

Unit 5



RELATIONSHIP SKILLS



Prior Knowledge

Students should have a general understanding of friendships and that there are different ways to express themselves in their friendships.

Overview

This unit centers on the body to teach students key relationship understandings and skills for friendship to help them be their best selves with peers. Students will examine how they use their whole selves including feet, hands, ears, eyes, and mouths to be a friend. They will review pausing to respond to emotions that might affect how they use their bodies when there is conflict with a friend. The unit also introduces healthy serving sizes for different types of food.

Enduring Understandings

Students will understand:

- There are many ways to use their bodies and minds to grow their friendship skills.
- Paying attention to serving sizes can help them take care of their bodies.
- Taking a pause can help them work through conflict with a friend.

Essential Questions

- What does it mean to be a friend?
- How can I be a good friend?
- How do I express friendship by cooperating and sharing with my body?
- How can I be a friend to my own body and mind?
- How do I create and grow friendships?
- What can I do when I am in conflict with a friend?

Lesson Summaries and Materials*

Lesson 1 pages 258–271

Lesson 1—Draw a Friend: Students describe characteristics and behaviors they associate with friendship, and they discover that friendship takes practice. They discuss and apply ways to work safely with a partner in Mindful Movement.

- Whiteboard, display screen or chart paper/marker
- Class friendship illustration (image of two body outlines drawn on chart paper or in a format that can be edited digitally across multiple lessons)
- Printed copies of image of two body outlines for students' friendship illustrations (preferably on legal size paper)
- Pencils

Lesson 2 pages 272–279

Lesson 2—Walk With Me: Students learn the meaning of cooperation. They practice cooperation through a game and in partner work during Mindful Movement.

- Whiteboard, display screen or chart paper/marker
- Class friendship illustration (continued from Lesson 1)
- Students' friendship illustrations (continued from Lesson 1)
- Three-legged race bands (or strips of elastic cloth)

Lesson 3 pages 280–291

Lesson 3—Helping Hands: Students use their hands to demonstrate friendly behaviors. They work with a partner to create a project that will require cooperating, asking for help, and sharing resources.

- Whiteboard, display screen or chart paper/marker
- Class friendship illustration (continued from Lesson 1)
- Students' friendship illustrations (continued from Lesson 1)
- Materials for your chosen project, for example:
 - Friendship bracelet: yarn, beads, macaroni noodles, scissors, etc.
 - Friendship fort: paper cups, wooden blocks, Cheerios, popsicle sticks, glue
- Pencils and/or markers

Lesson 4 pages 292–299

Lesson 4—Hand Me a Healthy Snack: Students learn how to use their hands to estimate a healthier serving size of various foods.

- Whiteboard, display screen or chart paper/marker
- Class friendship illustration (continued from Lesson 1)
- Students' friendship illustrations (continued from Lesson 1)
- Pencils and/or crayons or markers
- 1 container of not-nut butter (e.g., sunflower seed butter to avoid allergy issues)
- 1 apple or other fruit, sliced
- 1 hunk of cheese
- [Optional] 1 medium-sized bag of potato chips (i.e., contains 2–4 servings)
- 1 knife (to cut cheese)
- 1 spoon (to scoop not-nut butter)
- Paper towels
- Images of included foods (fruit, cheese, etc.) showing both correct and over-sized portions
- Images of a hand in four positions: palm facing forward, fist, hand cupped, thumbs-up

Lesson 5
pages 300–309

Lesson 5—Look and Listen: Students understand that listening is an important friendship skill.

- Sharing circle object (e.g., stuffed animal or small item to pass to indicate who is speaking)
- Image of eyes and ears
- Whiteboard, display screen or chart paper/marker
- Class friendship illustration (continued from Lesson 1)
- Students' friendship illustrations (continued from Lesson 1)
- Pencils and/or markers
- [Optional] Cutouts of speech bubbles

Lesson 6
pages 310–317

Lesson 6—Communicating with Care Builds Friendship: Students reflect on the power of words in friendships. They practice communicating with care and kindness.

- Whiteboard, display screen or chart paper/marker
- Class friendship illustration (continued from Lesson 1)
- Students' friendship illustrations (continued from Lesson 1)
- Pencils or other writing materials

Lesson 7
pages 318–329

Lesson 7—A Friendly Pause: Students work with a partner to attempt physical challenges together. They then explore how to take a pause when there is conflict with a friend.

- Whiteboard, display screen or chart paper/marker
- Class friendship illustration (continued from Lesson 1)
- Students' friendship illustrations (continued from Lesson 1)
- Crayons or pencils for writing

Lesson 8
pages 332–338

Lesson 8—Use Your Whole Self to Be a Friend: Students review ways they can use their whole body and mind to be a friend.

- Whiteboard, display screen or chart paper/marker
- Class friendship illustration (continued from Lesson 1)
- Students' friendship illustrations (continued from Lesson 1)
- Pencils and/or markers
- [Optional] Cutouts of speech bubbles

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

New Mindful Movements

Poses

Partner Seated Sunrise

Partner Tree

[Optional] Partner Pointing Dog

Partner Diamond

Partner Boat

Partner Wheelbarrow

Seated Partner Twist

Partner Diamond Twist

Partner Challenges:

Leaning Tower of Pisa

Drawbridge

Back-to-Back Chair

Interlocking Arms/Elevator

Mindful Moments

Calming and Focusing

Visualizing Support and Safety

Visualizing Friendship

Balance Check-in

Tension Release

Take 5 Breath

Check-In

Kind Mind (for Self)

Mini-Body Scan

Kind Mind (for Others)

Mindful Listening

Breath of Joy

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

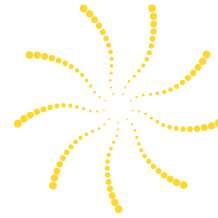
Students will be able to:

- Describe behaviors that demonstrate friendship (Lesson 1).
- Identify ways to work safely with a partner (Lesson 1).
- Describe examples of cooperation (Lesson 2).
- Practice cooperation with a partner (Lesson 2).
- Work safely with a partner in Mindful Movement (Lesson 2-4 and 7).
- Cooperate with a partner to complete a project (Lesson 3).
- Practice sharing and asking for help with peers (Lesson 3).
- Determine healthy serving sizes of foods from different food groups (Lesson 4).
- *Demonstrate listening through eye contact and body language (Lesson 5).
- Explain how a friend can tell they are listening (Lesson 5).
- *Demonstrate listening by checking in with the speaker (Lesson 5).
- Practice communicating kind words, including compliments, appreciations, and apologies, with a partner (Lesson 6).
- Describe ways to take a pause when there is conflict with a friend (Lesson 7).
- Identify specific friendship skills (Lesson 8).



Lesson 1

DRAW A FRIEND



Goal Statement

Students will describe characteristics and behaviors they associate with friendship, and they will discover that friendship takes practice. They will discuss and apply ways to work safely with a partner in Mindful Movement.

Essential Question

What does it mean to be a friend?

“I Can” Statement

I can describe one way to be a friend.

Key Learning Objectives

Students will know...

- They can learn and grow friendship skills with practice.

Students will be able to...

- Describe behaviors that demonstrate friendship.
- Identify ways to work safely with a partner.

Materials

- Whiteboard, display screen or chart paper/marker
- Class friendship illustration (image of two body outlines drawn on chart paper or in a format that can be edited digitally across multiple lessons)
- Printed copies of image of two body outlines for students' friendship illustrations (preferably on legal size paper)
- Pencils

Preparation/Setup

- Print copies of two friendship illustrations (preferably on legal size paper), 1 per student.
- Write names of body parts on chart paper or in interactive whiteboard files.

New Vocabulary

Body
Friend

New Mindful Movements

Poses

Partner Seated Sunrise

Partner Tree

[Optional] Partner Pointing Dog

Sequences

None

Mindful Moments

Calming and Focusing

Visualizing Support and Safety

Balance Check-in

Visualizing Friendship

Rest and Reflection

CALMING AND FOCUSING / 2–5 mins

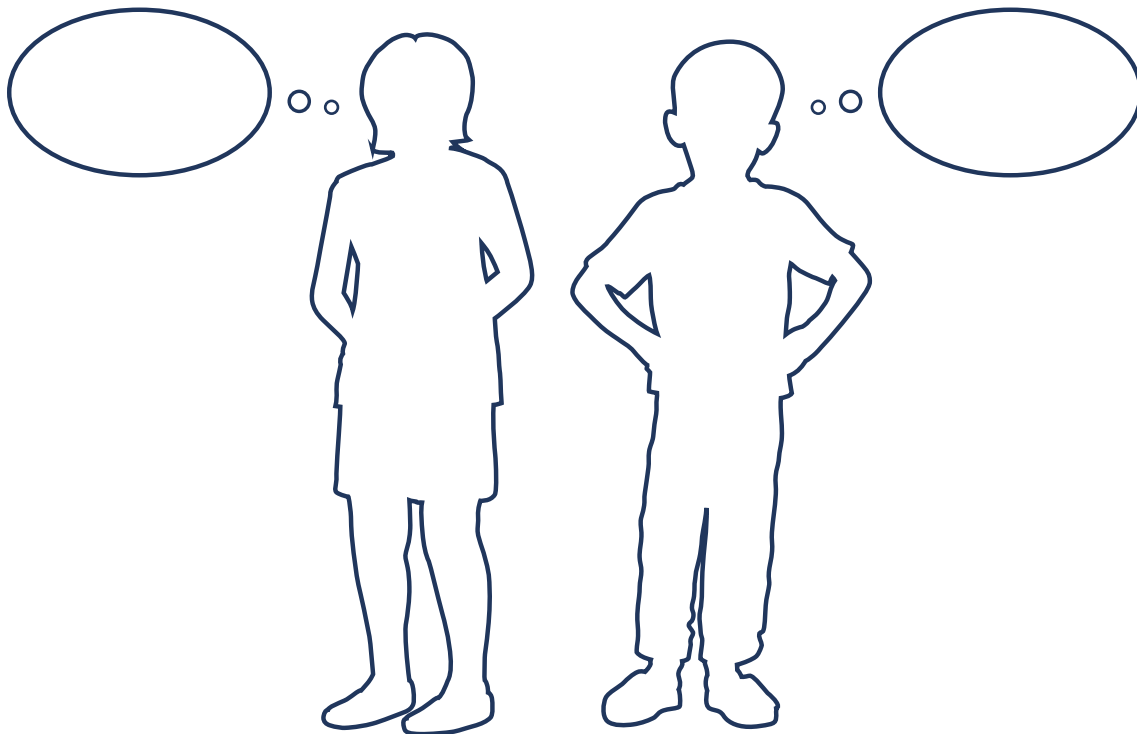
Begin every lesson with Calming and Focusing practices described in the PRACTICE GUIDE.

- **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.

HOW DO WE DRAW A FRIEND? / 10 mins

Gather students into a group and project on a whiteboard or draw on chart paper the outline of a body. Label the outline (e.g. head, face, shoulders, arms, hands, legs, feet, and a thought bubble for mind). Ask students questions such as the following, recording ideas on the board if desired:

-
- **What is a friend?**
 - **What does a friend do?**
 - **What does a friend say?**
 - **How could the head, face, or feet in this illustration show us that these two are friends?**
-



Share the printed copies of two body outlines. Tell students that in this unit, they will learn how to use their bodies and minds to practice friendship skills. Ask questions such as:

- ***Do you have any ideas about what I mean by friendship skills?***
[Refer to the list of what friends do and say for suggestions.]
- ***What do you think is the most important thing you can do to be a good friend?***
- ***Can you get better at friendship? Is that a skill you can learn or grow stronger?***

Emphasize that friendship is something that has to be learned and takes practice. Explain that everyone makes friendship mistakes, and can practice to learn and grow their friendship skills.

Explain that they will work together in this unit to practice friendship skills like cooperation, sharing, and listening. Explain that they will label their own body drawings to record what they learn and to help them remember how friends practice their friendship skills. Tell them that by the end of the unit, everyone will have a drawing to use to teach others about how they can use their bodies and minds to practice friendship skills.

Distribute supplies and ask students to label their papers with their names. If time allows, invite students to make up two names for the friends on their illustrations and to begin adding facial features, clothes, and hair to the illustrations, if desired. Explain that they do not need to complete this today, and they should keep the area around the two bodies completely clear for the work they will be doing throughout the unit.

TEACHING TIP



Don't spend more than a few minutes personalizing the illustrations today. You will need the bulk of your class time to introduce partner work during Mindful Movement.

SUMMARIZE FOR STUDENTS:

- *We can learn and grow our friendship skills.*
- *Practicing friendship skills, like cooperation, kindness, listening, and sharing, will help us grow into stronger friends.*



MINDFUL MOVEMENT / 30 mins

Introduction

Allot plenty of time for today's movement practice, including the preparation

for partner work. The first phase should be taken slowly, emphasizing building body awareness in each movement or pose. Keep the names of body parts displayed/projected on a whiteboard: head, face, shoulders, arms, hands, legs, and feet.

You may like to project the following questions or refer back to the ideas you recorded earlier in the lesson:

-
- *What is a friend?*
 - *What does a friend do?*
 - *What does a friend say?*
-

Tell students:

- *While we practice movement today, let's treat our body parts like friends and take care of them in our movement practice! How can we do that? By being kind to ourselves and listening to what our bodies need. What does that look like?*
- *It looks like:*
 - *Moving slowly and carefully*
 - *Noticing what each body part lets us do*
 - *And paying attention to how we are being a friend to our own bodies by showing ourselves compassion.*

Easy Pose (UNIT 1, LESSON 1)

Begin by encouraging students to sit tall and lengthen their spines and necks as they sit comfortably on the centers of their mats in Easy pose.

Guide students to take a few deep Calming breaths. Then ask students to think about where the center of their bodies is and where they would draw it on their cutout. Ask students to place one hand on the center of their bodies and then to take in a deep breath imagining it traveling to that place, then breathe out. Then ask them: What do you notice?

Neck Rolls

Lead students through this short practice using the following cues as reference:

1. **Inhale:** Lengthen your spine and tuck in your chin.
2. **Exhale:** Release your chin down toward your chest. Take it as far as it feels good—like you're being a very kind friend who is listening to and taking care of your neck.

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.

3. **Inhale:** Slowly and carefully move your right ear toward your right shoulder, lifting your chin a little. Hold here for one breath in and out.
4. **Exhale:** Moving slowly, move your chin in a big semicircle down toward your chest, your left ear moving toward your left shoulder. Hold for one breath.
5. Repeat two to three times for each side; then bring your chin back to center—allowing your head to hang for a moment.
6. Bring your attention to the muscles in the back of your neck and the weight of your head.

Shoulder Rolls

Lead students through this short practice using the following cues as reference:

1. Bring attention to your shoulders, noticing the roundness of your shoulders, your shoulder joints, and the flatness of your shoulder blades.
2. **Inhale:** Raise your shoulders up toward your ears.
3. **Exhale:** Circle your shoulders back, down, and around, bringing your shoulder blades toward each other and back to center.
4. Repeat two to three times.
5. Change direction, rolling your shoulders forward and around two to three times.
6. Which way feels better—going backward or forward?

Fresh Start Sequence/ Twist Sequence

(UNIT 1, LESSON 3)/(UNIT 4, LESSON 2)

Guide students through one of these sequences, repeating three times.

Introduction to Partner Poses

Remind students that today they start learning partner poses and use the following steps to prepare them. It is important to spend adequate time with this discussion because it sets the tone for partner work throughout the rest of the unit.

Begin this discussion with the Calming exercise, followed by a few moments of silent reflection (encouraging students to close their eyes if comfortable). Then lead them through the following visualization:

- ***Bring to mind a friend or family member who gives you care and support. What does it feel like to be around someone who supports you? How do they show their support? How do you know they care for your safety and well-being? Imagine you are about to do something a little scary. What would make you feel safe and supported?***

Following this reflection, discuss how to be a supportive partner, and co-create a list of guidelines that can be posted, referenced, added to, and/or modified throughout all partner work for the unit. Refer to these agreements throughout partner work in the unit. Use these agreements to redirect attention if anyone is not taking care of or is potentially hurting a partner. Try to frame these guidelines positively and use concrete examples of behaviors.

Ask students questions such as the following to guide the discussion:

- ***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 to feel supported?***

Guide the students in coming up with partner agreements/guidelines 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 to make sure they are ready to begin and that they feel safe in the pose.
- **SPEAK UP** to 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!**

Break up the class into partners (using the following Hurricane strategy or another quick pairing method) and let them know that they will stay with the same partner for the rest of this lesson. If you have an odd number, create a group of three and have them take turns, or have one of them be your partner. Have students look into each other's eyes and greet their partners (with a handshake, high five, or fist bump). Then ask students to repeat the following statement to commit to the guidelines you have set as a class: "I agree to our class Partner Pose Guidelines. I will be my best self. I will be a safe and kind partner."

TEACHING TIP



While discussing partner agreements and throughout partner work, emphasize autonomy so that students understand they can say no to any part of a partner pose that doesn't feel comfortable for them. Emphasize checking in so that students do not assume their partner's consent to any part of the pose/movement without asking.

Depending on the time available and attentiveness of the class, you may wish to demonstrate each pose before having the class go into it with their partners. As you go through the partner poses, guide students to keep noticing what they do have control over as they work with their partners, as well as what they don't have control over. Encourage them to be mindful of how their actions and words can support their partners. Remind them they should use “no” and “stop” as tools to communicate with their partners in order to stay physically and emotionally safe while working together.

TEACHING TIP



Rather than having students choose partners, use Hurricane or another quick and structured pairing strategy each time you set up for partner work, so that students interact with a variety of partners over time. Pay attention to the emotional safety of pairings and make changes when necessary.

[OPTIONAL] Hurricane

This is a fun way to mix up the class to help students find a new, unexpected partner. When you say the word hurricane, students walk around the room to find a new mat quickly, but safely. Choose a direction and announce that their partner is now the person to the left, to the right, behind, or in front of them. Switch it up so that they don't know which direction you will choose. Ask students to exchange greetings with their partners.



PARTNER SEATED SUNRISE

TEACHING TIP



Communicate that if any student is uncomfortable, they always have the right to pass on an activity by giving a pre-arranged signal. The signal might be a hand gesture or words communicating a desire to pass until they are ready to rejoin the activity.

Partner Seated Sunrise new

Guide students through one or both of the variations of this pose using the following cues as reference:

Variation 1: Front to Front

1. Begin seated in Easy Pose, facing each other, knees close to your partner's knees. With arms reaching out to the sides, and palms

facing forward, bring palms toward each other. Palms or fingertips may be together or palms can be hovering close together but not touching.

2. **Inhale:** Moving together with your partner, stretch your arms out to the sides and up in the sunrise motion.
3. **Exhale:** Moving together with your partner, stretch your arms out to the sides and down, reversing the motion.
4. Repeat four to five times, breathing and moving together.

Variation 2: Back to Back

Begin seated back to back with your partner in Easy pose. With arms reaching out to the sides, and palms facing forward, bring the backs of your arms and hands toward your partner's. Backs of the hands may be together or hovering close together without touching.

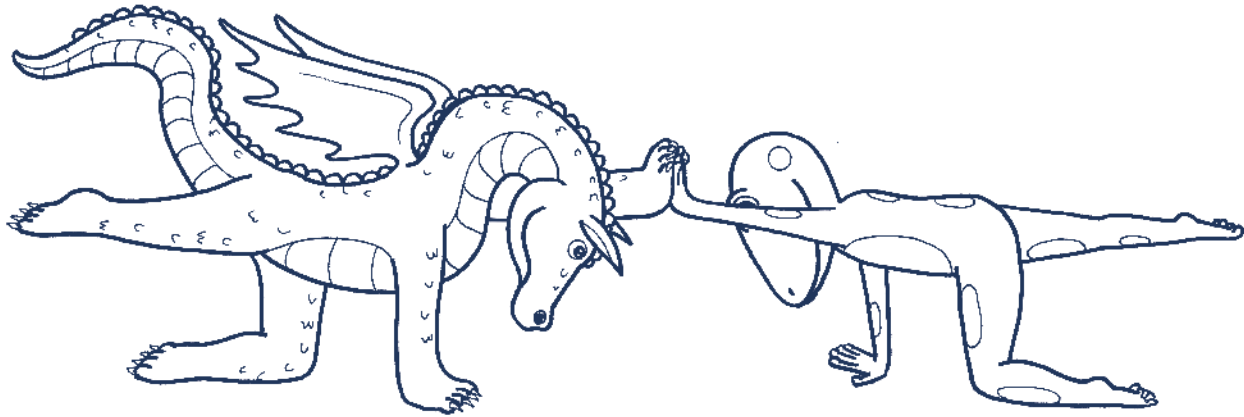
5. **Inhale:** Moving together with your partner, stretch your arms out to the sides and up in the sunrise motion.
6. **Exhale:** Moving together with your partner, stretch your arms out to the sides and down, reversing the motion.
7. Repeat four to five times, sitting tall and breathing and moving together.
8. Can you notice your partner's breathing? Are you breathing together?

Debrief the activity by asking students what they noticed about their communication with their partners. What was challenging? What was easy?

[OPTIONAL] **Partner Pointing Dog**

Have students arrange themselves on the mats so that they are in Hands and Knees position facing their partners with some room between them to move. Guide them through the pose using the following cues as reference:

1. Begin in Hands and Knees position, with knees hip-width apart, directly below hips, hands shoulder-width apart, in line with shoulders, and fingers spread wide, pointing forward toward your neighbor.
2. **Inhale:** Feeling steady and looking upward, slowly lift your right hand, reaching out toward your partner so that your fingertips touch or the palms of hands press into each other. You may need to shift your position closer to your partner or farther apart.



3. Exhale: Lift your left leg straight out behind you. Pay attention to what's behind you so you can move into the pose safely.
4. Remain in the pose for two to three breaths.

Guide students to notice whether it might be helpful to press into their partner's hand for balance and stability. Ask:

- *Can we practice being a safe and strong partner by supporting one another and helping one another stay in the posture?*

Have students repeat on the other side.

Transition to standing by lifting up to Dog, walking, or hopping the feet forward to Sunset, then inhaling to lift to Mountain.

Remind students to thank their partner, look them in the eye, and shake hands or give them a high five or thumbs-up for their help.

[OPTIONAL] **Fresh Start Sequence** (UNIT 1, LESSON 3)

Practice Fresh Start Sequence as an active break between partner poses.

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

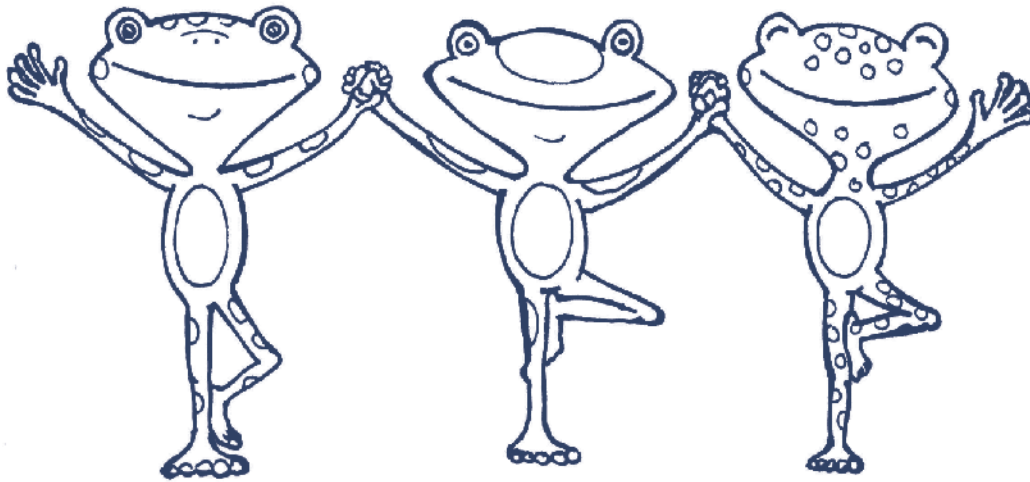
Before guiding students through Partner Tree pose, check in and draw attention to balance in Mountain pose.

Guide students to either close their eyes or keep their eyes open but relaxed on a fixed point. Ask students:

- *Does your body feel steady and balanced in Mountain pose? Can you find the center of your body while standing? Place one hand on the center of your body.*

- As you breathe in, gently shift your weight forward, bringing the center of your body's weight onto the balls of your feet.
- As you breathe out, gently rock back, bringing the center of your body's weight onto the heels of your feet.
- Follow the breath in and out, rocking slightly forward and backward. Notice all the little shifts your legs, back, spine, shoulders, and arms are making to keep you upright.
- Your body and brain do a lot of coordination just to stand upright.
- Let's see if we can find this steadiness while balancing with a partner.

PARTNER TREE



Partner Tree new

Guide students into this partner pose, using the following cues as reference. You may also want to refer to Unit 3 for additional cues for Tree pose. Encourage students to notice the way they communicate with each other as they do the partner pose, in order to practice the pose safely.

1. Begin by standing on the mat in Mountain pose, side by side and shoulder to shoulder with your partner. You can hold your partner's hand, entwine elbows with your partner, or touch the back of your hands to your partner's.
2. Focus your eyes on the same spot.
3. You are partnering to create one giant tree. Your inner legs will be your strong trunk.
4. Inhale: Stand tall and shift your weight to the center of your tree "trunk" (legs).
5. Exhale: Bend the knee of your outer leg, rotating the leg so the

knee opens out to the side. Begin to raise the foot, first placing it on the ankle, then trying to place the sole of the foot on the calf or thigh to create a mirror image of your partner's Tree pose.

6. Inhale: Raise your outer arms up into the air and touch palms with your partner overhead.
7. In order to keep you and your partner both safe, notice what your body is communicating with you. If you start to feel wobbly, place your foot down and tell your partner you need to rebuild your tree.
8. Hold the pose for three to five breaths:
 - Breathing in: Grow your tree taller, lengthening up through the legs and spine.
 - Breathing out: Grow your roots deeper, pressing into the mat through your "trunk" (foot).
 - Breathing in: Notice how your partner is balancing in the pose.
 - Breathing out: Find steadiness and calm to support your partner.
9. Exhale: Release Tree pose and shake out your legs to let go of any tension.
10. Return to Mountain pose and take a couple of breaths to check in with your hands on your Anchors.

Remind students to thank their partners, look them in the eye, and shake hands or give them a high five or thumbs-up for their help.

If time allows, have students switch places to find Partner Tree pose on the other side.

Partner Closing Sequence

NOTE Depending on time and students' readiness, you may wish to introduce the Partner Closing Sequence now or postpone until a future lesson in this unit. Alternatively, practice the original Closing Sequence (Unit 1, Lesson 1).

Guide students through the pose using the following cues as reference:

Partner Butterfly

1. Begin seated 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. Take a few slow breaths.

> **OPTIONAL:** While in Partner Butterfly, have one partner lean forward while the other leans back. This creates more of a stretch for the partner leaning forward and a chest opener for the partner leaning back. Have them stay there for a couple breaths and then switch roles.

NOTE *You may want to demonstrate this first and make sure to remind students to communicate and let their partners know if they want to stop.*

Partner Flower

Stay back to back and go into Flower pose (Unit 1, Lesson 1). Use the back of your partner to help you balance.

Partner Turtle

1. Turn around to face your partner.
2. Keep your toes touching with your partner's toes as you go 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.

When the class is finished with the partner poses, remind students to thank their partners before moving back to their own mats.

[OPTIONAL] Knees-to-Chest

Guide students to this pose using the following cues as reference:

1. Lie down on your back on the mat.
2. Bring the knees to the chest and rock gently from side to side without rolling all the way to one side.
3. Relax the shoulders and the head and take the head side to side for a few breaths.
4. Bring the head back in line with the spine and lengthen out through both legs to lie down.



REST AND REFLECTION / 5 mins

Guide students to find a position that feels safe and comfortable for Rest.

Visualizing Friendship

Allow one to two minutes of Rest before leading students through the following guided visualization:

- *While we are calm and resting comfortably, picture in your mind someone who is a good friend to you, who shows you kindness, someone you enjoy spending time with.*
- *Picture this friend in your mind. Remember a time when they were a good friend to you. Maybe there was a time you had fun together, a time they showed you kindness, or a time they helped you when you needed it. Picture that memory.*

Pause and give a moment for reflection.

- *When you think of this friend and this memory, how do you feel?*

Then invite students to slowly return to a seated position.

Invite volunteers to share their reflections with the class.

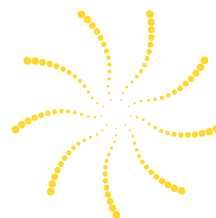
TAKE-HOME PRACTICE

- *At school or home, notice someone being a good friend. What do they do?*



Lesson 2

WALK WITH ME



Goal Statement

Students will learn the meaning of cooperation. They will practice cooperation through a game and in partner work during Mindful Movement.

Essential Question

How can I be a good friend?

“I Can” Statement

I can practice cooperation with a partner.

Key Learning Objectives

Students will know...

- Cooperation means to work together.
- Cooperation is a friendship skill they can practice and grow.

Students will be able to...

- Describe examples of cooperation.
- Practice cooperation with a partner.
- Work safely with a partner in Mindful Movement.

Materials

- Whiteboard, display screen or chart paper/marker
- Class friendship illustration (continued from Lesson 1)
- Students' friendship illustrations (continued from Lesson 1)
- Three-legged race bands (or strips of elastic cloth)

Preparation/Setup

- Print copies of two friendship illustrations (preferably on legal size paper), 1 per student.
- Write names of body parts on chart paper or in interactive whiteboard files.
- Prepare three-legged race bands.
- [Optional] Set up and mark off relay boundaries.

New Vocabulary

Cooperate
Cooperating

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

Calming and Focusing
Balance Check-In
Tension Release
Rest and Reflection

CALMING AND FOCUSING / 2 mins

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

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



MINDFUL MOVEMENT / 15 mins

Display the friend outlines and write the word **cooperate** next to the feet.

Introduction

Begin by asking students: What does it mean to cooperate? Invite students to respond, and then help them conclude that to cooperate means to work together. Ask students:

- *What part of our bodies do you think the focus will be on today?*
- *Yes, Feet!*
- *Today we are going to use our feet to practice cooperation, which is an important skill for friendship. First, we're going to start with Mindful Movement. Let's take some time in our Mindful Movement practice to give some special attention to our feet. Take a moment to look at your feet.*

[This can be done with shoes on or off.]

- *Think about all the things feet let us do.*

Write a list on the board or just let it be a time for students to think and share out loud.

Finding Our Feet

Have students sit on the mat with legs straight out in front of the body. Invite students to remove their shoes and socks for this exercise if they are

comfortable, but if students do not feel comfortable taking their shoes off, that is okay! Allow them to visualize the parts of the feet while doing the exercises with shoes on. Allow students some time just to look at their own feet.

Lead students through a few foot stretches. Point and flex the toes and feet. Circle the ankles to the right and left. Guide students in a reflection about their feet as they do the feet exercises:

- *Do you know how many bones are in your feet? There are 26 bones in each foot! How many is that in both feet? It's 52 bones that cooperate to keep your body supported.*
- *Now look more closely at your feet. There are 19 muscles! Those 19 muscles cooperate to keep you moving.*
- *Spread your toes wide—can you see and feel the strong ligaments on the tops of your feet? All these ligaments and muscles work together to keep the foot securely fastened to your ankle bones.*
- *Let's take a moment to give our feet some care and kindness. Sometimes we forget how much they do for us! I'm impressed with how many parts have to cooperate and work together.*
- *How could you be a friend to your feet? How could you show care and kindness to your feet?*

Have students suggest ideas. Then suggest to them a self-care foot massage to be done now or at home.

> OPTIONAL: Demonstrate and guide students in an optional self-care foot-massage by giving a light squeeze to each toe and then the tops of the feet, the balls of the feet, the arches, and heels as a way of saying “thank you” to their feet. (This will probably lead to some giggles and jokes, and that is okay. If students do not feel comfortable taking their shoes off, you might suggest they do this at home.)

Ask students how they usually treat their feet (e.g., *have they ever criticized the way their feet look or smell?*).

Encourage them to remember how much support and work our feet are actually giving us and to remember to treat our feet like friends!

Fresh Start Sequence (UNIT 1, LESSON 3)

Guide students through the sequence three times, and as you do, call attention to the work of the feet.

Introduction—Partner Poses (UNIT 5, LESSON 1)

Have students sit in Easy pose and review with them the partner agreements you created in the last lesson. Add “cooperate” to the list of agreements.

> **OPTIONAL:** Use the Hurricane exercise from Lesson 1 to sort students into partner groups.

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

Before guiding students through Partner Tree pose, have them check in with themselves and draw attention to a sense of balance in Mountain pose.

Guide students to either close their eyes or keep their gaze on a fixed point. Ask them:

— *Does your body feel steady and balanced in Mountain pose? Can you find the center of your body while standing?*

- *Place one hand on the center of your body.*
- *As you breathe in, gently shift your weight forward, bringing the center of your body's weight onto the balls of your feet.*
- *As you breathe out, gently rock back, bringing the center of your body's weight onto the heels of your feet.*
- *Follow the breath in and out, rocking slightly forward and backward. Notice all the little shifts your legs, back, spine, shoulders, and arms are making to keep you upright.*
- *Your body and brain do a lot of coordination just to stand upright.*
- *Let's see if we can find this steadiness while balancing with a partner.*

Partner Tree Pose (UNIT 5, LESSON 1)

Guide students through the pose. Ask them to notice what it takes to successfully cooperate with one another and what it feels like to cooperate with someone.

Partner Seated Sunrise (UNIT 5, LESSON 1)

Guide students through the pose.

Easy Pose (UNIT 1, LESSON 1)

Guide students through several Calming breaths in Easy pose before transitioning to the next activity.



THREE-LEGGED RACE / 25 mins

Ask for two volunteers to demonstrate three-legged walking/running. Ask volunteers to stand side-by-side. Use race bands to demonstrate safely binding their inner legs together and ask the class to suggest ways the pair can make their feet work together. Use the terms **cooperate** or **cooperating** as often as possible.

After the demonstration, ask the class what the term cooperate means. Then ask the students who demonstrated the three-legged walking whether they have any advice for helping their classmates make their feet cooperate (e.g., how to best run together, how to keep from falling down, what to pay attention to, etc.). Make sure communication is mentioned.

Pair students and have them bind their legs together for a three- legged race or to complete a set of challenges without racing (such as walking, hopping, and/or skipping together across the room). Depending on space, you may have everyone complete the task at one time or split pairs into teams for a relay. Try to minimize waiting time. If desired, have the end point of the race be a spot where the students can sit in a group together for the subsequent debriefing.

Debrief their need to cooperate during the race/challenges and ask questions such as the following to help students notice how cooperation is an important skill for friendship:

-
- ***What are some ways you and your partner's feet cooperated together?***
 - ***What are some other ways friends cooperate with one another (e.g., taking turns, working together to build or create something, sharing, playing by the rules, being fair)?***
 - ***Is cooperation an important friendship skill? Why?***
 - ***How can you grow stronger at cooperating?***
-

Project the example body tracing on the whiteboard or hang it up, and point to the feet, where you have already written the word **cooperate**. In addition to cooperating, ask students to describe some other things they can do with their feet to practice being a good friend (i.e., what is something they can do with their feet to help them make a new friend, or show care and kindness

TEACHING TIP



Set up students for success by giving clear, step-by-step instructions for how and when you want them to get ready for the three-legged race or challenges. Don't give them the materials until you are ready for them to use them.

to a friend?). Suggested examples include: kicking a ball together, taking a walk, “standing up” for someone, “walking in someone else’s shoes,” standing on their toes to reach something up high. List their examples on the whiteboard or chart paper and use at least one to label the feet on the body outline.

Distribute students’ friend outlines and guide them in labeling one foot with the word cooperate. Then, give them a few minutes to draw or write to label the other feet with more ways they can use their feet to practice being a good friend.

SUMMARIZE FOR STUDENTS:

- *Cooperation means working together.*
- *We practiced cooperating today by working together toward a shared goal with our partners.*
- *We can use our feet to cooperate with a friend and to practice many other friendship skills (name some examples discussed by the group).*



MINDFUL MOVEMENT / 3 mins

Partner Closing Sequence (UNIT 5, LESSON 1)

Guide students through the sequence.



REST AND REFLECTION / 5 mins

Guide students to find a comfortable position for Rest.



DIFFERENTIATION

Present a list of idioms/expressions that involve the feet (and/or ask students to generate some). Be sure to go over the meanings of the subtler expressions. Ask students to work in pairs to choose one of the expressions to use as an idea for a brief friendship story. Give them time to write/make up a brief story about friendship using this expression. For example, students might write about helping a friend “kick” a bad habit or about “digging in their heels” when someone tries to interfere with a friendship. Suggested idioms/expressions:

- Dig in your heels
- Stand your ground
- Walk a tightrope
- Stand up for someone
- Kick the habit
- Go toe-to-toe
- Race against time
- Step on it
- Walk a mile in your shoes

If time allows, ask students to share their stories and identify any friendship skills in the story.

NOTE *If students misinterpret the expressions, it is okay. The point is for them to engage creatively with what it means to be a friend.*

Tension Release

To aid in the transition to Rest, lead students in a Tension Release exercise for their feet. Explaining that they will show themselves care during Rest, starting with giving care to their feet:

- *Point your feet away from you, pointing your toes like a dancer.*
- *Flex your feet, pushing your heels away and pulling your toes back toward you.*
- *Circle your feet, rotating your ankles. Circle the other direction.*
- *Now squeeze all the muscles in your feet and toes tight, holding them tight for a big deep breath. Release that breath, and relax your feet, letting all the tension in your feet melt away.*
- *Wiggle your toes and settle into Rest.*

Guide students to notice the feeling of their breath.

Allow one to two minutes of Rest before leading students in the following silent guided visualization:

- *While we rest, calm and relaxed, imagine yourself standing on your feet, tall and strong. Bring to mind one way we discussed that you can use your feet to cooperate or to be a good friend. Picture yourself (and your feet) in action—behaving like a true friend. What are you doing? What does it feel like? As we close our lesson, let's keep this image in mind and remind ourselves of one way we can show friendship when we leave this room today.*

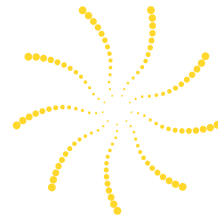
TAKE-HOME PRACTICE

- *Practice cooperating with a friend or family member. Find a way to work together like a team to get something done or solve a problem. Need ideas? Work together on a chore with a family member or partner up with a friend on a creative project.*



Lesson 3

HELPING HANDS



Goal Statement

Students use their hands to demonstrate friendly behaviors. They work with a partner to create a project that will require cooperating, asking for help, and sharing resources.

Essential Question

How can I be a good friend?

“I Can” Statement

I can use my hands to be a friend by cooperating and sharing.

Key Learning Objectives

Students will know...

- Sharing and helping are friendship skills they can practice and grow.

Students will be able to...

- Cooperate with a partner to complete a project.
- Practice sharing and asking for help with peers.
- Work safely with a partner in Mindful Movement.

Materials

- Whiteboard, display screen or chart paper/marker
- Class friendship illustration (continued from Lesson 1)
- Students' friendship illustrations (continued from Lesson 1)
- Materials for your chosen project, for example:
 - Friendship bracelet: yarn, beads, macaroni noodles, scissors, etc.
 - Friendship fort: paper cups, wooden blocks, Cheerios, popsicle sticks, glue
- Pencils and/or markers

Preparation/Setup

- Hang up or lay out class and students' friendship illustrations for convenient access.
- For the Handiwork activity, divide materials unevenly into paper bags, bowls, or the like—enough for one per student or one per pair of students.

New Mindful Movements

Poses

Partner Diamond
Partner Boat
Partner Wheelbarrow

Sequences

None

Mindful Moments

Calming and Focusing
Take 5 Breath
Tension Release
Rest and Reflection

New Vocabulary

Hands
Share

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.

HAND SIGNALS / 5 mins

Organize students into pairs for a brief warm-up activity. Tell them they are going to use their hands to demonstrate some friendship skills today. Explain that they can only use their hands and cannot talk.

Give them this practice example:

- *You are meeting someone for the first time. Work with your partner and show how you can use your hands to welcome them?*

[Possible responses: *Greet them with a shake, wave hello, or high five.*]

Call out the prompts, giving students a few seconds to act them out. Remind them not to talk but to work as a pair to demonstrate their friendship skills with only their hands. Suggested prompts:

- **Offer to a classmate to go ahead of you in line.**
- **Cheer for a teammate who scored a goal.**
- **Lend a hand to a classmate who dropped their lunch.**
- **Say “I appreciate you” to a friend.**
- **Offer comfort to your friend who is upset.**
- **Share a cookie with a friend.**

Invite students to help you name some of the friendship skills you saw demonstrated (e.g. greeting/welcoming, sharing, helping, showing kindness), recording them on the board or next to the hands on the large friendship body outline if desired.

HANDIWORK / 20 mins

In this activity, students will work with a partner to use their hands to construct/create something together. They will be challenged by the materials they have, and they will need to use friendship skills like helping, sharing, and cooperation to be successful.

Choose one of the two projects below and prepare materials ahead of time. Explain to students that they will be completing a handiwork project with their

partner and give them the appropriate instructions. Give each student a set of materials, but distribute materials unevenly so that some students have more than enough of a certain material, and some have not enough. Most pairs should not start out with the right combination of adequate materials.

**Depending on the needs of your students, you may choose to display examples of what a completed project could look like.*

Friendship Bracelets:

Give some students a few short scraps of yarn, give some beads, give some full lengths of yarn but no scissors, etc. Tell students:

- *Your challenge is to work with your partner to create two friendship bracelets using the materials. I'll be looking to make sure everyone has completed their project.*

Friendship Fort:

Give some students Cheerios, some students popsicle sticks and glue, and others paper cups, for example. Tell them:

- *Your challenge is to cooperate with your partner and use your materials to build a strong and tall structure. It should be at least [as tall as a piece of paper]. I will be looking at each pair's creation to see who was able to complete the project.*

Do not acknowledge that students have been given unequal materials. Tell them to get started and monitor their progress. The point is to create a situation where some students need to ask each other for help and some students will need to share. Scaffold the process:

- **Rather than answering questions, encourage students to work with their partner to figure things out.**
- **If needed, pause the project to make some observations about what you see unfolding without instructing students to help or share.**
- **If you see students asking for help or offering to share, notice it out loud.**
- **At least once, ask student volunteers to model language for the class to ask for help and to offer to share.**
- **Monitor for frustrations and coach students through asking for help or deciding to share when needed.**

Discuss how the project went using questions such as:

-
- **How do you feel about that project? Were there any challenges?**
 - **What friendship skills did you and your partner use to complete your project?** [Answer: cooperating, sharing, asking for help, helping, etc.]
 - **Can you think of other times that you could practice sharing or helping? What about asking for help?**
-

SUMMARIZE FOR STUDENTS:

- *Sharing and helping are skills that can help us create new friendships or strengthen friendships.*
- *Cooperating, sharing, and helping can be challenging, but we can grow them with practice.*

Project on the whiteboard or hang up the example to two body outlines. Tell students which of the friendship skills they practiced with their hands, and then demonstrate how to write the behavior on/near one of the hands. Add a second behavior on another hand.

Give students time to write friendship words on the hands of their own body illustrations. Encourage them to choose friendship skills they are best at as well as skills they might need to practice more.



MINDFUL MOVEMENT / 15 mins

Ask students to recall what body parts you have focused on in today's lesson (hands) and the previous lesson (feet). Encourage students to take a moment to look at their hands. Tell students:

- ***Today in our Mindful Movement practice we will take some time to appreciate our hands and also use our hands to help us practice breathing exercises.***

Hand Appreciation

Have students sit in Easy pose and guide them through this Hand Appreciation activity using the following cues as reference:

1. Bring attention to your hands.
2. Inhale: Spread the fingers of both hands as wide as possible.
3. Exhale: Make a fist.
4. Repeat for a few breaths, bringing attention to the fingers, knuckles, and flexibility in the hands.

- *Take a moment to focus on the hands. Are they the same? Look at the palms of your hands and the back of your hands. How many bones are in our hands? There is one more bone in each hand than in the feet. Do you remember how many bones are in each foot?*

[26 bones]

- *There are 27 bones in each hand, so we have a total of 54 bones in our hands.*
- *Take a moment to think about all the things that our hands let us do and to feel grateful for them.*

Take 5 Breath

Guide students through this breath exercise using the following cues as reference:

1. Spread the fingers wide on one hand. You can choose to have the palm of the hand pointing toward or away from your body. Use one hand's pointer finger as an imaginary pencil and touch the other hand at the wrist.
2. Inhale: Outline the thumb by drawing a line around the outside edge of the thumb, stopping at the top of the fingernail.
3. Exhale: "Draw" a line down into the valley between the thumb and pointer finger.
4. Inhale: "Climb the mountain" up the side of the pointer finger to the top of the fingernail.
5. Exhale: Draw a line down the pointer finger, into the valley between the pointer finger and middle finger.
6. Taking your time, draw the outline of each finger, being sure to pause at each peak and valley and feel the full length of the breath.

After completing the Take 5 Breath, allow for students to notice how they feel in their minds and bodies. Ask students to share a word that describes how they feel.

Consider guiding students through the breathing practice again while drawing the outline of the fingers in reverse—from little finger to the thumb. This time have them focus on the tactile sensation of their fingers tracing their hands as they breathe in and out.

Fresh Start Sequence (UNIT 1, LESSON 3)

Invite students to volunteer to lead the sequence two to three times. Bring attention to the work of the hands in the different postures in the sequence.

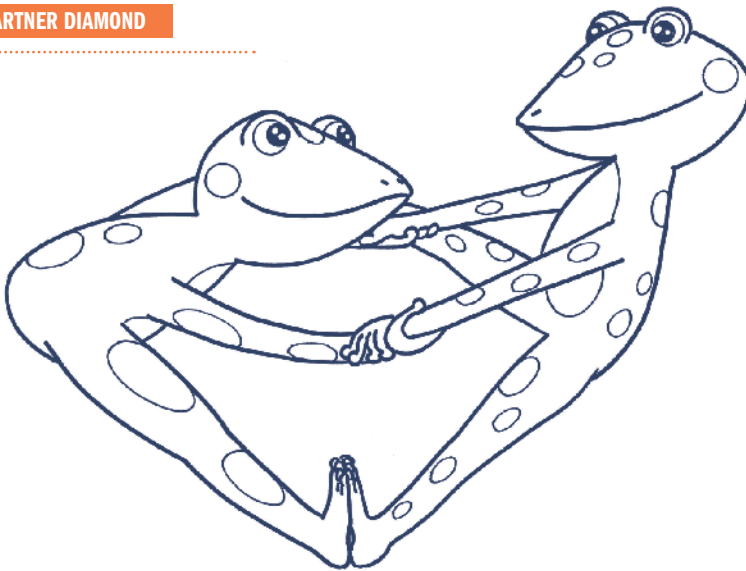
Introduction to Partner Poses

Transition students to working on a mat with a partner. Remind students that to practice partner poses they need to listen to their partners and make sure they are communicating clearly with their partners. If someone feels uncomfortable at any time, they should release from the partner pose.

Review the partner work agreements you created as a class in Lesson 1.

As students practice the partner poses, invite them to notice how they use their hands in poses.

PARTNER DIAMOND



Partner Diamond new

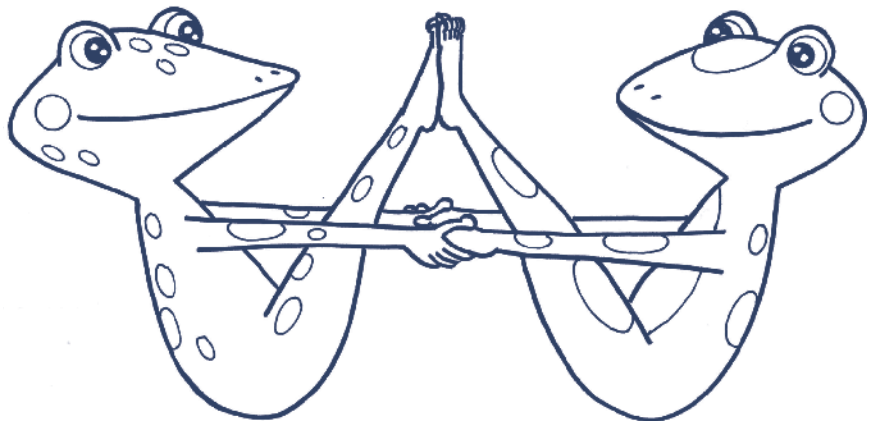
Guide students into the pose using the following cues as reference. During the exercise tell students:

- **Communication is key. Check in with your partner. Ask them if the stretch is comfortable. Listen to your partner so that you can support them safely in the stretch. Are you cooperating in the stretch with care and gentleness?**

1. Start by sitting comfortably on a mat across from a partner.
2. Now spread your legs wide. Move your legs as wide as you can while staying comfortable. Rest your feet against your partner's, or if your partner's legs are wider than yours, rest your feet on your partner's shins or ankles.
3. Clasp each other's hands, wrists, or forearms.
4. As you breathe in, sit up just a little bit straighter.
5. As you breathe out, one of you gently leans forward while the other leans back, going only as far as is comfortable for both of you.
6. Hold this pose for two breaths.
7. As you breathe in, press your thighs down into the floor.
8. As you breathe out, check in with your partner as you lean into the pose a little bit more, making sure to lean only as far as is comfortable for both of you.
9. On your next breath in, gently sit up straight.
10. Now switch roles with your partner. As you breathe out, the opposite partner should gently lean forward while the other leans back.

To come out of the pose, have students both sit upright and then return to a comfortable seated position.

PARTNER BOAT



Partner Boat new

Guide students into the pose using the following cues as reference:

1. Sit facing your partner with your knees 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 see if you can keep your front body open and your spine straight throughout this activity. See that your shoulders stay 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. Inhale: Focus on finding your balance together.
6. Exhale: Keep your focus on your partner.
7. If you have found your balance, try straightening your legs without losing that openness in the front part of your body.
8. If your legs feel tight or uncomfortable in the stretch you may want to get out of the pose and move a little farther from each other.
9. Hold the pose for three to five breaths together.

Take 5 Breath

Guide the students through a round of Take 5 Breath to transition to a short group reflection:

- *What was the role of your hands in these partner poses?*
- *What were your hands helping you and your partner do?*
- *Were you able to hold on tightly, but with care?*

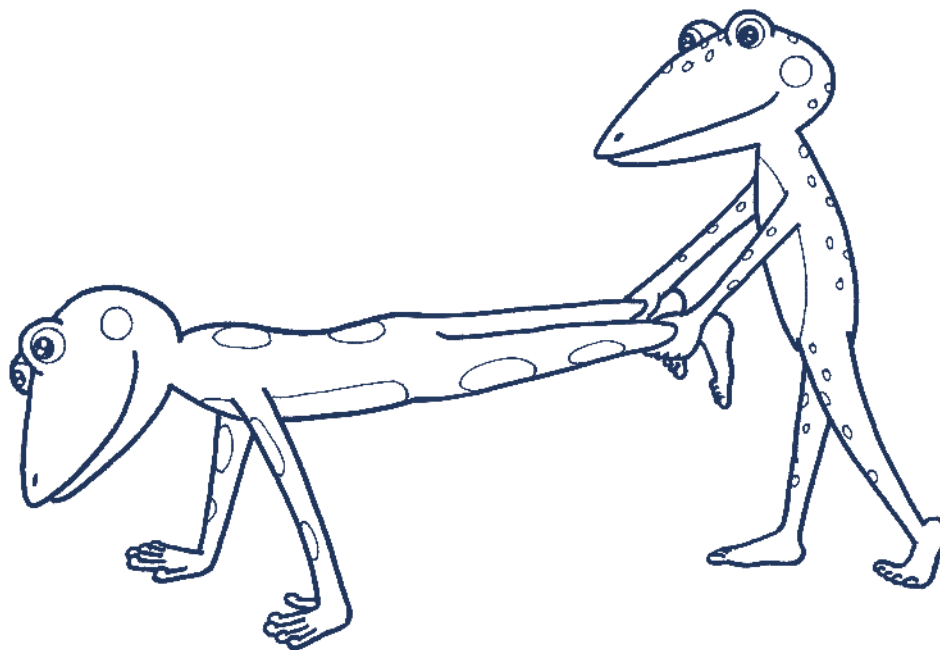
Plank (UNIT 1, LESSON 1)

In preparation for practicing Partner Wheelbarrow next, guide students in exploring alternating leg lifts in Plank pose. Use the following cues as reference and explain to students that they will use this pose in their next partner work:

1. Inhale: Try to lift the right foot a few inches off the ground.
2. Exhale: Place the right foot down.
3. Repeat on the left side.
4. Inhale: Lift the right foot and leg even higher off the ground
5. Exhale: Place the right foot on the ground.
6. Repeat on the left side.

[OPTIONAL] **Child's Pose** (UNIT 1, LESSON 1)

Guide students through the pose.

PARTNER WHEELBARROW**Partner Wheelbarrow** new

Guide students to previous partners or use Hurricane to find new partners. Remind students they have the right to pass on this pose if they are not comfortable with it.

Have the partners decide who will be Partner 1 first.

> **OPTIONAL:** Use rock/paper/scissors or allow the students to figure out another strategy to help decide who will be Partner 1 first.

Guide students through the pose using the follow cues as reference:

1. **Partner 1:** Find Plank pose at the back of your mat. Try to have a steady stance with fingers spread wide and shoulders away from the ears. NOTE *If the back of the mat means that students will not have enough space, begin in the middle or front of the mat.*
2. **Partner 1:** Begin to lift one leg.
3. **Partner 2:** Take hold of Partner 1's lifted leg at the ankle. NOTE *Remind students to listen to and communicate clearly with their partner.*
4. **Partner 1:** Begin to lift your other leg, asking Partner 2: "Do you feel secure?"

5. **Partner 2:** Take hold of both of Partner 1's legs and answer the question with: "Yes, I feel secure, are you ready?" or "No, I need to make an adjustment."
6. If both of you are ready, work together to move forward one step at a time (with Partner 1 walking on hands).
NOTE *Depending on space, you may suggest each partner takes three to five steps.*
7. **Partner 1:** Tell your partner when you are ready to release the pose and then take your feet one at a time down to the ground.
8. Return to the back of the mat and switch partners.

After the partners take turns in each role, tell them to thank each other with a smile, handshake, thumbs-up, or high five while maintaining eye contact.

Easy Pose (UNIT 1, LESSON 1)

Have students return to Easy pose and ask them to reflect on the exercise asking questions such as:

-
- *What was that like?*
 - *How much did you have to communicate with your partner?*
 - *Did they listen?*
 - *Did you feel that your partner cared for your safety?*
 - *What did your hands do to make this pose possible?*
-

Partner Closing Sequence (UNIT 5, LESSON 1)

Guide students through the sequence.



REST AND REFLECTION / 5 mins

Guide students to lie down in a comfortable position for Rest, encouraging them to close their eyes to shut out distractions if it is comfortable.

Tension Release

To aid in the transition to Rest, lead students in a Tension Release exercise with their hands, explaining that they will show themselves some care in Rest, starting with showing care to their hands:

- *Point your hands away from you, spreading your fingers wide and stretching your hands out like starfish.*
- *Circle your hands, rotating your wrists. Circle the other direction.*
- *Now ball your hands up into fists, squeezing all the muscles in your hands and fingers tight. Hold them tight for a big, deep breath.*
- *Release that breath and relax your hands down by your side or on your belly, letting all the tension in your hands melt away.*
- *Wiggle your fingers and settle into rest.*

Allow one to two minutes of Rest and then guide students through the following reflection:

- *As we settle into Rest today, bring back to mind what your hands have already done today to show cooperation, sharing, or friendship. How did you use your hands to communicate with a friend? How did you use your hands to support your partner during partner poses? What does it feel like to use your hands to communicate, cooperate, and share with a friend? When you leave class today, how will you continue using your hands to show care, kindness, and friendship?*

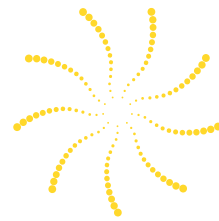
TAKE-HOME PRACTICE

- *Use your hands to be a friend by sharing or helping.*



Lesson 4

HAND ME A HEALTHY SNACK



Goal Statement

Students will learn how to use their hands to estimate a healthy serving size of various foods.

Essential Question

How can I be a friend to my own body and mind?

“I Can” Statement

I can use my hands to determine a healthy serving size for different foods.

Key Learning Objectives

Students will know...

- Different food groups have different serving sizes needed to nourish their bodies.
- Serving sizes help them make healthier eating choices.

Students will be able to...

- Determine healthy serving sizes of foods from different food groups.
- Work safely with a partner in Mindful Movement.

Materials

- Whiteboard, display screen or chart paper/ marker
- Class friendship illustration (continued from Lesson 1)
- Students' friendship illustrations (continued from Lesson 1)
- Pencils, crayons, or markers
- Pre-cut paper hearts for each student, if desired
- 1 container of not-nut butter (e.g., sunflower seed butter to avoid allergy issues)
- 1 apple or other fruit, sliced
- 1 hunk of cheese
- [Optional] 1 medium-sized bag of potato chips (i.e., contains 2–4 servings)
- 1 knife (to cut cheese)
- 1 spoon (to scoop not-nut butter)
- Paper towels
- Images of included foods (fruit, cheese, etc.) showing both correct and over-sized portions
- Images of a hand in four positions: palm facing forward, fist, hand cupped, thumbs-up

Preparation/Setup

- Prepare the portions of food items by cutting and slicing.
- Display the class friendship illustration.
- Prepare students' friendship illustrations and writing materials for easy access and distribution.
- Cut paper hearts, if desired.

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

Calming and Focusing
Check-In
Kind Mind (for Self)
Body Scan
Rest and Reflection

New Vocabulary

Foods
Healthy
Serving size
Kind mind

CALMING AND FOCUSING / 2 mins

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

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

BEING A FRIEND TO MY BODY / 5 mins

Explain to students that they have been focusing on ways to be a good friend to others, and now they need to take some time to think about how they can be a friend to themselves!

Ask students to brainstorm ways they can show friendship to their own bodies and minds (speaking kindly to themselves, showing themselves compassion, healthy eating, exercising, breathing practices, resting, etc.) and record some of their ideas on the class body illustration. Make sure to include healthy eating on the list. Let students know they will practice some of these skills to be a friend to their own bodies and minds today, starting with healthier eating.

Distribute body illustrations, paper hearts, or both. Have students reflect on ways they will practice being a friend to their bodies and minds. Tell them they may write or draw one or more ideas in the center of their body illustration where their heart would be or record them on the paper heart and then glue the heart somewhere on the paper.

TEACHING TIP



Throughout this lesson, try not to imply that there is one way of eating healthy. Healthy eating may look slightly different for each person, so emphasize pausing to make the healthiest choice available to nurture their bodies. No foods should be labeled as healthy/unhealthy or good/bad.

EATING WITH YOUR HANDS / 15 mins

Invite students to answer the following question:

-
- ***If someone told you to eat a healthy snack, how would you decide what or how much to eat?***
-

Accept several student responses and emphasize that there is not one right or wrong answer. Tell them that today they will explore some guidelines that might help them with healthy eating.

Explain that one way they can make healthy food choices to care for their bodies is to eat the amount of food that gives their bodies what they need—the amount that nourishes them called a serving size. Explain that this amount may be a little bit different for each person, but they will learn a handy tool to help them find the right serving size for their own bodies.

Display images of a hand in four positions: palm facing forward, fist, hand cupped, thumbs-up. Guide students to make each position with their hands and ask questions about the relative sizes of the palm, fist, thumb, and what they can hold in their hand in the cupped position. Tell students that their bodies have a great tool built in to help them know the right serving size for different foods— their hands. Display the corresponding food groups with each hand position: palm=protein; fist=fruits and vegetables; cupped hand=carbohydrates (bread, grains); and thumb=fatty foods.

Display the example foods. Invite students to help you figure out how much of each of the three foods equals one serving size. First, take out a thumb-sized portion of no-nut-butter and ask if that seems like the right amount for a sandwich. Ask students to estimate by picturing the no-nut butter between two slices of bread. Next, ask students which item they think the serving size of fruit slices goes with by imagining the slices as a whole. Then ask students about how much cheese they think is in a serving size, and why the serving size of cheese and peanut butter is smaller than those of fruits and vegetables. Tell them that both cheese and peanut butter provide a lot of energy in a small amount, that both provide some protein and fat and they usually need only small amounts to nourish them, especially if they are eating them with something else.

Project or hold up two to three images of specific foods from each food group and ask students to show you with their hands which part of the hand indicates the right serving size for each food. Guide students to the correct answers (palm=protein, etc.)

Once students have determined the correct serving sizes, ask questions such as the following to focus on the fact that certain food groups usually have larger or smaller servings sizes:

-
- ***Why are some foods portion sizes smaller than others?*** [Answer: It takes less of that food to nourish our bodies.]
 - ***Why do some food groups have larger or smaller serving sizes than others?***
 - ***Does the serving size tell you what you can eat in a whole day?*** [Answer: No, we have to look at each food group to see how many servings we need in a day.]
 - ***Which foods do you wish had a larger serving size? Is there one you wish had a smaller serving size?***
-

SUMMARIZE FOR STUDENTS:

- We need to eat from all food groups to stay well-nourished and help our bodies grow healthier and strong.
- We can use our hands as a tool to make healthy choices about how much of a food to eat.



MINDFUL MOVEMENT / 20 mins

Tell students:

- *Paying attention to what we put in our bodies and how it makes us feel is just as important as the movement and exercise we give them.*
- *Healthy eating and movement are both examples of ways we can be a caring friend to our own bodies. Today we're going to begin our Mindful Movement with a Kind Mind practice so that we take care of ourselves from the inside out. Listening to your body like a friend will help you to treat it with kindness and care.*

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

Have the class start seated in Easy pose with their hands on their Anchors. Ask them to take a moment to check in on how they are feeling right now and what kind of attitude they are bringing to their movement practice.

Kind Mind (for Self)

As students continue to sit in Easy pose, tell them:

- *Today we're going to experiment with a Kind Mind practice toward ourselves and others. To start, we will practice treating ourselves with kindness*

Have them repeat a few kind words after you, such as:

May I feel healthy and strong.

May I feel happy.

May I feel peaceful.

Between each repeated phrase, have students take one deep breath and feel the words sinking in. Have them repeat the words again to themselves.

To reflect, ask students how it feels to say or think kind words to themselves. Acknowledge that it is okay if it feels uncomfortable because being kind to themselves is a skill they have to practice and grow.

TEACHING TIP



Consider letting students come up with short phrases of kind words to share with the class or movements to go along with the phrases.

Fresh Start Sequence (UNIT 1, LESSON 3)

Guide students through the sequence two to three times.

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

Have students stand in Mountain pose and ask them to check in with themselves. Ask them to notice how their bodies and minds feel after the Fresh Start Sequence.

Introduction—Partner Poses (UNIT 5, LESSON 1)

Have students get with their partners and review with them the partner work agreements you created as a class in Lesson 1.

Tell students:

- *Let's try to be especially kind to our bodies today and to listen very closely to them. Let's also listen closely to our partners to show them care.*

Partner Diamond (UNIT 5, LESSON 3)

Guide students through the pose, reminding them to follow the breath and move slowly.

Partner Boat (UNIT 5, LESSON 3)

Guide students through the pose. If your class seems ready for a challenge, you might encourage students to try straightening their legs up toward the ceiling, making the shape of an upside-down V with their partners while still being steady and balanced.

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

Have students sit in Easy pose to check in with themselves and take a few Calming breaths. Have students reflect on their partner work by asking questions such as:

-
- *How is partner work going today?*
 - *Are you listening to your partner?*
 - *Do you feel like your partner is hearing you?*
 - *Invite a few students to share if there is time.*
-

Plank (UNIT 1, LESSON 1)

As preparation for Partner Wheelbarrow, guide students in exploring alternating leg lifts in this pose as they did in Lesson 3.

Partner Wheelbarrow (UNIT 5, LESSON 3)

Guide students through this partner pose, reminding them of the importance of listening to and communicating clearly with their partners. Ask: Are you being kind to yourself by telling your partner what you need?

Partner Closing Sequence (UNIT 5, LESSON 1)

Guide students through the sequence.

**REST AND REFLECTION** / 3 mins

Guide students to find a comfortable position for Rest.

Body Scan/Kind Mind (for Self)

Tell students:

- *Today we thought about ways to be a friend to our bodies, to take care of our bodies from the inside out through what we eat and also through our thoughts. Let's continue to show our bodies attention, care, and kindness with a Kind Mind practice.*
- *Imagine the way that you would talk to a good friend who is upset or needs your support. What kind of words would you use? What kind of feelings would you have for that friend? Let's bring that same attitude to our bodies, imagining that we are giving kind words to a good friend.*
- *Bring your attention to your feet and your legs. Notice how they feel right now, lying on the mat. In your mind, say some kind words to your feet and legs:*

May my feet and legs be healthy and strong.

May I be a good friend to my feet and legs.

- *Bring your attention to your belly. Notice what it feels like right now. Is it full, satisfied, or hungry? Is it comfortable or uncomfortable?*
- *In your mind, say some kind words to your stomach:*

May my stomach be healthy and strong.

May I be a good friend to my stomach, feeding it with healthy and nourishing foods.

- *Bring your attention to your hands and arms. Notice how they feel right now, lying on the mat. In your mind, say some kind words to your hands and arms:*

May my hands and arms be healthy and strong.

May I be a good friend to my hands and arms, caring for them and using them to care for others.

- *Bring your attention to your chest—moving gently as your lungs breathe in and out. Notice how your breath feels right now. In your mind, say some kind words to your lungs:*

May my lungs be healthy and strong.

May I be a good friend to my lungs, thankful for each breath that nourishes my body.

Allow one to two minutes of Rest.

Guide students to return to seated gently and carefully, first rolling to one side and wiggling fingers and toes. If time allows, ask a few volunteers to share how the Kind Mind (for Self) practice felt for them.

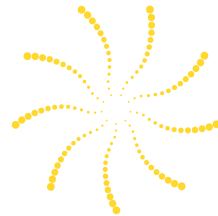
TAKE-HOME PRACTICE

- *Teach someone in your family the hand model for healthier serving sizes. Try to use it as a guide for a snack. Are your serving sizes the same or different?*



Lesson 5

LOOK AND LISTEN



Goal Statement

Students will understand that listening is an important friendship skill.

Essential Question

How do I create and grow friendships?

“I Can” Statement

I can use my body and my ears and eyes to show that I am listening.

Key Learning Objectives

Students will know...

- Listening is an important friendship skill.

Students will be able to...

- Demonstrate listening through eye contact and body language.
- Explain how a friend can tell they are listening.
- *Demonstrate listening by checking in with the speaker.

Materials

- Sharing circle object (e.g., stuffed animal or small item to pass to indicate who is speaking)
- Image of eyes and ears
- Whiteboard, display screen or chart paper/marker
- Class friendship illustration (continued from Lesson 1)
- Students' friendship illustrations (continued from Lesson 1)
- Pencils and/or markers
- [Optional] Cutouts of speech bubbles

Preparation/Setup

- Display an image of eyes and ears.
- Display the class and students' friendship illustrations.
- Reflect on the story you will share to have it be meaningful but short and not too exciting—you don't want students to think they have to come up with an elaborate or unusual story to share.
- Determine how students will rotate speaking and listening roles during the sharing activity.

New Mindful Movements

Poses

Partner Seated Twist
Partner Diamond Twist

Sequences

None

Mindful Moments

Calming and Focusing
Kind Mind (for Others)
Check-In
Mindful Listening
Rest and Reflection

New Vocabulary

Eye
Ear
Eye contact
Listen

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.

***LISTENING CIRCLE / 25 mins**

This activity involves listening practice. You may consider breaking up the activity into two parts with a movement break about halfway through.

Point out the images of eyes and ears and ask students what friendship skill uses their eyes and ears. Add the word *listening* to your class body illustration.

Explain that they will spend most of this lesson practicing being a good listener to their friends. Tell students to use their eyes to make eye contact with you and their ears to pay attention to what you say. Demonstrate the sharing activity by sharing your own response to one of the prompts and asking one student to summarize what you said (retell the key points in their own words) and another to notice any emotions in the story.

Suggested prompts:

- *Describe a time when you helped a friend who had a problem.*
- *Describe a time when a friend hurt your feelings.*

To focus on listening skills, eye contact, and being a friend, ask the group of students questions such as the following:

-
- *Where were my eyes when I was speaking?*
 - *Where were [students' names] eyes when I was speaking?*
 - *How might looking into a friend's eyes help you listen better?*
 - *Are there other ways you can show with your body that you are listening?*
Why is body language important to show you are listening?
 - *Why are good listening skills important to being a friend?*
-

Explain how the rotation will work for both the speaking and listening. Introduce a small item to pass around the circle to indicate who has the speaking floor. As the speaking gets underway, remind students to pay close attention with their ears, eyes, and body language while others share.

TEACHING TIP

To promote emotional safety, remind students that they should share a true story but they should only share a story that they feel comfortable sharing with everyone in the room.

TEACHING TIP

If your students need support with forming a narrative, display and remind them of strategies such as the following: Tell us how your story began. Tell us what the people in your story did, thought, and felt. Tell us how your story ended.

★ DIFFERENTIATION

If your students are ready to grow their listening skills a little further, add checking in with the speaker. After a few speakers have had a chance to tell a story and you have emphasized eye contact and body language, model checking in with the speaker in the ways listed below. After modeling these skills a few times, invite students to share what they have observed (other than eye contact and body language) that demonstrated you were listening to the speaker. Explain that you can demonstrate listening by checking in with the speaker. Invite students to practice their listening skills by checking in with the speaker during the remaining rounds of the activity. Checking in with the speaker can include:

- Summarizing what they said and making sure you understood
- Acknowledging what they were feeling and making sure you understood
- Asking a question to understand better

Remind them to use eye contact when they speak in order to help others listen to them. Provide students a hand signal you will use if you need someone to wrap up and give the next speaker a turn. Assure them you will only do this because you want the class to have a chance to hear what everyone has to say.

NOTE If the group is too large to go all the way around the circle in the time allotted, form two smaller circles or have the students share in rotating pairs.

Debrief with students by asking how easy/hard it was to keep their eyes on the speaker while listening or to look at others while they talked. Ask students to tell and show ways that they demonstrated they were listening to the speaker.

SUMMARIZE FOR STUDENTS:

- *Listening is an important friendship skill.*
- *Eye contact and body language are one way to demonstrate that you are listening.*
- **You can also demonstrate that you were listening by checking in with the speaker.*



MINDFUL MOVEMENT / 20 mins

Tell students:

- ***Let's continue practicing what we learned about listening to others while we do our Mindful Movement. We will also do a Kind Mind practice for our partners, and we'll practice making eye contact and listening to our partners.***

Kind Mind (for Others)

NOTE You may choose to do the Kind Mind practice at the beginning of Mindful Movement, before partner poses, or at the end of movement practice.

Remind students:

- ***The Kind Mind (for Others) practice can help us build our kindness muscles and help our minds remember to show care and kindness to others.***

Depending on student readiness, have students face a partner. You may also have them do this practice side by side if it helps students to feel comfortable.

- ***With your hands on your Anchors, your heart, or giving yourself a hug, look toward your partner or look down at your hands. 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. Then, repeat them once silently in your mind, imagining kindness for your partner growing in your mind.***

Have students repeat after you the following phrases (or use other phrases 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 kindness from others.

I hope you feel safe and cared for.

I hope you know you are important.

May you feel seen and heard.

NOTE Take pauses to give students a moment to connect with their breath and Anchors and notice how the practice feels.

- ***Notice how it feels to hear your partner speaking kind words to you. Notice how it feels to say kind words/think kind thoughts for your partner.***

> **OPTIONAL:** Do each round of the spoken practice in two parts: Have one partner repeat the phrase to the other and vice versa. This gives them an opportunity to experience the practice as a speaker and as a listener. Then, have them both repeat the phrase silently.

If students are face to face, encourage them to practice looking up at each other and making eye contact while they say the kind words. Say:

- ***See if you can look at your partner and see them in front of you, without staring, just kindly, seeing them with caring and compassion.***

TEACHING TIP



Take some time to create phrases of kind words with your students or choose some phrases from the list provided. As opposed to appreciations or compliments, these phrases should put caring and goodwill into words, expressing positive intentions or hopes for well-being.

TEACHING TIP



Practicing Kind Mind face to face can often feel awkward, vulnerable, or uncomfortable for students. Before you lead Kind Mind with a partner face to face for the first time, give students a round of practice making eye contact with their partners. Remind them that it's okay to look down anytime they need to take a break from eye contact during the practice. When students laugh, giggle, or look uncomfortable, acknowledge that this is something new and that it is normal to feel a little awkward. You might consider giving everyone a few seconds to get their giggles out and then grounding with three Calming Breaths before continuing.

Remind students that they are experimenting and practicing, so it's okay if it's not totally comfortable or if it feels a little unusual to make eye contact while they practice.

After the practice, invite students to share with the class how it felt to speak and hear kind words.

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

Guide students to stand tall in Mountain pose with hands on their Anchors. Have them take one Calming breath and check in with themselves. Tell them:

- *Let's bring this sense of kindness into our partner poses today.*

Twist Sequence (UNIT 4, LESSON 2)

Guide students through the sequence once. For the Pick It Up part of the sequence, have students pick up a kind mind to start their partner poses. Other qualities they could “pick up” include paying attention, caring, or collaboration.

Introduction—Partner Poses

Review with students the partner agreements that you created as a class.

Remind the students before and during the poses:

- *Practice paying attention and listening to what feels comfortable to you and your partner.*

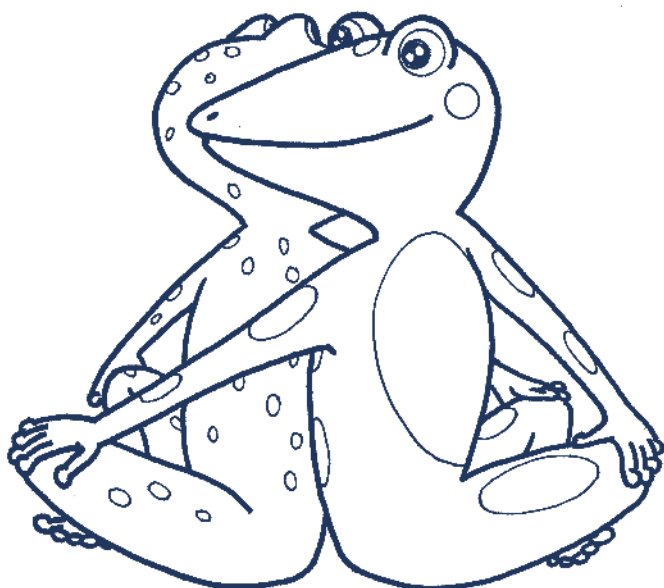
Since twisting poses can be a bit more challenging to do with partners, consider choosing two volunteers to demonstrate the new poses first.

Partner Seated Twist new

NOTE There are two variations of the pose. The first is a more gentle twist and the second is a deeper twist. Depending on time you may like to present both twists, inviting your students to notice the difference between them.

Use the following cues as reference:

PARTNER SEATED TWIST – BACK TO BACK



Variation 1: Back to Back

1. Begin sitting back to back with your partner in Easy pose.
2. Inhale: Sit up as tall as you can and reach your right hand across to your left knee.
3. Exhale: Reach your left arm around for your partner's right knee.
4. Breathing in, lift and lengthen the spine.
5. Breathing out, press gently against your partner's back to deepen the twist.
6. Hold the pose for three to five breaths.
7. Repeat on the opposite side.

Variation 2: Facing Seated Twist

1. Begin facing your partner in Easy pose, knees gently touching.
2. Inhale: Bring attention to the length of the spine.
3. Exhale: Wrap your right arm behind you, bending the arm at the elbow and sliding the back of the hand along the small of the back, letting the right hand rest just above the left hip, fingertips peeking out around the body. This will naturally start twisting the body to the right.
4. Reach out the left hand diagonally and hold on to your partner's right hand (which is behind your partner's back).



5. The way your right hand is positioned behind your back allows for an easy grip with your partner. There should be no straining at the wrist. **NOTE** *If students are having trouble reaching their partner's hand easily, use a towel, ruler, belt, or jump rope to allow for an easy grip.*
6. Once you have a bond with your partner, look over your right shoulder.
7. Inhale: Gently pull on each other's left and right arms.
8. Exhale: Deepen the twist. **NOTE** *Remind your class to listen and respect their partner's body and not to take it too far.*
9. Hold for three breaths. Gently release and return to neutral for a breath. Repeat on the opposite side.

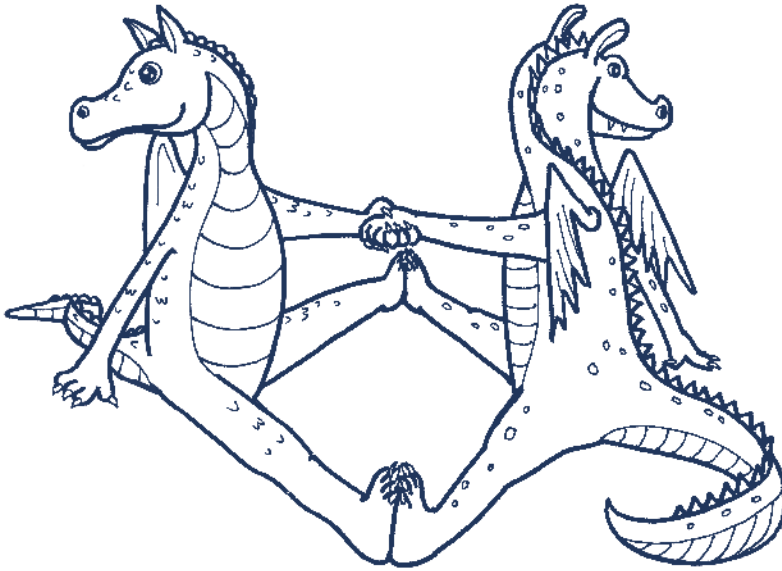
Have students maintain eye contact, smile, and thank their partners.

Partner Diamond Twist new

Have partners come into Partner Diamond as described in Lesson 3 up to the point where they hold each other's hands. Then guide them into this Twist version using the following cues as reference:

1. Begin by pressing down on the ground with your fingertips to lengthen your front body, open your chest, and sit up straighter on your sit bones.
2. As much as you can, keep your right hand pressing down as you reach your left hand to hold your partner's left hand (either holding hands or wrists).

PARTNER DIAMOND TWIST



3. Inhale: Pressing down again with the right hand as you lengthen.
4. Exhale: Gently pull on your partner's arm as you twist to the right side.
5. Breathing in, stay in the twist—pressing down and lengthening from your sit bones to the crown of your head, becoming more straight.
6. Breathing out, see if it feels comfortable to twist a little deeper.
7. Communicate with your partner and adjust as necessary.
8. Breathing in, grow tall.
9. Breathing out, make sure the hips stay parallel to your partner's hips as you twist, that your sit bones are firmly planted on the ground. One hip will have a tendency to twist.
10. Slowly come back to center on an inhale, releasing the twist.
11. Release hands and sit up straight facing your partner.
12. Repeat on the opposite side.

NOTE If students are not flexible enough to hold each other's hands and maintain a fairly straight spine, you can have them use a rope, string, belt, ruler, or stick to hold between their hands so that they don't need to stretch too much to reach their partner's hand. If students are super flexible, they may wish to try the hand placement used in the Facing Seated Twist.

[OPTIONAL] Partner Choice

Have partners practice a pose they learned in class previously with their partner.

Partner Closing Sequence (UNIT 5, LESSON 1)

Guide students through the sequence.

**REST AND REFLECTION** / 3 mins

Guide students to lie down in a comfortable position for rest, encouraging them to close their eyes to shut out distractions if it is comfortable.

Mindful Listening

Tell students:

- *While we rest, let's practice our listening skills. We'll start by listening to our focusing bell, focusing our attention on the sound, noticing if our minds wander, and bringing our attention back to the sound.*
- *When you no longer hear the sound of the bell, let your attention open up and be curious to notice any sounds you hear in the room.*
- *Listen carefully like you are listening to a good friend tell a story. Notice any sounds that grab your attention. Notice sounds that are soft and gentle, that you might not normally notice. What can you hear and observe when you really pay attention?*
- *Now focus your attention on the quiet sound of your breath. Can you hear it?*

If time allows, ask a few volunteers to share what they were able to hear. Remind students that they can practice this careful listening anytime and that listening is an important friendship skill to practice.

TAKE-HOME PRACTICE

- *Practice listening with a friend or family member. Ask them to tell you about the best part of their day and really listen to the answer. Practice making eye contact and check in to make sure you heard and understood them.*

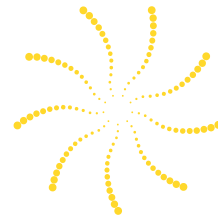
TEACHING TIP

Especially if your room is very quiet, consider making some subtle or novel noises during this listening activity to capture students' attention.



Lesson 6

COMMUNICATING WITH CARE BUILDS FRIENDSHIP



Goal Statement

Students will reflect on the power of words in friendships. They will practice communicating with care and kindness.

Essential Question

How do I create and grow friendships?

“I Can” Statement

I can use kind words, such as words of appreciation and apologies, to communicate with care.

Key Learning Objectives

Students will know...

- Their words are powerful. They can hurt and they can also build friendships.
- Communicating with care is an important friendship skill.
- Communicating as a friend takes practice.

Students will be able to...

- Practice communicating kind words, including compliments, appreciations, and apologies, with a partner.

Materials

- Whiteboard, display screen or chart paper/marker
- Class friendship illustration (continued from Lesson 1)
- Students' friendship illustrations (continued from Lesson 1)
- Pencils or other writing materials

Preparation/Setup

- Hang up or lay out class and students' friendship illustrations for convenient access.

New Vocabulary

Kind words
Unkind words
Compliment
Apology

New Mindful Movements

Poses

None

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.

ON THE TIP OF MY TONGUE! / 8 mins

Begin the class with a riddle about a part of their bodies, giving the following clues one at a time until they get the answer (their tongues).

- *I have a lot of muscles that make me strong enough to be kind, but sometimes I am used to hurt people.*
- *I can hide, but sometimes I stick out.*
- *I can be curled or straight.*
- *I am pink.*
- *I am small, but you cannot say a thing without me.*
- *What am I?*

SUMMARIZE FOR STUDENTS:

- *Our tongues enable us to speak.*
- *We can think of our tongues as a friend who communicates with care.*

Distribute the body illustrations to students. Have students add the words **communicate with care** next to the mouth on their illustrations of friendship skills.

Ask students to think for a moment about how they really speak to their friends and classmates when they are feeling like their best self. Invite students to share examples.

Then, ask students to think about how they speak when they are not their best selves, like when they are feeling tired, mad, or upset. Invite students to share.

SUMMARIZE FOR STUDENTS:

- *Communication is an important friendship skill.*
- *Communicating as a friend takes practice.*

WORDS BETWEEN FRIENDS / 20 mins

Have students spread out and create two long lines on opposite sides of the room, facing each other. Students should be spaced out adequately so they aren't crowded and can easily identify who their partner is on the opposite side. Consider using two lines of mats or marking spots on the floor on each side to provide more structure.

Explain that in this activity, students in Line 1 have a partner in Line 2. Students should look across and locate their partners. You will describe a situation and partners will imagine they are in that situation and what they would say to communicate as a friend. Emphasize that this is a chance to practice the way they would like to speak to their friends. Line 1 speakers will walk over to Line 2 partners, practice communicating with their partner in response to the prompt, and their partner in Line 2 can respond and let the speaker know how they feel about what they said. Then they will trade places (So the Line 1 student is now in Line 2). Model this for students with a volunteer if needed.

You can choose to rotate partners after every couple of prompts by having students mix up places along their line (e.g. everyone in Line 1 steps down one spot to the left and the person in the leftmost spot moves all the way to the right end of the line).

Prompts for Line 1:

- *Your partner in Line 2 is a new student and you want them to feel welcome in your class.*
- *Your partner in Line 2 just helped you clean up a mess you made.*
- *Your partner in Line 2 is wearing something you really like.*
- *Your partner in Line 2 is feeling sad and you want to check on them.*
- *You just said something about your partner's clothes. You can tell that your partner in Line 2 is hurt and embarrassed.*
- *You just noticed that your partner in Line 2 was being left out of a game.*
- *Your partner in Line 2 is really good at soccer. You have noticed they practice a lot and they are getting better all the time.*
- *You were playing around and you knocked over your partner's project and broke it. They don't know yet.*
- *You are having fun playing with the new kids in your neighborhood but you don't know anything about them. Your partner in Line 2 is one of those kids.*
- *Your partner in Line 2 is your friend. They always share and play fair.*
- *Your partner in Line 2 is your friend, but they keep calling you a name after you asked them not to.*

- *Your partner in Line 2 loves art. They made a card for you.*
- *Your partner in Line 2 has been trying really hard to learn a new dance. It's very complicated, and they feel like giving up.*

Throughout the activity, acknowledge students' efforts to practice communicating. Notice and share examples you observe of students using appreciations, apologies, kind words, and communicating feelings.

Reflect with students:

- Point out and discuss any prompts that were challenging and why. Brainstorm with the class how to communicate as a friend in that situation.
- Discuss how the words they say might make their friend feel and bring in examples you observed.
- Remind them that everyone makes mistakes and discuss what can be done when hurtful words are shared.

> OPTIONAL: Provide students with cutouts of speech bubbles to glue onto their body illustration paper, where they can add specific examples of kind words, like compliments, appreciations, and apologies. This can also be completed in Lesson 8.

SUMMARIZE FOR STUDENTS:

- *Our words are powerful. They can hurt and they can also build friendships.*
- *Communicating with care is an important friendship skill.*
- *Communicating as a friend takes practice.*



MINDFUL MOVEMENT / 15 mins

Tell students:

- ***Speaking with care and kindness takes practice, and we can help develop this skill by practicing holding in our hearts and minds the types of kind words and attitudes that we hope our voices will speak.***

TEACHING TIP



To scaffold students' responses to the prompts, display some sentence starters in the room and review them with students. Include appreciations, apologies, greetings, and feelings statements as examples.

Twist Sequence (UNIT 4, LESSON 2)

Guide students through the sequence once. For the Pick It Up portion, have students “pick up” kind and caring words.

Introduction—Partner Poses (UNIT 5, LESSON 1)

Prepare students for partner poses by reviewing the class’s partner agreements.

Tell students:

- *This time during partner poses, let’s use compliments and words of encouragement with our partners. Don’t forget to greet your partner and thank them.*

Partner Seated Sunrise/Kind Mind (for Others)

(UNIT 5, LESSON 1)

Guide students through the pose and practice using the following cues as reference:

1. **Begin back to back with arms extending outward and backs of the hands together. Can you hear and feel your partner’s breathing?**
2. **Inhale: Lift the arms up in Sunrise pose, keeping the backs of your hands touching your partner’s. Each time you breathe in, imagine filling up your whole body with caring and kindness for your partner. Think of a few words of kindness or encouragement you could share with your partner today.**
3. **Exhale: Slowly bring the arms down alongside the body.**

Maintaining the breath and movement, guide the students in a Kind Mind practice for their partner. Tell students:

- *While you move and breathe together, we’ll do a Kind Mind practice together. While we move our arms up, I’m going to say a kind thought out loud. Repeat after me while you move your arms down.*

Repeat the kind words from the Kind Mind practice in Lesson 5 (the scripted suggestions or phrases you created as a class).

Partner Diamond Twist (UNIT 5, LESSON 5)

Guide the students through the pose. Consider inviting two volunteers to model the pose first.

Partner Seated Twist (UNIT 5, LESSON 5)

Guide the students through the pose. Consider inviting two volunteers to model the pose first.

[OPTIONAL] Partner Choice

Have partners practice a pose they learned in class previously with their partner.

Partner Closing Sequence (UNIT 5, LESSON 1)

Guide students through the sequence.



REST AND REFLECTION / 5 mins

Guide students to find a position that feels safe and comfortable for Rest.

Kind Mind (for Others)

Tell students:

- *Take a moment to stretch out your face. Move all the muscles around, make silly expressions that no one can see, and then let your face relax.*
- *What kind of expression would be on your face if you were talking to a good friend? Would it be relaxed? Would it be smiling? Maybe you can bring that friendly expression to your face now.*
- *Picture a good friend in your mind. Imagine your good friend is upset and needs your kindness. What kind of words would you use? What kind of feelings would you have for that friend? Focus your attention on those friendly feelings of caring, kindness, and compassion.*
- *In your mind, practice thinking of some kind words that you might feel for your friend. I'm thinking of some kind words like: I hope you are happy; I hope you are peaceful; I hope you are strong and healthy; I hope you are safe and you feel loved.*
- *Think of some kind words of your own.*

Guide students to notice the feeling of their breath and allow for one to two minutes of Rest.

Invite a few students to share any kind words they thought of during the practice.

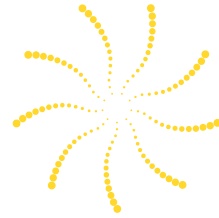
TAKE-HOME PRACTICE

- *At home, share kind words with someone by giving them a compliment. How does it feel to give a compliment? How do you think it feels to receive one?*



Lesson 7

A FRIENDLY PAUSE



Goal Statement

Students will work with a partner to attempt physical challenges together. They will then explore how to take a pause when there is conflict with a friend.

Essential Question

What can I do when I am in conflict with a friend?

“I Can” Statement

I can identify situations where I might need to take a pause with a friend.

Key Learning Objectives

Students will know...

- Friendships can be challenging sometimes.
- All friends have conflicts sometimes.
- When they are in conflict with a friend, taking a moment to pause their bodies can help them to be their best selves together.

Students will be able to...

- Describe ways to take a pause when there is conflict with a friend.
- Work safely with a partner in Mindful Movement.

Materials

- Whiteboard, display screen or chart paper/marker
- Class friendship illustration (continued from Lesson 1)
- Students' friendship illustrations (continued from Lesson 1)
- Crayons or pencils for writing

Preparation/Setup

- Display the class friendship illustration and a blank illustration.
- Prepare students' friendship illustrations and crayons/pencils for distribution.

New Vocabulary

None

New Mindful Movements

Poses

Partner Challenges:
Leaning Tower of Pisa
Drawbridge
Back-to-Back Chair
Interlocking Arms/Elevator

Sequences

None

Mindful Moments

Calming and Focusing
Check-In
Breath of Joy
Calming Breaths
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.



MINDFUL MOVEMENT / 20 mins

Introduction

Today's Mindful Movement practice includes several challenges for partners to attempt together. Emphasize with students that the goal is to attempt the challenges and do as much as they feel safe doing. As you observe how students are doing with challenges, you can decide whether to complete some or all of them. Always have two students demonstrate the challenge and how to get out of it before the rest of the class attempts the challenge.

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

Tell students:

- *Standing in Mountain pose, with your hands on your Anchors, bring attention to the whole body standing strong and tall, then the movement of the breath, then the beating of the heart. Feel how the different parts of your body, like your feet, your legs, and your spine are working together to keep you balanced and supported.*
- *How does your body feel today?*
- *Today we are going to do some challenging partner poses. We will need to practice being our best selves and also practice our friendship skills to stay balanced and supported in these challenges.*
- *How can you be your best self in partner work today?*

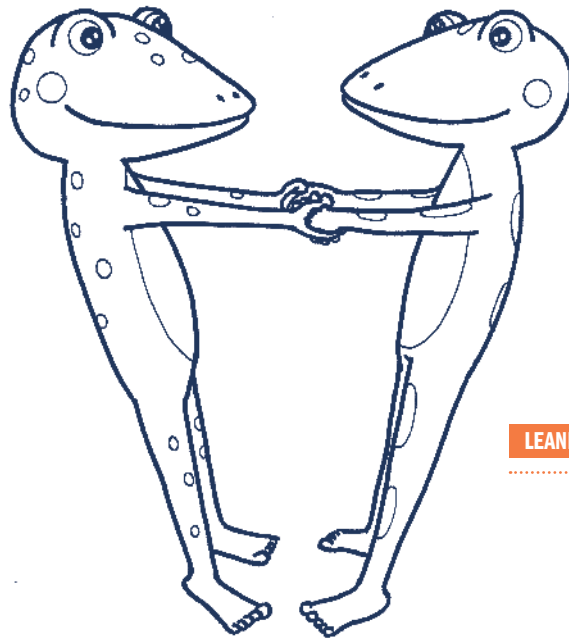
Introduction—Partner Poses

With students seated, review the class partner agreements. Invite students to share what could happen if they were to do a partner challenge without following the guidelines, without listening to their partner, without paying attention to safety, etc.

Remind students that they cannot control their partner, and their partner does not know what is going on unless they communicate. Reiterate that it is okay to tell their partner “no,” “stop,” etc. in order to stay safe while doing partner challenges. They can always ask for a “pause” to check in or start over in order to keep themselves safe and stable in the pose.

Emphasize that partner challenges take practice. Today they are invited to make an attempt at the challenge and do what feels safe. They should tell their partner that it is time to “pause” whenever they feel like they have had enough practice with this challenge for today.

Remind students that one partner challenge may look very different from another, because each pair of bodies is different. If they safely attempt and practice the challenge even a little and they support each other, that is a success.



LEANING TOWER OF PISA

Leaning Tower of Pisa new

Tell students:

- *In Italy there is a building that is 800 years old called the Leaning*

Tower of Pisa. With the help of your partner, we're going to practice leaning just like the Tower of Pisa.

Guide partner pairs through this exercise using the following cues as reference:

1. Begin standing in Mountain at opposite ends of the mat.
2. Take one step toward your partner and reach out both arms—can you reach your partner's hands? If not, take one step forward.
3. Holding hands, keeping the arms straight, begin to slowly shuffle the feet toward your partner until you both are pulling equally while leaning the body back. Keep the body in a straight line from feet to head as much as possible as you lean back.

Ask students:

-
- *Do you feel safe? Are you supporting your partner so that they are safe? Do you need a pause?*
-

Practice checking in with your partner. Tell each other how the pose feels and what you need to feel safe and successful in this challenge.

Drawbridge new

Guide partner pairs through this exercise using the following cues as reference:

1. Begin facing your partner.
2. Put your hands up and press your palms against those of your partner.
3. Pressing gently but firmly against each other's palms, take one step back together. Do not interlace fingers!
4. Cooperate with your partner to continue moving your feet as far away from each other as possible, while pressing steadily into the hands.
5. Check in with your partner. Does the pose feel safe? Do you need a pause? Can you move further apart while staying safe? How can you act in a way that your partner will trust you?
6. Hold the pose for a few breaths if you can. When you are both ready, or if either of you feels like you might fall, end the challenge by walking one step at a time toward your partner.

TEACHING TIP



Depending on their readiness, you may choose for students to stick with the same partner or challenge them to find a new partner within a defined time period (e.g., 1 minute).



7. After you have walked your feet together, breathe in and move through Sunrise, palms together. Breathe out and lower your hands in Mountain.

Tell students to check in with their partners, to ask each other how it went and thank each other.

Breath of Joy

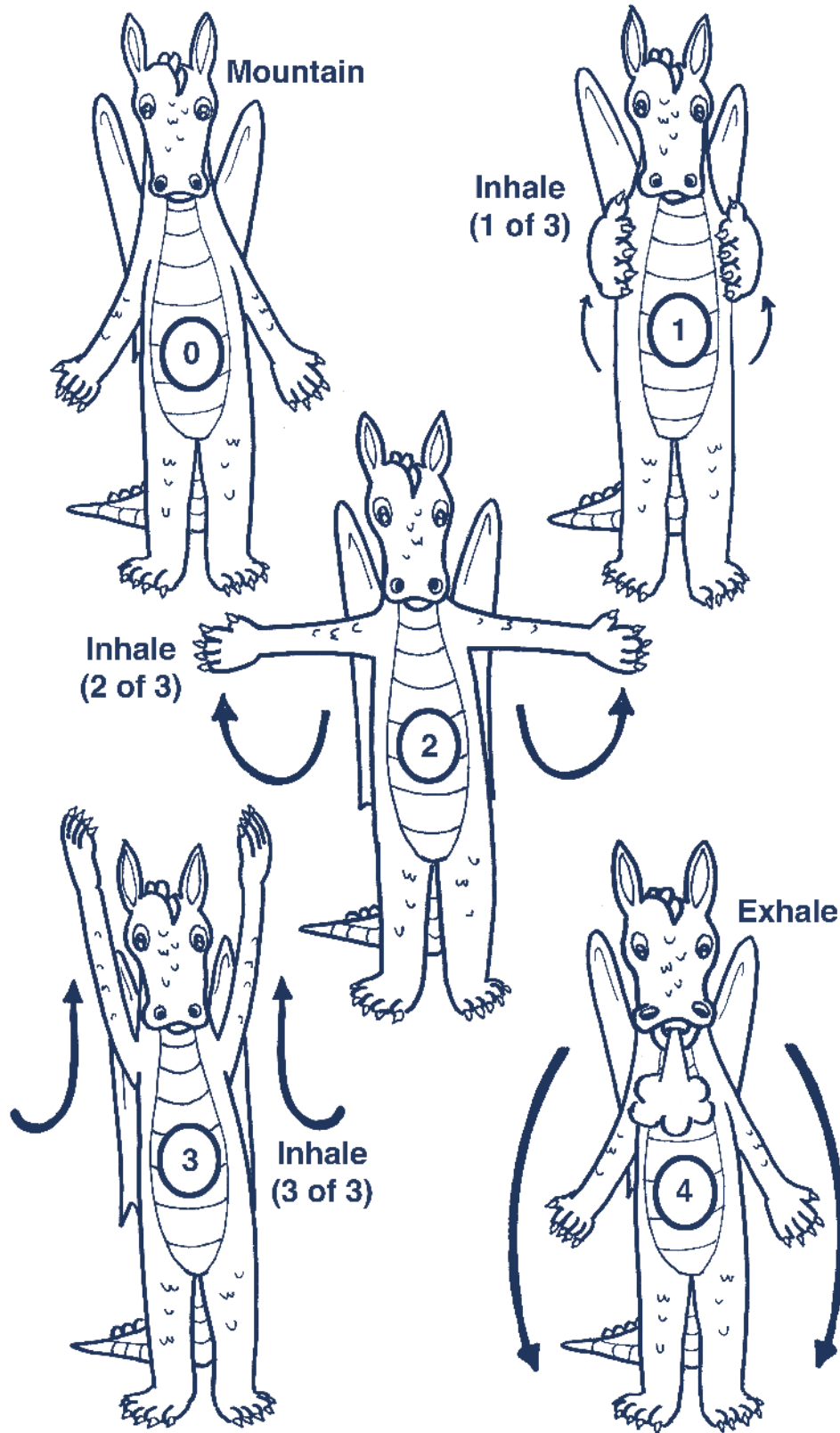
Invite students to celebrate their success in the partner challenges by practicing Breath of Joy.

Begin in Mountain pose, with students facing you as you guide the practice. Then, have students repeat on opposite ends of the mat, facing their partners for three to five rounds.

Use the following cues as reference:

1. For Breath of Joy, first you'll take three short breaths in, and then you'll take one long breath out. Try breathing in through your nose and out through your mouth.
2. Begin by standing comfortable with arms at your sides in Mountain pose.
3. As you take a short breath in, extend your arms straight out in front of you so they're parallel to the floor.

BREATH OF JOY



4. Without exhaling, take another short breath in as you swing your arms down in front of you and then out to your sides.
5. Inhale for a third time as you swing your arms up over your head.
6. Now breathe out as you swing your arms down, bending your knees, and folding forward slightly.
7. Gently return to Mountain pose. Check in with your body to see if you notice any changes.

Repeat several times, inviting students to explore slowing down or speeding up the pace.

Place your hands on your Anchors for a Check-In practice. Notice how you feel in your body and mind after practicing Breath of Joy. Has it increased your heart rate, woken you up a little, or maybe even brought a smile to your face?

Mountain (UNIT 1, LESSON 1)

Have students stand in Mountain pose. Tell them:

- *Reflect silently for a moment. How can you be your best self as we continue partner work? How can you and your partner keep each other safe? How can you and your partner trust each other while you complete challenges together?*

Invite students to share their ideas.

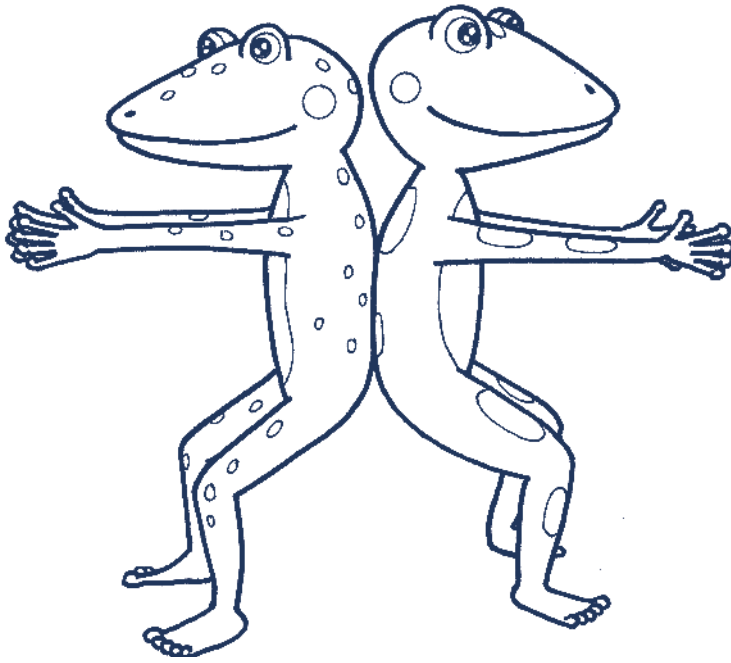
Before moving forward, emphasize the important role that each person plays in keeping everyone safe while they do physical challenges.

Back-to-Back Chair

Guide partner pairs through this practice using the following cues as reference:

1. Stand back to back. Take in a deep breath and tune in to feel and hear your partner's deep breathing.
2. Press evenly and gently into each other's backs as you take a small step forward (away from your partner), but keep your backs pressing into each other, bending at the knee as though you were sitting in a chair.
3. Anytime you feel unstable or you are ready to end the pose, communicate with your partner.

BACK-TO-BACK CHAIR



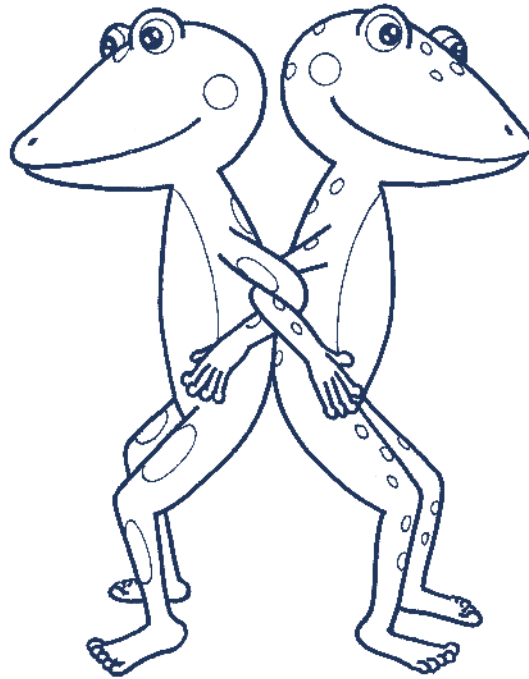
4. End the pose by cooperating with your partner and moving at the same time to bring your feet back together one step at a time, while lifting yourself back up to standing.
5. Check in with your partner. Are they okay? Do they need to pause? Can you safely move further into the pose?
6. Tune in: *Can you hear and feel your partner breathing? Do you feel safe and supported?*

Interlocking Arms/Elevator new

Guide partner pairs through this practice using the following cues as reference:

1. Stand back to back and gently lock arms. Keep your partner's shoulders safe and comfortable by staying back- to-back. Take a deep breath in and tune in to feel and hear your partner's breathing.
2. Check in with your partner and ask if they are ready before starting. Only begin if both you and your partner have said "yes." Remember to pause or end the challenge anytime you feel unsafe.

INTERLOCKING ARMS/ELEVATOR



3. Slowly take one step away from your partner and begin bending the knees to slowly lower down to the ground, moving together the whole time. Tell your partner to pause anytime you don't feel safe and stable.
4. From the ground, back to back with arms interlaced, cooperate with your partner and communicate with care to try and move together back to standing.
5. Check in with your partner to make sure you feel safe and supported. What can you do to trust each other to stay safe and supported?
6. When you are standing, end the pose by bringing feet and backs together, and releasing arms at the same time.
7. Check in with your partner by asking: *How do you feel about the challenge?*

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

Standing face to face or side by side in Mountain pose, guide students to bring their hands to their Anchors and check in silently with how they are feeling:

- *How did the challenges feel? Did you pause when you needed to? Were you able to trust and cooperate with your partner? Did you listen to your partner? When you communicated, did you feel heard? Did you feel like your best self?*

Guide students to turn and share their thoughts with their partners.

Then invite students to share with the group.

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

Guide students through the sequence.

Calming Breaths (UNIT 1, LESSON 1)

Have students take a few Calming breaths before continuing with the lesson.

SUMMARIZE FOR STUDENTS:

- *Partner work can be challenging sometimes! Friendships can also be challenging.*
- *We can face challenges with our friends by using our friendship skills, like communicating with care, helping, and cooperating.*



TAKE A PAUSE TOGETHER / 20 mins

Refer to the friendship illustration and remind students that you have labeled that illustration's body parts to show how they can use their whole selves to be a friend.

Next, display a blank body illustration of two friends. Ask students to imagine these two friends are having a conflict. Check for understanding that a conflict is an argument, disagreement, or fight. Invite students to show you (in their own personal space) what their own body might look like in a conflict with a friend (Model using some of the examples offered). Invite them to share how they might be feeling in a conflict with a friend.

Referring back to the illustration, invite students to brainstorm what these two friends' bodies might look like if they were having a conflict, disagreement, or argument. Invite them to think about what different body parts might look or sound like (e.g. feet stomping, kicking, or walking away; hands balled up in anger, hitting, snatching, crossed across the body; mouth frowning, yelling, saying unkind words; eyes scowling in anger, rolling, crying), and record some of their answers on the illustration with arrows to the body parts.

Use questions such as the following to emphasize for students the need to sometimes take a pause with a friend:

-
- ***When you have a conflict or argument with a friend, what could you do to be your best self?*** [Remind students how important it is to pause and use a Best Self Strategy when they feel a strong emotion. Briefly check in to recall a few Best Self Strategies with learners. If you have a class list of Best Self Strategies, refer to that.]
 - ***How would pausing help you calm your body and mind when you have a conflict with a friend?***
 - ***How could you tell your friend that you need a pause? How could you invite them to pause with you?***
-

Tell students:

- *Even when we are having fun, cooperating, or sharing with a friend, sometimes we might have a conflict. Help me figure out how to take a pause and solve these friendship problems.*

Ask students to fill in the blanks of the following scenarios:

- **I used my feet to cooperate by passing the soccer ball to my friend. Another friend was angry that I didn't pass the ball to them. I paused and then _____ .**
- **My friend used their hands to break a treat to share with me. I felt like it wasn't fair because my part was much smaller than my friend's part. I paused and then _____ .**
- **Instead of using hands to cooperate by throwing the ball, my friend snatched the ball out of my hands. I will pause and then _____ .**
- **When I was upset, I didn't pause, and instead I used my mouth to share unkind words that hurt a friend. Now I see my friend is hurt. I need to pause and _____ .**

- I was telling my friend about what happened on the bus. It was really important, but they kept interrupting me! I was angry and needed to manage my body. I paused and then _____ .
- [Provide additional examples if desired.]

Listen to responses but encourage and reinforce strategies that include Best Self Strategies, communicating with care, and asking a friend to pause.

Ask students: *What if you pause to try and be your best self, and your friend does not?* (Invite students to share, and emphasize that they can walk away or ask an adult for help if needed.)

Add **take a pause together** somewhere on the friendship illustration (ask students where they think is best). If time allows, distribute students' illustrations so that they can add **take a pause together** to their own illustrations.

SUMMARIZE FOR STUDENTS:

- Friendships are not always easy! Sometimes friendships face challenges.
- All friends have conflicts sometimes.
- When we are in conflict with a friend, taking a moment to pause our bodies can help us be our best selves together.
- When we pause, it gives us a moment to remember our Best Self Strategies and our friendship skills.

REST AND REFLECTION / 8 mins

Guide students to find a position that feels safe and comfortable for rest.

- Silently, bring to mind someone who has been a good friend to you lately. How has your friend been kind to you? Have they shared kind words? Have they listened to you? Has your friend helped you with a problem or helped you have fun? If you could thank your friend for something right now, what would that be?

Kind Mind (for Others)

- With your kind mind, focus on your friend. Imagine them sitting in front of you. I will say a kind thought, and you can repeat it in a whisper, imagining your friend can hear you, or just say it silently in your mind.

LESSON 7

Have students repeat after you the following phrases or others you have created with your class:

May you have fun and be happy.

I hope you are healthy and strong.

Know that you are cared for and appreciated.

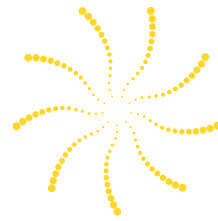
TAKE-HOME PRACTICE

- Ask a family member to listen while you tell them about a good friend. What does your friend do or say to show you friendship? Invite them to tell you about one of their good friends.



Lesson 8

USE YOUR WHOLE SELF TO BE A FRIEND



Goal Statement

Students will review ways they can use their whole body and mind to be a friend.

Essential Question

How can I create and grow friendships?

“I Can” Statement

I can describe three specific ways to use my body and mind to practice friendship skills.

Key Learning Objectives

Students will know...

- They can use their whole selves (body and mind) to practice their friendship skills.
- Their friendship skills will grow with practice.
- They can create and grow friendships with others by practicing friendship skills together.

Students will be able to...

- Identify specific friendship skills.

Materials

- Whiteboard, display screen or chart paper/marker
- Class friendship illustration (continued from Lesson 1)
- Students' friendship illustrations (continued from Lesson 1)
- Pencils and/or markers
- [Optional] Cutouts of speech bubbles

Preparation/Setup

- Display the class friendship illustration.
- Prepare students' friendship illustrations for easy access and distribution.
- [Optional] Cut out speech bubbles.
- Have the friendship illustrations set out for students to take home at the end of the lesson. (Be sure to assess students' analyses of their friendship skills before sending them home.)

New Mindful Movements

Poses

Student-created friendship poses

Sequences

None

Mindful Moments

Calming and Focusing

Body Scan/Visualizing Friendship

Rest and Reflection

New Vocabulary

Friendship

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.

USING OUR WHOLE SELVES TO PRACTICE FRIENDSHIP SKILLS

15–20 mins

As an energizer, play an upbeat version of the “Hokey Pokey” (or another appropriate song or piece of music) and have students sing and/or move along.

As students return to seated, bring their attention to the class body illustration. As a review, ask students to provide a few examples of ways to use various body parts to be a friend.

Complete the class illustration: If there were any areas that you did not get to label as a class (e.g. eyes, ears, and head), work with the class to label those areas with friendship skills (e.g. listening, kind mind/kind thoughts).

Complete student illustrations: Let students know they will have a short time to complete their illustrations of friendship. They will write or draw examples of friendship skills/behaviors near the eyes, ears, and heads of their own body illustrations and anywhere else they may have missed. Remind students to include skills they feel strong in and skills they want to grow. Emphasize that everyone’s illustrations will be different. The more complete illustrations are before this lesson, the more time students will have to personalize their work.

To complete the activity, ask students to brainstorm ways they can show friendship to their own bodies (being kind to themselves/showing themselves compassion, making healthier food choices, exercising, breathing practices, resting, etc.) and ask them to write or draw one of these ideas in the center of their body where their heart would be.

> OPTIONAL: Provide students with cutouts of speech bubbles to glue onto their paper, where they can add specific examples of kind words, like compliments, appreciations, and apologies.

After the illustrations are complete, allow students to do a gallery walk to view each other’s work (or share in some other way). As a review, invite

students to report back to the group examples they observed of ways to show friendship with their bodies and minds.

> OPTIONAL: Invite students to mime their examples and have the other students guess.

Debrief with students emphasizing the diversity of what you observed in students' work:

-
- ***Were everyone's illustrations the same? Are all of us good at the same friendship skills?***
 - ***Are there any friendship skills that are sometimes difficult? How will you get stronger in the friendship skills that are challenging?***
 - ***Can friendships get stronger? If I am friends with my neighbor and I want that friendship to grow, how could that happen?***
 - ***Are all of our friendships the same?*** [It's okay for our friendships to be different. Sometimes, you might need to use your mouth to communicate with a friend, and other times you might need to use your eyes and ears to pay attention to and listen to a friend. When you need a friend, you might need them to use their hands to help you or their feet to cooperate with you. With one friend, you might use your hands to practice sharing while playing a game, and with another friend you might need to put your hands on your Anchors and practice pausing.]
-

SUMMARIZE FOR STUDENTS:

- *We can use our whole selves (body and mind) to practice our friendship skills.*
- *Our friendship skills get stronger through practice.*
- *Friendships can be challenging sometimes. We will grow our friendships through practicing our friendship skills together.*



MINDFUL MOVEMENT / 20–25 mins

Tell students:

- ***Today we will get creative in Mindful Movement to find new ways to use our whole selves to be a friend or partner. We will create our own new friendship poses to practice and teach each other.***

Twist Sequence (UNIT 4, LESSON 2)

Lead students through the sequence and ask: *What friendship skills can you pick up today?*

Fresh Start Sequence (UNIT 1, LESSON 3)

Lead students through the sequence and repeat about three times.

As you go through the sequence, guide students in bringing attention back to the work of the various parts of the body with questions such as:

-
- *What is stretching?*
 - *What is supporting you?*
 - *How are the parts of you working together?*
-

Introduction—Partner Poses (UNIT 5, LESSON 1)

Transition to partner poses by reviewing the partner agreements you created as a class.

Partner Seated Sunrise (UNIT 5, LESSON 1)

Lead students through the pose.

Partner Pointing Dog (UNIT 5, LESSON 1)

Lead students through the pose.

Friendship Poses

Explain that pairs of students will work together to create new friendship poses that you haven't done before. Give students specific instructions that promote application of friendship skills like communication, sharing, pausing, and compromising. Choose one of the following examples to get students started:

- Students in pairs each think of their three favorite animals and then communicate to see if they have one in common. If they do, they use that animal as the basis for their new partner pose. If they don't, they compromise by selecting another that they both like, even if it isn't their favorite.
- Students in pairs do a quick brainstorm (taking turns and listening to each other) to list activities or games they enjoy until they find one in common to use as an inspiration for their partner pose.

- Have students in pairs listen to each other's friendship skills they wrote on their body illustrations or to the list recorded on the class illustration. They then communicate their ideas and collaborate to bring one skill to life as their partner poses.
- Lead students in visualizing what a painting or sculpture of two friends would look like. The painting is called "Friendship," and when you see it, you know right away that it is depicting two friends. Then, they communicate their ideas to their partner, including the reason why someone would know this was a painting or sculpture called "Friendship." After listening to each other share their ideas, the pair should cooperate and compromise to take parts of each idea and turn it into a partner pose.

After students have created poses with their partners, invite pairs to demonstrate and teach their new friendship pose to the class.

Partner Closing Sequence (UNIT 5, LESSON 1)

Guide students through the sequence.



REST AND REFLECTION / 8 mins

Guide students to find a position that feels safe and comfortable for rest.

Allow one to two minutes of Rest.

Body Scan/Visualizing Friendship

Use the format of a Body Scan to guide students through setting intentions for friendship. Use the following sample script as reference:

- *While we rest today, we will focus on the ways we want to use our bodies to be a good friend.*
- *First, let's notice how our bodies feel right now resting. Is there anything you can do to be a caring friend to your body, maybe getting more comfortable or saying some kind words to yourself?*
- *Bring all of your attention to your feet. Can you feel your feet and even your toes? Picture in your mind one way you will use your feet to be a friend today.*

- *Next, bring your attention to your hands. Wiggle your fingers and then notice all the parts of your hands. Picture in your mind one way you will use your hands to be a friend today.*
- *Bring your focus to your ears. What do your ears hear right now? Can you pay attention to the feeling of air on your ears? Picture in your mind one way you will use your ears to be a friend today.*
- *Now take a deep breath in and out through your mouth. Bring all of your focus to the feeling of your mouth. Can you feel your tongue against your teeth? Imagine one way you will use your mouth to be a friend today. What kind words can you share? Practice saying some kind words silently in your mind or in a tiny whisper.*
- *Now let your focus and your attention spread out to notice your whole body where you are right here and now. Notice how you feel.*

Guide students to gently open their eyes and bring their focus back to the room. If time allows, invite a few volunteers to share how they picture themselves using their bodies to be a friend.

TAKE-HOME PRACTICE

- *Teach your new friendship pose to another person. How do you use your whole self in the pose to be a friend to your partner?*

Lesson Extensions

Silly Handshakes

Lessons 1-3

This is an icebreaker activity. It's designed to get students out of their comfort zone and give them multiple opportunities to find partners and work with others in a positive and constructive manner (a friendship skill that will be practiced during this unit). Introduce a variety of silly handshakes throughout the activity. Prepare for the activity by finding examples of silly handshakes to easily teach and use.

To start, ask each student to quickly find a partner in the group. If students have difficulty finding a partner, invite them to raise their hands or report to “partner lost and found” (usually near you). Tell students to begin with a traditional palm-to-palm handshake, introduce themselves to the new partners like they are meeting them for the first time, and share something about themselves. After a short period of time, count down from 10 and tell students to find a new partner by the time you get to zero. Introduce a new handshake and have those student pairs practice that handshake. Continue in this manner, having students find a new partner and then introducing a new handshake.

After introducing several silly handshakes, call out a handshake title and tell the students to find “that” partner quickly (e.g. their “elbow partner,” their “high-five partner”).

Fancy Footwork

Lessons 2-8

Give pairs of students a set amount of time to come up with a partner dance using only foot and leg movements. The dance must include eight steps. Then, have two pairs join together to teach each other their dances. Encourage them to practice using their eyes, ears, and mouths to pay attention, listen, and communicate with care as they teach and learn the dances.

Interviews

Lessons 5-6

Give students an interview script with a list of questions and have them interview each other in pairs. Time them and cue when they should switch roles. There is no need for them to record the answers. Emphasize paying attention to the speaker, listening, and checking in for understanding. Rotate pairs and repeat. Use questions such as:

- *If you could visit anywhere in the world, where would you go and why?*
- *What was your favorite subject in school last year?*
- *What are some of the ways that you are a good friend?*
- *If you were an animal, what would you be? How are you similar to that animal?*
- *Describe one of your hobbies and why it is important to you. What do you need to practice to get better at that hobby?*
- *Tell me about your day so far. What is going well and what has been challenging?*

Compassion Board

Continued from previous unit

Create 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.

