



# Choose Love For Schools™

## Grade 3

*Compilation of All Lessons in All Units*



Third Grade | COURAGE | Overview

# THIRD GRADE UNIT 1

## COURAGE

### OVERVIEW

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

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

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

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

# LESSONS

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

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### **Lesson 8: Courage Helps Us Stay CALM**

Theme: We can’t always choose what happens to us, but we can always choose how we respond. We have the courage to choose our thoughts and actions and stand up for what is right.

Dedicated to all the children.

Love, Jesse

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

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

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

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

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

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

## **Note to Educator**

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

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



## LESSON 1:

# 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.

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

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

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

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

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

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

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

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

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

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

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

#### **Welcome from Scarlett**

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

#### **Let's Choose Love** video for students

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

#### **Buckets, Dippers, and Lids** by Carol McCloud video read aloud or **read the book**.

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

#### **"I've Got a Lid"** song

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

### **Additional Supporting Literature:**

#### **How Full is Your Bucket for Kids** by Tom Rath and Mary Reckmeyer

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

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..."*

### **Prepare**

- **See Additional Resources** section online for: **Choose Love Formula, Choose Love Caregiver Letter, Choose Love Monthly Calendar**
  - Write the **Choose Love Formula** on the board or hang the **Choose Love Formula poster** on the wall, also included in slides and **Additional Resources** section for this unit online.
  - Print the **Choose Love Caregiver Letter** and **Choose Love Monthly Calendar** to send home with students.
- Students will need **Choose Love Journals**. These can be made with construction paper covers and binder paper, or you may choose to purchase small inexpensive notepads.
- You may want to get an inexpensive chime to use for mindful moments. This is a great tool to help students focus their attention prior to a lesson or when they need to reset.
  - Prepare a chime or preview the **chime audio on the slide**.



*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: [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)."**

Slide: [Welcome from Scarlett](#)

## ***The Journey***

Slide: Choose Love Formula

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

**"Take a moment and think about a family member who you love and care about. A friend? A pet? When someone shows you that they love you, how do you feel?"**

**Turn to your partner and tell them about your thoughts."**

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

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

**"Courage helps us do lots of things. It makes us better and stronger people. Courage helps us be our best self. We are going to learn all about courage and how to practice courage in little and big ways. Courage doesn't mean that you're not afraid. It means being afraid and**

still making wise choices. It's not always easy to act courageously. We'll learn some ways to help us have courage."

**"Let's watch a short video that will help us learn about the Choose Love Formula."**

Slide: [Let's Choose Love](#)

*Note: 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..."*

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

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

Prompt the students to look for the 4 ingredients of the Choose Love Formula.

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 theirs.

**"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."**

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 holding onto their personal power by "using their lids."

## *Have a Lot of Fun!*

### Slide ["I've Got a Lid"](#)

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

### **Optional Activity**

Give students a stack of pre-printed behaviors, and ask them to sort the phrases into "bucket fillers" and "bucket dippers." **Tip: Include some blank slips and have kids fill in their own behaviors to add to either list.** Once they are sorted, ask students how the "fillers" demonstrate choosing love.

## *Transfer of Learning*

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

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

Continue to recognize acts of Choosing Love throughout literature and student interactions and connect the concepts to feelings and emotions.

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

## *Home Connection*

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

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

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

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



## LESSON 2:

# Courage and Friendship

We have many feelings. Some are complex and difficult.

### Student Outcomes

Students will be able to:

- Identify a range of emotions (happiness, sadness, gratitude, loneliness, compassion).
- Recognize that feelings change.
- Recognize that people can have different feelings about the same thing.
- Practice diaphragmatic breathing and focused awareness.
- Identify ways to handle difficult, uncomfortable, or strong feelings.
- Identify character traits of good friends.

### CSED/ SEL Model Standards

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

### *Daily Dose of Love*

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

### *Educator Prep*

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

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

[The Honest to Goodness Truth](https://safesha.re/jno) by Patrica McKissack  
(<https://safesha.re/jno>)

### Additional Supporting Literature

Chapter book, [Amber Brown is Not a Crayon](#) by Paula Danziger

### Prepare

- Chime or slide with [chime audio](#).
- The purpose of this lesson is to help students identify feelings, differentiate between them, and acknowledge that feelings change.
- Remind students that they are not their feelings. Encourage the phrase, **“I feel”** rather than, “I am”.
- **(Optional)** Prepare a list of feelings and emotions words on 3x5 cards to play “Headbands”.
  - For example, Happy, Sad, Mad, Lonely, Frustrated, Joyful, Curious, Playful, Excited, Annoyed, Disgusted, Depressed, Grateful, Proud, Courageous, Sorry, Surprised, Confused, Loving, Sick, Upset, Silly, Calm, Embarrassed, Jealous, Confident, Impatient, Worried, Scared
  - **Note to teachers: You may need to teach the meanings of the words and demonstrate examples.**

## *Focused Awareness*

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

Slide: [Chime](#)

**“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).”**

## *The Journey*

**“Who has ever heard the expression, ‘Honesty is the best policy’? What does that mean?”**

**“Can anyone think of a time when it might be acceptable to not tell the whole truth?”**

**“Today we are going to listen to a story about telling the truth.”**

## Slide: [The Honest to Goodness Truth](#)

Notice any of the four pillars of Choose Love as you read the story. Point out other positive character traits such as honesty and integrity.

***“Do you think Libby was trying to hurt her friends' feelings when she told the truth?”***

***“If what Libby said was true, then why did it create a problem?”***

***“When might you have to have the courage to share a secret someone told you?”***

***“What happened to Lilly to make her realize that the truth needs to be told in the right way? How did she show the courage to do that?”***

Brainstorm other situations that this may be important to do.

***“Why might we feel afraid to make the correct choice?”***

***“What are some things that might get in the way of kids being courageous?”*** For instance, standing up for a friend on the playground? (being afraid that you will get hurt, being afraid to tell an adult because you might be called a “snitch” or “tattle-tale”)

In their **Choose Love Journals**, have students write about a time that they told the truth and hurt someone's feelings, or when someone told *them* the truth and hurt *their* feelings.

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

### **Headbands Game:**

In small groups, students take turns holding one of the 3x5 cards to their forehead where they cannot see it. The other students give clues (verbal or physical) while the one holding the cards guesses.

After playing the game, have the students sort the cards into positive and negative emotions.

## ***Transfer of Learning***

Remind students that they are not their feelings. They have feelings and all feelings are okay. Feelings can change.

Model the statements, ***“I feel \_\_\_\_\_ because \_\_\_\_\_.”***

Cue students to use these statements throughout the day.

## *Home Connection*

Today our class learned about how sometimes we can accidentally hurt others' feelings by telling "too much" of the truth. Such as, "You look like a cabbage in that dress."

At the dinner table, talk about times when your feelings were hurt because of a similar situation; or when you accidentally hurt someone else's feelings that way.

A good reminder is that we are not our feelings. We all have feelings and all feelings are okay. Remember that feelings can change.

Practice using the statements, "I feel \_\_\_\_\_ because \_\_\_\_\_."





## 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.
- Recognize that Brave Breaths and Rest and Relax activities help relax their bodies, calm their emotions, and focus their minds.
- Define courage.
- Identify somatic cues for fear.
- List examples of courageous behavior.
- Differentiate between everyday and extraordinary acts of courage and that these may be different for each student.

### CSED/ SEL Model Standards

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

### *Daily Dose of Love*

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

~Martin Luther King, Jr.

## Educator Prep

- Review the instructions and research on diaphragmatic breathing (Brave Breaths) in the **Educator's Guide**. Diaphragmatic breathing relaxes us and helps us regulate our nervous systems. In turn, this helps improve focus and readiness to learn. Diaphragmatic breathing is especially good for children experiencing acute fear or anxiety.
- Create a physical cue for courage. Physical cues help students remember and embody the lessons about courage, gratitude, forgiveness, and compassion. Options include using American Sign Language (ASL), clapping chants, brief rhymes, or a full-body pose. (ASL video included).
- Write "courage" on a word wall or vocabulary list.
- Copy the [Brave Breath Instruction Card](#) to send home to caregivers.
- Students create **Choose Love Journals**. This can be paper in a construction paper cover or small purchased journals.

### Videos and Read Alouds on slides:

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

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

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

#### [ASL Courage video by Emily](#)

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

#### [A Picture Book of Martin Luther King, Jr](#) by David Adler video read aloud

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

#### [You Are Courage - Think About It | GoNoodle](#) video

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

### Additional Supporting Literature

#### [Martin's Big Words: The Life of Martin Luther King, Jr.](#) by Doreen Rappaport

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

### Supporting visuals

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

## *Focused Awareness*

**“Today, we will learn how to take a Brave Breath and learn Rest and Relax.”**

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

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

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

**“Let’s try the Brave Breath now.”**

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

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

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

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

**“Next we’ll learn how to Rest and Relax our bodies.”**

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

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

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

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

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

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

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

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

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

**“We’ll keep practicing throughout the day 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 live healthy and happy lives.”**

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

**“Courage is when you feel afraid but choose to do something anyway because it’s the right thing to do. Courage can help us make important decisions.”**

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

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

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

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

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

**“We’re going to read a book about a man who demonstrated a very extraordinary act of courage. See if you can tell how many different ways he shows courage.”**

Slide: [Martin Luther King, Jr](#)

*Brainstorm ways that Dr. Martin Luther King demonstrated courage throughout his life.*

***“What did Dr. King’s mother tell him about slavery?”***

***“What is the Nobel Prize and why did he receive it?”***

***“Why do people consider him a hero?”***

***“What caused the bus boycott in Montgomery? Why was Rosa Parks arrested? How did she “stand up” for what she believed in?”***

***“What were the peaceful acts of courage and what impact did they have?”***

Students decorate their **Choose Love Journals** and copy the formula.

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

Slide: [You Are Courage - Think About It | GoNoodle](#)

## ***Transfer of Learning***

Acknowledge acts of courage throughout the day.

Cue students to use Brave Breaths at least 3 times throughout the day. Great times to do this include transitions between subjects, or when students are adapting to changing situations. This allows them to practice while they’re calm so that they can more easily use the skill when needed.

## *Home Connection*

In class today we learned about the Brave Breath. Send home the Brave breath instructions and have students practice the Brave Breath with family members. In addition, students learned about the Courage that Dr. Martin Luther King Jr. demonstrated throughout his life. At the dinner table, share what the world would be like if Dr. King didn't have the Courage to stand up for what he believed in.



## LESSON 4:

# The Courage to Stand Up

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

Student Outcomes	CSED/ SEL Model Standards
<p>Students will be able to:</p> <ul style="list-style-type: none"><li>➤ Recall and share stories of when they acted courageously.</li><li>➤ Predict times that they could act courageously in school.</li><li>➤ Describe how they felt after acting courageously.</li><li>➤ Practice Brave Poses.</li><li>➤ Identify the benefits of practicing courage.</li><li>➤ Practice diaphragmatic breathing and focused awareness.</li><li>➤ Identify everyday and extraordinary acts of courage in literature.</li></ul>	<ul style="list-style-type: none"><li>➤ Self Awareness</li><li>➤ Self Management</li><li>➤ Responsible and Ethical Decision-Making</li><li>➤ Interpersonal/Relationship Skills</li><li>➤ Social Awareness</li></ul>

### *Daily Dose of Love*

***“History will judge societies and governments — and their institutions — not by how big they are or how well they serve the rich and the powerful, but by how effectively they respond to the needs of the poor and the helpless.” ~Cesar Chavez***

## 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.
- [Brave Breath Instruction Card](#)
- Prepare students' **Choose Love Journals**. Students can make their own, or you may choose to purchase inexpensive notebooks.

### Videos and Read Alouds on slides:

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

[Harvesting Hope](#) by Kathleen Krull and Yuyi Morales  
(<https://safesha.re/jps>)

## Focused Awareness

Slide: [Brave Breath Instruction Card](#)

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

**"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."**

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

**"Now close your eyes if you're comfortable, or just gaze down. Count to four in your mind and take a slow, deep breath in. Feel your belly get bigger and full of air, like a balloon."**

**Now count to four and slowly breathe out."**

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

**"Now, to make sure our bodies are ready to learn, let's Rest and Relax. Take one more Brave Breath together, slowly. Close your eyes. Imagine your feet relaxing. Now imagine your legs relaxing. Imagine your belly relaxing. Now imagine your arms and hands relaxing. Finally, relax your neck and head."**



**“Let’s reflect. How does your body feel now?”**

**“Any time during the day, if you need to take a Brave Breath to help you focus, calm down, or Rest and Relax your body.”**

## ***The Journey***

**“We will read about a courageous man named Cesar Chavez who stood up to prejudice and injustice. He did it by using only non-violent methods.”** Talk about what prejudice and injustice mean. Relate it to kids in your class.

**“This is a story of hope, let’s see if we can discover that as we read it.”**

Slide: [Harvesting Hope](#)

Focus students’ attention on the acts of courage displayed throughout the story.

***“Why did Cesar’s family have to move to CA? How is that an example of courage?”***

***“What generalization can you make about people from Arizona in the 1930’s.”***

***“Why were the CA landowners able to mistreat their migrant workers?”***

***“Why did Cesar consider his 8th grade graduation a miracle and would that be considered a miracle today?”***

***“What were the first courageous steps to try to solve the problems of migrant workers?”***

***“How did Cesar show courage when the vineyard owners cut the pay of the workers in the San Joaquin Valley?”***

***“Cesar refused to respond with violence. He had the courage to hold onto his personal power. How can non-violent actions be more powerful than violent actions? Compare Cesar Chavez to MLK, Jr.”***

***“Why didn’t the people of CA support the migrant workers until after they heard about Cesar’s courageous acts?”***

***“How did prejudice cause Cesar to hate school?”***

***“How does hope play out in the story?”***

**“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.”**

**“How did the characters in the story show courage? Were those extraordinary acts or everyday acts of courage?”**

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

**“Raise your hand if you want to share an example of a time you were courageous.”**  
(Students share examples.)

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

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

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

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

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

**“Who are people you’ve heard of that demonstrate courage?”** (Examples may include: Martin Luther King Jr., the president, their parents, etc.)

**“Courageous people stand up for what’s right even if they’re afraid. They follow their hearts and work toward what they want despite challenges. Did you know that people who overcome their fears and show courage are happier and healthier?”**

**“For today’s activity, 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.)

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

**“Today, you each get to come up with your 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.” (Allow students two minutes to find their Brave Poses.)

**“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 holding your Brave Pose for 45 seconds. If you get tired, that’s okay. While we are posing, we are going to say some affirmations. An affirmation is a special message that you say to help you feel good about yourself. As we hold our pose, I am going to say some affirmations, and you repeat them after me. Ready? Go!”**

**Slide: Affirmations**

Say some of the following affirmations or one of your choosing.

*I am calm.*

*I am safe.*

*I am strong.*

*I am brave.*

*I have courage.*

*I am special.*

*I am important.*

*I matter.*

*I am loved.*

*I am good.*

*I am good enough.*

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

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

In their **Choose Love Journals**, have students write, “What is one hope or dream you have for your future?” “How would this change your future?”

## *Transfer of Learning*

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.

Catch them showing courage. Recognize their courageous efforts.

## *Home Connection*

Today our class created a Brave Pose to remind them of what their body looks and feels like to be courageous. At the dinner table, have your child demonstrate their Brave Pose and have all other family members create one too.



## 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 experiencing strong feelings.
- Recognize how Brave Breaths help their brains calm down.
- Recognize that they have a choice about how to respond to fear.
- Practice affirmations.
- Identify situations where they feel fear and the somatic responses.
- Practice diaphragmatic breathing and focused awareness.

### CSED/ SEL Model Standards

- Self Awareness
- Self Management
- Social Awareness
- Responsible Decision-Making

### *Daily Dose of Love*

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

**~L. Frank Baum, The Wonderful Wizard of Oz**

## Educator Prep

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

- 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.
- Watch one of the following videos on how to teach the hand-model of the brain:
  - [Dr. Russ Harris description of the brain](https://safesha.re/jdy) (<https://safesha.re/jdy>)
  - [Dr. Dan Siegel's Hand Model of the Brain](http://safesha.re/hq2) that describes how the brain works (<http://safesha.re/hq2>)
  - Here's another version by [Jeanette Yoffe](http://safesha.re/hq3) geared toward young children (<http://safesha.re/hq3>)
- Practice describing the brain to students using Dr. Siegel's model.
- Supporting visuals may be also accessed in the **Additional Resources** section of this unit, online. They include:
  - [Nurturing, Healing, Love Brain- Numbat, Healing, Lizard](#)
  - [Hand Model of the Brain](#)
  - [Brain Visual](#) (for coloring)
  - [Mindful/Glitter Jar](#) (optional)

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

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

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

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

### **Optional Supporting Literature**

**[Your Elastic Fantastic Brain](#)** by JoAnn Deak, PhD video read aloud (13 minutes)

(<https://safesha.re/jq1>)

OR

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

## *Focused Awareness*

**Slide:** Brave Breath

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

**“Let’s learn about the three parts of the brain: the reptilian brain, the mammalian brain, and the human brain.”** (Show students the parts of the brain on the slide.)

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

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

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

Use the graphic of the Nurturing, Healing, Love Brain (Numbat, Human, Lizard Brain) to show students where these parts are and how they work together.

Slide: [Hand Model of 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.”**

**“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 you think clearly and solve problems.”** (Hold up your fist, fingernails facing out. Point to the fingers.) **“This is the front part of your brain, near your forehead. Let’s call it the human brain.”**

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

**Optional:** Use the mindful jar analogy (included on slides)

Watch the video of the mindful/glitter jar or use an actual jar that you made.

**“This is a mindful jar. The glitter represents your thoughts and emotions. As the glitter settles and you sit still, notice your breath and your thoughts settling down, too.”**

**“Let’s close today by practicing a Brave Breath, combined with an affirmation. An affirmation is a statement you say to yourself that helps you focus on something. When we repeat positive affirmations about courage, it puts our human brain to work and helps us build our courage muscles.”**

**Optional Slide:** Brain

Students can label and color the brain graphic.

In their **Choose Love Journals** students can write:

- **“I have a choice. I can nudge the numbat to leave the lizard, and hug the human and hold onto my personal power.”**  
and/or
- **“Write about a time you felt anxious or scared. Describe what you were thinking, feeling, and doing. What was happening in your body?”**

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

Excellent activities on the author’s website [\*\*LISTENING TO MY BODY.\*\*](#)

**Slide:** Listening to My Body

Guide students through “listening to their bodies” with the image on the slide or in the book.

**“Notice your breathing.”**

**“Notice your heartbeat.”**

**“Notice your belly and muscles.”**

**“Notice your energy level.”**

**“Notice the temperature of your skin.”**

**“What do you notice?”**

## ***Transfer of Learning***

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

## ***Home Connection***

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

We learned how to do a Brave Breath. At the dinner table, teach others the hand-model of the brain and how to do a Brave Breath to calm down.

Send home the [Brave Breath Card](#).



## 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:

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

### CSED/ SEL Model Standards

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

### *Daily Dose of Love*

***“And all at once, in the room where no one else is quite like you, the world opens itself up a little wider to make some space for you” ~Jacqueline Woodson***

## ***Educator Prep***

**Videos and Read Alouds on slides:**

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

**[Glitter Jar Mindful Moment](https://safesha.re/jq5)**

*(<https://safesha.re/jq5>)*

**Use this while you do Brave Breaths.**

**[The Day You Begin](https://safesha.re/jq6)** Video read aloud

*(<https://safesha.re/jq6>)*

## ***Focused Awareness***

**“Today we’re going to do our Brave Breaths as we watch the glitter settle in a mindful jar. Notice how your thoughts and bodies settle just like the glitter.”**

**Slide: [Glitter Jar Mindful Moment](https://safesha.re/jq5)**

## ***The Journey***

**“Today we are going to read a story about how we are all unique.”**

**Before reading**

**“Can you remember your first day of school this year? How did you feel?” (Excited, nervous, happy, sad?)**

**“Sometimes it’s hard to walk into a room with people you don’t know. How did your feelings about your class change as time passed?”**

**“Do you feel more at home now? What do you think changes as we get to know people better?”**

**Slide: [The Day You Begin](https://safesha.re/jq6)**

**After reading:**

**“What ingredients from the Choose Love Formula do you notice in the story?”**

**“Diversity means understanding that each person is unique yet we all belong together. We each come from different races, cultures, religions, beliefs, and points of view and we all have different abilities and appearances.”**

**“No two people are exactly alike, and yet everyone deserves our respect and acceptance. How are we different from each other? How are we the same?”** Create a definition of diversity for your class. Use the character traits of respect, integrity, perseverance, kindness, creativity...

**“How are the children in the story diverse?”** (Begin using the vocabulary and explanations as needed. Simply put, how are they different? In appearance hair clothes racial backgrounds, boys, girls, emotions, names.)

**What do you think each of them is feeling? We all have similar feelings no matter how different we might appear.”**

**“Some children in this book are feeling sad because other kids make fun of the food they eat or because they are not fast and strong enough to play some of the games. But no one can be good at everything.”**

**“What differences do you see in the first drawing of Rigoberto and the second?”**

**“How does Rigoberto feel when his teacher pronounces his name correctly?”**

Learning to say people’s names properly is an excellent way of making them feel safe and included. Be sure to ask your students how they like their names pronounced and help other students pronounce them correctly.

**Ask: “What are you really good at? What are you not so good at? (Or what would your friends say you are good at or not so good at?)**

Tell a story about the day you found out you were pretty good at something you like doing. Students will have an opportunity to do this as well in the activity below.

**“Telling your own story helps make connections to others. When Angelina has the courage to begin to tell her own story, Rigoberto finds out they have something in common. What is it?”**

**“Now you will have an opportunity to tell a story about what makes you unique.”**

**Think, Pair, Share:**

Pair students up in your usual way. Give students one minute of silence to think of something that makes them unique. It can be visible or invisible. (If they are having trouble thinking of what makes them unique – ask the children to consider what their friends or parents think is unique about them!

Then have them tell their partner about what makes them unique while their partner listens closely. Close listening matters so they can share what they heard.

Ask for a few volunteers to tell the class what makes *their partner* unique. Have each child draw a picture or write a short paragraph about what makes their partner unique.

Point out that taking the perspective of others requires listening, respect and not judging or making fun of them!

Reread the story or do a Picture Walk. Have students focus their attention on illustrations in the book, particularly on the rulers. They can count how many rulers they see. **“Why does the illustrator choose to make so many rulers?”** Talk about the metaphor of “measuring” or comparing ourselves against others.

**Slide:** Affirmations

**“Let’s find gratitude for how we are each unique and say some 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.*

In their **Choose Love Journals**, have students write about a time they felt left out. How did that feel? What happened?

**Optional Activity:**

Make rulers for the students and have them draw or write something they’re really good at on the top, something they’re working to improve in the middle and something they can’t do (yet) at the bottom.

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

**Getting to REALLY know someone:**

Brainstorm a list of questions for students to ask each other. Guide students to come up with questions that will allow them to see the things they have in common with others as well as what makes others unique/special.

**Here are some examples:**

*Do you have a nickname?*

*What is your favorite sport, activity, book, song, character, animal.*

*What's your favorite food?*

*Do you have any pets?*

*What is your favorite place to be alone?*

*Where do you feel safest?*

*Where do you feel like you really belong? How come?*

Create a Venn Diagram. Partner students up randomly (or with purpose). Each student puts their names on one of the circles of the Venn Diagram. Together they list their differences and in the center, their likenesses.

Create a class book of students and what makes each special.

## ***Transfer of Learning***

Remind students that when they see someone being left out to invite them to join them.

Encourage students to have the courage to sit with someone different at lunch or play with a new friend at recess.

Support students to participate in class discussions and activities by raising their hands, being assertive, and speaking confidently.

Encourage students to celebrate others' accomplishments.

Encourage students to learn more about their own culture and heritage and to celebrate who they are.

## ***Home Connection***

Today our class read, [The Day You Begin](#) by Jacqueline Woodson. This is a book about belonging. It is about likenesses and differences. It offers an opportunity to learn about yourself and to teach others about your world. "You just have to begin." At the dinner table, everyone can share about what makes them unique. Encourage your student to learn more about their own culture and heritage and to celebrate who they are.



## LESSON 7:

# Positive Relationships and Problem Solving

Cooperation teaches us the skills and tools to problem-solve with our friends.

Student Outcomes	CSED/ SEL Model Standards
<p>Students will be able to:</p> <ul style="list-style-type: none"><li>➤ Define positive relationships.</li><li>➤ List friendship skills.</li><li>➤ Understand that friends might have different thoughts, feelings, and wants.</li><li>➤ Discuss the problem-solving model, CALM.</li><li>➤ Define cooperation. List ways to cooperate in class.</li><li>➤ Review listening skills.</li><li>➤ Practice diaphragmatic breathing and focused awareness.</li></ul>	<ul style="list-style-type: none"><li>➤ Self Awareness</li><li>➤ Self Management</li><li>➤ Social Awareness</li><li>➤ Interpersonal/Relationship Skills</li><li>➤ Responsible and Ethical Decision Making</li><li>➤ Moral Character</li><li>➤ Civic Character</li><li>➤ Performance Character</li></ul>

### *Daily Dose of Love*

***“...and all that stands beside you is your brave self-steady as steel and ready even though you don’t yet know what you’re ready for.” ~Jacqueline Woodson***



## Educator Prep

- Display the [CALM Discussion Rubric](#) (slide or printable), or have them write it in their **Choose Love Journals**.
- The ultimate goal is for students to recognize when they should use the **CALM Rubric**. They will, most likely, require support to use it appropriately throughout the year.
- Prepare an anchor chart titled Cooperation and three columns: **Looks Like, Sounds Like, Feels Like**
- Review the instructions for the cooperative game in the **Activity** Section.

### Videos and Read Alouds on slides:

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

[Enemy Pie](#) by Derek Munson  
(<https://safesha.re/jq9>)

## Focused Awareness

**Slide:** Brave Breath

Practice a Brave Breath and a Rest and Relax activity to get ready to listen and learn. Consider allowing students to lead the Brave Breath.

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

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

**“We have relationships with our family members and people on sports teams, or other groups. We can even make new friends and start new relationships.”**

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

**“One way to show people you want to have a positive relationship is to listen to them. How do you know if someone is listening to you?”** (Responses may include: making eye

contact, their body is facing yours, nodding or responding to something you said, acknowledging how you are feeling, giving you their full attention, etc.

## *The Journey*

Slide: [Enemy Pie](#)

**“As we listen to the story, your job is to see if you can figure out what the problem is and how you would solve it. Notice the facial expressions and body language of the characters. See if you can tell what they may be feeling.”**

Focus students’ attention on the concepts of fairness, strong feelings, and problem-solving.

**After reading:**

***“Why didn’t the main character like Jeremy Ross?”***

***“Why did his father suggest “enemy pie?”***

***“Did Dad use the ingredients the boys suggested?”***

***“Why didn’t the pie taste horrible like the boy thought it would?”***

***“Did the pie make an enemy or a friend?”***

***“Why do you think spending the day together helped the boys to become friends?”***

***“What might have been different if they didn’t spend the day together?”***

***“How do the characters show courage in the story?”***

Slide: [CALM Rubric](#)

**“You’re going to learn an easy way you can solve problems. Just remember the word CALM. The letter ‘C’ in the word calm stands for ‘cooperate.’ The first thing we do if we have a problem is stop and decide to cooperate.”**

**“Can anyone tell me what the word ‘cooperate’ means?”**

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

**Ask the following questions and note them on the Cooperation Anchor Chart**

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

**“Is there anything you would not see them doing?”** (Examples include: hitting, fighting, grabbing, etc.)

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

**“How loud do you think people are when they are cooperating?”** (Responses include: soft voices, medium volume, outside might be louder, etc.)

**“How does it feel when we cooperate?”**

Brainstorm how to cooperate in class and give examples of your observations of how students cooperate in school.)

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

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

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

In their journals, or as a class, make a list of ingredients that you would put in your own “Enemy Pie”. Who would you serve that pie to? Why?

## ***Transfer of Learning***

As a group project make an Enemy Pie. Each student writes or draws a picture of an ingredient that can turn an enemy into a friend. The ingredients get put into a class pie.

## ***Home Connection***

Today the class learned how to make an enemy pie that will change an enemy into a friend. At the dinner table, everyone can add in their own ingredient to make an enemy pie.



## LESSON 8:

# Courage Helps Us Stay CALM

We can't always choose what happens to us, but we can always choose how we respond. We have the courage to choose our thoughts and actions, and stand up for what is right.

### Student Outcomes

Students will be able to:

- Review listening skills.
- Review courage skills.
- Practice using the CALM Discussion Rubric.
- Recognize points of agreement and disagreement during problem-solving.
- Practice diaphragmatic breathing and focused awareness.

### CSED/ SEL Model Standards

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

### *Daily Dose of Love*

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

### *Educator Prep*

- Review the [CALM Rubric](#). Prepare to add to the anchor chart.
- For additional ideas, read the section in the **Educator’s Guide** on coaching students to use non-judgmental observations when talking about problems. Using

non-judgmental and behaviorally specific language to describe problems sets the stage for assertive communication and discussions about tattling.

- Students will need their **Choose Love Journals**.
- Preview [Tattling vs. Informing](#) slide or PDF

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

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

[Nobody Knew What to Do](#) video read aloud by Becky Ray McCain and Todd Leonardo  
(<https://safesha.re/jqc>)

[The Bad Case of Tattle Tongue](#) by Julia Cook video read aloud  
(<https://safesha.re/jqd>)

[COURAGE Wrap up](#) by Scarlett Lewis  
(<https://safesha.re/igy>)

### **Additional Supporting Literature (Optional)**

Another good book about learning to stand up for yourself:

[Stop Picking on Me: A First Look at Bullying](#) by Pat Thomas

## ***Focused Awareness***

Lead students in a Brave Breath or select two students to help lead a Brave Breath.

**“Now, to make sure our bodies are ready to learn, let’s Rest and Relax. Take one more Brave Breath together slowly. Close your eyes or gaze down. Imagine your feet relaxing. Now imagine your legs relaxing. Imagine your belly relaxing. Now imagine your arms and hands relaxing. Finally, relax your neck and head.”**

**“How does your body feel now?”**

## ***The Journey***

Brainstorm with students, scenarios that show tattling vs. reporting. Give examples.

**Slide: [Tattling versus Informing](#)**

Use this to help students learn the difference.

Inform		Tattle
Is it important? Is someone in danger? Is someone hurt? Do you need an adult's help? Was the behavior on purpose?	OR	Can it wait until later? Are you trying to get someone in trouble? Can you solve the problem yourself? Was the behavior an accident?

Review the following with students to make the connection between what's happening in their brains and the CALM Rubric:

**Triune brain (lizard, numbat, human) "What happens in our brains when we feel strong emotions?" Our numbat is talking to the lizard and not the human. We need to nudge the numbat to leave the lizard and hug the human."**

**Hand model of the brain - demonstrate what's happening. Use this as you teach the CALM Rubric.**

**Slide: [Nobody Knew What to Do](#)**

Why do you think the author chose to tell the story from the bystander's point of view?

Discuss how the characters behavior is either aggressive, passive, or assertive. Model these with students.

Think about your school and if you would be able to have the courage to do the same thing if you saw that situation.

Brainstorm ways to stand up for yourself and others by being assertive. What to say with your words and body language.

**Slide: [CALM Rubric](#)**

Introduce CALM

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

Teach the rest of the CALM Rubric.

**“Last time we learned to use the word CALM to help us problem-solve with our friends and build positive relationships. Who remembers what the letter ‘C’ stood for?” (Cooperate.) “We stop and choose to cooperate.”**

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

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

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

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

**“What do I see happening?”**

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

**“This is a good time to also ask your lizard, numbat, and human brains what they’re experiencing. What would each of them say?”**

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

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

**“How do I feel?” Do I need to calm down? Nudge my numbat? Take a breath?**

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

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

**“Asking ‘why’ or ‘how’ questions also helps.”**

**“So far we ‘C’—cooperate, 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 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?”**

**“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. Pretend that a classmate organized a game you wanted to play, but that they did not include you.”**

**“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 if I wasn’t invited to play?”** (Students may be sad, lonely, angry, etc.)

**“If I need to calm down before continuing, what could I do?”** (Responses include: take a Brave Breath, stand in a Brave Pose, relax my body, nudge my numbat, etc.)

**“How might the other person feel?”** (Examples include: embarrassed because they forgot to ask me, or uncertain because they didn’t know if I wanted to play.)

**“What do I see happening in this situation? Or, what did I hear?”** (Examples include: saw other people playing the game, heard other students talking about the game but didn’t get asked to play.)

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



**Have students apply the CALM Rubric to the story. Walk them through the process and how it would apply.**

In their Choose Love Journals, have students write what advice they would give to the boy telling the story? How would they help him as the bystander?

Slide: [Wrapping Up Courage](#)

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

## *Have a Lot of Fun!*

Slide: [The Bad Case of Tattle Tongue](#)

## *Transfer of Learning*

Review and practice being assertive rather than aggressive or passive.

Reinforce tattling versus reporting.

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. You may need to support this process throughout the year.

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

Refer students to the poster whenever they need help with problem-solving. This is a tool the students will be able to use throughout the year and in their lives.

## *Home Connection*

Send home [CALM Rubric](#).

We have completed our Choose Love Courage Unit. Students have learned what it means to have courage in any situation. They have also learned friendship skills and problem-solving skills. As they continue practicing these skills and tools, they will develop great confidence in themselves. This will help them face adversity and do the right thing even when it is hard.

Some of the main highlights of this unit are recognizing judgments in ourselves and others. We learned how to be assertive instead of aggressive or passive.

We learned the differences between upstanders and bystanders, and practiced upstander behavior. We began to look 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.



## Grade 3, 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.

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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 3: Gratitude for Myself**

Theme: I like myself because I'm me.

## **Lesson 4: Gratitude: The Great Mind Shifter**

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

## **Lesson 5: Gratitude for Our World**

Theme: "To be a human being is an honor, and we offer thanksgiving for all the gifts of life," -Chief Jake Swamp



# LESSON 1: The Benefits of Gratitude

Practicing gratitude helps us live happier and healthier lives.

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

## *Daily Dose of Love*

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

## *Educator Prep*

### **Videos and read alouds**

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

#### **[Scarlett Lewis Intro Video to Gratitude](https://vimeo.com/453495480)**

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

#### **[Gratitude by Kids](https://youtu.be/bko6jIHcnR8)**

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

**What is Gratitude?** Choose Love Gratitude video  
(<https://youtu.be/T5Umo80x9og>)

**My Gratitude Jar** by Kristin Wiens  
(<https://youtu.be/6TYvJh5Cwvw>)

**Gratitude Attitude Song** \*This is a great song to play all year.  
(<https://youtu.be/9LGr2I7IWWs>)

## Prepare

Choose Love Journals

[Gratitude Breath Card](#)

Poster for Choose Love Formula

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

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

Create a class “Gratitude Jar/Basket” for students to write down what they are grateful for on small slips of paper and put into the basket.

Students can make and decorate “gratitude jars/ baskets” to take home for sharing with their families. At various times, pull out some to share with the class.

## 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 because we’re going to learn a new breath. It’s called a Gratitude Breath. We use Gratitude Breaths to help us think of things we feel thankful for.”**

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

**“We say ‘thank you’ when someone does something kind for us.”**

**“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 Card)*

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

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

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

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

**“Now think of a time when you did something kind for someone else. Notice how that feels in your heart. Notice your face. I see you smiling as you think of the kindness you’ve shown to others. Do you notice that smile on your face?”**

**“When someone does something kind for us, we feel thankful. When we show kindness for others, it makes us feel happy.’**

**“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!”**

## *Introduction*

Slide: *(Choose Love Formula)*

Review the four ingredients of the Choose Love Formula.

**“In past lessons, we talked about ways to have positive relationships. When we have a relationship with someone, it means we’re connected to that person in some way.”**

**“Our lizard, numbat, and human brains have relationships with one another. They work together to help us think, feel, make decisions, learn, and play. We can have positive relationships with our friends, teachers, family members, and other community members.”**

**“Sometimes, even when we have a positive relationship, we might disagree, or our feelings might get hurt. We might make mistakes or cause accidents. This is a natural part of growing and learning together. We can be grateful for our differences.”**

**“Can you think of a time when you and a friend had different thoughts or feelings about something?” (Take some examples from students.) “How is having differences a positive thing?”**

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

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

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

**“Gratitude is being thankful and giving thanks. “We say, ‘Thank you,’ when someone does something kind for us.”**

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

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

**“Gratitude helps us have positive relationships, 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 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 me 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)**

**“Great ideas! Taking a Gratitude Breath is one thing you can do. Let's practice another way to help if you feel overwhelmed.”**

## ***The Journey***

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

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

**“Let's listen to a story called My Gratitude Jar.” Encourage students to focus their attention on what gratitudes are shared.**

**Slide: (video read aloud)**

**[My Gratitude Jar](#)**

### **Post Reading**

**“What are some of the things Jacob writes that he is grateful for?”**

**“On a particularly bad day, Jacob discovers the value of pausing and taking a few deep breaths and the value of having a gratitude jar. What happened that caused his bad day? What did he learn?”**

**“Jacob learns to bring his awareness to the present moment both on good days when he feels there is something to be grateful about and on grumpy days when stopping to breathe can help bring some perspective to a bad day. How does Ms. Lane help him do that?” (She helps him shift his thinking to a grateful thought.)**

**“Ms. Lane also encourages the students to be non-judgmental in how they practice gratitude: ‘there is no right or wrong way to be grateful’. What does that mean?”**

**“Jacob is encouraged to pause and breathe in the middle of his bad day. He is invited to reflect on better days and he is encouraged to be reflective. It sounds like Jacob learned to take a Gratitude Breath.”** *(All these actions play a part in healthy self-regulation.)*

**“Ms. Lane says there are two reasons for the Gratitude Jar. What are they?”**

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

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

**“Today I want to talk about how we can continue to show gratitude to others. As we learned, gratitude is a feeling of thankfulness so strong that we want to take action to show our gratitude to others.”**

**“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.”**

Brainstorm with the class times that they think a gratitude reflection would be useful.

**Slide:** *(gratitude jar)*

Have students make their own “Gratitude Jars” glued onto large envelopes. As in the book, have students write their first gratitude sentence on small strips of paper to put in their Gratitude Jar envelope.

## Choose Love Journals

Students can draw and write about things they are grateful for. Share out with the whole group. Have the students find similarities in what they are grateful for.

## *Have a Lot of Fun!*

Slide: *(song)*

### [Gratitude Attitude Song](#)

Students can write in their Choose Love Journals 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: Gratitude for Diversity

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

CSED Model Standards	Learning Targets
<ul style="list-style-type: none"><li>➤ Moral Character</li><li>➤ Civic Character</li><li>➤ Self Awareness</li><li>➤ Self Management</li><li>➤ Social Awareness</li><li>➤ Interpersonal/Relationship Skills</li></ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>➤ say describe how their bodies feel when they practice gratitude.</li><li>➤ recognize that even though we look different on the outside, we are all the same on the inside and we all are unique.</li><li>➤ practice diaphragmatic breathing and focused awareness.</li><li>➤ acknowledge that gratitude can help us accept diversity.</li><li>➤ practice greeting in different languages</li></ul>

### *Daily Dose of Love*

*"I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character."*

~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.

**Same Same But Different** by Jenny Sue Kostecki-Shaw (*video read aloud*)

(<https://www.youtube.com/watch?v=ze11Q-S8-LA>)

## **ASL Video by Emily**

(<https://youtu.be/UdfyYO2h9Ps>)

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

## **Prepare**

Gratitude Breath Card.

Learn how to say “thank you” in different languages. Include languages from the different cultures represented in your class, school or community.

Look up online the proper pronunciation.

Students share any greetings and thank yous they know in other languages.

Brainstorm a list of greetings and thank yous.

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

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

Japanese - Domo ariagato

French - Merci beaucoup

German - Danke Schoen

Italian - Grazie

## Additional Supporting Literature

[Gracias, Thanks](#) by Pat Mora

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

[My Name Is Yoon](#) by Helen Recorvits

([https://www.youtube.com/watch?v=4kawh9S\\_UUU](https://www.youtube.com/watch?v=4kawh9S_UUU))

Spanish Version [Read aloud- My Name is Yoon by Helen Recorvits](#)

(<https://www.youtube.com/watch?v=KgXYFjk7uOU>)

## *Focused Awareness*

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

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

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

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

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

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

**“Notice what it feels like in your body when you take your gratitude breaths. Does your body feel calm? Does your body feel peaceful? Happy? How does your body feel?”**

**“Let’s tighten each part of our body, our whole body, like we are pulling on a rope. Then relax each part like you are letting go of the rope. As you relax your body, think of how**



**grateful you feel for this class. We get to learn new things together. We play and have fun together. We help each other, and we care about each other.”**

(Generate a list with students of any other unique attributes about your classroom that students can feel grateful for.)

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

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

*Slide: (ASL Gratitude)*

[ASL Video by Emily](#)

**“Today we're going to practice being grateful for other people. Think of how grateful you feel for the other people. We can feel grateful for people just like us, but we can also be grateful for people who are different from us. We may look different and live differently, but we are all really the same inside. Our hearts are the same, we all want to love and be loved.”**

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

Brainstorm with students - **“I wonder what kind of amazing person YOU will be when you grow up...what do you think?”**

Emphasize that we are all alike but that each person is unique. Encourage each child to tell one thing he or she can do that makes him or her special.

*Slide: (thank you in other languages)*

**Let's learn a few ways to say “thank you” in other languages.**

**“Let's listen to a story about two boys who are different, but the same. See what you notice.”**

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

### **Same Same But Different**

Discuss how Elliot and Kailash (pronounced Kie 'losh) were different and yet, the same.  
**“How were their “worlds” different? What was different about where Elliot and Kailash lived? What was the same?”**

**“What did Elliot and Kailash both like to do? How was that the same? How was it different?”**

**“How does each boy say hello? How is that the same? How is that different?”**

**“At the end the author says, ‘We’re best friends even though we live in two different worlds. Or do we?’ What does that mean?”** (Point out the pictures on their walls and have students compare/contrast.)

Conclude by discussing how the book showed that Elliot and Kailash had different cultures but we were also able to see how they are the same because they are the same age and enjoy doing the same things such as climbing trees. This is an example of how there are many different cultures around the world but in the end we are all the same so we need to be accepting of different cultures.

**“One page in the book says ‘Our skin is just our covering, like wrapping paper. And, you can’t tell what someone is like from the color of their skin’.”** You may want to point out the analogy that wrapping paper is used to wrap gifts. Who we are inside is our gift and our skin is our wrapping.

**Slide:** *(Apples)*

### **Apple Lesson**

Show the students different types and colors of apples.

Have them describe what they see on the outside.

Students will predict what the inside of the apple will look like based on their observations.

Once the apples are cut, students record what they see.

Compare what we learned from the apples and relate it to the passage.

## *Have a Lot of Fun!*

### **Optional Activity**

Have students be pen pals from another class, state or country. Explore options online for educators to create pen pal opportunities for their students.

**"I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character."**

**Martin Luther King, Jr.**

## *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.

Celebrate our differences while recognizing that we are all the same in our want and need to love and be loved.

## *Home Connection*

Today our class learned about Gratitude for Diversity. We can feel grateful for people just like us, but we can also be grateful for people who are different from us. We may look different and live differently, but we are all really the same inside.

We read a book called, [Same Same But Different](#). Share the story with your family and talk about perceived differences and similarities.



# Lesson 3: Gratitude for Myself

I like myself because I'm me.

CSED Model Standards	Learning Targets
<ul style="list-style-type: none"> <li>➤ Self Awareness</li> <li>➤ Self Management</li> <li>➤ Social Awareness</li> <li>➤ Interpersonal/Relationship Skills</li> <li>➤ Moral Character</li> <li>➤ Performance Character</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>➤ practice diaphragmatic breathing and focused awareness.</li> <li>➤ acknowledge that gratitude can help us accept differences.</li> <li>➤ recognize that even though we look different on the outside, we are all the same on the inside and we all are unique.</li> <li>➤ identify personal strengths.</li> <li>➤ practice affirmations for self-acceptance..</li> </ul>

## *Daily Dose of Love*

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

– Edwin Elliot

## *Educator Prep*

### **Videos and read alouds**

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

**Unique Monique** by Marie Rousaki (*video read aloud*)

(<https://youtu.be/bLf7jKHOTg4>)

[“I’m Good”](#) (song)

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

### Additional Supporting Literature

[Exclamation Mark](#) by Amy Krause Rosenthal (video read aloud)

(<https://youtu.be/rsT0eV4lq7Y>)

### Prepare

[Mirror Handout.](#)

Choose Love Journals.

Graphic organizers -use any graphic organizer you prefer.

## *Focused Awareness*

Slide: (*Gratitude breath*)

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

(Lead students in three Gratitude Breaths).

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

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

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

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

**“Notice what it feels like in your body when you take your Gratitude Breaths. Does your body feel calm? Does your body feel peaceful? Happy? How does your body feel?”**

**“Let’s tighten each part of our body, our whole body, like we are pulling on a rope. Then relax each part like you are letting go of the rope. As you relax your body, think of how**

**grateful you feel for this class. We get to learn new things together. We play and have fun together. We help each other, and we care about each other.”**

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

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

## *The Journey*

Introduce the book or video read aloud, [Unique Monique](#).

**“Have you ever been told that you are just like someone else? Sometimes kids are told, “You’re just like your (dad, brother, aunt, sister, etc.)”**

Invite students to tell about their experiences with this statement. You might begin this discussion by telling your own experiences with these remarks.

Invite students to explore the concept of “unique.” Arrive at a definition and discuss how “uniqueness” might apply to appearance, personal characteristics, habits, talents and abilities, etc. Expand the discussion beyond people and include animals, places, and objects.

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

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

**“Do you collect anything?”**

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

(Students share with a partner.)

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

### [Unique Monique](#)

**Post reading:**

**“Why do you think Monique wanted to express her uniqueness?”**

**“How do you express yours?”**

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

**Slide: (affirmations)**

**“Let’s try some together. Stand up (or remain seated), bodies still. Please put one hand on your heart and the other on your belly, just like in our breathing activity.”**

**“Repeat after me:”**

**“I am grateful to be me.”**

**“I am the best me that I can be.”**

**“I am unique.”**

**“I am confident.”**

**“I am important.”**

**“I am ready to spread kindness.”**

**“Gratitude helps me appreciate differences.”**

**“Gratitude makes me be happier and healthier.”**

Brainstorm with a partner, and as a class if necessary, characteristics that make each student unique. Have students write down 5 things that make them unique on the [mirror handout](#).

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.

*You are amazing.*

*You are a good friend.*

*You are smart.*

*You are good enough.*

*You make a difference in the world.*

*You are important.*

*You matter.*

*I love you.*

Below is a list of positive sentence stems for students. You may want to read them to the students and have them respond with the first thing they think of to a partner.

**Slide:**

*My friends think I'm awesome because...*

*My classmates say I'm great at...*

*I feel very happy when I...*

*Something that I'm really proud of is...*

*I make my family happy when I...*

*One unique thing about me is...*

*I like who I am because...*

*I feel good about my...*

*My friends think I have an awesome...*

*Somewhere I feel happy is...*

*I mean a lot to...*

*I think I'm pretty good at...*

In their Choose Love Journals, students can copy one or more affirmations and illustrate.

**Additional Supporting Activities**

Monique's individuality caused problems at school. Divide the class into two groups for an informal debate. Assign one group Monique's viewpoint and the other group, the school administration's viewpoint. Their challenge is to persuade the other group that their group made good decisions.

Have students make graphic organizers showing their own unique qualities. This could be a wheel with a "hub and spokes." Each student places a picture (drawing or photo) in the center. On the radiating spokes, they write characteristics that make them unique. At the end of each spoke, they might make an appropriate sketch.

Students could draw around their hand and write a trait on each finger with a self-portrait in the palm.

## *Have a Lot of Fun!*

**Slide (song)**

["I'm Good"](#)

## *Transfer of Learning*

Help students recognize their own personal strengths and the strengths in others.



Recognize the “gifts” that each individual student brings to the class.

Stop throughout the day and take gratitude breaths.

Support students to say “thank you” to others for many reasons, ie. helping them, sharing ideas, acts of kindness.

### *Home Connection*

Today our class learned how everyone is unique. The students are beginning to recognize the deeper concept of gratitude- one that is personal which leads to internal motivation. When students are able to accomplish a difficult task that they hadn’t been able to do before, that leads them to feel happy/proud and grateful.



## 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"> <li>➤ Self Awareness</li> <li>➤ Self Management</li> <li>➤ Responsible and Ethical Decision-Making</li> <li>➤ Moral Character</li> <li>➤ Performance Character</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>➤ practice diaphragmatic breathing (Gratitude Breath) and focused awareness.</li> <li>➤ acknowledge that gratitude can help us change negative thoughts to positive thoughts</li> <li>➤ recognize the somatic cues of strong feelings and gratitude</li> <li>➤ recognize how feelings change when they practice gratitude</li> </ul>

### *Daily Dose of Love*

*“Sometimes when you're surrounded by dirt...you're a better witness for what's beautiful.”*  
 — Matt de la Peña, *Last Stop on Market Street*

### *Educator Prep*

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

## **Videos and read alouds**

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

**Last Stop on Market Street** by Matt de la Pena (*video read aloud*)  
([https://youtu.be/zk6CWvW\\_5-s](https://youtu.be/zk6CWvW_5-s))

This book may lead the reader to the idea that Grandmother and CJ do not “have” things, where CJ asks why they have to take a bus and why he doesn’t have a music player. By showing us CJ does not have these things, it leads the reader to assume that CJ might be a recipient of food at the soup kitchen. However, on the last page, we see CJ and his grandmother serving food in the kitchen.

## **Prepare**

Gratitude Breath card

Students will need their Choose Love Journals

Crayons or other art materials for drawing

Access to various types of music to play for students as they write or draw

## ***Focused Awareness***

**“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.”**

**“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 feeling jealous because someone has something that we’d like to have.”**

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

**“Let’s practice that. Take a deep gratitude breath, feel the air flow over your heart. Think of something you are grateful for and say the words to yourself, for instance, ‘I’m grateful to be here with you right now.’ ‘I’m grateful that the sun is shining today. I’m grateful for my family.’**

**“Now how do you feel? Are you more relaxed and empowered?”**

## *The Journey*

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

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

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

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

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

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

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

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

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

**Pre-reading**

**“We’re going to read and listen to a story called Last Stop on Market Street by Matt de la Peña. It’s a story about a boy named CJ who takes a trip on a bus with his grandmother (Nana). The problem in the story is that CJ is having a hard time seeing the beauty around him. He learns important lessons from his Nana about how beauty can be found anywhere, if we learn to notice it.”**

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

### **Last Stop on Market Street**

#### **During the story**

p. 8: **“I wonder what CJ is feeling when he asks his grandma why they don’t have a car. What do you think?”** (He’s feeling left out. He feels sorry for himself and he’s uncomfortable. He’s wishing he had a car like his friends.)

p. 13: **“I notice that Nana is trying to help CJ see beauty in the world when she tells him, ‘boy, what do we need a car for? We got a bus that breathes fire.’ What else does Nana point out to CJ?”**

P.16 **“The blind man tells CJ to ‘Watch the world with your ears.’ what do you think he means by that?”**

p. 18: **Look at the picture of CJ. What do you notice about his face?** (CJ has his eyes closed and he’s smiling.) **I’m thinking CJ is starting to feel differently about the world around him. How does the illustration help us to understand how CJ is feeling?** (Grateful)

21: **The author uses a lot of beautiful language to describe how CJ is feeling. What is he saying?**

**“Do you think the rhythm actually lifts CJ out of the bus? I’m thinking he is using his imagination to help him appreciate the world around him. The music is helping him appreciate his surroundings. Have you ever experienced anything like that? Maybe a song reminds you of a special time.”**

#### **Post reading**

##### **Think/Pair/Share**

After reading the whole story, show the picture of CJ and his Nana smiling and serving food in the soup kitchen. Ask, **“How does CJ learn to see beauty in the world?”** Give the

students the option of using this sentence frame: **CJ learns to see beauty in the world when \_\_\_\_\_.**

Students can discuss in partners and then to write about what they discussed in their Choose Love journals. Pair students strategically for this discussion, and ask them to first think about the question quietly for one minute and construct what they will tell their partner. Then, encourage students to discuss and elaborate on their ideas with a partner and use as much of the language from the story as they can to support their ideas. You may want to put some of the language on the board for them to refer to. Also encourage them to prompt their partners to say more. Conclude by having students write what they just discussed in their Choose Love journals, along with a drawing.

### *Have a Lot of Fun!*

On the bus, C.J. closes his eyes, as suggested by the blind man sitting near him, to hear the guitar gently playing nearby. When he does this, he “sees” what he hears: “sunset colors swirling over crashing waves;” “a family of hawks slicing through the sky;” and “butterflies dancing free in the light of the moon.”

Play a range of different music compositions for your students. Ask students to close their eyes as you play each segment, and when the music's over, give them a minute to write down everything they saw in their mind's eye, or they can draw what they “see” as the music is being played.

### *Transfer of Learning*

Continue supporting that gratitude can help us change negative thoughts to positive thoughts.

Take gratitude breaths throughout the day - transition times are great times to do this.

Acknowledge when you or students are experiencing strong feelings and make a conscious effort to change the negative thoughts to grateful thoughts.

Acknowledge and reflect with students when they were able to choose a grateful thought over an angry or sad thought.

## *Home Connection*

Our class read [Last Stop on Market Street](#) by Matt de la Peña. today. Each Sunday CJ and his nana take a bus ride and CJ laments all the things he doesn't have (or has to do), his grandmother points out how those very things are special. She shows him how their routine Sunday is beautiful in a way that is special to the grandparent/grandchild relationship. Talk about special times you've spent with others such as a grandparent, aunt/uncle.



## Lesson 5: Gratitude for Our World

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

CSED Model Standards	Learning Targets
<ul style="list-style-type: none"> <li>➤ Self Awareness</li> <li>➤ Social Awareness</li> <li>➤ Responsible and Ethical Decision-Making</li> <li>➤ Moral Character</li> <li>➤ Civic Character</li> <li>➤ Interpersonal/Relationship skills</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>➤ notice gifts of the earth to be grateful for.</li> <li>➤ practice diaphragmatic breathing and focused awareness.</li> <li>➤ recognize how the Cherokee celebrate the gifts of the earth.</li> <li>➤ begin to realize that even when things are hard, there is always something to be grateful for.</li> </ul>

### *Daily Dose of Love*

*“Thankfulness is the beginning of gratitude. Gratitude is the completion of thankfulness. Thankfulness may consist merely of words. Gratitude is shown in acts.”*

*~David O. McKay*

### *Educator Prep*

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

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



[We Are Grateful - Otsaliheliga](#) - by Traci Sorrel (*A Cherokee story about Gratitude.*)

(<https://www.youtube.com/watch?v=xLD5YbPXSl8&feature=youtu.be>)

(oh-jah-LEE-hay-lee-gah)

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

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

[Gratitude Wrap-Up w/ Scarlett](#)

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

### **Additional Supporting Literature**

[My Friend Earth](#) by Patricial MacLachlan (*video read aloud*)

(<https://youtu.be/x6rY3pzepcY>)

## *Focused Awareness*

*Slide: (Gratitude Breath)*

Consider choosing two students to lead the Gratitude Breath

## *The Journey*

**“Today, let’s focus on the earth and all the gifts we can be grateful for that come from the earth.”**

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

**“Cherokee people say ‘otsaliheliga’ (oh-jah-LEE-hay-lee-gah) to express gratitude. It is a reminder to celebrate our blessings and reflect on struggles—daily, throughout the year, and across the seasons.”**

**“We are going to listen to a book about how the Cherokee people reflect on their blessing and are grateful for the earth and every living thing. They use the word ‘blessings’ which**

means kindness, goodness, and joy. To reflect means to think about and remember why the Cherokee people are reminded to celebrate blessings”.

Slide: (*video read aloud*)

[We Are Grateful - Otsaliheliga](#)

“As we listen and watch the story, notice how gratitude takes place in each illustration.”

“What did you notice that the Cherokee are most thankful for?”

“Why is it important to reflect on struggles and hard times? Can you make a personal connection?” (We can find gratitude in hard times. We are often stronger when we get through tough times.) “Even when things are really hard, there is always something to be grateful for. We can change our thoughts to see what’s good.”

“Do you express gratitude for food? How?”

“What are you grateful for? Why?” (Students can share with a partner and then list in their Choose Love Journals)

Observe the tree in the illustration depicting a family and their dog walking by a creek. Notice the details featured on each branch. Explore reasons why the illustrator chose to create the tree in this way.

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

### Optional Additional Activity

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

Students can spend some time outside, quietly observing nature, noticing everything they can, and writing their in their Choose Love Journals.

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

## *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.

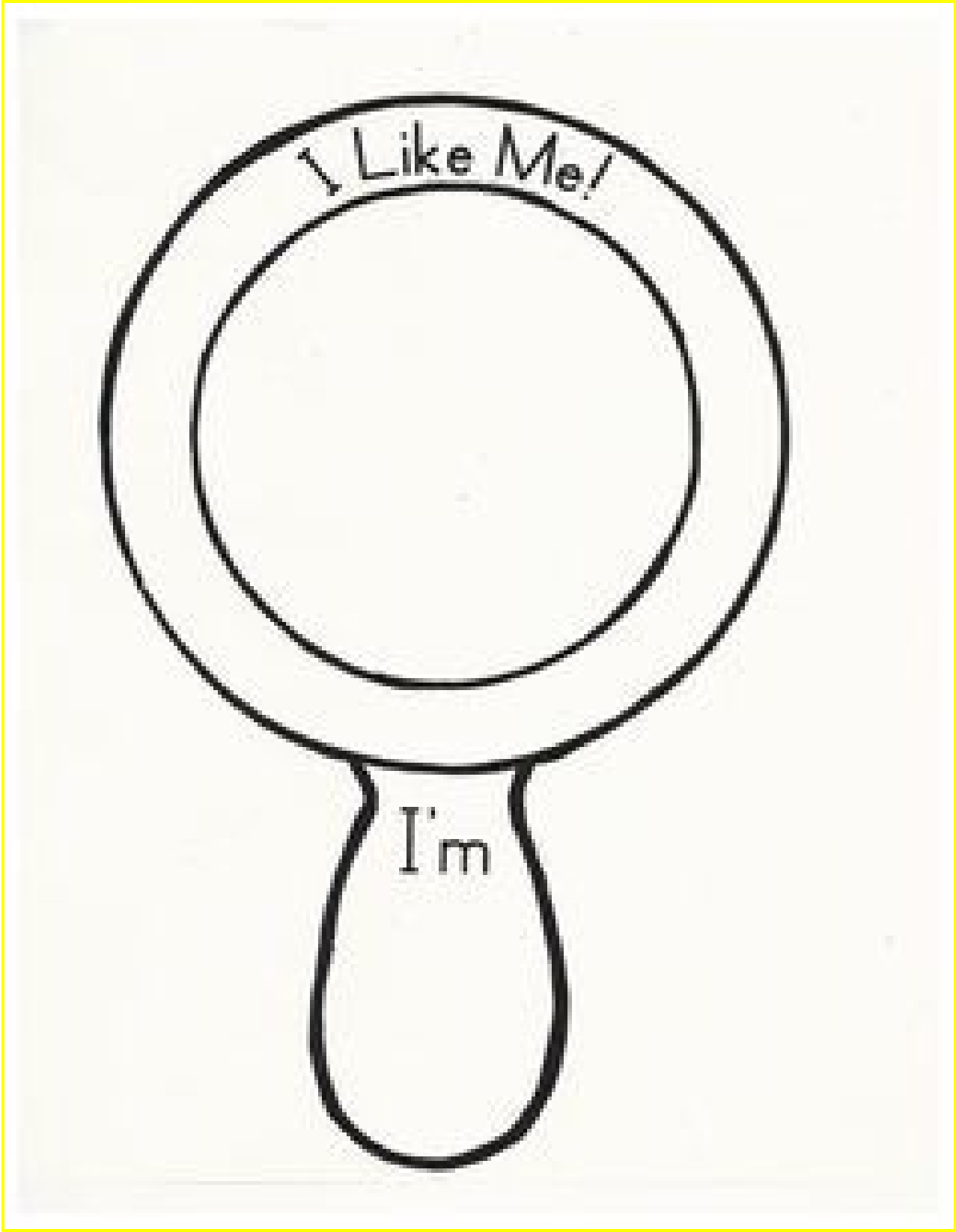
Remind students that they can be thankful for things that aren't 'gifts'. For example, you can feel thankful for a sunrise or the air you breathe.

## *Home Connection*

We read a Cherokee story, called [We Are Grateful - Otsaliheliga](#). At the dinner table share what each person is grateful for in nature.

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



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## Grade 3, UNIT 3:

# FORGIVENESS

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

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

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

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

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

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

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### **Lesson 5: Authentic Apologies**

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Theme: Affirmations help me forgive.



# Lesson 1: What is Forgiveness?

Theme: Forgiveness is a gift you give yourself.

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

## *Daily Dose of Love*

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

## *Educator Prep*

### **Videos and read alouds**

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

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

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

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

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

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

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

([https://youtu.be/-UF2l\\_xRIZM](https://youtu.be/-UF2l_xRIZM))

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

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

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

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

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

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

### **Prepare**

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

- Construction paper for hearts for each student and a copy of the heart with the poem.
- Have a stack of books ready to demonstrate carrying the weight of forgiveness.
- Print [Forgiveness Calendar](#) and [Forgiveness Breath Card](#) to send home.



## Introduction

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

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

**Slide:** *(Choose Love Formula)*

Review the four ingredients of the Choose Love Formula.

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

**Slide:** *(Scarlett Lewis Intro Video to Forgiveness)*

[Scarlett Lewis Intro Video to Forgiveness](#)

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

**Slide:** *(ASL Sign)*

[Video of ASL Forgiveness](#) by Emily

**“Let’s begin by listening to students talk about Forgiveness.”**

**Slide:** *(Forgiveness According to Kids )*

[Forgiveness According to Kids](#)

## *Focused Awareness*

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

**“Let’s try that 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.)

**Slide: *(music)***

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

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

## *The Journey*

**“The definition we will use for forgiveness is:**

**Forgiveness is when you choose to stop feeling angry at someone, and decide not to act in a negative or harmful way toward that person. It hurts us when we hold onto sadness, anger, and other strong emotions. So, forgiveness means we choose NOT to carry around this heavy burden.”**

**“We’re going to watch a short video about third graders talking about the same lesson that we’re going to do today.”**

**Slide: *(video)***

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

Read the book or show the video read aloud by the author.

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

**[A Wrinkled Heart by Tracy Hoexter](#)**

Throughout the story, ask students to notice what happens that causes wrinkles in Elliot's heart. How does his heart begin to un wrinkle?

**Wrinkled Heart Activity**

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

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

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

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

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

Explain that every time a person says or does hurtful things, belittles, talks behind someone's back, gossips, writes unkind things etc. they are responsible for adding a crinkle to that person's heart.

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

Take the opportunity to talk about the responsibility we all have to care for other people and their feelings.

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

## *Transfer of Learning*

- Reinforce the concept that forgiveness is a choice and then a process.
- Remind students about the real meaning of forgiveness.
- Remind students of the wrinkled heart poem, “Before you speak, think and be smart. It’s hard to fix a wrinkled heart!”

## *Have a Lot of Fun!*

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

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

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

Ask students to brainstorm some angry thoughts that people have. It could even be as simple as not wanting to do homework or coming in from playing outside. As they say each thought, put another book on the pile in their arms. Continue to add books as the students share angry thoughts. Tell the student to go and play and have fun, but not to put the books down.

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

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

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

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

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

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

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

**“Forgiveness is not something we do for others - it's something we do for ourselves. Forgiveness is a gift we give to ourselves by not letting the hurt, anger, resentment, and other strong emotions stay with us and keep hurting us. Forgiveness is for us so we can heal and move on.”**

## *Home Connection*

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

Today our class started the Choose Love unit on forgiveness. We read a book called The Wrinkled Heart. [A Wrinkled Heart by Tracy Hoexter](#). You can make a crumpled heart at home. “Before you speak, think and be smart. It’s hard to fix a wrinkled heart!”



## LESSON 2: Cutting the Cord to Anger

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

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

## *Daily Dose of Love*

*"When we learn to embrace forgiveness, it opens us up to healing, hope, and a new world of possibility."*

~Katherine Schwazenegger-Pratt

## *Educator Prep*

### **Videos and read alouds**

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

### **Choose Love 'What is Forgiveness?'**

*(<https://youtu.be/FFuHL6lzk6E>)*

### **Big Red Lollipop** by Rukhsana Khan *(video read aloud)*

*(<https://www.youtube.com/watch?v=gt6GhejLPrQ>)*

### Optional Version

The author tells the story to a class of students. This is very animated and fun to watch as the students participate with her. Video is 13 minutes long.

*(<https://youtu.be/N8UQWdhhy8s>)*

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

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

### **Prepare**

Small piece of yarn for each student

Pair of scissors for each student

Copy the [Forgiveness Tree worksheet](#) (one for each child)

Ink pad, or paint for thumbprints on the tree

## *Focused Awareness*

Begin by watching the brief video: ["Just Breathe" by Julie Bayer Salzman & Josh Salzman \(Wavecrest Films\)](#)

Slide: *(Forgiveness Breath)*

Practice three Forgiveness Breaths. Choose students to lead them.

## *The Journey*

**“We’re going to watch a video called ‘What is Forgiveness?’ As we watch the video, you’ll notice that the boy gets angry. I want you to imagine that his anger is attaching him to the other person by a cord. Imagine that they are stuck together by anger, stress, and frustration. We’ll talk about the video after we watch it.”**

Slide: *(video)*

### **Choose Love: ‘What is Forgiveness?’**

Discuss the analogy of the invisible cord and how it kept the boy attached to his anger.

**Ask “What happened to him?” Was he able to focus, learn, have fun?” (He couldn’t because he was holding onto his anger.)**

**“What feelings was he experiencing?”**

**“What was happening inside his body?”**

Have students share about times when they felt that way.

**We’re going to watch and listen to a true story about two sisters who have a problem. The author is from Pakistan and this is her story. (This As we listen, focus your attention on the events that cause the problem and then how forgiveness happens.” (There is no apology in this story. Forgiveness is demonstrated by action.)**

Slide: *(video read aloud)*

### **Big Red Lollipop**

**“When it was Sana’s turn to go to the party, what did you expect would happen?”**

**“Why do you think Rubina told Ami not to make Sana take little Maryam to the party Sana was invited to?”**



**“If you were Rubina, would you have done that?”**

**“Rubina had a choice. She could have had revenge.”**

**“What does revenge mean and what would that look like in this story?”**

**“If Rubina had kept quiet Sana would have had to take little Maryam to the party. How would the story have been different if she had done that? What would you have done if that happened to you?”**

**“Why do you think Sana left the triangle piece of lollipop in the fridge?”**

**“How would the story be different if Sana did not give the green lollipop to Rubina? What if she ate that one too? What would you do if it were you?”**

**“How would the story be different if Rubina had slammed the door in Sana’s face before Sana could have given her the green lollipop?”**

**“How would the story be different if Sana were telling the story?”**

**“Did you notice there was no actual apology? How was forgiveness demonstrated?”**

**Which character do you think the author is? (Answer: It is based on a true story. The author is Sana in real life.)**

Observation: Search for any hidden whales in the illustrations. (There is a whale in the swimming pool on the first page and a whale magnet on the fridge.)

**“All emotions are natural. Our feelings are very important. They help us learn, play, and have fun. They also help us make decisions about how to act, and how we want to treat other people and they help keep us safe.”**

**“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.”**

**“Sometimes when we’re stuck feeling angry, worried, or stressed, we get a headache, feel tired, or get a stomach ache.”**

**“What happened when the boy practiced forgiveness?”** (Didn’t feel the uncomfortable feelings. He made the choice to let go of his anger. He was able to feel relieved, relaxed, and happy.)

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

**“If there’s something or someone you’re having strong feelings about, you might have to cut the cord more than once, or cut multiple cords.”**

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

**“When we practice forgiveness, we practice letting go of anger.”** (Share a personal example of a time you felt angry, but then chose to forgive.) **“For example, one time I felt angry because \_\_\_\_\_, but then \_\_\_\_\_.** When I was angry, my body felt \_\_\_\_\_ and I...” need to provide example

**“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.”**

**“We are going to use some yarn to practice cutting a cord of anger.”**

Ask students to hold their yarn up so that it hangs from their fingers. Ask them to think of examples of angry or hurtful thoughts they need to let go of. Tell them to imagine that those angry and hurtful thoughts are on the other end of the yarn and to notice how heavy that yarn could be with all those thoughts hanging there.

Give students time to think about what they want to cut loose. Then, allow them to “cut the cord” as many times as they need to in order to let go of those heavy thoughts and feelings.

Ask them to share how they feel after cutting the cord.

**“Forgiveness is about cutting yourself free. It’s not about how the other person is feeling. It’s about how YOU are feeling.”**

**“When we decide to forgive, we are actually holding onto our personal power by not letting someone else control what we think and feel. We choose to be happy and move forward. We choose to leave behind the heaviness of anger and hurt.”**

**“What do you think I mean by personal power?”** Brainstorm with students - (we don’t let others’ behavior control our lives; we have control over our own thoughts and actions, but not of others’)

This is a good time to practice those Brave Poses.

**Slide:** *(Personal Power with the pictures and statements below)*

**“Let’s say some personal power statements. Repeat after me:”**

**“I’m holding onto my personal power by letting go of anger.”**

**“I’m not going to let someone else control my thoughts and feelings.”**

**“I have the power to choose love over anger.” “I love myself enough to let go of anger.”**

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

Make a “Forgiveness Tree” Students can use their thumbprints as leaves on the tree and write what they forgive.

## *Transfer of Learning*

Continue to use the analogy of cutting the cord and letting go of angry thoughts.

Remind students that they control their own thoughts and that they can choose how to respond to hold onto their personal power.

Tell them often that they have their personal power and they are strong.

## *Home Connection*

We learned that forgiveness is about letting go of anger so we don’t have to carry around the hurt any longer. We practiced “cutting the cord” to anger and resentment. That way we can hold onto our personal power. Think of times that “cutting the cord” will help at home.

Here are the statements we practiced today:

“I’m holding onto my personal power by letting go of anger.”

“I’m not going to let someone else control my thoughts and feelings.”

“I have the power to choose love over anger.”

“I love myself enough to let go of anger.”



## LESSON 3:

# The Brain, Anger and Hot Feelings

My brain and body respond to anger and forgiveness.

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

### *Daily Dose of Love*

*"Forgiveness is not an occasional act, it's a permanent attitude."*

*~Martin Luther King, Jr.*

### *Educator Prep*

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

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

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

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

[Don't Flip Yo Lid](#) by Just Me (music video)

([https://youtu.be/he-fW9\\_3egw](https://youtu.be/he-fW9_3egw))

### **Additional Supporting Resource**

[5 Incredibly Fun GAMES to Teach Self-Regulation \(Self-Control\) | Early Childhood Development](#)([https://youtu.be/H\\_01brYwdSY](https://youtu.be/H_01brYwdSY))

### **Prepare**

Review the Hand Model of the Brain, and the slide of the Brain.

For the Hot Feelings Activity- (Have a Lot of Fun Section)

An item to be tossed around like a hot potato in a class activity.

Music for the activity.

## *Focused Awareness*

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

**“Let’s begin by practicing three Forgiveness Breaths.”** (Choose students. Practice three Forgiveness Breaths.) **“Let’s Rest and Relax our bodies and get ready to learn.”**

## *The Journey*

**“To better understand anger, let’s review what happens to our brains when we feel angry.”**

**“Do you remember our three brains: the lizard, numbat, and human brains? Just like when our brains experience fear, our lizard, numbat, and human brains respond to anger.”**

**Slide:** (*Hand model of the brain*)

**“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 where your numbat brain is located. The numbat is responsible for our emotions and social behavior. It helps us make value judgments—deciding whether something is right or wrong. It has a big part to do with our behavior, and can sometimes make us feel like we’re riding an emotional roller coaster. When we feel very angry, it can take time to slow down and reset. We use this part of our brain to calm down when we name our emotions and recognize how our body is responding to them.”**

**“Now, take the rest of your fingers and make a fist. These fingers are the part of your brain that help you think clearly and problem-solve. This is your human brain.”**

**“This part of the brain is responsible for imagination, thought, planning, and decision-making. It helps us with math, vocabulary, and all our subjects in school. We use this part of the brain to calm down when we read, write in our journals, or say affirmations.”**

**“When you feel angry...” (Flip up your fingers.) “...our fingers get far away from our thumb! It’s hard for the lizard, numbat, and human brains to talk to each other and work together when they’re so far apart like that.”**

**“This is what happens when we get angry. It becomes difficult for our thoughts and feelings to work together, which is why it might be hard to breathe, sit still, or focus. There are many things we can do to help them cooperate again. Taking Forgiveness Breaths is just one way.”**

**“We can also help one another calm down. This helps us nudge our numbat and hug our human brain together.”**

**“When we know how our brains respond to anger, we can name our feelings and then choose what to do next. We can stand up for each other and help each other practice forgiveness. Forgiveness Breaths help us do that.”**

**“Let’s experiment to see how well it works. For the next 30 seconds, everyone, jump up and down or shake your bodies. We are going to activate our lizard brains to increase our breathing, heart rates, and body temperatures. Then we’ll use our Forgiveness Breaths and see how well they work!” (Time 30 seconds.)**

**“Now everyone focus on your breathing.” (Lead multiple Forgiveness Breaths until everyone calms down. Repeat the exercise a few times.)**

**“Remember that you can try it out anytime you want to help your body calm down and relax.”**

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

**Slide: (music video)**

**[Don’t Flip Yo Lid](#)**

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

### **HOT FEELINGS**

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. And 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 of the brain to support understanding of what happens when they’re angry.

Reinforce students standing up for one another and helping each other calm down.

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](#) by Just Me.

Discuss what happens in the brain when you, “Flip Your Lid.”

The following is a link to a video that gives more information on self regulation for children and offers some games to play with children to promote self-control. Here is the link:

[5 Incredibly Fun GAMES to Teach Self-Regulation \(Self-Control\) | Early Childhood Development](#)



## LESSON 4: Helping Each Other Forgive

We can work together to let go of anger.

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

### *Daily Dose of Love*

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

~Mother Teresa

### *Educator Prep*

#### **Prepare**

Students will need their Choose Love Journals.

Review "What's Under My Anger" Slide

Review the scenario in the Activity section below.

Scratch Paper for "Shred It" Activity

## *Focused Awareness*

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

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

Slide: *(LOVE)*

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

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

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

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

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

## *The Journey*

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

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

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

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

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

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

**Slide: *(What’s Under My Anger)***

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

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

**“Forgiveness is a process. Remember that forgiveness doesn’t mean that we are saying what the person did is okay, or that we forget. 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?”**

**Choose Love Journal-** Students write positive self-talk statements in their journal.

**“What kinds of things can you say to yourself to help you focus your thoughts and feelings in a positive way?”**

**Slide:** Examples of positive self-talk)

I feel \_\_\_\_\_. I am calming down now.

I take deep breaths to calm down.

I can let go of anger.

I do my best.

If I make a mistake, I can try again.

Forgiveness Breaths help me calm down.

I feel happier and healthier when I let go of anger.

I choose love.

**“Now, choose your favorite positive self-talk statement or make up one of your own. Take a few minutes to write your statement in your Choose Love Journal. Then we will share with each other.”**

**“We are going to practice saying our statements together. First, say your statement, then we will all repeat it with you.**

Say your affirmation, then cue students to repeat it after you.

Continue to call on students to share their favorite affirmation, and have the class repeat it.

**“How does everyone feel after having practiced affirmations together?”** (Responses may include: calm, relaxed, or happy.)

**“That’s right. That’s one of the benefits of affirmations and forgiveness. You can practice affirmations any time you want to shift your attention to thinking and feeling more positively.”**

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

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

**“On a piece of paper, write down at least one negative feeling that you have playing in**

**your brain and heart now. “**

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

**“Next, we are going to throw EVERY little bit of paper in the trash.”**

**“We are “shredding ” our negative thoughts and feelings.”**

**“When you “shred” the negativity, feel the relief of getting rid of something that darkens and shadows your life....feel the release of the darkness and the weight being lifted from you.”**

**“How does it feel to get rid of the negativity?”**

**“Draw a heart on the second piece of paper and write at least one positive feeling and thought. This should be something that makes you feel good, brings you peace and love, and boosts your courage and confidence.”**

**“Take a minute to decorate your heart, choosing bright colors and symbols or pictures that bring you joy and positivity! You are replacing the dark with the light, setting the intention for all that is good! You are being courageous in letting go of negativity.”**

## ***Transfer of Learning***

If you notice that students feel angry, cue them to use one of the strategies to calm down.

If you feel frustrated during the day, model calming strategies for the students. Ask them for ideas to help calming down.

If students have a conflict and become angry with one another, have them write in their Choose Love Journals about how they plan to let go of their anger.

## ***Home Connection***

At home practice letting go of negative feelings and thoughts that hold us back and make it difficult to be our best selves. Share the “Shred It” activity to do at home.



# LESSON 5: Authentic Apologies

When I apologize, I am sincere.

CSED Model Standards	Learning Targets
<ul style="list-style-type: none"> <li>➤ Self Awareness</li> <li>➤ Self Management</li> <li>➤ Social Awareness</li> <li>➤ Interpersonal/Relationship Skills</li> <li>➤ Moral Character</li> <li>➤ Performance Character</li> <li>➤ Intellectual Character</li> <li>➤ Responsible and Ethical Decision Making</li> </ul>	<ul style="list-style-type: none"> <li>➤ recognize the impact of negative self-talk.</li> <li>➤ practice forgiving themselves and others.</li> <li>➤ recognize what happens in their heart when they are hurt and need to forgive.</li> <li>➤ understand the benefits of releasing the anger and mending a broken heart.</li> <li>➤ define and practice making authentic apologies for different situations.</li> <li>➤ practice accepting an apology. “Thank you. I forgive you,” rather than “It’s okay.”</li> <li>➤ practice diaphragmatic breathing and focused awareness.</li> </ul>

### *Daily Dose of Love*

*“A broken friendship that is mended through forgiveness can be even stronger than it once was.” Stephen Richards*



## *Educator Prep*

### **Videos and read alouds**

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

**[Bring it Down Flow, go Noodle](https://youtu.be/bRkILioT_N)** *(This exercise teaches how to gain control of your stressful energy when it becomes too hard to handle.)*

*([https://youtu.be/bRkILioT\\_N](https://youtu.be/bRkILioT_N))*

### **[13 Guilty Kids](https://www.youtube.com/watch?v=tHSrOtSgA0k)**

*(<https://www.youtube.com/watch?v=tHSrOtSgA0k>)*

### **Prepare**

The link below is a collection of activities to support teaching how to apologize. Review and print what you choose to use:

- **[Apologizing](https://www.researchpress.com/sites/default/files/books/addContent/4986A.pdf)**  
*(<https://www.researchpress.com/sites/default/files/books/addContent/4986A.pdf>)*
- Preview **[Four-Step Apology](https://chooselovemovement.org/wp-content/uploads/2020/10/Choose-Love-Apology-4-Steps.pdf)** - you may want to print these for the students  
*(<https://chooselovemovement.org/wp-content/uploads/2020/10/Choose-Love-Apology-4-Steps.pdf>)*
- Print **[Forgiveness Hearts Worksheet](https://chooselovemovement.org/wp-content/uploads/2020/10/Forgiveness-Heart-Worksheet.pdf)**  
*(<https://chooselovemovement.org/wp-content/uploads/2020/10/Forgiveness-Heart-Worksheet.pdf>)*
- Preview Role-Play situations

## *Focused Awareness*

**“Let’s begin by practicing three Forgiveness Breaths. Who would like to help me lead the Forgiveness Breaths?”** (Choose students. Practice three Forgiveness Breaths.)

**“Now, to make sure our bodies are ready to learn, let’s Rest and Relax. Take one more Forgiveness Breath slowly. Close your eyes or gaze down. Imagine the slow, gentle wave coming in and out as you breathe. Every time the wave comes and goes, your body gets more relaxed.”** (Breathe in and out five more times.)

**“Remember, you can use Forgiveness Breaths any time you want to help your brain and body chill out!”**

**“Here’s a short video that will help us visualize ‘letting go.’”**

**Slide:** *(Letting Go video)*

[Bring it Down Flow, go Noodle](#)

## *The Journey*

**“Today we’re going to do an activity that represents what happens in our hearts when others hurt us. You will each get a heart to draw or write things that are meaningful and important in your life. You can decorate it and then you’ll cut it into 5-7 pieces. This will create a puzzle heart.”**

[Forgiveness Hearts Worksheet](#)

Pass out the hearts to students.

After they have decorated the hearts and cut them into pieces, gather the students into a community circle and discuss how the heart represents each student. When others hurt them they feel the sense of brokenness, which is represented by the many pieces the heart has been cut into. Explain that, when students forgive others who hurt them and release their anger they are able to mend their hearts back together again. Pass out a piece of paper to each student and have them glue their heart back together on the page.

When the heart activity is complete teach the students how to give and receive an apology. When they apologize and/or accept the apology, they begin to mend their heart and the hearts of others.

**“It can be very frustrating to receive an apology that doesn’t feel genuine. We’re going to talk about how to make authentic apologies.”** (Brainstorm examples of apologies that are not genuine - tone of voice, rolling eyes, body language.)

**“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?”**

**“We’ve been talking about how to forgive others, but what about when we need to ask for forgiveness? There are times when you need to ask for forgiveness or offer an apology. That can be very difficult. Let’s look at how to do that.”**

### How to Say You’re Sorry

Slide:

[Choose Love Four-Step Apology](#)

Have students turn to their shoulder partner and tell about the apology where they knew the person didn’t mean it. Remind them not to use names or identify who the person might be, just say ‘this kid’ or ‘this grown-up’. Each partner gets one minute.

Ask for volunteers to tell how they knew the person apologizing to them did not mean it. (There should be a short sharing and discussion about things that you will later reference when you discuss, tone of voice, body language and facial expressions.)

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.

### Authentic Apologies:

Authentic means not false or copied; genuine; real.

**“There might be times when you need to ask for forgiveness or offer an apology.”**

**“It can be very frustrating to receive an apology that doesn’t feel genuine (real). So how do you make authentic apologies?”**

**“What are some words we can use to apologize?”**

**“Is saying “I’m sorry” enough?”**

**“What tone of voice should we use?”**

**“Here are words you can say.....”**

**‘I’m sorry for.....’ name the behavior that was hurtful and describe the impact it had on the other person.**

**‘I didn’t make the best choice. It was wrong because....’**

**‘I take responsibility for my choices. Next time I will...’”**

**“We also need to learn how to accept an apology. Many times when someone says they’re sorry, we say ‘It’s okay,’ but, is it really okay that the person hurt us? Is it okay that someone treats us in a way that makes us feel bad? It’s not okay. We will practice how to say, ‘Thank you. I forgive you.’”**

Students can practice making an authentic apology.

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

**“We’ve been talking about how to forgive others and how to cut the cord of anger. Did you know you can also forgive yourself?”**

**“Sometimes I feel frustrated when I don’t get something right the first time. I can learn to let go of anger and forgive myself when that happens.”**

### **Activity**

Divide students into groups. They practice apologizing using the Four-Step Apology. They can write their apologies on paper, if desired. Each small group will select a representative to demonstrate what an authentic apology looks like. Work together to determine what words your representative will use, what tone of voice they’ll use, why they’re making the apology, and what their body language will look like. Then each group demonstrates their apologies to the class.

## *Have a Lot of Fun!*

**Slide:** *(Role play)*

You may choose to print the scenarios for students.

### **ROLE PLAY**

**Practice using the Four-Step Apology Prompt for the following:**

Divide students into groups. They practice apologizing using the Four-Step Apology. They can write their apologies on paper, if desired. Each small group will select a representative to demonstrate what an authentic apology looks like. Work together to determine what words your representative will use, what tone of voice they'll use, why they're making the apology, and what their body language will look like. Then each group demonstrates their apologies to the class.

#### **Role Play Scenarios**

You yelled at a family member and stormed out of the room slamming the door when you didn't get your way. You need to apologize.

You blamed your friend at school for something you did so you wouldn't get in trouble. They are getting called to the principal's office for what you did. You need to apologize.

You made fun of a student. The student is upset and looks confused about why you are being so mean. You need to apologize.

A new student in your class doesn't know anyone. At recess, he tries to join a group playing basketball. You tell him he can't play and he walks away looking hurt and sad. You need to apologize.

Your best friend is being nice to a new student. You are jealous and make up a rumor about the new student. You need to apologize.

**"Let's watch a funny video about little kids who make mistakes just like we do."**

**Slide:** *(Funny Video- students can use a little levity after this lesson)*

[13 Guilty Kids](#)

## *Transfer of Learning*

Empower students to give and receive authentic apologies, acknowledge them for their efforts.

They may or may not share these moments with you, but you can follow up with them throughout the year to ask how their practices of forgiveness are going.

Use the Four Step Apology formula often as needed.

## *Home Connection*

Share the Four-Step Apology and practice at home.



# LESSON 6: Forgiveness Affirmations and Doing My Best

Affirmations help me forgive.

SCED Model Standards	Learning Targets
<ul style="list-style-type: none"><li>➤ Self Awareness</li><li>➤ Self Management</li></ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>➤ practice forgiveness affirmations.</li><li>➤ apply calming techniques to doing their best and making mistakes.</li><li>➤ recognize the impact of negative self-talk.</li><li>➤ write their own affirmations.</li><li>➤ practice diaphragmatic breathing and focused awareness.</li></ul>

## *Daily Dose of Love*

*“The practice of forgiveness is our most important contribution to the healing of our world.” ~Marianne Williamson*

## *Educator Prep*

### **Videos and read alouds**

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

[Matthew and Tilly](#) by Rebecca C. Jones (video read aloud)  
(<https://www.youtube.com/watch?v=w3R9BH7kGpg>)

[Forgiveness Wrap-Up with Scarlett](#)  
(<https://vimeo.com/457591487>)

Write affirmations that students can use any time of day. Put them on a board, on a laminated card, or have students write them in their Choose Love Journals.

Prepare students' Choose Love Journals.

## *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!”**

**“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 self-talk can make things worse. We could feel even more angry, embarrassed, or disappointed if we make a mistake. As a result, we might stop trying, or decide never to do something again.”**

**“We can use positive self-talk to help. Positive self-talk helps you focus your thoughts and feelings in a positive way. Let’s practice saying positive self-talk statements.”**



**Slide:** *(Affirmations)*

*I choose to let go of anger and hurt.*

*I will hold onto my personal power.*

*I get better every single day.*

*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 deserve to be loved.*

*I forgive myself for my mistakes.*

## *The Journey*

### Pre-reading

**“We’re going to read a story about two friends. These friends have a lot of fun together, but they can also get mad at each other. In fact, in this story they do get angry. When we’re finished reading, I’m going to ask you some questions about what happened in the story.”**

### Post-reading

**“What happened when Matthew broke Tilly’s crayon?”**

**“What kind of words did they say to each other?”**

**“When we call others names, it hurts their feelings. Why do we do that?”**

**“How do you think Matthew felt when the crayon broke? Did he do it on purpose?”**

**“How do you think Tilly felt?”**

**“Why did they call each other names? What Else could they have done when the crayon broke?”**

**“How do you think Matthew felt when the crayon broke?”**

**“How do you think Tilly felt?”** (Have pairs of students discuss other ways Matthew and Tilly could have behaved and have them role-play. Or, use puppets to act out parts of the story and alternate scenarios to resolve problems.)

**“What did Matthew and Tilly say to each other that made their conflict get worse?”**

**“How do they forgive one another? How do you know?”**

**Let’s talk about how we can apologize and forgive one another. First we need to think about what we did and how it made someone feel. Then, if we have hurt, upset, or angered someone with our actions, we need to ask for forgiveness. One way to do this is to say *‘I’m sorry* to the person we hurt.”**

**“Let’s practice what we can say if we need to ask for forgiveness. It might take courage to ask for forgiveness, so first we should take a slow Brave Breath.**

**“Next after we say we are sorry if we had an accident or made a mistake, we can tell the person, *It was an accident* or *I made a mistake.*”**

**“Let’s say that together: *It was an accident.* Then, you can ask, *Will you forgive me?* Let’s say that together: *Will you forgive me?* Let’s practice those all one more time together.”**

**“First, take a Brave Breath.”** (Lead the class in a Brave Breath.) ***Say, I’m sorry.*** (I’m sorry.) ***‘It was an accident.’***(I didn’t mean to.) ***‘Will you forgive me?’*** (Will you forgive me?)

**“When you practice forgiveness, it’s very important to listen to each other. Who can remind me how to show someone you are a good listener? What do our bodies look like when we’re listening?”** (Select students to respond. Examples include eyes watching, bodies still, taking turns speaking, etc. Allow time for students to practice asking for forgiveness with a buddy.)

**“We’ve just learned how to ask for forgiveness. This is a way to be responsible for our actions and choices. It’s also a great way to be a good friend who cares about the feelings of others.”**

**“What else can we do to show we’re sorry? We can be a problem solver and think of other things that we could do to make the situation better. How can we make up for our actions and choices that hurt others? How can we make things right with the other person? What could we do to make them feel better?”**

**“Let’s make a list of other things we could do to make some feel better when we have hurt, upset, or angered them.”** (Make a list of the board of these things. In addition to saying sorry and asking for forgiveness, actions may include: changing your behavior or making a different choice, being kind, talking and listening to how someone feels, doing something nice for the person, if we broke something of theirs we can help fix it, draw a picture for them, share with them, play with them, etc. We want children to be taking responsibility for their actions, caring about the feelings of others, making amends, and making more prosocial choices.)

**“We also need to learn how to forgive someone and to accept their apology. A lot of times we say, ‘It’s okay.’ But is it really okay that someone treated us unkindly or was mean to us? NO! So, we shouldn’t say, ‘It’s okay?’ So, what could we say? We could say, ‘thank you’ or ‘I accept your apology.’”**

**“Let’s practice. Someone says, *I’m sorry*, and we say, *Thank you*. (Say, *I’m sorry* to the students and they respond, *Thank you*. Repeat this and students respond “*I forgive you*.”)**

### **Choose Love Journals**

Students can draw a picture of someone saying, *I’m sorry* to them and what they say back (*thank you or I forgive you*.) It’s fun to use speech bubbles and have the kids write the words in them.

### **Additional Extension Activities:**

Students draw and/or write an alternative for Matthew and Tilly when the crayon broke. What could they have done instead of calling each other names?

### **Story Map**

Identify the initial conflict in Matthew and Tilly.

1. Matthew broke Tilly’s crayon.
2. Tilly: “You broke my crayon” Matthew:
3. “It was old. It was ready to break.”
4. Tilly: “No it wasn’t. You always break everything.”
5. Matthew: “You’re picky, stinky and mean.”
6. Tilly: “You’re stupid, stinky and mean.” Both go off alone.

**“Sometimes when we are in situations like Matthew and Tilly, we not only say mean things to others, we say them to ourselves. What kinds of things can you say to yourself to help you focus your thoughts and feelings in a positive way?”**

**Slide:** (Examples)

*I feel \_\_\_\_\_. I am calming down now.*

*I take deep breaths to calm down.*

*I can let go of anger.*

*I do my best.*

*If I make a mistake, I can try again.*

*Forgiveness Breaths help me calm down.*

*I feel happier and healthier when I let go of anger.*

*I choose love.*

**“Now, choose your favorite affirmation. Take a few minutes to write your affirmation in your Choose Love Journal. Then we will share our affirmations with each other.”**

**“We are going to practice saying our affirmations together. First, say your affirmation, then we will all repeat it with you.**

Say your affirmation, then cue students to repeat it after you. Continue to call on students to share their favorite affirmation, and have the class repeat it.

**“How does everyone feel after having practiced affirmations together?”** (Responses may include: calm, relaxed, or happy.)

**“That’s right. That’s one of the benefits of affirmations and forgiveness. You can practice affirmations any time you want to shift your attention to thinking and feeling more positively.”**

**“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 friends is talking badly about you behind your back. You are hurt and sad. You cannot understand why your friend would do this.”** (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 sad that my friend would do this. They didn’t say anything to me and I don’t know what I did that would make them want to say mean things about 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 what my friend did or said that hurt me. I can’t control what happened, but I can choose the way I respond. I notice that I need to nudge my numbat.”** (Coach the student volunteer to reassure you that they’re here to help, even if it’s difficult.)

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

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

**“Forgiveness is my choice. I choose to hold onto my personal power and move on.”** (The student volunteer may help brainstorm ideas for next steps. This can be a good point to suggest when to report bullying behaviors, and when to work out conflicts on their own.)

(Practice other scenarios if time permits.)

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

## *Transfer of Learning*

- Cue students to use affirmations throughout the day.
- Lead the class in affirmations before taking a quiz or transitioning to another activity.
- As an option, you can write a list of affirmations and hang them in the classroom as a reminder.

## [Forgiveness Wrap-Up with Scarlett](#)

## *Have a Lot of Fun!*

### **Play a game of Feelings Charades.**

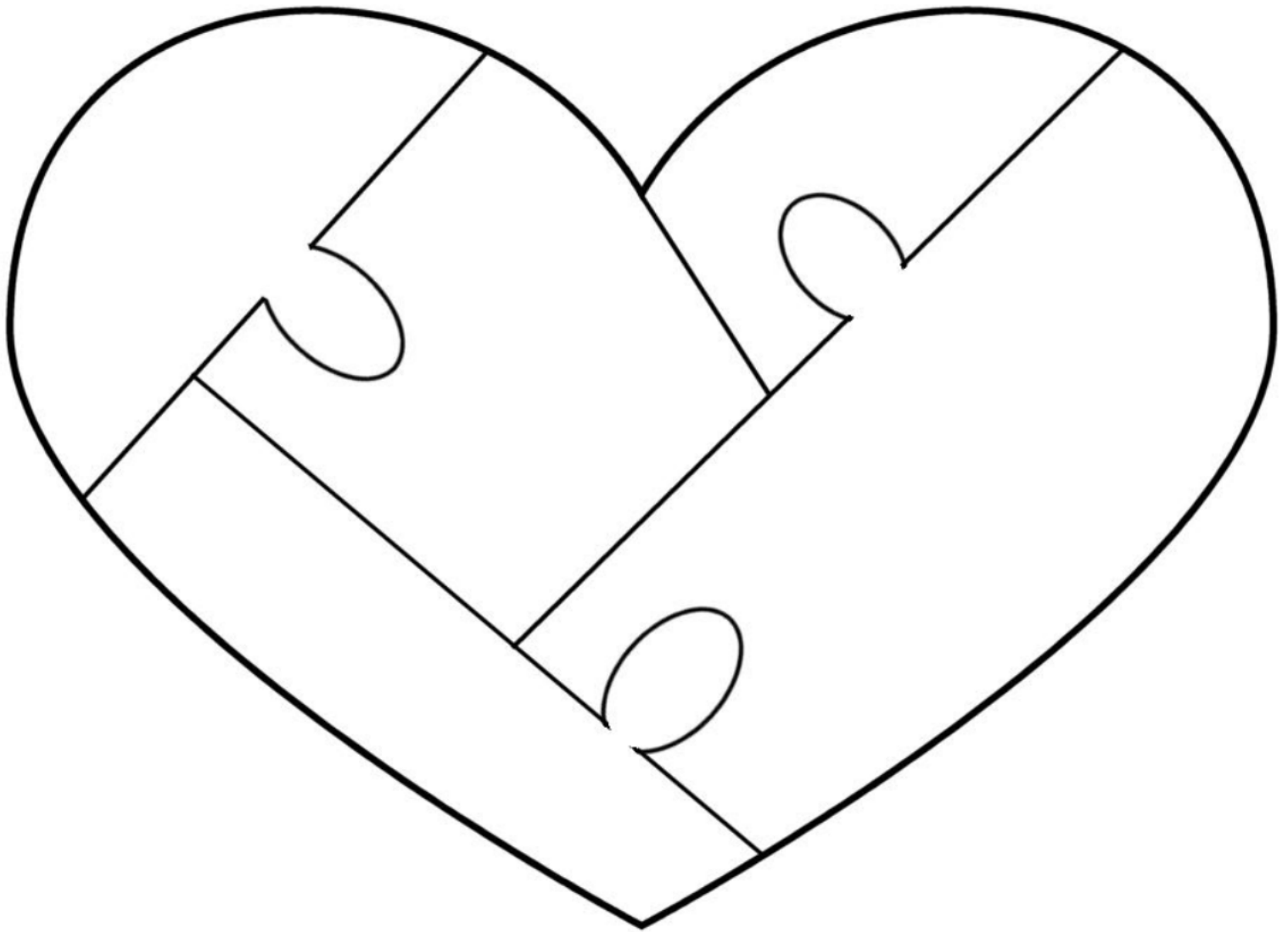
Make several cards with emotions listed on them. Students take turns choosing a card and acting out the emotion for others to guess. You may want to do this as a whole class to demonstrate. Then put students into groups of 4-6 to play.

## *Home Connection*

Students completed the third pillar of the Choose Love formula, Forgiveness.

Our last pillar will be Compassion in Action.

# Forgiveness Heart



1. First, cut around the puzzle pieces to separate them.
2. Then divide the pieces and each write an answer in your puzzle piece and/or color it in.
3. Finally, piece them back together



# Choose Love Apology 4 Steps

1. I'm sorry for \_\_\_\_\_.

2. This was wrong because \_\_\_\_\_.

3. In the future, I will \_\_\_\_\_.

4. Will you forgive me?





## Grade 3, 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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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: We Can Show Compassion with Our Voices, Words, and Actions.**

Theme: Each of us, each and every day, have the chance to make a difference with the power of our voice.

### **Lesson 4: Compassion for Diversity and Inclusion**

"Beneath our skin, I look like you and you look like me."

~Julius Lester

### **Lesson 5: Choosing *Love* Connects Us All**

Theme: We all want and need to love and be loved.



# Lesson 1:

## Compassion in Action

The ripple effect of empathy in action.

CSED Model Standards	Learning Targets
<ul style="list-style-type: none"><li>➤ Moral Character</li><li>➤ Civic Character</li><li>➤ Self Awareness</li><li>➤ Self Management</li><li>➤ Social Awareness</li><li>➤ Interpersonal/Relationship Skills</li></ul>	<ul style="list-style-type: none"><li>➤ practice Compassion Breaths (diaphragmatic breathing) and focused awareness</li><li>➤ practice Rest and Relax activities</li><li>➤ define compassion and empathy</li><li>➤ identify examples of compassion</li><li>➤ identify steps for showing compassion</li><li>➤ through literature, identify the benefits of practicing compassion</li><li>➤ practice compassion by “putting themselves in someone else’s shoes”</li></ul>

### ***Daily Dose of Love***

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

### ***Educator 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>)

## [Stand in My Shoes](https://youtu.be/e_Nkb3vL0pQ) by Bob Sorenson (video read aloud)

([https://youtu.be/e\\_Nkb3vL0pQ](https://youtu.be/e_Nkb3vL0pQ))

## [Timon and Pumbaa. Thank You For Being A Friend](https://www.youtube.com/watch?v=RuZ88ua-LXY) (Song)

(<https://www.youtube.com/watch?v=RuZ88ua-LXY>)

### **Prepare**

- Students will need their Choose Love Journals
- Review the three steps for showing compassion: first, ask yourself, ‘How does the other person feel?’; second, ask yourself, ‘How would I feel if the same thing happened to me?’; and third, take compassionate action by doing something kind.
- Write the word “compassion” on a word wall or vocabulary list.
- [Compassion Breath Card](#) or slide
- Print out the Compassion Breath Card and [30 Days of Compassion In Action Calendar](#)  
([https://chooselovemovement.org/wp-content/uploads/2018/11/CL\\_Calendar\\_CompassionInAction.pdf](https://chooselovemovement.org/wp-content/uploads/2018/11/CL_Calendar_CompassionInAction.pdf)) to send home.
- If you have students who speak languages other than English, learn how to say “compassion” in their native languages.
- **Preview: “Empathy in a (Shoe) Box” activity instructions**

*\*This activity can be done in the classroom with shoeboxes and four different pairs of shoes or use the slides with the pictures of the shoes.*

### **Introduction**

**“We’re going to begin learning the last ingredient of Choose Love Formula, which is Compassion in Action. Let’s take a moment and see what Scarlett Lewis has to say.”**

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

**“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 have heard the word ‘compassion’ before. What does it mean to you?”**

**“Compassion is when you understand the pain or suffering of others and want to do something to help them feel better.” (Share a relevant example.)**

**“Compassion is when you understand how someone else might feel, and think about how you would feel in the same situation. If someone is hurt or sad, you might actually feel sad, too, because you know what it’s like to be in their shoes. Then you take kind action.”**

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

**“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 take a look at the steps to show compassion.”**

**Slide: *(Steps to Show Compassion)***

**“To show compassion, we follow these steps...” (Write these on the board or show the slide.)**

- 1) Ask yourself, ‘How does the other person feel?’**
- 2) Ask yourself, ‘How would I feel if the same thing happened to me?’**
- 3) Take action by doing something kind.”**

**“Write down the steps for compassion in your Choose Love Journal. Take a few minutes to do that now.”**

**“Let’s practice an example.” (Use a scenario relevant to your classroom, or practice the following one.) “You see someone alone on the playground. You notice that their head is down and they are frowning.”**

**“How do you think they might be feeling?”** (Responses may include: lonely, sad, etc.)

**“Has that ever happened to anyone before? How did it feel?”**

**“What could you do to show compassion and help them?”**

**“After you’ve done something compassionate, how do you think you would feel?”**

(As time allows, discuss additional examples or scenarios relevant to your classroom.)

**“Just like courage, gratitude, and forgiveness, compassion has many physical and emotional benefits. It helps us live happier and healthier lives. What do you think might be some other benefits to showing compassion?”** (Add to the list of benefits just cited.)

Compassion can help us let go of judgment, become more accepting of others, appreciate how other people feel, understand friends in difficult situations, let go of anger, be better listeners, be peaceful, etc.)

**“When we practice compassion, we are not only helping others, we are also helping ourselves be happier and healthier, too! Talk to a partner about how you felt when you showed compassion to someone else? How did your heart feel?”**

**“We’re going to read a book called Stand in My Shoes. Have you ever heard that expression before?** (Tell students that empathy means to understand how people are feeling. We can pretend to be them and ‘walk in their shoes or stand in their shoes’ to try to imagine how they’re feeling.) **Let’s listen to the story and see if you can find examples of this.**

*Slide: (video read aloud)*

[Stand in My Shoes: Kids Learning About Empathy](#)

### Discussion Questions

Page 9: **“By showing empathy, how did Emily make her dad feel? Have you ever thought of someone else's feelings and done something kind for them?”**

Page 13: **“Wow, Emily showed empathy to her teacher, even when she didn't really know how Mrs. Fitch was feeling. She still showed that she cared about her teacher and Mrs. Fitch was thankful for her concern. I know that I cannot always know how someone is feeling.”**

Page 16: **“Was that a nice thing for Tommy to do? Was he thinking of how his actions would affect others, showing empathy?”** (No) **“Can you think of a time when you or you saw someone not thinking of others' feelings? How did that action make others feel? Do you like to feel that way?”**

Page 20: **“How do you think Rosie is feeling here? How do you think Emily could show her empathy and help her feel better?”**

Page.29: **“What do you think that ‘change inside of me’ is that Emily is talking about? How does showing empathy for someone affect you?”**

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

### **Empathy in a (Shoe) Box adapted from Tanya Kirschman’s Activity**

*\*This activity can be done in the classroom with shoeboxes and four different pairs of shoes or use the slides with the pictures of the shoes.*

First, define empathy as “putting yourself in someone else’s shoes,” or thinking about how *they* (as an individual) would feel if they were in the same situation as the person they are watching or interacting with.

Next, select a student to come to the front of the class and choose a shoebox. Student can either take off their own shoes and put on the shoes from the box (except toddler shoes) or hold them in their hands.

A written scenario is glued to the inside top of the box and read aloud to the student.

Topics discussed include understanding others' feelings by reading facial and body expressions and thinking about how we, ourselves, might feel in a situation.

Many times a student will put on the shoes, listen to the scenario, and say, *“But I am a girl and these are boy shoes. I don’t know how a boy would feel.”* Or, *“But I’m a third grader and these are baby shoes; I don’t know how a baby would feel.”*

This is a great learning opportunity because you can teach students that they may never fully understand how another person is feeling because we all have differences from one another, but that they should always try to understand.



- 1) Acknowledging the person's feelings. By simply stating, "You must feel \_\_\_\_\_," the person will feel heard and understood or have a chance to clarify how they are, in fact, feeling.
- 2) Do something to help. This is Compassion in Action.

Brainstorm ideas with the class. (*Offer help or friendship to the person who may be feeling left out, upset, frustrated or sad.*)

Explore appropriate responses about that person's needs based on how **we** would want to be treated.

Continue this activity until all pairs of shoes have been used. Students remember what empathy means in later lessons because they've literally put themselves in someone else's shoes!

## ***Transfer of Learning***

- Reflect on the shoe activity and write in their Choose Love Journals about the experience.
- Identify examples of compassion in the classroom and in literature.
- Ask students often, "How do you think he/she is feeling? How would you feel if you were in the same situation?"

## ***Home Connection***

We have begun the last unit in our Choose Love curriculum, Compassion in Action. Discuss the meaning of compassion and define Compassion in Action. Send home the calendar and the Compassion breath card.



## Lesson 2: Compassion for Self and Others

There are many different ways to show compassion for others; the important thing is that it comes from your heart.

CSED Model Standards	Learning Targets
<ul style="list-style-type: none"> <li>➤ Moral Character</li> <li>➤ Civic Character</li> <li>➤ Self-Awareness</li> <li>➤ Self-Management</li> <li>➤ Social Awareness</li> <li>➤ Interpersonal/Relationship Skills</li> </ul>	<ul style="list-style-type: none"> <li>➤ understand that they can show compassion to themselves.</li> <li>➤ practice self-compassion.</li> <li>➤ list ways to show compassion to themselves.</li> <li>➤ through literature, encourage acceptance of others.</li> <li>➤ practice diaphragmatic breathing and focused awareness.</li> <li>➤ make the connection that compassion helps us nudge the numbat brain to hug the human brain.</li> </ul>

### ***Daily Dose of Love***

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

### ***Educator Preparation***

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

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

[Ellie ASL](#) (video)

(<https://safesha.re/kn7>)

[We're All Wonders](#) by R.J. Palacio (video read aloud)

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

Synopsis by R.J. Palacio:

Readers are reminded that we can choose to be kind to one another rather than cruel. Born with a facial deformity, Auggie knows that he looks different from other children but is hopeful that others will see past his differences and appreciate all the other things that make him unique. This is a powerful story of accepting others for who they really are and not judging them based on how they look.

**Additional Supporting Literature**

[Chocolate Milk, Por Favor](#) by Maria Dismondy (video read aloud)

(<https://youtu.be/idGcvzb4hnY>)

[Chocolate Milk read by author, Maria Dismondy](#) (video read aloud)

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

## ***Focused Awareness***

**Slide:** (*Compassion Breath Card*)

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

**“While we keep breathing, let’s Rest and Relax our bodies. As you breathe in, imagine your heart relaxing, then slowly breathe out. As you breathe in again, imagine your belly relaxing, then slowly breathe out.”**

**“Take one more breath and think to yourself, ‘May I be calm and relaxed as we learn about compassion.’”**

**“How do you feel now that we practiced our Compassion Breaths?”**

## ***The Journey***

**“Let’s watch our friend Ellie teach us the sign for compassion.”**

Slide: *(video)*

### **[Ellie ASL](#)**

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

**“Self-compassion is also 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.”**

**“Everyone close your eyes, or look down, and think of a time someone else needed help. Maybe you wanted to do something kind and compassionate for them, but you couldn’t. You might have been too sad, scared, confused, hurried, or angry. Remember a time when you wanted to show compassion, but couldn’t. Now open or look up your eyes.”**

**“It’s difficult to be compassionate toward others if we haven’t been compassionate toward ourselves. If we’re tired, hungry, or are not acknowledging our feelings, it can be very difficult to be kind to others. First we need to take care of ourselves.”**

**“We can use the same steps for showing compassion toward ourselves. First we check in about how we feel. Then, we do something kind for ourselves.”**

**“One way to take care of ourselves is to pause and get a drink of water or a snack. We could also make gratitude lists or ask our friends to help us calm down. Sometimes we need to exercise and move our bodies, while other times we need to just sit still and be quiet.”**

**“Compassion helps nudge our numbat brains and hug our human brains. Compassion benefits both the giver and the receiver.”**

**“It’s not possible to make everyone feel happy all the time. We have lots of emotions. They come and they go. Compassion isn’t always easy. However, it is a choice we can make, and it’s a choice that benefits both the giver and the receiver.”**

**“When we listen to each other, take the time to understand how others feel, and respond helpfully, we are demonstrating good decision-making and compassionate action.”**

**“Sometimes it takes courage and forgiveness to show compassion, especially if someone is not playing fairly or has not been kind.”**

**“Let’s challenge ourselves to imagine how we might show compassion to someone who has accidentally hurt our feelings. First, we may need to show compassion for ourselves.”**

### Pre-reading

Discuss the cover of the book. **“What is different about the boy?”** Have the class brainstorm words that best describe him. They may have seen the movie, you can have them compare/contrast the book and movie.

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

[\*\*We’re All Wonders\*\*](#)

### Discussion Questions

**“What does the first line in the book reveal about the boy?”**

**“Define ordinary. In what way is the boy an ordinary kid? How is he extraordinary?”**

**“How does the author-illustrator reveal the boy’s name?”**

**“Study the illustrations at the beginning of the book, and point out Auggie’s best friend.”**

**“Follow Auggie and Daisy through the entire story. Explain why Daisy isn’t in the pictures at the end of the book.”**

**“Take a look at the pictures of Auggie’s classmates. Describe each student. How are they all different? What might they have in common?”**

**“Discuss the meaning of unique. Why does Auggie’s mother think that he’s unique?”**

**“Look at the illustration where Auggie is standing on top of the world. Explain the crown on his head. Why does he have a star on his shirt?”**

**“Discuss the meaning of wonder. Explain why Auggie’s mother calls him a wonder.”**

**“What is the first hint that other people don’t see Auggie the way his mother sees him?”**

**“Study the illustration that shows how the other kids see Auggie. Which kid really doesn’t want to see him? Which kids are astonished? Which kid is about to laugh? Which kids are frowning? How are their facial expressions rude? Which illustration reveals how sad Auggie feels when people treat him rudely?”**

**“Explain how the space helmet and the water tower reveal what happens next in the story.”**

**“Describe the friends he encounters on Pluto. What does this say about Auggie’s need to belong?”**

**“How does Auggie show kindness to them?”**

**“Follow the bird throughout the story. Explain why the bird is in flight at the end of the book when Auggie says, “We’re all wonders.”**

**“Explain what Auggie means when he says, ‘People just need to change the way they see.’”**

**“At the end of the story, Tadeo offers Auggie a ball. How is this a gesture of friendship? Discuss how Tadeo changes the way he sees. Look at the last illustration.”**

**“Why is Auggie’s eye a globe? How does this explain the way he sees? Explain how the book ends with hope.”**

The pictures of Auggie’s classmates reveal their reaction to his facial difference. Divide the class into small groups and ask them to create five questions that are appropriate to ask Auggie. Instruct the groups to choose words that are kind and gentle. Allow time in class for the groups to share their questions.

**“How do you feel listening to this story? What feelings are you experiencing for Auggie? What would you do differently than the kids in the story? (Guide students toward compassionate action.)**

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

Slide: *(video)*

[Timon and Pumbaa. Thank You For Being A Friend](#)

## ***Transfer of Learning***

- If students are struggling or get frustrated, cue them to be compassionate toward themselves.
- Provide examples of self compassion and practice as a class.
- Talk about ways to show compassion in action as situations arise.
- Recognize compassion in literature.
- Support students to feel compassion and empathy for others in the class and in literature.
- Practice using the Choose Love Formula.

## ***Home Connection***

Our class read, [We’re All Wonders](#). We learned about empathy, compassion and self compassion. At the dinner table, share different ways you each can show more compassion to yourself and each other.



## Lesson 3: We Can Show Compassion with Our Voices, Words, and Actions

Each of us, each and every day, have the chance to make a difference with the power of our voice.

CSED Model Standards	Learning Targets
<ul style="list-style-type: none"><li>➤ Self Awareness</li><li>➤ Self Management</li><li>➤ Social Awareness</li><li>➤ Interpersonal/Relationship Skills</li><li>➤ Responsible and Ethical Decision-Making</li></ul>	<ul style="list-style-type: none"><li>➤ learn the definition of empathy.</li><li>➤ review the CALM rubric.</li><li>➤ through literature, understand the power of one/their voice.</li><li>➤ learn the steps to show compassion in action.</li><li>➤ use compassion to help make decisions.</li><li>➤ practice diaphragmatic breathing and focused awareness.</li></ul>

### ***Daily Dose of Love***

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

*~Emma Goldman*

### ***Educator Prep***

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

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



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

(<https://www.youtube.com/watch?v=ltp21tly8nM>)

[Say Something](#) by Peter H. Reynolds (*video read aloud*)

[Spreading Love](#) (*video*)

(<https://www.youtube.com/watch?v=YtvCnW5AqLU&list=RD7uzynHWxn5Q&index=2>)

### **Prepare**

Students will need their Choose Love journals

Review the CALM Discussion Rubric.

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

[Say Something! Activity Pack](#)- There are a few fun activities in this pdf. Choose one activity for Have a Lot of Fun!

([https://kids.scholastic.com/content/dam/scholastic/kids/pdf/say-something/Scholastic\\_SaySomethingActivityPack.pdf](https://kids.scholastic.com/content/dam/scholastic/kids/pdf/say-something/Scholastic_SaySomethingActivityPack.pdf))

## ***Focused Awareness***

Slide: (Compassion Breath Card)

**“Let’s begin by practicing three Compassion Breaths.”** (Lead students in three Compassion Breaths.)

**“While we keep breathing, let’s Rest and Relax our bodies. As you breathe in, imagine your heart relaxing, then slowly breathe out. As you breathe in again, imagine your belly relaxing, then slowly breathe out.”**

**“Take one more breath and think to yourself, ‘May I be calm and relaxed as we learn about compassion.’”**

## ***The Journey***

**“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 \(for kids!\)](#)**

**“We’ve been learning about three steps for showing compassion. We can also use these steps to help us make good decisions. Let’s review these steps together.”**

**Slide: (Steps to Show Compassion)**

**“To show compassion, we follow these steps...” (Write these on the board or show the slide.)**

- 1) Ask yourself, ‘How does the other person feel?’**
- 2) Ask yourself, ‘How would I feel if the same thing happened to me?’**
- 3) Take action by doing something kind.”**

**“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, but it is a choice we can make.”**

**“When we listen to each other, take the time to understand how others feel, and respond helpfully, we are demonstrating good decision-making and compassionate action.”**

**“Sometimes it takes courage and forgiveness to show compassion, especially if someone is not playing fairly or has not been kind.”**

**“Let’s challenge ourselves to imagine how we might show compassion to someone who has accidentally hurt our feelings. First, we may need to show compassion for ourselves. Everyone made a list about how to do that last time.”**

**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.)

**“Each of us, each and every day, have the chance to say something: with our actions, our words, and our voices. We’re going to read a book that explores many ways that a single voice can make a difference. The power of YOUR voice is so important. You are the future.”**

Slide: *(video read aloud)*

[Say Something](#)

**“Whose voice does the world need?”**

**“What does the author say powerful words can be?”** *(a whisper)*

**“How can you say something to someone who is lonely?”**

**“How can you say something with an empty lot?”**

**“You should say something with a poem when you see what?”**

**“How can you show the world who you are?”**

**“If you are angry, why should you say something?”**

**“If you see an injustice, how should you say something?”**

**“If you are grateful for being alive, who should you say something to?”**

**“Who has something to say?”**

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

Slide: *(video)*

**“Let’s watch a video about Spreading Love.”**

[Spreading Love](#)

Slide: *(fun activities to support learning)*

[Say Something! Activity Pack](#)

## ***Transfer of Learning***

- Practice the CALM procedure as needed.
- Cue students to show compassion in action throughout the day.
- Encourage students to listen closely to those speaking in order to pick up on what they are saying. Making eye-contact and waiting to speak is important. Cue them to watch for facial expressions and body language.
- Notice classmates trying to speak and support them with scaffolding if necessary.
- Practice the Choose Love Formula.

## ***Home Connection***

We learned the definition of empathy and the power of one's voice. Share ideas that are important to family members that are worth speaking up for.



## Lesson 4: Compassion for Diversity and Inclusion

“Beneath our skin, I look like you and you look like me.” ~Julius Lester

CSED Model Standards	Learning Targets
<ul style="list-style-type: none"> <li>➤ Moral Character</li> <li>➤ Civic Character</li> <li>➤ Self Awareness</li> <li>➤ Self Management</li> <li>➤ Social Awareness</li> <li>➤ Interpersonal/Relationship Skills</li> <li>➤ Responsible and Ethical Decision-Making</li> </ul>	<ul style="list-style-type: none"> <li>➤ begin to understand that race does not define people</li> <li>➤ begin to understand the concepts of equity, equality, and inclusion</li> <li>➤ use art to understand that we are all the same beneath our skin</li> <li>➤ understand that treating everyone with respect and accepting who they are is compassion in action.</li> <li>➤ practice diaphragmatic breathing and focused awareness</li> </ul>

### ***Daily Dose of Love***

*"I write because our lives are stories. If enough of these stories are told, then perhaps we will begin to see that our lives are the same story. The differences are merely in the details."* ~Julius Lester

### ***Educator Prep***

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

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

[Let's Talk About Race](#) by Julius Lester (*video read aloud*)  
(<https://youtu.be/zoDUJY9u9Jw>)

[Love Has No Labels](#) (*video*)  
(<https://safesha.re/k97>)

[Kid President is Over It](#) (How to disagree... Look for how we are the same.)  
(<https://youtu.be/ghk-nDJB3Tk>)

### **Additional Supporting Literature**

[A Kids Book About Belonging by Kevin Carroll](#)  
(<https://youtu.be/PnDgZuGhHs>)

### **Prepare**

#### **Art Activity Ideas**

Choose one or more of the following art activities as part of ***Have a Lot of Fun!***

- Have students paint their hands with white paint like the picture so that it looks like the skeleton of the hand and put them on black paper around a heart. This could be made into a class heart wreath.
- [How to trace a hand / heart shaped decoration made of paper](#) (These could also be made to look like skeleton hands).

## ***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 after me:**

**Slide:** (*I statements*)

**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.)

## ***The Journey***

**Slide:** *(x-ray images)*

**“Let’s look at some x rays. I wonder if you can tell the color of this person’s eyes, hair? I wonder what color their skin is? I wonder how old they are? I wonder what they like to do? I wonder where they live?”**

**Slide:** *(video)*

**“Let’s watch a video and see if we can tell who is behind the screen.”**

**[Love Has No Labels](#)**

**“We’re going to read a book called, Let’s Talk About Race by Julius Lester. One of the things he says in his book is, ‘I write because our lives are stories. I am a story. So are you. So is everyone.’ What do you think that means?”**

**Slide:** *(Video read aloud)*

**[Let’s Talk About Race](#)**

**Discussion**

**“The author says, ‘I am a story. So are you. So is everyone.’ What does this mean?”**

**“When does your story begin?”**

**“What makes up your story? Who are the people and events that are part of your story? What’s your favorite food? Hobbies? Favorite color? Race? Is skin color a part of your story? What is the important thing about your story? The author says, “race is a story.” What does he mean by this?”**

**Discussion Questions about Race**

**“Why do some people say one race is better than another? Why do you think people need to feel like they are better than others?”**

**“What is the same about everyone? What do we all have that is just the same?”** (heart, bones, organs)

**“Which story is better to believe -that we are all the same beneath our skin or that race is our story?”**

**“What does the author mean when he says, ‘Do I look at you and think I know your story?’”**

**“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.”**

### Discussion Questions about Equality

**“The author says, ‘There are other ways all of us—even me, even you—think we are better than others.’”**

**“Does being better at a sport make someone a better person than someone else? What does it mean to say everyone is equal?”**

### 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.”**

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

Slide: *(video)*

**“Let’s check in with the Kid President.”**



## [Kid President is Over It](#)

Choose one or more of the art activities to do with the class.

### ***Transfer of Learning***

- 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.
- Celebrate unique qualities and differences among each other.

### ***Home Connection***

Today we read the book, [Let's Talk About Race](#) by Julius Lester. He states in the story, *'write because our lives are stories. I am a story. So are you. So is everyone.'*  
At the dinner table, share your own stories.

[Believe in Yourself](#) (song with words sung by children)



# Lesson 5: Choosing Love Connects Us All

We all want and need to love and be loved.

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

## ***Daily Dose of Love***

*“If you want others to be happy, practice compassion. If you want to be happy, practice compassion.” ~ Dalai Lama*

## ***Educator Prep***

### **Videos and read alouds**

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

**Love** by Matt de la Peña read aloud by the author. A special reading just for Choose Love. ([https://youtu.be/E5\\_qOsBDEGQ](https://youtu.be/E5_qOsBDEGQ))

Love was the first lesson in the Brave New World Unit for Second Grade. We began the Choose Love Program with this book and want to share it again because it is as pertinent now as it was at the beginning of the year. It's a constant reminder for all of us.

### [Compassion in Action Wrap-Up video with Scarlett](https://vimeo.com/483286747)

(<https://vimeo.com/483286747>)

### [Believe in Yourself](https://youtu.be/FEY8H1Km1x8) (song with words sung by children)

(<https://youtu.be/FEY8H1Km1x8>)

### Additional Supporting Literature

#### [A Flicker of Hope](https://www.youtube.com/watch?v=8pSQVPc5bS0) by Julia Cook (video read aloud)

(<https://www.youtube.com/watch?v=8pSQVPc5bS0>)

## ***Focused Awareness***

### **Slide: (Compassion Breath Card)**

**“Let’s begin by practicing our Compassion Breaths.** Choose students who have not yet had a turn to lead. Lead students in three to five Compassion Breaths.) **“Now let’s Rest and Relax our bodies. Feel all your muscles relax, and repeat the following sentences in your mind...** (Or you can have students repeat after you.)

*I practice compassion to help me choose love.*

*I practice forgiveness to let go of anger.*

*I practice gratitude to be thankful.*

*I practice courage to be brave.*

*I choose love for myself and others.*

## ***The Journey***

**We are going to read a special book, called Love which is a celebration of our Choose Love journey together.** ( This was our first book we read in the Brave New World unit when we started Choose Love.) **Let’s notice all the ways the author describes Love.**

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

## Love

### Discussion

**What do you notice on the cover? What do you think the picture has to do with the title?**

**(P. 1) “I wonder what Matt de la Pena is talking about here? What do you think? Why?”**

**(P. 6) “Love is the smell of crashing waves” .. train whistling .. color of the sky! “ Can you think of something you smell that makes you think of love? How about something you hear? And what is a color that reminds you of love?”**

**“Notice as we read other times the author uses one of our senses to describe what love is!”**

**(P. 8) “Laughter is love.”**

**“Can you finish this sentence in a different way? \_\_\_\_\_ is love.”**

**(P. 12) “What does the author mean by “ it’s not only stars that flame out? It’s summers, too. And friendships. And people. “ from the illustration, how do you think the boy is feeling? What makes you say that? Why do you think he’s experiencing this emotion?”**

**(P. 14) “I wonder what they’re watching on TV? What do you think?”**

**(P. 16) “What emotion is the illustrator trying to show us in this picture? How is he doing it? What’s happening, do you think?”**

**(P. 20) “Here’s another time the author uses a sense to describe love? Can you recognize it?”**

**“Can you finish this sentence \_\_\_\_\_ tastes like love.”**

**(P. 28) We have read about lots of places to find love. Where is a place you find love?**

**(P. 30) “What does the author mean when he says there is love staring back in the bathroom mirror?”**

**(P. 34). “How does taking love with us help us be in the world? Where do you get love to take with you?”**

**Note to Teacher From Matt de la Pena:**

*“In one illustration from my picture book LOVE (illustrated by Loren Long), a young person stares directly into the mirror, searching for love in his/her reflection. I believe this is an important stage in any child’s development. If you want to be able to love the world and make your mark in it, you have to first be able to love yourself. But it’s an especially vital developmental stage if you are black or brown. But if you look closely at the picture, you’ll see that this young person is also looking directly at you, the reader, daring you to look away. This young person is searching your eyes, daring you not to see love there.”*

**Show Slide:**

(P. 29-30) **“Look closely at the girl in this picture. She’s looking at herself in the mirror, but she’s also looking at us. What do you see in her eyes and expression?”**

**“If you want to be able to love the world and make your mark in it, you have to first be able to love yourself.”**

**“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: [Believe in Yourself](#) (song with words sung by children)  
(<https://youtu.be/FEY8H1Km1x8>)”

## ***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!**