

# *Unit 5*



# RELATIONSHIP SKILLS .....



## ***Prior Knowledge***

Students should have a basic understanding of friendship and the experience of playing with friends.

## ***Overview***

In this unit, students learn key relationship skills to help them be their best selves with peers. This includes learning and practicing how to meet friends and share with them and how to prevent spreading germs by using basic hygiene practices.

## ***Enduring Understandings***

Students will understand:

- Everyone likes to feel welcomed.
- Other people, including friends, are the same and different.
- Friends share with one another.

## ***Essential Questions***

- How can I help a friend feel welcomed?
- How can I be friends with someone different from me?
- How can I show friendliness?
- Why should I share with friends?
- How can I share fairly with friends?
- Are there things we shouldn't share?
- What kinds of words do friends share?
- How can I make a friend feel welcomed in a group?

## Lesson Summaries and Materials\*

### Lesson 1 pages 284–295

**Lesson 1—Welcoming Friends with Greetings:** After meeting a visitor, students will practice kind greetings and introductions. They will hear a story about the importance of welcoming others and practice working with a partner in Mindful Movement.

- Simple disguise for the teacher (e.g., wig, fake mustache, fake eyebrows, clip-on tie, funny hat)
- Image or map of the world, if desired
- Resource such as anchor chart paper for charting

### Lesson 2 pages 296–306

**Lesson 2—Getting to Know You:** Students will understand they can be friends with people who are different from and similar to them. They will learn that asking questions and listening can help them learn about a friend.

- Paper hearts in 3–5 different colors (1 per student) (They can also be different sizes if desired.)

### Lesson 3 pages 307–316

**Lesson 3—Showing Friendliness:** Students will learn about ways Maria and Michael’s new class shows friendliness. They will explore what it means to be friendly and use puppets to demonstrate ways to show friendliness.

- 3–4 diverse puppets (representing all students’ identities, if possible)—small enough that your students can manipulate them
- A gift bag or gift box
- Index cards or large slips of paper
- Crayons or pencils (enough for each student)

### Lesson 4 pages 317–324

**Lesson 4—A Colorful Story of Sharing with Friends:** Students will understand that friends share and that sharing helps friends be their best selves.

- Book *The Rainbow Fish* by Marcus Pfister
- 30–40 sparkling silver stickers to use as Rainbow Fish scales
- Small basket or bowl

**Lesson 5**  
pages 325–333

**Lesson 5—Sharing Fairly with Friends:** Students will be challenged to find a way to share materials that feels fair for everyone.

- Items for sharing, such as small toy cars, plastic eggs, building blocks, stickers, foam balls, etc. (You will need enough to have 1 item per student, plus 1–3 extras per group of students. You can use one type of item or a mixture to add complexity to the way students practice sharing.)
- Container to hold items
- Mind Jar

**Lesson 6**  
pages 334–343

**Lesson 6—To Share or Not to Share:** Students will role-play to help Moving Storytime characters solve a sharing problem. Then they will consider what not to share, exploring ways to keep each other healthy by preventing the spread of germs. They will practice strategies for handwashing and covering their coughs and sneezes.

- Children’s book *Germs! Germs! Germs!* by Bobbie Katz
- Image of animals on a picnic

**Lesson 7**  
pages 344–355

**Lesson 7—Sharing Kind and Unkind Words:** Students will identify kind and unkind words and then practice responding to unkind words with coaching from the teacher.

- Interactive whiteboard or chart paper
- Preprinted slips of paper with examples of kind words that can be shared and unkind words that should not be shared (See examples in the lesson activity.)
- Mind Jar
- Masking or painter’s tape, if desired

**Lesson 8**  
pages 356–364

**Lesson 8—Inviting Friends to Play in a Group:** Students will apply some of the skills from this unit to invite peers to play in a group and help them feel welcomed.

- Images of groups of children (3 or more) to project or hang
- 2–3 colors of signs (and cones, if available) to mark 6–10 stations around the room (enough for students to be distributed in pods of 2–4)

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

## New Mindful Movements

### Poses

**Partner Elevator (Face-to-Face)**

**Partner Tree**

**Partner Boat**

**Partner Diamond**

**Partner Seated Sunrise**

### Sequences

**Mountain/Chair Swing**

**Partner Closing Sequence**

**(Partner Seated Sunrise (Back-to-Back),**

**Partner Butterfly, Partner Flower,**

**Partner Turtle)**

## Mindful Moments

**Calming and Focusing**

**Rest and Reflection**

**Anchors**

**Take 5 Breath**

**Wiggle and Relax**

**Kind Mind (for Others)**

**Calming Breath**

**Mindful Walking**

**Mindful Listening**

**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*

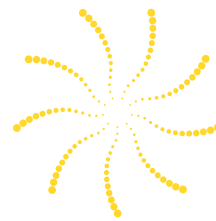
Students will be able to:

- Help a friend feel welcomed by greeting and introducing them with kind actions and words (Observation, Lesson 1).
- Describe how their friends are more the same than different as them on the inside (Observation, Lesson 2).
- Make a friend feel welcomed by showing friendliness (Observation, Lesson 3).
- Be their best selves by sharing with friends (Observation, Lesson 4).
- Share fairly with their friends (Observation, Lesson 5).
- Share kind words with friends and not share unkind words that hurt people (Observation, Lesson 6).
- Keep themselves and other people healthy by not sharing germs with friends—using strategies such as handwashing, coughing and sneezing into their elbows—and not sharing food and drinks (Observation, Lesson 7).
- Be their best selves by welcoming peers as friends and inviting them to play in a group (Observation, Lesson 8).
- Explain key relationship and friendship skills and demonstrate them with peers (Observation, Lesson 8).
- Explain how key relationship and friendship skills help them be their best selves with peers (Observation, Lesson 8).



## ***Lesson 1***

# **WELCOMING FRIENDS WITH GREETINGS**



### **Goal Statement**

**After meeting a visitor, students will practice kind greetings and introductions. They will hear a story about the importance of welcoming others and practice working with a partner in Mindful Movement.**

### **Essential Question**

**How can I help a friend feel welcomed?**

### **“I Can” Statement**

**I can help a friend feel welcomed by greeting them and introducing myself.**

## Key Learning Objectives

Students will know...

- Greetings help peers feel welcomed as friends.

Students will be able to...

- Empathize with the need to feel welcomed.
- Demonstrate strategies for greeting and introducing themselves to peers as friends.

## Materials

- Simple disguise for the teacher, such as a wig, fake mustache, fake eyebrows, clip-on tie, funny hat, etc.
- Image or map of the world, if desired
- Resource such as anchor chart paper for charting
- List of common greetings for Greetings Activity

## Preparation/Setup

- Load map(s) of the world, if desired.

## New Vocabulary

**Friend**  
**Welcome**  
**Greeting**  
**Introduction**  
**Kind word**  
**Kind action**

## New Mindful Movements

### Poses

Partner Elevator (Face-to-Face)

### Sequences

Mountain/Chair Swing

Partner Closing Sequence

(Partner Seated Sunrise (Back-to-Back),  
Partner Butterfly, Partner Flower,  
Partner Turtle)

## Mindful Moments

Calming and Focusing

Anchors

Rest and Reflection

Mindful Walking



## CALMING AND FOCUSING / 2–5 mins

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

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

## NICE TO MEET YOU ACTIVITY / 15 mins

Put on a disguise at the start of the lesson (either before students enter, or, if that might excite them too much, once they are together as a group). Go around to various students introducing yourself as if meeting them for the first time. Demonstrate an appropriate greeting that conveys welcoming. For example, you might shake hands with each student and say a pretend name (“I’m [silly or famous name]. It is nice to meet you.”).

Tell students that offering a handshake (or other greeting you choose) and saying their name is how many people in their school community introduce themselves and welcome new people when meeting them for the first time. Ask why it is important to help people feel welcomed. Then greet a few more students to reinforce these practices.

Stop and ask the students what they think they should say in response to your introduction. Demonstrate by role-playing a greeting and introduction with another student. (For example, smile, shake the student’s hand, and say, “I am \_\_\_\_\_. It is nice to meet you too.”)

Return to greeting new students and soliciting their responses back to you. Then ask students to practice greeting and receiving the greeting from someone “new” with a partner. If desired, provide students with pretend names to use and/or show them how to make a fake mustache, beard, or some other disguise by using their fingers.

If desired, coach students to notice the difference between a formal introduction and an informal, everyday greeting as a sign of kindness or friendship. For example, ask why people also greet familiar friends and family members (people they already know) and why greetings help people feel welcomed. Then have a few pairs of students demonstrate how they greet a familiar friend or loved one to say hello. Greetings might include high fives, waving, verbalizations, fist bumps, greetings in their native language, etc. Coach students to include a smile or show of kindness, regardless of which greeting they use. For example, if they don’t smile, ask, “*Are you happy to see each other?*”

Have students form two lines facing one another. Designate one line of students as the greeters and the other as the responders. Tell them you will



## TEACHING TIP



Invite students to share greetings that they use in their family or greetings they have learned from various languages or cultures (without singling any students out). When a new greeting is shared, give the class a chance to practice it.

call out one of the greetings they have practiced/learned, and the greeter will offer that greeting to the responder across from them. Instruct responders to respond to the greeter in kind, e.g., by waving or speaking with kindness. After each greeting, students in one line should take a step to the right to face the next person. (Instruct the student on the end to move to the beginning of the line.) Be sure to switch which lines role-play greeters and responders every few exchanges.

Guide students to return to their mats and sit in Easy pose.

Ask students the following questions to help them understand how and why to make another person feel welcomed as a friend:

- ***How can you make someone feel welcomed when you meet them?***
- ***Why would you do this?***

## SUMMARIZE FOR STUDENTS:

- *Everyone likes to feel welcomed.*
- *We help a friend feel welcomed by greeting them and introducing ourselves with kind actions and words.*



## MOVING STORYTIME / 20 mins

## Introduction

Ask the students if any of them remembers what happened to Maria and Michael last week. [Answer: *They moved away from the mountains to the big city.*]

Tell students that today's story will be about them meeting new people during their first day of school.

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

## Mountain/Sunrise (UNIT 2, LESSON 3)

- ***Maria and Michael woke up this morning after dreaming of their mountain home. They opened their eyes and saw that they were in their tall apartment building in the city.***

Have students stretch arms up overhead while standing on tiptoes.

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

- *Maria and Michael shared their dreams with each other and both said that they had dreamed about their friends Cat, Cow, and Dog.*

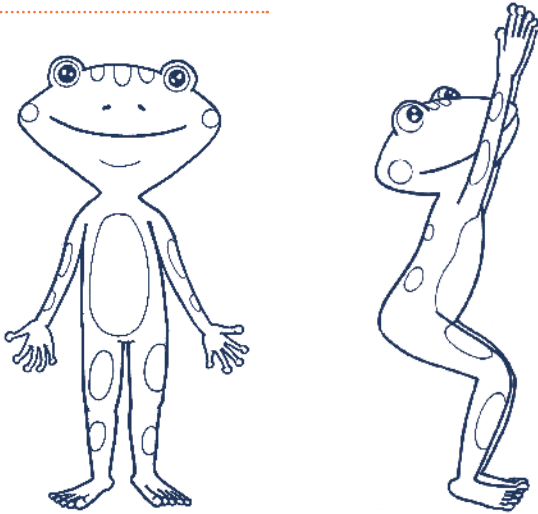
Lead students through Cat, Cow, and Dog poses.

### Fresh Start Sequence (UNIT 2, LESSON 1)

- *In Maria's dream, she was doing the Fresh Start Sequence with their friends on the mountain. She and Michael decided they would keep starting their day this way to help each other feel like their best selves.*

Repeat the Fresh Start Sequence two to three times.

#### MOUNTAIN/CHAIR SWING



### Mountain/Chair Swing new

- *In Michael's dream, they were all taking turns swinging each other on a swing overlooking the mountain. Michael missed their home on the mountain.*

Lead students from Mountain pose to Chair pose, back and forth, to imitate a swing. Then end in Mountain pose.

### Mountain/Anchors (UNIT 3, LESSON 1)

- *After sharing their dreams with each other, Maria and Michael*

*checked in to see how they were feeling and got ready to go to their first day of school.*

Have students place their hands on their Anchors.

- *Michael felt his heart beating really fast (motion beating of heart on chest), and he knew he was feeling very nervous. Maria's heart wasn't beating so fast, but it wasn't slow either. She wasn't nervous—she was excited to meet the new students and teacher.*

Ask the students how they would feel on their first day at a new school. Then continue the story:

- *Maria and Michael took the elevator downstairs.*

## Partner Elevator (Face-to-Face) new

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

1. Guide students to face the person next to them (they do not have to leave their spots or make contact). Begin in Mountain.
2. Move into Sunrise. While moving, mirror your partner and move together at the same time and pace.
3. Slowly lower the hands down in front of you with palms facing forward while bending the knees and lowering the body down into a squat.
4. Slowly rise up from the squat while raising the hands back overhead to end in Sunrise.

Continue narrating:

- *Then Maria and Michael walked to the bus stop and got on the bus.*

## Mindful Walking (UNIT 4, LESSON 5)

Have students walk around their mats. You may choose to have them do this quickly or take the opportunity to practice Mindful Walking.

- *The only seats available were next to a girl about the same age as Maria and Michael; she was reading a book. They sat down next to her.*

**Chair** (UNIT 2, LESSON 7)

Lead students in Chair pose and continue narrating:

- *Maria put a big smile on her face, waved, and said, “Hi! I’m Maria...”*

[Smile and wave.]

- *...What’s your name? Are you going to school too?”*
- *Michael hid behind Maria; he felt very shy.*

[Hide face behind palms.]

**Let’s Reflect**

Ask students how they feel when they meet someone new.

Then continue the story:

- *The girl smiled, waved back, and said, “My name is Kaya. Nice to meet you! I am going to school, and I love to read on the way. Today I’m reading about a group of kids who meet on a boat and then they go swimming and surfing together in these huge waves and become really good friends.”*

**Beach Sequence** (UNIT 3, LESSON 1)

Lead students through this sequence flowing between Surfer, Wave, and a swimming motion at a steady pace. Be sure to do both sides. The following dialogue can be acted out as you see fit within the sequence:

- *Michael was listening. (Cup ear.) He loved surfing, but he was nervous to speak up. Maria noticed that Michael was interested and introduced him to Kaya, saying, “Kaya, this is Michael. Michael can be a bit shy at first. Michael was learning how to surf before we moved here. He loves to surf!”*
- *Michael waved.*

[Wave shyly with one hand.]

- *Kaya waved back.*

[Wave enthusiastically.]

- *“Wow! That’s really exciting,” Kaya said. They spent most of the bus ride talking about where Maria and Michael were from, about their*

*adventures swimming and surfing, and about the big waves in the ocean.*

### [OPTIONAL] **Wheels on the Bus**

- *During their bus ride they even discovered that they knew the same song, so they sang it together.*

Lead students in singing “Wheels on the Bus.”

### **Easy Pose** (UNIT 1, LESSON 2)

Have students sit in Easy pose as you continue the story:

- *Kaya helped them reach the school and find their classroom. The teacher, Ms. Jones, asked Kaya to introduce Maria and Michael. Kaya said in a loud and clear voice, motioning with her hands to the new students, “Please say hello to our new classmates, Maria and Michael. They used to live in the mountains.”*
- *The class said, “Hello and welcome!”*

### **Class Greetings**

Have the class practice saying Hello and Welcome together, loudly and clearly.

### **Let’s Reflect**

Ask students:

- 
- *What does it feel like to have people welcome you?*
  - *Why is it important to welcome others?*
- 

Continue the story and as you describe the people Maria and Michael see, act out the descriptions as much as possible:

- *Maria and Michael sat down and looked around. They had never seen so many different people!*
- *Some were very tall; others were very short. Some were big and others were small. Some had dark hair or skin and some light.*
- *But they all had one thing in common: They were smiling at Maria and Michael, and that made Maria and Michael feel very happy and feel very welcome.*

[Smile broadly.]

- *Ms. Jones gave Maria and Michael some time to meet and greet their new classmates.*

## Class Greetings

As you read the next part of the story, have students act out the greetings:

- *As they went around the room, they met Janiqua, who surprised them when she reached out for a fist bump instead of a handshake. In fact, they learned many new ways to say hello. They met Chan Bun from China, who bowed and said, “Ni hau!” And they met Ruby, who did a salute (ASL) but didn’t speak, and they met Abbas from Iran, who shook hands and said “Salaam,” which means “peace,” and Adil, who didn’t look up or say anything at all. There was a lot to take in!*

## Preparing for Partner Poses

- *After they greeted one another, Ms. Jones explained that the class would be doing some poses together with partners. Because Michael was still feeling shy and nervous, the teacher let him partner with Maria for the partner work. Before the class began partner poses, they paused and discussed how they could show care and compassion for one another during the movements.*

Begin this discussion with a Mindful Moment. Lead students in taking three Calming Breaths, followed by a few moments of silent reflection:

- *Imagine someone who really cares for you and keeps you safe. How do they show you they care for your safety and well-being?*

Following the reflection, discuss how to be a supportive partner, and co-create with the students a short list of guidelines for emotional and physical safety that can be posted, referenced, added to, and/or modified throughout all partner work for the unit. Try to frame these guidelines positively and use concrete examples of behaviors such as:

- **GREET your partner:** At the beginning of each partner pose, practice eye contact, say hello, and shake hands, fist-bump, or high-five.
- **CHECK IN with your partner:** Make sure your partner is ready to begin and feels safe in the pose.

### TEACHING TIP



Research and include greetings from cultures represented in your school. To make this more relatable to the students, include greetings previously practiced by students as well.

- **SPEAK UP:** Tell your partner what you need.
- **BE KIND.**
- **LISTEN** to what your partner is telling you: **STOP** means **STOP**.
- **PRACTICE** supporting each other in the pose.
- **Have fun together!**

To guide the discussion, ask students questions such as:

- 
- *When we do partner work today, how will you show your partner that you care for their safety and well-being?*
  - *When you do a partner pose, what behaviors can your partner demonstrate that will help you feel supported?*
- 

Consider demonstrating a partner pose before discussing guidelines so that students have ideas for how to keep each other safe.

Create student pairs who share one mat for partner work.

### TEACHING TIP



To make the transition to partner poses more efficient, assign partners based on where students are sitting so that students partner with the person sitting closest to them. If you have an odd number, create a group of three and have them take turns, or have one of them be your partner.



**PARTNER SEATED SUNRISE**

### Partner Seated Sunrise new

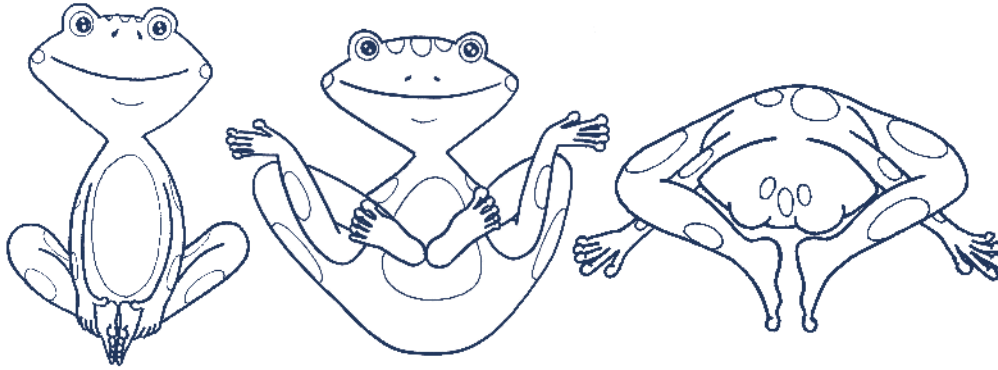
Guide students through Partner Seated Sunrise using the following the cues as reference:

1. **Begin by sitting back-to-back with your partner in Easy pose.**
2. **Straighten your back by pressing gently against your partner's back and trying to connect your shoulders.**
3. **Take a big breath in, and as you do, keep your arms against your partner's arms and raise them out to your sides and over your head in a sunrise motion.**
4. **As you breathe out, keep your arms against your partner's arms and lower them back down.**
5. **Breathe in as you go up.**



6. Breathe out as you go down.
7. Do this for three to five breaths.
8. See if you can feel your partner's breath through your back.

#### PARTNER CLOSING SEQUENCE



### Partner Closing Sequence new

Continue the story:

- *Then Ms. Jones showed the class a way to do the Closing Sequence with their partners.*

Lead students through the Partner Closing Sequence, which includes Partner versions of Butterfly, Flower, and Turtle poses. Use the following cues as reference:

#### Partner Butterfly

1. Begin by sitting back-to-back with your partner, as close as possible.
2. Place the soles of your own feet together into Butterfly pose (Unit 1, Lesson 1).
3. Lead the class through a few slow breaths.
4. > OPTIONAL: Ask one partner to lean back as the other leans forward. This creates more of a stretch for the partner leaning forward and a chest opener for the partner leaning back. Stay there for a couple breaths and then switch roles. (You may want to demonstrate this first.) Make sure to remind students to communicate and let their partners know if they want to stop.

#### Partner Flower

1. Remain sitting back-to-back with your partner.

#### TEACHING TIP

Partner poses can be time consuming, and you may need several minutes to set expectations for emotional and physical safety to get students ready for partner poses. It is okay if you only get through one or two of these poses in the first introduction. There will be several chances to practice again.

2. Move into Flower pose (Unit 1, Lesson 1) using the back of your partner to help you balance.

### Partner Turtle

1. Begin by turning around to face your partner.
2. Keep your toes touching with your partner's toes as you bend forward into Turtle pose (Unit 1, Lesson 1). Be careful not to bump heads.
3. See if you can reach your partner's hands. If so, you may join hands to give each other a gentle tug into the stretch.

After the Partner Closing Sequence, remind students to say thank you to their partners for doing the partner poses with them before moving back to their own mats.



### REST AND REFLECTION / 3–10 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.

Tell students:

- *Maria and Michael and the whole class were feeling tired from the movement they had done, so they lay down on their backs and rested with their eyes closed.*

Allow one to two minutes of silent rest.

While students are resting, guide them in a reflection:

- *Imagine the feeling of walking into a room where you don't know anyone. What does it feel like? Imagine some children in this room welcome you with greetings and introductions. What does it feel like to be welcomed?*

Invite several students to share.

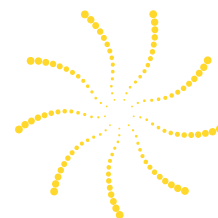
### TAKE-HOME PRACTICE

- *While you are with your family, practice making someone feel welcomed by greeting them with kind actions and words.*



## ***Lesson 2***

# **GETTING TO KNOW YOU**



### **Goal Statement**

**Students will understand that they can be friends with people who are different from and similar to them. They will learn that asking questions and listening can help them learn about a friend.**

### **Essential Question**

**How can I be friends with someone different from me?**

### **“I Can” Statement**

**I can ask questions to learn about a friend.**

## Key Learning Objectives

Students will know...

- Friends are often similar in many ways.
- Friends can be different in how they look, think, and feel.
- One way to make friends is to learn about each other.

Students will be able to...

- Ask questions to learn about a friend.

## Materials

- Paper hearts in 3–5 in different colors (1 per student) (They can also be different sizes if desired.)

## Preparation/Setup

- Cut paper hearts from 3–5 different colors of paper, enough for each student to have 1.
- Have these ready to pass out, or hide them under students' seats/mats before class.
- Display interview cues.

## New Vocabulary

**Similar**  
**Different**

## New Mindful Movements

**Poses**

None

**Sequences**

None

## Mindful Moments

**Calming and Focusing**

**Anchors**

**Mindful Walking**

**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.

## SIMILAR AND DIFFERENT / 15 mins

Gather students in a circle so they can all see one another. Pass out the paper hearts, one to each student.

Explain that you will ask some questions, and if their answer is “yes,” they should stand (run in place, jump, etc.). If their answer is “no,” they should stay still. First ask: “*Do you have a [color] heart?*” Repeat the question until you’ve asked about each color. Then ask: “*Do you have a paper heart?*” At this point all students should stand.

Pause the activity and ask if all the hearts are the same or different and why. Help them conclude that even though each of them has a different color or size paper heart, they are all similar because everyone has a paper heart. Explain that people are different in many ways, but also similar in many important ways.

Continue the activity to help students learn about more ways they are similar and different. Ask questions such as:

- 
- ***Do you have a red shirt on?***
  - ***Do you have brown hair?***
  - ***Do you have brown eyes?***
  - ***Do you ride the bus home?***
  - ***Is blue your favorite color?***
  - ***Are dogs your favorite animal?***
  - ***Do you like to dance?***
  - ***Do you love your family?***
  - ***Do you go to school at [school name]?***
  - ***Do you ever feel sad?***
  - ***Does your body need food and sleep to stay healthy?***
  - ***Do you have a mind that can think?***
-

Guide students to notice that there are many differences they can see on the outside, and there are some differences they can't see, such as what they like or what they feel. There are also many ways they are similar. Ask students questions such as:

- 
- ***Were there some times when only a few people stood up/when everyone stood up?***
  - ***Did you notice ways that the people in this class are different? Were there ways that we are different that you can't see on the outside?***
  - ***What are some ways the people in this class are similar? What do we have in common?***
  - ***Do you think we are more similar or more different?***
  - ***Can you be friends with someone who is different from you?***
- 

**SUMMARIZE FOR STUDENTS:**

- *Friends are often similar in many ways.*
- *Friends can be different in how they look, think, feel.*

**GETTING TO KNOW YOU ACTIVITY / 10 mins**

Have students find a partner with a different color of heart. Give students simple questions to ask in an interview. Display cues to remind them of the questions:

- 
- ***What is your favorite color? Why?***
  - ***What do you like to play? Why?***
  - ***How do you feel today? Why?***
- 

Allow students a couple of minutes each to interview their partners. Then, allow some or all students to share something they learned about their partner with the class.

After the interviews, ask students questions such as:

- 
- ***How can you make a new friend? Can you make friends with someone who is different from you?***
  - ***What happens when you ask questions like the ones you just asked each other? (Answer: You can learn about each other)***
  - ***Do you think asking questions like this is a good way to make a friend?***
-

**SUMMARIZE FOR STUDENTS:**

- Friends are often similar in many ways.
- Friends can be different in how they look, think, feel.
- One way to make friends is to learn about each other.



**MOVING STORYTIME / 20 mins**

**Introduction**

Briefly ask students to recall what they remember about the Moving Storytime from the last lesson and remind them they will be repeating the story, but this time with a new game.

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

**Mountain/Sunrise** (UNIT 2, LESSON 3)

- *Maria and Michael woke up this morning after dreaming of their mountain home. They opened their eyes and saw that they were in their tall apartment building in the city.*

Have students stretch arms up overhead while standing on tiptoes.

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

- *Maria and Michael shared their dreams with each other and both said that they had dreamed about their friends Cat, Cow, and Dog.*

Lead students through Cat, Cow, and Dog poses.

**Fresh Start Sequence** (UNIT 2, LESSON 1)

- *In Maria's dream, she was doing the Fresh Start Sequence with their friends on the mountain. She and Michael decided they would*

**TEACHING TIP**



Display cues with one word and image to remind students of the questions (color with a color wheel, play with a ball/swings, feel with happy and sad faces).

**TEACHING TIP**



Give students crayons and an interview sheet so that they can display what they learned. On the interview sheet, create a space for students to write their partner's name, color a bubble with their favorite color, draw what their partner likes to play, and/or circle a feeling face. This will increase the time needed for this activity. Use information from interview sheets to learn how the group is the same and different.



*keep starting their day this way to help each other feel like their best selves.*

Repeat the Fresh Start Sequence two to three times.

### Mountain/Chair Swing

- *In Michael's dream, they were all taking turns swinging each other on a swing overlooking the mountain. Michael missed their home on the mountain.*

Lead students from Mountain pose to Chair pose, back and forth, to imitate a swing. Then end in Mountain pose.

### Mountain/Anchors (UNIT 3, LESSON 1)

- *After sharing their dreams with each other, Maria and Michael checked in to see how they were feeling and got ready to go to their first day of school.*

Have students place their hands on their Anchors.

- *Michael felt his heart beating really fast (motion beating of heart on chest), and he knew he was feeling very nervous. Maria's heart wasn't beating so fast, but it wasn't slow either. She wasn't nervous—she was excited to meet the new students and teacher.*

Ask the students how they would feel on their first day at a new school. Then continue the story:

- *Maria and Michael took the elevator downstairs.*

### Partner Elevator (Face-to-Face) (UNIT 5, LESSON 1)

Lead students into Partner Elevator, depending on readiness.

- *Then Maria and Michael walked to the bus stop and got on the bus.*

### Mindful Walking (UNIT 4, LESSON 5)

Have students walk around their mats. You may choose to have them do this quickly or take the opportunity to practice Mindful Walking.

Continue narrating:

- *The only seats available were next to a girl about the same age as Maria and Michael; she was reading a book. They sat down next to her.*

### Chair (UNIT 2, LESSON 7)

Lead students in Chair pose and continue narrating:

- *Maria put a big smile on her face, waved, and said, “Hi! I’m Maria...”*

[Smile and wave.]

- *...What’s your name? Are you going to school too?”*
- *Michael hid behind Maria; Michael felt very shy.*

[Hide face behind palms.]

### Let’s Reflect

Ask students how they feel when they meet someone new.

Then continue the story:

- *The girl smiled, waved back, and said, “My name is Kaya. Nice to meet you! I am going to school, and I love to read on the way. Today I’m reading about a group of kids who meet on a boat and then they go swimming and surfing together in these huge waves and become really good friends.”*

### Beach Sequence (UNIT 3, LESSON 1)

Lead students through the sequence flowing between Surfer, Wave, and a swimming motion at a steady pace. Be sure to do both sides. The following dialogue can be acted out as you see fit within the sequence:

- *Michael was listening. (Cup ear.) He loved surfing, but he was nervous to speak up. Maria noticed that Michael was interested and introduced him to Kaya, saying, “Kaya, this is Michael. Michael can be a bit shy at first. Michael was learning how to surf before we moved here. He loves to surf!”*
- *Michael waved.*

[Wave shyly with one hand.]

- *Kaya waved back.*

[Wave enthusiastically.]

- *“Wow! That’s really exciting,” Kaya said. They spent most of the bus ride talking about where Maria and Michael were from, about their adventures swimming and surfing, and about the big waves in the ocean.*

### [OPTIONAL] **Wheels on the Bus**

- *During their bus ride they even discovered that they knew the same song, so they sang it together.*

Lead students in singing “Wheels on the Bus.”

### **Easy Pose** (UNIT 1, LESSON 2)

Have students sit in Easy pose as you continue the story:

- *Kaya helped them reach the school and find their classroom. The teacher, Ms. Jones, asked Kaya to introduce Maria and Michael. Kaya said in a loud and clear voice, motioning with her hands to the new students, “Please say hello to our new classmates, Maria and Michael. They used to live in the mountains.”*
- *The class said, “Hello and welcome!”*

### **Class Greetings**

Have the class practice saying Hello and Welcome together, loudly and clearly.

## Let's Reflect

Ask students:

- *What does it feel like to have people welcome you?*
- *Why is it important to welcome others?*

Continue the story and as you describe the people Maria and Michael see, act out the descriptions as much as possible:

- *Maria and Michael sat down and looked around. They had never seen so many different people!*
- *Some were very tall; others were very short. Some were big and others were small. Some had dark hair or skin and some light.*
- *But they all had one thing in common: They were smiling at Maria and Michael, and that made Maria and Michael feel very happy and feel very welcome.*

[Smile broadly.]

- *Ms. Jones gave Maria and Michael some time to meet and greet their new classmates.*

## Class Greetings

As you read the next part of the story, have students act out the greetings:

- *As they went around the room, they met Janiqua, who surprised them when she reached out for a fist bump instead of a handshake. In fact, they learned many new ways to say hello. They met Chan Bun from China, who bowed and said, “Ni hau!” And they met Ruby, who did a salute (ASL) but didn’t speak, and they met Abbas from Iran, who shook hands and said “Salaam,” which means “peace,” and Adil, who didn’t look up or say anything at all. There was a lot to take in!*

## Preparing for Partner Poses (UNIT 5, LESSON 1)

Continue the story:

### TEACHING TIP



Research and include greetings from cultures represented in your school. To make this more relatable to the students, include greetings shared by the students in this part as well.

- *After they greeted one another, the teacher reminded the students of the Partner Guidelines from the previous lesson and explained that they would finish class with the Partner Closing Sequence.*
- *Because Michael was still feeling shy and nervous, the teacher let him partner with Maria for the partner work so that he could relax and feel less nervous. She showed the class a way to do the Closing Sequence with their partners.*

### Partner Closing Sequence (UNIT 5, LESSON 1)

Have students get into partner pairs sharing one mat.

Consider having students look into each other's eyes and greet each other once they are with their partners.

Guide students through the Partner Closing Sequence.

Lead the students in reflecting on the differences and similarities between the different characters from the Moving Storytime. Summarize by using some of the conclusions reached in the second activity of this lesson.

### [OPTIONAL] Reflection

Ask students:

---

— *How do you feel about doing the partner poses?*

---

Have a few students share.

Have them notice that different people feel differently about them:

- *People have different abilities, and different things that make them comfortable and uncomfortable. What can we do to be a friend or help someone feel safe when we are doing something that is challenging for them? We can be kind. We can ask questions to learn about our partner and find out how they feel and what they need.*



**REST AND REFLECTION / 3 mins**

Guide students to find a comfortable position for rest. Then say:

- *Maria and Michael felt welcomed by their new class. They were grateful to be a part of a caring school community and it made them feel happy.*
- *Imagine a new kid came to be in your class tomorrow. Imagine how you would get to know them. Picture yourself meeting the new kid. Imagine what you would say and what you would do to be a good friend. How would it feel to make a new friend?*

Allow one to two minutes of silent rest.

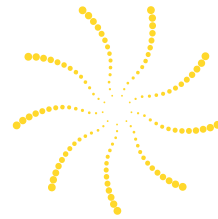
**TAKE-HOME PRACTICE**

- *Get to know a friend! Ask a friend the questions from class today to learn more about them. How are you similar? How are you different?*



## *Lesson 3*

# SHOWING FRIENDLINESS



### **Goal Statement**

**Students will learn about ways  
Maria and Michael’s new class  
shows friendliness. They will explore  
what it means to be friendly and  
use puppets to demonstrate ways to  
show friendliness**

### **Essential Question**

**How can I show friendliness?**

### **“I Can” Statement**

**I can demonstrate friendly words  
and actions.**



## Key Learning Objectives

Students will know...

- Friendliness helps peers feel welcomed.

Students will be able to...

- Empathize with the need to feel welcomed.
- Explain what it means to be a friend.
- Identify strategies to demonstrate friendliness.

## Materials

- 3–4 diverse puppets (try to make sure your students' identities are represented) small enough that your students can manipulate them
- A gift bag or gift box
- Index cards or large slips of paper
- Crayons or pencils (enough for each student)

## Preparation/Setup

- If using the differentiation activity, fill the gift bag/box with index cards and have the crayons or pencils ready.

## New Vocabulary

**Friendly**  
**Friendliness**

## New Mindful Movements

### Poses

Partner Tree

### Sequences

Fresh Start Sequence (with jump)

## Mindful Moments

Calming and Focusing  
Anchors

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.

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

Have students begin the lesson on their mats. Before starting the new story, ask them what the main event(s) was/were in Maria and Michael's story in the last class. To refocus their thinking on meeting new people, ask questions such as:

- 
- *How do you think Maria and Michael felt when they saw so many people they didn't know in their brand-new school? Why?*
  - *How did the other students welcome Maria and Michael?*
- 

Tell students that today's story will continue with Michael and Maria's first day in their new school.

Tell students:

- *Michael's and Maria's first class was Health and Wellness, and the first thing that they noticed was how little the room was compared to their classroom in the Mountain AND how many more classmates they had here than in their Mountain school.*

**Easy Pose** (UNIT 1, LESSON 2)

Have students sit in Easy pose, then continue the story:

- *The teacher, Ms. Abdoo, said: We are all friends here, and what do friends do? They help and they share. So even though this is a very small room, and there are many of us, can we share the space? Can we help each other if we need to?*
- *Everyone said “Yes!” but Maria kept bumping into her neighbors with her arms during the Fresh Start Sequence because she was not used to practicing in such a tight space.*

### **Fresh Start Sequence** (UNIT 2, LESSON 1)

Guide students through the Fresh Start Sequence once, bumping your arms gently with the student next to you.

Ask the students: *What can Maria do?*

Take ideas from a couple of students. Then continue the story:

- *Kaya noticed Maria was struggling. She felt herself getting nervous for Maria. She took a few deep breaths with her hands on her Anchors to help her think clearly.*

### **Anchors** (UNIT 3, LESSON 1)

Have students take a few breaths here with hands on their Anchors.

Continue the story:

- *Kaya felt like she could think a lot clearer now and realized she could help Maria by sharing her knowledge about how to share space with her neighbors. She whispered to Maria to move a bit so that she was not in the way and everyone would be zigzagged.*

Have everyone in the class stagger, so they can open up their arms without touching the person next to them.

### **Fresh Start Sequence** (UNIT 2, LESSON 1)

Lead students in repeating the Fresh Start Sequence. Then continue the story:

- *“Now,” Ms. Abdoo said, “we will do our Fresh Start Sequence the way we learned it last time, with the jump.” Everyone started to do the sequence differently.*

### Fresh Start Sequence (with jump) new

Lead students through the sequence again and this time jump back with both feet from Monkey pose to Plank and jump both feet forward from Dog to Sunset (forward fold) before standing up at the end.

Continue the story:

- *Michael's mind was SWIRLING from all the new students around him, and he did not pay attention to these directions! After one round, Michael's eyes noticed that everyone was doing the sequence a bit differently than he was! Maria was also doing it a little differently than usual!*
- *But Michael couldn't figure out what it was. He tried to do it differently and got his legs tangled up and fell.*
- *Kaya was an observant and thoughtful friend. She was next to Michael. She saw that he wasn't doing the sequence the way everyone else was doing it, and she noticed that he fell. She was worried Michael would hurt himself if he continued to do it this way! She took a few deep breaths.*

### Anchors (UNIT 3, LESSON 1)

Lead students in taking a few deep breaths with hands on Anchors. Then continue:

- *And then Kaya realized she didn't know why he was struggling, so she asked quietly, "What's wrong, Michael? Are you okay?" Michael shared his feelings with Kaya. "I feel silly because I don't know how to do it the way you do it. I don't understand what I'm doing wrong!" Now Kaya knew what she could do to help! Kaya raised her hand and asked Ms. Abdoo if she could explain the sequence to the new students. Ms. Abdoo happily agreed.*
- *Kaya explained loud and clear. And she showed him that they jump instead of walking forward and back.*

### Fresh Start Sequence (with jump)

Have a few students volunteer to be Kaya and lead the Fresh Start Sequence (with jump) loud and clear or have the whole class say the poses loud and clear together.

Continue the story:

- *When they were all done, Ms. Abdoo asked the class what to someone who has helped us with something or shared something with us. What do we say?*

Lead the class in answering “Thank you!”

### Thank you! in ASL

Now explain to students that sometimes it is inappropriate to say thank you to someone out loud, because it would disturb the class. Ask what they could do then and guide students in offering options, such as saying it after class or later.

Then say: “We can also say it in sign language!”

Teach students how to say thank you in American Sign Language (ASL) using the following cues as reference:

1. **Begin with the fingers of your dominant hand near your lips and your palm facing you. Your hand should be flat.**
2. **Move your hand forward and slightly downward in the direction of the person you are thanking.**

Tell students:

- *Maria and Michael said thank you to Kaya using American Sign Language.*

**NOTE** If a student happens to ask how to sign “you’re welcome,” in response, explain that in American Sign Language (ASL), the appropriate response is a “thank you” sign in return.

### Introduction—Partner Poses

Continue the story:

- *After saying thank you to Kaya, the class broke up into pairs to learn a new partner pose. The teacher had everyone partner with someone they didn’t usually partner with.*

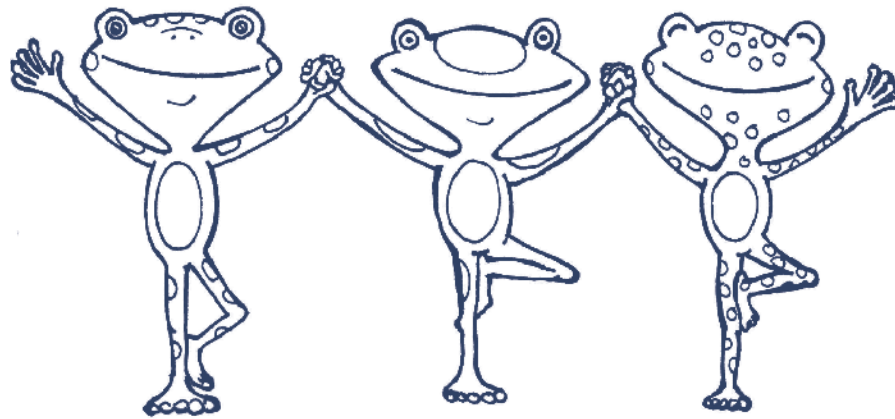
Have the students choose a partner with whom they usually don’t partner—ideally someone with whom they are not necessarily close friends. Then continue:

- *Ms. Abdoo then said, “While you are doing the pose, think about what it means to be a partner. How can you be your best self in a partner pose?”*

Have a few students answer, referring to the Partner Guidelines. Then say:

- *One way is to greet each other when we meet our partners, and to then say thank you after doing the poses. Today let’s practice signing hello and thank you in ASL instead of saying it.*

#### PARTNER TREE



### Partner Tree new

Tell the students pairs that they will be partnering to create one giant tree and that their two inner legs will be the strong trunk.

Guide students through Partner Tree pose. (You may wish to demonstrate the pose with another student before having everyone go into it.) Use the following cues for reference:

1. **Begin standing side-by-side with your partner, shoulder to shoulder, in Mountain pose. Hands can be held, elbows can be intertwined, or the backs of the hands can be touching.**
2. **Focus on an object with your partner so your visual attention is on the same spot.**
3. **Inhale: Grow roots down your “trunk” leg; shift your weight to the center of your tree.**
4. **Exhale: Raise your bent outer legs to create the mirror image of the Tree pose, soles of the feet pressed into the ankle or calf.**

5. **Inhale:** Raise your outer arms up into the air like tree branches. You and your partner may try to press your fingers or palms together overhead.
6. In order to keep you and your partner both safe, notice what your body is communicating to you. If you start to feel wobbly, place your foot down and tell your partner you need to rebuild your tree.
7. Hold the pose for a few breaths.
8. **Exhale:** Release the pose and shake out your legs.
9. Switch places to find Partner Tree on the other side.

[OPTIONAL] **Partner Closing Sequence** (UNIT 5, LESSON 1)

Lead students through Partner Closing Sequence.



**FRIENDLINESS ACTIVITY** / 20 mins

Begin by reviewing some of the ways that the students in Ms. Abdoo's class showed friendliness to Maria and Michael (e.g., greeting, welcoming, asking questions to learn about them, sharing, helping).

Now use two puppets as a tool for students to discuss and demonstrate what it means to be a friend and to behave in a friendly way. Tell students to pretend that the two puppets are students in Maria and Michael's new classroom and they are going to help show what it means to be a friend:

- *This student...*

[show puppet]

- *...is new to the class.*
- *What could this student...*

[show a different puppet]

- *...do to be a friend to the new student?*

Invite student volunteers to tell you and/or show you with the puppets. Then continue with a new scenario for the two puppets:



### ★ DIFFERENTIATION

Show students the gift bag/box. Explain that friendship is like a gift that you give someone, that you don't have to give someone toys or other things to give the gift of friendship, and that being friendly and kind can be the best gift. Open the gift bag/box and show students the index cards inside. Tell the students they will use the cards to write or draw something friendly for Michael and/or Maria as a way to welcome them to the class as friends. Pass around the gift bag and tell each student to choose a card, open it, and put their names on one side. Let them know that they do not have to spell their words perfectly or draw a perfect picture to be friendly toward Maria and Michael. When they finish, they should put the card back in the gift bag/box. If there is time, you can ask students to share and summarize what they wrote or drew on their cards. These cards can be used along with observation as a formative assessment of their understanding of what it means to be friendly and/or to initiate friendship.

- *This student fell down in the hallway.*
- *What could this other student say or do to be a friend?*

Again invite student volunteers to tell you and/or show you with the puppets. Then ask:

---

— **What are some ways you act in a friendly way to your friends?**

---

Accept almost any appropriate responses, but reinforce skills like greeting, welcoming, asking questions to learn about each other, sharing, helping (remind them how Kaya helped her new friends), using kind words, inviting someone to play, etc.

#### SUMMARIZE FOR STUDENTS:

- *We can show friendliness with the way we speak to and act with someone.*
- *Some of the ways we can show friendliness to others:*
  - *Greeting, welcoming, including, or helping them*
  - *Asking questions to learn about them*
  - *Sharing with them*
  - *Inviting them to play*
  - *[Add additional behaviors or strategies that were discussed during the activity.]*



### MINDFUL MOVEMENT / 3 mins

#### Closing Sequence (UNIT 1, LESSON 1)

Lead students in this sequence or the Partner Closing Sequence (Unit 5, Lesson 1).



### REST AND REFLECTION / 3 mins

Invite students to find a comfortable position for rest, and say:

- *At the end of Maria and Michael's class, everyone lay down for a few minutes of rest. Maria and Michael were happy and thankful to be in a school with so many friendly students.*
- *Picture someone who has been friendly to you. Notice how you feel when you think about this friend. Picturing this friend in your imagination, do you feel happy... or maybe you feel thankful? When you picture this friend, do you feel care and kindness for them? Notice how you feel, and then relax and breathe, letting your body and mind rest.*

Allow one to two minutes of silent rest.

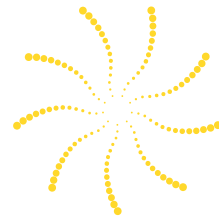
### TAKE-HOME PRACTICE

- *Help a friend feel welcomed by showing friendliness. Share kind words by telling them one reason you are grateful to be their friend.*



## *Lesson 4*

# A COLORFUL STORY OF SHARING WITH FRIENDS



### **Goal Statement**

**Students will understand that friends share and that sharing helps friends be their best selves.**

### **Essential Question**

**Why should I share with friends?**

### **“I Can” Statement**

**I can be my best self by sharing with my friends.**

## Key Learning Objectives

Students will know...

- Friends share with one another.
- It is not always easy to share with friends.
- Sharing with friends can help them be their best selves.

Students will be able to...

- Identify something that is hard for them to share with friends.
- Give reasons why it is good to share with friends.

## Materials

- Book *The Rainbow Fish* by Marcus Pfister
- 30–40 sparkling silver stickers to use as Rainbow Fish scales
- Small basket or bowl

## Preparation/Setup

- Load audio tracks of water sounds (if using optional activity).
- Place scales in a bowl in order to be easily dispensed to students.

## New Vocabulary

Share

## New Mindful Movements

### Poses

None

### Sequences

None

## Mindful Moments

Calming and Focusing

Anchors

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.

**STORYTIME WITH *THE RAINBOW FISH*** / 30 mins

> **OPTIONAL:** Set up the story by playing an audio track of the sound of ocean waves or running water.

Invite students to “swim” around the room [to the track] as though they are swimming in a deep ocean. You could also have students lie on their bellies and “swim” on their mats. [When the track pauses, prompt students to pause on a mat nearby.] Encourage them to use their imaginations to create an underwater adventure as they “swim” by giving cues such as “Dive deeper,” “Swim down to the coral reef,” “Do the backstroke,” and “Let’s swim together like a school of fish.”

Show students the cover of *The Rainbow Fish* and one or two of the close-up, colorful pictures of Rainbow. Ask them what they notice about Rainbow and any predictions about the story, especially related to friendship.

Read students the story.

Ask for one to three volunteers to be the fish Rainbow from the story. Tell the whole class of students that you are going to ask them about things they saw and heard in the story, and every time they give an answer, you will give/ stick on Rainbow a shiny scale. (This can be done with just one student as Rainbow or by alternating volunteers, but the objective is for just one to three students to collect all of the scales.)

Ask questions that focus on the ideas that: friends share with one another, it is not always easy to share, and sharing can help us be our best selves. For most questions, accept any reasonable answer. Example questions:

**TEACHING TIP**

Don’t choose a child to be Rainbow who will have real challenges sharing the scales they collect.

**TEACHING TIP**

Use small strips of silver stickers in order to distribute the “scales” more quickly.

**TEACHING TIP**

Scales can add up more quickly if there are multiple answers to each question.

- 
- *Why did the other fish not want to be with Rainbow?*
  - *When is it hard to share?*
  - *Why don't we like it when our friends don't share?*
  - *How did Rainbow become his best self in the story?*
  - *How does sharing help us be our best selves?*
  - *Why would we want to share with others?*
- 

End the lesson by asking the students in the class who do not have scales if they would like one. Then ask the students with scales if they would like to keep them or share them. Ask which option would help them to be their best selves and ask which option would show friendship to their classmates.

Allow the students to pass out scales to their classmates. If there are scales left over, see if the students can decide what to do with them. If necessary, collect them to use with another group. End the lesson by asking students why it is good to share with friends.

#### **SUMMARIZE FOR STUDENTS:**

- *Friends share with one another.*
- *It is not always easy to share with friends.*
- *Sharing with friends can help us be our best selves.*



## **MOVING STORYTIME / 15 mins**

### **Introduction**

You may wish to place the mats very, very close together for this Moving Storytime.

Encourage students to notice what the characters share with one another during the story.

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

- ***Maria and Michael's first class was Health and Wellness class, and the first thing that they noticed was how little the room was compared to their classroom in the mountain AND how many more classmates they had here*** than in their mountain school. The teacher let them know that today's class is about being friendly by sharing.

### **Easy Pose** (UNIT 1, LESSON 2)

Have students sit in Easy pose, then continue the story:

- ***The teacher, Ms. Abdoo, said: We are all friends here, and what do friends do? They help and they share. So even though this is a very small room, and there are many of us, can we share the space? Can we help each other if we need to?***
- ***Everyone said "Yes!" but Maria kept bumping into her neighbors with her arms during the Fresh Start Sequence because she was not used to practicing in such a tight space.***

### **Fresh Start Sequence** (UNIT 2, LESSON 1)

Guide students through the Fresh Start Sequence once, bumping your arms gently with the student next to you.

Ask the students: What can Maria do?

Take ideas from a couple of students. Then continue the story:

- ***Kaya noticed Maria was struggling. She felt herself getting nervous for Maria. She took a few deep breaths with her hands on her Anchors to help her think clearly.***

### **Anchors** (UNIT 3, LESSON 1)

Have students take a few breaths here with hands on their Anchors.

Continue the story:

- ***Kaya felt like she could think a lot clearer now and realized she could help Maria by sharing her knowledge about how to share space with her neighbors. She whispered to Maria to move a bit so that she was not in the way and everyone would be zigzagged.***

Have everyone in the class stagger, so they can open up their arms without touching the person next to them.

Continue the story:

- *“Now,” Ms. Abdoo said, “we will do our Fresh Start Sequence the way we learned it last time, with the jump.” Everyone started to do the sequence differently.*

### **Fresh Start Sequence (with jump)** (UNIT 5, LESSON 3)

Lead students through the sequence again and this time jump back with both feet from Monkey pose to Plank and jump both feet forward from Dog to Sunset (forward fold) before standing up at the end.

Continue the story:

- *Michael’s mind was SWIRLING from all the new students around him, and he did not pay attention to these directions! After one round, Michael’s eyes noticed that everyone was doing the sequence a bit differently than he was! Maria was also doing it a little differently than usual!*
- *But Michael couldn’t figure out what it was. He tried to do it differently and got his legs tangled up and fell.*
- *Kaya was an observant and thoughtful friend. She was next to Michael. She saw that he wasn’t doing the sequence the way everyone else was doing it, and she noticed that he fell. She was worried Michael would hurt himself if he continued to do it this way! She took a few deep breaths.*

### **Anchors** (UNIT 3, LESSON 1)

Lead students in taking a few deep breaths with hands on Anchors. Then continue:

- *And then she realized she didn’t know why he was struggling, so she asked quietly, “What’s wrong, Michael? Are you okay?” Michael shared his feelings with Kaya. “I feel silly because I don’t know how to do it the way you do it. I don’t understand what I’m doing wrong!” Now Kaya knew what she could do to help! Kaya raised her hand and asked Ms. Abdoo if she could explain the sequence to the new students. Ms. Abdoo happily agreed.*
- *Kaya explained loud and clear. And she showed him that they jump instead of walking forward and back.*



### Fresh Start Sequence (with jump) (UNIT 5, LESSON 6)

Have a few students volunteer to be Kaya and lead the Fresh Start Sequence (with jump) loud and clear or have the whole class say the poses loud and clear together.

Continue the story:

- *When they were all done, Ms. Abdoo asked the class what to say to someone who has helped us with something or shared something with us. What do we say?*

Lead the class in answering “Thank you!”

### Thank you! in ASL (UNIT 5, LESSON 3)

Remind students that sometimes it is inappropriate to say thank you to someone out loud, because it would disturb the class. Ask what they could do instead.

Remind them that they can also say it in sign language and then guide students to say thank you in ASL.

### Partner Poses

Continue the story:

- *After saying thank you to Kaya, the class broke up into pairs to learn a new partner pose. The teacher had everyone partner with someone they didn’t usually partner with.*

Have the students choose a partner with whom they usually don’t partner—ideally someone with whom they are not necessarily close friends. Then continue:

- *Ms. Abdoo then said, “While you are doing the pose, remember what it means to be a partner and how you can be your best self in a partner pose. Also, let’s practice signing hello when we meet our partner and thank you when we are done with the partner work.”*

Guide students through saying hello to their partners in ASL (by saluting). Place one hand on your forehead close to your ear and move it outwards and away from your body.

- *Place one hand on your forehead close to your ear and move it outwards and away from your body. [May add image if available]*

## Partner Tree/ Partner Closing Sequence

(UNIT 5, LESSON 3/ UNIT 5, LESSON 1)

Lead students through the partner poses.

Lead students in saying thank you to their partners in ASL.



## REST AND REFLECTION / 3 mins

Tell students:

- *At the end of class, everyone was tired, so they lay down on their backs and rested with their eyes closed. While they rested, they remembered everything the class had shared with them. They felt thankful for their friends.*
- *Has anyone shared anything with you recently?*
- *How does it make you feel when someone shares with you?*

Allow one to two minutes of silent rest.

If time allows, have students share with the group what they remember about who shared what with whom in today's stories. Example questions:

- 
- ***What did Rainbow share in the book we read?***
  - ***In our Moving Storytime, what did the whole class share with one another during the Health and Wellness class?***
  - ***What did Kaya share with Maria and Michael?***
  - ***What did Maria and Michael share with Kaya?***
- 

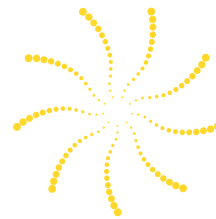
## TAKE-HOME PRACTICE

- *You can share things like toys or snacks, but you also can share knowledge, skills, talents, kind words, or simply a smile. Be your best self by sharing something with a friend or family member.*



## *Lesson 5*

# SHARING FAIRLY WITH FRIENDS



### **Goal Statement**

**Students will be challenged to find a way to share materials that feels fair for everyone.**

### **Essential Question**

**How can I share fairly with friends?**

### **“I Can” Statement**

**I can share fairly with my friends.**

## Key Learning Objectives

Students will know...

- There are different ways to share fairly.
- Fair doesn't have to mean equal.

Students will be able to...

- Fairly share objects with peers and friends.

## Materials

- Items for sharing, such as small toy cars, plastic eggs, building blocks, stickers, foam balls, etc. (You will need enough to have 1 item per student, plus 1–3 extras per group of students. You can use one type of item or a mixture to add complexity to the way students practice sharing.)
- Container to hold items
- Mind Jar

## Preparation/Setup

- Decide how many groups and students per group there will be for activity 1 and fill a container with as many colors as there are groups and with 1 item per student. Add several more items to give each group 1–3 extra items, but not enough for each student to have the same number. For example, if you have 6 groups of 4 students, you will need about 36–42 items.

## New Vocabulary

**Fair**

## New Mindful Movements

### Poses

Partner Boat

### Sequences

None

## Mindful Moments

Calming and Focusing

Take 5 Breath

Mindful Walking

Calming Breath

Wiggle and Relax

Rest and Reflection

**CALMING AND FOCUSING / 2 mins**

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

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

**SHARING FAIRLY ACTIVITY / 23 mins**

Briefly recall key points from the story *Rainbow Fish* and remind students that sharing is one way to be your best self with friends.

Walk around and pass out one item per student. Give each student a group number or name. Ask students to sit in a circle with their group and put their items down on the floor in the middle of the group. Next, go around and add one to three extra items to each group's collection so that their total number of items cannot be evenly divided among the members of the group.

Tell the groups that you have given them some items to play with but first they will need to decide how to share fairly. Explain that the groups can decide how to divide up the items in a way that everyone in the group thinks is fair. Ask students to give you a sign when they are finished. Check in with the groups, and allow them to use any extra time to play with the items.

When all groups are finished, have each group explain how they divided their items and help students notice and understand the different strategies. Ask students:

- 
- ***Did everyone have to have the same number of items in order to share fairly?***
  - ***Did your group share in a friendly way? How?***
  - ***Did everyone have what they needed to play together?***
  - ***What does it mean to share fairly?***
- 

Give groups a second chance to decide how to share fairly or some additional time to play together with the items. Then, have all students come sit together as a group, leaving the items in a designated place.

Demonstrate thumbs-up/thumbs-down responses, then ask students to use this response to show how they felt about the way sharing was done in their groups (*Was it fair? Did everyone have what they needed to play together?*)

If everyone wasn't a thumbs-up, talk about ways to ensure everyone is okay with how the sharing was done. Make observations about the ways you noticed groups sharing fairly.

#### SUMMARIZE FOR STUDENTS:

- *There are many different ways to share fairly.*
- *Sometimes fair does not mean equal. Fair might mean that everyone has what they need.*



### MOVING STORYTIME / 20 mins

#### Introduction

Tell students that it's back to Moving Storytime with Maria and Michael on their very first day of school and that it's time for recess.

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

#### Fresh Start Sequence (with jump) (UNIT 5, LESSON 3)

- *Before Ms. Abdoo allowed everyone to go off and play as they wished, the students led the whole class through the Fresh Start Sequence three times.*

Choose students to lead the class through the sequence three times. Then continue:

- *After the Fresh Start Sequence, the students all ran to their favorite activities.*

[Run in place.]

- *Maria and Michael walked mindfully to the playground.*



#### DIFFERENTIATION

Ask some of the following additional questions to deepen the discussion of sharing.

- *How can sharing help you to be your best self?*
- *Are there times you don't want to share?*
- *Is it okay to say no when you don't want to share? How can you say no using kind words?*

**Mindful Walking** (UNIT 4, LESSON 5)

Guide students in walking slowly, mindfully in place—remind students to feel each part of their feet touching the ground.

Continue the story:

**Recess Conflicts**

- *They were excited for recess, but they were quite surprised to see some children having trouble sharing with one another.*
- *One of their classmates was not sharing a swing. She was swinging up and down, up and down, and even though there was a line, she would not let anyone else have a turn.*

**Mountain/Chair Swing** (UNIT 5, LESSON 1)

Lead students through Mountain/Chair Swing sequence and then continue the story:

**Jump Rope**

- *Lots of students were jumping rope...*

[Pretend to jump rope in place.]

- *...but there weren't enough ropes for everyone. Two boys were fighting over one of the ropes, and they were each yanking one side.*

**Thinker** (UNIT 4, LESSON 1)

- *Maria and Michael wanted to go over and help, but they felt that it would be hard to help when the students were fighting. They sat down to think of what they could do.*

Lead students through a Thinker pose.

**Let's Reflect**

Ask students:

- *What does your mind look like when you are in an argument?*

[Show the Mind Jar.]

- *Is it hard to listen to someone well if we are in that state?*
- *What can we do to calm down our angry thoughts?*

Guide students to remember that they can go to the Pause Place or just take a pause and breathe.

## Calming Breath

Tell students:

- *Maria and Michael decide to pause. They took a few breaths themselves to help them think better and more clearly.*

Have the students take three Calming Breaths with the Mind Jar and then continue the story:

## Take 5 Breath

- *The breathing helped Maria and Michael think more clearly. Maria said, “First we can try to help our classmates calm and settle their minds too. Maybe we can think of a fun way for them to take a few breaths.” And so they made up a cool breathing technique. They called it Take 5 Breath.*

Guide students through the Take 5 Breath practice. Use the following cues for reference:

1. Bring the pointer finger of your right hand to the wrist of your left hand, close to the pinky side.
2. Breathe in as you use your finger to trace up to the top of your little finger.
3. Breathe out as you trace down the inside of your little finger.
4. Breathe in as you go up your ring finger.
5. Breathe out as you go down the other side of your ring finger.
6. Continue until you have gone through all of your fingers, down to your wrist on the thumb side of your hand.
7. If you feel like you need some more breaths, then do it again, starting from your thumb side all the way to your pinky side. You may also put all your fingers together and do one big breath in as you go up one side of the hand and a breath out as you go down the other.



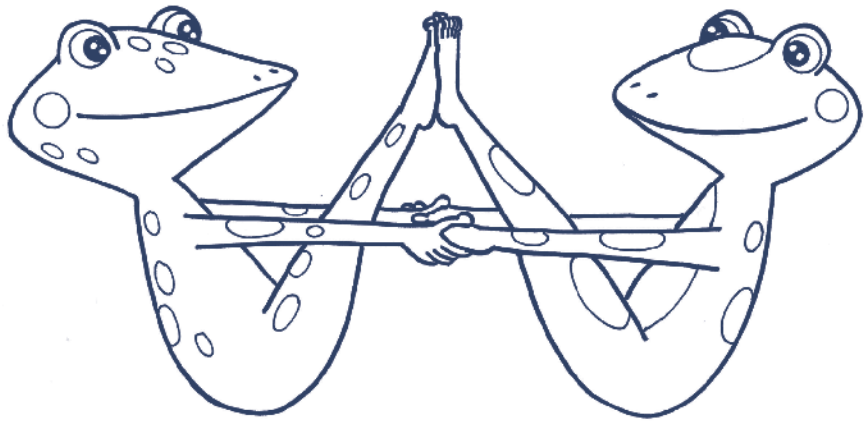
**Boat** (UNIT 3, LESSON 1)

Continue the story:

- *After they finished practicing Take 5 Breath, Maria and Michael thought about it a bit more and were about to go share their technique with their classmates when they saw a couple students happily and peacefully playing together with a boat.*

Guide students into Boat pose and then continue the story:

- *This seemed strange to Maria and Michael because everyone else was arguing. They decided to watch the students sharing the boat a little longer, to see if there was anything they could learn from them.*
- *Maria and Michael came closer and saw that both the students were holding on to a boat and moving it along an imaginary river. There was only one boat, but there were two students. Each one took turns telling the other which way to turn, and they were able to both hold on to the boat as it traveled around the playground.*

**PARTNER BOAT****Partner Boat** new

Let the students know that today they will work together to learn Partner Boat pose as a way to remember how well the students with the toy boat worked together.

Transition students to working with a partner, and guide them through the pose using the following cues as reference:

1. Begin by sitting and facing your partner with your knees slightly bent and your feet on the ground, slightly touching your partner's feet.
2. Hold hands with your partner on the outside of your legs.
3. Notice if you are hunching forward and try to keep your chest lifting up and your back straight throughout this pose. Relax your shoulders down.
4. Simultaneously with your partner, raise one leg up and place the soles of your feet together. Find your balance and do the same with the other leg.
5. First focus on finding your balance together.
6. Once you have balanced, try straightening your legs without losing that openness in the front part of your body.
7. Together, hold the pose for three to five breaths.

### Let's Reflect

Ask students:

- *What do you think Maria and Michael learned from the two children sharing the boat? What had to happen for them to be able to share fairly with each other? What do we need to do for each other so that we can do this pose together?*

Guide students to possible answers such as:

- We need to communicate/talk with each other.
- We need to trust each other, we need to help our partner out if they are struggling.
- We need to be kind.
- We need to work together as a team.

### To Be Continued...

Tell the class that in the next lesson they will act out some of the problems that the students in the story were having and that they will have an opportunity to act out ways to resolve those problems.

### Partner Closing Sequence (UNIT 5, LESSON 1)

Guide students through the Partner 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.

Tell students:

- *At the end of class, the whole class was tired, so they lay down and rested.*

Allow one to two minutes of silent rest.

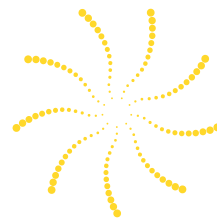
[OPTIONAL] **Wiggle and Relax** (UNIT 3, LESSON 3)

**TAKE-HOME PRACTICE**

- *Sharing fairly is sharing that works for everyone. On the playground or at home, practice sharing fairly with friends or family members. What did you share? How was it fair?*

## *Lesson 6*

# TO SHARE OR NOT TO SHARE



### **Goal Statement**

Students will role-play to help Moving Storytime characters solve a sharing problem. Then they will consider what not to share, exploring ways to try and keep each other healthy by preventing the spread of germs. They will practice strategies for handwashing and covering their coughs and sneezes.

### **Essential Question**

Are there things we shouldn't share?

### **“I Can” Statement**

I can describe three strategies that help me not to share germs.

## Key Learning Objectives

Students will know...

- Germs can be unhealthy and make them sick.
- They should use hygiene strategies to not share germs and keep each other healthy.

Students will be able to...

- Demonstrate ways not to share germs, including hand washing, wearing a mask, covering coughs and sneezes, keeping personal space, and not sharing food and drinks.

## Materials

- Children's book *Germs! Germs! Germs!* by Bobbie Katz
- Image of animals on a picnic
- [Optional] jump rope or ball

## Preparation/Setup

- Display any specific guidelines or signage your school uses for hygiene/stopping the spread of germs.

## New Vocabulary

**Germs**  
**Healthy**  
**Unhealthy**

## New Mindful Movements

### Poses

None

### Sequences

None

## Mindful Moments

Calming and Focusing  
Mindful Walking  
Calming Breath  
Take 5 Breath  
Kind Mind (for Others)  
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.



## MOVING STORYTIME / 20 mins

### Introduction: The Sharing Problem

Begin by telling students that it's still Maria and Michael's very first day of school.

Ask students if they remember which class Maria and Michael were in during the last Moving Storytime, [*Answer: Recess*] and if they remember what happened.

Guide students in remembering that Maria and Michael's classmates were having trouble sharing. Engage students by asking them for help solving the sharing problem:

- *Since all of you have been practicing sharing fairly, let's see if we can figure out a way to help Maria and Michael's class solve their problem and share more fairly.*
- *Recall that before Ms. Abdoo allowed everyone to go off and play as they wished, the students led the whole class through the Fresh Start Sequence three times.*

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

### Fresh Start Sequence (with jump) (UNIT 5, LESSON 3)

Choose students to lead the class through the sequence three times. Then continue:

- ***After the Fresh Start Sequence, the students all ran to their favorite activities.***

[Run in place.]

- ***Maria and Michael walked mindfully to the playground.***

### **Mindful Walking** (UNIT 4, LESSON 5)

Guide students in walking slowly, mindfully in place— remind students to feel each part of their feet touching the ground.

Continue the story:

- ***They were excited for recess, but they were quite surprised to see what they found. What did they find? Everyone seemed to be arguing, yelling, or crying.***
- ***They looked to the left...***

[Look to the left.]

- ***...and saw two boys fighting over a swing.***

### **Mountain/Chair Swing** (UNIT 5, LESSON 1)

Lead students through Mountain/Chair Swing sequence and then continue the story:

- ***Not Sharing!***
- ***They looked straight...***

[Look straight.]

- ***...and saw a classmate not sharing the jump rope with the other students.***

[Pretend to be jumping rope in place.]

- ***They looked to the right...***

[Look to the right.]

- *...and saw classmates arguing over a soccer ball. Each wanted to practice juggling it with their knees.*

[Do several Knee-Ups.]

- *They looked behind...*

[Look behind you.]

- *...and another girl was hugging a basketball and wouldn't let anyone else touch it!*
- *No one wanted to share.*

### Thinker (UNIT 4, LESSON 1)

- *Maria and Michael wanted to go over and help, but they felt that it would be hard to help when the students were fighting. They sat down to think of what they could do.*

Lead students through a Thinker pose.

### Let's Reflect

Ask students:

- *What does your mind look like when you are in an argument?*

[Show the Mind Jar.]

- *Is it hard to listen to someone well if we are in that state?*
- *What can we do to calm down our angry thoughts?*

Guide students to remember that they can go to the Pause Place or just take a pause and breathe.

### Calming Breath

Tell students:

- *Maria and Michael decide to pause. They took a few breaths to help them think better and more clearly.*



Have the students take three deep breaths with the Mind Jar and then continue the story:

### **Take 5 Breath** (UNIT 5, LESSON 5)

- *The breathing helped Maria and Michael think more clearly. Maria said, “First we can try to help our classmates calm and settle their minds too. Maybe we can think of a fun way for them to take a few breaths.” And then Maria and Michael remembered the cool breathing technique they had made up. Do you remember what it was called?*

[Answer: Take 5 Breath]

Guide students through the Take 5 Breath practice.

### **Boat** (UNIT 3, LESSON 1)

Continue the story:

- *After they finished, Maria and Michael thought about it a bit more and were about to go share their technique with their classmates when they saw a couple students happily and peacefully playing together with a boat.*

Guide students into Boat pose and then continue the story:

- *This seemed strange to Maria and Michael because everyone else was arguing. They decided to watch the students sharing the boat a little bit longer, to see if there was anything they could learn from them.*
- *Maria and Michael came closer and saw that both the students were holding on to a boat and moving it along an imaginary river. There was only one boat, but there were two students. Each one took turns telling the other which way to turn, and they were able to both hold on to the boat as it traveled around the playground.*

### **Partner Boat** (UNIT 5, LESSON 5)

Before leading students through Partner Boat pose, ask them:

- *What do we need to do for one another so that we can do this pose together?*

Guide them to answers such as:

- We need to use kind words.
- We need to check in to make sure our partners are okay.
- We need to pause to help our partners if they are struggling.
- We need to work together as a team.

### Acting It Out (Conflict, Pause, Resolution)

Continue the story:

- *Then Maria and Michael went to each group of students to see if they could help.*
- *Today as a class we are going to take turns playing out the situation. We're going to be actors! Some of you are going to pretend to be the children having trouble sharing, and some of you will pretend to be Maria and Michael. We will take turns acting out the parts.*

For this activity you will guide student volunteers in acting out the conflict, pause, and resolution aspects of the story.

To begin, assign two students to be Maria and Michael and have them stay seated.

Assign two other students to act out arguing over an item from the story (swing, jump rope, soccer ball, basketball). Coach students on how they will do this safely. Consider using props such as a jump rope or ball.

Ask the arguing pair:

- *What do your angry faces look like? What does your body look like? Where do you feel anger? What do you say to each other?*

Let the pair act out the conflict for a bit. Then have the students playing Maria and Michael stand up. Ask them:

- *Maria and Michael, what would you say to the classmates arguing? How would you get them to pause and Take 5?*

As much as possible, allow the Maria and Michael actors to be creative in responding to the arguing classmates. If they are having trouble coming up with ideas, ask them to call on “the audience” for some help. Eventually guide the Maria and Michael actors to teach the arguing pair to pause using the Take 5 Breath practice.

Then prompt the students to consider what would happen next by asking questions such as:

- 
- ***How do you think Maria and Michael's classmates would feel after Take 5 Breath?***
  - ***What do you think their bodies and facial expressions would look like?***
  - ***Now that the classmates are calm, do you think it will be easier for them to solve their conflict?***
- 

Now guide the students to act out a resolution to the conflict by asking the Maria and Michael actors:

- ***Maria and Michael, what did we learn from the classmates sharing the boat?***
- ***What other ideas or options could you offer to resolve the issue?***

After giving the Maria and Michal actors time to propose or act out a resolution, ask the whole class how they feel about that resolution strategy and if they have any more ideas.

Repeat this conflict, pause, resolution exercise a few times with different student actors and different items to argue over.

### **Closing Sequence** (UNIT 1, LESSON 1)

Lead students through the Closing Sequence.



### **WHAT NOT TO SHARE** / 20 mins

Tell students that it's really important to share with friends and classmates as they've been practicing, but there is something that they should try NOT to share.

Ask students if they can think of anything they wouldn't want to share with friends. If no one suggests germs or sickness, give them a hint by pretending to sneeze or cough, etc.

Show students the book *Germs! Germs! Germs!* and ask students to share

what they know about germs. Then invite students to share any ideas they have for ways people can try not to spread germs.

Read the book aloud to students.

Emphasize that part of caring for one another is trying to keep each other healthy because staying healthy helps everyone feel like their best selves. Tell them that in whatever experience they are sharing (picnic, reading together, party), they should try not to share germs.

Make a list or display an illustration of good hygiene practices and strategies. Example strategies: **NOTE** *Be sure to review and incorporate your school's current guidelines and best practices and CDC recommendations for preventing the spread of illness.*

- **Stay home if you are sick.**
- **Wash hands often with soap and water.**
- **Cover your coughs and sneezes. (Practice by doing fake coughing and sneezing into your elbow.)**
- **Do not share drinks or food.**
- **Additional optional strategies updated for the COVID-19 pandemic:**
  - **Wear a mask to protect yourself and others.**
  - **Keep your personal space. Stay six feet away from others whenever you can. (Demonstrate the length using jump ropes or other familiar items)**

Review the strategies and invite students to help you practice:

- **Model proper handwashing with students by miming doing so in a thorough fashion during the duration of singing “Twinkle, Twinkle, Little Star.” Then repeat the exercise while humming the song. Finally, have students practice while singing the song silently in their heads. Emphasize the importance of soap and the importance of washing for long enough.**
- **Have students practice covering their coughs and sneezes with their elbows (or another place on their arms away from their hands), or have them use a tissue that they immediately throw away before washing their hands. Consider inviting student volunteers to lead a round of practice.**
- **Consider creating a dance movement or hand sign for each strategy in the list to help students remember.**

**TEACHING TIP**

Watch for students using hygiene practices during class and then verbally notice and reinforce them.

**SUMMARIZE FOR STUDENTS:**

- Germs can be unhealthy and make us sick.
- To keep one another healthy, we should use hygiene strategies and try not to share germs.

**REST AND REFLECTION / 5 mins**

Guide students to sit in Easy pose face-to-face with someone near them.

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

Remind students that the Kind Mind (for Others) practice can help build their kindness muscles and help their minds remember to show care and kindness to others. Tell students:

- Face your partner, with your hands on your Anchors, your heart, or giving yourself a hug. I'm going to say a kind thought out loud. After I say the words out loud, whisper to repeat the words to your partner.

Use some of the following phrases or words that you create with your class:

***May you have everything you need.***

***May you be healthy and strong.***

***I hope you feel joy and have fun.***

***May you feel caring and kindness from others.***

Allow one to two minutes of silent rest.

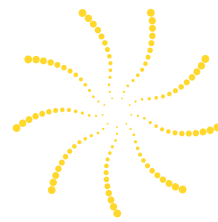
**TAKE-HOME PRACTICE**

- Share a healthy habit with someone you love! Show someone in your family what you learned about how to cover coughs and sneezes and how to wash your hands so that you don't share germs.



## ***Lesson 7***

# **SHARING KIND AND UNKIND WORDS**



### **Goal Statement**

**Students will identify kind and unkind words and then practice responding to unkind words with coaching from the teacher.**

### **Essential Question**

**What kinds of words do friends share?**

### **“I Can” Statement**

**I can describe one way to respond when a friend shares unkind words.**

## Key Learning Objectives

Students will know...

- Their words can be used for kindness and friendship.
- Unkind words can hurt people.
- It is okay for friends to say no.

Students will be able to...

- Discriminate between kind words and unkind words.
- Respond to kind and unkind words by sharing how they feel.

## Materials

- Interactive whiteboard or chart paper
- Preprinted slips of paper with examples of kind words that can be shared and unkind words that should not be shared (see examples in the lesson activity)
- Mind Jar
- Masking or painter's tape, if desired

## Preparation/Setup

- Prepare slips of paper with simple phrases of kind and unkind words (see list of suggestions in the lesson activity).
- Fold slips of paper and mix them together in a bowl, basket, coffee can, etc.

## New Vocabulary

Unkind word  
Think  
Speak

## New Mindful Movements

### Poses

Partner Diamond

### Sequences

None

## Mindful Moments

Calming and Focusing  
Kind Mind (for Others)  
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.



## MOVING STORYTIME / 18 mins

### Introduction

Tell students that it's Moving Storytime again. Then say:

- *It was a new day—and a very special day, because Cat and Cow were visiting Maria and Michael in the big city! Dog was sick with the flu, so he decided to stay home to get better.*
- *Why do you think he stayed home?*

Invite students to share their learning from the previous lesson.

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

### Sunrise (UNIT 1, LESSON 1)

Lead students through Sunrise pose as you start the story:

- *It was early morning, and the sun was just rising.*
- *Maria and Michael went to the train station and saw the train approaching.*

### Train

Have students form a pretend train or several pretend trains and move around the room.



## Hands and Knees

Guide students to return to their spots and model slowly transitioning to hands and knees.

- *The train slowed down as it entered the station and then each car came to a complete stop.*
- *Cat and Cow were so excited when the train stopped! They gathered their things, walked to the end of the car and exited the train.*

## Mountain Pose/Jogging in Place

As you narrate, transition to Mountain Pose.

- *Maria and Michael spotted their friends exiting the train! They opened their arms and ran toward them.*

Model jogging in place with your arms open.

- *When they reached them, Maria and Michael gave Cat and Cow big hugs!*
- *Give Yourself a Hug!*

Tell students:

- *Breathe in as you spread your arms wide and then breathe out as you cross them over to hug yourself. Let's do the same with the other arm on top. Imagine you are giving a hug to a good friend. How do hugs make us feel?*

## Fresh Start Sequence (with jump) (UNIT 5, LESSON 1)

Continue narrating:

- *After Cat and Cow's long journey, their bodies really needed a stretch! So, when the four friends arrived to Aunt Zazu's apartment, they did the Fresh Start Sequence. Maria and Michael showed Cat and Cow the new jump they do in the sequence.*

Have the students complete the Fresh Start Sequence (with jump) two to three times.

**Mountain** (UNIT 1, LESSON 1)

Lead students to stand in mountain pose as you continue:

- *And then they talked about how life is back on the Mountain. Maria said, “You are such kind friends. I’m so happy you came all this way to visit us. I appreciate you.”*

**Knock Knock**

- *All of a sudden, they heard a knock at the door.*

[Make a knocking gesture.]

- *It was Kaya. Maria and Michael introduced their friends, but Cat and Cow didn’t seem really interested in Kaya. Maria and Michael were so excited about Cat and Cow coming that they didn’t pay much attention to Kaya either. Without noticing, they turned their backs to her.*
- *But Kaya didn’t give up. “Hey, I know what we can do!” said Kaya. “We can show Cat and Cow the partner poses we learned, but first, let’s go over the Partner Guidelines!”*

**Cat/Cow** (UNIT 1, LESSON 1)

Lead students through Cat and Cow poses as you continue:

- *“Why would we need Partner Guidelines? Those are for little kids!” said Cat. And then Cow chimed in, “Yeah, that’s a stupid idea!”*

**Pause/Child’s** (UNIT 1, LESSON 1)

- *Kaya was so shocked at the mean words. She was sad and disappointed that her friends didn’t stand up for her, and she knew she was getting angry too, so she decided to take a pause and a few breaths in Child’s pose.*

Guide students into Child’s pose.

## Let's Reflect

Ask students:

- *Can you imagine how Kaya feels right now? Have you ever had someone tell you that your idea is stupid? Or have you ever told someone that their idea is stupid? Is that a kind thing to say? Why is it important to go over the Partner Guidelines?*

Have a few students offer reflections.

Then tell students:

- *Michael, Maria, Cat and Cow may not have reviewed the Partner Guidelines, but I think we should.*

Invite students to share the guidelines.

Continue narrating:

- *Meanwhile, Maria and Michael and Cat and Cow started doing the partner poses.*

## Partner Poses

Divide the class up into pairs. Use the text to continue the story as you guide them through these partner poses.

- *First they did Partner Elevator.*

Lead students through Partner Elevator pose (Face-to-Face variation, Unit 5, Lesson 1).

- *Then they did Partner Boat.*

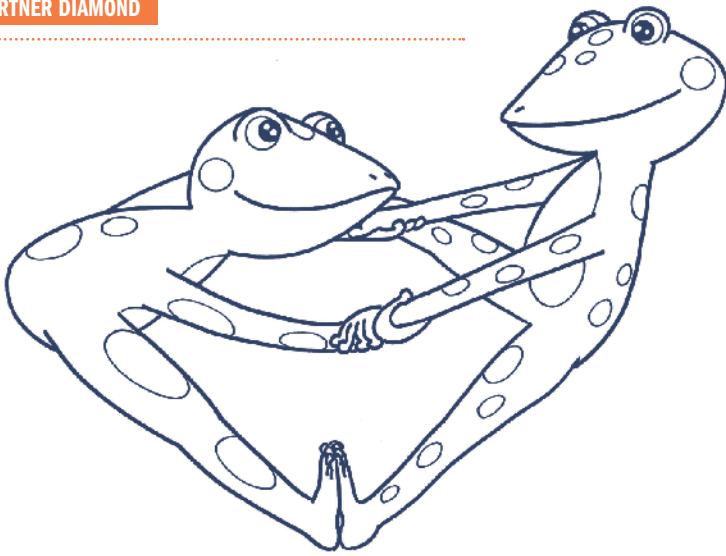
Lead students through Partner Boat pose (Unit 5, Lesson 5).

- *They even created a new partner pose: Partner Diamond!*

## Partner Diamond new

Guide students through Partner Diamond. Tell students that they can fold their mats up to sit under their sit bones to make it easier to sit upright.

## PARTNER DIAMOND



One student should use the following cues for reference:

1. Begin by facing your partner with legs in a V-shape.
2. Rest your feet against your partner's feet, ankles, or shins (depending on the leg length and flexibility of each partner).
3. Clasp your partner's hands, wrists, or forearms.
4. Inhale: Grow tall and notice the space in the front body, trying to stay away from creating creases in the belly.
5. Exhale: One of you eases into a forward bend while the other leans slightly backward with a straight spine.
6. Inhale: Press your thighs down into the ground to lengthen the body.
7. Exhale and ease further into the pose. Check in to make sure your partner is comfortable.
8. Remember communication is key here. Be gentle, kind, and understanding of your partner's limits. If the partner leaning forward says "enough" or "stop there," the partner leaning back should stop.
9. Take three to five breaths together.
10. Now repeat, switching which partner bends forward and which bends back.
11. To come out of the pose, have students use their hands to bring their legs back together.

**Child's Pose** (UNIT 1, LESSON 1)

All the while, they didn't say anything or even seem to notice Kaya in the corner.

Guide students into Child's pose as you continue:

- *Kaya was feeling really left out. No one invited her to do a partner pose. They were having fun without her and they had said some unkind things to her.*

**Easy Pose** (UNIT 1, LESSON 2)

Guide students into Easy pose as you continue:

- *What do you think Kaya did next? (Invite students to respond.) For now, let's imagine that Kaya decided to ignore them and play by herself for the rest of the day. She thought, "If they don't want to play with me, I'm not going to let it get me down—I'm going to play by myself."*
- *The next time we're together, we'll return to this story and think of a new ending. You can use your imagination to think of what that new ending could be.*

**SHARING WORDS WITH FRIEND** / 25 mins

Introduce the next set of activities by asking the following questions, focusing on kind and unkind words:

- 
- *Can you remember when someone in our Moving Storytime shared kind words with a friend?* [Answer: Maria shared appreciation with Cat and Cow.]
  - *Can you remember a time in the story when someone shared unkind words?* [Answer: Cat and Cow shared unkind words with Kaya.]
  - *Do any of you know the one thing that friends share the most?* [Answer: Words.]
  - *Has a friend ever shared words that made you feel happy, sad, or angry? That made you laugh?*
-

Explain that today they will play a game and do some pretending (role-playing) to understand what can happen when friends share kind words and unkind words.

### Recognizing Kind and Unkind Words

Prepare for this activity by writing examples of kind and unkind words on slips of paper, folding them, and mixing them together in a bowl or basket. Suggested words:

- *Please.*
- *Thank you.*
- *I appreciate you helping me.*
- *Good job.*
- *You run fast.*
- *You are my friend.*
- *I am glad you won.*
- *I like playing with you.*
- *I'm sorry for what I did.*
- *I don't like you.*
- *Your shirt is ugly.*
- *I am smarter than you.*
- *You always come in last.*
- *You can't play anything right.*
- *Bad throw.*
- *Ha, ha. He fell down.*

Gather students to a central area in which they have space to move from one side of the room to the other. Explain that in this activity, they will move to one side of the room if they hear kind words and to the other side of the room if they hear unkind words. They may remain in the middle if they are not sure.

Ask a student volunteer to select a slip of paper from the bowl and hand it to you. Read the words and ask students to go to one side of the room if they believe the words are kind and to the other side of the room if they believe the words are unkind.

Invite students to share why they believe the words are kind or unkind.

Gather back to the center if desired before moving on to another student volunteer to choose a set of words.

#### TEACHING TIP



Review with students their experience with sharing compliments and appreciations in Unit 4 Lesson 4. Consider displaying the sentence starters for compliments and appreciations along with artifacts of that activity as a reminder of some examples of kind words and how they felt to share and receive them.

## Responding to Kind and Unkind Words

Acknowledge that students have done well recognizing which words were kind and which words were unkind, and explain that now they will practice what to do next when they hear those words.

Give an example of unkind words and then say:

- *Imagine that I am your friend and I just said these words to you. What would you feel like doing or saying? How could you respond as your best self?*

As students share, acknowledge that it can be hard to be your best self when someone says something that hurts you. With the class, brainstorm a few Best Self Strategies that could help in this situation (e.g. pause, give yourself a hug, Anchors, calming breaths, Take 5).

Invite students to respond to the words from the activity in mini role-plays. To ensure everyone gets practice, consider allowing students to volunteer to role-play with you individually or to take turns in another way (e.g. calling groups of three to practice together with you). Coach student volunteers to respond by telling you how the words make them feel. Examples:

- *“Thank you. I appreciate that.”*
- *“When I hear those words, I feel proud.”*
- *“Ouch. When you said that, I felt sad.”*
- *“When I hear you say that, I feel angry. I’m going to walk away until I feel calm.”*
- *“That hurt me. Did you mean that?”*

Provide as much coaching as necessary so that their responses communicate how they feel without making judgments about the other person. Spend more time allowing students to practice responding to unkind words. It is okay if phrases are repeated.

After some students have practiced responding to the unkind words, say:

- *Everyone makes mistakes and we all say unkind words sometimes. Sometimes we don’t mean to hurt our friends, and sometimes we might be angry or sad and say something mean on purpose. Imagine you were the friend who said something unkind. When you realize you’ve said something that wasn’t kind, what can you do to be your best self? Invite students to share ideas and then to practice apologies.*

## Can friends say “No”?

As a follow-up discussion or to add challenge to the main activities, add a few examples of friends saying “no.” By asking questions and giving examples of



### DIFFERENTIATION

If students are ready, coach them to carry out role-playing further in pairs. Coach them to include apologies if appropriate and to work through next steps, such as walking away, talking it out, or asking an adult for help. Coach them to think through what to do next when someone does not apologize.

how the words might be used, help students determine that these words are not necessarily kind or unkind, and that they are okay to say when needed. Help students understand that sometimes friends say something we don't want to hear, but that doesn't mean it is unkind or that they want to hurt us. Suggestions:

- “No.”
- “Stop it!” (*Escalation avoidance*)
- “It is not your turn.” (*Informational*)
- “I don’t like when you do that.” (*Sharing of feelings*)
- “I don’t want to.”

Guide students to reflect on the discussion by asking questions such as:

- 
- **How can unkind words make someone feel?**
  - **How can you respond to unkind words?**  
[Answer: Share how you feel, walk away, ask an adult for help.]
  - **If you say unkind words that hurt your friend, what can you do?**  
[Answer: Apologize.]
  - **Is it unkind to tell a friend “no” or “stop”?**  
[Answer: No, it is okay for friends to say “no” or “stop” when they need to.]
- 

#### SUMMARIZE FOR STUDENTS:

- Words can be used for kindness and friendship.
- Unkind words can hurt people’s feelings.
- When a friend shares unkind words with us, it can help to tell them how we feel.
- It is okay for friends to say “no.”

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

Lead students in this sequence or the Partner Closing Sequence (Unit 5, Lesson 1).

### REST AND REFLECTION / 5 mins

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

Guide students into an Easy pose, with hands on Anchors or giving themselves a hug. If they completed the Partner Closing Sequence at the end of the previous activity, they can stay in pairs for this practice.



Tell students:

- *Imagine Kaya is in front of you right now. How do you think she feels about what happened with her friends?*

Give students a moment to reflect silently or whisper to their partner.

- *Before we rest our minds, let's practice kind thoughts for Kaya. Repeat after me once, imagining Kaya could hear you. Then repeat the words to yourself silently.*

Use the following phrases or others you have created with your class. Allow time for students to repeat each phrase (first aloud and then silently to themselves).

***May you feel loved and cared for.***

***May you feel safe and strong.***

***May you know that you are important.***

Guide students to find a comfortable position for rest.

- *Now, relax your body and let your mind focus on your breath.*

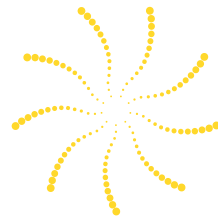
Allow one to two minutes of silent rest.

### TAKE-HOME PRACTICE

- *Friends share kind words and try not to share unkind words that can hurt people. Be a friendship detective and notice if you hear a friend sharing kind words with another friend. How do you think these kind words made both friends feel?*

## ***Lesson 8***

# **INVITING FRIENDS TO PLAY IN A GROUP**



### **Goal Statement**

**Students will apply some of the skills from this unit to invite peers to play in a group and help them to feel welcomed.**

### **Essential Question**

**How can I make a friend feel welcomed in a group?**

### **“I Can” Statement**

**I can invite a friend to play in a group.**

## Key Learning Objectives

Students will know...

- Feeling left out can hurt people.
- They can show friendship by inviting others into their group to play.

Students will be able to...

- Empathize with the need to feel welcomed.
- Demonstrate strategies for inviting a peer as a friend to play in a group.

## Materials

- Images of groups of children (3 or more) to project or hang
- 2–3 colors of signs (and cones, if available) to mark 6–10 stations around the room (enough for students to be distributed in pods of 2–4)

## Preparation/Setup

- Preload any images to be projected.
- Set up 6–10 stations in the room with a colored piece of paper or other marker (half yellow, half blue). Consider placing materials for a simple shared activity (e.g. a ball, crayons and one large paper, puppets, rhythm sticks, or another game or toy) at each station. If you are unable to set up activities, provide visual aids at each station for a partner movement activity (such as Boat or another partner pose or a hand clapping game familiar to your students). If you have cones, you can hide these materials or visual aids under the cones for the first part of class, so they are ready to go when you get to the activity.

## New Mindful Movements

**Poses**

None

**Sequences**

None

## Mindful Moments

Calming and Focusing

Take 5 Breath

Kind Mind (for Others)

Rest and Reflection

## New Vocabulary

**Pair**

**Group**

**Invite**

**Include**

**Left out**

## CALMING AND FOCUSING / 2 mins

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

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



## MOVING STORYTIME / 20 mins

### Introduction

Begin by telling students:

- ***Last class, Cat and Cow came to visit Maria and Michael. Do you remember why Dog decided not to come?***

*[Answer: Because he was sick and didn't want to share his germs.]*

Ask students to recall what happened without acting it out. Have them remember the story up to the point where Kaya decided to do the Closing Sequence by herself. Then say:

- ***Let's explore another option of what Kaya could have done. Let's go back to the part of the story when Kaya was in Child's pose.***

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

### Child's Pose (UNIT 1, LESSON 1)

Lead students in Child's pose and then continue:

- ***Kaya was in Child's pose feeling really sad and hurt.***

### Student Choice: Pose of Courage

- *This time, instead of playing alone, Kaya decided to get some courage to tell her friends how she felt.*

Invite students to find a pose that feels courageous. For example, they can raise their arms as if showing their muscles or do a superhero pose with their arms.

### Take 5 Breath (UNIT 5, LESSON 5)

- *Kaya practiced Take 5 Breath.*

Transition to Mountain Pose and practice Take 5 Breath. Then continue:

- *Afterwards, her heart was still beating fast, but she felt more confident. Kaya went over to her friends. She said, “May I please talk with you all?” Maria, Michael, Cat, and Cow looked at her and said okay.*

### Mountain Pose (with Hands on Heart) (UNIT 1, LESSON 1)

- *From the bottom of her heart, Kaya really wanted her friends to understand how she felt. So she put her hands on her heart to remind her, and spoke from her heart: “I am feeling really sad right now. I am happy for you that you are together, but I feel left out and scared that you don’t want to be my friend anymore. Also, I felt really hurt when Cat and Cow called my idea stupid.”*

### Easy Pose (UNIT 1, LESSON 2)

Guide students into Easy Pose. Then continue:

- *When they saw their friend was sad, Maria and Michael started to feel really sad too.*

Ask students if this has ever happened to them, and validate that it can be hard to see your friend hurting. Then continue:

- *Maria and Michael put their hands on their Anchors, took a deep breath, and then focused on Kaya.*

- *They all sat down. What do you think Maria and Michael said? Invite a few volunteers to respond. They said, “Wow. We really hurt your feelings. We’re truly sorry. We didn’t mean to make you feel left out. We were really excited to see Cat and Cow, and we didn’t realize that we were ignoring you. We really care about you! Please let us show you that we care.”*

### **Cat/Cow** (UNIT 1, LESSON 1)

Lead students in Cat/Cow as you continue:

- *Cat and Cow were a bit ashamed for saying something so mean to a person they had just met. Cat said, “I’m really sorry too, Kaya! What we said to you was very mean. It’s true, I would feel very hurt if someone said that to me.” Cow said, “Will you allow us to make it up to you?”*

### **Mountain Pose** (UNIT 1, LESSON 1)

Transition to Mountain Pose as you continue:

- *Kaya took a deep breath. She felt relieved that her friends understood her, and she decided to give them a second chance. “Okay,” she said. “Thank you for your apology. I would appreciate it if we can all play together.”*

### **Fresh Start Sequence** (UNIT 2, LESSON 1)

- *“Will you lead us through the Fresh Start Sequence, Kaya?” Kaya was happy to lead them through the sequence.*

Have students complete the sequence one to three times.

Continue the story:

- *Then they decided to do partner poses, but they discovered that they had an issue. There were five of them! Who would partner with whom? How could they resolve this problem?*

Have the students think of solutions to include a third person in the partner activities (taking turns, trying the poses with three people, rotating).

Divide the students into groups of three and guide them to try out one or two of the options they came up with as they go through the partner poses.

## Coaching

Continue the story:

- *Maria and Michael and their friends decided that when one of them wasn't doing a pose, their job was to be a coach. The coach would watch for safety and also think of something kind or encouraging to say to those doing the pose.*

Guide the students in brainstorming what the coach could say and recording those ideas on the board if desired. For example, "You two are doing great!" "I can see how hard you are working!" "Don't forget to check in with your partner." "Keep trying! Don't give up!" "Slow down for safety!"

## Partner Closing Sequence (UNIT 5, LESSON 1)

- *Let's switch it around today and do the partner closing sequence first! And let's take turns being the coach!*
- *We've never done it that way," said Cat and Cow.*

Lead students in the Partner Closing Sequence, with partners in each pair taking turns being the coach and the partner.

## Easy Partner Elevator (UNIT 5, LESSON 1)

Guide students into the pose, emphasizing safety.

Encourage the student acting as coach to offer kind words to the partners. Model kind words as needed.

Encourage partners to check in with one another asking how they feel and if they should do anything differently.

Remind groups to use their solutions to allow all three to participate/switch roles if desired.

## Partner Tree (UNIT 5, LESSON 3)

Guide students into the pose.

Encourage the coach to offer kind words to the partners. Model kind words as needed.

Encourage partners to check in with one another asking if they feel balanced and strong.

Remind groups to use their solutions to allow all three to participate/switch roles if desired.

### Partner Boat (UNIT 5, LESSON 5)

Guide students into the pose.

Encourage the coach to offer kind words to the partners. Model kind words as needed.

Encourage partners to check in with one another asking how they feel in the pose and if they are ready to stop the pose.

Remind groups to use their solutions to allow all three to participate/switch roles if desired.

### Partner Diamond (UNIT 5, LESSON 7)

Guide students into the pose.

Encourage the coach to offer kind words to the partners. Model kind words as needed.

Encourage partners to check in with one another asking how they feel and if they need help stretching.

Remind groups to use their solutions to allow all three to participate/switch roles if desired.

Tell students:

- *Last time Kaya kept to herself and didn't tell her friends how she felt. This time she told her friends how she felt. Which strategy did you think was most helpful? What are some of the ways that you saw our story characters practicing friendship?*



### FORMING PAIRS AND GROUPS / 20 mins

Tell students:

- *In our next activity, we will need to practice lots of the friendship skills we've been learning in this unit. These are the same skills our friends had to practice in Moving Storytime today, like greeting, welcoming, sharing, using kind words, telling each other how they feel, and inviting friends to join a group.*



Project or hold up three to four images of different pairs and small groups of children. Ask students what it is called when there are more than two children (group), and elicit that two friends are a pair, while three or more together is a group.

Point out the stations around the room, and tell students you are going to play a game in which everyone in the class has to end up either in pairs or groups at one of the stations around the room.

Tell students you will give them all one minute to get in a pair or group and choose their station and begin the fun activity you've left for them.

Once they have chosen their stations and gotten settled, inform them that you forgot to tell them one of the instructions. If they are at a blue station, they have to be in a group, and if they are at a yellow station, they have to be in a pair. Inform them they will have to rearrange themselves to meet these guidelines.

Give the signal and let students try to arrange themselves. Use your discretion regarding the time limit and whether to pause the process for coaching. Monitor closely and coach the class to use what they've learned about inviting someone to play, welcoming a friend, and using kind words. If there are any conflicts, coach students to tell each other how they feel (and apologize if appropriate).

At your discretion, repeat the process for added challenge and continued coaching. You may ask students to stop and rearrange into new groups/pairs or remove some stations and assign them to rearrange into larger groups. Be careful to scaffold this so that students get opportunities to grow but don't become overtaxed in their ability to practice their skills. They should also have time to interact with each other at their stations and have fun!

At the end of the game, reinforce positive interactions by noticing out loud the friendship skills you observed students using.

Ask students to sit down in a large group. To focus on the importance and benefit of including others in a group, pose questions such as the following:

- 
- ***How does it feel to be left out when a pair of two friends are playing together?***
  - ***How does it feel when you are asked to join a pair of two friends who are playing together?***
  - ***What does your best self do and say when you're playing with a friend and another kid comes along?***
-

**SUMMARIZE FOR STUDENTS:**

- *Feeling left out can hurt people.*
- *We can be our best selves and make friends by inviting others to play or welcoming them into our group.*

**REST AND REFLECTION / 5 mins****Kind Mind (for Others)** (UNIT 4, LESSON 4)

Guide students into Easy pose, with hands on their Anchors or hearts or giving themselves a hug.

Invite students to turn and face one or more classmates. Then say:

- *Before we rest our minds and bodies, let's practice kindness and caring for our classmates and friends. Take a good look at the person or people in front of you. Repeat after me one time so that they can hear you, and then repeat the words to yourself silently.*

Use phrases such as the following, giving time for repetition after each phrase:

***May you feel loved and cared for.***

***May you have friendship and fun.***

***May you feel safe and strong.***

Guide students to find a Rest pose and focus on their breath.

Allow one to two minutes of silent rest.

**TAKE-HOME PRACTICE**

- *Practice being your best self by welcoming friends and inviting them to play in a group. Notice if you see someone playing alone and ask them to play with you.*

## Lesson Extensions

### Mingle, Meet, and Greet Activity

#### Lesson 1

This activity can be active or calm and gives students another opportunity to practice greeting one another.

Use a signal, such as music or a bell, to cue students when to move and when to freeze.

Instruct students to move about the room, walking mindfully to begin.

Give a signal for students to freeze.

Instruct them to turn to the person closest to them and give them a polite, friendly greeting, introducing themselves.

Repeat for several rounds. Each time students freeze, give them a different greeting to practice. Ask students to think about how they can use their body language and facial expressions to greet someone in a friendly way.

After a couple of rounds, consider using locomotor cues (e.g., run, skip, gallop) to increase the activity level and to challenge students in their self-regulation skills.

### Secret Handshake Greeting

#### Lesson 1

Tell students:

- *Maria and Michael's new teacher, Ms. Jones, told them that it's also possible to create your own unique way of greeting someone. Work with a partner to create a unique handshake sequence you can use to greet each other.*

Assign students to pairs and instruct them to work together to make up a fun new handshake with two to three steps. Explain that they will have two minutes to do this and use the bell to signal time.

Then guide students to reflect on the activity. Example questions:

- *Was it challenging to make up the handshake with your partner?*
- *What made it difficult?*
- *How did you deal with the difficulty?*

### Guess How We All Are The Same

#### Lesson 2

Based on a visible, external criterion to group students (e.g., shirt color, hair color), call out students' names to direct them into groups without saying what the criterion is.

Then tell students you have put them into groups based on something about them that is visible and on the outside. Give them an opportunity to guess what it is. Then rearrange the groups using another (less obvious) visible criterion and, again, allow students to guess.

Finally, use a criterion that is not visible on the outside to group students, telling them that the new grouping is not based on something on the outside. Give them an opportunity to make many guesses in order to elicit lots of ways they are the same before revealing the criterion.

Then have students go to their mats and review the following discussion questions from Lesson 2:

- *Are we all the same on the outside?*
- *On the inside, are we all more the same or different? Why?*
- *Can you be friends with someone who is different from you?*

### Introducing Kind and Unkind Words

#### Lesson 6

This can be used as an introduction to Lesson 6 or as a review of learning from Lesson 6.

Draw a stick figure with a large head and facial features on the whiteboard or chart paper. Draw a large speech bubble and make two columns inside it or below it: a smiley face with the word kind and a frowny face with the word unkind.

Elicit and record examples of kind words to share with a friend or classmate. Then elicit and record examples of words that are unkind (e.g. insults, exclusions, judgments, mean names). Ask students how it feels to hear a friend say kind words and how it feels to hear a friend say unkind words. Record responses on the illustration.

Emphasize the following: *Everyone thinks unkind words sometimes. Illustrate this with a brief example and add a thought bubble to your image. Ask students the difference between the thought bubble and the speech bubble. Ask students how they can still be their best selves when they think unkind words. Review some Best Self Strategies they could use, such as pausing or taking some calming breaths, before they decide what to say.*

## To Share or Not To Share

### Lessons 5–7

Project or hang an image of people (or animals) on a picnic.

Lead a discussion with students about what friends share and don't share:

- *What are the people (or animals) in this picture doing together (eating, having a picnic, singing)?*
- *What are they sharing?*
- *Can you find things or objects they are sharing?*
- *What words do you think they are sharing? What are some kind words they could be sharing with each other?*
- *What else are they sharing that you can't hold, see, or hear? (Guide students to reach the conclusion that they are sharing some things that you can't see or hold, such as time, care, attention, friendship, love, etc.)*
- *What are they not sharing? (germs)*
- *What are examples of you sharing with your friends?*
- *Is there anything you don't share with friends? Why? Allow students to share ideas and discuss.*

You might need to pose some questions to the group about whether they would share some specific examples listed below. There will be some examples most students will agree on (germs, unkind words, answers to a test) and some examples on which they may disagree (specific things your family has told you not to share, food, drinks, clothes, special toys, personal information, access to your hair or body). Scaffold the discussion so that students begin to understand that sometimes people have good reasons not to share and that sometimes it is okay to not share or to say "no."

## 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.