

Unit 1



COMPASSION



Prior Knowledge

No prior knowledge is needed.

Overview

This unit introduces the curriculum to students within a framework of *compassion*—compassion for others and self and compassion for the mind and body.

Enduring Understandings

Students will understand:

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

Essential Questions

- What is compassion?
- What can I do when I need compassion?
- How can I show compassion to others?



Lesson Summaries and Materials*

Lesson 1 pages 5–21

Lesson 1—What Is Compassion?:

Students will learn that compassion means showing care and kindness to someone in need. They will practice identifying acts of compassion.

- Images of Moving Storytime characters
- Mats
- Interactive whiteboard or chart
- Puppets, if desired
- [Optional] Hoberman sphere

Lesson 2 pages 22–32

Lesson 2—A Thirst for Compassion:

Students will understand that they show compassion to themselves when they take care of their bodies.

- Interactive whiteboard or chart
- Images of Moving Storytime characters
- Images of healthy snack foods
- 1 small sample cup of water per student

Lesson 3 pages 33–42

Lesson 3—I Need Compassion:

Students will explore times they might need compassion and identify ways they can practice self-compassion.

- Interactive whiteboard or chart
- Images of Moving Storytime characters, if desired
- Mirrors

Lesson 4 pages 43–49

Lesson 4—Walking With Compassion:

Students will learn how to recognize when someone needs compassion and demonstrate ways to show compassion.

- Interactive whiteboard or chart
- Images of Moving Storytime characters, if desired

***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:

- Express an understanding of compassion during activities and discussion (Observation, Lessons 1–4).
- Identify an act of compassion in a story (Observation, Lessons 1–3).
- State one way they can show themselves compassion (Observation, Lesson 2).
- Recognize when they need compassion (Observation, Lesson 3).
- Practice acts of self-compassion (Lesson 3).
- Recognize when someone else needs compassion (Observation, Lesson 4).
- Identify and demonstrate ways to show compassion to others (Lesson 4).
- Demonstrate an ability to practice mindful moments and mindful movements with guidance (Observation, Lessons 1–4).

New Mindful Movements

Poses

**Child's
Mountain
Sunrise
Sunset
Cat
Cow
Dog
Puppy
Butterfly
Flower
Turtle
Easy Pose
Monkey
Cobra**

Sequences

**Sunrise/Sunset
Cat/Cow
Dog/Plank
Closing Sequence
(Butterfly, Flower, Turtle)
Michael's Sequence
(Fresh Start Sequence, Part 1)
Maria's Sequence
(Fresh Start Sequence, Part 2)**

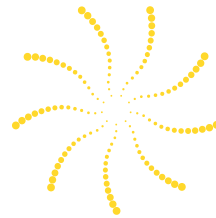
Mindful Moments

**Calming and Focusing
Mindful Mountain
Rest and Reflection**



Lesson 1

WHAT IS COMPASSION?



Goal Statement

Students will learn that compassion means showing care and kindness to someone in need, and they will practice identifying acts of compassion.

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.

Students will be able to...

- Identify acts of compassion.

Materials

- Images of Moving Storytime characters
- Mats
- Interactive whiteboard or chart
- Puppets, if desired

Preparation/Setup

- Preload images of Michael and Maria, Cow, Cat, and Dog, if using, or prepare puppets and practice speaking with them.
- If desired, set out the Hoberman sphere.

Vocabulary

Care
Compassion
Mindful/mindfulness
Calm
Focus
Pay attention
On purpose
Curiosity
Kindness
Anchors

New Mindful Movements

Poses

Child's
Mountain
Sunrise
Sunset
Cat
Cow
Dog
Hands and Knees
Puppy
Butterfly
Flower
Turtle

Sequences

Sunrise/Sunset
Cat/Cow
Dog/Plank
Closing Sequence
(Butterfly, Flower, Turtle)

Mindful Moments

Calming and Focusing
Mindful Mountain
Rest and Reflection

TEACHING TIP



Introduce Calming and Focusing practices prior to the day of this first lesson, while you are establishing routines and procedures.

CALMING AND FOCUSING / 5 mins

Tell students that the first thing they're going to learn is a special way of paying attention called mindfulness.

Invite students to guess or share their knowledge about what mindfulness is. After students have had an opportunity to share their guesses, tell them that:

- *Mindfulness is when we pay attention to something on purpose with curious minds and kindness.*

Briefly check for understanding of the meanings of curiosity and kindness.

- *We are practicing being curious about what we might notice, and we are practicing being kind to ourselves at the same time.*

Lead students through the Calming and Focusing exercises differentiating your use of the scripts to the readiness of your students. For K-1 students, give simple instructions with minimal introduction during the exercises. You will build understanding with repeated practice and reflection over time.

- *First we will practice some calming breaths. Let's begin by paying attention to our breath and being curious about what we might notice. Place one hand on your belly and one hand on your chest. These are our anchors. When your hands are on your anchors, you can feel your breath move in your body.*

Invite students to take three deep calming breaths with you:

- *Let's take a slow breath in together, and now let's slowly breathe out together. Breathe in again. Feel your breath come in through your nose. Breathe out, feel your breath leave through your nose. Breathe in, feel your belly and chest get bigger. Breathe out, feel your chest sink and your belly relax.*
- *When I breathe like this, it feels like I am being kind to myself. Thank you for breathing with me.*

If you have a Hoberman sphere, use it to help cue inhalations and exhalations. Otherwise, you can use a hand signal, such as moving your palms away from each other as you breathe in, and moving your palms together as you breathe out.

- *Next we'll pay attention to the sound of a bell to help our minds focus. Sometimes it helps me to listen if I close my eyes or look downward. You can try that, too. All you have to do is listen to the sound of the bell. Be curious about the sound. See if you can notice when it starts to get quiet and see if you can notice when the sound stops. When you can't hear the sound anymore, look up at my eyes [or use some other signal] to let me know.*

Ring the bell.

Wait until the bell stops ringing.

- *Now my mind is more focused and ready to begin the lesson. Thank you for focusing with me.*

Invite students to share what they noticed during the Calming and Focusing exercises and how they felt. Affirm that it's okay if they didn't feel calm or if they had a hard time focusing. Explain that focusing isn't easy, but we can get stronger with practice.



MOVING STORYTIME / 25 mins

Introduction

Tell the students you have some people for them to meet today. Then introduce Michael and Maria with images on the board or puppets. Let them know that Michael and Maria are friends who live high up on a mountain, and ask students to imitate a mountain with their bodies.

Next, to pique their interest in the characters, ask students to describe a few things they observe about Michael and Maria. Example questions:

-
- *What do we know about Michael and Maria?*
 - *How are Maria and Michael the same as you? Different from you?*
 - *What do you think Maria and Michael like to do?*
-

Tell students you have a story to tell them about Michael and Maria so they can learn more about them, but you will need their help in telling it.

Tell students that this is a Moving Storytime, and that they will be moving their bodies with Michael and Maria throughout the story, with you leading them.

Make sure students have enough personal space to safely move along with you. Use the PRACTICE GUIDE and cues suggested in the lessons as reference for the movements and poses you will be modeling, but do not focus on instructing students on correct alignment during this activity.

Let the focus be on the story and exploring and playing with the movement. Students in this age group will do best by following your movement rather than your verbal instruction. Give cues to support students' performances of the movements and poses only as much as you see necessary to support safety.

Tell students that they will start the story on the mats in a pose called Child's pose because Michael and Maria are children.

TEACHING TIP



Rather than using the names Michael and Maria, invite the class to name the characters and to identify several attributes for each character (e.g., what they like to do, what foods they like to eat). Use this as an opportunity to adapt the stories in ways that make them relevant to your unique student population and to help cultivate engagement with the storytelling process.

TEACHING TIP



Try to make the movement and the storytelling simultaneous as much as possible. As the narrator, your movement is an extension of your storytelling; and the students' participation in the movement is an extension of their listening. Think of the movement as a way to immerse yourselves in imaginative play through the story, embodying the expressions, movements, experiences and perspectives of the characters. This embodiment will set the stage for students' practice with the focal skills in each lesson.



HANDS AND KNEES

Hands and Knees new

1. Begin in a kneeling position with knees directly under hips and tops of feet pressing downward.
2. Place hands shoulder width apart on mat, walking hands forward so that spine is neutral and hands are directly below shoulders with elbow creases facing toward each other.
3. With palms down, spread fingers wide and gently press fingers into the mat.
4. Keep head in line with the spine, looking downward.



CHILD'S POSE

Child's Pose new

Lead students into Child's pose by modeling the movement. Use the following cues as reference:

1. Begin on hands and knees.
2. Exhale and send hips back toward heels, stretching arms out in front and letting the upper body (head, shoulders, and chest) sink down toward the mat.
3. Then, shift slightly so that you look up with elbows on the floor and chin propped on the hands.

Tell students:

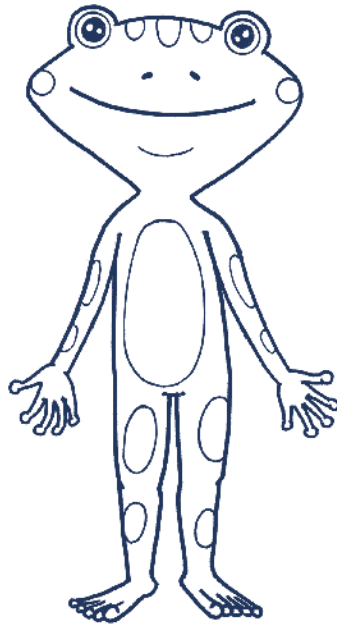
- *This story is about two children. Their names are Michael and Maria.*

- *Maria and Michael grew up on top of a very tall mountain.*

Mountain new

Lead students in transitioning from Child's pose to Mountain pose by slowly stretching upward, standing on toes, and settling with arms by sides. Use the following cues for Mountain pose as reference:

MOUNTAIN



1. Begin by standing with feet parallel, no more than hip-width apart.
2. Inhale: Lifting the crown of the head to lengthen the spine.
3. Exhale: Pressing both feet into the floor and relaxing the shoulders away from the ears.
4. Hold the pose for three breaths.

Sunrise/Sunset new

Tell the students:

- *Michael and Maria always woke up with the sunrise.*

Model stretching your arms out to the sides and up above the head for Sunrise pose. Repeat the movement, pointing out that your arms are making a sunrise.

- *Michael and Maria always came home before the sunset.*

From Sunrise, model folding forward into Sunset pose.

TEACHING TIP



During the Moving Storytime, lead by modeling, giving movement cues very sparingly. Detailed instructions are included whenever a new pose or movement is introduced, but do not break the story flow to give movement cues unless needed for safety. If more instruction and practice is needed for the movements, return to them after the story. Remember that students will develop fluency with the movements through repeated practice.



SUNRISE/SUNSET

Repeat movement, flowing from Sunrise to Sunset two to three times. Lead by modeling the movement. Use the following cues as reference:

1. **Begin in Mountain pose.**
2. **Inhale: Stretching arms out to the sides and up above the head for Sunrise.**
3. **Exhale: From Sunrise, fold forward to Sunset pose. Bend knees as much as needed 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.**
5. **Model deep breathing, inhaling on the upward movement, exhaling on the downward movement but do not give explicit instructions on breathing at this time.**
6. **End in Mountain pose.**

Walk Around the Mountain new

- *One day, Michael and Maria went for a walk.*

Walk in place.

- *They walked around the mountain.*

Continue walking in place or have students follow you on a walk, circling the room and then leading students back to their own mats.

- *And they walked down the mountain.*

Continue walking in place on your own mats, slowly getting lower and lower to the floor.

End on hands and knees.

CAT/COW



Cat/Cow new

- *At the bottom of the mountain, they saw two of their friends, Cow...*

Lead students into Cow pose by modeling, using the following cues as reference:

1. **Begin on hands and knees.**
2. **Inhale:** Lower the belly and lengthen the spine from tailbone to the crown of the head to create a slight U shape with the spine in Cow pose. Lift the head and heart, looking forward and letting the chest expand with the breath. Sink shoulders down and back.

- *...and Cat*

Lead students into Cat pose by modeling the movement. Use the following cues as reference:

1. **Begin in Cow pose.**
2. **Exhale:** Lift the belly, rounding the back and lowering the head to look back at the navel in Cat pose.
3. **Let the head and neck relax while the belly button lifts toward the ceiling to stretch the back.**

Repeat Cow and Cat poses, saying “Hello, Cow” and “Hello, Cat” with each movement.

Invite students to say “moo” and “meow” with the poses.

Walk Around the Mountain

- *Cat and Cow joined them for their walk because they wanted to get some exercise too.*

Transition back to standing and walking in place.

- *Michael and Maria and Cat and Cow started to walk around the mountain.*

Continue walking in place or lead students in a walk around the room, finishing back on their own mats. Then continue the story:

- *While they were walking, they saw their friend Dog over by some trees. They waved to Dog to come and play with them, but Dog didn't wave back.*
- *Michael said, "That's strange. Dog is usually excited to see us. I wonder why he didn't wave back. I hope there's nothing wrong."*
- *Cat said, "He does not look happy. Let's just keep walking in case he is feeling grouchy."*
- *Cow said, "I'm tired and I want to finish our walk. Let's just keep moo-ving."*
- *Maria said, "Come on, friends, let's go check on Dog to make sure he's okay."*
- *Michael and Maria cared for and respected Dog; they didn't want to ignore him.*

Continue walking in place, waving to Dog as you continue the story:

- *Michael, Maria, Cat, and Cow walked over to the trees where they saw Dog and said, "Hi, friend, don't you want to come on a walk with us?" Dog didn't say anything, but he did not look happy.*

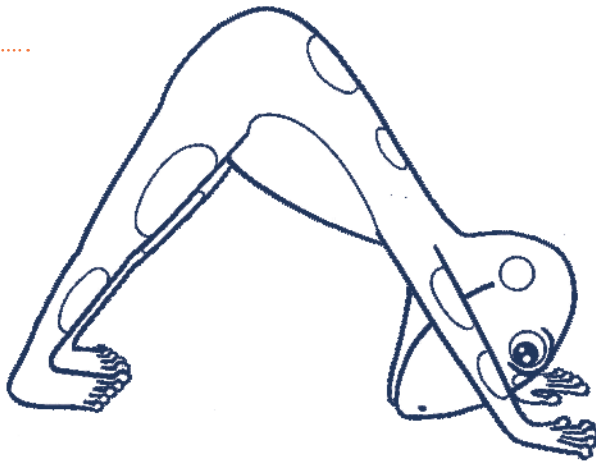
Dog

Continue walking in place, then slowly lower to the ground to hands and knees.

Lead students into Dog pose from hands and knees by modeling the movement. Use the following cues as reference:

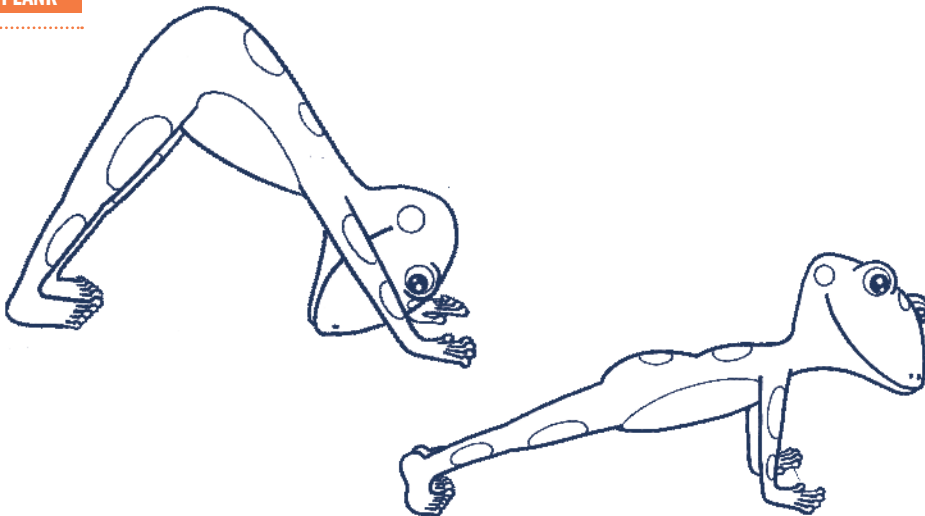
1. **Exhale and make an upside-down V-shape with the body by shifting the hips back and relaxing the head down.**

DOG



2. Create a long line from heels to hips and from hips to palms. Bend knees slightly, especially if shoulders or hamstrings are tight.
3. Finish on hands and knees.

DOG/PLANK

Dog/Plank new

Continue narrating:

- *Dog tried to follow them, and then they saw the problem. Dog was stuck! His paw was caught under a root. He tried and tried and tried to pull his paw out, but it just wouldn't move.*

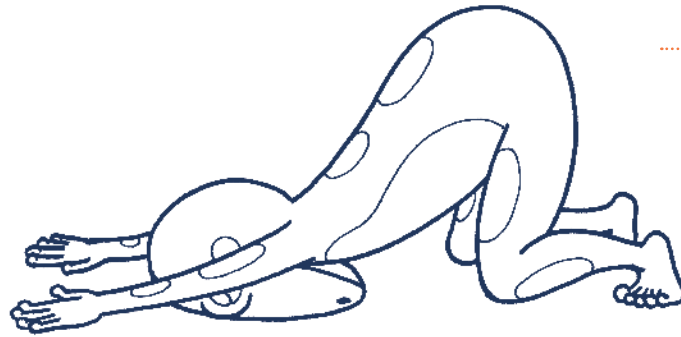
From Dog pose, model moving forward into Plank pose and pretending to have a paw stuck in place, which prevents moving any farther. Use the following cues as reference:

1. Begin in Dog pose.
2. Inhale and move to Plank pose: Lift knees and step feet back. Straighten the body like a plank of wood from heels to the crown

of the head, with the head looking downward. Shoulders stack over palms with arms long and strong (without locking the elbows) and legs straight. Also demonstrate Kneeling Plank as an option by placing the knees on the mat while keeping a long straight line from the knees to the crown of the head.

3. Exhale and return to Dog pose.

Repeat this movement from Dog to Plank as Dog “tried and tried.”



PUPPY

Puppy new

- *Dog started crying. He felt scared and sad, and his paw really hurt. Dog said, “I feel scared and sad. I need to ask for help.”*

Lead students to rest in Puppy pose by modeling the movement. Use the following cues as reference:

1. Begin in Dog pose.
2. Exhale: Bend knees to floor, hips still reaching up and back, while chest sinks down toward the mat.

Child’s Pose

- *Michael and Maria cared for Dog. They understood how he felt, because they had felt scared and sad before too. Their hearts were full of compassion for Dog, and they knew they could help him.*

Model resting in Child’s pose with elbows on mat and chin on hands (Michael and Maria’s pose from the beginning of the story).

Dog/Wagging Tail new

- *They used their gentle, caring hands to try to free Dog’s paw*

from the root. Then Cat and Cow began to help too. When they all worked together, they were able to get Dog's paw free and to bandage it up with their first aid kit so it would feel better.

From Child's pose, model slowly walking hands forward one at a time until arms are extended, ready for Dog.

- *Dog was so excited to walk that he jumped up and wagged his tail in the air. Dog said, "Thank you for helping me, friends."*

Lift up to Dog and guide students to add a motion to represent a wagging tail (e.g., moving hips from side to side or lifting one leg behind you and moving the foot back and forth).

Cat/Cow

- *Cat turned to Maria and Michael and said, "You are very kind, compassionate friends. I'm so glad we have friends like you, who care for, respect, and help each other."*

Lower to hands and knees and stretch the spine upward in Cat pose.

- *Cow said, "I'm glad you're feeling better, Dog. Now, do you want to walk around the mountain with us?"*

Transition to Cow pose, lifting the chest.

Walk Around the Mountain

- *Then all the friends went for a nice long walk around the mountain.*

Transition back to standing. Walk in place or have students follow you around the room in a line, then back to their own mats.

Drink Water new

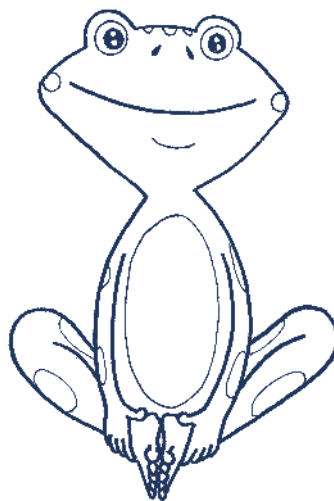
- *After their walk, they knelt down at a stream to splash and taste the cool, refreshing water.*

Fold forward to transition from standing to kneeling to pretend to splash and drink water.

Closing Sequence

- *Then they all took a break to let their bodies and minds rest. When they were calm and still, they let their ears listen to the sounds of the trickling stream and then let their eyes enjoy the sights of the beautiful day. They saw a butterfly, a little flower, and a turtle hiding inside its shell.*

Transition to seated on the mat. Lead the group into Butterfly pose, then Flower pose, then Turtle pose. Hold each pose for a few breaths. Model the movement using the following cues as your reference:



BUTTERFLY

Butterfly new

1. Begin seated with soles of feet together, knees down to sides.
2. Inhale: Hold feet still, lengthen 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

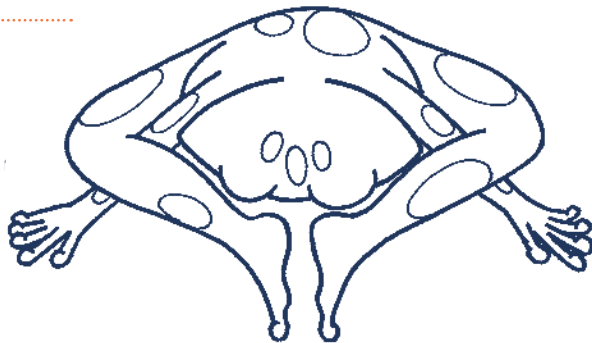
1. Begin sitting upright in Butterfly with heels slightly farther away from the pelvis.
2. Thread arms through legs. Bend elbows and lift palms up.
*Alternative: place hands on knees, palms up. Inhale: Lean back slightly on sit bones to lift legs up from the floor.
3. Exhale: Find your balance.

FLOWER



4. Hold the pose for three breaths.
5. Gently lower the arms and release legs to sit up straight in Butterfly pose.

TURTLE

Turtle new

1. Begin sitting in Butterfly.
2. Inhale: Slide left arm inside and under left leg and right arm inside and under right leg, sliding palms forward on the ground.
3. Exhale: Fold down over 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.

- After their rest, Michael and Maria walked up, up, up, back to their home on top of the mountain.

TEACHING TIP



Be creative in finding ways to draw children into the imaginative play of the Moving Storytime. Pretend that you can actually see the mountain around you. Invite students to imagine and describe what the mountain looks like, what the town is like, or what the characters' homes and families are like.

Mountain

From sitting on the mat transition to kneeling, crouching, standing, then standing on tiptoes, and finally reaching up high, to simulate the climb back “up, up, up” the mountain.

Return to Mountain pose.

- *When they reached the top of the mountain, they were so happy to be home. They enjoyed big glasses of water and shared a sweet, ripe, juicy peach. Finally, they watched the sunset over the mountain and took time to rest and relax after a busy day.*

Sunset

From Mountain pose, fold forward for Sunset.

Relax into the pose for a few deep breaths before returning to Mountain.



MINDFUL MOUNTAIN / 3 mins

Ask students to imagine that big mountain in the story. Example questions:

-
- *If a mountain could feel, how would it feel?*
 - *How would you describe a mountain?*
-

While standing in Mountain pose, say:

- *I feel strong, still, and quiet. Sometimes I am quiet enough to pay attention to the breaths that I’m taking. I am being mindful of my breath. When I am mindful, I am gentle and kind with myself, and I feel curious about what I’ll notice.*

Then, with your hands on your belly, take a slightly exaggerated breath in and out so that your hands move with your breath. Have the students try this.

Move your hands to your heart and say:

- *If I am very quiet and really pay attention, I can even feel my heart beating inside my chest. I am being mindful of my heartbeat.*

Invite students to try this with you. Remind them that it is okay if they can’t feel it today, because they will keep practicing.

***SHOWING COMPASSION / 10 mins**

Guide students to a seated position.

Tell students that they just heard a story about *compassion*. Ask students to signal with one gesture (e.g., pat their head) if they've heard that word before, or signal with another gesture (e.g., touch their nose) if it is new to them.

Then invite them to use the story to guess what the word compassion might mean. Help them conclude that compassion means showing care and kindness for someone in need.

Then guide students in identifying compassion in the story, by asking some of the following questions:

- **How did Michael and Maria show Dog compassion?**
- **How did Michael and Maria know Dog needed their care?**
- **Did Cow show compassion and care for Dog at first?**
[Answer: No. He did not want to invite Dog to walk with them.] **Why do you think that?**
- **Did Cat show compassion and care for Dog at first? Why do you think that?** [Answer: No. Cat didn't want to go out of his way.]
- **How did Dog show care and compassion to himself?**
[Answer: He explained how he felt and asked for help.]
- **Why might you want to have Michael and Maria as your friends?**

Help students conclude that Michael and Maria felt compassion for Dog and wanted to give him the help he needed. Tell them that, in this class we will learn more about how to practice compassion.

SUMMARIZE FOR STUDENTS:

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

REST AND REFLECTION / 5 mins

Remind students that after the sunset, Michael and Maria went home to rest:

- *Maria and Michael know that rest is very important for taking care of their bodies so their bodies can be happy and healthy.*
- *Rest is an important part of taking care of ourselves and showing compassion, especially when we are tired. So, the last part of our classes each day will be a rest practice.*
- *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.*



DIFFERENTIATION

If students are familiar with concepts of mindfulness and compassion already, help students make connections between mindfulness and compassion in the story. Mindfulness means using their minds to pay attention on purpose with curiosity and kindness. Michael and Maria were paying attention to their friend Dog and that helped them notice that he was hurting. They paid attention with curiosity to discover what he might need. They paid attention with kindness because they cared for their friend. Mindfulness helped them show compassion to their friend by gently and kindly giving him the help and care he needed.

TEACHING TIP



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

- *Let's try it out: We're going to lie down still and quiet on our mats for a moment of rest. First, take a look around the room, then lie down in a way that feels safe and comfortable for you. Close your eyes if it's comfortable. If you would rather not close your eyes, you can find one place to rest your eyes.*

Model and guide students to lie all the way down on their mats in a Rest pose. Typically that would be flat on their backs with their eyes closed and their hands on their bellies, but allow and encourage students to find a Rest position that feels safe, calm, and comfortable for them, even if it is not lying down (e.g., sitting up or in Child's pose). Ask students if they are okay with you dimming the lights before 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, but try not to disturb the classmates around you."

Then invite students to place their attention on their breath. You can say something like the following:

- *If you pay attention to your body, you will notice that even when you are lying in a 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. Feel your belly rise while you breathe in and sink while you breathe out.*

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 silent rest.

- *As we finish the relaxation, take a deep breath in and a long breath out. 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 notice how their bodies feel:

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

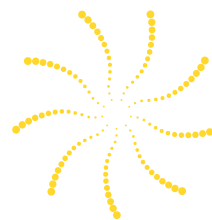
TAKE-HOME PRACTICE

- *Can you notice any people around you acting like Michael and Maria by showing care or compassion for someone who needs it?*



Lesson 2

A THIRST FOR COMPASSION



Goal Statement

Students will understand that they show compassion to themselves when they take care of their bodies.

Essential Question

How can I show myself compassion?

“I Can” Statement

I can show myself compassion by caring for my body.

Key Learning Objectives

Students will know...

- Compassion means showing care and kindness to someone in need.
- Their bodies need care and compassion.

Students will be able to...

- Identify acts of compassion for themselves and others.

Materials

- Interactive whiteboard or chart
- Images of Moving Storytime characters
- Images of healthy snack foods
- 1 small sample cup of water per student

Preparation/Setup

- Preload images of Moving Storytime characters and healthy snack foods.
- Pre-fill paper cups of water (1 per student).

New Vocabulary

Thirst/thirsty

New Mindful Movements

Poses

Easy Pose

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.

IT STARTS WITH “C” / 5 mins

Ask the students if they noticed anyone acting like Maria or Michael since the last time you met. To review the story from last time, bring out the puppets or put up Michael and Maria’s pictures on the board and ask:

-
- **What was it that Michael and Maria showed to Dog?**
[Hint: It begins with the same sound as two of the characters’ names]
[Answer: Compassion]
-

Students may guess “care” or “kindness” first. Once the students guess “compassion,” ask how Michael and Maria and the animals helped Dog in his situation.

SUMMARIZE FOR STUDENTS:

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

Pique students’ interests in this lesson by asking them to notice what is different at the end of the story this time.



MOVING STORYTIME / 20–25 mins

Introduction

Tell students this is a Moving Storytime, and that they will be moving their bodies with Michael and Maria throughout the story, with you leading them.

TEACHING TIP



Try to make the movement and the storytelling simultaneous as much as possible. As the narrator, your movement is an extension of your storytelling; and the students' participation in the movement is an extension of their listening. Think of the movement as a way to immerse yourselves in imaginative play through the story.

Make sure students have enough personal space to safely move along with you. Use the PRACTICE GUIDE as a reference for the movements and poses you will be modeling, but do not focus on instructing students on correct alignment during this activity.

Let the focus be on the story and exploring or playing with the movement. Students in this age group will do best following your lead while you model, rather than moving based on your verbal instruction. Give cues to support students' performances of the movements and poses only as much as you see necessary to support safety.

Tell students that they will start the story on the mats in Child's pose because Michael and Maria are children.

Child's (UNIT 1, LESSON 1)

Tell students:

- *This story is about two children. Their names are Michael and Maria.*

Lead students into Child's pose, but with elbows on floor and chin propped on hands.

TEACHING TIP



Display and review the word compassion. Tell learners to listen for examples of compassion in the story.

Mountain (UNIT 1, LESSON 1)

- *Michael and Maria grew up on top of a very tall mountain.*

Transition from Child's pose to Mountain pose, slowly stretching upward, standing on toes, and settling with arms by sides in Mountain.

Sunrise/Sunset (UNIT 1, LESSON 1)

- *Michael and Maria always woke up with the sunrise.*

Stretch arms out to the sides and up above the head for Sunrise pose.

Repeat the movement, pointing out that their arms are making a sunrise.

- *Michael and Maria always came home before the sunset.*

From Sunrise, fold forward to Sunset pose.

Repeat movement, flowing from Sunrise to Sunset two to three times. Model deep breathing, inhaling on the upward movement, exhaling on the downward movement, but do not give explicit instruction on breathing at this time.

Walk Around the Mountain

- *One day Michael and Maria went for a walk.*

Walk in place.

- *They walked around the mountain.*

Continue walking in place or have students follow you in a walk circling the room and then back to their own mats.

- *And they walked down the mountain.*

Continue walking in place on their own mat, slowly getting lower and lower to the floor.

Cat/Cow (UNIT 1, LESSON 1)

- *At the bottom of the mountain, they saw two of their friends, Cat and Cow.*

Transition all the way down to hands and knees.

Demonstrate Cat pose, curving the spine to arch the spine upward with head and tailbone dropping downward.

Demonstrate Cow pose, curving the spine in the opposite direction to raise chest and tailbone, lifting head to look forward.

Repeat each movement, saying “Hello, Cat” and “Hello, Cow.” Students can make “meow” and “moo” sounds with the poses.

Walk Around the Mountain

- *Cat and Cow joined them for their walk because they wanted to get some exercise too.*

Transition back to standing and walking in place.

- *Michael and Maria and Cat and Cow started to walk around the mountain.*

Continue walking in place or lead students in a walk around the room, finishing back on their own mats.

- *While they were walking, they saw their friend Dog over by some trees. They waved to Dog to come and play with them, but Dog didn't wave back.*
- *Michael said, "That's strange. Dog is usually excited to see us. I wonder why he didn't wave back. I hope there's nothing wrong."*
- *Cat said, "He does not look happy. Let's just keep walking in case he is feeling grouchy."*
- *Cow said, "I'm tired and I want to finish our walk. Let's just keep Moooving."*
- *Maria said, "Come on, friends, let's go check on Dog to make sure he's okay."*
- *Michael and Maria cared for and respected Dog; they didn't want to ignore him.*

Continue walking in place, waving to Dog with the story.

- *Michael, Maria, Cat, and Cow walked over to the trees where they saw Dog and said, "Hi, friend, don't you want to come on a walk with us?"*
- *Dog didn't say anything, but he did not look happy.*

Continue walking in place and then slowly lower to the ground on your hands and knees and then up to Dog.

Dog/Plank (UNIT 1, LESSON 1)

- *Dog tried to follow them, and then they saw the problem. Dog was stuck! His paw was caught under a root. He tried and tried and tried to pull his paw out, but it just wouldn't move.*

From Dog pose, move forward to Plank pose and pretend that Dog's paw is stuck in place, preventing Dog from moving any farther.

Repeat this movement from Dog pose to Plank pose as Dog "tried and tried."

Puppy (UNIT 1, LESSON 1)

- *Dog started crying. He felt scared and sad, and his paw really hurt. Dog said, "I feel scared and sad. I need to ask for help."*

Model resting in Puppy pose.

Child's (UNIT 1, LESSON 1)

- *Michael and Maria cared for Dog. They understood how he felt because they had felt scared and sad before too. Their hearts were full of compassion for Dog, and they knew they could help him.*

Rest in Child's pose with elbows on mat and chin on hands (Michael and Maria's pose from the beginning of the story).

Dog/Wagging Tail (UNIT 1, LESSON 1)

- *They used their gentle, caring hands to try to free Dog's paw from the root. Then, Cat and Cow began to help too. When they all worked together, they were able to get Dog's paw free and to bandage it up with their first aid kit so it would feel better.*

From Child's pose, slowly walk hands forward one at a time until arms are extended and ready for them to push up to Dog.

- *Dog felt thankful and excited for a walk. He jumped up and wagged his tail in the air.*
- *Dog said, "Thank you for helping me, friends."*

Lift up to Dog and guide students to add a motion to represent a wagging tail (e.g., moving hips from side to side or lifting one leg behind and moving the foot back and forth).

Cat/Cow (UNIT 1, LESSON 1)

- *Cat turned to Maria and Michael and said, "You are very kind, compassionate friends. I'm so glad we have friends like you who care for, respect, and help each other."*

Lower to hands and knees and stretch the spine upward in Cat pose.

- *Cow said, "I'm glad you're feeling better, Dog. Now do you want to walk around the mountain with us?"*

Transition to Cow pose, lifting the chest.

Walk Around the Mountain

- *Then all the friends went for a nice long walk around the mountain.*

Transition back to standing. Walk in place or have students follow you around the room in a line before returning to their own mats

Closing Sequence (UNIT 1, LESSON 1)

- *Then, they all took a break to let their bodies and minds rest.*
- *When they got calm and still, they let their ears listen to the sounds of the trickling stream and let their eyes enjoy the sights of the beautiful day.*

While seated on the mat, transition to Butterfly pose, then Flower pose, then Turtle pose.

- *But even though they saw a butterfly, a little flower, and a turtle hiding inside its shell, they could only focus on how thirsty they felt.*

Mountain (UNIT 1, LESSON 1)

- *After their rest, Michael and Maria walked up, up, up, back to their home on top of the mountain.*

From sitting on the mat, transition to kneeling, crouching, standing, standing on tiptoes, and finally reaching up high, to simulate the climb back “up, up, up” the mountain.

Return to Mountain pose.

Easy Pose

- *Michael and Maria made it home before the sunset. But instead of being happy about their eventful day, by the time they got home, Michael felt very cranky, and Maria was hot and tired, and her body didn't feel good.*

Transition from Mountain pose to sitting on the mat in Easy Pose.

1. **Begin sitting with legs crossed and hands on knees or anchors.**

EASY POSE



2. **Inhale:** Sit up straighter, imagining stretching the top of the head toward the sky.
3. **Exhale:** Relax legs and shoulders.

**A NEW ENDING** / 20 mins

While students are sitting in Easy Pose on their mats, ask if they can tell you two differences between the story in today's Moving Storytime and the previous storytime. *[Answer: No one drank from the stream, and Michael and Maria didn't eat or drink when they got home and felt out of sorts.]*

Direct students to close their eyes or look down at their bellies and to imagine what their mouths feel like when they are very thirsty after running, climbing, dancing, or eating something very salty.

> OPTIONAL: You may have students run/jump/dance in place vigorously for one minute before asking them to reflect.

After students have reflected silently for a moment on what it feels like to be thirsty, ask questions that focus on their need to care for their physical bodies. Example questions:

-
- ***How did Michael and Maria show Dog compassion?***
 - ***Have you ever felt very thirsty?***
 - ***What does thirst feel like in your mouth?***
 - ***What does water taste like when you are really thirsty?***
 - ***What would be a compassionate thing to do if your pet, sibling, or friend felt this way?***
 - ***What is the compassionate thing to do for yourself? Why?***
 - ***Why might Michael and Maria have felt better in the story in which they drank from the stream?***
 - ***Why might you want to have Michael and Maria as your friends?***
-

Have students pretend they are drinking from a stream. Encourage loud slurping! Then direct students to give a big “Ahhh.”

Distribute small sample cups of water to students to drink. Ask a few students to share how it feels to have a drink of water.

Next, ask what else Michael and Maria could do to care for their bodies once they got home (have a snack).

Project images of various healthy snack foods on the whiteboard and instruct students to silently pick one they think would be a healthy choice for Michael and Maria to eat when they got home. Then tell students to pretend they are eating the food they chose. Guess or ask a student to guess what some of the class is eating based on their acting.

SUMMARIZE FOR STUDENTS:

- *Compassion means to show care and kindness to someone in need.*
- *We can show ourselves compassion by drinking water and eating healthy snacks.*

REST AND REFLECTION / 5 mins

Tell students that just as Michael and Maria showed compassion by helping Dog, they can show compassion toward themselves by taking care of their bodies.

Remind students that after the sunset, Michael and Maria went home to rest, which is very important for taking care of and respecting their bodies.

Tell students that you’re going to practice taking care of and respecting your body by taking a few minutes to rest as well.

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

Model and guide students to lie all the way down on their mats in a Rest pose.

Dim the lights, ensuring that you first ask students if they are okay with you doing so.

Tell students to practice noticing their quiet breaths moving in and out while they rest.

Allow one to two minutes of silent rest.

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.

TAKE-HOME PRACTICE

- *Show your body some compassion: Drink plenty of water and eat a healthy snack!*

TEACHING TIP

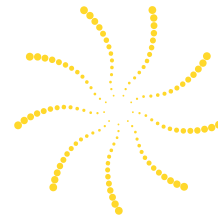


Some students may feel vulnerable lying on their backs having their eyes closed, or having the lights dimmed. It is important to encourage students to find a Rest position in which they feel comfortable, safe, and able to be calm and quiet. Especially for students who have experienced trauma, this may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



Lesson 3

I NEED COMPASSION



Goal Statement

Students will explore times they might need compassion and identify ways they can practice self-compassion.

Essential Question

What can I do when I need compassion?

“I Can” Statement

I can name one strategy to use when I need compassion.

Key Learning Objectives

Students will know...

- Sometimes they need compassion from others.
- They can ask for compassion from others when they need it.

Students will be able to...

- Determine when they might need compassion.
- Practice acts of self-compassion.

Materials

- Interactive whiteboard or chart
- Images of Moving Storytime characters, if desired
- Mirrors

Preparation/Setup

- Set up the large mirror, if using, in a central place where students can line up to take turns looking in it.
- Have a list of Mirror, Mirror scenarios on hand.
- Predetermine partners, if desired.

New Vocabulary

Mirror/mirroring
Reflection
Comfortable
Uncomfortable
Self-compassion

New Mindful Movements

Poses

Monkey
Cobra

Sequences

Michael's Sequence
(Fresh Start Sequence, Part 1)
Maria's Sequence
(Fresh Start Sequence, Part 2)

Mindful Moments

Calming and Focusing
Mindful Mountain
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.

MIRROR, MIRROR / 15–20 mins

Hold up a mirror and ask students what its purpose is (i.e., why people look in the mirror) and what a mirror shows them. Then tell them they are going to play a mirror game in which they will get to practice seeing themselves in a pretend mirror.

As appropriate, begin the lesson by letting students look at themselves in mirrors and use the words mirror and reflection as they do so. For example, have several hand mirrors for students to share or use a large mirror and let them take turns watching their body movements in it.

Demonstrate the first part of the activity by asking a student to be a pretend mirror by reflecting the expression you make with your face and body. Say to the student, “Mirror, mirror, I feel happy.” Use both your face and your body to express feeling happy, and hold the expressions. Tell the “mirror” to copy you to show you how you look.

Direct students into pairs to assign one to be the person looking into the mirror (partner A) and the other to be the “reflection” of the person looking into the mirror (partner B).

Tell the Partner A students to listen carefully as you explain what to express with their faces and bodies. Remind them to hold their expressions so that their “reflections” can copy them.

Make sure both students in each pair get the chance to be the mirror.

Warm up the activity by giving students a couple of minutes to explore movement with the reflection mirroring it back to them. Allow them to be playful and tune in to each other. Encourage the students in the mirror role to really pay attention to their partner so they can reflect back like a mirror would.

Then, have the students say, “Mirror, mirror...” and prompts such as the following:

TEACHING TIP

For younger students, you may need to model being the mirror first.

- ...I feel silly.
- ...I am thinking of something that is very funny.
- ...I feel strong.
- ...I feel hot.
- ...I am very cold.
- ...I feel happy.
- ...I am excited.
- ...I feel sad.
- ...My stomach hurts.
- ...I miss my [Mom, Grandma, friend, pet].
- ...I feel like crying.
- ...I feel happy.

Guide students to switch roles and repeat the activity.

Ask students to have a seat, then debrief the mirroring activity by asking questions that help them focus on identifying and communicating times when they might need compassion. Example questions:

- **Which feeling(s) feel comfortable?**
- **Which feeling(s) feel uncomfortable?**
- **If I saw you feeling sad or crying, how could I show you compassion? Could you ask me for help? How would you do that? (Invite students to demonstrate asking for help when they are sad.)**
- **If you were hurt or sick, how could I show you compassion? Could you ask me for help? How would you do that? (Invite students to demonstrate asking for help when they are hurt or sick.)**
- **Is it okay to ask for help or compassion when you need it?**

SUMMARIZE FOR STUDENTS:

- Sometimes when we feel upset, hurt, or uncomfortable, we need care or compassion from others.
- It's okay to ask for help from friends or adults in our community when we need some care or compassion.

TEACHING TIP



For kindergarten students, differentiate by spending less time with this game and more with the Walking Around the Mountain game. For first graders, do the opposite.

GIVE YOURSELF A HUG / 5 mins

Tell students that they can even show compassion to themselves when they need it. Tell them that this is called self-compassion. There are lots of ways to show yourself compassion. One way is to give yourself a hug.

Ask students to stand up and face you. Demonstrate how to give yourself a hug, modeling it with a deep breath, and say “I need compassion” as you do it. Have the students practice doing the same.

Next, tell students that you are going to repeat some of the feelings they used in the Mirror, Mirror activity. They should decide if they would need compassion if they were feeling that way, and if so, they should respond by giving themselves a big hug. If they don’t think they would need compassion, they can keep their hands still.

End by having everyone give themselves a hug and hold it.

SUMMARIZE FOR STUDENTS:

- *When we are upset or hurt and need compassion, we can ask for help from friends, teachers or family.*
- *There are also ways we can show ourselves compassion, like giving ourselves a hug.*



MINDFUL MOVEMENT / 15–20 mins

Walking Around the Mountain Movement Game

Emphasize that another way to show ourselves compassion is by taking time to move our bodies, play, and have fun.

Explain that the class will be playing a game called Walking Around the Mountain that is based on the story of Michael and Maria and will help them remember the movements and poses they learned in the Moving Storytime.

Review poses/movements with students. Show pictures and names of poses [optional].

Briefly lead students through each of these poses from the story to review or allow students to demonstrate some that they remember.

Next, instruct students to form one long line. Explain that you will all be taking a walk around the mountain, just like Maria, Michael, and their friends, and that they will need to use their imaginations to see the sights and characters on the mountain. Explain that you will be the leader and that they should listen for your cues. When they hear you say, “Wait, I see a __,” everyone should pause and do the corresponding movement or a pose. Tell the students:

TEACHING TIP



Using a chair draped in mats or a stack of rolled mats, create a “mountain” in the middle of the room around which students can walk.

- *For example, when you hear me say, “Wait, I see a sunrise,” we’ll all freeze, and you’ll show me if you can remember how to do the Sunrise pose with your body.*

NOTE Given your space and the needs of your students, you may decide to have students stay on their mats and follow your lead rather than forming a line and moving around the room. Consider projecting an image of a mountain to engage students.

Begin to lead students in the line around the room. Use cues to keep students engaged. Examples:

1. **Let’s go, we’re going up the mountain, we can make it!**
2. **Let’s slow down, this is a steep spot.**

Keep the walk at a quick pace and use varied movements to activate students’ imaginations (for example, pretending to climb up or down a hill or hop across a stream).

Periodically stop and say, “Wait, I see a ____ [sunrise, sunset, child, cat, cow, dog]” and lead students in practicing the corresponding pose.

Finally, lead the students back to their mats.

Mindful Mountain (UNIT 1, LESSON 1)

When students are ready on their mats, lead them into Mountain pose.

Remind them that mindfulness means paying attention on purpose with curiosity and kindness.

Ask them to place their hands on their hearts and take three deep breaths. Invite them to notice what their breath feels like when they do so. Use some of the cues from the activity in Lesson 1 (e.g., feeling strong, still, and quiet like a mountain; noticing the breath and the heartbeat).

Fresh Start Sequence: Part 1 (Michael’s Sequence)

Tell the students:

- *We will be learning some new movements today! We will put several poses together and repeat them in a pattern—we call this a sequence. The first one is Michael’s favorite movement sequence!*

Lead students in Michael’s Sequence, naming the poses and describing the steps you are taking to get into them. Point out that they know most of the

TEACHING TIP

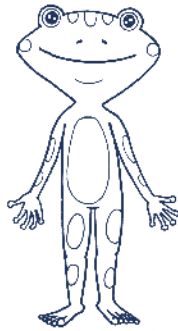


Practice various locomotor movements while moving around the room; vary the pace from slow to vigorous if possible.

TEACHING TIP



For floor poses (Cat, Cow, Dog), you can lead the students in walking *down* the mountain by crouching lower and lower with each step until you are close to the floor. Then you can give a cue, such as, “Wait, I see a cat.” Then resume the walk.



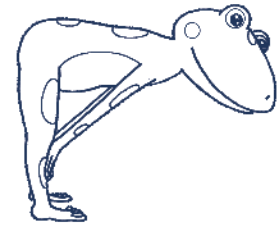
Mountain



Sunrise



Sunset



Monkey



Sunset



Sunrise



Mountain

poses in this sequence and tell them to see if they can find the new pose (Monkey).

Guide students in completing the sequence three to five times at the pace of about one inhalation or exhalation per movement. Lead by modeling the movement. Use the following cues as reference:

TEACHING TIP



To keep young students engaged, lead by modeling as students move along with you. Keep cues simple and lead without taking breaks for demonstration or breaking the sequence into parts.

1. Begin in Mountain pose.
2. Inhale: Sunrise.
3. Exhale: Sunset.
4. Inhale: Lift the chest and head to look out, lengthening the spine. Hands are down, fingertips touching the mat, the shins, or the thighs in 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. Repeat at least three times.
7. Exhale: Finish in Mountain pose.

FRESH START SEQUENCE: PART 2



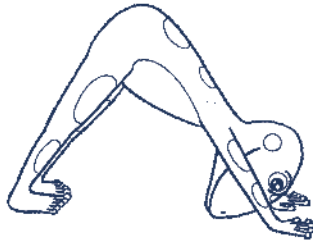
Child's pose



Dog



Plank

Cobra new

Dog



Child's pose

Fresh Start Sequence: Part 2 (Maria's Sequence) new

Tell the students:

- *Now we will learn Maria's favorite movement sequence!*

Lead students in Maria's Sequence, naming the poses and describing the steps you are taking to get into them. Point out that they know most of the poses in this sequence and tell them to see if they can find the new pose (Cobra).

Guide students in completing the sequence at least three times at a pace of about one inhalation or exhalation per movement. Model the movement, using the following cues as reference:

1. **Begin:** From Child's pose or from Sunset pose.
2. **Exhale:** Dog.

- If beginning in Child's pose, press down through palms and lift hips to Dog.
 - If beginning in Sunset, hop or step the feet back to Dog.
3. Inhale: Plank or Kneeling Plank.
 4. Exhale: Bend elbows and lower to belly.
 5. Inhale: With palms flat on the mat, elbows stay bent, hugging the sides. Shift shoulders back and down, and gently lift the chest and head, looking forward in Cobra.
 6. Exhale: Dog.
 7. Repeat at least three times.
 8. Finish by ending in Child's pose.

Closing Sequence (UNIT 1, LESSON 1)

Lead students through the Closing Sequence as described in Lesson 1, holding each pose for about three breaths.

Check-In

If time allows, ask students to notice how they feel after playing a game and moving their bodies. Remind them that movement and play time can be a great way to show themselves care and compassion.



REST AND REFLECTION / 5 mins

One important way we can show ourselves compassion is to rest. When our bodies are tired, hurting, or not feeling well, rest is a way to give our bodies and minds some care and kindness that they need.

Using the format described in Lessons 1 and 2, lead students through a brief resting practice, being sure to allow one to two minutes of silent rest.

To conclude the practice, ring the bell to cue the students to quietly move their bodies back up to their calm and ready seated pose.

SUMMARIZE FOR STUDENTS:

- *Today we identified times when we might need compassion, like when we are upset or hurt.*
- *We learned that when we need compassion, we can ask for help from friends, teachers or family. There are also some ways we can show ourselves compassion, like giving ourselves a hug or taking a rest.*

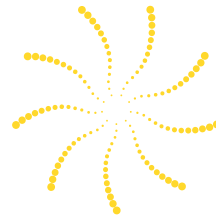
TAKE-HOME PRACTICE

- *Can you spot someone being kind and caring to someone who needs it? Plan to tell the class what you saw.*



Lesson 4

WALKING WITH COMPASSION



Goal Statement

Students will be able to recognize when someone needs compassion and demonstrate ways to show compassion.

Essential Question

How can I show compassion to others?

“I Can” Statement

I can recognize when someone needs compassion.

Key Learning Objectives

Students will know...

- Compassion means showing care and kindness for someone in need.

Students will be able to...

- Recognize when someone needs compassion.
- Identify and demonstrate ways to show compassion to others.

Materials

- Interactive whiteboard or chart
- Images of Moving Storytime characters, if desired

Preparation/Setup

- Preload images of Moving Storytime characters.
- Create scenarios for compassion detectives for the Walking With Compassion game, if desired.

New Vocabulary

Detective

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

Calming and Focusing

Mindful Mountain

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.

***WALKING WITH COMPASSION ACTIVITY / 20 mins**

Remind students that in this unit, they've learned that compassion means showing care and kindness to someone in need.

Briefly review the Moving Storytime by asking students questions such as those below. Focus on how feelings can relate to acts of compassion:

-
- ***Which characters in our story showed compassion? How?***
[Answer: Michael and Maria, or all but Dog.]
 - ***Which characters did not feel like being kind to Dog at first? Why not? What were they feeling?***
[Answer: Cat was scared of Dog. Cow was tired.]
 - ***Why do you think Cat and Cow showed compassion and helped Dog once they saw his foot was caught and he was in pain? How did they help?***
-

Walking With Compassion Game

Explain that the class will be playing the **Walking Around the Mountain** game again based on our story of Michael and Maria and friends but today they will be **Walking with Compassion**. Tell students you will pretend to be Michael or Maria from the story, and they should also choose a character from the story to pretend to be. Review the game expectations and safety reminders from Unit 1, Lesson 3 with students, or introduce the game if you did not play it previously.

Engage students by announcing that they have a new job while playing the game this time. They will now all become compassion detectives, looking for places on the mountain where someone needs some kindness or care.

Begin the game play as in Lesson 3, walking around the mountain, pointing out “sights,” and giving students time to recall the movements (e.g., “Wait, I see a sunrise!” followed by students repeating the Sunrise movement.)

Add in opportunities for students to spot the need for compassion and respond. Describe a scenario you might see, and then give the class some time to share ideas for how they could respond with kindness and compassion. Starting with the phrase, “Wait, I see __,” use scenarios such as the following:

- Cat alone with nobody to play with.
- Cow sick with a tummy ache.
- A friend who tripped and fell.
- Dog with his arms crossed and face angry because he doesn’t get to go on a walk today.
- A Turtle with his leg stuck under a rock.

Ask students:

- Do you know a way to show compassion?

Try to give as many students as possible the opportunity to respond throughout the activity. Take one idea from the class and summarize it into a few comforting words or a helping action (e.g., saying, “I’m sorry you hurt yourself,” “I care about you,” “I hope you feel better,” “I’ll be your friend”; making a hugging motion; reaching to help someone up; etc.). Have students repeat this response (words or action) together before moving on.

Finally, lead the students back to their mats.

SUMMARIZE FOR STUDENTS:

- Compassion means showing care and kindness to someone in need.
- Someone might need compassion when they are hurt, upset, not feeling well, or lonely.
- There are many ways to show compassion, which we demonstrated today. (Give examples that came up in the game.)

STORIES OF COMPASSION / 10 mins

Invite volunteers to share their own stories of when some showed compassion/care/kindness to them or someone else.

SUMMARIZE FOR STUDENTS:

- Compassion is when someone shows care or kindness to someone in need.
- It isn’t always easy to show compassion. When we try to show compassion, it can help us to be a better friend to others. (If desired, ask students why this might be true.)

TEACHING TIP



Keep the game moving by ignoring minor disruptions. Use your own enthusiasm to engage students’ attention in the imaginary situation you are describing.



DIFFERENTIATION

Add in details that might make it harder to show compassion. For example, “We’re in such a hurry—we have to get home before sunset!” or “I don’t feel like stopping because I’m so tired and hungry.” Let students problem-solve the response.



MINDFUL MOVEMENT / 10 mins

Mindful Mountain (UNIT 1, LESSON 1)

When students are ready on their mats, lead them into Mountain pose. Ask them to place their hands on their hearts and take three deep breaths. Use some of the cues from the activity in Lesson 1 (e.g., feeling strong, still, and quiet like a mountain; noticing the breath and the heartbeat). You will return to a longer exploration of Mindful Mountain at the end of the movement practice.

Michael's Sequence (UNIT 1, LESSON 3)

Tell students:

- *Now we will remember Michael's favorite movement sequence and practice it together!*

See if they can remember the sequence and the new pose (Monkey).

Guide students in completing the sequence at least three times at a pace of about one inhalation or exhalation per movement.

Lead by using cues from Lesson 3 and modeling the movement.

Maria's Sequence (UNIT 1, LESSON 3)

Tell students:

- *And now we will remember Maria's favorite movement sequence and practice it together!*

See if students can remember the sequence and the new pose (Cobra).

Guide students in completing the sequence at least three times at a pace of about one inhalation or exhalation per movement.

Lead by using cues from Lesson 3 and modeling the movement.

Return to Mindful Mountain (UNIT 1, LESSON 1)

Remind students that during this unit, they've been learning about mindfulness by practicing paying attention to themselves and others with curiosity and kindness.

When students are ready on their mats, lead them into Mountain pose. Ask them to place their hands on their hearts and take three deep breaths. Use some of the cues from Lesson 1 activity (e.g., feeling strong, still, and quiet like a mountain; noticing the breath and the heartbeat).

After repeating the cues for modeling mindful awareness of their heartbeat and breath, try to spend some extra time here, encouraging students to remain still and quiet.

Ask students to silently notice what their bodies feel like.

After this practice in awareness, ask students if they have any ideas about what it means to “be mindful.” Accept all responses, and reinforce/elaborate on ideas that have to do with paying attention, being kind to yourself, getting still and quiet, or being curious and noticing what you feel.

Closing Sequence (UNIT 1, LESSON 1)

Lead students through the Closing Sequence as described in Lesson 1, holding each pose for about three breaths.



REST AND REFLECTION / 5 mins

Remind students that the last thing Michael and Maria did in the story to take care of their bodies was to rest.

Using the format described in Lessons 1 and 2, lead students through a brief rest practice.

As students get settled in a Rest pose, lead them in a short guided visualization:

- *Imagine in your mind that you are on the playground. You see someone trip and fall and you can tell they are hurting...Now imagine that you go help them up and say some kind words to them. Notice what it feels like to be kind and to show someone you care.*

TEACHING TIP



You can lead students in silent reflection while they rest or as they are seated after resting and follow with various forms of sharing, such as journal drawings, voluntary group shares, or partner shares. To encourage emotional safety, sharing should be invitational, not mandatory.

- *You can show compassion with your words and actions. Use your imagination to see yourself showing compassion.*

Allow one to two minutes of silent rest.

To conclude the practice, ring the bell to cue the students to quietly move their bodies back up to their calm and ready seated pose.

Allow students to share their reflections, if desired.

TAKE-HOME PRACTICE

- *Be a compassion detective! Try to notice at least one act of kindness each day. Where can you find compassion around you?*

Lesson Extensions

Word Web

Lessons 1–4

To help students connect with the Moving Storytime characters, make a web with the names Michael and Maria (or other names you have chosen) in the center. Ask students to describe what they are like, and add the descriptors to the web connections. After they have brainstormed characteristics, ask them whether they would be good friends to have for your class, and why.

Mirror Moves

Lessons 1–4

Play a mirroring game with slow movements to provide an opportunity for learners to practice the type of follow-along movement they will use during Moving Storytime and to strengthen concentration. As the leader, move slowly in place, always facing the class. Students act as the reflection, paying close attention and mirroring the movements simultaneously. Demonstrate as the leader first, then invite students to be in the leader role.

If students are ready for partner work, conduct this activity in pairs as a way to build the above skills and encourage connections between students. One partner leads first, then switches to allow the other partner to lead and repeat. You may choose to guide the leading partners' movement by giving verbal prompts (e.g. stretch, lean, bend, reach, etc.) Debrief by asking learners what it was like to be in the role of leader or reflection.

Compassion Board

Lessons 2–4

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.

Taking Care of Me

Lesson 3

Ask students to share their ideas for how to grow happy and healthy. Create a body outline for the class or let learners draw their own self-portraits. As a class, brainstorm ways that learners can show themselves care. Start with what they learned in the Moving Storytime and use questions to elicit additional ideas. Record ideas by drawing or writing them on the body template or on individual self-portraits.