

# *Unit 6*



# 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\****

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### **Lesson 1** **pages 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.

- Mindful Walking image prompt
- [Optional] Pom-poms of various shape, size, color, texture
- [Optional] Chart paper and marker

### **Lesson 2** **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.

- 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)

### **Lesson 3** **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.

- Interactive whiteboard or chart paper/ marker
  - Pencils (1 per student)
  - Blindfolds
  - Beeper Ball or another ball that makes noise
-

**Lesson 4**  
**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.

- Interactive whiteboard or chart paper/ marker
- The book *Good People Everywhere* by Lynea Gillen
- Mural paper
- Crayons or markers
- [Optional] Chart paper and marker

**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.

- 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

**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.

- 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)

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

## *Performance Assessment*

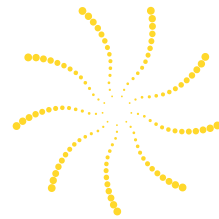
Students will be able to:

- Identify 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...

- 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, cha-cha) 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



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.

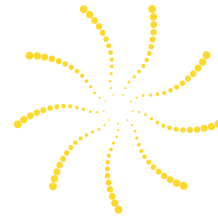
### TAKE-HOME PRACTICE

- *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...

- 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**



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.

**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.

**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?*

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?***
-



## 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.

## 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.

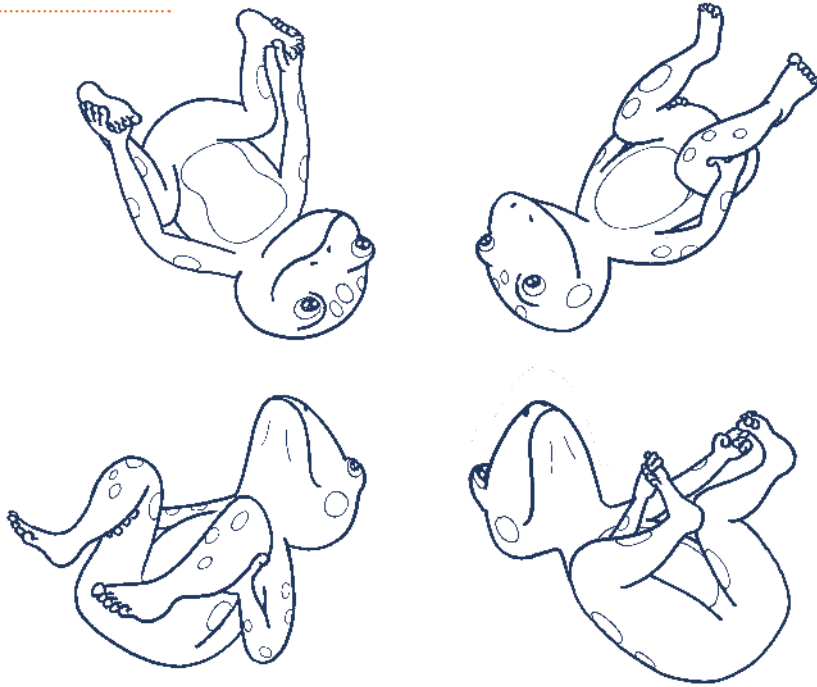
Group Closing Sequence new

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.

## 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.

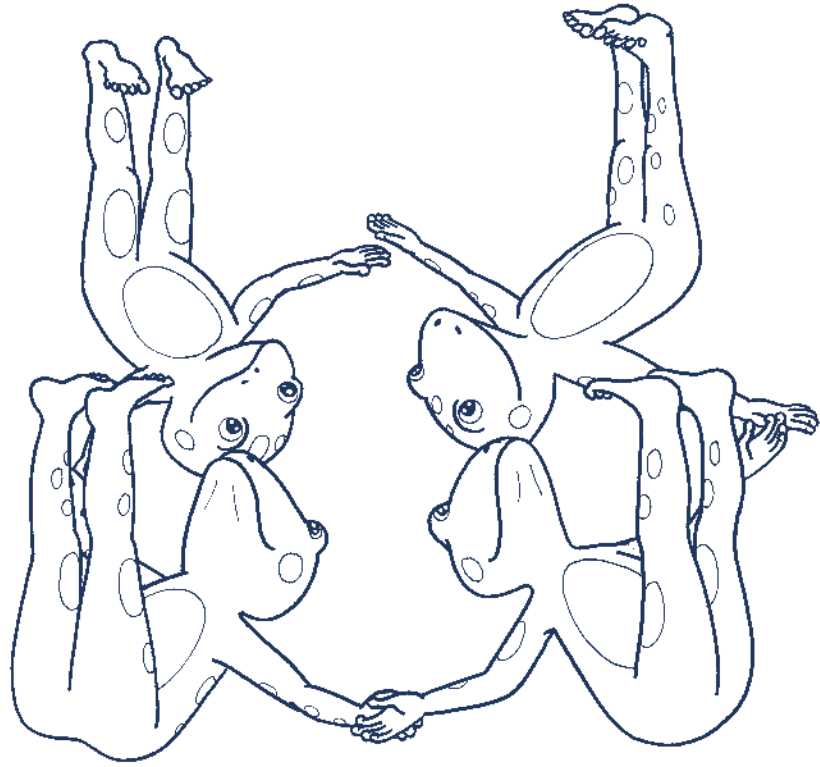
Before proceeding through the next two poses in the sequence, tell students:

- *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



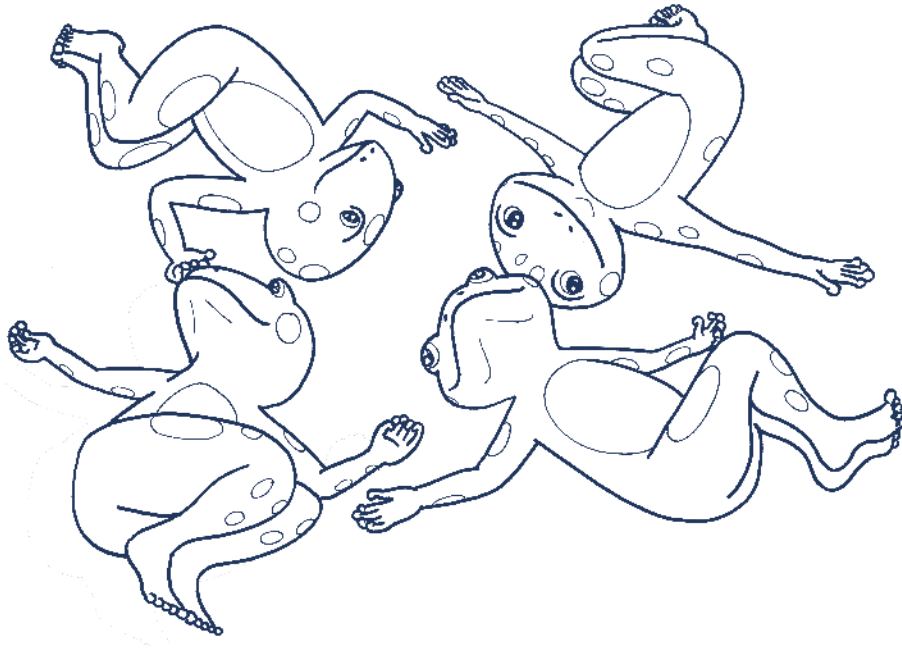
Invite students to try rocking from side to side like a baby discovering how to move their body before you release from the pose. Encourage them to have fun with the stretch—giggling is okay! Remind them to be mindful of the other learners in the circle and move in a way that will be safe for everyone.



### 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** new

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.

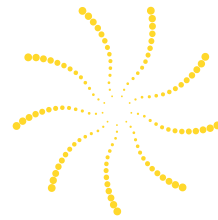
**TAKE-HOME PRACTICE**

- *Thank someone in our school for helping us have a safe, happy, and healthy community.*



## ***Lesson 3***

# **BETTER TOGETHER**



### **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
- 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**

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.

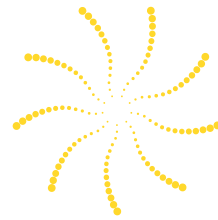
## TAKE-HOME PRACTICE

- *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.*



## ***Lesson 4***

# **GOOD NEWS**



### **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...

- 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.*

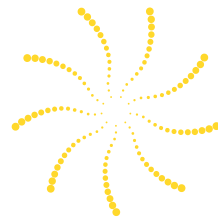
Allow one to two minutes of silent rest.

### 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...

- 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



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



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.

### 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

### 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

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.*

#### TEACHING TIP



Have small cups of samples prepared on a tray for easy distribution.

### 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.

**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.

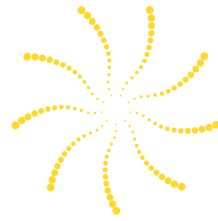
**TAKE-HOME PRACTICE**

- *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...

- 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



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 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.

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.



*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:

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- ***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.)
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**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

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.