



# Choose Love For Schools™

## Grade 4

*Compilation of All Lessons in All Units*



## LESSON 1:

# The Four Ingredients of Choose Love

Courage + Gratitude + Forgiveness + Compassion in Action helps us have healthier, happier lives.

### Student Outcomes

Students will be able to:

- Repeat/recite/recognize the four core ingredients of the Choose Love Formula.
- Label several emotions by facial expressions and body language.
- Identify how they and others feel and label those feelings.
- List helpful/harmful behaviors.
- Identify how they will be able to keep their personal power intact and handle conflict.
- Recognize why certain acts are courageous and what makes them courageous.

### CSED Model Standards

- Moral Character
- Civic Character
- Self Awareness
- Self Management
- Social Awareness
- Interpersonal/Relationship Skills
- Personal/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 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..."**

***\*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](#) 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>)

#### **Three Minute Chime**

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

#### **Buckets, Dippers, and Lids** by Carol McCloud video read aloud

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

#### **THE AMAZING TRIPLE SPIRAL (15,000 DOMINOES)**

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

When you show this video of the “Domino Effect” help students understand how this connects with choosing love. When we choose love, it’s like a ripple effect. When we greet someone with a smile or show a kind gesture, they will then do the same for others and the “domino effect” continues. The same is true if we say hurtful things or treat others unkindly.

### **Prepare**

- **See Additional Resources** section online for: **Choose Love Formula, Choose Love Caregiver Letter, Choose Love Monthly Calendar**
  - 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.
- Students will need [Choose Love Journals](#). These can be made with construction paper covers and binder paper, or you may choose to purchase small inexpensive notepads.

- You may want to get an inexpensive chime to use for mindful moments. This is a great tool to help students focus their attention prior to a lesson or when they need to reset.
  - Prepare a chime or preview the [chime audio on the slide](#).
- Some educators like to have students act out scenarios. It is VERY important not to allow students to model hurtful behavior with another student. The teacher should ALWAYS be the model. Rather than using an actual situation that could inadvertently hurt a child's feelings. Teachers can say, *"I will never say anything to hurt your feelings on purpose and I won't allow you to do that either. So, when we act out problem-solving, I will only say to you, "teasing you, picking on you..."*

## 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: [Chime](#)

Use your own chime or play the audio chime on the slide.

**"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). (Ring chime) Listen to the chime until you cannot hear it any longer."** (Do this a few times to help settle students.)

Slide: [Welcome from Scarlett](#)

## The Journey

Slide: Choose Love Formula

**"Everyone in the whole world needs love. We all need to love and be loved. We all want to feel connected to others. Today we're going to become members of the Choose Love Movement. This means we'll learn how to make choices that help each other every day. Choosing love is important because it helps us live happy and healthy lives. When someone shows that they love you, how do you feel? How do you show others you love them?"**

**"Take a moment and think about 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?"**

**“Turn to your partner and tell them about your thoughts.”**

**“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.”**

**“We’re going to read a story that helps us understand the Choose Love Formula. As we read, look for the four ingredients.”**

**Slide: [Buckets, Dippers, and Lids](#)**

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

**“What are the characters feeling? What makes you think that?”**

(Note - When students hear from their peers what they notice, it will help other students who may be having difficulty understand why/how that conclusion was reached.)

Focus students’ attention on the concepts of bucket filling and dipping and how it relates to the **Choose Love Formula**.

**“Courage: We need courage to fill others’ buckets and to put lids on our own.”**

**“Gratitude: We can feel grateful when others fill our buckets.”**

**“Forgiveness: We can see that others’ buckets are empty when they dip in ours’ and we can forgive that by not allowing it not to hurt us. We can put a lid on our bucket.”**

**“Compassion-in-Action: Filling others’ buckets is compassion in action.”** Encourage students to notice the faces and body language of the characters in the story. Relate that to how the characters are feeling.”

**Post Reading Questions:**

**“We are choosing love when we are filling buckets.”** Brainstorm examples and experiences of choosing love and bucket filling/dipping. Students share examples of when they’ve filled someone else’s bucket and when someone has filled their bucket.

**“It takes courage, which is the first ingredient in the Choose Love Formula, to hold onto our personal power when our feelings are hurt and we feel like our buckets are being dipped.”**

**“What does it look like when we hold onto our personal power? What does it sound like?”**

Begin teaching students how to handle conflict (life’s dippers) and how to effectively use

their “invisible lids”. Students practice acting out the appropriate responses when someone dips in their buckets. (They may need a lot of guidance with this piece and the appropriate words and actions.)

Students practice acting out the appropriate responses when someone teases them or hurts their feelings. (They may need a lot of guidance with this piece and the appropriate words and actions.) Students practice holding onto their personal power by “using their lids.”

## *Have a Lot of Fun!*

**Slide:** [THE AMAZING TRIPLE SPIRAL \(15,000 DOMINOES\)](#)

Students decorate their **Choose Love Journals**. Provide students with colored pencils etc and have them write/draw the formula.

## *Transfer of Learning*

The concept bucket-filling 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. 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 and connect the concepts to feelings and emotions.

Support students to hold onto their personal power (use their “lids”) when their buckets are feeling dipped into.

## *Home Connection*

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

Our class is learning about Choose Love. At the dinner table, have your student give examples of choosing love. Others can share their experiences as well.

Everyone shares about different times in their days that they were choosing love and how it made them feel.

Making this a routine will help everyone learn the foundations of the Choose Love formula.



## LESSON 2:

# Choose Love Constitution

We can decide to treat each other with honesty, respect, and compassion.

### Student Outcomes

Students will be able to:

- Practice diaphragmatic breathing and focused awareness.
- Recall and reflect on times they acted courageously.
- Reflect on why creating a classroom constitution helps create a positive environment.
- Begin writing a collective Choose Love Constitution.

### CSED/ SEL Model Standards

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

### *Daily Dose of Love*

***"The most courageous act is to think for yourself. Aloud." ~Coco Chanel***

### *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:**

**[Schoolhouse Rock: Constitution Preamble Lyrics](https://safesha.re/juw) video**

**(<https://safesha.re/juw>)**



[Minions' Classroom Rules short](https://safesha.re/juy) video

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

## Prepare

- Read the **Educator's Guide** to understand the importance of creating a **Choose Love Constitution**.
- Chime or slide with [chime audio](#).
- Students will need their Choose Love Journals.
- Chart paper or white board for a class brainstorm.

## 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: [Chime](#)

**"Let's take a moment to bring our brains, bodies, and hearts into the same room and get ready for our time together. Put one hand on your heart, and one on your belly and let's take a nice deep breath in together...another one... and one more. (Ring chime) Listen to the chime until you cannot hear it any longer."** (Do this a few times to help settle students.)

## The Journey

**"Today we're going to start drafting our very own Choose Love Constitution. A constitution is a document that we create together as a group, which defines how we agree to treat each other. It's a set of guidelines that we create to ensure that each person feels safe, cared for, and able to be their best self in this classroom."**

**"Most of the time, people create rules for us: like how to play a game, what is acceptable behavior at school or work, or what is legal. However, for our Choose Love Constitution, you will create the rules about how to treat one another."**

**"Why do you think it's important to create our own constitution?"**

Talk about what is needed in order to write a constitution.

**"What is a 'constitution'? Why is this important?"**

**"Think quietly for a moment about how you want to be treated, and how you want to treat others. Then, let's list some ideas for what we want to include in our constitution."**

Write ideas on the board or on a paper. Typical examples of classroom constitution rules include: treat each other with respect, listen to one another's opinions, share feelings openly and honestly, ask permission before borrowing something, etc. If students have been taught Choose Love in the past, they can add ideas from their previous lessons.

**"It can take courage to uphold our Choose Love Constitution. How could you help someone who is having a difficult time agreeing to our constitution?"**

**"We are going to continue adding to and refining our constitution over the course of the year. It will grow with us as we explore what it means to Choose Love."**

**Slide:** Courage Quote

Share the following quote with the students.

**"Courage is when you feel afraid, but choose to do something anyway because it's the right thing to do. Showing courage is also about doing the right thing even when no one else is watching."**

**Choose Love Journal**

After reading the quote, students can write about a time they had to demonstrate this.

## ***Have a Lot of Fun!***

**Slide:** [Schoolhouse Rock: Constitution Preamble Lyrics](#) video

**Slide:** [Minions' Classroom Rules short](#)

## ***Transfer of Learning***

Continue adding to the Choose Love Constitution as situations arise.

## ***Home Connection***

Today our class began writing our **Class Choose Love Constitution**. Have your student share what was included and why that develops a positive, cooperative environment. At the dinner table, think of ideas for a **Choose Love Home Constitution**.



## LESSON 3: Everyday and Extraordinary Acts of Courage

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.
- Understand that Brave Breaths and Rest and Relax activities help relax their bodies, calm their emotions, and focus their minds.
- Define courage.
- List examples of courageous behavior.
- Identify somatic cues for fear.
- Describe ways to calm emotions.
- Define Grit/Perseverance and identify examples.

### CSED/ SEL Model Standards

- Self Awareness
- Self Management
- Social Awareness
- Relationship Skills
- Moral Character
- Performance Character

### *Daily Dose of Love*

*“If you lose hope, somehow you lose the vitality that keeps moving, you lose that courage to be, that quality that helps you go on in spite of it all. And so today I still have a dream.”*

~Martin Luther King, Jr.

## Educator Prep

- 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.
- 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.
- Create a physical cue for courage. Physical cues help students remember and embody the lessons about courage, gratitude, forgiveness, and compassion. Options include using American Sign Language (ASL), clapping chants, brief rhymes, or a full-body pose. (ASL video included).

### **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)**

*(<http://safesha.re/io8>)*

#### **[ASL Courage video by Ellie](http://safesha.re/jv1)**

*(<http://safesha.re/jv1>)*

#### **[Sophia Valdez, Future Prez](https://safesha.re/jv2) by Andrea Beaty read aloud**

*(<https://safesha.re/jv2>)*

#### **[Kid President presents THE SCARIEST THING IN THE WORLD](https://safesha.re/jv6)**

*(<https://safesha.re/jv6>)*

### **Supporting visuals**

- **[Choose Love Formula](#)**
- **[Brave Breath Instruction Card](#)**

## Focused Awareness

**“Today, we’ll begin to practice Brave Breaths and Rest and Relax. These skills help us have courage, and help us get ready to learn.”**

**“First, let’s learn one way that we can help our brains cooperate. We’ll learn how to do a Brave Breath.”**

**“We’re going to watch a short video of children at a school in Hawaii showing us how to do a Brave Breath. Then we’ll practice on our own.”**

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

**“Let’s try the Brave Breath now.”**

Slide: [Brave Breath Instruction Card](#)

**“First, place your hand on your belly, just under your ribs, but above your belly button. This is where your diaphragm is. Your diaphragm helps you breathe, sing, and calm down. When you breathe with your diaphragm, it enables your body and brain to show courage.”**

**“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.”** (Count out loud for the students in a quiet voice.)

**“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.”**

**“When we use this specific type of breathing, it sends a signal to our brain to calm down and decrease fear or stress. Next, we’ll learn how to Rest and Relax our bodies.”**

**“When we’re trying to have courage, we might feel afraid or scared. We could also be uncertain or confused. When this happens, our bodies get tense, our hearts start beating faster, and we might start breathing rapidly.”**

**“What other clues do our bodies give us to let us know when we feel scared?”** (Examples include: cheeks get hot, eyes get wide, stomach gets upset, feet tap, posture shrinks, etc.)

**“It can be difficult to focus and make decisions when our bodies feel that way. We want to teach our bodies how 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 three 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 or gaze down. 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. Brave Breaths help your body relax, your emotions calm down, and your brain get ready to learn.”**

**“You can use a Brave Breath any time you want to focus, or have courage.”**

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

**“Practicing Brave Breaths can help us keep positive attitudes toward playing, learning, and working together. We’ll learn more about that this year in our Choose Love lessons.”**

**“Just like practicing math, spelling, a sport, or an instrument, the more we practice the better we get. We’ll keep practicing throughout the year until we get really good at it!”**

## ***The Journey***

**Slide: Choose Love Formula**

**“Let’s review the Choose Love Formula:**

**Courage + Gratitude + Forgiveness + Compassion-in-Action = Choosing Love”**

**“Choosing love is important because it helps us stay safe, happy, and healthy. It helps us take care of our whole selves, including a healthy balance of mental, social, emotional, and physical well-being.**

**“There are four ingredients that help us choose love. The first ingredient is courage. Think for a moment about what courage means to you. Share with your partner?”**

**“Courage is the ability and willingness to confront fear and uncertainty.”**

**“Extraordinary acts of courage may confront pain or danger, while everyday acts of courage help you with everyday challenges, like presenting in front of the class, solving a conflict, or standing up for someone in need.”**

**“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 because you might be called a “snitch” or ‘tattle-tale’).

Brainstorm extraordinary and ordinary acts of courage - famous people and kids in class. Use this opportunity to also highlight local heroes and present a diverse range of people from around the world who made a big difference. Listing children who achieved extraordinary accomplishments can also be inspiring.

Slide: [ASL sign for Courage by Ellie](#)

**“Here is a video of a girl showing how to sign ‘Courage’ in American Sign Language. Let’s learn how to sign ‘courage’.”**

**“We are all unique individuals and we each have our very own everyday and extraordinary acts of courage. We’re going to learn about everyday and extraordinary acts of courage.”**

Talk about what everyday and extraordinary acts of courage are for each student. Share your own examples, such as public speaking being very difficult for some and would be considered an extraordinary act of courage, whereas others can do that easily; asking for help may be easy for some and very challenging for others.

**“We’re going to learn about everyday and extraordinary acts of courage.”**

Talk about what everyday and extraordinary acts of courage are for each student. (Share your own examples, such as public speaking being very difficult for some and would be considered an extraordinary act of courage, whereas others can do that easily; asking for help may be easy for some and very challenging for others.

**“We are all unique individuals and we each have our very own everyday and extraordinary acts of courage.”**

Introduce Sophia Valdez, Future Prez by asking students what they notice about the cover of the book.

**“Do you think it’s fiction or nonfiction? Why do you think that?”**

**“As we listen to the story, focus your attention on the theme of courage. See how many examples you find.”**

Slide: [Sophia Valdez, Future Prez](#)

Focus students’ attention on the themes of courage and grit.

**Pg. 6 “What does the author mean when she says, “Some people like good, but Sophia liked better?”**

**Pg. 30 “How was Sophia feeling about speaking in front of this group? What words does the author use to help us know how Sophia is feeling?”**

**Pg. 37 “Why do the people of Blue River Creek think Sophia Valdez could be president someday? Do you agree? Why or why not?”**

**“What character traits does Sophia have that you think make Sophia a good president?”**

**“What are some ways Sophia shows grit and courage?”**

**“When is a time you were afraid to do something? Did you do it anyway? What helped you overcome your fear? How did you feel after?”**

**“What are some ways you might need to show courage in our classroom or at school?”**

(Write the list on a board or paper. Typical responses might include: overcoming nerves on the first day of school; introducing themselves to a new friend; asking for help; sharing their feelings; apologizing for a mistake; standing up to someone who was name-calling or not playing fairly; etc. Save this list as a way to remind students how they can show courage in school.)

**“What might make these challenges hard to do?”**

**“Let’s review some of the tools we have learned to help make them easier to accomplish.”**

\*Help students see the similarities in the situations so they can better generalize when they need to use the skills and tools.

**“Who are people you’ve heard of that demonstrate courage?”**

### **Choose Love Journal**

**“Sit quietly for a moment and think of a time you were courageous. A time when you might have felt nervous, uncertain, or afraid of something, but chose to take positive action anyway because it was the right thing to do. Take two minutes to write a couple of sentences about the situation in your Choose Love Journal.”**

### **Additional Choice:**

Have students write about what their own everyday and extraordinary acts of courage are. Students may want to share similarities and differences.



## *Have a Lot of Fun!*

Slide: [Kid President presents THE SCARIEST THING IN THE WORLD](#)

## *Transfer of Learning*

Acknowledge acts of courage and grit throughout the day.

Have students share examples of times they've needed grit (sports, dance, music, learning multiplication tables, learning to read).

Continue to add to the Choose Love Constitution.

Cue students to use Brave Breaths throughout the day. Great times to do this include transitions between subjects, or when students are adapting to changing situations. This allows them to practice while they're calm so that they can more easily use the skill when needed.

## *Home Connection*

In class today we learned about the Brave Breath. Send home the Brave breath instructions and have students practice the Brave Breath with family members so everyone can have benefits from this practice.

We also learned that it takes grit to become good at something. At the dinner table, everyone can share examples of times when they needed grit. What was the outcome? Did they become better at something they really put their minds to?



## LESSON 4:

# The Courage to Stand Up

Our bodies can help us build courage to stand up for what we believe in.

### Student Outcomes

Students will be able to:

- Recall and share stories of when they acted courageously.
- Predict times that they could act courageously in school.
- Describe how they felt after acting courageously.
- Practice Brave Poses.
- Identify the benefits of practicing courage.
- Practice diaphragmatic breathing and focused awareness.
- Identify everyday and extraordinary acts of courage in literature.
- Identify character traits of grit and perseverance.
- Practice affirmations.

### CSED/ SEL Model Standards

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

### *Daily Dose of Love*

***“Above all, be the heroine of your own life.” ~Nora Ephron***

## **Educator Prep**

- Read the **Educator's Guide** to understand the physiology and biology behind the Brave Pose. A **Brave Pose** is a posture you hold to feel strong and confident. Create your own Brave Pose to demonstrate for the class. As an additional resource, watch Amy Cuddy's TED Talk on Power Posing.
- Prepare students' **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.**

[Emmanuel's Dream, The True Story of Emmanuel Ofose Yeboah](https://safesha.re/jvb) by Laurie Ann Thompson  
(<https://safesha.re/jvb>)

[Emmanuel's Ride: An Inspiring True Story](https://safesha.re/jvd)  
(<https://safesha.re/jvd>)

[Emmanuel Ofose Yeboah ESPY Awards presented by Oprah Winfrey](https://safesha.re/jvf)  
(<https://safesha.re/jvf>)

## **Focused Awareness**

**Slide:** [Brave Breath Instruction Card](#)

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

## **The Journey**

**Slide:** Choose Love Formula

Review the Choose Love Formula.

Introduce the story. Ask students to look at the cover of the book and predict what the story could be about.

**"The book today is a true story about a little boy in West Africa who was born with one deformed leg. He was dismissed by others, but not by his mother. This is his story."**

You may want to show Ghana on the map.

**Slide:** [Emmanuel's Dream, The True Story of Emmanuel Ofose Yeboah](#)

### **Guiding questions:**

*Pg. 4* “How do you think it felt to be Emmanuel’s mom? How did she show courage?”

*Pg. 8* “What are some of the challenges Emmanuel faced? How did he overcome them? What character traits does he demonstrate? ”

*Pg. 12* “I wonder how Emmanuel persevered. Did he have grit?”

“Why do you think the author wrote this story?”

### **Think, Pair, Share:**

“How did Emmanuel’s actions change the way people began to think about physical disabilities?”

Slide: [Emmanuel’s Ride: An Inspiring True Story](#)

Slide: [Emmanuel Ofose Yeboah ESPY Awards presented by Oprah Winfrey](#)

(This video is 16 minutes long, but is worth the watch)

## ***Have a Lot of Fun!***

“Everyone gets to create their own Brave Pose. A Brave Pose is a way of sitting or standing that increases your courage. It helps your brain and body move from fear to courage. (Show students what your pose looks like.)

“Take two minutes to find a sitting or standing pose that helps you feel strong, confident, and courageous. It might feel silly at first, but scientists have shown that practicing a Brave Pose helps you gain courage. Make sure you can hold your pose for at least one minute without getting hurt or tired.”

“Let’s all practice our Brave Poses together. First we’ll try holding it for 15 seconds. Ready, go!”

“Shake it out. Next, we’ll try holding our Brave Pose for 30 seconds. Ready, go!”

“Time for a challenge. Try to hold your Brave pose for 45 seconds. If you get tired, that’s okay. We’ll keep practicing, or you can adjust your pose until it’s just right. Ready, go!”

“Let’s say some affirmations in our Power Poses.”

Slide: Affirmations

Say some of the following affirmations or one of your choosing, while doing the Power Pose:

I am calm.  
I am safe.  
I am strong.  
I am brave.  
I have courage.  
I am special.  
I am important  
I matter.  
I am loved.  
I am good.  
I am good enough.

**“Shake it out. Let’s try one more time. This time, try to hold it for one full minute! Let’s start with a few Brave Breaths to get ready.”** (Lead three Brave Breaths.) **“Here we go!”**

**“Any time you want to increase your courage, try out your Brave Pose. We’ll keep practicing, and soon you’ll be able to hold it for two minutes!”**

### **Choose Love Journal**

Think about all the ways Emmanuel’s mother helped him become strong and independent. Write about someone in your life who believes in you and explain how this person helped you.

## ***Transfer of Learning***

Invite students to try their Brave Poses before a quiz.

Take pictures of the students in their Brave Poses and post them on a Courage Wall.

If students act courageously, you can add their actions to the list of courageous classroom acts.

Students can write about personal acts of courage in their Choose Love Journals.

Cue students to take a Brave Breath or a Brave Pose, when they need to calm down and feel safe, strong, focused, and brave. These are especially helpful during times of transition or before and after anxiety provoking situations like assessments or weather drills.

Repeat affirmations throughout the day.

## *Home Connection*

Today we learned about a true story of [Emmanuel Ofosu Yeboah](#). Ask your child to tell you about Emmanuel. Talk about others who have shown incredible courage when there were tremendous odds against them. Have students share their Brave Poses with family and have everyone create their own Brave Poses.



## LESSON 5: Courage and the Brain

I can choose to nudge the numbat to leave the lizard and hug the human.

### Student Outcomes

Students will be able to:

- Identify what happens to their brains when they're experiencing strong feelings.
- Recognize how Brave Breaths help their brains calm down.
- Recognize that they have a choice about how to respond to fear.
- Practice affirmations.
- Identify somatic responses to fear.
- Identify situations where they feel fear.
- Practice diaphragmatic breathing and focused awareness.
- Define and identify grit in literature and in themselves and others.

### CSED/ SEL Model Standards

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

### *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

**Note to teacher: this lesson will require more time and you may want to do it over a few days or throughout the week.**

- 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) that describes how the brain works (<http://safesha.re/hq2>)
  - Here's another version by [Jeanette Yoffe](http://safesha.re/hq3) geared toward young children (<http://safesha.re/hq3>)
- Practice describing the brain to students using Dr. Siegel's model.
- Supporting visuals may be also accessed in the **Additional Resources** section of this unit, online. They include:
  - [Choose Love Formula](#)
  - [Brave Breath Instruction Card](#)
  - [Nurturing, Healing, Love Brain- Numbat, Healing, Lizard](#)
  - [Hand Model of the Brain](#)
  - [Parts of the Brain/ Neuroscience Visual](#)
  - (Optional) [Mindful/Glitter Jar](#) to demonstrate what happens in the brain

### **Videos and Read Alouds on slides:**

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

#### **[Why Do We Lose Control of Our Emotions](#) video**

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

#### **[Moody Cow Meditates](#) by Kerry MacLean video read aloud**

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

### **Additional Supporting Literature**

**[Hello Brain?: A Book About Talking To Your Brain: Mindfulness, Positive Self Talk and Growth Mindset](#)** by Clarissa Johnson

## Focused Awareness

**Slide:** Brave Breath

Lead students in a Brave Breath and Rest and Relax practice.



## *The Journey*

**“Today we’re going to talk more about how our brains, hearts, and bodies work together to help us practice courage. We’ll see what happens to our brains when we feel scared or overwhelmed.”**

**“Who remembers a time when they felt afraid? What did you feel scared about?”** (Have students share their examples. Normalize fear as a natural response.)

**“How did your body let you know you were feeling fear?”** (Examples may include: heart was racing, body was tense, eyes went wide, etc.)

**“How can you tell if someone else feels afraid?”**

**“It sounds like we’ve all felt fear before, and that we feel fear about different things.”**

**“Remember that it’s normal to feel afraid. Once we recognize this, we can choose what actions to take.”**

**“Sometimes you might feel so scared that you want to run away, fight back, or get close to your friends. This is how our bodies protect us from danger. However, if you’re trying to be courageous, you may want to choose another response—like helping a friend or standing up for yourself.”**

**“To better understand fear, let’s see what happens to our brains when we feel afraid.”**

Slide: [Nurturing, Healing, Love Brain- Numbat, Healing, Lizard](#)

**“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. Notice where each part of the brain is located.”**

Use the graphic of the Numbat, Human, Lizard Brain to show students where these parts are and how they work together. This visual helps make the concept more concrete before you teach the hand-model of the brain.

**“We’re going to watch a short video that shows what happens in the brain when we ‘flip our lids’ then we’ll learn how to demonstrate that with a hand-model of the brain.”**

Slide: [Why Do We Lose Control of Our Emotions](#)

**“Now, we’ll learn the hand-model of the brain. This will make it easy for you to see what’s happening in the 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.”**

Slide: [Hand Model of the 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. (Point to wrist and palm.) Your wrist and palm are what we’ll call our lizard brain. It’s responsible for helping us breathe, controlling our heart beat, and controlling our body temperature. It never sleeps. Everyone, say, ‘my lizard brain keeps me alive’.”**

**“The next part of the brain is our thumb. (Point to 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. It lets us know if we are in danger and it’s job is to keep us safe. Everyone, say ‘my numbat brain keeps me safe’.”**

**“Now, take the rest of your fingers and wrap them around your thumb. These fingers are the part of your brain that helps us think clearly and solve problems.”** (Hold up your fist, fingernails facing out. Point to the fingers.) **“This is the front part of our 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. Everyone, say ‘My human brain helps me learn’.”**

**“These parts of your brain—the lizard, the numbat, and the human—work together to help you 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 or experience other strong emotions. It becomes difficult for our thoughts and feelings to work together. There are many things we can do to help them cooperate again. We call it, ‘flipping our lid.’”**

**“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 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 the power to nudge the numbat to leave the lizard and hug the human.”**

**“When we slow down, or pause, it helps us hug our human brain...” (Wrap your fingers back around your thumb to make a fist) “...and nudge the numbat back into place.” Once we do that, our lizard, numbat, and human brains can cooperate again.”**

**Slide: [Parts of the Brain/ Neuroscience Visual](#)**

This graphic shows the areas of the brain in separate diagrams. It is helpful to use this after the hand-model demonstration so students can make the connection between the hand-model and the actual brain.

Point to each diagram and label the part of the brain on your hand. The red part is the lizard brain (palm and wrist); blue is the numbat brain (thumb); green is the human brain (fingers).

### **Optional Slides of the Brain**

Students can label and color the brain graphic.

In their **Choose Love Journals** students can write, **“I have a choice. I can nudge the numbat to leave the lizard, and hug the human and hold onto my personal power.”**

and/or

**“Write about a time you felt anxious or scared. Describe what you were thinking, feeling, and doing. What was happening in your body?”**

**Slide: [Moody Cow Meditates](#)**

Make connections between Moody Cow’s behavior and the hand-model of the brain. When is Moody Cow’s Human brain working? When are his Numbat and Lizard Brains working?

**“Let’s close today by practicing a Brave Breath, combined with an affirmation. Positive affirmations are powerful because they release our minds from negative thoughts, fear, worry, and anxiety. When we repeat affirmations over and over, they begin to change our thinking and can even change our lives. This is because we begin to believe these thoughts over the negative thoughts we often say to ourselves. When we repeat positive affirmations about courage, it puts our human brain to work and helps us build our courage muscles.”**

**“Let’s say some affirmations together.”**

**Slide: Affirmations**

Students repeat affirmations after you:

*I feel good knowing that I have strength and love to stand up for what is right.*

*Learning about my brain helps me be courageous.*

*I use my whole body to practice courage.*

*When I practice courage, it helps other people feel inspired to practice courage too.*

*I can choose which part of my brain to use.*

*I can nudge the numbat to hug the human.*

*I can hold onto my personal power.*

## ***Have a Lot of Fun!***

**Slide: [Mindful/Glitter Jar](#)**

Make glitter jars/bottles with the class. You may want to make one or two to use with the whole class during mindful moments or brain breaks.

### **Choose Love Journal**

Write about a time you felt anxious or scared. Describe what you were thinking, feeling, and doing. What was happening in your body?

## ***Transfer of Learning***

Reinforce that everyone feels afraid at times and it’s our brains job to send those signals to our body to keep us safe.

Remind students 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!

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

## *Home Connection*

Our class learned about how our brains and bodies work together when we are experiencing strong emotions, and how to hold onto our personal power when strong emotions try to take over.

At the dinner table, teach others the hand-model of the brain.



## LESSON 6: The Courage to Begin Being You!

“Stand up for what you believe in, even if you’re standing alone.”

~Sophie Sholl

*This concept is extremely important and is a key component of Choose Love. You may choose to do this lesson over two or more days. Students may require additional time to practice the skills and tools.*

### Student Outcomes

Students will be able to:

- Recognize emotions and feelings in literature.
- Listen for understanding.
- Draw inferences based on literature.
- Practice embodied courage.
- Practice paying attention and using listening skills.
- Recognize judgments in ourselves and others.
- Practice affirmations to help them relax and calm down.
- Practice diaphragmatic breathing and focused awareness.

### CSED/ SEL Model Standards

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

- [Brave Breath Instruction Card](#)
- Think/Pair/Share

### Videos and Read Alouds on slides:

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

[Drum Dream Girl](#) by Margarita Engle video read aloud  
(<https://safesha.re/jvn>)

[Kid President's Letter To A Person On Their First Day Here](#)  
(<https://safesha.re/jvp>)

## Focused Awareness

Slide: [Brave Breath Instruction Card](#)

Lead students in a Brave Breath and Rest and Relax practice.

## The Journey

Slide: Think/Pair/Share

Pair students up in your usual way. Give students one minute of silence to think about the following questions:

***“What activities do you enjoy doing?”***

***“Why do you think some things children like or enjoy are considered for boys or for girls?”***

***“Have you ever been told you can’t do something because it’s only for boys or only for girls?”***

Close listening matters so students can share what they heard their partners say..

Students share with a partner.

Ask for a few volunteers to tell the class what ***their partner*** shared.

Slide: [Drum Dream Girl](#)

Show the cover and tell students that the story takes place in Cuba.

You may want to show Cuba on the map.

*Pg. 21* "The girl "dared" to play drums. How does this show courage? Grit? Perseverance?"

"What does the Drum Dream Girl dream about? What do you dream about?"

"What does the Drum Dream Girl do when her father says only boys play drums? What does this tell you about her?"

"Do you think the rule was fair? If a rule isn't fair, how can you change it?" (takes courage)

"How did the girl keep her dream alive?"

"What character traits describe the Drum Dream Girl? Why?"

"How was she persistent and how did she show grit? What part of the story tells you that?"

"How do you think Drum Dream Girl feels at the end of the story? What gives you that conclusion?"

### **Choose Love Journal**

Write about a dream you have. How will you keep your dream alive?

## ***Have a Lot of Fun!***

Slide: [Kid President's Letter To A Person On Their First Day Here](#)

## ***Transfer of Learning***

Practice Brave Breaths and Brave Poses throughout the day.

Ask students to share what their partner says, rather than their own thoughts after a partner activity.

Recognize judgements and talk about perceptions based on looks, culture, ethnic backgrounds.

## ***Home Connection***

Our class learned more about perseverance and grit and following our dreams. At the dinner table, have each person share the activities they dream about doing. How will they keep these dreams alive?





## LESSON 7: Positive Relationships and Problem Solving

The CALM rubric teaches us the skills and tools we need to problem-solve with our friends.

### Student Outcomes

Students will be able to:

- Define positive relationships.
- Understand that friends might have different thoughts, feelings, and wants.
- Begin to look at situations from another's perspective.
- Discuss the problem-solving model, CALM.
- Define and list ways to cooperate in class. Practice cooperating.
- Practice listening skills.
- Practice diaphragmatic breathing and focused awareness.

### CSED/ SEL Model Standards

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

### *Daily Dose of Love*

**Christopher Robin to Pooh:**

***"Promise me you'll always remember: You're braver than you believe, and stronger than you seem and smarter than you think." ~A.A. Milne***

## Educator Prep

- Visual: [Perspective](#) (also on slide and via **Additional Resources** section online.) Show the pictures and ask students what they see. Allow them some time to discuss their perception (rabbit and duck, old woman and young woman). Explain how we all look at things from different perspectives. Define perspective. Ask students what else we see differently. For instance, hold up a book and ask which part of the book they see on one side of the class and then the other (front, back, spine, pages). Where else do we have different perspectives (likes, dislikes, two sides of a story).
- Display and print the [CALM Discussion Rubric](#) (also accessible via the **Additional Resources** section of the unit online). Print copies for each student, or have students copy it into their Choose Love Journals.
- **Choose Love Journals**
- Recall examples of when students in your classroom had different thoughts, opinions, feelings, or perspectives.
- Create an Anchor Chart with **CALM** - Looks Like, Sounds Like, Feels Like.

### 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 True Story of the Three Little Pigs](#) by Jon Scieszka

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

[Wrapping Up Courage](#) by Scarlett Lewis

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

## Focused Awareness

**Slide:** Brave Breath

**“Before we begin, let’s get ready to listen and learn by practicing our Brave Breath and Rest and Relax activities. Who would like to help me lead the Brave Breaths today?”** (Select two students to help lead the Brave Breaths.)

**“We’ve been talking about how individual people, like you or me, can have courage. Today we’re going to expand our idea of courage. We’ll see what happens when people help each other have courage in relationships, friendships, and teams.”**

**“Today we’ll practice using courage to help us make friends and have positive relationships.”**

**“When we have a relationship with someone, it means we are 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 and people on sports teams, or other groups. We can even make new friends and start new relationships.”**

**“What do you think makes a good friend, or a good relationship? Talk to a partner and come up with three things that make a good friend.”** (Responses may include: listening to each other, caring about each other, doing kind deeds, sharing and playing fairly, helping out if you need help, etc.)

**“One way to show people you want to have a positive relationship is to listen to them. How do you know if someone is listening to you?”** (Responses may include: making eye contact, their body is facing yours, nodding or responding to something you said, acknowledging how you are feeling, giving you their full attention, etc.)

**“Did anyone notice similarities between what you said and what we wrote in our Choose Love Constitution?”**

**“One way to show people that you want to have a positive relationship is to listen to them. How do you know if someone is listening to you?”** (Write examples on the board: They make eye contact. Their body faces yours. They nod or respond to things you say. They acknowledge how you are feeling. They are not doing something else at the same time.)

**“Just because you’re friends with someone, that doesn’t mean you’ll always agree with them. You might have different thoughts, feelings, and 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. While differences can be exciting and interesting, they can also create problems. Sometimes we might want to do different things with different people. This can cause a problem if feelings are hurt.”**

**“Sometimes, even with good friends, you might feel hurt, angry, or disappointed.”**

**“When you have a positive relationship, however, you are 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: [CALM Discussion Rubric](#)

### **Introduce CALM**

**“We’ve been talking about how individual people, like me or you, can have courage. Today we’re going to expand our idea of courage. We’ll see what happens when people help each other have courage in relationships, friendships, and teams.”**

**“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, play, work, and learn together.’**

**“We have relationships with the people we live with—our family members. We can have relationships with people on a sports team or in a dance class. We make new friends and start new relationships all the time.**

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

**“Some of what you said sounds familiar. Did anyone notice similarities between what you said and what we wrote in our Choose Love Constitution?”**

**“One way to show people that you want to have a positive relationship is to listen to them. How do you know if someone is listening to you?”** (Write examples on the board: They make eye contact. Their body faces yours. They nod or respond to things you say. They acknowledge how you are feeling. They are not doing something else at the same time. Students can also write examples in their Choose Love Journals.

**“Just because you’re friends with someone, that doesn’t mean you’ll always agree with them. You might have different thoughts, feelings, and 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. While differences can be exciting and interesting, they can also create problems. For example, if I want to jump rope and my friend wants to play tag, we might have a problem deciding which game to play.”**

**“Sometimes, even with good friends, you might feel hurt, angry, or disappointed.”**

**“When you have a positive relationship, however, you are able to play, learn, and solve problems together in ways that are safe, caring, and respectful. Sometimes, it takes courage to do that.**

Point to the ‘C’ on the [CALM Rubric](#).

**“Who can tell me what the word ‘cooperate’ means?”** (Listen to students’ responses.)

**“When we cooperate, we work together to solve problems, work, or play. Our lizard, numbat, and human brains cooperate to help us have courage.”**

**“What kind of behaviors do you see when people are cooperating?”** (Examples include: sharing, trading, taking turns, smiling, etc.) **“Is there anything you would not see them doing?”** (Examples include: pushing, fighting, gossiping, eye rolling, name-calling, etc.)

**“What do you hear when people are cooperating?”** (Examples include: kind words, questions, saying please and thank you, etc. Remind students that they may still disagree in a respectful manner while they cooperate.)

**“When you want to have a positive relationship with someone, or solve a problem, the first thing you do is choose to cooperate.”**

**“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.**

**“How do I feel?”** (Point to yourself.)

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

**“What do I see happening? What do I hear happening?”**

**“Try to keep an attitude of curiosity. You can always ask more questions like: Why do you feel that way? How do you know?”** (It’s tempting for students to use judgments or accusations when responding to, “What do I see happening?” Coach 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 students 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). **Do I need to calm down? Nudge my numbat? Take a breath?”**

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

**“What is happening? What do I see? What do I hear? Asking why or how questions also helps.”**

**So far we ‘C’—collaborate, and ‘A’—ask questions. Who can guess what ‘L’ might stand for? Listen!”**

**“First, listen to your own feelings when you ask yourself, ‘How do I feel?’”** (Point to yourself.)

**“Listen to your lizard, numbat, and human brains. Then listen to the other person.”**

**“If you were watching two people, how would you know they were listening to each other?”** (Examples include: making eye contact, speaking in turns, not doing anything else, facing each other, nodding their heads in understanding, etc.)

**“If you were talking to someone, what could they say to let you know that they were listening to you?”** (Examples include: repeating what you said to make sure they heard you, saying they understand how you are feeling, saying, “I didn’t know that,” or “I haven’t thought about it that way before.”)

**“When you’re listening, pay attention to what you say that’s the same and what you say that might be different. Are your feelings the same or different? Are your ideas the same or different? Is what you want the same or different?”**

**“Tell each other what you agree on, and notice 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.”**

**“Let’s practice a scenario. You are in a cooperative learning group, and some students in the group are not staying on task or being respectful toward each other. You feel nervous because you want to complete your assignment, but are afraid to say anything.”**

Additional scenarios may include:

- You are sitting with some friends at lunch and the conversations begin to make you feel uncomfortable.
- You're at recess and you're really upset about a call made against you in four square, kickball, football, etc. You think that the call is wrong.
- You really want to be selected for something special in the classroom—such as class president, ambassador, etc.—and you don't get picked. How do you respond?

**“First...‘C’—cooperate. We decide we want to work together to figure this out.” “‘A’—ask questions, and ‘L’—listen to each other.**

**“How might I feel in the situation?”** (Examples include: sad, lonely, angry, etc.)

**“If I needed to calm down before continuing, what could I do?”** (Examples include: taking a Brave Breath, using a Brave Pose, relaxing my body, nudging my numbat, etc.) **“How might the other person feel?”**

**“What do I see happening in this situation? Or, what did I hear?”**

**“What might we agree on? What might we disagree on?”**

**“After listening to each other, it's time to ‘M’...make your move. What could you do to resolve your problem?”**

**“We've learned a lot of different ways to practice courage. Think about how you might teach your friends, siblings, or family members to practice some of the same skills. You can use courage skills at home, when you are playing, or on a sports team.”**

**“When we practice these skills, we're putting courage into action. Putting courage into action helps us communicate respectfully, work together in groups, increase our confidence, succeed in school and life, build a positive attitude, and have a lot of fun.”**

**“If we have a conflict, courage can help us acknowledge the problem without blaming, identify our choices, nudge our numbat, decide on the best course of action in the moment, consider others' views before making a decision, and calm ourselves down.”**

**Slide: Affirmations**

Students can write affirmations in their Choose Love Journals.

Invite students to stand in their Brave Poses and read the following affirmations:

- *I can show courage by being assertive. Speaking to group members in a respectful way, using a calm and firm voice, and explaining that working together is an important skill for learning.)*
- *I can show courage by using strategies to regulate my emotions. I can calm down, practice my Brave Breath, focus my attention on the problem, and talk to my group about following directions and making wise choices.*
- *I can show courage by referring to the Choose Love Constitution.*
- *I can show courage by seeking advice and help from adults and teachers.*
- *I can show courage by speaking up and changing the topic of conversation.*
- *I can show courage by setting an example of what it means to choose love.*
- *I can show courage by recognizing that others may experience or see situations from different perspectives.*
- *I can show a gentle kind of courage by thinking of alternative solutions, such as “do overs.”*
- *I can show courage by practicing Brave Breaths to calm myself down.*
- *I can show courage by changing my angry thought into a loving one.*
- *I can show courage by being a team player and making an effort to congratulate the other party.*

### **Choose Love Journal**

Write about a time when you had a disagreement with a friend or family member. Did the problem get resolved? What would you do differently if you could go back and do it over.

**“When we practice these skills, we’re putting courage into action. Next time, we’ll learn a new ingredient in the Choose Love formula.”**

Slide: [Wrapping Up Courage](#)

### ***Have a lot of Fun!***

Slide: [Perspective](#)

**“Let’s talk about perspective. Look at the pictures on the slides but don’t say anything out loud! Write down what you see.”** (rabbit/duck, old lady/young lady)

Allow them some time to discuss their perception (rabbit and duck, old woman and young woman). Explain how we all look at things from different perspectives. Point out that everyone sees things differently but when we can explain what we see, others may see it that way as well. And when we listen to others’ explanations, we may see things from their perspective. (Consider sending this home with the students to share).



Ask students what else we see differently. For instance, hold up a book and ask which part of the book they see on one side of the class and then the other (front, back, spine, pages). Where else do we have different perspectives (likes, dislikes, two sides of a story).

**“We’re going to read a book that tells a story from a different perspective. Who remembers the story of the Three Little Pigs? Who’s the bad guy in the story? Do you think the wolf sees things the same way the pigs do?”**

Slide: [The True Story of the Three Little Pigs](#)

Enjoy reading the story and having fun with the students.

## *Transfer of Learning*

**Continue these throughout the year.**

**Students need time to practice these skills over and over. They are not easily internalized.** Any time there’s a difference of opinion or a conflict to resolve, begin the conversation by encouraging both parties to choose to work it out together. Students may still need to take a moment apart to calm down, but encourage them to work it out together, even if they disagree.

Review and practice being assertive rather than aggressive or passive.

Practice using the **CALM rubric** as much as possible. 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. Consider sending home the perspective pictures.**

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.

Some of the main highlights of this unit are recognizing judgments in ourselves and others; recognizing the different factors that contribute to bullying behavior and learning strategies to diffuse bullying situations, and that when people use bullying behavior it’s usually because they have been bullied themselves.

We learned the differences between upstanders and bystanders, and practiced upstander behavior. We've looked at situations from different perspectives. We continue to practice our **Brave Breaths** and **Brave Poses** and 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. The **Triune Brain** is divided into three parts - the **reptilian brain (lizard brain)**, the **amygdala (numbat brain)** which is the part of the brain that controls our fight, flight, freeze response, and the **prefrontal cortex (human brain)** where logic and reasoning reside.

**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 4, 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

Practicing gratitude helps us live happier and healthier lives.

CSED Model Standards	Learning Targets
<ul style="list-style-type: none"><li>➤ Self Awareness</li><li>➤ Self Management</li><li>➤ Social Awareness</li><li>➤ Interpersonal/Relationship Skills</li></ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>➤ define gratitude.</li><li>➤ practice Gratitude Breaths (diaphragmatic breathing) and focused awareness.</li><li>➤ practice Rest and Relax activities.</li><li>➤ identify the benefits of practicing gratitude.</li><li>➤ Identify the somatic cues of feeling overwhelmed or anxious</li></ul>

### *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](https://vimeo.com/453495480)**

*(<https://vimeo.com/453495480>)*

## [Gratitude by Kids](#)

(<https://youtu.be/bko6jIHcnR8>)

### **Prepare**

[Poster for Choose Love Formula](#) or slide.

[Gratitude Breath Card](#) or slide.

[ASL Courage](#) Video for Review.

(<https://youtu.be/3c6T6OHvUrk>)

[ASL Video by Emily](#)

(<https://youtu.be/UdfyY02h9Ps>)

You may want to create a class “Gratitude Jar/Basket.” Students can write down what they are grateful for on small slips of paper and put those into the basket. From time to time you can pull out a few slips and read them.

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

Poster for Choose Love Formula

Students will need their Choose Love Journals.

Gratitude Breath Card

## **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*)

[Scarlett Lewis Intro Video to Gratitude](#)

## *Focused Awareness*

**“We’ve been doing Brave Breaths for a few weeks. Today 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 by Kids)*

[Gratitude by Kids](#)

**Slide:** *(Gratitude Breath)*

[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 cool 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. There are many things to feel thankful for in nature and on Earth.”**

**“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, overwhelmed, or worried. We can practice feeling Gratitude in our bodies as we relax! Let’s try!**

**"When we feel grateful or thankful, we feel very happy inside. 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 create more love in our lives and in the world."**

**"Gratitude can also help us change our thoughts from negative to positive. We can choose a grateful thought over an angry thought. Gratitude helps us hold onto our personal power."**

## **Introduction**

**Slide: (Choose Love Formula)**

**[Poster for Choose Love Formula](#)**

Review the four ingredients of the Choose Love Formula.

**"We learned that the first ingredient for choosing love is courage. Turn to a partner and tell them 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. Courage is also not easy. It can be hard to have courage sometimes."**

**"The second ingredient is gratitude. 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."**

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

**"Everyone, think of a time when you did something kind for someone else." (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.”**

**“Let’s start by learning the ASL sign for Gratitude.”**

**Slide:** *(ASL sign for Gratitude)*

[ASL for Gratitude by Emily](#)

## *The Journey*

**“Today, we’re going to talk about the benefits of gratitude. People who practice gratitude are happier and healthier.”**

**“Gratitude helps us have positive relationships and better friendships, helps us be more hopeful, and can help us sleep better. It gives us more energy, and even helps us live longer! There are many benefits to practicing gratitude. Practicing gratitude makes us more relaxed, happier, more resilient.”**

**“Practicing gratitude can help us find encouragement if we feel overwhelmed, or become frustrated by criticism. When we learn to appreciate small successes, it can help us accomplish big goals. It can also help us build confidence and help us focus.”**

**When we feel uncomfortable and like we have too much to do and not enough time to do it, we can feel overwhelmed and frustrated because we didn’t know where to start or what to do.”**

**“We feel overwhelmed when we have too much to do, too many ideas, or too many feelings all at the same time. We can also feel overwhelmed or disappointed if there is a problem we can’t solve by ourselves, or if something just didn’t turn out the way we hoped it would. Has anyone here ever felt overwhelmed before?”** (Brainstorm situations with students when they feel overwhelmed.)

**“How does your body let you know that you’re overwhelmed?”**

**“What kind of things do you feel overwhelmed about?”** (Examples include: a big game, exams, parties, homework, etc.)

**“It sounds like we all feel overwhelmed about different things. What are some things you can do for a friend if you can tell they feel overwhelmed?”**

(Ask students how their bodies feel when they feel overwhelmed.)

**“Some physical cues could be that our jaw gets tense (demonstrate); we can't think clearly, our face gets hot, and our heart starts racing. Our lizard and numbat brains are trying to tell us something. We want to quit! But, we can do something else to help us. We can take a Gratitude Breath to help us calm down. Let's try one now.”** (Do a Gratitude Breath)

## *Have a Lot of Fun!*

Students can create new Gratitude Journals and begin making a list of what they are grateful for.

## *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.

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.

If students make “Gratitude Jar/Baskets” those can be sent home.



## Lesson 2: Gratitude for the Earth

*“To be a human being is an honor, and we offer thanksgiving for all the gifts of life,”* Chief Jake Swamp

CSED Model Standards	Learning Targets
<ul style="list-style-type: none"> <li>➤ Self Awareness</li> <li>➤ Social Awareness</li> <li>➤ Responsible and Ethical Decision-Making</li> <li>➤ Moral Character</li> <li>➤ Civic Character</li> <li>➤ Interpersonal/Relationship skills</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>➤ define gratitude.</li> <li>➤ practice Gratitude Breaths (diaphragmatic breathing) and focused awareness.</li> <li>➤ practice Rest and Relax activities.</li> <li>➤ develop a deeper appreciation for the earth and nature</li> <li>➤ explore the gifts the world gives us from the lens of the Iroquois Native Americans</li> <li>➤ learn how we relate to our Earth and the environment</li> </ul>

### *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.

[Giving Thanks A Native American Good Morning Message](https://www.youtube.com/watch?v=PE2YHTSQVgY&feature=youtu.be) by Chief Jake Swamp  
(<https://www.youtube.com/watch?v=PE2YHTSQVgY&feature=youtu.be>)

[GRATEFUL: A Love Song to the World | Empty Hands Music | nimo feat. daniel nahmod](https://www.youtube.com/watch?v=sO2o98Zpzg8&feature=youtu.be)  
(<https://www.youtube.com/watch?v=sO2o98Zpzg8&feature=youtu.be>)

### **Prepare**

Students will need their Choose Love Journals.

## *Focused Awareness*

**Slide:** (*Gratitude Breath*)

**“Let’s begin by practicing our Gratitude Breaths together three times.”**

**“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.”**

## *The Journey*

**“Today we are going to begin our gratitude unit by listening to a story about how a Native American Nation begins their day by giving thanks to Mother Earth. They believe that the natural world is a precious and rare gift.”**

### **Pre-Reading Focus**

**“What do you know about Iroquois culture?”**

**“As you wake up in the morning, what are some of the first thoughts you have?”**

**“What are some things that you are thankful for? Where do these things come from and how do you receive them?”**

**“What do you appreciate about the earth and the environment?”**

**Slide:** (*video read aloud*)

**[Giving Thanks A Native American Good Morning Message](#)** by Chief Jake Swamp

## Discussion Questions

**“Why is it an honor to be a human being? How, then, should we treat other people?”**

**“If we started every morning by giving thanks, what effect do you think it would have on us?”**

**“What are the “gifts of life” that are mentioned? What is the sequence of thanksgiving?”**

**“Why is the author thankful for these gifts? Who does the author say gave these gifts?”**

**“What are some things in the environment that you are thankful for?”**

## *Have a Lot of Fun!*

Read haiku or other poems that are odes to nature or that contain nature imagery (the selection is plentiful). Let students write some of their own.

**Slide:** *(song)*

[GRATEFUL: A Love Song to the World | Empty Hands Music | nimo feat. daniel nahmod](#)

## Choose Love or Gratitude Journal

Have students share what they are grateful for. Discuss how these are similar and how they are different from each other. What makes these differences?

Ask: **“Why are these things so important to you?”**

Have students write and or draw about this in their Choose Love Journals.

*\*The more kids can explore what someone might feel or think differently, the more empathy and understanding they'll develop.*

## *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.

### *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, each person can share what the earth provides that they are thankful for.



## LESSON 3: Gratitude for Myself

*“Today you are YOU! That is truer than TRUE! There is no one alive. That is you-er thank YOU!” ~Dr. Seuss*

CSED Model Standards	Learning Targets
<ul style="list-style-type: none"> <li>➤ Self Awareness</li> <li>➤ Self Management</li> <li>➤ Social Awareness</li> <li>➤ Interpersonal/Relationship Skills</li> <li>➤ Moral Character</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>➤ practice diaphragmatic breathing and focused awareness.</li> <li>➤ understand and appreciate that we are all different.</li> <li>➤ understand that our actions toward people can make them feel happy or sad.</li> <li>➤ learn how labels are harmful.</li> <li>➤ make connections to real life situations from the text.</li> <li>➤ recognize that each individual has unique abilities and needs.</li> <li>➤ understand that friendship, caring, equality and love are important in building positive relationships.</li> </ul>

### Daily Dose of Love

*“By being yourself you put something wonderful in the world that was not there before.”*  
– Edwin Elliot



## *Educator Prep*

### **Videos and read alouds**

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

[Red- A Crayon's Story](#) by Michael Hall

(<https://youtu.be/ytZ2fhuj6kA>)

[“The Reflection in Me”](#) (video)

(<https://www.youtube.com/watch?v=D900XCu5XMg>)

[Kid President's 20 Things We Should Say More Often](#) (video)

(<https://www.youtube.com/watch?v=m5yCOSHeYn4>)

### **Prepare**

#### **Additional Supporting Literature:**

[I Like Being Me: Poems for Children About Feeling Special, Appreciating Others, and Getting Along](#) by Judy Lalli

## *Focused Awareness*

Slide: (*Gratitude Breath*)

**“Let’s begin by practicing our Gratitude Breaths together three times.”**

**“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.”**

**Slide:** *(Dr. Seuss Quote)*

Read the Dr. Seuss Quote

***“Today you are YOU!***

***That is truer than TRUE!***

***There is no one alive***

***That is you-er thank YOU!” ~Dr. Seuss***

### **Pre-reading**

**“We’re going to read and listen to a story called Red - A Crayon’s Story.”**

**“In the title of the book it says “Red” and it says Red on the crayon too. I wonder if you can spot something interesting about the front cover. What do you notice about that crayon?”**

**“Look at the words the crayons say on the front and the back covers, what do you notice? What do you think this story might be about?”**

## ***The Journey***

**Slide:** *(video read aloud)*

**[Red –A Crayon’s Story](#)**

### **Questions during reading**

**“At the beginning of the story no one noticed that Red was blue. I wonder why everyone expects Red to draw red things...”**

***Pp 16-17* “Look at the page that says: ‘Everyone seemed to have something to say.’ I wonder how Red felt when everyone was talking about him...”**

**“Red meets someone who makes him feel special. What does Berry do to make Red feel that he can be himself?”**

**“He was red, but he wasn’t very good at it...” How can you tell he was not very good at it?”**

**“Will you make a blue ocean for my boat?”... “I can’t. I’m red.” Why did Red refuse to draw a blue ocean at first?”**

**P. 35 “The crayons are all talking about him again, now how does he feel?”**

### **Post-reading**

Use Think/Pair/Share where appropriate.

**“What difficulties did Red face?”**

**“What enabled Red to succeed?”**

**“Have there been times when you felt you weren’t being yourself? Why do you think so? When do you feel most like yourself? Why?”**

**“I’m Blue!” What makes you, YOU?**

**Is it how you see yourself or how others see you? Is it about who you are or what you can do? What parts of our identity are unchangeable?**

**“Are labels always accurate? Have you ever felt that you needed to be somebody or do something because of a label you’ve been given? In which situations are labels useful?**

**“Nice! It’s so you!”... “But it wasn’t.” Can you tell what somebody is good at or what kind of person they are by just looking at them? Have you ever felt discouraged from doing something because you’ve been told you’re not meant to be good at it?**

**“But even with all of our help and his hard work, he just couldn’t get the hang of it.” Can we ever change who we really are? Do we try to change for others?**

**“Frankly, I don’t think he’s very bright.” What effect can labels have on how we perform? Have you ever been less motivated to do something because you’ve been “labeled” bad at it? (Give personal example).**

**“Give him time...he’ll catch on.” “But he didn’t catch on...”**

**“Red had a red label but was actually blue. Think of a time when you have been given a label or labeled someone else.”**

**“Brainstorm with the class, times when labels are given. We make assumptions by what we see on the outside. Don’t judge a book by it’s cover.”**

**“Who could have known he was blue?”**

**“What’s the difference between being a bad red and a good blue?”**

**“What do you think would have happened if Red never realized he was really blue?”**

### **Activity**

**“Can you think of a time when you and a friend had different thoughts or feelings about something?”** (Share a personal example. Ask students to share examples.)

**“How can differences make things challenging?”**

**“How is having differences a positive thing?”**

**“We can focus on the positive aspects of diversity by using affirmations.”**

**“An affirmation is a statement you say quietly to yourself to help you focus your thoughts and feelings in a positive way. We can use affirmations to build courage and practice gratitude.”**

**“We’ll try some together, and then you’ll make your own affirmations. Stand up, bodies still in your Brave Pose. Please put one hand on your heart and the other on your belly, just like in our breathing activity. That helps you focus on something positive.”**

**Repeat after me:**

*I accept who I am.*

*I am an original.*

*I give myself permission to make mistakes.*

*My voice matters.*

*I am important.*

*I deserve to be happy.  
I have people who love and respect me.  
I stand up for what I believe in.  
My positive thoughts create positive feelings.*

**“Let those affirmations flow over your heart.”**

**“Let’s take one more gratitude breath together.”**

**Slide:** *(video)*

[The Reflection in Me HD](#)

Have students write in their Choose Love Journal what their reflection would say to them.

***Have a Lot of Fun!***

**Slide:** *(video)*

[Kid President's 20 Things We Should Say More Often](#)

## ***Transfer of Learning***

Celebrating differences in all of us is celebrating ourselves.

As situations arise, to point out when making judgements or assigning labels is harmful, in the classroom as well as in literature.

Understand the character traits that are important in building positive relationships.

Before activities, exams, or events, invite students to repeat affirmations together as a class. Examples could include: “We are going to have a great weekend;” “We are going to do our best;” “We are ready to learn about...”

Ask students how they could share what they’ve learned about gratitude with their families.

## *Home Connection*

Today our class read Red –A Crayon’s Story by Michael Hall <https://youtu.be/ytZ2fhuj6kA>.

Red is a crayon that is mislabeled. He is really blue, but with a Red cover.

At the dinner table, discuss how labels can impact us. Expectations? Performance? Share examples.



## Lesson 4: Grit, Growth and Gratitude

With grit and gratitude you are destined for success.

CSED Model Standards	Learning Targets
<ul style="list-style-type: none"> <li>➤ Self Awareness</li> <li>➤ Self Management</li> <li>➤ Social Awareness</li> <li>➤ Interpersonal/Relationship Skills</li> <li>➤ Moral Character</li> <li>➤ Performance Character</li> <li>➤ Intellectual Character</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>➤ identify examples of caring and compassionate behavior.</li> <li>➤ define “grit” and show examples from the story.</li> <li>➤ identify examples of “grit” in personal life.</li> <li>➤ identify different emotions in a variety of situations in the story.</li> <li>➤ Learn the definition of empathy and identify it in the story.</li> <li>➤ practice and express gratitude for others .</li> <li>➤ demonstrate the ability to predict outcomes.</li> </ul>

### *Daily Dose of Love*

*“We must find the time to stop and thank people who make a difference in our lives.”*

John F. Kennedy

### *Educator Prep*

#### **Videos and read alouds**

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

[Thank You, Mr. Falker](#) by Patricia Palacco

(<https://youtu.be/FjRsg9M7fw4>)

[“Gratitude: A Learning Strategy”](#)

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

Story Sequence:

- Trisha truly believes she can learn to read because her family tells her so.
- Trisha says she feels “dumb” because other kids tease her.
- Trisha feels safe and special when she is with her grandmother looking at the stars.
- Trisha feels good around Mr. Falker because he promises that she will learn to read.
- Trisha thanks Mr. Falker when she becomes an author of children’s books

**\*Note**

The pages in the story are not numbered. You may want to place sticky notes with the questions you are going to ask on the pages you select. (See The Journey)

## *Focused Awareness*

**Slide:** (*Gratitude Breath*)

**“Let’s start by practicing our Gratitude Breath together.”** (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 look 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.”**

**“We can be patient with ourselves as we learn new things. We can be grateful in understanding that learning new things is a process and takes time. We can be grateful for the goals we set to get there, and the people who help us.”**

## *The Journey*

**“Have you ever really wanted to learn to do something that was really difficult for you?**

**“Why was it difficult? How did this make you feel? Did you learn how to do it?”**

**“Did anyone help you?” “How did you feel when you accomplished the learning?”**



**“That’s the definition of grit.” “Grit means persevering when things are difficult and not giving up.” (Brainstorm more examples of students having grit.)**

**“Let’s learn a little bit about neuroscience and how gratitude affects how our brains work.”**

**“In third grade you have about 20,000 – 30,000 thoughts a day. Most of those thoughts are negative and you keep having those negative thoughts over and over. What are some negative thoughts you have? What happens when we have negative thoughts? How do our hearts feel? What happens in our bodies?”**

**“Here’s a new secret that even a lot of grown-ups don’t know. Kids are even better at it. The fastest way to change how we feel is to change how we think. We can’t always choose what happens to us, but we can always choose how we respond and we can choose to hold onto our personal power. We can’t always control how we feel, but we can always control how we think. Everyone has that super-power.”**

**“Do you ever notice what kind of thoughts you think?”**

**“If you pay attention to these thoughts, you would be amazed to discover that most of them are useless and unimportant. They run through our minds super fast, one right after another. Sometimes they are words we repeat in our minds, comments the mind makes, repeating what we hear.”**

**“Our minds are like hummingbirds that fly from one flower to another so fast we can’t even see their wings move. They never seem to stop moving. We don’t even realize that we are thinking all these thoughts.”**

**“The amazing secret is that we have the power to change our thoughts with gratitude. Gratitude is the great mind shifter.**

**“All we have to do is think of something or someone we are grateful for in that moment and our thoughts will change. Then when our thoughts change, our feelings and behavior change.”**

**“Let’s try that. Think of something that makes you feel annoyed or upset. Then think of something that you are grateful for. You can’t think two thoughts at the same time. When we have a grateful thought, it helps change our negative thoughts.”**

Slide: (video)

### **“Gratitude: A Learning Strategy”**

**“The video starts off with, ‘Gratitude is a way of looking at your life for what it is, but through a positive lens. It is a choice and must be practiced. The more we practice it the better we get at it.’ The narrator mentions a few benefits of gratitude, what are they?”**  
(We are healthier, happier, better thinkers, and better learners.)

**“What does this mean for you right now in the fourth grade?”**

**“What does the narrator say about how gratitude affects our brains?”** (We easily see the bad and need to train the neurons to see the good) **“How do we do this?”** (see the positive, say thank you.)

**What kinds of thoughts undermine our learning?** (Boredom, too hard, don’t like it). **How do we fix this?** (gratitude)

**“What are some other ways to find gratitude?”** (notice little things you’re grateful for, express gratitude, notice positive influences, make a list, glass half full/empty? Ask yourself what can be learned in situations, discuss with parents and friends, journal.

### Pre-reading for Thank You, Mr. Falker

Show students the cover and read the title of the book. Ask students to make a prediction about what the story might be about.

As students listen to the story, ask them to think about the following questions:  
How are they alike or different from the main character, Trisha?

Do any of the events in the story remind them of something that may have happened to them?

\*Explain to the students that this book is an autobiography. Patricia Polacco, the author, is dyslexic and struggled as a child. This is how a caring teacher helped her to see herself in a different light! Her personal story and success would be a great one to share to illustrate growth mindset!

**Slide:** (video read aloud)

**[Thank You, Mr. Falker by Patricia Palacco](#)**

As you read the story, make connections to how Trisha and Mr. Falker show **grit**.  
Have students reframe Trisha's thinking from what they learned in the video.

(The page that begins "The harder words got for the little girl...")

***"Why do you think drawing is so important to Trisha?"***

(The page that begins "Reading was just plain torture.")

***"How do you think Trisha feels about the move?"***

(The page that begins "Now Trisha wanted to go to school less and less.")

***"Why do you think Trisha hates school so much?"***

(The page that begins "Mr. Falker would stand behind Trisha...") Preface this by saying,  
***"I wonder if the kids will stop laughing at Trisha." Will Trisha ever learn to read?" "Does Trisha still feel bad about herself? What has happened to change the way she feels?"***

(The page that begins "But the nicer Mr. Falker was...")

***"Why does Trisha feel safe in that dark place?"***

(The page that begins "But Mr. Falker caught her arm...")

***"How do you think Trisha feels now? What has happened to change the way she feels?"***

(The page that begins "That night, Trisha ran home...")

***"What is Trisha feeling now? What has happened to make her feel that way?"***

(The page that begins "The grandpa held the jar of honey...")

***"What do we know about the character of Trisha so far?"***

(The page that begins "But at the new school...")

***"Tell me about Trisha."***

(The page that begins "That night, Trisha ran home...")

***"What is Trisha feeling now? What has happened to make her feel that way?"***

## Activity

**Create the following on chart paper:** Leave space between each statement to write students' answers. If desired, use the information to create a worksheet for students to use during the partner activity.

**Trisha's feelings in the story: Empathy is the ability to understand and share the feelings of another. It's sort of like, putting ourselves in someone else's shoes. Let's try to put ourselves in Trisha's shoes."**

As students respond to the questions, ask, **"Why do you think you feel differently or the same as Trisha?"**

**"When she knows she will be going to school and learning to read, Trisha feels ..."** "How would you feel?"

**"When the words are jumbled and it's not easy to read, Trisha feels ..."** "How would you feel? Have you ever felt that way?"

**"When other kids make fun of her for not being able to read, Trisha feels..."** "How would you feel? What is something you've experienced that caused you to feel that way?"

**"When Mr. Falkner begins to take an interest in her, Trisha feels ..."** "How would you feel? Who has taken an interest in you?"

**"When Mr. Falkner works with her and helps her to understand reading, Trisha feels ..."** "How would you feel? Who has helped you?"

With the students, summarize the story focusing on Trisha and her feelings. Explain that in the story Trisha doesn't always feel the same way. Her feelings change with many of the events.

Display the chart and discuss.

Partner students and have them make a list of words to describe Trisha's feelings at each part of the story displayed.

Bring the class back together and compile partner lists on the class chart.

Discuss how this helps us learn about the character and how their actions help to move the story along.

Students can reflect on their own experience and write in their Choose Love Journals about a time that someone helped them and the change that occurred in their confidence.

Have students do what the narrator in the video suggests: **“Write about everything that’s wrong with school. Then take out your positivity lens and reframe it with a positive twist.”** You may want to have groups do this together or as a whole class.

## *Have a Lot of Fun!*

### **Gratitude Spies**

Play, “Spying for Gratitude” At the beginning of the day, have each student choose the name of another student out of a hat without revealing the name. Each student spends the day “spying” on his or her chosen person and then shares one thing that he or she is grateful for about that person at the end of the day.

### **Gratitude Surprise Sticky Notes**

Brainstorm people in the school that students are grateful for outside of the classroom. Pass out one or more sticky notes to write something they’re grateful for about that person. Then have the students deliver the notes by placing them where the person will see it. (i.e. desk phone, computer, cleaning cart etc)

## *Transfer of Learning*

- Remind yourself and your students to look at life through a positive filter. It makes us healthier, happier, safer, better thinkers and learners.
- Recognize examples of caring and compassionate behavior.
- Continue to identify examples of “grit.”
- Celebrate efforts over outcomes.
- Identify situations where feelings can change and why.
- Practice and express gratitude for others.

## *Home Connection*

Today’s lesson was on Gratitude for others. Students read the autobiographical story, **Thank You, Mr. Falker by Patricia Palacco** <https://youtu.be/FjRsg9M7fw4>. The story is about a student who struggled in school and regains her confidence with her teacher.

At the dinner table, have each person share a time that someone helped them and the change that occurred in their confidence as a result and how they showed their gratitude.



## Lesson 5: Gratitude for Diversity

“Our skin is just our covering, like wrapping paper. And, you can’t tell what someone is like from the color of their skin.” ~Mem Fox

CSED Model Standards	Learning Targets
<ul style="list-style-type: none"> <li>➤ Moral Character</li> <li>➤ Civic Character</li> <li>➤ Performance Character</li> <li>➤ Self Awareness</li> <li>➤ Self Management</li> <li>➤ Social Awareness</li> <li>➤ Interpersonal/Relationship Skills</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>➤ describe how their bodies feel when they practice gratitude.</li> <li>➤ learn to say ‘thank you’ in other languages</li> <li>➤ practice diaphragmatic breathing and focused awareness.</li> <li>➤ acknowledge that gratitude can help us accept diversity.</li> <li>➤ practice ‘putting themselves in someone else’s shoes’ (empathy)</li> </ul>

### *Daily Dose of Love*

*“Gratitude is the healthiest of all human emotions. The more you express gratitude for what you have, the more likely you will have even more to express gratitude for.”*

~Zig Ziglar

## *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 One of the Following Books:**

**[The Name Jar](#)** - by Yongsook Choi (*video read aloud- note: this is 15 min long*)  
(<https://youtu.be/HOKU2reywe0>)

The character in the story is Unhei and it is pronounced *Yoon-hye*.

OR

**[I'm New Here](#)** (*Video read aloud*)  
([https://youtu.be/NNfiL\\_Qv-VA](https://youtu.be/NNfiL_Qv-VA)) by Anne Sibley O'Brien

**["I'm new here."](#)** Video of students sharing their feelings about being 'new.'  
(<https://youtu.be/sziomv9rp5k>)

**["Hello Around the World"](#)** (*Song with pronunciation*)  
is a wonderful song to teach children about other countries and languages.  
(<https://www.youtube.com/watch?v=bswEIC4QrsY>)

### **Additional Supporting Literature**

**[Whoever You Are](#)** by Mem Fox  
(<https://youtu.be/f0J6tKoT53Y>)

This story celebrates those external and internal qualities that make us different and the same. This is seen through the book's vivid illustrations of children all over the world who exhibit different customs, languages, food, homes and schools. The story reaffirms the idea that even though we may appear different we share a common bond of joy and pain.

## *Focused Awareness*

**Slide:** *(Gratitude Breath)*

You may want to choose two students to lead the Gratitude Breath.

## *The Journey*

Begin by having students share how to say “thank you” in any other language they know.

Brainstorm a list of thank yous.

Include languages of all the different cultures represented in the class.

**Slide:** *(Thank you)*

Japanese - Domo arigato

French - Merci beaucoup

German - Danke Schoen

Italian - Grazie

Ciao - Italian

Hola - Spanish

Guten Tag - German

Namaste - Hindi

Merhaba - Turkish

Bore da - Welsh

Jambo - Swahili

Konichiwa - Japanese

Labas - Lithuanian

Privet - Russian Russia

Buna Ziua - Romanian

Maharba - Arabic

Bom dia - Portuguese

Shalom - Hebrew

Ni hao - Chinese



## Lesson Plan for The Name Jar

**“Today we are going to listen to a story about a young Korean girl that moves to the U.S. from Korea.”**

Look up Korea on a world map, globe or Google Earth. **“How long would it take to fly to Korea to where we live?”**

**Slide:** *(video read aloud)*

[The Name Jar](#)

**Discussion Questions during reading:**

**“Do you know what kimchee is? It’s a spicy pickled cabbage dish that Korean people love. Have you ever tried it? Do you like spicy food?”**

**“Were you nervous on your first day at school? How do you think you would feel on your first day at school in a new country?”**

**“Do you know how you got your name? Does your name have a special meaning? If you could choose your own name, would you want to? What would it be?”**

**Post-reading**

**“What did Unhei’s grandmother give her before the family left Korea? Why was it important to both the grandmother and Unhei?”**

**“Unhei was teased on the bus to school. Why do you think this happened? Is there more than one reason? How can you tell by the drawing that Unhei is feeling uncomfortable on the bus? If you noticed this in real life, what would you do?”**

**“Has anyone ever had trouble pronouncing your name? Have you ever had trouble pronouncing someone else’s name? What should we do when this happens?”**

**“The children in Unhei’s class are more kind than the kids on the bus. What do they do to help her feel welcome?”**

**“Unhei’s mother says that being different is a good thing. Do you agree? Why or why not?”**

**“Do any of your students know how to say friend in other languages? Let them add to the list!”**

### **Lesson Plan for I’m New Here**

**Slide: (Video read aloud)**

**[I’m New Here](#)**

**([https://youtu.be/NNfiL\\_Qv-VA](https://youtu.be/NNfiL_Qv-VA)) by Anne Sibley O'Brien**

**[“Hello To All The Children Of The World”](#) (song)**

**([https://youtu.be/2nYjGy\\_ZUG8](https://youtu.be/2nYjGy_ZUG8))**

#### **Pre-Reading:**

The following should be done before reading [I’m New Here](#) to teach students about recent immigrants and explore their background knowledge on the subject.

Begin the lesson by telling the students that they are going to be reading a story about three young students who are recent immigrants.

Ask students if they know what an immigrant is. Tell students that an immigrant is a person who comes to live permanently in a foreign country.

**“Why do you think people move from other countries? How do you think people feel about leaving their home? Have any of you ever moved from another state or country?”**

#### **Discussion:**

**“How does Maria feel about not being able to understand her new classmates?”**

**“How do Jin and Fatimah feel about being in their new class?”**

**“Why is Maria happy when she plays soccer with the other kids?”**

**“How does Jin practice speaking English?”**

**“What special skill did Fatimah have that helped her make new friends in class?”**

Tell the students they will learn how to make new students feel more “at home” in their new class by learning to say, “hello” in different languages so when they arrive they will be able to communicate with their new friends.

Ask students if they already know how to say, “hello” in another language.

Greetings in other languages

Slide: [“Hello Around the World”](#) (*Song with pronunciation*)

Practice the greeting with your students.

## *Have a Lot of Fun!*

Tell the students they will learn how to make new students feel more “at home” in their new class by learning to say, “hello” in different languages so when they arrive they will be able to communicate with their new friends.

Ask students if they already know how to say, “hello” in another language.

Greetings in other languages

Slide: [“Hello Around the World”](#) (*Song with pronunciation*)

Practice the greetings with your students.

Students can be given 'language mingle' time, walking around the classroom greeting and thanking each other in various languages.

## *Transfer of Learning*

Continue to use additional language greetings each day or week and encourage students to use it at the beginning of class each day in Morning Circle. All of the same concepts can be applied to saying, ‘goodbye’ and ‘thank you’ if teachers wish to extend the activity.

Students are given 'language mingle' time, walking around the classroom greeting and thanking each other in various languages.

Cue students to recognize empathy and practice “putting themselves in others’ shoes.”

### *Home Connection*

Today our focus was on Gratitude for Diversity. Share about your family's heritage and look up the meaning of your names.



## Lesson 6: The Ripple Effect of Gratitude

Gratitude is contagious, which means that the more we practice it, the farther it spreads, like a ripple in water.

CSED Model Standards	Learning Targets
<ul style="list-style-type: none"> <li>➤ Self Awareness</li> <li>➤ Self Management</li> <li>➤ Social Awareness</li> <li>➤ Interpersonal/Relationship Skills</li> <li>➤ Moral Character</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>➤ Make a list of gratitude they feel for their classmates.</li> <li>➤ Express gratitude to their classmates orally</li> <li>➤ Understand how the “ripple effect” of gratitude works</li> <li>➤ Practice diaphragmatic breathing and focused awareness.</li> <li>➤ Develop a greater understanding of how thoughts, feelings, and actions all relate to one another.</li> </ul>

### *Daily Dose of Love*

#### **Mother Teresa Quote**

*“I alone cannot change the world, but I can cast a stone across the waters to create many ripples. ~ 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.

#### **[Gratitude Wrap-Up with Scarlett](https://vimeo.com/460649391)**

*(<https://vimeo.com/460649391>)*

#### **[“Ripple Effect”](https://youtu.be/ymo5dguHLas)** *(video)*

*(<https://youtu.be/ymo5dguHLas>)*

#### **[“Say Thank You - A Motivational Video On The Importance Of Gratitude”](https://youtu.be/7uzynHWxn5Q)**

*(<https://youtu.be/7uzynHWxn5Q>)*

### **Prepare**

Preview the Gratitude Burst activity and prepare ahead groups of students who will compliment each other.

Clear bowl filled with water

Food Coloring

## *Focused Awareness*

**Slide:** *(Gratitude Breath)*

**“Let’s begin by practicing three Gratitude Breaths together.”** (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. Let’s practice feeling gratitude for our class and school today.”**

**“As you relax your body, think of a time a friend at school helped you or did something kind for you. Remember the situation, what they said, and what they did. Remember how you felt.”**

**“Quietly thank them in your mind. Later today, or this week, you might also take a moment to write them a ‘thank you’ note.”**

**“Gratitude is contagious, which means that the more we practice it, the farther it spreads. You can practice gratitude alone or with friends.”**

**“You can be grateful for things you experience, not just things you have. You might feel grateful for a beautiful sunset, a friend who is a good listener, or the sound of birds singing.”**

**“You can also be grateful for your own strengths. Perhaps you’re really good at problem-solving, being a good friend, or staying calm. You might be grateful for your curiosity, courage, or your ability to cheer up your friends.”**

**“Acts of gratitude can be big or small, just like acts of courage. Sometimes we experience big, impressive acts of gratitude, like when someone donates a lot of money to a charity they care about or when they spend a year volunteering. Other times, we can simply feel grateful for someone who smiled at us while we were having a bad day. Both large and small acts of gratitude are valuable and can brighten someone’s day.”**

**“Turn to your partner and share something you felt grateful for this week at school?”**

**“One of the best things about gratitude is that it not only improves the lives of others, but it also helps us feel good. Both people benefit when we give and receive gratitude.”**

## *The Journey*

**“Gratitude is contagious, which means that the more we practice it, the farther it spreads, like a ripple in water. You can practice gratitude alone, or with friends.”**

**“The more we share gratitude with others, they will want to share it with others.”**

**“Now, to make sure our bodies are ready to learn, let’s Rest and Relax. Take one more deep breath.”**

**“As you relax your body, think of how grateful you feel for this class. We get to learn new things together. We get to play and have fun together. We help each other, and we care about each other.”**

Slide: *(video)*  
[“Ripple Effect”](#)

### **Gratitude Ripple Activity**

Brainstorm a list of things and people to be grateful for. Invite students to gather around a table. Place the bowl of water in the center, and give 4-5 students small bottles of food coloring (they should all have the same color). Explain to the students the bowl represents the classroom or school community. Ask one student to lightly squeeze 1 drop of food coloring into the water.

Explain that one drop of color represents one gratitude. Ask students to look at the food coloring and make inferences about how one kind act of gratitude affects the school community. The one drop pretty much stays in one place but it does spread a little bit to the water right around the drop. Ask another student to add a drop on the edge of the colored water from the first drop.

Ask students to notice what’s happening with the water now that the second drop has been added. Continue adding one drop at a time on the edge of the colored water.

### **Discussion**

- What happened when we had just one kind act of gratitude in the class?
- What happened each time there was another kind act?
- What does this food coloring and water demonstration tell you about our class and school community

One act of gratitude, or drop of blue, spread to the water right around it. When one person shows kindness, it spreads to the people around him. When those people experience gratitude, they spread gratitude to others, just like adding another drop of blue to the water.

As each person experiences gratitude and then in turn shows gratitude to others, there’s a *ripple effect*. This is just like when the drop of blue hit the water and there were ripples in the water, spreading the color to the water close by. Gratitude spreads in the same way. As we experience gratitude, we want to show others gratitude. Then those people want to show others gratitude, and the gratitude spreads like a ripple through the water!

Slide: *(Video)*  
[“Say ‘Thank You’ - A Motivational Video On The Importance Of Gratitude”](#)



Slide: [Gratitude Wrap-Up with Scarlett](#)

### Choose Love Journals

Have students write about how they can have a ripple effect with your gratitude. Then draw a picture of their gratitude rippling out.

## *Have a Lot of Fun!*

### Gratitude Burst

**“Practicing gratitude together is a great way to form positive relationships.”**

**“We will be doing a fun activity to show gratitude to each other.”**

**“As we learned, gratitude is a feeling of thankfulness so strong that we want to take action to show our gratitude to others. “**

#### ***Gratitude Burst:***

\*Assign students into groups of four.

Slide: (Gratitude Burst Directions)

\*Give students 3 quiet minutes to make a list of at least five things they can think of that they are grateful for the other students in their group.

\*Students take turns being the receiver of the Gratitude Burst.

\*For a few seconds the other three students say out loud all the things they listed to the receiving student.

Debrief after the Gratitude Burst.

What did they enjoy about the activity? How did they feel writing about others? How did they feel when they received the gratitudes from others? Did their thoughts, feelings, actions change?

**“When I hear all the things you’re grateful for, I feel warm and fuzzy in my body. My lizard brain is calm. My numbat brain feels happy, joyful, and loved. My human brain thinks that there are so many things to be grateful for, and I want to help someone else feel the same way.”**

**“How does your body feel after hearing all this gratitude? How are your lizard, numbat, and human brains doing?”**

**“When I feel grateful, I want to return the kindness and do a good deed so others can feel grateful, too. Using courage and feeling grateful are two ways that we can choose to create more love in our lives and in the world.”**

## *Transfer of Learning*

Encourage expressions gratitude not only in school but in their lives

Practice diaphragmatic breathing and focused awareness.

Provide real life examples of the ripple effect

Encourage generosity

Foster a greater understanding of how thoughts, feelings, and actions all relate to one another.

## *Home Connection*

Today we completed the second ingredient in our Choose Love Formula, Gratitude.

We learned that we can't always choose what happens to us, but we can always choose how we respond. 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.



## Grade 4, UNIT 3:

# FORGIVENESS

### **OVERVIEW**

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).

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Theme: Forgiveness is a gift that you give yourself.

## **Lesson 2: Cutting the Cord to Anger**

Theme: Forgiveness can help me release anger and take back my personal power.

## **Lesson 3: The Brain, Anger, and Hot Feelings**

Theme: My brain and body respond to anger and forgiveness.

## **Lesson 4: Helping Each Other Forgive**

Theme: We can work together to let go of anger.

## **Lesson 5: Authentic Apologies**

Theme: When I apologize, I am sincere.

## **Lesson 6: Accepting our Flaws and Embracing Ourselves**

Theme: We are not perfect and that's okay. We grow and learn from our mistakes.



## Lesson 1: What is Forgiveness

Theme: Forgiveness is a gift you give yourself.

CSED Model Standards	Learning Targets
<ul style="list-style-type: none"><li>➤ Moral Character</li><li>➤ Self Awareness</li><li>➤ Social Awareness</li><li>➤ Self Management</li><li>➤ Interpersonal/Relationship Skills</li><li>➤ Responsible and Ethical Decision Making</li></ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>➤ understand that forgiveness is a choice and a process.</li><li>➤ define intention.</li><li>➤ discuss what forgiveness means to them and learn the definition of forgiveness.</li><li>➤ understand that forgiveness doesn't mean forgetting or excusing what the person did to hurt us.</li><li>➤ 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."</li></ul>

### *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>)

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 is included.

#### [Video of ASL Forgiveness](https://youtu.be/ZTu-X0fVBUk) by Ellie

(["https://youtu.be/ZTu-X0fVBUk"](https://youtu.be/ZTu-X0fVBUk))

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

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

### **Prepare**

[Gift of Forgiveness worksheet](#) (print one for each student)

Print [Forgiveness Calendar](#) and [Forgiveness Breath Card](#) to send home.

## *Focused Awareness*

**"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."**

**"First let's set an intention. An intention is a purpose, or a reason for doing something. Setting an intention helps us focus on how or why we're doing something."**

**“An intention for today is: May my mind be open, focused, and clear as I learn about the power of forgiveness. Say that quietly to yourself. I will repeat it one more time: May my mind be open, focused, and clear as I learn about the power of forgiveness.”**

**“Let’s begin by learning a Forgiveness Breath.”**

*Slide: (students talking about Forgiveness)*

[Forgiveness According to Kids](#)

*Slide: (Forgiveness Breath Card)*

**“Let’s try this 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.)

## **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 Intro to Forgiveness)*

[Scarlett Lewis Intro Video to Forgiveness](#)

**“Let’s learn the ASL sign for forgiveness.”**

Slide: *(ASL Sign)*

[Video of ASL Forgiveness](#) by Ellie

## *The Journey*

**“Forgiveness is the next ingredient in the Choose Love Formula. It’s a very important part of Choosing Love. Everyone makes mistakes, but what really makes us human is our ability to forgive. Forgiveness does not mean forgetting, nor does it mean that what the person did to you is okay.”**

**“Let’s break things down and talk about what forgiveness really is. Turn to your partner and talk about what forgiveness means to you.”**

Slide: *(Quote)*

***“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, and move on with your personal power intact. It does not mean forgetting, nor does it mean that what the person did to you is okay.”***

**“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’)

Ask students what they notice about the definition of forgiveness. Help them see that the definition talks about the person who has been hurt no longer feeling anger or wanting to get back at the other person. It does not mention the other person’s feelings at all.



**“Sometimes we forgive the other person because they are sorry and we want to make amends. Other times, the person is not sorry. What do we do then? That is what forgiveness is all about...it is not about how the other person is feeling when they are not sorry. It is about cutting yourself free. Forgiveness is a gift that you give yourself by letting go of feeling angry, resentful or wanting to get revenge. When you do this, you are not wasting your time and energy on this negativity.**

**“When you forgive, you take your personal power back because you are no longer holding anger, bitterness or resentment towards them for what they did that hurt you. You forgive them, and move on and don't allow them to hurt you anymore.”**

**“Over the course of this unit, we'll explore what forgiveness means, and how it relates to our personal power. We will also learn how to forgive ourselves and others. For now, let's talk about the gift of forgiveness.”**

**Slide: *(The Gift)***

**“Forgiveness can be a gift you give to someone else. It feels good to be forgiven for a mistake or wrongdoing. But forgiveness is most importantly a gift that you give to yourself. It allows you to cut the cord to pain, anger, sadness, resentment, and all of the hurtful and challenging feelings you may have as a result of what someone has done to you. It lightens your load and frees you from negativity. Forgiveness also is a gift in that it mends friendships and connections with others.”**

**“Inside of the present write down some things that you can forgive in your life. They can be little things, like forgiving your little brother for scribbling in your favorite book, or something bigger, like forgiving your friend for making fun of you in front of a group of peers. Jot down as many things to forgive as you can!”**

**Slide: *(music)***

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

You may want to play this instrumental music as they write to center their thoughts.

**“Just writing these things down can help you start your journey toward forgiveness.**

**Acknowledging the things that are weighing you down and causing you pain, anger and resentment is very important. It takes courage to be aware of your feelings and it gives you a lot of power.”**

**Slide: (Quote)**

**“Let’s end today with an affirmation that we can say aloud together. Let’s say this, *‘I am cutting the cord to the things and people that have caused me pain, anger, and sadness. I am free and happy because I forgive.’*”**

As a class, say this affirmation a few times. You can ask students how they feel after saying this and beginning to think about forgiveness and letting go of challenging feelings.

## ***Have a Lot of Fun!***

Here’s a fun movement activity that might be harder than you think.

Have students put a pencil or pen between their knees. Tell them to walk around the room for 2 minutes without dropping the item. Challenge them to jump, skip, spin in a circle...

After a few minutes tell them to let the item go and walk, jump, skip, spin... Help students make the connection between the pen/pencil and carrying around a grudge, anger, or resentment. How does it feel when they let it go? Is it easier to walk without holding onto it?

## ***Transfer of Learning***

Reinforce the concept that forgiveness is a choice and a process.  
Remind students about the real meaning of forgiveness.  
Empower students to practice holding onto their personal power.

## ***Home Connection***

Send home the Forgiveness Calendar and Forgiveness Breath Card.  
Today our class started the Choose Love unit on forgiveness.

***“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, and move on with your personal power***

***intact. It does not mean forgetting, nor does it mean that what the person did to you is okay.”***

Share about a time when it was difficult to forgive someone in your life. How did you feel when you were able to forgive? If you haven't forgiven, ask them to read the quote and consider forgiveness from this perspective.



## 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"> <li>➤ Moral Character</li> <li>➤ Performance Character</li> <li>➤ Intellectual Character</li> <li>➤ Civic Character</li> <li>➤ Self Awareness</li> <li>➤ Self Management</li> <li>➤ Social Awareness</li> <li>➤ Interpersonal/Relationship Skills</li> <li>➤ Responsible and Decision-Making</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>➤ practice Forgiveness Breaths (diaphragmatic breathing) and focused awareness.</li> <li>➤ practice Rest and Relax activities.</li> <li>➤ identify the benefits of practicing forgiveness.</li> <li>➤ identify how anger feels in their bodies.</li> <li>➤ identify cues of anger in others.</li> <li>➤ learn that they have a choice to let go of anger.</li> <li>➤ use imagination to creatively let go of anger.</li> <li>➤ experience “putting down the weight” and forgiving.</li> <li>➤ Identify, in literature, how when we take care of others, we take care of ourselves.</li> <li>➤ explore the importance of choosing forgiveness over revenge or justice.</li> </ul>

### *Daily Dose of Love*

*“Forgiveness is not an occasional act, it’s a permanent attitude.”*

*~Martin Luther King, Jr.*

## *Educator Prep*

### **Videos and read alouds**

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

[Just Breathe by Julie Bayer Salzman & Josh Salzman \(Wavecrest Films\)](https://www.youtube.com/watch?v=RVA2N6tX2cg) (video)

(<https://www.youtube.com/watch?v=RVA2N6tX2cg>)

[Reading Rainbow, Under the Lemon Moon](https://www.youtube.com/watch?v=h3bELLiYqv8) by Edith Hope Fine (video read aloud)

(<https://www.youtube.com/watch?v=h3bELLiYqv8>)

This beautiful story shows readers the power of forgiveness and generosity, and how sometimes, by taking care of others, we ultimately take care of ourselves.

### **Prepare**

[Pocket Full of Rocks](https://www.chooselovemovement.org/wp-content/uploads/2020/09/Pockets-Full-of-Rocks.pdf) poem by Larry Hile (PDF)

(<https://www.chooselovemovement.org/wp-content/uploads/2020/09/Pockets-Full-of-Rocks.pdf>)

## *Focused Awareness*

**Slide:** (*Forgiveness Card Breath*)

Lead students in three Forgiveness Breaths

## *The Journey*

**“Anger can be an uncomfortable emotion, and sometimes it can grow really big. Anger is important because it helps us know when something isn’t fair or isn’t right. It’s important for us to be able to recognize when we feel angry.”**

**“What cues does your body give you to let you know you feel angry?”**

**“How can you tell if someone else feels angry?”**

**“While feeling anger is natural, feeling too much of it, or feeling it for too long, can be unhealthy. When someone feels very angry, they might not think clearly, and might hurt another person. This is why it’s important to recognize when we feel angry, and learn how to express ourselves in positive ways.”**

**“Think of a time when you were angry about something, but then you stopped being angry.”** (Pause for a minute to let students think, and then have them share some examples.)

**“In those examples, you were able to let go of your anger over time.”**

**“Let’s watch a short video about how some kids are learning to use their breath to help with their strong feelings.”**

**Slide: (video)**

**[Just Breathe" by Julie Bayer Salzman & Josh Salzman \(Wavecrest Films\)](#)**

### Under The Lemon Moon

*Synopsis: In this story set in rural Mexico, a young girl named Rosalinda awakens one night to find that a Night Man has taken the lemons from her beloved tree. Soon after this event, the tree begins to sicken. Rosalinda asks her parents, some neighbors, and her abuela (grandmother) for advice. When her grandmother tells Rosalinda about La Anciana—the Old One—the girl begins to search for her. Just when Rosalinda discovers the Night Man selling her lemons in the market, La Anciana appears. “Perhaps he had a need,” the Old One tells Rosalinda and offers instructions for healing the tree. The story ends as Rosalinda gives away the beautiful lemons that her healthy tree now yields, including one to the Night Man whom she tells to plant the seeds while the lemon moon is still in the sky.*

### Introduction: Pre Reading Focus Questions

**“What is a lemon moon? Why might someone describe the moon this way? How would you describe the moon?”**

Show students the front and back cover of the book. **“What clues do the pictures give about the story?”**

If you have students in your class whose primary language is Spanish, you may want to invite them to help teach the Spanish words in the book to the class.

Introduce the word “onomatopoeia” to students. Explain that this term refers to words that sound like the sounds they represent. Give examples such as buzz and boom. Then

tell students that the author of Under The Lemon Moon uses a number of words in this way. Have students listen for them.

**“How do you feel about other people using your belongings? When is it okay? When does it bother you?”**

**“Have you ever had to forgive someone for something that person did or caused? How did forgiving make you feel? How do you think your forgiveness made the other person feel?”**

**“What would you tell someone who took something that wasn’t his or hers? What does justice mean to you?”**

**“Which do you think is better, getting gifts or giving them? Why?”**

Slide: [Reading Rainbow, Under the Lemon Moon](#) (video read aloud)

Post reading:

Encourage students to use text evidence to support their answers.

**“How does Rosalinda feel when she hears the noise in the garden at night? Do you think she is brave or foolish to investigate?”**

**“Why is Rosalinda so sad when she sees the lemon tree in the morning?”**

**“What kind of work does Rosalinda’s mother do? What does her father do?”**

**“Who is La Anciana? Why is she important to people in this story?”**

**“Why does Rosalinda call for La Anciana instead of talking to the Night Man when she sees him selling lemons in the market?”**

**“Why would the Night Man take Rosalinda’s lemons? What need might he have?”**

**“Why does Rosalinda give away her big lemons from the healed tree? Why didn’t she give away lemons from her tree before? How does the Night Man feel when Rosalinda gives him the last lemon? Why?”**

**“How does Rosalinda feel at the end of the story? Why do you think so?”**

**“What do you think Rosalinda learned in this story? Is there justice in this story? Is there forgiveness?”**

**“At the end of the story, the tree recovered and Rosalinda made the Night Man feel better. Her generosity was an act of healing. It was also a choice she made. When someone**

**steals, cheats, or hurts us, we have a choice. We can forgive and be generous or we can respond with anger. What enables Rosalinda to choose to focus on repair rather than justice?"**

### **Activity: Put Down the Weight**

Have students make a list of things they would like to be forgiven for. This list can include things they haven't forgiven themselves for as well. Maybe they feel guilty about something they've done and are still carrying that weight.

Have them fold that paper into a small square.

Ask them to hold it in one hand out in front of them. Be patient. They should just keep holding it until their arms start to hurt. Some students will want to rest their arms on their desks or hold their arm up with the other hand. Tell them to just keep holding it out there.

After a while, or when they start to complain, ask them if that paper is getting heavy. They usually respond that it is.

Explain that the paper is not getting any heavier, it's the fact that they are continuing to hold onto it that makes it feel heavy.

Tell them to put it down, and when they put it down, to also put down what they wrote inside. They don't need to carry that weight any longer.

At that point, tell them to shred their papers into tiny pieces and throw them in the trash.

Encourage them to LET GO of the weight they are carrying and FORGIVE themselves.

**"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.”**

**“Doctors believe that practicing forgiveness can help improve your relationships, decrease your anxiety, decrease your blood pressure, and help you build a stronger immune system!”**

**Choose Love Journal**

**“Take a few minutes to draw a picture in your Choose Love Journal of how you imagine letting go of your anger.”**

## *Transfer of Learning*

Help students acknowledge when they’re angry, and cue them to practice Forgiveness Breaths.

Support students to use “I messages” to talk about their feelings.

Notice when students need to stop and think about their words before they say them. Help them through the dialogue as necessary.

## *Have a Lot of Fun!*

**“[Pocket Full of Rocks](#)” (pdf) poem by Larry Hile**

Malcolm Tent was just fine. He was doing OK,  
Till he went to his classroom one dark, stormy day,

And his teacher, Ms. Krabb, blew her cork, flipped her lid,  
Blaming Malcolm for something that someone else did.

“It just wasn’t fair! It just wasn’t right!”  
Malcolm said to himself at the bus stop that night.  
“I will not forgive, and I will not forget!”

He promised himself in the cold and the wet.

Looking down as the rain soaked his left shoe and sock,  
He saw something shiny, a rain-slickened rock.  
“What a perfect reminder, my best idea yet!  
This rock will remind me to never forget.”

But Malcolm soon found one rock wasn't enough.  
Turns out he was bothered by all kinds of stuff.  
Malcolm got quite annoyed with the things people do  
'Cause he didn't remember that he's “people” too.

So finding more pebbles, more stones, and more rocks,  
He put them in pockets—even down in his socks.  
 (“If you want to stay grumpy and grouchy all day,  
A sore foot's the best thing,” our Malcolm would say.)

The trouble with rocks is they're hard and they're bumpy.  
They make your clothes saggy; you start to look lumpy.  
But that's not the worst thing that happened to Tent.  
Inside he was hardening, just like cement.

Till walking one day in the rain, all dejected,  
He saw himself in a large puddle reflected.

His first thought was, *Wow! That's one big lumpy rock!*  
“No, wait! That is me!” he exclaimed with a shock.  
“Oh, what am I doing?” he heard himself groan.  
“My heart is now nearly as hard as a stone.”  
After thinking all night, Malcolm said, “Now I see.  
When I don't forgive others, I hurt only me.”

So he took all the stones from his pockets and socks  
And built a rock garden with all of those rocks.

Then, every time someone did him a good deed,  
Malcolm went to his garden and planted a seed.

Now Malcolm grows beautiful veggies and blossoms,  
And everyone says that his garden looks awesome.

He doesn't look lumpy; he smiles a lot too.  
'Cause he only remembers the good people do.

Create a “Forgiveness Garden” with rocks or paper flowers. You could plant seeds in cups to grow “good deeds.”

**Slide:** *(photos of rocks)*

## *Home Connection*

Today students learned about the forgiveness breath that helps us calm down. Doctors believe that practicing forgiveness can help improve your relationships, decrease your anxiety, decrease your blood pressure, and help you build a stronger immune system!

Share this breathing video [Just Breathe by Julie Bayer Salzman & Josh Salzman \(Wavecrest Films\)](#)



## 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"><li>➤ Self Awareness</li><li>➤ Self Management</li><li>➤ Social Awareness</li><li>➤ Interpersonal Relationship Skills</li><li>➤ Responsible and Ethical Decision-Making</li></ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>➤ identify what happens in their brains when they're angry.</li><li>➤ identify what happens in their bodies when they're feeling strong emotions.</li><li>➤ recognize how Forgiveness Breaths help their brains calm down.</li><li>➤ recognize that they have a choice about how to respond to anger.</li><li>➤ practice diaphragmatic breathing and focused awareness.</li></ul>

### *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.

[Don't Flip Yo Lid](https://youtu.be/he-fW9_3egw) by Just Me (*music video*)  
([https://youtu.be/he-fW9\\_3egw](https://youtu.be/he-fW9_3egw))

### **Prepare**

Review the Hand Model of the Brain, and the slide of the Brain.  
For the Hot Feelings Activity- (Have a Lot of Fun Section)  
An item to be tossed around like a hot potato in a class activity.  
Music for the activity.

## *Focused Awareness*

**Slide:** (*Forgiveness Breath*)

**“Now, to make sure our bodies are ready to learn, let’s Rest and Relax. Take one more Forgiveness Breath Slowly. How do you like to imagine letting go of anger? A warm breeze blowing your anger away? (Brainstorm ideas with students. Here are a few examples.) A bird picking your anger up and carrying it away? A well that goes down into the center of the Earth? Putting your anger on a leaf and letting it go down a river? Putting it on a cloud and watching it blow away?”**

**“Close your eyes or gaze down.. Imagine your favorite way to let go of anger. Once you’ve let go of your anger, think about how you feel now. How does your body feel? How do your lizard, numbat, and human brains feel?” (Breathe in and out five more times.)**

## *The Journey*

**“Today we’re going to talk more about how our brains, hearts, and bodies work together to help us practice courage, gratitude, and forgiveness. We’ll 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 peoples’ feelings. My anger lets 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.”**

*Slide: (NHL Brain)*

**“Do you remember our three brains: the lizard, numbat, and human brains? Our lizard, numbat, and human brains respond to anger, just as they respond to fear.”**

*Slide: (Hand model of the brain)*

**“Your wrist and palm is where your lizard brain is. It regulates your breathing, heart rate, and body temperature. It helps us stay alert and reactive to our environment. It controls our balance, coordination, and reflexes. When we take deep breaths, we are using this part of our brain to calm down.”**

**“Your thumb is your numbat brain. The numbat is responsible for our emotions and social behavior. It helps us make value judgments—deciding whether something is right or wrong. It strongly influences our behavior, and can sometimes make us feel like we’re riding an emotional rollercoaster. When we feel very angry, it can take time to slow down and reset. We use this part of your 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 represent the part of your brain that helps 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 of our subjects in school. We use this part of the brain to calm down when we count, 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, like we talked about in our last lesson. This helps us nudge our lizard and hug our human brains together.”**

**“Then we can choose how to respond. We can choose to be an ‘upstander,’ someone who stands up for people who are being treated unkindly or unfairly.”**

**“If you hear someone putting another person down, what kinds of things can you say or do?”** (Ask Responding students to stand up. Coach them to demonstrate not only what they would say but how they would say it, remind them about being assertive with a kind but firm tone. Help students come up with ideas about how to be positive upstanders and how to be allies to their friends after such an event. If they don't feel safe, have them find an adult to help.)

**“If you see someone being pressured to do something they might not want to do, what can you say or do?”** (Coach students to be very specific in their responses. Ask students exactly what they would say to the person.)

Discuss additional scenarios, as time permits.

**“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 thirty 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!”**

**“Ready to go? Go!”** (Time thirty 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 any time you want to help your body calm down and relax.”**

**Choose Love Journal**

Students can write about times that they have “flipped their lid” and how the Forgiveness Breath can help them calm those thoughts.

## *Have a Lot of Fun!*

### **HOT FEELINGS ACTIVITY**

#### Educator Preparation

- Bring a small soft ball/bean bag/object to class. This will be something that will be tossed around like a hot potato in a class activity.
- Be prepared to play music during the activity.

Divide students into two groups and have them sit or stand across from one another. Partner A and B. The first student A starts with the object and throws it directly across to student B on the other side. That person, in turn, tosses it to the next student A and so forth.

**“Think about a time when you were so angry with someone. Share an example. (e.g. One time I was so angry with my brother when he teased me in front of his friends. I was embarrassed and angry. He wasn’t even sorry.) How do you feel when something like that happens?”** Responses should include: angry, frustrated, sad, hurt, confused, resentful, etc.

**“How does your body feel when you have some of the feelings you just mentioned?** Allow for responses. You may choose to write these on the board.

**“I know when I feel angry and frustrated, I feel really hot. I call those feelings ‘hot feelings’ because sometimes your face can get red, you might feel a burning feeling in your stomach, and you might even feel like a volcano full of hot lava! You may have sweaty palms and feel flushed with the anxiety and stress of these challenging feelings from unresolved conflicts with others. When you touch something hot, do you want to hold onto it? No! You want to let it go as quickly as you can.”**

**“Think of some grudge or resentment you are carrying around and how it makes you feel. Imagine your ‘hot feelings’. Show me what that looks like with your face and body.”**

**“In this game, the object we are tossing around are the ‘hot feelings’, those difficult feelings that you just want to get rid of. Toss it back and forth across to one another like**



a shoelace while the music plays, letting it go as quickly as you can. Imagine the ball is full of your angry, frustrated feelings....all of the challenging feelings that make you feel hot, anxious and stressed. You want to let those feelings go quickly.”

“When the music stops, whoever is holding the object has to keep holding it until the rest of the group says, ‘we’re sorry’. The person holding the object puts it down and says, ‘Thank you. I forgive you,’ then changes sides. Play the game so everyone has a chance to catch and throw the ball.

After debrief with the class. Allow them to share how it felt to get rid of these feelings.

“This activity helps you become aware of your feelings, especially feelings that you’re still holding onto. We practiced letting go of these ‘hot feelings’ by imagining that they were the bean bag that we tossed around and got rid of quickly. Sometimes it’s not that easy. But being mindful of your feelings is the first step. Often, if we’re able, forgiveness allows us to let go of these negative emotions and feel better.”

“Let’s watch a fun video about students singing about what happens when we “Flip our Lids”

Slide: *(music video)*

[Don’t Flip Yo Lid](#) by Just Me

## *Transfer of Learning*

Help students practice the hand model to encourage their understanding of their brains when they’re angry.

Remind students that they have a choice about how to respond to anger.

## *Home Connection*

Review the Hand Model of the Brain with family members and share the video, [Don’t Flip Yo Lid](#). Discuss what happens in the brain when you, “Flip Your Lid.”



## LESSON 4: Helping Each Other Forgive

We can work together to let go of anger.

CSED Model Standards	Learning Targets
<ul style="list-style-type: none"><li>➤ Performance Character</li><li>➤ Intellectual Character</li><li>➤ Responsible and Ethical Decision Making</li><li>➤ Self Awareness</li><li>➤ Self Management</li><li>➤ Social Awareness</li><li>➤ Interpersonal/Relationship Skills</li><li>➤ Responsible Decision-Making</li></ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>➤ identify and practice ways to independently calm down from frustration or anger.</li><li>➤ identify ways to help friends calm down.</li><li>➤ identify times when it might be difficult to forgive.</li><li>➤ practice diaphragmatic breathing and focused awareness.</li></ul>

### *Daily Dose of Love*

*"If we really want to love, we must learn how to forgive."* Mother Teresa

### *Educator Prep*

#### **Prepare**

Students will need their Choose Love Journals.

Review "What's Under My Anger" Slide.

Review the scenario in the Activity section below.

Scratch Paper for "Shred It" Activity.

## Additional Supporting Literature

[Hot Day on Abbott Avenue by Karen English](#)

(<https://youtu.be/feOb5Zp4-FM>)

## *Focused Awareness*

**“Let’s begin by practicing three Forgiveness Breaths with a buddy. See if you can practice your Forgiveness Breaths at the same time.”** (Lead pairs of students in three Forgiveness Breaths.)

**“Now, to make sure our bodies are ready to learn, let’s Rest and Relax. Take one more Forgiveness Breath slowly. Close your eyes or gaze down. We’re going to use the word ‘love’ to guide our relaxation.”**

Slide: *(LOVE)*

**“‘L’ stands for ‘label your feelings.’ As you relax, become aware of yourself and the environment around you. In your mind, label how you feel in this moment. You may be feeling multiple feelings at once. They could be strong or gentle feelings. Without changing them, simply label how you feel.”**

**“‘O’ stands for ‘observe your body.’ How do your muscles feel? Are there any points of tension or discomfort? How are your lizard, numbat, and human brains?”**

**“‘V’ stands for ‘voice your perspective.’ If there’s anything you want to change about how you think, feel, or how your body is responding, consider what you can do to make that change lovingly. Just as we strive to be kind to others, we must also be kind to ourselves.”**

**“‘E’ stands for ‘evaluate your options and possibilities.’ Take action to promote positive, loving solutions for yourself and others.”**

**“Now, imagine a slow, gentle wave coming in and out as you breathe. Every time the wave comes and goes, your body gets more relaxed.”** (Breathe in and out five more times.)

## *The Journey*

**“Sometimes, when we feel frustrated or angry, we want to be left alone. We may want to have some quiet time to ourselves. Let’s think of some ways we can calm ourselves down if we feel angry.”**

**“First, we can use our Forgiveness Breaths. You can pause at any time and take five Forgiveness Breaths to help you calm down. You can do that on the bus, on the playground, in class, at home, or when you’re playing with friends.”**

**“Second, we can talk to ourselves quietly, loudly, or in our minds. There are many ways you can talk to yourself. You can count. You can use an affirmation or short sentences like, ‘I am calm. I am safe.’ Practice saying, ‘I am calm. I am safe,’ in your mind right now. (Give students a few seconds to do this.)**

**“You can also name your feelings. You can say to yourself, ‘I feel frustrated and need to take a break.’”**

**“You can sit by yourself to make a gratitude list or read a gratitude list that you’ve already made.”**

**“You can also imagine putting down the weight of your anger or imagine your anger leaving you in some way.”**

**“Did you know that many times we feel angry but there are actually lots of different emotions beneath the anger we feel.”**

Define and brainstorm the emotions on the slide and give examples of times when people would experience those feelings underneath the anger.

**Slide: *(What’s Under My Anger)***

**“Sometimes we feel a lot of anger, and we need help calming down. For example, if someone hurts us and doesn’t apologize, we can become frustrated. What are some situations where you might find it difficult to forgive?”**

**“Our friends can help us in situations like that. For example, if you ever need help, you can always come ask me. I can make a quiet place for you to sit in, or I can just listen to what’s going on.”**

**“Forgiveness is a process. Remember that forgiveness doesn’t mean that everything is resolved, that people treated each other fairly, or that the hurtful behavior was corrected. We are not accepting someone’s behavior, we are choosing to move on. Forgiveness is**

letting go of anger and deciding not to respond with negative actions. We can't always choose what happens to us, but we can choose how to respond."

**"How do we forgive? Is it as simple as saying 'I forgive you?'"**

**"What's inside of us that makes us want to forgive, or be forgiven?"**

**"Let's practice some scenarios together to see what forgiveness looks and sounds like. I will play the person forgiving someone, and I'll need one volunteer to talk me through what I can say or do."** (Use the following scenario, or another relevant to your classroom. Feel free to adapt the language so it resonates with your students.)

**"You find out that one of your good friends is talking badly about you behind your back. You are hurt and offended. You cannot understand why your friend would do this without speaking to you first."** (The student volunteer is a friend who is there to listen and help you figure out what to do.)

**"First I'll acknowledge my feelings."** (Speaking to the student volunteer...) **"I feel hurt and betrayed that my friend did not come to me first so that we could talk about their reasons for being upset with me."** (Coach the student volunteer to lend an empathetic ear and demonstrate active listening.)

**"Next I accept my feelings."** (Speaking to the student volunteer...) **"I can't change my friend's behavior, or the things they said that offended me. I can't control the situation, but I can choose the way I respond. I notice that I need to nudge my numbat."** (Coach the student volunteer to reassure you that they're here to help, even if it's difficult.)

**"Then, I make a choice to forgive."** (Speaking to the student volunteer...) **"Even though I don't agree with my friend's choices, I can choose to handle the situation by forgiving them. That helps me activate and hug my human brain."**

**"Finally, I make the choice to let go of anger."** (Speaking to the student volunteer...)

**"Forgiveness is a choice. I choose to release my bitterness and move on. I can free myself from negativity and move in a positive direction."** (The student volunteer may help brainstorm ideas for next steps. This can be a good point to suggest when to report bullying behaviors, and when to work out conflicts on their own.)

(Practice other scenarios if time permits.)

**“We build positive relationships by being good friends when others feel angry. If we think about what is underneath the anger, it helps us understand how our friend is feeling.”**

## ***Have a lot of Fun!***

**Slide: *(Shred It)***

**“Today we are going to practice letting go of negative feelings and thoughts that hold us back and make it difficult to be our best selves.”**

**“On a piece of paper, write down at least one negative feeling that you have playing in your brain and heart now.”**

**“Take that paper and shred it into tiny pieces as you get rid of the negative thoughts and feelings you wrote on your paper.”**

**“Next, we are going to throw EVERY little bit of paper in the trash.”**

**“We are “shredding ” our negative thoughts and feelings.”**

**“When you “shred” the negativity, feel the relief of getting rid of something that darkens and shadows your life....feel the release of the darkness and the weight being lifted from you.”**

**“How does it feel to get rid of the negativity?”**

**“Draw a heart on the second piece of paper and write at least one positive feeling and thought. This should be something that makes you feel good, brings you peace and love, and boosts your courage and confidence.”**

**“Take a minute to decorate your heart, choosing bright colors and symbols or pictures that bring you joy and positivity! You are replacing the dark with the light, setting the intention for all that is good! You are being courageous in letting go of negativity.”**

## *Transfer of Learning*

If you notice that students feel angry, cue them to use one of the strategies to calm down.

If you feel frustrated during the day, model calming strategies for the students. Ask them for ideas to help calming down.

If students have a conflict and become angry with one another, have them write in their Choose Love Journals about how they plan to let go of their anger.

## *Home Connection*

At home practice letting go of negative feelings and thoughts that hold us back and make it difficult to be our best selves. Share the “Shred It” activity to do at home.



## LESSON 5: Authentic Apologies

Theme: When I apologize, I am sincere.

CSED Model Standards	Learning Targets
<ul style="list-style-type: none"><li>➤ Self Awareness</li><li>➤ Self Management</li><li>➤ Social Awareness</li><li>➤ Interpersonal/Relationship Skills</li><li>➤ Moral Character</li><li>➤ Performance Character</li><li>➤ Intellectual Character</li><li>➤ Responsible and Ethical Decision Making</li></ul>	<ul style="list-style-type: none"><li>➤ recognize the impact of negative self-talk.</li><li>➤ practice forgiving themselves and others.</li><li>➤ recognize what happens in their heart when they are hurt and need to forgive.</li><li>➤ understand the benefits of releasing the anger and mending a broken heart.</li><li>➤ define and practice making authentic apologies for different situations.</li><li>➤ practice accepting an apology. “Thank you. I forgive you,” rather than “It’s okay.”</li><li>➤ practice diaphragmatic breathing and focused awareness.</li></ul>

### *Daily Dose of Love*

*“A broken friendship that is mended through forgiveness can be even stronger than it once was.” Stephen Richards*



## *Educator Prep*

### **Videos and read alouds**

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

**[Bring it Down Flow, go Noodle](https://youtu.be/bRkILioT_N)** *(This exercise teaches how to gain control of your stressful energy when it becomes too hard to handle.)*

*([https://youtu.be/bRkILioT\\_N](https://youtu.be/bRkILioT_N))*

### **[13 Guilty Kids](https://www.youtube.com/watch?v=tHSrOtSgA0k)**

*(<https://www.youtube.com/watch?v=tHSrOtSgA0k>)*

### **Prepare**

The link below is a collection of activities to support teaching how to apologize. Review and print what you choose to use:

- **[Apologizing](https://www.researchpress.com/sites/default/files/books/addContent/4986A.pdf)**  
*(<https://www.researchpress.com/sites/default/files/books/addContent/4986A.pdf>)*
- Preview **[Four-Step Apology](https://chooselovemovement.org/wp-content/uploads/2020/10/Choose-Love-Apology-4-Steps.pdf)** - you may want to print these for the students  
*(<https://chooselovemovement.org/wp-content/uploads/2020/10/Choose-Love-Apology-4-Steps.pdf>)*
- Print **[Forgiveness Hearts Worksheet](https://chooselovemovement.org/wp-content/uploads/2020/10/Forgiveness-Heart-Worksheet.pdf)**  
*(<https://chooselovemovement.org/wp-content/uploads/2020/10/Forgiveness-Heart-Worksheet.pdf>)*
- Preview Role-Play situations

## *Focused Awareness*

**“Let’s begin by practicing three Forgiveness Breaths. Who would like to help me lead the Forgiveness Breaths?”** (Choose students. Practice three Forgiveness Breaths.)

**“Now, to make sure our bodies are ready to learn, let’s Rest and Relax. Take one more Forgiveness Breath slowly. Close your eyes or gaze down. Imagine the slow, gentle wave coming in and out as you breathe. Every time the wave comes and goes, your body gets more relaxed.”** (Breathe in and out five more times.)

**“Remember, you can use Forgiveness Breaths any time you want to help your brain and body chill out!”**

**“Here’s a short video that will help us visualize ‘letting go.’”**

Slide: *(Letting Go video)*

[Bring it Down Flow, go Noodle](#)

## *The Journey*

**“Today we’re going to do an activity that represents what happens in our hearts when others hurt us. You will each get a heart to draw or write things that are meaningful and important in your life. You can decorate it and then you’ll cut it into 5-7 pieces. This will create a puzzle heart.”**

Pass out [the hearts](#) to students.

After they have decorated the hearts and cut them into pieces, gather the students into a community circle and discuss how the heart represents each student. When others hurt them they feel the sense of brokenness, which is represented by the many pieces the heart has been cut into. Explain that, when students forgive others who hurt them and release their anger they are able to mend their hearts back together again. Pass out a piece of paper to each student and have them glue their heart back together on the page.

When the heart activity is complete teach the students how to give and receive an apology. When they apologize and/or accept the apology, they begin to mend their heart and the hearts of others.

**“It can be very frustrating to receive an apology that doesn’t feel genuine. We’re going to talk about how to make authentic apologies.”**

**“First, why would we choose to apologize and ask for forgiveness?”**

**“What makes it difficult to ask for forgiveness?”**

**“What are some words we can use to apologize? Is saying ‘I’m sorry’ enough? What tone of voice should we use?”** (If students need guidance, have them follow the following three steps. Say or write: “I’m sorry for...” Name the behavior that was hurtful and describe the impact it had on the other person. “I didn’t make the best choice. It was wrong because...” “I take responsibility for my choices. Next time I will...”)

**“What kind of body language helps other people know we’re genuinely sorry?”**

**“There might be times when you need to ask for forgiveness or offer an apology. That can be very difficult. Let’s look at how to do that.”**

### How to Say You’re Sorry

**Slide:** (How to Say You’re Sorry Teach Four-Step Apology)

Have students turn to their shoulder partner and tell about the apology where they knew the person didn’t mean it. Remind them not to use names or identify who the person might be, just say ‘this kid’ or ‘this grown-up’. Each partner gets one minute.

Ask for volunteers to tell how they knew the person apologizing to them did not mean it. (There should now be a short sharing and discussion about things that you will later reference when you discuss, tone of voice, body language and facial expressions.)

### Authentic Apologies:

Authentic means not false or copied; genuine; real.

**“There might be times when you need to ask for forgiveness or offer an apology.”**

**“It can be very frustrating to receive an apology that doesn’t feel genuine (real). So how do you make authentic apologies?”**

**“What are some words we can use to apologize?”**

**“Is saying “I’m sorry” enough?”**

**“What tone of voice should we use?”**

**“Here are words you can say.....**

**‘I’m sorry for.....’ name the behavior that was hurtful and describe the impact it had on the other person.**

**‘I didn’t make the best choice. It was wrong because....’**

**‘I take responsibility for my choices. Next time I will...’**

**“We also need to learn how to accept an apology. Many times when someone says**

**they're sorry, we say 'It's okay,' but, is it really okay that the person hurt us? Is it okay that someone treats us in a way that makes us feel bad? It's not okay. We will practice how to say, 'Thank you. I forgive you.'"**

Students can practice making an authentic apology.

Have the class watch for facial expressions and body language and listen for tone of voice. Ask students for observations.

### **Practice using the Four-Step Apology Prompt for the following:**

Divide students into groups. They practice apologizing using the Four-Step Apology. They can write their apologies on paper, if desired. Each small group will select a representative to demonstrate what an authentic apology looks like. Work together to determine what words your representative will use, what tone of voice they'll use, why they're making the apology, and what their body language will look like. Then each group demonstrates their apologies to the class.

### **ROLE PLAY**

**Slide:** *(Role play)*

You may choose to print the scenarios for students.

#### **Role Play Scenarios**

You yelled at a family member and stormed out of the room slamming the door when you didn't get your way. You need to apologize.

You blamed your friend at school for something you did so you wouldn't get in trouble. They are getting called to the principal's office for what you did. You need to apologize.

You made fun of a student. The student is upset and looks confused about why you are being so mean. You need to apologize.

A new student in your class doesn't know anyone. At recess, he tries to join a group playing basketball. You tell him he can't play and he walks away looking hurt and sad. You need to apologize.

Your best friend is being nice to a new student. You are jealous and make up a rumor about the new student. You need to apologize.

## *Have a Lot of Fun!*

### **The Toothpaste Lesson**

Once words are spoken, kind or unkind, they are forever imprinted on the heart.

Hold the heart up in front of the class. Then give the heart a compliment and squeeze out some toothpaste onto it. Give it another compliment and do the same thing. Tell the class that spoken words “stick” to people’s hearts.

Then, tell the class that the same thing happens when you say something unkind to a person, the words are put on their heart and stuck there. You can give an example by saying, “I don’t like the way you do your hair.” When you do that, squeeze more toothpaste onto their paper heart. You can give another few examples of unkind things to say and add more toothpaste to the paper heart. Students will get the idea that words “stick” to the heart.

Then ask the class what is the right thing to do when you say something unkind and hurt someone’s feelings. Hopefully a student will say that you apologize. That is when you pick up the spoon and say sorry for each unkind thing that you spoke and try to scoop off that toothpaste clump from the paper heart. Try to put the toothpaste back into the toothpaste tube (a.k.a. your mouth).

Students will see that while you are apologizing and trying to take the words back, you can’t fit it all back into the toothpaste tube and you can’t fully get it off their heart. Students really see that even when you say, “I’m sorry,” you cannot ever completely erase the hurt of those “sticky,” unkind words. They are stuck to the heart.

It is a great reminder to students that when something unkind is said, that there is a lasting effect of those words. Hopefully this will cause them to think and be kind with their words.

**“Let’s watch a funny video about little kids who make mistakes just like we do.”**

**Slide:** *(Funny Video- students can use a little levity after this lesson)*

**[13 Guilty Kids](#)**

## *Transfer of Learning*

Empower students to give and receive authentic apologies, acknowledge them for their efforts.

They may or may not share these moments with you, but you can follow up with them throughout the year to ask how their practices of forgiveness are going.

Use the Four Step Apology formula often as needed.

## *Home Connection*

Share the Four-Step Apology and practice at home.



## LESSON 6: Accepting our Flaws and Embracing Ourselves

We are not perfect and that's okay. We grow and learn from our mistakes.

SCED Model Standards	Learning Targets
<ul style="list-style-type: none"><li>➤ Self Awareness</li><li>➤ Self Management</li></ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>➤ acknowledge their “flaws” and begin to accept them</li><li>➤ practice changing negative thoughts into positive ones.</li><li>➤ practice diaphragmatic breathing and focused awareness.</li></ul>

### *Daily Dose of Love*

*“The practice of forgiveness is our most important contribution to the healing of our world.” Marianne Williamson*

# *Educator Prep*

## **Videos and read alouds**

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

**Slide:** *(video of poem)*

[English and Spanish Reading of "Masks" by Shel Silverstein](https://www.youtube.com/watch?v=AyiSUroYYNE)

*(<https://www.youtube.com/watch?v=AyiSUroYYNE>)*

[Forgiveness Wrap-Up with Scarlett](https://vimeo.com/457591487)

*(<https://vimeo.com/457591487>)*

## **Prepare**

Write affirmations that students can use any time of day. Put them on a board, chart paper, on a laminated card, or have students copy them into their Choose Love Journals.

Materials to make masks - paper plates, pencils, pens, crayons, old magazines to make collages, paints (whatever you want to use for students to decorate masks).

**Slide:** *(masks)*

You may want to print this for students to use.

## **My Mask and What's Behind It**

*What do you want others to say and think about you?*

*What's really happening inside of you?*

*What experiences have you had that make you who you are?*

*What are your hopes and fears:*

*What are your likes and dislikes:*

*What adjectives would you like others to use when they think about you?*



*What are some aspects of your identity that you might not present to others and why do you choose to keep them to yourself? (These are ideas you might include on the inside of your mask)*

## *Focused Awareness*

**“Let’s begin by practicing three Forgiveness Breaths.”** (Choose students. Practice three Forgiveness Breaths.)

**“Now, to make sure our bodies are ready to learn, let’s Rest and Relax. 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.”** (Breathe in and out five more times.)

**“Remember, you can use Forgiveness Breaths any time you want to help your brain and body chill out!”**

## *The Journey*

**“There are many benefits to forgiveness, though we can also recognize that forgiveness isn’t always easy. Have you ever heard the saying, ‘Hurt people hurt people?’ What do you think that means?”**

**“When someone is suffering, they can make choices that cause suffering for others either accidentally or on purpose. When someone has experienced a lot of hurt or suffering, it can be especially difficult for them to let go of anger and forgive others.”**

**“Negative thoughts can wake up our numbat and lizard brains. When we label our feelings we can do a better job choosing how to take care of ourselves and successfully solve problems.”**

**“Today we’ll participate in an activity that will help us practice our courage to forgive. By making the choice to shift our thinking, we can focus our energy on choosing love.”**

Slide: *(video of poem)*

[English and Spanish Reading of "Masks" by Shel Silverstein](#)

“Masks” tells the simple story of two wandering souls who never find each other because of their failure to show, quite literally, their true colors.

Share the poem with the class and ask them to think about the meaning of it.

Students color what people see on one side of the paper plate, and what their face is hiding on the other side.

This project encourages self-reflection and expression. Plus, it's fun.

Have various art tools available. Pencils, pens, and crayons are a good start. Throw in some old magazines to allow collages for students who aren't as confident in their artistic ability.

1. Ask students to use the front of the mask to depict how they believe others see them through the use of drawings, symbols, and words. On the back of the mask, ask them to depict how they see themselves, especially in ways that differ from the front of the mask. Or, get creative with this step and come up with some new way to use the masks.
2. Allow students to share and discuss their masks. Some students won't be comfortable sharing their artwork, but you can always ask them to talk about the content without actually showing their work.
3. **“We’ve been talking about how to forgive others, but did you know you can also forgive yourself? “We all want to do our best in school and in life.”**

**“We feel happy, confident, and proud when we do our best. Sometimes, when we try to be perfect, we get frustrated because something doesn’t work exactly how we wanted it to, or we feel overwhelmed because a task seems too big or complicated. We might also feel confused or angry about things we don’t understand, like why people go to war or destroy the environment.”**

**“Has anyone ever felt that way before?” (Ask students to share examples.) “Sometimes, when I feel frustrated or angry, I might say negative affirmations to myself, which are harmful. In my mind I might think, ‘This is too hard. I’ll never get it. I’m not good enough.’”**

**“Just as positive affirmations can help us, negative ones can make things worse. We could feel even more angry, embarrassed, or disappointed when we make mistakes. As a result, we might stop trying or decide never to do something again.”**

**“We’ve been talking about how to forgive others, but did you know that you can also forgive yourself?”**

**Slide: (Affirmations)**

*I choose to let go of anger and hurt.*

*I will hold onto my personal power.*

*There is no one better to be than myself.*

*I am enough.*

*I get better every single day.*

*I am an amazing person.*

*All of my problems have solutions.*

*Today I am a leader.*

*My positive thoughts create positive feelings.*

*I accept who I am.*

*Today I choose to think positive thoughts.*

*I can do better next time.*

*I can make a difference.*

*I deserve to be loved.*

*I forgive myself for my mistakes.*

### **Forgiveness Wrap-Up with Scarlett**

## ***Transfer of Learning***

As opportunities arise organically, model for students the process of flipping negative thoughts into positive ones. This is not an attempt to always look on the bright side of things or to be positive about everything. Rather, it’s a tool to shift our thinking and to make conscious choices about our thought patterns.

## *Have a Lot of Fun!*

### **Play a game of Feelings Charades**

Make several cards with emotions listed on them. Students take turns choosing a card and acting out the emotion for others to guess. You may want to do this as a whole class to demonstrate. Then put students into groups of 4-6 to play.

## *Home Connection*

Students completed the third pillar of the Choose Love formula, Forgiveness. Our last pillar will be Compassion in Action.

# Gift of Forgiveness

Inside of the present write down some things that you can forgive in your life. They can be little things, like forgiving your little brother for scribbling in your favorite book, or something bigger, like forgiving your friend for making fun of you in front of a group of peers. Jot down as many things to forgive as you can!





## Grade 4, 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.

## **Table of Contents**

### **Lesson 1: Compassion in Action**

Theme: The Ripple Effect of empathy in action.

### **Lesson 2: Compassion for Self and Others**

Theme: There are many different ways to show **compassion for others**; the important thing is that it comes from your heart.

### **Lesson 3: Compassion for Diversity and Inclusion**

Each of us, each and every day, have the chance to make a difference with the power of our actions.

### **Lesson 4: Compassion Art**

Theme: Art is healing because it helps us connect between our mind and body.

### **Lesson 5: Choosing *Love* Connects Us All**

Theme: We all want and need to love and be loved.



# LESSON 1: Compassion in Action

The ripple effect of empathy in action.

CSED Model Standards	Learning Targets
<ul style="list-style-type: none"> <li>➤ Moral Character</li> <li>➤ Self Awareness</li> <li>➤ Self Management</li> <li>➤ Social Awareness</li> <li>➤ Interpersonal/Relationship Skills</li> <li>➤ Responsible and Ethical Decision-Making</li> </ul>	<ul style="list-style-type: none"> <li>➤ practice Compassion Breaths (diaphragmatic breathing) and focused awareness</li> <li>➤ practice Rest and Relax activities</li> <li>➤ define compassion and empathy</li> <li>➤ begin learning the steps to compassion in action.</li> <li>➤ identify examples of compassion through literature</li> <li>➤ identify the benefits of practicing compassion.</li> <li>➤ realize that small acts of kindness can make a difference</li> <li>➤ review the Ripple Effect</li> <li>➤ recognize qualities of compassion in themselves</li> <li>➤ make the connection that compassion helps us nudge the numbat brain to hug the human brain</li> </ul>

## ***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 Preparation***

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>)*

#### **[Video of ASL Compassion by Ellie](https://youtu.be/k7_wpKpMt10)**

*([https://youtu.be/k7\\_wpKpMt10](https://youtu.be/k7_wpKpMt10))*

#### **[Read Aloud Book: Mr. George Baker](https://www.youtube.com/watch?v=ZGyE66aDMr0) by Amy Hest**

*(<https://www.youtube.com/watch?v=ZGyE66aDMr0>)*

#### **[Character Education: Compassion](#)**

#### **[The Ripple Effect](#) (video)**

*(<https://youtu.be/ymo5dguHLas>)*

### **Prepare**

- Poster for Choose Love Formula or slide.
- Print out the [Compassion Breath Card](#) and [Compassion In Action Calendar](#) to send home.
- Students will need their Choose Love Journals.
- Review the steps for showing compassion in the lesson.
- Write the word “compassion” on a word wall or vocabulary list.
- Create a physical cue for compassion. 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)

## 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](#) (video)

## ***Focused Awareness***

**“Today we’re going to learn about the fourth ingredient to choosing love. So far, we learned about courage, gratitude, and forgiveness. Now we’re going to learn about compassion.”** (Use your physical cue for compassion when you say the word “compassion” now and throughout the lessons.)

**“First let’s set an intention. Remember, an intention is a purpose or a reason for doing something. It can also be a statement about how you hope to participate in something. Setting intentions helps us focus on how or why we’re doing something.”**

**“An intention for today is: ‘May my heart be open as I learn about the power of compassion.’ Say that quietly to yourself. I’ll repeat it one more time: ‘May my heart be open as I learn about the power of 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. Think quietly to yourself ‘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. Say to yourself, ‘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***

**"Raise your hand if you've heard the word 'compassion' before. What does it mean to you?"**

**"Compassion has two parts. The first part is understanding the pain or suffering of others. The second part is doing something to help them feel better."** (Share a relevant example from your classroom, or share a personal example of someone showing compassion.)

*Slide: (students talking about Compassion)*

**"Let's imagine a scenario together. Close your eyes if you'd like, or gaze down, and imagine someone sitting alone at lunch. (Pause briefly after each question to allow students time to think). What could you do before, during, or after lunch period that would demonstrate compassion? Remembering the first part, how might this student feel? Have you ever felt those same emotions? What action could you take? How do you think they might respond? How do you think they feel now? How do you feel now? Open your eyes or look up."**

(Discuss additional examples or relevant classroom scenarios as time allows.)

**"Compassion is when you understand how someone else might feel, and think about how you would feel in the same situation. If someone is hurting or sad, you might actually feel sad, too, because you know what it's like to be in their shoes. This is called empathy—when you understand the thoughts and feelings of others. Then, you take kind action."**

**"Let's learn how to say 'compassion' in American Sign Language."**

*Slide: (ASL video)*

## [Video of ASL Compassion by Ellie](#)

**“Let’s watch and listen to a video about compassion.”**

**Slide:** *(video)*

## [Character Education: Compassion](#)

**“What examples of compassion did you notice?”**

**“Before we read our story, I have some questions for you. ‘What does it mean to be old?’** Ask them to name some people (including famous persons) whom they perceive to be ‘old.’ Brainstorm two lists with students: ‘What older people can do’ and ‘What I can do.’

**“We can learn a lot from different generations, and they can learn from you, too. It is never too late to learn something new – learning is a life-long endeavor. We’re going to listen to a book called Mr. George Baker. It’s a story about a very special friendship between a young boy and a 100 year old man. As we listen, think about what each of the characters can do.**

Pre- reading:

Look at the cover of the book. What do we see? They look like they are friends. Do you have any friends who are older?

How important is reading? How do people use reading in their lives? When you first started learning how to read, how hard was it?

**Slide:** *(video read aloud)*

## [Read Aloud Book: Mr. George Baker](#)

### SUMMARY:

Harry sits on the porch with 100 year old Mr. George Baker who can dance and play the drums but goes to school, just like Harry, so he can learn to read. LeVar explores how learning is an ageless adventure as he introduces The Steppers, a group of senior women who are learning to dance and perform, and to the Ferrara family who runs a bakery where the youngest to the oldest have been mixing up sweet treats for five generations.

### TOPICS FOR DISCUSSION:

Discuss with students what is necessary to get really good at doing something. Invite them to tell about something at which they are expert. Pose the question that LeVar asks in the program: **“What would you like to learn to do?”**

Discuss how people learn to read. Ask students how they would go about teaching someone to read. Mr. George Baker and Harry are very good friends. Invite students to tell about their elderly friends and what they enjoy doing together.

### Discussion Questions:

As you read through the book, discuss the things that George and Harry have in common despite their age.

“Do you know any older people who can’t read? Is it ever too late to learn to read?”

“Why does everyone on the bus want to sit with George?”

“Do you know anyone who plays an instrument?”

“How are learning to read and learning to play an instrument similar?”

## ***Have a Lot of Fun!***

**Slide:** *(video)*

### **[The Ripple Effect](#)**

Have a drum circle with students tapping and clapping around the circle; use your knees, hands, and the floor to make different sounds.

In order to promote positive attitudes toward aging, explore the students’ concepts of what it means to be “old.” Have them cut out pictures of older people from magazines and attach them to a chart or bulletin board. Discuss the reasons for their choices. Along with the pictures, record their responses to the question. Have students compare and contrast the two lists.

## ***Transfer of Learning***

- Reinforce the concepts of empathy and compassion in the classroom and in literature.
- Practice the steps for showing compassion in action.
- Practice using the Choose Love Formula.

## ***Home Connection***

We have begun the last unit in our Choose Love curriculum, Compassion in Action. Discuss the meaning of compassion and define Compassion in Action. Send home the calendar and the Compassion breath card.



## 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"> <li>➤ Self Awareness</li> <li>➤ Self Management</li> <li>➤ Social Awareness</li> <li>➤ Interpersonal/Relationship Skills</li> <li>➤ Moral Character</li> <li>➤ Responsible and Ethical Decision Making</li> </ul>	<ul style="list-style-type: none"> <li>➤ understand that they can show themselves compassion.</li> <li>➤ identify steps for showing compassion.</li> <li>➤ make lists of ways to show themselves compassion.</li> <li>➤ demonstrate compassionate action in small groups.</li> <li>➤ identify compassionate responses to common scenarios.</li> <li>➤ practice diaphragmatic breathing and focused awareness.</li> </ul>

### ***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 Preparation***

### **Videos and read alouds**

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

**[All About Empathy \(for kids!\)](https://www.youtube.com/watch?v=ltp21tly8nM)** *(video)*

*(<https://www.youtube.com/watch?v=ltp21tly8nM>)*

**[Lost & Found Cat: The True Story of Kunkush's Incredible Journey](https://youtu.be/kdsC4W0fA_o)** By Doug Kuntz and Amy Shrodes- True story *(video read aloud)*

*([https://youtu.be/kdsC4W0fA\\_o](https://youtu.be/kdsC4W0fA_o))*

## ***Focused Awareness***

**Slide:** *(Compassion Breath)*

**“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 our Compassion Breaths?”** (Students respond.)

**“Great! Now we’re ready to learn!”**

## ***The Journey***

**“Let’s take a look at the steps to show compassion.”**

**Slide:** *(Steps to Show Compassion)*



**“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?’**
- 3) Take action by doing something kind.”**

**“Write down the steps for compassion in your Choose Love Journal. Take a few minutes to do that now.”**

**“Research shows that practicing compassion makes us happier than buying something that we really want. People like others who show compassion. Compassion can help you get out of a bad mood. Showing compassion helps your immune system, so you get sick less. Showing kindness to friends, families, communities, and the environment can also help solve big problems in the world.”**

**“When we practice compassion, we’re not only helping others, we’re actually helping ourselves, too.”**

**“Just like courage, gratitude, and forgiveness, compassion has many physical and emotional benefits. It helps us live happier and healthier lives.”**

**“Today we’re also going to talk about showing compassion to ourselves as well.”**

**“Self-compassion is very important. 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.”**

**“We also 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.)

**“With your learning partner, come up with a list of ways to show compassion to yourselves.”**

**“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.”**

**“Does anyone know what ‘empathy’ means?”** (understanding how someone else is feeling; walking in someone else’s shoes). **“We’re going to be learning about empathy along with compassion. As we watch the video, write down the three things the narrator says about empathy in your Choose Love journals.”**

**Slide:** *(video)*

**[All About Empathy \(for kids!\)](#)**

Pre-reading

**“There are many reasons why people migrate. Sometimes people migrate because they are leaving, or fleeing, something unpleasant or dangerous; other times, they migrate because they are hoping to find something new or exciting. What are some things that might push people out of their homes or home country? What are things that might draw people to explore somewhere new?”**

**“Let’s watch and listen to a true story about an Iraqi family’s journey to another country.”**

**Slide:** *(video read aloud)*

**[Lost & Found Cat: The True Story of Kunkush’s Incredible Journey](#)**

**Discussion**

**“Sura and her family had a long and difficult journey. They traveled across hundreds of miles, and spent weeks on the road. However, they never got discouraged. Why not?”**

**“When Kunkush got lost in Greece, the local cats knew he was a stranger. They hissed, and spat at him, and chased him away. How do you think that made Kunkush feel? How would it make human refugees and immigrants feel if they were treated unkindly for being different?”**

**“There were many people who helped Sura, her children, and Kunkush along their journey. This is Compassion in Action. Who were some of these people? What did they do to help? How did people work together from different languages and distant places in order to reunite Sura and Kunkush?”**

**“Sura’s family traveled together. How did this affect their journey? How might the story be different if Sura traveled alone? How would traveling as a family unit help the journey? Is it possible that traveling as a family might hinder a journey?”**

## ***Have a Lot of Fun!***

**“Here is a video of the family being reunited with their cat.”**

**Slide:** (video)

**[Lost and Found Cat: – The True Story of Kunkush's Incredible Journey](#)**

## ***Transfer of Learning***

If students struggle or get frustrated with an activity, cue them to be compassionate toward themselves.

Offer positive reinforcement when you see a student demonstrating compassion.

If your students are using online platforms or have cell phones, encourage them to think about how they can show compassion virtually, and how that’s different from demonstrating compassion in person.

## ***Home Connection***

We read a true story about an Iraqi family who migrated from Iraq to another country. Their cat got lost along the way, and this is the true story of how others showed compassion. Share the video and talk about the heritage of your family's journey.

**[Lost and Found Cat: – The True Story of Kunkush's Incredible Journey](#)**



## LESSON 3:

# Compassion for Diversity and Inclusion

Each of us, each and every day, have the chance to make a difference with the power of our actions.

CSED Model Standards	Learning Targets
<ul style="list-style-type: none"> <li>➤ Self Awareness</li> <li>➤ Self Management</li> <li>➤ Social Awareness</li> <li>➤ Relationship Skills</li> </ul>	<ul style="list-style-type: none"> <li>➤ begin to understand that race does not define people</li> <li>➤ begin to understand the concepts of equity, equality, and inclusion</li> <li>➤ understand that treating everyone with respect and accepting who they are is compassion in action</li> <li>➤ practice diaphragmatic breathing and focused awareness</li> <li>➤ practice Compassion Breaths and Rest and Relax activities</li> <li>➤ review the CALM rubric</li> </ul>

### ***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 Preparation***

#### **Videos and read alouds**

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

**[A Kids Book About Racism](#)** by Jelani Memory

*(<https://youtu.be/LnaltG5N8nE>)*

[Adrian Simcox Does Not Have a Horse](https://youtu.be/eublUgikdOo) by Marcy Campbell  
(<https://youtu.be/eublUgikdOo>)

[Kid President + Glad to Give present How Good Spreads](https://youtu.be/bH5ozEo1Ao4)  
(<https://youtu.be/bH5ozEo1Ao4>)

Students will need their Choose Love Journals.  
Review the CALM Discussion Rubric, poster or slide.

## ***Focused Awareness***

Slide: (*Compassion Breath*)

**“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 our Compassion Breaths?”** (Students respond.)

## ***The Journey***

**“Everyone close your eyes ,or look down, and think of a time someone else needed help. Maybe you wanted to do something kind and compassionate for them, but you couldn’t. You might have been too sad, scared, confused, hurried, or angry. Remember a time when you wanted to show compassion, but couldn’t. Now open or look up your eyes.”**

**“It’s difficult to be compassionate toward others if we haven’t been compassionate toward ourselves. If we’re tired, hungry, or are not acknowledging our feelings, it can be very difficult to be kind to others. First we need to take care of ourselves.”**

**“We can use the same steps for showing compassion toward ourselves. First we check in about how we feel. Then, we do something kind for ourselves.”**

**“One way to take care of ourselves is to pause and get a drink of water or a snack. We could also make gratitude lists or ask our friends to help us calm down. Sometimes we need to exercise and move our bodies, while other times we need to just sit still and be quiet.”**

**“Compassion helps nudge our numbat brains and hug our human brains. Compassion benefits both the giver and the receiver.”**

**“It’s not possible to make everyone feel happy all the time. We have lots of emotions. They come and they go. Compassion isn’t always easy. However, it is a choice we can make, and it’s a choice that benefits both the giver and the receiver.”**

**“When we listen to each other, take the time to understand how others feel, and respond helpfully, we are demonstrating good decision-making and compassionate action.”**

**“Sometimes it takes courage and forgiveness to show compassion, especially if someone is not playing fairly or has not been kind.”**

**“Let’s challenge ourselves to imagine how we might show compassion to someone who has accidentally hurt our feelings. First, we may need to show compassion for ourselves.”**

(Use a scenario relevant to your classroom. For example, if someone knocked things off your desk and didn’t apologize.)

**Slide: (CALM Rubric)**

**“Who remembers our CALM steps to solving problems?”** (Review the CALM Discussion Rubric.)

**“C’—decide to cooperate to solve the problem.”** (Students can work with friends or adults to solve problems.)

**“A’—ask questions... How do I feel?”** (Do I need to show myself compassion before continuing?)

**“How do you think they feel?”** (They might feel embarrassed, disappointed, or defensive that they caused an accident. Or, they may feel calm and happy if they don’t even know they did anything wrong.)

**“What did you see or hear?”**

**“How are your experiences the same or different?”**

**“L’—listen to each other, and consider how you would feel if you were in their shoes.”**

**“M’—decide what to do next. How can you both take kind action?”** (Offer forgiveness. Tell them you understand that they didn’t mean it. Let them know that the same thing happened to you. Let them know that you’re sad this happened, but still want to be their friend. Talk to them about how the accident affected you.)

**“It’s okay, and normal, to still feel frustrated or sad if someone caused an accident that affected you negatively. We can honor our feelings and still choose compassionate action. This is where we might also need to practice forgiveness.”**

**“Remember that showing compassion benefits everyone. It helps you and your friends play, learn, stay healthy, and find happiness.”**

### **Lesson Plan: A Kids Book About Racism**

**Slide:** *(video read aloud)*

#### **A Kids Book About Racism**

*Synopsis: The author addresses race as central to our identity, but goes on to propose we are each more than our race. The central theme of this picture book is to base our relationships with each other on what we learn from each other, not on the stories we have been told to believe.*

#### **Discussion Questions:**

**“Why are people sometimes mean to the author?”**

**“How does that make him feel?”**

**“What do some people believe about having different skin colors?”**

**“What is racism? How often does racism happen?”**

**“What are some small ways that racism shows up?”** (look, comment, question, thought, belief.)

**“What does the author say about being different?”** (more to offer each other)

**“What are some of the things being different gives us?** (help, ideas, skills, originality)

### **Think Pair Share**

With a partner, students discuss the following questions.

**“If we were to change our skin, hair, and eyes would we be the same person? Just like how we are not our feelings, we are also not what we look like on the outside.”**

**“When people see you, what do they know about you? What don’t they know about you?”**

**What are the things that make you unique and different from other people? What are the things that make you the same?**

**What are the things about you that you are most grateful for?”**

**“When we treat others with dignity, respect, and accept them for who they are, that is compassion in action.”**

### **Lesson Plan: Adrian Simcox Does Not Have a Horse:**

**Slide:** *(video read aloud)*

**Adrian Simcox Does Not Have a Horse** by Marcy Campbell

*(<https://youtu.be/eubIUgikdOo>)*

*Synopsis: Chloe is very frustrated by her classmate Adrian. He claims to own a horse, but she’s absolutely certain that’s not true. An unexpected visit to Adrian’s home teaches Chloe that what he does not have in material goods, he makes up for in imagination. With a greater understanding of his circumstances, Chloe is able to appreciate the transformative power of Adrian’s imagination and embrace his fantasy with kindness and compassion. A spare, yet stunningly beautiful story about perspective, empathy, and imagination.*

### **Discussion questions:**

**“How do you think Adrian feels when he is at school?”**

**“What are some of the reasons Chloe believes that Adrian does not have a horse?”**

**“Why does Chloe’s mom decide to take Chloe by Adrian’s house?”**



**“Why does Chloe decide not to tell Adrian that he does not have a horse while she’s at his house?”**

**“Where do you see compassion in action in this story?”**

**“How does Chloe learn compassion?”**

**“Last time we learned three steps for showing compassion. Today we’re going to talk about showing compassion to ourselves as well.”**

## ***Have a Lot of Fun!***

Slide: (video)

[Kid President](#)

## ***Transfer of Learning***

- Celebrate unique qualities and differences among each other.
- Continue to support the concepts of equity, equality and inclusion. Point them out in literature and circumstances.
- Help students notice how similar everyone really is- what they like to eat, play, sports, families, etc. We are more than just the color of our skin, hair and eyes.
- Recognize and reinforce students when they show compassion in action.
- Invite students to share acts of compassion they witness throughout the day or school week. Cue them to notice how they feel after witnessing them or hearing about these acts.

## ***Home Connection***

We learned about compassion and empathy. We talked about racism, inclusion and acceptance. Each of us, each and every day, have the chance to make a difference with the power of our actions. Talk with your family about what is important for you to take a stand and make a difference.



## LESSON 4: Compassion Art

Art is healing because it helps us connect between our mind and body.

CSED Model Standards	Learning Targets
<ul style="list-style-type: none"> <li>➤ Self Awareness</li> <li>➤ Self Management</li> <li>➤ Social Awareness</li> <li>➤ Interpersonal/Relationship Skills</li> </ul>	<ul style="list-style-type: none"> <li>➤ reflect on what compassion means to them, and how learning about compassion has changed their perspectives</li> <li>➤ use art to express compassion</li> <li>➤ practice diaphragmatic breathing and focused awareness</li> </ul>

### ***Daily Dose of Love***

*“A community united by the ideals of compassion and creativity has incredible power. Art of all kinds – music, literature, traditional arts, visual arts – can lift a community.”*

— Martin O'Malley

### ***Educator Preparation***

#### **Videos and read alouds**

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

**The Art of Miss Chew** by Patricia Palacco (*video read aloud*)  
(<https://youtu.be/mvY2ehvFsKo>)

**I'm Good** (video)

Materials that will be needed for *Hands and Hearts* art project.

**Ideas** (Slide)

[How to trace a hand / heart shaped decoration made of paper](#)

Infinite flipper heart card <https://youtu.be/P-p7HymHkKI>

## ***Focused Awareness***

**Slide:** (*Compassion Breath*)

**“Let’s begin by practicing our Compassion Breaths.”**

(You may want to choose students who have not yet had a turn to lead. Lead students in three to five Compassion Breaths.)

**“Now let’s Rest and Relax our bodies. Feel all your muscles relax, and repeat the following sentences in your mind:**

**I practice compassion to help me choose love.**

**I practice forgiveness to let go of anger.**

**I practice gratitude to be thankful.**

**I practice courage to be brave.**

**I choose love for myself and others.”**

**“How do you feel now that we practiced some Compassion Breaths?”** (Students respond.)

## ***Have a Lot of Fun on This Journey***

**“How many of you enjoy doing art of any kind? There is more to art than just producing something. Art is healing because it helps us connect between our mind and body. Art helps our mind and body to work together and is very healing, both physically and emotionally. Painting, drawing and other art forms can help increase the number of connections in the brain. Art therapy is even used in treating cancer because it decreases stress and the perception of pain that we feel.”**

**“Music and dance are also art. When we listen to music, or play an instrument, or sing, or dance, many areas of the brain are activated including those associated with movement, planning, attention and memory. It changes our brain chemistry as well. Listening to music we enjoy stimulates the release of certain chemicals in the brain and makes us feel happy.”**

**“We’re going to listen to a book called The Art of Miss Chew by Patricia Polacco. It’s about a little girl who found the love of art. Listen for acts of compassion throughout the book.”**

**Slide: [The Art of Miss Chew](#) (video read aloud)**

**Discussion Questions:**

**“What does Mr. Donovan think about Trisha's reading problem?”**

**“What does Trish do to impress her teacher and classmates?”**

**“Why did Trish have a hard time understanding Miss Chew?”**

**“How does Miss Chew define the language of art?”**

**“What does Miss Chew ask her students to draw first?”**

**“What sad thing happened to Mr. Donovan?”**

**“What did Mrs. Spaulding do differently from Mr. Donovan on Trish's assignment?”**

**“What did Miss Chew suggest might solve Trish's reading problem?”**

**“How did Mrs. Spaulding feel about art?”**

**“Why did Trish's teachers and the principal meet?”**

**“What happened to Mrs. Spaulding?”**

**“Who did Trish paint in her first painting?”**

**“What good news and present did Miss Chew give to Trish?”**

**“What were some of the compassionate acts in the book?”**

**Slide: Art Project Ideas**

Choose an art project for the students to work on. Play some piano music while they work.

## ***Have a Lot of Fun!***

Slide: *(song)*

[I'm Good](#)

## ***Transfer of Learning***

Hang students' compassion pictures in the classroom. Encourage students to have an art walk where they view the artwork.

## ***Home Connection***

Compassion can be expressed through music, dance and art. Share what musical interests family members have. Singing, dancing, playing an instrument? What types of art interests are in the family?



# LESSON 5:

## Choosing Love Connects Us All

We all want and need to love and be loved.

CSED Model Standards	Learning Targets
<ul style="list-style-type: none"><li>➤ Self Awareness</li><li>➤ Self Management</li><li>➤ Social Awareness</li><li>➤ Interpersonal/Relationship Skills</li><li>➤ Responsible and Ethical Decision-Making</li></ul>	<ul style="list-style-type: none"><li>➤ review Choose Love Formula</li><li>➤ practice affirmations</li><li>➤ practice diaphragmatic breathing and focused awareness</li><li>➤ recognize how the ingredients of Choose Love can impact their lives</li><li>➤ identify the Choose Love formula in literature.</li><li>➤ understand that choosing love is the solution to living happier, healthier lives</li><li>➤ realize that they have the life-long skills and tools to choose love in any situation</li></ul>

### ***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.

(We have included two lessons for you to choose from. Both support the Choose Love Formula. Choose one or do both. )

**[Love](#)** by Matt de la Peña read aloud by the author. *A special reading just for Choose Love.*  
([https://youtu.be/E5\\_qOsbDEGQ](https://youtu.be/E5_qOsbDEGQ))

**Love** was the first lesson in the Brave New World Unit for Second Grade. We began the Choose Love Program with this book and want to share it again because it is as pertinent now as it was at the beginning of the year. It's a constant reminder for all of us.

**[I AM HUMAN](#)** by Susan Verde (*video read aloud*)  
(<https://youtu.be/FOSN8IbSNS8>)

### **Alternate Lesson:**

**[The Golden Rule by Ilene Cooper](#)** (*video read aloud*)  
(<https://www.youtube.com/watch?v=fF2V4FhTZn0>) *Alternate lesson plan included.*

**[The Golden Rule](#)** by Ilene Cooper (*video read aloud*)  
(<https://www.youtube.com/watch?v=fF2V4FhTZn0>)

**[Character education: Compassion](#)** (*video with Golden Rule*)  
(<https://www.youtube.com/watch?v=9yIsG5zx6Mo>)

**[Compassion in Action Wrap-Up video with Scarlett](#)** (*video*)  
(<https://vimeo.com/483286747>)

### **Additional Supporting Literature**

**[A Flicker of Hope](#)** by Julia Cook (*video read aloud*)  
(<https://www.youtube.com/watch?v=8pSQVPc5bS0>)

## ***Focused Awareness***

Slide: (Compassion Breath Card)

**“Let’s begin by practicing our Compassion Breaths.** Choose students who have not yet had a turn to lead. Lead students in three to five Compassion Breaths.) **“Now let’s Rest**

**and Relax our bodies. Feel all your muscles relax, and repeat the following sentences in your mind...** (Or you can have students repeat after you.)

*I practice compassion to help me choose love.*

*I practice forgiveness to let go of anger.*

*I practice gratitude to be thankful.*

*I practice courage to be brave.*

*I choose love for myself and others.*

## ***The Journey***

**We are going to read a special book, called Love which is a celebration of our Choose Love journey together.** (This was our first book we read in the Brave New World unit when we started Choose Love.) **Let's notice all the ways the author describes Love.**

**Slide:** (*video read aloud*)

**Love**

Discussion

**What do you notice on the cover? What do you think the picture has to do with the title?**

(P. 1) **"I wonder what Matt de la Pena is talking about here? What do you think? Why?"**

(P. 6) **"Love is the smell of crashing waves" .. train whistling .. color of the sky! " Can you think of something you smell that makes you think of love? How about something you hear? And what is a color that reminds you of love?"**

**"Notice as we read other times the author uses one of our senses to describe what love is!"**

(P. 8) **"Laughter is love."**

**"Can you finish this sentence in a different way? \_\_\_\_\_ is love."**

(P. 12) **"What does the author mean by " it's not only stars that flame out? It's summers, too. And friendships. And people. " from the illustration, how do you think the boy is feeling? What makes you say that? Why do you think he's experiencing this emotion?"**

(P. 14) **"I wonder what they're watching on TV? What do you think?"**



(P. 16) **“What emotion is the illustrator trying to show us in this picture? How is he doing it? What’s happening, do you think?”**

(P. 20) **“Here’s another time the author uses a sense to describe love? Can you recognize it?”**

**“Can you finish this sentence \_\_\_\_\_ tastes like love.”**

(P. 28) **We have read about lots of places to find love. Where is a place you find love?**

(P. 30) **“What does the author mean when he says there is love staring back in the bathroom mirror?”**

(P. 34). **“How does taking love with us help us be in the world? Where do you get love to take with you?”**

**Note to Teacher From Matt de la Pena:**

*“In one illustration from my picture book LOVE (illustrated by Loren Long), a young person stares directly into the mirror, searching for love in his/her reflection. I believe this is an important stage in any child’s development. If you want to be able to love the world and make your mark in it, you have to first be able to love yourself. But it’s an especially vital developmental stage if you are black or brown. But if you look closely at the picture, you’ll see that this young person is also looking directly at you, the reader, daring you to look away. This young person is searching your eyes, daring you not to see love there.”*

**Show Slide:**

(P. 29-30) **“Look closely at the girl in this picture. She’s looking at herself in the mirror, but she’s also looking at us. What do you see in her eyes and expression?”**

**“If you want to be able to love the world and make your mark in it, you have to first be able to love yourself.”**

**Lesson Plan for The Golden Rule**

**“What examples of compassion did you notice?”**

**Pre-reading**

**“How do you feel when others let you pick first? How do you feel when other people won’t share with you? How do I want to be treated, and how will I treat others? Will I treat others the way I want to be treated even if they’re not doing the same?”**

**“Does anyone know what the Golden Rule is? Treat others the same way that you want to be treated.”**

**“How is the ‘Golden Rule’ an example of compassion in action?”**

**“Let’s listen and watch a video about a book, called The Golden Rule.”**

**Slide:** *(video read aloud)*

**[The Golden Rule by Ilene Cooper](#)**

**Post reading**

**“All the cultures and religions in this book are very different, yet they all have one thing in common. What is it? What does it really mean?”**

**“We’re going to practice using the ‘Golden Rule’ with some scenarios.”**

Put students in pairs or small groups to discuss the situations below.

**Slide:** *(scenarios)*

- 1) Another student makes fun of your clothes in the hall at school. How do you respond?
- 2) When you’re trying to tell a story at the lunch table, your friend interrupts and takes over. What do you say?
- 3) A girl in your class lies all the time, but one day she needs help with her homework and asks if you can study with her. You don’t want to hang out with her, but she doesn’t seem to have any friends, and she might need help. What should you do?
- 4) There is a bully at school who you just can’t stand. One day he throws a ball at you. Later, you see him get hurt. What would you do?
- 5) There are fresh cookies cooling on the counter, and no one is around. There are so many, your mom will never miss one. Do you eat one?

**“The hardest thing about following the ‘Golden Rule’ is that when others hurt us we often want to hurt them back. But we have the skills and tools to show compassion to those who hurt us. Remember that ‘hurt people hurt people.’ We need to remember that the**

**person who hurt us is really hurting inside. That’s when we can show compassion. It’s not easy, but it’s the right thing to do.”**

Make connections between the Golden Rule and Compassion in Action.  
Notice times when students are using the Choose Love Formula.

Share with family members about the Golden Rule. We treat each other the way that we want to be treated. Discuss how the Golden Rule is practicing compassion in action.

**Closure:**

**“We are a very special class. We are full of courage, gratitude, forgiveness, and compassion. We know how to choose love. When we follow our formula and choose love, we are strongly connected and our classroom is a safe, happy place for all of us to learn and grow. Put your hands on your heart if you are going to choose love. Thank you for learning about choosing love with me!”**

Pass out Choose Love certificates.

**“As we complete our Choose Love journey, we will continue to practice the skills and tools that we have learned. We will be happier and healthier. Take a moment to reflect about our year with Choose Love. Look back through your Choose Love Journal to help you remember. Think about your favorite lessons and what you enjoyed learning the most. Write down your thoughts in your Choose Love Journals.**

Slide: [Compassion in Action Wrap-Up video with Scarlett](#)

## ***Have a Lot of Fun!***

Slide: *(short video read aloud)*

[I AM HUMAN](#)

Slide: *(video with Golden Rule)*

[Character Education: Compassion](#)

## ***Transfer of Learning***

- Continue asking students how they feel. Prompt them to think about ways that they can use kindness and Compassion to help sustain a happy, healthy, and loving classroom.
- Help students expand their vocabularies by using words such cheerful, worried, confused, proud, shy, impatient, relieved, jealous, overwhelmed, lonely, joyful, etc.
- Remind students that when they choose love by practicing Courage, Gratitude, Forgiveness, and Compassion, they make themselves feel good and also impact those around them. Through the ripple effect, they are making the world a better place!
- Below are some other ideas of how to keep the learning going all year long!
- Practice the Choose Love Formula and point out when students are practicing any part of the Choose Love Formula.
- Allow students to reflect on themes through discussion and drawing/written reflection in their Choose Love Journals.
- We have included Quote Lists for each unit in the Additional Materials folder as well as the Supplemental Resources folder. These can serve as great discussion starters and writing prompts for students.
- Check out the [Mindfulness Extension Lessons](#) and [Morning Meeting Infusion Activities](#) in the Supplemental Resources folder. These offer additional lessons, activities and resources to extend the learning.
- Continue to recognize and praise students when you catch them showing compassion in action and choosing love in their words and actions (or courage, gratitude, forgiveness).
- Replay the videos included in this program throughout the year to remind students of the themes, skills, and lessons taught.
- Continue to take little breaks to practice deep diaphragmatic breathing, poses, and other mindfulness practices to help students to feel calm, safe, focused, confident, and engaged.

## ***Home Connection***

We completed our Choose Love program and now we have all the skills and tools to Choose Love in any situation. Practice the Choose Love Formula everyday because Choose Love is like a muscle, the more we practice it, the stronger it gets. Send home students [Choose Love certificates](#).