



Flourish

STUDENT WORKBOOK
4-5

A COMPANION TO

Flourish: The Compassionate Schools Project Curriculum 4-5



Flourish

STUDENT WORKBOOK 4-5



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For more information about the Compassionate Schools Project, visit www.compassionschools.org

www.pureedgeinc.org

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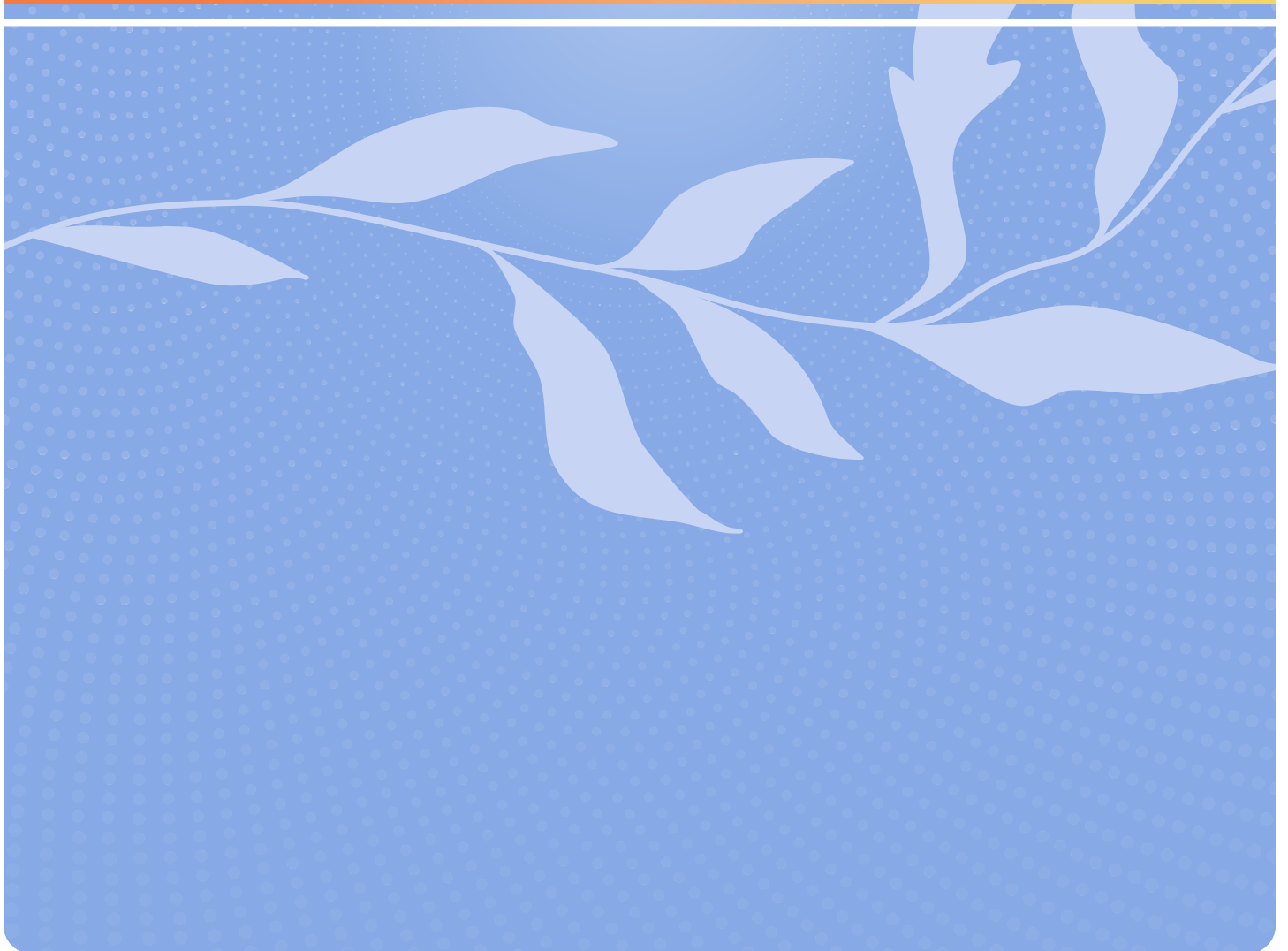
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Unit 1

COMPASSION





Unit 1 Lesson 1

Share an example of someone showing compassion to someone in need.



Unit 1 Lesson 2

How do your mind and body feel during rest? After rest?
Are there times when it is difficult to rest?



Unit 1 Lesson 3

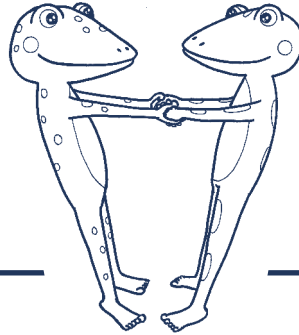
What are some ways you can show yourself compassion?



Unit 1 Lesson 4

What does it feel like to show compassion to yourself or to others?
Would you like to live in a compassionate community? Why?

Lean On Me



***"Sometimes in our lives,
We all have pain, we all have sorrow.
But if we are wise,
We know that there's always tomorrow.
Lean on me when you're not strong
And I'll be your friend, I'll help you carry on.
For it won't be long till I'm gonna need
Somebody to lean on."***

"Lean on Me"

Words and Music by Bill Withers

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Somebody to Lean On

Scenario 1

As you and your friends are playing together on the playground, you notice George alone on the monkey bars. George has been mean to many of you since the beginning of the year. All of a sudden his hands slip from the bars and he lands on his leg; he seems to be badly hurt. No one has noticed yet, not even your teachers. What would you do to show George compassion?

Scenario 2

It is your birthday and your parents have allowed you to have a sleepover with several friends. You are excited about the party and want your friends to have a great time. Throughout the evening, your younger sibling keeps hanging around you and your friends and wants to be a part of the fun. You can tell that your friends are getting annoyed with your sibling. What would you do to show compassion in this situation?

Scenario 3

At the beginning of the year, your best friend since kindergarten comes back to school dressing differently and hanging out with a different set of friends. On several occasions, they have been mean to you. One day you walk into the bathroom with a new friend, and you hear someone crying in one of the stalls. You all realize that it is your old best friend. What would you do to show compassion in this situation?



Somebody to Lean On

Discuss the scenario with your group.

Write the scenario number and describe how you could respond with compassion.

Acrostic

Create an acrostic using the letters in the word compassion.
Beginning with each of the letters on the left side of the page, fill in words
or phrases that define or describe what compassion means to you.
Your acrostic might be a list or a poem.

C

O

M

P

A

S

S

I

O

N



Fill In the Blank

Come up with as many compassionate ways as you can to fill in the blanks. Use your imagination to make up acts of compassion or base them on acts of compassion you have experienced or observed.



1. Sheena was sick, and a family member _____

_____.

2. My feelings were hurt, and a friend told me _____

_____.

3. Xian was left out of a game, and someone _____

_____.

4. Ramón was the new person on the soccer team, and someone _____

_____.

5. I missed two shots in basketball, and the coach _____

_____.

6. Dre was completely confused about fractions, and a teacher _____

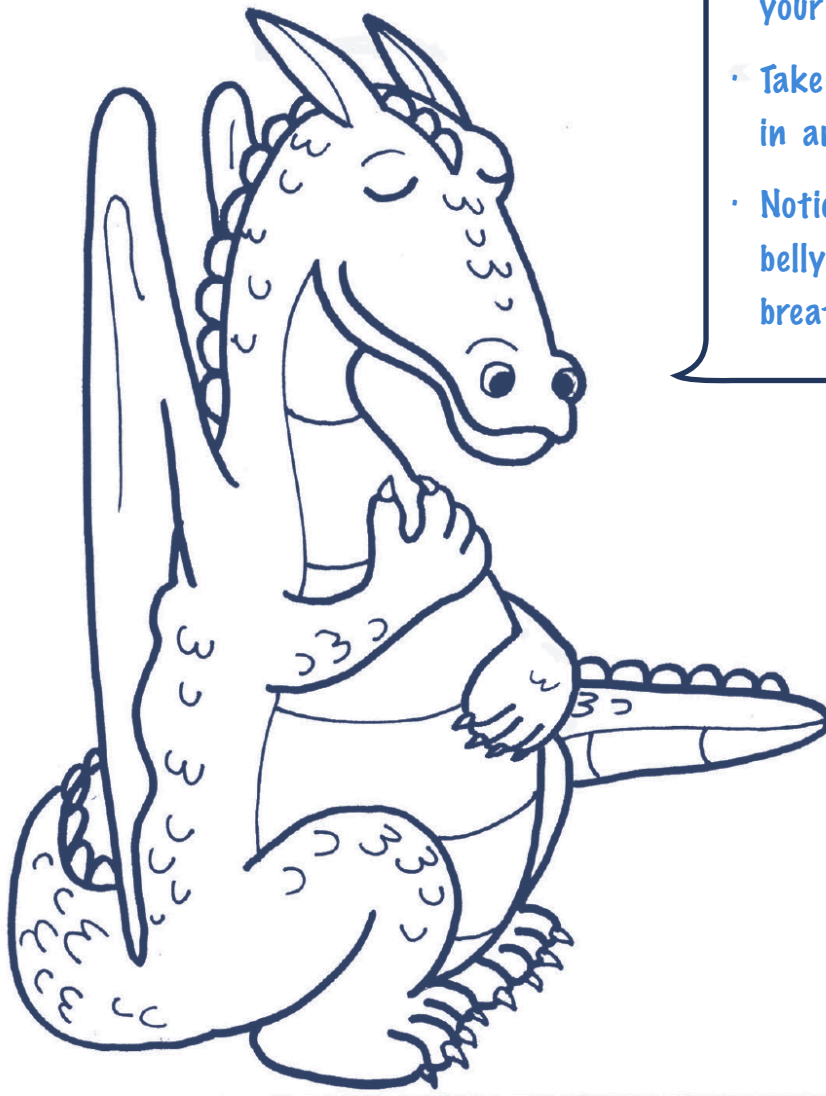
_____.

7. Tatiana was really hungry, and someone _____

_____.

UNIT 1 MINDFUL MOMENT PRACTICE

Calming Breaths



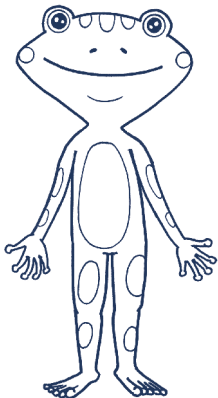
- Sit in a comfortable position.
- Place one hand on your belly and one hand on your chest.
- Take a few slow breaths in and out.
- Notice the movement in your belly and your chest as you breathe in and out.



UNIT 1 MINDFUL MOVEMENT PRACTICE

***In Unit 1 we practiced sequences
that connect breath and movements together.***

**Which movement was your favorite way to show care
and compassion to yourself?**



Unit 1 Take-Home Practices

LESSON 1

As you go about your day, look for examples of compassion. Identify one example of someone showing compassion to a friend in need.

LESSON 3

Grow your compassion: Try showing kindness or compassion at a time when it isn't easy.

LESSON 2

Practice checking in with yourself throughout the day by listening to your mind and body with curiosity and kindness.

LESSON 4

Find a chance to show compassion! Identify a way you can show compassion in your home, school, or community (no matter how big or small). Is there something you can do to help someone who is in need?



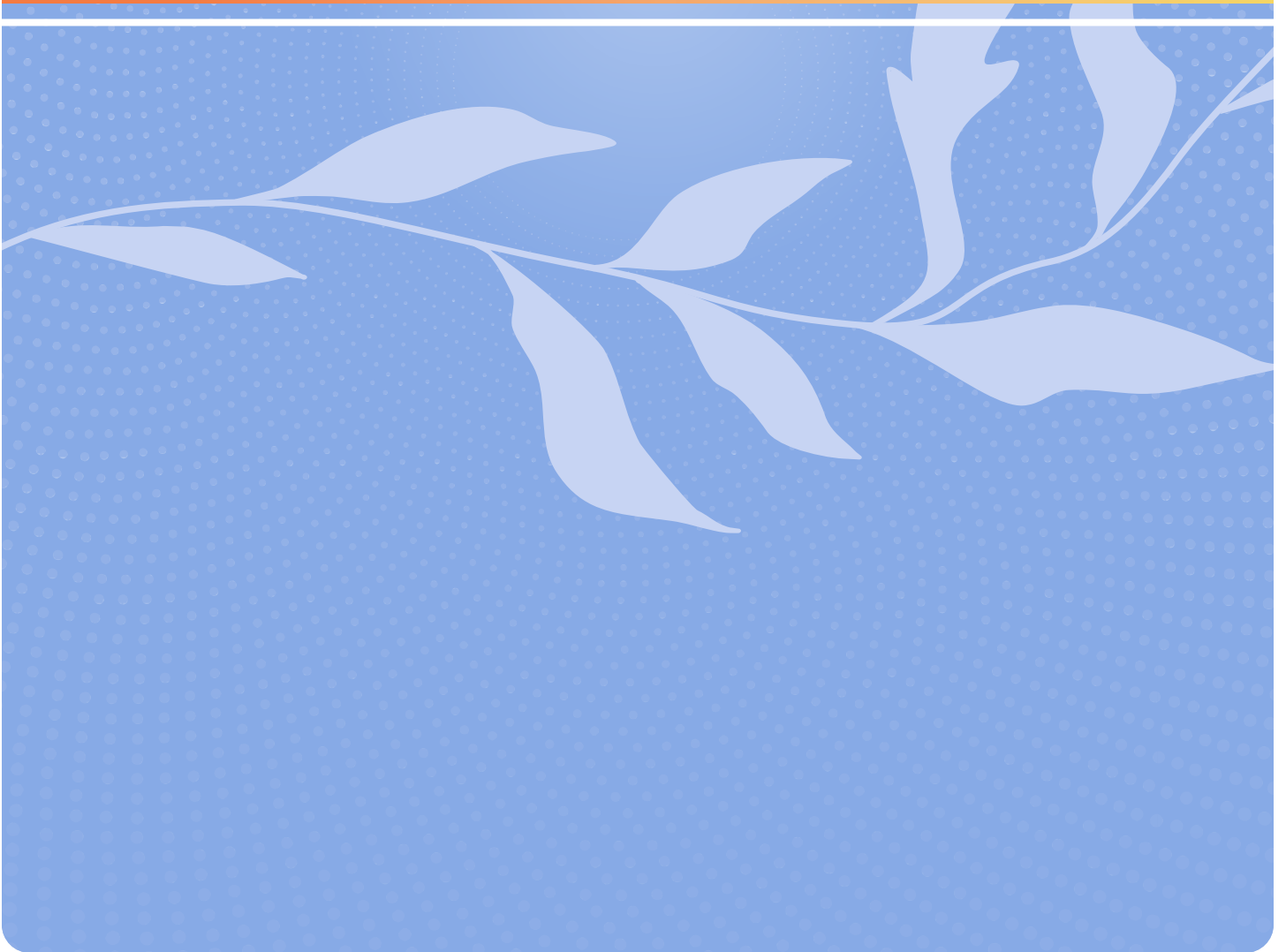
Be a Compassion Detective!

Throughout this school year, notice the kind words and actions around you.
When you spot an act of kindness, caring, or compassion, record it here.
Write or draw what you saw. Share your observations with your class.



Unit 2

SELF-AWARENESS





Unit 2 Lesson 1

What do you notice when you check in with your body and breath?
How do you feel after movement? How do you feel after rest?



Unit 2 Lesson 2

During the mindful listening practice, what did you notice?
How would you describe what you heard? How did you feel in
body and mind?



Unit 2 Lesson 3

When you pay attention and listen to your body, what do you notice?



Unit 2 Lesson 4

How does your body feel when you experience an uncomfortable emotion? What helps you when you experience an uncomfortable emotion?



Unit 2 Lesson 5

When you visualize your best self, what do you see? For example:
When you feel like your best self, where are you? Who is there?
What are you doing?



Unit 2 Lesson 6

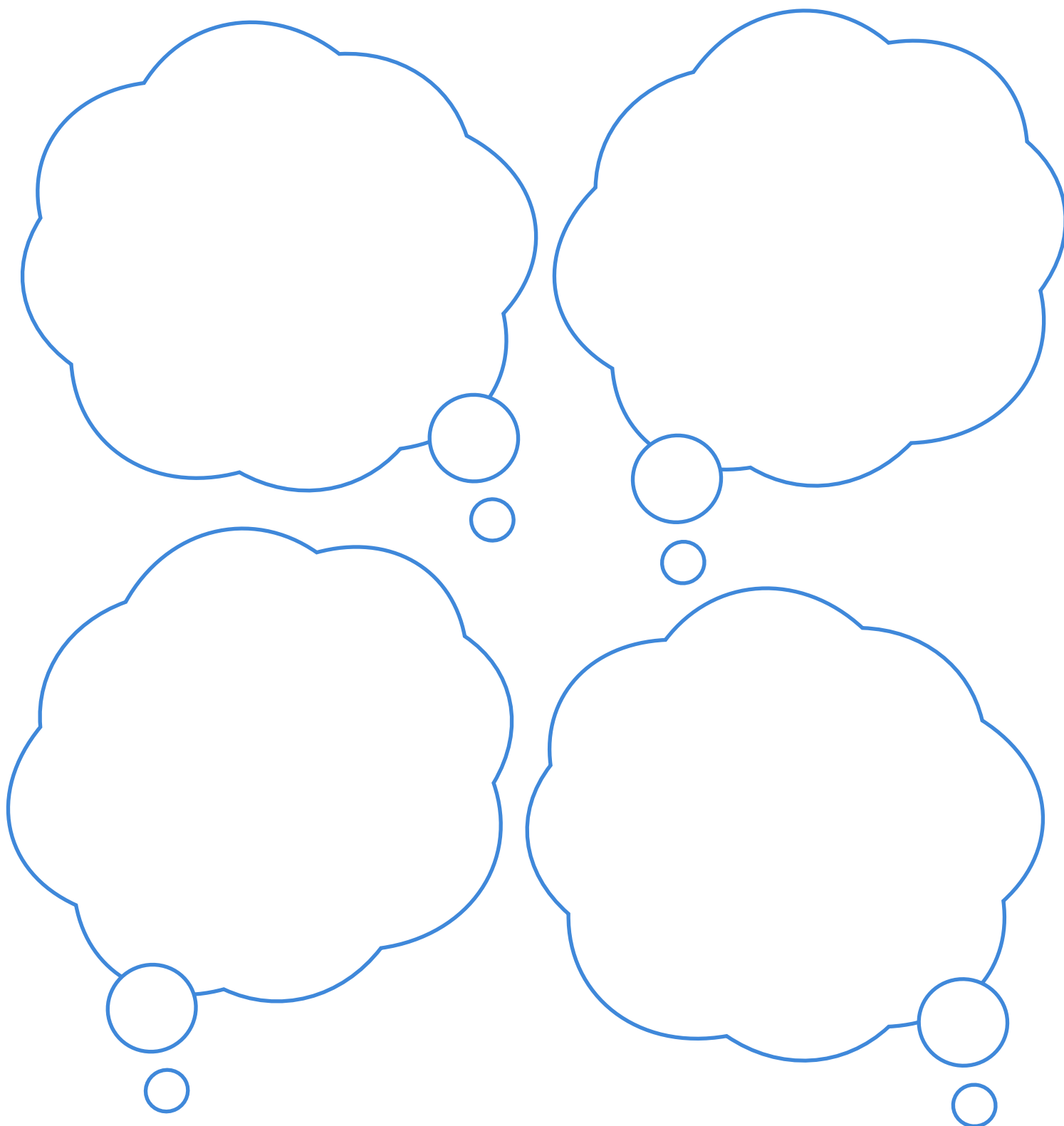
Share your positive school memory. (For example, a time when something went really well for you, when you had fun in an activity, or enjoyed time with a friend.) What feelings visit when you think of this memory?

Unit 2 Lesson 7

Share at least one thing that you have learned about yourself during this unit. (You can share anything you've learned or discovered about yourself, but here are some examples:
What movement makes you feel strong and capable?
What challenges you? What brings you joy? What do you value?)

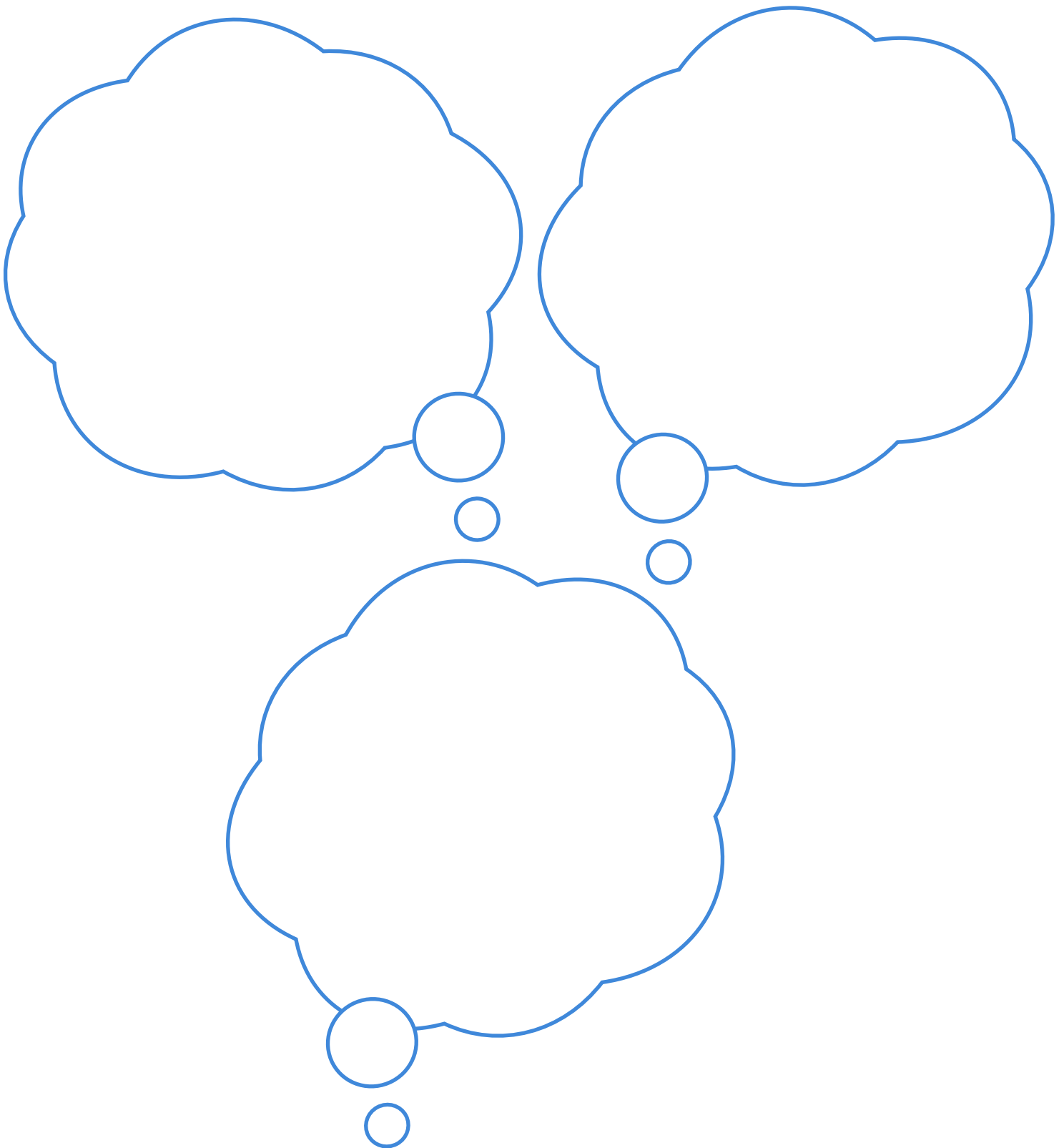
Check-In

How am I today? How am I feeling right here and right now?



Check-In

How am I today? How am I feeling right here and right now?



All Sorts of Emotions

Can you think of any other emotion words to add to this list?

happy	frustrated	inspired	amused
sad	proud	content	furious
angry	excited	anxious	hateful
afraid	joyful	lonely	grieving
surprised	disappointed	grateful	peaceful
calm	annoyed	playful	
worried	ashamed	disgusted	

Use this space to brainstorm how you will sort the emotion words into categories.





Music and Emotions

Song 2

While you listen to the song, draw freely.

Use lines and colors (not words) that represent the music and how it feels for you.





Music and Emotions

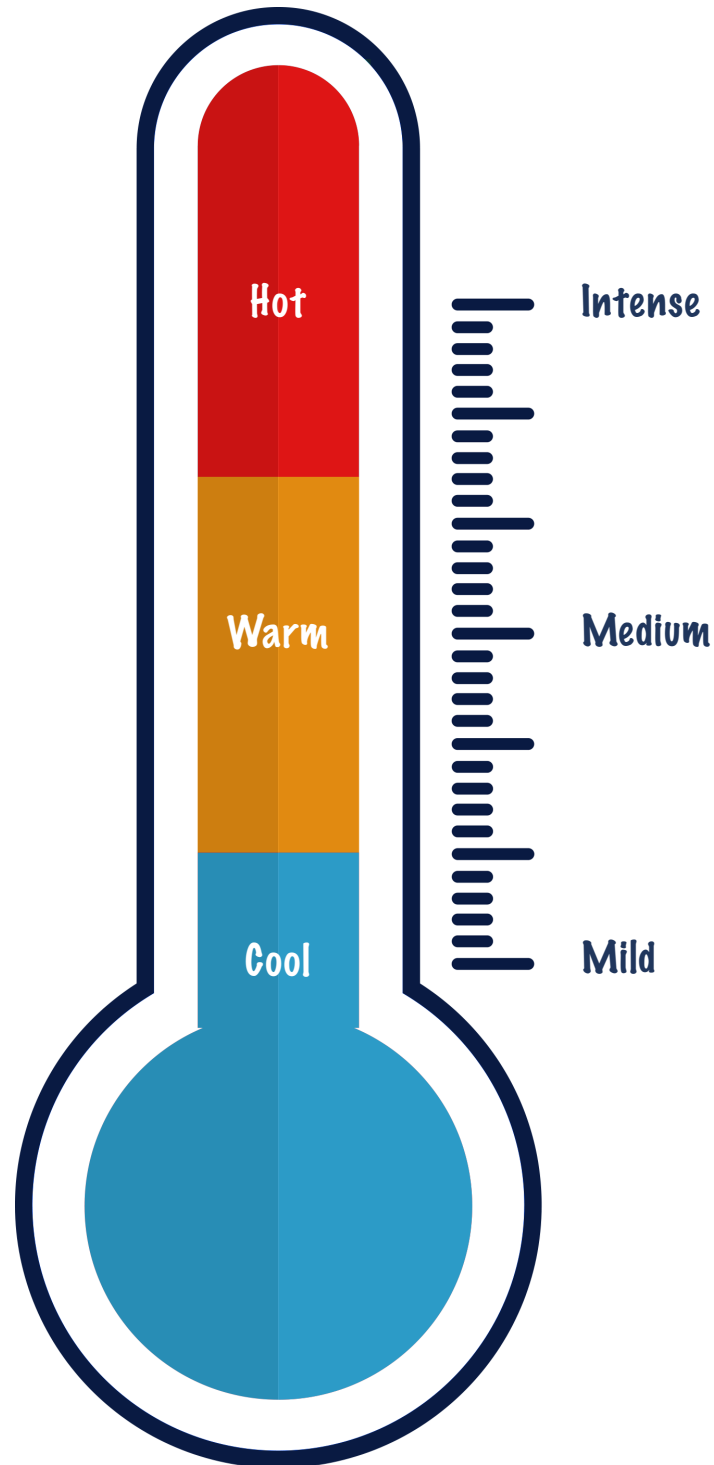
Song 3

While you listen to the song, draw freely.

Use lines and colors (not words) that represent the music and how it feels for you.



Degrees of Emotion



Getting to Know My Best Self

Complete the prompts using words or drawings.

I have values that guide my actions. I value...

I have dreams and purpose. I am hopeful about...

I feel safe and peaceful when I...

I have interests and skills. I would like to learn...

I feel joy when I...

I have strengths. I feel strong and capable when I...

I show myself care and compassion by...



Food and Mood

Draw your favorite healthy snack. How do you feel when you eat this snack?

**Draw the food you want when you are not feeling well.
Write why this food comforts you.**

How Do You Picture Your Best Self?

Draw your best self in one of the following scenes:

1) in a place you
feel safe
and peaceful

2) doing an
activity in which
you feel strong,
capable, or joyful

3) surrounded
by the people you
love and value

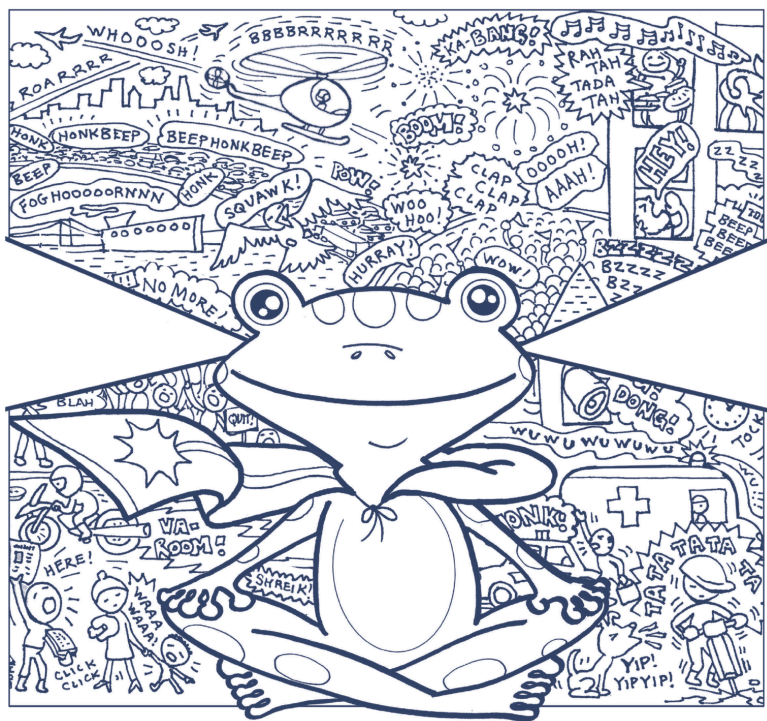
Emotion Word Art

Write an emotion word in the center of the page. Draw a large shape around the word. Fill the shape with other words or drawings that relate to the emotion in some way.

UNIT 2 MINDFUL MOMENT PRACTICE

Mindful Listening

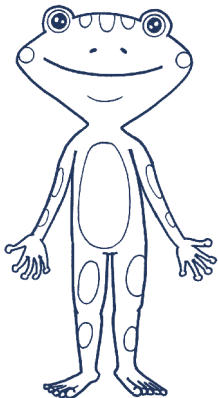
- Sit in a comfortable place. If you have a timer, set it for one, two, or three minutes.
- Close your eyes or rest them on one spot. Bring your attention to your sense of hearing. Be curious. Notice any sounds you hear. Are they near or far? Soft or loud?
- Can you hear the quiet sound of your breath?
- Practice listening with curiosity until your timer goes off.
- What did you notice? How do you feel?



UNIT 2 MINDFUL MOVEMENT PRACTICE

In Unit 2 we practiced holding standing poses to stretch and strengthen our bodies.

Draw a pose in which you feel strong, powerful, or confident.



Unit 2 Take-Home Practices

LESSON 1

Practice checking in with yourself throughout the day by listening to your mind and body with curiosity and kindness. See if you can notice what emotion you are experiencing. Is it comfortable or uncomfortable?

LESSON 2

Investigate your environment! Listen for music or watch for images that trigger an emotion in you. When you hear the song or see the image, how do you feel? Why do you think this particular song or image triggers that emotion for you?

LESSONS 3 & 4

Notice when you experience an uncomfortable feeling today. When you notice the feeling, place your hands on your Anchors and take three deep breaths. Check in with the feeling again. Has it changed at all?

LESSON 5

Ask a family member to describe what they value and how they see their best self.

LESSON 6

Investigate your mood! For the next few meals and snacks, take note of your mood and emotions before and after eating. Write down or draw how you felt before, what you ate, and how you felt after eating. Are there any patterns?

LESSON 7

Teach someone in your home how to practice Mindful Eating.



Unit 3

SELF-MANAGEMENT





Unit 3 Lesson 1

Why is it important to have a growth mindset? Share some phrases that could help coach you or someone else when something is difficult.



Unit 3 Lesson 2

When is it easy to focus? When is it difficult? How can you help yourself when you feel distracted?



Unit 3 Lesson 3

How do your body and mind feel after practicing Cooling Breath? What other strategies help you to feel calm?



Unit 3 Lesson 4

How does your body feel after the Tension Release practice? When you think of the word “relaxed,” what images, feelings, or sounds come to mind?



Unit 3 Lesson 5

What do you notice after laughing? What does your body feel like? What thoughts or images come up after a good laugh? What emotion word describes how you feel after laughing?




Unit 3 Lesson 6

How does it feel to practice kind thoughts for yourself? How could the Kind Mind practice be useful when you feel stressed?



Unit 3 Lesson 7

You have the power to do many things! Share one power you have and how that power can help you to be your best self.

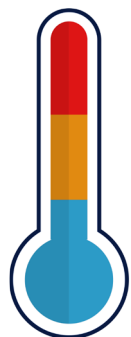


Coaching for Growth

A good coach sees that you can learn new things, practice, and grow. Use this space to record phrases that you can use to coach yourself when you need encouragement.







De-escalate

When an emotion escalates and feels intense, how can you pause to de-escalate or cool down? Draw or write at least one strategy to use when an uncomfortable emotion feels strong or intense.

Sometimes uncomfortable emotions hang around or feel intense even after you take a pause.

Write the name of an adult you can ask for help or talk to about a strong emotion.



What's In My Control?

Many things affect whether or not we feel like our best selves. In the blue area, write or draw some reminders of what is in your control. Outside of the blue area, write or draw some reminders of what is outside of your control.

Outside of my control

In my control

Degrees of Stress

On the thermometer, write how the three degrees of stress feel in your body.

On the left side, write or draw stressors that cause that amount of stress.

On the right side, write or draw Best Self Strategies you can use when you feel that amount of stress.

Stressors		Strategies
	HIGH level of stress	
	MEDIUM level of stress	
	LOW level of stress	

Goals for Growth

Setting and working toward a goal can help you learn and grow healthy habits.
Growing healthy habits can help you feel like your Best Self.

GOAL STATEMENT

Choose 1 Best Self Strategy you would like to practice, and use the prompts below to write a personal goal.

The Best Self Strategy I would like to grow into a healthy habit is

_____.

My goal is to practice this strategy _____ times per week.

What I will do: _____

_____.

Where I will do it: _____

_____.

When I will do it: _____

_____.

My partner can help me by: _____

_____.

You Have the Power to Build Healthy Habits

With a partner, discuss ways you will work toward your goal.

When will you find the time to practice today?
Tomorrow?

What will you do if you get off track?

How can you continue working toward this goal after today and tomorrow?

What are some roadblocks that might get in your way?

How will you deal with those when they show up?

Goal Tracking

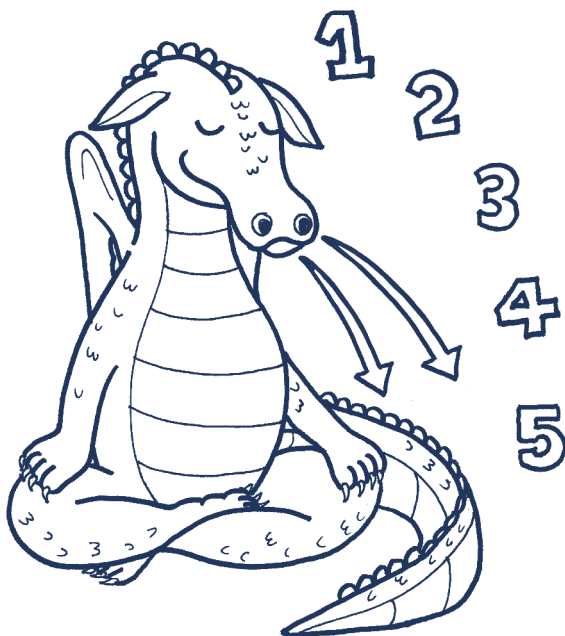
Color in one box each day you practice.



GREAT WORK!
Keep practicing to grow a healthy habit!

UNIT 3 MINDFUL MOMENT PRACTICE

Letting-Go Breath



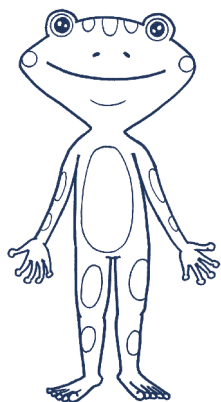
- Sit in a comfortable position.
- Breathe in for one, two, three.
- Breathe out for one, two, three, four, five.
- As you breathe out, relax your body and imagine letting go of anything that's bothering you.
- Repeat this as many times as you'd like.
- What do you notice? How do you feel?



UNIT 3 MINDFUL MOVEMENT PRACTICE

In Unit 3, we challenged ourselves in balance poses.

**Draw one balance pose that you'd like to keep practicing,
and write some balance tips to coach yourself.**



Unit 3 Take-Home Practices

LESSON 1

Before our next class, practice coaching yourself through a difficult task. Remember to be kind to yourself and to practice a growth mindset.

LESSON 4

Relax and Let Go: Choose either the Letting-Go Breath or the Tension Release exercise to relax before bed.

LESSON 2

Over the next few days, when you encounter a distraction, practice using mindfulness to coach yourself to stay focused.

LESSON 5

Spend some time at home practicing one of the Best Self Strategies you've chosen for responding to stress. Notice how you feel before and after.

LESSON 3

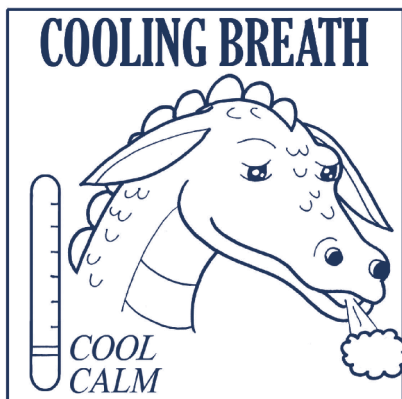
Time to chill: Practice Cooling Breath to get more familiar with it, even if you are not feeling a strong emotion. How do your body and mind feel after the practice?

LESSON 6

GET GOALING! Share your goal with a family member and take a first step toward reaching your goal.

LESSON 7

Keep Goaling: Keep working toward your goal! Track your progress. If you get off track, be kind to yourself.



Unit 4



SOCIAL AWARENESS



PART I: EMPATHY AND PERSPECTIVE TAKING



Unit 4 Lesson 1

What would it be like to see from the perspective of an insect? Choose an insect and imagine going through the day from its point of view. As an insect, what would you enjoy? What would you fear? What would be important to you?

Unit 4 Lesson 2

If your legs or arms could speak, how would they describe their experience from their perspective? What might they tell you they enjoyed today; what might they need?



Unit 4 Lesson 3

Describe someone for whom you feel grateful. Why is this person important to you?

Unit 4 Lesson 4

Share about a person in your life who has shown you empathy or tried to listen and understand your perspective. How does it feel when someone really listens?



Unit 4 Lesson 5

How does it feel in your mind and body to practice thinking kind thoughts about others with the Kind Mind practice? When could you use this practice?



Unit 4 Lesson 6

What strategies can you use to understand someone else's point of view?

Bug's Eye View



Imagine you are an ant walking on a plate of food or a bee hovering above the plate. Draw or write about the plate of food from your point of view.



Pick Up a New Perspective

Name a challenge you are facing. What new perspective will you try to see it through?
Why will a new perspective help?





Our Food Item

What do you know about this food? Describe and illustrate your item using the information you've learned through your senses.

What did you learn after hearing the perspectives of your classmates?

What's Your Story?

Think about a time in your own life when empathy was important.

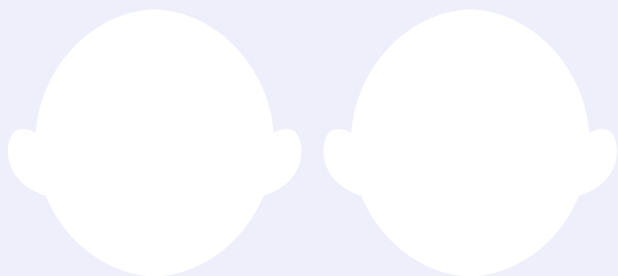
Think of a time there was a misunderstanding, a time someone needed your help, or a time when someone tried to understand how you were feeling. Use this space to tell your story.

[illegible]

Plot Lines

Use this space to brainstorm ideas for your digital story. The plot should include a difference of opinion or values, a conflict, or a misunderstanding in which the characters have two different perspectives. Use your story to show how the characters can use empathy to come to understand each other.

1. Who are the two main characters?



2. What conflict or misunderstanding happens?



3. What are the characters' perspectives?
What does each character think and feel?



4. How do your characters reach an understanding?



Plot Lines

Use this space to plan images and text for each page of your group's digital story.

1.

2.

3.

Plot Lines

Use this space to plan images and text for each page of your group's digital story.

4.

5.

6.

Class Interviews

Work with a partner and interview each other to learn something new. Together, choose one set of interview questions to ask. You and your partner should only share answers you feel comfortable sharing. Ask your partner if it is okay before sharing their answers with the class.

Interview 1: A Challenge

Describe a challenge you overcame.

Why was it difficult?

What helped you succeed?

How did you feel about it?

Why was it important to you?

Interview 2: A Happy Memory

Describe one of your happiest memories.

What happened?

Where were you?

What part of this experience was most important to you?

Interview 3: Your Values

What are your most important values?

Why are these values important to you?

Are these values shared by your family?

How do these values influence what you do?

Interview 4: Your Future

What is your dream or goal for the future?

Why is it important to you?

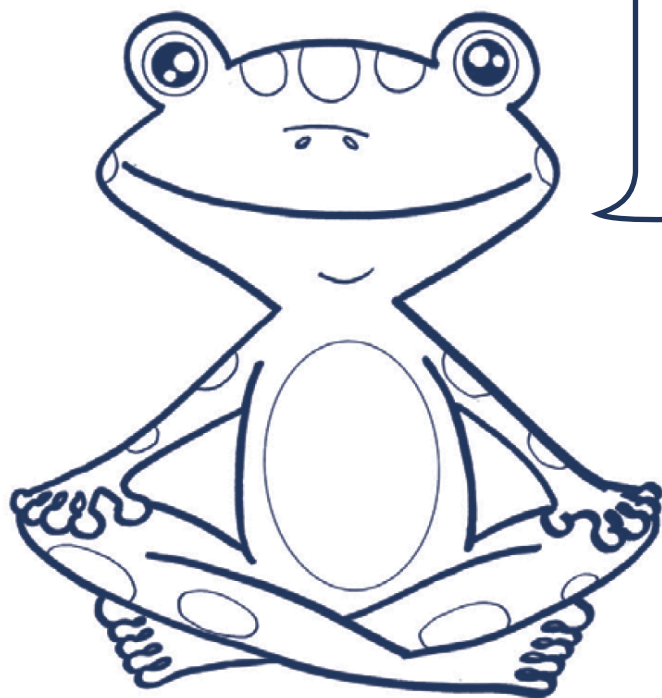
If you were to achieve this goal, how would you feel?



Interview Notes

UNIT 4 MINDFUL MOMENT PRACTICE

Gratitude and Appreciation Practice



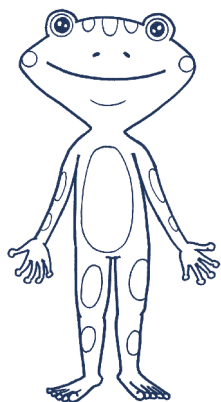
- In your mind, picture someone who is important to you.
- Notice how you feel when you focus on this person.
- Is there something about this person that you appreciate or feel thankful for?
- Take a few breaths, keeping this person in mind.
- Focus on the appreciation or gratitude you feel for them, imagining it growing with each breath.



UNIT 4 MINDFUL MOVEMENT PRACTICE

***In Unit 4, we folded, twisted, and turned our bodies
in new movement sequences.***

Draw a movement that could help you see things from a new point of view.



Unit 4 Take-Home Practices

LESSON 1

When you eat your next meal, imagine looking at the food from contrasting perspectives. Today in class we used the example of ants and bees. You could also imagine the differing points of view of (1) someone who has just eaten a big meal vs. someone who has been hungry all day and (2) someone who grew up in your family vs. someone who grew up in another culture.

LESSON 2

Be a Perspective Detective! Notice when people around you respond in the same way or in a different way from you to something you see or hear (e.g., what is for dinner, TV shows they are watching, the homework they have).

LESSON 3

Try to think of a time when someone else's perspective on a food item encouraged you to try it again, or perhaps for the first time.

LESSON 4

Be a Perspective Detective! If you have a misunderstanding with someone or witness a misunderstanding on TV or in a book, look for the different perspectives. What are the different people thinking and feeling?

LESSON 5

Be a Perspective Detective! Recall the plot to your favorite story (maybe a book, movie, or family story). What did the main character think and feel about what happened? Can you identify a differing perspective from someone else in the story?

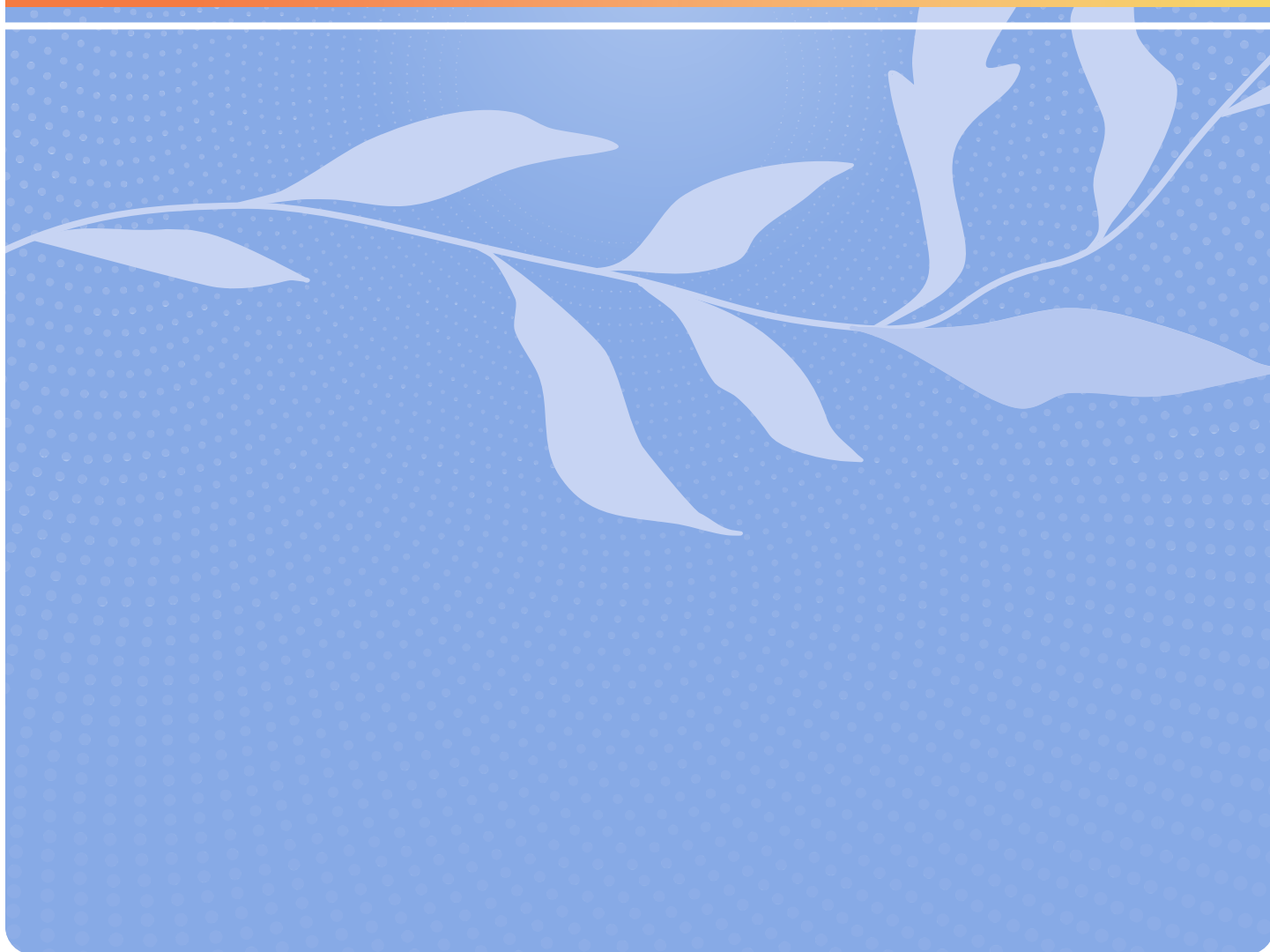
LESSON 6

Keep practicing your detective skills! Look for situations where friends or family members have different perspectives. Can you find opportunities to practice empathy, to show compassion, or to find a compromise?



Unit 5

RELATIONSHIP SKILLS





Unit 5 Lesson 1

Describe someone who has been a good friend to you. How do you feel when you think about this friend?



Unit 5 Lesson 2

What can you hear when you really listen? Why is listening important in friendship?



Unit 5 Lesson 3

How does it feel to hear kind words? How does it feel to think or speak kind words?



Unit 5 Lesson 4

What feelings come up when you have a conflict with a friend?
What are some strategies you can use to de-escalate a conflict?



Unit 5 Lesson 5

During the Kind Mind practice, how did it feel to practice kind thoughts for someone with whom you've had a conflict or misunderstanding? When is it challenging to think kind thoughts for someone?



Unit 5 Lesson 6

Think of a specific friend. Share at least one thing about this friend that you appreciate.



Unit 5 Lesson 7

Draw or describe a time you enjoyed sharing food with a friend. What did you appreciate or enjoy about the food? What did you appreciate or enjoy about your friend?



Unit 5 Lesson 8

In your mind or in a drawing, picture yourself surrounded by friends, old and new. How have your friends supported you or helped you grow? How does it feel to imagine friends showing you kindness and care?

What is a Friend?

A friend is someone who...



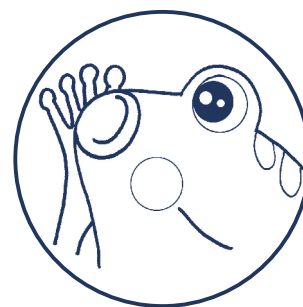
Think about how you would describe a good friend or a healthy friendship.
Record ideas you have now and add what you learn during Unit 5.

Mindful Listening

When you practiced Mindful Listening with a partner, what did you notice as a speaker? What did you notice as a listener?



Speaker



Listener

Communicating Care

Use this space to record ways to communicate that you care. Include examples of compliments and appreciations that you'd like to remember.

Words to show
care for others

Words to show
care for yourself

How Can You De-Escalate Conflict?

Everyone experiences conflict sometimes.
Use this space to record strategies you can practice
that could help de-escalate conflict.

A graphic consisting of a dark blue zigzag line that starts on the left and moves down and to the right. Along this line, there are four light blue rounded rectangular boxes, each intended for a student to write a de-escalation strategy. A light blue arrow points downwards and to the right, following the path of the zigzag line.

Communicating About a Problem

In the role-play activity, practice identifying and communicating about problems.
You may use this space to write examples of I-statements.

Problem: _____

I-statement:

I feel _____ when _____

because _____, I need _____.

Problem: _____

I-statement:

I feel _____ when _____

because _____, I need _____.

Problem: _____

I-statement:

I feel _____ when _____

because _____, I need _____.

4 Steps to Resolve Conflict

Record the 4 steps to resolve conflict in the correct order.

For Step 4, write down at least 3 example strategies.

Step 1

Step 2

Step 3

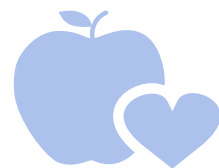
Step 4

Friendly Food

Can you remember an important moment in a friendship that involved food?

What do you remember and why was food important to this memory?

Use words or drawing to create an illustration of your “Friendly Food” memory.



UNIT 5 MINDFUL MOMENT PRACTICE

Kind Mind

I hope you have fun
and feel joy.

I hope you feel
peace of mind.

May you be safe
and cared for.

Add your own
kind thoughts.

May you be healthy
and strong.



- Sit in a comfortable position. Picture a friend or another specific person in your mind. Say a kind thought, and repeat it silently in your mind several times.
- Take a few deep breaths and imagine your kindness growing.
- Keep this person in your mind. When you are ready, repeat the next kind thought.

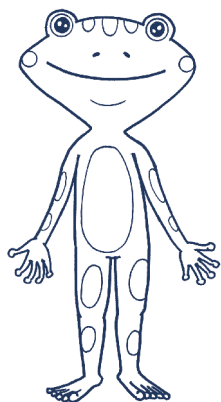


**Keep
Practicing!**

UNIT 5 MINDFUL MOVEMENT PRACTICE

***In Unit 5, we practiced supporting
each other in partner poses.***

Draw a partner pose you'd like to teach a friend.



Unit 5 Take-Home Practices

LESSON 1

Investigate Friendship: Look for behaviors that demonstrate positive friendship skills. Observing friends in your community, in a story, or even in a show or movie, notice the words and actions that develop a healthy friendship.

LESSON 2

When talking with a friend, practice listening and checking in for understanding.

LESSON 3

Practice communicating that you care: Tell someone that you appreciate them today!

LESSON 4

Practice being a de-escalator: When you experience a minor conflict with a friend or other person, take a pause and practice a de-escalation strategy.



LESSON 5

Size it up: Before our next class, notice problems or conflicts as they come up and consider whether they are big or small, depending upon different perspectives.

LESSON 6

Teach what you've learned: Teach someone in your family or community the 4-step process for conflict resolution. Ask them what strategies they find useful for resolving conflicts with friends.

LESSON 7

Discover food and friends: The next time you see someone eating something you don't recognize, instead of "yucking their yum," ask them to tell you about the food and why they like it. Also ask a friend to tell you about their family's favorite foods and why they like them. Consider what you have in common and what is different. Have a conversation to learn more about each other.

LESSON 8

Thank someone who has been a good friend to you, even if your friendship has changed over time.

Unit 6



SOCIAL AWARENESS

PART 2: COMMUNITY





Unit 6 Lesson 1

When you picture your school community, what do you see?
Describe at least one way that members of your school
community support each other.



Unit 6 Lesson 2

How can you contribute to your school community to make it
safe, happy, and healthy?



Unit 6 Lesson 3

What are some of the groups or communities that are important to you (for example, your family, school, team, culture, neighborhood, and more)? What do you appreciate about the groups or communities you identified?

Unit 6 Lesson 4

In the Kind Mind practice, how did it feel to think kind thoughts for your whole community? What kind words would you like to share with the members of your community?



Unit 6 Lesson 5

Use your imagination to picture your vision for a healthy, happy, and caring community. Describe your vision for a healthy community. What would it look like? Where would you be?



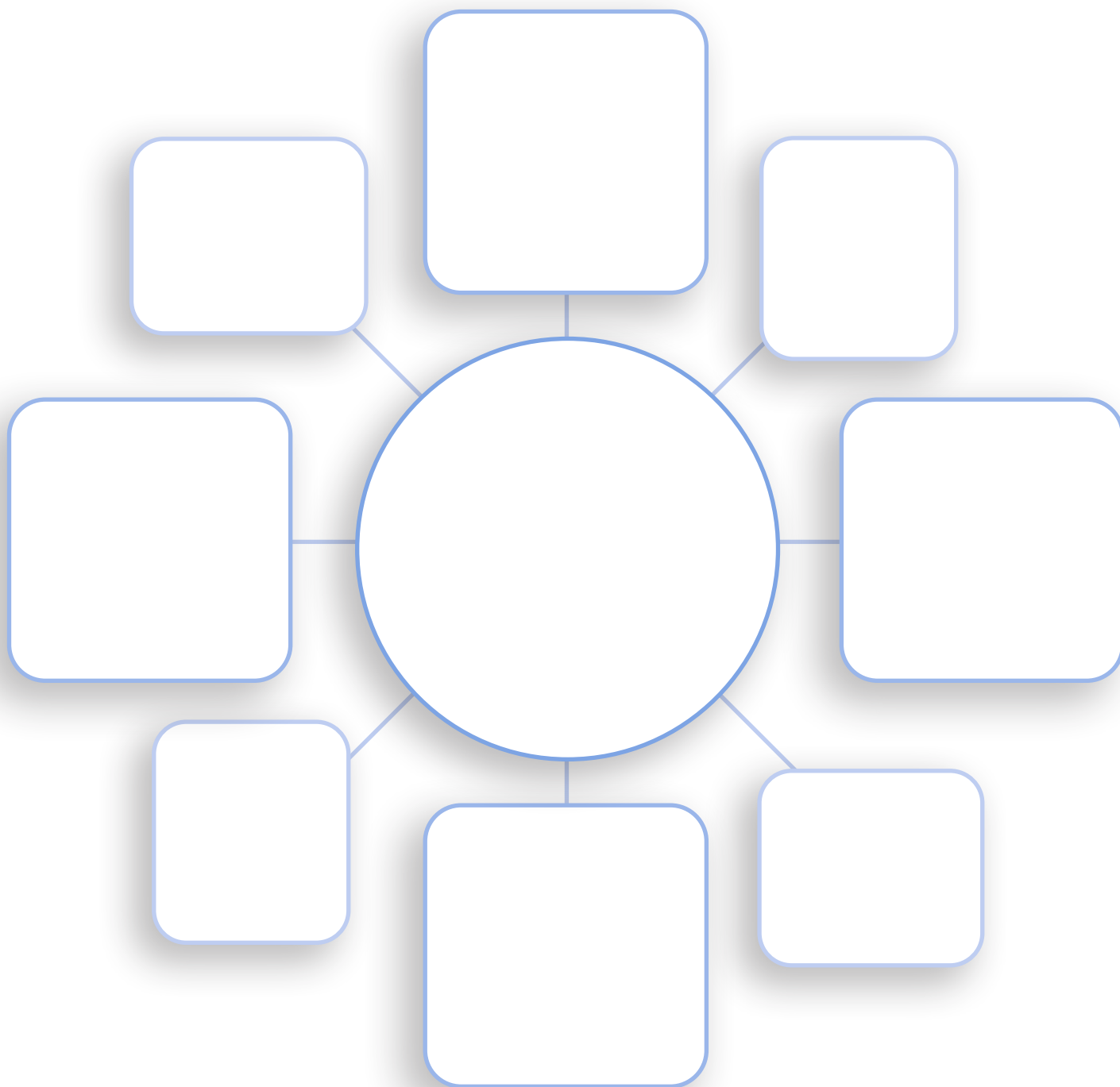
Unit 6 Lesson 6

What hopes do you have for your school community?

My Community Supports

In the center circle, identify something that is an important part of your life (examples: a hobby, an activity, a favorite place, or a resource like your favorite food).

In the boxes, identify people or groups in your community who support this part of your life in some way. There might be people or groups who support you that you've never even met! Can you think of any?



My Group Contributions

What were your strengths in today's group activities? Write down one way you contributed to a group activity today. You may add to this after any group activity in this unit.



The Food We Share

Draw or describe a food or meal that is important to your family, community, or culture.

SMALL GROUP DISCUSSION

Describe this important food or meal to your group. Then, practice respectful curiosity to ask the questions below and learn about each other.

1. Why is this food or meal important to you? What makes this food meaningful to your family, community, or culture?

2. How would it feel to be able to share this food with others?



Family Dinners

The Way It's Done

Small Groups Instructions

1. Read the family dinner scenario with each other to understand the way family dinners are done in this family.
2. Pretend your group is the family described. Role-play an example family dinner in your house.
3. In your group, briefly discuss what the family dinner role-play was like. What did it feel like? Was it easy or hard to understand why this family does family dinners this way?

Medium Groups Instructions

1. Your job is to collaborate in your groups to work toward a solution that everyone finds acceptable. This is called a consensus.
2. You will each continue to role-play as members of the families and work together to plan the event. Pretend you are meeting for the first time to plan the community dinner. Discuss what is important to you and how you think the event should be run. What will the meal be like? Will there be other activities?
3. Discuss with your group: Are there any conflicts? How do the members of your family feel in this situation? What can you do to understand one another? Can you find a way to plan an event where everyone will feel included and respected?
4. Work together to come to a consensus on a solution that is agreeable to everyone. Describe your solution, and prepare to share with the group.

Our Consensus Solution



Design Your Own Practice

Before you begin, think about your strengths. Discuss with your group how you will use your strengths to contribute. As a group, decide what each member's role will be for this project. Choose from the examples or create your own roles.

Example Roles

Member Name

Movement Leader

This team member will lead the movements and poses for the group when the team practices.

Mindful Moment Leader

This team member will lead the breathing practice or other mindful moment practice.

Rest Leader

This team member will lead the Rest practice.

Manager

This team member will ensure that the team stays on task and completes all the steps of the project.

Encourager

This team member will help group members collaborate by offering encouragement and pointing out when team members are doing something well.

Note-taker

This team member will take notes for the group, writing down ideas during the brainstorming process and then writing down the final practice.

Other:

Describe this role:

Design Your Own Practice

Brainstorm in the boxes below.

Consider all group members' ideas before making final decisions.



Themes

What theme, style, or type of movement will your practice focus on? What words would describe your practice?

Movements

Your group's practice should include an opening sequence (such as Fresh Start, Twist, etc.), three of your favorite poses (they can be individual, partner, or group poses), and a closing sequence (any version).

Mindful Moments

Your group's practice should include at least one Mindful Moment practice (such as any breathing strategy, Kind Mind, Focusing, Gratitude, etc.) and a Rest practice.

Design Your Own Practice

Use the space below to record all of the steps in your group's final practice, in the order your group has chosen.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Making an Impact

Draw or write actions you will contribute to help create a healthy, happy community.

What can you do today to help create a healthy and happy community?

What would you like to do in the future to help create a healthy and happy community?



UNIT 6 MINDFUL MOMENT PRACTICE

Visualizing Community

Create a picture in your mind of a healthy, happy, and caring community. Take a few breaths and focus on this vision for a healthy community. What does it look like? What does it feel like?

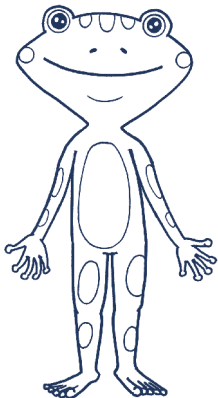
Now imagine yourself doing something to show care for this community through your words or actions. Visualize yourself making a contribution. Picture what you are doing and who you are with. Take a few breaths and hold these images in your mind. How does it feel to contribute?



UNIT 6 MINDFUL MOVEMENT PRACTICE

***In Unit 6 we practiced collaborating
to create large group poses.***

Draw a group pose that felt successful.



Unit 6 Take-Home Practices

LESSON 1

Discover community: Reflect with your family about the different people and groups who support your family in some way. How does your community make you stronger?

LESSON 4

Investigate the ways community members work through their differences. Find an example (in your own community, in a book, or in a show or a movie) in which a group of people who were different from one another in some way were able to work together.

LESSON 2

Identify diverse contributions: Find and observe a situation or challenge that requires teamwork (perhaps a game, a group project in school, a family activity). Notice at least three different contributions made by the members of the group. Why is each important?

LESSON 5

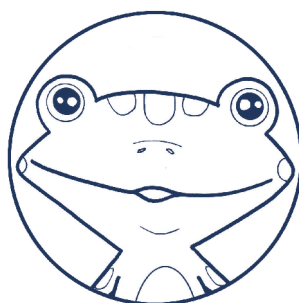
Keep community on your mind! Look for ways that you can contribute to your community to make it a little bit happier, healthier, or more caring. Discuss this with family or friends.

LESSON 3

Discover your own family or community culture. Ask family or community members to tell you about a tradition that is important to them. Practice respectful curiosity and listening to understand.

LESSON 6

Investigate ways to create a healthier community. What are some of the needs you see in your community? Is there a way that you and other community members could respond to those needs?



Unit 7

COMPASSION PROJECT



Community Compassion Project Planner

Community Compassion Projects are a chance for your class to identify a need in your community and work together to make a contribution that responds to that need.

Use this space to record ideas and plans.

What need do we see?

Question/Problem:

How will we show care?

Our Response or Product:

What are our action steps?

Step 1:

Step 2:

Step 3:

Step 4:

How will we know success?

Success Criteria:



Unit 1 Compassion Reflection

Describe the ways you show compassion to yourself and others.



Unit 2 Self-Awareness Reflection

What have you learned about yourself? What are your strengths, and in what ways would you like to grow?



Unit 3 Self-Management Reflection

What strategies help you to be your best self? What strategies help you to face challenges? How do you show care for your mind and body?



Unit 4 Empathy and Perspective Taking Reflection

Describe someone who is similar to you in some way, and someone who is different from you in some way. What do you appreciate about each person?



Unit 5 Relationship Skills Reflection

How do you want your friends to treat you? What kind of friend do you hope to be?



Unit 6 Community Reflection

What strengths and what needs do you see in your community?
How do you want to contribute to your community?



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