Unit 5

RELATIONSHIP SKILLS

Prior Knowledge

Students should have a general understanding of friendships, empathy, compassion, conflict, and the concept of best self.

Overview

In this unit, students learn key skills for healthy friendships to help them be their best selves with peers. Students learn and practice how to grow healthy friendships and respond to conflicts with friends. Students also begin to explore their relationship with food.

Enduring Understandings

Students will understand:

- Healthy friendships are important to their well-being.
- A healthy friendship is one where both friends feel like they can be their best selves together.
- They can grow their friendship skills with practice.
- Conflict is a normal part of relationships.
- Their words and actions can escalate or de-escalate conflict.
- They have a relationship with food.
- As they grow, friendships change and sometimes end.

Essential Questions

- What is a healthy friendship?
- How do I grow healthy friendships?
- How can I respond to conflict in healthy ways?

*Lesson Summaries and Materials**

Lesson 1 **pages 272–286**	**Lesson 1—Developing Healthy Friendships:** Students compare characteristics of healthy and unhealthy friendships and identify skills that are important for friendship.	• Sticky notes • Pencils or markers • Whiteboard, display screen, or chart paper • Printed pictures of healthy and unhealthy friendship behaviors

Lesson 2
pages 287–295
	Lesson 2—Growing Good Listening: Students learn that listening is an important friendship skill and explore ways to practice good listening. They engage in a Mindful Listening activity and a small group communication exercise to practice their listening skills with peers.	• Chart paper or whiteboard
		• Communication activity role cards (enough for groups of 4)
		  • Speak: Put your ideas into words. Tell your story.
		  • Listen and check in: Empathize.
		  • Listen and check in: Summarize.
		  • Listen and check in: Ask a follow-up question.
		• List of topics for communication activity (either one list for everyone to see, or enough copies for each group)
		  • Disappointment
		  • Last summer break
		  • Best places in this city
		  • Celebrating with my family
		  • A change our school needs
		  • The most important subject in school
		  • Humans and the environment
		  • How to really be a friend
		  • My strengths and challenges

Lesson 3 **pages 296–303**	**Lesson 3—Communicating Care:** Students continue practicing communication for growing healthy friendships, focusing on communicating care through appreciations and compliments.	• Interactive whiteboard or chart paper • Written appreciations or compliments for each student on cards or small pieces of paper • Handheld mirrors (if available) • Large pieces of paper (1 per student) • Tape or clipboards if desired • Markers or pencils • Printed basic instructions for Partner Sunrise, Partner Diamond, Partner Tree (enough for each group of 3 students to have a set)
Lesson 4 **pages 304–314**	**Lesson 4—Escalating and De-Escalating:** Students do a physical activity and play a game to understand the meaning of escalation and de-escalation. They discuss ways to de-escalate in a conflict situation.	• Interactive whiteboard or projector • Pictures of escalation and de-escalation strategies to project • Pictures of escalators to project • Escalation/de-escalation continuum page for small groups • Two different colored beanbags for each small group • Scenario cards (1 set per group) • Answer sheet (1 per group) • [Optional] Chart paper

Lesson 5 **pages 315–322**	**Lesson 5—Communicating About a Problem:** Students explore different perspectives about potential problems to understand how friends can think and feel differently about the same situation. They practice ways of communicating about a problem with a friend and listening to their friend's perspective.	• Problem marker pages for teams • Scenario cards
Lesson 6 **pages 323–331**	**Lesson 6—4-Step Process to Resolve Conflict with Friends:** Students work together to discover a 4-step process to respond to conflict with friends. They identify multiple strategies to resolve conflict.	• 20 different colored cards (4 different colors, 5 of each color or more depending on class size and number of small groups) • Mixed-up list of the 4 conflict resolution process steps to show • Correctly ordered list of the 4 conflict resolution process steps to show
Lesson 7 **pages 332–343**	**Lesson 7—Food with Friends:** Students apply their understanding about friendship skills to analyze a story about food and conflict between friends. They also begin to explore their relationships with food and use Mindful Eating to try a snack.	• Interactive whiteboard or projector • *The Sandwich Swap* by Queen Rania of Jordan Al Abdullah and Kelly DiPucchio • Friendship Skills Application Activity Guide • Paper and writing materials • Several sheets of chart paper and sticky notes if conducting a gallery walk during Friendship Skills Application Activity • Paper plates • Crackers • 2-3 cracker spreads that are appropriate for the students in your population, including something unfamiliar to most students (vegemite/marmite, apple or pumpkin butter, orange or lemon marmalade, guacamole, olive tapenade, benedictine, etc.)
Lesson 8 **pages 344–349**	**Lesson 8—Our Best Together:** Students continue their application of friendship skills by completing the activity they began in Lesson 7. They also consider how friends can be their best selves together.	• Interactive whiteboard or projector • *The Sandwich Swap* by Queen Rania of Jordan Al Abdullah and Kelly DiPucchio • Friendship Skills Application Activity Guide • Chart paper or other artifacts from Lesson 7 for students to continue their work

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

New Mindful Movements

Poses

Half Diamond
Partner Seated Sunrise
Partner Diamond
Partner Tree
Partner Pointing Dog
Partner Boat
Partner Earth and Seedling
Partner Seated Twist
Partner Surfer Twist
Partner Diamond Twist

Sequences

None

Mindful Moments

Calming and Focusing
Mindful Listening
Kind Mind (for Self)
Visualizing Support and Safety
Kind Mind (for Others)
Visualizing Friendship
Mindful Listening (with a partner)
Check-In
Letting-Go Breath
Take 5 Breath
Gratitude and Appreciation
Mindful Eating
Visualizing Supportive Friends
Rest and Reflection

*Differentiation**

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

Performance Assessment

Students will be able to:

- Identify and describe skills important to healthy friendships (Lesson 1).
- Practice safety and support during partner poses (Lesson 1).
- Practice skills for good listening, including focused attention, body language, eye contact, empathizing, summarizing, asking questions, and checking in for understanding (Lesson 2).
- Practice forming and sharing compliments and appreciations (Lesson 3).
- Practice various communication skills during Mindful Movement (Lesson 3).
- Identify several strategies to de-escalate a conflict (Lesson 4).
- Practice communicating their perspective about a problem using I statements (Lesson 5).
- Practice curiosity and listening to understand their friend's perspective about a problem (Lesson 5).
- Explain a 4-step process to respond to conflict with friends (Lesson 6).
- Identify several specific conflict resolution strategies (Lesson 6).
- Identify friendship skills from this unit (Lesson 7).
- Apply friendship skills to explore how to resolve a conflict and strengthen a friendship (Lesson 7–8).

Lesson 1

DEVELOPING HEALTHY FRIENDSHIPS

Goal Statement

Students will compare characteristics of healthy and unhealthy friendships and identify skills that are important for friendship

Essential Question

What is a healthy friendship?

"I Can" Statement

I can name at least two skills that are important for healthy friendships.

Key Learning Objectives

Students will know...

- Friendships may be healthy or unhealthy.
- They can grow their friendship skills with practice.
- In order for friendships to be healthy, both friends need to practice friendship skills.

Students will be able to...

- Identify and describe skills important to healthy friendships.
- Practice safety and support during partner poses.

Materials

- Sticky notes
- Pencils or markers
- Interactive whiteboard or chart paper
- Printed pictures of healthy and unhealthy friendship behaviors

Preparation/Setup

- Write "A friend is someone who _____" at the front of the classroom before students arrive.
- Set out sticky notes and writing utensils so you are prepared to greet students at the door when they arrive.
- Print the pictures representing healthy and unhealthy friendship behaviors. Hang them on opposite sides of the room.

New Mindful Movements

Poses

Half Diamond
Partner Seated Sunrise
Partner Diamond
Partner Tree

Sequences

Partner Closing Sequence

Mindful Moments

Calming and Focusing
Kind Mind (for Self)
Visualizing Support and Safety
Kind Mind (for Others)
Visualizing Friendship
Rest and Reflection

New Vocabulary

Friend
Healthy friendship
Unhealthy friendship behaviors

CALMING AND FOCUSING / *2–5 mins*

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

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

*WHAT IS A FRIEND? / *10 mins*

Write the statement, "A friend is someone who _____" on chart paper at the front of the classroom. Give each student a sticky note (or index card or piece of scrap paper) and a pencil or marker. Ask them to finish the statement by writing their own endings on their sticky notes. NOTE *You may ask them to include their names on their sticky notes or opt to keep their responses anonymous.*

Have all students place their sticky notes on the chart. Invite student volunteers to share what they wrote, and read aloud any additional responses that were contributed. Ask the class to brainstorm whether any important characteristics or skills should be added. Contribute any key skills that students may have missed, such as shares, is trustworthy, makes me laugh, stands up for me, considers my feelings, accepts me for who I am, communicates, listens, cares, helps me when I need it, encourages me, or cooperates.

After guiding the students in creating the list, make the observation that there are a lot of different skills that go into being a friend. Ask students the following questions, emphasizing that they can practice skills to develop and grow friendships:

— ***How do you become a good friend?*** NOTE **Accept student responses, and emphasize that it takes a lot of practice.**

— ***How do friendships grow?*** NOTE **Accept student ideas and emphasize that both friends have to work together on practicing healthy friendship skills.**

SUMMARIZE FOR STUDENTS:

- *Friendship skills are grown through practice. Through practice we can always learn and grow stronger in our friendship skills.*
- *For a friendship to grow, both friends need to practice friendship skills.*

TEACHING TIP

Before students place notes on the chart, facilitate an activity for them to share with each other in concentric circles (with half of the students in the inner circle and half in the outer circle). For example, while mixing up the modes of movement, prompt students to move right twice then pause. While paused, give them one minute to pass their notes to the person across from them, read the notes they received, and discuss. Then move left five times and repeat, for example. You may have them trade back their notes so that they always travel with their own note, or you may have them travel with the new note they received to mix up the responses.

TEACHING TIP

Throughout this discussion and this unit, to encourage a growth mindset, place emphasis on friendship behaviors and skills rather than characteristics of people: instead of someone being a good listener; they are practicing good listening; instead of someone being a mean person—they are not practicing kindness and compassion. Emphasize that students can always practice positive/healthy friendship skills to become better friends.

TEACHING TIP

Leave the chart on display with additional sticky notes. Encourage students to continue adding examples of healthy friendships throughout the unit.

TEACHING TIP

Create a bulletin board or large poster for the school that shows responses all fourth and fifth graders gave for healthy friendships.

HEALTHY OR UNHEALTHY? / *10 mins*

Display the two pictures representing healthy and unhealthy friendship behaviors on opposite sides of the room. Ask students to reflect on the following questions:

- ***Is a friendship always healthy?***
- ***Can a friendship be unhealthy?***
- ***What if you really like the person and have fun together, does that mean the friendship is healthy?***

Invite students to share their ideas and then tell them they will do an activity to continue thinking about this question.

Explain to students that you will describe a possible situation between two friends and you want them to decide if they believe it represents a healthy or unhealthy friendship. Ask students to indicate their choice by moving to the side of the room with the sign that they believe best represents the behavior. If they are unsure or they think the example could be either, they may stand in the middle. Possible scenarios include:

- ***When a friend says positive things about you.***
- ***When a friend says mean things about you behind your back.***
- ***When a friend includes you in a conversation.***
- ***When a friend shares their things with you.***
- ***When a friend takes time to see your perspective, even if they don't agree.***
- ***When a friend is willing to compromise.***
- ***When a friend plays your favorite game with you.***
- ***When a friend speaks poorly about your family.***

During the activity, ask volunteers to share their reasoning, especially if there are differences of opinion.

Make observations about students' insights during the activity, and then lead students in a discussion reflecting on healthy and unhealthy friendships. Emphasize the importance of growing their friendship skills to develop healthy friendships. Repeat the questions about healthy and unhealthy friendships from the beginning of the activity:

- ***What might happen in a friendship if one person does not practice the friendship skills we listed on our chart?***
- ***Think about some of those behaviors that you all agreed were part of an unhealthy friendship. Would your answer be different if that behavior happened one time as opposed to happening multiple times?***
- ***If you did some of the unhealthy friendship behaviors we talked about today, could you still be a good friend?***
- ***How does a healthy friendship affect you?***

SUMMARIZE FOR STUDENTS:

- *Friendships may be healthy or unhealthy.*
- *Some friendship skills are challenging, and everyone makes mistakes sometimes. We can learn from our mistakes and grow our friendship skills with practice.*
- *In order for friendships to be healthy, both friends need to practice friendship skills.*

MINDFUL MOVEMENT / *20–25 mins*

Tell students:

- ***Today we will begin partner poses during Mindful Movement. This is a perfect opportunity for us to practice positive friendship skills like communicating and cooperating so that our partners feel safe and supported.***

Easy Pose (UNIT 1, LESSON 1)

Have the class start seated in Easy pose with their hands on their Anchors.

DIFFERENTIATION

Depending on readiness for partner activities and familiarity with Mindful Listening practice, consider beginning the lesson with Mindful Listening in pairs. Have students sit next to a partner with hands on their Anchors, and give instructions for students to decide who will speak first. Provide the prompt: How do you know when someone is a good friend? Ring the chime to cue the first speaker to respond to the prompt, while the listener simply listens with full attention, focusing on what the speaker says. After one minute, ring the chime again. Lead students in a brief Check-In, noticing how it felt to listen/be listened to in this way. Have the students switch roles and repeat. Proceed with the lesson.

TEACHING TIP

As students become familiar with the activity, speed up the prompts so that they have to hurry from one side of the room to another. Consider asking students to move in a way that represents how they would feel if that behavior was directed toward them.

Have them notice what they are feeling and what kind of attitude they are bringing into their practice today.

Kind Mind (for Self)

Tell students:

- ***The first place we can practice positive friendship skills is within our own minds.***
- ***If we want to have kind words and behaviors, we need to cultivate kind thoughts. Being kind to ourselves helps us to be kind to others. Let's take a moment to think kind thoughts for ourselves.***
- ***With your hands on your Anchors, close your eyes or look down at your hands. Listen while I say a kind thought, and then you repeat it silently after me:***

NOTE *After each of the following phrases, pause for a moment to give students a moment for silent practice.*

May I feel healthy and strong.
May I feel happy.
May I feel peaceful and safe.

- ***Check in for a moment with your body and mind. Notice what it feels like to be kind to yourself.***
- ***When you're ready, open your eyes. We'll return to our Kind Mind practice when we begin our partner work.***

TEACHING TIP

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

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

Introduction—Partner Poses

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

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

- ***Bring to mind a friend or family member who gives you care and support.***

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

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

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

— ***When we do partner work today, how will you show your partner that you care for their safety and well-being?***

— ***When you do a partner pose, what behaviors can your partner demonstrate that will help you to feel supported?***

Guide the students in coming up with partner agreements/guidelines such as:

- **GREET** your partner. At the beginning of each partner pose, practice eye contact, say hello, and shake hands, fist-bump, or high-five.
- **CHECK IN** with your partner to make sure they are ready to begin and that they feel safe in the pose.
- **SPEAK UP** to tell your partner what you need.
- **BE KIND**.
- **LISTEN** to what your partner is telling you—STOP means STOP.
- **PRACTICE** supporting each other in the pose.
- **HAVE FUN TOGETHER!**

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

TEACHING TIP

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

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

TEACHING TIP

Use different pairing strategies each time you do partner poses, but pay attention to the emotional safety of the pairings.

[OPTIONAL] Hurricane

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

Kind Mind (for Others)

TEACHING TIP

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

Have students sit side by side or back to back with their partners, and guide them through a brief Kind Mind (for Others) practice focused on their partners. Use the following script as reference:

- ***Before we start our partner poses, let's take a few moments to revisit our Kind Mind practice, this time with our partners in mind.***
- ***The first place we can practice positive friendship skills is within our own minds.***
- ***If we want to have kind words and behaviors, we can practice growing kind thoughts. Let's take a moment to think kind thoughts for partners. With your hands on your Anchors, close your eyes or look down at your hands. Listen while I say a kind thought, and then repeat it silently after me with your partner in mind.***

NOTE *Use phrases such as the following, pausing for a moment after saying each one to give students a moment for silent practice.*

May you feel healthy and strong.
May you feel happy.
I hope you feel peaceful and safe.
I hope you know that you are important.

- ***Check in for a moment with your body and mind. Notice what it feels like to think kind thoughts for your partner.***
- ***When you're ready, open your eyes.***

PARTNER SEATED SUNRISE

Partner Seated Sunrise new

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

Variation 1: Front to Front

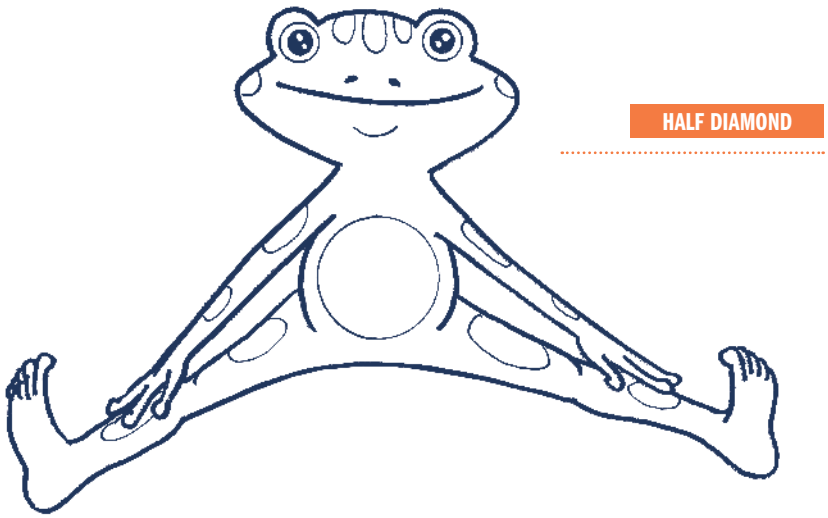
1. **Begin seated in Easy Pose, facing your partner, knees close to your partner's knees. With arms reaching out to the sides, and palms facing forward, bring palms toward your partner's. Palms or fingertips may be together or palms can be hovering close together but not touching.**
2. **Inhale: Moving together with your partner, stretch your arms out to the sides and up in the sunrise motion.**
3. **Exhale: Moving together with your partner, stretch your arms out to the sides and down, reversing the motion.**
4. **Repeat four to five times, breathing and moving together.**

Variation 2: Back to Back

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

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

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



Half Diamond new

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

1. **Begin seated with legs in a V shape, toes and knees pointing upward, and arms by your sides with hands or fingertips by the hips.**
2. **Inhale: Press down into the ground through your hands or fingertips and lengthen your spine as if you are growing taller from the floor to the top of your head.**
3. **Exhale: Bring the hands in front of the body and begin folding forward slowly from the hips, moving only as far forward as you can while keeping the spine long. You may walk your hands gently down the legs or on the ground in front of the body. This can be a very subtle movement or a deep fold. All bodies are different.**
4. **Hold the pose for several breaths:**

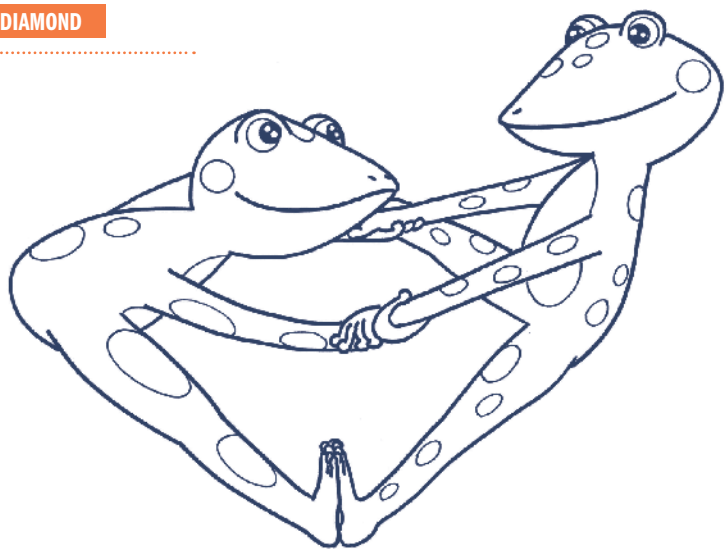
- **Breathing in: Lengthen your spine from your tailbone to the top of your head. Send your shoulders back and feel the front of your body open.**
- **Breathing out: Sink a little deeper into the pose, feeling the stretch in your legs.**
- **Breathing in: Notice any areas that feel tight or tense in the pose.**
- **Breathing out: Let your upper body relax and be heavy for a moment.**

5. **To get out of the pose slowly walk your hands (if they are in front of you) toward your hips. Lift your thighs, bend your knees, and bring your legs back together.**

Offer the students options to make the stretch more comfortable:

- **If you have extra mats (or books), invite students to fold one up and sit on the edge to lift the hips slightly off the floor, releasing tension from the lower back.**
- **Invite students to bend the knees slightly to release some tension from the legs.**

PARTNER DIAMOND



Partner Diamond new

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

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

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

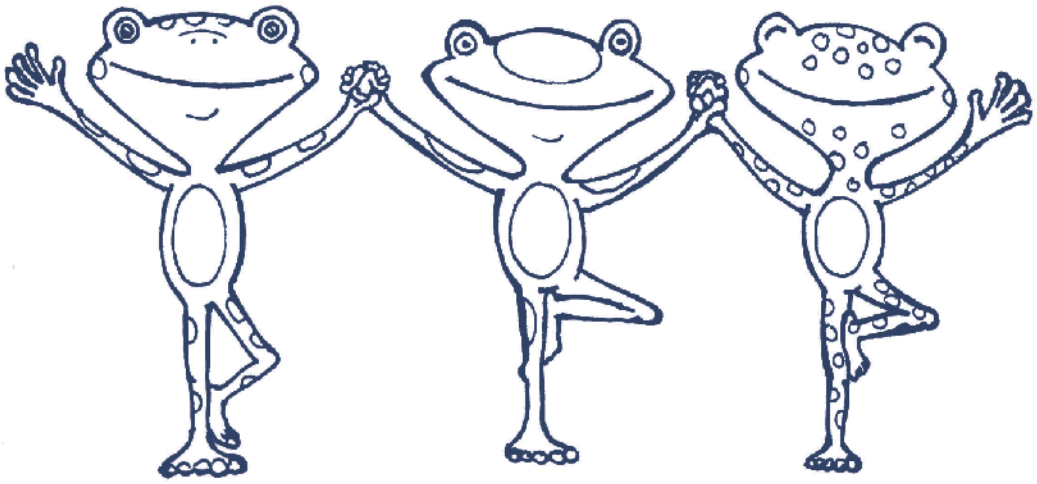
To come out of the pose, have both partners sit upright and then return to a comfortable seated position.

Partner Tree new

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

1. **Begin by standing on the mat in Mountain pose, side by side and shoulder to shoulder with your partner. You can hold your partner's hand, entwine elbows with your partner, or touch the back of your hands to your partner's.**
2. **Focus your eyes on the same spot.**
3. **You are partnering to create one giant tree. Your inner legs will be your strong trunk.**
4. **Inhale: Stand tall and shift your weight to the center of your tree "trunk" (legs).**
5. **Exhale: Bend the knee of your outer leg, rotating the leg so the knee opens out to the side. Begin to raise the foot, first placing it on the ankle, then trying to place the sole of the foot on the calf or thigh to create a mirror image of your partner's Tree pose.**

PARTNER TREE



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

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

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

Have students reflect on the exercise by asking questions such as:

— *How can you best cooperate with your partner safely in this pose?*

— *What is more helpful if you want to support your partner: to try and hold your partner up and balance for them; or to be as strong and steady in your own pose as you can?*

Partner Closing Sequence new

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

Guide students through this sequence using the following cues as reference:

Partner Butterfly

1. **Begin seated back to back with your partner, as close as possible.**
2. **Place the soles of your own feet together into Butterfly pose (Unit 1, Lesson 1).**
3. **Take a few slow breaths.**

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

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

Partner Flower

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

Partner Turtle

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

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

REST AND REFLECTION / *5 mins*

Guide students to find a position that feels safe and comfortable for Rest. Allow at least two minutes of Rest before leading students through the following guided visualization.

Visualizing Friendship

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

[Pause and give students a moment for reflection.]

- *When you think of this friend and this memory, how do you feel?*
- *Notice how you feel in body and mind when you focus your attention on friendship.*

Invite students to slowly return to a seated position.

Invite students to share their reflections in a journal or invite volunteers to share with the class.

TAKE-HOME PRACTICE

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

Lesson 2

GROWING GOOD LISTENING

Goal Statement

Students will learn that listening is an important friendship skill and will explore ways to practice good listening. They will engage in a Mindful Listening activity and a small group communication exercise to practice their listening skills with peers.

Essential Question

How do I develop healthy friendships?

"I Can" Statement

I can describe and practice good listening.

Key Learning Objectives

Students will know...

- Listening is essential to good communication.
- Listening is an important skill for growing healthy friendships.
- They can grow their listening skills with practice.

Students will be able to...

- Practice skills for good listening, including focused attention, body language, eye contact, empathizing, summarizing, asking questions, and checking in for understanding.

Materials

- Chart paper or whiteboard
- Communication activity role cards (enough for groups of 4)
  - Speak: Put your ideas into words. Tell your story.
  - Listen and Check in: Empathize.
  - Listen and Check in: Summarize.
  - Listen and Check in: Ask a follow-up question.
- List of topics for communication activity (either one list for everyone to see, or enough copies for each group)
  - Disappointment
  - Last summer break
  - Best places in this city
  - Celebrating with my family
  - A change our school needs
  - The most important subject in school
  - Humans and the environment
  - How to really be a friend
  - My strengths and challenges

Preparation/Setup

- Make enough copies of the role cards and topic lists for the communication activity.

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

Calming and Focusing
Mindful Listening (with a partner)
Kind Mind (for Others)
Mindful Listening
Rest and Reflection

New Vocabulary

Communicate
Summarize
Empathize

CALMING AND FOCUSING / *2 mins*

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

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

MINDFUL LISTENING / *8 mins*

NOTE *In this Mindful Listening activity, students will practice listening mindfully to and giving their full attention to a partner.*

Facilitate students getting into pairs and sitting side by side on a mat with hands on their Anchors. Guide students in deciding who will speak first and who will speak second.

Explain to students that this is not like a normal conversation. This is an exercise to build their listening muscles. Explain the listening and speaking roles: When it is their turn to be the listener, their job is to simply listen without responding or saying anything. They will be a kind listening ear, giving their full friendly attention to their partner. When it is their turn to be the speaker, they will have one minute to speak while their partner listens fully to what they are saying. They can share whatever they would like to share in response to the prompt, but they should stay on topic. After they have done the first round, they should check in briefly and then switch roles and repeat the exercise.

Provide the following prompt for speakers before you get started:

- *Describe a happy memory of friendship. Think of a time you and a friend had a good time doing something you love—a time when you were happy to be together. What were you doing and what do you remember? What sights, sounds, smells, and feelings do you remember?*

Facilitate the activity, using the following script as reference:

- *Sitting to the side of your partner, place your hands on your Anchors. Notice how you're feeling right now, and take a deep slow breath.*
- *Breathe in again. Imagine gathering all of your attention and focus. Breathe out slowly. Imagine distractions drifting away from your and your partner.*
- *When I ring the bell, if you are the speaker, you will speak in response to our prompt for today. If you are the listener, just listen mindfully, with kindness and open ears.*

[Give students one minute to share/listen.]

- *When I ring the bell, place your hands on your Anchors and check in with yourself. Listeners, notice how it feels to really listen to your partner. Speakers, notice how it feels to be listened to with full attention.*

[Give students a few seconds to do a Check-In.]

- *Breathe in again. Imagine gathering all of your attention and focus. Breathe out slowly. Imagine distractions drifting away from your and your partner.*
- *When I ring the bell again, we will switch roles. If you are the speaker, you will speak in response to our prompt for today. If you are the listener, just listen mindfully, with kindness and open ears.*

[Give students one minute to share/listen.]

- *When I ring the bell, place your hands on your Anchors and check in with yourself. Listeners, notice how it feels to really listen to your partner. Speakers, notice how it feels to be listened to with full attention.*

[Give students a few seconds to do a Check-In.]

Invite students to share how they felt about the practice and what they noticed with their partners.

Debrief the practice with students:

— ***Was Mindful Listening comfortable or uncomfortable? Why?***
NOTE **Acknowledge how unusual this form of speaking and listening is and that it's okay if it was uncomfortable.**

— ***Was it challenging to be the listener? What was going on in your mind? What is it like to really listen in this way compared to a usual conversation (without responding or interrupting, or planning what to say next)?***

— ***What was it like to be the speaker? Did you feel heard?***

SUMMARIZE FOR STUDENTS:

- *Listening is essential to good communication.*
- *Listening is an important skill for growing healthy friendships.*
- *Listening is a skill we can grow with practice. Even though it is not like the listening we do in conversations, Mindful Listening is one way to build our listening muscles, especially our ability to pay attention and focus on what the speaker is saying and feeling.*

MORE THAN TALKING / *20 mins*

Ask students to show you and tell you what they think good communication looks like and write their responses on the whiteboard or chart paper. Invite a few students to use their bodies to show what good communication looks like. Accept all ideas, reinforcing or adding: paying attention/focus, eye contact (understanding that this is not true in all cultures), body language, not interrupting, and checking for understanding of what the other person said.

Circle all of the responses that have to do with listening and help students conclude that listening is a very important part of communication. Emphasize that listening involves their bodies and minds and that they can use their bodies by paying attention/focusing with their ears and eyes. They can show they are listening with their body language. They can use their minds to check in with the speaker for understanding. Emphasize that practicing empathy will help them understand how the speaker was feeling and that summarizing and asking questions can help them clarify or learn more.

Facilitate the communication activity in small groups. Have students form groups of four, and give a set of cards to each team. Briefly go over the roles with them, explaining that each role will be a chance to practice specific communication skills. After the speaker responds to the prompt, the group should check in for understanding using the cards.

- ***Speaker:*** The speaker chooses a subject card and shares their thoughts on the subject or their own story about the subject with the group.
- ***Empathizer:*** The empathizer listens for emotions. After the speaker talks, the empathizer acknowledges any emotions or feelings they heard the speaker convey, and checks in with the speaker to make sure they understood.
- ***Questioner:*** The questioner listens for comprehension. After the speaker talks, the questioner asks a follow-up or clarification question.
- ***Summarizer:*** After listening to the speaker, the summarizer restates the speaker's point of view and checks in to make sure they understood.

NOTE *If needed, a student can take more than one role or a role can be doubled.*

After the first round, have students pass the role cards to the left and have the new speaker draw a subject card to repeat the exercise. Repeat a few times, noting that it is okay if students do not get a turn to practice every role.

Reflect with students on communication and friendship. Debrief the activity with questions such:

TEACHING TIP

During the activity remind students to use their whole bodies to listen by paying attention with their eyes and ears and using body language that shows they are interested.

- ***How well did you and your group communicate overall?***
- ***How was each of the listening roles different? Were they each helpful? In what way?***
- ***What was this exercise like as a speaker?***
- ***Why does it take more than just talking to communicate with understanding?***
- ***Why is listening important to grow friendships?*** NOTE **Emphasize that it helps in learning about someone and it shows that you care.**
- ***What parts of this do you think you can practice in your friendships?***

SUMMARIZE FOR STUDENTS:

- *Listening is essential to good communication.*
- *Listening is an important skill for growing healthy friendships. It helps us to learn about others and to show them we care.*
- *Listening is a skill we can grow with practice.*
- *Today we practiced several skills for good listening, including focusing our attention, body language, empathizing, summarizing, asking questions, and checking in for understanding.*

MINDFUL MOVEMENT / *15 mins*

Easy Pose (UNIT 1, LESSON 1)

Have the class start seated with their hands on their Anchors. Have them take a few calming breaths and notice how they are feeling and what kind of mindset they are bringing into their practice today

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

Have students complete the sequence twice.

Introduction—Partner Poses (UNIT 5, LESSON 1)

Break the class up into new partners and let them know that they will stay with the same partner for the rest of this lesson. If you have an odd number, create a group of three and have them take turns.

Review the class agreements for partner poses.

Before beginning the partner poses or between poses, lead students in practicing making eye contact:

- ***Look into your partner's eyes. You don't need to stare or hold eye contact for a long time, but just practice for a moment.***
- ***It's okay to feel like giggling or to feel like looking away. Can you make eye contact for a few seconds without giggling? You can always look away for a moment if you feel the need to.***
- ***While practicing eye contact, say to your partner: I see you.***

> OPTIONAL: Invite students to reflect on their experience and share.

Partner Seated Sunrise (UNIT 5, LESSON 1)

Guide students through the pose.

Partner Diamond (UNIT 5, LESSON 1)

Guide students through the pose.

Partner Tree (UNIT 5, LESSON 1)

Guide students through the pose.

Kind Mind (for Others)

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

Remind students:

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

Depending on student readiness, have students face a partner. You may

also have them do this practice side by side if it helps students to feel comfortable.

- ***With your hands on your Anchors, your heart, or giving yourself a hug, look toward your partner or look down at your hands. I'm going to say a kind thought out loud. After I say the words out loud, whisper to repeat the words to your partner. Then, repeat them once silently in your mind, imagining kindness for your partner growing in your mind:***

[Have students repeat after you the following phrases or other phrases created with your class.]

May you have everything you need.
May you be healthy and strong.
I hope you feel joy and have fun.
May you feel kindness from others.
I hope you feel safe and cared for.
I hope you know you are important.
May you feel seen and heard.

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

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

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

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

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

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

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

TEACHING TIP

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

TEACHING TIP

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

TEACHING TIP

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

Closing Sequence

Guide students through the Partner Closing Sequence (Unit 5, Lesson 1) or the original Closing Sequence (Unit 1, Lesson 1).

REST AND REFLECTION / *5 mins*

Invite students to find a position that feels safe and comfortable for Rest. Then lead them a brief Mindful Listening practice to open their attention to any sounds around them. Use the following script as reference:

Mindful Listening

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

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

TAKE-HOME PRACTICE

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

Lesson 3

COMMUNICATING CARE

Goal Statement

Students will continue practicing communication for growing healthy friendships, focusing on communicating care through appreciations and compliments.

Essential Question

How do I develop healthy friendships?

"I Can" Statement

I can practice communicating that I care using appreciations and compliments.

Key Learning Objectives

Students will know...

- One important part of growing healthy friendships is communicating that they care.
- Kind words such as compliments and appreciations are one way to communicate care to others.
- Communicating that they care is a skill that takes practice.

Students will be able to...

- Practice forming and sharing compliments and appreciations.
- Practice various communication skills during Mindful Movement.

Materials

- Interactive whiteboard or chart paper
- Written appreciations or compliments for each student on cards or small pieces of paper
- Handheld mirrors (if available)
- Large pieces of paper (1/student)
- Tape or clipboards if desired
- Markers or pencils
- Printed basic instructions for Partner Sunrise, Partner Diamond, Partner Tree (enough for each group of 3 students to have a set)

Preparation/Setup

- Write an appreciation or compliment for each student in the class. Fold the notes in two and write students' names on the outside.
- Prepare paper, writing materials, and handheld mirrors (if desired), and partner pose instructions to be easily distributed.

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

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

New Vocabulary

Care
Appreciation
Compliment

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.

*HOW DO YOU SHOW YOU CARE? / *8 mins*

Greet students and give each one a personalized appreciation or compliment on a small card or piece of paper from you, folded so that they can see their name but not the note. Examples: *I appreciate how you always contribute to class discussion; You have a nice smile; You have really grown in leadership skills this year; I appreciate how much you try to stay focused during Mindful Movement; I like your style; I admire the way you express yourself; I appreciate the kindness you show in our class*.

Introduce the lesson's focus by inviting students to brainstorm ways that they can show someone that they care about them. Note any examples students provided that involve showing care with their words. Emphasize that using our words to communicate our care for others is an important skill for growing healthy friendships, one that takes practice.

Invite students to read their notes. Explain each of them has received a note with a compliment or appreciation. Ask questions such as:

— ***How does it feel to receive a compliment? Appreciation?***

— ***When you give a compliment, what are you communicating?***
[Answer: That you admire something about that person]

— ***When you give an appreciation, what are you communicating?***
[Answer: That you notice and value something about that person]

— ***How do you think sharing compliments or appreciations would affect your friendships?***

— ***Do you think it is easy or challenging to share kind words like compliments or appreciations? Why?***

TEACHING TIP

To cultivate a growth mindset, focus compliments on students' effort or development rather than their fixed characteristics. For example, write or say: *You work really hard on your assignments* (rather than: *You are smart*).

DIFFERENTIATION

Write Communicate That You Care on the board or a piece of chart paper. Start a list with appreciations and compliments. Throughout the lesson and the rest of the unit, work with students to add examples of ways to communicate that they care to a friend (examples: expressing thanks/ gratitude, expressing concern, asking someone what they need, offering help, sharing respect, offering an apology). Add specific statements to illustrate, if desired.

TEACHING TIP

Consider options such as placing the papers on clipboards on the floor in a circle, hanging them on the wall in their corners with tape, or even taping them to their own backs.

SUMMARIZE FOR STUDENTS:

- *One important part of growing healthy friendships is communicating that we care.*
- *Using kind words such as compliments and appreciations is one way to communicate care to others.*
- *Communicating that we care takes practice. We will continue to practice communicating care today.*

SHARING COMPLIMENTS AND APPRECIATIONS / *20 mins*

Words to Show Care for Others

Distribute paper and writing materials, and have students write their names in large letters on their papers.

Number four corners of the room. Divide the students into four groups (have students count off by four or use some other method). Have students take their papers to the numbered corner that matches the one they were assigned, and arrange their papers in a way that the other group members will be able to access them.

Once students have gathered in the appropriate corners, prompt them to think of compliments or appreciations for the other students in their corner. Model examples if desired, and encourage students to think about how their words can show they care. Guide students in writing their compliments or appreciations on the other students' papers, and then communicating their compliments or appreciations verbally with each other.

After the first round is complete, have different corners meet up and share more compliments and appreciations with different classmates. Switch as many times as you want or until all students have had a chance to communicate appreciations or compliments to one another.

Invite students to return to the large group circle, sit down for a moment, and silently read their papers. Guide students in a Check-In practice using the following script as reference:

- *Sitting with your hands on your Anchors, and closing your eyes or looking down at your hands, take a few breaths.*
- *Check in with how you are feeling right now in your mind and body. Silently notice how it feels to receive kind words, such as compliments and appreciations, from your classmates.*
- *Notice how it feels for you to communicate caring words to others.*
- *Take another deep breath, and open your eyes or look up.*

Invite students to share their reflections.

Words to Show Care for Yourself

If possible, place handheld mirrors around the circle so that one will be available to each student.

Ask students if they ever communicate that they care to themselves. Have they ever given themselves a compliment, or told themselves how much they appreciate who they are?

Guide students to pick up the mirrors (if available) and give some kind words in the form of compliments and appreciations to themselves. If mirrors are not available, have students imagine they are seeing their own reflections in front of themselves. Example prompts:

- *Give yourself a compliment about something you see.*
- *Give yourself a compliment about something you can't see.*
- *Say to yourself: You are important to me, and I value you. Give yourself any other appreciation that comes to mind.*
- *Now, write down at least one compliment or appreciation for yourself on your paper.*

After students have written their compliments or appreciations for themselves on their paper, debrief the activity with a few questions, such as:

— ***Why do you think I asked you to share kind words with yourself?***

— ***Can someone grow friendships with others if they are not a good friend to themself?***

— ***Use a thumbs up, down, or in between to indicate your response to the following question: How comfortable are you sharing compliments and appreciations with others? With yourself ? Why?***

— ***How important do you think it is to use words to show others that you care? Is it important for your friendships?***

— ***We focused on compliments and appreciations today. What other types of words communicate that you care?*** NOTE **See examples from the previous Differentiation activity.**

SUMMARIZE FOR STUDENTS:

- *One important part of growing healthy friendships is communicating that we care.*
- *Communicating that we care takes practice.*

TEACHING TIP

Display sentence starters or examples as a way to help support students in this activity. Throughout the process, prompt students to make sure they are using some compliments and some appreciations.

MINDFUL MOVEMENT / *15 mins*

Check-In (UNIT 1, LESSON 1)

Have the class start seated with their hands on their Anchors.

Lead students in taking a few calming breaths and noticing how they are feeling and what kind of attitude or mindset they are bringing into their practice. Ask them to reflect on how this attitude may affect their partner work.

Fresh Start Sequence (UNIT 1, LESSON 3)

Guide students through the sequence with any desired variations, repeating at least once.

Twist Sequence (UNIT 4, LESSON 1)

Guide students through the sequence once. For the Pick It Up portion, have students "pick up"something they need for partner work today, such as kindness, clear communication, compassion, or listening skills.

Introduction—Partner Poses (UNIT 5, LESSON 1)

For this lesson transition students to working on a mat with two partners (groups of three).

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

Coaching Partner Poses: Partner Sunrise, Partner Diamond, and Partner Tree
(UNIT 5, LESSON 1)

Remind students of the work they did in Unit 3 on coaching. Tell them that this time they will take turns coaching each other through these partner poses and practicing their communication skills, like paying attention, listening, checking in, and sharing kind words of caring and encouragement.

Pass out the instructions for the three partner poses (Partner Sunrise, Partner Diamond, and Partner Tree) to each group. Assign or let groups decide which pose each student will lead, and tell students to first make sure they understand the steps to get into the pose they will be leading.

Tell students that when they are being coached they should follow their coach's instructions precisely, without jumping ahead, pretending they have never done the pose before!

Remind the coaches to communicate clearly, to check in for understanding, and to share kind words such as compliments and encouragement. Ask students what they can do to communicate their support of each other while they practice partner poses. *[Answers: listen with full attention; be curious–ask other's point of view; empathize—ask others how they are feeling in the pose and if they need anything; show compassion or concern—ask how to help others; check for understanding—ask if the directions are clear.]*

Partner Closing Sequence (UNIT 5, LESSON 1)

Guide students through the sequence.

REST AND REFLECTION / *5 mins*

Guide students to find a position that feels safe and comfortable for Rest and allow one to two minutes of Rest before leading them through a Kind Mind (for Others) practice using the following script as reference:

Kind Mind (for Others)

- *Today we practiced communicating in ways that show care and grow friendships. The Kind Mind practice can help us build our caring muscles and help our minds remember to show care and goodwill to others.*
- *With your hands on your Anchors, your heart, or wherever they are comfortable, focus on the feeling of your breath. Picture in your mind someone who showed you care and kindness today–maybe someone in this class.*
- *What did that caring and kindness feel like for you?*
- *Keep this person in your mind, and as we think kind thoughts, you can imagine sharing those kind thoughts with this person.*

- *I'm going to say a kind thought out loud. After I say the words out loud, repeat them silently in your mind, imagining kindness for this person growing in your mind:*

  [Use about three of the following phrases or ones that you created with your class. Pause between each phrase to give students a few moments to repeat it to themselves silently.]

  May you have everything you need.

  May you be healthy and strong.

  I hope you feel joy and have fun.

  May you feel kindness from others.

  I hope you feel safe and cared for.

  I hope you know you are important.

  May you feel seen and heard.

After returning to seated, invite students to share with the class or in a journal how it felt to practice kind words during the activity.

TAKE-HOME PRACTICE

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

Lesson 4

ESCALATING AND DE-ESCALATING

Goal Statement

Students will do a physical activity and play a game to understand the meaning of escalation and de-escalation. They will discuss ways to de-escalate in a conflict situation.

Essential Question

How can I respond to conflict in a healthy way?

"I Can" Statement

I can name one or more strategies to de-escalate conflict with a peer.

Key Learning Objectives

Students will know...

- It is normal for friends to get into conflict sometimes.
- The way that they respond to a conflict with their words and actions can lead it to escalate (become more intense) or de-escalate (become less intense).
- When a conflict escalates, it can be difficult to solve the problem. When they de-escalate a conflict, it may be easier to solve the problem.

Students will be able to...

- Identify several strategies to de-escalate a conflict.

Materials

- Interactive whiteboard or projector
- Pictures of escalation and de-escalation strategies to project
- Pictures of escalators to project
- Escalation/de-escalation continuum page for small groups
- Two different colored beanbags for each small group
- Scenario cards (1 set per group)
- Answer sheet (1 per group)
- [Optional] Chart paper

Preparation/Setup

- Prepare images of escalators to show.
- Tape lines on the floor with 6–8 evenly spaced marks and an up arrow and a down arrow (1 set per group).
- Print and cut out scenario cards (1 set per group).
- Print answer sheets (1 per group).
- Create a How to De-Escalate Conflict chart.

New Mindful Movements

Poses

Partner Pointing Dog
Partner Boat
Partner Earth and Seedling

Sequences

None

Mindful Moments

Calming and Focusing
Letting-Go Breath
Check-In
Kind Mind (for Others)
Rest and Reflection

New Vocabulary

None

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.

ESCALATE / *10 mins*

Introduce today's lesson by asking students questions such as:

— ***What are some reasons friends might get into a conflict?***

— ***When two friends get into a conflict, is that a healthy or unhealthy friendship?***

Allow several students to share their thoughts, and then explain that even in healthy friendships, it is normal for conflicts to happen. What matters most is how they respond when a conflict happens. For the discussion, ask questions such as:

— ***What are some ways to respond to a conflict that can make things easier or calmer?***

— ***What responses might make things more difficult or intense?***

Show pictures of escalators going up and down and invite students to guess a pair of words that represent what you just described. Help students make the connection that to escalate means the intensity of the situation/conflict goes up, and to de-escalate means the intensity of the situation/conflict goes down.

To explore the meaning of escalation and de-escalation, invite students to participate in a fast-paced activity like fast jumping jacks or running in place. (This is similar to the Power Up activity from Unit 3.) Set a timer for one minute and ask them to run or jump as fast as they can. When the timer goes off, ask students to pause and place their hands on their Anchors, inviting them to notice their heart rates and the pace of their breathing. Lead students in several Letting-Go Breaths. Ask them to reassess their heart rate and the pace of their breath. Then, lead students in a discussion to understand the concepts of escalation and de-escalation using the following questions:

- ***What happened during that minute with your breath and your heart rate?***
- ***What about afterward when we practiced Letting-Go Breath?***
- ***What situations or experiences throughout the day might cause our heart rates to increase (escalate) or decrease (de-escalate)?***
- ***What situations or experiences might cause your heart rate to escalate?***
  NOTE **Make sure both physical activity and feelings like fear, worry, and anger are mentioned.**
- ***If you experience conflict with a friend, how does that feel in your body? Your mind? What do you predict might happen with your heart rate?***
- ***Can your feelings escalate in a conflict? If you are annoyed in a conflict, could something happen that would make that feeling escalate and turn into frustration or anger? Could your words and actions escalate?***
- ***Are there any strategies that you can use to de-escalate for your own body and mind? Can you think of any words or actions that might help de-escalate conflict with a friend?***

SUMMARIZE FOR STUDENTS:

- *All friends have conflicts sometimes.*
- *There are many ways that someone might respond to a conflict.*
- *Conflicts between people can escalate and become more intense or de-escalate and become less intense.*
- *The way that we respond to a conflict with our words and actions can lead it to escalate or de-escalate.*

DE-ESCALATE / *15–20 mins*

Tell students that they are going to play a game that will help them understand how words and actions can either escalate or de-escalate a conflict.

Begin by dividing the class into groups of four. Then assign each group to a taped line on the floor. Each taped line should include six to eight evenly spaced marks as well as an up arrow (escalation) and a down arrow (de-escalation). Divide each group into two teams, and assign each team a different color beanbag so they can easily distinguish who is on what team.

Then give each group a set of scenarios that represent examples of de-escalation and escalation as well as an answer sheet.

Tell the groups that both teams will start in the center of the "escalator." Then they should move their beanbags forward or backward on the line according to the scenario on the card they choose. For example, if the card

gives a conflict escalation scenario, the team should move their beanbag forward. If the card gives a conflict de-escalation scenario, the team should move their beanbag backward. If the card they choose has two situations on it, they are allowed to move twice. A team wins by reaching the bottom (de-escalation) or by being closest to the bottom when time is up.

After the game, bring the students together around the Anchor chart you created entitled, How to De-escalate Conflict. Ask students to share some examples they heard in the game. Then ask them to share some examples they have used in their own lives or have seen others use. Write these on the chart. Examples might include:

- *Take some calming breaths.*
- *Pause the conversation for a minute.*
- *Apologize.*
- *Practice empathy—try to see how the other person feels.*
- *Look at the situation from the other person's perspective/ put yourself in their shoes.*
- *Compromise.*
- *Lower your voice.*
- *Calmly say how you feel.*
- *Walk away.*

Emphasize that different strategies may work in different situations.

Lead a discussion with students about de-escalating conflict using questions such as:

— ***By a show of hands (not sharing examples), have you ever reacted in a way that escalated a conflict?*** **Yes, we all have! Conflicts are difficult, and that is why we need to work on our de-escalation skills together.**

— ***When a conflict happens, what are some of the feelings that come up?*** **[Answers: anger, frustration, embarrassment, hurt]** ***Is it wrong to feel these emotions in a conflict?***

— ***When might it be difficult to de-escalate conflict?***

— ***Is it easier to solve a problem with a friend when your conflict is escalated or de-escalated? Why?***

— ***If the other person is not cooperating to de-escalate, what can you do?*** **[Answers: Pay attention to de-escalating our own body and mind; take care of ourselves/our safety; walk away; ask a grown up for help]**

— ***The next time you have a conflict with a friend, what strategies do you think you might practice to de-escalate?***

TEACHING TIP

Before putting students into groups for the activity, model with a small group of students how the groups might decide on how to take turns, who will read, who will check the answers, etc.

SUMMARIZE FOR STUDENTS:

- *Even good friends sometimes have conflicts.*
- *The way that we respond to a conflict with our words and actions can lead it to escalate or de-escalate.*
- *There are many strategies we can practice to de-escalate.*
- *When a conflict escalates, it is difficult to solve the problem. When we de-escalate a conflict, it will be easier to solve the problem.*

MINDFUL MOVEMENT / *15 mins*

Check-In (UNIT 1, LESSON 1)

Have the class start seated with their hands on their Anchors.

Lead students in taking a few calming breaths and noticing how they are feeling and what kind of attitude or mindset they are bringing into their practice. Ask them to reflect on how this attitude may affect their partner work.

Fresh Start Sequence (UNIT 1, LESSON 3)

Guide students through the sequence with any desired variations, repeating at least once.

Twist Sequence (UNIT 4, LESSON 1)

Guide students through the sequence once. For the Pick It Up portion, have students “pick up”something they need for partner work today, such as kindness, clear communication, compassion, or listening skills.

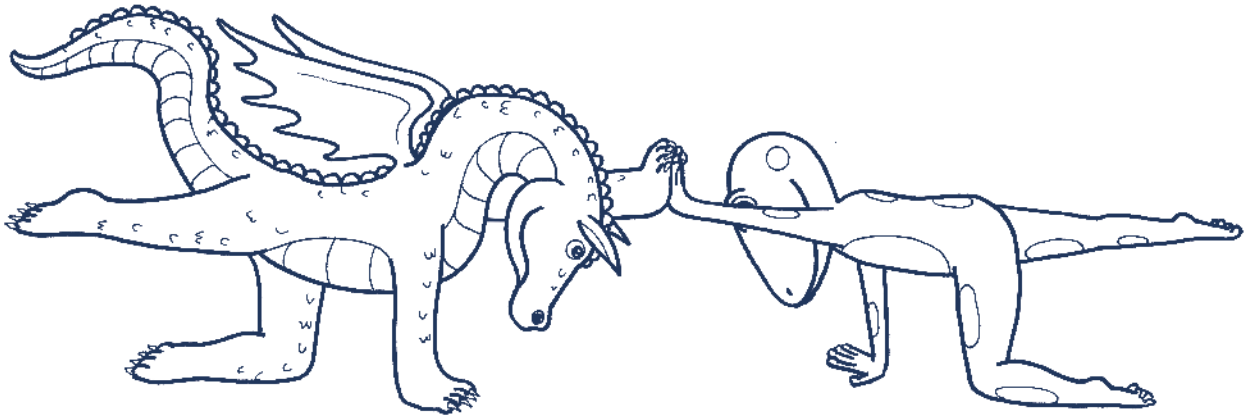
Introduction—Partner Poses (UNIT 5, LESSON 1)

Use a pairing method to facilitate students getting into pairs on one mat.

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

Review the partner work agreements you created as a class.

PARTNER POINTING DOG



Partner Pointing Dog new

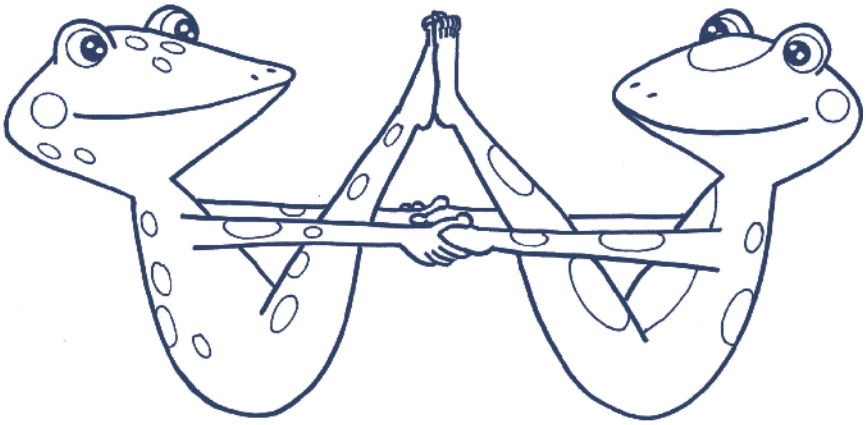
Have students arrange themselves on the mats in Hands and Knees position facing their partners with some room between them to move. Guide them through the pose using the following cues as reference:

1. **Begin in Hands and Knees position, with knees hip-width apart, directly below hips, hands shoulder-width apart, in line with shoulders, and fingers spread wide, pointing forward toward your neighbor.**
2. **Inhale: Feeling steady and looking upward, slowly lift your right hand, reaching out toward your partner so that your fingertips touch or the palms of your hands press into each other. You may need to shift your position closer to your partner or farther apart.**
3. **Exhale: Lift your left leg straight out behind you. Pay attention to what's behind you so you can move into the pose safely.**
4. **Remain in the pose for two to three breaths.**
   - **Breathing in, lengthen your body from your heel to the hand connecting with your partner.**
   - **Breathing out, feel the floor supporting you.**
5. **Repeat on the other side.**

As students practice this pose, guide them to notice whether it might be helpful to press into their partner's hands for balance and stability and ask questions such as:

- *Do you have control over your partner's balance? Can you escalate or de-escalate the possibility that your partner will lose their balance?*
- *Do you have more control over your balance?*
- *Can you escalate or de-escalate the possibility that you will lose your balance?*
- *How can you be supportive of yourself in this pose? How can you be supportive of your partner in this pose?*
- *Does supporting yourself help you support your partner?*

PARTNER BOAT



Partner Boat new

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

1. **Sit facing your partner with your knees bent and your feet on the ground, slightly touching your partner's feet.**
2. **Hold hands with your partner on the outside of your legs.**
3. **Notice if you are hunching forward, and see if you can keep your front body open and your spine straight throughout this activity. See that your shoulders stay down.**
4. **Simultaneously with your partner, raise one leg up and place the soles of your feet together. Find your balance and do the same with the other leg.**
5. **Inhale: Focus on finding your balance together.**
6. **Exhale: Keep your focus on your partner.**

7. If you have found your balance, try straightening your legs without losing that openness in the front part of your body.
8. If your legs feel tight or uncomfortable in the stretch, you may want to get out of the pose and move a little farther from each other.
9. Hold the pose for three to five breaths together.

PARTNER EARTH AND SEEDLING

[OPTIONAL] Partner Earth and Seedling new

Lead students through the pose (Variation 1 and/or Variation 2) using the following cues as reference. Have the partners decide who will be Partner 1 first.

Variation 1

1. Partner 1: Sit in Child's pose.
2. Partner 2: Sits back to back with Partner 1 in Easy pose.
3. Partner 2: Gently begin to lie down onto the back of Partner 1.
4. Partner 2: Open your arms to the side or reach them out overhead.
5. Both: Feel your partner's breath as you take three deep breaths together.
6. Partner 2: To come out of the pose, bring your hands down to the floor and use them to lift your torso out of the pose.
7. Both: Switch roles and repeat.

Variation 2

1. **Partner 1: Sits in Child's pose.**
2. **Partner 2: Crouch down with knees bent behind Partner 1 (back to back) and gently begin to lie down on Partner 1's back. Move slowly as this may be a really intense stretch for Partner 1.**
3. **Partner 2: Leave your arms where they are or extend them. If Partner 1 is feeling OK, you may straighten your legs.**
4. **Both: Take at least three deep breaths together.**
5. **Partner 2: To come out of the pose, bring your hands down, bend your legs and use your hands to lift your torso out of the pose.**
6. **Both: Check in with your partner to ask how they are feeling. Can you adjust the pose to be more supported?**
7. **Both: Switch roles and repeat.**

Partner Closing Sequence (UNIT 5, LESSON 1)

Guide students through the sequence.

REST AND REFLECTION / *5 mins*

Guide Students to find a position that feels safe and comfortable for Rest and allow one to two minutes of Rest before leading them through a Kind Mind (for Others) practice using the following script as reference:

Kind Mind (for Others)

- *Today we were reminded that all friends have conflicts sometimes. The Kind Mind practice can help us build our caring muscles and help our minds remember to show care and goodwill to others, even when we have a conflict.*
- *With your hands on your Anchors, your heart, or wherever they are comfortable, focus on the feeling of your breath. Picture in your mind a friend with whom you have had a small conflict, maybe a small misunderstanding or argument, nothing too big.*

- *If you can't think of one, just picture any friend.*
- *Keep this person in your mind, and as we think kind thoughts, you can* imagine sharing those kind thoughts with this friend.
- *I'm going to say a kind thought out loud. After I say the words out loud, repeat them silently in your mind, imagining kindness for this person growing in your mind:*

  [Use about three of the following phrases or ones that you created with your class. Pause between each phrase to give students a few moments to repeat it to themselves silently.]

  I hope you feel peace.

  May you feel kindness from others.

  I hope you feel safe and cared for.

  I hope you know you are important.

  May you feel seen and heard.

- *Notice how it feels to think kind thoughts for a friend.*

After returning to seated, invite students to share with the class or in a journal how it felt to think kind thoughts for a friend.

TAKE-HOME PRACTICE

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

Lesson 5

COMMUNICATING ABOUT A PROBLEM

Goal Statement

Students will explore different perspectives about potential problems to understand how friends can think and feel differently about the same situation. They will practice ways of communicating about a problem with a friend and listening to their friend's perspective.

Essential Question

How can I respond to conflict in healthy ways?

"I Can" Statement

I can use *I statements* to communicate about a problem with a friend.

Key Learning Objectives

Students will know...

- Communicating about a problem includes saying how they feel and listening to a friend's perspective.
- Communicating about a problem is an important friendship skill, and it will grow with practice.

Students will be able to...

- Practice communicating their perspective about a problem using *I statements*.
- Practice curiosity and listening to understand a friend's perspective about a problem.

Materials

- Problem marker pages for teams
- Scenario cards

Preparation/Setup

- Print three marker papers per team that say Big Problem, Medium Problem, and Small Problem, respectively.
- Consider printing the scenarios on different colors of paper or marking each scenario with the same color marker so you can identify them by color in the whole group activity.

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

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

New Vocabulary

Perspective-taking
Resolve conflict
Problem

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.

BIG OR SMALL? / *10 mins*

Invite students to recall and share the meaning of perspective or point of view. Explain that in this lesson, they will practice perspective-taking skills in order to understand that different people may see a problem in different ways, that some may see it as a small problem and some may see it as a big problem.

Share a brief scenario in which there is the potential for conflict between friends. Examples:

- *You arrive at the playground ready to play basketball like you do every Saturday, but the other kids have decided to play kickball instead without asking you.*
- *You discover a friend cheating in a game.*
- *A friend has been ignoring you all day.*
- *A friend said you could eat dinner at their house and then changed their mind.*

Lead students in reflecting on the scenario using questions such as:

— ***Is this a small, medium, or big problem, or not a problem at all?***
NOTE **Have students show by making a small, medium, or big space between their hands, by moving to a designated spot in the room, or by making some other gesture or movement.**

— ***How would you describe the problem?***

— ***Does everyone see the problem the same way?***

— ***How do you think the two friends feel?***

— ***If you and your friend see a problem differently, what can you do?***

> OPTIONAL: Repeat this exercise with another scenario or consider inviting students to provide a scenario for the class to discuss.

SUMMARIZE FOR STUDENTS:

- *People view situations differently because they have different points of view.*
- *A situation that feels like a small problem for one person may feel like a big problem for another person.*

USING YOUR WORDS / *15 mins*

Invite students to recall what they remember about practicing the skill of communicating with care, and invite a few students to share. Summarize that students have learned that communicating to their friends that they care is important in building friendships. Suggest that it can be just as important to try to communicate well when they have a problem or a conflict:

- *Does anyone ever tell you to talk it out or use your words to solve a problem? How do you do that? Is it easy?*

Guide students to conclude that communicating with a friend about a problem can be very difficult, but it is often an important step to solve a problem or de-escalate a conflict.

Explain that the students will spend the next few minutes practicing communicating about a problem to grow this friendship skill. Display example phrases so that all students can see them or provide copies for each pair of students. Model using the phrases for students before they work with their partners. Emphasize using *I statements* to communicate their perspective:

- **(To identify the problem)** ***I see a problem here. Can we pause to talk?***
- **(To state one's perspective)** ***I feel _____ when _____ because _____. I need _____.***
- **(To invite one's partner to respond)** ***Do you have ideas for how we can solve this?***

Have students sit with a partner. Give each pair a set of short problem scenario cards and the following instructions:

- **Take turns reading each scenario out loud.**
- **Discuss with your partner why you think the scenario is a problem and how big or small it is.**
- **Role-play: Imagine you were in this situation. Practice communicating with your partner about the problem. Try using the three phrases and I statements to:**
  - **Identify the problem,**
  - **Explain your perspective.**
  - **Invite your partner to respond.**

TEACHING TIP

To keep the environment emotionally safe, it is important to respect and accept various answers. Encourage curiosity about different perspectives. Model questions such as: *I'm curious about your perspective. Can you tell me more?*

Debrief with the students using questions such as:

— ***How did it feel to practice communicating about a problem? What parts do you think will need the most practice?***

— ***What other communication skills do you think might be helpful in a problem situation*** NOTE **If needed, remind students of skills from Lessons 2 and 3.** ***How would you use them?***

— ***Why is it important for friends to communicate about problems?***

SUMMARIZE FOR STUDENTS:

- *People see situations differently because they have different perspectives.*
- *Communicating about a problem includes saying how we feel and listening to our friend's perspective.*
- *Communicating about a problem is an important friendship skill, and it will grow with practice.*

MINDFUL MOVEMENT / *18 mins*

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

Have students start seated with their hands on their Anchors. Have them take a few calming breaths and notice how they are feeling and what kind of mindset or attitude they are bringing into their practice today. Ask them to reflect on whether this attitude supports their relationship with themselves and others.

Fresh Start Sequence (UNIT 1, LESSON 3)

Guide students through the sequence with any desired variations, repeating at least once.

[OPTIONAL] Surfer (UNIT 2, LESSON 3)

Guide students through the pose, holding for three breaths on each side.

[OPTIONAL] Lever (UNIT 3, LESSON 3)

Guide students through the pose, holding for three breaths on each side.

Introduction—Partner Poses (UNIT 5, LESSON 1)

Use a pairing method to facilitate students getting into pairs on one mat.

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

Review the partner work agreements you created as a class.

Encourage students to use the language they practiced today to communicate about any problems that come up while they do their partner work.

Partner Pointing Dog (UNIT 5, LESSON 4)

Guide students through the pose.

Partner Boat (UNIT 5, LESSON 4)

Guide students through the pose.

[OPTIONAL] Partner Earth and Seedling (UNIT 5, LESSON 4)

Guide students through the pose.

Partner Closing Sequence (UNIT 5, LESSON 1)

Guide students through the sequence.

REST AND REFLECTION / *5 mins*

Guide Students to find a position that feels safe and comfortable for Rest and allow one to two minutes of Rest before leading them through a Kind Mind (for Others) practice using the following script as reference:

TEACHING TIP

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

Kind Mind (for Others)

- *With your hands on your Anchors, your heart, or wherever they are comfortable, focus on the feeling of your breath.*
- *For today's Kind Mind practice, first call to mind someone who has been kind and supportive of you, maybe even someone in this class. Remember what it felt like to receive that kindness. Let that feeling of kindness sink in for a few breaths. Imagine you are breathing in the kindness that has been shown to you.*
- *I'm going to say a kind thought out loud. After I say the words out loud, repeat them silently in your mind, imagining kindness for this person growing in your mind.*

  [Use about three of the following phrases or ones that you created with your class. Pause between each phrase to give students a few moments to repeat it to themselves silently.]

  I hope you feel supported and cared for.

  May you feel kindness from others.

  May you have friendship with others.

  I hope you know you are important.

  May you feel seen and heard.

- *Notice how it feels to think kind thoughts for this person who was kind and supportive to you.*
- *Now, call to mind someone with whom you have recently had a conflict—not a big conflict—but maybe a medium or small one. The Kind Mind practice can help us build our caring muscles and help our minds remember to show care and goodwill to others, even when we have a conflict .*
- *Picture in your mind a friend with whom you have had a small conflict, maybe a small misunderstanding or argument, nothing too big. If you can't think of one, just picture any friend. Keep this person in your mind, and as we think kind thoughts, you can imagine sharing those kind thoughts with this friend.*
- *I'm going to say a kind thought out loud. After I say the words out loud, repeat them silently in your mind, imagining kindness for this person growing in your mind.*

I hope you feel peace.

May you feel kindness and friendship from others.

I hope you feel safe and cared for.

I hope you know you are important.

May you feel seen and heard.

- *Notice how it feels to think kind thoughts for this person.*

After returning to seated, invite students to share with the class or in a journal how it felt to think kind thoughts about this person.

TAKE-HOME PRACTICE

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

Lesson 6

4-STEP PROCESS TO RESOLVE CONFLICT WITH FRIENDS

Goal Statement

Students will work together to discover a 4-step process to respond to conflict with friends. They will identify multiple strategies to resolve conflict.

Essential Question

How can I respond to conflict in a healthy way?

"I Can" Statement

I can describe a 4-step process for responding to conflict with friends.

Key Learning Objectives

Students will know...

- Resolving conflicts with friends is an important friendship skill that will grow with practice.

Students will be able to...

- Explain a 4-step process to respond to conflict with friends.
- Identify several specific conflict resolution strategies.

Materials

- 20 different colored cards (4 different colors, 5 of each color or more if needed, depending on class size and number of small groups you will have)
- Mixed-up list of the 4 conflict resolution process steps to show
- Correctly ordered list of the 4 conflict resolution process steps to show

Preparation/Setup

- Ensure that you have enough cards prepared for each group.
- Write or type the 4 steps for responding to conflict so that each step corresponds to one color and mix up the list (do not label the steps with a number).

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

Calming and Focusing
Check-In
Kind Mind (for Others)
Gratitude and Appreciation
Rest and Reflection

New Vocabulary

Problem solving
Conflict resolution

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.

CHECKING IN / *5 mins*

Check-In (UNIT 1, LESSON 1)

As the focusing bell quiets, invite students to place their hands on their Anchors and lead them in a brief Check-In, using the following script as reference:

- *Closing your eyes or letting them rest looking down at your hands, take a moment to check in with how you're feeling in your mind and body.*
- *Notice how your body is feeling right now. Does it feel calm? Does it feel restless? Does it feel energetic, tired, or some other way?*
- *There is no right or wrong way to feel. Just notice how your body feels right now in this moment and then bring your focus back to your Anchors and your breath.*
- *Try to check in on your mind for a moment. Are there any thoughts, images, or even sounds running through your mind? Notice what's there and then bring your focus to your Anchors and the movement of your breath.*
- *Lastly, notice if you're feeling any emotions right now. If you notice a visiting emotion, is it comfortable or uncomfortable?*
- *Let's finish our Check-In by bringing our focus back to our Anchors, back to the movement of our breath. When you're ready, look up or open your eyes.*

Invite students to briefly share what they noticed. Reflect with the group using questions such as:

- ***We just practiced checking in with our bodies and minds to notice how we are feeling—do you think checking in can be helpful for your friendships?***
- ***If you are feeling strong emotions (like anger, disappointment, or frustration) with a friend, and you don't notice it, what do you think can happen?*** **[Answer: escalation, etc.]**
- ***How long do you need to check in? If you are in a conversation or playing a game, how can you check in?***
- ***What can you do if you notice a strong emotion during a conflict with a friend?***

SUMMARIZE FOR STUDENTS:

- *When we have a problem or a conflict, it can be helpful to notice how we are feeling so we can take a pause if we need to.*

*4 STEPS TO RESPOND TO CONFLICT / *20 mins*

Recognize that it can be scary, frustrating, or sad to have a conflict or problem with a friend, and explain that it can be helpful to have a plan or strategy for how to respond to conflict so it's not so scary or difficult. Explain that in this lesson students will learn and practice a 4-step process to respond to problems or conflict with friends.

Scrambled Plan Relay

Display the color coded steps of the process for handling conflict in a scrambled order.

Place four small containers in a designated spot filled with colored cards that represent each step in the process. Ensure that each step is on a different colored paper.

Put students into groups with four students each (double up/partner students if needed).

One at a time in relay fashion, have each member of the group run to get a different colored card and bring it back to the group.

When the group has all of the colors they will hold them up to signal their completion.

Prompt group members to work together to come up with an order they think makes sense. Tell them to raise their hands when they are finished so that their work can be checked.

Once all of the groups are finished, show the correct order of steps in the conflict resolution process allowing groups to compare their answers and adjust their order to match if necessary. Allow groups to share their reasoning if they disagree with the order, but encourage them to consider trying the order you are about to discuss.

4 Steps to Resolve Conflict

Present the four-step process and discuss each step in a whole group discussion:

Step 1: Pause and check in.

- *If you notice a strong emotion, what can you do? Is it okay to take a moment to get calm?*

Step 2: Identify the problem and explain your perspective.

- *What are some phrases you can use to communicate?*

  [Hint: Recall from Lesson 5.]

- *What will be helpful to communicate about the problem?*

  [Answer: how it makes you feel; how big/small it is; if there is something you need, etc.]

Step 3: Listen and try to see the problem from the other person's perspective.

- *How could you practice being a good listener?*

  [Hint: Recall from Lesson 2.]

- *Why does it matter what the other person's perspective is? If they have a different perspective, does that mean one of you is right and the other is wrong?*

Step 4: Try to resolve the problem.

- *What are some strategies you and your friend could use to resolve a conflict or problem?*

Guide students in creating a list of strategies to resolve a problem and ask them to explain how they would use each one as it's added to the list. Make sure to include the following strategies on the list:

DIFFERENTIATION

In the same small groups, ask students to discuss what to do when the 4-step process doesn't work. Explain that there may be some times when they are feeling strong emotions or things escalate and they can't get through the 4 steps. Ask:

- ***What can you do if your friend isn't willing to talk about the conflict in the first place?* [Answer: Wait and try again later, ask an adult for help, try a de-escalation strategy, etc.]**
- ***What if you are the one who didn't handle the conflict well?* [Answer: Apologize; wait and try again later; ask an adult for help, etc.]**

- *Apologize.*
- *Get creative and find a compromise.*
- *Make a deal.*
- *Practice compassion (e.g. notice how a friend feels and offer to help).*
- *Let it go.*
- *Take a break or walk away.*
- *Agree to stop a behavior.*
- *Ask an adult for help.* NOTE Make sure this is included.

SUMMARIZE FOR STUDENTS:

- *Even though it is normal to sometimes have conflict with friends, it can be uncomfortable and difficult.*
- *Resolving conflicts with friends is an important friendship skill that will grow with practice.*
- *Practicing the 4-step process we discussed today will help us respond to conflict with friends:*
  - *Pause and check in.*
  - *Identify the problem and explain your perspective.*
  - *Listen and try to see the problem from the other person's perspective.*
  - *Try at least one strategy to resolve the problem.*

MINDFUL MOVEMENT / *18 mins*

Tell students:

- ***In the last few lessons, we've practiced supporting ourselves and others during partner poses. Today we're going to see if our Mindful Movement practice can help us learn more about resolving conflict with a friend.***

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

Have the class start seated with their hands on their Anchors. Have them take a few calming breaths and notice how they are feeling and what kind of

mindset or attitude they are bringing into their practice today. Ask them to reflect on whether this attitude supports their relationship with themselves and others.

Fresh Start Sequence (UNIT 1, LESSON 3)

Guide students through the sequence with any desired variations, repeating at least once.

[OPTIONAL] Surfer (UNIT 2, LESSON 3)

Guide students through the pose, holding for three breaths on each side.

[OPTIONAL] Lever (UNIT 3, LESSON 3)

Guide students through the pose, holding for three breaths on each side.

Introduction—Partner Poses (UNIT 5, LESSON 1)

Use a pairing method to facilitate students getting into pairs on one mat.

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

Review the partner work agreements you created as a class.

Partner's Choice

Display a list of partner poses students have learned. Tell students that today they will work with their partners to practice three of the partner poses they've learned in this unit. Each pair will get to choose which poses they practice.

Give students a couple of minutes to choose, and then check in with the class to see if any conflicts have arisen in the process. Encourage students to practice the conflict resolution steps they have just learned to arrive at a solution for how they will choose their poses.

If desired, use this as an opportunity to have volunteers role play the 4-step process and discuss.

Give students a few minutes to practice each pose they have chosen. Encourage the class to hold each pose for several breaths and to communicate with each other.

Kind Mind (for Others)

Have students sit side by side or back to back with their partners, and guide them through a brief Kind Mind (for Others) practice focused on their partners. Use the following script as reference:

- ***Let's take a few moments to practice Kind Mind with our partners in mind.***
- ***Practicing kindness during a conflict or a challenge can be difficult, but practicing it first within our own minds can help us build our kindness muscles. Let's take a moment to think kind thoughts for our partners. With your hands on your Anchors, close your eyes or look down at your hands. Listen while I say a kind thought, and then you repeat it silently after me with your partner in mind:***

[Use phrases, such as the following, pausing for a moment after saying each one to give students a moment for silent practice.]

May you feel healthy and strong.
May you feel happy.
I hope you feel peaceful and safe.
I hope you know that you are important.

- ***Check in for a moment with your body and mind. Notice what it feels like to think kind thoughts for your partner.***
- ***When you're ready, open your eyes.***

Partner Closing Sequence (UNIT 5, LESSON 1)

Guide students through the sequence.

REST AND REFLECTION / *5 mins*

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

Gratitude and Appreciation (for a Friend)

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

- *Call to mind something you appreciate about or feel thankful for about a friend, perhaps your partner from today's class or another friend.*
- *Notice if you feel a sense of gratitude or appreciation for that person.*
- *Breathe in and imagine that feeling of gratitude or appreciation growing inside you.*
- *Breathe out and let it sink in.*

Allow one to two minutes of Rest.

If time allows, invite students to share their reflection on gratitude with the class or in a journal.

TAKE-HOME PRACTICE

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

Lesson 7

FOOD WITH FRIENDS

Goal Statement

Students will apply their understanding about friendship skills to analyze a story about food and conflict between friends. They will also begin to explore their relationships with food and use Mindful Eating to try a snack.

Essential Question

How do I develop healthy friendships?

"I Can" Statement

I can identify ways to apply friendship skills to respond to a conflict and strengthen a friendship.

Key Learning Objectives

Students will know...

- They each have a relationship with food.
- The foods people eat may have personal or cultural meanings to them.

Students will be able to...

- Identify friendship skills from this unit.
- Apply friendship skills to explore how to resolve a conflict and strengthen a friendship.

Materials

- Interactive whiteboard or projector
- *The Sandwich Swap* by Queen Rania of Jordan Al Abdullah and Kelly DiPucchio
- Friendship Skills Application Activity Guide
- Paper and writing materials
- Several sheets of chart paper and sticky notes if conducting a gallery walk during the Friendship Skills Application Activity
- Paper plates
- Crackers
- 2-3 cracker spreads that are appropriate for the students in your population, including something unfamiliar to most students (vegemite/marmite, apple or pumpkin butter, orange or lemon marmalade, guacamole, olive tapenade, benedictine, etc.)

Preparation/Setup

- Review the book and make notes of where you will ask specific questions.
- Have plates, crackers, and food spreads ready for serving.

New Mindful Movements

Poses

Partner Seated Twist
Partner Surfer Twist
[Optional] Partner Diamond Twist

Sequences

None

Mindful Moments

Calming and Focusing
Take 5 Breath
Mindful Eating
Gratitude and Appreciation
Rest and Reflection

New Vocabulary

None

CALMING AND FOCUSING / *2 mins*

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

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

MINDFUL MOVEMENT / *15 mins*

NOTE *This Mindful Movement practice includes cues related to building a positive relationship with food. Use them as much as you feel is appropriate for your students. This content is secondary to the key objectives and intended to stretch and expand thinking about growing positive relationships in other areas of life that impact well-being.*

Easy Pose (UNIT 1, LESSON 1)

Guide students to sit in Easy pose.

Tell students:

- ***Food is going to be an important part of our lesson today. Have you ever thought about your relationship with food?***
- ***We've been discovering how we can grow strong relationships with friends. There are a lot of positive relationships in our lives that help support our well-being.***
- ***During our Mindful Movement practice today, we're going to think a little bit about how we can grow our positive relationship with food.***

Take 5 Breath

Tell students:

- ***One way to grow our relationship with food is to really pay attention and notice how our bodies feel before and after we eat. Let's***

> ***practice Take 5 Breath to tune in to our bodies and notice how we're feeling right here and now.***

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

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

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

Tell students:

> - ***Notice how your belly feels. Does it feel comfortable or uncomfortable? Full or hungry or somewhere in between? How does your mind feel? Just notice. There's no right or wrong answer.***

Fresh Start Sequence (UNIT 1, LESSON 3)

Before leading students through the sequence three times tell them:

> - ***Another way to grow our positive relationship with food is to get moving! Physical exercise can help our digestion (the way our bodies process food).***
> - ***Physical activity, in general, helps digestion by improving blood flow in our body, including our digestive system. Regular exercise can help us avoid constipation, bloating, gas, and cramps—all those often uncomfortable feelings in our tummy.***

Twist Sequence (UNIT 4, LESSON 1)

Before guiding students through the sequence, tell them:

- ***Another way we can grow our positive relationship with food is to notice how we feel mentally and emotionally before and after we eat.***

When they get to the Pick It Up part of the sequence, have students "pick up" the mindset they want to have before they start eating. You might suggest picking up an open mind or the ability to be fully present or to care for their body.

- ***Why do our mindsets matter when it comes to eating? Are we able to appreciate our food with our senses? Are we able to appreciate the way our food is nurturing our bodies?***

Introduction—Partner Poses (UNIT 5, LESSON 1)

Use a pairing method to facilitate students getting into pairs on one mat.

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

Review the partner work agreements you created as a class.

Tell students:

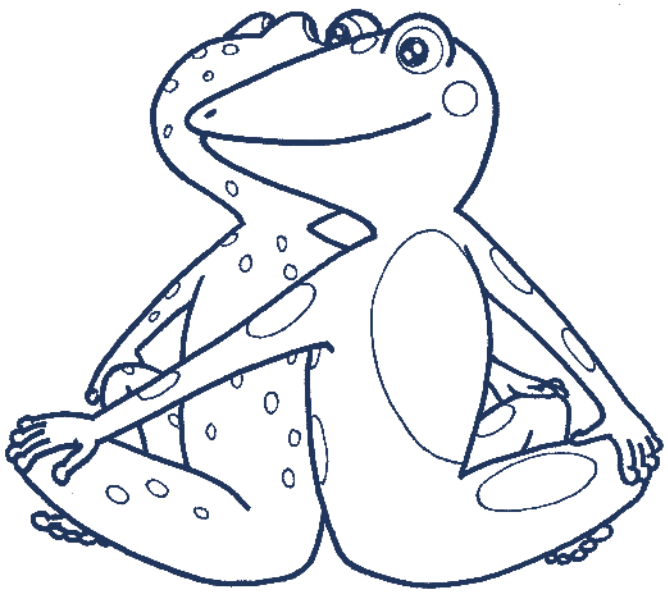
- ***Today we will add twists in our partner poses to bring some more attention to our belly area and all the organs inside that help us digest food and get the good stuff it brings us. While we try these twists, see if you can lead the movement with your belly and notice how that feels.***

Partner Seated Twist new

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

Use the following cues as reference:

PARTNER SEATED TWIST—BACK TO BACK



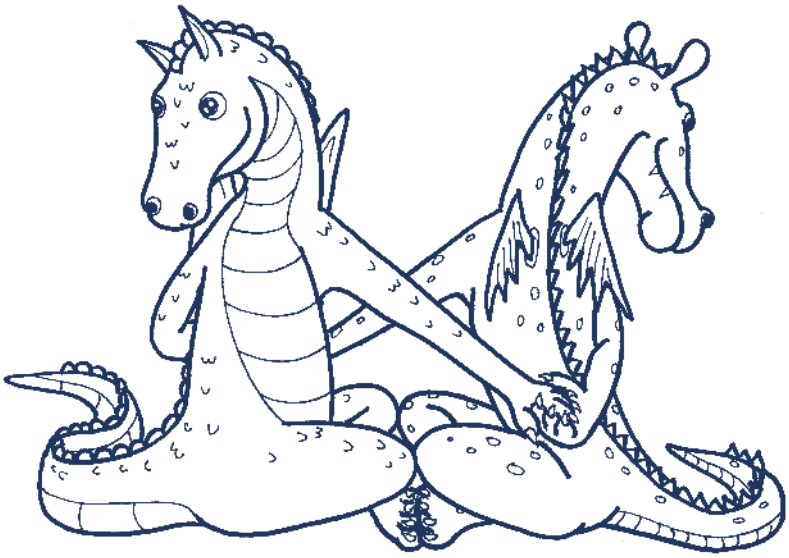
Variation 1: Back to Back

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

Variation 2: Facing Seated Twist

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

PARTNER SEATED TWIST—FACING



5. **The way your right hand is positioned behind your back allows for an easy grip with your partner. There should be no straining at the wrist.** NOTE ***If students are having trouble reaching their partner's hand easily, use a towel, ruler, belt, or jump rope to allow for an easy grip.***

6. **Once you have a bond with your partner, look over your right shoulder.**

7. **Inhale: Gently pull on each other's left and right arms.**

8. **Exhale: Deepen the twist.** NOTE ***Remind your class to listen and respect their partner's body and not to take it too far.***

- ***Breathe together with your partner. Notice how you work together to create the twist. When your body twists, you make space for your partner to do the same.***

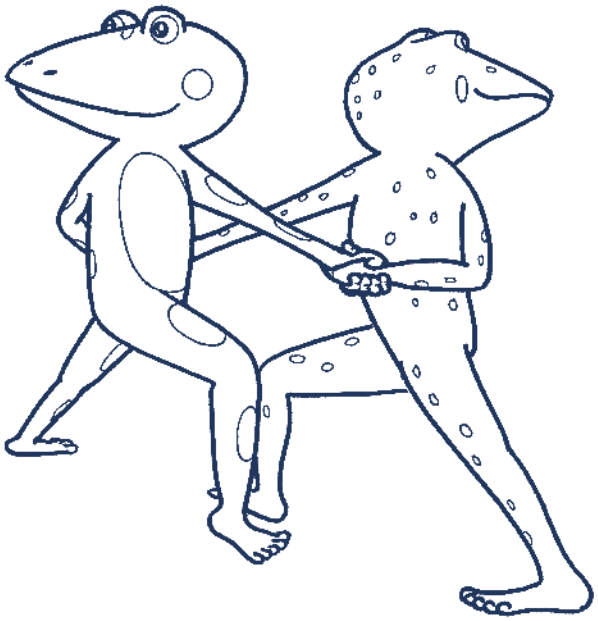
9. **Hold for three breaths. Gently release and return to neutral for a breath. Repeat on the opposite side.**

Partner Surfer Twist new

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

1. **Begin in Mountain pose facing your partner. Step your right foot forward so that your right heel is side by side, with your partner (touching if both of you agree).**

PARTNER SURFER TWIST



2. Exhale: Take a big step back with your left foot, finding Surfer pose. Make sure your right knee is bent, stacked above the right foot, and your left leg is long with the left foot pointing to the side at a 45-degree angle. Press both feet firmly into the ground.

3. Inhale: Lengthen the spine and reach your right arm behind your back, sliding the back of the hand across the small of the back toward the top of the opposite hip.

4. Exhale: Twist your body toward the right and reach out your left hand diagonally. Start with the back of your arm facing your partner's (touching if you both agree), with your fingertips reaching toward the outside of your partner's shoulder. NOTE *Partners may keep the arms at shoulder height, holding on to each other's arms or shoulders, if both agree. If accessible, they may choose to reach down for the fingertips of their partner's right hand, which may be peeking out from behind their partner's back.*

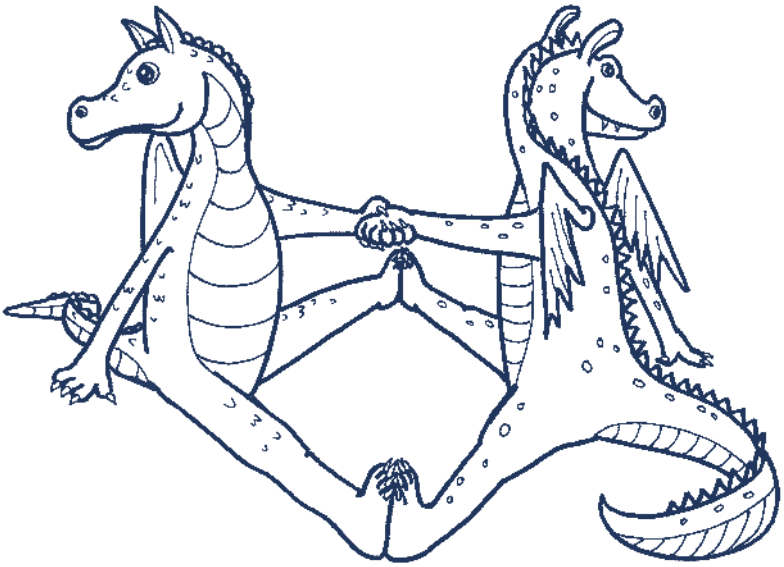
5. Remind students to communicate and cooperate with their partners to build the pose together.

6. Hold the pose for two to three breaths:
   - Breathing in: Stand tall through the spine.
   - Breathing out: Relax into the twist.
   - Breathing in: Press both feet firmly into the floor, supporting your balance.
   - Breathing out: Sink the hips to lunge forward with the right knee.

7. **Release the pose and release the arms to the sides. Turn to face your partner and step forward carefully.**

8. **Repeat on the opposite side if desired.**

PARTNER DIAMOND TWIST



[OPTIONAL] Partner Diamond Twist new

Have partners come into Partner Diamond as described in Lesson 1 up to the point where they hold each other's hands. Then guide them into this Twist version using the following cues as reference:

1. **Begin by pressing down on the ground with your fingertips to lengthen your front body, open your chest, and sit up taller.**

2. **Place your hands next to your hips and press your fingertips down into the mat.**

3. **Then, as you press your right hand down into the mat, reach out and hold your partner's left hand with your left hand. You will be reaching across your body.**

4. **Take a deep breath in. As you hold the breath in, turn your upper body toward the right and turn your head to look over your right shoulder.**

5. **Breathe out.**

6. **As you breathe in, press down and lengthen from your seat to the crown of your head.**

7. **As you breathe out, see if it feels comfortable to twist a little deeper.**

8. **On your next inhale, release your hands and return to center.**

9. **Repeat this process on the opposite side.**

Closing Sequence/Partner Closing Sequence

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

Guide students through a closing sequence of your choice.

NOTE *You may choose to delay the Closing Sequence until you are preparing the class for Rest at the end of this lesson.*

FOOD FIGHT: SANDWICH SWAP PART 1 / *20 mins*

Read aloud *The Sandwich Swap* by Queen Rania Al Abdullah and Kelly DiPucchio. While reading, use questions such as the following to engage students and activate their empathy and curiosity about the characters' experiences:

- ***What do you notice?***
- ***Why do you think each girl felt sorry for each other's lunch?***
- ***Would you be offended if someone made fun of your food?***
- ***Why do you think the girls choose not to sit with each other?***
- ***How did the girls' disagreement affect others?***
- ***What did the girls learn by sharing their sandwiches with each other?***
- ***Do you think the girls could have reconciled (become friends again) even if they didn't like each other's sandwiches?***

SUMMARIZE FOR STUDENTS:

- *We each have a relationship with food.*
- *The foods people eat may have personal or cultural meanings to them.*
- *Understanding others' perspectives can help us grow our friendships.*
- *It is normal for friends to experience conflict sometimes.*
- *Practicing friendship skills to work through conflict can strengthen a friendship.*

After reading the book, lead students in analyzing the story and applying their understanding about friendship skills using one of the following Friendship Skills activities. Choose the activity based on the needs and readiness of your learners. Use the Friendship Skills Application Activity Guide to set up the activity. You may want to begin the activity during this lesson and continue it in the next lesson to allow ample time for learners to review and apply the skills of the unit.

- **Small Groups Teach Friendship Skills:**
  Each small group gets an assignment. They read and discuss the questions and collaborate on a plan for how they would teach the skills for Lilly and Salma's school. They then present it to the class.
- **Friendship Skills Gallery Walk with Partners:**
  Students travel with a partner around to four different stations. For a designated time, they discuss the questions and then record their reflections on the chart paper with sticky notes. When signaled they move to the next station and repeat.

After allotted time, debrief with students and check in on their progress. Let students know they will continue and complete the activity in the next class session.

SANDWICH SPREAD SAMPLING / *10 mins*

Explain to students that they will do a Mindful Eating exercise where they will taste some sandwich spreads that might be new and different for some. Invite them to bring a mindset of curiosity and an openness to new experiences into the activity:

- *Remember that in Mindful Eating, we are using our senses to experience the food mindfully, with an open attitude of curiosity. Once we get to the tasting part, if you don't like the taste, you don't have to eat it.*

Distribute the crackers with different spreads, including something that will be unfamiliar to most students (include a different spread on each cracker). Instruct students to leave them on their napkins until you tell them to pick it up.

SUMMARIZE FOR STUDENTS:

- *Mindful Eating can be a great way to consider new or unfamiliar foods and to grow our relationship with food.*
- *Mindfully trying new foods may be a way to learn about a friend and to grow our friendships.*

TEACHING TIP

After the Mindful Eating exercise, while students finish their crackers, consider reading the Author's Note from *The Sandwich Swap*.

REST AND REFLECTION / *3 mins*

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

Gratitude and Appreciation (for a Friend)

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

- *Silently, call to mind the last time you enjoyed sharing a food with a friend.*
- *Recall what the food looked, smelled, and tasted like.*
- *Recall the friend you shared time and food with.*
- *What was it about that experience that you enjoyed or appreciated?*
- *If you feel any feelings of appreciation or gratitude for that friend or the experience, breathe and savor those feelings for a moment.*

Allow one to two minutes of Rest.

If time allows, invite students to share their reflection on gratitude with the class or in a journal.

TAKE-HOME PRACTICE

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

Lesson 8

OUR BEST TOGETHER

Goal Statement

Students will continue their application of friendship skills by completing the activity they began in Lesson 7. They will also consider how friends can be their best selves together.

Essential Question

What is a healthy relationship?

"I Can" Statement

I can describe how a healthy friendship might change or grow over time.

Key Learning Objectives

Students will know...

- In order for friendships to be healthy, both friends need to practice friendship skills.
- A healthy friendship is one where both friends feel like they can be their best selves together.
- As they grow, friendships change and sometimes end.

Students will be able to...

- Apply friendship skills to explore how to resolve a conflict and strengthen a friendship.

Materials

- Interactive whiteboard or projector
- *The Sandwich Swap* by Queen Rania of Jordan Al Abdullah and Kelly DiPucchio
- Friendship Skills Application Activity Guide
- Chart paper or other artifacts from Lesson 7 for students to continue their work.

Preparation/Setup

- Hang up chart paper and notes from the Gallery Walk if applicable.
- Gather student materials from the small group activity in Lesson 7 if applicable.

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

Calming and Focusing
Mindful Eating
Visualizing Supportive Friends
Rest and Reflection

New Vocabulary

None

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.

FOOD FIGHT: SANDWICH SWAP PART 2 / *10–15 mins*

Distribute materials to students to complete the application activity you began in Lesson 7.

- **Small Groups Teach Friendship Skills:**
  Invite remaining groups to demonstrate their way of teaching friendship skills to Lilly and Salma's school to the whole group. Provide feedback and invite students to ask questions of the group.
- **Friendship Skills Gallery Walk:**
  Allow partners to complete any stations they had not visited. As a whole group, summarize student contributions to each station and invite students to share final comments or questions.

SUMMARIZE FOR STUDENTS:

- *All of the friendship skills we have covered in this unit [list examples] can grow with practice.*
- *When both friends practice friendship skills to work through conflict, friendships can grow stronger.*

Lead students in reflecting silently on one friendship skill they will plan to practice and grow stronger.

OUR BEST TOGETHER / *12 mins*

Use a pairing method to match students with a partner. Then lead a Mindful Listening exercise using the format from Lesson 2 with the following prompt:

- *Friendships can grow or change as time passes. Tell about one of your friendships that has changed in some way over time. Even if your story is all positive, do not use names, simply refer to the other person as your friend.*

After the Mindful Listening practice, guide students through a group discussion using prompts and questions such as:

— ***In our very first lesson, we talked about the ways that a friendship might be healthy or unhealthy. Now that we are at the end of this unit, how would you describe a healthy friendship? How would you describe an unhealthy friendship?*** NOTE **Make sure students recognize that in healthy friendships, friends support each other to be their best selves and they practice friendship skills, etc.**

— ***What are some reasons a friendship might change?*** **[Answer: People's interests might change, a friend might move or change schools, friends may come to understand each other better, a situation might change causing friends to spend more or less time together, etc.]**

— ***How can you take care of and grow those friendships where you feel like your best self?***

— ***Sometimes in a friendship, you may feel like you have a hard time being your best self—what can you do when that happens?***

— ***If two people have a healthy friendship and they practice friendship skills, will their friendship always grow stronger?*** NOTE **Emphasize that it may grow stronger, but as each friend grows and changes, their friendship might change too.**

— ***Is it okay for an unhealthy friendship to end?*** **[Answer: Yes and sometimes it is for the best.]**

— ***Is it okay for a healthy friendship to end?*** **[Answer: Yes, sometimes friendships change over time or end.]** ***Does it always feel okay for a friendship to end?***

— ***What skills will help you to grow new friendships?***

SUMMARIZE FOR STUDENTS:

- *In order for friendships to be healthy, both friends need to practice friendship skills.*
- *A healthy friendship is one where both friends feel like they can be their best selves together and both friends want each other to be their best selves.*
- *As we grow, our friendships change for many reasons. Sometimes they grow stronger or closer. Sometimes they drift apart or end. Sometimes a friendship can be strong even when friends don't see each other that often.*

*MINDFUL MOVEMENT / *15 mins*

Easy Pose (UNIT 1, LESSON 1)

Guide students to sit in Easy pose.

Twist Sequence (UNIT 4, LESSON 1)

Guide students through the sequence once. For the Pick It Up portion, consider having students "pick up"a friendship skill they want to practice and grow.

Fresh Start Sequence (UNIT 1, LESSON 3)

Have students lead the sequence two to three times.

Introduction—Partner Poses (UNIT 5, LESSON 1)

Use a quick pairing method to facilitate students getting into pairs.

Review the class partner work agreements.

Partner Surfer Twist (UNIT 5, LESSON 7)

Ask two volunteers to demonstrate and then guide students through the pose.

Partner Seated Twist or Partner Diamond Twist (UNIT 5, LESSON 7)

Have two volunteers demonstrating one version of a partner twist and then guide students through the pose.

Partner Portrait of Friendship

Guide pairs to create a portrait of friendship using a partner pose they have practiced during this unit.

Explain that partners should work together to choose a partner pose that they think creates an illustration of friendship in some way and use their bodies in this partner pose as a way of creating a living statue that portrays friendship.

After partners have chosen and begun to practice, let them know that they can add to or change the pose slightly if it helps them to convey their image of friendship.

If time allows, invite volunteers to share with the class or with groups of neighboring pairs.

DIFFERENTIATION

Have partners imagine one way a friendship might change over time and choose a second partner pose to illustrate that change.

Partner Closing Sequence (UNIT 5, LESSON 1)

Guide students through the sequence.

REST AND REFLECTION / *5 mins*

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

Visualizing Supportive Friends

Lead students through a brief visualization using the following script as reference:

- *Use your imagination to picture all the friends you have now standing in front of you—your close friends and the friends you only play with from time to time. Notice what they look like. Notice how you feel.*
- *Now picture all the friends you had a year ago standing behind them.*
- *And all the friends you have had since you were a baby standing behind them.*
- *Notice how you feel.*
- *Imagine they are all giving you kindness, care, and support, and helping you grow to your strongest healthiest best self.*
- *Even if your friendships have changed or ended, imagine all the kindness they gave you supporting you and helping you grow stronger today.*
- *Breathe and notice how you feel with all of their support.*

Allow one to two minutes of Rest.

If time allows, invite students to share their reflection on gratitude with the class or in a journal.

TAKE-HOME PRACTICE

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

Lesson Extensions

Compliment Car Wash

Lesson 3

Divide students into small groups of no more than six to eight so that the students stay engaged.

Ask each group to stand in two lines facing one another. Play music to make this fun.

Pick one member of each group to walk or dance through the lines set up by their groups. As the student passes each person, their peers should give the student a compliment or other kind words. Once the student gets through the line, the student should join a line and then pick another student to go through the ***compliment car wash***. Continue this until everyone goes through the car wash once.

After everyone in the group gets a turn, make the second round a challenge. For example, tell students that their compliments may only be given about the person's character—good traits that cannot be seen from the outside.

Healthy Habit Partner Challenge

Any lesson

Have students work with a partner (or in a group of three) to make up a one-week healthy habit challenge. Examples:

- *We will eat at least one fruit every day.*
- *We will not drink sugary drinks for the whole week.*
- *We will exercise every day this week for at least 20 minutes.*

Tell partners to discuss how they will support each other in growing this healthy habit.

Discuss with students as a whole group ways that they can support each other in growing this healthy habit. Brainstorm places and methods for reminders and check-ins. Discuss the kind of attitude and approach that will be helpful and supportive rather than judgmental or critical. Discuss ways that they can be understanding, caring, and kind. Remind them this is not a competition.

If your students use journals, give them time to record their healthy habit challenge and reminders for how to support each other.

Creative Conflict Resolution

Lesson 6

Challenge small groups to get creative and illustrate the 4-step process for responding to conflict using a drawing, cheer, dance, rap, or song. Invite them to share their work with the class.

Friendly Food

Lesson 7

Invite students to reflect on and share responses to the following questions:

- *Can you remember an important moment in a friendship that involved food? What do you remember and why was food important to this memory?*

Use a strategy of your choice to facilitate sharing. Examples: Invite volunteers to share with the group; have students turn and talk with a partner; conduct a Mindful Listening practice (Unit 5, Lesson 2).

Paper Sandwich Swap

Lesson 7

Have students think about a food they eat at home that either (a) others might not know or like or (b) is very important to their family or culture.

Provide a small piece of paper or index card for students to draw or write about this food. Instruct students to fold the paper in half to make a paper "sandwich."

Have students form two concentric circles and guide

the two circles to walk in opposite directions. When you say, “freeze,” students in the circles turn their face toward each other and the person in front of them is their partner.

Students swap paper sandwiches and first guess what the food might be, then practice communication and listening skills to ask questions and learn about the food and each other. Consider providing a few starter questions.

Swap paper sandwiches back to their original owner and then repeat the process of moving, partnering, swapping, and learning, several times.

Guide the students to reflect on what they have learned about each other.

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.