

THE COMPASSIONATE SCHOOLS PROJECT CURRICULUM





# Flourish

## THE COMPASSIONATE SCHOOLS PROJECT CURRICULUM

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

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# COMPASSION



No prior knowledge is needed.

### **Overview**

This unit introduces the curriculum to students within a framework of *compassion*—compassion for others and self and compassion for the mind and body.

## **Enduring Understandings**

Students will understand:

- Compassion is showing care and kindness for someone in need.
- They can be compassionate toward themselves.
- They can be compassionate toward others.

## **Essential Questions**

- What is compassion?
- What can I do when I need compassion?
- How can I show compassion to others?

## Lesson Summaries and Materials\*

Lesson 1 pages 5-21	Lesson 1—What Is Compassion?: Students will learn that compassion means showing care and kindness to someone in need. They will practice identifying acts of compassion.	<ul> <li>Images of Moving Storytime characters</li> <li>Mats</li> <li>Interactive whiteboard or chart</li> <li>Puppets, if desired</li> <li>[Optional] Hoberman sphere</li> </ul>
Lesson 2 pages 22-32	Lesson 2—A Thirst for Compassion: Students will understand that they show compassion to themselves when they take care of their bodies.	<ul> <li>Interactive whiteboard or chart</li> <li>Images of Moving Storytime characters</li> <li>Images of healthy snack foods</li> <li>1 small sample cup of water per student</li> </ul>
<b>Lesson 3</b> pages 33-42	Lesson 3—I Need Compassion: Students will explore times they might need compassion and identify ways they can practice self-compassion.	<ul> <li>Interactive whiteboard or chart</li> <li>Images of Moving Storytime characters, if desired</li> <li>Mirrors</li> </ul>
Lesson 4 pages 43-49	Lesson 4—Walking With Compassion: Students will learn how to recognize when someone needs compassion and demonstrate ways to show compassion.	<ul> <li>Interactive whiteboard or chart</li> <li>Images of Moving Storytime characters, if desired</li> </ul>

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

#### **New Mindful Movements**

#### **Differentiation**\*

- Differentiation activities offered for highreadiness 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:

- Express an understanding of compassion during activities and discussion (Observation, Lessons 1–4).
- Identify an act of compassion in a story (Observation, Lessons 1–3).
- State one way they can show themselves compassion (Observation, Lesson 2).
- Recognize when they need compassion (Observation, Lesson 3).
- Practice acts of self-compassion (Lesson 3).
- Recognize when someone else needs compassion (Observation, Lesson 4).
- Identify and demonstrate ways to show compassion to others (Lesson 4).
- Demonstrate an ability to practice mindful moments and mindful movements with guidance (Observation, Lessons 1–4).

Poses Child's Mountain Sunrise Sunset Cat Cow Dog Puppy Butterfly Flower Turtle Easy Pose Monkey Cobra

#### **Sequences**

Sunrise/Sunset Cat/Cow Dog/Plank Closing Sequence (Butterfly, Flower, Turtle) Michael's Sequence (Fresh Start Sequence, Part 1) Maria's Sequence (Fresh Start Sequence, Part 2)

### **Mindful Moments**

Calming and Focusing Mindful Mountain Rest and Reflection





## **Goal Statement**

Students will learn that compassion means showing care and kindness to someone in need, and they will practice identifying acts of compassion.

## **Essential Question**

What is compassion?

## "I Can" Statement

I can tell you what compassion is.

#### **Key Learning Objectives**

Students will know...

 Compassion means showing care and kindness to someone in need.

Students will be able to...

• Identify acts of compassion.

#### **Materials**

- Images of Moving Storytime characters
- Mats

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- Interactive whiteboard or chart
- Puppets, if desired

#### **Preparation/Setup**

- Preload images of Michael and Maria, Cow, Cat, and Dog, if using, or prepare puppets and practice speaking with them.
- If desired, set out the Hoberman sphere.

#### Vocabulary

Care **Compassion Mindful/mindfulness** Calm **Focus Pay attention On purpose** Curiosity **Kindness** Anchors



## Poses Child's

Mountain Sunrise Sunset Cat Cow Dog **Hands and Knees** Puppy **Butterfly** Flower Turtle

#### **Sequences**

Sunrise/Sunset Cat/Cow Dog/Plank **Closing Sequence** (Butterfly, Flower, Turtle)

#### **Mindful Moments**

**Calming and Focusing Mindful Mountain Rest and Reflection** 

## TEACHING TIP

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Introduce Calming and Focusing practices prior to the day of this first lesson, while you are establishing routines and procedures.

#### **CALMING AND FOCUSING** / 5 mins

Tell students that the first thing they're going to learn is a special way of paying attention called mindfulness.

Invite students to guess or share their knowledge about what mindfulness is. After students have had an opportunity to share their guesses, tell them that:

 Mindfulness is when we pay attention to something on purpose with curious minds and kindness.

Briefly check for understanding of the meanings of curiosity and kindness.

• We are practicing being curious about what we might notice, and we are practicing being kind to ourselves at the same time.

Lead students through the Calming and Focusing exercises differentiating your use of the scripts to the readiness of your students. For K-1 students, give simple instructions with minimal introduction during the exercises. You will build understanding with repeated practice and reflection over time.

 First we will practice some calming breaths. Let's begin by paying attention to our breath and being curious about what we might notice. Place one hand on your belly and one hand on your chest. These are our anchors. When your hands are on your anchors, you can feel your breath move in your body.

Invite students to take three deep calming breaths with you:

- Let's take a slow breath in together, and now let's slowly breathe out together. Breathe in again. Feel your breath come in through your nose. Breathe out, feel your breath leave through your nose. Breathe in, feel your belly and chest get bigger. Breathe out, feel your chest sink and your belly relax.
- When I breathe like this, it feels like I am being kind to myself. Thank you for breathing with me.

If you have a Hoberman sphere, use it to help cue inhalations and exhalations. Otherwise, you can use a hand signal, such as moving your palms away from each other as you breathe in, and moving your palms together as you breathe out.

Next we'll pay attention to the sound of a bell to help our minds focus. Sometimes it helps me to listen if I close my eyes or look downward. You can try that, too. All you have to do is listen to the sound of the bell. Be curious about the sound. See if you can notice when it starts to get quiet and see if you can notice when the sound stops. When you can't hear the sound anymore, look up at my eyes [or use some other signal] to let me know.

Ring the bell.

Wait until the bell stops ringing.

 Now my mind is more focused and ready to begin the lesson. Thank you for focusing with me.

Invite students to share what they noticed during the Calming and Focusing exercises and how they felt. Affirm that it's okay if they didn't feel calm or if they had a hard time focusing. Explain that focusing isn't easy, but we can get stronger with practice.



#### **MOVING STORYTIME** / 25 mins

#### Introduction

Tell the students you have some people for them to meet today. Then introduce Michael and Maria with images on the board or puppets. Let them know that Michael and Maria are friends who live high up on a mountain, and ask students to imitate a mountain with their bodies.

Next, to pique their interest in the characters, ask students to describe a few things they observe about Michael and Maria. Example questions:

- What do we know about Michael and Maria?
- How are Maria and Michael the same as you? Different from you?
- What do you think Maria and Michael like to do?

Tell students you have a story to tell them about Michael and Maria so they can learn more about them, but you will need their help in telling it.

Tell students that this is a Moving Storytime, and that they will be moving their bodies with Michael and Maria throughout the story, with you leading them.

Make sure students have enough personal space to safely move along with you. Use the PRACTICE GUIDE and cues suggested in the lessons as reference for the movements and poses you will be modeling, but do not focus on instructing students on correct alignment during this activity.

Let the focus be on the story and exploring and playing with the movement. Students in this age group will do best by following your movement rather than your verbal instruction. Give cues to support students' performances of the movements and poses only as much as you see necessary to support safety.

Tell students that they will start the story on the mats in a pose called Child's pose because Michael and Maria are children.

### TEACHING TIP

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Rather than using the names Michael and Maria, invite the class to name the characters and to identify several attributes for each character (e.g., what they like to do, what foods they like to eat). Use this as an opportunity to adapt the stories in ways that make them relevant to your unique student population and to help cultivate engagement with the storytelling process.



#### HANDS AND KNEES

## **TEACHING TIP**

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Try to make the movement and the storytelling simultaneous as much as possible. As the narrator, your movement is an extension of your storytelling; and the students' participation in the movement is an extension of their listening. Think of the movement as a way to immerse yourselves in imaginative play through the story, embodying the expressions. movements, experiences and perspectives of the characters. This embodiment will set the stage for students' practice with the focal skills in each lesson.

#### Hands and Knees **Dew**

- **1.** Begin in a kneeling position with knees directly under hips and tops of feet pressing downward.
- 2. Place hands shoulder width apart on mat, walking hands forward so that spine is neutral and hands are directly below shoulders with elbow creases facing toward each other.
- **3.** With palms down, spread fingers wide and gently press fingers into the mat.
- 4. Keep head in line with the spine, looking downward.



#### Child's Pose new

Lead students into Child's pose by modeling the movement. Use the following cues as reference:

- **1.** Begin on hands and knees.
- 2. Exhale and send hips back toward heels, stretching arms out in front and letting the upper body (head, shoulders, and chest) sink down toward the mat.
- **3.** Then, shift slightly so that you look up with elbows on the floor and chin propped on the hands.

Tell students:

• This story is about two children. Their names are Michael and Maria.

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• Maria and Michael grew up on top of a very tall mountain.

#### Mountain new

Lead students in transitioning from Child's pose to Mountain pose by slowly stretching upward, standing on toes, and settling with arms by sides. Use the following cues for Mountain pose as reference:



**TEACHING TIP** 

**During the Moving** Storytime, lead by modeling, giving movement cues very sparingly. Detailed instructions are included whenever a new pose or movement is introduced, but do not break the story flow to give movement cues unless needed for safety. If more instruction and practice is needed for the movements. return to them after the story. **Remember that students** will develop fluency with the movements through repeated practice.

- **1.** Begin by standing with feet parallel, no more than hip-width apart.
- 2. Inhale: Lifting the crown of the head to lengthen the spine.
- **3.** Exhale: Pressing both feet into the floor and relaxing the shoulders away from the ears.
- 4. Hold the pose for three breaths.

#### Sunrise/Sunset

Tell the students:

• Michael and Maria always woke up with the sunrise.

Model stretching your arms out to the sides and up above the head for Sunrise pose. Repeat the movement, pointing out that your arms are making a sunrise.

Michael and Maria always came home before the sunset.

From Sunrise, model folding forward into Sunset pose.



Repeat movement, flowing from Sunrise to Sunset two to three times. Lead by modeling the movement. Use the following cues as reference:

- **1.** Begin in Mountain pose.
- 2. Inhale: Stretching arms out to the sides and up above the head for Sunrise.
- 3. Exhale: From Sunrise, fold forward to Sunset pose. Bend knees as much as needed to get deeper into the forward fold. Let the whole upper body relax over the legs, letting the head hang heavy and the shoulders relax.
- 4. Inhale: Press feet downward and lift the body upward to return to Sunrise. Find the qualities of Mountain pose as you lift upright.
- Model deep breathing, inhaling on the upward movement, exhaling on the downward movement but do not give explicit instructions on breathing at this time.
- 6. End in Mountain pose.

#### Walk Around the Mountain

• One day, Michael and Maria went for a walk.

Walk in place.

• They walked around the mountain.

Continue walking in place or have students follow you on a walk, circling the room and then leading students back to their own mats.

• And they walked down the mountain.

Continue walking in place on your own mats, slowly getting lower and lower to the floor.

End on hands and knees.



#### Cat/Cow new

• At the bottom of the mountain, they saw two of their friends, Cow...

Lead students into Cow pose by modeling, using the following cues as reference:

- **1.** Begin on hands and knees.
- 2. Inhale: Lower the belly and lengthen the spine from tailbone to the crown of the head to create a slight U shape with the spine in Cow pose. Lift the head and heart, looking forward and letting the chest expand with the breath. Sink shoulders down and back.
- ...and Cat

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

- **1.** Begin in Cow pose.
- 2. Exhale: Lift the belly, rounding the back and lowering the head to look back at the navel in Cat pose.
- 3. Let the head and neck relax while the belly button lifts toward the ceiling to stretch the back.

Repeat Cow and Cat poses, saying "Hello, Cow" and "Hello, Cat" with each movement.

Invite students to say "moo" and "meow" with the poses.

#### Walk Around the Mountain

 Cat and Cow joined them for their walk because they wanted to get some exercise too.

Transition back to standing and walking in place.

 Michael and Maria and Cat and Cow started to walk around the mountain.

Continue walking in place or lead students in a walk around the room, finishing back on their own mats. Then continue the story:

- While they were walking, they saw their friend Dog over by some trees. They waved to Dog to come and play with them, but Dog didn't wave back.
- Michael said, "That's strange. Dog is usually excited to see us. I wonder why he didn't wave back. I hope there's nothing wrong."
- · Cat said, "He does not look happy. Let's just keep walking in case he is feeling grouchy."
- Cow said, "I'm tired and I want to finish our walk. Let's just keep mooo-ving."
- Maria said, "Come on, friends, let's go check on Dog to make sure he's okay."
- Michael and Maria cared for and respected Dog; they didn't want to ignore him.

Continue walking in place, waving to Dog as you continue the story:

• Michael, Maria, Cat, and Cow walked over to the trees where they saw Dog and said, "Hi, friend, don't you want to come on a walk with us?" Dog didn't say anything, but he did not look happy.



Continue walking in place, then slowly lower to the ground to hands and knees.

Lead students into Dog pose from hands and knees by modeling the movement. Use the following cues as reference:

1. Exhale and make an upside-down V-shape with the body by shifting the hips back and relaxing the head down.



- 2. Create a long line from heels to hips and from hips to palms. Bend knees slightly, especially if shoulders or hamstrings are tight.
- 3. Finish on hands and knees.



Continue narrating:

• Dog tried to follow them, and then they saw the problem. Dog was stuck! His paw was caught under a root. He tried and tried and tried to pull his paw out, but it just wouldn't move.

From Dog pose, model moving forward into Plank pose and pretending to have a paw stuck in place, which prevents moving any farther. Use the following cues as reference:

- 1. Begin in Dog pose.
- 2. Inhale and move to Plank pose: Lift knees and step feet back. Straighten the body like a plank of wood from heels to the crown

of the head, with the head looking downward. Shoulders stack over palms with arms long and strong (without locking the elbows) and legs straight. Also demonstrate Kneeling Plank as an option by placing the knees on the mat while keeping a long straight line from the knees to the crown of the head.

**3.** Exhale and return to Dog pose.

Repeat this movement from Dog to Plank as Dog "tried and tried."



• Dog started crying. He felt scared and sad, and his paw really hurt. Dog said, "I feel scared and sad. I need to ask for help."

Lead students to rest in Puppy pose by modeling the movement. Use the following cues as reference:

- **1.** Begin in Dog pose.
- 2. Exhale: Bend knees to floor, hips still reaching up and back, while chest sinks down toward the mat.

#### **Child's Pose**

• Michael and Maria cared for Dog. They understood how he felt, because they had felt scared and sad before too. Their hearts were full of compassion for Dog, and they knew they could help him.

Model resting in Child's pose with elbows on mat and chin on hands (Michael and Maria's pose from the beginning of the story).

#### **Dog/Wagging Tail**

• They used their gentle, caring hands to try to free Dog's paw

from the root. Then Cat and Cow began to help too. When they all worked together, they were able to get Dog's paw free and to bandage it up with their first aid kit so it would feel better.

From Child's pose, model slowly walking hands forward one at a time until arms are extended, ready for Dog.

• Dog was so excited to walk that he jumped up and wagged his tail in the air. Dog said, "Thank you for helping me, friends.

Lift up to Dog and guide students to add a motion to represent a wagging tail (e.g., moving hips from side to side or lifting one leg behind you and moving the foot back and forth).

#### **Cat/Cow**

• Cat turned to Maria and Michael and said, "You are very kind, compassionate friends. I'm so glad we have friends like you, who care for, respect, and help each other."

Lower to hands and knees and stretch the spine upward in Cat pose.

• Cow said, "I'm glad you're feeling better, Dog. Now, do you want to walk around the mountain with us?"

Transition to Cow pose, lifting the chest.

#### Walk Around the Mountain

• Then all the friends went for a nice long walk around the mountain.

Transition back to standing. Walk in place or have students follow you around the room in a line, then back to their own mats.

#### Drink Water **new**

• After their walk, they knelt down at a stream to splash and taste the cool, refreshing water.

Fold forward to transition from standing to kneeling to pretend to splash and drink water.

#### **Closing Sequence**

• Then they all took a break to let their bodies and minds rest. When they were calm and still, they let their ears listen to the sounds of the trickling stream and then let their eyes enjoy the sights of the beautiful day. They saw a butterfly, a little flower, and a turtle hiding inside its shell.

Transition to seated on the mat. Lead the group into Butterfly pose, then Flower pose, then Turtle pose. Hold each pose for a few breaths. Model the movement using the following cues as your reference:



#### Butterfly new

- **1.** Begin seated with soles of feet together, knees down to sides.
- 2. Inhale: Hold feet still, lengthen back to sit up tall.
- 3. Exhale: Slightly fold forward over your legs.
- 4. Hold the pose for three breaths.
- 5. Inhale: Sit up straight.

#### Flower new

- **1.** Begin sitting upright in Butterfly with heels slightly farther away from the pelvis.
- 2. Thread arms through legs. Bend elbows and lift palms up. \*Alternative: place hands on knees, palms up. Inhale: Lean back slightly on sit bones to lift legs up from the floor.
- **3.** Exhale: Find your balance.





- **4.** Hold the pose for three breaths.
- 5. Gently lower the arms and release legs to sit up straight in Butterfly pose.



#### Turtle new

- **1.** Begin sitting in Butterfly.
- 2. Inhale: Slide left arm inside and under left leg and right arm inside and under right leg, sliding palms forward on the ground.
- 3. Exhale: Fold down over legs. Relax head down.
- **4.** Hold the pose for three breaths.
- 5. Inhale: Sit up straight as you bring the arms from under the legs to Butterfly pose.
- After their rest, Michael and Maria walked up, up, up, back to their home on top of the mountain.

## TEACHING TIP

Be creative in finding ways to draw children into the imaginative play of the Moving Storytime. Pretend that you can actually see the mountain around you. Invite students to imagine and describe what the mountain looks like, what the town is like, or what the characters' homes and families are like.

#### Mountain

From sitting on the mat transition to kneeling, crouching, standing, then standing on tiptoes, and finally reaching up high, to simulate the climb back "up, up, up" the mountain.

Return to Mountain pose.

• When they reached the top of the mountain, they were so happy to be home. They enjoyed big glasses of water and shared a sweet, ripe, juicy peach. Finally, they watched the sunset over the mountain and took time to rest and relax after a busy day.

#### Sunset

From Mountain pose, fold forward for Sunset.

Relax into the pose for a few deep breaths before returning to Mountain.



#### MINDFUL MOUNTAIN / 3 mins

Ask students to imagine that big mountain in the story. Example questions:

- If a mountain could feel, how would it feel?
- How would you describe a mountain?

While standing in Mountain pose, say:

 I feel strong, still, and quiet. Sometimes I am quiet enough to pay attention to the breaths that I'm taking. I am being mindful of my breath. When I am mindful, I am gentle and kind with myself, and I feel curious about what I'll notice.

Then, with your hands on your belly, take a slightly exaggerated breath in and out so that your hands move with your breath. Have the students try this.

Move your hands to your heart and say:

• If I am very quiet and really pay attention, I can even feel my heart beating inside my chest. I am being mindful of my heartbeat.

Invite students to try this with you. Remind them that it is okay if they can't feel it today, because they will keep practicing.

#### \*SHOWING COMPASSION / 10 mins

Guide students to a seated position.

Tell students that they just heard a story about *compassion*. Ask students to signal with one gesture (e.g., pat their head) if they've heard that word before, or signal with another gesture (e.g., touch their nose) if it is new to them.

Then invite them to use the story to guess what the word compassion might mean. Help them conclude that compassion means showing care and kindness for someone in need.

Then guide students in identifying compassion in the story, by asking some of the following questions:

- How did Michael and Maria show Dog compassion?
- How did Michael and Maria know Dog needed their care?
- Did Cow show compassion and care for Dog at first?
   [Answer: No. He did not want to invite Dog to walk with them.] Why do you think that?
- Did Cat show compassion and care for Dog at first? Why do you think that? [Answer: No. Cat didn't want to go out of his way.]
- How did Dog show care and compassion to himself?
   [Answer: He explained how he felt and asked for help.]
- Why might you want to have Michael and Maria as your friends?

Help students conclude that Michael and Maria felt compassion for Dog and wanted to give him the help he needed. Tell them that, in this class we will learn more about how to practice compassion.

#### SUMMARIZE FOR STUDENTS:

• Compassion means to show care and kindness to someone in need.

#### **REST AND REFLECTION** / 5 mins

Remind students that after the sunset, Michael and Maria went home to rest:

- Maria and Michael know that rest is very important for taking care of their bodies so their bodies can be happy and healthy.
- Rest is an important part of taking care of ourselves and showing compassion, especially when we are tired. So, the last part of our classes each day will be a rest practice.
- Did you know you don't need to go to sleep to rest your body? We all need plenty of sleep, but sometimes it is good for our bodies to rest even when we aren't sleeping.

## **DIFFERENTIATION**

If students are familiar with concepts of mindfulness and compassion already, help students make connections between mindfulness and compassion in the story. **Mindfulness means** using their minds to pay attention on purpose with curiosity and kindness. Michael and Maria were paying attention to their friend Dog and that helped them notice that he was hurting. They paid attention with curiosity to discover what he might need. They paid attention with kindness because they cared for their friend. **Mindfulness helped them** show compassion to their friend by gently and kindly giving him the help and care he needed.

### **TEACHING TIP**

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Some students may feel vulnerable lying on their backs having their eyes closed, or having the lights dimmed. It is important to encourage students to find a Rest pose in which they feel comfortable, safe, and able to be calm and quiet. **Especially for students** who have experienced trauma, this may look like a different way of lying down or even sitting with their back against the wall. It is completely normal for young students to be wiggly and distracted during rest while they first explore this practice. They will grow their abilities to be calm, still, and quiet over time with practice.

Let's try it out: We're going to lie down still and quiet on our mats for a moment of rest. First, take a look around the room, then lie down in a way that feels safe and comfortable for you. Close your eyes if it's comfortable. If you would rather not close your eyes, you can find one place to rest your eyes.

Model and guide students to lie all the way down on their mats in a Rest pose. Typically that would be flat on their backs with their eyes closed and their hands on their bellies, but allow and encourage students to find a Rest position that feels safe, calm, and comfortable for them, even if it is not lying down (e.g., sitting up or in Child's pose). Ask students if they are okay with you dimming the lights before doing so.

If students are restless, acknowledge that sometimes it's hard to be still and quiet. If you feel like your body wants to move and it's hard to stay still, that's okay, but try not to disturb the classmates around you."

Then invite students to place their attention on their breath. You can say something like the following:

- If you pay attention to your body, you will notice that even when you are lying in a Rest pose, your body is still moving.
- Your breath makes your belly and chest move in and out. If it feels comfortable for you, place your hands on your heart and belly. Feel your belly rise while you breathe in and sink while you breathe out.

If anyone is lying on their belly, invite them to pay attention to the feeling of their belly and ribs expanding into the mat.

Allow one to two minutes of silent rest.

As we finish the relaxation, take a deep breath in and a long breath out.
 Wiggle your fingers and your toes.

Explain that you are going to ring the bell again, and when they can't hear the sound of the bell anymore, they should quietly move their bodies back up to their calm and ready seated pose.

#### Ring the bell.

Once students have returned to a seated position, invite them to notice how their bodies feel:

• Do you feel relaxed? Calm? Sleepy? Energized? Be curious and notice how you feel in body and mind.

#### **TAKE-HOME PRACTICE**

 Can you notice any people around you acting like Michael and Maria by showing care or compassion for someone who needs it?



## Lesson 2

# A THIRST FOR COMPASSION



## **Goal Statement**

Students will understand that they show compassion to themselves when they take care of their bodies.

## **Essential Question**

How can I show myself compassion?

## "I Can" Statement

I can show myself compassion by caring for my body.

# .... .... ..... ..... ...... ....... .........

## **Key Learning Objectives**

Students will know...

- Compassion means showing care and kindness to someone in need.
- Their bodies need care and compassion.

Students will be able to...

• Identify acts of compassion for themselves and others.

#### **Materials**

- Interactive whiteboard or chart
- Images of Moving Storytime characters
- Images of healthy snack foods
- 1 small sample cup of water per student

#### **Preparation/Setup**

- Preload images of Moving Storytime characters and healthy snack foods.
- Pre-fill paper cups of water (1 per student).

## New Vocabulary Thirst/thirsty



#### **CALMING AND FOCUSING** / 2 mins

Every lesson begins 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.

#### IT STARTS WITH "C" / 5 mins

Ask the students if they noticed anyone acting like Maria or Michael since the last time you met. To review the story from last time, bring out the puppets or put up Michael and Maria's pictures on the board and ask:

What was it that Michael and Maria showed to Dog?
 [Hint: It begins with the same sound as two of the characters' names]
 [Answer: Compassion]

Students may guess "care" or "kindness" first. Once the students guess "compassion," ask how Michael and Maria and the animals helped Dog in his situation.

#### SUMMARIZE FOR STUDENTS:

• Compassion means to show care and kindness to someone in need.

Pique students' interests in this lesson by asking them to notice what is different at the end of the story this time.

#### **MOVING STORYTIME** / 20–25 mins

#### Introduction

Tell students this is a Moving Storytime, and that they will be moving their bodies with Michael and Maria throughout the story, with you leading them.

## TEACHING TIP

Try to make the movement and the storytelling simultaneous as much as possible. As the narrator, your movement is an extension of your storytelling; and the students' participation in the movement is an extension of their listening. Think of the movement as a way to immerse yourselves in imaginative play through the story.

## TEACHING TIP

Display and review the word compassion. Tell learners to listen for examples of compassion in the story. Make sure students have enough personal space to safely move along with you. Use the PRACTICE GUIDE as a reference for the movements and poses you will be modeling, but do not focus on instructing students on correct alignment during this activity.

Let the focus be on the story and exploring or playing with the movement. Students in this age group will do best following your lead while you model, rather than moving based on your verbal instruction. Give cues to support students' performances of the movements and poses only as much as you see necessary to support safety.

Tell students that they will start the story on the mats in Child's pose because Michael and Maria are children.

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

Tell students:

• This story is about two children. Their names are Michael and Maria.

Lead students into Child's pose, but with elbows on floor and chin propped on hands.

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

• Michael and Maria grew up on top of a very tall mountain.

Transition from Child's pose to Mountain pose, slowly stretching upward, standing on toes, and settling with arms by sides in Mountain.

#### Sunrise/Sunset (UNIT 1, LESSON 1)

• Michael and Maria always woke up with the sunrise.

Stretch arms out to the sides and up above the head for Sunrise pose.

Repeat the movement, pointing out that their arms are making a sunrise.

• Michael and Maria always came home before the sunset.

From Sunrise, fold forward to Sunset pose.

Repeat movement, flowing from Sunrise to Sunset two to three times. Model deep breathing, inhaling on the upward movement, exhaling on the downward movement, but do not give explicit instruction on breathing at this time.

#### Walk Around the Mountain

• One day Michael and Maria went for a walk.

Walk in place.

• They walked around the mountain.

Continue walking in place or have students follow you in a walk circling the room and then back to their own mats.

• And they walked down the mountain.

Continue walking in place on their own mat, slowly getting lower and lower to the floor.

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

• At the bottom of the mountain, they saw two of their friends, Cat and Cow.

Transition all the way down to hands and knees.

Demonstrate Cat pose, curving the spine to arch the spine upward with head and tailbone dropping downward.

Demonstrate Cow pose, curving the spine in the opposite direction to raise chest and tailbone, lifting head to look forward.

Repeat each movement, saying "Hello, Cat" and "Hello, Cow." Students can make "meow" and "moo" sounds with the poses.

#### **Walk Around the Mountain**

• Cat and Cow joined them for their walk because they wanted to get some exercise too.

Transition back to standing and walking in place.

• Michael and Maria and Cat and Cow started to walk around the mountain.

Continue walking in place or lead students in a walk around the room, finishing back on their own mats.

- While they were walking, they saw their friend Dog over by some trees. They waved to Dog to come and play with them, but Dog didn't wave back.
- Michael said, "That's strange. Dog is usually excited to see us. I wonder why he didn't wave back. I hope there's nothing wrong."
- Cat said, "He does not look happy. Let's just keep walking in case he is feeling grouchy."
- Cow said, "I'm tired and I want to finish our walk. Let's just keep Moooving."
- Maria said, "Come on, friends, let's go check on Dog to make sure he's okay."
- Michael and Maria cared for and respected Dog; they didn't want to ignore him.

Continue walking in place, waving to Dog with the story.

- Michael, Maria, Cat, and Cow walked over to the trees where they saw Dog and said, "Hi, friend, don't you want to come on a walk with us?"
- Dog didn't say anything, but he did not look happy.

Continue walking in place and then slowly lower to the ground on your hands and knees and then up to Dog.

#### **Dog/Plank** (UNIT 1, LESSON 1)

• Dog tried to follow them, and then they saw the problem. Dog was stuck! His paw was caught under a root. He tried and tried and tried to pull his paw out, but it just wouldn't move.

From Dog pose, move forward to Plank pose and pretend that Dog's paw is stuck in place, preventing Dog from moving any farther.

Repeat this movement from Dog pose to Plank pose as Dog "tried and tried."

#### **Puppy** (UNIT 1, LESSON 1)

• Dog started crying. He felt scared and sad, and his paw really hurt. Dog said, "I feel scared and sad. I need to ask for help."

Model resting in Puppy pose.

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

• Michael and Maria cared for Dog. They understood how he felt because they had felt scared and sad before too. Their hearts were full of compassion for Dog, and they knew they could help him.

Rest in Child's pose with elbows on mat and chin on hands (Michael and Maria's pose from the beginning of the story).

#### **Dog/Wagging Tail** (UNIT 1, LESSON 1)

• They used their gentle, caring hands to try to free Dog's paw from the root. Then, Cat and Cow began to help too. When they all worked together, they were able to get Dog's paw free and to bandage it up with their first aid kit so it would feel better.

From Child's pose, slowly walk hands forward one at a time until arms are extended and ready for them to push up to Dog.

- Dog felt thankful and excited for a walk. He jumped up and wagged his tail in the air.
- Dog said, "Thank you for helping me, friends."

Lift up to Dog and guide students to add a motion to represent a wagging tail (e.g., moving hips from side to side or lifting one leg behind and moving the foot back and forth).

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

• Cat turned to Maria and Michael and said, "You are very kind, compassionate friends. I'm so glad we have friends like you who care for, respect, and help each other."

Lower to hands and knees and stretch the spine upward in Cat pose.

• Cow said, "I'm glad you're feeling better, Dog. Now do you want to walk around the mountain with us?

Transition to Cow pose, lifting the chest.

#### Walk Around the Mountain

• Then all the friends went for a nice long walk around the mountain.

Transition back to standing. Walk in place or have students follow you around the room in a line before returning to their own mats

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

- Then, they all took a break to let their bodies and minds rest.
- When they got calm and still, they let their ears listen to the sounds of the trickling stream and let their eyes enjoy the sights of the beautiful day.

While seated on the mat, transition to Butterfly pose, then Flower pose, then Turtle pose.

• But even though they saw a butterfly, a little flower, and a turtle hiding inside its shell, they could only focus on how thirsty they felt.

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

• After their rest, Michael and Maria walked up, up, up, back to their home on top of the mountain.

From sitting on the mat, transition to kneeling, crouching, standing, standing on tiptoes, and finally reaching up high, to simulate the climb back "up, up, up" the mountain.

Return to Mountain pose.

#### Easy Pose new

 Michael and Maria made it home before the sunset. But instead of being happy about their eventful day, by the time they got home, Michael felt very cranky, and Maria was hot and tired, and her body didn't feel good.

Transition from Mountain pose to sitting on the mat in Easy Pose.

**1.** Begin sitting with legs crossed and hands on knees or anchors.

#### EASY POSE



- 2. Inhale: Sit up straighter, imagining stretching the top of the head toward the sky.
- **3.** Exhale: Relax legs and shoulders.



#### A NEW ENDING / 20 mins

While students are sitting in Easy Pose on their mats, ask if they can tell you two differences between the story in today's Moving Storytime and the previous storytime. [Answer: No one drank from the stream, and Michael and Maria didn't eat or drink when they got home and felt out of sorts.]

Direct students to close their eyes or look down at their bellies and to imagine what their mouths feel like when they are very thirsty after running, climbing, dancing, or eating something very salty.

**> OPTIONAL:** You may have students run/jump/dance in place vigorously for one minute before asking them to reflect.

After students have reflected silently for a moment on what it feels like to be thirsty, ask questions that focus on their need to care for their physical bodies. Example questions:

- How did Michael and Maria show Dog compassion?
- Have you ever felt very thirsty?
- What does thirst feel like in your mouth?
- What does water taste like when you are really thirsty?
- What would be a compassionate thing to do if your pet, sibling, or friend felt this way?
- What is the compassionate thing to do for yourself? Why?
- Why might Michael and Maria have felt better in the story in which they drank from the stream?
- Why might you want to have Michael and Maria as your friends?

Have students pretend they are drinking from a stream. Encourage loud slurping! Then direct students to give a big "Ahhh."

Distribute small sample cups of water to students to drink. Ask a few students to share how it feels to have a drink of water.

Next, ask what else Michael and Maria could do to care for their bodies once they got home (have a snack).

Project images of various healthy snack foods on the whiteboard and instruct students to silently pick one they think would be a healthy choice for Michael and Maria to eat when they got home. Then tell students to pretend they are eating the food they chose. Guess or ask a student to guess what some of the class is eating based on their acting.

#### SUMMARIZE FOR STUDENTS:

- Compassion means to show care and kindness to someone in need.
- We can show ourselves compassion by drinking water and eating healthy snacks.

#### **REST AND REFLECTION** / 5 mins

Tell students that just as Michael and Maria showed compassion by helping Dog, they can show compassion toward themselves by taking care of their bodies.

Remind students that after the sunset, Michael and Maria went home to rest, which is very important for taking care of and respecting their bodies.

Tell students that you're going to practice taking care of and respecting your body by taking a few minutes to rest as well.

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

Model and guide students to lie all the way down on their mats in a Rest pose.

Dim the lights, ensuring that you first ask students if they are okay with you doing so.

Tell students to practice noticing their quiet breaths moving in and out while they rest.

Allow one to two minutes of silent rest.

Explain that you are going to ring the bell again, and when they can't hear the sound of the bell anymore, they should quietly move their bodies back up to their calm and ready seated pose. Ring the bell.

#### **TAKE-HOME PRACTICE**

 Show your body some compassion: Drink plenty of water and eat a healthy snack!

## **TEACHING TIP**

Some students may feel vulnerable lying on their backs having their eyes closed, or having the lights dimmed. It is important to encourage students to find a Rest position in which they feel comfortable, safe, and able to be calm and quiet. Especially for students who have experienced trauma, this may look like a different way of lying down or even sitting with their back against the wall. It is completely normal for young students to be wiggly and distracted during rest while they first explore this practice. They will grow their abilities to be calm, still, and quiet over time with practice.



# Lesson 3 I NEED COMPASSION



## **Goal Statement**

Students will explore times they might need compassion and identify ways they can practice self-compassion.

## **Essential Question**

What can I do when I need compassion?

## "I Can" Statement

I can name one strategy to use when I need compassion.
#### **Key Learning Objectives**

Students will know...

- Sometimes they need compassion from others.
- They can ask for compassion from others when they need it.

Students will be able to...

- Determine when they might need compassion.
- Practice acts of self-compassion.

#### **Materials**

- Interactive whiteboard or chart
- Images of Moving Storytime characters, if desired
- Mirrors

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#### **Preparation/Setup**

- Set up the large mirror, if using, in a central place where students can line up to take turns looking in it.
- Have a list of Mirror, Mirror scenarios on hand.
- Predetermine partners, if desired.

#### **New Vocabulary**

Mirror/mirroring Reflection Comfortable Uncomfortable Self-compassion

#### **New Mindful Movements**

#### Poses

Monkey Cobra

#### Sequences

Michael's Sequence (Fresh Start Sequence, Part 1) Maria's Sequence (Fresh Start Sequence, Part 2)

#### **Mindful Moments**

Calming and Focusing Mindful Mountain Rest and Reflection

#### **CALMING AND FOCUSING** / 2 mins

Every lesson begins 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.

#### MIRROR, MIRROR / 15–20 mins

Hold up a mirror and ask students what its purpose is (i.e., why people look in the mirror) and what a mirror shows them. Then tell them they are going to play a mirror game in which they will get to practice seeing themselves in a pretend mirror.

As appropriate, begin the lesson by letting students look at themselves in mirrors and use the words mirror and reflection as they do so. For example, have several hand mirrors for students to share or use a large mirror and let them take turns watching their body movements in it.

Demonstrate the first part of the activity by asking a student to be a pretend mirror by reflecting the expression you make with your face and body. Say to the student, "Mirror, mirror, I feel happy." Use both your face and your body to express feeling happy, and hold the expressions. Tell the "mirror" to copy you to show you how you look.

Direct students into pairs to assign one to be the person looking into the mirror (partner A) and the other to be the "reflection" of the person looking into the mirror (partner B).

Tell the Partner A students to listen carefully as you explain what to express with their faces and bodies. Remind them to hold their expressions so that their "reflections" can copy them.

Make sure both students in each pair get the chance to be the mirror.

Warm up the activity by giving students a couple of minutes to explore movement with the reflection mirroring it back to them. Allow them to be playful and tune in to each other. Encourage the students in the mirror role to really pay attention to their partner so they can reflect back like a mirror would.

Then, have the students say, "Mirror, mirror..." and prompts such as the following:

#### TEACHING TIP

For younger students, you may need to model being the mirror first.

- ...I feel silly.
- ...I am thinking of something that is very funny.
- ...I feel strong.
- ...I feel hot.
- ...I am very cold.
- ...I feel happy.
- ...I am excited.
- ...I feel sad.
- ... My stomach hurts.
- ...I miss my [Mom, Grandma, friend, pet].
- ...I feel like crying.
- ...I feel happy.

Guide students to switch roles and repeat the activity.

Ask students to have a seat, then debrief the mirroring activity by asking questions that help them focus on identifying and communicating times when they might need compassion. Example questions:

- Which feeling(s) feel comfortable?
- Which feeling(s) feel uncomfortable?
- If I saw you feeling sad or crying, how could I show you compassion?
   Could you ask me for help? How would you do that? (Invite students to demonstrate asking for help when they are sad.)
- If you were hurt or sick, how could I show you compassion? Could you ask me for help? How would you do that? (Invite students to demonstrate asking for help when they are hurt or sick.)
- Is it okay to ask for help or compassion when you need it?

#### SUMMARIZE FOR STUDENTS:

- Sometimes when we feel upset, hurt, or uncomfortable, we need care or compassion from others.
- It's okay to ask for help from friends or adults in our community when we need some care or compassion.

#### **GIVE YOURSELF A HUG** / 5 mins

Tell students that they can even show compassion to themselves when they need it. Tell them that this is called self-compassion. There are lots of ways to show yourself compassion. One way is to give yourself a hug.

#### TEACHING TIP

For kindergarten students, differentiate by spending less time with this game and more with the Walking Around the Mountain game. For first graders, do the opposite.

Ask students to stand up and face you. Demonstrate how to give yourself a hug, modeling it with a deep breath, and say "I need compassion" as you do it. Have the students practice doing the same.

Next, tell students that you are going to repeat some of the feelings they used in the Mirror, Mirror activity. They should decide if they would need compassion if they were feeling that way, and if so, they should respond by giving themselves a big hug. If they don't think they would need compassion, they can keep their hands still.

End by having everyone give themselves a hug and hold it.

#### SUMMARIZE FOR STUDENTS:

- When we are upset or hurt and need compassion, we can ask for help from friends, teachers or family.
- There are also ways we can show ourselves compassion, like giving ourselves a hug.



#### MINDFUL MOVEMENT / 15-20 mins

#### Walking Around the Mountain Movement Game

Emphasize that another way to show ourselves compassion is by taking time to move our bodies, play, and have fun.

Explain that the class will be playing a game called Walking Around the Mountain that is based on the story of Michael and Maria and will help them remember the movements and poses they learned in the Moving Storytime.

Review poses/movements with students. Show pictures and names of poses [optional].

Briefly lead students through each of these poses from the story to review or allow students to demonstrate some that they remember.

Next, instruct students to form one long line. Explain that you will all be taking a walk around the mountain, just like Maria, Michael, and their friends, and that they will need to use their imaginations to see the sights and characters on the mountain. Explain that you will be the leader and that they should listen for your cues. When they hear you say, "Wait, I see a \_\_\_\_," everyone should pause and do the corresponding movement or a pose. Tell the students:



Using a chair draped in mats or a stack of rolled mats, create a "mountain" in the middle of the room around which students can walk.

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• For example, when you hear me say, "Wait, I see a sunrise," we'll all freeze, and you'll show me if you can remember how to do the Sunrise pose with your body.

**NOTE** Given your space and the needs of your students, you may decide to have students stay on their mats and follow your lead rather than forming a line and moving around the room. Consider projecting an image of a mountain to engage students.

Begin to lead students in the line around the room. Use cues to keep students engaged. Examples:

- **1.** Let's go, we're going up the mountain, we can make it!
- **2.** Let's slow down, this is a steep spot.

Keep the walk at a quick pace and use varied movements to activate students' imaginations (for example, pretending to climb up or down a hill or hop across a stream).

Periodically stop and say, "Wait, I see a \_\_\_\_ [sunrise, sunset, child, cat, cow, dog]" and lead students in practicing the corresponding pose.

Finally, lead the students back to their mats.

#### Mindful Mountain (UNIT 1, LESSON 1)

When students are ready on their mats, lead them into Mountain pose.

Remind them that mindfulness means paying attention on purpose with curiosity and kindness.

Ask them to place their hands on their hearts and take three deep breaths. Invite them to notice what their breath feels like when they do so. Use some of the cues from the activity in Lesson 1 (e.g., feeling strong, still, and quiet like a mountain; noticing the breath and the heartbeat).

#### Fresh Start Sequence: Part 1 (Michael's Sequence)

Tell the students:

• We will be learning some new movements today! We will put several poses together and repeat them in a pattern—we call this a sequence. The first one is Michael's favorite movement sequence!

Lead students in Michael's Sequence, naming the poses and describing the steps you are taking to get into them. Point out that they know most of the

#### TEACHING TIP

Practice various locomotor movements while moving around the room; vary the pace from slow to vigorous if possible.

#### TEACHING TIP

For floor poses (Cat, Cow, Dog), you can lead the students in walking *down* the mountain by crouching lower and lower with each step until you are close to the floor. Then you can give a cue, such as, "Wait, I see a cat." Then resume the walk.



Sunset

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poses in this sequence and tell them to see if they can find the new pose (Monkey).

Mountain

Guide students in completing the sequence three to five times at the pace of about one inhalation or exhalation per movement. Lead by modeling the movement. Use the following cues as reference:

- **1.** Begin in Mountain pose.
- 2. Inhale: Sunrise.

Sunrise

- 3. Exhale: Sunset.
- Inhale: Lift the chest and head to look out, lengthening the spine. Hands are down, fingertips touching the mat, the shins, or the thighs in Monkey pose.
- 5. Exhale: Fold down over legs into Sunset again.
- 6. Inhale: Press feet down, bending knees, then lift upper body upward to return to Sunrise. Repeat at least three times.
- 7. Exhale: Finish in Mountain pose.

#### TEACHING TIP

To keep young students engaged, lead by modeling as students move along with you. Keep cues simple and lead without taking breaks for demonstration or breaking the sequence into parts.

# Child's pose Dog







#### Fresh Start Sequence: Part 2 (Maria's Sequence)

Tell the students:

FRESH START SEQUENCE: PART 2

#### • Now we will learn Maria's favorite movement sequence!

Lead students in Maria's Sequence, naming the poses and describing the steps you are taking to get into them. Point out that they know most of the poses in this sequence and tell them to see if they can find the new pose (Cobra).

Guide students in completing the sequence at least three times at a pace of about one inhalation or exhalation per movement. Model the movement, using the following cues as reference:

- **1.** Begin: From Child's pose or from Sunset pose.
- 2. Exhale: Dog.

- If beginning in Child's pose, press down through palms and lift hips to Dog.
- If beginning in Sunset, hop or step the feet back to Dog.
- 3. Inhale: Plank or Kneeling Plank.
- 4. Exhale: Bend elbows and lower to belly.
- Inhale: With palms flat on the mat, elbows stay bent, hugging the sides. Shift shoulders back and down, and gently lift the chest and head, looking forward in Cobra.
- 6. Exhale: Dog.
- 7. Repeat at least three times.
- 8. Finish by ending in Child's pose.

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

Lead students through the Closing Sequence as described in Lesson 1, holding each pose for about three breaths.

#### **Check-In**

If time allows, ask students to notice how they feel after playing a game and moving their bodies. Remind them that movement and play time can be a great way to show themselves care and compassion.



#### **REST AND REFLECTION** / 5 mins

One important way we can show ourselves compassion is to rest. When our bodies are tired, hurting, or not feeling well, rest is a way to give our bodies and minds some care and kindness that they need.

Using the format described in Lessons 1 and 2, lead students through a brief resting practice, being sure to allow one to two minutes of silent rest.

To conclude the practice, ring the bell to cue the students to quietly move their bodies back up to their calm and ready seated pose.

#### SUMMARIZE FOR STUDENTS:

- Today we identified times when we might need compassion, like when we are upset or hurt.
- We learned that when we need compassion, we can ask for help from friends, teachers or family. There are also some ways we can show ourselves compassion, like giving ourselves a hug or taking a rest.

#### **TAKE-HOME PRACTICE**

• Can you spot someone being kind and caring to someone who needs it? Plan to tell the class what you saw.





#### **Goal Statement**

Students will be able to recognize when someone needs compassion and demonstrate ways to show compassion.

#### **Essential Question**

How can I show compassion to others?

#### "I Can" Statement

I can recognize when someone needs compassion.

#### **Key Learning Objectives**

Students will know...

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• Compassion means showing care and kindness for someone in need.

Students will be able to...

- Recognize when someone needs compassion.
- Identify and demonstrate ways to show compassion to others.

#### **Materials**

- Interactive whiteboard or chart
- Images of Moving Storytime characters, if desired

#### **Preparation/Setup**

- Preload images of Moving Storytime characters.
- Create scenarios for compassion detectives for the Walking With Compassion game, if desired.

**New Vocabulary** 

Detective

# New Mindful Movements Poses None Sequences None **Mindful Moments Calming and Focusing Mindful Mountain Rest and Reflection**

#### **CALMING AND FOCUSING** / 2 mins

Every lesson begins 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.

#### \*WALKING WITH COMPASSION ACTIVITY / 20 mins

Remind students that in this unit, they've learned that compassion means showing care and kindness to someone in need.

Briefly review the Moving Storytime by asking students questions such as those below. Focus on how feelings can relate to acts of compassion:

- Which characters in our story showed compassion? How?
   [Answer: Michael and Maria, or all but Dog.]
- Which characters did not feel like being kind to Dog at first? Why not?
   What were they feeling?

[Answer: Cat was scared of Dog. Cow was tired.]

— Why do you think Cat and Cow showed compassion and helped Dog once they saw his foot was caught and he was in pain? How did they help?

#### Walking With Compassion Game

Explain that the class will be playing the **Walking Around the Mountain** game again based on our story of Michael and Maria and friends but today they will be **Walking with Compassion**. Tell students you will pretend to be Michael or Maria from the story, and they should also choose a character from the story to pretend to be. Review the game expectations and safety reminders from Unit 1, Lesson 3 with students, or introduce the game if you did not play it previously.

Engage students by announcing that they have a new job while playing the game this time. They will now all become compassion detectives, looking for places on the mountain where someone needs some kindness or care.

Begin the game play as in Lesson 3, walking around the mountain, pointing out "sights," and giving students time to recall the movements (e.g., "Wait, I see a sunrise!" followed by students repeating the Sunrise movement.)

Add in opportunities for students to spot the need for compassion and respond. Describe a scenario you might see, and then give the class some time to share ideas for how they could respond with kindness and compassion. Starting with the phrase, "Wait, I see \_\_\_\_," use scenarios such as the following:

- Cat alone with nobody to play with.
- Cow sick with a tummy ache.
- A friend who tripped and fell.
- Dog with his arms crossed and face angry because he doesn't get to go on a walk today.
- A Turtle with his leg stuck under a rock.

#### Ask students:

• Do you know a way to show compassion?

Try to give as many students as possible the opportunity to respond throughout the activity. Take one idea from the class and summarize it into a few comforting words or a helping action (e.g., saying, "I'm sorry you hurt yourself," "I care about you," "I hope you feel better," "I'll be your friend"; making a hugging motion; reaching to help someone up; etc.). Have students repeat this response (words or action) together before moving on.

Finally, lead the students back to their mats.

#### SUMMARIZE FOR STUDENTS:

- Compassion means showing care and kindness to someone in need.
- Someone might need compassion when they are hurt, upset, not feeling well, or lonely.
- There are many ways to show compassion, which we demonstrated today. (Give examples that came up in the game.)

#### **STORIES OF COMPASSION** / 10 mins

Invite volunteers to share their own stories of when some showed compassion/care/kindness to them or someone else.

#### SUMMARIZE FOR STUDENTS:

- Compassion is when someone shows care or kindness to someone in need.
- It isn't always easy to show compassion. When we try to show compassion, it can help us to be a better friend to others. (If desired, ask students why this might be true.)

#### TEACHING TIP

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Keep the game moving by ignoring minor disruptions. Use your own enthusiasm to engage students' attention in the imaginary situation you are describing.

#### **DIFFERENTIATION**

Add in details that might make it harder to show compassion. For example, "We're in such a hurry—we have to get home before sunset!" or "I don't feel like stopping because I'm so tired and hungry." Let students problem-solve the response.



#### **MINDFUL MOVEMENT** / 10 mins

#### Mindful Mountain (UNIT 1, LESSON 1)

When students are ready on their mats, lead them into Mountain pose. Ask them to place their hands on their hearts and take three deep breaths. Use some of the cues from the activity in Lesson 1 (e.g., feeling strong, still, and quiet like a mountain; noticing the breath and the heartbeat). You will return to a longer exploration of Mindful Mountain at the end of the movement practice.

#### Michael's Sequence (UNIT 1, LESSON 3)

#### **Tell students:**

• Now we will remember Michael's favorite movement sequence and practice it together!

See if they can remember the sequence and the new pose (Monkey).

Guide students in completing the sequence at least three times at a pace of about one inhalation or exhalation per movement.

Lead by using cues from Lesson 3 and modeling the movement.

#### Maria's Sequence (UNIT 1, LESSON 3)

Tell students:

• And now we will remember Maria's favorite movement sequence and practice it together!

See if students can remember the sequence and the new pose (Cobra).

Guide students in completing the sequence at least three times at a pace of about one inhalation or exhalation per movement.

Lead by using cues from Lesson 3 and modeling the movement.

#### **Return to Mindful Mountain (UNIT 1, LESSON 1)**

Remind students that during this unit, they've been learning about mindfulness by practicing paying attention to themselves and others with curiosity and kindness.

When students are ready on their mats, lead them into Mountain pose. Ask them to place their hands on their hearts and take three deep breaths. Use some of the cues from Lesson 1 activity (e.g., feeling strong, still, and quiet like a mountain; noticing the breath and the heartbeat).

After repeating the cues for modeling mindful awareness of their heartbeat and breath, try to spend some extra time here, encouraging students to remain still and quiet.

Ask students to silently notice what their bodies feel like.

After this practice in awareness, ask students if they have any ideas about what it means to "be mindful." Accept all responses, and reinforce/elaborate on ideas that have to do with paying attention, being kind to yourself, getting still and quiet, or being curious and noticing what you feel.

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

Lead students through the Closing Sequence as described in Lesson 1, holding each pose for about three breaths.



#### **REST AND REFLECTION** / 5 mins

Remind students that the last thing Michael and Maria did in the story to take care of their bodies was to rest.

Using the format described in Lessons 1 and 2, lead students through a brief rest practice.

As students get settled in a Rest pose, lead them in a short guided visualization:

 Imagine in your mind that you are on the playground. You see someone trip and fall and you can tell they are hurting...Now imagine that you go help them up and say some kind words to them. Notice what it feels like to be kind and to show someone you care.

#### TEACHING TIP

You can lead students in silent reflection while they rest or as they are seated after resting and follow with various forms of sharing, such as journal drawings, voluntary group shares, or partner shares. To encourage emotional safety, sharing should be invitational, not mandatory.

 You can show compassion with your words and actions. Use your imagination to see yourself showing compassion.

Allow one to two minutes of silent rest.

To conclude the practice, ring the bell to cue the students to quietly move their bodies back up to their calm and ready seated pose.

Allow students to share their reflections, if desired.

#### **TAKE-HOME PRACTICE**

• Be a compassion detective! Try to notice at least one act of kindness each day. Where can you find compassion around you?

#### **Lesson Extensions**

#### **Word Web**

#### Lessons 1-4

To help students connect with the Moving Storytime characters, make a web with the names Michael and Maria (or other names you have chosen) in the center. Ask students to describe what they are like, and add the descriptors to the web connections. After they have brainstormed characteristics, ask them whether they would be good friends to have for your class, and why.

#### **Mirror Moves**

#### Lessons 1-4

Play a mirroring game with slow movements to provide an opportunity for learners to practice the type of follow-along movement they will use during Moving Storytime and to strengthen concentration. As the leader, move slowly in place, always facing the class. Students act as the reflection, paying close attention and mirroring the movements simultaneously. Demonstrate as the leader first, then invite students to be in the leader role.

If students are ready for partner work, conduct this activity in pairs as a way to build the above skills and encourage connections between students. One partner leads first, then switches to allow the other partner to lead and repeat. You may choose to guide the leading partners' movement by giving verbal prompts (e.g. stretch, lean, bend, reach, etc.) Debrief by asking learners what it was like to be in the role of leader or reflection.

#### Compassion Board Lessons 2–4

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.

#### Taking Care of Me

#### Lesson 3

Ask students to share their ideas for how to grow happy and healthy. Create a body outline for the class or let learners draw their own self-portraits. As a class, brainstorm ways that learners can show themselves care. Start with what they learned in the Moving Storytime and use questions to elicit additional ideas. Record ideas by drawing or writing them on the body template or on individual self-portraits.



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# **SELF-AWARENESS**

#### **Prior Knowledge**

Students should have a general understanding of what feelings are.

#### **Overview**

The goal of this unit is to promote students' self-awareness. Students will build emotions vocabulary, learn to discern between comfortable and uncomfortable feelings, and explore how experiences trigger emotions in themselves and others. They will observe that emotions come and go and that all feelings are okay to experience. Students will also participate in a mindful eating activity and explore their feelings about trying new foods.

#### Enduring Understandings

Students will understand:

- Their minds and bodies can think, feel, and do many things.
- They experience many different feelings.
- All feelings are okay to experience.
- Feelings come and go.
- They can feel and express emotions with their bodies.
- Food can be experienced through different senses.

#### **Essential Questions**

- What am I feeling?
- Are all feelings okay to experience?
- When do I experience feelings?
- How do emotions feel in my body?
- Should I try new foods?
- What can I do when I need compassion?
- How can I show compassion to others?

#### **Lesson Summaries and Materials**\*

Lesson 1 pages 56–63	Lesson 1—Learning About Me: Students will be able to identify several feelings they experience.	<ul> <li>Images of Maria and Michael from Unit 1</li> <li>5 signs, 4 with one emotion word written or illustrated on each (happy, sad, mad, excited) and one with the words other/unsure written on it</li> <li>Masking or painter's tape</li> </ul>
Lesson 2 pages 64–71	Lesson 2— Visiting Feelings: Students will notice that the feelings they experience come and go.	<ul> <li>Book Visiting Feelings by Lauren Rubenstein</li> <li>Signs displaying 1 emotion word (happy, sad, mad, excited, other/unsure, plus 1–2 new ones from the Moving Storytime or student-generated) written and/or illustrated on each</li> <li>10–15 slips of paper (approximately 2 inches by 4 inches)</li> <li>Container (hat, bowl)</li> <li>[Optional] Feelings flashcards with emotion illustrations/facial expressions</li> </ul>
Lesson 3 pages 72–84	Lesson 3–Describing Feelings: Students will begin to discern between comfortable and uncomfortable feelings and understand that all feelings are okay to experience.	<ul> <li>Book Visiting Feelings by Lauren Rubenstein</li> <li>Paper signs with emotion words on them (happy, sad, mad, excited, other/unsure, plus 1–2 new ones from previous lessons)</li> <li>Masking or painter's tape</li> <li>Small paper plates</li> <li>Tongue depressors or Popsicle sticks</li> <li>Glue sticks</li> <li>Crayons or markers</li> <li>Map of Maria and Michael's Beach Adventure</li> <li>Images of surfer, wave, and beach sunset (digital or prints)</li> </ul>
<b>Lesson 4</b> pages 85–94	Lesson 4—Examining Feelings: Students will understand that they experience feelings in response to triggers.	<ul> <li>Book Visiting Feelings by Lauren Rubenstein</li> <li>Paper signs with emotion words on them (happy, sad, mad, excited, other/unsure, plus 1-2 new ones from previous lessons)</li> <li>Paper plate faces from Lesson 3</li> <li>Map of Michael and Maria's Beach Adventure</li> <li>Images of surfer, wave, and beach sunset (digital or prints)</li> </ul>

<ul> <li>Pages 95–107</li> <li>Students will be able to identify the feelings they experience in response to several triggers and differentiate them from the feelings that others experience.</li> <li>Paper signs sad, mad, e from the Mo student-gen</li> <li>Paper plate</li> <li>Map of Mich</li> <li>Image of Me</li> <li>Image of Ke</li> <li>Image of wi</li> <li>Paper signs</li> <li>Students will be able to demonstrate how people express feelings through facial expressions and body language.</li> <li>Book Visitin</li> <li>Paper signs</li> <li>Book Visitin</li> <li>Paper signs</li> <li>Image of Me</li> <li>Image of Me</li> <li>Image of Me</li> <li>Image of Me</li> </ul>	g Feelings by Lauren Rubenstein with emotion words on them (happy, acited, other/unsure, plus 1–2 new ones wing Storytime in previous lesson or erated) faces from Lesson 3 hael and Maria's African Safari Adventure frican elephants, monkeys, and cobras myan volcano ndmill on farm
pages 108–118Students will be able to demonstrate how people express feelings through facial expressions and body language.Paper signs sad, mad, e from the Mo student-gen Image of AImage of Ke Image of the Safari AdventImage of the Safari Advent	with emotion words on them (happy, xcited, other/unsure, plus 1–2 new ones
Paper plate	frican elephants, monkeys, and cobras nyan volcano ndmill on farm e map from Michael and Maria's African
pages 119–128Like It: Students will reflect on the feelings they experience when trying a new food and explore what it's like to practice being curious about new experiences.mad, excite the Moving Paper plate Hand saniti: 1 serving payour studen potential food differ based cultural bace following: - Rambutar Pomegrar Orange or If you are te experienced use a differ	with emotion words on them (happy, sad, d, other/unsure, plus 1–2 new ones from Storytime in previous lesson) faces from Lesson 3 ng script from the PRACTICE GUIDE ter or wipes er student of an unfamiliar food to which ts may not have been exposed (note od allergies and that food exposure will on your geographic area and the ethnic/ kgrounds of your students), such as the a, Lychee, Avocado, Star fruit, Papaya, ate seeds, Coconut—fresh or chips, green cauliflower aching first grade, and your students this lesson in kindergarten, be sure to ent food than they tried the previous year.

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

#### **New Mindful Movements**

Poses Surfer Wave A Seated Forward Fold Volcano Windmill Elephant Chair Table

Sequences

Fresh Start Sequence Mountain/Sunrise

#### **Mindful Moments**

Calming and Focusing Mindful Mountain Check-In Ocean Wave Breath Relaxation Dance Mindful Eating Rest and Reflection

#### **Differentiation**\*

- Differentiation activities offered for highreadiness 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:

- Use emotion vocabulary to describe how they are feeling (Observation, all Lessons).
- Label feelings as comfortable or uncomfortable (Observation, Lessons 2–3).
- Notice that the feelings they experience come and go (Observation, Lessons 2).
- Conclude that all feelings are okay to experience (Observation, Lesson 3).
- Observe that feelings often arise in response to experiences, or triggers (Observation, Lesson 4).
- Identify how experiences trigger emotions in themselves (Observation, Lesson 5).
- Identify how experiences trigger emotions in others (Observation, Lessons 4–5).
- Demonstrate facial expressions and body language for several emotions (Observation, Lesson 6).
- Recognize the feelings they experience when trying a new food (Observation, Lesson 7).
- Use their senses to explore the feel, smell, and taste of a new food (Observation, Lesson 7).



### **Lesson 1 LEARNING ABOUT ME**



#### **Goal Statement**

Students will practice noticing and naming what they are feeling.

#### **Essential Question**

What am I feeling?

#### "I Can" Statement

I can identify the feelings I experience.

#### **Key Learning Objectives**

Students will know...

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- Everyone experiences feelings.
- They can use mindfulness to notice what they are feeling.

Students will be able to...

• Practice identifying the feelings they experience.

#### **Materials**

- Images of Maria and Michael from Unit 1
- 5 signs, 4 with 1 emotion word written or illustrated on each (happy, sad, mad, excited) and 1 with the words other/unsure written on it
- Masking or painter's tape

#### **Preparation/Setup**

 Hang the five signs in different places in the room for students to stand under during the lesson. It is best if students can see one another from all of the places the signs are hung.

#### **New Mindful Movements**

#### Poses

None

Sequences

**Fresh Start Sequence** 

#### **Mindful Moments**

Calming and Focusing Mindful Mountain Check-In Rest and Reflection

#### **New Vocabulary**

Feeling Emotion Investigate Mad Sad Happy Excited Other Unsure Nervous Proud Physical Physical sensation Check-in Anchors

#### **CALMING AND FOCUSING** / 2 mins

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

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

#### **\*WHERE DO YOU STAND?** / 10 mins

Transition into the next activity immediately after the Calming and Focusing exercise.

Announce that for the next several classes, students will learn all about a very important subject: their own minds and bodies. Have them repeat after you:

• I have an amazing mind and body that can think, feel, and do many things. There is so much I can learn about myself!

Explain that they will start learning about themselves right now by using mindfulness to discover how they feel.

#### **Check-In**

Invite students to pretend they are detectives and be curious about how they are feeling in their minds and bodies. Guide students through this short practice of noticing how they feel using the following suggested cues:

- With your hands on your Anchors—one hand on your belly and one on your chest—pay attention to how you are feeling. If it helps you to focus, look down at your hands or close your eyes.
- We're going to see if we can solve a mystery. We're going to see if we can find out what we're feeling. To do that, let's listen to our minds and bodies with curiosity and kindness.
- Pay attention to your mind and body. See if you notice what you're feeling. Be curious.

Model curiosity for the students by saying:

 Hmm. What am I feeling right now? Are there any feelings in my mind? In my body?

Allow students a few moments to observe what they are experiencing. Then say:

• When you notice what you are feeling, say the word silently in your mind

or whisper it to yourself. If you're not sure, that's okay. We'll have lots of chances to practice noticing our feelings.

• Take one more deep breath in and out and look up at me.

Point out the four pieces of construction paper hung around the room and review the four emotion words written on them. Ask them if the feelings they observed match any of the words written on the signs. If necessary, model this for them by sharing how you're feeling and pointing out the sign labeled with that emotion.

Tell students that when you give a signal, they should go stand under/near the emotion word that best describes how they are feeling. If some students cannot decide, point out the sign labeled **other/unsure**.

Use this as an opportunity to observe students' ability to identify the feelings they experience. At this point, you do not need to correct students' misunderstandings. They will continue to practice the skill of identifying their emotions throughout the unit.

Once students have identified a feeling, ask them to think about why they chose the feeling they did. Invite a few students to share their thoughts.

#### SUMMARIZE FOR STUDENTS:

- Everyone experiences feelings in their mind and body.
- We can use mindfulness to notice what we are feeling.



#### **MOVING STORYTIME** / 30 mins

#### Introduction

Display pictures of Maria and Michael. Ask students what they remember about Maria and Michael from the previous unit. Explain that in Moving Storytime today, they will learn about what the characters think, feel, and do.

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

#### Begin narrating:

• Maria and Michael, who live on the mountain, have a routine that helps them stay healthy and feel good. We already learned Maria and Michael's favorite movement sequences. Today, we'll learn how

#### **DIFFERENTIATION**

When reviewing the emotion words on the signs, ask students to name other emotions that feel the same way in their bodies. For example, feeling frustrated might feel like being mad.

#### TEACHING TIP

Use this activity for regular emotion check-ins. If time allows, both in this lesson and in future lessons, have students walk quietly and take a seat under the feeling word that matches how they feel whenever you ask them to check in with the feelings they are experiencing.

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to put these two together to create a Fresh Start Sequence. This is the sequence that Maria and Michael use to get ready to start their day and anytime they need a fresh start. It helps them feel happy, healthy, and strong. Remember, this is a Moving Storytime. While I tell you the story, follow my movements, and do what I do.

#### Mindful Mountain (UNIT 1, LESSON 1)

Remind students that mindfulness means "paying attention on purpose with curiosity and kindness." Ask students to place their hands on their Anchors and take three deep breaths. As they do so, invite them to pay attention to their bodies with curiosity and kindness, noticing what they feel.

#### Sunrise/Sunset (UNIT 1, LESSON 1)

Lead students in one to two repetitions of this mini-sequence as you say:

• Every morning Maria and Michael get up at sunrise, and every night they come inside at sunset.

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

• When Maria and Michael go outside, they say hello to their friends Cat, Cow, and Dog.

Ask students if they remember how these animals move. If so, invite them to show you. Then repeat Cat and Cow two to three times and hold Dog for about three breaths.

#### Michael's Sequence (UNIT 1, LESSON 3)

Guide students through the sequence two to three times. Model the movements as you do so, making sure to keep the cues very simple. If it seems appropriate, invite students to practice the sequence one time without your help.

#### Maria's Sequence (UNIT 1, LESSON 3)

Guide students through the sequence two to three times. Just as you did during Michael's Sequence, model the movements as you go. Continue to keep the cues very simple. If it seems appropriate, invite students to practice the sequence one time without your help. As students gain proficiency with the movements, have them practice at a pace of about one inhalation or exhalation per movement.

#### **TEACHING TIP**

Use cues that invite students to calm their bodies and develop greater awareness of their physical sensations (feeling strong, still, and quiet like a mountain; noticing the breath and the heartbeat, etc.).

#### **TEACHING TIP**

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To make this fun, you can use a call/response format by saying, "Hello, Cat/Cow/Dog!" and having students respond "Meow/Moo/Woof!" while practicing each pose.

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#### Fresh Start Sequence

Continue narrating:

 Maria and Michael love to move. Their friends Cat, Cow, and Dog asked Maria and Michael to teach them something to help them feel happy, healthy, and strong. Maria and Michael put their favorite movements together and created a Fresh Start Sequence. This is what they taught their friends.

Lead students through the Fresh Start Sequence two to three times. Model and use brief, simple cues and demonstrate each pose at a pace of about one inhalation or exhalation per movement. As students gain proficiency in the movements, you can add in breath cues.

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

Continue narrating as you lead this mini-sequence. Invite students to go into the appropriate pose and take a deep breath; then share what each character was thinking and feeling:

- After learning the sequence, Cat, Cow, and Dog checked in with themselves with curiosity and kindness to see what thoughts and feelings had come to visit.
- Cat said, "My body is a bit sore, and the feeling of nervousness has come to visit me. I wonder if I will get better at this with practice."
- Cow said, "My muscles feel like they're working and getting stronger. I feel proud of myself. I think that we will all improve with practice."
- Dog said, "My body feels tingly, and the feeling of excitement has come to visit me. I can't wait to do the sequence again!"

#### Easy Pose/Check-In (UNIT 1, LESSON 2)

Guide students into Easy pose and then continue the story:

• We just learned what Cat, Cow, and Dog were thinking and feeling. Now let's learn what you are thinking and feeling. Let's use our detective minds to check in with ourselves with curiosity and kindness just like Cat, Cow, and Dog.

Give students a few moments to silently check in with their minds and bodies. Invite volunteers to share what they notice. Point out that everyone experiences feelings. If it seems appropriate, invite students to notice whether they are experiencing the same feelings they observed at the beginning of class or different feelings. You do not need to go into detail about this now; instead, simply preview the skills they will learn in Lesson 2.

#### **Share Your Moves** / 5–15 mins; can be spread across two classes

This creative movement activity can be used in Lesson 1 or started in Lesson 1 and continued in a later lesson.

• We learned today what Maria and Michael can do with their bodies. Let's learn what you can do. Maria and Michael asked us to teach them some of our favorite movements. Can you think of one movement that helps you feel happy and healthy?

#### **TEACHING TIP**

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Display images of movements and exercises, such as jumping rope, running, dancing certain moves, as a reference for students who may need ideas. To increase the activity level, instead of one repetition, use a spinner to determine the number of repetitions students will lead. Invite students to lead the class in their favorite movements. Some students might share their favorite dance moves, others might pretend to dunk a basketball, etc.

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

Lead students through the Closing Sequence as you continue narrating, pausing to take several deep breaths in each pose.

• When Maria and Michael took a break on their mountain walk, they slowed down and noticed the world around them—a Butterfly, a little Flower, and a Turtle. When you are quiet and still in these poses, what do you notice?



#### **REST AND REFLECTION** / 3-5 mins

Tell students:

- Michael, Maria, and their friends take time each day to rest their minds and bodies. Let's practice resting too.
- Take a moment to find a comfortable position on your mat.
- If it's comfortable, rest one hand on your belly and one hand on your chest—your Anchors.
- As you let your body rest, see if you can notice the breath moving in and out of your body.
- Do your hands move when you breathe in and out?
- Notice how your belly rises each time you breathe air in, and then falls again as the air goes back out.
- When you watch your breath mindfully with curiosity and kindness, what else do you notice?

Allow students one to two minutes of silent rest.

#### **TAKE-HOME PRACTICE**

• Today, be a feelings detective! Notice one feeling that you experience.



## Lesson 2 VISITING FEELINGS



#### **Goal Statement**

Students will notice that the feelings they experience come and go.

#### **Essential Question**

What am I feeling?

#### "I Can" Statement

I can notice that feelings come and go.

#### **Key Learning Objectives**

Students will know...

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• The feelings they experience come and go.

Students will be able to...

- Notice that the feelings they experience come and go.
- Practice identifying the feelings they experience.

#### **Materials**

- Book Visiting Feelings by Lauren Rubenstein
- Signs displaying 1 emotion word (happy, sad, mad, excited, other/ unsure, plus 1–2 new ones from the Moving Storytime or studentgenerated) written and/or illustrated on each
- 10-15 slips of paper (approximately 2 inches by 4 inches)
- Container (hat, bowl)
- [Optional] Feeling flashcards with emotion illustrations/facial expressions

#### **Preparation/Setup**

- Hang the 5 emotion signs around the room, as in Lesson 1.
- Cut up 10–15 slips of paper on which to write feeling words.
- Have a container ready from which students can draw out the slips of paper.
- Set out the book Visiting Feelings.
- [Optional] Set out feelings flashcards with emotion illustrations/facial expressions.

## **New Mindful Movements** Poses None Sequences None **Mindful Moments Calming and Focusing Mindful Mountain Check-In Rest and Reflection New Vocabulary** Guest Visit Kind

#### **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.

#### **READ ALOUD** / 10 mins

Invite students to sit in a comfortable position. Read *Visiting Feelings* aloud, giving children ample time to look at the illustrations.

During the read aloud, incorporate questions such as the following, focusing on the figurative language of feelings as "guests":

- What does it mean to be a guest in someone's home?
- Who is the guest visiting the children in our story?
- What does it mean for a feeling to visit you?
- How does the author want the children to treat the guest?
- How can the children find out more about the visiting feeling?

#### SUMMARIZE FOR STUDENTS:

- Guests come to visit for a short time and then they leave again. Feelings are like this too: They come to visit for a short time and then they leave.
- We can learn about guests by asking questions. We can learn about feelings by using our mindful curiosity.

#### \*KNOCK, KNOCK / 10 mins

Ask students to generate some feeling words, offering hints as necessary, such as "I smile when I feel this way" or "Someone crying might feel like this."

As students say the feeling words, write each one on a slip of paper and put them in a container. Be sure the emotion words include being *happy*, *sad*, *mad* (*angry*), and *excited*. If students suggest words for physical feelings, include those as well; you may choose to use them as a way to discriminate between emotions and physical feelings. (See the tips under Differentiation **TEACHING TIP** 

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Arrange for someone to visit your classroom at the beginning of class. Ask them to knock on the door at a specific time. Greet them, invite them inside, ask why they have visited, and then tell them goodbye. Use this as a reference for the comparison of feelings to visitors.

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Add words to the container for physical feelings (hungry, sore, sleepy). Ask students to draw out feeling words and ask them to categorize them as physical feelings or emotional feelings. Then, ask students to draw connections between the mind and body by saying how the physical feeling might affect emotional feelings. For example, if I am feeling hungry in my body, that might lead to feeling grouchy in my emotions.

for how you might do that.) Another option for this activity is to use feelings flashcards with emotion illustrations/facial expressions. If these cards are available, use this time to review with students which feelings/emotions the illustrations/expressions are depicting.

Do a role-playing exercise with students in which an individual student pretends to be a feeling coming to visit you. Ask the student to choose a feeling word/card from the container. Read the word and then have the student go outside the door (or pretend door) and ring a bell or chime or knock to come in.

Pretend to open the door and say:

"Welcome! Who has come to visit today?"

Have the student visitor respond by saying, "I am the feeling [\_\_\_\_\_]. May I come in?"

"Yes you may!"

Then open the door and allow the feeling in.

Invite students to brainstorm how they might get to know that feeling. For example, they might ask the feeling questions to get to know it better, such as "Are you comfortable or uncomfortable? If you were a color, what would it be? What expressions do you make with your face? Is there anything you need?"

Then thank the feeling for visiting and walk the student visitor to the door.

Add on to the role-playing exercise by (a) inviting the whole class to show with their faces and bodies the feeling that is visiting or (b) inviting the student in the role of visitor to use facial expressions/body language to act out a familiar emotion (happiness, anger, sadness, and excitement) while the rest of the class guesses which emotion is visiting. Use this part of the activity to observe students' levels of understanding about emotions and emotion vocabulary.

#### \*WHERE DO YOU STAND? / 10 mins

#### **Check In**

Invite students to pretend they are detectives and be curious about how they are feeling in their minds and bodies. Guide students through this short practice of noticing how they feel, using cues such as the following:

• With your hands on your Anchors—one hand on your belly and one on your chest—pay attention to how you are feeling. If it helps you to focus, look down at your hands or close your eyes.

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- We're going to see if we can solve a mystery: We're going to see if we can find out what we're feeling.
- To do that, let's listen to our minds and bodies with curiosity and kindness.
- Pay attention to your mind and body. See if you notice what you're feeling. Be curious.

Allow students a few moments to observe what they are experiencing.

- When you notice what you are feeling, say the word silently in your mind or whisper it to yourself. If you're not sure, that's okay. We'll have lots of chances to practice noticing our feelings.
- Take one more deep breath in and out and look up at me.

Point out the four pieces of construction paper hung around the room and review the four emotion words written on them. Depending on your students' skill level, you might consider adding one or two additional words as well. Ask them if the feelings they observed match any of the words written on the signs. If necessary, model this for them by sharing how you're feeling and pointing out the sign labeled with that emotion.

Tell students that when you give a signal, they should go stand under/near the emotion word that best describes how they are feeling. If some students cannot decide, point out the sign labeled *other/unsure*.

Use this as an opportunity to observe students' ability to identify the feelings they experience. At this point, you do not need to correct students' misunderstandings. They will continue to practice the skill of identifying their emotions throughout the unit.

Once students have identified a feeling, ask them to think about why they chose the feeling they did. Invite a few students to share their thoughts.



#### **MOVING STORYTIME** / 15 mins

#### Introduction

Tell students:

• Today, we'll see if you remember the sequence that Maria and Michael created to help them stay healthy and feel good. Let's see what feelings visit us as we do the Moving Storytime!

#### TEACHING TIP

Invite students to move to their chosen place using a movement that goes with the emotion (jump to happiness, crawl to sadness, move quickly to excitement, etc.)

#### **DIFFERENTIATION**

Hang additional emotion words in related groups. For example, add and hang the words *frustrated* and *irritated* with *mad*. If desired, have students determine where the words should go. Remind students that this is a Moving Storytime, so they should follow along with your movements as you tell the story.

#### Mindful Mountain (UNIT 1, LESSON 1)

Have students stand in Mountain pose.

Remind students that mindfulness means "paying attention on purpose with curiosity and kindness." Ask students to place their hands on their Anchors and take three deep breaths. As they do so, invite them to pay attention to their bodies with curiosity and kindness, noticing what they feel.

#### Sunrise/Sunset (UNIT 1, LESSON 1)

Tell students:

• Every morning their friends on the mountain get up with the sunrise, and every night they come inside at sunset.

Then lead them through the Sunrise/Sunset sequence two to three times.

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

**Continue narrating:** 

• When Maria and Michael go outside, they say hello to their friends Cat, Cow, and Dog.

Ask students if they remember how these animals move. If so, invite them to show you. Then repeat Cat and Cow poses three to four times and hold Dog pose for about three to five breaths.

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

**Continue narrating:** 

 Maria and Michael love to move. Their friends Cat, Cow, and Dog asked Maria and Michael to teach them something to help them feel happy, healthy, and strong. Maria and Michael put their favorite movements together and taught the sequence to their friends. Do you remember the name of the sequence that Maria and Michael taught their friends?

Lead students through the sequence two to three times. Use brief, simple cues and demonstrate each pose at a pace of about one inhalation or



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use a call/response format by saying "Hello, Cat/ Cow/Dog!" and having students respond "Meow/ Moo/Woof!" while practicing each pose.
exhalation per movement. As students gain proficiency in the movements, you can add in breath cues.

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

Continue narrating as you lead this mini-sequence; invite students to go into the appropriate pose and take a deep breath; then share what each character was thinking and feeling.

- After learning the sequence, Cat, Cow, and Dog checked in with themselves with curiosity and kindness to see what thoughts and feelings had come to visit.
- Cat said, "My body is a bit sore, and the feeling 'nervous' has come to visit me. I wonder if I will get better at this with practice."
- Cow said, "My muscles feel like they're working and getting stronger. I feel proud of myself. I think that we will all improve with practice."
- Dog said, "My body feels tingly, and the feeling 'excited' has come to visit me. I can't wait to do the sequence again!"

#### Easy Pose/Check-In (UNIT 1, LESSON 2)

Guide students into Easy pose and then continue the story:

• We just learned what Cat, Cow, and Dog were thinking and what feelings were visiting them. Now let's learn what feelings are visiting you. Let's use our detective minds to check in with ourselves with curiosity and kindness just like Cat, Cow, and Dog. When you notice a feeling, name what it is silently or with a whisper.

Give students a few moments to silently check in with their minds and bodies. Invite volunteers to share what they notice. Point out that everyone gets visited by feelings in their minds and bodies and that different feelings come and go. (May refer to script in Practice Guide.)

#### [OPTIONAL] Share Your Moves (UNIT 2, LESSON 1)

If needed/desired, continue the Share Your Moves game from Lesson 1.

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

Lead students through the Closing Sequence as you continue narrating, pausing to take several deep breaths in each pose.

## **TEACHING TIP**

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During any part of class when students appear to be losing energy or focus, suggest that the class needs a Fresh Start and use this sequence as a way to reengage, reenergize, or refocus the group.

• When Maria and Michael took a break on their mountain walk, they slowed down and noticed the world around them—a Butterfly, a little Flower, and a Turtle. When you are quiet and still in these poses, what do you notice?



#### **REST AND REFLECTION** / 3 mins

Invite students to lie down on their mats in any way that they find comfortable. Then slowly read the script below, pausing as appropriate.

- Michael, Maria, and their friends take time each day to rest their minds and bodies. Let's practice resting too.
- Take a moment to find a comfortable position on your mat.
- If it's comfortable, rest your hands on your Anchors.
- As you let your body rest, see if you can notice the breath moving in and out of your body.
- Do your hands move when you breathe in and out?
- Notice how your belly rises each time you breathe air in, and then falls again as the air goes back out.
- When you watch your breath mindfully with curiosity and kindness, what else do you notice?

Allow students one to two minutes of silent rest.

#### **TAKE-HOME PRACTICE**

 Today, be a feelings detective! Take three deep breaths. Do you notice a feeling visiting you? What is the name of the feeling that has come to visit? See if it will tell you what it's all about.



## **Lesson 3**

## **DESCRIBING FEELINGS**



## **Goal Statement**

Students will begin to discern between comfortable and uncomfortable feelings and understand that all feelings are okay to experience.

## **Essential Question**

Are all feelings okay to experience?

## "I Can" Statement

I can tell you whether an emotion is comfortable or uncomfortable.

#### **Key Learning Objectives**

Students will know...

- All feelings are okay to experience.
- · Some emotions feel comfortable, and some emotions feel uncomfortable.

Students will be able to ...

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- Practice identifying the feelings they experience.
- Label emotions as comfortable or uncomfortable.

#### **Materials**

- Book Visiting Feelings by Lauren **Rubenstein**
- Paper signs with emotion words on them (happy, sad, mad, excited, other/unsure, plus 1-2 new ones from previous lessons)
- Masking or painter's tape
- Small paper plates
- Tongue depressors or Popsicle sticks
- Glue sticks
- Crayons or markers
- Map of Michael and Maria's Beach **Adventure**
- Images of surfer, wave, and beach sunset (digital or prints)

#### **Preparation/Setup**

- Hang emotion signs/illustrations as in Lesson 1.
- Glue Popsicle sticks onto paper plates, allowing time for the glue to dry before students draw on the plates.
- Set out the crayons/markers and the book Visiting Feelings.
- Load/print images for Michael and Maria's beach adventure.

#### **New Mindful Movements**

#### Poses

Surfer Wave A Seated Forward Fold

#### Sequences

**Mountain/Sunrise** 

#### **Mindful Moments**

**Calming and Focusing** Check-In **Ocean Wave Breath Rest and Reflection** 

#### **New Vocabulary**

#### Brave Curious **Jealous** Hopeful Frustrated Relieved

#### **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.

#### WHERE DO YOU STAND? / 5 mins

Repeat the Check-In activity from Lessons 1 and 2.

Then read from the first page of the book *Visiting Feelings*, asking students: "Do you have a feeling that's visiting today?"

Repeat the Where Do You Stand? activity from Lessons 1 and 2. When students have placed themselves, invite a few volunteers to share why they chose that emotion word to describe how they are feeling.

#### ALL FEELINGS ARE OKAY / 10 mins

Ask students to gather and sit comfortably again. Turn to the second-to-last page in the book and read the first stanza: "If you listen to what your body can say, you'll find that your feelings are really okay." Explore with students what this might mean, using questions such as the following:

- Have you ever been visited by [sadness, happiness, excitement, anger, frustration]?
- Do some emotions feel more comfortable in your body than others?
  Which emotions feel comfortable for you?
- Do some emotions feel more uncomfortable in your body than others?
  Which emotions feel uncomfortable for you?
- Is it okay for all feelings to visit? Why?
- What does it mean to feel [angry, afraid, jealous, grouchy]?
- Is it wrong to feel [angry, afraid, jealous, grouchy]?
- What does the author mean when she says our feelings are "really okay"?
- What can you do if an uncomfortable feeling stays too long?
  [Answer: Be curious about your mind and body needs; ask for help from a grown-up.]

## **TEACHING TIP**

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Repeat part of the Knock-Knock role-play from Lesson 2 to illustrate these points. For example, have different feelings come to visit, and ask the questions from the activity while they are visiting.

## TEACHING TIP

If students say it is wrong to feel [emotion], ask them why. They will likely speak to actions versus feelings, which can then be clarified by asking if the action is a feeling.

### **TEACHING TIP**

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The focus here is on building awareness of emotions and ways to communicate about them. For now, remind students that they can ask for help with their uncomfortable emotions and tell them that in the next unit they'll learn about strategies to respond to uncomfortable emotions.

## C DIFFERENTIATION

In addition to or instead of drawing the faces on the plates, ask students to write comfortable/pleasant and uncomfortable/ unpleasant emotion words on each side of the plate, respectively. Where the plates are used in future activities, students can point to/share with a partner one of the specific emotion words on the side of the plate they hold up.

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

- It's okay for all types of feelings to come to visit.
- Sometimes feelings that come to visit feel comfortable and sometimes they feel uncomfortable.
- When uncomfortable feelings come to visit, we can ask them what they need, and we can ask for help if we don't know what to do.

#### \*MAKING FACES / 5-10 mins

Give each student a paper plate prepared with a Popsicle stick handle glued on one edge and access to crayons or markers. Show students an example of a paper plate with *comfortable* and *uncomfortable* (smiling and frowning) faces drawn on opposite sides of the plate. Tell students that the faces show two ways they might experience emotions in their bodies. Explain that one face shows how they might experience comfortable or pleasant emotions, and the other shows how they might experience uncomfortable or unpleasant emotions. Tell students they will use the plates to make faces like these to identify comfortable/pleasant and uncomfortable/unpleasant emotions.

Provide crayons and lead students in drawing their own comfortable and uncomfortable faces on the front and back, respectively, of their paper plate.

Test the paper plate faces by calling out some of the emotions words the students used in answering the questions from the Read Aloud activity in this lesson. Instruct students to put the faces down between each word. Have them leave the faces by their mats when transitioning to the Moving Storytime.



#### **MOVING STORYTIME** / 20 mins

#### Introduction

**Tell students:** 

 Today we are going to follow our friends Maria and Michael on a new adventure. Maria and Michael are very curious about the world. Do you ever feel curious? They are feeling curious and feeling brave, so they are going to leave the mountain today and travel on an adventure. Do you feel brave? Let's use our imagination to travel with them.

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

Tell students:

 This morning Maria and Michael woke up in their home on the mountain. Michael took a deep breath and noticed that he was feeling very curious this morning. Maria took a deep breath and noticed that she was feeling very brave this morning.

Each time the characters take a breath, model taking a deep breath with your hands on your Anchors.

Then invite students to notice if any feelings have come to visit.

Just as you did with the breath, model checking in with yourself and then share with students how you are feeling.

If time allows, invite students to show you with their facial expressions whether they are experiencing a comfortable or uncomfortable feeling.

## TEACHING TIP

During the Beach Adventure in Lessons 3-4 and the African Safari Adventure in Lessons 5-6, several emotion vocabulary words are introduced. During the activities, check for understanding and encourage students to infer meaning from the context clues in the stories.

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#### MOUNTAIN/SUNRISE





#### Mountain/Sunrise new

**Continue narrating:** 

• Maria and Michael looked outside and saw that the sun was rising in a clear blue sky and it was going to be a beautiful day. They decided it was the perfect day for an adventure.

While narrating, model the Mountain/Sunrise mini-sequence for students to follow. Use the following cues for reference:

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

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

Continue narrating, and each time you mention Cat, Cow, and Dog, move into the corresponding pose:

- Maria and Michael walked outside, and they said hello to their friends Cat, Cow, and Dog. Maria and Michael told their friends that they woke up feeling brave and curious this morning and decided to go on an adventure.
- Cat asked, "Where will you be going?"
- Maria said, "We haven't thought of that yet!"
- Michael asked the friends if they had any ideas, and Cow said, "I know the perfect place!"
- Cow whispered to Dog, and Dog drew a map.

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

They decided that first they would all do their Fresh Start Sequence together to get their bodies awake and ready for their adventure.

Lead students through the sequence and then continue narrating:

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

• After practicing the Fresh Start Sequence, Maria and Michael were ready for their adventure. They took the map from Dog, said goodbye to their friends, and decided to get started.

Ask students if they are ready to use their imaginations to join Maria and Michael on the adventure and whether they think they can follow the map.

#### Follow the Map **new**

Project the image of the Beach Adventure Map for students to see. Lead students in walking down the mountain and then following the steps on the map.

• First they hiked down the mountain to the place where the map starts.

Lead students in walking down the mountain by walking in place or around the room and eventually sinking lower and lower with each step until you are crouched on the ground.

• Maria looked at the map and found step 1.

Ask students to find step 1.

• Step 1 is to run as fast you can across the meadows.

Lead students in crossing the meadows (running back and forth across the room, in a circle around their mats, or in place on their mats).

• Michael looked at the map and found step 2.

Ask students to find step 2.

• Step 2 is to jump across 20 stones to cross the river.

Lead students in taking 20 jumps to cross the river across the room or on/ around mats. You can use floor markers/shape mats to create your stones.

• Maria looked at the map and found step 3.

Ask students to find step 3.

• Step 3 is to crawl and climb through the winding cave tunnels.

Lead students in crawling and climbing through the caves. If you have incline mats or foam wedges, you can create obstacles for students to crawl over/ through.

• When they made it through the caves, they were at the beach!

#### **Beach Adventure**

 There were so many things to do at the beach. Maria and Michael went swimming, picked up seashells, and watched fish swimming in the water and crabs scurrying along the sand.

## TEACHING TIP

This section should be very active, providing an opportunity to practice various locomotor movements. Offer students safety reminders as necessary. Allow students to move around the room, move in place on their mats, or move around the outside of their mats. Use your discretion for the timing of each step, but when possible, ensure that students practice the movement long enough to increase their heart rates.

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> **OPTIONAL:** Ask students to show you what they are doing at the beach (swimming or crab walking).

• During their beach adventure, they saw a lot of things, and some feelings came to visit.

Invite students to share how they feel about the things they see and do at the beach.



#### Surfer new

Project the image of the surfer and tell students:

- First, Maria and Michael saw a talented surfer riding high on the waves. Do you see the surfer? When Michael saw this surfer, he felt jealous. He wanted to be able to surf like that too, and it bothered him that he couldn't.
- When a jealous feeling comes to visit, is that comfortable/pleasant or uncomfortable/unpleasant? Show me what happens to your face and body when you feel jealous. Is it okay to feel this way?

Help students conclude that it is okay to feel jealous.

- When Maria saw the surfer, she felt curious. She wondered how surfing worked and how someone could learn how to do that.
- When a feeling of curiosity comes to visit, is that comfortable/ pleasant or uncomfortable/unpleasant? Show me what happens to your face and body when you feel curious. Is it okay to feel this way?

Help students conclude that it is okay to feel curious.

• Maria and Michael decided they would try to learn to surf. They asked the surfer to give them a lesson, and the surfer taught them how to stand on the board.

Guide students into the Surfer pose by modeling the movement. Use the following cues as reference:

- **1.** Begin facing the long edge of the mat. Step feet wide on the mat with arms out in a T-shape.
- 2. Inhale: Turn right foot to face the short edge of the mat.
- Exhale: Bend the right knee over the ankle (adjust width of stance if needed so that the knee does not move out over the toes), turning the head to look out over the right fingertips.
- 4. Take three breaths, holding the pose.
  - Breathing in, fix your attention forward, like a surfer watching where the wave will take you.
  - Breathing out, press your feet down firmly, keeping your legs strong and engaged to hold to your surfboard.
  - Breathing in, lift the spine up tall from tailbone to crown of the head, making sure not to lean forward over the right knee.
  - Breathing out, gently pull the belly button inward, holding back strong and tall.
  - Breathing in, reach the arms out even wider—imagine stretching them the length of your surfboard!
  - Breathing out, sink the shoulders down away from the ears and sink the hips down.
- 5. Repeat on the opposite side.

#### Wave A new

**Continue narrating:** 

 Maria and Michael practiced surfing, and it was very challenging! They saw some huge waves, and lots of waves came crashing down on them, knocking them off their surfboards.

Project the image of the wave crashing down.

 When Michael saw a giant wave coming, he felt hopeful. He hoped that he would be able to stay up and keep surfing on the big wave.
 When a feeling of being hopeful comes to visit, is that comfortable/ pleasant or uncomfortable/unpleasant? Show me what happens to



your face and body when you feel hopeful. Is it okay to feel hopeful sometimes?

Help students conclude that it is okay to feel hopeful.

 Maria felt frustrated. She was tired of falling off her board into the rough waves. When a feeling of being frustrated comes to visit, is that comfortable/pleasant or uncomfortable/unpleasant? Show me what happens to your face and body when you feel frustrated. Is it okay to feel frustrated sometimes?

Help students conclude that it is okay to feel frustrated.

Guide students in turning Surfer into Wave A by modeling the movement. Use the following cues as reference:

- **1.** Begin in Surfer pose with the right knee bent and the right palm facing up.
- 2. Inhale: Lift palm above the head, tilting head slightly to look up at it.
- 3. Exhale: Allow the left hand to rest on the left hip or thigh as you bend through your side.
- 4. Take five breaths, holding the pose.
  - Breathing in, reach the right fingertips further toward the ceiling.
  - Breathing out, keeping the right knee bent, press both feet down into the mat.
  - Breathing in, let your breath expand your ribs on the right side.
  - Breathing out, gently pull your belly button toward the spine to support the back.
- 5. Repeat on the opposite side.

## TEACHING TIP

Play beach music while the students hold Surfer pose. Periodically call "wipe out" and let students who want to pretend to fall down like Maria do so. Then invite the whole class to resume the pose with a new foot in front.

#### SEATED FORWARD FOLD



#### Seated Forward Fold

**Continue narrating:** 

• After all of that surfing, Maria and Michael were very tired.

Guide students to a seated position.

• They sat down on the beach for a rest, and they saw that the sun was beginning to set in the sky.

Project the image of the sun setting over the beach.

- Michael felt sad, because their beach adventure was ending.
- When a feeling of sadness comes to visit, is that comfortable/ pleasant or uncomfortable/unpleasant? Show me what happens to your face and body when you feel sad.
- Maria felt relieved, because she was ready to rest after such a busy day.
- When a feeling of being relieved comes to visit, is that comfortable/pleasant or uncomfortable/unpleasant? Show me what happens to your face and body when you feel relieved? Is it okay to feel both sad and relieved sometimes?

Help students conclude that it is okay to feel both sad and relieved.

Guide students into Seated Forward Fold by modeling the movement. Use the following cues as reference:

**1.** Begin by extending legs in front of the body. Lengthen spine to sit up tall, with the crown of the head lifting toward the ceiling.

- 2. Inhale: Raise hands above the head to represent the sun being high in the sky (knees can remain slightly bent if straightening the legs is uncomfortable).
- 3. Exhale: Fold forward, walking hands toward feet OR arcing arms forward over the legs to represent the sun setting over the horizon. Relax head, neck, and shoulders.
- 4. Take three breaths, holding the pose.
  - When breathing in, imagine the spine lengthening from the head to the feet.
  - When breathing out, imagine muscles in the legs relaxing from hips to ankles.
  - When breathing in, feel the breath expanding belly and ribs against legs.
  - When breathing out, let the belly, chest, and head sink downward over the legs.
- 5. Inhale: Return to seated.

#### **Return Journey**

If time allows, lead students in following the map steps backward to join Maria and Michael on their return journey home. Or, if you prefer, invite students to go for a make-believe swim. If you opt for the latter, invite students to follow you in some swimming movements from seated and then lying down, eventually having them pretend to float by hovering their feet off the ground and then slowly lowering them down to stillness. Consider skipping the Closing Sequence and instead transitioning directly to rest.

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

• When Maria and Michael finally got back home from their adventure, they decided to do a few stretches to relax before going inside to rest.

Lead students through the Closing Sequence.



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#### **REST AND REFLECTION** / 5 mins

#### **Ocean Wave Breath**

Tell students:

- After doing their stretches, Maria and Michael lay down for a few moments to let their bodies rest.
- While we rest today, imagine lying on the beach and listening to the ocean waves. Can you make your breaths like ocean waves? Listen as you breathe in and out. Can you hear your steady breath? Place your hand on your belly. Can you feel your belly moving up and down like ocean waves?

Allow students one to two minutes of silent rest.

As students return to seated positions, guide them to keep their eyes closed or looking down and to take a deep breath.

Ask students to check in and notice how their bodies and minds feel after the gentle ocean breaths. *Are any emotions coming to visit?* Allow a few students to share if time allows.

Remind students that even though some feelings are uncomfortable and some are comfortable, all feelings are okay to experience.

#### **TAKE-HOME PRACTICE**

• Today, be a feelings detective! Notice when a feeling comes to visit. Be curious about the feeling. Is it comfortable or uncomfortable? Try to describe it.

#### **TEACHING TIP**

During the Beach Adventure and/or Rest and Reflection sections of this lesson, play an audio recording of the sounds of ocean waves to stimulate students' imaginations.



# **Lesson 4 EXAMINING FEELINGS**



## **Goal Statement**

Students will understand that they experience feelings in response to triggers.

## **Essential Question**

When do I experience feelings?

## "I Can" Statement

I can recognize what triggers feelings.

#### **Key Learning Objectives**

Students will know...

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• Feelings often arise in response to their experiences.

Students will be able to...

• Recognize triggers for a character's emotions.

#### **Materials**

- Book: Visiting Feelings by Lauren Rubenstein
- Paper signs with emotion words on them (happy, sad, mad, excited, other/unsure, plus 1–2 new ones from previous lessons)
- Paper plate faces from Lesson 3
- Map of Maria and Michael's Beach
  Adventure
- Images of surfer, wave, and beach sunset (digital or prints)

#### **Preparation/Setup**

- Hang emotion signs/illustrations as in Lesson 1.
- Gather students' paper plate faces from Lesson 3 to hand out during class.
- Set out the book Visiting Feelings.
- Load/print images for Michael and Maria's Beach Adventure.

#### **New Vocabulary**

Experience Trigger

# **New Mindful Movements** Poses None Sequences None **Mindful Moments Calming and Focusing Check-In Ocean Wave Breath Rest and Reflection**

#### **CALMING AND FOCUSING** / 2 mins

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

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

#### WHERE DO YOU STAND? / 8 mins

As the tone from the Focusing bell quiets, ask students to shift their focus from the sound of the bell to the feelings inside their bodies. Invite them to close their eyes if it feels comfortable or look down toward the ground. Then ask them to place their hands on their Anchors to help them check in with their feelings with curiosity and kindness.

Read from the first page of the book, asking students, "*Do you have a feeling that's visiting today*?" Have students open their eyes and hold up one of their paper plate faces to indicate how the emotion feels in their bodies.

Repeat the *Where Do You Stand?* activity: Read the posted emotion signs and direct students to stand under the emotion word/illustration that is closest to what they are feeling at the moment.

Observe whether the plate faces students held up match the signs they chose to stand under and/or allow students to take turns calling out emotion words for comfortable/uncomfortable faces. Clarify students' misunderstandings as necessary.

#### \*TRIGGERS / 10 mins

Project or hold up the image of the sunset from the Moving Storytime in Lesson 3. Remind students that Maria and Michael saw a sunset at the end of their day at the beach. Then ask them to act out a sunset, moving slowly from a standing to sitting position.

Read the rest of the first page of the book: "Can you ask what it wants, and then check it out? Welcome it and listen to what it's about?"

Help students notice that feelings often come to visit in response to things they experience. Tell them that those experiences are called triggers. Use questions such as the following to guide the discussion:

- What feeling did Michael experience when the sun began to set on the beach at the end of the day? [Answer: sad]
- Did he know why he felt that way? Why?"
- How did Maria feel? [Answer: relieved]
- Why do you think she felt that way?
- Is it okay that Michael felt sad? Is it okay that Maria felt relieved?
- Raise your hand if you would feel more like [Maria, Michael].

Project the image of the wave crashing down. Ask the students to be surfers (assume Surfer pose) and sit down on their boards. Reread from the first page of the book: "*Can you ask what it wants, and then check it out? Welcome it and listen to what it's about?*" Help students identify the triggers in the story. Use questions such as the following to guide the discussion:

- How did Michael feel when he was surfing and saw a big wave?
  [Answer: hopeful/excited]
- Do you remember what experience triggered that emotion for Michael?
- How did Maria feel when she was surfing and saw a big wave?
  [Answer: frustrated]
- Do you remember what experience triggered that emotion for Maria?
- Raise your hand if you would feel more like [Maria, Michael].

#### SUMMARIZE FOR STUDENTS:

- Feelings often come to visit in response to an experience or trigger.
  A trigger might be something that happens, something we experience with our senses, or something we do.
- Different people can have different feelings come to visit in response to the same trigger.

## **OIFFERENTIATION**

Extend the idea that different triggers affect people in many different ways by adding the variable of circumstances. For example, how might Michael's response to the sunset be different if he had a friend coming to spend the night or if he had a telescope for viewing the stars? What circumstance might change Maria's response to the sunset trigger? **Consider discussing how** circumstances such as the following might impact the characters' experiences of the sunset and the wave:

- It was the last opportunity to surf.
- The sunset was absolutely beautiful.
- The surfer fell off his board a few times.
- A porpoise jumped high out of the waves.
- Uhe surfer cheered them on.
- Michael encouraged Maria.
- The surfboard hit Michael.

#### **MOVING STORYTIME** / 20–25 mins

#### Introduction

**Tell students:** 

• Today we are going to use our imaginations again and revisit Maria and Michael's beach adventure.

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

 This morning Maria and Michael woke up in their home on the mountain. Michael took a deep breath and noticed that he was feeling very curious this morning. Maria took a deep breath and noticed that she was feeling very brave this morning.

Each time the characters take a breath, model taking a deep breath with your hands on your Anchors.

Then invite students to notice if any feelings are visiting them right now.

If it seems appropriate for your class, invite a student to model checking in with themselves and then sharing with the class what feeling has come to visit.

If time allows, invite students to hold up their comfortable plate face to indicate that they are experiencing a *comfortable* feeling and their *uncomfortable* plate face to indicate that they are experiencing an uncomfortable feeling.

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

 Maria and Michael looked outside and saw that the sun was rising in a clear blue sky and it was going to be a beautiful day. They decided it was the perfect day for an adventure.

Guide students through this mini-sequence two to three times.

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

Continue the story, and each time you mention Cat, Cow, and Dog, move into the corresponding pose.

- Maria and Michael walked outside, and they said hello to their friends Cat, Cow, and Dog. Maria and Michael told their friends that they woke up feeling brave and curious this morning and decided to go on an adventure.
- Cat asked, "Where will you be going?"
- Maria said, "We haven't thought of that yet!"
- Michael asked the friends if they had any ideas, and Cow said, "I know the perfect place!"
- Cow whispered to Dog, and Dog drew a map.

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

• They decided that first they would do their Fresh Start Sequence together to get their bodies awake and ready for their adventure.

Lead students in two to three repetitions of the Fresh Start Sequence.

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

Have students stand in Mountain pose as you continue the story:

• Maria and Michael were ready for their adventure. They took the map from Dog, said goodbye to their friends, and decided to get started.

Ask students if they are ready to use their imaginations to join Maria and Michael on the adventure and whether they think they can follow the map.

#### **Follow the Map**

Project the image of the map from Lesson 3 for students to see. Guide students through walking down the mountain and then use the cues from the previous lesson to help them follow the steps on the map to get to the beach.

#### **Beach Adventure**

Continue the story:

• There were so many things to do at the beach. Maria and Michael went swimming, picked up seashells, and watched fish swimming in the water and crabs scurrying along the sand.

> OPTIONAL: Ask students to show you what they are doing at the beach (swimming or crab walking).

During their beach adventure, they saw a lot of things and some feelings came to visit.

#### **How Would You Feel?**

During the following scenarios, hold up the appropriate uncomfortable/ unpleasant or comfortable/pleasant feeling face and keep it up while explaining each visiting feeling. Then put it down while students respond with their own plate faces. Ask for volunteers to explain how they would feel and why. Remind students that whatever feelings they experience are okay.

#### **Surfer** (UNIT 2, LESSON 3)

Project the image of the surfer and continue the story:

 First, Maria and Michael saw a talented surfer riding high on the waves. Do you see the surfer? When Michael saw this surfer, he felt jealous. He wanted to be able to surf like that too, and it bothered him that he couldn't.

Hold up the uncomfortable plate face as you tell this portion of the story.

• When Maria saw the surfer, she felt curious. She wondered how surfing worked and how you could learn how to do that.

Hold up the comfortable plate face as you tell this portion of the story.

- When you see the surfer, do you feel more like Michael or more like Maria? Use your plate faces to show what kind of feeling comes to visit you when you see the surfer.
- Maria and Michael decided they would try to learn to surf. They asked the surfer to give them a lesson, and the surfer taught them how to stand on the board.

Guide students into Surfer pose.

#### Wave A (UNIT 2, LESSON 3)

**Continue narrating:** 

Maria and Michael practiced surfing, and it was very challenging!

They saw some huge waves, and lots of waves came crashing down on them, knocking them off their surfboards.

Project the image of the wave crashing down.

• When Michael saw this giant wave coming, he felt hopeful. He hoped that he would be able to stay up and keep surfing on the big wave.

Hold up the comfortable plate face as you tell this portion of the story.

 Maria felt frustrated. She was tired of falling off her board into the rough waves.

Hold up the uncomfortable plate face as you tell this portion of the story.

 Imagine you are surfing and see this big wave. Do you think you would feel more like Michael or more like Maria? Use your plate faces to show what kind of feeling comes to visit you when you see the big wave.

After students identify their feelings and the experience to which they respond, guide them through moving from Surfer to Wave A.

#### **Seated Forward Fold** (UNIT 2, LESSON 3)

- After all of that surfing, Maria and Michael were very tired.
- They sat down on the beach for a rest, and they saw that the sun was beginning to set in the sky.

Guide students to a seated position, and project the image of the sun setting over the beach.

• Michael felt sad, because their beach adventure was ending.

Hold up the uncomfortable plate face as you tell this portion of the story.

• Maria felt relieved, because she was ready to rest after such a busy day.

Hold up the comfortable plate face as you tell this portion of the story.

## TEACHING TIP

Play beach music while the students hold Surfer pose. Periodically call "wipe out" and let students pretend to fall down like Maria if they want. Then invite the whole class to resume the pose with a new foot in front. • How do you feel right now about this beach adventure ending? Use your plate faces to show what kind of feeling comes to visit you when you notice that our beach adventure is ending.

After students identify their feelings and the experience to which they respond, guide them into Seated Forward Fold.

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

Guide students into Easy pose.

#### SUMMARIZE FOR STUDENTS:

- Feelings often arise in response to experiences, or triggers. A trigger can be something we do, something that happens, or something we experience with our senses.
- Feelings can be comfortable or uncomfortable, but all feelings are okay.

#### [OPTIONAL] Return Journey

If time allows, lead students in following the map steps backward to join Maria and Michael on their return journey home. Or, if you prefer, invite students to go for a make-believe swim. If you opt for the latter, invite students to follow you in some swimming movements from seated and then lying down. Eventually have them pretend to float first by lying on their backs and kicking their feet and then by hovering their feet off the ground. Then have them slowly lower their feet and come to stillness. Consider skipping the Closing Sequence and instead transitioning directly to rest.

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

When Maria and Michael finally got back home from their adventure, they decided to do a few stretches to relax before going inside to rest.

Lead students through the Closing Sequence.



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#### **REST AND REFLECTION** / 5 mins

• After such an exciting and busy adventure, Maria and Michael and all of us need a few moments to let our bodies rest.

Slowly and calmly repeat some of the swimming or floating movements from Return Journey above, and then invite students to find a position that feels safe and comfortable for rest.

#### Ocean Wave Breath (UNIT 2, LESSON 3)

Tell students:

• Today we imagined visiting the beach and surfing on the ocean waves. While we rest today, imagine lying on the beach and listening to the ocean waves. Can you make your breaths sound like ocean waves? Listen as you breathe in and out. Can you hear your steady breath? Place your hand on your belly. Can you feel your belly moving up and down like ocean waves?

Allow one to two minutes of silent rest.

#### **TAKE-HOME PRACTICE**

• Be a feelings detective! Find a character on TV or in a book who has a feeling that comes to visit. What experience triggered that feeling?

#### **TEACHING TIP**

During the Beach Adventure and/or Rest and Reflection sections of this lesson, play an audio recording of the sounds of ocean waves to stimulate students' imaginations.





## **Goal Statement**

Students will be able to identify the feelings they experience in response to several triggers and differentiate them from the feelings that others experience.

## **Essential Question**

When do I experience feelings?

## "I Can" Statement

I can explain what triggered a feeling.

## **Key Learning Objectives**

Students will know...

• The same experience can trigger different emotions in different people.

Students will be able to...

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- Identify how experiences trigger emotions in themselves.
- Identify how experiences trigger emotions in others.

#### **Materials**

- Book Visiting Feelings by Lauren Rubenstein
- Paper signs with emotion words on them (happy, sad, mad, excited, other/unsure, plus 1-2 new ones from the Moving Storytime in previous lesson or student-generated)
- Paper plate faces from Lesson 3
- Map of Michael and Maria's
  African Safari Adventure
- Images of African elephants, monkeys, and cobras
- Image of Kenyan volcano
- Image of windmill on farm

#### **Preparation/Setup**

- Have the emotion signs posted, as in Lesson 1. Add new emotions signs according to student readiness.
- Gather students' paper plate faces from Lesson 3 to hand out during class.
- Set out the book Visiting Feelings.
- Load/print the images pertaining to the safari adventure.

## **New Mindful Movements** Poses Volcano Windmill Elephant Sequences None **Mindful Moments Calming and Focusing** Check-In **Rest and Reflection New Vocabulary** Safari Adventure Lonely Bored Scared **Fascinated** Relaxed Courageous Grateful Embarrassed Amused

#### **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.

#### WHERE DO YOU STAND? / 8 mins

As the tone from the Focusing bell quiets, ask students to shift their focus from the sound of the bell to the feelings inside their bodies. Invite them to close their eyes if it's comfortable. Then ask them to place their hands on their Anchors to help them check in with their feelings with curiosity and kindness.

Read from the first page of the book, asking students, "*Do you have a feeling that's visiting today*?" Have students open their eyes and hold up one of their paper plate faces to indicate how the emotion feels in their bodies.

Repeat the *Where Do You Stand?* activity. Read the posted emotion signs and direct students to stand under the emotion word/illustration that is closest to what they are feeling at the moment.

While students are standing under the signs, ask if anyone can identify a trigger for the feeling that has come to visit. (Ask questions such as "Did something happen that made you feel happy?" to help students understand triggers.) Elicit a few responses from students standing under different signs, but do not require students to share.



#### **MOVING STORYTIME** / 25 mins

#### Introduction

Show students the images of the animals and volcano. Then let students know that today they are going to join Maria and Michael on a new adventure—all the way to Africa to go on a safari in Kenya. Ask students whether they are ready to do some imagining.

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

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

• This morning, Maria and Michael woke up in their home on the mountain.

Use cues that invite students to calm their bodies and develop greater awareness of their physical sensations (feeling strong, still, and quiet like a mountain; noticing the breath and the heartbeat etc.).

• They remembered that their friends were busy today and they had no one to play with. Michael took a deep breath and noticed that when he thought about this, the feeling of being lonely came to visit. Maria took a deep breath and noticed that when she thought about it, the feeling of being bored came to visit.

Model placing your hands on your Anchors and taking a deep breath each time the characters do.

• Do you think these are comfortable or uncomfortable emotions? What was the trigger Maria and Michael were responding to?

Help students conclude that Cat, Cow, and Dog not being there to play with them triggered their visiting feelings.

• Maria and Michael took a few minutes to welcome the feelings that came to visit. Then they listened to them, to see what they were all about. They realized that their visiting feelings were showing them that they wanted to do something! Michael came up with the idea to go on another adventure. Maria remembered that they had always wanted to go on a safari in Africa.

#### Fresh Start Sequence/Check-In (UNIT 2, LESSON 1)

• They decided they would do their Fresh Start sequence together to get their bodies awake and ready for the adventure.

Lead students through the sequence two to three times.

## TEACHING TIP

If space allows, post images of the map locations around the room. Travel from place to place during the segments of the Moving Storytime.

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 After they did their Fresh Start Sequence, Maria noticed that she was feeling excited for the adventure. Michael noticed that he was feeling curious about what they would see on their safari.

Invite students to silently check in with themselves and notice if any feelings have come to visit after practicing the Fresh Start Sequence:

• What feelings do you think came to visit Maria and Michael after completing the Fresh Start Sequence? Do you think those feelings were comfortable or uncomfortable?

Ask a few volunteers to share.

#### **African Safari Adventure**

Continue the story:

 Maria and Michael got a map to go on their safari adventure. This map shows the steps in their itinerary.

Project the image of the African Safari Adventure map for students to see.

Lead students in walking down the mountain and then following the steps on the map. Give safety reminders as necessary. Allow students to move around the room, move in place on their mats, or move around the outside of their mats. Use your discretion for the timing of each step.

Whenever students are asked to share what feelings have come to visit, help them notice that different people respond differently to the same trigger. For example, you could ask: "Do we all respond in the same way to this trigger?" [No.] "Is that okay?" [Yes.]

• First they hiked down the mountain to the place where the map starts.

Lead students in walking down the mountain by either walking in place or walking around the room. Eventually sink lower and lower with each step until you are crouched on the ground.

#### **By Plane**

• Michael looked at the map and found step 1.

Ask students to find step 1.

• Step 1 is to get on a plane and fly across the ocean.

Ask students to use their plate faces to show how they might feel if they were getting on a plane and flying across the ocean. Ask a couple of volunteers to share what feelings might come to visit. Lead students in pretending to be airplanes and flying around the room.

\*If students have learned Glider pose in the previous year, add it here.



#### Volcano new

• When they got off the plane in Kenya, a country in Africa, the first thing they saw was a huge volcano.

#### Project the image of the volcano.

• Do you see the volcano? When Michael saw the volcano, he felt scared. He wondered if it might erupt. Maria felt fascinated. She just couldn't stop staring at it! She never thought she would see a volcano in real life. When you see the volcano, do you feel more like Michael or more like Maria? Use your plate faces to show which type of feeling comes to visit when you see the volcano.

Guide students into Volcano pose by modeling the movement. Use the following cues as reference:

- **1.** Begin in Mountain pose and then hop or step feet out wide with hands on hips.
- 2. Inhale: Stand tall and strong
- **3.** Exhale: Fold forward from the hips, sliding hands down the legs to rest on the shins, ankles, or the floor.

- 4. Inhale: Lift just the head and heart, looking forward.
- 5. Exhale: Lower head down, press feet into mat, lengthen legs from soles of the feet to hips.
- 6. Take three to five breaths, holding the pose.
  - When breathing in, imagine the expansion of the breath lengthening the torso.
  - When breathing out, imagine the torso getting heavier, sinking lower in the pose.
  - When breathing in, press your feet deeper into the mat.
  - When breathing out, try to relax while you feel the stretch.
  - How does the stretch in your legs feel? Does it feel comfortable? Does it feel uncomfortable?
- 7. Inhale: Place hands on hips; lift up to standing.
- 8. Exhale: Return to Mountain.

#### **By Train**

• Maria looked at the map and found step 2.

Ask students to find step 2.

• Step 2 is to take a train to Nairobi, the city where the safari will start.

Have groups of students form lines and travel around the room in a train with each child's hands on the shoulders of the child in front of them. As you travel on the train, invite students to speed up and slow down. Alternatively, you can ask students to move in place. If you choose this option, cue students to tiptoe, march, and/or run in place. Offer students safety reminders as necessary.

#### Windmill new

 While they rode the train, Maria and Michael looked out the windows at all the things they could see. They saw big animals they had never seen before. Then they passed by lots of farms that had windmills to help bring water to their crops.

Project the image of the windmills.



- The train conductor told them all about the windmills. Looking out the train window, Michael felt relaxed watching the windmills spin round and round. Maria felt bored. She couldn't wait for the safari to start.
- When you see the windmills, do you feel more like Michael or more like Maria? Use your plate faces to show which type of feeling comes to visit when you see the windmills.

Guide students into Windmill pose by modeling the movement. Use the following cues as reference:

- **1.** Begin in Mountain pose and then step or hop feet out wide.
- 2. Inhale: Grow tall; feel the space in the front of your body.
- 3. Exhale: Fold forward, bringing hands to the floor. (Knees can be bent.)
- 4. Inhale: Press left hand into the middle of the mat.
- 5. Exhale: Twist right, lifting right hand up to reach toward ceiling, looking at right hand.
- **6.** Hold the pose, counting three breaths.
  - Breathing in, expanding across your chest.
  - Breathing out, relaxing the upper body into the twist.
- 7. Inhale: Release the twist, place both hands on the mat, and press right hand into the middle of the mat.
- 8. Exhale: Twist left, lift your left arm into the air, reach toward the ceiling, and look at the left hand.

- 9. Hold the pose, counting three breaths.
- **10.** Release the twist and place both hands on hips.
- **11.** Inhale: Lift up from the pose. Step back to Mountain.

#### **By Automobile**

• When they got off the train, Michael looked at the map and found step 3.

Ask students to find step 3.

• Step 3 was to get in a jeep and drive to the wildlife reserve for their safari. It was a very bumpy ride!

Guide students in driving their jeeps around the room. You can use incline mats or wedges for obstacles/bumps in the road. Alternatively, invite students to jog in place on mats while pretending to steer. You can make this fun by calling out red light and green light for them to stop and start.



#### Elephant new

• Finally they drove their jeeps into the wildlife reserve. There were so many things to see on the safari! The biggest animals they saw were elephants. While they were watching from the jeep, the herd of elephants started to walk toward them.

Project the image of the elephants.

- Michael felt nervous because the elephants were so big and powerful. Maria felt courageous and wanted them to get closer so she could see them up close.
- When you see the elephants, do you feel more like Michael or more like Maria? Use your plate faces to show which visiting feeling is more like what you feel when you see the elephants.

Guide students into Elephant pose by modeling the movement. Use the following cues as reference:

- **1.** Begin in Mountain pose and then take a big step back with the left foot.
- Inhale: Lengthen up through the spine. Place hands on opposite wrists or elbows behind the back. Alternatively, invite learners to join hands together in front of the body to be their elephant's trunk.
- 3. Exhale: Pressing down through both feet, fold the upper body over the right leg.
- 4. Hold the pose, counting three to five breaths.
  - When breathing in, feel the expansion of the breath lengthening the torso.
  - When breathing out, imagine you have the weight of an elephant, Your head and chest broad and heavy.
  - When breathing in, imagine you have strong elephant legs, and press deeply into the ground.
  - When breathing out, try to relax and feel the stretch.
- **5.** Inhale: Lengthen the spine to lift up from the pose.
- **6.** Exhale: Turn to face the left, repeating the pose on the left side.
- 7. Inhale: Lengthen the spine to lift up from the pose. Return to Mountain.

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

 Maria and Michael really wanted to see some monkeys and had been hoping they would see them all day. While they were taking a break and eating lunch by themselves, they saw a group of monkeys playing in a tree.

Project the image of the monkey.

Guide students into Monkey pose, and hold for a few breaths. Repeat a couple of times, using the breaks between holding the pose to ask students to respond to the following emotion prompts as you continue the narration:

- Michael felt grateful (thankful). He had always wanted to see a real monkey.
- When a feeling of gratitude comes to visit, is that comfortable/ pleasant or uncomfortable/unpleasant? Use your plate face to show what gratitude (thankfulness) feels like.
- Maria felt lonely. She saw the monkeys playing together and wished all of her friends were with her to see the monkeys too.
- When a feeling of loneliness comes to visit, is that comfortable/ pleasant or uncomfortable/unpleasant? Use your plate face to show what loneliness feels like. Would you feel more like Michael or Maria in response to this situation?

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

 While Maria and Michael were leaving the wildlife reserve in their jeep, a cobra slithered across the path, and they saw it through the window.

Project the image of the cobra.

Guide students into Cobra pose, and hold for a few breaths. Repeat a couple of times, using the breaks between holding the pose to ask students to respond to the emotion prompts as you continue narrating:

- They both jumped in their seats and squealed! Michael felt embarrassed. He didn't want people to laugh at him for being scared.
- When a feeling of embarrassment comes to visit, is that comfortable/pleasant or uncomfortable/unpleasant? Use your plate face to show what embarrassment feels like.
- Maria felt amused. She thought it was funny that they both jumped and screamed when they were safe inside the jeep.
- When a feeling of amusement comes to visit, is that comfortable/ pleasant or uncomfortable/unpleasant? Use your plate face to show what amusement feels like.



## TEACHING TIP

Consider creating a large map of the African Safari adventure with your class as an enrichment activity.
#### \*SNAKES ALIVE / 7 mins

Ask students what emotions might come to visit if they saw a real snake.

Help students identify the triggers in the story and observe that even uncomfortable feelings come and go. Use questions such as the following to guide the discussion:

- Why do you think Maria and Michael jumped in their seats and squealed? What feeling came to visit?
- Do you think Maria and Michael found that feeling comfortable or uncomfortable?
- What do you think triggered that feeling for Maria and Michael?
- Was it okay that Maria and Michael felt afraid even though they were in the jeep?
- How long do you think the feelings of fear lasted? Did they stay or did they leave after visiting for a short time? [Answer: When they realized the snakes couldn't hurt them, Michael felt embarrassed and Maria felt amused.]
- I think I might have stayed scared for a while! What could I do if I was really scared and that scared feeling was visiting for a long time?
   [Answer: Talk to someone about how I felt; give myself a hug, etc.]

As you talk with the students, focus on the idea that it's okay to feel scared even if other people are not scared.

#### SUMMARIZE FOR STUDENTS:

- Everyone experiences feelings in their mind and body.
- We can use mindfulness to notice what we are feeling.



#### **MINDFUL MOVEMENT** / 5 mins

#### [OPTIONAL] Return Journey

 Maria and Michael had an interesting adventure on their safari in Kenya. They saw a lot of new things and had a lot of feelings come to visit. They were ready for the journey home, back to the mountain.

## TEACHING TIP

Use a jump rope or other rope to represent the snake in the story as a way to engage students and enhance learning.

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## DIFFERENTIATION

Ask students to sequence the whole event for Maria, from the appearance of the snake to her amusement. Write the sequence they give horizontally on the whiteboard or chart paper. Check for understanding that Maria was amused with herself and the situation, but she was not making fun of Michael. If time allows, lead students in following the map steps backward (by jeep, train, plane) to join Maria and Michael in returning home to the mountain.

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

• When Maria and Michael finally got back home from their adventure, they decided to do a few stretches before rest.

Lead students through the Closing Sequence.



#### **REST AND REFLECTION** / 3 mins

Tell students:

• After traveling so far, Maria and Michael and all of us need a few moments to let our bodies rest.

Invite the students to check in with themselves with curiosity and kindness and see if any feelings have come to visit after today's adventure.

While students are transitioning into rest, lead them in a mindful listening activity. Play some sounds that they might have heard on their adventures, such as animal, bird, or ocean sounds, and ask them to notice what feelings the sounds trigger.

Allow one to two minutes of silent rest.

If time allows, invite students to share what feelings came to visit in response to the sounds. This can be done after playing each sound or after rest is complete.

#### **TAKE-HOME PRACTICE**

 Be a feelings detective! What do you see or hear outside in nature today? Notice what feelings come to visit in response to what you see and hear.



# *Lesson 6* **ELEPHANTS**



## **Goal Statement**

Students will be able to demonstrate how people express feelings through facial expressions and body language.

## **Essential Question**

How do emotions feel in my body?

## "I Can" Statement

I can demonstrate how an emotion feels through my facial expressions and body language.

#### **Key Learning Objectives**

Students will know...

- They feel emotions in their bodies.
- Their bodies can express emotions.

Students will be able to...

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 Demonstrate facial expressions and body language for several emotions.

#### **Materials**

- Book Visiting Feelings by Lauren Rubenstein
- Paper signs with emotion words on them (happy, sad, mad, excited, other/unsure, plus 1-2 new ones from the Moving Storytime in previous lesson or student-generated)
- Images of African elephants, monkeys, and cobras
- Image of Kenyan volcano
- · Image of windmill on farm
- Image of the map from Maria and Michael's African Safari Adventure
- Paper plate faces from Lesson 3

#### **Preparation/Setup**

- Have the emotion signs posted, as in Lesson 1. Add new emotions signs according to student readiness.
- Set out the book Visiting Feelings.
- Gather students' plate faces to hand out during class.
- Load/print the images pertaining to the African Safari Adventure.

## **New Mindful Movements**

## Poses

None

#### Sequences

None

#### **Mindful Moments**

Calming and Focusing Check-In Relaxation Dance Rest and Reflection

#### **New Vocabulary**

Body language Relaxation

#### **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.

#### WHERE DO YOU STAND? / 8 mins

As the tone from the Focusing bell quiets, ask students to shift their focus from the sound of the bell to any feelings that have come to visit. Invite them to close their eyes if it's comfortable or gaze at the ground instead. Then ask students to place their hands on their Anchors to help them check in with their feelings with curiosity and kindness.

Read from the first page of the book, asking students, "*Do you have a feeling that's visiting today*?" Have students open their eyes and hold up one of their plate faces to indicate how the emotion feels in their bodies.

Repeat the Where Do You Stand? activity: Read the posted emotion signs and direct students to stand under the emotion word/illustration that is closest to what they are feeling at the moment. While students are standing under the signs, ask if anyone can identify a trigger for how they are feeling. Ask questions such as "*Did something happen that made you feel happy?*" to help students understand triggers. Elicit a few responses from students standing under different signs, but do not require students to share.

While they are still at the station, ask students to show you the emotion they are feeling with their face and body.



#### **MOVING STORYTIME** / 15 mins

#### Introduction

Ask students to return to their mats and pretend they are lying in bed. Ask them what they remember about Maria and Michael's safari adventure, and tell them they are going to go back to Kenya with Maria and Michael to visit the elephants they saw while on their safari.

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

• This morning, Maria and Michael woke up in their home on the mountain.

Have students stand in Mountain pose.

• They remembered that their friends were busy today and they had no one to play with. Michael took a deep breath and noticed that this made him feel lonely.

Place your hands on your Anchors and model taking a deep breath at the same time Michael does in the story.

• Michael can tell he is feeling lonely because his shoulders are slouching, he has a frown on his face, and his head is facing down.

Mimic Michael's body language as you tell this part of the story.

• Maria took a deep breath...

Place your hands on your Anchors and model taking a deep breath at the same time Maria does in the story.

- ...and noticed that she felt bored.
- When Maria is bored, her body feels heavy and her face has a slight frown.

Mimic Maria's body language as you tell this part of the story.

 Maria and Michael took a few minutes to welcome the feelings that came to visit. Then listened to them, to see what they were all about. They realized that their visiting feelings were showing them that they wanted to do something! Michael came up with the idea to go on another adventure. Maria remembered that they had always wanted to go on a safari in Africa.

#### Fresh Start Sequence/Check-In (UNIT 2, LESSON 1)

 They decided they would do their Fresh Start sequence together to get their bodies ready for the adventure.

Lead students through the sequence two to three times.

 After they did their Fresh Start Sequence, Maria noticed that she was feeling excited for the adventure. Maria knew she was excited because her heart was beating quickly, her face was glowing, and it was hard to stay still. Michael noticed that he was feeling curious about what they would see on their safari. His body was fidgety, his eyes were squinting, and he was smiling.

Invite students to silently check in with themselves and notice if any feelings have come to visit after practicing the Fresh Start Sequence. Ask a few volunteers to share.

#### **Safari Adventure**

• Maria and Michael got a map to go on their safari adventure. This map shows the steps in their journey.

Project the image of the African Safari Adventure map for students to see.

Lead students in walking down the mountain and then following the steps on the map. Allow students to move around the room, move in place on their mats, or move around the outside of their mats. Use your discretion for the timing of each step. Offer safety reminders as necessary.

**> OPTIONAL:** Ask students to use their plate faces to show how they might feel in response to each step.

• First they hiked down the mountain to the place where the map starts.

Lead students in walking down the mountain by walking in place or around the room and eventually sinking lower and lower with each step until you are crouched on the ground.

#### **By Plane**

• Michael looked at the map and found step 1.

Ask students to find step 1.

• Step 1 is to get on a plane and fly across the ocean. Imagine you are just about to go on a plane and notice what feeling comes to visit in response.

Invite a few students to share. Lead students in pretending to be airplanes and flying around the room.

#### Volcano (UNIT 2, LESSON 5)

• When they got off the plane in Kenya, a country in Africa, the first thing they saw was a huge volcano.

Project the image of the volcano.

• Do you see the volcano? When Michael saw the volcano, he noticed his heart was beating fast, his eyes became wide, and his teeth started to chatter. How do you think he felt?

Invite students to guess how Michael felt.

- That's right! He felt scared. He wondered if it might erupt.
- Maria's eyes were wide open too, but her mouth was different—it was wide open with a slight smile. How do you think she felt?

Invite students to guess how Maria felt.

• That's right! Maria felt fascinated. She just couldn't stop staring at it! She never thought she would see a volcano in real life.

Guide students into the Volcano pose.

#### **By Train**

• Maria looked at the map and found step 2.

Ask students to find step 2.

 Step 2 is to take a train to Nairobi, the city where the safari will start.

Have groups of students form lines and travel around the room in a train with each child's hands on the shoulders of the child in front of them. As you travel on the train, invite students to speed up and slow down. Alternatively, you can ask students to move in place. If you choose this option, cue students to tiptoe, march, and/or run in place. Offer students safety reminders as necessary.

#### Windmill (UNIT 2, LESSON 5)

• While they rode the train, they looked out the windows at all the things they could see. They saw big animals they had never seen before. Then they passed by lots of farms that had windmills to help bring water to their crops.

Project the image of the windmills.

• The train conductor told them all about the windmills. Looking out the train window, Michael had a small smile on his face. He felt relaxed watching the windmills spin round and round. Maria's knee bounced up and down. She felt bored and couldn't wait for the safari to start.

Guide students into Windmill pose.

#### **By Automobile**

• When they got off the train, Michael looked at the map and found step 3.

Ask students to find step 3.

• Step 3 was to get in a jeep and drive to the wildlife reserve for their safari. It was a very bumpy ride!

Guide students in driving their jeeps around the room. You can use incline mats or wedges for obstacles/bumps in the road. If needed, students can jog in place on mats while pretending to steer. You can make this fun by calling out red light and green light for them to stop and start.

#### Elephant (UNIT 2, LESSON 5)

• Finally they drove their jeeps into the wildlife reserve. There were so many things to see on safari! The biggest animals they saw were elephants. While they were watching from the jeep, the herd of elephants started to walk toward them.

#### Project the image of the elephants.

#### Guide students into Elephant pose.



#### TRUNKS AND TAILS / 15 mins

Begin by directing students to move from Elephant pose to a sitting position.

While students are sitting, review the reactions Maria and Michael had to the elephants in the movement story. Help students identify the triggers in the story and prompt them to explore how emotions feel in their bodies. Use questions such as the following to guide the discussion (if it seems appropriate for your students, invite them to use their plate faces to show how they experience the emotions cited in each question):

- What feeling did seeing the herd of elephants trigger in Michael?
- What does it mean to feel nervous?
- How do you think Michael's body might have looked when he felt nervous?
- What feeling did seeing the herd of elephants trigger in Maria?
- How does courage feel in your body? (Make sure students describe their physical experience of courage, as opposed to a courageous action.)
- How might Maria's body have shown she was feeling courageous?
- Was it okay that Maria and Michael experienced different emotions even though the trigger was the same (they both saw the same thing)?

Tell students elephants are very smart animals that feel deeply. Then tell students they are going to pretend they are a herd of elephants who experience different feelings. Direct students back into Elephant pose, and then ask them to imagine what elephants look like when they walk. Invite one or students to demonstrate their own impersonations. Designate one person as the lead elephant and tell students that they will follow the lead elephant around the room, walking as it walks. Then, while extending one arm in front as an elephant trunk and the other behind as the tail, have students hold tails with trunks to form a line to follow the student leader around the room.

Once the designated student has had a chance to lead the class, ask them to move to the back of the line, and ask the new lead elephant to lead the class. Continue this rotation throughout the activity. Ask the student leader to show you how an elephant's walk might change if they were feeling very sad. Ask the rest of the class to mimic the lead student's movements as they walk around the room as sad elephants.

Repeat the above exercise using different emotions (walk around as *happy* and then *mad* elephants).

Pause the activity as appropriate to introduce students to the concept of body language. Invite them to notice how their body language changes when they express different emotions.

#### SUMMARIZE FOR STUDENTS:

- Our bodies express the emotions we experience. This is called **body language**.
- Our bodies use different body language to express different emotions.

## TEACHING TIP

Create an elephant puzzle by cutting an elephant picture into several pieces. When students answer a question, give them a piece to help construct the elephant.

#### [OPTIONAL] **MOVING STORYTIME** / 5 mins

#### **Return Journey**

• Maria and Michael had an interesting adventure on their safari in Kenya. They saw a lot of new things and had a lot of visiting feelings. They were ready for the journey home, back to the mountain.

If time allows, lead students in following the map steps backward (by jeep, train, plane) to join Maria and Michael in returning home to the mountain.

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

• When Maria and Michael finally got back home from their adventure, they decided to do a few stretches before rest.

Guide students through the Closing Sequence.



#### **REST AND REFLECTION** / 5 mins

Tell students:

 After traveling so far, Maria and Michael and all of us need a few moments to let our bodies rest. Maria and Michael had a fun way to get their wiggles out and help their bodies relax, and we will try it together today.

#### **Relaxation Dance**

From seated or standing, invite students to begin a slow, calm relaxation dance, using some or all of the script below. Model gentle twisting and swaying but encourage students to move in any way that feels relaxing.

Guide them to transition down to lying down on their mats by making their relaxation dance slower and slower until they lower down to lie still on their mats in a way that feels comfortable and relaxing to them.

- Place your right hand on your heart and your left hand on your stomach.
   Take a deep breath in and out. Can you feel your heart beating?
- Now, do a slow relaxation dance to help your body become still and calm. Move your body slowly and calmly in whatever way it wants to move. Be creative!
- Now begin to slow your relaxation dance down.
- Now see if you can move even slower.
- And what about even slower?
- As you dance, begin to lower yourself down toward your mat until you are lying comfortably on your mat.
- Become completely still.
- Notice what this feels like.
- Once you have found a position that feels safe and comfortable for rest, place your hands on your heart. Notice your heart with kindness and curiosity. Notice what your heartbeat feels like while you relax.
- Now place your hands on your Anchors. What is your breath like now that you are relaxed? Is it fast or is it slow?

- Now place your hand on your forehead. What is your mind like after your relaxation dance?
- Now, lower your hands down by your sides or wherever they are most comfortable and let your body and mind rest a few more moments.

Allow one to two minutes of silent rest.

#### **TAKE-HOME PRACTICE**

• Be a feelings detective! When you play and move your body today, notice what feelings come to visit.

## TEACHING TIP

To make a connection with elephants, lead this relaxation dance starting from standing, inviting students to pretend they are very tired elephants. Lead them in raising one arm up, pressing their nose to the shoulder of their raised arm as though their arm is an elephant's trunk. Then invite students to pretend they are elephants that are swaying back and forth as they slowly lay their tired heavy bodies down to rest.





## **Goal Statement**

Students reflect on the feelings they experience when trying a new food and explore what it's like to practice being curious about new experiences.

## **Essential Question**

Should I try new foods?

## "I Can" Statement

I can use my senses to explore new foods.

## **Key Learning Objectives**

Students will know...

- Foods can trigger feelings/emotions.
- Feeling nervous or uncomfortable about new foods is normal.

Students will be able to...

- Recognize the feelings they experience when trying a new food.
- Use their senses to explore the feel, smell, and taste of a new food.
- Practice being curious about new experiences.

#### **Materials**

- Paper signs with emotion words on them (happy, sad, mad, excited, other/unsure, plus 1-2 new ones from the Moving Storytime in previous lesson)
- Plate faces from Lesson 3

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- Mindful Eating script from the PRACTICE
   GUIDE
- Hand sanitizer or wipes
- 1 serving per student of an unfamiliar food to which your students may not have been exposed (note potential food allergies and that food exposure will differ based on your geographic area and the ethnic/cultural backgrounds of your students), such as the following:
  - Rambutan
  - Lychee
  - Avocado
  - Star fruit
  - Papaya
  - Pomegranate seeds
  - Coconut—fresh or chips
  - Orange or green cauliflower
- If you are teaching first grade, and your students experienced this lesson in kindergarten, be sure to use a different food than they tried the previous year.

#### **Preparation/Setup**

- Review the Mindful Eating script in the PRACTICE GUIDE.
- Hide an unfamiliar food item on a plate under napkins before this part of the lesson begins.
- Gather students' plate faces to hand out during class.



#### **CALMING AND FOCUSING** / 2 mins

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

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



**MOVING STORYTIME** / 20 mins

#### Introduction

Tell students that it's Moving Storytime and Maria and Michael are back from their adventures!

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

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

Guide students to stand in Mountain pose as you begin the story:

• This morning, Maria and Michael woke up in their home on the mountain.

#### Sunrise/Sunset (UNIT 1, LESSON 1)

• Every morning they get up with the sunrise and every night they come inside at sunset.

Guide students through this mini-sequence one to two times.

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

• When Maria and Michael go outside, they say hello to their friends Cat, Cow, and Dog.

Guide students through this mini-sequence one to two times.

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

• They decided they would all do their Fresh Start Sequence together to wake up their bodies and get ready for the day. After they did their Fresh Start Sequence, Maria and Michael both noticed that they were feeling excited to tell their friends all about the safari and beach adventures that they had.

Guide students through this sequence one to two times.

Then invite students to show what body language they might use to express the emotion of excitement.

#### **Adventure Recall**

Continue the story:

 Maria and Michael told their friends all about their beach adventure and their safari adventure. There were so many things to share! They had traveled in lots of different ways and they had seen lots of interesting sights.

Invite students to share ways they remember Maria and Michael traveled and things they saw on their adventure. If it seems appropriate, invite the class to act out some of what Maria and Michael saw and how they traveled.

 Cat, Cow, and Dog were very happy to hear about the exciting adventures Maria and Michael had. They were also curious! They asked, "Wow, what else did you do? Did you eat any new foods on your adventure?"

Invite students to pause and demonstrate what body language they might use to express the emotion of curiosity.

#### **Restaurant Story**

Continue the story:

 Maria and Michael had forgotten to tell their friends about a very interesting adventure they had in a restaurant.

Cue students to walk in place and then continue:

 While they were traveling through Kenya on their safari adventure, their group stopped to eat lunch one day at a small village cafe. They were so hungry! They sat down on chairs at their table and waited for lunch.





#### Chair new

Guide students through two repetitions of this pose by modeling the movement. Use the following cues as reference:

- **1.** Begin in Mountain pose.
- 2. Inhale: Lift arms up to Sunrise.
- 3. Exhale: Bend knees; hips and tailbone sink back as if you are sitting down into an invisible chair. Knees should never go out farther than the toes; weight should be centered over the heels; toes should be able to lift from the floor and wiggle.
- 4. Hold the pose for several breaths.
- 5. Inhale: Return to Mountain with arms up to Sunrise.
- 6. Exhale: Bring arms down to Mountain.

Continue the story:

• While they were sitting in their chairs, Michael thought about how he really wanted a peanut butter and jelly sandwich, his favorite lunch to make at home. Maria really wanted a grilled cheese, which she thought was the most delicious lunch anyone could eat.



#### Table new

• They waited and waited at the empty table, and they got hungrier and hungrier. Michael could feel a rumbling in his tummy. Maria's stomach growled out loud while she imagined all her favorite foods.

Guide students through Table pose by modeling the movement. Use the following cues as reference and hold the pose for several breaths:

- Begin in a seated position. Place hands 6 inches (or one hand's length) behind the hips with fingertips pointing toward yourself; bend knees in front of you with feet flat on floor.
- 2. Inhale: Press into feet and hands. Lift hips and chest. Your belly is the table top.
- 3. Exhale: Gently squeeze your belly button inward and tuck your chin toward your chest.
- **4.** Hold the pose for a few breaths.
- 5. Exhale: Release hips slowly to the mat, coming back to seated.

If students are ready for an additional challenge, invite them to lift one hand while in Table pose and place it on their belly to imagine what Maria and Michael's hungry bellies feel like.

#### **The Food Arrives**

Cue students to lower to a seated position and then continue:

• Finally, the food arrived. When they saw the food on the table, there was no peanut butter and jelly and no grilled cheese. All they saw were foods that they did not know and had never tried before. Project photos of unknown food.

- Maria felt disgusted. She did not like to try new things, and she wanted to push this food away. When a disgusted feeling comes to visit, is it comfortable or uncomfortable?
- Michael felt nervous. He was concerned that they might not find anything they liked to eat, and he was really hungry! When a feeling of nervousness comes to visit, is it comfortable or uncomfortable?

#### Table

Guide students into Table pose and then continue:

- They saw people at other tables eating and enjoying their food, and then someone said, "Try it, you'll like it."
- Maria and Michael weren't really sure about this, but Maria started to feel a little bit curious. She wondered what these foods would smell and taste like. When a feeling of curiosity comes to visit, is it pleasant or unpleasant?
- Michael started to feel a little bit brave. He thought if he didn't try it now, he might not get another chance. When a feeling of bravery comes to visit, is it pleasant or unpleasant?

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

Guide students into Easy pose and then act out the narrative as much as possible while seated.

- Michael got a spoonful of stew. He didn't know what it was, but he thought he recognized potatoes and vegetables. He knew he liked potatoes and most vegetables, so he gave it a sniff. It smelled very different from the stews they made at home. Then he got really brave and took a big bite. The tastes were unusual, but it was delicious.
- Then Maria picked up a piece of fruit. She looked at it. It didn't look like any fruit she had seen. She smelled it. It smelled sweet and similar to other fruits she had tried. Slowly, she tasted a tiny bit. She had to get used to the way it felt in her mouth, but it wasn't that bad. She tried another bite, and she thought she could actually learn to like it. They both felt proud of themselves for trying something new.



#### **MINDFUL EATING** / 25 mins

Use questions such as the following to help students reflect on the feelings Maria and Michael experienced when they tried a new food. Invite them to explore their own perspectives about trying unfamiliar foods.

- Would you respond more like Maria or Michael if I offered you a new food to try?
- What are some reasons you might feel [nervous, curious] about trying a new food?
- If you wanted to encourage a friend to try a new food, what might you say to them?
- Can you name a food that you like now but that you didn't used to like?
   Why do you think your taste for that food changed?

Tell students that today they're going to have an opportunity to try a new food, just like Maria and Michael. Explain that it will be very important for them to remain silent when you uncover the new food so they don't influence their friends' feelings about the food.

Invite students to place their hands on their bellies to help them notice what feelings they experience in response to the food item. Then lift the napkin off of the food item and invite students to observe with curiosity and kindness what feelings come to visit. Ask students to use their plate faces to indicate whether they are experiencing comfortable or uncomfortable emotions about trying the new food.

Invite students to explore what it would feel like to be curious about the new food. Then use cues such as the following script to guide students through a mindful eating exercise. (A longer script is included in the PRACTICE GUIDE.)

- Today we are going to practice mindful eating. We're going to use all of our senses to experience [food item].
- I'm going to put a(n) [food item] in front of you. It is important to keep it there until I tell you to do something with it.

Pass out the food, placing it on a napkin in front of each student.

## TEACHING TIP

To help students refrain from influencing one another's perceptions of the new food, consider offering students a practice round in which you reveal a known food item and they practice remaining silent.

- We have five senses. Can anyone remember what they are? That's right, they are: sight, smell, touch, hearing, and taste. We are going to experience the [food item] using all five.
- First, let's start with sight. I want everyone to look at the [food item]. Look at it from above and below. Spin it around and see if there is anything different about it from a different side. What does it look like? What word would you use to describe it?
- Now we are going to smell the [food item]. Carefully bring the food under your nose and take a deep breath through your nose. Is there a strong smell? Move it away from your face. Can you still smell the food when it's far away?
- Let's move on to touch. Rub the [food item]. What does it feel like? Is it rough on the outside? Are there oils on it? How does it feel against your palm?
- Now bring the [food item] up to your ear. Listen to the [food item]. Do you hear anything? Be very quiet so that everyone else can hear the noises.
- And now put the [food item] in your mouth, but don't chew it! Let it sit on your tongue. How does the [food item] feel on your taste buds? Is it cool or warm? Slowly begin chewing. Think about how you feel in this moment. Do you feel the [food item] moving to your belly?
- We are practicing mindful eating! Let's continue doing this until the [food item] is gone or you've eaten as much of it as you want to eat.
- When you are finished, take a deep breath in, and then let it out. Notice how you feel after that exercise.

Once students have eaten the food, or eaten as much as they want to, ask them to hold up the plate face that best matches how they feel about the taste of the new food. Then use questions such as the following to help students reflect on the experience:

- How did the [smell, feel, look, taste] of the [food item] make you feel about trying it? (Have students hold up a plate face.)
- Why is it good to be curious about new foods?
- Is there ever a time when you shouldn't try a new food? (Students should know that they shouldn't eat anything that wasn't provided by a trusted adult.)
- Do you think you could get used to this new food and learn to like it?

## TEACHING TIP

Remind students about the importance of having clean hands when eating. Make sure students have a chance to clean their hands before the activity.

#### **REST AND REFLECTION** / 3 mins

Invite students to find a position that feels safe and comfortable for rest. Then ask them to place their hands on their bellies. Lead students in a guided visualization:

Imagine the new food you just tried is making its way down into your belly. Notice what your belly feels like right now after mindful eating. Now imagine the good stuff in that food traveling out to give all the parts of your body exactly what they need. Food gives our bodies what they need to feel healthy and strong. Notice what your body feels like right now. Imagine your body getting stronger and happier while you take several deep breaths.

Allow one to two minutes of silent rest.

#### **TAKE-HOME PRACTICE**

• Share with a family member what it was like to practice mindful eating and show them how to do it.

## **Lesson Extensions**

#### **Come In**

#### Lesson 2

Review how to do the role- playing game in Lesson 2 in which one student pretends to be a feeling coming to visit and the other pretends to be the host. Continue this activity so that all students get more role play practice with various emotions. This can be done in pairs if students are ready for partner work. If students are not ready for partner work, conduct as a whole class activity where all members of the class pretend to be the guest feeling while you pretend to be the host and respond to them. If conducting this as a partner activity, you will need enough slips of paper with emotion words or faces so that each pair has a few to practice.

## **Feeling Descriptions**

#### Lesson 3

Read the figurative descriptions of emotions in Visiting Feelings, and invite students to share emotion words they think go with the descriptions.

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For example, ask students:

- What are some feeling words that might go with "Is it bright like the sun"?
- What are some feeling words that might go with "dark like the rain"?
- What are some feeling words that might go with "as light as a cloud, floating on air"?
- What are some feeling words that might go with "heavy and huge"?

If students have difficulty with the vocabulary, demonstrate facial expressions and body language along with the words from the book. If more support is needed, follow each description with two emotion vocabulary choices, one that matches its sentiment and one that does not.

To deepen understanding of emotion words, invite learners to share with the group why they chose their responses, and provide additional support as needed.

#### Imagine That Lesson 4

Get started by calling out a few emotions for students to respond to with their plate faces (or another signal for comfortable and uncomfortable), using this as an opportunity to review and assess emotion vocabulary. Use new emotion words, if possible.

Next, tell students you are going to challenge them by describing a situation, but not telling them a specific emotion. They will need to: **1**) listen; **2**) imagine what feeling might come up (or be triggered) in the situation; and **3**) hold up the plate face to show you whether the feeling would be comfortable or uncomfortable.

After everyone has shown whether they would feel comfortable or uncomfortable, invite students to share the name of the feeling that they had in mind. Be sure to do an example or two first, checking for understanding of each step.

Suggested prompts:

- I tore my favorite shirt.
- My grandmother is coming to visit today.
- There is a surprise in my lunch.
- There was a worm in my apple.
- It is rainy and cold outside.
- We are getting extra recess as a reward.
- My room is bright and colorful.
- I don't have anyone to play with today.
- I know lots of people care about me.

Playing with Food Lesson 7

Expose students to different fresh fruits and vegetables by letting them make—and then eat—fresh fruit and vegetable art.

Consider showing example images of simple designs or patterns made with pieces of fruits and vegetables (e.g. slices, cubes, matchsticks). Include both familiar and unfamiliar fruits and vegetables.

Prompt students to notice what they see, feel, smell, and taste while interacting with the foods.

• TIP: Work with your school's nutrition services personnel to plan and prepare for this lesson.

#### Animal Expressions Lessons 3–7

Lead students in an active game using creative movement to explore the expression of emotions. Make a list of paired emotions and animals, such as *calm cows*, *terrified tigers*, *angry alligators*, *sad snakes*, *excited eagles*, etc.

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For each round of the game, give students a paired emotion and animal cue and have them use creative movement to demonstrate what this animal would look like in their bodies and faces.

You may also choose to invite students to create sounds that match the animal and the emotion. You may have students move around the room or move in place on their mats/next to their desks.

After a desired amount of time, call "freeze" or use a signal and switch to a new paired emotion and animal cue.

#### \*<mark>Relay Review</mark> Lessons 6–7

Lead students in an active relay game to recap the things that Maria and Michael did on their adventures away from home. Divide class into 2–4 relay groups so that each student can run the relay at least once, preferably more.

Have relay groups line up behind a cone/ marker on the A side of the room, and create a marker/line to designate the turning point on the B side of the room.

For each line, place the stack of cards on the A side with pictures of transportation from the safari adventure and locomotor movements from the Follow the Map activity in the Beach Adventure.

When it is their turn, the running student will grab a movement card and use that locomotor movement or imitate that form of transportation to race to point B. They will then turn and run back, imitating the same transportation, and tag the next runner. The next runner will draw the next card and repeat. \*DIFFERENTIATION: On the B side of the course, place a stack of cards with pictures of sights Maria and Michael encountered on their adventures. At point B, they will draw a sight card (e.g. ocean waves, volcano, elephants) and make a pose/movement with their bodies that represents that sight before completing their turn. NOTE Allow students to interpret this in their own way (i.e. it does not have to be the specific movement or pose they learned in the Moving Storytime).

Octopus Tag Lessons 3–7

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Ask students to name animals Maria and Michael might see in the ocean. Prompt them about which animal has many arms and lead them to guess octopus.

Lead students in a game of Octopus Tag. Assign one student to be an octopus and stand in the middle of the room as the tagger. Line remaining students up on one side of your space and then give them a cue to run all together across to the other side.

If students are tagged they must sit where they are. All tagged and seated students become octopuses and assist the tagger. With each turn, remaining (untagged) students run all together from one side of the room to the other when the teacher gives a cue. If tagged by an octopus, a student must also become an octopus.

Play until many or all students are octopuses, then restart with a new tagger.

#### **Compassion Board** Continued from Unit 1

Create (or sustain) a bulletin board in your classroom to record acts of kindness, caring, and compassion spotted by you or your students. Encourage students to be compassion detectives, noticing the kind words and actions they see around them. This can also be done using an online whiteboard. Continue adding to this board throughout the year.

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# **SELF-MANAGEMENT**



Students should have a general understanding that thoughts and feelings can be comfortable or uncomfortable. They should also be aware that emotions can affect how they act.

## **Overview**

In this unit, students learn to observe when their minds and bodies feel calm, and when they are swirling with thoughts and feelings. They practice strategies to calm their minds and bodies and then they learn how those strategies help them show care to themselves and others. They explore the concept of one's *best self* and learn that they can practice being their best selves even when they experience strong emotions.

## Enduring Understandings

Students will understand:

- Thoughts and feelings can be comfortable or uncomfortable.
- Thoughts and feelings can affect what they say and do.
- They can pause to calm and settle their minds and bodies when they experience an uncomfortable thought or feeling.
- Being their best self means acting in ways that show care for themselves and others.
- They can practice being their best selves.

## **Essential Questions**

- How can I calm and focus my mind?
- How can I be my best self?
- How can I show myself care and compassion when I experience uncomfortable thoughts and feelings?

## **Lesson Summaries and Materials**\*

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Lesson 1 pages 136–146	Lesson 1—What's Inside?: Students learn what thoughts are and then practice noticing what thoughts feel like.	<ul> <li>Interactive whiteboard, if using images</li> <li>Handheld mirrors or reflective pieces (1 per every 2 kids) or a few large mirrors</li> <li>Empty jar (medium-sized) with lid</li> <li>Teacher/demonstration Mind Jar (medium-sized) prepared with liquid soap solution (for glitter to float)</li> <li>Directions for how to create a Mind Jar</li> <li>Various colors of glitter. Include silver to represent thoughts; other color(s) to represent feelings.</li> </ul>
<b>Lesson 2</b> pages 147–157	Lesson 2— Swirling Mind, Calm Mind: Students learn how to tell the difference between a calm mind and a swirling mind and practice strategies to calm and settle their minds.	<ul> <li>Teacher/demonstration Mind Jar with glitter</li> <li>Individual jars (with lids) for students (name labels optional)</li> <li>Several containers of glitter</li> <li>Small cups—1 per student—to hold glitter</li> <li>Water/soap solution</li> <li>Other options are to prepare enough jars for every 2 students to share or to make just 1 extra jar for a student to lead the class along with you</li> </ul>
<b>Lesson 3</b> pages 158–166	Lesson 3–Many Feelings: Students learn to distinguish between calm feelings and swirling feelings and practice calming and settling their minds.	<ul> <li>Interactive whiteboard, if using video</li> <li>Basic emotions signs from Unit 2</li> <li>Teacher/demonstration Mind Jar with a new color of glitter in it (to represent feelings)</li> <li>The book <i>My Many Colored Days</i> by Dr. Seuss</li> </ul>
<b>Lesson 4</b> pages 167–175	Lesson 4—Best Self: Students learn that being their best self means showing care for themselves and others. They discover that they can be their best self even when their minds are swirling with uncomfortable thoughts and feelings.	<ul> <li>Teacher/demonstration Mind Jar with silver and multicolored glitter in it</li> <li>Illustrations of scenarios for Who is My Best Self? activity</li> </ul>

Lesson 5 pages 176–186	Lesson 5—A Place to Pause: Students discover that when they experience strong thoughts and feelings, they can pause and use mindful awareness practices to help calm and settle their minds. They learn about the Pause Place and determine that this is a place in school where they can go when they need to pause.	<ul> <li>Colored dots (e.g., stickers) to give to students (1 per student)</li> <li>Teacher/demonstration Mind Jar with glitter</li> <li>Rope (≥10-15 feet long) or masking tape</li> <li>Two to three Pause Place mats</li> <li>[Optional] Music for Swirling Minds activity</li> </ul>
Lesson 6 pages 187–196	Lesson 6—Explosion: Students learn how to show themselves care and compassion when they experience uncomfortable thoughts and feelings.	<ul> <li>The book When Sophie Gets Angry by Molly Bang</li> <li>Teacher/demonstration Mind Jar with glitter</li> </ul>
Lesson 7 pages 197–206	Lesson 7—Fresh Starts: Students review what it means to be your best self and identify Best Self Strategies. They then apply those strategies in an active game and by demonstrating ways to help Maria during the Moving Storytime.	<ul> <li>Pause Place mat</li> <li>[Optional] A list of Best Self Strategies</li> </ul>

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

#### **New Mindful Movements**

Poses Boat Tree Pointing Dog Sequences Beach Sequence

#### **Mindful Moments**

Calming and Focusing Anchors Calming Breaths Check-In Wiggle and Relax Mind Jar Time to Pause Swirl and Pause Letting-Go Breath Kind Mind (for Self) Rest and Reflection

## **Differentiation**\*

- Differentiation activities offered for highreadiness 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:

- Demonstrate ways to calm and settle their minds and bodies (Observation, all Lessons).
- Identify whether their minds feel calm or full of swirling thoughts and feelings (Observation, Lessons 1–3).
- Recognize situations where their minds are calm and settled, as opposed to swirling with thoughts and feelings (Observation, Lessons 2-3).
- Conclude that being their best self means acting in ways that show care for themselves and others (Observation, Lesson 4).
- Describe ways someone can be their best self (Observation, Lesson 4).
- Explain how it feels when they need to pause (Lessons 5–7).
- Conclude that taking a pause is one way they can show care for themselves and others when they experience uncomfortable thoughts and feelings (Observation, Lessons 6–7).

## **Lesson 1** WHAT'S INSIDE?



## **Goal Statement**

Using a Mind Jar as an illustration, students consider that their minds can feel calm and focused or swirling with thoughts and feelings. They practice finding their Anchors to calm and settle their minds.

## **Essential Question**

How can I calm and focus my mind?

## "I Can" Statement

I can demonstrate finding my Anchors to calm and focus my mind. Students will know...

- Thoughts are words, pictures, or ideas in their minds.
- A thought is invisible to others until they express or communicate it in words, pictures, or actions.
- Their minds can be calm or full of swirling thoughts.

Students will be able to...

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• Demonstrate finding their Anchors to calm and focus their minds.

#### **Materials**

- · Interactive whiteboard, if using images
- Handheld mirrors or reflective pieces (one per every two kids) or a few large mirrors
- · Empty jar (medium-sized) with lid
- Teacher/demonstration Mind Jar (medium-sized) prepared with liquid soap solution (for glitter to float)
- · Directions for how to create a Mind Jar
- Various colors of glitter, including silver to represent thoughts and other color(s) to represent feelings.

#### **Preparation/Setup**

- Set out mirrors.
- Prepare the demonstration Mind Jar by filling it with the soap solution.
- Set out the glitter.

#### **New Mindful Movements**

## Poses

Boat

#### Sequences

**Beach Sequence** 

#### **Mindful Moments**

**Calming and Focusing** Anchors **Calming Breaths Rest and Reflection** 

## **New Vocabulary**

Visible Invisible Mind Calm Swirling Thoughts Words **Pictures** Ideas

Distracted

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#### **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.

#### \*WHAT DO YOU SEE? / 10 mins

**NOTE** This activity can be done in different ways. The point of it is for students to recognize that the reflections they see in the mirror are only of their visible and physical selves and do not include many of the attributes that make them who they truly are.

Pass out mirrors and ask students to look at their reflections in the mirrors and then describe aspects of their physical appearances. Guide students' self-observations by first asking about their more obvious traits such as hair and eye color, and then about the shapes of their eyes, eyebrows, noses, and mouths. Use the words "physical" and "visible" as you elicit their descriptions. Review with students that what they see on the outside are their visible, physical bodies.

Next, ask students if they can see their hearts, bones, etc. Then ask what parts of them would remain invisible even if they could see inside their bodies (including, for example, their minds, thoughts, or emotions). Help students notice that thoughts are invisible by doing some of the following activities:

- Tell them that you are thinking of a number between one and 20 and then ask them to guess that number. Consider writing the number on a piece of paper and hiding it from the students. Encourage them to look hard at you while you think of it to see if they can "see" the number. (Make sure to let them guess!) Tell them what number you thought of.
- Then ask students to sit with a partner as you continue to have them try to guess your thoughts. Tell them you are thinking of a color (or animal or person). Have students whisper their guesses to their partners. Once students have shared their guesses with their partners, reveal the answer.

#### SUMMARIZE FOR STUDENTS:

- Thoughts are words, pictures, or ideas in our minds.
- Thoughts are a part of us that no one can see.

## **TEACHING TIP**

Monitor for any critical remarks or selfjudgments/comparisons. Consider giving students some positive affirmations to say to themselves in the mirror after or before they describe themselves, such as "I love the way I look. No one else looks just like me. My eyes are my own.

## **TEACHING TIP**

It is important to model your expectations before the activity. Allow students to have a minute or two to explore their reflections in the mirrors before giving them more specific instructions.

## **OIFFERENTIATION**

After establishing/ reviewing that thoughts might occur in words or pictures, have students get in pairs. Direct one student in the pair to think of an idea, such as a new name for an animal. a game to play after school, an art project, or a new way to wear his or her hair. Tell their partner to try to guess the new idea. Then have partners switch roles and repeat the process. Debrief after the guessing game by asking students if their thoughts were words, pictures, or something else. (Accept the category of sound, if it is suggested.) Summarize that thoughts can also be ideas.

## TEACHING TIP

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Sit in a circle with students and set the jar down in front of you. Have a small cup of glitter sitting next to the jar. Walk around and allow each student to get a pinch of glitter. Then, walk around the circle and have each student sprinkle the glitter in the jar.

#### \* JARRING THOUGHTS / 10 mins

Hold up a jar that has been prepared with the water-soap solution necessary for glitter to float in it. Ask students to pretend that this jar is someone's mind filled with thoughts that can be seen, as if they were visible. Open the jar and add, in small amounts of glitter to the jar, sprinkling in small "word thoughts" and "picture thoughts" (and, if appropriate, "idea thoughts"). Consider asking students to help pour the glitter into the jar as you guide the discussion. As you (or a student) add the small amounts of glitter, ask questions such as the following to reinforce the representation of glitter as thoughts:

- Should I add more thoughts?
- What might this new [word, picture] thought be about?
- Do you think there are a lot of thoughts in this mind or just a few thoughts?

Then swirl the Mind Jar and invite students to watch as the glitter settles. Ask students questions such as the following:

- Do you ever have more than one thought in your mind at a time?
- When does that happen? What does it feel like?
- How would you describe our pretend mind when I swirl the jar around?
- How can we help the glitter to settle down in the jar? Can we calm our own minds too?
- What does your mind look like right now? Is it swirling with thoughts or calm [words from their own descriptions]?

#### SUMMARIZE FOR STUDENTS:

- Minds can be calm or full of swirling thoughts.
- Swirling thoughts can settle.

Conclude the activity by asking students if they can think of a non-pretend way for others to know their thoughts so that they are no longer hidden or invisible [*Answer: words that are spoken or written, pictures, actions*]. For example, ask students what happiness looks like, how they would know if a person likes apples, and/or how they could share an idea for a new toy.

#### SUMMARIZE FOR STUDENTS:

• A thought is invisible to others until we express or communicate it in words (speaking or writing), pictures, or actions.

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#### **MOVING STORYTIME** / 20 mins

#### Introduction

To begin, ask students what kinds of adventures Michael and Maria were having during the last Moving Storytime.

Then explain that in today's story, Michael and Maria are back at their mountain home getting ready to head back to school

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

#### Mountain/Sunrise (UNIT 1, LESSON 1)

Guide students to take three deep breaths, with each inhalation getting taller, stronger, and more still and quiet like a mountain.

Tell students:

• In today's story, Michael and Maria woke up and watched the sunrise over the mountain.

Guide students through Sunrise and back to Mountain pose.

• What do you think they did next to get ready for their first day back at school? [Answer: They practiced their Fresh Start Sequence.]

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

• Let's all do the Fresh Start Sequence together with Michael and Maria to get ourselves ready to hear the story.

Lead students through the Fresh Start Sequence, finishing in Mountain pose.

• When Michael and Maria came home to the mountain from their adventures, they had so many things to share with their friends back at school.

## TEACHING TIP

Be careful not to imply that when we feel calm, all of our thoughts stop. Just like the glitter in the jar is still there and can easily start moving again and again, our minds are always thinking-that is their job! Sometimes those thoughts can be calmer than others. Tell students that they will practice ways to calm and focus their minds, even if it's only for a moment at a time.

## **DIFFERENTIATION**

Prepare a box with a few small items inside (e.g., stuffed animal, pencil, family photo). Bring students into a group close to you. Draw an object out of the box to hold and have students guess what thought you might be having. Then, perform an action or write something on the board and have students guess again what your thoughts are about the object. **Repeat several times** and then reinforce for students that a thought is invisible to others until we express or communicate it in words (speaking or writing), pictures, or actions.

## TEACHING TIP

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Consider having each student make their own Mind Jar using small water bottles or some other container. If you do, make sure to collect them and seal well with duct tape, etc, so that they cannot be opened or spilled.

#### **Going to School**

• Michael and Maria went twisting, twirling, skipping, and swirling down the mountain toward school, excited to start the day and share their adventures with their friends.

Use stationary movements for "twisting, twirling, skipping, and swirling" on the mat or lead students around the room in a follow-the-leader style activity. You could have students suggest stationary or locomotor movements for each of these action words.

#### Swirling

• At school, everybody crowded around Michael and Maria shouting questions. Michael didn't know where to begin. What part of the adventure should he share first? Should he talk about swimming in the ocean, surfing, or watching the sunset? His thoughts felt like they were swirling around, just like his body did when he ran down the mountain.

Model a swirling movement for the students:

- With arms in front of the body, roll the arms around each other in a *disco roll*. You can also lean side to side or forward and backward while doing this.
- Explain that this is the movement they will do every time they talk about swirling thoughts. NOTE You can also create your own movement for swirling.

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

• Then the bell rang and all of the children went inside to take their seats. Michael was in his classroom, sitting at his desk, trying to listen to his teacher.

Lead students into Chair pose and then continue:

 His class was learning about oceans and boats that travel on the ocean. Michael had trouble paying attention and listening because his mind kept going back to his beach adventure. He was distracted by all of the exciting thoughts and pictures in his mind of the ocean waves, swimming, and surfing.
#### **Beach Sequence**

• While he was teaching about oceans, Michael's teacher, Mr. Montana, showed a picture of a boat being splashed by a wave, and this made Michael's mind swirl with thoughts of what it was like to surf. He remembered splashing through the swirling water, paddling fast to catch a wave, the thrill of the ride on his surfboard, and the scary sound of the waves crashing down around him. He thought of swimming, he thought of surfing, and he thought of the crashing waves, and he heard their sounds—all swirling in his mind. Surfer! Waves! Swimming! Surfer!

Rotate through Surfer and Wave A (from Unit 2, Lesson 3) and add swimming, either by standing in place or moving around the mat while making a swimming motion with the arms.

Rotate through poses quickly to represent the thoughts swirling through Michael's mind.

#### Surfer (UNIT 2, LESSON 3)

Now hold Surfer pose while you continue the story.

• Then, right in the middle of his teacher's lesson, Michael jumped up and started to blurt out his story about surfing. His teacher said, "Michael, right now is time to listen and pay attention, not to tell stories." Michael sat down and tried to listen. When his teacher later asked him a question about the lesson, Michael didn't know the answer. He was so distracted by thinking about his beach adventure that he forgot to listen in class.

#### **Swirling/Mountain**

- As you continue the story, rotate between Swirling (when Michael speaks) and still Mountain pose (when Mr. Montana speaks).
- You see, Michael had such a good time on his adventures, and his mind was so full with so many beach memories, that it seemed like his mind was swirling all the time

> OPTIONAL: Swirl the Mind Jar.

- Mr. Montana said, "Michael, I notice you are having a hard time sitting still and listening. Can you tell me what's going on?"
- Michael said, "I can't stop thinking about my beach adventure, and

the stories are just filling up my head. I feel like I have to tell them to let them out."

• Mr. Montana said, "Let me teach you some tools that I think might help."



#### Boat new

Invite the students to sit down as you continue the story.

• First, Mr. Montana reminded the class that they are learning about the oceans and the boats that travel in the oceans.

#### Variation 1: Boat

Guide students into this variation of Boat pose by modeling the movement. Use the following cues for reference:

- Begin by sitting tall with the crown of the head lifting, knees bent, feet flat on the mat in front of you, wiggle on the mat and feel your two sit-bones pressing into the mat.
- **2.** Inhale: With hands at the side of the knees, lift the heart.
- 3. Exhale: Engage tummy muscles by pulling the belly button closer to the spine. Begin lifting one foot off the floor and then the other, toes pointing toward the floor; balance your Boat pose on your sit-bones.
- 4. Inhale: Extend arms while pressing through the fingertips with palms facing the knees.
- **5.** Hold the pose for three to five breaths.
- 6. Breathing in, lengthen the spine, lift your head and heart.

- 7. Breathing out, engaging the belly muscles to support the spine.
- 8. Breathing in, lifting and lengthening the legs.
- 9. Breathing out, relax your shoulders down away from the ears.
- 10. As students feel balanced and strong, guide them to raise their shins so that they are parallel with the ground, keeping the spine and head straight. If students feel strong and balanced, invite them to experiment with lifting their feet higher and straightening their legs more. Bring attention to their presence in this posture. Bring the toes down toward the mat for balance anytime needed.
- **11.** Exhale: Release the pose, transitioning back to a seated position.

#### Variation 2: Row the Boat

Guide students into this variation of Boat pose by modeling the movement. Holding Boat pose, make a rowing motion with your arms.

- He had them make their bodies like boats and said, "In the ocean, sometimes the water is still and calm and it's easy to row the boat where you want it. Our minds can feel this way too: sometimes our thoughts are calm and still and it's easy to pay attention and focus.
- Other times in the ocean, the waves are high and rough, and it's harder to row the boat where we want it to go; it gets pushed from side to side.

#### Variation 3: Rock the Boat

Guide students into this variation of Boat pose by modeling the movement. Holding Boat pose, rock the body from side to side attempting to maintain balance.

 Sometimes in our minds we can feel this way, too: our thoughts are swirling fast and it's harder to pay attention and focus; our attention wanders from place to place."

> OPTIONAL: Swirl the Mind Jar.

• When ship captains want their boats to stay in one place and not get carried away with all the waves, they use an anchor.

Check for understanding of the word anchor.



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

Guide students to return to Easy pose and place their hands on their Anchors.

• We can also use Anchors so that our minds don't get carried away with thoughts. Mr. Montana showed them how to place their hands on two Anchors—their hearts and their bellies. He said, "When you place your hands here and focus on the feeling of your breath, it's like an Anchor for your mind. It brings your focus to your body, right here, right now." He also taught them how to take Calming Breaths. He taught them to use their bellies to breathe deep and slow, and they practiced breathing together until they felt calm and ready.

#### **Anchors/Calming Breaths**

Take three deep belly breaths together, modeling the expansion of the belly/ abdomen with the inhalation and contraction of the belly/abdomen with the exhalation. Use the following cues as reference:

- **1.** Breathing in, expand your belly like a balloon.
- 2. Breathing out, soften and relax the belly.
- Mr. Montana told the class that anytime they had trouble focusing on what was happening right here, right now, they could use their Anchors to help.

#### **Swirling/Anchors**

 That day, Michael's mind still started to swirl from time to time, and he even interrupted his teacher during class once, but Mr.
 Montana reminded him to use his breath and his Anchors, and soon his thoughts began to settle and he felt calm and focused again.

Have students practice the swirling motion and then try to find stillness and calm by taking a few breaths with hands on their Anchors.

• Mr. Montana told Michael he could share his beach adventure story with the class the next day.

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

• When Michael and Maria got back home from school, they decided to do a few stretches to relax before going inside to rest.

Lead students through the Closing Sequence.



#### **REST AND REFLECTION** / 8 min

• Swirl the Mind Jar so that the glitter is moving quickly, then place the jar in the middle of the circle so that everyone is able to see it. Invite students to place their hands on their Anchors and take deep, Calming Breaths as they watch the glitter in the jar begin to settle. Invite them to notice how their bodies begin to settle with each breath. When they see the glitter has settled to the bottom of the jar, invite them to settle their bodies by lying down on the mat in a way that feels comfortable to them.

Lead students through the following guided visualization:

 Imagine your mat is like a raft on the ocean. There is an anchor keeping the raft safe and secure. The ocean water is calm, just like the water in the jar. There are no big waves, so you can just float gently, breathing and soaking up the warm sunshine. The waves are so gentle, like rocking a baby. Put your hands on your Anchors—your belly and your heart—to help anchor your mind on your breath. Focus on the feeling of your breath going in and out, like gentle peaceful waves. Notice how it feels to focus on your Anchors like this.

Allow one to two minutes of silent rest.

Ring the bell and ask students to focus on the tone of the bell. Ring the bell again to cue the students to quietly move their bodies back up to their calm Easy pose with their eyes closed and their hands on their Anchors.

Guide students to notice how they are feeling right now. You may ask a few students to share with the class. Remind students that only they know what they are feeling and thinking, unless they share it with others.

#### **TAKE-HOME PRACTICE**

• Practice finding your Anchors. Place one hand on your belly and one on your heart. Take three deep breaths. Notice how you feel.

# **Lesson 2 SWIRLING MIND, CALM MIND**



# **Goal Statement**

Students will be able to tell the difference between a calm mind and a swirling mind and will practice strategies to calm and settle their minds.

# **Essential Question**

How can I calm and settle my mind?

# "I Can" Statement

I can practice Calming Breaths to calm and settle my mind.

## **Key Learning Objectives**

Students will know...

- Their minds can be calm or full of swirling thoughts.
- Swirling thoughts can settle.

Students will be able to...

- Recognize situations where their minds are calm and settled, as opposed to swirling with thoughts.
- Practice strategies to calm and focus their minds.

#### **Materials**

- Mind Jar Instructions (in Teacher Resources)
- Teacher/demonstration Mind Jar with glitter
- Individual jars (with lids) for students (name labels optional)
- Several containers of glitter
- Small cups for glitter
- Water/soap solution: 3-4 drops of dish soap per bottle
- Other options are to prepare enough jars for every two students to share or to make just 1 extra Mind Jar for a student to lead the class along with you.
- Bell/chime for rest

#### **Preparation/Setup**

- Set out the teacher/demonstration Mind Jar.
- If students will be making their own glitter jars, pre-label the jars with students' names and add the soap solution. Set out the glitter.
- Set out the bell or chime.

# **New Mindful Movements**

# Poses

None

#### Sequences

None

#### **Mindful Moments**

Calming and Focusing Check-In Anchors Calming Breaths Mindful Mountain Rest and Reflection

# New Vocabulary Settle Settling

#### **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

Hold up the Mind Jar from the last lesson (being careful not to stir up the glitter) and ask students to explain what the glitter represents. Review with students:

- Thoughts are words, pictures, or ideas in their minds.
- A thought is invisible to others until we express or communicate it in words, pictures, or actions.

Ask the students if the thoughts in the jar are "calm and settled" or "swirling and busy."

#### Check-In (UNIT 2, LESSON 1)

Invite students to close their eyes or, if it feels more comfortable for them, to keep their eyes open and gaze down at the floor instead. Invite students to silently check in with themselves with curiosity and kindness and see if they can notice what their minds are like right now. Give students a few moments and then invite them to open their eyes and/or look up. Ask students to give you one signal (e.g. touch their nose) if their minds feel calm and settled and to give another signal (e.g. disco roll arms from Lesson 1 of this unit) if it feels like their minds are swirling and busy.



#### **MOVING STORYTIME** / 20 mins

#### Introduction

Explain to students that in today's Moving Storytime they will recall what happened with Michael in Mr. Montana's class during the last story and hear about Michael's beach adventure!

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

As you repeat the story, guide students through the poses as you did in Lesson 1 of this unit. Consider pausing occasionally to ask if the students remember what happened between the poses.

#### Mountain/Sunrise (UNIT 1, LESSON 1)

• In the story, Michael and Maria woke up and watched the sunrise over the mountain.

Lead students through the poses.

• What do you think they did next to get ready for their first day back at school? [Answer: They practiced their Fresh Start Sequence.]

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

• Let's all do the Fresh Start Sequence together with Michael and Maria to get ourselves ready to hear the story.

Lead students through the sequence then continue narrating:

• When Michael and Maria came home to the mountain from their adventures, they had so many things to share with their friends back at school.

#### **Going to School**

• Michael and Maria went twisting, twirling, skipping, and swirling down the mountain toward school, excited to start the day and share their adventures with their friends.

Use stationary movements for "twisting, twirling, skipping, and swirling" on the mat or lead students around the room in a follow-the-leader style activity. You could have students suggest stationary or locomotor movements for each of these action words.

#### Swirling (UNIT 3, LESSON 1)

· At school, everybody crowded around Michael and Maria shouting

questions. Michael didn't know where to begin. What part of the adventure should he share first? Should he talk about swimming in the ocean, surfing, or watching the sunset? His thoughts felt like they were swirling around, just like his body did when he ran down the mountain.

Model the swirling movement used in Lesson 1 of this unit.

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

 Then the bell rang and all of the children went inside to take their seats. Michael was in his classroom, sitting at his desk, trying to listen to his teacher.

Lead students into Chair pose and then continue:

 His class was learning about oceans and boats that travel on the ocean. Michael had trouble paying attention and listening because his mind kept going back to his beach adventure. He was distracted by all of the exciting thoughts and pictures in his mind of the ocean waves, swimming, and surfing.

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

 While he was teaching about oceans, Michael's teacher, Mr. Montana, showed a picture of a boat being splashed by a wave, and this made Michael's mind swirl with thoughts of what it was like to surf. He remembered splashing through the swirling water, paddling fast to catch a wave, the thrill of the ride on his surfboard, and the scary sound of the waves crashing down around him. He thought of swimming, he thought of surfing, and he thought of the crashing waves, and he heard their sounds—all swirling in his mind. Surfer! Waves! Swimming! Surfer!

Rotate through Surfer and Wave A (from Unit 2, Lesson 3) and add a swimming motion.

Rotate through poses quickly to represent the thoughts swirling through Michael's mind.

#### Surfer (UNIT 2, LESSON 3)

Now hold Surfer pose while you continue the story.

• Then, right in the middle of his teacher's lesson, Michael jumped up and started to blurt out his story about surfing. His teacher said, "Michael, right now is time to listen and pay attention, not to tell stories." Michael sat down and tried to listen. When his teacher later asked him a question about the lesson, Michael didn't know the answer. He was so distracted by thinking about his beach adventure that he forgot to listen in class.

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

As you continue the story, rotate between Swirling (when Michael speaks) and still Mountain pose (when Mr. Montana speaks).

• You see, Michael had such a good time on his adventures, and his mind was so full with so many beach memories, that it seemed like his mind was swirling all the time

> OPTIONAL: Swirl the Mind Jar.

- Mr. Montana said, "Michael, I notice you are having a hard time sitting still and listening. Can you tell me what's going on?"
- Michael said, "I can't stop thinking about my beach adventure, and the stories are just filling up my head. I feel like I have to tell them to let them out."

#### **Let's Reflect**

Have students sit on their mats. And continue:

• Before we go into remembering the tools that Mr. Montana shared with the class, let's take a moment to talk about how Michael and Mr. Montana felt during the class.

Ask the following questions:

- What feeling was visiting Michael when he wanted to share his stories?
- What feeling came to visit Mr. Montana when Michael interrupted the lesson?
- What did Michael miss because he wasn't paying attention?
- Can you remember a time when you missed something important because you weren't paying attention?
- What tools did Mr. Montana show to Michael and the class to help him calm his thoughts and focus?

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

Lead students through the variations of Boat pose as you continue narrating:

• First, Mr. Montana reminded the class that they are learning about the oceans and the boats that travel in the oceans.

#### Variation 1: Boat

• He invited them to make their bodies like boats and said, "In the ocean, sometimes the water is still and calm and it's easy to row the boat where you want it.

#### Variation 2: Row the Boat

 In our minds, sometimes our thoughts are calm and still and it's easy to pay attention and focus. Other times in the ocean, the waves are high and rough and it's harder to row the boat where we want it to go—it gets pushed from side to side.

#### Variation 3: Rock the Boat

 Sometimes in our minds, our thoughts are swirling fast and it's harder to pay attention and focus—our attention wanders from place to place.

> OPTIONAL: Swirl the Mind Jar.

• When ship captains want their boat to stay in one place, and not get carried away with all the waves, they use an anchor.

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

Guide students to return to Easy pose and place their hands on their Anchors.

• We can also use Anchors so that our minds don't get carried away with thoughts. Mr. Montana showed them how to place their hands on two Anchors—their hearts and their bellies. He said, "When you place your hands here and focus on the feeling of your breath, it's like an Anchor for your mind. It brings your focus to your body, right here, right now." • He also taught them how to take Calming Breaths. He taught them to use their bellies to breathe deep and slow, and they practiced breathing together until they felt calm and ready.

#### Anchors/Calming Breaths (UNIT 3, LESSON 1)

Take three deep belly breaths together, modeling the expansion of the belly/ abdomen with the inhalation and contraction of the belly/abdomen with the exhalation.

 In those moments, Michael felt focused and calm. Mr. Montana told the class that anytime they had trouble focusing on what was happening right here, right now, they could use their Anchors to help.

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

 That day, Michael's mind still started to swirl from time to time, and he even interrupted his teacher during class once, but Mr. Montana reminded him to use his breath and his Anchors, and soon he felt calm and focused again.

Guide students in practicing the Swirling motion and then finding stillness and calm by taking a few breaths with hands on their Anchors.

#### Mountain/Sunrise (UNIT 2, LESSON 1)

• During the next class, Mr. Montana let Michael share his story. Michael told his class how during his adventure he would get up early to watch the sunrise above the ocean.

Guide students through Sunrise and back to Mountain pose.

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

Guide students in Swimming motions, Surfer, and Wave A by modeling the movements with the story.

• Michael shared how he swam through the swirling water and paddled to catch a wave. He told of the thrill of the ride on his surfboard and the scary feeling of the waves crashing down around him. He remembered this one time when there was a HUGE wave and he got quite scared. So he started shaking a bit on his board. He thought he was going to fall over!

Model wobbling a little during Surfer pose.

• But then he remembered to focus on his deep breathing and it helped him regain his balance and calm.

Guide students in taking a few deep breaths and regaining stillness and steadiness in the pose.

Sunset (UNIT 1, LESSON 1)

 Michael also told the class of the peaceful, beautiful sunset slowly settling into the wide ocean horizon that helped to calm him down after such fun days and to get ready for bed.

Guide students through Sunset pose.

#### Mindful Mountain (UNIT 1, LESSON 1)

• Mr. Montana and the class listened patiently and with great interest to Michael's story. They were happy for him and the fun that he had at the beach. They were also happy to hear that taking deep breaths helped him overcome his fear when he was scared of the big waves.

While students are in Mountain pose, invite them to close or lower their eyes and reflect silently.

Ask these questions to segue into the next activity:

- Have you ever tried to take deep breaths to settle your thoughts when you were scared?
- Are your thoughts comfortable or uncomfortable when you are scared?
  Are they swirling or calm?



#### \*SWIRLING OR CALM / 15 mins

Using the examples below, spend some time letting the students use Mind Jars to represent how much their minds are swirling or calm (e.g, shaking, swirling, settling, etc.). If you have jars for each student, allow them to use them to respond to the situations. If not, you may have students take turns showing you with the class Mind Jar or invite all students to respond together with a designated signal (e.g., hands on their Anchors for calm, wiggling their legs or fingers for swirling).

After presenting a few examples, ask the students to contribute their own examples of when their minds might be swirling or calm. Ask students to imagine some of the following scenarios and whether they would lead to a swirling mind or a calm mind:

#### **Swirling Mind:**

- When you think about a scary dream
- When lots of people are shouting answers
- When you're so excited about a birthday party you can't sit still
- When you have to explain that something broke (like a window)

#### **Calm Mind:**

- When you start to focus on the sound of the bell
- When you're sitting under a tree and listening to the birds
- When you're holding your favorite stuffed animal
- · When you get a hug from someone you love

Invite students to share what they learned in Moving Storytime about ways they can calm and settle their minds.

Then swirl the Mind Jar and place it in the middle of the circle so that everyone is able to see it (if students have their own jars, invite them to swirl them and place them down in front of them).

Invite students to place their hands on their Anchors and take deep Calming Breaths as they watch the glitter in the jar begin to settle.

Ask the students:

• While you take Calming Breaths, do you feel your mind begin to calm and settle like the glitter in the jar?

#### SUMMARIZE FOR STUDENTS:

- Even though our minds can sometimes feel full of swirling thoughts, these swirling thoughts can settle.
- Just like Michael, we can find our Anchors and take Calming Breaths to calm and settle our minds.

# TEACHING TIP

Especially when you are reviewing the Calm Mind examples, be careful not to imply that these situations would be the same for everyone. Some children might have a flurry of uncomfortable thoughts and emotions sitting quietly by themselves listening to birds, for example. Holding a favorite stuffed animal might bring up a lot of sad or happy memories.

### **DIFFERENTIATION**

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After providing one example each of a Swirling Mind and a Calm Mind, ask each student to come up with one new example to share that could fit into either category.



#### **REST AND REFLECTION** / 8 mins

Tell students that in addition to calming and settling their minds, they can also practice calming and settling their bodies. Tell them that rest is a wonderful way to practice this skill. Then invite students to find a comfortable position for rest and lead them through the following guided visualization.

 Imagine your mat is like a raft on the ocean. There is an anchor keeping the raft safe and secure. The ocean water is calm, just like the water in the jar. There are no big waves, so you can just float gently, breathing and soaking up the warm sunshine. The waves are so gentle, like rocking a baby. Put your hands on your Anchors—your belly and your heart—to help anchor your mind on your breath. Focus on the feeling of your breath going in and out, like gentle peaceful waves. Your breath can always bring you to this gentle, peaceful place inside you.

Allow one to two minutes of silent rest.

Ring the bell and ask the students to focus on the tone of the bell. Ring the bell again to cue the students to quietly move their bodies back up to their calm Easy pose with their eyes closed and their hands on their Anchors.

Close the lesson by asking students to share if their minds and bodies are swirling or calm after rest. Alternatively, invite students to perform a gesture (such as touching their nose) if their minds and bodies feel calm after rest or a different gesture (such as pulling on their ear) if their minds and bodies are swirling.

#### SUMMARIZE FOR STUDENTS:

- Even though our minds can sometimes feel full of swirling thoughts, swirling thoughts can settle.
- We can help our swirling minds settle by finding our Anchors and taking deep Calming Breaths.

#### **TAKE-HOME PRACTICE**

• Use curiosity and kindness to notice when your mind is swirling. Practice taking several deep breaths and notice whether your mind starts to settle.

# TEACHING TIP

Invite students to practice taking Calming Breaths with their hands on their Anchors as they line up to leave.

# *Lesson 3* MANY FEELINGS



# **Goal Statement**

Students will explore how their swirling feelings are expressed in what they say and do. They will practice calming and settling their bodies and minds.

# **Essential Question**

How do I express my feelings?

# "I Can" Statement

I can identify one way feelings show up in what I say and do.

# **Key Learning Objectives**

Students will know...

- Their minds and bodies can swirl with feelings.
- Their feelings can be expressed in what they say and do.
- Swirling feelings can settle.

Students will be able to...

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- Demonstrate ways that feelings can be expressed in their voices and movements.
- Practice settling their bodies and minds.

### **Materials**

- Basic emotions signs from Unit 2
- Teacher/demonstration Mind Jar with multicolored glitter in it (to represent feelings).

#### **Preparation/Setup**

- Post on the walls signs with a variety of emotion words from Unit 2.
- Set out the teacher/ demonstration Mind Jar.

# **New Vocabulary**

Express

# **New Mindful Movements** Poses None Sequences None **Mindful Moments Calming and Focusing Check-In** Wiggle and Relax **Rest and Reflection**

#### **CALMING AND FOCUSING** / 2 mins

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

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

#### WHERE DO YOU STAND? / 8 mins

#### **Check-In**

As you finish the Calming and Focusing activity, invite students to remain quiet and focused with eyes closed or lowered and to place their hands on their Anchors. Guide them to notice what feelings or emotions are visiting them today.

#### Where Do You Stand (UNIT 2, LESSON 1)

If needed, remind students of the Where Do You Stand activity they learned in Unit 2. Guide students to walk to and stand under the emotion sign that best describes how they are feeling at the moment.

Then refer to the various feelings in the activity and briefly ask questions such as the following to help students recall what they learned during Unit 2:

- Does this feeling feel comfortable or uncomfortable?
- How would you show this feeling in your face and with your body?
- Is it okay to feel this way?
- What are some things someone might say or do if they were feeling this way?

Bring students together to sit in a circle. Hold up the Mind Jar with multicolored glitter added to it.

- Remind students that silver glitter represents their thoughts and ask if they can guess what the colored glitter might be?
- When feelings come to visit, are we able to see them with our eyes?
- What are some feelings (or emotions) that the glitter could stand for?

# TEACHING TIP

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Consider adding pictures to represent the emotions as well based on your students' reading levels. Summarize that sometimes our minds and bodies can be swirling with feelings that are visiting. Those feelings can be comfortable or uncomfortable.

#### **MOVING FEELINGS** / 15–20 mins

In this variation on a basic freeze dance game, you will help students build understanding of how feelings affect behavior. Students will also gain practice in following instructions and managing their bodies and voices, including pausing.

Introduce the game to students:

 When feelings come to visit us, they can show up in what we say, what we do, and how we move our bodies. Today we are going to play a game where we will use our bodies and voices to express different feelings.

Gather students into a circle if you have an open space where they can move around freely as they play; otherwise, have them play in their own personal space, on their mats. Briefly review your safety expectations before leading the first round. Give additional instructions as necessary for understanding and for safety during the game.

First, announce the name of a feeling, and invite at least one student to share what that word means.

Next, when you say, "Go", invite students to move around any way they like to show that feeling. Vary your cues to help build understanding. For example:

- Show me how you would move if you were feeling [disappointed].
- Move around like your whole body is showing me [disappointment].
- If a dancer was feeling [disappointed] how would they dance.
- If a fish was [disappointed] how would it swim?

Add sound. Invite students to use their voices or their hands and feet to make the sound of [disappointed].

- If [disappointment] made a sound, what sound would it make? Use your hands and feet to show me.
- If a singer [or a bird, etc] was feeling [disappointed], what would it sound like?

Tell students to pause at various times:

 Anytime I say "pause," freeze where you are—try not to make a move or a sound.

Vary the game by giving instructions like, show me how a really big strong [angry] feeling would move? Show me how a tiny bit of [excitement] would sound?

#### **Suggested Feelings:**

- Disappointed
- Sad
- Silly
- Angry
- Frustrated
- Excited
- Surprised
- Nervous
- Happy
- Proud
- Embarrassed
- Lonely
- Scared
- Bored
- Hopeful
- Caring

Have students pause at their seats, put their hands on their Anchors, and notice how they feel in their bodies and minds.

Guide students through three Calming Breaths.

Briefly discuss the game with students: Make some simple observations about the ways you saw them express feelings with their bodies and their voices. Invite students to share what they noticed. Ask if there were any times in the game when they had a hard time pausing or following instructions. Make observations about any connections you noticed between what feelings students were acting out and whether they were able to follow instructions or stop when it was time to pause.

#### SUMMARIZE FOR STUDENTS:

- The feelings that visit us can show up in how we move and how we sound. Feelings can affect how we speak and how we behave.
- Like the glitter in the jar, our minds and bodies can swirl with feelings. We can find our Anchors or take three Calming Breaths to calm and focus our minds.



#### MINDFUL MOVEMENT / 12 mins

#### Introduction

Explain to students that instead of Moving Storytime today, they will practice some of the Mindful Movements they've learned and consider different feelings that might show up during those movements.

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

As you narrate, lead the students through these familiar poses and sequences, using cues from the previous units and lessons as needed.

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

First, let's check in as we stand still in Mountain pose.

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

- Now let's move through Cat and Cow poses. As we move, imagine our friend Cat is scared. Show me how you stretch like a scared cat.
- Now imagine that Cow is nervous. How can you tell that Cow is nervous?

Repeat the mini-sequence two to three times.

#### Dog/Plank (UNIT 1, LESSON 1)

- Let's stretch up into Dog, like we're feeling very embarrassed. What does feeling embarrassed look like in your body?
- Now push forward into Plank like you are hopeful. How can you tell we are hopeful? Can you see it on my face?

Repeat the mini-sequence two to three times.

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

Repeat the Fresh Start Sequence a few times, if desired, giving students a feeling to show with their movements (a frustrated Fresh Start Sequence, an excited Fresh Start Sequence, a caring Fresh Start Sequence).

• How do you feel after completing the sequence? Did it feel comfortable or uncomfortable to do the sequence?

#### Windmill (UNIT 2, LESSON 5)

Proceed to Windmill pose.

- These windmills have been doing the same thing every day for years. Show me what bored windmills look like.
- These windmills have an important job to do! We're not bored, we're proud! Show me what proud windmills look like.

#### Volcano (UNIT 2, LESSON 5)

Proceed to Volcano pose.

- This volcano is angry and just might explode! What does being angry look like in your body? Notice what it feels like in your body.
- And this volcano is actually super excited and might explode with energy! Show me what excited volcanoes look like.

Transition down to seated.

#### **Boat** (UNIT 2, LESSON 1)

Proceed to Boat pose.

- This boat is Anchored and strong as it sits on the water. My boat is feeling confident. I know I can do what I need to do. I know I can try and practice and grow. I am confident in myself.
- Let me see your confident boats. Show me what it looks like when you believe in yourself.

Move in and out of the pose a few times if desired. Then, transition to seated.

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

Proceed through the Closing Sequence.

#### SUMMARIZE FOR STUDENTS:

- The feelings that visit us can show up in how we move and how we sound. Feelings can affect how we speak and how we behave.
- Like the glitter in the jar, our minds and bodies can swirl with feelings. We can find our Anchors or take three Calming Breaths to calm and focus our minds.



#### **REST AND REFLECTION** / 8 mins

#### Wiggle and Relax

Use the following script to guide students through the practice.

- In addition to calming and settling our minds, we can also practice calming and settling our bodies. Today we're going to practice a way to relax our bodies to help them feel calm and settled.
- First, find a comfortable way to lie on your mat.
- If you'd like, you may close your eyes. If you prefer not to close your eyes, simply choose a spot in the classroom to focus on.
- First bring your attention to your toes. Notice what they feel like. Maybe they feel warm. Or perhaps they feel cool. Take a moment to wiggle your toes. Feel them moving against one another. Now pause and allow them to relax. Notice whether your toes feel different when they are relaxed.
- Now bring your attention to your feet. Notice how they feel. Do they feel like moving? Rock your feet from side to side. Give them a wiggle. Notice what it feels like to move them. Now pause and allow them to relax. Notice what it feels like for your feet to be still.
- Now bring your attention to your legs. Notice what they feel like as they lie still on the floor. Now begin to wiggle and bounce them. Do they like to wiggle? Now pause and allow your legs to relax. Notice whether your legs feel heavy as they sink into the floor.
- Now bring your attention to your belly. Notice what your belly feels like. Maybe it feels full and at rest. Maybe it's busy digesting. Or perhaps it's hungry and wanting some food. Place your hands on your belly, and notice how your hands go up and down as you breathe in and out. Take two deep breaths, feeling your hands move with each breath. Now pause, placing your arms back on the floor. Allow your belly to relax.
- Now bring your attention to your hands and arms. Notice what they feel like. Wiggle your arms and hands and all of your fingers, noticing what they feel like as they move. Now pause, allowing your arms and your hands to relax. Notice what it feels like for them to be still.
- Now bring your attention to your head. Notice what it feels like. Maybe

it feels heavy as it lies on the floor. Or perhaps it's busy thinking lots of thoughts. Gently nod your head yes. Now gently shake your head no. Wiggle the muscles in your face—your eyebrows, cheeks, nose, ears, and mouth. Now pause and relax your face and head. Notice how your head sinks into the floor when you allow it to relax.

- Now bring your attention to your whole body. If any part of your body is still moving, notice it, give it one last wiggle, and do your best to make it very, very still.
- Now take a moment to simply lie quietly, noticing how relaxed you feel.

Allow one to two minutes of silent rest.

- Slowly begin to wiggle your fingers. Now gently wiggle your toes. Take a deep breath in, and now let it out. When you feel ready, open your eyes. Slowly sit up.
- Take a moment to scan your body and notice how you feel. Have any feelings come to visit? There's no need to change anything, simply notice what you're experiencing.

If time allows, invite a few students to share.

#### **TAKE-HOME PRACTICE**

• Tonight before you go to sleep, practice the Wiggle and Relax exercise.

# Lesson 4 BEST SELF



# **Goal Statement**

Students will explore what it means to be their best self. They will discover that being their best self is one way to care for themselves and others.

# **Essential Question**

How can I be my best self?

# "I Can" Statement

I can tell you one way I can be my best self.

# **Key Learning Objectives**

Students will know...

- Being their best self means acting in ways that show care for themselves and others.
- They can be their best selves even when they experience strong feelings.

Students will be able to...

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- Describe ways someone can be their best self.
- Practice strategies to calm and settle their minds and bodies.

#### **Materials**

- Teacher/demonstration Mind Jar with silver or gold and multicolored glitter in it
- Illustrations of scenarios for Who is My Best Self? activity

### **Preparation/Setup**

- Set out the teacher/ demonstration Mind Jar.
- Load illustrations of scenarios for Who is My Best Self? activity.

# **New Vocabulary**

**Best Self** 

# **New Mindful Movements**

#### Poses

Tree Pointing Dog

Sequences

None

NOTE This lesson introduces new poses on an even lesson number.

### **Mindful Moments**

Calming and Focusing Wiggle and Relax Rest and Reflection

#### **CALMING AND FOCUSING** / 2 mins

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

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

#### MIND JAR / 5 mins

To accompany the Calming and Focusing activity, lead students in using the Mind Jar to understand how their minds can go from swirling with thoughts and feelings to settled and calm. Before you begin the Calming practice, ask them to check in with themselves with curiosity and kindness to notice what feelings or emotions are visiting them today.

 Right now, notice how you're feeling in your mind and body. You might be feeling excited, upset, happy, or mad, and all those feelings are okay. To get ready to learn, we will practice our Calming and Focusing exercise.

Show the Mind Jar with glitter swirling and remind students that as they settle themselves, their minds will settle like the glitter in the jar.

Begin the Calming and Focusing exercise.

#### WHO IS MY BEST SELF? / 20 mins

Introduce students to the term best self by asking students what they think that might mean and then asking individual students what they are doing or feeling when they are their best selves. Give an example about yourself to illustrate. Note a variety of students' ideas for what it means to be their best selves (when they are learning, proud, being kind, feeling strong, doing something they love, feeling happy). Help students conclude that one important way of being their best selves is acting in ways that show care and compassion for themselves and others.

Lead students in discussing the following scenarios. Show the illustrations to students to present the scenario. Consider using puppets to role play the activities or call on students to role play the scenarios with your guidance. Ask the questions below with each scenario, emphasizing that each student's mind is swirling with thoughts and feelings, and they have choices of what they can do to be their best selves.

# **TEACHING TIP**

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To make this fun and engaging, have a student helper shake the class jar or, if available, give individual jars to students to shake up and watch settle.

#### **SCENARIO 1**

 Jamal really wanted to roll the ball during the class kickball game, but Aliyah got the ball first. How does Jamal feel? How can Jamal be his best self by showing care for himself and others?

#### **SCENARIO 2**

 Raphael came home from school to find that his baby sister had gotten into his crayons and broken most of them. How does Raphael feel? How can Raphael be his best self by showing care for himself and others?

#### **SCENARIO 3**

 Nika is going on a field trip to the zoo. She can't stop thinking about all of the animals, the special lunch she packed, and sitting by her friends on the bus ride there. How does Nika feel? How can Nika be her best self by showing care for herself and others?

Pass around the Mind Jar to designated students as you ask them the following questions:

- How is being your best self a way to care for yourself? How is it a way to care for others?
- Has your mind ever been swirling with feelings of sadness and anger like Jamal and Raphael? Was it comfortable or uncomfortable?
- Has your mind ever been swirling with feelings of excitement like Tanika?
  Was it comfortable or uncomfortable?
- Do you think it's possible to be your best self when you feel angry? Excited? Sad? Happy? Why?

#### Help students conclude that:

- Being their best self means acting in ways that show care for themselves and others.
- They can be their best selves even when strong feelings come to visit.

#### **TEACHING TIP**

Use the Mind Jar to illustrate the swirling thoughts and feelings each child in the scenarios might be experiencing.

#### **MINDFUL MOVEMENT** / 15 mins

#### Introduction

Remind students that being their best self means acting in ways that show care for themselves and others. Then ask them: *How can we be our best selves during mindful movement?* 

Then tell students:

• Today we will explore how we can be our best selves when we feel comfortable as well as when we feel uncomfortable.

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

Lead students into Easy pose and then say:

• First, let's check in! What feeling is visiting you right now?

Invite students to give one signal (e.g. touch their nose) if the feeling is comfortable and another signal (e.g. rub their stomach) if the feeling is uncomfortable.

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

After doing a couple of rounds of Cat and Cow, pause in Cow and ask students if the pose feels comfortable or uncomfortable. Do the same in Cat.

• For some of us this pose feels comfortable, for others it feels uncomfortable. That is okay. Either way, we can show care for ourselves by stretching gently and safely. Listen to your body if it's telling you to make an adjustment.

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

Invite students to notice how they show care for themselves and others as they practice the Fresh Start Sequence.

#### Tree new

Guide students to start Tree pose by standing in the middle or back of their mats.





Guide them to focus their eyes on the front edge of their mats. Optionally, you may give them *focusing objects*, such as small flat marbles or colored squares of paper, to put on the floor and focus their eyes on in the pose. Tell them to keep their eyes fixed on that spot the whole time, while doing the pose.

Lead by modeling the movement. Use the following cues as appropriate:

- **1.** Begin: In a strong Mountain pose, place hands on hips, turning right foot to face the side, with right heel against left ankle.
- 2. Inhale: Imagine sending roots down through that left foot anchoring you to the ground.
- 3. Exhale: Lift the right foot and press the sole of the foot against the left calf or inner thigh. (Do not press into the knee! Make sure students understand this.)
- 4. Hold the pose for three to five breaths.
  - Breathing in, imagine growing taller.
  - Breathing out, press the left foot into the ground, keeping that leg active and strong.
  - Breathing in, bring your arms up over your head, fingers reaching toward the sky like branches.
  - Breathing out, keep your arms up as you lower your shoulders away from your ears

- If you start to lose your balance, place your right foot down to stay safe; you can always build your Tree again, starting with the first step.
- 6. Exhale: Lower hands to the sides and right foot to the floor.
- 7. Repeat on the left side.

While in Tree, model falling out of the pose and then narrate how you can show care for yourself by safely beginning to build the pose again.

If time allows, pause in Mountain pose between practicing Tree on the left side and then the right side. Use some of the following questions to help students reflect on their experience in Tree:

- Do you find Tree pose comfortable or uncomfortable?
- Are your thoughts/feelings calm and settled in this pose or are they swirling?
- Is it easy to stay focused in this pose?
- How can we be our best self in this pose?



#### Pointing Dog

Lead by modeling the movement, using the following cues as reference. Remind students that for a pose like this, finding a point of focus (that does not move!) can help them stay balanced.

- **1.** Begin on hands and knees, with shoulders stacked above the palms, hips stacked above the knees, and head looking down.
- 2. Inhale: Lift one arm and then the leg on the opposite side, stretching them out from the body, level with the spine.

- **3.** Pause here for one to three breaths.
  - Breathing in, imagine a long line extending from the heel of the raised foot to the fingertips of the raised arm.
  - Breathing out, gently squeeze the belly muscles.
  - Breathing in, feel all the muscles working to keep the body balanced.
  - Breathing out, find stability around your center of gravity before lifting and balancing again.
- 4. Exhale: Lower arm and leg slowly, back to a neutral position on hands and knees.

Before repeating the pose on the opposite side, pause and tell students:

 Being our best self means by showing care for ourselves and others.

#### Ask students:

How can we be our best selves in this pose even if we find it uncomfortable?

Example answers you could provide:

- If the pose is too much of a stretch, we can try making the stretches smaller, more gentle and caring toward ourselves.
- If the pose is painful, we can check to see if we're doing it right, or if we have injuries and should choose a different pose instead.
- If it is too difficult to balance in the pose, we can keep our foot and hand slightly touching the ground.

Invite students to show themselves care as you repeat the pose with the other leg and arm. Practice the pose one to three times on each side.

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

As you guide students into Child's pose, invite them to take five deep, slow breaths and notice how their bodies and minds feel in the pose.



#### **REST AND REFLECTION** / 8 mins

Before students lie down for Rest, use the Mind Jar to remind them that rest helps them calm and settle their swirling minds.

#### Wiggle and Relax (UNIT 3, LESSON 3)

Tell students:

 Now that our minds are calm and settled, let's practice calming and settling our bodies too.

Lead students through the Wiggle and Relax practice. At the conclusion of the practice, invite students to bring a small smile to their faces and notice what it feels like to offer their bodies care and compassion.

Allow one to two minutes of silent rest.

Ring the bell and ask students to focus on the tone of the bell.

Ring the bell again to cue the students to quietly move their bodies back up to their calm Easy pose.

Invite students to notice how they feel after this practice. Invite them to brainstorm aloud when they might use it outside of class.

#### **TAKE-HOME PRACTICE**

• A big part of being your best self is acting in ways that show care for yourself and others. Ask someone in your family how it feels when they are their best self.

# **TEACHING TIP**

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As students line up to leave, have them take turns looking down into your settled jar. (They should see the glitter settled at the bottom of the jar.)

# Lesson 5 A PLACE TO PAUSE



# **Goal Statement**

Students will discover that when they experience strong thoughts and feelings, they can pause and use mindful awareness practices to help calm and settle their minds. They will learn about the Pause Place and determine that this is a place in school where they can go when they need to pause.

# **Essential Question**

How can I be my best self?

# "I Can" Statement

I can demonstrate how to use the Pause Place and calming practices to calm and settle my mind and body.

#### **Key Learning Objectives**

Students will know...

- Pausing can help them calm and settle their minds and bodies.
- The Pause Place is a place in school where they can go when they need to pause.

Students will be able to...

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• Demonstrate strategies they can use in a Pause Place.

#### **Materials**

- Colored dots (e.g., stickers) to give to students (1 per student)
- Teacher/demonstration Mind Jar
- Rope (≥10–15 ft.) or masking tape
- 2-3 Pause Place mats
- Hoberman sphere
- [Optional] Music for Swirling Minds activity
- Bell/chime

#### **Preparation/Setup**

- Use rope or tape to make 2 or 3 small circles (approximately 3 feet in diameter) to simulate the boundaries of a jar.
- Set out the colored dots (1 per student).
- [Optional] Preload music for Swirling Minds activity.
- Have enough Pause Place mats on hand for small teams of students to use in a relay race.
- Set out the Hoberman sphere.
- Set out the teacher/ demonstration Mind Jar.
- Set out the bell/chime.

**NOTE** If students already have a peace corner or a place to take a break or cool down, consider putting the Pause Place mat in that existing space and introduce it as a way to remember how the glitter settles in the Mind Jar. Do not designate the Pause Place in the same areas as a teacher-directed time-out space.

# **New Mindful Movements**

# Poses

None

#### Sequences

None

#### **Mindful Moments**

Calming and Focusing Time to Pause Swirl and Pause Rest and Reflection

#### **New Vocabulary**

Pause Thunderstorm Grumpy Pause Place
# **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.

# SWIRLING MINDS / 10 mins

For this activity, students will pretend to be swirling thoughts and feelings like glitter in the Mind Jar.

Explain to the students that the circles on the floor mark off pretend Mind Jars or the inside of their minds. Demonstrate the activity by wiggling or swirling to represent a swirling thought or emotion like the swirling glitter in the jar.

Ask the students:

- How was my wiggling and swirling like the glitter?
- How was it like your mind when it is swirling with thoughts and emotions?

Give each student a colored dot and explain that when you call them by color, it will be their turn to be a wiggling or swirling glitter thought inside the mind that needs to settle. If desired, have students follow the movement of the glitter jar to determine the level of intensity at which they should move. When you give the signal (by ringing a bell, saying "settle," etc.), they should settle down into a sitting position inside the Mind Jar. Lead students in practicing this by freezing, giving themselves a hug, and/or taking a calming breath, before they slowly move down to seated. You can also use music as a cue for when students should swirl (while the music is playing) and when they should settle (when the music stops).

Have students form a line beside or circle around the rope circles, with even groups around each jar. Begin by calling just one color group to enter the circles at a time as particular swirling thoughts and feelings. Let them swirl or wiggle, and then signal for them to settle and sit. Gradually add other feelings to the circles until it is too crowded for all of them to sit. As the circles become crowded, encourage students to be their best self by acting in ways that are safe for themselves and others.

# TEACHING TIP

Give each student a color dot sticker as they enter the classroom or use another quick grouping strategy.

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TEACHING TIP

If time allows, play variations of a freeze dance game so that students can get a little more activity and practice starting and stopping movement based on your cues.

Examples of swirling thoughts and feelings:

- Angry feelings about something that happened before school
- Worries about a game or performance
- Excited feelings about cousins coming to visit
- Distracted thoughts about wanting to go to lunch or recess
- Too many thoughts and feelings all at once about different things

Bring students out of the Mind Jar circles and help students conclude:

- Swirling thoughts and feelings can settle.
- Pausing can help them calm and settle their minds.
- When they notice that their thoughts and feelings are beginning to swirl, it is a good time to press pause and settle.

# PAUSE PLACE / 13 mins

Bring the group together and remove the lid from a jar of glitter that is settled. Walk around so students can look down into the jar and describe what they see. **NOTE** Alternatively, use a document camera or show them an image of the bottom of the jar.

Ask students what they have to do if they want the glitter to settle to the bottom of their jars (give it time to calm and settle). Show them the Pause Place and tell them the Pause Place is a special mat they can visit when they need time to take a pause to calm and settle or press pause.

Ask students when they would need to visit the Pause Place and help them conclude they would visit it when their minds and bodies are full of swirling thoughts and feelings and they need a moment to calm their bodies and focus their minds.

Have students explore the Pause Place through a game using one or both of the following options.

### **Time to Pause**

Place two or three mats on the floor and tell students they are going to practice using the Pause Place. Divide the class into as many teams as there are mats. In the first game, each student takes a turn stepping onto the mat, says, "press pause," sits, and then demonstrates a pause by placing their hands on their Anchors and taking one deep Calming Breath to calm their mind and body. (Although students may get impatient waiting for their turns, try to have them move at a slow, calm pace to emphasize the importance of the mat as a place for pausing.)

### **Swirl and Pause**

In the second game, have all of the teams line up across from their mats (like you would for a relay race). Tell students that the goal of the game is not to determine who finishes first, but for everyone to have a chance to show they can be their best self by demonstrating the skills they've learned. Demonstrate the three steps you want students to complete, using a signal for each. In step 1, the student who is at the front of the line for each team will swirl their way to the Pause Place mat. In step 2, they will step onto the mat and place their hands on their Anchors and take one deep, calming breath to calm their mind and body. In step 3, they will step out and walk calmly back to the relay line. Make sure to verbally notice students who are making a good effort.

At the end of one or both games, gather students and ask them how the Pause Place mat can help them when their minds are full of swirling thoughts and feelings. Help students conclude:

- Pausing can help them calm and settle their minds and bodies.
- The Pause Place is a place in school they can go when they need to pause.
- They can place their hands on their Anchors and take Calming Breaths to help calm and settle their minds no matter where they are.



# TEACHING TIP

Depending upon the level of the group, you can do both of these exercises with just the Anchor and breath practice or you can remind them of other calming practices that they have learned such as giving themselves a hug (self-compassion), Child's pose, Rest, or Wiggle and Relax.

# **MOVING STORYTIME** / 20 mins

**NOTE** This story requires more transitions and movement than usual. You may wish to take extra time to get comfortable with telling the story and leading the movement.

### Introduction

Today we will have Moving Storytime about Michael and Maria and a Pause Place in their classroom. While I tell the story, follow my movements and do what I do.

# Mountain (UNIT 1, LESSON 1)

• High up on the mountain, clouds filled the sky, and it began to rain.

Make rain and storm sounds-patting hands on knees, stomping feet, etc.

### Sunrise/Sunset (UNIT 1, LESSON 1)

• There were so many clouds, Michael and Maria couldn't even see the sunrise in the morning or the sunset in the evening.

Guide students through the poses, finishing in a seated position.

# **Tossing, Turning, and Swirling**

• At bedtime, a thunderstorm settled over the mountain. The sky swirled with rain and howling wind. Michael fell asleep easily, but Maria could not sleep. She tossed and turned.

Demonstrate a seated back-and-forth movement for students, such as waving arms back and forth across the body or your own movement. Then have them continue while you narrate:

• She was scared of the thunder and lightning, and her mind swirled with visiting feelings of nervousness, fear, and, to her surprise, even a little excitement.

Guide students through Swirling as in Lesson 1 of this unit. Continue narrating:

 Maria tossed and turned. Worried thoughts swirled in her mind. It was long past her bedtime when she finally fell asleep. Touch your nose if that has ever happened to you.

# Seated Sunrise/Child's Pose (UNIT 1, LESSON 1)

 In the morning, the rain was gone, the sky was clear, and the sun began to rise

Guide students in Seated Sunrise.

• Michael woke up ready for a new day, but Maria was still asleep in her bed after the sun had risen in the sky

Guide students to Child's pose.

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

Guide students through Cat, Cow, and Dog poses as you continue narrating:

• Cat, Cow, and Dog were also awake and noticed that Maria did not want to get out of bed. They knew she had been grumpy from not getting enough sleep and they wanted to help her, so they decided to wake her up gently.

# **Pointing Dog** (UNIT 3, LESSON 4)

• They gently pulled on her leg and arm one at a time to give her a nice morning stretch.

Guide students through the Pointing Dog stretch a few times. Repeat the stretch a few times.

### Mountain (UNIT 1, LESSON 1)

• Maria started to feel a little better after the stretching, so she got up.

Guide students to stand in Mountain pose.

### Chair (UNIT 2, LESSON 7)

Guide students to Chair pose as you continue the narration:

• Everyone sat down for breakfast, but Maria didn't feel like eating breakfast yet. Michael and her friends tried to be helpful and said, "Maria, if you don't eat breakfast, you will be hungry in class and it will be really difficult to pay attention or remember anything!" But Maria folded her arms in front of her, said, "NO," and stomped off to class. Her friends shrugged their shoulders and followed Maria.

Mimic the motions as much as possible while holding Chair pose.

# Mountain (UNIT 1, LESSON 1)

Have students return to Mountain pose as you continue the narration:

• In class, it was Maria's turn to lead the Fresh Start Sequence in

front of the class. Maria was feeling sleepy, and the long walk to school made her hungry.

Model rubbing your belly.

 Now she wished she had eaten breakfast! Even though Maria was tired...

Yawn and stretch.

• ...and hungry.

Rub belly again.

- She went to the top of the mat and stood in Mountain pose. She opened her mouth to say the name of the first movement... and...and she couldn't remember it! She couldn't think clearly to remember what to do next in the sequence!
- Pull on your left ear (or perform some other gesture) if you have ever been so tired that it was hard to remember something? Maria started to feel embarrassed and uncomfortable, because her whole class was staring at her, waiting for her to begin. But she just couldn't remember, and she felt her face getting red.

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

• Mr. Montana asked if the class could help Maria. Michael helped by whispering, "Sunrise," and showing her the movement

Guide students through Sunrise pose.

• Then Maria remembered Sunset, Monkey, and Sunset.

Guide students through the poses.

 Then Maria's stomach began to grumble and made a loud noise. She started thinking about how hungry she was, and instead of going to the next movements, she went straight to Dog and then up to Mountain and then into Tree.

Guide students through these poses.

### **Tree** (UNIT 3, LESSON 4)

• The class was very confused, and some of her classmates started laughing. Maria felt even more embarrassed than before, and her Tree got really wobbly. Her classmates all started talking at once, saying that she did it wrong! One of her classmates ran to the front of the class to try to help, but he accidentally bumped into Maria. Maria fell out of her Tree pose, and before her classmate could say, "I'm sorry," Maria pushed him back and started crying loudly.

Mimic crying. Then continue the narration:

- Mr. Montana heard Maria crying and quickly came up. Everyone started explaining what had happened at the same time. But Maria was so mad that she yelled at the teacher, louder than anyone: "Leave me alone! Everyone is mean to me today! I want to go home!"
- She continued to cry even louder.
- Mr. Montana gently took Maria to a very special Pause Place.

# **Pause Place**

Walk to the Pause Place in the room and have the students sit around it to hear the rest of the story. Tell the students that they don't need to move with you anymore. Continue the narration:

- Mr. Montana gave Maria the jar with the glitter...
- [Pick up the glitter jar and place it in the Pause Place.]
- ...and the breathing ball...

[Pick up the Hoberman sphere and place it in the Pause Place.]

• ...and reminded Maria of her Anchors. He said, "Now, Maria, I know that you are really upset, but before we talk about it, use the tools we learned to help yourself calm down so you can be your best self in the Pause Place."

# **Let's Reflect**

Ask students the following questions:

- What feeling has come to visit Maria? Is it okay that she is experiencing that feeling? [Answer: Yes]
- What can Maria do to help herself? How can she show herself care and compassion in the Pause Place?

Guide students in coming up with ideas for Maria. The following list offers some examples. Consider having the students demonstrate these strategies.

- **1.** She could show herself compassion by giving herself a hug.
- 2. She could practice her Calming breaths.
- **3.** She could watch the Mind Jar as she takes deep breaths.
- 4. She could breathe with the breathing ball.
- 5. She could check in and breathe with her hands on her Anchors.

# **Pause Place**

 But Maria didn't do any of these things! As soon as Mr. Montana left, she pushed the glitter jar away, placed the breathing ball over her head and started beating on her heart and belly instead of gently paying attention to her breath.

Act out Maria's movements as you continue narrating.

- Mr. Montana walked over again, and said "Maria, have you been your best self in the Pause Place? Have you used the tools appropriately?"
- "No," admitted Maria, still crying, and feeling sad, embarrassed, and angry. Then Mr. Montana asked Maria to stay after class to practice the techniques they learned and talk about what happened.
- To Be Continued...

Debrief with students about what happened when Maria went to the Pause Place [she wasn't able to calm down on her own] and what the result was [she didn't feel any better].

Help students conclude that Maria is still learning how to press pause and that she'll be able to try again. Remind them that sometimes when they are feeling strong emotions in their bodies and minds, it can be hard to remember their best selves. Explain that this is as far as they will get in the story today, but that next time they will learn more about how to use the Pause Place and talk further about what happened to Maria.



# **REST AND REFLECTION** / 5 mins

Before students lie down in a Rest pose, use the Mind Jar to remind them that rest helps calm and settle their swirling minds and active bodies. Tell the students:

While we rest and breathe, imagine how Maria felt in our story. She had a lot of uncomfortable thoughts and feelings swirling in her mind. Imagine you can see all your thoughts and feelings swirling above your mat like glitter. Notice the color of the glitter. Notice if it is moving fast or slow. Notice if there is a lot of glitter swirling above you or just a little. Now place your hands on your Anchors. Breathe deep belly breaths, and with each time you breathe out, imagine that glitter is slowing down and sinking. Every time you breathe, the swirling glitter, just like the glitter has settled onto your mat, like you are lying on your very own Pause Place. Now, continue breathing quietly and focusing on your breath moving in and out. If your mind starts to wander or your glittery, swirling thoughts and feelings start to get stirred up again, just breathe and imagine them settling down around you again.

Allow one to two minutes of silent rest.

Ring the bell and ask students to focus on the tone of the bell. Ring the bell again to cue the students to quietly move their bodies back up to their calm Easy pose with their eyes closed and their hands on their Anchors.

# **TAKE-HOME PRACTICE**

• Take a pause! If you feel angry or upset at home or at school, practice pausing and taking several deep breaths.

# **TEACHING TIP**

As students line up to leave the class, have them jump or "bounce" up to a Pause Place, and then step onto it and pause. When they step off of the mat, they should walk calmly to the line or door.

# Lesson 6 EXPLOSION



# **Goal Statement**

Students will learn how to show themselves care and compassion when they experience uncomfortable thoughts and feelings.

# **Essential Question**

How can I show myself care and compassion when I experience uncomfortable thoughts and feelings?

# "I Can" Statement

I can tell you one way to show myself compassion when I feel uncomfortable thoughts and feelings.

# **Key Learning Objectives**

Students will know...

- An important part of being their best self is acting in ways that show care for themselves and others.
- Taking a pause and asking an adult for help are two ways they can show care for themselves and others when they experience strong feelings.

Students will be able to...

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- Describe ways to show themselves compassion when they experience strong feelings.
- Practice strategies to help settle and calm their minds and bodies.

# **Materials**

- The book When Sophie Gets Angry by Molly Bang
- Teacher/demonstration Mind Jar with glitter
- Hoberman sphere

# **Preparation/Setup**

- Set out the book When Sophie Gets Angry.
- Create a space in the classroom for a Pause Place to use during the Moving Storytime. Place the Mind Jar and Hoberman sphere in the Pause Place.

# **New Vocabulary**

Angry Explode Acting Active

# **New Mindful Movements** Poses None Sequences None **Mindful Moments Calming and Focusing Letting-Go Breath Kind Mind (for Self) Rest and Reflection**

# **CALMING AND FOCUSING** / 2 mins

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

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

# **READ ALOUD** / 15 mins

Have the students sit together in a small group. Ask students to show the class what their faces look like when the feeling of anger comes to visit. Ask if any of them have recently felt angry about something. Allow a few students to share their stories and ask what happened in their bodies and minds when anger visited. Thank students for sharing and affirm their experience by reflecting that we all get angry sometimes, and that is okay.

Tell students they will hear a story about a child who gets angry. Read the Molly Bang story *When Sophie Gets Angry* and ask students questions that address ways they can feel angry and still be their best self. Example questions:

- When anger came to visit Sophie, did it feel comfortable or uncomfortable?
- Where did Sophie go to calm down?
- Do you think Sophie's family knew where she was? Why is that important?
- Who can you talk to and ask for help if you feel like Sophie did? What could you say?
- Where is somewhere in school you can go if you experience uncomfortable thoughts or feelings?
- How was Sophie able to be her best self by showing care for herself and others when anger came to visit?
- What are some things you can do to help you show care for yourself and others even when you are feeling angry? [Tell a teacher or family member how you feel and ask for help; go to the Pause Place; put your hands on your Anchors and try some Calming breaths, etc.]

# SUMMARIZE FOR STUDENTS:

- Sometimes uncomfortable feelings come to visit us, and that's okay.
- When we experience uncomfortable feelings, like anger, we can practice being our best self by showing care to ourselves and others.
- Taking a pause is one way we can show care for ourselves and others when we are experiencing uncomfortable feelings.

TEACHING TIP **O** Ask students to share their stories with partners to

save time.

# **TEACHING TIP**

Consider asking some of these questions during the story and some after you finish reading the story to help students reflect.



# **MOVING STORYTIME** / 25 mins

**NOTE** Allow plenty of time for the Moving Storytime, which includes several opportunities for skill practice and expands on the discussion points from the read-aloud.

### Introduction

• Today we will continue the Moving Storytime about Maria from last class.

Remind students that feelings often arise in response to experiences, or triggers.

Review the story you started in Lesson 5, asking students what they remember and helping them identify the feeling Maria experienced in response to each trigger. For example:

- Maria didn't get a good night's sleep and didn't eat breakfast.
   [She felt grumpy.]
- She didn't do the Fresh Start Sequence correctly. [She felt embarrassed.]
- Some classmates laughed at her. Others tried to help, but one of them accidentally pushed her, and she started to cry. [She felt frustrated/angry.]
- *Mr. Montana asked her to go to the Pause Place.* [She felt mad/overwhelmed.]
- She played around in the Pause Place instead of practicing her calming practices.
   [She felt distracted.]
- *Mr. Montana asked her to stay in for recess to discuss and practice.* [She felt sad, embarrassed, and angry.]

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

# Easy Pose (UNIT 1, LESSON 2)

Guide students to sit in Easy pose as you begin:

• During recess, Maria did not go to play with her friends. She stayed on the Pause Place and reviewed the breathing exercises with Mr. Montana. Complete one to three breaths with each of the following tools:

- Breathing with the Mind Jar
- Breathing with the Hoberman sphere, if available
- Breathing with hands on Anchor points

# **Letting-Go Breath**

• Mr. Montana also introduced her to the Letting-Go Breath.

Lead students in taking several Letting-Go Breaths:

- **1.** Begin by sitting comfortably.
- 2. Sit up tall.
- **3.** During this practice, we're going to breathe in while we count to three. Then we'll breathe out while we count to five.
- 4. Breathe in for one, two, three.
- 5. Breathe out for one, two, three, four, five.
- 6. Breathe in for one, two, three.
- 7. Breathe out for one, two, three, four, five.
- 8. As you breathe out, let your body relax. Repeat this a few times.
- How do you feel after practicing Letting-Go Breath?

> OPTIONAL: Have students imagine they are angry and make an angry face and then practice taking a few Letting-Go Breaths, asking them to relax their faces and bodies more and more every time.

# Mountain (UNIT 1, LESSON 1)

Guide students to stand in Mountain pose as you continue narrating:

 Mr. Montana reminded Maria that feelings often arise in response to experiences, or triggers. Then he asked whether she could remember what experiences trigger anger to come to visit. Maria told Mr. Montana that she lives high on the mountain. And that it was raining really hard. There was a thunderstorm.

Make rain sounds-patting hands on knees, stomping feet, etc.

# TEACHING TIP

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Hand movements or a Hoberman sphere can be used to help guide the breath.

TEACHING TIP

Letting-Go Breath will be most useful when you use/ reinforce it as a teaching tool during any moments in future classes where students experience strong emotions. It can be used as a group practice or with a silent signal to remind individual students to pause before reacting.

# Tossing, Turning, and Swirling (UNIT 3, LESSON 5)

• Michael fell asleep easily, but Maria could not. She tossed and turned.

Guide students through the Tossing and Turning movements from Lesson 5 of this unit.

• She was scared of the thunder and lightning, and her mind swirled with visiting feelings of nervousness, fear, and even a little excitement.

Lead students in a Swirling motion.

• She tossed and turned while worried thoughts swirled in her mind. She tried hard but could not fall asleep.

Seated Sunrise/Child's Pose (UNIT 1, LESSON 1)

• In the morning, the rain was gone, the sky was clear, and the sun began to rise.

Lead students through Seated Sunrise.

• Michael woke up ready for a new day, but Maria was still asleep in her bed after the sun had risen in the sky.

Lead students to Child's pose.

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

• Cat, Cow and Dog were also awake and noticed that Maria did not want to get out of bed. She was grumpy and they wanted to help her, so they decided to wake her up gently.

Lead students through Cat, Cow, and Dog poses.

# **Pointing Dog** (UNIT 3, LESSON 4)

• They gently pulled on her leg and arm one at a time to give her a nice morning stretch.

Repeat the stretch a few times.

# Mountain (UNIT 1, LESSON 1)

• Maria started to feel a little better after the stretching, so she got up.

Return to Mountain pose.

# Chair (UNIT 2, LESSON 7)

• Everyone sat down to eat...

Guide students through Chair pose.

 ...but Maria didn't eat, even though her friends told her that if she didn't eat, she could have trouble paying attention or remembering! But Maria just crossed her arms...

Mimic crossing your arms.

• ... and stomped off to class.

Mimic stomping.

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

Have students return to Mountain pose as you continue the narration:

• At school, it was Maria's turn to lead the Fresh Start Sequence in front of the class, but she was feeling sleepy...

[Yawn and stretch.]

• ...and hungry.

[Model rubbing your belly.]

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

Lead students through the poses as you narrate:

- And even when Michael helped her, she did it all wrong! She did Sunrise, Sunset, Monkey, Sunset.
- But then, incorrectly, she did Dog, Mountain, Tree.

### **Tree** (UNIT 3, LESSON 4)

- Some of her classmates started laughing. Maria felt even more embarrassed than before, and her Tree got really wobbly. Her classmates all started talking at once, saying that she did it wrong! One of her classmates wanted to help, but accidentally bumped into her.
- Maria fell out of her Tree pose, and before her classmate could say, "I'm sorry," Maria pushed him back, started to cry loudly...

### Mimic crying.

 ...and even yelled at Mr. Montana, "Leave me alone! Everyone is mean to me today! I want to go home!"

# **Pause Place**

• That was everything that happened before Mr. Montana took Maria to the Pause Place that morning.

Walk to the Pause Place in the room and have the students sit around it to hear the rest of the story. Tell the class that they don't need to move with you anymore.

• That was the story that Maria told Mr. Montana in the Pause Place. Mr. Montana carefully listened to her story. Maria felt better now that she shared her story. She was still a bit tired and hungry and angry, but she was much calmer. Mr. Montana said, "If we are tired and hungry, it is difficult for our minds to be calm and for us to think clearly. We can easily get angry or overwhelmed."

# **Let's Reflect**

Ask students:

- What can you do to be your best self in a situation like this?
- How can you show yourself care and compassion?

You can engage your students here to take a few moments to list strategies. Guide them to answers such as:

- Eat.
- Get enough sleep.
- Take a pause.
- Do breathing techniques.
- Ask an adult for help.

### Then continue:

 One thing you can always do in school is to tell a teacher how you are feeling and what you need. That way a teacher can help you help yourself. Remember that being your best self means acting in ways that show care for yourself and others. At times like this, being your best self might mean asking for help. So Maria asked Mr. Montana, "Can you help me? I still feel angry and tired and hungry." First, Mr. Montana gave Maria a snack to eat.

# **Kind Mind (for Self)**

• Then, Mr. Montana shared with Maria a self-compassion practice to help her mind feel less angry. It's called the Kind Mind practice, and it reminds us to be kind to ourselves.

Lead students through the Kind Mind (for Self) practice.

- Have students begin by sitting in Easy pose with their hands hugging themselves or placed on their Anchors or over their hearts.
- Have students repeat the following kind words out loud after you:

May I feel healthy and strong.

May I feel happy.

May I feel peaceful.

Between each statement, have students take one deep breath and feel the kind words sinking in. Have them repeat the kind words again silently or in a whisper to themselves.

You may choose to use the following script to guide the practice:

- Begin by closing your eyes if that feels comfortable for you, or if you prefer, simply look at one spot in the room.
- I'm going to say several kind thoughts aloud. After I say them out loud, take a deep breath and silently repeat them to yourself, letting them sink in for a moment.

May I feel healthy and strong. May I feel happy. May I feel valued.

- Notice what it feels like to speak kindly to yourself. Practicing Kind Mind is a wonderful way to treat yourself with care and compassion.
- Maria felt much better after the Kind Mind practice, but she was still tired. Mr. Montana let her rest on the mat for the rest of recess.

# **Let's Reflect**

Ask students what feelings come to visit when they offer kind words to themselves, even silently.

# **REST AND REFLECTION** / 4 mins

Before students lie down in a Rest pose, use the Mind Jar to remind them that rest helps calm and settle swirling minds and active bodies.

Repeat the Kind Mind (for Self) practice or Letting-Go Breath while students rest.

Allow one to two minutes of silent rest.

Ring the bell and ask students to focus on the tone of the bell. Ring the bell again to cue the students to quietly move their bodies back to their calm Easy pose.

Ask students:

- Have you been practicing Mindful Moments (breathing, Anchors, etc.) outside of class?
- When did you practice? How did you feel?

# **TAKE-HOME PRACTICE**

• With the help of an adult in your home, create a place where you can practice pausing when you experience strong feelings.

# TEACHING TIP

If they have not used any Mindful Moment practices, have the students reflect on when they could use them: Is there a time when taking a pause to breathe would help you? Can you practice pausing and breathing without the Pause Place? Can we use it when we are having trouble falling asleep? When we are scared? **Could it have helped** Maria fall asleep when she was scared of the thunderstorm?

# Lesson 7 FRESH STARTS



# **Goal Statement**

Students will review what it means to be your best self and identify Best Self Strategies. They will then apply those strategies in an active game and by demonstrating ways to help Maria during the Moving Storytime.

# **Essential Question**

How can I be my best self?

# "I Can" Statement

I can demonstrate strategies to help me be my best self.

# **Key Learning Objectives**

Students will know...

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 An important part of being their best self is acting in ways that show care for themselves and others.

**New Mindful Movements** 

Poses

None

Sequences

None

**Mindful Moments** 

Calming and Focusing Letting-Go Breath

Kind Mind (for Self)

**Rest and Reflection** 

- Pausing helps them be in charge of their bodies and their actions.
- Being in charge of their bodies and actions helps them to be their best self.

Students will be able to...

- Identify several Best Self Strategies.
- Describe what it feels like when they are their best self.

# **Materials**

- Pause Place mat
- [Optional] A list of Best Self Strategies

# **Preparation/Setup**

• Prepare a list of Best Self Strategies ahead of time, if desired.

# **New Vocabulary**

Freeze

# **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.

# **BEST SELF STRATEGIES** / 8 mins

Remind students that over the last few lessons, they've explored what it means to be your best self. Tell them that today they're going to come up with their own definition of what it means to be one's best self and they'll also make a list of strategies they can use to be their best selves.

Begin by asking students what it means to them to be their best self.

If necessary, prompt students with questions like:

- What are you doing when you feel like your best self (in school, at home, with friends)?
- How do you feel when you are your best self?
- When you are your best self, how do you treat yourself and others?

If needed, offer students examples of what you do and what you feel when you're being your best self. Note that each person's best self is unique.

Record students' answers and summarize their ideas about what it means to be their best self (e.g., learning, growing, showing care and compassion for self and others, doing activities I love, feeling healthy and happy).

Emphasize for students that everyday is a fresh start at being their best self. Tell students:

 Every day is a new chance or a fresh start to practice ways of being your best self, even for grown-ups.

Remind students that they have learned and practiced a lot of strategies that can help them to be their best selves. Then generate a list of Best Self Strategies with the class, or to save time, review a pre-made list together.

### Examples:

- Anchors/listen for your breath and heartbeat
- 3 Calming Breaths
- Letting-Go Breath
- Wiggle and Relax
- Pause Place/take a pause
- Ask for help: "I am feeling \_\_\_\_ and I need \_\_\_\_. Can you help me?"
- Kind Mind
- Giving yourself a hug
- Eating a snack, drinking water
- Rest
- Mind Jar
- Mindful Movement (e.g. Fresh Start Sequence)
- Doing a favorite activity

# **DANCE PARTY** / 15 mins

**NOTE** The intent of this game is to challenge students' focus and selfregulation. It should elicit excitement, and may also bring up some frustration or disappointment. These are opportunities to practice the skills they've been learning throughout the unit. This game should be active and would be a great opportunity for some intervals of vigorous movement.

Tell students you've got a fun game for them to play today and that they will need to practice their best listening and paying attention to instructions. Explain that just like Simon Says, if they get their movements wrong, they will be out and have to sit down (for a round or a designated amount of time). Remind students they can use the Pause Place if they need to take a pause during the game.

Give the class instructions for an activity to do when the music is on and when it is off (e.g. freeze when the music is on; march when then music is off). Activities can include locomotor or stationary movements, depending on your space.

Remind students they will be out if they make a mistake. Tell them it will take focus and practice, but the goal is not to get everyone out.

Play a couple of rounds and then vary the gameplay to make it more challenging, according to your students' readiness:

- Turn the music on/off at different intervals.
- Divide the room in half. Give Group 1 a set of instructions (e.g. dance in place when the music is on; run when the music is off) and Group 2 a different set of instructions (e.g. clap when the music is on; pat their knees when it is off).
- Change the instructions you've given the groups (i.e. swap or give new instructions).
- Make the instructions for one or both groups more complicated.

Monitor closely for frustration, disappointment, etc. Remind students they can visit the Pause Place if needed. When you see students struggling, take a group pause to practice care and compassion. Ask if a feeling is visiting. Discuss what triggered that emotion and what it feels like. Take a pause with the class to practice self compassion, Anchors, Letting-Go Breath, Kind Mind, asking for help, etc. Engage students to decide the best strategy.

Affirm efforts and celebrate successes throughout the game, but especially after students have regrouped with one of the strategies they have learned. Remind them that mistakes are a part of the learning process!

The point is not to get everyone "out" and have one winner, but to work towards having the whole class feeling successful and having fun.

Debrief the game by asking students questions such as:

- Did anyone feel their minds swirling with thoughts and feelings during the game?
- What emotions were visiting [excitement, frustration, disappointment]?

Follow up with questions to discuss how those emotions felt in their minds and bodies and review the strategies they used to show themselves care and compassion while the feelings were visiting. Example questions:

- After we all paused to show ourselves care and compassion, did you feel like you were able to be your best self?
- How were you your best self in this game? [Learned something new, did something challenging, made mistakes and tried again, paused when I felt strong emotions visiting; showed care and compassion for myself and others; participated fully and had fun].

### SUMMARIZE FOR STUDENTS:

- Being our best selves means acting in ways that show care for ourselves and others.
- We can be our best selves even when we do something challenging or experience uncomfortable thoughts and feelings.
- Taking a pause is one way we can show care for ourselves and others when we experience uncomfortable thoughts and feelings.
- Pausing helps us to be in charge of our bodies and our actions.
- Being in charge of our bodies and our actions helps us be our best selves.



# **MOVING STORYTIME** / 20 mins

**NOTE** Today's Moving Storytime includes places for students to suggest what Maria can do to be her best self. Ask student volunteers to teach the strategies to the class. Whether you lead all or part of this Moving Storytime, this is a great opportunity for students to demonstrate what they have learned in this unit.

### Introduction

Tell students:

• In today's Moving Storytime, we will brainstorm how Maria can be her best self by showing care for herself and others!

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

# Mountain (UNIT 1, LESSON 1)

Have students stand in Mountain pose.

• High up on the mountain, clouds filled the sky, and it began to rain.

Make rain sounds-patting hands on knees, stomping feet, etc.

# Sunrise/Sunset (UNIT 1, LESSON 1)

• There were so many clouds, Michael and Maria couldn't even see the sunrise in the morning or the sunset in the evening.

Have students move through Sunrise and Sunset poses, then be seated.

# Tossing, Turning, and Swirling (UNIT 3, LESSON 5)

As you continue to narrate, have students engage in the Tossing, Turning, and Swirling movements from Unit 3, Lesson 5.

- At bedtime, a thunderstorm settled over the mountain. The sky swirled with rain and howling wind. Michael fell asleep easily, but Maria could not sleep. She tossed and turned. She was scared of the thunder and lightning, and her mind swirled with visiting feelings of nervousness, fear, and, to her surprise, even a little excitement.
- Maria tossed and turned as worried thoughts swirled in her mind.

# Letting-Go Breath (UNIT 3, LESSON 6)

What can Maria do to help herself fall asleep when she is scared?

Engage student leaders to help Maria fall asleep with different techniques. Suggest that they include one to three Letting-Go Breaths as one of the strategies. Continue narrating:

• Paying attention to her breathing helped her forget about the storm and fall asleep.

# Seated Sunrise (UNIT 1, LESSON 1)

• In the morning, the sun began to rise.

Have students engage in Seated Sunrise pose.

And since Maria slept during the night she was already awake when...

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

• Cat, Cow, and Dog came over.

Have students engage in Cat, Cow, and Dog poses.

# Pointing Dog (UNIT 3, LESSON 4)

• All together, they did some morning stretches

Repeat the stretch a couple times on each side.

# Walking

• And then they walked to school.

Shift to standing and walk in place or around the mat.

# Chair (UNIT 2, LESSON 7)

• When they got to school, they all sat down for breakfast.

Have students engage in Chair pose and then continue:

• Maria was hungry but the food wasn't her favorite.

Ask students what she should do and then continue:

• She remembered what Michael, her friends, and Mr. Montana had told her. What can happen if you are hungry?

Lead students to the following kinds of answers before continuing:

- You can easily fall into a bad mood.
- It's easy to get angry or upset.
- You might not be able to focus.
- You might forget things.
- So should Maria eat some breakfast? [Yes.]
- So Maria ate the fresh peaches with yogurt for breakfast.

# Mountain/Swirling (UNIT 3, LESSON 1)

• In class it was Maria's turn again to lead the Fresh Start Sequence. She went to the top of the mat and stood in Mountain pose.

Have students stand in Mountain pose.

• Maria wasn't sleepy (because she fell asleep after practicing her breathing) or hungry (because she ate a good breakfast), but her mind still kept swirling about the thunderstorm last night.

# **TEACHING TIP**

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Be sensitive to the food security of your student population. You might add:

Today Maria is hungry and has food available. Sometimes kids are hungry and there isn't any food available. That can feel very uncomfortable. Are there any resources in our school that can help us get food if we need it?

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Have students engage in the Swirling movement used earlier in this unit.

# Fresh Start (Attempt)

Lead students through the sequence as you narrate:

 So Maria did Sunrise, Sunset, Monkey, Sunset, Plank, Upward Dog, and then straight into Sunrise. Uh-oh! What pose did Maria forget? [Dog]

### Letting-Go Breath (UNIT 3, LESSON 6)

- Some students laughed, and she got embarrassed and angry. What can Maria do to show care for herself?
- She can do her Letting-Go Breath.
- Maria took a few breaths, and it helped to calm her down...

Engage student leaders for Letting-Go Breath.

# Fresh Start Sequence (UNIT 2, LESSON 1)

 ...and she did the sequence correctly! Mr. Montana was very proud of Maria because she used her practices to calm her mind and did not give up. He let her lead the class through two more poses and the Kind Mind practice!

Engage student leaders for the Fresh Start Sequence.

Guide students through Tree and Boat poses or have student leaders guide their peers through the poses.

**Tree** (UNIT 3, LESSON 4)

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

# Kind Mind (for Self) (UNIT 3, LESSON 6)

 This is a way to teach our minds to be kind to ourselves. We can do this when sad, lonely, or angry feelings come to visit or anytime we want to be our best selves by showing care for ourselves and others! Engage student leaders for the Kind Mind (for Self) practice.

# Closing Sequence (UNIT 1, LESSON 1)

• Before rest today, Maria and her class did a few stretches.

Lead students through the Closing Sequence.



# **REST AND REFLECTION** / 5 mins

Before students lie down in a Rest pose, use the Mind Jar to remind them that rest helps calm and settle swirling minds and active bodies.

Repeat the Kind Mind (for Self) practice or Letting-Go Breath while students rest.

Allow one to two minutes of silent rest.

Ring the bell and ask students to focus on the tone of the bell. Ring the bell again to cue the students to quietly move their bodies back up to their calm Easy pose.

# **TAKE-HOME PRACTICE**

• Identify one way you want to practice being your best self and share your plan with a family member.

# **Lesson Extensions**

# \*Mind Jar Illustrations Lessons 1–3

Print two Mind Jar templates for each student. Then guide them to use the jar to illustrate what their minds are like when they are swirling with thoughts and feelings and what their minds are like when they are calm and settled.

\*DIFFERENTIATION: After students have completed their illustrations, you might suggest common situations and ask them to show which version of the Mind Jar shows what they experience in those situations. For example, what their minds are like when trying to listen to several people talking at once or if they were listening to their favorite music.

# \*Puppy Mind

# Lessons 1-3

Read Puppy Mind by Andrew Jordan Nance and discuss how their minds might sometimes be like the puppy in the story and how they can be kind and patient with themselves.

\*DIFFERENTIATION: Make connections between puppy mind and examples of swirling thoughts in the lessons.

# Make Your Own Mind Jar Lesson 3

Lead students in making their own Mind Jars, using glitter to represent their invisible thoughts and feelings. Refer to Mind Jar Activity Sheet in Teacher Resources or instructions below:

Give each student a small jar/lid with the liquid solution in it (prelabeled with their names). Give students instructions about how to carefully open the lid, etc., to keep the jar contents from spilling.

 Tell students that their jars represent their own minds and will be filled with glitter thoughts (silver or gold) and feelings (other colors). Go around and add a few shakes of glitter to each jar. Alternatively, students can sprinkle glitter into jars from small cups you have prepared.

- Remind students that the glitter represents the thoughts and feelings (e.g. words, images, ideas) in their minds.
- Make sure to seal the jars well (e.g. with a strip of duct tape).
- Ask students to gently shake their Mind Jar, using your Mind Jar to demonstrate. Invite students to notice that every jar and every mind are different.
- Experiment with students to see how many deep breaths it takes for the glitter in their jars to settle. Model with your bottle first, by shaking it up, and then continuing your breaths until most of the glitter has settled. Then have the students do it themselves. Have them share (or put up fingers) for the number of breaths it took for the glitter to settle. (If time allows, you can ask/ explain why they may be different.)
- Send the Mind Jars home with the students. Tell them to show it to their adult.

**\*TEACHING TIP:** To help students complete this activity, structure it with clearly defined steps to follow prior to introducing it. Consider asking for student-helpers as appropriate.

# Being My Best Self Lessons 4–6

Print or project images of common situations students experience that could trigger difficult emotions. For example, you might show the class a picture of a student being left out of a game. Ask the class how this student might be feeling. Then ask them how this student could still be their best self even while experiencing difficult emotions. To scaffold, provide a list of Best Self Strategies that students can choose from if needed.

Consider having students role play the situation and the ways they could respond. You might also ask how they could be their best self if they saw this happening.

# **Game Time**

### Lessons 4-7

Play basic listening and/or freezing games (where they have to recall and follow instructions and practice impulse-control) with students to give them opportunities to practice their self-management skills. Suggestions include Simon Says, Mother May I, Red Light/Green Light, and Freeze Dance. Create conditions where students are not "out" for long periods of time. For example, if they make a mistake, they have to sit out for a couple of rounds instead of the rest of the game.

It is normal and expected for students to sometimes struggle with self-regulation of their bodies and their emotions during these games. If the game creates a lot of excitement or if frustration or disappointment emerge, use that as an opportunity to recall and practice Best Self Strategies learned during this unit in a supportive, not punitive way. See Lesson 7 of this unit for a full list of strategies.

# **Classroom Chart**

### Lessons 5–7

When a student shares or you observe that a student used the Pause Place and/or practiced a Best Self Strategy (e.g., pausing, finding their Anchors, Calming Breaths, Letting-Go Breaths, Kind Mind) in or out of school, have them recall and record their experiences on a classroom chart.

For example, create a chart with three columns:

- Column 1: What happened? (Situation that caused their minds to swirl with thoughts and feelings)
- Column 2: What strategy did you practice?
- Column 3: How did you feel after your pause/ Best Self Strategy?

Hang the chart in a prominent area so that you can use it to help students cope with difficult emotions that arise in the classroom.

# Watch and Breathe Lesson 6

As an extension to the story When Sophie Gets Angry, show students the video "Just Breathe" by Julie Bayer Salzman and Josh Salzman (Wavecrest Films).

Suggested discussion questions:

- What does anger feel or look like in the body? (red face, scrunched nose, tense body, fists)
- What are some things we do to help us calm down?

Summarize for students:

 Because we can't always go to another place when we get angry or upset, we have to know how to pause right where we are.

Then review strategies such as paying attention to our breathing and taking a few deep breaths.

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\*Drawing My Best Self Lesson 7

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Provide drawing materials and have students title their papers "My Best Self." Read the phrase "My best self is..." aloud and guide students to think of what they look like and do when they are being their best self and then illustrate this in a self-portrait.

\*DIFFERENTIATION: First-graders can be asked to write sentences to accompany their illustrations, if/as ready.

Hang up students' work and allow students to share their responses.

# Compassion Board

# **Continued from previous unit**

Create (or sustain) a bulletin board in your classroom to record acts of kindness, caring, and compassion spotted by you or your students. Encourage students to be compassion detectives, noticing the kind words and actions they see around them. This can also be done using an online whiteboard. Continue adding to this board throughout the year.



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# **SOCIAL AWARENESS**

# **PART 1: EMPATHY AND PERSPECTIVE TAKING**

# **Prior Knowledge**

Students should have a basic understanding of how to identify and label feelings and the meaning of kindness.

# **Overview**

Students explore their own point of view and practice identifying and expressing their needs and preferences to others. They discover that others may hold different perspectives or points of view, and they practice cultivating curiosity about the world and those around them. Then they express compliments and appreciations to their peers and practice paying attention with curiosity and kindness. They also try food from a different culture.

# Enduring Understandings

Students will understand:

- They can identify and express their needs and preferences to others.
- What feels comfortable to one person may not to another.
- Their environment affects how they feel.
- Good food helps them stay healthy.
- Their words can show care and kindness to others.

# **Essential Questions**

- What is my point of view?
- What do people need in order to feel safe and calm?
- What does curiosity feel like?
- What can I notice with curiosity?
- How do I show others that I
   appreciate and value them?
- How do I let others know I care about them?

# **Lesson Summaries and Materials**\*

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Lesson 1 pages 214–229	Lesson 1—Whoosh, Hiss, Bang: Students explore their own and others' points of view and conclude that people may have different thoughts and feelings about the same topic or situation. They also discover that they have an inner <i>quiet place</i> that they can visit when the Pause Place is unavailable. They learn that they can visit this place whenever they want to calm and settle their minds and bodies.	<ul> <li>Interactive whiteboard or audio playback device</li> <li>The book <i>Charlotte and the Quiet Place</i> by Deborah Sosin</li> <li>1 song (with guitar, drum, singing) for the Twist Sequence during the Moving Storytime</li> <li>2 pieces of construction paper, 1 that says noisy and 1 that says silent</li> <li>Tape</li> <li>[Optional] Predetermined scenarios for the What Do I Need? What Do You Need? activity</li> </ul>
<b>Lesson 2</b> pages 230–240	Lesson 2— Sound Off: Students draw their inner quiet place and describe what helps them feel safe and calm. Then, through discussion and Moving Storytime, they explore how one person's need to feel safe, calm, and focused might be different from another person's needs.	<ul> <li>Interactive whiteboard and audio playback device</li> <li>The book <i>Charlotte and the Quiet Place</i> by Deborah Sosin</li> <li>At least 3 songs that elicit different emotions, including the song (with guitar, drum, singing) for the Twist Sequence used in Lesson 1</li> <li>Paper (1 piece per student)</li> <li>Crayons and/or markers</li> </ul>
Lesson 3 pages 241-249	Lesson 3—Home Cooking: Students explore what curiosity feels like and how being curious can help them try new things as well as learn about other people. Then they use curiosity to try a new food.	<ul> <li>Interactive whiteboard</li> <li>The story <i>Charlotte and the Quiet Place</i> by Deborah Sosin</li> <li>Hummus or other spreadable food</li> <li>Crackers, pretzels, or carrot sticks (1-2 per student)</li> <li>Plastic knife</li> <li>Napkins or paper towels</li> <li>Images of prepared animal proteins, such as chicken and hamburgers, if desired</li> <li>Image of chickpeas, if desired</li> <li>Images of prepared legume dishes, such as lentils and split pea soup, if desired</li> <li>Image of a world map, or a globe, to point out the Middle East and Egypt</li> <li>Images from protein food group (meat, dairy, and fish only)</li> <li>Images of legumes (e.g., kidney beans, lima beans, black-eyed peas, garbanzo beans, split peas, lentils)</li> </ul>

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<b>Lesson 4</b> pages 250–257	Lesson 4—Appreciating Others: Students learn that others need to feel noticed, valued, and appreciated. They practice sharing words of appreciation and compliments.	•	[Optional] Sentence starters for students' appreciations.
Lesson 5 pages 258–270	Lesson 5–Out and About: Students practice curiosity to explore what characters think, feel, and need in Moving Storytime. They also practice thinking kind thoughts to grow their own kindness and expressing kind words to let others know they care.	•	Interactive whiteboard or audio player device The story <i>Charlotte and the Quiet Place</i> by Deborah Sosin The "Wheels on the Bus" song or video Photos depicting imagery from a city to hang all around the room (buildings, people, animals, etc.)
Lesson 6 pages 271–276	Lesson 6–Walkabout: Students practice noticing with curiosity and kindness as they go on a <i>walkabout</i> throughout the school. They practice consideration and appreciation for the many spaces and people in their school community.	•	Paper and pencil for each student, if desired Signs that say <i>Mindful Walking</i> and <i>Mindful Listening</i> [Optional] Signs that say I can be curious and I can be kind
*All Lossons includo:			

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

# **New Mindful Movements**

# Poses

Thinker Swaying Palm Trident Elbow-to-Knee Glider Glider Twist Pick It Up Three-Legged Dog Side Plank

# Sequences

Twist Sequence All Sides of the Story

# **Mindful Moments**

Calming and Focusing Mindful Listening Letting-Go Breath My Quiet Place Anchors Mindful Eating Kind Mind (for Self) Kind Mind (for Others) Mindful Walking Mindful Listening Check-in Rest and Reflection

# **Differentiation**\*

- Differentiation activities offered for highreadiness 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 express one of their own needs or preferences (Observation, Lesson 1).
- "Visit" their inner quiet place (Observation, Lesson 2).
- Recognize that what someone else needs to feel safe and calm might be different from what they need to feel safe and calm (Observation, Lesson 2).
- Use curiosity to try a new food (Observation, Lesson 3).
- Express compliments and appreciations to other students (Observation, Lesson 4).
- Pay attention with kindness and curiosity (Observation, Lessons 5–6).
# *Lesson 1* WHOOSH, HISS, BANG



# **Goal Statement**

Students explore their own and others' points of view and conclude that people may have different thoughts and feelings about the same topic or situation. They also discover that they have an inner quiet place that they can visit when the Pause Place is unavailable. They learn that they can visit this place whenever they want to calm and settle their minds and bodies.

# **Essential Question**

What is my point of view?

# "I Can" Statement

I can describe my own point of view.

# **Key Learning Objectives**

Students will know...

- Other people may have different thoughts and feelings than their own about the same situation or experience.
- Others may have different needs and preferences than their own.
- They can visit their inner quiet place whenever they want to calm and settle their minds and bodies.

Students will be able to...

 Identify and express one of their own needs or preferences.

### **Materials**

- Interactive whiteboard or audio playback device
- The book Charlotte and the Quiet Place by Deborah Sosin
- One song (with guitar, drum, singing) for the Twist Sequence during the Moving Storytime
- Two pieces of construction paper, one that says *noisy* and one that says *silent*
- Tape

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> • [Optional] Predetermined scenarios for the What do I need? What do you need? activity

#### **Preparation/Setup**

- Students should be within earshot of sounds in the school environment.
- Set out the book *Charlotte and the Quiet Place*.
- Preload the song for the Twist Sequence.
- Create a line on the floor using tape and hang the silent sign at one end and the noisy sign at the other end.
- [Optional] Set out predetermined scenarios for the What do I need? What do you need? activity.

# **New Mindful Movements** Poses Thinker **Swaying Palm** Trident Elbow-to-Knee Glider **Glider Twist** Pick It Up Sequences **Twist Sequence Mindful Moments Calming and Focusing Mindful Listening Letting-Go Breath Rest and Reflection New Vocabulary** Quiet Silent Noisy **Open mind**

#### **CALMING AND FOCUSING** / 2 mins

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

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

#### **MINDFUL LISTENING** / 3 mins

As the sound of the focusing bell diminishes, guide students in a the following Mindful Listening practice:

- When you can no longer hear the sound of the bell, keep your eyes closed or lowered and focus on listening to any other sounds you can hear.
- With your listening ears, quietly notice any sounds around us.
- Once you've noticed a sound, see what sound you can hear next.
- You might hear sounds in the classroom, in the hall, or even outside.
- Notice big, loud sounds.
- Notice small, quiet sounds.

Give students about a minute to listen with your guidance. Then ask students to share sounds that they noticed. While students share, engage all learners by asking other students to give a designated hand signal to identify if the sound is soft or loud.

#### **READ ALOUD** / 10 mins

Show students the cover of the book *Charlotte and the Quiet Place* and explain that the main character in the story, whose name is Charlotte, has the same problem everywhere she goes: There is no place that is quiet. Introduce them to her dog Otto, and then read the story. Ask students to listen with curiosity to see if they can figure out why Charlotte is looking for quiet.

During or after the story, draw attention to Charlotte's perspective (her thoughts, feelings, and needs) with questions such as:

#### **TEACHING TIP**

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Do not correct any students who are making noise, but allow that to be a part of the listening practice.

# **TEACHING TIP**

If time allows, you might let students share by recreating the sound they heard and having other students guess what it was.

# TEACHING TIP

Engage learners by having them make the noises that are heard throughout the book.

#### — Does Charlotte always like it to be quiet? How do you know?

- Do Charlotte's friends feel the same way as Charlotte about the noise in this situation? (Point to specific scenarios in the book)?
- Why is Charlotte looking for quiet? (Answer: She needs it to feel safe, calm and focused, or like her best self.)
- Do we know any strategies to find calm and quiet inside like Charlotte did? (Answer: Pause Place, Anchors, Calming Breaths, etc.)

#### \*WHAT DO I NEED? WHAT DO YOU NEED? / 15 mins

Lead students in a reflection on their own preference and need for quiet. Ask students to close their eyes or, if it feels more comfortable for them, to gaze down at the floor instead. Tell students that you are going to ask them a question and you'd like them to silently reflect on it.

Ask students:

# **DIFFERENTIATION**

For first graders who are repeating this curriculum and have a good understanding that others' thoughts, feelings, and needs may differ from their own, consider discussing with them that their point of view is unique based on their own experiences (e.g. their family, culture, school, opportunities) and needs. Consider discussing ideas about what types of experiences might shape their points of view (e.g. living in a different place, learning something new, reading about different cultures or countries).

- Do you like to have quiet or do you prefer some or a lot of noise around you?
- Is there a time when you need quiet?

Then model an answer to this question by sharing a time you need quiet. Examples:

- I don't like it to be quiet all the time. Sometimes music helps me feel calm and happy.
- But I need quiet when I'm going to sleep (or when I'm taking a test).

Invite students to silently check in with themselves with curiosity and kindness and see what they notice. Give students about 30 seconds to contemplate this question and then invite them to open their eyes and/or look up.

Invite several students to share aloud.

Using students' answers, invite them to notice that not everyone agrees on when they need quiet or how much they like quiet. Tell them that this is because we all have different thoughts, feelings, and needs.

Point out the two pieces of construction paper and the line of tape on the floor between them. Invite students to notice that one sign says *noisy* and one sign says *silent*.

Tell students that you are going to read several scenarios aloud and you

want them to consider how much noise they prefer to experience in those scenarios.

Then tell students that when you give the signal, you want them to line up on the piece of tape to indicate how much noise they prefer. If they stand near the word *noisy*, that means they like a lot of sound, if they stand near the word *silent*, that means they don't like any sound, and if they stand somewhere in between, that means they like a little bit of sound.

Model this for students with a couple of example scenarios (e.g. driving your car, reading, eating your lunch), and stand on the line in a way that indicates how much noise you like to experience in each scenario.

Read several scenarios (e.g., working in your classroom, watching TV, drawing, talking in the lunchroom, reading a book, playing with your toys), and ask students to indicate their preferences by standing on the line.

Take a couple of opportunities to ask students standing nearer the silent side what they would think or how they would feel if it was very noisy in the scenario, and vice versa.

After the activity, ask students to think about and show with their hands if they are the kind of person who needs a lot of quiet time or a little bit of quiet time. Ask them to look around and notice that others may need quiet more or less often than they do. Express interest in knowing what they need to feel safe/cared for/like their best selves in your class.

#### SUMMARIZE FOR STUDENTS:

- Other people may have thoughts and feelings about a situation or experience that differ from ours.
- Others may have needs and preferences different from ours.



#### **MOVING STORYTIME** / 15 mins

#### Introduction

Briefly review Maria and Michael's last adventure, reminding students that Maria and Michael learned how to use their breathing to pause and to be their best selves. Tell students that in today's story, Maria and Michael are at home working on a school assignment: to create their own movement sequence. Remind students that this is a Moving Storytime, so they should follow along with your movements as you tell the story.

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

Begin the story:

 It was morning, and Cat, Cow, and Dog were ready to do their Fresh Start Sequence with Maria and Michael.

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

Guide students through the Fresh Start Sequence several times. Then continue narrating:

• After they finished, Cat, Cow, and Dog announced that they needed to go practice for their spring music recital. Maria and Michael explained that they needed to stay to do an assignment for school: to create a new movement sequence.

#### **Sound Check**

Have students sit in Easy pose, then continue the story, having the students repeat the sound and movement prompts with you or after you:

• In one room, Cat, Cow, and Dog tuned their instruments. They tuned their guitar.

[Play air guitar with guitar noises.]

• They checked their drums.

[Play an easy beat on your lap with a final clap of the hands.]

And they warmed up their voices

[Go from low to high and high to low with meows, moos, and woofs.]

#### Thinker new

 In the other room Maria and Michael were sitting and thinking of ideas for their new movement sequence. [Model sitting in a *thinking* posture, like Rodin's famous sculpture The Thinker.]

- "Okay, let's share ideas!" said Maria.
- Michael frowned, because he had no ideas! He said, "It's so difficult to think with all the noise that Cat, Cow, and Dog are making."
- Maria, on the other hand, said, "Really? It doesn't bother me at all! Music makes me want to dance, so their music actually gave me some good ideas. The guitar made me think of swaying my arms."

#### SWAYING PALM



#### Swaying Palm

Model the Swaying Palm pose using the following cues as reference:

- **1.** Begin by standing tall, with feet planted in the earth, toes spread wide, and body strong but soft.
- 2. Inhale: Arms stretch up alongside ears, palms facing inward.
- 3. Exhale: Gently bend the upper torso, head, neck and arms to one side.
- 4. Inhale: Return to center.
- 5. Repeat on the other side.

Continue the narration:

• "And when they sang the scales, I thought of doing some twists."

TRIDENT/TRIDENT TWIST



#### Trident/Trident Twist <a>Image</a>

Lead Trident/Trident Twist pose using the following cues as reference:

- Begin in Mountain pose with your feet hip-distance apart, bring your arms up so that they are parallel to the ground and bend elbows to 90 degrees so that your forearms are vertical and your palms face each other. Keep your knees soft and your feet gently on the ground.
- 2. Inhale: Grow tall in the spine. This is Trident.
- **3.** Exhale: Gently twist the torso to the right side. Keep your feet on the ground, but do not lock your knees.
- 4. Inhale: Come back to center and grow tall.
- **5.** Exhale: Gently twist the torso to the left side.
- 6. Repeat one more time.

Continue the narration:

 Michael was having a really hard time paying attention to Maria's moves, because Cat, Cow, and Dog kept practicing their meows and moos and woofs!

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

Lead students through Cat/Cow and Dog poses, having them inhale on each pose and make the corresponding animal sound as they exhale.

Continue the story:

Michael's mind was swirling.

#### Swirling (UNIT 3, LESSON 1)

Lead students through the Swirling movement from Unit 3.

• He yelled, "I don't want to do this anymore!" and stomped his feet.

[Model stomping your feet and crossing your arms.]

Continue the story:

- Michael was getting really frustrated and Maria noticed this. Maria could tell that Michael's mind was swirling with uncomfortable thoughts and feelings.
- Maria showed Michael compassion by encouraging Michael to pause. "Remember what Mr. Montana taught us?" she asked.
- Then Maria told Michael that even though the Pause Place mat was in the classroom, they could still practice calming and settling their minds and bodies. She reminded Michael how to place his hands on his Anchors—his heart and his belly—and then they took three deep Letting-Go Breaths together.

#### Letting-Go Breaths (UNIT 3, LESSON 6)

Lead students in three deep Letting-Go Breaths. Then continue the story:

- Michael noticed that pausing and taking deep breaths helped his mind feel more calm and settled. He decided to greet his feelings and see what they were all about. He realized that his feelings were showing him that he preferred more quiet. He decided to show himself some compassion by asking Maria for help.
- Michael said, "Maybe we can find another place to work on our movement. Outside, for example?"
- "Good idea!" said Maria.

**Tree** (UNIT 3, LESSON 4)

• So Maria and Michael walked outside.

[Walk in place.]

• They found a nice spot near a tree.

[Demonstrate Tree pose introduced in Unit 3.]

- Maria showed Michael the moves she made up.
- Finally, Michael got an idea. "Oooh," he said, "then we can do this!"

#### ELBOW-TO-KNEE



#### Elbow-to-Knee new

Demonstrate Elbow-to-Knee pose using the following cues for reference:

- 1. Begin in Trident: From Mountain, bring arms up to a position where upper arms are parallel to the ground, elbows are bent 90 degrees, and palms facing forward or toward each other ("cactus" arms).
- 2. Inhale: Grow tall, making sure that the crown of your head is reaching toward the sky.
- **3.** Exhale: Shifting the weight onto the left leg, lift and bend the right leg and twist to reach the left elbow toward the right knee.
- 4. Repeat at least two more times, alternating sides.

Continue the story:

• "Cool!" said Maria. "And then what about this?"

TEACHING TIP

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The goal is to stay balanced while moving the knee and elbow toward each other. They do not need to make contact.



## Glider new

Model Glider using the following cues for reference:

- 1. Begin by standing in Mountain pose with arms open parallel to the floor.
- 2. Inhale: Keep your arms stretching apart and bend your torso forward with your heart open, back straight.
- 3. Exhale: Hold the pose.



#### **Glider Twist**

Demonstrate Glider Twist using following cues for reference:

- **1.** Begin in Glider.
- 2. Exhale: Twist to one side, keep your arms in the same line as you lower one hand toward your knees and your other hand reaches toward the sky.
- **3.** Inhale: Come back to center (Glider).
- 4. Repeat two to three times, alternating sides.

Continue the story:

• Maria and Michael were happy with their progress and had sat down to think of more poses ...

#### Thinker

Model sitting in a *thinking* posture, like Rodin's sculpture The Thinker.

Continue the story:

- ...when they heard, "Bzzzzz." Maria looked around and saw lots of bees.
- "Those bees are frightening, and so annoying. I don't want to stay here! I'm not feeling very brave," she said, and she ran back inside the house.

[Jog in place.]

#### Let's Reflect!

Continue the story:

 Once Maria and Michael reached the porch, they didn't know what to do. Michael couldn't concentrate with the music inside, and Maria was too scared of the bees to work outside.

Ask students to pat their heads (or perform some other gesture) if they would be more distracted by the bees and to rub their stomachs (or perform some other gesture) if they would be more distracted by the music.

#### SUMMARIZE FOR STUDENTS:

- Two people may have different thoughts and feelings about the same topic or situation.
- People (and friends) have different things that distract and bother them, and that's okay. Some people like to be indoors to focus, and some people work better outside. In other words, friends may have both similar and different needs.

#### Continue the story:

• Finally Maria said, "Michael, the buzzing of the bees is bothering me a lot, and I am scared of them too. Could you please try

practicing with music again? Give it another chance. First, let's practice calming and settling our minds and bodies. Then let's try to practice the movements we've already learned to the music they are playing right now, okay?"

• Michael was practicing being his best self, so he decided to take a pause, place his hands on his Anchors, and take three deep breaths. He noticed that when he did, he felt a quiet space inside. Even though it was noisy outside, his mind felt calm and settled. So he said, "All right. I'll try." Then they did all the moves together to the music.

#### Music

Turn on the song and do the new Twist Sequence to the beat of the music.

Continue the story:

• When the music stopped, Michael was smiling. He understood what Maria was saying and was able to feel the music and let it guide him. He even thought of another move, and said, "For the last movement, we can pretend to pick up a feeling that we need, like courage. Then we can let the feeling wash over us like water!"



#### Pick It Up new

Demonstrate Pick It Up pose using the following cues for reference:

**1.** Begin in Glider pose.

- 2. Inhale: Think about what you're going to "pick up."
- 3. Exhale: Bending the knees, fold forward while reaching the arms wide, then, swooping arms down in a gathering motion, "pick up" determination, curiosity, confidence, bravery, or whatever is appropriate in context.
- 4. Inhale: Slowly return to standing, bringing that feeling or attitude up over your head.
- 5. Exhale: Dramatize allowing the feeling or attitude to wash over your whole body by swiftly bringing your arms down as if you were allowing water to pour over you.

Continue the story:

• Maria said, "Yes! Let's do it," and at the end, Maria decided to pick up bravery.

#### Twist Sequence new

Lead students through the entire Twist Sequence created by Maria and Michael (refer to the previously provided cues for how to do the individual poses/movements):

- **1.** Begin in Mountain pose.
- 2. Transition to Swaying Palm. Repeat, alternating sides.
- **3.** Transition to Trident pose. Repeat, alternating sides.
- 4. Transition to Elbow-to-Knee pose. Repeat, alternating sides.
- **5.** Transition to Glider pose and Glider Twist. Repeat Glider Twist, alternating sides.
- 6. Transition to Pick It Up.
- 7. End in Mountain pose.

Repeat the sequence again, then continue the story:

• Michael decided to pick up an open mind.

Repeat it one final time, encouraging students to imagine picking up any thoughts or feelings they need right now.

Tell the students to take their time going through each pose in the sequence slowing while taking calm, slow breaths. Then continue the story:

#### TWIST SEQUENCE



 Finally, Maria and Michael were happy with their sequence and their friends were done practicing their music. They all realized that they really would like some quiet time, so they did some relaxing stretches and then rested.

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

Lead students through the Closing Sequence.



#### **REST AND REFLECTION** / 5 mins

Invite students to choose between Child's pose, lying on the mat, or another position they find comfortable for rest. Remind students that people may have different needs for what helps them be most focused, quiet, and calm, and that's okay.

As students transition to a Rest pose, ask them to remember what Charlotte was looking for in the story (a quiet place) and how Maria and Michael started and ended their morning in the Moving Storytime (with a quiet pause).

Guide students to find a few moments of calm and quiet.

Allow one to two minutes of silent rest.

Transition back to seated pose and invite students to silently notice what quiet feels like for them.

- How does quiet feel for your body? Is it comfortable or uncomfortable?
- How does quiet feel for your mind? Does it help your mind feel calm and settled or does it make your mind swirl with thoughts and feelings?

Invite a few students to share, as time allows.

## **TAKE-HOME PRACTICE**

 With the help of an adult in your home, find a quiet place that you can go to when you need calm and quiet.

# Lesson 2 SOUND OFF



# **Goal Statement**

Students draw their inner quiet place and describe what helps them feel safe and calm. Then, through discussion and Moving Storytime, they explore how one person's needs to feel safe, calm, and focused might be different from another person's needs.

# **Essential Question**

What do people need in order to feel safe and calm?

# "I Can" Statement

I can use curiosity to understand what someone needs in order to feel safe and calm.

# **Key Learning Objectives**

Students will know...

- Understanding others' feelings and needs helps them show care and compassion.
- Friends may have similar or different thoughts and feelings about the same situation.

Students will be able to...

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- Recognize that what someone else needs to feel safe and calm might be different from what they need to feel safe and calm.
- Describe their internal quiet place.

### **Materials**

- Interactive whiteboard and audio playback device
- The book Charlotte and the Quiet Place by Deborah Sosin
- At least 3 songs that elicit different emotions, including the song (with guitar, drum, singing) for the Twist Sequence used in Lesson 1
- Paper (1 piece per student)
- Crayons and/or markers

#### **Preparation/Setup**

- Set out the book *Charlotte and the Quiet Place*.
- Preload songs to be used in the Twist Sequence portion of the Moving Storytime.
- Set out the paper and crayons/ markers.

# **New Mindful Movements**

# Poses

None

#### Sequences

None

#### **Mindful Moments**

Calming and Focusing My Quiet Place Letting-Go Breath Rest and Reflection

# **New Vocabulary**

Imagination Safe Bravery

#### **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.

#### \*MY QUIET PLACE / 18 mins

Repeat the following lines from *Charlotte and the Quiet Place*: "It is quiet at last. It is so, so quiet, Charlotte notices an even quieter place."

Point out that even though her school, her house, and her neighborhood are noisy, Charlotte remembers: "Wherever she is, whenever she wants, when her world is too noisy, Charlotte simply closes her eyes and travels back to that peaceful place, the place deep in her belly where her breath is soft and even. The place deep in her mind where her thoughts are hushed and low. The quiet place inside."

Then tell students they will try to imagine creating a *quiet place* inside of them that they can take wherever they go.

Begin by asking students to close their eyes, or if it feels more comfortable for them, to simply look down. Then invite them to imagine traveling to their inner quiet place. Tell them that they can design their quiet place however they like—it can be real or imagined, there are no limitations. They can use their imagination to create a place that would make them feel safe and calm, or they can bring to mind a place from a time they remember feeling safe and cared for. If needed, model this for students by briefly describing your own quiet place as in the following examples:

- My quiet place is next to a beautiful blue lake. I've never been there, but
  I can see it with my imagination. The sun is always shining there, and I
  lie down in the grass next to the lake, listening to the sound of the birds
  in the sky and feeling the warmth of the sun on my skin, etc.
- My quiet place is sitting on my porch. I can hear the quiet sounds of people talking and laughing nearby and the hum of the cars passing by.
   I have good memories of playing with my friends there and sitting next to my family feeling safe and loved. When I want to feel safe and calm, I imagine sitting there on my porch.

Give students between 30 seconds and one minute to imagine their ideal quiet place. Have them silently signal when they have somewhere in mind.

C DIFFERENTIATION

Have students work in pairs, with one partner describing their quiet place while the other draws it. Emphasize listening with curiosity to understand what the describing partner included in their quiet place to feel safe and calm. Ask partners to volunteer to share with the class. Emphasize sharing what they learned about their partner. Then invite them to explore this quiet place in detail. Using the following cues as reference:

- Take a moment to explore your quiet place in detail.
- First pretend that you are slowly turning your head left and right. Notice everything that you see. What does your quiet place look like?
- Now focus your attention on what you feel. Are you inside or outside? Is the air warm or cool? What does your quiet place feel like?
- And now notice if you hear any sounds when you explore your quiet place—it doesn't need to be silent. Maybe there are sounds that help you feel safe and calm. What does your quiet place sound like?
- Now bring your attention to your body. What does your body feel like when you visit this quiet place? What would it feel like to carry this quiet place with you wherever you go, to know that it is there for you any time you might need it?

Pause after each prompt, allowing students time to reflect. To conclude the visualization, invite students to open their eyes or look up.

Pass out paper and a variety of markers and/or crayons. Then invite students to draw their quiet place. Invite them to include as much detail as possible.

Once students have had time to complete their drawings, invite several volunteers to share. This can be a personal experience, so do not force students to share if they do not care to. Sharing can be done in pairs before volunteers share with the whole group. Emphasize listening with curiosity and kindness and learning about what makes the speaker feel safe and calm.

After the sharing exercise, ask students:

- What did your body and mind feel like when you visited your quiet place?
- What do you need in your quiet place so that it feels safe and calm?
- Did everyone's quiet place look and sound the same?
- Does everyone need the same thing to feel safe and calm?
- I could feel safe and calm outdoors in the grass, but what if someone was afraid of bugs—would they feel safe and calm there? What might they imagine as their quiet place?

#### SUMMARIZE FOR STUDENTS:

- When we need a pause, we can use our minds to find a quiet place inside ourselves that feels safe and calm.
- What someone else needs to feel safe and calm might be different from what we need to feel safe and calm.

#### **MOVING STORYTIME** / 25 mins

#### Introduction

Tell students:

• Today, we will repeat the story of Maria and Michael creating their own movement sequence, and then Maria and Michael will present their work to their class.

While you go through the story, you may summarize where appropriate and stop where appropriate to have the students recall what happened.

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

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

• It was morning, and Cat, Cow, and Dog were ready to do their Fresh Start Sequence with Maria and Michael.

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

Guide students through the sequence several times and then continue the narration:

• After they finished, Cat, Cow, and Dog announced that they needed to go practice for their spring music recital. Maria and Michael explained that they needed to stay to do an assignment for school: to create a new movement sequence.

#### **Sound Check**

Have students sit in Easy pose, then continue the story, having the students repeat the sound and movement prompts with you or after you:

• In one room, Cat, Cow, and Dog tuned their instruments. They tuned their guitar.

[Play air guitar with guitar noises.]

• They checked their drums.

[Play an easy beat on your lap with a final clap of the hands.]

And they warmed up their voices

[Go from low to high and high to low with meows, moos, and woofs.]

• In the other room, Maria and Michael were sitting and thinking of ideas for their new movement sequence.

#### Thinker

- Model sitting in a thinking posture, like Rodin's sculpture The Thinker. Then continue the story:
- "Okay, let's share ideas!" said Maria.
- Michael frowned, because he had no ideas. He said, "It's so difficult to think with all the noise that Cat, Cow, and Dog are making."
- Maria, on the other hand, said, "Really? It didn't bother me at all! Music makes me want to dance, so their music actually gave me some good ideas. The guitar made me think of swaying my arms..."

#### Swaying Palm (UNIT 4, LESSON 1)

Lead students through the Swaying Palm movement from Lesson 1 of this unit, and then continue:

"...and when they sang the scales, I thought of doing some twists."

#### **Trident** (UNIT 4, LESSON 1)

Lead students through the Trident movement from Lesson 1 of this unit, and then continue:

• Michael, however, was having a really hard time paying attention to Maria's moves, because Cat, Cow, and Dog kept practicing their

meows and moos and woofs.

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

Lead students through the poses, having them inhale on each pose, and make the corresponding animal sound as they exhale, then continue:

• Michael's mind was Swirling.

#### Swirling (UNIT 3, LESSON 1)

Lead students through the Swirling movement from Unit 3 and then continue:

• He yelled, "I don't want to do this anymore!" and he stomped his feet.

Model stomping your feet and crossing your arms, then continue:

- Michael was getting really frustrated and Maria noticed this. Maria could tell that Michael's mind was swirling with uncomfortable thoughts and feelings. Since they weren't near the Pause Place mat, Maria encouraged Michael to pause and find his quiet place inside.
- Maria and Michael took three, deep Letting-Go Breaths together

#### Letting-Go Breath (UNIT 3 LESSON 6)

Lead students through three Letting-Go Breaths with one hand on the heart and the other on the belly. Then continue the story:

- Michael felt a little less frustrated, and his mind felt more calm and settled. He said, "Maybe we can find another place to work on our movement. Outside, maybe?"
- "Good idea!" said Maria.
- So Maria and Michael walked outside.

[Walk in place.]

• They found a nice spot near a tree.

#### **Tree** (UNIT 3, LESSON 4)

Lead students through Tree pose and then continue:

- Maria showed Michael the moves she made up.
- Finally Michael got an idea. "Oooh," he said, "then we can do this!"

#### Elbow-to-Knee (UNIT 4, LESSON 1)

Lead students through Elbow-to-Knee movement. Then continue:

Cool!" said Maria. "And then what about this?"

#### **Glider** (UNIT 4, LESSON 1)

Lead students through Glider pose. Then continue:

• Maria and Michael were happy with their progress and had sat down to think of more poses...

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

Model a Thinker pose. Then continue:

- ...when they heard a bzzz sound. Maria looked around and saw lots of bees.
- She said, "Those bees are frightening, and so annoying! I don't want to stay here! I'm not feeling very brave." Then she ran back inside the house.

[Jog in place.]

• Once Maria and Michael reached the porch, they didn't know what to do. Michael couldn't concentrate with the music, and Maria was too scared of the bees to work outside.

#### **Let's Reflect!**

Remind students that friends may have both similar and different feelings and needs (points of view), and that's okay. Then ask them to describe what Michael felt and needed in order to concentrate and what Maria felt and needed in order to feel calm and focused.

- Finally Maria said, "Michael, the buzzing of the bees is bothering me a lot, and I am scared of them too. Could you please try practicing with music again? Give it another chance—just listen to the music with an open mind! Let's try to practice what we've already learned to the music they are playing right now, okay?"
- Michael was practicing being his best self by showing care for himself and others. He decided to pause, place his hands on his Anchors, and take three deep breaths. He noticed that when he did, he felt a quiet space inside. Even though it was noisy outside, his mind felt calm and settled.
- Then he noticed that when his mind was calm and settled it was easier to understand his own point of view as well as Maria's point of view.
- So he said, "All right. I'll try." Then they did all the moves together to the music.

#### Music

Turn on the first song and do the sequence they created to the beat of the music. Then continue:

• When the music stopped, Michael was smiling. He understood what Maria was saying and was able to feel the music and let it guide him. He even thought of another move. "For the last part we can pretend to pick up something that we need and let it wash over us!"

#### Pick It Up (UNIT 4, LESSON 1)

Lead students through the Pick It Up movement.

Then ask them:

• How does understanding different points of view help us show care and compassion for ourselves and others?

#### Twist Sequence (UNIT 4, LESSON 1)

• Maria said, "Yes! Let's do it."

Do the Twist Sequence and then continue:

• Maria decided to pick up bravery.

# **DIFFERENTIATION**

Help students notice that when Michael practiced calming and settling his mind, he was able to understand his own point of view and Maria's point of view.

#### Repeat the sequence again and continue:

• Michael decided to pick up an open mind.

Repeat the Twist Sequence one final time, encouraging students to imagine picking up any feelings or attitude they need right now and reminding them to take their time going through each pose with calm, slow breaths.

#### **Musical Presentation**

**NOTE** To conclude the story, you will lead students in a creative movement activity, encouraging them to let music inspire them in how they pace and perform their Twist Sequence.

Tell students:

• Today, Maria and Michael presented the sequence to the class with different kinds of music, allowing the music to move them as they went. Let's try the sequence to different songs too.

Do the Twist Sequence accompanied by two or three different songs eliciting different emotions, and have students notice what kind of movements they do depending on the kind of song. Have them notice how the music makes them feel.

#### **Let's Reflect!**

Ask questions that encourage students to see differing thoughts and feelings about the music. Example questions:

- Which song was your favorite?
- Did everyone like the same song?
- Does music make you want to dance?
- Does it make everyone want to dance?

#### SUMMARIZE FOR STUDENTS:

- Friends may have both similar and different thoughts and feelings about the same situation, and that's okay.
- Understanding what others might think and feel and need (different points of view) helps us show care and compassion.

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

• Finally, Maria and Michael were happy with their presentation and were tired. They all realized that they really would like some quiet time, so they did some relaxing stretches and then rested.

Lead students through the Closing Sequence.



#### **REST AND REFLECTION** / 5 mins

As students transition to a Rest pose, ask them to remember what Charlotte was looking for in the story (a quiet place) and how Maria and Michael end their morning in the Moving Storytime (quiet rest). Invite students to recall their own internal quiet place and to take a few minutes to travel there in their minds.

Help students imagine their quiet place in detail using the following cues as reference:

- Take a moment to explore your quiet place in detail.
- First pretend that you are slowly turning your head left and right. Notice everything that you see. What does your quiet place look like?
- Now focus your attention on what you feel. Are you inside or outside? Is the air warm or cool? What does your quiet place feel like?
- And now notice if you hear any sounds when you explore your quiet place. What does your quiet place sound like?
- Now bring your attention to your body. What does your body feel like when you visit this quiet place?
- Notice how easy it is to visit this quiet place. It is with you all the time. You can visit as often as you'd like.

Allow one to two minutes of silent rest.

#### **TAKE-HOME PRACTICE**

 Describe your inner quiet place to someone in your family or community. Ask them to describe what their inner quiet place would look, sound, and feel like. Listen with curiosity and kindness.

# TEACHING TIP

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End the lesson by leading the students in making the breathing sounds that Charlotte makes and then transition into the Calming breaths they usually do. Ask them to close their eyes and feel the quiet in their bodies and minds.

# *Lesson 3* HOME COOKING



# **Goal Statement**

Students explore what curiosity feels like and how being curious can help them try new things as well as learn about other people. Then they use curiosity to try a new food.

# **Essential Question**

What does curiosity feel like?

# "I Can" Statement

I can use curiosity to experience something new.

## **Key Learning Objectives**

Students will know...

- Curiosity can help them notice their own experience when they try new things.
- Curiosity can help them learn about other people.
- Eating protein is one way they can show care and compassion for their bodies.

Students will be able to...

- Describe what curiosity feels like.
- Use curiosity to try a new food.

#### **Materials**

- Interactive whiteboard
- The story Charlotte and the Quiet Place by Deborah Sosin
- Hummus or other spreadable food
- Crackers, pretzels, or carrot sticks (1-2 per student)
- Plastic knife

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- Napkins or paper towels
- Images of prepared animal proteins, such as chicken and hamburgers, if desired
- Image of chickpeas, if desired
- Images of prepared legume dishes, such as lentils and split pea soup, if desired
- Image of a world map, or a globe, to point out the Middle East and Egypt
- Images from protein food group (meat, dairy, and fish only)
- Images from fruit/vegetable group (e.g., greens, oranges, and cruciferous foods)
- Images of legumes (e.g., kidney beans, lima beans, black-eyed peas, garbanzo beans, split peas, lentils)

#### **Preparation/Setup**

- Set out the book *Charlotte and the Quiet Place*.
- Preload the images of the food items and the world map.
- Prepare 1-2 crackers, pretzels, or carrot sticks with hummus for each student and place each on a napkin for distribution.

# New Mindful Movements

#### Poses

Three-Legged Dog Side Plank

#### Sequences

None

## **Mindful Moments**

Calming and Focusing Anchors Mindful Eating Rest and Reflection

## **New Vocabulary**

# Curious Oven or stove Favorite Protein Plant-based Hummus Like/dislike

#### **CALMING AND FOCUSING** / 2 mins

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

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



#### \*MOVING STORYTIME / 18 mins

#### Introduction

**NOTE** Have students do the Mindful Movement before the eating activity in this lesson as eating is best done after movement.

Tell students:

• Today we're going to explore some familiar poses and learn some new ones. We're going to use curiosity to notice how our bodies and minds feel in the poses. Curiosity can help us notice what we experience and how we feel when we try new things, and curiosity can help us learn about other people.

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

During the movement practice, pause occasionally to prompt students to use their curiosity to identify their own feelings and preferences (point of view) related to the movements and to learn about others' perspectives. Example questions:

- What do you like about this pose? What do you dislike? Why?
- What feels comfortable about this pose? What feels uncomfortable about this pose?
- Does everyone think and feel the same way about the pose?

TEACHING TIP

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Have students use thumb signals to show whether they like the pose, don't like the pose, or are somewhere in between. If students tend to agree about their preferences, consider presenting a different opinion from your own perspective.

#### **Mountain or Easy Pose/Anchors**

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

Lead students through Mountain or Easy pose with their hands on their Anchors.

Have students take a few Calming breaths with their hands on their Anchors, noticing how their bodies move with their breath. See if they remember how they felt about using their Anchors when they first learned them and how they feel about them now.

#### Mountain/Sunrise (UNIT 2, LESSON 1)

Lead students through the Mountain/Sunrise sequence. Repeat it three times.

#### **Twist Sequence** (UNIT 4, LESSON 1)

Lead students through the Twist Sequence. Repeat it three times.

At the appropriate time have students pick up curiosity and then take a deep breath.

Ask the students:

- How does curiosity make you feel?
- What do your mind and body do when you are curious?

#### [OPTIONAL] **Tree** (UNIT 3, LESSON 4)

If desired, lead students through Tree pose.

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

Lead students through the Fresh Start Sequence one to two times.

#### Fresh Start Sequence with Three-Legged Dog

**NOTE** Take some extra time to introduce this and the next new pose (Side Plank), reminding students to give these new poses a chance, to be curious when exploring the poses, and to remember that it may take practice before they begin to like them. Especially for K-1 students, emphasize that they should focus on copying your movements and attempting the posture, not on getting it right.

# **OIFFERENTIATION**

Have students ask the person next to them what they like and dislike about this pose and why they feel that way. What is similar to your own feelings? How do they experience the pose differently from you? Can you see it from their point of view?



Guide students through the sequence, adding the new pose Three-Legged Dog after Dog by modeling the movements. Use the following cues for Three-Legged Dog as reference:

- **1.** [From Dog pose] Bring your feet together, making sure your palms are on the ground and your fingers are facing and stretching forward.
- 2. Inhale: Lift up your right foot without twisting your hip out (keeping your hips parallel to the floor; your leg doesn't need to be high in the air).
- **3.** Exhale: Hold it there.
- 4. Inhale: Press down through your hands and stretch long through your right heel.
- 5. Exhale: Bring the right foot forward between your hands.
- 6. Inhale: Bring the left foot to stand next to the right foot and lift to Monkey.
- 7. Exhale: Relax your head and torso to hang over your legs.
- 8. Inhale: Sunrise.
- 9. Exhale: Sunset to Mountain pose.

Repeat Fresh Start Sequence lifting the alternate leg during Three-Legged Dog. Depending upon the strength of the students you can also alternate legs while in the pose.



#### Fresh Start Sequence with Side Plank

Guide students through the sequence, adding the new pose Side Plank after Plank by modeling the movements. Use the following cues for Side Plank as reference:

- **1.** Begin in kneeling version of Plank pose.
- 2. Inhale: Check that your shoulders are stacked above your wrists and then stretch the fingers on your right hand to spread them out like starfish and shift your weight onto that arm.
- **3.** Extend your left leg, reaching your heel back.
- 4. Roll your body to the right, keeping your right knee and shin on the ground for support, and allowing the right foot to angle behind you perpendicular to the left leg.
- 5. You can either keep your left hand on your hip or bring it up to the sky.
- 6. After taking a breath there, come back to Kneeling Plank and repeat Side Plank on the other side.
- 7. [From Plank] Check that your shoulders are stacked above your wrists and then stretch the fingers on your right hand to spread them out like starfish and shift your weight onto that arm.
- 8. Put your left foot on top of your right heel or beside it.
- 9. Roll your body to the right, and balance on the outer edge of your right and left foot.
- **10.** You can either keep your left hand on your hip or bring it up to the sky.

- **11.** After taking a breath there, come back to Plank and repeat Side Plank on the other side.
- **12.** Try variations to find the version that feels right for your body. If desired, start from Kneeling Plank and keep your right knee and shin to the ground to help balance. You may also use the elbow and forearm to prop up the body instead of the hand.

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

Lead students through the Closing Sequence.



#### WHAT'S COOKING? / 5 mins

Show students the illustration of Charlotte's kitchen from the book *Charlotte and the Quiet Place*. Ask students what they think is in Charlotte's kitchen that the picture doesn't show. When they guess oven or stove, tell them that there is also the yummy smell of food cooking, even though they can't see it.

Invite students to close their eyes and imagine the smell of their favorite food that they eat with their families. Imagine it is cooking or being prepared right here without naming what it is. To help them imagine, slowly give them cues as they are thinking. For example, ask them to think about what they are smelling (meat, vegetable, bread); when they might be eating it; whether it smells sweet or spicy. Then ask students to visualize while they model stirring the pot, rubbing their bellies, licking their lips, or other similar movements.

After a minute or so, ask students to name the food they imagined. Encourage them to listen with curiosity to learn about what their classmates like to eat with their families.

#### **TASTETEST** / 20 mins

Tell students they are going to get to try a food that might be new to them today.

Project or hold up images of the prepared animal and plant-based proteins and ask students if they think these foods are kinds of dairy food, fruits, or proteins (if they know of which food group these are examples).

Then tell them that their bodies have more protein than any other nutrient

# DIFFERENTIATION

Work in the names of the food groups, emphasizing protein in particular.

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(except water) and that their hair, skin, eyes, muscles, and organs are all made from protein. Protein also gives them energy. (Have students touch their hair, rub their skin, blink their eyes, flex their biceps, and feel their heartbeats while talking about protein.) Use the images to point out the plant-based proteins.

Tell students today's new food is a favorite of some people, and they may like it too. If desired, show an image of the world or use a globe to point out that many people where they live eat hummus, which was originally eaten in Middle Eastern countries and Egypt. Tell students that even if they have eaten the food we're trying today, they can pretend they are trying it for the first time.

Invite students to place their hands on their Anchors. Then distribute hummus-topped crackers with napkins; remind students that they should look at the hummus but not eat it.

Use the Mindful Eating instructions in the Practice Guide to lead students, having them move slowly from closely examining the food (e.g., looking at the food, smelling it, taking a very small taste of it with the tip of the tongue, etc.) to taking a small bite of the cracker.

After the students have had the opportunity to eat the hummus, ask questions such as:

- Who [really liked, kind of liked, didn't like, or really didn't like] the hummus? (Ask them to show you their thumbs to indicate each degree of preference—thumbs up, thumbs sideways or thumbs down.)
- Why did you like it or dislike it?
- Why do you think some of your friends like hummus [more, less] than you do?
- Is it okay for us to like different foods? To have different feelings about the same food?
- How can curiosity help us try new foods?

Ask students to put up 10 fingers, modeling this, and tell them that it can take trying a new food up to that many times before their tastes change and they begin to like it. (Depending on the readiness level of the students, you might differentiate between what it means to *tolerate* and what it means to *like* a taste.) Tell them that our tastes often change and even adults can try new foods and learn to like new things.

Remind students of some of the benefits of eating protein and then ask:

— Is eating protein one way you can show your body care? Why or why not?

# **TEACHING TIP**

Be sure students' hands are clean by reminding them to wash them or provide hand sanitizer to use before passing out the food.

#### SUMMARIZE FOR STUDENTS:

- Eating protein is one way we can show care for our bodies to be our best selves.
- Curiosity can help us try new things and grow our minds. When we try new things, we learn about ourselves and the world and people around us.



#### **REST AND REFLECTION** / 5 mins

Have students choose between Child's pose or lying on the mat in a Rest pose. Remind students of Charlotte's search for quiet and encourage them to visit their inner quiet place while they rest.

Allow one to two minutes of silent rest.

As students return to a seated position, invite them to silently recall what curiosity feels like.

Then, ask them how curiosity might help them in situations outside of class. Invite a few students to share.

# **TAKE-HOME PRACTICE**

• Notice when you're feeling curious. What can curiosity help you do?
# Lesson 4 APPRECIATING OTHERS



# **Goal Statement**

Students learn that others need to feel noticed, valued, and appreciated. They practice sharing words of appreciation and compliments.

# **Essential Question**

How do I show others that I appreciate and value them?

# "I Can" Statement

I can use my words to express appreciation for someone.

Students will know...

- Everyone needs to feel valued and appreciated.
- Giving and receiving compliments, appreciations, and other kind words can help people to feel safe, cared for, and valued.

Students will be able to...

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**....** 

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- Identify positive attributes of other students.
- Express compliments and appreciations to other students.

# **Materials**

 [Optional] Create cards with sentence starters for students' appreciations

# **Preparation/Setup**

 [Optional] Load digital versions of sentence starters for students' appreciations or hang them somewhere students can see them.

# **New Vocabulary**

Voices Compliment Appreciation Gratitude/Thankfulness Valued Admire

# **New Mindful Movements**

# Poses

None

## Sequences

None

# **Mindful Moments**

Calming and Focusing Kind Mind (for Self) Kind Mind (for Others) Rest and Reflection

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# **CALMING AND FOCUSING** / 5 mins

Before today's Calming and Focusing practice, model sharing kind words with the class, using the following prompts:

- I see/I notice(d) that this class \_\_\_\_\_ (notice a specific strength, positive behavior or attribute that you recently observed).
- I appreciate this class because \_\_\_\_\_ (give an appreciation for something about this class for which you personally feel grateful).
- You all are important to me because \_\_\_\_\_ (give a reason why you value them).
- While students have their hands on their Anchors, lead them in briefly checking in with how they feel after hearing those kind words. Ask a few students to share.

Proceed with the 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.

# KIND VOICES / 20 mins

Ask students:

• If you were walking through our school, what sounds would you hear no matter where you are, as long as there are people?

Once students name voices, ask them to identify some ways in which we use our voices (e.g., groaning, crying, laughing, yelling, speaking, singing).

For each vocalization that is named, ask the students if it makes them feel comfortable or uncomfortable inside, and give students an opportunity to see how others respond. For example, ask students how a child screaming, laughing, or crying might make them feel, and then how hearing someone say, "Go away," "Thank you," or "You are my friend" might make them feel. Observe that depending on what someone says, we might feel comfortable or uncomfortable.

Ask students if there is any way they can use their voices that shows kindness and care to others. Guide students to focus on the idea of giving kind words, such as compliments and appreciations, by asking questions such as:

# TEACHING TIP

If students are not ready to listen at the beginning of the lesson time, do the Focusing practice first, then give the kind words before the Calming practice. This way, students can still check in a notice how they feel after your kind words.

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- What does it mean if I give you a compliment? (Be prepared to give compliments to students in order to clarify the meaning.)
- What does it mean for me to give an appreciation? (to express thankfulness, gratitude about someone)
- When someone notices something you've done or gives you a compliment, how does that usually make us feel? How does it feel when someone tells you they appreciate you or that they are thankful for you?

List some of the ways that kind words can make people feel, emphasizing that they can make people feel seen/noticed, appreciated, valued/important (in addition to other feelings students mention).

Ask students:

- Do you think everyone needs to feel this way?
- If someone didn't feel appreciated and valued, do you think they would feel safe?
- Would they feel like their best self? Would they want to be a part of this class?

Lead students through the following circle game:

- Prepare students to share appreciations or compliments with each other by moving to a circle.
- Guide students to take a moment to notice the two people sitting next to them. Invite them to close their eyes while they quietly think of something they admire or appreciate about the two people sitting next to them (something the student likes about each person; something each person does well; something they are thankful for with respect to each person; some reason each person is important).
- With students seated in a circle, play a game in which all of the students clap their hands and slap their legs in a rhythm together as compliments and appreciations are spoken around the circle (you may also substitute another sound). For example, have all students perform the rhythm *clap*, *clap*, *slap*, *clap*, *slap*, *sl*
- In between each turn ask all of the students to create the rhythm again. Any variation in which students practice giving appreciations/ compliments out loud will work. Each student should have a chance to practice. If time allows, continue the circle game by asking students to reverse the order in the circle (or mix up the seating arrangement).

**TEACHING TIP** 

Students at this age will tend towards complimenting others clothing, etc., and that is expected. Encourage balance in kind words about what is visible outside and what you know about a person on the *inside*. Consider displaying sentence starters as a way to help students generate more meaningful appreciations.

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#### **Examples:**

You are important because \_\_\_\_\_.

l appreciate you \_\_\_\_\_.

I notice that you \_\_\_\_\_



# **MINDFUL MOVEMENT** / 15 mins

#### Introduction

Explain that during Mindful Movement time today, they will practice kindness and compassion toward themselves and others by practicing kind thoughts through Kind Mind practice.

# Twist Sequence (UNIT 4, LESSON 1)

Tell students:

• Let's see if we can bring in some caring and kindness for our friends/classmates while we practice.

Let students know that they will do the Twist Sequence and pick up kind words for their class at the end. Example: May we all feel happy!

If time allows, consider running through the Twist Sequence several times, letting students generate kind words to pick up as a class.

#### [OPTIONAL] **Tree** (UNIT 3, LESSON 4)

If desired, lead students through Tree pose.

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

Lead students through the sequence including the two additional poses introduced in Lesson 3. Repeat if desired.

# Kind Mind (for Self) (UNIT 3, LESSON 6)

Have students give themselves a hug or place their hands on their Anchors to

# **TEACHING TIP**

Create an anchor chart with kind words to refer to throughout the year. Include sentence starters for words of appreciation and compliments.

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repeat the Kind Mind (for Self) practice from Unit 3. Use the words "May I be happy; May I be healthy and strong; May I learn and have fun today; May I feel loved and cared for."

Consider using the following script to guide the Kind Mind (for Self) practice:

- Begin by closing your eyes if that feels comfortable for you, or if you prefer, simply look at one spot in the room.
- I'm going to say several kind thoughts aloud. After I say them out loud, take a deep breath and whisper to repeat after me one time. Then silently repeat them to yourself, letting them sink in for a moment.

May I be happy. May I be healthy and strong. May I learn and have fun today. May I feel loved and cared for.

• Notice what it feels like to speak kindly to yourself. Practicing Kind Mind is a way to treat yourself with care and compassion.

Ask students how it feels when they say these kind words to themselves. Ask them if they also want their classmates to be happy, to be healthy and strong; to learn to have fun today; to feel loved and cared for.

#### SUMMARIZE FOR STUDENTS:

- Everyone needs to feel happy; to feel healthy and strong; to learn and have fun; to feel loved and cared for.
- We want all of our friends/ classmates/community members to have what they need.

#### **Kind Mind (for Others)**

To help students feel genuine care and connection with others, set up this practice so that students are focusing their kind thoughts on other students in the class. You might split the class in two and do the activity twice, once with the focus on one half of the class and once with the focus on the other half. Alternatively, you can randomly choose a small group of students to be the focus. If you do this, make sure to keep track and repeat the activity in enough lessons so that everyone gets a chance.

Tell students:



You may consider having the class come up with ideas for kind thoughts to use in addition to the ones listed in the lesson.

• If we want to grow our kindness and compassion, we can teach our minds to think kind thoughts about others. Let's try a Kind Mind practice where we use these kind words for others.

Guide students to Easy pose, with hands on Anchors, or hands over their hearts. Invite students to look toward the other students who are the focus of the practice. Then lead the practice:

- Today we are practicing kind thoughts for [our classmates]. Remember that just like you, they also want to be treated with kindness and compassion. Let's practice that now.
- I'm going to say a kind thought out loud. After I say the words out loud, whisper to repeat after me.

May you be happy.

• Notice what it feels like to think kind thoughts for others.

Continue having students repeat after you, using the following phrases (and any other phrases the class came up with):

May you feel healthy and strong. May you feel loved and cared for. May you learn and have fun today.

After practicing Kind Mind (for Others), guide students through a reflection. Example questions:

- How did it feel for you to say kind words?
- How do you think it felt for your fellow students to listen to your kind words?

#### SUMMARIZE FOR STUDENTS:

- Everyone wants to feel kindness from others.
- Practicing Kind Mind (for Others) helps our minds to remember to be kind.

# Closing Sequence (UNIT 1, LESSON 1)

Lead students through the Closing Sequence.



# **REST AND REFLECTION** / 5 mins

Have students get comfortable in a Rest pose. Then say:

 Picture someone in your mind that you feel thankful for today. Imagine telling them that you appreciate them or maybe giving them a hug. Notice what it feels like inside to be thankful and appreciate someone.

Allow one to two minutes of silent rest.

As students return to a seated position, remind them that there are many types of kind words that friends can share with each other:

• Compliments let others know we admire them or like something about them. Appreciations let others know we are thankful for them. Kind words let others know we care for them and they are important to us.

After rest, offer a compliment, a message of appreciation, or a few kind words to the whole group as a way to close.

# **TAKE-HOME PRACTICE**

• Share a compliment or appreciation with someone. Notice what feelings come to visit when you do so.

# Lesson 5 OUT AND ABOUT



# **Goal Statement**

Students practice curiosity to explore what characters think, feel, and need in Moving Storytime. They also practice thinking kind thoughts to grow their own kindness and expressing kind words to let others know they care.

# **Essential Question**

How do I let others know I care about them?

# "I Can" Statement

I can demonstrate how to use my mind and my words to grow kindness and appreciation for others.

# **Key Learning Objectives**

Students will know...

- Curiosity can help them understand what someone might be thinking, feeling, or needing.
- Paying attention with kindness and curiosity lets others know you care about what they think, feel, and need.
- Practicing kind thoughts and kind words will help them grow their appreciation and compassion for others.

Students will be able to...

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- Identify what a character thinks, feels, or needs (understand a character's point of view).
- Practice kind thoughts.
- Practice kind words and appreciations.

# **Materials**

- Interactive whiteboard or audio player device
- The story Charlotte and the Quiet Place by Deborah Sosin
- The "Wheels on the Bus" song or video
- Photos depicting imagery from a city to hang all around the room (buildings, people, animals, etc.)

# **Preparation/Setup**

- Set out the book *Charlotte and the Quiet Place*.
- Hang up or set out pictures of the city that students can look at and point out while doing the All Sides of the Story Sequence.
- Preload the "Wheels on the Bus" song or video, if desired.

# **New Mindful Movements**

# Poses

None

## Sequences

All Sides of the Story

# **Mindful Moments**

Calming and Focusing Letting-Go Breath Mindful Walking Kind Mind (for Others) Rest and Reflection

# **New Vocabulary**

City Perspective/point of view Skyscrapers Billboards Advertisements Subway Overwhelmed

# **CALMING AND FOCUSING** / 2 mins

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

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

# **MOVING IN THE CITY** / 13 mins

Bring the students together in a group to reread the parts of *Charlotte and the Quiet Place* that take place in Charlotte's neighborhood, the park, and the grove. Tell students that today they will be exploring Maria and Michael's city, where they will also hear many new sounds.

Ask students what they might see in the streets of a city. Notice when they guess cars, trucks, buses, and the like, and then lead them in a brief game of Red Light, Green Light.

 Have students form a line on one side of the room and choose a student to be the traffic leader. Remind students of the rules and that they have to pay attention to what the traffic leader can see (the traffic leader's perspective/point of view) in order to be successful. (If the traffic leader says "red light" and turns around, they have to freeze before the leader sees them moving.)

Increase the activity level by having students hop or jump instead of walking. Anyone who is caught by the traffic leader runs/jumps/skips back to the starting line and starts again. Monitor for opportunities to model appreciations/compliments for the class or to take a pause and use Best Self Strategies from Unit 3.



# **MOVING STORYTIME** / 30 mins

#### Introduction

Tell students that today's Moving Storytime will be about Maria and Michael moving away from their mountain home to live in a big city.

# TEACHING TIP

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To engage students, use the name of your own or a nearby city. Let them be curious about what school Maria and Michael might attend or in what neighborhood they might live.

Remind students that while you tell them the story, they are to follow your movements and do what you do.

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

Have students sit in Easy pose, as you begin the story:

- Maria and Michael have packed their bags and are moving to the big city.
- Maria and Michael are sad to leave behind Cat, Cow, and Dog, but they promise to come back and visit.

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

Lead students through Cat/Cow and Dog poses. Then continue the story.

• Cat, Cow, and Dog encourage Maria and Michael to do the Fresh Start Sequence to ensure a fresh start to their long travels ahead.

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

Lead students through the Fresh Start Sequence. Then continue the story.

• After they finish the Fresh Start Sequence, Maria and Michael wave goodbye. They are sad to leave their friends, but they are excited and also a little nervous to see their new home in the city. They get on a train.

## Train

Have students create a Train by going around the room as a class and making "choo-choo" sounds.

Continue the story.

• First they pass many big, tall, steady and still Mountains.

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

Wherever they are in the room, have students stop and stand in Mountain pose. Then continue the train as you continue the story:

• Then they passed many forests of beautiful Trees.

#### **Tree** (UNIT 3, LESSON 4)

Wherever they are in the room, have students stop and do Tree pose. Then continue the train until students are back to their original places.

Continue the story.

- But soon, there are no more Trees and no more Mountains, and Maria and Michael start to feel a little more sad.
- They remember that when they are sad, it helps to spend a little time in Child's pose, so they curl up in Child's pose, close their eyes and take a few Letting-Go Breaths. It helps them to feel a little better.

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

Guide students into Child's pose.

Then continue the story:

• When Maria and Michel open their eyes, they look through the window and see tall skyscrapers.

# **The City**

Have students stand up and then on their toes as they reach their hands up as high as possible. Continue narrating:

• Ahead they see many flashing lights, billboards, and advertisements.

Have students bring down their arms, closing and opening their hands like flashing lights. Continue narrating:

- Finally, they arrive in the big city, and they are super excited!
- They get off the train, stretch out their arms from one side to the other, and look around.

#### **Twist Sequence** (UNIT 4, LESSON 1)

Lead the students through the Twist Sequence a few times, calling out some of the things they may see in a big city (people wearing flashy, colorful clothing; cars honking loudly; lots of advertisements; musicians playing in the street; and subway signs).

Continue narrating:

• Twisting and turning they look at everything that is around. There are so many new things to see and experience that it makes their mind swirl! So they decide they need to pick up some bravery.

Have students pick up bravery or anything else the students think could help Maria and Michael. Continue narrating:

 Maria and Michael still feel overwhelmed and nervous about being in a new place, but they know that soon Aunt Zazu will meet them at the train station. Meanwhile, they remember what Mr. Montana taught them to do when their minds are swirling: They take a pause and a few Letting-Go Breaths.

#### Letting-Go Breath (UNIT 3 LESSON 6)

Lead students in three deep Letting-Go Breaths. Then continue the story:

- [Optional] Have them take Letting-Go Breaths with the Mind Jar or suggest other ideas for what Maria and Michael can do when they feel overwhelmed.
- And as they finish three breaths, they feel a little calmer but still nervous. They see Aunt Zazu! Let's say, "Hi, Aunt Zazu!" and wave.

Have the class repeat "Hi, Aunt Zazu" and wave. Then continue narrating:

 Maria and Michael's Aunt Zazu really cares about them, and she looks at them with curiosity and kindness. She notices that Michael is gripping tight to his bag, looking at her with wide eyes, and that Maria is shifting side to side, fidgeting with her shirt, and looking down at the ground.

Pause, and then say to the students:

 Imagine you saw Maria and Michael. What would you think they were feeling? How would you know? What might they need to feel more safe and calm?

- Aunt Zazu wasn't feeling nervous at all. In fact she felt very excited and happy to see them, but she could tell that they did not feel the same way she did.
- Aunt Zazu asked Maria and Michael what they needed in order to feel safe and calm. They told her that they usually go for a walk outside when they feel nervous or overwhelmed, and that helps them to feel safe and calm. Aunt Zazu decided to teach Maria and Michael a new activity called Mindful Walking to help them get comfortable with their new city. They practiced Mindful Walking on their way to the bus stop and began to feel more curious.

# **Mindful Walking**

Lead students in Mindful Walking, either on their mats or in a line around the room, giving the following cues as you walk:

- We can walk mindfully by slowing down our pace, noticing each step we take. Don't forget to breathe!
- See if you can feel your feet on the ground, feel how your toes and your heels take turns touching the ground, and feel how you push off of your back foot.
- Notice how walking feels in the rest of your body. What happens to your legs, your chest, your arms, and your head?
- While they walked, Maria and Michael paid attention to all their senses. They noticed how the cement felt on their shoes. They noticed how the city smelled. They noticed all the busy sounds, paying attention to their senses with curiosity.

Have the students share their experience of their own or another city—how the cement feels, how the city smells and sounds, etc.

#### Bus

• Finally they made it to the bus stop. Their bus was waiting there for them! What kind words might they say to the bus driver? They said hello to the driver as they got on the bus...

#### [Wave hello.]

• ...and paid their fare.

# **TEACHING TIP**

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To engage students in Mindful Walking, emphasize the idea of being curious, like a detective or a scientist. What can you discover about walking? How would you describe walking to a young child who was just learning? Model curiosity and discovery for your students. You might say things like, "Wow, I think I can feel all of my toes touching the floor" or "When I start to lift my foot up, it almost feels like I'm floating."

Have the students sit in Easy pose and then continue:

- Then, the bus began to travel around the city, moving through the town, and Maria and Michael experienced a lot of new sights and sounds: The bus was crowded with people, and they heard people talking, babies crying, and cars honking.
- What else do you think they might have seen and heard on the bus?
- Maria and Michael had a good time on the bus.

> OPTIONAL: Say: "And they learned a new song!" Then play or sing "Wheels on the Bus" with the students, doing motions and sounds for all the different parts.

• When the bus came to their stop, Maria and Michael felt so grateful to the bus driver for driving them and getting them safely to where they needed to be. They said thank you to the bus driver as they got off and offered him kind words of appreciation.

Ask the students what kind words they could offer the bus driver. Offer a few kind words to the bus driver together with the class. If needed, suggest using the prompts from the last lesson (Unit 4, Lesson 4, Kind Voices activity) to generate ideas for appreciations/kind words.

Now ask students: What do you think the bus driver was thinking and feeling?

## All Sides of the Story Sequence

Continue the story:

 Maria and Michael now felt a bit more comfortable to be in a new place with Aunt Zazu. So Aunt Zazu showed them a new sequence that helped them explore all the different aspects of the city mindfully and with a lot of curiosity, to make sure they didn't miss anything.

Point out that there are pictures of the city hung around the room, so that you can look at them while doing the All Sides of the Story Sequence:

#### ALL SIDES OF THE STORY SEQUENCE



#### Mountain/Sunrise (UNIT 1, LESSON 1)

• The first thing we want to do is look right in front of us. Look, you can see the Sunset.

#### Sunset (UNIT 1, LESSON 1)

• Hang all the way down and look behind you. Do you see anything from the city behind you?

#### Plank (UNIT 1, LESSON 3)

# Side Plank (UNIT 4, LESSON 3)

- Another way we can look is to our sides—our left and right.
- Use curiosity to notice what and who is next to us and beside us. What parts of the city do we see when we look to our sides?

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

• We can also look up and see the sky! What could be above us in a big city?

#### **Dog** (UNIT 1, LESSON 1)

• And we can look down. What kind of ground can be in the city?

#### Hands and Knees (UNIT 1, LESSON 1)

 In fact, there are many, many ways to see the world. Starting from one side, move your head very slowly and gently in a circle, saying: You can see it from here, here, here, here, here, here...from every angle possible. Are there any other pictures of the city that you can see?

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

• But we must not forget to take a pause and look inside ourselves. Silently, to yourself, take a moment to check in and notice what feelings or thoughts are visiting you right now. Notice how your body is feeling right now.

Give students a moment to silently reflect.

# Easy Pose (UNIT 1, LESSON 2)

Have students sit in Easy pose and then continue narrating:

- Soon Aunt Zazu, Michael, and Maria are at their new home, and they get ready for Rest. Before resting, though, they want to do the Kind Mind practice, thinking about the friends that they care about who are far away, like Cat and Cow.
- Remember we can grow our own kindness by teaching our minds to think kind thoughts. We do this by practicing saying or thinking kind words. We can think kind thoughts for anyone even when they aren't here to hear our words. This helps our minds learn to be kind and compassionate.

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

Ask for students to help you choose a person in the school that students all know but isn't in the room. Tell students that even though they aren't here and won't hear our words, we can still practice kind thoughts to grow our kindness for them.

Have them close their eyes or rest them on one spot, put their hands on their hearts, and imagine that person.

- Today we are practicing kind thoughts for [name]. Remember that just like you, they also want to be treated with kindness and compassion. Let's practice that now.
- I'm going to say a kind thought out loud. After I say the words out loud, whisper to repeat after me.

May you feel healthy and strong.

• Now, silently repeat that to yourself, letting it sink in for a moment.

Repeat with some of the following example phrases or phrases you create with your class:

May you feel healthy and strong. I hope you feel joyful. May you feel peaceful. May you feel safe. May you feel loved. I hope you are surrounded by friends. May you have fun and be happy.

Invite students to notice what it feels like to think kind thoughts for someone, even though that person isn't present. Allow a few students to share.

Discuss the difference between thinking kind thoughts and saying kind words. Say:

- Kind thoughts are a way to practice being kind and they help your hearts and minds grow more caring and compassionate. You can think and feel kind thoughts anytime, even when you are alone or when you can't talk out loud. Who could you think kind thoughts about, even when they are not around?
- Kind words, like compliments and appreciations, are a way to let someone know you care about them and they are important to you. Who could you say kind words to?
- Both saying kind words and thinking kind thoughts help us practice being kind and compassionate.

If desired, add one or two more rounds of Kind Mind (for Others) practice with individual students as the focus as in Unit 4, Lesson 4.

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

• Maria and Michael finished with some gentle stretching before resting.

Lead students through the Closing Sequence.



# **REST AND REFLECTION** / 5 mins

Guide students to get comfortable in a Rest pose. Tell students:

 Today we imagined all the sites and sounds that Maria and Michael saw on their trip to the city. Let's take a pause now and visit our own inner quiet place. Be curious. Notice what your quiet place looks and sounds like.

Allow one to two minutes of silent rest. Tell students:

• Silently notice how your mind and body feel. Do you feel appreciation or thankfulness for anyone right now?

If time allows, invite students to share their reflections.

# **TAKE-HOME PRACTICE**

• Think about something you really enjoyed about your day. Who helped it be enjoyable? Tell them you appreciate them or practice thinking kind thoughts about them.

# TEACHING TIP

Finish the class by mindfully walking to the door. But first, review what it means to walk mindfully. Tell them that next class they will be doing a mindful walk around the school.

# *Lesson 6* WALKABOUT



# **Goal Statement**

Students practice noticing with curiosity and kindness as they go on a *walkabout* throughout the school. They practice consideration and appreciation for the many spaces and people in their school community.

# **Essential Question**

What can I notice with curiosity?

# "I Can" Statement

I can use curiosity to notice and learn about the spaces and people around me.

# **Key Learning Objectives**

Students will know...

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- Noticing with curiosity can help them learn about the people and places around them.
- Different people have different needs and preferences (in shared spaces).
- Many people in the school community use the spaces in their school.

Students will be able to...

- Practice noticing with curiosity and kindness through Mindful Walking and Mindful Listening.
- Recognize what others may need or feel in their school.
- Identify what they appreciate about others in their school.

# **Materials**

- Paper and pencil for each student, if desired
- Signs that say Mindful Walking and Mindful Listening
- [Optional] Signs that say I can be curious and I can be kind

# **Preparation/Setup**

• Set out the paper, pencils, and signs.

# **New Vocabulary**

None

# None **Sequences** None

**New Mindful Movements** 

Poses

# **Mindful Moments**

Calming and Focusing Check-in Mindful Walking Mindful Listening Rest and Reflection

## **CALMING AND FOCUSING** / 2 mins

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

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



# **MINDFUL MOVEMENT** / 5 mins

#### Introduction

Tell students that in this lesson they will use Mindful Movements to get some of the wiggles out of their bodies and to get ready for a very special adventure.

Give students a minute to wiggle, shake, jump, and move freely on their mats. Then do a countdown for them to meet you in Mountain pose to start the Twist Sequence. Tell students that they will pick up curiosity during the sequence for today's special adventure.

#### **Twist Sequence** (UNIT 4, LESSON 1)

Lead students through the Twist Sequence. Repeat if desired.

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

Lead students through the sequence at a pace of one to two breaths per movement. Repeat if desired.

# **Seated Check-in**

Have students sit with hands on Anchors and check in with how their bodies and minds feel after the practice.



# WALKABOUT / 35 mins

Remind students that Maria and Michael had an adventure walking through the city and noticing all of the sights, sounds and people with their Aunt. Tell students that they will have their own adventure today, but instead of discovering the city as Michael and Maria did, they will discover places in their own school on a walkabout.

#### Explain that they will be practicing:

- Curiosity (to discover and learn about the places and people in their school)
- Mindful Walking (slow careful walking to help them pay attention and notice what they feel and see)
- Mindful Listening (listening with curiosity and kindness)
- Kindness and appreciation for others in this school

Before they start walking, review what Mindful Walking entails:

- Being as silent as possible so that they can use their senses to pay attention and notice the people and places around them.
- Walking slowly and noticing how it feels to walk.
- Staying calm and settled even while they move, and pausing to use a Best Self Strategy (e.g. Anchors, Calming Breaths, give yourself a hug) if they need to.

Demonstrate for the class what Mindful Walking looks like.

Show the Mindful Walking sign. Tell students:

• When I show this sign in the hall or in the class, please stop what you are doing and practice Mindful Walking after me.

Show the Mindful Listening Sign. Tell students:

• When I show this sign in the hall or in the class, please stop what you are doing, sit down, and practice Mindful Listening.

Lead students on the walkabout, visiting spots both indoors and outdoors if possible. Take pauses if you need to, gently reminding students to use a Best Self Strategy and notice whether they can feel calm and settled even while they move.

As they get to each stop, lead students in the following Mindful Listening exercise:

- Let's sit and make our bodies as still as possible.
- First take a good look around the space. Use curiosity to notice where we are and what and who you see. Open your ears to all the sounds around you, and close or lower your eyes to notice what you hear.

 Focus on the sounds like you focus on the bell during our Focusing exercise. Listen with curiosity, to notice and learn.

In each space, remind students to be curious and allow time for Mindful Listening, and, if you choose, allow students to write or draw reflections on the sounds, people, or feelings they notice in the space.

Debrief after each Mindful Listening stop of the walkabout. Ask students questions at each stop in the walkabout to encourage perspective-taking for others in the space. Examples questions:

#### Curiosity/being mindful of the space:

- What did you notice or learn about this space?
- What feelings come to visit you in this space?
- Do you feel appreciation for this space or anything or anyone who you see in this space?
- Who else uses this space? Why do they need this space?
- How do you think others feel in this space? (How do teachers feel watching you on the playground? How do cafeteria workers feel preparing your meals?)
- If you encounter someone in the space, model curiosity and interest by asking them to tell you how they use the space/why they need it/how the class can be considerate of their needs in this space.

Connecting sounds with our own and others' feelings:

- What feelings came to visit when you heard that sound? Do you think everyone in our group felt the same way?
- Do you think the other children and grown-ups nearby (not in our group) felt the same way about the sounds?
- If students in a nearby classroom were taking a test, how would they feel about that sound? What about if they were playing a game?

Kindness, appreciation, and compassion:

- What do people do in this space?
- Have you noticed anyone showing care or kindness in this space?
   (Support students in thinking broadly, e.g., On the playground, how have you seen your friends care for one another? When someone serves you lunch is that an act of kindness?)

- What is one way to show kindness or appreciation to others while we are in this space (in the hall, under a tree, on the playground)?
- (If you encounter others on the walkabout, model expressing appreciation using the sentence starters from lesson 4. Ask the class how that might have made the person feel or ask the person to share.)
- (To connect with Charlotte's story) How can you tell if someone needs some quiet time like Charlotte did? What could you do to show that person care and compassion?

# **CHECK-IN**

Return to the classroom and guide students to sit with their hands on Anchors and notice how they feel after the walkabout.

#### SUMMARIZE FOR STUDENTS:

- Noticing with curiosity can help us learn about the people and places around us.
- Many people in the school community use the spaces in our school.
   Different people have different needs and preferences. (Give examples that came up in the shared spaces of the school.)
- When we used curiosity to notice those around us, we discovered that there are many reasons to appreciate others in this school.

# **REST AND REFLECTION** / 3 mins

Give students a moment to get comfortable for rest.

While students lie quietly in Rest pose, bring their attention to the space they are in:

 Now that we are back on our mats, notice how this space feels. See if you can find your inner quiet place. Notice what it feels like to help your mind and body find peace and quiet.

Allow one to two minutes of silent rest.

# **TAKE-HOME PRACTICE**

 Notice a place with some people in it. Practice being mindful by asking yourself, "What can I appreciate about this space? Is kindness being shown in this space?" TEACHING TIP

Finish the class by mindfully walking to the door.

# **Lesson Extensions**

# **Quiet Place, Pause Place** Lessons 1–2

Make connections between Charlotte's quiet place and the strategies used in your class.

Invite students to sit in a circle and then ask them the following questions:

- How does Charlotte make things quiet when her surroundings are noisy?
- How are our Calming and Focusing exercises the same/different from what Charlotte does?

Reread the following line to students: "It is quiet at last. It is so, so quiet, Charlotte notices an even quieter place."

Point out that even though her school, her house, and her neighborhood are noisy, Charlotte remembers: "Wherever she is, whenever she wants, when her world is too noisy, Charlotte simply closes her eyes and travels back to that peaceful place, the place deep in her belly where her breath is soft and even. The place deep in her mind where her thoughts are hushed and low. The quiet place inside."

#### Ask students:

• How is Charlotte's quiet place similar to the Pause Place mat? How is it different?

Help students conclude that:

- Charlotte uses the same breathing practices they do to help her calm and settle her mind.
- But rather than doing those practices on the Pause Place mat, she does them wherever and whenever she needs quiet.

Tell students that when they don't have access to the Pause Place mat, they can still practice calming and settling their minds and bodies, just like Charlotte.

Then invite students to experience their own quiet place/pause place inside. Ask students to close their eyes, or if they find it more comfortable, tell them that they may keep their eyes open and simply gaze at the ground. Ask them to place their hands on their Anchors and then lead them in three deep breaths. Invite students to make the same breathing sounds that Charlotte makes. Ask students what it feels like to pause for a few moments in their inner quiet place. Invite a few students to share as appropriate.

# **Powerful Proteins** Lesson 3

Distribute or project images from the protein food group and the fruits/vegetables group. Ask students to sort them into two groups: proteins and fruits/vegetables. Below each sort, write the primary benefits of eating each type of food, eliciting from students what they know about each food group. Review the information from the Mindful Eating activity and/or use additional nutrition resources to extend this activity (e.g., proteins help build their brains, muscles, hearts, etc., and fruits/vegetables give them fiber and lots of vitamins to keep their hearts healthy and prevent sickness). Ask students which food group they think they need to eat more of each day. Next, project the images of legumes with beans and peas. Ask students to decide which of the two food groups these foods go in. Surprise them with the fact that these foods can go in both groups, because they contain the nutrients of both proteins and vegetables.

# Spin, Shake, Swirl Lesson 2

When Charlotte hears lots of noises, her mind is swirling with thoughts and feelings. When she finds quiet inside, her feelings settle and calm. Our thoughts and feelings can move like the glitter in our Mind Jars.

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Lead students in dancing like the glitter in the Mind Jar—First moving fast, swirling, spinning, then slowing the movement and eventually sinking to seated, calm and still.

Then, give prompts asking them to dance like their thoughts and feelings would be in the situations you describe. You may model your own movements, but learners should be encouraged to move creatively on their own according to how they would feel rather than copying you. Make observations about different responses. Example prompts: in a very noisy gym with loud music and yelling; going to the best playground you've ever seen; listening to a fascinating story; watching the clouds float across the sky; relaxing in bed. Example movements: dancing fast with rapid movements; jumping and spinning all around; making big smooth movements with arms and legs; slowly twisting and twirling.

#### **Sound Limbo**

#### Lessons 1-2

Explain that sometimes we need our voices to be LOUD, and sometimes we need to lower our voices and make them soft. Lead a version of the Limbo game with song. Lead students in singing a song they know or that you can easily teach (with music if desired). Guide the group in a line to pass under the Limbo stick and circle back around while singing. Instruct them to lower their voices each time they lower their bodies, by passing under the Limbo stick. Each round the stick lowers, the music/song gets softer, and voices get lower and softer, too. Ask students to share which volume level they preferred (e.g. by showing you the height of the Limbo stick), and which volume levels felt comfortable and uncomfortable. Make observations about how members of the group have different preferences and feelings about the different noise levels.

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# \*Object Hide, Seek, and Join Lessons 1–6

Explain that everyone needs quiet sometimes (Charlotte finds her quiet in the tree). Hide stuffed animals in several places in the classroom, gym, or on the field. Explain that some friends are hiding in quiet places and the class is going to search for them and join them in their quiet place. Identify the first friend they will find and join (stuffed turtle, bear—any stuffed animal works). Encourage them to move all around the space and use curiosity to look for and find the first friend. As soon as they find the [stuffed animal], they should silently sit close to it for their own quiet moment. When the whole class finds the first friend, announce the next hidden animal to find.

**TEACHING TIP:** Consider giving different locomotor movements for students to use while seeking. Consider leading students in finding their Anchors or doing a breathing exercise or Mindful Movement once the whole class has found the animal friend's quiet place.

**\*DIFFERENTIATION:** Instruct learners to stand facing the object from anywhere in the space when they find it so that other learners don't immediately see where the item is hidden.

# **Getting to Know You** Lessons 3–6

In pairs or as a whole class, have students interview each other to learn about others in their class. Emphasize listening with curiosity and kindness.

Give students a list of some or all of the following questions and pictures as prompts. Review prompts with learners so that they can recall the questions associated with the images if they are not readers.

- What is your favorite food and why? (Food image)
- What is your favorite color and why? (Color palette image)
- What do you like to do with your family? (Multigenerational family images)
- What is your favorite part of school? (School building image)
- Tell us something that is challenging or frustrating for you? (Frustrated face image)
- Tell us something that makes you laugh (Happy face image).

Summarize that these are some of this student's thoughts, feelings, and experiences that make them who they are.

# **Compassion Board** Continued from previous unit

Create (or sustain) a bulletin board in your classroom to record acts of kindness, caring, and compassion spotted by you or your students. Encourage students to be compassion detectives, noticing the kind words and actions they see around them. This can also be done using an online whiteboard. Continue adding to this board throughout the year.



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# **RELATIONSHIP SKILLS**

# **Prior Knowledge**

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

# **Overview**

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

# **Enduring Understandings**

Students will understand:

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

# **Essential Questions**

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

# **Lesson Summaries and Materials**\*

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Lesson 1 pages 284–295	Lesson 1—Welcoming Friends with Greetings: After meeting a visitor, students will practice kind greetings and introductions. They will hear a story about the importance of welcoming others and practice working with a partner in Mindful Movement.	<ul> <li>Simple disguise for the teacher (e.g., wig, fake mustache, fake eyebrows, clip-on tie, funny hat)</li> <li>Image or map of the world, if desired</li> <li>Resource such as anchor chart paper for charting</li> </ul>		
<b>Lesson 2</b> pages 296–306	Lesson 2— Getting to Know You: Students will understand they can be friends with people who are different from and similar to them. They will learn that asking questions and listening can help them learn about a friend.	<ul> <li>Paper hearts in 3–5 different colors (1 per student) (They can also be different sizes if desired.)</li> </ul>		
Lesson 3 pages 307–316	Lesson 3—Showing Friendliness: Students will learn about ways Maria and Michael's new class shows friendliness. They will explore what it means to be friendly and use puppets to demonstrate ways to show friendliness.	<ul> <li>3-4 diverse puppets (representing all students' identities, if possible)— small enough that your students can manipulate them</li> <li>A gift bag or gift box</li> <li>Index cards or large slips of paper</li> <li>Crayons or pencils (enough for each student)</li> </ul>		
Lesson 4 pages 317-324	Lesson 4—A Colorful Story of Sharing with Friends: Students will understand that friends share and that sharing helps friends be their best selves.	<ul> <li>Book The Rainbow Fish by Marcus Pfister</li> <li>30-40 sparkling silver stickers to use as Rainbow Fish scales</li> <li>Small basket or bowl</li> </ul>		

Lesson 5 pages 325-333Lesson 5-Sharing Fairly with Friends: Students will be challenged to find a way to share materials that feels fair for everyone.Items for sharing, such as small toy cars, plastic eggs, building blocks, stickers, foam balls, etc. (You will need enough to have 1 Liem per student, plus 1-3 extras per group of students. You can use one type of item or a mixture to add complexity to the way students practice sharing.) Container to hold items Share: Students will role-play to help Moving Storytime characters solve a sharing problem. Then they will consider what not to share, exploring ways to keep each other healthy by preventing the spread of germs. They will practice strategies for handwashing and covering their coughs and sneezes.Interactive whiteboard or chart paper Preprinted slips of paper with examples of kind words that should not be shared (See examples in the lesson activity.)Lesson 8 pages 336-341Lesson 8-Inviting Friends to Play in a Group: Students will apply some of the skills from this unit to invite peers to play in a group and help them feel welcomed.Interactive whiteboard on cose, if available) to mark 6-10 stations around the room (neough for students to be distributed in pods of 2-4)	•••••••••••••••••••••••••••••••••••••••			
Pages 331-343Share: Students will role-play to help Moving Storytime characters solve a sharing problem. Then they will consider what not to share, exploring ways to keep each other healthy by preventing the spread of germs. They will practice strategies for handwashing and covering their coughs and sneezes.by Bobbie KatzLesson 7 pages 341-355Lesson 7Sharing Kind and Unkind Words: Students will identify kind and unkind words and then practice responding to unkind words with coaching from the teacher.Interactive whiteboard or chart paper • Preprinted slips of paper with examples of kind words that can be shared and unkind words shared and unkind words and then practice responding to unkind words with coaching from the teacher.• Interactive whiteboard or chart paper • Preprinted slips of paper with examples of kind words that can be shared and unkind words sthat should not be shared (See examples in the lesson activity.) • Mind Jar • Masking or painter's tape, if desiredLesson 8 pages 356-364Lesson 8-Inviting Friends to Play in a Group: Students will apply some of the skills from this unit to invite peers to play in a group and help them feel welcomed.• Images of groups of children (3 or more) to project or hang2-3 colors of signs (and cones, if available) to mark 6-10 stations around the room (enough for students to be distributed in pods of 2-4)		with Friends: Students will be challenged to find a way to share materials that feels fair for	<ul> <li>plastic eggs, building blocks, stickers, foam balls, etc. (You will need enough to have 1 item per student, plus 1–3 extras per group of students. You can use one type of item or a mixture to add complexity to the way students practice sharing.)</li> <li>Container to hold items</li> </ul>	
<ul> <li>Preprinted slips of paper with examples of kind words that can be shared and unkind words and then practice responding to unkind words with coaching from the teacher.</li> <li>Mind Jar</li> <li>Masking or painter's tape, if desired</li> <li>Lesson 8 Junctional Friends to Play in a Group: Students will apply some of the skills from this unit to invite peers to play in a group and help them feel welcomed.</li> <li>Images of groups of children (3 or more) to project or hang</li> <li>2-3 colors of signs (and cones, if available) to mark 6-10 stations around the room (enough for students to be distributed in pods of 2-4)</li> </ul>	Lessell c	Share: Students will role-play to help Moving Storytime characters solve a sharing problem. Then they will consider what not to share, exploring ways to keep each other healthy by preventing the spread of germs. They will practice strategies for handwashing and covering their	<ul><li>by Bobbie Katz</li><li>Image of animals on a picnic</li></ul>	
pages 356-364in a Group: Students will apply some of the skills from this unit to invite peers to play in a group and help them feel welcomed.to project or hang• 2-3 colors of signs (and cones, if available) to mark 6-10 stations around the room (enough for students to be distributed in pods of 2-4)		Unkind Words: Students will identify kind and unkind words and then practice responding to unkind words with coaching from	<ul> <li>Preprinted slips of paper with examples of kind words that can be shared and unkind words that should not be shared (See examples in the lesson activity.)</li> <li>Mind Jar</li> </ul>	
		in a Group: Students will apply some of the skills from this unit to invite peers to play in a group and help them feel welcomed.	<ul> <li>to project or hang</li> <li>2-3 colors of signs (and cones, if available) to mark 6-10 stations around the room (enough for students to be distributed in pods of 2-4)</li> </ul>	

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

# **New Mindful Movements**

#### Poses

Partner Elevator (Face-to-Face) Partner Tree Partner Boat Partner Diamond Partner Seated Sunrise

# Sequences

Mountain/Chair Swing Partner Closing Sequence (Partner Seated Sunrise (Back-to-Back), Partner Butterfly, Partner Flower, Partner Turtle)

# **Mindful Moments**

Calming and Focusing Rest and Reflection Anchors Take 5 Breath Wiggle and Relax Kind Mind (for Others) Calming Breath Mindful Walking Mindful Listening Rest and Reflection

# **Differentiation**\*

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

# **Performance** Assessment

#### Students will be able to:

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

# **Lesson 1** WELCOMING FRIENDS WITH GREETINGS



# **Goal Statement**

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

# **Essential Question**

How can I help a friend feel welcomed?

# "I Can" Statement

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

# **Key Learning Objectives**

Students will know...

• Greetings help peers feel welcomed as friends.

Students will be able to ...

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

# **Materials**

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

# **Preparation/Setup**

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

# **New Vocabulary**

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

# **New Mindful Movements**

# Poses

Partner Elevator (Face-to-Face)

### Sequences

Mountain/Chair Swing **Partner Closing Sequence** (Partner Seated Sunrise (Back-to-Back), Partner Butterfly, Partner Flower, **Partner Turtle**)

# **Mindful Moments**

**Calming and Focusing** Anchors **Mindful Walking Rest and Reflection**
### **CALMING AND FOCUSING** / 2–5 mins

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

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

### NICE TO MEET YOU ACTIVITY / 15 mins

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

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

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

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

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

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

TEACHING TIP

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

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

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

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

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

#### SUMMARIZE FOR STUDENTS:

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



### **MOVING STORYTIME** / 20 mins

### Introduction

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

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

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

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

 Maria and Michael woke up this morning after dreaming of their mountain home. They opened their eyes and saw that they were in their tall apartment building in the city. Have students stretch arms up overhead while standing on tiptoes.

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

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

Lead students through Cat, Cow, and Dog poses.

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

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

Repeat the Fresh Start Sequence two to three times.



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

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

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

After sharing their dreams with each other, Maria and Michael

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

Have students place their hands on their Anchors.

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

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

• Maria and Michael took the elevator downstairs.

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

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

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

**Continue narrating:** 

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

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

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

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

### Chair (UNIT 2, LESSON 7)

Lead students in Chair pose and continue narrating:

• Maria put a big smile on her face, waved, and said, "Hi! I'm Maria...

[Smile and wave.]

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

[Hide face behind palms.]

### **Let's Reflect**

Ask students how they feel when they meet someone new.

Then continue the story:

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

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

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

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

[Wave shyly with one hand.]

• Kaya waved back.

[Wave enthusiastically.]

• "Wow! That's really exciting," Kaya said. They spent most of the bus ride talking about where Maria and Michael were from, about their

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

#### [OPTIONAL] Wheels on the Bus

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

Lead students in singing "Wheels on the Bus."

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

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

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

### **Class Greetings**

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

### **Let's Reflect**

Ask students:

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

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

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

#### [Smile broadly.]

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

### **Class Greetings**

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

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

### **Preparing for Partner Poses**

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

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

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

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

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

### TEACHING TIP

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

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

To guide the discussion, ask students questions such as:

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

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

Create student pairs who share one mat for partner work.



### Partner Seated Sunrise

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

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

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

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

#### PARTNER CLOSING SEQUENCE



### Partner Closing Sequence

Continue the story:

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

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

### **Partner Butterfly**

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

### **Partner Flower**

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

### **TEACHING TIP**

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Partner poses can be time consuming, and you may need several minutes to set expectations for emotional and physical safety to get students ready for partner poses. It is okay if you only get through one or two of these poses in the first introduction. There will be several chances to practice again. 2. Move into Flower pose (Unit 1, Lesson 1) using the back of your partner to help you balance.

### **Partner Turtle**

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

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



### **REST AND REFLECTION** / 3–10 mins

Invite students to choose between Child's pose, lying on the mat, or another position they find comfortable for rest. Remind students that people may have different needs for what helps them be most focused, quiet, and calm, and that's okay.

Tell students:

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

Allow one to two minutes of silent rest.

While students are resting, guide them in a reflection:

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

Invite several students to share.

### **TAKE-HOME PRACTICE**

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

# **Lesson 2 GETTING TO KNOW YOU**



### **Goal Statement**

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

### **Essential Question**

How can I be friends with someone different from me?

### "I Can" Statement

I can ask questions to learn about a friend.

### **Key Learning Objectives**

Students will know...

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

Students will be able to...

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• Ask questions to learn about a friend.

### **Materials**

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

### **Preparation/Setup**

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

**New Vocabulary** 

Similar Different

### **New Mindful Movements**

### Poses

None

### Sequences

None

### **Mindful Moments**

Calming and Focusing Anchors Mindful Walking Rest and Reflection

### **CALMING AND FOCUSING** / 2 mins

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

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

### **SIMILAR AND DIFFERENT** / 15 mins

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

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

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

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

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

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

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

#### SUMMARIZE FOR STUDENTS:

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

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

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

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

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

After the interviews, ask students questions such as:

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

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#### SUMMARIZE FOR STUDENTS:

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



### **MOVING STORYTIME** / 20 mins

### Introduction

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

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

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

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

Have students stretch arms up overhead while standing on tiptoes.

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

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

Lead students through Cat, Cow, and Dog poses.

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

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

### **TEACHING TIP**

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

### **TEACHING TIP**

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

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

Repeat the Fresh Start Sequence two to three times.

### **Mountain/Chair Swing**

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

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

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

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

Have students place their hands on their Anchors.

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

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

• Maria and Michael took the elevator downstairs.

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

Lead students into Partner Elevator, depending on readiness.

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

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

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

**Continue narrating:** 

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

### Chair (UNIT 2, LESSON 7)

Lead students in Chair pose and continue narrating:

• Maria put a big smile on her face, waved, and said, "Hi! I'm Maria...

[Smile and wave.]

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

[Hide face behind palms.]

### **Let's Reflect**

Ask students how they feel when they meet someone new.

Then continue the story:

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

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

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

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

[Wave shyly with one hand.]

• Kaya waved back.

[Wave enthusiastically.]

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

### [OPTIONAL] Wheels on the Bus

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

Lead students in singing "Wheels on the Bus."

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

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

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

### **Class Greetings**

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

### **Let's Reflect**

### Ask students:

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

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

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

#### [Smile broadly.]

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

### **Class Greetings**

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

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

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

Continue the story:

### TEACHING TIP

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

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

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

Have students get into partner pairs sharing one mat.

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

Guide students through the Partner Closing Sequence.

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

### [OPTIONAL] Reflection

Ask students:

– How do you feel about doing the partner poses?

Have a few students share.

Have them notice that different people feel differently about them:

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



### **REST AND REFLECTION** / 3 mins

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

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

Allow one to two minutes of silent rest.

### **TAKE-HOME PRACTICE**

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

# Lesson 3 SHOWING FRIENDLINESS



### **Goal Statement**

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

### **Essential Question**

How can I show friendliness?

### "I Can" Statement

I can demonstrate friendly words and actions.

### **Key Learning Objectives**

Students will know...

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• Friendliness helps peers feel welcomed.

Students will be able to...

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

### **Materials**

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

### **Preparation/Setup**

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

> New Vocabulary Friendly Friendliness

### **New Mindful Movements**

### Poses

**Partner Tree** 

### Sequences

Fresh Start Sequence (with jump)

### **Mindful Moments**

Calming and Focusing Anchors Rest and Reflection

### **CALMING AND FOCUSING** / 2 mins

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

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



### **MOVING STORYTIME** / 20 mins

#### Introduction

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

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

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

Tell students:

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

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

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

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

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

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

Ask the students: What can Maria do?

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

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

### Anchors (UNIT 3, LESSON 1)

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

Continue the story:

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

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

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

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

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

### Fresh Start Sequence (with jump)

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

Continue the story:

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

### Anchors (UNIT 3, LESSON 1)

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

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

### **Fresh Start Sequence (with jump)**

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

Continue the story:

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

Lead the class in answering "Thank you!"

### **Thank you! in ASL**

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

Then say: "We can also say it in sign language!"

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

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

Tell students:

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

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

### **Introduction—Partner Poses**

Continue the story:

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

Have the students choose a partner with whom they usually don't partner ideally someone with whom they are not necessarily close friends. Then continue: • Ms. Abdoo then said, "While you are doing the pose, think about what it means to be a partner. How can you be your best self in a partner pose?"

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

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



### Partner Tree new

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

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

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

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

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

Lead students through Partner Closing Sequence.



### FRIENDLINESS ACTIVITY / 20 mins

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

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

• This student...

[show puppet]

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

[show a different puppet]

• ...do to be a friend to the new student?

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

### **OIFFERENTIATION**

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

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

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

### – What are some ways you act in a friendly way to your friends?

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

### SUMMARIZE FOR STUDENTS:

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



### MINDFUL MOVEMENT / 3 mins

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

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



### **REST AND REFLECTION** / 3 mins

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

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

Allow one to two minutes of silent rest.

### **TAKE-HOME PRACTICE**

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



### **Lesson 4**

## A COLORFUL STORY OF SHARING WITH FRIENDS



### **Goal Statement**

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

### **Essential Question**

Why should I share with friends?

### "I Can" Statement

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

### **Key Learning Objectives**

Students will know...

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

Students will be able to...

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

### **Materials**

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

### **Preparation/Setup**

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

### New Vocabulary

Share

# **New Mindful Movements** Poses None Sequences None **Mindful Moments Calming and Focusing** Anchors **Rest and Reflection**

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### **CALMING AND FOCUSING** / 2 mins

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

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

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

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

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

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

Read students the story.

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

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

### TEACHING TIP

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

### **TEACHING TIP**

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

### **TEACHING TIP**

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

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

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

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

#### SUMMARIZE FOR STUDENTS:

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



### **MOVING STORYTIME** / 15 mins

### Introduction

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

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

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

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

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

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

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

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

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

Ask the students: What can Maria do?

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

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

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

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

Continue the story:

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

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

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

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

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

Continue the story:

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

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

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

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

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

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

Continue the story:

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

Lead the class in answering "Thank you!"

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

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

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

#### **Partner Poses**

Continue the story:

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

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

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

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

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

#### **Partner Tree/ Partner Closing Sequence**

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

Lead students through the partner poses.

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



#### **REST AND REFLECTION** / 3 mins

Tell students:

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

Allow one to two minutes of silent rest.

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

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

#### **TAKE-HOME PRACTICE**

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



# **Lesson 5** SHARING FAIRLY WITH FRIENDS



# **Goal Statement**

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

# **Essential Question**

How can I share fairly with friends?

# "I Can" Statement

I can share fairly with my friends.

#### **Key Learning Objectives**

Students will know...

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

Students will be able to...

• Fairly share objects with peers and friends.

#### **Materials**

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

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#### **Preparation/Setup**

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

# New Vocabulary Fair

#### **New Mindful Movements**

#### Poses

**Partner Boat** 

#### Sequences

None

#### **Mindful Moments**

Calming and Focusing Mindful Walking Calming Breath Take 5 Breath Wiggle and Relax Rest and Reflection

#### **CALMING AND FOCUSING** / 2 mins

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

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

#### **SHARING FAIRLY ACTIVITY** / 23 mins

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

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

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

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

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

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

Demonstrate thumbs-up/thumbs-down responses, then ask students to use this response to show how they felt about the way sharing was done in their groups (Was it fair? Did everyone have what they needed to play together?) If everyone wasn't a thumbs-up, talk about ways to ensure everyone is okay with how the sharing was done. Make observations about the ways you noticed groups sharing fairly.

#### SUMMARIZE FOR STUDENTS:

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



#### **MOVING STORYTIME** / 20 mins

#### Introduction

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

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

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

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

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

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

[Run in place.]

• Maria and Michael walked mindfully to the playground.

# **OIFFERENTIATION**

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

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

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

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

Continue the story:

#### **Recess Conflicts**

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

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

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

#### **Jump Rope**

• Lots of students were jumping rope...

[Pretend to jump rope in place.]

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

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

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

Lead students through a Thinker pose.

#### **Let's Reflect**

#### Ask students:

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

[Show the Mind Jar.]

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

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

#### **Calming Breath**

Tell students:

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

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

#### **Take 5 Breath**

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

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

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

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

Continue the story:

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

Guide students into Boat pose and then continue the story:

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

PARTNER BOAT



#### Partner Boat **new**

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

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

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

#### **Let's Reflect**

Ask students:

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

Guide students to possible answers such as:

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

#### **To Be Continued...**

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

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

Guide students through the Partner Closing Sequence.



#### **REST AND REFLECTION** / 5 mins

Invite students to choose between Child's pose, lying on the mat, or another position they find comfortable for rest. Remind students that people may have different needs for what helps them be most focused, quiet, and calm, and that's okay.

Tell students:

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

Allow one to two minutes of silent rest.

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

#### **TAKE-HOME PRACTICE**

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

# **Lesson 6 TO SHARE OR NOT TO SHARE**



# **Goal Statement**

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

# **Essential Question**

Are there things we shouldn't share?

# "I Can" Statement

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

## **Key Learning Objectives**

Students will know...

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

Students will be able to...

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

#### **Materials**

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

#### **Preparation/Setup**

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

## **New Vocabulary**

Germs Healthy Unhealthy

# New Mindful Movements

# Poses

None

#### Sequences

None

#### **Mindful Moments**

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

#### **CALMING AND FOCUSING** / 2 mins

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

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



#### **MOVING STORYTIME** / 20 mins

#### **Introduction: The Sharing Problem**

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

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

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

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

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

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

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

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

#### [Run in place.]

• Maria and Michael walked mindfully to the playground.

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

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

Continue the story:

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

[Look to the left.]

• ...and saw two boys fighting over a swing.

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

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

- Not Sharing!
- They looked straight...

#### [Look straight.]

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

[Pretend to be jumping rope in place.]

• They looked to the right...

[Look to the right.]

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

[Do several Knee-Ups.]

• They looked behind...

[Look behind you.]

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

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

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

Lead students through a Thinker pose.

#### **Let's Reflect**

Ask students:

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

[Show the Mind Jar.]

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

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

#### **Calming Breath**

Tell students:

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

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

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

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

[Answer: Take 5 Breath]

Guide students through the Take 5 Breath practice.

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

Continue the story:

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

Guide students into Boat pose and then continue the story:

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

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

Before leading students through Partner Boat pose, ask them:

 What do we need to do for one another so that we can do this pose together? Guide them to answers such as:

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

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

Continue the story:

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

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

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

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

Ask the arguing pair:

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

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

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

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

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

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

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

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

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

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

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

Lead students through the Closing Sequence.



#### WHAT NOT TO SHARE / 20 mins

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

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

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

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

Read the book aloud to students.

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

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

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

Review the strategies and invite students to help you practice:

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

# TEACHING TIP

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

#### SUMMARIZE FOR STUDENTS:

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

#### **REST AND REFLECTION** / 5 mins

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

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

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

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

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

May you have everything you need.

May you be healthy and strong.

I hope you feel joy and have fun.

May you feel caring and kindness from others.

Allow one to two minutes of silent rest.

#### **TAKE-HOME PRACTICE**

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





# **Goal Statement**

WORDS

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

# **Essential Question**

What kinds of words do friends share?

# "I Can" Statement

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

#### **Key Learning Objectives**

Students will know...

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

Students will be able to...

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

#### **Materials**

- Interactive whiteboard or chart paper
- Preprinted slips of paper with examples of kind words that can be shared and unkind words that should not be shared (see examples in the lesson activity)
- Mind Jar

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Masking or painter's tape, if desired

#### **Preparation/Setup**

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

#### **New Vocabulary**

Unkind word Think Speak

# **New Mindful Movements** Poses **Partner Diamond** Sequences None **Mindful Moments Calming and Focusing Kind Mind (for Others) Rest and Reflection**

#### **CALMING AND FOCUSING** / 2 mins

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

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



#### **MOVING STORYTIME** / 18 mins

#### Introduction

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

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

Invite students to share their learning from the previous lesson.

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

#### **Sunrise** (UNIT 1, LESSON 1)

Lead students through Sunrise pose as you start the story:

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

#### Train

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

#### **Hands and Knees**

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

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

#### **Mountain Pose/Jogging in Place**

As you narrate, transition to Mountain Pose.

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

Model jogging in place with your arms open.

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

#### **Tell students:**

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

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

#### Continue narrating:

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

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

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

Lead students to stand in mountain pose as you continue:

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

#### **Knock Knock**

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

[Make a knocking gesture.]

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

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

Lead students through Cat and Cow poses as you continue:

• "Why would we need Partner Guidelines? Those are for little kids!" said Cat. And then Cow chimed in, "Yeah, that's a stupid idea!"

#### Pause/Child's (UNIT 1, LESSON 1)

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

Guide students into Child's pose.

#### **Let's Reflect**

#### Ask students:

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

Have a few students offer reflections.

Then tell students:

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

Invite students to share the guidelines.

Continue narrating:

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

#### **Partner Poses**

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

• First they did Partner Elevator.

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

Then they did Partner Boat.

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

• They even created a new partner pose: Partner Diamond!

#### Partner Diamond new

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



One student should use the following cues for reference:

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

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

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

Guide students into Child's pose as you continue:

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

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

Guide students into Easy pose as you continue:

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



#### **SHARING WORDS WITH FRIEND** / 25 mins

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

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

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

#### **Recognizing Kind and Unkind Words**

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

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

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

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

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

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

# TEACHING TIP

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

#### **Responding to Kind and Unkind Words**

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

Give an example of unkind words and then say:

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

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

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

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

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

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

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

#### Can friends say "No"?

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

# **OIFFERENTIATION**

If students are ready, coach them to carry out role-playing further in pairs. Coach them to include apologies if appropriate and to work through next steps, such as walking away, talking it out, or asking an adult for help. Coach them to think through what to do next when someone does not apologize. how the words might be used, help students determine that these words are not necessarily kind or unkind, and that they are okay to say when needed. Help students understand that sometimes friends say something we don't want to hear, but that doesn't mean it is unkind or that they want to hurt us. Suggestions:

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

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

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

#### SUMMARIZE FOR STUDENTS:

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

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

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

#### **REST AND REFLECTION** / 5 mins

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

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

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

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

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

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

May you feel loved and cared for. May you feel safe and strong. May you know that you are important.

Guide students to find a comfortable position for rest.

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

Allow one to two minutes of silent rest.

#### **TAKE-HOME PRACTICE**

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



# INVITING FRIENDS TO PLAY IN A GROUP



# **Goal Statement**

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

# **Essential Question**

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

# "I Can" Statement

I can invite a friend to play in a group.

#### **Key Learning Objectives**

Students will know...

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

Students will be able to...

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

#### **Materials**

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

#### **Preparation/Setup**

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

### **New Mindful Movements**

# Poses

None

#### Sequences

None

#### **Mindful Moments**

Calming and Focusing Take 5 Breath Kind Mind (for Others) Rest and Reflection

#### **New Vocabulary**

Pair Group Invite Include Left out
#### **CALMING AND FOCUSING** / 2 mins

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

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



#### **MOVING STORYTIME** / 20 mins

#### Introduction

Begin by telling students:

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

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

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

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

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

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

Lead students in Child's pose and then continue:

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

#### **Student Choice: Pose of Courage**

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

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

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

Kaya practiced Take 5 Breath.

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

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

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

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

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

Guide students into Easy Pose. Then continue:

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

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

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

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

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

Lead students in Cat/Cow as you continue:

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

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

Transition to Mountain Pose as you continue:

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

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

• "Will you lead us through the Fresh Start Sequence, Kaya?" Kaya was happy to lead them through the sequence.

Have students complete the sequence one to three times.

Continue the story:

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

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

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

#### Coaching

Continue the story:

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

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

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

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

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

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

Guide students into the pose, emphasizing safety.

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

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

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

#### Partner Tree (UNIT 5, LESSON 3)

Guide students into the pose.

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

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

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

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

Guide students into the pose.

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

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

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

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

Guide students into the pose.

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

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

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

Tell students:

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



#### FORMING PAIRS AND GROUPS / 20 mins

#### Tell students:

 In our next activity, we will need to practice lots of the friendship skills we've been learning in this unit. These are the same skills our friends had to practice in Moving Storytime today, like greeting, welcoming, sharing, using kind words, telling each other how they feel, and inviting friends to join a group. Project or hold up three to four images of different pairs and small groups of children. Ask students what it is called when there are more than two children (group), and elicit that two friends are a pair, while three or more together is a group.

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

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

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

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

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

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

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

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

#### SUMMARIZE FOR STUDENTS:

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

#### **REST AND REFLECTION** / 5 mins

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

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

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

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

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

May you feel loved and cared for.

May you have friendship and fun.

May you feel safe and strong.

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

Allow one to two minutes of silent rest.

#### **TAKE-HOME PRACTICE**

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

## **Lesson Extensions**

#### Mingle, Meet, and Greet Activity Lesson 1

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

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

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

Give a signal for students to freeze.

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

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

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

## Secret Handshake Greeting Lesson 1

Tell students:

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

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

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

• Was it challenging to make up the handshake with your partner?

- What made it difficult?
- How did you deal with the difficulty?

## **Guess How We All Are The Same** Lesson 2

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

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

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

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

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

**Introducing Kind and Unkind Words** Lesson 6

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

Draw a stick figure with a large head and facial features on the whiteboard or chart paper. Draw a large speech bubble and make two columns inside it or below it: a smiley face with the word kind and a frowny face with the word unkind. Elicit and record examples of kind words to share with a friend or classmate. Then elicit and record examples of words that are unkind (e.g. insults, exclusions, judgments, mean names). Ask students how it feels to hear a friend say kind words and how it feels to hear a friend say unkind words. Record responses on the illustration.

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

#### To Share or Not To Share Lessons 5-7

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

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

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

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

#### **Compassion Board** Continued from previous unit

Create (or sustain) a bulletin board in your classroom to record acts of kindness, caring, and compassion spotted by you or your students. Encourage students to be compassion detectives, noticing the kind words and actions they see around them. This can also be done using an online whiteboard. Continue adding to this board throughout the year.



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# **SOCIAL AWARENESS**

**PART 2: COMMUNITY** 

## **Prior Knowledge**

Students should be familiar with the idea of *being your best self* and understand that different people have different thoughts, feelings, and ideas. They should have a basic understanding that people make up a community and that people in a community work, play, and live together.

## **Overview**

This unit helps build students' awareness and understanding of the relationships and connections within their community. Students explore the diversity and similarities among themselves and other members of their school community and practice cooperation and inclusion. Students explore the ways that people contribute to their communities and develop an appreciation for the diverse contributions of community members.

## Enduring Understandings

Students will understand:

- They are each an important part of the school community.
- People contribute to school communities in different ways.
- A compassionate community is built from its members being their best selves.

## **Essential Questions**

- What is a community?
- What do different people in my community do?
- What does it mean to cooperate?
- How can I contribute to my community?
- How do community members work together?
- What happens when community members work together?

## **Lesson Summaries and Materials**\*

<b>Lesson 1</b> ages 372–377	Lesson 1—Our Community: In this lesson, students will identify themselves as members of a school community of people who are similar and different in many ways and take a mindful walk to notice other people in their school community.	<ul> <li>Mindful Walking image prompt</li> <li>[Optional] Pom-poms of various shape, size, color, texture</li> <li>[Optional] Chart paper and marker</li> </ul>
<b>Lesson 2</b> pages 378–387	Lesson 2—Community Contributions: In this lesson, students will understand the importance of having people who are different from one another be members in their school community and how each of those members contribute differently to the school community.	<ul> <li>Interactive whiteboard or chart paper/ marker</li> <li>Pictures of different places in the school that students can associate with different people from the school community</li> <li>Pictures of different community members (in context)</li> </ul>
<b>Lesson 3</b> pages 388–393	Lesson 3—Better Together: In this lesson, students will play a game to understand how competition/ exclusion and cooperation/ inclusion affect their community.	<ul> <li>Interactive whiteboard or chart paper/ marker</li> <li>Pencils (1 per student)</li> <li>Blindfolds</li> <li>Beeper Ball or another ball that makes noise</li> </ul>

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<b>Lesson 4</b> pages 394–399	Lesson 4–Good News: In this lesson, students will discover that there are good people everywhere in their community helping it be safe, healthy, and happy, and they will identify examples of students making contributions to their school community.	<ul> <li>Interactive whiteboard or chart paper/ marker</li> <li>The book <i>Good People Everywhere</i> by Lynea Gillen</li> <li>Mural paper</li> <li>Crayons or markers</li> <li>[Optional] Chart paper and marker</li> </ul>
Lesson 5 pages 400-409	Lesson 5—From Seed to Table: In this lesson, students will consider the many hands in their community that contribute food they need to be healthy and strong. They will mindfully eat a vegetable.	<ul> <li>The book Good People Everywhere by Lynea Gillen</li> <li>The book If You Plant a Seed by Kadir Nelson</li> <li>Cherry tomato, baby carrot, and a leaf or a small piece of a leaf of cabbage per student, prepared in individual sample cups or on napkins</li> <li>Interactive whiteboard or chart paper/ marker</li> </ul>
Lesson 6 pages 410–419	Lesson 6—We're All In This Together: In this lesson, students will plant a seed of kindness to share with someone.	<ul> <li>The book <i>If You Plant a</i> Seed by Kadir Nelson</li> <li>Interactive whiteboard or chart paper/marker</li> <li>Newspaper (enough for a few small strips to be written on)</li> <li>1 seedling (a flower, vegetable, or herb plant)</li> <li>1 small pot</li> <li>Soil</li> <li>Letter to homeroom teacher (to accompany the flower)</li> </ul>

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

#### **New Mindful Movements**

#### Poses

Group Happy Baby Group Waterfall Group Windshield Wipers

#### Sequences

Group Closing Sequence (Group Happy Baby, Group Waterfall, Group Windshield Wipers)

#### **Mindful Moments**

Calming and Focusing Check-in Mindful Walking Kind Mind (for Community) Kind Mind (for Others) Mindful Eating Student Choice (Breath) Rest and Reflection

## **Differentiation**\*

- Differentiation activities offered for highreadiness 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 differences and similarities of people in their school community (Observation, Lessons 1–2).
- Identify different members of their school community (Observation, Lesson 1–2, 4).
- Compare and contrast the roles of different school community members (Observation, Lessons 2, 4).
- Identify ways community members work together to provide food (Observation, Lesson 5).
- Demonstrate ways to be their best selves (Observation, Lessons 1–6).

## Lesson 1 OUR COMMUNITY



## **Goal Statement**

Students will identify themselves as members of a school community a group of people who are similar and different in many ways. They will also take a mindful walk to notice other people in their school community.

## **Essential Question**

What is a community?

## "I Can" Statement

I can name one member of my school community and tell you what their role is.

### **Key Learning Objectives**

Students will know...

- A community is made up of people who live, work, or play together.
- They are part of a class and school community.
- People in their community are similar and different in many ways.
- They can learn from people who are different.

Students will be able to...

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- Identify differences and similarities between members of their school community.
- Identify the different roles of members of their school community.

#### **Materials**

- Mindful Walking image prompt
- [Optional] Pom-poms of various shape, size, color, texture
- [Optional] Chart paper and marker

#### **Preparation/Setup**

• Print the Mindful Walking image

## **New Vocabulary**

Community Characteristics Member

## **New Mindful Movements**

## Poses

None

#### Sequences

None

#### **Mindful Moments**

Calming and Focusing Mindful Walking Kind Mind (for Community) Rest and Reflection

#### **CALMING AND FOCUSING** / 2 mins

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

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

#### DANCING WITH OUR DIFFERENCES / 10 mins

Place students on one side of the room and explain that you will be asking a set of questions for them to answer about themselves. Tell the students that if the answer to a question is yes, they should dance (or twirl, hop, slide, chacha) across the room. After that, the rest of the students will travel together to join those who danced to the other side. Example questions:

- Do you like to play sports?
- Do you like to dig in the dirt?
- Do you know how to ride a bike?
- Do you love broccoli?
- Do you have a pet

Continue to ask questions like this and have students move in different ways from one side of the room to the other to show their answers. Remember to have them notice who is standing on the same side as them and who is not.

After the activity, ask the students questions to focus on the fact that they have differences and similarities with their classmates.

- Did everyone always move at the same time? Why?
- What would our class be like if everyone were the same?
- Are there things we can learn from people who are different from us? Is there anything you can learn from someone in this class?

#### SUMMARIZE FOR STUDENTS:

- People in our class are similar and different in many ways.
- We can learn from people who are different.

#### WHO IS MY COMMUNITY? / 30 mins

Explain to students that one way they are all the same is that they are in the same class together. Because they work, play, and spend a lot of their day together, their class is a small community. Review the meaning of the word *community* with students. Explain that they are a part of lots of different communities. Ask students if their school would be a community and have a quick discussion about why.

Revisit the practice of Mindful Walking with students by guiding them through walking around the room at a slow to normal pace. Remind students to walk with awareness of breath and the sensation of the weight of the foot touching the ground. If they notice that their attention has wandered, remind them to return their attention to these sensations.

After Mindful Walking, tell students that today they will practice Mindful Walking through the school. As they just practiced, remind them to notice their feet touching the ground and their breath during the walk. Tell them that you will be asking them to stop walking to notice what is around them at different times. Specifically, you will ask who they see, where that person is, and what that person is doing or saying. As you begin your Mindful Walk, you may want to model first. For example, you might say, "In my head I am noticing that I see our school principal. She is in the hallway talking to a teacher. I noticed that she said 'thank you' to her." Consider modeling or inviting students to briefly ask a couple of questions of the people that you meet. Remind them that learning about someone helps them build friendships, and explain that it also helps them build community. Example questions:

- What is your role in our community?
- What are your strengths?
- What other communities do you belong to?

After Mindful Walking through the school, ask students to share some of the people that they noticed during the walk. Write these on chart paper to refer to in the next lesson about different roles of community members. Ask questions to help students notice and appreciate the diversity in their community and to appreciate the similarities that are shared:

- Did everyone we saw look the same? Is everyone in our community the same age?
- Does everyone in our community do the same thing while they are here?
- Why do the members of our community come to school every day?
- Why do students come to school? Why do teachers? Custodians?
- Does everyone contribute to our community?
- What does our whole community have in common? How are we all the same?
- Would students be able to learn if we didn't have \_\_\_\_?

#### SUMMARIZE FOR STUDENTS:

- A community is made up of people who live, work, or play together.
- You are part of a class and school community.
- People in their community are similar and different in many ways.

## MINDFUL MOVEMENT / 3 mins

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

Lead students through the Closing Sequence.



#### **REST AND REFLECTION** / 5 mins

Guide students to find a comfortable Rest pose.

#### Kind Mind (for Community)

As students rest, guide them through a Kind Mind practice focused on community using the following suggested script:

## TEACHING TIP

Use the Mindful Walking visual prompt during your walk so students know when to shift their attention from their breath to noticing the people and interactions around them.

## TEACHING TIP

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If you visit a space where a school community member usually can be found but is not there, ask students to think about who is usually in that space. This will be helpful for later learning in this unit.

## **TEACHING TIP**

Take pictures along your walk of the actual people who work in your school and print them off to use in following lessons to make the learning more authentic. You can use these photos to make school community bingo cards or for use for Lesson 2.

- In this room, we are all part of this classroom community and the [school name] community. We are all a part of the same community, and there are many ways we are the same and many ways we are different. We all come together to make this community strong. Let's practice saying kind words and thinking kind thoughts for our community.
- Imagine everyone in this school community standing in a huge circle stretching all the way around the building. Imagine that they are all healthy and strong. Whisper to repeat after me:

#### May our whole school community be healthy and strong.

 Now imagine that big circle of people—our whole school community—is being kind to each other and taking care of each other. Whisper to repeat after me:

#### May our whole school community receive kindness and caring.

• Now imagine that you could see the faces on that whole big circle of people. They feel safe. They feel peaceful. Whisper to repeat after me:

#### May our whole school community feel safe and peaceful.

 Now imagine that each of those people in our whole school community is leaving the circle to do their part to keep the school working and learning. Whisper to repeat after me:

#### May each of you know that you are important.

Allow one to two minutes of silent rest.

#### **TAKE-HOME PRACTICE**

• Go on a walk with a grown-up member of your family. Wave to all the people you pass in your community.

## **Lesson 2 COMMUNITY CONTRIBUTIONS**



## **Goal Statement**

Students will compare and contrast the different roles of members in their school community and understand how each of those roles is important.

## **Essential Question**

What do different people in my community do?

## "I Can" Statement

I can tell you the role of one (or more) member(s) of our school community.

#### **Key Learning Objectives**

Students will know...

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- Their class and school are communities.
- Different people play different roles in their school community.
- Differences between people are good for a community.
- All members are important to the school community.

Students will be able to...

- Name what they appreciate about various members of the community.
- Explain the importance of having different contributions to their school community.
- State that they all are important to the school community.

#### **Materials**

- Interactive whiteboard or chart paper/marker
- Pictures of different places in the school that students can associate with different people from the school community
- Pictures of different community members (in context)

#### **Preparation/Setup**

• Post pictures of different places in the school around the room.

#### **New Mindful Movements**

#### Poses

Group Happy Baby Group Waterfall Group Windshield Wipers

#### Sequences

Group Closing Sequence (Group Happy Baby, Group Waterfall, Group Windshield Wipers)

#### **Mindful Moments**

Calming and Focusing Check-in Rest and Reflection

#### **New Vocabulary**

Role Pretend School community Custodian Secretary Principal

#### **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

#### Introduction

Begin by reviewing the meaning of *community* and the fact that students are part of a classroom and school community.

Tell the students that today they will work together as a community to get creative with their movement practice.

#### **Group Movement**

Choose one or more of the following Mindful Movement options (*Making Waves*, *Rounds*, or *Around the Clock*), emphasizing paying attention to and working together with the whole group.

#### **Option 1: Making Waves**

Explain to students that first they will work together to do movements in a wave style. Have students get into a circle or rows. Begin with a movement like jumping up from seated or lifting arms for Sunset. Start the movement in one place in the circle (or at the first row) with one student (or one whole row) jumping up or lifting arms. Then lead the students in passing the movement along the circle or rows in a wave style. Practice this wave movement a few times and then allow students to choose poses to practice in wave style.

#### **Option 2: Rounds**

Complete several repetitions of the Fresh Start, Twist, and/or Closing Sequence in rounds style. For example, assign leaders at the front of several rows. Get one row started in the sequence, following their leader, then get the next row started, etc.

#### **Option 3:** Around the Clock

Form a circle. Designate and label mats to represent 12 o'clock and 6 o'clock (optionally, also include 3 o'clock and 9 o'clock). Have students move around the room clockwise in a circle (use varying locomotor movements, if desired). Use a clock sound (cuckoo clock, digital alarm, bell tower) to signal students to freeze. Call out 6 o'clock or 12 o'clock, and whatever student is on that spot immediately models a movement or pose. Everyone else repeats, and then play continues with clockwise movement on your signal.

#### Easy Pose or Child's Pose (UNIT 1, LESSONS 1, 2)

End the Mindful Movement practice by guiding students to take a few breaths in Easy pose or Child's pose.

## TEACHING TIP

Students may be familiar with singing in rounds. You might introduce the concept by first leading them in singing a familiar song (with or without hand motions) in rounds.

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#### WHO'S WHO / 20 mins

#### Who Is Missing?

Hang photos of at least five spaces from your school around the room. Refer to the chart from Lesson 1 to review the different people that can be found in the school community.

Tell the students that you have created spaces in the classroom that they will pretend are the spaces they saw in yesterday's Mindful Walking practice. Explain that the pretend spaces are marked with pictures (library, classroom, computer lab, etc.) that are like a puzzle. The puzzle is to work together and figure out who should be in the picture and what they should be doing.

Explain to the students that they will be traveling from place to place in pairs or small groups solving each puzzle by answering the following questions:

- Who might I find working here?
- What might they be doing?



Making a wave may

be difficult for young

students. Start slowly

and scaffold the activity by walking around the

inside of the circle, telling students it will be their

turn to move when you

walk by them.

Model solving the puzzle by showing a picture of a school office (or better yet your school's office) and saying something like, "I might find the school secretary here. She might be on the phone talking to a parent about a sick student."

Make sure students know when to move from one picture to another (e.g., when they hear a signal from you), how they will move, and with whom they will move. Let them know there might be more than one solution to each puzzle. Have small groups or pairs of students move through as many picture puzzle stations as time allows.

After students have had a chance to visit multiple pictured places, bring them together to share their solutions.

#### Who Am I?

Tell students they are going to play a guessing game that includes the members of their school community. For each round of play, have students guess which member of the school community you are describing by explaining what this particular member does and where they might be found, etc.

After each member has been identified, ask students to share something they appreciate about this person. If needed, review how to give appreciations from Unit 4 and prompt with specific questions such as:

- How has [the art teacher] shown you that they care about you?
- Has [the assistant principal] ever helped you with anything?

Lead a discussion by focusing on the fact that each member of the community makes a unique contribution and that each person plays a role to help the school community be its best. Example discussion prompts:

- How does the principal help our community be its best?
- What would happen if we did not have custodians in our school community?
- Who are the people in our community that make sure we eat healthy food?
- What is your role in our school community?
- Would the school be a community if there were no students?
- Who can help us be our best selves in our school community?
- Who is important in our school community? (Lead them to conclude that every person is important to the community.)
- What would happen if \_\_\_\_\_ was gone for a week? How could we (and other members of the community) help contribute to make our school its best while they are gone?

#### SUMMARIZE FOR STUDENTS:

- Our class and school are communities.
- Different people play different roles in our school community.
- Differences between people are good for a community.
- All members are important to the school community.



#### MINDFUL MOVEMENT / 5 mins

#### **Seated Check-In**

Have students sit with hands on Anchors and check in with how their bodies and minds feel after the practice.

#### Group Closing Sequence

Guide students through a new Group Closing Sequence that includes three new poses (Group Happy Baby, Group Waterfall, and Group Windshield Wipers). Alternatively, add your own group options to the original Closing Sequence (Unit 1, Lesson 1). Use the following cues as reference:

#### Group Happy Baby new

- **1.** Begin on your mat with your knees to your chest, holding onto the backs of the knees (between the calf and thigh, not on the shins).
- 2. Inhale: Notice all the places where your hips, back, neck, and shoulders are in contact with the mat.
- 3. Exhale: Open knees wider than the body, bringing them toward the armpits.
- 4. Inhale: Lift the feet up away from the body. Flex the feet so they are parallel with the ground and ceiling. Ankles are over the knees and shins are perpendicular to the floor.
- 5. Exhale: If the pose is comfortable, walk the hands up the legs to grasp the ankles, the feet, or even the big toes. Only reach as far as is comfortable with the head, neck, and shoulders staying flat on the floor.

## TEACHING TIP

During the Who Am I? activity, put students into small groups and give each group a set of school community picture cards (photos of people in your school community, labeled with their name and role). Have students take turns being the group member that holds up the card that the group agrees you are describing.

#### **GROUP HAPPY BABY**



- 6. Gently push the soles of your feet upward like you are going to lift up the ceiling as you use your hands to pull your legs downward so your knees get closer to the ground.
- 7. Gently release one foot at a time back down to the mat, with knees bent.

Before proceeding through the next two poses in the sequence, tell students:

• We can all connect and relax as a community by joining together in one big group pose. That will require us to hold hands or wrists with our neighbors. If you would not like to participate in that, place your hands on your belly. If you would like to participate, reach your hands out to your sides to grasp wrists or hands with your neighbor. Choose whichever option feels comfortable for you today.

## **TEACHING TIP**

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Invite students to try rocking from side to side like a baby discovering how to move their body before you release from the pose. Encourage them to have fun with the stretch—giggling is okay! Remind them to be mindful of the other learners in the circle and move in a way that will be safe for everyone.

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#### Group Waterfall new

- **1.** Begin by lying on your back in a circle, so that everyone's heads are facing toward the center of the circle.
- 2. Exhale: Drawing knees in toward the chest.
- **3.** Inhale, straighten your legs and reach your feet toward the sky, so that your legs and body make an L-shape.
- 4. If it is more comfortable for you, you are welcome to roll up the bottom half of your mat and place it under your hips. Alternatively, you may place your hands under your hips with your palms facing the mat.
- **5.** Hold the pose for a few breaths.
- **6.** Exhale: Bending knees in toward the chest, then placing the feet flat on the floor with knees bent.

#### **GROUP WINDSHIELD WIPERS**



#### Group Windshield Wipers

- **1.** Begin by lying on your back with your knees bent and your feet flat on the floor close to the edges of the mat.
- 2. Inhale: Releasing arms to the sides with palms facing up.
- **3.** Exhale: Gently floating knees toward the right.
- 4. Inhale: Lift knees back to center.
- 5. Exhale: Dropping knees gently to the left.
- 6. Repeat, alternating sides for several breaths
- 7. Hold the pose for a few breaths.
- 8. Release one leg at a time back to the mat, finding Rest pose.



#### **REST AND REFLECTION** / 5 mins

Remind students:

 An important part of being a part of the community is being compassionate and kind to our classmates and teachers. When we rest as a community, each of us plays our role by trying to be as quiet as possible so that we do not disturb other members in our community.

Then lead students through the following guided visualization:

- Today we talked about lots of people that make up our school community. All these people help us have a safe, healthy, and happy school. Is there someone in our school community who you feel thankful for today? Picture that person in your mind. Imagine what they look like and what they are doing. How do they make you feel? Imagine yourself telling that person why you are thankful for them.
- Now imagine that the community member is in front of you right here, right now. Whisper an appreciation for that person.

Allow one to two minutes of silent rest.

Allow students to share, draw, or write their reflections if time allows.

#### **TAKE-HOME PRACTICE**

• Thank someone in our school for helping us have a safe, happy, and healthy community.





## **Goal Statement**

Students will practice cooperation and inclusion and explore how their words and actions affect the community.

## **Essential Question**

What does it mean to cooperate?

## "I Can" Statement

I can demonstrate cooperation and inclusion in a game.

#### **Key Learning Objectives**

Students will know...

- People can use kind words and actions to solve a problem.
- It feels better to be included.
- Being your best self means including others.

Students will be able to...

• Demonstrate cooperation and inclusion in a game.

#### **Materials**

- Interactive whiteboard or chart paper/marker
- Pencils (1 per student)
- Blindfolds

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Beeper Ball or another ball that makes noise

#### **Preparation/Setup**

• Set up the mats before students arrive for a game of Musical Mats.

## **New Vocabulary**

Exclude Cooperate

## **New Mindful Movements**

## Poses

None

#### Sequences

None

#### **Mindful Moments**

Calming and Focusing Check-in Student Choice (Breath) Kind Mind (for Community) Rest and Reflection

#### **CALMING AND FOCUSING** / 2 mins

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

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

#### **BETTER TOGETHER** / 18 mins

#### **Musical Mats**

Prepare for this game by creating a playing area that includes enough mats for each student. You may fold the mats in half to save space, and form them into a circle, oval, or two rows.

Explain the rules: As in Musical Chairs the students will walk in a circle around the mats while music is playing. When the music stops, each student must immediately get onto a mat and freeze. Anyone without a mat has to sit out from the rest of the game, but students on the mats can play.

Each round, take one mat out of the playing area. For each round, give students locomotor movements, animals to imitate, etc., to make the game more active and fun.

Play quick rounds until at least half the students are sitting out and emphasize that if they are out, they have to sit still and can't play.

Discuss how this game went. Example prompts:

- What did it feel like to be left out?
- What are some other situations where someone in our community might get left out?
- What will our classroom/school community be like if people are excluded or left out?

Suggest to students that they might be able to use problem solving to find a solution so that the game can be played with no elimination. Guide them toward the idea of allowing everybody to stay in if they share their mats. Introduce the idea of cooperation as a strategy to keep everyone involved in the game. Discuss what it might look like, sound like, and feel like to invite others to join the mat.

Start the game over. During this version of the game, instead of sitting out, any student without a mat should find a mat to share. Students on the mats

## TEACHING TIP

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Take a break as mats become scarce and discuss how to keep it safe and fun while sharing space. should look for opportunities to share. Play this version of the game until you get down to just a few mats or even just one mat. Challenge your students to find creative and safe ways to share their space on the mat to allow everyone to stay in the game.

Connect today's whole group game of Musical Mats to the idea of the class being a community. Discuss using some of the following questions:

- What happened in the second version of the game? Did you notice anyone cooperating or showing kindness?
- How did it feel to be included? How did it look/feel to help a friend who didn't have a mat?
- Are there places or times in this school community (in the classroom, in the lunchroom, on the playground) when you can practice showing compassion by cooperating or including others in your activity? Sharing your space?
- What will our school community be like if more people practice cooperation and include others (or use students' own examples of similar behaviors from the previous question, e.g., inviting them to play, to sit with them at lunch, etc.)?

#### SUMMARIZE FOR STUDENTS:

- People can use kind words and actions to solve a problem.
- It feels better to be included.
- Being our best self means including others.

#### WHO CAN PLAY? / 10 mins

Ask students if the game they just played would exclude anyone with different abilities. Challenge them to think about whether community members with visual impairments, hearing impairments, or someone using a wheelchair could play the game the way they had it set up. Accept their answers and then ask them if there would be a way to play those activities that would include all players. Ask for student volunteers to demonstrate ways that they could play the game to include: (1) students with visual impairments; (2) students who are deaf or hard of hearing; and (3) students using a wheelchair. Consider using examples of other games or sports.



#### **MINDFUL MOVEMENT** / 10 mins

#### Introduction

Begin by telling students:

• Today we talked about and practiced ways to include everyone in our activities. For our Mindful Movement practice today, I want to include you all as leaders in our practice. You each have something to offer our community, and I want you to have practice sharing your knowledge and your strengths with others.

Allow a few students to have a chance to lead the practices today, and let the class know others will have a chance in future classes.

#### **Seated Check-In**

Invite students to sit with their hands on their Anchors and reflect on breathing practices (or Best Self Strategies) that are important to them and that they might like to share with the class.

#### **Student Choice (Breath)**

Have a student lead (or co-lead) one of the breathing practices (or other Best Self Strategies) that they enjoy (e.g., Lion's Breath, Cooling Breath, Letting-Go Breath).

#### **Seated Check-In**

Invite students to again sit with their hands on their Anchors and to now reflect on the poses or movement sequences that are important to them and that they might like to share with the class.

#### **Student Choice (Movement)**

Have a student leader choose a pose or a sequence of movements (one they have learned or one they make up) to lead the class.

Allow more students to lead as time allows.

#### **Group Closing Sequence** (UNIT 6, LESSON 2)

Lead students through the Group Closing Sequence from Lesson 2 of this unit.



#### **REST AND REFLECTION** / 5 mins

Guide students to find a comfortable Rest pose.

#### **Kind Mind (for Community)**

As students rest, guide them through a Kind Mind practice focused on community using the following suggested script:

- In this room, we are all part of this classroom community and the [school name] community. We are all a part of the same community, and there are many ways we are the same and many ways we are different. We all come together to make this community strong. Let's practice saying kind words and thinking kind thoughts for our community.
- Imagine everyone in this school community doing something fun together. Picture in your mind what they are doing—maybe having a giant picnic or a field day. Imagine that everyone is included. Whisper to repeat after me:

#### May our whole school community feel included.

 Now imagine that big circle of people—our whole school community—is being kind to each other and taking care of each other. Whisper to repeat after me:

#### May our whole school community receive kindness and caring.

• Now imagine that you could see the faces on that whole big circle of people. They feel safe. They know that they are important. Whisper to repeat after me:

## May our whole school community feel safe and know that they are important.

Allow for one to two minutes of silent rest.

#### **TAKE-HOME PRACTICE**

• If possible, watch a video of an adapted sport or the paralympics at home with a grown up. Discuss what it means to be included.




# **Goal Statement**

Students will explore the ways that various community members contribute to growing a healthy, safe, and happy school community.

# **Essential Question**

How can I contribute to my community?

# "I Can" Statement

I can tell you one way students in my school contribute to the community.

# **Key Learning Objectives**

Students will know...

- There are many ways people contribute to a community.
- One way to be their best selves is to help keep their community health, happy, and strong.

Students will be able to...

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• Describe the ways students can and do contribute to their school community.

# **Materials**

- Interactive whiteboard or chart paper/marker
- The book Good People Everywhere by Lynea Gillen
- Mural paper
- Crayons or markers
- [Optional] Chart paper and marker

# **Preparation/Setup**

- Depending on which Good News activity you choose, you may need to prepare supplies for creating a Good News mural or prepare prewritten examples of stories for students to role-play that show students making a positive contribution to the community.
- Set out the book Good People Everywhere.

# **New Vocabulary**

None

# **New Mindful Movements**

# Poses

None

# Sequences

None

# **Mindful Moments**

Calming and Focusing Check-in Student Choice (Breath) Rest and Reflection

# **CALMING AND FOCUSING** / 2 mins

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

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

# **GOOD KIDS EVERYWHERE** / 10 mins

Read aloud the book *Good People Everywhere*. While you are reading the book, lead students in simple movements to go along with each page. For example, make a hammering action for carpenters, a stirring motion for cooks, etc.

Lead students in a discussion about identifying the good they do or that they can contribute to their community. Emphasize that everyone in the school has something to contribute to the community. Try to elicit examples of kind and compassionate behavior rather than focus on following rules or achieving in school. Record examples in a list as students share. Example prompts:

- Have you seen good people doing good things in our school to make our community healthy, happy, and safe? What have you seen?
- What about all of you? What are the good things you do for our community when you are your best self?

Help students conclude that each of these examples of the good they do is a contribution to the community. Emphasize that these examples show the many different ways they do their part to keep each other healthy, happy, and safe and are their best selves. Also emphasize that when everyone contributes good to the community, it will grow to be a safe, healthy, and happy community.

#### SUMMARIZE FOR STUDENTS:

- There are many ways people contribute to a community.
- One way to be our best selves is to help keep our community healthy, happy, and strong.

# **GOOD NEWS** / 20 mins

Explain to students that you have seen a lot of bad news on the TV lately and that you want the class to help you notice and spread good news today instead.

Ask students to share a positive story about a time they noticed a community member being their best self by making a contribution to the school community: an act of kindness; showing compassion to someone; sharing their talents; standing up for someone; or helping someone who needed them. Try to elicit stories of students, but accept stories about adults as well.

Complete one of the following two activities:

#### **Option 1: Good News Mural**

 Create a mural to display in the school. Have students work together to illustrate the stories they told about kids (or adults) contributing acts of kindness or compassion in school. Help students to record the stories to caption their illustrations.

#### **Option 2: Good News Role-Plays**

 Have students work in small groups to role-play a news story about the good things they have seen happening in their school community (or neighborhood). One student (or the teacher) can narrate while others act out the story. Depending on the readiness of your students, they can use the stories they shared in class, or you can provide prewritten stories and role assignments based on real events/acts of compassion you have witnessed in the school.

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

- There are many ways that people contribute by doing good things for their community.
- One way to be our best selves is to help keep our community healthy, happy, and strong.



# **MINDFUL MOVEMENT** / 15 mins

#### Introduction

Begin by telling students:

• Today we learned ways that we all contribute to our community. During our Mindful Movement today, we are going to do a movement challenge where we need to practice staying really connected with our community.

# **Group Movement (Wave, Rounds, or Around the Clock)** (UNIT 6, LESSON 2)

Lead students through one of the whole group movement activities from Lesson 2 of this unit.

Remind students that for this activity, they will need to act as a whole community, paying attention to the rest of the group and working together.

# **Student Choice Practices**

**Tell students:** 

• Now, since you all have something to contribute, I want you to practice sharing your knowledge and your strengths with others by leading breath and movement practices. A few of you will get to lead today, and others will have a chance on another day.

## **Seated Check-In**

Invite students to sit with their hands on their Anchors and reflect on breathing practices (or Best Self Strategies) that are important to them and that they might like to share with the class.

#### **Student Choice (Breath)**

Have a student lead (or co-lead) one of the breathing practices (or other Best Self Strategies) that they enjoy (e.g., Lion's Breath, Cooling Breath, Letting-Go Breath).

# **Seated Check-In**

Invite students to again sit with their hands on their Anchors and to now

reflect on the poses or movement sequences that are important to them and that they might like to share with the class.

### **Student Choice (Movement)**

Have a student leader choose a pose or a sequence of movements (one they have learned or one they make up) to lead the class.

Allow more students to lead as time allows.

# Group Closing Sequence (UNIT 6, LESSON 2)

Lead students through the Group Closing Sequence from Lesson 2 of this unit.



# **REST AND REFLECTION** / 3 mins

Guide students into a comfortable Rest position.

Then lead them through the following guided visualization:

- Just like we saw in our book today, remember that there are good people everywhere. In your mind, create a picture of all the people doing good things to keep your community safe, healthy, and happy.
- Imagine looking all around you and seeing that there are good people everywhere, including each one of you.
- You have a part to play to help our community be its best. In your mind, imagine yourself doing something good to keep your community healthy, safe, and happy.

Allow one to two minutes of silent rest.

# **TAKE-HOME PRACTICE**

• Ask your family what good things they did or noticed in your community today.

# **Lesson 5 FROM SEED TO TABLE**



# **Goal Statement**

Students will discover that many community members work together to contribute food to the community to keep it healthy and strong. They will practice Mindful Eating and taste a vegetable.

# **Essential Question**

How do community members work together?

# "I Can" Statement

I can identify at least one of the roles of community members who work together to provide us food.

# **Key Learning Objectives**

Students will know...

 It takes many community members working together to provide food.

Students will be able to...

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 Identify one way the members of a community work together to provide what the community needs.

# **Materials**

- The book Good People Everywhere by Lynea Gillen
- The book *If You Plant a Seed* by Kadir Nelson
- Cherry tomato, baby carrot, and a leaf or a small piece of a leaf of cabbage per student, prepared in individual sample cups or on napkins
- Interactive whiteboard or chart paper/marker

# **Preparation/Setup**

- Set out the book Good People Everywhere by Lynea Gillen
- Set out the book *If You Plant a* Seed by Kadir Nelson
- Set out the cherry tomato, baby carrot, and leaf or small piece of leaf of cabbage per student, prepared in individual sample cups or napkins
- Set out the interactive whiteboard or chart paper/marker

# **New Mindful Movements**

# Poses

**Camel Pose** 

# Sequences

None

# **Mindful Moments**

Calming and Focusing Kind Mind (for Others) Mindful Eating Student Choice (Breath) Rest and Reflection

# **New Vocabulary**

Farmer Delivery Grocery

# **CALMING AND FOCUSING** / 2 mins

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

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



# **MOVING STORYTIME** / 15 mins

#### **Introduction: Community Garden**

Begin by telling students that for Moving Storytime they will use their bodies to create a community garden with Michael and Maria.

If you are able, arrange students in a circle or in two concentric circles so that they can see the full group creating the garden together.

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

#### The Hard, Still Ground

Have the students lie in Rest pose. Then say:

- One day, Michael and Maria were walking around the neighborhood with Aunt Zazu and their friend Kaya, and they noticed there was an empty patch of yard at their apartment complex that no one visited. This was the perfect place to rest. The ground was hard and cold, and nothing grew there.
- Can you feel the hard ground underneath you?
- Kaya said, "This used to be a garden, but no one takes care of it anymore."
- They spent a little time quietly lying on the ground, resting after their walk, and imagining the garden that used to be there. Aunt Zazu had an idea! She went and borrowed some tools from a neighbor and told the children that with a little bit of work, they could turn this spot back into a garden.

# **TEACHING TIP**

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While moving through the story, periodically have students look around to see the garden their class has created with their bodies.

# Till the Earth: Windshield Wipers and Wiggles

Have students continue lying on backs and transition to Group Windshield Wipers, bending knees and moving them from one side to another.

While continuing the story, you can also lead students to draw knees to chest and wiggle and rock from side to side.

- Maria, Michael, Aunt Zazu, and Kaya got to work! They started to prepare the ground for gardening. They dug up weeds. Neighbors saw them working and joined in to help.
- They twisted, turned, and tilled the earth, breaking up the soil and letting it mix with fresh air. They dug down deep, pulled up roots and rocks, and twisted, turned, and tilled the earth some more.

#### **Plant a Seed**

**Continue narrating:** 

• After they had done a lot of work to till the ground, Aunt Zazu gave each of the children a packet of seeds.

#### Hands and Knees (UNIT 1, LESSON 1)

Have students transition to Hands and Knees and then continue the story:

• Michael planted big, long, thin, white seeds. Maria planted round, bumpy, black seeds. Kaya planted tiny little brown seeds.

Model using your hands to pretend to plant seeds. Then ask:

• What kind of seeds are you planting?

#### Kind Mind (for Others) (UNIT 3, LESSON 6)

Continue the story:

• Michael, Maria, and Kaya wanted to remember to take good care of their seeds. Before they covered them with soil, they whispered kind words to their seeds and asked Aunt Zazu to help them take good care of their plants.

Guide the students in quietly whispering a few kind words to their seeds (e.g. *May you grow healthy and strong*). Then continue:

• Finally, all of the little seeds were tucked away, covered with dirt and safe and sound in the earth. Imagine those tiny little seeds still and quiet under the soil.

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

Guide students into Child's pose and have them take a few deep, steady breaths. Then continue:

- Michael, Maria, Kaya, and Aunt Zazu spent a little while cleaning up the garden and labeling their plants so everyone would know to keep them safe. While they took care of the garden, the seeds stayed safe and sound, quiet and cozy under the ground, taking in oxygen and nutrients from the soil around them.
- Over the next few days, soft rain fell on the earth, bringing water to the thirsty seeds.

Model patting the ground softly while in Child's pose to make the sounds of rain.

• After the rains had passed, the warm sun shone on the ground, drying the ground and warming the soil around the seeds.

#### Sprout

**Continue narrating:** 

- The next time Michael, Maria, and Kaya were in the garden, they saw something amazing!
- Imagine, what do you think they saw in the garden?
- The tiny little green sprouts were peeking out and reaching up out of the soil.

### Easy Pose/Flower (UNIT 1, LESSONS 1, 2)

Guide students in transitioning to Easy pose, adding Flower after a moment if desired. Then continue:

• The baby sprouts were delicate, barely reaching above the ground, lifting up their leaves to soak up the warm sun. Can you imagine the warm sun shining on you? Our friends were very proud of their little sprouts and whispered kind words to them. Other kids saw them and came to say hello. What kind words would you say?

# **TEACHING TIP**

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You can have students explore creating rain sounds by transitioning to harder taps with hands and feet or gently blowing to make the sounds of the wind, then back to soft, gentle pats.

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#### **Growing Strong**

**Continue narrating:** 

• Every day, the children returned to the garden to give care and attention to their plants. They watched and noticed as they grew a little bit taller and a lot stronger.

# Hands and Knees, Cat/Cow, Pointing Dog

(UNIT 1, LESSON 1; UNIT 3, LESSON 4)

Have students transition to Hands and Knees. Add movements such as Pointing Dog or Cat/Cow while continuing to narrate:

• The children watered their plants, kept the garden neat, and picked out weeds. Neighbors came to help them whenever they could. The plants grew even stronger.



### Camel Pose new

Lead students into Camel pose as you continue.

- **1.** Begin: Hands and Knees.
- 2. Inhale: walk hands back and lift upper body to kneeling.
- 3. Exhale: Place fists on the base of the back above the hips.

- 4. Inhale: lift the heart, looking upward.
- 5. Exhale: Drop the shoulders down, bending backward gently.
- 6. Hold the pose for a few breaths, then gently squeeze the muscles of the belly as you lift upright to kneeling.
- As the plants grew, their leaves unfolded and turned upward to soak up the sunshine and catch the water. The children started to notice neighbors from their community coming by to check on the plants and take care of the garden space.

Guide students in rising up from Camel pose. Then lead them in making soft blowing sounds to mimic the wind.

 On a very windy day, our friends were very worried about their garden. They were afraid their plants would blow over or break. They saw that sticks and trash had blown all around the apartment complex, even into the garden, but as they walked to the garden, they saw that their neighbors were already helping to clean up the space and check on the plants. They were happy when they noticed that even when the breeze blew the plants to one side and then another, they were strong enough to reach back up.

Guide students to lean from side to side with the wind. Then continue:

• Michael, Maria, and Kaya couldn't see the plants' roots, but they knew that under the ground, the plants were growing strong roots. The roots were getting deeper and longer every day, anchoring the plants down so they could get food from the soil and grow even taller.

#### **Roots: Plank, Lunge, Monkey, Chair**

Lead students through a series of leg-strengthening movements/poses, encouraging them to feel how strong their own legs have gotten. For example: Plank pose (Unit 1, Lesson 1), lunges on each side, stepping forward to Monkey (Unit 1, Lesson 3), then Chair (Unit 1, Lesson 7).

#### In Full Bloom: Tree (UNIT 3, LESSON 4)

• Eventually, the plants were in full bloom.

Starting from Mountain pose, lead students into Tree pose as you continue:

- The flowers had blossomed, the veggies were growing bigger and riper on the vines, and the herbs smelled delicious.
- There was so much growing in their garden, Aunt Zazu, Kaya, Maria, and Michael imagined what they could do with all of these flowers and vegetables. What do you think they should do?

> OPTIONAL: Close the Moving Storytime with a pair share or group share for students to express their ideas of what the characters can do with the fruits of their garden.

#### SUMMARIZE FOR STUDENTS:

• Michael, Maria, Kaya and Aunt Zazu worked together with their neighbors to make a contribution to their community.



# **SEED TO TABLE** / 10 mins

Read the first few pages of *If You Plant a* Seed by Kadir Nelson and make sure that all students get to see the illustrations of seeds, plants, and vegetables that grow. Stop after you show the page that says "tomato, carrot, and cabbage plants will grow." Ask students questions to focus on how the food gets from being a seed to appearing on their table, such as:

- What happens after you plant a vegetable seed?
- What happens after the vegetables grow on the plants?
- Who picks the vegetable?
- How does it get to your table?
- Who are the people in our community who make sure we get the food we need to be healthy and strong?

Show the pages from *Good People Everywhere* that depict farmers and delivery drivers in order to remind students of the people in their community who help them get healthy foods.

Engage students to help you create on the board a simple map that shows

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how the vegetables get from seed to table. Make sure to include farmers, delivery drivers, grocery store workers, families and school staff who shop and plan meals, and cooks (who can be family members, cafeteria workers, etc.).

#### SUMMARIZE FOR STUDENTS:

- Many different people with different roles work together to keep our community healthy and safe.
- It takes many community members working together to provide food.

# MINDFUL EATING / 10 mins

Using the Mindful Eating script in the PRACTICE GUIDE, lead students in mindfully eating at least one of the vegetables depicted in the book (carrots, tomatoes, cabbage).

If you are distributing more than one vegetable for students to try, lead the Mindful Eating activity with one vegetable first, then let students discover the others on their own afterwards.

After eating, ask the class to retell the story of how food goes from a farm to their plate, asking them to identify the community members who work together to provide food.



# **MINDFUL MOVEMENT** / 5 mins

# **Student Choice (Breath)**

Have a student lead (or co-lead) one of the breathing practices (or other Best Self Strategies) that they enjoy (e.g., Lion's Breath, Cooling Breath, Letting-Go Breath).

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

Lead students through the Closing Sequence.

# TEACHING TIP

Have small cups of samples prepared on a tray for easy distribution.



# **REST AND REFLECTION** / 5 mins

Guide students into a comfortable Rest position.

Then lead them through the following guided visualization:

- While you rest, imagine your favorite vegetable growing from a seed to a big plant.
- Imagine what it smells like and tastes like.
- Now imagine all the people—the farmers, the drivers, the grocery store workers, the cooks—that help you get that vegetable on your table. Imagine the people in your family who shop for the food and prepare it.
- Imagine all of these people gathered together. It takes a lot of people to make sure our community has the food we need to be healthy and strong.
- Now imagine you are telling each of those people "thank you."

Allow one to two minutes of silent rest.

# **TAKE-HOME PRACTICE**

• Practice being your best self at meal time. Thank someone who helped make your food.

# **Lesson 6** WE'RE ALL IN THIS TOGETHER



# **Goal Statement**

Students will explore the benefits of cooperation through Moving Storytime and then work together to make a contribution to their own school community by planting a seed of kindness.

# **Essential Question**

What happens when community members work together?

# "I Can" Statement

I can cooperate with my community to make a contribution.

# Key Learning Objectives

Students will know...

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- Cooperating, or working together, can help a community to achieve a goal.
- When community members cooperate, they help to keep the whole community healthy and happy.

Students will be able to...

• Cooperate with their classmates to make a contribution to their community.

# **Materials**

- The book *If You Plant a* Seed by Kadir Nelson
- Interactive whiteboard or chart paper/marker
- Newspaper (enough for a few small strips to be written on)
- 1 seedling (a flower, vegetable, or herb plant)
- 1 small pot
- Soil
- Letter to homeroom teacher (to accompany the flower)

# **Preparation/Setup**

- Decide on a procedure for planting with students.
- Cut newspaper into strips of about 1 inch by 4 inches

# **New Mindful Movements**

# Poses

None

# Sequences

None

# **Mindful Moments**

Calming and Focusing Kind Mind (for Others) Check-in Student Choice (Breath) Rest and Reflection

# **New Vocabulary**

Selfish Generous

# **CALMING AND FOCUSING** / 2 mins

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

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

# **MOVING STORYTIME** / 15 mins

#### **Introduction: Community Garden**

Begin by telling students that for Moving Storytime they will use their bodies to create a community garden with Michael and Maria.

If you are able, arrange students in a circle or in two concentric circles so that they can see the full group creating the garden together.

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

#### The Hard, Still Ground

Have the students lie in Rest pose. Then say:

- One day, Michael and Maria were walking around the neighborhood with Aunt Zazu and their friend Kaya, and they noticed there was an empty patch of yard at their apartment complex that no one visited. This was the perfect place to rest. The ground was hard and cold, and nothing grew there.
- Can you feel the hard ground underneath you?
- Kaya said, "This used to be a garden, but no one takes care of it anymore."
- They spent a little time quietly lying on the ground, resting after their walk, and imagining the garden that used to be there. Aunt Zazu had an idea! She went and borrowed some tools from a neighbor and told the children that with a little bit of work, they could turn this spot back into a garden.

# TEACHING TIP

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While moving through the story, periodically have students look around to see the garden their class has created with their bodies.

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# Till the Earth: Windshield Wipers and Wiggles

Have students continue lying on backs and transition to Group Windshield Wipers, bending knees and moving them from one side to another.

While continuing the story, you can also lead students to draw knees to chest and wiggle and rock from side to side.

- Maria, Michael, Aunt Zazu, and Kaya got to work! They started to prepare the ground for gardening. They dug up weeds. Neighbors saw them working and joined in to help.
- They twisted, turned, and tilled the earth, breaking up the soil and letting it mix with fresh air. They dug down deep, pulled up roots and rocks, and twisted, turned, and tilled the earth some more.

#### **Plant a Seed**

**Continue narrating:** 

• After they had done a lot of work to till the ground, Aunt Zazu gave each of the children a packet of seeds.

#### Hands and Knees (UNIT 1, LESSON 1)

Have students transition to Hands and Knees and then continue the story:

• Michael planted big, long, thin, white seeds. Maria planted round, bumpy, black seeds. Kaya planted tiny little brown seeds.

Model using your hands to pretend to plant seeds. Then ask:

• What kind of seeds are you planting?

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

Continue the story:

• Michael, Maria, and Kaya wanted to remember to take good care of their seeds. Before they covered them with soil, they whispered kind words to their seeds and asked Aunt Zazu to help them take good care of their plants.

Guide the students in quietly whispering a few kind words to their seeds (e.g.

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May you grow healthy and strong). Then continue:

• Finally, all of the little seeds were tucked away, covered with dirt and safe and sound in the earth. Imagine those tiny little seeds still and quiet under the soil.

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

Guide students into Child's pose and have them take a few deep, steady breaths. Then continue:

- Michael, Maria, Kaya, and Aunt Zazu spent a little while cleaning up the garden and labeling their plants so everyone would know to keep them safe. While they took care of the garden, the seeds stayed safe and sound, quiet and cozy under the ground, taking in oxygen and nutrients from the soil around them.
- Over the next few days, soft rain fell on the earth, bringing water to the thirsty seeds.

Model patting the ground softly while in Child's pose to make the sounds of rain.

• After the rains had passed, the warm sun shone on the ground, drying the ground and warming the soil around the seeds.

#### Sprout

**Continue narrating:** 

- The next time Michael, Maria, and Kaya were in the garden, they saw something amazing!
- Imagine, what do you think they saw in the garden?
- The tiny little green sprouts were peeking out and reaching up out of the soil.

#### Easy Pose/Flower (UNIT 1, LESSONS 1, 2)

Guide students in transitioning to Easy pose, adding Flower after a moment if desired. Then continue:

• The baby sprouts were delicate, barely reaching above the ground, lifting up their leaves to soak up the warm sun. Can you imagine

# **TEACHING TIP**

You can have students explore creating rain sounds by transitioning to harder taps with hands and feet or gently blowing to make the sounds of the wind, then back to soft, gentle pats.

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the warm sun shining on you? Our friends were very proud of their little sprouts and whispered kind words to them. Other kids saw them and came to join in and help. What kind words would you say?

#### **Growing Strong**

Continue narrating:

 Every day, the children returned to the garden to give care and attention to their plants. They watched and noticed as they grew a little bit taller and a lot stronger.

# Hands and Knees, Cat/Cow, Pointing Dog (UNIT 1, LESSON 1; UNIT 3, LESSON 4)

Have students transition to Hands and Knees. Add movements such as Pointing Dog or Cat/Cow while continuing to narrate:

• The children watered their plants, kept the garden neat, and picked out weeds. Neighbors came to help them whenever they could. The plants grew even stronger.

# Camel Pose (Resilience) (UNIT 6, LESSON 5)

Lead students into Camel pose.

 As the plants grew, their leaves unfolded and turned upward to soak up the sunshine and catch the water. The children started to notice neighbors from their community coming by to check on the plants and take care of the garden space.

Guide students in rising up from Camel pose. Then lead them in making soft blowing sounds to mimic the wind.

 On a very windy day, our friends were very worried about their garden. They were afraid their plants would blow over or break. They saw that sticks and trash had blown all around the apartment complex, even into the garden, but as they walked to the garden, they saw that their neighbors were already helping to clean up the space and check on the plants. They were happy when they noticed that even when the breeze blew the plants to one side and then another, they were strong enough to reach back up. Guide students to lean from side to side with the wind. Then continue:

• Michael, Maria, and Kaya couldn't see the plants' roots, but they knew that under the ground, the plants were growing strong roots. The roots were getting deeper and longer every day, anchoring the plants down so they could get food from the soil and grow even taller.

### **Roots: Plank, Lunge, Monkey, Chair**

Lead students through a series of leg-strengthening movements/poses, encouraging them to feel how strong their own legs have gotten. For example: Plank pose (Unit, Lesson 1), lunges on each side, stepping forward to Monkey (Unit 1, Lesson 3), then Chair.

#### **In Full Bloom: Tree** (UNIT 3, LESSON 4)

• Eventually, the plants were in full bloom.

Starting from Mountain pose, lead students into Tree pose as you continue:

- The flowers had blossomed, the veggies were growing bigger and riper on the vines, and the herbs smelled delicious.
- There was so much growing in their garden, Aunt Zazu, Kaya, Maria, and Michael imagined what they could do with all of these flowers and vegetables. What do you think they should do?

> OPTIONAL: Close the Moving Storytime with a pair share or group share for students to express their ideas of what the characters can do with the fruits of their garden.

#### SUMMARIZE FOR STUDENTS:

- Michael, Maria, Kaya and Aunt Zazu worked together with their neighbors to make a contribution to their community.
- Creating a garden to share with their neighbors was a way to show kindness.
- By cooperating with their neighbors and sharing their garden, they are helping their whole community to be happy and healthy.



# **SEEDS OF COMPASSION** / 25 mins

Read *If you Plant a Seed* by Kadir Nelson. Ask some of the following questions during the story:

- Who are the members of the community in this book? (Emphasize that even though the birds, mice, and rabbits are different, they are a part of the same community.)
- What do the rabbit and the mouse have that the birds do not? Why don't they want to share/Why were they behaving selfishly? (Steer away from character flaws like they were mean or selfish or greedy; emphasize what they might be feeling/thinking, such as: they were proud of what they had; they were afraid that if they shared they wouldn't have enough for themselves; they had not gotten to know the birds because they were different; they thought the birds should get their own food.)
- How do you think each of these community members was feeling?
- What happened when the community members were behaving selfishly?
- What happened when seeds of kindness were planted/when the community members worked together? Can you identify examples in the pictures of the community members working together/cooperating? How do the birds make an important contribution?
- At the end of the story, were the members of the community being their best selves? How did their actions affect the community? (Emphasize that the community is healthier and happier because they are getting along and because they all have what they need.)

#### SUMMARIZE FOR STUDENTS:

- When community members from the story worked together, they were able to achieve a goal and grow a beautiful garden.
- When the community members worked together, the whole community was happier and healthier.

Explain to the students that today they will have the opportunity to plant a seed of kindness. Ask students how they can plant seeds of kindness with their words and actions to contribute to their community just like the characters in the story. Explain that sometimes a contribution is for the whole community, and sometimes it can be for one community member who needs it. Explain that today they will work together to plant a seedling (a flower, a vegetable seedling, or herb plant) for someone in their community who needs kindness/appreciation/gratitude.

Brainstorm with students to identify a school community member to whom

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they could give their plant. You might discuss whether there is someone who they would like to show appreciation to or whether they would like it to be for the whole school community.

Have the class help you brainstorm kind things to say to the recipient and write them on a few small strips of newspaper. (These kind words will be planted in the soil.)

With students in a circle, explain how each will have a role in planting this seedling. Work together to determine a fair way for the class to accomplish this cooperatively. Emphasize that even though there are many different roles, each role is important to the project.

- Pot holder
- Seedling planter
- Newspaper strip holders
- Soil holders (many children can each drop a small amount of soil into the pot)
- If desired, students can have the role of writing the kind words.

Go around the circle, allowing each student to place their soil, newspaper, or seedling into the pot.

Notice and point out the ways that students are cooperating.

Ask students to share how it felt to work together on this project. Share how it felt for you to observe them working together for their community.

#### SUMMARIZE FOR STUDENTS:

- Today we worked together to make a contribution to our community.
- When we work together to make a contribution, we are making our community stronger, healthier, and happier.

#### **MINDFUL MOMENT** / 3 mins

#### **Seated Check-In**

Invite students to sit with their hands on their Anchors and reflect on breathing practices (or Best Self Strategies) that are important to them and that they might like to share with the class.

#### **Student Choice (Breath)**

Have a student lead (or co-lead) one of the breathing practices (or other Best Self Strategies) that they enjoy (e.g., Lion's Breath, Cooling Breath, Letting-Go Breath).

# **TEACHING TIP**

Take this activity to the next level and plant a tree or small garden on school grounds. As a K-1 school project, many classes could work together to contribute to this gift to the community. In addition to the roles described above, students could contribute by clearing and preparing the area; communicating the project to the school via the announcements; or speaking, singing, or creating art for a planting and dedication ceremony.

# **REST AND REFLECTION** / 5 mins

Allow for one to two minutes of silent rest.

Before students transition from Rest pose, guide them to imagine one way they can plant a seed of kindness:

- Imagine one way you can plant a seed of kindness today. Inside your mind, imagine words or actions you can share with someone in our school community to share a moment of kindness.
- How will you plant a seed of kindness for your community today?

If time allows, invite students to share one way they will plant a seed of kindness, including what they will do and where and when they will do it.

# **TAKE-HOME PRACTICE**

• Plant a seed of kindness! Tell someone in your community "thank you" for what they do. Ask at home how you can work together to do something kind for your community.

# **Lesson Extensions**

# **Walk-About**

# Lessons 1-2

Take students on a school walk to examine roles of cafeteria worker, librarian, nurse, etc. Follow up with a discussion on the far-reaching effects the individuals have in the school community and what it would be like if they weren't there. Leave a thank you note in each space for the contributions made by those community members.

# **Two Different Worlds** Lessons 1–2

Show the Sesame Street video "Two Different Worlds."

Explain that the video refers to home and school as different worlds, but really they are like two different communities where we live, work, and play together differently. With a partner, ask students to share their answers to prompts about different communities. For example:

- At school, when I want to talk, I \_\_\_\_\_. At home, when I want to talk, I \_\_\_\_\_.
- At school, my jobs are \_\_\_\_\_. At home my jobs are \_\_\_\_\_.
- At school, when I am frustrated, I \_\_\_\_\_. At home, when I am frustrated I \_\_\_\_\_.

Share a few responses out loud. Record answers in a class chart or through drawings, etc.

Summarize for students:

 Even though different places/communities might have different expectations, we can be our best selves in different communities through our kind actions and words.

# **Tree Of Compassion** Lessons 5–6

Bring the students together in a circle surrounding a small tree outside. Just like a community, a tree is a living thing that needs certain things to live, grow, and

be its best self. We have learned what compassion looks like, sounds like, and feels like in a school community. What does compassion look like when it comes to creating a space for this tree to be its best self? Lead students to discuss things like a sunny spot to grow, water (regularly when first planted), and nutrients from rich soil. Ask questions such as:

- Who do you think planted this tree?
- How did planting this tree show compassion for our school community?

• How does taking care of our school grounds keep our community happy and healthy?

# **Community Quilt**

#### Lessons 2-4

Make a classroom community quilt: Each student creates a square with a self-portrait in words or drawings, illustrating the contributions they make to the community. This can be done on paper or with squares of cloth. After students have created their squares, attach all the pieces together to form a quilt and discuss how the quilt is stronger and more beautiful than any of the individual pieces alone.

# Look Ma, No Hands!

# Lesson 3

Students try to pass a designated object (Frisbee, stuffed animal, etc.) around the circle without using their hands and without letting the object touch the floor. Discuss how the group had to work together to achieve their goal.

# **Community Collage**

#### Lessons 1–2

Make a community photo collage by taking pictures of different school community members doing different tasks throughout the day. Discuss how each person is contributing to the community.



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# COMPASSION PROJECT

# **Prior Knowledge**

In Unit 6, students learned to appreciate differences and work together in groups. Those understandings and skills will be important as they work together to complete a Compassion Project in this final unit.

# **Overview**

This unit culminates all the learning students have done during the school year. It is designed to accommodate the specific project you choose to complete and thus has no formal lesson plans.

A successful project will engage students in extending or applying their learning in relevant ways. Consider organizing your project around one of the following objectives for students:

- To make a compassionate contribution to their community.
- To engage in improving the health and wellness of the community.
- To apply their learning in everyday situations in the school setting.

# **Enduring Understandings**

Students will understand:

• By working together, they can have a positive impact on themselves and their community.

# **Essential Questions**

- What is a need in our community?
- How can we show care and meet a community need?

# **Performance Assessment**

Students will be able to:

- Reflect on the role they played when working on the project.
- Describe how the project showed compassion to their community.

# **Resources**

• Compassion Project Planner: How Do I Show Compassion for My Community?

# **PROJECT PLANNING**

There is no single way to go about planning an end-of-year project. The level of teacher support and student collaboration for the Compassion Project may vary depending on what your students need to be successful. As seen in the examples below, a project may vary in the degree that it is teacher- or student-directed, but there should be opportunities for student voice, choice, and leadership.

Begin introducing the idea of a Compassion Project in Unit 6 discussions of community needs and resources.

Consider using a project-based learning approach and engaging students in identifying a need they want to address and deciding how to design and execute their projects.

If desired, use the provided *How do I show compassion for my community*? template as a class or in small groups to generate and organize ideas.

# • Stage 1:

**What need do we see?** Identify the questions or problems that students would like to address with their project. Use this opportunity to reinforce Social Awareness skills like empathy, perspective taking, and respect for others.

#### • Stage 2:

**How will we show care?** Students brainstorm how they will respond to the community need or what product they will generate to address the need. Use this opportunity to reinforce responsible decision-making skills, such as identifying and analyzing a problem and considering how their actions will impact others.

#### Stage 3:

**What are our action steps?** Students outline the steps they will take to execute their project and the materials they will need. Use this opportunity to reinforce relationship skills such as communication, collaboration and compromise.

#### • Stage 4:

**How will we know success?** Students identify how they will self-evaluate their work. What skills and understandings will they demonstrate? What will they observe in their completed project? Use this opportunity to reinforce Self Awareness and Self Management skills such as setting and working toward goals and identifying their own strengths and areas of growth.

Consider documenting project artifacts for student portfolios.

# **Example Projects**

# Here are a few examples of projects to get you started:

Teacher-led project with Grades K–1	<ul> <li>Mr. C has noticed that there are no food pantries within a mile of his school.</li> <li>Mr. C uses books and class discussions to talk about how every family should have enough to eat. Students create posters to hang up around the building to advertise a canned food drive. Students work together to count the cans and collect them from classrooms. They work with a local community organization to set up a method to get the food to those in need.</li> <li>This project builds on curricular concepts, including: <ul> <li>Compassion</li> <li>Healthy food choices</li> <li>Working together in a community</li> </ul> </li> </ul>
<b>Collaborative</b> <b>project with</b> <b>Grades 2–3</b>	<ul> <li>After learning about the Buddy Bench, Mrs. L decides to create a Buddy Bench at her school. After getting permission from her school's principal and securing funds for supplies, Mrs. L brings the idea to her students. The students create designs, and after a few sessions of work and debate, they come to a consensus on one. They work together to paint the bench; each class is responsible for one section of the bench.</li> <li>This project builds on curricular concepts, including: <ul> <li>Compassion</li> <li>Perspective and compromise</li> <li>Working together in a community</li> </ul> </li> </ul>
Student-led project with Grades 4–5	<ul> <li>Ms. T has a class meeting for students to identify problems or needs they see in their community and to brainstorm possible ways to show care or meet those needs. Students choose one problem or need and work together to decide what project they will do to address it. Students do all of the planning and coordinating, from reaching out to local stores to get supplies donated, to contacting people who can help. The teacher supports and guides students, but the ideas and planning are mostly theirs.</li> <li>This project builds on curricular concepts, including: <ul> <li>Compassion</li> <li>Managing strong feelings</li> <li>Working together in a community</li> </ul> </li> </ul>





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