

Choose Love For Schools™

Grade 1

Compilation of All Lessons in All Units



First Grade | COURAGE | Overview

FIRST GRADE UNIT 1

COURAGE

OVERVIEW

Courage is the willingness and ability to work through obstacles despite feeling embarrassment, fear, reluctance, or uncertainty (Martinez, 2015). When you practice Courage, you make positive choices even when it may be difficult for you. It takes Courage to express our feelings, make ethical choices, tell the truth, admit mistakes, ask for Forgiveness, and to be kind. This is especially true when others might not be leading by example. Courage requires self-awareness and self-regulation (Greenberg, 2016). Students practice identifying feelings in themselves and others. The “Courage” exercises assist students in learning how to help their brains regulate the amygdala by activating the prefrontal cortex (Martinez, 2015).

Jesse saved the lives of nine of his classmates before losing his own. His actions and message of “nurturing, healing, love” inspired the “Courage” section of this curriculum. Students are invited to consider how they can choose small acts of Courage every day. Over the course of the lessons students reflect on how Courage helps them build self-confidence and strong senses of identity.

“It takes courage to be grateful when things aren’t going your way; to forgive, even when the person who hurt you isn’t sorry, and to step outside of our own pain to help someone else.”

~Scarlett Lewis, Founder of the Choose Love Movement and Jesse’s mom

LESSONS

Notice that Courage is the foundation of Choose Love and therefore our longest unit. All other units build on Courage.

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Lesson 11: Courage with Friends

Theme: I play, work, and problem-solve with my friends in safe and caring ways.

Dedicated to all the children.

Love, Jesse

“Nurturing, Healing Love,” the three words Jesse left on the kitchen chalkboard, is a universal message that connects all human beings. It’s simple, powerful, and pure. It resonates with children and adults, and it transcends racial, cultural, ethnic barriers and religious beliefs.

Jesse’s message is the foundation of the curriculum and the Choose Love Movement because it defines Social Emotional Learning in its simplest and purest form. Social Emotional Learning is about feelings and connections- social and emotional connections with others that bind us within our hearts to each other. The ripple effect of Jesse’s simple but powerful message continues to touch hearts throughout the world.

At Choose Love, we understand the power of Jesse’s simple message. We know that to reach the hearts of others, we have to speak to the hearts of others. This is the essence of connection and why the Choose Love Movement has been so impactful for so many. How do we do this? Not with lectures or lessons that speak only to our intellect but with stories and literature that take the message to a deeper level and speak more directly to our hearts.

The newly added literature component of the Choose Love curriculum is like a treasure map that allows children to search deeper into their hearts, explore their feelings and beliefs through the feelings and experiences of others, and discover Jesse’s message for themselves. Literature is the pathway to the heart and connections with others.

The goal is to keep children safe from the inside out. When children are able to give and receive Nurturing, Healing Love, they greatly reduce the opportunities for harm to self or others. Nurturing, Healing Love is the foundation, and the Choose Love formula is the conduit that gets us there.

“I’ve learned that people will forget what you said, people will forget what you did, but people never forget how you made them feel.” ~Maya Angelou

Note to Educator

These lessons are designed to be extremely flexible. Lessons can be taught at one time or “chunked” and taught throughout the day or over the week.

Slides are included in each lesson for ease of access and to facilitate distance learning. Links to the videos are all embedded in the slides and the lessons. The lessons can be taught with or without the slides.



LESSON 1:

Choosing Love

What we say and what we do affects how others think and feel. It also affects how we think and feel. We can choose our words and actions.

Student Outcomes

Students will be able to:

- Repeat/recite/recognize the four core ingredients of the Choose Love Formula.
- Label (name) several emotions by facial expressions and body language.
- Identify how they and others feel and label the feeling.
- Recognize facial expressions and body language of characters and determine how they may be feeling.

CSED Model Standards

- Moral Character
- Civic Character
- Self Awareness
- Self Management
- Social Awareness
- Interpersonal/Relationship Skills
- Responsible and Ethical Decision Making

Daily Dose of Love

“It takes courage to grow up and become who you really are.” —E.E. Cummings

Educator Prep

The lessons are scripted and are indicated in bold with quotation marks. You may choose to read them as they are written or review them and use your own language.

** It is extremely important to impress upon the children that they are NOT their feelings. We often say, "I'm angry/happy/sad..." In Choose Love we teach children that feelings and sensations come and go and that we can choose our thoughts. Distancing the feelings from the individual is paramount. Teach children to say, "I feel angry/sad/worried..." This is one reason we refer to our buckets being full or empty, and if we are filling or dipping.*

When discussing, in a circle, or on the carpet, kids are often eager to let you know they agree with what another student has said or that they have had the same experience. Introducing "Me, too," can ease that anxiety and desire to participate and keep the discussion moving. Teach the children that when they agree with, or have had a similar experience, about what another is saying, they fold their hand in a fist with the thumb pointing out and toward their heart - a gesture of "me, too!"

****Choose Love uses mindful breathing techniques throughout the curriculum. These include a special breath for each unit: The Brave Breath, The Gratitude Breath, The Forgiveness Breath and the Compassion in Action Breath. Prior to teaching these breathing techniques, here is some information for you to consider regarding deep breathing for students with high chronic stress:***

It's important to be aware that while belly breathing is soothing and comforting for most students, it's not always the case for students living in chronic stress or who have experienced a lot of trauma.

Often, students have developed coping mechanisms that help them NOT to feel because feeling is too painful. It can be overwhelming to "go inside" and feel the breath because their bodies hold too much hurt and anxiety. Sometimes these feelings can be triggered when asked to do the breathing exercises - the opposite of what we're trying to achieve.

Be sure to observe closely and be sensitive to students who don't participate. It's okay. Let them know it's okay to just observe and sit quietly.

It helps to provide them something to focus on, such as a picture or "external anchor" where they don't feel the hurt that's inside of them. Providing a physical prompt such as a print out of the visuals provided may help as well. Ask your students what they

prefer. Several of the breathing exercises in these lessons provide for external focus and physical touch.

Go slow and don't push students to participate in the breathing activities if you notice discomfort. Let them know that this could make you feel better if you're feeling anxious. It's a superpower skill that you can use for the rest of your life. We're going to do this a lot, so when you want to try it, you're safe to try it here. Always use invitational language and provide options.

For example, "You are in charge of your body and your breathing practice. If at any time you feel uncomfortable, you can just look down at a spot on the rug and breathe normally." Students need to know that they have control over how they participate in the breathing exercises.

For Educators: [The Formula for Choosing Love](http://safesha.re/hpc) by Scarlett Lewis
(<http://safesha.re/hpc>)

*Scarlett explains the formula which is the foundation of Choose Love.

Videos and Read Alouds on slides:

Preview and cue the following resources in advance of the lesson to avoid unexpected ads/other online distractions:

Welcome from Scarlett

(<https://safesha.re/iv6>)

Let's Choose Love video for students

(<https://safesha.re/inv>)

Have You Filled A Bucket Today? by Carol McCloud read aloud

(<http://safesha.re/inp>)

Fill Your Bucket Song by The Learning Station

(<http://safesha.re/inr>)

Additional Supporting Literature

Bucket Filling From A-Z by Carol McCloud video read aloud

(<https://safesha.re/jcc>)

Prepare

➤ See RESOURCES Tab:

- Write the Choose Love Formula on the board or hang the Choose Love Formula poster on the wall, also included in slides.
- Print the Choose Love Caregiver Letter and Choose Love Monthly Calendar to send home with students.
- Find an item to use as a bucket (an empty licorice container works well because it has a lid). Anything works - a clear plastic container is the best so students can see how many pom-poms are in the container. You can draw a face on the container and decorate it with stickers to make it really “happy.” This will be something you may choose to use all year to encourage students to demonstrate acts of choosing love. It’s a great classroom management tool.
- Gather pom-poms, cotton balls, anything that can be used to fill the bucket.

Note to Educator:

When discussing, in a circle, or on the carpet, kids are often eager to let you know they agree with what another student has said or that they have had the same experience. Introducing “Me, too,” can ease that anxiety and desire to participate and keep the discussion moving. Teach the children that when they agree with, or have had a similar experience, about what another is saying, they fold their hand in a fist with the thumb pointing out and toward their heart - a gesture of “me, too!”

Some educators like to have students act out scenarios. It is VERY important not to allow students to model dipping behavior with another student. The teacher should ALWAYS be the “dipper” and say the words, “tease, dip” rather than using an actual situation that could inadvertently hurt a child’s feelings. Teachers can say, *“I will never say anything to dip in your buckets on purpose and I won’t allow you to do that either. So, when we act out the dipping and filling, I will only say to you, “tease, dip.”*

Excellent Resource:

[National Center for Pyramid Model Innovations NCPMI](http://challengingbehavior.org/)

(<http://challengingbehavior.org/>)

Lesson begins here:

Focused Awareness

Prepare the students for learning by getting their attention and settling their bodies. This is a wonderful way to get students’ focused attention before any lesson.

Slide: Focused Awareness Visual

“Before we begin let’s get ready to learn. Let’s bring our hearts, minds, and bodies into the same room. Sit up nice and straight but not stiff. Put one hand on your heart and one on your belly. Let’s take a nice deep breath in together, and let it out slowly (breathe). Let’s do another breath in and out (breathe). And, one more (breathe).

“Everyone focus your attention on me.”

“Repeat after me, Eyes watching.” (Pointing to your eyes)

“Ears listening.” (Cupping hands around your ears)

“Voices quiet.” (Finger in front of lips)

“Bodies still.” (Fold hands in your lap)

“Hearts and minds open.” (Make your hands in the shape of a heart in front of your chest then point to your head and open your arms)

Slide: [Welcome from Scarlett](#)

The Journey

“Everyone in the whole world needs to love and be loved. There’s a magic formula for that. It’s called the Choose Love Formula. We’re going to use that formula to learn to live happier and healthier lives. It will help us learn and play together. We can use this magic formula for the rest of our lives.”

Slide: [Let’s Choose Love](#) video

Set the expectation that students should be detectives during this video to remember all four parts of the “magic formula.”

Encourage students to notice the faces and body language of the characters in the story.

After the video: **“Can anyone remember one of the parts of the magic formula?”**

“Raise your hand if you have a family member who you love and care about. A friend? A pet? When someone shows you that they love you, how do you feel?”

Slide: (Choose Love Formula) or post the Formula in your classroom

Have students repeat the Choose Love Formula with you.

“There are four ingredients that help us choose love. Just like when you bake a cake, you need the right ingredients to follow the recipe. The Choose Love recipe is: Courage +

Gratitude + Forgiveness + Compassion.”

**The first ingredient is courage. Everyone, say courage with me.” (Students say, “Courage.”)
“Let’s spell it together: C-O-U-R-A-G-E.”**

“Courage helps us do lots of things. It makes us better and stronger people. Courage helps us be our best self. We are going to learn all about courage and how to practice courage in little and big ways. Courage doesn’t mean that you’re not afraid. It means being afraid and still making wise choices. It’s not always easy to act courageously. We’ll learn some ways to help you have courage.”

Slide: [Have You Filled a Bucket Today](#)

Encourage students to notice the faces and body language of the characters in the story.

Relate the facial expressions and body language to how the characters are feeling.

Use language such as **“what if”**, **“I wonder”** and **“what would change if”** which will elicit more thoughtful responses as well as implying that there are no right or wrong answers.

Give students a pom pom to be placed into the bucket. Start with the empty bucket and talk about what can fill the bucket. Ask what the students can do to fill someone else’s bucket. As they share, give them a pom pom to put into the empty bucket. They can watch as the bucket fills up with their kind words and deeds.

Use the classroom bucket to demonstrate each of the discussion questions.

“Suppose that everyone was choosing love and filling each other’s buckets. How would that feel?”

“How would it be different if you chose love and filled the buckets of students you didn’t play with often?”

“What would change on the playground if we chose love and filled buckets instead of dipping in them?”

“What can we do when one of our friends is sad or hurt to choose love and help fill their bucket?”

Have a Lot of Fun!

Slide: [Fill Your Bucket Song](#) by The Learning Station

Encourage students to notice the faces and body language of the characters in the story.

Transfer of Learning

The concept of the bucket-filling book supports the formula for choosing love. Use the language as you notice interactions between your students and in literature.

The goal is to infuse the Choose love language into your everyday teaching so that the vernacular becomes part of the culture and makes choosing love a natural, thoughtful response in every situation, circumstance, and interaction.

Continue to recognize acts of Choosing Love/bucket-filling and dipping throughout literature and student interactions.

Use the verbiage of “choosing love” throughout the day and connect the concepts to how students are feeling.

Point out when students are demonstrating one of the four ingredients of Choose Love.

Weave the character values of the Choose Love Formula into everyday conversation and acknowledge when students do this as well.

Acknowledge when students demonstrate the character traits of the formula for choosing love: having the courage to share, take turns, and follow the rules.

Notice acts of choosing love and give students pom poms to put into the bucket when you see it. Or, you can acknowledge it and put the pom pom into the bucket.

Refer to the Choose Love Formula as you notice the traits in your students.

Home Connection

Send home the Choose Love Caregiver Letter and Choose Love Monthly Calendar.

Invite parents and caregivers to participate in the **Choose Love at Home Program**. There are many resources available and it supports what students learn in the classroom.

Our class is learning about Choose Love. At the dinner table, talk about the Choose Love Calendar and do the recommended activity.



*LESSON 2:

Feelings

We have many different feelings and feelings can change.

Student Outcomes	CSED/ SEL Model Standards
<p>Students will be able to:</p> <ul style="list-style-type: none">➤ Recognize that feelings change.➤ Recognize that people can have different feelings about the same thing.➤ Practice diaphragmatic breathing and focused awareness.	<ul style="list-style-type: none">➤ Self Awareness➤ Self Management➤ Social Awareness➤ Interpersonal/Relationship Skills

Daily Dose of Love

“Courage doesn't always roar. Sometimes courage is the little voice at the end of the day that says I'll try again tomorrow.” —Mary Anne Radmacher

Educator Prep

- The purpose of this lesson is to help students identify feelings, differentiate between them, and acknowledge that feelings change. You can show the pictures of children expressing different feelings. You could also read a book about feelings or show pictures from a book on feelings. We have included a book list in the Educator Guide that has a lot of great books on feelings.

- You may also wish to tell a personal story that demonstrates a diverse range of feelings you experienced over the course of the day or week. Use age-appropriate examples for students.
- Remember to look at the [Morning Meeting Infusion Activities](#). These include some simple activities to use in morning/afternoon meetings to reinforce the concepts of the Choose Love Formula.
- Provide mirrors for students if you choose to do the activity at the end of the lesson.

Videos and Read Alouds on slides:

Preview and cue the following resources in advance of the lesson to avoid unexpected ads/other online distractions:

[Sad Monster, Glad Monster](#) by Ed Emberley and Anne Miranda video read aloud

(<http://safesha.re/ivb>)

This book displays a wide variety of feelings that students can identify and relate.

[Feelings | Emotions song | Patty Shukla](#)

(<http://safesha.re/ioe>)

Focused Awareness

Slide: Focused Awareness visual

“Before we begin let’s get ready to learn. Let’s bring our hearts, minds, and bodies into the same room. Sit up nice and straight but not stiff. Put one hand on your heart and one on your belly. Let’s take a nice deep breath in together, and let it out slowly (breathe). Let’s do another breath in and out (breathe). And, one more (breathe).”

Prepare the students for learning by getting their attention and settling their bodies.

*This is a wonderful way to get students’ focused attention before any lesson.

“Everyone focus your attention on me.”

“Repeat after me, Eyes watching.” (Pointing to your eyes)

“Ears listening.” (Cupping hands around your ears)

“Voices quiet.” (Finger in front of lips)

“Bodies still.” (Fold hands in your lap)

“Hearts and minds open.” (Make your hands in the shape of a heart in front of your chest then point to your head and open your arms.)

The Journey

Slide: Children’s Facial Expressions in English or Spanish

Show faces of children expressing different emotions. We have included some photographs of students or you can use other photographs or pictures from a book.

Make the same facial expressions as the ones on the slides and ask the children to do the same. If you are not using slides, make your own facial expressions.

Use the following questions as a guide for conversation:

“How do you think this child is feeling? Have you ever felt the same way? Show me what your face looks like when you feel that way? What do you think may have caused this feeling?”

“What other feelings might you have in the same situation?”

“Do you think different people can have different feelings about the same thing?”

Cue students to notice if their feelings are similar to or different from the other children's responses.

“We’re going to listen to a story about a monster that shows different feelings. Let’s see if we can name the feelings that the monster is feeling.”

Slide: [Sad Monster, Glad Monster](#)

Have a Lot of Fun!

Slide: [Feelings | Emotions song | Patty Shukla](#)

Have children make faces into the mirror to represent how they are feeling, or how a character in a story is feeling.

Take pictures of the children making faces that show different feelings and display on a feelings wall.

You can make a book with the pictures for the class library.

Feelings Charade Game

Create a list of feelings. Have students either pick from a hat or off a list and act out that feeling. Students guess. Follow up discussion where you ask, **“how did you know _____ was showing us _____ feeling.”**

[Today I feel Silly and Other Moods that Make My Day](#) by Jamie Lee Curtis

Transfer of Learning

Throughout the day, help students name their feelings. Model the same behavior in front of your students.

At various times of the day, stop to do a feelings check with the class. See how they are feeling and take some deep breaths or allow them to draw/write to calm, focus, and redirect.

Read other books on feelings and courage and have students identify how the characters are feeling and why they may feel that way.

Home Connection

Today we talked about feelings and facial expressions. Using your own facial expression, show the 6 different emotions (happy, sad, angry, afraid, disgust, surprise). Start with happiness and sadness.



LESSON 3:

The Four Ingredients of Choose Love

Courage + Gratitude + Forgiveness + Compassion in Action help us live happier lives.

Student Outcomes	CSED/ SEL Model Standards
<p>Students will be able to:</p> <ul style="list-style-type: none">➤ Identify the four ingredients of the Choose Love formula in literature.➤ Recognize facial expressions and body language of characters and determine how they may be feeling.➤ Create a Choose Love Journal.	<ul style="list-style-type: none">➤ Moral Character➤ Civic Character➤ Self Awareness➤ Self Management➤ Social Awareness➤ Interpersonal/Relationship Skills➤ Responsible and Ethical Decision-Making

Daily Dose of Love

“The most courageous act is still to think for yourself. Aloud.” —Coco Chanel

Educator Prep

- Remember to look at the [Morning Meeting Infusion Activities](#). These include some simple activities to use in morning/afternoon meetings to reinforce the concepts of the Choose Love Formula.

- Print out Choose Love Formula to send home with students.
- Assemble Choose Love Journals
Use construction paper as the cover and paper with drawing space.

Videos and Read Alouds on slides:

Preview and cue the following resources in advance of the lesson to avoid unexpected ads/other online distractions:

Let's Choose Love video for students
(<https://safesha.re/inv>)

Spaghetti in a Hotdog Bun by Maria Dismundy video read aloud
(<https://safesha.re/iv7>)

Focused Awareness

Slide: Focused Awareness

“Before we begin let’s get ready to learn. Let’s bring our hearts, minds, and bodies into the same room. Sit up nice and straight but not stiff. Put one hand on your heart and one on your belly. Let’s take a nice deep breath in together, and let it out slowly (breathe). Let’s do another breath in and out (breathe). And, one more (breathe). Everyone focus your attention on me.”

“Repeat after me, Eyes watching.” (Pointing to your eyes)

“Ears listening.” (Cupping hands around your ears)

“Voices quiet.” (Finger in front of lips)

“Bodies still.” (Fold hands in your lap)

“Hearts and minds open.” (Make your hands in the shape of a heart in front of your chest then point to your head and open your arms)

The Journey

Slide: **Let's Choose Love** video for students

“We’re going to watch a short video that talks about the Choose Love Formula.”

Slide: Choose Love Formula

Review the Choose Love formula

Slide: **Spaghetti in a Hot Dog Bun**

Encourage students to notice the faces and body language of the characters in the story. Relate that to how the characters are feeling.

Identify the four ingredients throughout the book:

1. **Courage:** *Lucy has the courage to always make wise choices. She has the courage to tell Ralph that his behavior hurts her feelings.*
2. **Gratitude:** *Lucy is accepting and grateful for who she is.*
3. **Forgiveness:** *Ralph gives Lucy a thank you picture and she thanks him. She forgave him for the way he treated her.*
4. **Compassion-in-Action:** *Lucy helps Ralph even after all the mean things he did to her.*

Have a Lot of Fun!

Decorate Choose Love Journals.

Cook and Eat “Spaghetti In A Hot Dog Bun” with the students. Prepare in advance and enjoy a fun treat after reading the book. This could be done as an art project with other materials such as construction paper, tissue paper, etc.

Transfer of Learning

The goal is to infuse the Choose love language into your everyday teaching so that the vernacular becomes part of the culture.

We want to make choosing love a natural, thoughtful response in every situation, circumstance, and interaction.

Continue to recognize acts of Choosing Love throughout literature and student interactions.

Point out when students are demonstrating one of the four ingredients of Choose Love.

Weave the character values of the Choose Love Formula into everyday conversation and acknowledge when students do this as well.

Home Connection

Share the Choose Love Formula with caregivers. Talk about what each ingredient means.



*LESSON 4:

Difficult Feelings

Sometimes feelings are uncomfortable. We can use courage to decide how we respond to our feelings.

****This lesson is a lot of fun and very important; therefore has more to it. It has been broken into two parts.***

Student Outcomes

Students will be able to:

- Identify a range of basic emotions.
- Recognize that feelings change.
- Recognize that people can have different feelings about the same thing.
- Practice diaphragmatic breathing and focused awareness.
- Identify ways to handle difficult, uncomfortable, or strong feelings.

CSED/ SEL Model Standards

- Self Awareness
- Self Management
- Social Awareness
- Moral Character
- Interpersonal/Relationship Skills

Daily Dose of Love

"You have plenty of courage, I am sure," answered Oz. "All you need is confidence in yourself. There is no living thing that is not afraid when it faces danger. The true courage is in facing danger when you are afraid, and that kind of courage you have in plenty."

~L. Frank Baum, The Wonderful Wizard of Oz

Educator Prep

- *It is extremely important to impress upon the children that they are NOT their feelings. We often say, "I am angry/happy/sad..." In Choose Love we teach children that feelings and sensations come and go and that we can choose our thoughts. Distancing the feelings from the individual is paramount. Teach children to say, "I feel angry/sad/worried..." This is one reason we refer to our buckets being full or empty, and if we are filling or dipping.*
- Prepare Choose Love Journals.

Videos and Read Alouds on slides:

Preview and cue the following resources in advance of the lesson to avoid unexpected ads/other online distractions.

[Mouse Was Mad](https://safesha.re/ioq) by Linda Urban and Henry Cole video read aloud
(<https://safesha.re/ioq>)

Preview the "Turtle Technique"

[Tucker Turtle Takes Time to Tuck and Think](https://chooselovemovement.org/wp-content/uploads/2020/08/TuckerTurtleStory.pdf) by Rochelle Lentini, Lindsay N. Giroux and Mary Louise Hemmeter

(<https://chooselovemovement.org/wp-content/uploads/2020/08/TuckerTurtleStory.pdf>)

This is a pdf. You can print it or show it as slides with a projector. You may want to share this with families as well. By using this technique, children will learn to keep their hands, feet, and voices to themselves.

Focused Awareness

Slide: Focused Awareness visual

"Today we are going to talk about our feelings, but first, let's get ready to learn. Let's bring our hearts, minds, and bodies into the same room. Sit up nice and straight but not stiff. Put one hand on your heart and one on your belly. Let's take a nice deep breath in together, and let it out slowly (breathe). Let's do another breath in and out (breathe). And, one more (breathe)."

"Everyone focus your attention on me."

"Repeat after me, Eyes watching." (Pointing to your eyes)

"Ears listening." (Cupping hands around your ears)

"Voices quiet." (Finger in front of lips)

"Bodies still." (Fold hands in your lap)

"Hearts and minds open." (Make your hands in the shape of a heart in front of your chest then point to your head and open your arms.)

The Journey

Slide: Choose Love Formula

Talk about the various emotions and feelings that connect with each facial expression.

"We are going to pretend that we are feeling some of the emotions we listed. I'll name the emotion and you make a face that shows that emotion." (It's fun to do this and let the students make the faces in a mirror).

Slide: How Do You Feel Today?

Have students demonstrate the same expressions as on the slide and label them. Show pictures of children showing different emotions (make sure some of the faces look angry or mad).

Ask how they think the children in the pictures are feeling and why they think that (point out facial expressions).

"We're going to read a story about what the character does when they are mad. What do you do when you're feeling mad? How do you know when someone else is mad? What would their face look like? What does their body look like?"

Generate a list of "feeling" words with the class:

- worried, nervous
- frustrated
- surprised
- scared/fear
- peaceful
- anger
- happiness
- disgust
- sadness

Slide: Show children's faces slide to help make the list

If you are not using the slides, use pictures of children showing different emotions (make sure some of the faces look angry or mad. You can get these from magazines, etc.)

Ask how they think the children in the pictures are feeling and why they think that (point out facial expressions). As you read the book, ask the children to look closely at the illustrations of the characters. What can they see that shows that he or she is feeling mad?

Slide: [Mouse Was Mad](#)

Encourage students to notice Mouse’s facial expressions and body language. They might notice that Mouse has an angry frown on his face, or that his hands are in fists, or that he is hopping, stomping, screaming, or rolling. Ask them to think of what other animals might do to show they were mad. What would a lion do? Or a horse? Talk about different ways that people show that they are mad.

Talk about how the other animals tried to tell Mouse what he was doing wrong when he stomped, hopped, rolled and screamed.

Ask the children what they would do if they saw that a friend was mad. Would it be a good idea to tell the friend what they were doing was wrong? Or, would it be better to help him calm down and think of a good solution?

Ask, **“When Mouse was mad, he stomped his feet. Is that something a person might do if they were feeling mad? What else might they do?”**

Discuss how Mouse recovers. Ask the students to share what they do to help a mad feeling go away. After getting ideas from the class, explain that you are going to teach them a special way to calm down when they feel mad.

Slide: [Tucker Turtle Takes Time to Tuck and Think](#)

By using this technique, children will learn to keep their hands, feet, and voices to themselves. They will know to take three deep breaths (later students will learn The Brave Breath) to calm down, and to think of a good solution once they are calm.

Students can practice being Mouse and the other animals, but instead of trying to tell Mouse what he is doing wrong, they can help Mouse think of a solution. This is a great time to practice the turtle technique and come up with good solutions!

“Let’s practice what we might say when we’re feeling a certain way. I’ll go first. It is raining and we can’t go outside for recess. I feel (name feeling) because (why you feel that way). I will (alternative behavior).” (Example: I feel disappointed because I wanted to jump rope with my friend. I will color with the crayons instead.) State the scenario. Guide students to complete the statements: **“I feel _____ because _____. I will _____.”** Practice with several scenarios relevant to the class.

Have a Lot of Fun!

Slide: [Mouse Was Mad](#)

Reread the story and act out each of Mouse’s behaviors. Students draw/write in their Choose Love journals.

Transfer of Learning

Model the statements, “I feel _____ because _____. I will _____.”

Recognize when you see a student expressing their feelings in a positive way or showing courage.

As you read books, ask the children to look closely at the illustrations of the characters. What can they see that shows that he or she is feeling mad?

Post the turtle technique in your classroom and talk about it often so children will know what to do when they feel mad.

Continue to talk openly about feelings.

Allow students time to draw pictures of how they are feeling.

Take pictures of the children in the classroom making faces that show different feelings: disappointed, proud, embarrassed, scared, angry, excited, and lonely. These pictures can be made into a class photo book of emotions or be downloaded onto a tablet for further discussion.

Home Connection

Today our class talked about uncomfortable feelings and those feelings come and go. We tend to say, “I am happy/mad/sad...” however, we are not really those things, only feeling them temporarily. You can help your child further identify their feelings by modeling.

“I feel ___ because_____.”

Recognize when you see your child expressing their feelings in a positive way or showing courage. Openly continue to talk about feelings.



LESSON 5:

Courage and The Brave Breath

Brave Breaths and Rest and Relax activities help our bodies, minds, and hearts prepare to learn and practice Courage.

Student Outcomes

Students will be able to:

- Practice Brave Breaths (diaphragmatic breathing) and focused awareness.
- Practice Rest and Relax activities.
- Recognize that Brave Breaths and Rest and Relax activities relax their bodies, calm their emotions, and focus their minds.
- Define Courage.
- Recognize how their brains respond to fear.
- Identify the somatic cues of fear.

CSED/ SEL Model Standards

- Self Awareness
- Self Management
- Responsible and Ethical Decision-Making
- Interpersonal/Relationship Skills
- Social Awareness

Daily Dose of Love

“Courage is grace under pressure.” —Ernest Hemingway

Educator Prep

Note to teacher: It is extremely important that students realize all feelings are okay and that they can have control over their emotions by using the skills and tools taught in this unit. When teaching the hand model it's important to know that we have a choice, are we going to let the numbat and lizard take over or are we going to nudge the numbat to hug the human and hold on to our personal power!

Incorporate this language into daily routines and whenever students are experiencing strong feelings. Normalize feelings and emotions and emphasize their abilities to take back their personal power.

Videos and Read Alouds on slides:

Preview and cue the following resources in advance of the lesson to avoid unexpected ads/other online distractions:

**[Brave Breath taught by children in Hawaii](http://safesha.re/io8) video
(<http://safesha.re/io8>)**

**[American Sign Language for Courage by Emily](http://safesha.re/iqw)
(<http://safesha.re/iqw>)**

Additional Supporting Literature:

**[Alphabreaths](http://safesha.re/io9) Christopher Willard and, Daniel Rechtschaffen or [read the book](#)
(<http://safesha.re/io9>)**

[Think, Think, Think: Learning About the Brain](#) by Pamela Hill Nettleton (*no read aloud*)

Prepare

- Review the instructions and research on diaphragmatic breathing (Brave Breaths) in the Educator's Guide. Diaphragmatic breathing relaxes us and helps us regulate our nervous systems. In turn, this helps improve focus and readiness to learn. Diaphragmatic breathing is especially good for children experiencing acute fear or anxiety.
- Copy the Brave Breath Card to send home to caregivers.
- Watch one of the following videos on how to teach the hand-model of the brain:
 - [Dr. Russ Harris description of the brain](https://safesha.re/jdy) (<https://safesha.re/jdy>)
 - [Dr. Dan Siegel's Hand Model of the Brain](http://safesha.re/hq2) (<http://safesha.re/hq2>) that describes how the brain works

- Here's another version by [Jeanette Yoffe](http://safesha.re/hq3) (<http://safesha.re/hq3>) geared toward your students.
- Practice describing the brain to students using Dr. Siegel's model.
- Create a physical cue for Courage. Physical cues help students remember and embody the lessons about Courage, Gratitude, Forgiveness, and Compassion in Action. Options include using American Sign Language (ASL), clapping chants, brief rhymes, or a full-body pose.
- Now is a good time to introduce the **Choose Love Area** where students can go to take a break and regroup when they experience strong emotions. Explain and model when and how students can use this area. This is not a "time-out" area. **See Educator Guide for additional information.**
- Read the instructions in the **Educator's Guide** on using non-judgmental responses with students to encourage participation while correcting off-topic replies.
- Write "Courage" on a word wall or vocabulary list.

Focused Awareness

Slide: [Brave Breath taught by children in Hawaii](#)

Slide: Brave Breath Card

"Now, let's learn one way that we can help our brains cooperate. We'll learn how to do a Brave Breath."

"First, place your hand on your belly, just under your ribs. This is your diaphragm. Your diaphragm helps you breathe, sing, and calm down."

"Next, place your other hand on your heart. See if you can get quiet enough to feel your heartbeat."

"Now, you can either close your eyes, if you'd like, or just gaze down. Count to four in your mind and take a slow, deep breath in. Feel your belly get bigger and full of air, like a balloon. Now count to four and slowly breathe out."

"Let's do that again. Breathe in and count to four. Let your belly fill up like a balloon. Then breathe out and count to four. Let's take one more Brave Breath together."

"Next we'll learn how to Rest and Relax our bodies."

“Sometimes, when we’re trying to have Courage, we might feel scared, uncertain, or confused. When we feel like that, our bodies get tense, our hearts start beating faster, and we might start breathing rapidly.”

“How does your body let you know that you feel scared?” (Our cheeks get hot, our eyes get wide, our stomachs may be upset, our postures shrink, etc.)

“It can be difficult to make decisions when our bodies feel that way. We want to teach our bodies to Rest and Relax, so that we can make the best decisions possible, even when we’re scared. Let’s practice.”

“First, take another slow, deep Brave Breath. Now, on the count of three, squeeze all your muscles as tight as you can. Ready? 1–2–3–squeeze! Hold...” (Hold for 3 seconds.) **“...and release.”**

“Let’s try again. Ready? 1–2–3–squeeze! Hold...” (Hold for three seconds.) **“...and release. Feel the difference between when your muscles are tight and when they’re relaxed.”**

“Finally, let’s check our bodies to see if there are any areas we need to relax one more time. Close your eyes. Are your feet relaxed? Your legs? Your hips? Your stomach? Your chest? Your arms? Your shoulders? Your neck? Your face? If there’s any area that’s still tense, let’s squeeze it and relax it one more time. Ready? Go!”

“Let’s take one more Brave Breath together. The Brave Breath helps your body relax, helps your emotions calm down, and helps your brain get ready to learn.”

“You can use Brave Breaths any time you want to focus, or any time you want to have Courage.”

“Let’s reflect on how you feel after practicing the Brave Breath and Rest and Relaxing your body. How does your body feel now?”

“Why do you think taking a brave breath can help you be more courageous?”

Slide: Review and Recite Choose Love Formula

Courage + Gratitude + Forgiveness + Compassion-in-Action = Choose Love

“Choosing Love is important because it helps us live healthy and happy lives. Courage is when you feel afraid but choose to do something anyway because it’s the right thing to do. It can help you make important decisions.”

“The first ingredient is courage. Who has an idea of what courage means?”

“Let’s learn how to say ‘Courage’ in American Sign Language.”

Slide: [American Sign Language for Courage by Emily](#)

Slide: Hand Model of Brain

“Let’s learn about three parts of the brain that work together when we need Courage: the lizard brain, the numbat brain, and the human brain.”

“Everyone hold up your hand like you are going to give someone a high-five.” (Hold your hand up, palm out.) **“Next, tuck your thumb into your palm.”** (It will look like you are holding up four fingers. Help students as necessary.)

“Let’s imagine your hand is your brain. Your wrist and palm are what we’ll call our lizard brain. It’s responsible for helping us breathe, helping our heart beat, and controlling our body temperature. It never sleeps!”

“The next part of the brain is our thumb. It is called the numbat. It’s responsible for our emotions and relationships. It helps us decide whether something is right or wrong. It also helps us have many different feelings.”

“Now, take the rest of your fingers and wrap them around your thumb. These fingers are the part of your brain that helps you think clearly and solve problems.” (Hold up your fist, fingernails facing out.) **“This is the front part of your brain, near your forehead. Let’s call it the human brain.”**

“This is the part of the brain responsible for imagination, thinking, planning, and decision-making. It helps us learn to read, spell, do math, and practice patience.”

“These parts of your brain—the lizard, the numbat, and the human—work together to help us play and learn.”

“When you have very strong emotions—when you feel angry, scared, or overwhelmed—this happens.” (Flip up your four fingers, leaving your thumb nestled in your palm.)

“Look how far away our fingers are from our thumb! It is hard for the lizard, numbat, and human brains to work together when they’re so far apart like that.”

“This is what happens when we get scared. It becomes difficult for our thoughts and feelings to work together. There are many things we can do to help them cooperate again.” We can identify which part of our brain is in charge at any moment. You can tell your lizard brain is working if you feel hot, if your heart starts beating rapidly, or if your muscles suddenly get tense. You can tell your numbat brain is working if you start feeling

lots of strong emotions. You can tell your human brain is working if you can stop and reflect on what is happening in the moment.”

“When we slow down, or pause, it helps our human brain give the human a hug, and nudge the numbat back into place.” (Wrap your fingers back around your thumb.)

“Once we do that, our lizard, numbat, and human brains can cooperate again.”

“We have a choice, are we going to let the numbat and lizard take over or are we going to nudge the numbat to hug the human and hold on to our personal power?”

Slide: Brain parts and functions

Use this diagram to show students where the three parts of the brain are compared to the hand-model.

“The human brain is at the front of our head, right behind our forehead. The numbat brain is between the human brain and the lizard brain. The lizard brain is at the back of our head where our neck connects.”

Have a Lot of Fun!

Have students draw a picture of their brains in their Choose Love Journals.

Transfer of Learning

Cue students to take a Brave Breath when they need to calm down and feel safe, strong, focused, and brave. Great times to do this include transitions between subjects, or when students are adapting to changing situations. These are especially helpful during times of transition or before and after anxiety provoking situations like assessments or weather drills.

Practice Brave Breaths throughout the day while students are calm so that they can more easily use the skill when needed.

Encourage them to summon their courage when they need it and catch them showing courage and recognize their courageous efforts.

Reinforce that everyone feels afraid at times and it’s our brains job to send those signals to our body to keep us safe. We have a choice, are we going to let the numbat and lizard take over or are we going to nudge the numbat to leave the lizard and hug the human and hold on to our personal power!

Ask students if anyone had to nudge their numbat or hug their human brain, and what they did to calm down.

Home Connection

Send home the Brave Breath Card.

Today our class learned how to do a Brave Breath. You can learn and practice the Brave Breath with your child and receive benefit from this practice as well.

Link to [Brave Breath taught by children in Hawaii](#)



*LESSON 6:

Strong Feelings and The Brave Pose

There are many different feelings and feelings can change.

Student Outcomes

Students will be able to:

- Identify a range of emotions.
- Create a Brave Pose.
- Recognize that feelings change.
- Recognize that people can have different feelings about the same thing.
- Practice diaphragmatic breathing and focused awareness.
- Identify ways to handle difficult, uncomfortable, or strong feelings.

CSED/ SEL Model Standards

- Self Awareness
- Self Management
- Social Awareness
- Interpersonal/Relationship Skills
- Responsible and Ethical Decision-Making

Daily Dose of Love

"Act as if what you do makes a difference. It does" ~William Jones

Educator Prep

- The purpose of this lesson is to help students identify feelings, differentiate between them, and acknowledge that feelings change. You can show the pictures

of children expressing different feelings. You could also read a book about feelings or show pictures from a book on feelings.

- You may also wish to tell a personal story that demonstrates a diverse range of feelings you experienced over the course of the day or week. Use age-appropriate examples for students.
- Think about examples from your classroom where students felt frustrated, disappointed, angry, or embarrassed.
- A mirror for students to use.

Videos and Read Alouds on slides:

Preview and cue the following resources in advance of the lesson to avoid unexpected ads/other online distractions:

[When Sophie Gets Angry, Really, Really Angry](https://safesha.re/ivd) by Molly Bang read aloud
(<https://safesha.re/ivd>)

OR

[On Monday When It Rained](https://safesha.re/ive) by Cheryl Kachenmeister
(<https://safesha.re/ive>)

Additional Supporting Literature:

[My Many Colored Days](https://safesha.re/iog) by Dr. Seuss
(<https://safesha.re/iog>)

[In My Heart](https://safesha.re/ioh) by Jo Witek
(<https://safesha.re/ioh>)

[The Way I Feel](https://safesha.re/ioi) by Janan Kain
(<https://safesha.re/ioi>)

[Visiting Feelings](https://safesha.re/ivf) by Lauren Rubenstein
(<https://safesha.re/ivf>)

Focused Awareness

Slide: Brave Breath

Slide: Brave Pose

“We want to feel very brave and courageous, so we are going to learn how to do a Brave Pose. A Brave Pose is a way that you sit or stand when you want to increase your courage. It helps your brain and body move from fear to courage. Do you want to see

mine?” (Show students what your Brave Pose looks like.)

“Everyone, take a minute to find a sitting or standing pose that helps you feel brave, strong, and confident. It might feel silly at first, but practicing a Brave Pose helps you gain courage and feel more powerful. Make sure you can hold your pose for a little bit without getting hurt or tired.”

“Let’s all practice our Brave Poses together. First we’ll try holding them for 10 seconds. Ready? Go!”

“Shake it out. Next, we’ll try holding our Brave Poses for 15 seconds. Ready? Go!”

“Time for a challenge. Try holding your Brave Pose for 20 seconds. If you get tired, that’s okay. While we are posing, we are going to say some affirmations. An affirmation is a special message that you say to help you feel good about yourself. As we hold our pose, I am going to say some affirmations, and you repeat them after me. Ready? Go!”

“Any time you want to increase your courage and feel brave and strong, try out your Brave Pose and send yourself some special messages like we did today!”

The Journey

Choose one of the following books.

“Today we’ll read a book called When Sophie Gets Angry, Really, Really Angry or On Monday When It Rained. (You may choose to substitute another title if reading a different feelings book.)

Slide: [When Sophie Gets Angry, Really, Really Angry](#)

“When looking at the picture of Sophie in the tree looking out over the ocean, what do you notice about the colors the artist used? (The color red is almost missing from this picture.) “Why do you think the artist did this?”

“Look only at the outline around Sophie. How does this outline change throughout the book and how do these changes show her feelings?”

Talk about what Sophie does when she gets angry and how she recovers.

“We’ve talked about a lot of feelings and read about them in this book. Let’s see how many we can remember. Raise your hand if you remember one of the feelings we’ve talked or read about. (Call on students to list different feelings and count how many you can come up with. Try to encourage students to share different feelings. Children will love to hear you share too!)

Remember that we might not feel the same as someone else does and that's okay. All of our feelings are okay. And it's okay to feel any way that you do- angry, sad, excited, scared, nervous, embarrassed, and more.....all feelings are okay!"

Slide: [On Monday When It Rained](#)

While reading the book, pause after each day's events and ask students how they would feel in the same situation. Use the following questions as a guide for conversation:

"When have you felt this way?"

"Tell me about a time when you have had more than one feeling at the same time?"

(For example: I hadn't seen my friends for a very long time and I was so happy that I cried. We call those "happy tears.")

"What other feelings might you have in the same situation?"

"Why do you think people can have different feelings about the same thing?"

Cue students to notice if their feelings are similar to, or different from, the character's feelings in the book.

Questions to use with either book:

"Do you remember a time when you felt the same way as the person in the story? Raise your hand if you can remember a time you felt proud." (Invite a few students to share their stories.)

"Raise your hand if you can remember a time you felt angry." (Invite a few students to share their stories.)

You may also choose to sit in a circle and pass a ball, talking stick or stuffed animal around. When the student gets the object they can talk about a time that they felt that way. (Give the students the right to "pass" if they are not comfortable or ready.) You can also have a hat with slips of paper with feelings written on them. You can go around and have students pick a feeling out of the hat and then talk about a time they felt that way.

"Sharing your feelings with others can take courage. Thank you for sharing your stories with me today. When I hear your stories, it helps me remember that all our feelings can be different, but all of our feelings are important."

Let's finish our lesson today by singing and moving! I feel happy when we share our feelings with each other in a nice way. So, we are going to sing the song, 'If You're Happy and You Know It!'"

“Let's be happy and have a lot of fun sharing our happiness!” Continue singing this song, but picking other feelings and movements such as 'If you're scared and you know it, wiggle your fingers...!', etc.)

Have a Lot of Fun!

Slide: Looking in a mirror

"We are going to pretend that we are feeling some of the emotions we have talked about today. Let's pick one at a time and we'll look into the mirror and make a face that shows that emotion."

Take pictures of the children in the classroom making faces that show different feelings: disappointed, proud, embarrassed, scared, angry, excited, and lonely. These pictures can be made into a class photo book of emotions or be downloaded onto a tablet for further discussion.

Students draw/write in their Choose Love journals.

Transfer of Learning

Model the statements, “I feel _____ because _____. I will _____.”

Cue students to use their Brave Poses when they could use a little courage.

Recognize when you see a student expressing their feelings in a positive way or showing courage.

Continue to talk openly about feelings.

Allow students time to draw pictures of how they are feeling.

When a new feeling comes up, recognize it and talk about it.

Consider reading the book with students again. Reading the same book provides opportunities for students to develop a sense of competence and confidence, which is an important part of social and emotional development.

Home Connection

Our class completed the first ingredient of the Choose Love Formula on Courage. You can help your child further identify their feelings by modeling. **“I feel ___ because_____.”**

Talk with your child about what they are fearful of at home, (ie afraid of the dark).

Practice doing the Brave Breath and Brave Pose with your child.

Have family members create their own Brave Poses.

Recognize when you see your child expressing their feelings in a positive way or showing courage.

Openly continue to talk about feelings.



*LESSON 7:

We Are Not Our Feelings

We can use courage to help us respond to these feelings in a positive way.

Student Outcomes	CSED/ SEL Model Standards
<p>Students will be able to:</p> <ul style="list-style-type: none">➤ Identify ways to handle difficult, uncomfortable, or strong feelings.➤ Practice diaphragmatic breathing and focused awareness.➤ Practice sharing feelings with others.➤ Practice I feel statements.➤ Identify how belly breathing can help us deal with strong feelings like anger.	<ul style="list-style-type: none">➤ Self Awareness➤ Self Management➤ Social Awareness➤ Interpersonal/Relationship Skills➤ Responsible and Ethical Decision-Making

Daily Dose of Love

"Courage is resistance to fear, mastery of fear, not absence of fear." -Mark Twain

Educator Prep

- Choose Love Journals

Videos and Read Alouds on slides:

Preview and cue the following resources in advance of the lesson to avoid unexpected ads/other online distractions.

'Sesame Street Belly Breathe' video

(<http://safesha.re/i7p>)

Ahn's Anger by Gail Silver video read aloud

(<https://safesha.re/j9n>)

Additional Supporting Literature

A Little Spot of Anger by Diane Albert (helps students understand strong emotions)

(<https://safesha.re/je9>)

The Angry Dragon by Michael Gordon (No read aloud)

Focused Awareness

Slide: Brave Breath

“Let’s get ready to listen and learn by practicing our Brave Breath and Rest and Relax.”
(Lead students in the Brave Breath and Rest and Relax activities.)

“Today we are going to be talking about uncomfortable, difficult and strong feelings, like when you feel angry. Brave Breaths are deep belly breathing that can help us calm down. This is a good way to manage difficult feelings like anger in a healthy, positive way. Let's watch a short video called 'Belly Breathe' about the deep belly breathing we've been doing and how it can help us with strong feelings. You can take some more Brave Breaths and relax your body while you watch it.”

Slide: 'Sesame Street Belly Breathe'

After the video, allow time for students to reflect on and respond to the video. Play this video at other times to remind them of the power of deep belly breathing!

“Do you remember the book we read last time? The child in the book had many different feelings. Sometimes feelings can be uncomfortable, like when you feel embarrassed, disappointed, frustrated, or angry. Raise your hand if you've ever felt any of those feelings before.”

“It takes courage to name your feelings and then respond in a positive way. Have you ever wanted to play with a toy, but someone wasn’t sharing?” (You can use any scenario that is

relevant to your classroom.) **“How did you feel?”** (Students may have been frustrated, angry, etc.)

“Sometimes feelings are small, while other times feelings are big and strong. Remember, all feelings are OK, but some can be very powerful. When feelings are big and strong, they can be hard to deal with. We need to make sure that we know how to handle these difficult feelings in a healthy, positive way so we don’t hurt ourselves or others. What could you do if you have a big feeling, like frustration or anger? How could you make that feeling smaller and calm down so you can make a good choice?”

(Make a list on the board or on chart paper of all of their ideas. Be sure to include ideas like: take a Brave Breath, Rest and Relax your body, tell someone how you feel, write/draw how you are feeling, etc.)

“So I heard us say that when we have a big, strong feeling that we can take a Brave Breath, Rest and Relax our body, and then tell someone how we feel. If we did those things, we could make the feeling smaller and calm down. That would be a good way for us to deal with that difficult feeling. Then, we would be able to make a good choice.”

“So if we wanted to play with a toy and we were frustrated because someone wasn’t sharing, we could take a deep breath, relax our body, and then tell someone how we feel. After that, what could we say to someone next?” Ask: “Can I have a turn, or can I play with you?”

As students share appropriate responses, have the entire class repeat the response out loud.

The Journey

“Do you remember the book we read last time? The child in the book had many different feelings. Sometimes feelings can be uncomfortable, like when you feel embarrassed, disappointed, frustrated, or angry. Raise your hand if you’ve ever felt any of those feelings before.”

“It takes courage to name your feelings and then respond in a positive way. Have you ever wanted to play with a toy, but someone wasn’t sharing?” (You can use any scenario that is relevant to your classroom.) **“How did you feel?”** (Students may have been frustrated, angry, etc.)

“Sometimes feelings are small, while other times feelings are big and strong. Remember, all feelings are OK, but some can be very powerful. When feelings are big and strong, they

can be hard to deal with. We need to make sure that we know how to handle these difficult feelings in a healthy, positive way so we don't hurt ourselves or others. What could you do if you have a big feeling, like frustration or anger? How could you make that feeling smaller and calm down so you can make a good choice?"

(Make a list on the board or on chart paper of all of their ideas. Be sure to include ideas like: take a Brave Breath, Rest and Relax your body, tell someone how you feel, write/draw how you are feeling, etc.)

"I heard us say that when we have a big, strong feeling that we can take a Brave Breath, Rest and Relax our body, and then tell someone how we feel. If we did those things, we could make the feeling smaller and calm down. That would be a good way for us to deal with that difficult feeling. Then, we would be able to make a good choice."

"If we wanted to play with a toy and we were feeling frustrated because someone wasn't sharing, we could take a deep breath, relax our body, and then tell someone how we feel. After that, what could we say to someone next?" Ask: "Can I have a turn, or can I play with you?"

Practice this with students. Show them and have them show you and each other. As students share appropriate responses, have the entire class repeat the response out loud.

Slide: [Ahn's Anger](#)

Today we are going to read a book about a boy who gets angry at school. Is getting angry at school harder than getting angry at home? What is different?

"Why is Anh angry?"

"What did Anh's anger look like?"

"Anh's anger says that he's not sure if anger is allowed in school. Is it? "

It is important to remember that all of our feelings are always allowed. But sometimes we are not in a place where we can express them the way we might want to. Like at school. This is why our Brave Breaths can be so helpful.

"What would have happened if Anh had listened to his anger and thrown the ball at Charlie? What makes you think that?"

"What did Anh do instead?"

"How did the slow walk and the breathing help him? Do you think a slow walk and breathing can help us at school?"

“What happened to his anger?”

“Let’s practice what we might say to ourselves the next time we are dealing with an uncomfortable, big, and difficult feeling. I’ll go first.”

“It is raining and we can’t go outside for recess. I feel (name feeling) because (why you feel that way). I will (alternative behavior).” (Example: I feel disappointed because I wanted to jump rope with my friend. I will color with the crayons instead.)

Practice several examples with different students. Praise students for having the courage to practice before the class.

Guide students to complete the statements: **“I feel _____ because _____. I will _____.”**

“It can take courage to share your feelings, especially when they are uncomfortable. It also takes courage to handle big, powerful feelings. Remember, we can't always choose what happens to us, or how it makes us feel, but we can always choose how we respond. Even if we have big, strong, uncomfortable feelings, we can choose to respond in kind, loving ways. We can do this by calming down our bodies and minds and sharing how we feel.”

Have a lot of Fun!

Students draw/write in their Choose Love Journals.

“To finish our lesson today, draw a picture in your Choose Love Journals. Think of a time when you were really angry. Draw a picture of what your anger looks like. Draw what you look like when you’re feeling that way. Then draw a picture of you when you have settled your anger and you feel peace in your body again. If you want, you can write a sentence about your picture.”

You may wish to write the following on the board, **“When I feel _____, I can _____.”**

Transfer of Learning

Model the statements, **“I feel _____ because _____. I will _____.”** Cue students to use these statements during lunch time, recess, etc.

Say different ways that students could handle situations in positive and negative ways. For instance, You are angry because someone is playing with a toy that you want. An

example of a negative choice would be taking the toy out of someone's hands. A positive choice would be taking a deep breath to calm down and asking the person to share. Include scenarios and situations that come up often in class, at recess, or at lunchtime.

Students can reflect on the themes and situations in their Choose Love Journals with drawings and simple sentences.

Home Connection

At the dinner table, choose a courageous act and practice it throughout the week: Pick one new thing to try to do. When you make a mistake, give it another try. Talk about your individual strengths and the strengths of family members.



LESSON 8:

Listening and Being Courageous

My friends and I are Courageous. We use our listening skills.

Student Outcomes	CSED/ SEL Model Standards
<p>Students will be able to:</p> <ul style="list-style-type: none">➤ Identify listening skills.➤ Practice diaphragmatic breathing and focused awareness.➤ Recall and share stories of when they acted Courageously.➤ Predict times when they could act courageously again.➤ Identify how they feel after acting courageously.➤ Practice somatic awareness.	<ul style="list-style-type: none">➤ Self Awareness➤ Self Management➤ Social Awareness➤ Interpersonal/Relationship Skills➤ Responsible and Ethical Decision-Making

Daily Dose of Love

“Don't be afraid of your fears. They're not there to scare you. They're there to let you know that something is worth it.” —C. JoyBell

Educator Prep

- For more information on listening skills, refer to the **Educator's Guide**: eye contact, one person speaks at a time, bodies still and facing the speaker, asking questions, nodding, etc.
- Review the instructions for the Clapping Game in the Introduction section below.

Videos and Read Alouds on slides:

Preview and cue the following resources in advance of the lesson to avoid unexpected ads/other online distractions:

[Howard B. Wigglebottom Learns to Listen](#) by Howard Binkow or [read the book](#).
(<https://safesha.re/jea>)

and/or [Listen Buddy](#) by Helen Lester read aloud
(<https://safesha.re/jeb>)

Focused Awareness

Slide: Brave Breath

“Before we talk more about courage, let’s practice our Brave Breaths together three times.” (Lead Students in three Brave Breaths.)

“Place your hand on your belly, just under your ribs, and place your other hand on your heart. See if you can get quiet enough to feel your heartbeat.”

“Close your eyes. Count to four in your mind and take a slow, deep breath in. Feel your belly get bigger and full of air, like a balloon. Now count to four and slowly breathe out.”

“Now, to make sure our bodies are ready to learn, let’s Rest and Relax. Take one more Brave Breath together, slowly. Close your eyes or just look down.”

“Imagine your feet relaxing. Now imagine your legs relaxing. Imagine your belly relaxing. Now imagine your arms and hands relaxing. Finally, relax your head and neck.”

“How does your body feel now?”

“At any time during the day, if you need to take a Brave Breath to help you focus, calm down, or rest and relax your body, you can visit the (Choose Love/Courage Area, Quiet Area, etc..). When we practice our Brave Breath and Rest and Relax activities, we create a healthy school environment together.”

The Journey

“Today we’re going to talk more about courage. When we demonstrate courage, we build confidence and increase our ability to be successful.”

“In order to be courageous, we need to be good listeners. Who can tell me a way to show that you’re a good listener?” (Examples include making eye contact, facing the speaker, listening not speaking, etc.)

“Let’s practice those listening skills with a quick game. Listen to the clapping pattern I use, and then try to repeat it.” (Make 4 to 5 different clapping patterns, going from simple to complex. If students find one difficult, repeat it. Diversify this activity by stomping your feet, patting your thighs, tapping your fingers gently, snapping your fingers.)

“Being a good listener helps us to show courage, be successful, and make friends. When someone listens to me, I feel happy, because I know they care about hearing my story, idea, or question. Today we’ll share stories about courage, and it’s important that we show each other we care by demonstrating good listening skills.”

“Courage is when you feel afraid, but choose to do something anyway because it’s the right thing to do.”

“Sit quietly for a moment and think of a time when you were courageous. Think of a time when you might have felt nervous or afraid of something, but chose to do it anyway because it was the right thing to do.”

“Why might we feel afraid to make the correct choice? What are some things that might get in the way of kids being courageous? For instance, standing up for a friend on the playground?” (being afraid that you will get hurt, being afraid to tell an adult).

“Raise your hand if you want to share an example of a time you were courageous.” (Listen to students’ examples and share one of your own.)

“How did you feel after you were courageous?” (Students may have been happy, relieved, proud, etc.)

“Let’s make a list of other times we might need to show Courage in our classroom.” (Typical responses might include the first day of school, introducing themselves to a new friend, asking for help, sharing their feelings, apologizing for mistakes, standing up to someone who was name-calling or not playing fairly, etc.)

“That’s a great list! I feel excited because I think we’re a very courageous class! Choose one way you want to show courage in our classroom.”

Read one of the stories and engage students as they hear about what happens when the characters do not listen.

Slide: [Howard B. Wigglebottom Learns to Listen](#) and/or [Listen Buddy](#)

Discuss what happens in the story when the characters do not listen. Ask students to compare what happens in the classroom or at home if they don't listen.

“Being a good listener helps us to show courage, be successful, and make friends. When someone listens to me, I feel happy, because I know they care about hearing my story, idea, or question.”

Choose Love Journal

Students draw a picture of them being courageous listeners.

Have a Lot of Fun!

Have students demonstrate their Brave Poses.

Play some fun listening games:

Telephone

One student starts with one short sentence, and whispers it to the person next to them. The message carries on until the last person says the sentence they heard out loud. You can use it to demonstrate how stories change as rumors spread.

Freeze Dance

This game requires kids to listen for the music stopping and to stop their bodies. It's a fun way to work on impulse control. Pick an upbeat song, stopping it occasionally and seeing who freezes their bodies. Try to hide the music source so kids can't see when you're about to stop it.

Tell a Group Story

The first person starts a story with one sentence. Then the next person adds onto the story, and it continues until everyone has contributed at least one sentence to the story. (For smaller groups, you can go around two or three times). This requires listening to what has already been said and making connections, as well as working together as a group.

Friend, May I

The person who is the “friend” stands on one end of a space, while the other players line up at the other end. Each player takes a turn asking if they can move (Friend, May I take 3 giant steps forward?) Lots of fun listening here. It's also great for following directions and taking turns being the leader.

Red Light Green Light

Start with the traditional Red Light means Stop and Green Light means go.

A variation with different colors means different types of movement. For example, yellow light means jumping, orange light means hopping or blue light means skipping.

Transfer of Learning

Before beginning an activity, encourage students to practice one listening skill.

Create listening cues for when you want students' attention. This could be a bell, chime, hand clap, countdown, etc.

Play listening games with students, like a clapping game, to help them practice their listening skills.

Home Connection

Our class has been learning that courage is the willingness and ability to work through obstacles despite feeling embarrassment, fear, reluctance or uncertainty.

Talk with your child about what they are fearful of at home, (ie afraid of the dark).

Practice doing the Brave Breath with your child before going to bed.



LESSON 9:

Everyday and Extraordinary Acts of Courage

Naming feelings and listening with my whole body helps me to be Courageous. There are lots of ways to be Courageous.

Student Outcomes

Students will be able to:

- Practice listening.
- Practice identifying feelings.
- Practice affirmations to help them relax and calm down.
- Understand that everyday acts of courage are important.
- Practice diaphragmatic breathing and focused awareness.
- List everyday and extraordinary acts of courage.

CSED/ SEL Model Standards

- Self Awareness
- Self Management
- Social Awareness
- Interpersonal/ Relationship Skills
- Moral Character

Daily Dose of Love

“Show me a successful individual and I’ll show you someone who had real positive influences in his or her life. I don’t care what you do for a living—if you do it well I’m sure there was someone cheering you on or showing the way. A mentor.”

~ Denzel Washington

Educator Prep

- Review the instructions for the cooperative Simon Says game. Be prepared to divide the class into two teams on opposite sides of the room.

Videos and Read Alouds on Slides:

Preview and cue the following resources in advance of the lesson to avoid unexpected ads/other online distractions.

[I Have a Little Problem Said the Bear](https://safesha.re/jhx) by Heinz Janisch video read aloud
(<https://safesha.re/jhx>)

["ALL ABOUT COURAGE!"](https://safesha.re/jhz) (character song for kids about being brave & trying new things)
(<https://safesha.re/jhz>)

Focused Awareness

Slide Brave Breath

"Let's begin our discussion about Courage by practicing our Brave Breaths together three times." (Lead students in three Brave Breaths.)

"Now let's all practice our Brave Poses." (Challenge students to hold their poses for 30 seconds.)

Introduction

"We've been talking about courage. Courage is the ability and willingness to confront fear, pain, or uncertainty."

"Does anyone here have a favorite superhero?" (Allow students to name their favorite heroes.)

"Superheroes show courage by saving people and fighting monsters, but these are not real. They are make-believe. Who are some people who show big acts of courage in our world?" (Firefighters, police officers, military, doctors, leaders.)

"We have learned that there are many ways we can show courage right here in our classroom, every day. Everyday acts of Courage are just as important as big acts of courage. What are some acts of courage that we see in our classroom and at school?"

“People who stand up for what is right are showing courage. People who follow their hearts are showing courage. People who overcome fear are showing courage, no matter how big or small the fear is.”

“You have to recognize your feelings to be courageous. Later, we are going to play a game that helps us practice our listening skills and helps us identify emotions.”

“First let’s review our listening skills. What are some ways that show me you’re being a good listener?” (Eyes watching, Ears listening, Voices Quiet, Bodies Still, Hearts and Minds Open)

The Journey

Slide: [I Have a Little Problem Said the Bear](#)

Guide students through the situations as the animals don’t listen to Bear. Ask students if they can relate to Bear. How does that make them feel? Did you hear any examples of courage?

“How can you tell if someone is really listening?” Students show you what that looks like.

Choose Love Journal

Have students draw two pictures. One of how they feel when someone is listening to them and another when someone is not listening to them.

You may wish to write the following on the board, ***“I feel _____, when _____.”***

Have a Lot of Fun!

The games below help students with impulse control and paying attention. Choose the one(s) that best suits your class.

Slide: [“ALL ABOUT COURAGE!”](#)

Attention and Impulse Control Games:

Simon Says Game

Divide the class into two teams. If possible, position each team on opposite sides of each other.

“We are going to play a game of “Simon Says.” Listen carefully while I explain the instructions.”

“I will tell you what to do, but you only do it if I say the words 'Simon Says' first. If I don't say 'Simon Says,' don't do anything. Let's practice one time.”

“Simon says, put your hands on your head. Simon says, wiggle your shoulders. Stomp your feet!”

“Simon didn't say stomp your feet, so you wouldn't stomp your feet.”

“If you make a mistake, you will join the other team. No one is “out” in this game of Simon Says. Are you ready to play? Here we go!”

“Simon says...”(Intersperse the following, or include your own:)

Make a (happy, sad, angry, confused, scared, or surprised) face.

Look at your neighbor's _____ face.

Look at the other team's _____ faces.

Make a different face than your neighbor.

Make a small _____ face.

Make a big _____ face.

(If the students are doing really well, you can add an element of difficulty by modeling something different from what you're saying. For example, you may tell them to make a happy face but show them a sad face. Before doing this, tell your students to listen extra carefully to what you are saying with their ears, and watch you carefully with their eyes.)

“Recognizing our emotions and being good listeners not only helps us learn, but it also helps us act Courageously. These everyday acts of Courage make a big difference.”

“Let's end the lesson today by Resting and Relaxing our bodies. Take a Brave Breath and notice how your body feels. It might be full of energy from the game we just played. It was so much fun! Let's help your bodies relax and get ready to focus on our next activity.”

“Repeat after me in a soft voice: ‘I am relaxed.’ (students repeat) ‘My body is calm.’ (students) ‘My mind is focused (students) and ready to learn.’”

Alternate Game: My Turn, Your Turn

This game supports students' attention and focus as they increase their ability to follow directions from simple to more complex.

“I'm going to teach you a game called “My Turn/Your Turn.” I'll do something and then you'll copy exactly what I do. You'll have to watch and listen closely.”

“The rules are that voices must be quiet and bodies still until I say, “Your turn.” Let's practice.”

Verbalize as you do the movements:

“My turn, clap your hands and pat your legs. (pause) “Your turn.”

Other movements.

“Touch your nose and clap your hands.”

ADD TO THIS!

As the students become more proficient with listening and watching, move to just doing the movements with no words. And, finally saying the words with no movements.

Gradually increase the number of motions as the students improve.

Later, give directions such as, **“Clap twice, but first touch your head.” “Touch your knees after you clap once.” “Touch your knees, then your ears, but only after you clap one time.”**

Transfer of Learning

Cue students to practice their listening skills—using their ears to hear, but also using their eyes to observe - whole body listening.

Cue students to explicitly name their emotions. You can pause at any time to ask students how they feel, and ask them to note if their feelings have changed or stayed the same.

Cue students to take Brave Breaths throughout the day. A great time to do this is when transitioning or when helping students adapt to changing situations.

At various times of the day, stop to do a feelings check with the class. See how they are feeling and take a Brave Breath, do a Brave Pose or allow them to draw/write to calm, focus, and redirect.

Read other books on feelings and courage and have students identify how the characters are feeling and why they may feel that way.

Home Connection

Today we talked about feelings and facial expressions. Using your own facial expression, show the 6 different emotions. (happy, sad, angry, afraid, disgusted, surprised).



LESSON 10:

Positive Relationships and Friendship Skills

The CALM Rubric helps me build positive relationships with my friends.

Student Outcomes	CSED/ SEL Model Standards
<p>Students will be able to:</p> <ul style="list-style-type: none">➤ Define positive relationships.➤ List friendship skills.➤ Understand that friends might have different thoughts, feelings, and wants.➤ Begin using the problem-solving model, CALM.➤ Define and practice cooperation.➤ Practice being assertive.➤ Begin to learn about perspective.	<ul style="list-style-type: none">➤ Self Awareness➤ Self Management➤ Social Awareness➤ Interpersonal/Relationship Skills➤ Responsible and Ethical Decision Making➤ Moral Character➤ Civic Character➤ Performance Character

Daily Dose of Love

“What would courage be if we had no courage to attempt anything?” ~ Vincent Van Gogh

Educator Prep

- Think of ways that students can cooperate in class (cleaning, sharing, helping, etc.), and share them as examples.
- Think of examples to model the difference between passive, assertive, and aggressive verbal and non-verbal language. (Sentence starters: “I’d like..., I prefer..., I don’t like..., Could we try...?”)
- Print and display the [Choose Love CALM Discussion Rubric](#).
- Review instructions for the cooperative game in the **Activity** section below.

Videos and Read Alouds on slides:

Preview and cue the following resources in advance of the lesson to avoid unexpected ads/other online distractions:

[The Recess Queen](#) by Alexis O’Neill or [read the book](#).

(<https://safesha.re/ji2>)

Focused Awareness

Slide: Brave Breath

“Let’s get ready to listen and learn by practicing our Brave Breath, and by Rest and Relaxing.” (Lead students in a Brave Breath and a Rest and Relax activity.)

Introduction

“Today we’ll learn how Courage helps us make friends and have positive relationships. We’re all courageous, so I know we’ll do an excellent job.”

“When we have a relationship with someone, it means we’re connected to that person in some way. We have relationships with our classmates. We talk to each other, play, work, and learn together.”

“We have relationships with our family members. We can have relationships with people on a sports team or dance class. We can even make new friends and start new relationships.”

“We have lots of friends. Some are good friends and some are even best friends. What do you think makes a good friend, or a good relationship?” (Examples may include listening to each other, caring about each other, doing kind deeds, sharing and playing fairly, helping each other, etc.).

“One way to show people that you want to have a positive relationship with them is to

use the listening skills we've been practicing."

"Just because you're friends with someone, that doesn't mean you'll always agree with them. You might have different thoughts, different feelings, and different ideas." (Recall examples of students liking different toys, eating different foods, playing different games, having different feelings about the same thing, etc.)

"Our differences make us special and help us learn new things about each other. I feel excited when I learn new or different things about my friends. While differences can be exciting and interesting, they can also create problems. For example, if you want to jump rope and your friend wants to play tag, you might have a problem deciding which game to play."

"Sometimes, even with good friends, you might feel hurt, angry, or disappointed."

"However, when you have a positive relationship, you're able to play, learn, and solve problems together in ways that are safe, caring, and respectful. Sometimes, it takes Courage to do that."

The Journey

Slide: [The Recess Queen](#)

"Why did the Recess Queen act the way she did?"

"What causes people to act in certain ways?"

"Sometimes people act differently when they are hurting?" How is this true for Mean Jean?"

"Why did other children allow Mean Jean to act the way she did?"

"What did the students do to help Mean Jean change her behavior?"

"When you see Mean Jean in the illustrations, why do you think she is so large?"

"Notice how Mean Jean's size changes toward the end of the story. (She gets smaller.) Do you think she actually gets smaller? (Discuss perspective and how it changes.)"

"How was Katie Sue's behavior different from the others'?" (not fearful)

Discuss how the characters behavior was either aggressive, passive, or assertive.

Model the various communication examples with students.

Demonstrate facial expressions, body language, and tone of voice.

Have students practice being assertive. Prompt them with phrases such as, “I’d like..., I’d rather, I don’t like...Could we try...?”

Slide: [CALM Rubric](#)

Introduce the CALM Rubric

Discuss how students feel when others cooperate and when they don’t. Discuss how students feel when others cooperate and when they don’t. This is a great time to discuss how you know if someone is listening to you. Students should model how to show that they are listening (for example: body posture, eye contact, facial expression, stillness, nodding, asking clarifying questions).

It is important to impress upon students that it’s the tone of voice and body language that they use, more than the words.

“I want to tell you about a way you can solve problems. Just remember the word CALM. The letter ‘C’ stands for ‘cooperate.’”

“Can anyone tell me what it means to cooperate?” (Listen to students’ responses.)

“When we cooperate, we choose to work together to solve a problem, to work, or to play. Do you remember when we played Simon Says? That was a cooperative game because we played the game together so no one felt left out.”

“What kind of behaviors do your eyes see when people are cooperating?” (Examples include sharing, trading, taking turns, smiling, etc.)

“What do your ears hear when people are cooperating?” (Examples include kind words, “let’s take turns,” “let’s play together,” etc.)

“Let’s think of some examples of how we cooperate in class and work together to solve problems.” (Give examples of how students have cooperated: cleaned up toys together, carried a bag together, etc.)

Brainstorm when this might be used in the classroom.

Have a Lot of Fun!

“Now let’s play a cooperative game.”

Have students form a large circle—you may even choose to do this in small groups, depending on the space. Begin by picking one student in the circle. Have them call out a

stretch. Going either clockwise or counter-clockwise, every student does the stretch in turns. The idea is to pass the stretch around the circle. Once the stretch gets back to the student that called it out, have the next student call out a new stretch. The other students hold the initial stretch until the new stretch makes its way to them.

“Next time we will learn what the other letters in the word CALM stand for. We’ll learn how they can help us build positive relationships and problem-solve together.

Choose Love Journal

Discuss with the students how Jean’s feelings changed from the beginning of the story to the end. Have students draw a picture of Jean in the beginning and also at the end of the story.

Transfer of Learning

Students around this age are good at comparing and noticing differences. As you notice them do this, help them also see the value in diversity.

Point out cooperation throughout the day.

Support students when they need to be assertive. Provide examples and language as needed.

Ask students to notice cooperation.

Home Connection

Our class learned about different responses - how to be assertive rather than passive or aggressive. Ask them to model the responses for you.

Recognize when you see your child expressing their feelings in a positive way or showing courage. Openly continue to talk about feelings.



LESSON 11:

Courage with Friends

I play, work and problem-solve with my friends in safe and caring ways.

Student Outcomes	CSED/ SEL Model Standards
<p>Students will be able to:</p> <ul style="list-style-type: none">➤ Practice using the CALM Discussion Rubric.➤ Practice diaphragmatic breathing and focused awareness.➤ Identify questions that help with problem-solving.➤ Recognize what listening skills look and sound like.	<ul style="list-style-type: none">➤ Self Awareness➤ Self Management➤ Social Awareness➤ Responsible and Ethical Decision-Making➤ Interpersonal/Relationship Skills➤ Moral Character➤ Civic Character➤ Performance Character

Daily Dose of Love

“Develop enough COURAGE so that you can stand up for yourself and then stand up for somebody else.” ~Maya Angelou

Educator Prep

Videos and Read Alouds on slides:

Preview and cue the following resources in advance of the lesson to avoid unexpected ads/other online distractions.

[Listening to My Body](#) by Gabi Garcia | [Read the book](#) | [Visit her website for free resources](#)
(<https://safesha.re/ji9>)

This is a GREAT PDF Activity Guide that goes with the book.
(<https://www.gabigarciabooks.com/wp-content/uploads/2020/04/Listening-To-My-Body-Activity-Guide-2020.pdf>)

Review the [CALM Discussion Rubric](#).

For more information on coaching students to talk about problems using non-judgmental observations, read the section in the **Educator's Guide** on describing problems using non-judgmental and behaviorally specific language sets the stage for assertive communication and discussions about tattling.

Identify three or four scenarios relevant to your classroom where students might have to problem-solve with each other. Examples include lining up, several students wanting to read the same book, someone dropping their lunch, etc.

[Wrapping Up COURAGE](#) video from Scarlett Lewis
(<https://safesha.re/igy>)

Focused Awareness

Slide: Brave Breath

“Let’s get ready to listen and learn by practicing our Brave Breaths, and by Rest and Relaxing. Who would like to help me lead our Brave Breaths today?” (Select two students to help lead the Brave Breaths.)

Introduction

Slide: [CALM rubric](#)

“Last time we learned to use the word CALM to help us solve problems with our friends, and to build positive relationships. Who remembers what the letter ‘C’ stood for?” (Help students remember that the word was “cooperate.”)

“Today we’ll learn what the other letters stand for. After we decide to cooperate, we...‘A’...ask questions. Asking questions is a great way to build positive relationships and solve problems with friends.”

“Here are three questions you can ask. Repeat them after me...”

“How do I feel?” (Point to yourself.)

“How do you feel?” (Point to the other person.)

“What do I see happening?” (Point to your eyes.)

“If you’re curious about what you see, you can always ask more questions, like: ‘Why do you feel that way?’ Or, ‘How do you know?’”

(It’s tempting for students to use judgments or accusations when responding to, **“What do I see happening?”** Encourage students to use behavioral observations instead. Help them focus on what they see with their eyes, hear with their ears, feel with their hearts, and what they want. For example rather than saying, **“She’s being mean,”** coach the student to say, **“I was playing with the toy, and she took it without asking. I feel frustrated, and don’t think that’s fair.”**)

“Let’s repeat those questions one more time so we remember them.”

“How do I feel?” (Point to yourself.)

“How do you feel?” (Point to the other person.)

“What do I see happening?” (Point to your eyes.)

“Nice work. So far we ‘C’—cooperated, and ‘A’—asked questions. Who can guess what ‘L’ might stand for? ‘Listen!’”

“We’ve been practicing our listening skills, and you’re all very good listeners. First you listen to your own feelings and ask yourself, ‘How do I feel?’” (Point to yourself.) **“Next you listen to the other person, and ask how they feel. Finally, you listen to each other and describe what you see happening.”**

“If you were watching two people, how would you know they were listening to each other?” (They might make eye contact, take turns speaking, not do anything else, face each other, nod their heads in understanding, etc.)

“What could someone say to let you know they’re listening to you?” (They might repeat what you said to make sure they heard you, or say that they understand how you are feeling. They might say, **“I didn’t know that,”** or **“I haven’t thought about it that way before.”**)

“When you’re listening, pay attention to similarities and differences between yourself and the other person. Are your feelings the same or different? Are your ideas the same or different? You can also tell each other what you agree on and what you disagree on. For example: ‘I think we agree on playing outside, but disagree on what game to play.’”

“C—A—L...the last letter is ‘M’. ‘M’ stands for make your move! This is where you decide what to do next. You’ve asked questions and listened to each other. Now, what should you do? This is where you come up with solutions together.”

The Journey

Slide: [Listening to My Body](#)

***Be sure to remind students about their tone and body language.**

“Let’s practice using CALM for something that might happen at school. We will pretend that you want to use the computer but another friend wants to use it too. Raise your hand if you want to practice using CALM with me.” (Invite two students to role-play the CALM method for the class. Another option could be for you to role-play with a student.)

C—Cooperate “Let’s work together!”

A— Ask “How do I feel?” (Point to yourself.) **“How do you feel?”** (Name a feeling.) **“What do I see happening?”** (We both want to use the same computer.)

L—Listen to each other.

M—Make your move: Brainstorm ideas for what we could do.

(Practice with additional students and alternate scenarios as time allows.)

“Today we learned one way to help us have positive relationships and solve problems together. The Next time you have a problem, try solving it using the CALM method!”

Have a Lot of Fun!

Draw a picture of them cooperating and having a Lot of Fun with a friend.

Slide: [Wrapping Up COURAGE](#)

Transfer of Learning

Review and practice being assertive rather than aggressive or passive.

Cue students to use the CALM method when you see them having a conflict or problem.

Ask students to teach someone how to use the CALM method.

Home Connection

Send home [CALM Rubric](#).

We have completed our Choose Love Courage Unit. Students have learned what it means to have courage in any situation. They have also learned friendship skills and problem-solving skills. As they continue practicing these skills and tools, they will develop

great confidence in themselves. This will help them face adversity and do the right thing even when it is hard.

We learned how to hold on to our personal power by using the Brave Breaths and Brave Poses as well as the CALM Rubric.

We learned the neuroscience of what happens in our brains and can demonstrate that with the hand-model. We can choose to nudge the numbat to leave the lizard and hug the human. We know that we can't always choose what happens to us, but we can always choose how we respond, and we can always respond with courage and love.



Grade 1, UNIT 2:

GRATITUDE

Students learn that gratitude is mindful thankfulness and the ability to be thankful even when things in life are challenging. When you practice gratitude you feel thankful and want to share that feeling with others (Donaldson, Dollwet & Rao, 2014). Research has shown that the benefits of gratitude include better sleep patterns, increased levels of happiness and optimism, greater connection to peers and communities, and decreases in anxiety and stress (J. Psychosom Res. 2009; Chen, L.H. & Chang, 2014).

Gratitude also influences sleep through the mechanism of presleep cognitions. These benefits positively impact the lives of students physically, mentally, and emotionally. They also help cultivate safe and thriving classroom cultures. Gratitude “exercises” help students become actively thankful for everyday situations and opportunities (Lomas, Froh, Emmons, Mishra & Bono, 2014).

The more gratitude a person shows, the more active their brain’s hypothalamus becomes. While the hypothalamus controls various bodily functions (such as drinking, eating, and sleeping), it also plays a significant role in students’ metabolism and stress levels. The act of being thankful helps release dopamine, which not only makes students feel good but is also a key neurotransmitter for learning (Wiss, 2014). Children who practice gratitude show more positive attitudes toward themselves and others.

Educators! Practicing gratitude is SO IMPORTANT for our personal wellbeing. In fact, we call it a 'superpower' because it has so many scientifically researched benefits, emotionally, socially, personality, career and health wise! Gratitude can strengthen relationships, and improves our physical and psychological health. When we're grateful we sleep better and our immune systems are strengthened. Gratitude increases our mental strength, resilience, and can enhance our long-term happiness! We have more positive

emotions, increased self-esteem and social support! Perhaps most importantly, especially now in our current environment, it increases optimism and hope. We sure are grateful for you!

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Lesson 1: The Benefits of Gratitude

Theme: Gratitude helps me feel better when I am nervous or worried. There are many benefits to practicing gratitude.

Lesson 2: The Gifts of Gratitude

Theme: There are many people and things we can be grateful for in our world.

Lesson 3: Gratitude, Mindset and The Power of Yet

Gratitude helps shift my thinking. I can choose my thoughts.

Lesson 4: Gratitude for Myself

I can always learn and when I do, I feel happy and grateful.

Lesson 5: Gratitude in Action

I have the power to choose a grateful thought over a negative thought.



LESSON 1:

The Benefits of Gratitude

Theme: Gratitude Breaths and Rest and Relax activities help our bodies, minds, and hearts prepare to learn and practice gratitude.

CSED Model Standards	Learning Targets
<ul style="list-style-type: none"> ➤ Moral Character ➤ Performance Character ➤ Civic Character ➤ Self Awareness ➤ Self Management ➤ Social Awareness ➤ Interpersonal/Relationship Skills 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ➤ practice Gratitude Breaths (diaphragmatic breathing) and focused awareness. ➤ practice Rest and Relax activities. ➤ define gratitude. ➤ feel gratitude for the body. ➤ list people and things they feel grateful for in school. ➤ identify feelings associated with gratitude.

Daily Dose of Love

“Piglet noticed that even though he had a very small heart, it could hold a rather large amount of Gratitude.” ~AA Milne, Winnie the Pooh

Educator Prep

Videos and read alouds

Preview and cue the following resources in advance of the lesson to avoid unexpected ads/other online distractions.

Scarlett Lewis Intro Video to Gratitude

(<http://safesha.re/nd4>)

Gratitude, by Kids

(<http://safesha.re/n7k>)

What is Gratitude?

(<http://safesha.re/n7v>)

The Thank You Letter by Jane Cabrera (*video read aloud*)

(<https://safesha.re/o60>)

Gratitude Attitude Song

(<http://safesha.re/nh0>)

Prepare

Choose Love Journals
Gratitude Breath Card
Poster for Choose Love Formula

Write the word “Gratitude” on a word wall or vocabulary list.

If you have students who speak languages other than English, learn how to say “Gratitude” in their native language.

Introduction

“We’re going to begin learning the next ingredient of Choose Love, which is Gratitude. Let’s take a moment and see what Scarlett Lewis has to say.”

Slide: [Scarlett Lewis Intro Video to Gratitude](#)

Focused Awareness

“We’ve been doing Brave Breaths for a few weeks. Today I feel excited because we’re going to learn a new breath. It’s called a Gratitude Breath. We use Gratitude Breaths to help us think of things we feel thankful for.”

“Today, I feel thankful for...” (List 2-3 examples of things you’re grateful for.)

“Gratitude is when you feel thankful and want to share that feeling with others. You may want to do something kind or helpful in return. Saying ‘thank you’ is one way we can express our Gratitude when someone does something helpful for us.”

Slide: (*Gratitude Breath taught by students*)

[Hawaii kids video](#)

Slide: (*Gratitude Breath card*)

“Now let’s practice a Gratitude Breath.”

“Now, let’s learn how to do a Gratitude Breath.”

“First, place one hand on your heart and one hand on your belly, just like with the Brave Breath. Take a slow, deep breath in, and fill your belly with air. Then slowly breathe out.”

“Take another breath in. This time imagine warm air moving past your heart and down into your belly. When you breathe out, the warm air moves from your belly to your heart. Let’s do that again.”

“As you breathe the warm air in, think of one thing you feel thankful for. Maybe you feel thankful for your friends in class, or a family member. Maybe you feel grateful because someone did something kind for you.”

“Take one more Gratitude Breath and smile gently. As you breathe out, imagine sharing that feeling of Gratitude with the whole world.”

“How do you feel after practicing our Gratitude Breaths?”

"Next, let's practice Resting and Relaxing our bodies. Resting and Relaxing is another thing we can do if we're nervous or worried. We can practice feeling Gratitude in our bodies as we relax! Let's try!"

The Journey

Slide: (Choose Love Formula)

Review the four ingredients of the Choose Love Formula.

"We learned that the first ingredient for choosing love is courage. Who can tell us what courage means?"

"Courage is when you feel afraid, but choose to do something anyway because it's the right thing to do. When you have courage you do something even when it may be hard for you."

"The second ingredient is gratitude. Let's say that word together... Gratitude is when you feel thankful for something or someone and want to share that feeling with others. If you feel gratitude you might also feel happiness, excitement, or love."

"So gratitude is being thankful and giving thanks." "We say, 'Thank you,' when someone does something kind for us."

"Everyone, close your eyes or look down and think of a time when you did something kind for someone else. Notice how that feels in your heart. Put a hand on your heart and let the feeling sink in. Notice your face. I see you smiling as you think of the kindness you've shown to others. Do you notice that smile on your face?" (Call on students to hear their responses.) "When someone does something kind for us, we feel thankful."

"Today, we're going to talk about the benefits of Gratitude. People who practice Gratitude are happier and healthier."

"You could feel thankful for your hands because they help you color, write, and play. Maybe you feel thankful for your ears because they help you listen to your friends and your favorite songs. You might be thankful for your mind because it helps you think, solve problems, and be creative. You can feel grateful for your heart because it pumps blood to

all your muscles and helps you feel so many different kinds of feelings. You can even feel thankful for your whole body.”

“Let’s listen and watch a story about writing a “thank you” letter.”

Slide: *(video read aloud)*

[The Thank You Letter](#)

"What things are you grateful for in school?" (As students share ideas, encourage them to follow the template: *'I am thankful for _____ because_____.'*

For example, *'I am thankful for recess because I get to play with my friends.'*
You may choose to make a list on the board or on chart paper to get them thinking of all the things they can be grateful for at school.)

"Now let’s make a list of the people we are grateful for in school." (Examples include friends, teachers, the principal, etc. Cue students to continue using the template: *'I am thankful/grateful for _____ because _____.'*

"When I hear all of the things you are grateful for, my bucket feels really full. My body feels warm and fuzzy. My heart feels happy and my mind feels peaceful. Think about how your body feels?" (Students share)

"When I feel grateful like this, I want to share that feeling with someone else, so they can feel grateful too.

"Showing courage and feeling grateful are two ways that we can choose love and create more love in our lives and in the world."

Have a Lot of Fun!

[Gratitude Attitude Song](#) and have students draw a picture of one thing they are most grateful for in **Choose Love Journals**. These can be shared or displayed.

Transfer of Learning

Cue students to take Gratitude Breaths and to Rest and Relax at any time throughout the day.

Encourage gratitude behaviors such as 'thank you's and other acts of appreciation.

Remind students that they can be thankful for things that aren't 'gifts'. For example, you can feel thankful for a sunrise or the air you breathe.

Add the word gratitude and any other words related to your Word Wall.

Create a running list of all the things that students/the class are grateful for and post it. Let this be a visual reminder for students. Keep adding to it daily or weekly.

Tip: Using Post It' Notes is a great way to display as they can be sorted, grouped, etc. easily when reflecting or having discussion comparisons.

During morning meetings you can pass a talking stick or bean bag/ball and let students share what they are grateful for that day or in that moment. Having gratitude takes practice and the more you do it, the easier it is to feel grateful.

Home Connection

Send home a Gratitude Breath card and note about how we are starting to learn about the second Choose Love ingredient, gratitude. At the dinner table, share what and whom you are each thankful for.



LESSON 2: The Gifts of Gratitude

There are many people and things we can be grateful for in our world.

CSED Model Standards	Learning Targets
<ul style="list-style-type: none">➤ Moral Character➤ Performance Character➤ Civic Character➤ Self Awareness➤ Self Management➤ Social Awareness➤ Interpersonal/Relationship Skills	<p>Students will be able to:</p> <ul style="list-style-type: none">➤ practice Gratitude Breaths (diaphragmatic breathing) and focused awareness.➤ practice Rest and Relax activities.➤ define gratitude.➤ feel gratitude for the body.➤ list people and things they feel grateful for in school.➤ identify feelings associated with gratitude.➤ recognize how their bodies feel when they feel grateful

Daily Dose of Love

"You owe yourself the love that you so freely give to other people." -Unknown

Educator Prep

Videos and read alouds

Preview and cue the following resources in advance of the lesson to avoid unexpected ads/other online distractions.

Apple Cake: A Gratitude by Dawn Casey

(<https://safesha.re/o6e>)

Prepare to write gratitude lists on the board, or in students' **Choose Love Journals**.

Sentence Stem **"Thank you for..."**

ASL Video by Emily

(<http://safesha.re/ni5>)

Create a physical cue for Gratitude. Physical cues help students remember and embody the lessons about Courage, Gratitude, Forgiveness, and Compassion in Action. Options include using American Sign Language (ASL), clapping chants, brief rhymes, or a full-body pose.

Focused Awareness

Slide: (*Students talking about gratitude*)

"Let's begin by listening to some students talk about Gratitude."

Slide: (*Gratitude Breath Card*)

"Now, let's practice the Gratitude Breath together." (Lead students in three Gratitude Breaths.)

"First, place one hand on your heart and one hand on your belly, just like with the Brave Breath. Take a slow, deep breath in and let your belly fill with air. Then slowly breathe out."

"Take another breath, and this time imagine warm air moving past your heart and down into your belly. When you breathe out, the warm air moves from your belly and past your heart. Let's do this again."

“As you breathe the warm air in, smile and let your heart be happy as you think of things you are thankful for.”

“Now, let’s make sure our bodies are ready to learn by practicing Rest and Relax. Slowly take one more Gratitude Breath.”

“Let’s tighten each part of our body, our whole body, like we are pulling on a rope. Then relax each part like you are letting go of the rope. As you relax your body, think of how grateful you feel for this class. We get to learn new things together. We play and have fun together. We help each other, and we care about each other.”

(List any other unique attributes about your classroom that students can feel grateful for.)

“Let’s shake off all of our worries and let our minds and hearts be filled with gratitude and happiness. Take one more Gratitude Breath.”

The Journey

“We’re going to watch a video that shows us how to say “Gratitude” in American Sign Language. We will learn this and practice it.”

Slide: (ASL Gratitude)

[ASL Video by Emily](#)

“Gratitude is when you feel thankful for something or someone, and you want to share that feeling with others.”

“We can be grateful for many different kinds of things. We can be grateful for things like books, toys, or gifts. We can be grateful for people who help us. We can also be grateful for the world around us.”

“You might feel grateful for a sunny day, because then you can play outside with your friends. You can be thankful for the trees and flowers. We can be grateful for big and little things. When we take the time to think and be thankful, we can find so many things to be grateful for.”

“Remember, there is always, always something to be grateful for. Gratitude is like a muscle, the more we use it, the stronger it gets and the more thankful and happy we will be.”

“We’re going to listen to a story about gratitude called Apple Cake, Let’s try to remember all of the things the author was grateful for in the story.”

Slide: *(video read aloud)*

Apple Cake: A Gratitude

“Each of those things are part of our environment and they all help make the Apple Cake. Why was the author thankful for the sun, rain, (etc.) from the story?”

“Just like our Choose Love recipe, there were ingredients in the story to help make the Apple Cake.”

Refer to the Choose Love Poster and review the recipe for Choose Love. Talk about how each ingredient is equally important.

Have a Lot of Fun!

After reading the book, take the class on a ***Gratitude Walk*** - notice little things like bugs, leaves, dandelions, shadows; and big things- how tall a tree is, the size of the clouds. Preface your observations with, **“I’m grateful for…”** For example, **“I’m grateful for the bees because they help our flowers grow and they make honey.”**

Have students reflect on their walk by drawing/writing in their **Choose Love Journals**.

Transfer of Learning

Remind students that they can be grateful for things that are not “gifts.”

As you notice things in your daily environment - ask the students, “I wonder...how that banana got here and all the work that it took for the banana to get here?”

Home Connection

Send home a copy of the recipe for the classes' [Apple Cake: A Gratitude](#) by Dawn Casey. At the dinner table share in gratitude and wonder how each of the food on the table got to their plates.



Lesson 3: Gratitude, Mindset and The Power of Yet

Learning new things takes time. Mistakes are okay and are just a part of learning. Even when things are hard, I can have a good attitude that helps me learn and grow.

CSED Model Standards	Learning Targets
<ul style="list-style-type: none"> ➤ Self Awareness ➤ Self Management ➤ Responsible and Ethical Decision-Making ➤ Moral Character ➤ Performance Character 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ➤ learn to explore their creativity and express themselves. ➤ develop a sense of pride in their abilities and enjoy a feeling of ownership over their creations. ➤ identify the Power of Yet ➤ recognize the importance of mistakes. ➤ practice adding 'yet' to statements to change thinking/attitude. ➤ practice turning a mistake into something great. ➤ practice diaphragmatic breathing (Gratitude Breath) and focused awareness.

Daily Dose of Love

"Sometimes a "mistake" can end up being the best decision you ever make."

-Mandy Hale

Educator Prep

Note to teacher: Gratitude is the great mind-shifter. We cannot have two thoughts at the same time. We cannot have a negative thought and a grateful thought at the same time. Gratitude encourages a growth mindset.

Videos and read alouds

Preview and cue the following resources in advance of the lesson to avoid unexpected ads/other online distractions.

'The Power of Yet' (video)

(<http://safesha.re/nns>)

'Don't Give Up' (video Bruno Mars on Sesame Street)

(<http://safesha.re/nnv>)

The Dot by Peter H. Reynolds

(<https://safesha.re/o6m>)

Additional Resources

Peter H. Reynolds' website (<https://www.peterhreynolds.com/>)

The Dot Song with hand motions Emily Arrow & Peter H. Reynolds

(<https://safesha.re/o6n>)

Prepare:

Choose one of the activities from *Have a Lot of Fun!*

Coffee filters, one for each student, markers, and/or watercolors.

Or

Provide each student with a construction paper dot.

Focused Awareness

Slide: *(Gratitude Breath)*

“Let’s start by practicing our Gratitude Breath together. Who would like to help me lead the Gratitude Breath today?” (Select two students to help you lead the Gratitude Breath. Try to pick students that haven’t led the breath before to encourage participation and boost confidence.)

“Now, let’s make sure our bodies are ready to learn by practicing Rest and Relax. Slowly take one more Gratitude Breath. Close your eyes or gaze down and completely relax. Today let’s feel gratitude for being able to learn new things. Let’s be grateful for all of the things we can do. Think of all that we have learned at school, in this class, and at home.”

“Now, tighten up your whole body little by little and then slowly relax each part. Let your whole body relax so it feels very relaxed. How do you feel now? I hope you feel calm and peaceful like I do. Now our minds are ready to learn.”

The Journey

“There are many things to learn that we can be grateful for. We can also be grateful for our mistakes. Mistakes help us learn. What are some mistakes we make that we can be grateful for? We can be grateful for mistakes when we’re learning to read, or count, or ride a bike. Everytime we make a mistake, our brain grows. Let’s try to be grateful when we make mistakes today.”

Let’s watch a video about mistakes and learning. See if you can figure out the magic word that they use that helps them feel grateful for their mistakes and how they learn.”

Slide: *(video)*

[‘The Power of Yet’](#),

“Do you know what the magic word is? YET! When we use this word it changes how we think. Our brains grow because we know that mistakes help us learn. Instead of feeling frustrated because we don’t know something or can’t do something, we can try again

“Let’s see how this word works, it's magic.”

“Help me use our magic word to change some sentences, to change our thinking. Let’s add the word, ‘YET’ and see how they change.” (You can write the following sentences on the board or say them aloud. Have the students repeat them adding the word yet onto the end.)

I can’t do it....yet!

I don’t know how....yet!

I don’t understand it...yet!

I don’t get it...yet!

“Learning new things takes time. When we have a positive, grateful attitude, we can be confident and be ready to keep trying our best.”

“When we decide we’re going to learn something new and we work hard to learn it, we go into it knowing that we’re going to learn it even if it takes time. That’s a growth mindset. We feel like, ‘I can do this.’ ‘I’m going to learn how to read, swim, etc.’ Then we can look back at those accomplishments and feel grateful that we persevered.”

“How do you feel when you are learning something new? (allow students to respond). You might be excited to learn it, but then when you see that it’s hard, you might want to quit. Like learning to play an instrument or a sport. If you quit, you’ll never learn it. That’s where gratitude and a positive mindset come in. We can be grateful for the small steps we make as we are learning the new skill and then celebrate those. That will help us want to keep learning and growing.”

Have students share how they feel when they’re doing something that feels difficult. Encourage students to share a story about when they had a hard time learning something new. They can share with a partner.

“Sometimes there are things that we really don’t enjoy doing that are hard for us. For some kids, learning to read is harder than it is for others, for some math is harder, for others, learning to speak another language is hard. What happens if they just stop trying to learn those things?”

“We could complain about the things that are hard for us to learn but that won’t help us. That will just make us want to quit more. Or, we could find something that we’ve learned and remember how grateful we feel when we do learn something.”

“Let’s practice some gratitude mindset statements. What are some things that you’ve learned that you are grateful for? (List with students, then students can repeat after you and fill in the blank.)

“I am grateful that I learned...”

Talk about whether there’s something they really don’t enjoy doing or don’t think they’re good at. Have students explain how they feel when they have to do that thing. Brainstorm ways that students can work through their challenges.

“How many of you like to draw? The Dot is a story about a girl who doesn’t think she is good at drawing, and then has a surprising discovery.”

Ask them to think about the similarities between themselves and Vashti while they listen to the story.

“We are going to talk about learning today. We’re also going to learn a few magic tricks that can help our brains work better. The first trick is to be grateful for what we learn and that we can learn. The second one is the ‘power of yet’, which is having a growth mindset.”

Who can tell me something that they have learned how to do that used to be hard?” (You may wish to start by sharing something you learned how to do and then allow a few students to share).

“We don’t wake up one day just knowing how to do everything. We learn day by day and moment by moment. When we were babies, we had to learn how to crawl, then walk, one step at a time.

“We had to learn how to talk instead of crying when we needed something as a baby.”

“Most things that we learn how to do, we learn bit by bit, step by step, and it usually takes time.”

“Some things take longer to learn than others. Some things are harder to learn than other things. And you know what, everybody learns differently. Some things that are easy for one person to learn, may be harder for someone else. What are you grateful for that you had a growth mindset and stuck with to learn?” (Swimming, reading, riding a bike)

“We may take a long time to learn something, and someone else may learn that same thing really quickly. Can you think of something that is really hard for you to learn right now?” (You can share something that was hard for you to learn. The idea is to let students see that even though it was hard they were able to learn, but perhaps it took time.)

(You can share something that was hard for you to learn. The idea is to let students see that even though it was hard they were able to learn, but perhaps it took time.)

“I make a lot of mistakes as I try to learn something new. Everyone does. That’s how we learn. How about you? Have you made mistakes as you try to learn?” (Brainstorm things that are hard for the students to learn.)

“Sometimes we make a mistake as we are learning or we don’t get something right away and we get really upset and frustrated. Have you ever felt this way?”

“When we feel like that, it makes us want to give up....it makes it hard for us to keep trying and learning.”

“Some people think that mistakes are bad. But mistakes are okay. In fact, mistakes are great because they help us learn. Every time we make a mistake, our brains are growing. When I try to do something one way and it doesn’t turn out right, I can try again and do it a different way.”

“Mistakes help us figure out a different, better way to do something. We can feel grateful for mistakes because they help us learn.”

Asking growth mindset questions like, **“What did I learn? What would I do differently next time? What are some strategies I could try for next time?”** helps kids to feel empowered.

Slide: *(video read aloud)*

[The Dot](#)

Discussion Questions:

“How did Vashti feel at the beginning of the story? Why would she not want to draw?”

“Why did Vashti’s teacher frame her first dot painting and put it on the wall? How did it make Vashti feel when she saw her artwork there?”

“Have you had anyone in your life who has encouraged you like this?” (You may choose to model from your experience.)

Have a few students share out as well about who helped them.

Have students share a story about a time when they helped someone else get better at something. **“How did it make you feel?”**

“How could you help someone you know learn a new skill?” (Pick a specific skill to begin with. **“How could you help someone learn to ride a bike?”**)

Have students draw/write in their **Choose Love Journals**, one thing that they can't do yet!

Have a Lot of Fun!

[The Dot Song with hand motions](#)

Choose one of the following activities:

1. Chain of Dots

Give each student a circle ('dot').

Students can either draw a picture or stick a photograph of themselves on one side of the dot. On the other side, the students should draw something that they're good at, something which makes them special. Each child should share what they think makes them special with the rest of the group celebrating what they say. All the dots should be strung together and displayed in a chain across the room.

2. Make your own dots with coffee filters

Each student was given three coffee filters and colored them with markers. Encourage them to use lots of color. When the students finished coloring their filters, we laid them out on a large piece of paper in the hallway and sprayed them with water. This creates a beautiful effect as the colors blend together on the coffee filters. When dry, hook them together with paper clips and hang them in the hall.

Slide: *(video)*
[‘Don’t Give Up’](#)

This will reinforce the idea of perseverance in the face of adversity and to keep trying when you struggle or make a mistake.

Transfer of Learning

Continue to practice Gratitude Breaths and Rest and Relax to get students calm, focused and ready to learn.

When you see students struggling with learning new things and making mistakes along the way, remind them that mistakes are OK. Remind them of the Power of Yet. Help them to reshape their thinking/attitude from negative to positive.

Time to reflect is so important. It builds stronger connections, sparks interaction and thoughtfulness, gives the teacher good feedback to check for understanding.

Celebrate mistakes because they help our brains grow.

Recognize and reinforce when you see students working through frustration and persevering. In addition, praise and recognize when they are showing gratitude. If you are using a stuffed animal like Gratitude Giraffe (or Gratitude Goat/Goldfish/etc), you can have the stuffed animal tap them on the shoulder or you could let them keep the stuffed animal at their desk for a period of time or for the day as a reward.

Acknowledge when you make mistakes so students will be reminded that we all make mistakes and they are OK. Make sure you model a positive attitude when struggling with something or facing an adversity or making a mistake. Add how you overcame the situation. “I tried a different way.” “I slowed down.” “I asked for help.”

Home Connection

Today students learned about the Power of “Yet” and how making mistakes is how we learn. At the dinner table, share what you would like to learn that you have not yet. We can be grateful for our efforts and how our brain learns from making mistakes.



LESSON 4:

Gratitude for Myself

I can always learn and when I do, I feel happy and grateful.

CSED Model Standards	Learning Targets
<ul style="list-style-type: none"> ➤ Self Awareness ➤ Self Management ➤ Social Awareness ➤ Interpersonal/Relationship Skills ➤ Moral Character ➤ Performance Character 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ➤ practice diaphragmatic breathing and focused awareness. ➤ recognize the deeper concept of gratitude- one that is internal and personal which leads to internal motivation. ➤ identify personal strengths ➤ identify and name different emotions ➤ explain different ways to solve a problem or challenge ➤ demonstrate the ability to care about how others are feeling ➤ recognize self-acceptance

Daily Dose of Love

“Dance to the beat of your own drum; whether the world likes your rhythmic movements or not.” ~Matshona Dhliwayo

Educator Prep

Videos and read alouds

Preview and cue the following resources in advance of the lesson to avoid unexpected ads/other online distractions.

[Giraffes Can't Dance](https://safesha.re/o80) by Giles Andreae (*Video read aloud*)
(<https://safesha.re/o80>)

[Freeze Dance Freeze Song](http://safesha.re/nin)
(<http://safesha.re/nin>)

Prepare:

Choose Love Journals

Focused Awareness

Slide: (*gratitude breath*)

“Let’s begin by practicing our Gratitude Breaths together three times.”
(Lead students in three Gratitude Breaths).

“Now, to make sure our bodies are ready to learn, let’s Rest and Relax. Take one more Gratitude Breath together slowly. Close your eyes or look down. Last time we practiced feeling gratitude for our friends. This time we’ll practice feeling gratitude for our whole class.”

“Now, to make sure our bodies are ready to learn, let’s Rest and Relax. Take one more Gratitude Breath together slowly. Close your eyes or look down. As you relax your body, think of how grateful you feel for yourself.

Repeat after me. (*Pause on ...*)

I am grateful for my eyes...because they help me see.

I am grateful for my ears... because they help me hear.

I am grateful for my legs... because they help me walk, run, skip.

I am grateful for my hands... because they help me write, color, draw..

I am grateful for my mind... because it helps me think and learn.

I am grateful for my heart... because it helps me love and feel loved.”

“Take one more Gratitude Breath. Now we’re ready to focus our attention and learn.”

The Journey

Brainstorm with students things about themselves that are unique.

“What are some things you can do now that you couldn’t do in kindergarten? When you were able to accomplish a new task- how did that make you feel?”

“What are some things about YOU that you are grateful for?”

“What are some things you can’t do, YET, that you want to learn how to do?”

“Do you have any sports or activities that most of your friends do not enjoy?”

“Do you have any special talents or interests that make you unique?”

“Do you collect anything?”

“What qualities about yourself are you grateful for?”

Slide: (video read aloud)

[Giraffes Can't Dance](#) by Giles Andreae

Show the cover of the book, **“I wonder what this story is about. What do you think?”**

Read the title, **“Why do you think giraffes can’t dance?”**

Pp. 4-5 **“How is Gerald feeling? How do you know?”**

Pg. 10, **“How is Gerald feeling here? Why do you think he’s feeling that way?”**

Pg. 15, **“The cricket says to Gerald, ‘Sometimes when you’re different, you just need a different song,’ what do you think this means? Does Gerald feel grateful for himself?”**

Pp. 26-27 **“How do the illustrations show how the animals are feeling watching Gerald dance?”**

“At the end, Gerald says, ‘We all can dance when we find the music we love!’ What do you think this means? How does Gerald show that he feels grateful for himself?”

“Why do you think the author wrote this book? What is his message about gratitude?”

Think/Pair/Share Activity

“How do you think Gerald felt when all the other animals called him clumsy and weird? Have you ever felt this way? What was happening that made you feel that way and what did you do?”

Slide: (affirmations)

“Affirmations are positive things we say to ourselves to help us feel strong and confident. Let’s try some affirmations together. Stand up (or remain seated), bodies still. Please put one hand on your heart and the other on your belly, just like in our breathing activity.”

“Repeat after me:”

“I am happy to be me.”

“I am the best me that I can be.”

“I am ready to spread kindness.”

“Gratitude helps me appreciate differences.”

“Gratitude makes me be happier and healthier.”

Select a few of the following prompts or make up your own. Students share their statements with their partner.

My friends think I’m awesome because...

My classmates say I’m great at...

I feel very happy when I...

Something that I’m really proud of is...

I make my family happy when I...

One unique thing about me is...

I like who I am because...

I feel good about my...

My friends think I have an awesome...

Somewhere I feel happy is...

I mean a lot to...

I think I’m pretty good at...

Choose Love Journals

Have students write: **'Giraffes Can't Dance!'** What can YOU do that you are grateful for? Why does that make you happy?"

Have a Lot of Fun!

Slide: (movement video)

["Freeze Dance"](#) This is a great game for listening and self control.

Transfer of Learning

Help students set reasonable goals to accomplish difficult tasks.

Continue to notice and acknowledge when difficulties arise, to encourage perseverance and have them use the "YET" terminology.

When students say, "I can't..." be sure to follow that up with "yet."

Praise the process, not the person.

Celebrate each student for who they are, not just for the things they've accomplished.

When students are able to accomplish a difficult task that they hadn't been able to do before, that leads them to feel happy/proud. Students begin to understand that happiness leads to gratitude and gratitude leads to happiness.)

Home Connection

Students learned about feeling grateful for accomplishing a new task and that we all *"Dance to the beat of your own drum; whether the world likes your rhythmic movements or not."* At the dinner table, share what makes each person unique and celebrate those qualities.



LESSON 5: Gratitude for Diversity

I have the power to choose a grateful thought over a negative thought.

CSED Model Standards	Learning Targets
<ul style="list-style-type: none">➤ Self Awareness➤ Self Management➤ Social Awareness➤ Interpersonal/Relationship Skills➤ Moral Character➤ Performance Character	<p>Students will be able to:</p> <ul style="list-style-type: none">➤ share examples of when they practiced gratitude as a character strength.➤ recognize that gratitude is a positive habit that helps them change negative thoughts and feelings into positive thoughts and feelings.➤ recognize that they can be grateful for differences.➤ recognize that gratitude helps manage and resolve interpersonal conflicts.

Daily Dose of Love

“Two kinds of gratitude: The sudden kind we feel for what we take; the larger kind we feel for what we give.” — Poet Edwin Arlington Robinson

Educator Prep

Videos and read alouds

Preview and cue the following resources in advance of the lesson to avoid unexpected ads/other online distractions.

'Gratitude Attitude' (song)
(<http://safesha.re/nh0>)

Whoever You Are by Mem Fox (video read aloud)
(<https://youtu.be/f0J6tKoT53Y>)

The Choose Love Formula Video (gratitude starts at 1:30)
(<http://safesha.re/hpc>)

Gratitude Wrap Up with Scarlett
(<https://vimeo.com/460649391>)

Prepare

Students will need their Choose Love Journals
Read the discussion questions for the literature

Focused Awareness

Slide: (*Gratitude Breath*)

"Let's start by practicing our Gratitude Breaths together." (Select two students to help you lead the Gratitude Breath.)

"Now, to make sure our bodies are ready to learn, let's Rest and Relax. Take one more Gratitude Breath together slowly. Close your eyes or gaze down. Last time we practiced feeling gratitude for our class. This time we'll practice feeling gratitude for people all over the world."

"As you relax your body, think of how grateful you feel for the other people. We can feel grateful for people just like us, but we can also be grateful for people who are different from us. We may look different and live differently, but we are all really the same inside. Our hearts are the same, we all want to love and be loved."

The Journey

“In today’s lesson, I want to talk about how we can continue to show gratitude to others. As we learned, gratitude is a feeling of thankfulness so strong that it inspires us to share that feeling with others. What are some ways that we can do that?” (Examples include making gratitude lists, writing gratitude cards, etc.)

“How does it feel when someone shows us gratitude?” (Students may feel happy, loved, joyful, etc.)

“In our classroom, we’re going to start taking something called a ‘gratitude reflection.’ A gratitude reflection is when we drop everything we’re doing to make a gratitude list. (This list could be oral or written.) We take gratitude reflections when we think we need to focus on the positive things in our lives.”

“We can take gratitude reflection time if we feel sad or scared to help us build up our courage. Focusing on positive things can help change our feelings from scared to confident. We can use gratitude to change our feelings from overwhelmed or nervous to calm. We can also take a gratitude reflection when we feel very happy or excited as a way to celebrate all the good things in our lives.”

“You can take a gratitude reflection on your own, or we can take them together as a whole class. You can also decide for yourselves when to take extra gratitude reflection time during the week.”

Slide: *(video read aloud)*

[Whoever You Are](#)

“Let’s read a book about people that live all over the world. We may look different and live differently, but we are all really the same inside. Our hearts are the same, we all want to love and be loved.”

Pre Reading Questions:

Show the cover of the book to students.

“What do you see, what are the people doing?”

“What do you think the story is about?”

Post Reading Questions:

“What words does the author keep repeating? Why does she repeat those words?”

“Whoever they are, wherever they are, all over the world?”

“Similarities and differences are shared by people all over the world. We can be grateful for how we are the same and how we are different. It’s exciting to learn so much from people who are different from us.”

“What are things that make you special and different that you are grateful for?”

“How do our differences make us happy/grateful?”

“How do our differences make us sad? Sometimes differences create conflict. What can we do when our differences make us sad? We can talk it out so that we do not feel alone or left out. We can find what we’re grateful for and focus on that.”

“What are things that may make you smile, laugh, and cause you pain? Do you think those may be the same for other people, “whoever they are, wherever they are, all over the world?”

“Let’s remember to be grateful for each other and our differences.”

“So far, we’ve learned two ingredients of the Choose Love Formula. Courage and Gratitude. Let’s watch a video from Scarlett Lewis as we finish our Gratitude unit.

Slide: *(video)*

[The Choose Love Formula Video](#) (gratitude starts at 1:30)

[Gratitude Wrap Up with Scarlett](#)

Have a Lot of Fun!

Slide: (song)

'Gratitude Attitude'

Have students draw themselves and write about things they are grateful for in their Choose Love Journals. Students can share their gratitudes with a partner and talk about how their gratitudes are the same or different.

Transfer of Learning

Continue to notice and encourage acts of choosing love and point out acts of gratitude when you see it.

Home Connection

Today we completed the second ingredient in our Choose Love recipe, Gratitude. We can respond in healthy, positive, loving ways. We can always find something to be grateful for. When we do this, we are choosing a positive attitude that will help us feel happy. It is much easier to make good choices when we feel grateful and happy.

At the dinner table, share a time that you were able to shift a negative thought to a positive one by using gratitude. Share the book, [Whoever You Are](#) to celebrate how we are all the same in the want and need to be loved despite our differences.



Grade 1, UNIT 3:

FORGIVENESS

Forgiveness means choosing to let go of anger and resentment toward yourself or someone else, to surrender thoughts of revenge, and to move forward with your personal power intact. When someone forgives, they activate a neural network that connects different regions of the brain (Thompson & Waltz, 2008).

Forgiveness is literally and figuratively coming together, both biologically and behaviorally. The brain's network of forgiveness includes the dorsolateral prefrontal cortex, precuneus, and inferior parietal lobule. Activating this neural "forgiveness network" results in a sense of personal relief. Students learn how to forgive themselves and others if they've made a mistake, caused an accident, or hurt someone as a result of their actions. Students learn healthy ways to express anger and to calm themselves down. They also learn how their brains and bodies respond to anger. They practice listening skills to support each other when they feel angry or are having strong emotions.

Forgiveness has been shown to improve relationships, decrease anxiety and stress, lower blood pressure, lower the risk of depression, and strengthen immune and heart health. Letting go of negative emotions can often have a remarkable impact on the body (Thompson & Waltz, 2008).

Forgiveness is the key to healthy relationships and healthy relationships and meaningful connections are the key to happiness per a 75 longitudinal study done by Harvard University. (Harvard Survey, 1980/2010/2015, Grant & Guleck "The Grant Study" Harvard University)

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Lesson 1:

What is Forgiveness?

Theme: Before you speak, think and be smart. It's hard to fix a broken heart.

CSED Model Standards	Learning Targets
<ul style="list-style-type: none">➤ Moral Character➤ Self Awareness➤ Social Awareness➤ Self Management➤ Interpersonal/Relationship Skills➤ Responsible and Ethical Decision Making	<p>Students will be able to:</p> <ul style="list-style-type: none">➤ practice focused awareness and rest and relax activities.➤ understand that hurtful words and behavior cause pain for others that can stay for a long time.➤ understand that even when they apologize, the hurt doesn't go away.➤ understand that we have a responsibility to care for other people and their feelings.➤ make the connection between the physical paper heart and their feelings.➤ use their imagination to let go of anger.➤ begin to understand that forgiveness is a choice and is for them, not others.➤ Experience "putting down the weight" and forgiving.

Daily Dose of Love

*"It's one of the greatest gifts you can give yourself, to forgive. Forgive everybody."
Maya Angelou*

Educator Prep

Videos and read alouds

Preview and cue the following resources in advance of the lesson to avoid unexpected ads/other online distractions.

[Scarlett Lewis Intro Video to Forgiveness](https://vimeo.com/457514085)

(<https://vimeo.com/457514085>)

[Forgiveness According to Kids](https://youtu.be/K1wqyFiiTvI)

(<https://youtu.be/K1wqyFiiTvI>)

[Chrysanthemum](https://youtu.be/W_djq4pje4s) by Kevin Henkes read by Words Alive Kids

(https://youtu.be/W_djq4pje4s)

Create a physical cue for forgiveness. This helps students remember and embody the lessons about courage, gratitude, forgiveness, and compassion. Options could include using ASL, a clapping chant, a brief rhyme, or a full-body pose. (ASL video included)

[Video of ASL Forgiveness](https://youtu.be/-UF2l_xRIZM) by Emily

(https://youtu.be/-UF2l_xRIZM)

[Arvo Part - "Spiegel im Spiegel"](https://youtu.be/QtFPdBUI7XQ) (music)

(<https://youtu.be/QtFPdBUI7XQ>)

[Third graders talking about A Wrinkled Heart](https://www.youtube.com/watch?v=liTN1MtmJbo&feature=youtu.be) (video)

(<https://www.youtube.com/watch?v=liTN1MtmJbo&feature=youtu.be>)

Additional Supporting Literature

[A Wrinkled Heart](https://youtu.be/6o-jcNu8TqM) by Tracy Hoexter (video read aloud)

(<https://youtu.be/6o-jcNu8TqM>)

Prepare

You may want to do this as a whole class activity on a large heart.

- Construction paper for hearts for each student and a [copy of the heart with the poem](#).
- Have a stack of books ready to demonstrate carrying the weight of anger letting go with forgiveness.
- Write the word “Forgiveness” on a word wall or vocabulary list.
- Choose Love Journals
- Print [Forgiveness Calendar](#) and [Forgiveness Breath Card](#) to send home.

“Today we’re going to learn a new ingredient to choosing love. We learned about courage and gratitude. Now we’re going to learn about forgiveness and how it helps us choose love, have fun, and get ready to learn.”

“What does ‘forgiveness’ mean?” Have students share with a partner or aloud. **“See if you change your idea of what forgiveness means as we learn more about it.”**

Introduction

Slide: (Choose Love Formula)

Review the four ingredients of the Choose Love Formula.

“Let’s see what Scarlett Lewis has to share with us as we get started learning about forgiveness.”

Slide: (Scarlett Lewis Intro Video to Forgiveness)

[Scarlett Lewis Intro Video to Forgiveness](#)

“Let’s learn the ASL sign for Forgiveness.”

Slide: (ASL Sign)

[Video of ASL Forgiveness](#) by Emily

“Let’s begin by learning about what forgiveness means.”

Slide: (Forgiveness According to Kids)

[Forgiveness According to Kids](#)

Focused Awareness

Slide: (*Forgiveness Breath Card*)

“Let’s try the Forgiveness Breath together. Close your eyes if you’re comfortable, or gaze down.. Think quietly to yourself, ‘May I be open to learning about forgiveness today’.”

“Place one hand on your heart and one hand on your belly. Take a slow, deep breath in...and slowly breathe out. Notice how when you breathe in deeply, your belly gets bigger.” (Continue breathing.)

“As we keep breathing, let’s Rest and Relax our bodies. Imagine a warm, gentle ocean wave. Every time you breathe in, it slowly comes toward you.” (Use hand motions to demonstrate.) **“Every time you breathe out, it slowly fades away.”** (Lead three more breaths.)

“When you’re breathing or relaxing, you can also relax your mind. We often think about things that happened in the past, or things that might happen in the future. When we use Forgiveness Breaths, we can focus on what is happening in the present moment.”

“Forgiveness Breaths help you remember that you’re safe and calm. We can use Forgiveness Breaths any time we need to calm down from strong feelings, let go of anger, or focus on choosing love.”

“Let’s reflect on how our bodies have changed since practicing some Forgiveness Breaths. How do you feel now that we practiced some Forgiveness Breaths?” (Students respond.)

[Arvo Part - "Spiegel im Spiegel"](#)

Play the music and video to help settle students and focus their attention for learning.

The Journey

“The definition we will use for forgiveness is:

Forgiveness is when you choose to stop feeling angry at someone, and decide not to act in a negative or harmful way toward that person. It hurts us when we hold onto sadness, anger, and other strong emotions.”

Pre-reading

“Why are our names important?”

(Ask students if anyone knows if they are named after someone in their family, or if they know what their name means.)

“What is teasing, or making fun of someone? Have any of you ever been teased? How does it feel to be teased or made fun of? Have any of you ever teased anyone else? How did you feel after you did that? I bet you were feeling pretty bad to want to hurt someone else’s feelings.”

“We’re going to listen to a story about a little girl who is teased because of her name.”

Slide: *(video read aloud)*

[Chrysanthemum](#) by Kevin Henkes

Post-reading

“How did Chrysanthemum feel about her name before she started school? (She loved her name.)

“Why did her feelings change when she started school?” (She was teased about her name.)

“What effect did the teasing have on Chrysanthemum?” (She felt bad about herself and her name.)

“What happened in the story to change Chrysanthemum’s sadness?” (She walked away, ignored the behavior and shared her feelings with her family.)

“How could Chrysanthemum have reacted in a different way? Would it have made a difference?”

“What would you say to Chrysanthemum if you could?”

“What could Chrysanthemum’s best friend do to help her to not feel sad about being teased? What can we do or say to help make someone's heart feel happy?”

“Let’s watch and listen to some third graders talk about when they have felt hurt in their hearts.”

Slide: *(video)*

[Third graders talking about A Wrinkled Heart](#)

Wrinkled Heart Activity

Provide students with a heart on colored paper. If you don't want to cut them all out yourself, have your students cut their own.

Ask students to look at how beautiful and perfect their heart is. Now ask them to imagine this is their own, real heart and to give it to the student standing next to them and ask them to love and care for their heart as they hand it over.

Ask each student to say mean things to the heart they were just given and to crumple it up into a tight little ball, throw it on the ground and stomp on it.

Have students pick up the crumpled little ball, look at the student who owns the heart and say they're sorry. Turn their attention back to the student's heart (paper ball) and apologize, say they didn't mean to say the mean things they said, and could they forgive them. While apologizing, carefully uncrumple the heart. Place it on a table and try to smooth it out the best they can.

Students return hearts to their owners. Each person holds up their crumpled heart. Ask them how it looks now. Is it still perfect? Did the person they gave it care for it?

“When people say or do hurtful things to us, even if they say they’re sorry afterward, it still doesn’t fix the mean words that were said. There will always be a wrinkle in our heart from those mean words. We can try to smooth it out, but we can still see the wrinkles, just like we can still feel the hurt when someone says mean things to us.”

“Even though they may apologize later, that crinkle cannot be smoothed out. It might fade over time but that person's heart will never really be the same and the scars will remain for a lifetime.”

Students can glue the Wrinkled Heart Poem in the center of their hearts.

Hang up the hearts in your classroom as a reminder to your students how their words can have a massive impact on their fellow classmates.

Take the opportunity to talk about the responsibility we all have to care for other people and their feelings.

Have a Lot of Fun!

Put Down the Weight

Have a stack of books ready and choose a student to help model the following activity:

“Let’s say each of these books is an angry thought.” (Instruct a student to hold out their arms.)

Ask students to brainstorm some angry thoughts that people have. It could even be as simple as not wanting to do homework or coming in from playing outside. As they say each thought, put another book on the pile in their arms. Continue to add books as the students share angry thoughts. Tell the student to go and play and have fun, but not to put the books down.

“If I kept adding more and more angry thoughts for you to carry around, it would become very difficult to play, learn, or have fun. You would spend all of your energy carrying the heavy books.”

“Can everyone remember a time when they felt that way? When playing, learning, and even everyday tasks felt ten times more difficult?”

“When we focus on anger and resentment, it triggers our lizard and numbat brains. They release stress hormones into our bodies, which can lead to poor decision-making. When we practice forgiveness, we choose to release ourselves from these uncomfortable feelings. We choose to let go of anger.”

“Using our imaginations can help us let go of anger. You can imagine your anger being burned away in a campfire, washed away by water, or blown away by the wind. You can imagine it floating away like balloons or flying away like butterflies. Be creative!”

“If there’s something or someone that I’m having strong feelings about, I might have to practice letting go of anger a few different times.”

“It takes practice to let go of stress, anger, frustration, worry, or resentment. But when we learn to let go, we can live happier, healthier lives. Letting go of anger benefits you in the long run.”

“Practicing forgiveness can help improve your relationships, decrease your anxiety, decrease your blood pressure, and help you build a stronger immune system!”

“Forgiveness is not something we do for others - it's something we do for ourselves. Forgiveness is a gift we give to ourselves by not letting the hurt, anger, resentment, and other strong emotions stay with us and keep hurting us. Forgiveness is for us so we can heal and move on.”

Transfer of Learning

Reinforce the concept that forgiveness is a choice and a process.

Remind students about the real meaning of forgiveness.

Have students study the meaning and origins of their names and talk with their parents to find out why they chose them.

Remind students of the wrinkled heart poem, “Before you speak, think and be smart. It’s hard to fix a wrinkled heart!”

Home Connection

Send home the Forgiveness Calendar and Forgiveness Breath Card. Today our class started the Choose Love unit on forgiveness. We read a book called [Chrysanthemum](#). She was teased because of her name.

We did an activity called the Wrinkled Heart about how mean words can be hurtful. You can make a crumpled heart at home. “Before you speak, think and be smart. It’s hard to fix a wrinkled heart!



LESSON 2: Cutting the Cord to Anger

Theme: Forgiveness can help me release anger and take back my personal power.

CSED Model Standards	Learning Targets
<ul style="list-style-type: none"> ➤ Moral Character ➤ Performance Character ➤ Intellectual Character ➤ Civic Character ➤ Self Awareness ➤ Self Management ➤ Social Awareness ➤ Interpersonal/Relationship Skills ➤ Responsible and Ethical Decision-Making 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ➤ understand that forgiveness is a choice and a process. ➤ practice Forgiveness Breaths (diaphragmatic breathing) and Relax activities. ➤ identify the benefits of practicing forgiveness. ➤ learn that they have a choice to let go of anger. ➤ use imagination to creatively let go of anger. ➤ understand the definition that “Forgiveness is a gift that you give yourself by letting go of feeling angry, resentful or wanting to get revenge, and move on with your personal power intact.” ➤ understand that forgiveness doesn’t mean forgetting or excusing what the person did to hurt us.

Daily Dose of Love

“When we learn to embrace forgiveness, it opens us up to healing, hope, and a new world of possibility.”

~Katherine Schwazenegger-Pratt

Educator Prep

Videos and read alouds

Preview and cue the following resources in advance of the lesson to avoid unexpected ads/other online distractions.

[Choose Love 'What is Forgiveness?'](https://youtu.be/FFuHL6lzk6E)

(<https://youtu.be/FFuHL6lzk6E>)

[Franklin Says Sorry](https://youtu.be/-m4tzDg2Be4) (Video)

(<https://youtu.be/-m4tzDg2Be4>)

Prepare

Prepare a 12–24” piece of string or yarn for each child and a pair of scissors.

Students will need their Choose Love Journals.

Think of a time when you chose to let go of anger, and prepare to share it with students as an example.

Write the word “forgiveness” on a word wall or vocabulary list.

Focused Awareness

Slide: *(Forgiveness Breath)*

Practice three Forgiveness Breaths. Choose students to lead them.

The Journey

“We’re going to watch a video called ‘What is Forgiveness?’ As we watch the video, you’ll notice that the boy gets angry. I want you to imagine that his anger is attaching him to the other person by a cord. Imagine that they are stuck together by anger, stress, and frustration. We’ll talk about the video after we watch it.”

Slide: *(video)*

[Choose Love: What is Forgiveness?](https://youtu.be/FFuHL6lzk6E)

Discuss the analogy of the invisible cord and how it kept the boy attached to his anger.

Ask “What happened to him?” Was he able to focus, learn, have fun?” (He couldn’t because he was holding onto his anger.)

“What feelings was he experiencing?”

“What was happening inside his body?”

Have students share about times when they felt that way.

“Sometimes when we’re stuck feeling angry, worried, or stressed, we get a headache, feel tired, or get a stomach ache.”

“What happened when the boy practiced forgiveness?” (Didn’t feel the uncomfortable feelings. He made the choice to let go of his anger. He was able to feel relieved, relaxed, and happy.)

“Using our imaginations can help us let go of anger. You can imagine anger being burned away in a campfire, washed away by water, or blown away by the wind. You can imagine it floating away like a balloon or flying away like butterflies. Be creative! We can imagine it like cutting a cord.”

“If there’s something or someone you’re having strong feelings about, you might have to cut the cord more than once, or cut multiple cords.”

“It takes practice to release stress, anger, frustration, worry, or resentment. But when we learn to let go, we can live happier, healthier lives. Letting go of anger benefits you in the long run.”

SLIDE: *(cutting cord)*

“We are going to use some yarn to practice cutting a cord of anger.”

Ask students to hold their yarn up so that it hangs from their fingers. Ask them to think of examples of angry or hurtful thoughts they need to let go of. Tell them to imagine that those angry and hurtful thoughts are on the other end of the yarn and to notice how heavy that yarn could be with all those thoughts hanging there.

Give students time to think about what they want to cut loose. Then, allow them to “cut the cord” as many times as they need to in order to let go of those heavy thoughts and feelings.

Ask them to share how they feel after cutting the cord.

“Forgiveness is about cutting yourself free. It’s not about how the other person is feeling. It’s about how YOU are feeling.”

“When we decide to forgive, we are actually holding onto our personal power by not letting someone else control what we think and feel. We choose to be happy and move forward. We choose to leave behind the heaviness of anger and hurt.”

“What do you think I mean by personal power?” Brainstorm with students - (we don’t let others’ behavior control our lives; we have control over our own thoughts and actions, but not of others’)

This is a good time to practice those Brave Poses.

Slide: *(Personal Power with the pictures and statements below.)*

“Let’s say some personal power statements. Repeat after me:”

“I’m holding onto my personal power by letting go of anger.”

“I’m not going to let someone else control my thoughts and feelings.”

“I have the power to choose love over anger.”

“I love myself enough to let go of anger.”

“We’re going to keep learning about forgiveness and how it benefits us.”

Choose Love Journal

Have students write about a time they forgave someone and how it made them feel.

Have a Lot of Fun!

“Here is a video about some friends who have a problem. Notice how they feel and how they resolve the problem. Focus your attention on how forgiveness is a big part of the story.”

Slide: (video) -stop video at 11:40.

[Franklin Says Sorry](#)

Transfer of Learning

Help students acknowledge when they're angry, and cue them to practice a Forgiveness Breath.

Remind students to practice the analogy of "cutting the cord" to gain their personal power back.

Come up with additional analogies to let go of anger and resentment.

Home Connection

We learned that forgiveness is about letting go of anger so we don't have to carry around the hurt any longer. We practiced "cutting the cord" to anger and resentment. That way we can hold onto our personal power. Think of times that "cutting the cord" will help at home.

Here are the statements we practiced today:

"I'm holding onto my personal power by letting go of anger."

"I'm not going to let someone else control my thoughts and feelings."

"I have the power to choose love over anger."

"I love myself enough to let go of anger."



LESSON 3: The Brain, Anger and Hot Feelings

My brain and body respond to anger and forgiveness.

CSED Model Standards	Learning Targets
<ul style="list-style-type: none"> ➤ Self Awareness ➤ Self Management ➤ Social Awareness ➤ Interpersonal/Relationship Skills ➤ Responsible and Ethical Decision-Making 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ➤ identify what happens in their brains when they're angry. ➤ identify what happens in their bodies when they're feeling strong emotions. ➤ recognize how Forgiveness Breaths help their brains calm down. ➤ recognize that they have a choice about how to respond to anger. ➤ Identify body language and facial expressions in others in relation to anger. ➤ make connections to the characters and themselves. ➤ expand anger/emotions vocabulary. ➤ practice diaphragmatic breathing and focused awareness.

Daily Dose of Love

"Forgiveness is not an occasional act, it's a permanent attitude."

Martin Luther King, Jr.

Educator Preparation

Videos and read alouds

Preview and cue the following resources in advance of the lesson to avoid unexpected ads/other online distractions.

Be the Pond (*focused awareness*)

(<https://youtu.be/wf5K3pP2IUQ>)

Allie All Along by Sarah Lynne Reul

(<https://www.youtube.com/watch?v=gYqKLZn-DVI>)

Additional Supporting Resource

5 Incredibly Fun GAMES to Teach Self-Regulation (Self-Control) | Early Childhood Development(https://youtu.be/H_01brYwdSY)

Prepare:

[Print Feelings In Your Heart worksheet](#) for students.

Focused Awareness

Slide: (*Forgiveness Breath Card*)

“Let’s begin by practicing our Forgiveness Breaths.”

(Choose students. Practice three Forgiveness Breaths.)

“Take one more Forgiveness Breath slowly. Close your eyes. Imagine the slow, gentle wave coming in and out as you breathe. Every time the wave comes and goes, your body gets more relaxed.”

“Let’s Rest and Relax our bodies and get ready to learn.”

“We’re going to watch a short video about fish in a pond. Notice how they are able to just be in the pond and not worry about anything else around them.”

Slide: (*focused awareness video*)

Be the Pond

“Today we are going to talk more about how our brains, hearts, and bodies work together to help us practice courage, gratitude, and forgiveness. We will see what happens to our brains when we feel angry, frustrated, or upset.”

“Who remembers a time when they felt angry? What did you feel angry about?” (Have students share their examples. Normalize anger as a natural response.)

“Remember that it’s normal to feel angry. I feel angry when people name-call because it’s not fair, and it can hurt other people’s feelings. My anger is letting me know that name-calling is not okay. Once I recognize that, I can choose what action to take.”

“To better understand anger, let’s review what happens to our brains when we feel angry.”

The Journey

Slide: (Hand Model of the Brain)

“Do you remember our three brains: the lizard, numbat, and human brains? Just like when our brains experience fear, our lizard, numbat, and human brains respond to anger.”

Slide: (Hand model of the brain)

“Everyone hold up your hand like you are going to give someone a high five.” (Hold up your hand, palm out.) **“Next, tuck your thumb into your palm.”** (It will look like you are holding up four fingers. Help students as necessary.) **“Let’s imagine your hand is your brain. Your wrist and palm are what we’ll call our lizard brain. It’s responsible for helping us breathe, helping our heart beat, and controlling our body temperature. It never sleeps!”**

“The next part of the brain is our thumb. It is called the numbat. Do you remember the numbat from before? A numbat is a small, furry animal from Australia. It’s responsible for our emotions and relationships. It helps us decide whether something is right or wrong. It also helps us have many different feelings.”

“Your thumb is where your numbat brain is located. The numbat is responsible for our emotions and social behavior. It helps us make value judgments—deciding whether something is right or wrong. It has a big part to do with our behavior, and can sometimes make us feel like we’re riding an emotional roller coaster. When we feel very angry, it can take time to slow down and reset. We use this part of our brain to calm down when we name our emotions and recognize how our body is responding to them.”

“Now, take the rest of your fingers and make a fist. These fingers are the part of your brain that help you think clearly and problem-solve. This is your human brain.”

“This part of the brain is responsible for imagination, thought, planning, and decision-making. It helps us with math, vocabulary, and all our subjects in school. We use this part of the brain to calm down when we read, write in our journals, or say affirmations.”

“When you feel angry...” (Flip up your fingers.) “...our fingers get far away from our thumb! It’s hard for the lizard, numbat, and human brains to talk to each other and work together when they’re so far apart like that.”

“This is what happens when we get angry. It becomes difficult for our thoughts and feelings to work together, which is why it might be hard to breathe, sit still, or focus. There are many things we can do to help them cooperate again. Taking Forgiveness Breaths is just one way.”

“We can also help one another calm down. This helps us nudge our numbat and hug our human brain together.”

“When we know how our brains respond to anger, we can name our feelings and then choose what to do next. We can stand up for each other and help each other practice forgiveness. Forgiveness Breaths help us do that.”

“Let’s experiment to see how well it works. For the next 30 seconds, everyone, jump up and down or shake your bodies. We are going to activate our lizard brains to increase our breathing, heart rates, and body temperatures. Then we’ll use our Forgiveness Breaths and see how well they work!” (Time 30 seconds.)

“Now everyone focus on your breathing.” (Lead multiple Forgiveness Breaths until everyone calms down. Repeat the exercise a few times.)

“Remember that you can try it out anytime you want to help your body calm down and relax.”

Pre-reading

“Have you ever felt ‘angrier than angry’? What does that even mean? What does that look like? Sound like?”

“Let’s read a story about a girl who gets really angry and what happens to her.”

Slide: (video read aloud)

Allie All Along

We’re going to listen to a story about a little girl who is ‘angrier than angry’. Demonstrate the hand model of the brain as you read the story. Have students show what’s happening in Allie’s brain with their hands. When does she ‘flip her lid?’”

Make a list of the anger/emotion words from the story.

“How does her big brother help her release her anger?”

“How does Allie release her anger and come back to being herself? How does her anger change as her brother helps her?”

“Can you see yourself or a family member in Allie?”

“Let’s brainstorm some things we can do when we’re having strong feelings like Allie. What can we do to help us calm ourselves down?” (Forgiveness Breaths, Be the Pond)

“How do those feelings feel in your body? What’s happening in Allie’s body?”

Have a Lot of Fun!

“Allie has lots of big feelings. What feelings do you have in your heart? (brainstorm and list). Pick a color for each feeling and add it to your heart.”

Additional Activity

Role Play: What Forgiveness Looks Like

Invite kids to give responses and act them out.

Ask, **“What does forgiveness look like when...**

...your friend accidentally broke your favorite toy.”

...you did something you feel is very bad (forgiving yourself)”

..your brother or sister takes something of yours without asking.”

..your friend got angry and said something unkind to you and then apologized.”

...someone keeps doing something hurtful to you over and over without being sorry.”

there are some times when forgiveness won’t help someone change their behavior toward you. They may continue to say or do mean things that hurt you. While you can let go of the hot feelings, you should also stay away from that person (if you can) and stop giving him or her the chance to hurt you.”

Transfer of Learning

Help students practice the hand motion that represents their brain to encourage their understanding of how their brains respond to anger.

Support students who stand up for one another and help each other calm down.

Home Connection

Send home the Hand Model of the Brain for students to share and practice with their families.

The following is a link to a video that gives more information on self regulation for children and offers some games to play with children to promote self-control. Here is the link:

[5 Incredibly Fun GAMES to Teach Self-Regulation \(Self-Control\) | Early Childhood Development](https://youtu.be/H_01brYwdSY)(https://youtu.be/H_01brYwdSY)



LESSON 4:

Forgiveness is Action, Not Just Words.

Theme: We can work together to let go of anger.

CSED Model Standards	Learning Targets
<ul style="list-style-type: none">➤ Self Awareness➤ Self Management➤ Social Awareness➤ Interpersonal/Relationship Skills	<p>Students will be able to:</p> <ul style="list-style-type: none">➤ practice diaphragmatic breathing and focused awareness.➤ define what “conflict” means➤ discuss ways to solve conflict➤ recognize forgiveness in literature➤ recognize that forgiveness can be about actions and not just words.

Daily Dose of Love

“If we really want to love, we must learn how to forgive.” Mother Teresa

Educator Prep

Videos and read alouds

Preview and cue the following resources in advance of the lesson to avoid unexpected ads/other online distractions.

[Rosa Learns About Forgiveness](https://youtu.be/8asjwbF1hnc) by Nancy Battista Morgan

(<https://youtu.be/8asjwbF1hnc>)

[Forgiveness Wrap-Up with Scarlett](https://vimeo.com/457591487)

(<https://vimeo.com/457591487>)

Choose Love Journals

Focused Awareness

Slide: (*Forgiveness Breath Card*)

“Let’s begin by practicing our Forgiveness Breaths.” (Choose students. Practice three Forgiveness Breaths.)

The Journey

Slide: (*video read aloud*)

[Rosa Learns About Forgiveness](#)

“What does Ana do that makes Rosa mad?”

“How could Rosa be feeling sad and mad at the same time?” (Help students understand that mad is what shows, but sad is in our heart.)

“What made her decide to say she was sorry?”

“Was what Ana said a good apology? Why or why not?”

“How does Rosa respond to the apology?”

“Let’s talk about how we can apologize and forgive one another. First we need to think about what we did and how it made someone feel. Then, if we have hurt, upset, or angered someone with our actions, we need to ask for forgiveness. One way to do this is to say *‘I’m sorry* to the person we hurt.”

“Let’s practice what we can say if we need to ask for forgiveness. It might take courage to ask for forgiveness, so first we should take a slow Brave Breath.”

“Let’s do that together now.” (Lead students in a Brave Breath.) **“Maybe when we take some Brave Breaths we need to say an affirmation....give ourselves a special message to help us feel brave.**

"We can say, 'I have the courage to say *I'm sorry.*' Next, we say, '*I'm sorry.*' Let's say it together: '*I'm sorry.*'"

"Next, after we say we are sorry if we had an accident or made a mistake, we can tell the person, '*It was an accident*' or '*I made a mistake.*'"

"Let's say that together: *I am sorry.* Then, you can ask, *Will you forgive me?* Let's say that together: '*I'm sorry. Will you forgive me?* Let's practice those all one more time together. ('*Im sorry. Will you forgive me?*')"

"First, take a Brave Breath." (Lead the class in a Brave Breath.) "*Say, I'm sorry.*" (I'm sorry.) "*I didn't mean to.*" (I didn't mean to.) "*Will you forgive me?*" (Will you forgive me?)

"When you practice forgiveness, it's very important to listen to each other.

Who can remind me how to show someone you are a good listener?

What do our bodies look like when we're listening?" (Select students to respond.

Examples include eyes watching, bodies still, taking turns speaking, etc. Allow time for students to practice asking for forgiveness with a buddy.)

"We've just learned how to ask for forgiveness. This is a way to be responsible for our actions and choices. It's also a great way to be a good friend who cares about the feelings of others."

"What else can we do to show we're sorry? We can be a problem solver and think of other things that we could do to make the situation better. How can we make up for our actions and choices that hurt others? How can we make things right with the other person? What could we do to make them feel better?"

"Let's make a list of other things we could do to make someone feel better when we have hurt, upset, or angered them." (Make a list of the board of these things. In addition to saying sorry and asking for forgiveness, actions may include: changing your behavior or making a different choice, being kind, talking and listening to how someone feels, doing something nice for the person, if we broke something of theirs we can help fix it, draw a picture for them, share with them, play with them, etc. We want children to be taking responsibility for their actions, caring about the feelings of others, making amends, and making more prosocial choices.)

"We also need to learn how to forgive someone and to accept their apology. A lot of times we say, '*It's okay.*' But is it really okay that someone treated us unkindly or was

mean to us? NO! So, we shouldn't say, *'It's okay?'* So, what could we say? We could say, *'thank you'* or *'I accept your apology.'*"

"Let's practice. Someone says, *'I'm sorry'*, and we say, *'Thank you.'* (Say, *I'm sorry* to the students and they respond, *Thank you.* Repeat this and students respond *'I forgive you.'*)

Choose Love Journals

Students can draw a picture of someone saying, *I'm sorry* to them and what they say back (*thank you* or *I forgive you.*) It's fun to use speech bubbles and have the kids write the words in them.

[Forgiveness Wrap-Up with Scarlett](#)

Have a Lot of Fun!

Craft: Broken Heart Puzzle

Explain that when we practice forgiveness, we allow our heart to be healed from whatever hurt us. We also help heal the hearts of people who may have hurt us unintentionally. We're going to make a heart, "break" it, and then put it back together again to show how forgiveness helps us heal.

Have kids cut out a large heart from the cardstock.

Kids draw a picture of themselves or something that makes them happy on the heart.

Next, have them cut their heart into ten or twelve randomly shaped pieces. They now have a broken heart puzzle. Explain again how forgiveness helps us heal, and put the broken heart back together.

Then trade with another student and see if you can heal their heart, too. Give each student an envelope or sandwich bag to hold their puzzle pieces.

Transfer of Learning

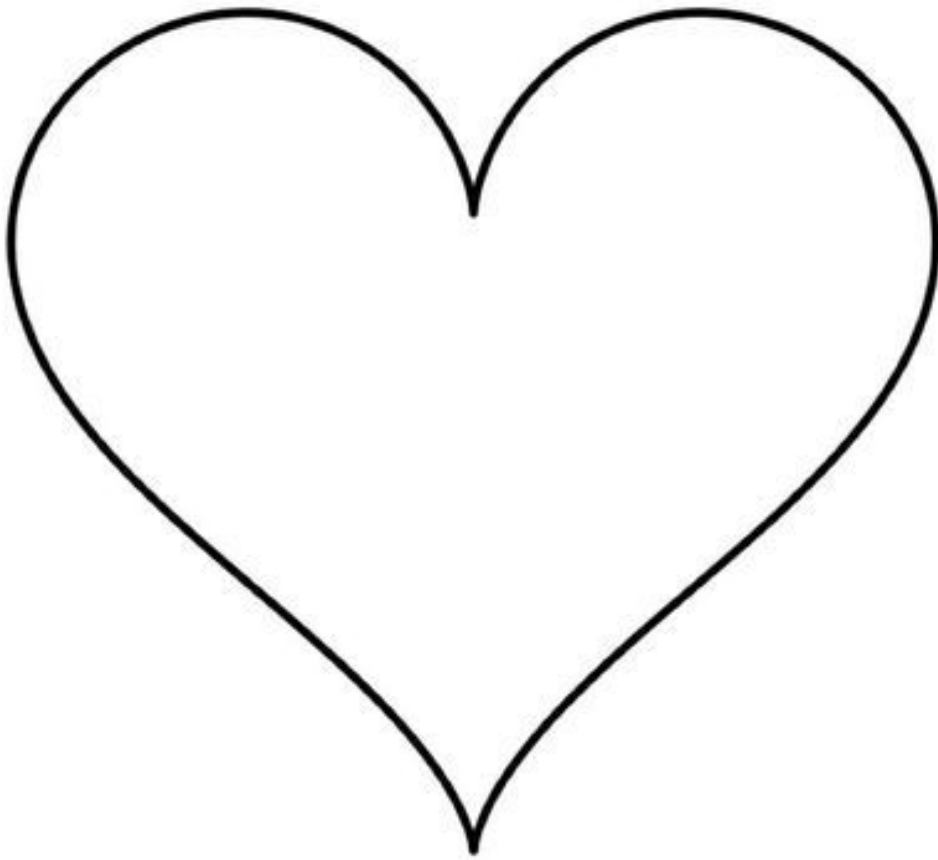
Openly discuss conflict with students.

As conflict arises, continue to foster supportive ways of solving it.

Reinforce that forgiveness is not just words, but requires action.

Home Connection

Students completed the third pillar of the Choose Love formula, Forgiveness. Our last pillar will be Compassion in Action.



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Grade 1, Unit 4: Compassion In Action

OVERVIEW

Scientists, from Charles Darwin to contemporary neuroscience researchers, have found that human beings are wired for compassion.

Compassion has two components: the first is **empathy**, which means putting yourself in someone else's shoes and trying to feel what that person feels, and the second is **action**, which means helping someone in need and performing acts of kindness without expecting anything in return.

In all of our Choose Love programs we teach that it is not enough to just understand someone else's suffering -- you need to do something to help them if you're practicing Compassion in Action.

When a person thinks in a compassionate manner, they activate the neurochemistry of kindness, which begins with the release of the peptide hormone oxytocin (Meyer-Lindenberg, Domes, Kirsch, & Heinrichs, 2011). Oxytocin then activates dopamine and serotonin, which contribute to feelings of happiness and optimism (Dolen, Darvishzadeh, Huang, & Malenka, 2013).

The neuro-keys of compassion are the vagus nerve (which causes the feeling of "warm fuzzies"), the inferior parietal cortex, the dorsolateral prefrontal cortex, the hypothalamus, and the nucleus accumbens (Damasio & Carvalho, 2013). The "compassion" exercises activate the neuro-dominoes of compassion, beginning with oxytocin.

Ultimately, compassion in action drives connection. Empathy is different from sympathy. Sympathy is when you feel sorry or pity, which drives disconnection.

The lessons and activities in this unit help students make choices that benefit their minds, hearts, bodies, and relationships by encouraging them to not only think about how someone else is feeling, but also to step outside of their own "busy-ness" to help the other person feel better. Students apply their empathy and communication skills to

support one another through compassionate action. This improves students' problem-solving and decision-making abilities.

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Lesson 3: Compassion for Our Similarities and Differences

Theme: Children come in all the colors of love.

Lesson 4: Making Compassionate Decisions

Theme: Kindness is like tiny waves. Each little thing we do goes out, like a ripple into the world.

Lesson 5: We are All Connected

Theme: Compassion in Action and Choosing Love are the dots that connect us. I can connect with my classmates through compassion and love.



Lesson 1: Compassion and Belonging

I can have compassion for myself.

CSED Model Standards	Learning Targets
<ul style="list-style-type: none"> ➤ Moral Character ➤ Civic Character ➤ Self Awareness ➤ Self Management ➤ Social Awareness ➤ Interpersonal/ Relationship Skills 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ➤ practice Compassion Breaths (diaphragmatic breathing) and focused awareness. ➤ practice Rest and Relax activities. ➤ define self-compassion. ➤ identify examples of self-compassion. ➤ define what it means to belong. ➤ identify people and places where they feel a sense of belonging. ➤ practice affirmations to support self compassion. ➤ through literature, identify the benefits of practicing self compassion.

Daily Dose of Love

“Do your little bit of good where you are; it’s those little bits of good put together that overwhelm the world.” –Desmond Tutu

Educator Prep

Remember that self-care and self-love are critical for you, too. Take a moment, even if it is just a brief pause, to take a deep breath and show yourself some kindness!

Videos and read alouds

Preview and cue the following resources in advance of the lesson to avoid unexpected ads/other online distractions.

[Compassion-In-Action Intro by Scarlett](https://vimeo.com/481889131)

(<https://vimeo.com/481889131>)

[HI Kids Talking about Compassion In Action](https://youtu.be/WfakdOTQs2U)

(<https://youtu.be/WfakdOTQs2U>)

[Believe in Yourself song](https://youtu.be/FEY8H1Km1x8)

(<https://youtu.be/FEY8H1Km1x8>)

[A Kids Book About Belonging](https://youtu.be/D61RKlvcDjk) by Kevin Carroll *(video read aloud)*

(<https://youtu.be/D61RKlvcDjk>)

[Train Your Brain to Be Kinder](https://youtu.be/ccvFBGhBKg4) Mindful Schools Loving Kindness by kids video

(<https://youtu.be/ccvFBGhBKg4>)

Prepare

- Students will need their Choose Love journals.
- Print out the Compassion Breath Card and Calendar to send home.
- Write the word “compassion” on a word wall or vocabulary list.
- If you have students who speak languages other than English, learn how to say “compassion” in their native languages.

Introduction

“We’re going to begin learning the last ingredient of Choose Love Formula, which is Compassion in Action. Let’s take a moment and see what Scarlett Lewis has to say.”

Slide: [Compassion-In-Action Intro by Scarlett](https://vimeo.com/481889131)

Slide: [HI Kids Talking about Compassion In Action](#)

Focused Awareness

“Now we’re going to learn about compassion.

“Let’s begin by learning a Compassion in Action Breath. ”

Slide: *(Compassion Breath Card)*

“Let’s try this together. Close your eyes if you’re comfortable, or gaze down. Repeat after me: ‘May I be open... to learning about compassion today...’ Take a slow, deep breath in...and slowly breathe out. Notice how good you are getting at taking our different breaths. We have been practicing a lot. As you breathe in, think to yourself, ‘May I be open to learning about compassion today.’” (Continue breathing.)

“As we keep breathing, let’s Rest and Relax our bodies. Inhale, and bring your attention to the top of your head. Place your hands on the top of your head. Repeat after me, ‘May my mind be calm and relaxed... so that I may be open to learning compassion...’ Place both hands on your heart and say, ‘May my heart be open... to practicing compassion...’ Now, think about your feet and say, ‘May my feet carry me safely..., and may I bring compassion wherever I go...’ Finally, imagine your whole body and say to yourself, ‘I bring compassion to the whole world...’”

“Compassion Breaths help us focus on being kind to others. We can use Compassion Breaths to help us focus on choosing love.”

“How do you feel now that we practiced some Compassion Breaths?” (Students respond.)

The Journey

“We just practiced some compassion breaths. What does compassion mean? Have you heard that word before? We’re going to be learning a lot about compassion. Today we’re going to start with compassion for ourselves, or self-compassion.”

“First, we’re going to listen to a song about believing in yourself.”

Slide: [Believe in Yourself](#) (song)

“We often say things to ourselves that aren’t very nice or encouraging. Sometimes we think negative thoughts about ourselves -like, I’m never going to get this,’ or ‘I’m not smart enough, fast enough, etc.’ or ‘I’m too tall/short/fat/skinny...’ We can practice self-compassion by saying encouraging things to ourselves, just like we would to a friend who is experiencing the same thing we are. What would you say to a friend who was feeling sad or upset?”

(Brainstorm what to say when someone is feeling sad, upset, hurt, etc.)

“We make mistakes. In fact we make a lot of mistakes. That’s okay because it’s how we learn and our brains grow when we make mistakes. Sometimes those mistakes can hurt someone else’s feelings. We say we’re sorry, but we may still feel bad. We need to be able to forgive ourselves for our mistakes, too.” (You may need to provide several examples for the students or brainstorm as a class. This is a hard concept for many. Affirmations are a good way to help students with self-compassion.)

“Sometimes others may do things that hurt our feelings or cause us to feel upset or sad. Sometimes they apologize and sometimes they don’t. We can show compassion to ourselves when that happens. How do we do that?” (Brainstorm ideas with students.)

“One way to have self-compassion is to do something that makes us feel better, like going for a walk outside to get some fresh air, or even giving ourselves a hug. Everyone, try that. Give yourself a great big hug and smile.”

“Another way to show self-compassion is to say positive affirmations. Who remembers what an affirmation is? We can say positive affirmations that make us feel better and help us know that we are fine just the way we are.”

“When we learn to love ourselves, we accept ourselves for who we are. This helps us have a sense of belonging.”

“Let’s practice some self compassion by doing some affirmations together.”

Students can copy their favorite affirmation and illustrate it in their Choose Love Journals.

Slide: *(Affirmations)*

There is no one better to be than myself.

My challenges help me grow.

I am perfect just the way I am.

I can control my own happiness.

I can change the world.

I have people who love and respect me.

I am capable of so much.

I believe in myself.

I am proud of myself.

“Remember that when we show compassion for ourselves, it encourages other people to do the same. When we all practice compassion together, it can make the world a better place.”

“What does it mean to ‘belong’? (Have students share their thoughts.) Have you ever felt like you don’t belong? What caused you to feel that way? We’re going to read a book called [A Kids Book About Belonging](#).”

Slide: *(video read aloud)*

[A Kids Book About Belonging](#)

“What did the author say about belonging, feeling safe and happy. I feel that I really belong when I see us all getting along together and having fun at school. “I wonder what feelings you have that make you feel like you belong?”

Make two lists- one of all the places where students feel they belong and the other of all the people who students feel they belong with.

Ask students, **“What is it about the place or person that makes you feel a sense of belonging?”**

“What does it mean when the author says, *you must belong to yourself first?*”

Have a Lot of Fun!

Slide: *(video)*

[Train Your Brain to Be Kinder](#)

Transfer of Learning

- Practice self-compassion with the students.
- Practice affirmations often.
- Help students feel a sense of belonging by spending some individual time with each of them.
- Foster a sense of community so all students feel a sense of belonging.
- Remind students, often, that they belong (with you, in the class, at school, etc.)

Home Connection

We have begun the last unit in our Choose Love Curriculum, Compassion in Action. Send home the [Compassion In Action Calendar](https://chooselovemovement.org/wp-content/uploads/2018/11/CL_Calendar_Compassion_inAction.pdf) (https://chooselovemovement.org/wp-content/uploads/2018/11/CL_Calendar_Compassion_inAction.pdf) and the [Compassion Breath card](https://chooselovemovement.org/wp-content/uploads/2020/10/CompassionBreath_LetterSize_v3.pdf) (https://chooselovemovement.org/wp-content/uploads/2020/10/CompassionBreath_LetterSize_v3.pdf).



Lesson 2: Compassion for Self and Others

There are many different ways to show compassion for others; the important thing is that it comes from your heart.

CSED Model Standards	Learning Targets
<ul style="list-style-type: none"> ➤ Self Awareness ➤ Self Management ➤ Social Awareness ➤ Relationship Skills ➤ Responsible Decision-Making 	<ul style="list-style-type: none"> ➤ practice Compassion Breaths (diaphragmatic breathing) and focused awareness. ➤ practice Rest and Relax activities. ➤ define compassion and empathy. ➤ identify examples of compassion in literature. ➤ identify steps for showing compassion. ➤ through literature, identify the benefits of practicing compassion. ➤ practice empathy and compassion in action.

Daily Dose of Love

“Too often we underestimate the power of a touch, a smile, a kind word, a listening ear, an honest compliment, or the smallest act of caring, all of which have the potential to turn a life around.”— Leo Buscaglia

Educator Prep

Videos and read alouds

Preview and cue the following resources in advance of the lesson to avoid unexpected ads/other online distractions.

[Listening with Understanding](https://vimeo.com/106649118) (video) (<https://vimeo.com/106649118>)

[You, Me, and Empathy](https://www.youtube.com/watch?v=dG4Mq-81qdl) by Jayneen Sanders (*video read aloud*)
(<https://www.youtube.com/watch?v=dG4Mq-81qdl>)

This book is highly recommended. It is complete with guiding questions, and activities to support the story. No lesson plans are necessary.

[“What a Wonderful World: Playing for Change”](https://youtu.be/ddLd0QRf7Vg) (*music video*)
(<https://youtu.be/ddLd0QRf7Vg>)

Additional Supporting Literature

[All are Welcome](https://youtu.be/rFvbOAvWTYA) by Alexandra Penfold (*video read aloud*)
(<https://youtu.be/rFvbOAvWTYA>)

[The Brand New Kid](https://youtu.be/DL9MkoGWNEM) by Katie Couric
(<https://youtu.be/DL9MkoGWNEM>)

Prepare

- Students will need their Choose Love Journals.
- Review the three steps for showing Compassion:
 - first, ask yourself, ‘How does the other person feel?’;
 - second, ask yourself, ‘How would I feel if the same thing happened to me?’;
 - and third, take Compassionate action by doing something kind.

Focused Awareness

Slide: (*Compassion Breath Card*)

“Let’s begin by practicing three Compassion Breaths.” (Lead pairs of students in three Compassion Breaths.)

“While we keep breathing, let’s Rest and Relax our bodies. As you breathe in, imagine your heart relaxing, then slowly breathe out. As you breathe in again, imagine your belly relaxing, then slowly breathe out.”

“Take one more breath and think to yourself, ‘May I be calm and relaxed as we learn about compassion.’”

The Journey

“Who remembers what compassion means?”

“Compassion is when you understand how someone else might feel, and think about how you would feel in the same situation. If someone is hurt or sad, you might actually feel sad, too, because you know what it’s like to be in their shoes. Have you ever heard that expression before? This is called empathy. Empathy means to understand how people are feeling. We can pretend to be them and ‘walk or stand in their shoes to try to imagine how they are feeling.’ Then you take kind action.”

“Let’s take a look at the steps to show compassion.”

Slide: *(Steps to Show Compassion in Action)*

“To show compassion, we follow these steps...” (Write these on the board or show the slide.)

- 1) Ask yourself, ‘How does the other person feel?’**
- 2) Ask yourself, ‘How would I feel if the same thing happened to me?’** (walking/standing in someone else’s shoes)
- 3) Take action by doing something kind.”**

“Let’s practice an example.” (Use a scenario relevant to your classroom, or practice the following one.) **“You see someone alone on the playground. You notice that their head is down and they are frowning.”**

“How do you think they might be feeling?” (Responses may include: lonely, sad, etc.)

“Has that ever happened to anyone before? How did it feel?”

“What could you do to show compassion and help them?”

“After you’ve done something compassionate, how do you think you would feel?”
(As time allows, discuss additional examples or scenarios relevant to your classroom.)

“When we practice compassion, we are not only helping others, we are also helping ourselves be happier and healthier, too! Talk to a partner about how you felt when you showed compassion to someone else? How did your heart feel?”

“We’re going to watch a video about empathy and compassion, called “Listening with Understanding. Focus your attention on the kids facial expressions and body language. See if you can tell how they are feeling.”

Slide: *(video)*

[Listening with Understanding](#)

Discussion:

“How was Peter feeling at the beginning of the video? How could you tell? What words did he use to tell how he felt?”

“How did Maria try to cheer him up? Did it work? Why not?”

“Dee recognized Peter’s body language. How was he walking? What did she recommend they do to help him?”

“Do you remember what empathy is?” (You can tell how someone feels by the way they look and talk.)

“What does Maria do to help Peter?” (Shows empathy by asking questions and repeating what she understands.)

“How does Peter feel after he knows his friends understand?”

“What do Maria and Dee do at the end?”

After showing the video, use the three steps to show compassion and help students act the scene out together. Choose three students to help model it for the remainder of the class. You will probably have to walk them through the scene. Encourage them to look at each other’s body language and facial expressions to determine how the other is feeling. You may need to provide them with the appropriate language. After a couple of groups, the class may be ready to work together in groups of three to practice.

Students draw and write about empathy and compassion in action in their Choose Love Journals.

Slide: (video read aloud)

[You, Me, and Empathy](#) by Jayneen Sanders

Have a Lot of Fun!

Slide: (music video)

[“What a Wonderful World: Playing for Change”](#)

Transfer of Learning

- Point out compassion in action and empathy in literature and in the classroom.
- Practice using compassion in action by using the three steps.
- Practice using the Choose Love formula.

Home Connection

Our class watched a video about empathy and compassion. [Listening with Understanding](#)

With your family, use the steps to practice at home.

- 1) Ask yourself, ‘How does the other person feel?’
- 2) Ask yourself, ‘How would I feel if the same thing happened to me?’
(walking/standing in someone else’s shoes)
- 3) Take action by doing something kind.”



Lesson 3: Compassion for Our Similarities and Differences

Children come in all the colors of love.

CSED Model Standards	Learning Targets
<ul style="list-style-type: none">➤ Self Awareness➤ Self Management➤ Social Awareness➤ Interpersonal/Relationship Skills➤ Responsible and Ethical Decision-Making	<ul style="list-style-type: none">➤ review the steps to practice compassion➤ recognize the differences and similarities in one and other.➤ determine how someone is feeling through facial expression and body language.➤ recognize inclusion and diversity in literature.➤ define empathy and compassion through literature, encourage acceptance of others.➤ practice diaphragmatic breathing and focused awareness.➤ identify similarities and differences in each other and in literature.

Daily Dose of Love

“No one has yet realized the wealth of sympathy, the kindness and generosity hidden in the soul of a child. The effort of every true education should be to unlock that treasure.”

~Emma Goldman

Educator Prep

Videos and read alouds

Preview and cue the following resources in advance of the lesson to avoid unexpected ads/other online distractions.

[Ellie ASL](#) (video)

(<https://safesha.re/kn7>)

Choose one or both of the following literature books:

*[All the Colors of the Earth](#) by Sheila Hamanaka (video read aloud)

(<https://youtu.be/xml93MAlmQ4>)

Synopsis: All the Colors of the Earth celebrates the diversity of children everywhere. Through the use of playful, exuberant images of children and families, and rich, simple text, the story helps children of every race, color, and creed.

*[Whoever You Are](#) by Mem Fox (video read aloud)

(<https://youtu.be/f0J6tKoT53Y>)

Synopsis: Every day all over the world, children are laughing and crying, playing and learning, eating and sleeping. They may not look the same or speak the same language, but inside, they are just like you. This story weaves its way across cultures and generations, celebrating the bond that unites us all.

[Sesame Street: Will.i.am Sings "What I Am"](#) (song)

(<https://www.youtube.com/watch?v=cyVzjoj96vs>)

Prepare

- Today's activity will prompt students to work in pairs.
- Skin colored crayons or colored pencils, construction paper (portrait art)
- Ink Pads, white paper, magnifying glass (fingerprint activity)

Focused Awareness

Slide: *(Compassion in Action Breath card)*

“Let’s begin by practicing three Compassion Breaths.” (Lead pairs of students in three Compassion Breaths.)

“While we keep breathing, let’s Rest and Relax our bodies. As you breathe in, imagine your heart relaxing, then slowly breathe out. As you breathe in again, imagine your belly relaxing, then slowly breathe out.”

“Take one more breath and think to yourself, ‘May I be calm and relaxed as we learn about compassion.’”

The Journey

“Let’s watch our friend Ellie teach us the sign for compassion.”

Slide: *(video)*

[Ellie ASL](#)

Pre-reading questions for All the Colors of the Earth.

Talk with the class about how they feel they are alike, and how they are different.

“What would it be like if everyone were exactly the same?”

“What is the best thing about differences?”

“What is the most special thing about you?”

“We’re going to read a book about how we are all different and all the same.”

Slide: *(video read aloud)*

[All the Colors of the Earth](#)

Discussion questions as you read:

“How are the children in the book the same? How are they different?”

“Do you think children are as different on the inside as they are on the outside? Why? Why not?”

“In what ways are children different, other than skin, hair, eyes color? In what ways are they the same?”

“Everyone is beautiful in their own way. We are all unique and special. We look different. We have different personalities. We are different and that’s what makes us special. We are also the same in so many ways. We all want to love and be loved. We all want to belong. We all want to be happy.”

Portrait Art

Students can make a portrait of their partner. Let each child spend some time studying the eye, hair and skin color of their partner. Then have children choose the appropriate shade of colors to draw their classmates’ skin color, draw their eyes and hair with the appropriate colors.

Whoever You Are

“We’re going to listen to a story about similarities and differences in people all over the world.”

Slide: *(video read aloud)*

[Whoever You Are](#)

Pre-reading

“Look at the cover of the book. What do you see? What are the people doing? Where are they? What appears to be with the people on the cover of the book? What do you think the story is about?”

Post-reading

“What words does the author keep repeating? Why does she repeat those words?”

“Whoever they are, wherever they are, all over the world?” (Similarities and differences are shared by people all over the world.)

“What are things that make you special and different?”

“How do our differences make us happy?”

“How do our differences make us sad?” (Sometimes differences create conflict.) **“What can we do when our differences make us sad?”** (We can talk it out so that we do not feel alone or left out.)

“What are things that may make you smile, laugh, and cause you pain? Do you think those may be the same for other people, ‘whoever they are, wherever they are, all over the world?’”

Fingerprint Activity

Point out similarities between children and then ask the children what they think is special about themselves. **“No two people are exactly the same. We may have things that are the same, but we also have things that are different. That makes us all unique.”**

Explain that no two fingerprints are the same.

Children should use finger paints/ ink pad to mark their fingerprints on paper. Line up everyone's fingerprints on a table or hang on the wall.

Have children use a magnifying glass to observe the fingerprints and look for similarities and differences.

Have a Lot of Fun!

Slide: *(song)*

[Sesame Street: Will.i.am Sings "What I Am"](#)

Transfer of Learning

- Celebrate our similarities and differences.
- Recognize inclusion and diversity in literature.
- Continue to practice empathy and compassion.

Home Connection

We read a book about similarities and differences about how we are all alike and how we are all different. [All the Colors of the Earth](#) and/or [Whoever You Are](#).

Share similarities and differences for everyone in the family. How are they different? How are they alike?



Lesson 4: Making Compassionate Decisions

Kindness is like tiny waves. Each little thing we do goes out, like a ripple into the world.

CSED Model Standards	Learning Targets
<ul style="list-style-type: none"> ➤ Self Awareness ➤ Self Management ➤ Social Awareness ➤ Interpersonal/Relationship Skills ➤ Responsible Decision-Making 	<ul style="list-style-type: none"> ➤ discuss ways to show compassion ➤ through literature understand what it feels like not to be included ➤ through literature see how compassion in action can be powerful and life changing ➤ make connections from literature to life experiences ➤ make connections between words and actions and how they go out into the world in a ripple effect ➤ identify empathy in literature ➤ through literature, encourage acceptance of others ➤ practice diaphragmatic breathing and focused awareness

Daily Dose of Love

“Compassion is contagious. Every moment we choose compassion, we move towards a better world.” ~Amit Ray

Educator Prep

Videos and read alouds

Preview and cue the following resources in advance of the lesson to avoid unexpected ads/other online distractions.

“What is Compassion in Action?”

(<https://youtu.be/cAFq6PcFYgl>)

Choose one or both of the literature books:

Big Al read by Grandpa Tom by Andrew Clements *(video read aloud)*

(<https://www.youtube.com/watch?v=ZeGgu5zHIUE>)

Strictly No Elephants by Lisa Mantchev *(video read aloud)*

(<https://www.youtube.com/watch?v=4jKCgWTlgYE>)

Prepare

Optional Art Extension materials- Fish Mobile

Hangers, construction paper, paper plates scissors, glue, markers, crayons

Students will need their Choose Love Journals.

Additional Supporting Literature

How To Heal A Broken Wing by Bob Graham *(video read aloud)*

(<https://www.youtube.com/watch?v=nL75ngPP4qM>)

The Smallest Girl in the Smallest Grade by Justin Roberts *(video read aloud)*

(<https://youtu.be/c7n2KKShXmw>)

Focused Awareness

Slide: *(Compassion Breath Card)*

“Let’s begin by practicing three Compassion Breaths.” (Lead students in three Compassion Breaths.)

“As we keep breathing, let’s Rest and Relax our bodies. As you breathe in, imagine your heart relaxing, then slowly breathe out. As you breathe in again, imagine your belly relaxing, then slowly breathe out.”

“Take one more breath and think to yourself, ‘May I be calm and relaxed as we learn about Compassion.’” “How do you feel now that we practiced some Compassion Breaths?”

The Journey

“Let’s watch a short video about Compassion in Action. Then we’ll read a story that shows compassion in action.”

Slide: (video)

[“What is Compassion in Action?”](#)

“Let’s listen and watch a story about compassion in action.”

Slide: *(video read aloud)*

[Big Al read by Grandpa Tom](#)

Pre-reading

Look at the inside front cover and then the inside back cover. What differences do you notice? Why do you think the illustrator drew the pictures in this way? What do they tell about the story?

“Can you tell which fish is Big Al? What makes you think so?”

“Where does this story take place?”

Look at the inside front cover and then the inside back cover. What differences do you notice? Why do you think the illustrator drew the pictures in this way? What do they tell about the story?

Discussion questions

“How does the illustrator make big Al look so scary?”

“How does big Al look in this illustration? How is he different from the other?”

“How did Big Al being clumsy scare the little fish?”

“I wonder why the fishermen threw Big Al back in the water. What do you think?”

“How did Big Al solve his friendship problem? (He helped another fish get out of the fish net.)

Post-reading

“Why did the fish want to be friends with Big Al?”

“We’ve been talking a lot about similarities and differences and having compassion for one another. Some of us are shorter/taller; our eye color is different, our hair is different colors and lengths. Some of us have straight hair, some have curly or wavy hair. Just because we are different doesn’t mean we can’t be friends.”

“What did Big Al try to do to make friends with the other fish? Why didn't it work?”

“What are some things that you do to show you are a good friend? What do you look for in a friend?”

“What would you do if Big Al wanted to be your friend? How would you treat him?”

“How would you feel if you were Big Al? How would you feel if you really wanted to make friends with someone, but no matter what you tried, it didn’t work? Has that ever happened to you before?”

“Why do you think Big Al saved the fish?” “Do you think he showed compassion in action?”

“Have you heard the saying “Don't judge a book by its cover?”

“What do you think it means? How does it relate to this book?”

“Why do you think Andrew Clements wrote this book? What was his big message?”

Optional Art Extension:

Use sticks or hangers (something sturdy), string, and paper plates. Make a fish mobile with Big Al in the center. To decorate the fish, you can take different colored circles and glue them all along the side of the fish to make scales, and then use crayons and markers to draw on the eyes and mouth.

Strictly No Elephants

“Let’s listen and watch a story about compassion in action. “

Slide: *(video read aloud)*

[Strictly No Elephants](#)

Pre-reading

Open the book to show both the front and back covers.

“Can you tell what ‘strictly’ means?”

(p. 1) **“What do you think “never quite fit in” means?”**

Throughout the story, the author mentions kind things that friends do for one another such as:

“Lift each other over the cracks” (help each other out)

“Brave the scary things for you.” (help someone when they’re afraid)

As you get to these examples, ask students what they think the author means. **“Has anyone ever done any of these things for you?”**

“In what ways does the boy help the elephant? In what ways does the elephant help the boy?”

“What is true friendship? What are examples of true friendship in the book?”

“Why were the boy and his tiny elephant excluded from the Pet Club? Do you think they should have been invited into the club? Why or why not?”

“Show me, by the look on your face, how the boy and his elephant feel?”

“When excluded from the Pet Club, how does the boy react? What actions does he take to change how he is feeling?”

“Have you ever been excluded from a group? How did that feel?”

(p. 13) **“Without words, show me why you think the pet club didn’t want a skunk.”**

“When the boy and his new friends start their own Pet Club, how is it different from the Pet Club he was excluded from?” (Everyone is welcome.)

“The sign on the new Pet Club reads, ‘All Are Welcome.’ How do you think this message makes the other children feel?”

(p. 14-15) **“Why do you think that the elephant is okay with the sidewalk cracks now?”**

“Do you think it is important to accept others that may be different from us? Why or why not?”

“How can accepting others that are different from you benefit you?”

“What lesson is the author, Lisa Mantchev, trying to teach us?”

Have a Lot of Fun!

Slide: *(Animated Short Film)*

["Joy and Heron"](https://youtu.be/1lo-8UWhVcg)

(<https://youtu.be/1lo-8UWhVcg>)

Transfer of Learning

- Recognize these character values in literature.
- Scaffold and support students to show empathy and compassion and practice them often.

- Ask, “How do you think he/she feels?” and “How would you feel if...?”
- Ask, “What could we do to help (name) feel better? How can we show compassion and empathy?”
- Practice using the Choose Love formula.

Home Connection

We’ve been learning about making compassionate decisions, acceptance, and inclusion. Talk about when compassionate decisions are needed at home and with friends. How has your family shown compassion to one another? Talk about times when you’ve shown acceptance.



Lesson 5: We Are All Connected

When I practice Compassion in Action, I am Choosing Love for myself and others. Compassion in Action and Choosing Love are the dots that connect us. I can connect with my classmates through compassion and love.

CSED Model Standards	Learning Targets
<ul style="list-style-type: none"> ➤ Moral Character ➤ Self-Awareness ➤ Self-Management ➤ Social-Awareness ➤ Interpersonal/Relationship Skills 	<ul style="list-style-type: none"> ➤ send kind thoughts to classmates and the world by using Volcano mindfulness activity ➤ recognize compassion and empathy in literature ➤ recite positive statements that support the Choose Love Formula ➤ make a Choose Love Headband showing the Choose Love Formula ➤ create spots of Kindness

Daily Dose of Love

“If you want others to be happy, practice compassion. If you want to be happy, practice compassion.” ~Dalai Lama

Educator Prep

Videos and read alouds

Preview and cue the following resources in advance of the lesson to avoid unexpected ads/other online distractions.

[A Little Spot of Kindness](#) by Diane Alber (*video read aloud*)

(<https://youtu.be/F7BSYHq3oI8>)

[Have You Filled a Bucket Today](#) by Tom Rath (*video read aloud*)

(<https://youtu.be/SHU6NUuX8cQ>)

[Compassion in Action Wrap-Up video with Scarlett](#) (*video*)

(<https://vimeo.com/483286747>)

Prepare

- Small colored dot stickers or a marker to make a “spot” on students’ hands.
- Headband template and crayons for each student.
- Construction paper circles and rectangle strips to make “Little Spots of Kindness” (The circle is the body and the strips are the arms and legs.) See picture on slide.
- Preview Focused Awareness to review Mountain Pose and Kindness Volcano mindfulness activity. The volcano mindfulness activity is another great tool for students. It can help them to destress, energize, and refocus their energy in a positive, compassionate way when needed. This activity is in the Zensational Kids program.
- Students can draw a volcano and/or write down in the Choose Love Journals all of the kind thoughts and feelings that they are sharing with their class, their school, their town, and the world.
- At another time, you may wish to have students make another pledge to show compassion and/or choose love in their words and actions. Again, students can sign their name on a poster and make a little promise. The [Choose Love Pledge](#) is available in the Supplemental Resources folder online.
- In addition, you may choose to have a small party or celebration to end this program. We’ve included a [Certificate of Completion](#), included in the Supplemental Resources folder, that you can give to each student to recognize their efforts and remind them of all that they have learned through the Choose Love Program.

- Remember, the learning doesn't stop here. Continue to review and practice the skills and themes taught. Keep visual reminders on display in the class for students. If possible, spend a few minutes every day referring back to the formula and the Choose Love Messages and practices, perhaps in Morning/Afternoon Meetings.
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- Print [Completion Certificates](https://chooselovemovement.org/wp-content/uploads/2020/09/Choose-Love-Certificate-of-Completion.pdf) (https://chooselovemovement.org/wp-content/uploads/2020/09/Choose-Love-Certificate-of-Completion.pdf)

Additional Supporting Literature

[Pass It On](#) by Sophy Henn

(https://youtu.be/HG_HsTBa-Q)

Focused Awareness

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Slide: (video)

[“What is Compassion in Action?”](#)

“Let’s listen and watch a story about compassion in action.”

Slide: *(video read aloud)*

[Big Al read by Grandpa Tom](#)

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