

Unit 2



SELF-AWARENESS



Prior Knowledge

A general understanding of what emotions are and how they feel; prior practice with Check-In.

Overview

The goal of this unit is to help students grow their self-awareness. They will practice noticing and labeling the emotions they feel and understanding their triggers. They will explore what is important to them by thinking about what it means to be their best self. They will build an understanding of sensations associated with breath, movement, emotions, and eating through mindfulness.

Enduring Understandings

Students will understand:

- Emotions can affect their bodies, thoughts, and behaviors.
- Some emotions are universal to all human beings.
- They can be aware of their emotions and triggers.
- Food and mood are interrelated.

Essential Questions

- Are all feelings okay to experience?
- Why do I feel the way I feel?
- How do I experience feelings in my body?
- Why do I experience uncomfortable emotions?
- What does it mean to be my best self?
- What am I hungry for and why?

*Lesson Summaries and Materials**

Lesson 1 pages 54–67

Lesson 1—Categories of Emotions: Students learn to distinguish between comfortable and uncomfortable feelings and discover that all feelings are okay to experience.

- List of emotion words
- Chart paper (1 piece per group)
- Markers or colored pencils

Lesson 2 pages 68–76

Lesson 2— Environment and Emotions: Students discover that feelings often arise in response to experiences, or “triggers,” and begin to identify how experiences trigger emotions in themselves and others.

- Paper (2-3 pieces per students)
- Colored pencils and/or markers
- Several pieces of music (any genre; instrumental version preferred):
 - Solemn piece of music
 - Happy piece of music
 - Angry piece of music
 - Others, if desired

Lesson 3 pages 77–88

Lesson 3—Expressing Emotions: Students practice identifying feelings and their corresponding facial and bodily expressions.

- List of emotions from Lesson 1
- Several scenarios for a game of Charades

Lesson 4 pages 89–96

Lesson 4—When Emotions Help Us: Students discover that it is okay to experience uncomfortable emotions and that uncomfortable emotions often have important messages. Then they will explore how to treat uncomfortable emotions with curiosity and kindness.

- Images of a thermometer showing different degrees of hot and cold
- Painter’s tape to demarcate three zones: cold, warm, and hot
- [Optional] Painter’s tape to outline a thermometer next to the three zones.

Lesson 5
pages 97–106

Lesson 5—My Best Self: Students explore what it means to be their best self and complete a self-reflection activity to identify some of their own strengths, values, and other features.

- Images of the brain and neurons
- Images of dopamine in the brain

Lesson 6
pages 107–115

Lesson 6—Food and Mood: Students explore the connection between food and mood to learn that the way they feel and their behaviors are connected.

- Side-by-side images of a stomach and a brain
- Foods to Lift Your Mood resource
- Paper
- Pencils
- Song, book, or personal story illustrating the connection between food and mood or between eating and behavior

Lesson 7
pages 116–123

Lesson 7—Savoring the Delicious: Students practice Mindful Eating to intentionally focus their attention on positive experiences.

- Foods to Lift Your Mood resource
- Food item (1 per student)
- [Optional] Mindful Eating script

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

New Mindful Movements

Poses

Standing Starfish

Triangle

Surfer

Wave A

Wave B

Volcano

Seated Forward Fold

Elephant

Windmill

Sequences

None

Mindful Moments

Calming and Focusing

Feelings Check-In

Mindfulness Observation I-III

Even-In, Even-Out Breath

Music and Emotions

Let the Music Move You

Body Language Experiment

Mindful Listening

Check-In

Listening to Our Bodies

Mini-Body Scan

Take 5 Breath

Gratitude

Movement Lab: Discovery (Parts 1-3)

Mindful Eating

Rest and Reflection

Differentiation*

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

Performance Assessment

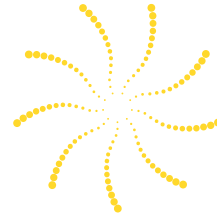
Students will be able to:

- Identify the feelings they experience (Lessons 1-2).
- Label emotions as comfortable or uncomfortable. (Lesson 1).
- Observe that the feelings they experience come and go (Lesson 1).
- Identify how experiences trigger emotions in themselves and others (Lesson 2).
- Demonstrate facial expressions and body language for several emotions (Lesson 3).
- Identify the intensity of an emotion (Lesson 4).
- Reflect on uncomfortable emotions with curiosity and kindness (Lesson 4).
- Identify strengths, values, and other important aspects of who they are (Lesson 5).
- Describe at least one way that they can be their best self (Lesson 5).
- Identify reasons for their food choices and eating behaviors (Lesson 6).
- Use their senses to explore the feel, smell, and taste of a new food (Lesson 7).
- Practice Mindful Eating (Lesson 7).



Lesson 1

CATEGORIES OF EMOTIONS



Goal Statement

Students will be able to distinguish between comfortable and uncomfortable feelings and understand that all feelings are okay to experience.

Essential Question

Are all feelings okay to experience?

“I Can” Statement

I can explain why emotions are neutral rather than good or bad.

Key Learning Objectives

Students will know...

- Everyone experiences feelings.
- Emotions are neutral, rather than good or bad.
- Some emotions feel comfortable, and some emotions feel uncomfortable.
- The feelings they experience come and go.
- All feelings are okay to experience.

Students will be able to...

- Identify the feelings they experience.
- Label emotions as comfortable or uncomfortable.
- Observe that the feelings they experience come and go.

Materials

- List of emotion words
- Chart paper (1 piece per group)
- Markers or colored pencils

Preparation/Setup

- Display a list of emotion words.
- Set out chart paper and markers or colored pencils.
- [Optional] Set out the Hoberman sphere.

New Mindful Movements

Poses

Standing Starfish
Triangle

Sequences

None

Mindful Moments

Calming and Focusing
Check-In

Feelings Check-In
Mindfulness Observation I-III
Even-In, Even-Out Breath
Rest and Reflection

New Vocabulary

Feelings
Emotions
Neutral
Comfortable
Uncomfortable
Self-awareness

CALMING AND FOCUSING / 2 mins

Begin every lesson with the Calming and Focusing practice 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.

INTRODUCTION TO SELF-AWARENESS / 3 mins

Check-In

As the Focusing bell quiets, lead students in a brief Check-In:

- *Let's take a moment to check in with our minds and bodies. With your hands on your Anchors, ask yourself: "How am I today? "How am I feeling right here and right now?"*
- *Take a moment to notice.*
- *Do you notice any emotions?*
- *Is your body comfortable or uncomfortable?*
- *Is your mind busy, distracted, calm, focused?*
- *Now relax your attention and simply breathe until you're ready to look up.*

Invite students to record a few notes about how they are feeling in their journals and to share if desired.

Introduce this unit on self-awareness by having students respond if they know what they are feeling right at that moment. Then ask them if they know why they are feeling the way they do, and call on a few students to answer.

Explain to students that knowing what they are feeling is a form of self-awareness. Elicit from them other things about themselves they can be aware of/observe about themselves (e.g., what their bodies are doing when they play soccer, how they learn best, what food makes them feel good, what activities make them feel happiest, their strengths, their challenges). Tell them that over the next several lessons they will practice growing their awareness of their own mind, body, and actions.

ALL SORTS OF EMOTIONS / 15 mins

Display a list of emotion words so that all students can see them. If possible, display them in a way that enables the words to be easily moved (on individual pieces of construction paper; on a whiteboard or display screen,

etc.). Ask the students if they see a way to sort the words into groups. Help students identify several possible ways the words could be organized.

Tell students that they will work in pairs to sort the emotion words. Then they will create a poster that reflects their choices.

Divide students into pairs and then invite them to brainstorm different ways to sort all of the emotion words on the list and to come up with headings for their sorting categories. Challenge them to consider making subcategories of emotion words to go under main categories (e.g., they might add emotions such as **anxiety**, **worry**, or **shyness** under the category of **fear**) and if they'd like, invite them to add emotion words that are not already included in the class list.

NOTE *It is likely some students will group positive and negative or good and bad emotion words together, but any sorting system is okay. The neutrality of emotions will be addressed later, thus sorting emotions as “good” and “bad” is acceptable at this point.*

Once students have a plan in place, provide each pair with a large sheet of chart paper and an assortment of markers or colored pencils to use to make a poster that reflects their chosen categories. Encourage them to color-code the words, add/draw icons to represent the emotions, etc. (When students spend time “portraying” the emotion words, they tend to think more deeply about them.)

Once students have completed their posters, hang them up and invite students to observe the choices their peers made. Discuss the different strategies the students used as a class.

After reviewing their work, facilitate a class discussion asking questions such as:

-
- ***Did anyone sort by good and bad? What makes an emotion good or bad?***
 - ***Could you use the categories comfortable and uncomfortable to sort all of the emotions?*** [Illustrate this by sorting the emotion words together on the board.]
 - ***Are comfortable emotions always good to experience? Why not?***
 - ***Can anyone think of a situation in which [uncomfortable emotion] would be a good thing to feel?***
-

Then write the word **neutral** on the board.

Ask students to perform a gesture (e.g., touch their nose) if they've heard the word before and to perform another gesture (e.g., pat their head) if it's new to them. Help students conclude that the word neutral means in the middle between two opposite sides of something.

TEACHING TIP



As students are working, observe how they are sorting the words and have conversations with them, asking questions such as the following to provoke further thought about their work:

- ***Why did you put [emotion word] in that category?***
- ***Could any of your words go in both categories?***
- ***How does that color show [emotion]?***

Then ask students: *What does it mean to say emotions are neutral?*

SUMMARIZE FOR STUDENTS:

- *Emotions are neutral, rather than good or bad.*
- *Some emotions feel comfortable, and some emotions feel uncomfortable.*
- *All feelings are okay to experience.*



MINDFUL MOVEMENT / 20 mins

Easy Pose/ Feelings Check-In

Invite students to sit in Easy pose with their hands on their Anchors (one hand on their heart and one hand on their belly). Then invite students to close their eyes if it feels comfortable, or to find one spot in the room to look at. Ask students to check in with their minds and bodies and notice what feeling they are experiencing at the moment.

First, help students notice that everyone experiences feelings.

- *Touch your nose [or raise your hand or some other gesture] if you notice that you are experiencing a feeling right now.*
- *I wonder if we're all experiencing the same feeling.*

Ask students to perform specific gestures as you name feelings they might be experiencing. For example: *Touch your nose if you're feeling happy. Thumbs up if you're feeling nervous, etc.*

- *I'm noticing that even though we all experience feelings, we don't all experience the same feelings at the same time.*

Finally, invite students to notice whether the feelings they are experiencing are the same or different from what they were experiencing at the beginning of the lesson. Use what organically arises to help students notice that feelings come and go.

- *Take a moment to remember what feeling you were experiencing at the beginning of class.*

- *Raise your hand if you are experiencing the same feeling now that you experienced at the beginning of class.*
- *Put your hand on your head if you are experiencing a different feeling now.*
- *Take a moment to look around. For some of us, the feeling we are experiencing has changed, and for some of us, it has stayed the same.*
- *It seems to me that if we take the time to observe the feelings we experience, we find out that they don't stay forever. Instead, they come and go. What do you think about that?*

Allow space for students to reflect on this, and invite students to continue to observe their feelings change over the next few days.

Then remind students that this unit's focus is on developing self-awareness, and ask for a volunteer to explain why they think self-awareness is important. Remind them that they can practice self-awareness of any part of their experience—their emotions, thoughts, behaviors, bodies.

Explain that their bodies and minds are connected and that paying attention to what's going on in their bodies can help them learn about themselves:

- *We can practice body awareness by noticing where our bodies are in space, noticing what our bodies are doing or sensing inside and out, and listening to the signals our bodies give us. Practicing body awareness helps us understand what emotions we are experiencing, and it also helps us to understand our own physical strengths and limitations.*
- *Sometimes we can discover something about how we're feeling emotionally by paying attention to what's happening on our face and in our body. Today, we'll exercise our mindfulness muscles by paying attention to three things: our bodies, our facial expressions, and our breath. We will do this mindfulness observation three times.*

TEACHING TIP



Display the three steps for exercising your mindfulness muscle from Unit 1 Lesson 1. Refer to it throughout the unit as a resource for mindful moments and mindful movement.

Mountain/Mindfulness: Observation I

- *Let's practice using our mindfulness muscles by placing our attention on our bodies and noticing what we're experiencing.*
- *Begin by placing your hands on your Anchors.*
- *Take a look around the room and notice where you are. Now, if it feels comfortable and safe for you, close your eyes. Or, if you prefer, you can choose to look down at one spot.*
- *Now, with curiosity and kindness, bring your attention to your body. How does it feel today? For example, it might be energetic, tired, restless, or calm. Or you might notice something else. Be curious.*
- *Now bring your attention to your face. What expression do you find*

there? Does your face seem relaxed? Is it smiling? Is it bored? There's no need to change anything, simply notice what's there already.

- *Now place your attention on your breath. Is it fast? Is it slow? Does your stomach move in and out with each breath? Quietly notice.*
- *When you've noticed two full breaths, take a seat on your mat.*

Cat/Cow (UNIT 1, LESSON 1)

Lead students through the mini-sequence and tell them that Cat/Cow is a good warm-up for other sequences they'll be doing because it stretches and strengthens the abdomen and back.

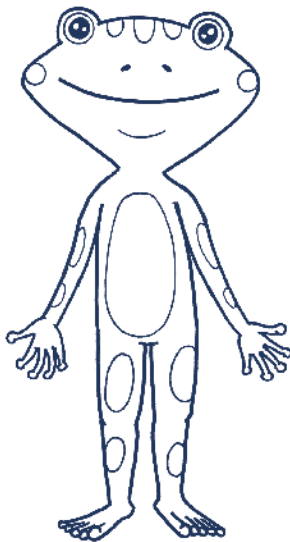
Dog (UNIT 1, LESSON 1)

Lead students into this pose and stay for at least three breaths.

Tell students:

- *Let's pause here and notice any physical sensations that we experience in this pose. Does it feel comfortable or uncomfortable? Be curious.*

MOUNTAIN/SUNRISE



Mountain/Sunrise new

Model and guide students through this new mini-sequence using the following cues as reference:

1. Begin in Mountain pose.
2. Inhale: Stretch arms out to the sides and up above the head for Sunrise.
3. Exhale: Bring arms down to Mountain pose.
4. Repeat the sequence two to three times.

Draw attention to the relationship between the breath and the movement.
Tell students:

- *As we flow between these poses, bring your attention to your breath. Notice what it feels like when you time your breath with the movements. Does it feel comfortable? Does it feel uncomfortable? Quietly notice.*

Mountain/Mindfulness: Observation II

Guide students to take a few moments in Mountain pose to notice:

- How their bodies feel
- The expression on their faces
- Their breath

Tell students:

- *Let's pause here and check in with our bodies and our breath again.*
- *Begin by placing your hands on your Anchors.*
- *Take a look around the room and notice where you are. Now, if it feels comfortable and safe for you, close your eyes. Or, if you prefer, you can choose to look down at one spot.*
- *Now, with curiosity and kindness, bring your attention to your body. How does it feel after doing a little bit of movement? Does it feel the same as it did the last time you checked in or does it feel different? Be curious.*
- *Now bring your attention to your face. What expression do you find there? Does your face seem relaxed? Is it smiling? Is it bored? Is it the same facial expression you noticed before or has it changed?*
- *Now place your attention on your breath. Is it fast? Is it slow? Does your stomach move in and out with each breath? Quietly notice.*
- *When you've noticed two full breaths, lower your hands to your sides and return to Mountain.*

Fresh Start Sequence (UNIT 1, LESSON 3)

With the students' help, lead them through the sequence once slowly, taking time with alignment and breath cues. Then introduce the following Movement Movie game and lead at least three repetitions of the sequence during the game.

Movement Movie

Explain that the next part of the lesson will be very active and that to keep everyone safe, everyone will need to practice being aware of their bodies.

Invite students to notice how their bodies feel during the movement.

- *All of the instructions in this game are like functions you could use when playing a movie. When I say “Play,” we’ll move through the sequence like usual, at a pace of one breath per movement. When I say “Pause,” freeze and stay still wherever you are. “Fast-forward” means to move through the sequence quickly but carefully. “Slow motion” means to move through the postures in the sequence as slowly as a slow-motion video. “Rewind” means we’ll go through the sequence backward, which will be a special challenge! Finally, when I say “Stop,” we’ll all return to Mountain—ready for the next part of class.*

Let’s Reflect!

At the end of the game, use some of the following questions to briefly discuss the experience with the students. Ask them to take a moment to reflect on their experience in the game and how the movement felt for their bodies:

-
- *Which mode (play, fast-forward, slow motion, pause, or rewind) felt comfortable or uncomfortable? Which was the most challenging? Easiest? Most fun?*
 - *Is it okay to experience uncomfortable physical sensations?*
 - *Are there times when it might be helpful to practice things that we find uncomfortable?*
 - *In what ways did you need to practice body-awareness in this game: To know where your body was and what shape it was making? To know your limits for how fast or how slowly you could move without falling?*
-

Intro to Standing Poses

Tell students that they will learn several new standing poses during this unit:

- *During Unit 2, we will be learning several new standing poses. Today, we will start with just two, and then we will add more over the next several classes. These standing poses are a great place to practice your body-awareness.*

Encourage students to strengthen their mindfulness muscle by approaching the standing poses like investigators. Ask them to notice how the standing poses are similar to or different from the Fresh Start Sequence.



STANDING STARFISH

Standing Starfish new

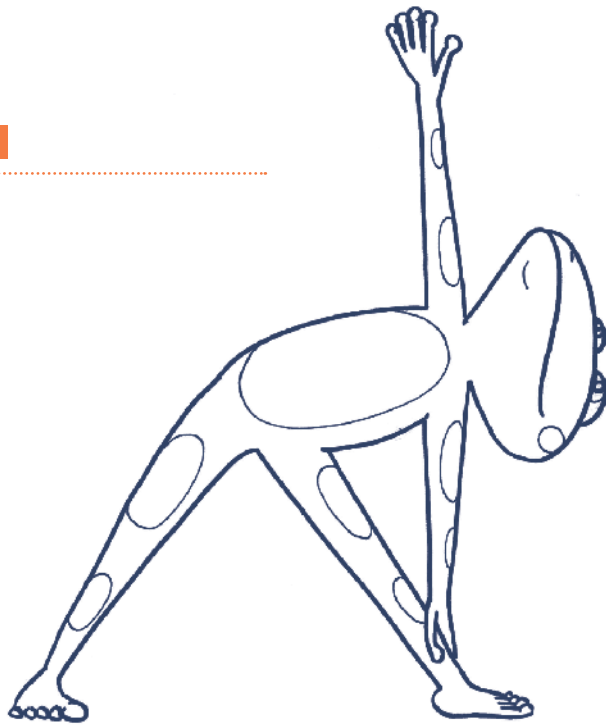
Model and guide students through the new pose using the following cues as reference:

1. **Begin in Mountain pose, facing the long edge of the mat.**
2. **Inhale: Bring arms out to the sides in a T-shape as you jump or step both feet apart like you would in jumping jacks.**
3. **Exhale: Make sure your toes are both facing straight in front of you, outer feet parallel to the short edge of the mat.**

NOTE *Encourage students to notice whether their stance feels stable and invite them to move their feet into a wider or narrower stance as appropriate.*

4. Breathing in, reach the fingertips away from you, palms facing down, as if someone is pulling gently on the hands in opposite directions.
5. Breathing out, find balance and stability in your stance as you press your feet equally into the ground.
6. Hold the pose for several breaths.
7. Inhale: Jump or step back to Mountain pose and bring your hands to your sides.
8. Exhale: Relax your body in Mountain pose.

TRIANGLE



Triangle new

Model and guide students through the new pose using the following cues as reference. While students are in the pose, invite them to notice where in their bodies they feel a stretch.

1. Begin in Standing Starfish pose.
2. Inhale: Turn the right foot to face the short edge of the mat.
3. Exhale: With chest and torso facing front, reach right arm out over right foot, leaning to the right without bending the back. Right arm drops down toward the right thigh or shin (NOT on the knee).
4. Inhale: Left arm reaches upward. You may look up at the left hand

or look straight ahead without twisting the neck. Legs are long and strong.

5. Hold the pose for three to five breaths:

- Breathing in, press your feet firmly into the mat.
- Breathing out, check that if you lift your right hand slightly, your legs are engaged enough to hold you up.
- Breathing in, consider if you can lengthen your spine in one long line from tailbone to head. Can your chest expand, arms open wide?
- Breathing out, consider what happens if you gently pull your belly button in toward your spine. Does your back feel strong and stable?

6. Inhale: Reach for the ceiling with the left hand and lift up out of the pose with arms in a T-shape.

7. Exhale: Turn both feet to face forward, standing strong and stable.

8. Repeat on the left side.

9. Exhale: Jump or step back to Mountain and bring your hands to your sides.

Invite students to respond to your initial prompt about noticing the differences between the standing poses and the Fresh Start Sequence. Accept all answers. The simple act of noticing will help them develop greater mindfulness. One possible response:

- *That's right, the Fresh Start Sequence is made up of lots of poses that we move through quickly while we hold each standing pose for a longer period of time. Can anyone guess why we do the Fresh Start Sequence first? The quick pace helps us warm up our bodies to get ready for the deeper stretches we experience in the standing poses.*

Closing Sequence (UNIT 1, LESSON 1)

Guide students through the sequence.



REST AND REFLECTION / 3 mins

NOTE Before lying down for Rest, introduce students to the Even-In, Even-Out Breath.

Even-In, Even-Out Breath

Guide students through this Breath Awareness practice, using the following script as reference:

- *Sitting tall and alert in Easy pose, take a look around the room and notice where you are. If it feels comfortable and safe for you, close your eyes. Or, if you prefer, you can choose to look down at one spot.*
- *Now notice your inhalation. Count with the breath to see how long your inhalation is. Now do the same with an exhalation. Are they the same or different?*
- *With the next few breaths, we'll practice Even-In, Event-Out Breath. As you breathe in, count to three. Then, as you breathe out, count to three.*

Demonstrate using hand signals or a Hoberman sphere, modeling for students how to make the inhalation and exhalation last three counts each rather than breathing in and holding the breath for three counts.

- *If your mind forgets to count and starts to think about something else, silently say to yourself "Nice catch" and then bring their attention back to your breath and start counting again.*

Have students continue silently for three more breaths.

Now invite students to lie down comfortably on their mats and continue the Even-In, Event-Out Breath for at least two minutes of Rest.

Mindfulness Observation III

- *Take one more moment here and check in with how you're feeling at the end of the practice.*
- *How is your body feeling? Perhaps it is feeling quiet and calm. Maybe it is feeling restless. Or you might notice something else. Be curious.*
- *Now bring your attention to your face. What expression do you find there? Does your face seem relaxed? Is it smiling? Is it bored? Silently notice.*

TEACHING TIP



Draw a chart with three columns and three rows on the board. The columns should be titled: (1) Beginning of Practice, (2) After Opening Sequence, and (3) After Rest. The three rows should be labeled: (1) Body, (2) Facial Expression, and (3) Breath. Ask students to reflect on what they noticed when they practiced being mindfully aware of their bodies during these three times and fill in the chart. This reflection can be recorded throughout the class time or at the end of class. It can also be an ongoing reflection throughout the classes in this unit.

- Now place your attention on your breath. Is it fast? Is it slow? Does your stomach move in and out with each breath? There’s no need to change the pace of your breath, simply notice it.
- Take one more deep breath in, and then as you breathe out, gently wiggle your fingers and toes.
- Now slowly come up to a seated position.

Invite several students to share what they noticed during the three times they checked in with themselves. Did their experience stay the same? Did it change at all? Accept all answers.

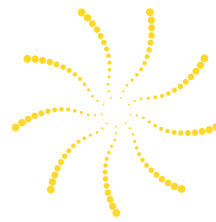
TAKE-HOME PRACTICE

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



Lesson 2

ENVIRONMENT AND EMOTIONS



Goal Statement

Students will understand that feelings often arise in response to experiences, or triggers, and will begin to identify how experiences trigger emotions in themselves and others.

Essential Question

Why do I experience feelings?

“I Can” Statement

I can identify what triggered a feeling.

Key Learning Objectives

Students will know...

- Feelings often arise in response to experiences, or triggers.
- The same experience can trigger different emotions in different people.

Students will be able to...

- Identify the feelings they experience.
- Identify how experiences trigger emotions in themselves.
- Identify how experiences trigger emotions in others.

Materials

- Paper (2–3 pieces per student)
- Colored pencils and/or markers
- Several pieces of music (any genre is okay; instrumental versions preferred):
 - Solemn piece of music
 - Happy piece of music
 - Angry piece of music
 - Others, if desired

Preparation/Setup

- Cue the different music selections.
- Set out paper and markers, crayons, or colored pencils.

New Vocabulary

Observe
Trigger
Experience

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

Calming and Focusing

Check-In

Music and Emotions

Let the Music Move You

Body Language Experiment

Mindful Listening

Rest and Reflection

CALMING AND FOCUSING / 2 mins

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

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

CHECK-IN / 3 mins

Check-In

As the Focusing bell quiets, lead students in a brief Check-In:

- *Let's take a moment to check in with our minds and bodies. With your hands on your Anchors, ask yourself, "How am I today?" "How am I feeling right here and right now?" Take a moment to notice.*
- *Do you notice any emotions?*
- *Is your body comfortable or uncomfortable?*
- *Is your mind busy, distracted, calm, focused?*
- *Now relax your attention and simply breathe until you're ready to look up.*

Invite students to record a few notes about how they are feeling in their journals and to share if desired.

*MUSIC AND EMOTIONS / 15–20 mins

Review several emotions from Lesson 1.

Tell students that in this lesson they will have a chance to express some of these emotions through images and color. Give each student a piece of paper appropriate for drawing and access to a colorful array of crayons, colored pencils, or markers.

Tell students that you are going to play several pieces of music for them. Then tell students that while the music is playing, you will invite them to use the crayons/markers/colored pencils to express how they feel when they listen to the music.

Begin by playing a solemn piece of music, such as "Adagio for Strings." Invite students to place their hands on their Anchors and, if it feels comfortable for

them, to close their eyes. Tell students that if closing their eyes does not feel comfortable for them, they may simply look toward the ground instead. Then lead students in taking a deep breath. Ask them to relax and listen mindfully, noticing what thoughts and feelings come up while they listen.

Play 20–30 seconds of the song and then ask them to express what they noticed using the materials you provided. Invite them to choose colors and draw whatever they want: abstracts, patterns, or other representations that make sense to them.

After a couple of minutes (or when you see students starting to finish or lose focus), stop the music, and bring the drawing session to a close. Ask students to write a title or description of their drawing. Give them a new piece of paper.

Repeat the above process with one or two other music selections. Choose songs that might elicit different emotions.

When both parts of the listening/drawing exercise have been completed, ask students to form small groups and share their pictures with one another. Invite students to consider the following questions:

-
- ***What kinds of [lines, patterns, images] are in your first picture? What about others' first pictures?***
 - ***Did any group themes emerge from the first pictures? From the second pictures?***
 - ***Which emotion is the best fit for the title or description of your first picture? And your second picture?***
-

Then invite students to return to the large group and use questions such as the following to help students reflect on the activity:

-
- ***How do the colors you used for the first picture compare with those you used for the second picture?***
 - ***Did any class themes emerge from the first pictures? From the second pictures?***
 - ***Did your emotions change between the first and second pieces of music? If so, how?***
 - ***Did any class themes emerge from the titles of the pictures?***
-

TEACHING TIP



If time allows, this activity can also be repeated by allowing students to respond to the music with movement or dance.

Tell students that emotions often arise in response to experiences, or triggers. Help students explore this concept by asking them questions such as:

- Did the [first song, second song] trigger the same emotion for everyone?
- What are some other stimuli in your environment that might trigger an emotional response? [Answer: Pictures, movies, sounds, objects, smells.]
- Do you remember a time when you saw, smelled, or heard something and it triggered an emotion?

SUMMARIZE FOR STUDENTS:

- Feelings often arise in response to experiences, or triggers.
- Experiences may trigger different emotional experiences for different people (I might feel the same emotion but at a different intensity, or I might feel a completely different emotion than you do in response to the same thing).



MINDFUL MOVEMENT / 18 mins

Mountain (UNIT 1, LESSON 1)

Review with students what they have learned in the unit so far:

- Feelings often arise in response to experiences, or triggers.
- People often experience feelings in their bodies.

Tell students that during the Mindful Movement practice, they are going to explore how their minds and bodies are connected by observing whether physical movements can trigger emotional experiences.

[OPTIONAL] Cat/Cow (UNIT 1, LESSON 1)

Lead students through this mini-sequence.

[OPTIONAL] Dog (UNIT 1, LESSON 1)

Lead students through this pose.

★ DIFFERENTIATION

Instead of using three pieces of music in the above activity, conduct the activity with just two contrasting pieces. Then, after students share how each piece of music made them feel, ask students if there are other stimuli in the environment that can affect or trigger their emotions. After they suggest other means (visual stimuli, sounds, objects), show them images and ask what emotion each might be likely to trigger in them; and then ask them to come up with a scenario in which an opposite or different emotion would be triggered by the same image, perhaps for another person. Suggested images:

- Bags of garbage on the street (disgust vs. delight)
- Girl w/ box (surprise or excitement vs. fear)
- Girl sticking out tongue (contempt vs. amusement)
- Kids jumping (joy or happiness vs. fear or nervousness)

[OPTIONAL] **Mountain/Sunrise** (UNIT 2, LESSON 1)

Lead students through this mini-sequence.

Fresh Start Sequence (UNIT 1, LESSON 3)

Determine if students remember the full Fresh Start Sequence. With the students' help, lead the sequence once slowly, taking time with alignment and breath cues.

As students move through the sequence, invite them to notice their emotional experiences while they are moving. Tell students:

- *While we practice the Fresh Start Sequence, notice if there are certain movements that trigger specific feelings for you. For example, when I rise up from Sunset to Sunrise I feel [happy]. Is there a specific movement or posture in which you feel happy? Afraid? Bored? Nervous? Frustrated? Calm?*

Let the Music Move You

Instruct students to continue practicing the Fresh Start Sequence at their own pace, counting each breath. They should keep moving through the best they can, without worrying about getting it exactly right or being in the same place as anyone else. Instruct them to focus their attention on their breathing, to notice the breath moving in and out and to count each breath they take.

After most have completed one full repetition, ask them to return to Mountain. Remind students of the concept of triggers. While in Mountain, instruct students to close their eyes and bring to mind the image of something that makes them feel happy. Start the instrumental version of the song you've selected for happiness (e.g., "Happy," by Pharrell Williams), and tell students that once they have thought of something that makes them feel happy they should begin moving through the sequence at their own pace, letting the music move them. Remind students to focus on their breathing and count each breath.

Allow students to practice at their own pace, and after most have completed one or two repetitions, instruct them to return to Mountain.

Repeat this process with anger. In Mountain, ask students to think of something that triggers them to be annoyed, frustrated or angry. Play an angry-sounding song and remind them to focus on their breath, counting each breath while they move.

Let's Reflect!

Lead students through a discussion with questions such:

- *When was it easier to stay focused on counting your breath—when you were thinking of a happiness trigger and listening to the happy song or when you were thinking of an anger trigger and listening to the angry song? When was it more difficult?* [Accept all answers.]
- *Do you think emotions could impact your ability to focus in school [in other activities]?*
- *Tell students that today they will learn a breath practice they can use when uncomfortable emotions make it difficult to focus.*

Body Language Experiment

As students stand in Mountain pose, remind them that they've learned that their environment can trigger emotions (as they found out with the various songs they've heard), their minds can trigger emotions (focusing on things that make them happy or angry can often lead to those emotions), and even body movement can trigger emotions.

Tell them that now you want them to explore one other way to trigger emotions: using their body language (facial expressions and posture).

Invite the students to gently lift their chests and smile and to keep smiling with a relaxed smile for the next two poses. Ask them to treat it like an experiment, and to notice whether smiling impacts how they feel while they practice Starfish and Triangle.

Standing Starfish (UNIT 2, LESSON 1)

Lead students through the pose.

Triangle (UNIT 2, LESSON 1)

Lead students through the pose.

Mountain (UNIT 1, LESSON 1)

Have students pause in Mountain pose, and take a class poll to find out whether smiling triggered a feeling for the students. Then inquire whether anyone experienced happiness.

Explain that scientists have shown that sometimes bringing a smile to your face can actually lead to feelings of happiness. Invite them to try this throughout their day and observe whether it is true for them.

Closing Sequence (UNIT 1, LESSON 1)

Guide students through the sequence.

TEACHING TIP



If you need to make this activity simpler or briefer for your students, simply introduce the emotional stimuli (the music and mental images) and leave out the counting task. In this case, focus the discussion on how the two emotional contexts affected their movement and focus.



REST AND REFLECTION / 7 mins

Mindful Listening

Tell students that they're going to listen to one more song and observe how they feel while they listen to it. Tell them that before you play the song, you'd like them to practice a brief Mindful Listening activity. Tell them that listening mindfully is sort of like pretending their entire body is a sponge soaking up the sounds they experience. Invite students to find a comfortable way to lie down and then use some of the cues in the script below to guide them through the practice.

- *Today we're going to practice Mindful Listening.*
- *Begin by placing your hands on your Anchors.*
- *Let's take one deep breath together.*
- *As you breathe in, notice how your hands rise as the air fills your lungs.*
- *As you breathe out, notice how your hands fall as the air leaves your body.*
- *Now let's take a moment to listen to the sounds in the room.*
- *Begin by placing your attention on a sound in the room. First focus your attention on the sound. Then notice whether your mind wanders away from the sound. If it does, silently say to yourself "Nice catch!" and bring your attention back to the sound. Are you ready to try it?*

For about a minute, let students listen and notice sounds.

- *Every time you notice a sound, silently label it to yourself by thinking, for example, "air conditioner," "bell," "someone moving around," etc. If you don't know what the sound is, simply describe it to yourself by identifying, for example, whether it's loud or soft, sharp or dull. Let's take a minute to just focus on all the sounds in the room.*

For about a minute, let students listen and notice sounds.

- *Now I'm going to play another song. Imagine you are a sponge, soaking in the sounds of the music. Notice how you feel as you do so.*

Play a quiet and relaxing sound clip for them. Then slowly lower the sound of the song until the room is silent.

During the song, take a couple of opportunities to cue students to notice how they feel while listening.

- *How does your mind react to the music? What thoughts or images come up? How does the music make your body feel? Does the music bring up an emotional feeling for you? Notice and then return to listening.*

Allow one to two minutes of Rest.

- *Now begin to wiggle your hands and your toes, and when you're ready, return to a seated position.*
- *Silently check in with yourself. Do you feel any differently after that exercise?*

Invite students to share with the group and/or in their journals.

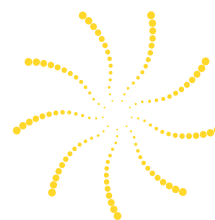
TAKE-HOME PRACTICE

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



Lesson 3

EXPRESSING EMOTIONS



Goal Statement

Students will practice identifying feelings and their corresponding facial and bodily expressions.

Essential Question

How do I experience feelings in my body?

“I Can” Statement

I can demonstrate facial expressions and body language for several emotions.

Key Learning Objectives

Students will know...

- They feel emotions in their bodies.
- Emotions have corresponding facial expressions and body language.

Students will be able to...

- Demonstrate facial expressions and body language for several emotions.

Materials

- List of emotions from Lesson 1
- Several scenarios for a game of Charades

Preparation/Setup

- Preload the list of emotions from Lesson 1.
- [Optional] Write several scenarios for Charades on small slips of paper to hand out to students.

New Vocabulary

Body language

New Mindful Movements

Poses

Surfer
Wave A
Wave B
Volcano
Seated Forward Fold

Sequences

None

Mindful Moments

Calming and Focusing
Check-In
Listening to Our Bodies
Mini-Body Scan
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.

CHECK-IN / 3 mins**Check-In**

As the Focusing bell quiets, lead students in a brief Check-In.

- *Let's take a moment to check in with our minds and bodies. With your hands on your Anchors, ask yourself, "How am I today?" "How am I feeling right here and right now?" Take a moment to notice.*
- *Do you notice any emotions?*
- *Is your body comfortable or uncomfortable?*
- *Is your mind busy, distracted, calm, focused?*
- *Now relax your attention and simply breathe until you're ready to look up.*

Invite students to record a few notes about how they are feeling in their journals and to share if desired.

***CHARADES / 15 mins**

Review several emotions from Lesson 1. Then display images of faces and bodies expressing some of those emotions. Tell students that people often express how they're feeling by using both facial expressions and body language.

Ask for several students to volunteer to do some acting in a Charades game. Give each student two different scenarios with associated emotions to act out. Let the students choose the one they would like to act out.

Suggested scenarios:

- *Someone feels fear when watching a scary movie or lifting up a rock and seeing a snake.*
- *Someone feels happiness in reaction to good news or swinging on a swing.*

TEACHING TIP

Student choice is important in this activity. Because you do not know how a specific scenario may be triggering to a student, give them two options, making sure one is representing a relatively comfortable emotion. Keep the scenarios simple, and allow students to elaborate on them in the way they feel most comfortable.

Invite the actors to move to another area of the room for a few minutes to think about and practice their scenarios while you work with the class.

While the actors are practicing, inform the class that the actors will act out a scene that triggers a particular emotion for the characters in the scene. The students will guess both the trigger and the emotion. Ask them to generate a list of words for different emotions while you record them. When appropriate, invite them to name feelings that express the same emotion with different levels of intensity (e.g., furious, angry, frustrated, annoyed) and to rank them appropriately.

Invite the actors back and have them act out their scenarios in turn. Invite students to guess the emotion and the trigger.

Use questions such as the following to help students reflect on the activity:

-
- ***What did the actor do that helped you guess [the scene portrayed]?***
 - ***What helped you guess what the emotion was?***
 - ***What did you see in the actor's face that expressed that emotion?***
 - ***Did the actor's body language also tell you what that emotion was? How?***
 - ***Would you respond to the trigger of [scenario] with the same emotion or a different emotion? Allow the actor to respond also.***
-

SUMMARIZE FOR STUDENTS:

- *Emotions often arise in response to experiences, or triggers.*
- *We experience feelings in the body.*
- *We often express emotions through facial expressions and body language.*

Invite other students (pairs or individuals) to participate by choosing one of the emotions that was written on the board and acting out a situation that might trigger that emotion. As students gain facility with this, add in an additional challenge by limiting what they can use to express the emotion: a facial expression only or body language only.



TEACHING TIP



Save the list of student-generated emotion words for later use.

TEACHING TIP



If students are having difficulty naming the emotions, try scrambling the letters of the words on a whiteboard or chart paper.

★ DIFFERENTIATION

Display images of the faces and bodies showing several emotions. Let students pair up to play Charades using those emotions. Have them try expressing one of the emotions in a variety of ways: by using only a facial expression, only body language, or with both. Debrief the activity as a class using questions such as the following. As you discuss these questions, use them to help students cultivate greater emotional self-awareness;

- *If you really feel [anger], how does it feel in your body?* [Invite students to share if they feel comfortable.]
- *How would you respond to someone whose face showed a sad emotion? What about fear?* [The hope is students will mention compassion as a response.]
- *Do you think we are always aware of what we are feeling?*

*MINDFUL MOVEMENT / 20 mins

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

Have students stand in Mountain pose and invite them to place their hands on their Anchors and, if it feels comfortable for them, to close their eyes. Tell students that if closing their eyes does not feel comfortable, they may simply look toward the ground instead. Then lead students in taking a deep breath. Ask them to observe their inner experiences and identify what they are feeling at that moment:

- *Take a moment to observe what feeling you're experiencing. There's no need to do anything to change it, simply notice what you are experiencing.*
- *And now check in to see whether you notice any physical sensations that are associated with that emotion. You might notice a feeling of tightness in your stomach or jaw. Or you might be experiencing butterflies in your stomach. Or you might notice a feeling of warmth in your chest and smile on your face. Check in to see how your body is expressing the emotion that you noticed.*

Fresh Start Sequence/A Moody Start (UNIT 1, LESSON 3)

Invite students to continue exploring how people use body language to express emotions by using one of the options below. Lead students through the sequence at least three times.

- **Option 1:** Invite students to express an emotion during the whole sequence. For example, they could create a sad sequence by creatively expressing sadness in all of their movements and poses. Change the mood for each round of the sequence.
- **Option 2:** Assign emotions to two or more specific poses (e.g., happy Sunrise, sad Sunset, disgusted Dog, melancholy Monkey, etc.). Add in additional emotions each round.

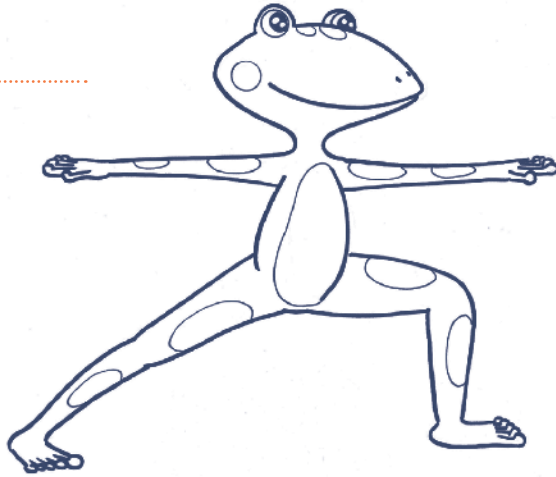
Throughout the sequence, invite students to pause and notice the physical sensations they experience when they express specific emotions.

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

As students stand in Mountain pose, explain that three of the new standing poses for today go together in a series. They are called Surfer, Wave A, and Wave B.

Tell students that since these poses are new, it's possible that they might experience new physical sensations when they learn them.

Invite students to pay attention to the signals their bodies are sending as they learn the sequence.

SURFER**Surfer** new

Before you guide students into Surfer pose, tell students that now that they know how to observe their physical sensations, you'd like them to notice one comfortable sensation they experience as they learn the new pose.

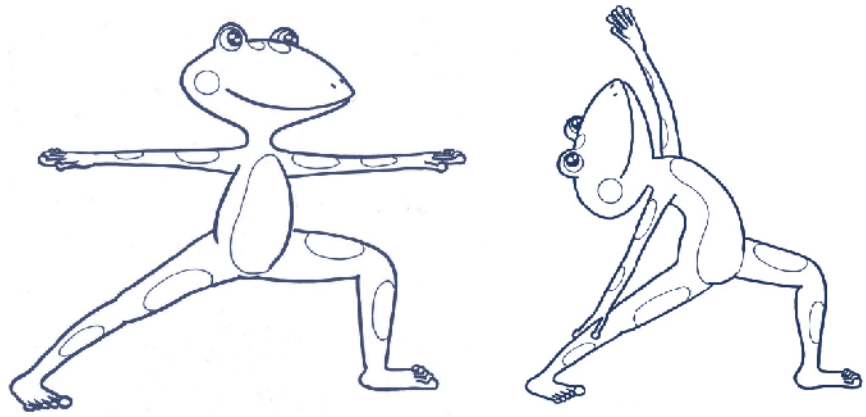
Model and guide students through the new pose using the following cues as reference:

1. **Begin in Standing Starfish pose.**
2. **Notice if your feet are so wide apart that it is uncomfortable to stand and keep upright—then you know to bring your feet in a bit. Notice if your feet are too close—are you able to move them out without losing your ability to press firmly down evenly through both your feet?**
3. **Inhale: Turn the right foot to face the short edge of the mat.**
4. **Exhale: Bend the right knee over the ankle (adjust width of your stance if needed to ensure your knee does not move out over the toes); turn the head to look out over the right fingertips.**
5. **Hold the pose for three to five breaths.**
 - **Breathing in, fix your attention forward, like a surfer watching where the wave will take you.**
 - **Breathing out, squeeze the belly gently and press your feet down firmly, holding your body strong on your surfboard.**
 - **Breathing in, reach the arms out even wider—imagine stretching them the length of your surfboard!**
 - **Breathing out, sink the shoulders down away from the ears and sink the hips down, deepening the lunge.**
6. **Exhale and turn both feet to face forward and then jump or step back to Mountain pose (unless you are proceeding to Wave A and/or Wave B).**

Pause and ask questions such as the following to help students observe their physical experiences:

-
- *What comfortable sensation did you observe?*
 - *Which part of your body was speaking to you?*
 - *Was the signal loud like a shout or quiet like a whisper?*
-

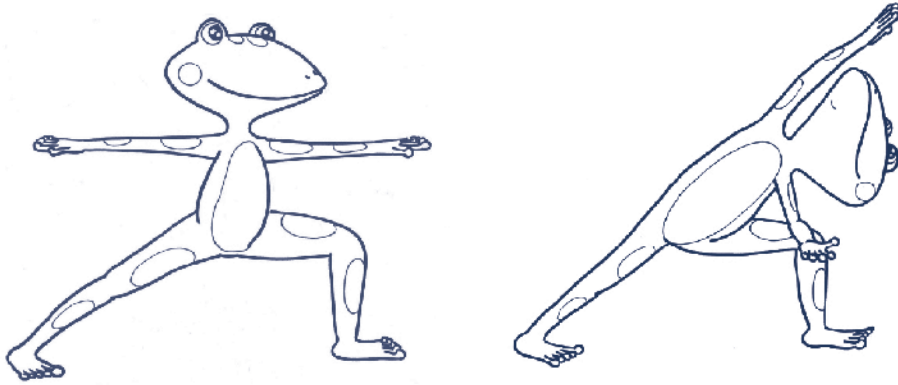
WAVE A



[OPTIONAL] **Wave A** new

From Surfer pose, guide students into Wave A pose using the following cues as reference:

1. **Inhale:** Without moving the legs, turn the right palm to face up and lift it up above the head, tilting the head slightly to look up at the palm.
2. **Exhale:** Allow the left hand to rest on the hip or left calf as you bend through your side.
3. **Take three to five breaths, holding the pose.**
 - **Breathing in,** keep the right fingertips reaching toward the ceiling.
 - **Breathing out,** keep the right knee bent, both feet pressing down into the mat.
 - **Breathing in,** let your breath expand your ribs on the right side.
 - **Breathing out,** gently pull the belly button toward the spine to support the back.



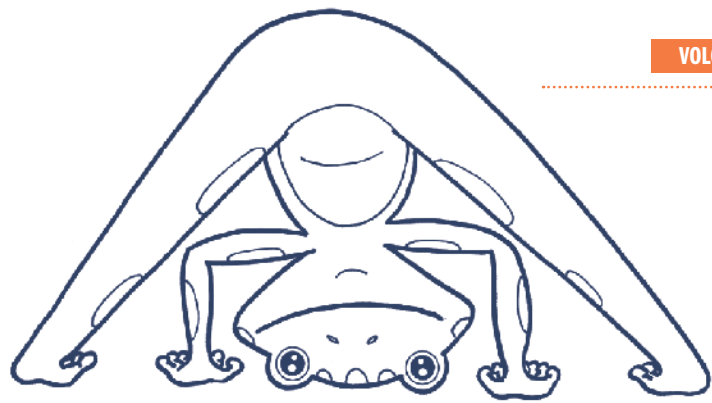
WAVE B



[OPTIONAL] Wave B new

Guide students back to Surfer pose so that they can watch you model Wave B. (After the first time, you can go straight from Wave A to Wave B and skip this step.) Model and guide students through the pose using the following cues as reference:

1. **Inhale:** Lengthen spine and arms, standing strong in Surfer pose.
2. **Exhale:** Rest right forearm on right thigh, leaning torso over the right knee.
3. **Inhale:** Lift the left arm up and extend out over the left ear like a wave sweeping over from behind the surfboard.
4. **Hold the pose for three to five breaths:**
 - **Breathing in,** imagine the line from the left foot to the left fingertips growing longer.
 - **Breathing out,** press the feet deeply onto the mat like you are pressing your surfboard down against the ocean water.
5. **Inhale:** Reach back with the left arm and lift out of the pose, returning to Surfer pose.
6. **Exhale:** Turn both feet to face forward, standing strong and stable.
7. **Repeat Surfer, Wave A, and Wave B on the left side.**
8. **Exhale:** Turn both feet to face forward and jump or step back to Mountain pose, bringing your hands to your sides.



Volcano new

Before you guide students into Volcano pose, invite them to notice any uncomfortable sensations they experience as they learn the new pose. Use the following cues as reference:

1. **Begin in Mountain pose.**
2. **Inhale:** Hop or step feet wide open, hands on hips.
3. **Exhale:** Fold forward from the hips, sliding hands down the legs to rest on the shins, ankles, or the floor.
4. **Inhale:** Lift head and heart, lengthening the spine from tailbone to crown and looking forward.
5. **Exhale:** Lower head down, press feet into mat, and lengthen legs from soles of the feet to hips.
6. **Hold the pose for three to five breaths:**
 - **Breathing in,** feel the expansion of the breath lengthening the torso.
 - **Breathing out,** feel your muscles relaxing into the pose.
 - **Breathing in,** engage the legs, pressing feet deeper into the mat.
 - **Breathing out,** allow the muscles in the legs to relax.
7. **Inhale:** Bend the knees slightly and lift upper body to return to standing.

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

Pause in Mountain pose and invite several students to share what uncomfortable sensation they noticed in Volcano pose. Use questions such as the following to help students observe their physical experiences.

-
- **What uncomfortable sensations did you experience?**
 - **Which part of your body was speaking to you?**
 - **Was the signal loud like a shout or quiet like a whisper?**
 - **What could your body be communicating to you through uncomfortable sensations?** [Answer: letting you know your limits; letting you know about an injury or an area of tension]
-

Listening to Our Bodies

Describe for the students an uncomfortable sensation you are experiencing and then model how to respond to physical discomfort with kindness and compassion. For example:

- *The standing postures we've been learning today build strength in our legs, so my leg muscles are feeling tired and tense. Check in with some mindfulness to notice if you're getting any signals like that from your legs. When I pay attention with curiosity and kindness, I notice that my legs are telling me they need rest (or maybe a stretch).*

Invite students to share ideas about how you could respond with care and compassion.

> **OPTIONAL:** Then invite students to sit down on their mats and tell them that next they'll do a sitting pose to give them some rest and a gentle stretch.

SEATED FORWARD FOLD



[OPTIONAL] Seated Forward Fold new

Guide students into the pose the following cues as reference:

1. **Begin seated. Extend legs in front of the body; place hands on outside of legs. (Knees can remain slightly bent if straightening the legs is uncomfortable.)**

2. **Inhale:** Lengthen the spine to sit up tall, with the crown of the head lifting toward the ceiling.
3. **Exhale:** Fold forward, walking hands toward feet, and allowing them to rest on thighs, shins, or toes. Relax your head, neck, and shoulders.
4. **Take three breaths, holding the pose.**
 - **Breathing in,** imagine the spine lengthening.
 - **Breathing out,** imagine muscles in the legs relaxing from hips to ankles.
 - **Breathing in,** feel the breath expanding the belly and ribs against legs.
 - **Breathing out,** let the belly, chest, and head sink downward over the legs.
5. **Inhale:** Return to seated.

Invite students to explore the value of uncomfortable sensations and how they might respond to them with care and compassion. Use questions such as the following to help guide the discussion:

-
- *Is it okay to experience uncomfortable sensations during Mindful Movement or other exercise?*
 - *Why might it be good to experience an uncomfortable sensation? (Review that it could be letting you know important information about your body. It could be telling you that you're getting close to a limit, letting you know you need rest, etc.).*
-

Conclude by explaining that even when they listen to their bodies with mindfulness, they might not know exactly what their bodies are telling them or what their bodies need, and that's okay because the more they pay attention with mindfulness, the more they will learn and be able to respond with care.

Closing Sequence (UNIT 1, LESSON 1)

Guide students through the sequence.

Invite students to listen to any signals their body might be giving them through comfortable or uncomfortable sensations during the closing sequence.



REST AND REFLECTION / 8 mins

Tell students:

- *Take a look around the room. Then lie down in a way that feels safe and comfortable for you. Close your eyes if it's comfortable. If you would rather not close your eyes, you can find one place to rest your eyes.*

Mini-Body Scan

Lead students in a Mini-Body Scan, using the following script as reference. Take your time, pausing between cues for students to observe and notice their bodies. Encourage them to take a break and breathe or move any time they need to if the practice is uncomfortable.

- *While we rest our bodies, let's check in with them to notice how they feel. Let's imagine that our attention is like a flashlight inside our minds.*
- *First, let's see if we can shine that light on our feet. Without looking at them, notice where your legs and feet are touching the ground. Notice if they are heavy, still, or restless. Can you feel your knees? What about your toes? Do you notice any comfortable or uncomfortable sensations in the muscles of your feet or legs?*
- *Now we'll move our attention all the way up to our bellies and chests. Can you notice your breath moving your belly or your chest? What other sensations do you notice?*
- *Moving on, imagine shining that light down one arm and then the other. Where are they and how do they feel? Which parts of your arms and your hands are touching the floor? Are they warm or cool? Do you notice any comfortable or uncomfortable sensations in the muscles of your arms? Simply notice and breathe.*
- *Shine the light of your attention over your neck and shoulders. What do you notice there? Do you notice any comfortable or uncomfortable sensations in the muscles of your neck and shoulders?*
- *Finally, let's move our attention up to the head and face. What does your head feel like resting where you are? Does your face feel relaxed or is there some other expression there?*
- *Now that you've paid some attention to your body, turn off the imaginary flashlight, and simply rest.*

Allow one to two minutes of Rest.

- *Take a moment to check in with yourself. When you pay attention and listen to your body, what do you notice? Invite learners to share with the group or in their journals.*

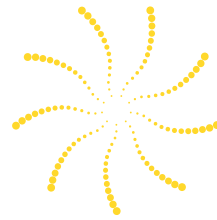
TAKE-HOME PRACTICE

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



Lesson 4

WHEN EMOTIONS HELP US



Goal Statement

Students will learn that it is okay to experience uncomfortable emotions sometimes and that uncomfortable emotions often have important messages. Then they will explore the information they can learn from uncomfortable emotions.

Essential Question

Why do I experience uncomfortable emotions?

“I Can” Statement

I can explain why it is okay to experience uncomfortable emotions.

Key Learning Objectives

Students will know...

- Uncomfortable emotions are okay to experience and often have important messages.

Students will be able to...

- Identify the intensity of an emotion.
- Reflect on uncomfortable emotions with curiosity and kindness.

Materials

- Images of a thermometer showing different degrees of hot and cold
- Painter's tape to demarcate three zones: cold, warm, and hot
- [Optional] Painter's tape to outline a thermometer next to the three zones

Preparation/Setup

- Preload images of a thermometer showing different degrees of hot and cold.
- Use painter's tape to demarcate three zones: cold, warm, and hot.
- [Optional] Use painter's tape to outline a thermometer next to the three zones.

New Vocabulary

Degrees
Intensity
Message

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

Calming and Focusing

Check-In

Take 5 Breath

Mini-Body Scan

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.

CHECK-IN / 3 mins

Check-In

As the Focusing bell quiets, lead students in a brief Check-In.

- *Let's take a moment to check in with our minds and bodies. With your hands on your Anchors, ask yourself, "How am I today?" "How am I feeling right here and right now?" Take a moment to notice.*
- *Do you notice any emotions?*
- *Is your body comfortable or uncomfortable?*
- *Is your mind busy, distracted, calm, focused?*
- *Now relax your attention and simply breathe until you're ready to look up.*

Invite students to record a few notes about how they are feeling in their journals and to share if desired.

DEGREES OF EMOTION / 15 mins

Show images of thermometers indicating different degrees of hot or cold. Ask students what the word **intensity** means and how they would apply it (how they would decide which is intense heat versus moderate heat, etc.).

Then invite students to brainstorm how to apply degrees or levels of intensity to emotions. Ask students questions such as the following to help them explore this concept:

-
- **What is a word that means you feel only a little bit [angry]?**
 - **Can you think of other words that express just a little bit of [anger]?**
 - **What's a word that would say you feel very, very [angry]?**
-

Point out the tape that you've placed on the ground and invite students to imagine that it is a thermometer. Use the thermometer to demarcate three zones: cold, warm, and hot. Discuss how these regions might relate to the word **intensity** and help them conclude that the hotter regions reflect greater degrees of intensity.

Tell students that you're going to read an emotion word aloud and you want them to determine whether they experience that emotion as a little emotion, a medium emotion, or a big emotion. In other words, you want them to determine how intense that emotion is.

Tell them you want them to move to the zone that reflects the intensity of the emotion. Model this for students by asking them where you might stand for the word **frustrated**, where you might stand for the word **angry**, and where you might stand for the word **furious**.

Tell them that when they get to the appropriate zone, you want them to create a whole body expression of that emotion (using facial expressions and body language). Start slowly at first, then once students get the hang of it, make it fun by reading the emotion words quickly so that students move between the various zones at a fast pace.

Periodically pause the game and ask students to imagine why that emotion might visit someone. Ask students to share triggers that might lead to the emotion they are expressing. Accept all answers. Help students notice that not everyone would respond to the same trigger in the same way, so it is important to notice what their own personal triggers are.

Additionally, point out similarities and differences in how students use body language to express various emotions.

As the game progresses, continue to read emotions at a fast pace to keep students engaged. If it seems appropriate for your student group, invite volunteers to yell out emotions for students to embody.

To conclude, invite students to reflect on the experience by asking them questions such as the following:

-
- ***Was it comfortable or uncomfortable to act out x emotion?***
 - ***What are some situations in which [uncomfortable emotion] might help us? (For example, fear can help us avoid dangerous situations.)***
 - ***How can we use mindfulness to learn about uncomfortable emotions? (Observe them with curiosity and kindness; ask why they are visiting.)***
-

Help students conclude that experiencing uncomfortable emotions isn't bad and that they often send us important messages.

Revisit a few of the emotions and triggers from the game. Discuss with students what the emotion might be telling you. Consider role-plays where

a student plays the emotion and you ask questions with curiosity and kindness, like: *Is there something you want to tell me? What do you need? How can I help you?*



MINDFUL MOVEMENT / 20 mins

Introduction

Post an image of a thermometer and a wave side by side. Tell students that emotions can often feel like waves: they rise in intensity, and then they fall.

Trace your finger up one side of the thermometer and then down the other as you do so to help students visualize a wave.

Tell students that some emotional waves feel really big, while others feel small. Some can feel scary at first; others are fun. Ask them: Can you remember a time when it felt fun to surf a wave of emotion?

Tell students that in this lesson they're going to learn how to use their breath to help them surf waves of emotions.

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

Have students stand in Mountain pose and invite them to place their hands on their Anchors and, if it feels comfortable for them, to close their eyes. Tell students that if closing their eyes does not feel comfortable, they may simply look toward the ground instead. Then lead students in taking a deep breath. Ask them to observe their inner experiences and identify what they are feeling at that moment.

- *Take a moment to observe what feeling you're experiencing. How big is the wave of emotion? Is it a small ripple? Is it as big as a tsunami? There's no need to do anything to change the emotion, simply notice what you are experiencing.*

Take 5 Breath

Tell students that today they're going to learn the Take 5 Breath. Tell them that they can practice the Take 5 Breath any time they are surfing waves of emotions.

.....

TEACHING TIP



Invite students to rank the size of the wave of emotion they notice by using their hands to hold up a number between one and five. Use this to transition to Take 5 Breath.

.....

- *Today we're going to practice Take 5 Breath. This is a great practice to help you surf waves of emotions.*
- *Begin by holding your right hand in the air. Spread your fingers on your right hand out wide. Now take the pointer finger of your left hand and place it on your right wrist, near the outside of your right thumb.*
- *We're going to take five breaths. Each time we breathe in, we're going to trace one finger up to the top of our fingernails, imagining that we are riding a wave to its peak. Each time we breathe out, we're going to trace the other side of that finger back down to the hand. As we do so, we'll imagine surfing the wave all the way to the shore.*
- *Let's try it.*
- *As you breathe in, imagine the wave rising as you trace the first half of your thumb with your pointer finger. Pause at the top of your fingernail. As you breathe out, imagine surfing down the second half of your thumb all the way to the shore. Pause between your thumb and your pointer finger.*
- *As you breathe in, ride the wave up the first side of your pointer finger. Pause. As you breathe out, surf down the second side of your pointer finger. Pause.*
- *Take another breath in as you trace the first half of your middle finger. Pause for a moment. Take another breath out as you trace the second half of your middle finger. Pause for a moment.*
- *Breathe in as you ride the wave up the first side of your ring finger. Pause. Breathe out as you surf down the second side of your ring finger. Pause. The waves are getting smaller now.*
- *Breathe in as you ride the wave up the first half of your pinky. Pause. Breathe out as you surf down the second half of your pinky. Pause.*
- *Let's pause here to notice what feelings we're experiencing. How big are the waves now? Do you notice any changes?*

Fresh Start Sequence (UNIT 1, LESSON 3)

Tell students that they don't have to be sitting still to use their breath to surf waves of emotions. They can use their breath to help them stay calm and focused when they are walking to school, playing in a sports game, or even taking a test. Invite students to practice using their breath to surf waves of emotions while they practice the Fresh Start Sequence today. Each time they inhale, they should imagine riding a wave to its peak, and each time imagine surfing the wave to the shore.

Lead students through the sequence two to three times. Once students gain facility with the breathing portion of this practice, invite them to notice whether the waves are getting bigger or smaller during various portions of the practice. Consider modeling this for students first.

Surfer (UNIT 2, LESSON 3)

Lead students through the pose and invite them to share what emotion they're surfing and how big the wave is. Invite them to focus on their breathing as they ride the wave to the shore.

Wave A (UNIT 2, LESSON 3)

Lead students through the pose.

Wave B (UNIT 2, LESSON 3)

Lead students through the pose.

[OPTIONAL] **Seated Forward Fold** (UNIT 2, LESSON 3)

Guide students into the seated Forward Fold and hold for five breaths. Tell students:

- *In this Forward Fold, let's take a moment to ask your body what it needs so that you can respond with compassion. What does your body have to say about this stretch? Take two deep breaths, focusing on how your legs feel here.*

Allow time for two breaths, modeling the breaths for the students.

- *Do your legs feel tight, like you want to stretch deeper? If so, offer your body a deeper stretch. Or perhaps your legs feel overstretched and uncomfortable? If so, maybe you consider bending your knees to make the stretch less intense.*
- *Pause here to notice what it feels like to treat your body with kindness.*

Closing Sequence (UNIT 1, LESSON 1)

Guide students through the sequence.



REST AND REFLECTION / 8 mins

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

Mini-Body Scan (UNIT 2, LESSON 3)

Tell students that again they are going to practice a Mini-Body Scan during Rest. Invite them to imagine that they are observing their physical sensations with curiosity and kindness, noticing if there is any message their body is sending or anything they can learn. Lead students in the Mini-Body Scan using the script from Lesson 3 as reference.

Allow one to two minutes of rest.

As students line up to leave class, invite them to take one more deep breath in and then one more loud exhale. Ask students to imagine that they are breathing out any discomfort or tension they feel before they go to their next class.

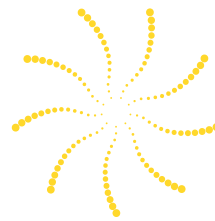
TAKE-HOME PRACTICE

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



Lesson 5

MY BEST SELF



Goal Statement

Students will explore what it means to be their best self and complete a self reflection activity to identify some of their own strengths, values, and other features.

Essential Question

What does it mean to be my best self?

“I Can” Statement

I can describe what it means to be my best self.

Key Learning Objectives

Students will know...

- They can always learn new things about themselves.
- Values are important ideas or principles that guide their actions.
- They each have their own way of being their best self, and that might change over time.
- One important part of being their best self is showing care for themselves and others.

Students will be able to...

- Identify strengths, values, and other important aspects of who they are.
- Describe at least one way that they can be their best self.

Materials

- Getting to Know My Best Self template
- Markers, crayons, colored pencils

Preparation/Setup

- Make copies of the template (1 per student).
- Complete an example of Getting to Know My Best Self to display.
- Organize art supplies.

New Vocabulary

Strength
Value
Best Self

New Mindful Movements

Poses

Elephant
Windmill

Sequences

None

Mindful Moments

Calming and Focusing
Check-In
Visualizing My Best Self
Rest and Reflection

CALMING AND FOCUSING / 2 mins

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

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

CHECK-IN / 3 mins**Check-In**

As the Focusing bell quiets, lead students in a brief Check-In.

- *Let's take a moment to check in with our minds and bodies. With your hands on your Anchors, ask yourself, "How am I today?" "How am I feeling right here and right now?" Take a moment to notice.*
- *Do you notice any emotions?*
- *Is your body comfortable or uncomfortable?*
- *Is your mind busy, distracted, calm, focused?*
- *Now relax your attention and simply breathe until you're ready to look up.*

Invite students to record a few notes about how they are feeling in their journals and to share if desired.

GETTING TO KNOW MY BEST SELF / 20 mins

Ask students to recall the meaning of self-awareness. Invite students to share what types of things they have been learning about themselves in this unit so far. Make sure to mention that they have been building body-awareness and that they have also been learning a lot about their emotions (how they feel, what triggers them, etc).

Explain that today you will take a break from emotions because you want them to spend some time getting to know more about themselves and reflecting on what it means for them to be their best self. Invite students to share their ideas about when they are being their best selves. Record ideas, making sure to include some of the following ideas:

- *When you are learning and growing*
- *When your actions reflect your values or what is important to you*
- *When you are doing activities that bring you joy*

- *When you feel safe and healthy*
- *When you feel strong and able to face challenges*
- *When you are showing care and compassion for yourself and others*

Invite students to share specific examples of when they feel like their best self or what they see when they imagine their best self.

Ask some of the following questions for deeper reflection:

-
- ***What does it mean to value something?***
 - ***What are some examples of values?***
 - ***How can your values affect your actions?*** [Check for understanding that values are the ideas or principles that are most important to someone such as caring and compassion, honesty, family, respect, being a good friend, health.]
 - ***Do you think my idea of my best self now is the same as my idea of my best self when I was your age? Is it okay for your version of your best self to change?***
 - ***Can you be your best self right now? Do you feel like your best self today?***
 - ***When is it difficult to be your best self?***
 - ***How can other people help you be your best self?***
-

Explain to the class that they will do an activity to help them get to know their best selves. Pass out the Getting to Know My Best Self templates and give students time to reflect and complete the prompts using words and/or drawings:

- *I have values that guide my actions. I value _____.*
- *I have dreams and purpose. I am hopeful about _____.*
- *I feel safe and peaceful when I _____.*
- *I have interests and skills. I would like to learn _____.*
- *I feel joy when I _____.*
- *I have strengths. I feel strong and capable when I _____.*
- *I show myself care and compassion by _____.*

Invite a few students to share one of their responses.

SUMMARIZE FOR STUDENTS:

- *We can always learn new things about ourselves.*
- *Values are important ideas or principles that guide our actions.*
- *We each have our own ways of being our best selves and those ways might change over time.*
- *One important part of being our best selves is showing care and compassion for ourselves and others.*



MINDFUL MOVEMENT / 20 mins

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

Have students stand in Mountain pose, put their hands on their Anchors, and take a few breaths. Invite them to notice any positive signals or messages the body is sending using questions such as:

-
- *Is the sensation of your breath flowing in and out a pleasant experience?*
 - *Is your body a comfortable temperature?*
 - *Are you looking forward to moving around a bit?*
-

Fresh Start Sequence (UNIT 1, LESSON 3)

Lead students through the sequence twice. During the first round, invite students to notice any signals their body sends them, both comfortable and uncomfortable. Tell them that they don't need to do anything to change what they notice, they should simply observe what they are experiencing.

During the second round, invite students to intentionally place their attention on positive aspects of their experience:

- *Are there any parts of the sequence that feel peaceful, energizing, or calming for you? Are there movements where you feel strong?*

[OPTIONAL] Standing Starfish (UNIT 2, LESSON 1)

Lead students through the pose.

[OPTIONAL] Triangle (UNIT 2, LESSON 1)

Lead students through the pose.

ELEPHANT

**Elephant** new

Tell students that they will learn two new standing poses: Elephant and Windmill. Invite students to notice what it feels like to learn something new.

Model and guide students through Elephant pose using the following cues as reference.

1. **Begin in Standing Starfish pose.**
2. **Notice if your feet are so wide apart that it is uncomfortable to stand and keep upright—then you know to bring your feet in a bit. Notice if your feet are too close—are you able to move them out without losing your ability to press firmly down into the ground evenly through both of your feet?**
3. **Turn the hips to face right, simultaneously turning the right foot toward the right and the left foot about 45 degrees to the right. (Alternative entry into the pose: Face the short edge of the mat, take a big step back with the left foot.)**
4. **Inhale: Put your arms behind your back, and if possible, grasp your elbows with your hands. Lengthen up through your spine.**
5. **Exhale: Press down through both feet and fold the upper body over the right leg without curving your back.**
6. **Hold the pose for three to five breaths:**
 - **Breathing in, imagine the expansion of the breath lengthening the torso.**
 - **Breathing out, imagine you have the weight of an elephant—your head and chest are broad and heavy.**

- Breathing in, imagine strong elephant legs, and press deeply into the ground.
- Breathing out, feel the stretch in the legs.

7. Inhale: Lengthen the spine to lift up from the pose.

8. Exhale: Turn to face the left, repeating the pose on the left side.

9. Inhale: Lengthen the spine to lift up from the pose and then turn the feet to return to Standing Starfish.

TEACHING TIP



Only include one of these elements if it requires minimal effort during the movement practice, i.e., if it can be set up and ready before the movement practice begins.

[OPTIONAL] **Surfer's Awareness**

While holding Surfer pose (Unit 2, Lesson 3), invite students to imagine what a surfer could focus their attention on:

- *Imagine the sounds of the ocean around you, the movement of the waves, the wind on your face, the sunshine, the feeling of the board underfoot rising and falling, etc.*

Invite students to imagine how a surfer would feel doing their favorite activity.

> **OPTIONAL:** Show a brief video clip of surfing or play an ocean sounds audio clip.

[OPTIONAL] **Wave A** (UNIT 2, LESSON 3)

Lead students through the pose.

[OPTIONAL] **Wave B** (UNIT 2, LESSON 3)

Lead students through the pose.

Volcano (UNIT 2, LESSON 3)

Lead students through the pose.

Windmill new

Model and guide students through the new pose using the following cues as reference:

- 1. Begin in Mountain pose. Then step or hop feet wide.**
- 2. Inhale:** Grow tall, feel the space in the front of your body.
- 3. Exhale:** Fold forward, bringing hands to the floor. (Knees can be bent.)
- 4. Inhale:** Press the left hand into the middle of the mat.

WINDMILL



5. Exhale: Twist right, lifting the right hand up to reach toward the ceiling. Look at the right hand.
6. Hold the pose for three breaths.
 - Breathing in, expand across the chest.
 - Breathing out, relax the upper body into the twist.
7. Inhale: Release the twist and place both hands on the mat and press the right hand into the middle of the mat.
8. Exhale: Twist left and lift the left arm into air, reaching toward the ceiling. Look at the left hand.
9. Hold the pose, counting three breaths.
10. Release the twist and place both hands on hips.
11. Inhale: Lift up from the pose. Step back to Mountain.

Ask students to pause during the pose and invite them to notice where they feel strong and where they feel like they need more practice.

Seated Forward Fold (UNIT 2, LESSON 3)

Lead students into Seated Forward Fold and invite them to bring a small smile to their faces. Ask them to notice whether the smile impacts how they feel during the pose.

Closing Sequence (UNIT 1, LESSON 1)

Guide students through the sequence.



REST AND REFLECTION / 8 mins

Visualizing My Best Self

Guide students to find a position where they feel safe and comfortable for Rest. Then lead students in the following visualization to build self-awareness:

- *Begin by closing your eyes, or if it feels more comfortable for you, simply look downward.*
- *Take a few deep breaths, noticing your breath as it moves in and out of your body.*
- *Imagine you are walking to a favorite place, a place where you feel safe and peaceful. When you arrive, look around, and notice where you are. What about this place makes you feel safe and peaceful? What are you doing in this place?*

Give students a few moments to reflect.

- *Now imagine you are getting ready to do an activity you really value, an activity that brings you joy, an activity where you feel strong and capable. What are you doing? Who are you with? How do you feel?*

Give students a few moments to reflect.

- *Now imagine you are surrounded by all the people whom you love and value. Look around. Who is there? How do you feel?*

Give students a few moments to reflect.

- *Now imagine you have traveled a few years into the future. How have you grown? What have you learned? What values are important to you? How are you staying healthy and caring for yourself?*

Give students a few moments to reflect.

- *Now bring your attention back to right here, right now. Notice the weight of your body on the floor. Notice your breath as it moves in and out. Now just let your mind and body rest.*

Allow one to two minutes of Rest.

Invite students to share their reflections with the group or in their journals.

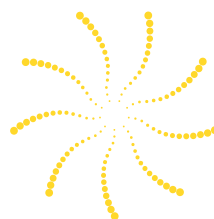
TAKE-HOME PRACTICE

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



Lesson 6

FOOD AND MOOD



Goal Statement

Students will explore the connection between food and mood to understand that the way they feel and their behaviors are connected.

Essential Question

What am I hungry for and why?

“I Can” Statement

I can identify two ways that food and mood are connected.

Key Learning Objectives

Students will know...

- Dopamine is a chemical in their brains that can make them feel good.
- Serotonin is a chemical mostly found in the digestive tract and blood that can make them feel good.
- Emotions can affect their behaviors, including their food choices.
- Their food choices can affect their moods and emotions.

Students will be able to...

- Identify reasons for their food choices and eating behaviors.

Materials

- Side-by-side images of a stomach and a brain
- Foods to Lift Your Mood resource
- Paper
- Pencils
- Song, book, or personal story illustrating the connection between food and mood or between eating and behavior

Preparation/Setup

- Preload side-by-side images of a stomach and a brain.
- Display the Foods to Lift Your Mood resource.
- Set out paper and pencils.
- Prepare a song, book (or excerpt), or personal story that illustrates the connection between food and mood. (See teacher resources.)

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

Calming and Focusing

Check-In

Gratitude

Rest and Reflection

New Vocabulary

Dopamine

Serotonin

Stomach

Brain

Mood

Comfort food

Healthy

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.

CHECK-IN / 3 mins**Check-In**

As the Focusing bell quiets, lead students in a brief Check-In.

- *Let's take a moment to check in with our minds and bodies. With your hands on your Anchors, ask yourself, "How am I today?" "How am I feeling right here and right now?" Take a moment to notice.*
- *Do you notice any emotions?*
- *Is your body comfortable or uncomfortable?*
- *Is your mind busy, distracted, calm, focused?*
- *Now relax your attention and simply breathe until you're ready to look up.*

Invite students to record a few notes about how they are feeling in their journals and to share if desired.

HOW WE EAT / 10 mins

Project side-by-side images of the stomach and the brain, and then connect them in some way. Ask students what the significance of the image is. Tell them they will hear a story, which may be familiar, about a character's food-mood and stomach-brain connection in eating.

Introduce the song, book, or your own personal story to students and instruct them to listen and look for the stomach-brain connection. Then play the song/read the book excerpt aloud to students.

To focus on connections between food and emotions, ask students questions such as:

-
- ***What are some messages the stomach sends to the brain?*** [Answer: I'm full, I'm hungry, I ache. The stomach does not communicate with the brain about anything other than physical sensations.]
 - ***Are we always hungry when we eat?***
 - ***What are some reasons we might eat when we are not hungry?***
 - ***Do you think your emotions can affect your behavior? How do your emotions or your mood affect what food you choose to eat?***
 - ***What is a comfort food and what would you say is your comfort food?***
 - ***How might being aware of the food-mood connection help you stay healthy?***
 - ***We're focusing on food and eating today, but can you think of other times when your emotions affect your behavior?***
-

FOOD MOOD CONNECTION / 15 mins

Write the word **dopamine** on the board and explain that this is a neurotransmitter that promotes a sense of pleasure or well-being. A neurotransmitter is a chemical that sends messages in the brain when it is activated or released. Savoring pleasant thoughts or feelings leads to a release cycle of the neurotransmitter dopamine, which can make us feel good in body and mind.

Write the word **serotonin** on the board and tell students this is another neurotransmitter in their bodies that affects their emotions and moods, and even their ability to sleep well. Ask students to guess where most of their serotonin comes from. Tell them that while serotonin is produced in the brain and gut, 90 percent of it is in the digestive tract and blood and that serotonin is a gut-brain connector!

They may find it interesting to know the stomach is sometimes called the “second brain” because of the important role of serotonin in the gut.

Project or hold up an image of the Foods to Lift Your Mood resource and tell students that eating a healthy diet containing these foods can help maintain healthy serotonin levels in our bodies. Discuss with students the idea that foods affect the way they feel. Solicit observations from their own experience about food affecting the way they feel. For example, ask if they have ever eaten something that made them feel tired or grumpy or eaten something that helped them feel better. Return to the link between food and serotonin to reinforce their understanding that what we eat affects how we feel in body and mind. Emphasize that this means food can be another example of a trigger for our emotions or mood.



Have students get into groups of three to four and provide each group with paper and a pencil. Ask the group to identify their group's top three choices on the food chart that they would like to try together, and to discuss why (e.g. they are curious/have not had the opportunity to try it; it's already a favorite/something they are comfortable with). Instruct them to write them down on their paper and rank them from 1 to 3 where 1 is their top choice. Let each group share its top three food choices with the class and why they chose them. When the groups share, make sure to note any food-mood or emotion-food choice connections that they convey.

Collect the papers to use the most common top three food choices for the next lesson's Mindful Eating activity.



MINDFUL MOVEMENT / 15 mins

Tell students:

- ***Today we learned about how what we eat can affect the way we feel. It's also true that what we think about or pay attention to can affect our moods. Scientists have determined that practicing gratitude helps our brains produce both serotonin and dopamine. In fact, intentionally noticing and focusing on what we feel thankful for can trigger feelings of happiness and well-being. We will try this out during Mindful Movement today.***

[OPTIONAL] Cat/Cow (UNIT 1, LESSON 1)

Lead students through this mini-sequence.

[OPTIONAL] Dog (UNIT 1, LESSON 1)

Lead students through this pose.

[OPTIONAL] Mountain/Sunrise (UNIT 2, LESSON 1)

Lead students through this mini-sequence.

Fresh Start Sequence (UNIT 1, LESSON 3)

Lead students through the sequence twice.

During the first round, invite students to notice any uncomfortable sensations they experience and to practice noticing those sensations with mindful curiosity. If necessary, brainstorm with students how they might do this before you begin, reminding them to treat their bodies with care.

During the second round of the sequence, invite students to notice positive aspects of their experience, observing any comfortable sensations and pleasant feelings that come up with mindful curiosity. Remind students that they do not have to force themselves to ignore uncomfortable sensations or pretend to like them. They may still notice uncomfortable sensations, but they are also being intentional about noticing the comfortable and pleasant experiences that they may sometimes miss.

Ask students if there's anything about this practice for which they feel thankful. Tell them it's okay if there is not, but to notice if there is.

Standing Starfish (UNIT 2, LESSON 1)

Lead students through the pose and model what it's like to intentionally notice the positive aspects of your experience even while you notice an uncomfortable sensation. For example:

- *I notice that my neck feels very stiff today and it is sending me some uncomfortable signals, but I also notice how grateful I am to be here with you all and how much fun I'm having practicing movement with you.*
- *I notice that when I focus on this feeling of gratitude, I experience a happy feeling, even though my neck is still a bit sore. I'm not ignoring my neck, but I'm also noticing and paying attention to the parts of this practice that are pleasant.*

[OPTIONAL] **Triangle** (UNIT 2, LESSON 1)

Lead students through the pose.

Elephant (UNIT 2, LESSON 5)

Lead students through the pose and while holding the pose, invite them to notice any parts of the practice they are enjoying or that feel good for their bodies:

- *Are there any parts of this pose that you enjoy or that feel good for your body? Is there any part of this stretch for which you feel grateful? Or is there a reason you feel grateful for your body while practicing this pose?*
- *Whatever you're feeling is okay, even if you don't feel any enjoyment or gratitude right now. But if you do feel any thankfulness, really notice what that gratitude feels like.*

Surfer's Awareness

While holding Surfer pose (Unit 2, Lesson 3), invite students to imagine the positive experiences that a surfer could focus their attention on:

- *Imagine the sounds of the ocean around you, the movement of the waves, the wind on your face, the sunshine, the feeling of the board underfoot rising and falling.*

TEACHING TIP



Only include these elements if it requires minimal effort during the movement practice (if it can be set up and ready before the movement practice begins).

Invite them to notice what it feels like to imagine these positive experiences.

> **OPTIONAL:** Show a brief video clip of surfing or play an ocean sounds audio clip.

Closing Sequence (UNIT 1, LESSON 1)

Guide students through the sequence.



REST AND REFLECTION / 8 mins

Remind students:

- **What they notice and appreciate affects how they feel.**
- **They can choose where they place their attention.**

Tell students that they are going to practice placing their attention on positive experiences during Rest today. Emphasize they aren't forcing themselves to feel pleasant emotions or gratitude, they are being intentional about noticing them when they do come up.

Invite students to find a comfortable position for Rest.

Gratitude

Guide students through a gratitude practice using the following script as reference:

- *Begin by closing your eyes, or if it feels more comfortable for you, simply look downward and focus your attention on one spot.*
- *Now take a deep breath in. As you breathe out, allow your entire body to relax.*
- *Wonderful. Let's do that one more time. Take a deep breath in. Then, as you breathe out, let your whole body relax.*
- *Now, remember a time in school when something went really well for you. Maybe you made a new friend, or did well in a sports game or performance, maybe you really loved a game you played in class, or you had a really fun time at lunch. Pick one memory and focus your attention on it.*

Have students silently signal when they have a positive memory in mind.

- *Take a moment to explore this memory in detail.*
- *Pretend that you are slowly turning your head left and right and notice everything you see. What do you see?*
- *Now focus your attention on what it feels like in this memory. Are you inside or outside? Is the air warm or cool? Do you notice a sense of happiness somewhere in your body?*
- *And now notice if you hear any sounds when you explore this memory in your mind.*
- *Now notice who or what made this positive experience possible. Maybe the lunch staff spent several hours preparing food for you to eat. Or maybe a friend agreed to play with you and do something fun.*

- *Notice what it feels like for someone to act kindly toward you. Do you feel thankful? Do you feel caring toward this person? Do you feel a sense of gratitude? Notice whatever pleasant feelings are coming up as you remember.*

Give students at least ten seconds to silently notice their feelings.

- *Now take a deep breath in, and as you breathe out, allow your entire body to relax.*
- *Notice what it feels like to remember a positive experience in this way.*

Allow for a few moments of silence.

- *With your eyes closed or looking downward, take a moment to check in with yourself. What was this experience like for you? Do you feel differently after this practice?*

Allow for a few moments of silence.

Then ring the chime and invite students to open their eyes and slowly return to a seated position.

Invite students to share their reflections as a group or in their journals.

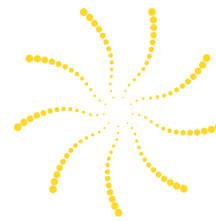
TAKE-HOME PRACTICE

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



Lesson 7

SAVORING THE DELICIOUS



Goal Statement

Students will use Mindful Eating to practice intentionally focusing their attention on positive experiences.

Essential Question

Why do I experience feelings?

“I Can” Statement

I can demonstrate Mindful Eating.

Key Learning Objectives

Students will know...

- What they notice and appreciate affects how they feel.
- They can choose where they place their attention.

Students will be able to...

- Use their senses to explore the feel, smell, and taste of a new food.
- Practice Mindful Eating.

Materials

- Foods to Lift Your Mood resource
- Food item (1 per student)
- [Optional] Mindful Eating script

Preparation/Setup

- Display the Foods to Lift Your Mood resource.
- Prepare one food item per student.
- [Optional] Review the Mindful Eating script.

New Vocabulary

Savor/savoring
Delicious
Mindful eating

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

Calming and Focusing

Check-in

Movement Lab: Discovery (Parts 1–3)

Mini-Body Scan

Mindful Eating

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.

CHECK-IN / 3 mins

Check-In

As the Focusing bell quiets, lead students in a brief Check-In.

- *Let's take a moment to check in with our minds and bodies. With your hands on your Anchors, ask yourself, "How am I today?" "How am I feeling right here and right now?" Take a moment to notice.*
- *Do you notice any emotions?*
- *Is your body comfortable or uncomfortable?*
- *Is your mind busy, distracted, calm, focused?*
- *Now relax your attention and simply breathe until you're ready to look up.*

Invite students to record a few notes about how they are feeling in their journals and to share if desired.



MINDFUL MOVEMENT / 20 mins

Tell students:

- **Today we are going to explore how what we notice and pay attention to can affect how we feel. Sometimes, our uncomfortable or unpleasant feelings can be much more powerful at grabbing our attention than our pleasant or comfortable feelings. Today we are going to intentionally notice our comfortable or pleasant feelings and experiences. This is called savoring.**
- **In this session, we will do Mindful Movement! We will conduct a**

Movement Lab in which we will experiment with movement in a few new ways. This Movement Lab will follow a different format than usual, and it requires your attention, participation, creativity, and leadership skills.

NOTE This session opens with a student-directed warm-up sequence, followed by the Fresh Start Sequence. Then a series of Movement Lab activities takes the place of the series of standing poses. This is followed by seated stretches and the Closing Sequence as usual.

[OPTIONAL] **Mini-Sequence Warm-Up**

Ask students to recall the mini-sequences they practiced in Unit 1. Ask for a volunteer to name one of these sequences and lead the class in the sequence. Support students in giving instructions for the sequence, guiding the class to repeat the sequence three to five times at a pace of one breath per movement. Repeat this for two or three more mini-sequences.

Fresh Start Sequence (UNIT 1, LESSON 3)

Lead students through the sequence.

Movement Lab: Sharing and Savoring

Divide students into groups of about five. Then explain that in this activity they will be sharing and savoring their favorite poses with their classmates. They will take turns being the leader and follow these three steps:

- 1. First, tell the group the name of your favorite pose.**
- 2. Second, instruct your classmates on how to get into the pose.**
- 3. Third, while your peers hold the pose, tell them why it's your favorite. Think about why this pose feels good for your body. Tell your classmates what they should pay attention to, notice, or savor the pose.**

Review the instructions by asking students to volunteer to repeat the three steps back to the class. Then invite students to begin.

Time this activity so that everyone in each group gets a chance to lead. Give each student about one minute. Ring the bell each minute when it's time for the next person to start. Note that students should be moving from one pose to another without down time between them.

[OPTIONAL] **Movement Lab: Creative Movement**

Before disbanding groups, guide students in creating a new pose to represent an emotion.

Students will work with their groups to decide on one emotion. Give them no more than one minute to decide.

Then they will use input from all group members to create a pose to represent this emotion. Encourage groups to be creative—this pose doesn't have to be anything like any of the poses they've learned in this class. They should use their whole bodies, brainstorming how this emotion might be expressed from head to toe. Give the group a few minutes to process and create.

Finally, have each group teach their pose to the class, letting the class guess the emotion.

Movement Lab: Discovery

Return the class to their individual mats. Invite students to vote on their least favorite standing pose. Then guide students into that pose. Ask students to imagine that they have never practiced this pose before and that they are discovering it for the first time.

1. **Part 1:** Lead a Mini-Body Scan practice in this pose, encouraging students to notice the sensations in their body in this pose, noticing both comfortable and uncomfortable sensations.
2. **Part 2:** Ask students to use body-awareness to focus on the one aspect of the pose they like least or find most uncomfortable (e.g., the stretch or exertion of a particular muscle or the way the breath feels). Focusing on this sensation as the object of attention, practice the three steps for strengthening the mindfulness muscle. Students should approach this with an attitude of curiosity and discovery, like they are investigating this particular sensation. Allow students to take a few breaths, practicing in silence. Remind them that they do not need to like the sensation, they are simply noticing it.

After the first two mindfulness practices, ask students to listen to any signals they are getting from their bodies. Can they make any small changes to make the pose more comfortable while keeping their alignment?

Take a break from this pose by standing in Mountain pose for three breaths. Return to the pose. If this is a pose where you should alternate sides, do so at this time.

3. **Part 3:** Repeat the mindfulness practice from Part 2, this time instructing students to focus on the one aspect of the pose that they find most pleasant. Encourage them to savor this part of the pose with each breath. Allow students to take a few breaths, practicing in silence.

Return to Mountain pose. Elicit brief reflections on what students discovered when they turned their mindfulness to the pose in Parts 1, 2, and 3. Focus on discovery: Help students identify new observations of sensations of the pose and new understandings about what is pleasant/unpleasant for them in the

pose. Communicate that the goal of this discovery practice was to develop deeper body-awareness and a better understanding of the pose and that it is okay if they still dislike the pose.

Closing Sequence (UNIT 1, LESSON 1)

Guide students through the sequence.



MINDFUL EATING / 20 mins

Project or hold up the Foods to Lift Your Mood resource from the last lesson and briefly review that these foods help maintain serotonin levels in the gut. Remind them that they indicated their top three foods from the chart, and tell them they will get to experience one of the overall top three in a new way today by savoring them through Mindful Eating.

NOTE *Make sure to have a choice of a couple of foods in case a student really does not like one of them.*

Post and review the steps for strengthening the mindfulness muscle from Unit 1 Lesson 1. Explain that the object of their mindful attention will be the food, and they will be using their senses to pay attention to the food. Remind them that when they catch their minds wandering, they simply bring their attention back to the food.

Pass out the food item, instructing students to leave it in front of them until further instructions. Lead a Mindful Eating practice using the following script as reference:

- *Today we're going to practice Mindful Eating.*
- *Begin by placing your hands on your Anchors and noticing your breath.*
- *Let's take a moment to think about all five of our senses. We have the ability to see, smell, hear, touch, and taste.*
- *Today we're going to practice eating using all five of our senses to experience the food.*
- *Remember not to eat the [food item] until I tell you.*
- *First, take a moment to examine the [food item] with your eyes. Look at it up close. Now, look at it from another angle. Try looking at just a part*



of the [food item]. Then look at the whole thing. Does your experience with the [food item] shift as you examine it from different perspectives?

- Now explore the [food item] with your nose. Bring it toward your nose and take a small sniff. Now breathe it in deeply. Move it farther from your nose and then bring it back closer. Notice whether the smell changes at all when you do so. Notice whether you find the smell pleasant or unpleasant.
- Now take a moment to listen to the [food item]. Does it make any noise? Place your ear up close. Do you hear anything?
- Now lightly touch the [food item]. Push on it. Gently squeeze it. Does it change its form when you push on it?
- Slowly bring the [food item] to your lips. Before putting it in your mouth, notice what happens inside your mouth. What does your mouth want to do?
- Now begin to taste the [food item] very slowly. First simply lick the [food item]. Then, place a small amount in your mouth and let it slowly dissolve. Does the taste change as you hold it in your mouth?
- Pause for a moment before you take the next bite.
- Then practice chewing slowly and deliberately. Notice how your tongue feels. Notice the [food item] going down your throat toward your stomach. Feel the sensations that arise throughout your body as you eat the [food item].
- Now take a deep breath in, and then let it out. Notice how you feel after that experience.

To focus on the benefits of eating their food mindfully, ask students questions such as:

-
- **How is savoring food similar to savoring the good in actions, feelings, and experiences?**
 - **Why might food be more satisfying if it is eaten mindfully?**
 - **What did you notice about the look, smell, or taste of the food that you hadn't before?**
 - **Can you think of any reasons to slow down and savor your food more often?**
 - **What is a good reason to eat healthy foods such as the foods on the list?**
-

REST AND REFLECTION / 8 mins

Invite students to find a comfortable position for Rest.

Mini-Body Scan (UNIT 2, LESSON 3)

Guide students through a Mini-Body Scan practice using some the cues from Lesson 3 as reference. Draw particular attention to how the belly feels after the Mindful Eating exercise.

Allow one to two minutes of Rest.

Unit Reflection

After students have returned to seated, lead them in reflecting silently on their learning from this unit. Use the following script as reference, choosing one or more of the questions below for reflection. Invite students to share with the group or reflect in their journals:

- *We're at the end of our unit on self-awareness. Let's reflect for a moment on what we have learned and discovered.*
- *Bring to mind the new standing poses we learned in Mindful Movement. Picture in your mind one in which you felt strong and capable. See yourself healthy, strong and focused in that pose. Picture in your mind one pose which felt like a challenge. See yourself practicing with patience and care.*
- *We learned a lot about emotions, what triggers them, and how they feel in our bodies. Bring to mind one thing you learned about your own emotions.*
- *Did you discover something that triggers an emotion for you? Can you bring to mind one thing that triggers the feeling of joy for you? Can you bring to mind what joy feels like in your body?*
- *We also spent some time thinking about what it means for you to be your best self. Picture your best self in your mind. How do you feel? What do you value? How can you show care and compassion for yourself and others?*

TAKE-HOME PRACTICE

- *Teach someone in your home how to practice Mindful Eating.*

Lesson Extensions

Critter Feelings

Lessons 1–2

Project illustrations of animals showing different facial expressions. Invite students to choose one of the animals and use their imagination to make up a trigger scenario that evoked the emotion in that particular animal. Provide an example, such as “the pet store was out of tuna” (disappointed cat) or “someone littered in the pond” (angry duck). Invite them to get creative with their details and to share their imagined stories verbally, in a drawing, or by acting it out for the class.

***DIFFERENTIATION:** Use this activity as a fun and light way to build understanding of various emotions, or differentiate for high readiness students by continuing the activity with a discussion comparing and contrasting animal and human emotions. Ask students to reflect and share their ideas about whether real animals feel as many emotions as humans. Explain that scientists aren’t completely certain what emotions animals feel, and this is an area where interesting discoveries are still being made. Consider sampling content from a video about research on pets’ emotional intelligence if students are engaged with this topic.

Emotional Word Art

Lesson 2

Using a digital white board app or paper and markers, have students work individually or in several small groups to create emotional word art. Guide students to start by writing a basic or universal emotion word (chosen or assigned) in the center of the page. They will then choose a shape that represents the emotion and fill it with related words (in the style of a word cloud) and/or drawings to illustrate the emotion and what they associate with it. Display the word art for other learners to view.

Creative Movement

Lessons 3–4

Guide students in creating a new pose to represent an emotion, individually or in groups.

Students will decide on one emotion to represent with a pose. Then they will create a pose to represent this emotion. Encourage learners to be creative—this pose doesn’t have to be anything like any of the poses they’ve learned in this class. They should use their whole bodies, brainstorming how this emotion might be expressed from head to toe.

Finally, have each student/group teach their pose to the class, letting the class guess the emotion.

Best Self Art

Lesson 5

Revisit the best self visualization practice. Review with students the following three parts of the visualization: 1) being in a place they feel safe and peaceful; 2) doing an activity where they feel strong, capable, or joyful; and 3) being surrounded by those whom they love and value. Invite students to choose one part of that visualization they would like to represent in a work of art. Provide paper and art supplies and invite students to create art that shows how they visualized that aspect of their best self. Invite students to write a title or caption on their art, and invite a few willing volunteers to share their work with the group. Consider displaying students’ best self art in their classroom or a schoolwide display.

Survey

Lessons 6–7

Briefly review the connection between the stomach and the brain and each one’s role in feeding our bodies. Then present the idea of conducting a survey to find out what types of food people crave based on their moods. (Use a premade survey, or consider guiding the class to write survey questions.) Go over the directions for giving the survey to three or more people, and ask students to return the survey before or at the beginning of the next class.

- **Class-Generated Survey:** Students choose three moods and three types of food (e.g., sweet, salty, and spicy or meat, sugar, and veggie) they think people might crave when they feel those emotions. They write these on the survey form.

- **Premade Survey:** Give participants three choices of food they are most likely to eat when they feel sad, stressed, and happy.
- **Survey Results:** Return to this survey in the next class session. Have students form small groups to share their survey findings and to calculate the group totals for each response. (If desired, provide a blank survey for recording the tally of responses.) After students have had time to talk about and tally their results, project a graph template on which to record data and have each group share its totals as you fill in the graph. Analyze the results of the survey with the students, identifying patterns and generating further questions. Discuss any relationships you see between specific moods and the types of comfort foods participants craved. Discuss what hunger feels like in the belly and what an emotional food craving feels like. Encourage students to identify some conclusions and further questions.



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.



New Food Feelings

Lesson 7

Provide a food that is obscure or new to your students. This will depend on your student population and should be carefully selected according to school guidelines and allergy considerations. Invite students to reflect on how they feel in general about trying new foods. Repeat the mindful eating exercise, encouraging learners to practice curiosity and notice how they feel in their minds and bodies as they approach the food with each of their senses. Ask them to notice and share whether one of their senses had a stronger reaction than the others to the new food. Encourage them to notice whether the experience of trying a new food is similar or different to mindful eating.

