



Kindergarten | COURAGE | Overview

Kindergarten 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.*

Lesson 1: Choosing Love

Theme: What we say and what we do affects others' thoughts and feelings, as well as our own. We can choose our words and actions.

Lesson 2: The Four Ingredients of Choose Love

Theme: Courage, Gratitude, Forgiveness, and Compassion in Action help us live happier lives.

Lesson 3: Courage and The Brave Breath

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

Lesson 4: Courage and Feelings - I Can Be Brave!

Theme: I know what courage is. I can have the courage to share my feelings.

Lesson 5: Feelings

Theme: We have many feelings and we recognize that we can feel differently than others.

Lesson 6: Difficult Feelings

Theme: Sometimes feelings are uncomfortable. Feelings come and go.

Lesson 7: Strong Feelings

Theme: There are many different feelings and feelings can change.

Lesson 8: We Are Not Our Feelings

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

Lesson 9: We are Courageous

Theme: We know what it means to have courage.

Dedicated to all the children.

Love, Jesse

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

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

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

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

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

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

Note to Educator

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

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



LESSON 1:

Choosing Love

What we say and what we do affects others' thoughts and feelings, as well as our own. We can choose our words and actions.

Student Outcomes

Students will be able to:

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

CSED Model Standards

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

Daily Dose of Love

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

Educator Prep

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

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

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

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

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

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

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

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

Go slow and don't push students to participate in the breathing activities if you notice discomfort. Let them know that this could make you feel better if you're feeling anxious. It's a superpower skill that you can use for the rest of your life. We're going to do this a

lot, so when you want to try it, you're safe to try it here. Always use invitational language and provide options.

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

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

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

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

Videos and Read Alouds on slides:

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

Welcome from Scarlett

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

Let's Choose Love video for students

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

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

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

Fill Your Bucket Song by The Learning Station

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

Prepare

- **See RESOURCES Tab:**
 - Print the Choose Love Formula, Choose Love Caregiver Letter and Choose Love Monthly Calendar to send home with students.
 - Write the Choose Love Formula on the board or hang the Choose Love Formula poster on the wall, also included in slides.
- Find an item to use as a bucket (an empty licorice container works well because it has a lid). Anything works - a clear plastic container is the best so students can see how many pom-poms are in the container. You can draw a face on the container and decorate it with stickers to make it really "happy." This will be

something you may choose to use all year to encourage students to demonstrate acts of choosing love. It's a great classroom management tool.

- Gather pom-poms, cotton balls, anything that can be used to fill the bucket.

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

Excellent Resource:

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

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

Lesson begins here:

Focused Awareness

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

Slide: Focused Awareness Visual

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

"And, one more (breathe)."

"Everyone focus your attention on me."

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

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

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

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

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

Slide: [Welcome from Scarlett](#)

The Journey

Slide: [Choose Love Formula video](#)

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

Slide: [Let’s Choose Love video](#)

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

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

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

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

Have students repeat with you.

“Courage + Gratitude + Forgiveness + Compassion in Action = Choosing Love”

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

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

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

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

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

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

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

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

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

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

Have a Lot of Fun!

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

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

Transfer of Learning

Encourage students to notice the faces and body language of the characters in literature and among each other.

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

Discuss how it feels to choose love and fill buckets - “When you fill someone else’s bucket, you fill your own bucket, too. You are choosing love.”

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

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

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

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

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

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

Acknowledge when students demonstrate examples of choosing love in the form of respect, courtesy, and being polite.

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

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

Home Connection

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

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

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



LESSON 2:

The Four Ingredients of Choose Love

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

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

Daily Dose of Love

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

Educator Prep

- Remember to look at the [Morning Meeting Infusion Activities](#) (also in the RESOURCES tab). These include some simple activities to use in morning/afternoon meetings to reinforce the concepts of the Choose Love Formula.
- Print out the Choose Love Formula to send home with students.

➤ Assemble Choose Love Journals

Use construction paper as the cover and paper with drawing space.

Videos and Read Alouds on slides:

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

[Sign Language ASL Video by Emily](http://safesha.re/iqw)

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

[Spaghetti in a Hotdog Bun](https://safesha.re/iv7) by Maria Dismondy

(<https://safesha.re/iv7>)

[Fill a Bucket Song](http://safesha.re/io3)

(<http://safesha.re/io3>)

Focused Awareness

Slide: Focused Awareness Visual

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.

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

“Everyone focus your attention on me.”

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

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

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

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

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

Slide: Choose Love Formula and Sign Language ASL

Review the Choose Love Formula

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

[Sign Language ASL Video by Emily](#)

The Journey

Slide: Show [Spaghetti in a Hotdog Bun](#) video or read [the book](#).

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

Relate that to how the characters are feeling.

Identify the Four Ingredients of Choose Love throughout the book:

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

Have a Lot of Fun!

Slide: [Fill a Bucket Song](#)

Students draw/write in their Choose Love journals.

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

Transfer of Learning

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

Continue to recognize the four ingredients of Choose Love throughout literature and student interactions.

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

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

Home Connection

At the dinner table, talk about how you choose love each day. Making this a routine will help everyone learn the foundations of the Choose Love formula.



LESSON 3:

Courage and The Brave Breath

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

Student Outcomes

Students will be able to:

- Define courage and tell about how they show courage.
- Identify six basic emotions (happy, sad, angry, afraid, disgust, surprise).
- Practice Brave Breaths (diaphragmatic breathing) and focused awareness.

CSED/ SEL Model Standards

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

Daily Dose of Love

“Courage is grace under pressure.” —Ernest Hemingway

Educator Prep

- Now is a good time to introduce the Choose Love Area where students can go to take a break and regroup when they experience strong emotions. Explain and model when and how students can use this area. This is not a “time-out” area. **See Educator Guide for additional information.**
- Read the instructions in the **Educator’s Guide** on using non-judgmental responses with students to encourage participation while correcting off-topic replies. Write

the word “Courage” on the board or chart paper.

- 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.
- Write the Choose love formula on the board or hang the Choose Love Formula poster on the wall.
- Copy the Brave Breath Card to send home to Caregivers.

Videos and Read Alouds on slides:

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

Relaxed Breathing

(<http://safesha.re/io5>)

Brave Breath taught by children in Hawaii video

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

Alphabreaths by Christopher Willard and Daniel Rechtschaffen video

(<http://safesha.re/io9>)

Introduce the lesson:

“Today, we will learn how to take a Brave Breath and learn Rest and Relax. These are skills and tools that we will practice throughout our day that will help us to make good choices.”

Slide: Review and Recite the Choose Love Formula

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

“The first ingredient is COURAGE. Everyone, say courage with me. Who can give me some examples of courage?”

Focused Awareness

Slide: **Relaxed Breathing**

Begin with the video of Relaxed Breathing to give students a visual of how to do belly breathing. This gives them a visual anchor. Then teach the Brave Breath.

Explain to students that you will be watching a video of a mindful moment that will help them settle their bodies and minds and be able to learn.

“We are going to watch a video with a fish who will teach us how to do some fun breathing exercises. Notice how his belly goes in and out. Notice if your bellies do the same.”

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

“Today, we will learn how to take a Brave Breath. This will help us have courage and get ready to learn.”

“First, place your hands on your belly. Take a slow, deep breath, and count to 4 in your mind. 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 4. Let your belly fill up like a balloon. The air fills all the way up to our chest. Breathe out and count to 4. Let’s try it again.”

“Next, let’s practice relaxing our bodies. We are going to Rest and Relax. When we have a busy mind, or we feel strong emotions, our bodies can get tense. It is important to listen to our bodies.”

“Everyone make a fist and squeeze it as tight as you can. Now let go and relax your hand. One more time, make a fist and squeeze it tight! Now relax again. Has anyone’s body ever felt tense like that before? Sometimes we are so excited that our bodies want to wiggle and move. Has anyone ever felt that way before? We can learn how to Rest and Relax our bodies, which gets us ready to learn. It also helps us stay focused and calm if we need to have courage. Let’s try it!”

“First, let’s take another Brave Breath together. Put your hands on your belly. Slowly fill your belly with air. Then slowly let it out. Do you remember how we relaxed our fists? This time, squeeze your whole body. Imagine your legs, arms, and face are all tight and then let go and relax. Even your toes can Rest and Relax!”

“How do you feel? You can use the Brave Breath anytime you need to relax, get ready to learn, or be brave. When do you think you could practice your Brave Breath again today?”

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

The Journey

Slide: [Alphabreaths](#)

Have a Lot of Fun!

Slide: [Alphabreaths](#)

[Show the video](#) again and have students act out the moves with the story. You may want to ask kids for their favorite poses and focus on those.

Students draw/write in their Choose Love journals.

Transfer of Learning

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

Home Connection

Today our class learned how to do a Brave Breath. Practice that with your child.

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

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



LESSON 4:

Courage and Feelings - I Can Be Brave

I know what courage is. I can have the courage to share my feelings.

Student Outcomes

Students will be able to:

- Create a Brave Pose to feel more confident and courageous.
- Define courage and tell about how they show courage.
- Identify six basic emotions (happy, sad, angry, afraid, disgust, surprise).
- Practice Brave Breaths (diaphragmatic breathing) and focused awareness.

CSED/ SEL Model Standards

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

Daily Dose of Love

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

Educator Prep

- Students will be creating their own Brave Pose in this lesson. Brave Poses are a form of Power Posing. For more information and the physiology and biology

behind Brave Poses, read the **Educator's Guide**.

- Create your own Brave Pose to demonstrate for the class. A Brave Pose is a posture you hold that sets an intention for you to feel brave, strong and confident. As an additional resource, watch **Amy Cuddy's TED Talk on Power Posing**. The link is in the **Educator Guide**.

Videos and Read Alouds on slides:

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

["What is Courage?"](http://safesha.re/i7k) video

(<http://safesha.re/i7k>)

Select one or use both of the recommended books:

[The Thing Lou Couldn't Do](http://safesha.re/iod) by Ashley Spires video

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

[Jabari Jumps](http://safesha.re/ioc) by Gaii Cornwall video

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

Focused Awareness

Slide: Brave Breath

"Let's begin by practicing our Brave Breath together three times." (Lead students in three Brave Breaths.) **"Close your eyes if you're comfortable with that, or just look down. Place one hand on your heart and one hand on your belly. Take a slow, deep breath, and count to four in your mind. Feel your belly get bigger and full of air, like a balloon. Now count to four and slowly breathe out."**

"Now, let's practice Rest and Relax. Take one more Brave Breath together slowly. 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."

The Journey

Slide: Review the Choose Love Formula

Focus on COURAGE as the first ingredient.

“Today we’re going to talk about courage. Remember last time we talked about the choose love recipe? 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 first ingredient is courage. Everyone say, “courage” with me. Let’s spell it together: C-O-U-R-A-G-E.” “Who has an idea of what ‘courage’ means?”

“Courage is when you feel nervous or afraid, but choose to do something anyway because it’s the right thing to do or it can help you or someone else. Courage is when you do something that may be hard. When you practice courage, you make positive choices even when it may be difficult for you. Courage can help you make important decisions. Courage helps you learn and grow.”

“For example, firefighters might feel afraid, but they still want to help people when there’s a fire. They have to use a lot of big courage to do their jobs.”

“Can you think of an example of someone else who might also use big courage like a firefighter?” (Give students examples of courage shown in big ways like a police officer, doctor, soldier, athlete, etc.)

“You can show courage in big ways too. Sometimes courage roars like a huge lion. But courage can also be shown in little ways too. Sometimes courage whispers like a little mouse. Do you remember your first day of school? Maybe you felt nervous, or afraid to meet new friends, but you came to school anyway. It takes courage to do this. It takes courage to volunteer in class. It takes courage to learn something new. It even takes courage to try again after you’ve made a mistake.”

“What other ways can you show big or little acts of courage? Can anyone have the courage to share about a time when they showed courage?” (You can invite them to stand up or go in front of the group to share which may encourage more courage.)

“We’re going to watch a video about Courage. Put on your detective glasses and try to find examples of courage as we watch the video.”

Slide: [“What is Courage”](#)

Choose one or both books about courage and discuss how the characters in the book respond with courage.

Slide: [The Thing Lou Couldn’t Do](#)

“What does Lou do when she can’t climb the tree? How does she finally learn to climb the

tree?”

Students can share about something they want to do that they can't do yet. Ask what they need to do to learn that (practice, keep trying).

Slide: [Jabari Jumps](#)

“What is Jabari afraid to do?” Talk about other “leaps” that can be hard. Ask how they can get through that fear.

Have a Lot of Fun!

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

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

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

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

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

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

“Do you think Lou and Jabari could have used The Brave Pose to help them have more courage?”

Transfer of Learning

Cue students to take Brave Breaths throughout the day. A great time to do this is when

transitioning or when helping students adapt to changing situations.

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

Encourage students to talk about how they are feeling throughout the day.

Help students name their feelings and the feelings of others.

Notice everyday acts of courage in your students.

Predict feelings in different situations as they come up and in literature.

Home Connection

Today we learned about Courage. Your child learned that courage is the willingness and ability to work through obstacles despite feeling embarrassment, fear, reluctance or uncertainty.

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

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

Have family members create their own Brave Poses.



LESSON 5:

Feelings

We can have many feelings and we recognize that we can feel differently than others.

Student Outcomes

Students will be able to:

- Recognize that feelings change.
- Recognize that people can have different feelings about the same thing.
- Practice diaphragmatic breathing and focused awareness.

CSED/ SEL Model Standards

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

Daily Dose of Love

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

Educator Prep

- The purpose of this lesson is to help students identify feelings, differentiate between them, and acknowledge that feelings change. You can show the pictures of children expressing different feelings. You could also read a book about feelings

or show pictures from a book on feelings. We have included a book list in the **Educator Guide** that has a lot of great books on feelings.

- You may also wish to tell a personal story that demonstrates a diverse range of feelings you experienced over the course of the day or week. Use age-appropriate examples for students.
- Preview the **Brave Breath card**.

Videos and Read Alouds on slides:

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

[Sad Monster, Glad Monster](https://safesha.re/ivb) by Ed Emberley and Anne Miranda read aloud video
(<https://safesha.re/ivb>)

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

[Feelings | Emotions song | Patty Shukla](http://safesha.re/ioe)
(<http://safesha.re/ioe>)

Additional Book:

[Today I feel Silly and Other Moods that Make My Day](https://safesha.re/ivc) by Jamie Lee Curtis
(<https://safesha.re/ivc>)

Focused Awareness

Slide: Brave Breath

“Today we are going to talk about our feelings, but first, let’s get ready to listen and learn by practicing our Brave Breath and Rest and Relax. First, we’ll practice breathing, and then we’ll see how our bodies feel.” (Lead students in the Brave Breath and Rest and Relax activities.)

The Journey

Review the Choose Love Formula

Slide: Faces of children expressing different emotions

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

Use the following guiding questions as you show the faces on the slides:

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

“What do you think may have caused this feeling?”

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

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

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

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

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

Students draw/write in their Choose Love Journals.

Have a Lot of Fun!

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

Take pictures of all of the children in the classroom making faces that show different feelings and display on a feelings wall (or you can create a feelings corner of the room and display there). You can also make it into a book for the class library.

Feelings Charade Game

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

Students write in their Choose Love Journals.

Transfer of Learning

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

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

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

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

Home Connection

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



LESSON 6:

Difficult Feelings

Sometimes feelings are uncomfortable. Feelings come and go.

Student Outcomes

Students will be able to:

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

CSED/ SEL Model Standards

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

Daily Dose of Love

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

~L. Frank Baum, The Wonderful Wizard of Oz

Educator Prep

Videos and Read Alouds on slides:

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

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

Preview the “Turtle Technique”

[Turtle Technique in Pictures](https://chooselovemovement.org/wp-content/uploads/2020/08/TurtleTechnique.pdf)

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

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

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

This is a pdf. You can print it or show it as slides with a projector. You may want to share this with families as well. By using this technique, children will learn to keep their hands, feet, and voices to themselves. They will know to take three deep breaths (Brave Breaths) to calm down, and to think of a good solution once they are calm.

Focused Awareness

Slide: Brave Breath

“Today we are going to talk about our feelings, but first, let’s get ready to listen and learn by practicing our Brave Breath and Rest and Relax. First, we’ll practice breathing, and then we’ll see how our bodies feel.” (Lead students in the Brave Breath and Rest and Relax activities.)

The Journey

Slide: Children's Facial Expressions

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

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

“We’re going to read a story about what the character does when he is mad. What do you do when you’re feeling mad? How do you know when someone else is mad? What would their face look like?”

Generate a list of “feeling” words with the class:

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

Slide: Show children’s facial expressions to help make the list

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

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

Slide: [Mouse Was Mad](#)

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

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

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

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

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

Model and Teach

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

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

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

Have a Lot of Fun!

Slide: [Mouse Was Mad](#)

Reread the story and act out each of Mouse’s behavior.

Students draw/write in their Choose Love journals.

Transfer of Learning

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

Cue students to use these statements during snack time, recess, etc.

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

Continue to talk openly about feelings.

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

Post the “Turtle Technique” with the Brave Breath in your classroom and talk about it often so children will know what to do when they feel mad.

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

Home Connection

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

Practice the Brave Breath with them.

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



LESSON 7:

Strong Feelings

There are many different feelings and feelings can change.

Student Outcomes	CSED/ SEL Model Standards
<p>Students will be able to:</p> <ul style="list-style-type: none">➤ Identify a range of emotions.➤ Recognize that feelings change.➤ Recognize that people can have different feelings about the same thing.➤ Practice diaphragmatic breathing and focused awareness.➤ Identify ways to handle difficult, uncomfortable, or strong feelings.	<ul style="list-style-type: none">➤ Self Awareness➤ Self Management➤ Social Awareness➤ Interpersonal/Relationship Skills➤ Responsible and Ethical Decision-Making

Daily Dose of Love

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

Educator Prep

Videos and Read Alouds on slides:

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

[Rainbow Breath Singalong - Breath Fun for Kids](https://safesha.re/ip1)

(<https://safesha.re/ip1>)

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

OR

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

Prepare

The purpose of this lesson is to help students identify feelings, differentiate between them, and acknowledge that feelings change. You can show the pictures of children expressing different feelings. You could also read a book about feelings or show pictures from a book on feelings.

You may also wish to tell a personal story that demonstrates a diverse range of feelings you experienced over the course of the day or week. Use age-appropriate examples for students.

Think about examples from your classroom where students felt frustrated, disappointed, angry, or embarrassed.

Additional Optional Books

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

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

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

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

Focused Awareness

Slide: [Rainbow Breath Singalong - Breath Fun for Kids](#)

Have students arc their arms like a rainbow over their heads with the song. They can say the colors as they move their arms.

“Today we’ll read a book called When Sophie Gets Angry, Really, Really Angry or On Monday When It Rained. (You may choose to substitute another title if reading a different feelings book.) But first, let’s get calm and ready to listen and learn by practicing our Brave Breath. Then we are going to learn a special way to make us feel strong and safe.” (Lead students in a couple Brave Breaths.)

The Journey

Choose one of the following books:

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

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

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

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

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

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

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

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

“When have you felt this way?”

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

(For example: I hadn’t seen my friends for a very long time and I was so happy that I cried.

We call those “happy tears.”)

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

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

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

Questions to use with either book:

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

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

As time permits, invite students to share additional experiences about times they have felt different emotions like those in the book or others. You may also choose to sit in a circle and pass a ball, talking stick or stuffed animal around. When the student gets the object they must talk about a time that they felt that way. You can also have a hat with slips of paper with feelings written on them. You can go around and have students pick a feeling out of the hat and then talk about a time they felt that way. In addition, you may choose to have students draw/write in their journals about a time they felt happy, sad, mad, scared, etc.

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

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

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

Have a Lot of Fun!

Slide: Mirror

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

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

Students draw/write in their Choose Love journals.

Transfer of Learning

Model the statements, "I feel _____ because _____. I will _____."

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

Continue to talk openly about feelings. When a new feeling comes up, recognize it and talk about it.

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

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

Home Connection

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

Practice the **Brave Breath** at home.

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



LESSON 8:

We Are Not Our Feelings

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

Student Outcomes

Students will be able to:

- Identify ways to handle difficult, uncomfortable, or strong feelings.
- Practice diaphragmatic breathing and focused awareness.
- Practice sharing feelings with others.
- Practice "I feel" statements.
- Identify how belly breathing can help us deal with strong feelings like anger.

CSED/ SEL Model Standards

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

Daily Dose of Love

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

Educator Prep

Videos and Read Alouds on slides:

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

[Sesame Street Belly Breathe](#) video

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

[Ahn's Anger](#) by Gail Silver video read aloud

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

Additional Book

[The Angry Dragon](#) by Michael Gordon (No read aloud)

Focused Awareness

Slide: [Sesame Street Belly Breathe](#)

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

Slide: **Brave Breath**

“Let’s get ready to listen and learn by practicing our Brave Breath and Rest and Relax.”

(Lead students in the Brave Breath and Rest and Relax activities.)

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

The Journey

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

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

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

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

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

“If we wanted to play with a toy and we were feeling frustrated because someone wasn't sharing, we could take a deep breath, relax our body, and then tell someone how we feel. After that, what could we say to someone next?” (Ask: “Can I have a turn, or can I play with you?” Practice this with students. Show them and have them show you and each other. As students share appropriate responses, have the entire class repeat the response out loud.)

Slide: [Ahn's Anger](#)

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

“Why is Anh angry?”

“What did Anh's anger look like?”

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

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

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

“What did Anh do instead?”

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

“What happened to his anger?”

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

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

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

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

I will _____.”

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

Have a Lot of Fun!

“To finish our lesson today, draw a picture in your Choose Love Journals. Think of a time when you were really angry.

Draw a picture of what your anger looks like. Draw what you look like when you’re feeling that way.

Then draw a picture of you when you have settled your anger and you feel peace in your body again. If you want, you can write a sentence about your picture.”

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

Transfer of Learning

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

Say different ways that students could handle situations in positive and negative ways. Have students give a thumbs up if it is a positive choice give a thumbs down if it is a negative choice.

For instance, **“You are angry because someone is playing with a toy that you want. An example of a negative choice would be taking the toy out of someone's hands. A positive choice would be taking a deep breath to calm down and asking the person to share.”** Include scenarios and situations that come up often in class, at recess, or at lunchtime.

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

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

Home Connection

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



LESSON 9:

We Are Courageous

We know what it means to have courage.

Student Outcomes

Students will be able to:

- Identify ways to demonstrate courage at school and at home.
- Practice diaphragmatic breathing and focused awareness.
- Practice a Mountain Pose, to feel calm, safe, and strong.
- Practice saying affirmations.
- Identify a Courage Goal.

CSED/ SEL Model Standards

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

Daily Dose of Love

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

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.

“What is Courage” video

We encourage you to show this video throughout the year to remind students of what having courage is all about.

[Stand Tall Molly Lou Melon](#) by Patty Lovell video read aloud
(<http://safesha.re/ip2>)

Preview the video of [Scarlett Lewis' closing message](#).

Prepare

In this lesson, students will be practicing affirmations. Have a few of these ready to say aloud to the class. This could include: **I am calm. I am safe. I am strong. I am brave. I am courageous.**

Consider taking photos of the students in their Brave Poses and posting them in the classroom. The students can refer to them when they need a courage reminder.

Focused Awareness

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

"Do you remember what courage means? Courage is when you feel afraid, but you do something anyway because it's the right thing to do. It's when you do something even when it may be hard for you. Courage helps us make important decisions, learn, grow, and be our best!"

The Journey

Slide: ["What is Courage?"](#)

"Courage is like a special power....when we have courage we are like a superhero! So what do you think? Do you have courage? Let's make a list of all the ways that we can show courage at home and at school. This can be both little and big acts of courage. I'll start....you show courage when you name your feelings and share your feelings with others. Who can help me add to the list? What are some other ways to show courage?"

(Allow students to share some responses which may include: talking/volunteering in class, trying again after you mess-up or make a mistake, not giving up, learning/trying something new, helping others, etc. You may choose to write these on the board or on chart paper.)

Slide: Read or show the video read aloud [Stand Tall Molly Lou Melon](#).

Focus student' attention on how Molly Lou Melon "stands tall." Using the illustrations, have students point out how Molly Lou's body language shows courage.

Ask the students how they are going to try to show courage. Brainstorm ideas.

Have a Lot of Fun!

Students practice showing their Brave Poses to "Stand Tall."

"What does this feel like for you? Is your body straight and tall? What are your arms doing? Your legs? What does your face look like? What is your breath like? Is your belly full of air? Are your shoulders back? Is your head up?"

Say some of the following affirmations or one of your choosing as students do their Brave Poses:

- *I am calm.*
- *I am safe.*
- *I am strong.*
- *I am brave.*
- *I have courage.*
- *I am special.*

Students draw themselves and/or you can take a photo of them and post the pictures. Refer students to their pictures if they need courage throughout the day.

End this lesson with the following:

"We are going to learn a lot and do great things because we have courage. Keep using your courage skills in the classroom and at home. Next time, we'll be talking about the second ingredient in the recipe for choosing love."

Slide: [Scarlett Lewis' closing message](#)

Transfer of Learning

Below are additional ways to reinforce lessons from the Courage Unit:

Cue students to take a Brave Breath or 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.

Acknowledge when students are showing courage. Praise, recognize and/or reward their courageous efforts.

If you are using a stuffed animal like Courageous Cat you can go around and have the animal tap students on the shoulder when they are showing courage. Or you may choose to allow a student to have the stuffed animal for a period of time or for the day as a reward.

Home Connection

For our last lesson in Courage, students created a Brave Pose. Have students share their Brave Pose with family members. Each member of the family can come create their own Brave Pose. Color and post them on the refrigerator for Courage reminders throughout the year.

In this unit, students learned what it means to have courage in any situation. 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.



Kindergarten | GRATITUDE | Overview

Kindergarten UNIT 2:

GRATITUDE

In this unit, 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).

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

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

Educators! Practicing gratitude is SO IMPORTANT for our personal wellbeing. In fact, we call it a 'superpower' because it has so many scientifically researched benefits, emotionally, socially, personality, career and health wise! Gratitude can strengthen relationships, and improves our physical and psychological health. When we're grateful we sleep better and our immune systems are strengthened. Gratitude increases our mental strength, resilience, and can enhance our long-term happiness! We have more positive emotions, increased self-esteem and social support! Perhaps most importantly, especially now in our current environment, it increases optimism and hope. We sure are grateful for you!

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LESSON 1: Gratitude Breath & Gratitude in School

Theme: Breaths and Rest and Relax activities help our bodies, minds, and hearts prepare to learn and practice gratitude. There are many people and things that we can be grateful for in school.

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

Daily Dose of Love

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

Educator Prep

Videos and read alouds

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

[“The Choose Love Lady” - Intro to Gratitude](https://safesha.re/nd4)

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

[What Is Gratitude?](https://safesha.re/n7v)

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

[Gratitude As Defined By Kids](https://safesha.re/n7k)

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

[An Awesome book of Thanks](https://safesha.re/nca) by Dallas Clayton

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

[Emotions Hokey Pokey](https://safesha.re/n7y)

(<https://safesha.re/n7y>)

Prepare

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

Prepare the [Gratitude Breath Card](#) to send home.

Think about things you are grateful for at school and prepare to share them as examples.

Introduction

Slide: ([The Choose Love Lady Intro to Gratitude](#))

“We are going to begin learning the next ingredient for Choose Love which is gratitude. Let’s take a moment to see what Scarlett Lewis has to say.”

Focused Awareness

“Let’s begin by doing some Brave Breaths.” Guide students through Brave Breath.

“Today I feel excited because we are going to learn a new breath. It is called the Gratitude Breath. We use Gratitude Breaths to help us think of things we feel thankful for.”

“I feel grateful for...” (List 2-3 examples of things you feel grateful for.)

Students share what they feel thankful/grateful for.

Slide: [Gratitude As Defined By Kids](#)

Slide: [Gratitude Breath Card](#)

“Now let’s practice 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 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, think of one thing you feel thankful for. Maybe you feel thankful for your friends in class, or a family member.”

“Did you know that you can feel gratitude for your body?”

“Let’s practice some gratitude for our bodies. Repeat after me: I’m grateful for my ears... because they help me listen to my friends... and favorite songs. I’m grateful for my mind... because it helps me think, ... learn, and solve problems. I’m grateful for my heart... because it helps me feel love.”

“You can even feel thankful for your whole body.”

Invite students to share a body part they are grateful for and why. Others repeat.

End with the following rest and relax activity:

"You could feel thankful for your hands because they help you color, write, and play. We can rest and relax our hands. Let's squeeze our hands really tight...and then let them go."

"Take another Gratitude Breath as you Rest and Relax letting every part of your body tighten and then loosen so your whole body feels relaxed. Let's feel gratitude for every part of our body as we relax them."

"How do you feel after practicing our new Gratitude Breath and relaxing our bodies?"

"Remember, you can use your Gratitude Breath any time you feel sad, disappointed or frustrated. It can help you rest your mind and body and feel thankful. When you feel thankful, you will feel better and feel happy!"

"Take one more Gratitude Breath and smile. As you breathe out, imagine sharing that feeling of gratitude with your family, your class, your school, and the whole world."

The Journey

"We learned that the first ingredient for choosing love is courage. Who can tell us what courage means?" (Allow students to talk to a partner or share out.)

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

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

"So gratitude is being thankful and giving thanks."

"We say, 'Thank you,' when someone does something kind for us."

"Everyone, think of a time when you did something kind for someone else." (Call on students to hear their responses.)

“When someone does something kind for us, we feel thankful. Gratitude is when we feel thankful and then want to do something kind in return. Saying, ‘Thank you,’ is one way we can express our gratitude when someone does something helpful for us.”

“Let’s watch and listen to a story about being thankful.”

Slide: *(video read aloud)*

[An Awesome book of Thanks](#)

Activity

“Let’s make a list of the things we’re grateful for in school. I am thankful for _____ because _____.” (List a couple examples of things you’re grateful for and why.)

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

For example, *‘I am thankful for recess because I get to play with my friends.’*

You may choose to make a list on the board or on chart paper to get them thinking of all the things they can be grateful for at school.

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

“When I hear all of the things you are grateful for, my body feels warm and fuzzy. My heart feels happy and my mind feels peaceful. Does anyone else feel the same way?”

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

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

Have students draw a picture of one thing they are most grateful for in Choose Love Journals. These can be shared or displayed.

Have a Lot of Fun!

Slide: [Emotions Hokey Pokey](#)

Transfer of Learning

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

Encourage students to notice how they feel in their hearts and bodies when they are grateful.

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

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

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

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

During morning meetings or circle time, 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.

Post or read quotes on gratitude. There is a gratitude quote list in the Educator Guide. These can be good reminders, inspirations, or prompts for discussion.

Home Connection

Send home the 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.



LESSON 2: Gratitude in Action

We each have different things we are grateful for. We can appreciate our similarities and differences. When I am grateful, I can take action to share it.

CSED Model Standards	Learning Targets
<ul style="list-style-type: none"> ➤ Moral Character ➤ Civic Character ➤ Performance Character ➤ Self Awareness ➤ Self Management ➤ Social Awareness ➤ Interpersonal/Relationship Skills 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ➤ identify objects, people, and things students are thankful for in their lives. ➤ identify similarities and differences between their gratitude and that of their peers. ➤ feel gratitude for their class. ➤ draw their own Gratitude Soup. ➤ practice diaphragmatic breathing and focused awareness. ➤ practice taking turns. ➤ identify and practice listening skills. ➤ identify and practice ways to display gratitude toward others.

Daily Dose of Love

"It's not so much what we have in this life that matters. It's what we do with what we have." - Fred Rogers

Educator Prep

Videos and read alouds

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

["What Does it Mean to be Thankful?" \(song\)](#)

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

Choose one or both books:

[Bear Says Thanks](#) by Karma Wilson

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

or

[Gratitude Soup](#), by Olivia Rosewood (no read aloud available)

[Standing Tall with Gratitude song](#)

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

Additional Supporting Literature

["Zen Pig: Volume 1 / Issue 1" Reading with Author](#) by Marc Brown

(<https://safesha.re/nh2>)

Prepare

The purpose of this lesson is to help students reflect on things they are grateful for. They will do this by making their own "Gratitude Soup" or other food (this could be an art project with paper or other materials). Ask each student to add something they are grateful for to the soup.

In the book, **Gratitude Soup**, Violet the Purple Fairy learns how to make Gratitude Soup by thinking of all the things, people, places, and experiences she's grateful for, and putting them together in an imaginary soup pot.

In the book, **Bear Say Thanks**, Bear has come up with the perfect way to say thanks—a nice big dinner! When Bear decides to throw a feast, his friends show up one by one with different platters of delicious food to share. There's just one problem: Bear's cupboards are bare! What is he to do? He does have stories.

Make copies of the [Gratitude Soup Pot worksheet](#) (available in the Additional Materials tab of this lesson online) for students to use to make their own 'Gratitude Soup'.

Gather coloring supplies, including markers, crayons, and other materials to make "soup."

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 warm air in, smile and let your heart be happy as you think of things you are thankful for."

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

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

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

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

The Journey

“Today we are going to read a new book called Gratitude Soup or Bear Says Thanks.

As you read the book, pause every couple of pages to ask students about the kinds of things they are grateful for.)

“We can be grateful for many different kinds of things. We can be grateful for things like books, toys, or gifts. We can be grateful for people who help us.” “We can also be grateful for the world around us. You can feel grateful for a sunny day, because then you can play outside with your friends. You can be thankful for the trees and flowers. We can be grateful for big and little things. When we take the time to think and be thankful, we can find so many things to be grateful for.

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

“Let’s watch a fun video about what it means to be thankful.”

Slide: *(song)*

[“What Does it Mean to be Thankful?”](#)

Slide *(video read aloud)*

“We are going to watch and listen to a story about a bear that is thankful.”

[Bear Says Thanks](#)

and/or [Gratitude Soup](#) *(no video read aloud)*

Slide: *(Let’s Make Gratitude Soup)*

“Each of you is going to make your own Gratitude Soup which includes the things that you are thankful for. I am going to give you each a piece of paper with a large pot on it. You are going to draw some things in your pot that show what’s in your Gratitude Soup. Draw or write the things that you are grateful for.”

Have the students draw their own pot in their **Choose Love Journals**. Or you may choose to do this activity using larger construction paper. Have each student share one thing included in their drawing. Point out similarities or differences between items in students’ soups.

“What’s in your Gratitude Soup?”

“How do you feel after making your own Gratitude Soup?”

"Now we are going to take turns telling a partner about what is in our Gratitude Soup. How can you show your buddy that you are listening and paying attention to them?"

Remind students “Eyes watching, ears listening, voices quiet, bodies still, hearts and minds open” as they listen to their partner.

After a couple of minutes, cue students to stop and focus their attention on you. "Let's see how well you were able to listen. Who can tell me one thing that is in their partner's soup." (compliment students for listening and sharing what their partner said. This is a difficult skill and some students may need scaffolding to complete it successfully. You may want to ask students to ask their partner again, if necessary. Provide sentence frames to support them. For example “_____Student name ____ put _____ and _____in her soup.”

How did it feel when your partner listened carefully to what you were sharing?"

"When you feel grateful, you feel good and you want to be kind to someone else and make them feel good, too."

"Listening and paying attention are ways that we can share our gratitude with other people. It feels good when people listen to us. It shows that they care."

"What are some other ways that you can show kindness to others today?"

"Remember you can practice gratitude any time of day by thinking of all of the things you are thankful for. When you are grateful, you have a positive attitude. Being grateful makes you feel good."

“When we are happy and have a great attitude, we can get along better with others and do our best. Let's be grateful and share this positive attitude and feeling with others!"

Have a Lot of Fun!

Slide: *(song)*

[Standing Tall with Gratitude song](#)

Transfer of Learning

Remind students that everyone may feel grateful for different things. We can celebrate those differences, and connect through our similarities.

Make a recipe for Gratitude Soup as a class.

Continue modeling gratitude statements throughout the day and week: **“I’m grateful that we’re all here today because we’re going to learn something fun together.”**

Keep a running list of things that the class is grateful for and continue to add to it daily or weekly.

Positively reinforce displays of kindness or gratitude by highlighting the intrinsic value in them. For example, *“I saw you smile at your friend who was having a bad day. That really seemed to cheer her up and help her feel better.”* Or, *“I saw you ask a new student to play with you. I bet he felt really grateful that you included him.”*

Home Connection

Encourage families to write their own recipe for Gratitude Soup. At the dinner table, each member can share what they would put in the Gratitude Soup.



LESSON 3:

Gratitude for Our World

We can be grateful for many people and things in our world.

CSED Model Standards	Learning Targets
<ul style="list-style-type: none"> ➤ Self Awareness ➤ Social Awareness ➤ Interpersonal/ Relationship Skills ➤ Moral Character ➤ Performance Character ➤ Civic Character 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ➤ list things they feel grateful for in the world. ➤ identify feelings associated with gratitude. ➤ practice diaphragmatic breathing and focused awareness. ➤ recognize things in their immediate environment to be grateful for.

Daily Dose of Love

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

Educator Prep

Videos and read alouds

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

[ASL Video by Emily](https://safesha.re/ni5)

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

[If You Plant a Seed by Kadir Nelson](https://safesha.re/ni6)

(<https://safesha.re/ni6>)

"Thanks a Lot" song by Raffi

(<http://safesha.re/n8l>)

Additional Supporting Literature

[Planting Seeds of Kindness](#) by Rose Bunting

(<https://safesha.re/ni8>)

Prepare

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

Gratitude Breath Card.

Focused Awareness

Slide: (*Gratitude Breath Card*)

"Let's begin by practicing our Gratitude Breath together three times." (Lead students in three Gratitude Breaths.)

"Now, to make sure our bodies are ready to learn, let's Rest and Relax. Slowly take one more Gratitude Breath. Close your eyes or look down."

"As you relax your body, think of a time a friend helped you or did something kind for you. Did they share a toy with you? Did they cheer you up when you were feeling sad?"

"Let's take one more gratitude breath for your friend."

"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](#)

The Journey

Make a list of things and people you and the students are grateful for in the world. Decide if you want to write them down or just list them verbally. **"I am grateful for _____ because _____."** (List a couple examples of things you're grateful for.)

"What things are you grateful for in our world? We can feel grateful for sunshine, but we can also feel grateful for the rain because it helps flowers grow. We can be grateful for the ocean because it is home to many fish. We can be grateful for sand, grass, and dirt because they give us places to play."

List other unique attributes about your local environment that students can feel grateful for. As students share their ideas, encourage them to think of things in nature if possible. By focusing their attention on small things like insects (maybe ants or bees are working) and encouraging them to notice the clouds, shadows, and how the breeze feels on their bodies will help them be more aware of how amazing our world can be when we stop to appreciate it.

Use the sentence frame: **"I am thankful/grateful for _____ because _____."** (For example, "I am grateful/thankful for butterflies because they are beautiful." "I am grateful for trees because they give us shade.")

After listing, **"When I hear all the things you are grateful for, my body feels warm and fuzzy. Does anyone else feel the same way? Can you tell me how your body feels?"**

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

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

"We're going to listen to a story about planting different kinds of seeds. The seeds that are being planted in this story aren't vegetable seeds or flower seeds. Listen carefully and see how many kinds of seeds you can remember that are planted in the story."

Slide: *(video read aloud)*

[If You Plant a Seed](#)

Pause after reading the pages, **“If you plant a seed of selfishness, in a very short time, it will grow, and grow, and grow into a heap of trouble.”**

“What do you think the bunny and the mouse should have done differently? Would the same thing have happened if they had made a different choice? Why or why not?”

“But if you plant a seed of kindness,” and then ask the children what they think will happen.

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.”**

Discuss with the children how they can plant a seed of kindness at home or in school. Have children suggest ideas while you record them on a chart. Make a class poster of a flower with a title (e.g. “Kindness Flower”) and have each child write his/her name on a leaf. Then, every time someone plants a seed of kindness by showing kindness to someone else, a leaf or blossom can be added to the plant. The class can observe the plant growing larger and larger as their acts of kindness grow.

Transfer of Learning

Find things to be grateful for throughout the day.

Remind students that they can be grateful for things that are not “gifts.” For example, they can be grateful for the sunrise.

Another activity is a kindness tree. Have students write on leaf cutouts and put them on a class tree on a bulletin board.

Ask students what they’re grateful for during different lessons and activities. Encourage them to use complete sentences, “I’m grateful for…”

Have a Lot of Fun!

Slide: *(song)*

["Thanks a Lot"](#) song by Raffi

Home Connection

Our class read the book, [If You Plant a Seed](#) by Kadir Nelson.

Then we took a “gratitude walk” to observe what we are grateful for in our environment.

At the dinner table or at bedtime, share what each of you are most grateful for.



LESSON 4: Gratitude for Me

I have lots of things that I like about me. I can be grateful for who I am.

CSED Model Standards	Learning Targets
<ul style="list-style-type: none">➤ Self Awareness➤ Social Awareness➤ Interpersonal/ Relationship Skills➤ Moral Character➤ Performance Character	<p>Students will be able to:</p> <ul style="list-style-type: none">➤ practice using affirmations.➤ feel gratitude for self.➤ identify things to like about self.➤ practice displaying gratitude toward self.➤ practice diaphragmatic gratitude breaths.

Daily Dose of Love

“You alone are enough, you have nothing to prove to anyone.” - 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.

[I'm Gonna Like Me Children's Book](https://safesha.re/nij) by Jamie-Lee Curtis and Laura Cornell
(<https://safesha.re/nij>)

[Sesame Street: Will.i.am Sings "What I Am"](https://safesha.re/nik) video song
(<https://safesha.re/nik>)

[I Like Myself](https://safesha.re/nim) by Karen Beaumont
(<https://safesha.re/nim>)

Freeze Dance

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

Focused Awareness

Slide: (*Gratitude Breath*)

“Let’s start by practicing our Gratitude Breath together. Who would like to help me lead the Gratitude Breath today?” (Consider selecting two students to help you lead the Gratitude Breath.)

“Now, let’s make sure our bodies are ready to learn by practicing Rest and Relax. Slowly take one more Gratitude Breath. Close your eyes or gaze down and relax your body. This time we will practice feeling gratitude for ourselves.”

“Again, tighten up your whole body and then let it relax. As you relax your body, think of how grateful you feel for yourself.”

“Take a deep breath in and either say out loud, as a quiet whisper or silently, ‘I am strong, I am special, I am safe. I am brave.’ What else can you say that makes you feel good?” (Perhaps, 'I am proud', 'I am kind', 'I am loving', etc.)

“We’ve been talking about feeling grateful for lots of different things and people. But it’s also important to feel grateful for ourselves. Each of you are very special in your own way. You are unique. You have a lot about you to be thankful for.”

The Journey

“We are going to watch a little video called, ‘What I Am’. This will remind us of how special we are.”

Slide: (*song*)

[Sesame Street: Will.i.am Sings "What I Am"](#)

"So what do you think? What are you? Who wants to share one special thing about them? You can say 'I am _____' 'I am smart' or 'I am fast' or 'I am good at drawing'. (Encourage students to recognize characteristics about themselves such as being kind, generous, good at sharing, a good friend.)

Let's show gratitude for ourselves by giving ourselves a compliment." (You may want to start by giving yourself a compliment to model for students. Then let some students volunteer to share an 'I am' statement.)

"When we show gratitude, it's important to be grateful for ourselves. This makes us feel good. When we feel good about ourselves, we can do so much!"

Slide (video read aloud)

[I'm Gonna Like Me Children's Book](#)

"I feel grateful for me. What about you? Do you feel grateful for you?"

"Let's celebrate what we are grateful for about ourselves with some affirmations."

"Repeat after me. Thank you eyes...for helping me see. Thank you ears... for helping me hear. Thank you nose... for helping me smell good things. Thank you brain... for helping me learn. Thank you heart... for helping me love."

When we show gratitude to ourselves, it feels good inside. We want to share that feeling with others and that feeling helps us learn and do great things!!

Students can repeat affirmations and stand in their Brave Pose. Have students draw/write what makes them unique/special in their **Choose Love Journals**. Time permitting, ask for volunteers to share.

Have a Lot of Fun!

Slide: (Video read aloud)

[I Like Myself](#)

Slide: (movement video)

[Freeze Dance](#)

Transfer of Learning

Refer to the **Zensational Kids** tab in the **Extension Programs** section of the course online for some yoga and mindfulness activities/skills you can try with your students.

Make time for students to practice using affirmations. They can be used to start the day, end the day, or anytime students need a confidence and attitude boost.

Create a “Grateful for Me” Bulletin Board where students can share things they like about themselves.

Take time at the end of each day for students to draw or write down in their journals one thing they are grateful for that day.

Students can create their own 'Me' books highlighting their talents, strengths, and ways they shine.

Positively reinforce displays of kindness or gratitude by highlighting the intrinsic value in them.

For example, **“I saw you smile at your friend who was having a bad day. That really seemed to cheer her up and help her feel better.”** Or, **“I saw you ask a new student to play with you. I bet he felt really grateful that you invited him.”**

Home Connection

Our class learned about being grateful for ourselves and who we each are as unique individuals. At the dinner table, each person can share how they are grateful for themselves.



LESSON 5:

The Power of Yet

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

CSED Model Standards	Learning Targets
<ul style="list-style-type: none"> ➤ Self Awareness ➤ Self Management ➤ Responsible and Ethical Decision-Making ➤ Moral Character ➤ Performance Character 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ➤ practice using affirmations. ➤ feel gratitude for self. ➤ identify things to like about self. ➤ practice displaying gratitude toward self. ➤ practice diaphragmatic gratitude breaths. ➤ learn that mistakes are okay.

Daily Dose of Love

“Sometimes a ‘mistake’ can end up being the best decision you ever make.”

-Mandy Hale

Educator Prep

Videos and read alouds

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

[Sesame Street: Janelle Monae - Power of Yet](https://safesha.re/nns)

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

[Beautiful Oops! by Barney Saltzberg](https://safesha.re/nnu)

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

['Don't Give Up'](https://safesha.re/nnv) Bruno Mars on Sesame Street

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

Focused Awareness

Slide: (*Gratitude Breath*)

“Let’s start by practicing our Gratitude Breath together. (You may want to select two students to help you lead the Gratitude Breath.)

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

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

The Journey

“We are going to talk about learning today. We’re also going to learn a few magic tricks that can help our brains work better. Who can tell me something that they have learned how to do that used to be hard?” (You may wish to start by sharing something you learned how to do and then allow a few students to share).

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

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

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

“Some things take longer to learn than others. Some things are harder to learn than other things. And you know what, everybody learns differently. Some things that are easy for one person to learn, may be harder for someone else.”

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

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

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

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

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

“Mistakes help us figure out a different, better way to do something. We can feel grateful for mistakes because they help us learn.” Let’s listen and watch a story about how a mistake can turn into something great!”

Slide: (video read aloud)

[Beautiful Oops! by Barney Saltzberg](#)

“I am going to teach you one magic word that is special and powerful. This is a word that can change the way your brain thinks and can change how you feel when you are learning. Let’s watch a video to learn this magic word.”

Slide: (video song)

[‘The Power of Yet’](#),

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

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

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

I can’t do it....yet!

I don’t know how....yet!

“Learning new things takes time. When we have a positive, grateful attitude, we can be confident and be ready to keep trying our best. Then we can learn so many new and wonderful things. I’m excited just thinking about all of the things we can learn!”

Have a Lot of Fun!

[Don’t Give Up’](#) (song)

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

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

Transfer of Learning

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

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

Celebrate mistakes because they help our brains grow.

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

Recognize when they are showing gratitude. If you are using a stuffed animal like Gratitude Giraffe, you can have the stuffed animal tap them on the shoulder or you could let them hold onto the stuffed animal for a period of time and pass it onto someone else who shows gratitude.

Acknowledge when you make mistakes, and model a positive attitude, so students will be reminded that we all make mistakes and they are okay.

Home Connection

Today students learned about the Power of “Yet” and how making mistakes is how we learn. At the dinner table, share what you would like to learn that you have not yet. Share the song, Don't Give Up' <https://youtu.be/pWp6kkz-pnQ>.



LESSON 6:

An Attitude of Gratitude

I can choose my attitude.

I can have an Attitude of Gratitude that will help me feel happy.

CSED Model Standards	Learning Targets
<ul style="list-style-type: none"> ➤ Self Awareness ➤ Self Management ➤ Responsible and Ethical Decision-Making ➤ Moral Character ➤ Performance Character 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ➤ recognize that they can choose their attitude. ➤ replace a negative thought with a positive thought. ➤ show an 'Attitude of Gratitude'. ➤ practice diaphragmatic breathing (Gratitude Breath) and focused awareness.

Daily Dose of Love

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

Educator Prep

Videos and read alouds:

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

[Carmela Full of Wishes - Read Aloud Picture Book | Brightly Storytime](https://www.youtube.com/watch?v=C_HwgJT54fE) by Matt de la Pena
(https://www.youtube.com/watch?v=C_HwgJT54fE)

[Smell the Flower, Blow the Pinwheel](https://challengingbehavior.cbcs.usf.edu/docs/Smell-Blow.pdf) (another breathing technique that supports The Brave Breath)

(<https://challengingbehavior.cbcs.usf.edu/docs/Smell-Blow.pdf>)

'Gratitude Attitude' (song)

(<https://www.youtube.com/watch?v=9LGr2I7IWWs>)

Gratitude Wrap-Up with Scarlett

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

Additional Supporting Literature

All the World | by Liz Garton Scanlon, Marla Frazee

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

Prepare:

Print a copy of a dandelion stem at the end of the lesson, or draw a simple one with a dark marker.

Prepare paints or ink for students to dip thumbs in.

Paper plates or other items to put paint in.



Focused Awareness

Slide: (*Gratitude Breath*)

“Let’s start by practicing our Gratitude Breath together. (You may want to select two students to help you lead the Gratitude Breath. Try to pick students that haven’t led the breath before to encourage participation and boost confidence.)

“Now, let’s make sure our bodies are ready to learn by practicing Rest and Relax.

“Slowly take one more Gratitude Breath. Imagine that your body is a piece of rope that is pulled really tight. Tighten up your whole body and then slowly relax it, bit by bit.”

“Let’s take time to relax our bodies so they feel like a soft, puffy cloud.”

The Journey

“Today we are going to talk a little more about what gratitude is and how we can have an attitude of gratitude. Remember 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 other feelings like happiness, excitement, or love. When we think about all of the things we are thankful for it makes us feel really good. And when we feel good we can get along better with others and make better choices.”

“What are you feeling grateful for right this moment? I feel grateful that I get to be your teacher. I am thankful that each of you are my students and part of this class.

Each of you are very special and we are extra special when we are together as a class, learning, growing and having a lot of fun with each other!”

(You could take extra time to pass a talking stick or small object around giving each person a chance to share something they are grateful for when the object is passed to them.)

“As we listen to the book, Carmela Full of Wishes, listen for all the things Carmela is grateful for.”

Slide: *(video read aloud)*

[Carmela Full of Wishes - Read Aloud Picture Book | Brightly Storytime](#)

Below are some vocabulary you may need to talk about with your students:

bodega (p. 17) a small grocery store

thrummed (p. 20) made a musical sound

scurrying (p. 21) moving with really small footsteps

abandoned (p. 26) empty or left behind

spores (p. 29) tiny little flowers that flutter off from the dandelion

“What is Carmela most grateful for? (Help students understand that she was grateful that it was her birthday and that she was old enough to be helpful and to go with her brother. She wasn’t grateful for things like presents and gifts.)

At the end of the book, how does her big brother show kindness toward Carmela that makes her feel better?"

Slides: *(dandelion image and photo of children blowing dandelions)*

Directions for Dandelion Art

- 1. Use a marker to draw the stem of your dandelion and to create the wish wisps (or print from live link)**
- 2. Put paint onto a paper plate and dip your thumb in. Press your painted thumb onto the end of your dandelion's wisps to create a colourful flower.**
- 3. Repeat until your dandelion is full of colourful wisps!**

"Let's practice our gratitude breath by pretending we are like Carmela from the story, and this time we will pretend to smell a flower and blow the pinwheel/dandelion." (Students can make wishes as they blow.)

Slide: *(Focused Awareness Visual)*

[Smell the Flower, Blow the Pinwheel](#)

Students pretend to hold a flower and smell it, then pretend to blow the pinwheel/dandelion.

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

"So far we have learned two ingredients of the Choose Love formula, Courage and Gratitude. Let's watch a video of Scarlett Lewis as we finish our gratitude unit."

Have a Lot of Fun!

Slide: *(song)*

['Gratitude Attitude'](#)

<https://www.youtube.com/watch?v=9LGr2I7IWWs>

So what is an attitude of gratitude?"

(Allow for responses which should include: being thankful, being positive or thinking positive thoughts, learning from our mistakes, being happy even if things don't go our way, being able to find the good in situations, looking for things to be grateful for, etc.)

“Our attitude is how we think or feel about something and we get to choose that. We can choose how we think. When we have a positive attitude, we think good thoughts and look for something to be thankful for. Carmela didn’t always have positive thoughts, but she was able to change her thinking and still grateful.”

“What if it’s raining and you want to go outside. You could feel disappointed because you don’t get to go out. Or, you could be grateful because the rain helps things grow. You can go out when it’s done raining.” (Ask students for their ideas and practice finding something grateful in the situation with them.)

“This is having a positive attitude....an attitude of gratitude.”

“Isn’t it amazing that we have the power to choose our attitude....to choose what we think and how we feel? I’m going to try really hard to have a positive attitude....an attitude of gratitude.”

Students use their **Choose Love Journals** to write/draw a picture that shows what a grateful world would look like. Brainstorm with the students about things we can see and things we can’t see that we are grateful for. Encourage them to draw things from nature, family, friends, and school.

Transfer of Learning

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

During morning or afternoon meetings, give students the time and opportunity to share what they are grateful for.

Practice changing negative thoughts into positive thoughts. Give some examples and ask students to change the thoughts. Give them sentences where the word ‘have to’ is used and show them how they can easily change ‘have to’ to ‘get to’ to change their thinking. Remind them how they can use the word ‘yet’ to make their thoughts more positive. Help them find something to be grateful for no matter the situation.

Home Connection

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.



Kindergarten | FORGIVENESS | Overview

Kindergarten UNIT 3:

FORGIVENESS

OVERVIEW

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

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

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

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

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Lesson 3: Our Brain, Anger, and Forgiveness

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Lesson 1: What is Forgiveness?

Theme: Sometimes we feel angry. Forgiveness is choosing to let go of anger.

CSED Model Standards	Learning Targets
<ul style="list-style-type: none"> ➤ Moral Character ➤ Self Awareness ➤ Social Awareness ➤ Self Management ➤ Interpersonal/Relationship Skills ➤ Responsible and Ethical Decision Making 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ➤ practice focused awareness and rest and relax activities. ➤ define forgiveness. ➤ understand that hurtful words and behavior cause pain for others that can stay for a long time. ➤ define teasing and making-fun ➤ understand that we have a responsibility to care for other people and their feelings. ➤ recognize that names are special and meaningful and that their names are unique just like they are.

Daily Dose of Love

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

~Maya Angelou

Educator Prep

Videos and read alouds

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

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

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

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

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

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

(https://youtu.be/W_djq4pje4s)

[I Have a Little Heart](https://youtu.be/J9QeCrgZRIA) (song)

(<https://youtu.be/J9QeCrgZRIA>)

Prepare

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

Prepare Choose Love Journals.

Print Forgiveness Calendar and Forgiveness Breath Card to send home.

Introduction

“I feel excited today because we’re going to learn a new way to choose love. We’re going to learn about forgiveness, and how it helps us choose love, have fun, and be ready to learn.”

Slide: *(Choose Love Formula)*

“We’ve already learned about two ingredients for choosing love. Can you remember what they are?” (Courage and gratitude.)

“Today we will learn about the third ingredient: forgiveness. Forgiveness is when you feel angry because of something you or someone else did, then you choose to let it go and stop feeling angry about what happened. Let’s think of some examples.”

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](#)

Focused Awareness

“We’re going to learn a new breath today. We’ve learned how to do a Brave Breath and a Gratitude Breath (have students do one of each). Today we’re going to learn how to do a Forgiveness Breath.”

Slide: (HI students talking about Forgiveness)
[Forgiveness According to Kids](#)

Slide: (Forgiveness Breath Card)

“Let’s try that together. Close your eyes if you’re comfortable, or gaze down. Repeat after me, ‘May I be open to learning about forgiveness today’...”

“Let’s begin by learning a Forgiveness Breath. Place one hand on your heart and one hand on your belly. Slowly take a deep breath in through your nose like you are smelling pretty flowers and slowly breathe out through your mouth like you are blowing on hot cocoa.”

“When you breathe deeply, feel your belly rise and get bigger.” (Continue breathing.)

“While we keep breathing, let’s Rest and Relax our bodies. Imagine a warm, gentle ocean wave. When you breathe deeply, feel your belly rise and get bigger.” (Continue breathing.)

“While 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, taking away all of your worries and troubles. As you imagine that gentle ocean wave, let yourself feel calm, peaceful, and happy.” (Lead three more breaths.)

“Forgiveness Breaths help you remember that you are safe and calm. We can use Forgiveness Breaths any time we need to calm down from strong feelings, or to help us choose love.” “How do you feel now that we practiced some Forgiveness Breaths?”
(Students respond.)

“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.) **“How does your body feel now?”**

“While you were playing, a friend might have knocked you down by accident. Another example is...” (Tell a personal story about a time someone accidentally upset or hurt you, and you forgave them. Explain how you noticed that you were angry, and then chose to let go of your anger.) **“Has anyone ever done something by accident before? Accidents are OK and they happen a lot, right?”**

“Other times, someone might make a mistake. Maybe I spelled your name the wrong way, and you felt upset. Another example is...” (Tell a personal story about a time you made a mistake that angered someone.)

“Has anyone else ever made a mistake before? Mistakes just happen sometimes and are a normal part of life. Remember mistakes are okay...we have to learn to let them go.”

The Journey

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

“What is teasing, or making fun of someone?” (Guide students to a developmentally appropriate definition.)

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

Slide: *(video read aloud)*

Chrysanthemum by Kevin Henkes

Post-reading

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

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

“How did Chrysanthemum feel?” (She felt bad about herself and her name.)

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

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

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

As a culminating activity, have students write their names in their Choose Love Journals and decorate them to make them unique. Just like Chrysanthemum, every child’s name is special and unique. They can draw a picture of themselves as well.

Have a Lot of Fun!

Slide: *(song)*

I Have a Little Heart *(song)*

Transfer of Learning

Remind students about the real meaning of forgiveness. “Forgiveness is when you feel angry because of something you or someone else did, then you choose to let it go and stop feeling angry about what happened. Let’s think of some examples.”

Help students resolve conflict when they are teasing or making fun of others. Encourage students to practice empathy by referring to Chrysanthemum and how she felt when she was teased.

Home Connection

Send home the Forgiveness Calendar and Forgiveness Breath Card. Today our class started the Choose Love unit on forgiveness. We read a book called [Chrysanthemum](#). She was teased because of her name.



LESSON 2: Forgiveness and Anger

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

CSED Model Standards	Learning Targets
<ul style="list-style-type: none"> ➤ Moral Character ➤ Self Awareness ➤ Social Awareness ➤ Self Management ➤ Interpersonal/Relationship Skills ➤ Responsible and Ethical Decision Making 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ➤ practice focused awareness and rest and relax activities. ➤ understand that hurtful words and behavior cause pain for others that can stay for a long time. ➤ understand that even when they apologize, the hurt doesn't go away. ➤ understand that we have a responsibility to care for other people and their feelings. ➤ identify physical cues of anger their bodies ➤ identify cues of anger in others. ➤ recognize that they can forgive accidents and mistakes. ➤ make the connection between the physical paper heart and their feelings.

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.

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)

[Belly Breathe Sesame Street](https://youtu.be/_mZbzD0pyIA)
(https://youtu.be/_mZbzD0pyIA)

[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 and post it in the room as a reminder. Have students take turns saying something mean and then wrinkling the big heart. When everyone has had a chance, ask students to try to smooth out the wrinkles. They can write their names on a piece of paper and post it on the heart.

Construction paper for hearts for each student and a copy of the heart with the poem.

Copies of the [forgiveness poem](#).

Additional Supporting Literature

[Tiger and Badger ~Story About Forgiveness and friendship](https://www.youtube.com/watch?v=08-Ut2rDY08)
(<https://www.youtube.com/watch?v=08-Ut2rDY08>)

Focused Awareness

Slide: *(Forgiveness Breath)*

“Let’s begin by practicing three Forgiveness Breaths with a buddy.” (Lead students in three Forgiveness Breaths.)

“Place one hand on your heart and one hand on your belly. Slowly take a deep breath in through your nose like you are smelling something yummy...and then slowly breathe out through your mouth like you are blowing bubbles. When you breathe deeply, feel your belly get bigger.” (Continue breathing.)

“Now, to make sure our bodies are ready to learn, let’s practice Rest and Relax. Slowly take one more Forgiveness Breath. Close your eyes or look down. Imagine a slow, gentle wave coming in and out as you breathe. Every time you breathe in, it slowly comes toward you.” (Use hand motions to demonstrate.)

“Every time you breathe out, it slowly fades away, taking away all of your hurt, anger, and worries. Every time the wave comes and goes, your body gets more relaxed. As you imagine that gentle ocean wave, relax your whole body and feel safe, calm, peaceful, and happy.” (Breathe in and out five more times.)

The Journey

“Let’s begin by learning the ASL sign for Forgiveness.”

Slide: *(ASL Sign)*

[Video of ASL Forgiveness](#) by Emily

“When we hurt someone’s feelings, even though we say we’re sorry, the hurt is still in their heart. Sometimes it takes a while for that hurt to feel better. We’re going to read a story that will help us see what happens when our heart is hurt.”

Slide: *(video read aloud)*

[A Wrinkled Heart](#)

Talk about the things that cause someone’s heart to be wrinkled as you read the story.

“Sometimes things happen that hurt our feelings or make us angry. If someone isn’t playing fair, won’t give us a turn, or isn’t listening to us, we might feel angry. It’s important to recognize how our bodies feel when we’re angry.”

“Your body is really cool because it is always trying to keep you safe and help you. Your body gives you signs to let you know you’re hurt and angry. It’s trying to warn you so you can do something so the hurt and anger don’t grow so big that you explode. How does your body let you know when you’re angry?”

(Invite students to point to their body parts as they talk about them. Examples include flushed cheeks, upset stomach, headache, clenched fists, feeling hot, racing heart beat, feeling tight all over, hard to focus/confused etc. Make a list on the board or chart paper of all of these anger cues.)

“How do you know if someone else feels angry?” (Examples include frowning, talking loudly, folding their arms across their chest, hot, red in the face, making a fist, etc.)

“If you feel angry, the first thing you can do is take a Forgiveness Breath. Then Rest and Relax your body, like we’ve been practicing. This will help you calm down and figure out what you need to do next.”

“If a friend feels angry, how can you help them?” (Take a Forgiveness Breath together, go for a walk with them, give them a hug, talk with them, listen as they share their feelings, etc.) “

“Let’s practice a Forgiveness Breath with a friend. Turn to your buddy and put one hand on your heart and one hand on your belly. Now slowly take a deep breath in and out together.”

[Belly Breathe Sesame Street](#) *(video)*

(You may choose to show the Sesame Street video, 'Belly Breathe' again to remind students how deep belly breathing is a good tool to use to calm them down when they are angry or hurt.)

Slide: *(picture of wrinkled heart)*

Poem and example of a wrinkled heart.

“Now we are going to draw a picture in our Choose Love Journals of what we look like when we feel their heart was wrinkled.”

(Write the previous sentence on the board as a sentence starter for students. Complete this sentence as an example. Time permitting you can have students draw another picture of what they look like when they are calm and happy. They can write another sentence like 'I feel calm and happy when _____'.')

"Remember, accidents and mistakes happen. We have them and other people do too. But they can make us feel hurt and angry. We can listen to our body to know when we are feeling hurt and angry. Then we can do something to calm down. Next time, we'll read a story about what turtles do when they're angry."

Have a Lot of Fun!

Wrinkled Heart Activity

Provide students with a heart on colored paper.

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

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

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

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

"When people say or do hurtful things to us, even if they say they're sorry afterward, it still doesn't fix the mean words that were said. There will always be a wrinkle in our heart"

from those mean words. We can try to smooth it out, but we can still see the wrinkles, just like we can still feel the hurt when someone says mean things to us.”

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

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

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

Transfer of Learning

If students make a mistake or cause an accident, cue them to use a Forgiveness Breath to calm down.

Add forgiveness and other words related to this concept and lesson to your Word Wall.

Recognize when a student is using their breathing or other positive ways to calm down and acknowledge that to reinforce and promote this continued behavior. If you are using a stuffed animal like Forgiving Fox, you can have the animal tap students on the shoulder to recognize them or allow them to hold the animal or keep it with them for a while.

Home Connection

We did an activity called the Wrinkled Heart about how mean words can be hurtful. You can make a crumpled heart at home. “Before you speak, think and be smart. It’s hard to fix a wrinkled heart!”

Remind students of the wrinkled heart poem, “Before you speak, think and be smart. It’s hard to fix a wrinkled heart!”



LESSON 3: Our Brain, Anger, and Forgiveness

Theme: Our brains and bodies respond to anger and forgiveness.

CSED Model Standards	Learning Targets
<ul style="list-style-type: none">➤ Self Awareness➤ Self Management➤ Social Awareness➤ Relationship Skills➤ Responsible and Ethical Decision-Making	<p>Students will be able to:</p> <ul style="list-style-type: none">➤ identify what happens when they feel angry (the neuroscience of anger).➤ recognize how Forgiveness Breaths help their brains calm down.➤ practice diaphragmatic breathing and focused awareness.➤ describe a time when they felt angry.➤ recognize that they have a choice about how to respond to anger.➤ recognize facial expression and body language when someone is angry.

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.

[Be the Pond](https://youtu.be/wf5K3pP2IUQ) (*focused awareness video*)
(<https://youtu.be/wf5K3pP2IUQ>)

[HORRIBLE BEAR](https://www.youtube.com/watch?v=NfuoOaHV2Cg) by Ame Dyckman and Zachariah Ohora
(<https://www.youtube.com/watch?v=NfuoOaHV2Cg>)

Prepare
Balloon.

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)

Focused Awareness

Slide: (*Forgiveness Breath Card*)

“Let’s begin by practicing our Forgiveness Breaths.”
(Choose students. Practice three Forgiveness Breaths.)

“Take one more Forgiveness Breath slowly. Close your eyes or look 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.”

“Let’s Rest and Relax our bodies and get ready to learn.”

“We’re going to watch a short video about fish in a pond. Notice how they are able to just be in the pond and not worry about anything else around them.”

Slide: (*focused awareness video*)
[Be the Pond](https://youtu.be/wf5K3pP2IUQ)

Introduction

“Today we are going to talk more about how our brains, hearts, and bodies work together to help us practice courage, gratitude, and forgiveness. We will see what happens to our brains when we feel angry, frustrated, or upset.”

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

“Remember that it’s normal to feel angry. I feel angry when people name-call because it’s not fair, and it can hurt other people’s feelings. My anger is letting me know that name-calling is not okay. Once I recognize that, I can choose what action to take.”

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

“It sounds like we’ve all felt angry before and that we feel angry about different things. Remember that it’s normal to feel angry if there’s been an accident, a mistake, or if your feelings were hurt.”

“But also remember that it’s not okay to be mean to others when you’re angry.”

“You can’t always choose what happens to you, but you can always choose how you respond. You can choose love instead of choosing anger. Sometimes you might feel so angry that you want to say something mean. But you can choose not to. You can notice that you feel angry, and then choose to respond in a positive way.” (This is often a big “ah-hah” moment for students, when they realize that they have the ability to think something but not do it).

“It’s amazing to know that you can choose how you think, feel, and act. You have a lot of power. You can choose to forgive. You can choose to let go of anger in a good way. You can choose to calm down. You can choose love.”

The Journey

“We’re going to read a story about a mistake that happens and how two characters deal with it.”

Slide: (video read aloud)

HORRIBLE BEAR

“What happened that caused the girl to get angry?”

“How does she show that she’s angry?”

“How does the bear feel when he wakes up? What does he do?”

“What happens when the bear arrives at the girl’s front door? What does the girl do?”

“The girl realized something about a mistake. What does she realize?” (Don’t be so quick to judge. Sometimes a mistake is really just a mistake.)

“How does the bear help the little girl?” (Helps her fix her stuffed animal) **“How does she feel about that?”** (Thankful)

“To help us remember what happens in our brains when we feel angry, let’s review the hand-model of the brain.”

Slide: (Hand model of the brain)

“Everyone hold up your hand like you are going to give someone a high five.” (Hold up your hand, palm out.)

“Next, tuck your thumb into your palm.” (It will look like you are holding up four fingers. Help students as necessary.)

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

“The next part of the brain is our thumb. We call it the numbat brain. It’s in charge of our emotions. Now, take the rest of your fingers and make a fist. These fingers are the part of your brain that help you think and learn. This is your human brain. We use this part of the brain to calm down when we read, write in our journals, or learn.”

“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. 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.”

Have a Lot of Fun!

Balloon Analogy: Why Forgiveness Is Important

“What are some of the feelings that you have when someone hurts you or breaks something of yours?” (Invite answers from kids: angry, sad, frustrated, helpless, etc.)

“Part of forgiving someone is recognizing those feelings, letting them happen, and then letting them pass so that you can move on. One way to help your feelings move on is to let them out—in a healthy way.”

“What happens if you hold all of those feelings inside and stay sad or angry, or if you tuck those feelings away somewhere inside your heart?” (Blow some air into a balloon.)

“This air is like anger or sadness that comes into us.”

“If we let it out each time we feel angry or sad, it’s not such a big deal—just a little air comes out and we’re back to normal.” (Let air out of the balloon.)

“But if we keep it inside, and keep adding to it each time we get upset and hold it in (blow into a balloon several more times) then what happens? What will the balloon do if we keep blowing into it? And watch what happens when I let it go. (Balloon deflates and flies all over the room.)

“It’s pretty out of control. If you hold all your anger inside for a long time, it might all come out at once sometime, and you could have a much bigger reaction than the situation calls for.”

Transfer of Learning

Help students practice the hand motion for what happens to their brain when they feel angry. This will encourage their understanding of how their brain is influenced by anger. Every now and then practice the hand model with students so they remember this connection.

You may even wish to create a sign or cue with you holding your hand up with fingers wrapped around your thumb in a fist to cue students to calm down so their thoughts and feelings and their brain parts can be working together smoothly.

Home Connection

The following is a link to a video that gives more information on self regulation for children and offers some games to play with children to promote self-control. Here is the link: [5 Incredibly Fun GAMES to Teach Self-Regulation \(Self-Control\) | Early Childhood Development](https://youtu.be/H_01brYwdSY) (https://youtu.be/H_01brYwdSY)



LESSON 4:

Asking for Forgiveness

I can ask for forgiveness and forgive others.

CSED Model Standards	Learning Outcomes
<ul style="list-style-type: none"> ➤ Self Awareness ➤ Self Management ➤ Social Awareness ➤ Relationship Skills ➤ Responsible and Ethical Decision-Making 	<ul style="list-style-type: none"> ➤ identify the steps to asking for forgiveness. ➤ practice asking for forgiveness. ➤ review listening skills. ➤ practice diaphragmatic breathing and focused awareness. ➤ practice saying 'I'm sorry' in other languages.

Daily Dose of Love

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

Educator Prep

Videos and read alouds

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

[What is Forgiveness?](https://youtu.be/FFuHL6lzk6E) (Video)
 (<https://youtu.be/FFuHL6lzk6E>)

[Sorry!](https://youtu.be/mqnavpKLQUg) by Norbert Landa and Tim Warnes (video read aloud)
 (<https://youtu.be/mqnavpKLQUg>)

[Franklin Says Sorry](#)

(<https://youtu.be/-m4tzDg2Be4>)

Additional Supporting Literature

[Start with Sorry](#) by P.T. Finch

(<https://youtu.be/CQJz0sVtoYA>)

[Forgiveness Wrap-Up with Scarlett](#)

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

Prepare examples of how to say 'I'm sorry' in a few other languages. Be sure to include languages from your class, school or community.

This may include: Spanish- Lo siento

French- Pardon/Excusez-moi/Je suis désolée

Italian- Scusa/Mi dispiace

Swahili- Samahani

Focused Awareness

Slide: (*Forgiveness Breath*)

“Let’s begin by practicing three Forgiveness Breaths. Who would like to help me lead the Forgiveness Breaths? We’re getting better at breathing the more we practice.” (Choose students and practice three Forgiveness Breaths.) **“Now, to make sure our bodies are ready to learn, let’s Rest and Relax. Slowly take one more Forgiveness Breath. Close your eyes or look down. 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.)

"Deep breathing and resting and relaxing our minds and bodies helps us deal with strong and difficult feelings. These skills help us feel more peaceful. How are you feeling now? Let's share how we are feeling?" (Allow a few students to share how they feel at this moment.)

“Remember, you can use Forgiveness Breaths any time you feel angry. You can also use them when you feel upset, hurt, confused, worried, or scared. Breathing like this and relaxing our bodies helps us to feel safe and calm.”

The Journey

“Let’s watch a short video about Forgiveness.”

Slide: (video)

‘What is Forgiveness?’

“We talked about what to do if we feel angry, and how to forgive someone who hurt our feelings. Sometimes, if we make a mistake or cause an accident, we need to ask for forgiveness. But before we can do that, we need to stop and think about what happened and think about feelings. When we do something and see that our actions and choices have hurt someone, we need to pause to think about how the other person feels. You might think, ‘When I acted this way, how did _____ feel? How would I feel if someone did this to me?’ These are good questions to ask ourselves.”

“Let’s say in centers, you weren’t sharing with your classmates. You notice they are really quiet or maybe see them frowning. You can stop and try to understand how they feel. How can you tell how they are feeling? How do you think they are feeling when you don’t share? How would you feel if someone isn’t sharing with you in the center?” (Allow time for responses and reflection)

“When we know how someone feels we can figure out what to do next. When our choices and actions make someone feel sad or angry, we can do something to make them feel better. We can start by asking forgiveness. When we ask for forgiveness we are being responsible and making a good choice. We are choosing love. When you do this, you make other people feel better and you feel better, too!”

“We’re going to listen to a story about two friends who are having an argument and they get mad at each other. Let’s see what happens.”

Slide: (video read aloud)

Sorry!

Discussion questions as you read:

“What caused Bear and Rabbit to get into an argument?”

“What did they each think the ‘shiny’ thing was? (A picture of each of them. Talk about perspective and how they each saw their reflection.)

“What did Rabbit do when he went home?

“Where did Bear go? What did he do?”

“What was Rabbit thinking about when he couldn’t sleep? How about Bear?”

“What did Bear do? How did they solve the problem?”

“When they both said ‘sorry’ what did they see in the ‘shiny thing’?”

“How did they feel when they apologized and forgave one another?”

Let’s talk about how we can apologize and forgive one another. First we need to think about what we did and how it made someone feel. Then, if we have hurt, upset, or angered someone with our actions, we need to ask for forgiveness. One way to do this is to say *‘I’m sorry’* to the person we hurt.”

“Let’s practice what we can say if we need to ask for forgiveness. It might take courage to ask for forgiveness, so first we should take a slow Brave Breath.

“Let’s do that together now.” (Lead students in a Brave Breath.) “Maybe when we take some Brave Breaths we need to say an affirmation....give ourselves a special message to help us feel brave.

We can say, ‘I have the courage to say *‘I’m sorry.’* Next, we say, *‘I’m sorry.’* Let’s say it together: *‘I’m sorry.’*

“Next after we say we are sorry if we had an accident or made a mistake, we can tell the person, *‘It was an accident, I am sorry.’*”

“Let’s say that together: *‘It was an accident, I am sorry.’* 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.’* (It was an accident.) *‘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 should not 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.

Slide: (video)

[Forgiveness Wrap-Up with Scarlett](#)

Have a Lot of Fun!

Slide: (video) -stop video at 11:40.

[Franklin Says Sorry](#)

Transfer of Learning

Throughout the day, cue students to use their listening skills, and thank students for being good listeners.

Model the asking for forgiveness skills to help students learn them. Use them with the class if you have messed up or made a mistake so they will better understand what this looks like.

Recognize and praise students when you see them asking for forgiveness and taking responsibility for their actions. If you are using a stuffed animal like Forgiving Fox or other, you can let the student hold the animal or have it at their desk as a reward for practicing forgiveness.

Continue to read books on Forgiveness that can be found on the Forgiveness Book List that is in the Educator Guide. Discuss these books and/or allow students to reflect on them through drawing and writing in their Choose Love Journals.

Continue to add forgiveness words to your Word Wall.

Home Connection

Students completed the third pillar of the Choose Love formula, Forgiveness. Our last pillar will be Compassion in Action.



Kindergarten | COMPASSION IN ACTION | Overview

Kindergarten UNIT 4:

COMPASSION IN ACTION

OVERVIEW

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

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

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

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

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

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

The lessons and activities in this unit help students make choices that benefit their minds, hearts, bodies, and relationships by encouraging them to not only think about how someone else is feeling, but also to step outside of their own "busy-ness" to help the

other person feel better. Students apply their empathy and communication skills to support one another through compassionate action. This improves students' problem-solving and decision-making abilities.

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Lesson 5: We are All Connected

Theme: Compassion in Action and Choosing Love are the dots that connect us. I can connect with my classmates through compassion and love.



LESSON 1: Calling on Compassion

Compassion helps us show that we care.

CSED Model Standards	Learning Targets
<ul style="list-style-type: none">➤ Moral Character➤ Self Awareness➤ Self Management➤ Social Awareness➤ Interpersonal/Relationship Skills	<ul style="list-style-type: none">➤ practice Compassion Breaths (diaphragmatic breathing) and focused awareness➤ learn about compassion and empathy➤ Identify compassion and empathy in literature➤ practice steps for showing compassion➤ recognize when empathy and compassion are needed

Daily Dose of Love

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

Educator Preparation

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

Videos and read alouds

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

*This book is complete with guiding questions, and activities to support the story. No lesson plans are necessary.

[You, Me, and Empathy](https://www.youtube.com/watch?v=dG4Mq-81qdl) by Jayneen Sanders (*video read aloud*)
(<https://www.youtube.com/watch?v=dG4Mq-81qdl>)

[Scarlett Lewis Intro Video to Compassion](https://vimeo.com/481889131) (video)
(<https://vimeo.com/481889131>)

[Compassion by Kids](https://youtu.be/WfakdOTQs2U) (video)
(<https://youtu.be/WfakdOTQs2U>)

[Believe in yourself](https://youtu.be/Y4uqDL8_c4U) (*video*)
(https://youtu.be/Y4uqDL8_c4U)

- Review the definition of compassion. Think of examples when students demonstrated compassion in your school "Compassion is when you have care and concern for others."
- [Compassion Breath Card](#) to print and send home
- Write the word "compassion" on a word wall or vocabulary list.

Introduction

"Let's review the Choose Love Formula."

Slide: (*Choose Love Formula*)

"Today we're going to learn about the fourth ingredient to choosing love. So far, we learned about courage, gratitude, and forgiveness."

"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: [Scarlett Lewis Intro Video to Compassion](#)

Slide: [Compassion by Kids](#)

Focused Awareness

“Now we’re going to learn about compassion.

“Let’s begin by learning a Compassion in Action Breath.”

Slide: *(Compassion Breath Card)*

(Pause to allow students to repeat at ...)

“Let’s try this together. Close your eyes if you’re comfortable, or gaze down. Repeat after me: ‘May I be open... to learning about compassion today....’ Take a slow, deep breath in...and slowly breathe out. Notice how good you are getting at taking our different breaths. We have been practicing a lot. As you breathe in, think to yourself, ‘May I be open to learning about compassion today.’” (Continue breathing.)

“As we keep breathing, let’s Rest and Relax our bodies. Inhale, and bring your attention to the top of your head. Place your hands on the top of your head. Repeat after me, ‘May my mind be calm and relaxed... so that I may be open to learning compassion...’ Place both hands on your heart and say, ‘May my heart be open... to practicing compassion...’ Now, think about your feet and say, ‘May my feet carry me safely..., and may I bring compassion wherever I go...’ Finally, imagine your whole body and say to yourself, ‘I bring compassion to the whole world...’”

“Compassion Breaths help us focus on being kind to others. We can use Compassion Breaths to help us focus on choosing love.”

“How do you feel now that we practiced some Compassion Breaths?” (Students respond.)

The Journey

“Raise your hand if you’ve heard the word ‘compassion’ before.”

"Compassion is when you have care and concern for others. When you have compassion you notice how others feel, especially when they are upset, or troubled. When we practice compassion in action, we understand how others feel and we do something to make them feel better or to help them when we see they are sad or have a problem. Let's think of some examples."

“If one of your classmates was alone on the playground and didn’t have anyone to play with, how do you think they would feel? If you wanted to help them, what could you do to show compassion in action?” (Ask them if they are okay, ask them to play with you.)

“Let’s think of another example. One of your classmates fell and skinned their knees at recess. How do you think they felt? Has that ever happened to anyone before? How did it feel?” (Students may have felt pain, embarrassment, etc.). **“Being able to understand how someone else feels is called ‘empathy.’ Repeat that word after me, empathy...”**

“If you want to do something to help them, that’s called compassion in action. What could you do to show compassion in action and help them?” (Ask them if they’re okay, walk them to the nurse, get them a drink of water, sit next to them, etc.)

Share a recent example of classmates showing each other compassion in action or give a personal example of a time you showed compassion in action or someone showed it to you.

“To show compassion, we follow three steps...”

- 1) Ask yourself, ‘How does the other person feel?’**
- 2) Ask yourself, ‘How would I feel if the same thing happened to me?’** (walking/standing in someone else’s shoes)
- 3) Take action by doing something kind.”**

“Let’s listen and watch a video about a story about empathy.” Empathy is understanding how someone else feels.

Slide: (video read aloud)

[You, Me and Empathy](#)

Stop along the way and talk about the questions the author presents.

Students can draw a picture of them showing Compassion in Action in their Choose Love Journals.

Transfer of Learning

- Continue to model and practice compassion in action in the classroom. Help students talk through scenarios relevant to your classroom.

- Additional scenarios could include: someone being left out at recess; students getting upset when they make a mistake; classmates having trouble learning something new; a new student in the class feeling scared.
- Cue students to use their Compassion Breaths.
- Continue to add other words related to compassion to the Word Wall.
- Praise and recognize students when you see them showing compassion in action to a classmate. If you choose to use a stuffed animal, like Compassionate Cow or other, allow a student to have this animal at their desk as a reward for showing compassion in action.

Have a Lot of Fun!

Slide: (video)

[Believe in yourself](#)

Choose a few of the recommended activities from [You, Me, and Empathy](#).

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.

Today we read [You, Me and Empathy](#). There are a lot of fun activities to do as a family.



LESSON 2: Making Decisions with Compassion

Practicing compassion is easy.

CSED Model Standards	Learning Targets
<ul style="list-style-type: none"> ➤ Moral Character ➤ Civic Character ➤ Self Awareness ➤ Self Management ➤ Social Awareness ➤ Interpersonal/Relationship Skills ➤ Responsible and Ethical Decision-Making 	<ul style="list-style-type: none"> ➤ identify scenarios that require compassion ➤ practice steps for making compassionate decisions ➤ through literature identify compassion in action ➤ apply empathy and listening skills to decision-making situations ➤ practice inviting someone to play ➤ practice diaphragmatic breathing and focused awareness

Daily Dose of Love

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

Educator Preparation

Videos and read alouds

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

[“What is Compassion in Action?”](#) (Video)

(<https://youtu.be/cAFq6PcFYgl>)

[How to Heal a Broken Wing](#) by Bob Graham (video read aloud)

(<https://youtu.be/nL75ngPP4qM>)

[“What a Wonderful World: Playing for Change”](#) (music video)

(<https://youtu.be/ddLd0QRf7Vg>)

- Review the steps listed in the lesson discussion for practicing compassion in action.
- Write the three steps on the board.
- Students will be working with a partner.

Focused Awareness

“Today we’re going to learn more about the fourth ingredient to choosing love.”

“Let’s begin by doing a Compassion Breath. “

Slide: *(Compassion Breath Card)*

“Let’s do a compassion breath together. Close your eyes if you’re comfortable, or gaze down. (Lead students in three Compassion Breaths).

“As we keep breathing, let’s Rest and Relax our bodies. Inhale, and bring your attention to the top of your head. Place your hands on the top of your head. Repeat after me: ‘May my mind be calm and relaxed... so that I may be open to learning compassion...’ Place both hands on your heart and say, ‘May my heart be open to practicing compassion....’ Now, think about your feet and say, ‘May my feet carry me safely..., and may I bring compassion wherever I go...’ Finally, imagine your whole body and say, ‘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

“Let’s watch a short video about Compassion in Action. Then we’ll review the steps to making compassionate decisions.”

Slide: *(video read aloud)*

[“What is Compassion in Action?”](#)

“Last time we learned three steps for showing compassion in action. Let’s review them together.”

“To show compassion in action, we follow these steps:

First, ask yourself, ‘How does the other person feel?’ Second, ask yourself, ‘How would I feel if the same thing happened to me?’ Third, take action by doing something kind.”

“Let’s watch and listen to a story about a bird that has broken its wing and how a boy shows compassion in action.”

Slide: *(video read aloud)*

[How to Heal a Broken Wing](#)

Pre-reading

Show the cover of the book. **“What do you think this story might be about?”**

Title page: “Where does the story take place? What animals do you see in your neighborhood?”

Discussion questions

(pp 3, 4) **“What happened to the pigeon? How can you tell?”**

(pp 7, 8) **“Why is Will the only one who sees the pigeon?”**

(pp 15–30) **“What do Will and his family members do to help the pigeon?”**

(pp 31–34) **“How do you think the pigeon felt when Will set him or her free?”**

Post-Reading

“What message does the author want to give us? What does he want us to learn from this story?” (It’s important to help others and treat them the way you’d want to be treated.)

“Think of a time when you were hurt or sick. Who took care of you? What did they do? How did it make you feel?”

“What should you do if you see a human or an animal who is hurt and needs help?”

Now, let’s practice using the three steps for compassion in action.” (Use examples relevant to your classroom.)

“Let’s pretend you wanted to go over to someone who was playing all alone.” (You can use any scenario that is relevant to your classroom).

“How do you think they feel? How would you feel if you didn’t have anyone to play with? Can you think of something kind you could do?”

“How do you think they would feel if you showed them compassion?”

“Let’s practice what we could do to show them that we care.”

“First, stand next to them and say hi or hello.” (Students say hi or hello.)

“Next, tell them what you saw or heard. You could say, ‘I saw you sitting here by yourself. I saw that you were frowning. You seem sad.’” (Students repeat after you.)

“Then, ask them a question. You could ask, ‘Are you OK?’ or ‘Do you want to play?’ What else could you ask them?” (Students practice by repeating after you. Examples include: ask them how they feel, ask if they need some alone time, ask if you can sit with them quietly, etc.)

“Finally, use your listening skills to hear what they say. Remember that sometimes just listening to someone can help them feel better. How can we show them that we’re

listening to them?" (Have students model. Examples include eye contact, body turned toward them, not talking, or interrupting, etc.)

"How do you think the student might feel now? How did showing compassion in action help them? When you show compassion to a friend, how does it make you feel?"

"Watch as (select a student volunteer) **and I practice some of your ideas."** (Model the sample scenario, and at some point, make a mistake on purpose. For example, you might avoid eye contact with the person you are talking to, or stand too far away for them to hear you. Make obvious mistakes so that students can point out how you weren't listening well or weren't really showing compassion. Then ask for feedback from students.) Allow time for students to practice with a buddy/partner.

"Now, any time you see another student playing alone, you know what to do! Raise your hand if you think you know how you could show compassion in action with your classmates. What are some other ways to be compassionate and include others?" (Allow for responses.)

Provide opportunities for students to practice this with each other as you monitor and support.

"It makes me happy to think about everyone in this class caring for one another and no one feeling lonely or sad."

Have a Lot of Fun!

Puppet scenarios

Students can use puppets with a buddy to practice the scenarios. It is helpful for students to practice this skill to deepen the understanding. Students will benefit from you modeling the behavior first either with a puppet or with a student volunteer/helper. Then, students can practice with a buddy after seeing an example. You may want to include making sock puppets or puppets on popsicle sticks.

Slide: *(song)*

["What a Wonderful World: Playing for Change"](#)

Transfer of Learning

- Cue students to use their Compassion Breaths when making decisions and problem-solving.
- Walk students through the steps for showing compassion in action.
- If you encounter a problem throughout the day, talk about your scenario out loud in front of your students, so they can see real-world examples of these skills.
- Continue to praise, recognize and reinforce when you see students showing compassion in action.

Home Connection

Our class read a story about compassion in action called, How to Heal a Broken Wing.

With your family, use the steps to practice at home

Practice the three steps to show compassion

- 1) Ask yourself, 'How does the other person feel?'
- 2) Ask yourself, 'How would I feel if the same thing happened to me?' (walking/standing in someone else's shoes)
- 3) Take action by doing something kind."
- 4) Ask, "How does the person feel now?"



LESSON 3: Compassion for Our Similarities and Differences

“Children come in all the colors of love.” ~Fran Manushkin

CSED Model Standards	Learning Targets
<ul style="list-style-type: none">➤ Self Awareness➤ Self Management➤ Social Awareness➤ Interpersonal/Relationship Skills	<ul style="list-style-type: none">➤ learn ASL sign for Compassion➤ notice similarities and differences with each other and in literature➤ practice diaphragmatic breathing and focused awareness

Daily Dose of Love

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

Educator Preparation

[Ellie ASL](#) (video)

(<https://safesha.re/kn7>)

[We Are All Alike, We Are All Different](#) by the Cheltenham Elementary Kindergartners

(<https://youtu.be/LUhwF4ie8WM>)

Additional Supporting Literature

[Wherever You Are My Love Will Find You](#) by Nancy Tillman

(<https://vimeo.com/433001847>)

[The Skin You Live In](https://youtu.be/zlhPKTobxw0) by Michael Tyler
(<https://youtu.be/zlhPKTobxw0>)

Focused Awareness

“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 repeat after me, ‘May I be calm and relaxed as we learn about compassion...’”

The Journey

“Let’s watch our friend Ellie teach us the sign for compassion.”

Slide: *(video)*

[Ellie ASL](#)

“Today we’re going to read a story that was written by kindergarteners just like you. It’s called, We Are All Alike, We Are All Different. Then we’ll play a game together where we can see how we are alike and different.”

Slide: *(video read aloud)*

[We Are All Alike, We Are All Different](#)

As you read the book, have students talk about how the children are alike and different. You can have them compare themselves to the students in the book as well.

Have a Lot of Fun!

“Step Right Up”

Introduce a listening game called “Step Right Up.” Explain that this game is a fun way for students to learn more about their classmates – the ways in which they are the same and the ways in which they are different.

Gather students together to stand side-by-side or, space permitting, in a large circle. Explain that they will need to listen carefully and respond to sentences that describe them – their individual traits, experiences, likes and dislikes – by stepping forward.

1. Begin with a simple directive, such as: “Step right up if you are wearing sneakers.” (Hint: adopting an auctioneer voice and attitude helps keep everyone’s attention and makes this activity fun!) Allow time for students to respond; instruct students to look at the two groups that are created – the group of students with sneakers and the group of students with other footwear. Ask students to return to their original spots.
2. Continue calling out different categories, beginning with external characteristics (physical descriptions and experiences) and progressing to internal characteristics (preferences and abilities). Students should step back after each instruction, so that the individuals who have stepped forward always represent a different group. Encourage students to look at each new group formed. Make sure that all students are represented in a number of statements. Include several statements that include the entire group to highlight both similarities and differences. (Educate, Motivate)
3. To close the activity, give an instruction that includes everyone (e.g., Step forward if you are an awesome kindergarten student in my class!) and ask students to give themselves and their classmates a hand.
4. Seat students for a whole-group discussion following the experiential activity. Ask students to share their observations, prompting with questions such as: “Did you learn anything new about your classmates? What’s a good way to find out if you share the same interests? How much can you tell about people just by looking at them? Which similarities and differences can you see and which ones can’t you see? Were the groups that stepped forward always made up of the same students?”

Some groups were small and some groups were large – which did you like being in? What kinds of things do all your classmates have in common?

5. Tell students that even though they are all alike in many ways, no one is exactly the same as anyone else. Our differences make each of us unique.

Transfer of Learning

Continue asking students how they feel, and prompt them to think about ways they can use kindness and compassion to help sustain a happy, healthy, and loving classroom.

Home Connection

Today we read the story, [We Are All Alike, We Are All Different](#). Share the book at home and discuss how people are alike and different in your family and or community.



LESSON 4:

Compassion Connects Us

When I practice Compassion in Action, I am Choosing Love for myself and others.

CSED Model Standards	Learning Targets
<ul style="list-style-type: none"> ➤ Moral Character ➤ Civic Character ➤ Self Awareness ➤ Self Management ➤ Social Awareness ➤ Interpersonal/Relationship Skills ➤ Responsible and Ethical Decision-Making 	<ul style="list-style-type: none"> ➤ through literature identify ways to respond compassionately to different feelings ➤ identify emotions of characters in literature ➤ practice diaphragmatic breathing and focused awareness ➤ review the three steps to showing compassion in action

Daily Dose of Love

"You can never know the ripple effect you create with one tiny gesture of kindness."
Elle Sommer

Educator Preparation

Choose one or both of the literature read alouds. You may want to start with the video read aloud with no words.

[I Walk With Vanessa](https://youtu.be/StF5RdsIK0w) by Kerascoët (video without words, picture walk)
 (<https://youtu.be/StF5RdsIK0w>)

[Kindergarteners narrate "I Walk With Vanessa"](https://youtu.be/SOQQo) (video - kindergartners wrote the text and narrate it) (<https://youtu.be/SOQQo>)

[Sesame Street Empathy](#) (video)

(https://youtu.be/9_1Rt1R4xbM)

Additional Supporting Literature

[Most People](#) by Michael Leannah

(https://www.youtube.com/watch?v=10-izOz_yzM&feature=youtu.be)

Focused Awareness

“Let’s begin by practicing three Compassion Breaths.” (Lead students in three Compassion Breaths.)

“As we keep breathing, let’s Rest and Relax our bodies. As you breathe in, imagine your heart relaxing, then slowly breathe out. As you breathe in again, imagine your belly relaxing, then slowly breathe out.”

“Take one more breath and think to yourself, ‘May I be calm and relaxed as we learn about Compassion.’”

“How do you feel now that we practiced some Compassion Breaths?”

The Journey

Summary and considerations as you read the story:

The story is about a girl whose family moves to a new area after the school year has started. But it is really a story about children’s feelings. Most of the children ignore Vanessa, but one child looks curious and turns out to be a friend and a leader of the other children.

There is also a boy who is not very nice to Vanessa. It’s important to remember that hurt people, hurt people. You may want to talk about that with the class. The new child is accepted by the other children, but what can be done for the boy who was mean to her? Revisiting the bucket-filling concept would be very helpful here.

Slide: *(video read aloud)*

I Walk With Vanessa (video without words, picture walk)

Kindergarteners narrate "I Walk With Vanessa" *(video - kindergartners wrote the text and narrate it)*

Pre-reading

"Look at the cover of the book. Where are the girls going and how do you know that?" *(School. They are carrying backpacks)*

"How are they feeling and how can you tell?" *(They are happy and smiling.)*

Discussion questions

"Look at the first drawing. This story is about Vanessa who comes to a new school after the year has started. Has this happened to you? Do you know anyone who has had this experience? How do you think she feels walking into class on her first day?" *(Excited, shy, nervous, curious, scared.)*

"When you meet new people, how do you feel?" *(Unsure, shy, frightened, excited, curious.)*

"Look at the second drawing. Which desk does Vanessa choose? Why do you think she does this? Make your body and expression look like Vanessa in the drawing. What does her body language tell us about how she is feeling? Which person in class notices Vanessa?" *(Vanessa sits by the window, leaving an empty desk between her and the girl in the yellow dress. She is looking down at her desk, which means she is uncomfortable. But, the girl in the yellow dress notices her out of the corner of her eye. Why is she looking at Vanessa?)*

"Take a look at the children at the end of the school day. Some are in groups, some in pairs and some are alone. Find the blond boy in the red and white striped shirt. How do you think he is feeling? Why?" *(He is unhappy or maybe angry. Does he have friends?)*

"In the next drawings, the boy in the striped shirt catches up with Vanessa. What happens? Why is he yelling at Vanessa?"

“When the boy walks off he is smiling? Why? Do you think he really feels happy? How does Vanessa feel? Who notices?” (His bucket must be pretty empty. Is he really happy? Vanessa is very upset and runs home. The girl in the yellow dress notices.)

“How do we know that all four children are upset when they hear that the boy was being mean to Vanessa?” (The redhead has her hands on her face in one picture. All the children are looking at the ground and are not smiling.) **“Who could help them figure out what to do?”**

“The girl in the yellow dress and Vanessa are both upset all evening. Neither of them knows what to do to help the situation until the girl in the yellow dress gets an idea during breakfast. Now she feels better! Before we turn the page, what might her good idea be?”

“How does the street look different now that Vanessa has a friend to walk with?”
(Everything was grey/blue before, but now the houses and trees are showing their colors)

“Everything looks better when you have some friends. Look at the picture of the crowded playground. Find Vanessa and her new friends. Find the boy in the red striped shirt. What is he feeling?”

Invite students to imagine they are in the pages of the book, watching the boy yell at Vanessa. **“What would you do in the story? What would you do in real life if you saw someone hurting another person with words or actions?”**

“When we have compassion it means that we care about the feelings of others. We try to see and understand how they feel. If we see someone is upset or having a bad day, we can show compassion in action. That means we do something to help them feel better. We can show compassion in action to everyone. When we do, it brings us more happiness and more fun.”

Use the following sentence starters and have students complete them:

“Compassion looks like...”

“Compassion sounds like...”

“Compassion feels like...”

Have a Lot of Fun!

Slide: *(video)*

[Sesame Street Empathy](#)

Transfer of Learning

Continue asking students how they feel, and prompt them to think about ways they can use kindness and compassion to help sustain a happy, healthy, and loving classroom.

Help students expand their vocabularies by using words such as cheerful, worried, confused, proud, shy, impatient, relieved, jealous, overwhelmed, lonely, joyful, etc.

Continue to add feeling and compassion words to the Word Wall.

Compassion looks like...

Compassion sounds like...

Compassion feels like....

Repeat the Choose Love formula often.

Home Connection

We read the book, [I Walk With Vanessa](#). It is about being accepting and kind to a new student. Talk about things you could do if there was a new student at your school, or your neighborhood. Practice Compassion in Action.



LESSON 5:

We Are All Connected

When I practice Compassion in Action, I am Choosing Love for myself and others.
 Compassion in Action and Choosing Love are the dots that connect us.
 I can connect with my classmates through compassion and love.

CSED Model Standards	Learning Targets
<ul style="list-style-type: none"> ➤ Moral Character ➤ Self-Awareness ➤ Self-Management ➤ Social-Awareness ➤ Interpersonal/Relationship Skills 	<ul style="list-style-type: none"> ➤ send kind thoughts to classmates and the world by using Volcano mindfulness activity ➤ recognize compassion and empathy in literature ➤ recite positive statements that support the Choose Love Formula ➤ make a Choose Love Headband showing the Choose Love Formula ➤ create spots of Kindness

Daily Dose of Love

“If you want others to be happy, practice compassion. If you want to be happy, practice compassion.”

~Dalai Lama

Educator Preparation

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

[A Little Spot of Kindness](https://youtu.be/PjLxmDujdxc) by Diane Alber (video read aloud)
(<https://youtu.be/PjLxmDujdxc>)

[Choose Love Wrap-up with Scarlett](https://vimeo.com/483286747)
(<https://vimeo.com/483286747>)

Additional Prep

- Small colored dot stickers or a marker to make a “spot” on students’ hands
- [Headband template](#)
(<https://chooselovemovement.org/wp-content/uploads/2020/11/Choose-Love-Headband.pdf>) and crayons for each student
- Construction paper circles and rectangle strips to make “Little Spots of Kindness” (The circle is the body and the strips are the arms and legs.) See picture on slide.
- Preview Focused Awareness to review Mountain Pose and Kindness Volcano mindfulness activity. The volcano mindfulness activity is another great tool for students. It can help them to destress, energize, and refocus their energy in a positive, compassionate way when needed. This activity is in the [Zensational Kids](#) (<https://chooselovemovement.org/zensational-kids-2/>) program.
- Students can draw a volcano and/or write down in the Choose Love Journals all of the kind thoughts and feelings that they are sharing with their class, their school, their town, and the world.
 - At another time, you may wish to have students make another pledge to show compassion and/or choose love in their words and actions. Again, students can sign their name on a poster and make a little promise. The Choose Love Pledge is available in the resource tab.
- In addition, you may choose to have a small party or celebration to end this program. We’ve included a Certificate of Completion in the Supplemental Materials and Additional Materials sections of this course online that you can give to each student to recognize their efforts and remind them of all that they have learned through the Choose Love Program.
- Remember, the learning doesn’t stop here. Continue to review and practice the skills and themes taught. Keep visual reminders on display in the class for students. If possible, spend a few minutes every day referring back to the formula

and the Choose Love Messages and practices, perhaps in Morning/Afternoon Meetings.

Additional Supporting Literature

[Pass It On](#) by Sophy Henn

(https://youtu.be/HG_HsTBa_-Q)

Focused Awareness

Slide: (Compassion Breath Card)

“Let’s begin today with our deep belly breathing. Let’s take a few Compassion Breaths to get us feeling calm and full of love and compassion!”

“Today is our last lesson in the Choose Love Program, so we are going to learn a special way to help us feel peaceful and ready to show kindness and compassion in action.”

Slide: (Mountain Pose)

“Let’s start by standing tall in your mountain pose: feet on the floor, arms by your side. Make sure you have room to move your arms side to side without touching your friends.”

“Imagine that your mountain pose is about to transform into a kindness volcano. You are now a magic volcano that does not erupt lava. Instead, your volcano sends out kind wishes and thoughts to everyone.”

“Begin by shaking your hands. Let the vibration of the volcano energy move up your arms, into your shoulders, your belly and then legs. Shake everything, even your head as the volcano boils and brews.”

Count to 10 slowly as the class has an opportunity to shake as much as possible to stir up all of its magic potion.

“As the volcano prepares to erupt, stop shaking. Bring your palms together at the center of your body. Take a deep breath in and tighten every part of your body. While you are breathing in, think of the kind thought or feeling you would like to share with your entire class.”

“Count to three as you press your hands together, then forcefully exhale through your mouth, as you reach your pressed palms to the sky, then spread your arms out to the side as you spray the kind thoughts and feelings in an arc over your head. At the end of your exhale your arms return back down to your side.”

“Bring your palms back together. One eruption is never enough. Now think of the kindness you would like to share with your entire school. Inhale pushing your palms together and tightening your entire body. Count to three and explode again.”

“Our third eruption will have to reach much farther. Let’s send this out to our entire neighborhood. Repeat the breath and movement.”

“How about sending this kindness out to the world? Do you think we can do that if we try our best? Let’s try one more time. Repeat the breath and movement one more time to send out lots of kind thoughts and feelings to the world.”

“Now come back to your mountain pose and close your eyes or gaze down. How does it feel to have shared so much kindness to those that are close by and those that are far away?”

“How does it feel to receive the kindness that your classmates shared?”

“Do you think your classroom will have more energy of kindness today?”

“I know I already feel more full of kindness and love. What a great feeling that is that will help us have a wonderful day!”

The Journey

“Remember, compassion in action is the last thing we need in our Choose Love Formula. If we are cooking, we have to have all of the right ingredients to make sure the recipe turns out right. Compassion in action is an important part of our formula and we must have it to be able to choose love.”

“Remember that compassion is when you understand how someone feels and you want to do something to make them feel better. Compassion in action is when you actually do something to help someone when you see that they are sad or have a problem.”

“I am excited thinking about helping other people feel better. We all want to feel happy right?”

“Let’s watch and listen to a story about kindness and compassion called A Little Spot of Kindness.”

Slide: (video read aloud)

[A Little Spot of Kindness](#)

Discuss the acts of kindness with students during and after reading the book.

Additional Activities

Give out kindness spots with a stamp, small round stickers or even a spot with a marker. Remind students to look at their spot throughout the day and point out when students are showing kindness.

Use sticky notes to spread compassion in action outside the classroom. Students can decorate a few sticky notes and hand deliver them to special people in their building to spread compassion in action.

Make Little Spots of Kindness Characters with construction paper. Provide a variety of construction paper colors for the spots and the body parts. Allow students to each choose their own colored spot and the color of the arms and legs to make it unique and special to them.

“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!”

“Let’s say some positive statements to help us remember the formula.”

“I practice courage to be brave.”

“I practice gratitude to be thankful.”

“I practice forgiveness to let go of anger.”

“I practice compassion to help me choose love.”

“I choose love for myself and others.”

Pass out Choose Love certificates.

Slide: [Choose Love Wrap-up with Scarlett](#) (video)

Have a Lot of Fun!

Make [Choose Love Headbands](#).

Transfer of Learning

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.
- 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. Please explore our [Extension Programs](#) for additional ideas and exercises.

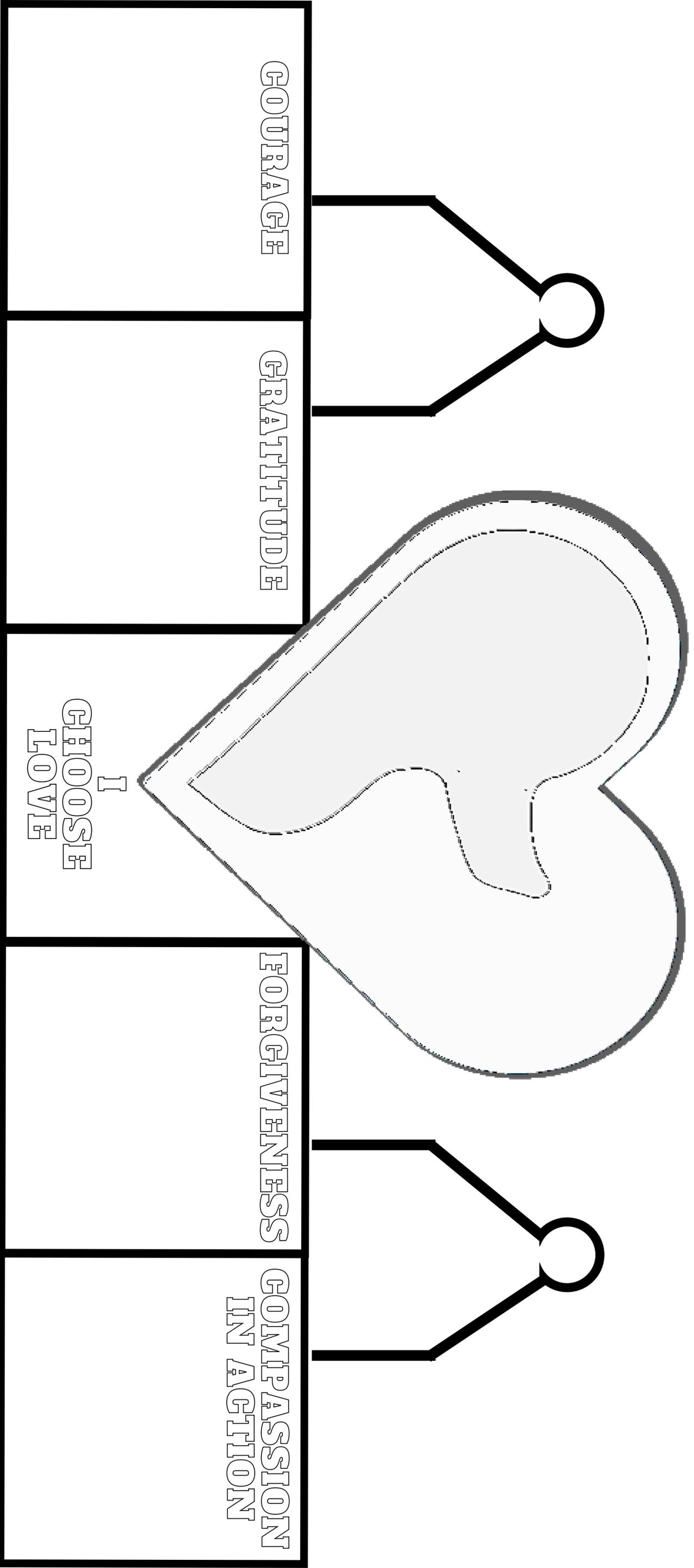
Home Connection

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!

Instructions: Cut along the OUTSIDE lines to create your own Choose Love Crown. Use the bottom strip as the back strap. Attach the edges of the back strap to the front piece using glue, tape, or staples.



COURAGE

GRATITUDE

CHOOSE
LOVE

FORGIVENESS

COMPASSION
IN ACTION

HAVE A LOT OF FUN!