

Unit 4



SOCIAL AWARENESS

PART 1: EMPATHY AND PERSPECTIVE TAKING

Prior Knowledge

Students should have a basic understanding of how to identify and label feelings and the meaning of kindness.

Overview

Students explore their own point of view and practice identifying and expressing their needs and preferences to others. They discover that others may hold different perspectives or points of view, and they practice cultivating curiosity about the world and those around them. Then they express compliments and appreciations to their peers and practice paying attention with curiosity and kindness. They also try food from a different culture.

Enduring Understandings

Students will understand:

- They can identify and express their needs and preferences to others.
- What feels comfortable to one person may not to another.
- Their environment affects how they feel.
- Good food helps them stay healthy.
- Their words can show care and kindness to others.

Essential Questions

- What is my point of view?
- What do people need in order to feel safe and calm?
- What does curiosity feel like?
- What can I notice with curiosity?
- How do I show others that I appreciate and value them?
- How do I let others know I care about them?

Lesson Summaries and Materials*

Lesson 1 pages 214–229

Lesson 1—Whoosh, Hiss, Bang: Students explore their own and others' points of view and conclude that people may have different thoughts and feelings about the same topic or situation. They also discover that they have an inner *quiet place* that they can visit when the Pause Place is unavailable. They learn that they can visit this place whenever they want to calm and settle their minds and bodies.

- Interactive whiteboard or audio playback device
- The book *Charlotte and the Quiet Place* by Deborah Sosin
- 1 song (with guitar, drum, singing) for the Twist Sequence during the Moving Storytime
- 2 pieces of construction paper, 1 that says noisy and 1 that says silent
- Tape
- [Optional] Predetermined scenarios for the What Do I Need? What Do You Need? activity

Lesson 2 pages 230–240

Lesson 2—Sound Off: Students draw their inner quiet place and describe what helps them feel safe and calm. Then, through discussion and Moving Storytime, they explore how one person's need to feel safe, calm, and focused might be different from another person's needs.

- Interactive whiteboard and audio playback device
- The book *Charlotte and the Quiet Place* by Deborah Sosin
- At least 3 songs that elicit different emotions, including the song (with guitar, drum, singing) for the Twist Sequence used in Lesson 1
- Paper (1 piece per student)
- Crayons and/or markers

Lesson 3 pages 241–249

Lesson 3—Home Cooking: Students explore what curiosity feels like and how being curious can help them try new things as well as learn about other people. Then they use curiosity to try a new food.

- Interactive whiteboard
- The story *Charlotte and the Quiet Place* by Deborah Sosin
- Hummus or other spreadable food
- Crackers, pretzels, or carrot sticks (1–2 per student)
- Plastic knife
- Napkins or paper towels
- Images of prepared animal proteins, such as chicken and hamburgers, if desired
- Image of chickpeas, if desired
- Images of prepared legume dishes, such as lentils and split pea soup, if desired
- Image of a world map, or a globe, to point out the Middle East and Egypt
- Images from protein food group (meat, dairy, and fish only)
- Images from fruit/vegetable group (e.g., greens, oranges, and cruciferous foods)
- Images of legumes (e.g., kidney beans, lima beans, black-eyed peas, garbanzo beans, split peas, lentils)

Lesson 4
pages 250–257

Lesson 4—Appreciating Others: Students learn that others need to feel noticed, valued, and appreciated. They practice sharing words of appreciation and compliments.

- [Optional] Sentence starters for students' appreciations.

Lesson 5
pages 258–270

Lesson 5—Out and About: Students practice curiosity to explore what characters think, feel, and need in Moving Storytime. They also practice thinking kind thoughts to grow their own kindness and expressing kind words to let others know they care.

- Interactive whiteboard or audio player device
- The story *Charlotte and the Quiet Place* by Deborah Sosin
- The “Wheels on the Bus” song or video
- Photos depicting imagery from a city to hang all around the room (buildings, people, animals, etc.)

Lesson 6
pages 271–276

Lesson 6—Walkabout: Students practice noticing with curiosity and kindness as they go on a *walkabout* throughout the school. They practice consideration and appreciation for the many spaces and people in their school community.

- Paper and pencil for each student, if desired
- Signs that say *Mindful Walking* and *Mindful Listening*
- [Optional] Signs that say *I can be curious* and *I can be kind*

***All Lessons include:**

Bell or chime

(Optional) Hoberman sphere

New Mindful Movements

Poses

Thinker
Swaying Palm
Trident
Elbow-to-Knee
Glider
Glider Twist
Pick It Up
Three-Legged Dog
Side Plank

Sequences

Twist Sequence
All Sides of the Story

Mindful Moments

Calming and Focusing
Mindful Listening
Letting-Go Breath
My Quiet Place
Anchors
Mindful Eating
Kind Mind (for Self)
Kind Mind (for Others)
Mindful Walking
Mindful Listening
Check-in
Rest and Reflection

*Differentiation**

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

Performance Assessment

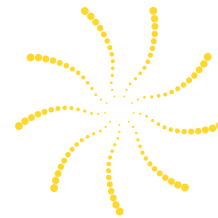
Students will be able to:

- Identify and express one of their own needs or preferences (Observation, Lesson 1).
- “Visit” their inner quiet place (Observation, Lesson 2).
- Recognize that what someone else needs to feel safe and calm might be different from what they need to feel safe and calm (Observation, Lesson 2).
- Use curiosity to try a new food (Observation, Lesson 3).
- Express compliments and appreciations to other students (Observation, Lesson 4).
- Pay attention with kindness and curiosity (Observation, Lessons 5–6).



Lesson 1

WHOOSH, HISS, BANG



Goal Statement

Students explore their own and others' points of view and conclude that people may have different thoughts and feelings about the same topic or situation. They also discover that they have an inner *quiet place* that they can visit when the Pause Place is unavailable. They learn that they can visit this place whenever they want to calm and settle their minds and bodies.

Essential Question

What is my point of view?

“I Can” Statement

I can describe my own point of view.

Key Learning Objectives

Students will know...

- Other people may have different thoughts and feelings than their own about the same situation or experience.
- Others may have different needs and preferences than their own.
- They can visit their inner quiet place whenever they want to calm and settle their minds and bodies.

Students will be able to...

- Identify and express one of their own needs or preferences.

Materials

- Interactive whiteboard or audio playback device
- The book *Charlotte and the Quiet Place* by Deborah Sosin
- One song (with guitar, drum, singing) for the Twist Sequence during the Moving Storytime
- Two pieces of construction paper, one that says *noisy* and one that says *silent*
- Tape
- [Optional] Predetermined scenarios for the What do I need? What do you need? activity

Preparation/Setup

- Students should be within earshot of sounds in the school environment.
- Set out the book *Charlotte and the Quiet Place*.
- Preload the song for the Twist Sequence.
- Create a line on the floor using tape and hang the silent sign at one end and the noisy sign at the other end.
- [Optional] Set out predetermined scenarios for the What do I need? What do you need? activity.

New Mindful Movements

Poses

Thinker
Swaying Palm
Trident
Elbow-to-Knee
Glider
Glider Twist
Pick It Up

Sequences

Twist Sequence

Mindful Moments

Calming and Focusing
Mindful Listening
Letting-Go Breath
Rest and Reflection

New Vocabulary

Quiet
Silent
Noisy
Open mind

CALMING AND FOCUSING / 2 mins

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

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

MINDFUL LISTENING / 3 mins

As the sound of the focusing bell diminishes, guide students in a the following Mindful Listening practice:

- *When you can no longer hear the sound of the bell, keep your eyes closed or lowered and focus on listening to any other sounds you can hear.*
- *With your listening ears, quietly notice any sounds around us.*
- *Once you've noticed a sound, see what sound you can hear next.*
- *You might hear sounds in the classroom, in the hall, or even outside.*
- *Notice big, loud sounds.*
- *Notice small, quiet sounds.*

Give students about a minute to listen with your guidance. Then ask students to share sounds that they noticed. While students share, engage all learners by asking other students to give a designated hand signal to identify if the sound is soft or loud.

READ ALOUD / 10 mins

Show students the cover of the book *Charlotte and the Quiet Place* and explain that the main character in the story, whose name is Charlotte, has the same problem everywhere she goes: There is no place that is quiet. Introduce them to her dog Otto, and then read the story. Ask students to listen with curiosity to see if they can figure out why Charlotte is looking for quiet.

During or after the story, draw attention to Charlotte's perspective (her thoughts, feelings, and needs) with questions such as:

TEACHING TIP



Do not correct any students who are making noise, but allow that to be a part of the listening practice.

TEACHING TIP



If time allows, you might let students share by recreating the sound they heard and having other students guess what it was.

TEACHING TIP



Engage learners by having them make the noises that are heard throughout the book.

- *Does Charlotte always like it to be quiet? How do you know?*
- *Do Charlotte's friends feel the same way as Charlotte about the noise in this situation? (Point to specific scenarios in the book)?*
- *Why is Charlotte looking for quiet? (Answer: She needs it to feel safe, calm and focused, or like her best self.)*
- *Do we know any strategies to find calm and quiet inside like Charlotte did? (Answer: Pause Place, Anchors, Calming Breaths, etc.)*

*WHAT DO I NEED? WHAT DO YOU NEED? / 15 mins

Lead students in a reflection on their own preference and need for quiet. Ask students to close their eyes or, if it feels more comfortable for them, to gaze down at the floor instead. Tell students that you are going to ask them a question and you'd like them to silently reflect on it.

Ask students:

- *Do you like to have quiet or do you prefer some or a lot of noise around you?*
- *Is there a time when you need quiet?*

Then model an answer to this question by sharing a time you need quiet. Examples:

- I don't like it to be quiet all the time. Sometimes music helps me feel calm and happy.
- But I need quiet when I'm going to sleep (or when I'm taking a test).

Invite students to silently check in with themselves with curiosity and kindness and see what they notice. Give students about 30 seconds to contemplate this question and then invite them to open their eyes and/or look up.

Invite several students to share aloud.

Using students' answers, invite them to notice that not everyone agrees on when they need quiet or how much they like quiet. Tell them that this is because we all have different thoughts, feelings, and needs.

Point out the two pieces of construction paper and the line of tape on the floor between them. Invite students to notice that one sign says *noisy* and one sign says *silent*.

Tell students that you are going to read several scenarios aloud and you

★ DIFFERENTIATION

For first graders who are repeating this curriculum and have a good understanding that others' thoughts, feelings, and needs may differ from their own, consider discussing with them that their point of view is unique based on their own experiences (e.g. their family, culture, school, opportunities) and needs. Consider discussing ideas about what types of experiences might shape their points of view (e.g. living in a different place, learning something new, reading about different cultures or countries).

want them to consider how much noise they prefer to experience in those scenarios.

Then tell students that when you give the signal, you want them to line up on the piece of tape to indicate how much noise they prefer. If they stand near the word *noisy*, that means they like a lot of sound, if they stand near the word *silent*, that means they don't like any sound, and if they stand somewhere in between, that means they like a little bit of sound.

Model this for students with a couple of example scenarios (e.g. driving your car, reading, eating your lunch), and stand on the line in a way that indicates how much noise you like to experience in each scenario.

Read several scenarios (e.g., working in your classroom, watching TV, drawing, talking in the lunchroom, reading a book, playing with your toys), and ask students to indicate their preferences by standing on the line.

Take a couple of opportunities to ask students standing nearer the silent side what they would think or how they would feel if it was very noisy in the scenario, and vice versa.

After the activity, ask students to think about and show with their hands if they are the kind of person who needs a lot of quiet time or a little bit of quiet time. Ask them to look around and notice that others may need quiet more or less often than they do. Express interest in knowing what they need to feel safe/cared for/like their best selves in your class.

SUMMARIZE FOR STUDENTS:

- *Other people may have thoughts and feelings about a situation or experience that differ from ours.*
- *Others may have needs and preferences different from ours.*



MOVING STORYTIME / 15 mins

Introduction

Briefly review Maria and Michael's last adventure, reminding students that Maria and Michael learned how to use their breathing to pause and to be their best selves. Tell students that in today's story, Maria and Michael are at home working on a school assignment: to create their own movement sequence.

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

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

Begin the story:

- *It was morning, and Cat, Cow, and Dog were ready to do their Fresh Start Sequence with Maria and Michael.*

Fresh Start Sequence (UNIT 2, LESSON 1)

Guide students through the Fresh Start Sequence several times. Then continue narrating:

- *After they finished, Cat, Cow, and Dog announced that they needed to go practice for their spring music recital. Maria and Michael explained that they needed to stay to do an assignment for school: to create a new movement sequence.*

Sound Check

Have students sit in Easy pose, then continue the story, having the students repeat the sound and movement prompts with you or after you:

- *In one room, Cat, Cow, and Dog tuned their instruments. They tuned their guitar.*

[Play air guitar with guitar noises.]

- *They checked their drums.*

[Play an easy beat on your lap with a final clap of the hands.]

- *And they warmed up their voices*

[Go from low to high and high to low with meows, moos, and woofs.]

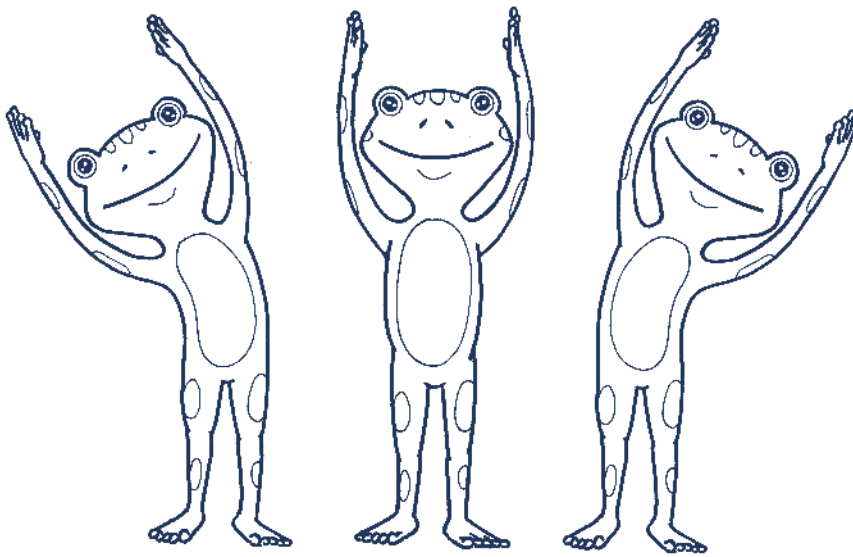
Thinker

- *In the other room Maria and Michael were sitting and thinking of ideas for their new movement sequence.*

[Model sitting in a *thinking* posture, like Rodin's famous sculpture The Thinker.]

- *“Okay, let’s share ideas!” said Maria.*
- *Michael frowned, because he had no ideas! He said, “It’s so difficult to think with all the noise that Cat, Cow, and Dog are making.”*
- *Maria, on the other hand, said, “Really? It doesn’t bother me at all! Music makes me want to dance, so their music actually gave me some good ideas. The guitar made me think of swaying my arms.”*

SWAYING PALM



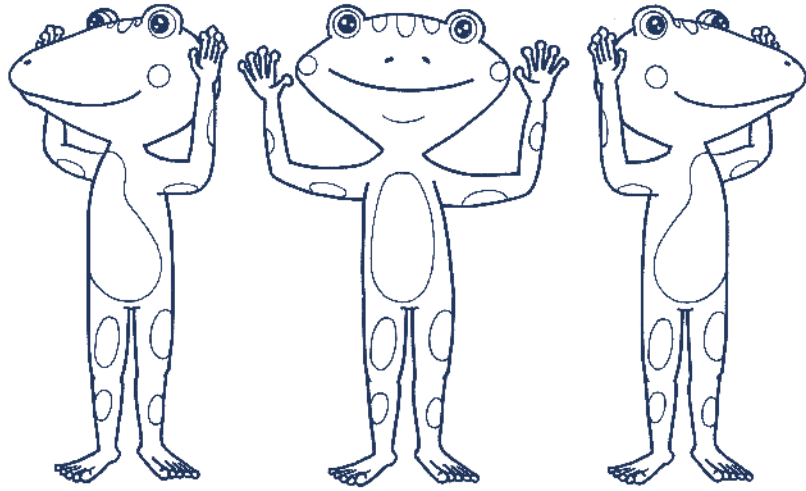
Swaying Palm new

Model the Swaying Palm pose using the following cues as reference:

1. Begin by standing tall, with feet planted in the earth, toes spread wide, and body strong but soft.
2. Inhale: Arms stretch up alongside ears, palms facing inward.
3. Exhale: Gently bend the upper torso, head, neck and arms to one side.
4. Inhale: Return to center.
5. Repeat on the other side.

Continue the narration:

- *“And when they sang the scales, I thought of doing some twists.”*



Trident/Trident Twist new

Lead Trident/Trident Twist pose using the following cues as reference:

- 1.** Begin in Mountain pose with your feet hip-distance apart, bring your arms up so that they are parallel to the ground and bend elbows to 90 degrees so that your forearms are vertical and your palms face each other. Keep your knees soft and your feet gently on the ground.
- 2.** Inhale: Grow tall in the spine. This is Trident.
- 3.** Exhale: Gently twist the torso to the right side. Keep your feet on the ground, but do not lock your knees.
- 4.** Inhale: Come back to center and grow tall.
- 5.** Exhale: Gently twist the torso to the left side.
- 6.** Repeat one more time.

Continue the narration:

- *Michael was having a really hard time paying attention to Maria's moves, because Cat, Cow, and Dog kept practicing their meows and moos and woofs!*

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

Lead students through Cat/Cow and Dog poses, having them inhale on each pose and make the corresponding animal sound as they exhale.

Continue the story:

- *Michael’s mind was swirling.*

Swirling (UNIT 3, LESSON 1)

Lead students through the Swirling movement from Unit 3.

- *He yelled, “I don’t want to do this anymore!” and stomped his feet.*

[Model stomping your feet and crossing your arms.]

Continue the story:

- *Michael was getting really frustrated and Maria noticed this. Maria could tell that Michael’s mind was swirling with uncomfortable thoughts and feelings.*
- *Maria showed Michael compassion by encouraging Michael to pause. “Remember what Mr. Montana taught us?” she asked.*
- *Then Maria told Michael that even though the Pause Place mat was in the classroom, they could still practice calming and settling their minds and bodies. She reminded Michael how to place his hands on his Anchors—his heart and his belly—and then they took three deep Letting-Go Breaths together.*

Letting-Go Breaths (UNIT 3, LESSON 6)

Lead students in three deep Letting-Go Breaths. Then continue the story:

- *Michael noticed that pausing and taking deep breaths helped his mind feel more calm and settled. He decided to greet his feelings and see what they were all about. He realized that his feelings were showing him that he preferred more quiet. He decided to show himself some compassion by asking Maria for help.*
- *Michael said, “Maybe we can find another place to work on our movement. Outside, for example?”*
- *“Good idea!” said Maria.*

Tree (UNIT 3, LESSON 4)

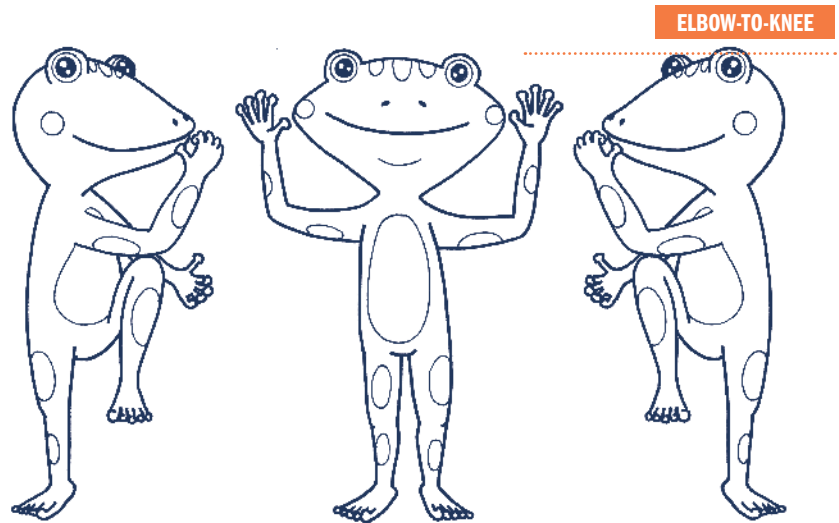
- *So Maria and Michael walked outside.*

[Walk in place.]

- *They found a nice spot near a tree.*

[Demonstrate Tree pose introduced in Unit 3.]

- *Maria showed Michael the moves she made up.*
- *Finally, Michael got an idea. “Oooh,” he said, “then we can do this!”*



Elbow-to-Knee new

Demonstrate Elbow-to-Knee pose using the following cues for reference:

1. **Begin in Trident: From Mountain, bring arms up to a position where upper arms are parallel to the ground, elbows are bent 90 degrees, and palms facing forward or toward each other (“cactus” arms).**
2. **Inhale: Grow tall, making sure that the crown of your head is reaching toward the sky.**
3. **Exhale: Shifting the weight onto the left leg, lift and bend the right leg and twist to reach the left elbow toward the right knee.**
4. **Repeat at least two more times, alternating sides.**

Continue the story:

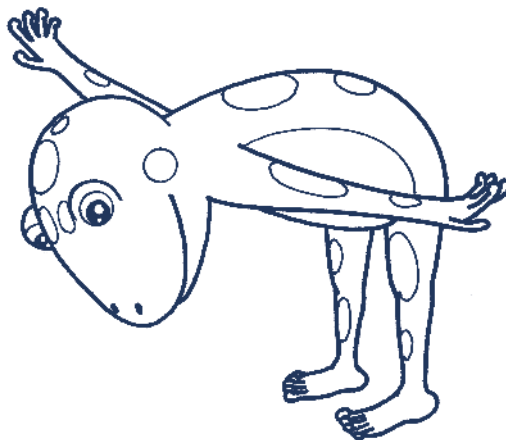
- *“Cool!” said Maria. “And then what about this?”*

TEACHING TIP



The goal is to stay balanced while moving the knee and elbow toward each other. They do not need to make contact.

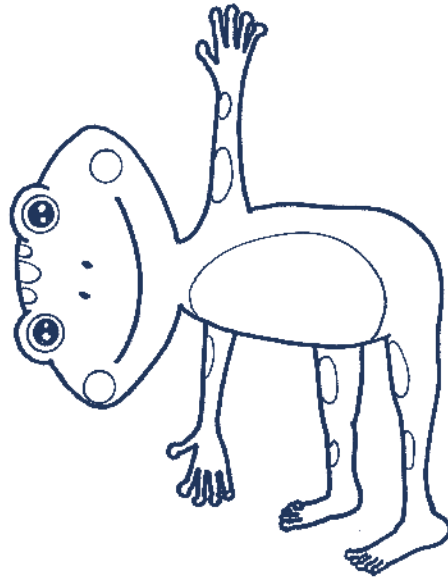
GLIDER

**Glider** new

Model Glider using the following cues for reference:

1. Begin by standing in Mountain pose with arms open parallel to the floor.
2. Inhale: Keep your arms stretching apart and bend your torso forward with your heart open, back straight.
3. Exhale: Hold the pose.

GLIDER TWIST

**Glider Twist** new

Demonstrate Glider Twist using following cues for reference:

1. Begin in Glider.
2. Exhale: Twist to one side, keep your arms in the same line as you lower one hand toward your knees and your other hand reaches toward the sky.
3. Inhale: Come back to center (Glider).
4. Repeat two to three times, alternating sides.

Continue the story:

- ***Maria and Michael were happy with their progress and had sat down to think of more poses ...***

Thinker

Model sitting in a *thinking* posture, like Rodin's sculpture The Thinker.

Continue the story:

- ***...when they heard, "Bzzzzz." Maria looked around and saw lots of bees.***
- ***"Those bees are frightening, and so annoying. I don't want to stay here! I'm not feeling very brave," she said, and she ran back inside the house.***

[Jog in place.]

Let's Reflect!

Continue the story:

- ***Once Maria and Michael reached the porch, they didn't know what to do. Michael couldn't concentrate with the music inside, and Maria was too scared of the bees to work outside.***

Ask students to pat their heads (or perform some other gesture) if they would be more distracted by the bees and to rub their stomachs (or perform some other gesture) if they would be more distracted by the music.

SUMMARIZE FOR STUDENTS:

- *Two people may have different thoughts and feelings about the same topic or situation.*
- *People (and friends) have different things that distract and bother them, and that's okay. Some people like to be indoors to focus, and some people work better outside. In other words, friends may have both similar and different needs.*

Continue the story:

- ***Finally Maria said, "Michael, the buzzing of the bees is bothering me a lot, and I am scared of them too. Could you please try practicing with music again? Give it another chance. First, let's practice calming and settling our minds and bodies. Then let's try***

to practice the movements we've already learned to the music they are playing right now, okay?"

- *Michael was practicing being his best self, so he decided to take a pause, place his hands on his Anchors, and take three deep breaths. He noticed that when he did, he felt a quiet space inside. Even though it was noisy outside, his mind felt calm and settled. So he said, "All right. I'll try." Then they did all the moves together to the music.*

Music

Turn on the song and do the new Twist Sequence to the beat of the music.

Continue the story:

- *When the music stopped, Michael was smiling. He understood what Maria was saying and was able to feel the music and let it guide him. He even thought of another move, and said, "For the last movement, we can pretend to pick up a feeling that we need, like courage. Then we can let the feeling wash over us like water!"*

PICK IT UP



Pick It Up new

Demonstrate Pick It Up pose using the following cues for reference:

1. Begin in Glider pose.
2. Inhale: Think about what you're going to "pick up."

3. **Exhale:** Bending the knees, fold forward while reaching the arms wide, then, swooping arms down in a gathering motion, “pick up” determination, curiosity, confidence, bravery, or whatever is appropriate in context.
4. **Inhale:** Slowly return to standing, bringing that feeling or attitude up over your head.
5. **Exhale:** Dramatize allowing the feeling or attitude to wash over your whole body by swiftly bringing your arms down as if you were allowing water to pour over you.

Continue the story:

- *Maria said, “Yes! Let’s do it,” and at the end, Maria decided to pick up bravery.*

Twist Sequence new

Lead students through the entire Twist Sequence created by Maria and Michael (refer to the previously provided cues for how to do the individual poses/movements):

1. **Begin in Mountain pose.**
2. **Transition to Swaying Palm. Repeat, alternating sides.**
3. **Transition to Trident pose. Repeat, alternating sides.**
4. **Transition to Elbow-to-Knee pose. Repeat, alternating sides.**
5. **Transition to Glider pose and Glider Twist. Repeat Glider Twist, alternating sides.**
6. **Transition to Pick It Up.**
7. **End in Mountain pose.**

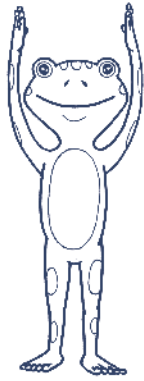
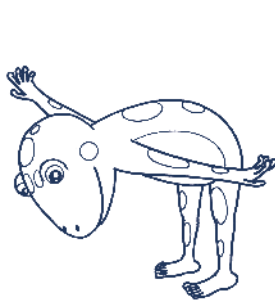
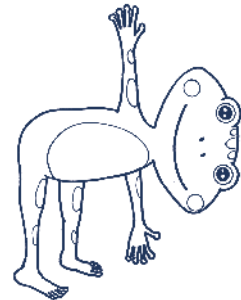
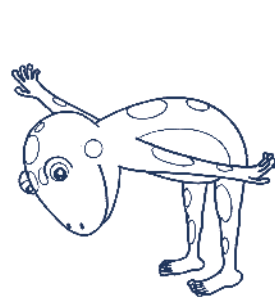
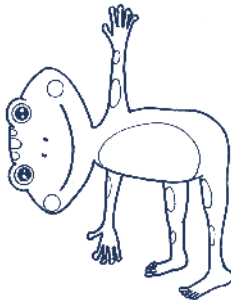
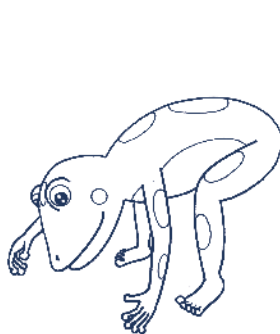
Repeat the sequence again, then continue the story:

- *Michael decided to pick up an open mind.*

Repeat it one final time, encouraging students to imagine picking up any thoughts or feelings they need right now.

Tell the students to take their time going through each pose in the sequence slowing while taking calm, slow breaths. Then continue the story:

TWIST SEQUENCE

**Mountain****Swaying Palm****Trident Twist****Elbow to Knee****Glider****Glider Twist****Pick it Up****Mountain**

- ***Finally, Maria and Michael were happy with their sequence and their friends were done practicing their music. They all realized that they really would like some quiet time, so they did some relaxing stretches and then rested.***

Closing Sequence (UNIT 1, LESSON 1)

Lead students through the Closing Sequence.



REST AND REFLECTION / 5 mins

Invite students to choose between Child's pose, lying on the mat, or another position they find comfortable for rest. Remind students that people may have different needs for what helps them be most focused, quiet, and calm, and that's okay.

As students transition to a Rest pose, ask them to remember what Charlotte was looking for in the story (a quiet place) and how Maria and Michael started and ended their morning in the Moving Storytime (with a quiet pause).

Guide students to find a few moments of calm and quiet.

Allow one to two minutes of silent rest.

Transition back to seated pose and invite students to silently notice what quiet feels like for them.

- *How does quiet feel for your body? Is it comfortable or uncomfortable?*
- *How does quiet feel for your mind? Does it help your mind feel calm and settled or does it make your mind swirl with thoughts and feelings?*

Invite a few students to share, as time allows.

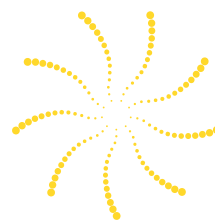
TAKE-HOME PRACTICE

- *With the help of an adult in your home, find a quiet place that you can go to when you need calm and quiet.*



Lesson 2

SOUND OFF



Goal Statement

Students draw their inner quiet place and describe what helps them feel safe and calm. Then, through discussion and Moving Storytime, they explore how one person's needs to feel safe, calm, and focused might be different from another person's needs.

Essential Question

What do people need in order to feel safe and calm?

“I Can” Statement

I can use curiosity to understand what someone needs in order to feel safe and calm.

Key Learning Objectives

Students will know...

- Understanding others' feelings and needs helps them show care and compassion.
- Friends may have similar or different thoughts and feelings about the same situation.

Students will be able to...

- Recognize that what someone else needs to feel safe and calm might be different from what they need to feel safe and calm.
- Describe their internal quiet place.

Materials

- Interactive whiteboard and audio playback device
- The book *Charlotte and the Quiet Place* by Deborah Sosin
- At least 3 songs that elicit different emotions, including the song (with guitar, drum, singing) for the Twist Sequence used in Lesson 1
- Paper (1 piece per student)
- Crayons and/or markers

Preparation/Setup

- Set out the book *Charlotte and the Quiet Place*.
- Preload songs to be used in the Twist Sequence portion of the Moving Storytime.
- Set out the paper and crayons/markers.

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

Calming and Focusing

My Quiet Place

Letting-Go Breath

Rest and Reflection

New Vocabulary

Imagination

Safe

Bravery

CALMING AND FOCUSING / 2 mins

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

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

*MY QUIET PLACE / 18 mins

Repeat the following lines from *Charlotte and the Quiet Place*: “It is quiet at last. It is so, so quiet, Charlotte notices an even quieter place.”

Point out that even though her school, her house, and her neighborhood are noisy, Charlotte remembers: “Wherever she is, whenever she wants, when her world is too noisy, Charlotte simply closes her eyes and travels back to that peaceful place, the place deep in her belly where her breath is soft and even. The place deep in her mind where her thoughts are hushed and low. The quiet place inside.”

Then tell students they will try to imagine creating a **quiet place** inside of them that they can take wherever they go.

Begin by asking students to close their eyes, or if it feels more comfortable for them, to simply look down. Then invite them to imagine traveling to their inner quiet place. Tell them that they can design their quiet place however they like—it can be real or imagined, there are no limitations. They can use their imagination to create a place that would make them feel safe and calm, or they can bring to mind a place from a time they remember feeling safe and cared for. If needed, model this for students by briefly describing your own quiet place as in the following examples:

- *My quiet place is next to a beautiful blue lake. I’ve never been there, but I can see it with my imagination. The sun is always shining there, and I lie down in the grass next to the lake, listening to the sound of the birds in the sky and feeling the warmth of the sun on my skin, etc.*
- *My quiet place is sitting on my porch. I can hear the quiet sounds of people talking and laughing nearby and the hum of the cars passing by. I have good memories of playing with my friends there and sitting next to my family feeling safe and loved. When I want to feel safe and calm, I imagine sitting there on my porch.*

Give students between 30 seconds and one minute to imagine their ideal quiet place. Have them silently signal when they have somewhere in mind.

Then invite them to explore this quiet place in detail. Using the following cues as reference:

- *Take a moment to explore your quiet place in detail.*
- *First pretend that you are slowly turning your head left and right. Notice everything that you see. What does your quiet place look like?*
- *Now focus your attention on what you feel. Are you inside or outside? Is the air warm or cool? What does your quiet place feel like?*
- *And now notice if you hear any sounds when you explore your quiet place—it doesn't need to be silent. Maybe there are sounds that help you feel safe and calm. What does your quiet place sound like?*
- *Now bring your attention to your body. What does your body feel like when you visit this quiet place? What would it feel like to carry this quiet place with you wherever you go, to know that it is there for you any time you might need it?*

Pause after each prompt, allowing students time to reflect. To conclude the visualization, invite students to open their eyes or look up.

Pass out paper and a variety of markers and/or crayons. Then invite students to draw their quiet place. Invite them to include as much detail as possible.

Once students have had time to complete their drawings, invite several volunteers to share. This can be a personal experience, so do not force students to share if they do not care to. Sharing can be done in pairs before volunteers share with the whole group. Emphasize listening with curiosity and kindness and learning about what makes the speaker feel safe and calm.

After the sharing exercise, ask students:

-
- ***What did your body and mind feel like when you visited your quiet place?***
 - ***What do you need in your quiet place so that it feels safe and calm?***
 - ***Did everyone's quiet place look and sound the same?***
 - ***Does everyone need the same thing to feel safe and calm?***
 - ***I could feel safe and calm outdoors in the grass, but what if someone was afraid of bugs—would they feel safe and calm there? What might they imagine as their quiet place?***
-

DIFFERENTIATION

Have students work in pairs, with one partner describing their quiet place while the other draws it. Emphasize listening with curiosity to understand what the describing partner included in their quiet place to feel safe and calm. Ask partners to volunteer to share with the class. Emphasize sharing what they learned about their partner.

SUMMARIZE FOR STUDENTS:

- *When we need a pause, we can use our minds to find a quiet place inside ourselves that feels safe and calm.*
- *What someone else needs to feel safe and calm might be different from what we need to feel safe and calm.*

MOVING STORYTIME / 25 mins**Introduction**

Tell students:

- ***Today, we will repeat the story of Maria and Michael creating their own movement sequence, and then Maria and Michael will present their work to their class.***

While you go through the story, you may summarize where appropriate and stop where appropriate to have the students recall what happened.

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

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

- ***It was morning, and Cat, Cow, and Dog were ready to do their Fresh Start Sequence with Maria and Michael.***

Fresh Start Sequence (UNIT 2, LESSON 1)

Guide students through the sequence several times and then continue the narration:

- ***After they finished, Cat, Cow, and Dog announced that they needed to go practice for their spring music recital. Maria and Michael explained that they needed to stay to do an assignment for school: to create a new movement sequence.***

Sound Check

Have students sit in Easy pose, then continue the story, having the students repeat the sound and movement prompts with you or after you:

- *In one room, Cat, Cow, and Dog tuned their instruments. They tuned their guitar.*

[Play air guitar with guitar noises.]

- *They checked their drums.*

[Play an easy beat on your lap with a final clap of the hands.]

- *And they warmed up their voices*

[Go from low to high and high to low with meows, moos, and woofs.]

- *In the other room, Maria and Michael were sitting and thinking of ideas for their new movement sequence.*

Thinker

- *Model sitting in a thinking posture, like Rodin's sculpture The Thinker. Then continue the story:*
- *"Okay, let's share ideas!" said Maria.*
- *Michael frowned, because he had no ideas. He said, "It's so difficult to think with all the noise that Cat, Cow, and Dog are making."*
- *Maria, on the other hand, said, "Really? It didn't bother me at all! Music makes me want to dance, so their music actually gave me some good ideas. The guitar made me think of swaying my arms..."*

Swaying Palm (UNIT 4, LESSON 1)

Lead students through the Swaying Palm movement from Lesson 1 of this unit, and then continue:

- *"...and when they sang the scales, I thought of doing some twists."*

Trident (UNIT 4, LESSON 1)

Lead students through the Trident movement from Lesson 1 of this unit, and then continue:

- *Michael, however, was having a really hard time paying attention to Maria's moves, because Cat, Cow, and Dog kept practicing their*

meows and moos and woofs.

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

Lead students through the poses, having them inhale on each pose, and make the corresponding animal sound as they exhale, then continue:

- *Michael's mind was Swirling.*

Swirling (UNIT 3, LESSON 1)

Lead students through the Swirling movement from Unit 3 and then continue:

- *He yelled, "I don't want to do this anymore!" and he stomped his feet.*

Model stomping your feet and crossing your arms, then continue:

- *Michael was getting really frustrated and Maria noticed this. Maria could tell that Michael's mind was swirling with uncomfortable thoughts and feelings. Since they weren't near the Pause Place mat, Maria encouraged Michael to pause and find his quiet place inside.*
- *Maria and Michael took three, deep Letting-Go Breaths together*

Letting-Go Breath (UNIT 3 LESSON 6)

Lead students through three Letting-Go Breaths with one hand on the heart and the other on the belly. Then continue the story:

- *Michael felt a little less frustrated, and his mind felt more calm and settled. He said, "Maybe we can find another place to work on our movement. Outside, maybe?"*
- *"Good idea!" said Maria.*
- *So Maria and Michael walked outside.*

[Walk in place.]

- *They found a nice spot near a tree.*

Tree (UNIT 3, LESSON 4)

Lead students through Tree pose and then continue:

- *Maria showed Michael the moves she made up.*
- *Finally Michael got an idea. “Oooh,” he said, “then we can do this!”*

Elbow-to-Knee (UNIT 4, LESSON 1)

Lead students through Elbow-to-Knee movement. Then continue:

- *Cool!” said Maria. “And then what about this?”*

Glider (UNIT 4, LESSON 1)

Lead students through Glider pose. Then continue:

- *Maria and Michael were happy with their progress and had sat down to think of more poses...*

Thinker (UNIT 4, LESSON 1)

Model a Thinker pose. Then continue:

- *...when they heard a bzzz sound. Maria looked around and saw lots of bees.*
- *She said, “Those bees are frightening, and so annoying! I don’t want to stay here! I’m not feeling very brave.” Then she ran back inside the house.*

[Jog in place.]

- *Once Maria and Michael reached the porch, they didn’t know what to do. Michael couldn’t concentrate with the music, and Maria was too scared of the bees to work outside.*

Let’s Reflect!

Remind students that friends may have both similar and different feelings and needs (points of view), and that’s okay. Then ask them to describe what Michael felt and needed in order to concentrate and what Maria felt and needed in order to feel calm and focused.

- *Finally Maria said, “Michael, the buzzing of the bees is bothering me a lot, and I am scared of them too. Could you please try practicing with music again? Give it another chance—just listen to the music with an open mind! Let’s try to practice what we’ve already learned to the music they are playing right now, okay?”*
- *Michael was practicing being his best self by showing care for himself and others. He decided to pause, place his hands on his Anchors, and take three deep breaths. He noticed that when he did, he felt a quiet space inside. Even though it was noisy outside, his mind felt calm and settled.*
- *Then he noticed that when his mind was calm and settled it was easier to understand his own point of view as well as Maria’s point of view.*
- *So he said, “All right. I’ll try.” Then they did all the moves together to the music.*

Music

Turn on the first song and do the sequence they created to the beat of the music. Then continue:

- *When the music stopped, Michael was smiling. He understood what Maria was saying and was able to feel the music and let it guide him. He even thought of another move. “For the last part we can pretend to pick up something that we need and let it wash over us!”*

Pick It Up (UNIT 4, LESSON 1)

Lead students through the Pick It Up movement.

Then ask them:

- *How does understanding different points of view help us show care and compassion for ourselves and others?*

Twist Sequence (UNIT 4, LESSON 1)

- *Maria said, “Yes! Let’s do it.”*

Do the Twist Sequence and then continue:

- *Maria decided to pick up bravery.*



DIFFERENTIATION

Help students notice that when Michael practiced calming and settling his mind, he was able to understand his own point of view and Maria’s point of view.

Repeat the sequence again and continue:

- ***Michael decided to pick up an open mind.***

Repeat the Twist Sequence one final time, encouraging students to imagine picking up any feelings or attitude they need right now and reminding them to take their time going through each pose with calm, slow breaths.

Musical Presentation

NOTE To conclude the story, you will lead students in a creative movement activity, encouraging them to let music inspire them in how they pace and perform their Twist Sequence.

Tell students:

- ***Today, Maria and Michael presented the sequence to the class with different kinds of music, allowing the music to move them as they went. Let's try the sequence to different songs too.***

Do the Twist Sequence accompanied by two or three different songs eliciting different emotions, and have students notice what kind of movements they do depending on the kind of song. Have them notice how the music makes them feel.

Let's Reflect!

Ask questions that encourage students to see differing thoughts and feelings about the music. Example questions:

-
- ***Which song was your favorite?***
 - ***Did everyone like the same song?***
 - ***Does music make you want to dance?***
 - ***Does it make everyone want to dance?***
-

SUMMARIZE FOR STUDENTS:

- *Friends may have both similar and different thoughts and feelings about the same situation, and that's okay.*
- *Understanding what others might think and feel and need (different points of view) helps us show care and compassion.*

Closing Sequence (UNIT 1, LESSON 1)

- ***Finally, Maria and Michael were happy with their presentation and were tired. They all realized that they really would like some quiet time, so they did some relaxing stretches and then rested.***

Lead students through the Closing Sequence.



REST AND REFLECTION / 5 mins

As students transition to a Rest pose, ask them to remember what Charlotte was looking for in the story (a quiet place) and how Maria and Michael end their morning in the Moving Storytime (quiet rest). Invite students to recall their own internal quiet place and to take a few minutes to travel there in their minds.

Help students imagine their quiet place in detail using the following cues as reference:

- *Take a moment to explore your quiet place in detail.*
- *First pretend that you are slowly turning your head left and right. Notice everything that you see. What does your quiet place look like?*
- *Now focus your attention on what you feel. Are you inside or outside? Is the air warm or cool? What does your quiet place feel like?*
- *And now notice if you hear any sounds when you explore your quiet place. What does your quiet place sound like?*
- *Now bring your attention to your body. What does your body feel like when you visit this quiet place?*
- *Notice how easy it is to visit this quiet place. It is with you all the time. You can visit as often as you'd like.*

Allow one to two minutes of silent rest.

TAKE-HOME PRACTICE

- *Describe your inner quiet place to someone in your family or community. Ask them to describe what their inner quiet place would look, sound, and feel like. Listen with curiosity and kindness.*

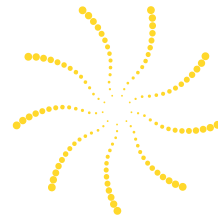
TEACHING TIP



End the lesson by leading the students in making the breathing sounds that Charlotte makes and then transition into the Calming breaths they usually do. Ask them to close their eyes and feel the quiet in their bodies and minds.

Lesson 3

HOME COOKING



Goal Statement

Students explore what curiosity feels like and how being curious can help them try new things as well as learn about other people. Then they use curiosity to try a new food.

Essential Question

What does curiosity feel like?

“I Can” Statement

I can use curiosity to experience something new.

Key Learning Objectives

Students will know...

- Curiosity can help them notice their own experience when they try new things.
- Curiosity can help them learn about other people.
- Eating protein is one way they can show care and compassion for their bodies.

Students will be able to...

- Describe what curiosity feels like.
- Use curiosity to try a new food.

Materials

- Interactive whiteboard
- The story *Charlotte and the Quiet Place* by Deborah Sosin
- Hummus or other spreadable food
- Crackers, pretzels, or carrot sticks (1–2 per student)
- Plastic knife
- Napkins or paper towels
- Images of prepared animal proteins, such as chicken and hamburgers, if desired
- Image of chickpeas, if desired
- Images of prepared legume dishes, such as lentils and split pea soup, if desired
- Image of a world map, or a globe, to point out the Middle East and Egypt
- Images from protein food group (meat, dairy, and fish only)
- Images from fruit/vegetable group (e.g., greens, oranges, and cruciferous foods)
- Images of legumes (e.g., kidney beans, lima beans, black-eyed peas, garbanzo beans, split peas, lentils)

Preparation/Setup

- Set out the book *Charlotte and the Quiet Place*.
- Preload the images of the food items and the world map.
- Prepare 1-2 crackers, pretzels, or carrot sticks with hummus for each student and place each on a napkin for distribution.

New Mindful Movements

Poses

Three-Legged Dog
Side Plank

Sequences

None

Mindful Moments

Calming and Focusing
Anchors
Mindful Eating
Rest and Reflection

New Vocabulary

Curious
Oven or stove
Favorite
Protein
Plant-based
Hummus
Like/dislike

CALMING AND FOCUSING / 2 mins

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

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



*MOVING STORYTIME / 18 mins

Introduction

NOTE Have students do the Mindful Movement before the eating activity in this lesson as eating is best done after movement.

Tell students:

- *Today we’re going to explore some familiar poses and learn some new ones. We’re going to use curiosity to notice how our bodies and minds feel in the poses. Curiosity can help us notice what we experience and how we feel when we try new things, and curiosity can help us learn about other people.*

TEACHING TIP



Have students use thumb signals to show whether they like the pose, don’t like the pose, or are somewhere in between. If students tend to agree about their preferences, consider presenting a different opinion from your own perspective.

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

During the movement practice, pause occasionally to prompt students to use their curiosity to identify their own feelings and preferences (point of view) related to the movements and to learn about others’ perspectives. Example questions:

- *What do you like about this pose? What do you dislike? Why?*
- *What feels comfortable about this pose? What feels uncomfortable about this pose?*
- *Does everyone think and feel the same way about the pose?*

Mountain or Easy Pose/Anchors

(UNIT 1, LESSON 1/UNIT 3, LESSON 1)

Lead students through Mountain or Easy pose with their hands on their Anchors.

Have students take a few Calming breaths with their hands on their Anchors, noticing how their bodies move with their breath. See if they remember how they felt about using their Anchors when they first learned them and how they feel about them now.

Mountain/Sunrise (UNIT 2, LESSON 1)

Lead students through the Mountain/Sunrise sequence. Repeat it three times.

Twist Sequence (UNIT 4, LESSON 1)

Lead students through the Twist Sequence. Repeat it three times.

At the appropriate time have students pick up curiosity and then take a deep breath.

Ask the students:

-
- *How does curiosity make you feel?*
 - *What do your mind and body do when you are curious?*
-

[OPTIONAL] Tree (UNIT 3, LESSON 4)

If desired, lead students through Tree pose.

Fresh Start Sequence (UNIT 2, LESSON 1)

Lead students through the Fresh Start Sequence one to two times.

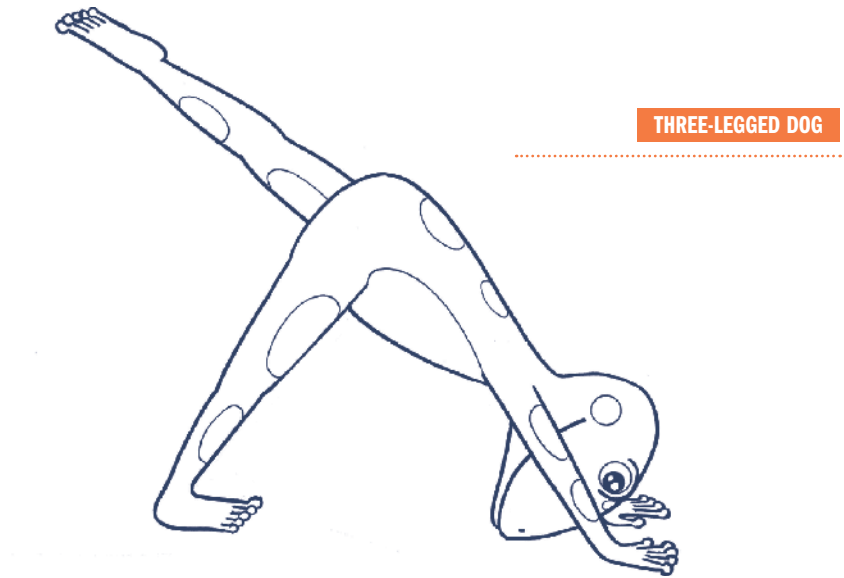
Fresh Start Sequence with Three-Legged Dog new

NOTE Take some extra time to introduce this and the next new pose (Side Plank), reminding students to give these new poses a chance, to be curious when exploring the poses, and to remember that it may take practice before they begin to like them. Especially for K–1 students, emphasize that they should focus on copying your movements and attempting the posture, not on getting it right.



DIFFERENTIATION

Have students ask the person next to them what they like and dislike about this pose and why they feel that way. What is similar to your own feelings? How do they experience the pose differently from you? Can you see it from their point of view?



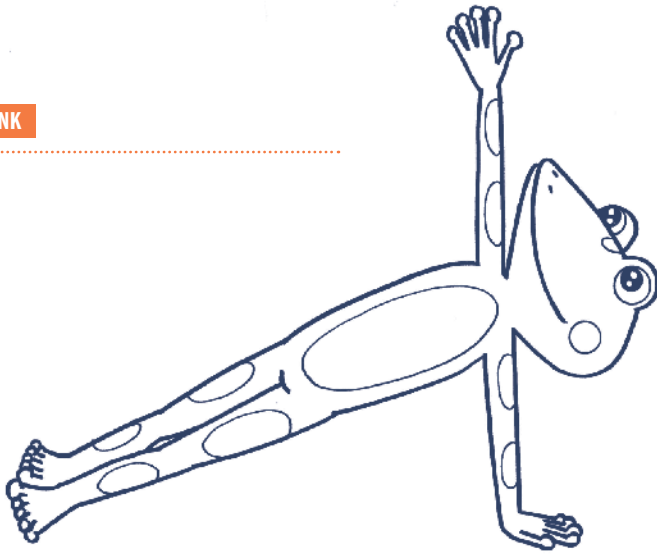
THREE-LEGGED DOG

Guide students through the sequence, adding the new pose Three-Legged Dog after Dog by modeling the movements. Use the following cues for Three-Legged Dog as reference:

1. [From Dog pose] Bring your feet together, making sure your palms are on the ground and your fingers are facing and stretching forward.
2. Inhale: Lift up your right foot without twisting your hip out (keeping your hips parallel to the floor; your leg doesn't need to be high in the air).
3. Exhale: Hold it there.
4. Inhale: Press down through your hands and stretch long through your right heel.
5. Exhale: Bring the right foot forward between your hands.
6. Inhale: Bring the left foot to stand next to the right foot and lift to Monkey.
7. Exhale: Relax your head and torso to hang over your legs.
8. Inhale: Sunrise.
9. Exhale: Sunset to Mountain pose.

Repeat Fresh Start Sequence lifting the alternate leg during Three-Legged Dog. Depending upon the strength of the students you can also alternate legs while in the pose.

SIDE PLANK



Fresh Start Sequence with Side Plank new

Guide students through the sequence, adding the new pose Side Plank after Plank by modeling the movements. Use the following cues for Side Plank as reference:

1. Begin in kneeling version of Plank pose.
2. Inhale: Check that your shoulders are stacked above your wrists and then stretch the fingers on your right hand to spread them out like starfish and shift your weight onto that arm.
3. Extend your left leg, reaching your heel back.
4. Roll your body to the right, keeping your right knee and shin on the ground for support, and allowing the right foot to angle behind you perpendicular to the left leg.
5. You can either keep your left hand on your hip or bring it up to the sky.
6. After taking a breath there, come back to Kneeling Plank and repeat Side Plank on the other side.
7. [From Plank] Check that your shoulders are stacked above your wrists and then stretch the fingers on your right hand to spread them out like starfish and shift your weight onto that arm.
8. Put your left foot on top of your right heel or beside it.
9. Roll your body to the right, and balance on the outer edge of your right and left foot.
10. You can either keep your left hand on your hip or bring it up to the sky.

- 11.** After taking a breath there, come back to Plank and repeat Side Plank on the other side.
- 12.** Try variations to find the version that feels right for your body. If desired, start from Kneeling Plank and keep your right knee and shin to the ground to help balance. You may also use the elbow and forearm to prop up the body instead of the hand.

Closing Sequence (UNIT 1, LESSON 1)

Lead students through the Closing Sequence.



WHAT'S COOKING? / 5 mins

Show students the illustration of Charlotte's kitchen from the book *Charlotte and the Quiet Place*. Ask students what they think is in Charlotte's kitchen that the picture doesn't show. When they guess oven or stove, tell them that there is also the yummy smell of food cooking, even though they can't see it.

Invite students to close their eyes and imagine the smell of their favorite food that they eat with their families. Imagine it is cooking or being prepared right here without naming what it is. To help them imagine, slowly give them cues as they are thinking. For example, ask them to think about what they are smelling (meat, vegetable, bread); when they might be eating it; whether it smells sweet or spicy. Then ask students to visualize while they model stirring the pot, rubbing their bellies, licking their lips, or other similar movements.

After a minute or so, ask students to name the food they imagined. Encourage them to listen with curiosity to learn about what their classmates like to eat with their families.

★ DIFFERENTIATION

Work in the names of the food groups, emphasizing protein in particular.

TASTE TEST / 20 mins

Tell students they are going to get to try a food that might be new to them today.

Project or hold up images of the prepared animal and plant-based proteins and ask students if they think these foods are kinds of dairy food, fruits, or proteins (if they know of which food group these are examples).

Then tell them that their bodies have more protein than any other nutrient

(except water) and that their hair, skin, eyes, muscles, and organs are all made from protein. Protein also gives them energy. (Have students touch their hair, rub their skin, blink their eyes, flex their biceps, and feel their heartbeats while talking about protein.) Use the images to point out the plant-based proteins.

Tell students today's new food is a favorite of some people, and they may like it too. If desired, show an image of the world or use a globe to point out that many people where they live eat hummus, which was originally eaten in Middle Eastern countries and Egypt. Tell students that even if they have eaten the food we're trying today, they can pretend they are trying it for the first time.

Invite students to place their hands on their Anchors. Then distribute hummus-topped crackers with napkins; remind students that they should look at the hummus but not eat it.

Use the Mindful Eating instructions in the Practice Guide to lead students, having them move slowly from closely examining the food (e.g., looking at the food, smelling it, taking a very small taste of it with the tip of the tongue, etc.) to taking a small bite of the cracker.

After the students have had the opportunity to eat the hummus, ask questions such as:

-
- ***Who [really liked, kind of liked, didn't like, or really didn't like] the hummus? (Ask them to show you their thumbs to indicate each degree of preference—thumbs up, thumbs sideways or thumbs down.)***
 - ***Why did you like it or dislike it?***
 - ***Why do you think some of your friends like hummus [more, less] than you do?***
 - ***Is it okay for us to like different foods? To have different feelings about the same food?***
 - ***How can curiosity help us try new foods?***
-

Ask students to put up 10 fingers, modeling this, and tell them that it can take trying a new food up to that many times before their tastes change and they begin to like it. (Depending on the readiness level of the students, you might differentiate between what it means to *tolerate* and what it means to *like* a taste.) Tell them that our tastes often change and even adults can try new foods and learn to like new things.

Remind students of some of the benefits of eating protein and then ask:

-
- ***Is eating protein one way you can show your body care? Why or why not?***
-

TEACHING TIP



Be sure students' hands are clean by reminding them to wash them or provide hand sanitizer to use before passing out the food.

SUMMARIZE FOR STUDENTS:

- *Eating protein is one way we can show care for our bodies to be our best selves.*
- *Curiosity can help us try new things and grow our minds. When we try new things, we learn about ourselves and the world and people around us.*



REST AND REFLECTION / 5 mins

Have students choose between Child's pose or lying on the mat in a Rest pose. Remind students of Charlotte's search for quiet and encourage them to visit their inner quiet place while they rest.

Allow one to two minutes of silent rest.

As students return to a seated position, invite them to silently recall what curiosity feels like.

Then, ask them how curiosity might help them in situations outside of class. Invite a few students to share.

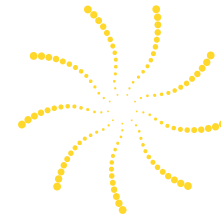
TAKE-HOME PRACTICE

- *Notice when you're feeling curious. What can curiosity help you do?*



Lesson 4

APPRECIATING OTHERS



Goal Statement

Students learn that others need to feel noticed, valued, and appreciated. They practice sharing words of appreciation and compliments.

Essential Question

How do I show others that I appreciate and value them?

“I Can” Statement

I can use my words to express appreciation for someone.

Key Learning Objectives

Students will know...

- Everyone needs to feel valued and appreciated.
- Giving and receiving compliments, appreciations, and other kind words can help people to feel safe, cared for, and valued.

Students will be able to...

- Identify positive attributes of other students.
- Express compliments and appreciations to other students.

Materials

- [Optional] Create cards with sentence starters for students' appreciations

Preparation/Setup

- [Optional] Load digital versions of sentence starters for students' appreciations or hang them somewhere students can see them.

New Vocabulary

Voices
Compliment
Appreciation
Gratitude/Thankfulness
Valued
Admire

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

Calming and Focusing
Kind Mind (for Self)
Kind Mind (for Others)
Rest and Reflection

CALMING AND FOCUSING / 5 mins

Before today's Calming and Focusing practice, model sharing kind words with the class, using the following prompts:

- *I see/I notice(d) that this class _____ (notice a specific strength, positive behavior or attribute that you recently observed).*
- *I appreciate this class because _____ (give an appreciation for something about this class for which you personally feel grateful).*
- *You all are important to me because _____ (give a reason why you value them).*
- *While students have their hands on their Anchors, lead them in briefly checking in with how they feel after hearing those kind words. Ask a few students to share.*

Proceed with the 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.

KIND VOICES / 20 mins

Ask students:

- *If you were walking through our school, what sounds would you hear no matter where you are, as long as there are people?*

Once students name voices, ask them to identify some ways in which we use our voices (e.g., groaning, crying, laughing, yelling, speaking, singing).

For each vocalization that is named, ask the students if it makes them feel comfortable or uncomfortable inside, and give students an opportunity to see how others respond. For example, ask students how a child screaming, laughing, or crying might make them feel, and then how hearing someone say, "Go away," "Thank you," or "You are my friend" might make them feel. Observe that depending on what someone says, we might feel comfortable or uncomfortable.

Ask students if there is any way they can use their voices that shows kindness and care to others. Guide students to focus on the idea of giving kind words, such as compliments and appreciations, by asking questions such as:

TEACHING TIP



If students are not ready to listen at the beginning of the lesson time, do the Focusing practice first, then give the kind words before the Calming practice. This way, students can still check in a notice how they feel after your kind words.

-
- ***What does it mean if I give you a compliment? (Be prepared to give compliments to students in order to clarify the meaning.)***
 - ***What does it mean for me to give an appreciation? (to express thankfulness, gratitude about someone)***
 - ***When someone notices something you've done or gives you a compliment, how does that usually make us feel? How does it feel when someone tells you they appreciate you or that they are thankful for you?***
-

List some of the ways that kind words can make people feel, emphasizing that they can make people feel seen/noticed, appreciated, valued/important (in addition to other feelings students mention).

Ask students:

-
- ***Do you think everyone needs to feel this way?***
 - ***If someone didn't feel appreciated and valued, do you think they would feel safe?***
 - ***Would they feel like their best self? Would they want to be a part of this class?***
-

Lead students through the following circle game:

- Prepare students to share appreciations or compliments with each other by moving to a circle.
- Guide students to take a moment to notice the two people sitting next to them. Invite them to close their eyes while they quietly think of something they admire or appreciate about the two people sitting next to them (something the student likes about each person; something each person does well; something they are thankful for with respect to each person; some reason each person is important).
- With students seated in a circle, play a game in which all of the students clap their hands and slap their legs in a rhythm together as compliments and appreciations are spoken around the circle (you may also substitute another sound). For example, have all students perform the rhythm ***clap, clap, slap, slap, clap, clap, slap, slap*** before each student takes a turn speaking aloud an appreciation to the neighbor on their left. The student receiving the kind words should acknowledge by saying ***thank you***.
- In between each turn ask all of the students to create the rhythm again. Any variation in which students practice giving appreciations/compliments out loud will work. Each student should have a chance to practice. If time allows, continue the circle game by asking students to reverse the order in the circle (or mix up the seating arrangement).

TEACHING TIP



Students at this age will tend towards complimenting others clothing, etc., and that is expected. Encourage balance in kind words about what is visible outside and what you know about a person on the inside. Consider displaying sentence starters as a way to help students generate more meaningful appreciations.

Examples:

You are important because _____.

I appreciate you _____.

I notice that you _____.

**TEACHING TIP**

Create an anchor chart with kind words to refer to throughout the year. Include sentence starters for words of appreciation and compliments.

MINDFUL MOVEMENT / 15 mins**Introduction**

Explain that during Mindful Movement time today, they will practice kindness and compassion toward themselves and others by practicing kind thoughts through Kind Mind practice.

Twist Sequence (UNIT 4, LESSON 1)

Tell students:

- *Let's see if we can bring in some caring and kindness for our friends/classmates while we practice.*

Let students know that they will do the Twist Sequence and pick up kind words for their class at the end. Example: May we all feel happy!

If time allows, consider running through the Twist Sequence several times, letting students generate kind words to pick up as a class.

[OPTIONAL] Tree (UNIT 3, LESSON 4)

If desired, lead students through Tree pose.

Fresh Start Sequences with Three-Legged Dog and Side Plank (UNIT 4, LESSON 3)

Lead students through the sequence including the two additional poses introduced in Lesson 3. Repeat if desired.

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

Have students give themselves a hug or place their hands on their Anchors to

repeat the Kind Mind (for Self) practice from Unit 3. Use the words “*May I be happy; May I be healthy and strong; May I learn and have fun today; May I feel loved and cared for.*”

Consider using the following script to guide the Kind Mind (for Self) 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 whisper to repeat after me one time. Then silently repeat them to yourself, letting them sink in for a moment.*

May I be happy.
May I be healthy and strong.
May I learn and have fun today.
May I feel loved and cared for.

- *Notice what it feels like to speak kindly to yourself. Practicing Kind Mind is a way to treat yourself with care and compassion.*

TEACHING TIP



You may consider having the class come up with ideas for kind thoughts to use in addition to the ones listed in the lesson.

Ask students how it feels when they say these kind words to themselves. Ask them if they also want their classmates to be happy, to be healthy and strong; to learn to have fun today; to feel loved and cared for.

SUMMARIZE FOR STUDENTS:

- *Everyone needs to feel happy; to feel healthy and strong; to learn and have fun; to feel loved and cared for.*
- *We want all of our friends/ classmates/community members to have what they need.*

Kind Mind (for Others)

To help students feel genuine care and connection with others, set up this practice so that students are focusing their kind thoughts on other students in the class. You might split the class in two and do the activity twice, once with the focus on one half of the class and once with the focus on the other half. Alternatively, you can randomly choose a small group of students to be the focus. If you do this, make sure to keep track and repeat the activity in enough lessons so that everyone gets a chance.

Tell students:

- *If we want to grow our kindness and compassion, we can teach our minds to think kind thoughts about others. Let's try a Kind Mind practice where we use these kind words for others.*

Guide students to Easy pose, with hands on Anchors, or hands over their hearts. Invite students to look toward the other students who are the focus of the practice. Then lead the practice:

- *Today we are practicing kind thoughts for [our classmates]. Remember that just like you, they also want to be treated with kindness and compassion. Let's practice that now.*
- *I'm going to say a kind thought out loud. After I say the words out loud, whisper to repeat after me.*

May you be happy.

- *Notice what it feels like to think kind thoughts for others.*

Continue having students repeat after you, using the following phrases (and any other phrases the class came up with):

May you feel healthy and strong.

May you feel loved and cared for.

May you learn and have fun today.

After practicing Kind Mind (for Others), guide students through a reflection. Example questions:

-
- *How did it feel for you to say kind words?*
 - *How do you think it felt for your fellow students to listen to your kind words?*
-

SUMMARIZE FOR STUDENTS:

- *Everyone wants to feel kindness from others.*
- *Practicing Kind Mind (for Others) helps our minds to remember to be kind.*

Closing Sequence (UNIT 1, LESSON 1)

Lead students through the Closing Sequence.



REST AND REFLECTION / 5 mins

Have students get comfortable in a Rest pose. Then say:

- *Picture someone in your mind that you feel thankful for today. Imagine telling them that you appreciate them or maybe giving them a hug. Notice what it feels like inside to be thankful and appreciate someone.*

Allow one to two minutes of silent rest.

As students return to a seated position, remind them that there are many types of kind words that friends can share with each other:

- *Compliments let others know we admire them or like something about them. Appreciations let others know we are thankful for them. Kind words let others know we care for them and they are important to us.*

After rest, offer a compliment, a message of appreciation, or a few kind words to the whole group as a way to close.

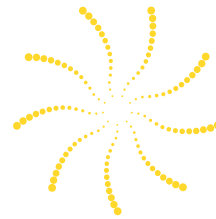
TAKE-HOME PRACTICE

- *Share a compliment or appreciation with someone. Notice what feelings come to visit when you do so.*



Lesson 5

OUT AND ABOUT



Goal Statement

Students practice curiosity to explore what characters think, feel, and need in Moving Storytime. They also practice thinking kind thoughts to grow their own kindness and expressing kind words to let others know they care.

Essential Question

How do I let others know I care about them?

“I Can” Statement

I can demonstrate how to use my mind and my words to grow kindness and appreciation for others.

Key Learning Objectives

Students will know...

- Curiosity can help them understand what someone might be thinking, feeling, or needing.
- Paying attention with kindness and curiosity lets others know you care about what they think, feel, and need.
- Practicing kind thoughts and kind words will help them grow their appreciation and compassion for others.

Students will be able to...

- Identify what a character thinks, feels, or needs (understand a character's point of view).
- Practice kind thoughts.
- Practice kind words and appreciations.

Materials

- Interactive whiteboard or audio player device
- The story *Charlotte and the Quiet Place* by Deborah Sosin
- The “Wheels on the Bus” song or video
- Photos depicting imagery from a city to hang all around the room (buildings, people, animals, etc.)

Preparation/Setup

- Set out the book *Charlotte and the Quiet Place*.
- Hang up or set out pictures of the city that students can look at and point out while doing the All Sides of the Story Sequence.
- Preload the “Wheels on the Bus” song or video, if desired.

New Mindful Movements

Poses

None

Sequences

All Sides of the Story

Mindful Moments

Calming and Focusing
Letting-Go Breath
Mindful Walking
Kind Mind (for Others)
Rest and Reflection

New Vocabulary

City
Perspective/point of view
Skyscrapers
Billboards
Advertisements
Subway
Overwhelmed

CALMING AND FOCUSING / 2 mins

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

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

MOVING IN THE CITY / 13 mins

Bring the students together in a group to reread the parts of *Charlotte and the Quiet Place* that take place in Charlotte's neighborhood, the park, and the grove. Tell students that today they will be exploring Maria and Michael's city, where they will also hear many new sounds.

Ask students what they might see in the streets of a city. Notice when they guess cars, trucks, buses, and the like, and then lead them in a brief game of Red Light, Green Light.

- Have students form a line on one side of the room and choose a student to be the traffic leader. Remind students of the rules and that they have to *pay attention to what the traffic leader can see* (the traffic leader's perspective/point of view) *in order to be successful*. (If the traffic leader says "red light" and turns around, they have to freeze before the leader sees them moving.)

Increase the activity level by having students hop or jump instead of walking. Anyone who is caught by the traffic leader runs/jumps/skips back to the starting line and starts again. Monitor for opportunities to model appreciations/compliments for the class or to take a pause and use Best Self Strategies from Unit 3.



MOVING STORYTIME / 30 mins

Introduction

Tell students that today's Moving Storytime will be about Maria and Michael moving away from their mountain home to live in a big city.

TEACHING TIP



To engage students, use the name of your own or a nearby city. Let them be curious about what school Maria and Michael might attend or in what neighborhood they might live.

Remind students that while you tell them the story, they are to follow your movements and do what you do.

Easy Pose (UNIT 1, LESSON 2)

Have students sit in Easy pose, as you begin the story:

- *Maria and Michael have packed their bags and are moving to the big city.*
- *Maria and Michael are sad to leave behind Cat, Cow, and Dog, but they promise to come back and visit.*

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

Lead students through Cat/Cow and Dog poses. Then continue the story.

- *Cat, Cow, and Dog encourage Maria and Michael to do the Fresh Start Sequence to ensure a fresh start to their long travels ahead.*

Fresh Start Sequence (UNIT 2, LESSON 1)

Lead students through the Fresh Start Sequence. Then continue the story.

- *After they finish the Fresh Start Sequence, Maria and Michael wave goodbye. They are sad to leave their friends, but they are excited and also a little nervous to see their new home in the city. They get on a train.*

Train

Have students create a Train by going around the room as a class and making “choo-choo” sounds.

Continue the story.

- *First they pass many big, tall, steady and still Mountains.*

Mountain (UNIT 1, LESSON 1)

Wherever they are in the room, have students stop and stand in Mountain pose. Then continue the train as you continue the story:

- *Then they passed many forests of beautiful Trees.*

Tree (UNIT 3, LESSON 4)

Wherever they are in the room, have students stop and do Tree pose. Then continue the train until students are back to their original places.

Continue the story.

- *But soon, there are no more Trees and no more Mountains, and Maria and Michael start to feel a little more sad.*
- *They remember that when they are sad, it helps to spend a little time in Child's pose, so they curl up in Child's pose, close their eyes and take a few Letting-Go Breaths. It helps them to feel a little better.*

Child's Pose (UNIT 1, LESSON 1)

Guide students into Child's pose.

Then continue the story:

- *When Maria and Michel open their eyes, they look through the window and see tall skyscrapers.*

The City

Have students stand up and then on their toes as they reach their hands up as high as possible. Continue narrating:

- *Ahead they see many flashing lights, billboards, and advertisements.*

Have students bring down their arms, closing and opening their hands like flashing lights. Continue narrating:

- *Finally, they arrive in the big city, and they are super excited!*
- *They get off the train, stretch out their arms from one side to the other, and look around.*

Twist Sequence (UNIT 4, LESSON 1)

Lead the students through the Twist Sequence a few times, calling out some of the things they may see in a big city (people wearing flashy, colorful clothing; cars honking loudly; lots of advertisements; musicians playing in the street; and subway signs).

Continue narrating:

- *Twisting and turning they look at everything that is around. There are so many new things to see and experience that it makes their mind swirl! So they decide they need to pick up some bravery.*

Have students pick up bravery or anything else the students think could help Maria and Michael. Continue narrating:

- *Maria and Michael still feel overwhelmed and nervous about being in a new place, but they know that soon Aunt Zazu will meet them at the train station. Meanwhile, they remember what Mr. Montana taught them to do when their minds are swirling: They take a pause and a few Letting-Go Breaths.*

Letting-Go Breath (UNIT 3 LESSON 6)

Lead students in three deep Letting-Go Breaths. Then continue the story:

- *[Optional] Have them take Letting-Go Breaths with the Mind Jar or suggest other ideas for what Maria and Michael can do when they feel overwhelmed.*
- *And as they finish three breaths, they feel a little calmer but still nervous. They see Aunt Zazu! Let's say, "Hi, Aunt Zazu!" and wave.*

Have the class repeat "Hi, Aunt Zazu" and wave. Then continue narrating:

- *Maria and Michael's Aunt Zazu really cares about them, and she looks at them with curiosity and kindness. She notices that Michael is gripping tight to his bag, looking at her with wide eyes, and that Maria is shifting side to side, fidgeting with her shirt, and looking down at the ground.*

Pause, and then say to the students:

- *Imagine you saw Maria and Michael. What would you think they were feeling? How would you know? What might they need to feel*

more safe and calm?

- *Aunt Zazu wasn't feeling nervous at all. In fact she felt very excited and happy to see them, but she could tell that they did not feel the same way she did.*
- *Aunt Zazu asked Maria and Michael what they needed in order to feel safe and calm. They told her that they usually go for a walk outside when they feel nervous or overwhelmed, and that helps them to feel safe and calm. Aunt Zazu decided to teach Maria and Michael a new activity called Mindful Walking to help them get comfortable with their new city. They practiced Mindful Walking on their way to the bus stop and began to feel more curious.*

Mindful Walking

Lead students in Mindful Walking, either on their mats or in a line around the room, giving the following cues as you walk:

- *We can walk mindfully by slowing down our pace, noticing each step we take. Don't forget to breathe!*
- *See if you can feel your feet on the ground, feel how your toes and your heels take turns touching the ground, and feel how you push off of your back foot.*
- *Notice how walking feels in the rest of your body. What happens to your legs, your chest, your arms, and your head?*
- *While they walked, Maria and Michael paid attention to all their senses. They noticed how the cement felt on their shoes. They noticed how the city smelled. They noticed all the busy sounds, paying attention to their senses with curiosity.*

Have the students share their experience of their own or another city—how the cement feels, how the city smells and sounds, etc.

Bus

- *Finally they made it to the bus stop. Their bus was waiting there for them! What kind words might they say to the bus driver? They said hello to the driver as they got on the bus...*

[Wave hello.]

- *...and paid their fare.*

TEACHING TIP



To engage students in Mindful Walking, emphasize the idea of being curious, like a detective or a scientist. What can you discover about walking? How would you describe walking to a young child who was just learning? Model curiosity and discovery for your students. You might say things like, “Wow, I think I can feel all of my toes touching the floor” or “When I start to lift my foot up, it almost feels like I’m floating.”

Have the students sit in Easy pose and then continue:

- *Then, the bus began to travel around the city, moving through the town, and Maria and Michael experienced a lot of new sights and sounds: The bus was crowded with people, and they heard people talking, babies crying, and cars honking.*
- *What else do you think they might have seen and heard on the bus?*
- *Maria and Michael had a good time on the bus.*

> **OPTIONAL:** Say: “And they learned a new song!” Then play or sing “Wheels on the Bus” with the students, doing motions and sounds for all the different parts.

- *When the bus came to their stop, Maria and Michael felt so grateful to the bus driver for driving them and getting them safely to where they needed to be. They said thank you to the bus driver as they got off and offered him kind words of appreciation.*

Ask the students what kind words they could offer the bus driver. Offer a few kind words to the bus driver together with the class. If needed, suggest using the prompts from the last lesson (Unit 4, Lesson 4, Kind Voices activity) to generate ideas for appreciations/kind words.

Now ask students: What do you think the bus driver was thinking and feeling?

All Sides of the Story Sequence

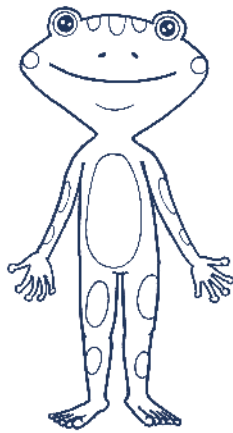
Continue the story:

- *Maria and Michael now felt a bit more comfortable to be in a new place with Aunt Zazu. So Aunt Zazu showed them a new sequence that helped them explore all the different aspects of the city mindfully and with a lot of curiosity, to make sure they didn't miss anything.*

Point out that there are pictures of the city hung around the room, so that you can look at them while doing the All Sides of the Story Sequence:

ALL SIDES OF THE STORY SEQUENCE

Mountain



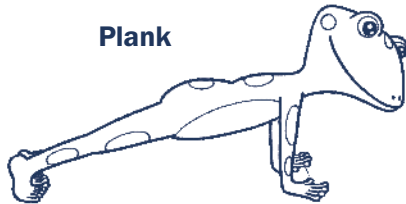
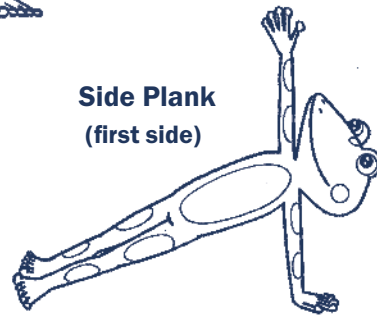
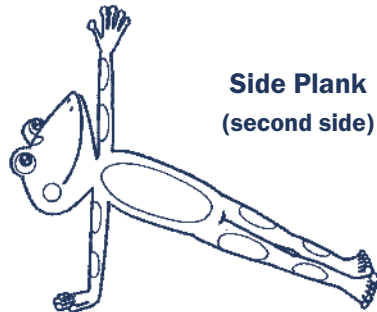
Sunrise



Sunset



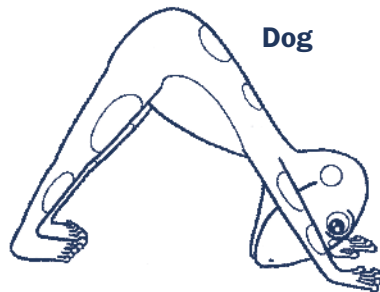
Plank

Side Plank
(first side)Side Plank
(second side)

Cobra



Dog



Child's Pose



Mountain/Sunrise (UNIT 1, LESSON 1)

- *The first thing we want to do is look right in front of us. Look, you can see the Sunset.*

Sunset (UNIT 1, LESSON 1)

- *Hang all the way down and look behind you. Do you see anything from the city behind you?*

Plank (UNIT 1, LESSON 3)

Side Plank (UNIT 4, LESSON 3)

- *Another way we can look is to our sides—our left and right.*
- *Use curiosity to notice what and who is next to us and beside us. What parts of the city do we see when we look to our sides?*

Cobra (UNIT 1, LESSON 3)

- *We can also look up and see the sky! What could be above us in a big city?*

Dog (UNIT 1, LESSON 1)

- *And we can look down. What kind of ground can be in the city?*

Hands and Knees (UNIT 1, LESSON 1)

- *In fact, there are many, many ways to see the world. Starting from one side, move your head very slowly and gently in a circle, saying: You can see it from here, here, here, here, here, here...from every angle possible. Are there any other pictures of the city that you can see?*

Child's Pose (UNIT 1, LESSON 1)

- *But we must not forget to take a pause and look inside ourselves. Silently, to yourself, take a moment to check in and notice what feelings or thoughts are visiting you right now. Notice how your body is feeling right now.*

Give students a moment to silently reflect.

Easy Pose (UNIT 1, LESSON 2)

Have students sit in Easy pose and then continue narrating:

- *Soon Aunt Zazu, Michael, and Maria are at their new home, and they get ready for Rest. Before resting, though, they want to do the Kind Mind practice, thinking about the friends that they care about who are far away, like Cat and Cow.*
- *Remember we can grow our own kindness by teaching our minds to think kind thoughts. We do this by practicing saying or thinking kind words. We can think kind thoughts for anyone even when they aren't here to hear our words. This helps our minds learn to be kind and compassionate.*

Kind Mind (for Others) (UNIT 4, LESSON 4)

Ask for students to help you choose a person in the school that students all know but isn't in the room. Tell students that even though they aren't here and won't hear our words, we can still practice kind thoughts to grow our kindness for them.

Have them close their eyes or rest them on one spot, put their hands on their hearts, and imagine that person.

- *Today we are practicing kind thoughts for [name]. Remember that just like you, they also want to be treated with kindness and compassion. Let's practice that now.*
- *I'm going to say a kind thought out loud. After I say the words out loud, whisper to repeat after me.*

May you feel healthy and strong.
- *Now, silently repeat that to yourself, letting it sink in for a moment.*

Repeat with some of the following example phrases or phrases you create with your class:

May you feel healthy and strong.
I hope you feel joyful.
May you feel peaceful.
May you feel safe.
May you feel loved.
I hope you are surrounded by friends.
May you have fun and be happy.

Invite students to notice what it feels like to think kind thoughts for someone, even though that person isn't present. Allow a few students to share.

Discuss the difference between thinking kind thoughts and saying kind words. Say:

- *Kind thoughts are a way to practice being kind and they help your hearts and minds grow more caring and compassionate. You can think and feel kind thoughts anytime, even when you are alone or when you can't talk out loud. Who could you think kind thoughts about, even when they are not around?*
- *Kind words, like compliments and appreciations, are a way to let someone know you care about them and they are important to you. Who could you say kind words to?*
- *Both saying kind words and thinking kind thoughts help us practice being kind and compassionate.*

If desired, add one or two more rounds of Kind Mind (for Others) practice with individual students as the focus as in Unit 4, Lesson 4.

Closing Sequence (UNIT 1, LESSON 1)

- *Maria and Michael finished with some gentle stretching before resting.*

Lead students through the Closing Sequence.



REST AND REFLECTION / 5 mins

Guide students to get comfortable in a Rest pose. Tell students:

- *Today we imagined all the sites and sounds that Maria and Michael saw on their trip to the city. Let's take a pause now and visit our own inner quiet place. Be curious. Notice what your quiet place looks and sounds like.*

Allow one to two minutes of silent rest. Tell students:

- *Silently notice how your mind and body feel. Do you feel appreciation or thankfulness for anyone right now?*

If time allows, invite students to share their reflections.

TAKE-HOME PRACTICE

- *Think about something you really enjoyed about your day. Who helped it be enjoyable? Tell them you appreciate them or practice thinking kind thoughts about them.*

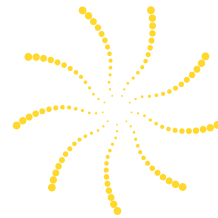
TEACHING TIP

Finish the class by mindfully walking to the door. But first, review what it means to walk mindfully. Tell them that next class they will be doing a mindful walk around the school.



Lesson 6

WALKABOUT



Goal Statement

Students practice noticing with curiosity and kindness as they go on a *walkabout* throughout the school. They practice consideration and appreciation for the many spaces and people in their school community.

Essential Question

What can I notice with curiosity?

“I Can” Statement

I can use curiosity to notice and learn about the spaces and people around me.

Key Learning Objectives

Students will know...

- Noticing with curiosity can help them learn about the people and places around them.
- Different people have different needs and preferences (in shared spaces).
- Many people in the school community use the spaces in their school.

Students will be able to...

- Practice noticing with curiosity and kindness through Mindful Walking and Mindful Listening.
- Recognize what others may need or feel in their school.
- Identify what they appreciate about others in their school.

Materials

- Paper and pencil for each student, if desired
- Signs that say *Mindful Walking* and *Mindful Listening*
- [Optional] Signs that say *I can be curious* and *I can be kind*

Preparation/Setup

- Set out the paper, pencils, and signs.

New Vocabulary

None

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

Calming and Focusing

Check-in

Mindful Walking

Mindful Listening

Rest and Reflection

CALMING AND FOCUSING / 2 mins

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

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



MINDFUL MOVEMENT / 5 mins

Introduction

Tell students that in this lesson they will use Mindful Movements to get some of the wiggles out of their bodies and to get ready for a very special adventure.

Give students a minute to wiggle, shake, jump, and move freely on their mats. Then do a countdown for them to meet you in Mountain pose to start the Twist Sequence. Tell students that they will pick up curiosity during the sequence for today's special adventure.

Twist Sequence (UNIT 4, LESSON 1)

Lead students through the Twist Sequence. Repeat if desired.

Fresh Start Sequence with Three-Legged Dog and Side Plank (UNIT 4, LESSON 3)

Lead students through the sequence at a pace of one to two breaths per movement. Repeat if desired.

Seated Check-in

Have students sit with hands on Anchors and check in with how their bodies and minds feel after the practice.



WALKABOUT / 35 mins

Remind students that Maria and Michael had an adventure walking through the city and noticing all of the sights, sounds and people with their Aunt. Tell students that they will have their own adventure today, but instead of discovering the city as Michael and Maria did, they will discover places in their own school on a walkabout.

Explain that they will be practicing:

- Curiosity (to discover and learn about the places and people in their school)
- Mindful Walking (slow careful walking to help them pay attention and notice what they feel and see)
- Mindful Listening (listening with curiosity and kindness)
- Kindness and appreciation for others in this school

Before they start walking, review what Mindful Walking entails:

- Being as silent as possible so that they can use their senses to pay attention and notice the people and places around them.
- Walking slowly and noticing how it feels to walk.
- Staying calm and settled even while they move, and pausing to use a Best Self Strategy (e.g. Anchors, Calming Breaths, give yourself a hug) if they need to.

Demonstrate for the class what Mindful Walking looks like.

Show the Mindful Walking sign. Tell students:

- *When I show this sign in the hall or in the class, please stop what you are doing and practice Mindful Walking after me.*

Show the Mindful Listening Sign. Tell students:

- *When I show this sign in the hall or in the class, please stop what you are doing, sit down, and practice Mindful Listening.*

Lead students on the walkabout, visiting spots both indoors and outdoors if possible. Take pauses if you need to, gently reminding students to use a Best Self Strategy and notice whether they can feel calm and settled even while they move.

As they get to each stop, lead students in the following Mindful Listening exercise:

- *Let's sit and make our bodies as still as possible.*
- *First take a good look around the space. Use curiosity to notice where we are and what and who you see. Open your ears to all the sounds around you, and close or lower your eyes to notice what you hear.*

- *Focus on the sounds like you focus on the bell during our Focusing exercise. Listen with curiosity, to notice and learn.*

In each space, remind students to be curious and allow time for Mindful Listening, and, if you choose, allow students to write or draw reflections on the sounds, people, or feelings they notice in the space.

Debrief after each Mindful Listening stop of the walkabout. Ask students questions at each stop in the walkabout to encourage perspective-taking for others in the space. Examples questions:

Curiosity/being mindful of the space:

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- *What did you notice or learn about this space?*
 - *What feelings come to visit you in this space?*
 - *Do you feel appreciation for this space or anything or anyone who you see in this space?*
 - *Who else uses this space? Why do they need this space?*
 - *How do you think others feel in this space? (How do teachers feel watching you on the playground? How do cafeteria workers feel preparing your meals?)*
 - *If you encounter someone in the space, model curiosity and interest by asking them to tell you how they use the space/why they need it/how the class can be considerate of their needs in this space.*
-

Connecting sounds with our own and others' feelings:

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- *What feelings came to visit when you heard that sound? Do you think everyone in our group felt the same way?*
 - *Do you think the other children and grown-ups nearby (not in our group) felt the same way about the sounds?*
 - *If students in a nearby classroom were taking a test, how would they feel about that sound? What about if they were playing a game?*
-

Kindness, appreciation, and compassion:

-
- *What do people do in this space?*
 - *Have you noticed anyone showing care or kindness in this space? (Support students in thinking broadly, e.g., On the playground, how have you seen your friends care for one another? When someone serves you lunch is that an act of kindness?)*

- *What is one way to show kindness or appreciation to others while we are in this space (in the hall, under a tree, on the playground)?*
- *(If you encounter others on the walkabout, model expressing appreciation using the sentence starters from lesson 4. Ask the class how that might have made the person feel or ask the person to share.)*
- *(To connect with Charlotte's story) How can you tell if someone needs some quiet time like Charlotte did? What could you do to show that person care and compassion?*

CHECK-IN

Return to the classroom and guide students to sit with their hands on Anchors and notice how they feel after the walkabout.

SUMMARIZE FOR STUDENTS:

- *Noticing with curiosity can help us learn about the people and places around us.*
- *Many people in the school community use the spaces in our school. Different people have different needs and preferences. (Give examples that came up in the shared spaces of the school.)*
- *When we used curiosity to notice those around us, we discovered that there are many reasons to appreciate others in this school.*

REST AND REFLECTION / 3 mins

Give students a moment to get comfortable for rest.

While students lie quietly in Rest pose, bring their attention to the space they are in:

- *Now that we are back on our mats, notice how this space feels. See if you can find your inner quiet place. Notice what it feels like to help your mind and body find peace and quiet.*

Allow one to two minutes of silent rest.

TAKE-HOME PRACTICE

- *Notice a place with some people in it. Practice being mindful by asking yourself, "What can I appreciate about this space? Is kindness being shown in this space?"*

TEACHING TIP



Finish the class by mindfully walking to the door.

Lesson Extensions

Quiet Place, Pause Place

Lessons 1–2

Make connections between Charlotte’s quiet place and the strategies used in your class.

Invite students to sit in a circle and then ask them the following questions:

- *How does Charlotte make things quiet when her surroundings are noisy?*
- *How are our Calming and Focusing exercises the same/different from what Charlotte does?*

Reread the following line to students: “It is quiet at last. It is so, so quiet, Charlotte notices an even quieter place.”

Point out that even though her school, her house, and her neighborhood are noisy, Charlotte remembers: “Wherever she is, whenever she wants, when her world is too noisy, Charlotte simply closes her eyes and travels back to that peaceful place, the place deep in her belly where her breath is soft and even. The place deep in her mind where her thoughts are hushed and low. The quiet place inside.”

Ask students:

- *How is Charlotte’s quiet place similar to the Pause Place mat? How is it different?*

Help students conclude that:

- Charlotte uses the same breathing practices they do to help her calm and settle her mind.
- But rather than doing those practices on the Pause Place mat, she does them wherever and whenever she needs quiet.

Tell students that when they don’t have access to the Pause Place mat, they can still practice calming and settling their minds and bodies, just like Charlotte.

Then invite students to experience their own quiet place/pause place inside. Ask students to close their eyes, or if they find it more comfortable, tell them that they may keep their eyes open and simply gaze at the ground. Ask them to place their hands on their Anchors and then lead them in three deep breaths.

Invite students to make the same breathing sounds that Charlotte makes. Ask students what it feels like to pause for a few moments in their inner quiet place. Invite a few students to share as appropriate.

Powerful Proteins

Lesson 3

Distribute or project images from the protein food group and the fruits/vegetables group. Ask students to sort them into two groups: proteins and fruits/vegetables. Below each sort, write the primary benefits of eating each type of food, eliciting from students what they know about each food group. Review the information from the Mindful Eating activity and/or use additional nutrition resources to extend this activity (e.g., proteins help build their brains, muscles, hearts, etc., and fruits/vegetables give them fiber and lots of vitamins to keep their hearts healthy and prevent sickness). Ask students which food group they think they need to eat more of each day. Next, project the images of legumes with beans and peas. Ask students to decide which of the two food groups these foods go in. Surprise them with the fact that these foods can go in both groups, because they contain the nutrients of both proteins and vegetables.

Spin, Shake, Swirl

Lesson 2

When Charlotte hears lots of noises, her mind is swirling with thoughts and feelings. When she finds quiet inside, her feelings settle and calm. Our thoughts and feelings can move like the glitter in our Mind Jars.

Lead students in dancing like the glitter in the Mind Jar—First moving fast, swirling, spinning, then slowing the movement and eventually sinking to seated, calm and still.

Then, give prompts asking them to dance like their thoughts and feelings would be in the situations you describe. You may model your own movements, but learners should be encouraged to move creatively on their own according to how they would feel rather than copying you. Make observations about different responses. Example prompts: in a very noisy gym with loud music and yelling; going to the best playground

you've ever seen; listening to a fascinating story; watching the clouds float across the sky; relaxing in bed. Example movements: dancing fast with rapid movements; jumping and spinning all around; making big smooth movements with arms and legs; slowly twisting and twirling.

Sound Limbo

Lessons 1–2

Explain that sometimes we need our voices to be LOUD, and sometimes we need to lower our voices and make them soft. Lead a version of the Limbo game with song. Lead students in singing a song they know or that you can easily teach (with music if desired). Guide the group in a line to pass under the Limbo stick and circle back around while singing. Instruct them to lower their voices each time they lower their bodies, by passing under the Limbo stick. Each round the stick lowers, the music/song gets softer, and voices get lower and softer, too. Ask students to share which volume level they preferred (e.g. by showing you the height of the Limbo stick), and which volume levels felt comfortable and uncomfortable. Make observations about how members of the group have different preferences and feelings about the different noise levels.

*Object Hide, Seek, and Join

Lessons 1–6

Explain that everyone needs quiet sometimes (Charlotte finds her quiet in the tree). Hide stuffed animals in several places in the classroom, gym, or on the field. Explain that some friends are hiding in quiet places and the class is going to search for them and join them in their quiet place. Identify the first friend they will find and join (stuffed turtle, bear—any stuffed animal works). Encourage them to move all around the space and use curiosity to look for and find the first friend. As soon as they find the [stuffed animal], they should silently sit close to it for their own quiet moment. When the whole class finds the first friend, announce the next hidden animal to find.

TEACHING TIP: Consider giving different locomotor movements for students to use while seeking. Consider leading students in finding their Anchors or doing a

breathing exercise or Mindful Movement once the whole class has found the animal friend's quiet place.

***DIFFERENTIATION:** Instruct learners to stand facing the object from anywhere in the space when they find it so that other learners don't immediately see where the item is hidden.

Getting to Know You

Lessons 3–6

In pairs or as a whole class, have students interview each other to learn about others in their class. Emphasize listening with curiosity and kindness.

Give students a list of some or all of the following questions and pictures as prompts. Review prompts with learners so that they can recall the questions associated with the images if they are not readers.

- *What is your favorite food and why? (Food image)*
- *What is your favorite color and why? (Color palette image)*
- *What do you like to do with your family? (Multigenerational family images)*
- *What is your favorite part of school? (School building image)*
- *Tell us something that is challenging or frustrating for you? (Frustrated face image)*
- *Tell us something that makes you laugh (Happy face image).*

Summarize that these are some of this student's thoughts, feelings, and experiences that make them who they are.

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.