax your head. Notice how your head sinks into the floor when you allow it to relax.*
- *Now bring your attention to your whole body. If any part of your body is still moving, notice it and do your best to make it very, very still.*
- *Now take a moment to simply lie quietly, noticing how relaxed you feel.*

Allow one to two minutes of Rest. Then say:

- *Come up to sitting in Easy pose. If it feels comfortable for you, you may keep your eyes closed.*
- *Gently place your hands on your Anchors.*
- *Silently observe how you are feeling after the Body Scan.*
- *There's no need to change what you observe, simply notice what you are experiencing.*

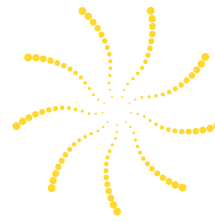
TAKE-HOME PRACTICE

- *Teach someone at home a game that you played today. Explain to them how being present during the game shows care for themselves and others.*



Lesson 2

YOUR PARTICIPATION IS REQUESTED



Goal Statement

Students will learn what it means to participate and how participation helps them be their best selves by showing care and compassion for themselves and others.

Essential Question

How can I be my best self?

“I Can” Statement

I can participate in a group game.

Key Learning Objectives

Students will know...

- Participation means contributing by playing their part.
- Participating is one way they can be their best self.

Students will be able to...

- Practice participating in a group game.
- Describe some ways someone can be their best self.

Materials

- Invitation that says, “Your presence and participation are requested” (1 that can be projected or hung or individual copies)
- 4Ps poster
- 1–3 balloons as party decoration, if desired
- Other party decorations, if desired
- Parachute or bed sheet for playing parachute games
- Beanbags for parachute games
- Video or photo of a party, such as “Cat Party” by Koo Koo Kanga Roo

Preparation/Setup

- Load or hang up images of the party invitation.
- Load party video or photos.
- Decorate the room with balloons and/or other party decor.
- Hang the 4Ps poster.
- Have materials readily available for parachute games.

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

Calming and Focusing

Anchors

Wiggle and Relax

Rest and Reflection

New Vocabulary

Participate/participation
Contribute

CALMING AND FOCUSING / 2 mins

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

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

YOUR PARTICIPATION IS REQUESTED / 10 mins

After Calming and Focusing, briefly review the invitation with the students, focusing on the meaning of presence and participation. Describe some scenarios involving kids their age, such as:

Caleb is playing with his crayons during a math lesson.

- *Is he being present? How can he be his best self by showing care and compassion for himself and others?*

Nikia is really listening to her classmate tell a story about what happened on the playground.

- *Is she being present with her friend? How is she showing care for her classmate?*

Jeremy is at basketball practice. He is sitting in the bleachers. He is listening to every instruction his coach gives and watching his teammates practice.

- *Is Jeremy present? Is he participating?*

Graciela is at her grandmother's birthday party. She is lying under the dinner table daydreaming while her family tells stories of their favorite memories together.

- *Is Graciela being present? Is she participating in the party? How can Graciela be her best self?*

Remind students that **participation** is the second P of being their best selves. Display the 4Ps poster.

Set the stage for today's "party" by showing a video clip or photos of a party that would be appealing to kids. For example, you might show "Cat Party" by Koo Koo Kanga Roo and let students dance/sing along. Help students understand participation by asking questions, such as:

- ***What am I asking of you if I request your participation at my party? How is that different from just being present?*** [Answer: Not just paying attention, but also contributing, playing a part.]
- ***How can someone be physically present but not really participate?***
- ***What does it feel like to be in an activity where other people aren't participating?***
- ***What are some reasons why someone might not participate?*** [Answer: They are nervous or uncomfortable, or maybe they do not think the activity is healthy or safe.]
- ***Are there some activities during which it is okay or best not to participate?*** [Guide students toward understanding that they don't always have to participate in an activity—especially when it could harm themselves or others.]
- ***How can participating help you be your best self?***

SUMMARIZE FOR STUDENTS:

- Participation means contributing by playing our part.
- Participating is one way we can be our best selves.

Invite students to be mentally present and participate as the party continues.

PARTY GAMES / 15 mins

Use the Teacher Game Guide included with this unit to lead students in a few variations of parachute games that work best when everyone participates. At a few points during the games, demonstrate what happens when someone stops participating in the game. Tell the students that you are going to whisper to a few students to stop participating in the game, either by letting go of the parachute or holding their arms still.

After the game, have students reflect on the importance of participation. Link participation in the game to participation in the party. Help students notice that everyone has a role and some games work better when everyone participates. Use questions such as the following to facilitate student understanding of how participation can help them be their best selves:

- ***In our party games today, what made the parachute games most successful and most fun?***
- ***If you participate in a game, will you likely improve at it?***
- ***What are some of the ways you can participate in school? What happens if you don't participate in math class?***

TEACHING TIP



Play Pass the Cat or Pass the Party Hat to answer questions. Similar to Hot Potato, play music and students will pass the “cat” (beanbag with a cat picture attached). When the music stops, the person holding the cat will answer or ask the question.

- *How can participating (in school, sports, art, family activities) help you be your best self? How does it help you show care and compassion for yourself and others?* [Answer: It gives you a chance to learn, practice, and grow.]
- *If you don't feel good at basketball and your friends are playing, can you still participate?*
- *Are there times when it's okay not to participate?* [Answer: When you don't feel comfortable, when it's not safe.]

SUMMARIZE FOR STUDENTS:

- *Participation means contributing by playing our parts.*
- *Participating is one way we can be our best selves.*



MINDFUL MOVEMENT / 15 mins

Introduction

Encourage students to bring the same level of participation to their movement that they brought to the previous activities. Tell them:

- *Just like our party invitation says, your presence and participation are requested for Mindful Movement.*

Ask a few students to explain how you will know that they are participating.

Easy Pose/Anchors (UNIT 1, LESSON 1)

Lead students through this practice.

Remind students:

- *Putting your hands on your Anchors can help keep your mind from wandering away from the present. Anytime you are feeling distracted, thinking about what happened yesterday or earlier today, or what you will do tomorrow, or this weekend, just place one hand on your heart and one hand on your belly and feel the presence of your body, your breath, and your heartbeat.*

Let students know that they will come back to their Anchors throughout the movements. Tell them that using their Anchors to stay present is a great way to be their best selves by showing themselves and others care and compassion.

Fresh Start Sequence (UNIT 1, LESSON 3)

Complete the sequence three to five times, incorporating the following elements:

- In Mountain pose, invite students to find their Anchors and connect with the present moment, especially if their minds have wandered away. Tell them to bring their attention to their breath, and invite them to notice the strength and steadiness of the pose.
- After doing a few rounds of the sequence, ask students to notice the difference between when they first learned this sequence and now. Ask questions such as:

-
- *Is it easier for your body to complete the sequence now? Is it easier for your mind? Why do you think so?*
 - *Is it easier to stay focused on doing the sequence than it was before?*
 - *Why do you think it has gotten easier?* [Answer: practice]
-

Refer to the 4Ps poster and emphasize the importance of practice.

Help students understand that their muscles, like their minds, have memory:

- *If we do something over and over again—like playing an instrument, a sport, or the Fresh Start Sequence, the body remembers, and we are able to do it with less mental effort.*

Tree (UNIT 3, LESSON 1)

Guide students through the pose.

Stork (UNIT 3, LESSON 1)

Guide students through the pose, asking:

- *Is it easier for your mind and body to do Tree and Stork this time than it was last time?*

Remind students that paying attention to what they are doing with their bodies and being present helps their bodies and muscles remember faster.

[OPTIONAL] **Wave A**

Guide students through the pose.

[OPTIONAL] **Wave B**

Guide students through the pose.

Closing Sequence (UNIT 1, LESSON 1)

Guide students through the sequence.



REST AND REFLECTION / 8 mins

Guide students to slowly lie down or find another comfortable position for rest, taking a look around the room and then closing their eyes or resting them on one spot.

Wiggle and Relax (UNIT 3, LESSON 1)

Use the cues from the previous lesson to lead students through the Wiggle and Relax version of a Body Scan. Then remind students:

- *Even Rest is a skill that can get easier the more we practice. We'll repeat the Wiggle and Relax strategy today to help our bodies rest.*

Allow one to two minutes of Rest after the Body Scan. Then say:

- *Come up to sit in Easy pose. If it feels comfortable for you, you may keep your eyes closed.*
- *Gently place your hands on your Anchors.*
- *Silently observe how you are feeling after the Body Scan.*
- *There's no need to change what you observe, simply notice what you are experiencing.*

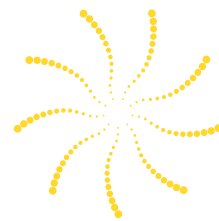
TAKE-HOME PRACTICE

- *Identify two activities you can practice participating more in at home and at school.*



Lesson 3

A PAUSE IN THE PARTY



Goal Statement

Students will practice being present and participating by listening to a story and discussing its events. They will understand what it means to pause and why pausing helps them show care and compassion to themselves and others.

Essential Question

How can I be my best self when I am feeling strong emotions?

“I Can” Statement

I can demonstrate how to take a pause and explain how it helps me to be my best self.

Key Learning Objectives

Students will know...

- They can be their best selves even when they experience uncomfortable thoughts and feelings.
- Pausing can help them to be calm and show care for their minds and bodies.
- It gets easier to take a pause the more they practice.
- Taking a pause can help them be their best self when they experience uncomfortable thoughts and feelings.

Students will be able to...

- Practice taking a pause.

Materials

- Invitation that says, “A pause is requested at the party” (1 that can be projected or hung or individual copies)
- 4Ps poster
- 1–3 balloons as party decoration, if desired
- The book *Scaredy Squirrel Has a Birthday Party* by Mélanie Watt

Preparation/Setup

- Load or hang up images of the party invitation.
- Decorate the room with balloons and/or other party decor.
- Hang the 4Ps poster.
- Set out the book *Scaredy Squirrel Has a Birthday Party* by Mélanie Watt.

New Mindful Movements

Poses

Victory
Lever

Sequences

None

Mindful Moments

Calming and Focusing
Check-In
Breath Awareness
Even-In, Even-Out Breath
Rest and Reflection

New Vocabulary

Pause
Afraid
Worried
Nervous
Excited

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.

PRESS PAUSE / 5 mins

After the Focusing activity, ask students what they notice about today's invitation and what is meant by the word pause. Ask students if anyone has been to a party recently and how they might feel if they were asked to take a pause during a party.

Then play a version of Freeze Dance. Invite them to stand up in place and do a "party" dance until you say, "Pause." (Model moderate to vigorous movement.)

Then ask students to pretend to be doing other things they would like to do at a party, such as swinging at a piñata, eating party cake, talking, jumping in a bouncy house, and to press pause when you tell them to. Ask students if it was possible to press pause even though their bodies and minds still felt like dancing, talking, etc.

Show students the poster of the 4Ps, and point out how pausing helps them be their best selves.

Emphasize that it can be challenging to pause, especially when you are excited.

INTERACTIVE READ ALOUD / 20 mins

Set up the story *Scaredy Squirrel Has a Birthday Party* by asking students to predict what the book is about based on some of the illustrations. Let students know that you will be reading a story and asking them some questions. Ask students how they will practice staying present and participating during this activity. During the read-aloud, verbally notice when students are being present (focused) and participating (answering questions).

Decide ahead of time on places in the book when you will pause the reading to observe the different emotions Squirrel is feeling and how he is expressing those emotions. Invite students to reflect on how pausing might help Squirrel manage the various emotions he is experiencing. Ask questions such as:

TEACHING TIP



Add novelty to this activity by pretending to have a remote control in your hand and pressing the pause button when you want students to take a pause. Better yet, use a real remote control!

-
- *How is Squirrel feeling with all of those guests at the party? What feelings can you identify? Are they comfortable or uncomfortable?*
 - *Can Squirrel be his best self when he is experiencing uncomfortable thoughts and feelings?*
 - *In what ways does pressing pause help Squirrel calm and settle his mind and body? How do his feelings about the party and the guests change after he takes a pause?*
 - *How can taking a pause help us be our best selves?*
-

TEACHING TIP



Ask the questions during the read aloud. Write the questions you want to ask on sticky notes placed strategically throughout the book to make sure you cover important objectives.

SUMMARIZE FOR STUDENTS:

- *Being our best selves means acting in ways that show care for ourselves and others.*
- *We can be our best selves even when we experience uncomfortable thoughts and feelings.*
- *Pausing can help us calm and settle our minds and bodies.*
- *Taking a pause is one way we can show care for ourselves and others when we experience uncomfortable thoughts and feelings.*
- *Remember the 4th P (practice) and that it can be challenging to pause, but it will grow easier with practice.*



MINDFUL MOVEMENT / 15 mins

Introduction

Ask students whether they feel fully present in body and mind or if they notice any distractions. Explain that just like Scaredy Squirrel decided he should practice breathing to help “calm down,” today they will learn a breathing practice they can use when they need to take a pause.

Mountain/Sunrise/Check-in (UNIT 2, LESSON 1)

Guide students in the sequence, flowing between Mountain and Sunrise three to five times. Encourage them to notice the feeling of their breath and to connect their movement with their inhalations and exhalations. As students move between Mountain and Sunrise, invite them to notice whether paying attention to their breath helps them stay present.

Once you have completed the sequence several times, pause in Mountain pose. Invite students to place their hands on their Anchors and take several deep breaths. Ask students to notice what they feel like after this short breathing practice.

Point out that their Anchors are with them wherever they go, and that they can return to this practice any time they want to pause.

Fresh Start Sequence (UNIT 1, LESSON 3)

Guide students through the sequence.

Tree (UNIT 3, LESSON 1)

Guide students through the pose.

Run for the Trees!

In this activity, students will pretend to be afraid, worried, nervous, or excited (like Scaredy Squirrel in the story) and then practice taking a pause in a tree.

This activity can be completed without leaving the mat or made more active by allowing more movement around the room.

Explain to students that they will be given a scenario and they should respond by showing the emotion they might experience and then “running for a tree” to take a pause. Tell students that when you give a signal, they should freeze and take a pause in Tree pose.

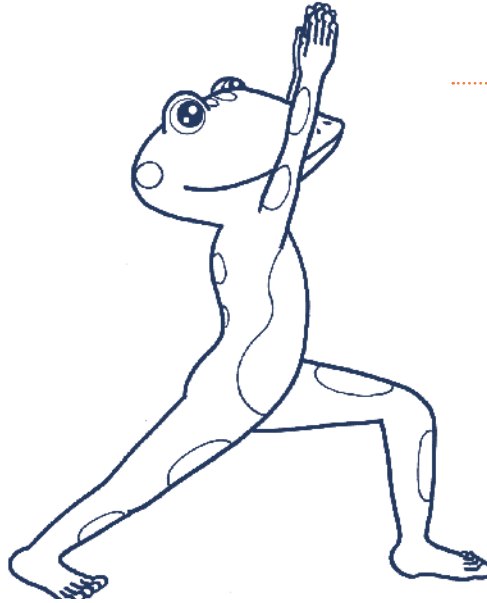
Ask students to hold this pause in Tree pose for a few moments. Encourage them to be present in the pose and guide them to notice how pausing in Tree pose feels, both physically and mentally.

Tell students:

- ***Scaredy Squirrel hears that Big Foot is coming to his party. (He is afraid!)***
- ***Scaredy sees ants walking near his cookies. (He is worried!)***
- ***Buddy starts a conversation, and Scaredy is not sure what to say. (He is nervous!)***
- ***The puppies get their invitation to next year’s party. (They are excited!)***

Remind students:

- Pausing can help calm and settle their minds and bodies.
- Taking a pause is one way they can show care for themselves when they experience uncomfortable thoughts and feelings.



Victory new

Demonstrate and guide students into the pose using the following cues as reference. Once you enter the pose, invite students to pause and notice their breath moving in and of their bodies. Ask students to notice what it feels like to focus on their breath and whether it helps them stay present.

1. Begin in Standing Starfish pose.
2. Notice if your feet are so wide apart that it is uncomfortable to stand and keep upright—then you know to bring your feet in a bit. Notice if your feet are too close. Are you able to move them out without losing your ability to press firmly down into the ground evenly through both your feet?
3. Holding your hands on your hips, turn the hips to face right, simultaneously turning the right foot toward the right and the left foot about 45 degrees to the right. (An alternative entry into the pose is to face the short edge of the mat and take a big step back with the left foot.)
4. Inhale: Straighten your arms up alongside your ears with fingers stretched.
5. Exhale: Press down through both feet and bend your front knee. Make sure your knee stays aligned with your ankle and doesn't go over the front toes.
6. Hold the pose for three to five breaths.
 - Breathing in, imagine the expansion of your breath lengthening your torso as you reach up.
 - Breathing out, find your balance in your legs, pressing deeply into the ground with the back foot.
7. Inhale: Unbend your front knee to slightly lift up from the pose.

TEACHING TIP



Jumping back to Mountain and starting over will allow you to have the class facing the front of the room for both sides.

8. Exhale: Turn to face the left, repeating the pose on the left side or jump back to Mountain before starting on the other side.



LEVER

Lever new

Choose one of the two Setup Methods and the cues that follow to demonstrate the pose, name the pose, and guide students into pose. If this is the first time practicing Lever, use Setup Method 2. If time allows, invite the class to try both Setup Methods.

Model falling out of the pose, taking a pause, and then rebuilding it. Ask students how you were able to be your best self by showing yourself care and compassion when practicing this pose. Invite them to do the same on the opposite side.

Setup Method 1 (MORE CHALLENGING)

1. Begin in Victory pose, facing the front of the classroom. Notice which foot is your front foot.
2. Inhale: Straighten your arms up alongside your ears, with fingers stretched.

NOTE Remind students about their center of gravity as they move to the next position.

3. Exhale: Bend into the front knee and press into the earth; keeping your front knee soft, begin to lengthen through your hands; with a long spine begin tilting forward onto your steady, strong front leg.
4. Inhale: Feel the toes of the back foot begin to lift and leave the ground and experiment with slowly lifting the leg up, while stretching forward through the hands and extending back through the leg and foot.

Setup Method 2 (MORE ACCESSIBLE)

1. Begin in Mountain pose. Shift your weight to center over your right leg.

TEACHING TIP



Encourage students to experiment with movement and balance in Lever pose (with attention to safety, resetting as much as necessary) allowing them to imagine their bodies like a seesaw moving up and down over a fulcrum point. Use this as an opportunity to practice periodically taking a pause in the pose in one place that feels safe and balanced, breathing and settling.

2. Inhale: Lift your arms overhead alongside your ears, reaching up with your palms facing toward each other.
3. Exhale: Imagine that the heel of the left foot to the crown of the head is one long lever that stays in a straight line.
4. Inhale: Begin to hinge forward slightly at your right hip.
5. Extend your left leg back, lifting your foot from the floor.
6. Exhale: Continue to hinge forward, lifting your left leg in order to keep a long line from the crown of your head to your heel. Only hinge forward as much as is comfortable and safe—make sure you don't lose your long straight line!

Next Steps (EITHER SETUP METHOD)

1. Imagine your body is like a lever/seesaw. There is one long line from your fingertips to the foot of your lifted leg. When your leg lifts, the upper body shifts forward the same amount. Everyone's seesaw might be in a different place, and that's okay. Some might have the leg low and the arms and spine high, and some might have the leg, spine, and arms parallel with the floor.
2. Hold the pose for three to five breaths.
 - Breathing in, lengthen your spine, sending your arms forward and heel back.
 - Breathing out, press down into the mat through your supporting foot, feeling how strong your supporting leg is.
3. Go as far as you feel comfortable; remember that touching down and going back into the pose is not failing but is part of the practice.
4. Return to Mountain or Victory pose.
5. Repeat on the opposite side.

Closing Sequence (UNIT 1, LESSON 1)

Lead students through the sequence.



REST AND REFLECTION / 8 mins

Breath Awareness

Before lying down, have students sit in Easy pose. Let the students know that they will be doing some mindful breathing to practice being present with their bodies and breath:

- *Let your eyes gently close or rest on a spot on the floor in front of you.*
- *Silently, notice your inhalation. Count with the breath to see how long your inhalation is. Now do the same with an exhalation. Are they the same or different?*

Give students a few breaths to explore and investigate their breath. You might have them share what they notice about the count of the in-breath and out-breath.

Even-In, Even-Out Breath

Tell students:

- *With the next few breaths, we'll practice Even In, Even Out Breath. This is a way we can actively participate in our breathing. As you breathe in, count to three. Then as you breathe out, count to three.*

Demonstrate using hand signals or a Hoberman sphere, modeling for students how to make the inhalation and exhalation last three counts each rather than breathing in and holding the breath for three counts. Tell students:

- *When your mind forgets to count and starts to think about something else, you can use your mindfulness muscle to bring your attention back to your breath and back to counting.*

Have students continue silently for about three more breaths. Model for students how to count on their fingers to keep track. Explain that students can continue with the same three counts you used, or they can use their own count based on what they observed when they investigated their own breath.

Guide students to slowly lie down or find another comfortable position for rest, taking a look around the room and then closing their eyes or resting them on one spot.

Ask students to silently reflect:

- *Do you think Scaredy Squirrel could have used this breathing practice at his party? When? How would you explain to a friend how to take a pause?*

Allow for one to two minutes of Rest.

If time allows, ask students to share their reflections after Rest time.

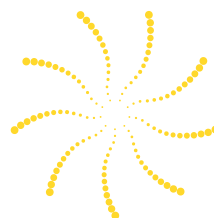
TAKE-HOME PRACTICE

- *Teach someone in your family one way to “press pause.”*



Lesson 4

A PAUSE FOR THE PYRAMID



Goal Statement

Students will explore how making healthier drink choices is one way they can show their bodies care and compassion.

Essential Question

How can I show my body and care and compassion by what I choose to drink?

“I Can” Statement

I can explain why water is a healthier choice than juice or soda.

Key Learning Objectives

Students will know...

- Choosing drinks with less sugar content is one way they can show their bodies care and compassion.
- Taking care of their bodies helps them to feel like their best self.
- Taking a pause can help them manage behaviors and decisions.

Students will be able to...

- Compare beverages (water, milk, juice, and soda) by their sugar content.

Materials

- Invitation that says, “A pause is requested at the party” (1 projected or hung or individual ones)
- 1–3 balloons as party decoration, if desired
- A copy of *Scaredy Squirrel Has a Birthday Party* by Mélanie Watt
- Image of a drink pyramid to project
- Graphic organizers for Pressing Pause with Sugar
- Pictures of milk (include a non-dairy milk example), water, juice, and soda to project, with images of nutrition labels
- [Optional] One or more bottles or cartons of each drink choice: milk, juice, water, and soda, with nutrition labels

Preparation/Setup

- Load or hang up images of the party invitation.
- Decorate the room with balloons and/or other party decor.
- Set out the book *Scaredy Squirrel Has a Birthday Party* by Mélanie Watt.
- Load or hang up the image of a beverage pyramid.
- Load images of milk (include a non-dairy milk example), water, juice, and soda, with their nutrition labels.
- Print graphic organizers for each student or each student group.
- Set out the bottles or cartons of drinks and an 8 oz. cup or glass.

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

Calming and Focusing
Check-In
Even-In, Even-Out Breath
Wiggle and Relax
Rest and Reflection

New Vocabulary

Drink/beverage
Sugar
Vitamins
Nutrients
Nutrition label
Healthy choices

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.

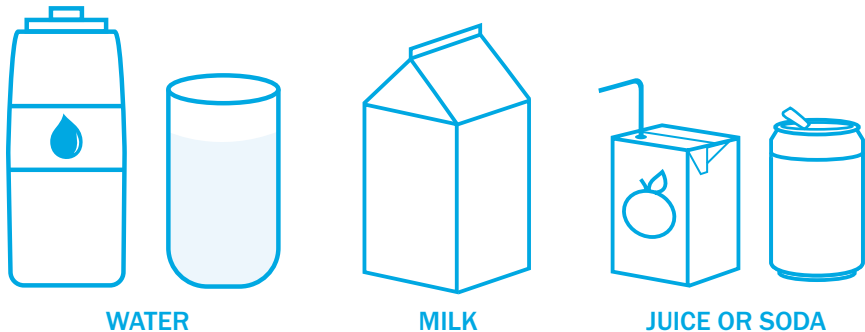
PAUSE FOR A HEALTHIER CHOICE / 13 mins

As students enter the room, show or project one of the pages from the book *Scaredy Squirrel has a Birthday Party* that shows the cake and his guests. Explain that they will be taking a pause in the party to pretend it is time for snacks and drinks, just like at Scaredy Squirrel's party. Explain that, just like the guests at Scaredy Squirrel's party, they will have decisions to make about what to drink.

Display images and/or examples of the four choices of juice, soda, water, and milk. Ask students to choose what they would have to drink at a party.

TEACHING TIP

Have a party-themed “refreshments table” with examples, models, or pictures of these items from which students can choose.



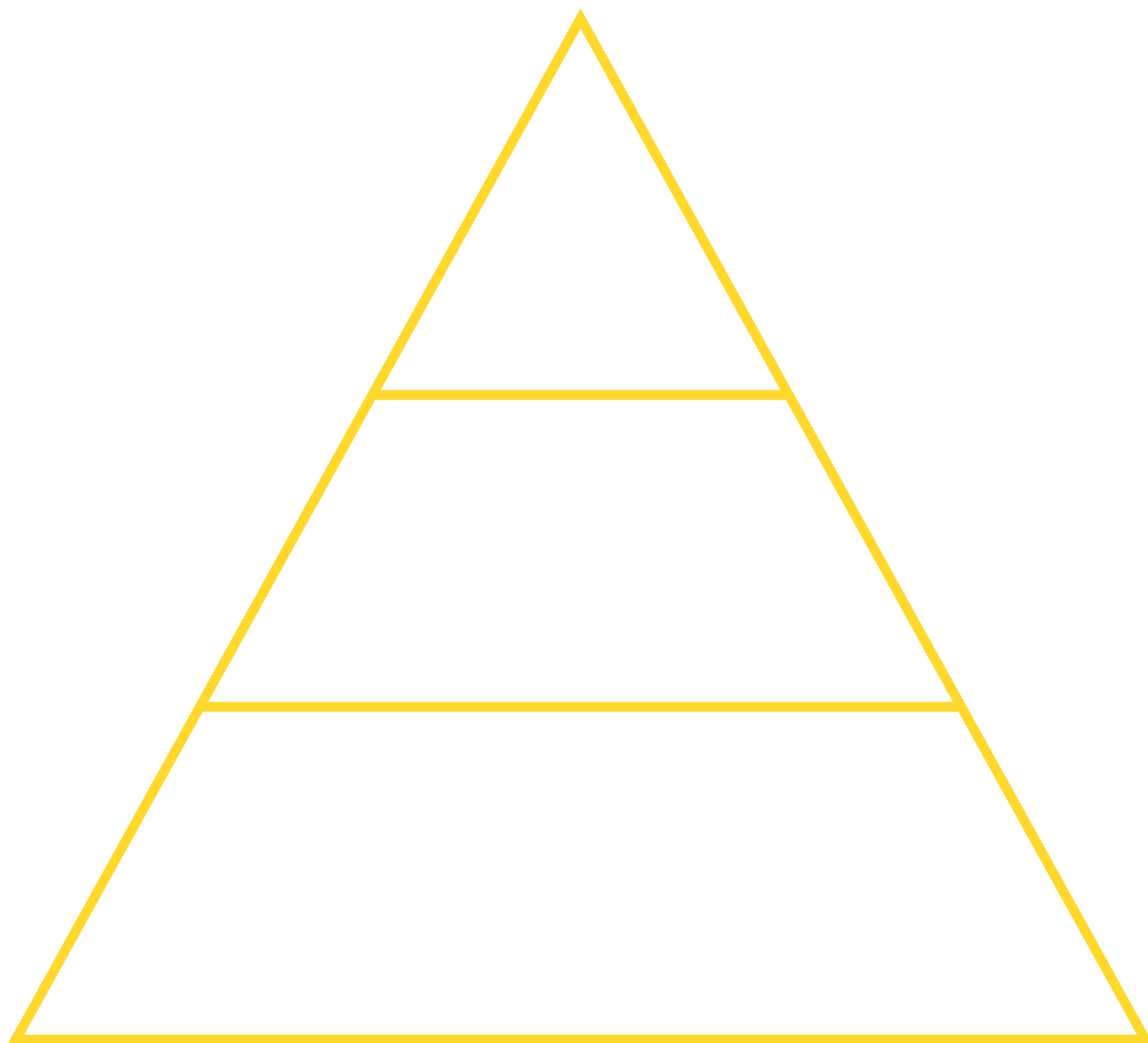
WATER

MILK

JUICE OR SODA

After students have chosen their drinks, lead them in an activity to sort all of the drinks into a graphic organizer according to how much sugar they contain. This can be done in pairs, small groups, or as a large group discussion. Using images or examples of drinks that include nutrition labels, encourage students to find the sugar content and use that information in placing drinks on their graphic organizer.

Our Drink Pyramid



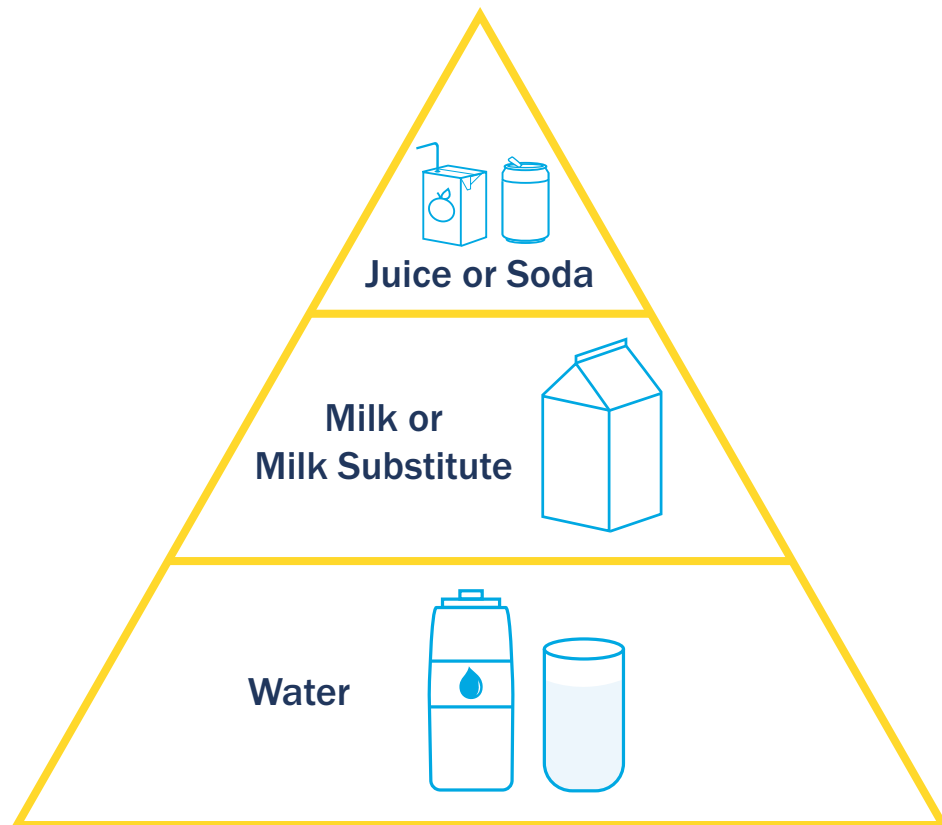
Using images or examples of drinks that include nutrition labels, encourage students to find the sugar content and use that information in placing drinks on their graphic organizer.

Ask students to think critically about the drink choices:

-
- ***Are any of the drinks bad?*** [Answer: No]
 - ***Which of these drinks gives your body vitamins and nutrients that you can find in foods?*** [Answer: juice and milk]
 - ***Which of these does your body need the most everyday?*** [Answer: Water]
 - ***If you drink too much sugar what happens?*** [Answer: You might get full on sugar and not eat/drink foods/beverages with the vitamins and nutrients your body actually needs; sugar can damage your teeth]
-

Then lead students to construct a drink pyramid to help them make healthier drink choices where the base of the pyramid represents what they need most frequently and the top represents what they would choose the least frequently. (The base should be water, then moving upward milk would be next, then real fruit juice, then other sugary drinks like soda at the top).

Our Drink Pyramid*



*<https://kyoralhealthcoalition.org/oral-health-a-key-piece-of-health-literacy-month/>

After the class has constructed a drink pyramid, ask questions such as the following to continue the discussion:

- ***Which drink would help you take care of your body when it is feeling thirsty?***
- ***Which drink would you choose only on special occasions?***
- ***Does this tell us how much of a drink we should have at one time?***
[Answer: No]

SUMMARIZE FOR STUDENTS:

- *Beverages with less sugar are healthier choices than beverages with more sugar.*
- *Choosing healthy drinks (like water) is one way we can show our bodies care and compassion.*
- *Taking a pause can help us manage our behaviors and decisions.*

Show students the poster of the 4Ps and revisit the connection between pausing and being one's best self.



MINDFUL MOVEMENT / 15 mins

Introduction

Tell students:

- ***We've learned that pressing pause can help us be our best selves by showing care and compassion for ourselves and others. Pressing pause can also help us make healthy choices about our behaviors, including about what to eat or drink. Today during Mindful Movement, we'll practice a few ways to take a pause.***

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

Lead students into Mountain pose, and then suggest that the class practice ***pressing pause***.

Ask students to move, wiggle, jump, and/or run in place, until you say the word “pause.” When you say “pause,” students should freeze in Mountain pose, place their hands on their Anchors, and take three calming breaths, just like they do at the beginning of class. Repeat this several times, and then during the final pause, ask them to silently check in with themselves and notice how they feel.

Mountain/Sunrise (UNIT 2, LESSON 1)

Lead students through this mini-sequence three times.

After the first round, ask students:

- *When you press pause, do you have to be still?*

Help students conclude that they can pause even while they’re moving. Tell them that they’ll practice that today by pairing the Even-In, Even-Out breath with the movement between Mountain and Sunrise.

Even-In, Even-Out Breath (UNIT 3, LESSON 3)

Invite students to try it out by breathing in for a count of three while lifting their arms to Sunrise, and breathing out for a count of three while lowering their arms to Mountain.

Ask them to notice whether they experience an inner “pause” even while they’re moving. Assure them that it’s okay if they don’t notice a pause and to simply keep noticing whatever they experience.

Fresh Start Sequence (UNIT 1, LESSON 3)

Lead students through the Fresh Start Sequence twice. Cue students to pause several times during the second round of the sequence. Invite them to notice what it feels like to pause mid-sequence.

[OPTIONAL] **Tree** (UNIT 3, LESSON 1)

Lead students through the pose.

Victory (UNIT 3, LESSON 3)

Lead students into the pose, inviting them to notice the quality of their breathing as they balance in the pose. Consider asking questions, such as:

TEACHING TIP



Consider using a remote control to provide novelty. Have students hold their pose to build strength while managing their bodies in the frozen position.

-
- *How are you breathing while you balance?*
 - *Do you think your breath has any effect on your balance?*
 - *What kind of breath do you think can help us balance?*
-

Try out students' suggestions as a class.

Lever (UNIT 3, LESSON 3)

Lead students into the pose, again inviting them to notice the quality of their breathing. Also invite them to pause and practice the type of breathing that was suggested during the previous pose. Invite students to notice whether focusing on their breath in this way helped them balance in the pose.

Closing Sequence (UNIT 1, LESSON 1)

Lead students through the sequence.



REST AND REFLECTION / 5 mins

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

Wiggle and Relax (UNIT 3, LESSON 1)

Lead students through the Wiggle and Relax practice from Lesson 1. Then tell students:

- *Now take a moment to simply lie still, noticing how you feel.*

Allow one to two minutes of Rest. Then say:

- *Slowly begin to wiggle your fingers. And now gently wiggle your toes. Take a deep breath in, and let it out. When you feel ready, slowly sit up.*

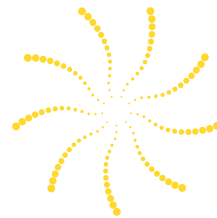
TAKE-HOME PRACTICE

- *To practice taking a pause before making drink choices, take a minute to think about the drink pyramid. Does your drink choice fit with what the drink pyramid suggests?*



Lesson 5

YOUR PAUSE IS REQUESTED



Goal Statement

Students will understand that practicing taking a pause helps them notice and manage their thoughts and behaviors when they experience strong emotions.

Essential Question

How can I be my best self when I am feeling strong emotions?

“I Can” Statement

I can practice several ways of taking a pause when I need to.

Key Learning Objectives

Students will know...

- Taking a pause helps them notice their thoughts and feelings.

Students will be able to...

- Practice taking a pause.

Materials

- Whiteboard or display screen
- Invitation that says, “A pause is requested at the party” (1 projected or hung or individual ones)
- 1–3 balloons as party decoration, if desired
- Teacher Game Guide
- [Optional] Hoberman sphere

Preparation/Setup

- Load or hang up images of the party invitation.
- Decorate the room with balloons and/or other party decor.
- Mark off boundaries for tag-game, if desired.
- Review the Teacher Game Guide.
- [Optional] Set out the Hoberman sphere.

New Vocabulary

Strong emotion

In charge

Behavior/actions

Best Self Strategy

New Mindful Movements

Poses

Pointing Dog
Boat

Sequences

Superhero Sequence

Mindful Moments

Calming and Focusing
Letting-Go Breath
Check-In
Rest and Reflection

CALMING AND FOCUSING / 2 mins

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

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

PRESS PAUSE PARTY GAMES / 20 mins**Introduction**

After the Focusing activity, direct students' attention to the invitation requesting a pause in the party and review what it means to press pause. (Consider showing the image of Scaredy Squirrel taking a pause to engage students and aid the discussion.) Then explain that students will get a chance to practice different ways of taking a pause while playing Press Pause party games. Tell them that they will play a version of Freeze Tag and Red Light, Green Light with a few modifications (see instructions in this lesson and modifications in the Teacher Game Guide included with this unit).

TEACHING TIP

See modified Freeze Tag activities concerning space limitations at the end of this lesson.

Press Pause Tag (Freeze Tag)

Set up the tag game by explaining to students that there will be two students who are taggers and they must tag as many students as possible within a minute. When tagging a student, the taggers must yell, "Press pause!" When tagged, students must pause all body movement for the rest of the round. They are not out as long as they pause their body movements, but if they move at all, they must sit down where they moved. Stress to the students that they are to manage their bodies by keeping them from moving at all, no matter what position they were in when they were tagged. (If desired, have the class first show what it looks like for their bodies to be completely paused, and then what it looks like when they are not managing their bodies on pause.) Play a few rounds, having students take turns being the taggers.

Red Light, Green Light: On the Mat

Play the following version of Red Light, Green Light, integrating strategies to press pause during times when students are frozen. Be sure to include instructions on Letting-Go Breath near the end of the game (as described in the Practice Guide).

On the mats, when "green light" is called, students will move using moderately vigorous movements such as jumping in place, Fresh Start

Sequence, or running in place. Ask students to notice what happens to their breath and heart rate as they move. When “red light” is called, students should freeze in place on the mat. During the “red light” sections, tell students they are “pressing pause” on their activity. Lead them in taking a few deep belly breaths as in the Calming or Even-In, Even-Out breath, with hands on their Anchors.

You can also add in “yellow light” for students to move in slow motion. Another variant is to have students move (green light) when the teacher or caller is looking at them and stop (red light) when the teacher or caller’s back is turned.

> OPTIONAL: If time allows, first play the traditional version of Red Light, Green Light before the On the Mat version: Have students line up across the back of the room and move toward the person who is “it” every time “green light” is called and freeze in place when “red light” is called. There is no elimination. Students move back to the starting line if they are caught moving during a “red light.”

Letting-Go Breath

After a few rounds of the game, tell students you are going to take a longer pause together and introduce Letting-Go Breath. Lead students in taking several deep belly breaths, taking longer exhalations than inhalations. For example, inhale for a count of three, and exhale for a count of five. Hand movements or a Hoberman sphere can be used to help guide the breath. (See Letting-Go Breath in the Practice Guide).

CHILL / 10 mins

Lead students in the following discussion to help them understand that pressing pause can be a helpful way to be their best self when they are experiencing strong emotions. Remind students of the volcanic eruption activity from Unit 2. In that game, a trigger happened, and then an emotion “erupted.” Then explain that when they feel a strong emotion coming up, pressing pause can help them decide how to respond in that moment. Ask students questions such as the following to explore how pressing pause could help them be their best selves when they feel like they might erupt with uncomfortable thoughts or feelings:

-
- ***Which characters in our story showed compassion? How?***
 - ***Was it ever hard to pause in the games? Which body parts were the hardest to control when you had to pause?***
 - ***If you are experiencing uncomfortable feelings, why might it be important to pause your body?***
 - ***How can pausing help you be in charge of your body and your actions?***

— *How could being in charge of your body and your actions help you be your best self?*

SUMMARIZE FOR STUDENTS:

- *Part of being our best selves is acting in ways that show care for ourselves and others.*
- *We can be our best selves even when we experience uncomfortable thoughts and feelings.*
- *Pausing can help us be in charge of our bodies and actions.*
- *Being in charge of our bodies and actions can help us be our best selves.*

Then ask students:

- *When we take a pause, what strategies can you use to be your best self when you are experiencing uncomfortable feelings?*

Have students explore several ways of taking a pause (e.g., breath awareness, stretching, counting, taking a time-out, getting a drink of water). Make a list with students, and title it: Best Self Strategies.

Lead students in exploring how they can press pause and apply their Best Self Strategies when they are experiencing uncomfortable emotions. Have students imagine a scenario where a child their age (give the imaginary child a name) is experiencing very strong emotions. Go through a few hypothetical emotional situations, as time allows (e.g., excitement, anger, sadness, disappointment).

Invite students to show this strong emotion on their faces. Then ask them to imagine what the emotion would feel like in their bodies. Remind them that these physical signals can help them be aware of what feelings they are experiencing.

Lead them in taking three Letting-Go Breaths, bringing more and more calm to their faces with each exhalation.

Invite them to notice what it feels like to pause in this way.

Remind students:

- *You can be your best self even when you experience uncomfortable thoughts and feelings.*
- *Pausing to practice a Best Self Strategy can help you be in charge of your body and your actions.*

NOTE *Keep the Best Self Strategies list on display at least for the rest of this unit. This will be most useful when you use/reinforce it as a teaching tool*

TEACHING TIP



This activity and discussion can be integrated here or at some point during the Mindful Movement practice. Introduce the practice here and build on it in Lesson 6.

TEACHING TIP



If your classroom has a Pause Place mat from the K-1 curriculum, consider making the connection here and continuing to use that mat as a space for students to press pause.

during any moments in future classes where students experience a strong emotional reaction.



MINDFUL MOVEMENT / 20 mins

Introduction

Ask students:

- *How can we use our bodies to remind us to pause? In our movements we are always connecting our breath to the movement in our bodies, but today, let's see if we can pay particular attention to the tiny pauses between each breath. We will be learning two new poses and a new sequence in our Mindful Movement practice!*

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

Guide students into Mountain pose and a Check-In practice to see how their bodies are feeling in the present moment:

- *Tune in; bring your attention to your breath. Try to notice the pause between your breaths. After you breathe out, notice the tiny pause before you breathe in. Do you usually notice this pause? Is this pause long or short?*

Mountain/Sunrise (UNIT 2, LESSON 1)

While guiding students through this sequence, point out the tiny pause between inhalations and exhalations. Lead students in noticing this pause, exploring it by changing the pace of the movement so that it varies between a continuous up-and-down movement (and in-and-out breath) and a movement with a noticeably longer pause at the top and bottom (between the inhalations and exhalations). During the pauses, ask students what they notice (feelings, sensations in the body, sounds, thoughts, etc.).

Fresh Start Sequence (UNIT 1, LESSON 3)

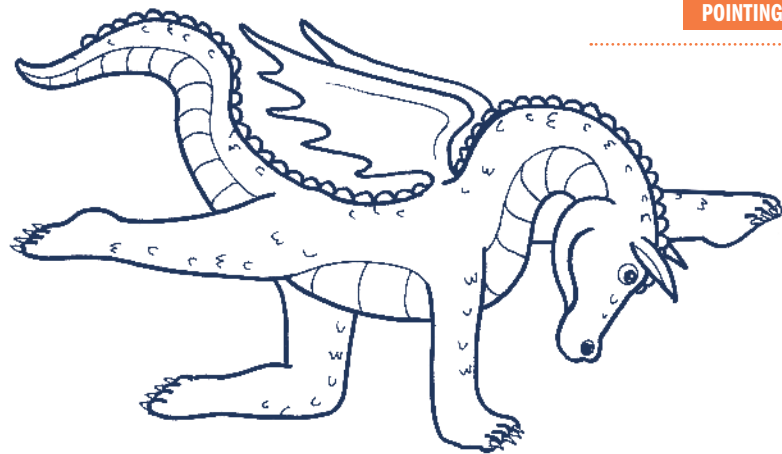
Lead students through the sequence one time, focusing on alignment. Then repeat at a quicker pace, one breath per movement.

- *Practice noticing the pause between breaths.*
- *Take a few moments to pause in different places in the sequence.*
- *Finish the sequence kneeling on the mat.*

Cat/Cow (UNIT 1, LESSON 1)

During the Cat/Cow sequence, invite students to practice observing a pause in their breath and movement between each inhalation and exhalation:

- *Breathing in: Find your way into Cow. When your lungs are full and you are fully in Cow pose, notice the tiny pause before you start to breathe out and move into Cat.*
- *Breathing out: When your lungs are empty and you are fully in Cat pose, notice the tiny pause before you start to breathe in and move to Cow.*
- *Noticing the pause takes patience and practice.*



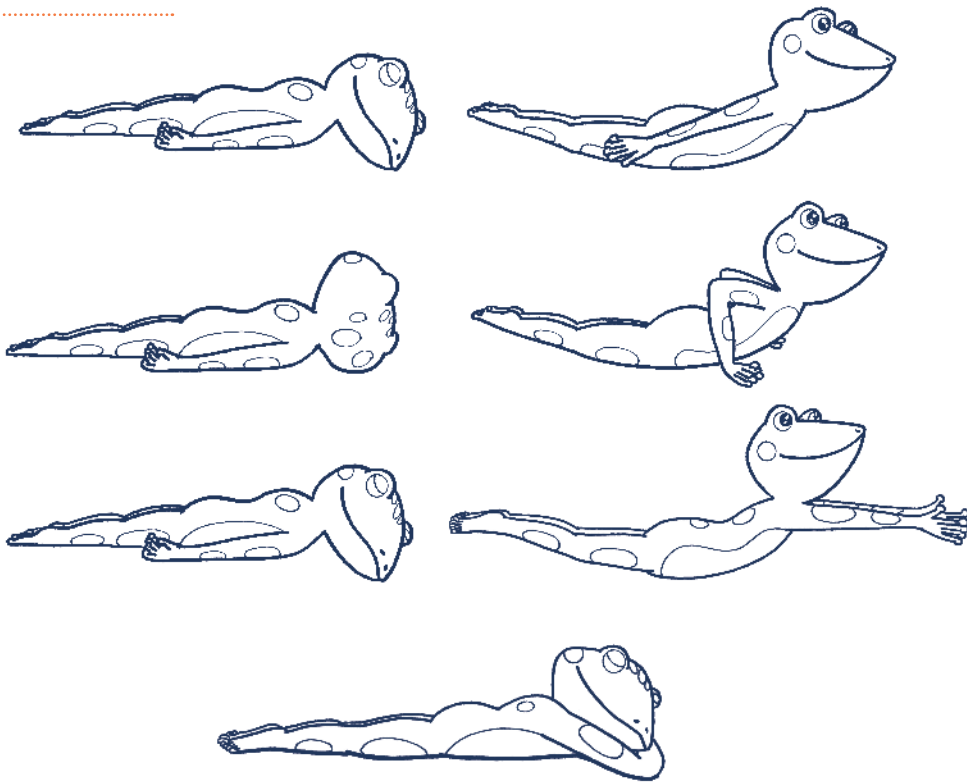
Pointing Dog new

Explain to students that Pointing Dog is a balancing pose done on the ground and encourage students to focus on finding steady, even breath to guide the movement. Model and guide students into the pose using the following cues as reference:

1. **Begin in Hands and Knees pose, with your shoulders stacked above your palms and your hips stacked above your knees. Keep your spine long and neutral and your head looking down.**
2. **Inhale: Lift your left arm and then your right leg, stretching them out from the body, level with your spine. Pause here.**
3. **Exhale: Lower your arm and your leg slowly and return to neutral on your Hands and Knees.**

4. **Inhale:** Lift your right arm and your left leg, stretching them out from your body, level with your spine.
5. **Exhale:** Lower your arm and leg slowly and return to neutral on your Hands and Knees.
6. Repeat for three to five breaths, alternating sides with each inhalation.
 - Breathing in, imagine a long line extending from the heel of the raised foot to the fingertips of the raised arm.
 - Breathing out, engage the belly to support the spine.
 - Breathing in, feel all the muscles working to keep the body balanced.
 - Breathing out, find stability around your center of gravity before lifting and balancing again.
7. For an added balance challenge, hold the pose for several breaths on each side instead of alternating sides with each inhalation.

SUPERHERO SEQUENCE



Superhero Sequence new

Model and guide students through Superhero Sequence including Superhero A, B, and/or C as you choose. You may choose to demonstrate all Superhero

poses in this lesson or to focus on one and add other options into the sequence in future lessons. As you demonstrate, name the poses (Superhero A, B, and C).

While the students are resting their heads to one side between the poses, remind them to recognize this time as a moment of pause. Ask them:

-
- *What is this pause good for?*
 - *Why is it important?*
 - *How can it help us show our bodies care and compassion?*
-

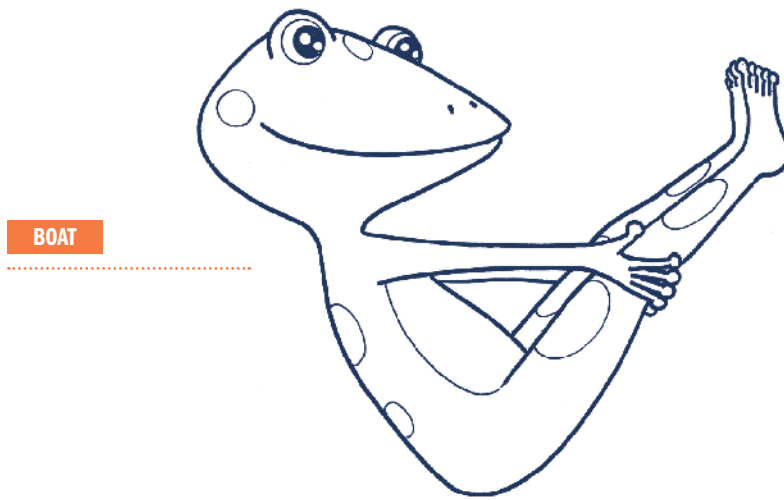
Use the following cues as reference:

- 1.** Begin by lying on your belly, with legs together, and your arms long by the sides of your body.
- 2.** Inhale (Superhero A): Lift your legs, chest, and head. Keep your legs together and your toes reaching for the wall behind you. Count three to five breaths:
 - Breathing in, lengthen your back, arms, and legs.
 - Breathing out, lift your belly button up toward your spine to support your back, sending your shoulders back away from your ears.
- 3.** Exhale: Release down. Rest your head to one side.
- 4.** Inhale (Superhero B): Place your palms flat on the mat beside your rib cage, with your elbows pointing back. Lift your legs, chest, and head.
- 5.** Exhale: Release down. Rest head on one side.
- 6.** Inhale (Superhero C): Reach your arms forward alongside your ears. Lift your legs, chest, and head.
- 7.** Exhale: Release your arms down to the mat and rest your head on your arms or rest it to one side.

Boat new

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

- 1.** Begin by sitting tall with the crown of your head lifted, your knees bent, and your feet flat on the mat in front of you. Wiggle on the mat and feel your two sit bones pressing into the mat.
- 2.** Inhale: With your hands at the side of the knees, lift your heart.



3. **Exhale:** Engage your tummy muscles by pulling your belly button closer to your spine. Begin lifting one foot off the floor and then the other, pointing your toes toward the floor. Balance your Boat pose on your sit bones.
4. **Inhale:** Extend your arms, pressing through your fingertips, with your palms facing the knees.
5. **Hold the pose for three to five breaths:**
 - Breathing in, lengthen your spine, lifting your head and heart.
 - Breathing out, engage your belly muscles to support your spine.
 - Breathing in, lift and lengthen your legs.
 - Breathing out, relax your shoulders down away from your ears.

NOTE As students feel balanced and strong, guide them to raise their shins so that they are parallel with the earth keeping their spines and heads straight. Bring attention to their presence in this posture. If it feels too difficult, cue them to bring their toes down toward the mat.

6. **Exhale:** Release the pose, transitioning back to seated.

NOTE If students would like a challenge, suggest starting to straighten the legs while keeping the heart lifted and arms extended forward.

Closing Sequence (UNIT 1, LESSON 1)

Guide students through Closing Sequence, holding each pose for three breaths. Encourage students to let each pose in the closing sequence be an opportunity to slow down until they finally pause in Rest.

**REST AND REFLECTION / 3 mins**

Guide students to slowly lie down or find another comfortable position for rest, taking a look around the room and then closing their eyes or resting them on one spot.

Remind students that during Rest, they don't have to do or think about anything.

Tell students that their minds will probably wander or become distracted, and that is okay. When they notice this happening, they can gently press pause on their thinking and bring their attention back to their breath.

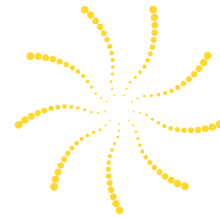
TAKE-HOME PRACTICE

- *Practice pausing by taking a walk outdoors. Make up a game, such as deciding that every time you see a bird you will take a pause and be present.*



Lesson 6

DRAWING STRONG EMOTIONS



Goal Statement

Students will understand that sometimes it is challenging to be one's best self. They will explore how understanding their own and others' triggers can help them show care to those around them.

Essential Question

How can I be my best self?

“I Can” Statement

I can identify times when it might be challenging for me to be my best self.

Key Learning Objectives

Students will know...

- Different people can respond differently to the same trigger.
- Being aware of their own and others' triggers can help them know when to take a pause to practice a Best Self Strategy.

Students will be able to...

- Identify their own and others' emotional triggers.

Materials

- Whiteboard or display screen
- Invitation that says, "A pause is requested at the party" (1 projected or hung or individual ones)
- 1 sheet of paper per student with 3 panels for drawing (drawing paper folded into thirds or printed copies of a three-panel comic template)
- Pencils, crayons, colored pencils
- Example of three-panel drawing
- List from Lesson 5 of Best Self Strategies
- Signs labeled with examples of strong emotions

Preparation/Setup

- Load or hang up images of the party invitation.
- Decorate the room with balloons and/or other party decor.
- Set out paper and pencils, crayons, and/or colored pencils.
- Create an example of a 3-panel drawing.
- Hang signs labeled with strong emotions around the room.

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

Calming and Focusing

Letting-Go Breath

Lion's Breath

Tension Release

Rest and Reflection

New Vocabulary

Challenging situation

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 CHALLENGING MOMENT / 10 mins

After the Focusing activity, point out the invitation that requests a pause at the party. Tell students that they will pause in today's party to create a three-panel drawing (show them an example).

Show the 4Ps poster and review how pausing can help them be their best selves.

Pass out the paper for the three-panel drawing activity (have students fold regular paper into thirds if necessary).

Tell students that sometimes they might feel an emotion more strongly than others. Ask them:

-
- ***Can you think of a challenging situation where it might be difficult to be your best self?***
 - ***Maybe something that would trigger a strong emotion, like anger? Excitement? Worry? Sadness?***
-

Tell students to think about and picture in their minds an event, problem, situation, or action that can trigger a strong emotion. Brainstorm situations as a class and create a list that students can see and reference for this activity. Then provide materials for students to use to illustrate one of these challenging moments (triggers) within the first panel of their paper. Allow them to add words in thought or speech bubbles or to describe the scene in writing if they would like to.

PANEL DISCUSSION / 15 mins

Point out signs labeled with strong emotions hanging around the room. Ask students to think about what a kid their age might feel if they were in the challenging situation they drew. Have students take their papers with them and gather under the sign that they feel matches the trigger in their picture. When they get there, they should write down the feeling word for the

TEACHING TIP



If needed, clarify for students that a strong emotion is a feeling that is so strong that it can feel like the only thing their minds can focus on. Tell them that when they feel a strong emotion, they can get caught up in the emotion and it might be hard to be their best self. They may do or say something inappropriate or hurtful to ourselves or others. Help them understand that excitement can also be a strong emotion that they may need to manage, just like anger, sadness, fear, etc.

TEACHING TIP



Add novelty to the activity by providing extra-large or colored paper or by providing pens to draw with instead of pencils or crayons.

TEACHING TIP



Instead of asking individual students how they would feel in a situation, refer to a hypothetical child their age and give the imaginary student a name. Or, if students have been exposed to the K-1 curriculum, refer to the characters Michael or Maria. Refer to this hypothetical student during the discussion to promote emotional safety. For example, if [imaginary student] was in the situation you drew, what would [imaginary student] feel?

character on the crease (or line) between the first and second panels. Give students the option of sharing their drawings with the people in their group.

Ask students questions such as the following and invite them to respond with a thumbs-up sign to answer yes or a thumbs-down sign to answer no:

- ***Did you see a drawing in your group of a situation that would make it hard to be your best self? Did you agree with what that character might be feeling?***
- ***Did anyone see a situation that you thought would NOT be a big challenge for you? In that case, do you think you would be able to help your friend take a pause when they were experiencing an uncomfortable emotion?***
- ***Does everyone feel the same way in each situation?***

Remind students that in Unit 2 they learned:

- *Feelings often arise in response to experiences, or triggers.*
- *Different people can respond differently to the same trigger.*

SUMMARIZE FOR STUDENTS:

- *Being aware of our own and others' triggers can help us know when to take a pause to practice a Best Self Strategy.*

Have students write their names on the backs of their papers and collect them to use in the next session.



MINDFUL MOVEMENT / 15 mins

Breathing Through Strong Emotions

Tell students:

- ***In our last practice we spent time noticing the space between our breaths—we deliberately paid attention to the natural pause between breaths. In our movement today, we will focus on how we can use our bodies to help us respond to uncomfortable emotions.***

As you introduce new ways of breathing and them to your list of Best Self Strategies.

Feeling Strong Emotions/Letting-Go Breath

(UNIT 3, LESSON 5)

Briefly repeat the activity from Lesson 5 in which students imagine scenarios in which a child their age (give the imaginary child a name) is experiencing very strong emotions (e.g., excitement, anger, sadness/disappointment). Have students show this strong emotion on their faces. Tell them to imagine what it would feel like physically, in their bodies. Go through a few scenarios with different emotions. Remind them that these physical feelings are signals that help us be aware of our emotional feelings. Then lead them in taking a few Letting-Go Breaths, bringing more and more calm to the face with each exhalation. Remind them that pausing can help them choose how they want to respond to situations.

TEACHING TIP



Display the visual guide for Letting-Go Breath.

Lion's Breath

Tell students that they will learn a new breathing practice called Lion's Breath, which they can use when they notice a strong feeling, like anger or worry, taking over. Tell them it's a fun breathing technique that gives them a chance to be silly together. Guide students through the practice using the following cues as reference:

1. **Begin by sitting on your heels with your hands on your knees.**
2. **Inhale: Lift your head and chest and roll your shoulders back. Tense the muscles in your face.**
3. **Exhale forcefully through your mouth. As you do this, lean forward and stretch the whole face, opening your mouth as wide as you can and sticking out your tongue. Imagine opening your mouth to roar like a lion, but letting the breath be your only sound.**
4. **> OPTIONAL: Add hand movements: On the inhalation, squeeze your fists up by your shoulders; on the exhalation, stretch your arms forward, opening your palms and fingers wide.**

Explain to students that Lion's Breath is a great way to let go of anger or worry. Students can imagine gathering up all the tension in their bodies and minds and releasing it with their powerful Lion's Breath.

Give students imagery to accompany their practice of Lion's Breath:

- ***While you inhale, imagine you are bringing all the good stuff in your life closer to you. While you send out your powerful exhalation, imagine you are sending all the anger and worry out of your body with the power of a lion's roar.***

Have students repeat this practice several times. To encourage them to let go and not be self-conscious, tell them to let their movement and breath be loose, exaggerated, and funny. Explain that if it looks and feels silly, they are doing it right.

Tell students that not only is Lion's Breath a great release for strong emotions, but the laughter that follows it is an important stress-buster.

Guide students to check in with how they are feeling in their bodies and minds after practicing Lion's Breath. Have them share their reflections.

Acknowledge that students may not always be able to do Lion's Breath, because they may not be alone or around people who understand what they are doing. Ask students to name some breathing exercises that they can do anytime anywhere (e.g., Calming, Even-In, Even-Out, or Letting-Go Breaths).

Fresh Start Sequence (UNIT 1, LESSON 3)

Guide students through the sequence, telling them:

- *Exercise is also a great way to relieve stress, anger, and tension to help us be our best selves. Sometimes we might take a pause and decide what we really need is to move our bodies more.*

Pointing Dog (UNIT 3, LESSON 5)

Guide students through the pose.

Superhero Sequence (UNIT 3, LESSON 5)

Guide students through the sequence.

Boat (UNIT 3, LESSON 5)

Guide students through the pose.

Closing Sequence (UNIT 1, LESSON 1)

Guide students through the sequence.



REST AND REFLECTION / 8 mins

Ask students to slowly lie down to take a pause in Rest pose.

Tension Release

This Tension Release activity helps students build body-awareness and skills for managing strong emotions through relaxation.

Remind students that one of the important skills to learn for dealing with strong emotions is relaxation. Explain that relaxation is a skill, and they will learn a new tool for relaxation that they can use when they feel stress in their bodies.

In this exercise, you will direct students' attention in a scan of the body like you would in the Mini-Body Scan. For this exercise, however, you will be instructing students to bring tension to their muscle groups and then relax them completely, using the breath as a guide.

- *Place your attention on your feet. Notice the soles of your feet, your toes, your heels, and the tops of the feet. Notice where your feet are touching the mat.*
- *Now take a deep breath in, and as you do so, squeeze all the muscles in your feet. Point your foot, curl your toes, squeeze!*
- *And now breathe out, and as you do, let all of that tension go. Relax your feet. Notice how your feet feel after you allow them to relax.*
- *Place your attention on your legs. Notice your calves, knees, and thighs; notice the weight of your legs on the mat.*
- *Take a deep breath in, and as you do so, lift your legs off the mat just a little bit and squeeze all the muscles in your legs. Allow your legs to hover over the mat for a moment.*
- *And now breathe out and let all of that tension go. Relax your legs. Notice how your legs feel after you release all that tension.*
- *Place your attention on your stomach. Notice how it moves up and down with your breath.*
- *Take a deep breath in and squeeze all the muscles in your stomach. Pull in your belly button and squeeze!*
- *Breathe out, and let all of that tension go. Relax all the muscles around your stomach. Notice how your stomach feels now.*
- *Now place your attention on your arms and shoulders. Notice your fingers, your hands, your elbows, and your shoulders; notice the weight of your arms on the mat.*

- *Take a deep breath in, and squeeze all the muscles in your arms. Squeeze your hands into fists and pull your shoulders up toward your ears!*
- *Breathe out and let all of that tension go. Relax your arms, loosen your hands and fingers, and sink your shoulders down to the floor. Notice how your arms and shoulders feel after you allow them to relax.*
- *Now place your attention on your face and head. Notice your mouth, your eyes, and your forehead; notice the weight of your head on the mat.*
- *Breathe in and squeeze all the muscles in your face. Squeeze your eyes shut, clench your jaw tight, and scrunch up your eyebrows!*
- *Breathe out and let all of that tension go. Relax your face. Open your mouth just a little bit so that there's some space between your teeth. Notice the difference in how your face and head feel.*
- *And now place your attention on your whole body. Notice the weight of your entire body on the mat.*
- *Breathe in, and as you do so, squeeze all the muscles in your body. Squeeze your feet, legs, belly, arms, shoulders, and face! You can even lift your head and arms and legs off the mat. Feel all that tension!*
- *Now take a deep breath out and let all of the tension go. Relax your whole body. Notice how your body feels after you allow it to relax.*
- *And now take several breaths in and out, allowing yourself to rest. Notice what your body feels like after this practice.*

After a few silent breaths in Rest pose, guide students to turn to one side and then find their way back to seated.

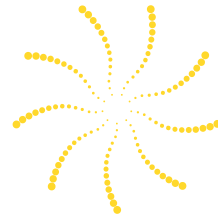
TAKE-HOME PRACTICE

- *Find someone you know who could use a laugh! Teach them Lion's Breath and talk about a time when you could use it to release a strong emotion.*



Lesson 7

PARTY FAVOR



Goal Statement

Students will understand that they can still be their best selves even when they are feeling strong emotions.

Essential Question

How can I be my best self?

“I Can” Statement

I can identify a strategy to practice when it is difficult for me to be my best self.

Key Learning Objectives

Students will know...

- Taking a pause can help them choose to be their best selves even when they feel strong emotions.

Students will be able to...

- Identify and illustrate one strategy to respond to strong emotions.

Materials

- Whiteboard or display screen
- 4Ps poster
- Note that says “Thanks for coming,” “Thanks for your presence,” or “Thanks for your participation in our party” (1 projected or hung or individual ones)
- 1–3 balloons as party decoration, if desired
- Student panel drawings from Lesson 6
- [Optional] *The book *When I’m Feeling Angry* by Trace Moroney (for differentiation activity)
- Crayons and/or colored pencils
- [Optional] Video showing children using breathing techniques to calm and settle their minds/emotions, such as “Just Breathe,” a short film written by Julie Bayer Salzman & Josh Salzman (Wavecrest Films)

Preparation/Setup

- Load or hang up images of the thank-you note.
- Hang or project the 4Ps poster.
- Organize students’ panel drawings for quick distribution.
- Set out crayons and/or colored pencils.
- Decorate the room with balloons and/or other party decor.
- [Optional] Load the “Just Breathe” video.
- [Optional] Set out the book *When I’m Feeling Angry* by Trace Moroney.

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

Calming and Focusing
Anchors
Calming Breath
Even-in, Even-Out Breath
Letting Go Breath
Lion’s Breath
[Optional] Cooling Breath
Tension Release
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.

*PICTURING THE PAUSE / 25 mins

Distribute students' panel drawings from the last lesson. Ask students to imagine a chain of events that could happen if someone their age encountered the challenging situation in their drawing. Ask for a few volunteers to share, and then lead a brief discussion using the following questions, to emphasize that sometimes people do not act like their best selves when they feel strong emotions:

-
- ***When a person is in a situation that makes them very angry, do they always act like their best self?***
 - ***What about when they are really excited?***
 - ***What happens when we forget to be our best selves?*** [Answer: We might hurt ourselves or others or do something we don't mean to do, etc.]
-

> **OPTIONAL:** If time allows play the "Just Breathe" video.

Ask students to look at the challenging situation as a trigger for strong emotions. Then ask them to close their eyes, if that is comfortable, to visualize (see in their minds) what it would be like to pause in that moment. Ask which Best Self Strategy they could use when that situation occurs to help them respond to that strong emotion.

Ask them to write or draw the Best Self Strategy in the middle panel of their paper so it follows the challenging situation they drew earlier (the trigger).

After students have written their Best Self Strategies, tell them they will complete the third panel of their drawings after they answer the following questions:

-
- ***If you were able to pause and get calm, how do you think you might respond to the situation on your panel?***
 - ***When you are in a challenging situation and feel strong emotions, do you think it will be easy to pause?***
 - ***How will it get easier to pause and use a Best Self Strategy in challenging situations?*** [Answer: Practice]

- **Could pausing help you be your best self? How do you think you might act in this situation after you take a pause?**

Allow students to discuss their responses and then have them draw something in the third panel to represent how the story might continue after pausing.

If time allows, invite students to gather in small groups and share how taking a pause and using a Best Self Strategy would help them respond to strong feelings.

★ DIFFERENTIATION

Read the book *When I'm Feeling Angry*. Help students focus on the importance of taking a pause to manage the way they behave when they get angry by asking questions, such as:

- Was it wrong for the character in this story to feel angry?
- What does it mean to lose your temper? How is that different from feeling angry?
- How did the character in the story behave when he became angry/lost his temper?
- Have you ever lost your temper? How did you behave?
- What strategies did the character use to be his best self when he was feeling angry? Have you ever used any of these?
- When you feel angry, how can you still be your best self?

SUMMARIZE FOR STUDENTS:

- Part of being our best selves means acting in ways that show care for ourselves and others.
- We can be our best selves even when we experience uncomfortable thoughts and feelings.
- Taking a pause can help us choose to be our best selves even when we feel strong emotions.
- We will get stronger at pausing and using our Best Self Strategies through practice.



MINDFUL MOVEMENT / 15 mins

Introduction

Tell students:

- During our movement practice today we will review the new poses in this unit and the Best Self Strategies we learned to use when we need to take a pause. Remember that our breathing practices and movements can be a good way to take a pause and find a moment of calm.

Around the World: Fresh Start Sequence (UNIT 1, LESSON 3)

If possible, arrange students in a large circle for this activity. It will also work in rows.

Lead students through the sequence once, focusing on alignment.

Now ask students to take turns leading each pose one at a time, going around the circle or up and down the rows. Do this until you have completed three to five full sequences.

Posture Review

Staying arranged in a large circle, lead students in reviewing the balance poses they have learned during this Unit.

Ask for volunteers willing to lead the class into a pose they learned in this unit. New postures to review: Tree, Stork, Victory, Lever, Pointing Dog, and Boat.

> **OPTIONAL:** See if they remember and want to lead poses from Unit 2.

Reiterate that these movements will get easier and stronger with practice.

Breathing Practices (Review)

NOTE This review can be integrated with the Posture Review.

Allow students to come down to sit in Easy pose. To bring the focus to the body in the present moment, review Anchors.

Ask students for volunteers who would like to lead a breathing practice (Calming, Even-In, Even-Out, Letting-Go, or Lion's Breath). Assist student volunteers in reviewing and explaining each technique. Have the class go through one to three rounds of each technique.

Ask them to give an example of when they could use each technique.

Reiterate that these strategies will get easier and stronger with practice.



(OPTIONAL) Cooling Breath

Introduce Cooling Breath as a breath that can help them cool down when they are feeling strong emotions. Tell students you are going to show them two different ways to do Cooling Breath and invite them to find the one they like best.

Model and lead students to try both methods using the following cues as reference:

- **Method 1:** Roll your tongue (curl the right and left sides toward the center to make a roll or taco shape) and stick the tip of the tongue out of pursed lips, making a tube for your breath.
 - **Method 2:** Purse your lips gently and make the shape of the letter O with them. Keep your tongue against the back of your bottom teeth, so that the air can go over your tongue.
1. Inhale slowly.
 2. Gently exhale through your mouth.
 3. Notice the sound of your breath.
 4. Repeat five times.

Closing Sequence (UNIT 1, LESSON 1)

Lead students through the sequence.



REST AND REFLECTION / 8 mins

Ask students to slowly lie down to take a pause in Rest pose.

Tension Release (UNIT 3, LESSON 6)

Lead students through the Tension Release practice.

> OPTIONAL: To conclude the unit, pass out party favors and thank your “guests” for coming.

TAKE-HOME PRACTICE

- *Decide on a few strategies that will help you take a pause and be your best self. Talk to someone at home about how they can help you take a pause when you need it.*

Lesson Extensions

See/Hear

Lessons 1/Any lesson

Tell students they are going to play two games that will require them to stay present and focused on what they see or what they hear:

- For visual attention, have the students form a circle and bring out two stuffed animals, soft balls, or bean bags that can be thrown and caught. Start with one object by tossing it across the circle to a student, who quickly (but carefully) tosses it to another student, etc. For the game to require visual attention, the object needs to move quickly. (If desired, form two smaller groups in which students can have more turns.) Give guidelines about careful and safe throws. If using a ball, you may consider having students sit and roll the ball instead of throwing if needed. Once students are successful with one object, add in the second one.
- For the auditory attention game, give students instructions to clap (or give some other signal) every time they hear a particular target in a list of words. Challenge students with different tasks. For example:
 - Give the target “cat” and read the list: dog, mouse, cow, rat, cat, pig, cat, horse, catfish, giraffe, elephant, cat
 - Give the target “words that start with ‘p’” and then read the list: big, book, parade, bank, bop, party, pool, board, bounce, gap, deep, pig, whisper, puddle
 - Explain that the target is words with two syllables, and read the list: atlas, brave, earth, planet, float, famous, seal, search, steady, calm, connect, telescope, wonder, wise
 - Explain that the target is verbs, and read the list: instrument, cliff, arrive, dozen, bounce, leader, exactly, shiver, career, cheer, neighbor, skill, move

Simon’s Balloon

Lessons 1/Any lesson

Combine the Simon Says game with the balloon relay by having students follow the commands of Simon without dropping the balloon from between their knees. Review with students the need to not only pay careful attention to what is being said, but also to focus on what their bodies—their knees in particular—are doing.

Which “P”

Lesson 2 or 7

Make three stations in the room, one each designated for “Present,” “Participating,” or “Neither.” (Briefly review with students what “present” and “participating” mean before beginning, or use this activity as a time for students to develop a better understanding through context and discussion.) Have students line up across the room and point out each of the stations. Tell them you will read a scenario that describes someone who is present, participating, or neither and the students should go to the station that they think best describes the person in the scenario. Discuss the answer before presenting the next scenario. Example scenarios:

- Sam is really excited for dance lessons and can’t wait to get started.
- Joe is thinking hard about what the coach is saying.
- Mary solved all of the math problems, but only chose the easiest ones.
- Dante smells and licks each piece of chocolate before he eats it slowly.
- Samantha doesn’t like cake, so she doesn’t sing “Happy Birthday.”
- Marcus knows he can’t win, so he doesn’t bother to try.
- A boy is so absorbed in his book that he doesn’t hear the bell ring.

Discuss each scenario after students choose a station to continue to clarify the concepts and as an informal assessment of their understanding.

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Pure Water

Lesson 4

Set out several store-bought bottles of what looks like pure water but that have added ingredients and compare the ingredients and sugar content of these. Help students realize that bottled water is often more than just water and that they should read the labels to find out what else may be included.

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Drink Servings

Lesson 4

Hold up or set out a container of juice large enough to serve many people and an 8-ounce (or so) drinking glass. Ask students to guess but not say aloud how many servings there are in the container (i.e., how many students in the class the container would serve if they each drank the suggested serving size).

Have students indicate in some way each number of servings they think the container holds (e.g., line up across a starting point and run a short lap for each serving). If desired, set out a picture of a corresponding piece of fruit and identify how many servings that piece of fruit represents. After most students have given an answer or finished running, stop the activity, debrief, and tell them they can use the label on the juice container to find the actual answer.

Project an image of a juice label that resembles the one on the container (or ensure that all students can see the label on the container) and show students where to find the number of servings on the container. Pose questions such as:

- *If I pour half of the container into my glass, will the container serve [X] number of people?*
- *How many will the container serve if I pour a third of it into my glass?*
- *In how many parts do we have to divide the amount in the container?*

SUMMARIZE FOR STUDENTS:

- We can find the serving size for drinks on the nutrition label.
- Serving sizes can help us determine how much of a beverage to drink.

TEACHING TIP: To help students understand the appropriate serving size, bring in a few different sizes of clear glasses. Ask students to show you how full they would make the glass if they were serving themselves some juice, water, or milk. Demonstrate what a serving size of juice or milk looks like in these different glasses (i.e., that a smaller glass will look full, while a larger glass will look only partially filled).

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Anh's Anger

Lessons 5–6

Read the book *Anh's Anger* by Gail Silver to help kids understand what it means to sit with anger.

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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.

Teacher Game Guide

Red Light, Green Light

Start the game by modeling the role of the traffic conductor.

The student who is assigned to be the traffic conductor or traffic light stands at the front of the room. All others line up on the opposite side of the room behind a starting line. The traffic conductor gives three cues whenever they choose to direct traffic in the room:

- **Green Light:** The traffic conductor turns around to face away from the group and says “green light.” This signals all of the players to move freely forward toward the finish line.
- **[Optional] Yellow Light:** The traffic conductor remains facing away. This is an optional cue that can be used to warn the players that a red light is coming soon. It does not have to be included.
- **Red Light:** The traffic conductor says “red light” and turns quickly to face the group. Any player who is still moving has to return to the starting line.

The first student to reach the finish line is the winner.

Simon Says

Assign one person to be Simon. Tell all the other students that they are players. For the first round, you may want to be Simon to demonstrate how the game works.

In this game, Simon tells the other students what to do, but students should only follow the cues that are preceded by the words “Simon says.” For example, if Simon says, “Simon says touch your nose,” all of the students should touch their noses. But if Simon says, “Touch your nose,” students should not touch their noses. If students follow prompts that do not start with “Simon says,” they are out until the next round.

TEACHING TIP: Consider speeding up your commands before including a prompt that does not include “Simon says” at the beginning.

Parachute Games

There are many games that can be played with a parachute. You can also use a large sheet or table cloth if a parachute is not available. A few are described here and many more can be found online! Before you introduce the games, review some rules for using the parachute. For example:

- *We will hold on firmly to the parachute*
- *We will keep our feet on the floor.*
- *We will listen and pay attention to instructions*
- *We will do our best to keep everyone safe.*

TEACHING TIP: Ask students to put the parachute under their toes. Practice each skill with an invisible parachute before using the real parachute.

Game 1: Waves

- Invite students to wiggle the parachute up and down at different speeds on your cue.
- Cue them to notice the size of the waves when they move fast or slow.

Game 2: Seated Waves

- Repeat the waves activity from a seated, kneeling, or crouched position.
- Cue students to move between levels all together.

Game 3: Cloud

- Guide students to move together on your cue raising their arms all the way up and then all the way down
- Repeat to practice moving in sync with one another.

Game 4: Switch Spots

- Assign students a color according to what color they are touching on the parachute. Use numbers as an alternative (e.g., count off by 4s).
- Name one of the color groups while arms are up in the cloud motion. Every student from that group runs across to switch spots with another

student from that group before you call for students to move their arms down.

Game 5: Tent

- Once students are successful with the cloud game, challenge them to create a tent.
- Instead of just moving their arms down, on your cue they will move their bodies to a seated position, pulling the parachute down behind them and sitting on the edge so that they are all inside the “tent.”

Game 6: Air Conditioner

- Call out a color.
- All students touching that color should crawl to the middle of the parachute and lie down.
- All other students wave the parachute to cool off the students in the middle.



Press Pause Alternatives

In the Gym

- Two students are “it.”
- The “it” students tag as many students as possible within a minute.
- When tagging a student, those who are “it” must yell, “Press pause!”
- When tagged, students must pause all body movement for the rest of the round. They are not out as long as they pause their body movements, but if they move at all, they must sit down where they moved.

In the Classroom

- Two students are robot mechanics.
- All other students are robots with power packs (bean bags) on their heads.

- Robots should walk around the room and freeze if a bean bag falls off their head. They must remain frozen until the mechanic comes to “fix” them.
- Mechanics only fix robots that are completely still or frozen.
- Play different rounds where robots move in more challenging ways that are harder to freeze.



Unit 4



SOCIAL AWARENESS

PART 1: EMPATHY AND PERSPECTIVE TAKING

Prior Knowledge

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

Overview

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

Enduring Understandings

Students will understand:

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

Essential Questions

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

Lesson Summaries and Materials*

Lesson 1 pages 199–206

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

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

Lesson 2 pages 207–218

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

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

Lesson 3 pages 219–229

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

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

Lesson 4 pages 230–235

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

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

Lesson 5 pages 236–242

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

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

Lesson 6 pages 243–250

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

- Copies of scenario cards

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

Differentiation*

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

Performance Assessment

Students will be able to:

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

New Mindful Movements

Poses

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

Sequences

Twist Sequence
All Sides of the Story Sequence

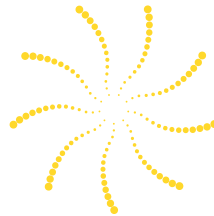
Mindful Moments

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



Lesson 1

DO YOU SEE WHAT I SEE?



Goal Statement

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

Essential Question

What is a point of view?

“I Can” Statement

I can describe my point of view.

Key Learning Objectives

Students will know...

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

Students will be able to...

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

Materials

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

Preparation/Setup

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

New Mindful Movements

Poses

Seated Twist

Sequences

None

Mindful Moments

Calming and Focusing

Check-In

Senses Check-In

Rest and Reflection

New Vocabulary

Point of view

Perspective

CALMING AND FOCUSING / 2 mins

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

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



MINDFUL MOVEMENT / 10 mins

Tell students:

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

TEACHING TIP



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

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

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

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

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

Cat/Cow (UNIT 1, LESSON 1)

Guide students through this sequence.

Dog (UNIT 1, LESSON 1)

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

Sunset (UNIT 1, LESSON 1)

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

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

Tell students:

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

Mountain (UNIT 1, LESSON 1)

Guide students into Mountain pose.

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

Guide students through the sequence.

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

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

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

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

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

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

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

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

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

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

SUMMARIZE FOR STUDENTS:

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

TANGRAMS / 15 mins

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

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

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

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

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

SUMMARIZE FOR STUDENTS:

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



MINDFUL MOVEMENT / 5 mins

Seated Twist new

Tell students:

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

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

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



DIFFERENTIATION

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



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

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

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

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

Closing Sequence (UNIT 1, LESSON 1)

Guide students through the sequence.



REST AND REFLECTION / 5 mins

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

Senses Check-In

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

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

Allow one to two minutes of Rest.

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

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

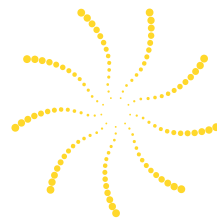
TAKE-HOME PRACTICE

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



Lesson 2

FUNNY PERSPECTIVES



Goal Statement

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

Essential Question

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

“I Can” Statement

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

Key Learning Objectives

Students will know...

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

Students will be able to...

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

Materials

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

Preparation/Setup

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

New Vocabulary

None

New Mindful Movements

Poses

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

Sequences

Twist Sequence

Mindful Moments

Calming and Focusing
Check-In

Gratitude and Appreciation Practice
Rest and Reflection

CALMING AND FOCUSING / 2 mins

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

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

UNFINISHED BUSINESS / 15 mins

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

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

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

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

SUMMARIZE FOR STUDENTS:

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

GIGGLE-GO-ROUND / 8 mins

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

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

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

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

SUMMARIZE FOR STUDENTS:

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

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

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

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

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

Cat/Cow (UNIT 1, LESSON 1)

Guide students through the sequence.

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

Dog (UNIT 1, LESSON 1)

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

Sunset (UNIT 1, LESSON 1)

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

Mountain/Sunrise (UNIT 2, LESSON 1)

Guide students through the sequence.

Fresh Start Sequence (UNIT 1, LESSON 3)

Guide students through the sequence.

Twist Sequence

Tell students:

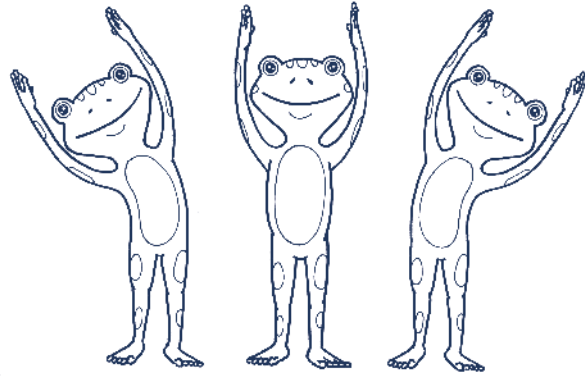
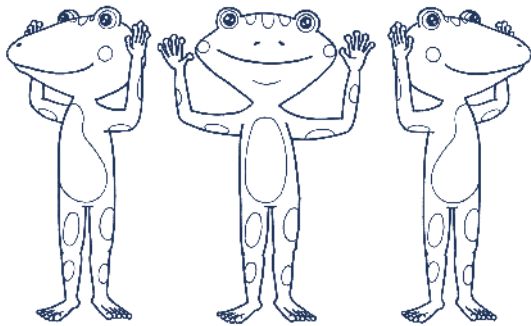
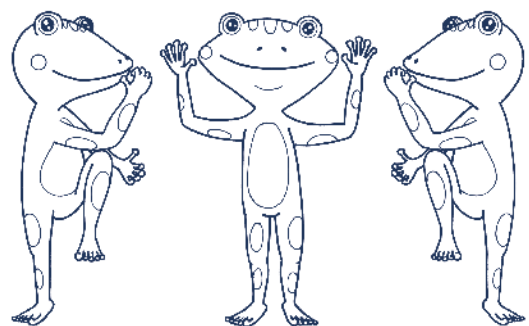
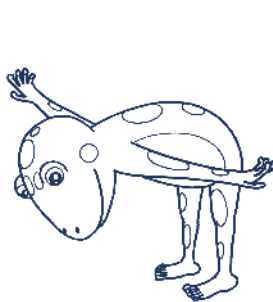
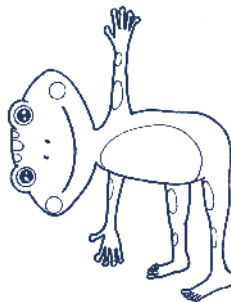
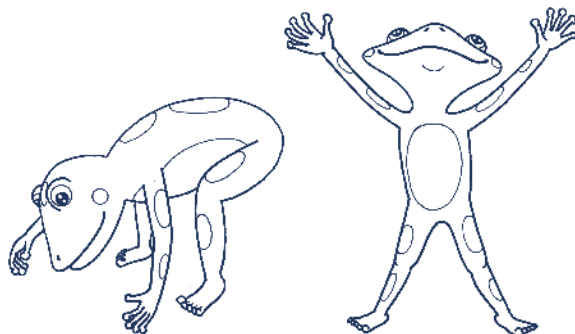
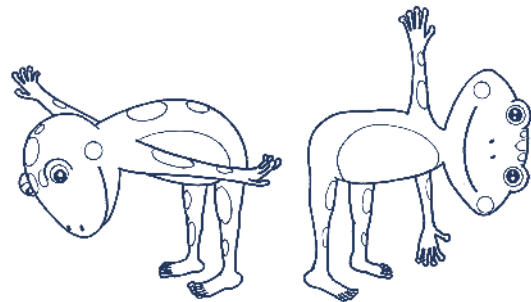
- *Today we will be learning a new twist sequence. Twists remind us to look at things from different angles and from different perspectives. Take your time going through each pose slowly and practice curiosity to see what you can notice as you take on different points of view in these new poses.*

Repeat the sequence two to three times.

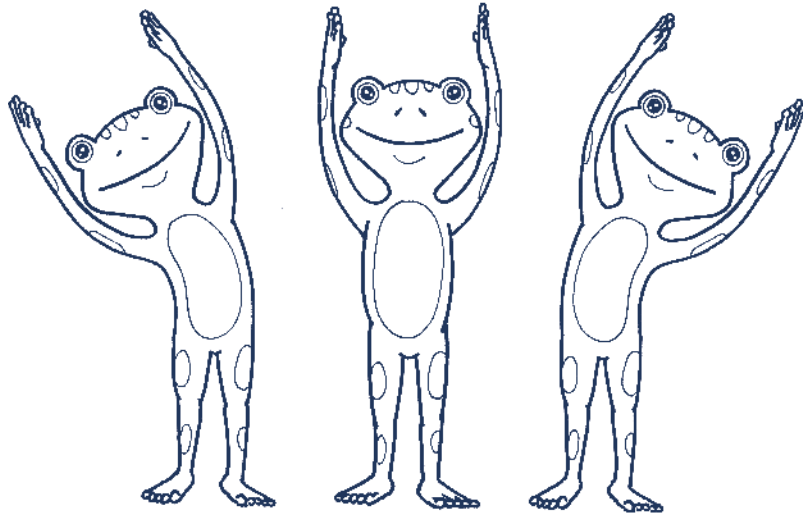
DIFFERENTIATION

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

TWIST SEQUENCE

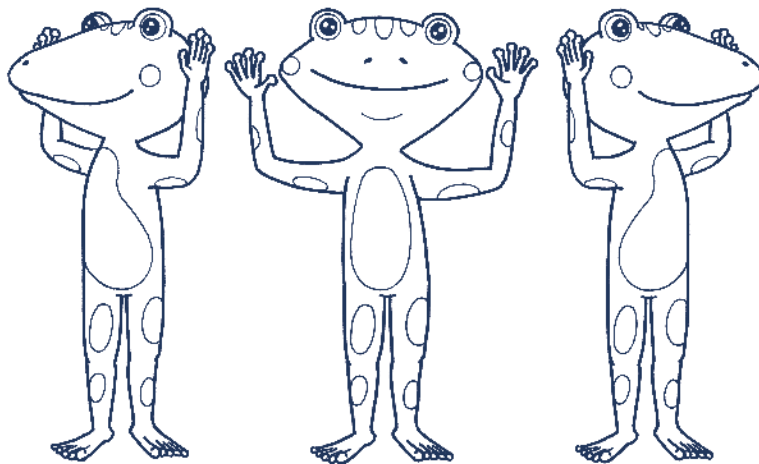
**Mountain****Swaying Palm****Trident Twist****Elbow to Knee****Glider****Glider Twist****Pick it Up****Mountain**

SWAYING PALM

Swaying Palm new

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

TRIDENT/TRIDENT TWIST

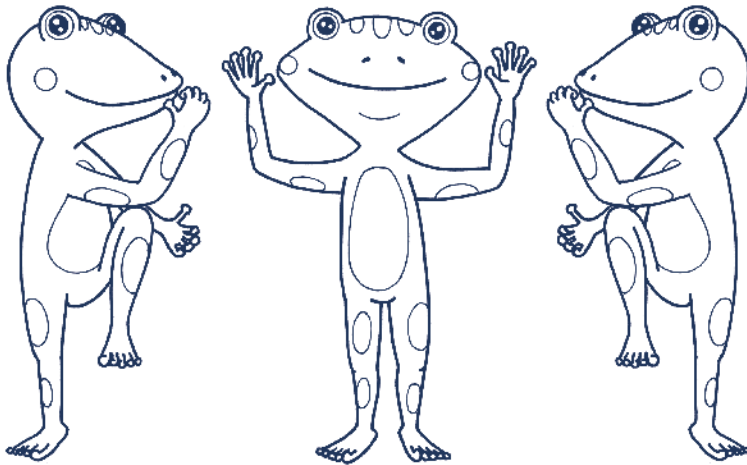
Trident/Trident Twist new

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

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

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

ELBOW-TO-KNEE

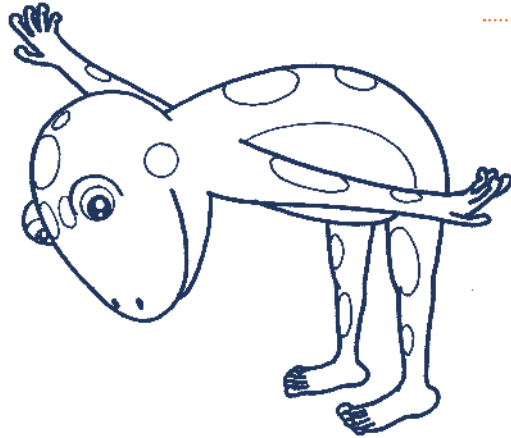


Elbow-to-Knee new

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

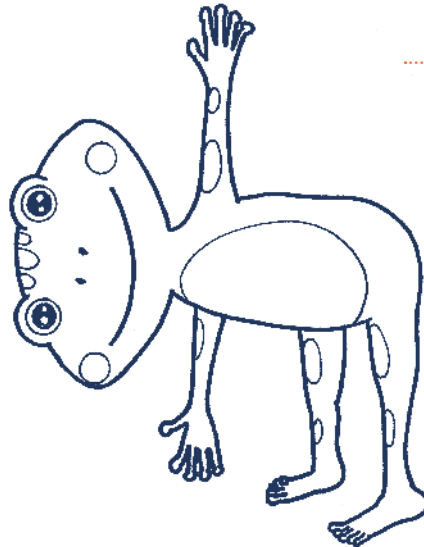
1. Begin in Trident: From Mountain, bring arms up to a position where upper arms are parallel to the ground, elbows are bent 90 degrees, and forearms are vertical with palms facing each other.
2. Inhale: Grow tall, making sure that the crown of your head is reaching toward the sky.
3. Exhale: Shifting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

GLIDER

**Glider** new

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

GLIDER TWIST

**Glider Twist** new

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

PICK IT UP

Pick It Up new

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

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

Seated Twist (UNIT 4, LESSON 1)

Before guiding students into this pose, tell them:

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

Closing Sequence (UNIT 1, LESSON 1)

Guide students through the sequence.



REST AND REFLECTION / 5 mins

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

Gratitude and Appreciation Practice

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

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

Give students a few moments to bring someone to mind.

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

Give students a few moments to reflect.

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

Give students a few moments to reflect.

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

Allow one to two minutes of Rest.

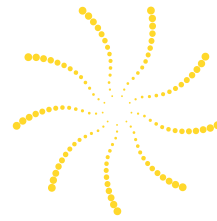
TAKE-HOME PRACTICE

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



Lesson 3

PIECES OF THE PUZZLE



Goal Statement

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

Essential Question

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

“I Can” Statement

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

Key Learning Objectives

Students will know...

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

Students will be able to...

- Consider multiple points of view at the same time.

Materials

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

Preparation/Setup

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

New Vocabulary

None

New Mindful Movements

Poses

Side Plank

Sequences

All Sides of the Story Sequence

Mindful Moments

Calming and Focusing

Mindful Eating

Check-in

Senses Check-in

Rest and Reflection

CALMING AND FOCUSING / 2 mins

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

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

SENSE INVESTIGATION / 20 mins

Tell students:

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

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

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

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

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

TEACHING TIP

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

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

Then ask students questions such as the following:

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

SUMMARIZE FOR STUDENTS:

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

MINDFUL EATING / 8 mins

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

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



TEACHING TIP



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

MINDFUL MOVEMENT / 15 mins

Tell students:

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

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

Lead students through this pose and practice.

Mountain/Sunrise (UNIT 2, LESSON 1)

Lead students through this sequence several times.

Sunrise/Sunset (UNIT 1, LESSON 1)

Lead students through this sequence several times.

Dog/Plank (UNIT 1, LESSON 1)

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

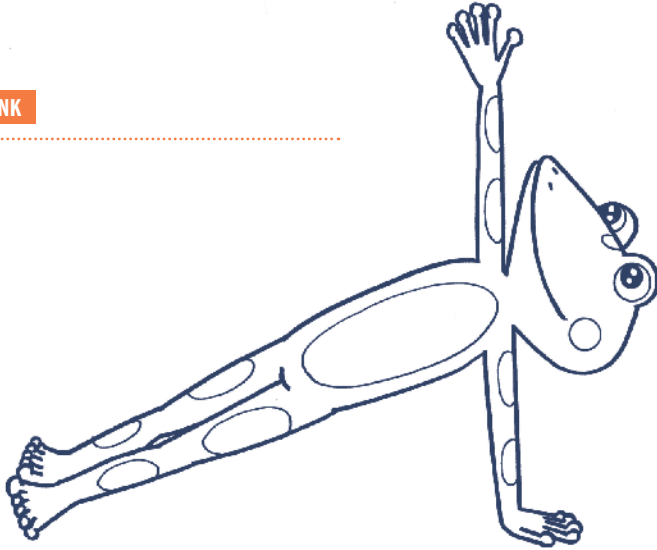
Alternatively, flow from Child's pose to Plank pose.

Side Plank 

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

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

SIDE PLANK



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

Twist Sequence (UNIT 4, LESSON 2)

Remind students:

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

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

All Sides of the Story Sequence

Tell students:

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

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

Mountain/Sunrise (UNIT 2, LESSON 1)

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

Sunset (UNIT 1, LESSON 1)

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

Plank (UNIT 1, LESSON 3)

Use this as a transition pose to Side Plank.

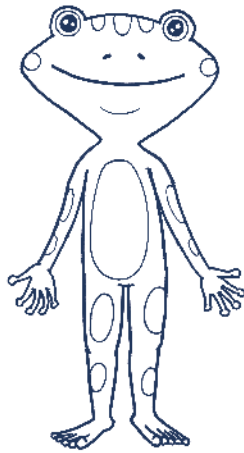
Side Plank (UNIT 4, LESSON 3)

Complete both sides before moving forward.

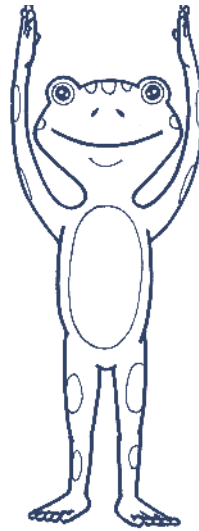
- *Another way we can look is to our sides: our left and right. Notice what the room looks like from this angle. Notice this different perspective.*
- *Notice what and who are next to us and beside us.*

ALL SIDES OF THE STORY SEQUENCE

Mountain



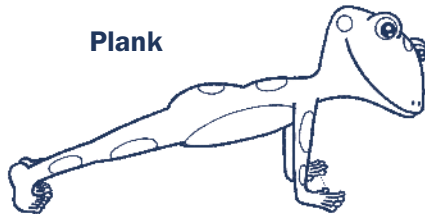
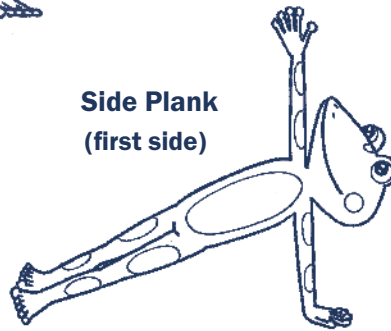
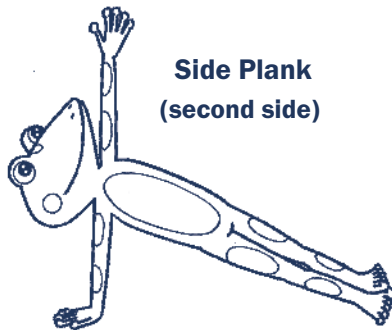
Sunrise



Sunset



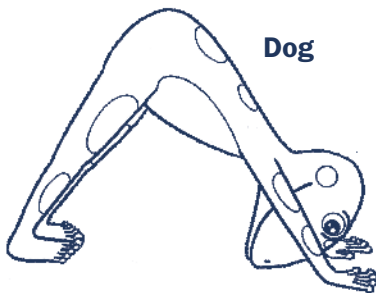
Plank

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

Cobra



Dog



Hands and Knees



Child's Pose



Cobra (UNIT 1, LESSON 3)

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

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

Dog (UNIT 1, LESSON 1)

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

Hands and Knees (UNIT 1, LESSON 1)

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

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

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

Give students a moment to check in.

Volcano (UNIT 2, LESSON 3)

Hold Volcano for a few breaths before transitioning to seated.

Seated Twist (UNIT 4, LESSON 1)

Guide students through the sequence.

Closing Sequence (UNIT 1, LESSON 1)

Guide students through the sequence.



REST AND REFLECTION / 5 mins

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

Senses Check-In

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

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

Allow one to two minutes of Rest.

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

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

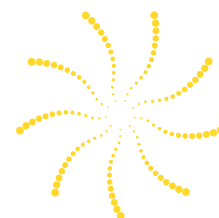
TAKE-HOME PRACTICE

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



Lesson 4

WHAT'S YOUR POINT OF VIEW?



Goal Statement

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

Essential Question

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

"I Can" Statement

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

Key Learning Objectives

Students will know...

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

Students will be able to...

- Identify ways they agree and disagree with classmates.

Materials

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

Preparation/Setup

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

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

Calming and Focusing

Check-In

Gratitude and Appreciation Practice

Rest and Reflection

New Vocabulary

None

CALMING AND FOCUSING / 2 mins

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

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

*PURPLE LITTLE BIRD / 10 mins

Review the meaning of perspective with students. Tell them:

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

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

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

SUMMARIZE FOR STUDENTS:

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



DIFFERENTIATION

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

WHAT'S YOUR POINT OF VIEW? / 15 mins

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

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

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

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

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

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

SUMMARIZE FOR STUDENTS:

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

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

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

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

Twist Sequence (UNIT 4, LESSON 2)

Guide students through the sequence.

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

Repeat the sequence holding each pose for a few breaths.

Closing Sequence (UNIT 1, LESSON 1)

Guide students through the sequence.

**REST AND REFLECTION / 5 mins**

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

Gratitude and Appreciation Practice

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

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

Give students a few moments to bring someone to mind.

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

Give students a few moments to reflect.

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

Give students a few moments to reflect.

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

Allow one to two minutes of Rest.

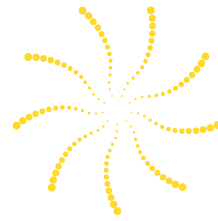
TAKE-HOME PRACTICE

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



Lesson 5

STAND IN SOMEONE ELSE'S SHOES



Goal Statement

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

Essential Question

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

“I Can” Statement

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

Key Learning Objectives

Students will know...

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

Students will be able to...

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

Materials

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

Preparation/Setup

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

New Vocabulary

**Standing in
someone else's shoes**

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

Calming and Focusing

Check-In

Kind Mind (for Self and for Others)

Rest and Reflection

CALMING AND FOCUSING / 2 mins

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

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

STEP INTO SOMEONE ELSE'S SHOES / 20 mins

Tell students:

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

Help them conclude that:

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

Explain to students:

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

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

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

[Tap your forehead]

- *...and feeling...*

[Pat your heart.]

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

TEACHING TIP



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

TEACHING TIP



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

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

TEACHING TIP



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

SUMMARIZE FOR STUDENTS:

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



MINDFUL MOVEMENT / 20 mins

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

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

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

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

Guide students through the following poses and sequences:

Cat/Cow (UNIT 1, LESSON 1)

Dog (UNIT 1, LESSON 1)

Sunset (UNIT 1, LESSON 1)

Mountain (UNIT 1, LESSON 1)

Twist Sequence (UNIT 4, LESSON 2)

Repeat this sequence several times.

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

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

Closing Sequence (UNIT 1, LESSON 1)

Guide students through the sequence.



REST AND REFLECTION / 8 mins

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

Kind Mind (for Self and for Others)

Tell students:

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

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

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

May I feel heard and understood.

May I feel seen and valued.

May I feel peace and compassion.

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

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

May you feel heard and understood.

May you feel seen and valued.

May you feel peace and compassion.

I hope you feel cared for.

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

Allow one to two minutes of silent Rest.

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

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

TAKE-HOME PRACTICE

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



Scenarios

STEP INTO SOMEONE ELSE'S SHOES

Scenario #1

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

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

Scenario #2

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

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

Scenario #3

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

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

Scenario #4

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

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

Scenario #5

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

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

Scenario #6

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

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

Scenario #7

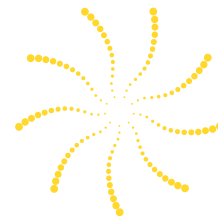
Claudia wants to read a book on her iPad, and her brother, Eli, wants to watch cartoons.

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



Lesson 6

CONFLICTING PERSPECTIVES



Goal Statement

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

Essential Question

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

"I Can" Statement

I can explain how to make a compromise.

Key Learning Objectives

Students will know...

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

Students will be able to...

- Identify how people with different perspectives could compromise.

Materials

- Copies of scenario cards

Preparation/Setup

- Copy and cut out scenario cards.

New Vocabulary

Conflict
Compromise

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

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

CALMING AND FOCUSING / 2 mins

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

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

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

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

Twist Sequence (UNIT 4, LESSON 2)

Guide students through the sequence.

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

Before guiding students through this sequence, tell them:

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



TRAVELING TOGETHER / 10 mins

Tell students:

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

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

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

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

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

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

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

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

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

TEACHING TIP



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

SUMMARIZE FOR STUDENTS:

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

TRADING PLACES / 20 mins

Tell students:

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

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

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

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

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

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

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

Distribute scenarios from the following list to pairs of students:

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

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

TEACHING TIP



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

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

SUMMARIZE FOR STUDENTS:

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

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

Guide students through the sequence.

Closing Sequence (UNIT 1, LESSON 1)

Guide students through the sequence.



REST AND REFLECTION / 5 mins

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

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

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

May everyone feel heard and understood.

May everyone feel seen and valued.

I hope everyone feels peace and compassion.

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

Allow one to two minutes of Rest.

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

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

TAKE-HOME PRACTICE

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

Lesson Extensions

What Is It?

Lessons 1–2

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

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

My Favorite Food

Lessons 1–4

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

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

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

Parachute Point of View

Lessons 1–4

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

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

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

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

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

SUMMARIZE FOR STUDENTS:

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

Storytime

Any lesson

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

Compassion Connection

Any lesson

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

Compassion Board

Continued from previous unit

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

Unit 5



RELATIONSHIP SKILLS

Prior Knowledge

Students should have a general understanding of friendships and that there are different ways to express themselves in their friendships.

Overview

This unit centers on the body to teach students key relationship understandings and skills for friendship to help them be their best selves with peers. Students will examine how they use their whole selves including feet, hands, ears, eyes, and mouths to be a friend. They will review pausing to respond to emotions that might affect how they use their bodies when there is conflict with a friend. The unit also introduces healthy serving sizes for different types of food.

Enduring Understandings

Students will understand:

- There are many ways to use their bodies and minds to grow their friendship skills.
- Paying attention to serving sizes can help them take care of their bodies.
- Taking a pause can help them work through conflict with a friend.

Essential Questions

- What does it mean to be a friend?
- How can I be a good friend?
- How do I express friendship by cooperating and sharing with my body?
- How can I be a friend to my own body and mind?
- How do I create and grow friendships?
- What can I do when I am in conflict with a friend?

Lesson Summaries and Materials*

Lesson 1 pages 258–271

Lesson 1—Draw a Friend: Students describe characteristics and behaviors they associate with friendship, and they discover that friendship takes practice. They discuss and apply ways to work safely with a partner in Mindful Movement.

- Whiteboard, display screen or chart paper/marker
- Class friendship illustration (image of two body outlines drawn on chart paper or in a format that can be edited digitally across multiple lessons)
- Printed copies of image of two body outlines for students' friendship illustrations (preferably on legal size paper)
- Pencils

Lesson 2 pages 272–279

Lesson 2—Walk With Me: Students learn the meaning of cooperation. They practice cooperation through a game and in partner work during Mindful Movement.

- Whiteboard, display screen or chart paper/marker
- Class friendship illustration (continued from Lesson 1)
- Students' friendship illustrations (continued from Lesson 1)
- Three-legged race bands (or strips of elastic cloth)

Lesson 3 pages 280–291

Lesson 3—Helping Hands: Students use their hands to demonstrate friendly behaviors. They work with a partner to create a project that will require cooperating, asking for help, and sharing resources.

- Whiteboard, display screen or chart paper/marker
- Class friendship illustration (continued from Lesson 1)
- Students' friendship illustrations (continued from Lesson 1)
- Materials for your chosen project, for example:
 - Friendship bracelet: yarn, beads, macaroni noodles, scissors, etc.
 - Friendship fort: paper cups, wooden blocks, Cheerios, popsicle sticks, glue
- Pencils and/or markers

Lesson 4 pages 292–299

Lesson 4—Hand Me a Healthy Snack: Students learn how to use their hands to estimate a healthier serving size of various foods.

- Whiteboard, display screen or chart paper/marker
- Class friendship illustration (continued from Lesson 1)
- Students' friendship illustrations (continued from Lesson 1)
- Pencils and/or crayons or markers
- 1 container of not-nut butter (e.g., sunflower seed butter to avoid allergy issues)
- 1 apple or other fruit, sliced
- 1 hunk of cheese
- [Optional] 1 medium-sized bag of potato chips (i.e., contains 2–4 servings)
- 1 knife (to cut cheese)
- 1 spoon (to scoop not-nut butter)
- Paper towels
- Images of included foods (fruit, cheese, etc.) showing both correct and over-sized portions
- Images of a hand in four positions: palm facing forward, fist, hand cupped, thumbs-up

Lesson 5
pages 300–309

Lesson 5—Look and Listen: Students understand that listening is an important friendship skill.

- Sharing circle object (e.g., stuffed animal or small item to pass to indicate who is speaking)
- Image of eyes and ears
- Whiteboard, display screen or chart paper/marker
- Class friendship illustration (continued from Lesson 1)
- Students' friendship illustrations (continued from Lesson 1)
- Pencils and/or markers
- [Optional] Cutouts of speech bubbles

Lesson 6
pages 310–317

Lesson 6—Communicating with Care Builds Friendship: Students reflect on the power of words in friendships. They practice communicating with care and kindness.

- Whiteboard, display screen or chart paper/marker
- Class friendship illustration (continued from Lesson 1)
- Students' friendship illustrations (continued from Lesson 1)
- Pencils or other writing materials

Lesson 7
pages 318–329

Lesson 7—A Friendly Pause: Students work with a partner to attempt physical challenges together. They then explore how to take a pause when there is conflict with a friend.

- Whiteboard, display screen or chart paper/marker
- Class friendship illustration (continued from Lesson 1)
- Students' friendship illustrations (continued from Lesson 1)
- Crayons or pencils for writing

Lesson 8
pages 332–338

Lesson 8—Use Your Whole Self to Be a Friend: Students review ways they can use their whole body and mind to be a friend.

- Whiteboard, display screen or chart paper/marker
- Class friendship illustration (continued from Lesson 1)
- Students' friendship illustrations (continued from Lesson 1)
- Pencils and/or markers
- [Optional] Cutouts of speech bubbles

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

New Mindful Movements

Poses

Partner Seated Sunrise

Partner Tree

[Optional] Partner Pointing Dog

Partner Diamond

Partner Boat

Partner Wheelbarrow

Seated Partner Twist

Partner Diamond Twist

Partner Challenges:

Leaning Tower of Pisa

Drawbridge

Back-to-Back Chair

Interlocking Arms/Elevator

Mindful Moments

Calming and Focusing

Visualizing Support and Safety

Visualizing Friendship

Balance Check-in

Tension Release

Take 5 Breath

Kind Mind (for Self)

Mini-Body Scan

Kind Mind (for Others)

Mindful Listening

Breath of Joy

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

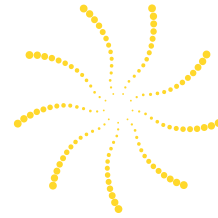
Students will be able to:

- Describe behaviors that demonstrate friendship (Lesson 1).
- Identify ways to work safely with a partner (Lesson 1).
- Describe examples of cooperation (Lesson 2).
- Practice cooperation with a partner (Lesson 2).
- Work safely with a partner in Mindful Movement (Lesson 2-4 and 7).
- Cooperate with a partner to complete a project (Lesson 3).
- Practice sharing and asking for help with peers (Lesson 3).
- Determine healthy serving sizes of foods from different food groups (Lesson 4).
- *Demonstrate listening through eye contact and body language (Lesson 5).
- Explain how a friend can tell they are listening (Lesson 5).
- *Demonstrate listening by checking in with the speaker (Lesson 5).
- Practice communicating kind words, including compliments, appreciations, and apologies, with a partner (Lesson 6).
- Describe ways to take a pause when there is conflict with a friend (Lesson 7).
- Identify specific friendship skills (Lesson 8).



Lesson 1

DRAW A FRIEND



Goal Statement

Students will describe characteristics and behaviors they associate with friendship, and they will discover that friendship takes practice. They will discuss and apply ways to work safely with a partner in Mindful Movement.

Essential Question

What does it mean to be a friend?

“I Can” Statement

I can describe one way to be a friend.

Key Learning Objectives

Students will know...

- They can learn and grow friendship skills with practice.

Students will be able to...

- Describe behaviors that demonstrate friendship.
- Identify ways to work safely with a partner.

Materials

- Whiteboard, display screen or chart paper/marker
- Class friendship illustration (image of two body outlines drawn on chart paper or in a format that can be edited digitally across multiple lessons)
- Printed copies of image of two body outlines for students' friendship illustrations (preferably on legal size paper)
- Pencils

Preparation/Setup

- Print copies of two friendship illustrations (preferably on legal size paper), 1 per student.
- Write names of body parts on chart paper or in interactive whiteboard files.

New Vocabulary

Body
Friend

New Mindful Movements

Poses

Partner Seated Sunrise
Partner Tree
[Optional] Partner Pointing Dog

Sequences

None

Mindful Moments

Calming and Focusing
Visualizing Support and Safety
Balance Check-in
Visualizing Friendship
Rest and Reflection

CALMING AND FOCUSING / 2–5 mins

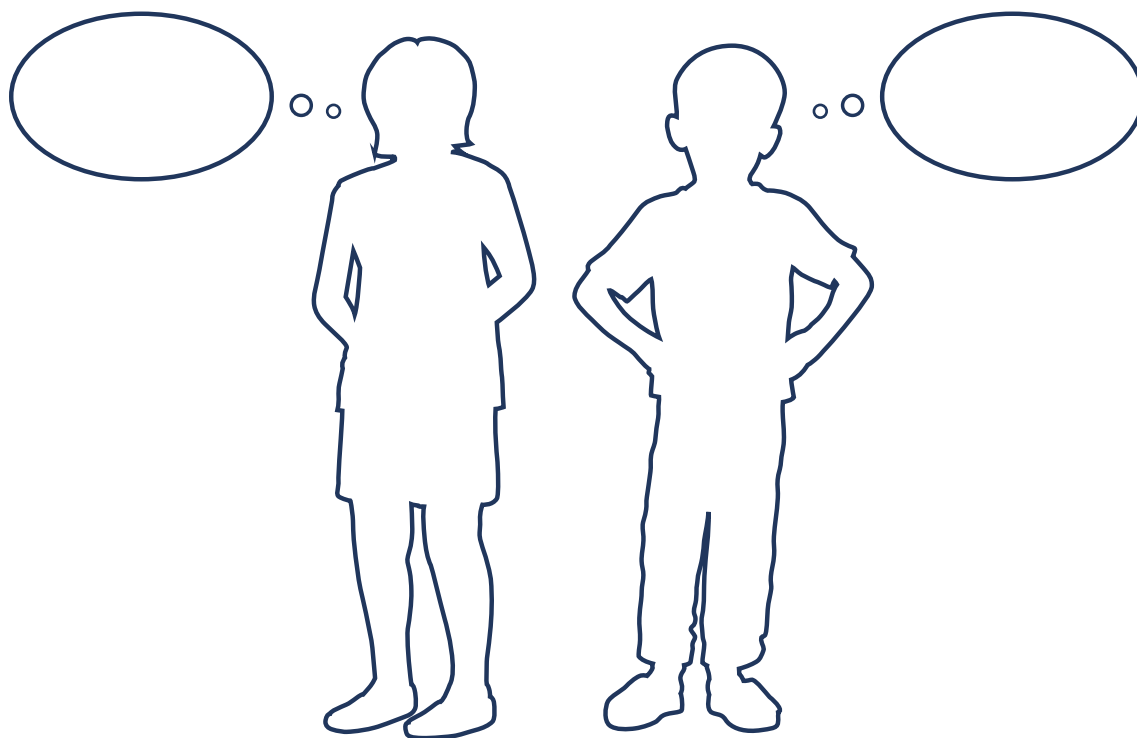
Begin every lesson with Calming and Focusing practices described in the PRACTICE GUIDE.

- **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.

HOW DO WE DRAW A FRIEND? / 10 mins

Gather students into a group and project on a whiteboard or draw on chart paper the outline of a body. Label the outline (e.g. head, face, shoulders, arms, hands, legs, feet, and a thought bubble for mind). Ask students questions such as the following, recording ideas on the board if desired:

-
- **What is a friend?**
 - **What does a friend do?**
 - **What does a friend say?**
 - **How could the head, face, or feet in this illustration show us that these two are friends?**
-



Share the printed copies of two body outlines. Tell students that in this unit, they will learn how to use their bodies and minds to practice friendship skills. Ask questions such as:

-
- ***Do you have any ideas about what I mean by friendship skills?***
[Refer to the list of what friends do and say for suggestions.]
 - ***What do you think is the most important thing you can do to be a good friend?***
 - ***Can you get better at friendship? Is that a skill you can learn or grow stronger?***
-

Emphasize that friendship is something that has to be learned and takes practice. Explain that everyone makes friendship mistakes, and can practice to learn and grow their friendship skills.

Explain that they will work together in this unit to practice friendship skills like cooperation, sharing, and listening. Explain that they will label their own body drawings to record what they learn and to help them remember how friends practice their friendship skills. Tell them that by the end of the unit, everyone will have a drawing to use to teach others about how they can use their bodies and minds to practice friendship skills.

Distribute supplies and ask students to label their papers with their names. If time allows, invite students to make up two names for the friends on their illustrations and to begin adding facial features, clothes, and hair to the illustrations, if desired. Explain that they do not need to complete this today, and they should keep the area around the two bodies completely clear for the work they will be doing throughout the unit.

TEACHING TIP



Don't spend more than a few minutes personalizing the illustrations today. You will need the bulk of your class time to introduce partner work during Mindful Movement.

SUMMARIZE FOR STUDENTS:

- *We can learn and grow our friendship skills.*
- *Practicing friendship skills, like cooperation, kindness, listening, and sharing, will help us grow into stronger friends.*



MINDFUL MOVEMENT / 30 mins

Introduction

Allot plenty of time for today's movement practice, including the preparation

for partner work. The first phase should be taken slowly, emphasizing building body awareness in each movement or pose. Keep the names of body parts displayed/projected on a whiteboard: head, face, shoulders, arms, hands, legs, and feet.

You may like to project the following questions or refer back to the ideas you recorded earlier in the lesson:

-
- *What is a friend?*
 - *What does a friend do?*
 - *What does a friend say?*
-

Tell students:

- *While we practice movement today, let's treat our body parts like friends and take care of them in our movement practice! How can we do that? By being kind to ourselves and listening to what our bodies need. What does that look like?*
- *It looks like:*
 - *Moving slowly and carefully*
 - *Noticing what each body part lets us do*
 - *And paying attention to how we are being a friend to our own bodies by showing ourselves compassion.*

Easy Pose (UNIT 1, LESSON 1)

Begin by encouraging students to sit tall and lengthen their spines and necks as they sit comfortably on the centers of their mats in Easy pose.

Guide students to take a few deep Calming breaths. Then ask students to think about where the center of their bodies is and where they would draw it on their cutout. Ask students to place one hand on the center of their bodies and then to take in a deep breath imagining it traveling to that place, then breathe out. Then ask them: What do you notice?

Neck Rolls

Lead students through this short practice using the following cues as reference:

1. **Inhale:** Lengthen your spine and tuck in your chin.
2. **Exhale:** Release your chin down toward your chest. Take it as far as it feels good—like you're being a very kind friend who is listening to and taking care of your neck.

TEACHING TIP

Partner poses can be time-consuming, and you may need several minutes to set expectations for emotional and physical safety to get students ready for partner poses. It is okay if you only get through one or two of these poses in the first introduction. There will be several chances to practice again.

3. **Inhale:** Slowly and carefully move your right ear toward your right shoulder, lifting your chin a little. Hold here for one breath in and out.
4. **Exhale:** Moving slowly, move your chin in a big semicircle down toward your chest, your left ear moving toward your left shoulder. Hold for one breath.
5. Repeat two to three times for each side; then bring your chin back to center—allowing your head to hang for a moment.
6. Bring your attention to the muscles in the back of your neck and the weight of your head.

Shoulder Rolls

Lead students through this short practice using the following cues as reference:

1. Bring attention to your shoulders, noticing the roundness of your shoulders, your shoulder joints, and the flatness of your shoulder blades.
2. **Inhale:** Raise your shoulders up toward your ears.
3. **Exhale:** Circle your shoulders back, down, and around, bringing your shoulder blades toward each other and back to center.
4. Repeat two to three times.
5. Change direction, rolling your shoulders forward and around two to three times.
6. Which way feels better—going backward or forward?

Fresh Start Sequence/ Twist Sequence

(UNIT 1, LESSON 3)/(UNIT 4, LESSON 2)

Guide students through one of these sequences, repeating three times.

Introduction to Partner Poses

Remind students that today they start learning partner poses and use the following steps to prepare them. It is important to spend adequate time with this discussion because it sets the tone for partner work throughout the rest of the unit.

Begin this discussion with the Calming exercise, followed by a few moments of silent reflection (encouraging students to close their eyes if comfortable). Then lead them through the following visualization:

- *Bring to mind a friend or family member who gives you care and support. What does it feel like to be around someone who supports you? How do they show their support? How do you know they care for your safety and well-being? Imagine you are about to do something a little scary. What would make you feel safe and supported?*

Following this reflection, discuss how to be a supportive partner, and co-create a list of guidelines that can be posted, referenced, added to, and/or modified throughout all partner work for the unit. Refer to these agreements throughout partner work in the unit. Use these agreements to redirect attention if anyone is not taking care of or is potentially hurting a partner. Try to frame these guidelines positively and use concrete examples of behaviors.

Ask students questions such as the following to guide the discussion:

- *When we do partner work today, how will you show your partner that you care for their safety and well-being?*
- *When you do a partner pose, what behaviors can your partner demonstrate that will help you to feel supported?*

Guide the students in coming up with partner agreements/guidelines such as:

- **GREET** your partner. At the beginning of each partner pose, practice eye contact, say hello, and shake hands, fist-bump, or high-five.
- **CHECK IN** with your partner to make sure they are ready to begin and that they feel safe in the pose.
- **SPEAK UP** to tell your partner what you need.
- **BE KIND.**
- **LISTEN** to what your partner is telling you—STOP means STOP.
- **PRACTICE** supporting each other in the pose.
- **Have fun together!**

Break up the class into partners (using the following Hurricane strategy or another quick pairing method) and let them know that they will stay with the same partner for the rest of this lesson. If you have an odd number, create a group of three and have them take turns, or have one of them be your partner. Have students look into each other's eyes and greet their partners (with a handshake, high five, or fist bump). Then ask students to repeat the following statement to commit to the guidelines you have set as a class: "I agree to our class Partner Pose Guidelines. I will be my best self. I will be a safe and kind partner."

TEACHING TIP



While discussing partner agreements and throughout partner work, emphasize autonomy so that students understand they can say no to any part of a partner pose that doesn't feel comfortable for them. Emphasize checking in so that students do not assume their partner's consent to any part of the pose/movement without asking.

Depending on the time available and attentiveness of the class, you may wish to demonstrate each pose before having the class go into it with their partners. As you go through the partner poses, guide students to keep noticing what they do have control over as they work with their partners, as well as what they don't have control over. Encourage them to be mindful of how their actions and words can support their partners. Remind them they should use “no” and “stop” as tools to communicate with their partners in order to stay physically and emotionally safe while working together.

TEACHING TIP



Rather than having students choose partners, use Hurricane or another quick and structured pairing strategy each time you set up for partner work, so that students interact with a variety of partners over time. Pay attention to the emotional safety of pairings and make changes when necessary.

[OPTIONAL] Hurricane

This is a fun way to mix up the class to help students find a new, unexpected partner. When you say the word hurricane, students walk around the room to find a new mat quickly, but safely. Choose a direction and announce that their partner is now the person to the left, to the right, behind, or in front of them. Switch it up so that they don't know which direction you will choose. Ask students to exchange greetings with their partners.



PARTNER SEATED SUNRISE

TEACHING TIP



Communicate that if any student is uncomfortable, they always have the right to pass on an activity by giving a pre-arranged signal. The signal might be a hand gesture or words communicating a desire to pass until they are ready to rejoin the activity.

Partner Seated Sunrise new

Guide students through one or both of the variations of this pose using the following cues as reference:

Variation 1: Front to Front

1. Begin seated in Easy Pose, facing each other, knees close to your partner's knees. With arms reaching out to the sides, and palms

facing forward, bring palms toward each other. Palms or fingertips may be together or palms can be hovering close together but not touching.

2. **Inhale:** Moving together with your partner, stretch your arms out to the sides and up in the sunrise motion.
3. **Exhale:** Moving together with your partner, stretch your arms out to the sides and down, reversing the motion.
4. Repeat four to five times, breathing and moving together.

Variation 2: Back to Back

Begin seated back to back with your partner in Easy pose. With arms reaching out to the sides, and palms facing forward, bring the backs of your arms and hands toward your partner's. Backs of the hands may be together or hovering close together without touching.

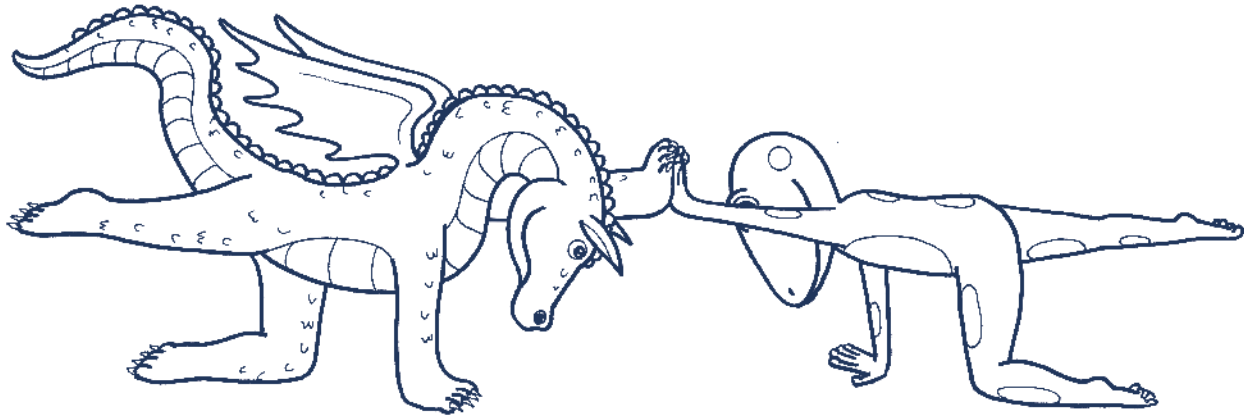
5. **Inhale:** Moving together with your partner, stretch your arms out to the sides and up in the sunrise motion.
6. **Exhale:** Moving together with your partner, stretch your arms out to the sides and down, reversing the motion.
7. Repeat four to five times, sitting tall and breathing and moving together.
8. Can you notice your partner's breathing? Are you breathing together?

Debrief the activity by asking students what they noticed about their communication with their partners. What was challenging? What was easy?

[OPTIONAL] **Partner Pointing Dog**

Have students arrange themselves on the mats so that they are in Hands and Knees position facing their partners with some room between them to move. Guide them through the pose using the following cues as reference:

1. Begin in Hands and Knees position, with knees hip-width apart, directly below hips, hands shoulder-width apart, in line with shoulders, and fingers spread wide, pointing forward toward your neighbor.
2. **Inhale:** Feeling steady and looking upward, slowly lift your right hand, reaching out toward your partner so that your fingertips touch or the palms of hands press into each other. You may need to shift your position closer to your partner or farther apart.



3. Exhale: Lift your left leg straight out behind you. Pay attention to what's behind you so you can move into the pose safely.
4. Remain in the pose for two to three breaths.

Guide students to notice whether it might be helpful to press into their partner's hand for balance and stability. Ask:

- *Can we practice being a safe and strong partner by supporting one another and helping one another stay in the posture?*

Have students repeat on the other side.

Transition to standing by lifting up to Dog, walking, or hopping the feet forward to Sunset, then inhaling to lift to Mountain.

Remind students to thank their partner, look them in the eye, and shake hands or give them a high five or thumbs-up for their help.

[OPTIONAL] **Fresh Start Sequence** (UNIT 1, LESSON 3)

Practice Fresh Start Sequence as an active break between partner poses.

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

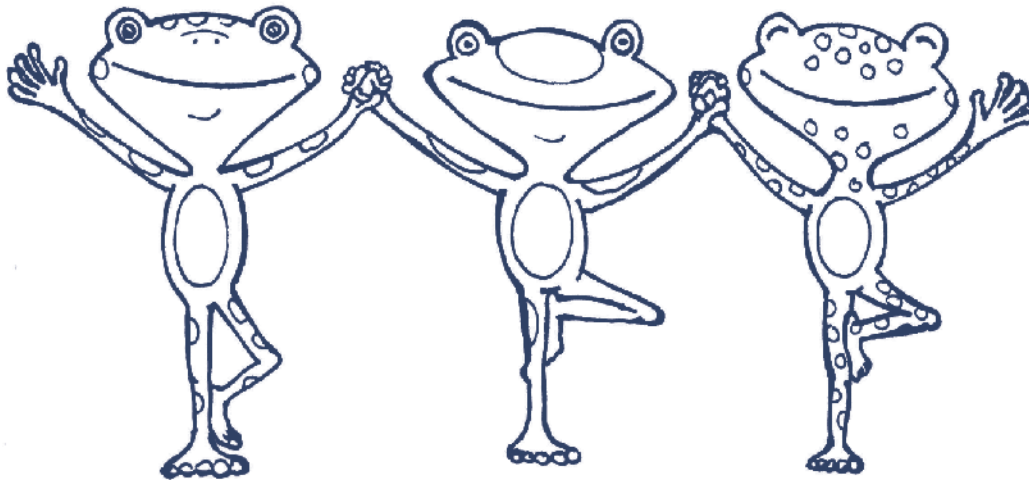
Before guiding students through Partner Tree pose, check in and draw attention to balance in Mountain pose.

Guide students to either close their eyes or keep their eyes open but relaxed on a fixed point. Ask students:

- *Does your body feel steady and balanced in Mountain pose? Can you find the center of your body while standing? Place one hand on the center of your body.*

- *As you breathe in, gently shift your weight forward, bringing the center of your body's weight onto the balls of your feet.*
- *As you breathe out, gently rock back, bringing the center of your body's weight onto the heels of your feet.*
- *Follow the breath in and out, rocking slightly forward and backward. Notice all the little shifts your legs, back, spine, shoulders, and arms are making to keep you upright.*
- *Your body and brain do a lot of coordination just to stand upright.*
- *Let's see if we can find this steadiness while balancing with a partner.*

PARTNER TREE



Partner Tree new

Guide students into this partner pose, using the following cues as reference. You may also want to refer to Unit 3 for additional cues for Tree pose. Encourage students to notice the way they communicate with each other as they do the partner pose, in order to practice the pose safely.

1. **Begin by standing on the mat in Mountain pose, side by side and shoulder to shoulder with your partner. You can hold your partner's hand, entwine elbows with your partner, or touch the back of your hands to your partner's.**
2. **Focus your eyes on the same spot.**
3. **You are partnering to create one giant tree. Your inner legs will be your strong trunk.**
4. **Inhale: Stand tall and shift your weight to the center of your tree "trunk" (legs).**
5. **Exhale: Bend the knee of your outer leg, rotating the leg so the**

knee opens out to the side. Begin to raise the foot, first placing it on the ankle, then trying to place the sole of the foot on the calf or thigh to create a mirror image of your partner's Tree pose.

6. Inhale: Raise your outer arms up into the air and touch palms with your partner overhead.
7. In order to keep you and your partner both safe, notice what your body is communicating with you. If you start to feel wobbly, place your foot down and tell your partner you need to rebuild your tree.
8. Hold the pose for three to five breaths:
 - Breathing in: Grow your tree taller, lengthening up through the legs and spine.
 - Breathing out: Grow your roots deeper, pressing into the mat through your "trunk" (foot).
 - Breathing in: Notice how your partner is balancing in the pose.
 - Breathing out: Find steadiness and calm to support your partner.
9. Exhale: Release Tree pose and shake out your legs to let go of any tension.
10. Return to Mountain pose and take a couple of breaths to check in with your hands on your Anchors.

Remind students to thank their partners, look them in the eye, and shake hands or give them a high five or thumbs-up for their help.

If time allows, have students switch places to find Partner Tree pose on the other side.

Partner Closing Sequence

NOTE Depending on time and students' readiness, you may wish to introduce the Partner Closing Sequence now or postpone until a future lesson in this unit. Alternatively, practice the original Closing Sequence (Unit 1, Lesson 1).

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

Partner Butterfly

1. Begin seated back to back with your partner, as close as possible.
2. Place the soles of your own feet together into Butterfly pose (Unit 1, Lesson 1).
3. Take a few slow breaths.

> **OPTIONAL:** While in Partner Butterfly, have one partner lean forward while the other leans back. This creates more of a stretch for the partner leaning forward and a chest opener for the partner leaning back. Have them stay there for a couple breaths and then switch roles.

NOTE *You may want to demonstrate this first and make sure to remind students to communicate and let their partners know if they want to stop.*

Partner Flower

Stay back to back and go into Flower pose (Unit 1, Lesson 1). Use the back of your partner to help you balance.

Partner Turtle

1. Turn around to face your partner.
2. Keep your toes touching with your partner's toes as you go into Turtle pose (Unit 1, Lesson 1). Be careful not to bump heads.
3. See if you can reach your partner's hands. If so, you may join hands to give each other a gentle tug into the stretch.

When the class is finished with the partner poses, remind students to thank their partners before moving back to their own mats.

[OPTIONAL] Knees-to-Chest

Guide students to this pose using the following cues as reference:

1. Lie down on your back on the mat.
2. Bring the knees to the chest and rock gently from side to side without rolling all the way to one side.
3. Relax the shoulders and the head and take the head side to side for a few breaths.
4. Bring the head back in line with the spine and lengthen out through both legs to lie down.



REST AND REFLECTION / 5 mins

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

Visualizing Friendship

Allow one to two minutes of Rest before leading students through the following guided visualization:

- *While we are calm and resting comfortably, picture in your mind someone who is a good friend to you, who shows you kindness, someone you enjoy spending time with.*
- *Picture this friend in your mind. Remember a time when they were a good friend to you. Maybe there was a time you had fun together, a time they showed you kindness, or a time they helped you when you needed it. Picture that memory.*

Pause and give a moment for reflection.

- *When you think of this friend and this memory, how do you feel?*

Then invite students to slowly return to a seated position.

Invite volunteers to share their reflections with the class.

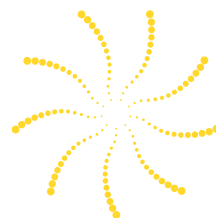
TAKE-HOME PRACTICE

- *At school or home, notice someone being a good friend. What do they do?*



Lesson 2

WALK WITH ME



Goal Statement

Students will learn the meaning of cooperation. They will practice cooperation through a game and in partner work during Mindful Movement.

Essential Question

How can I be a good friend?

“I Can” Statement

I can practice cooperation with a partner.

Key Learning Objectives

Students will know...

- Cooperation means to work together.
- Cooperation is a friendship skill they can practice and grow.

Students will be able to...

- Describe examples of cooperation.
- Practice cooperation with a partner.
- Work safely with a partner in Mindful Movement.

Materials

- Whiteboard, display screen or chart paper/marker
- Class friendship illustration (continued from Lesson 1)
- Students' friendship illustrations (continued from Lesson 1)
- Three-legged race bands (or strips of elastic cloth)

Preparation/Setup

- Print copies of two friendship illustrations (preferably on legal size paper), 1 per student.
- Write names of body parts on chart paper or in interactive whiteboard files.
- Prepare three-legged race bands.
- [Optional] Set up and mark off relay boundaries.

New Vocabulary

Cooperate
Cooperating

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

Calming and Focusing
Balance Check-In
Tension Release
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 / 15 mins

Display the friend outlines and write the word **cooperate** next to the feet.

Introduction

Begin by asking students: What does it mean to cooperate? Invite students to respond, and then help them conclude that to cooperate means to work together. Ask students:

- *What part of our bodies do you think the focus will be on today?*
- *Yes, Feet!*
- *Today we are going to use our feet to practice cooperation, which is an important skill for friendship. First, we're going to start with Mindful Movement. Let's take some time in our Mindful Movement practice to give some special attention to our feet. Take a moment to look at your feet.*

[This can be done with shoes on or off.]

- *Think about all the things feet let us do.*

Write a list on the board or just let it be a time for students to think and share out loud.

Finding Our Feet

Have students sit on the mat with legs straight out in front of the body. Invite students to remove their shoes and socks for this exercise if they are

comfortable, but if students do not feel comfortable taking their shoes off, that is okay! Allow them to visualize the parts of the feet while doing the exercises with shoes on. Allow students some time just to look at their own feet.

Lead students through a few foot stretches. Point and flex the toes and feet. Circle the ankles to the right and left. Guide students in a reflection about their feet as they do the feet exercises:

- *Do you know how many bones are in your feet? There are 26 bones in each foot! How many is that in both feet? It's 52 bones that cooperate to keep your body supported.*
- *Now look more closely at your feet. There are 19 muscles! Those 19 muscles cooperate to keep you moving.*
- *Spread your toes wide—can you see and feel the strong ligaments on the tops of your feet? All these ligaments and muscles work together to keep the foot securely fastened to your ankle bones.*
- *Let's take a moment to give our feet some care and kindness. Sometimes we forget how much they do for us! I'm impressed with how many parts have to cooperate and work together.*
- *How could you be a friend to your feet? How could you show care and kindness to your feet?*

Have students suggest ideas. Then suggest to them a self-care foot massage to be done now or at home.

> **OPTIONAL:** Demonstrate and guide students in an optional self-care foot-massage by giving a light squeeze to each toe and then the tops of the feet, the balls of the feet, the arches, and heels as a way of saying “thank you” to their feet. (This will probably lead to some giggles and jokes, and that is okay. If students do not feel comfortable taking their shoes off, you might suggest they do this at home.)

Ask students how they usually treat their feet (e.g., *have they ever criticized the way their feet look or smell?*).

Encourage them to remember how much support and work our feet are actually giving us and to remember to treat our feet like friends!

Fresh Start Sequence (UNIT 1, LESSON 3)

Guide students through the sequence three times, and as you do, call attention to the work of the feet.

Introduction—Partner Poses (UNIT 5, LESSON 1)

Have students sit in Easy pose and review with them the partner agreements you created in the last lesson. Add “cooperate” to the list of agreements.

> **OPTIONAL:** Use the Hurricane exercise from Lesson 1 to sort students into partner groups.

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

Before guiding students through Partner Tree pose, have them check in with themselves and draw attention to a sense of balance in Mountain pose.

Guide students to either close their eyes or keep their gaze on a fixed point. Ask them:

— *Does your body feel steady and balanced in Mountain pose? Can you find the center of your body while standing?*

- *Place one hand on the center of your body.*
- *As you breathe in, gently shift your weight forward, bringing the center of your body's weight onto the balls of your feet.*
- *As you breathe out, gently rock back, bringing the center of your body's weight onto the heels of your feet.*
- *Follow the breath in and out, rocking slightly forward and backward. Notice all the little shifts your legs, back, spine, shoulders, and arms are making to keep you upright.*
- *Your body and brain do a lot of coordination just to stand upright.*
- *Let's see if we can find this steadiness while balancing with a partner.*

Partner Tree Pose (UNIT 5, LESSON 1)

Guide students through the pose. Ask them to notice what it takes to successfully cooperate with one another and what it feels like to cooperate with someone.

Partner Seated Sunrise (UNIT 5, LESSON 1)

Guide students through the pose.

Easy Pose (UNIT 1, LESSON 1)

Guide students through several Calming breaths in Easy pose before transitioning to the next activity.



THREE-LEGGED RACE / 25 mins

Ask for two volunteers to demonstrate three-legged walking/running. Ask volunteers to stand side-by-side. Use race bands to demonstrate safely binding their inner legs together and ask the class to suggest ways the pair can make their feet work together. Use the terms **cooperate** or **cooperating** as often as possible.

After the demonstration, ask the class what the term cooperate means. Then ask the students who demonstrated the three-legged walking whether they have any advice for helping their classmates make their feet cooperate (e.g., how to best run together, how to keep from falling down, what to pay attention to, etc.). Make sure communication is mentioned.

Pair students and have them bind their legs together for a three- legged race or to complete a set of challenges without racing (such as walking, hopping, and/or skipping together across the room). Depending on space, you may have everyone complete the task at one time or split pairs into teams for a relay. Try to minimize waiting time. If desired, have the end point of the race be a spot where the students can sit in a group together for the subsequent debriefing.

Debrief their need to cooperate during the race/challenges and ask questions such as the following to help students notice how cooperation is an important skill for friendship:

-
- ***What are some ways you and your partner's feet cooperated together?***
 - ***What are some other ways friends cooperate with one another (e.g., taking turns, working together to build or create something, sharing, playing by the rules, being fair)?***
 - ***Is cooperation an important friendship skill? Why?***
 - ***How can you grow stronger at cooperating?***
-

Project the example body tracing on the whiteboard or hang it up, and point to the feet, where you have already written the word **cooperate**. In addition to cooperating, ask students to describe some other things they can do with their feet to practice being a good friend (i.e., what is something they can do with their feet to help them make a new friend, or show care and kindness

TEACHING TIP



Set up students for success by giving clear, step-by-step instructions for how and when you want them to get ready for the three-legged race or challenges. Don't give them the materials until you are ready for them to use them.

to a friend?). Suggested examples include: kicking a ball together, taking a walk, “standing up” for someone, “walking in someone else’s shoes,” standing on their toes to reach something up high. List their examples on the whiteboard or chart paper and use at least one to label the feet on the body outline.

Distribute students’ friend outlines and guide them in labeling one foot with the word cooperate. Then, give them a few minutes to draw or write to label the other feet with more ways they can use their feet to practice being a good friend.

SUMMARIZE FOR STUDENTS:

- *Cooperation means working together.*
- *We practiced cooperating today by working together toward a shared goal with our partners.*
- *We can use our feet to cooperate with a friend and to practice many other friendship skills (name some examples discussed by the group).*



MINDFUL MOVEMENT / 3 mins

Partner Closing Sequence (UNIT 5, LESSON 1)

Guide students through the sequence.



REST AND REFLECTION / 5 mins

Guide students to find a comfortable position for Rest.

★ DIFFERENTIATION

Present a list of idioms/expressions that involve the feet (and/or ask students to generate some). Be sure to go over the meanings of the subtler expressions. Ask students to work in pairs to choose one of the expressions to use as an idea for a brief friendship story. Give them time to write/make up a brief story about friendship using this expression. For example, students might write about helping a friend “kick” a bad habit or about “digging in their heels” when someone tries to interfere with a friendship. Suggested idioms/expressions:

- Dig in your heels
- Stand your ground
- Walk a tightrope
- Stand up for someone
- Kick the habit
- Go toe-to-toe
- Race against time
- Step on it
- Walk a mile in your shoes

If time allows, ask students to share their stories and identify any friendship skills in the story.

NOTE *If students misinterpret the expressions, it is okay. The point is for them to engage creatively with what it means to be a friend.*

Tension Release

To aid in the transition to Rest, lead students in a Tension Release exercise for their feet. Explaining that they will show themselves care during Rest, starting with giving care to their feet:

- *Point your feet away from you, pointing your toes like a dancer.*
- *Flex your feet, pushing your heels away and pulling your toes back toward you.*
- *Circle your feet, rotating your ankles. Circle the other direction.*
- *Now squeeze all the muscles in your feet and toes tight, holding them tight for a big deep breath. Release that breath, and relax your feet, letting all the tension in your feet melt away.*
- *Wiggle your toes and settle into Rest.*

Guide students to notice the feeling of their breath.

Allow one to two minutes of Rest before leading students in the following silent guided visualization:

- *While we rest, calm and relaxed, imagine yourself standing on your feet, tall and strong. Bring to mind one way we discussed that you can use your feet to cooperate or to be a good friend. Picture yourself (and your feet) in action—behaving like a true friend. What are you doing? What does it feel like? As we close our lesson, let's keep this image in mind and remind ourselves of one way we can show friendship when we leave this room today.*

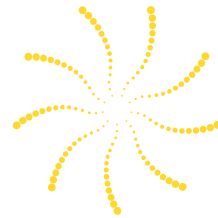
TAKE-HOME PRACTICE

- *Practice cooperating with a friend or family member. Find a way to work together like a team to get something done or solve a problem. Need ideas? Work together on a chore with a family member or partner up with a friend on a creative project.*



Lesson 3

HELPING HANDS



Goal Statement

Students use their hands to demonstrate friendly behaviors. They work with a partner to create a project that will require cooperating, asking for help, and sharing resources.

Essential Question

How can I be a good friend?

“I Can” Statement

I can use my hands to be a friend by cooperating and sharing.

Key Learning Objectives

Students will know...

- Sharing and helping are friendship skills they can practice and grow.

Students will be able to...

- Cooperate with a partner to complete a project.
- Practice sharing and asking for help with peers.
- Work safely with a partner in Mindful Movement.

Materials

- Whiteboard, display screen or chart paper/marker
- Class friendship illustration (continued from Lesson 1)
- Students' friendship illustrations (continued from Lesson 1)
- Materials for your chosen project, for example:
 - Friendship bracelet: yarn, beads, macaroni noodles, scissors, etc.
 - Friendship fort: paper cups, wooden blocks, Cheerios, popsicle sticks, glue
- Pencils and/or markers

Preparation/Setup

- Hang up or lay out class and students' friendship illustrations for convenient access.
- For the Handiwork activity, divide materials unevenly into paper bags, bowls, or the like—enough for one per student or one per pair of students.

New Mindful Movements

Poses

Partner Diamond
Partner Boat
Partner Wheelbarrow

Sequences

None

Mindful Moments

Calming and Focusing
Take 5 Breath
Tension Release
Rest and Reflection

New Vocabulary

Hands
Share

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.

HAND SIGNALS / 5 mins

Organize students into pairs for a brief warm-up activity. Tell them they are going to use their hands to demonstrate some friendship skills today. Explain that they can only use their hands and cannot talk.

Give them this practice example:

- *You are meeting someone for the first time. Work with your partner and show how you can use your hands to welcome them?*

[Possible responses: *Greet them with a shake, wave hello, or high five.*]

Call out the prompts, giving students a few seconds to act them out. Remind them not to talk but to work as a pair to demonstrate their friendship skills with only their hands. Suggested prompts:

- **Offer to a classmate to go ahead of you in line.**
- **Cheer for a teammate who scored a goal.**
- **Lend a hand to a classmate who dropped their lunch.**
- **Say “I appreciate you” to a friend.**
- **Offer comfort to your friend who is upset.**
- **Share a cookie with a friend.**

Invite students to help you name some of the friendship skills you saw demonstrated (e.g. greeting/welcoming, sharing, helping, showing kindness), recording them on the board or next to the hands on the large friendship body outline if desired.

HANDIWORK / 20 mins

In this activity, students will work with a partner to use their hands to construct/create something together. They will be challenged by the materials they have, and they will need to use friendship skills like helping, sharing, and cooperation to be successful.

Choose one of the two projects below and prepare materials ahead of time. Explain to students that they will be completing a handiwork project with their

partner and give them the appropriate instructions. Give each student a set of materials, but distribute materials unevenly so that some students have more than enough of a certain material, and some have not enough. Most pairs should not start out with the right combination of adequate materials.

**Depending on the needs of your students, you may choose to display examples of what a completed project could look like.*

Friendship Bracelets:

Give some students a few short scraps of yarn, give some beads, give some full lengths of yarn but no scissors, etc. Tell students:

- *Your challenge is to work with your partner to create two friendship bracelets using the materials. I'll be looking to make sure everyone has completed their project.*

Friendship Fort:

Give some students Cheerios, some students popsicle sticks and glue, and others paper cups, for example. Tell them:

- *Your challenge is to cooperate with your partner and use your materials to build a strong and tall structure. It should be at least [as tall as a piece of paper]. I will be looking at each pair's creation to see who was able to complete the project.*

Do not acknowledge that students have been given unequal materials. Tell them to get started and monitor their progress. The point is to create a situation where some students need to ask each other for help and some students will need to share. Scaffold the process:

- **Rather than answering questions, encourage students to work with their partner to figure things out.**
- **If needed, pause the project to make some observations about what you see unfolding without instructing students to help or share.**
- **If you see students asking for help or offering to share, notice it out loud.**
- **At least once, ask student volunteers to model language for the class to ask for help and to offer to share.**
- **Monitor for frustrations and coach students through asking for help or deciding to share when needed.**

Discuss how the project went using questions such as:

-
- **How do you feel about that project? Were there any challenges?**
 - **What friendship skills did you and your partner use to complete your project?** [Answer: cooperating, sharing, asking for help, helping, etc.]
 - **Can you think of other times that you could practice sharing or helping? What about asking for help?**
-

SUMMARIZE FOR STUDENTS:

- *Sharing and helping are skills that can help us create new friendships or strengthen friendships.*
- *Cooperating, sharing, and helping can be challenging, but we can grow them with practice.*

Project on the whiteboard or hang up the example to two body outlines. Tell students which of the friendship skills they practiced with their hands, and then demonstrate how to write the behavior on/near one of the hands. Add a second behavior on another hand.

Give students time to write friendship words on the hands of their own body illustrations. Encourage them to choose friendship skills they are best at as well as skills they might need to practice more.



MINDFUL MOVEMENT / 15 mins

Ask students to recall what body parts you have focused on in today's lesson (hands) and the previous lesson (feet). Encourage students to take a moment to look at their hands. Tell students:

- ***Today in our Mindful Movement practice we will take some time to appreciate our hands and also use our hands to help us practice breathing exercises.***

Hand Appreciation

Have students sit in Easy pose and guide them through this Hand Appreciation activity using the following cues as reference:

1. Bring attention to your hands.
2. Inhale: Spread the fingers of both hands as wide as possible.
3. Exhale: Make a fist.
4. Repeat for a few breaths, bringing attention to the fingers, knuckles, and flexibility in the hands.

- *Take a moment to focus on the hands. Are they the same? Look at the palms of your hands and the back of your hands. How many bones are in our hands? There is one more bone in each hand than in the feet. Do you remember how many bones are in each foot?*

[26 bones]

- *There are 27 bones in each hand, so we have a total of 54 bones in our hands.*
- *Take a moment to think about all the things that our hands let us do and to feel grateful for them.*

Take 5 Breath

Guide students through this breath exercise using the following cues as reference:

1. Spread the fingers wide on one hand. You can choose to have the palm of the hand pointing toward or away from your body. Use one hand's pointer finger as an imaginary pencil and touch the other hand at the wrist.
2. Inhale: Outline the thumb by drawing a line around the outside edge of the thumb, stopping at the top of the fingernail.
3. Exhale: "Draw" a line down into the valley between the thumb and pointer finger.
4. Inhale: "Climb the mountain" up the side of the pointer finger to the top of the fingernail.
5. Exhale: Draw a line down the pointer finger, into the valley between the pointer finger and middle finger.
6. Taking your time, draw the outline of each finger, being sure to pause at each peak and valley and feel the full length of the breath.

After completing the Take 5 Breath, allow for students to notice how they feel in their minds and bodies. Ask students to share a word that describes how they feel.

Consider guiding students through the breathing practice again while drawing the outline of the fingers in reverse—from little finger to the thumb. This time have them focus on the tactile sensation of their fingers tracing their hands as they breathe in and out.

Fresh Start Sequence (UNIT 1, LESSON 3)

Invite students to volunteer to lead the sequence two to three times. Bring attention to the work of the hands in the different postures in the sequence.

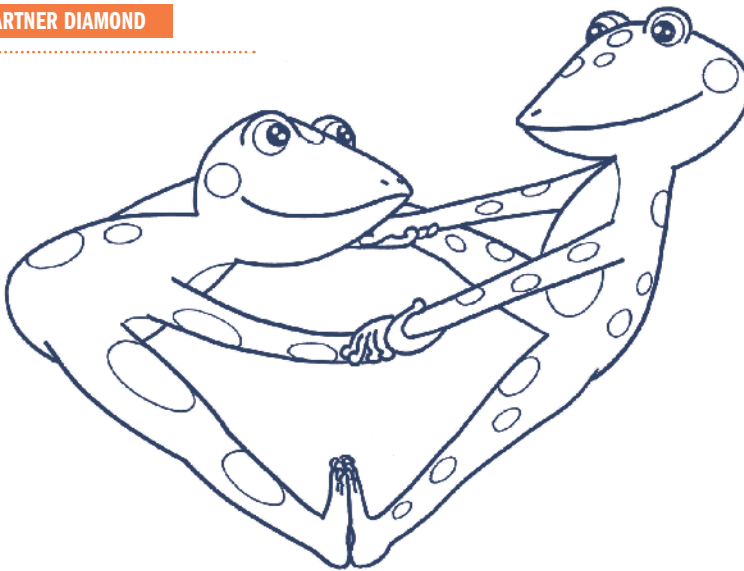
Introduction to Partner Poses

Transition students to working on a mat with a partner. Remind students that to practice partner poses they need to listen to their partners and make sure they are communicating clearly with their partners. If someone feels uncomfortable at any time, they should release from the partner pose.

Review the partner work agreements you created as a class in Lesson 1.

As students practice the partner poses, invite them to notice how they use their hands in poses.

PARTNER DIAMOND



Partner Diamond new

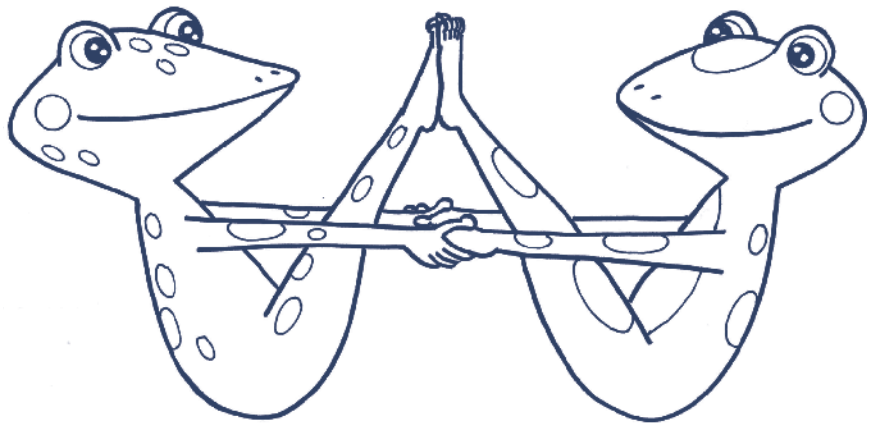
Guide students into the pose using the following cues as reference. During the exercise tell students:

- **Communication is key. Check in with your partner. Ask them if the stretch is comfortable. Listen to your partner so that you can support them safely in the stretch. Are you cooperating in the stretch with care and gentleness?**

1. Start by sitting comfortably on a mat across from a partner.
2. Now spread your legs wide. Move your legs as wide as you can while staying comfortable. Rest your feet against your partner's, or if your partner's legs are wider than yours, rest your feet on your partner's shins or ankles.
3. Clasp each other's hands, wrists, or forearms.
4. As you breathe in, sit up just a little bit straighter.
5. As you breathe out, one of you gently leans forward while the other leans back, going only as far as is comfortable for both of you.
6. Hold this pose for two breaths.
7. As you breathe in, press your thighs down into the floor.
8. As you breathe out, check in with your partner as you lean into the pose a little bit more, making sure to lean only as far as is comfortable for both of you.
9. On your next breath in, gently sit up straight.
10. Now switch roles with your partner. As you breathe out, the opposite partner should gently lean forward while the other leans back.

To come out of the pose, have students both sit upright and then return to a comfortable seated position.

PARTNER BOAT



Partner Boat new

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

1. Sit facing your partner with your knees bent and your feet on the ground, slightly touching your partner's feet.

2. Hold hands with your partner on the outside of your legs.
3. Notice if you are hunching forward, and see if you can keep your front body open and your spine straight throughout this activity. See that your shoulders stay down.
4. Simultaneously with your partner, raise one leg up and place the soles of your feet together. Find your balance and do the same with the other leg.
5. Inhale: Focus on finding your balance together.
6. Exhale: Keep your focus on your partner.
7. If you have found your balance, try straightening your legs without losing that openness in the front part of your body.
8. If your legs feel tight or uncomfortable in the stretch you may want to get out of the pose and move a little farther from each other.
9. Hold the pose for three to five breaths together.

Take 5 Breath

Guide the students through a round of Take 5 Breath to transition to a short group reflection:

- *What was the role of your hands in these partner poses?*
- *What were your hands helping you and your partner do?*
- *Were you able to hold on tightly, but with care?*

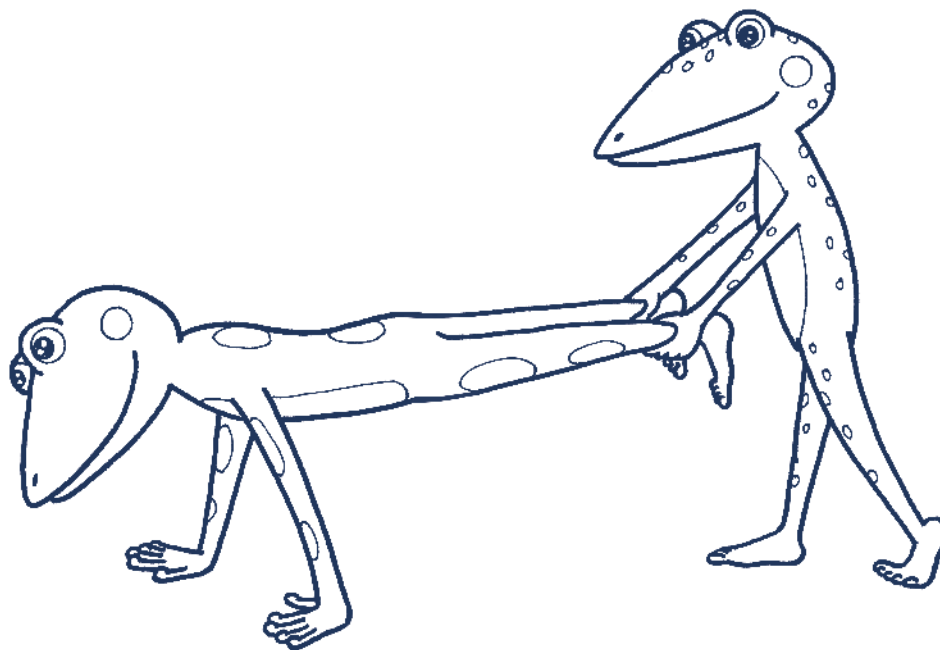
Plank (UNIT 1, LESSON 1)

In preparation for practicing Partner Wheelbarrow next, guide students in exploring alternating leg lifts in Plank pose. Use the following cues as reference and explain to students that they will use this pose in their next partner work:

1. Inhale: Try to lift the right foot a few inches off the ground.
2. Exhale: Place the right foot down.
3. Repeat on the left side.
4. Inhale: Lift the right foot and leg even higher off the ground
5. Exhale: Place the right foot on the ground.
6. Repeat on the left side.

[OPTIONAL] **Child's Pose** (UNIT 1, LESSON 1)

Guide students through the pose.

PARTNER WHEELBARROW**Partner Wheelbarrow** new

Guide students to previous partners or use Hurricane to find new partners. Remind students they have the right to pass on this pose if they are not comfortable with it.

Have the partners decide who will be Partner 1 first.

> **OPTIONAL:** Use rock/paper/scissors or allow the students to figure out another strategy to help decide who will be Partner 1 first.

Guide students through the pose using the follow cues as reference:

1. **Partner 1:** Find Plank pose at the back of your mat. Try to have a steady stance with fingers spread wide and shoulders away from the ears. NOTE *If the back of the mat means that students will not have enough space, begin in the middle or front of the mat.*
2. **Partner 1:** Begin to lift one leg.
3. **Partner 2:** Take hold of Partner 1's lifted leg at the ankle. NOTE *Remind students to listen to and communicate clearly with their partner.*
4. **Partner 1:** Begin to lift your other leg, asking Partner 2: "Do you feel secure?"

5. **Partner 2:** Take hold of both of Partner 1's legs and answer the question with: "Yes, I feel secure, are you ready?" or "No, I need to make an adjustment."
6. If both of you are ready, work together to move forward one step at a time (with Partner 1 walking on hands).
NOTE *Depending on space, you may suggest each partner takes three to five steps.*
7. **Partner 1:** Tell your partner when you are ready to release the pose and then take your feet one at a time down to the ground.
8. **Return to the back of the mat and switch partners.**

After the partners take turns in each role, tell them to thank each other with a smile, handshake, thumbs-up, or high five while maintaining eye contact.

Easy Pose (UNIT 1, LESSON 1)

Have students return to Easy pose and ask them to reflect on the exercise asking questions such as:

-
- *What was that like?*
 - *How much did you have to communicate with your partner?*
 - *Did they listen?*
 - *Did you feel that your partner cared for your safety?*
 - *What did your hands do to make this pose possible?*
-

Partner Closing Sequence (UNIT 5, LESSON 1)

Guide students through the sequence.



REST AND REFLECTION / 5 mins

Guide students to lie down in a comfortable position for Rest, encouraging them to close their eyes to shut out distractions if it is comfortable.

Tension Release

To aid in the transition to Rest, lead students in a Tension Release exercise with their hands, explaining that they will show themselves some care in Rest, starting with showing care to their hands:

- *Point your hands away from you, spreading your fingers wide and stretching your hands out like starfish.*
- *Circle your hands, rotating your wrists. Circle the other direction.*
- *Now ball your hands up into fists, squeezing all the muscles in your hands and fingers tight. Hold them tight for a big, deep breath.*
- *Release that breath and relax your hands down by your side or on your belly, letting all the tension in your hands melt away.*
- *Wiggle your fingers and settle into rest.*

Allow one to two minutes of Rest and then guide students through the following reflection:

- *As we settle into Rest today, bring back to mind what your hands have already done today to show cooperation, sharing, or friendship. How did you use your hands to communicate with a friend? How did you use your hands to support your partner during partner poses? What does it feel like to use your hands to communicate, cooperate, and share with a friend? When you leave class today, how will you continue using your hands to show care, kindness, and friendship?*

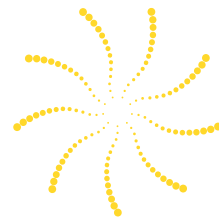
TAKE-HOME PRACTICE

- *Use your hands to be a friend by sharing or helping.*



Lesson 4

HAND ME A HEALTHY SNACK



Goal Statement

Students will learn how to use their hands to estimate a healthy serving size of various foods.

Essential Question

How can I be a friend to my own body and mind?

“I Can” Statement

I can use my hands to determine a healthy serving size for different foods.

Key Learning Objectives

Students will know...

- Different food groups have different serving sizes needed to nourish their bodies.
- Serving sizes help them make healthier eating choices.

Students will be able to...

- Determine healthy serving sizes of foods from different food groups.
- Work safely with a partner in Mindful Movement.

Materials

- Whiteboard, display screen or chart paper/ marker
- Class friendship illustration (continued from Lesson 1)
- Students' friendship illustrations (continued from Lesson 1)
- Pencils, crayons, or markers
- Pre-cut paper hearts for each student, if desired
- 1 container of not-nut butter (e.g., sunflower seed butter to avoid allergy issues)
- 1 apple or other fruit, sliced
- 1 hunk of cheese
- [Optional] 1 medium-sized bag of potato chips (i.e., contains 2–4 servings)
- 1 knife (to cut cheese)
- 1 spoon (to scoop not-nut butter)
- Paper towels
- Images of included foods (fruit, cheese, etc.) showing both correct and over-sized portions
- Images of a hand in four positions: palm facing forward, fist, hand cupped, thumbs-up

Preparation/Setup

- Prepare the portions of food items by cutting and slicing.
- Display the class friendship illustration.
- Prepare students' friendship illustrations and writing materials for easy access and distribution.
- Cut paper hearts, if desired.

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

Calming and Focusing
Check-In
Kind Mind (for Self)
Body Scan
Rest and Reflection

New Vocabulary

Foods
Healthy
Serving size
Kind mind

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.

BEING A FRIEND TO MY BODY / 5 mins

Explain to students that they have been focusing on ways to be a good friend to others, and now they need to take some time to think about how they can be a friend to themselves!

Ask students to brainstorm ways they can show friendship to their own bodies and minds (speaking kindly to themselves, showing themselves compassion, healthy eating, exercising, breathing practices, resting, etc.) and record some of their ideas on the class body illustration. Make sure to include healthy eating on the list. Let students know they will practice some of these skills to be a friend to their own bodies and minds today, starting with healthier eating.

Distribute body illustrations, paper hearts, or both. Have students reflect on ways they will practice being a friend to their bodies and minds. Tell them they may write or draw one or more ideas in the center of their body illustration where their heart would be or record them on the paper heart and then glue the heart somewhere on the paper.

TEACHING TIP



Throughout this lesson, try not to imply that there is one way of eating healthy. Healthy eating may look slightly different for each person, so emphasize pausing to make the healthiest choice available to nurture their bodies. No foods should be labeled as healthy/unhealthy or good/bad.

EATING WITH YOUR HANDS / 15 mins

Invite students to answer the following question:

-
- ***If someone told you to eat a healthy snack, how would you decide what or how much to eat?***
-

Accept several student responses and emphasize that there is not one right or wrong answer. Tell them that today they will explore some guidelines that might help them with healthy eating.

Explain that one way they can make healthy food choices to care for their bodies is to eat the amount of food that gives their bodies what they need—the amount that nourishes them called a serving size. Explain that this amount may be a little bit different for each person, but they will learn a handy tool to help them find the right serving size for their own bodies.

Display images of a hand in four positions: palm facing forward, fist, hand cupped, thumbs-up. Guide students to make each position with their hands and ask questions about the relative sizes of the palm, fist, thumb, and what they can hold in their hand in the cupped position. Tell students that their bodies have a great tool built in to help them know the right serving size for different foods— their hands. Display the corresponding food groups with each hand position: palm=protein; fist=fruits and vegetables; cupped hand=carbohydrates (bread, grains); and thumb=fatty foods.

Display the example foods. Invite students to help you figure out how much of each of the three foods equals one serving size. First, take out a thumb-sized portion of no-nut-butter and ask if that seems like the right amount for a sandwich. Ask students to estimate by picturing the no-nut butter between two slices of bread. Next, ask students which item they think the serving size of fruit slices goes with by imagining the slices as a whole. Then ask students about how much cheese they think is in a serving size, and why the serving size of cheese and peanut butter is smaller than those of fruits and vegetables. Tell them that both cheese and peanut butter provide a lot of energy in a small amount, that both provide some protein and fat and they usually need only small amounts to nourish them, especially if they are eating them with something else.

Project or hold up two to three images of specific foods from each food group and ask students to show you with their hands which part of the hand indicates the right serving size for each food. Guide students to the correct answers (palm=protein, etc.)

Once students have determined the correct serving sizes, ask questions such as the following to focus on the fact that certain food groups usually have larger or smaller servings sizes:

-
- ***Why are some foods portion sizes smaller than others?*** [Answer: It takes less of that food to nourish our bodies.]
 - ***Why do some food groups have larger or smaller serving sizes than others?***
 - ***Does the serving size tell you what you can eat in a whole day?*** [Answer: No, we have to look at each food group to see how many servings we need in a day.]
 - ***Which foods do you wish had a larger serving size? Is there one you wish had a smaller serving size?***
-

SUMMARIZE FOR STUDENTS:

- We need to eat from all food groups to stay well-nourished and help our bodies grow healthier and strong.
- We can use our hands as a tool to make healthy choices about how much of a food to eat.



MINDFUL MOVEMENT / 20 mins

Tell students:

- *Paying attention to what we put in our bodies and how it makes us feel is just as important as the movement and exercise we give them.*
- *Healthy eating and movement are both examples of ways we can be a caring friend to our own bodies. Today we're going to begin our Mindful Movement with a Kind Mind practice so that we take care of ourselves from the inside out. Listening to your body like a friend will help you to treat it with kindness and care.*

Easy Pose/Check-In (UNIT 1, LESSON 1)

Have the class start seated in Easy pose with their hands on their Anchors. Ask them to take a moment to check in on how they are feeling right now and what kind of attitude they are bringing to their movement practice.

Kind Mind (for Self)

As students continue to sit in Easy pose, tell them:

- *Today we're going to experiment with a Kind Mind practice toward ourselves and others. To start, we will practice treating ourselves with kindness*

Have them repeat a few kind words after you, such as:

May I feel healthy and strong.

May I feel happy.

May I feel peaceful.

Between each repeated phrase, have students take one deep breath and feel the words sinking in. Have them repeat the words again to themselves.

To reflect, ask students how it feels to say or think kind words to themselves. Acknowledge that it is okay if it feels uncomfortable because being kind to themselves is a skill they have to practice and grow.

TEACHING TIP



Consider letting students come up with short phrases of kind words to share with the class or movements to go along with the phrases.

Fresh Start Sequence (UNIT 1, LESSON 3)

Guide students through the sequence two to three times.

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

Have students stand in Mountain pose and ask them to check in with themselves. Ask them to notice how their bodies and minds feel after the Fresh Start Sequence.

Introduction—Partner Poses (UNIT 5, LESSON 1)

Have students get with their partners and review with them the partner work agreements you created as a class in Lesson 1.

Tell students:

- *Let's try to be especially kind to our bodies today and to listen very closely to them. Let's also listen closely to our partners to show them care.*

Partner Diamond (UNIT 5, LESSON 3)

Guide students through the pose, reminding them to follow the breath and move slowly.

Partner Boat (UNIT 5, LESSON 3)

Guide students through the pose. If your class seems ready for a challenge, you might encourage students to try straightening their legs up toward the ceiling, making the shape of an upside-down V with their partners while still being steady and balanced.

Easy Pose/Check-In (UNIT 1, LESSON 1)

Have students sit in Easy pose to check in with themselves and take a few Calming breaths. Have students reflect on their partner work by asking questions such as:

-
- *How is partner work going today?*
 - *Are you listening to your partner?*
 - *Do you feel like your partner is hearing you?*
 - *Invite a few students to share if there is time.*
-

Plank (UNIT 1, LESSON 1)

As preparation for Partner Wheelbarrow, guide students in exploring alternating leg lifts in this pose as they did in Lesson 3.

Partner Wheelbarrow (UNIT 5, LESSON 3)

Guide students through this partner pose, reminding them of the importance of listening to and communicating clearly with their partners. Ask: Are you being kind to yourself by telling your partner what you need?

Partner Closing Sequence (UNIT 5, LESSON 1)

Guide students through the sequence.

**REST AND REFLECTION** / 3 mins

Guide students to find a comfortable position for Rest.

Body Scan/Kind Mind (for Self)

Tell students:

- *Today we thought about ways to be a friend to our bodies, to take care of our bodies from the inside out through what we eat and also through our thoughts. Let's continue to show our bodies attention, care, and kindness with a Kind Mind practice.*
- *Imagine the way that you would talk to a good friend who is upset or needs your support. What kind of words would you use? What kind of feelings would you have for that friend? Let's bring that same attitude to our bodies, imagining that we are giving kind words to a good friend.*
- *Bring your attention to your feet and your legs. Notice how they feel right now, lying on the mat. In your mind, say some kind words to your feet and legs:*

May my feet and legs be healthy and strong.

May I be a good friend to my feet and legs.

- *Bring your attention to your belly. Notice what it feels like right now. Is it full, satisfied, or hungry? Is it comfortable or uncomfortable?*
- *In your mind, say some kind words to your stomach:*

May my stomach be healthy and strong.

May I be a good friend to my stomach, feeding it with healthy and nourishing foods.

- *Bring your attention to your hands and arms. Notice how they feel right now, lying on the mat. In your mind, say some kind words to your hands and arms:*

May my hands and arms be healthy and strong.

May I be a good friend to my hands and arms, caring for them and using them to care for others.

- *Bring your attention to your chest—moving gently as your lungs breathe in and out. Notice how your breath feels right now. In your mind, say some kind words to your lungs:*

May my lungs be healthy and strong.

May I be a good friend to my lungs, thankful for each breath that nourishes my body.

Allow one to two minutes of Rest.

Guide students to return to seated gently and carefully, first rolling to one side and wiggling fingers and toes. If time allows, ask a few volunteers to share how the Kind Mind (for Self) practice felt for them.

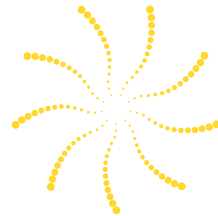
TAKE-HOME PRACTICE

- *Teach someone in your family the hand model for healthier serving sizes. Try to use it as a guide for a snack. Are your serving sizes the same or different?*



Lesson 5

LOOK AND LISTEN



Goal Statement

Students will understand that listening is an important friendship skill.

Essential Question

How do I create and grow friendships?

“I Can” Statement

I can use my body and my ears and eyes to show that I am listening.

Key Learning Objectives

Students will know...

- Listening is an important friendship skill.

Students will be able to...

- Demonstrate listening through eye contact and body language.
- Explain how a friend can tell they are listening.
- *Demonstrate listening by checking in with the speaker.

Materials

- Sharing circle object (e.g., stuffed animal or small item to pass to indicate who is speaking)
- Image of eyes and ears
- Whiteboard, display screen or chart paper/marker
- Class friendship illustration (continued from Lesson 1)
- Students' friendship illustrations (continued from Lesson 1)
- Pencils and/or markers
- [Optional] Cutouts of speech bubbles

Preparation/Setup

- Display an image of eyes and ears.
- Display the class and students' friendship illustrations.
- Reflect on the story you will share to have it be meaningful but short and not too exciting—you don't want students to think they have to come up with an elaborate or unusual story to share.
- Determine how students will rotate speaking and listening roles during the sharing activity.

New Mindful Movements

Poses

Partner Seated Twist
Partner Diamond Twist

Sequences

None

Mindful Moments

Calming and Focusing
Kind Mind (for Others)
Check-In
Mindful Listening
Rest and Reflection

New Vocabulary

Eye
Ear
Eye contact
Listen

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.

*LISTENING CIRCLE / 25 mins

This activity involves listening practice. You may consider breaking up the activity into two parts with a movement break about halfway through.

Point out the images of eyes and ears and ask students what friendship skill uses their eyes and ears. Add the word *listening* to your class body illustration.

Explain that they will spend most of this lesson practicing being a good listener to their friends. Tell students to use their eyes to make eye contact with you and their ears to pay attention to what you say. Demonstrate the sharing activity by sharing your own response to one of the prompts and asking one student to summarize what you said (retell the key points in their own words) and another to notice any emotions in the story.

Suggested prompts:

- *Describe a time when you helped a friend who had a problem.*
- *Describe a time when a friend hurt your feelings.*

To focus on listening skills, eye contact, and being a friend, ask the group of students questions such as the following:

-
- *Where were my eyes when I was speaking?*
 - *Where were [students' names] eyes when I was speaking?*
 - *How might looking into a friend's eyes help you listen better?*
 - *Are there other ways you can show with your body that you are listening?*
Why is body language important to show you are listening?
 - *Why are good listening skills important to being a friend?*
-

Explain how the rotation will work for both the speaking and listening. Introduce a small item to pass around the circle to indicate who has the speaking floor. As the speaking gets underway, remind students to pay close attention with their ears, eyes, and body language while others share.

TEACHING TIP



To promote emotional safety, remind students that they should share a true story but they should only share a story that they feel comfortable sharing with everyone in the room.

TEACHING TIP



If your students need support with forming a narrative, display and remind them of strategies such as the following: Tell us how your story began. Tell us what the people in your story did, thought, and felt. Tell us how your story ended.

★ DIFFERENTIATION

If your students are ready to grow their listening skills a little further, add checking in with the speaker. After a few speakers have had a chance to tell a story and you have emphasized eye contact and body language, model checking in with the speaker in the ways listed below. After modeling these skills a few times, invite students to share what they have observed (other than eye contact and body language) that demonstrated you were listening to the speaker. Explain that you can demonstrate listening by checking in with the speaker. Invite students to practice their listening skills by checking in with the speaker during the remaining rounds of the activity. Checking in with the speaker can include:

- Summarizing what they said and making sure you understood
- Acknowledging what they were feeling and making sure you understood
- Asking a question to understand better

Remind them to use eye contact when they speak in order to help others listen to them. Provide students a hand signal you will use if you need someone to wrap up and give the next speaker a turn. Assure them you will only do this because you want the class to have a chance to hear what everyone has to say.

NOTE If the group is too large to go all the way around the circle in the time allotted, form two smaller circles or have the students share in rotating pairs.

Debrief with students by asking how easy/hard it was to keep their eyes on the speaker while listening or to look at others while they talked. Ask students to tell and show ways that they demonstrated they were listening to the speaker.

SUMMARIZE FOR STUDENTS:

- *Listening is an important friendship skill.*
- *Eye contact and body language are one way to demonstrate that you are listening.*
- **You can also demonstrate that you were listening by checking in with the speaker.*



MINDFUL MOVEMENT / 20 mins

Tell students:

- ***Let's continue practicing what we learned about listening to others while we do our Mindful Movement. We will also do a Kind Mind practice for our partners, and we'll practice making eye contact and listening to our partners.***

Kind Mind (for Others)

NOTE You may choose to do the Kind Mind practice at the beginning of Mindful Movement, before partner poses, or at the end of movement practice.

Remind students:

- ***The Kind Mind (for Others) practice can help us build our kindness muscles and help our minds remember to show care and kindness to others.***

Depending on student readiness, have students face a partner. You may also have them do this practice side by side if it helps students to feel comfortable.

- ***With your hands on your Anchors, your heart, or giving yourself a hug, look toward your partner or look down at your hands. I'm going to say a kind thought out loud. After I say the words out loud, whisper to repeat the words to your partner. Then, repeat them once silently in your mind, imagining kindness for your partner growing in your mind.***

Have students repeat after you the following phrases (or use other phrases that you create with your class):

May you have everything you need.

May you be healthy and strong.

I hope you feel joy and have fun.

May you feel kindness from others.

I hope you feel safe and cared for.

I hope you know you are important.

May you feel seen and heard.

NOTE Take pauses to give students a moment to connect with their breath and Anchors and notice how the practice feels.

- ***Notice how it feels to hear your partner speaking kind words to you. Notice how it feels to say kind words/think kind thoughts for your partner.***

> **OPTIONAL:** Do each round of the spoken practice in two parts: Have one partner repeat the phrase to the other and vice versa. This gives them an opportunity to experience the practice as a speaker and as a listener. Then, have them both repeat the phrase silently.

If students are face to face, encourage them to practice looking up at each other and making eye contact while they say the kind words. Say:

- ***See if you can look at your partner and see them in front of you, without staring, just kindly, seeing them with caring and compassion.***

TEACHING TIP



Take some time to create phrases of kind words with your students or choose some phrases from the list provided. As opposed to appreciations or compliments, these phrases should put caring and goodwill into words, expressing positive intentions or hopes for well-being.

TEACHING TIP



Practicing Kind Mind face to face can often feel awkward, vulnerable, or uncomfortable for students. Before you lead Kind Mind with a partner face to face for the first time, give students a round of practice making eye contact with their partners. Remind them that it's okay to look down anytime they need to take a break from eye contact during the practice. When students laugh, giggle, or look uncomfortable, acknowledge that this is something new and that it is normal to feel a little awkward. You might consider giving everyone a few seconds to get their giggles out and then grounding with three Calming Breaths before continuing.

Remind students that they are experimenting and practicing, so it's okay if it's not totally comfortable or if it feels a little unusual to make eye contact while they practice.

After the practice, invite students to share with the class how it felt to speak and hear kind words.

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

Guide students to stand tall in Mountain pose with hands on their Anchors. Have them take one Calming breath and check in with themselves. Tell them:

- *Let's bring this sense of kindness into our partner poses today.*

Twist Sequence (UNIT 4, LESSON 2)

Guide students through the sequence once. For the Pick It Up part of the sequence, have students pick up a kind mind to start their partner poses. Other qualities they could “pick up” include paying attention, caring, or collaboration.

Introduction—Partner Poses

Review with students the partner agreements that you created as a class.

Remind the students before and during the poses:

- *Practice paying attention and listening to what feels comfortable to you and your partner.*

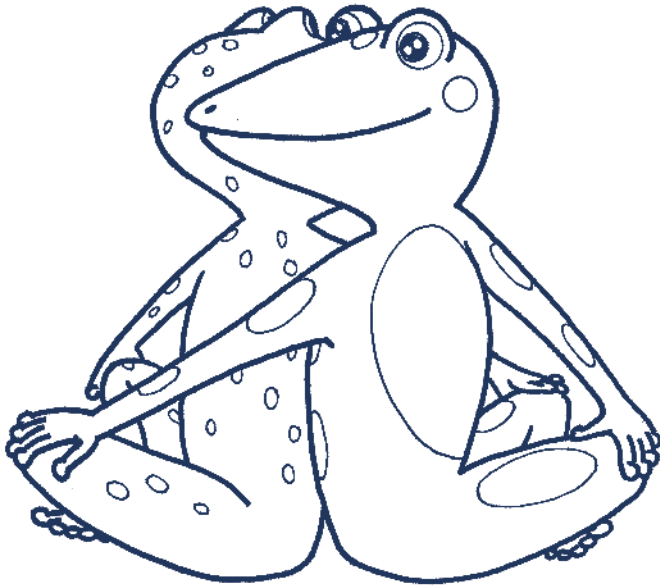
Since twisting poses can be a bit more challenging to do with partners, consider choosing two volunteers to demonstrate the new poses first.

Partner Seated Twist new

NOTE There are two variations of the pose. The first is a more gentle twist and the second is a deeper twist. Depending on time you may like to present both twists, inviting your students to notice the difference between them.

Use the following cues as reference:

PARTNER SEATED TWIST – BACK TO BACK



Variation 1: Back to Back

1. Begin sitting back to back with your partner in Easy pose.
2. Inhale: Sit up as tall as you can and reach your right hand across to your left knee.
3. Exhale: Reach your left arm around for your partner's right knee.
4. Breathing in, lift and lengthen the spine.
5. Breathing out, press gently against your partner's back to deepen the twist.
6. Hold the pose for three to five breaths.
7. Repeat on the opposite side.

Variation 2: Facing Seated Twist

1. Begin facing your partner in Easy pose, knees gently touching.
2. Inhale: Bring attention to the length of the spine.
3. Exhale: Wrap your right arm behind you, bending the arm at the elbow and sliding the back of the hand along the small of the back, letting the right hand rest just above the left hip, fingertips peeking out around the body. This will naturally start twisting the body to the right.
4. Reach out the left hand diagonally and hold on to your partner's right hand (which is behind your partner's back).



5. The way your right hand is positioned behind your back allows for an easy grip with your partner. There should be no straining at the wrist. **NOTE** *If students are having trouble reaching their partner's hand easily, use a towel, ruler, belt, or jump rope to allow for an easy grip.*
6. Once you have a bond with your partner, look over your right shoulder.
7. Inhale: Gently pull on each other's left and right arms.
8. Exhale: Deepen the twist. **NOTE** *Remind your class to listen and respect their partner's body and not to take it too far.*
9. Hold for three breaths. Gently release and return to neutral for a breath. Repeat on the opposite side.

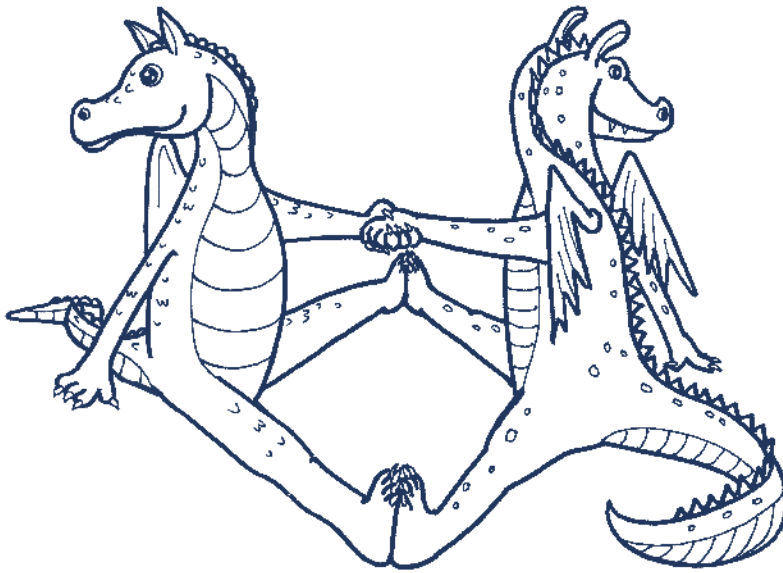
Have students maintain eye contact, smile, and thank their partners.

Partner Diamond Twist new

Have partners come into Partner Diamond as described in Lesson 3 up to the point where they hold each other's hands. Then guide them into this Twist version using the following cues as reference:

1. Begin by pressing down on the ground with your fingertips to lengthen your front body, open your chest, and sit up straighter on your sit bones.
2. As much as you can, keep your right hand pressing down as you reach your left hand to hold your partner's left hand (either holding hands or wrists).

PARTNER DIAMOND TWIST



3. Inhale: Pressing down again with the right hand as you lengthen.
4. Exhale: Gently pull on your partner's arm as you twist to the right side.
5. Breathing in, stay in the twist—pressing down and lengthening from your sit bones to the crown of your head, becoming more straight.
6. Breathing out, see if it feels comfortable to twist a little deeper.
7. Communicate with your partner and adjust as necessary.
8. Breathing in, grow tall.
9. Breathing out, make sure the hips stay parallel to your partner's hips as you twist, that your sit bones are firmly planted on the ground. One hip will have a tendency to twist.
10. Slowly come back to center on an inhale, releasing the twist.
11. Release hands and sit up straight facing your partner.
12. Repeat on the opposite side.

NOTE If students are not flexible enough to hold each other's hands and maintain a fairly straight spine, you can have them use a rope, string, belt, ruler, or stick to hold between their hands so that they don't need to stretch too much to reach their partner's hand. If students are super flexible, they may wish to try the hand placement used in the Facing Seated Twist.

[OPTIONAL] Partner Choice

Have partners practice a pose they learned in class previously with their partner.

Partner Closing Sequence (UNIT 5, LESSON 1)

Guide students through the sequence.

**REST AND REFLECTION** / 3 mins

Guide students to lie down in a comfortable position for rest, encouraging them to close their eyes to shut out distractions if it is comfortable.

Mindful Listening

Tell students:

- *While we rest, let's practice our listening skills. We'll start by listening to our focusing bell, focusing our attention on the sound, noticing if our minds wander, and bringing our attention back to the sound.*
- *When you no longer hear the sound of the bell, let your attention open up and be curious to notice any sounds you hear in the room.*
- *Listen carefully like you are listening to a good friend tell a story. Notice any sounds that grab your attention. Notice sounds that are soft and gentle, that you might not normally notice. What can you hear and observe when you really pay attention?*
- *Now focus your attention on the quiet sound of your breath. Can you hear it?*

If time allows, ask a few volunteers to share what they were able to hear. Remind students that they can practice this careful listening anytime and that listening is an important friendship skill to practice.

TAKE-HOME PRACTICE

- *Practice listening with a friend or family member. Ask them to tell you about the best part of their day and really listen to the answer. Practice making eye contact and check in to make sure you heard and understood them.*

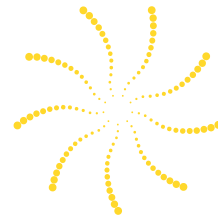
TEACHING TIP

Especially if your room is very quiet, consider making some subtle or novel noises during this listening activity to capture students' attention.



Lesson 6

COMMUNICATING WITH CARE BUILDS FRIENDSHIP



Goal Statement

Students will reflect on the power of words in friendships. They will practice communicating with care and kindness.

Essential Question

How do I create and grow friendships?

“I Can” Statement

I can use kind words, such as words of appreciation and apologies, to communicate with care.

Key Learning Objectives

Students will know...

- Their words are powerful. They can hurt and they can also build friendships.
- Communicating with care is an important friendship skill.
- Communicating as a friend takes practice.

Students will be able to...

- Practice communicating kind words, including compliments, appreciations, and apologies, with a partner.

Materials

- Whiteboard, display screen or chart paper/marker
- Class friendship illustration (continued from Lesson 1)
- Students' friendship illustrations (continued from Lesson 1)
- Pencils or other writing materials

Preparation/Setup

- Hang up or lay out class and students' friendship illustrations for convenient access.

New Vocabulary

Kind words
Unkind words
Compliment
Apology

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

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

CALMING AND FOCUSING / 2 mins

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

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

ON THE TIP OF MY TONGUE! / 8 mins

Begin the class with a riddle about a part of their bodies, giving the following clues one at a time until they get the answer (their tongues).

- *I have a lot of muscles that make me strong enough to be kind, but sometimes I am used to hurt people.*
- *I can hide, but sometimes I stick out.*
- *I can be curled or straight.*
- *I am pink.*
- *I am small, but you cannot say a thing without me.*
- *What am I?*

SUMMARIZE FOR STUDENTS:

- *Our tongues enable us to speak.*
- *We can think of our tongues as a friend who communicates with care.*

Distribute the body illustrations to students. Have students add the words **communicate with care** next to the mouth on their illustrations of friendship skills.

Ask students to think for a moment about how they really speak to their friends and classmates when they are feeling like their best self. Invite students to share examples.

Then, ask students to think about how they speak when they are not their best selves, like when they are feeling tired, mad, or upset. Invite students to share.

SUMMARIZE FOR STUDENTS:

- *Communication is an important friendship skill.*
- *Communicating as a friend takes practice.*

WORDS BETWEEN FRIENDS / 20 mins

Have students spread out and create two long lines on opposite sides of the room, facing each other. Students should be spaced out adequately so they aren't crowded and can easily identify who their partner is on the opposite side. Consider using two lines of mats or marking spots on the floor on each side to provide more structure.

Explain that in this activity, students in Line 1 have a partner in Line 2. Students should look across and locate their partners. You will describe a situation and partners will imagine they are in that situation and what they would say to communicate as a friend. Emphasize that this is a chance to practice the way they would like to speak to their friends. Line 1 speakers will walk over to Line 2 partners, practice communicating with their partner in response to the prompt, and their partner in Line 2 can respond and let the speaker know how they feel about what they said. Then they will trade places (So the Line 1 student is now in Line 2). Model this for students with a volunteer if needed.

You can choose to rotate partners after every couple of prompts by having students mix up places along their line (e.g. everyone in Line 1 steps down one spot to the left and the person in the leftmost spot moves all the way to the right end of the line).

Prompts for Line 1:

- *Your partner in Line 2 is a new student and you want them to feel welcome in your class.*
- *Your partner in Line 2 just helped you clean up a mess you made.*
- *Your partner in Line 2 is wearing something you really like.*
- *Your partner in Line 2 is feeling sad and you want to check on them.*
- *You just said something about your partner's clothes. You can tell that your partner in Line 2 is hurt and embarrassed.*
- *You just noticed that your partner in Line 2 was being left out of a game.*
- *Your partner in Line 2 is really good at soccer. You have noticed they practice a lot and they are getting better all the time.*
- *You were playing around and you knocked over your partner's project and broke it. They don't know yet.*
- *You are having fun playing with the new kids in your neighborhood but you don't know anything about them. Your partner in Line 2 is one of those kids.*
- *Your partner in Line 2 is your friend. They always share and play fair.*
- *Your partner in Line 2 is your friend, but they keep calling you a name after you asked them not to.*

- *Your partner in Line 2 loves art. They made a card for you.*
- *Your partner in Line 2 has been trying really hard to learn a new dance. It's very complicated, and they feel like giving up.*

Throughout the activity, acknowledge students' efforts to practice communicating. Notice and share examples you observe of students using appreciations, apologies, kind words, and communicating feelings.

Reflect with students:

- Point out and discuss any prompts that were challenging and why. Brainstorm with the class how to communicate as a friend in that situation.
- Discuss how the words they say might make their friend feel and bring in examples you observed.
- Remind them that everyone makes mistakes and discuss what can be done when hurtful words are shared.

> OPTIONAL: Provide students with cutouts of speech bubbles to glue onto their body illustration paper, where they can add specific examples of kind words, like compliments, appreciations, and apologies. This can also be completed in Lesson 8.

SUMMARIZE FOR STUDENTS:

- *Our words are powerful. They can hurt and they can also build friendships.*
- *Communicating with care is an important friendship skill.*
- *Communicating as a friend takes practice.*



MINDFUL MOVEMENT / 15 mins

Tell students:

- ***Speaking with care and kindness takes practice, and we can help develop this skill by practicing holding in our hearts and minds the types of kind words and attitudes that we hope our voices will speak.***

TEACHING TIP



To scaffold students' responses to the prompts, display some sentence starters in the room and review them with students. Include appreciations, apologies, greetings, and feelings statements as examples.

Twist Sequence (UNIT 4, LESSON 2)

Guide students through the sequence once. For the Pick It Up portion, have students “pick up” kind and caring words.

Introduction—Partner Poses (UNIT 5, LESSON 1)

Prepare students for partner poses by reviewing the class’s partner agreements.

Tell students:

- *This time during partner poses, let’s use compliments and words of encouragement with our partners. Don’t forget to greet your partner and thank them.*

Partner Seated Sunrise/Kind Mind (for Others)

(UNIT 5, LESSON 1)

Guide students through the pose and practice using the following cues as reference:

1. **Begin back to back with arms extending outward and backs of the hands together. Can you hear and feel your partner’s breathing?**
2. **Inhale: Lift the arms up in Sunrise pose, keeping the backs of your hands touching your partner’s. Each time you breathe in, imagine filling up your whole body with caring and kindness for your partner. Think of a few words of kindness or encouragement you could share with your partner today.**
3. **Exhale: Slowly bring the arms down alongside the body.**

Maintaining the breath and movement, guide the students in a Kind Mind practice for their partner. Tell students:

- *While you move and breathe together, we’ll do a Kind Mind practice together. While we move our arms up, I’m going to say a kind thought out loud. Repeat after me while you move your arms down.*

Repeat the kind words from the Kind Mind practice in Lesson 5 (the scripted suggestions or phrases you created as a class).

Partner Diamond Twist (UNIT 5, LESSON 5)

Guide the students through the pose. Consider inviting two volunteers to model the pose first.

Partner Seated Twist (UNIT 5, LESSON 5)

Guide the students through the pose. Consider inviting two volunteers to model the pose first.

[OPTIONAL] Partner Choice

Have partners practice a pose they learned in class previously with their partner.

Partner Closing Sequence (UNIT 5, LESSON 1)

Guide students through the sequence.



REST AND REFLECTION / 5 mins

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

Kind Mind (for Others)

Tell students:

- *Take a moment to stretch out your face. Move all the muscles around, make silly expressions that no one can see, and then let your face relax.*
- *What kind of expression would be on your face if you were talking to a good friend? Would it be relaxed? Would it be smiling? Maybe you can bring that friendly expression to your face now.*
- *Picture a good friend in your mind. Imagine your good friend is upset and needs your kindness. What kind of words would you use? What kind of feelings would you have for that friend? Focus your attention on those friendly feelings of caring, kindness, and compassion.*
- *In your mind, practice thinking of some kind words that you might feel for your friend. I'm thinking of some kind words like: I hope you are happy; I hope you are peaceful; I hope you are strong and healthy; I hope you are safe and you feel loved.*
- *Think of some kind words of your own.*

LESSON 6

Guide students to notice the feeling of their breath and allow for one to two minutes of Rest.

Invite a few students to share any kind words they thought of during the practice.

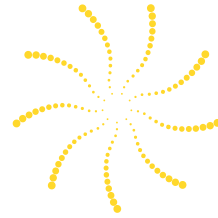
TAKE-HOME PRACTICE

- *At home, share kind words with someone by giving them a compliment. How does it feel to give a compliment? How do you think it feels to receive one?*



Lesson 7

A FRIENDLY PAUSE



Goal Statement

Students will work with a partner to attempt physical challenges together. They will then explore how to take a pause when there is conflict with a friend.

Essential Question

What can I do when I am in conflict with a friend?

“I Can” Statement

I can identify situations where I might need to take a pause with a friend.

Key Learning Objectives

Students will know...

- Friendships can be challenging sometimes.
- All friends have conflicts sometimes.
- When they are in conflict with a friend, taking a moment to pause their bodies can help them to be their best selves together.

Students will be able to...

- Describe ways to take a pause when there is conflict with a friend.
- Work safely with a partner in Mindful Movement.

Materials

- Whiteboard, display screen or chart paper/marker
- Class friendship illustration (continued from Lesson 1)
- Students' friendship illustrations (continued from Lesson 1)
- Crayons or pencils for writing

Preparation/Setup

- Display the class friendship illustration and a blank illustration.
- Prepare students' friendship illustrations and crayons/pencils for distribution.

New Vocabulary

None

New Mindful Movements

Poses

Partner Challenges:
Leaning Tower of Pisa
Drawbridge
Back-to-Back Chair
Interlocking Arms/Elevator

Sequences

None

Mindful Moments

Calming and Focusing
Check-In
Breath of Joy
Calming Breaths
Kind Mind (for Others)
Rest and Reflection

CALMING AND FOCUSING / 2 mins

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

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



MINDFUL MOVEMENT / 20 mins

Introduction

Today's Mindful Movement practice includes several challenges for partners to attempt together. Emphasize with students that the goal is to attempt the challenges and do as much as they feel safe doing. As you observe how students are doing with challenges, you can decide whether to complete some or all of them. Always have two students demonstrate the challenge and how to get out of it before the rest of the class attempts the challenge.

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

Tell students:

- *Standing in Mountain pose, with your hands on your Anchors, bring attention to the whole body standing strong and tall, then the movement of the breath, then the beating of the heart. Feel how the different parts of your body, like your feet, your legs, and your spine are working together to keep you balanced and supported.*
- *How does your body feel today?*
- *Today we are going to do some challenging partner poses. We will need to practice being our best selves and also practice our friendship skills to stay balanced and supported in these challenges.*
- *How can you be your best self in partner work today?*

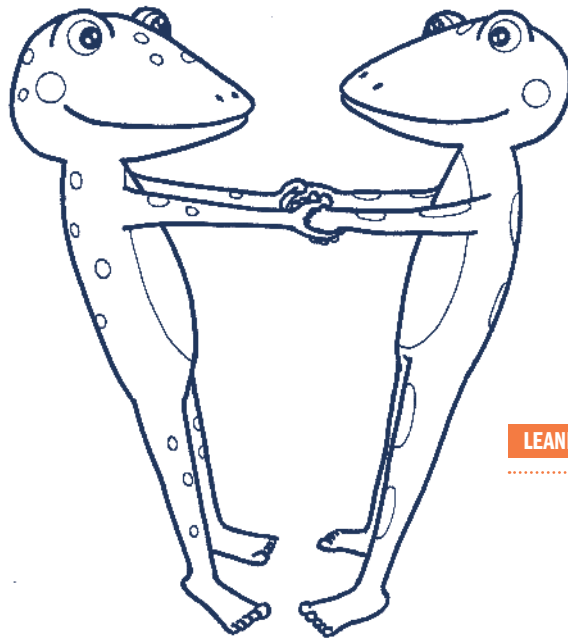
Introduction—Partner Poses

With students seated, review the class partner agreements. Invite students to share what could happen if they were to do a partner challenge without following the guidelines, without listening to their partner, without paying attention to safety, etc.

Remind students that they cannot control their partner, and their partner does not know what is going on unless they communicate. Reiterate that it is okay to tell their partner “no,” “stop,” etc. in order to stay safe while doing partner challenges. They can always ask for a “pause” to check in or start over in order to keep themselves safe and stable in the pose.

Emphasize that partner challenges take practice. Today they are invited to make an attempt at the challenge and do what feels safe. They should tell their partner that it is time to “pause” whenever they feel like they have had enough practice with this challenge for today.

Remind students that one partner challenge may look very different from another, because each pair of bodies is different. If they safely attempt and practice the challenge even a little and they support each other, that is a success.



LEANING TOWER OF PISA

Leaning Tower of Pisa new

Tell students:

- *In Italy there is a building that is 800 years old called the Leaning*

Tower of Pisa. With the help of your partner, we're going to practice leaning just like the Tower of Pisa.

Guide partner pairs through this exercise using the following cues as reference:

1. Begin standing in Mountain at opposite ends of the mat.
2. Take one step toward your partner and reach out both arms—can you reach your partner's hands? If not, take one step forward.
3. Holding hands, keeping the arms straight, begin to slowly shuffle the feet toward your partner until you both are pulling equally while leaning the body back. Keep the body in a straight line from feet to head as much as possible as you lean back.

Ask students:

-
- *Do you feel safe? Are you supporting your partner so that they are safe? Do you need a pause?*
-

Practice checking in with your partner. Tell each other how the pose feels and what you need to feel safe and successful in this challenge.

Drawbridge new

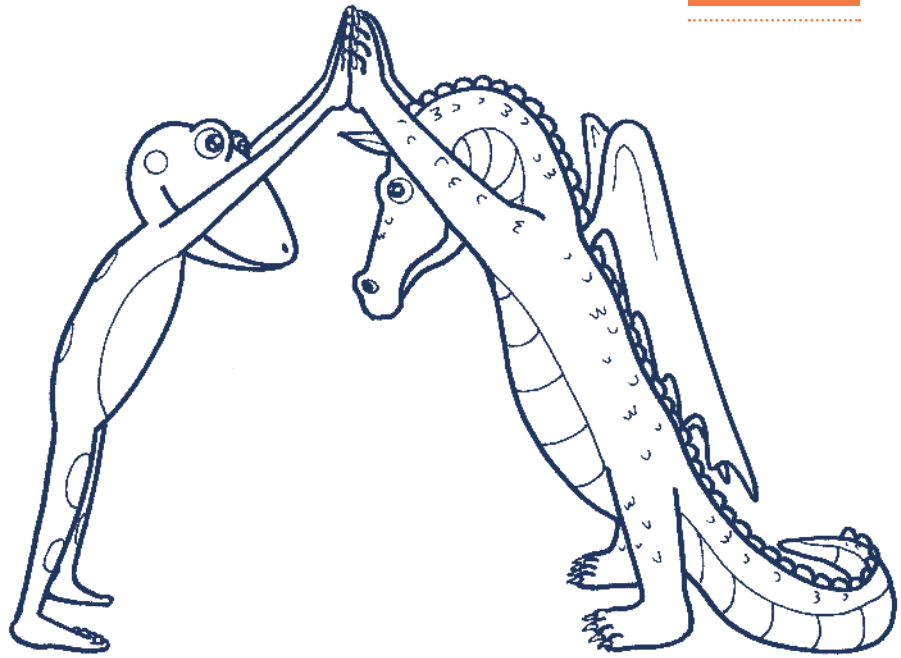
Guide partner pairs through this exercise using the following cues as reference:

1. Begin facing your partner.
2. Put your hands up and press your palms against those of your partner.
3. Pressing gently but firmly against each other's palms, take one step back together. Do not interlace fingers!
4. Cooperate with your partner to continue moving your feet as far away from each other as possible, while pressing steadily into the hands.
5. Check in with your partner. Does the pose feel safe? Do you need a pause? Can you move further apart while staying safe? How can you act in a way that your partner will trust you?
6. Hold the pose for a few breaths if you can. When you are both ready, or if either of you feels like you might fall, end the challenge by walking one step at a time toward your partner.

TEACHING TIP



Depending on their readiness, you may choose for students to stick with the same partner or challenge them to find a new partner within a defined time period (e.g., 1 minute).



7. After you have walked your feet together, breathe in and move through Sunrise, palms together. Breathe out and lower your hands in Mountain.

Tell students to check in with their partners, to ask each other how it went and thank each other.

Breath of Joy

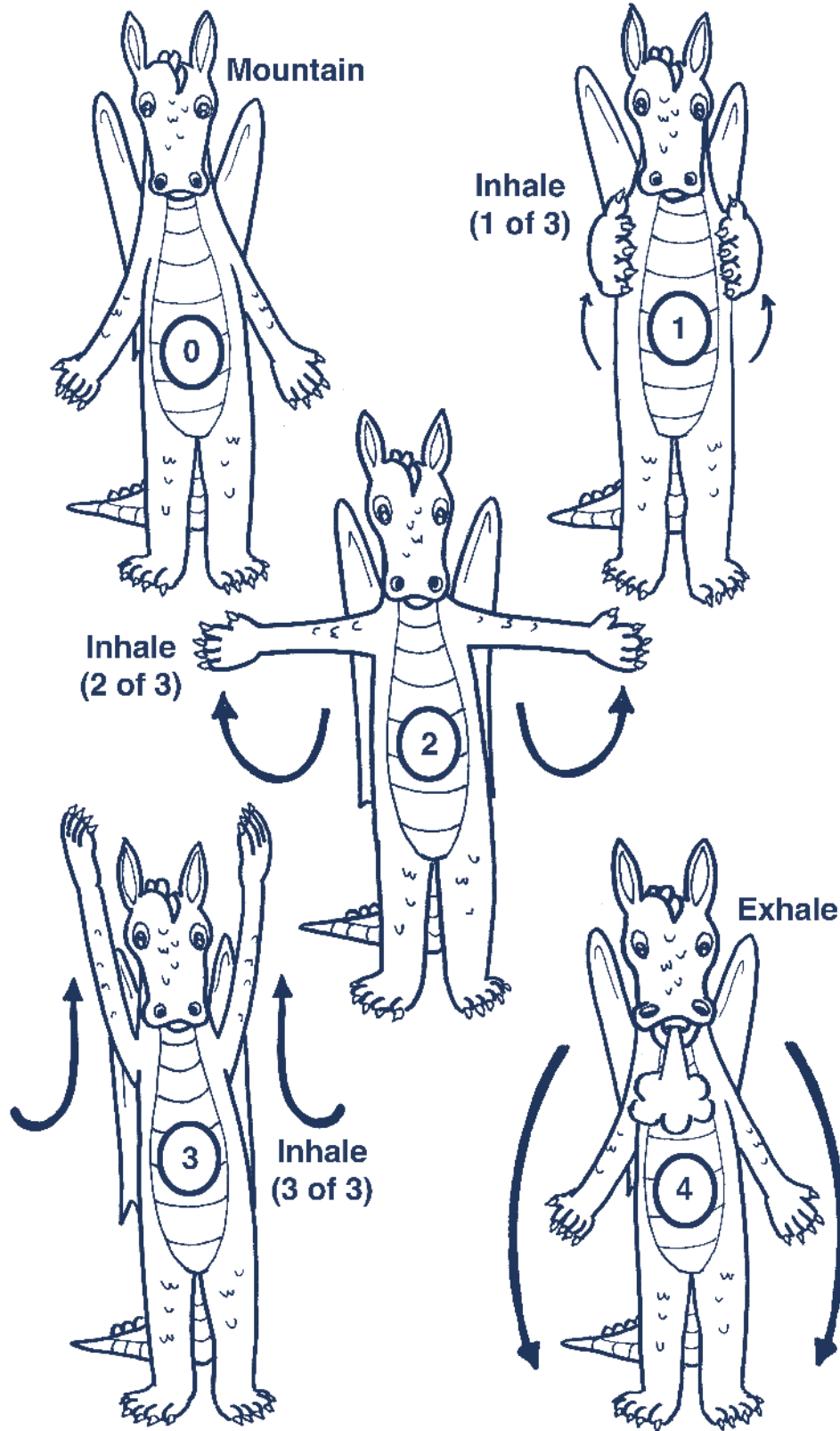
Invite students to celebrate their success in the partner challenges by practicing Breath of Joy.

Begin in Mountain pose, with students facing you as you guide the practice. Then, have students repeat on opposite ends of the mat, facing their partners for three to five rounds.

Use the following cues as reference:

1. For Breath of Joy, first you'll take three short breaths in, and then you'll take one long breath out. Try breathing in through your nose and out through your mouth.
2. Begin by standing comfortable with arms at your sides in Mountain pose.
3. As you take a short breath in, extend your arms straight out in front of you so they're parallel to the floor.

BREATH OF JOY



4. Without exhaling, take another short breath in as you swing your arms down in front of you and then out to your sides.
5. Inhale for a third time as you swing your arms up over your head.
6. Now breathe out as you swing your arms down, bending your knees, and folding forward slightly.
7. Gently return to Mountain pose. Check in with your body to see if you notice any changes.

Repeat several times, inviting students to explore slowing down or speeding up the pace.

Place your hands on your Anchors for a Check-In practice. Notice how you feel in your body and mind after practicing Breath of Joy. Has it increased your heart rate, woken you up a little, or maybe even brought a smile to your face?

Mountain (UNIT 1, LESSON 1)

Have students stand in Mountain pose. Tell them:

- *Reflect silently for a moment. How can you be your best self as we continue partner work? How can you and your partner keep each other safe? How can you and your partner trust each other while you complete challenges together?*

Invite students to share their ideas.

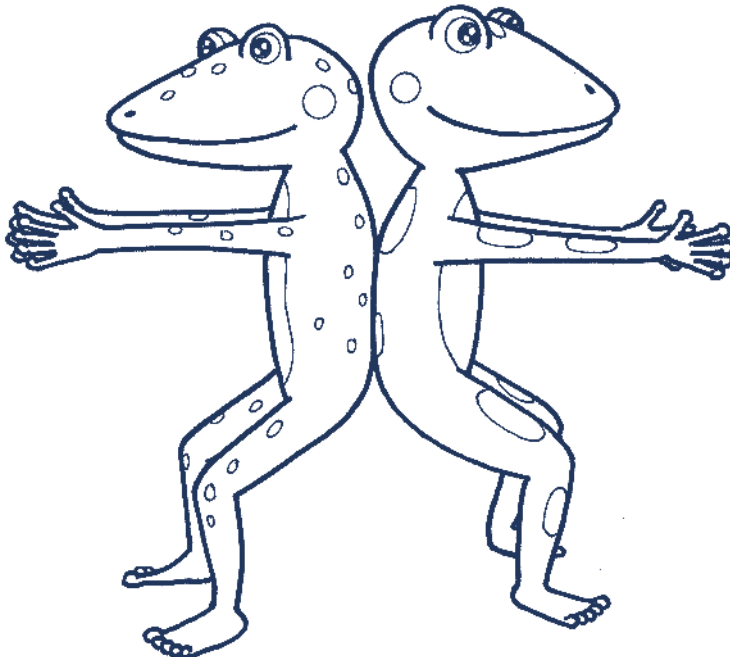
Before moving forward, emphasize the important role that each person plays in keeping everyone safe while they do physical challenges.

Back-to-Back Chair

Guide partner pairs through this practice using the following cues as reference:

1. Stand back to back. Take in a deep breath and tune in to feel and hear your partner's deep breathing.
2. Press evenly and gently into each other's backs as you take a small step forward (away from your partner), but keep your backs pressing into each other, bending at the knee as though you were sitting in a chair.
3. Anytime you feel unstable or you are ready to end the pose, communicate with your partner.

BACK-TO-BACK CHAIR



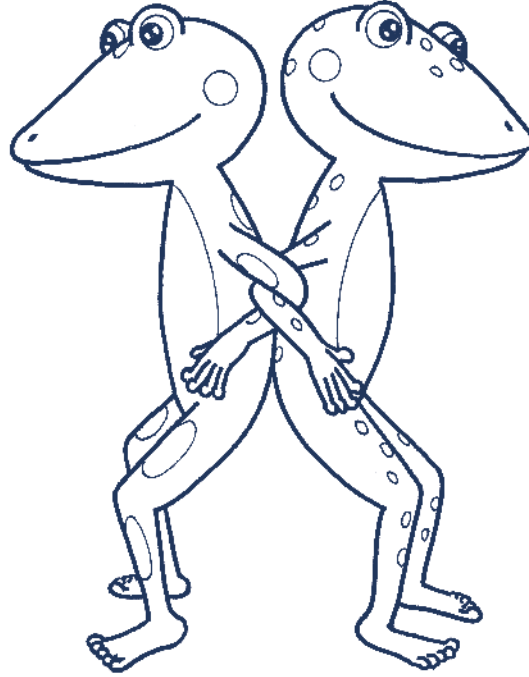
4. End the pose by cooperating with your partner and moving at the same time to bring your feet back together one step at a time, while lifting yourself back up to standing.
5. Check in with your partner. Are they okay? Do they need to pause? Can you safely move further into the pose?
6. Tune in: *Can you hear and feel your partner breathing? Do you feel safe and supported?*

Interlocking Arms/Elevator new

Guide partner pairs through this practice using the following cues as reference:

1. Stand back to back and gently lock arms. Keep your partner's shoulders safe and comfortable by staying back- to-back. Take a deep breath in and tune in to feel and hear your partner's breathing.
2. Check in with your partner and ask if they are ready before starting. Only begin if both you and your partner have said "yes." Remember to pause or end the challenge anytime you feel unsafe.

INTERLOCKING ARMS/ELEVATOR



3. Slowly take one step away from your partner and begin bending the knees to slowly lower down to the ground, moving together the whole time. Tell your partner to pause anytime you don't feel safe and stable.
4. From the ground, back to back with arms interlaced, cooperate with your partner and communicate with care to try and move together back to standing.
5. Check in with your partner to make sure you feel safe and supported. What can you do to trust each other to stay safe and supported?
6. When you are standing, end the pose by bringing feet and backs together, and releasing arms at the same time.
7. Check in with your partner by asking: *How do you feel about the challenge?*

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

Standing face to face or side by side in Mountain pose, guide students to bring their hands to their Anchors and check in silently with how they are feeling:

- *How did the challenges feel? Did you pause when you needed to? Were you able to trust and cooperate with your partner? Did you listen to your partner? When you communicated, did you feel heard? Did you feel like your best self?*

Guide students to turn and share their thoughts with their partners.

Then invite students to share with the group.

[OPTIONAL] **Partner Closing Sequence** (UNIT 5, LESSON 1)

Guide students through the sequence.

Calming Breaths (UNIT 1, LESSON 1)

Have students take a few Calming breaths before continuing with the lesson.

SUMMARIZE FOR STUDENTS:

- *Partner work can be challenging sometimes! Friendships can also be challenging.*
- *We can face challenges with our friends by using our friendship skills, like communicating with care, helping, and cooperating.*



TAKE A PAUSE TOGETHER / 20 mins

Refer to the friendship illustration and remind students that you have labeled that illustration's body parts to show how they can use their whole selves to be a friend.

Next, display a blank body illustration of two friends. Ask students to imagine these two friends are having a conflict. Check for understanding that a conflict is an argument, disagreement, or fight. Invite students to show you (in their own personal space) what their own body might look like in a conflict with a friend (Model using some of the examples offered). Invite them to share how they might be feeling in a conflict with a friend.

Referring back to the illustration, invite students to brainstorm what these two friends' bodies might look like if they were having a conflict, disagreement, or argument. Invite them to think about what different body parts might look or sound like (e.g. feet stomping, kicking, or walking away; hands balled up in anger, hitting, snatching, crossed across the body; mouth frowning, yelling, saying unkind words; eyes scowling in anger, rolling, crying), and record some of their answers on the illustration with arrows to the body parts.

Use questions such as the following to emphasize for students the need to sometimes take a pause with a friend:

-
- ***When you have a conflict or argument with a friend, what could you do to be your best self?*** [Remind students how important it is to pause and use a Best Self Strategy when they feel a strong emotion. Briefly check in to recall a few Best Self Strategies with learners. If you have a class list of Best Self Strategies, refer to that.]
 - ***How would pausing help you calm your body and mind when you have a conflict with a friend?***
 - ***How could you tell your friend that you need a pause? How could you invite them to pause with you?***
-

Tell students:

- *Even when we are having fun, cooperating, or sharing with a friend, sometimes we might have a conflict. Help me figure out how to take a pause and solve these friendship problems.*

Ask students to fill in the blanks of the following scenarios:

- I used my feet to cooperate by passing the soccer ball to my friend. Another friend was angry that I didn't pass the ball to them. I paused and then _____.
- My friend used their hands to break a treat to share with me. I felt like it wasn't fair because my part was much smaller than my friend's part. I paused and then _____.
- Instead of using hands to cooperate by throwing the ball, my friend snatched the ball out of my hands. I will pause and then _____.
- When I was upset, I didn't pause, and instead I used my mouth to share unkind words that hurt a friend. Now I see my friend is hurt. I need to pause and _____.

- I was telling my friend about what happened on the bus. It was really important, but they kept interrupting me! I was angry and needed to manage my body. I paused and then _____ .
- [Provide additional examples if desired.]

Listen to responses but encourage and reinforce strategies that include Best Self Strategies, communicating with care, and asking a friend to pause.

Ask students: *What if you pause to try and be your best self, and your friend does not?* (Invite students to share, and emphasize that they can walk away or ask an adult for help if needed.)

Add **take a pause together** somewhere on the friendship illustration (ask students where they think is best). If time allows, distribute students' illustrations so that they can add **take a pause together** to their own illustrations.

SUMMARIZE FOR STUDENTS:

- Friendships are not always easy! Sometimes friendships face challenges.
- All friends have conflicts sometimes.
- When we are in conflict with a friend, taking a moment to pause our bodies can help us be our best selves together.
- When we pause, it gives us a moment to remember our Best Self Strategies and our friendship skills.

REST AND REFLECTION / 8 mins

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

- Silently, bring to mind someone who has been a good friend to you lately. How has your friend been kind to you? Have they shared kind words? Have they listened to you? Has your friend helped you with a problem or helped you have fun? If you could thank your friend for something right now, what would that be?

Kind Mind (for Others)

- With your kind mind, focus on your friend. Imagine them sitting in front of you. I will say a kind thought, and you can repeat it in a whisper, imagining your friend can hear you, or just say it silently in your mind.

LESSON 7

Have students repeat after you the following phrases or others you have created with your class:

May you have fun and be happy.

I hope you are healthy and strong.

Know that you are cared for and appreciated.

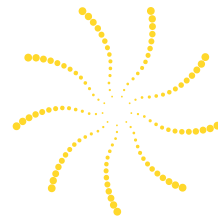
TAKE-HOME PRACTICE

- Ask a family member to listen while you tell them about a good friend. What does your friend do or say to show you friendship? Invite them to tell you about one of their good friends.



Lesson 8

USE YOUR WHOLE SELF TO BE A FRIEND



Goal Statement

Students will review ways they can use their whole body and mind to be a friend.

Essential Question

How can I create and grow friendships?

“I Can” Statement

I can describe three specific ways to use my body and mind to practice friendship skills.

Key Learning Objectives

Students will know...

- They can use their whole selves (body and mind) to practice their friendship skills.
- Their friendship skills will grow with practice.
- They can create and grow friendships with others by practicing friendship skills together.

Students will be able to...

- Identify specific friendship skills.

Materials

- Whiteboard, display screen or chart paper/marker
- Class friendship illustration (continued from Lesson 1)
- Students' friendship illustrations (continued from Lesson 1)
- Pencils and/or markers
- [Optional] Cutouts of speech bubbles

Preparation/Setup

- Display the class friendship illustration.
- Prepare students' friendship illustrations for easy access and distribution.
- [Optional] Cut out speech bubbles.
- Have the friendship illustrations set out for students to take home at the end of the lesson. (Be sure to assess students' analyses of their friendship skills before sending them home.)

New Mindful Movements

Poses

Student-created friendship poses

Sequences

None

Mindful Moments

Calming and Focusing

Body Scan/Visualizing Friendship

Rest and Reflection

New Vocabulary

Friendship

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.

USING OUR WHOLE SELVES TO PRACTICE FRIENDSHIP SKILLS

15–20 mins

As an energizer, play an upbeat version of the “Hokey Pokey” (or another appropriate song or piece of music) and have students sing and/or move along.

As students return to seated, bring their attention to the class body illustration. As a review, ask students to provide a few examples of ways to use various body parts to be a friend.

Complete the class illustration: If there were any areas that you did not get to label as a class (e.g. eyes, ears, and head), work with the class to label those areas with friendship skills (e.g. listening, kind mind/kind thoughts).

Complete student illustrations: Let students know they will have a short time to complete their illustrations of friendship. They will write or draw examples of friendship skills/behaviors near the eyes, ears, and heads of their own body illustrations and anywhere else they may have missed. Remind students to include skills they feel strong in and skills they want to grow. Emphasize that everyone’s illustrations will be different. The more complete illustrations are before this lesson, the more time students will have to personalize their work.

To complete the activity, ask students to brainstorm ways they can show friendship to their own bodies (being kind to themselves/showing themselves compassion, making healthier food choices, exercising, breathing practices, resting, etc.) and ask them to write or draw one of these ideas in the center of their body where their heart would be.

> OPTIONAL: Provide students with cutouts of speech bubbles to glue onto their paper, where they can add specific examples of kind words, like compliments, appreciations, and apologies.

After the illustrations are complete, allow students to do a gallery walk to view each other’s work (or share in some other way). As a review, invite

students to report back to the group examples they observed of ways to show friendship with their bodies and minds.

> OPTIONAL: Invite students to mime their examples and have the other students guess.

Debrief with students emphasizing the diversity of what you observed in students' work:

-
- ***Were everyone's illustrations the same? Are all of us good at the same friendship skills?***
 - ***Are there any friendship skills that are sometimes difficult? How will you get stronger in the friendship skills that are challenging?***
 - ***Can friendships get stronger? If I am friends with my neighbor and I want that friendship to grow, how could that happen?***
 - ***Are all of our friendships the same?*** [It's okay for our friendships to be different. Sometimes, you might need to use your mouth to communicate with a friend, and other times you might need to use your eyes and ears to pay attention to and listen to a friend. When you need a friend, you might need them to use their hands to help you or their feet to cooperate with you. With one friend, you might use your hands to practice sharing while playing a game, and with another friend you might need to put your hands on your Anchors and practice pausing.]
-

SUMMARIZE FOR STUDENTS:

- *We can use our whole selves (body and mind) to practice our friendship skills.*
- *Our friendship skills get stronger through practice.*
- *Friendships can be challenging sometimes. We will grow our friendships through practicing our friendship skills together.*



MINDFUL MOVEMENT / 20–25 mins

Tell students:

- ***Today we will get creative in Mindful Movement to find new ways to use our whole selves to be a friend or partner. We will create our own new friendship poses to practice and teach each other.***

Twist Sequence (UNIT 4, LESSON 2)

Lead students through the sequence and ask: *What friendship skills can you pick up today?*

Fresh Start Sequence (UNIT 1, LESSON 3)

Lead students through the sequence and repeat about three times.

As you go through the sequence, guide students in bringing attention back to the work of the various parts of the body with questions such as:

-
- *What is stretching?*
 - *What is supporting you?*
 - *How are the parts of you working together?*
-

Introduction—Partner Poses (UNIT 5, LESSON 1)

Transition to partner poses by reviewing the partner agreements you created as a class.

Partner Seated Sunrise (UNIT 5, LESSON 1)

Lead students through the pose.

Partner Pointing Dog (UNIT 5, LESSON 1)

Lead students through the pose.

Friendship Poses

Explain that pairs of students will work together to create new friendship poses that you haven't done before. Give students specific instructions that promote application of friendship skills like communication, sharing, pausing, and compromising. Choose one of the following examples to get students started:

- Students in pairs each think of their three favorite animals and then communicate to see if they have one in common. If they do, they use that animal as the basis for their new partner pose. If they don't, they compromise by selecting another that they both like, even if it isn't their favorite.
- Students in pairs do a quick brainstorm (taking turns and listening to each other) to list activities or games they enjoy until they find one in common to use as an inspiration for their partner pose.

- Have students in pairs listen to each other's friendship skills they wrote on their body illustrations or to the list recorded on the class illustration. They then communicate their ideas and collaborate to bring one skill to life as their partner poses.
- Lead students in visualizing what a painting or sculpture of two friends would look like. The painting is called "Friendship," and when you see it, you know right away that it is depicting two friends. Then, they communicate their ideas to their partner, including the reason why someone would know this was a painting or sculpture called "Friendship." After listening to each other share their ideas, the pair should cooperate and compromise to take parts of each idea and turn it into a partner pose.

After students have created poses with their partners, invite pairs to demonstrate and teach their new friendship pose to the class.

Partner Closing Sequence (UNIT 5, LESSON 1)

Guide students through the sequence.



REST AND REFLECTION / 8 mins

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

Allow one to two minutes of Rest.

Body Scan/Visualizing Friendship

Use the format of a Body Scan to guide students through setting intentions for friendship. Use the following sample script as reference:

- *While we rest today, we will focus on the ways we want to use our bodies to be a good friend.*
- *First, let's notice how our bodies feel right now resting. Is there anything you can do to be a caring friend to your body, maybe getting more comfortable or saying some kind words to yourself?*
- *Bring all of your attention to your feet. Can you feel your feet and even your toes? Picture in your mind one way you will use your feet to be a friend today.*

- *Next, bring your attention to your hands. Wiggle your fingers and then notice all the parts of your hands. Picture in your mind one way you will use your hands to be a friend today.*
- *Bring your focus to your ears. What do your ears hear right now? Can you pay attention to the feeling of air on your ears? Picture in your mind one way you will use your ears to be a friend today.*
- *Now take a deep breath in and out through your mouth. Bring all of your focus to the feeling of your mouth. Can you feel your tongue against your teeth? Imagine one way you will use your mouth to be a friend today. What kind words can you share? Practice saying some kind words silently in your mind or in a tiny whisper.*
- *Now let your focus and your attention spread out to notice your whole body where you are right here and now. Notice how you feel.*

Guide students to gently open their eyes and bring their focus back to the room. If time allows, invite a few volunteers to share how they picture themselves using their bodies to be a friend.

TAKE-HOME PRACTICE

- *Teach your new friendship pose to another person. How do you use your whole self in the pose to be a friend to your partner?*

Lesson Extensions

Silly Handshakes

Lessons 1-3

This is an icebreaker activity. It's designed to get students out of their comfort zone and give them multiple opportunities to find partners and work with others in a positive and constructive manner (a friendship skill that will be practiced during this unit). Introduce a variety of silly handshakes throughout the activity. Prepare for the activity by finding examples of silly handshakes to easily teach and use.

To start, ask each student to quickly find a partner in the group. If students have difficulty finding a partner, invite them to raise their hands or report to “partner lost and found” (usually near you). Tell students to begin with a traditional palm-to-palm handshake, introduce themselves to the new partners like they are meeting them for the first time, and share something about themselves. After a short period of time, count down from 10 and tell students to find a new partner by the time you get to zero. Introduce a new handshake and have those student pairs practice that handshake. Continue in this manner, having students find a new partner and then introducing a new handshake.

After introducing several silly handshakes, call out a handshake title and tell the students to find “that” partner quickly (e.g. their “elbow partner,” their “high-five partner”).

Fancy Footwork

Lessons 2-8

Give pairs of students a set amount of time to come up with a partner dance using only foot and leg movements. The dance must include eight steps. Then, have two pairs join together to teach each other their dances. Encourage them to practice using their eyes, ears, and mouths to pay attention, listen, and communicate with care as they teach and learn the dances.

Interviews

Lessons 5-6

Give students an interview script with a list of questions and have them interview each other in pairs. Time them and cue when they should switch roles. There is no need for them to record the answers. Emphasize paying attention to the speaker, listening, and checking in for understanding. Rotate pairs and repeat. Use questions such as:

- *If you could visit anywhere in the world, where would you go and why?*
- *What was your favorite subject in school last year?*
- *What are some of the ways that you are a good friend?*
- *If you were an animal, what would you be? How are you similar to that animal?*
- *Describe one of your hobbies and why it is important to you. What do you need to practice to get better at that hobby?*
- *Tell me about your day so far. What is going well and what has been challenging?*

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.



Unit 6



SOCIAL AWARENESS

PART 2: COMMUNITY

Prior Knowledge

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

Overview

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

Enduring Understandings

Students will understand:

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

Essential Questions

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

Lesson Summaries and Materials*

Lesson 1 pages 346–358

Lesson 1—Stronger Together:

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

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

Lesson 2 pages 359–366

Lesson 2—Belonging: Students

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

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

Lesson 3 pages 367–374

Lesson 3—Influence: Students

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

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

Lesson 4
pages 375–382

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

- *Paper and writing materials if using differentiation activity

Lesson 5
pages 383–389

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

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

Lesson 6
pages 390–395

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

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

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

New Mindful Movements

Poses

Group Victory

Forest

Group Boat

Sequences

Group Closing Sequence

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

NOTE Using the new Closing

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

Mindful Moments

Calming and Focusing

Kind Mind (for Community)

Rest and Reflection

Check-in

Student Choice Breath

Gratitude for Community

Visualizing Community

Visualizing Caring Contributions

*Differentiation**

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

Performance Assessment

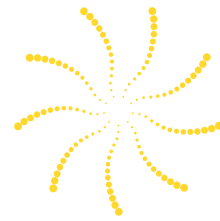
Students will be able to:

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



Lesson 1

STRONGER TOGETHER



Goal Statement

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

Essential Question

What makes a community strong and healthy?

“I Can” Statement

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

Key Learning Objectives

Students will know...

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

Students will be able to...

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

Materials

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

Preparation/Setup

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

New Mindful Movements

Poses

Group Victory

Sequences

Group Closing Sequence

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

Mindful Moments

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

New Vocabulary

Community
Community member
Nutrition
Food type
Healthy diet
Diversity

CALMING AND FOCUSING / 2 mins

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

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

HEALTHY DIETS ARE DIVERSE / 20 mins

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

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

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

Round One: Meals

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

Round Two: Colors

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

TEACHING TIP



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

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

Round Three: Food Groups

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

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

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

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

TEACHING TIP



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

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

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

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

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

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

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

SUMMARIZE FOR STUDENTS:

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

***HEALTHY COMMUNITIES ARE DIVERSE / 10 mins**

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

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

TEACHING TIP



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

SUMMARIZE FOR STUDENTS:

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

**MINDFUL MOVEMENT / 13 mins**

Begin Mindful Movement practice in a large circle.

Group Sequence Games

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

Option 1: Making Waves

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

Option 2: Rounds

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

Option 3: Around the Clock

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

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

Victory (UNIT 3, LESSON 3)

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

Intro to Group Poses

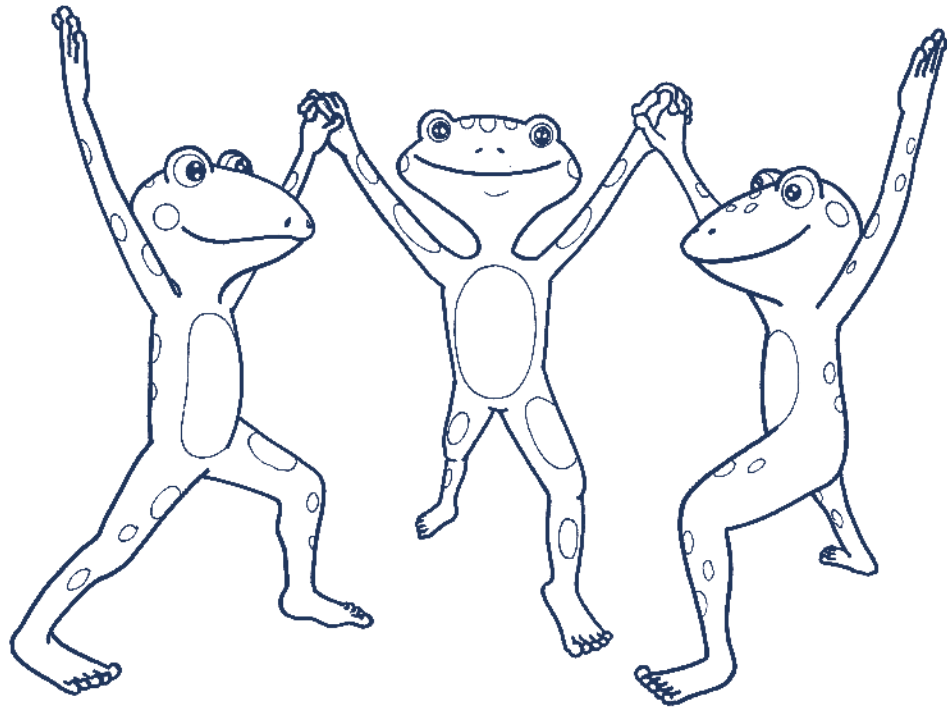
Briefly review the partner agreements from Unit 5 and reflect on how the partner agreements will be useful when they are working together to do movements or poses as a whole community.

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

Group Victory Pose

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

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



6. Hold the pose for three to five breaths.

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

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

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

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

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

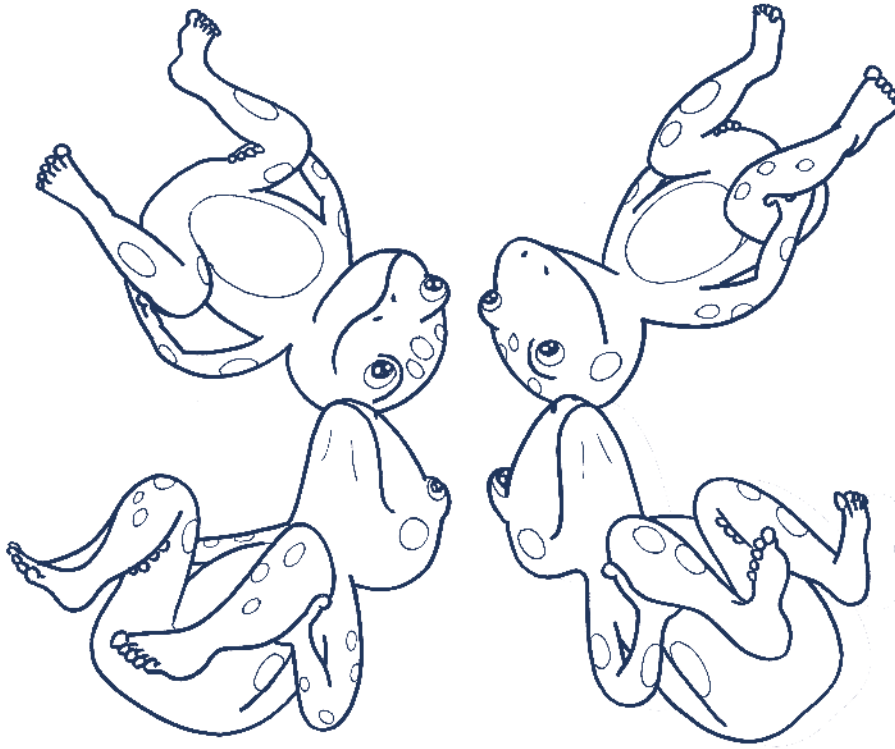
11. Repeat on the other side.

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

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

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

GROUP HAPPY BABY

Group Closing Sequence new

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

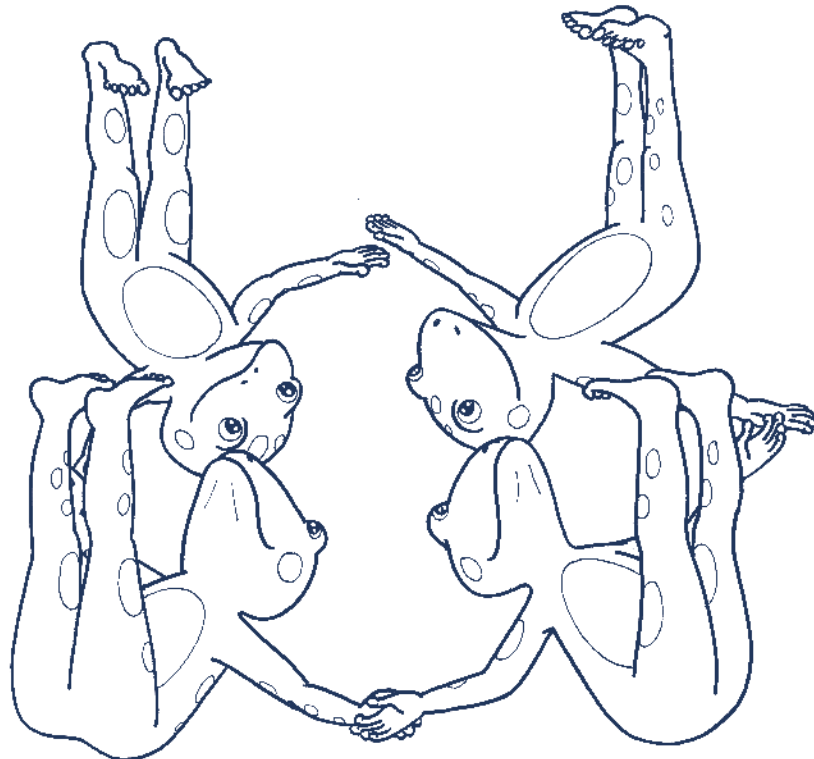
Group Happy Baby

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

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

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

GROUP WATERFALL POSE



TEACHING TIP



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

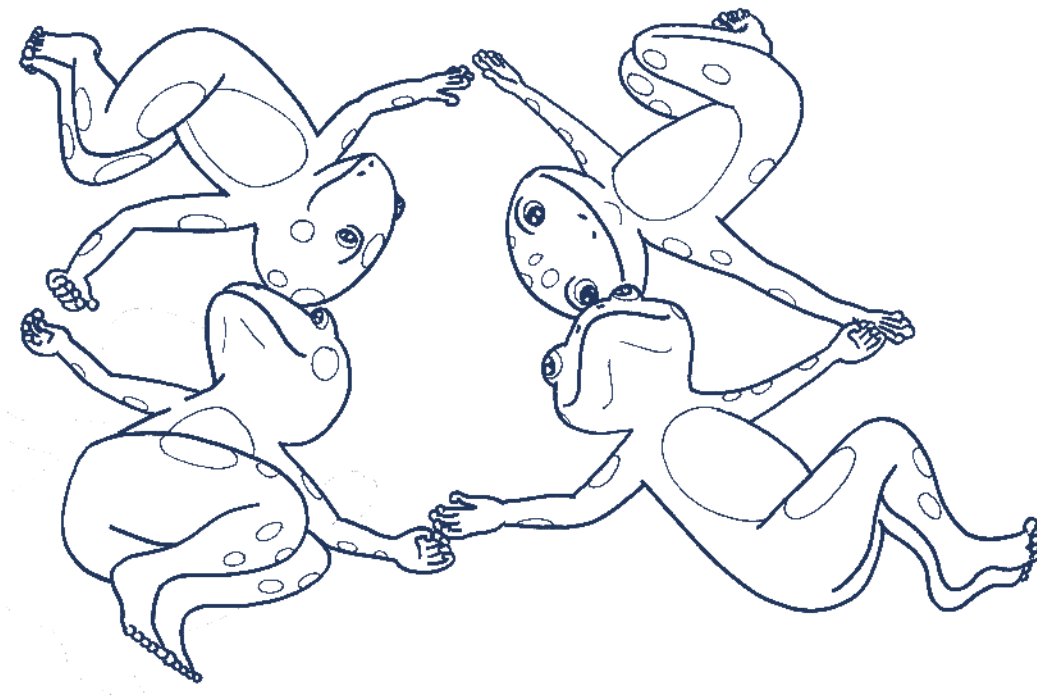
Group Waterfall Pose

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

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

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

GROUP WINDSHIELD WIPERS



Group Windshield Wipers

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

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

7. Hold the pose for a few breaths.

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



REST AND REFLECTION / 5 mins

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

Kind Mind (for Community)

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

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

May our whole school community be healthy and strong.

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

May our whole school community be healthy and strong.

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

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

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

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

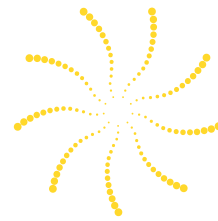
TAKE-HOME PRACTICE

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



Lesson 2

COMMUNITY CONTRIBUTIONS



Goal Statement

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

Essential Question

To which communities do I belong?

“I Can” Statement

I can identify community groups to which I belong.

Key Learning Objectives

Students will know...

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

Students will be able to...

- Identify the communities to which they belong.

Materials

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

Preparation/Setup

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

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

Calming and Focusing

Check-In

Kind Mind (for Community)

Rest and Reflection

New Vocabulary

Universe

CALMING AND FOCUSING / 2 mins

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

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

MY COMMUNITIES AND GROUPS / 25 mins

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

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

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

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

I Belong Postcards

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

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

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

Remind students that each category represents a community group.

Consider highlighting them as you go, or asking students to circle all of the communities they can find in the text once you’ve written out the postcard.

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

Guide students in creating their own I belong postcards.

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

TEACHING TIP



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

TEACHING TIP



Consider using a map to guide the group discussion.

TEACHING TIP



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

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

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

I belong here.

I am important to my community.

I need my community, and my community needs me.

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

SUMMARIZE FOR STUDENTS:

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



MINDFUL MOVEMENT / 15 mins

Begin the movement practice in a circle.

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

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

Fresh Start Sequence (With Student Choice Groups)

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

Round 1

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

Round 2

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

Round 3

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

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

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

Intro to Group Poses (UNIT 6, LESSON 1)

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

Group Victory Pose (UNIT 6, LESSON 1)

Guide students through the pose.

Group Closing Sequence (UNIT 6, LESSON 1)

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



REST AND REFLECTION / 8 mins

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

Kind Mind (for Community)

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

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

May they be safe.

May they feel cared for.

May they know that they belong.

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

May they be safe.

May they feel cared for.

May they all know that they belong.

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

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

May they be safe.

May they feel cared for.

May they all know that they belong.

Allow one to two minutes of Rest.

Check-In

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

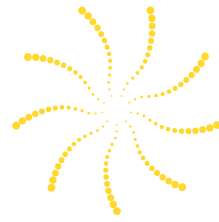
TAKE-HOME PRACTICE

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



Lesson 3

INFLUENCE



Goal Statement

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

Essential Question

Who is an influence on my life?

“I Can” Statement

I can identify something or someone that influences my choices.

Key Learning Objectives

Students will know...

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

Students will be able to...

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

Materials

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

Preparation/Setup

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

New Mindful Movements

Poses

Forest

Sequences

None

Mindful Moments

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

New Vocabulary

Culture
Influence

CALMING AND FOCUSING / 2 mins

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

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

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

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

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

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

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

Smell Activity

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

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

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

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

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

[OPTIONAL] **Tasting Activity**

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

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

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

SUMMARIZE FOR STUDENTS:

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

**DIFFERENTIATION**

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

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



MINDFUL MOVEMENT / 15 mins

Begin the practice in a large circle.

Group Sequence Games (UNIT 6, LESSON 1)

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

Student Choice Breath

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

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

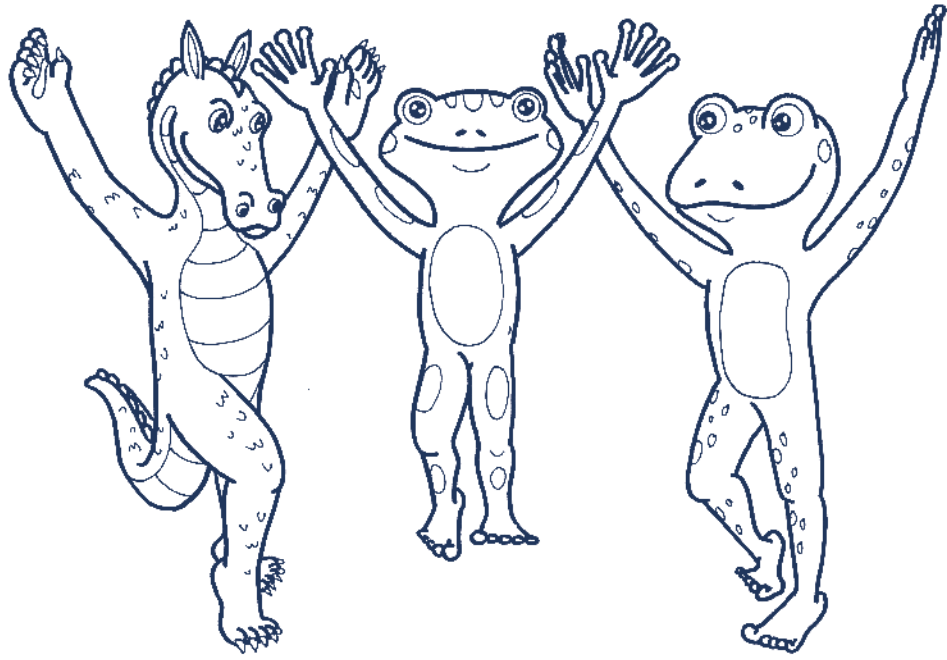
Intro to Group Movement

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

Forest new

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

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



Tell students:

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

Have students repeat on the opposite side.

Group Closing Sequence (UNIT 6, LESSON 1)

Guide students through the sequence.



REST AND REFLECTION / 5 mins

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

Gratitude for Community

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

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

Allow one to two minutes of Rest.

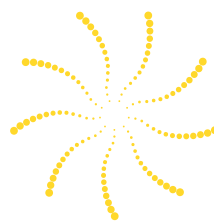
TAKE-HOME PRACTICE

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



Lesson 4

COLLABORATING



Goal Statement

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

Essential Question

What happens when members of a community work together?

“I Can” Statement

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

Key Learning Objectives

Students will know...

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

Students will be able to...

- Practice collaborating with peers.

Materials

- *Paper and writing materials for differentiation activity

Preparation/Setup

- Organize students' mats in a circle.

New Vocabulary

Collaborate

New Mindful Movements

Poses

Group Boat

Sequences

None

Mindful Moments

Calming and Focusing

Visualizing Community

Rest and Reflection

CALMING AND FOCUSING / 2 mins

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

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

***MINDFUL MACHINES** / 25 mins

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

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

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

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

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

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

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

TEACHING TIP

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

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

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

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

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

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

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



TEACHING TIP

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

SUMMARIZE FOR STUDENTS:

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

**DIFFERENTIATION**

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

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



MINDFUL MOVEMENT / 15 mins

Cat/Cow (UNIT 1, LESSON 1)

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

Plank/Dog (UNIT 1, LESSON 1)

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

Superhero Sequence (UNIT 3, LESSON 5)

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

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

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

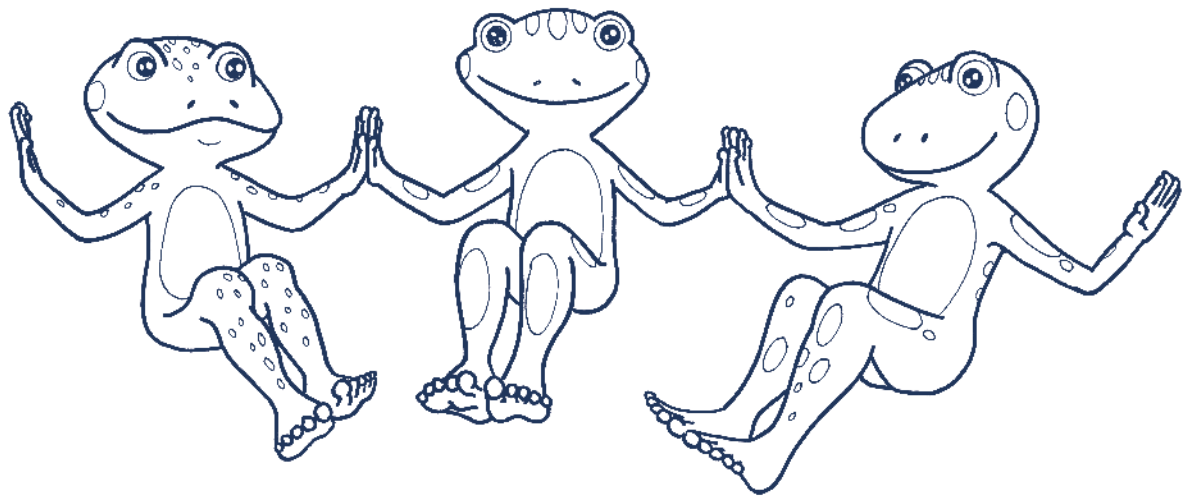
Intro to Group Poses

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

Group Boat

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

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



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

Now create a community challenge in Group Boat:

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

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

- Repeat if desired.

Child's Pose (UNIT 1, LESSON 1)

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

Group Closing Sequence (UNIT 6, LESSON 1)

Lead students through the sequence.



REST AND REFLECTION / 5 mins

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

Visualizing Community

Guide students through the following visualization:

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

Allow one to two minutes of Rest.

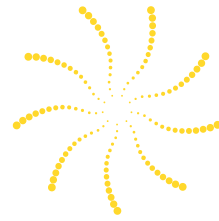
TAKE-HOME PRACTICE

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



Lesson 5

CARING CONTRIBUTIONS



Goal Statement

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

Essential Question

How can I contribute to my community?

“I Can” Statement

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

Key Learning Objectives

Students will know...

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

Students will be able to...

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

Materials

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

Preparation/Setup

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

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

Calming and Focusing

Check-In

Student Choice Breath

Visualizing Caring Contributions

Rest and Reflection

New Vocabulary

Contribute

CALMING AND FOCUSING / 2 mins

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

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

MY BEST SELF IN COMMUNITY / 10 mins

Create a T-chart in two stages with students.

TEACHING TIP

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

Being My Best Self	Being My Best Self in a Community

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

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

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

SUMMARIZE FOR STUDENTS:

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

SHOWING CARE AND COMPASSION FOR YOUR COMMUNITY

20 mins

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

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

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

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

TEACHING TIP

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

SUMMARIZE FOR STUDENTS:

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

Three Corners Game

Tell students:

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

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

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

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

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

SUMMARIZE FOR STUDENTS:

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

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

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

Superhero Sequence (UNIT 3, LESSON 5)

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

Intro to Student Choice Practices

Tell students:

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

Student Choice Movement

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

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

Student Choice Breath

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

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

Group Closing Sequence (UNIT 6, LESSON 1)

Guide students through the sequence.



REST AND REFLECTION / 5 mins

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

Visualizing Caring Contributions

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

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

Allow one to two minutes of Rest.

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

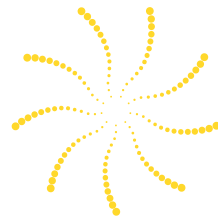
TAKE-HOME PRACTICE

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



Lesson 6

COMPASSIONATE COMMUNITIES



Goal Statement

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

Essential Question

What makes a community compassionate?

“I Can” Statement

I can explain how a community shows compassion.

Key Learning Objectives

Students will know...

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

Students will be able to...

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

Materials

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

Preparation/Setup

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

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

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

New Vocabulary

None

CALMING AND FOCUSING / 2 mins

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

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

COMMUNITY NEEDS / 15 mins

Community Challenge

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

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

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

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

SUMMARIZE FOR STUDENTS:

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

A COMPASSIONATE COMMUNITY STORY / 10 mins

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

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

SUMMARIZE FOR STUDENTS:

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

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

Tell students:

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

Student Choice Movement

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

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

Intro to Group Poses

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

Student Choice Group Pose

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

Student Choice Breath

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

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

Group Closing Sequence (UNIT 6, LESSON 1)

Guide students through the sequence.



REST AND REFLECTION / 8 mins

Guide students to find a comfortable position for Rest.

Kind Mind (for Community)

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

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

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

May our whole school community feel included.

- *Now repeat the kind thoughts silently:*

May our whole school community feel included.

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

May our whole school community receive care and compassion.

- *Now repeat the kind thoughts silently:*

May our whole school community receive care and compassion.

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

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

- *Now repeat the kind thoughts silently:*

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

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

Allow one to two minutes of Rest.

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

TAKE-HOME PRACTICE

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

Lesson Extensions

Community Garden

Lessons 1–6

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

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

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

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

Group Butterfly

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

Group Flower

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

Group Turtle

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

Compassionate Community Map

Lessons 5–6

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

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

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

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

Compassionate Community Acrostic Poems

Lessons 3–6

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

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Team Build Challenge

Lessons 1–6

HULA HOOP HUT OR CUP STACK BALL

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

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

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

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

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Time for Races

Lessons 1–6

Organize races such as the following in your classroom:

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

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

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

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

Continued from previous unit

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



Unit 7



COMPASSION PROJECT



Prior Knowledge

In Unit 6, students learned to appreciate differences and work together in groups. Those understandings and skills will be important as they work together to complete a Compassion Project in this final unit.

Overview

This unit culminates all the learning students have done during the school year. It is designed to accommodate the specific project you choose to complete and thus has no formal lesson plans.

A successful project will engage students in extending or applying their learning in relevant ways. Consider organizing your project around one of the following objectives for students:

- To make a compassionate contribution to their community.
- To engage in improving the health and wellness of the community.
- To apply their learning in everyday situations in the school setting.



Enduring Understandings

Students will understand:

- By working together, they can have a positive impact on themselves and their community.

Essential Questions

- What is a need in our community?
- How can we show care and meet a community need?

Performance Assessment

Students will be able to:

- Reflect on the role they played when working on the project.
- Describe how the project showed compassion to their community.

Resources

- Compassion Project Planner: *How Do I Show Compassion for My Community?*

PROJECT PLANNING

There is no single way to go about planning an end-of-year project. The level of teacher support and student collaboration for the Compassion Project may vary depending on what your students need to be successful. As seen in the examples below, a project may vary in the degree that it is teacher- or student-directed, but there should be opportunities for student voice, choice, and leadership.

Begin introducing the idea of a Compassion Project in Unit 6 discussions of community needs and resources.

Consider using a project-based learning approach and engaging students in identifying a need they want to address and deciding how to design and execute their projects.

If desired, use the provided *How do I show compassion for my community?* template as a class or in small groups to generate and organize ideas.

- **Stage 1:**

What need do we see? Identify the questions or problems that students would like to address with their project. Use this opportunity to reinforce Social Awareness skills like empathy, perspective taking, and respect for others.

- **Stage 2:**

How will we show care? Students brainstorm how they will respond to the community need or what product they will generate to address the need. Use this opportunity to reinforce responsible decision-making skills, such as identifying and analyzing a problem and considering how their actions will impact others.

- **Stage 3:**

What are our action steps? Students outline the steps they will take to execute their project and the materials they will need. Use this opportunity to reinforce relationship skills such as communication, collaboration and compromise.

- **Stage 4:**

How will we know success? Students identify how they will self-evaluate their work. What skills and understandings will they demonstrate? What will they observe in their completed project? Use this opportunity to reinforce Self Awareness and Self Management skills such as setting and working toward goals and identifying their own strengths and areas of growth.

Consider documenting project artifacts for student portfolios.



Example Projects

Here are a few examples of projects to get you started:

Teacher-led project with Grades K–1

Mr. C has noticed that there are no food pantries within a mile of his school. Mr. C uses books and class discussions to talk about how every family should have enough to eat. Students create posters to hang up around the building to advertise a canned food drive. Students work together to count the cans and collect them from classrooms. They work with a local community organization to set up a method to get the food to those in need.

This project builds on curricular concepts, including:

- Compassion
- Healthy food choices
- Working together in a community

Collaborative project with Grades 2–3

After learning about the Buddy Bench, Mrs. L decides to create a Buddy Bench at her school. After getting permission from her school's principal and securing funds for supplies, Mrs. L brings the idea to her students. The students create designs, and after a few sessions of work and debate, they come to a consensus on one. They work together to paint the bench; each class is responsible for one section of the bench.

This project builds on curricular concepts, including:

- Compassion
- Perspective and compromise
- Working together in a community

Student-led project with Grades 4–5

- Ms. T has a class meeting for students to identify problems or needs they see in their community and to brainstorm possible ways to show care or meet those needs. Students choose one problem or need and work together to decide what project they will do to address it. Students do all of the planning and coordinating, from reaching out to local stores to get supplies donated, to contacting people who can help. The teacher supports and guides students, but the ideas and planning are mostly theirs.

This project builds on curricular concepts, including:

- Compassion
- Managing strong feelings
- Working together in a community

