

Unit 2



SELF-AWARENESS



Prior Knowledge

Students should have a general understanding of what feelings are.

Overview

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

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

Enduring Understandings

Students will understand:

- Their minds and bodies can think, feel, and do many things.
- They experience many different feelings.
- All feelings are okay to experience.
- Feelings come and go.
- They can feel and express emotions with their bodies.
- Food can be experienced through different senses.

Essential Questions

- What am I feeling?
- Are all feelings okay to experience?
- When do I experience feelings?
- How do emotions feel in my body?
- Should I try new foods?
- What can I do when I need compassion?
- How can I show compassion to others?

Lesson Summaries and Materials*

Lesson 1 pages 56–63

Lesson 1—Learning About Me: Students will be able to identify several feelings they experience.

- Images of Maria and Michael from Unit 1
- 5 signs, 4 with one emotion word written or illustrated on each (happy, sad, mad, excited) and one with the words other/unsure written on it
- Masking or painter’s tape

Lesson 2 pages 64–71

Lesson 2—Visiting Feelings: Students will notice that the feelings they experience come and go.

- Book *Visiting Feelings* by Lauren Rubenstein
- Signs displaying 1 emotion word (happy, sad, mad, excited, other/unsure, plus 1–2 new ones from the Moving Storytime or student-generated) written and/or illustrated on each
- 10–15 slips of paper (approximately 2 inches by 4 inches)
- Container (hat, bowl)
- [Optional] Feelings flashcards with emotion illustrations/facial expressions

Lesson 3 pages 72–84

Lesson 3—Describing Feelings: Students will begin to discern between comfortable and uncomfortable feelings and understand that all feelings are okay to experience.

- Book *Visiting Feelings* by Lauren Rubenstein
- Paper signs with emotion words on them (happy, sad, mad, excited, other/unsure, plus 1–2 new ones from previous lessons)
- Masking or painter’s tape
- Small paper plates
- Tongue depressors or Popsicle sticks
- Glue sticks
- Crayons or markers
- Map of Maria and Michael’s Beach Adventure
- Images of surfer, wave, and beach sunset (digital or prints)

Lesson 4 pages 85–94

Lesson 4—Examining Feelings: Students will understand that they experience feelings in response to triggers.

- Book *Visiting Feelings* by Lauren Rubenstein
- Paper signs with emotion words on them (happy, sad, mad, excited, other/unsure, plus 1–2 new ones from previous lessons)
- Paper plate faces from Lesson 3
- Map of Michael and Maria’s Beach Adventure
- Images of surfer, wave, and beach sunset (digital or prints)

Lesson 5
pages 95–107

Lesson 5—Looking Closer:

Students will be able to identify the feelings they experience in response to several triggers and differentiate them from the feelings that others experience.

- Book *Visiting Feelings* by Lauren Rubenstein
- Paper signs with emotion words on them (happy, sad, mad, excited, other/unsure, plus 1–2 new ones from the Moving Storytime in previous lesson or student-generated)
- Paper plate faces from Lesson 3
- Map of Michael and Maria’s African Safari Adventure
- Images of African elephants, monkeys, and cobras
- Image of Kenyan volcano
- Image of windmill on farm

Lesson 6
pages 108–118

Lesson 6—Elephants:

Students will be able to demonstrate how people express feelings through facial expressions and body language.

- Book *Visiting Feelings* by Lauren Rubenstein
- Paper signs with emotion words on them (happy, sad, mad, excited, other/unsure, plus 1–2 new ones from the Moving Storytime in previous lesson or student-generated)
- Images of African elephants, monkeys, and cobras
- Image of Kenyan volcano
- Image of windmill on farm
- Image of the map from Michael and Maria’s African Safari Adventure
- Paper plate faces from Lesson 3

Lesson 7
pages 119–128

Lesson 7—Try It, You’ll

Like It: Students will reflect on the feelings they experience when trying a new food and explore what it’s like to practice being curious about new experiences.

- Paper signs with emotion words on them (happy, sad, mad, excited, other/unsure, plus 1–2 new ones from the Moving Storytime in previous lesson)
- Paper plate faces from Lesson 3
- Mindful Eating script from the PRACTICE GUIDE
- Hand sanitizer or wipes
- 1 serving per student of an unfamiliar food to which your students may not have been exposed (note potential food allergies and that food exposure will differ based on your geographic area and the ethnic/cultural backgrounds of your students), such as the following:
 - Rambutan, Lychee, Avocado, Star fruit, Papaya, Pomegranate seeds, Coconut—fresh or chips, Orange or green cauliflower
- If you are teaching first grade, and your students experienced this lesson in kindergarten, be sure to use a different food than they tried the previous year.

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

New Mindful Movements

Poses

Surfer
Wave A
Seated Forward Fold
Volcano
Windmill
Elephant
Chair
Table

Sequences

Fresh Start Sequence
Mountain/Sunrise

Mindful Moments

Calming and Focusing
Mindful Mountain
Check-In
Ocean Wave Breath
Relaxation Dance
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

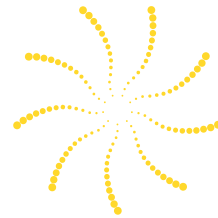
Students will be able to:

- Use emotion vocabulary to describe how they are feeling (Observation, all Lessons).
- Label feelings as *comfortable* or *uncomfortable* (Observation, Lessons 2–3).
- Notice that the feelings they experience come and go (Observation, Lessons 2).
- Conclude that all feelings are okay to experience (Observation, Lesson 3).
- Observe that feelings often arise in response to experiences, or triggers (Observation, Lesson 4).
- Identify how experiences trigger emotions in themselves (Observation, Lesson 5).
- Identify how experiences trigger emotions in others (Observation, Lessons 4–5).
- Demonstrate facial expressions and body language for several emotions (Observation, Lesson 6).
- Recognize the feelings they experience when trying a new food (Observation, Lesson 7).
- Use their senses to explore the feel, smell, and taste of a new food (Observation, Lesson 7).



Lesson 1

LEARNING ABOUT ME



Goal Statement

Students will practice noticing and naming what they are feeling.

Essential Question

What am I feeling?

“I Can” Statement

I can identify the feelings I experience.

Key Learning Objectives

Students will know...

- Everyone experiences feelings.
- They can use mindfulness to notice what they are feeling.

Students will be able to...

- Practice identifying the feelings they experience.

Materials

- Images of Maria and Michael from Unit 1
- 5 signs, 4 with 1 emotion word written or illustrated on each (happy, sad, mad, excited) and 1 with the words other/unsure written on it
- Masking or painter's tape

Preparation/Setup

- Hang the five signs in different places in the room for students to stand under during the lesson. It is best if students can see one another from all of the places the signs are hung.

New Mindful Movements

Poses

None

Sequences

Fresh Start Sequence

Mindful Moments

Calming and Focusing

Mindful Mountain

Check-In

Rest and Reflection

New Vocabulary

Feeling

Emotion

Investigate

Mad

Sad

Happy

Excited

Other

Unsure

Nervous

Proud

Physical

Physical sensation

Check-in

Anchors

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.

*WHERE DO YOU STAND? / 10 mins

Transition into the next activity immediately after the Calming and Focusing exercise.

Announce that for the next several classes, students will learn all about a very important subject: their own minds and bodies. Have them repeat after you:

- *I have an amazing mind and body that can think, feel, and do many things. There is so much I can learn about myself!*

Explain that they will start learning about themselves right now by using mindfulness to discover how they feel.

Check-In

Invite students to pretend they are detectives and be curious about how they are feeling in their minds and bodies. Guide students through this short practice of noticing how they feel using the following suggested cues:

- *With your hands on your Anchors—one hand on your belly and one on your chest—pay attention to how you are feeling. If it helps you to focus, look down at your hands or close your eyes.*
- *We're going to see if we can solve a mystery. We're going to see if we can find out what we're feeling. To do that, let's listen to our minds and bodies with curiosity and kindness.*
- *Pay attention to your mind and body. See if you notice what you're feeling. Be curious.*

Model curiosity for the students by saying:

- *Hmm. What am I feeling right now? Are there any feelings in my mind? In my body?*

Allow students a few moments to observe what they are experiencing. Then say:

- *When you notice what you are feeling, say the word silently in your mind*

or whisper it to yourself. If you're not sure, that's okay. We'll have lots of chances to practice noticing our feelings.

- Take one more deep breath in and out and look up at me.

Point out the four pieces of construction paper hung around the room and review the four emotion words written on them. Ask them if the feelings they observed match any of the words written on the signs. If necessary, model this for them by sharing how you're feeling and pointing out the sign labeled with that emotion.

Tell students that when you give a signal, they should go stand under/near the emotion word that best describes how they are feeling. If some students cannot decide, point out the sign labeled *other/unsure*.

Use this as an opportunity to observe students' ability to identify the feelings they experience. At this point, you do not need to correct students' misunderstandings. They will continue to practice the skill of identifying their emotions throughout the unit.

Once students have identified a feeling, ask them to think about why they chose the feeling they did. Invite a few students to share their thoughts.

★ DIFFERENTIATION

When reviewing the emotion words on the signs, ask students to name other emotions that feel the same way in their bodies. For example, feeling frustrated might feel like being mad.

SUMMARIZE FOR STUDENTS:

- Everyone experiences feelings in their mind and body.
- We can use mindfulness to notice what we are feeling.

TEACHING TIP



Use this activity for regular emotion check-ins. If time allows, both in this lesson and in future lessons, have students walk quietly and take a seat under the feeling word that matches how they feel whenever you ask them to check in with the feelings they are experiencing.



MOVING STORYTIME / 30 mins

Introduction

Display pictures of Maria and Michael. Ask students what they remember about Maria and Michael from the previous unit. Explain that in Moving Storytime today, they will learn about what the characters think, feel, and do.

Remind students that this is a Moving Storytime, so they should follow along with your movements as you tell the story.

Begin narrating:

- *Maria and Michael, who live on the mountain, have a routine that helps them stay healthy and feel good. We already learned Maria and Michael's favorite movement sequences. Today, we'll learn how*

to put these two together to create a Fresh Start Sequence. This is the sequence that Maria and Michael use to get ready to start their day and anytime they need a fresh start. It helps them feel happy, healthy, and strong. Remember, this is a Moving Storytime. While I tell you the story, follow my movements, and do what I do.

Mindful Mountain (UNIT 1, LESSON 1)

Remind students that mindfulness means “paying attention on purpose with curiosity and kindness.” Ask students to place their hands on their Anchors and take three deep breaths. As they do so, invite them to pay attention to their bodies with curiosity and kindness, noticing what they feel.

Sunrise/Sunset (UNIT 1, LESSON 1)

Lead students in one to two repetitions of this mini-sequence as you say:

- *Every morning Maria and Michael get up at sunrise, and every night they come inside at sunset.*

Cat/Cow and Dog (UNIT 1, LESSON 1)

- *When Maria and Michael go outside, they say hello to their friends Cat, Cow, and Dog.*

Ask students if they remember how these animals move. If so, invite them to show you. Then repeat Cat and Cow two to three times and hold Dog for about three breaths.

Michael’s Sequence (UNIT 1, LESSON 3)

Guide students through the sequence two to three times. Model the movements as you do so, making sure to keep the cues very simple. If it seems appropriate, invite students to practice the sequence one time without your help.

Maria’s Sequence (UNIT 1, LESSON 3)

Guide students through the sequence two to three times. Just as you did during Michael’s Sequence, model the movements as you go. Continue to keep the cues very simple. If it seems appropriate, invite students to practice the sequence one time without your help. As students gain proficiency with the movements, have them practice at a pace of about one inhalation or exhalation per movement.

TEACHING TIP

Use cues that invite students to calm their bodies and develop greater awareness of their physical sensations (feeling strong, still, and quiet like a mountain; noticing the breath and the heartbeat, etc.).

TEACHING TIP

To make this fun, you can use a call/response format by saying, “Hello, Cat/Cow/Dog!” and having students respond “Meow/Moo/Woof!” while practicing each pose.



Mountain



Sunrise



Sunset



Monkey



Sunset



Plank



Cobra



Dog



Monkey



Sunset



Sunrise



Mountain

Fresh Start Sequence new

Continue narrating:

- ***Maria and Michael love to move. Their friends Cat, Cow, and Dog asked Maria and Michael to teach them something to help them feel happy, healthy, and strong. Maria and Michael put their favorite movements together and created a Fresh Start Sequence. This is what they taught their friends.***

Lead students through the Fresh Start Sequence two to three times. Model and use brief, simple cues and demonstrate each pose at a pace of about one inhalation or exhalation per movement. As students gain proficiency in the movements, you can add in breath cues.

Cat/Cow and Dog (UNIT 1, LESSON 1)

Continue narrating as you lead this mini-sequence. Invite students to go into the appropriate pose and take a deep breath; then share what each character was thinking and feeling:

- *After learning the sequence, Cat, Cow, and Dog checked in with themselves with curiosity and kindness to see what thoughts and feelings had come to visit.*
- *Cat said, “My body is a bit sore, and the feeling of nervousness has come to visit me. I wonder if I will get better at this with practice.”*
- *Cow said, “My muscles feel like they’re working and getting stronger. I feel proud of myself. I think that we will all improve with practice.”*
- *Dog said, “My body feels tingly, and the feeling of excitement has come to visit me. I can’t wait to do the sequence again!”*

Easy Pose/Check-In (UNIT 1, LESSON 2)

Guide students into Easy pose and then continue the story:

- *We just learned what Cat, Cow, and Dog were thinking and feeling. Now let’s learn what you are thinking and feeling. Let’s use our detective minds to check in with ourselves with curiosity and kindness just like Cat, Cow, and Dog.*

Give students a few moments to silently check in with their minds and bodies. Invite volunteers to share what they notice. Point out that everyone experiences feelings. If it seems appropriate, invite students to notice whether they are experiencing the same feelings they observed at the beginning of class or different feelings. You do not need to go into detail about this now; instead, simply preview the skills they will learn in Lesson 2.

Share Your Moves / 5–15 mins; can be spread across two classes

This creative movement activity can be used in Lesson 1 or started in Lesson 1 and continued in a later lesson.

- *We learned today what Maria and Michael can do with their bodies. Let’s learn what you can do. Maria and Michael asked us to teach them some of our favorite movements. Can you think of one movement that helps you feel happy and healthy?*

TEACHING TIP



Display images of movements and exercises, such as jumping rope, running, dancing certain moves, as a reference for students who may need ideas. To increase the activity level, instead of one repetition, use a spinner to determine the number of repetitions students will lead.

Invite students to lead the class in their favorite movements. Some students might share their favorite dance moves, others might pretend to dunk a basketball, etc.

Closing Sequence (UNIT 1, LESSON 1)

Lead students through the Closing Sequence as you continue narrating, pausing to take several deep breaths in each pose.

- ***When Maria and Michael took a break on their mountain walk, they slowed down and noticed the world around them—a Butterfly, a little Flower, and a Turtle. When you are quiet and still in these poses, what do you notice?***



REST AND REFLECTION / 3-5 mins

Tell students:

- *Michael, Maria, and their friends take time each day to rest their minds and bodies. Let's practice resting too.*
- *Take a moment to find a comfortable position on your mat.*
- *If it's comfortable, rest one hand on your belly and one hand on your chest—your Anchors.*
- *As you let your body rest, see if you can notice the breath moving in and out of your body.*
- *Do your hands move when you breathe in and out?*
- *Notice how your belly rises each time you breathe air in, and then falls again as the air goes back out.*
- *When you watch your breath mindfully with curiosity and kindness, what else do you notice?*

Allow students one to two minutes of silent rest.

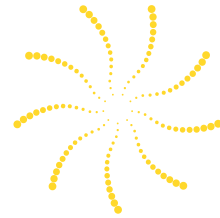
TAKE-HOME PRACTICE

- *Today, be a feelings detective! Notice one feeling that you experience.*



Lesson 2

VISITING FEELINGS



Goal Statement

Students will notice that the feelings they experience come and go.

Essential Question

What am I feeling?

“I Can” Statement

I can notice that feelings come and go.

Key Learning Objectives

Students will know...

- The feelings they experience come and go.

Students will be able to...

- Notice that the feelings they experience come and go.
- Practice identifying the feelings they experience.

Materials

- Book *Visiting Feelings* by Lauren Rubenstein
- Signs displaying 1 emotion word (happy, sad, mad, excited, other/unsure, plus 1–2 new ones from the Moving Storytime or student-generated) written and/or illustrated on each
- 10–15 slips of paper (approximately 2 inches by 4 inches)
- Container (hat, bowl)
- [Optional] Feeling flashcards with emotion illustrations/facial expressions

Preparation/Setup

- Hang the 5 emotion signs around the room, as in Lesson 1.
- Cut up 10–15 slips of paper on which to write feeling words.
- Have a container ready from which students can draw out the slips of paper.
- Set out the book *Visiting Feelings*.
- [Optional] Set out feelings flashcards with emotion illustrations/facial expressions.

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

Calming and Focusing

Mindful Mountain

Check-In

Rest and Reflection

New Vocabulary

Guest

Visit

Kind

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.

READ ALOUD / 10 mins

Invite students to sit in a comfortable position. Read *Visiting Feelings* aloud, giving children ample time to look at the illustrations.

During the read aloud, incorporate questions such as the following, focusing on the figurative language of feelings as “guests”:

-
- **What does it mean to be a guest in someone’s home?**
 - **Who is the guest visiting the children in our story?**
 - **What does it mean for a feeling to visit you?**
 - **How does the author want the children to treat the guest?**
 - **How can the children find out more about the visiting feeling?**
-

SUMMARIZE FOR STUDENTS:

- *Guests come to visit for a short time and then they leave again. Feelings are like this too: They come to visit for a short time and then they leave.*
- *We can learn about guests by asking questions. We can learn about feelings by using our mindful curiosity.*

*KNOCK, KNOCK / 10 mins

Ask students to generate some feeling words, offering hints as necessary, such as “I smile when I feel this way” or “Someone crying might feel like this.”

As students say the feeling words, write each one on a slip of paper and put them in a container. Be sure the emotion words include being **happy**, **sad**, **mad (angry)**, and **excited**. If students suggest words for physical feelings, include those as well; you may choose to use them as a way to discriminate between emotions and physical feelings. (See the tips under Differentiation

TEACHING TIP



Arrange for someone to visit your classroom at the beginning of class. Ask them to knock on the door at a specific time. Greet them, invite them inside, ask why they have visited, and then tell them goodbye. Use this as a reference for the comparison of feelings to visitors.

for how you might do that.) Another option for this activity is to use feelings flashcards with emotion illustrations/facial expressions. If these cards are available, use this time to review with students which feelings/emotions the illustrations/expressions are depicting.

Do a role-playing exercise with students in which an individual student pretends to be a feeling coming to visit you. Ask the student to choose a feeling word/card from the container. Read the word and then have the student go outside the door (or pretend door) and ring a bell or chime or knock to come in.

Pretend to open the door and say:

- “Welcome! Who has come to visit today?”

Have the student visitor respond by saying, “I am the feeling [_____]. May I come in?”

- “Yes you may!”

Then open the door and allow the feeling in.

Invite students to brainstorm how they might get to know that feeling. For example, they might ask the feeling questions to get to know it better, such as “Are you comfortable or uncomfortable? If you were a color, what would it be? What expressions do you make with your face? Is there anything you need?”

Then thank the feeling for visiting and walk the student visitor to the door.

Add on to the role-playing exercise by (a) inviting the whole class to show with their faces and bodies the feeling that is visiting or (b) inviting the student in the role of visitor to use facial expressions/body language to act out a familiar emotion (happiness, anger, sadness, and excitement) while the rest of the class guesses which emotion is visiting. Use this part of the activity to observe students’ levels of understanding about emotions and emotion vocabulary.

***WHERE DO YOU STAND? / 10 mins**

Check In

Invite students to pretend they are detectives and be curious about how they are feeling in their minds and bodies. Guide students through this short practice of noticing how they feel, using cues such as the following:

- *With your hands on your Anchors—one hand on your belly and one on your chest—pay attention to how you are feeling. If it helps you to focus, look down at your hands or close your eyes.*

★ DIFFERENTIATION

Add words to the container for physical feelings (hungry, sore, sleepy). Ask students to draw out feeling words and ask them to categorize them as physical feelings or emotional feelings. Then, ask students to draw connections between the mind and body by saying how the physical feeling might affect emotional feelings. For example, if I am feeling hungry in my body, that might lead to feeling grouchy in my emotions.

- *We're going to see if we can solve a mystery: We're going to see if we can find out what we're feeling.*
- *To do that, let's listen to our minds and bodies with curiosity and kindness.*
- *Pay attention to your mind and body. See if you notice what you're feeling. Be curious.*

Allow students a few moments to observe what they are experiencing.

- *When you notice what you are feeling, say the word silently in your mind or whisper it to yourself. If you're not sure, that's okay. We'll have lots of chances to practice noticing our feelings.*
- *Take one more deep breath in and out and look up at me.*

Point out the four pieces of construction paper hung around the room and review the four emotion words written on them. Depending on your students' skill level, you might consider adding one or two additional words as well. Ask them if the feelings they observed match any of the words written on the signs. If necessary, model this for them by sharing how you're feeling and pointing out the sign labeled with that emotion.

Tell students that when you give a signal, they should go stand under/near the emotion word that best describes how they are feeling. If some students cannot decide, point out the sign labeled *other/unsure*.

Use this as an opportunity to observe students' ability to identify the feelings they experience. At this point, you do not need to correct students' misunderstandings. They will continue to practice the skill of identifying their emotions throughout the unit.

Once students have identified a feeling, ask them to think about why they chose the feeling they did. Invite a few students to share their thoughts.



MOVING STORYTIME / 15 mins

Introduction

Tell students:

- ***Today, we'll see if you remember the sequence that Maria and Michael created to help them stay healthy and feel good. Let's see what feelings visit us as we do the Moving Storytime!***

TEACHING TIP



Invite students to move to their chosen place using a movement that goes with the emotion (jump to *happiness*, crawl to *sadness*, move quickly to *excitement*, etc.)

DIFFERENTIATION

Hang additional emotion words in related groups. For example, add and hang the words *frustrated* and *irritated* with *mad*. If desired, have students determine where the words should go.

Remind students that this is a Moving Storytime, so they should follow along with your movements as you tell the story.

Mindful Mountain (UNIT 1, LESSON 1)

Have students stand in Mountain pose.

Remind students that mindfulness means “paying attention on purpose with curiosity and kindness.” Ask students to place their hands on their Anchors and take three deep breaths. As they do so, invite them to pay attention to their bodies with curiosity and kindness, noticing what they feel.

Sunrise/Sunset (UNIT 1, LESSON 1)

Tell students:

- *Every morning their friends on the mountain get up with the sunrise, and every night they come inside at sunset.*

Then lead them through the Sunrise/Sunset sequence two to three times.

Cat/Cow and Dog (UNIT 1, LESSON 1)

Continue narrating:

- *When Maria and Michael go outside, they say hello to their friends Cat, Cow, and Dog.*

Ask students if they remember how these animals move. If so, invite them to show you. Then repeat Cat and Cow poses three to four times and hold Dog pose for about three to five breaths.

Fresh Start Sequence (UNIT 2, LESSON 1)

Continue narrating:

- *Maria and Michael love to move. Their friends Cat, Cow, and Dog asked Maria and Michael to teach them something to help them feel happy, healthy, and strong. Maria and Michael put their favorite movements together and taught the sequence to their friends. Do you remember the name of the sequence that Maria and Michael taught their friends?*

Lead students through the sequence two to three times. Use brief, simple cues and demonstrate each pose at a pace of about one inhalation or

TEACHING TIP



To make this fun, you can use a call/response format by saying “Hello, Cat/Cow/Dog!” and having students respond “Meow/Moo/Woof!” while practicing each pose.

exhalation per movement. As students gain proficiency in the movements, you can add in breath cues.

Cat/Cow and Dog (UNIT 1, LESSON 1)

Continue narrating as you lead this mini-sequence; invite students to go into the appropriate pose and take a deep breath; then share what each character was thinking and feeling.

- *After learning the sequence, Cat, Cow, and Dog checked in with themselves with curiosity and kindness to see what thoughts and feelings had come to visit.*
- *Cat said, “My body is a bit sore, and the feeling ‘nervous’ has come to visit me. I wonder if I will get better at this with practice.”*
- *Cow said, “My muscles feel like they’re working and getting stronger. I feel proud of myself. I think that we will all improve with practice.”*
- *Dog said, “My body feels tingly, and the feeling ‘excited’ has come to visit me. I can’t wait to do the sequence again!”*

Easy Pose/Check-In (UNIT 1, LESSON 2)

Guide students into Easy pose and then continue the story:

- *We just learned what Cat, Cow, and Dog were thinking and what feelings were visiting them. Now let’s learn what feelings are visiting you. Let’s use our detective minds to check in with ourselves with curiosity and kindness just like Cat, Cow, and Dog. When you notice a feeling, name what it is silently or with a whisper.*

Give students a few moments to silently check in with their minds and bodies. Invite volunteers to share what they notice. Point out that everyone gets visited by feelings in their minds and bodies and that different feelings come and go. (May refer to script in Practice Guide.)

[OPTIONAL] Share Your Moves (UNIT 2, LESSON 1)

If needed/desired, continue the Share Your Moves game from Lesson 1.

Closing Sequence (UNIT 1, LESSON 1)

Lead students through the Closing Sequence as you continue narrating, pausing to take several deep breaths in each pose.

TEACHING TIP

During any part of class when students appear to be losing energy or focus, suggest that the class needs a Fresh Start and use this sequence as a way to reengage, reenergize, or refocus the group.

- *When Maria and Michael took a break on their mountain walk, they slowed down and noticed the world around them—a Butterfly, a little Flower, and a Turtle. When you are quiet and still in these poses, what do you notice?*

**REST AND REFLECTION** / 3 mins

Invite students to lie down on their mats in any way that they find comfortable. Then slowly read the script below, pausing as appropriate.

- *Michael, Maria, and their friends take time each day to rest their minds and bodies. Let's practice resting too.*
- *Take a moment to find a comfortable position on your mat.*
- *If it's comfortable, rest your hands on your Anchors.*
- *As you let your body rest, see if you can notice the breath moving in and out of your body.*
- *Do your hands move when you breathe in and out?*
- *Notice how your belly rises each time you breathe air in, and then falls again as the air goes back out.*
- *When you watch your breath mindfully with curiosity and kindness, what else do you notice?*

Allow students one to two minutes of silent rest.

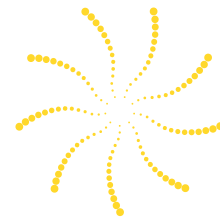
TAKE-HOME PRACTICE

- *Today, be a feelings detective! Take three deep breaths. Do you notice a feeling visiting you? What is the name of the feeling that has come to visit? See if it will tell you what it's all about.*



Lesson 3

DESCRIBING FEELINGS



Goal Statement

Students will begin to discern 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 tell you whether an emotion is comfortable or uncomfortable.

Key Learning Objectives

Students will know...

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

Students will be able to...

- Practice identifying the feelings they experience.
- Label emotions as comfortable or uncomfortable.

Materials

- Book *Visiting Feelings* by Lauren Rubenstein
- Paper signs with emotion words on them (happy, sad, mad, excited, other/unsure, plus 1–2 new ones from previous lessons)
- Masking or painter's tape
- Small paper plates
- Tongue depressors or Popsicle sticks
- Glue sticks
- Crayons or markers
- Map of Michael and Maria's Beach Adventure
- Images of surfer, wave, and beach sunset (digital or prints)

Preparation/Setup

- Hang emotion signs/illustrations as in Lesson 1.
- Glue Popsicle sticks onto paper plates, allowing time for the glue to dry before students draw on the plates.
- Set out the crayons/markers and the book *Visiting Feelings*.
- Load/print images for Michael and Maria's beach adventure.

New Mindful Movements

Poses

Surfer
Wave A
Seated Forward Fold

Sequences

Mountain/Sunrise

Mindful Moments

Calming and Focusing
Check-In
Ocean Wave Breath
Rest and Reflection

New Vocabulary

Brave
Curious
Jealous
Hopeful
Frustrated
Relieved

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.

WHERE DO YOU STAND? / 5 mins

Repeat the Check-In activity from Lessons 1 and 2.

Then read from the first page of the book *Visiting Feelings*, asking students: “Do you have a feeling that’s visiting today?”

Repeat the Where Do You Stand? activity from Lessons 1 and 2. When students have placed themselves, invite a few volunteers to share why they chose that emotion word to describe how they are feeling.

ALL FEELINGS ARE OKAY / 10 mins

Ask students to gather and sit comfortably again. Turn to the second-to-last page in the book and read the first stanza: “If you listen to what your body can say, you’ll find that your feelings are really okay.” Explore with students what this might mean, using questions such as the following:

-
- **Have you ever been visited by [sadness, happiness, excitement, anger, frustration]?**
 - **Do some emotions feel more comfortable in your body than others? Which emotions feel comfortable for you?**
 - **Do some emotions feel more uncomfortable in your body than others? Which emotions feel uncomfortable for you?**
 - **Is it okay for all feelings to visit? Why?**
 - **What does it mean to feel [angry, afraid, jealous, grouchy]?**
 - **Is it wrong to feel [angry, afraid, jealous, grouchy]?**
 - **What does the author mean when she says our feelings are “really okay”?**
 - **What can you do if an uncomfortable feeling stays too long?**
[Answer: Be curious about your mind and body needs; ask for help from a grown-up.]
-

TEACHING TIP



Repeat part of the Knock-Knock role-play from Lesson 2 to illustrate these points. For example, have different feelings come to visit, and ask the questions from the activity while they are visiting.

TEACHING TIP



If students say it is wrong to feel [emotion], ask them why. They will likely speak to actions versus feelings, which can then be clarified by asking if the action is a feeling.

TEACHING TIP



The focus here is on building awareness of emotions and ways to communicate about them. For now, remind students that they can ask for help with their uncomfortable emotions and tell them that in the next unit they'll learn about strategies to respond to uncomfortable emotions.

DIFFERENTIATION

In addition to or instead of drawing the faces on the plates, ask students to write comfortable/pleasant and uncomfortable/unpleasant emotion words on each side of the plate, respectively. Where the plates are used in future activities, students can point to/share with a partner one of the specific emotion words on the side of the plate they hold up.

SUMMARIZE FOR STUDENTS:

- *It's okay for all types of feelings to come to visit.*
- *Sometimes feelings that come to visit feel comfortable and sometimes they feel uncomfortable.*
- *When uncomfortable feelings come to visit, we can ask them what they need, and we can ask for help if we don't know what to do.*

*MAKING FACES / 5-10 mins

Give each student a paper plate prepared with a Popsicle stick handle glued on one edge and access to crayons or markers. Show students an example of a paper plate with **comfortable** and **uncomfortable** (smiling and frowning) faces drawn on opposite sides of the plate. Tell students that the faces show two ways they might experience emotions in their bodies. Explain that one face shows how they might experience comfortable or pleasant emotions, and the other shows how they might experience uncomfortable or unpleasant emotions. Tell students they will use the plates to make faces like these to identify comfortable/pleasant and uncomfortable/unpleasant emotions.

Provide crayons and lead students in drawing their own comfortable and uncomfortable faces on the front and back, respectively, of their paper plate.

Test the paper plate faces by calling out some of the emotions words the students used in answering the questions from the Read Aloud activity in this lesson. Instruct students to put the faces down between each word. Have them leave the faces by their mats when transitioning to the Moving Storytime.



MOVING STORYTIME / 20 mins

Introduction

Tell students:

- *Today we are going to follow our friends Maria and Michael on a new adventure. Maria and Michael are very curious about the world. Do you ever feel curious? They are feeling curious and feeling brave, so they are going to leave the mountain today and travel on an adventure. Do you feel brave? Let's use our imagination to travel with them.*

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

Tell students:

- *This morning Maria and Michael woke up in their home on the mountain. Michael took a deep breath and noticed that he was feeling very curious this morning. Maria took a deep breath and noticed that she was feeling very brave this morning.*

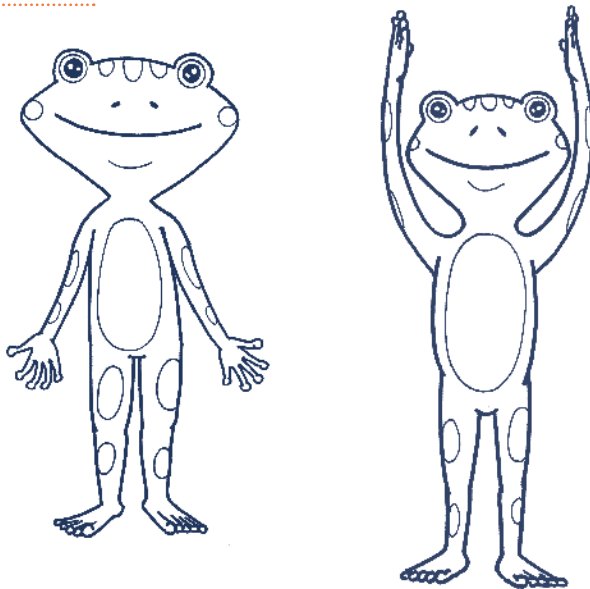
Each time the characters take a breath, model taking a deep breath with your hands on your Anchors.

Then invite students to notice if any feelings have come to visit.

Just as you did with the breath, model checking in with yourself and then share with students how you are feeling.

If time allows, invite students to show you with their facial expressions whether they are experiencing a comfortable or uncomfortable feeling.

MOUNTAIN/SUNRISE



Mountain/Sunrise new

Continue narrating:

- *Maria and Michael looked outside and saw that the sun was rising in a clear blue sky and it was going to be a beautiful day. They decided it was the perfect day for an adventure.*

While narrating, model the Mountain/Sunrise mini-sequence for students to follow. Use the following cues for reference:

TEACHING TIP



During the Beach Adventure in Lessons 3–4 and the African Safari Adventure in Lessons 5–6, several emotion vocabulary words are introduced. During the activities, check for understanding and encourage students to infer meaning from the context clues in the stories.

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

Cat/Cow and Dog (UNIT 1, LESSON 1)

Continue narrating, and each time you mention Cat, Cow, and Dog, move into the corresponding pose:

- *Maria and Michael walked outside, and they said hello to their friends Cat, Cow, and Dog. Maria and Michael told their friends that they woke up feeling brave and curious this morning and decided to go on an adventure.*
- *Cat asked, “Where will you be going?”*
- *Maria said, “We haven’t thought of that yet!”*
- *Michael asked the friends if they had any ideas, and Cow said, “I know the perfect place!”*
- *Cow whispered to Dog, and Dog drew a map.*

Fresh Start Sequence (UNIT 2, LESSON 1)

They decided that first they would all do their Fresh Start Sequence together to get their bodies awake and ready for their adventure.

Lead students through the sequence and then continue narrating:

Mountain (UNIT 1, LESSON 1)

- *After practicing the Fresh Start Sequence, Maria and Michael were ready for their adventure. They took the map from Dog, said goodbye to their friends, and decided to get started.*

Ask students if they are ready to use their imaginations to join Maria and Michael on the adventure and whether they think they can follow the map.

Follow the Map

Project the image of the Beach Adventure Map for students to see. Lead students in walking down the mountain and then following the steps on the map.

- *First they hiked down the mountain to the place where the map starts.*

Lead students in walking down the mountain by walking in place or around the room and eventually sinking lower and lower with each step until you are crouched on the ground.

- *Maria looked at the map and found step 1.*

Ask students to find step 1.

- *Step 1 is to run as fast you can across the meadows.*

Lead students in crossing the meadows (running back and forth across the room, in a circle around their mats, or in place on their mats).

- *Michael looked at the map and found step 2.*

Ask students to find step 2.

- *Step 2 is to jump across 20 stones to cross the river.*

Lead students in taking 20 jumps to cross the river across the room or on/around mats. You can use floor markers/shape mats to create your stones.

- *Maria looked at the map and found step 3.*

Ask students to find step 3.

- *Step 3 is to crawl and climb through the winding cave tunnels.*

Lead students in crawling and climbing through the caves. If you have incline mats or foam wedges, you can create obstacles for students to crawl over/through.

- *When they made it through the caves, they were at the beach!*

Beach Adventure

- *There were so many things to do at the beach. Maria and Michael went swimming, picked up seashells, and watched fish swimming in the water and crabs scurrying along the sand.*

TEACHING TIP

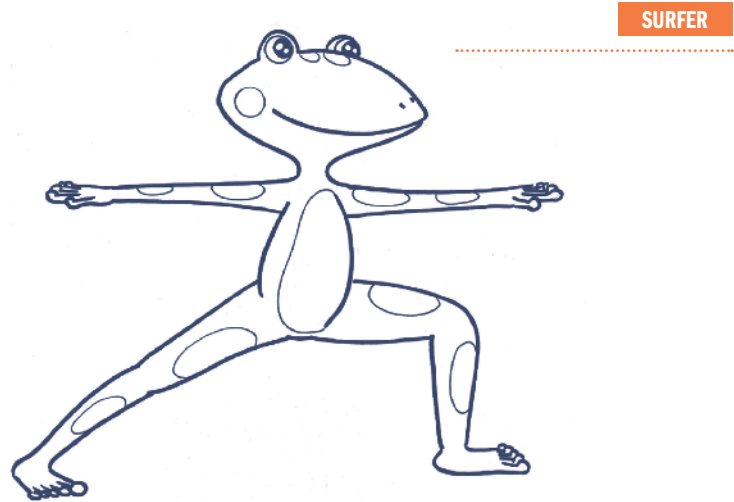


This section should be very active, providing an opportunity to practice various locomotor movements. Offer students safety reminders as necessary. Allow students to move around the room, move in place on their mats, or move around the outside of their mats. Use your discretion for the timing of each step, but when possible, ensure that students practice the movement long enough to increase their heart rates.

> **OPTIONAL:** Ask students to show you what they are doing at the beach (swimming or crab walking).

- *During their beach adventure, they saw a lot of things, and some feelings came to visit.*

Invite students to share how they feel about the things they see and do at the beach.



Surfer new

Project the image of the surfer and tell students:

- *First, Maria and Michael saw a talented surfer riding high on the waves. Do you see the surfer? When Michael saw this surfer, he felt jealous. He wanted to be able to surf like that too, and it bothered him that he couldn't.*
- *When a jealous feeling comes to visit, is that comfortable/pleasant or uncomfortable/unpleasant? Show me what happens to your face and body when you feel jealous. Is it okay to feel this way?*

Help students conclude that it is okay to feel jealous.

- *When Maria saw the surfer, she felt curious. She wondered how surfing worked and how someone could learn how to do that.*
- *When a feeling of curiosity comes to visit, is that comfortable/pleasant or uncomfortable/unpleasant? Show me what happens to your face and body when you feel curious. Is it okay to feel this way?*

Help students conclude that it is okay to feel curious.

- *Maria and Michael decided they would try to learn to surf. They asked the surfer to give them a lesson, and the surfer taught them how to stand on the board.*

Guide students into the Surfer pose by modeling the movement. Use the following cues as reference:

1. **Begin facing the long edge of the mat. Step feet wide on the mat with arms out in a T-shape.**
2. **Inhale: Turn right foot to face the short edge of the mat.**
3. **Exhale: Bend the right knee over the ankle (adjust width of stance if needed so that the knee does not move out over the toes), turning the head to look out over the right fingertips.**
4. **Take three breaths, holding the pose.**
 - **Breathing in, fix your attention forward, like a surfer watching where the wave will take you.**
 - **Breathing out, press your feet down firmly, keeping your legs strong and engaged to hold to your surfboard.**
 - **Breathing in, lift the spine up tall from tailbone to crown of the head, making sure not to lean forward over the right knee.**
 - **Breathing out, gently pull the belly button inward, holding back strong and tall.**
 - **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.**
5. **Repeat on the opposite side.**

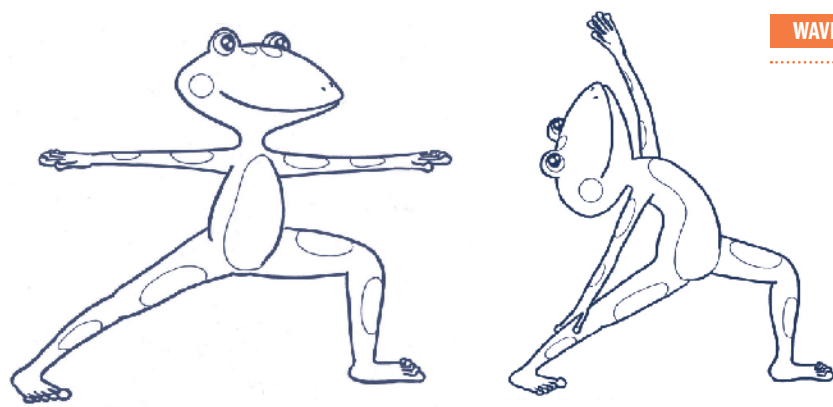
Wave A new

Continue narrating:

- *Maria and Michael practiced surfing, and it was very challenging! They saw some huge waves, and lots of waves came crashing down on them, knocking them off their surfboards.*

Project the image of the wave crashing down.

- *When Michael saw a giant wave coming, he felt hopeful. He hoped that he would be able to stay up and keep surfing on the big wave. When a feeling of being hopeful comes to visit, is that comfortable/pleasant or uncomfortable/unpleasant? Show me what happens to*



your face and body when you feel hopeful. Is it okay to feel hopeful sometimes?

Help students conclude that it is okay to feel hopeful.

- *Maria felt frustrated. She was tired of falling off her board into the rough waves. When a feeling of being frustrated comes to visit, is that comfortable/pleasant or uncomfortable/unpleasant? Show me what happens to your face and body when you feel frustrated. Is it okay to feel frustrated sometimes?*

Help students conclude that it is okay to feel frustrated.

Guide students in turning Surfer into Wave A by modeling the movement. Use the following cues as reference:

TEACHING TIP



Play beach music while the students hold Surfer pose. Periodically call “wipe out” and let students who want to pretend to fall down like Maria do so. Then invite the whole class to resume the pose with a new foot in front.

1. Begin in Surfer pose with the right knee bent and the right palm facing up.
2. Inhale: Lift palm above the head, tilting head slightly to look up at it.
3. Exhale: Allow the left hand to rest on the left hip or thigh as you bend through your side.
4. Take five breaths, holding the pose.
 - Breathing in, reach the right fingertips further toward the ceiling.
 - Breathing out, keeping the right knee bent, press both feet down into the mat.
 - Breathing in, let your breath expand your ribs on the right side.
 - Breathing out, gently pull your belly button toward the spine to support the back.
5. Repeat on the opposite side.

SEATED FORWARD FOLD

Seated Forward Fold new

Continue narrating:

- *After all of that surfing, Maria and Michael were very tired.*

Guide students to a seated position.

- *They sat down on the beach for a rest, and they saw that the sun was beginning to set in the sky.*

Project the image of the sun setting over the beach.

- *Michael felt sad, because their beach adventure was ending.*
- *When a feeling of sadness comes to visit, is that comfortable/pleasant or uncomfortable/unpleasant? Show me what happens to your face and body when you feel sad.*
- *Maria felt relieved, because she was ready to rest after such a busy day.*
- *When a feeling of being relieved comes to visit, is that comfortable/pleasant or uncomfortable/unpleasant? Show me what happens to your face and body when you feel relieved? Is it okay to feel both sad and relieved sometimes?*

Help students conclude that it is okay to feel both sad and relieved.

Guide students into Seated Forward Fold by modeling the movement. Use the following cues as reference:

1. **Begin by extending legs in front of the body. Lengthen spine to sit up tall, with the crown of the head lifting toward the ceiling.**

- 2. Inhale:** Raise hands above the head to represent the sun being high in the sky (knees can remain slightly bent if straightening the legs is uncomfortable).
- 3. Exhale:** Fold forward, walking hands toward feet OR arcing arms forward over the legs to represent the sun setting over the horizon. Relax head, neck, and shoulders.
- 4. Take three breaths, holding the pose.**
 - When breathing in, imagine the spine lengthening from the head to the feet.
 - When breathing out, imagine muscles in the legs relaxing from hips to ankles.
 - When breathing in, feel the breath expanding belly and ribs against legs.
 - When breathing out, let the belly, chest, and head sink downward over the legs.
- 5. Inhale:** Return to seated.

Return Journey

If time allows, lead students in following the map steps backward to join Maria and Michael on their return journey home. Or, if you prefer, invite students to go for a make-believe swim. If you opt for the latter, invite students to follow you in some swimming movements from seated and then lying down, eventually having them pretend to float by hovering their feet off the ground and then slowly lowering them down to stillness. Consider skipping the Closing Sequence and instead transitioning directly to rest.

Closing Sequence (UNIT 1, LESSON 1)

- *When Maria and Michael finally got back home from their adventure, they decided to do a few stretches to relax before going inside to rest.*

Lead students through the Closing Sequence.



REST AND REFLECTION / 5 mins**Ocean Wave Breath**

Tell students:

- *After doing their stretches, Maria and Michael lay down for a few moments to let their bodies rest.*
- *While we rest today, imagine lying on the beach and listening to the ocean waves. Can you make your breaths like ocean waves? Listen as you breathe in and out. Can you hear your steady breath? Place your hand on your belly. Can you feel your belly moving up and down like ocean waves?*

Allow students one to two minutes of silent rest.

As students return to seated positions, guide them to keep their eyes closed or looking down and to take a deep breath.

Ask students to check in and notice how their bodies and minds feel after the gentle ocean breaths. *Are any emotions coming to visit?* Allow a few students to share if time allows.

Remind students that even though some feelings are uncomfortable and some are comfortable, all feelings are okay to experience.

TAKE-HOME PRACTICE

- *Today, be a feelings detective! Notice when a feeling comes to visit. Be curious about the feeling. Is it comfortable or uncomfortable? Try to describe it.*

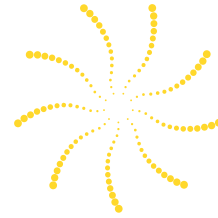
TEACHING TIP

During the Beach Adventure and/or Rest and Reflection sections of this lesson, play an audio recording of the sounds of ocean waves to stimulate students' imaginations.



Lesson 4

EXAMINING FEELINGS



Goal Statement

Students will understand that they experience feelings in response to triggers.

Essential Question

When do I experience feelings?

“I Can” Statement

I can recognize what triggers feelings.

Key Learning Objectives

Students will know...

- Feelings often arise in response to their experiences.

Students will be able to...

- Recognize triggers for a character's emotions.

Materials

- Book: *Visiting Feelings* by Lauren Rubenstein
- Paper signs with emotion words on them (happy, sad, mad, excited, other/unsure, plus 1–2 new ones from previous lessons)
- Paper plate faces from Lesson 3
- Map of Maria and Michael's Beach Adventure
- Images of surfer, wave, and beach sunset (digital or prints)

Preparation/Setup

- Hang emotion signs/illustrations as in Lesson 1.
- Gather students' paper plate faces from Lesson 3 to hand out during class.
- Set out the book *Visiting Feelings*.
- Load/print images for Michael and Maria's Beach Adventure.

New Vocabulary

Experience
Trigger

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

Calming and Focusing

Check-In

Ocean Wave 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.

WHERE DO YOU STAND? / 8 mins

As the tone from the Focusing bell quiets, ask students to shift their focus from the sound of the bell to the feelings inside their bodies. Invite them to close their eyes if it feels comfortable or look down toward the ground. Then ask them to place their hands on their Anchors to help them check in with their feelings with curiosity and kindness.

Read from the first page of the book, asking students, “*Do you have a feeling that’s visiting today?*” Have students open their eyes and hold up one of their paper plate faces to indicate how the emotion feels in their bodies.

Repeat the *Where Do You Stand?* activity: Read the posted emotion signs and direct students to stand under the emotion word/illustration that is closest to what they are feeling at the moment.

Observe whether the plate faces students held up match the signs they chose to stand under and/or allow students to take turns calling out emotion words for comfortable/uncomfortable faces. Clarify students’ misunderstandings as necessary.

***TRIGGERS** / 10 mins

Project or hold up the image of the sunset from the Moving Storytime in Lesson 3. Remind students that Maria and Michael saw a sunset at the end of their day at the beach. Then ask them to act out a sunset, moving slowly from a standing to sitting position.

Read the rest of the first page of the book: “*Can you ask what it wants, and then check it out? Welcome it and listen to what it’s about?*”

Help students notice that feelings often come to visit in response to things they experience. Tell them that those experiences are called triggers. Use questions such as the following to guide the discussion:

- **What feeling did Michael experience when the sun began to set on the beach at the end of the day?** [Answer: sad]
- **Did he know why he felt that way? Why?”**
- **How did Maria feel?** [Answer: relieved]
- **Why do you think she felt that way?**
- **Is it okay that Michael felt sad? Is it okay that Maria felt relieved?**
- **Raise your hand if you would feel more like [Maria, Michael].**

Project the image of the wave crashing down. Ask the students to be surfers (assume Surfer pose) and sit down on their boards. Reread from the first page of the book: “Can you ask what it wants, and then check it out? Welcome it and listen to what it’s about?” Help students identify the triggers in the story. Use questions such as the following to guide the discussion:

- **How did Michael feel when he was surfing and saw a big wave?** [Answer: hopeful/excited]
- **Do you remember what experience triggered that emotion for Michael?**
- **How did Maria feel when she was surfing and saw a big wave?** [Answer: frustrated]
- **Do you remember what experience triggered that emotion for Maria?**
- **Raise your hand if you would feel more like [Maria, Michael].**

SUMMARIZE FOR STUDENTS:

- *Feelings often come to visit in response to an experience or trigger. A trigger might be something that happens, something we experience with our senses, or something we do.*
- *Different people can have different feelings come to visit in response to the same trigger.*



★ DIFFERENTIATION

Extend the idea that different triggers affect people in many different ways by adding the variable of circumstances. For example, how might Michael’s response to the sunset be different if he had a friend coming to spend the night or if he had a telescope for viewing the stars? What circumstance might change Maria’s response to the sunset trigger? Consider discussing how circumstances such as the following might impact the characters’ experiences of the sunset and the wave:

- **It was the last opportunity to surf.**
- **The sunset was absolutely beautiful.**
- **The surfer fell off his board a few times.**
- **A porpoise jumped high out of the waves.**
- **The surfer cheered them on.**
- **Michael encouraged Maria.**
- **The surfboard hit Michael.**

MOVING STORYTIME / 20–25 mins**Introduction**

Tell students:

- *Today we are going to use our imaginations again and revisit Maria and Michael's beach adventure.*

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

- *This morning Maria and Michael woke up in their home on the mountain. Michael took a deep breath and noticed that he was feeling very curious this morning. Maria took a deep breath and noticed that she was feeling very brave this morning.*

Each time the characters take a breath, model taking a deep breath with your hands on your Anchors.

Then invite students to notice if any feelings are visiting them right now.

If it seems appropriate for your class, invite a student to model checking in with themselves and then sharing with the class what feeling has come to visit.

If time allows, invite students to hold up their comfortable plate face to indicate that they are experiencing a *comfortable* feeling and their *uncomfortable* plate face to indicate that they are experiencing an uncomfortable feeling.

Mountain/Sunrise (UNIT 2, LESSON 3)

- *Maria and Michael looked outside and saw that the sun was rising in a clear blue sky and it was going to be a beautiful day. They decided it was the perfect day for an adventure.*

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

Cat/Cow and Dog (UNIT 1, LESSON 1)

Continue the story, and each time you mention Cat, Cow, and Dog, move into the corresponding pose.

- *Maria and Michael walked outside, and they said hello to their friends Cat, Cow, and Dog. Maria and Michael told their friends that they woke up feeling brave and curious this morning and decided to go on an adventure.*
- *Cat asked, “Where will you be going?”*
- *Maria said, “We haven’t thought of that yet!”*
- *Michael asked the friends if they had any ideas, and Cow said, “I know the perfect place!”*
- *Cow whispered to Dog, and Dog drew a map.*

Fresh Start Sequence (UNIT 2, LESSON 1)

- *They decided that first they would do their Fresh Start Sequence together to get their bodies awake and ready for their adventure.*

Lead students in two to three repetitions of the Fresh Start Sequence.

Mountain (UNIT 1, LESSON 1)

Have students stand in Mountain pose as you continue the story:

- *Maria and Michael were ready for their adventure. They took the map from Dog, said goodbye to their friends, and decided to get started.*

Ask students if they are ready to use their imaginations to join Maria and Michael on the adventure and whether they think they can follow the map.

Follow the Map

Project the image of the map from Lesson 3 for students to see. Guide students through walking down the mountain and then use the cues from the previous lesson to help them follow the steps on the map to get to the beach.

Beach Adventure

Continue the story:

- *There were so many things to do at the beach. Maria and Michael went swimming, picked up seashells, and watched fish swimming in the water and crabs scurrying along the sand.*

> **OPTIONAL:** Ask students to show you what they are doing at the beach (swimming or crab walking).

During their beach adventure, they saw a lot of things and some feelings came to visit.

How Would You Feel?

During the following scenarios, hold up the appropriate uncomfortable/unpleasant or comfortable/pleasant feeling face and keep it up while explaining each visiting feeling. Then put it down while students respond with their own plate faces. Ask for volunteers to explain how they would feel and why. Remind students that whatever feelings they experience are okay.

Surfer (UNIT 2, LESSON 3)

Project the image of the surfer and continue the story:

- *First, Maria and Michael saw a talented surfer riding high on the waves. Do you see the surfer? When Michael saw this surfer, he felt jealous. He wanted to be able to surf like that too, and it bothered him that he couldn't.*

Hold up the uncomfortable plate face as you tell this portion of the story.

- *When Maria saw the surfer, she felt curious. She wondered how surfing worked and how you could learn how to do that.*

Hold up the comfortable plate face as you tell this portion of the story.

- *When you see the surfer, do you feel more like Michael or more like Maria? Use your plate faces to show what kind of feeling comes to visit you when you see the surfer.*
- *Maria and Michael decided they would try to learn to surf. They asked the surfer to give them a lesson, and the surfer taught them how to stand on the board.*

Guide students into Surfer pose.

Wave A (UNIT 2, LESSON 3)

Continue narrating:

- *Maria and Michael practiced surfing, and it was very challenging!*

They saw some huge waves, and lots of waves came crashing down on them, knocking them off their surfboards.

Project the image of the wave crashing down.

- ***When Michael saw this giant wave coming, he felt hopeful. He hoped that he would be able to stay up and keep surfing on the big wave.***

Hold up the comfortable plate face as you tell this portion of the story.

- ***Maria felt frustrated. She was tired of falling off her board into the rough waves.***

Hold up the uncomfortable plate face as you tell this portion of the story.

- ***Imagine you are surfing and see this big wave. Do you think you would feel more like Michael or more like Maria? Use your plate faces to show what kind of feeling comes to visit you when you see the big wave.***

After students identify their feelings and the experience to which they respond, guide them through moving from Surfer to Wave A.

Seated Forward Fold (UNIT 2, LESSON 3)

- ***After all of that surfing, Maria and Michael were very tired.***
- ***They sat down on the beach for a rest, and they saw that the sun was beginning to set in the sky.***

Guide students to a seated position, and project the image of the sun setting over the beach.

- ***Michael felt sad, because their beach adventure was ending.***

Hold up the uncomfortable plate face as you tell this portion of the story.

- ***Maria felt relieved, because she was ready to rest after such a busy day.***

Hold up the comfortable plate face as you tell this portion of the story.

TEACHING TIP



Play beach music while the students hold Surfer pose. Periodically call “wipe out” and let students pretend to fall down like Maria if they want. Then invite the whole class to resume the pose with a new foot in front.

- ***How do you feel right now about this beach adventure ending? Use your plate faces to show what kind of feeling comes to visit you when you notice that our beach adventure is ending.***

After students identify their feelings and the experience to which they respond, guide them into Seated Forward Fold.

Easy Pose (UNIT 1, LESSON 2)

Guide students into Easy pose.

SUMMARIZE FOR STUDENTS:

- *Feelings often arise in response to experiences, or triggers. A trigger can be something we do, something that happens, or something we experience with our senses.*
- *Feelings can be comfortable or uncomfortable, but all feelings are okay.*

[OPTIONAL] Return Journey

If time allows, lead students in following the map steps backward to join Maria and Michael on their return journey home. Or, if you prefer, invite students to go for a make-believe swim. If you opt for the latter, invite students to follow you in some swimming movements from seated and then lying down. Eventually have them pretend to float first by lying on their backs and kicking their feet and then by hovering their feet off the ground. Then have them slowly lower their feet and come to stillness. Consider skipping the Closing Sequence and instead transitioning directly to rest.

Closing Sequence (UNIT 1, LESSON 1)

When Maria and Michael finally got back home from their adventure, they decided to do a few stretches to relax before going inside to rest.

Lead students through the Closing Sequence.



REST AND REFLECTION / 5 mins

- *After such an exciting and busy adventure, Maria and Michael and all of us need a few moments to let our bodies rest.*

Slowly and calmly repeat some of the swimming or floating movements from Return Journey above, and then invite students to find a position that feels safe and comfortable for rest.

Ocean Wave Breath (UNIT 2, LESSON 3)

Tell students:

- *Today we imagined visiting the beach and surfing on the ocean waves. While we rest today, imagine lying on the beach and listening to the ocean waves. Can you make your breaths sound like ocean waves? Listen as you breathe in and out. Can you hear your steady breath? Place your hand on your belly. Can you feel your belly moving up and down like ocean waves?*

Allow one to two minutes of silent rest.

TAKE-HOME PRACTICE

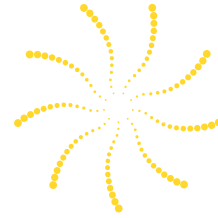
- *Be a feelings detective! Find a character on TV or in a book who has a feeling that comes to visit. What experience triggered that feeling?*

TEACHING TIP

During the Beach Adventure and/or Rest and Reflection sections of this lesson, play an audio recording of the sounds of ocean waves to stimulate students' imaginations.

Lesson 5

LOOKING CLOSER



Goal Statement

Students will be able to identify the feelings they experience in response to several triggers and differentiate them from the feelings that others experience.

Essential Question

When do I experience feelings?

“I Can” Statement

I can explain what triggered a feeling.

Key Learning Objectives

Students will know...

- The same experience can trigger different emotions in different people.

Students will be able to...

- Identify how experiences trigger emotions in themselves.
- Identify how experiences trigger emotions in others.

Materials

- Book *Visiting Feelings* by Lauren Rubenstein
- Paper signs with emotion words on them (happy, sad, mad, excited, other/unsure, plus 1–2 new ones from the Moving Storytime in previous lesson or student-generated)
- Paper plate faces from Lesson 3
- Map of Michael and Maria's African Safari Adventure
- Images of African elephants, monkeys, and cobras
- Image of Kenyan volcano
- Image of windmill on farm

Preparation/Setup

- Have the emotion signs posted, as in Lesson 1. Add new emotions signs according to student readiness.
- Gather students' paper plate faces from Lesson 3 to hand out during class.
- Set out the book *Visiting Feelings*.
- Load/print the images pertaining to the safari adventure.

New Mindful Movements

Poses

Volcano
Windmill
Elephant

Sequences

None

Mindful Moments

Calming and Focusing
Check-In
Rest and Reflection

New Vocabulary

Safari
Adventure
Lonely
Bored
Scared
Fascinated
Relaxed
Courageous
Grateful
Embarrassed
Amused

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.

WHERE DO YOU STAND? / 8 mins

As the tone from the Focusing bell quiets, ask students to shift their focus from the sound of the bell to the feelings inside their bodies. Invite them to close their eyes if it's comfortable. Then ask them to place their hands on their Anchors to help them check in with their feelings with curiosity and kindness.

Read from the first page of the book, asking students, “*Do you have a feeling that’s visiting today?*” Have students open their eyes and hold up one of their paper plate faces to indicate how the emotion feels in their bodies.

Repeat the *Where Do You Stand?* activity. Read the posted emotion signs and direct students to stand under the emotion word/illustration that is closest to what they are feeling at the moment.

While students are standing under the signs, ask if anyone can identify a trigger for the feeling that has come to visit. (Ask questions such as “Did something happen that made you feel happy?” to help students understand triggers.) Elicit a few responses from students standing under different signs, but do not require students to share.

**MOVING STORYTIME** / 25 mins**Introduction**

Show students the images of the animals and volcano. Then let students know that today they are going to join Maria and Michael on a new adventure—all the way to Africa to go on a safari in Kenya. Ask students whether they are ready to do some imagining.

Remind students that this is a Moving Storytime, so they should follow along with your movements as you tell the story.

Mountain (UNIT 1, LESSON 1)

- *This morning, Maria and Michael woke up in their home on the mountain.*

Use cues that invite students to calm their bodies and develop greater awareness of their physical sensations (feeling strong, still, and quiet like a mountain; noticing the breath and the heartbeat etc.).

- *They remembered that their friends were busy today and they had no one to play with. Michael took a deep breath and noticed that when he thought about this, the feeling of being lonely came to visit. Maria took a deep breath and noticed that when she thought about it, the feeling of being bored came to visit.*

Model placing your hands on your Anchors and taking a deep breath each time the characters do.

- *Do you think these are comfortable or uncomfortable emotions? What was the trigger Maria and Michael were responding to?*

Help students conclude that Cat, Cow, and Dog not being there to play with them triggered their visiting feelings.

- *Maria and Michael took a few minutes to welcome the feelings that came to visit. Then they listened to them, to see what they were all about. They realized that their visiting feelings were showing them that they wanted to do something! Michael came up with the idea to go on another adventure. Maria remembered that they had always wanted to go on a safari in Africa.*

Fresh Start Sequence/Check-In (UNIT 2, LESSON 1)

- *They decided they would do their Fresh Start sequence together to get their bodies awake and ready for the adventure.*

Lead students through the sequence two to three times.

TEACHING TIP



If space allows, post images of the map locations around the room. Travel from place to place during the segments of the Moving Storytime.

- ***After they did their Fresh Start Sequence, Maria noticed that she was feeling excited for the adventure. Michael noticed that he was feeling curious about what they would see on their safari.***

Invite students to silently check in with themselves and notice if any feelings have come to visit after practicing the Fresh Start Sequence:

- ***What feelings do you think came to visit Maria and Michael after completing the Fresh Start Sequence? Do you think those feelings were comfortable or uncomfortable?***

Ask a few volunteers to share.

African Safari Adventure

Continue the story:

- ***Maria and Michael got a map to go on their safari adventure. This map shows the steps in their itinerary.***

Project the image of the African Safari Adventure map for students to see.

Lead students in walking down the mountain and then following the steps on the map. Give safety reminders as necessary. Allow students to move around the room, move in place on their mats, or move around the outside of their mats. Use your discretion for the timing of each step.

Whenever students are asked to share what feelings have come to visit, help them notice that different people respond differently to the same trigger. For example, you could ask: “Do we all respond in the same way to this trigger?” [No.] “Is that okay?” [Yes.]

- ***First they hiked down the mountain to the place where the map starts.***

Lead students in walking down the mountain by either walking in place or walking around the room. Eventually sink lower and lower with each step until you are crouched on the ground.

By Plane

- ***Michael looked at the map and found step 1.***

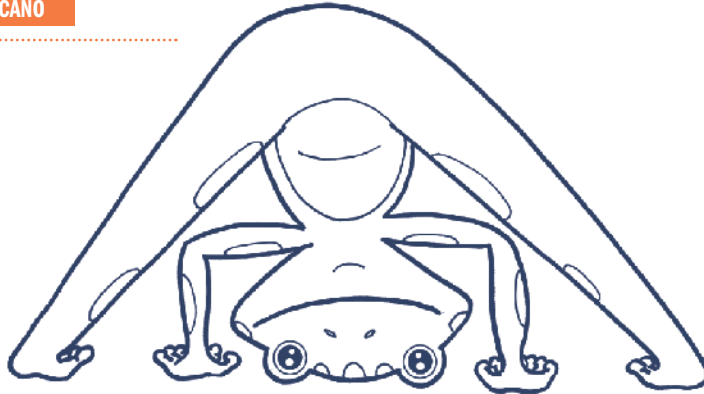
Ask students to find step 1.

- **Step 1 is to get on a plane and fly across the ocean.**

Ask students to use their plate faces to show how they might feel if they were getting on a plane and flying across the ocean. Ask a couple of volunteers to share what feelings might come to visit. Lead students in pretending to be airplanes and flying around the room.

**If students have learned Glider pose in the previous year, add it here.*

VOLCANO



Volcano new

- ***When they got off the plane in Kenya, a country in Africa, the first thing they saw was a huge volcano.***

Project the image of the volcano.

- ***Do you see the volcano? When Michael saw the volcano, he felt scared. He wondered if it might erupt. Maria felt fascinated. She just couldn't stop staring at it! She never thought she would see a volcano in real life. When you see the volcano, do you feel more like Michael or more like Maria? Use your plate faces to show which type of feeling comes to visit when you see the volcano.***

Guide students into Volcano pose by modeling the movement. Use the following cues as reference:

- 1. Begin in Mountain pose and then hop or step feet out wide with hands on hips.**
- 2. Inhale: Stand tall and strong**
- 3. Exhale: Fold forward from the hips, sliding hands down the legs to rest on the shins, ankles, or the floor.**

4. Inhale: Lift just the head and heart, looking forward.
5. Exhale: Lower head down, press feet into mat, lengthen legs from soles of the feet to hips.
6. Take three to five breaths, holding the pose.
 - When breathing in, imagine the expansion of the breath lengthening the torso.
 - When breathing out, imagine the torso getting heavier, sinking lower in the pose.
 - When breathing in, press your feet deeper into the mat.
 - When breathing out, try to relax while you feel the stretch.
 - How does the stretch in your legs feel? Does it feel comfortable? Does it feel uncomfortable?
7. Inhale: Place hands on hips; lift up to standing.
8. Exhale: Return to Mountain.

By Train

- *Maria looked at the map and found step 2.*

Ask students to find step 2.

- *Step 2 is to take a train to Nairobi, the city where the safari will start.*

Have groups of students form lines and travel around the room in a train with each child's hands on the shoulders of the child in front of them. As you travel on the train, invite students to speed up and slow down. Alternatively, you can ask students to move in place. If you choose this option, cue students to tiptoe, march, and/or run in place. Offer students safety reminders as necessary.

Windmill new

- *While they rode the train, Maria and Michael looked out the windows at all the things they could see. They saw big animals they had never seen before. Then they passed by lots of farms that had windmills to help bring water to their crops.*

Project the image of the windmills.

WINDMILL



- *The train conductor told them all about the windmills. Looking out the train window, Michael felt relaxed watching the windmills spin round and round. Maria felt bored. She couldn't wait for the safari to start.*
- *When you see the windmills, do you feel more like Michael or more like Maria? Use your plate faces to show which type of feeling comes to visit when you see the windmills.*

Guide students into Windmill pose by modeling the movement. Use the following cues as reference:

1. Begin in Mountain pose and then step or hop feet out 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 left hand into the middle of the mat.
5. Exhale: Twist right, lifting right hand up to reach toward ceiling, looking at right hand.
6. Hold the pose, counting three breaths.
 - Breathing in, expanding across your chest.
 - Breathing out, relaxing the upper body into the twist.
7. Inhale: Release the twist, place both hands on the mat, and press right hand into the middle of the mat.
8. Exhale: Twist left, lift your left arm into the air, reach toward the ceiling, and 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.

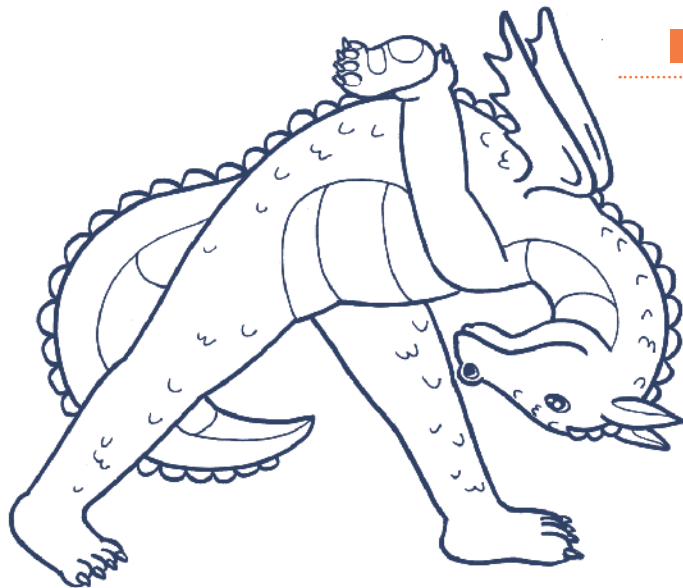
By Automobile

- *When they got off the train, Michael looked at the map and found step 3.*

Ask students to find step 3.

- *Step 3 was to get in a jeep and drive to the wildlife reserve for their safari. It was a very bumpy ride!*

Guide students in driving their jeeps around the room. You can use incline mats or wedges for obstacles/bumps in the road. Alternatively, invite students to jog in place on mats while pretending to steer. You can make this fun by calling out red light and green light for them to stop and start.



ELEPHANT

Elephant new

- *Finally they drove their jeeps into the wildlife reserve. There were so many things to see on the safari! The biggest animals they saw were elephants. While they were watching from the jeep, the herd of elephants started to walk toward them.*

Project the image of the elephants.

- *Michael felt nervous because the elephants were so big and powerful. Maria felt courageous and wanted them to get closer so she could see them up close.*
- *When you see the elephants, do you feel more like Michael or more like Maria? Use your plate faces to show which visiting feeling is more like what you feel when you see the elephants.*

Guide students into Elephant pose by modeling the movement. Use the following cues as reference:

1. **Begin in Mountain pose and then take a big step back with the left foot.**
2. **Inhale: Lengthen up through the spine. Place hands on opposite wrists or elbows behind the back. Alternatively, invite learners to join hands together in front of the body to be their elephant's trunk.**
3. **Exhale: Pressing down through both feet, fold the upper body over the right leg.**
4. **Hold the pose, counting three to five breaths.**
 - **When breathing in, feel the expansion of the breath lengthening the torso.**
 - **When breathing out, imagine you have the weight of an elephant, Your head and chest broad and heavy.**
 - **When breathing in, imagine you have strong elephant legs, and press deeply into the ground.**
 - **When breathing out, try to relax and feel the stretch.**
5. **Inhale: Lengthen the spine to lift up from the pose.**
6. **Exhale: Turn to face the left, repeating the pose on the left side.**
7. **Inhale: Lengthen the spine to lift up from the pose. Return to Mountain.**

Monkey (UNIT 1, LESSON 3)

- *Maria and Michael really wanted to see some monkeys and had been hoping they would see them all day. While they were taking a break and eating lunch by themselves, they saw a group of monkeys playing in a tree.*

Project the image of the monkey.

Guide students into Monkey pose, and hold for a few breaths. Repeat a couple of times, using the breaks between holding the pose to ask students to respond to the following emotion prompts as you continue the narration:

- *Michael felt grateful (thankful). He had always wanted to see a real monkey.*
- *When a feeling of gratitude comes to visit, is that comfortable/pleasant or uncomfortable/unpleasant? Use your plate face to show what gratitude (thankfulness) feels like.*
- *Maria felt lonely. She saw the monkeys playing together and wished all of her friends were with her to see the monkeys too.*
- *When a feeling of loneliness comes to visit, is that comfortable/pleasant or uncomfortable/unpleasant? Use your plate face to show what loneliness feels like. Would you feel more like Michael or Maria in response to this situation?*

Cobra (UNIT 1, LESSON 3)

- *While Maria and Michael were leaving the wildlife reserve in their jeep, a cobra slithered across the path, and they saw it through the window.*

Project the image of the cobra.

Guide students into Cobra pose, and hold for a few breaths. Repeat a couple of times, using the breaks between holding the pose to ask students to respond to the emotion prompts as you continue narrating:

- *They both jumped in their seats and squealed! Michael felt embarrassed. He didn't want people to laugh at him for being scared.*
- *When a feeling of embarrassment comes to visit, is that comfortable/pleasant or uncomfortable/unpleasant? Use your plate face to show what embarrassment feels like.*
- *Maria felt amused. She thought it was funny that they both jumped and screamed when they were safe inside the jeep.*
- *When a feeling of amusement comes to visit, is that comfortable/pleasant or uncomfortable/unpleasant? Use your plate face to show what amusement feels like.*

TEACHING TIP



Consider creating a large map of the African Safari adventure with your class as an enrichment activity.



***SNAKES ALIVE / 7 mins**

Ask students what emotions might come to visit if they saw a real snake.

Help students identify the triggers in the story and observe that even uncomfortable feelings come and go. Use questions such as the following to guide the discussion:

- **Why do you think Maria and Michael jumped in their seats and squealed? What feeling came to visit?**
- **Do you think Maria and Michael found that feeling comfortable or uncomfortable?**
- **What do you think triggered that feeling for Maria and Michael?**
- **Was it okay that Maria and Michael felt afraid even though they were in the jeep?**
- **How long do you think the feelings of fear lasted? Did they stay or did they leave after visiting for a short time?** [Answer: When they realized the snakes couldn't hurt them, Michael felt embarrassed and Maria felt amused.]
- **I think I might have stayed scared for a while! What could I do if I was really scared and that scared feeling was visiting for a long time?** [Answer: Talk to someone about how I felt; give myself a hug, etc.]

As you talk with the students, focus on the idea that it's okay to feel scared even if other people are not scared.

SUMMARIZE FOR STUDENTS:

- *Everyone experiences feelings in their mind and body.*
- *We can use mindfulness to notice what we are feeling.*

**MINDFUL MOVEMENT / 5 mins****[OPTIONAL] Return Journey**

- **Maria and Michael had an interesting adventure on their safari in Kenya. They saw a lot of new things and had a lot of feelings come to visit. They were ready for the journey home, back to the mountain.**

TEACHING TIP

Use a jump rope or other rope to represent the snake in the story as a way to engage students and enhance learning.

★ DIFFERENTIATION

Ask students to sequence the whole event for Maria, from the appearance of the snake to her amusement. Write the sequence they give horizontally on the whiteboard or chart paper. Check for understanding that Maria was amused with herself and the situation, but she was not making fun of Michael.

If time allows, lead students in following the map steps backward (by jeep, train, plane) to join Maria and Michael in returning home to the mountain.

Closing Sequence (UNIT 1, LESSON 1)

- *When Maria and Michael finally got back home from their adventure, they decided to do a few stretches before rest.*

Lead students through the Closing Sequence.



REST AND REFLECTION / 3 mins

Tell students:

- *After traveling so far, Maria and Michael and all of us need a few moments to let our bodies rest.*

Invite the students to check in with themselves with curiosity and kindness and see if any feelings have come to visit after today's adventure.

While students are transitioning into rest, lead them in a mindful listening activity. Play some sounds that they might have heard on their adventures, such as animal, bird, or ocean sounds, and ask them to notice what feelings the sounds trigger.

Allow one to two minutes of silent rest.

If time allows, invite students to share what feelings came to visit in response to the sounds. This can be done after playing each sound or after rest is complete.

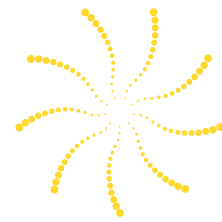
TAKE-HOME PRACTICE

- *Be a feelings detective! What do you see or hear outside in nature today? Notice what feelings come to visit in response to what you see and hear.*



Lesson 6

ELEPHANTS



Goal Statement

Students will be able to demonstrate how people express feelings through facial expressions and body language.

Essential Question

How do emotions feel in my body?

“I Can” Statement

I can demonstrate how an emotion feels through my facial expressions and body language.

Key Learning Objectives

Students will know...

- They feel emotions in their bodies.
- Their bodies can express emotions.

Students will be able to...

- Demonstrate facial expressions and body language for several emotions.

Materials

- Book *Visiting Feelings* by Lauren Rubenstein
- Paper signs with emotion words on them (happy, sad, mad, excited, other/unsure, plus 1–2 new ones from the Moving Storytime in previous lesson or student-generated)
- Images of African elephants, monkeys, and cobras
- Image of Kenyan volcano
- Image of windmill on farm
- Image of the map from Maria and Michael's African Safari Adventure
- Paper plate faces from Lesson 3

Preparation/Setup

- Have the emotion signs posted, as in Lesson 1. Add new emotions signs according to student readiness.
- Set out the book *Visiting Feelings*.
- Gather students' plate faces to hand out during class.
- Load/print the images pertaining to the African Safari Adventure.

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

Calming and Focusing

Check-In

Relaxation Dance

Rest and Reflection

New Vocabulary

Body language

Relaxation

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.

WHERE DO YOU STAND? / 8 mins

As the tone from the Focusing bell quiets, ask students to shift their focus from the sound of the bell to any feelings that have come to visit. Invite them to close their eyes if it's comfortable or gaze at the ground instead. Then ask students to place their hands on their Anchors to help them check in with their feelings with curiosity and kindness.

Read from the first page of the book, asking students, *“Do you have a feeling that’s visiting today?”* Have students open their eyes and hold up one of their plate faces to indicate how the emotion feels in their bodies.

Repeat the Where Do You Stand? activity: Read the posted emotion signs and direct students to stand under the emotion word/illustration that is closest to what they are feeling at the moment. While students are standing under the signs, ask if anyone can identify a trigger for how they are feeling. Ask questions such as *“Did something happen that made you feel happy?”* to help students understand triggers. Elicit a few responses from students standing under different signs, but do not require students to share.

While they are still at the station, ask students to show you the emotion they are feeling with their face and body.



MOVING STORYTIME / 15 mins

Introduction

Ask students to return to their mats and pretend they are lying in bed. Ask them what they remember about Maria and Michael’s safari adventure, and tell them they are going to go back to Kenya with Maria and Michael to visit the elephants they saw while on their safari.

Mountain (UNIT 1, LESSON 1)

- ***This morning, Maria and Michael woke up in their home on the mountain.***

Have students stand in Mountain pose.

- ***They remembered that their friends were busy today and they had no one to play with. Michael took a deep breath and noticed that this made him feel lonely.***

Place your hands on your Anchors and model taking a deep breath at the same time Michael does in the story.

- ***Michael can tell he is feeling lonely because his shoulders are slouching, he has a frown on his face, and his head is facing down.***

Mimic Michael's body language as you tell this part of the story.

- ***Maria took a deep breath...***

Place your hands on your Anchors and model taking a deep breath at the same time Maria does in the story.

- ***...and noticed that she felt bored.***
- ***When Maria is bored, her body feels heavy and her face has a slight frown.***

Mimic Maria's body language as you tell this part of the story.

- ***Maria and Michael took a few minutes to welcome the feelings that came to visit. Then listened to them, to see what they were all about. They realized that their visiting feelings were showing them that they wanted to do something! Michael came up with the idea to go on another adventure. Maria remembered that they had always wanted to go on a safari in Africa.***

Fresh Start Sequence/Check-In (UNIT 2, LESSON 1)

- ***They decided they would do their Fresh Start sequence together to get their bodies ready for the adventure.***

Lead students through the sequence two to three times.

- ***After they did their Fresh Start Sequence, Maria noticed that she was feeling excited for the adventure. Maria knew she was excited because her heart was beating quickly, her face was glowing, and it was hard to stay still. Michael noticed that he was feeling curious about what they would see on their safari. His body was fidgety, his eyes were squinting, and he was smiling.***

Invite students to silently check in with themselves and notice if any feelings have come to visit after practicing the Fresh Start Sequence. Ask a few volunteers to share.

Safari Adventure

- ***Maria and Michael got a map to go on their safari adventure. This map shows the steps in their journey.***

Project the image of the African Safari Adventure map for students to see.

Lead students in walking down the mountain and then following the steps on the map. Allow students to move around the room, move in place on their mats, or move around the outside of their mats. Use your discretion for the timing of each step. Offer safety reminders as necessary.

> **OPTIONAL:** Ask students to use their plate faces to show how they might feel in response to each step.

- ***First they hiked down the mountain to the place where the map starts.***

Lead students in walking down the mountain by walking in place or around the room and eventually sinking lower and lower with each step until you are crouched on the ground.

By Plane

- ***Michael looked at the map and found step 1.***

Ask students to find step 1.

- ***Step 1 is to get on a plane and fly across the ocean. Imagine you are just about to go on a plane and notice what feeling comes to visit in response.***

Invite a few students to share. Lead students in pretending to be airplanes and flying around the room.

Volcano (UNIT 2, LESSON 5)

- *When they got off the plane in Kenya, a country in Africa, the first thing they saw was a huge volcano.*

Project the image of the volcano.

- *Do you see the volcano? When Michael saw the volcano, he noticed his heart was beating fast, his eyes became wide, and his teeth started to chatter. How do you think he felt?*

Invite students to guess how Michael felt.

- *That's right! He felt scared. He wondered if it might erupt.*
- *Maria's eyes were wide open too, but her mouth was different—it was wide open with a slight smile. How do you think she felt?*

Invite students to guess how Maria felt.

- *That's right! Maria felt fascinated. She just couldn't stop staring at it! She never thought she would see a volcano in real life.*

Guide students into the Volcano pose.

By Train

- *Maria looked at the map and found step 2.*

Ask students to find step 2.

- *Step 2 is to take a train to Nairobi, the city where the safari will start.*

Have groups of students form lines and travel around the room in a train with each child's hands on the shoulders of the child in front of them. As you travel on the train, invite students to speed up and slow down. Alternatively, you can ask students to move in place. If you choose this option, cue students to tiptoe, march, and/or run in place. Offer students safety reminders as necessary.

Windmill (UNIT 2, LESSON 5)

- *While they rode the train, they looked out the windows at all the things they could see. They saw big animals they had never seen before. Then they passed by lots of farms that had windmills to help bring water to their crops.*

Project the image of the windmills.

- *The train conductor told them all about the windmills. Looking out the train window, Michael had a small smile on his face. He felt relaxed watching the windmills spin round and round. Maria's knee bounced up and down. She felt bored and couldn't wait for the safari to start.*

Guide students into Windmill pose.

By Automobile

- *When they got off the train, Michael looked at the map and found step 3.*

Ask students to find step 3.

- *Step 3 was to get in a jeep and drive to the wildlife reserve for their safari. It was a very bumpy ride!*

Guide students in driving their jeeps around the room. You can use incline mats or wedges for obstacles/bumps in the road. If needed, students can jog in place on mats while pretending to steer. You can make this fun by calling out red light and green light for them to stop and start.

Elephant (UNIT 2, LESSON 5)

- *Finally they drove their jeeps into the wildlife reserve. There were so many things to see on safari! The biggest animals they saw were elephants. While they were watching from the jeep, the herd of elephants started to walk toward them.*

Project the image of the elephants.

Guide students into Elephant pose.



TRUNKS AND TAILS / 15 mins

Begin by directing students to move from Elephant pose to a sitting position.

While students are sitting, review the reactions Maria and Michael had to the elephants in the movement story. Help students identify the triggers in the story and prompt them to explore how emotions feel in their bodies. Use questions such as the following to guide the discussion (if it seems appropriate for your students, invite them to use their plate faces to show how they experience the emotions cited in each question):

-
- ***What feeling did seeing the herd of elephants trigger in Michael?***
 - ***What does it mean to feel nervous?***
 - ***How do you think Michael's body might have looked when he felt nervous?***
 - ***What feeling did seeing the herd of elephants trigger in Maria?***
 - ***How does courage feel in your body? (Make sure students describe their physical experience of courage, as opposed to a courageous action.)***
 - ***How might Maria's body have shown she was feeling courageous?***
 - ***Was it okay that Maria and Michael experienced different emotions even though the trigger was the same (they both saw the same thing)?***
-

Tell students elephants are very smart animals that feel deeply. Then tell students they are going to pretend they are a herd of elephants who experience different feelings. Direct students back into Elephant pose, and then ask them to imagine what elephants look like when they walk. Invite one or students to demonstrate their own impersonations. Designate one person as the lead elephant and tell students that they will follow the lead elephant around the room, walking as it walks. Then, while extending one arm in front as an elephant trunk and the other behind as the tail, have students hold tails with trunks to form a line to follow the student leader around the room.

Once the designated student has had a chance to lead the class, ask them to move to the back of the line, and ask the new lead elephant to lead the class. Continue this rotation throughout the activity.

Ask the student leader to show you how an elephant's walk might change if they were feeling very sad. Ask the rest of the class to mimic the lead student's movements as they walk around the room as sad elephants.

Repeat the above exercise using different emotions (walk around as *happy* and then *mad* elephants).

Pause the activity as appropriate to introduce students to the concept of body language. Invite them to notice how their body language changes when they express different emotions.

SUMMARIZE FOR STUDENTS:

- *Our bodies express the emotions we experience. This is called body language.*
- *Our bodies use different body language to express different emotions.*



[OPTIONAL] **MOVING STORYTIME** / 5 mins

Return Journey

- ***Maria and Michael had an interesting adventure on their safari in Kenya. They saw a lot of new things and had a lot of visiting feelings. They were ready for the journey home, back to the mountain.***

If time allows, lead students in following the map steps backward (by jeep, train, plane) to join Maria and Michael in returning home to the mountain.

Closing Sequence (UNIT 1, LESSON 1)

- ***When Maria and Michael finally got back home from their adventure, they decided to do a few stretches before rest.***

Guide students through the Closing Sequence.

TEACHING TIP



Create an elephant puzzle by cutting an elephant picture into several pieces. When students answer a question, give them a piece to help construct the elephant.



REST AND REFLECTION / 5 mins

Tell students:

- *After traveling so far, Maria and Michael and all of us need a few moments to let our bodies rest. Maria and Michael had a fun way to get their wiggles out and help their bodies relax, and we will try it together today.*

Relaxation Dance

From seated or standing, invite students to begin a slow, calm relaxation dance, using some or all of the script below. Model gentle twisting and swaying but encourage students to move in any way that feels relaxing.

Guide them to transition down to lying down on their mats by making their relaxation dance slower and slower until they lower down to lie still on their mats in a way that feels comfortable and relaxing to them.

- *Place your right hand on your heart and your left hand on your stomach. Take a deep breath in and out. Can you feel your heart beating?*
- *Now, do a slow relaxation dance to help your body become still and calm. Move your body slowly and calmly in whatever way it wants to move. Be creative!*
- *Now begin to slow your relaxation dance down.*
- *Now see if you can move even slower.*
- *And what about even slower?*
- *As you dance, begin to lower yourself down toward your mat until you are lying comfortably on your mat.*
- *Become completely still.*
- *Notice what this feels like.*
- *Once you have found a position that feels safe and comfortable for rest, place your hands on your heart. Notice your heart with kindness and curiosity. Notice what your heartbeat feels like while you relax.*
- *Now place your hands on your Anchors. What is your breath like now that you are relaxed? Is it fast or is it slow?*

- *Now place your hand on your forehead. What is your mind like after your relaxation dance?*
- *Now, lower your hands down by your sides or wherever they are most comfortable and let your body and mind rest a few more moments.*

Allow one to two minutes of silent rest.

TAKE-HOME PRACTICE

- *Be a feelings detective! When you play and move your body today, notice what feelings come to visit.*

TEACHING TIP

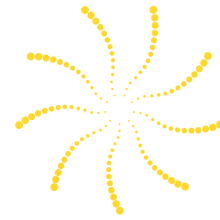


To make a connection with elephants, lead this relaxation dance starting from standing, inviting students to pretend they are very tired elephants. Lead them in raising one arm up, pressing their nose to the shoulder of their raised arm as though their arm is an elephant's trunk. Then invite students to pretend they are elephants that are swaying back and forth as they slowly lay their tired heavy bodies down to rest.



Lesson 7

TRY IT, YOU'LL LIKE IT



Goal Statement

Students reflect on the feelings they experience when trying a new food and explore what it's like to practice being curious about new experiences.

Essential Question

Should I try new foods?

“I Can” Statement

I can use my senses to explore new foods.

Key Learning Objectives

Students will know...

- Foods can trigger feelings/emotions.
- Feeling nervous or uncomfortable about new foods is normal.

Students will be able to...

- Recognize the feelings they experience when trying a new food.
- Use their senses to explore the feel, smell, and taste of a new food.
- Practice being curious about new experiences.

Materials

- Paper signs with emotion words on them (happy, sad, mad, excited, other/unsure, plus 1–2 new ones from the Moving Storytime in previous lesson)
- Plate faces from Lesson 3
- Mindful Eating script from the PRACTICE GUIDE
- Hand sanitizer or wipes
- 1 serving per student of an unfamiliar food to which your students may not have been exposed (note potential food allergies and that food exposure will differ based on your geographic area and the ethnic/cultural backgrounds of your students), such as the following:
 - Rambutan
 - Lychee
 - Avocado
 - Star fruit
 - Papaya
 - Pomegranate seeds
 - Coconut—fresh or chips
 - Orange or green cauliflower
- If you are teaching first grade, and your students experienced this lesson in kindergarten, be sure to use a different food than they tried the previous year.

Preparation/Setup

- Review the Mindful Eating script in the PRACTICE GUIDE.
- Hide an unfamiliar food item on a plate under napkins before this part of the lesson begins.
- Gather students' plate faces to hand out during class.

New Mindful Movements

Poses

Chair
Table

Sequences

None

Mindful Moments

Calming and Focusing
Mindful Eating
Rest and Reflection

New Vocabulary

Restaurant
Unfamiliar
Disgusted

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.

**MOVING STORYTIME** / 20 mins**Introduction**

Tell students that it's Moving Storytime and Maria and Michael are back from their adventures!

Remind students that this is a Moving Storytime, so they should follow along with your movements as you tell the story.

Mountain (UNIT 1, LESSON 1)

Guide students to stand in Mountain pose as you begin the story:

- ***This morning, Maria and Michael woke up in their home on the mountain.***

Sunrise/Sunset (UNIT 1, LESSON 1)

- ***Every morning they get up with the sunrise and every night they come inside at sunset.***

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

Cat/Cow and Dog (UNIT 1, LESSON 1)

- ***When Maria and Michael go outside, they say hello to their friends Cat, Cow, and Dog.***

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

Fresh Start Sequence (UNIT 2, LESSON 1)

- *They decided they would all do their Fresh Start Sequence together to wake up their bodies and get ready for the day. After they did their Fresh Start Sequence, Maria and Michael both noticed that they were feeling excited to tell their friends all about the safari and beach adventures that they had.*

Guide students through this sequence one to two times.

Then invite students to show what body language they might use to express the emotion of excitement.

Adventure Recall

Continue the story:

- *Maria and Michael told their friends all about their beach adventure and their safari adventure. There were so many things to share! They had traveled in lots of different ways and they had seen lots of interesting sights.*

Invite students to share ways they remember Maria and Michael traveled and things they saw on their adventure. If it seems appropriate, invite the class to act out some of what Maria and Michael saw and how they traveled.

- *Cat, Cow, and Dog were very happy to hear about the exciting adventures Maria and Michael had. They were also curious! They asked, “Wow, what else did you do? Did you eat any new foods on your adventure?”*

Invite students to pause and demonstrate what body language they might use to express the emotion of curiosity.

Restaurant Story

Continue the story:

- *Maria and Michael had forgotten to tell their friends about a very interesting adventure they had in a restaurant.*

Cue students to walk in place and then continue:

- *While they were traveling through Kenya on their safari adventure, their group stopped to eat lunch one day at a small village cafe. They were so hungry! They sat down on chairs at their table and waited for lunch.*



CHAIR

Chair new

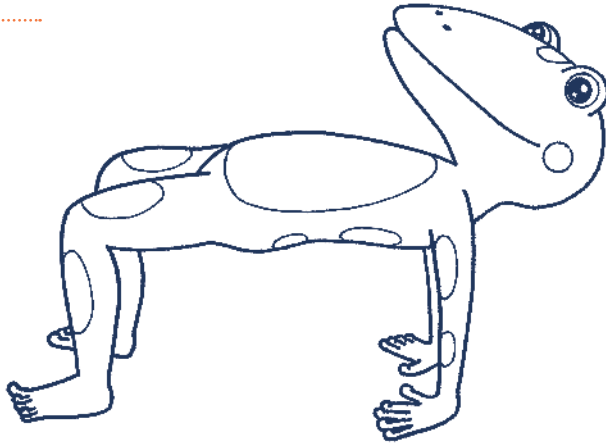
Guide students through two repetitions of this pose by modeling the movement. Use the following cues as reference:

1. **Begin in Mountain pose.**
2. **Inhale: Lift arms up to Sunrise.**
3. **Exhale: Bend knees; hips and tailbone sink back as if you are sitting down into an invisible chair. Knees should never go out farther than the toes; weight should be centered over the heels; toes should be able to lift from the floor and wiggle.**
4. **Hold the pose for several breaths.**
5. **Inhale: Return to Mountain with arms up to Sunrise.**
6. **Exhale: Bring arms down to Mountain.**

Continue the story:

- *While they were sitting in their chairs, Michael thought about how he really wanted a peanut butter and jelly sandwich, his favorite lunch to make at home. Maria really wanted a grilled cheese, which she thought was the most delicious lunch anyone could eat.*

TABLE

**Table** new

- *They waited and waited at the empty table, and they got hungrier and hungrier. Michael could feel a rumbling in his tummy. Maria's stomach growled out loud while she imagined all her favorite foods.*

Guide students through Table pose by modeling the movement. Use the following cues as reference and hold the pose for several breaths:

1. **Begin in a seated position. Place hands 6 inches (or one hand's length) behind the hips with fingertips pointing toward yourself; bend knees in front of you with feet flat on floor.**
2. **Inhale: Press into feet and hands. Lift hips and chest. Your belly is the table top.**
3. **Exhale: Gently squeeze your belly button inward and tuck your chin toward your chest.**
4. **Hold the pose for a few breaths.**
5. **Exhale: Release hips slowly to the mat, coming back to seated.**

If students are ready for an additional challenge, invite them to lift one hand while in Table pose and place it on their belly to imagine what Maria and Michael's hungry bellies feel like.

The Food Arrives

Cue students to lower to a seated position and then continue:

- *Finally, the food arrived. When they saw the food on the table, there was no peanut butter and jelly and no grilled cheese. All they saw were foods that they did not know and had never tried before.*

Project photos of unknown food.

- *Maria felt disgusted. She did not like to try new things, and she wanted to push this food away. When a disgusted feeling comes to visit, is it comfortable or uncomfortable?*
- *Michael felt nervous. He was concerned that they might not find anything they liked to eat, and he was really hungry! When a feeling of nervousness comes to visit, is it comfortable or uncomfortable?*

Table

Guide students into Table pose and then continue:

- *They saw people at other tables eating and enjoying their food, and then someone said, “Try it, you’ll like it.”*
- *Maria and Michael weren’t really sure about this, but Maria started to feel a little bit curious. She wondered what these foods would smell and taste like. When a feeling of curiosity comes to visit, is it pleasant or unpleasant?*
- *Michael started to feel a little bit brave. He thought if he didn’t try it now, he might not get another chance. When a feeling of bravery comes to visit, is it pleasant or unpleasant?*

Easy Pose (UNIT 1, LESSON 2)

Guide students into Easy pose and then act out the narrative as much as possible while seated.

- *Michael got a spoonful of stew. He didn’t know what it was, but he thought he recognized potatoes and vegetables. He knew he liked potatoes and most vegetables, so he gave it a sniff. It smelled very different from the stews they made at home. Then he got really brave and took a big bite. The tastes were unusual, but it was delicious.*
- *Then Maria picked up a piece of fruit. She looked at it. It didn’t look like any fruit she had seen. She smelled it. It smelled sweet and similar to other fruits she had tried. Slowly, she tasted a tiny bit. She had to get used to the way it felt in her mouth, but it wasn’t that bad. She tried another bite, and she thought she could actually learn to like it. They both felt proud of themselves for trying something new.*



MINDFUL EATING / 25 mins

Use questions such as the following to help students reflect on the feelings Maria and Michael experienced when they tried a new food. Invite them to explore their own perspectives about trying unfamiliar foods.

-
- ***Would you respond more like Maria or Michael if I offered you a new food to try?***
 - ***What are some reasons you might feel [nervous, curious] about trying a new food?***
 - ***If you wanted to encourage a friend to try a new food, what might you say to them?***
 - ***Can you name a food that you like now but that you didn't used to like? Why do you think your taste for that food changed?***
-

Tell students that today they're going to have an opportunity to try a new food, just like Maria and Michael. Explain that it will be very important for them to remain silent when you uncover the new food so they don't influence their friends' feelings about the food.

Invite students to place their hands on their bellies to help them notice what feelings they experience in response to the food item. Then lift the napkin off of the food item and invite students to observe with curiosity and kindness what feelings come to visit. Ask students to use their plate faces to indicate whether they are experiencing comfortable or uncomfortable emotions about trying the new food.

Invite students to explore what it would feel like to be curious about the new food. Then use cues such as the following script to guide students through a mindful eating exercise. (A longer script is included in the PRACTICE GUIDE.)

- *Today we are going to practice mindful eating. We're going to use all of our senses to experience [food item].*
- *I'm going to put a(n) [food item] in front of you. It is important to keep it there until I tell you to do something with it.*

Pass out the food, placing it on a napkin in front of each student.

TEACHING TIP



To help students refrain from influencing one another's perceptions of the new food, consider offering students a practice round in which you reveal a known food item and they practice remaining silent.

- We have five senses. Can anyone remember what they are? That's right, they are: sight, smell, touch, hearing, and taste. We are going to experience the [food item] using all five.
- First, let's start with sight. I want everyone to look at the [food item]. Look at it from above and below. Spin it around and see if there is anything different about it from a different side. What does it look like? What word would you use to describe it?
- Now we are going to smell the [food item]. Carefully bring the food under your nose and take a deep breath through your nose. Is there a strong smell? Move it away from your face. Can you still smell the food when it's far away?
- Let's move on to touch. Rub the [food item]. What does it feel like? Is it rough on the outside? Are there oils on it? How does it feel against your palm?
- Now bring the [food item] up to your ear. Listen to the [food item]. Do you hear anything? Be very quiet so that everyone else can hear the noises.
- And now put the [food item] in your mouth, but don't chew it! Let it sit on your tongue. How does the [food item] feel on your taste buds? Is it cool or warm? Slowly begin chewing. Think about how you feel in this moment. Do you feel the [food item] moving to your belly?
- We are practicing mindful eating! Let's continue doing this until the [food item] is gone or you've eaten as much of it as you want to eat.
- When you are finished, take a deep breath in, and then let it out. Notice how you feel after that exercise.

TEACHING TIP



Remind students about the importance of having clean hands when eating. Make sure students have a chance to clean their hands before the activity.

Once students have eaten the food, or eaten as much as they want to, ask them to hold up the plate face that best matches how they feel about the taste of the new food. Then use questions such as the following to help students reflect on the experience:

-
- **How did the [smell, feel, look, taste] of the [food item] make you feel about trying it?** (Have students hold up a plate face.)
 - **Why is it good to be curious about new foods?**
 - **Is there ever a time when you shouldn't try a new food?** (Students should know that they shouldn't eat anything that wasn't provided by a trusted adult.)
 - **Do you think you could get used to this new food and learn to like it?**
-

REST AND REFLECTION / 3 mins

Invite students to find a position that feels safe and comfortable for rest. Then ask them to place their hands on their bellies. Lead students in a guided visualization:

Imagine the new food you just tried is making its way down into your belly. Notice what your belly feels like right now after mindful eating. Now imagine the good stuff in that food traveling out to give all the parts of your body exactly what they need. Food gives our bodies what they need to feel healthy and strong. Notice what your body feels like right now. Imagine your body getting stronger and happier while you take several deep breaths.

Allow one to two minutes of silent rest.

TAKE-HOME PRACTICE

- *Share with a family member what it was like to practice mindful eating and show them how to do it.*

Lesson Extensions

Come In

Lesson 2

Review how to do the role-playing game in Lesson 2 in which one student pretends to be a feeling coming to visit and the other pretends to be the host. Continue this activity so that all students get more role play practice with various emotions. This can be done in pairs if students are ready for partner work. If students are not ready for partner work, conduct as a whole class activity where all members of the class pretend to be the guest feeling while you pretend to be the host and respond to them. If conducting this as a partner activity, you will need enough slips of paper with emotion words or faces so that each pair has a few to practice.

Feeling Descriptions

Lesson 3

Read the figurative descriptions of emotions in Visiting Feelings, and invite students to share emotion words they think go with the descriptions.

For example, ask students:

- What are some feeling words that might go with “Is it bright like the sun”?
- What are some feeling words that might go with “dark like the rain”?
- What are some feeling words that might go with “as light as a cloud, floating on air”?
- What are some feeling words that might go with “heavy and huge”?

If students have difficulty with the vocabulary, demonstrate facial expressions and body language along with the words from the book. If more support is needed, follow each description with two emotion vocabulary choices, one that matches its sentiment and one that does not.

To deepen understanding of emotion words, invite learners to share with the group why they chose their responses, and provide additional support as needed.

Imagine That

Lesson 4

Get started by calling out a few emotions for students to respond to with their plate faces (or another signal for comfortable and uncomfortable), using this as an opportunity to review and assess emotion vocabulary. Use new emotion words, if possible.

Next, tell students you are going to challenge them by describing a situation, but not telling them a specific emotion. They will need to: **1)** listen; **2)** imagine what feeling might come up (or be triggered) in the situation; and **3)** hold up the plate face to show you whether the feeling would be comfortable or uncomfortable.

After everyone has shown whether they would feel comfortable or uncomfortable, invite students to share the name of the feeling that they had in mind. Be sure to do an example or two first, checking for understanding of each step.

Suggested prompts:

- *I tore my favorite shirt.*
- *My grandmother is coming to visit today.*
- *There is a surprise in my lunch.*
- *There was a worm in my apple.*
- *It is rainy and cold outside.*
- *We are getting extra recess as a reward.*
- *My room is bright and colorful.*
- *I don't have anyone to play with today.*
- *I know lots of people care about me.*

Playing with Food

Lesson 7

Expose students to different fresh fruits and vegetables by letting them make—and then eat—fresh fruit and vegetable art.

Consider showing example images of simple designs or patterns made with pieces of fruits and vegetables (e.g. slices, cubes, matchsticks). Include both familiar and unfamiliar fruits and vegetables.

Prompt students to notice what they see, feel, smell, and taste while interacting with the foods.

- **TIP:** Work with your school’s nutrition services personnel to plan and prepare for this lesson.

.....

Animal Expressions

Lessons 3–7

Lead students in an active game using creative movement to explore the expression of emotions. Make a list of paired emotions and animals, such as *calm cows*, *terrified tigers*, *angry alligators*, *sad snakes*, *excited eagles*, etc.

For each round of the game, give students a paired emotion and animal cue and have them use creative movement to demonstrate what this animal would look like in their bodies and faces.

You may also choose to invite students to create sounds that match the animal and the emotion. You may have students move around the room or move in place on their mats/next to their desks.

After a desired amount of time, call “freeze” or use a signal and switch to a new paired emotion and animal cue.

.....

*Relay Review

Lessons 6–7

Lead students in an active relay game to recap the things that Maria and Michael did on their adventures away from home. Divide class into 2–4 relay groups so that each student can run the relay at least once, preferably more.

Have relay groups line up behind a cone/ marker on the A side of the room, and create a marker/line to designate the turning point on the B side of the room.

For each line, place the stack of cards on the A side with pictures of transportation from the safari adventure and locomotor movements from the Follow the Map activity in the Beach Adventure.

When it is their turn, the running student will grab a movement card and use that locomotor movement or imitate that form of transportation to race to point B. They will then turn and run back, imitating the same transportation, and tag the next runner. The next runner will draw the next card and repeat.

***DIFFERENTIATION:** On the B side of the course, place a stack of cards with pictures of sights Maria and Michael encountered on their adventures. At point B, they will draw a sight card (e.g. ocean waves, volcano, elephants) and make a pose/movement with their bodies that represents that sight before completing their turn. **NOTE** Allow students to interpret this in their own way (i.e. it does not have to be the specific movement or pose they learned in the Moving Storytime).

.....

Octopus Tag

Lessons 3–7

Ask students to name animals Maria and Michael might see in the ocean. Prompt them about which animal has many arms and lead them to guess octopus.

Lead students in a game of Octopus Tag. Assign one student to be an octopus and stand in the middle of the room as the tagger. Line remaining students up on one side of your space and then give them a cue to run all together across to the other side.

If students are tagged they must sit where they are. All tagged and seated students become octopuses and assist the tagger. With each turn, remaining (untagged) students run all together from one side of the room to the other when the teacher gives a cue. If tagged by an octopus, a student must also become an octopus.

Play until many or all students are octopuses, then restart with a new tagger.

.....

Compassion Board

Continued from Unit 1

Create (or sustain) 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.