



Flourish

TEACHER RESOURCE MANUAL K-1

A COMPANION TO

Flourish: The Compassionate Schools Project Curriculum K-1

Flourish

TEACHER RESOURCE MANUAL K-1

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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





K-1 Compassionate Courier

UNIT 1 COMPASSION

What We Are Learning

.....

In this unit, students learn that compassion is showing care and kindness to someone in need. Learners will be able to identify strategies to show compassion for themselves and others.

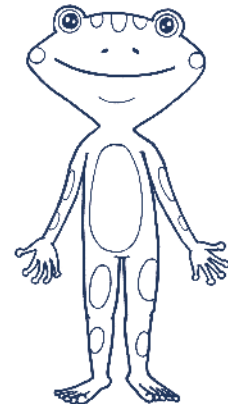
Mindful Moment



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

Wordwall care, compassion, focus



K-1 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. Have a student lead a mindful movement as a transition.

— Could this be a way to show our bodies and minds compassion?



2. Invite students to practice Mountain when standing in line.

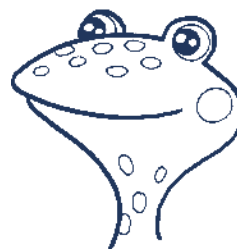
— Is your mountain strong and tall? Is it cool and calm or warm and energetic?

5 minute activity

- Take a mindful moment together practicing Calming Breath (previous page). Facilitate sharing about what learners notice after practicing.
 - How does your body feel after Calming Breath? How does our classroom feel?
- For a movement break, lead learners in taking an imaginary “Walk Around the Mountain.” Moving in place (e.g. next to their seats), lead students in walking, jogging, and climbing up and down the mountain. Periodically pause in Mountain Pose and tell students what you “see” on the mountain path (e.g. plants, animals, friends, etc), inviting them to use their imaginations to share what they “see.”

10+ minute activity

- Take a Mindful Moment together practicing Calming Breath (previous page). Then, lead learners in a brainstorm to suggest:
 1. Ways that they can show care and kindness to others in their class/school, and:
 2. Ways they can show care to their own minds and bodies (e.g. drink water, move/ exercise, give themselves a hug, rest, ask for help when they need it). Record ideas to display and reference in your classroom.



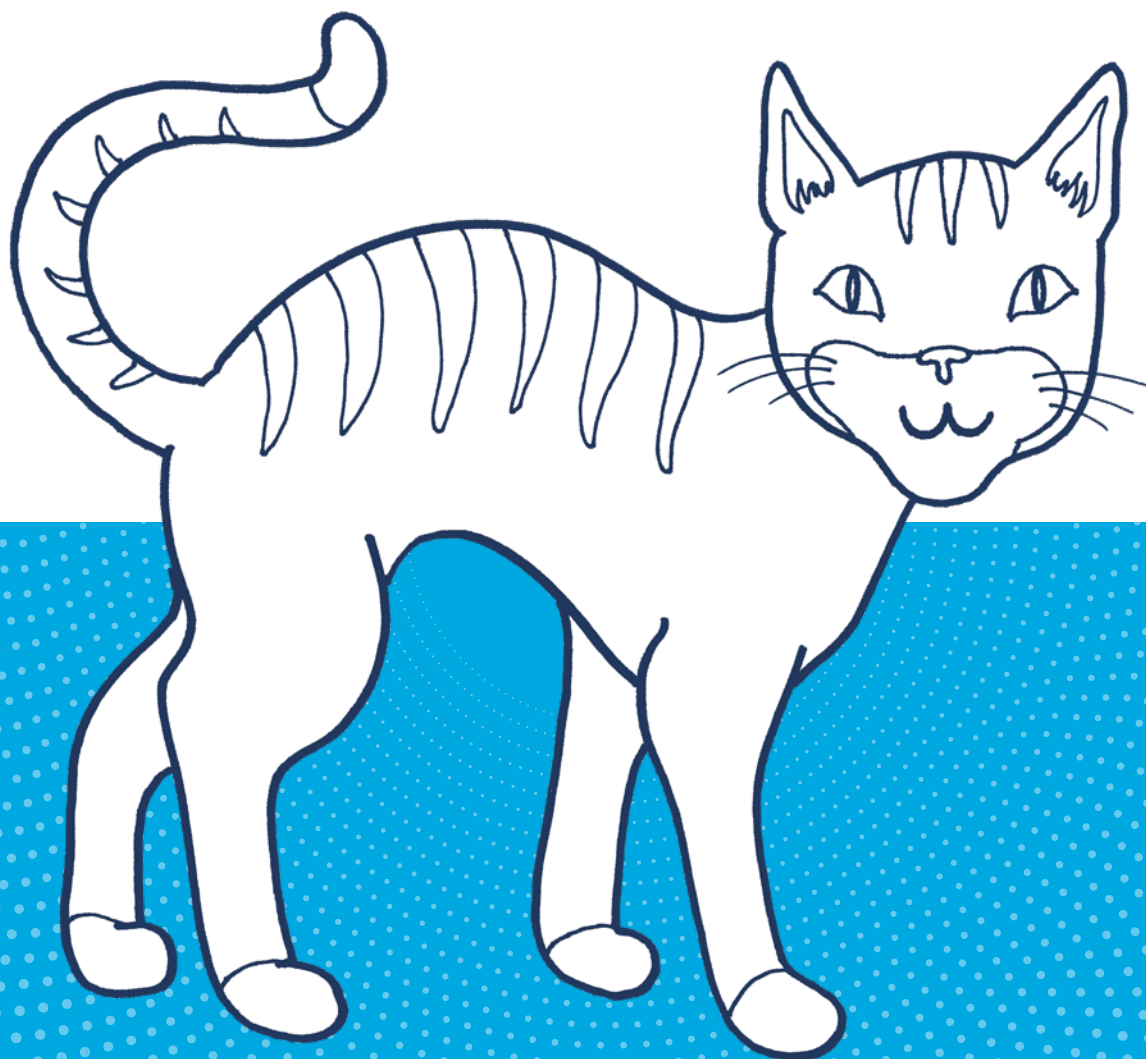
Maria



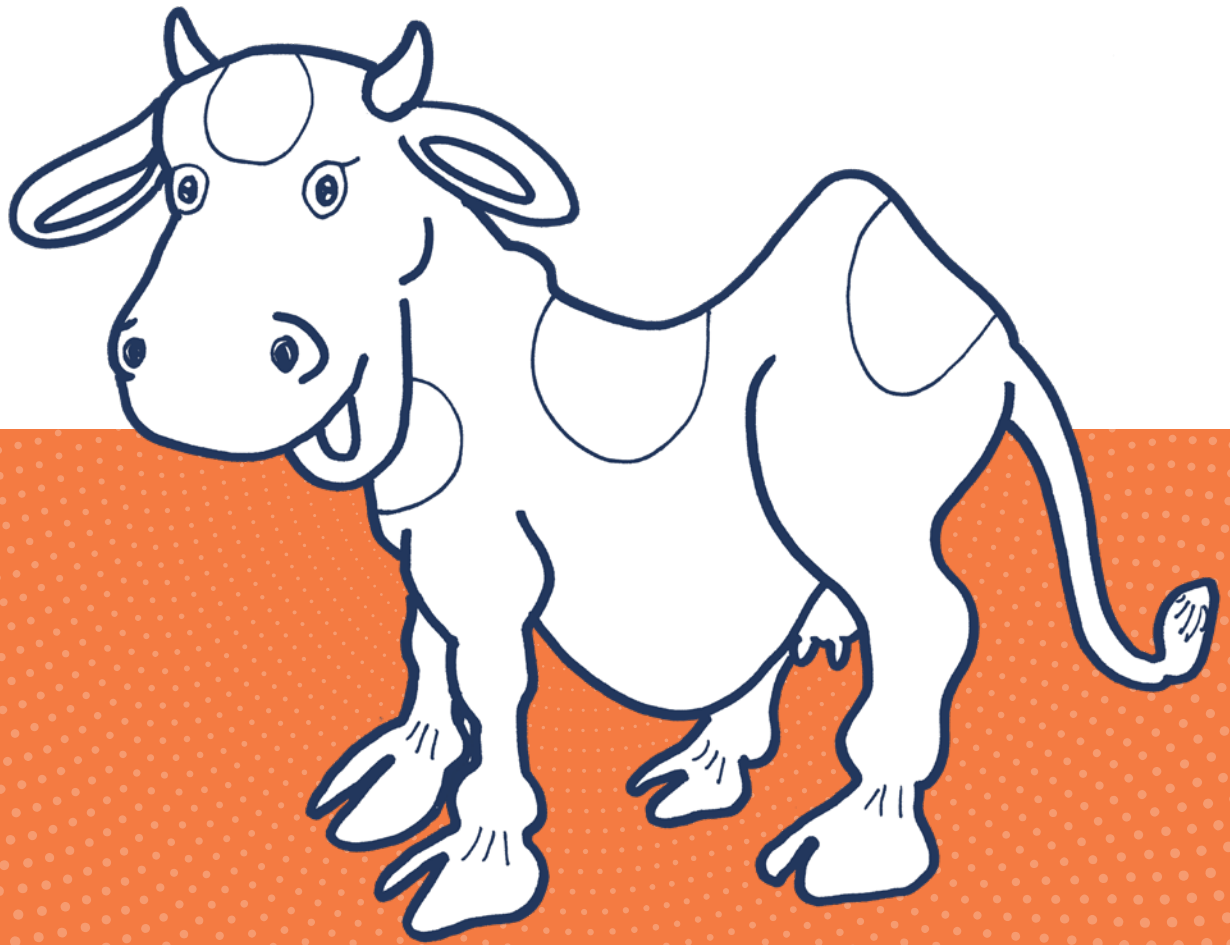
Michael



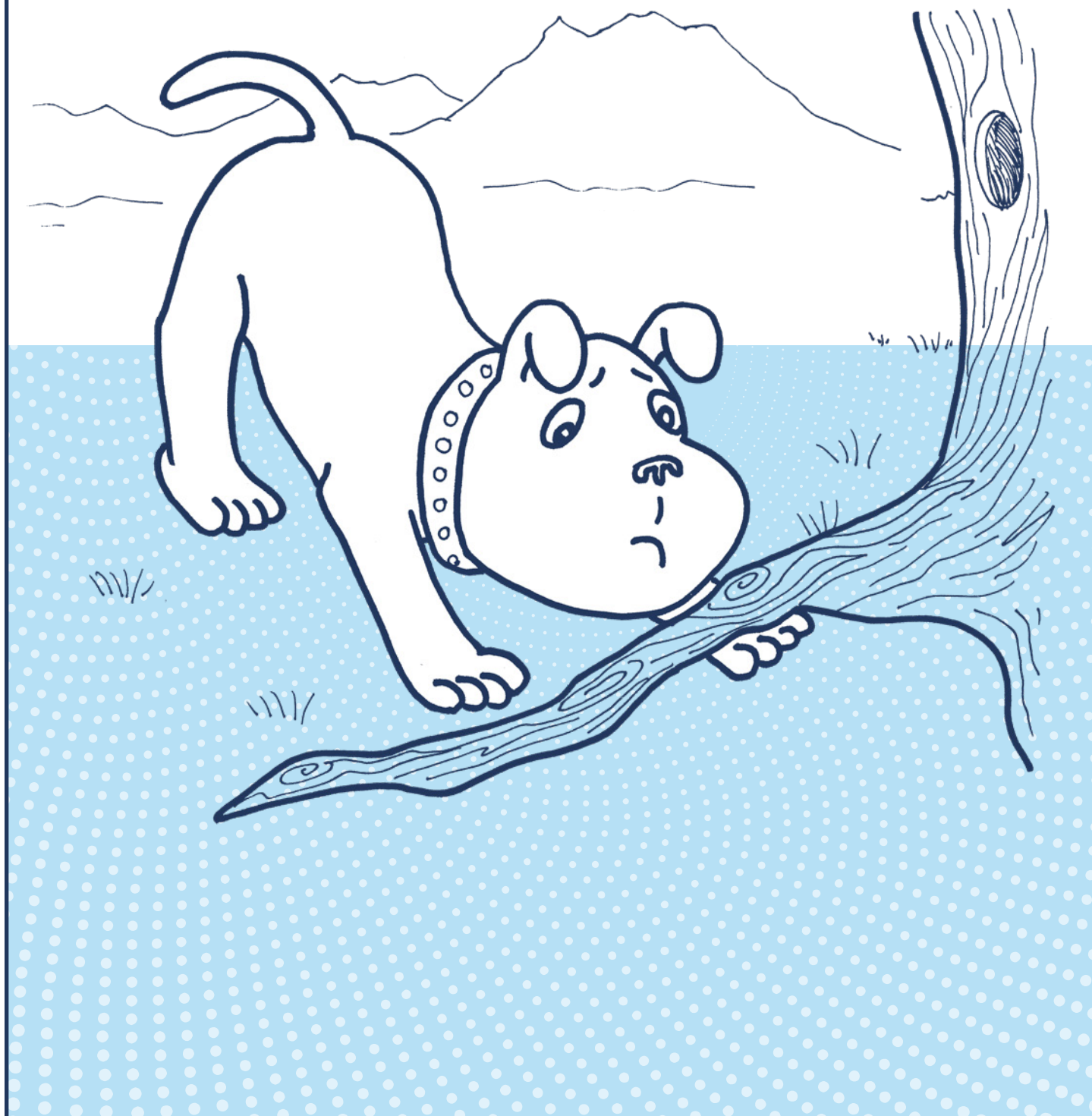
Cat

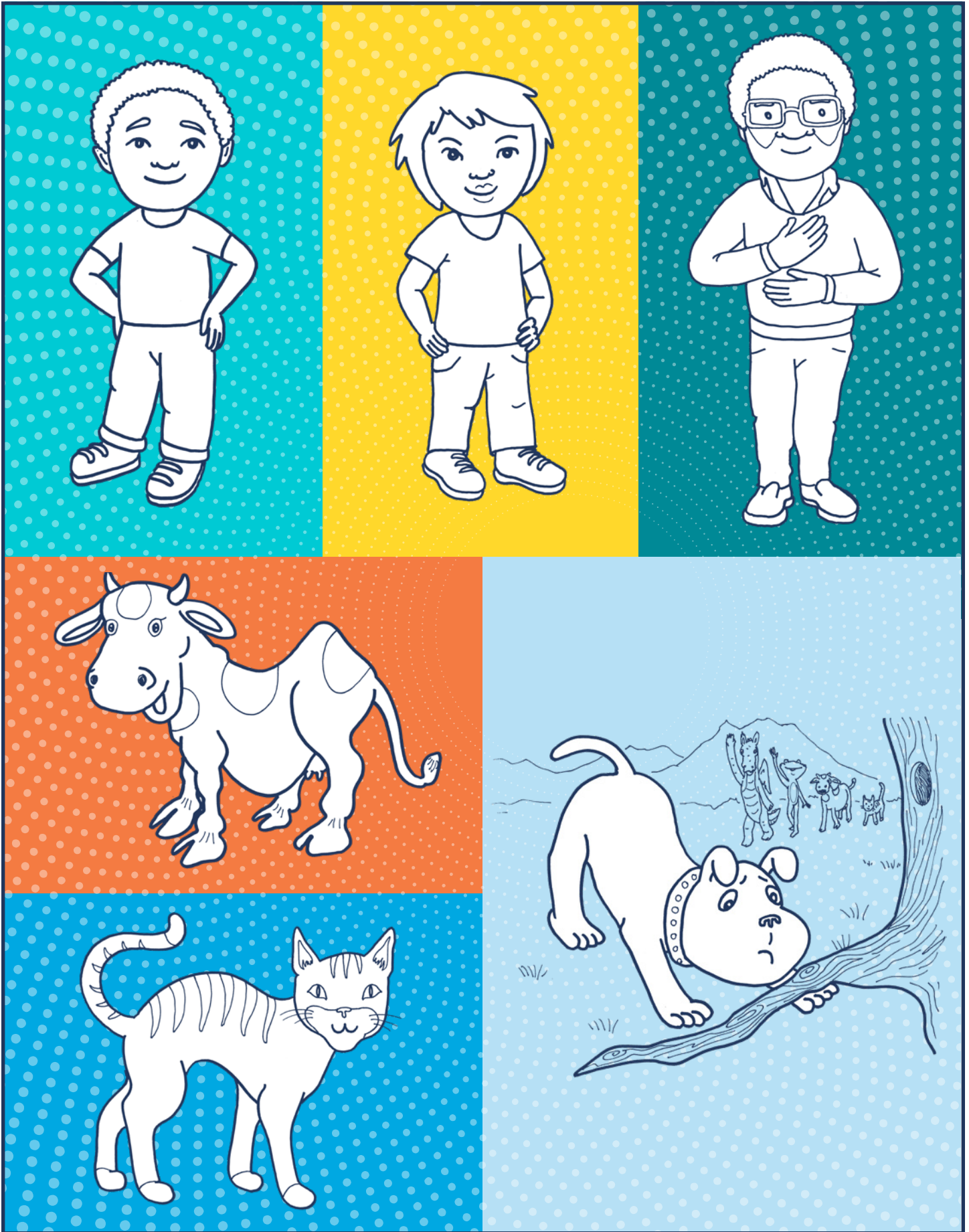


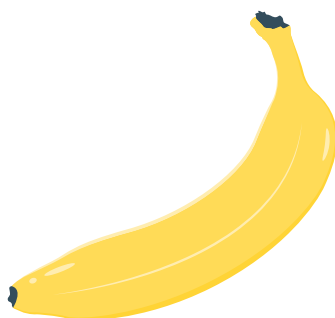
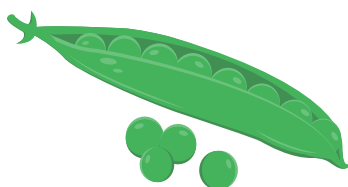
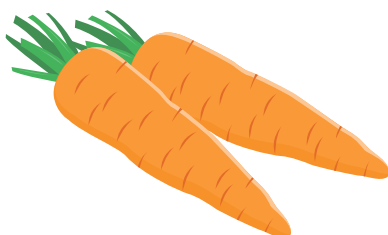
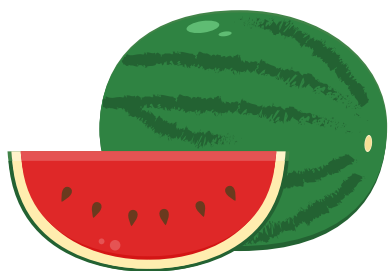
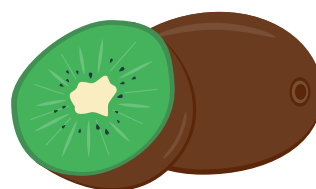
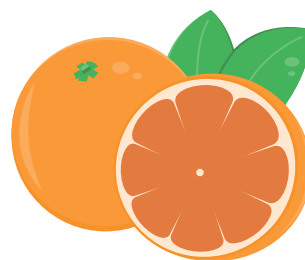
Cow



Dog







K—1 Unit 1 Mindful Movement



Hands & Knees



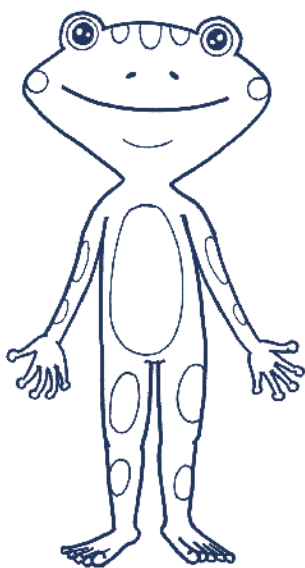
Sunrise/Sunset



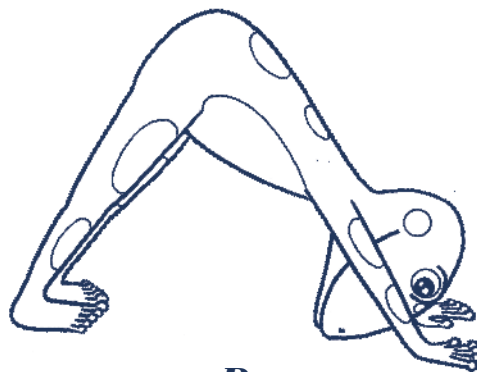
Child's Pose



Cat/Cow

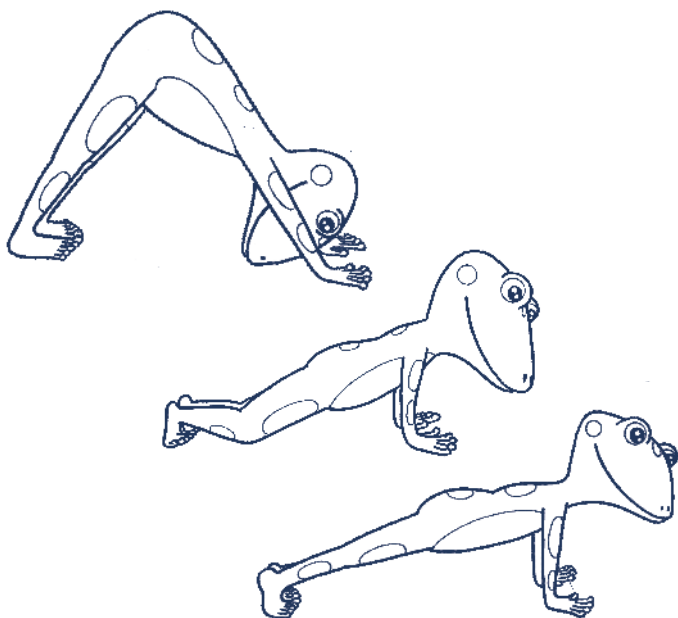


Mountain

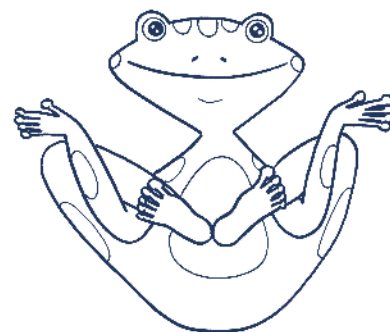


Dog

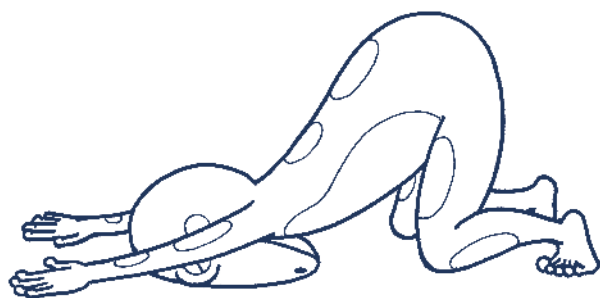
K—1 Unit 1 Mindful Movement



Dog/Plank



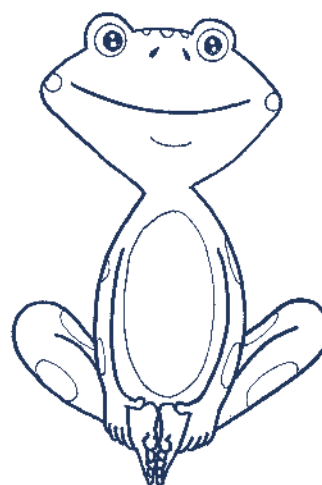
Flower



Puppy



Turtle

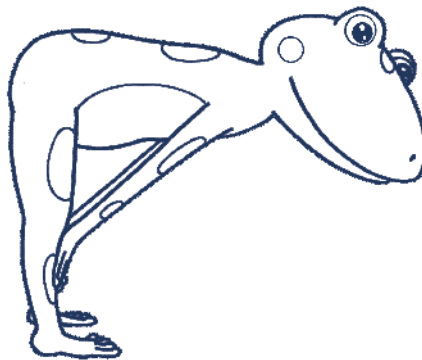


Butterfly

K—1 Unit 1 Mindful Movement



Easy Pose

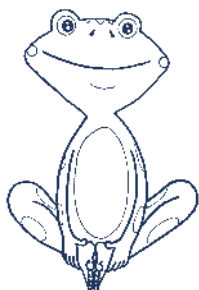


Monkey



Cobra

K—1 Unit 1 Mindful Movement



Butterfly



Flower



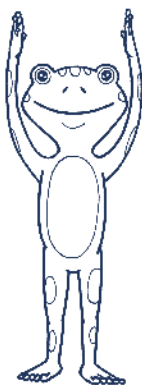
Turtle



Closing Sequence



Mountain



Sunrise



Sunset



Monkey



Sunset



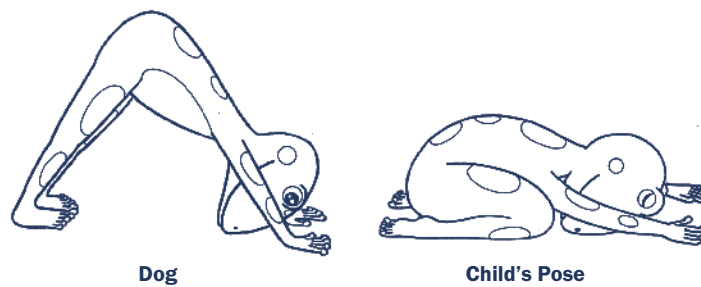
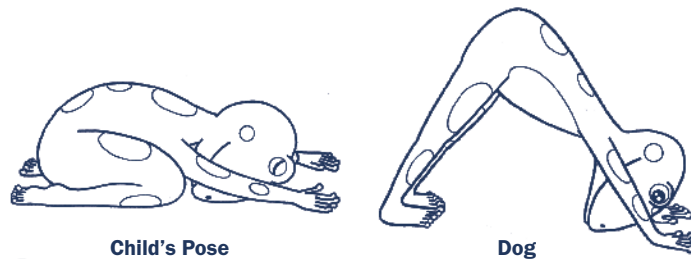
Sunrise



Mountain

Fresh Start Sequence, Part 1 ***(Michael's Sequence)***

K—1 Unit 1 Mindful Movement



Fresh Start Sequence, Part 2 ***(Maria's Sequence)***

Unit 1 Take-Home Practices

Lesson 1

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

Lesson 3

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

Lesson 2

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

Lesson 4

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



Unit 2

Self-Awareness





K-1 Compassionate Courier

UNIT 2 SELF-AWARENESS

What We Are Learning

.....

In this unit, students build emotions vocabulary, learn to discern between comfortable and uncomfortable feelings, and explore how experiences trigger emotions. Students are observing that emotions come and go and learning that all feelings are okay to experience.

Mindful Moment

Senses Check-In

.....

- Sit in a comfortable position. If you like, you can place one hand on your heart and one hand on your stomach.
- Take a look around the room and notice where you are. If it feels comfortable and safe for you, close your eyes. Or, if you prefer, you can choose to look down at one spot.
- Now, with curiosity and kindness, bring your attention to your body. Can you notice any feelings inside your body? Maybe your stomach is growling. Or perhaps you can feel your heartbeat.
- What else can you notice about how your body is feeling today? Does it need to move? Does it need to rest? Just notice.
- Now, bring your attention to your breath. Do you feel it moving in and out of your body? Do you hear it? Just notice.
- Now bring your attention to your face. Is it serious or smiling or is there another expression on your face? You don't need to change anything. Just notice.
- Now check in on your mind. Is it busy thinking or telling a story? Are there any feelings visiting?
- Now take a deep breath in and out. Take a look around the room. How do you feel?



Mindful Movement



SURFER



CHAIR



K-1 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. **Moving Feelings:** Give learners an emotion cue to express with their faces and body language as their group moves to a desired location.

5 minute activity



- **Share Your Moves:** Invite students to strike a pose or share a simple movement that shows how they are currently feeling. The rest of the class repeats the movement back and then another student shares.
- **Imagine That:** Using photos or short scenarios depicting common situations (e.g. I tore my favorite shirt; My friend is coming to visit), prompt students to “imagine that” and respond to each with a thumbs up or thumbs down to communicate whether they would feel comfortable or uncomfortable in that situation. Consider inviting a few learners to share out loud. Remind the class that all feelings are okay and that there is no right or wrong feeling.

10+ minute activity

- **Animal Emotions:** Guide students to imagine and use their bodies to show what an animal might look like experiencing various emotions. Consider inviting student leaders to demonstrate an emotion and how a specific animal might look and move when experiencing that emotion. Ask other students to identify the feeling and mimic the animal emotion with their own bodies. Repeat using different emotions and student leaders. Make observations about how the emotion looks, feels, and moves.





HAPPY



SAD

OTHER/UNSURE



ANGRY



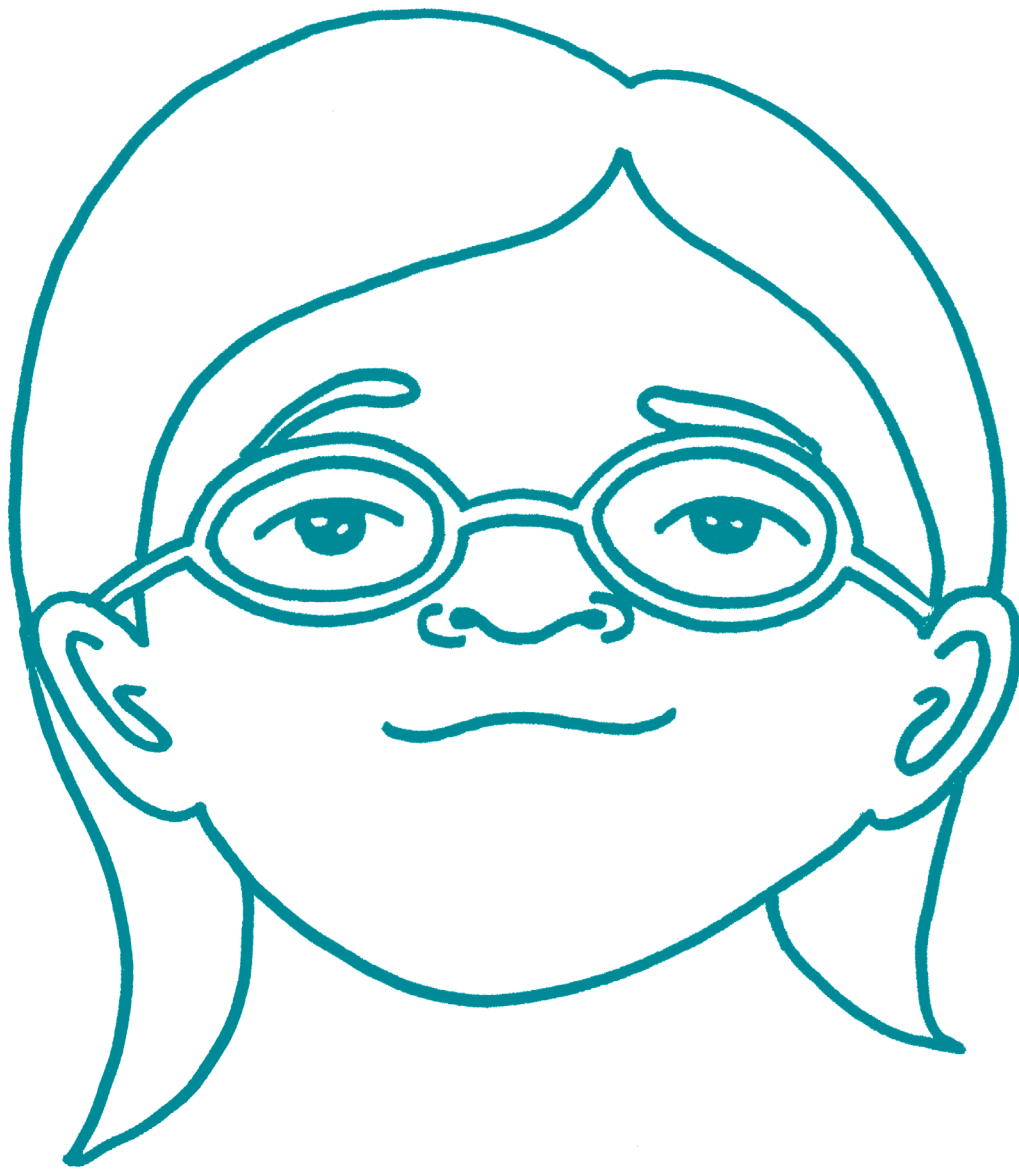
EXCITED



AFRAID



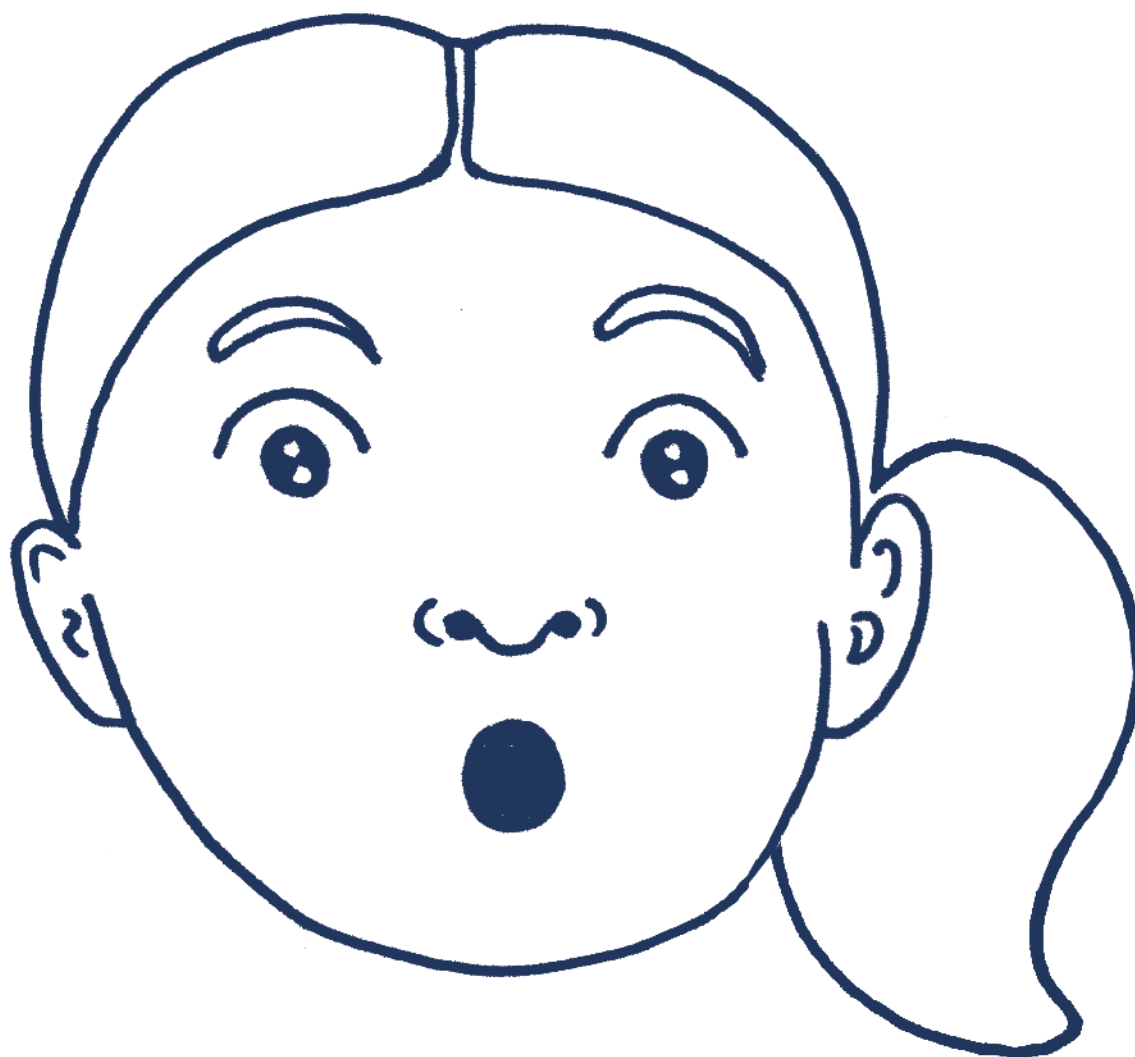
FRUSTRATED



PROUD

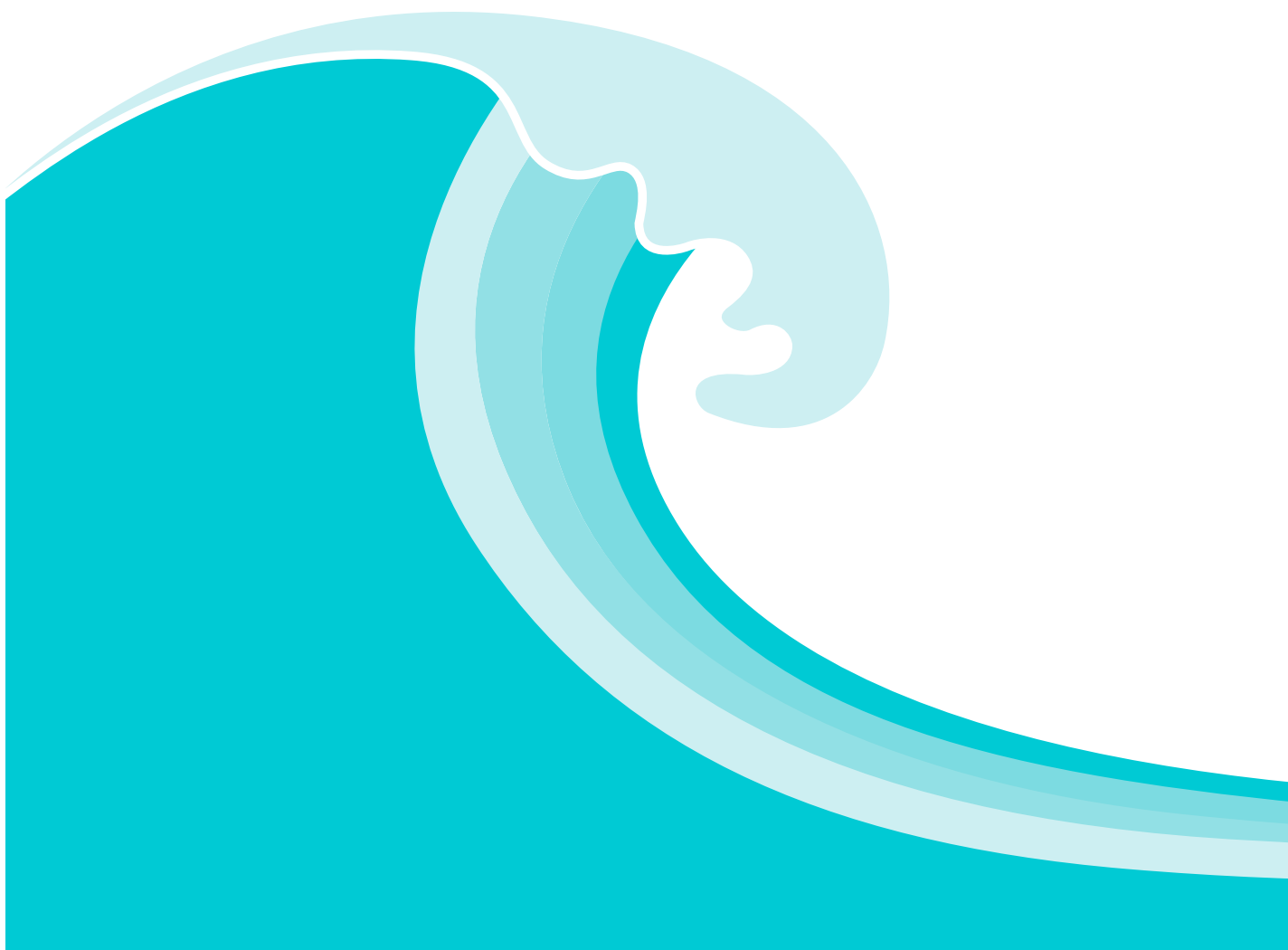


WORRIED



SURPRISED

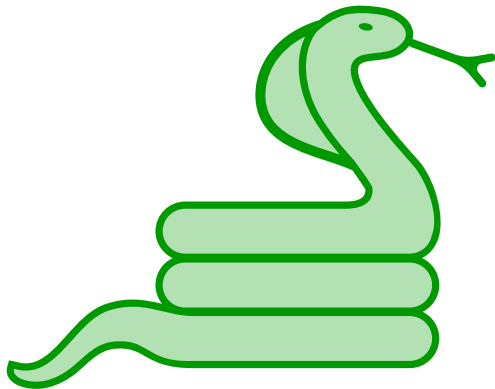
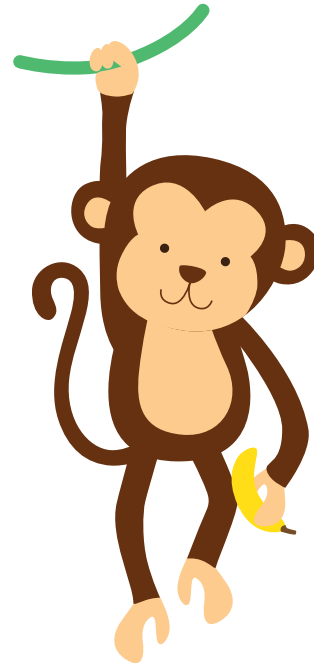
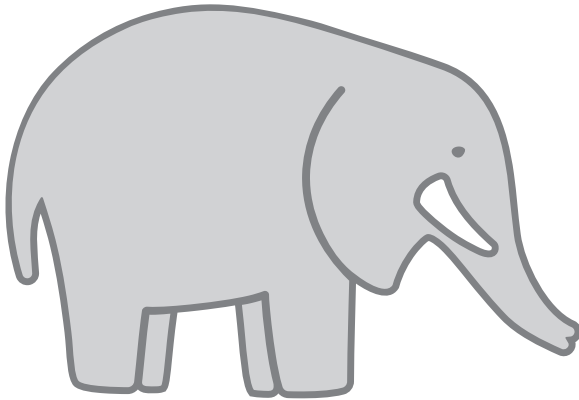


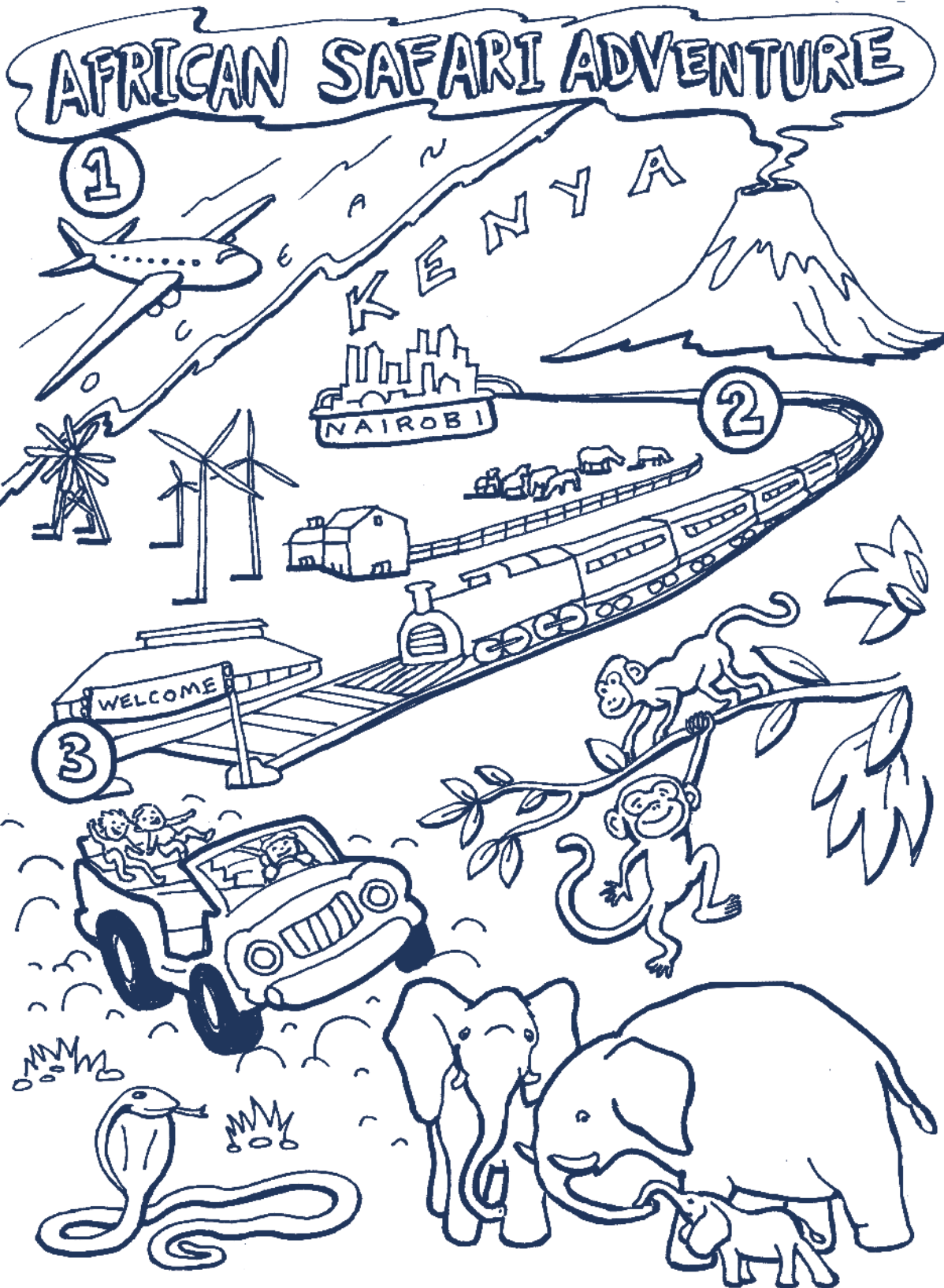




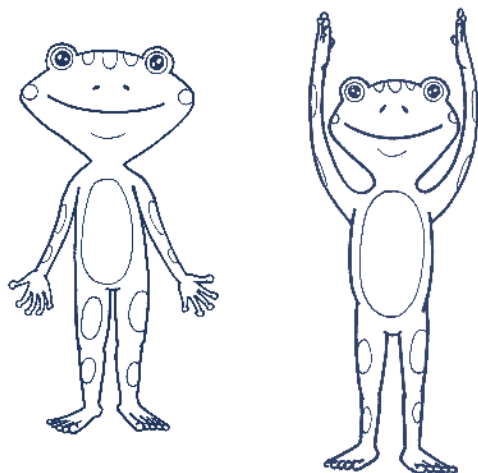


Images From Safari





K—1 Unit 2 Mindful Movement



Mountain/Sunrise



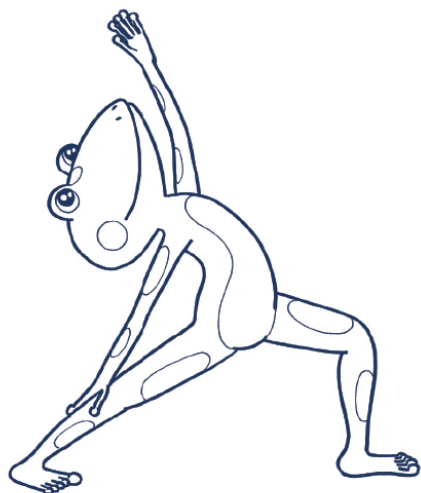
Seated Forward Fold



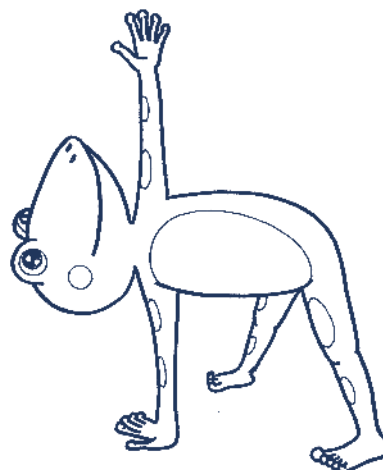
Surfer



Volcano

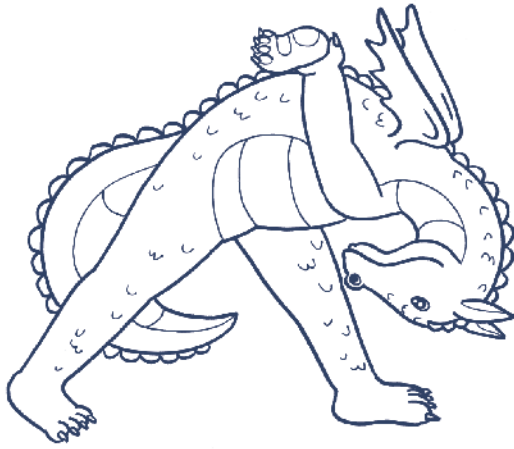


Wave A

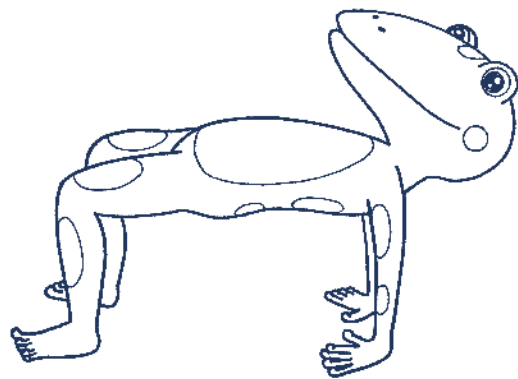


Windmill

K—1 Unit 2 Mindful Movement



Elephant



Table



Chair

K—1 Unit 1 Mindful Movement



Mountain



Sunrise



Sunset



Monkey



Sunset



Plank



Cobra



Dog



Monkey



Sunset



Sunrise



Mountain

Fresh Start Sequence

Unit 2 Take-Home Practices

Lesson 1

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

Lesson 4

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

Lesson 2

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

Lesson 5

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

Lesson 6

Be a feelings detective! When you play and move your body today, notice what feelings come to visit.

Lesson 3

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

Lesson 7

Share with a family member what it was like to practice mindful eating and show them how to do it.

Unit 3

Self-Management



K-1 Compassionate Courier

UNIT 3 SELF-MANAGEMENT

What We Are Learning

In this unit, students are learning to pause and respond to challenges and strong emotions with care and compassion. They are identifying and practicing strategies and habits to be their best selves.

Mindful Moment



..... Anchors

- 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



BOAT



TREE

Wordwall mind, calm, pause



K-1 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. During transition, students pretend they are gently rowing a boat. When they reach their location, they put away their imaginary paddles and anchor their boats. They then find their own Anchors, placing one hand on their belly and the other on their heart, and noticing the feeling of their breath.

2. **Relaxation Dance:** From standing or walking, lead learners in starting to move their bodies in a calm “dance.” Use a brief clip of music or a countdown as a signal, guide learners to gradually slow down their movement until they find a seated position by the time the music is silent or your countdown has reached zero.

5 minute activity



- **Be kind to yourself:** Remind learners that part of being your Best Self is being kind to yourself the same way you would be kind to a friend. Take a few minutes after a challenging activity to lead learners in brainstorming kind words to show themselves care and compassion and then lead them in practicing saying these kind words to themselves. Invite students to give themselves a hug and notice how the kind words feel.

10+ minute activity

- Play a game of Freeze Dance, Red Light, Green Light or Simon Says, which provide students practice in self-regulation. For additional skill practice, look for opportunities to guide students to take a pause and practice Best Self Strategies (e.g. Anchors, Calming Breath), such as when experiencing strong feelings of excitement or frustration during the game. Encourage practice of Best Self Strategies in a supportive, proactive way, not as a time-out or punitive response.



Mr. Montana



Mind Jar



Mind Jar with Kids



Materials

**EMPTY AND CLEAN TRANSPARENT PLASTIC BOTTLES
OR JARS WITH WATER-TIGHT LIDS**
(one per student)

DISH SOAP
(enough for 2 drops per student)

OR GLYCERIN
(you will need enough to fill about one quarter of each jar)

SMALL STICKERS AND MARKER TO LABEL JARS

GLITTER
(at least 1 Tbsp per student)

SMALL CUPS

Preparation

- If using dish soap, fill bottles or jars with warm water. Then add 1-2 drops of dish soap in each. Replace lids.
 - If using glycerin, fill bottles about 3/4 with water and then fill with glycerin. Replace lids.
 - Prepare stickers with student initials.
 - Consider pouring glitter into small cups ahead of time.
 - Choose and prepare a workspace for small groups of students to prepare Glitter Jars. You may want to protect the table or floor in case of spills.
-

Mind Jar with Kids



Instructions

Class 1

TEACHING TIP: If possible, arrange for an older student to assist with this activity!

- Bring small groups of learners to the workspace.
- Provide each student just enough glitter for their own jar in one or more colors.
- Assist students as needed in pouring the glitter into the jar. Encourage students to try it themselves and practice their mindfulness, focus and patience.
- Close the jar and place the sticker with the student's initials on the lid. Move jars to a safe location before working with the next group of students.

After class:

- Shake up each bottle to make sure the glitter is not clumping together.
- Consider sealing the lids with glue to prevent spills.

Class 2

Lead students in exploring their Mind Jars with prompts such as:

- How is the glitter in the jar like our thoughts and feelings?
- How many Calming Breaths does it take for the glitter in your Mind Jar to settle all the way?
- How do you feel when you breathe and watch the glitter settle?
- How would you teach someone (a younger student, sibling, cousin) how to use the Mind Jar?

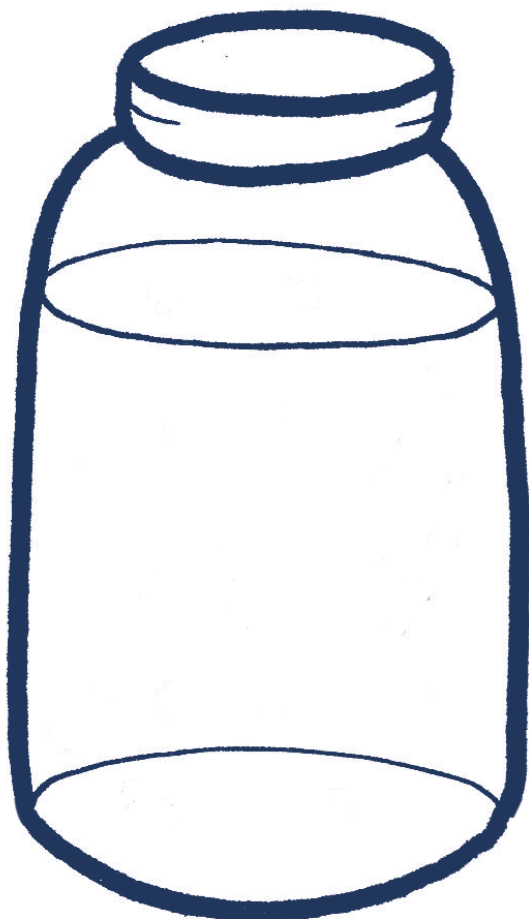
Summarize for students:

- Sometimes our thoughts and feelings feel like they are swirling like the glitter in the jar.
- Pausing can help calm and settle our minds.
- They can use the glitter jar and their Calming Breaths to take a pause.

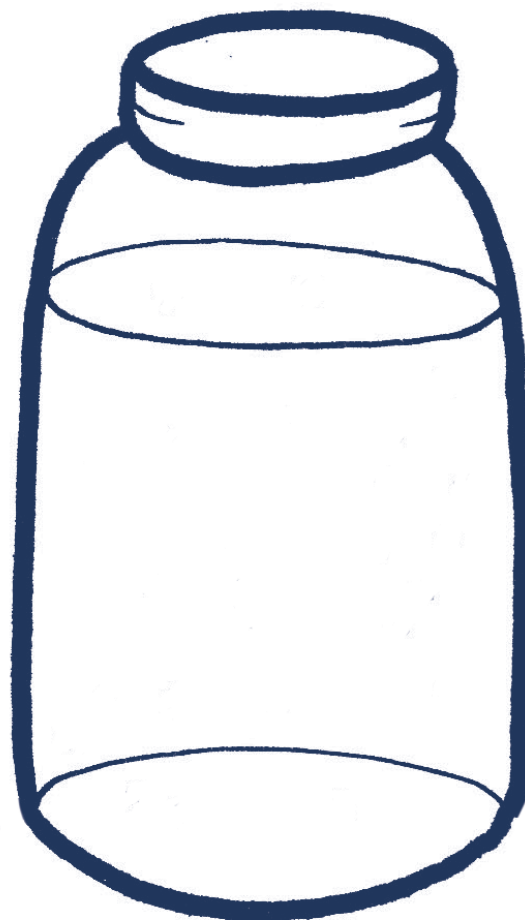
Send the Mind Jars home with students and encourage them to share what they've learned.

Mind Jar

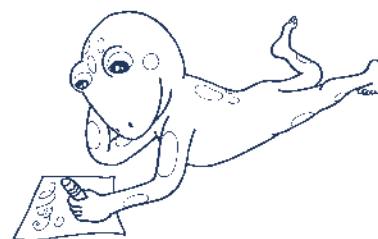
Swirling



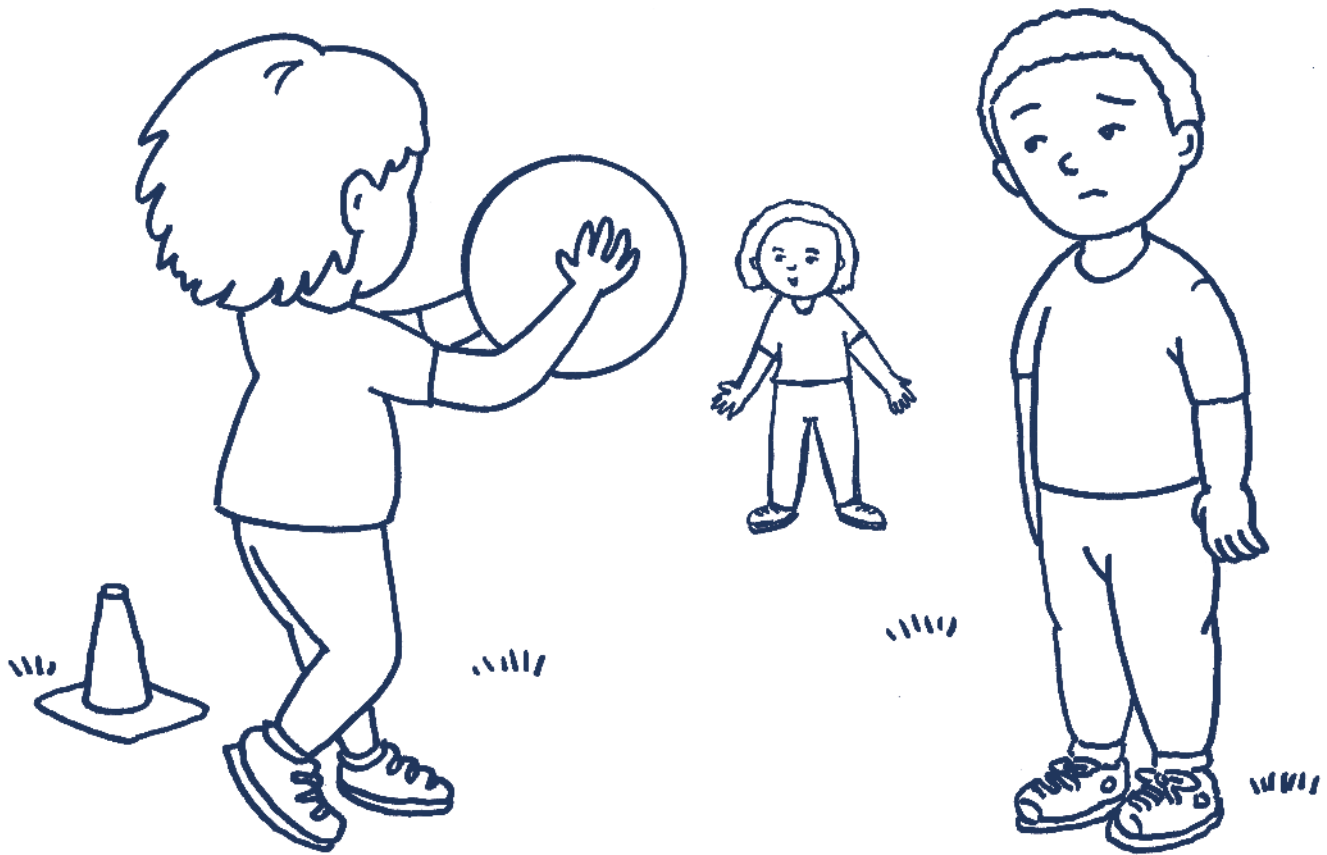
Calm



Draw the glitter in the mind jars.



My Best Self



.....

Scenario 1

My Best Self



.....

Scenario 2

My Best Self

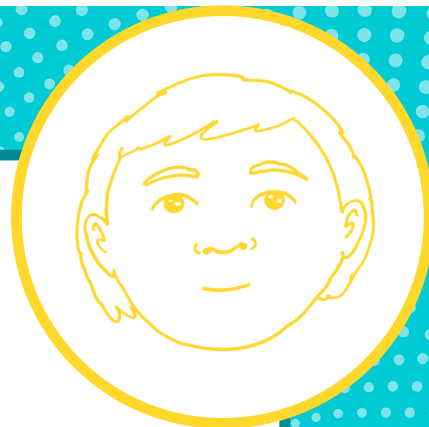


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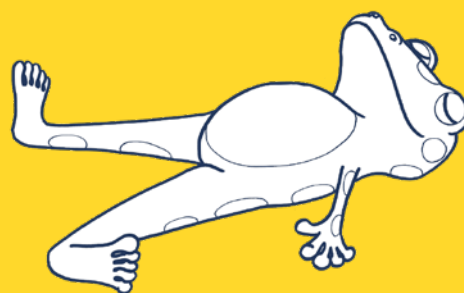
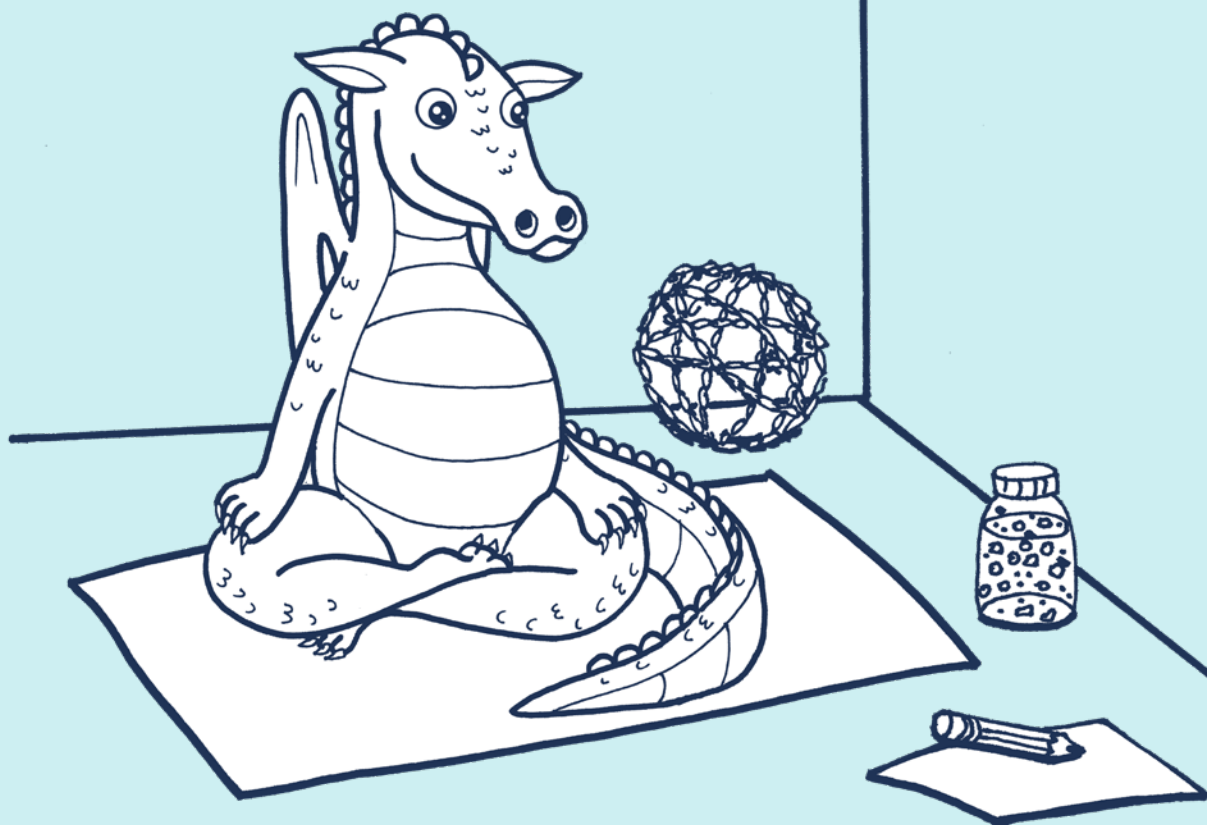
Scenario 3



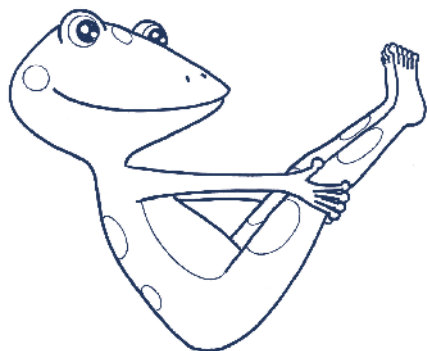
Best Self Strategies



Pause Place



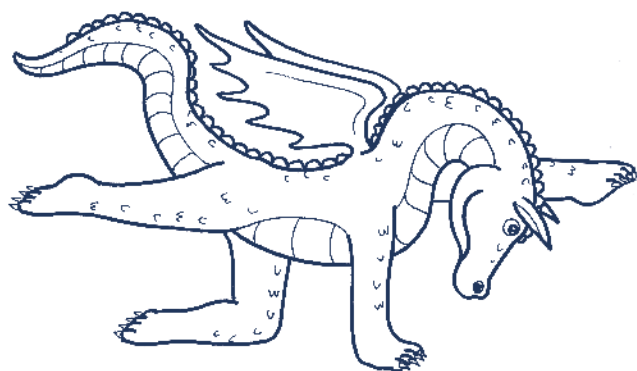
K—1 Unit 3 Mindful Movement



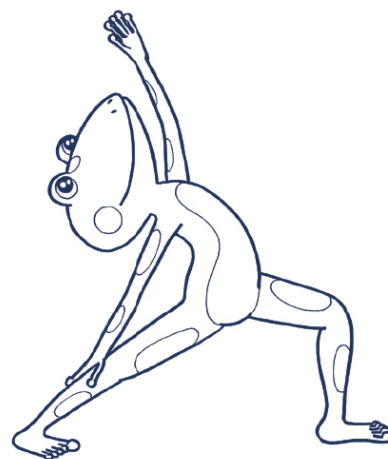
Boat



Tree



Pointing Dog



Beach Sequence

Unit 3 Take-Home Practices

Lesson 1

Practice finding your Anchors. Place one hand on your belly and one on your heart. Take three deep breaths. Notice how you feel.

Lesson 4

A big part of being your best self is acting in ways that show care for yourself and others. Ask someone in your family how it feels when they are their best self.

Lesson 2

Use curiosity and kindness to notice when your mind is swirling. Practice taking several deep breaths and notice whether your mind starts to settle.

Lesson 5

Take a pause! If you feel angry or upset at home or at school, practice pausing and taking several deep breaths.

Lesson 3

Tonight before you go to sleep, practice the Wiggle and Relax exercise.

Lesson 6

With the help of an adult in your home, create a place where you can practice pausing when you experience strong feelings.

Lesson 7

Identify one way you want to practice being your best self and share your plan with a family member.

Unit 4

Social Awareness Part I

EMPATHY AND PERSPECTIVE TAKING



K-1 Compassionate Courier

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

What We Are Learning

In this unit, learners use curiosity to explore their points of view and discover that what they think, feel, and need might be similar to or different from what someone else thinks, feels, and needs. Learners practice giving compliments and appreciations.

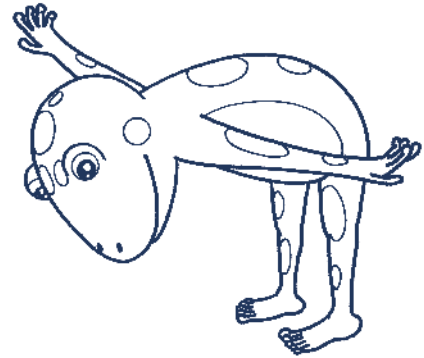
Mindful Moment



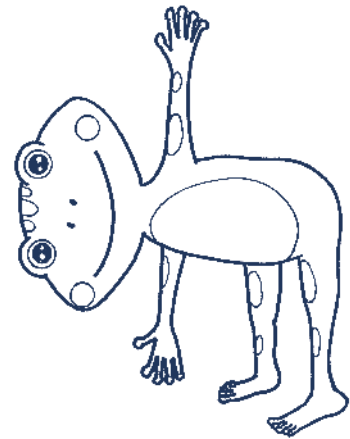
Gratitude and Appreciation Practice

- Begin sitting comfortably with your hands on your heart or your anchors.
- Picture someone in your mind that you feel thankful for today.
- Focus on that person in your mind.
- Imagine telling them that you appreciate them or maybe giving them a hug.
- Take a deep breath in and out.
- Notice what it feels like inside to be thankful and appreciate someone.

Mindful Movement



GLIDER



GLIDER TWIST

Wordwall curious, quiet, compliment



K-1 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. Find Someone Who Game:** Give learners prompts to form pairs or groups by finding someone who does not share their point of view about something (e.g. someone who does not have the same favorite song; someone who does not like the same breakfast you like).
- 2. Points of View:** While standing in line or waiting in their seats, ask students to turn their heads to look in one direction. Ask them to notice one thing they see from this point of view. Then have them look in another direction or from a different perspective (crouched down, standing on toes, bent over to look upside-down) and notice what they see from that point of view.

5 minute activity

- Sound Sensitivity:** Use an app (or instruments) to play a variety of sounds, one at a time. Play an individual sound and ask students to listen while looking down, and then show a thumbs up or thumbs down if the sound is comfortable or uncomfortable for them. Then, students look up and notice others' preferences. Repeat with another sound. Lead learners in observing that how they feel about a sound may be similar to or different from what someone else feels.
- Classroom Compliment Wand:** Teacher led activity. Teacher, holds the "compliment wand" while giving a student a verbal compliment. Teacher then passes the wand off to that student. Student selects a classmate to give a compliment to and then passes the wand to that classmate. Repeat through the group.

10+ minute activity

- Getting to Know You:** In pairs or as a whole class, have students interview each other to learn about their classmates' points of view. Emphasize listening with curiosity and kindness. Provide some appropriate prompts (e.g. What is your favorite food and why? or Tell us about something that makes you laugh.), and structure the activity in the way you feel will be the most successful for your students. Remind learners that they each have their own experiences that make them who they are. Some are shared and some are different.

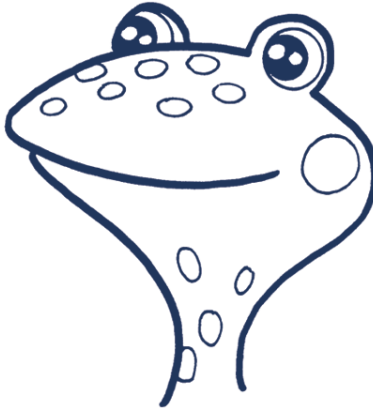


Aunt Zazu









SILENT

“What do I need? What do you need?”

Sharing Kind Words

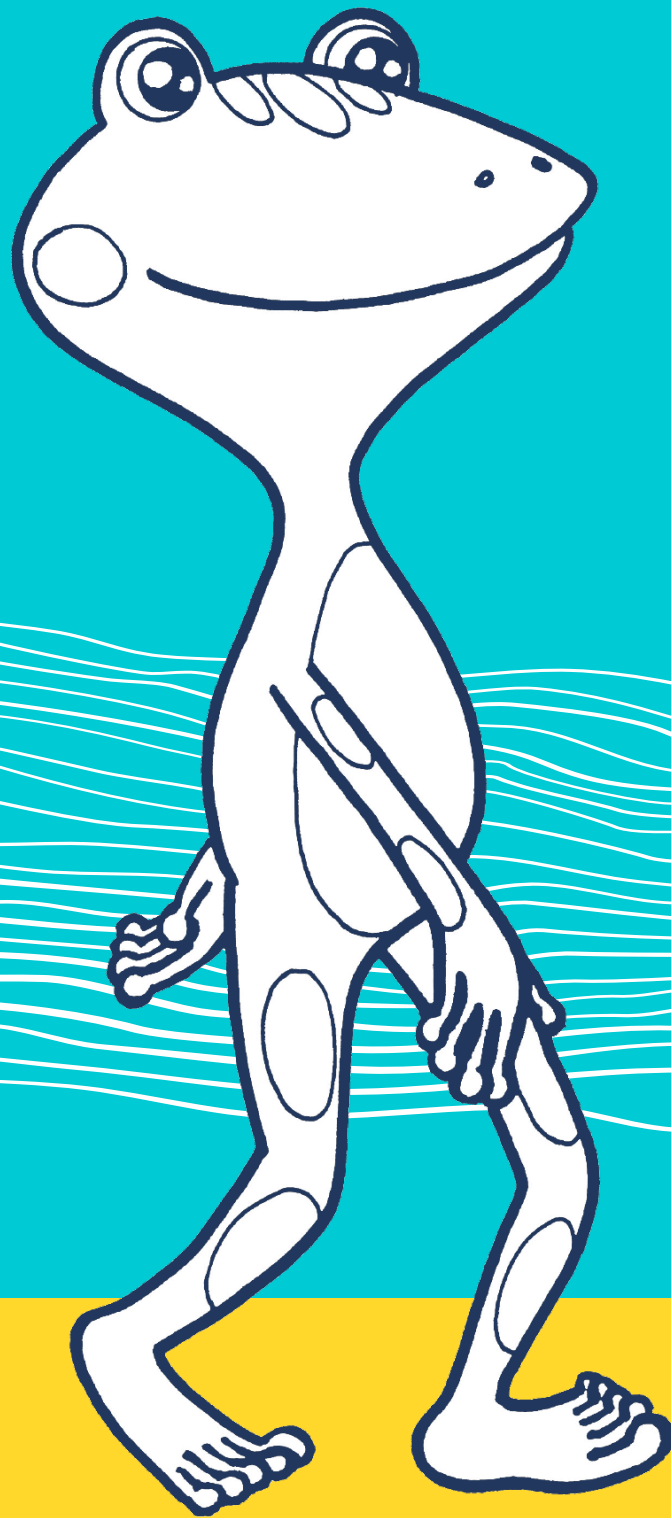
You are important
because...

I appreciate you
because...

I notice that you...

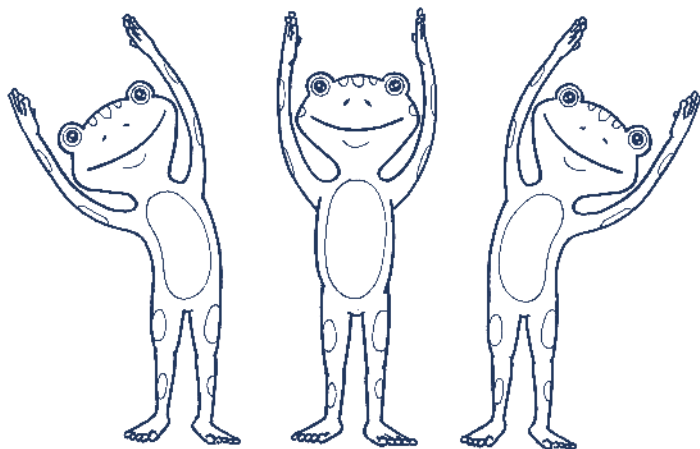
Thank you for...

Mindful Walking

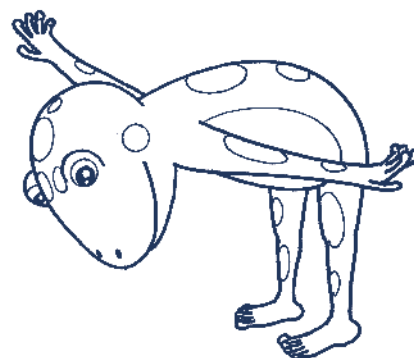




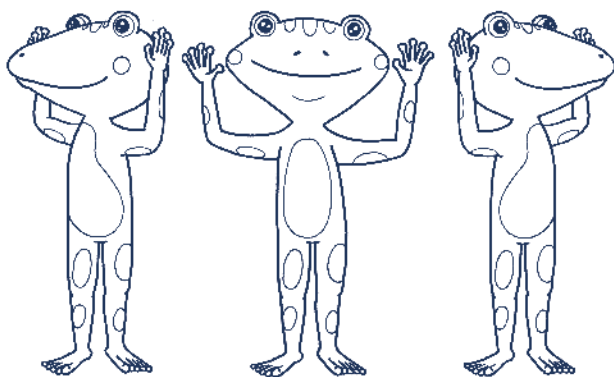
K—1 Unit 4 Mindful Movement



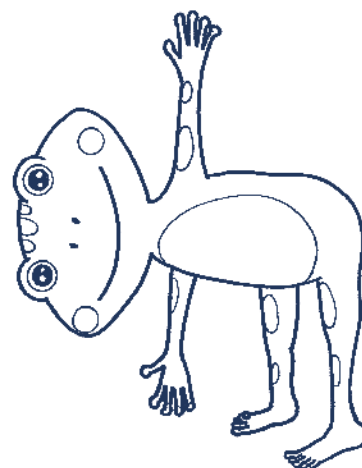
Swaying Palm



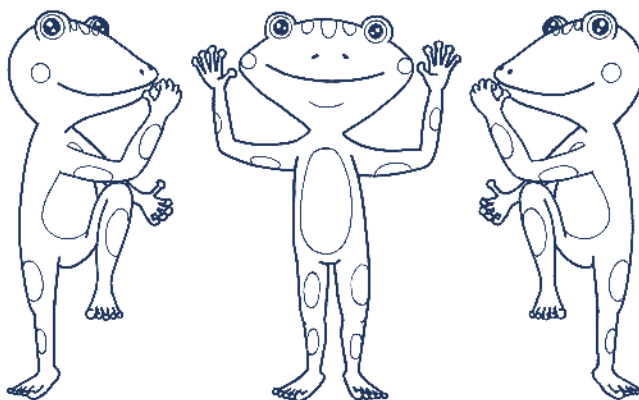
Glider



Trident/Trident Twist



Glider Twist

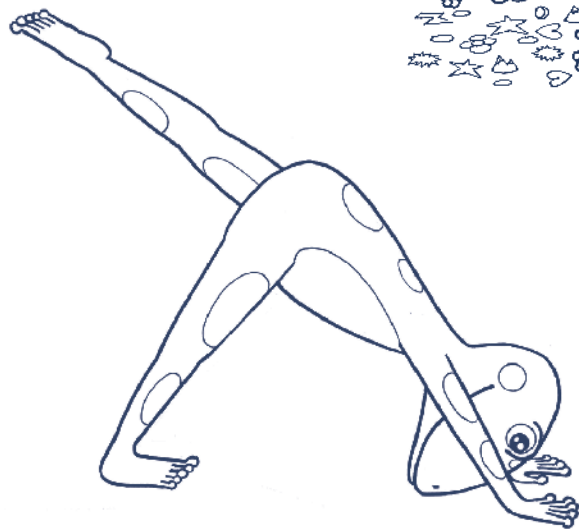


Elbow-to-Knee

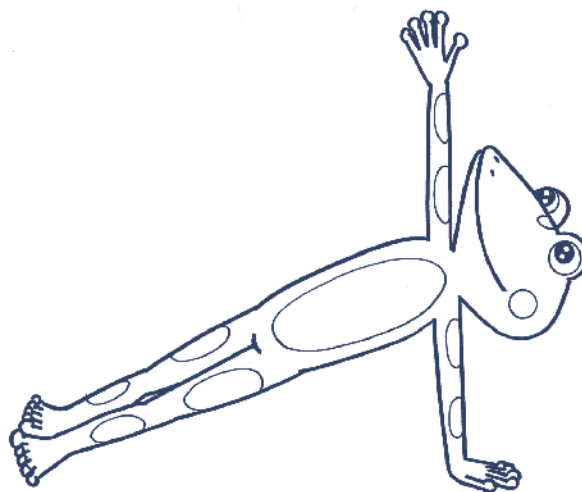
K—1 Unit 4 Mindful Movement



Pick It Up



Three-Legged Dog

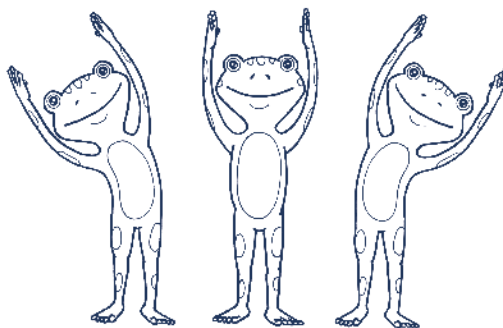


Side Plank

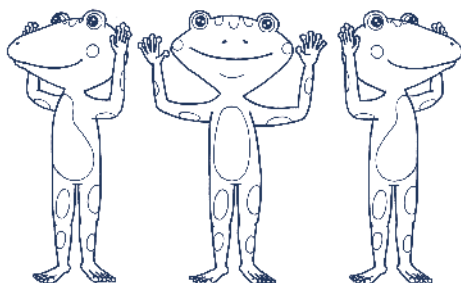
K—1 Unit 4 Mindful Movement



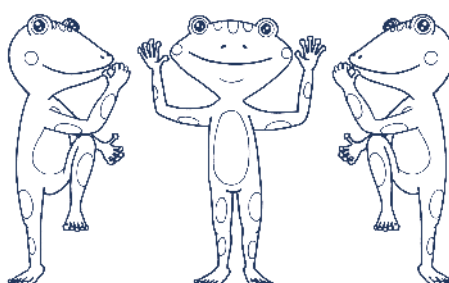
Mountain



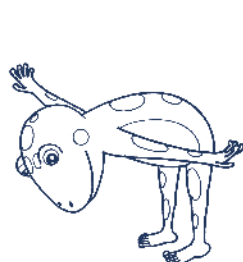
Swaying Palm



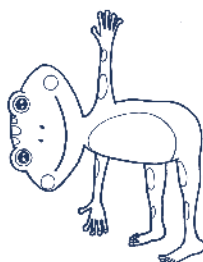
Trident/Trident Twist



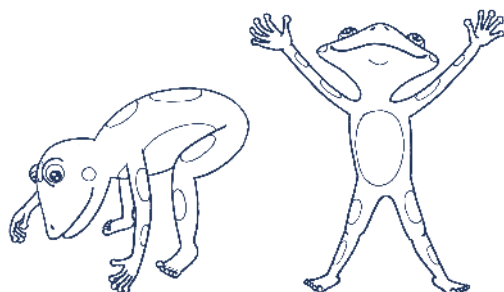
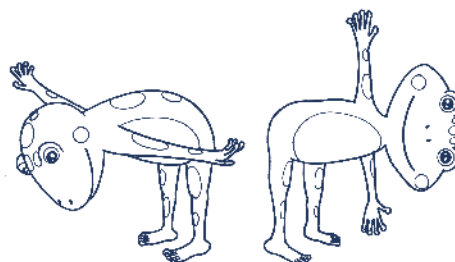
Elbow-to-Knee



Glider



Glider Twist



Pick it Up

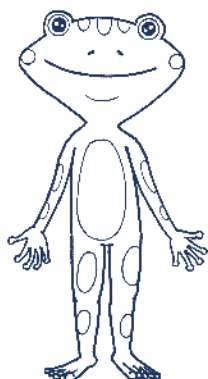


Mountain

Twist Sequence

K—1 Unit 4 Mindful Movement

Mountain



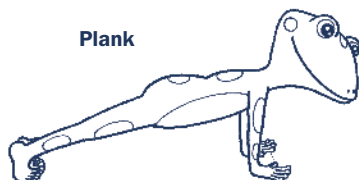
Sunrise



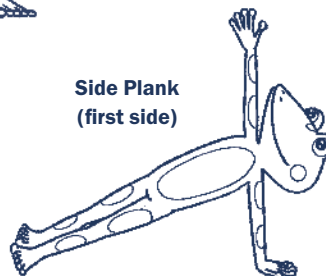
Sunset



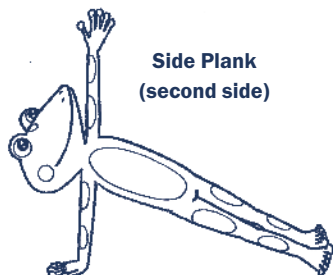
Plank



**Side Plank
(first side)**



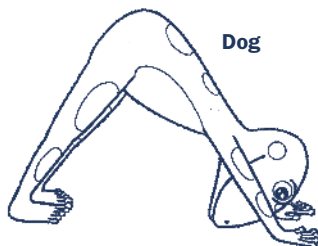
**Side Plank
(second side)**



Cobra



Dog



Hands and Knees



Child's Pose



All Sides of the Story Sequence

Unit 4 Take-Home Practices

Lesson 1

With the help of an adult in your home, find a quiet place that you can go to when you need calm and quiet.

Lesson 4

Share a compliment or appreciation with someone. Notice what feelings come to visit when you do so.

Lesson 2

Describe your inner quiet place to someone in your family or community. Ask them to describe what their inner quiet place would look, sound, and feel like. Listen with curiosity and kindness.

Lesson 5

Think about something you really enjoyed about your day. Who helped it be enjoyable? Tell them you appreciate them or practice thinking kind thoughts about them.

Lesson 3

Notice when you're feeling curious. What can curiosity help you do?

Lesson 6

Notice a place with some people in it. Practice being mindful by asking yourself, "What can I appreciate about this space? Is kindness being shown in this space?"

Unit 5

Relationship Skills





UNIT 5 RELATIONSHIP SKILLS

What We Are Learning

In this unit, students learn key relationship skills to help them be their best selves with peers. This includes learning and practicing how to meet friends, cooperate, and share.

Mindful Moment

Take 5 Breath

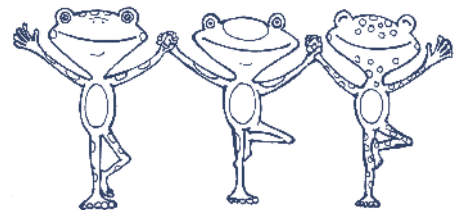
- Begin by sitting comfortably.
- Hold one hand in the air, and spread your fingers out wide.
- Now take the pointer finger of the other hand and place it on the wrist of the raised hand, near the outside of the thumb.
- We're going to take five breaths. Each time we breathe in, we're going to trace one finger up to the top of our fingernails. Each time we breathe out, we're going to trace the other side of that finger back down to the hand.
- Let's try it.
- As you breathe in, trace up the first side of your thumb with your pointer finger. Pause at the top of your fingernail.
- As you breathe out, trace down the second side of your thumb. Pause between your thumb and your pointer finger.
- Let's keep going, breathing in as we trace up the next finger, and breathing out as we trace down. (Keep leading students until they finish tracing all five fingers.)
- Take a moment to check in with your body and your mind. Do you notice any changes?



Mindful Movement



PARTNER SEATED SUNRISE



PARTNER TREE



K-1 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. **Greetings Around the World:** Introduce a specific verbal or nonverbal greeting. Explain where it comes from and what it means. Have students practice with a partner or with the whole group. Reflect with learners on why greeting and welcoming others is important. Repeat when possible in morning meetings, dismissals, etc, so that students get to learn and practice several verbal and nonverbal greetings from various cultures.

2. **Moving in Pairs:** Assign pairs and give students a challenge for how they will move in sync with their partner to your desired location (e.g. standing side by side moving at the same pace with one another; standing back to back taking side steps; face to face taking side steps). Emphasize the importance of cooperation. Provide expectations and safety reminders to set learners up for success. *Note:* Each of the examples can be done without physical contact.

5 minute activity

- **Breathing Together:** Assign partners and tell students to choose a breathing practice that they both know. When they have decided, they will practice together, trying to breathe in and out at the same time. Give them about a minute to practice and then prompt them to thank their partner. Ask learners to notice how they feel after their partner breathing practice and invite them to share.
- **Sharing Kind Words:** Provide an opportunity for learners to practice using kind words. For example, during a read aloud of a story that deals with the relationship between friends or siblings, pause and take time to ask learners to suggest examples of kind words the character(s) could share in a given situation.

10+ minute activity

- **Going on a Picnic:** Group students into 3's. Students work together to decide one food, one drink, and/or one toy or game they would bring on an imaginary picnic together. They then work together to draw a picture of what they are bringing on their picnic. Encourage learners to use their friendship skills like listening, cooperating, and sharing. Support learners in problem solving as needed.
- **Classroom Clean-up:** In this unit, students learn about not sharing germs. Hold a classroom discussion about any additional cleaning routines that could be added to the week and take an opportunity to pause and clean-up with fun music to promote getting rid of germs. Have students work with a partner to encourage friendship skill practice.

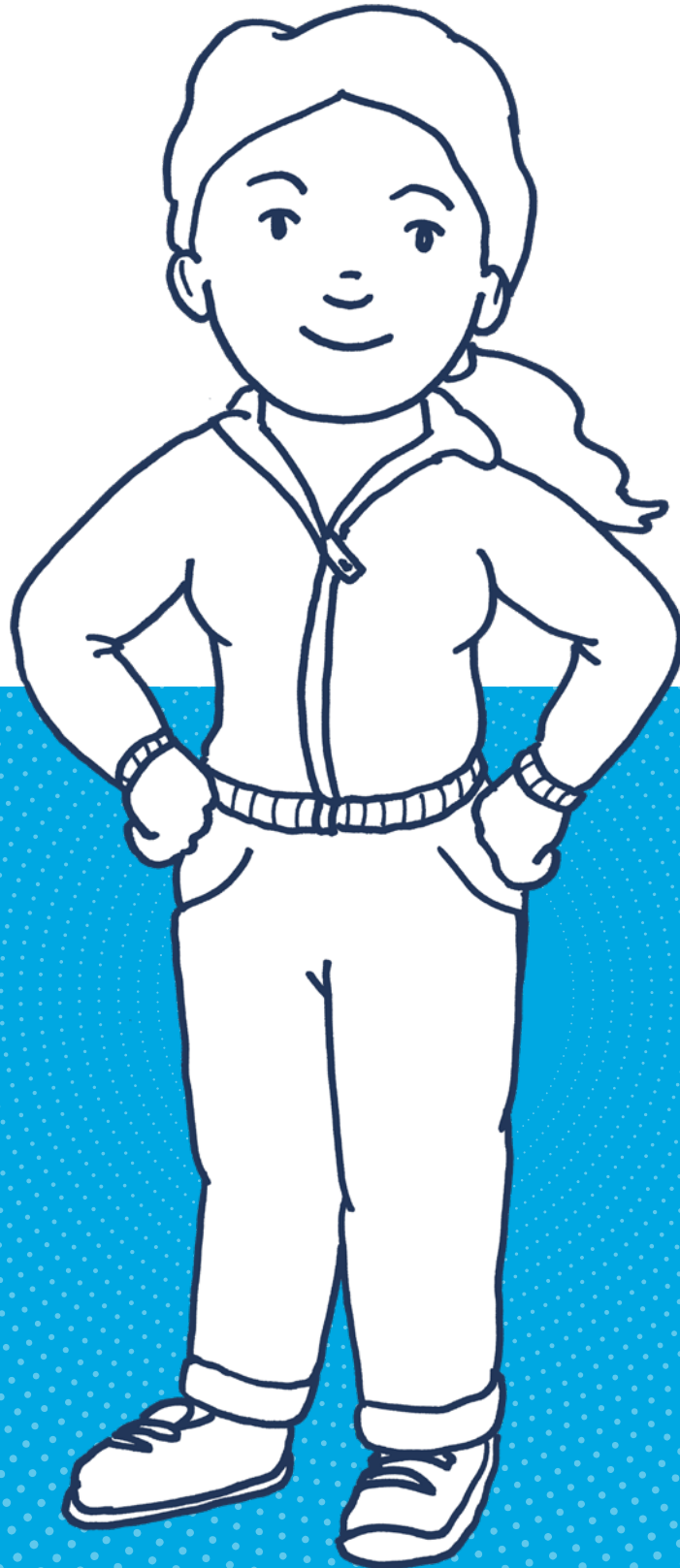
Kaya



Ms. Abdoo



Ms. Jones



Please.	I don't like you.
Thank you.	Your shirt is ugly.
I appreciate you helping me.	I am smarter than you.
Good job.	You always come in last.
You run fast.	You can't play anything right.
You are my friend.	Bad throw.
I am glad you won.	Ha, ha. He fell down.
I like playing with you.	
I'm sorry for what I did.	





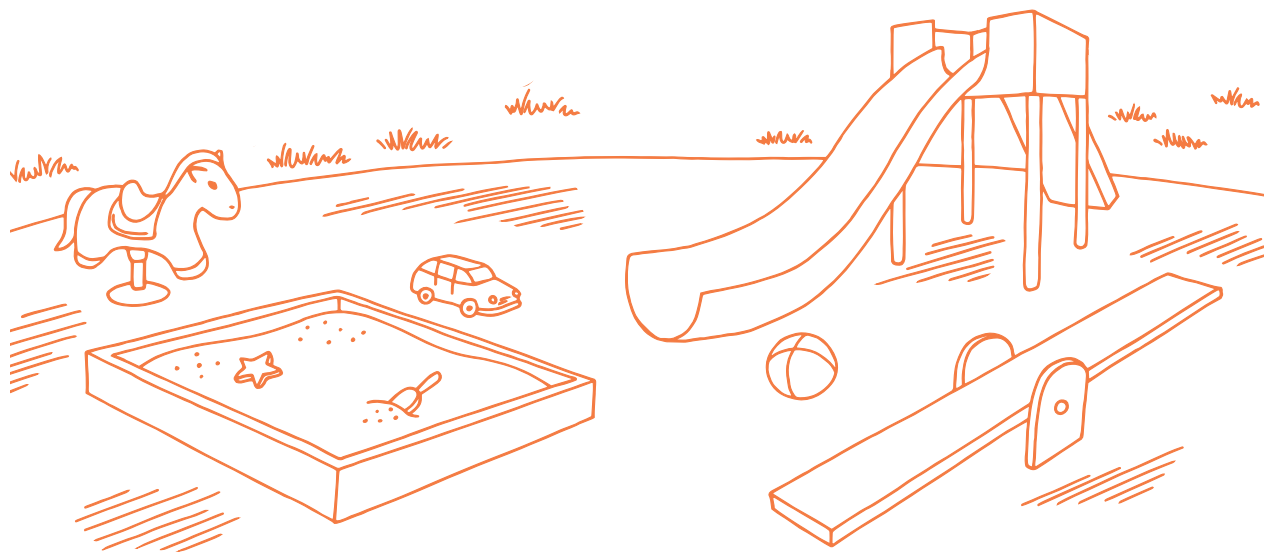




What is your favorite color?



What do you like to play?



How do you feel today?



HAPPY



AFRAID



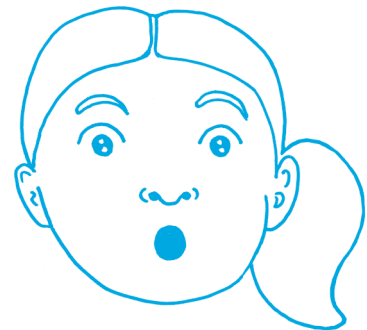
CALM



FRUSTRATED



ANGRY

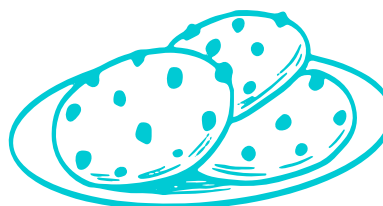
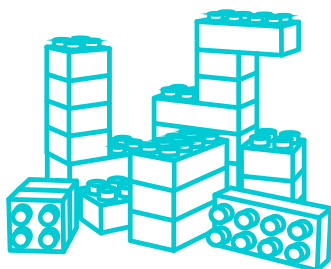
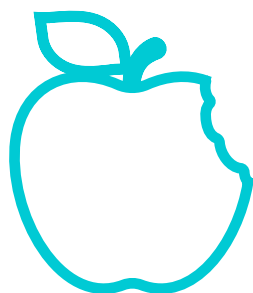
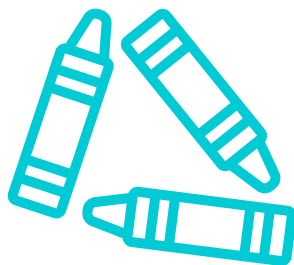


SURPRISED



WORRIED

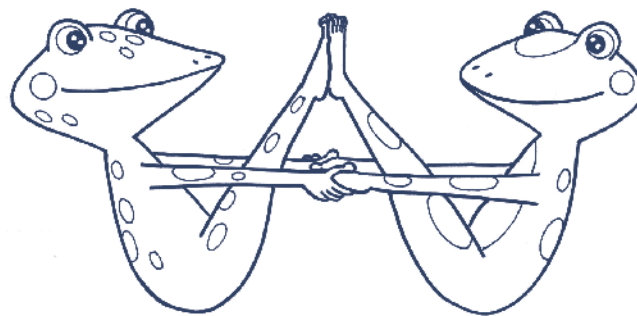




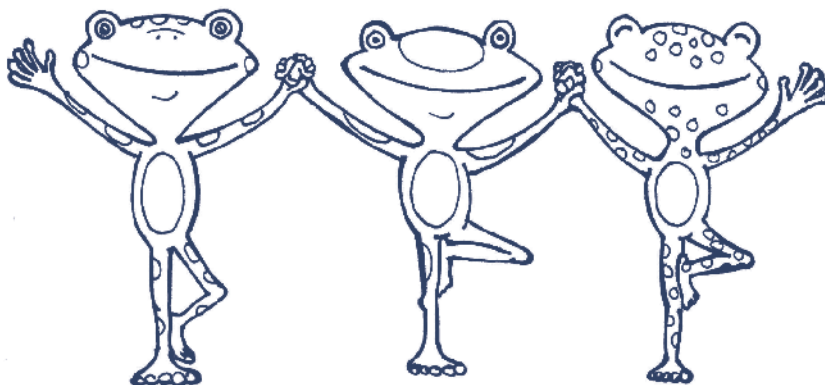
K—1 Unit 5 Mindful Movement



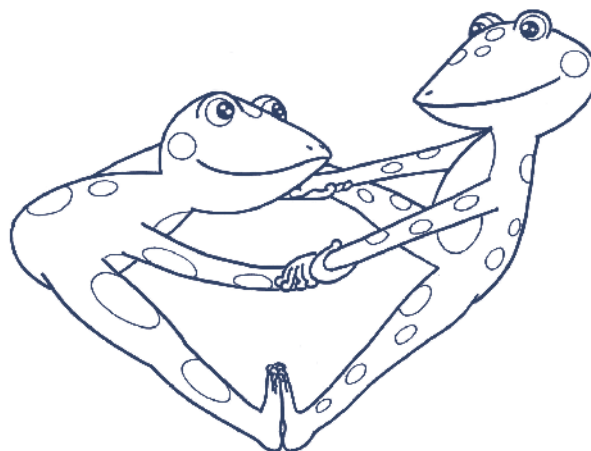
Partner Seated Sunrise



Partner Boat

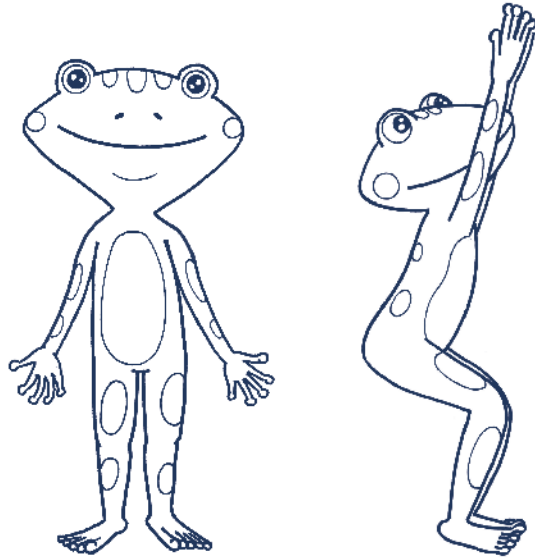


Partner Tree

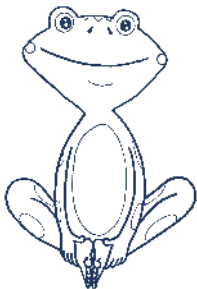


Partner Diamond

K—1 Unit 5 Mindful Movement



Mountain/Chair Swing



Butterfly



Flower



Turtle

Partner Closing Sequence

Unit 5 Take-Home Practices

Lesson 1

While you are with your family, practice making someone feel welcomed by greeting them with kind actions and words.

Lesson 2

Get to know a friend! Ask a friend the questions from class today to learn more about them. How are you similar? How are you different?

Lesson 3

Help a friend feel welcomed by showing friendliness. Share kind words by telling them one reason you are grateful to be their friend.

Lesson 4

You can share things like toys or snacks, but you also can share knowledge, skills, talents, kind words, or simply a smile. Be your best self by sharing something with a friend or family member.

Lesson 5

Sharing fairly is sharing that works for everyone. On the playground or at home, practice sharing fairly with friends or family members. What did you share? How was it fair?

Lesson 6

Share a healthy habit with someone you love! Show someone in your family what you learned about how to cover coughs and sneezes and how to wash your hands so that you don't share germs.

Lesson 7

Friends share kind words and try not to share unkind words that can hurt people. Be a friendship detective and notice if you hear a friend sharing kind words with another friend. How do you think these kind words made both friends feel?

Lesson 8

Practice being your best self by welcoming friends and inviting them to play in a group. Notice if you see someone playing alone and ask them to play with you.

Unit 6

Social Awareness Part 2

COMMUNITY



K-1 Compassionate Courier

UNIT 6 • SOCIAL AWARENESS PART 2—COMMUNITY

What We Are Learning

.....

In this unit students practice cooperation and inclusion in groups. Learners develop an appreciation for the diverse contributions of community members.

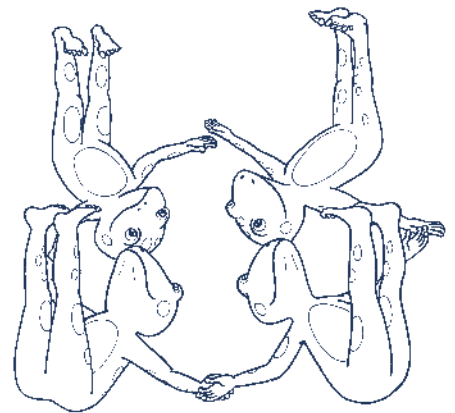
Mindful Moment



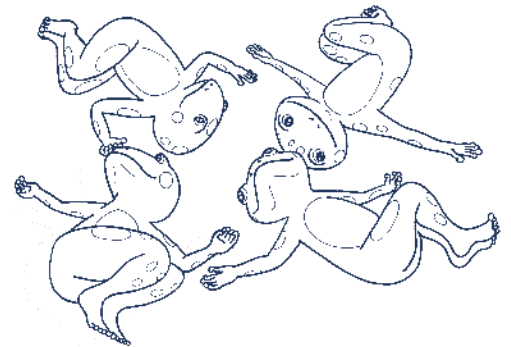
Kind Mind (for Community)

- In your mind, picture all of the people that make up our school community: picture the students, teachers, bus drivers, the people who make our meals, and everyone else who works here.
- Add specific members of your school community to this list.
- 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.

Mindful Movement



GROUP WATERFALL



GROUP WINDSHIELD WIPERS

Wordwall community, member, role



K-1 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. **Dance with our Differences:** Tell students you will be asking a set of questions about themselves, and if the answer is yes, they should dance (or twirl, hop, slide) to the next location. Continue until all students have transitioned. Examples: Do you like to play sports? Do you know how to ride a bike? Do you have a pet?

2. **Musical Movement:** To highlight diverse cultural music, select different types of music to play while students follow the transition and/or clean-up routine. Music stops when transition/routine ends.

5 minute activity

- **I'm Thinking of a Community Member Who:** Start with "I'm thinking of a Community Member who" and then describe the person's job description/activities until the students guess the community member role. After the students guess correctly, ask them to share something they appreciate about this community member.



10+ minute activity

- **Community Appreciation Cards:** Students create cards of appreciation to a member of your school community (admin, staff, other teachers) or the bigger community (fire fighters, vets, waste management, etc.) that helps to keep their community safe, healthy, and happy. Share some of your own appreciations for various community members and invite students to share their own. Support students in writing a note of appreciation as a class or individually.
- **Community Quilt:** Discuss how each individual student contributes to the classroom community. Each student creates a square (paper or cloth) with a self-portrait in words or drawings. Attach pieces together to form a quilt or a collage and discuss how the quilt is stronger and more beautiful than any of the individual pieces alone.

If you are teaching *Flourish* but are not the students' classroom teacher, this letter might be useful to share with their classroom teacher after you complete Unit 6, Lesson 6. Feel free to use it as is, or personalize it.

Dear Classroom Teacher,

Your students have just finished Unit 6 in the Compassionate Schools Project Curriculum. This unit focuses on teaching students how they can be their best selves by showing kindness and compassion to others within their school community.

The potted flower you are receiving with this note was planted with kindness and compassion by your students for someone in the school community. Your students have been given the task (with your help) to "plant a seed of kindness" by giving the flower to someone in your school.

Below, you will find a list of the common school community members your students have learned about along with ideas for ways the flower can be shared. Feel free to get creative and come up with your own ideas!

Thank you for helping your students make an authentic connection to the learning they are doing in this class. If you have any questions, I'll be happy to assist!

Sincerely,

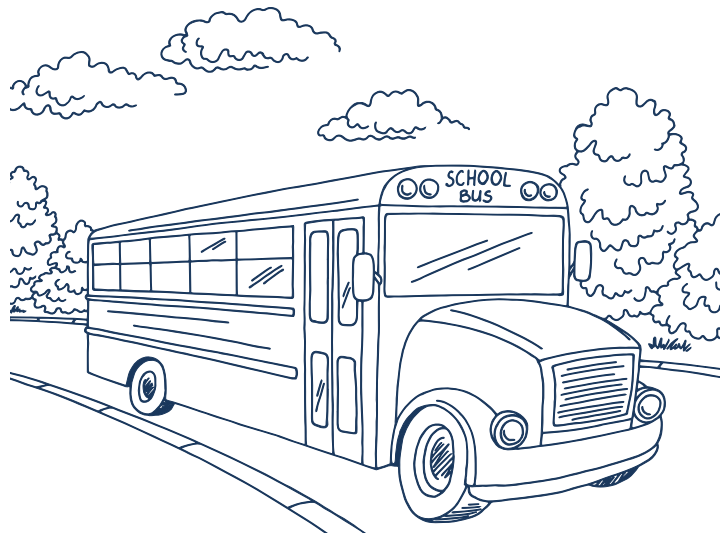
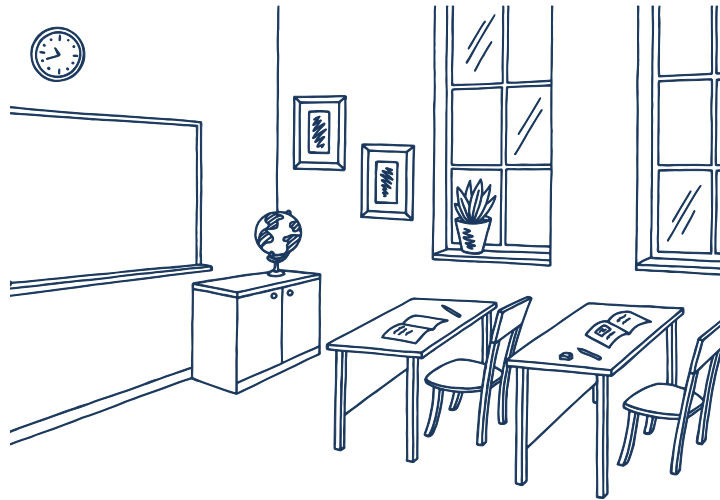
SCHOOL COMMUNITY MEMBERS

Principal • Student • School Secretary • Teacher • Custodian
Cafeteria Worker • Vice Principal • Instructional Assistant • Counselor • Bus Driver

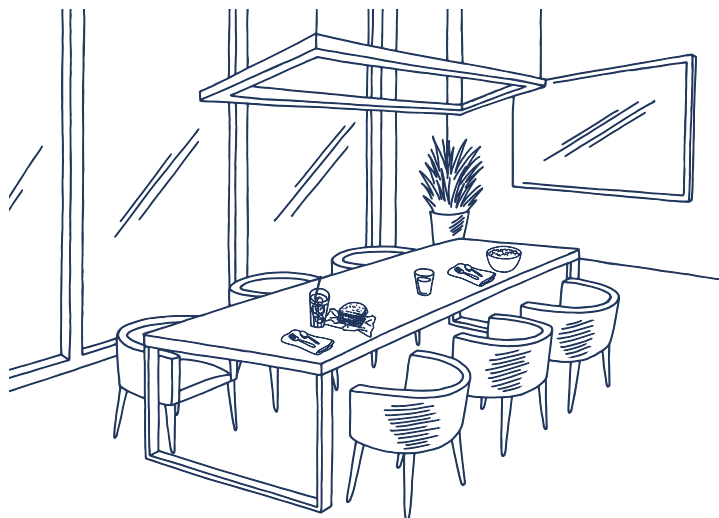
SUGGESTIONS

- Make a social studies connection and take a class vote for the flower recipient. Deliver the flower as a class.
- Make a language arts connection and have students create a class card that says kind things to go along with the flower.
- Have students present the flower at a morning assembly.
- Make a science connection by using this flower as a springboard for more planting activities. Allow students the opportunity to plant other small flowers to give someone in their school community with whom they personally want to share kindness and compassion.
- Take the idea of sharing kindness and compassion to the next level and plant a tree on school grounds, allowing students to write kind wishes for their school on newspaper strips before planting. Or, plant it in honor of someone special in their school community and place a special plaque next to the tree.

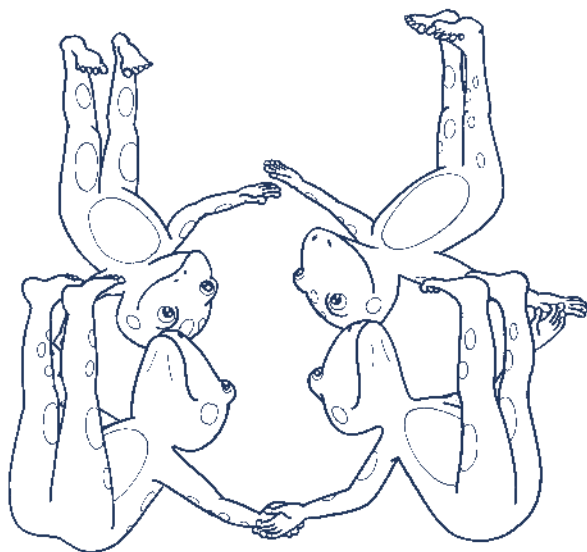
Who Is Missing?



Who Is Missing?



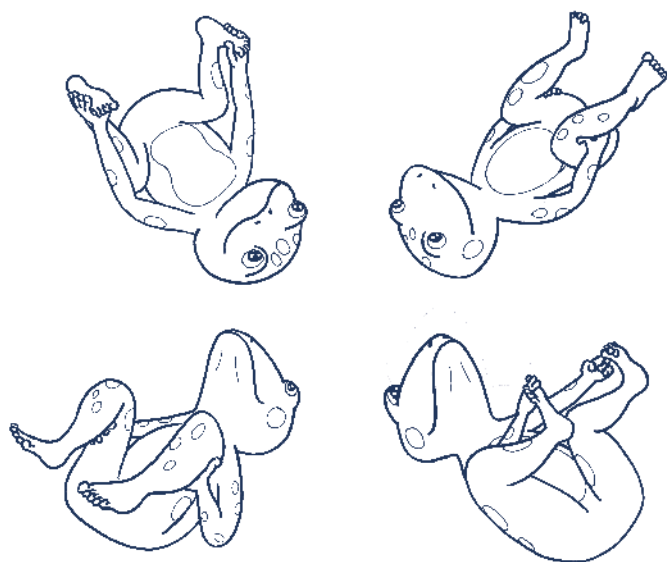
K—1 Unit 6 Mindful Movement



Group Waterfall



Group Windshield Wipers

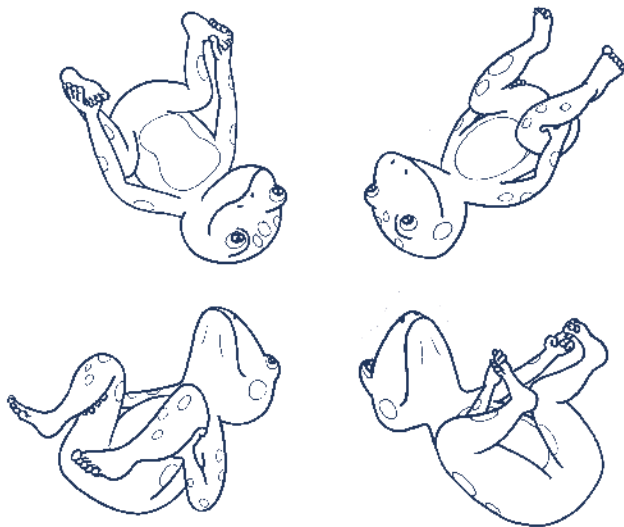


Group Happy Baby

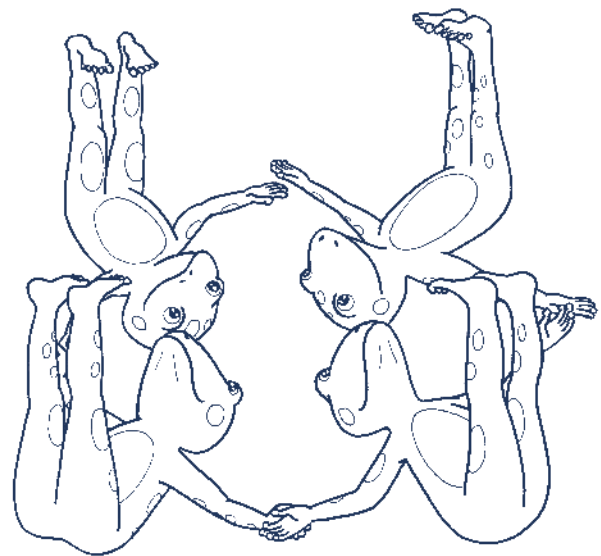


Camel

K—1 Unit 6 Mindful Movement



Group Happy Baby



Group Waterfall



Group Windshield Wipers

Group Closing Sequence

Unit 6 Take-Home Practices

Lesson 1

Go on a walk with a grown-up member of your family. Wave to all the people you pass in your community.

Lesson 4

Ask your family what good things they did or noticed in your community today.

Lesson 2

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

Lesson 5

Practice being your best self at meal time. Thank someone who helped make your food.

Lesson 3

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 6

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.

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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