

Choose Love For Schools™

Grade 5

Compilation of All Lessons in All Units



Grade 5 | COURAGE | Overview

GRADE 5, UNIT 1: COURAGE

OVERVIEW

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

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

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

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

Fifth Grade Courage

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

Lesson 1: The Four Ingredients of Choose Love

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

Lesson 2: Choose Love Constitution

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

Lesson 3: Everyday and Extraordinary Acts of Courage

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

Lesson 4: The Courage to Stand Up

Theme: Our bodies can help us build courage to stand up for what we believe in. Never give up on your dreams.

Lesson 5: Courage and the Brain

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

Lesson 6: The Courage to Begin Being You

Theme: "Stand up for what you believe in, even if you're standing alone." ~Sophie Sholl

Lesson 7: Positive Relationships and Problem Solving

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



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
- Responsible and Ethical Decision Making

Daily Dose of Love

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

Educator Prep

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

It is extremely important to impress upon the children that they are NOT their feelings. We often say, "I 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 to Choose Love](#) by Scarlett Lewis

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

[Three Minute Chime](#)

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

[Buckets, Dippers, and Lids](#) by Carol McCloud video read aloud

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

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

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

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 Resources Tab for: Choose Love Formula, Choose Love Caregiver Letter, Choose Love 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. made with construction paper covers and binder paper or you may choose to purchase inexpensive spiral bound notepads.

*You may want to get an inexpensive chime to use for focused awareness and mindful moments. This is a great tool to help students focus their attention prior to a lesson or when they need to reset.

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..."*

Lesson begins here

Focused Awareness

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

Slide: *(Audio Chime) or use actual 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 to Choose Love video Scarlett Lewis)*

[Welcome to Choose Love](#) by Scarlett Lewis

The Journey

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

“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: *(Video read aloud) or book*

[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’s..

“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: *(video)*

[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.



Grade 5 | Courage | Lesson 2

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:

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

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

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

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

Prepare:

Read the Educator's Guide to understand the importance of creating a Choose Love Constitution.

Gather Chime or use an audio chime provided on the slide.

Students will need their Choose Love Journals.

Chart paper or white board for a class brainstorm.

Focused Awareness

Slide: *(Audio Chime) or use actual 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!

Slides: (videos)

[Schoolhouse Rock Preamble to the Constitution](#)

[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

“You cannot swim for new horizons until you have the courage to lose sight of the shore”
~William Faulkner

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.

Videos and Read Alouds on Slides:

Preview and cue the following resources in advance of the lesson:

[Brave Breath taught by children in Hawaii](https://safesha.re/juz) video
(<https://safesha.re/juz>)

[ASL sign for Courage by Ellie](https://safesha.re/jv1)
(<https://safesha.re/jv1>)

[My Freedom Trip](https://safesha.re/jv3) by Frances Park and Ginger Park video read aloud
Based on the life of the authors' mother. This is the story of her escape from North Korea.
(<https://safesha.re/jv3>)

[The True Story of Kid President](https://safesha.re/jv5)
(<https://safesha.re/jv5>)

Optional Additional Resources (on slides):

[KOREAN HISTORY FOR KIDS - A Kid Explains History Ep 20](https://safesha.re/jv4)
(<https://safesha.re/jv4>)

[Map of North and South Korea](#)

Prepare

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

Write “Courage” on a word wall or white board.

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) video included, clapping chants, brief rhymes, or a full-body pose. [ASL sign for Courage by Ellie](#)

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: (Video of Students demonstrating the Brave Breath)
[Brave Breath taught by children in Hawaii](#)

Slide: (Brave Breath Card)

“Let’s try the Brave Breath now.”

“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)

[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.

"Our United States Constitution guarantees our freedom as United States Citizens. Our Choose Love Constitution was developed to help us foster a safe and happy classroom where we treat one another with kindness and respect. Today we will learn about another country called Korea and learn how the country was divided into two countries: North Korea and South Korea. North Korean citizens have NO freedom. Everything is controlled by a dictator. South Korean citizens have a democracy, much like the U.S., and are given freedom."

Slide: *(Video read aloud)*

[My Freedom Trip](#) (This book won the International Reading Association Award.)

Introduce [My Freedom Trip](#) by asking students what they notice about the cover of the book. **"Do you think it's fiction or nonfiction?"**

"Have you ever heard of the Korean War?"

"How was Soo feeling when she noticed that her friends were missing?"

"How would you feel if that started happening in our classroom?"

"What was the message Soo's mother gave her that she kept hearing throughout the story."

"When Soo embraced her mother as she was leaving, she said "Be Brave-Soo." The author used the analogy "her heart was beating like a dying dove." What does that mean? Have you ever felt your heart beating like that?"

"Talk about how each character showed courage. Describe how Soo's Mom showed courage- how was her courage different?"

"Which character do you most relate to? Why?"

Choose One of the Journal Prompts:

If you had to suddenly leave your home and you could only bring a backpack with you- what would you pack? Why?

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

Optional Additional Resources on Slides:

[KOREAN HISTORY FOR KIDS - A Kid Explains History Ep 20](#)

[Map of North and South Korea](#)

Have a Lot of Fun!

Slide: *(video)*

[The True Story of Kid President](#)

This video is a demonstration of how Kid President shows courage everyday.

Transfer of Learning

Acknowledge acts of courage and perseverance throughout the day.

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.

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.

Home Connection

Send home the Brave Breath Card.

Today in class we learned how to do a Brave Breath to calm down. Practice this with your student and other family members so everyone can have benefits from this practice.



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 the character traits of grit and perseverance.
 - practice affirmations.

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

“She has been standing in the future for years, waiting for the rest of us to catch up.”

~Margot Lee Shetterly

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](#).

Videos and Read Alouds

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

[Hidden Figures Movie](#) School Appropriate Preview (All Audiences)

(<https://family.20thcenturystudios.com/movies/hidden-figures#copa-videos>)

This video helps set the stage for the book in regards to the era and social norms of the time.

[Hidden Figures: The True Story of Four Black Women and the Space Race](#) by Margot Lee Shetterly video read aloud. (<https://safesha.re/jvo>)

This short clip is from “Stop Breathe and Think” meets students where they are, and explains how the human brain has evolved to give them control over their thoughts and emotions. [Your Brain is a Cell Phone](#) (<https://safesha.re/ino>)

Prepare:

Students will need their Choose Love Journals.

Focused Awareness

Slide: *(Brave Breath)*

“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. Do you want to see mine?” (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: *(Brave Pose)*

Say some of the following affirmations or create some of your own while doing the Power Pose.

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

“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!”

“What are some ways you might need to show courage in our classroom or school? What might make these challenges hard?” “Let’s review some of the tools we have learned to help make them easier to accomplish.” “Let’s begin talking about courage by practicing our Brave Breaths together three times.” (Lead students in three Brave Breaths.)

The Journey

“We’re going to watch a short clip that helps explain how the human brain has evolved to give us control over our thoughts and emotions. Focus your attention on what happens in the brain when we experience strong emotions. Then notice how the brain calms down. This is how the Brave Breath and Brave Pose work on our brains.”

Slide: *(video)*

[Your Brain is a Cell Phone](#) (Learn how the human brain has evolved to give you control over your thoughts and emotions.)

Slides: *(Hidden Figures)*

[Preview of Hidden Figures Movie](#) (demonstrates the courage to remain calm in the face of adversity)

Before reading:

“We’re going to read a non-fiction story that demonstrates how when we can remain calm in the face of adversity, we can hold onto our personal power. This leads us in the direction of success. Notice how the characters in the story confront adversity with calmness and courage and how grit and perseverance help them succeed.”

[Hidden Figures: The True Story of Four Black Women and the Space Race](#) by Margot Lee Shetterly

Post reading discussion questions:

“How did the four women show courage and grit throughout the book?”

“When did characters experience racism and segregation? Did they respond or react?”

“When did characters experience respect and equality? How did they respond?”

“What was each woman's role in the Apollo 11 orbit?”

“Why do you think the author titled the book, “Hidden Figures”? How does this title have multiple meanings?”

“What character traits did these women embody that allowed them to succeed?”

“What can you learn from them personally?”

“Why do you think these women did not receive recognition?”

Have a Lot of Fun!

Cell Phone App

Do the following activity as a whole class or students can do it in their journals:

“Our cell phones can provide us with any application we need. There are apps that can help track our exercise or our food intake, list the best restaurants, or even help us save money. Apps help us when we need support with something.”

“We’re going to create an app for courage in our Choose Love Journals. The app will give us ideas for what we can do to boost our courage.”

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

Students created their own Brave Pose. Talk about when this can be used in and out of school. Have family members 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.

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:

- identify what happens to their brains when they're afraid.
- 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

****You may want to plan to do this lesson over two days. Neuroscience is an important component of Choose Love.***

Daily Dose of Love

"I shall take the heart. For Brains do not make one happy, and happiness is the best thing in the world. ~ Tin Man (The Wizard of Oz)

Educator Prep

Watch one of the following videos on how to teach the hand-model of the brain:

- ❖ [Dr. Russ Harris description of the brain](#)
- ❖ [Dr. Dan Siegel's Hand Model of the Brain](#) that describes how the brain works:
- ❖ Practice describing the brain to students using Dr. Siegel's model.
- ❖ [Here's another version by Jeanette Yoffe](#) geared toward children:

Videos and Read Alouds

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](#)

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

Prepare

Supporting visuals (also accessible via the Additional Resources section of this unit, online:)

- [Choose Love Formula](#)
- [Brave Breath Instruction Card](#)
- [Nurturing, Healing Love Brain Visual](#)
- [Hand Model of the Brain](#)
- [Parts of the Brain/ Neuroscience Visual](#)

- Optional - [Mindful/Glitter Jar](#) to demonstrate what happens in the brain

Focused Awareness

Slide: (*Brave Breath*)

Lead students in a Brave Breath and Rest and Relax practice. You may want to select students to lead.

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. We call this ‘flipping our lid’.

“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: *(Numbat, Human, Lizard Brains -NHL)*

“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: *(video)*

[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 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: *(Neuroscience Brain)*

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)

Slide: *(Vagus Nerve)*

“Fortunately, we have this amazing nerve in our bodies that goes from the belly to the brain. It’s called the Vagus Nerve. Vagus means “wandering” in Latin. This nerve wanders between the brain and belly and connects lots of parts of the body. It’s job is to help us calm down when we flip our lids.”

“The best news is that we can access it any time we want to. Can anyone guess how we access the super power nerve in our bodies?” (Allow student responses.) “We access it with deep breaths, like the Brave Breath. Let’s try that now and see if you can actually feel the Vagus Nerve turn on.”

“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.” (Ask students if they notice any feelings in their bellies. Answers may include, “fuzzy, warm, calm, tingly. Some students may not notice any feeling at all. Reassure them that’s okay. With practice they will begin to notice the sensation.)

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

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.

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

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!

Home Connection

We learned the neuroscience of what happens in our brains and can demonstrate that with the hand-model.



LESSON 6:

The Courage to Begin Being You!

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

~Sophie Sholl

Student Outcomes

- Students will be able to:
- recognize emotions and feelings in literature.
 - listening for understanding.
 - drawing 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.
 - reflect on their freedoms and rights.
 - compare and contrast their lives with the lives of the characters.
 - recognize and be grateful for the opportunities they have.

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

"The atmosphere in the class is unbelievable. It is what every teacher dreams about — real, honest enthusiasm and desire to learn anything and everything. The girls come to class of their own free will. They respond to everything that is said. They are excited about learning. They drain me of everything that I have to offer so that I go home at night completely exhausted but very happy in spirit..." — Pam Parker, Freedom School teacher.

Educator Prep

Videos and Read Alouds

[Freedom School, Yes!](#) By Amy Littlesugar video read aloud
(<https://safesha.re/jwp>)

Based on the 1964 Mississippi Freedom School Summer Project, this sensitively illustrated children's book describes the struggle of a freedom school against racist attacks from the perspective of a young African-American girl.

Visual: [Freedom School](#) (also on slide and available via the Additional Resources section of this unit online.)

Focused Awareness

Slide: (*Brave Breath Card*)

Lead students in a Brave Breath and Rest and Relax practice

The Journey

Slide: (*Think/Pair/Share*)

Think/Pair/Share

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

"What are some rights and privileges we have?"

“What does freedom mean to you?”

“What are some privileges you have that others may not have?”

“How do you feel about school? Do you like to go to school?”

“Do you think everyone has the right to go to school?”

Listening closely matters so they can share what they heard.

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

“We’re going to listen to a story about a time when certain people were not allowed to go to school. As we listen to this true story, think about what freedoms you have that those in the story did not have. Also, think about the courage it took for them to be able to stand up for the things that we take for granted.”

“First, here’s a picture of an actual Freedom School from the 1960’s in Mississippi.

Slide: *(Freedom School)*

Or use: [Freedom School](#)

Discussion Questions:

“How does each character show courage? Annie? Jolie?”

“How did the Freedom School inspire the students?”

“Jolie says she could feel Annie’s heart beating. What is happening in her body, who is in charge (Lizard, Numbat, Human)?”

“Annie says, “You were brave to come find me, brave as a Lion. How are we similar and different from the students in the story?”

“Jolie’s uncle says, ‘You gonna learn ‘bout people and places, ‘bout who you are. Once you learn that, you ain’t gonna let bein’ scared get in your way.’ What impact does this have on Jolie?” *(Courage)*

“At the end of the story it states “when it came to school and learning, she was never going to let being scared get in her way again. Imagine what it is like to want to go to school so badly and being told you can’t. Then, risking your life to go ahead anyway.”

Brainstorm other people who have experienced similar situations and how they persevered with courage.

Slides: (AUTHOR NOTE: 1964 Summer Project Mississippi)

“600 Volunteers, black and white, risked their lives to travel to Mississippi to fight for civil rights. Whites were housed in black people’s homes. These people showed tremendous courage to shelter them. The teachers showed courage as well.

The risks were worth it. The author spoke with some Freedom School teachers and all said it was worth it. Students learned to read and write, and they registered to vote.

We can’t always choose what happens to us, but we can always choose how we respond. Our skin color doesn’t determine whether or not we will be prejudiced or kind. We determine that with every choice we make.”

Read the bolded part of the quote above and discuss what this means to the students.
“How does this connect with Choose Love and Courage?”

Have a Lot of Fun!

Write an acrostic poem for COURAGE. This can be done as a whole class, small groups, or in their journals.

Additional Journal Prompt:

How would your life be different if you were not allowed to go to school? How would that impact you and your future?

Transfer of Learning

Practice Brave Breaths and Brave Poses throughout the day.

Recognize judgements.

Point out student freedoms and rights and refer to the Choose Love Constitution.

Recognize opportunities for gratitude.

Home Connection

Our class learned about what it was like in the 1960s for African Americans and going to school. We read the story [Freedom School, Yes](#). At the dinner table, talk about freedom and privilege and the courage it takes to guarantee these things. Share what each person is grateful for.



LESSON 7:

Positive Relationships and Problem Solving

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

Note: You may want to do this lesson over a few days or throughout the week.

| Student Outcomes | CSED/ SEL Model Standards |
|--|---|
| <p>Students will be able to:</p> <ul style="list-style-type: none">➤ 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. | <ul style="list-style-type: none">➤ Self Awareness➤ Self Management➤ Social Awareness➤ Interpersonal/Relationship Skills➤ Responsible and Ethical Decision Making➤ Moral Character➤ Civic Character➤ Performance Character |

“Promise me you’ll always remember: You’re braver than you believe, and stronger than you seem and smarter than you think.”

-Christopher Robin to Pooh by A.A. Milne

Educator Prep

You may want to do this lesson over a couple of days. It is a core component of the Choose Love curriculum and should be used here on after to support students with problem-solving.

Recall examples of when students in your classroom had different thoughts, opinions, feelings, or perspectives. Display and print the CALM Discussion Rubric. Print copies for each student, or have students copy it into their Choose Love Journals.

Videos and Read Alouds

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

[Mr. Peabody’s Apples](https://safesha.re/jwt) by Madonna video read aloud (<https://safesha.re/jwt>)

[Courage Wrap-Up](https://safesha.re/igy) by Scarlett Lewis
(<https://safesha.re/igy>)

Prepare

[CALM Discussion Rubric](#) (also on slide and available via the Additional Resources section of this unit online.)

Prep an Anchor Chart for CALM: **“CALM: Looks Like, Sounds Like, Feels Like”**

Copy on board or use slide **“F.E.A.T.H.E.R.” - “Words and feathers are easily scattered, but not easily gathered.” ~Unknown**

Optional Supporting Literature:

[The Secret of the Peaceful Warrior](#) by Dan Millman is an excellent book to conclude this unit.

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.*)

The Journey

Introduce the [CALM Discussion Rubric](#)

“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.)

“Just because you are 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, sometimes we might want to do different things with other friends. This can cause a problem if feelings are hurt.”

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

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

Slide: *(CALM Rubric)*

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.)

****List these ideas on the CALM Anchor Chart.***

“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. Write these ideas on the Anchor Chart.

For example, rather than saying, “She’s being mean,” coach students to say, “I was using the colored pencils, and she took them 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.”

Complete the CALM Anchor Chart with examples provided by students.

Pre-reading

Slide: *(Feather quote or write on board.)*

“Words and Feathers are easily scattered but not easily gathered.” ~Unknown

“What does this quote mean to you?”

“We’re going to read a story about what happens when people spread rumors. As we read, think about what the characters could do to solve the problem using the CALM Rubric. Let’s see if we can apply these new skills and tools with the problems in the book. That will help us solve real problems when they come up.”

Slide: *(video read aloud or book)*

Mr. Peabody's Apples

Predicting what will happen exercise:

Stop reading after page 13 of the book when the rumor about Mr. Peabody gets out and have students predict how the story will end. **“What are Mr. Peabody, Tommy and Billy going to do?”** Finish reading the story before asking students to share their responses.

Post reading questions:

“What could Tommy have done differently when he first saw Mr. Peabody take the apple?”

“What do you think the author wants us to learn from the story?”

“What did you learn and how will it influence your choices?”

“What does the phrase, “jumping to conclusions” mean and how does it apply to this story?”

“How do rumors hurt people?” (*To feel superior, to feel like part of a group, for attention, for control or power, out of jealousy/vengeance, out of boredom*)

“Why do people gossip and spread rumors?”

“What adjectives would you use to describe Mr. Peabody’s character?”(Begin by giving an example on the board, such as generous, inclusive, kind, friendly, encouraging, dedicated, considerate or well-liked.)

“The feather pillow is a metaphor. What does the pillow represent?” (*Mr. Peabody’s integrity, truth, reputation, etc.*)

“What about the feathers?” (People, gossip, etc.)

“What do you think the illustration on the last page symbolizes?” (*There are a few feathers still out which means that most, but not all, people in Happyville know Mr. Peabody is not a thief.*)

“Although the pillow is together, the stitching shows it is still damaged just as the power of words damaged Mr. Peabody’s reputation.”

Perspective Taking:

“How did the perspectives of the children and Mr. Peabody differ in the situation?”

“On page 28, what did Tommy understand? He had to tell people he was wrong and Mr. Peabody was not a thief.”

Problem Solving

“Problem solving was weak in this story. Where did it need improvement?”

“In Mr. Peabody’s Apples, an action was judged and the judgment was made without knowing all the information. Looking at a situation from a different point of view can change it drastically.”

“In Mr. Peabody’s Apples, when someone thought he didn’t pay for an apple, they jumped to the conclusion that he stole the apple. In truth, Mr. Peabody had paid for the apple. Not enough information was known to make a judgment and so characters were misinterpreted. When the situation was looked at from a different perspective, feelings and thoughts about the characters changed.”

Share the following with students. This acronym supports the CALM Rubric and helps students with identifying specific behaviors and feelings.

Slide: (FEATHER)

Not sure it is something you should repeat? Think FEATHER.

Feelings: How would YOU feel?

Everyone: Does everyone need to know?

Anger: Would someone get angry at me or others?

Truth: Do I know firsthand that this story is the truth?

Hurtful: Who could it hurt?

Embarrassed: Could someone be embarrassed?

Respect: Treat others the way that you want to be treated... Would you want it said about you?

To end our Courage Unit, let's read the story of the Two Wolves.

Slide: (*Two Wolves*)

The Two Wolves

An old Cherokee chief was teaching his grandson about life...

"A fight is going on inside me," he said to the boy.

"It is a terrible fight and it is between two wolves.

"One is evil – he is anger, envy, sorrow, regret, greed, arrogance, self-pity, guilt, resentment, inferiority, lies, false pride, superiority, self-doubt, and ego.

"The other is good – he is joy, peace, love, hope, serenity, humility, kindness, benevolence, empathy, generosity, truth, compassion, and faith.

"This same fight is going on inside you – and inside every other person, too."

The grandson thought about it for a minute and then asked his grandfather,

"Which wolf will win?"

The old chief simply replied, "The one you feed."

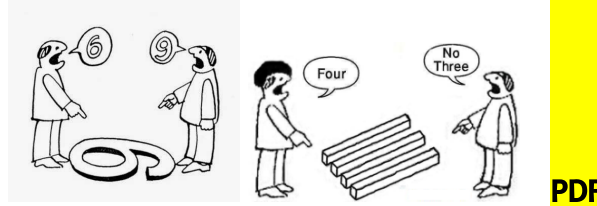
"Next time we'll learn a new ingredient in the Choose Love Formula."

Slide: (*Courage Wrap-up*)

Courage Wrap-Up by Scarlett Lewis

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

Have a Lot of Fun!



Slide: *(Perspective)*

Show the pictures and ask students what they see. Allow them some time to discuss their perceptions. 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).

Transfer of Learning

Continue this 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.

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

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.

Students will need their Choose Love Journals.

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."

Slide: (Choose Love Formula)

Review the four ingredients of the Choose Love Formula.

Slide: (ASL Sign for Courage Video)

[ASL Sign for Courage](#) by Ellie

"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 Ellie](#)

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 ingredients, 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: The Secret of Gratitude

“The heart that gives thanks is a happy one....We don’t give thanks because we’re happy. We are happy because we give thanks.” Douglas Wood

| CSED Model Standards | Learning Targets |
|--|--|
| <ul style="list-style-type: none"> ➤ Self Awareness ➤ Social Awareness ➤ Responsible and Ethical Decision-Making ➤ Moral Character ➤ Civic Character ➤ Interpersonal/Relationship skills | <p>Students will be able to:</p> <ul style="list-style-type: none"> ➤ define gratitude. ➤ practice Gratitude Breaths (diaphragmatic breathing) and focused awareness. ➤ practice Rest and Relax activities. ➤ learn ASL sign for gratitude |

Daily Dose of Love

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

Educator Prep

Videos and read alouds

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

[The Secret of Saying Thanks](#) by Douglas Wood

(<https://youtu.be/ExphA9RYkr8>)

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

(song) (<https://www.youtube.com/watch?v=sO2o98Zpzg8&feature=youtu.be>)

Additional Optional Resources:

[Secret of Saying Thanks Yoga](#) You may choose to use some or all of the poses for each gratitude

(<https://www.kidsyogastories.com/wp-content/uploads/2016/11/Lesson-Plan-for-The-Secret-of-Saying-Thanks-Joie-Scott.pdf>)

[“Say Thank You” Denzel Washington](#) (video)

(<https://www.youtube.com/watch?v=7uzynHWxn5Q&feature=youtu.be>)

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

Slide: (*quote*)

“The heart that gives thanks is a happy one...We don’t give thanks because we’re happy. We are happy because we give thanks.”

Brainstorm with the class the meaning of this quote from the story.

Slide: *(Video read aloud)*

The Secret of Saying Thanks

Follow up the story with a class discussion of what ‘the secret’ is. The secret is – have an attitude for gratitude.

Choose Love Journal

Throughout this unit on gratitude, invite students to write in their gratitude journal or their Choose Love Journal what they are grateful for each day.

Slide: *(Journal)*

Provide the sentence frame for students.

I am so very thankful for _____ because _____.

For example, I am so very thankful to my sister for making my lunch this morning because I was late and would have had nothing to eat!

Model what a gratitude journal looks like by doing one entry together as a class. For example, *“Today I am grateful for...” “Thank you. I am so very grateful for...”*

Students can record their ideas in a variety of ways. They might just make a list or they may choose to expand on their thoughts and make more detailed sentences; it’s a personal choice. Set a goal to record at least 3 items.

At the beginning, students might be repetitive or obvious in their observations about things to be grateful for. As time progresses, encourage students to take note of the more subtle things in their lives. Work on creating awareness in your students with the use of prompts.

The beginning and the end of the day are great times to record in the gratitude journals. It is important for the students to see that you are also writing in your own journal when they are.

Encourage your students to read through their journals when they are down so that they are reminded of all the good in life.

Provide opportunities to share the journals on a volunteer basis only. Someone's entry might inspire thought in others.

Have a Lot of Fun!

Slide: *(song)*

[GRATEFUL: A Love Song to the World](#)

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.
- Teach students the concept that if you notice the good things in your life and give thanks for them, you will attract even more things to be thankful for. This is the "Boomerang Effect." What you give comes back to you.
- Consider having a Class Gratitude Journal that students can write in when they want to. It could be given to a student each day to write something or left in a special place in the class for them to use.

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 nature and 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"> ➤ Self Awareness ➤ Self Management ➤ Social Awareness ➤ Interpersonal/Relationship Skills ➤ Moral Character | <p>Students will be able to:</p> <ul style="list-style-type: none"> ➤ practice diaphragmatic breathing and focused awareness. ➤ understand and appreciate that we are all different. ➤ recognize attributes and strengths in themselves and others. ➤ make connections to real life situations from the text. ➤ recognize that each individual has unique abilities and needs. ➤ understand that friendship, caring, equality and love are important in building positive relationships. |

Daily Dose of Love

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

– Edwin Elliot

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 Message in the Mirror by Katrina Denise (*video read aloud*)

(https://youtu.be/lz39_aZGKM4)

Or

Zero by Katherine Otoshi (*video read aloud*)

(<https://youtu.be/uPc5Q6YS10A>)

Zero is a follow-up to the book, One. Zero feels empty inside and has a hole right through the center. She feels left out because she wants to count like the other numbers but she feels like nothing. This book explores how to find value in yourself and others.

Prepare

"I'm Good" (*song*)

(<https://youtu.be/jl-5PdLYAt0>)

Kid President's 20 Things We Should Say More Often

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

Additional Supporting Literature and Resources:

Thanks A Million by Nikki Grimes is a book of sixteen poems about gratitude.

"I Am Me" (*inspirational video*)

(<https://www.youtube.com/watch?v=y8Sv3CitPks&list=RD7uzynHWxn5Q&index=4>)

Focused Awareness

Slide: (*Gratitude Breath*)

"Let's begin by practicing our Gratitude Breaths together three times."

(Lead students in three Gratitude Breaths).

"Now, to make sure our bodies are ready to learn, let's Rest and Relax. Take one more Gratitude Breath together slowly. Close your eyes or look down. 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, jump. I am grateful for my hands... because they help me write, color, draw. I am grateful for my mind... because it helps me think and learn. I am grateful for my heart... because it helps me love and feel loved.”

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

The Journey

Slide: *(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

“What does this quote mean to you?”

Lesson Plan for The Message in the Mirror:

“We’re going to watch and listen to a story about what a girl sees when she looks in the mirror.”

Slide: *(video read aloud)*

[The Message in the Mirror](#)

Discussion Questions

“What are some of Aria’s gifts that she could be grateful for but doesn’t see?”

“I wonder what she sees when she looks into the mirror?”

“Why do you think she sees this?”

“What is the gray patch in the mirror?”

“What is Aria’s self-talk when she speaks to the mirror?”

“I noticed that Aria was struggling in school? Tell me more about this.” (Talk about low self-esteem with the students).

“Aria believes other people are pretty and popular, but doesn’t see those qualities in herself. Why do you think she feels this way?”

“Something happens that changes how Aria sees herself. Tell me more about that.”

“What does she see when she looks into the mirror at the end of the story?”

“How does her self-talk change?”

“What do you think the author wanted us to take away from her book? Tell me more.”

Lesson Plan for Zero

Slide: (video read aloud)

Zero

Pre-reading

“What does the number zero mean?” (Zero usually means that the quantity or amount is nothing.)

“If you were asked to choose a number as a name which number would you choose? Why?”

Post -Reading Questions

Explore the meaning of the metaphors “count” and “value” with the students. Talk about how they have more than one meaning in this story. Zero’s definition of count means not only to put numbers in order, but also to be of value or to be important.

“What does it mean to have value? To count? Do you have value? What is your value? What are some things about you that you are grateful for”

“Why does ZERO want to look like ONE? (ZERO saw the “bold strokes and squared corners” of ONE and thought it was better than being big and round.)

Why do you think Zero only saw an empty hole inside? (When she compared herself to others she felt like nothing and empty. She couldn’t find gratitude and only saw the negatives.)

SEVEN says, “Every number has a value,” “Be open you’ll find a way.” What does it mean to be open? (To be open is to think about more than one possibility, to wait, to explore, to be willing to change.)

“When ZERO has a new idea, ONE tells her to “Lead the way!” Why is it important that it is ONE who tells her this? (Discuss the idea of empathy. ONE was the leader up until this point. He understood the value of encouraging others to lead. He helped ZERO find value in who she is.)

“What does the phrase in the book, “bringing more value to everyone” mean? What are some ways we can bring value to the people here? We can be grateful for those things that make each of us unique.”

“Let’s do some affirmations today. 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.”

Use with either book

Slide: (video)

“I Am Me”

“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.”

Slide: (affirmations)

Repeat after me:

I can do anything I put my mind to.

I believe in myself.

I accept who I am.

I am unique.

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.”

Activity

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

Slide: (Prompts)

*My friends think I’m awesome because...
My classmates say I’m great at...
Something that I’m really proud of is...
I make my family happy when I...
One unique thing about me is...
I like who I am because...
I feel good about my...*

Brainstorm with a partner, and as a class if necessary, characteristics that make each student unique. Have students draw a simple mirror in their Choose Love or Gratitude Journals and write down 5 things that make them unique on the mirror.

When completed have students hold their mirror statements and read aloud to themselves. If possible, have students use a real mirror and recite them. Encourage students to compliment one another and write those statements on the mirrors as well.

Slide: (positive self-talk)

*You are amazing.
You are a good friend.
You are so smart.
You are good enough.
You make a difference in the world.
You are important.
You matter.*

I love you.

Have a Lot of Fun!

Slide: *(song)*

[***I AM GOOD***](#)

Slide: *(video)*

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

Transfer of Learning

Encourage students to remind themselves and others to be grateful for their individuality, talents, skills, and gifts.

Before activities, exams, or events, invite students to repeat affirmations together as a class.

Recognize and encourage perseverance, and opportunities to persevere.

Home Connection

Today our class learned about affirmations. At the dinner table, share one positive trait or characteristic each person sees in the others. Each person can share a personal affirmation, i.e. "I am smart. I am kind. I am generous. I help others."



Lesson 4: Gratitude- The Great Mind-Shifter

Our thoughts, feelings, and actions all work together. Gratitude helps us choose our thoughts and how we respond.

| CSED Model Standards | Learning Targets |
|---|--|
| <ul style="list-style-type: none"> ➤ Self Awareness ➤ Self Management ➤ Social Awareness ➤ Interpersonal/Relationship Skills ➤ Moral Character ➤ Performance Character ➤ Intellectual Character ➤ Civic Character | <p>Students will be able to:</p> <ul style="list-style-type: none"> ➤ practice diaphragmatic breathing (Gratitude Breath) and focused awareness. ➤ recognize the somatic cues of strong feelings. ➤ describe obstacles that Nelson Mandela had to overcome ➤ describe how a role model exemplifies respect. ➤ describe how a role model contributes to the common good. ➤ explain why it is important to serve and contribute to the common good. ➤ identify and practice strategies to handle adversity and/or overcoming it. ➤ recognize how working with others can help to overcome adversity and attain goals ➤ demonstrate an awareness and willingness to improve something in the world around them ➤ define empathy and recognize it in literature. |

Daily Dose of Love

“Education is the most powerful weapon which you can use to change the world.”
— Nelson Mandela

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: A Learning Strategy”](https://youtu.be/lrHJYeAVoKU)

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

[Nelson Mandela](https://youtu.be/v7uXmOd_9xY) by Kadir Nelson (*video read aloud*)

(https://youtu.be/v7uXmOd_9xY)

Optional Additional Literature

[Arte With Maestro William - Episode 3 - The Table Where Rich People Sit Read Aloud - Spanish](#) by Bryd Baylor

This video is introduced in Spanish in the first 2 minutes and then read in English. The video is 17 minutes long.

Focused Awareness

“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.”

“Now, tighten up your whole body little by little and then slowly relax each part. Let your whole body relax. Let’s practice some positive phrases. Repeat after me: I am courageous. I stand up for myself and my friends. Gratitude helps me overcome challenges. Gratitude helps me appreciate differences. I am ready to spread kindness. I enjoy learning and playing. I build positive relationships. Gratitude makes me happier and healthier.”

“How do you feel now? I hope you feel calm and peaceful like I do. Now our minds are ready to learn.”

The Journey

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 fifth 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.

Slide: Nelson Mandela Quote

“People must learn to hate! And if they can learn to hate they can be taught to love, for love comes more naturally to the human heart than its opposite.” ~ Nelson Mandela

“Today we are going to learn about an amazing man, Nelson Mandela.”

“Nelson Mandela is considered by many to be the father of South Africa. Mandela was an anti-Apartheid activist, which means that fought for those who were disadvantaged by the system of racial segregation. Mandela became a civil rights leader, leading many against the Apartheid government.

Slide: *(video read aloud)*

Nelson Mandela by Kadir Nelson

Review the pages before this quote on page 7 looking for details from his early life that may have caused him to fight for justice.

“How did Nelson Mandela show courage throughout his life? How did he show gratitude? What other character traits did he show?”

“Give some examples of times when Nelson Mandela showed grit?”

“How was Nelson Mandela able to reframe negative thinking/situations to positive outcomes?”

“Where does gratitude play a role in his life?”

“The author says that Nelson “returned to cleanse his homeland of hate.” What does that mean?”

“He was put in prison for 27 years for speaking up for freedom. Can you imagine how you would feel if this happened to you? Can you empathize with Mr. Mandela? How would you feel, angry, resentful? Do you think you would find gratitude like he did?”

“How does Nelson Mandela contribute to the common good? How have his actions changed the world?”

Discuss the fact that it would have been easy to seek vengeance against those who jailed him. Instead, he chose the more difficult route of peace, forgiveness, and gratitude.

“When he was released and Apartheid ended, he thanked his ancestors for the outcome. Why? What did he say he was grateful to them for?”

Slide: *(Pictures of Nelson Mandela)*

Nobel Peace Prize

In 1993, Mandela and President de Klerk were jointly awarded the Nobel Peace Prize for their work toward dismantling apartheid in South Africa.

Have a Lot of Fun!

Choose Love Journals

Gratitude helps us choose our thoughts and how we respond.

Students reflect and write about how Nelson Mandela was able to succeed and persevere with his mindset of gratitude.

Civic Activity:

Support student's civic responsibilities to the school or greater community by doing a *litter drive, making cards of gratitude for the troops, hosting a food or clothing drive etc.* Activities such as this help students demonstrate an awareness and willingness to improve something in the world around them.

Transfer of Learning

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

Help them to reshape their thinking/attitude from negative to positive.

Recognize and reinforce when you see students working through frustration and persevering/grit.

Recognize when they are showing gratitude.

Acknowledge when students model respect and contribute to the common good.

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.

Help students Identify and work through adversity in their own lives and teach strategies of dealing with adversity and/or overcoming it.

Support students working together to overcome adversity and attain goals (group projects).

Support civic responsibilities by encouraging the willingness to improve something in the classroom, school, community, nation or world.

Home Connection

Our class learned about how our thoughts, feelings, and actions all work together. We read about the life of Nelson Mandela. Share the book [Nelson Mandela](#).

At the dinner table share about how Mr. Mandela continued to be grateful throughout his life, regardless of the challenges he faced and how unfairly he was treated.



Lesson 5: Gratitude for Diversity and Inclusion

“Be different, be brave, be you.” -Sonya Sotomayor

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

Daily Dose of Love

“Differences provide not just beauty in life, but they’re important to the quality of the world we live in. It’s richer because of our differences. We’re not lesser because of it. We’re stronger because of it. My book celebrates the many ways in which kids and adults are different and do things differently.” ~ Sonia Sotomayor

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 ASK, Be Different, Be Brave, Be You](https://youtu.be/q4sGcaA6bFk) by Sonia Sotomayor (*Video read aloud*)
(<https://youtu.be/q4sGcaA6bFk>)

[The Big Umbrella](#) by Amy June Bates (video read aloud)
(<https://youtu.be/c8g0363DaEU>)

[Nick Vujicic: Attitude Of Gratitude](#) (video of grateful disabled man talking to students)

<https://youtu.be/Lm9BG712jdY>

The Journey

“We’re going to watch and listen to a story written by a United States Supreme Court Justice, Sonia Sotomayor. She celebrates the different abilities kids (and people of all ages) have. Justice Sotomayor uses her own experience as a child who was diagnosed with diabetes to help us see the value in others regardless of their challenges. This is a story of kids working together to build a community garden, asking questions of each other along the way.”

“Justice Sotomayor says, ‘When we come across someone who is different from us but we’re not sure why, all we have to do is, *Just Ask.*’”

Slide: (video read aloud)

[JUST ASK! Be Different, Be Brave, Be You](#)

Consider the characters in the text: for example, personality, physical traits, language, food, and interests. Pause and reflect on similarities. Two simple questions can guide the students through the text:

“What do you notice about the characters? What about you?”

Post-reading

“Why is it important for us to celebrate differences?”

“Have you ever felt like you ‘don’t belong’ or were not included in a group because you were different? How did that feel?”

“Think about a time when you felt uncomfortable around someone who was different from you? Sometimes we feel awkward when we meet or see someone who we don’t understand about. What does the author say to do about that?”

“How do we ‘just ask?’” (Brainstorm with students how to respectfully ask someone about themselves.

“In this video, Nick shares that patience is one of the most difficult things. As we watch it, notice your thoughts about this. Also, notice how he demonstrates that gratitude for who he is?”

Slide: *(video)*

[Nick Vujicic: Attitude Of Gratitude](#)

Have a Lot of Fun!

Slide: (video read aloud)

[The Big Umbrella](#)

Students can write and draw about who would be under their umbrella.

Transfer of Learning

Continue to support inclusion and diversity by practicing empathy.

Encourage students to have open minds and open hearts and to consider how they would want to be treated.

Notice differences and similarities in literature and each other.

Celebrate differences and reinforce that we are all the same on the inside.

Home Connection

Today we learned about being grateful for people that are different from us. We read a book, [Just Ask! Be Different, Be Brave, Be You](#) by Sonia Sotomayor.

We also watched a video about a man who is physically disabled but so grateful for who he is. [Nick Vujicic: Attitude Of Gratitude](#)

Share the video with your family and talk about his inspiration.



LESSON 6:

Planting Seeds of Gratitude

“Small seeds of gratitude will produce a harvest of hope.”

~Mimik Gratitude Journals

| CSED Model Standards | Learning Targets |
|---|--|
| <ul style="list-style-type: none"> ➤ Self Awareness ➤ Self Management ➤ Social Awareness ➤ Interpersonal/Relationship Skills ➤ Moral Character ➤ Performance Character ➤ Intellectual Character ➤ Civic Character | <p>Students will be able to:</p> <ul style="list-style-type: none"> ➤ practice diaphragmatic breathing and focused awareness. ➤ give examples of grit and perseverance. ➤ recognize that others help us achieve our goals and we can be grateful. ➤ begin to have an awareness that “breaking the rules” may be the more moral and ethical thing to do in certain circumstances. |

Daily Dose of Love

“You plant seeds every single day, in the world and in others, with every thought you think and word you speak and action you take. You have influence. You’re making a dent in the universe and you matter, in a very real way.” ~ Jennifer Willamson

Educator Prep

Videos and read alouds

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

[Wangari's Trees of Peace](https://youtu.be/08PbLwOtZJA) by Jeanette Winter

(<https://youtu.be/08PbLwOtZJA>)

["I Will Be a Hummingbird"](https://youtu.be/-btI654R_pY) (video story by Wangari Maathai)

(https://youtu.be/-btI654R_pY)

[How To Draw A Hummingbird \(for young artists\)](https://www.youtube.com/watch?v=FT1qfe0ldhs) (video)

(<https://www.youtube.com/watch?v=FT1qfe0ldhs>)

The Journey

"Let's learn a little bit about neuroscience and how gratitude affects how our brains work."

Young people your age have between 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? (students respond) What happens when we have negative thoughts? How do our hearts feel? What happens in our bodies?" (students respond)

"Here's a new secret that even a lot of grown-ups don't know. Kids are even better at it than grown ups. The fastest way to change how we feel is to change how we think. We can't always control how we feel, but we can always control the thoughts that we think. Everyone has that super-power. To do this we think about what we think about and then change the thought. It's that simple but it takes practice and we have to do it!"

WE can't always choose what happens to us, but we can always choose how we respond. When we choose to respond with love, by changing an angry thought into a grateful one, for example, we can hold onto our personal power. We let that personal power go when we allow someone to control how we think."

"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. Repeat that after me: ... 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.”

“We can do this to build up our courage if we feel sad or scared about something. We can do this if we feel overwhelmed by something, or if we’re dealing with criticism.”

“Focusing on positive things can help us change our feelings from scared to confident. We can use gratitude to calm down if we’re feeling overwhelmed or nervous. We can also do this if we feel very happy or excited as a way to celebrate all the good things in our lives.”

“Do you believe that one person can make a huge difference? Let’s watch a short video about grit and perseverance. It sets the tone for the true story of Wangari’s Trees that we will read. You’ll see the author telling this story as it represents her values and how she helped her country.”

Slide (video read aloud)

[“I Will Be a Hummingbird”](#)

“Let’s watch and listen to a true story about a woman from Kenya named Wangari Maathai.”

Slide: (video read aloud)

[Wangari’s Trees of Peace](#)

“What do you think “trees of peace” are?”

“How does Wangari feel? How can you tell from the illustration?”

(p. 14) **“Why do you think the men laughed at the women? Did this affect their work? Why do you say that?”**

(p. 20) **“The government men put Wangari in prison. How did Wangari break the law? (by protecting the trees that the government people wanted to cut down). Was she doing the right thing? What were her reasons?”**

**“It's the little things that citizens do. That's what will make the difference.”
How did Wangari exemplify civic character as she served her community and nation?”**

“Why do you think Jeanette Winter wanted to write the story about Wangari? What lesson did she want us to learn?”

“The end of the book has a short biography of Wangari. Let's read it together.” (Explain the Nobel Peace Prize) **“How do you think Wangari helped bring peace to her country?”**

“Wangari had a mission. What is a mission? What was her mission? How did she make it happen? How is this an example of generosity?”

“What character traits would you use to describe Wangari?”

“In what ways did Wangari show perseverance or grit?”

“Why do you think the forest is important to Wangari? How did replanting the forest help her community? This is an example of civic character?”

(p. 10) **“What is the meaning of the phrase, “planting seeds of hope’?”**

“Do you think it's ever okay to break the rules? Why or why not?”

“Can you think of other people who have tried to make changes by breaking rules?” (e.g. Martin Luther King, Ruby Bridges)

Have a Lot of Fun!

Slide: *(video)*

How To Draw A Hummingbird (for young artists)

This is a directed drawing video. Students can draw and color or paint their own hummingbirds. They can write about what they would do to change the world.

Transfer of Learning

Continue to recognize grit and perseverance in literature, yourself and others.

Brainstorm with the class a reasonable class goal to accomplish in a week and discuss with students how to achieve that goal. (For example, transitioning quickly and quietly)

Discuss ways to give back to others and possibly help students in a younger class
Giving back is the highest form of gratitude. Point out examples.

Call out examples of grit and perseverance in students.

Provide additional role models who demonstrate grit.

Talk about the ways that students can develop the skills that enable someone to acquire or polish a skill.

Continue to acknowledge that others help us achieve our goals and we can be grateful to them.

Continue to point out situations in literature that “breaking the rules” may be the more moral and ethical thing to do.

Home Connection

Today our class read [Wangari’s Trees of Peace](#) by Jeanette Winter

Share about a time when you persevered to achieve a goal or talk about other inspiring people that did and how you or they felt gratitude in the accomplishments.



LESSON 7:

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. You can practice gratitude alone, or with friends.

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

Daily Dose of Love

“Watch your thoughts, for they become words. Watch your words, for they become actions. Watch your actions, for they become habits. Watch your habits, for they become character. Watch your character, for it becomes your destiny.” ~Lao Tzu

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

(<https://vimeo.com/460759187>)

Thank You, Omu! by Oge Mora (*video read aloud*)

(<https://youtu.be/rz4qmhGJ-uU>)

Say "Thank You" - A Motivational Video On The Importance Of Gratitude

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

The Impossible Rice Experiment

(<https://youtu.be/zvShgttlq7I>)

Prepare

Preview the slides of the water crystals.

3 Mason Jars

Rice

Water

Additional Resource

[The Secret of Water, For the Children of the World](#) by Dr. Masaru Emoto. This book explains the experiment in a way children understand.

Focused Awareness

“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.

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.”

“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.”

Slide: *(video read aloud)*

[Thank You, Omu!](#) by Oge Mora

Talk about how many people were affected by Omu’s generosity and the ripple effect it had on the community.

“Do you believe that thoughts can have an affect on other things, plants, water, grains? Why or why not?” (Ask students for their thoughts. They can share with a partner). **There is actually a scientist who did some really amazing experiments with water. You might be surprised at what you learn.”**

“We are going to look at some photos from an experiment from a scientist, Dr. Masaru Emoto, who asked the question, ‘Do thoughts affect water’? Dr. Masaru Emoto's groundbreaking work has shown that thoughts and words have a direct effect on water-crystal formation, and since our bodies are mostly water, our thoughts and words certainly affect not only ourselves but the world around us.”

Slide: *(Images of water crystals)*

“If thoughts can do this to water, imagine what they can do to you?”

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

Slide: **[Gratitude Wrap-Up](#)**

Have a Lot of Fun!

Slide: *(Rice Experiment)*

[The Impossible Rice Experiment](#)

Show the video and do the experiment as a class.

Transfer of Learning

Practice diaphragmatic breathing and focused awareness.

Provide real life examples of the ripple effect.

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 5, 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).

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

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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 from our mistakes which make up the fabric of who we are.



LESSON 1: What is Forgiveness?

Theme: Forgiveness is a gift you give yourself.

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

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.

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

"<https://youtu.be/ZTu-XOfVBuk>"

[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.

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."

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

“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.”

Slide: (HI Students Talking About Forgiveness)

[Forgiveness According to Kids](#)

“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 learn how to do a Forgiveness Breath.

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.)

“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.”

Show/ pass around the [Gift of Forgiveness worksheet](#).

“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)*

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

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

“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: The Benefits of Forgiveness

Forgiveness can help me release anger.

| CSED Model Standards | Learning Targets |
|--|--|
| <ul style="list-style-type: none"> ➤ Moral Character ➤ Performance Character ➤ Intellectual Character ➤ Civic Character ➤ Self Awareness ➤ Self Management ➤ Social Awareness ➤ Interpersonal/Relationship Skills ➤ Responsible and Decision-Making | <p>Students will be able to:</p> <ul style="list-style-type: none"> ➤ define forgiveness. ➤ practice Forgiveness Breaths (diaphragmatic breathing) and focused awareness. ➤ practice Rest and Relax activities. ➤ identify the benefits of practicing forgiveness. ➤ identify how anger feels in their bodies. ➤ identify cues of anger in others. ➤ use imagination to creatively let go of anger. ➤ practice “I messages” to describe feelings ➤ understand that differences can be misunderstood and can become harmful. |

Daily Dose of Love

“I have decided to stick with love. Hate is too great a burden to bear.”
- 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>)

Desmond and the Very Mean Word *(video read aloud)*

(<https://youtu.be/CC87FFdBvVM>)

Prepare

- Forgiveness Breath (see slide)
- Students will need their Choose Love Journals.
- Think of an example of when you chose to let go of anger, or use the one provided.
- Write the word “forgiveness” on a word wall or vocabulary list.
- Compile a stack of books for the activity.

Focused Awareness

Slide: *(Forgiveness 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 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 \(Wavecrest Films\)](#)

Use the quote below to introduce the book Desmond and the Very Mean Word. Ask students what it means to them.

Slide: *(quote)*

"Sticks and stones may break our bones, but words will break our hearts."

~Robert Fulghum

"We're going to listen to a book called Desmond and the Very Mean Word. It's based on a true story from Archbishop Desmond Tutu's childhood in South Africa. This book reveals the power of words and the secret to forgiveness. As we watch and listen to the story, notice where forgiveness happens."

Slide: *(video read aloud)*

[Desmond and the Very Mean Word](#)

Synopsis: When Desmond takes his new bicycle out for a ride through his neighborhood, his pride and joy turn to hurt and anger when a group of boys shout a very mean word at him. He first responds by shouting an insult, but soon discovers that fighting back with mean words doesn't make him feel any better. With the help of kindly Father Trevor, Desmond comes to understand his conflicted feelings and see that all people deserve compassion, whether or not they say they are sorry.

DISCUSSION QUESTIONS

Here are some questions meant to open conversation about diversity, respect, compassion, and the meaning of forgiveness:

- 1. “Describe how Desmond feels when he sees the gang of boys. What does Desmond feel after hearing the mean word they yell? Why do you think they yell that mean word to Desmond?”**
- 2. “How does it make you feel when someone says mean things to you?”**
- 3. “Why do you think Desmond tells Father Trevor that he won’t forgive the boys?”**
- 4. “Desmond tells Father Trevor that instead of forgiving the boys, he will “get them back.” Explain what Father Trevor means when he tells Desmond: “soon our whole world will be filled with nothing but ‘getting back’ ”**
- 5. “Do you agree with Father Trevor when he says that forgiveness is a way to heal our hearts?”**
- 6. “Why do you think Desmond wants to be alone when Father Trevor comes to visit?”**
- 7. “Does Desmond forgive the boy with the red hair in order to make himself feel better or because he feels sorry for the boy?”**
- 8. “Who has the power to forgive? Has there ever been a time when you had to choose between forgiving someone and “getting back”? Was it a difficult decision? How did you handle it?”**
- 9. “How do Desmond and the red-haired boy show each other respect and forgiveness?”**
- 10. “What are some ways that people can show compassion and respect for one another?”**

ACTIVITIES

These activities will encourage students to continue to think about how words and deeds affect others, to learn more about their classmates, and to build a supportive classroom environment.

I Messages

Discuss the various emotions that Desmond feels throughout the story. Create a chart with the following headings: Before the Mean Word, After the Mean Word, After Getting Back, After Forgiving.

Slide: (Chart)

Brainstorm with students about Desmond's feelings. Their responses will provide a word bank for the "I Messages" they will write.

For example, before Desmond hears the mean word, he feels scared of the boys: other words for this column might include afraid, terrified, or nervous.

After the boy says the mean word, Desmond feels mad; other words for this column might be angry or furious.

Then, after Desmond gets back at the boys, he feels bad (sad, depressed). Finally, after he forgives the boy, Desmond feels good (happy, relieved).

Once the word bank is filled, have each student create a series of "I Messages" to share with the class.

For example: "When you take my pencil, I feel frustrated." "When you say mean words to me, I feel hurt." "When you won't sit with me at lunch, I feel sad." Then create a list of "When . . . I feel . . ." sentences for the children to complete.

Have the children share their responses for further discussion.

We Are Alike, We Are Different

Discuss with the class the fact that we are alike in many ways. For example, they are all in the same grade at the same school. Note that we are all also different from one another in some ways. Eye color can vary, as well as height, weight, and skin color.

Discuss the ways that differences may be misunderstood and may cause people to become hurtful to others. Divide the class into pairs and instruct the children to take turns interviewing one another. Have the children note on one side of a sheet of paper all

the things that they and their partner have in common (how they are alike), and on the other side, all the ways they are different.

Remind the students that **“even though we might be different on the outside, we’re all the same in the want and need to love and be loved on the inside.”**

Hang all the responses on a clothesline in the room so that both sides can be viewed.

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.”

Have a Lot of Fun!

Put Down the Weight

Have a stack of books ready and choose a student to help model the following activity:

“Let’s say each of these books is an angry thought.” (Instruct a student to hold out their arms.)

“If I kept adding more and more angry thoughts for you to carry around, it would become very difficult to play, learn, or have fun. You would spend all of your energy carrying the heavy books.”

“Can everyone remember a time when they felt that way? When playing, learning, and even everyday tasks felt ten times more difficult?”

“When we focus on anger and resentment, it triggers our lizard and numbat brains. They release stress hormones into our bodies, which can lead to poor decision-making. When we practice forgiveness, we choose to release ourselves from these uncomfortable feelings. We choose to let go of anger.”

“Using our imaginations can help us let go of anger. You can imagine your anger being burned away in a campfire, washed away by water, or blown away by the wind. You can imagine it floating away like balloons or flying away like butterflies. Be creative!”

“If there’s something or someone that I’m having strong feelings about, I might have to practice letting go of anger a few different times.”

“It takes practice to let go of stress, anger, frustration, worry, or resentment. But when we learn to let go, we can live happier, healthier lives. Letting go of anger benefits you in the long run.”

“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!”

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.

Home Connection

Students learned about the many benefits of Forgiveness. 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 with your family at home and talk about Forgiveness.

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

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



LESSON 3: The Brain, Anger and Hot Feelings

My brain and body respond to anger and forgiveness.

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

Daily Dose of Love

"Forgiveness is not an occasional act, it's a permanent attitude." Martin Luther King, Jr.

Educator 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"

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)

- 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.

Focused Awareness

Slide: (*Forgiveness Breath*)

"Let's begin by practicing three Forgiveness Breaths. (Choose students to lead the breaths.)

"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! We flip our lids. 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 brain and hug our human brains together.”

“When we know how our brains respond to anger, we can name our feelings, and then choose what to do next. 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."

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](https://youtu.be/he-fW9_3egw) by Just Me (https://youtu.be/he-fW9_3egw). 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"> ➤ Self Awareness ➤ Self Management ➤ Social Awareness ➤ Performance Character ➤ Intellectual Character ➤ Responsible and Ethical Decision Making ➤ Interpersonal/Relationship Skills ➤ Self Awareness ➤ Self Management ➤ Social Awareness | <p>Students will be able to:</p> <ul style="list-style-type: none"> ➤ identify and practice ways to independently calm down from frustration or anger. ➤ identify ways to help friends calm down. ➤ identify times when it might be difficult to forgive. ➤ practice diaphragmatic breathing and focused awareness. |

Daily Dose of Love

“If we really want to love, we must learn how to forgive.”

~Mother Teresa

Educator Prep

Videos and read alouds

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

[“The Peacemaker”](#) by Robbi Robertson (*song of the book*)

Prepare

Students will need their Choose Love Journals.

Review the scenario in the Activity section below.

Review the [Anger Iceberg and print PDF](#) for each student.

Toothpaste and a paper heart or paper plate with a heart drawn on it

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.)

Slide: (*LOVE*)

“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.”

“‘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.”

SLIDE: (*Iceberg*)

Define and brainstorm the emotions on the slide and give examples of times people would experience those feelings underneath the 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 numb.” (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.)

In the Choose Love Journals or on the Iceberg worksheet, have students write and draw their anger emotions above and below the water line.

“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.”

Let’s listen to the song about Hiawatha the Peacemaker
[“The Peacemaker”](#) (song of the book)

About the author:

Born of Mohawk and Cayuga descent, musical icon Robbie Robertson learned the story of Hiawatha and his spiritual guide, the Peacemaker, as part of the Iroquois oral tradition. Now he shares the same gift of storytelling with a new generation.

Hiawatha was a strong and articulate Mohawk who was chosen to translate the Peacemaker’s message of unity for the five warring Iroquois nations during the 14th century. This message not only succeeded in uniting the tribes but also forever changed how the Iroquois governed themselves—a blueprint for democracy that would later inspire the authors of the U.S. Constitution.

Hiawatha, a Mohawk, is plotting revenge for the murder of his wife and daughters by the evil Onondaga Chief, Tadodaho, when he meets the Great Peacemaker, who enlists his help in bringing the nations together to share his vision of a new way of life marked by peace, love, and unity rather than war, hate, and fear. Includes historical notes.

Slide: *(pictures and summary)*

Synopsis from Robbie Robertson

This hefty book catalogues the story of Hiawatha and the Peacemaker as they attempt to unite the Haudenosaunee (Iroquois) tribes many years ago in the 14th century. Hiawatha is a Mohawk man who lost his family and entire village when another tribe attacked—led by Chief Tododaho. Distressed and enraged, Hiawatha sinks into a depression.

One morning, a mysterious figure in a blinding white carved stone canoe paddle up to the shore near Hiawatha with a message. This figure has a pronounced speech impediment and wants well-spoken Hiawatha to accompany him to each of the other Iroquois tribes to unite them in hopes of defeating Chief Tododaho.

Hiawatha and the Peacemaker visit the Cayuga, Seneca, Oneida, and Mohawk councils to gather allies before confronting Tododaho. When they reach Tododaho, they find a twisted and miserable beast. The Peacemaker quickly realizes he is being consumed by evil within and tells Hiawatha how to fix Tododaho a medicine to heal him and expel the evil. Hiawatha fixes him medicine and the evil is expelled.

As a symbol of peace between nations, the warriors from so many tribes buried their weapons underneath a white pine. (The Peace Tree)

This book has stunning illustrations as well as historical notes in the back of the book. The retelling of this important story takes place before Europeans were in North America. In the back of the book, there is also a CD as well as an author's note about the first time Robbie Robertson experienced a First Nations elder tell a story. That story was of the Peacemaker and his disciple Hiawatha.

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.

Have a Lot of Fun!

The Toothpaste Lesson

You could either have different student volunteers come up and say something unkind to the heart, or you could brainstorm with kids some of the unkind things that are said by others.

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.

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.



LESSON 5: Authentic Apologies

Theme: When I apologize, I am sincere.

**This lesson has been designed to be completed over two days/sessions.*

| CSED Model Standards | Learning Targets |
|---|---|
| <ul style="list-style-type: none"> ➤ Self Awareness ➤ Self Management ➤ Social Awareness ➤ Interpersonal/Relationship Skills ➤ Moral Character ➤ Performance Character ➤ Intellectual Character ➤ Responsible and Ethical Decision Making | <ul style="list-style-type: none"> ➤ recognize the impact of negative self-talk. ➤ practice forgiving themselves and others. ➤ define and practice making authentic apologies for different situations ➤ practice accepting an apology. “Thank you. I forgive you,” rather than “It’s okay.” ➤ practice diaphragmatic breathing and focused awareness. |

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)

[Sorry! by Trudy Ludwig](https://www.youtube.com/watch?v=GKZkNTJ4SzI)

(<https://www.youtube.com/watch?v=GKZkNTJ4SzI>)

Prepare

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>)

[Discussion Guide for Sorry by Trudy Ludwig](https://www.trudyludwig.com/images/SorryCCLessons.pdf) [CCS / ELA / SS Alignment for Sorry!](#)

(<https://www.trudyludwig.com/images/SorryCCLessons.pdf>)

Preview [Four-Square Apology](#)- you may want to print these out for the students.

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

“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? 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. 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?”

How to Say You’re Sorry

Ask the students by a show of hands if they have ever said “Sorry” to keep from getting trouble. Ask everyone to remember a time when someone apologized to them and they knew that person really didn’t mean it.

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.)

Introduce the book, giving an overview of the story. Ask them if they know about a boy like Charlie who is quick to apologize because he thinks it will get him out or keep him out of trouble. You probably have worked with such a kid and can give a relevant example. Ask them if they have ever apologized just to get out of trouble.

The Journey Day 1

Sorry! Trudy Ludwig

Synopsis:

Jack’s friend Charlie seems to know how to get away with just about anything. Adults always back down when you say you’re sorry. But does an apology count if you don’t really mean it? Jack learns that the path to forgiveness isn’t always the easiest. Includes afterword by apology-expert Dr. Aaron Lazare, M.D., note from author, and discussion questions.

Slide: *(video read aloud)*

[Sorry by Trudy Ludwig](#)

Read the story stopping along the way to ask these questions.

After the first page, stop and ask what in the text or drawing lets you know Charlie's actions were not an accident? (when he drew a moustache on his little sister's school picture) Notice his facial expression and body language.

"Why wouldn't Jack tell Charlie's mom what happened when she asked?"

"Why do you think Jack did not feel good even after he said "Sorry" to Mike after throwing a water balloon?"

"Why do you think Charlie was so surprised when Mr. Marcus asked him to show he was really sorry?"

"What does it mean to "make right your wrong"?"

Educator Prep- Day 2

Apology Role Plays

[Four Square Apology Worksheet](#)

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.)

The Journey for Day 2

Authentic Apologies:

Authentic means not false or copied; genuine; real.

"We've been talking about how to forgive others, but did you know you can also forgive yourself? 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?”

“Any ideas?? Talk as a group....”

“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...’

Students can practice making an authentic apology.

Slide: (Role play)

ROLE PLAY

You yelled at a grown-up in your family and stormed out of the room slamming the door when you didn’t get your way. You need to apologize.

You blamed your brother or sister for something you did so you wouldn’t get in trouble. They are getting punished for what you did. You need to apologize.

You made fun of a student you did not know trying to impress some older kids. The student is crying 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 and tries to join the class soccer game. You tell them they can’t play and they walk 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 having a disease. You need to apologize.

Activity

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 your group will demonstrate your apology to the class.

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 Square Apology formula often as needed.

Have a Lot of Fun!

Slide: (Four-Square Apology)

Use the slides and or print out the 4 square apology.

Divide students into pairs to be partners for roleplaying. Label partners A and B. Give each student a roleplay situation. Have Partner A read their roleplay and practice giving Partner B an apology. When finished have Partner B read their roleplay and give Partner A an apology.

Have Partners swap their role plays with the pair closest to them. This time Partner B goes first.

Invite partners to come to the front of the class and demonstrate an appropriate apology to the class.

Have the class watch for facial expressions and body language and listen for tone of voice.

Ask students for observations.

Home Connection

Share the Four-Square Apology and practice at home. Discuss the benefits of Forgiveness.



LESSON 6: Accepting our Flaws and Embracing Ourselves

We are not perfect and that's okay. We grow from our mistakes which make up the fabric of who we are.

| SCED Model Standards | Learning Targets |
|--|--|
| <ul style="list-style-type: none">➤ Self Awareness➤ Self Management | <p>Students will be able to:</p> <ul style="list-style-type: none">➤ Acknowledge their “flaws” and begin to accept them➤ identify and practice affirmations.➤ practice changing negative thoughts into positive ones.➤ practice diaphragmatic breathing and focused awareness.➤ learn the metaphor of Kintsugi |

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.

Forgiveness Wrap-Up with Scarlett

(<https://vimeo.com/457591487>)

Be Proud of Your Scars [Original Video] (kintsugi) - จงภูมิใจในบาดแผลของคุณ

(<https://www.youtube.com/watch?v=wG2MUeVixao>)

Start from the beginning play to 1:15 or use the entire video

Japanese Bowl by Peter Mayer

(<https://youtu.be/qOAzobTIGr8>)

Prepare

Styrofoam bowls (one for each student)

Gel pens or ink pens to draw on styrofoam bowls

GOLD Sharpie or GOLD gel pens for “cracks” in the bowls

(You can use other mediums for this activity, however, the styrofoam provides kinesthetic feedback when using pens.)

Write affirmations that students can use any time of day. Put them on a board, on a laminated card, or have students copy them into their Choose Love Journals. (See in lesson below.)

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. 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.”

The Journey

Share the poem with the class and ask them to think about the meaning of it.

Slide: (Poem and photos of bowls)

Peter Mayer

I'm like one of those Japanese bowls

That were made long ago

I have some cracks in me

They have been filled with gold

That's what they used back then

When they had a bowl to mend

It did not hide the cracks

It made them shine instead
So now every old scar shows
From every time I broke
And anyone's eyes can see
I'm not what I used to be
But in a collector's mind
All of these jagged lines
Make me more beautiful
And worth a higher price
I'm like one of those Japanese bowls
I was made long ago
I have some cracks you can see
See how they shine of gold.

Slide: (kintsukoroi - Japanese Bowls)

Show the video after the poem:

Slide: (*video*)

[Be Proud of Your Scars \[Original Video\] \(kintsugi\) - จงภูมิใจในบาดแผลของคุณ](#) Start from the beginning play to 1:15 or use the entire video

Slide: (*video song*)

[Japanese Bowl by Peter Mayer](#)

Activity

Play the music as the students make their own Japanese Bowls. They can quietly think about the things that may have caused their “broken pieces” or “cracks” as they color their bowls.

Give each student a styrofoam bowl and provide various colors of gel pens or ink pens. They will also need to use a gold Sharpie or gold gel pen to make the lines where the “cracks” would be.

“We’re going to end today’s lesson with some affirmations. Let’s read them together. When we read them, really let the words settle into your hearts.” (Read them slowly and pause in between so students have a chance to internalize the words.)

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!

Slide: *(video)*

[11 Guilty Dogs Who Are Very Sorry](#)

Home Connection

Students completed the third pillar of the Choose Love formula, Forgiveness. Our last pillar will be Compassion in Action. Have students share their Japanese Bowls at home and discuss the meaning behind them. Have family members share their “cracks” that they are proud of that make them who they are.

[Be Proud of Your Scars \[Original Video\] \(kintsugi\) - จงภูมิใจในบาดแผลของคุณ](#) Start from the beginning play to 1:15 or use the entire video

Anger Iceberg

Our emotions affect our thoughts, behaviors and the sensations we feel in our bodies. What changes do you notice?

When we are angry, there are often other emotions under the surface

Icebergs are giant floating pieces of ice found in the coldest parts of the ocean. What you can see from above is just a tiny part. Most of the iceberg is hidden under the surface.

Angry

Mad
Enraged
Boiling or exploding
Livid

Outraged
Vengeful
Storming
Cross

Furious
Inflamed, hot or fuming
Annoyed

Fearful
Embarrassed
Trapped
Exhausted
Tricked

Shame
Nervous
Distrustful
Envious
Regret
Disrespected
Overwhelmed
Pressured

Hurt
Scared
Tired
Attacked
Lonely

Guilt
Rejected
Offended
Helpless
Anxious
Disappointed
Jealous
Insecure
Shocked
Hungry

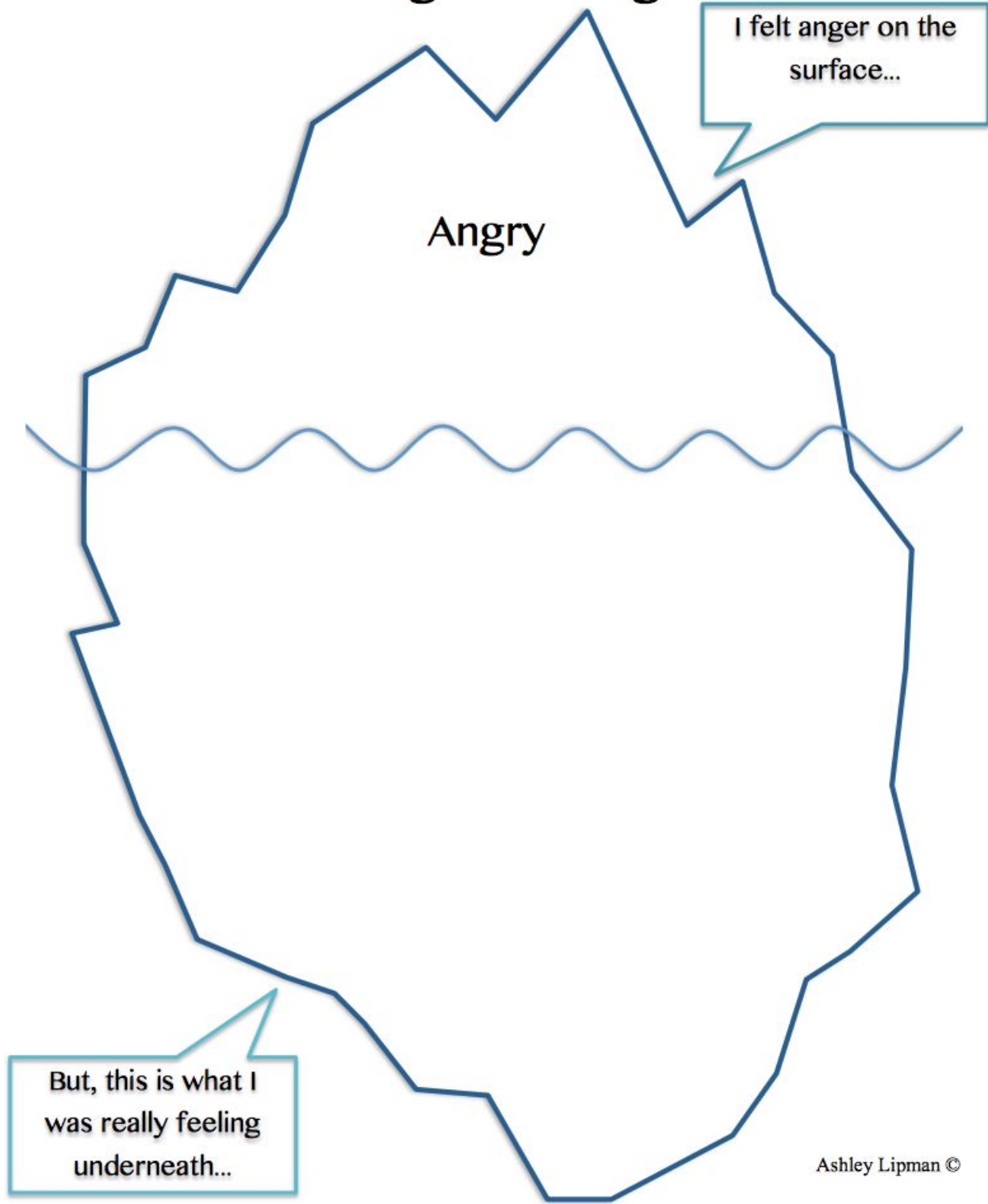
Grief
Sad
Grumpy
Worried
Disgusted
Uncomfortable
Hungry
Jealous
Unsured

What do you feel?
Trauma
Frustrated

Name another emotion

www.creativesocialworker.tumblr.com

Anger Iceberg



Ashley Lipman ©

How To Apologize

1. What I did

2. How the person felt

3. What can I do next time

4. How can I make it better





Grade 5, UNIT 4:

COMPASSION IN ACTION

OVERVIEW

Scientists, from Charles Darwin to contemporary neuroscience researchers, have found that human beings are wired for compassion.

Compassion has two components: the first is **empathy**, which means putting yourself in someone else's shoes and trying to feel what that person feels, and the second is **action**, which means helping someone in need and performing acts of kindness without expecting anything in return.

In all of our Choose Love programs we teach that it is not enough to just understand someone else's suffering -- you need to do something to help them if you're practicing Compassion in Action.

When a person thinks in a compassionate manner, they activate the neurochemistry of kindness, which begins with the release of the peptide hormone oxytocin (Meyer-Lindenberg, Domes, Kirsch, & Heinrichs, 2011). Oxytocin then activates dopamine and serotonin, which contribute to feelings of happiness and optimism (Dolen, Darvishzadeh, Huang, & Malenka, 2013).

The neuro-keys of compassion are the vagus nerve (which causes the feeling of "warm fuzzies"), the inferior parietal cortex, the dorsolateral prefrontal cortex, the hypothalamus, and the nucleus accumbens (Damasio & Carvalho, 2013). The "compassion" exercises activate the neuro-dominoes of compassion, beginning with oxytocin.

Ultimately, compassion in action drives connection. Empathy is different from sympathy. Sympathy is when you feel sorry or pity, which drives disconnection.

The lessons and activities in this unit help students make choices that benefit their minds, hearts, bodies, and relationships by encouraging them to not only think about how

someone else is feeling, but also to step outside of their own "busy-ness" to help the other person feel better. Students apply their empathy and communication skills to support one another through compassionate action. This improves students' problem-solving and decision-making abilities.

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Lesson 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

Theme: 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"> ➤ Moral Character ➤ Self Awareness ➤ Self Management ➤ Social Awareness ➤ Interpersonal/Relationship Skills ➤ Responsible and Ethical Decision-Making | <ul style="list-style-type: none"> ➤ practice Compassion Breaths (diaphragmatic breathing) and focused awareness ➤ practice Rest and Relax activities ➤ review the Ripple Effect ➤ define compassion ➤ identify examples of compassion ➤ identify steps for showing compassion ➤ identify the benefits of practicing compassion ➤ realize that small acts of kindness can make a difference ➤ recognize qualities of compassion in themselves ➤ make the connection that compassion helps us nudge the numbat brain to hug the human brain |

Daily Dose of Love

“Do your little bit of good where you are; it’s those little bits of good put together that overwhelm the world.” –Desmond Tutu

Educator Prep

Remember that self-care and self-love are critical for you, too. Take a moment, even if it is just a brief pause, to take a deep breath and show yourself some kindness!

Videos and read alouds

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

[Compassion-In-Action Intro by Scarlett](https://vimeo.com/481889131)

(<https://vimeo.com/481889131>)

[HI Kids Talking about Compassion In Action](https://youtu.be/WfakdOTQs2U)

(<https://youtu.be/WfakdOTQs2U>)

[Video of ASL Compassion by Ellie](https://youtu.be/k7_wpKpMt10)

(https://youtu.be/k7_wpKpMt10)

The Power of One by Trudy Ludwig (no read aloud available at time of publishing)

[Lesson Plan by Trudy Ludwig](https://www.trudyludwig.com/wp-content/uploads/2020/07/The-Power-of-One-Educator-Community-Guide.pdf)

(<https://www.trudyludwig.com/wp-content/uploads/2020/07/The-Power-of-One-Educator-Community-Guide.pdf>)

[The Ripple Effect](https://youtu.be/ymo5dguHLas) *(video)*

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

Prepare:

- Poster for Choose Love Formula or slide.
- Print out the Compassion Breath Card and 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.

Additional Supporting Literature

[What is Given from the Heart](https://youtu.be/eE7C4etCqh0) by Patricia C. Mckissack

(<https://youtu.be/eE7C4etCqh0>)

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: (video)

[HI Kids Talking about Compassion In Action](#)

“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](#)

Slide: (Photo of Cover only- no read aloud available at time of publication)

The Power of One by Trudy Ludwig

Lesson Plan from Trudy Ludwig

<https://www.trudyludwig.com/wp-content/uploads/2020/07/The-Power-of-One-Educator-Community-Guide.pdf>

“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.)

“First, ask yourself, ‘How does the other person feel?’

Second, ask yourself, ‘How would I feel if the same thing happened to me?’

Third, 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. What are some qualities of compassion that you see in yourself and in others in our class? What about outside of class?”

“Just like courage, gratitude, and forgiveness, compassion has many physical and emotional benefits. It helps us live happier and healthier lives.”

“Who remembers what the “ripple effect” is? What happens when we drop something in the water? How does this relate to Compassion in Action?”

Slide: (video)

[The Ripple Effect](#)

Have a Lot of Fun!

“Next we’ll draw a compassion comic. Our brains are designed to show compassion. When we practice compassion it helps our lizard, numbat, and human brains work together. It’s like reuniting best friends who haven’t seen each other in a while.”

“Draw a comic of your three brains working together to practice compassion in your Choose Love Journal.” (Have students share their drawings as time permits.)

Slide: (Triune Brain example)

Transfer of Learning

- Use the steps to show compassion.
- Continue to encourage students to practice compassion in action.
- Point out small acts of kindness that make a difference.
- Point out examples of Compassion in the classroom, school or in literature.
- Remind students of the “Ripple Effect.”

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 [Compassion In Action 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">➤ Self Awareness➤ Self Management➤ Social Awareness➤ Interpersonal/Relationship Skills➤ Moral Character➤ Responsible and Ethical Decision Making | <ul style="list-style-type: none">➤ understand that they can show themselves compassion➤ practice self-compassion➤ make lists of ways to show themselves compassion➤ demonstrate compassionate action in small groups➤ identify compassionate responses to common scenarios➤ practice diaphragmatic breathing and focused awareness |

Daily Dose of Love

“Too often we underestimate the power of a touch, a smile, a kind word, a listening ear, an honest compliment, or the smallest act of caring, all of which have the potential to turn a life around.”— Leo Buscaglia

Educator Prep

Videos and read alouds

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

[**Compassion - A definition**](#) (video)

(<https://www.youtube.com/watch?v=kEl1GKitx4E>)

[**The Patchwork Quilt**](#) by Valerie Flourney (video read aloud)

(<https://youtu.be/JGMfSLEer3c>)

[**Wonderful World**](#) (video)

(<https://youtu.be/DRONFXoXsJ0>)

Prepare

Construction paper and markers for the quilt square.

You may want to download a template of a quilt square of your choosing.

Yarn to tie the squares together when they are finished.

Students will need their Choose Love Journals.

Today's activity will prompt students to work in groups of four.

Additional Supporting Literature

[**Four Feet Two Sandals**](#) by Karen Lynn Williams and Khadra Mohammad

(<https://youtu.be/qGwRkPX8ETY>)

Focused Awareness

Slide: (*Compassion Breath*)

“Let’s begin by practicing three Compassion Breaths.” (Lead pairs of 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

“Last time we learned three steps for showing compassion. Today we’re going to talk about showing compassion to ourselves as well.”

“Everyone close your eyes or gaze 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.” (Have students open their eyes or look up.)

“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.”

“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.”

“We can use the same steps for showing compassion toward ourselves as we do for others. 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, or take a break and go for a walk or listen to music. 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.”

“When we feel and show compassion, it nudges our numbat brain and hugs our human brain. This benefits both the giver of compassion, as well as the receiver.”

Slide: (video read aloud)

[The Patchwork Quilt](#)

Pre-reading

“Does anyone have a special family heirloom? Something that is special that has been in your family for a long time?”

“What is a quilt? Do you know what a quilt is made of and how it’s put together? Do you have any idea how long it takes to make a quilt? Does your family have a special quilt or blanket of your own?”

“We’re going to read and listen to a story called, The Patchwork Quilt. I want you to really focus your attention on what this quilt is made of?”

(Show the front cover). **“What do you think is going to happen in the story by looking at the front cover?”**

During reading

“What is Tanya’s grandmother using to make her patchwork quilt?”

“How do you think Tanya’s grandmother felt, not being able to work on the quilt?”

Page 14. “Who is missing from the quilt?”

Post reading

“A quilt won’t forget. It can tell your life story.’ How does this apply to the quilt Tanya’s family made? Why does Grandma decide to make this quilt?”

“How does Mama show Compassion to Grandma (by working on the quilt with her and spending special time with her.) “When Grandma gets sick and cannot work on the quilt, how does everyone demonstrate compassion?”

“If you were Tanya, what would you have said when Mother and Grandmother gave you the quilt?”

How does the quilt represent love? (Homemade, lots of love and time spent, made from families clothing, keeps you warm, comforting)

Have a Lot of Fun!

Make a class quilt.

Divide the paper into four or more sections, and in each square draw a picture to represent the following (add your own):

- 1) Something that is unique about you.
- 2) Something you've done in your life that you're proud of.
- 3) Something you really want to do or accomplish in your lifetime.
- 4) Something you're good at.

After drawing you quilt square, write a short reflection that explains each of your pictures and why the color of the paper you chose is representative of who you are. You will turn the reflection in, but the squares will be put on the bulletin board to form a quilt made up of all class members

Slide: *(video song)*

[Wonderful World](#)

Students can write and draw in their Choose Love Journal, how they can help make the world a better place.

Transfer of Learning

- If students struggle or become frustrated, cue them to find a way to be compassionate toward themselves.
- Offer positive reinforcement when you see students demonstrating compassion.
- If your students use online platforms or cell phones, encourage them to think about how they can show compassion virtually, and how that is different from demonstrating compassion in person.
- Practice the Choose Love Formula.

Home Connection

Have family members share a memory of when they were able to give or receive Compassion in Action. Talk about how it felt and what it meant to them.



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"> ➤ Moral Character ➤ Civic Character ➤ Self Awareness ➤ Self Management ➤ Social Awareness ➤ Interpersonal/Relationship Skills | <ul style="list-style-type: none"> ➤ begin to understand that race does not define people. ➤ begin to understand the concepts of equity, equality, and inclusion ➤ use art to understand that we are all the same beneath our skin ➤ understand that treating everyone with respect and accepting who they are is compassion in action ➤ practice Compassion Breaths and focused awareness. ➤ practice Rest and Relax activities ➤ identify examples of compassion in literature. ➤ recognize the character traits of Choose Love in literature ➤ define empathy ➤ review and practice the CALM rubric |

Daily Dose of Love

“No one has yet realized the wealth of sympathy, the kindness and generosity hidden in the soul of a child. The effort of every true education should be to unlock that treasure.

“~Emma Goldman

Educator Prep

Videos and read alouds

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

Choose one or both of the following literature options:

[Those Shoes](#) by Matt de la Peña (*video read aloud*)

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

OR

[A Kids Book About Racism](#) by Jelani Memory (*video read aloud*)

(<https://youtu.be/LnaltG5N8nE>)

[All About Empathy \(for kids!\)](#) (*video*)

(<https://www.youtube.com/watch?v=Itp21tly8nM>)

[Kid President](#) (*video*)

(<https://youtu.be/bH5ozEo1Ao4>)

Prepare

Review the [CALM Discussion Rubric](#) slide or poster.

Focused Awareness

Slide: (*Compassion Breath*)

“Let’s begin by practicing three Compassion Breaths.” (Lead pairs of 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

Slide: *(CALM Rubric)*

“Let’s start today by reviewing the 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.)

“Has there ever been a time that you wanted something that others had? Does that feeling have a name?” (Some students may use the word “jealous,” or “envious”.)

“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 \(for kids!\)**](#)

Lesson Plan for Those Shoes:

“We’re going to listen to a story where the characters demonstrate some of the character traits of Choose Love. See if you can identify the character traits in the story. Look for the signs of jealousy, too.”

Slide: *(video read aloud)*

[Those Shoes](#)

During Reading

Read the story up to the page that describes all the children in Jeremy’s class who are getting black high-top shoes.

Pause at the part of the story where Grandma says it was kind of Mr. Alfrey to give Jeremy the shoes. **“Did Jeremy feel that what Mr. Alfrey was kind and showing compassion? Why not?”**

“Why did Jeremy leave the shoes without talking to Antonio? Can you make a connection about ‘compassion-in-action’ and his action?”

“What do you think Antonio felt when he saw the shoes?”

“When Jeremy returns to school, he says, ‘I feel happy when I look at his (Antonio’s) face and mad when I look at my Mr. Alfrey shoes.’ Why did Jeremy feel both mad and happy at the same time? Has that ever happened to you?”

Post Reading

Use Think/Pair/Share

“What were times in the book where Jeremy could have expressed gratitude, but didn’t?”
(For example, Jeremy could have expressed gratitude to Mr. Alfrey for the shoes; Jeremy could have expressed gratitude to Grandma for the new boots. Both Mr. Alfrey and Grandma showed compassion-in-action)

“What got in the way of Jeremy expressing gratitude?”

“What Choose Love character traits did you notice in the book? How could using the Choose Love Formula have helped Jeremy?”

“How do you think Jeremy felt at the end of the story? Why?”

“Are there times when students in your school (or even you) sometimes think having certain clothes or shoes are really important? Why is that?”

“What do you think could be done to change these ideas?” (If it does not come up in the conversation, suggest practicing gratitude to help shift our focus away from things we do not have and instead appreciate the things we do have.)

Read the story up to the page that describes all the children in Jeremy’s class who are getting black high-top shoes.”

Remind the class that when Antonio saw Jeremy’s black high-top shoes, he asked Jeremy why he didn’t wear them, and Jeremy just shrugged. That night, Jeremy was “awake for a long time thinking about Antonio.” **“What do you think was going through Jeremy’s mind that night?”**

“Jeremy went from wanting those shoes so badly, to being able to give them away. How do you think he figured out what really mattered to him? What do you think Jeremy learned from his act of compassion?”

“At the end of the story, Antonio says ‘Thanks’ to Jeremy. Now imagine that Antonio had been able to express his gratitude in a way that showed he understood why Jeremy gave him the shoes. Why might that may have been a difficult thing for Jeremy to do? How did Jeremy’s kindness make him feel?”

“Can you see how using the Choose Love formula could have helped Jeremy?”

Slide: *(video read aloud)*

Lesson Plan for A Kids Book About Racism:

[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 color?”

“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)

“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.”

Think Pair Share

With a partner, students discuss the following questions:

“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.”

“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.”

“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.”

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 these acts.
- Encourage and support students in using the Choose Love Formula in their daily lives.
- Share examples of how the Choose Love Formula was practiced and how it made a difference.

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"> ➤ Moral Character ➤ Civic Character ➤ Self Awareness ➤ Self Management ➤ Social Awareness ➤ Interpersonal/Relationship Skills | <ul style="list-style-type: none"> ➤ reflect on what compassion means to them, and how learning about compassion has changed their perspectives ➤ use art to express compassion ➤ practice diaphragmatic breathing and focused awareness ➤ practice diaphragmatic breathing and rest and relax |

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 Prep

Videos and read alouds

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

[Playing from the Heart](https://youtu.be/PHzwzA1ZvnM) by Peter H. Reynolds
(<https://youtu.be/PHzwzA1ZvnM>)

Prepare

Materials that will be needed for *Hands and Hearts* art project

Slide: (*Examples*)

[How to trace a hand / heart shaped decoration made of paper](#)
[Infinite Card Flipper Tutorial](#)

Focused Awareness

Slide: (*Compassion Breath*)

“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:

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 story about a young boy who plays the piano.”

Slide: *(video read aloud)*

Playing from the Heart by Peter H. Reynolds

“What did Raj learn from the piano teacher?”

“What caused Raj to ‘close the cover over the keys’? What does that mean?”

“How long passed before Raj played the piano again?”

“What made him play again?”

“What does the author mean when she says, ‘Raj dove into a place he had not been in many years’?”

“What do you notice about the illustrations?”

“How is this an example of compassion in action?”

Choose an art project for the students to work on. Play some piano music while they work.

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">➤ Self Awareness➤ Self Management➤ Social Awareness➤ Interpersonal/Relationship Skills➤ Responsible and Ethical Decision-Making | <ul style="list-style-type: none">➤ review Choose Love Formula➤ practice affirmations➤ practice diaphragmatic breathing and focused awareness➤ recognize how the ingredients of Choose Love can impact their lives➤ identify the Choose Love formula in literature.➤ understand that choosing love is the solution to living happier, healthier lives➤ realize that they have the life-long skills and tools to choose love in any situation |

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.

Love by Matt de la Peña read aloud by the author. *A special reading just for Choose Love.*
(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.

Empathy Can Change the World (video)
(<https://www.youtube.com/watch?v=aU3QfyqvHk>)

Compassion in Action Wrap-Up video with Scarlett (video)
(<https://vimeo.com/483286747>)

Life Vest Inside - Kindness Boomerang - "One Day" (video)
(<https://www.youtube.com/watch?v=nwAYpLVyeFU>)

Prepare

Choose Love Certificates of Completion

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 is the 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.”

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 (Video)

[Life Vest Inside - Kindness Boomerang - "One Day"](#)

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.

Have a Lot of Fun!