



Flourish

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THE COMPASSIONATE SCHOOLS PROJECT CURRICULUM

4-5



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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 it means to show and receive kindness.

Overview

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

Enduring Understandings

Students will understand:

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

Essential Questions

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

Lesson Summaries and Materials*

Lesson 1 pages 5–21

Lesson 1—What Is Compassion?:

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

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

Lesson 2 pages 22–32

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

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

Lesson 3 pages 33–41

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

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

Lesson 4 pages 42–47

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

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

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

Differentiation*

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

Performance Assessment

Students will be able to:

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

New Mindful Movements

Poses

Mountain

Sunrise

Sunset

Hands and Knees

Cat

Cow

Dog

Plank/Kneeling Plank

Easy Pose

Child's Pose

Cobra

Butterfly

Flower

Turtle

Monkey

Rest

Sequences

Sunrise/Sunset

Cat/Cow

Dog/Plank

Child's Pose/Cobra

Fresh Start Sequence (Part 1)

Fresh Start Sequence (Part 2)

Fresh Start Sequence

Closing Sequence

Mindful Moments

Calming and Focusing

Check-In

Breath Awareness

Mind and Body Awareness Experiment (I-III)

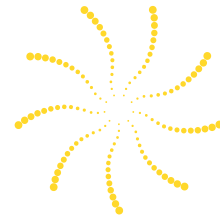
Share Your Moves

Rest and Reflection



Lesson 1

WHAT IS COMPASSION?



Goal Statement

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

Essential Question

What is compassion?

“I Can” Statement

I can tell you what compassion is.

Key Learning Objectives

Students will know...

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

Students will be able to...

- Describe how practicing compassion impacts individuals and communities.

Materials

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

Preparation/Setup

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

New Mindful Movements

Poses

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

Sequences

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

Mindful Moments

Calming and Focusing
Check-In
Breath Awareness
Rest and Reflection

Vocabulary

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

TEACHING TIP



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

CALMING AND FOCUSING / 10 mins

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

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

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

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

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

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

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

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

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

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

- Step 1:** Focus your attention on something (such as the breath or the sound of the bell).
- Step 2:** Notice when your mind wanders away from the breath or sound.
- Step 3:** Gently bring your attention back to the breath or the sound.

Tell students:

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

MINDFULNESS MUSCLE


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

Then lead students through the Calming and Focusing exercise.

Calming

Tell students:

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

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

Focusing

Tell students:

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

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

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

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

TEACHING TIP



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

LEAN ON ME / 20 mins

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

Lyrics

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

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



***ACKNOWLEDGMENTS:**

"Lean On Me"
Words and Music by Bill Withers
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and offer cues to help them get started.

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

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

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

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

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

SUMMARIZE FOR STUDENTS:

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

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

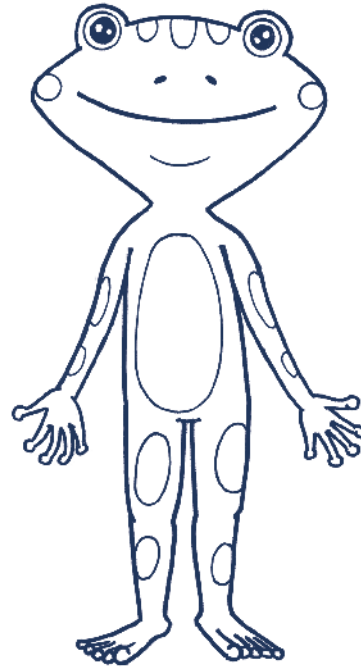


MINDFUL MOVEMENT / 15 mins

Introduction

Tell students:

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



MOUNTAIN

Mountain new

Tell students:

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

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

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

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

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

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

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

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

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

Breath Awareness

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

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

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

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

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

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



TEACHING TIP

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

Tell students:

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

Intro to Sequences

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

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

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



SUNRISE/SUNSET

Sunrise/Sunset new

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

1. **Begin in Mountain pose.**

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

HANDS AND KNEES



Hands and Knees new

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

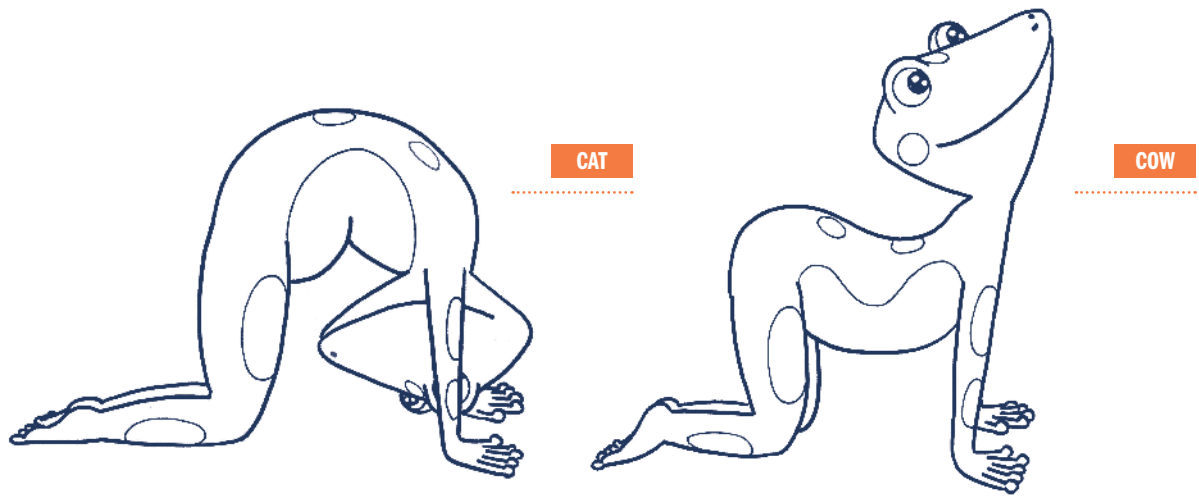
1. **Begin with your hands on the ground, shoulder-width apart, fingers spread wide apart, and your knees directly below your hips, hip-width apart.**
2. **Inhale and exhale with a straight back, chin slightly tilting toward the front of the neck to elongate the back of the neck.**

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

Cat/Cow new

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

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



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

Repeat Cat and Cow two to three times.

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

Dog/Plank new

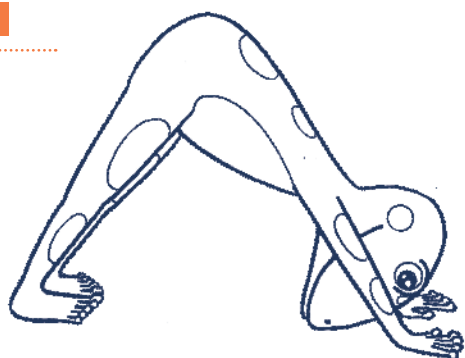
Model and guide students through the new sequence using the following cues as reference:

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

Repeat the sequence two to three times.

Finish in Hands and Knees pose.

DOG



PLANK



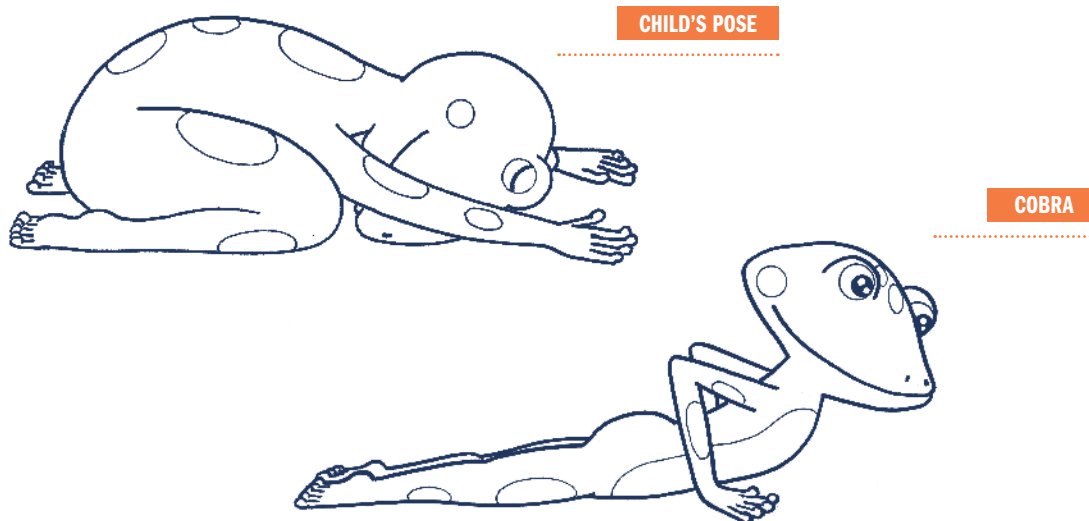
EASY POSE



Easy Pose/Check-In new

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

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



Child's Pose/Cobra new

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

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

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

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

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

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

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

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

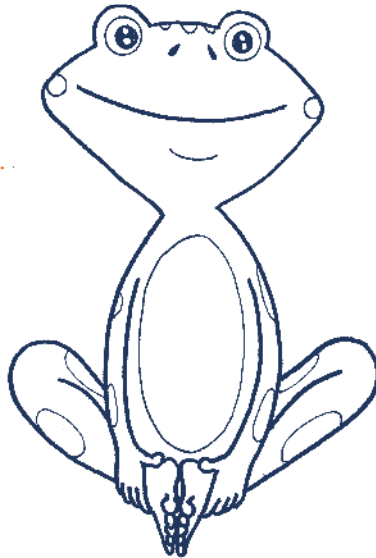
Closing Sequence new

Tell students:

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

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

BUTTERFLY



Butterfly new

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

Flower new

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



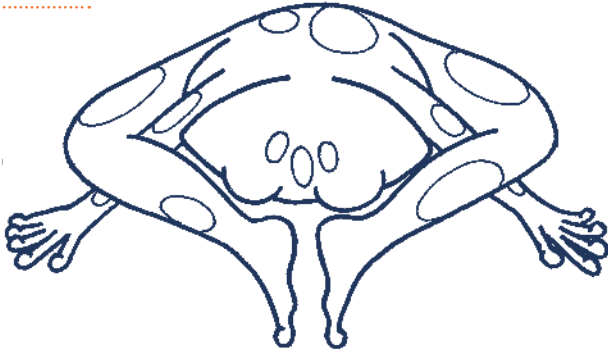
Version 1

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

Version 2 (with balance)

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

TURTLE

Turtle new

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



REST AND REFLECTION / 5 mins

Tell students:

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

TEACHING TIP 

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

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

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

If students are restless, acknowledge that:

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

Then invite students to place their attention on their breath:

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

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

Allow one to two minutes of Rest.

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

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

Ring the bell.

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

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

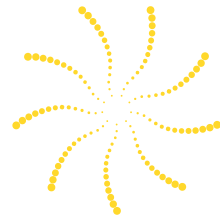
TAKE-HOME PRACTICE

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



Lesson 2

CHECKING IN



Goal Statement

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

Essential Question

How can I show myself compassion?

“I Can” Statement

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

Key Learning Objectives

Students will know...

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

Students will be able to...

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

Materials

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

Preparation/Setup

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

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

Calming and Focusing

Check-In

Mind and Body Awareness Experiment (I–III)

Rest and Reflection

New Vocabulary

Community

Check in

Sensations

Facial expression

Heart rate

Exercise

CALMING AND FOCUSING / 2 mins

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

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

***COMPASSIONATE COMMUNITIES** / 15 mins

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

Post the following lyrics somewhere that the students can see:

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

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

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

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

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

SUMMARIZE FOR STUDENTS:

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

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

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

SUMMARIZE FOR STUDENTS:

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

CHECK-IN / 10 mins

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

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

Explain to students:

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

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

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

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

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

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

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

SUMMARIZE FOR STUDENTS:

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



MINDFUL MOVEMENT / 20 mins

Tell students:

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

Mountain (UNIT 1, LESSON 1)

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

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

Then guide students into Mountain pose.

Mind and Body Awareness Experiment Phase I

Tell students:

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

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

Invite several students to share.

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

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

Give students time to practice a silent Check-In.

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

Intro to Sequences

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

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

Pose Review Game

Use the following game to review the poses with students:

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

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

Mind and Body Awareness Experiment Phase II

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

Remind students of the experiment you conducted earlier in Mountain.

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

Tell students:

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

TEACHING TIP



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

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

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

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

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

Closing Sequence (UNIT 1, LESSON 1)

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



REST AND REFLECTION / 8 mins

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

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

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

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

If students are restless, acknowledge that. Tell them:

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

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

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

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

Allow one to two minutes of Rest.

Tell students:

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

Mind and Body Awareness Phase III

Tell students:

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

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

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

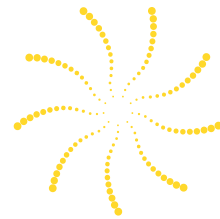
TAKE-HOME PRACTICE

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



Lesson 3

WHEN IS IT DIFFICULT TO SHOW COMPASSION?



Goal Statement

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

Essential Question

Why is it sometimes difficult to show compassion?

“I Can” Statement

I can identify a compassionate solution to a difficult situation.

Key Learning Objectives

Students will know...

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

Students will be able to...

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

Materials

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

Preparation/Setup

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

New Mindful Movements

Poses

Monkey

Sequences

Fresh Start Sequence (Part 1)

Fresh Start Sequence (Part 2)

Fresh Start Sequence

Mindful Moments

Calming and Focusing

Check-In

Rest and Reflection

New Vocabulary

Difficult

Compassionate response

CALMING AND FOCUSING / 2 mins

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

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

SOMEBODY TO LEAN ON / 25 mins

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

Segue to the next activity by asking students:

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

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

SCENARIO 1:

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

SCENARIO 2:

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

SCENARIO 3:

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

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

SUMMARIZE FOR STUDENTS:

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

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

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

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

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

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

TEACHING TIP

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

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

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

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

TEACHING TIP



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

Mountain (UNIT 1, LESSON 1)

Guide students through the pose.

Sunrise/Sunset (UNIT 1, LESSON 1)

Guide students through the sequence.

Cat/Cow (UNIT 1, LESSON 1)

Guide students through the sequence.

Introduction to the Fresh Start Sequence

Tell students:

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

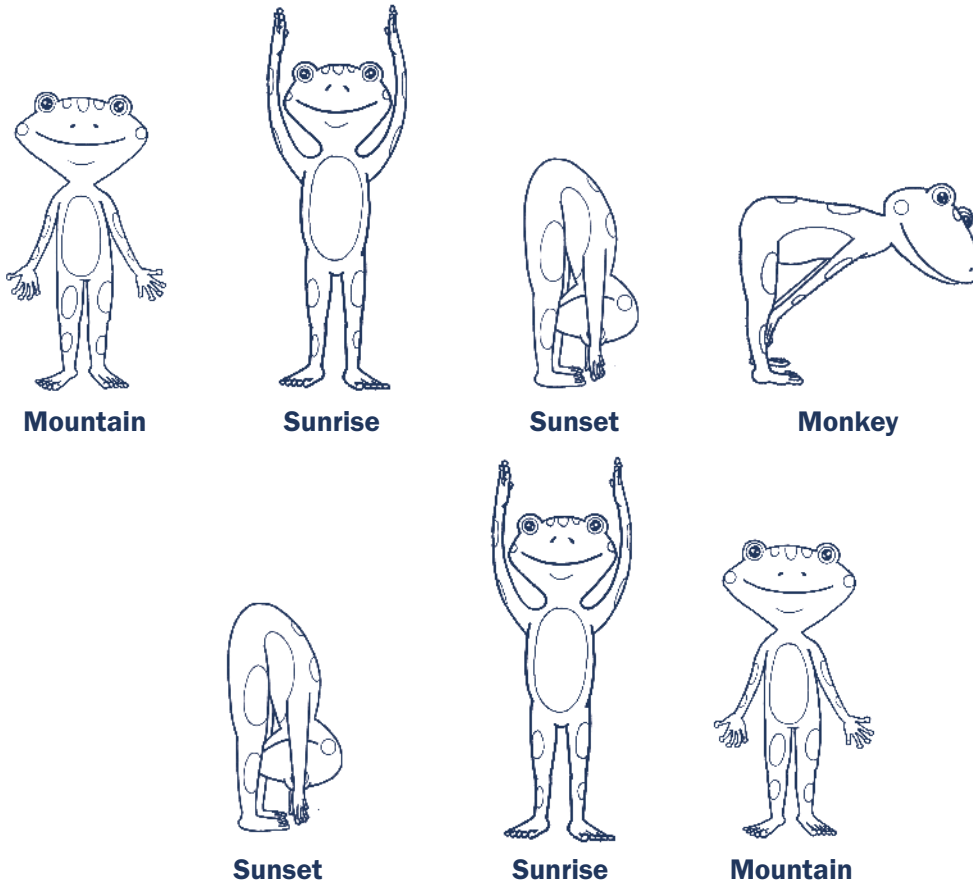
Fresh Start Sequence (Part 1) new

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

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

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

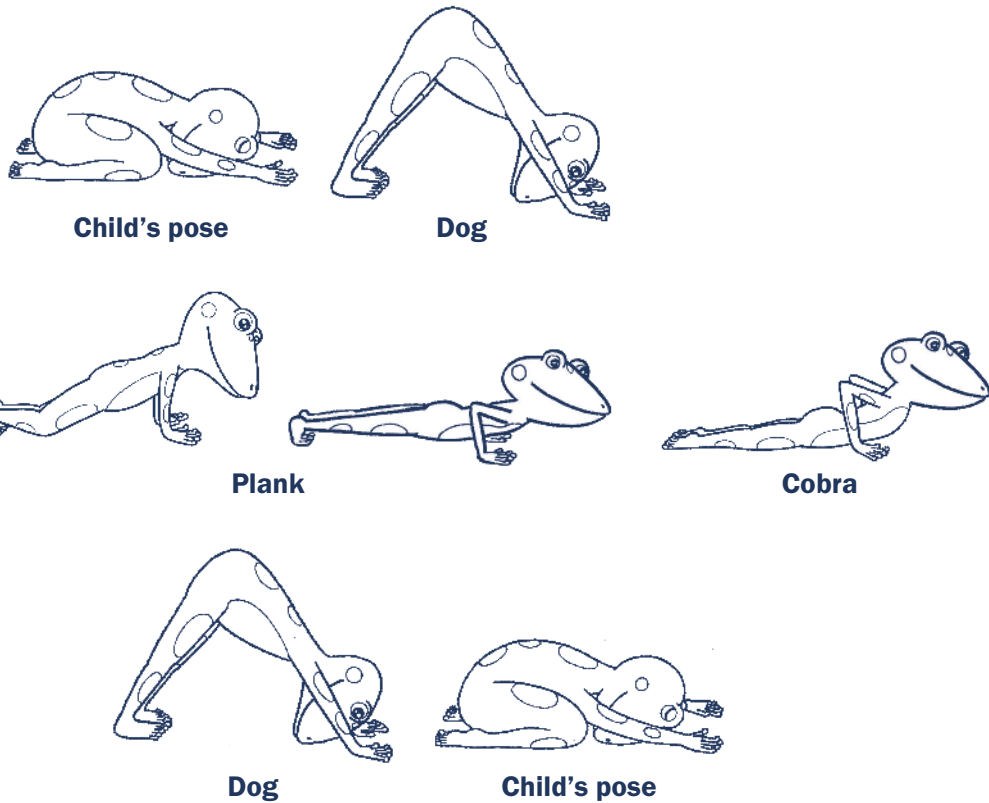
FRESH START SEQUENCE: PART 1



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

Fresh Start Sequence (Part 2) new

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

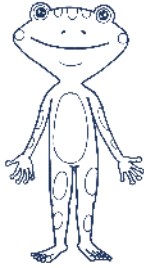


1. Begin from Child's pose or from Sunset.
2. Exhale: Dog. If beginning in Child's pose, press down through palms and lift hips to Dog. If beginning in Sunset, step the feet back to Dog.
3. Inhale: Plank (model Plank or kneeling version).
4. Exhale: Lower to belly.
5. Inhale: Cobra.
6. Exhale: Dog.
7.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

Fresh Start Sequence new

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

FRESH START SEQUENCE



Mountain



Sunrise



Sunset



Monkey



Sunset



Plank



Cobra



Dog



Monkey



Sunset



Sunrise



Mountain

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

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

10. Inhale: Step forward to Monkey.

11. Exhale: Sunset.

12. Inhale: Sunrise.

13. Exhale: Finish in Mountain.

Closing Sequence (UNIT 1, LESSON 1)

Guide students through the sequence.



REST AND REFLECTION / 5 mins

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

Tell students:

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

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

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

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

Invite several students to share their responses aloud.

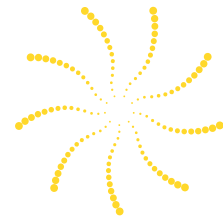
TAKE-HOME PRACTICE

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



Lesson 4

CREATING A COMPASSIONATE COMMUNITY



Goal Statement

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

Essential Question

How can I help create a compassionate community?

“I Can” Statement

I can identify one way to create a compassionate community.

Key Learning Objectives

Students will know...

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

Students will be able to...

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

Materials

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

Preparation/Setup

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

New Vocabulary

Compassionate community

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

Calming and Focusing
Rest and Reflection

CALMING AND FOCUSING / 2 mins

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

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

A MAP OF COMPASSION / 25 mins

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

Example 1:

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

Example 2:

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

Example 3:

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

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

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

TEACHING TIP

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

VARIATION: Simply take time to verbally share scenarios where compassion has been witnessed and where it is needed in different settings. Have the students identify the compassionate act as well as the category in which it belongs.

**MINDFUL MOVEMENT** / 15–20 mins

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

Mountain (UNIT 1, LESSON 1)

Guide students through the pose.

Sunrise/Sunset (UNIT 1, LESSON 1)

Guide students through the mini-sequence.

Cat/Cow (UNIT 1, LESSON 1)

Guide students through the mini-sequence.

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

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

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

Fresh Start Game

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

Have students begin in Mountain pose.

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

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

Challenge:

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

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

Closing Sequence (UNIT 1, LESSON 1)

Guide students through the sequence.



REST AND REFLECTION / 5 mins

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

Tell students:

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

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

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

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

Invite several students to share their responses aloud.

TAKE-HOME PRACTICE

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

Lesson Extensions

Acronyms

Lesson 1

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

Fill in the Blank

Lessons 1–2

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

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

Spot the Compassion

Lessons 3–4

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

Compassion Board

All lessons

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

Unit 2



SELF-AWARENESS



Prior Knowledge

A general understanding of what emotions are and how they feel; prior practice with Check-In.

Overview

The goal of this unit is to help students grow their self-awareness. They will practice noticing and labeling the emotions they feel and understanding their triggers. They will explore what is important to them by thinking about what it means to be their best self. They will build an understanding of sensations associated with breath, movement, emotions, and eating through mindfulness.

Enduring Understandings

Students will understand:

- Emotions can affect their bodies, thoughts, and behaviors.
- Some emotions are universal to all human beings.
- They can be aware of their emotions and triggers.
- Food and mood are interrelated.

Essential Questions

- Are all feelings okay to experience?
- Why do I feel the way I feel?
- How do I experience feelings in my body?
- Why do I experience uncomfortable emotions?
- What does it mean to be my best self?
- What am I hungry for and why?

*Lesson Summaries and Materials**

Lesson 1 pages 54–67

Lesson 1—Categories of

Emotions: Students learn to distinguish between comfortable and uncomfortable feelings and discover that all feelings are okay to experience.

- List of emotion words
- Chart paper (1 piece per group)
- Markers or colored pencils

Lesson 2 pages 68–76

Lesson 2— Environment and

Emotions: Students discover that feelings often arise in response to experiences, or “triggers,” and begin to identify how experiences trigger emotions in themselves and others.

- Paper (2-3 pieces per students)
- Colored pencils and/or markers
- Several pieces of music (any genre; instrumental version preferred):
 - Solemn piece of music
 - Happy piece of music
 - Angry piece of music
 - Others, if desired

Lesson 3 pages 77–88

Lesson 3—Expressing Emotions:

Students practice identifying feelings and their corresponding facial and bodily expressions.

- List of emotions from Lesson 1
- Several scenarios for a game of Charades

Lesson 4 pages 89–96

Lesson 4—When Emotions Help

Us: Students discover that it is okay to experience uncomfortable emotions and that uncomfortable emotions often have important messages. Then they will explore how to treat uncomfortable emotions with curiosity and kindness.

- Images of a thermometer showing different degrees of hot and cold
- Painter’s tape to demarcate three zones: cold, warm, and hot
- [Optional] Painter’s tape to outline a thermometer next to the three zones.

Lesson 5
pages 97–106

Lesson 5—My Best Self: Students explore what it means to be their best self and complete a self-reflection activity to identify some of their own strengths, values, and other features.

- Images of the brain and neurons
- Images of dopamine in the brain

Lesson 6
pages 107–115

Lesson 6—Food and Mood: Students explore the connection between food and mood to learn that the way they feel and their behaviors are connected.

- Side-by-side images of a stomach and a brain
- Foods to Lift Your Mood resource
- Paper
- Pencils
- Song, book, or personal story illustrating the connection between food and mood or between eating and behavior

Lesson 7
pages 116–123

Lesson 7—Savoring the Delicious: Students practice Mindful Eating to intentionally focus their attention on positive experiences.

- Foods to Lift Your Mood resource
- Food item (1 per student)
- [Optional] Mindful Eating script

***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

None

Mindful Moments

Calming and Focusing

Feelings Check-In

Mindfulness Observation I-III

Even-In, Even-Out Breath

Music and Emotions

Let the Music Move You

Body Language Experiment

Mindful Listening

Check-In

Listening to Our Bodies

Mini-Body Scan

Take 5 Breath

Gratitude

Movement Lab: Discovery (Parts 1-3)

Mindful Eating

Rest and Reflection

Differentiation*

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

Performance Assessment

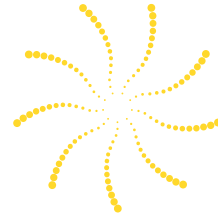
Students will be able to:

- Identify the feelings they experience (Lessons 1-2).
- Label emotions as comfortable or uncomfortable. (Lesson 1).
- Observe that the feelings they experience come and go (Lesson 1).
- Identify how experiences trigger emotions in themselves and others (Lesson 2).
- Demonstrate facial expressions and body language for several emotions (Lesson 3).
- Identify the intensity of an emotion (Lesson 4).
- Reflect on uncomfortable emotions with curiosity and kindness (Lesson 4).
- Identify strengths, values, and other important aspects of who they are (Lesson 5).
- Describe at least one way that they can be their best self (Lesson 5).
- Identify reasons for their food choices and eating behaviors (Lesson 6).
- Use their senses to explore the feel, smell, and taste of a new food (Lesson 7).
- Practice Mindful Eating (Lesson 7).



Lesson 1

CATEGORIES OF EMOTIONS



Goal Statement

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

Essential Question

Are all feelings okay to experience?

“I Can” Statement

I can explain why emotions are neutral rather than good or bad.

Key Learning Objectives

Students will know...

- Everyone experiences feelings.
- Emotions are neutral, rather than good or bad.
- Some emotions feel comfortable, and some emotions feel uncomfortable.
- The feelings they experience come and go.
- All feelings are okay to experience.

Students will be able to...

- Identify the feelings they experience.
- Label emotions as comfortable or uncomfortable.
- Observe that the feelings they experience come and go.

Materials

- List of emotion words
- Chart paper (1 piece per group)
- Markers or colored pencils

Preparation/Setup

- Display a list of emotion words.
- Set out chart paper and markers or colored pencils.
- [Optional] Set out the Hoberman sphere.

New Mindful Movements

Poses

Standing Starfish
Triangle

Sequences

None

Mindful Moments

Calming and Focusing
Check-In

Feelings Check-In
Mindfulness Observation I-III
Even-In, Even-Out Breath
Rest and Reflection

New Vocabulary

Feelings
Emotions
Neutral
Comfortable
Uncomfortable
Self-awareness

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.

INTRODUCTION TO SELF-AWARENESS / 3 mins

Check-In

As the Focusing bell quiets, lead students in a brief Check-In:

- *Let's take a moment to check in with our minds and bodies. With your hands on your Anchors, ask yourself: "How am I today? "How am I feeling right here and right now?"*
- *Take a moment to notice.*
- *Do you notice any emotions?*
- *Is your body comfortable or uncomfortable?*
- *Is your mind busy, distracted, calm, focused?*
- *Now relax your attention and simply breathe until you're ready to look up.*

Invite students to record a few notes about how they are feeling in their journals and to share if desired.

Introduce this unit on self-awareness by having students respond if they know what they are feeling right at that moment. Then ask them if they know why they are feeling the way they do, and call on a few students to answer.

Explain to students that knowing what they are feeling is a form of self-awareness. Elicit from them other things about themselves they can be aware of/observe about themselves (e.g., what their bodies are doing when they play soccer, how they learn best, what food makes them feel good, what activities make them feel happiest, their strengths, their challenges). Tell them that over the next several lessons they will practice growing their awareness of their own mind, body, and actions.

ALL SORTS OF EMOTIONS / 15 mins

Display a list of emotion words so that all students can see them. If possible, display them in a way that enables the words to be easily moved (on individual pieces of construction paper; on a whiteboard or display screen,

etc.). Ask the students if they see a way to sort the words into groups. Help students identify several possible ways the words could be organized.

Tell students that they will work in pairs to sort the emotion words. Then they will create a poster that reflects their choices.

Divide students into pairs and then invite them to brainstorm different ways to sort all of the emotion words on the list and to come up with headings for their sorting categories. Challenge them to consider making subcategories of emotion words to go under main categories (e.g., they might add emotions such as **anxiety**, **worry**, or **shyness** under the category of **fear**) and if they'd like, invite them to add emotion words that are not already included in the class list.

NOTE *It is likely some students will group positive and negative or good and bad emotion words together, but any sorting system is okay. The neutrality of emotions will be addressed later, thus sorting emotions as “good” and “bad” is acceptable at this point.*

TEACHING TIP



As students are working, observe how they are sorting the words and have conversations with them, asking questions such as the following to provoke further thought about their work:

- **Why did you put [emotion word] in that category?**
- **Could any of your words go in both categories?**
- **How does that color show [emotion]?**

Once students have a plan in place, provide each pair with a large sheet of chart paper and an assortment of markers or colored pencils to use to make a poster that reflects their chosen categories. Encourage them to color-code the words, add/draw icons to represent the emotions, etc. (When students spend time “portraying” the emotion words, they tend to think more deeply about them.)

Once students have completed their posters, hang them up and invite students to observe the choices their peers made. Discuss the different strategies the students used as a class.

After reviewing their work, facilitate a class discussion asking questions such as:

-
- **Did anyone sort by good and bad? What makes an emotion good or bad?**
 - **Could you use the categories comfortable and uncomfortable to sort all of the emotions? [Illustrate this by sorting the emotion words together on the board.]**
 - **Are comfortable emotions always good to experience? Why not?**
 - **Can anyone think of a situation in which [uncomfortable emotion] would be a good thing to feel?**
-

Then write the word **neutral** on the board.

Ask students to perform a gesture (e.g., touch their nose) if they've heard the word before and to perform another gesture (e.g., pat their head) if it's new to them. Help students conclude that the word neutral means in the middle between two opposite sides of something.

Then ask students: *What does it mean to say emotions are neutral?*

SUMMARIZE FOR STUDENTS:

- *Emotions are neutral, rather than good or bad.*
- *Some emotions feel comfortable, and some emotions feel uncomfortable.*
- *All feelings are okay to experience.*



MINDFUL MOVEMENT / 20 mins

Easy Pose/ Feelings Check-In

Invite students to sit in Easy pose with their hands on their Anchors (one hand on their heart and one hand on their belly). Then invite students to close their eyes if it feels comfortable, or to find one spot in the room to look at. Ask students to check in with their minds and bodies and notice what feeling they are experiencing at the moment.

First, help students notice that everyone experiences feelings.

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

Ask students to perform specific gestures as you name feelings they might be experiencing. For example: *Touch your nose if you're feeling happy. Thumbs up if you're feeling nervous, etc.*

- ***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.

- ***Take a moment to remember what feeling you were experiencing at the beginning of class.***

- *Raise your hand if you are experiencing the same feeling now that you experienced at the beginning of class.*
- *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 of us, it has stayed the same.*
- *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 over the next few days.

Then remind students that this unit's focus is on developing self-awareness, and ask for a volunteer to explain why they think self-awareness is important. Remind them that they can practice self-awareness of any part of their experience—their emotions, thoughts, behaviors, bodies.

Explain that their bodies and minds are connected and that paying attention to what's going on in their bodies can help them learn about themselves:

- *We can practice body awareness by noticing where our bodies are in space, noticing what our bodies are doing or sensing inside and out, and listening to the signals our bodies give us. Practicing body awareness helps us understand what emotions we are experiencing, and it also helps us to understand our own physical strengths and limitations.*
- *Sometimes we can discover something about how we're feeling emotionally by paying attention to what's happening on our face and in our body. Today, we'll exercise our mindfulness muscles by paying attention to three things: our bodies, our facial expressions, and our breath. We will do this mindfulness observation three times.*

TEACHING TIP



Display the three steps for exercising your mindfulness muscle from Unit 1 Lesson 1. Refer to it throughout the unit as a resource for mindful moments and mindful movement.

Mountain/Mindfulness: Observation I

- *Let's practice using our mindfulness muscles by placing our attention on our bodies and noticing what we're experiencing.*
- *Begin by placing your hands 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, bring your attention to your body. How does it feel today? For example, it might be energetic, tired, restless, or calm. Or you might notice something else. Be curious.*
- *Now bring your attention to your face. What expression do you find*

there? Does your face seem relaxed? Is it smiling? Is it bored? There's no need to change anything, simply notice what's there already.

- *Now place your attention on your breath. Is it fast? Is it slow? Does your stomach move in and out with each breath? Quietly notice.*
- *When you've noticed two full breaths, take a seat on your mat.*

Cat/Cow (UNIT 1, LESSON 1)

Lead students through the mini-sequence and tell them that Cat/Cow is a good warm-up for other sequences they'll be doing because it stretches and strengthens the abdomen and back.

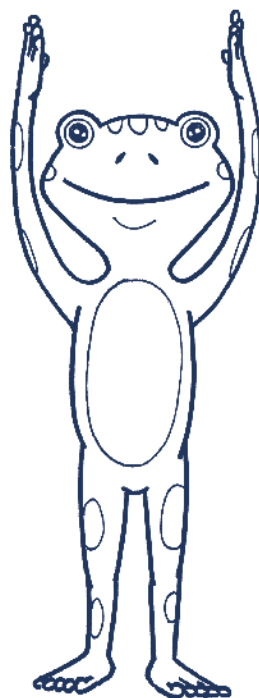
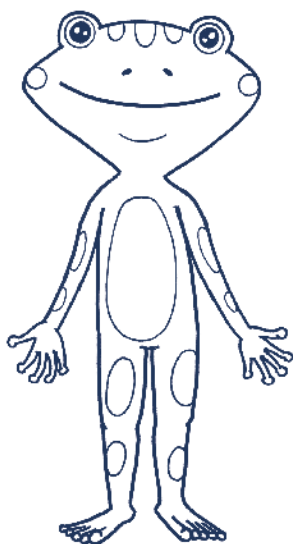
Dog (UNIT 1, LESSON 1)

Lead students into this pose and stay for at least three breaths.

Tell students:

- *Let's pause here and notice any physical sensations that we experience in this pose. Does it feel comfortable or uncomfortable? Be curious.*

MOUNTAIN/SUNRISE



Mountain/Sunrise new

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

1. Begin in Mountain pose.
2. Inhale: Stretch arms out to the sides and up above the head for Sunrise.
3. Exhale: Bring arms down to Mountain pose.
4. Repeat the sequence two to three times.

Draw attention to the relationship between the breath and the movement.

Tell students:

- *As we flow between these poses, bring your attention to your breath. Notice what it feels like when you time your breath with the movements. Does it feel comfortable? Does it feel uncomfortable? Quietly notice.*

Mountain/Mindfulness: Observation II

Guide students to take a few moments in Mountain pose to notice:

- **How their bodies feel**
- **The expression on their faces**
- **Their breath**

Tell students:

- *Let's pause here and check in with our bodies and our breath again.*
- *Begin by placing your hands 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, bring your attention to your body. How does it feel after doing a little bit of movement? Does it feel the same as it did the last time you checked in or does it feel different? Be curious.*
- *Now bring your attention to your face. What expression do you find there? Does your face seem relaxed? Is it smiling? Is it bored? Is it the same facial expression you noticed before or has it changed?*
- *Now place your attention on your breath. Is it fast? Is it slow? Does your stomach move in and out with each breath? Quietly notice.*
- *When you've noticed two full breaths, lower your hands to your sides and return to Mountain.*

Fresh Start Sequence (UNIT 1, LESSON 3)

With the students' help, lead them through the sequence once slowly, taking time with alignment and breath cues. Then introduce the following Movement Movie game and lead at least three repetitions of the sequence during the game.

Movement Movie

Explain that the next part of the lesson will be very active and that to keep everyone safe, everyone will need to practice being aware of their bodies.

Invite students to notice how their bodies feel during the movement.

- *All of the instructions in this game are like functions you could use when playing a movie. When I say "Play," we'll move through the sequence like usual, at a pace of one breath per movement. When I say "Pause," freeze and stay still wherever you are. "Fast-forward" means to move through the sequence quickly but carefully. "Slow motion" means to move through the postures in the sequence as slowly as a slow-motion video. "Rewind" means we'll go through the sequence backward, which will be a special challenge! Finally, when I say "Stop," we'll all return to Mountain—ready for the next part of class.*

Let's Reflect!

At the end of the game, use some of the following questions to briefly discuss the experience with the students. Ask them to take a moment to reflect on their experience in the game and how the movement felt for their bodies:

-
- *Which mode (play, fast-forward, slow motion, pause, or rewind) felt comfortable or uncomfortable? Which was the most challenging? Easiest? Most fun?*
 - *Is it okay to experience uncomfortable physical sensations?*
 - *Are there times when it might be helpful to practice things that we find uncomfortable?*
 - *In what ways did you need to practice body-awareness in this game: To know where your body was and what shape it was making? To know your limits for how fast or how slowly you could move without falling?*
-

Intro to Standing Poses

Tell students that they will learn several new standing poses during this unit:

- *During Unit 2, we will be learning several new standing poses. Today, we will start with just two, and then we will add more over the next several classes. These standing poses are a great place to practice your body-awareness.*

Encourage students to strengthen their mindfulness muscle by approaching the standing poses like investigators. Ask them to notice how the standing poses are similar to or different from the Fresh Start Sequence.



STANDING STARFISH

Standing Starfish new

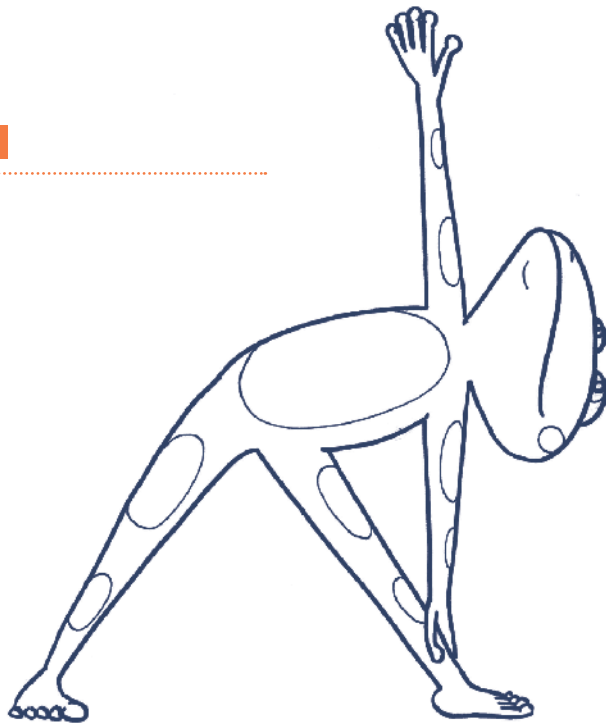
Model and guide students through the new pose using the following cues as reference:

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.**

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.

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 mindfulness. One possible response:

- *That's right, the Fresh Start Sequence is made up of lots of poses that we move through quickly while we hold each standing pose for a longer period of 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.*

Closing Sequence (UNIT 1, LESSON 1)

Guide students through the sequence.



REST AND REFLECTION / 3 mins

NOTE Before lying down for Rest, introduce students to the Even-In, Even-Out Breath.

Even-In, Even-Out Breath

Guide students through this Breath Awareness practice, using the following script as reference:

- *Sitting tall and alert in Easy pose, take a look around the room and notice where you are. 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 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?*
- *With the next few breaths, we'll practice Even-In, Event-Out Breath. 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.

- *If your mind forgets to count and starts to think about something else, silently say to yourself "Nice catch" and then bring their attention back to your breath and start counting again.*

Have students continue silently for three more breaths.

Now invite students to lie down comfortably on their mats and continue the Even-In, Event-Out Breath for at least two minutes of Rest.

Mindfulness Observation III

- *Take one more moment here and check in with how you're feeling at the end of the practice.*
- *How is your body feeling? Perhaps it is feeling quiet and calm. Maybe it is feeling restless. Or you might notice something else. Be curious.*
- *Now bring your attention to your face. What expression do you find there? Does your face seem relaxed? Is it smiling? Is it bored? Silently notice.*

TEACHING TIP



Draw a chart with three columns and three rows on the board. The columns should be titled: (1) Beginning of Practice, (2) After Opening Sequence, and (3) After Rest. The three rows should be labeled: (1) Body, (2) Facial Expression, and (3) Breath. Ask students to reflect on what they noticed when they practiced being mindfully aware of their bodies during these three times and fill in the chart. This reflection can be recorded throughout the class time or at the end of class. It can also be an ongoing reflection throughout the classes in this unit.

- Now place your attention on your breath. Is it fast? Is it slow? Does your stomach move in and out with each breath? There's no need to change the pace of your breath, simply notice it.
- Take one more deep breath in, and then as you breathe out, gently wiggle your fingers and toes.
- Now slowly come up to a seated position.

Invite several students to share what they noticed during the three times they checked in with themselves. Did their experience stay the same? Did it change at all? Accept all answers.

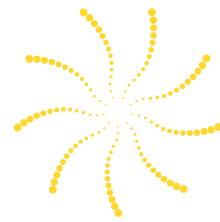
TAKE-HOME PRACTICE

- Practice checking in with yourself throughout the day by listening to your mind and body with curiosity and kindness. See if you can notice what emotion you are experiencing. Is it comfortable or uncomfortable?



Lesson 2

ENVIRONMENT AND EMOTIONS



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 and others.

Essential Question

Why do I experience feelings?

“I Can” Statement

I can identify what triggered a feeling.

Key Learning Objectives

Students will know...

- Feelings often arise in response to experiences, or triggers.
- The same experience can trigger different emotions in different people.

Students will be able to...

- Identify the feelings they experience.
- Identify how experiences trigger emotions in themselves.
- Identify how experiences trigger emotions in others.

Materials

- Paper (2–3 pieces per student)
- Colored pencils and/or markers
- Several pieces of music (any genre is okay; instrumental versions preferred):
 - Solemn piece of music
 - Happy piece of music
 - Angry piece of music
 - Others, if desired

Preparation/Setup

- Cue the different music selections.
- Set out paper and markers, crayons, or colored pencils.

New Vocabulary

Observe
Trigger
Experience

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

Calming and Focusing
Check-In
Music and Emotions
Let the Music Move You
Body Language Experiment
Mindful Listening
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.

CHECK-IN / 3 mins

Check-In

As the Focusing bell quiets, lead students in a brief Check-In:

- *Let's take a moment to check in with our minds and bodies. With your hands on your Anchors, ask yourself, "How am I today?" "How am I feeling right here and right now?" Take a moment to notice.*
- *Do you notice any emotions?*
- *Is your body comfortable or uncomfortable?*
- *Is your mind busy, distracted, calm, focused?*
- *Now relax your attention and simply breathe until you're ready to look up.*

Invite students to record a few notes about how they are feeling in their journals and to share if desired.

*MUSIC AND EMOTIONS / 15–20 mins

Review several emotions from Lesson 1.

Tell students that in this lesson they will have a chance to express some of these emotions through images and color. Give each student a piece of paper appropriate for drawing and access to a colorful array of crayons, colored pencils, or markers.

Tell students that you are going to play several pieces of music for them. Then tell students that while the music is playing, you will invite them to use the crayons/markers/colored pencils to express how they feel when they listen to the music.

Begin by playing a solemn piece of music, such as "Adagio for Strings." Invite students to place their hands on their Anchors and, if it feels comfortable for

them, to close their eyes. Tell students that if closing their eyes does not feel comfortable for them, they may simply look toward the ground instead. Then lead students in taking a deep breath. Ask them to relax and listen mindfully, noticing what thoughts and feelings come up while they listen.

Play 20–30 seconds of the song and then ask them to express what they noticed using the materials you provided. Invite them to choose colors and draw whatever they want: abstracts, patterns, or other representations that make sense to them.

After a couple of minutes (or when you see students starting to finish or lose focus), stop the music, and bring the drawing session to a close. Ask students to write a title or description of their drawing. Give them a new piece of paper.

Repeat the above process with one or two other music selections. Choose songs that might elicit different emotions.

When both parts of the listening/drawing exercise have been completed, ask students to form small groups and share their pictures with one another. Invite students to consider the following questions:

-
- ***What kinds of [lines, patterns, images] are in your first picture? What about others' first pictures?***
 - ***Did any group themes emerge from the first pictures? From the second pictures?***
 - ***Which emotion is the best fit for the title or description of your first picture? And your second picture?***
-

Then invite students to return to the large group and use questions such as the following to help students reflect on the activity:

-
- ***How do the colors you used for the first picture compare with those you used for the second picture?***
 - ***Did any class themes emerge from the first pictures? From the second pictures?***
 - ***Did your emotions change between the first and second pieces of music? If so, how?***
 - ***Did any class themes emerge from the titles of the pictures?***
-

TEACHING TIP



If time allows, this activity can also be repeated by allowing students to respond to the music with movement or dance.

Tell students that emotions often arise in response to experiences, or triggers. Help students explore this concept by asking them questions such as:

- Did the [first song, second song] trigger the same emotion for everyone?
- What are some other stimuli in your environment that might trigger an emotional response? [Answer: Pictures, movies, sounds, objects, smells.]
- Do you remember a time when you saw, smelled, or heard something and it triggered an emotion?

SUMMARIZE FOR STUDENTS:

- Feelings often arise in response to experiences, or triggers.
- Experiences may trigger different emotional experiences for different people (I might feel the same emotion but at a different intensity, or I might feel a completely different emotion than you do in response to the same thing).



MINDFUL MOVEMENT / 18 mins

Mountain (UNIT 1, LESSON 1)

Review with students what they have learned in the unit so far:

- Feelings often arise in response to experiences, or triggers.
- People often experience feelings in their bodies.

Tell students that during the 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 this mini-sequence.

[OPTIONAL] Dog (UNIT 1, LESSON 1)

Lead students through this pose.

★ DIFFERENTIATION

Instead of using three pieces of music in the above activity, conduct the activity with just two contrasting pieces. Then, after students share how each piece of music made them feel, ask students if there are other stimuli in the environment that can affect or trigger their emotions. After they suggest other means (visual stimuli, sounds, objects), show them images and ask what emotion each might be likely to trigger in them; and then ask them to come up with a scenario in which an opposite or different emotion would be triggered by the same image, perhaps for another person. Suggested images:

- Bags of garbage on the street (disgust vs. delight)
- Girl w/ box (surprise or excitement vs. fear)
- Girl sticking out tongue (contempt vs. amusement)
- Kids jumping (joy or happiness vs. fear or nervousness)

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

Lead students through this mini-sequence.

Fresh Start Sequence (UNIT 1, LESSON 3)

Determine if students remember the full Fresh Start Sequence. With the students' help, lead the sequence once slowly, taking time with alignment and breath cues.

As students move through the sequence, invite them to notice their emotional experiences while they are moving. Tell students:

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

Let the Music Move You

Instruct students to continue practicing the Fresh Start Sequence at their own pace, counting each breath. They should keep moving through the best they can, without worrying about getting it exactly right or being in the same place as anyone else. Instruct them to focus their attention on their breathing, to notice the breath moving in and out and to count each breath they take.

After most have completed one full repetition, ask them to return to Mountain. Remind students of the concept of triggers. While in Mountain, instruct students to close their eyes and bring to mind the image of something that makes them feel happy. Start the instrumental version of the song you've selected for happiness (e.g., "Happy," by Pharrell Williams), and tell students that once they have thought of something that makes them feel happy they should begin moving through the sequence at their own pace, letting the music move them. Remind students to focus on their breathing and count each breath.

Allow students to practice at their own pace, and after most have completed one or two repetitions, instruct them to return to Mountain.

Repeat this process with anger. In Mountain, ask students to think of something that triggers them to be annoyed, frustrated or angry. Play an angry-sounding song and remind them to focus on their breath, counting each breath while they move.

Let's Reflect!

Lead students through a discussion with questions such:

- *When was it easier to stay focused on counting your breath—when you were thinking of a happiness trigger and listening to the happy song or when you were thinking of an anger trigger and listening to the angry song? When was it more difficult?* [Accept all answers.]
- *Do you think emotions could impact your ability to focus in school [in other activities]?*
- *Tell students that today they will learn a breath practice they can use when uncomfortable emotions make it difficult to focus.*

Body Language Experiment

As students stand in Mountain pose, remind them that they've learned that their environment can trigger emotions (as they found out with the various songs they've heard), their minds can trigger emotions (focusing on things that make them happy or angry can often lead to those emotions), and even body movement can trigger emotions.

Tell them that now you want them to explore one other way to trigger emotions: using their body language (facial expressions and posture).

Invite the students to gently lift their chests and smile and to keep smiling with a relaxed smile for the next two poses. Ask them to treat it like an experiment, and to notice whether smiling impacts how they feel while they practice Starfish and Triangle.

Standing Starfish (UNIT 2, LESSON 1)

Lead students through the pose.

Triangle (UNIT 2, LESSON 1)

Lead students through the pose.

Mountain (UNIT 1, LESSON 1)

Have students pause in Mountain pose, and 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.

Closing Sequence (UNIT 1, LESSON 1)

Guide students through the sequence.

TEACHING TIP



If you need to make this activity simpler or briefer for your students, simply introduce the emotional stimuli (the music and mental images) and leave out the counting task. In this case, focus the discussion on how the two emotional contexts affected their movement and focus.



REST AND REFLECTION / 7 mins

Mindful Listening

Tell students that they're going to listen to one more song and observe how they feel while they listen to it. Tell them that before you play the song, you'd like them to practice a brief Mindful Listening activity. Tell them that listening mindfully is sort of like pretending their entire body is a sponge soaking up the sounds they experience. Invite students to find a comfortable way to lie down and then use some of the cues in the script below to guide them through the practice.

- *Today we're going to practice Mindful Listening.*
- *Begin by placing your hands on your Anchors.*
- *Let's take one deep breath together.*
- *As you breathe in, notice how your hands rise as the air fills your lungs.*
- *As you breathe out, notice how your hands fall as the air leaves your body.*
- *Now let's take a moment to listen to the sounds in the room.*
- *Begin by placing your attention on a sound in the room. First focus your attention on the sound. Then notice whether your mind wanders away from the sound. If it does, silently say to yourself "Nice catch!" and bring your attention back to the sound. Are you ready to try it?*

For about a minute, let students listen and notice sounds.

- *Every time you notice a sound, silently label it to yourself by thinking, for example, "air conditioner," "bell," "someone moving around," etc. If you don't know what the sound is, simply describe it to yourself by identifying, for example, whether it's loud or soft, sharp or dull. Let's take a minute to just focus on all the sounds in the room.*

For about a minute, let students listen and notice sounds.

- *Now I'm going to play another song. Imagine you are a sponge, soaking in the sounds of the music. Notice how you feel as you do so.*

Play a quiet and relaxing sound clip for them. Then slowly lower the sound of the song until the room is silent.

During the song, take a couple of opportunities to cue students to notice how they feel while listening.

- *How does your mind react to the music? What thoughts or images come up? How does the music make your body feel? Does the music bring up an emotional feeling for you? Notice and then return to listening.*

Allow one to two minutes of Rest.

- *Now begin to wiggle your hands and your toes, and when you're ready, return to a seated position.*
- *Silently check in with yourself. Do you feel any differently after that exercise?*

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

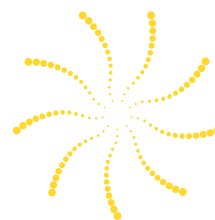
TAKE-HOME PRACTICE

- *Investigate your environment! Listen for music or watch for images that trigger an emotion in you. When you hear the song or see the image, how do you feel? Why do you think this particular song or image triggers that emotion for you?*



Lesson 3

EXPRESSING EMOTIONS



Goal Statement

Students will practice identifying feelings and their corresponding facial and bodily expressions.

Essential Question

How do I experience feelings in my body?

“I Can” Statement

I can demonstrate facial expressions and body language for several emotions.

Key Learning Objectives

Students will know...

- They feel emotions in their bodies.
- Emotions have corresponding facial expressions and body language.

Students will be able to...

- Demonstrate facial expressions and body language for several emotions.

Materials

- List of emotions from Lesson 1
- Several scenarios for a game of Charades

Preparation/Setup

- Preload the list of emotions from Lesson 1.
- [Optional] Write several scenarios for Charades on small slips of paper to hand out to students.

New Vocabulary

Body language

New Mindful Movements

Poses

Surfer
Wave A
Wave B
Volcano
Seated Forward Fold

Sequences

None

Mindful Moments

Calming and Focusing
Check-In
Listening to Our Bodies
Mini-Body Scan
Rest and Reflection

CALMING AND FOCUSING / 2 mins

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

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

CHECK-IN / 3 mins**Check-In**

As the Focusing bell quiets, lead students in a brief Check-In.

- *Let's take a moment to check in with our minds and bodies. With your hands on your Anchors, ask yourself, "How am I today?" "How am I feeling right here and right now?" Take a moment to notice.*
- *Do you notice any emotions?*
- *Is your body comfortable or uncomfortable?*
- *Is your mind busy, distracted, calm, focused?*
- *Now relax your attention and simply breathe until you're ready to look up.*

Invite students to record a few notes about how they are feeling in their journals and to share if desired.

TEACHING TIP

Student choice is important in this activity. Because you do not know how a specific scenario may be triggering to a student, give them two options, making sure one is representing a relatively comfortable emotion. Keep the scenarios simple, and allow students to elaborate on them in the way they feel most comfortable.

***CHARADES / 15 mins**

Review several emotions from Lesson 1. Then display images of faces and bodies expressing some of those emotions. Tell students that people often express how they're feeling by using both facial expressions and body language.

Ask for several students to volunteer to do some acting in a Charades game. Give each student two different scenarios with associated emotions to act out. Let the students choose the one they would like to act out.

Suggested scenarios:

- *Someone feels fear when watching a scary movie or lifting up a rock and seeing a snake.*
- *Someone feels happiness in reaction to good news or swinging on a swing.*

Invite the actors to move to another area of the room for a few minutes to think about and practice their scenarios while you work with the class.

While the actors are practicing, inform the class that the actors will act out a scene that triggers a particular emotion for the characters in the scene. The students will guess both the trigger and the emotion. Ask them to generate a list of words for different emotions while you record them. When appropriate, invite them to name feelings that express the same emotion with different levels of intensity (e.g., furious, angry, frustrated, annoyed) and to rank them appropriately.

Invite the actors back and have them act out their scenarios in turn. Invite students to guess the emotion and the trigger.

Use questions such as the following to help students reflect on the activity:

-
- ***What did the actor do that helped you guess [the scene portrayed]?***
 - ***What helped you guess what the emotion was?***
 - ***What did you see in the actor's face that expressed that emotion?***
 - ***Did the actor's body language also tell you what that emotion was? How?***
 - ***Would you respond to the trigger of [scenario] with the same emotion or a different emotion? Allow the actor to respond also.***
-

SUMMARIZE FOR STUDENTS:

- *Emotions often arise in response to experiences, or triggers.*
- *We experience feelings in the body.*
- *We often express emotions through facial expressions and body language.*

Invite other students (pairs or individuals) to participate by choosing one of the emotions that was written on the board and acting out a situation that might trigger that emotion. As students gain facility with this, add in an additional challenge by limiting what they can use to express the emotion: a facial expression only or body language only.



TEACHING TIP



Save the list of student-generated emotion words for later use.

TEACHING TIP



If students are having difficulty naming the emotions, try scrambling the letters of the words on a whiteboard or chart paper.

★ DIFFERENTIATION

Display images of the faces and bodies showing several emotions. Let students pair up to play Charades using those emotions. Have them try expressing one of the emotions in a variety of ways: by using only a facial expression, only body language, or with both. Debrief the activity as a class using questions such as the following. As you discuss these questions, use them to help students cultivate greater emotional self-awareness;

- *If you really feel [anger], how does it feel in your body? [Invite students to share if they feel comfortable.]*
- *How would you respond to someone whose face showed a sad emotion? What about fear? [The hope is students will mention compassion as a response.]*
- *Do you think we are always aware of what we are feeling?*

*MINDFUL MOVEMENT / 20 mins

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

Have students stand in Mountain pose and invite them to place their hands on their Anchors and, if it feels comfortable for them, to close their eyes. Tell students that if closing their eyes does not feel comfortable, they may simply look toward the ground instead. Then lead students in taking a deep breath. Ask them to observe their inner experiences and identify what they are feeling at that moment:

- *Take a moment to observe what feeling you're experiencing. There's no need to do anything to change it, simply notice what you are experiencing.*
- *And now check in to see whether you notice any physical sensations that are associated with that emotion. You might notice a feeling of tightness in your stomach or jaw. Or you might be experiencing butterflies in your stomach. Or you might notice a feeling of warmth in your chest and smile on your face. Check in to see how your body is expressing the emotion that you noticed.*

Fresh Start Sequence/A Moody Start (UNIT 1, LESSON 3)

Invite students to continue exploring how people use body language to express emotions by using one of the options below. Lead students through the sequence at least three times.

- **Option 1:** Invite students to express an emotion during the whole sequence. For example, they could create a sad sequence by creatively expressing sadness in all of their movements and poses. Change the mood for each round of the sequence.
- **Option 2:** Assign emotions to two or more specific poses (e.g., happy Sunrise, sad Sunset, disgusted Dog, melancholy Monkey, etc.). Add in additional emotions each round.

Throughout the sequence, invite students to pause and notice the physical sensations they experience when they express specific emotions.

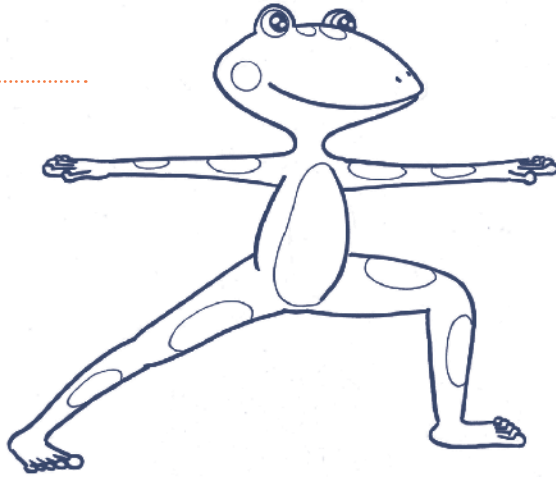
Mountain/Check-In (UNIT 1, LESSON 1)

As students stand in Mountain pose, explain that three of the new standing poses for today go together in a series. They are called Surfer, Wave A, and Wave B.

Tell students that since these poses are new, it's possible that they might experience new physical sensations when they learn them.

Invite students to pay attention to the signals their bodies are sending as they learn the sequence.

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.

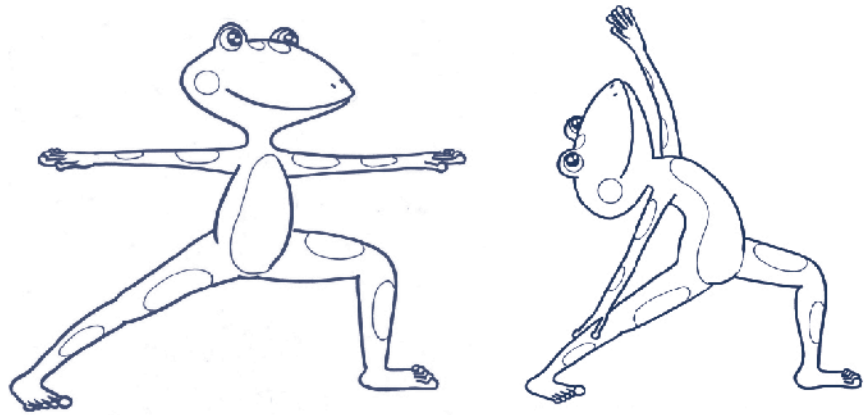
Model and guide students through the new pose using the following cues as reference:

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 observe?*
 - *Which part of your body was speaking to you?*
 - *Was the signal loud like a shout or quiet like a whisper?*
-

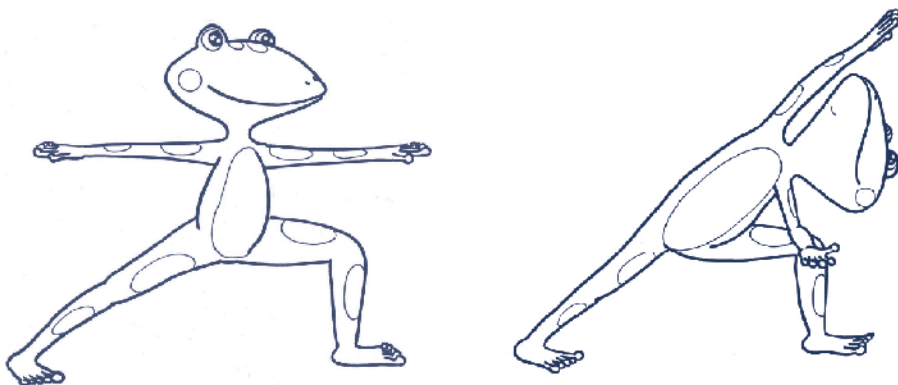
WAVE A



[OPTIONAL] **Wave A** new

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

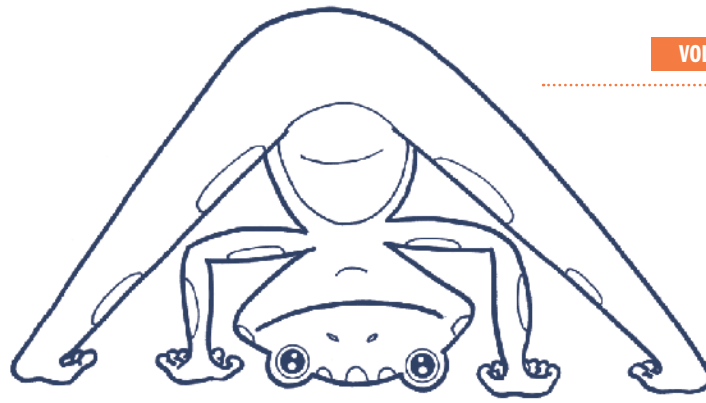
- 1. Inhale:** Without moving the legs, turn the right palm to face up and lift it up above the head, tilting the head slightly to look up at the palm.
- 2. Exhale:** Allow the left hand to rest on the hip or left calf as you bend through your side.
- 3. Take three to five breaths, holding the pose.**
 - 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 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: Inhale: Lift head and heart, lengthening the spine from tailbone to crown and looking forward.**
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.**
7. **Inhale: Bend the knees slightly and lift upper body to return to standing.**

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

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

-
- **What uncomfortable sensations did you experience?**
 - **Which part of your body was speaking to you?**
 - **Was the signal loud like a shout or quiet like a whisper?**
 - **What could your body be communicating to you through uncomfortable sensations?** [Answer: letting you know your limits; letting you know about an injury or an area of tension]
-

Listening to Our Bodies

Describe for the students an uncomfortable sensation you are experiencing and then model how to respond to physical discomfort with kindness and compassion. For example:

- *The standing postures we've been learning today build strength in our legs, so my leg muscles are feeling tired and tense. Check in with some mindfulness to notice if you're getting any signals like that from your legs. When I pay attention with curiosity and kindness, I notice that my legs are telling me they need rest (or maybe a stretch).*

Invite students to share ideas about how you could respond with care and compassion.

> **OPTIONAL:** Then invite students to sit down on their mats and tell them that next they'll do a sitting pose to give them some rest and a gentle stretch.

SEATED FORWARD FOLD



[OPTIONAL] Seated Forward Fold new

Guide students into the pose 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, and allowing them to rest on thighs, shins, or toes. Relax your 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.

Invite students to explore the value of uncomfortable sensations and how they might respond to them with care and compassion. Use questions such as the following to help guide the discussion:

-
- *Is it okay to experience uncomfortable sensations during Mindful Movement or other exercise?*
 - *Why might it be good to experience an uncomfortable sensation? (Review that it could be letting you know important information about your body. It could be telling you that you're getting close to a limit, letting you know you need rest, etc.).*
-

Conclude by explaining that even when they listen to their bodies with mindfulness, they might not know exactly what their bodies are telling them or what their bodies need, and that's okay because the more they pay attention with mindfulness, the more they will learn and be able to respond with care.

Closing Sequence (UNIT 1, LESSON 1)

Guide students through the sequence.

Invite students to listen to any signals their body might be giving them through comfortable or uncomfortable sensations during the closing sequence.



REST AND REFLECTION / 8 mins

Tell students:

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

Mini-Body Scan

Lead students in a Mini-Body Scan, using the following script as reference. Take your time, pausing between cues for students to observe and notice their bodies. Encourage them to take a break and breathe or move any time they need to if the practice is uncomfortable.

- *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. 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? Do you notice any comfortable or uncomfortable sensations in the muscles of your feet or legs?*
- *Now we'll move our attention all the way up to our bellies and chests. Can you notice your breath moving your belly or your chest? What other sensations do you notice?*
- *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? Do you notice any comfortable or uncomfortable sensations in the muscles of your arms? Simply notice and breathe.*
- *Shine the light of your attention over your neck and shoulders. What do you notice there? Do you notice any comfortable or uncomfortable sensations in the muscles of your neck and shoulders?*
- *Finally, let's move our attention 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 one to two minutes of Rest.

- *Take a moment to check in with yourself. When you pay attention and listen to your body, what do you notice? Invite learners to share with the group or in their journals.*

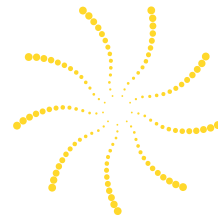
TAKE-HOME PRACTICE

- *Notice when you experience an uncomfortable feeling today. When you notice the feeling, place your hands on your Anchors and take three deep breaths. Check in with the feeling again. Has it changed at all?*



Lesson 4

WHEN EMOTIONS HELP US



Goal Statement

Students will learn that it is okay to experience uncomfortable emotions sometimes and that uncomfortable emotions often have important messages. Then they will explore the information they can learn from uncomfortable emotions.

Essential Question

Why do I experience uncomfortable emotions?

“I Can” Statement

I can explain why it is okay to experience uncomfortable emotions.

Key Learning Objectives

Students will know...

- Uncomfortable emotions are okay to experience and often have important messages.

Students will be able to...

- Identify the intensity of an emotion.
- Reflect on uncomfortable emotions with curiosity and kindness.

Materials

- Images of a thermometer showing different degrees of hot and cold
- Painter's tape to demarcate three zones: cold, warm, and hot
- [Optional] Painter's tape to outline a thermometer next to the three zones

Preparation/Setup

- Preload images of a thermometer showing different degrees of hot and cold.
- Use painter's tape to demarcate three zones: cold, warm, and hot.
- [Optional] Use painter's tape to outline a thermometer next to the three zones.

New Vocabulary

Degrees
Intensity
Message

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

Calming and Focusing

Check-In

Take 5 Breath

Mini-Body Scan

Rest and Reflection

CALMING AND FOCUSING / 2 mins

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

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

CHECK-IN / 3 mins**Check-In**

As the Focusing bell quiets, lead students in a brief Check-In.

- *Let's take a moment to check in with our minds and bodies. With your hands on your Anchors, ask yourself, "How am I today?" "How am I feeling right here and right now?" Take a moment to notice.*
- *Do you notice any emotions?*
- *Is your body comfortable or uncomfortable?*
- *Is your mind busy, distracted, calm, focused?*
- *Now relax your attention and simply breathe until you're ready to look up.*

Invite students to record a few notes about how they are feeling in their journals and to share if desired.

DEGREES OF EMOTION / 15 mins

Show images of thermometers indicating different degrees of hot or cold. Ask students what the word **intensity** means and how they would apply it (how they would decide which is intense heat versus moderate heat, etc.).

Then invite students to brainstorm how to apply degrees or levels of intensity to emotions. Ask students questions such as the following to help them explore this concept:

-
- **What is a word that means you feel only a little bit [angry]?**
 - **Can you think of other words that express just a little bit of [anger]?**
 - **What's a word that would say you feel very, very [angry]?**
-

Point out the tape that you've placed on the ground and invite students to imagine that it is a thermometer. Use the thermometer to demarcate three zones: cold, warm, and hot. Discuss how these regions might relate to the word *intensity* and help them conclude that the hotter regions reflect greater degrees of intensity.

Tell students that you're going to read an emotion word aloud and you want them to determine whether they experience that emotion as a little emotion, a medium emotion, or a big emotion. In other words, you want them to determine how intense that emotion is.

Tell them you want them to move to the zone that reflects the intensity of the emotion. Model this for students by asking them where you might stand for the word *frustrated*, where you might stand for the word *angry*, and where you might stand for the word *furious*.

Tell them that when they get to the appropriate zone, you want them to create a whole body expression of that emotion (using facial expressions and body language). Start slowly at first, then once students get the hang of it, make it fun by reading the emotion words quickly so that students move between the various zones at a fast pace.

Periodically pause the game and ask students to imagine why that emotion might visit someone. Ask students to share triggers that might lead to the emotion they are expressing. Accept all answers. Help students notice that not everyone would respond to the same trigger in the same way, so it is important to notice what their own personal triggers are.

Additionally, point out similarities and differences in how students use body language to express various emotions.

As the game progresses, continue to read emotions at a fast pace to keep students engaged. If it seems appropriate for your student group, invite volunteers to yell out emotions for students to embody.

To conclude, invite students to reflect on the experience by asking them questions such as the following:

-
- ***Was it comfortable or uncomfortable to act out x emotion?***
 - ***What are some situations in which [uncomfortable emotion] might help us? (For example, fear can help us avoid dangerous situations.)***
 - ***How can we use mindfulness to learn about uncomfortable emotions? (Observe them with curiosity and kindness; ask why they are visiting.)***
-

Help students conclude that experiencing uncomfortable emotions isn't bad and that they often send us important messages.

Revisit a few of the emotions and triggers from the game. Discuss with students what the emotion might be telling you. Consider role-plays where

a student plays the emotion and you ask questions with curiosity and kindness, like: *Is there something you want to tell me? What do you need? How can I help you?*



MINDFUL MOVEMENT / 20 mins

Introduction

Post an image of a thermometer and a wave side by side. Tell students that emotions can often feel like waves: they rise in intensity, and then they fall.

Trace your finger up one side of the thermometer and then down the other as you do so to help students visualize a wave.

Tell students that some emotional waves feel really big, while others feel small. Some can feel scary at first; others are fun. Ask them: Can you remember a time when it felt fun to surf a wave of emotion?

Tell students that in this lesson they're going to learn how to use their breath to help them surf waves of emotions.

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

Have students stand in Mountain pose and invite them to place their hands on their Anchors and, if it feels comfortable for them, to close their eyes. Tell students that if closing their eyes does not feel comfortable, they may simply look toward the ground instead. Then lead students in taking a deep breath. Ask them to observe their inner experiences and identify what they are feeling at that moment.

- *Take a moment to observe what feeling you're experiencing. How big is the wave of emotion? Is it a small ripple? Is it as big as a tsunami? There's no need to do anything to change the emotion, simply notice what you are experiencing.*

TEACHING TIP



Invite students to rank the size of the wave of emotion they notice by using their hands to hold up a number between one and five. Use this to transition to Take 5 Breath.

Take 5 Breath

Tell students that today they're going to learn the Take 5 Breath. Tell them that they can practice the Take 5 Breath any time they are surfing waves of emotions.

- *Today we're going to practice Take 5 Breath. This is a great practice to help you surf waves of emotions.*
- *Begin by holding your right hand in the air. Spread your fingers on your right hand out wide. Now take the pointer finger of your left hand and place it on your right wrist, near the outside of your right thumb.*
- *We're going to take five breaths. Each time we breathe in, we're going to trace one finger up to the top of our fingernails, imagining that we are riding a wave to its peak. Each time we breathe out, we're going to trace the other side of that finger back down to the hand. As we do so, we'll imagine surfing the wave all the way to the shore.*
- *Let's try it.*
- *As you breathe in, imagine the wave rising as you trace the first half of your thumb with your pointer finger. Pause at the top of your fingernail. As you breathe out, imagine surfing down the second half of your thumb all the way to the shore. Pause between your thumb and your pointer finger.*
- *As you breathe in, ride the wave up the first side of your pointer finger. Pause. As you breathe out, surf down the second side of your pointer finger. Pause.*
- *Take another breath in as you trace the first half of your middle finger. Pause for a moment. Take another breath out as you trace the second half of your middle finger. Pause for a moment.*
- *Breathe in as you ride the wave up the first side of your ring finger. Pause. Breathe out as you surf down the second side of your ring finger. Pause. The waves are getting smaller now.*
- *Breathe in as you ride the wave up the first half of your pinky. Pause. Breathe out as you surf down the second half of your pinky. Pause.*
- *Let's pause here to notice what feelings we're experiencing. How big are the waves now? Do you notice any changes?*

Fresh Start Sequence (UNIT 1, LESSON 3)

Tell students that they don't have to be sitting still to use their breath to surf waves of emotions. They can use their breath to help them stay calm and focused when they are walking to school, playing in a sports game, or even taking a test. Invite students to practice using their breath to surf waves of emotions while they practice the Fresh Start Sequence today. Each time they inhale, they should imagine riding a wave to its peak, and each time imagine surfing the wave to the shore.

Lead students through the sequence two to three times. Once students gain facility with the breathing portion of this practice, invite them to notice whether the waves are getting bigger or smaller during various portions of the practice. Consider modeling this for students first.

Surfer (UNIT 2, LESSON 3)

Lead students through the pose and invite them to share what emotion they're surfing and how big the wave is. Invite them to focus on their breathing as they ride the wave to the shore.

Wave A (UNIT 2, LESSON 3)

Lead students through the pose.

Wave B (UNIT 2, LESSON 3)

Lead students through the pose.

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

Guide students into the seated Forward Fold and hold for five breaths. Tell students:

- *In this Forward Fold, let's take a moment to ask your body what it needs so that you can respond with compassion. What does your body have to say about this stretch? Take two deep breaths, focusing on how your legs feel here.*

Allow time for two breaths, modeling the breaths for the students.

- *Do your legs feel tight, like you want to stretch deeper? If so, offer your body a deeper stretch. Or perhaps your legs feel overstretched and uncomfortable? If so, maybe you consider bending your knees to make the stretch less intense.*
- *Pause here to notice what it feels like to treat your body with kindness.*

Closing Sequence (UNIT 1, LESSON 1)

Guide students through the sequence.



REST AND REFLECTION / 8 mins

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

Mini-Body Scan (UNIT 2, LESSON 3)

Tell students that again they are going to practice a Mini-Body Scan during Rest. Invite them to imagine that they are observing their physical sensations with curiosity and kindness, noticing if there is any message their body is sending or anything they can learn. Lead students in the Mini-Body Scan using the script from Lesson 3 as reference.

Allow one to two minutes of rest.

As students line up to leave class, invite them to take one more deep breath in and then one more loud exhale. Ask students to imagine that they are breathing out any discomfort or tension they feel before they go to their next class.

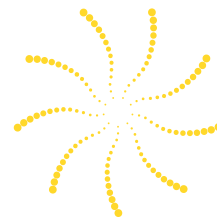
TAKE-HOME PRACTICE

- *Notice when you experience an uncomfortable feeling today. When you notice the feeling, place your hands on your Anchors and take three deep breaths. Check in with the feeling again. Has it changed at all?*



Lesson 5

MY BEST SELF



Goal Statement

Students will explore what it means to be their best self and complete a self reflection activity to identify some of their own strengths, values, and other features.

Essential Question

What does it mean to be my best self?

“I Can” Statement

I can describe what it means to be my best self.

Key Learning Objectives

Students will know...

- They can always learn new things about themselves.
- Values are important ideas or principles that guide their actions.
- They each have their own way of being their best self, and that might change over time.
- One important part of being their best self is showing care for themselves and others.

Students will be able to...

- Identify strengths, values, and other important aspects of who they are.
- Describe at least one way that they can be their best self.

Materials

- Getting to Know My Best Self template
- Markers, crayons, colored pencils

Preparation/Setup

- Make copies of the template (1 per student).
- Complete an example of Getting to Know My Best Self to display.
- Organize art supplies.

New Vocabulary

Strength
Value
Best Self

New Mindful Movements

Poses

Elephant
Windmill

Sequences

None

Mindful Moments

Calming and Focusing
Check-In
Visualizing My Best Self
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.

CHECK-IN / 3 mins**Check-In**

As the Focusing bell quiets, lead students in a brief Check-In.

- *Let's take a moment to check in with our minds and bodies. With your hands on your Anchors, ask yourself, "How am I today?" "How am I feeling right here and right now?" Take a moment to notice.*
- *Do you notice any emotions?*
- *Is your body comfortable or uncomfortable?*
- *Is your mind busy, distracted, calm, focused?*
- *Now relax your attention and simply breathe until you're ready to look up.*

Invite students to record a few notes about how they are feeling in their journals and to share if desired.

GETTING TO KNOW MY BEST SELF / 20 mins

Ask students to recall the meaning of self-awareness. Invite students to share what types of things they have been learning about themselves in this unit so far. Make sure to mention that they have been building body-awareness and that they have also been learning a lot about their emotions (how they feel, what triggers them, etc).

Explain that today you will take a break from emotions because you want them to spend some time getting to know more about themselves and reflecting on what it means for them to be their best self. Invite students to share their ideas about when they are being their best selves. Record ideas, making sure to include some of the following ideas:

- *When you are learning and growing*
- *When your actions reflect your values or what is important to you*
- *When you are doing activities that bring you joy*

- *When you feel safe and healthy*
- *When you feel strong and able to face challenges*
- *When you are showing care and compassion for yourself and others*

Invite students to share specific examples of when they feel like their best self or what they see when they imagine their best self.

Ask some of the following questions for deeper reflection:

-
- ***What does it mean to value something?***
 - ***What are some examples of values?***
 - ***How can your values affect your actions?*** [Check for understanding that values are the ideas or principles that are most important to someone such as caring and compassion, honesty, family, respect, being a good friend, health.]
 - ***Do you think my idea of my best self now is the same as my idea of my best self when I was your age? Is it okay for your version of your best self to change?***
 - ***Can you be your best self right now? Do you feel like your best self today?***
 - ***When is it difficult to be your best self?***
 - ***How can other people help you be your best self?***
-

Explain to the class that they will do an activity to help them get to know their best selves. Pass out the Getting to Know My Best Self templates and give students time to reflect and complete the prompts using words and/or drawings:

- *I have values that guide my actions. I value _____.*
- *I have dreams and purpose. I am hopeful about _____.*
- *I feel safe and peaceful when I _____.*
- *I have interests and skills. I would like to learn _____.*
- *I feel joy when I _____.*
- *I have strengths. I feel strong and capable when I _____.*
- *I show myself care and compassion by _____.*

Invite a few students to share one of their responses.

SUMMARIZE FOR STUDENTS:

- *We can always learn new things about ourselves.*
- *Values are important ideas or principles that guide our actions.*
- *We each have our own ways of being our best selves and those ways might change over time.*
- *One important part of being our best selves is showing care and compassion for ourselves and others.*



MINDFUL MOVEMENT / 20 mins

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

Have students stand in Mountain pose, put their hands on their Anchors, and take a few breaths. Invite them to notice any positive signals or messages the body is sending using questions such as:

-
- *Is the sensation of your breath flowing in and out a pleasant experience?*
 - *Is your body a comfortable temperature?*
 - *Are you looking forward to moving around a bit?*
-

Fresh Start Sequence (UNIT 1, LESSON 3)

Lead students through the sequence twice. During the first round, invite students to notice any signals their body sends them, both comfortable and uncomfortable. Tell them that they don't need to do anything to change what they notice, they should simply observe what they are experiencing.

During the second round, invite students to intentionally place their attention on positive aspects of their experience:

- *Are there any parts of the sequence that feel peaceful, energizing, or calming for you? Are there movements where you feel strong?*

[OPTIONAL] Standing Starfish (UNIT 2, LESSON 1)

Lead students through the pose.

[OPTIONAL] Triangle (UNIT 2, LESSON 1)

Lead students through the pose.

ELEPHANT


Elephant new

Tell students that they will learn two new standing poses: Elephant and Windmill. Invite students to notice what it feels like to learn something new.

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 then turn the feet to return to Standing Starfish.

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] 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.

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

Lead students through the pose.

Volcano (UNIT 2, LESSON 3)

Lead students through the pose.

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.

WINDMILL



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.

Ask students to pause during the pose and invite them to notice where they feel strong and where they feel like they need more practice.

Seated Forward Fold (UNIT 2, LESSON 3)

Lead students into Seated Forward Fold and invite them to bring a small smile to their faces. Ask them to notice whether the smile impacts how they feel during the pose.

Closing Sequence (UNIT 1, LESSON 1)

Guide students through the sequence.

**REST AND REFLECTION** / 8 mins**Visualizing My Best Self**

Guide students to find a position where they feel safe and comfortable for Rest. Then lead students in the following visualization to build self-awareness:

- *Begin by closing your eyes, or if it feels more comfortable for you, simply look downward.*
- *Take a few deep breaths, noticing your breath as it moves in and out of your body.*
- *Imagine you are walking to a favorite place, a place where you feel safe and peaceful. When you arrive, look around, and notice where you are. What about this place makes you feel safe and peaceful? What are you doing in this place?*

Give students a few moments to reflect.

- *Now imagine you are getting ready to do an activity you really value, an activity that brings you joy, an activity where you feel strong and capable. What are you doing? Who are you with? How do you feel?*

Give students a few moments to reflect.

- *Now imagine you are surrounded by all the people whom you love and value. Look around. Who is there? How do you feel?*

Give students a few moments to reflect.

- *Now imagine you have traveled a few years into the future. How have you grown? What have you learned? What values are important to you? How are you staying healthy and caring for yourself?*

Give students a few moments to reflect.

- *Now bring your attention back to right here, right now. Notice the weight of your body on the floor. Notice your breath as it moves in and out. Now just let your mind and body rest.*

Allow one to two minutes of Rest.

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

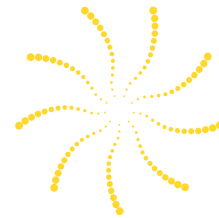
TAKE-HOME PRACTICE

- *Ask a family member to describe what they value and how they see their best self.*



Lesson 6

FOOD AND MOOD



Goal Statement

Students will explore the connection between food and mood to understand that the way they feel and their behaviors are connected.

Essential Question

What am I hungry for and why?

“I Can” Statement

I can identify two ways that food and mood are connected.

Key Learning Objectives

Students will know...

- Dopamine is a chemical in their brains that can make them feel good.
- Serotonin is a chemical mostly found in the digestive tract and blood that can make them feel good.
- Emotions can affect their behaviors, including their food choices.
- Their food choices can affect their moods and emotions.

Students will be able to...

- Identify reasons for their food choices and eating behaviors.

Materials

- Side-by-side images of a stomach and a brain
- Foods to Lift Your Mood resource
- Paper
- Pencils
- Song, book, or personal story illustrating the connection between food and mood or between eating and behavior

Preparation/Setup

- Preload side-by-side images of a stomach and a brain.
- Display the Foods to Lift Your Mood resource.
- Set out paper and pencils.
- Prepare a song, book (or excerpt), or personal story that illustrates the connection between food and mood. (See teacher resources.)

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

Calming and Focusing

Check-In

Gratitude

Rest and Reflection

New Vocabulary

Dopamine

Serotonin

Stomach

Brain

Mood

Comfort food

Healthy

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.

CHECK-IN / 3 mins**Check-In**

As the Focusing bell quiets, lead students in a brief Check-In.

- *Let's take a moment to check in with our minds and bodies. With your hands on your Anchors, ask yourself, "How am I today?" "How am I feeling right here and right now?" Take a moment to notice.*
- *Do you notice any emotions?*
- *Is your body comfortable or uncomfortable?*
- *Is your mind busy, distracted, calm, focused?*
- *Now relax your attention and simply breathe until you're ready to look up.*

Invite students to record a few notes about how they are feeling in their journals and to share if desired.

HOW WE EAT / 10 mins

Project side-by-side images of the stomach and the brain, and then connect them in some way. Ask students what the significance of the image is. Tell them they will hear a story, which may be familiar, about a character's food-mood and stomach-brain connection in eating.

Introduce the song, book, or your own personal story to students and instruct them to listen and look for the stomach-brain connection. Then play the song/read the book excerpt aloud to students.

To focus on connections between food and emotions, ask students questions such as:

-
- **What are some messages the stomach sends to the brain?** [Answer: I'm full, I'm hungry, I ache. The stomach does not communicate with the brain about anything other than physical sensations.]
 - **Are we always hungry when we eat?**
 - **What are some reasons we might eat when we are not hungry?**
 - **Do you think your emotions can affect your behavior? How do your emotions or your mood affect what food you choose to eat?**
 - **What is a comfort food and what would you say is your comfort food?**
 - **How might being aware of the food-mood connection help you stay healthy?**
 - **We're focusing on food and eating today, but can you think of other times when your emotions affect your behavior?**
-

FOOD MOOD CONNECTION / 15 mins

Write the word dopamine on the board and explain that this is a neurotransmitter that promotes a sense of pleasure or well-being. A neurotransmitter is a chemical that sends messages in the brain when it is activated or released. Savoring pleasant thoughts or feelings leads to a release cycle of the neurotransmitter dopamine, which can make us feel good in body and mind.

Write the word **serotonin** on the board and tell students this is another neurotransmitter in their bodies that affects their emotions and moods, and even their ability to sleep well. Ask students to guess where most of their serotonin comes from. Tell them that while serotonin is produced in the brain and gut, 90 percent of it is in the digestive tract and blood and that serotonin is a gut-brain connector!

They may find it interesting to know the stomach is sometimes called the “second brain” because of the important role of serotonin in the gut.

Project or hold up an image of the Foods to Lift Your Mood resource and tell students that eating a healthy diet containing these foods can help maintain healthy serotonin levels in our bodies. Discuss with students the idea that foods affect the way they feel. Solicit observations from their own experience about food affecting the way they feel. For example, ask if they have ever eaten something that made them feel tired or grumpy or eaten something that helped them feel better. Return to the link between food and serotonin to reinforce their understanding that what we eat affects how we feel in body and mind. Emphasize that this means food can be another example of a trigger for our emotions or mood.



Have students get into groups of three to four and provide each group with paper and a pencil. Ask the group to identify their group's top three choices on the food chart that they would like to try together, and to discuss why (e.g. they are curious/have not had the opportunity to try it; it's already a favorite/ something they are comfortable with). Instruct them to write them down on their paper and rank them from 1 to 3 where 1 is their top choice. Let each group share its top three food choices with the class and why they chose them. When the groups share, make sure to note any food-mood or emotion-food choice connections that they convey.

Collect the papers to use the most common top three food choices for the next lesson's Mindful Eating activity.



MINDFUL MOVEMENT / 15 mins

Tell students:

- ***Today we learned about how what we eat can affect the way we feel. It's also true that what we think about or pay attention to can affect our moods. Scientists have determined that practicing gratitude helps our brains produce both serotonin and dopamine. In fact, intentionally noticing and focusing on what we feel thankful for can trigger feelings of happiness and well-being. We will try this out during Mindful Movement today.***

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

Lead students through this mini-sequence.

[OPTIONAL] Dog (UNIT 1, LESSON 1)

Lead students through this pose.

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

Lead students through this mini-sequence.

Fresh Start Sequence (UNIT 1, LESSON 3)

Lead students through the sequence twice.

During the first round, invite students to notice any uncomfortable sensations they experience and to practice noticing those sensations with mindful curiosity. If necessary, brainstorm with students how they might do this before you begin, reminding them to treat their bodies with care.

During the second round of the sequence, invite students to notice positive aspects of their experience, observing any comfortable sensations and pleasant feelings that come up with mindful curiosity. Remind students that they do not have to force themselves to ignore uncomfortable sensations or pretend to like them. They may still notice uncomfortable sensations, but they are also being intentional about noticing the comfortable and pleasant experiences that they may sometimes miss.

Ask students if there's anything about this practice for which they feel thankful. Tell them it's okay if there is not, but to notice if there is.

Standing Starfish (UNIT 2, LESSON 1)

Lead students through the pose and model what it's like to intentionally notice the positive aspects of your experience even while you notice an uncomfortable sensation. For example:

- *I notice that my neck feels very stiff today and it is sending me some uncomfortable signals, but I also notice how grateful I am to be here with you all and how much fun I'm having practicing movement with you.*
- *I notice that when I focus on this feeling of gratitude, I experience a happy feeling, even though my neck is still a bit sore. I'm not ignoring my neck, but I'm also noticing and paying attention to the parts of this practice that are pleasant.*

[OPTIONAL] Triangle (UNIT 2, LESSON 1)

Lead students through the pose.

Elephant (UNIT 2, LESSON 5)

Lead students through the pose and while holding the pose, invite them to notice any parts of the practice they are enjoying or that feel good for their bodies:

- *Are there any parts of this pose that you enjoy or that feel good for your body? Is there any part of this stretch for which you feel grateful? Or is there a reason you feel grateful for your body while practicing this pose?*
- *Whatever you're feeling is okay, even if you don't feel any enjoyment or gratitude right now. But if you do feel any thankfulness, really notice what that gratitude feels like.*

Surfer's Awareness

While holding Surfer pose (Unit 2, Lesson 3), invite students to imagine the positive experiences that 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.*

TEACHING TIP

Only include these elements if it requires minimal effort during the movement practice (if it can be set up and ready before the movement practice begins).

Invite them to notice what it feels like to imagine these positive experiences.

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

Closing Sequence (UNIT 1, LESSON 1)

Guide students through the sequence.



REST AND REFLECTION / 8 mins

Remind students:

- **What they notice and appreciate affects how they feel.**
- **They can choose where they place their attention.**

Tell students that they are going to practice placing their attention on positive experiences during Rest today. Emphasize they aren't forcing themselves to feel pleasant emotions or gratitude, they are being intentional about noticing them when they do come up.

Invite students to find a comfortable position for Rest.

Gratitude

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

- *Begin by closing your eyes, or if it feels more comfortable for you, simply look downward and focus your attention on one spot.*
- *Now take a deep breath in. As you breathe out, allow your entire body to relax.*
- *Wonderful. Let's do that one more time. Take a deep breath in. Then, as you breathe out, let your whole body relax.*
- *Now, remember a time in school when something went really well for you. 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. Pick one memory and focus your attention on it.*

Have students silently signal when they have a positive memory in mind.

- *Take a moment to explore this memory in detail.*
- *Pretend that you are slowly turning your head left and right and notice everything you see. What do you see?*
- *Now focus your attention on what it feels like in this memory. Are you inside or outside? Is the air warm or cool? Do you notice a sense of happiness somewhere in your body?*
- *And now notice if you hear any sounds when you explore this memory in your mind.*
- *Now notice who or what made this positive experience possible. Maybe the lunch staff spent several hours preparing food for you to eat. Or maybe a friend agreed to play with you and do something fun.*

- *Notice what it feels like for someone to act kindly toward you. Do you feel thankful? Do you feel caring toward this person? Do you feel a sense of gratitude? Notice whatever pleasant feelings are coming up as you remember.*

Give students at least ten seconds to silently notice their feelings.

- *Now take a deep breath in, and as you breathe out, allow your entire body to relax.*
- *Notice what it feels like to remember a positive experience in this way.*

Allow for a few moments of silence.

- *With your eyes closed or looking downward, take a moment to check in with yourself. What was this experience like for you? Do you feel differently after this practice?*

Allow for a few moments of silence.

Then ring the chime and invite students to open their eyes and slowly return to a seated position.

Invite students to share their reflections as a group or in their journals.

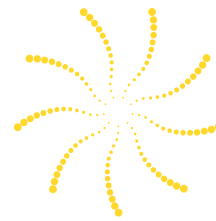
TAKE-HOME PRACTICE

- *Investigate your mood! For the next few meals and snacks, take note of your mood and emotions before and after eating. Write down or draw how you felt before, what you ate, and how you felt after eating. Are there any patterns?*



Lesson 7

SAVORING THE DELICIOUS



Goal Statement

Students will use Mindful Eating to practice intentionally focusing their attention on positive experiences.

Essential Question

Why do I experience feelings?

“I Can” Statement

I can demonstrate Mindful Eating.

Key Learning Objectives

Students will know...

- What they notice and appreciate affects how they feel.
- They can choose where they place their attention.

Students will be able to...

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

Materials

- Foods to Lift Your Mood resource
- Food item (1 per student)
- [Optional] Mindful Eating script

Preparation/Setup

- Display the Foods to Lift Your Mood resource.
- Prepare one food item per student.
- [Optional] Review the Mindful Eating script.

New Vocabulary

Savor/savoring
Delicious
Mindful eating

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

Calming and Focusing
Check-in

Movement Lab: Discovery (Parts 1–3)

Mini-Body Scan

Mindful Eating

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.

CHECK-IN / 3 mins

Check-In

As the Focusing bell quiets, lead students in a brief Check-In.

- *Let's take a moment to check in with our minds and bodies. With your hands on your Anchors, ask yourself, "How am I today?" "How am I feeling right here and right now?" Take a moment to notice.*
- *Do you notice any emotions?*
- *Is your body comfortable or uncomfortable?*
- *Is your mind busy, distracted, calm, focused?*
- *Now relax your attention and simply breathe until you're ready to look up.*

Invite students to record a few notes about how they are feeling in their journals and to share if desired.



MINDFUL MOVEMENT / 20 mins

Tell students:

- **Today we are going to explore how what we notice and pay attention to can affect how we feel. Sometimes, our uncomfortable or unpleasant feelings can be much more powerful at grabbing our attention than our pleasant or comfortable feelings. Today we are going to intentionally notice our comfortable or pleasant feelings and experiences. This is called savoring.**
- **In this session, we will do Mindful Movement! We will conduct a**

Movement Lab in which we will experiment with movement in a few new ways. This Movement Lab will follow a different format than usual, and it requires your attention, participation, creativity, and leadership skills.

NOTE This session opens with a student-directed warm-up sequence, followed by the Fresh Start Sequence. Then a series of Movement Lab activities takes the place of the series of standing poses. This is followed by seated stretches and the Closing Sequence as usual.

[OPTIONAL] **Mini-Sequence Warm-Up**

Ask students to recall the mini-sequences they practiced in Unit 1. Ask for a volunteer to name one of these sequences and lead the class in the sequence. Support students in giving instructions for the sequence, guiding the class to repeat the sequence three to five times at a pace of one breath per movement. Repeat this for two or three more mini-sequences.

Fresh Start Sequence (UNIT 1, LESSON 3)

Lead students through the sequence.

Movement Lab: Sharing and Savoring

Divide students into groups of about five. Then explain that in this activity they will be sharing and savoring their favorite poses with their classmates. They will take turns being the leader and follow these three steps:

- 1. First, tell the group the name of your favorite pose.**
- 2. Second, instruct your classmates on how to get into the pose.**
- 3. Third, while your peers hold the pose, tell them why it's your favorite. Think about why this pose feels good for your body. Tell your classmates what they should pay attention to, notice, or savor the pose.**

Review the instructions by asking students to volunteer to repeat the three steps back to the class. Then invite students to begin.

Time this activity so that everyone in each group gets a chance to lead. Give each student about one minute. Ring the bell each minute when it's time for the next person to start. Note that students should be moving from one pose to another without down time between them.

[OPTIONAL] **Movement Lab: Creative Movement**

Before disbanding groups, guide students in creating a new pose to represent an emotion.

Students will work with their groups to decide on one emotion. Give them no more than one minute to decide.

Then they will use input from all group members to create a pose to represent this emotion. Encourage groups to be creative—this pose doesn't have to be anything like any of the poses they've learned in this class. They should use their whole bodies, brainstorming how this emotion might be expressed from head to toe. Give the group a few minutes to process and create.

Finally, have each group teach their pose to the class, letting the class guess the emotion.

Movement Lab: Discovery

Return the class to their individual mats. Invite students to vote on their least favorite standing pose. Then guide students into that pose. Ask students to imagine that they have never practiced this pose before and that they are discovering it for the first time.

1. **Part 1:** Lead a Mini-Body Scan practice in this pose, encouraging students to notice the sensations in their body in this pose, noticing both comfortable and uncomfortable sensations.
2. **Part 2:** Ask students to use body-awareness to focus on the one aspect of the pose they like least or find most uncomfortable (e.g., the stretch or exertion of a particular muscle or the way the breath feels). Focusing on this sensation as the object of attention, practice the three steps for strengthening the mindfulness muscle. Students should approach this with an attitude of curiosity and discovery, like they are investigating this particular sensation. Allow students to take a few breaths, practicing in silence. Remind them that they do not need to like the sensation, they are simply noticing it.

After the first two mindfulness practices, ask students to listen to any signals they are getting from their bodies. Can they make any small changes to make the pose more comfortable while keeping their alignment?

Take a break from this pose by standing in Mountain pose for three breaths. Return to the pose. If this is a pose where you should alternate sides, do so at this time.

3. **Part 3:** Repeat the mindfulness practice from Part 2, this time instructing students to focus on the one aspect of the pose that they find most pleasant. Encourage them to savor this part of the pose with each breath. Allow students to take a few breaths, practicing in silence.

Return to Mountain pose. Elicit brief reflections on what students discovered when they turned their mindfulness to the pose in Parts 1, 2, and 3. Focus on discovery: Help students identify new observations of sensations of the pose and new understandings about what is pleasant/unpleasant for them in the

pose. Communicate that the goal of this discovery practice was to develop deeper body-awareness and a better understanding of the pose and that it is okay if they still dislike the pose.

Closing Sequence (UNIT 1, LESSON 1)

Guide students through the sequence.



MINDFUL EATING / 20 mins

Project or hold up the Foods to Lift Your Mood resource from the last lesson and briefly review that these foods help maintain serotonin levels in the gut. Remind them that they indicated their top three foods from the chart, and tell them they will get to experience one of the overall top three in a new way today by savoring them through Mindful Eating.

NOTE *Make sure to have a choice of a couple of foods in case a student really does not like one of them.*

Post and review the steps for strengthening the mindfulness muscle from Unit 1 Lesson 1. Explain that the object of their mindful attention will be the food, and they will be using their senses to pay attention to the food. Remind them that when they catch their minds wandering, they simply bring their attention back to the food.

Pass out the food item, instructing students to leave it in front of them until further instructions. 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.

To focus on the benefits of eating their food mindfully, ask students questions such as:

-
- **How is savoring food similar to savoring the good in actions, feelings, and experiences?**
 - **Why might food be more satisfying if it is eaten mindfully?**
 - **What did you notice about the look, smell, or taste of the food that you hadn't before?**
 - **Can you think of any reasons to slow down and savor your food more often?**
 - **What is a good reason to eat healthy foods such as the foods on the list?**
-

REST AND REFLECTION / 8 mins

Invite students to find a comfortable position for Rest.

Mini-Body Scan (UNIT 2, LESSON 3)

Guide students through a Mini-Body Scan practice using some the cues from Lesson 3 as reference. Draw particular attention to how the belly feels after the Mindful Eating exercise.

Allow one to two minutes of Rest.

Unit Reflection

After students have returned to seated, lead them in reflecting silently on their learning from this unit. Use the following script as reference, choosing one or more of the questions below for reflection. Invite students to share with the group or reflect in their journals:

- *We're at the end of our unit on self-awareness. Let's reflect for a moment on what we have learned and discovered.*
- *Bring to mind the new standing poses we learned in Mindful Movement. Picture in your mind one in which you felt strong and capable. See yourself healthy, strong and focused in that pose. Picture in your mind one pose which felt like a challenge. See yourself practicing with patience and care.*
- *We learned a lot about emotions, what triggers them, and how they feel in our bodies. Bring to mind one thing you learned about your own emotions.*
- *Did you discover something that triggers an emotion for you? Can you bring to mind one thing that triggers the feeling of joy for you? Can you bring to mind what joy feels like in your body?*
- *We also spent some time thinking about what it means for you to be your best self. Picture your best self in your mind. How do you feel? What do you value? How can you show care and compassion for yourself and others?*

TAKE-HOME PRACTICE

- *Teach someone in your home how to practice Mindful Eating.*

Lesson Extensions

Critter Feelings

Lessons 1–2

Project illustrations of animals showing different facial expressions. Invite students to choose one of the animals and use their imagination to make up a trigger scenario that evoked the emotion in that particular animal. Provide an example, such as “the pet store was out of tuna” (disappointed cat) or “someone littered in the pond” (angry duck). Invite them to get creative with their details and to share their imagined stories verbally, in a drawing, or by acting it out for the class.

***DIFFERENTIATION:** Use this activity as a fun and light way to build understanding of various emotions, or differentiate for high readiness students by continuing the activity with a discussion comparing and contrasting animal and human emotions. Ask students to reflect and share their ideas about whether real animals feel as many emotions as humans. Explain that scientists aren’t completely certain what emotions animals feel, and this is an area where interesting discoveries are still being made. Consider sampling content from a video about research on pets’ emotional intelligence if students are engaged with this topic.

Emotional Word Art

Lesson 2

Using a digital white board app or paper and markers, have students work individually or in several small groups to create emotional word art. Guide students to start by writing a basic or universal emotion word (chosen or assigned) in the center of the page. They will then choose a shape that represents the emotion and fill it with related words (in the style of a word cloud) and/or drawings to illustrate the emotion and what they associate with it. Display the word art for other learners to view.

Creative Movement

Lessons 3–4

Guide students in creating a new pose to represent an emotion, individually or in groups.

Students will decide on one emotion to represent with a pose. Then they will create a pose to represent this emotion. Encourage learners to be creative—this pose doesn’t have to be anything like any of the poses they’ve learned in this class. They should use their whole bodies, brainstorming how this emotion might be expressed from head to toe.

Finally, have each student/group teach their pose to the class, letting the class guess the emotion.

Best Self Art

Lesson 5

Revisit the best self visualization practice. Review with students the following three parts of the visualization: 1) being in a place they feel safe and peaceful; 2) doing an activity where they feel strong, capable, or joyful; and 3) being surrounded by those whom they love and value. Invite students to choose one part of that visualization they would like to represent in a work of art. Provide paper and art supplies and invite students to create art that shows how they visualized that aspect of their best self. Invite students to write a title or caption on their art, and invite a few willing volunteers to share their work with the group. Consider displaying students’ best self art in their classroom or a schoolwide display.

Survey

Lessons 6–7

Briefly review the connection between the stomach and the brain and each one’s role in feeding our bodies. Then present the idea of conducting a survey to find out what types of food people crave based on their moods. (Use a premade survey, or consider guiding the class to write survey questions.) Go over the directions for giving the survey to three or more people, and ask students to return the survey before or at the beginning of the next class.

- **Class-Generated Survey:** Students choose three moods and three types of food (e.g., sweet, salty, and spicy or meat, sugar, and veggie) they think people might crave when they feel those emotions. They write these on the survey form.

- **Premade Survey:** Give participants three choices of food they are most likely to eat when they feel sad, stressed, and happy.
- **Survey Results:** Return to this survey in the next class session. Have students form small groups to share their survey findings and to calculate the group totals for each response. (If desired, provide a blank survey for recording the tally of responses.) After students have had time to talk about and tally their results, project a graph template on which to record data and have each group share its totals as you fill in the graph. Analyze the results of the survey with the students, identifying patterns and generating further questions. Discuss any relationships you see between specific moods and the types of comfort foods participants craved. Discuss what hunger feels like in the belly and what an emotional food craving feels like. Encourage students to identify some conclusions and further questions.



New Food Feelings

Lesson 7

Provide a food that is obscure or new to your students. This will depend on your student population and should be carefully selected according to school guidelines and allergy considerations. Invite students to reflect on how they feel in general about trying new foods. Repeat the mindful eating exercise, encouraging learners to practice curiosity and notice how they feel in their minds and bodies as they approach the food with each of their senses. Ask them to notice and share whether one of their senses had a stronger reaction than the others to the new food. Encourage them to notice whether the experience of trying a new food is similar or different to mindful eating.



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 be aware that emotions can affect their behaviors. They should have an understanding of the concept of *best self*.

Overview

In this unit, students will learn what it means to have a *growth mindset*, and they will practice coaching themselves through difficult tasks with kindness and compassion. They will explore what stress feels like and will identify several stressors in their lives. They will discover that while many stressors are not in their control, they can practice ways to care for themselves in response to stress. They will also explore the concept of one's *best self* and will identify Best Self Strategies they can use in a variety of situations. Then they will practice goal setting and will work with a partner to achieve a goal.

Enduring Understandings

Students will understand:

- Mindfulness is important for their well-being.
- Mindfulness helps them coach themselves through a challenge.
- It is okay to experience difficult emotions, and they can pause before responding to those emotions.
- There are strategies to help them respond to stress.
- They have the power to build healthy habits

Essential Questions

- What is a growth mindset?
- How can I coach myself?
- How can I be my best self?
- How can I respond to stress in my life?
- How can goal setting help me respond to stress?

Lesson Summaries and Materials*

Lesson 1 pages 132–144

Lesson 1—Coaching 101:

Students learn to distinguish between a growth mindset and a fixed mindset. Then they practice developing a growth mindset by coaching themselves and others.

- Age-appropriate video clip of highly skilled young basketball player (e.g., Julian Newman) demonstrating skills
- Basketballs (1 per pair of students)
- Balance Coaching Tips poster (create during the lesson)
- Two signs: one labeled Growth Mindset and one labeled Fixed Mindset

Lesson 2 pages 145–152

Lesson 2—Coaching 102:

Students practice developing a growth mindset by coaching themselves through difficult tasks. Then they use mindfulness to notice when they lose focus and need to redirect their attention.

- 2–4 low balance beams (4–5 students per beam, only a couple of inches off the floor) or rolls of painter’s tape
- 1 bucket of ribbon wands, rolled-up new socks, foam balls, or soft light beanbags per beam
- Focusing objects such as small squares of cardstock, flat glass marbles, or small blocks for students to focus on during the Mindful Movement practice (1 per student)
- Balance Coaching Tips poster from Lesson 1

Lesson 3 pages 153–162

Lesson 3—When It’s Difficult to

Be My Best Self: Students will identify times when it might be difficult to be their best selves. They will learn a strategy to de-escalate intense emotions and discuss ways to treat themselves with compassion when they don’t feel like their best selves.

- Balance Coaching Tips poster

Lesson 4
pages 163–172

Lesson 4—A Stressful
Lesson: Students will explore what stress means and how it feels. They will identify stressors in their lives and discern what is within and outside of their control.

- About 15-20 balls or beanbags
- Balance Coaching Tips poster
- What's In My Control? worksheet
- Pencils
- Three signs that say Not Very Much Help, Some Help, and A Lot of Help, respectively

Lesson 5
pages 173–184

Lesson 5—Responding to Stress: Students will identify and practice ways of responding to stress.

- Whiteboard or display screen
- Pencils
- Three signs that say Not Very Much Help, Some Help, and A Lot of Help, respectively
- Degrees of Stress worksheet
- Balance Coaching Tips poster
- Soundtrack of people laughing

Lesson 6
pages 185–193

Lesson 6—Ready, Set, Goal: Students will explore how they can use goal-setting to learn and grow and will partner with a classmate to both create and work toward a specific goal.

- Several hoops or makeshift targets/goals (Can be an X on the wall or floor, or even real basketball goals, if a gym is available)
- Beanbags, balls, or other objects to shoot at/in the targets/goals
- Written goal statement (on board or chart paper)
- Goals for Growth worksheet
- Pencils

Lesson 7
pages 194–202

Lesson 7—The Power You Hold: Students will review the ways they have the power to be their best selves. They will work with a partner to create a plan to make progress toward their healthy habit goal.

- Written goal statements from students
- Goals for Growth worksheet
- Pencils
- Balance Coaching Tips poster

***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
Check-In
Mountain Balance
Mindful Listening
Even-In, Even-Out Breath
Calming Breath
Cooling Breath
Tension Release
Lion's Breath
Letting-Go Breath
Kind Mind (for Self)
Pausing for the Positive
Breath of Joy
Rest and Reflection
[Optional] Wiggle and Relax

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

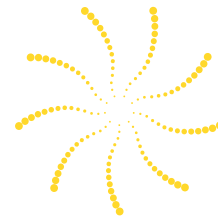
Students will be able to:

- Develop a growth mindset by coaching themselves and others through difficult tasks (Lessons 1-2).
- Use mindfulness to notice when they lose focus and need to redirect their attention (Lesson 2).
- Conclude they can be their best selves even when they have uncomfortable thoughts and feelings (Lesson 3).
- Describe ways someone can be their best self (Lesson 3).
- Describe how stress feels in their body (Lesson 4).
- Identify their favorite Best Self Strategies to use to prevent and respond to stress (Lesson 4).
- Practice strategies to calm and settle their minds and bodies (Lesson 4).
- Create a personalized plan for responding to stress (Lesson 5).
- Set personal goals (Lesson 6).
- Create plans to work toward their goals (Lesson 6).



Lesson 1

COACHING 101



Goal Statement

Students will be able to distinguish between a *growth mindset* and a *fixed mindset*. Then they will practice developing a growth mindset by coaching themselves and others.

Essential Question

What is a growth mindset?

“I Can” Statement

I can demonstrate how to use supportive coaching to develop a growth mindset.

Key Learning Objectives

Students will know...

- A growth mindset is the belief that people's skills and intelligence can grow with learning and practice.
- A fixed mindset is the belief that people's skills and intelligence cannot change.
- Cultivating a growth mindset can help them learn new things.

Students will be able to...

- Develop a growth mindset by coaching themselves and others through difficult tasks.

Materials

- [Optional] Age-appropriate video clip of highly skilled young basketball player (e.g., Julian Newman) demonstrating skills
- Basketballs (1 per pair of students)
NOTE *If you do not have access to a gym or basketballs, another skill can be chosen to modify the activity.*
- Balance Coaching Tips poster (create during the lesson)
- Two signs: One labeled Growth Mindset and one labeled Fixed Mindset

Preparation/Setup

- [Optional] Preload and preview the video segment.
- Place basketballs (or other selected materials) in bins for easy accessibility.
- Set out materials to create the Balance Coaching Tips poster.
- Hang the two signs in different areas of the classroom.

New Mindful Movements

Poses

Tree
Stork

Sequences

None

Mindful Moments

Calming and Focusing
Check-In
Mountain Balance
[Optional] Wiggle and Relax
Rest and Reflection

New Vocabulary

Growth mindset
Fixed mindset
Coach
Coaching
Self-coaching
Proprioception
Balanced
Center of gravity
Base of support

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.

GROWTH MINDSET / 8 mins

Ask students:

- *What does it mean to grow?*

Invite several students to answer.

Help students conclude that growing means developing, maturing, evolving, etc.

Then write the word **mindset** on the board. Ask students to give a signal (thumbs up) if they've heard that word before and to give another signal (thumbs down) if it is new to them. Then invite students to share their understanding or guess what it means.

After several students have guessed, tell them that mindset means a way of thinking about things.

Finally, invite students to put the two words together. Write the phrase growth mindset on the board and ask students to guess what that phrase might mean. After several students have had an opportunity to share, tell them that a **growth mindset** is a belief that people's skills and intelligence can grow with learning and practice.

Tell students that the opposite of a growth mindset is a fixed mindset. When someone has a fixed mindset they think they can't get better at things, even when they practice.

Then point out the two signs posted in the room. Help them notice that one is labeled Growth Mindset and one is labeled Fixed Mindset. Tell them that you are going to read out several phrases that their own minds might say to them and that you want them to determine whether the phrase represents a growth mindset or a fixed mindset. After reading each phrase, have students respond by standing by (or pointing to) the sign they think the phrase reflects. Use phrases such as:

- *I am afraid I will make a mistake, so I'm not going to try.*
- *New challenges make me stronger.*
- *That didn't work. I'll try a different way to find a solution.*
- *This is so frustrating. I give up.*
- *I'm willing to try new things.*
- *Mistakes help me learn and get better.*
- *That's too hard. I know I won't be good at it.*
- *I practice a lot because I know when I practice I can get better.*
- *See, I made a mistake. I knew I couldn't do it.*
- *She's so good at this. I wonder what I can learn from her.*
- *I don't know how to do this yet.*

Then invite students to gather in a circle and ask them questions such as:

-
- ***If you were learning a new task, do you think a growth mindset or a fixed mindset would be more helpful? Why?***
 - ***Do you remember a time you had a growth mindset? What happened?***
 - ***How do you think a growth mindset might help you to feel like your best self?***
-

SUMMARIZE FOR STUDENTS:

- *A growth mindset is the belief that people's skills and intelligence can grow with learning and practice.*
- *A fixed mindset is the belief that people's skills and intelligence cannot change.*
- *A growth mindset can help us learn new things.*

TEACHING TIP



Use an interactive questioning technique. For example, pass a basketball to students as a prompt to answer the questions. You can have them do a basketball trick after they answer the question.

[OPTIONAL] PHENOM / 5 min

Show age-appropriate video clip of highly skilled young basketball player (e.g., Julian Newman) demonstrating skills.

After the video, ask students to reflect on how Julian (or other athlete selected) might have attained these dribbling skills. Suggested questions:

-
- **How do you think Julian got to be so good at those dribbling moves? Do you think he had a coach? Why or why not?**
 - **What were some things Julian probably had to think about when first learning to dribble?**
 - **What would happen to Julian's skill if he practiced without focused attention?**
 - **Now that Julian has mastered some of the dribbling skills, what do you think he has to do to keep those skills at that level?**
 - **How might mindfulness help Julian stay focused when he practices?**
 - **How could mindfulness help someone who is in a big game or performing on a stage?**
-

DRIBBLE IT / 10 min

Ask for a couple of volunteers to demonstrate dribbling the basketball, either fundamentally or, if you showed a video, in one of the ways Julian (or other athlete selected) dribbled. As they dribble, point out good techniques and coach them on other techniques. Offer a lot of encouragement and feedback, especially around what to think about. For example, point out how/what to practice and encourage students not to be hard on themselves if they make mistakes.

If the video was shown, tell students that Julian did have a coach, and ask them what kinds of things they think the coach did and said.

Then write “A good coach _____” on the whiteboard or chart paper, and facilitate a discussion about what a good coach does to support athletes. (If desired, list the things a good coach does as students suggest them.) Try to elicit such qualities as staying present, paying attention to what’s going on, showing care and compassion, being supportive, etc.

Have students pair up for some basketball drills. Tell them they will work on their technique and their coaching together. Give students a choice of two or three dribbling techniques to practice (or introduce another skill), and have one partner coach while the other dribbles. While students are practicing, walk around and coach the coaches. For example, remind them to focus on what their partners’ bodies are doing and to provide encouragement and suggestions. As necessary, stop partners to check in with how the practice and coaching are going. Have the pairs continue to alternate practicing the skill and coaching.

NOTE *If you do not have access to a gym or basketballs, another skill can be chosen to modify the activity.*

When the time is about up, ask students to raise their hands to indicate whether they thought coaching or dribbling was harder.

Then ask them questions such as:

-
- ***How can coaching ourselves help us develop a growth mindset?***
 - ***If your mind says something negative like: This is too hard. I can't do this. Do you have to believe it? What could you do instead?***
-

SUMMARIZE FOR STUDENTS:

- *A growth mindset can help us learn new things.*
- *We can develop a growth mindset by coaching ourselves through difficult tasks.*



MINDFUL MOVEMENT / 20 min

Tell students,

- ***We can coach ourselves whenever we learn new, challenging tasks. We're going to practice coaching ourselves today while we learn balancing poses. Balancing poses offer a greater challenge than standing poses. Instead of using two feet as a base of support, we'll move to using just one!***

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

Guide students into Mountain pose and lead them in taking three calming breaths, as described in the PRACTICE GUIDE. Remind students to use the qualities of mindfulness, curiosity, kindness, and paying attention when they practice coaching themselves during the movement practice.

Fresh Start Sequence (UNIT 1, LESSON 3)

Lead students through the sequence one time, focusing on alignment. Then repeat the sequence three times, moving at a pace of one breath per movement.

Model coaching yourself as you do so, ensuring that you offer yourself supportive and positive feedback as you move through the sequence.

Mountain Balance

Tell students that learning to balance requires using the body awareness they have been practicing, specifically a skill called *proprioception*.

Invite students to give one signal if they've heard this word before and to give another signal if the word is new to them.

Then ask a few volunteers to guess what it might mean.

Tell students:

- ***Proprioception is your ability to sense how your body is positioned in space. For example, if you closed your eyes and I told you to lift your arm to shoulder height, would you be able to do that? Your ability to sense that without looking is proprioception. It's the sense that keeps track of where your body is moving and helps you keep your balance.***

Explain that the class will do an exercise together to get tuned into their proprioceptive sense and to prepare for the balance poses they'll be learning. Lead students through the exercise using the following script as reference:

- ***First, stand tall and strong in Mountain pose.***
- ***Next, holding your body strong and tall, begin to lean to the left side. See how far you can lean without losing your balance or moving your feet. Remember, the goal is NOT to lose your balance. If you start to feel too wobbly, stand up straight again or move your feet so that you don't fall. Only you are in charge of your body in this exercise. Now, try to lean forward as far as you can with both feet on the floor. Take it slow, and realize that you might not lean very far before you start to feel wobbly. Now lean to the right. Lastly, try to lean back, holding your body strong and tall. Continue making circles by leaning to each side in this way.***
- ***Notice what it feels like to be moving like this. Do you feel balanced? What does it feel like when you start to get a little off-balance? What does your body do when you start to lean too far in one direction?***
- ***Start to make the circles smaller and smaller. Keep going until you are perfectly balanced with your body tall and strong in Mountain pose. Notice what it feels like to be balanced and stable here. Let's try to carry this sense of balance with us throughout our whole practice.***

Let's Reflect!

Ask students what they noticed during the exercise and invite several students to share aloud.

Ask students:

- ***What information do you think your proprioceptive sense used to keep you balanced?***

Help students conclude that their proprioceptive sense uses information from their muscles, joints, and inner ears (vestibular system) to know where all the parts of their body are and to help them balance.

Then help students explore the concepts of a *center of gravity* and a *base of support* using questions such as:

-
- ***Why do you start to lose your balance when you lean too far forward, back, or to one side?***
 - ***Why can you bend over (as in taking a bow), but you can't lean your body very far forward while standing up straight?***
 - ***Think about what you experienced in the experiment. Can you explain what and where a person's center of gravity is? How is this related to balance?***
-

Conclude the conversation by summarizing students' observations and helping them conclude:

- *My center of gravity is the place (around my belly button) where half of my weight is above and half of my weight is below.*
- *My base of support is made up of the parts of me that are touching the ground to support my stance.*
- *If my center of gravity extends beyond my base of support, I will lose my balance.*

Balance Coaching Tips

Tell students:

- ***In our experiment today, we learned some important guidelines for balance. We can use these to coach ourselves in developing our balance skills during this unit.***
- ***Today we will learn two balance poses. When you are practicing, coach yourself with these questions:***

1. *Where is my center of gravity?*
2. *Where is my base of support?*
3. *Is my center of gravity directly over my base of support?*

Create a Balance Coaching Tips poster and add the three questions to it. Add them in such a way that you can add to the poster throughout the unit. Project or post the poster so that students can refer to it throughout the practice.



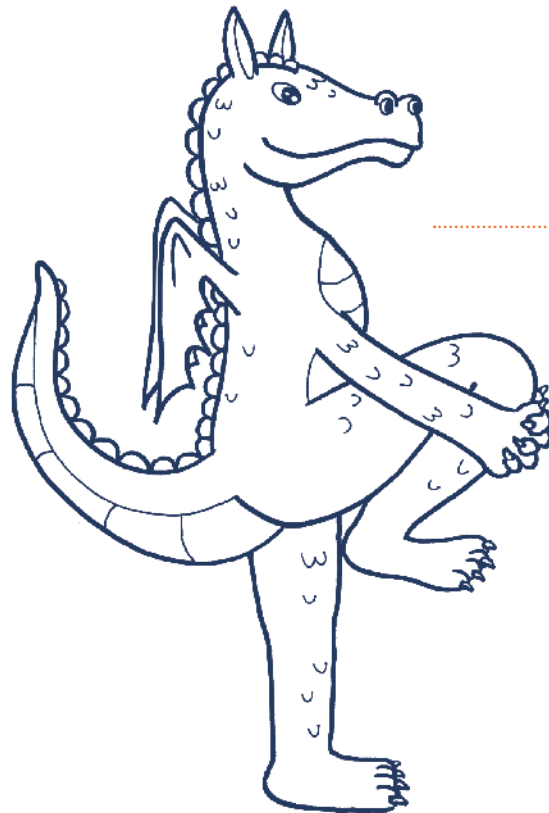
TREE

Tree new

Demonstrate Tree pose, then lead students into the pose. Model coaching yourself as you build the pose and invite students to do the same. Then model catching yourself off-balance and rebuilding 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. **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.**

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

Demonstrate the pose and then invite a student to model how to coach oneself into the pose. Invite the entire class to try, and refer students to the Balance Coaching Tips as appropriate. 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.**
 - **Breathing in, imagine growing taller. Can you flex your foot and spread your toes? Notice if this challenges your balance.**
 - **Breathing out, press your knee and hand together to stabilize your balance.**
7. **Use mindfulness to pay attention to your body. If you start to lose your balance, release the knee from your hand and touch down on the mat. You can always build your 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.**

Closing Sequence (UNIT 1, LESSON 1)

Guide students through the sequence.



REST AND REFLECTION / 5 min

[OPTIONAL] **Wiggle and Relax**

Tell students 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 and invite them to coach each part of their body to relax:

LESSON 1

- *Today we're going to practice a body scan.*
- *If you'd like, you may close your eyes. If you prefer not to close your eyes, simply choose a spot in the classroom 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 wiggle your arms and hands and all of your fingers, noticing what they feel like as they move. 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 gently shake your head no. Wiggle the muscles in your face—your eyebrows, cheeks, nose, ears, and mouth. Now pause and relax your face and head. Notice how your head feels 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.*

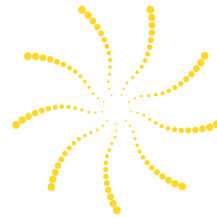
TAKE-HOME PRACTICE

- *Before our next class, practice coaching yourself through a difficult task. Remember to be kind to yourself and to practice a growth mindset.*



Lesson 2

COACHING 102



Goal Statement

Students will practice developing a growth mindset by coaching themselves through difficult tasks. Then they will use mindfulness to notice when they lose focus and need to redirect their attention.

Essential Question

How can I coach myself?

“I Can” Statement

I can use mindfulness to notice when I lose focus.

Key Learning Objectives

Students will know...

- A growth mindset is the belief that people's skills and intelligence can grow with learning and practice.
- Cultivating a growth mindset can help them learn new things.

Students will be able to...

- Develop a growth mindset by coaching themselves through difficult tasks.
- Use mindfulness to notice when they lose focus and need to redirect their attention.

Materials

- 2–4 low balance beams (4–5 students per beam, only a couple of inches off the floor) or rolls of painter's tape
- 1 bucket of ribbon wands, rolled-up new socks, foam balls, or beanbags per beam
- Focusing objects such as small squares of cardstock, flat glass marbles, or small blocks for students to focus on during the Mindful Movement practice (1 per student)
- Balance Coaching Tips poster from Lesson 1

Preparation/Setup

- Set out the balance beams or set up the taped lines.
- Fill the buckets with the materials to use for creating distractions.
- Hang up the Balance Coaching Tips poster from Lesson 1.

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

Calming and Focusing
Check-In
Mindful Listening
Rest and Reflection

New Vocabulary

Distractions
Focused attention

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.

COACHING / 5 mins

Invite students to recall what growth mindset means. If necessary, remind them that a growth mindset is the belief that people’s skills and intelligence can grow with learning and practice.

Tell students that they are going to practice a physical challenge that requires focused attention. Invite them to come up with several phrases they can use to coach themselves through this new task. Write their suggestions on the board so that students can refer to them throughout the class.

Invite students to practice coaching themselves by setting up low balance beams or laying down narrow strips of painter’s tape for students to walk across (on tiptoe for an added challenge). Invite several students to model coaching themselves in positive ways as they cross the beam. For example, they might tell themselves “I can put one foot in front of the other” while they’re walking on the beam.

BALANCE AND FOCUS / 20 mins

Tell students they will have to coach themselves through a more difficult task by using mindfulness to stay focused and on the beam. Have students line up behind the beams/tape in small groups. Explain that you are going to add a new challenge: distractions. Provide each group with distracting materials (e.g., ribbon wands, foam balls, beanbags) and tell them that while one person in the group is practicing, the others will try to distract that person’s focus by waving the wands, playing catch across the beam with the beanbags, or throwing the foam balls.

NOTE *Tailor the distracting activity to fit the group. Make the balancing tasks more difficult as appropriate.*

Encourage the use of coaching as you circulate to remind students to use

mindfulness practices to concentrate and stay focused on their bodies. If needed, suggest examples of using mindfulness in their self-coaching such as: “I notice I am getting distracted. I can complete this task by focusing on one step at a time” or “I notice the movement around me making me nervous. I can breathe with each step to stay calm and focused.”

After all of the students have several turns, bring the class together and ask them questions such as:

-
- ***How hard was it to stay focused with all of those distractions?***
 - ***Were you able to coach yourself to focus on the task?***
 - ***What are some ways you can use mindfulness to coach yourself in other activities?***
-

SUMMARIZE FOR STUDENTS:

- *A growth mindset is the belief that people’s skills and intelligence can grow with learning and practice.*
- *Cultivating a growth mindset can help us learn new things.*
- *We can develop a growth mindset by coaching ourselves through difficult tasks.*



MINDFUL MOVEMENT / 15 mins

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

Tell students that they are going to continue coaching themselves during the day’s Mindful Movement practice.

Then guide students to check in with their bodies and minds in Mountain pose.

Mountain Balance (UNIT 3, LESSON 1)

Lead students in the Mountain Balance activity from Lesson 1, leaning in all directions to create a circular movement. Tell students that if it feels comfortable for them, you’d like them to briefly close their eyes as an experiment. Ensure that students know that if they do not find this comfortable they can choose to look at one spot in the classroom instead.

Tell students that if keeping their eyes closed becomes too uncomfortable, they can open them up when needed. Remind them that if they feel too wobbly, they should take charge and stand up straight or move their feet to catch themselves before they start to fall.

Repeat some of the cues and questions from Lesson 1 before guiding students back to standing still in Mountain.

Let's Reflect!

Ask students:

- *When was it more difficult to stay balanced—when your eyes were open or closed? Why do you think that is?*

Allow one to two responses. Then tell students:

- *Your eyes give your brain information about where your body is, and that helps it tell your body how to stay balanced. Was it impossible to stay balanced with your eyes closed? Why not? Think of how you felt during that exercise. What could you feel that helped you know whether you might fall?*

Invite several students to share.

Remind students that during the last class they learned that their proprioceptive sense gathers information from lots of different sources, like their muscles, joints, and inner ears (their vestibular systems) to know where all the parts of their body are and to maintain balance. Tell them that the proprioceptive system also uses information the eyes give them, but that even when their eyes are closed, they can use their proprioceptive sense to help them balance.

Fresh Start Sequence (UNIT 1, LESSON 3)

Lead students through the sequence one time, focusing on alignment, and then repeat three times, moving at a pace of one breath per movement.

Model coaching yourself as you do so, ensuring that you offer yourself supportive and positive feedback as you move through the sequence.

Balance Coaching Tips

Remind students that in the last lesson they learned some really important guidelines for balancing postures:

- **When you are having trouble balancing in a posture, use these questions to coach yourself:**
 1. **Where is my center of gravity?**
 2. **Where is my base of support?**
 3. **Is my center of gravity directly over my base of support?**

Tree Experiment

Explain to the students that they will do an experiment with balancing in Tree pose (Unit 3, Lesson 1).

Phase 1

Pass everyone an object such as a small square of cardstock, flat glass marble, or small blocks. Instruct students to place the objects at the front of their mats and leave them there. Then give the following instructions:

- **First, stand on one foot.**
- **Now look all around the room like you are looking for a bug that's flying around.**

To make this more concrete, you can wave a ribbon wand around widely or use a laser pointer to give the students something to look at, pointing it all around the room at a pace that students can follow. Continue for a few moments until most students have had to put their foot down.

Briefly, ask:

- **What happened there? I noticed lots of people putting their feet down. Did you start to lose your balance? You can be present in Tree pose, but doing another task at the same time is something else altogether, huh?**

Phase 2

Tell students:

- **Stand directly in the middle of the mat. Your object should be at the front edge of your mat or a couple of feet in front of you. Look at your object. Focus your visual attention on that object—keep your eyes right there without looking at anything else. Now stand on one foot. Pay attention and practice your mindfulness of this object! Notice if your eyes or mind get distracted, and if they do, silently say “Nice catch!” and bring them back to the object.**

Let's Reflect!

Lead students through the following reflection to consider the effect of the visual focus:

- *When we were looking around the room, we were giving our brains a lot of different information about where we are in the space of this room. When we focused our eyes on one spot, it made proprioception and balance easier. We gave our brains a break from all that visual information and made it easier for it to process the information it was getting from our eyes, our vestibular system, and the rest of our bodies.*

Add the following balance coaching tip to the list: “Are my eyes focused on one place?”

Stork (UNIT 3, LESSON 1)

Invite a student to model how to coach themselves into this pose, and then invite the entire class to try. Remind students to refer to the Balance Coaching Tips as appropriate.

Closing Sequence (UNIT 1, LESSON 1)

Guide students through the sequence.



REST AND REFLECTION / 8 mins

Mindful Listening

Guide students to find comfortable positions for Rest and explain that today they will start with a Mindful Listening practice. Invite students to coach themselves through the practice, seeing how long they can maintain focused attention. Use the following script as reference:

- *Today we're going to practice Mindful Listening.*
- *Begin by placing your left hand on your stomach and your right hand on your heart.*
- *Let's take one deep breath together.*
- *As you breathe in, notice how your hands rise as the air fills your lungs.*

- *As you breathe out, notice how your hands fall as the air leaves your body.*
- *Wonderful.*
- *Now let's take a moment to listen to the sounds in the room.*
- *Begin by placing your attention on a sound in the room. First focus your attention on the sound. Then notice whether your mind wanders away from the sound. If it does, coach yourself by silently saying to yourself "Nice catch!" and bring your attention back to the sound. Are you ready to try it?*

For about a minute, let students listen and notice sounds.

- *Every time you notice a sound, silently label it to yourself by thinking, for example, air conditioner, bell, someone moving around. If you don't know what the sound is, simply describe it to yourself by identifying, for example, whether it's loud or soft, sharp or dull. Let's take a minute to just focus on all the sounds in the room.*

For about a minute, let students listen and notice sounds.

- *Next, bring your attention to the sound of your own breath. Can you hear it? What does it sound like? Let's see if we can focus on our breath for one minute.*
- *If your attention gets distracted by another sound in the room, notice it, and then gently coach yourself by saying "Nice catch" and encouraging yourself to bring your attention back to your breath.*

Allow students one minute of silence to listen to their breath.

- *Wonderful.*
- *Now relax your attention and take a deep breath in and out.*
- *Allow your entire body, and your attention, to relax.*

Allow for one to two minutes of Rest.

- *Silently check in with yourself. Do you feel any differently after that exercise?*

Invite students to return to a seated position. Then ask:

- *What was it like to coach yourself through the practice?*

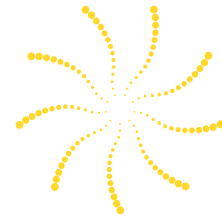
Invite students to share their reflections as a group or in their journals.

TAKE-HOME PRACTICE

- *Over the next few days, when you encounter a distraction, practice using mindfulness to coach yourself to stay focused.*

Lesson 3

WHEN IT'S DIFFICULT TO BE YOUR BEST SELF



Goal Statement

Students will identify times when it might be difficult to be their best selves. They will learn a strategy to de-escalate intense emotions and discuss ways to treat themselves with compassion when they don't feel like their best selves.

Essential Question

How can I be my best self?

“I Can” Statement

I can describe strategies to help me be my best self when I experience strong emotions.

Key Learning Objectives

Students will know...

- It can be difficult to feel like their best selves when emotions become escalated.
- An important part of being their best self is acting in ways that show care and compassion for themselves and others.
- They can be their best selves even when they experience uncomfortable thoughts and feelings.

Students will be able to...

- Identify strategies to de-escalate strong emotions.
- Practice strategies to calm and settle their minds and bodies.
- Practice taking a pause.

Materials

- Balance Coaching Tips poster

Preparation/Setup

- Hang the Balance Coaching Tips poster.

New Vocabulary

Escalate
De-escalate

New Mindful Movements

Poses

Victory
Lever

Sequences

None

Mindful Moments

Calming and Focusing
Cooling Breath
Check-In
Even-In, Even-Out Breath
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.

***ESCALATE** / 5 mins

Give students three high-energy movements corresponding to three positions on their mats—front, center, and back. For example, front could be reaching up (like shooting hoops), then bending to touch the toes; center could be running in place; back could be jumping like a frog. Demonstrate these with vigorous repetitive actions. Explain that when you call out locations, students must quickly jump to that location and repeat the movement until you switch again.

Lead the activity through modeling while you call out locations, switching at varying intervals and rotating through each several times in a random order. The game should be quick-paced with vigorous movement.

Call for a time-out, explaining that this activity is intense and you need a pause. Ask students to place their hands on their chests, noticing their heartbeats and their breath. Ask students if they have ever been so angry, upset, or nervous or felt another emotion **escalate** and become so intense that their hearts started racing, their breath quickened, and their face turned red. Invite them to give you a signal (thumbs up) if they've had this experience. Let them know they will come back to that topic in a moment.

DE-ESCALATE / 20 mins

Tell students that they're going to explore strategies to help them **de-escalate** by calming their bodies and minds.

Have students take a few deep breaths before introducing the new breathing technique.

Cooling Breath

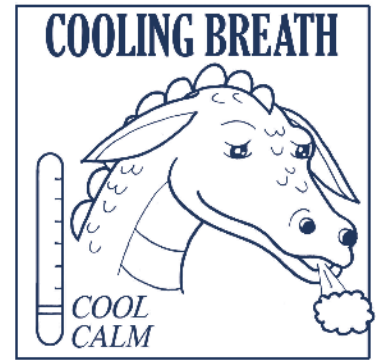
Introduce Cooling Breath as a breath that can help them cool down when they are feeling strong emotions. Tell students you are going to show them two different ways to do Cooling Breath and invite them to find the one they like best.

Model and lead students to try both methods using the following cues as reference:

 **DIFFERENTIATION**

You may choose to increase the challenge by telling students to do as you say, not as you do. Go back and forth between modeling correctly and challenging the students by calling out one location, but modeling another. Remind students to use their Mindful Listening!

1. **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.
2. **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.
3. Inhale slowly.
4. Gently exhale through your mouth.
5. Notice the sound of your breath.
6. Repeat five times.



Let's Reflect!

Guide students in checking in on the effects of this practice. Ask questions such as:

-
- **How did it feel?**
 - **How did it affect your body?**
 - **Is there an animal that you can think of that sticks out its tongue when it is hot?** [Answer: a dog.]
 - **What are some examples of other times when you could use this breath?**
 - **If you were experiencing a strong emotion and you responded by breathing in this way, what might happen?**
-

Escalation

Remind students that they experience emotions in their bodies. Ask students to recall the Degrees of Emotion activity from Unit 2, showing them an example of the diagram they completed. Explain that as an emotional experience becomes stronger (as it goes up on the thermometer), it is **escalating**, or rising in its intensity. Explain that they may feel that escalation in their bodies just like they did when they were doing intense physical activity, and that as that emotion escalates, they might get signals like a racing heart, tense muscles, or changes in their breathing. Discuss how this affects their minds and behavior using questions such as:

-
- **When this happens, how do you feel mentally? What is going on in your mind?** [Answer: We may feel like we can't think clearly, focus, or choose our actions wisely.]
 - **Is it easy or difficult to be your best self in these moments when your emotions have escalated? Why?**
-

The Power of the Pause

Explain that the Cooling Breath, as well as some of the other breathing practices they've learned, like the Calming Breath and the Even-In, Even-Out Breath, can be used to **de-escalate** and create a pause between their emotion and their words/actions. If they feel a strong emotion coming up, a mindful pause to breathe can help them feel more calm and settled and enable them to respond thoughtfully. Then ask them:

-
- **How can taking a pause help you be your best self when you experience strong emotions? (If it doesn't come up, remind students that an important part of being their best selves is showing care and compassion for themselves and others.)**
 - **When you take a pause and breathe, do you push the emotion away? How can you respond to the emotion with curiosity and kindness? [Answer: Ask what message it is sending; ask myself what I need.]**
-

SUMMARIZE FOR STUDENTS:

- *We can be our best selves even when we experience strong uncomfortable emotions.*
- *Pausing can help us calm and settle our minds and bodies.*
- *Taking a pause is one way we can show care and compassion for ourselves and others when we experience uncomfortable thoughts and feelings.*

When It's Still Difficult to be My Best Self

Ask students if they think taking a pause and breathing will always work to help them feel more like their best selves. Then point out that sometimes emotions can hang around even after they've delivered their messages. Illustrate this phenomenon for students by sharing a short story about your own life similar to the following example:

- *Do you remember the storm we experienced a few nights ago? The sound of thunder woke me up, and I felt really startled and afraid. I got up and made sure all the windows in my house/apartment were closed and that I was safe. After tossing and turning for a while, I took a pause, practiced some calming breaths, and finally fell asleep. In the morning, I noticed that the sun was shining and the storm had passed, but when I checked in with myself, I realized I still felt afraid. My body and mind were actually anxious all morning. I was jumpy and my mind was racing and I didn't really understand why. I decided to write down how I was feeling and then go for a walk to remind my body that it was safe until I felt calm and settled again.*

Point out that if they notice uncomfortable emotions hanging around, even after they have taken a pause, they can practice other ways of treating themselves with kindness and compassion. Invite students to brainstorm aloud how they might do this, and make sure that *talking to someone* and *asking an adult for help* are both included.



MINDFUL MOVEMENT / 15 mins

Explain to students that in today's Mindful Movement practice, they will continue learning new balance poses and coaching themselves in balance poses. Invite them to practice being their best selves as they try out the movements.

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

Guide students in checking in with themselves in Mountain pose.

Mountain/Sunrise (UNIT 2, LESSON 1)

Guide students through this mini-sequence. To continue building a connection between breath and movement, lead them in breathing in for a count of three while lifting their arms in Sunrise and breathing out for a count of three while lowering their arms to Mountain pose.

Guide students to understand that sometimes a simple movement can help them to calm themselves.

Even-In, Even-Out Breath (UNIT 2, LESSON 1)

Lead students through this practice and emphasize that Even-In, Even-Out Breath, with or without movement, can be used to create a pause to help them manage their emotional responses.

Fresh Start Sequence (UNIT 1, LESSON 3)

Guide students through the sequence.

Balance Coaching Tips (UNIT 3, LESSON 1)

Show or project the Balance Coaching Tips poster. Remind students that mindful

TEACHING TIP

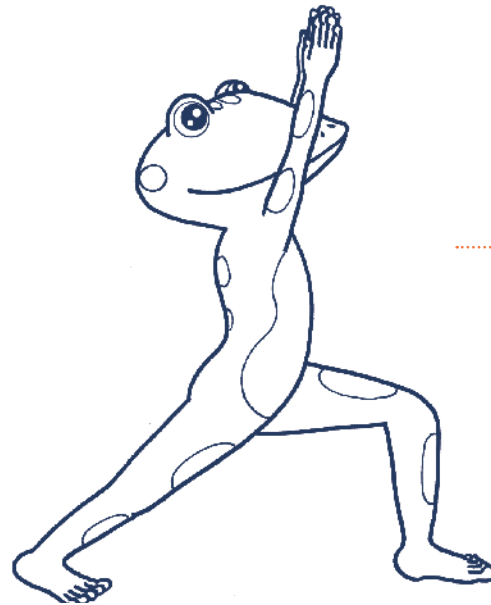


If students feel awkward or silly with the first Cooling Breath method, that is okay! Encourage them to try it once and then choose which method they like best. Remind them that a little laughter and silliness is sometimes exactly what they need when they are feeling stress or a strong emotion.

focus and coaching themselves with the balance tips will help them develop their balance skills. Introduce the idea that everyone's balance is a little different and that their balance might differ on different sides of their body.

Tell students:

- *If you get distracted by the urge to compare your balance pose to someone else's, bring your attention back to your own experience of balance and keep your focus on your breath.*



VICTORY

Victory new

Demonstrate and guide students into the 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 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.
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 Leverage, 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

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.

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.
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.**

Mountain (UNIT 1, LESSON 1)

As students stand in Mountain pose, ask them to take a moment to reflect on the previous pose with questions such as:

-
- *How were you breathing while you balanced?*
 - *Do you think your breath has any effect on your balance?*
 - *Do you have any ideas for a Balance Coaching Tip related to your breath?*
-

Briefly discuss and then add the following question to your Balance Coaching Tips poster: “*Is my breathing slow and steady?*”

Closing Sequence (UNIT 1, LESSON 1)

Guide students through the sequence.



REST AND REFLECTION / 3 mins

Guide students to take a position where they feel safe and comfortable for Rest.

Cooling Breath

Guide students to practice a few rounds of Cooling Breath:

- *Shift your attention from your breath to notice how your body feels. Do you feel relaxed? Calm and collected? Allow your mind and body to relax. Continue resting and breathing in any way that is comfortable for you.*

Allow one to two minutes of Rest.

- *Notice how your body feels after Cooling Breath and rest.*

Invite students to share their reflections as a group or in their journals.

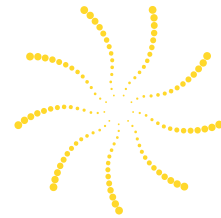
TAKE-HOME PRACTICE

- *Time to chill: Practice Cooling Breath to get more familiar with it, even if you are not feeling a strong emotion. How do your body and mind feel after the practice?*



Lesson 4

A STRESSFUL LESSON



Goal Statement

Students will explore what stress means and how it feels. They will identify stressors in their lives and discern what is within and outside of their control.

Essential Question

Why do I feel stressed?

“I Can” Statement

I can identify stressors.

Key Learning Objectives

Students will know...

- Stress is pressure or strain on their mind or body.
- It is difficult for a person to feel or act like their best self when they experience too many stressors.
- While many stressors are not in their control, how they respond to stress is something they can practice.
- Some stressors are big and cannot be managed alone.

Students will be able to...

- Describe how stress feels in their body.

Materials

- About 15-20 balls or beanbags
- Balance Coaching Tips poster
- What's In My Control? worksheet
- Pencils
- Three signs saying, Not Very Much Stress, Some Stress, and A Lot of Stress, respectively

Preparation/Setup

- Print 1 copy of the What's In My Control? worksheet per student.
- Hang the signs in different areas of the classroom.
- Hang the Balance Coaching Tips poster.
- Set out the pencils.

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

Calming and Focusing

Letting-Go Breath

Check-In

Cooling Breath

Tension Release

Rest and Reflection

New Vocabulary

Stressors

Stress

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

Thinking About Stress

Hand out two sticky notes to each student as they are entering the classroom. Before or after the Calming and Focusing exercise, ask them to write one **stressor**, or something that makes them feel pressure, on each sticky note. In other words, tell students you want them to write one thing that causes stress for kids their age on each note. Model this for students as appropriate. Point out the signs on the wall that say Not Very Much Stress, Some Stress, and A Lot of Stress. Invite students to place each of their sticky notes under the sign that feels appropriate.

Juggling Stress

Divide students into two or three groups and ask them to stand in circles.

Give each group one ball (or beanbag) to start and explain that the objective of this game is to keep the ball moving without letting it touch the ground. When they have the ball, they can toss it to anyone in the circle except for one of the people directly next to them. Encourage students to take steps for safety (saying a person's name and making eye contact before tossing the ball to them).

Explain that the ball (or beanbag) they are tossing is a stressor, and give it a name from the examples of stress that students have generated (e.g., homework).

Then add another ball to each group, and give it the name of another stressor (e.g., arguing with a friend) or ask them to name it from one of their own examples.

Continue adding balls in this manner until each group has a lot/ too much to handle. Tell them once a ball hits the ground, to leave it on the floor. After a few minutes of the game, call time and ask each group to see how many balls they were able to keep in the game.

Reflect on the Game

Invite several students to share what they think the word **stress** means. Help students conclude that stress means anything that puts pressure or strain on their bodies or minds (physically, mentally or emotionally).

Then explore the effects of stress by asking students question such as:

-
- **How did you feel when you started the game and you only had a manageable number of balls?** [Answer: became focused or motivated, made an effort to perform well.]
 - **How do you think a little bit of stress affects people?**
 - **[Point out some of the stressors listed under the heading Not Very Much Stress.] Would these feel the same or different if you were already juggling several other stressors?**
 - **What happened and how did you feel when you started to get too many balls in the game?** [Answer: felt overwhelmed; started to lose track of what was happening; felt physical feelings like tension or increased heart rate; gave up.]
 - **What do you think happens when a person has too much stress?**
NOTE Make sure to mention that a person with a lot of stress would not feel or act like their best self.
 - **How does stress feel in your mind and body? Do you think stress affects everyone in the same way?**
-

SUMMARIZE FOR STUDENTS:

- *Stress is pressure or strain on our minds or bodies.*
- *It is difficult for a person to feel or act like their best self when they experience too many stressors.*

*WHAT CAN I CONTROL? / 10 mins

Tell students that one way to show themselves care when they feel stress is to notice what is in their control and what is outside of their control.

Have students stand up and tell them that you will name potential stressors, and they should sit down if the stressor is something that is within their control.

Help students notice that many of the stressors they listed are, unfortunately, outside of their control.

Have students stand again and tell them that you are going to go through another list and they should sit if what you name is something within their

★ DIFFERENTIATION

If they haven't already come up in the conversation, ask if students know of any big stressors that affect whole communities. Collect answers (e.g. natural disasters, violence, poverty, food insecurity, racism, job insecurity) and ask if these stressors are in their control. Ask how these stressors might make it hard for someone to feel like their best self. (Consider using a hypothetical student their age to frame the conversation. Do not ask any students to share personal experiences. Accept all ideas students suggest.) Ask if they practiced breathing and Mindful Movement everyday, if that would take the stress away. Ask if they asked an adult for help, if that could solve the problem. Conclude that some stressors will take the whole community working together to really change. Ask if there are ways people show care and compassion to each other when they experience those big stressors. Explain to students that later in the year they will have a chance to think more about community and how they can work together to make a positive contribution.

control. List several potential responses to stress that could either make things better or worse (their attitude, their behaviors, the words they speak to themselves, the words they speak to others, expressing their emotions, asking for help, etc.).

Help them notice that while the stressors they experience in their lives are often outside their control, they do sometimes have a choice in how they respond to those stressors.

Then pick one of the most common everyday stressors that students mentioned and invite the students to brainstorm as a class or turn and talk with a partner for one to two minutes about how they could coach themselves through that particular stressor. Help students identify specific actions they can take to relieve stress, using examples from class when possible.

Remind students that an important part of being one's best self is acting in ways that show care and compassion for themselves and others. Then ask students:

-
- ***How can you be your best self when you experience stress?***
NOTE Make sure that asking for help is included as a strategy.
 - ***How could taking actions to reduce stress help someone be their best self?***
 - ***Are there some stressors that are too big to manage by yourself?***
-

SUMMARIZE FOR STUDENTS:

- *An important part of being our best selves is acting in ways that show care for ourselves and others.*
- *While many stressors are not in our control, the way we respond to stress often is within our control, and we can practice ways to respond to stress.*
- *Some stressors are big and cannot be managed alone.*
- *Asking for help can help us be our best selves.*



MINDFUL MOVEMENT / 15 mins

Remind students that both exercise and relaxation are great strategies to show care for themselves when they are feeling stressed. They are also very helpful as habits to prevent stress. Explain that today they will continue coaching themselves in balance poses and that they will also learn two new strategies for relaxation.

Letting-Go Breath

Tell students:

- *One great strategy to de-escalate, release stress, and calm and relax your body is to take a deep breath in and a longer slower breath out. That long slow breath out helps tell your mind and body to slow down. As we breathe out in Letting-Go Breath, imagine you are letting go of all the stresses we discussed today.*
- *Sitting comfortably, gently place one hand on your heart and one hand on your belly.*
- *During this practice, we're going to breathe in while we count to three. Then we'll breathe out while we count to five.*
- *Breathe in for one, two, three.*
- *Breathe out for one, two, three, four, five.*
- *Breathe in for one, two, three.*
- *Breathe out for one, two, three, four, five.*
- *As you breathe out, imagine letting go of anything that's bothering you.*
- *(*Repeat this three to five times.)*
- *Silently check in with your body and your mind. Do you notice any changes?*

After practicing a few rounds, ask students to check in and notice how they feel in mind and body. Invite a few to share.

Mountain/Sunrise (UNIT 2, LESSON 1)

Guide students through this mini-sequence.

Fresh Start Sequence (UNIT 1, LESSON 3)

Guide students through this sequence.

Balance Coaching (UNIT 3, LESSON 1)

Show the Balance Coaching Tips poser. Remind students that mindful focus

and coaching themselves with the balance tips will help them develop their balance skills. Remind them of the new Balance Coaching Tip: “*Is my breathing slow and steady?*” Add this tip to the poster and explain that slow, steady breaths like Even-In, Even-Out Breath or Calming Breath will support their balance poses, especially when students are nervous or uncertain.

Victory (UNIT 3, LESSON 3)

Guide students through this pose.

Lever (UNIT 3, LESSON 3)

Guide students through this pose.

See-Saw Challenge

After practicing Lever pose on the both sides, introduce the following challenge:

- ***If you'd like to challenge your balance practice, turn your Lever pose into a seesaw. First, choose the side where you feel most stable and get back into Lever pose. Keeping your supporting leg steady, try to keep your balance while you seesaw the rest of your body up and down. Your seesaw might be barely moving, or it might be shifting up and down quickly. Did you know it's sometimes more challenging to move slowly?***

Remind students that they are in charge of keeping their bodies safe in this pose. If they feel unstable, they should place their foot down and rebuild the pose.

Remind the class that everyone's balance is a little different and that their balance might even differ from one side to the other.

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

Lead students through a Check-In exercise in Mountain pose to reflect on what they're feeling after the new challenge. Ask questions such as:

-
- ***Did you feel your center of gravity shifting?***
 - ***How challenging was it?***
 - ***Did you feel yourself getting frustrated?***
 - ***How did you coach yourself through the pose? What phrases did you use to develop a growth mindset?***
-

Cooling Breath (UNIT 3, LESSON 3)

Ask students if they remember the new breathing practice that helps them cool down when they feel strong emotions.

Model the breath and then lead students through it for a few breaths, inviting them to choose the method that feels most calming for them.

Closing Sequence (UNIT 1, LESSON 1)

Guide students through the sequence.



REST AND REFLECTION / 8 mins

Invite students to find a safe and comfortable position for Rest, preferably lying down on their backs.

Remind students that one important Best Self Strategy is to show themselves care when they are feeling stressed through relaxation. Explain that relaxation is a skill they can practice and improve and that today they will learn a new tool for relaxation that they can use when they feel stress in their bodies.

Tension Release

NOTE *The Tension Release exercise helps students build body awareness and skills for managing stress through relaxation. In the Tension Release exercise, you will direct attention in a scan of the body like you would in the body scan. However, you will also be instructing students to bring tension to their muscle groups and then relax them completely using the breath as a guide.*

Tell students:

- *We're going to do this practice while lying on our mats.*
- *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.*

- *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 slowly like in Letting-Go Breath, 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 you do so, lift your legs off the mat and gently squeeze all the muscles in your legs. Allow your legs to hover over the mat for a moment.*
- *And now take a slow Letting-Go Breath 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 your belly button and squeeze!*
- *Breathe out slowly, 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 slowly 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 a long slow Letting-Go Breath 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 long slow Letting-Go Breath out and let all of the tension go. Relax your whole body. Let it be heavy on the mat. Imagine all of your muscles are getting soft and heavy, sinking toward the floor. Notice how your body feels after you allow it to relax.*
- *And now take several Letting-Go 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.

- *What did you notice during the Tension Release practice? How does your body feel when it is relaxed?*

Invite students to share as a group or in their journals.

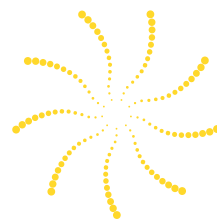
TAKE-HOME PRACTICE

- *Relax and Let Go: Choose either the Letting-Go Breath or the Tension Release exercise to relax before bed.*



Lesson 5

RESPONDING TO STRESS



Goal Statement

Students will identify and practice ways of responding to stress.

Essential Question

How can I respond to stress in my life?

“I Can” Statement

I can identify two Best Self Strategies to use to respond to stress.

Key Learning Objectives

Students will know...

- While many stressors are not in their control, they can practice strategies to care for themselves in response to stress.

Students will be able to...

- Identify their favorite Best Self Strategies to use to prevent and respond to stress.
- Practice strategies to relieve stress.

Materials

- Whiteboard or display screen
- Pencils
- Three signs that say Not Very Much Help, Some Help, and A Lot of Help, respectively
- Degrees of Stress worksheet
- Balance Coaching Tips poster
- Soundtrack of people laughing

Preparation/Setup

- Preload laughter soundtrack.
- Make 1 copy per student of the Degrees of Stress worksheet.
- Set out pencils.
- Load or post the list of stress busters from Lesson 4.
- Hang up the Balance Coaching Tips poster.

New Mindful Movements

Poses

Pointing Dog
Boat

Sequences

Superhero Sequence

Mindful Moments

Calming and Focusing
Check-In

Lion's Breath
[Optional] Letting Go Breath
Rest and Reflection

New Vocabulary

Proverb
Best Self Strategies

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.

HA, HA / 5 mins

Begin the lesson by playing a soundtrack of people laughing (or have it playing when students enter the room). Play it until students begin to giggle and laugh along with the soundtrack.

Put up the proverb *laughter is the best medicine* and ask students what the proverb means and what physical or emotional conditions laughter might be a good medicine for. To focus on stress relief, ask questions such as:

-
- ***Would laughter help a sickness such as the flu?***
 - ***What about a really bad sore throat?***
 - ***What conditions do you think laughter could help the most?***

NOTE Students should recall the concept of stress from the last lesson.

Emphasize with students that laughter is one way to help relieve stress, and ask students to raise their hands or give some other signal if they know more strategies to respond to stress.

***BEST SELF STRATEGIES / 10 mins**

Ask students to recall for you what it means to be one's best self. Accept a variety of answers. Remind students that they have been learning, discussing, and practicing lots of strategies in this class to help them feel and act like their best selves. Explain that these Best Self Strategies are often very helpful ways to respond to stress.

Hand out several sticky notes to each student. Tell them that you want them to write on each sticky note at least one Best Self Strategy that helps them show care to themselves when they feel stressed. Explain these could be strategies they learned in class or any other strategy that helps them to feel safe, healthy, and calm. Tell them to think of activities they do regularly that bring them joy and to think of activities or practices that they use specifically when they are feeling upset, challenged, or frustrated (practicing Calming and Focusing, cuddling with a pet, taking a walk, playing with friends, etc.).

Model this for students as appropriate.

Invite students to place their sticky notes on the board. If students did not include “Take a pause,” add it and recall with students why you find pausing to be an important Best Self Strategy to use in times of stress. If students did not include “Ask for help,” add it and emphasize the importance of asking for help when you need it, especially when stressors are out of our control

Point out the three signs on the wall that say Not Very Much Help, Some Help, and A Lot of Help, respectively. Tell students that you are going to read some of the strategies that they identified and that you want students to move to the part of the room that represents how helpful that strategy would be in a stressful situation.

Point out that there’s no right or wrong answer, that different people have different strategies to feel like their best self, that some strategies can help bring a sense of calm and safety in a moment of stress and can be done as habits to prevent stress. Emphasize that right now you want them to think about which strategies work best for them in their own lives.

Remind students that:

- While many stressors are not in their control, they can practice strategies to care for themselves in response to stress.
- They can use Best Self Strategies to respond to the stress they experience.

DEGREES OF STRESS / 15 mins

Hand out the Degrees of Stress worksheet. Tell students that during this activity, they’re going to put together what they’ve learned about stress to create their own stress-response plan.

Invite them to recall the Degrees of Emotion activity that they did in Unit 2. Remind them that the thermometer represented different **degrees of intensity**. Tell them that the same is true of this thermometer: The hotter regions represent more intense experiences of stress while the cooler regions represent less intense experiences of stress.

Ask students to begin by recording in the center of the thermometer what different degrees of stress feel like in their bodies. Model this for students by explaining that when you feel a little bit of stress, you notice that your jaw starts to clench. When you feel a medium amount of stress, you notice that your stomach gets tight. And when you feel a lot of stress, you notice that your heart starts to beat very fast, you get headaches, or you have trouble sleeping. Invite students to reflect on their own experiences of stress and then give them several minutes to complete this portion of the worksheet.

★ DIFFERENTIATION

Ask students what it means to *prevent* something and what it means to *respond* to something. Ask the whole group or small groups to sort the Best Self Strategies into two groups: (1) strategies that will help prevent stress and (2) strategies that will help them respond to stress in the moment. Ask:

- What are the differences between the strategies in the two groups?
- Are there any strategies that belong in both groups?
- Would these lists change if we were talking specifically about stress at home? What about stress at school?

Next, tell students that you'd like them to fill out the left side of the worksheet by identifying stressors in their lives that cause different degrees of stress; in other words, you want them to identify stressors that cause a small amount of stress, a medium amount of stress, and a large amount of stress. Remind students that they can choose what they feel like sharing for this activity, and that if something is very personal, they do not have to write it down or share with the class. Invite students to revisit their sticky notes from Lesson 3 if necessary. Remind students that different people respond differently to stressors and that there are no right or wrong answers so they should write what is true for them. Then give students several minutes to complete this task.

Finally, invite students to recall the Best Self Strategies the class suggested for responding to stress. Ask them to identify one Best Self Strategy they can use when they're feeling a small amount of stress, one strategy they can use when they're feeling a medium amount of stress, and one strategy they can use when they're feeling a lot of stress. Remind students that different strategies work differently for different people. Invite them to develop a plan that works for them.

Once students have completed their worksheets, ask them questions such as:

-
- ***How can knowing what stress feels like in our bodies help us respond mindfully to stress?***
 - ***How can identifying the stressors in our lives help us show ourselves care and compassion?***
 - ***Do we have to wait until we experience stress to use our Best Self Strategies? What happens when we practice these strategies regularly during times when we aren't feeling stressed? [Answer: It can strengthen our skills; help us form a positive habit; help us feel more healthy and happy/like our best selves; prevent some future stress.]***
-

Then invite students to share parts of their worksheets aloud if they wish. This can be a personal experience, so remind students they can decide what they feel comfortable sharing.

To conclude the activity, summarize for students:

SUMMARIZE FOR STUDENTS:

- *While many stressors are not in our control, we can practice strategies to care for ourselves in response to stress.*
- *We can use Best Self Strategies to respond to and limit stress in our lives.*



MINDFUL MOVEMENT / 15 min

Tell students:

- *In this unit we've talked a lot about how pausing, taking deep breaths, and exercise are great strategies for responding to stress—so let's get to practicing! We'll also learn a new funny breathing practice to help us de-stress as well!*

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

Guide students to stand in Mountain pose and take a moment to check in with how their bodies are feeling in the present moment.

Fresh Start Sequence (UNIT 1, LESSON 3)

Guide students through the sequence.

Lion's Breath

Tell students that they will learn a new breathing practice called Lion's Breath that they can use to release stress. Explain that not all of the breathing techniques have to be quiet and serious. This is a fun breathing technique that gives them a chance to get silly together. Use 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 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.**

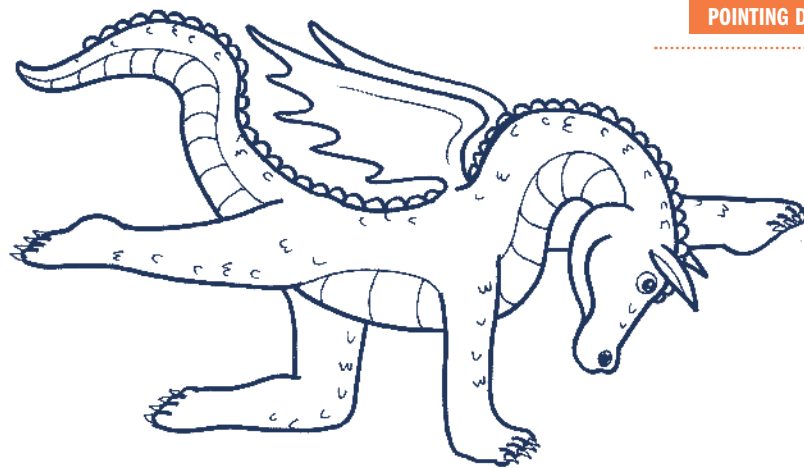
Explain to students that Lion's Breath is a great way to let go of anger or worry. Students can imagine gathering up all the tension in their bodies and minds and releasing it with their powerful Lion's Breath.

Guide students to check in with how they are feeling in body and mind after the 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 (Even-In, Even-Out Breath, Letting-Go Breath).

Cat/Cow (UNIT 1, LESSON 1)

Guide students through this mini-sequence.



POINTING DOG

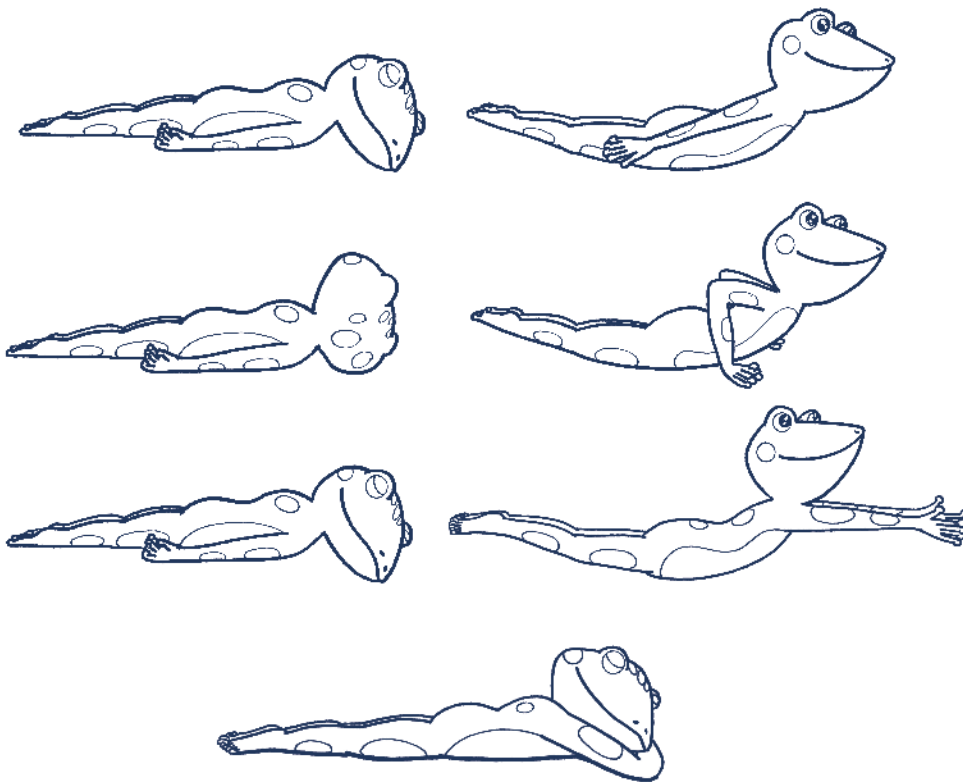
Pointing Dog new

Explain that Pointing Dog is a balancing pose that they do on the ground. Demonstrate the movement once, and then model as students follow along. Encourage students to focus on finding steady, even breath to guide the movement.

- 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) and lead the students through the sequence at least once. In at least one repetition, hold each pose for about three to five breaths.

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 to one side.**

Not So Serious!

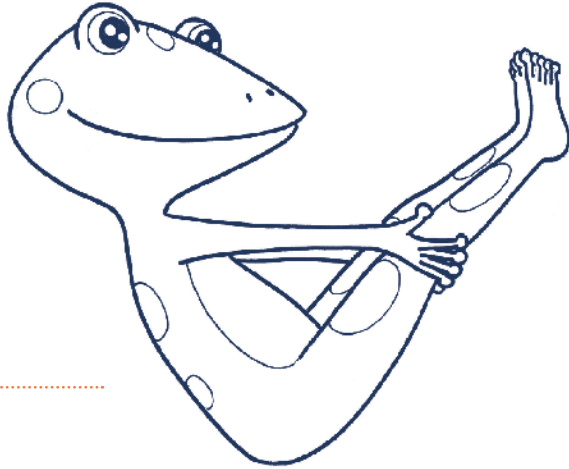
Remind students:

- *Even though what we do in this class is very important, it doesn't always have to be serious. It's also important for us to have fun in our practice and to bring a sense of humor to it. When we are practicing something challenging like holding a pose for a long time or doing a difficult balance, it is always helpful to have a sense of humor. Often when we are very focused and trying really hard, we can start to get tense, clench our jaws, and furrow our brows.*

[Demonstrate by taking a pose and exaggerating with a serious face.]

- *We might even start to be hard on ourselves with our self-talk.*

When we notice this happening, smiling or even laughing can help us relax and relieve stress. To remind us of this, we'll add "Have a sense of humor" to our Balance Coaching Tips poster today.



BOAT

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 the sequence.

Laughing Lion

Create laughing lions with the class. Ask volunteers to demonstrate a deep belly laugh, a funny laugh, etc. After each volunteer demonstrates, have the students take a deep breath as they would for Lion's Breath, and on the exhalation, copy the laugh that was just demonstrated.

NOTE *If students seem reluctant, you could have the whole class laugh at the same time instead of copying individual volunteers.*



REST AND REFLECTION / 5 mins

As you wrap up the Laughing Lions activity, in the seated or kneeling position, have students place hands on their Anchors in Easy pose. Tell students:

- *Notice what laughter feels like in your body. Does it feel light? Does it feel warm? What other feelings do you notice in the body?*

Ring the bell and instruct them to let their laughter transition to silence as the sound of the bell shifts to silence.

Guide students through the following silent reflection as they continue to sit with hands on their Anchors. Give some time for students to reflect on each question silently. Optionally, have them write down their reflections in their journals afterward.

- *Focus your attention inward on your body.*
- *What does your body feel like after all the laughing we've done today?*
- *What types of thoughts or images are running through your mind?*
- *What emotion word describes how you feel right now?*

Invite students to lie down for Rest.

If students need help settling down after all the laughing, lead a few Letting-Go Breaths. Encourage students to focus on their breath if the mind is restless and wandering.

Allow one to two minutes of Rest.

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

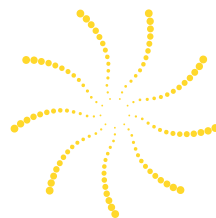
TAKE-HOME PRACTICE

- *Spend some time at home practicing one of the Best Self Strategies you've chosen for responding to stress. Notice how you feel before and after.*



Lesson 6

READY, SET, GOAL



Goal Statement

Students will explore how they can use goal-setting to learn and grow and will partner with a classmate to both create and work toward a specific goal.

Essential Question

How can goal setting help me to feel like my best self?

“I Can” Statement

I can state and explain one personal goal.

Key Learning Objectives

Students will know...

- Setting and working toward goals can help them learn and grow.
- Learning and growing healthy habits can help them to feel like their best selves.

Students will be able to...

- Set personal goals.
- Create plans to work toward their goals.

Materials

- Several hoops or makeshift targets/goals (Can be an X on the wall or floor, or even real basketball goals, if a gym is available)
- Beanbags, balls, or other objects to shoot at/in the targets/goals
- Written goal statement (on board or chart paper)
- Goals for Growth worksheet
- Pencils

Preparation/Setup

- Decide on student partners with respect to the goal coaching.
- Choose objects and goals and set up the space accordingly.
- Preload or hang a Goals for Growth worksheet.
- Print one copy per student of the Goals for Growth worksheet.
- Set out pencils.

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

Calming and Focusing

Check-In

Letting-Go Breath

Lion's Breath

Kind Mind (for Self)

Rest and Reflection

New Vocabulary

Goal

Habit

Strategy

Partner

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.

AIM HIGH / 12 mins

Point out the baskets/targets for students to shoot or throw a beanbag, paper wad, etc., into. (If you are in a gym, you can use basketballs and goals.) Then have students get into pairs.

Tell students that one person will set a goal for themselves and practice throwing the beanbag, paper wad, etc. The other will be the coach and keep count (and time if desired). Briefly have students share what coaches can do to support their partner.

Tell students to choose a goal for how many times they can hit their target within a set amount of time (e.g., five baskets in one minute or 20 baskets within three minutes). If they complete their goal within that time, they can set a new goal and continue practicing. Give students about three minutes each to practice and attempt to reach their goal(s).

To focus on the purposes of goal setting, debrief the activity by asking questions such as:

-
- ***Did anyone choose a goal that they were able to complete on the first try? Did you feel like you learned or grew your skill? If you had to choose a goal now, what would you choose? Why?***
 - ***Did anyone choose a goal that they were never able to complete? How did you and your partner spend your time? Did you feel like you improved? What do you think would help you reach your goal?*** [Answer: practice, focus, coaching, being kind to ourselves.]
 - ***What if you set a goal, you practiced every day, and you still felt like you were never going to reach that goal? How would that feel? Would it mean you failed? What could you do?*** **NOTE** Make sure to mention setting a more attainable goal or a series of smaller steps toward the goal to make it manageable.
 - ***How can cultivating a growth mindset be helpful in reaching a goal?***
-

SUMMARIZE FOR STUDENTS:

- *Setting and working toward a goal can help us learn and grow new skills.*
- *Identifying small steps can make a goal manageable.*
- *Regular practice helps us learn and grow toward a goal.*

GOALS FOR GROWTH / 10 mins

Remind students that they have been learning and practicing lots of strategies for being their best selves. Introduce the idea of setting personal goals as another Best Self Strategy and explain that setting and working toward a goal can be a really powerful strategy to help them learn new things or grow their skills.

Explain to students that they are going to set a personal goal to build a healthy habit with one of the Best Self Strategies they've identified during this unit. Suggest using one of the three they chose in the last lesson, but allow them to choose something different if desired. Students can work with a partner and check in with each other on how they are progressing. Project the following goal statements and go over the examples as necessary. Let students know it is okay to modify the statements some.

- *The Best Self Strategy I would like to grow into a healthy habit is _____.*
- *My goal is to practice this strategy _____ times per week.*
- *What I will do: _____.*
- *Where I will do it: _____.*
- *When I will do it: _____.*
- *My partner can help me by _____.*

Examples

- *The Best Self Strategy I would like to grow into a healthy habit is exercising. My goal is to do this three times per week. I will run around at school during recess. My partner can help me by running with me during recess.*
- *The Best Self Strategy I would like to grow into a healthy habit is breathing to feel calm. My goal is to do this five times per week. I will do 10 Letting-Go Breaths or 10 Cooling Breaths at home before bedtime. My partner can help me by asking me if I did my breathing when they see me in the morning.*

- *The Best Self Strategy I would like to grow into a healthy habit is asking for help with my stress. My goal is to do this three times per week. I will talk with my mom at home before dinner about what I need to get done and why things feel stressful to me. My partner can help me by reminding me on the bus.*

After going over the goal statements and examples, give students Goals for Growth worksheet and have them discuss and write goal statements with their partners. Consider having a few students share their goals with the class. (Collect students' goal statements so they can be used in the next class session.)

SUMMARIZE FOR STUDENTS:

- *Setting and working toward a goal can help us learn and grow healthy habits.*
- *Learning and growing healthy habits can help us to feel like our best selves.*



MINDFUL MOVEMENT / 18 mins

Guide students to sit in Easy pose and reflect silently for a moment on the qualities of a good coach:

- ***How will you treat yourself when you coach yourself toward your goal?***
- ***How will you treat your partner when you support them?***
- ***What role does compassion play in coaching yourself or someone else toward a goal?***

Offer students an opportunity to share their reflections and/or write them down in their journals. Tell them that during Mindful Movement they will be challenged to hold the poses a bit longer, and they can practice coaching themselves with care and compassion as they do so.

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

Invite students to stand in Mountain pose and check in with how their bodies are feeling in the present moment. Have them notice if any feelings (e.g., excitement, nervousness) arose from their goal-setting activity or from the thought of holding poses for a longer period of time.

Tell students:

- *Notice whatever feelings or thoughts come up, reminding yourself that it is okay to feel this way no matter what emotion you are experiencing.*

Letting-Go Breath (UNIT 3, LESSON 5)

Guide students in practicing the breath three times. Tell them:

- *Practice letting go of any worries, stress, or judgment about yourself as you breathe out.*

Fresh Start Sequence (UNIT 1, LESSON 3)

As you guide students through this sequence, have them hold each pose for a few or more breaths.

Let students know that especially during Dog pose, they should practice listening to their body and come down to their knees or Child's pose to rest if they need to. Remind them that every day is different and it is okay to be gentle with themselves.

Pointing Dog (UNIT 3, LESSON 5)

Hold the pose longer on each side to make it more of a challenge for the students. Remind students to notice how they feel while doing this pose.

Remind students that in the last class they added "Have a sense of humor" to their Balance Coaching Tips. Ask students to share what they think this means, cultivating the understanding that they need to bring gentleness and kindness to the pose.

Tell students:

- *If we are wobbly and falling out of the pose, having a sense of humor about it reminds us that this is okay. We don't need to be harsh or critical of ourselves or push too hard. We can always try again, with self-compassion and a smile.*

Let's Reflect!

After completing the practice of this pose, ask students to explore how the “Have a sense of humor” Balance Coaching Tip can apply to self-coaching while working toward other goals, not just balancing their bodies. Continue discussing by asking if/how each of the other Balance Coaching Tips could be rephrased or applied to self-coaching in other situations.

Superhero Sequence (UNIT 3, LESSON 5)

Guide students through the sequence, holding each pose for longer than usual.

Boat (UNIT 3, LESSON 5)

Guide students through this pose.

> **OPTIONAL:** Suggest students silently set a goal for themselves in this pose. For example:

1. Straighten one leg up.
2. Straighten both legs up for three seconds.
3. Hold the pose with bent legs up for three to five breaths.
4. Keep the heart lifted.

Let them know that this goal is for themselves only; there is no need to share it with anyone else. Allow students to practice the pose. Invite them to silently coach themselves through the pose. Remind them to breathe!

When students have finished, have them take a few breaths and tell them:

- *Notice how you feel about how you did in this pose. Whether you accomplished your goal or not doesn't matter—what matters is that you did the practice and you put in the effort!*

Lion's Breath (UNIT 3, LESSON 5)

Guide students through this practice and ask if they're able to release any remaining tension, worry, or stress through the Lion's Breath.

TEACHING TIP



Model setting an unattainable goal and show students how you can use humor and kindness with yourself as a way to respond to your inability to achieve the goal and to help yourself be resilient. Remind them to stay light-hearted and kind to themselves, set a more realistic goal, and give it a go!



REST AND REFLECTION / 5 mins

Kind Mind (for Self)

Introduce students to the Kind Mind practice:

- *Have you ever had a goal that you didn't quite reach? We can be pretty hard on ourselves sometimes, so it's important to remember to be kind to ourselves while we are working toward a goal just like we would be kind to a friend. Let's try a kind mind practice today to train our minds to be kind to ourselves. Remember that an important part of being our best selves is showing care and compassion to ourselves.*

Guide students to find a comfortable position for Rest, seated or lying down. Begin by having students take a few calming breaths. Use the following script as reference:

- *Imagine a time when someone was very kind to you.*
- *Call to mind what it felt like to receive that kindness. Take a few breaths and focus on that feeling of receiving care and kindness.*
- *Now imagine a time when you showed care and kindness to someone who needed it.*
- *Remember what it feels like to experience caring and kindness for someone in need.*
- *Now we will practice giving ourselves caring and kindness. I will say a kind thought, and then you repeat it out loud once, and then repeat it again silently in your mind several times.*

Between offering each thought, have students take a few deep breaths and feel the kind thought sinking in. Have them repeat the phrases silently to themselves:

May I be healthy and strong.

I hope I experience joy and have fun.

I hope I feel peace of mind.

May I feel relief from stress.

May I show myself kindness today.

Allow one to two minutes of Rest.

Reflection

Ask students how it feels to offer kind thoughts to themselves, even silently. Ask if this could be useful when they feel stressed. Allow students to share and/or record their thoughts in their journals if desired.

NOTE *If some students felt awkward or found the practice difficult, remind them that it is okay to feel that way. Explain that unfortunately they might be so in the habit of saying harsh or critical things to themselves that being kind to themselves feels like a challenge but that they may become more comfortable with practice.*

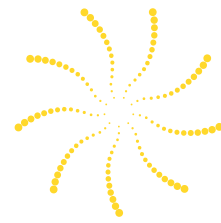
TAKE-HOME PRACTICE

- *GET GOALING! Share your goal with a family member and take a first step toward reaching your goal.*



Lesson 7

THE POWER YOU HOLD



Goal Statement

Students will review the ways they have the power to be their best selves. They will work with a partner to create a plan to make progress toward their healthy habit goal.

Essential Question

How can I be my best self?

“I Can” Statement

I can make a plan to progress toward my healthy habit goal.

Key Learning Objectives

Students will know...

- They have the power to pause when distractions, emotions, or stress make it difficult to feel like their best self.
- They can pause to savor positive experiences.
- They have the power to build healthy habits.
- They have the power to show themselves kindness and compassion.

Students will be able to...

- Create a plan for making progress toward a goal.
- Practice savoring a positive experience.

Materials

- Written goal statements from students
- Goals for Growth worksheet
- Pencils
- Balance Coaching Tips poster

Preparation/Setup

- Hang the Balance Coaching Tips poster.
- Print 1 copy of the Goals for Growth worksheet per student.
- Set out pencils.

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

Calming and Focusing
Pausing for the Positive
Check-In
Breath of Joy
Kind Mind (for Self)
Rest and Reflection

New Vocabulary

Tracking

CALMING AND FOCUSING / 2 mins

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

THE POWER TO BUILD HEALTHY HABITS / 10 mins

Tell students:

- *In our last unit, we spent time getting to know ourselves better, and in this unit, we've spent a lot of time focusing on the skills we can grow to be our best selves. When you know yourself and you practice learning and growing your skills, you have the power to be your best self. You have the power to build healthy habits. You have the power to pause. You have the power to show kindness and compassion. Today, as we wrap up this unit, we're going to focus on the power you have.*

Invite students to reflect and contribute their ideas about other powers they hold. Record and display a list for the class of the powers they hold, referencing and adding to it in future discussions.

- *You have the power to grow healthy habits. Setting and working toward a goal is one way you can do that. Today we will return to the goals you set in the last class.*

Have students pair with their goal partners (from Lesson 6) and bring their Goals for Growth worksheets with them. Provide them with Goals for Growth worksheet. Ask students to do a Q&A with their partners to help determine what they will do today and tomorrow toward meeting their goals. (Circulate to see if there are any questions about the tracking sheet.)

-
- **When will you find time to _____ today? Tomorrow?**
 - **What will you do if you get off track?**
 - **How can you continue working toward this goal after today and tomorrow?**
 - **What are some roadblocks that might get in your way? How will you deal with those when they show up?**
-

Debrief with students, inviting several students to share their plans. Ask questions such as:



TEACHING TIP

Be sure to continue monitoring students' progress by having them check in during classes over the next several weeks. Creating a way to record and display individual and/or class progress over time is recommended. This will help keep students excited about their goals, and it will communicate the importance of practice and perseverance.

- *What are some roadblocks that might get in your way and how will you deal with them?*
- *What if you get really off track with your goal? How can you respond like a good coach?* **NOTE** Emphasize treating themselves with kindness and encouragement rather than criticism and changing their goal to make it more attainable if necessary.

SUMMARIZE FOR STUDENTS:

- *Setting and working toward goals can help us learn and grow.*
- *When we get off track with a goal, we can return to it with kindness and compassion.*

THE POWER TO PAUSE / 15 mins

Review with students examples of times that are difficult to be their best selves, using examples from the unit. Create a list, making sure to include:

- When they are hard on themselves or have a fixed mindset (Lesson 1)
- When they are distracted (Lesson 2)
- When they experience intense emotions (Lesson 3)
- When they are experiencing a lot of stress (Lesson 4)
- Other examples generated by students (e.g., when they are not feeling well physically)

The Power to Pause

Guide students in understanding that during all of these times, they have the power to pause. Ask questions such as:

- *What does it mean that you have the power to pause?*
- *What happens when we don't pause?* [Answers: We don't notice what's happening/what we're doing; we act or speak without thinking; we get distracted from our purpose; our emotions or stress might escalate, etc.]
- *What can you do when you pause?* [Answer: Do a Check-In; notice how we are feeling; ask ourselves what we need; decide to use a Best Self Strategy, etc.]
- *What if you pause and you don't know what you need? Or you pause and use a strategy but you still feel stressed (or have an emotion hanging around after it's already given you its message)?* **NOTE** Emphasize that they also have the power to ask for help when they need it.

Invite several students to lead one of their favorite Best Self Strategies that they have learned in this class. Ask each to share how this strategy is helpful for them.

The Power to Pause for the Positive

Tell students:

- *Don't forget that you also have the power to pause when you DO feel like your best self.*
- *Do you remember a word from Unit 2 that means to take in or pay attention to pleasant experiences? [Answer: Savor]*
- *What are some positive experiences that you can pause to savor? [Generate a list with students of positive experiences to pause and savor such as when they learn something new; when they feel joy; when someone does something kind; when they are proud of themselves; when they achieve a goal.]*
- *Let's take a moment to practice pausing for the positive. Place your hands on your Anchors, and close your eyes if that is comfortable for you, or look down and rest your eyes on one spot.*
- *Bring to mind a time when you were successful—when you did well in a performance or a sport or when you mastered something you had been trying hard to learn or when you did something else that you were proud of. [Give students a few moments to bring a memory to mind.]*
- *Notice as much as you can as you remember this experience.*
- *Where are you? What can you see and hear?*
- *Now focus your attention on what it feels like in this memory. What emotions come up for you? Do you feel joy? Pride? Excitement?*
- *Breathe in and out and savor this positive memory. Imagine soaking in those positive feelings with each breath. [Give students a few moments to breathe and savor the memory.]*
- *Now bring to mind the goal you set for yourself in this class. Imagine yourself a little bit in the future, working toward your goal, and then achieving your goal. What will it look like when you achieve the goal you set? How does it feel? Do you feel any joy? Pride? Excitement? Do you feel stronger? Healthier? Breathe in and out and savor those positive feelings as you picture yourself experiencing this success. [Give students a few moments to breathe and savor the feelings.]*
- *Now release that image and just breathe. Check in with yourself. How did that practice feel for you? Open your eyes.*

Invite students to share about their experience of pausing for the positive. Remind them that they have the power to pause for a moment to savor a positive experience right in the moment it happens.

SUMMARIZE FOR STUDENTS:

- *We have the power to pause when distractions, emotions, or stress make it difficult to feel like our best selves.*
- *Pausing can help us respond mindfully to our thoughts and feelings.*
- *We can pause to savor positive experiences.*

**MINDFUL MOVEMENT / 15 mins**

Tell students:

- ***When we practice Mindful Movement, we are practicing our power to build healthy habits, our power to pause, and our power to show our minds and bodies kindness and compassion.***

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

Guide students to stand in Mountain pose and tell them:

- ***Let's use our power to pause for a moment and check in with ourselves. How is your body feeling today? How is your mind? What parts of you feel powerful today? What parts of you need some extra kindness or compassion?***

Mountain/Sunrise (UNIT 2, LESSON 1)

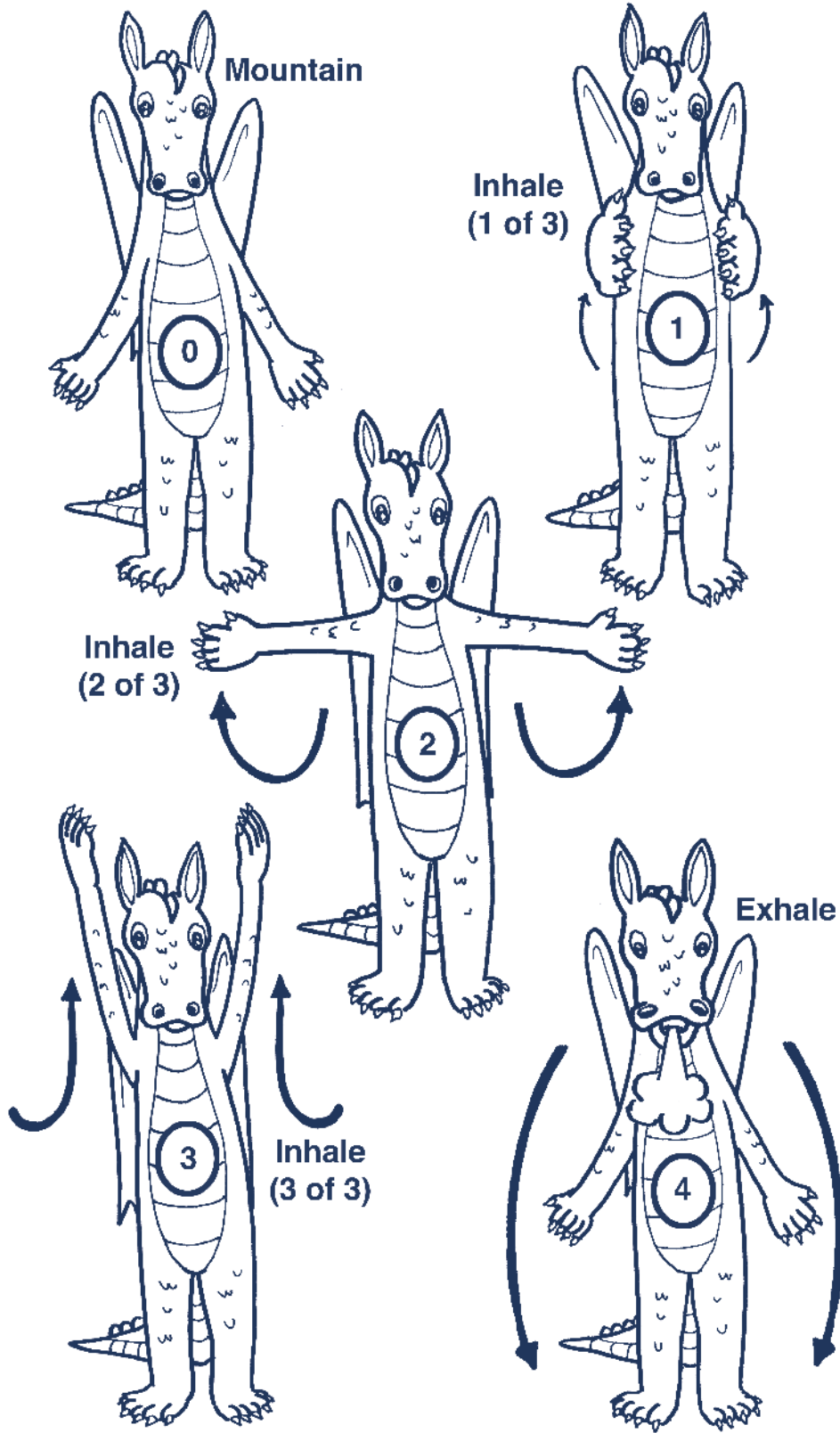
Guide students through this mini-sequence.

Breath of Joy

Tell students:

- ***We have learned a lot of breathing practices so far. Who can name a few? Many of those have been breathing practices to help us feel***

BREATH OF JOY



calm, focused, or relaxed, or to release strong emotions or stress. Today we are going to learn and practice a new one that can help us to feel more energized or even lift our moods.

- *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.*
- *Begin by standing comfortable with arms at your sides in Mountain pose.*
- *As you take a short breath in, extend your arms straight out in front of you so they're parallel to the floor.*
- *Without exhaling, take another short breath in as you swing your arms down in front of you and then out to your sides.*
- *Inhale for a third time as you swing your arms up over your head.*
- *Now breathe out as you bend at your hips into a standing forward fold.*
- *Gently return to Mountain pose. Check in with your body to see if you notice any changes.*

Repeat this exercise several times if desired. Then tell students:

- *Place your hands on your Anchors and check in. Notice how this breathing practice feels in your body and mind. Has it increased your heart rate, helped you wake up a little, or maybe even brought a smile to your face?*

Invite students to share answers to questions such as:

-
- *How did the practice feel for your mind and body?*
 - *Can you think of any situations where this strategy could help you feel more like your best self?*
-

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 they have completed three to five full sequences.

Creative Balance

Stay in the circle arrangement, if possible.

Ask students to name the Balance Coaching Tips for review.

Start a round of the Fresh Start Sequence, asking students to lead the pose one at a time, going around the circle or up and down rows. Give students the challenge to transform any of the poses they can into balancing poses. For example, they might lead Mountain on one foot or on tiptoe.

After going through a couple of rounds of the Fresh Start Sequence, give students the freedom to lead any pose they want to, keeping the challenge to turn the poses into balance poses.



REST AND REFLECTION / 8 mins

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

The Power to Show Yourself Kindness and Compassion

Tell students:

- *Remember that the most important part of being your best self is showing care and compassion to yourself and others. You have the power to be kind to yourself. You have the power to show yourself care and compassion. Only you have the power to teach the voice inside your own mind to be kind and caring. You can notice when that voice is being unkind or critical and you can practice teaching that voice to be kind and compassionate. Let's end this unit with a Kind Mind practice to show ourselves care and compassion.*

Kind Mind (for Self) (UNIT 3, LESSON 6)

Guide students through the Kind Mind (for Self) practice from Lesson 6. Then allow one to two minutes of Rest.

Invite students to share what they've learned in this unit as a group or in their journals.

- *What skills are you growing? How do you have the power to be your best self?*

TAKE-HOME PRACTICE

- *Keep Goaling: Keep working toward your goal! Track your progress. If you get off track, be kind to yourself.*

Lesson Extensions

Wellness Coach

Lessons 1–2

Invite students to imagine their new job is to be a younger student’s wellness coach. Lead a group discussion or journaling activity, reflecting on what it might look like to be a wellness coach. Use questions such as the following to guide their thinking:

- *Think of the skills you’ve been learning in this class. What skill would you share with a younger student to help them be happy and healthy?*
- *How would you encourage them to practice? Be specific about what the practice would look like, where it would happen, and how often.*
- *How would you make it fun to grow this new skill?*
- *How would you encourage them to practice and to have a growth mindset?*

Emotional Escalator Art

Lesson 3

Provide drawing materials. Guide students to think of one difficult emotion that someone their age might face, e.g., feeling anxious, worried, angry, disappointed, or frustrated. Tell students they will create an infographic that might help kids their age know some helpful strategies to use when they feel a difficult emotion.

First, they will draw a simple outline of an escalator or stairs. (Invite creativity if learners have other ideas about how they would like to depict their infographic.) At the top, they will draw a person or face to represent a difficult emotion, and at the bottom they will draw the person or face feeling more calm or relaxed. They can also add an in-between face at the middle of the escalator if they choose. Along the steps of the escalator, they will add a few strategies they think might help the person respond to the difficult emotion in order to feel more calm or relaxed.

Invite students to share and have others contribute their own ideas for strategies that might be helpful. Be sure to remind students that it is okay to feel difficult emotions, and that no emotions are bad or wrong. If not mentioned, suggest strategies like asking for help or talking to a trusted adult.

Tuning Tension

Lesson 4

Explore the concepts of tension and stress by investigating tension in one or more musical instruments. Use one or more instruments or accessories that depend on tension for pitch and playing, such as a guitar or other stringed instrument, a violin bow, or a drum head. Demonstrate the role of tension in the musical instruments. For example, tune one of the guitar strings while plucking it, play the violin before and after tightening the bow, or tap the drum before or after pulling the drumhead tighter. Then, ask students to reflect on what is happening in the tuning/tightening process. If no one names it, introduce the concept of increasing tension. Discuss how tension affects the instruments, and what the effects are of too little, enough, and too much tension. Help students make a connection between tension and stress, and discuss what the effects of varying levels of tension/stress are in people.

Best Self Science

Lesson 5

Lead students in researching the science of the Best Self Strategies you’ve discussed in class. Encourage learners to use the resources available to them in the library to identify whether there is evidence for benefits of strategies like deep breathing, exercise, rest, walking in nature, spending time with friends and family, relaxation, laughter, etc.

Involve student choice in determining how you would like them to share the information they find.

Scaffold this process according to the readiness of your learners. For example, consider their readiness to find information independently vs. providing resources that you have selected.

Consider involving your library specialist as a resource.

Kind Mind Messages

Lesson 6

After students have been introduced to the Kind Mind practice, lead a brainstorm about kind words to say to yourself. If this is difficult, have students imagine kind words they might share with a friend if that person was struggling with a difficult experience. As you guide the discussion, make sure to include some phrases that reflect intentions of health, wellbeing, peace, happiness, strength, growth, etc. Phrase these messages in the first person, as intentions or hopes (e.g., I hope I grow a little everyday; May I have moments of peace and calm; I will not forget how strong I am!). Provide materials for students to record and display the kind words generated by the class on a poster or in some other creative way. Consider including some of these student-generated phrases in future Kind Mind practices.

Powerful Reminders

Lesson 7

Lead students in creating Powerful Reminder Cards. Provide index cards or strips of card stock the size of bookmarks. Guide students to think of specific ways they can practice the powers they discussed in Lesson 7: 1) the power to be your best self, 2) the power to build healthy habits, 3) the power to pause, and 4) the power to show kindness and compassion to themselves and others. Provide examples to support understanding. Then have students record one way they would like to use to remember to practice each of these four powers on their reminder card. Invite learners to share ideas of where they might keep this Powerful Reminder Card so that they will see it frequently.

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 4



SOCIAL AWARENESS

PART 1: EMPATHY AND PERSPECTIVE TAKING

Prior Knowledge

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

Overview

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

Enduring Understandings

Students will understand:

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

Essential Questions

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

Lesson Summaries and Materials*

Lesson 1 pages 210–223

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

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

Lesson 2 pages 224–231

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

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

Lesson 3 pages 232–241

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

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

Lesson 4
pages 242–249

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

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

Lesson 5
pages 250–259

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

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

Lesson 6
pages 260–265

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

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

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

New Mindful Movements

Poses

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

Sequences

Twist Sequence
All Sides of the Story

Mindful Moments

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

Differentiation*

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

Performance Assessment

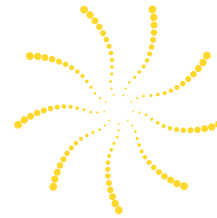
Students will be able to:

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



Lesson 1

A BUG'S EYE VIEW



Goal Statement

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

Essential Question

What is a point of view?

“I Can” Statement

I can identify an example of differing points of view.

Key Learning Objectives

Students will know...

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

Students will be able to...

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

Materials

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

Preparation/Setup

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

New Vocabulary

Perspective
Point of view

New Mindful Movements

Poses

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

Sequences

Twist Sequence

Mindful Moments

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

CALMING AND FOCUSING / 2 mins

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

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



MINDFUL MOVEMENT / 10 mins

Tell students:

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

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

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

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

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

Cat/Cow (UNIT 1, LESSON 1)

Guide students through this mini-sequence.

Dog (UNIT 1, LESSON 1)

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

Sunset (UNIT 1, LESSON 1)

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

Tell students:

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

Mountain (UNIT 1, LESSON 1)

From Sunset, guide students back to Mountain pose.

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

Guide students through the sequence.

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

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

SUMMARIZE FOR STUDENTS:

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

**BUG'S EYE VIEW** / 8 mins

Divide the class into two groups.

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

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

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

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

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

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

SUMMARIZE FOR STUDENTS:

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



TEACHING TIP



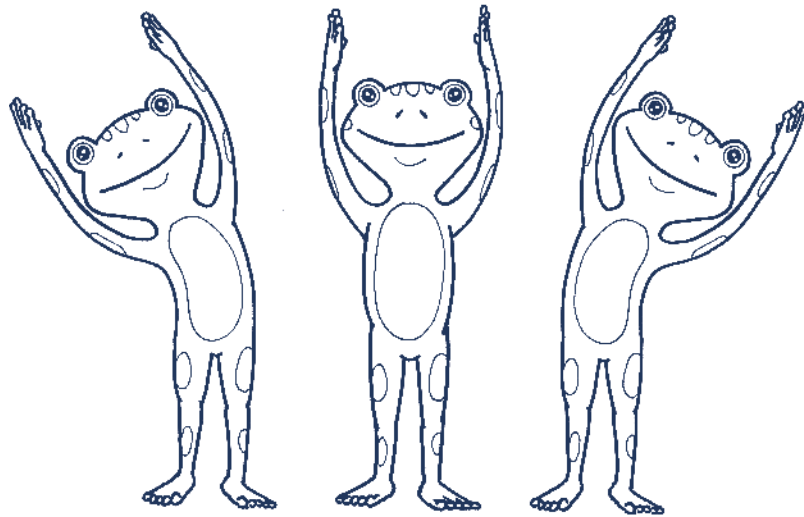
Do not take time to have students move. Simply draw a line down the middle of the class so the students on the left take one perspective and the students on the right take another perspective.

MINDFUL MOVEMENT / 20 mins**Twist Sequence** new

Tell students:

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

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

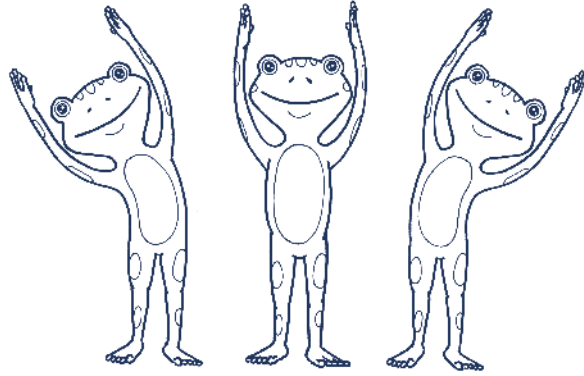
SWAYING PALM**Swaying Palm** new

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

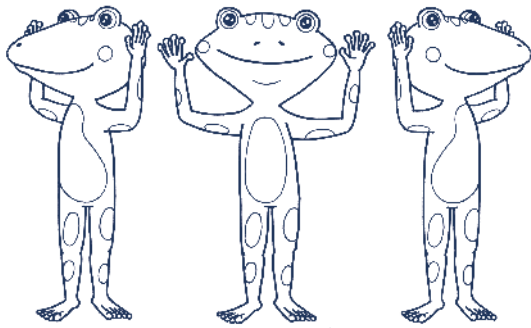
TWIST SEQUENCE



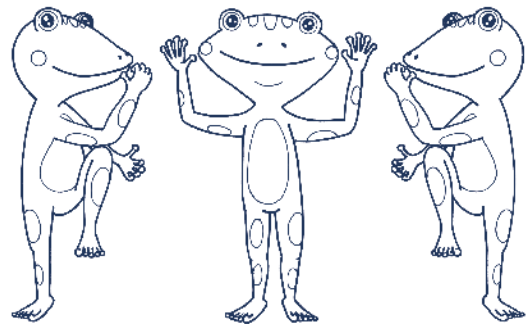
Mountain



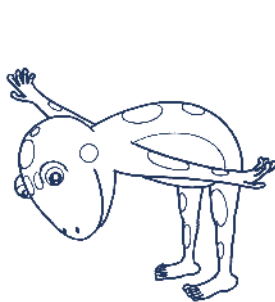
Swaying Palm



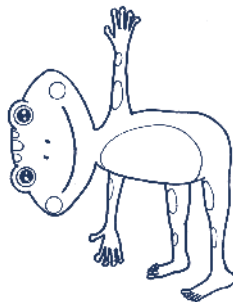
Trident Twist



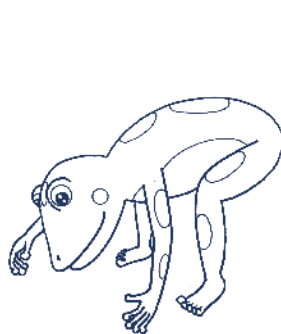
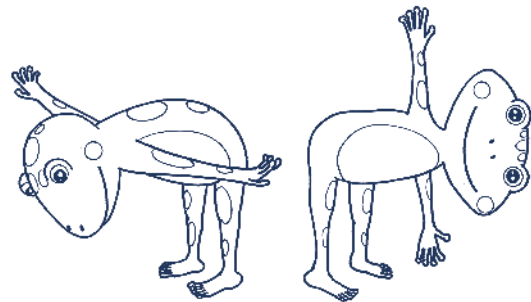
Elbow to Knee



Glider



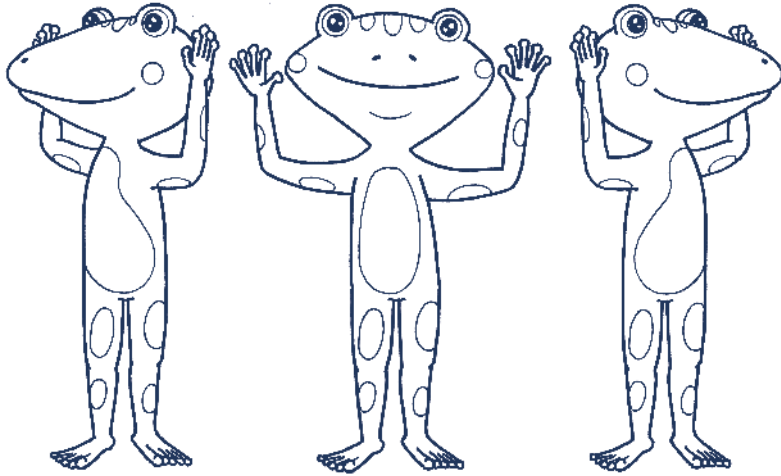
Glider Twist



Pick it Up



Mountain



Trident/Trident Twist new

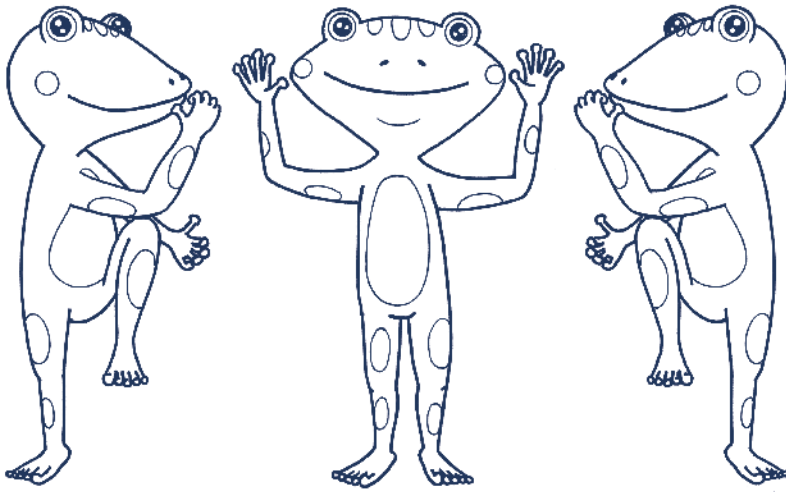
1. From Swaying Palm, drop arms down (or from Mountain, bring arms up) to a position where upper arms are parallel to the ground, elbows are bent 90 degrees, and forearms are vertical with palms facing each other.
2. Inhale: Grow tall in the spine. This is Trident.
3. Exhale: Gently twist the torso to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

Elbow-to-Knee new

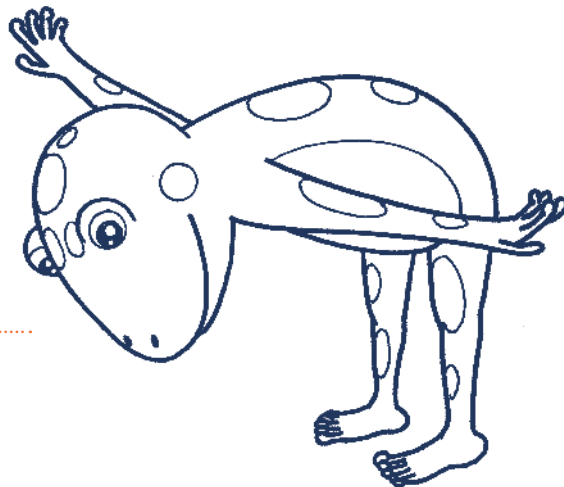
Demonstrate Elbow-to-Knee pose using the following cues for reference:

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

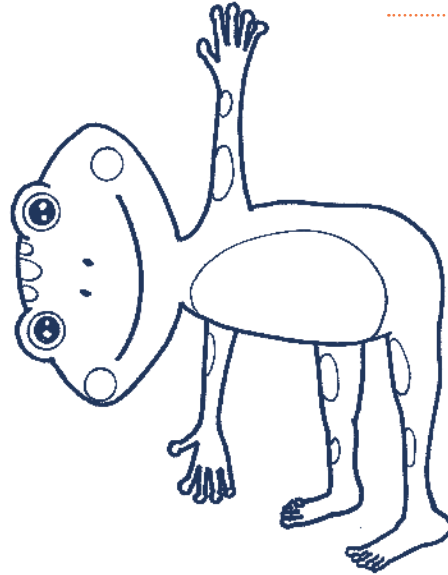
ELBOW-TO-KNEE

Glider new

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



GLIDER



Glider Twist new

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

Pick It Up new

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

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

PICK IT UP



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

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

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

TEACHING TIP



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

Favorite Pose Pair Share

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

SUMMARIZE FOR STUDENTS:

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



SEATED TWIST

Seated Twist new

Remind students:

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

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

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

4. **Inhale: Come back to center.**
5. **Repeat, alternating sides.**

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

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

Closing Sequence (UNIT 1, LESSON 1)

Guide students through the sequence.



REST AND REFLECTION / 5 mins

Invite students to transition to a comfortable position for Rest.

Mini-Body Scan

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

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

LESSON 1

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

Allow one to two minutes of Rest.

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

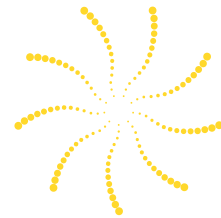
TAKE-HOME PRACTICE

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



Lesson 2

SELFIES



Goal Statement

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

Essential Question

Whose perspective is right?

“I Can” Statement

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

Key Learning Objectives

Students will know...

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

Students will be able to...

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

Materials

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

Preparation/Setup

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

New Vocabulary

Selfie
Agree
Disagree

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

Calming and Focusing
Mini-Body Scan
Rest and Reflection

CALMING AND FOCUSING / 2 mins

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

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

MY PERSPECTIVE, YOUR PERSPECTIVE / 8 mins

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

Suggested scenarios:

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

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

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

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

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

Ask students:

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

SUMMARIZE FOR STUDENTS:

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

MY SELFIES / 20 mins

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

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

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

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

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

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

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

TEACHING TIP

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

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

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

SUMMARIZE FOR STUDENTS:

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



MINDFUL MOVEMENT / 15 mins

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

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

Mountain (UNIT 1, LESSON 1)

Tell students:

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

Twist Sequence (UNIT 4, LESSON 1)

Guide students through the sequence:

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

Then ask students to close their eyes and think:

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

Fresh Start Sequence (UNIT 1, LESSON 3)

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

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

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

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

Detective Game

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

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

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

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

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

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

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

Let's Reflect!

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

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

SUMMARIZE FOR STUDENTS:

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

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

Seated Twist (UNIT 4, LESSON 1)

Guide students through the pose.

Closing Sequence (UNIT 1, LESSON 1)

Guide students through the sequence.



REST AND REFLECTION / 5 mins

Invite students to transition to a comfortable position for Rest.

Mini-Body Scan

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

Allow one to two minutes of Rest.

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

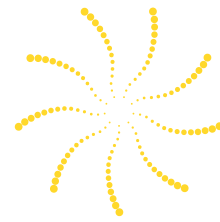
TAKE-HOME PRACTICE

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



Lesson 3

THE WHOLE FOOD



Goal Statement

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

Essential Question

Why is it important to see another's perspective?

“I Can” Statement

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

Key Learning Objectives

Students will know...

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

Students will be able to...

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

Materials

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

Preparation/Setup

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

New Mindful Movements

Poses

Three-Legged Dog
Side Plank

Sequences

None

Mindful Moments

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

New Vocabulary

Nutritional value
Vitamins

CALMING AND FOCUSING / 2 mins

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

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

PARTS OF THE WHOLE / 25 mins

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

TEACHING TIP



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

TEACHING TIP



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

SUMMARIZE FOR STUDENTS:

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

Mindful Eating

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

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

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



MINDFUL MOVEMENT / 18 mins

Tell students:

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

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

Guide students to check in with themselves in Mountain pose.

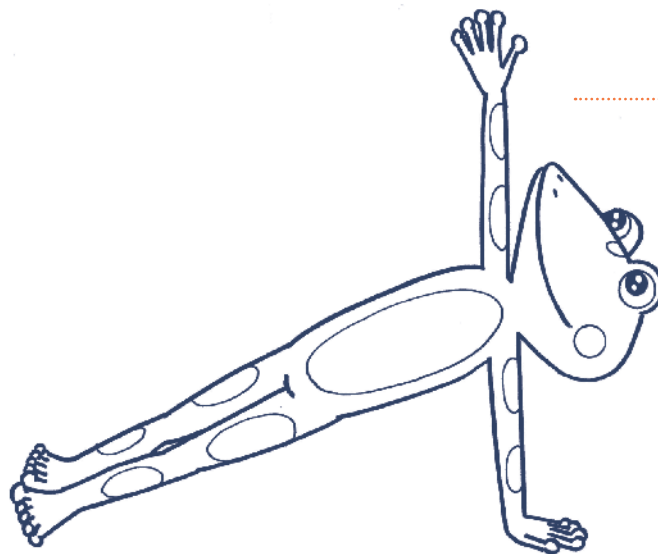
Fresh Start Sequence (WITH THREE-LEGGED DOG AND SIDE PLANK)

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

THREE-LEGGED DOG

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

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



SIDE PLANK

Side Plank (ADDED AFTER PLANK) new

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

Twist Sequence (UNIT 4, LESSON 1)

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

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

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

Detective Game (UNIT 4, LESSON 1)

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

Seated Twist (UNIT 4, LESSON 1)

Guide students through the pose.

Closing Sequence (UNIT 1, LESSON 1)

Guide students through the sequence.



REST AND REFLECTION / 5 mins

Guide students in transitioning to a comfortable position for Rest.

Gratitude and Appreciation

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

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

Picture that person in your mind.

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

[Give students a few moments to reflect.]

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

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

[Give students a few moments to reflect.]

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

Allow one to two minutes of Rest.

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

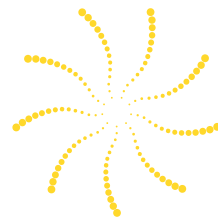
Invite students to share their reflections from the visualization with the group or in their journals.

TAKE-HOME PRACTICE

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

Lesson 4

YOUR SIDE OF THE STORY



Goal Statement

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

Essential Question

Why is it important to see another's perspective?

“I Can” Statement

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

Key Learning Objectives

Students will know...

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

Students will be able to...

- Identify examples of empathy in a story.

Materials

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

Preparation/Setup

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

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

Calming and Focusing

Check-In

Gratitude and Appreciation

Rest and Reflection

New Vocabulary

Empathy

Conflict

CALMING AND FOCUSING / 2 mins

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

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

HEY, LITTLE ANT / 8 mins

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

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

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

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

Then ask them:

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

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

TEACHING TIP

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


TEACHING TIP

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

SUMMARIZE FOR STUDENTS:

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

WHAT'S YOUR STORY? / 20 mins

Tell students:

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

Here's another example:

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

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

Here's another example:

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

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

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

Story Sharing

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

TEACHING TIP

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

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

Debrief with students:

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

TEACHING TIP

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

SUMMARIZE FOR STUDENTS:

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

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

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

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

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

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

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

Allow students to take turns demonstrating their movement (and if time allows, saying why they chose it). Ask the rest of the group to repeat the movement that was modeled. Let students know that if a particular movement does not seem right for their body, they can take a deep breath in Mountain pose instead of repeating.

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

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

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

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

Twist Sequence (UNIT 4, LESSON 1)

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

Seated Twist (UNIT 4, LESSON 1)

Guide students through the pose.

Closing Sequence (UNIT 1, LESSON 1)

Guide students through the sequence.



REST AND REFLECTION / 5 mins

Guide students in transitioning to a comfortable position for Rest.

Gratitude and Appreciation Practice

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

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

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

[Give students a few moments to reflect.]

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

[Give students a few moments to reflect.]

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

Allow one to two minutes of Rest.

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

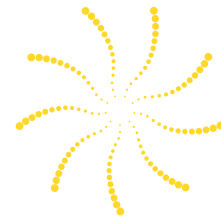
TAKE-HOME PRACTICE

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



Lesson 5

STORYTELLING



Goal Statement

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

Essential Question

Why is it important to see another’s perspective?

“I Can” Statement

I can describe multiple perspectives on the same situation.

Key Learning Objectives

Students will know...

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

Students will be able to...

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

Materials

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

Preparation/Setup

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

New Mindful Movements

Poses

None

Sequences

All Sides of the Story

Mindful Moments

Calming and Focusing

Check-in

Kind Mind (for Self and Others)

Rest and Reflection

New Vocabulary

Understanding

Compromise

Digital storytelling

Plot

CALMING AND FOCUSING / 2 mins

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

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

REVIEW / 3 mins

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

PLOT LINES / 25 mins

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

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

PLOT

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


TEACHING TIP

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


TEACHING TIP

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

- Perspective:**
 In the story the two girls talk about the situation. They find out the host's family is on a very tight budget so the pizza was a rare and special treat. They also learn that the guest's family is observing a religious tradition of not eating meat, but she didn't want to say anything because she was afraid they wouldn't understand or they would think she was complaining.
- Understanding:**
Will the friends be able to understand each other? Will their problem be solved? Is there a way they can use compassion?

PLOT

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

- Perspective:**
 Bike riding is out for one friend because he once broke his arm riding and has been afraid ever since. Another friend really wants them to hang out at his house instead of going anywhere, because he has a new puppy he cares about and doesn't want to leave it. The third friend is terrible at video games and feels embarrassed about it.
- Understanding:**
 Brainstorm with students how the story will resolve.
How will the three friends ever understand each other? What will happen next?

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

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

SUMMARIZE FOR STUDENTS:

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



MINDFUL MOVEMENT / 15 mins

Ask students:

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

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

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

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

Guide students to check in with themselves in Mountain pose.

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

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

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

Guide students through the sequence.

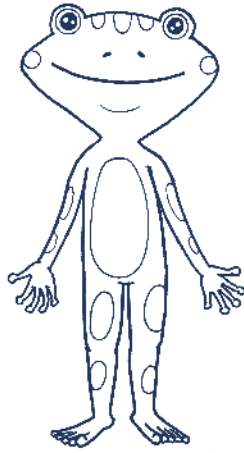
All Sides of the Story new

Tell students:

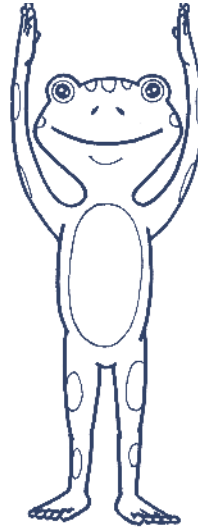
- *If you want to understand someone else's perspective, you have to try to see, feel, and understand their side of the story. We're going to do a sequence called All Sides of the Story—reminding our brain and body to take a moment to try to see another's side of the story. Follow my movements as I lead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

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

Mountain



Sunrise



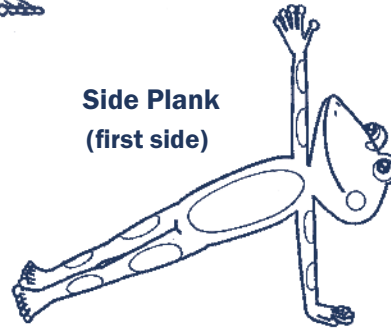
Sunset



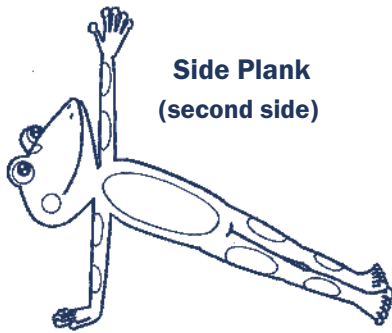
Plank



Side Plank
(first side)



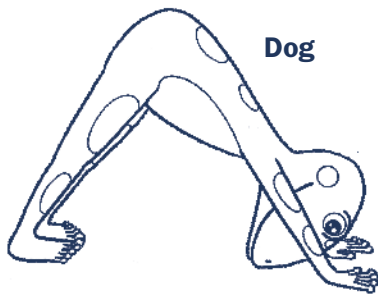
Side Plank
(second side)



Cobra



Dog



Hands and Knees



Child's Pose



Mountain/Sunrise (UNIT 2, LESSON 1)

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

Sunset (UNIT 1, LESSON 1)

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

Plank (UNIT 1, LESSON 1)

Use this as a transition pose to Side Plank.

Side Plank (UNIT 4, LESSON 3)

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

Complete both sides before moving forward.

Cobra (UNIT 1, LESSON 1)

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

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

Dog (UNIT 1, LESSON 1)

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

Hands and Knees (UNIT 1, LESSON 1)

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

Child's Pose (UNIT 1, LESSON 1)

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

Invite them to check in with their unique perspective.

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

Give students a moment to silently reflect.

[OPTIONAL] Let's Reflect!

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

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

Seated Twist (UNIT 4, LESSON 1)

Guide students through the pose.

Closing Sequence (UNIT 1, LESSON 1)

Guide students through the sequence.



REST AND REFLECTION / 5 mins

Guide students in transitioning to a comfortable position for Rest.

Kind Mind (for Self and Others)

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

May I feel heard and understood.

May I feel seen and valued.

May I feel peace and compassion.

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

May you feel heard and understood.

May you feel seen and valued.

May you feel peace and compassion.

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

Allow one to two minutes of Rest.

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

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

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

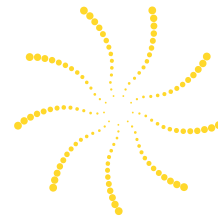
TAKE-HOME PRACTICE

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



Lesson 6

AUTHOR, AUTHOR



Goal Statement

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

Essential Question

Why is it important to see another's perspective?

“I Can” Statement

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

Key Learning Objectives

Students will know...

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

Students will be able to...

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

Materials

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

Preparation/Setup

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

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

Calming and Focusing

Check-In

Kind Mind (for Others)

Rest and Reflection

New Vocabulary

None

CALMING AND FOCUSING / 2 mins

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

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

THE END / 25 mins

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

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

Set aside about 15 minutes to present the stories.

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

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

SUMMARIZE FOR STUDENTS:

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

TEACHING TIP



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

TEACHING TIP



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



MINDFUL MOVEMENT / 15 mins

Share Your Moves (UNIT 4, LESSON 4)

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

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

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

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

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

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

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

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

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

Guide students to check in with themselves in Mountain pose.

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

Lead students through the Fresh Start Sequence several times and include

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

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

Guide students through the sequence.

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

Before leading students through this sequence, tell them:

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

Seated Twist (UNIT 4, LESSON 1)

Guide students through the pose.

Closing Sequence (UNIT 1, LESSON 1)

Guide students through the sequence.



REST AND REFLECTION / 8 mins

Guide students in transitioning to a comfortable position for Rest.

Kind Mind (for Others)

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

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

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

May everyone feel heard and understood.

May everyone feel seen and valued.

May everyone feel peace and compassion.

Wonderful.

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

Allow one to two minutes of Rest.

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

TAKE-HOME PRACTICE

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

Lesson Extensions

Body Chalk Board

Lessons 1–2

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

The Detective Game

Lessons 3–4

Play additional rounds of the Detective Game from Lesson 3.

Teach Me

Any lesson

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

Interview

Lessons 4–6

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

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

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

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

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

Gratitude and Appreciation Notes

Lessons 3–6

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

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, empathy, compassion, conflict, and the concept of best self.

Overview

In this unit, students learn key skills for healthy friendships to help them be their best selves with peers. Students learn and practice how to grow healthy friendships and respond to conflicts with friends. Students also begin to explore their relationship with food.

Enduring Understandings

Students will understand:

- Healthy friendships are important to their well-being.
- A healthy friendship is one where both friends feel like they can be their best selves together.
- They can grow their friendship skills with practice.
- Conflict is a normal part of relationships.
- Their words and actions can escalate or de-escalate conflict.
- They have a relationship with food.
- As they grow, friendships change and sometimes end.

Essential Questions

- What is a healthy friendship?
- How do I grow healthy friendships?
- How can I respond to conflict in healthy ways?

Lesson Summaries and Materials*

Lesson 1 pages 272–286

Lesson 1—Developing Healthy Friendships: Students compare characteristics of healthy and unhealthy friendships and identify skills that are important for friendship.

- Sticky notes
- Pencils or markers
- Whiteboard, display screen, or chart paper
- Printed pictures of healthy and unhealthy friendship behaviors

Lesson 2 pages 287–295

Lesson 2—Growing Good Listening: Students learn that listening is an important friendship skill and explore ways to practice good listening. They engage in a Mindful Listening activity and a small group communication exercise to practice their listening skills with peers.

- Chart paper or whiteboard
- Communication activity role cards (enough for groups of 4)
 - **Speak:** Put your ideas into words. Tell your story.
 - **Listen and check in:** Empathize.
 - **Listen and check in:** Summarize.
 - **Listen and check in:** Ask a follow-up question.
- List of topics for communication activity (either one list for everyone to see, or enough copies for each group)
 - Disappointment
 - Last summer break
 - Best places in this city
 - Celebrating with my family
 - A change our school needs
 - The most important subject in school
 - Humans and the environment
 - How to really be a friend
 - My strengths and challenges

Lesson 3 pages 296–303

Lesson 3—Communicating Care: Students continue practicing communication for growing healthy friendships, focusing on communicating care through appreciations and compliments.

- Interactive whiteboard or chart paper
- Written appreciations or compliments for each student on cards or small pieces of paper
- Handheld mirrors (if available)
- Large pieces of paper (1 per student)
- Tape or clipboards if desired
- Markers or pencils
- Printed basic instructions for Partner Sunrise, Partner Diamond, Partner Tree (enough for each group of 3 students to have a set)

Lesson 4 pages 304–314

Lesson 4—Escalating and De-Escalating: Students do a physical activity and play a game to understand the meaning of escalation and de-escalation. They discuss ways to de-escalate in a conflict situation.

- Interactive whiteboard or projector
- Pictures of escalation and de-escalation strategies to project
- Pictures of escalators to project
- Escalation/de-escalation continuum page for small groups
- Two different colored beanbags for each small group
- Scenario cards (1 set per group)
- Answer sheet (1 per group)
- [Optional] Chart paper

Lesson 5 pages 315–322

Lesson 5—Communicating About a Problem: Students explore different perspectives about potential problems to understand how friends can think and feel differently about the same situation. They practice ways of communicating about a problem with a friend and listening to their friend’s perspective.

- Problem marker pages for teams
- Scenario cards

Lesson 6 pages 323–331

Lesson 6—4-Step Process to Resolve Conflict with Friends: Students work together to discover a 4-step process to respond to conflict with friends. They identify multiple strategies to resolve conflict.

- 20 different colored cards (4 different colors, 5 of each color or more depending on class size and number of small groups)
- Mixed-up list of the 4 conflict resolution process steps to show
- Correctly ordered list of the 4 conflict resolution process steps to show

Lesson 7 pages 332–343

Lesson 7—Food with Friends: Students apply their understanding about friendship skills to analyze a story about food and conflict between friends. They also begin to explore their relationships with food and use Mindful Eating to try a snack.

- Interactive whiteboard or projector
- *The Sandwich Swap* by Queen Rania of Jordan Al Abdullah and Kelly DiPucchio
- Friendship Skills Application Activity Guide
- Paper and writing materials
- Several sheets of chart paper and sticky notes if conducting a gallery walk during Friendship Skills Application Activity
- Paper plates
- Crackers
- 2-3 cracker spreads that are appropriate for the students in your population, including something unfamiliar to most students (vegemite/marmite, apple or pumpkin butter, orange or lemon marmalade, guacamole, olive tapenade, benedictine, etc.)

Lesson 8 pages 344–349

Lesson 8—Our Best Together: Students continue their application of friendship skills by completing the activity they began in Lesson 7. They also consider how friends can be their best selves together.

- Interactive whiteboard or projector
- *The Sandwich Swap* by Queen Rania of Jordan Al Abdullah and Kelly DiPucchio
- Friendship Skills Application Activity Guide
- Chart paper or other artifacts from Lesson 7 for students to continue their work

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

New Mindful Movements

Poses

Half Diamond
Partner Seated Sunrise
Partner Diamond
Partner Tree
Partner Pointing Dog
Partner Boat
Partner Earth and Seedling
Partner Seated Twist
Partner Surfer Twist
Partner Diamond Twist

Sequences

None

Mindful Moments

Calming and Focusing
Mindful Listening
Kind Mind (for Self)
Visualizing Support and Safety
Kind Mind (for Others)
Visualizing Friendship
Mindful Listening (with a partner)
Check-In
Letting-Go Breath
Take 5 Breath
Gratitude and Appreciation
Mindful Eating
Visualizing Supportive Friends
Rest and Reflection

*Differentiation**

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

Performance Assessment

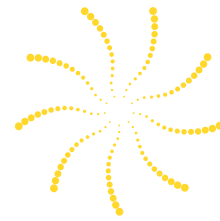
Students will be able to:

- Identify and describe skills important to healthy friendships (Lesson 1).
- Practice safety and support during partner poses (Lesson 1).
- Practice skills for good listening, including focused attention, body language, eye contact, empathizing, summarizing, asking questions, and checking in for understanding (Lesson 2).
- Practice forming and sharing compliments and appreciations (Lesson 3).
- Practice various communication skills during Mindful Movement (Lesson 3).
- Identify several strategies to de-escalate a conflict (Lesson 4).
- Practice communicating their perspective about a problem using I statements (Lesson 5).
- Practice curiosity and listening to understand their friend's perspective about a problem (Lesson 5).
- Explain a 4-step process to respond to conflict with friends (Lesson 6).
- Identify several specific conflict resolution strategies (Lesson 6).
- Identify friendship skills from this unit (Lesson 7).
- Apply friendship skills to explore how to resolve a conflict and strengthen a friendship (Lesson 7–8).



Lesson 1

DEVELOPING HEALTHY FRIENDSHIPS



Goal Statement

Students will compare characteristics of healthy and unhealthy friendships and identify skills that are important for friendship

Essential Question

What is a healthy friendship?

“I Can” Statement

I can name at least two skills that are important for healthy friendships.

Key Learning Objectives

Students will know...

- Friendships may be healthy or unhealthy.
- They can grow their friendship skills with practice.
- In order for friendships to be healthy, both friends need to practice friendship skills.

Students will be able to...

- Identify and describe skills important to healthy friendships.
- Practice safety and support during partner poses.

Materials

- Sticky notes
- Pencils or markers
- Interactive whiteboard or chart paper
- Printed pictures of healthy and unhealthy friendship behaviors

Preparation/Setup

- Write “A friend is someone who _____” at the front of the classroom before students arrive.
- Set out sticky notes and writing utensils so you are prepared to greet students at the door when they arrive.
- Print the pictures representing healthy and unhealthy friendship behaviors. Hang them on opposite sides of the room.

New Mindful Movements

Poses

Half Diamond
Partner Seated Sunrise
Partner Diamond
Partner Tree

Sequences

Partner Closing Sequence

Mindful Moments

Calming and Focusing
Kind Mind (for Self)
Visualizing Support and Safety
Kind Mind (for Others)
Visualizing Friendship
Rest and Reflection

New Vocabulary

Friend
Healthy friendship
Unhealthy friendship behaviors

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.

*WHAT IS A FRIEND? / 10 mins

Write the statement, “A friend is someone who _____” on chart paper at the front of the classroom. Give each student a sticky note (or index card or piece of scrap paper) and a pencil or marker. Ask them to finish the statement by writing their own endings on their sticky notes. **NOTE** You may ask them to include their names on their sticky notes or opt to keep their responses anonymous.

Have all students place their sticky notes on the chart. Invite student volunteers to share what they wrote, and read aloud any additional responses that were contributed. Ask the class to brainstorm whether any important characteristics or skills should be added. Contribute any key skills that students may have missed, such as shares, is trustworthy, makes me laugh, stands up for me, considers my feelings, accepts me for who I am, communicates, listens, cares, helps me when I need it, encourages me, or cooperates.

After guiding the students in creating the list, make the observation that there are a lot of different skills that go into being a friend. Ask students the following questions, emphasizing that they can practice skills to develop and grow friendships:

-
- **How do you become a good friend?** **NOTE** Accept student responses, and emphasize that it takes a lot of practice.
 - **How do friendships grow?** **NOTE** Accept student ideas and emphasize that both friends have to work together on practicing healthy friendship skills.
-

SUMMARIZE FOR STUDENTS:

- Friendship skills are grown through practice. Through practice we can always learn and grow stronger in our friendship skills.
- For a friendship to grow, both friends need to practice friendship skills.

TEACHING TIP



Before students place notes on the chart, facilitate an activity for them to share with each other in concentric circles (with half of the students in the inner circle and half in the outer circle). For example, while mixing up the modes of movement, prompt students to move right twice then pause. While paused, give them one minute to pass their notes to the person across from them, read the notes they received, and discuss. Then move left five times and repeat, for example. You may have them trade back their notes so that they always travel with their own note, or you may have them travel with the new note they received to mix up the responses.

TEACHING TIP



Throughout this discussion and this unit, to encourage a growth mindset, place emphasis on friendship behaviors and skills rather than characteristics of people: instead of someone being a good listener; they are practicing good listening; instead of someone being a mean person—they are not practicing kindness and compassion. Emphasize that students can always practice positive/healthy friendship skills to become better friends.

HEALTHY OR UNHEALTHY? / 10 mins



Display the two pictures representing healthy and unhealthy friendship behaviors on opposite sides of the room. Ask students to reflect on the following questions:

- *Is a friendship always healthy?*
- *Can a friendship be unhealthy?*
- *What if you really like the person and have fun together, does that mean the friendship is healthy?*

TEACHING TIP



Leave the chart on display with additional sticky notes. Encourage students to continue adding examples of healthy friendships throughout the unit.

Invite students to share their ideas and then tell them they will do an activity to continue thinking about this question.

Explain to students that you will describe a possible situation between two friends and you want them to decide if they believe it represents a healthy or unhealthy friendship. Ask students to indicate their choice by moving to the side of the room with the sign that they believe best represents the behavior. If they are unsure or they think the example could be either, they may stand in the middle. Possible scenarios include:

- *When a friend says positive things about you.*
- *When a friend says mean things about you behind your back.*
- *When a friend includes you in a conversation.*
- *When a friend shares their things with you.*
- *When a friend takes time to see your perspective, even if they don't agree.*
- *When a friend is willing to compromise.*
- *When a friend plays your favorite game with you.*
- *When a friend speaks poorly about your family.*

TEACHING TIP



Create a bulletin board or large poster for the school that shows responses all fourth and fifth graders gave for healthy friendships.

During the activity, ask volunteers to share their reasoning, especially if there are differences of opinion.

Make observations about students’ insights during the activity, and then lead students in a discussion reflecting on healthy and unhealthy friendships. Emphasize the importance of growing their friendship skills to develop healthy friendships. Repeat the questions about healthy and unhealthy friendships from the beginning of the activity:

- **What might happen in a friendship if one person does not practice the friendship skills we listed on our chart?**
- **Think about some of those behaviors that you all agreed were part of an unhealthy friendship. Would your answer be different if that behavior happened one time as opposed to happening multiple times?**
- **If you did some of the unhealthy friendship behaviors we talked about today, could you still be a good friend?**
- **How does a healthy friendship affect you?**

SUMMARIZE FOR STUDENTS:

- *Friendships may be healthy or unhealthy.*
- *Some friendship skills are challenging, and everyone makes mistakes sometimes. We can learn from our mistakes and grow our friendship skills with practice.*
- *In order for friendships to be healthy, both friends need to practice friendship skills.*



MINDFUL MOVEMENT / 20–25 mins

Tell students:

- **Today we will begin partner poses during Mindful Movement. This is a perfect opportunity for us to practice positive friendship skills like communicating and cooperating so that our partners feel safe and supported.**

Easy Pose (UNIT 1, LESSON 1)

Have the class start seated in Easy pose with their hands on their Anchors.

★ DIFFERENTIATION

Depending on readiness for partner activities and familiarity with Mindful Listening practice, consider beginning the lesson with Mindful Listening in pairs. Have students sit next to a partner with hands on their Anchors, and give instructions for students to decide who will speak first. Provide the prompt: **How do you know when someone is a good friend? Ring the chime to cue the first speaker to respond to the prompt, while the listener simply listens with full attention, focusing on what the speaker says. After one minute, ring the chime again. Lead students in a brief Check-In, noticing how it felt to listen/be listened to in this way. Have the students switch roles and repeat. Proceed with the lesson.**

TEACHING TIP



As students become familiar with the activity, speed up the prompts so that they have to hurry from one side of the room to another. Consider asking students to move in a way that represents how they would feel if that behavior was directed toward them.

Have them notice what they are feeling and what kind of attitude they are bringing into their practice today.

Kind Mind (for Self)

Tell students:

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.

- *The first place we can practice positive friendship skills is within our own minds.*
- *If we want to have kind words and behaviors, we need to cultivate kind thoughts. Being kind to ourselves helps us to be kind to others. Let's take a moment to think kind thoughts for ourselves.*
- *With your hands on your Anchors, close your eyes or look down at your hands. Listen while I say a kind thought, and then you repeat it silently after me:*

NOTE After each of the following phrases, pause for a moment to give students a moment for silent practice.

May I feel healthy and strong.

May I feel happy.

May I feel peaceful and safe.

- *Check in for a moment with your body and mind. Notice what it feels like to be kind to yourself.*
- *When you're ready, open your eyes. We'll return to our Kind Mind practice when we begin our partner work.*

Fresh Start Sequence (with Three-legged Dog and Side Plank) (UNIT 4, LESSON 3)

Introduction—Partner Poses

Remind students that they will start learning partner poses and will use the following steps to prepare them. **NOTE** *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 partners 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



Use different pairing strategies each time you do partner poses, but pay attention to the emotional safety of the pairings.

[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. When you say stop, announce that students' new partners are now the people to the left or the right or behind or in front of them. Help students as needed in finding their new partner. Switch it up so that they don't know which direction you will choose. Ask students to exchange greetings with their partners.

Kind Mind (for Others)

Have students sit side by side or back to back with their partners, and guide them through a brief Kind Mind (for Others) practice focused on their partners. Use the following script as reference:

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.

- *Before we start our partner poses, let's take a few moments to revisit our Kind Mind practice, this time with our partners in mind.*
- *The first place we can practice positive friendship skills is within our own minds.*
- *If we want to have kind words and behaviors, we can practice growing kind thoughts. Let's take a moment to think kind thoughts for partners. With your hands on your Anchors, close your eyes or look down at your hands. Listen while I say a kind thought, and then repeat it silently after me with your partner in mind.*

NOTE Use phrases such as the following, pausing for a moment after saying each one to give students a moment for silent practice.

May you feel healthy and strong.

May you feel happy.

I hope you feel peaceful and safe.

I hope you know that you are important.

- *Check in for a moment with your body and mind. Notice what it feels like to think kind thoughts for your partner.*
- *When you're ready, open your eyes.*

PARTNER SEATED SUNRISE



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

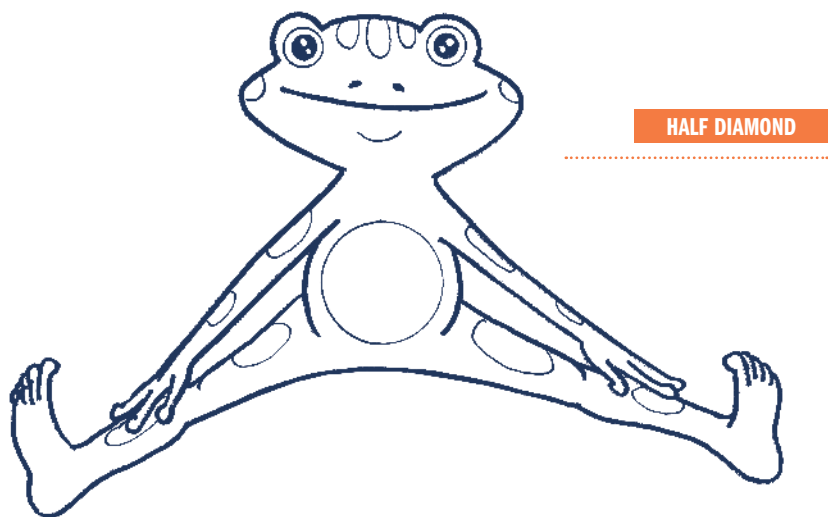
- 1.** Begin seated in Easy Pose, facing your partner, knees close to your partner's knees. With arms reaching out to the sides, and palms facing forward, bring palms toward your partner's. Palms or fingertips may be together or palms can be hovering close together but not touching.
- 2.** Inhale: Moving 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

- 1.** 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.

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, sitting tall and breathing and moving together.
5. 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?*



Half Diamond new

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

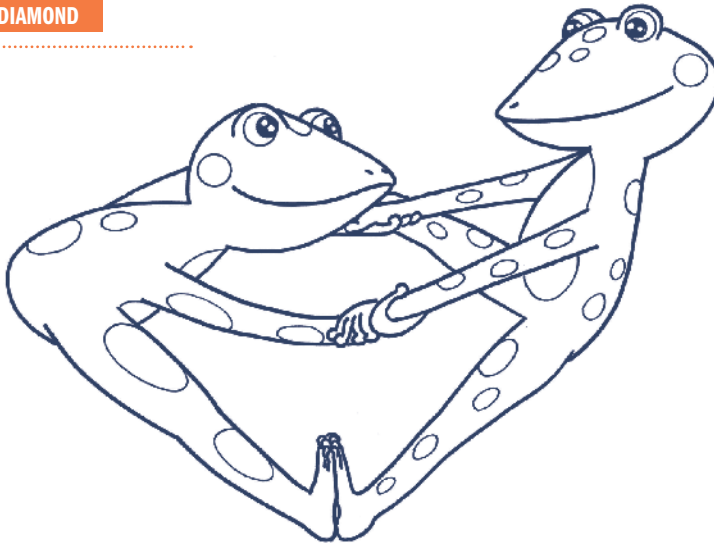
1. **Begin seated with legs in a V shape, toes and knees pointing upward, and arms by your sides with hands or fingertips by the hips.**
2. **Inhale:** Press down into the ground through your hands or fingertips and lengthen your spine as if you are growing taller from the floor to the top of your head.
3. **Exhale:** Bring the hands in front of the body and begin folding forward slowly from the hips, moving only as far forward as you can while keeping the spine long. You may walk your hands gently down the legs or on the ground in front of the body. This can be a very subtle movement or a deep fold. All bodies are different.
4. **Hold the pose for several breaths:**

- **Breathing in:** Lengthen your spine from your tailbone to the top of your head. Send your shoulders back and feel the front of your body open.
 - **Breathing out:** Sink a little deeper into the pose, feeling the stretch in your legs.
 - **Breathing in:** Notice any areas that feel tight or tense in the pose.
 - **Breathing out:** Let your upper body relax and be heavy for a moment.
5. To get out of the pose slowly walk your hands (if they are in front of you) toward your hips. Lift your thighs, bend your knees, and bring your legs back together.

Offer the students options to make the stretch more comfortable:

- If you have extra mats (or books), invite students to fold one up and sit on the edge to lift the hips slightly off the floor, releasing tension from the lower back.
- Invite students to bend the knees slightly to release some tension from the legs.

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 hands with your partner'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.

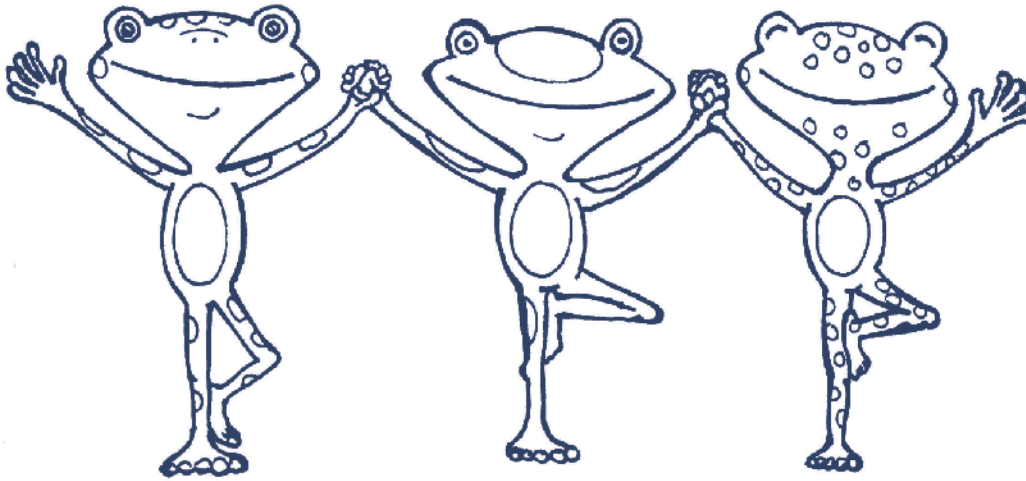
To come out of the pose, have both partners sit upright and then return to a comfortable seated position.

Partner Tree

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.

PARTNER TREE



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.

Have students reflect on the exercise by asking questions such as:

-
- *How can you best cooperate with your partner safely in this pose?*
 - *What is more helpful if you want to support your partner: to try and hold your partner up and balance for them; or to be as strong and steady in your own pose as you can?*
-

Partner Closing Sequence new

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 this sequence 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

1. 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.



REST AND REFLECTION / 5 mins

Guide students to find a position that feels safe and comfortable for Rest. Allow at least two minutes of Rest before leading students through the following guided visualization.

Visualizing Friendship

- *While we are calm and resting comfortably, picture in your mind someone who is a good friend to you, someone you trust and feel safe with, 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 students a moment for reflection.]

- *When you think of this friend and this memory, how do you feel?*
- *Notice how you feel in body and mind when you focus your attention on friendship.*

Invite students to slowly return to a seated position.

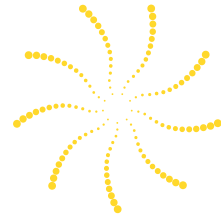
Invite students to share their reflections in a journal or invite volunteers to share with the class.

TAKE-HOME PRACTICE

- *Investigate Friendship: Look for behaviors that demonstrate positive friendship skills. Observing friends in your community, in a story, or even in a show or movie, notice the words and actions that develop a healthy friendship.*

Lesson 2

GROWING GOOD LISTENING



Goal Statement

Students will learn that listening is an important friendship skill and will explore ways to practice good listening. They will engage in a Mindful Listening activity and a small group communication exercise to practice their listening skills with peers.

Essential Question

How do I develop healthy friendships?

“I Can” Statement

I can describe and practice good listening.

Key Learning Objectives

Students will know...

- Listening is essential to good communication.
- Listening is an important skill for growing healthy friendships.
- They can grow their listening skills with practice.

Students will be able to...

- Practice skills for good listening, including focused attention, body language, eye contact, empathizing, summarizing, asking questions, and checking in for understanding.

Materials

- Chart paper or whiteboard
- Communication activity role cards (enough for groups of 4)
 - **Speak:** Put your ideas into words. Tell your story.
 - **Listen and Check in:** Empathize.
 - **Listen and Check in:** Summarize.
 - **Listen and Check in:** Ask a follow-up question.
- List of topics for communication activity (either one list for everyone to see, or enough copies for each group)
 - Disappointment
 - Last summer break
 - Best places in this city
 - Celebrating with my family
 - A change our school needs
 - The most important subject in school
 - Humans and the environment
 - How to really be a friend
 - My strengths and challenges

Preparation/Setup

- Make enough copies of the role cards and topic lists for the communication activity.

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

Calming and Focusing

Mindful Listening (with a partner)

Kind Mind (for Others)

Mindful Listening

Rest and Reflection

New Vocabulary

Communicate

Summarize

Empathize

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 LISTENING / 8 mins

NOTE *In this Mindful Listening activity, students will practice listening mindfully to and giving their full attention to a partner.*

Facilitate students getting into pairs and sitting side by side on a mat with hands on their Anchors. Guide students in deciding who will speak first and who will speak second.

Explain to students that this is not like a normal conversation. This is an exercise to build their listening muscles. Explain the listening and speaking roles: When it is their turn to be the listener, their job is to simply listen without responding or saying anything. They will be a kind listening ear, giving their full friendly attention to their partner. When it is their turn to be the speaker, they will have one minute to speak while their partner listens fully to what they are saying. They can share whatever they would like to share in response to the prompt, but they should stay on topic. After they have done the first round, they should check in briefly and then switch roles and repeat the exercise.

Provide the following prompt for speakers before you get started:

- *Describe a happy memory of friendship. Think of a time you and a friend had a good time doing something you love—a time when you were happy to be together. What were you doing and what do you remember? What sights, sounds, smells, and feelings do you remember?*

Facilitate the activity, using the following script as reference:

- *Sitting to the side of your partner, place your hands on your Anchors. Notice how you're feeling right now, and take a deep slow breath.*
- *Breathe in again. Imagine gathering all of your attention and focus. Breathe out slowly. Imagine distractions drifting away from you and your partner.*
- *When I ring the bell, if you are the speaker, you will speak in response to our prompt for today. If you are the listener, just listen mindfully, with kindness and open ears.*

[Give students one minute to share/listen.]

- *When I ring the bell, place your hands on your Anchors and check in with yourself. Listeners, notice how it feels to really listen to your partner. Speakers, notice how it feels to be listened to with full attention.*

[Give students a few seconds to do a Check-In.]

- *Breathe in again. Imagine gathering all of your attention and focus. Breathe out slowly. Imagine distractions drifting away from you and your partner.*
- *When I ring the bell again, we will switch roles. If you are the speaker, you will speak in response to our prompt for today. If you are the listener, just listen mindfully, with kindness and open ears.*

[Give students one minute to share/listen.]

- *When I ring the bell, place your hands on your Anchors and check in with yourself. Listeners, notice how it feels to really listen to your partner. Speakers, notice how it feels to be listened to with full attention.*

[Give students a few seconds to do a Check-In.]

Invite students to share how they felt about the practice and what they noticed with their partners.

Debrief the practice with students:

— **Was Mindful Listening comfortable or uncomfortable? Why?**

NOTE Acknowledge how unusual this form of speaking and listening is and that it's okay if it was uncomfortable.

— **Was it challenging to be the listener? What was going on in your mind? What is it like to really listen in this way compared to a usual conversation (without responding or interrupting, or planning what to say next)?**

— **What was it like to be the speaker? Did you feel heard?**

SUMMARIZE FOR STUDENTS:

- *Listening is essential to good communication.*
- *Listening is an important skill for growing healthy friendships.*
- *Listening is a skill we can grow with practice. Even though it is not like the listening we do in conversations, Mindful Listening is one way to build our listening muscles, especially our ability to pay attention and focus on what the speaker is saying and feeling.*

MORE THAN TALKING / 20 mins

Ask students to show you and tell you what they think good communication looks like and write their responses on the whiteboard or chart paper. Invite a few students to use their bodies to show what good communication looks like. Accept all ideas, reinforcing or adding: paying attention/focus, eye contact (understanding that this is not true in all cultures), body language, not interrupting, and checking for understanding of what the other person said.

Circle all of the responses that have to do with listening and help students conclude that listening is a very important part of communication. Emphasize that listening involves their bodies and minds and that they can use their bodies by paying attention/focusing with their ears and eyes. They can show they are listening with their body language. They can use their minds to check in with the speaker for understanding. Emphasize that practicing empathy will help them understand how the speaker was feeling and that summarizing and asking questions can help them clarify or learn more.

Facilitate the communication activity in small groups. Have students form groups of four, and give a set of cards to each team. Briefly go over the roles with them, explaining that each role will be a chance to practice specific communication skills. After the speaker responds to the prompt, the group should check in for understanding using the cards.

- **Speaker:** The speaker chooses a subject card and shares their thoughts on the subject or their own story about the subject with the group.
- **Empathizer:** The empathizer listens for emotions. After the speaker talks, the empathizer acknowledges any emotions or feelings they heard the speaker convey, and checks in with the speaker to make sure they understood.
- **Questioner:** The questioner listens for comprehension. After the speaker talks, the questioner asks a follow-up or clarification question.
- **Summarizer:** After listening to the speaker, the summarizer restates the speaker's point of view and checks in to make sure they understood.

NOTE *If needed, a student can take more than one role or a role can be doubled.*

After the first round, have students pass the role cards to the left and have the new speaker draw a subject card to repeat the exercise. Repeat a few times, noting that it is okay if students do not get a turn to practice every role.

Reflect with students on communication and friendship. Debrief the activity with questions such:

TEACHING TIP

During the activity remind students to use their whole bodies to listen by paying attention with their eyes and ears and using body language that shows they are interested.

-
- *How well did you and your group communicate overall?*
 - *How was each of the listening roles different? Were they each helpful? In what way?*
 - *What was this exercise like as a speaker?*
 - *Why does it take more than just talking to communicate with understanding?*
 - *Why is listening important to grow friendships?* **NOTE** Emphasize that it helps in learning about someone and it shows that you care.
 - *What parts of this do you think you can practice in your friendships?*
-

SUMMARIZE FOR STUDENTS:

- *Listening is essential to good communication.*
- *Listening is an important skill for growing healthy friendships. It helps us to learn about others and to show them we care.*
- *Listening is a skill we can grow with practice.*
- *Today we practiced several skills for good listening, including focusing our attention, body language, empathizing, summarizing, asking questions, and checking in for understanding.*



MINDFUL MOVEMENT / 15 mins

Easy Pose (UNIT 1, LESSON 1)

Have the class start seated with their hands on their Anchors. Have them take a few calming breaths and notice how they are feeling and what kind of mindset they are bringing into their practice today

Fresh Start Sequence (with Three-Legged Dog and Side Plank) (UNIT 4, LESSON 3)

Have students complete the sequence twice.

Introduction—Partner Poses (UNIT 5, LESSON 1)

Break the class up into new partners 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.

Review the class agreements for partner poses.

Before beginning the partner poses or between poses, lead students in practicing making eye contact:

- *Look into your partner’s eyes. You don’t need to stare or hold eye contact for a long time, but just practice for a moment.*
- *It’s okay to feel like giggling or to feel like looking away. Can you make eye contact for a few seconds without giggling? You can always look away for a moment if you feel the need to.*
- *While practicing eye contact, say to your partner: I see you.*

> **OPTIONAL:** Invite students to reflect on their experience and share.

Partner Seated Sunrise (UNIT 5, LESSON 1)

Guide students through the pose.

Partner Diamond (UNIT 5, LESSON 1)

Guide students through the pose.

Partner Tree (UNIT 5, LESSON 1)

Guide students through the pose.

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 other phrases created 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.***

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.

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.

TEACHING TIP

Especially if your room is very quiet, consider making some subtle or novel noises during this listening activity to capture students' attention.

Closing Sequence

Guide students through the Partner Closing Sequence (Unit 5, Lesson 1) or the original Closing Sequence (Unit 1, Lesson 1).

**REST AND REFLECTION / 5 mins**

Invite students to find a position that feels safe and comfortable for Rest. Then lead them a brief Mindful Listening practice to open their attention to any sounds around them. Use the following script as reference:

Mindful Listening

- *While we Rest, let's practice our listening skills. We'll start by listening to our focusing bell, focusing our attention on 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? If your mind begins to wander, bring your attention back to the sounds you can hear.*
- *Now focus your attention on the quiet sound of your breath. Can you hear it?*

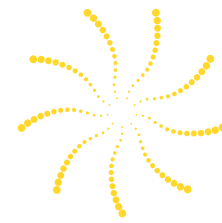
If time allows, invite a few volunteers to share what they were able to hear or invite learners to share in their journals. Remind students that they can practice this careful listening anytime and that listening is an important friendship skill to practice.

TAKE-HOME PRACTICE

- *When talking with a friend, practice listening and checking in for understanding.*

Lesson 3

COMMUNICATING CARE



Goal Statement

Students will continue practicing communication for growing healthy friendships, focusing on communicating care through appreciations and compliments.

Essential Question

How do I develop healthy friendships?

“I Can” Statement

I can practice communicating that I care using appreciations and compliments.

Key Learning Objectives

Students will know...

- One important part of growing healthy friendships is communicating that they care.
- Kind words such as compliments and appreciations are one way to communicate care to others.
- Communicating that they care is a skill that takes practice.

Students will be able to...

- Practice forming and sharing compliments and appreciations.
- Practice various communication skills during Mindful Movement.

Materials

- Interactive whiteboard or chart paper
- Written appreciations or compliments for each student on cards or small pieces of paper
- Handheld mirrors (if available)
- Large pieces of paper (1/student)
- Tape or clipboards if desired
- Markers or pencils
- Printed basic instructions for Partner Sunrise, Partner Diamond, Partner Tree (enough for each group of 3 students to have a set)

Preparation/Setup

- Write an appreciation or compliment for each student in the class. Fold the notes in two and write students' names on the outside.
- Prepare paper, writing materials, and handheld mirrors (if desired), and partner pose instructions to be easily distributed.

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

Calming and Focusing
Check-In
Kind Mind (for Others)
Rest and Reflection

New Vocabulary

Care
Appreciation
Compliment

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.

*HOW DO YOU SHOW YOU CARE? / 8 mins

Greet students and give each one a personalized appreciation or compliment on a small card or piece of paper from you, folded so that they can see their name but not the note. Examples: *I appreciate how you always contribute to class discussion; You have a nice smile; You have really grown in leadership skills this year; I appreciate how much you try to stay focused during Mindful Movement; I like your style; I admire the way you express yourself; I appreciate the kindness you show in our class.*

Introduce the lesson's focus by inviting students to brainstorm ways that they can show someone that they care about them. Note any examples students provided that involve showing care with their words. Emphasize that using our words to communicate our care for others is an important skill for growing healthy friendships, one that takes practice.

Invite students to read their notes. Explain each of them has received a note with a compliment or appreciation. Ask questions such as:

-
- **How does it feel to receive a compliment? Appreciation?**
 - **When you give a compliment, what are you communicating?**
[Answer: That you admire something about that person]
 - **When you give an appreciation, what are you communicating?**
[Answer: That you notice and value something about that person]
 - **How do you think sharing compliments or appreciations would affect your friendships?**
 - **Do you think it is easy or challenging to share kind words like compliments or appreciations? Why?**
-

TEACHING TIP



To cultivate a growth mindset, focus compliments on students' effort or development rather than their fixed characteristics. For example, write or say: **You work really hard on your assignments (rather than: You are smart).**

★ DIFFERENTIATION

Write Communicate That You Care on the board or a piece of chart paper. Start a list with appreciations and compliments. Throughout the lesson and the rest of the unit, work with students to add examples of ways to communicate that they care to a friend (examples: expressing thanks/gratitude, expressing concern, asking someone what they need, offering help, sharing respect, offering an apology). Add specific statements to illustrate, if desired.

TEACHING TIP



Consider options such as placing the papers on clipboards on the floor in a circle, hanging them on the wall in their corners with tape, or even taping them to their own backs.

SUMMARIZE FOR STUDENTS:

- *One important part of growing healthy friendships is communicating that we care.*
- *Using kind words such as compliments and appreciations is one way to communicate care to others.*
- *Communicating that we care takes practice. We will continue to practice communicating care today.*

SHARING COMPLIMENTS AND APPRECIATIONS / 20 mins

Words to Show Care for Others

Distribute paper and writing materials, and have students write their names in large letters on their papers.

Number four corners of the room. Divide the students into four groups (have students count off by four or use some other method). Have students take their papers to the numbered corner that matches the one they were assigned, and arrange their papers in a way that the other group members will be able to access them.

Once students have gathered in the appropriate corners, prompt them to think of compliments or appreciations for the other students in their corner. Model examples if desired, and encourage students to think about how their words can show they care. Guide students in writing their compliments or appreciations on the other students' papers, and then communicating their compliments or appreciations verbally with each other.

After the first round is complete, have different corners meet up and share more compliments and appreciations with different classmates. Switch as many times as you want or until all students have had a chance to communicate appreciations or compliments to one another.

Invite students to return to the large group circle, sit down for a moment, and silently read their papers. Guide students in a Check-In practice using the following script as reference:

- *Sitting with your hands on your Anchors, and closing your eyes or looking down at your hands, take a few breaths.*
- *Check in with how you are feeling right now in your mind and body. Silently notice how it feels to receive kind words, such as compliments and appreciations, from your classmates.*
- *Notice how it feels for you to communicate caring words to others.*
- *Take another deep breath, and open your eyes or look up.*

Invite students to share their reflections.

Words to Show Care for Yourself

If possible, place handheld mirrors around the circle so that one will be available to each student.

Ask students if they ever communicate that they care to themselves. Have they ever given themselves a compliment, or told themselves how much they appreciate who they are?

Guide students to pick up the mirrors (if available) and give some kind words in the form of compliments and appreciations to themselves. If mirrors are not available, have students imagine they are seeing their own reflections in front of themselves. Example prompts:

- *Give yourself a compliment about something you see.*
- *Give yourself a compliment about something you can't see.*
- *Say to yourself: You are important to me, and I value you. Give yourself any other appreciation that comes to mind.*
- *Now, write down at least one compliment or appreciation for yourself on your paper.*

After students have written their compliments or appreciations for themselves on their paper, debrief the activity with a few questions, such as:

-
- **Why do you think I asked you to share kind words with yourself?**
 - **Can someone grow friendships with others if they are not a good friend to themselves?**
 - **Use a thumbs up, down, or in between to indicate your response to the following question: How comfortable are you sharing compliments and appreciations with others? With yourself? Why?**
 - **How important do you think it is to use words to show others that you care? Is it important for your friendships?**
 - **We focused on compliments and appreciations today. What other types of words communicate that you care?** **NOTE** See examples from the previous Differentiation activity.
-

SUMMARIZE FOR STUDENTS:

- *One important part of growing healthy friendships is communicating that we care.*
- *Communicating that we care takes practice.*

TEACHING TIP



Display sentence starters or examples as a way to help support students in this activity. Throughout the process, prompt students to make sure they are using some compliments and some appreciations.



MINDFUL MOVEMENT / 15 mins

Check-In (UNIT 1, LESSON 1)

Have the class start seated with their hands on their Anchors.

Lead students in taking a few calming breaths and noticing how they are feeling and what kind of attitude or mindset they are bringing into their practice. Ask them to reflect on how this attitude may affect their partner work.

Fresh Start Sequence (UNIT 1, LESSON 3)

Guide students through the sequence with any desired variations, repeating at least once.

Twist Sequence (UNIT 4, LESSON 1)

Guide students through the sequence once. For the Pick It Up portion, have students “pick up” something they need for partner work today, such as kindness, clear communication, compassion, or listening skills.

Introduction—Partner Poses (UNIT 5, LESSON 1)

For this lesson transition students to working on a mat with two partners (groups of three).

Prepare students for partner poses by reviewing the class’s partner agreements.

Coaching Partner Poses: Partner Sunrise, Partner Diamond, and Partner Tree

(UNIT 5, LESSON 1)

Remind students of the work they did in Unit 3 on coaching. Tell them that this time they will take turns coaching each other through these partner poses and practicing their communication skills, like paying attention, listening, checking in, and sharing kind words of caring and encouragement.

Pass out the instructions for the three partner poses (Partner Sunrise, Partner Diamond, and Partner Tree) to each group. Assign or let groups decide which pose each student will lead, and tell students to first make sure they understand the steps to get into the pose they will be leading.

Tell students that when they are being coached they should follow their coach's instructions precisely, without jumping ahead, pretending they have never done the pose before!

Remind the coaches to communicate clearly, to check in for understanding, and to share kind words such as compliments and encouragement. Ask students what they can do to communicate their support of each other while they practice partner poses. *[Answers: listen with full attention; be curious—ask other's point of view; empathize—ask others how they are feeling in the pose and if they need anything; show compassion or concern—ask how to help others; check for understanding—ask if the directions are clear.]*

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 and allow one to two minutes of Rest before leading them through a Kind Mind (for Others) practice using the following script as reference:

Kind Mind (for Others)

- *Today we practiced communicating in ways that show care and grow friendships. The Kind Mind practice can help us build our caring muscles and help our minds remember to show care and goodwill to others.*
- *With your hands on your Anchors, your heart, or wherever they are comfortable, focus on the feeling of your breath. Picture in your mind someone who showed you care and kindness today—maybe someone in this class.*
- *What did that caring and kindness feel like for you?*
- *Keep this person in your mind, and as we think kind thoughts, you can imagine sharing those kind thoughts with this person.*

- *I'm going to say a kind thought out loud. After I say the words out loud, repeat them silently in your mind, imagining kindness for this person growing in your mind:*

[Use about three of the following phrases or ones that you created with your class. Pause between each phrase to give students a few moments to repeat it to themselves silently.]

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.

After returning to seated, invite students to share with the class or in a journal how it felt to practice kind words during the activity.

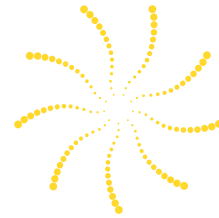
TAKE-HOME PRACTICE

- *Practice communicating that you care: Tell someone that you appreciate them today!*



Lesson 4

ESCALATING AND DE-ESCALATING



Goal Statement

Students will do a physical activity and play a game to understand the meaning of escalation and de-escalation. They will discuss ways to de-escalate in a conflict situation.

Essential Question

How can I respond to conflict in a healthy way?

“I Can” Statement

I can name one or more strategies to de-escalate conflict with a peer.

Key Learning Objectives

Students will know...

- It is normal for friends to get into conflict sometimes.
- The way that they respond to a conflict with their words and actions can lead it to escalate (become more intense) or de-escalate (become less intense).
- When a conflict escalates, it can be difficult to solve the problem. When they de-escalate a conflict, it may be easier to solve the problem.

Students will be able to...

- Identify several strategies to de-escalate a conflict.

Materials

- Interactive whiteboard or projector
- Pictures of escalation and de-escalation strategies to project
- Pictures of escalators to project
- Escalation/de-escalation continuum page for small groups
- Two different colored beanbags for each small group
- Scenario cards (1 set per group)
- Answer sheet (1 per group)
- [Optional] Chart paper

Preparation/Setup

- Prepare images of escalators to show.
- Tape lines on the floor with 6–8 evenly spaced marks and an up arrow and a down arrow (1 set per group).
- Print and cut out scenario cards (1 set per group).
- Print answer sheets (1 per group).
- Create a How to De-Escalate Conflict chart.

New Mindful Movements

Poses

Partner Pointing Dog
Partner Boat
Partner Earth and Seedling

Sequences

None

Mindful Moments

Calming and Focusing
Letting-Go Breath
Check-In
Kind Mind (for Others)
Rest and Reflection

New Vocabulary

None

CALMING AND FOCUSING / 2 mins

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

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

ESCALATE / 10 mins

Introduce today's lesson by asking students questions such as:

-
- **What are some reasons friends might get into a conflict?**
 - **When two friends get into a conflict, is that a healthy or unhealthy friendship?**
-

Allow several students to share their thoughts, and then explain that even in healthy friendships, it is normal for conflicts to happen. What matters most is how they respond when a conflict happens. For the discussion, ask questions such as:

-
- **What are some ways to respond to a conflict that can make things easier or calmer?**
 - **What responses might make things more difficult or intense?**
-

Show pictures of escalators going up and down and invite students to guess a pair of words that represent what you just described. Help students make the connection that to escalate means the intensity of the situation/conflict goes up, and to de-escalate means the intensity of the situation/conflict goes down.

To explore the meaning of escalation and de-escalation, invite students to participate in a fast-paced activity like fast jumping jacks or running in place. (This is similar to the Power Up activity from Unit 3.) Set a timer for one minute and ask them to run or jump as fast as they can. When the timer goes off, ask students to pause and place their hands on their Anchors, inviting them to notice their heart rates and the pace of their breathing. Lead students in several Letting-Go Breaths. Ask them to reassess their heart rate and the pace of their breath. Then, lead students in a discussion to understand the concepts of escalation and de-escalation using the following questions:

-
- **What happened during that minute with your breath and your heart rate?**
 - **What about afterward when we practiced Letting-Go Breath?**
 - **What situations or experiences throughout the day might cause our heart rates to increase (escalate) or decrease (de-escalate)?**
 - **What situations or experiences might cause your heart rate to escalate?**
- NOTE** Make sure both physical activity and feelings like fear, worry, and anger are mentioned.
- **If you experience conflict with a friend, how does that feel in your body? Your mind? What do you predict might happen with your heart rate?**
 - **Can your feelings escalate in a conflict? If you are annoyed in a conflict, could something happen that would make that feeling escalate and turn into frustration or anger? Could your words and actions escalate?**
 - **Are there any strategies that you can use to de-escalate for your own body and mind? Can you think of any words or actions that might help de-escalate conflict with a friend?**
-

SUMMARIZE FOR STUDENTS:

- *All friends have conflicts sometimes.*
- *There are many ways that someone might respond to a conflict.*
- *Conflicts between people can escalate and become more intense or de-escalate and become less intense.*
- *The way that we respond to a conflict with our words and actions can lead it to escalate or de-escalate.*

DE-ESCALATE / 15–20 mins

Tell students that they are going to play a game that will help them understand how words and actions can either escalate or de-escalate a conflict.

Begin by dividing the class into groups of four. Then assign each group to a taped line on the floor. Each taped line should include six to eight evenly spaced marks as well as an up arrow (escalation) and a down arrow (de-escalation). Divide each group into two teams, and assign each team a different color beanbag so they can easily distinguish who is on what team.

Then give each group a set of scenarios that represent examples of de-escalation and escalation as well as an answer sheet.

Tell the groups that both teams will start in the center of the “escalator.” Then they should move their beanbags forward or backward on the line according to the scenario on the card they choose. For example, if the card

gives a conflict escalation scenario, the team should move their beanbag forward. If the card gives a conflict de-escalation scenario, the team should move their beanbag backward. If the card they choose has two situations on it, they are allowed to move twice. A team wins by reaching the bottom (de-escalation) or by being closest to the bottom when time is up.

After the game, bring the students together around the Anchor chart you created entitled, How to De-escalate Conflict. Ask students to share some examples they heard in the game. Then ask them to share some examples they have used in their own lives or have seen others use. Write these on the chart. Examples might include:

- *Take some calming breaths.*
- *Pause the conversation for a minute.*
- *Apologize.*
- *Practice empathy—try to see how the other person feels.*
- *Look at the situation from the other person’s perspective/ put yourself in their shoes.*
- *Compromise.*
- *Lower your voice.*
- *Calmly say how you feel.*
- *Walk away.*

Emphasize that different strategies may work in different situations.

Lead a discussion with students about de-escalating conflict using questions such as:

-
- ***By a show of hands (not sharing examples), have you ever reacted in a way that escalated a conflict? Yes, we all have! Conflicts are difficult, and that is why we need to work on our de-escalation skills together.***
 - ***When a conflict happens, what are some of the feelings that come up? [Answers: anger, frustration, embarrassment, hurt] Is it wrong to feel these emotions in a conflict?***
 - ***When might it be difficult to de-escalate conflict?***
 - ***Is it easier to solve a problem with a friend when your conflict is escalated or de-escalated? Why?***
 - ***If the other person is not cooperating to de-escalate, what can you do? [Answers: Pay attention to de-escalating our own body and mind; take care of ourselves/our safety; walk away; ask a grown up for help]***
 - ***The next time you have a conflict with a friend, what strategies do you think you might practice to de-escalate?***
-

TEACHING TIP



Before putting students into groups for the activity, model with a small group of students how the groups might decide on how to take turns, who will read, who will check the answers, etc.

SUMMARIZE FOR STUDENTS:

- *Even good friends sometimes have conflicts.*
- *The way that we respond to a conflict with our words and actions can lead it to escalate or de-escalate.*
- *There are many strategies we can practice to de-escalate.*
- *When a conflict escalates, it is difficult to solve the problem. When we de-escalate a conflict, it will be easier to solve the problem.*

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

Have the class start seated with their hands on their Anchors.

Lead students in taking a few calming breaths and noticing how they are feeling and what kind of attitude or mindset they are bringing into their practice. Ask them to reflect on how this attitude may affect their partner work.

Fresh Start Sequence (UNIT 1, LESSON 3)

Guide students through the sequence with any desired variations, repeating at least once.

Twist Sequence (UNIT 4, LESSON 1)

Guide students through the sequence once. For the Pick It Up portion, have students “pick up” something they need for partner work today, such as kindness, clear communication, compassion, or listening skills.

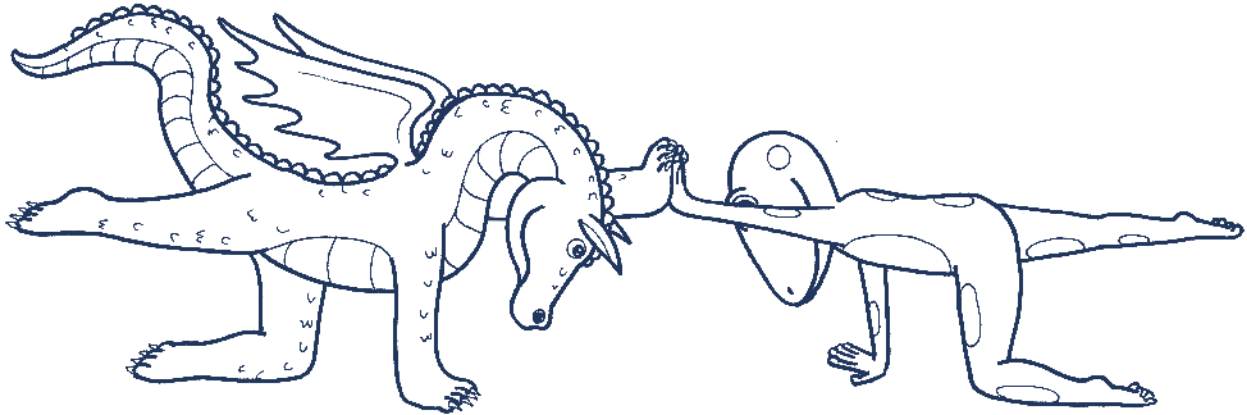
Introduction—Partner Poses (UNIT 5, LESSON 1)

Use a pairing method to facilitate students getting into pairs on one mat.

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.

PARTNER POINTING DOG



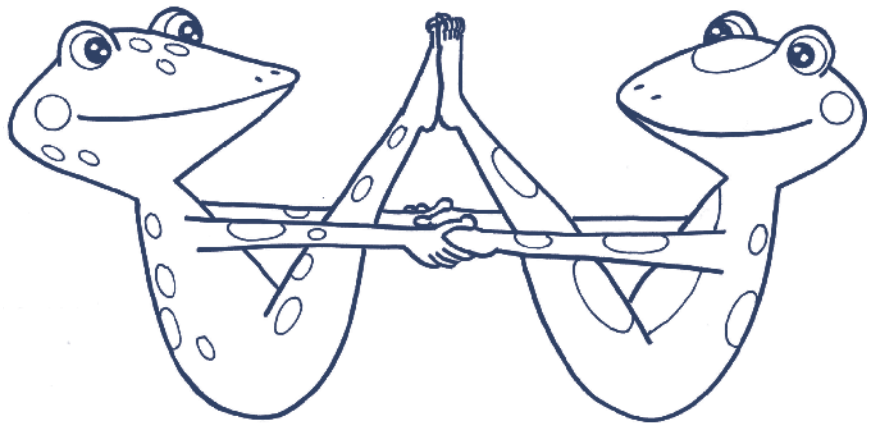
Partner Pointing Dog new

Have students arrange themselves on the mats 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 your 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.**
 - **Breathing in, lengthen your body from your heel to the hand connecting with your partner.**
 - **Breathing out, feel the floor supporting you.**
5. **Repeat on the other side.**

As students practice this pose, guide them to notice whether it might be helpful to press into their partner's hands for balance and stability and ask questions such as:

-
- *Do you have control over your partner's balance? Can you escalate or de-escalate the possibility that your partner will lose their balance?*
 - *Do you have more control over your balance?*
 - *Can you escalate or de-escalate the possibility that you will lose your balance?*
 - *How can you be supportive of yourself in this pose? How can you be supportive of your partner in this pose?*
 - *Does supporting yourself help you support your partner?*
-

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.

PARTNER EARTH AND SEEDLING



[OPTIONAL] Partner Earth and Seedling new

Lead students through the pose (Variation 1 and/or Variation 2) using the following cues as reference. Have the partners decide who will be Partner 1 first.

Variation 1

1. **Partner 1:** Sit in Child's pose.
2. **Partner 2:** Sits back to back with Partner 1 in Easy pose.
3. **Partner 2:** Gently begin to lie down onto the back of Partner 1.
4. **Partner 2:** Open your arms to the side or reach them out overhead.
5. **Both:** Feel your partner's breath as you take three deep breaths together.
6. **Partner 2:** To come out of the pose, bring your hands down to the floor and use them to lift your torso out of the pose.
7. **Both:** Switch roles and repeat.

Variation 2

1. **Partner 1:** Sits in Child's pose.
2. **Partner 2:** Crouch down with knees bent behind Partner 1 (back to back) and gently begin to lie down on Partner 1's back. Move slowly as this may be a really intense stretch for Partner 1.
3. **Partner 2:** Leave your arms where they are or extend them. If Partner 1 is feeling OK, you may straighten your legs.
4. **Both:** Take at least three deep breaths together.
5. **Partner 2:** To come out of the pose, bring your hands down, bend your legs and use your hands to lift your torso out of the pose.
6. **Both:** Check in with your partner to ask how they are feeling. Can you adjust the pose to be more supported?
7. **Both:** Switch roles and repeat.

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 and allow one to two minutes of Rest before leading them through a Kind Mind (for Others) practice using the following script as reference:

Kind Mind (for Others)

- *Today we were reminded that all friends have conflicts sometimes. The Kind Mind practice can help us build our caring muscles and help our minds remember to show care and goodwill to others, even when we have a conflict.*
- *With your hands on your Anchors, your heart, or wherever they are comfortable, focus on the feeling of your breath. Picture in your mind a friend with whom you have had a small conflict, maybe a small misunderstanding or argument, nothing too big.*

- *If you can't think of one, just picture any friend.*
- *Keep this person in your mind, and as we think kind thoughts, you can imagine sharing those kind thoughts with this friend.*
- *I'm going to say a kind thought out loud. After I say the words out loud, repeat them silently in your mind, imagining kindness for this person growing in your mind:*

[Use about three of the following phrases or ones that you created with your class. Pause between each phrase to give students a few moments to repeat it to themselves silently.]

I hope you feel peace.

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.

- *Notice how it feels to think kind thoughts for a friend.*

After returning to seated, invite students to share with the class or in a journal how it felt to think kind thoughts for a friend.

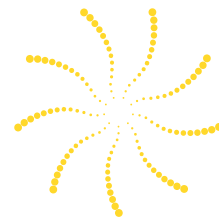
TAKE-HOME PRACTICE

- *Practice being a de-escalator: When you experience a minor conflict with a friend or other person, take a pause and practice a de-escalation strategy.*



Lesson 5

COMMUNICATING ABOUT A PROBLEM



Goal Statement

Students will explore different perspectives about potential problems to understand how friends can think and feel differently about the same situation. They will practice ways of communicating about a problem with a friend and listening to their friend’s perspective.

Essential Question

How can I respond to conflict in healthy ways?

“I Can” Statement

I can use *I statements* to communicate about a problem with a friend.

Key Learning Objectives

Students will know...

- Communicating about a problem includes saying how they feel and listening to a friend's perspective.
- Communicating about a problem is an important friendship skill, and it will grow with practice.

Students will be able to...

- Practice communicating their perspective about a problem using *I statements*.
- Practice curiosity and listening to understand a friend's perspective about a problem.

Materials

- Problem marker pages for teams
- Scenario cards

Preparation/Setup

- Print three marker papers per team that say Big Problem, Medium Problem, and Small Problem, respectively.
- Consider printing the scenarios on different colors of paper or marking each scenario with the same color marker so you can identify them by color in the whole group activity.

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

Calming and Focusing
Check-In
Kind Mind (for Others)
Rest and Reflection

New Vocabulary

Perspective-taking
Resolve conflict
Problem

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.

BIG OR SMALL? / 10 mins

Invite students to recall and share the meaning of perspective or point of view. Explain that in this lesson, they will practice perspective-taking skills in order to understand that different people may see a problem in different ways, that some may see it as a small problem and some may see it as a big problem.

Share a brief scenario in which there is the potential for conflict between friends. Examples:

- *You arrive at the playground ready to play basketball like you do every Saturday, but the other kids have decided to play kickball instead without asking you.*
- *You discover a friend cheating in a game.*
- *A friend has been ignoring you all day.*
- *A friend said you could eat dinner at their house and then changed their mind.*

Lead students in reflecting on the scenario using questions such as:

-
- ***Is this a small, medium, or big problem, or not a problem at all?***
NOTE Have students show by making a small, medium, or big space between their hands, by moving to a designated spot in the room, or by making some other gesture or movement.
 - ***How would you describe the problem?***
 - ***Does everyone see the problem the same way?***
 - ***How do you think the two friends feel?***
 - ***If you and your friend see a problem differently, what can you do?***
-

> **OPTIONAL:** Repeat this exercise with another scenario or consider inviting students to provide a scenario for the class to discuss.

SUMMARIZE FOR STUDENTS:

- *People view situations differently because they have different points of view.*
- *A situation that feels like a small problem for one person may feel like a big problem for another person.*

USING YOUR WORDS / 15 mins

Invite students to recall what they remember about practicing the skill of communicating with care, and invite a few students to share. Summarize that students have learned that communicating to their friends that they care is important in building friendships. Suggest that it can be just as important to try to communicate well when they have a problem or a conflict:

- *Does anyone ever tell you to talk it out or use your words to solve a problem? How do you do that? Is it easy?*

Guide students to conclude that communicating with a friend about a problem can be very difficult, but it is often an important step to solve a problem or de-escalate a conflict.

Explain that the students will spend the next few minutes practicing communicating about a problem to grow this friendship skill. Display example phrases so that all students can see them or provide copies for each pair of students. Model using the phrases for students before they work with their partners. Emphasize using *I statements* to communicate their perspective:

- **(To identify the problem)** *I see a problem here. Can we pause to talk?*
- **(To state one's perspective)** *I feel _____ when _____ because _____. I need _____.*
- **(To invite one's partner to respond)** *Do you have ideas for how we can solve this?*

Have students sit with a partner. Give each pair a set of short problem scenario cards and the following instructions:

- **Take turns reading each scenario out loud.**
- **Discuss with your partner why you think the scenario is a problem and how big or small it is.**
- **Role-play:** *Imagine you were in this situation. Practice communicating with your partner about the problem. Try using the three phrases and I statements to:*
 - Identify the problem,
 - Explain your perspective.
 - Invite your partner to respond.

TEACHING TIP

To keep the environment emotionally safe, it is important to respect and accept various answers. Encourage curiosity about different perspectives. Model questions such as: *I'm curious about your perspective. Can you tell me more?*

Debrief with the students using questions such as:

-
- **How did it feel to practice communicating about a problem? What parts do you think will need the most practice?**
 - **What other communication skills do you think might be helpful in a problem situation** **NOTE** If needed, remind students of skills from Lessons 2 and 3. **How would you use them?**
 - **Why is it important for friends to communicate about problems?**
-

SUMMARIZE FOR STUDENTS:

- *People see situations differently because they have different perspectives.*
- *Communicating about a problem includes saying how we feel and listening to our friend's perspective.*
- *Communicating about a problem is an important friendship skill, and it will grow with practice.*



MINDFUL MOVEMENT / 18 mins

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

Have students start seated with their hands on their Anchors. Have them take a few calming breaths and notice how they are feeling and what kind of mindset or attitude they are bringing into their practice today. Ask them to reflect on whether this attitude supports their relationship with themselves and others.

Fresh Start Sequence (UNIT 1, LESSON 3)

Guide students through the sequence with any desired variations, repeating at least once.

[OPTIONAL] Surfer (UNIT 2, LESSON 3)

Guide students through the pose, holding for three breaths on each side.

[OPTIONAL] Lever (UNIT 3, LESSON 3)

Guide students through the pose, holding for three breaths on each side.

Introduction—Partner Poses (UNIT 5, LESSON 1)

Use a pairing method to facilitate students getting into pairs on one mat.

Remind students that to practice partner poses they need to listen to their partners and make sure they are communicating clearly with them. If someone feels uncomfortable at any time, they should release from the partner pose.

Review the partner work agreements you created as a class.

Encourage students to use the language they practiced today to communicate about any problems that come up while they do their partner work.

Partner Pointing Dog (UNIT 5, LESSON 4)

Guide students through the pose.

Partner Boat (UNIT 5, LESSON 4)

Guide students through the pose.

[OPTIONAL] Partner Earth and Seedling (UNIT 5, LESSON 4)

Guide students through the pose.

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 and allow one to two minutes of Rest before leading them through a Kind Mind (for Others) practice using the following script as reference:

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.

Kind Mind (for Others)

- *With your hands on your Anchors, your heart, or wherever they are comfortable, focus on the feeling of your breath.*
- *For today's Kind Mind practice, first call to mind someone who has been kind and supportive of you, maybe even someone in this class. Remember what it felt like to receive that kindness. Let that feeling of kindness sink in for a few breaths. Imagine you are breathing in the kindness that has been shown to you.*
- *I'm going to say a kind thought out loud. After I say the words out loud, repeat them silently in your mind, imagining kindness for this person growing in your mind.*

[Use about three of the following phrases or ones that you created with your class. Pause between each phrase to give students a few moments to repeat it to themselves silently.]

I hope you feel supported and cared for.

May you feel kindness from others.

May you have friendship with others.

I hope you know you are important.

May you feel seen and heard.

- *Notice how it feels to think kind thoughts for this person who was kind and supportive to you.*
- *Now, call to mind someone with whom you have recently had a conflict—not a big conflict—but maybe a medium or small one. The Kind Mind practice can help us build our caring muscles and help our minds remember to show care and goodwill to others, even when we have a conflict.*
- *Picture in your mind a friend with whom you have had a small conflict, maybe a small misunderstanding or argument, nothing too big. If you can't think of one, just picture any friend. Keep this person in your mind, and as we think kind thoughts, you can imagine sharing those kind thoughts with this friend.*
- *I'm going to say a kind thought out loud. After I say the words out loud, repeat them silently in your mind, imagining kindness for this person growing in your mind.*

I hope you feel peace.

May you feel kindness and friendship from others.

I hope you feel safe and cared for.

I hope you know you are important.

May you feel seen and heard.

- *Notice how it feels to think kind thoughts for this person.*

After returning to seated, invite students to share with the class or in a journal how it felt to think kind thoughts about this person.

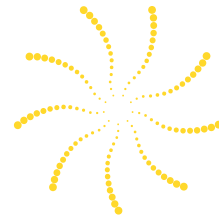
TAKE-HOME PRACTICE

- *Size it up: Before our next class, notice problems or conflicts as they come up and consider whether they are big or small, depending upon different perspectives.*



Lesson 6

4-STEP PROCESS TO RESOLVE CONFLICT WITH FRIENDS



Goal Statement

Students will work together to discover a 4-step process to respond to conflict with friends. They will identify multiple strategies to resolve conflict.

Essential Question

How can I respond to conflict in a healthy way?

“I Can” Statement

I can describe a 4-step process for responding to conflict with friends.

Key Learning Objectives

Students will know...

- Resolving conflicts with friends is an important friendship skill that will grow with practice.

Students will be able to...

- Explain a 4-step process to respond to conflict with friends.
- Identify several specific conflict resolution strategies.

Materials

- 20 different colored cards (4 different colors, 5 of each color or more if needed, depending on class size and number of small groups you will have)
- Mixed-up list of the 4 conflict resolution process steps to show
- Correctly ordered list of the 4 conflict resolution process steps to show

Preparation/Setup

- Ensure that you have enough cards prepared for each group.
- Write or type the 4 steps for responding to conflict so that each step corresponds to one color and mix up the list (do not label the steps with a number).

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

Calming and Focusing
Check-In
Kind Mind (for Others)
Gratitude and Appreciation
Rest and Reflection

New Vocabulary

Problem solving
Conflict resolution

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.

CHECKING IN / 5 mins**Check-In** (UNIT 1, LESSON 1)

As the focusing bell quiets, invite students to place their hands on their Anchors and lead them in a brief Check-In, using the following script as reference:

- *Closing your eyes or letting them rest looking down at your hands, take a moment to check in with how you're feeling in your mind and body.*
- *Notice how your body is feeling right now. Does it feel calm? Does it feel restless? Does it feel energetic, tired, or some other way?*
- *There is no right or wrong way to feel. Just notice how your body feels right now in this moment and then bring your focus back to your Anchors and your breath.*
- *Try to check in on your mind for a moment. Are there any thoughts, images, or even sounds running through your mind? Notice what's there and then bring your focus to your Anchors and the movement of your breath.*
- *Lastly, notice if you're feeling any emotions right now. If you notice a visiting emotion, is it comfortable or uncomfortable?*
- *Let's finish our Check-In by bringing our focus back to our Anchors, back to the movement of our breath. When you're ready, look up or open your eyes.*

Invite students to briefly share what they noticed. Reflect with the group using questions such as:

-
- ***We just practiced checking in with our bodies and minds to notice how we are feeling—do you think checking in can be helpful for your friendships?***
 - ***If you are feeling strong emotions (like anger, disappointment, or frustration) with a friend, and you don't notice it, what do you think can happen? [Answer: escalation, etc.]***
 - ***How long do you need to check in? If you are in a conversation or playing a game, how can you check in?***
 - ***What can you do if you notice a strong emotion during a conflict with a friend?***
-

SUMMARIZE FOR STUDENTS:

- *When we have a problem or a conflict, it can be helpful to notice how we are feeling so we can take a pause if we need to.*

***4 STEPS TO RESPOND TO CONFLICT / 20 mins**

Recognize that it can be scary, frustrating, or sad to have a conflict or problem with a friend, and explain that it can be helpful to have a plan or strategy for how to respond to conflict so it's not so scary or difficult. Explain that in this lesson students will learn and practice a 4-step process to respond to problems or conflict with friends.

Scrambled Plan Relay

Display the color coded steps of the process for handling conflict in a scrambled order.

Place four small containers in a designated spot filled with colored cards that represent each step in the process. Ensure that each step is on a different colored paper.

Put students into groups with four students each (double up/partner students if needed).

One at a time in relay fashion, have each member of the group run to get a different colored card and bring it back to the group.

When the group has all of the colors they will hold them up to signal their completion.

Prompt group members to work together to come up with an order they think makes sense. Tell them to raise their hands when they are finished so that their work can be checked.

Once all of the groups are finished, show the correct order of steps in the conflict resolution process allowing groups to compare their answers and adjust their order to match if necessary. Allow groups to share their reasoning if they disagree with the order, but encourage them to consider trying the order you are about to discuss.

★ DIFFERENTIATION

In the same small groups, ask students to discuss what to do when the 4-step process doesn't work. Explain that there may be some times when they are feeling strong emotions or things escalate and they can't get through the 4 steps. Ask:

- *What can you do if your friend isn't willing to talk about the conflict in the first place?* [Answer: Wait and try again later, ask an adult for help, try a de-escalation strategy, etc.]
- *What if you are the one who didn't handle the conflict well?* [Answer: Apologize; wait and try again later; ask an adult for help, etc.]

4 Steps to Resolve Conflict

Present the four-step process and discuss each step in a whole group discussion:

Step 1: Pause and check in.

- *If you notice a strong emotion, what can you do? Is it okay to take a moment to get calm?*

Step 2: Identify the problem and explain your perspective.

- *What are some phrases you can use to communicate?*

[Hint: Recall from Lesson 5.]

- *What will be helpful to communicate about the problem?*

[Answer: how it makes you feel; how big/small it is; if there is something you need, etc.]

Step 3: Listen and try to see the problem from the other person's perspective.

- *How could you practice being a good listener?*

[Hint: Recall from Lesson 2.]

- *Why does it matter what the other person's perspective is? If they have a different perspective, does that mean one of you is right and the other is wrong?*

Step 4: Try to resolve the problem.

- *What are some strategies you and your friend could use to resolve a conflict or problem?*

Guide students in creating a list of strategies to resolve a problem and ask them to explain how they would use each one as it's added to the list. Make sure to include the following strategies on the list:

- *Apologize.*
- *Get creative and find a compromise.*
- *Make a deal.*
- *Practice compassion (e.g. notice how a friend feels and offer to help).*
- *Let it go.*
- *Take a break or walk away.*
- *Agree to stop a behavior.*
- *Ask an adult for help.* **NOTE** Make sure this is included.

SUMMARIZE FOR STUDENTS:

- *Even though it is normal to sometimes have conflict with friends, it can be uncomfortable and difficult.*
- *Resolving conflicts with friends is an important friendship skill that will grow with practice.*
- *Practicing the 4-step process we discussed today will help us respond to conflict with friends:*
 - *Pause and check in.*
 - *Identify the problem and explain your perspective.*
 - *Listen and try to see the problem from the other person's perspective.*
 - *Try at least one strategy to resolve the problem.*



MINDFUL MOVEMENT / 18 mins

Tell students:

- ***In the last few lessons, we've practiced supporting ourselves and others during partner poses. Today we're going to see if our Mindful Movement practice can help us learn more about resolving conflict with a friend.***

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

Have the class start seated with their hands on their Anchors. Have them take a few calming breaths and notice how they are feeling and what kind of

mindset or attitude they are bringing into their practice today. Ask them to reflect on whether this attitude supports their relationship with themselves and others.

Fresh Start Sequence (UNIT 1, LESSON 3)

Guide students through the sequence with any desired variations, repeating at least once.

[OPTIONAL] **Surfer** (UNIT 2, LESSON 3)

Guide students through the pose, holding for three breaths on each side.

[OPTIONAL] **Lever** (UNIT 3, LESSON 3)

Guide students through the pose, holding for three breaths on each side.

Introduction—Partner Poses (UNIT 5, LESSON 1)

Use a pairing method to facilitate students getting into pairs on one mat.

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.

Partner's Choice

Display a list of partner poses students have learned. Tell students that today they will work with their partners to practice three of the partner poses they've learned in this unit. Each pair will get to choose which poses they practice.

Give students a couple of minutes to choose, and then check in with the class to see if any conflicts have arisen in the process. Encourage students to practice the conflict resolution steps they have just learned to arrive at a solution for how they will choose their poses.

If desired, use this as an opportunity to have volunteers role play the 4-step process and discuss.

Give students a few minutes to practice each pose they have chosen. Encourage the class to hold each pose for several breaths and to communicate with each other.

Kind Mind (for Others)

Have students sit side by side or back to back with their partners, and guide them through a brief Kind Mind (for Others) practice focused on their partners. Use the following script as reference:

- *Let's take a few moments to practice Kind Mind with our partners in mind.*
- *Practicing kindness during a conflict or a challenge can be difficult, but practicing it first within our own minds can help us build our kindness muscles. Let's take a moment to think kind thoughts for our partners. With your hands on your Anchors, close your eyes or look down at your hands. Listen while I say a kind thought, and then you repeat it silently after me with your partner in mind:*

[Use phrases, such as the following, pausing for a moment after saying each one to give students a moment for silent practice.]

May you feel healthy and strong.
May you feel happy.
I hope you feel peaceful and safe.
I hope you know that you are important.

- *Check in for a moment with your body and mind. Notice what it feels like to think kind thoughts for your partner.*
- *When you're ready, open your eyes.*

Partner Closing Sequence (UNIT 5, LESSON 1)

Guide students through the sequence.



REST AND REFLECTION / 5 mins

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

Gratitude and Appreciation (for a Friend)

Guide students in a simple gratitude practice using the following script as reference:

LESSON 6

- *Call to mind something you appreciate about or feel thankful for about a friend, perhaps your partner from today's class or another friend.*
- *Notice if you feel a sense of gratitude or appreciation for that person.*
- *Breathe in and imagine that feeling of gratitude or appreciation growing inside you.*
- *Breathe out and let it sink in.*

Allow one to two minutes of Rest.

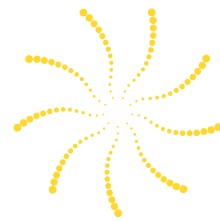
If time allows, invite students to share their reflection on gratitude with the class or in a journal.

TAKE-HOME PRACTICE

- *Teach what you've learned: Teach someone in your family or community the 4-step process for conflict resolution. Ask them what strategies they find useful for resolving conflicts with friends.*

Lesson 7

FOOD WITH FRIENDS



Goal Statement

Students will apply their understanding about friendship skills to analyze a story about food and conflict between friends. They will also begin to explore their relationships with food and use Mindful Eating to try a snack.

Essential Question

How do I develop healthy friendships?

“I Can” Statement

I can identify ways to apply friendship skills to respond to a conflict and strengthen a friendship.

Key Learning Objectives

Students will know...

- They each have a relationship with food.
- The foods people eat may have personal or cultural meanings to them.

Students will be able to...

- Identify friendship skills from this unit.
- Apply friendship skills to explore how to resolve a conflict and strengthen a friendship.

Materials

- Interactive whiteboard or projector
- *The Sandwich Swap* by Queen Rania of Jordan Al Abdullah and Kelly DiPucchio
- Friendship Skills Application Activity Guide
- Paper and writing materials
- Several sheets of chart paper and sticky notes if conducting a gallery walk during the Friendship Skills Application Activity
- Paper plates
- Crackers
- 2-3 cracker spreads that are appropriate for the students in your population, including something unfamiliar to most students (vegemite/marmite, apple or pumpkin butter, orange or lemon marmalade, guacamole, olive tapenade, benedictine, etc.)

Preparation/Setup

- Review the book and make notes of where you will ask specific questions.
- Have plates, crackers, and food spreads ready for serving.

New Mindful Movements

Poses

Partner Seated Twist
Partner Surfer Twist
[Optional] Partner Diamond Twist

Sequences

None

Mindful Moments

Calming and Focusing
Take 5 Breath
Mindful Eating
Gratitude and Appreciation
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.



MINDFUL MOVEMENT / 15 mins

NOTE This Mindful Movement practice includes cues related to building a positive relationship with food. Use them as much as you feel is appropriate for your students. This content is secondary to the key objectives and intended to stretch and expand thinking about growing positive relationships in other areas of life that impact well-being.

Easy Pose (UNIT 1, LESSON 1)

Guide students to sit in Easy pose.

Tell students:

- **Food is going to be an important part of our lesson today. Have you ever thought about your relationship with food?**
- **We've been discovering how we can grow strong relationships with friends. There are a lot of positive relationships in our lives that help support our well-being.**
- **During our Mindful Movement practice today, we're going to think a little bit about how we can grow our positive relationship with food.**

Take 5 Breath

Tell students:

- **One way to grow our relationship with food is to really pay attention and notice how our bodies feel before and after we eat. Let's**

practice Take 5 Breath to tune in to our bodies and notice how we're feeling right here and now.

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 drawing the outline of each finger, being sure to pause at each peak and valley and feel the full length of the breath.

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.

Tell students:

- ***Notice how your belly feels. Does it feel comfortable or uncomfortable? Full or hungry or somewhere in between? How does your mind feel? Just notice. There's no right or wrong answer.***

Fresh Start Sequence (UNIT 1, LESSON 3)

Before leading students through the sequence three times tell them:

- ***Another way to grow our positive relationship with food is to get moving! Physical exercise can help our digestion (the way our bodies process food).***
- ***Physical activity, in general, helps digestion by improving blood flow in our body, including our digestive system. Regular exercise can help us avoid constipation, bloating, gas, and cramps—all those often uncomfortable feelings in our tummy.***

Twist Sequence (UNIT 4, LESSON 1)

Before guiding students through the sequence, tell them:

- *Another way we can grow our positive relationship with food is to notice how we feel mentally and emotionally before and after we eat.*

When they get to the Pick It Up part of the sequence, have students “pick up” the mindset they want to have before they start eating. You might suggest picking up an open mind or the ability to be fully present or to care for their body.

- *Why do our mindsets matter when it comes to eating? Are we able to appreciate our food with our senses? Are we able to appreciate the way our food is nurturing our bodies?*

Introduction—Partner Poses (UNIT 5, LESSON 1)

Use a pairing method to facilitate students getting into pairs on one mat.

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.

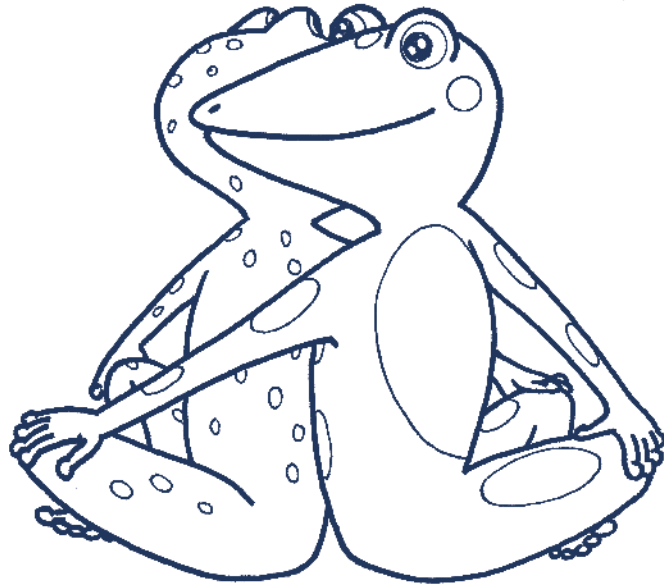
Tell students:

- *Today we will add twists in our partner poses to bring some more attention to our belly area and all the organs inside that help us digest food and get the good stuff it brings us. While we try these twists, see if you can lead the movement with your belly and notice how that feels.*

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 differences between them.*

Use the following cues as reference:



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 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, behind your partner's back.

PARTNER SEATED TWIST—FACING



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.*

- *Breathe together with your partner. Notice how you work together to create the twist. When your body twists, you make space for your partner to do the same.*

9. Hold for three breaths. Gently release and return to neutral for a breath. Repeat on the opposite side.

Partner Surfer Twist new

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

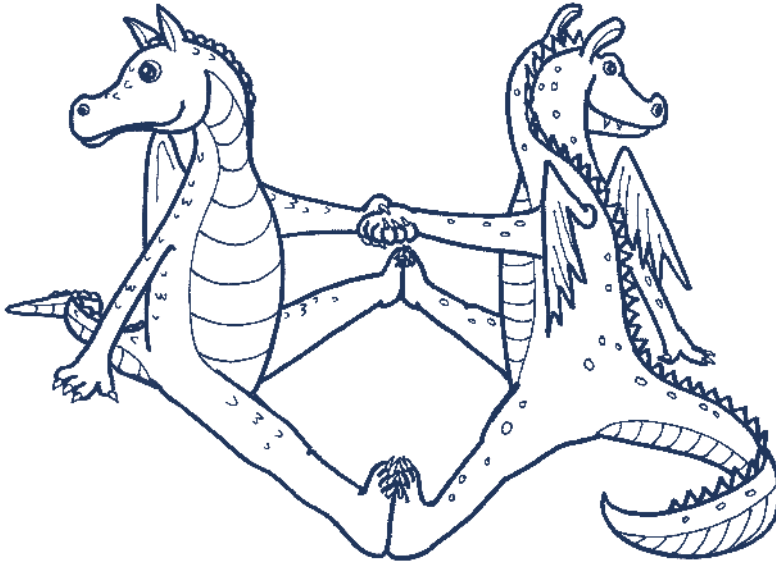
1. Begin in Mountain pose facing your partner. Step your right foot forward so that your right heel is side by side, with your partner (touching if both of you agree).



2. **Exhale:** Take a big step back with your left foot, finding Surfer pose. Make sure your right knee is bent, stacked above the right foot, and your left leg is long with the left foot pointing to the side at a 45-degree angle. Press both feet firmly into the ground.
3. **Inhale:** Lengthen the spine and reach your right arm behind your back, sliding the back of the hand across the small of the back toward the top of the opposite hip.
4. **Exhale:** Twist your body toward the right and reach out your left hand diagonally. Start with the back of your arm facing your partner's (touching if you both agree), with your fingertips reaching toward the outside of your partner's shoulder. **NOTE** Partners may keep the arms at shoulder height, holding on to each other's arms or shoulders, if both agree. If accessible, they may choose to reach down for the fingertips of their partner's right hand, which may be peeking out from behind their partner's back.
5. Remind students to communicate and cooperate with their partners to build the pose together.
6. **Hold the pose for two to three breaths:**
 - **Breathing in:** Stand tall through the spine.
 - **Breathing out:** Relax into the twist.
 - **Breathing in:** Press both feet firmly into the floor, supporting your balance.
 - **Breathing out:** Sink the hips to lunge forward with the right knee.

7. Release the pose and release the arms to the sides. Turn to face your partner and step forward carefully.
8. Repeat on the opposite side if desired.

PARTNER DIAMOND TWIST



[OPTIONAL] Partner Diamond Twist new

Have partners come into Partner Diamond as described in Lesson 1 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 taller.
2. Place your hands next to your hips and press your fingertips down into the mat.
3. Then, as you press your right hand down into the mat, reach out and hold your partner's left hand with your left hand. You will be reaching across your body.
4. Take a deep breath in. As you hold the breath in, turn your upper body toward the right and turn your head to look over your right shoulder.
5. Breathe out.
6. As you breathe in, press down and lengthen from your seat to the crown of your head.
7. As you breathe out, see if it feels comfortable to twist a little deeper.

8. On your next inhale, release your hands and return to center.
9. Repeat this process on the opposite side.

Closing Sequence/Partner Closing Sequence

(UNIT 1, LESSON 1)/(UNIT 5, LESSON 1)

Guide students through a closing sequence of your choice.

NOTE You may choose to delay the Closing Sequence until you are preparing the class for Rest at the end of this lesson.



FOOD FIGHT: SANDWICH SWAP PART 1 / 20 mins

Read aloud *The Sandwich Swap* by Queen Rania Al Abdullah and Kelly DiPucchio. While reading, use questions such as the following to engage students and activate their empathy and curiosity about the characters' experiences:

-
- **What do you notice?**
 - **Why do you think each girl felt sorry for each other's lunch?**
 - **Would you be offended if someone made fun of your food?**
 - **Why do you think the girls choose not to sit with each other?**
 - **How did the girls' disagreement affect others?**
 - **What did the girls learn by sharing their sandwiches with each other?**
 - **Do you think the girls could have reconciled (become friends again) even if they didn't like each other's sandwiches?**
-

SUMMARIZE FOR STUDENTS:

- We each have a relationship with food.
- The foods people eat may have personal or cultural meanings to them.
- Understanding others' perspectives can help us grow our friendships.
- It is normal for friends to experience conflict sometimes.
- Practicing friendship skills to work through conflict can strengthen a friendship.

After reading the book, lead students in analyzing the story and applying their understanding about friendship skills using one of the following Friendship Skills activities. Choose the activity based on the needs and readiness of your learners. Use the Friendship Skills Application Activity Guide to set up the activity. You may want to begin the activity during this lesson and continue it in the next lesson to allow ample time for learners to review and apply the skills of the unit.

- **Small Groups Teach Friendship Skills:**
Each small group gets an assignment. They read and discuss the questions and collaborate on a plan for how they would teach the skills for Lilly and Salma's school. They then present it to the class.
- **Friendship Skills Gallery Walk with Partners:**
Students travel with a partner around to four different stations. For a designated time, they discuss the questions and then record their reflections on the chart paper with sticky notes. When signaled they move to the next station and repeat.

After allotted time, debrief with students and check in on their progress. Let students know they will continue and complete the activity in the next class session.

SANDWICH SPREAD SAMPLING / 10 mins

Explain to students that they will do a Mindful Eating exercise where they will taste some sandwich spreads that might be new and different for some. Invite them to bring a mindset of curiosity and an openness to new experiences into the activity:

- *Remember that in Mindful Eating, we are using our senses to experience the food mindfully, with an open attitude of curiosity. Once we get to the tasting part, if you don't like the taste, you don't have to eat it.*

Distribute the crackers with different spreads, including something that will be unfamiliar to most students (include a different spread on each cracker). Instruct students to leave them on their napkins until you tell them to pick it up.

SUMMARIZE FOR STUDENTS:

- *Mindful Eating can be a great way to consider new or unfamiliar foods and to grow our relationship with food.*
- *Mindfully trying new foods may be a way to learn about a friend and to grow our friendships.*

TEACHING TIP

After the Mindful Eating exercise, while students finish their crackers, consider reading the Author's Note from *The Sandwich Swap*.

REST AND REFLECTION / 3 mins

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

Gratitude and Appreciation (for a Friend)

Guide students in a simple gratitude practice using the following script as reference:

- *Silently, call to mind the last time you enjoyed sharing a food with a friend.*
- *Recall what the food looked, smelled, and tasted like.*
- *Recall the friend you shared time and food with.*
- *What was it about that experience that you enjoyed or appreciated?*
- *If you feel any feelings of appreciation or gratitude for that friend or the experience, breathe and savor those feelings for a moment.*

Allow one to two minutes of Rest.

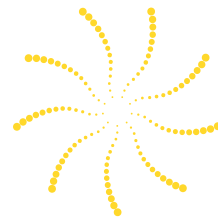
If time allows, invite students to share their reflection on gratitude with the class or in a journal.

TAKE-HOME PRACTICE

- *Discover food and friends: The next time you see someone eating something you don't recognize, instead of "yucking their yum," ask them to tell you about the food and why they like it. Also ask a friend to tell you about their family's favorite foods and why they like them. Consider what you have in common and what is different. Have a conversation to learn more about each other.*

Lesson 8

OUR BEST TOGETHER



Goal Statement

Students will continue their application of friendship skills by completing the activity they began in Lesson 7. They will also consider how friends can be their best selves together.

Essential Question

What is a healthy relationship?

“I Can” Statement

I can describe how a healthy friendship might change or grow over time.

Key Learning Objectives

Students will know...

- In order for friendships to be healthy, both friends need to practice friendship skills.
- A healthy friendship is one where both friends feel like they can be their best selves together.
- As they grow, friendships change and sometimes end.

Students will be able to...

- Apply friendship skills to explore how to resolve a conflict and strengthen a friendship.

Materials

- Interactive whiteboard or projector
- *The Sandwich Swap* by Queen Rania of Jordan Al Abdullah and Kelly DiPucchio
- Friendship Skills Application Activity Guide
- Chart paper or other artifacts from Lesson 7 for students to continue their work.

Preparation/Setup

- Hang up chart paper and notes from the Gallery Walk if applicable.
- Gather student materials from the small group activity in Lesson 7 if applicable.

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

Calming and Focusing

Mindful Eating

Visualizing Supportive Friends

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.

FOOD FIGHT: SANDWICH SWAP PART 2 / 10–15 mins

Distribute materials to students to complete the application activity you began in Lesson 7.

- **Small Groups Teach Friendship Skills:**
Invite remaining groups to demonstrate their way of teaching friendship skills to Lilly and Salma's school to the whole group. Provide feedback and invite students to ask questions of the group.
- **Friendship Skills Gallery Walk:**
Allow partners to complete any stations they had not visited. As a whole group, summarize student contributions to each station and invite students to share final comments or questions.

SUMMARIZE FOR STUDENTS:

- *All of the friendship skills we have covered in this unit [list examples] can grow with practice.*
- *When both friends practice friendship skills to work through conflict, friendships can grow stronger.*

Lead students in reflecting silently on one friendship skill they will plan to practice and grow stronger.

OUR BEST TOGETHER / 12 mins

Use a pairing method to match students with a partner. Then lead a Mindful Listening exercise using the format from Lesson 2 with the following prompt:

- *Friendships can grow or change as time passes. Tell about one of your friendships that has changed in some way over time. Even if your story is all positive, do not use names, simply refer to the other person as your friend.*

After the Mindful Listening practice, guide students through a group discussion using prompts and questions such as:

-
- ***In our very first lesson, we talked about the ways that a friendship might be healthy or unhealthy. Now that we are at the end of this unit, how would you describe a healthy friendship? How would you describe an unhealthy friendship?*** **NOTE** Make sure students recognize that in healthy friendships, friends support each other to be their best selves and they practice friendship skills, etc.
 - ***What are some reasons a friendship might change?*** [Answer: People's interests might change, a friend might move or change schools, friends may come to understand each other better, a situation might change causing friends to spend more or less time together, etc.]
 - ***How can you take care of and grow those friendships where you feel like your best self?***
 - ***Sometimes in a friendship, you may feel like you have a hard time being your best self—what can you do when that happens?***
 - ***If two people have a healthy friendship and they practice friendship skills, will their friendship always grow stronger?*** **NOTE** Emphasize that it may grow stronger, but as each friend grows and changes, their friendship might change too.
 - ***Is it okay for an unhealthy friendship to end?*** [Answer: Yes and sometimes it is for the best.]
 - ***Is it okay for a healthy friendship to end?*** [Answer: Yes, sometimes friendships change over time or end.] ***Does it always feel okay for a friendship to end?***
 - ***What skills will help you to grow new friendships?***
-

SUMMARIZE FOR STUDENTS:

- *In order for friendships to be healthy, both friends need to practice friendship skills.*
- *A healthy friendship is one where both friends feel like they can be their best selves together and both friends want each other to be their best selves.*
- *As we grow, our friendships change for many reasons. Sometimes they grow stronger or closer. Sometimes they drift apart or end. Sometimes a friendship can be strong even when friends don't see each other that often.*



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

Guide students to sit in Easy pose.

Twist Sequence (UNIT 4, LESSON 1)

Guide students through the sequence once. For the Pick It Up portion, consider having students “pick up” a friendship skill they want to practice and grow.

Fresh Start Sequence (UNIT 1, LESSON 3)

Have students lead the sequence two to three times.

Introduction—Partner Poses (UNIT 5, LESSON 1)

Use a quick pairing method to facilitate students getting into pairs.

Review the class partner work agreements.

Partner Surfer Twist (UNIT 5, LESSON 7)

Ask two volunteers to demonstrate and then guide students through the pose.

Partner Seated Twist or Partner Diamond Twist

(UNIT 5, LESSON 7)

Have two volunteers demonstrating one version of a partner twist and then guide students through the pose.

Partner Portrait of Friendship

Guide pairs to create a portrait of friendship using a partner pose they have practiced during this unit.

Explain that partners should work together to choose a partner pose that they think creates an illustration of friendship in some way and use their bodies in this partner pose as a way of creating a living statue that portrays friendship.

After partners have chosen and begun to practice, let them know that they can add to or change the pose slightly if it helps them to convey their image of friendship.

If time allows, invite volunteers to share with the class or with groups of neighboring pairs.

 **DIFFERENTIATION**

Have partners imagine one way a friendship might change over time and choose a second partner pose to illustrate that change.

Partner Closing Sequence (UNIT 5, LESSON 1)

Guide students through the sequence.



REST AND REFLECTION / 5 mins

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

Visualizing Supportive Friends

Lead students through a brief visualization using the following script as reference:

- *Use your imagination to picture all the friends you have now standing in front of you—your close friends and the friends you only play with from time to time. Notice what they look like. Notice how you feel.*
- *Now picture all the friends you had a year ago standing behind them.*
- *And all the friends you have had since you were a baby standing behind them.*
- *Notice how you feel.*
- *Imagine they are all giving you kindness, care, and support, and helping you grow to your strongest healthiest best self.*
- *Even if your friendships have changed or ended, imagine all the kindness they gave you supporting you and helping you grow stronger today.*
- *Breathe and notice how you feel with all of their support.*

Allow one to two minutes of Rest.

If time allows, invite students to share their reflection on gratitude with the class or in a journal.

TAKE-HOME PRACTICE

- *Thank someone who has been a good friend to you, even if your friendship has changed over time.*

Lesson Extensions

Compliment Car Wash

Lesson 3

Divide students into small groups of no more than six to eight so that the students stay engaged.

Ask each group to stand in two lines facing one another. Play music to make this fun.

Pick one member of each group to walk or dance through the lines set up by their groups. As the student passes each person, their peers should give the student a compliment or other kind words. Once the student gets through the line, the student should join a line and then pick another student to go through the **compliment car wash**. Continue this until everyone goes through the car wash once.

After everyone in the group gets a turn, make the second round a challenge. For example, tell students that their compliments may only be given about the person's character—good traits that cannot be seen from the outside.

Healthy Habit Partner Challenge

Any lesson

Have students work with a partner (or in a group of three) to make up a one-week healthy habit challenge. Examples:

- *We will eat at least one fruit every day.*
- *We will not drink sugary drinks for the whole week.*
- *We will exercise every day this week for at least 20 minutes.*

Tell partners to discuss how they will support each other in growing this healthy habit.

Discuss with students as a whole group ways that they can support each other in growing this healthy habit. Brainstorm places and methods for reminders and check-ins. Discuss the kind of attitude and

approach that will be helpful and supportive rather than judgmental or critical. Discuss ways that they can be understanding, caring, and kind. Remind them this is not a competition.

If your students use journals, give them time to record their healthy habit challenge and reminders for how to support each other.

Creative Conflict Resolution

Lesson 6

Challenge small groups to get creative and illustrate the 4-step process for responding to conflict using a drawing, cheer, dance, rap, or song. Invite them to share their work with the class.

Friendly Food

Lesson 7

Invite students to reflect on and share responses to the following questions:

- *Can you remember an important moment in a friendship that involved food? What do you remember and why was food important to this memory?*

Use a strategy of your choice to facilitate sharing.

Examples: Invite volunteers to share with the group; have students turn and talk with a partner; conduct a Mindful Listening practice (Unit 5, Lesson 2).

Paper Sandwich Swap

Lesson 7

Have students think about a food they eat at home that either (a) others might not know or like or (b) is very important to their family or culture.

Provide a small piece of paper or index card for students to draw or write about this food. Instruct students to fold the paper in half to make a paper "sandwich."

Have students form two concentric circles and guide

the two circles to walk in opposite directions. When you say, “freeze,” students in the circles turn their face toward each other and the person in front of them is their partner.

Students swap paper sandwiches and first guess what the food might be, then practice communication and listening skills to ask questions and learn about the food and each other. Consider providing a few starter questions.

Swap paper sandwiches back to their original owner and then repeat the process of moving, partnering, swapping, and learning, several times.

Guide the students to reflect on what they have learned about each other.



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

Overview

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

Enduring Understandings

Students will understand:

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

Essential Questions

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

*Lesson Summaries and Materials**

Lesson 1 pages 358–370

Lesson 1—Community Support:

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

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

Lesson 2 pages 371–377

Lesson 2—Contributing to a Group:

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

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

Lesson 3 pages 378–386

Lesson 3—Community and Culture:

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

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

Lesson 4
pages 387–395

Lesson 4—A Community Challenge: Students role-play to understand how different perspectives exist within one community. They collaborate to address a community challenge and attempt to find a solution through consensus.

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

Lesson 5
pages 396–402

Lesson 5—A Vision of Community: Students work together to envision a healthy, happy, and caring community and then apply these ideas in creating an artifact that illustrates their shared vision. Small groups work together to plan their own Mindful Movement practices.

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

Lesson 6
pages 403–409

Lesson 6—Community Impact: Learners evaluate the impact of individual actions on the well-being of the community and reflect on ways they want to contribute. Groups lead the movement practices they designed.

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

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

New Mindful Movements

Poses

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

Sequences

Group Closing Sequence

Mindful Moments

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

Differentiation*

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

Performance Assessment

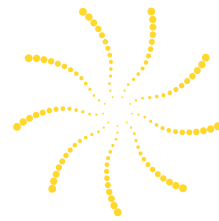
Students will be able to:

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



Lesson 1

COMMUNITY SUPPORT



Goal Statement

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

Essential Question

Who am I connected to?

“I Can” Statement

I can name supports in my community.

Key Learning Objectives

Students will know...

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

Students will be able to...

- Identify supports in their community.

Materials

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

Preparation/Setup

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

New Vocabulary

Support
Diverse/diversity

New Mindful Movements

Poses

Group Victory
Group Surfer
Group Wave A and B
Group Boat

Sequences

[Optional] Group Closing Sequence

Mindful Moments

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

CALMING AND FOCUSING / 2 mins

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

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

MY COMMUNITY SUPPORTS / 20 mins

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

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

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

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

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

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

TEACHING TIP



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

TEACHING TIP



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

★ DIFFERENTIATION

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

- *What would happen if one or two of these supports went away? What would happen if all of these supports went away?*
- *What do you notice about the community of support we identified?*
- *Is this community of support uniform? In what ways is it diverse?*

NOTE Check that students understand that diversity in a group or community is the characteristic of having many different backgrounds, abilities, perspectives, and/or experiences.

- *Does everyone provide support in the same way?*
- *Instead of all these different people/groups, what if there were a lot of the same one, all doing the exact same thing?*

Invite student volunteers to share if desired.

SUMMARIZE FOR STUDENTS:

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



MINDFUL MOVEMENT / 20 mins

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

Tell students:

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

Easy Pose/Anchors (UNIT 1, LESSON 1)

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

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

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

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

Group Sequence Games

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

Option 1: Making Waves

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

Option 2: Rounds

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

Option 3: Around the Clock

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

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

Victory (UNIT 3, LESSON 3)

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

Intro to Group Poses

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

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

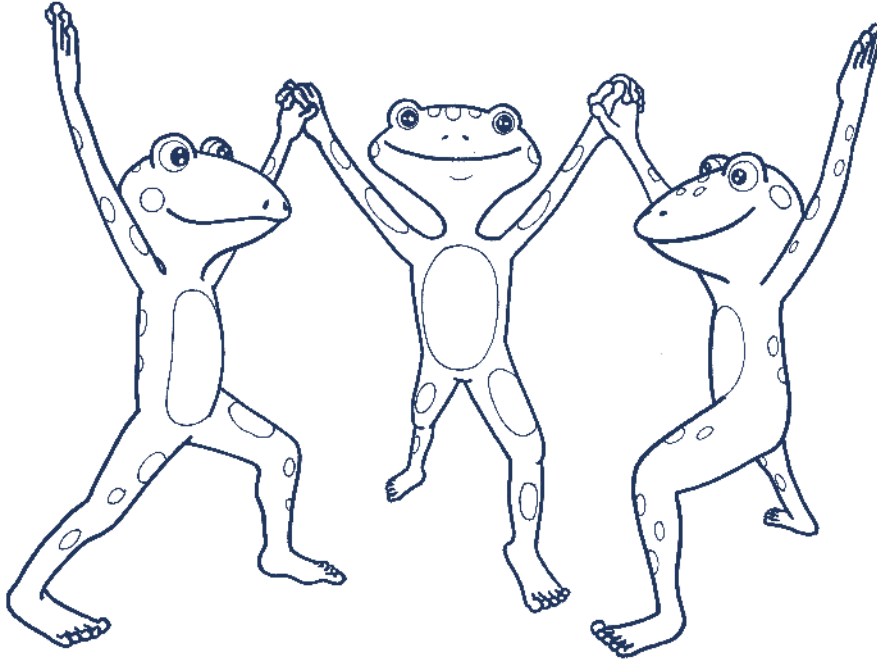
Remind students that part of being a caring and compassionate community is respecting their neighbors' decisions about how they will use their body this day.

Group Victory

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

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

GROUP VICTORY



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

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

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

Ask students:

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



Group Surfer new

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

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

Ask students:

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

GROUP WAVE A



GROUP WAVE B

Group Wave A and B new

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

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

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

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

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

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

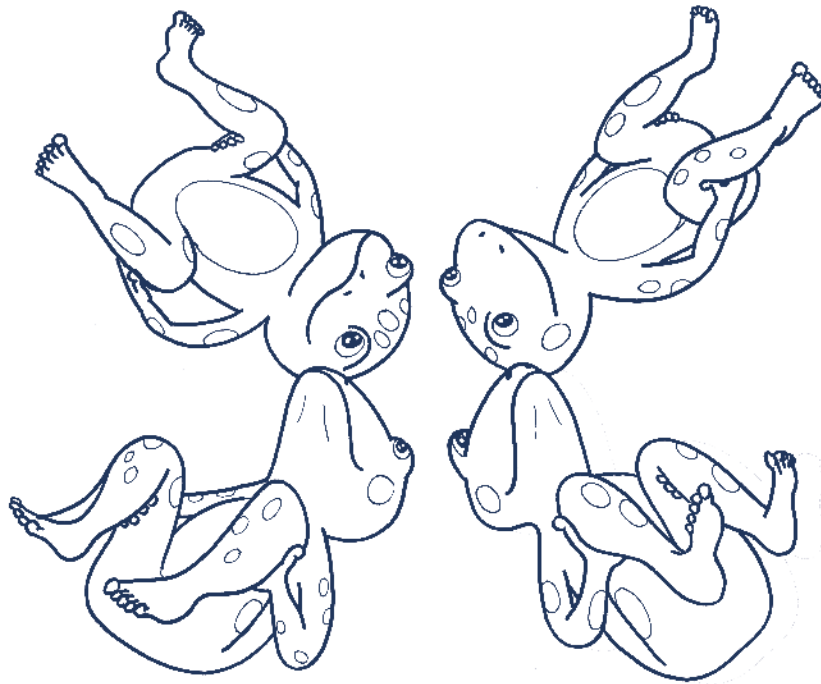
Have students turn both feet to face forward and jump or step back to Mountain pose, bringing hands to their sides. Ask students:

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

Group Closing Sequence new

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

GROUP HAPPY BABY



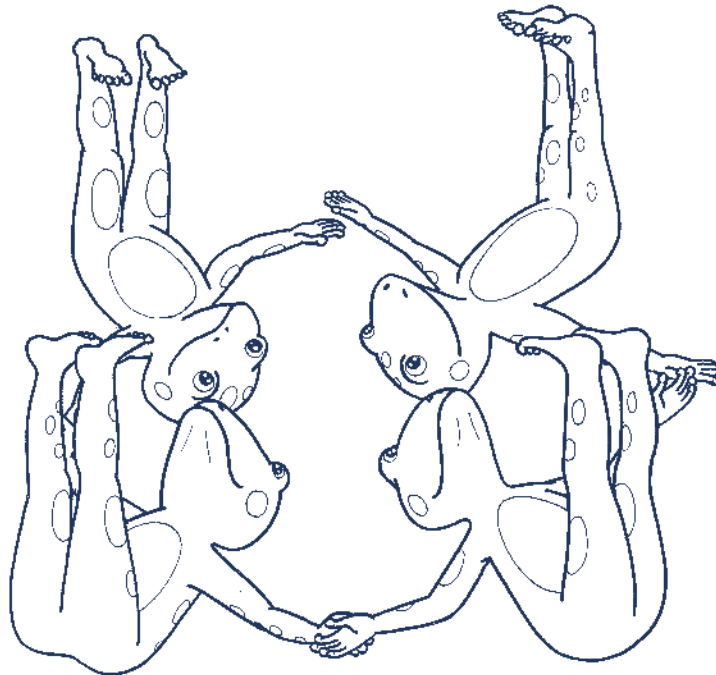
Group Happy Baby new

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

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

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

GROUP WATERFALL

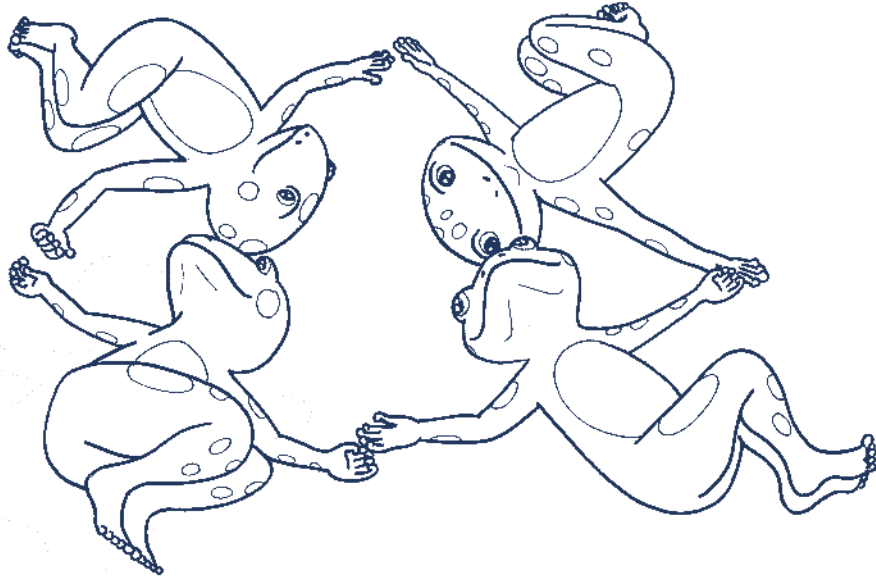


Group Waterfall new

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

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

GROUP WINDSHIELD WIPERS



Group Windshield Wipers new

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

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

Closing Sequence/Group Closing Sequence

(UNIT 6, LESSON 1)

Guide students through the sequence.

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.



REST AND REFLECTION / 3 mins

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

Kind Mind (for Community)

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

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

May our whole school community be healthy and strong.

May our whole school community feel safe and supported.

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

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

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

Allow one to two minutes of Rest.

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

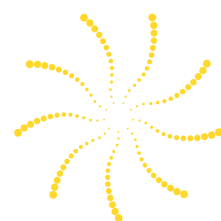
TAKE-HOME PRACTICE

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



Lesson 2

CONTRIBUTING TO A GROUP



Goal Statement

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

Essential Question

How do I contribute to my community?

“I Can” Statement

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

Key Learning Objectives

Students will know...

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

Students will be able to...

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

Materials

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

Preparation/Setup

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

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

Calming and Focusing
Anchors
Visualizing Community
Rest and Reflection

New Vocabulary

Cooperate
Teamwork
Connection
Contribute/contribution

CALMING AND FOCUSING / 2 mins

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

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

TEAMWORK / 25 mins

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

Team Challenge #1

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

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

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

Debrief the challenge with a few questions, such as:

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

Team Challenge #2

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

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

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

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

SUMMARIZE FOR STUDENTS:

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

TEACHING TIP



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

TEACHING TIP



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



MINDFUL MOVEMENT / 18 mins

Tell students:

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

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

Easy Pose/Anchors (UNIT 1, LESSON 1)

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

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

Student Choice Sequence

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

Repeat with one or more student leaders.

Intro to Group Poses (UNIT 6, LESSON 1)

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

Group Victory (UNIT 6, LESSON 1)

Guide students into the group pose. Tell them:

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

Group Surfer (UNIT 6, LESSON 1)

Guide students into the group pose.

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

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

Closing Sequence/Group Closing Sequence

(UNIT 6, LESSON 1)

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



REST AND REFLECTION / 5 mins

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

TEACHING TIP



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

Visualizing Community

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

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

Allow one to two minutes of Rest.

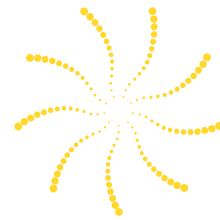
Invite students to share or record in their journals how they visualized contributing to the school community.

TAKE-HOME PRACTICE

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

Lesson 3

COMMUNITY AND CULTURE



Goal Statement

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

Essential Question

What is important to members of my community?

“I Can” Statement

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

Key Learning Objectives

Students will know...

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

Students will be able to...

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

Materials

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

Preparation/Setup

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

New Vocabulary

Culture
Respectful
Curiosity
Tradition

New Mindful Movements

Poses

Group Lever
Forest

Sequences

None

Mindful Moments

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

CALMING AND FOCUSING / 2 mins

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

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

THE FOOD WE SHARE / 20 mins

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

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

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

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

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

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

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

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

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

SUMMARIZE FOR STUDENTS:

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



MINDFUL MOVEMENT / 20 mins

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

Easy Pose/Anchors (UNIT 1, LESSON 1)

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

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

Invite students to share if desired.

Group Sequence Games (UNIT 6, LESSON 1)

Facilitate one of the group sequence games from Lesson 1.

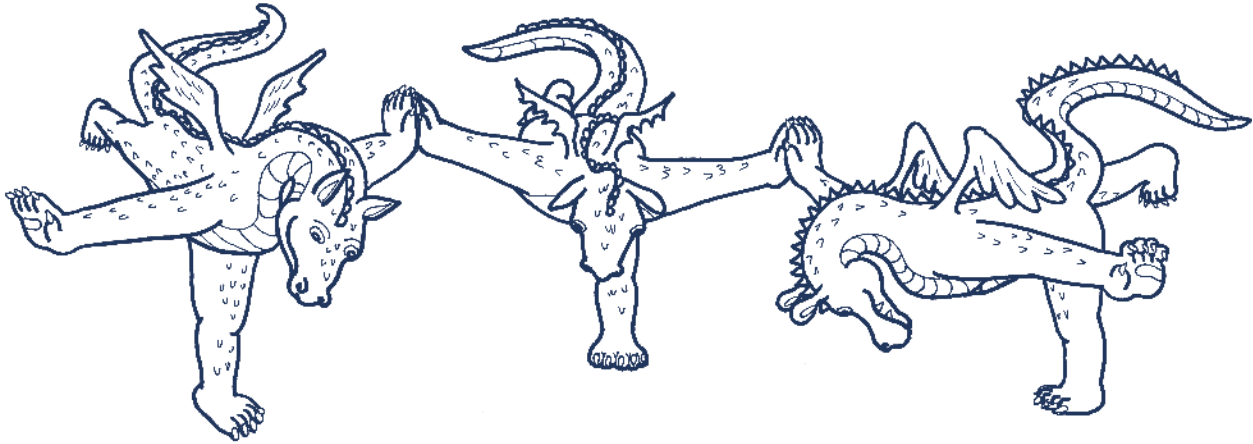
Intro to Group Poses (UNIT 6, LESSON 1)

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

Consider adding new agreements if needed.

Group Victory (UNIT 6, LESSON 1)

Guide students into the group pose.



Group Lever new

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

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

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

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

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

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

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

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



Forest new

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

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

Tell students:

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

Have students repeat on the opposite side.

Closing Sequence/Group Closing Sequence

(UNIT 6, LESSON 1)

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



REST AND REFLECTION / 7 mins

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

Gratitude and Appreciation (for Community)

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

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

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

Allow one to two minutes of Rest.

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

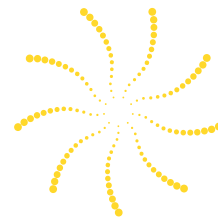
TAKE-HOME PRACTICE

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



Lesson 4

A COMMUNITY CHALLENGE



Goal Statement

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

Essential Question

How do we work through differences?

“I Can” Statement

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

Key Learning Objectives

Students will know...

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

Students will be able to...

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

Materials

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

Preparation/Setup

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

New Mindful Movements

Poses

Group Boat

Sequences

None

Mindful Moments

Calming and Focusing

Anchors

Letting-Go Breath

Kind Mind (for Community)

Rest and Reflection

New Vocabulary

Consensus

CALMING AND FOCUSING / 2 mins

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

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

THE WAY IT'S DONE / 20 mins

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

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

Small group instructions:

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

Family dinner scenarios:

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

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

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

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

Read the community dinner scenario to the class:

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

Give each group a copy of the medium group instructions:

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

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

TEACHING TIP



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

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

SUMMARIZE FOR STUDENTS:

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



MINDFUL MOVEMENT / 20 mins

Easy Pose/Anchors (UNIT 1, LESSON 1)

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

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

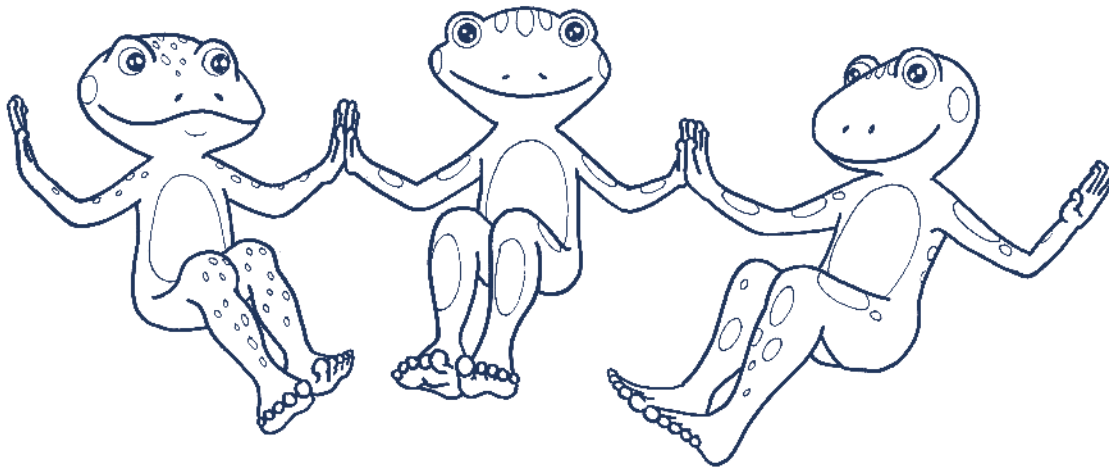
*take care of your body and mind as we practice group poses today?
How will you contribute to and support the group?*

Intro to Group Poses (UNIT 6, LESSON 1)

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

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

GROUP BOAT



Group Boat new

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

1. **Begin seated with knees bent, legs together, and feet flat on the floor.**
2. **Inhale:** Sit up tall through the torso, lifting arms out and placing your hands palm to palm with your neighbor's hand on each side, if you're comfortable. **NOTE** Students may opt to keep space between their hands and their neighbors' hands.
3. **Exhale:** Gently draw the belly inwards and lift the heels. Find balance in Boat pose, lifting toes completely off the floor if desired.

Tell students:

- *As you balance in Boat pose, notice how you and your neighbors are supporting each other. What else do you notice?*
- *Remember to take care of yourself. Touch your toes down anytime you need to reset the pose.*

Now create a community challenge in Group Boat:

4. Have students relax for a moment and think about how they can be their best selves to support the group.
5. Then have them return to the pose and invite students to lean in one direction and then the other in unison.

- *While we rock the boat, pay attention to the whole community so that we are moving together. At the same time, be very mindful of your neighbors' hands and any little movement they make so that you can support each other.*

6. Repeat if desired.

Invite students to share feedback with you about their experience practicing Group Boat pose: *What did they like? How did they feel? What was helpful about the leadership you provided? How could your leadership grow to be better?* Explain why it is useful for you to receive feedback from the community. Comment on the types of feedback that were provided, and explain that there is a useful rule of thumb that says that people receive feedback best when a suggestion or a piece of constructive criticism is accompanied by a few compliments or appreciations about what they have done well. Explain that they will have opportunities to lead and provide feedback to each other in this and the next couple of lessons.

Fresh Start Sequence (UNIT 1, LESSON 3)

Invite students to volunteer as leaders (either individually or in pairs) to guide the class through the sequence.

Invite learners to share feedback with the leader(s). Solicit several pieces of encouraging feedback, such as compliments or appreciations, and one piece of growth-oriented constructive feedback. If desired, encourage the student leader by identifying a specific skill they can practice to grow in that area that was identified for growth.

Group Victory (UNIT 6, LESSON 1)

Invite students to volunteer as leaders (either individually or in pairs) to guide the class into this pose. Unless you are concerned about student safety, do not stop to correct them if they make a mistake.

Repeat the group feedback process.

Group Lever (UNIT 6, LESSON 3)

Invite students to volunteer as leaders (either individually or in pairs) to guide

TEACHING TIP



To increase activity level and facilitate a break from the social-emotional effort of group poses, lead a fast-paced sequence of your choice between the group pose practices.

the class into this pose, using the cues from Lesson 3 of this unit. Unless you are concerned about student safety, do not stop to correct them if they make a mistake.

Repeat the group feedback process.

Forest (UNIT 6, LESSON 3)

Invite students to volunteer as leaders (either individually or in pairs) to guide the class into this pose, using the cues from Lesson 3 of this unit. Unless you are concerned about student safety, do not stop to correct them if they make a mistake.

Repeat the group feedback process.

Closing Sequence/Group Closing Sequence

(UNIT 6, LESSON 1)

Guide students through the closing sequence as described in Lesson 1.



REST AND REFLECTION / 5 mins

Guide students to find a position that feels safe and comfortable for Rest.

Letting-Go Breath (UNIT 5, LESSON 4)

Invite students to take a few Letting-Go Breaths to settle into Rest.

Kind Mind (for Community)

Lead students through a Kind Mind (for Community) practice using the following script as reference:

- *In your mind and imagination, create a picture of our school community and the bigger community around us.*
- *With many different people, different kinds of families, people with different abilities, different genders, different cultures, different races and skin colors, different traditions, and different experiences.*

- *In your mind, see if you can notice and appreciate the differences among people in our community.*
- *Notice how you feel when you see the differences.*

Lead students in practicing kind thoughts for the community using the following phrases or some you have created with your class.

- *Now, with that image of community in your mind, let's practice a few kind thoughts for all of the members of our community. Repeat:*

May all of the people in our community feel seen for who they really are.

I hope all members of our community feel valued and respected.

May all members of the community feel understood and appreciated.

- *Notice how it feels to think kind thoughts for your community.*
- *Let those words and images drift away from your mind, and give your body and mind a few moments of Rest.*

Allow one to two minutes of Rest.

If desired, invite students to share with the group or in their journals.

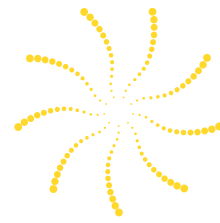
TAKE-HOME PRACTICE

- *Investigate the ways community members work through their differences. Find an example (in your own community, in a book, or in a show or a movie) in which a group of people who were different from one another in some way) were able to work together.*



Lesson 5

A VISION OF COMMUNITY



Goal Statement

Students will work together to envision a healthy, happy, and caring community and then apply these ideas to create an artifact that illustrates their shared vision. Small groups will work together to plan their own Mindful Movement practices.

Essential Question

What is a healthy community?

“I Can” Statement

I can describe a vision for a healthy community.

Key Learning Objectives

Students will know...

- Each member has the power to contribute to a healthy community.
- Communities are healthier and more compassionate when all members are included, heard, and respected.
- When community members have a shared vision, they will be able to cooperate and collaborate more effectively.

Students will be able to...

- Practice forming a shared vision with a group.
- Practice collaborating with a group toward a shared goal.

Materials

- Whiteboard, display screen, or chart paper/marker
- Design Your Own Mindful Movement Practice worksheets
- Writing and art supplies for all application activities you choose to use

Preparation/Setup

- Plan a quick grouping method to get students into small groups.
- Decide on which application activities you will use. Plan how you will group students and prepare instructions for each group.
- Organize Design Your Own Mindful Movement Practice worksheets and writing materials for each group.

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

Calming and Focusing
Check-In
Visualizing Community
Rest and Reflection

New Vocabulary

Vision
Collaborate

CALMING AND FOCUSING / 2 mins

Begin every lesson with Calming and Focusing practices described in the PRACTICE GUIDE.

- **Calming:** Lead students in taking three deep mindful breaths, using the cues and modeling as described in the PRACTICE GUIDE.
- **Focusing:** Lead students in a Mindful Listening activity to practice focusing their attention on the sound of a chime using the cues as described in the PRACTICE GUIDE.

*A SHARED VISION / 25 mins

Discuss a vision for a healthy community with the whole group. You may choose to use the school community as a frame of reference or a larger community to which the students all belong (if applicable), such as the neighborhood, town, or city. Explain that today this class will reimagine their (school) community. They will get creative and visualize a healthy, happy, and caring community that helps each member be their best self. Engage students using some of the following questions:

-
- ***When you imagine the best version of our community, what are the most important ingredients for it to be healthier? Happier? More caring and compassionate?***
 - ***How will community members feel welcome?***
 - ***In this community, how will diversity be appreciated and respected?***
 - ***What will the community look like? What spaces and places are important?***
 - ***What will community members do? Are there activities that will connect people?***
 - ***What types of responsibilities will adults and children have?***
-

Record and review some of students' key ideas for this shared vision of community.

Create the vision:

Depending on the readiness and needs of your learners, choose one or more of the following applications to create the class's vision of community as a whole group or in small groups. Consider using small groups of students with particular self-identified strengths (art, words, movement/acting, planning, building) to take on a particular activity.

- **Community pledge:** Students think about how members need to contribute in order to bring their vision for community to life. They create a list of agreements or commitments that community members would pledge to keep.

- **Living painting:** Students discuss one or more visual images of what a healthy community looks like and then create those images by arranging volunteers to create a living painting. Explain that the image should be similar to what they could imagine seeing in a photograph of the community in their vision.
- **Community shield or emblem:** Students create a shield or emblem that represents the values/identity of the community they have envisioned. This shield or emblem should contain a few different elements, and students should be able to explain the meaning behind each element.
- **Community welcome statement:** Students create a welcome statement, imagining how they would communicate their vision of community to anyone who visited or joined for the first time.
- **Community map:** Students create a map to illustrate their vision for a healthy community. Explain that their map will not be able to include everything, so they should focus on what is most important to the group. They should mark important places and create a legend that identifies each place and describes why it is important to the community. Encourage them to think about how those places help the community to be healthy, happy, and caring.



TEACHING TIP

Provide one or more examples for any of the application activities used.

Debrief with students using some of the following questions:

-
- **Why was it important that we discussed our ideas about a healthy community first before we did the activity?** [Answers: It helped us hear multiple perspectives; it helped us create a shared understanding.]
 - **Who has the power to bring our vision of a healthy community to life? Can any one person do this alone?**
 - **Do you think it's important for community members to have a shared vision? Why?** [Answer: So they feel connected; so they can create goals, cooperate, collaborate, support each other.]
 - ***Are there certain perspectives or voices that got most of the input in our vision of a community (students of a particular grade level; teachers)? Are there any people or groups who we might not have fully included in this vision of community?** **NOTE** Encourage students to think about groups of community members who are not reflected in the room—refer to various ages, backgrounds, and/or identities relevant to your community of reference.
-

SUMMARIZE FOR STUDENTS:

- *Each member has the power to contribute to a healthy community.*
- *Communities are healthy when all members are included, heard, and respected.*
- *When community members have a shared vision, they will be able to cooperate and collaborate more effectively.*

**MINDFUL MOVEMENT / 15 mins**

Explain that in the next couple of sessions of Mindful Movement, students will work in small groups to create a sequence to contribute and lead. Tell them that to do this successfully, they will have to use all the skills they have been learning and they will need a shared group vision for their sequence. Examples of questions they should ask themselves:

-
- *Will it have a theme like animal or plant shapes, or focus on a specific type of movement or area of the body?*
 - *Will it be relaxing, energizing, playful, or challenging?*
 - *Will it focus on individual strength, partner relationships, or group cooperation?*
-

Tell students that they will need to brainstorm with their group and make decisions together. This will involve listening to group members' perspectives, addressing conflicts, and compromising or coming to a consensus. They also will need to reflect on their strengths and ensure that everyone in the group contributes.

Use a quick grouping method to assign student groups and have them get together in a designated space. Distribute writing materials and handouts.

Student Choice Movement

Invite one volunteer leader from each group to lead their group in a warm-up, such as the Fresh Start Sequence or some other movement of their choice (e.g., a dance or a quick active game).

Tell students that they will need to include the following in their Mindful Movement practice:

- **An opening sequence (such as Fresh Start, Twist, or Superhero)**
- **Three poses (optionally, one partner or group pose)**
- **A closing sequence (any individual, partner, or group version they've learned in this class)**
- **A breathing or mindfulness practice**
- **Rest**

Give groups the first page of the Design Your Own Practice worksheet to help them determine how they will each contribute to the group. Once students have completed this portion of the worksheet, give them the next page, and allow ample time to brainstorm themes and poses that they like with their small groups.

Check-In (UNIT 1, LESSON 1)

Guide students in pausing and taking a moment to check in. Use the following script as reference:

- *With hands on Anchors, and eyes looking down or closed if comfortable, take a few breaths.*
- *Notice how you're feeling right now in your mind and body. Are there any emotions visiting you right now?*
- *Notice how this group planning is going for you. What do you need? What does your group need? How can you contribute and how can you support your group?*

TEACHING TIP



Assess whether students need more time to plan with their groups and let them know when they will be able to complete their planning.

Invite students to give you a thumbs up, down, or sideways to show how well they think their group is working together. If necessary, discuss what changes they can make to encourage better cooperation.

Give students the final page of the worksheet to record the steps in their group's practice.

Encourage groups to practice their movement together, making sure they are happy with the way it flows and the way it feels. Encourage them to give different group members the opportunity to lead parts of the practice.



REST AND REFLECTION / 5 mins

Guide students to find a position that feels safe and comfortable for Rest.

Visualizing Community

Lead students in a guided visualization to see themselves contributing to a healthy community. Use the following script as reference:

- *Take a moment to check in. Notice how you are feeling in your mind and body.*
- *Now let's use our minds to visualize a healthy, happy, and caring community like we discussed today. Picture in your mind your vision for a healthy community. What does it look like? Where are you in it?*
- *Now imagine yourself doing something to contribute to making this community healthier, happier, and more caring and compassionate.*
- *Visualize yourself and the contribution you are making. Picture what you are doing and who you are with.*
- *How does it feel to contribute?*
- *Let those images start to drift away and bring your attention back to your breath. Notice your breath and your body as you settle into Rest.*

Allow one to two minutes of Rest.

After students return to seated, invite students to share with the group or in their journals if time allows

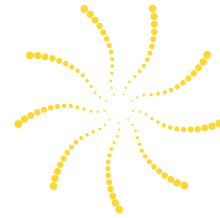
TAKE-HOME PRACTICE

- *Keep community on your mind! Look for ways that you can contribute to your community to make it a little bit happier, healthier, or more caring. Discuss this with family or friends.*



Lesson 6

COMMUNITY IMPACT



Goal Statement

Learners will evaluate the impact of individual actions on the well-being of the community and reflect on ways they want to contribute. Groups will lead the movement practices they designed.

Essential Question

How can I contribute to my community?

“I Can” Statement

I can identify one way I will help create a healthy community.

Key Learning Objectives

Students will know...

- Their words and actions have an impact on the well-being of the community around them.
- Each person has the power to help create a healthier community.

Students will be able to...

- Evaluate the community impact of behaviors.
- Identify ways they will contribute to the community.

Materials

- Whiteboard
- Chart paper
- Sticky notes
- Writing materials
- List of action statements
- Container to hold action statements
- Design Your Own Mindful Movement Practice worksheets from previous lesson

Preparation/Setup

- Write title questions on two charts.
- Prepare sticky notes and writing materials for distribution.
- Cut up action statements and put them in a container for students to draw from.

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

Calming and Focusing
Kind Mind (for Community)
Rest and Reflection

New Vocabulary

Well-being
Impact

CALMING AND FOCUSING / 2 mins

Begin every lesson with Calming and Focusing practices described in the PRACTICE GUIDE.

- **Calming:** Lead students in taking three deep mindful breaths, using the cues and modeling as described in the PRACTICE GUIDE.
- **Focusing:** Lead students in a Mindful Listening activity to practice focusing their attention on the sound of a chime using the cues as described in the PRACTICE GUIDE.

MAKING AN IMPACT / 10–15 mins

Invite student volunteers to share what they recall about the vision of a healthy community they created together. Explain that today they will explore some ways that they play a role in creating that healthy community.

Facilitate an activity where learners will reflect on how individuals' everyday actions might impact the well-being of the community. Gather students in a circle. Explain that students will take turns reading an action statement. The rest of the group will represent the members of the community. The community members will reflect on how this individual's action would impact their well-being. They should step forward if this action might improve their well-being—if it would help them in some small or large way to feel more healthy, happy, safe, included, or supported. If this action might hurt their well-being as a community member, they should take a step back. If they feel like it wouldn't have an impact on them, they should remain in their original spot.

Demonstrate by taking the first turn. After students respond by stepping forward, back, or staying in place, ask a few volunteers to share their reasons. Then have everyone return to their original circle. Repeat with as many examples as desired.

TEACHING TIP

Challenge students to expand their thinking to consider how particular actions might affect them directly or indirectly through a ripple effect. Challenge them to think about the impact from the perspectives of people from different ages, backgrounds, abilities, etc.

Example Action Statements:

- *I volunteer to help take care of a community garden.*
- *I join the choir.*
- *I throw trash on the ground.*
- *I take time to learn about my neighbor's culture.*
- *I take walks in my neighborhood.*
- *I invite my neighbors to dinner.*
- *I leave my trash can blocking the sidewalk.*
- *I sign up for basketball but decide not to practice.*
- *I participate in the student council.*
- *I prop open the front door at school.*
- *I use three paper towels every time I dry my hands.*
- *I place cards with affirmations and kind words on the library tables.*
- *I always answer first when the teacher asks a question.*
- *I never share my ideas.*
- *I leave some boxes on the wheelchair ramp.*
- *I spread rumors about kids in my sister's class.*
- *I wash my hands regularly.*
- *I wipe my feet when I come inside on a rainy day.*
- *I stop my bike at the stop sign.*
- *I talk loudly in the hall.*
- *I visit with other elders in the nursing home every time I visit my grandma.*
- *I participate in the school play.*
- *[Additional examples]*

Display two blank charts. One should say: “What can you do today to help create a healthy community?” The other should say: “What would you like to do in the future to help create a healthy community?” Read the titles to students. Invite students to reflect on the questions and then write down their name and one answer for each on a sticky note to add to the chart.

SUMMARIZE FOR STUDENTS:

- *Our words and actions, no matter how small, have an impact on our own well-being and the well-being of the community around us.*
- *Each person has the power to contribute to the well-being of the community.*



MINDFUL MOVEMENT / 20–25 mins

Tell students:

- ***During this unit we learned a lot about cooperating with others in a group and building a healthy community. This can be challenging, but it can also help us do things we might not have done on our own. Today we’re going to practice the sequences that you created, celebrating all the new ideas you came up with by cooperating with members of this community!***

Student Leadership

Ask students to gather in their small groups and then assign two or three of these small groups to work together in a larger group. Tell the students that each small group leader should lead the students in their larger group through the movement practice they designed. Alternatively, all of the group members may each lead part of the movement.

Depending on how much time you have, rotate small groups to form new larger groups so that students get to practice several new sequences with their peers.

Consider encouraging students to share feedback with each group, making sure that they give several compliments or appreciations for every suggestion for improvement.

Debrief with students:

-
- **What was it like to cooperate with a group to design a movement practice?**
 - **Did your group overcome any challenges?**
 - **How did it feel to share your practice with others?**
-



REST AND REFLECTION / 5 mins

Guide students to find a comfortable position for Rest.

Kind Mind (for Community)

Lead students through a Kind Mind (for Community) practice using the following script as reference:

- *In this room, we are all part of this classroom community, this [school name] community, and even the bigger community of [city or town name]. As members of this community we have many ways to contribute. We all have the power to help make our communities strong and healthy. For the next few minutes, let's practice kind thoughts for our community.*
- *Imagine everyone in this school community doing something fun together. Picture in your mind what they are doing. Maybe they're having a giant picnic or a field day.*
- *Silently or in a whisper, repeat these kind thoughts after me:*

May our whole school community feel included and supported.

May our whole school community feel included and supported.

- *Now imagine that our whole school community is being kind to each other and taking care of each other. Silently or in a whisper, repeat these kind thoughts after me:*

May our whole school community receive care and compassion.

May our whole school community receive care and compassion.

- *Now imagine that you could see the faces of the whole community of people. They feel safe. They know that they are important. Silently or in a whisper, repeat these kind thoughts after me:*

May our whole school community feel safe and know that they are important.

May our whole school community feel safe and know that they are important.

- *Now if you have any kind words of your own that you would want to share with our community, whisper those kind words or repeat them silently.*

Allow one to two minutes of Rest.

Invite students to share any final thoughts about hopes they have for how their community can be stronger, healthier, or more compassionate.

TAKE-HOME PRACTICE

- *Investigate ways to create a healthier community. What are some of the needs you see in your community? Is there a way that you and other community members could respond to those needs?*

Lesson Extensions

Compassionate Community Map

Lessons 1–6

As a class, create a map of the school and larger community.

Caring Contributions: Invite students to draw and label spots on the map where they have seen community members making a caring contribution. These can be contributions to help the whole community be healthier or any individual actions that promote community well-being.

Students can also label resources in the larger community that support their well-being.

Students can add to the map throughout Units 6 and 7 as they observe community members contributing acts of kindness, care, and compassion.

Straw Tower

Any lesson

In small groups, give students a challenge to complete within an allotted time. For example, build a tower out of straws or some other material. At the end of the allotted time, ask students to reflect on the roles they each had in the group. Was the team able to work well together? Did everyone contribute? Did they communicate? Why or why not?

After reflecting, give them a second chance to complete the challenge. Reflect with the group on what changed from the first to second attempt.

No Elimination Musical Mats

Any lesson

Community Challenge: Play a game of musical mats. Explain that students will pretend to be a pride of lions (or use some other imagery). There is a big storm and parts of the land are getting too wet and muddy. The mats are dry land. If they don't get on mat, they will be stuck in the rain with no shelter. Play music or rain sounds while students move in a circle around the mats. When the music stops, they must be on a mat.

Remove a mat each round. Anyone who is not on a mat is stuck in the rain and must sit in the middle of the circle.

After a few rounds, stop the game and tell the class they have lost. Invite them to share ideas for why they lost the game. Help students conclude that they are a community, and each member is important. If some of their members are in distress, the whole community loses. Next, invite students to share ideas for how they might win, and allow them to attempt the game again in the same way, removing a mat each round. (Students will need to share space, invite others onto their mats, etc, in order to be successful.)

Invite students to recall and share what they have been learning about being a caring community. Ask questions such as:

- *What was the community need in our game?*
- *Could one person show kindness to contribute to the community in this situation? Would that be enough?*
- *How did you work together as a community to show compassion?*

Balloon Challenge

Any lesson

Form groups of six or more students that are willing to link arms or hold hands or wrists. Alternatively, you may provide students with hula hoops or strips of fabric to hold between each person to connect the group.

Drop a balloon into the circle, explaining that students must tap the balloon to keep it in the air without disconnecting from the circle. They will count how many taps they get before it hits the ground. To make it more challenging, give additional constraints, such as they cannot use their arms. Allow groups to make several attempts to get a personal best or give them a goal number to work toward. Reflect on how they cooperated and what helped them to be successful.

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Food Around the World

Lesson 3

Explain that people in different parts of the world use food for similar purposes but their traditions look a little different. Give small groups pictures of families from different countries or cultures and what they eat. Provide a short description of some food traditions from the family's country or culture.

Display the following questions for students to discuss in their groups. Encourage students to make inferences based on the foods they see:

- *What types of food are there a lot of in the picture? Which food groups do you see?*
- *Are there types of food you expect to see that are missing?*
- *Why do you think these families might be eating what they are eating?*
- *Are there any interesting food traditions in the short passage you read? Why do you think certain foods or food traditions might be important to a community?*

With the whole group, display each picture and ask the students who studied it to share what they learned and discussed. Discuss the following question: *How can sharing food build community?*

.....

Sharing Traditions

Lesson 3

Invite students to talk to their families about traditions that are important to their communities and cultures, and to identify something they can bring to school to represent that tradition. It doesn't have to be an object—it could be words, a song, a memory, etc.

Facilitate students' sharing about their family, community, or cultural traditions in a format of your choice.

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Community Vision

Lesson 5

Provide supplies for small groups to complete any unused application activities from Lesson 5.

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Community Contributions

Lesson 6

Have each student start with writing down one way they would like to contribute to their communities in the future (or distribute the sticky notes on which they wrote down these ideas in Lesson 6).

Then, reflect back on the community of support that students identified in Lesson 1.

Ask students to describe how their contribution could change or grow with the support of other members in their community working with them toward a shared goal.

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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

