

Unit 3



SELF-MANAGEMENT



Prior Knowledge

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

Overview

In this unit, students learn to observe when their minds and bodies feel calm, and when they are swirling with thoughts and feelings. They practice strategies to calm their minds and bodies and then they learn how those strategies help them show care to themselves and others. They explore the concept of one's *best self* and learn that they can practice being their best selves even when they experience strong emotions.

Enduring Understandings

Students will understand:

- Thoughts and feelings can be comfortable or uncomfortable.
- Thoughts and feelings can affect what they say and do.
- They can pause to calm and settle their minds and bodies when they experience an uncomfortable thought or feeling.
- Being their best self means acting in ways that show care for themselves and others.
- They can practice being their best selves.

Essential Questions

- How can I calm and focus my mind?
- How can I be my best self?
- How can I show myself care and compassion when I experience uncomfortable thoughts and feelings?

Lesson Summaries and Materials*

Lesson 1 pages 136–146

Lesson 1—What’s Inside?:

Students learn what thoughts are and then practice noticing what thoughts feel like.

- Interactive whiteboard, if using images
- Handheld mirrors or reflective pieces (1 per every 2 kids) or a few large mirrors
- Empty jar (medium-sized) with lid
- Teacher/demonstration Mind Jar (medium-sized) prepared with liquid soap solution (for glitter to float)
- Directions for how to create a Mind Jar
- Various colors of glitter. Include silver to represent thoughts; other color(s) to represent feelings.

Lesson 2 pages 147–157

Lesson 2— Swirling Mind,

Calm Mind: Students learn how to tell the difference between a calm mind and a swirling mind and practice strategies to calm and settle their minds.

- Teacher/demonstration Mind Jar with glitter
- Individual jars (with lids) for students (name labels optional)
- Several containers of glitter
- Small cups—1 per student—to hold glitter
- Water/soap solution
- Other options are to prepare enough jars for every 2 students to share or to make just 1 extra jar for a student to lead the class along with you

Lesson 3 pages 158–166

Lesson 3—Many

Feelings: Students learn to distinguish between calm feelings and swirling feelings and practice calming and settling their minds.

- Interactive whiteboard, if using video
- Basic emotions signs from Unit 2
- Teacher/demonstration Mind Jar with a new color of glitter in it (to represent feelings)
- The book *My Many Colored Days* by Dr. Seuss

Lesson 4 pages 167–175

Lesson 4—Best Self:

Students learn that being their best self means showing care for themselves and others. They discover that they can be their best self even when their minds are swirling with uncomfortable thoughts and feelings.

- Teacher/demonstration Mind Jar with silver and multicolored glitter in it
- Illustrations of scenarios for Who is My Best Self? activity

Lesson 5
pages 176–186

Lesson 5—A Place to Pause: Students discover that when they experience strong thoughts and feelings, they can pause and use mindful awareness practices to help calm and settle their minds. They learn about the Pause Place and determine that this is a place in school where they can go when they need to pause.

- Colored dots (e.g., stickers) to give to students (1 per student)
- Teacher/demonstration Mind Jar with glitter
- Rope (≥10–15 feet long) or masking tape
- Two to three Pause Place mats
- [Optional] Music for Swirling Minds activity

Lesson 6
pages 187–196

Lesson 6—Explosion: Students learn how to show themselves care and compassion when they experience uncomfortable thoughts and feelings.

- The book *When Sophie Gets Angry* by Molly Bang
- Teacher/demonstration Mind Jar with glitter

Lesson 7
pages 197–206

Lesson 7—Fresh Starts: Students review what it means to be your best self and identify Best Self Strategies. They then apply those strategies in an active game and by demonstrating ways to help Maria during the Moving Storytime.

- Pause Place mat
- [Optional] A list of Best Self Strategies

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

New Mindful Movements

Poses

Boat
Tree
Pointing Dog

Sequences

Beach Sequence

Mindful Moments

Calming and Focusing

Anchors
Calming Breaths
Calming Anchors
Check-In
Wiggle and Relax
Mind Jar
Time to Pause
Swirl and Pause
Letting-Go Breath
Kind Mind (for Self)
Rest and Reflection

*Differentiation**

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

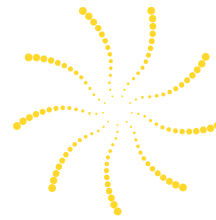
Performance Assessment

Students will be able to:

- Demonstrate ways to calm and settle their minds and bodies (Observation, all Lessons).
- Identify whether their minds feel calm or full of swirling thoughts and feelings (Observation, Lessons 1–3).
- Recognize situations where their minds are calm and settled, as opposed to swirling with thoughts and feelings (Observation, Lessons 2–3).
- Conclude that being their best self means acting in ways that show care for themselves and others (Observation, Lesson 4).
- Describe ways someone can be their best self (Observation, Lesson 4).
- Explain how it feels when they need to pause (Lessons 5–7).
- Conclude that taking a pause is one way they can show care for themselves and others when they experience uncomfortable thoughts and feelings (Observation, Lessons 6–7).

Lesson 1

WHAT'S INSIDE?



Goal Statement

Using a Mind Jar as an illustration, students consider that their minds can feel calm and focused or swirling with thoughts and feelings. They practice finding their Anchors to calm and settle their minds.

Essential Question

How can I calm and focus my mind?

“I Can” Statement

I can demonstrate finding my Anchors to calm and focus my mind.

Key Learning Objectives

Students will know...

- *Thoughts* are words, pictures, or ideas in their minds.
- A thought is invisible to others until they express or communicate it in words, pictures, or actions.
- Their minds can be calm or full of swirling thoughts.

Students will be able to...

- Demonstrate finding their Anchors to calm and focus their minds.

Materials

- Interactive whiteboard, if using images
- Handheld mirrors or reflective pieces (one per every two kids) or a few large mirrors
- Empty jar (medium-sized) with lid
- Teacher/demonstration Mind Jar (medium-sized) prepared with liquid soap solution (for glitter to float)
- Directions for how to create a Mind Jar
- Various colors of glitter, including silver to represent thoughts and other color(s) to represent feelings.

Preparation/Setup

- Set out mirrors.
- Prepare the demonstration Mind Jar by filling it with the soap solution.
- Set out the glitter.

New Mindful Movements

Poses

Boat

Sequences

Beach Sequence

Mindful Moments

Calming and Focusing

Anchors

Calming Breaths

Rest and Reflection

New Vocabulary

Visible

Invisible

Mind

Calm

Swirling

Thoughts

Words

Pictures

Ideas

Distracted

CALMING AND FOCUSING / 2 mins

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

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

***WHAT DO YOU SEE?** / 10 mins

NOTE *This activity can be done in different ways. The point of it is for students to recognize that the reflections they see in the mirror are only of their visible and physical selves and do not include many of the attributes that make them who they truly are.*

Pass out mirrors and ask students to look at their reflections in the mirrors and then describe aspects of their physical appearances. Guide students' self-observations by first asking about their more obvious traits such as hair and eye color, and then about the shapes of their eyes, eyebrows, noses, and mouths. Use the words "physical" and "visible" as you elicit their descriptions. Review with students that what they see on the outside are their visible, physical bodies.

Next, ask students if they can see their hearts, bones, etc. Then ask what parts of them would remain invisible even if they could see inside their bodies (including, for example, their minds, thoughts, or emotions). Help students notice that thoughts are invisible by doing some of the following activities:

- Tell them that you are thinking of a number between one and 20 and then ask them to guess that number. Consider writing the number on a piece of paper and hiding it from the students. Encourage them to look hard at you while you think of it to see if they can "see" the number. (Make sure to let them guess!) Tell them what number you thought of.
- Then ask students to sit with a partner as you continue to have them try to guess your thoughts. Tell them you are thinking of a color (or animal or person). Have students whisper their guesses to their partners. Once students have shared their guesses with their partners, reveal the answer.

SUMMARIZE FOR STUDENTS:

- *Thoughts are words, pictures, or ideas in our minds.*
- *Thoughts are a part of us that no one can see.*

TEACHING TIP 

Monitor for any critical remarks or self-judgments/comparisons. Consider giving students some positive affirmations to say to themselves in the mirror after or before they describe themselves, such as "I love the way I look. No one else looks just like me. My eyes are my own. My face is my own."

TEACHING TIP 

It is important to model your expectations before the activity. Allow students to have a minute or two to explore their reflections in the mirrors before giving them more specific instructions.

★ DIFFERENTIATION

After establishing/reviewing that thoughts might occur in words or pictures, have students get in pairs. Direct one student in the pair to think of an idea, such as a new name for an animal, a game to play after school, an art project, or a new way to wear his or her hair. Tell their partner to try to guess the new idea. Then have partners switch roles and repeat the process. Debrief after the guessing game by asking students if their thoughts were words, pictures, or something else. (Accept the category of sound, if it is suggested.) Summarize that thoughts can also be ideas.

TEACHING TIP



Sit in a circle with students and set the jar down in front of you. Have a small cup of glitter sitting next to the jar. Walk around and allow each student to get a pinch of glitter. Then, walk around the circle and have each student sprinkle the glitter in the jar.

*JARRING THOUGHTS / 10 mins

Hold up a jar that has been prepared with the water-soap solution necessary for glitter to float in it. Ask students to pretend that this jar is someone's mind filled with thoughts that can be seen, as if they were visible. Open the jar and add, in small amounts of glitter to the jar, sprinkling in small “word thoughts” and “picture thoughts” (and, if appropriate, “idea thoughts”). Consider asking students to help pour the glitter into the jar as you guide the discussion. As you (or a student) add the small amounts of glitter, ask questions such as the following to reinforce the representation of glitter as thoughts:

- **Should I add more thoughts?**
- **What might this new [word, picture] thought be about?**
- **Do you think there are a lot of thoughts in this mind or just a few thoughts?**

Then swirl the Mind Jar and invite students to watch as the glitter settles. Ask students questions such as the following:

- **Do you ever have more than one thought in your mind at a time?**
- **When does that happen? What does it feel like?**
- **How would you describe our pretend mind when I swirl the jar around?**
- **How can we help the glitter to settle down in the jar? Can we calm our own minds too?**
- **What does your mind look like right now? Is it swirling with thoughts or calm [words from their own descriptions]?**

SUMMARIZE FOR STUDENTS:

- *Minds can be calm or full of swirling thoughts.*
- *Swirling thoughts can settle.*

Conclude the activity by asking students if they can think of a non-pretend way for others to know their thoughts so that they are no longer hidden or invisible [Answer: words that are spoken or written, pictures, actions]. For example, ask students what happiness looks like, how they would know if a person likes apples, and/or how they could share an idea for a new toy.

SUMMARIZE FOR STUDENTS:

- *A thought is invisible to others until we express or communicate it in words (speaking or writing), pictures, or actions.*



MOVING STORYTIME / 20 mins

Introduction

To begin, ask students what kinds of adventures Michael and Maria were having during the last Moving Storytime.

Then explain that in today's story, Michael and Maria are back at their mountain home getting ready to head back to school.

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

Mountain/Sunrise (UNIT 1, LESSON 1)

Guide students to take three deep breaths, with each inhalation getting taller, stronger, and more still and quiet like a mountain.

Tell students:

- *In today's story, Michael and Maria woke up and watched the sunrise over the mountain.*

Guide students through Sunrise and back to Mountain pose.

- *What do you think they did next to get ready for their first day back at school? [Answer: They practiced their Fresh Start Sequence.]*

Fresh Start Sequence (UNIT 2, LESSON 1)

- *Let's all do the Fresh Start Sequence together with Michael and Maria to get ourselves ready to hear the story.*

Lead students through the Fresh Start Sequence, finishing in Mountain pose.

- *When Michael and Maria came home to the mountain from their adventures, they had so many things to share with their friends back at school.*

TEACHING TIP



Be careful not to imply that when we feel calm, all of our thoughts stop. Just like the glitter in the jar is still there and can easily start moving again and again, our minds are always thinking—that is their job! Sometimes those thoughts can be calmer than others. Tell students that they will practice ways to calm and focus their minds, even if it's only for a moment at a time.

DIFFERENTIATION

Prepare a box with a few small items inside (e.g., stuffed animal, pencil, family photo). Bring students into a group close to you. Draw an object out of the box to hold and have students guess what thought you might be having. Then, perform an action or write something on the board and have students guess again what your thoughts are about the object. Repeat several times and then reinforce for students that a thought is invisible to others until we express or communicate it in words (speaking or writing), pictures, or actions.

TEACHING TIP

Consider having each student make their own Mind Jar using small water bottles or some other container. If you do, make sure to collect them and seal well with duct tape, etc, so that they cannot be opened or spilled.

Going to School

- *Michael and Maria went twisting, twirling, skipping, and swirling down the mountain toward school, excited to start the day and share their adventures with their friends.*

Use stationary movements for “twisting, twirling, skipping, and swirling” on the mat or lead students around the room in a follow-the-leader style activity. You could have students suggest stationary or locomotor movements for each of these action words.

Swirling

- *At school, everybody crowded around Michael and Maria shouting questions. Michael didn't know where to begin. What part of the adventure should he share first? Should he talk about swimming in the ocean, surfing, or watching the sunset? His thoughts felt like they were swirling around, just like his body did when he ran down the mountain.*

Model a swirling movement for the students:

- With arms in front of the body, roll the arms around each other in a *disco roll*. You can also lean side to side or forward and backward while doing this.
- Explain that this is the movement they will do every time they talk about swirling thoughts. **NOTE** You can also create your own movement for swirling.

Chair (UNIT 2, LESSON 7)

- *Then the bell rang and all of the children went inside to take their seats. Michael was in his classroom, sitting at his desk, trying to listen to his teacher.*

Lead students into Chair pose and then continue:

- *His class was learning about oceans and boats that travel on the ocean. Michael had trouble paying attention and listening because his mind kept going back to his beach adventure. He was distracted by all of the exciting thoughts and pictures in his mind of the ocean waves, swimming, and surfing.*

Beach Sequence new

- *While he was teaching about oceans, Michael’s teacher, Mr. Montana, showed a picture of a boat being splashed by a wave, and this made Michael’s mind swirl with thoughts of what it was like to surf. He remembered splashing through the swirling water, paddling fast to catch a wave, the thrill of the ride on his surfboard, and the scary sound of the waves crashing down around him. He thought of swimming, he thought of surfing, and he thought of the crashing waves, and he heard their sounds—all swirling in his mind. Surfer! Waves! Swimming! Surfer!*

Rotate through Surfer and Wave A (from Unit 2, Lesson 3) and add swimming, either by standing in place or moving around the mat while making a swimming motion with the arms.

Rotate through poses quickly to represent the thoughts swirling through Michael’s mind.

Surfer (UNIT 2, LESSON 3)

Now hold Surfer pose while you continue the story.

- *Then, right in the middle of his teacher’s lesson, Michael jumped up and started to blurt out his story about surfing. His teacher said, “Michael, right now is time to listen and pay attention, not to tell stories.” Michael sat down and tried to listen. When his teacher later asked him a question about the lesson, Michael didn’t know the answer. He was so distracted by thinking about his beach adventure that he forgot to listen in class.*

Swirling/Mountain

- *As you continue the story, rotate between Swirling (when Michael speaks) and still Mountain pose (when Mr. Montana speaks).*
- *You see, Michael had such a good time on his adventures, and his mind was so full with so many beach memories, that it seemed like his mind was swirling all the time*

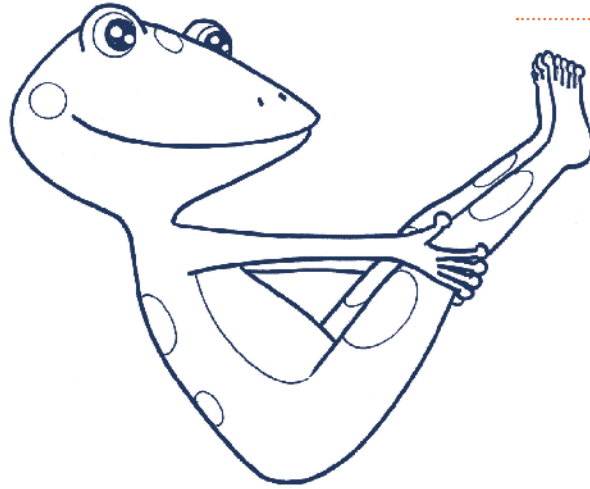
> OPTIONAL: Swirl the Mind Jar.

- *Mr. Montana said, “Michael, I notice you are having a hard time sitting still and listening. Can you tell me what’s going on?”*
- *Michael said, “I can’t stop thinking about my beach adventure, and*

the stories are just filling up my head. I feel like I have to tell them to let them out.”

- *Mr. Montana said, “Let me teach you some tools that I think might help.”*

BOAT



Boat new

Invite the students to sit down as you continue the story.

- *First, Mr. Montana reminded the class that they are learning about the oceans and the boats that travel in the oceans.*

Variation 1: Boat

Guide students into this variation of Boat pose by modeling the movement. Use the following cues for reference:

1. **Begin by sitting tall with the crown of the head lifting, knees bent, feet flat on the mat in front of you, wiggle on the mat and feel your two sit-bones pressing into the mat.**
2. **Inhale: With hands at the side of the knees, lift the heart.**
3. **Exhale: Engage tummy muscles by pulling the belly button closer to the spine. Begin lifting one foot off the floor and then the other, toes pointing toward the floor; balance your Boat pose on your sit-bones.**
4. **Inhale: Extend arms while pressing through the fingertips with palms facing the knees.**
5. **Hold the pose for three to five breaths.**
6. **Breathing in, lengthen the spine, lift your head and heart.**

7. Breathing out, engaging the belly muscles to support the spine.
8. Breathing in, lifting and lengthening the legs.
9. Breathing out, relax your shoulders down away from the ears.
10. As students feel balanced and strong, guide them to raise their shins so that they are parallel with the ground, keeping the spine and head straight. If students feel strong and balanced, invite them to experiment with lifting their feet higher and straightening their legs more. Bring attention to their presence in this posture. Bring the toes down toward the mat for balance anytime needed.
11. Exhale: Release the pose, transitioning back to a seated position.

Variation 2: Row the Boat

Guide students into this variation of Boat pose by modeling the movement. Holding Boat pose, make a rowing motion with your arms.

- *He had them make their bodies like boats and said, “In the ocean, sometimes the water is still and calm and it’s easy to row the boat where you want it. Our minds can feel this way too: sometimes our thoughts are calm and still and it’s easy to pay attention and focus.*
- *Other times in the ocean, the waves are high and rough, and it’s harder to row the boat where we want it to go; it gets pushed from side to side.*

Variation 3: Rock the Boat

Guide students into this variation of Boat pose by modeling the movement. Holding Boat pose, rock the body from side to side attempting to maintain balance.

- *Sometimes in our minds we can feel this way, too: our thoughts are swirling fast and it’s harder to pay attention and focus; our attention wanders from place to place.”*

> **OPTIONAL:** Swirl the Mind Jar.

- *When ship captains want their boats to stay in one place and not get carried away with all the waves, they use an anchor.*

Check for understanding of the word *anchor*.

TEACHING TIP

Draw a ship and an actual anchor on the board.

Easy Pose/Anchors (UNIT 1, LESSON 2)

Guide students to return to Easy pose and place their hands on their Anchors.

- *We can also use Anchors so that our minds don't get carried away with thoughts. Mr. Montana showed them how to place their hands on two Anchors—their hearts and their bellies. He said, "When you place your hands here and focus on the feeling of your breath, it's like an Anchor for your mind. It brings your focus to your body, right here, right now." He also taught them how to take Calming Breaths. He taught them to use their bellies to breathe deep and slow, and they practiced breathing together until they felt calm and ready.*

Anchors/Calming Breaths

Take three deep belly breaths together, modeling the expansion of the belly/abdomen with the inhalation and contraction of the belly/abdomen with the exhalation. Use the following cues as reference:

1. Breathing in, expand your belly like a balloon.
2. Breathing out, soften and relax the belly.

- *Mr. Montana told the class that anytime they had trouble focusing on what was happening right here, right now, they could use their Anchors to help.*

Swirling/Anchors

- *That day, Michael's mind still started to swirl from time to time, and he even interrupted his teacher during class once, but Mr. Montana reminded him to use his breath and his Anchors, and soon his thoughts began to settle and he felt calm and focused again.*

Have students practice the swirling motion and then try to find stillness and calm by taking a few breaths with hands on their Anchors.

- *Mr. Montana told Michael he could share his beach adventure story with the class the next day.*

[OPTIONAL] **Closing Sequence** (UNIT 1, LESSON 1)

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

Lead students through the Closing Sequence.

**REST AND REFLECTION** / 8 min

- *Swirl the Mind Jar so that the glitter is moving quickly, then place the jar in the middle of the circle so that everyone is able to see it. Invite students to place their hands on their Anchors and take deep, Calming Breaths as they watch the glitter in the jar begin to settle. Invite them to notice how their bodies begin to settle with each breath. When they see the glitter has settled to the bottom of the jar, invite them to settle their bodies by lying down on the mat in a way that feels comfortable to them.*

Lead students through the following guided visualization:

- *Imagine your mat is like a raft on the ocean. There is an anchor keeping the raft safe and secure. The ocean water is calm, just like the water in the jar. There are no big waves, so you can just float gently, breathing and soaking up the warm sunshine. The waves are so gentle, like rocking a baby. Put your hands on your Anchors—your belly and your heart—to help anchor your mind on your breath. Focus on the feeling of your breath going in and out, like gentle peaceful waves. Notice how it feels to focus on your Anchors like this.*

Allow one to two minutes of silent rest.

Ring the bell and ask students to focus on the tone of the bell. Ring the bell again to cue the students to quietly move their bodies back up to their calm Easy pose with their eyes closed and their hands on their Anchors.

Guide students to notice how they are feeling right now. You may ask a few students to share with the class. Remind students that only they know what they are feeling and thinking, unless they share it with others.

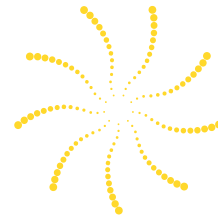
TAKE-HOME PRACTICE

- *Practice finding your Anchors. Place one hand on your belly and one on your heart. Take three deep breaths. Notice how you feel.*



Lesson 2

SWIRLING MIND, CALM MIND



Goal Statement

Students will be able to tell the difference between a calm mind and a swirling mind and will practice strategies to calm and settle their minds.

Essential Question

How can I calm and settle my mind?

“I Can” Statement

I can practice Calming Breaths to calm and settle my mind.

Key Learning Objectives

Students will know...

- Their minds can be calm or full of swirling thoughts.
- Swirling thoughts can settle.

Students will be able to...

- Recognize situations where their minds are calm and settled, as opposed to swirling with thoughts.
- Practice strategies to calm and focus their minds.

Materials

- Mind Jar Instructions (in Teacher Resources)
- Teacher/demonstration Mind Jar with glitter
- Individual jars (with lids) for students (name labels optional)
- Several containers of glitter
- Small cups for glitter
- Water/soap solution: 3-4 drops of dish soap per bottle
- Other options are to prepare enough jars for every two students to share or to make just 1 extra Mind Jar for a student to lead the class along with you.
- Bell/chime for rest

Preparation/Setup

- Set out the teacher/demonstration Mind Jar.
- If students will be making their own glitter jars, pre-label the jars with students' names and add the soap solution. Set out the glitter.
- Set out the bell or chime.

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

Calming and Focusing

Check-In

Anchors

Calming Breaths

Mindful Mountain

Rest and Reflection

New Vocabulary

Settle

Settling

CALMING AND FOCUSING / 2 mins

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

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

CHECKING IN / 5 mins

Hold up the Mind Jar from the last lesson (being careful not to stir up the glitter) and ask students to explain what the glitter represents. Review with students:

- Thoughts are words, pictures, or ideas in their minds.
- A thought is invisible to others until we express or communicate it in words, pictures, or actions.

Ask the students if the thoughts in the jar are “calm and settled” or “swirling and busy.”

Check-In (UNIT 2, LESSON 1)

Invite students to close their eyes or, if it feels more comfortable for them, to keep their eyes open and gaze down at the floor instead. Invite students to silently check in with themselves with curiosity and kindness and see if they can notice what their minds are like right now. Give students a few moments and then invite them to open their eyes and/or look up. Ask students to give you one signal (e.g. touch their nose) if their minds feel calm and settled and to give another signal (e.g. disco roll arms from Lesson 1 of this unit) if it feels like their minds are swirling and busy.

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

Explain to students that in today’s Moving Storytime they will recall what happened with Michael in Mr. Montana’s class during the last story and hear about Michael’s beach adventure!

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

As you repeat the story, guide students through the poses as you did in Lesson 1 of this unit. Consider pausing occasionally to ask if the students remember what happened between the poses.

Mountain/Sunrise (UNIT 1, LESSON 1)

- *In the story, Michael and Maria woke up and watched the sunrise over the mountain.*

Lead students through the poses.

- *What do you think they did next to get ready for their first day back at school? [Answer: They practiced their Fresh Start Sequence.]*

Fresh Start Sequence (UNIT 2, LESSON 1)

- *Let's all do the Fresh Start Sequence together with Michael and Maria to get ourselves ready to hear the story.*

Lead students through the sequence then continue narrating:

- *When Michael and Maria came home to the mountain from their adventures, they had so many things to share with their friends back at school.*

Going to School

- *Michael and Maria went twisting, twirling, skipping, and swirling down the mountain toward school, excited to start the day and share their adventures with their friends.*

Use stationary movements for “twisting, twirling, skipping, and swirling” on the mat or lead students around the room in a follow-the-leader style activity. You could have students suggest stationary or locomotor movements for each of these action words.

Swirling (UNIT 3, LESSON 1)

- *At school, everybody crowded around Michael and Maria shouting*

questions. Michael didn't know where to begin. What part of the adventure should he share first? Should he talk about swimming in the ocean, surfing, or watching the sunset? His thoughts felt like they were swirling around, just like his body did when he ran down the mountain.

Model the swirling movement used in Lesson 1 of this unit.

Chair (UNIT 2, LESSON 7)

- *Then the bell rang and all of the children went inside to take their seats. Michael was in his classroom, sitting at his desk, trying to listen to his teacher.*

Lead students into Chair pose and then continue:

- *His class was learning about oceans and boats that travel on the ocean. Michael had trouble paying attention and listening because his mind kept going back to his beach adventure. He was distracted by all of the exciting thoughts and pictures in his mind of the ocean waves, swimming, and surfing.*

Beach Sequence (UNIT 3, LESSON 1)

- *While he was teaching about oceans, Michael's teacher, Mr. Montana, showed a picture of a boat being splashed by a wave, and this made Michael's mind swirl with thoughts of what it was like to surf. He remembered splashing through the swirling water, paddling fast to catch a wave, the thrill of the ride on his surfboard, and the scary sound of the waves crashing down around him. He thought of swimming, he thought of surfing, and he thought of the crashing waves, and he heard their sounds—all swirling in his mind. Surfer! Waves! Swimming! Surfer!*

Rotate through Surfer and Wave A (from Unit 2, Lesson 3) and add a swimming motion.

Rotate through poses quickly to represent the thoughts swirling through Michael's mind.

Surfer (UNIT 2, LESSON 3)

Now hold Surfer pose while you continue the story.

- *Then, right in the middle of his teacher’s lesson, Michael jumped up and started to blurt out his story about surfing. His teacher said, “Michael, right now is time to listen and pay attention, not to tell stories.” Michael sat down and tried to listen. When his teacher later asked him a question about the lesson, Michael didn’t know the answer. He was so distracted by thinking about his beach adventure that he forgot to listen in class.*

Swirling/Mountain (UNIT 3, LESSON 1)

As you continue the story, rotate between Swirling (when Michael speaks) and still Mountain pose (when Mr. Montana speaks).

- *You see, Michael had such a good time on his adventures, and his mind was so full with so many beach memories, that it seemed like his mind was swirling all the time*

> **OPTIONAL:** Swirl the Mind Jar.

- *Mr. Montana said, “Michael, I notice you are having a hard time sitting still and listening. Can you tell me what’s going on?”*
- *Michael said, “I can’t stop thinking about my beach adventure, and the stories are just filling up my head. I feel like I have to tell them to let them out.”*

Let’s Reflect

Have students sit on their mats. And continue:

- *Before we go into remembering the tools that Mr. Montana shared with the class, let’s take a moment to talk about how Michael and Mr. Montana felt during the class.*

Ask the following questions:

-
- *What feeling was visiting Michael when he wanted to share his stories?*
 - *What feeling came to visit Mr. Montana when Michael interrupted the lesson?*
 - *What did Michael miss because he wasn’t paying attention?*
 - *Can you remember a time when you missed something important because you weren’t paying attention?*
 - *What tools did Mr. Montana show to Michael and the class to help him calm his thoughts and focus?*
-

Boat (UNIT 3, LESSON 1)

Lead students through the variations of Boat pose as you continue narrating:

- *First, Mr. Montana reminded the class that they are learning about the oceans and the boats that travel in the oceans.*

Variation 1: Boat

- *He invited them to make their bodies like boats and said, “In the ocean, sometimes the water is still and calm and it’s easy to row the boat where you want it.*

Variation 2: Row the Boat

- *In our minds, sometimes our thoughts are calm and still and it’s easy to pay attention and focus. Other times in the ocean, the waves are high and rough and it’s harder to row the boat where we want it to go—it gets pushed from side to side.*

Variation 3: Rock the Boat

- *Sometimes in our minds, our thoughts are swirling fast and it’s harder to pay attention and focus—our attention wanders from place to place.*

> **OPTIONAL:** Swirl the Mind Jar.

- *When ship captains want their boat to stay in one place, and not get carried away with all the waves, they use an anchor.*

Easy Pose/Anchors (UNIT 1, LESSON 2)

Guide students to return to Easy pose and place their hands on their Anchors.

- *We can also use Anchors so that our minds don’t get carried away with thoughts. Mr. Montana showed them how to place their hands on two Anchors—their hearts and their bellies. He said, “When you place your hands here and focus on the feeling of your breath, it’s like an Anchor for your mind. It brings your focus to your body, right here, right now.”*

- *He also taught them how to take Calming Breaths. He taught them to use their bellies to breathe deep and slow, and they practiced breathing together until they felt calm and ready.*

Anchors/Calming Breaths (UNIT 3, LESSON 1)

Take three deep belly breaths together, modeling the expansion of the belly/abdomen with the inhalation and contraction of the belly/abdomen with the exhalation.

- *In those moments, Michael felt focused and calm. Mr. Montana told the class that anytime they had trouble focusing on what was happening right here, right now, they could use their Anchors to help.*

Swirling/Anchors (UNIT 3, LESSON 1)

- *That day, Michael's mind still started to swirl from time to time, and he even interrupted his teacher during class once, but Mr. Montana reminded him to use his breath and his Anchors, and soon he felt calm and focused again.*

Guide students in practicing the Swirling motion and then finding stillness and calm by taking a few breaths with hands on their Anchors.

Mountain/Sunrise (UNIT 2, LESSON 1)

- *During the next class, Mr. Montana let Michael share his story. Michael told his class how during his adventure he would get up early to watch the sunrise above the ocean.*

Guide students through Sunrise and back to Mountain pose.

Beach Sequence (UNIT 3, LESSON 1)

Guide students in Swimming motions, Surfer, and Wave A by modeling the movements with the story.

- *Michael shared how he swam through the swirling water and paddled to catch a wave. He told of the thrill of the ride on his surfboard and the scary feeling of the waves crashing down around him. He remembered this one time when there was a HUGE wave*

and he got quite scared. So he started shaking a bit on his board. He thought he was going to fall over!

Model wobbling a little during Surfer pose.

- *But then he remembered to focus on his deep breathing and it helped him regain his balance and calm.*

Guide students in taking a few deep breaths and regaining stillness and steadiness in the pose.

Sunset (UNIT 1, LESSON 1)

- *Michael also told the class of the peaceful, beautiful sunset slowly settling into the wide ocean horizon that helped to calm him down after such fun days and to get ready for bed.*

Guide students through Sunset pose.

Mindful Mountain (UNIT 1, LESSON 1)

- *Mr. Montana and the class listened patiently and with great interest to Michael's story. They were happy for him and the fun that he had at the beach. They were also happy to hear that taking deep breaths helped him overcome his fear when he was scared of the big waves.*

While students are in Mountain pose, invite them to close or lower their eyes and reflect silently.

Ask these questions to segue into the next activity:

-
- *Have you ever tried to take deep breaths to settle your thoughts when you were scared?*
 - *Are your thoughts comfortable or uncomfortable when you are scared? Are they swirling or calm?*
-



***SWIRLING OR CALM / 15 mins**

Using the examples below, spend some time letting the students use Mind Jars to represent how much their minds are swirling or calm (e.g. shaking, swirling, settling, etc.). If you have jars for each student, allow them to use them to respond to the situations. If not, you may have students take turns showing you with the class Mind Jar or invite all students to respond together with a designated signal (e.g., hands on their Anchors for calm, wiggling their legs or fingers for swirling).

After presenting a few examples, ask the students to contribute their own examples of when their minds might be swirling or calm. Ask students to imagine some of the following scenarios and whether they would lead to a swirling mind or a calm mind:

Swirling Mind:

- When you think about a scary dream
- When lots of people are shouting answers
- When you're so excited about a birthday party you can't sit still
- When you have to explain that something broke (like a window)

Calm Mind:

- When you start to focus on the sound of the bell
- When you're sitting under a tree and listening to the birds
- When you're holding your favorite stuffed animal
- When you get a hug from someone you love

Invite students to share what they learned in Moving Storytime about ways they can calm and settle their minds.

Then swirl the Mind Jar and place it in the middle of the circle so that everyone is able to see it (if students have their own jars, invite them to swirl them and place them down in front of them).

Invite students to place their hands on their Anchors and take deep Calming Breaths as they watch the glitter in the jar begin to settle.

Ask the students:

- *While you take Calming Breaths, do you feel your mind begin to calm and settle like the glitter in the jar?*

SUMMARIZE FOR STUDENTS:

- *Even though our minds can sometimes feel full of swirling thoughts, these swirling thoughts can settle.*
- *Just like Michael, we can find our Anchors and take Calming Breaths to calm and settle our minds.*

TEACHING TIP

Especially when you are reviewing the Calm Mind examples, be careful not to imply that these situations would be the same for everyone. Some children might have a flurry of uncomfortable thoughts and emotions sitting quietly by themselves listening to birds, for example. Holding a favorite stuffed animal might bring up a lot of sad or happy memories.

DIFFERENTIATION

After providing one example each of a Swirling Mind and a Calm Mind, ask each student to come up with one new example to share that could fit into either category.



REST AND REFLECTION / 8 mins

Tell students that in addition to calming and settling their minds, they can also practice calming and settling their bodies. Tell them that rest is a wonderful way to practice this skill. Then invite students to find a comfortable position for rest and lead them through the following guided visualization.

- *Imagine your mat is like a raft on the ocean. There is an anchor keeping the raft safe and secure. The ocean water is calm, just like the water in the jar. There are no big waves, so you can just float gently, breathing and soaking up the warm sunshine. The waves are so gentle, like rocking a baby. Put your hands on your Anchors—your belly and your heart—to help anchor your mind on your breath. Focus on the feeling of your breath going in and out, like gentle peaceful waves. Your breath can always bring you to this gentle, peaceful place inside you.*

Allow one to two minutes of silent rest.

Ring the bell and ask the students to focus on the tone of the bell. Ring the bell again to cue the students to quietly move their bodies back up to their calm Easy pose with their eyes closed and their hands on their Anchors.

Close the lesson by asking students to share if their minds and bodies are swirling or calm after rest. Alternatively, invite students to perform a gesture (such as touching their nose) if their minds and bodies feel calm after rest or a different gesture (such as pulling on their ear) if their minds and bodies are swirling.

TEACHING TIP



Invite students to practice taking Calming Breaths with their hands on their Anchors as they line up to leave.

SUMMARIZE FOR STUDENTS:

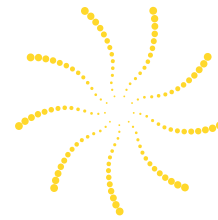
- *Even though our minds can sometimes feel full of swirling thoughts, swirling thoughts can settle.*
- *We can help our swirling minds settle by finding our Anchors and taking deep Calming Breaths.*

TAKE-HOME PRACTICE

- *Use curiosity and kindness to notice when your mind is swirling. Practice taking several deep breaths and notice whether your mind starts to settle.*

Lesson 3

MANY FEELINGS



Goal Statement

Students will explore how their swirling feelings are expressed in what they say and do. They will practice calming and settling their bodies and minds.

Essential Question

How do I express my feelings?

“I Can” Statement

I can identify one way feelings show up in what I say and do.

Key Learning Objectives

Students will know...

- Their minds and bodies can swirl with feelings.
- Their feelings can be expressed in what they say and do.
- Swirling feelings can settle.

Students will be able to...

- Demonstrate ways that feelings can be expressed in their voices and movements.
- Practice settling their bodies and minds.

Materials

- Basic emotions signs from Unit 2
- Teacher/demonstration Mind Jar with multicolored glitter in it (to represent feelings).

Preparation/Setup

- Post on the walls signs with a variety of emotion words from Unit 2.
- Set out the teacher/demonstration Mind Jar.

New Vocabulary

Express

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

Calming and Focusing

Check-In

Wiggle and Relax

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

Check-In

As you finish the Calming and Focusing activity, invite students to remain quiet and focused with eyes closed or lowered and to place their hands on their Anchors. Guide them to notice what feelings or emotions are visiting them today.

Where Do You Stand (UNIT 2, LESSON 1)

If needed, remind students of the Where Do You Stand activity they learned in Unit 2. Guide students to walk to and stand under the emotion sign that best describes how they are feeling at the moment.

Then refer to the various feelings in the activity and briefly ask questions such as the following to help students recall what they learned during Unit 2:

-
- ***Does this feeling feel comfortable or uncomfortable?***
 - ***How would you show this feeling in your face and with your body?***
 - ***Is it okay to feel this way?***
 - ***What are some things someone might say or do if they were feeling this way?***
-

Bring students together to sit in a circle. Hold up the Mind Jar with multicolored glitter added to it.

-
- ***Remind students that silver glitter represents their thoughts and ask if they can guess what the colored glitter might be?***
 - ***When feelings come to visit, are we able to see them with our eyes?***
 - ***What are some feelings (or emotions) that the glitter could stand for?***
-

TEACHING TIP



Consider adding pictures to represent the emotions as well based on your students' reading levels.

Summarize that sometimes our minds and bodies can be swirling with feelings that are visiting. Those feelings can be comfortable or uncomfortable.

MOVING FEELINGS / 15–20 mins

In this variation on a basic freeze dance game, you will help students build understanding of how feelings affect behavior. Students will also gain practice in following instructions and managing their bodies and voices, including pausing.

Introduce the game to students:

- *When feelings come to visit us, they can show up in what we say, what we do, and how we move our bodies. Today we are going to play a game where we will use our bodies and voices to express different feelings.*

Gather students into a circle if you have an open space where they can move around freely as they play; otherwise, have them play in their own personal space, on their mats. Briefly review your safety expectations before leading the first round. Give additional instructions as necessary for understanding and for safety during the game.

First, announce the name of a feeling, and invite at least one student to share what that word means.

Next, when you say, “Go”, invite students to move around any way they like to show that feeling. Vary your cues to help build understanding. For example:

- *Show me how you would move if you were feeling [disappointed].*
- *Move around like your whole body is showing me [disappointment].*
- *If a dancer was feeling [disappointed] how would they dance.*
- *If a fish was [disappointed] how would it swim?*

Add sound. Invite students to use their voices or their hands and feet to make the sound of [disappointed].

- *If [disappointment] made a sound, what sound would it make? Use your hands and feet to show me.*
- *If a singer [or a bird, etc] was feeling [disappointed], what would it sound like?*

Tell students to pause at various times:

- *Anytime I say “pause,” freeze where you are—try not to make a move or a sound.*

Vary the game by giving instructions like, *show me how a really big strong [angry] feeling would move? Show me how a tiny bit of [excitement] would sound?*

Suggested Feelings:

- Disappointed
- Sad
- Silly
- Angry
- Frustrated
- Excited
- Surprised
- Nervous
- Happy
- Proud
- Embarrassed
- Lonely
- Scared
- Bored
- Hopeful
- Caring

Have students pause at their seats, put their hands on their Anchors, and notice how they feel in their bodies and minds.

Guide students through three Calming Breaths.

Briefly discuss the game with students: Make some simple observations about the ways you saw them express feelings with their bodies and their voices. Invite students to share what they noticed. Ask if there were any times in the game when they had a hard time pausing or following instructions. Make observations about any connections you noticed between what feelings students were acting out and whether they were able to follow instructions or stop when it was time to pause.

SUMMARIZE FOR STUDENTS:

- *The feelings that visit us can show up in how we move and how we sound. Feelings can affect how we speak and how we behave.*
- *Like the glitter in the jar, our minds and bodies can swirl with feelings. We can find our Anchors or take three Calming Breaths to calm and focus our minds.*



MINDFUL MOVEMENT / 12 mins**Introduction**

Explain to students that instead of Moving Storytime today, they will practice some of the Mindful Movements they've learned and consider different feelings that might show up during those movements.

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

As you narrate, lead the students through these familiar poses and sequences, using cues from the previous units and lessons as needed.

Easy Pose (UNIT 1, LESSON 2)

First, let's check in as we stand still in Mountain pose.

Cat/Cow (UNIT 1, LESSON 1)

- *Now let's move through Cat and Cow poses. As we move, imagine our friend Cat is scared. Show me how you stretch like a scared cat.*
- *Now imagine that Cow is nervous. How can you tell that Cow is nervous?*

Repeat the mini-sequence two to three times.

Dog/Plank (UNIT 1, LESSON 1)

- *Let's stretch up into Dog, like we're feeling very embarrassed. What does feeling embarrassed look like in your body?*
- *Now push forward into Plank like you are hopeful. How can you tell we are hopeful? Can you see it on my face?*

Repeat the mini-sequence two to three times.

Fresh Start Sequence (UNIT 2, LESSON 1)

Repeat the Fresh Start Sequence a few times, if desired, giving students a feeling to show with their movements (a frustrated Fresh Start Sequence, an excited Fresh Start Sequence, a caring Fresh Start Sequence).

- *How do you feel after completing the sequence? Did it feel comfortable or uncomfortable to do the sequence?*

Windmill (UNIT 2, LESSON 5)

Proceed to Windmill pose.

- *These windmills have been doing the same thing every day for years. Show me what bored windmills look like.*
- *These windmills have an important job to do! We're not bored, we're proud! Show me what proud windmills look like.*

Volcano (UNIT 2, LESSON 5)

Proceed to Volcano pose.

- *This volcano is angry and just might explode! What does being angry look like in your body? Notice what it feels like in your body.*
- *And this volcano is actually super excited and might explode with energy! Show me what excited volcanoes look like.*

Transition down to seated.

Boat (UNIT 2, LESSON 1)

Proceed to Boat pose.

- *This boat is Anchored and strong as it sits on the water. My boat is feeling confident. I know I can do what I need to do. I know I can try and practice and grow. I am confident in myself.*
- *Let me see your confident boats. Show me what it looks like when you believe in yourself.*

Move in and out of the pose a few times if desired. Then, transition to seated.

Closing Sequence (UNIT 1, LESSON 1)

Proceed through the Closing Sequence.

SUMMARIZE FOR STUDENTS:

- *The feelings that visit us can show up in how we move and how we sound. Feelings can affect how we speak and how we behave.*
- *Like the glitter in the jar, our minds and bodies can swirl with feelings. We can find our Anchors or take three Calming Breaths to calm and focus our minds.*



REST AND REFLECTION / 8 mins

Wiggle and Relax

Use the following script to guide students through the practice.

- *In addition to calming and settling our minds, we can also practice calming and settling our bodies. Today we're going to practice a way to relax our bodies to help them feel calm and settled.*
- *First, find a comfortable way to lie on your mat.*
- *If you'd like, you may close your eyes. If you prefer not to close your eyes, simply choose a spot in the classroom to focus on.*
- *First bring your attention to your toes. Notice what they feel like. Maybe they feel warm. Or perhaps they feel cool. Take a moment to wiggle your toes. Feel them moving against one another. Now pause and allow them to relax. Notice whether your toes feel different when they are relaxed.*
- *Now bring your attention to your feet. Notice how they feel. Do they feel like moving? Rock your feet from side to side. Give them a wiggle. Notice what it feels like to move them. Now pause and allow them to relax. Notice what it feels like for your feet to be still.*
- *Now bring your attention to your legs. Notice what they feel like as they lie still on the floor. Now begin to wiggle and bounce them. Do they like to wiggle? Now pause and allow your legs to relax. Notice whether your legs feel heavy as they sink into the floor.*
- *Now bring your attention to your belly. Notice what your belly feels like. Maybe it feels full and at rest. Maybe it's busy digesting. Or perhaps it's hungry and wanting some food. Place your hands on your belly, and notice how your hands go up and down as you breathe in and out. Take two deep breaths, feeling your hands move with each breath. Now pause, placing your arms back on the floor. Allow your belly to relax.*
- *Now bring your attention to your hands and arms. Notice what they feel like. Wiggle your arms and hands and all of your fingers, noticing what they feel like as they move. Now pause, allowing your arms and your hands to relax. Notice what it feels like for them to be still.*
- *Now bring your attention to your head. Notice what it feels like. Maybe*

it feels heavy as it lies on the floor. Or perhaps it's busy thinking lots of thoughts. Gently nod your head yes. Now gently shake your head no. Wiggle the muscles in your face—your eyebrows, cheeks, nose, ears, and mouth. Now pause and relax your face and head. Notice how your head sinks into the floor when you allow it to relax.

- *Now bring your attention to your whole body. If any part of your body is still moving, notice it, give it one last wiggle, and do your best to make it very, very still.*
- *Now take a moment to simply lie quietly, noticing how relaxed you feel.*

Allow one to two minutes of silent rest.

- *Slowly begin to wiggle your fingers. Now gently wiggle your toes. Take a deep breath in, and now let it out. When you feel ready, open your eyes. Slowly sit up.*
- *Take a moment to scan your body and notice how you feel. Have any feelings come to visit? There's no need to change anything, simply notice what you're experiencing.*

If time allows, invite a few students to share.

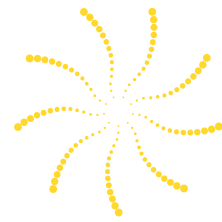
TAKE-HOME PRACTICE

- *Tonight before you go to sleep, practice the Wiggle and Relax exercise.*



Lesson 4

BEST SELF



Goal Statement

Students will explore what it means to be their best self. They will discover that being their best self is one way to care for themselves and others.

Essential Question

How can I be my best self?

“I Can” Statement

I can tell you one way I can be my best self.

Key Learning Objectives

Students will know...

- Being their best self means acting in ways that show care for themselves and others.
- They can be their best selves even when they experience strong feelings.

Students will be able to...

- Describe ways someone can be their best self.
- Practice strategies to calm and settle their minds and bodies.

Materials

- Teacher/demonstration Mind Jar with silver or gold and multicolored glitter in it
- Illustrations of scenarios for Who is My Best Self? activity

Preparation/Setup

- Set out the teacher/demonstration Mind Jar.
- Load illustrations of scenarios for Who is My Best Self? activity.

New Vocabulary

Best Self

New Mindful Movements

Poses

Tree
Pointing Dog

Sequences

None

NOTE *This lesson introduces new poses on an even lesson number.*

Mindful Moments

Calming and Focusing
Wiggle and Relax
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.

MIND JAR / 5 mins

To accompany the Calming and Focusing activity, lead students in using the Mind Jar to understand how their minds can go from swirling with thoughts and feelings to settled and calm. Before you begin the Calming practice, ask them to check in with themselves with curiosity and kindness to notice what feelings or emotions are visiting them today.

- *Right now, notice how you're feeling in your mind and body. You might be feeling excited, upset, happy, or mad, and all those feelings are okay. To get ready to learn, we will practice our Calming and Focusing exercise.*

Show the Mind Jar with glitter swirling and remind students that as they settle themselves, their minds will settle like the glitter in the jar.

Begin the Calming and Focusing exercise.

WHO IS MY BEST SELF? / 20 mins

Introduce students to the term best self by asking students what they think that might mean and then asking individual students what they are doing or feeling when they are their best selves. Give an example about yourself to illustrate. Note a variety of students' ideas for what it means to be their best selves (when they are learning, proud, being kind, feeling strong, doing something they love, feeling happy). Help students conclude that one important way of being their best selves is acting in ways that show care and compassion for themselves and others.

Lead students in discussing the following scenarios. Show the illustrations to students to present the scenario. Consider using puppets to role play the activities or call on students to role play the scenarios with your guidance. Ask the questions below with each scenario, emphasizing that each student's mind is swirling with thoughts and feelings, and they have choices of what they can do to be their best selves.

TEACHING TIP

To make this fun and engaging, have a student helper shake the class jar or, if available, give individual jars to students to shake up and watch settle.

SCENARIO 1

- *Jamal really wanted to roll the ball during the class kickball game, but Aliyah got the ball first. How does Jamal feel? How can Jamal be his best self by showing care for himself and others?*

SCENARIO 2

- *Raphael came home from school to find that his baby sister had gotten into his crayons and broken most of them. How does Raphael feel? How can Raphael be his best self by showing care for himself and others?*

SCENARIO 3

- *Nika is going on a field trip to the zoo. She can't stop thinking about all of the animals, the special lunch she packed, and sitting by her friends on the bus ride there. How does Nika feel? How can Nika be her best self by showing care for herself and others?*

Pass around the Mind Jar to designated students as you ask them the following questions:

-
- ***How is being your best self a way to care for yourself? How is it a way to care for others?***
 - ***Has your mind ever been swirling with feelings of sadness and anger like Jamal and Raphael? Was it comfortable or uncomfortable?***
 - ***Has your mind ever been swirling with feelings of excitement like Tanika? Was it comfortable or uncomfortable?***
 - ***Do you think it's possible to be your best self when you feel angry? Excited? Sad? Happy? Why?***
-

Help students conclude that:

- Being their best self means acting in ways that show care for themselves and others.
- They can be their best selves even when strong feelings come to visit.

**TEACHING TIP**

Use the Mind Jar to illustrate the swirling thoughts and feelings each child in the scenarios might be experiencing.

MINDFUL MOVEMENT / 15 mins**Introduction**

Remind students that being their best self means acting in ways that show care for themselves and others. Then ask them: *How can we be our best selves during mindful movement?*

Then tell students:

- *Today we will explore how we can be our best selves when we feel comfortable as well as when we feel uncomfortable.*

Easy Pose (UNIT 1, LESSON 2)

Lead students into Easy pose and then say:

- *First, let's check in! What feeling is visiting you right now?*

Invite students to give one signal (e.g. touch their nose) if the feeling is comfortable and another signal (e.g. rub their stomach) if the feeling is uncomfortable.

Cat/Cow (UNIT 1, LESSON 1)

After doing a couple of rounds of Cat and Cow, pause in Cow and ask students if the pose feels comfortable or uncomfortable. Do the same in Cat.

- *For some of us this pose feels comfortable, for others it feels uncomfortable. That is okay. Either way, we can show care for ourselves by stretching gently and safely. Listen to your body if it's telling you to make an adjustment.*

Fresh Start Sequence (UNIT 2, LESSON 1)

Invite students to notice how they show care for themselves and others as they practice the Fresh Start Sequence.

Tree 

Guide students to start Tree pose by standing in the middle or back of their mats.

TREE



Guide them to focus their eyes on the front edge of their mats. Optionally, you may give them *focusing objects*, such as small flat marbles or colored squares of paper, to put on the floor and focus their eyes on in the pose. Tell them to keep their eyes fixed on that spot the whole time, while doing the pose.

Lead by modeling the movement. Use the following cues as appropriate:

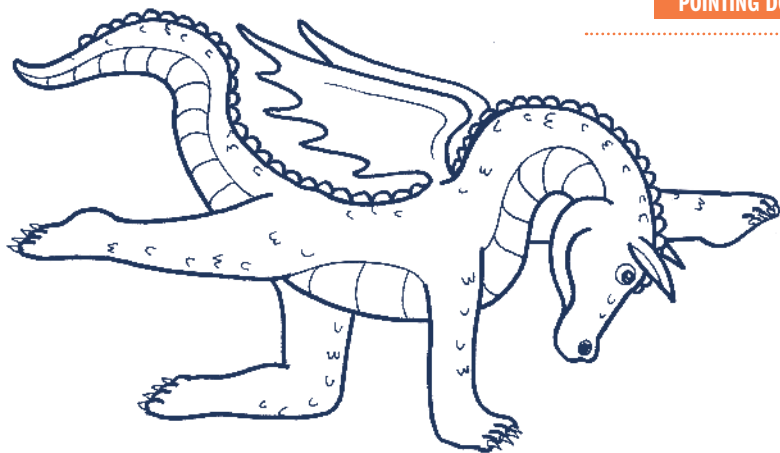
- 1. Begin:** In a strong Mountain pose, place hands on hips, turning right foot to face the side, with right heel against left ankle.
- 2. Inhale:** Imagine sending roots down through that left foot anchoring you to the ground.
- 3. Exhale:** Lift the right foot and press the sole of the foot against the left calf or inner thigh. (Do not press into the knee! Make sure students understand this.)
- 4. Hold the pose for three to five breaths.**
 - Breathing in, imagine growing taller.
 - Breathing out, press the left foot into the ground, keeping that leg active and strong.
 - Breathing in, bring your arms up over your head, fingers reaching toward the sky like branches.
 - Breathing out, keep your arms up as you lower your shoulders away from your ears

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

While in Tree, model falling out of the pose and then narrate how you can show care for yourself by safely beginning to build the pose again.

If time allows, pause in Mountain pose between practicing Tree on the left side and then the right side. Use some of the following questions to help students reflect on their experience in Tree:

-
- *Do you find Tree pose comfortable or uncomfortable?*
 - *Are your thoughts/feelings calm and settled in this pose or are they swirling?*
 - *Is it easy to stay focused in this pose?*
 - *How can we be our best self in this pose?*
-



POINTING DOG

Pointing Dog new

Lead by modeling the movement, using the following cues as reference. Remind students that for a pose like this, finding a point of focus (that does not move!) can help them stay balanced.

1. Begin on hands and knees, with shoulders stacked above the palms, hips stacked above the knees, and head looking down.
2. Inhale: Lift one arm and then the leg on the opposite side, stretching them out from the body, level with the spine.

3. Pause here for one to three breaths.

- **Breathing in, imagine a long line extending from the heel of the raised foot to the fingertips of the raised arm.**
- **Breathing out, gently squeeze the belly muscles.**
- **Breathing in, feel all the muscles working to keep the body balanced.**
- **Breathing out, find stability around your center of gravity before lifting and balancing again.**

4. Exhale: Lower arm and leg slowly, back to a neutral position on hands and knees.

Before repeating the pose on the opposite side, pause and tell students:

- ***Being our best self means by showing care for ourselves and others.***

Ask students:

-
- ***How can we be our best selves in this pose even if we find it uncomfortable?***
-

Example answers you could provide:

- ***If the pose is too much of a stretch, we can try making the stretches smaller, more gentle and caring toward ourselves.***
- ***If the pose is painful, we can check to see if we're doing it right, or if we have injuries and should choose a different pose instead.***
- ***If it is too difficult to balance in the pose, we can keep our foot and hand slightly touching the ground.***

Invite students to show themselves care as you repeat the pose with the other leg and arm. Practice the pose one to three times on each side.

Child's Pose (UNIT 1, LESSON 1)

As you guide students into Child's pose, invite them to take five deep, slow breaths and notice how their bodies and minds feel in the pose.



REST AND REFLECTION / 8 mins

Before students lie down for Rest, use the Mind Jar to remind them that rest helps them calm and settle their swirling minds.

Wiggle and Relax (UNIT 3, LESSON 3)

Tell students:

- *Now that our minds are calm and settled, let's practice calming and settling our bodies too.*

Lead students through the Wiggle and Relax practice. At the conclusion of the practice, invite students to bring a small smile to their faces and notice what it feels like to offer their bodies care and compassion.

Allow one to two minutes of silent rest.

Ring the bell and ask students to focus on the tone of the bell.

Ring the bell again to cue the students to quietly move their bodies back up to their calm Easy pose.

Invite students to notice how they feel after this practice. Invite them to brainstorm aloud when they might use it outside of class.

TEACHING TIP

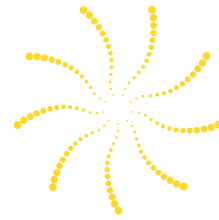
As students line up to leave, have them take turns looking down into your settled jar. (They should see the glitter settled at the bottom of the jar.)

TAKE-HOME PRACTICE

- *A big part of being your best self is acting in ways that show care for yourself and others. Ask someone in your family how it feels when they are their best self.*

Lesson 5

A PLACE TO PAUSE



Goal Statement

Students will discover that when they experience strong thoughts and feelings, they can pause and use mindful awareness practices to help calm and settle their minds. They will learn about the Pause Place and determine that this is a place in school where they can go when they need to pause.

Essential Question

How can I be my best self?

“I Can” Statement

I can demonstrate how to use the Pause Place and calming practices to calm and settle my mind and body.

Key Learning Objectives

Students will know...

- Pausing can help them calm and settle their minds and bodies.
- The Pause Place is a place in school where they can go when they need to pause.

Students will be able to...

- Demonstrate strategies they can use in a Pause Place.

Materials

- Colored dots (e.g., stickers) to give to students (1 per student)
- Teacher/demonstration Mind Jar
- Rope (≥10–15 ft.) or masking tape
- 2–3 Pause Place mats
- Hoberman sphere
- [Optional] Music for Swirling Minds activity
- Bell/chime

Preparation/Setup

- Use rope or tape to make 2 or 3 small circles (approximately 3 feet in diameter) to simulate the boundaries of a jar.
- Set out the colored dots (1 per student).
- [Optional] Preload music for Swirling Minds activity.
- Have enough Pause Place mats on hand for small teams of students to use in a relay race.
- Set out the Hoberman sphere.
- Set out the teacher/demonstration Mind Jar.
- Set out the bell/chime.

NOTE If students already have a peace corner or a place to take a break or cool down, consider putting the Pause Place mat in that existing space and introduce it as a way to remember how the glitter settles in the Mind Jar. Do not designate the Pause Place in the same areas as a teacher-directed time-out space.

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

Calming and Focusing

Time to Pause

Swirl and Pause

Rest and Reflection

New Vocabulary

Pause

Thunderstorm

Grumpy

Pause Place

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.

SWIRLING MINDS / 10 mins

For this activity, students will pretend to be swirling thoughts and feelings like glitter in the Mind Jar.

Explain to the students that the circles on the floor mark off pretend Mind Jars or the inside of their minds. Demonstrate the activity by wiggling or swirling to represent a swirling thought or emotion like the swirling glitter in the jar.

Ask the students:

-
- **How was my wiggling and swirling like the glitter?**
 - **How was it like your mind when it is swirling with thoughts and emotions?**
-

Give each student a colored dot and explain that when you call them by color, it will be their turn to be a wiggling or swirling glitter thought inside the mind that needs to settle. If desired, have students follow the movement of the glitter jar to determine the level of intensity at which they should move. When you give the signal (by ringing a bell, saying “settle,” etc.), they should settle down into a sitting position inside the Mind Jar. Lead students in practicing this by freezing, giving themselves a hug, and/or taking a calming breath, before they slowly move down to seated. You can also use music as a cue for when students should swirl (while the music is playing) and when they should settle (when the music stops).

Have students form a line beside or circle around the rope circles, with even groups around each jar. Begin by calling just one color group to enter the circles at a time as particular swirling thoughts and feelings. Let them swirl or wiggle, and then signal for them to settle and sit. Gradually add other feelings to the circles until it is too crowded for all of them to sit. As the circles become crowded, encourage students to be their best self by acting in ways that are safe for themselves and others.

TEACHING TIP

Give each student a color dot sticker as they enter the classroom or use another quick grouping strategy.

TEACHING TIP

If time allows, play variations of a freeze dance game so that students can get a little more activity and practice starting and stopping movement based on your cues.

Examples of swirling thoughts and feelings:

- *Angry feelings about something that happened before school*
- *Worries about a game or performance*
- *Excited feelings about cousins coming to visit*
- *Distracted thoughts about wanting to go to lunch or recess*
- *Too many thoughts and feelings all at once about different things*

Bring students out of the Mind Jar circles and help students conclude:

- *Swirling thoughts and feelings can settle.*
- *Pausing can help them calm and settle their minds.*
- *When they notice that their thoughts and feelings are beginning to swirl, it is a good time to press pause and settle.*

PAUSE PLACE / 13 mins

Bring the group together and remove the lid from a jar of glitter that is settled. Walk around so students can look down into the jar and describe what they see. **NOTE** *Alternatively, use a document camera or show them an image of the bottom of the jar.*

Ask students what they have to do if they want the glitter to settle to the bottom of their jars (give it time to calm and settle). Show them the Pause Place and tell them the Pause Place is a special mat they can visit when they need time to take a pause to calm and settle or press pause.

Ask students when they would need to visit the Pause Place and help them conclude they would visit it when their minds and bodies are full of swirling thoughts and feelings and they need a moment to calm their bodies and focus their minds.

Have students explore the Pause Place through a game using one or both of the following options.

Time to Pause

Place two or three mats on the floor and tell students they are going to practice using the Pause Place. Divide the class into as many teams as there are mats. In the first game, each student takes a turn stepping onto the mat, says, “press pause,” sits, and then demonstrates a pause by placing their hands on their Anchors and taking one deep Calming Breath to calm their mind and body. (Although students may get impatient waiting for their turns, try to have them move at a slow, calm pace to emphasize the importance of the mat as a place for pausing.)

Swirl and Pause

In the second game, have all of the teams line up across from their mats (like you would for a relay race). Tell students that the goal of the game is not to determine who finishes first, but for everyone to have a chance to show they can be their best self by demonstrating the skills they've learned. Demonstrate the three steps you want students to complete, using a signal for each. In step 1, the student who is at the front of the line for each team will swirl their way to the Pause Place mat. In step 2, they will step onto the mat and place their hands on their Anchors and take one deep, calming breath to calm their mind and body. In step 3, they will step out and walk calmly back to the relay line. Make sure to verbally notice students who are making a good effort.

At the end of one or both games, gather students and ask them how the Pause Place mat can help them when their minds are full of swirling thoughts and feelings. Help students conclude:

- Pausing can help them calm and settle their minds and bodies.
- The Pause Place is a place in school they can go when they need to pause.
- They can place their hands on their Anchors and take Calming Breaths to help calm and settle their minds no matter where they are.



MOVING STORYTIME / 20 mins

NOTE This story requires more transitions and movement than usual. You may wish to take extra time to get comfortable with telling the story and leading the movement.

Introduction

Today we will have Moving Storytime about Michael and Maria and a Pause Place in their classroom. While I tell the story, follow my movements and do what I do.

Mountain (UNIT 1, LESSON 1)

- *High up on the mountain, clouds filled the sky, and it began to rain.*

Make rain and storm sounds—patting hands on knees, stomping feet, etc.

TEACHING TIP



Depending upon the level of the group, you can do both of these exercises with just the Anchor and breath practice or you can remind them of other calming practices that they have learned such as giving themselves a hug (self-compassion), Child's pose, Rest, or Wiggle and Relax.

Sunrise/Sunset (UNIT 1, LESSON 1)

- *There were so many clouds, Michael and Maria couldn't even see the sunrise in the morning or the sunset in the evening.*

Guide students through the poses, finishing in a seated position.

Tossing, Turning, and Swirling

- *At bedtime, a thunderstorm settled over the mountain. The sky swirled with rain and howling wind. Michael fell asleep easily, but Maria could not sleep. She tossed and turned.*

Demonstrate a seated back-and-forth movement for students, such as waving arms back and forth across the body or your own movement. Then have them continue while you narrate:

- *She was scared of the thunder and lightning, and her mind swirled with visiting feelings of nervousness, fear, and, to her surprise, even a little excitement.*

Guide students through Swirling as in Lesson 1 of this unit. Continue narrating:

- *Maria tossed and turned. Worried thoughts swirled in her mind. It was long past her bedtime when she finally fell asleep. Touch your nose if that has ever happened to you.*

Seated Sunrise/Child's Pose (UNIT 1, LESSON 1)

- *In the morning, the rain was gone, the sky was clear, and the sun began to rise*

Guide students in Seated Sunrise.

- *Michael woke up ready for a new day, but Maria was still asleep in her bed after the sun had risen in the sky*

Guide students to Child's pose.

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

Guide students through Cat, Cow, and Dog poses as you continue narrating:

- *Cat, Cow, and Dog were also awake and noticed that Maria did not want to get out of bed. They knew she had been grumpy from not getting enough sleep and they wanted to help her, so they decided to wake her up gently.*

Pointing Dog (UNIT 3, LESSON 4)

- *They gently pulled on her leg and arm one at a time to give her a nice morning stretch.*

Guide students through the Pointing Dog stretch a few times. Repeat the stretch a few times.

Mountain (UNIT 1, LESSON 1)

- *Maria started to feel a little better after the stretching, so she got up.*

Guide students to stand in Mountain pose.

Chair (UNIT 2, LESSON 7)

Guide students to Chair pose as you continue the narration:

- *Everyone sat down for breakfast, but Maria didn't feel like eating breakfast yet. Michael and her friends tried to be helpful and said, "Maria, if you don't eat breakfast, you will be hungry in class and it will be really difficult to pay attention or remember anything!" But Maria folded her arms in front of her, said, "NO," and stomped off to class. Her friends shrugged their shoulders and followed Maria.*

Mimic the motions as much as possible while holding Chair pose.

Mountain (UNIT 1, LESSON 1)

Have students return to Mountain pose as you continue the narration:

- *In class, it was Maria's turn to lead the Fresh Start Sequence in*

front of the class. Maria was feeling sleepy, and the long walk to school made her hungry.

Model rubbing your belly.

- *Now she wished she had eaten breakfast! Even though Maria was tired...*

Yawn and stretch.

- *...and hungry.*

Rub belly again.

- *She went to the top of the mat and stood in Mountain pose. She opened her mouth to say the name of the first movement... and...and she couldn't remember it! She couldn't think clearly to remember what to do next in the sequence!*
- *Pull on your left ear (or perform some other gesture) if you have ever been so tired that it was hard to remember something? Maria started to feel embarrassed and uncomfortable, because her whole class was staring at her, waiting for her to begin. But she just couldn't remember, and she felt her face getting red.*

Fresh Start (Attempt) (UNIT 2, LESSON 1)

- *Mr. Montana asked if the class could help Maria. Michael helped by whispering, "Sunrise," and showing her the movement*

Guide students through Sunrise pose.

- *Then Maria remembered Sunset, Monkey, and Sunset.*

Guide students through the poses.

- *Then Maria's stomach began to grumble and made a loud noise. She started thinking about how hungry she was, and instead of going to the next movements, she went straight to Dog and then up to Mountain and then into Tree.*

Guide students through these poses.

Tree (UNIT 3, LESSON 4)

- *The class was very confused, and some of her classmates started laughing. Maria felt even more embarrassed than before, and her Tree got really wobbly. Her classmates all started talking at once, saying that she did it wrong! One of her classmates ran to the front of the class to try to help, but he accidentally bumped into Maria. Maria fell out of her Tree pose, and before her classmate could say, “I’m sorry,” Maria pushed him back and started crying loudly.*

Mimic crying. Then continue the narration:

- *Mr. Montana heard Maria crying and quickly came up. Everyone started explaining what had happened at the same time. But Maria was so mad that she yelled at the teacher, louder than anyone: “Leave me alone! Everyone is mean to me today! I want to go home!”*
- *She continued to cry even louder.*
- *Mr. Montana gently took Maria to a very special Pause Place.*

Pause Place

Walk to the Pause Place in the room and have the students sit around it to hear the rest of the story. Tell the students that they don’t need to move with you anymore. Continue the narration:

- *Mr. Montana gave Maria the jar with the glitter...*
- *[Pick up the glitter jar and place it in the Pause Place.]*
- *...and the breathing ball...*

[Pick up the Hoberman sphere and place it in the Pause Place.]

- *...and reminded Maria of her Anchors. He said, “Now, Maria, I know that you are really upset, but before we talk about it, use the tools we learned to help yourself calm down so you can be your best self in the Pause Place.”*

Let’s Reflect

Ask students the following questions:

-
- **What feeling has come to visit Maria? Is it okay that she is experiencing that feeling?** [Answer: Yes]
 - **What can Maria do to help herself? How can she show herself care and compassion in the Pause Place?**
-

Guide students in coming up with ideas for Maria. The following list offers some examples. Consider having the students demonstrate these strategies.

- 1. She could show herself compassion by giving herself a hug.**
- 2. She could practice her Calming breaths.**
- 3. She could watch the Mind Jar as she takes deep breaths.**
- 4. She could breathe with the breathing ball.**
- 5. She could check in and breathe with her hands on her Anchors.**

Pause Place

- ***But Maria didn't do any of these things! As soon as Mr. Montana left, she pushed the glitter jar away, placed the breathing ball over her head and started beating on her heart and belly instead of gently paying attention to her breath.***

Act out Maria's movements as you continue narrating.

- ***Mr. Montana walked over again, and said "Maria, have you been your best self in the Pause Place? Have you used the tools appropriately?"***
- ***"No," admitted Maria, still crying, and feeling sad, embarrassed, and angry. Then Mr. Montana asked Maria to stay after class to practice the techniques they learned and talk about what happened.***
- ***To Be Continued...***

Debrief with students about what happened when Maria went to the Pause Place [she wasn't able to calm down on her own] and what the result was [she didn't feel any better].

Help students conclude that Maria is still learning how to press pause and that she'll be able to try again. Remind them that sometimes when they are feeling strong emotions in their bodies and minds, it can be hard to remember their best selves. Explain that this is as far as they will get in the story today, but that next time they will learn more about how to use the Pause Place and talk further about what happened to Maria.



REST AND REFLECTION / 5 mins

Before students lie down in a Rest pose, use the Mind Jar to remind them that rest helps calm and settle their swirling minds and active bodies. Tell the students:

- *While we rest and breathe, imagine how Maria felt in our story. She had a lot of uncomfortable thoughts and feelings swirling in her mind. Imagine you can see all your thoughts and feelings swirling above your mat like glitter. Notice the color of the glitter. Notice if it is moving fast or slow. Notice if there is a lot of glitter swirling above you or just a little. Now place your hands on your Anchors. Breathe deep belly breaths, and with each time you breathe out, imagine that glitter is slowing down and sinking. Every time you breathe, the swirling glitter, just like the glitter in the jar, is slowing down and settling around you. Imagine all the glitter has settled onto your mat, like you are lying on your very own Pause Place. Now, continue breathing quietly and focusing on your breath moving in and out. If your mind starts to wander or your glittery, swirling thoughts and feelings start to get stirred up again, just breathe and imagine them settling down around you again.*

Allow one to two minutes of silent rest.

Ring the bell and ask students to focus on the tone of the bell. Ring the bell again to cue the students to quietly move their bodies back up to their calm Easy pose with their eyes closed and their hands on their Anchors.

TAKE-HOME PRACTICE

- *Take a pause! If you feel angry or upset at home or at school, practice pausing and taking several deep breaths.*

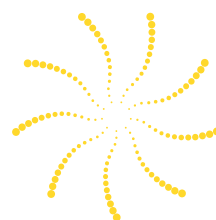
TEACHING TIP



As students line up to leave the class, have them jump or “bounce” up to a Pause Place, and then step onto it and pause. When they step off of the mat, they should walk calmly to the line or door.

Lesson 6

EXPLOSION



Goal Statement

Students will learn how to show themselves care and compassion when they experience uncomfortable thoughts and feelings.

Essential Question

How can I show myself care and compassion when I experience uncomfortable thoughts and feelings?

“I Can” Statement

I can tell you one way to show myself compassion when I feel uncomfortable thoughts and feelings.

Key Learning Objectives

Students will know...

- An important part of being their best self is acting in ways that show care for themselves and others.
- Taking a pause and asking an adult for help are two ways they can show care for themselves and others when they experience strong feelings.

Students will be able to...

- Describe ways to show themselves compassion when they experience strong feelings.
- Practice strategies to help settle and calm their minds and bodies.

Materials

- The book *When Sophie Gets Angry* by Molly Bang
- Teacher/demonstration Mind Jar with glitter
- Hoberman sphere

Preparation/Setup

- Set out the book *When Sophie Gets Angry*.
- Create a space in the classroom for a Pause Place to use during the Moving Storytime. Place the Mind Jar and Hoberman sphere in the Pause Place.

New Vocabulary

Angry
Explode
Acting
Active

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

Calming and Focusing
Letting-Go Breath
Kind Mind (for Self)
Rest and Reflection

CALMING AND FOCUSING / 2 mins

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

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

READ ALOUD / 15 mins

Have the students sit together in a small group. Ask students to show the class what their faces look like when the feeling of anger comes to visit. Ask if any of them have recently felt angry about something. Allow a few students to share their stories and ask what happened in their bodies and minds when anger visited. Thank students for sharing and affirm their experience by reflecting that we all get angry sometimes, and that is okay.

Tell students they will hear a story about a child who gets angry. Read the Molly Bang story *When Sophie Gets Angry* and ask students questions that address ways they can feel angry and still be their best self. Example questions:

-
- ***When anger came to visit Sophie, did it feel comfortable or uncomfortable?***
 - ***Where did Sophie go to calm down?***
 - ***Do you think Sophie's family knew where she was? Why is that important?***
 - ***Who can you talk to and ask for help if you feel like Sophie did? What could you say?***
 - ***Where is somewhere in school you can go if you experience uncomfortable thoughts or feelings?***
 - ***How was Sophie able to be her best self by showing care for herself and others when anger came to visit?***
 - ***What are some things you can do to help you show care for yourself and others even when you are feeling angry? [Tell a teacher or family member how you feel and ask for help; go to the Pause Place; put your hands on your Anchors and try some Calming breaths, etc.]***
-

TEACHING TIP

Ask students to share their stories with partners to save time.

TEACHING TIP

Consider asking some of these questions during the story and some after you finish reading the story to help students reflect.

SUMMARIZE FOR STUDENTS:

- *Sometimes uncomfortable feelings come to visit us, and that's okay.*
- *When we experience uncomfortable feelings, like anger, we can practice being our best self by showing care to ourselves and others.*
- *Taking a pause is one way we can show care for ourselves and others when we are experiencing uncomfortable feelings.*



MOVING STORYTIME / 25 mins

NOTE Allow plenty of time for the Moving Storytime, which includes several opportunities for skill practice and expands on the discussion points from the read-aloud.

Introduction

- **Today we will continue the Moving Storytime about Maria from last class.**

Remind students that feelings often arise in response to experiences, or triggers.

Review the story you started in Lesson 5, asking students what they remember and helping them identify the feeling Maria experienced in response to each trigger. For example:

- *Maria didn't get a good night's sleep and didn't eat breakfast.*
[She felt grumpy.]
- *She didn't do the Fresh Start Sequence correctly.*
[She felt embarrassed.]
- *Some classmates laughed at her. Others tried to help, but one of them accidentally pushed her, and she started to cry.*
[She felt frustrated/angry.]
- *Mr. Montana asked her to go to the Pause Place.*
[She felt mad/overwhelmed.]
- *She played around in the Pause Place instead of practicing her calming practices.*
[She felt distracted.]
- *Mr. Montana asked her to stay in for recess to discuss and practice.*
[She felt sad, embarrassed, and angry.]

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

Easy Pose (UNIT 1, LESSON 2)

Guide students to sit in Easy pose as you begin:

- **During recess, Maria did not go to play with her friends. She stayed on the Pause Place and reviewed the breathing exercises with Mr. Montana.**

Complete one to three breaths with each of the following tools:

- Breathing with the Mind Jar
- Breathing with the Hoberman sphere, if available
- Breathing with hands on Anchor points

Letting-Go Breath

- *Mr. Montana also introduced her to the Letting-Go Breath.*

Lead students in taking several Letting-Go Breaths:

1. Begin by sitting comfortably.
2. Sit up tall.
3. During this practice, we're going to breathe in while we count to three. Then we'll breathe out while we count to five.
4. Breathe in for one, two, three.
5. Breathe out for one, two, three, four, five.
6. Breathe in for one, two, three.
7. Breathe out for one, two, three, four, five.
8. As you breathe out, let your body relax. Repeat this a few times.

TEACHING TIP



Hand movements or a Hoberman sphere can be used to help guide the breath.

- *How do you feel after practicing Letting-Go Breath?*

> **OPTIONAL:** Have students imagine they are angry and make an angry face and then practice taking a few Letting-Go Breaths, asking them to relax their faces and bodies more and more every time.

Mountain (UNIT 1, LESSON 1)

Guide students to stand in Mountain pose as you continue narrating:

- *Mr. Montana reminded Maria that feelings often arise in response to experiences, or triggers. Then he asked whether she could remember what experiences trigger anger to come to visit. Maria told Mr. Montana that she lives high on the mountain. And that it was raining really hard. There was a thunderstorm.*

Make rain sounds—patting hands on knees, stomping feet, etc.

TEACHING TIP



Letting-Go Breath will be most useful when you use/reinforce it as a teaching tool during any moments in future classes where students experience strong emotions. It can be used as a group practice or with a silent signal to remind individual students to pause before reacting.

Tossing, Turning, and Swirling (UNIT 3, LESSON 5)

- *Michael fell asleep easily, but Maria could not. She tossed and turned.*

Guide students through the Tossing and Turning movements from Lesson 5 of this unit.

- *She was scared of the thunder and lightning, and her mind swirled with visiting feelings of nervousness, fear, and even a little excitement.*

Lead students in a Swirling motion.

- *She tossed and turned while worried thoughts swirled in her mind. She tried hard but could not fall asleep.*

Seated Sunrise/Child's Pose (UNIT 1, LESSON 1)

- *In the morning, the rain was gone, the sky was clear, and the sun began to rise.*

Lead students through Seated Sunrise.

- *Michael woke up ready for a new day, but Maria was still asleep in her bed after the sun had risen in the sky.*

Lead students to Child's pose.

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

- *Cat, Cow and Dog were also awake and noticed that Maria did not want to get out of bed. She was grumpy and they wanted to help her, so they decided to wake her up gently.*

Lead students through Cat, Cow, and Dog poses.

Pointing Dog (UNIT 3, LESSON 4)

- *They gently pulled on her leg and arm one at a time to give her a nice morning stretch.*

Repeat the stretch a few times.

Mountain (UNIT 1, LESSON 1)

- *Maria started to feel a little better after the stretching, so she got up.*

Return to Mountain pose.

Chair (UNIT 2, LESSON 7)

- *Everyone sat down to eat...*

Guide students through Chair pose.

- *...but Maria didn't eat, even though her friends told her that if she didn't eat, she could have trouble paying attention or remembering! But Maria just crossed her arms...*

Mimic crossing your arms.

- *... and stomped off to class.*

Mimic stomping.

Mountain (UNIT 1, LESSON 1)

Have students return to Mountain pose as you continue the narration:

- *At school, it was Maria's turn to lead the Fresh Start Sequence in front of the class, but she was feeling sleepy...*

[Yawn and stretch.]

- *...and hungry.*

[Model rubbing your belly.]

Fresh Start (Attempt) (UNIT 2, LESSON 1)

Lead students through the poses as you narrate:

- *And even when Michael helped her, she did it all wrong! She did Sunrise, Sunset, Monkey, Sunset.*
- *But then, incorrectly, she did Dog, Mountain, Tree.*

Tree (UNIT 3, LESSON 4)

- *Some of her classmates started laughing. Maria felt even more embarrassed than before, and her Tree got really wobbly. Her classmates all started talking at once, saying that she did it wrong! One of her classmates wanted to help, but accidentally bumped into her.*
- *Maria fell out of her Tree pose, and before her classmate could say, "I'm sorry," Maria pushed him back, started to cry loudly...*

Mimic crying.

- *...and even yelled at Mr. Montana, "Leave me alone! Everyone is mean to me today! I want to go home!"*

Pause Place

- *That was everything that happened before Mr. Montana took Maria to the Pause Place that morning.*

Walk to the Pause Place in the room and have the students sit around it to hear the rest of the story. Tell the class that they don't need to move with you anymore.

- *That was the story that Maria told Mr. Montana in the Pause Place. Mr. Montana carefully listened to her story. Maria felt better now that she shared her story. She was still a bit tired and hungry and angry, but she was much calmer. Mr. Montana said, "If we are tired and hungry, it is difficult for our minds to be calm and for us to think clearly. We can easily get angry or overwhelmed."*

Let's Reflect

Ask students:

-
- *What can you do to be your best self in a situation like this?*
 - *How can you show yourself care and compassion?*
-

You can engage your students here to take a few moments to list strategies. Guide them to answers such as:

- ***Eat.***
- ***Get enough sleep.***
- ***Take a pause.***
- ***Do breathing techniques.***
- ***Ask an adult for help.***

Then continue:

- ***One thing you can always do in school is to tell a teacher how you are feeling and what you need. That way a teacher can help you help yourself. Remember that being your best self means acting in ways that show care for yourself and others. At times like this, being your best self might mean asking for help. So Maria asked Mr. Montana, “Can you help me? I still feel angry and tired and hungry.” First, Mr. Montana gave Maria a snack to eat.***

Kind Mind (for Self)

- ***Then, Mr. Montana shared with Maria a self-compassion practice to help her mind feel less angry. It’s called the Kind Mind practice, and it reminds us to be kind to ourselves.***

Lead students through the Kind Mind (for Self) practice.

- Have students begin by sitting in Easy pose with their hands hugging themselves or placed on their Anchors or over their hearts.
- Have students repeat the following kind words out loud after you:

May I feel healthy and strong.

May I feel happy.

May I feel peaceful.

Between each statement, have students take one deep breath and feel the kind words sinking in. Have them repeat the kind words again silently or in a whisper to themselves.

You may choose to use the following script to guide the practice:

- ***Begin by closing your eyes if that feels comfortable for you, or if you prefer, simply look at one spot in the room.***
- ***I’m going to say several kind thoughts aloud. After I say them out loud, take a deep breath and silently repeat them to yourself, letting them sink in for a moment.***

May I feel healthy and strong.

May I feel happy.

May I feel valued.

- **Notice what it feels like to speak kindly to yourself. Practicing Kind Mind is a wonderful way to treat yourself with care and compassion.**
- **Maria felt much better after the Kind Mind practice, but she was still tired. Mr. Montana let her rest on the mat for the rest of recess.**

Let's Reflect

Ask students what feelings come to visit when they offer kind words to themselves, even silently.



REST AND REFLECTION / 4 mins

Before students lie down in a Rest pose, use the Mind Jar to remind them that rest helps calm and settle swirling minds and active bodies.

Repeat the Kind Mind (for Self) practice or Letting-Go Breath while students rest.

Allow one to two minutes of silent rest.

Ring the bell and ask students to focus on the tone of the bell. Ring the bell again to cue the students to quietly move their bodies back to their calm Easy pose.

Ask students:

-
- **Have you been practicing Mindful Moments (breathing, Anchors, etc.) outside of class?**
 - **When did you practice? How did you feel?**
-

TAKE-HOME PRACTICE

- *With the help of an adult in your home, create a place where you can practice pausing when you experience strong feelings.*

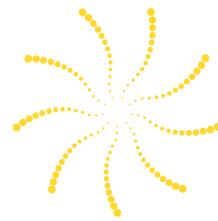
TEACHING TIP



If they have not used any Mindful Moment practices, have the students reflect on when they could use them: *Is there a time when taking a pause to breathe would help you? Can you practice pausing and breathing without the Pause Place? Can we use it when we are having trouble falling asleep? When we are scared? Could it have helped Maria fall asleep when she was scared of the thunderstorm?*

Lesson 7

FRESH STARTS



Goal Statement

Students will review what it means to be your best self and identify **Best Self Strategies**. They will then apply those strategies in an active game and by demonstrating ways to help Maria during the Moving Storytime.

Essential Question

How can I be my best self?

“I Can” Statement

I can demonstrate strategies to help me be my best self.

Key Learning Objectives

Students will know...

- An important part of being their best self is acting in ways that show care for themselves and others.
- Pausing helps them be in charge of their bodies and their actions.
- Being in charge of their bodies and actions helps them to be their best self.

Students will be able to...

- Identify several Best Self Strategies.
- Describe what it feels like when they are their best self.

Materials

- Pause Place mat
- [Optional] A list of Best Self Strategies

Preparation/Setup

- Prepare a list of Best Self Strategies ahead of time, if desired.

New Vocabulary

Freeze

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

Calming and Focusing

Letting-Go Breath

Kind Mind (for Self)

Rest and Reflection

CALMING AND FOCUSING / 2 mins

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

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

BEST SELF STRATEGIES / 8 mins

Remind students that over the last few lessons, they've explored what it means to be your best self. Tell them that today they're going to come up with their own definition of what it means to be one's best self and they'll also make a list of strategies they can use to be their best selves.

Begin by asking students what it means to them to be their best self.

If necessary, prompt students with questions like:

-
- ***What are you doing when you feel like your best self (in school, at home, with friends)?***
 - ***How do you feel when you are your best self?***
 - ***When you are your best self, how do you treat yourself and others?***
-

If needed, offer students examples of what you do and what you feel when you're being your best self. Note that each person's best self is unique.

Record students' answers and summarize their ideas about what it means to be their best self (e.g., learning, growing, showing care and compassion for self and others, doing activities I love, feeling healthy and happy).

Emphasize for students that everyday is a fresh start at being their best self. Tell students:

- *Every day is a new chance or a fresh start to practice ways of being your best self, even for grown-ups.*

Remind students that they have learned and practiced a lot of strategies that can help them to be their best selves. Then generate a list of Best Self Strategies with the class, or to save time, review a pre-made list together.

Examples:

- *Anchors/listen for your breath and heartbeat*
- *3 Calming Breaths*
- *Letting-Go Breath*
- *Wiggle and Relax*
- *Pause Place/take a pause*
- *Ask for help: "I am feeling ___ and I need ___. Can you help me?"*
- *Kind Mind*
- *Giving yourself a hug*
- *Eating a snack, drinking water*
- *Rest*
- *Mind Jar*
- *Mindful Movement (e.g. Fresh Start Sequence)*
- *Doing a favorite activity*

DANCE PARTY / 15 mins

NOTE *The intent of this game is to challenge students' focus and self-regulation. It should elicit excitement, and may also bring up some frustration or disappointment. These are opportunities to practice the skills they've been learning throughout the unit. This game should be active and would be a great opportunity for some intervals of vigorous movement.*

Tell students you've got a fun game for them to play today and that they will need to practice their best listening and paying attention to instructions. Explain that just like Simon Says, if they get their movements wrong, they will be out and have to sit down (for a round or a designated amount of time). Remind students they can use the Pause Place if they need to take a pause during the game.

Give the class instructions for an activity to do when the music is on and when it is off (e.g. freeze when the music is on; march when then music is off). Activities can include locomotor or stationary movements, depending on your space.

Remind students they will be out if they make a mistake. Tell them it will take focus and practice, but the goal is not to get everyone out.

Play a couple of rounds and then vary the gameplay to make it more challenging, according to your students' readiness:

- **Turn the music on/off at different intervals.**
- **Divide the room in half. Give Group 1 a set of instructions (e.g. dance in place when the music is on; run when the music is off) and Group 2 a different set of instructions (e.g. clap when the music is on; pat their knees when it is off).**
- **Change the instructions you've given the groups (i.e. swap or give new instructions).**
- **Make the instructions for one or both groups more complicated.**

Monitor closely for frustration, disappointment, etc. Remind students they can visit the Pause Place if needed. When you see students struggling, take a group pause to practice care and compassion. Ask if a feeling is visiting. Discuss what triggered that emotion and what it feels like. Take a pause with the class to practice self compassion, Anchors, Letting-Go Breath, Kind Mind, asking for help, etc. Engage students to decide the best strategy.

Affirm efforts and celebrate successes throughout the game, but especially after students have regrouped with one of the strategies they have learned. Remind them that mistakes are a part of the learning process!

The point is not to get everyone “out” and have one winner, but to work towards having the whole class feeling successful and having fun.

Debrief the game by asking students questions such as:

-
- ***Did anyone feel their minds swirling with thoughts and feelings during the game?***
 - ***What emotions were visiting [excitement, frustration, disappointment]?***
-

Follow up with questions to discuss how those emotions felt in their minds and bodies and review the strategies they used to show themselves care and compassion while the feelings were visiting. Example questions:

-
- ***After we all paused to show ourselves care and compassion, did you feel like you were able to be your best self?***
 - ***How were you your best self in this game? [Learned something new, did something challenging, made mistakes and tried again, paused when I felt strong emotions visiting; showed care and compassion for myself and others; participated fully and had fun].***
-

SUMMARIZE FOR STUDENTS:

- *Being our best selves means acting in ways that show care for ourselves and others.*
- *We can be our best selves even when we do something challenging or experience uncomfortable thoughts and feelings.*
- *Taking a pause is one way we can show care for ourselves and others when we experience uncomfortable thoughts and feelings.*
- *Pausing helps us to be in charge of our bodies and our actions.*
- *Being in charge of our bodies and our actions helps us be our best selves.*



MOVING STORYTIME / 20 mins

NOTE Today's Moving Storytime includes places for students to suggest what Maria can do to be her best self. Ask student volunteers to teach the strategies to the class. Whether you lead all or part of this Moving Storytime, this is a great opportunity for students to demonstrate what they have learned in this unit.

Introduction

Tell students:

- *In today's Moving Storytime, we will brainstorm how Maria can be her best self by showing care for herself and others!*

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)

Have students stand in Mountain pose.

- *High up on the mountain, clouds filled the sky, and it began to rain.*

Make rain sounds—patting hands on knees, stomping feet, etc.

Sunrise/Sunset (UNIT 1, LESSON 1)

- *There were so many clouds, Michael and Maria couldn't even see the sunrise in the morning or the sunset in the evening.*

Have students move through Sunrise and Sunset poses, then be seated.

Tossing, Turning, and Swirling (UNIT 3, LESSON 5)

As you continue to narrate, have students engage in the Tossing, Turning, and Swirling movements from Unit 3, Lesson 5.

- *At bedtime, a thunderstorm settled over the mountain. The sky swirled with rain and howling wind. Michael fell asleep easily, but Maria could not sleep. She tossed and turned. She was scared of the thunder and lightning, and her mind swirled with visiting feelings of nervousness, fear, and, to her surprise, even a little excitement.*
- *Maria tossed and turned as worried thoughts swirled in her mind.*

Letting-Go Breath (UNIT 3, LESSON 6)

- *What can Maria do to help herself fall asleep when she is scared?*

Engage student leaders to help Maria fall asleep with different techniques. Suggest that they include one to three Letting-Go Breaths as one of the strategies. Continue narrating:

- *Paying attention to her breathing helped her forget about the storm and fall asleep.*

Seated Sunrise (UNIT 1, LESSON 1)

- *In the morning, the sun began to rise.*

Have students engage in Seated Sunrise pose.

- *And since Maria slept during the night she was already awake when...*

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

- *Cat, Cow, and Dog came over.*

Have students engage in Cat, Cow, and Dog poses.

Pointing Dog (UNIT 3, LESSON 4)

- *All together, they did some morning stretches*

Repeat the stretch a couple times on each side.

Walking

- *And then they walked to school.*

Shift to standing and walk in place or around the mat.

Chair (UNIT 2, LESSON 7)

- *When they got to school, they all sat down for breakfast.*

Have students engage in Chair pose and then continue:

- *Maria was hungry but the food wasn't her favorite.*

Ask students what she should do and then continue:

- *She remembered what Michael, her friends, and Mr. Montana had told her. What can happen if you are hungry?*

Lead students to the following kinds of answers before continuing:

- You can easily fall into a bad mood.
- It's easy to get angry or upset.
- You might not be able to focus.
- You might forget things.

- *So should Maria eat some breakfast? [Yes.]*
- *So Maria ate the fresh peaches with yogurt for breakfast.*

Mountain/Swirling (UNIT 3, LESSON 1)

- *In class it was Maria's turn again to lead the Fresh Start Sequence. She went to the top of the mat and stood in Mountain pose.*

Have students stand in Mountain pose.

- *Maria wasn't sleepy (because she fell asleep after practicing her breathing) or hungry (because she ate a good breakfast), but her mind still kept swirling about the thunderstorm last night.*

TEACHING TIP

Be sensitive to the food security of your student population. You might add:

Today Maria is hungry and has food available. Sometimes kids are hungry and there isn't any food available. That can feel very uncomfortable. Are there any resources in our school that can help us get food if we need it?

Have students engage in the Swirling movement used earlier in this unit.

Fresh Start (Attempt)

Lead students through the sequence as you narrate:

- *So Maria did Sunrise, Sunset, Monkey, Sunset, Plank, Upward Dog, and then straight into Sunrise. Uh-oh! What pose did Maria forget? [Dog]*

Letting-Go Breath (UNIT 3, LESSON 6)

- *Some students laughed, and she got embarrassed and angry. What can Maria do to show care for herself?*
- *She can do her Letting-Go Breath.*
- *Maria took a few breaths, and it helped to calm her down...*

Engage student leaders for Letting-Go Breath.

Fresh Start Sequence (UNIT 2, LESSON 1)

- *...and she did the sequence correctly! Mr. Montana was very proud of Maria because she used her practices to calm her mind and did not give up. He let her lead the class through two more poses and the Kind Mind practice!*

Engage student leaders for the Fresh Start Sequence.

Guide students through Tree and Boat poses or have student leaders guide their peers through the poses.

Tree (UNIT 3, LESSON 4)

Boat (UNIT 3, LESSON 1)

Kind Mind (for Self) (UNIT 3, LESSON 6)

- *This is a way to teach our minds to be kind to ourselves. We can do this when sad, lonely, or angry feelings come to visit or anytime we want to be our best selves by showing care for ourselves and others!*

Engage student leaders for the Kind Mind (for Self) practice.

Closing Sequence (UNIT 1, LESSON 1)

- *Before rest today, Maria and her class did a few stretches.*

Lead students through the Closing Sequence.



REST AND REFLECTION / 5 mins

Before students lie down in a Rest pose, use the Mind Jar to remind them that rest helps calm and settle swirling minds and active bodies.

Repeat the Kind Mind (for Self) practice or Letting-Go Breath while students rest.

Allow one to two minutes of silent rest.

Ring the bell and ask students to focus on the tone of the bell. Ring the bell again to cue the students to quietly move their bodies back up to their calm Easy pose.

TAKE-HOME PRACTICE

- *Identify one way you want to practice being your best self and share your plan with a family member.*

Lesson Extensions

*Mind Jar Illustrations

Lessons 1–3

Print two Mind Jar templates for each student. Then guide them to use the jar to illustrate what their minds are like when they are swirling with thoughts and feelings and what their minds are like when they are calm and settled.

***DIFFERENTIATION:** After students have completed their illustrations, you might suggest common situations and ask them to show which version of the Mind Jar shows what they experience in those situations. For example, what their minds are like when trying to listen to several people talking at once or if they were listening to their favorite music.



*Puppy Mind

Lessons 1–3

Read *Puppy Mind* by Andrew Jordan Nance and discuss how their minds might sometimes be like the puppy in the story and how they can be kind and patient with themselves.

***DIFFERENTIATION:** Make connections between puppy mind and examples of swirling thoughts in the lessons.



Make Your Own Mind Jar

Lesson 3

Lead students in making their own Mind Jars, using glitter to represent their invisible thoughts and feelings. Refer to Mind Jar Activity Sheet in Teacher Resources or instructions below:

Give each student a small jar/lid with the liquid solution in it (prelabeled with their names). Give students instructions about how to carefully open the lid, etc., to keep the jar contents from spilling.

- Tell students that their jars represent their own minds and will be filled with glitter thoughts (silver or gold) and feelings (other colors). Go around and add a few shakes of glitter to each

jar. Alternatively, students can sprinkle glitter into jars from small cups you have prepared.

- Remind students that the glitter represents the thoughts and feelings (e.g. words, images, ideas) in their minds.
- Make sure to seal the jars well (e.g. with a strip of duct tape).
- Ask students to gently shake their Mind Jar, using your Mind Jar to demonstrate. Invite students to notice that every jar and every mind are different.
- Experiment with students to see how many deep breaths it takes for the glitter in their jars to settle. Model with your bottle first, by shaking it up, and then continuing your breaths until most of the glitter has settled. Then have the students do it themselves. Have them share (or put up fingers) for the number of breaths it took for the glitter to settle. (If time allows, you can ask/explain why they may be different.)
- Send the Mind Jars home with the students. Tell them to show it to their adult.

***TEACHING TIP:** To help students complete this activity, structure it with clearly defined steps to follow prior to introducing it. Consider asking for student-helpers as appropriate.



Being My Best Self

Lessons 4–6

Print or project images of common situations students experience that could trigger difficult emotions. For example, you might show the class a picture of a student being left out of a game. Ask the class how this student might be feeling. Then ask them how this student could still be their best self even while experiencing difficult emotions. To scaffold, provide a list of Best Self Strategies that students can choose from if needed.

Consider having students role play the situation and the ways they could respond. You might also ask how they could be their best self if they saw this happening.

Game Time

Lessons 4–7

Play basic listening and/or freezing games (where they have to recall and follow instructions and practice impulse-control) with students to give them opportunities to practice their self-management skills. Suggestions include Simon Says, Mother May I, Red Light/Green Light, and Freeze Dance. Create conditions where students are not “out” for long periods of time. For example, if they make a mistake, they have to sit out for a couple of rounds instead of the rest of the game.

It is normal and expected for students to sometimes struggle with self-regulation of their bodies and their emotions during these games. If the game creates a lot of excitement or if frustration or disappointment emerge, use that as an opportunity to recall and practice Best Self Strategies learned during this unit in a supportive, not punitive way. See Lesson 7 of this unit for a full list of strategies.

Classroom Chart

Lessons 5–7

When a student shares or you observe that a student used the Pause Place and/or practiced a Best Self Strategy (e.g., pausing, finding their Anchors, Calming Breaths, Letting-Go Breaths, Kind Mind) in or out of school, have them recall and record their experiences on a classroom chart.

For example, create a chart with three columns:

- **Column 1:** What happened? (Situation that caused their minds to swirl with thoughts and feelings)
- **Column 2:** What strategy did you practice?
- **Column 3:** How did you feel after your pause/ Best Self Strategy?

Hang the chart in a prominent area so that you can use it to help students cope with difficult emotions that arise in the classroom.

Watch and Breathe

Lesson 6

As an extension to the story *When Sophie Gets Angry*, show students the video “Just Breathe” by Julie Bayer Salzman and Josh Salzman (Wavecrest Films).

Suggested discussion questions:

- *What does anger feel or look like in the body? (red face, scrunched nose, tense body, fists)*
- *What are some things we do to help us calm down?*

Summarize for students:

- Because we can’t always go to another place when we get angry or upset, we have to know how to pause right where we are.

Then review strategies such as paying attention to our breathing and taking a few deep breaths.

*Drawing My Best Self

Lesson 7

Provide drawing materials and have students title their papers “My Best Self.” Read the phrase “My best self is...” aloud and guide students to think of what they look like and do when they are being their best self and then illustrate this in a self-portrait.

***DIFFERENTIATION:** First-graders can be asked to write sentences to accompany their illustrations, if/as ready.

Hang up students’ work and allow students to share their responses.

Compassion Board

Continued from previous unit

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.