



Flourish

TEACHER RESOURCE MANUAL 4-5



A COMPANION TO

Flourish: The Compassionate Schools Project Curriculum K-1

Flourish

TEACHER RESOURCE MANUAL 4-5



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

www.pureedgeinc.org

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Introduction



.....

Flourish Teacher Resources is a companion to *Flourish: The Compassionate Schools Project Curriculum*. These resources are meant to support you as you implement the *Flourish* curriculum. Along with materials and illustrations supporting specific lessons, this book also contains general resources, such as posters that can be displayed in your classroom. The resources are arranged by curriculum unit. Each unit includes Take-Home Practices that can be distributed to students to extend learning at home. Each unit also includes a Compassionate Courier, which is a newsletter meant to support communication with other educators in your school and provide ideas for reinforcing *Flourish* skills across multiple settings. Please share Compassionate Couriers with other educators or administrators and encourage them to give students opportunities to practice what they are learning.

In addition to Teacher Resources, the *Flourish* curriculum includes the Practice Guide, Card Deck, and Student Workbook. We hope that all of these resources support you and your learners as you incorporate *Flourish* lessons and practices.

.....

Mindfulness is...

**Paying attention on purpose with a
curious and kind mind.**

When I am mindful...

- I focus on what is happening right here and right now.
- I notice when my mind wanders and gently find my focus again.
- I notice the feelings that are visiting my mind and body right now.
- I observe what I can hear, see, smell, taste, and touch right now.
- I pause to appreciate myself, others, and the world we live in.
- _____
- _____



Compassion is...

**Showing care and kindness to yourself,
other people, or other living beings in need.**

When I practice compassion...

- I think about what it would be like in someone else's shoes.
- I respond with kindness when someone is hurt or upset.
- I want others to have what they need.
- I notice how I can show care for myself and for others.
- I love myself and I want others to feel safe and loved.

- _____



Unit 1

Compassion





4-5 *Compassionate Courier*

UNIT 1 COMPASSION

What We Are Learning

.....

In this unit, students learn to recognize their own and others' needs for compassion. They will discover that when they take care of themselves and one another by showing compassion, they can create a safer, healthier community. They also explore what it means to be mindful and will consider whether and how mindfulness can help them show compassion to themselves and others.

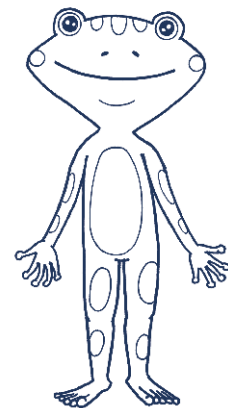
Mindful Moment



Calming Breaths

- Sit in a comfortable position.
- 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.
- 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.

Mindful Movement



MOUNTAIN



SUNRISE/SUNSET



4–5 *Compassionate Courier*

UNIT 1 COMPASSION

Teaching and Learning Connections

Here are quick activities to use for a brain break, morning meeting, closing circle, or anytime!

Transition Ideas

1. **Sunrise Wave:** While students are in line or seated in a circle, lead a Sunrise Wave as a stretch break. The first student inhales, stretching arms up overhead in Sunrise, and then exhales, lowering arms slowly to Mountain. The next student starts immediately after the first student begins (not waiting for them to complete the movement), and then the next student, and so on, creating a wave of movement down the line or around the circle. Repeat if desired.



2. **Brief Breath Check-In:** To provide an opportunity to practice mindfulness, invite students to join you in a Check-In while standing in line or seated. Place one hand on your heart and one hand on your belly (your Anchors). Close your eyes or find one place to rest your eyes. Now, with curiosity and kindness, bring your attention to your breath. Do you feel it moving in and out of your body? Is it fast or slow? Quietly notice. Allow a few seconds for students to notice the breath. Now take a deep breath in and out and notice how you feel before we move on. If time allows, invite students to share. Keep the practice brief to encourage engagement, and try the Check-In practice at different times of day or before/after various activities. Engage students as leaders as they gain familiarity.

5 minute activity

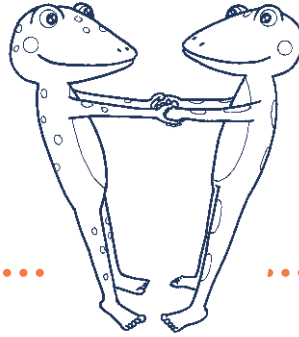
- **Compassion Observations:** Lead learners in recalling the meanings of compassion and kindness. Guide learners to record (in their journals, on a digital sticky note, on a class Compassion Board, etc.) an act of kindness or compassion they have observed. Encourage them to recall an example of compassion they observed in real life, but if they cannot recall an example, invite examples from fiction, news, or media.



10+ minute activity

- **Lean On Me Update:** (Whole class or small group) Show lyrics from the song, *Lean On Me*. Ask students to write lyrics to an additional verse that includes new words that hold the same overall compassionate message of the song.
- **Compassion Round Robin:** Create a whole group story that involves compassion. Teacher starts with “once upon a time there was... (e.g., ‘...an elderly woman who lived next to a school’ or ‘...a dog with a new litter of puppies’) and then cues the first student to add another line to the story and the next student, and so forth, encouraging learners to include examples of characters showing compassion. If time allows, consider having students collaborate to illustrate parts of the story.

Lean On Me



.....

*"Sometimes in our lives,
We all have pain, we all have sorrow.
But if we are wise,
We know that there's always tomorrow.
Lean on me when you're not strong
And I'll be your friend, I'll help you carry on.
For it won't be long till I'm gonna need
Somebody to lean on."*

.....

"Lean on Me"

Words and Music by Bill Withers

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A Map of Compassion



Home

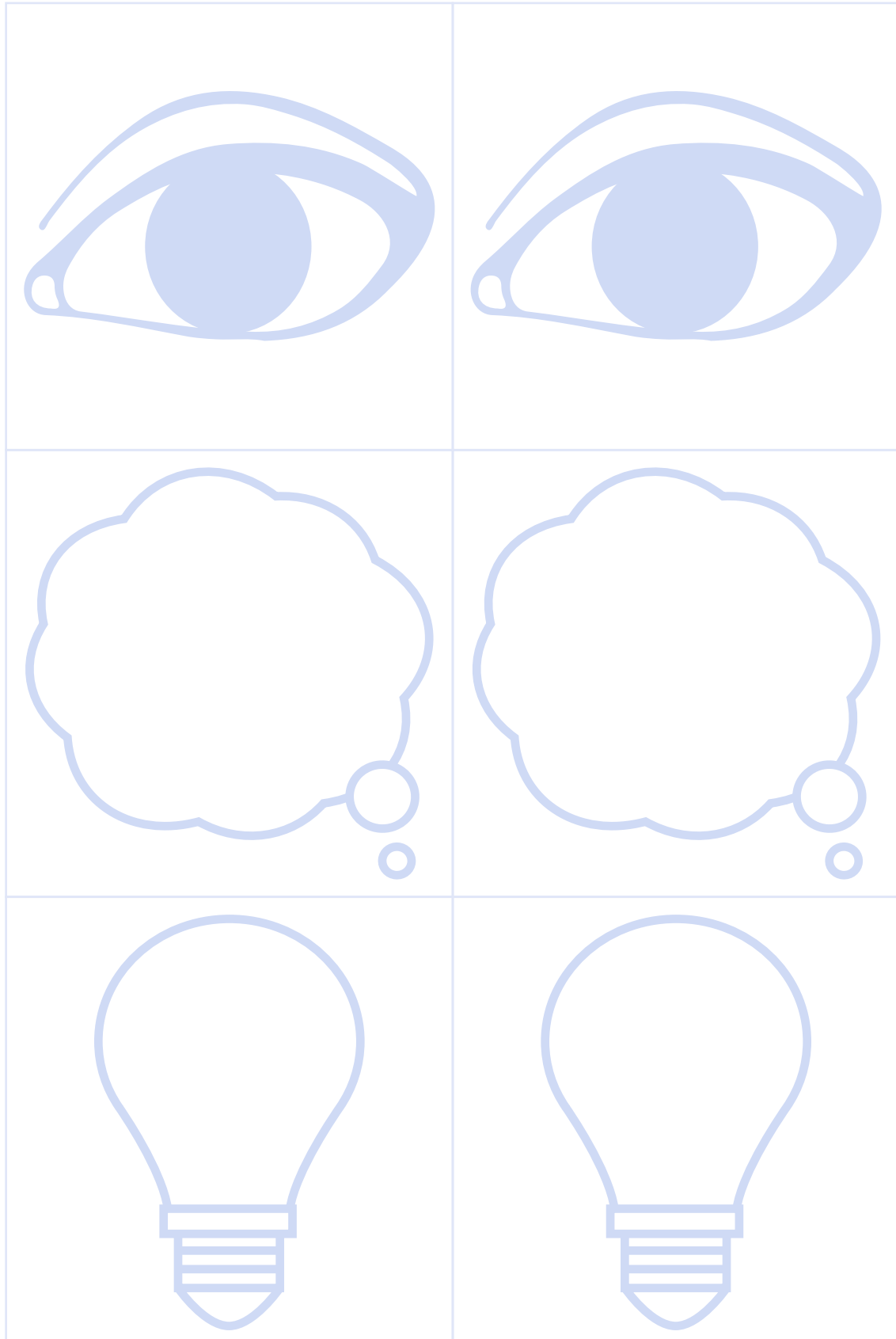


School



Community

Map of Compassion Optional Templates



Somebody to Lean On

Scenario 1

As you and your friends are playing together on the playground, you notice George alone on the monkey bars. George has been mean to many of you since the beginning of the year. All of a sudden his hands slip from the bars and he lands on his leg; he seems to be badly hurt. No one has noticed yet, not even your teachers. What would you do to show George compassion?



Scenario 2

It is your birthday and your parents have allowed you to have a sleepover with several friends. You are excited about the party and want your friends to have a great time. Throughout the evening, your younger sibling keeps hanging around you and your friends and wants to be a part of the fun. You can tell that your friends are getting annoyed with your sibling. What would you do to show compassion in this situation?



Scenario 3

At the beginning of the year, your best friend since kindergarten comes back to school dressing differently and hanging out with a different set of friends. On several occasions, they have been mean to you. One day you walk into the bathroom with a new friend, and you hear someone crying in one of the stalls. You all realize that it is your old best friend. What would you do to show compassion in this situation?

Fill In the Blank

Come up with as many compassionate ways as you can to fill in the blanks. Use your imagination to make up acts of compassion or base them on acts of compassion you have experienced or observed.



1. Sheena was sick, and a family member _____

_____.

2. My feelings were hurt, and a friend told me _____

_____.

3. Xian was left out of a game, and someone _____

_____.

4. Ramón was the new person on the soccer team, and someone _____

_____.

5. I missed two shots in basketball, and the coach _____

_____.

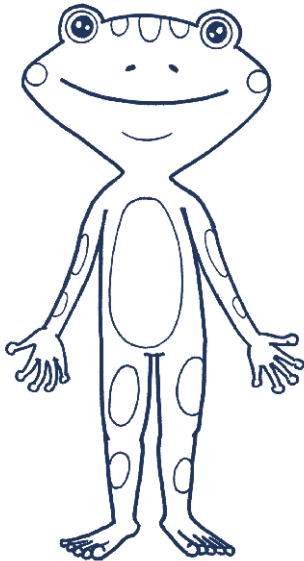
6. Dre was completely confused about fractions, and a teacher _____

_____.

7. Tatiana was really hungry, and someone _____

_____.

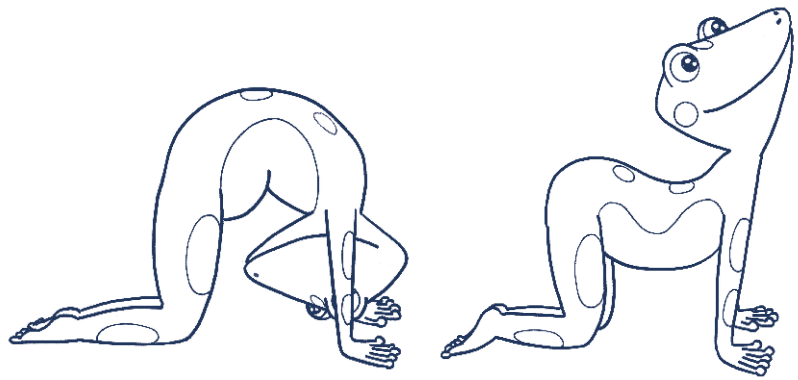
4—5 Unit 1 Mindful Movement



Mountain



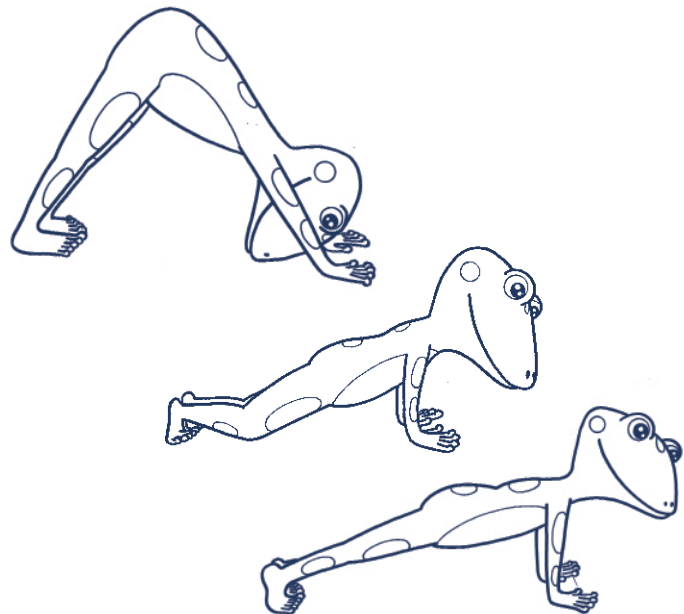
Hands & Knees



Cat/Cow



Sunrise/Sunset

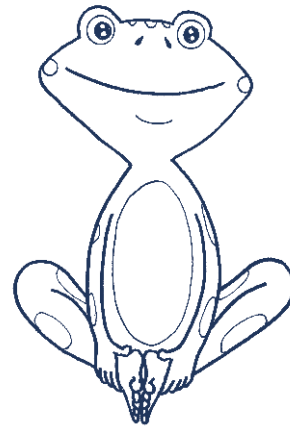


Dog/Plank

4—5 Unit 1 Mindful Movement



Easy Pose



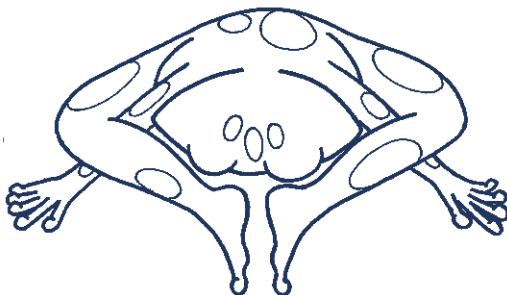
Butterfly



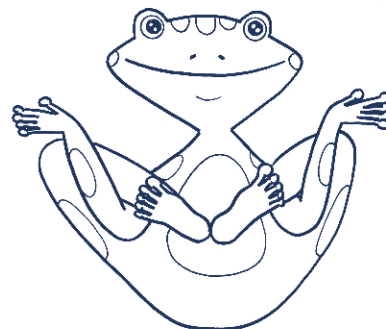
Child's Pose



Cobra



Turtle



Flower

4—5 Unit 1 Mindful Movement



Mountain



Sunrise



Sunset



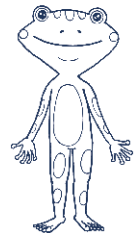
Monkey



Sunset



Sunrise

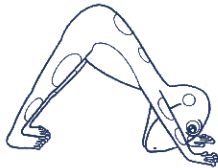


Mountain

Fresh Start Sequence (Part 1)



Child's pose



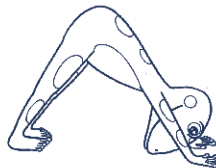
Dog



Plank



Cobra



Dog



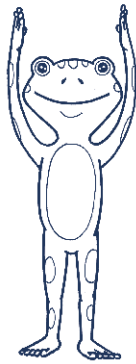
Child's pose

Fresh Start Sequence (Part 2)

4—5 Unit 1 Mindful Movement



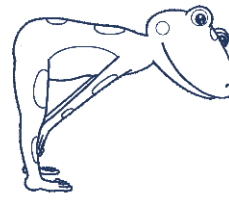
Mountain



Sunrise



Sunset



Monkey



Sunset



Plank



Cobra



Dog



Monkey



Sunset



Sunrise



Mountain

Fresh Start Sequence

Unit 1 Take-Home Practices

LESSON 1

As you go about your day, look for examples of compassion. Identify one example of someone showing compassion to a friend in need.

LESSON 3

Grow your compassion: Try showing kindness or compassion at a time when it isn't easy.

LESSON 2

Practice checking in with yourself throughout the day by listening to your mind and body with curiosity and kindness.

LESSON 4

Find a chance to show compassion! Identify a way you can show compassion in your home, school, or community (no matter how big or small). Is there something you can do to help someone who is in need?



Unit 2

Self-Awareness





4-5 *Compassionate Courier*

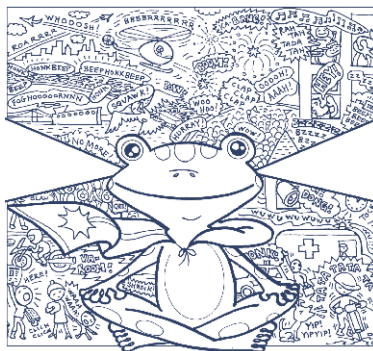
UNIT 2 SELF-AWARENESS

What We Are Learning

.....

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

Mindful Moment



Mindful Listening

- Sit in a comfortable position, with eyes closed or gently looking down.
- Let your attention open up and be curious to notice any sounds you hear in the room.

(Allow several moments of silence.)

- Listen carefully like you are listening to a good friend tell a story. Notice any sounds that grab your attention.

(Allow 30 seconds or so of silence.)

- Notice sounds that are soft and gentle, that you might not normally notice.

What can you hear and observe when you really pay attention?

(Allow one to two minutes of silence.)

- Now focus your attention on the quiet sound of your breath. Can you hear it?

(Allow a few moments of silence.)

- Take a moment to notice how you feel in body and in mind after practicing mindful listening. When you feel ready, you may open your eyes.

Mindful Movement



STANDING STARFISH



SEATED FORWARD FOLD



4-5 *Compassionate Courier*

UNIT 2 SELF-AWARENESS

Teaching and Learning Connections

Here are quick activities to use for a brain break, morning meeting, closing circle, or anytime!

Transition Ideas

1. **What Catches Your Eye?:** As students transition, ask them to notice what catches their eyes in their surroundings. Encourage them to look (or listen!) for something interesting or beautiful around them that they may not have noticed before. If time allows, invite students to share what they noticed.



2. **Body Language Movement:** As students stand in line or move to the next location, remind them that their environment, their minds, their body movement, and body language can trigger emotions. Tell them that you want to try another experiment with body language (facial expressions and posture). Invite the students to gently lift their chests and smile and to keep smiling with a relaxed (not forced) smile while they transition to the next activity. Ask them to treat it like an experiment, and to notice whether smiling impacts how they feel while they move into the next activity.

5 minute activity

- **Music Moods:** Select a few different music selections to play and invite students to share or journal about any feelings or thoughts evoked by the music. Alternatives, show photos or works of art for students to respond to.
- **Sharing Joy:** Invite learners to share something that brings them the feeling of joy. Have learners take a moment to bring something to mind that brings them joy. In a popcorn or lightning round style, invite each learner to share their answer in one word or phrase. After everyone has shared, invite everyone to pause and notice how it feels to share joy.

10+ minute activity

- **Emotional Word Art:** Have students work individually small groups to create emotional word art. Guide students to start with an emotion word in the center of the page. They then choose a shape that represents the emotion and fill it with related words (in the style of a word cloud) and/or drawings to illustrate the emotion and what they associate with it. Display the word art for other learners to view.



All Sorts of Emotions

Can you think of any other emotion words to add to this list?

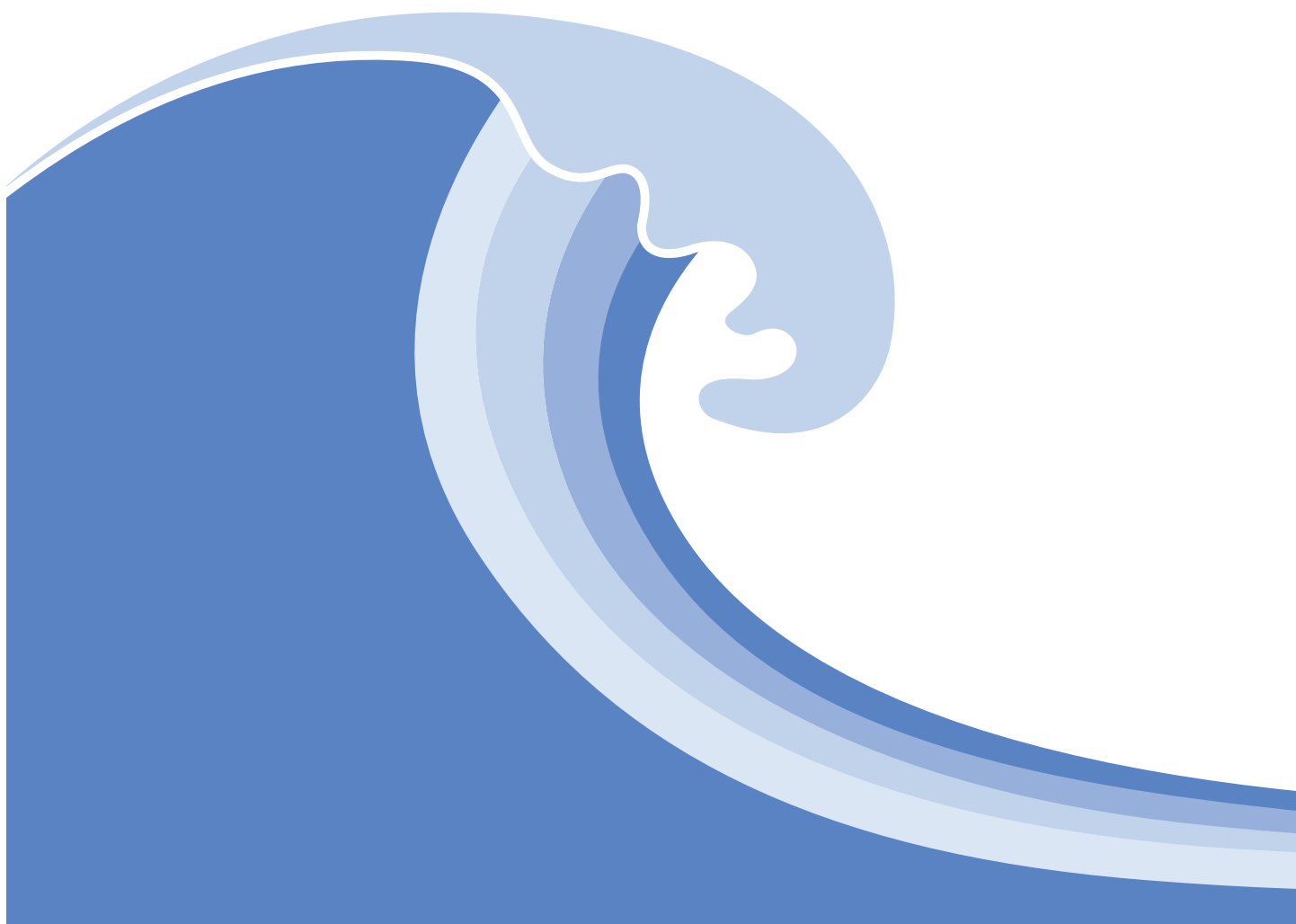
happy	frustrated	inspired	amused
sad	proud	content	furious
angry	excited	anxious	hateful
afraid	joyful	lonely	grieving
surprised	disappointed	grateful	peaceful
calm	annoyed	playful	
worried	ashamed	disgusted	

Use this space to brainstorm how you will sort the emotion words into categories.

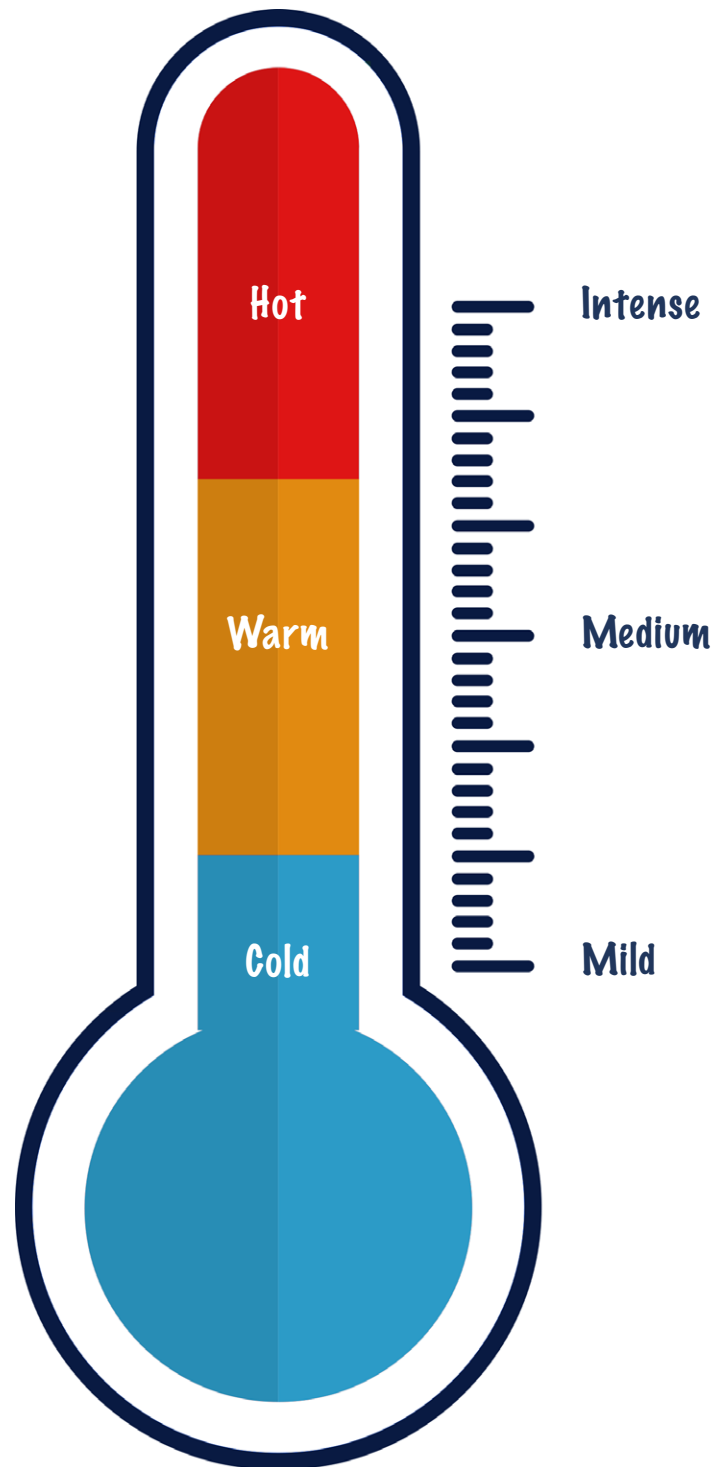


Check-In

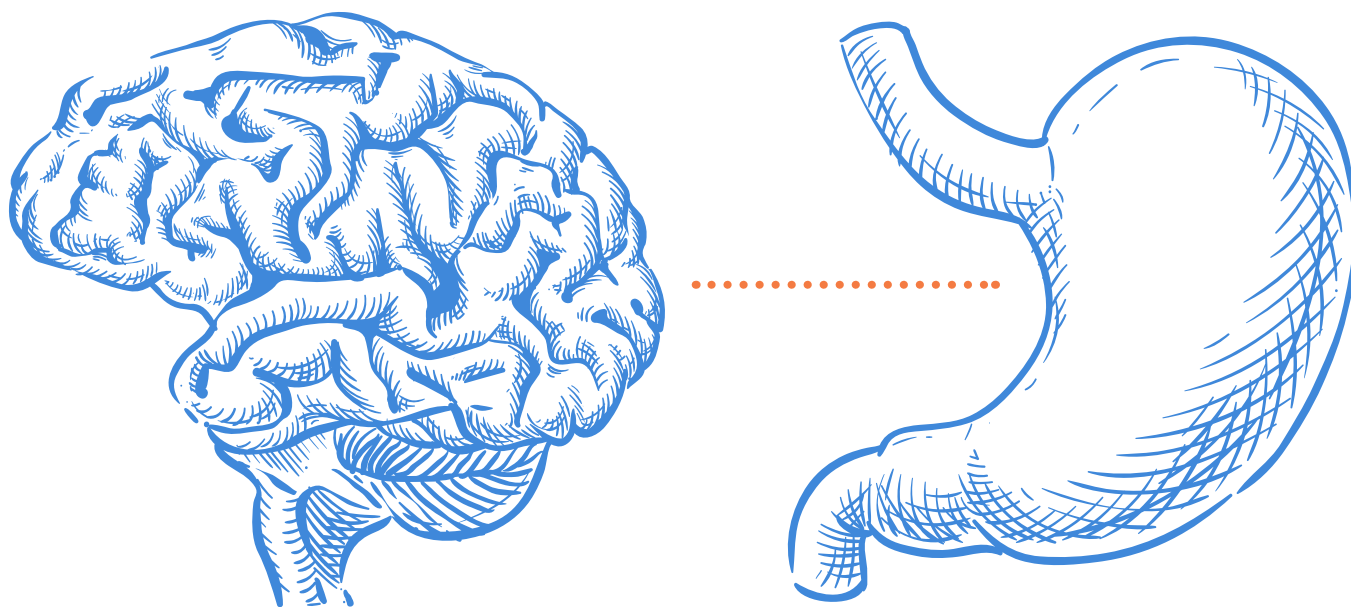
	Beginning of Practice	After Opening Sequence	After Rest
BODY			
FACIAL EXPRESSION			
BREATH			



Degrees of Emotion



How We Eat



How We Eat

Song

My Feelings are Hungry by Ava Parnass

Books

Bread and Jam for Frances by Russell Hoban

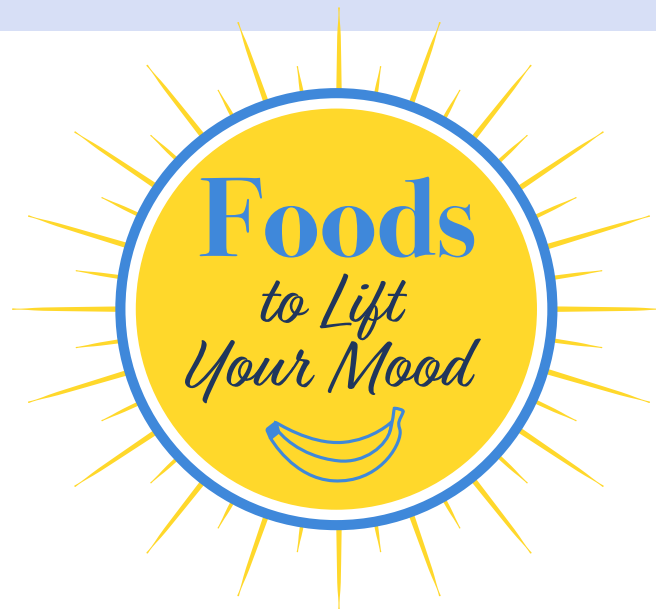
Excerpts (not the full book) from *Full Mouse, Empty Mouse* by Dina Zeckhausen

Sample Story

I took my niece to the park. We had a picnic lunch with...



We had a picnic lunch with fresh fruit, cheese, peanut butter sandwiches, and plenty of water. We played on the swings and monkey bars, walked around the lake, played frisbee, and laughed and smiled. After we left the park, my niece asked if we could stop at the donut shop. When we got there, she got a big donut with icing and a lot of sprinkles. When she was just halfway finished, she set it down. She looked sleepy and kind of sad, and she started to slouch in her chair. What do you think happened? What could we have done differently?



Complex Carbs

Sweet potato
Beans



Fish

Salmon



Fermented Foods

Yogurt



Fruits & Vegetables

Strawberries
Blueberries
Bananas
Spinach



Nuts & Seeds

Pumpkin Seeds
Walnuts



Other

Eggs
Dark Chocolate



Whole Grains

Oats
Quinoa

Teachers, see these sources for additional information:

- Davidson, Katey, MScFN, RD, CPT. "9 Healthy Foods That Lift Your Mood." Feb 5, 2020, *Healthline.com* <https://www.healthline.com/nutrition/mood-food>
- "You Are What You Eat: How Food Affects Your Mood." Feb 3, 2011, *Dartmouth Undergraduate Journal of Science* <https://sites.dartmouth.edu/dujs/2011/02/03/you-are-what-you-eat-how-food-affects-your-mood/>

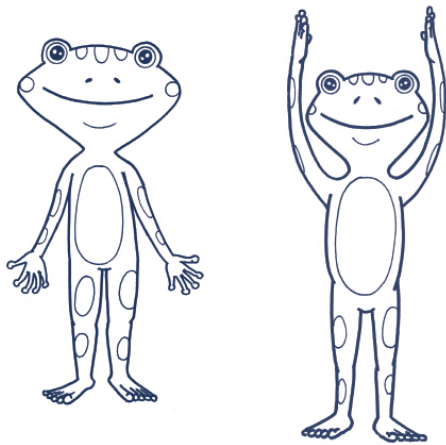
Food–Mood Survey

FOOD CHOICE	MOOD		
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TOTAL:			

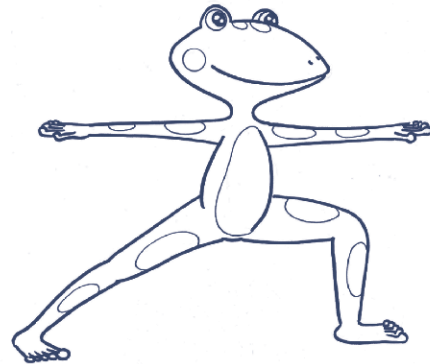
Food-Mood Survey

FOOD CHOICE	MOOD		
	Sad	Stressed	Happy
Apple	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Candy Bar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Soup	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TOTAL:			

4—5 *Unit 2 Mindful Movement*



Mountain/Sunrise



Surfer



Standing Starfish



Wave A

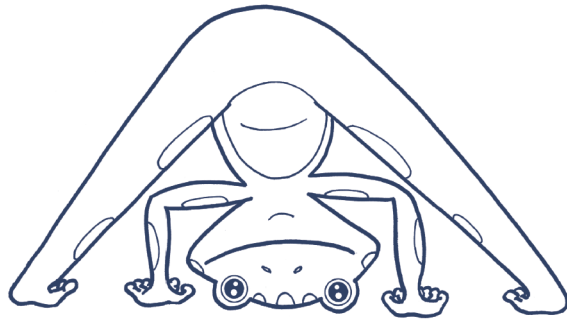


Triangle

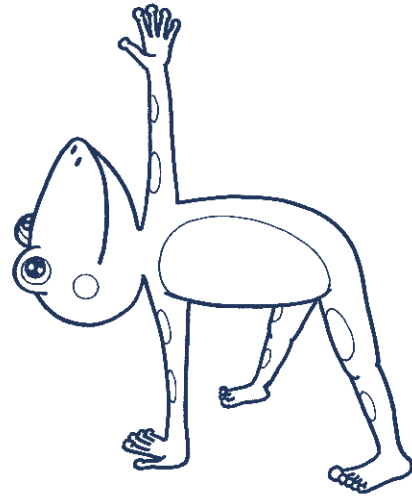


Wave B

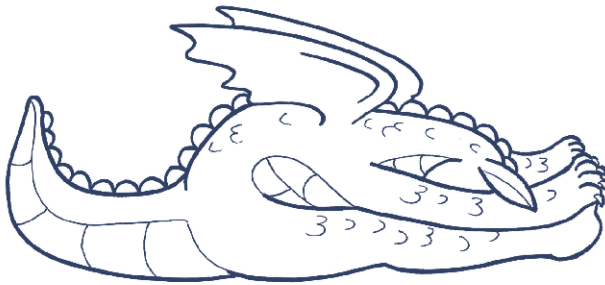
4—5 Unit 2 Mindful Movement



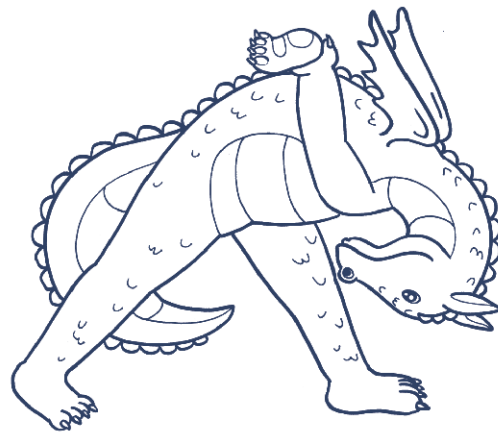
Volcano



Windmill



Seated Forward Fold



Elephant

Unit 2 Take-Home Practices

LESSON 1

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

LESSON 2

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

LESSONS 3 & 4

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

LESSON 5

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

LESSON 6

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

LESSON 7

Teach someone in your home how to practice Mindful Eating.



Unit 3

Self-Management



4–5 *Compassionate Courier*

UNIT 3 SELF-MANAGEMENT

What We Are Learning

.....

In this unit, students learn what it means to have a *growth mindset*, and they practice coaching themselves through difficult tasks with kindness and compassion. They will explore what stress feels like and will identify stressors in their lives. Learners will discover that while many stressors are not in their control, they can practice ways to care for themselves in response to stress. They will also explore the concept of one's *best self* and will identify Best Self Strategies they can use in a variety of situations. Then they will practice goal setting and will work with a partner to achieve a goal.

Mindful Moment



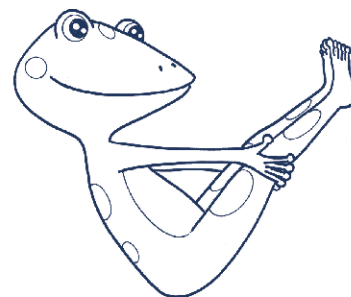
Letting-Go Breath

- Begin by sitting comfortably.
- Sit up tall, lengthening your spine.
- During this practice, we're going to breathe in while we count to three. Then we'll breathe out while we count to five.
- Are you ready?
 - Breathe in for one, two, three.
 - Breathe out for one, two, three, four, five.
 - Breathe in for one, two, three.
 - Breathe out for one, two, three, four, five.
- As you breathe out, imagine letting go of anything that's bothering you.
- Repeat this as many times as you'd like.
- Silently check in with your body and your mind. Do you notice any changes?

Mindful Movement



TREE



BOAT



4–5 *Compassionate Courier*

UNIT 3 SELF-MANAGEMENT

Teaching and Learning Connections

Here are quick activities to use for a brain break, morning meeting, closing circle, or anytime!

Transition Ideas

1. Give students movement or balance challenges as they transition to provide an opportunity to practice physical self regulation. For example, run in slow motion; pause and balance on one foot; walk on tiptoes.

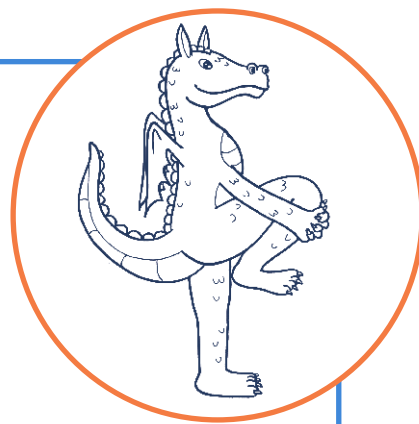
2. **Check-In and Breathe:** During a transition, check in with students about their stress level (or energy level), using a hand signal. Invite students to suggest and lead a breathing practice (for example, Letting Go Breath, Breath of Joy) that may be helpful for how they are feeling. Consider offering more than one option.

5 minute activity

- **A Fact of Life:** As a whole group or small groups, discuss potential distractions that may be present in your setting. After identifying distractions that may pose a challenge, discuss ideas for reducing distractions or boosting focus.
- **My Message:** In small groups or partners, students will brainstorm ideas for kind or encouraging words to self-coach with when they face a challenge. Students jot down their personal self-coaching message on a post-it note to keep on the desktop or other accessible spot.

10+ minute activity

- **Planning for Stress:** Label two columns in a T chart using the labels “Identify the Stress” and “Possible Solution.” Lead students to identify times in their daily schedule that feel stressful and fill in on the “Identify the Stress” side. Students brainstorm ways to prepare for or respond to anticipated stresses and fill in on the “Possible Solution” side.
- **Wellness Coach:** Invite students to imagine their new job is to be a younger student’s wellness coach. Lead a group discussion or journaling activity, reflecting on what it might look like to be a wellness coach. Use questions such as the following to guide their thinking:
 - *What skill would you share with a younger student to help them be happy and healthy?*
 - *How would you encourage them to practice? Be specific about what the practice would look like, where it would happen, and how often.*
 - *How would you make it fun to grow this new skill?*
 - *How would you encourage them to practice and to have a growth mindset?*



1. Where is my center of gravity?

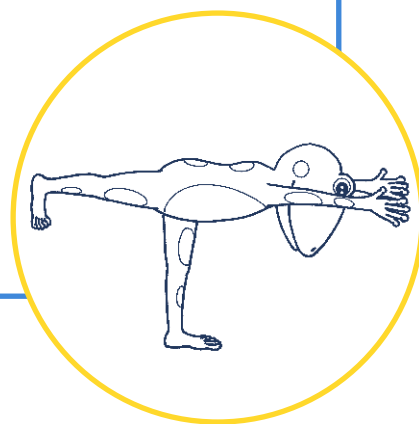
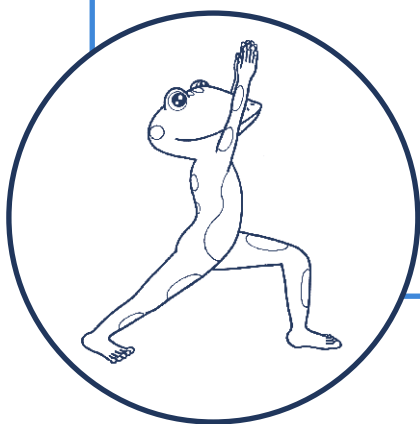
2. Where is my base of support?

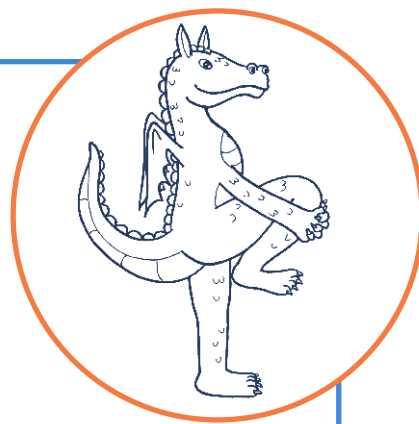
3. Is my center of gravity directly over my base of support?

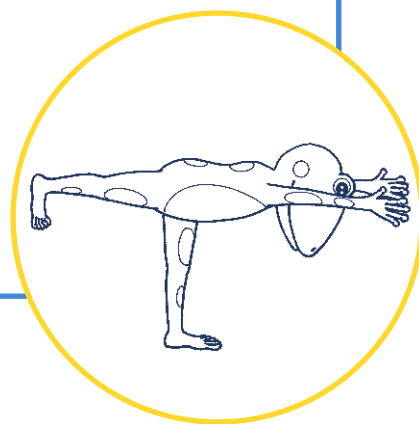
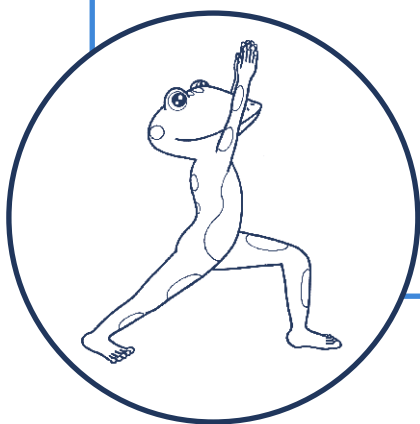
4. Are my eyes focused on one place.

5. Is my breathing slow and steady?

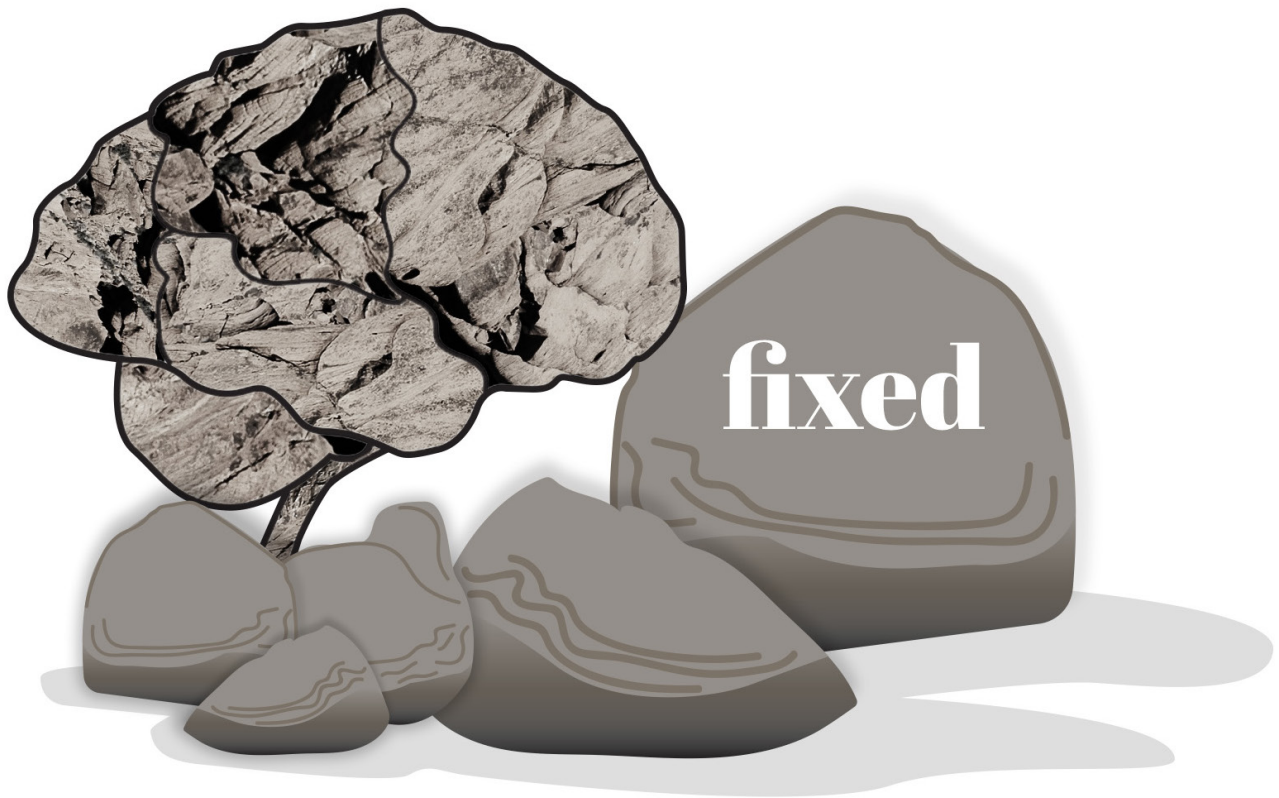
6. Do I have a sense of humor?







Fixed Mindset



Growth Mindset



What's In My Control?

Many things affect whether or not we feel like our best selves. In the blue area, write or draw some reminders of what is in your control. Outside of the blue area, write or draw some reminders of what is outside of your control.

Outside of my control

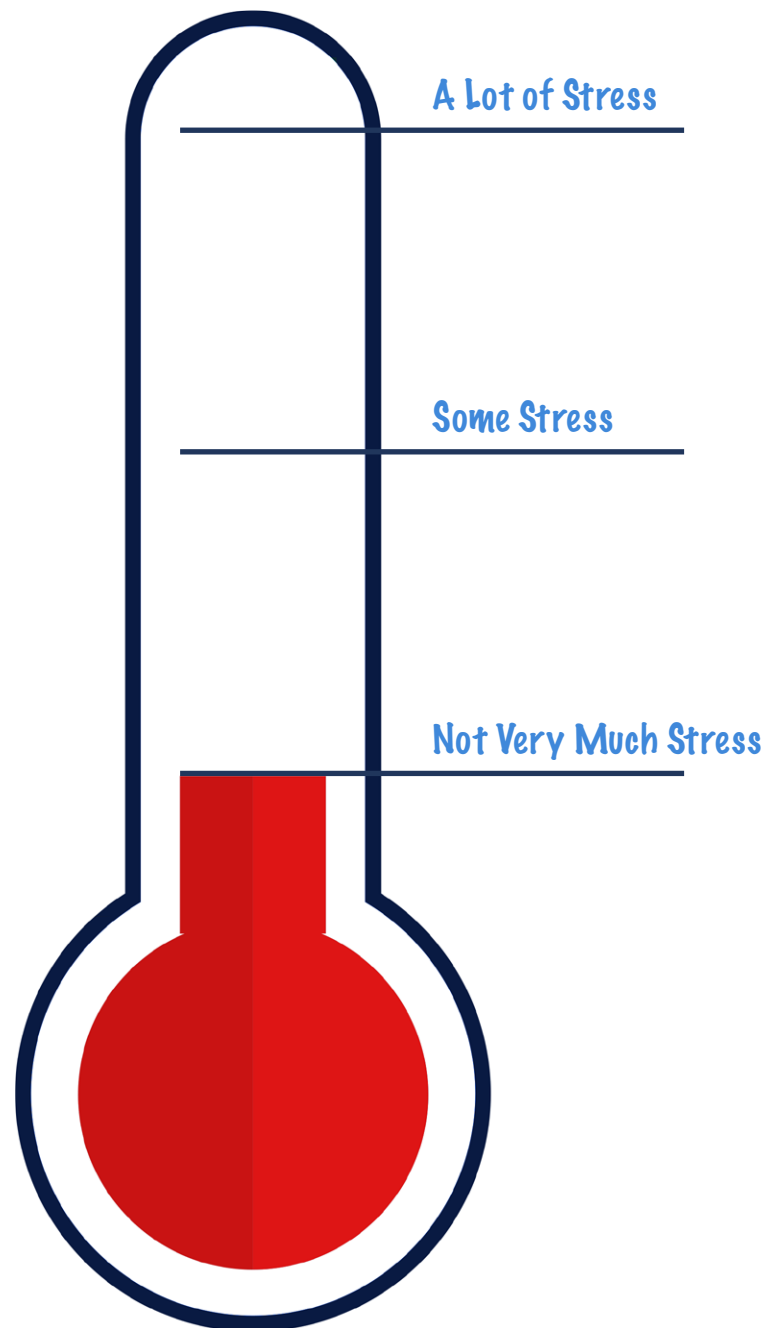


In my control

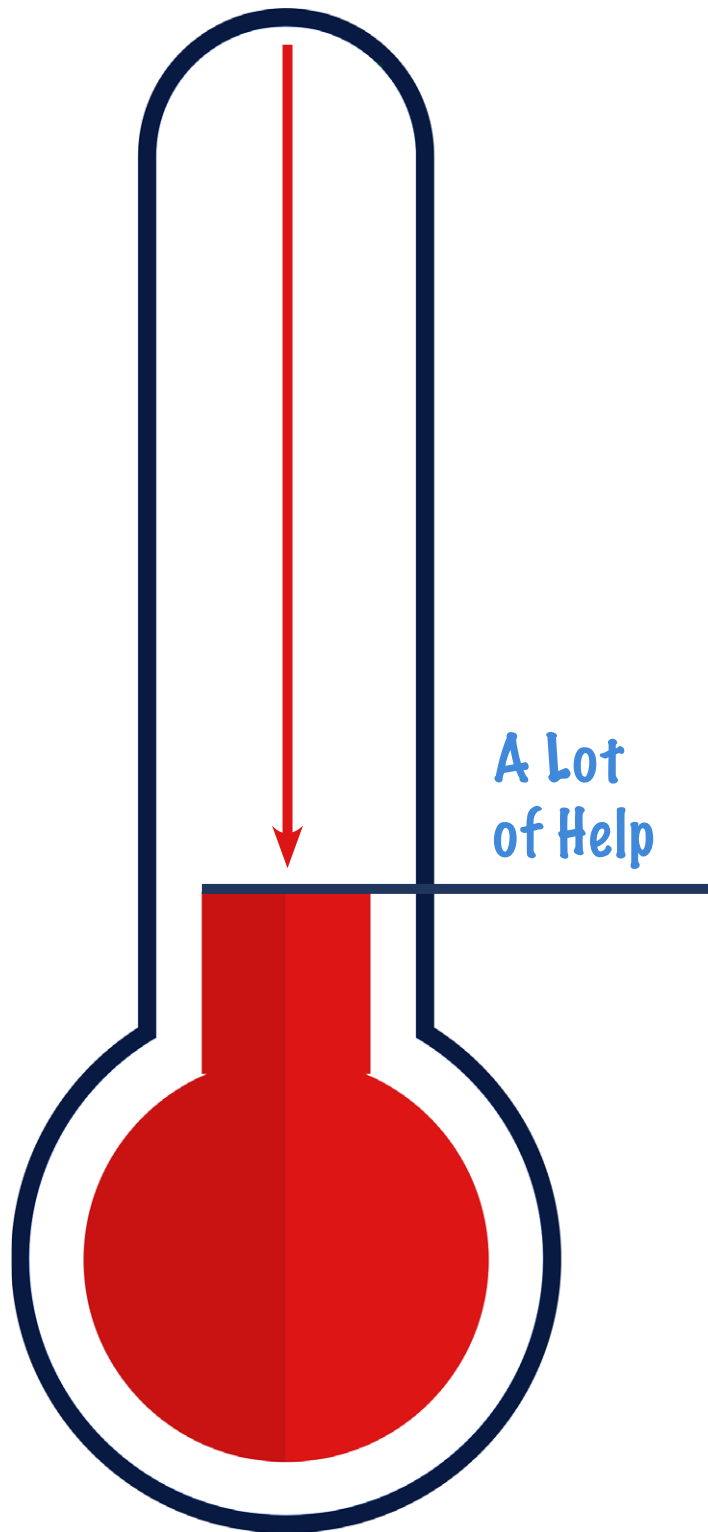
“Not Very Much Stress”

“Some Stress”

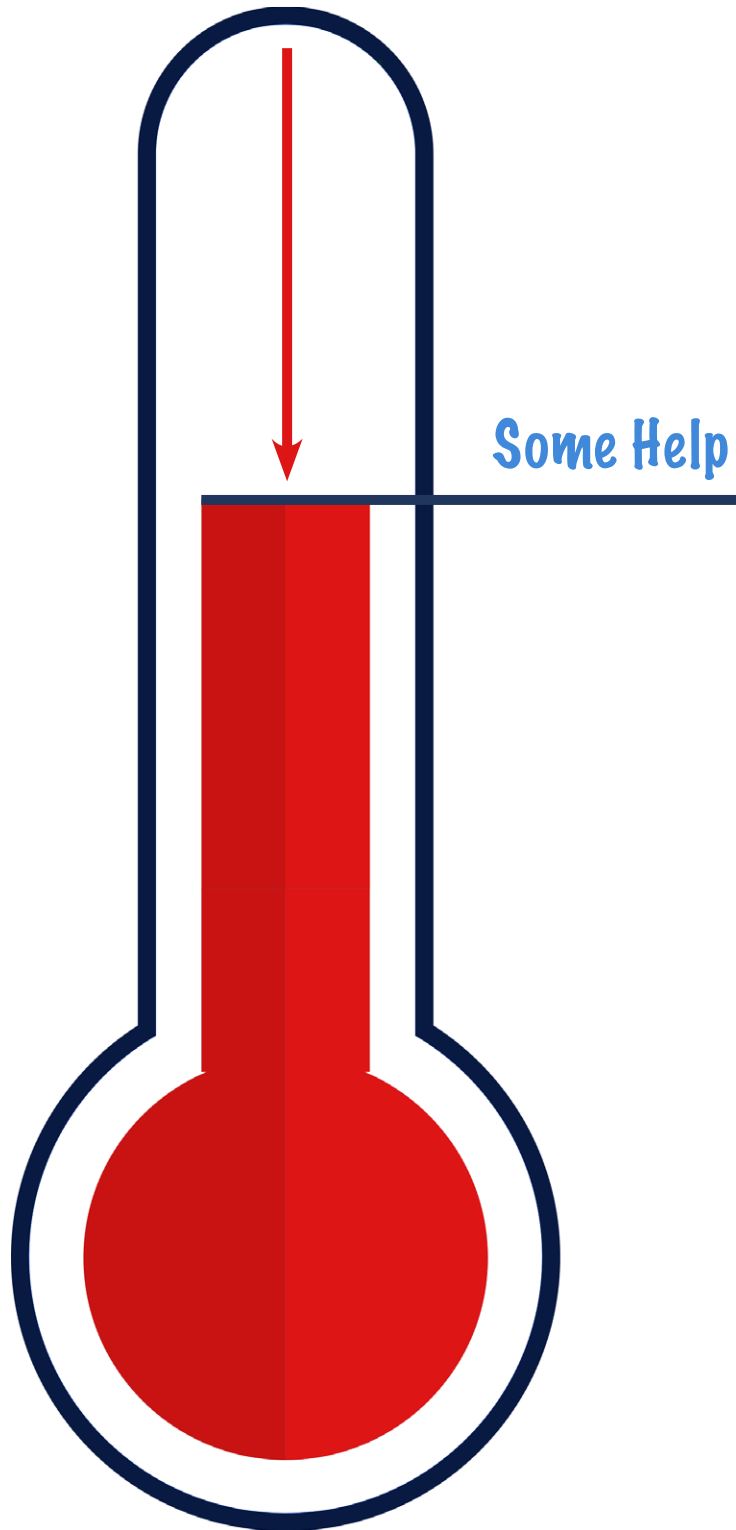
“A Lot of Stress”



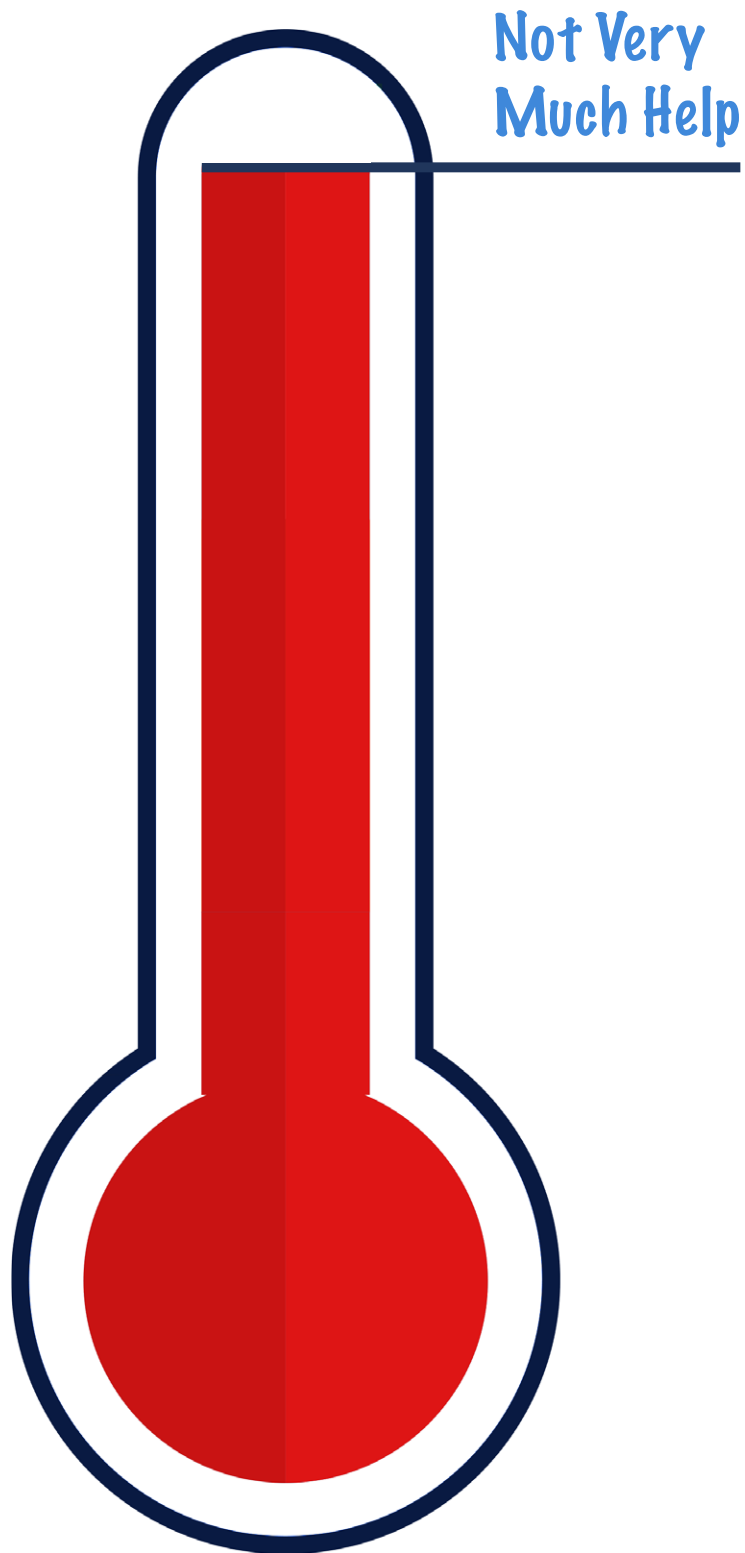
“A Lot of Help”



“Some Help”



“Not Very Much Help”



Degrees of Stress

On the thermometer, write how the three degrees of stress feel in your body.

On the left side, write or draw stressors that cause that amount of stress.

On the right side, write or draw Best Self Strategies you can use when you feel that amount of stress.

Stressors		Strategies
	<div> <div> HIGH level of stress </div> </div>	
	<div> MEDIUM level of stress </div>	
	<div> LOW level of stress </div>	

Goals for Growth

GOAL STATEMENT

Choose 1 Best Self Strategy you would like to practice, and use the prompts below to write a personal goal.

The Best Self Strategy I would like to grow into a healthy habit is

_____.

My goal is to practice this strategy _____ times per week.

What I will do: _____

_____.

Where I will do it: _____

_____.

When I will do it: _____

_____.

My partner can help me by: _____

_____.

You Have the Power to Build Healthy Habits

With a partner, discuss ways you will work toward your goal.

When will you find the time to practice today?
Tomorrow?

What will you do if you get off track?

How can you continue working
toward this goal after today and tomorrow?

What are some roadblocks that
might get in your way?

How will you deal with those when they show up?



Goal Tracking

Color in one box
each day you
practice.



GREAT WORK!
Keep practicing
to grow a
healthy habit!

4—5 Unit 3 Mindful Movement



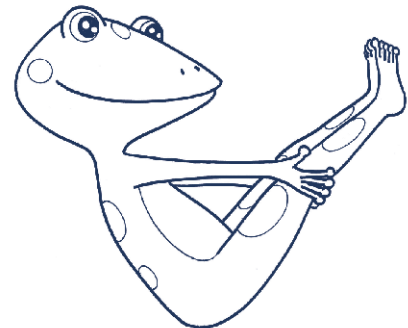
Tree



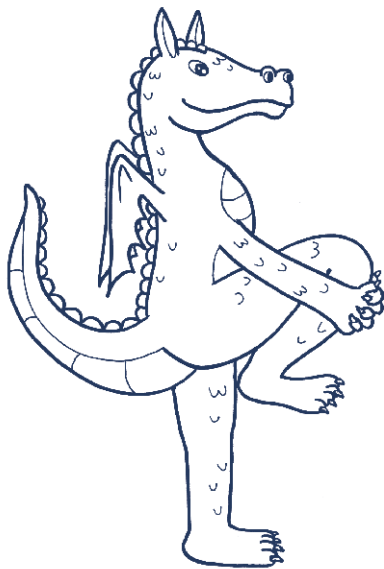
Lever



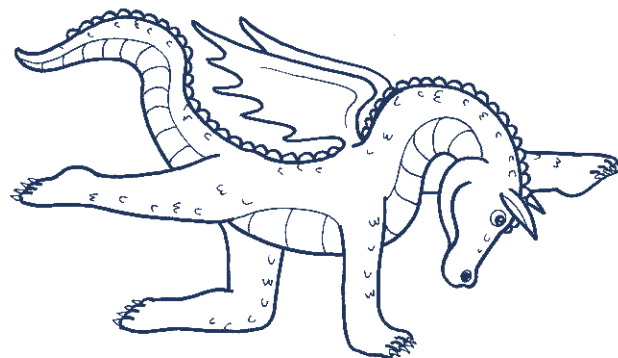
Victory



Boat

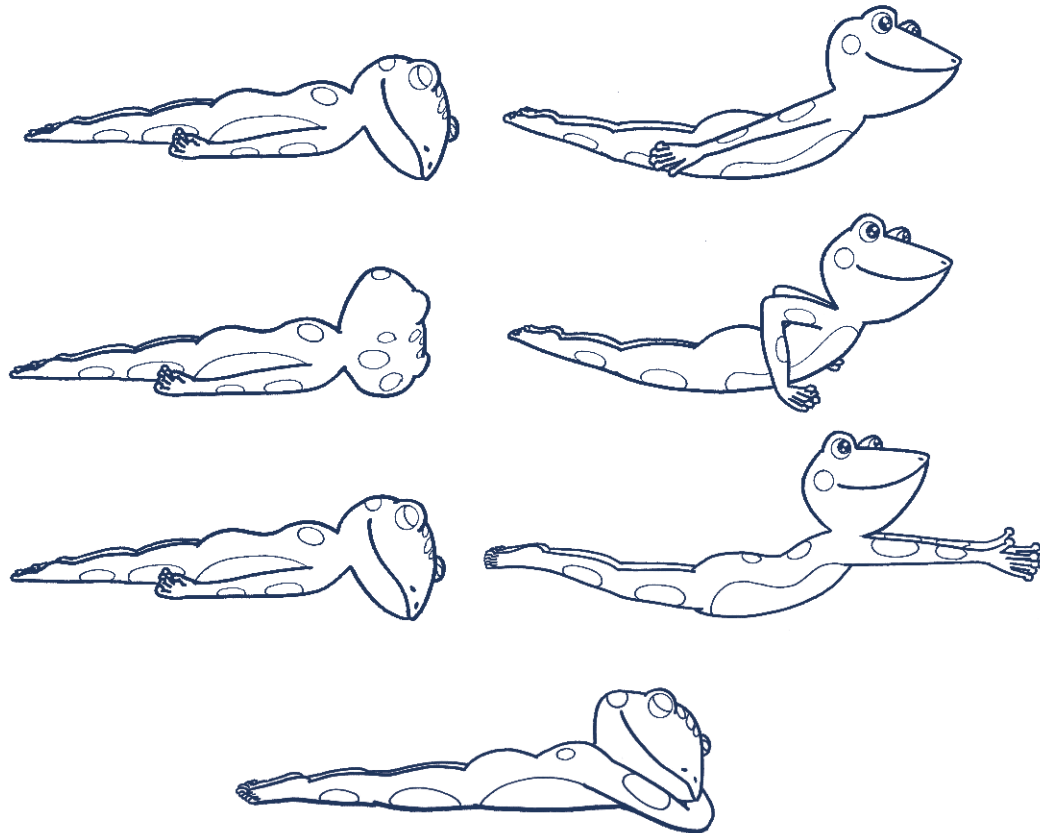


Stork



Pointing Dog

4—5 *Unit 3 Mindful Movement*



Superhero Sequence

Unit 3 Take-Home Practices

LESSON 1

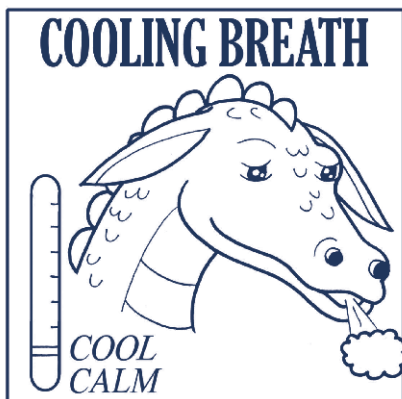
Before our next class, practice coaching yourself through a difficult task. Remember to be kind to yourself and to practice a growth mindset.

LESSON 2

Over the next few days, when you encounter a distraction, practice using mindfulness to coach yourself to stay focused.

LESSON 3

Time to chill: Practice Cooling Breath to get more familiar with it, even if you are not feeling a strong emotion. How do your body and mind feel after the practice?



LESSON 4

Relax and Let Go: Choose either the Letting-Go Breath or the Tension Release exercise to relax before bed.

LESSON 5

Spend some time at home practicing one of the Best Self Strategies you've chosen for responding to stress. Notice how you feel before and after.

LESSON 6

GET GOALING! Share your goal with a family member and take a first step toward reaching your goal.

LESSON 7

Keep Goaling: Keep working toward your goal! Track your progress. If you get off track, be kind to yourself.

Unit 4

***Social Awareness** Part I*

EMPATHY AND PERSPECTIVE TAKING



4–5 *Compassionate Courier*

UNIT 4 • SOCIAL AWARENESS PART 1—EMPATHY & PERSPECTIVE TAKING

What We Are Learning

.....

In this unit, students learn about different points of view. Learners explore how understanding their own point of view as well as other people's points of view can help them act compassionately. They also explore how seeing things from a variety of perspectives can help them resolve conflicts.

Mindful Moment



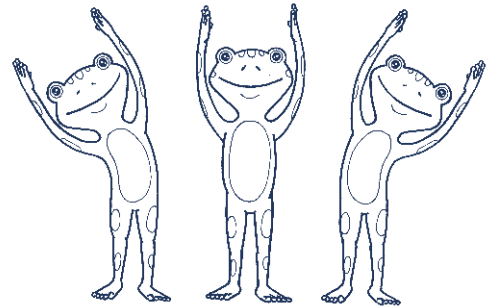
Gratitude and Appreciation Practice

- In your mind, picture someone who is important to you. Notice how you feel when you focus on this person. Is there something about this person that you appreciate or feel thankful for? Take a few breaths, keeping this person in mind. Focus on the appreciation or gratitude you feel for them, imagining it growing with each breath.

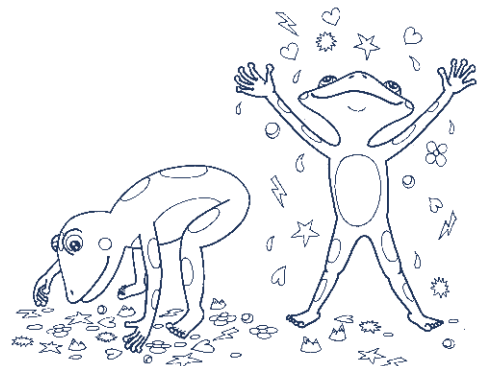
(Allow a few moments of silent practice.)

- Notice what it feels like to practice gratitude. Now take one more deep breath in and out as we end our gratitude practice.

Mindful Movement



SWAYING PALM



PICK IT UP

Wordwall perspective, compromise, agree



4–5 *Compassionate Courier*

UNIT 4 • SOCIAL AWARENESS PART 1—EMPATHY & PERSPECTIVE TAKING

Teaching and Learning Connections

Here are quick activities to use for a brain break, morning meeting, closing circle, or anytime!

Transition Ideas

1. **Rose, Thorn and Bud:** Invite students to turn to a neighbor and share a highlight of their day (the rose), something that went wrong during the day (the thorn), and what they are looking forward to (the bud). Emphasize listening and have students thank their partners for sharing.



2. **A New Perspective:** As you transition to a different location, lead students on a different path than you usually take. Invite students to imagine they are seeing the school as a brand new student and to take note of one thing that they notice from this perspective.

5 minute activity

- After reading a story or watching a video, encourage learners to put themselves in the point of view of each character in the story. Invite them to consider and share the perspective of that character, including what they might have thought and felt and why they behaved the way they did.



10+ minute activity

- **Generational Perspective:** Using an image of a toddler in a highchair eating food with hands, invite students to consider whether a child their own age eats the same way. What about a teenager or a senior citizen? In small groups, provide examples of daily routines or common activities and encourage students to think of examples of how different generations might have different experiences from their points of view. Reflect together on any insights or new understandings.
- **Disability Discussion:** Provide students an opportunity to ask questions about physical disabilities and how they can show compassion towards a community member with a physical disability without assuming the person needs help. Discuss how understanding their own point of view as well as the other person's points of view can help them act compassionately.

What's Inside?



Is mostly water

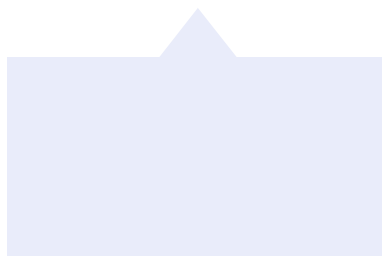
Contains vitamin C

**Does not contain
cholesterol**

**Contains calcium, magnesium,
and potassium**

**Grows in a variety of colors
and sizes**

What's Inside?



Story Sharing

Think about a time in your own life when empathy was important.
Think of a time there was a misunderstanding, a time someone needed
your help, or a time when someone tried to understand how you were feeling.
Use this space to tell your story.

Plot Lines

Use this space to brainstorm ideas for your digital story. The plot should include a difference of opinion or values, a conflict, or a misunderstanding in which the characters have two different perspectives. Use your story to show how the characters can use empathy to come to understand each other.

1. Who are the two main characters?



2. What conflict or misunderstanding happens?



3. What are the characters' perspectives?
What does each character think and feel?



4. How do your characters reach an understanding?



Plot Lines

Use this space to plan images and text for each page of your group's digital story.

1.

2.

3.

Class Interviews

Work with a partner and interview each other to learn something new. Together, choose one set of interview questions to ask. You and your partner should only share answers you feel comfortable sharing. Ask your partner if it is okay before sharing their answers with the class.

Interview 1: A Challenge

Describe a challenge you overcame.

Why was it difficult?

What helped you succeed?

How did you feel about it?

Why was it important to you?

Interview 2: A Happy Memory

Describe one of your happiest memories.

What happened?

Where were you?

What part of this experience was most important to you?

Interview 3: Your Values

What are your most important values?

Why are these values important to you?

Are these values shared by your family?

How do these values influence what you do?

Interview 4: Your Future

What is your dream or goal for the future?

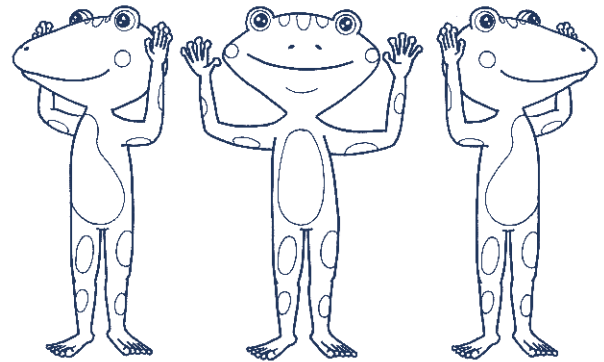
Why is it important to you?

If you were to achieve this goal, how would you feel?

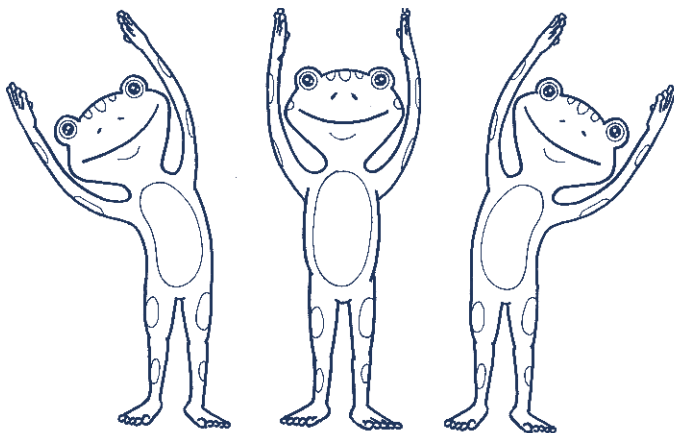
4—5 Unit 4 Mindful Movement



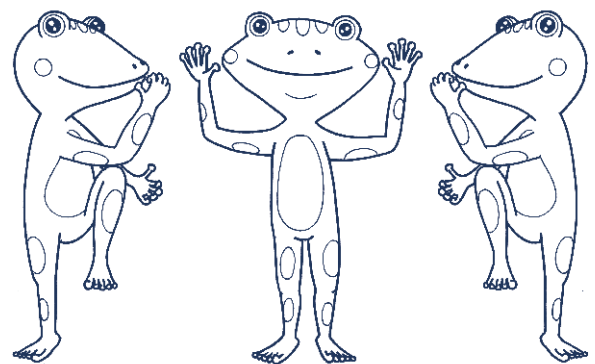
Seated Twist



Trident/T Trident Twist

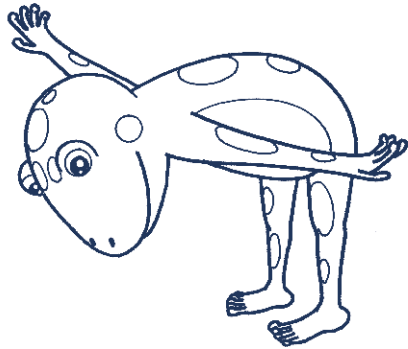


Swaying Palm

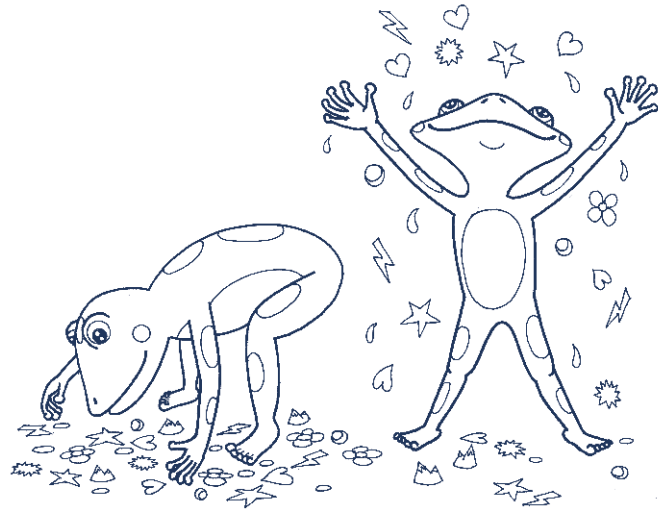


Elbow-to-Knee

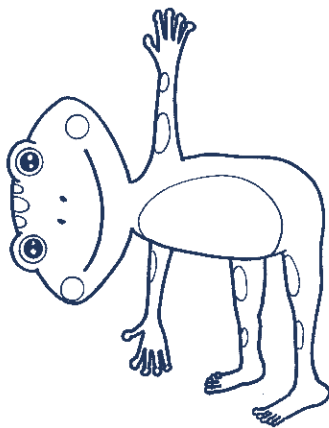
4—5 *Unit 4 Mindful Movement*



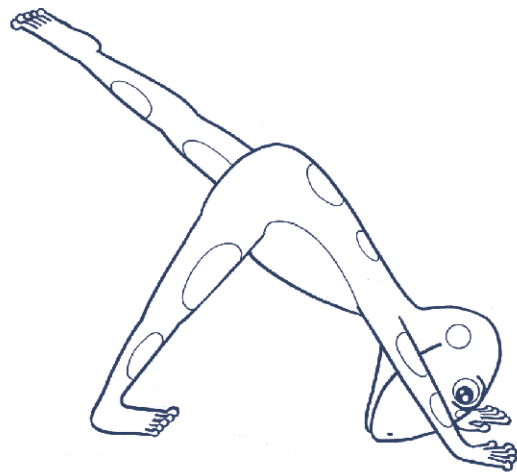
Glider



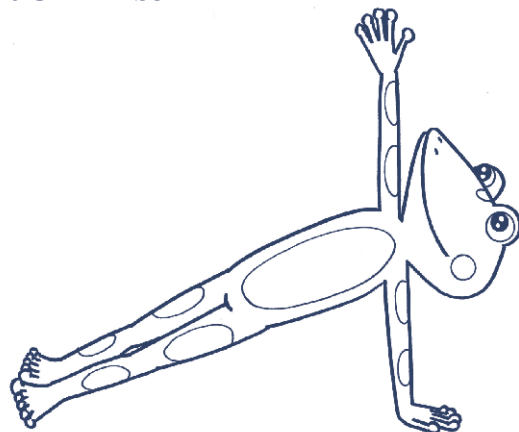
Pick It Up



Glider Twist



Three-Legged Dog

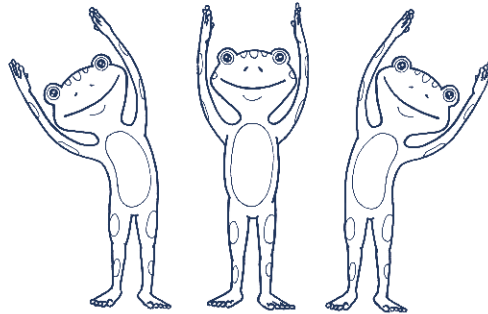


Side Plank

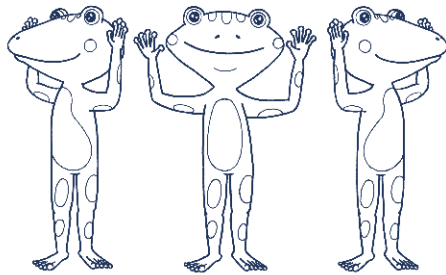
4—5 Unit 4 Mindful Movement



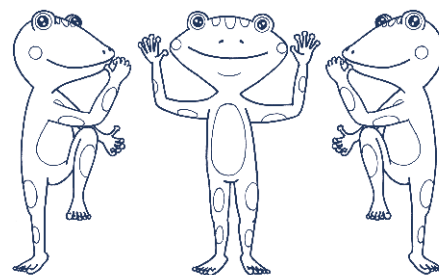
Mountain



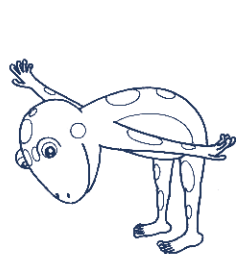
Swaying Palm



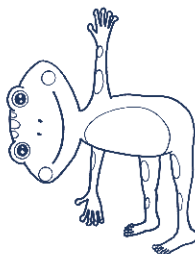
Trident Twist



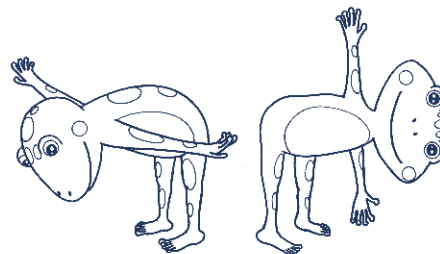
Elbow to Knee



Glider



Glider Twist



Pick it Up

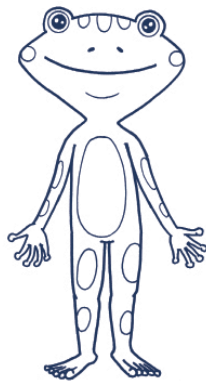


Mountain

Twist Sequence

4—5 Unit 4 Mindful Movement

Mountain



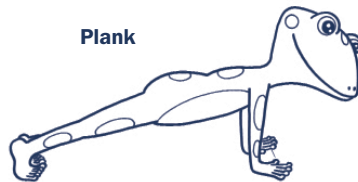
Sunrise



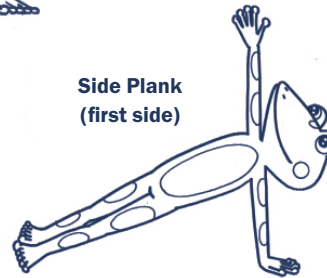
Sunset



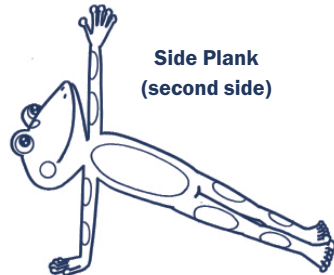
Plank



**Side Plank
(first side)**



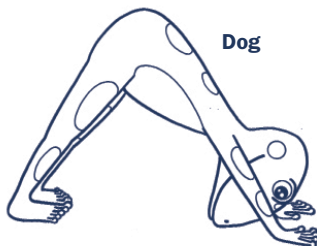
**Side Plank
(second side)**



Cobra



Dog



Hands and Knees



Child's Pose



All Sides of the Story Sequence

Unit 4 Take-Home Practices

LESSON 1

When you eat your next meal, imagine looking at the food from contrasting perspectives. Today in class we used the example of ants and bees. You could also imagine the differing points of view of (1) someone who has just eaten a big meal vs. someone who has been hungry all day and (2) someone who grew up in your family vs. someone who grew up in another culture.

LESSON 2

Be a Perspective Detective! Notice when people around you respond in the same way or in a different way from you to something you see or hear (e.g., what is for dinner, TV shows they are watching, the homework they have).

LESSON 3

Try to think of a time when someone else's perspective on a food item encouraged you to try it again, or perhaps for the first time.

LESSON 4

Be a Perspective Detective! If you have a misunderstanding with someone or witness a misunderstanding on TV or in a book, look for the different perspectives. What are the different people thinking and feeling?

LESSON 5

Be a Perspective Detective! Recall the plot to your favorite story (maybe a book, movie, or family story). What did the main character think and feel about what happened? Can you identify a differing perspective from someone else in the story?

LESSON 6

Keep practicing your detective skills! Look for situations where friends or family members have different perspectives. Can you find opportunities to practice empathy, to show compassion, or to find a compromise?



Unit 5

Relationship Skills





4–5 *Compassionate Courier*

UNIT 5 RELATIONSHIP SKILLS

What We Are Learning

.....

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

Mindful Moment



Visualizing Supportive Friends

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

Allow one to two minutes of Rest.

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

Mindful Movement



PARTNER SEATED SUNRISE



PARTNER TREE



4–5 *Compassionate Courier*

UNIT 5 RELATIONSHIP SKILLS

Teaching and Learning Connections

Here are quick activities to use for a brain break, morning meeting, closing circle, or anytime!

Transition Ideas

1. **Mirror Movement:** Students move with a partner for a stretch break. Facing each other, one person leads a stretch they need at the moment, and the other follow as if they are the mirror reflection. They then switch roles.



2. **Something in Common:** Learners turn to someone nearby. They quietly discuss a given topic until they find something they have in common. When they identify something in common, they move to the line or desired location.

5 minute activity

- As a whole group, Invite students to identify one or more familiar characters in a movie or a book that they think would be a good friend in real life. Invite students to share the reasons that they believe that character would be a good friend. Ask students to consider whether there is a perfect friend. Why or why not?



10+ minute activity

- **Paper Sandwich Swap:** Have students think about a food they eat at home that either (a) others might not know or like or (b) is very important to their family or culture. Provide a small piece of paper or index card for students to draw or write about this food. Instruct students to fold the paper in half to make a paper “sandwich.” Students swap paper sandwiches and first guess what the food might be, then practice communication and listening skills to ask questions and learn about the food and each other. Consider providing a few starter questions. Guide the students to reflect on what they have learned about each other.
- **Cause and Effect?:** Present students with a situation that could result in a conflict. Have students reflect silently and each write or draw two possible ways the situation could go (for example, one where it escalates and one where the people involved are able to de-escalate). Then, have students share their responses with the group and draw attention to the many possible outcomes of the same situation. As a group, discuss and choose a few outcomes that represent the best solutions and emphasize any strategies to de-escalate the conflict.

Healthy or Unhealthy?



Healthy or Unhealthy?



More Than Talking: Roles

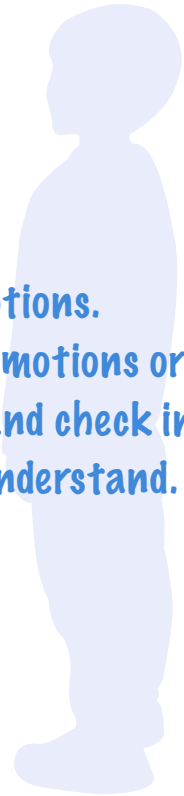
Speaker

Choose a subject card and put your ideas into words. Tell your story.



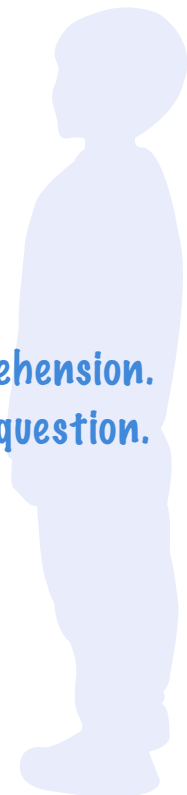
Empathizer

Listen for emotions.
Acknowledge any emotions or feelings you heard and check in to make sure you understand.



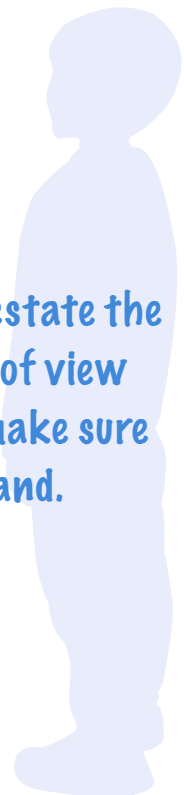
Questioner

Listen for comprehension.
Ask a follow-up question.



Summarizer

After listening, restate the speaker's point of view and check in to make sure you understand.



More Than Talking: Subject Cards

Disappointment	Last summer break
Best places in this city	Celebrating with my family
A change our school needs	The most important subject in school
Humans and the environment	How to really be a friend
My strengths and challenges	

Student Compliment Cards



Partner Seated Sunrise

Variation 1: Front to Front

- Begin seated in Easy pose, facing your partner, knees close to your partner's knees. With arms reaching out to the sides, and palms facing forward, bring palms toward each other. Palms or fingertips may be together or palms can be hovering close together but not touching.
- *Inhale:* Moving together with your partner, stretch your arms out to the sides and up in the sunrise motion.
- *Exhale:* Moving together with your partner, stretch your arms out to the sides and down, reversing the motion.

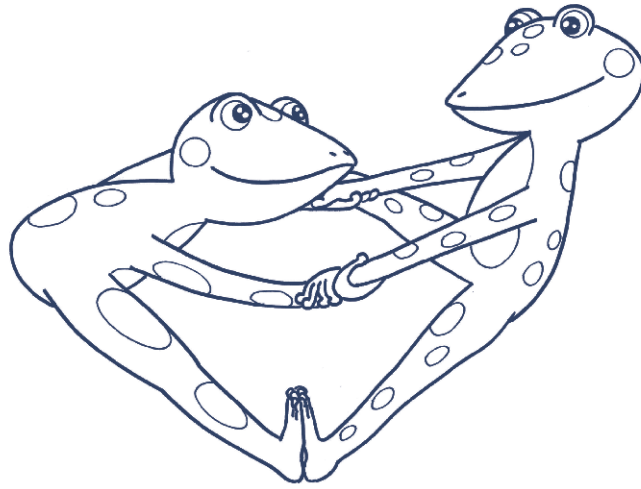
Repeat four to five times, breathing and moving together.

Variation 2: Back to Back

- Begin seated back to back with your partner in Easy pose. With arms reaching out to the sides, and palms facing forward, bring the backs of your arms and hands toward your partner's. Backs of the hands may be together or hovering close together without touching.
- *Inhale:* Moving together with your partner, stretch your arms out to the sides and up in the sunrise motion.
- *Exhale:* Moving together with your partner, stretch your arms out to the sides and down, reversing the motion.

Repeat four to five times, sitting tall and breathing and moving together.

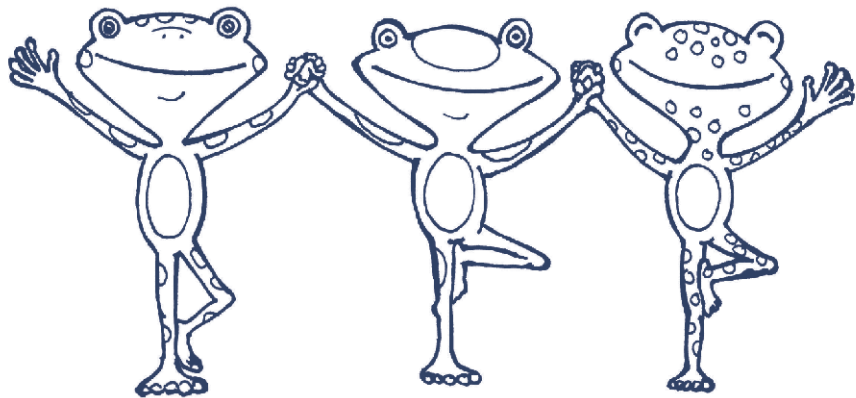
- Can you notice your partner's breathing? Are you breathing together?



Partner Diamond

- Start by sitting comfortably on a mat across from your partner.
- Now spread your legs wide into a V shape. This distance will be different for everyone. Line your feet up even with your partner's, or if your partner's legs are wider than yours, your feet might be even with their shins or ankles instead. You and your partner can decide if you want your feet to touch.
- Now hold your partner's hands or hold one another's wrists or forearms. Decide who is going to be Partner 1, and who is going to be Partner 2.
- As you breathe in, sit up just a little bit straighter.
- As you breathe out, Partner 1 will gently lean forward while Partner 2 leans back, going only as far as is comfortable for both of you.
- Let's hold this pose for two breaths.
 - As you breathe in, press your thighs down into the floor.
- As you breathe out, check in with your partner as you lean into the pose a little bit more, making sure to lean only as far as is comfortable for both of you.
- On your next breath in, gently sit up straight.
- Now you and your partner will switch roles. This time as you breathe out, Partner 2 will gently lean forward while Partner 1 leans back. Make sure that you're not doing the same thing you did the first time.
- Let's hold this pose for two breaths.
 - As you breathe in, press your thighs down into the floor.
- As you breathe out, check in with your partner as you lean into the pose a little bit more, making sure to lean only as far as is comfortable for both of you.
- On your next breath in, gently sit up straight.
- Now release your partner's hands and use your hands to move your legs back together.
- Slowly return to a comfortable sitting position.

Encourage students to check in with their partners. For example, ask them if the stretch is comfortable. Are both partners cooperating in the stretch with care and gentleness?



Partner Tree

- Begin by standing on the mat in Mountain pose, side by side and shoulder to shoulder with your partner. You can hold your partner's hand, entwine elbows with your partner, or touch the back of your hands to your partner's.
- Focus your eyes on the same spot.
- You are partnering to create one giant tree. Your inner legs will be your strong trunk.
- Inhale: Stand tall and shift your weight to the center of your tree "trunk" (inner legs).
- Exhale: Bend the knee of your outer leg, rotating the leg so the knee opens out to the side. Begin to raise the foot, first placing it on the ankle, then trying to place the sole of the foot on the calf or thigh to create a mirror image of your partner's Tree pose.
- Inhale: Raise your outer arms up into the air and touch palms with your partner overhead.
- In order to keep you and your partner both safe, notice what your body is communicating with you. If you start to feel wobbly, place your foot down and tell your partner you need to rebuild your tree.
- Hold the pose for three to five breaths:
 - Breathing in: Grow your tree taller, lengthening up through the legs and spine.
 - Breathing out: Grow your roots deeper, pressing into the mat through your "trunk" (foot).
 - Breathing in: Notice how your partner is balancing in the pose.
 - Breathing out: Find steadiness and calm to support your partner.
- Exhale: Release Tree pose and shake out your legs to let go of any tension.
- Return to Mountain pose and take a couple of breaths to check in with your hands on your Anchors.

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

How To De-Escalate Conflict

Take some calming breaths.

Pause the conversation for a minute.

Apologize.

Practice empathy—try to see how the other person feels.

Look at the situation from the other person's perspective/
put yourself in their shoes.

Compromise.

Lower your voice.

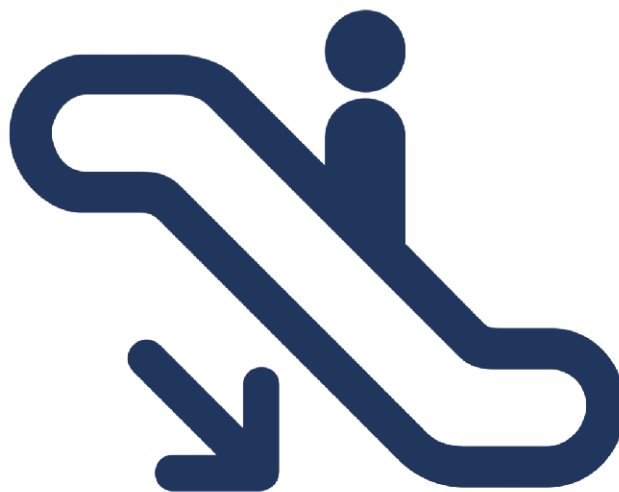
Calmly say how you feel.

Walk away.

What does it mean to *escalate* conflict?

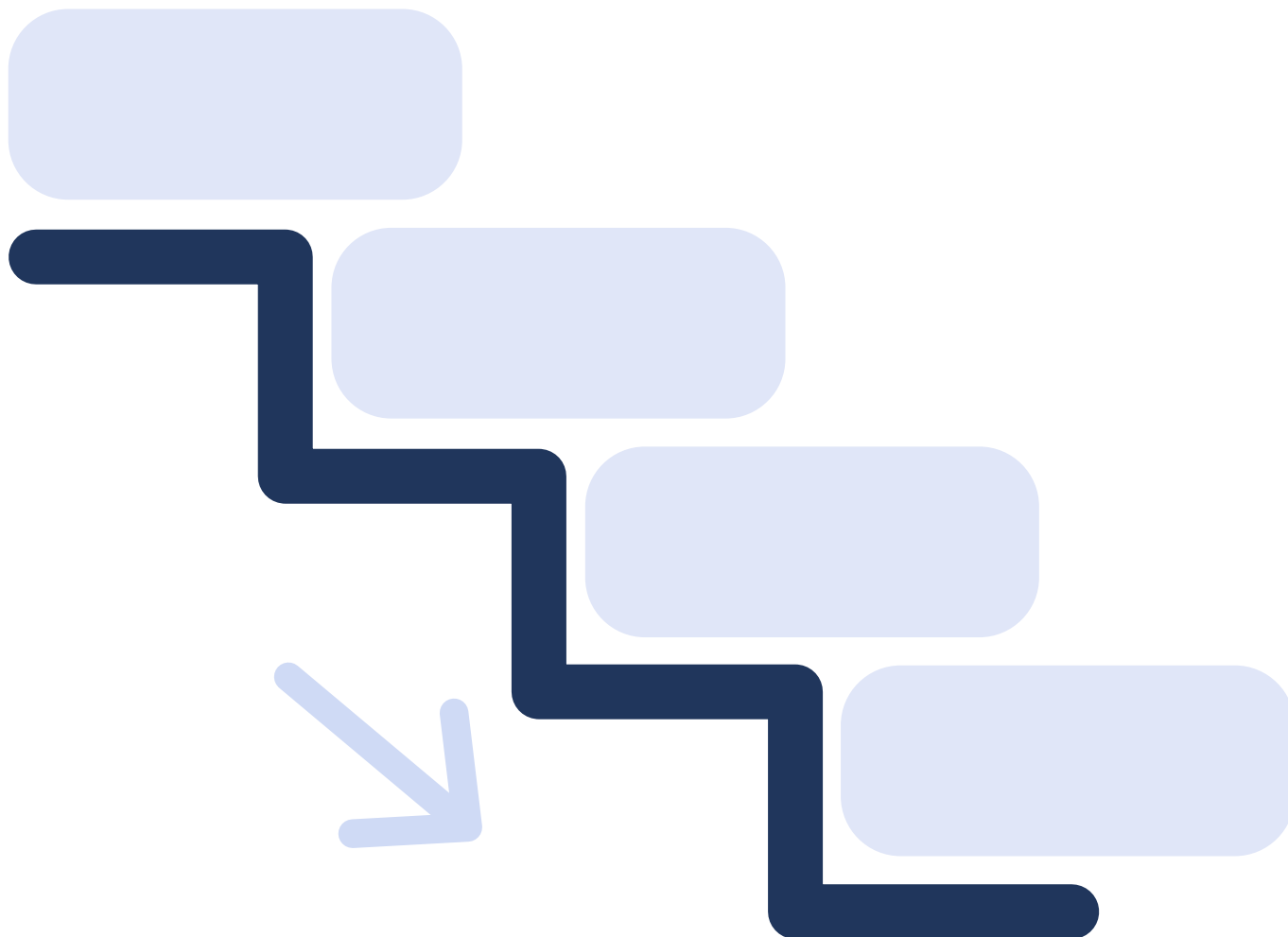


What does it mean to *de-escalate* conflict?



How Can You De-Escalate Conflict?

Everyone experiences conflict sometimes.
Use this space to record strategies you can practice
that could help de-escalate conflict.



De-Escalate Scenario Cards

<p>Michael and Travion are playing basketball. When Michael misses the shot, Travion laughs and calls him a name.</p> <p>Michael gets upset and throws the ball so it will hit Travion.</p>	<p>Jericho got in trouble at home for yelling at his little sister.</p> <p>When his mom told him he was grounded from video games for the next two weeks, Jericho told her that he was sorry and that he wouldn't do it again.</p>
<p>Natasha's mom said that she can have two friends over to spend the night this weekend. When Natasha's friend Carmen finds out that Claudia and Miranda were invited instead of her, she tells Natasha that she doesn't like her anymore.</p>	<p>Miguel is distracted by his classmate, Josh, who is tapping a pencil.</p> <p>Miguel gives Josh an annoyed look and lets out a long sigh.</p> <p>Josh continues to tap his pencil.</p>
<p>When Mrs. Jacori's class goes out for wellness, Nikka notices that Julian took the kickball that Mrs. Jacori said Nikka could have today.</p> <p>Nikka asks Julian for the ball and explains the situation.</p> <p>They decide to share the ball in a game together.</p>	<p>Jamal's younger brother always follows him around everywhere and wants to do everything he does. Jamal just finished making a Lego house that he worked on for two hours. His brother wants to see it, and accidentally knocks it down while looking at it. Jamal is upset but he knows it was an accident.</p> <p>After taking three deep breaths, Jamal begins to put the house back together.</p>

De-Escalate Scenario Cards

Zoey and Mikaela are eating lunch together in the school cafeteria. Zoey realizes she forgot her fork and gets up to go get one. When she returns, Tabitha is in her seat next to Mikaela.

Zoey decides it is not that big of a deal to sit in the seat across from Mikaela so that she can still enjoy her lunch with her friend even though she would rather be sitting beside her.

The bell has rung signaling class is starting. As Lily sits down at her desk, a classmate nearby laughs out loud at her and says, "Looks like someone forgot to brush their hair this morning!"

Lily glares back and says, "Look like somebody forgot to brush their teeth this morning!"

On Monday, Carson's dad told him that he would be able to come over for the weekend. Carson got really excited thinking about spending time with his dad. When Friday came, Carson's dad told him that he had to work but that Carson could come over another time.

Carson felt disappointed and said, "When you tell me that I get to come over I get excited. It makes me feel disappointed when we don't get to do what you said we would."

Ahmed rides the bus to and from school. Every day, as he finds a seat, Trevor calls him names and pushes him. Ahmed is shy, so he doesn't say anything even though he doesn't like being bullied.

Ahmed's friend Carter sees what is happening and decides to tell the bus driver what is going on.

De-Escalate Scenario Answer Key

1. Escalate (reacts with anger)
2. De-escalate (apologizes)
3. Escalate (says something unkind)
4. Escalate (negative body language) escalate (continues to annoy)
5. De-escalation (discusses conflict) de-escalation (compromise)
6. De-escalation (takes three deep breaths, looks from other perspective)
7. De-escalation (compromise)
8. Escalate (reacts with anger)
9. De-escalate (tells how it makes him feel)
10. De-escalate (reporting to an adult)

Using Your Words

Problem Scenario Cards

<p>You arrive at the playground ready to play basketball like you do every Saturday, but the other kids have decided to play kickball instead without asking you.</p>	<p>A friend has been ignoring you all day.</p>
<p>You discover a friend cheating in a game.</p>	<p>A friend said you could eat dinner at their house and then changed their mind.</p>
<p>You need to take a bath before bed, but your brother won't get out of the bathroom to let you in.</p>	<p>A kid on your bus makes fun of you and calls you a name.</p>
<p>Your best friend tells someone else your secret they promised not to tell anyone else.</p>	

Small Problem



Medium Problem



Big Problem



Pause and check in.

Pause and check in.

Pause and check in.

Pause and check in.

Pause and check in.

Pause and check in.

Identify the problem and explain your perspective.

Identify the problem and explain your perspective.

Identify the problem and explain your perspective.

Identify the problem and explain your perspective.

Identify the problem and explain your perspective.

Identify the problem and explain your perspective.

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

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

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

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

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

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

Try to resolve the problem.

Try to resolve the problem.

Try to resolve the problem.

Try to resolve the problem.

Try to resolve the problem.

Try to resolve the problem.

4 Steps to Resolve Conflicts



1. Pause and check in.
2. Identify the problem and explain your perspective.
3. Listen and try to see the problem from the other person's perspective.
4. Try to resolve the problem.



Step 4: Try to Resolve the Problem

**What strategies can we use to
try and resolve the problem?**

Apologize.

Get creative and find a compromise.

Make a deal.

Practice compassion (e.g. notice how a friend feels and offer to help).

Let it go.

Take a break or walk away.

Agree to stop a behavior.

Ask an adult for help.

Friendship Skills

Application Activity Guide

Small Groups Teach a Friendship Skills Class:

Each small group gets one of the following assignments. They read and discuss the questions and collaborate on a plan for how they would teach the skills for Lilly and Salma's school. They then present it to the class.

Group 1

Discuss with your small group: What kinds of communication skills do you notice at the end of the book? Identify specific examples in the text or the illustrations.

Plan a lesson on communication skills to teach to the students at Lilly and Salma's school:

- Cooperate with your group to identify one to three specific communication skills you will teach.
- Collaborate with your group to find a way to describe each skill you have chosen and why it is important. Use examples from the book to help describe the skill.
- Brainstorm with your group to find a creative way to teach each skill. Describe how you will teach it to the students, what they will do, and how they will learn.

Plan together to decide how you will present your lesson to our class. Will you describe your lesson to us? Will you demonstrate any part of it? Make sure each member of the group knows what to do.

Group 2

Discuss with your group: When characters were feeling strong emotions about each other, what happened? Did you see examples of escalation? When and how could each friend have tried to use de-escalation strategies?

Plan a lesson on de-escalation strategies to teach at Lilly and Salma's school.

- Cooperate with your group to identify one to three de-escalation strategies you will teach.
- Collaborate with your group to find a way to describe each strategy and how it works. Use examples from the book to explain when the strategy could be used.
- Brainstorm with your group to find a creative way to teach each de-escalation strategy. Describe how you will teach it to the students, what they will do, and how they will learn.

Plan together to decide how you will present your lesson to our class. Will you describe your lesson to us? Will you demonstrate any part of it? Make sure each member of the group knows what to do.

Group 3

Discuss with your group: Did Lily and Salma use any conflict resolution strategies? What would have been different if they used the 4-step process for responding to conflict.

Plan a lesson on responding to conflict to teach at Lilly and Salma's school.

Friendship Skills

Application Activity Guide

- Cooperate with your group to recall and describe the 4-step process for responding to conflict.
- Collaborate with your group to find a way to explain each step and why it is important. Identify two specific strategies that Lilly and Salma could have tried in Step 4.
- Brainstorm with your group to find a creative way to teach the 4-step process to Lilly and Salma's school. Describe how you will teach it to the students, what they will do and how they will learn. Make sure to teach the two conflict resolution strategies you identified for Step 4.

Plan together to decide how you will present your lesson to our class. Will you describe your lesson to us? Will you demonstrate any part of it? Make sure each member of the group knows what to do.

Group 4

Discuss with your group: Do you see examples in the story where characters had different perspectives? Do you see examples where they practiced curiosity or tried to see something from each others' perspective? Are there times when they could have practiced compassion?

Plan a lesson on understanding and compassion to teach for Lilly and Salma's school.

- Cooperate with your group to identify examples when better understanding would have led characters in the story to be more compassionate to each other.
- Collaborate with your group to describe two to three strategies that friends can use to learn about and understand each other better.

- Brainstorm with your group to find a way to teach the students at Lilly and Salma's school these strategies for learning about and understanding friends' perspectives. Describe how you will teach the strategies. What will the students do in your lesson and how will they learn?

Plan together to decide how you will present your lesson to our class. Will you describe your lesson to us? Will you demonstrate any part of it? Make sure each member of the group knows what to do.

Friendship Skills Gallery Walk with Partners:

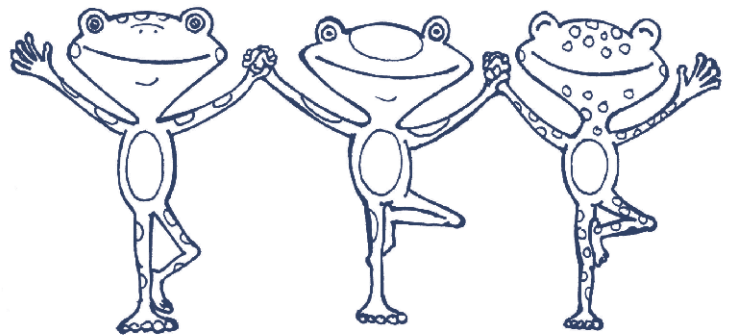
Students travel with a partner to four different stations. For a designated time, they discuss the questions and then record their reflections on the chart paper with sticky notes or some other method. When signaled they move to the next station and repeat.

- **What kinds of friendship skills did you notice at the end of the book?** Describe the examples you noticed and why they were important.
- **In this story, the problem really escalated! When would you have tried to use a de-escalation strategy? What strategy would you have tried?**
- **Retell the story imagining Lilly and Salma had used the 4-step process for responding to conflict. In your new story, what strategies do they use in Step 4 to resolve the conflict?**
- **What could Lilly, Salma, and other characters have done to learn about and understand each other's perspectives?**
- **How could students in Lilly and Salma's school practice more compassion for each other?**

4—5 Unit 5 Mindful Movement



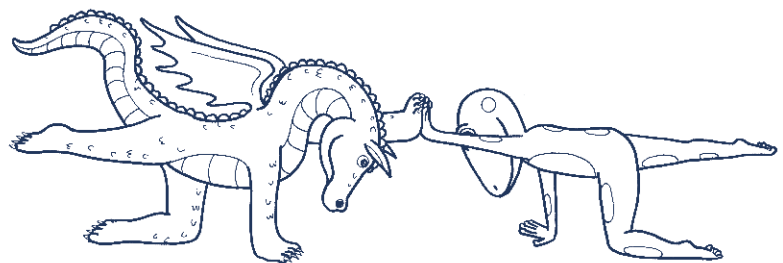
Partner Seated Sunrise



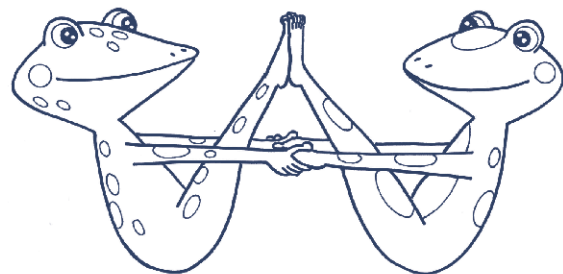
Partner Tree



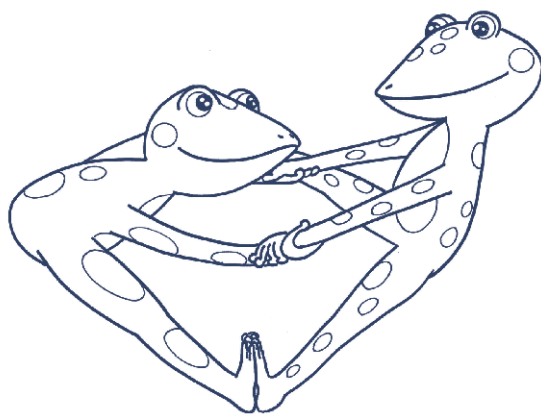
Half Diamond



Partner Pointing Dog



Partner Boat

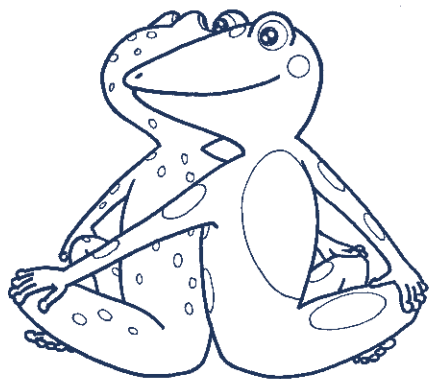


Partner Diamond

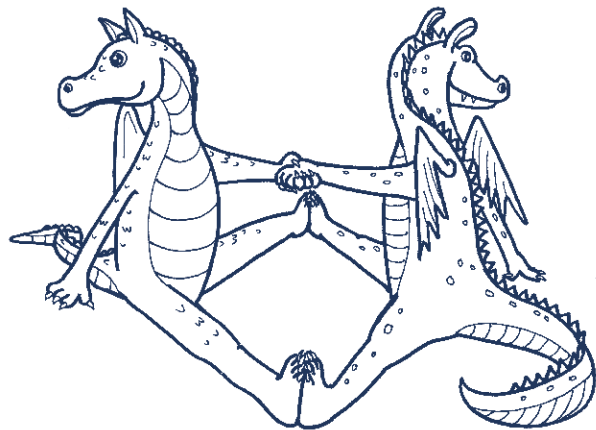


Partner Earth and Seedling

4—5 Unit 5 Mindful Movement



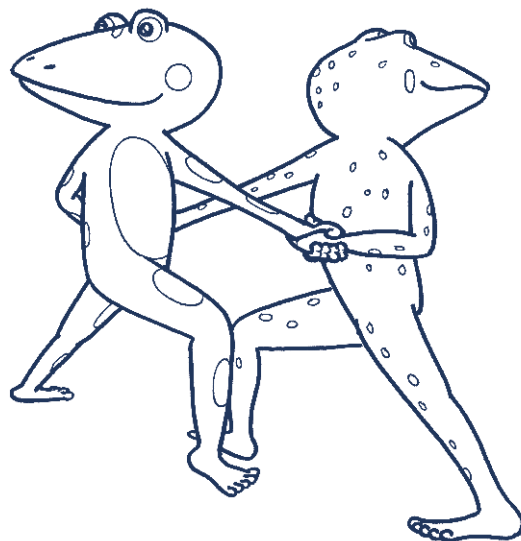
***Partner Seated Twist—
Back to Back***



Partner Diamond Twist



***Partner Seated Twist—
Facing***



Partner Surfer Twist

Unit 5 Take-Home Practices

LESSON 1

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

LESSON 2

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

LESSON 3

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

LESSON 4

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



LESSON 5

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

LESSON 6

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

LESSON 7

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

LESSON 8

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

Unit 6

***Social Awareness** Part 2*

COMMUNITY



4–5 *Compassionate Courier*

UNIT 6 • SOCIAL AWARENESS PART 2—COMMUNITY

What We Are Learning

.....

In this unit, students identify the connections and supports that are a part of our own communities. Learners will practice collaborating and problem solving in groups to plan and achieve shared goals. They will grow their understanding of diversity and the ways that families, communities, and culture impact their perspectives and everyday behaviors. They will explore ways they can contribute to a healthier community.

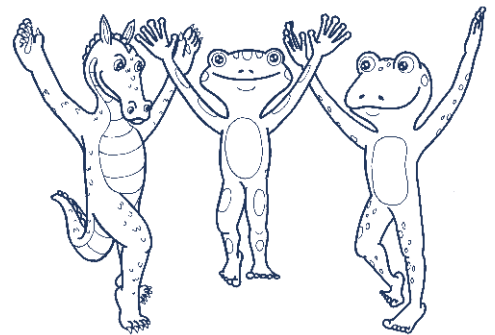
Mindful Moment



Visualizing Community

- Remember that you are surrounded by a community of people in this classroom, in this school, and outside of this school, who each have important contributions to make.
- In your mind, create a picture of all the people making contributions to keep your community safe, healthy, and happy.
- Imagine looking all around you and seeing people working together to solve problems, to bring big ideas to life, and to support each other in being their best selves.
- Now, picture yourself in the middle of this community. You also have a part to play to help our community be its best. In your mind, imagine yourself doing something to contribute to your community to make it safe, healthy, and happy.
- Notice what you're doing to make a contribution.
- Notice how it feels.
- Do you feel like your best self?

Mindful Movement



FOREST



GROUP BOAT

Wordwall support, diverse/diversity, contribute/contribution



4–5 *Compassionate Courier*

UNIT 6 • SOCIAL AWARENESS PART 2—COMMUNITY

Teaching and Learning Connections

Here are quick activities to use for a brain break, morning meeting, closing circle, or anytime!

Transition Ideas

1. Challenge the whole group to move completely in unison as they stand up, sit down, or do some other brief movement.
2. Invite students to take a movement break where they each lead one stretch/movement without words and the group repeats the movement back before moving on to the next person. Encourage learners to know what they will contribute before it is their turn and to pay full attention to the leader.

5 minute activity

- **Community Survival:** Students each write down one item they would bring to a deserted island. Students share the items they brought and discuss how they would work together to survive. In addition to their items, what skills are they bringing and how will they contribute? How will they work together?
- **Community Relay:** Adjust this activity to the timeframe you have. Divide students into small groups. Each student will run a “leg” of the relay. Each leg can be adjusted to the environment but a title of the leg is given to the group. For example, leg 1 requires balance (hopping on one foot), leg 2 involves jumping forward, leg 3 requires students to focus while carrying an item on a spoon. Students discover that individual contributions are equally valuable to support the whole team.

10+ minute activity

- **Sharing Traditions:** Invite students to share a tradition that is important to their communities and cultures, and to identify something they that represents that tradition. It doesn’t have to be an object—it could be words, a song, a memory, etc. Facilitate students’ sharing about their family, community, or cultural traditions in a format of your choice.
- **Straw Tower:** In small groups, give students a challenge to complete within an allotted time. For example, build a tower out of straws or some other material. At the end of the allotted time, ask students to reflect on the roles they each had in the group. Was the team able to work well together? Did everyone contribute? Did they communicate? Why or why not? After reflecting, give them a second chance to complete the challenge. Reflect with the group on what changed from the first to second attempt.

My Community Supports

In the center circle, identify something that is an important part of your life (examples: a hobby, an activity, a favorite place, or a resource like your favorite food).

In the boxes, identify people or groups in your community who support this part of your life in some way. There might be people or groups who support you that you've never even met! Can you think of any?

The diagram consists of a central circle with a blue outline. Eight rectangular boxes, also with blue outlines, are arranged around the circle. Each box is connected to the circle by a thin blue line. The boxes are of varying sizes: the top box is large, the top-left and top-right boxes are medium-sized, the middle-left and middle-right boxes are large, and the bottom-left, bottom-center, and bottom-right boxes are medium-sized. All boxes are empty, intended for the user to write in them.

Team Challenge #2 — Drawing

steering wheel	treehouse	bike pedal
log	school bus	airplane
horse	lamp	trampoline
swingset	umbrella	pineapple

Team Challenge #2 – Song

Twinkle, Twinkle Little Star	Happy Birthday to You
Row, Row, Row Your Boat	Wheels on the Bus
Let it Go (from Frozen)	Twinkle, Twinkle Little Star
Happy Birthday to You	Row, Row, Row Your Boat
Wheels on the Bus	Let it Go (from Frozen)

The Food We Share

Draw or describe a food or meal that is important to your family, community, or culture.

SMALL GROUP DISCUSSION

Describe this important food or meal to your group. Then, practice respectful curiosity to ask the questions below and learn about each other.

1. *Why is this food or meal important to you? What makes this food meaningful to your family, community, or culture?*

2. *How would it feel to be able to share this food with others?*

The Way It's Done: Small Group



Ari's Family

Our family prepares food together and then we eat in silence. We do not speak until the meal is over. We love our quiet time and it is very important to us. It is the one time when our whole busy household feels calm and peaceful. We eat slowly and use our senses to really appreciate the food we've prepared. We feel relaxed and grateful.

Small Group Instructions

1. Read the family dinner scenario with each other to understand the way family dinners are done in this family.
 2. Pretend your group is the family described. Role-play an example family dinner in your house.
 3. In your group, briefly discuss what the family dinner role-play was like. *What did it feel like? Was it easy or hard to understand why this family does family dinners this way?*
-

The Way It's Done: Small Group



Sun's Family

Our family sits together and has a long conversation with our meals. We share our plans, our feelings, and lots of other topics. These conversations are very important to us. Sometimes we joke and laugh, and sometimes we have serious discussions. At meal time, and especially dinner time, we learn about each other and feel connected. Sometimes we grab food to-go to save time so that we will be able to sit together and talk while we eat.

Small Group Instructions

1. Read the family dinner scenario with each other to understand the way family dinners are done in this family.
 2. Pretend your group is the family described. Role-play an example family dinner in your house.
 3. In your group, briefly discuss what the family dinner role-play was like. *What did it feel like? Was it easy or hard to understand why this family does family dinners this way?*
-

The Way It's Done: Medium Group



Community Dinner Scenario

Ari's family and Sun's family are both very involved in their neighborhood community center. Their two families have been selected to plan this year's community dinner. The community dinner is a celebration of the whole neighborhood. It is a special evening that should be meaningful and bring lots of people together. Ari's family and Sun's family both know the way to have a special family dinner. They are each confident they can make this a meaningful night done right.

Medium Group Instructions

- Your job is to collaborate in your groups to work toward a solution that everyone finds acceptable. This is called a consensus.
- You will each continue to role-play as members of the families and work together to plan the event. Pretend you are meeting for the first time to plan the community dinner. Discuss what is important to you and how you think the event should be run. *What will the meal be like? Will there be other activities?*
- **Discuss with your group:** *Are there any conflicts? How do the members of your family feel in this situation? What can you do to understand one another? Can you find a way to plan an event where everyone will feel included and respected?*
- Work together to come to a consensus on a solution that is agreeable to everyone. Describe your solution, and prepare to share with the group.

Student Choice Movement

Before you begin, think about your strengths. Discuss with your group how you will use your strengths to contribute. As a group, decide what each member's role will be for this project. Choose from the examples or create your own roles.

Example Roles

Member Name

Movement Leader

This team member will lead the movements and poses for the group when the team practices.

Mindful Moment Leader

This team member will lead the breathing practice or other mindful moment practice.

Rest Leader

This team member will lead the Rest practice.

Manager

This team member will ensure that the team stays on task and completes all the steps of the project.

Encourager

This team member will help group members collaborate by offering encouragement and pointing out when team members are doing something well.

Note-taker

This team member will take notes for the group, writing down ideas during the brainstorming process and then writing down the final practice.

Other:

Describe this role:

Making an Impact



Example Action Statements

I volunteer to help take care of
a community garden.

I join the choir.

I throw trash on the ground.

I take time to learn about
my neighbor's culture.

I take walks in my neighborhood.

I invite my neighbors to dinner.

I leave my trash can
blocking the sidewalk.

I sign up for basketball but decide
not to practice.

I participate in the student council.

I prop open the front door at school.

I use three paper towels every time
I dry my hands.

I place cards with affirmations and
kind words on the library tables.

I always answer first when
the teacher asks a question.

I never share my ideas.

I leave some boxes on the
wheelchair ramp.

I spread rumors about kids
in my sister's class.

I wash my hands regularly.

I wipe my feet when I come
inside on a rainy day.

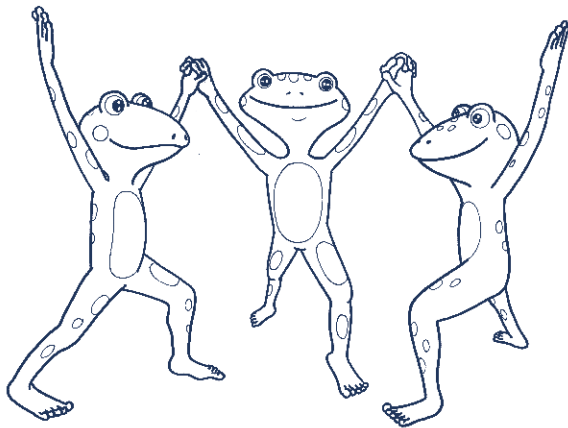
I stop my bike at the stop sign.

I talk loudly in the hall.

I visit with other elders in the
nursing home every time
I visit my grandma.

I participate in the school play.

4—5 *Unit 6 Mindful Movement*



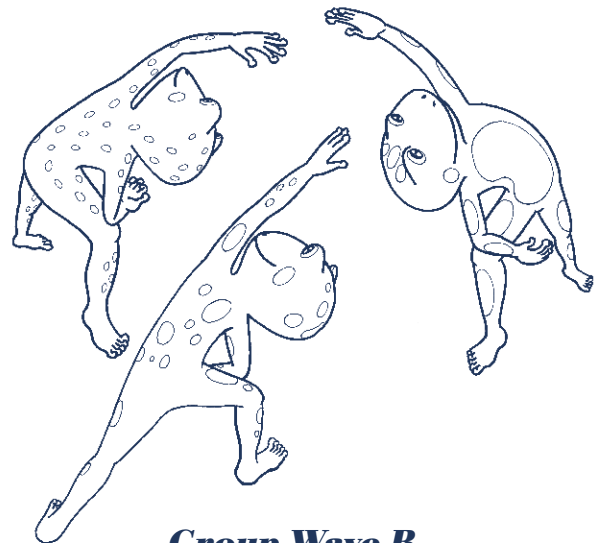
Group Victory Pose



Group Wave A

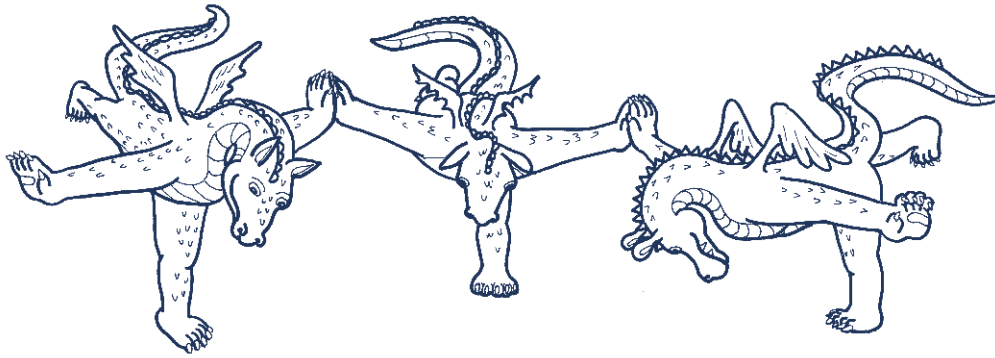


Group Surfer

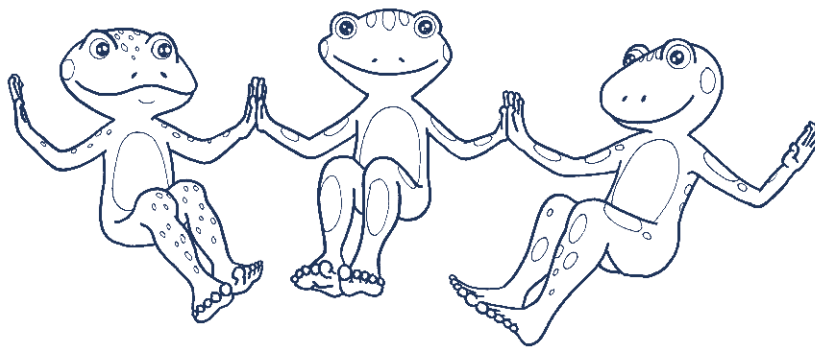


Group Wave B

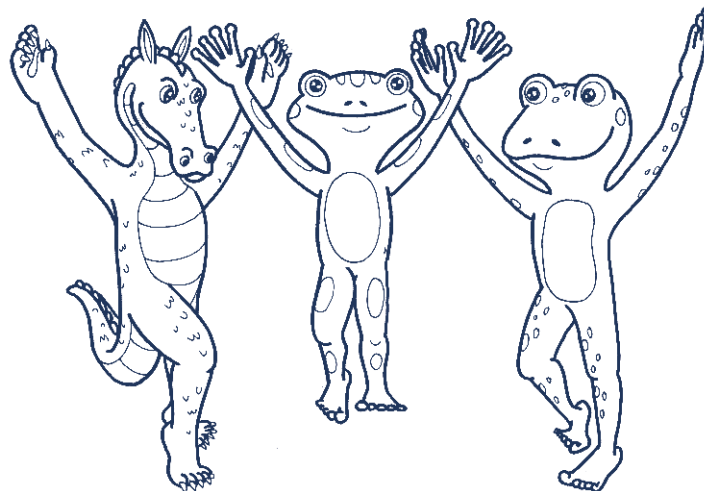
4—5 *Unit 6 Mindful Movement*



Group Lever

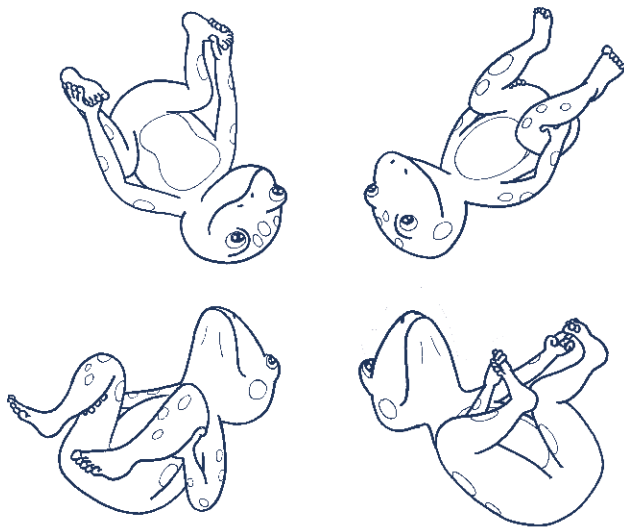


Group Boat

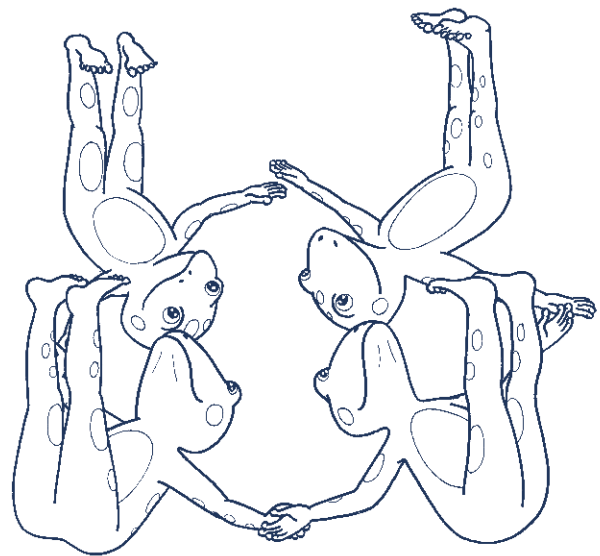


Forest

4—5 Unit 6 Mindful Movement



Group Happy Baby



Group Waterfall



Group Windshield Wipers

Group Closing Sequence

Unit 6 Take-Home Practices

LESSON 1

Discover community: Reflect with your family about the different people and groups who support your family in some way. How does your community make you stronger?

LESSON 2

Identify diverse contributions: Find and observe a situation or challenge that requires teamwork (perhaps a game, a group project in school, a family activity). Notice at least three different contributions made by the members of the group. Why is each important?

LESSON 3

Discover your own family or community culture. Ask family or community members to tell you about a tradition that is important to them. Practice respectful curiosity and listening to understand.

LESSON 4

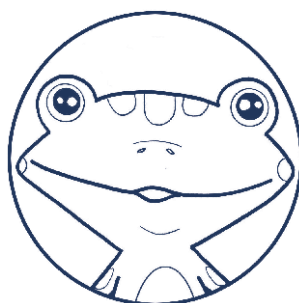
Investigate the ways community members work through their differences. Find an example (in your own community, in a book, or in a show or a movie) in which a group of people who were different from one another in some way were able to work together.

LESSON 5

Keep community on your mind! Look for ways that you can contribute to your community to make it a little bit happier, healthier, or more caring. Discuss this with family or friends.

LESSON 6

Investigate ways to create a healthier community. What are some of the needs you see in your community? Is there a way that you and other community members could respond to those needs?



Unit 7

Compassion Project



Community Compassion Project Planner

Community Compassion Projects are a chance for your class to identify a need in your community and work together to make a contribution that responds to that need.

Use this space to record ideas and plans.

What need do we see?

Question/Problem:

How will we show care?

Our Response or Product:

What are our action steps?

Step 1:

Step 2:

Step 3:

Step 4:

How will we know success?

Success Criteria:



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