



# Choose Love For Schools™

## Grade 2

*Compilation of All Lessons in All Units*



Second Grade | COURAGE | Overview

# SECOND GRADE UNIT 1

## COURAGE

### OVERVIEW

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

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

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

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

# LESSONS

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

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Dedicated to all the children.

Love, Jesse

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

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

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

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

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

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

## **Note to Educator**

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

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



## LESSON 1:

# The Four Ingredients of Choose Love

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

### Student Outcomes

Students will be able to:

- Identify the four ingredients of the Choose Love formula in literature.
- Recognize facial expressions and body language of characters and determine how they may be feeling.
- Create a Choose Love Journal.
- Use the verbiage of choosing love.
- Begin to identify times when they need to hold onto their personal power.

### CSED Model Standards

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

### *Daily Dose of Love*

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

## 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.**

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](#) 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>)

#### **Stand Tall Molly Lou Melon** by Patty Lovell

(<http://safesha.re/ip2>)

### **Prepare**

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

***Lesson begins here:***

## ***Focused Awareness***

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

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

**Slide:** Chime

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

**Slide:** [Welcome from Scarlett](#)

## ***The Journey***

**Slide:** Choose Love Formula

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

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

**“Let’s watch a short video that will help us learn about the Choose Love Formula.”**

**Slide:** [Let’s Choose Love](#) video

**Slide:** [Stand Tall Molly Lou Melon](#)

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

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

Discuss the behaviors of the characters as demonstrating Choosing Love or not.

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

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

For example, **“I see that they have a really scrunched up look on their face, their eyebrows are close together, and their hands are clenched.”** This gives them some specific examples of the thought process of the other child. (Very important for English Language Learners and students with special needs).

**“How does Molly Lou show courage?”**

**“What are some things Molly Lou is grateful for?”**

**“How does Molly Lou demonstrate forgiveness?”**

**“How does Molly Lou show compassion in action?”**

**“How does Molly Lou Melon hold onto her personal power?”**

Introduce the concept of “personal power” to students. This is when they choose to do the right thing even when others are doing hurtful things.

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

Students decorate their Choose Love Journals and write/draw about a time that you stood tall like Molly Lou Melon.

## ***Transfer of Learning***

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.

Support students during the times when they need to hold onto their personal power.

## ***Home Connection***

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

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



## LESSON 2:

# Choosing Love with Words and Actions

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

### Student Outcomes

Students will be able to:

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

### CSED/ SEL Model Standards

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

### *Daily Dose of Love*

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

## Educator Prep

*\*It is extremely important to impress upon the children that they are NOT their feelings. We often say, "I am angry/happy/sad..." In Choose Love we teach children that feelings and sensations come and go and that we can choose our thoughts. Distancing the feelings from the individual is paramount. This lesson aims to teach students how to handle conflict and begin problem-solving when others attempt to hurt their feelings.*

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

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

[Buckets, Dippers, and Lids](https://safesha.re/jjt) by Carol McCloud video read aloud or [read the book](#).  
(<https://safesha.re/jjt>)

["I've Got a Lid"](#) song  
(<https://safesha.re/jju>)

### **Additional Supporting Literature:**

[How Full is Your Bucket for Kids](#) by Mary Reckmeyer and Tom Rath video read aloud  
(<https://safesha.re/jjv>)

["Have You Filled a Bucket Today?"](#) by Carol McCloud video read aloud  
(<http://safesha.re/inp>)

### **Prepare**

- Some educators like to have students act out scenarios. It is VERY important not to allow students to model hurtful behavior with another student. The teacher should ALWAYS be the "dipper" and say the words, "tease, dip, etc." 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 or dip in your buckets on purpose and I won't allow you to do that either. So, when we act out the dipping and filling, I will only say to you, "tease, dip."***
- You may want to get an inexpensive chime to use for mindful moments. This is a great tool to help students focus their attention prior to a lesson or when they need to reset.
  - Prepare a chime or show slide of the [chime audio](#).
- Review the **Choose Love Formula** (also included on slide).

## *Focused Awareness*

Slide: [Chime](#)

**“Let’s take a moment to bring our brains, bodies, and hearts into the same room and get ready for our time together. Put one hand on your heart, and one on your belly and let’s take a nice deep breath in together...another one...and one more.”**

## *The Journey*

Slide: Choose Love Formula

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

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

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

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

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

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

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

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

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

Focus students’ attention on the concepts of bucket filling and dipping and how it relates

to the **Choose Love Formula**.

- **Courage:** We need courage to fill others' buckets and to put lids on our own.
- **Gratitude:** We can feel grateful when others fill our buckets.
- **Forgiveness:** We can see that others' buckets are empty when they dip in ours' and we can forgive that by not allowing it not to hurt us. We can put a lid on our bucket.
- **Compassion-in-Action:** Filling others' buckets is compassion in action. Encourage students to notice the faces and body language of the characters in the story. Relate that to how the characters are feeling.

**Post Reading Questions:**

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

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

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.”**

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

Begin teaching students how to handle conflict (life’s dippers) and how to effectively use their “invisible lids”. Students practice acting out the appropriate responses when someone dips in their buckets. (They may need a lot of guidance with this piece and the appropriate words and actions.)

Students practice holding onto their personal power by “using their lids”.

**“It takes courage to hold onto our personal power and to “use our lids.” What does that look like? What does it sound like?”**

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

**Slide: [“I’ve Got a Lid”](#)**

## *Transfer of Learning*

The concept of the bucket-filling book supports the formula for choosing love.

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

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

Support students to hold onto their personal power (use their “lids”) when their feelings are feeling hurt.

## *Home Connection*

At the dinner table, have everyone share about different times in their days that they were choosing love and how it made them feel.

Share about how your lid helps you keep your personal power.

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



## LESSON 3:

# Courage, Feelings, and Friendship

I can use Courage to help others.

### Student Outcomes

Students will be able to:

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

### CSED/ SEL Model Standards

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

### *Daily Dose of Love*

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

## **Educator Prep**

- Students will need their **Choose Love Journals**.
- The purpose of this lesson is to help students identify feelings, differentiate between them, and acknowledge that feelings change.

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

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

**Stick and Stone** by Beth Ferry video read aloud  
(<https://safesha.re/jko>)

**Everybody Needs a Rock** by Byrd Baylor  
(<https://safesha.re/jkg>)

## **Focused Awareness**

Slide: **Chime**

**“Let’s bring our minds, hearts, and bodies into the same room. Settle into a comfortable position, sitting up straight but not stiff. Place one hand on your belly and one on your heart. You may choose to close your eyes or watch the chime. Listen to the chime until you cannot hear it any longer.”**

## **The Journey**

Slide: Picture of a boy on a bench

**“Look at the boy in the picture.”**

**“How does he feel? How do you know?”**

**“Have you ever felt the same way?”**

**“Do you think you can have more than one feeling at the same time?”**

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

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

Brainstorm examples of times when the students felt lonely or sad and what happened that changed their feelings.

Slide: [Stick and Stone](#)

Relate the concept of the Choose Love Formula as you read the story. Notice the four ingredients throughout the story.

**“How does Stick show courage?”**

**“How does Stone show gratitude?”**

**“Where do we see forgiveness?”**

**“Who demonstrates compassion in action?”**

You may choose to re-read the story a second time and have students act out the story in pairs as you read the story.

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

## *Have a Lot of Fun!*

Slide: [Everybody Needs a Rock](#) by Byrd Baylor

## *Transfer of Learning*

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

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

Cue students to use these statements throughout the day.

## *Home Connection*

At the dinner table, have your student explain how they can use Courage to help others. Look for a special rock at home for each family member as a reminder of friendship.



## LESSON 4:

# Courage: Holding Onto Our Personal Power

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

### Student Outcomes

Students will be able to:

- Practice Brave Breaths (diaphragmatic breathing) and focused awareness.
- Practice Rest and Relax activities.
- Recognize that Brave Breaths and Rest and Relax activities relax their bodies, calm their emotions, and focus their minds.
- Define Courage.

### CSED/ SEL Model Standards

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

### *Daily Dose of Love*

***“Courage is grace under pressure.” ~Ernest Hemingway***

### ***Educator Prep***

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

- Review the instructions and research on diaphragmatic breathing (Brave Breaths) in the **Educator’s Guide**. Diaphragmatic breathing relaxes us and helps us regulate our nervous systems. In turn, this helps improve focus and readiness to learn. Diaphragmatic breathing is especially good for children experiencing acute fear or anxiety.
- Copy the **Brave Breath Card** to send home to caregivers.

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

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

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

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

[Listening to My Body](http://safesha.re/ji9) by Gabi Garci  
(<http://safesha.re/ji9>)

### **Additional Resource:**

Complete set of printable activities on the author’s website [LISTENING TO MY BODY](https://www.gabigarciabooks.com/wp-content/uploads/2020/04/Listening-To-My-Body-Activity-Guide-2020.pdf).  
(<https://www.gabigarciabooks.com/wp-content/uploads/2020/04/Listening-To-My-Body-Activity-Guide-2020.pdf>)

## ***Focused Awareness***

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

**“We’re going to watch another short video of children at a school in Hawaii showing us how to do a Brave Breath.”**

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

**“Let’s try the Brave Breath now.”**

**Slide: Brave Breath**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## ***The Journey***

**Slide: Choose Love Formula**

**Review and Recite Choose Love Formula**

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

**“Choosing Love is important because it helps us live healthy and happy lives.”**

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

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

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

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

**“Let’s listen to a book that helps us learn to listen to our bodies. Focus your attention on what is happening in the story that also happens in your body.”**

**Slide: [Listening to My Body](#)**

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

**Slide: Guide students through “listening to their bodies” with the image.**

**“Notice your breathing.”**

**“Notice your heartbeat.”**

**“Notice your belly and muscles.”**

**“Notice your energy level.”**

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

**“What do you notice?”**

## ***Transfer of Learning***

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

Ask students to identify what's happening in their bodies when they are experiencing strong emotions, and at times when they are relaxed and comfortable.

## *Home Connection*

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

Send home the **Brave Breath Card**.

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



## LESSON 5:

# Everyday and Extraordinary Acts of Courage

My body can help me build courage when I do my brave pose.

### Student Outcomes

Students will be able to:

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

### CSED/ SEL Model Standards

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

### *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

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

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

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

#### **[Keeping Calm: Building Resilience with Hunter and Eve Video](https://safesha.re/jl1)**

(<https://safesha.re/jl1>)

This video supports why we use the Brave Breath.

#### **[When You are Brave](https://safesha.re/jl2)** by Pat Zitlow Miller video read aloud

(<https://safesha.re/jl2>)

This is an excellent book to preview Brave Pose.

### **Additional Supporting Literature:**

#### **[The Story of Ruby Bridges](https://safesha.re/jl3)** by Robert Coles video read aloud

(<https://safesha.re/jl3>)

## Focused Awareness

### Slide: **[Keeping Calm: Building Resilience with Hunter and Eve Video](https://safesha.re/jl1)**

**“We’re going to watch a video of a friend helping another friend calm down with a breathing technique like our Brave Breaths.”**

Slide: Brave Breath

**“Let’s begin talking about courage by practicing our Brave Breaths together three times.”**

(Lead students in three Brave Breaths.)

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

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

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

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

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

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

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

## ***The Journey***

**Slide: [When You are Brave](#)**

Call attention to when the young girl in the story is doing a **“Brave Breath”** and a **“Brave Pose”**. Tell students that they will get to make their own Brave Pose later.

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

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

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

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

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

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

**“Courageous people stand up for what’s right even if they’re afraid. They follow their hearts and work toward what they want despite challenges. Courage doesn’t mean we don’t feel afraid, it means being afraid and still making wise choices. It’s not always easy to act courageously. We’ll learn some ways to help you have courage.”**

**“Did you know that people who overcome their fears and show courage are happier and healthier?”**

### **Additional Supporting Literature (optional)**

Slide: [The Story of Ruby Bridges](#)

Discuss the theme of courage throughout the story.

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

Slide: Brave Pose

**“Today, you each get to come up with your own Brave Pose. A Brave Pose is a way of sitting or standing that increases your courage. It helps your brain and body move from fear to courage. Do you want to see mine?”** (Show students what your pose looks like.)

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

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

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

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

Slide: Affirmations

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

*I am calm.*

*I am safe.*

*I am strong.*

*I am brave.*

*I have courage.*

*I am special.*

*I am important*

*I matter.*

*I am loved.*

*I am good.*

*I am good enough.*

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

**“Nice work! Any time you want to increase your courage, try out your Brave Pose.”**

Students can copy their favorite affirmations into their **Choose Love Journals** or draw a picture of them in their Brave Pose.

## ***Transfer of Learning***

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

Repeat **affirmations** throughout the day.

## ***Home Connection***

Today, our class created a **Brave Pose** to remind us of what our bodies look and feel like to be courageous. At the dinner table, have your child demonstrate their Brave Pose and have all other family members create one too.



## LESSON 6:

# I Have the Courage to Be Me!

I can express courage by being assertive and respectful.

### Student Outcomes

Students will be able to:

- Practice embodied courage and affirmations to calm themselves.
- Practice paying attention and using listening skills.
- Understand that small acts of courage are important.
- Practice diaphragmatic breathing and focused awareness.
- Begin to develop an understanding of perspective and diversity.

### CSED/ SEL Model Standards

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

### *Daily Dose of Love*

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

### *Educator Prep*

- Today's activity will prompt students to work in pairs.
- Students will need their **Choose Love Journals**.

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

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

**[The Day You Begin](#)** by National Book Award winner Jacqueline Woodson and two-time Pura Belpré Illustrator Award winner Rafael López or **[read the book](#)**.  
(<https://safesha.re/jl7>)

This book teaches about inclusion. Inclusion is a way of thinking and acting that demonstrates universal acceptance and promotes a sense of belong for all learners. Help students focus their attention on the theme of courage and being who you are.

## ***Focused Awareness***

**Slide: Brave Breath**

**Lead students in three Brave Breaths.**

**Practice Brave Poses for 30 seconds.**

## ***The Journey***

### **Questions before reading:**

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

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

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

**Slide: [The Day You Begin](#)**

### **After reading:**

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

**“No two people are exactly alike, and yet everyone deserves our respect and acceptance. How are we different from each other? How are we the same?”** Create a definition of

diversity for your class. **“Everyone wants to love and be loved.”**

**“How are the children in the story diverse?”** (Begin using the vocabulary and explanations as needed. Simply put, how are they different? In appearance hair clothes racial backgrounds, boys, girls, emotions, names.) **What do you think each of them is feeling? We all have similar feelings no matter how different we might appear.”**

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

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

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

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

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

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

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

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

Ask for a few volunteers to tell the class what makes their **partner** unique. Have each child draw a picture or write a short paragraph about what makes their partner unique. You can scaffold this with sentence frames: **“My partner (name) is unique because \_\_\_\_.”**

Point out that taking the perspective of others requires listening, respect and not judging or making fun of them. Perspective means trying to see things the way someone else sees them.

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

**“You can learn a new skill faster if you practice learning it with your whole body. That means: using your brain to think about it, using your heart to feel it, using your voice to talk about it, and using your body to practice it.”**

**“An affirmation is a sentence you say that helps you focus on something. We will stand in our Brave Poses and say some affirmations together. This will help us focus on courage.”**

**Slide: Affirmations**

Recite affirmations and students repeat after you:

- ***I am courageous.***
- ***I have the power to overcome my fears.***
- ***I stand up for those who need courage.***
- ***I am calm and ready to be courageous.***

End the lesson by practicing the Brave Breath.

**“Slowly take three Brave Breaths. Close your eyes if you're comfortable doing that, or gaze 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 a few more times.)

Have students copy and write 2 or 3 affirmations and draw a picture of themselves in their **Choose Love Journals**.

## ***Transfer of Learning***

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

Encourage students to be courageous and to sit with someone different at lunch or play with a new friend at recess.

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

Encourage students to celebrate others' accomplishments.

## *Home Connection*

In class today we learned about identifying feelings. You can help your child further identify their feelings by modeling: **“I feel \_\_\_ because\_\_\_\_\_.”**

It is important to separate the child from the feeling. We tend to say, “I am\_\_\_\_\_” rather than “I feel\_\_\_\_\_.”

Practice the **Brave Breath** and **Brave Pose** with them.

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

Continue to openly talk about feelings and validate them.



## LESSON 7: Courage and the Brain

My brain and body help me choose courage and hold onto my personal power.

### Student Outcomes

Students will be able to:

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

### CSED/ SEL Model Standards

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

### *Daily Dose of Love*

***"Believe you can, and you're halfway there." ~Theodore Roosevelt***

### *Educator Prep*

***Note to teacher: It is extremely important that students realize all feelings are okay and that they can have control over their emotions by using the skills and tools taught in this unit. Incorporate this language into daily routines and whenever students are***

***experiencing strong feelings. Normalize feelings and emotions and emphasize their abilities to take back their personal power.***

- Watch one of the following videos on how to teach the hand-model of the brain:
  - [Dr. Russ Harris description of the brain](http://safesha.re/jdy) (<http://safesha.re/jdy>)
  - [Dr. Dan Siegel's Hand Model of the Brain](http://safesha.re/hq2) (<http://safesha.re/hq2>) that describes how the brain works.
  - Here's [another version by Jeanette Yoffe](http://safesha.re/hq3) (<http://safesha.re/hq3>) that is geared toward young children.
- Practice describing the brain to students using Dr. Siegel's model.
- **(Optional)** Print the [parts of the brain graphic](#), available for download from the **Additional Resources** section of this unit online, and have students color the parts. They could label them as well.

### **Optional Supporting Literature**

[Think Think Think: Learning About Your Brain](#) by Pamela Hill Nettleton

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

## ***Focused Awareness***

**Slide:** Brave Breath

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

## ***The Journey***

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

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

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

**“How can you tell if someone else feels afraid? What does their face look like? Their body?”** (Eyes get big, mouth sometimes open, screams, shakes).

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

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

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

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

**“Let’s learn about the three parts of the brain: the reptilian brain, the mammalian brain, and the human brain.”**

**Slide:** Hand-model of the Brain

*Also available for printout in the Additional Resources section of this unit online.*

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

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

**“Let’s imagine your hand is your brain. (Point to wrist and palm.) Your wrist and palm are what we’ll call our lizard brain. This part of our brain keeps us alive. It’s responsible for helping us breathe, controlling our heart beat, and controlling our body temperature. It never sleeps! Everyone, say, ‘my lizard brain keeps me alive.’”**

**“The next part of the brain is our thumb. (Point to thumb.) It is called the numbat. It’s responsible for our emotions and relationships. It helps us decide whether something is right or wrong. It also helps us have many different feelings. It lets us know if we are in danger and it’s job is to keep us safe. Everyone, say ‘my numbat brain keeps me safe.’”**

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

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

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

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

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

**“This is what happens when we get scared. It becomes difficult for our thoughts and feelings to work together. There are many things we can do to help them cooperate again. We call it, ‘flipping our lid.’”**

**“We can identify which part of our brain is in charge at any moment. You can tell your lizard brain is working if you feel hot, if your heart starts beating rapidly, or if your muscles suddenly get tense.”**

**“You can tell your numbat brain is working if you start feeling lots of strong emotions.”**

**“You can tell your human brain is working if you can stop and reflect on what is happening in the moment.”**

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

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

**Slide:** Brain Parts and Functions

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

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

**Slide:** Choose Love Journal

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

**Slide:** Brave Breath

**“Let’s close our Choose Love lesson today by practicing a Brave Breath, combined with an affirmation. An affirmation is a statement you say to yourself that helps you focus on**

something. When we repeat positive affirmations about courage, it puts our human brain to work and helps us build our courage muscles.”

**Slide:** Affirmations

Students repeat affirmations after you:

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

*Learning about my brain helps me be courageous.*

*I use my whole body to practice courage.*

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

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

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

*I can hold onto my personal power.*

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

**Slide:** Brain Graphic

Students can label and color the [brain graphic](#).

*The following game requires students to focus their attention to what they're doing as well as listening to what others are doing and ignoring distractions. The rhythm is also calming and soothing, tactile, and auditory.*

**Play “The Rain Game”:** supports focused attention and tactile feedback.

Did you know you can make the sound of a rainstorm just with your fingers?

Sit in a circle. Direct the students to pay attention to what the person on their right is doing and as soon as they do an action, then they do it too.

**Then go through the following sequence...**

Rub thumb and forefinger together

Rub hands together

Snap fingers (or click tongue)

Clap hands

Slap thighs

Stomp feet

Slap thighs

Clap hands

Snap fingers

Rub hands

Rub thumb and forefinger together

Hands on lap

Ask students what they heard. It should sound just like a rainstorm passing through, getting more intense, and then getting less intense.

Ask the students what they heard. It should sound just like a rainstorm passing through, getting more intense, and then getting less intense.

## *Transfer of Learning*

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

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

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

## *Home Connection*

In class we learned about what happens in the brain when we experience strong feelings and emotions.

Have your child demonstrate the hand model of the brain and how to do a Brave Breath to calm down.

At the dinner table share examples of when each person could use a Brave breath to calm down.



## LESSON 8:

# Problem-Solving

The CALM rubric helps me learn how to build positive relationships with my friends.

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

### *Daily Dose of Love*

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

### *Educator Prep*

- **(Optional)** Print [Breathing Brakes chart](#) for students to complete or you can do it orally. Use with the Brave Breath. See link to [Zensational Kids: Breathing Brakes](#).

- Print and display the [CALM Discussion Rubric](#).
- Prepare an anchor chart titled **Cooperation** with three columns:  
**Looks Like, Sounds Like, Feels Like**
- Review the instructions for the cooperative game in the Activity section.

### Videos and Read Alouds on slides:

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

[Trouble Talk](#) by Trudy Ludwig video read aloud  
(<https://safesha.re/jlj>)

## *Focused Awareness*

**Slide:** Brave Breath

This activity helps students see how the Brave Breath works.

**“We’re going to learn to think about our Brave Breaths in another way to see how they help our minds and bodies.”**

**“Imagine riding in a car, or a train or on a bike that is traveling so fast that it feels out of control. When that happens, what can the driver do to gain control and slow things down? They apply the brakes.”**

**“Have you ever felt like you were moving too fast, or your body couldn’t settle? Or you were very upset and you had a hard time calming down? Or perhaps your mind was racing so much that you couldn’t focus on one thing at a time? Our mouth sometimes rambles as well. We say things that we wish we didn’t say, but seem to just slip out. Have any of those things ever happened to you?”** Allow a few minutes for reflection and discussion.

**“Just like the car, the train and the bike, we have a brake system as well.”**

**“We can use our Brave Breath to slow us down so that we can gain control over our body and how we move, our brain and the thoughts in our head, our feelings, and our words.”**

**“Let’s practice applying our brakes.”**

**“Sit comfortably and place one hand on your heart and the other on your belly. Make sure your feet are on the floor. Close your eyes or gaze down and begin to notice your breath and the movement of your hands as you breathe.”**

**“Feel your body and mind relax with each slow inhale and exhale. Feel your heart and belly move and know that by slowing down your breath, you are safe and you are in control of you. Keep breathing here for a few more breaths.”**

To bring the class out of this mindful activity say, **“Take a deep breath in together, and a slow breath out. Notice how your body and mind feel right now. Slowly open your eyes.”**

**“The key to using your Brave Breaths effectively is to know when you need to apply them. It is okay to stop when you notice the sensations of becoming out of control in your body, mind, feelings or words.”**

**“You can use your Brave Breaths anywhere and anytime of the day or night. You get to decide. The more you practice using your Brave Breaths, the quicker they will help you to slow down, re-group and gain your personal control.”**

Slide: [Worksheet](#)

This activity helps students see how the Brave Breath works to settle their minds and bodies.

My car is out of control when	When I put on my brakes
Body _____	Body _____
Mind _____	Mind _____
I feel _____	I feel _____
I say _____	I say _____

You may have students fill out this accompanying worksheet to finish this lesson.

## *The Journey*

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

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

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

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

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

**“We’re going to listen to a story and your job is to focus your attention on what the problems are in the story. Then think about how you would solve them.”**

**Slide: [Trouble Talk](#)**

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

**Discussion Points:**

**“Just because you are friends with someone doesn’t mean you will always agree with them. You might have different thoughts, feelings, and ideas.”** (Recall examples of students liking different toys, eating different foods, playing different games, having different feelings about the same thing, etc.)

**“Sometimes, even with good friends, you might feel hurt, angry, or disappointed. You’ll need to have some skills and tools to help you with solving problems. Sometimes, it takes courage to do that.”**

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

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

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

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

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

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

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

**“What do we hear when people are cooperating?”** (Examples include: kind words, questions, “let’s take turns,” “let’s play together,” etc.) **“How loud do you think people are when they are cooperating?”** (Responses include: soft voices, medium volume, outside might be louder, etc.)

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

**It is important to impress upon students that what we communicate is not just with our words. It’s our facial expressions, tone of voice, and body language we use, more than the words.**

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

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

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

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

**“We’re going to play a cooperative game.”**

**I Went to the Zoo and I Saw a...**

This game is more advanced than the previous ones and involves listening as well as memorizing.

Choosing any animal names, start the game by saying **“I went to the zoo and I saw a monkey.”** Your child then responds with **“I went to the zoo and I saw a monkey and a lion.”** You respond with **“I went to the zoo and I saw a monkey, a lion and a tortoise.”**

For each turn, repeat the animals that have already been listed, in sequence, then add a new one. You may not repeat an animal.

This game can be varied with any list e.g. **“I went to the shop and I bought a...”** or **“In my fruit salad there is a...”**

## *Transfer of Learning*

Notice when students are cooperating and comment.

Encourage students to problem-solve conflicts as they come up.

## *Home Connection*

At the dinner table, choose one of the following courageous acts 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:

# Courage Helps Us Stay CALM

I know many skills and tools that help me take courageous action.

### Student Outcomes

Students will be able to:

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

### CSED/ SEL Model Standards

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

### *Daily Dose of Love*

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

### *Educator Prep*

- Review the [CALM Discussion Rubric](#). Prepare to add to the **anchor chart**.
- For additional ideas, read the section in the **Educator’s Guide** on coaching students to use non-judgmental observations when talking about problems and using non-judgmental and behaviorally specific language to describe problems sets the stage for assertive communication and discussions about tattling.
- Students will need their **Choose Love Journals**.

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

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

[Bully Beans](https://safesha.re/jlq) by Julia Cook  
(<https://safesha.re/jlq>)

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

## ***Focused Awareness***

**Slide:** Brave Breath

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

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

**“How does your body feel now?”**

## ***The Journey***

**Slides:** Triune Brain, Hand Model

***Review triune brain (lizard, numbat, human). You will see that the NHL from Nurturing Healing Love are the same initials as Numbat, Human, Lizard.***

**“The human brain is right behind our foreheads. The numbat brain (mammal brain) is between the human and the lizard brains. The lizard (reptilian) brain is at the bottom of our skull and attaches to our spinal cord.”**

Review the hand model of the brain.

**“We’re going to listen to a story about a problem that happened at school for some students. Your job is to focus your attention on the characters’ feelings. Also, pay attention to how the characters act toward one another.”**

**Slide:** [Bully Beans](#)

Focus students’ attention on the characters’ feelings and courage throughout the story.

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

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

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

Teach the rest of the CALM Rubric.

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

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

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

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

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

**“What do I see happening?”**

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

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

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

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

**“How do I feel?”** Do I need to calm down? Nudge my numbat? Take a breath?” (point to yourself).

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

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

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

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

**“First, listen to your own feelings when you ask yourself, ‘How do I feel?’” (Point to yourself.) “Listen to your lizard, numbat, and human brains. Then listen to the other person.”**

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

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

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

**“Tell each other what you agree on, and notice what you disagree on. For example, I think we agree on playing outside, but disagree on what game to play.”**

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

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

**“First...‘C’—cooperate. We decide we want to work together to figure this out.”**

**“‘A’—ask questions and ‘L’—listen to each other.”**

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

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

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

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

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

In their **Choose Love Journals**, have students copy CALM and write about a time when they can use it.

### **Additional Activities**

Practice additional scenarios as time allows. Use situations from the class.

This is a good time to have a direct conversation about any harmful statements that students may make, intentionally or unintentionally, about traits or characteristics of others.

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

Slide: [Wrapping Up COURAGE](#)

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

Bring in “Bully Beans” (Skittles, Jelly Beans, even Froot Loops) to share. Students can say positive affirmations as they eat them.

### ***Transfer of Learning***

Review and practice being assertive rather than aggressive or passive.

Practice using the **CALM rubric** as much as possible. Cue students to use the CALM method when you see them having a conflict or problem.

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

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

Below are additional ways to reinforce lessons from the courage unit:

- [Mindfulness Lessons and Activities from Zensational Kids](#)
- 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.
- Recognize when students show courage.
- Practice Brave Breaths and Brave Poses before quizzes or other times they may be needed.

## *Home Connection*

Send home the [CALM Rubric](#).

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

**We continue to practice our Brave Breaths and Brave Poses and the CALM Rubric.**

We learned the neuroscience of what happens in our brains and can demonstrate that with the hand-model. We can choose to nudge the numbat to leave the lizard and hug the human. The **Triune Brain** is divided into three parts - the **reptilian brain (lizard brain)**, the **amygdala (numbat brain)** which is the part of the brain that controls our fight, flight, freeze response, and the **prefrontal cortex (human brain)** where logic and reasoning reside.



## Grade 2, UNIT 2:

# GRATITUDE

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

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

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

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

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

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# LESSON 1:

## The Benefits of Gratitude

Theme: Practicing gratitude helps us live happier and healthier lives.

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

### *Daily Dose of Love*

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

### *Educator Prep*

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

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

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

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

## [Gratitude by Kids](#)

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

## [What is Gratitude?](#)

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

## [Gracias, Thanks](#) by Pat Mora (*video read aloud*)

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

## [Gratitude Attitude Song](#) \*This is a great song to play all year.

(<https://youtu.be/9LGr2I7IWs>)

### **Prepare**

Choose Love Journals

[Gratitude Breath Card](#)

Choose Love Formula poster, printout, or slide

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

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

### **Additional Supporting Literature:**

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

([https://youtu.be/mu\\_jX7Yp6bo](https://youtu.be/mu_jX7Yp6bo))

### **Introduction**

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

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

[Scarlett Lewis Intro Video to Gratitude](#)

### *Focused Awareness*

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

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

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

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

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

Slide: *(Gratitude By Kids)*

[Gratitude by Kids](#)

Slide: *(Gratitude Breath)*

[Gratitude Breath Card](#)

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

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

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

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

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

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

## *The Journey*

Slide: *(Choose Love Formula)*

Review the four ingredients of the Choose Love Formula.

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

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

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

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

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

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

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

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

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

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

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

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

**[Gracias, Thanks](#)**

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

Brainstorm a list of greetings and thank yous.

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

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

Japanese - Domo ariagato

French - Merci beaucoup

German - Danke Schoen

Italian - Grazie

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

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

Be sure to pull one or two to share with the whole class from time to time.

Students can make and decorate “Gratitude Baskets” to take home for sharing with their families.

**“When we feel gratitude or thankful, our buckets feel really full. My body feels warm and fuzzy. My heart feels happy and my mind feels peaceful. Think about how your body feels?” (Students share)**

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

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

## Additional Supporting Literature

Slide: *(video read aloud)*

### [The Thank You Letter](#)

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

## *Have a Lot of Fun!*

Slide: *(song)*

### [Gratitude Attitude Song](#)

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

## *Transfer of Learning*

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

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

Practice saying "thank you," in other languages.

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

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

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

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

### *Home Connection*

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

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



## LESSON 2: Gratitude for Diversity

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

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

### *Daily Dose of Love*

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

### *Educator Prep*

**This lesson has two literature components. You may want to do this over a few days.**

## **Videos and read alouds**

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

**The Colors Of Us** by Karen Katz

(<https://www.youtube.com/watch?v=679Sw4IACAk>)

**Good People Everywhere** by Lynea Gillen (video read aloud)

(<https://youtu.be/QItSi6TBu7Q>)

## **Prepare**

Write gratitude lists on the board, or students write in their **Choose Love Journals**.

**I am the color of:** (pdf to compare skin color to different foods)

(<https://chooselovemovement.org/wp-content/uploads/2020/09/I-am-the-color-of-.....pdf>)

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

**ASL Video by Emily**

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

## ***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.**

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

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

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

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

## *The Journey*

**“Last time we learned some ways to say ‘thank you’ in different languages. Today we’re going to watch a video that shows us how to say “Gratitude” in American Sign Language. We will learn this and practice it.”**

**Slide: (ASL Gratitude)**  
[ASL Video by Emily](#)

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

**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.”**

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

**“Let’s watch and listen to a story about the colors of people. See what you notice.”**

**Slide: (video read aloud)**

### **[The Colors Of Us](#)**

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

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

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

### **Pre Reading**

Show the cover of the book. **“What do you think this book is going to be about?”**

Open to the inside cover illustration showing the multiple hands, and help children connect to the text. Point out the different skin **colors** of the hands.

**“Does this illustration help you know what the title of the book means and what the book will be about? How does it do that?”**

Have students compare the different skin shades of their own hands.

### **During Reading**

**“Do you think Lena has cinnamon colored skin?”**

**“Does Isabella’s skin color look like the color of chocolate cake?”**

**“Lena’s mother is an artist and tells Lena that she can *mix* colors to find the shade of brown for her skin color.”** Discuss all the different colors it takes to mix the right *shade* of color to match Lena's skin.

Discuss what colors children might use to mix their skin *tone*. Ask children to come up with a name for the color of their skin.

### **After Reading**

**“Do you think it is okay that Lena and her friends are different colors?”**

Talk about the story with children. Ask questions such as,

**“Why does Lena’s mother take her to so many places to see the people in the story?”**

**“Why does Lena say to her mother, “Look Mom, the colors of us?”**

**“Lena has many different names to describe the shades of skin color she sees. Which name is your favorite?”**

**“How is gratitude evident in this story?”**

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

### **Optional Additional Science Activity**

#### **Egg Lesson**

**Slide:** *(quote and colored eggs)*

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

Show the students different eggs (such as white and brown, red, blue etc.). Have them describe what they see on the outside.

Students will predict what the inside of the egg will look like based on their observations. Once the eggs are open, students record what they see.

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

**Slide:** (*I Am the Color of Food Poster*)

[I Am the Color of... Food Poster](#)

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

[Good People Everywhere](#)

Focus students' awareness on all the different types of people in the story and the different jobs. Attention is on differences.

**“Let’s try to remember all of the things the author was grateful for in the story.”**

Students draw/write in their **Choose Love Journals**.

### **Additional Activities:**

Make a list of different things to be grateful for. Kids tend to list tangible/material items and may need a bit of coaxing to see what else they are grateful for (friendship, safety, home, peace).

List on cards or Post-It notes and then have them sort them to discover there are different kinds of things to be grateful for. They can cut things out of magazines and sort them with a partner.

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

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.”**

Share and compare! This helps create connections and also broadens thinking.

## *Transfer of Learning*

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

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

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

## *Home Connection*

Today our class read the story, [Good People Everywhere](#).

At the dinner table, share what each person is grateful for outside of family and school.

We also read, [The Colors Of Us](#). A quote from the story is,

*“Our skin is just our covering, like wrapping paper. And, you can’t tell what someone is like from the color of their skin.”* Discuss what that means with family members.



## LESSON 3: Gratitude for Myself

I like myself because I'm me.

CSED Model Standards	Learning Targets
<ul style="list-style-type: none"><li>➤ Self Awareness</li><li>➤ Self Management</li><li>➤ Social Awareness</li><li>➤ Interpersonal/Relationship Skills</li><li>➤ Moral Character</li><li>➤ Performance Character</li></ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>➤ practice diaphragmatic breathing and focused awareness.</li><li>➤ recognize how they are unique</li><li>➤ identify personal strengths.</li><li>➤ practice affirmations for self-acceptance..</li></ul>

### *Daily Dose of Love*

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

– Edwin Elliot

## *Educator Prep*

### **Videos and read alouds**

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

You may choose one of the following or do both books.

**I Like Myself** by Karen Beaumont (*video read aloud*)  
(<https://youtu.be/VEIcT3kVux0>)

**Spoon** by Amy Rosenthal  
([https://youtu.be/3YC-KC\\_QR4k](https://youtu.be/3YC-KC_QR4k))

**What I am. Sesame Street**  
([https://www.youtube.com/watch?time\\_continue=59&v=cyVzjoj96vs&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=59&v=cyVzjoj96vs&feature=emb_logo))

Students will need their Choose Love Journals.

## *Focused Awareness*

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

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

**“Now, to make sure our bodies are ready to learn, let’s Rest and Relax. Take one more Gratitude Breath together slowly. Close your eyes or look down. As you relax your body, think of how grateful you feel for yourself. Repeat after me. (*Pause on ...*) I am grateful for my eyes...because they help me see. I am grateful for my ears... because they help me hear. I am grateful for my legs... because they help me walk, run, skip. I am grateful for my hands... because they help me write, color, draw.. I am grateful for my mind... because it helps me think and learn. I am grateful for my heart... because it helps me love and feel loved.”**

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

## *The Journey*

Brainstorm with students things about themselves that are unique.

### Pre-reading both books

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

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

**“Do you collect anything?”**

**“What qualities about yourself are you grateful for?”**

Slide: *(video read aloud)*

### I Like Myself

### Post-reading

**“What is the girl in the story grateful for about herself?”**

**“What does she say about what others’ might think or say about her?”**

**“I wonder why the girl likes herself so much. I wonder if she’ll feel that way when she gets bigger.”**

**“What’s the author’s message that she wants to send to us?”**

**“Let’s read a story about a spoon and notice his feelings and how they change throughout the story.”**

Slide: *(video read aloud)*

### Spoon

### Post reading

**“Why do you think Spoon wanted to be like all the other utensils?”**

**How did Spoon’s grandmother help him realize that he was unique and special? How did he find gratitude in being himself?**

**“What did the other utensils say about Spoon?”**

Have students complete the following sentence: They can illustrate as well.

**“I felt like spoon when \_\_\_\_\_.”**

Ask students if anyone helped them feel better, like Spoon’s grandmother.

**Slide:** *(affirmations)*

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

**“Repeat after me:”**

**“I am happy to be me.”**

**“I am the best me that I can be.”**

**“I am ready to spread kindness.”**

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

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

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

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

*My classmates say I’m great at...*

*I feel very happy when I...*

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

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

*One unique thing about me is...*

*I like who I am because...*

*I feel good about my...*

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

*Somewhere I feel happy is...*

*I mean a lot to...*

*I think I’m pretty good at...*

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

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

**Slide:** *(Song and movement video)*

### **What I am Sesame Street**

## *Transfer of Learning*

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

Remind students to celebrate differences and to be grateful for everything that makes them special as individuals.

Continue to support saying affirmations.

Stop throughout the day and take Gratitude Breaths.

## *Home Connection*

Today our class learned how everyone is unique. The students are beginning to recognize the deeper concept of gratitude- one that is internal and personal which leads to internal motivation. Together, share what makes each person in your family unique.



# Lesson 4: Gratitude, Mindset and The Power of Yet

Gratitude helps me overcome challenges.

CSED Model Standards	Learning Targets
<ul style="list-style-type: none"> <li>➤ Self Awareness</li> <li>➤ Self Management</li> <li>➤ Responsible and Ethical Decision-Making</li> <li>➤ Moral Character</li> <li>➤ Performance Character</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>➤ identify the Power of Yet.</li> <li>➤ recognize the importance of mistakes.</li> <li>➤ practice adding 'yet' to statements to change thinking/attitude.</li> <li>➤ begin to understand that gratitude helps them overcome challenges.</li> <li>➤ practice diaphragmatic breathing and focused awareness.</li> <li>➤ practice affirmations.</li> <li>➤ begin to feel grateful for overcoming challenges and finding gratitude in their growth.</li> </ul>

## *Daily Dose of Love*

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

-Mandy Hale

## *Educator Prep*

This lesson may take more time and you may want to do it over a few days.

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

### **Videos and read alouds**

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

[When Sophie Thinks She Can't](https://www.youtube.com/watch?v=kUIFg4v-7xl) by Molly Bang  
(<https://www.youtube.com/watch?v=kUIFg4v-7xl>)

[‘Don’t Give Up’](https://youtu.be/pWp6kkz-pnQ)  
(<https://youtu.be/pWp6kkz-pnQ>)

### **Additional Supporting Literature and Activity**

[Mindset Matters](https://www.youtube.com/watch?v=jklLQ8AySOM) by Bryan Smith  
(<https://www.youtube.com/watch?v=jklLQ8AySOM>)

### **Prepare**

Prepare Tangrams for students. You can model on the board with magnetic pieces or model using a projector. This activity goes with the book [Mindset Matters](#).

[Tangram Pattern](#) (*print for students or use pattern blocks*)

## *Focused Awareness*

**Slide** (*Gratitude Breath*)

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

**“Now, let’s make sure our bodies are ready to learn by practicing Rest and Relax. Slowly take one more gratitude Breath. Close your eyes, or look down, and completely relax.”**

**Today let's feel gratitude for being able to learn new things. Let's be grateful for all of the things we can do. Think of all that we have learned at school, in this class, and at home."**

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

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

## *The Journey*

**"Think of something that is really hard for you to do. Then think about how you feel when you're doing something that feels difficult. Turn to your partner and share."**

Brainstorm ways that students can work through their challenges.

**"What can I try next? " Where can I get help?" "What tools do I need?" "What do I need to change."**

**"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.)

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

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

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

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

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

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

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

**“Let’s read and listen to a story about a girl who thinks she can’t...”** Ask students to think about the similarities between themselves and Sophie while they listen to the story.

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

**[When Sophie Thinks She Can’t](#)**

## Discussion Questions

**“How did Sophie feel at the beginning of the story? What was hard for her?”**

**“How did Sophie feel when she went to school and saw that there was a math puzzle?”**

**“What did Sophie’s teacher say that helped Sophie?”**

**“Have you had anyone in your life who has encouraged you like this? How did it feel?”**

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

**“How could you help someone you know learn a new skill?”**

**“Sophie learned a magic word. YET! This is a very special and powerful word. This is a word that can change the way your brain thinks and can change how you feel when you are learning. Instead of feeling frustrated because we don’t know something or can’t do something, we feel confident that we can get it if we take time and keep trying.”**

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

**“Let’s say I am trying to do something new and I’m getting frustrated because I’m not able to do it. I might be thinking or saying, ‘I can’t do it!’. If we keep thinking or saying ‘I can’t do it!’, we won’t feel any better. In fact, when we think or say, ‘I can’t do it!’, it makes us feel like something is impossible to do....like we’ll never get it.”**

**‘We may feel really upset and frustrated and want to give up trying, thinking it’s too hard and we’ll never get it. But let’s see what happens when we add our magic word. What if I think or say, ‘I can’t do it yet.’? How does that change things?’ (Allow for responses.)**

**“When we add the word ‘YET’ suddenly it’s not impossible. We feel like we can do it. It just may take more time. Now we have changed our whole attitude and we feel better.**

**“We feel more confident. When we feel like this, we are ready to keep trying our best. If we keep trying and doing our best....we can learn anything!”**

**“When we change our attitude and use the word ‘yet’, it makes it possible for us to use our resources to figure out what we need to do next.”**

**“Let’s see how that works. Let’s add the word, ‘YET’ and see how some of our negative thoughts can turn to positive thoughts.”**

(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 get it....yet”!**

**“I’m not good at it....yet!”**

**“That doesn’t make sense...yet!”**

**“I don’t know how....yet! I don’t understand...yet!”**

**“I don’t know how to (fill in the blank)....yet!”**

Share an example that can help them learn. For example, **“I want to learn how to juggle. I could look for a book or a youtube channel that tells me where to start.” “I want to learn to run faster. I could practice for 10 minutes every day trying to go faster each day.”**

**“Second, when we get upset because something is hard and we can’t do something, we can add the word ‘YET’ so we can feel better and keep trying. Remember, learning new things can be hard sometimes. We can say, ‘I just haven’t learned it YET?’ Let me hear you say that.”**

**“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.”**

(Brainstorm with students all the things they’re looking forward to learning. Talk about how they might seem hard at first. Ask students what they can say if they experience that.)

**“Gratitude helps us overcome challenges and shift our focus from the negative to the positive.”**

**“How does it feel when you learn something new? Like riding a bike, or learning how to swim. Remember when you had to have someone hold the bike for you? When you learned to swim, you could barely put your face in the water. Now maybe you’re jumping in the deep end.”**

**“Gratitude comes after you have succeeded and overcome a challenge that was hard for you. You can reflect back to see the different steps you took and used the “power of yet” to be successful. Be grateful for the process of what you went through to get to the end. You know that you are growing and learning. Stop for a moment, recognize what you’ve just accomplished in overcoming the challenge, and be grateful for that.”**

**Slide:** *(song)*

**[‘Don’t Give Up’](#)**

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

### **Choose Love Journals**

Have students draw/write one thing that they can’t do yet!

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

Students can make the tangrams from the book. This activity helps support perseverance. Focus on the process of getting the puzzle together.

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

**[Mindset Matters](#)** by Bryan Smith

Use this book with the tangrams.

**Slide:** *(Tangram template)*

**[Tangram pattern](#)**

### ***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 students reshape their thinking/attitude from negative to positive. This is the foundation of a growth mindset.

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.

Acknowledge when you make mistakes so students will be reminded that we all make mistakes and they are okay. Make sure you model a positive attitude when struggling with something or facing an adversity or making a mistake.

### *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. Everyone can share about something they had a hard time learning. Share the video, [‘Don’t Give Up’](#) as a reminder.



## LESSON 5: Attitude of Gratitude

We have learned that gratitude can shift our attitude.

CSED Model Standards	Learning Targets
<ul style="list-style-type: none"><li>➤ Self Awareness</li><li>➤ Self Management</li><li>➤ Social Awareness</li><li>➤ Interpersonal/Relationship Skills</li><li>➤ Responsible and Ethical Decision-Making</li><li>➤ Moral Character</li><li>➤ Civic Character</li></ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>➤ practice gratitude as a group.</li><li>➤ learn how to take a gratitude reflection.</li><li>➤ practice diaphragmatic breathing and focused awareness.</li></ul>

### *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.

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

[SpongeBob SquarePants an Attitude of Gratitude](#) (video)

([https://youtu.be/yKhMUh\\_nfhw](https://youtu.be/yKhMUh_nfhw))

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

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

### **Prepare**

Review the gratitude game instructions in the Have a Lot of Fun! section.

Decide if you would like to use the gratitude reflection—a time when the whole class stops to practice gratitude.

Small strips of paper (could be scratch paper) to write gratitudes.

Print the template of the [Gratitude Jar](#).

## *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 a Gratitude Breath.)

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

## *The Journey*

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

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

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

**Slide: (video read aloud)**

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

### **Post Reading**

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

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

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

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

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

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

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

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

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

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

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

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

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

### **Additional Activity**

Play a Gratitude Game

**“This is an imaginary gratitude beach ball. It is light and soft.”** (Pretend to hold a beach ball.)

**“We’re going to pass it around the room, and fill it with gratitude. When you receive the ball, say something you feel grateful for. Then, make eye contact with the next person and pass it to them.”**

**“I’ll go first...” “I feel grateful for \_\_\_\_\_ because \_\_\_\_\_, get ready to catch it!”** Let students know that they can “pass” if they so choose.”

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

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

To celebrate Jesse’s last message to his big brother, *“Have a Lot of Fun!”* let’s watch a classic video of SpongeBob singing about gratitude.

**Slide:** *(video song)*

[SpongeBob SquarePants an Attitude of Gratitude](#)

### Choose Love Journals

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

### *Transfer of Learning*

Notice and encourage acts of choosing love and point out acts of gratitude when you see it.

Allow students to draw or write in the Gratitude Jar template.

Acknowledge when students demonstrate examples of gratitude and the character strengths of the formula for choosing love.

### *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.



## Grade 2, UNIT 3:

# FORGIVENESS

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

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

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

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## Lesson 2: Cutting the Cord to Anger

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

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

My brain and body respond to anger and forgiveness.

## Lesson 4: We Can Use Words to Look After Each Others' Hearts.

Theme: Our words can hurt or heal others' hearts.



## LESSON 1: What is Forgiveness?

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

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

### *Daily Dose of Love*

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

*~Maya Angelou*

## *Educator Prep*

### **Videos and read alouds**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **Additional Supporting Literature**

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

([https://youtu.be/W\\_djq4pje4s](https://youtu.be/W_djq4pje4s))

## Prepare

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

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

## *Focused Awareness*

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

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

## Introduction

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

Review the four ingredients of the Choose Love Formula.

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

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

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

**Slide:** *(ASL Sign)*  
[Video of ASL Forgiveness](#) by Emily

**“Here’s what other children your age have to say about Forgiveness and Choose Love.”**

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

**[Forgiveness According to Kids](#)**

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

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

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

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

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

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

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

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

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

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

## *The Journey*

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

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

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

**Slide: (video)**

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

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

**Slide: (video read aloud)**

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

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

### **Wrinkled Heart Activity**

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

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

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

Have students pick up the crumpled little ball, look at the student who owns the heart and say they're sorry. Turn their attention back to the student's heart (paper ball) and apologize, say they didn't mean to say the mean things they said, and could they forgive

them. While apologizing, carefully uncrumple the heart. Place it on a table and try to smooth it out the best they can.

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

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

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

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

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

## *Transfer of Learning*

Reinforce the concept that forgiveness is a choice and a process.

Remind students about the real meaning of forgiveness.

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

## *Have a Lot of Fun!*

### **Put Down the Weight**

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

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

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

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

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

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

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

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

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

**“Practicing forgiveness can help improve your relationships, decrease your anxiety, and help you be happier and healthier.”**

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

## *Home Connection*

Send home the Forgiveness Calendar and Forgiveness Breath Card.

Today our class started the Choose Love unit on forgiveness. We read a book called [A Wrinkled Heart by Tracy Hoexter](#)

You can make a crumpled heart at home. “Before you speak, think and be smart. It’s hard to fix a wrinkled heart!



## LESSON 2: Cutting the Cord to Anger

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

CSED Model Standards	Learning Targets
<ul style="list-style-type: none"> <li>➤ Moral Character</li> <li>➤ Performance Character</li> <li>➤ Intellectual Character</li> <li>➤ Civic Character</li> <li>➤ Self Awareness</li> <li>➤ Self Management</li> <li>➤ Social Awareness</li> <li>➤ Interpersonal/Relationship Skills</li> <li>➤ Responsible and Decision-Making</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>➤ understand that forgiveness is a choice and a process.</li> <li>➤ practice Forgiveness Breaths (diaphragmatic breathing) and Relax activities.</li> <li>➤ identify the benefits of practicing forgiveness.</li> <li>➤ learn that they have a choice to let go of anger.</li> <li>➤ use imagination to creatively let go of anger.</li> <li>➤ understand the definition that “Forgiveness is a gift that you give yourself by letting go of feeling angry, resentful or wanting to get revenge, and move on with your personal power intact.”</li> <li>➤ understand that forgiveness doesn’t mean forgetting or excusing what the person did to hurt us.</li> </ul>

## Daily Dose of Love

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

~Katherine Schwazenegger-Pratt

## Educator Prep

### **Videos and read alouds**

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

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

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

### **Franklin Says Sorry** (video, stop at 11:40)

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

### **Words and your Heart** **Book Read Aloud For KIDS!** By Kate Jane Neal

(<https://www.youtube.com/watch?v=ZEunhQVPS8Y>)

### **Prepare**

- Prepare a 12–24” piece of string or yarn for each child and a pair of scissors.
- Students will need their Choose Love Journals.
- Think of a time when you chose to let go of anger, and prepare to share it with students as an example.
- Write the word “forgiveness” on a word wall or vocabulary list.
- Distribute the [Forgiveness Tree](#) printable.

## Focused Awareness

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

Practice three Forgiveness Breaths. Choose students to lead them.

## The Journey

**“We’re going to watch a video called ‘What is Forgiveness?’ As we watch the video, you’ll notice that the boy gets angry. I want you to imagine that his anger is attaching him to**

the other person by a cord. Imagine that they are stuck together by anger, stress, and frustration. We'll talk about the video after we watch it."

Slide: *(video)*

### [Choose Love: What is Forgiveness?](#)

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

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

**"What feelings was he experiencing?"**

**"What was happening inside his body?"**

Have students share about times when they felt that way.

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

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

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

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

**"It takes practice to release stress, anger, frustration, worry, or resentment. But when we learn to let go, we can live happier, healthier lives. Letting go of anger benefits you in the long run. Forgiveness doesn't mean forgetting or excusing what the person did to hurt us."**

**SLIDE:** *(cutting cord)*

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

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

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

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

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

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

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

This is a good time to practice those Brave Poses.

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

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

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

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

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

**“We’re going to keep learning about forgiveness and how it benefits us.”**

Choose Love Journal

Have students write about a time they forgave someone and how it made them feel.

## *Have a Lot of Fun!*

Slide: [Franklin Says Sorry](#) (video)

(stop video at 11:40.)

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

## *Transfer of Learning*

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

Remind students to practice the analogy of “cutting the cord” to gain their personal power back.

Come up with additional analogies to let go of anger and resentment.

### **Optional Discussion Guide for Additional Literature**

[Words and your Heart](#)  [Book Read Aloud For KIDS!](#)

#### Pre-reading:

Show the cover of the book and read the title. **“This is a book about feelings: what are feelings? Is there another word for feelings? (emotions)”**

#### Discussion Questions (after reading):

**“How does your heart feel today?”**

**“Do you feel some of the feelings we read about in the book? Can you tell me about them? When do you feel ... ?”**

Show children the page about being angry. **“Do you know any other words for angry? What does mad feel like for this little girl? How do you know? What does mad feel like for you?”**

**“This is how my body and face look when I’m angry.”** (Show scrunched up face, hands and body, angry face, etc). **“Can you show me how your body feels and how you look when**

**you're angry?" Repeat for other emotions in the book. "How do you look when you practice forgiveness for someone or someone forgives you?"**

**"Show children the page about having your heart broken. Does your heart really break? Why do we use this description? What does it mean to say your heart is/feels broken? Can forgiveness help heal your broken heart?"**

**"Can you tell me about a time when you felt ... ?"**

**"Why do you think our feelings/emotions are called feelings?" (we feel them in our bodies)**

**"Why do we feel tricky feelings like anger, hurt, sadness, fear?" (they're our body's way of telling us that something is wrong and we might need to do something to keep ourselves safe)**

**What should we do with a tricky feeling? (allow ourselves to feel it, ask ourselves what the feeling is trying to tell us, don't push it down or be scared of it, tell someone we love about the feeling) "We can also forgive ourselves when we're feeling strong feelings."**

**"Can you think of any feelings that aren't in the book?" (disgusted, surprised, etc). "Can you tell me about a time when you felt that feeling?"**

### **Choose Love Journals**

Students draw and write about their emotions.

**"Sometimes my heart feels ..."** **"When I get ... , my heart feels ..."** draw and write about their emotions." or **"draw a time when your heart was broken."**

## ***Home Connection***

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

Here are the statements we practiced today:

**"I'm holding onto my personal power by letting go of anger."**

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

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

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



## LESSON 3:

# The Brain, Anger and Hot Feelings

My brain and body respond to anger and forgiveness.

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

### *Daily Dose of Love*

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

*~Martin Luther King, Jr.*

## *Educator Prep*

### **Videos and read alouds**

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

**Be the Pond** (*video focused awareness*)

(<https://youtu.be/wf5K3pP2IUQ>)

**Andrew's Angry Words** (*video read aloud*)

([https://www.youtube.com/watch?v=XBiWt-ni\\_ok](https://www.youtube.com/watch?v=XBiWt-ni_ok))

**Singa and the Kindness Cubbies** (*video*)

(<https://youtu.be/-Gs4XdsMc7s>)

### **Prepare**

Preview the Hand Model of the Brain.

Print the Hand Model of the Brain to send home.

### **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. 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: [Be the Pond](#) (*focused awareness video*)

## *The Journey*

**“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.”**

Slide: (*Hand Model of the Brain*)

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

Slide: (*Hand model of the brain*)

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

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

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

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

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

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

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

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

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

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

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

**“Our words carry a lot of power. They can be ‘contagious’. Who can tell me what ‘contagious’ means? (ripple effect - good spreads good, and anger spreads anger) How**

## ***Educator Prep***

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

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

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

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

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

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

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

#### **[I AM HUMAN](https://youtu.be/X9RxO3HG9bM) by Susan Verde with art by Peter H. Reynolds (video read aloud)**

*(<https://youtu.be/X9RxO3HG9bM>)*

#### **[A Kids Book About Belonging](https://youtu.be/D61RKlvcDjk) by Kevin Carroll (video read aloud)**

*(<https://youtu.be/D61RKlvcDjk>)*

#### **[Train Your Brain to Be Kinder](https://youtu.be/ccvFBGhBKg4) Mindful Schools Loving Kindness by kids video**

*(<https://youtu.be/ccvFBGhBKg4>)*

### **Additional Supporting Literature**

#### **[Listening with My Heart](https://youtu.be/tBknXEzocpE) by Gabi Garcia (video read aloud)**

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

### **Prepare**

- Students will need their Choose Love journals.
- Write the word “compassion” on a word wall or vocabulary list.
- Compassion Breath Card or slide
- Print out the [Compassion Breath Card](https://chooselovemovement.org/wp-content/uploads/2020/10/CompassionBreathCard_LetterSize_v3.pdf) ([https://chooselovemovement.org/wp-content/uploads/2020/10/CompassionBreathCard\\_LetterSize\\_v3.pdf](https://chooselovemovement.org/wp-content/uploads/2020/10/CompassionBreathCard_LetterSize_v3.pdf)) and [30 Days of Compassion In Action Calendar](https://chooselovemovement.org/wp-content/uploads/2018/11/CL_Calendar_CompassionInAction.pdf) ([https://chooselovemovement.org/wp-content/uploads/2018/11/CL\\_Calendar\\_CompassionInAction.pdf](https://chooselovemovement.org/wp-content/uploads/2018/11/CL_Calendar_CompassionInAction.pdf)) to send home.

can words be contagious? We're going to listen to a book about a little boy who says some very angry words. See what happens when he does this."

Slide: *(video read aloud)*

[Andrew's Angry Words](#)

Discussion Questions:

"What happened to the angry words once Andrew said them?"

"Why couldn't Andrew get the angry words back?"

"What did the woman at the marketplace do to get rid of the angry words?"

"What do you think were some of the nice words the woman gave Andrew?"

"What do you think Andrew's bunch of nice words got bigger the more he gave them away?"

"Can your words affect other people?"

## *Have a Lot of Fun!*

Students can draw and write their own pond and label the fish (emotions) swimming by just like in the video, *Be The Pond*.

## *Transfer of Learning*

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

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

## *Home Connection*

Send home the Hand Model of the Brain for students to share and practice with their families.

The following is a link to a video that gives more information on self regulation for children and offers some games to play with children to promote self-control. Here is the link: [5 Incredibly Fun GAMES to Teach Self-Regulation \(Self-Control\) | Early Childhood Development](https://youtu.be/H_01brYwdSY)([https://youtu.be/H\\_01brYwdSY](https://youtu.be/H_01brYwdSY))



## LESSON 4:

# Forgiveness is Action, Not Just Words.

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

CSED Model Standards	Learning Targets
<ul style="list-style-type: none"><li>➤ Self Awareness</li><li>➤ Self Management</li><li>➤ Social Awareness</li><li>➤ Relationship Skills</li></ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>➤ practice diaphragmatic breathing and focused awareness.</li><li>➤ define what “conflict” means</li><li>➤ discuss ways to solve conflict</li><li>➤ recognize forgiveness in literature</li><li>➤ recognize that forgiveness can be about actions and not just words.</li></ul>

### *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.

#### **[Forgiveness Wrap-Up with Scarlett](https://vimeo.com/457591487)**

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

[Let's Be Enemies Read Aloud](#) by Janice May Udry  
(<https://www.youtube.com/watch?v=-16Gir29hLk>)

### Additional Fun Video

[ARTHUR | Arthur's Apology | PBS KIDS](#) (20 minutes)  
(<https://www.youtube.com/watch?v=Re57U2LqzOI>)

- Write affirmations that students can use any time of day. Put them on a board, on a laminated card, or have students write them in their Choose Love Journals.
- Prepare Choose Love Journals.
- Large mirror for activity if possible.

## *Focused Awareness*

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

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

## *The Journey*

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

### Pre-reading

**“Have you ever had a conflict with a good friend?”**

**“What kinds of things do friends have conflicts about?”**

**“What are some of the ways that you solved the conflict?”** (If students don’t bring it up, mention forgiveness and apologizing.)

**“How do you feel when you have a conflict?”** (Talk about how we can let go of our anger with forgiveness.)

**“Have you ever had a friend who always wants to be the leader? How does that make you feel? Do you like that? Do you want a turn to be the leader? Always or just sometimes?”**

**"What happens when both friends want to be the leader at the same time? What could you do if both want to be the leader at the same time?"** (Rock/Paper/Scissors? Explain that good friends take turns -- there are times you can be in charge and do things your own way but there are other times when it is best to follow.

**"You cannot always have it your way. Good friends take turns being the leader."**

**"Let's read a story about two friends and one of them is always the leader. I wonder how this will work out? Does the title give us a clue? What does enemy mean?"**

Slide: (video read aloud)

### **Let's Be Enemies Read Aloud**

#### **Post-reading**

1. **"What was the conflict John and James had?"**
2. **"What did you notice about their faces and body language throughout the story?"**
3. **"How did they solve their conflict?"**
4. **"What would you have done differently?"**
5. **"How do John and James show their forgiveness? Do they apologize? Has this ever happened to you? Do you sometimes just let it go because you realize your friendship is more important than the conflict?"**
6. **"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, *I didn't mean to.*”**

**“Let's say that together: *I didn't mean to.* 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.) **“*I didn't mean to.*”** (I didn't mean to.) **“*Will you forgive me?*”** (Will you forgive me?)

**“When you practice forgiveness, it's very important to listen to each other.**

**Who can remind me how to show someone you are a good listener?**

**What do our bodies look like when we're listening?”** (Select students to respond. Examples include eyes watching, bodies still, taking turns speaking, etc.

Allow time for students to practice asking for forgiveness with a buddy.)

**“We've just learned how to ask for forgiveness. This is a way to be responsible for our actions and choices. It's also a great way to be a good friend who cares about the feelings of others.”**

**“What else can we do to show we're sorry? We can be a problem solver and think of other things that we could do to make the situation better. How can we make up for our actions and choices that hurt others? How can we make things right with the other person? What could we do to make them feel better?”**

**“Let's make a list of other things we could do to make some feel better when we have hurt, upset, or angered them.”** (Make a list of the board of these things. In addition to saying sorry and asking for forgiveness, actions may include: changing your behavior or making a different choice, being kind, talking and listening to how someone feels, doing something nice for the person, if we broke something of theirs we can help fix it, draw a picture for them, share with them, play with them, etc. We want children to be taking responsibility for their actions, caring about the feelings of others, making amends, and making more prosocial choices.)

**“We also need to learn how to forgive someone and to accept their apology. A lot of times we say, *It's okay?* But is it really okay that someone treated us unkindly or was mean to us? NO! So, we shouldn't say, *It's okay?* So, what could we say? We could say, *thank you or I accept your apology.*”**

**"Let's practice. Someone says, *I'm sorry*, and we say, *Thank you*." (Say, *I'm sorry* to the students and they respond, *Thank you*. Repeat this and students respond "*I forgive you*.")**

### **Choose Love Journals**

Students can draw a picture of someone saying, *I'm sorry* to them and what they say back (*thank you or I forgive you*.) It's fun to use speech bubbles and have the kids write the words in them.

**Slide:** (*video*)

### **[Forgiveness Wrap-Up with Scarlett](https://vimeo.com/457591487)**

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

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

Introduce "Mirroring" ask and discuss the following:

**"Have you ever looked in a mirror? What do you see? Yes, you see an image of yourself. What does that image do when you move? If you raise your hand what does the image of your hand do in the mirror? Yes, it does exactly what you do. However you move, your image will match. You are the leader when you are in front of the mirror. You lead and the image follows."**

### **Activity:**

**"We are going to do an activity called 'Mirroring.' Let's pretend you are in front of a mirror and your friend is your image. Watch me and my partner."** Proceed to choose a child to be your partner and tell the child that you will be the leader first and they are to follow you. Face each other to begin. Instruct the child to move with you as if he were a mirror image. Match exactly. Keep the movement flowing with an occasional pause.

Divide students into pairs. Have each pair of students first decide who will begin as the leader. Have them do a few motions. Stop and change leaders so the other partner gets to lead.

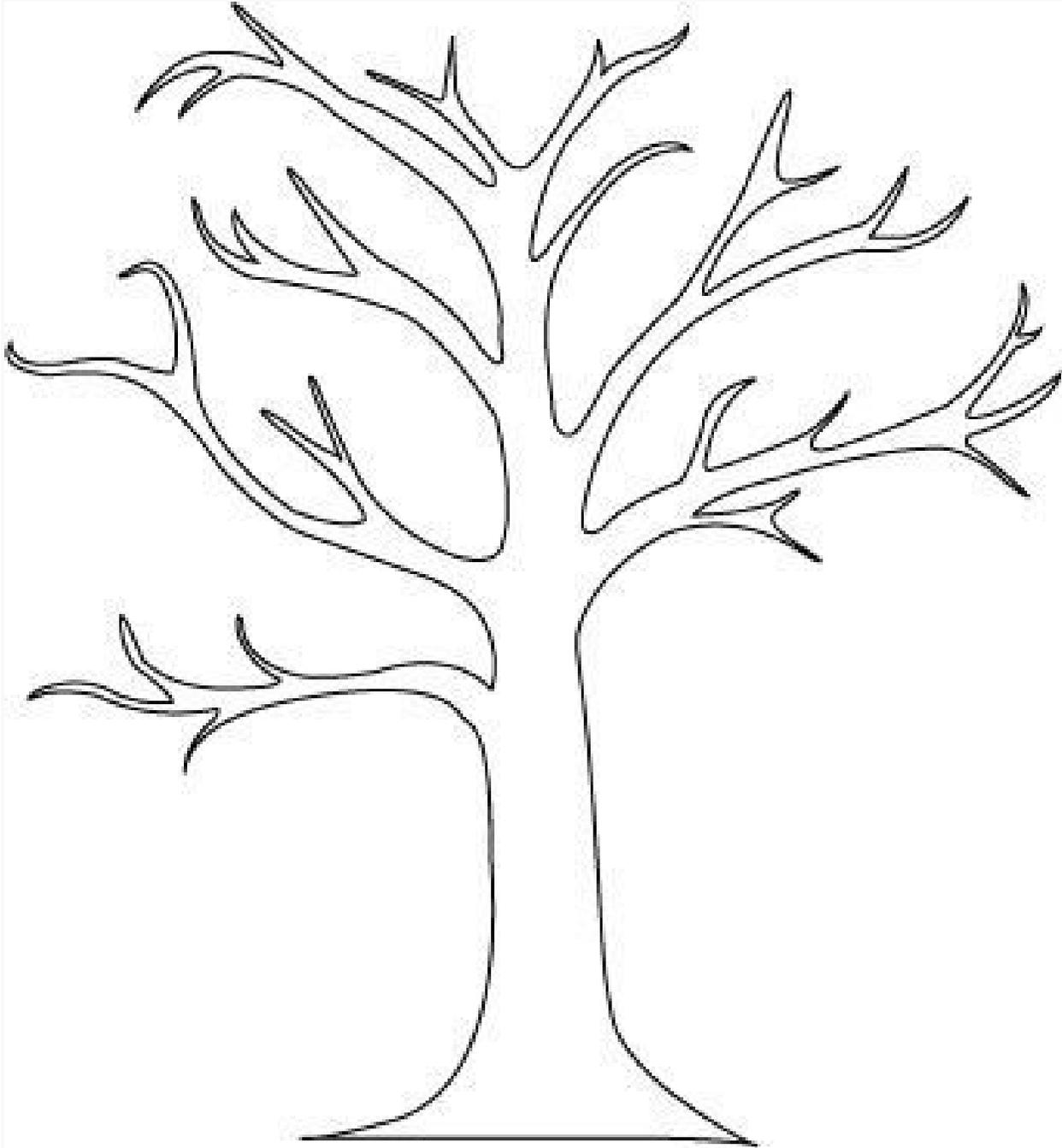
**Discussion - Ask the class if they liked being the leader best or if they preferred following. Ask how they decided who got to be the leader first.**

## *Transfer of Learning*

- Openly discuss conflict with students.
- As conflict arises, continue to foster supportive ways of solving it.
- Reinforce that forgiveness is not just words, but requires action.

## *Home Connection*

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





## Grade 2, UNIT 3:

# COMPASSION IN ACTION

### OVERVIEW

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

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

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

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

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

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

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

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

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Theme: I can have compassion for myself.

### **Lesson 2: Compassion in Action**

Theme: The ripple effect of empathy in action.

### **Lesson 3: We Can Show Compassion with Our Voices, Words, and Actions.**

Theme: Each of us, each and every day, have the chance to make a difference with the power of our voice.

### **Lesson 4: Making Compassionate Decisions**

Theme: Kindness is like tiny waves. Each little thing we do goes out, like a ripple into the world.

### **Lesson 5: Choosing *Love* Connects Us All**

Theme: We all want and need to love and be loved.



# Lesson 1:

## Compassion and Belonging

I can have compassion for myself.

CSED Model Standards	Learning Targets
<ul style="list-style-type: none"><li>➤ Moral Character</li><li>➤ Civic Character</li><li>➤ Self Awareness</li><li>➤ Self Management</li><li>➤ Social Awareness</li><li>➤ Interpersonal/Relationship Skills</li></ul>	<ul style="list-style-type: none"><li>➤ practice Compassion Breaths (diaphragmatic breathing) and focused awareness</li><li>➤ practice Rest and Relax activities</li><li>➤ define self-compassion</li><li>➤ identify examples of self-compassion</li><li>➤ define what it means to belong</li><li>➤ Identify people and places where they feel a sense of belonging</li><li>➤ practice affirmations to support self compassion.</li><li>➤ through literature, identify the benefits of practicing self compassion</li></ul>

### ***Daily Dose of Love***

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

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

## **Introduction**

**“We’re going to begin learning the last ingredient of Choose Love Formula, which is Compassion in Action. Let’s take a moment and see what Scarlett Lewis has to say.”**

Slide: [Compassion-In-Action Intro by Scarlett](#)

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

## ***Focused Awareness***

**“Today we’re going to learn about the fourth ingredient to choosing love. So far, we learned about courage, gratitude, and forgiveness. Now we’re going to learn about compassion.”** (Use your physical cue for compassion when you say the word “compassion” now and throughout the lessons.)

**“First let’s set an intention. Remember, an intention is a purpose or a reason for doing something. It can also be a statement about how you hope to participate in something. Setting intentions helps us focus on how or why we’re doing something.”**

**“An intention for today is: ‘May my heart be open as I learn about the power of compassion.’ Say that quietly to yourself. I’ll repeat it one more time: ‘May my heart be open as I learn about the power of compassion.’”**

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

Slide: *(Compassion Breath Card)*

**“Let’s try this together. Close your eyes if you’re comfortable, or gaze down. 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.)***

**“Let’s watch and listen to a short book to get us started on learning about compassion.”**

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

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

## ***The Journey***

**“We just practiced some compassion breaths and listened to a book about empathy. What does compassion mean? Have you heard that word before? We’re going to be learning a lot about compassion. Today we’re going to start with compassion for ourselves, or self-compassion.”**

**“We often say things to ourselves that aren’t very nice or encouraging. Sometimes we think negative thoughts about ourselves -like, ‘I’m never going to get this,’ or ‘I’m not smart enough, fast enough, etc.’ or ‘I’m too tall/short/fat/skinny...’ We can practice self-compassion by saying encouraging things to ourselves, just like we would to a friend who is experiencing the same thing we are. What would you say to a friend who was feeling sad or upset?”**

***(Brainstorm what to say when someone is feeling sad, upset, hurt, etc.)***

**“We make mistakes. In fact we make a lot of mistakes. That’s okay because it’s how we learn and our brains grow when we make mistakes. Sometimes those mistakes can hurt someone else’s feelings. We say we’re sorry, but we may still feel bad. We need to be able to forgive ourselves for our mistakes, too.” *(You may need to provide several***

examples for the students or brainstorm as a class. This is a hard concept for many. Affirmations are a good way to help students with self-compassion.)

**“Sometimes others may do things that hurt our feelings or cause us to feel upset or sad. Sometimes they apologize and sometimes they don’t. We can show compassion to ourselves when that happens. How do we do that?”** (Brainstorm ideas with students.)

**“One way to have self-compassion is to do something that makes us feel better, like going for a walk outside to get some fresh air, or even giving ourselves a hug. Everyone, try that. Give yourself a great big hug and smile.”**

**“Another way to show self-compassion is to say positive affirmations. Who remembers what an affirmation is? We can say positive affirmations that make us feel better and help us know that we are fine just the way we are.”**

**“When we learn to love ourselves, we accept ourselves for who we are. This helps us have a sense of belonging.”**

**“Let’s practice some self-compassion by doing some affirmations together.”**

*Students can copy their favorite affirmation and illustrate it in their Choose Love Journals.*

**Slide: (Affirmations)**

*There is no one better to be than myself.*

*My challenges help me grow.*

*I am perfect just the way I am.*

*I can control my own happiness.*

*I can change the world.*

*I have people who love and respect me.*

*I am capable of so much.*

*I believe in myself.*

*I am proud of myself.*

**“Remember that when we show compassion for ourselves, it encourages other people to do the same. When we all practice compassion together, it can make the world a better place.”**

**“What does it mean to ‘belong’? (Have students share their thoughts.) Have you ever felt like you don’t belong? What caused you to feel that way? We’re going to read a book called, A Kids Book About Belonging.”**

*Slide: (video read aloud)*

[A Kids Book About Belonging](#)

**“What did the author say about belonging, feeling safe and happy. I feel that I really belong when I see us all getting along together and having fun at school. “I wonder what feelings you have that make you feel like you belong?”**

Make two lists- one of all the places where students feel they belong and the other of all the people who students feel they belong with.

Ask students: **“What is it about the place or person that makes you feel a sense of belonging?”**

**“What does it mean when the author says, you must belong to yourself first?”**

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

**“Let’s watch a video on how to be kind to others.”**

*Slide: (video)*

[Train Your Brain to Be Kinder](#)

## ***Transfer of Learning***

- Practice self-compassion with the students.
- Practice affirmations often.
- Help students feel a sense of belonging by spending some individual time with each of them.
- Foster a sense of community so all students feel a sense of belonging.
- Remind students, often, that they belong (with you, in the class, at school, etc.)

## ***Home Connection***

We have begun the last unit in our Choose Love curriculum, Compassion in Action. Discuss the meaning of compassion and define Compassion in Action. Send home the calendar and the Compassion Breath card.



## Lesson 2: Compassion in Action

The ripple effect of empathy and action.

<i>CSED Model Standards</i>	<i>Learning Targets</i>
<ul style="list-style-type: none"><li>➤ Moral Character</li><li>➤ Civic Character</li><li>➤ Self Awareness</li><li>➤ Self Management</li><li>➤ Social Awareness</li><li>➤ Interpersonal/Relationship Skills</li></ul>	<ul style="list-style-type: none"><li>➤ practice Compassion Breaths (diaphragmatic breathing) and focused awareness.</li><li>➤ practice Rest and Relax activities.</li><li>➤ define compassion and empathy.</li><li>➤ identify examples of compassion in literature.</li><li>➤ identify steps for showing compassion.</li><li>➤ through literature, identify the benefits of practicing compassion.</li><li>➤ make the connection between compassion in action and the ripple effect.</li></ul>

### ***Daily Dose of Love***

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

### ***Educator Prep***

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

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

### **"What is Compassion in Action?"**

<https://youtu.be/cAFq6PcFYgl>

**Because Brian Hugged His Mother** by David L. Rice (video read aloud)

<https://youtu.be/7IAjsv7MRwM>

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

<https://www.youtube.com/watch?v=lo6x4eulY9g>

#### **Prepare**

Review and prep for the Chain Activity

-2" strips of paper/construction for the Chain Activity

-Print the "Chain of Events" to be glued onto the construction paper

#### **Additional Supporting Literature**

**Extraordinary Mary's Extraordinary Deed** by Emily Pearson (*video read aloud*)

<https://youtu.be/xVSrz-5ps7g>

## ***Focused Awareness***

**Slide:** (*Compassion Breath Card*)

**"Let's begin by practicing three Compassion Breaths."** (Lead pairs of students in three Compassion Breaths.)

**"While we keep breathing, let's Rest and Relax our bodies. As you breathe in, imagine your heart relaxing, then slowly breathe out. As you breathe in again, imagine your belly relaxing, then slowly breathe out."**

**"Take one more breath and think to yourself, 'May I be calm and relaxed as we learn about compassion.'"**

## ***The Journey***

**"Let's watch a short video about Compassion in Action. Then we'll learn the steps to making compassionate decisions."**

Slide: [“What is Compassion in Action?”](#) (video)

**“Who remembers what compassion means?”**

**“Compassion is when you understand how someone else might feel, and think about how you would feel in the same situation. If someone is hurt or sad, you might actually feel sad, too, because you know what it’s like to be in their shoes. Have you ever heard that expression before? This is called empathy. Empathy means to understand how people are feeling. We can pretend to be them and ‘walk or stand in their shoes to try to imagine how they are feeling.’ Then you take kind action.”**

**“Let’s take a look at the steps to show compassion.”**

Slide: *(Steps to Show Compassion)*

**“To show compassion, we follow these steps...”** (Write these on the board or show the slide.)

- 1) Ask yourself, ‘How does the other person feel?’**
- 2) Ask yourself, ‘How would I feel if the same thing happened to me?’** (walking/standing in someone else’s shoes)
- 3) Take action by doing something kind.”**

**“Let’s practice an example.”** (Use a scenario relevant to your classroom, or practice the following one.) **“You see someone alone on the playground. You notice that their head is down and they are frowning.”**

**“How do you think they might be feeling?”** (Responses may include: lonely, sad, etc.)

**“Has that ever happened to anyone before? How did it feel?”**

**“What could you do to show compassion and help them?”**

**“After you’ve done something compassionate, how do you think you would feel?”**

(As time allows, discuss additional examples or scenarios relevant to your classroom.)

**“Just like courage, gratitude, and forgiveness, compassion has many physical and emotional benefits. It helps us live happier and healthier lives. What do you think might be some other benefits to showing compassion?”**

Compassion can help us let go of judgment, become more accepting of others, appreciate how other people feel, understand friends in difficult situations, let go of anger, be better listeners, be peaceful, etc.)

“When we practice compassion, we are not only helping others, we are also helping ourselves be happier and healthier, too! Talk to a partner about how you felt when you showed compassion to someone else? How did your heart feel?”

“We’re going to read a book called Because Brian Hugged His Mother. As we read, focus your attention on all of the events that happen just because of one hug.

Slide: *(video read aloud)*

[Because Brian Hugged His Mother](#)

Make a Compassion in Action Chain:

Each student receives a strip with one of the kind deeds on it. Begin with the first strip. Go through the book again and as the event happens, have the student with that strip number come to the front and connect the strip to the first one to make a chain. When the last strip is connected, connect that to the first strip to make a circle. Hang the chain as a reminder of the ripple effect of kindness.

This could also be done with index cards and yarn on a bulletin board.

### **Events from the story:**

1. Brian hugged his mother.
2. Ms. Sanchez was patient with Lorreta.
3. Lorreta didn’t embarrass Richard.
4. Richard praised Eddie.
5. Eddie gave his picture to the bus driver.
6. Ms. Wong let the truck driver get in front.
7. Truck driver helped the stock clerk.
8. Stock clerk gave Mrs. Johnson free dog food.
9. Mrs. Johnson let Jumbo watch his favorite video.
10. Jumbo didn’t tease Tiffany.
11. Tiffany was friendly to Mrs. Gunderson.
12. Mrs. Gunderson praised the mechanic.
13. Mechanic thanked the mail carrier.
14. Mail carrier complimented the baker.

15. Baker made muffins for the dentist.
16. Dentist complimented the chef.
17. Chef made the police officer's favorite dish.
18. Police officer didn't give Brian's father a ticket.
19. Brian's father spent extra time with Brian and told him how much he was loved.
20. Brian hugged his mother again.

Debrief the "Compassion in Action Chain"

Help students appreciate that as each person in the story did something kind for someone else, it was as if a chain of kindness was formed—each person was joined to someone else by an act of kindness. Explain that this chain of kindness shows how many people can be affected in some way by one gesture.

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

**"Let's watch a fun video about dominos."**

Slide: (video)

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

## ***Transfer of Learning***

- Make the connection between compassion in action and the ripple effect.
- Point out compassion in action and empathy in literature and in the classroom.
- Practice using compassion in action by using the three steps..

## ***Home Connection***

We learned how Compassion in Action leads to the "Ripple Effect." We read the book, [Because Brian Hugged His Mother](#). Share examples of times when you experienced the ripple effect and how it made you feel. Share the book at home.



# Lesson 3: We Can Show Compassion with Our Voices, Words, and Actions.

Each of us, each and every day, have the chance to make a difference with the power of our voice.

CSED Model Standards	Learning Targets
<ul style="list-style-type: none"> <li>➤ Self Awareness</li> <li>➤ Self Management</li> <li>➤ Social Awareness</li> <li>➤ Interpersonal/Relationship Skills</li> <li>➤ Responsible and Ethical Decision-Making</li> </ul>	<ul style="list-style-type: none"> <li>➤ review the steps to practice compassion</li> <li>➤ recognize the differences and similarities in one and other</li> <li>➤ determine how someone is feeling through facial expression and body language</li> <li>➤ recognize inclusion in literature</li> <li>➤ recognize diversity in literature</li> <li>➤ recognize that their voice is important</li> <li>➤ define empathy and compassion through literature, encourage acceptance of others</li> <li>➤ practice diaphragmatic breathing and focused awareness</li> </ul>

## ***Daily Dose of Love***

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

*~Emma Goldman*

## ***Educator Prep***

### **Videos and read alouds**

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

[Ellie ASL](#) (video)

(<https://safesha.re/kn7>)

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

(<https://www.youtube.com/watch?v=ltp21tly8nM>)

[The Invisible Boy](#) by Trudy Ludwig (video read aloud)

(<https://youtu.be/xVSrz-5ps7g>)

[The Invisible Boy](#) (Doodly video summary of story)

([https://www.youtube.com/watch?v=Zc0VG9\\_-XPQ](https://www.youtube.com/watch?v=Zc0VG9_-XPQ))

[Color Your World With Kindness](#) (video)

(<https://www.youtube.com/watch?v=rwelE8yyY0U>)

### **Prepare**

Students will need their Choose Love journals

Students will work with a partner.

## ***Focused Awareness***

**Slide:** (Compassion in Action Breath Card)

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

**“While we keep breathing, let’s Rest and Relax our bodies. As you breathe in, imagine your heart relaxing, then slowly breathe out. As you breathe in again, imagine your belly relaxing, then slowly breathe out.”**

**“Take one more breath and think to yourself, ‘May I be calm and relaxed as we learn about compassion.’”**

**“How do you feel now that we practiced our Compassion Breaths?”**

## ***The Journey***

**“Let’s watch our friend Ellie teach us the sign for compassion.”**

Slide: *(video)*

### **[Ellie ASL](#)**

**“Does anyone remember what ‘empathy’ means?”** (understanding how someone else is feeling; walking in someone else’s shoes). **“We’re going to be learning about empathy along with compassion. As we watch the video, write down the three things the narrator says about empathy in your Choose Love journals.”**

Slide: *(video)*

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

**“We’ve been learning about three steps for showing compassion. We can also use these steps to help us make good decisions. Let’s review these steps together.”**

Slide: (Steps to Show Compassion)

**“To show compassion, we follow these steps...”** (Write these on the board or show the slide.)

- 1) Ask yourself, ‘How does the other person feel?’**
- 2) Ask yourself, ‘How would I feel if the same thing happened to me?’**
- 3) Take action by doing something kind.”**

**“Each of us, each and every day, have the chance to say something: with our actions, our words, and our voices. We’re going to read a book that explores many ways that a single voice can make a difference. The power of YOUR voice is so important. You are the future.”**

**Slide:** (video read aloud)

## **The Invisible Boy**

### **Pre-reading**

Organize children into groups of two. Try to pair children who do not know each other well. Ask them to find **three visible similarities** and three **visible differences between** them. Next ask the children to find and discuss **three similarities and differences between them that cannot be seen such as likes, dislikes, fears, or values.**

Ask students if they discovered anything surprising about each other's similarities or differences. You could use a Venn diagram for this activity.

The title of the book is The Invisible Boy. Based on your experience with the previous activity, what do you think the story is about?

**“What is the boy doing on the front cover? How do you think he feels? How do you know? Look at the boy on the front cover and look at the boy on the back, what's different?”**

### **Discussion Questions:**

**“Why does Brian feel invisible in front of his teacher?”**

**“At recess what happens to Brian? How do you think he feels?”**

**“How do you think Brian feels being invisible to others?”** (rejected, lonely, isolated and maybe even depressed)

**“What do you notice about Brian, the invisible boy? What words do the children use that make Brian feel sad?”**

**“Was it a fair way to choose the players for the kickball team? If someone does not get to play because of the way players are selected then it is not fair. How could this be done in a way that includes everyone?”**

**“Did Madison and her friends purposely try to hurt Brian with their conversation?”**  
(Probably not but Madison and her friends could be more sensitive about discussing the party in front of people who were not invited.)

**“Why do you think he draws superheroes with the power to make friends wherever they go?”**

**“When the new boy arrives at school, what can you see happening to the picture of Brian? Why do you think he has a little bit of color on his face? What’s different about Brian’s face from all the other children on this page?”**

As Brian begins to get color, ask, **“What’s different about Brian in these pictures? Why does he have color now?”**

**“Justin is from Korea. He looks different and eats different food. What do the children do at lunchtime when they see what the new boy, Justin, is eating? How do you think this makes Justin feel?”** (Like he’s not included among other feelings.)

**How does Brian try to help Justin and make him feel welcome?”** (He wrote him an encouraging note.) **“How did this make Justin feel?”**

**“How did Justin help Brian become visible?”** (Justin recognized that Brian was good at drawing and told him so. He invited Brian to join their special project team. Justin also invited Brian to share a seat at the table during lunch.)

**At playtime the next day, what words does Justin use to make Brian smile? What do you notice happening to the picture of Brian when Justin says these words?**

**“Back in class, what does Emilio say to Brian when the teacher says they need to find a partner? What do you notice about the picture of Brian when Emilio says these words?”**

**“Have you ever felt left out or invisible? What would have helped you to fit in or feel visible?”** (Talk about your feelings of invisibility with your friends or a trusted adult. Find other friends, like Brian did, who treat you well.)

**“How could you help someone who might feel invisible?”** (Start a conversation with the person– it’s as simple as just taking notice of what they are doing, or asking how they feel.)

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

**“Why do you think sometimes students are invisible or get left out?”**

**Let's watch a short video that summarizes the story.**

**Slide:** *(Doodly video)*

### **[The Invisible Boy](#)**

Choose Love Journals:

Students can write and illustrate what they will do to help someone feel included.

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

**Slide:** *(video)*

### **[Color Your World With Kindness](#)**

## ***Transfer of Learning***

- Continue to point out diversity and inclusion in literature and real situations.
- Practice the three steps of compassion regularly.
- Remind students that their voice is important and support them to use their voice.
- Continue to notice facial expressions and body language and determine when to offer compassion.
- Develop a “welcoming plan” with students for when a new student arrives in class.
- Point out empathy and compassion in action in literature and in the classroom.
- Practice the Choose Love Formula.

## ***Home Connection***

We read a book called [The Invisible Boy](#). The boy in the story feels invisible. Have you ever felt invisible? How did you feel? What happened and how did you overcome it? Did other people help you?



## Lesson 4: Making Compassionate Decisions

Kindness is like tiny waves. Each little thing we do goes out, like a ripple into the world.

CSED Model Standards	Learning Targets
<ul style="list-style-type: none"> <li>➤ Moral Character</li> <li>➤ Self Awareness</li> <li>➤ Self Management</li> <li>➤ Social Awareness</li> <li>➤ Interpersonal Relationship Skills</li> </ul>	<ul style="list-style-type: none"> <li>➤ discuss ways to show compassion</li> <li>➤ through literature understand what it feels like not to be included</li> <li>➤ through literature see how compassion in action can be powerful and life changing</li> <li>➤ make connections from literature to life experiences</li> <li>➤ make connections between words and actions and how they go out into the world in a ripple effect</li> <li>➤ Identify empathy through literature</li> <li>➤ through literature, encourage acceptance of others</li> <li>➤ practice diaphragmatic breathing and focused awareness</li> </ul>

### ***Daily Dose of Love***

*“Compassion is contagious. Every moment we choose compassion, we move towards a better world.” ~Amit Ray*

## ***Educator Prep***

### **Videos and read alouds**

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

**Each Kindness** by Jacqueline Woodson (*video read aloud*)

(<https://youtu.be/wGKteT5KiSE>)

**Believe in Yourself** (*song*)

(<https://youtu.be/FEY8H1Km1x8>)

**Spreading Love** (*video*)

(<https://www.youtube.com/watch?v=YtvCnW5AqLU&list=RD7uzynHWxn5Q&index=2>)

### **Prepare**

- Students will need their Choose Love Journals.
- Purchase Rocks for students, or let students find their own rocks, for the “Compassion Rocks Activity” in ‘Have a Lot of Fun!’
- Large bowl of water
- Small pebble or other object for the Ripple Effect Demonstration in “Have a Lot of Fun!”

### **Additional Supporting Literature**

**The Brand New Kid** by Katie Couric

(<https://youtu.be/DL9MkoGWNEM>)

## ***Focused Awareness***

**Slide:** (*Compassion Breath*)

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

**“Now let’s Rest and Relax our bodies. Feel all your muscles relax, and repeat the following sentences after me:**

**“I practice compassion to help me choose love.”**

**“I practice forgiveness to let go of anger.”**

**“I practice gratitude to be thankful.”**

**“I practice courage to be brave.”**

**“I choose love for myself and others.”**

**“We’re going to listen to a song about believing in yourself.”**

Slide: [Believe in Yourself](#) (song)

## ***The Journey***

**“Everyone close your eyes, or look down, and think of a time someone else needed help. Maybe you wanted to do something kind and compassionate for them, but you couldn’t. You might have been too sad, scared, confused, hurried, or angry. Remember a time when you wanted to show compassion, but couldn’t. Now open your eyes.”**

**“It’s difficult to be compassionate toward others if we haven’t been compassionate toward ourselves. If we’re tired, hungry, or are not acknowledging our feelings, it can be very difficult to be kind to others.”**

[Each Kindness](#) by Jacqueline Woodson (video read aloud)  
(<https://youtu.be/wGKteT5KiSE>)

### Pre-reading

Before reading the book aloud, ask pre-reading questions: **“What is the title of the book? Based on the title, what do you think the book might be about? Does the picture on the cover give us any clues?”**

### Discussion Questions

(P. 4) **“What do you think Maya is feeling?”** (shy, possibly afraid) **“How can you tell? What do you see in the picture that shows how Maya is feeling?”** (Maya’s head is down and she is staring at the floor. She is not smiling or looking at any other people in the room.)

**“Have you ever been in a new situation or met new groups of people for the first time? How did you feel?”**

(P. 5) **“How did the students respond to the teacher’s request to say good morning to Maya? (Most of them were silent.)**

**“Why were the students silent?”** (They may have made a judgment about Maya based on her appearance instead of seeing beyond her appearance.)

**“How do you think Maya felt when most children remained silent?”** (She may have felt more afraid, rejected and sad.)

(P. 6) **“Why do you think Chloe didn’t smile back when Maya smiled at her?”**

**“With each passing week what does Maya face with the students in her class? They ignore Maya, refuse to play with her, tease her about her used clothes and her lunch and make up cruel nicknames such as ‘Never New.’”**

**“Why did the students do this?”** (They chose not to see Maya. They decided to dislike her based on what they looked at – her old clothes, and her old toys.)

**“If you were Maya how would you feel?”** (Alone, hurt, rejected, afraid to go to school.)

(Pp. 11-16) **“Describe what you see in the illustrations on these pages. What are the students doing? How does Maya react?”**

**“We look at things and people, without really seeing them, like Brian from The Invisible Boy – without understanding them. To look at something is to gaze your eyes upon something and just know it’s there. To see something you need to look past the obvious appearance in order to pay attention and truly understand.”**

#### Post-reading

**“Kindness is like tiny waves ‘each little thing we do goes out, like a ripple into the world.’ Chloe was unable to think of even a tiny kindness she had done. What small act of**

**kindness could Chloe have shown during the story?** (Chloe could have smiled at Maya, she could have played with Maya, she could have complimented Maya on her fancy dress.)

**How does Chloe feel when Maya moves away and does not return to school?** (Chloe feels regret, sadness, guilt, longing, loss.)

**“What can we learn from Chloe?”** (You don’t have unlimited chances to be kind to others. When you have a chance to be kind – don’t wait. When you are unkind to others you end up feeling hurt in the end.)

**“What can we learn from Maya?”**

**“How did you feel as you were listening to the story?”**

**“What if Chloe were to see Maya again?”** How could she respond to Maya if she was given another chance to be with her? (Smile, listen, ask Maya questions about her game, invite her to join a group of friends.)

**“Take a few moments and think about what you would say to Maya if you were Chloe and you had another chance. In your Choose Love journals, write a short letter from Chloe to Maya.”**

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

### Ripple Demonstration

**“Can you think of something kind you have done recently?”**

Drop a small stone into the bowl of water like the teacher does in the story. Have students describe the tiny waves that ripple out, away from the stone. Explain that kindness and compassion are like this - each little thing we do goes out, like a ripple into the world. Add to the explanation that the rings don’t always touch each other but rather they move further away from the center.

**“Compassion can be like this if you pay-it-forward, like Brian from Because Brian Hugged His Mother.”**

**“What about the negative and hurtful things we do and say? Do they ripple out into the world, too?”**

### Kindness Rocks Activity

**“Sometimes it’s difficult to show kindness to a person who is being left out. But, there are little things you can do like smile, wave, and say hello. That means a lot to the person feeling bad. Each kindness counts!”**

**“We’re going to make ‘compassion rocks’ with messages of kindness and compassion on them. It can be a word of kindness or a picture.”**

**“These rocks will be kept in your classroom so that if you see someone sad or having a hard time, you can take a rock from the bowl and simply place it on that student's desk.”**

**Slide: (Kindness Rocks)**

Show examples of what rocks can look like. (The fewer words the better aesthetically).

## ***Transfer of Learning***

- Continue to make connections from literature and real life experiences of the ripple effect.
- Practice compassion in action.
- Practice using the Choose Love Formula.

## ***Home Connection***

We read a book called, [Each Kindness](#). Talk about a time when you didn’t show compassion and how you felt afterwards. What could you have done differently?



# Lesson 5: Choosing Love Connects Us All

We all want and need to love and be loved.

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

## ***Daily Dose of Love***

*“If you want others to be happy, practice compassion. If you want to be happy, practice compassion.” ~ Dalai Lama*

## ***Educator Prep***

### **Videos and read alouds**

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

**Love** by Matt de la Peña read aloud by the author. *A special reading just for Choose Love.*  
([https://youtu.be/E5\\_qOsbDEGQ](https://youtu.be/E5_qOsbDEGQ))

Love was the first lesson in the Brave New World Unit for Second Grade. We began the Choose Love Program with this book and want to share it again because it is as pertinent now as it was at the beginning of the year. It's a constant reminder for all of us.

[Believe in Yourself](https://youtu.be/FEY8H1Km1x8) (song with words sung by children)  
(<https://youtu.be/FEY8H1Km1x8>)

[Scarlett Lewis Closing Video](#)  
([Compassion-In-Action Wrap Up](#))

### **Additional Supporting Literature**

[A Flicker of Hope](#) by Julia Cook (video read aloud)  
(<https://www.youtube.com/watch?v=8pSQVPc5bS0>)

### **Prepare**

- Print out [Choose Love Certificates of Completion](#) for each student

## ***Focused Awareness***

**“Let’s begin by practicing our Compassion Breaths.** Choose students who have not yet had a turn to lead. Lead students in three to five Compassion Breaths.) **“Now let’s Rest and Relax our bodies. Feel all your muscles relax, and repeat the following sentences in your mind...**

*I practice compassion to help me choose love.*

*I practice forgiveness to let go of anger.*

*I practice gratitude to be thankful.*

*I practice courage to be brave.*

*I choose love for myself and others.*

## ***The Journey***

**“We are going to read a special book called Love which is a celebration of our Choose Love journey together. (This is the first book we read in the Brave New World unit when we started Choose Love.) Let’s notice all the ways the author describes Love.”**

**Slide: (video read aloud)**

### **Love**

#### **Discussion**

**What do you notice on the cover? What do you think the picture has to do with the title?**

**(P. 1) “I wonder what Matt de la Pena is talking about here? What do you think? Why?”**

**(P. 6) “Love is the smell of crashing waves” .. train whistling .. color of the sky! “ Can you think of something you smell that makes you think of love? How about something you hear? And what is a color that reminds you of love?”**

**“Notice as we read other times the author uses one of our senses to describe what love is!”**

**(P. 8) “Laughter is love.”**

**“Can you finish this sentence in a different way? \_\_\_\_\_ is love.”**

**(P. 12) “What does the author mean by “ it’s not only stars that flame out? It’s summers, too. And friendships. And people. “ from the illustration, how do you think the boy is feeling? What makes you say that? Why do you think he’s experiencing this emotion?”**

**(P. 14) “I wonder what they’re watching on TV? What do you think?”**

**(P. 16) “What emotion is the illustrator trying to show us in this picture? How is he doing it? What’s happening, do you think?”**

**(P. 20) “Here’s another time the author uses a sense to describe love? Can you recognize it?”**

**“Can you finish this sentence \_\_\_\_\_ tastes like love.”**

**(P. 28) We have read about lots of places to find love. Where is a place you find love?**

**(P. 30) “What does the author mean when he says there is love staring back in the bathroom mirror?”**

**(P. 34). “How does taking love with us help us be in the world? Where do you get love to take with you?”**

**Note to Teacher From Matt de la Pena:**

*“In one illustration from my picture book LOVE (illustrated by Loren Long), a young person stares directly into the mirror, searching for love in his/her reflection. I believe this is an important stage in any child’s development. If you want to be able to love the world and make your mark in it, you have to first be able to love yourself. But it’s an especially vital developmental stage if you are black or brown. But if you look closely at the picture, you’ll see that this young person is also looking directly at you, the reader, daring you to look away. This young person is searching your eyes, daring you not to see love there.”*

**Show Slide:**

**(P. 29-30) “Look closely at the girl in this picture. She’s looking at herself in the mirror, but she’s also looking at us. What do you see in her eyes and expression?”**

**“If you want to be able to love the world and make your mark in it, you have to first be able to love yourself.”**

**“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.

**“As we complete our Choose Love journey, we will continue to practice the skills and tools that we have learned. We will be happier and healthier. Take a moment to reflect about our year with Choose Love. Look back through your Choose Love Journal to help you remember. Think about your favorite lessons and what you enjoyed learning the most. Write down your thoughts in your Choose Love Journals.**

**Slide:** *(Scarlett Lewis Closing Video)*

[Compassion-In-Action Wrap Up](#)

## *Have a Lot of Fun!*

**Slide:** [Believe in Yourself](#) *(song with words sung by children)*

*(<https://youtu.be/FEY8H1Km1x8>)*

## *Transfer of Learning*

- Continue asking students how they feel. Prompt them to think about ways that they can use kindness and Compassion to help sustain a happy, healthy, and loving classroom.
- Help students expand their vocabularies by using words such cheerful, worried, confused, proud, shy, impatient, relieved, jealous, overwhelmed, lonely, joyful, etc.
- Remind students that when they choose love by practicing Courage, Gratitude, Forgiveness, and Compassion, they make themselves feel good and also impact those around them. Through the ripple effect, they are making the world a better place!
- Below are some other ideas of how to keep the learning going all year long!
- Practice the Choose Love Formula and point out when students are practicing any part of the Choose Love Formula.
- Allow students to reflect on themes through discussion and drawing/written reflection in their Choose Love Journals.
- We have included Quote Lists for each unit in the Additional Materials folder as well as the Supplemental Resources folder. These can serve as great discussion starters and writing prompts for students.
- Check out the [Mindfulness Extension Lessons](#) and [Morning Meeting Infusion Activities](#) in the Supplemental Resources folder. These offer additional lessons, activities and resources to extend the learning.

- Continue to recognize and praise students when you catch them showing compassion in action and choosing love in their words and actions (or courage, gratitude, forgiveness).
- Replay the videos included in this program throughout the year to remind students of the themes, skills, and lessons taught.
- Continue to take little breaks to practice deep diaphragmatic breathing, poses, and other mindfulness practices to help students to feel calm, safe, focused, confident, and engaged.

## ***Home Connection***

We completed our Choose Love program and now we have all the skills and tools to Choose Love in any situation.

Practice the Choose Love Formula everyday because Choose Love is like a muscle, the more we practice it, the stronger it gets.

Send home students Choose Love certificates.

**Have a Lot of Fun!**