

A mindfulness-based
kindness
curriculum
for preschoolers

This revised version of the Kindness Curriculum was made possible by the Center for Healthy Minds and Healthy Minds Innovations, Inc., an affiliated non-profit organization with the same mission as the Center to cultivate well-being and relieve suffering through a scientific understanding of the mind.

The Kindness Curriculum – Keys to Kindness and Well-Being

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A mindfulness-based kindness curriculum for preschoolers

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Keys to kindness – and well-being

Many dedicated teachers and caring adults like you have looked beyond the typical “reading, writing, arithmetic” approach to preparing children for the opportunities and challenges outside the classroom.

And that’s for good reason.

We now know that emotional intelligence — what we call EQ — is a greater predictor of life success than IQ, yet there’s little research on how kids can actually learn social and emotional skills that will build resilience and well-being in their lives into adulthood. Our Center at the University of Wisconsin–Madison and many other research labs are discovering what kinds of activities promote well-being, for whom and why.

That’s what piqued our interest in 2008 when we set out to explore how social and emotional learning could be taught and integrated into the classroom through the “Kindness Curriculum” being shared with you now.

Through this mindfulness-based set of lessons and practices, we introduced a new kind of ABCs: *Attention, Breath, Caring*, and worked closely with experienced teachers to understand how we could build a curriculum flexible enough for their daily use. As a result, we were able to conduct a randomized controlled trial on the curriculum.

Our early results suggest the promise of the curriculum, with children who were taught it not only improving on social and emotional measures such as sharing, attention and empathy, but also improving on traditional academic measures such as grades when compared to children who were provided with the standard curriculum in the control group. Though these findings are compelling, there’s significant work to be done to fully understand whether these types of changes can be observed in other contexts and whether these types of changes can be seen in similar studies.

For those using the curriculum more informally with the children in your life, we encourage you to experiment with the different lessons and practices and determine which may be of most benefit. Perhaps you’ll use the whole set of lessons or maybe you’ll draw from a few. We encourage you to test things out on your own and see these practices as a starting point and source of inspiration. One of the important learnings we have discovered is that it’s best if people who teach these practices already



RICHARD J. DAVIDSON
Founder, Center for Healthy Minds
University of Wisconsin–Madison

incorporate them into their own lives. We highly recommend you develop your own mindfulness practice alongside your use of this curriculum. If you do not already have your own practice, perhaps this can be a wonderful opportunity to begin!

We're deeply grateful for the talented and dedicated education research team at our Center whose own kindness and innovation has been a source of inspiration. This team included experts, many with several years of mindfulness practice and decades of work in the classroom. They pioneered this curriculum and training while modeling the practices themselves. We suspect the intention and kindness of our experts had a positive impact on both the teachers and children in our research.

We extend thanks to our education research team, outreach specialists and collaborators who have worked tirelessly with hundreds of children and their teachers to bring this work into the forefront of educational exploration. They've propelled us forward and continue to lead this important work. We also want to thank our partners at the Madison Metropolitan School District in Madison, Wisconsin, for their collaboration and dedication to promoting well-being in the classroom. We also share our gratitude to the donors and supporters of the Center who have made this work possible.

As a caring adult, you understand the importance of investing in our children's emotional well-being. Thank you for joining us in the journey of setting our kids up for the best possible trajectory in life.

In Kindness,

A handwritten signature in black ink that reads "Richard". The signature is written in a cursive, flowing style.

RICHARD J. DAVIDSON

Founder, Center for Healthy Minds
William James and Vilas Professor of Psychology and Psychiatry
University of Wisconsin–Madison

How to use the kindness curriculum



This curriculum was created for a research project examining the impact of mindfulness-based practices on preschool students' well-being. Many of the preschool and elementary teachers partnering with us were simultaneously developing a personal mindfulness practice. We highly recommend that you (the instructor) gain an understanding of and personal experience with the core practices and attitudes of mindfulness prior to teaching mindful practices to others.

It is important to understand that the benefits of the Kindness Curriculum demonstrated by research conducted by the Center for Healthy Minds are specific to the context of its original studies. We cannot guarantee benefits or make claims about how the curriculum will affect the children in your life.

The Kindness Curriculum lessons are written sequentially so that each lesson builds on and refers back to lessons that have come before. The lessons

are written as one possible way to share and engage with the content and practices presented. They are not written as the *only way* nor is each person who offers the lessons expected to memorize and teach the lessons exactly as they are written. Remember, as with any other learning process, mindfulness practices require consistent repetition and use in daily experiences to become a part of how we interact in our classrooms and world.

We also recommend cultivating foundational attitudes (curiosity, kindness, compassion, generosity, gratitude, non-judging, patience, beginner's mind, trust, non-striving, acceptance, letting be) that support flexibility and exploration of what is present in each moment. For example, you may intend to begin a lesson with the "Belly Buddy" practice (described in **Lesson 4**), but the children may already be leading each other in mindful movement (described in **Lesson 13**) or another practice. Rather than disrupt the positive self-generated flow of the students

engaging in mindfulness practice in their own way, you can join the mindful movement activity before gradually moving into the focus of the lesson for the day.

Sometimes situations arise that underscore more complex concepts of how we manage our emotions. For instance, you may plan on beginning a lesson by offering kindness to strangers, but a student may express how the loss of a pet made him/her sad earlier that day. You can use this comment about the present moment as an opportunity to talk about the sadness that comes with impermanence and loss, sharing in terms the students can understand, before linking this concept to the lesson of how emotions change when we offer kindness to one another.

When reviewing the “Connection” section of each lesson, as soon as the three practices (bell, Belly Buddies, animal movements) are taught, we recommend you tune into the students to see which practice might be the most appropriate to begin any given lesson. In addition, the books, songs, activities and materials suggested throughout the lessons and in the resources section are not exhaustive. Some considerations for options have been listed, while still many others exist. You can be creative and responsive to meet the needs of individual children while maintaining a sense of mindful awareness.

A school environment of trust and familiarity is most supportive of helping kids learn, particularly in preschool settings. In the research context of the Kindness Curriculum, the mindfulness teachers implementing the curriculum were visitors to the classrooms, getting to know the students for the first time. For this reason, several strategies for building trusting relationships were used with the curriculum. A visual schedule board was a part of each lesson in the research implementation, and the team made use of graphics illustrating each of the activities to be covered. This allowed clarity, predictability, and to some extent, safety for students. In addition, a

printed list of students’ names or names on popsicle sticks for random selection were used for student helpers with activities like inviting the bell and watering plants. In this way, the children know they will have a turn eventually and there is fairness and equity. Many teachers already use similar strategies in their classroom. For those who do not use this strategy, it may be helpful to try as an addition to the curriculum.

Clear, precise language that is accessible to your audience is crucial and offers the opportunity to develop the vocabulary necessary for everyone to communicate their individual experiences. Within lessons, we encourage you to teach and provide opportunities for people of all ages to notice and

Your ongoing mindfulness practice and commitment to being present in each moment during teaching can help cultivate your continued learning and the learning of others around you.

describe elements of their direct experience such as sensations, thoughts and emotions while linking those experiences to the lessons being taught. There may be situations in which you need to balance the needs of the individual with the needs of the group, a frequent juggling act that provides

you the opportunity to embody the foundational attitudes of mindfulness listed previously and to work with reactivity that may arise. Your ongoing mindfulness practice and commitment to being present in each moment during teaching can help cultivate your continued learning and the learning of others around you.

The Kindness Curriculum can be offered as is or it can incorporate other evidence-based Social Emotional Learning (SEL) practices a given classroom or district may be implementing. The intention is that the Kindness Curriculum aids in creating classrooms that support mindful care, kindness and, ultimately, learning for both children and instructors alike.

In gratitude,
THE KINDNESS CURRICULUM TEAM

Teacher preparation for the kindness curriculum

In our research with the Kindness Curriculum, classroom teachers participated in personal mindfulness training prior to implementing the Kindness Curriculum with children. We strongly encourage this progression of beginning with personal practice, which then informs the process of sharing in practice with others. When a teacher is actively engaged in learning and practicing mindfulness, they are better able to be aware of their own sensations, thoughts and emotions in their interactions with students, and to care for and tend to their present moment experience throughout the school day.

In this way, teachers also serve as models of mindfulness in the many moments, large and small, of a classroom community. Teachers and students can learn with and from each other. For adults as well as children, learning mindfulness and developing healthy qualities of mind is an ongoing process.

We offer these resources as potential avenues for instruction in mindfulness meditation, continuing support for a meditation practice, and personal learning in the fields of mindfulness and education. This list is certainly not exhaustive, but rather a place to begin.



MINDFULNESS CLASSES

Meditation and Mindfulness-Based Stress Reduction (MBSR) courses may be available in your local community.

MINDFULNESS TRAINING ONLINE

Mindfulness-Based Stress Reduction (MBSR) courses:

University of Massachusetts Center for Mindfulness

www.umassmed.edu/cfm/mindfulness-based-programs/mbsr-courses/mbsr-online/

Palouse Mindfulness Note: Course available in English and Spanish

www.palousemindfulness.com

Tergar International, Joy of Living Meditation Program

learning.tergar.org/course_library/joy-of-living-1/

COMMUNITIES OF PRACTICE

Meditation groups and mindfulness programs in your local area may offer opportunities for practice as a community. Or, consider starting a neighborhood or workplace group of your own. This can be a way to support each other's personal practice as well as a group to reflect and learn together how to do this work skillfully with students.

BOOKS

A Still Quiet Place: A Mindfulness Program for Teaching Children and Adolescents to Ease Stress and Difficult Emotions, by Amy Saltzman, MD (New Harbinger Publications, 2014)

Full Catastrophe Living: Using the Wisdom of Your Body and Mind to Face Stress, Pain, and Illness, by Jon Kabat-Zinn (rev. and updated ed.) (Bantam Books, 2013)

Mindful Teaching and Teaching Mindfulness: A Guide for Anyone Who Teaches Anything, by Deborah Schoeberlein David (Wisdom Publications, 2009)



Mindfulness for Teachers: Simple Skills for Peace and Productivity in the Classroom, by Patricia A. Jennings (W. W. Norton & Company, 2015)

The Way of Mindful Education: Cultivating Well-Being in Teachers and Students, by Daniel Rechtschaffen (W. W. Norton & Company, 2014)

Sitting Still Like a Frog: Mindfulness Exercises for Kids (and Their Parents), by Eline Snel (Shambhala, 2013)

Teach, Breathe, Learn: Mindfulness In and Out of the Classroom, by Meena Srinivasan (Parallax, 2014)

Teaching Mindfulness Skills to Kids and Teens, Christopher Willard and Amy Saltzman, Eds. (Guilford Press, 2015)

The Mindful Child: How to Help Your Kid Manage Stress and Become Happier, Kinder, and More Compassionate, by Susan Kaiser Greenland (Free Press, 2010)

INTERNET RESOURCES

Association for Mindfulness in Education (AME)

www.mindfulnesseducation.org

Center for Healthy Minds

www.centerhealthyminds.org

Hemera Foundation

www.hemera.org/for-educators/

Mindful Education Teacher Training

www.mindfuleducation.com

Mindfulness in Education Network (MiEN)

www.mindfuled.org

Mindful Schools

www.mindfulschools.org

The Still Quiet Place

www.stillquietplace.com

University of California - Los Angeles Mindful Awareness Research Center

www.marc.ucla.edu



THEME 1: MINDFUL BODIES AND PLANTING SEEDS OF KINDNESS

Lesson 1

Mindful bodies and awareness of attention and breath

CONCEPTS

- We can pay attention on the inside
- We can pay attention on the outside

KEY WORDS

(A=Attention page)

breath, attention, inside, outside

OBJECTIVE

Children will be able to:

- Pay attention on the outside (bell tone)
- Pay attention on the inside (breath sensations)

MATERIALS

- Visual schedule board with pictures of activities (optional)
- Bell
- Container to hide bell
- Pinwheels
- Letters to parents about program and breath ([in Appendix](#))
- A=Attention page



ACTIVITIES

1. Introduction to paying attention and breath
2. Surprise: pinwheel; focus on feeling the breath on inside
3. Transition: drop pinwheels and letters to parents in cubbies
4. Surprise: bell; pay attention on the outside

Connection. *Hi, my name is _____.*
I will meet with you two times each week. I feel excited on the inside to be here! Each day we will begin our time together like this, in a circle on the floor. Thank you for sitting in a circle and being ready so we can all learn together. Let's play the name game so I learn everyone's name.

Say your name and the names of those who came before you in the circle.

Teaching. *Today we will learn a new word: "mindfulness." Mindfulness means to pay attention in a special way. What does "pay attention" mean?*

Wait for responses.

We can learn to pay attention on the inside and the outside of our bodies. When we pay attention, we use mindfulness and this can help us calm down if we are sad, angry or frustrated. It can also help us feel happy.

Hold up A=Attention page and hang it up on the wall.

How can you tell this person is paying attention?

Eyes forward, body calm, no talking.

When we pay attention, in a special way, sometimes our bodies automatically become still. Let's say our new word, mindfulness, three times to help us remember it.

Say "mindfulness" three times slowly.

Now, let's pay attention to something I brought today... Are you ready? How do you feel on the inside waiting for a surprise?

Listen to answers.

What is this?

Bring out pinwheel.

How does it work?

Blow it.

You are right... watch me as I will fill up my belly with air and then blow it out.

Blow pinwheel.

I feel my belly and chest stretch on the inside when I breathe in and squeeze when I breathe out.

Active engagement. *Now it is your turn to practice feeling your breath. Put one hand on your belly, take a big breath so your belly gets bigger and then pretend the back of your other hand is a pinwheel and feel your belly get smaller.*

Demonstrate.

Great! Raise your hand if you want to share where you felt your breath.

Call on several children.

Now it's time to blow the pinwheels.

Pass them out.

Feel your belly fill with air... then blow your pinwheel.

After several attempts, check in to see what children noticed about the breath. Was it easy or powerful?

These pinwheels are for you to take home. Please put them in your cubbies and then come to sit on the rug so I can show you one more surprise today.

Let kids put away pinwheels and two letters to parents.

I brought another surprise... What do you think it is?

Let children guess and ask.

How does it feel to not know what I have?

Allow children to answer.

It's a bell. It can help us pay attention on the outside. Put one hand in the air. I will invite the bell. When you don't hear the sound of the bell anymore, put your hand on your belly to feel three breaths.

Invite the bell with a single ring. Ask students if they heard the beginning and end of the sound, and if they felt their breath in the belly. If time allows, repeat this process of inviting the bell paying attention to sound and breath.

Everyone was paying attention on the outside to the bell and on the inside to the breath.

Closing. *Today we learned about paying attention, noticing our breath and inviting the bell. I will see you soon!*

Considerations. The pinwheel activity can also be implemented using other materials easily manipulated with the breath such as feathers, light fabric or cotton balls. A plastic straw can also be used to focus children's breath and make it easier to manipulate objects.



THEME 1: MINDFUL BODIES AND PLANTING SEEDS OF KINDNESS

Lesson 2

Growing seeds

CONCEPTS

- Seeds need soil/dirt, water, sun and kindness to grow
- Waiting can feel uncomfortable on the inside
- Planting seeds feels exciting on the inside

KEY WORDS

soil, seeds/bulbs, knuckle, uncomfortable, excited, kindness

OBJECTIVES

Children will be able to:

- Tell what seeds need in order to grow
- Notice and name emotions of discomfort and excited/happy

MATERIALS

- Bell
- Planting pots (one per child and instructor)
- Soil
- Seeds or bulbs
- Popsicle sticks with names (one per child and instructor)
- Trays for pots
- Watering containers
- “Planting a Seed of Peace” song ([link to purchase](#))



ACTIVITIES

1. Invite bell (teach “criss-cross applesauce” if needed)
2. Introduce materials and model planting activity
3. Plant seeds or bulbs, noting how one feels on the inside
4. Invite bell

We will start by paying attention and being mindful on the outside and inside.



Connection. *Good morning. Remember last time I was here? We learned about mindfulness and paying attention on the inside and outside. Every time we have our Kindness Lessons together, we will start by paying attention and being mindful on the outside and inside as we invite the bell. So I know you are ready, sit criss-cross applesauce and zip up your front and back so you are sitting tall. One hand in the air...*

Invite bell.

When you don't hear the sound anymore, put your hands on your belly and chest. Feel two easy breaths, feeling your belly fill with air, then empty.

Comment about what was done well — paying attention to sound, breathing, posture.

Teaching. *I brought many things with me today. Raise your hand to tell me what you think we will do today.*

Listen to responses and put out seeds.

Paying attention on the outside helps us know what's happening!

Have students name materials.

Pay attention on the inside when I ask this question... What do plants need to grow? Notice how you feel on the inside, and if you have an idea, then raise your hand.

Ask kids... looking for: sun, soil, water and love/care.

What would happen if we forget to water our plants?

They would die.

Active engagement. *We will plant at the tables. Pay attention on the outside so you know what to do at your table.*

Demonstrate planting.

Take a pot, fill it with soil, put popsicle stick with name in the pot, dig a hole for the bulb or make finger holes up to the first knuckle for seeds. Then cover the seeds or bulb with dirt and put your pot on the tray to water the seeds or bulb.

Encourage instructors to move to tables and call students to walk slowly on tip toes (or other mode of walking that can motivate focused attention) to sit at their table. Assign jobs to children to keep them engaged: a water person, bulb person, stick person, etc.

Can everyone get dirt or bulbs/seeds at the same time?

No.

That means some kids will need to wait. When we wait, we can watch each other so we know what to do when it is our turn. If you have a problem, what can you do?

Ask a teacher or ask a friend for help.

I will call your name to go to a table and find the popsicle stick with your name on it and sit in that chair. I will have a song playing as we plant. It is a song about planting seeds.

When everyone at your table is finished, come back to the rug with your teacher.

Closing. *How does it feel on the inside to plant bulbs/seeds? How did it feel to wait for your turn?*

Listen to responses.

Let's pay attention on the outside and inside as I invite the bell. Remember criss-cross applesauce and zip up. Hand up. Feel your hand moving to your belly or chest as you feel two breaths.

See you next time.



THEME 1: MINDFUL BODIES AND PLANTING SEEDS OF KINDNESS

Lesson 3

Growing friendship with kindness

CONCEPTS

- People need kindness to grow
- Acts of kindness make our classroom peaceful and kind

KEY WORDS

growing friendships, acts of kindness

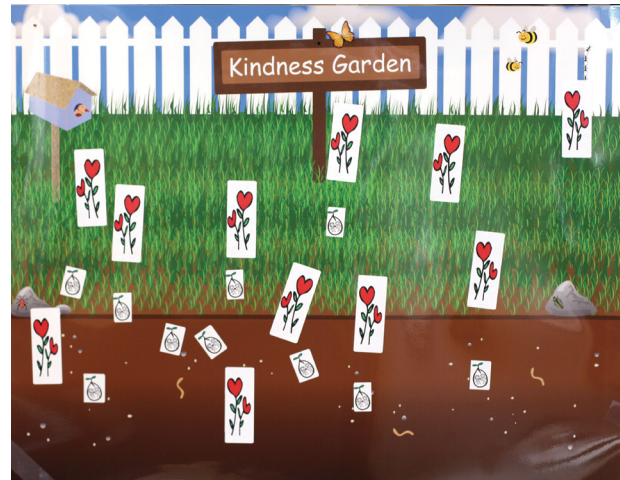
OBJECTIVE

Children will be able to:

- Begin learning the “Growing Friendship Wish” (GFW) song
- Tell at least three kind ways to grow friendship

MATERIALS

- Bell
- Turn-taking list with student names for watering plants
- Water pitcher
- “Sumi’s First Day of School Ever” book ([link to purchase](#))
- Kindness Garden poster and Seeds of Kindness stickers



ACTIVITIES

1. Invite bell
2. Introduce turn-taking list for watering plants
3. Growing Friendship Wish (GFW)
4. Kindness Garden poster and Seeds of Kindness stickers
5. Book review (“Sumi’s First Day”) and kind acts
6. Brain Game: “Follow Me”

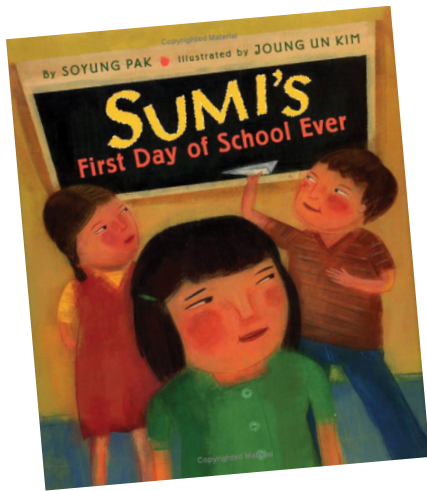
Connection. *Hello! Let's invite the bell. Criss-cross applesauce and zip our bodies up to help us pay attention.*

Bell and breath.

Has anyone watered plants? Today I brought a list for taking turns watering the plants. They don't need water every day, only when they are dry. Let's pay attention on the outside to see if the soil is wet or dry.

Explain how the color of the soil helps us to know if plants need water. Pick a student to water.

_____ has the first turn to water.



For each act of kindness we saw in the book, we'll plant a seed sticker in the soil.

Teaching. *We know that plants need certain things to grow. Do you remember one?*

Soil, water, sun and love/care.

Kids also need things to grow friendships. Sometimes we forget to be kind to others, so let's learn a way to help us remember to be kind. It is called the Growing Friendship Wish (GFW). Stand up and follow me.

Teach the GFW with sign language, see signs and video demonstration on following page.

"May all I think, say and do not hurt anyone and help everyone." Let's try it again.

Repeat with signs.

Each time we practice the GFW we will get better and better at remembering to be kind to our friends. Let's sit now.

So what are some ways we can help others? Let's think of things that we can do to grow friendships in our class.

1. We can be kind.
2. We can play fair by sharing, taking turns and including others.
3. We can help others when they need help.
4. We can "Speak from the Heart and be a Star Listener." We will talk more on how to do this on another day soon.

When you or a friend does one of these things or something else kind for someone, we will plant a Seed of Kindness in the soil of our Kindness Garden poster. Here are the seeds we plant.

Hold up example.

Just like we planted seeds in the soil last time, we can plant seeds of kindness too.

I would like to read a book to you that shows how we grow friendships.

Hold up "Sumi" book.

I'll turn the pages and read. Once we finish each part, you raise your hand to tell me the kind things people did for Sumi.

Take responses and show students that you are putting aside one sticker for each kind thing that was done. Do about 10.

This is our Kindness Garden poster, and for each act of kindness we saw in the book, we'll plant a seed sticker in the soil.

Give seed stickers to students to add them to poster.

In our classroom, we are growing plants but we also are growing friendships with each other. Doing kind things for people like Sumi is planting seeds of friendship... What do you think will grow in this garden?

Active engagement. *Let's all practice being kind to each other by playing "Follow Me." Watch what I do and do the same.*

You followed me by paying attention to me on the outside and on the inside feeling your own body. I felt happy that you followed me. Raise your hand if you have a movement for us to follow.

Allow a few students to come stand by the teacher and lead. Ask each child how he or she felt when kids followed them.

Now everyone sit on the rug.

Closing. *Let's practice being kind to our friends, just like Sumi's friends. Remember to plant a Seed of Kindness in the soil of our Kindness Garden when you notice your classmates being kind.*

Directions for Brain Game: "Follow Me"

Leader models a movement and students follow by doing similarly.

Sample movements: bow, jump one time, jump twice, jump three times, turn around, clap hands three times, punch alternate fists in the air four times

Watch the Growing Friendship Wish Video and signs at: youtu.be/K6YLtRORDAQ

Growing Friendship Wish (GFW)

WORD	SIGN
May	Flat open hands, palms up alternately lifting and lowering
All	Left hand, palm facing body, is circled by right open hand
I	"I" hand shape with thumb on chest
Think	Right index finger to right temple
Say	Right index finger moves from right corner of mouth forward
And Do	Two "C" hands face down side by side move slightly to right and left
Not	Right thumb moves from chin outward
Hurt	Right and left index fingers touch twice
Anyone	Right thumb moves up and down from left to right
One	Right index finger pointing up
And	"C" hand changes to flat "O" hand as it moves left to right
Help	Right fist rests on left open palm up hand and both move up together
Everyone	Right thumb strokes left thumb as it moves in a semicircle, followed by sign for the number 1



THEME 2: I FEEL EMOTIONS ON THE INSIDE

Lesson 4

Quiet emotions on the inside



CONCEPTS

- Taking care of ourselves is important
- We each have a safe and peaceful place inside us

KEY WORDS

(B=Breath and Body page)
quiet, Belly Buddy, peaceful, search

OBJECTIVE

Children will be able to:

- Lead the bell practice
- Follow their breath in a lying down or sitting position as they listen to a breathing song

MATERIALS

- Kindness Garden poster
- Bell
- Turn-taking list of student names for inviting bell
- “A Quiet Place” book ([link to purchase](#))
- Belly Buddies bucket with flat stones or other weighted objects
- “Breathing In, Breathing Out” song ([link to purchase](#))
- B=Breath and Body page

ACTIVITIES

1. Introduce turn-taking and invite bell
2. Water plants (repeat periodically as necessary)
3. Growing Friendship Wish and seeds for Kindness Garden
4. Read book beforehand; review and talk about quiet place
5. Introduce and practice with Belly Buddies (“Breathing In, Breathing Out” song)

Connection. *Today I have another list of your names so you can take turns inviting the bell. _____, you will have the first turn. How can you tell if the kids are paying attention on the outside? Let's remind them. Say "criss-cross applesauce" and "zip up."*

Now they look ready. Remember, hand in the air until you don't hear the sound anymore. Then let's feel three breaths. _____, please invite the bell.

Hold bell, giving student the mallet to invite the bell, and then take mallet back.

I saw hands on bellies and bellies filling/emptying. _____, how did it feel on the inside to lead us in inviting the bell?

Listen to response.

You will each have a chance to do this. Let's practice our Growing Friendship Wish again.

Stand and repeat GFW.

Teaching. *We have been talking about how we can grow friendships by being kind to others. Has anyone done something kind for someone else? Or maybe somebody did something kind for you? Maybe your teacher saw students being kind to each other? Let's add some Kindness Seed stickers to our garden.*

Add a sticker for each person involved in kindness act.

We also want to be kind to ourselves! We have been reading this book "A Quiet Place." The boy in this book takes care of himself by finding a quiet place when he needs one. Where are his quiet places? He likes being quiet by the bush, in the woods, by the sea, in the desert, by a pond, in a cave, on a hill, in the snow, in a museum, in a library, in his room or inside himself. Raise your hand if you have a special quiet place.

When I want to be in my quiet place, on the inside, I use the surprise in this bucket.

Have bucket covered.

What might it be?

Let students respond.

I'll show you. These have a special name, "Belly Buddies" (BB).

Describe your BB to the children.

I will show you how to use them. I lie down, put the BB on my still, not moving body. Then I feel my BB going up and down. I don't push my belly in and out. I just feel my natural breath and the BB going up and down.

Hand out BBs to the group.

Active engagement. *We will practice feeling our own quiet place inside. First, carefully look at your BB. Notice: What shape is it? What color? Does it have a broken part? Is it heavy or light, smooth or rough? Look at them carefully so you remember which one is yours. Then everyone put them back into the center of the rug.*

When I say "search," carefully and slowly find your BB for today. When you find it, lie down and put your BB on your belly. Feel your breath and the BB gently moving as you listen to our breathing song.

Play song until a student starts to fidget, then end song and have students sit and put BB in bucket.

Closing. *How did you feel on the inside while breathing, feeling the BB and listening?*

Take responses.

Raise your hand if you rested in a quiet place on the inside. Today we learned more about breath and body.

Hold up B=Breath and Body page.

This "B" page helps us remember to feel our breath and body. We'll put it beside the "A=Attention" page. We all have a quiet place on the inside of our body. Bye for today.

Considerations. Other materials that can be used as "Belly Buddies": small stones, stuffed animals, pillows, bean bags, etc. — ideally something with a bit of weight to it, so that children can really feel the item moving with the flow of the breath.



THEME 2: I FEEL EMOTIONS ON THE INSIDE

Lesson 5

I can notice things when I'm quiet on the inside

CONCEPT

- When we are quiet, we notice things
- We can notice sounds and feelings

KEY WORDS

Listening Walk, Feeling Walk

OBJECTIVE

Children will be able to:

- Notice and name sounds
- Notice and name sensations

MATERIALS

- Bell
- “The Listening Walk” book ([link to purchase](#))
- “Sounds on the Farm” song ([link to purchase](#))

ACTIVITIES

1. Animal movement and bell
2. Book: “Sounds on the Farm” (very brief summary)
3. Listening Walk
4. Feeling Walk
5. Growing Friendship Wish (GFW)

PREPARATION

Read story with kids prior to lesson



Connection. Before we invite the bell, I'd like to teach you one of the ways we can move our bodies to help us pay attention. It's named after an animal — the **Elephant!** Everyone stand up. Elephants stand tall and have a long trunk that moves.

Clasp hands together.

Let's make our trunks reach up and spray water. Then lower the trunk.

Bending body at the waist.

Let's pick up peanuts or leaves.

Do it three times.

Now it's _____'s turn to invite the bell. While listening to the bell, see if you can be mindful of the quiet place on the inside when we feel our breath on the inside.

Thank child for inviting bell.

Raise your hand if you rested in the quiet place inside your body.

Respond to hands up and down.

Teaching. Last time and today we practiced resting in the quiet place in our bodies when we were still and quiet on the outside and the inside. We read a new book, "The Listening Walk." In the book, it was NOT quiet on the outside, but the girl was quiet. Why was the girl quiet?

Answers: to hear, to pay attention.

How did the girl feel on her Listening Walk?

Let students share.

Active Engagement. Now let's start our Listening Walk. We will pretend we are on a farm as we walk around our room, and then I will invite the bell to tell you when to come back and sit on the carpet. Remember, when we are on our Listening Walk, we are quiet on the inside but pay attention on the outside and inside. When you hear the bell sound, "freeze."

Demonstrate.

Notice how you feel on the inside when you hear an animal sound and see if you can remember one sound that you hear on our walk.

Play "Sounds on the Farm" song and begin walking. Model walking with finger over mouth to remind students to remain quiet. Each time the bell sounds on the track, ask students to freeze in place. When sounds track ends, invite bell to return to rug.

Turn and share with a friend one sound you heard. Raise your hand if you heard _____ .



Offer several animal names.

Raise your hand if you want to tell everyone how you felt when you heard an animal sound. I will call on three students to share.

Choose three students.

Let's walk again, but this time it will be a Feeling Walk. Everyone stand up. This time we will pay attention to our bodies when we walk. Before we walk, feel your feet and legs holding you up. Are they moving?

Answer: No.

Notice your hands. Can you feel them?

Answer: Yes/No.

When we walk, let's pay attention to how our bodies feel when we are moving. Remember, no talking... just feeling your body moving. Let's start with slow walking. Lifting your leg, move it forward, place your foot. Same with the other leg. Feel what happens to your arms when you are walking.

Walk a bit.

Let's return to the carpet... feeling our bodies taking us there. What did you notice about your body?

Provide a modeled example and then allow kids to respond.

Closing. Where could we take a Listening Walk or a Feeling Walk?

Possible answers: at school, on the way to specials, out at recess, in my house, at the zoo, etc.

Thank you for paying attention. Let's close with the GFW. See you next time!

Do GFW with children.



THEME 2: I FEEL EMOTIONS ON THE INSIDE

Lesson 6

Different emotions feel differently on the inside

CONCEPTS:

- I can tell someone how I feel on the inside
- I like some feelings and don't like other feelings, but all feelings are helpful

KEY WORDS

(E=Emotions page)

snail/slow, bee/busy, basset dog/sad, lark/happy, tiger/brave, shrimp/shy

OBJECTIVE

Children will be able to:

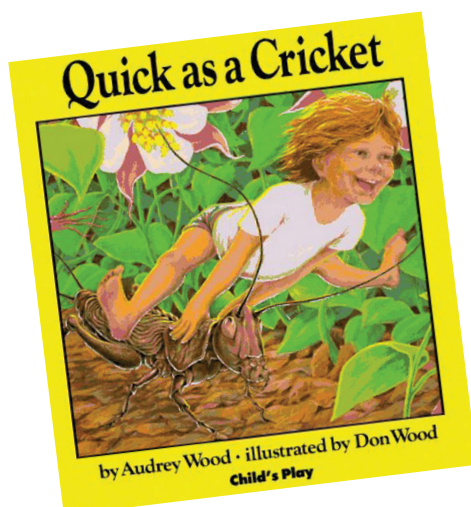
- Reflect and comment on feelings in the body
- Tell how feelings we like and don't like are helpful

MATERIALS

- Bell
- Belly Buddies
- "Quick as a Cricket" book ([link to purchase](#))

ACTIVITIES

1. Bell
2. Growing Friendship Wish (GFW)
3. Book: "Quick as a Cricket"
4. Pretend to be animals/reflect on feelings
5. Belly Buddies with "Breathing In, Breathing Out" song



We don't always feel quiet on the inside.



Connection. It's _____'s turn to invite the bell.

Support as needed.

Let's stand up and say our GFW and _____ will lead us. Thank you.

Offer Kindness Seed. Comment on growing number of seeds in the Kindness Garden or encourage teacher and students to recognize recent kind acts in classroom.

Teaching. Last time, we talked about feeling quiet on the inside when walking and feeling or walking and listening, even if it is noisy on the outside. We don't always feel quiet on the inside. Today I have a book that shows how some animals feel on the inside. Notice how YOU feel on the inside before we begin the book.

Read "Quick as a Cricket."

Active engagement. Now it's time for us to practice feeling on the inside and telling how we feel. First let's practice being **Snails**. What kind of movements does the Snail make?

Slow, slithery, etc.

When I invite the bell, start moving like the Snail. When I invite the bell again, freeze. Ready?

Invite bell.

Raise your hand to tell me how it feels inside to move your body like a snail. Where in your body do you feel it?

Continue on with Bee: excited/calm; Basset: sad/heavy/relaxed/busy; Lark: happy/light/scared flying; Tiger: brave/big/afraid; Shrimp: shy/small/afraid.

Let's do a Feeling Walk back to the rug. Feel the bottom of your feet with each step. Then sit down criss-cross applesauce and feel your bottom on the carpet.

We felt many emotions pretending to be animals.

Hold up E=Emotions page and add it to the wall with other letters.

Raise your hand if you want to share with the class which animal you liked being best.

Students share. Check to see how many other students liked being that animal.

Raise your hand if you want to share which animal you didn't like being.

Allow children to answer.

Even though we feel emotions we like and emotions we don't like, all emotions are helpful. Why are emotions helpful?

Answer: They keep us safe and help us know what we need.

Closing. Let's finish today resting into our quiet place on the inside. Before we lie down, let's stretch our arms and legs and then rest on the rug. When bodies are still and you can feel your breath, I will place a Belly Buddy on your belly as we listen to our "Breathing In, Breathing Out" song. Notice how you feel in your body and tell us as I collect the Belly Buddies. See you next time!



THEME 3: HOW I FEEL ON THE INSIDE SHOWS ON THE OUTSIDE

Lesson 7

Emotions on the inside show on the outside



CONCEPTS

- My face and body can show how I feel
- I don't always know how someone else feels

KEY WORDS

charades

OBJECTIVE

Children will be able to:

- Show different emotions in their faces and bodies
- Begin learning optional theme-related song about feelings

MATERIALS

- Mirror (optional, but helpful)
- Bell
- Emotion Cards
- A theme-related song about feelings (optional)

ACTIVITIES

1. Bell
2. Growing Friendship Wish (GFW)
3. Explore feelings in face/body
4. Charades/Emotion Cards game
5. Bell

Connection. It's _____'s turn to invite the bell. Let's listen on the outside and feel the breath moving on the inside. _____, please lead us in the GFW. Thank you.

Offer Seed of Kindness to student to place in garden.

Teaching. Last time we pretended to be animals like in the "Quick as a Cricket" book to see how they feel on the inside. How we feel on the inside shows in our face and body on the outside.

Do you notice when your feelings show in your face and body? Do we all have feelings?

Yes!

Let's explore a little bit how our feelings might show in our face and bodies. Show me how your face and body can be when you are feeling happy.

Use mirror to help students see their happy faces.

Show me how your face and body can be when you are feeling angry.

Use mirror again so students can see their angry faces.

Sometimes our feelings may show in our hands, our feet or other parts of our body. Where in your face and body do you notice your feelings?

Listen to responses.

Active engagement. Today we will play a game called "Charades." I will need several helpers for this.

Select two or three students to be the first to act out an emotion.

We will look at a picture and decide the emotion the person is feeling: happy, sad, surprised, scared or maybe shy. Then we will show the emotion in our faces and bodies and the rest of the class will try to guess quietly what emotion we are showing them. You can raise your hand and cover your mouth when you have a guess, so that we are quiet while other people are thinking. Let's practice.

Demonstrate with the first group of students — show one Emotion Card and act out that emotion with them.

I saw students keeping their guesses very quiet. Thank you for being kind that way! Can you tell which emotion that is?

Call on one or two students.

Would a few other people like a turn to show an emotion in their faces and bodies?



... Sometimes we think we know someone's feelings but we may not know.

Select a few new students, show them a picture of an emotion and ask them to demonstrate that emotion for the class.

See if you can quietly guess which emotion they are showing in their bodies. Raise your hand and cover your mouth when you have a guess.

Give time for thinking, then call on several students. Repeat several more times, with new students demonstrating emotions, as time allows.

Nice job feeling emotions on the inside and showing emotions on the outside. Did you see that sometimes we think we know someone's feelings but we may not know? So we can ask: "How are you feeling right now?" Everyone try it: "How are you feeling right now?"

Closing. _____, please invite the bell for us to finish our time together today.

Considerations. You can also consider introducing an age-appropriate theme-related song about feelings, from a Social Emotional Learning (SEL) curriculum if one is used, or from other children's musicians.



THEME 3: HOW I FEEL ON THE INSIDE SHOWS ON THE OUTSIDE

Lesson 8

Working with emotions in a kind and friendly way

CONCEPTS

- We can work out problems
- Working out problems helps us and others feel better on the inside

KEY WORDS

“Speak from the Heart,” “Star Listener,”
peace, work out

OBJECTIVE

Children will be able to:

- Get and use wands with teacher guidance
- “Speak from the Heart and be a Star Listener”



MATERIALS

- Bell
- “I’m the Best” book ([link to purchase](#))
- Peace Wands

ACTIVITIES

1. Bell
2. Growing Friendship Wish (GFW)
3. Review book and demonstration of Peace Wands use
4. Give one pair of students turn to practice using the wand
5. Brain Game: “Follow Me”
6. Bell

PREPARATION

Read story with children prior to lesson



Connection. *Hi everyone. It is _____'s turn to invite the bell. See if you can pay attention on the outside and then feel the quiet place on the inside when we breathe five natural (not trying to change) breaths. Stand up for the GFW.*

Say and sign the GFW.

Teaching. *The last time we were together, we played Charades. We showed how it looked to feel sad, angry, happy or excited. Sometimes things happen that make us feel sad. We read the book "I'm the Best." Some animals were sad in the book. Their friend said he was the BEST at everything! The friends felt sad because they weren't the best. How did the friends fix or work out the problem of feeling sad?*

Answer: *They talked about how they were feeling, said they were sorry and were still friends.*

Today I have a surprise. It will help us show our friends that we care about them. Here is the surprise... Peace Wands. Remember we talked about some things we can do to grow friendships? Being kind and helping others are ways we can grow peace. The Peace Wands also can help us grow peace in our classroom. This is the "Speaking from the Heart" Wand and this is the "Star Listener" Wand. Today I will show you how to use the Peace Wands to work out a problem. In this example, we both want the same toy.

See script on next page.

Let's see what happens and how it feels.

Instructor and another adult act out script as model of using Peace Wands.

Active engagement. *Can anyone think of a problem that they have had with a friend at school?*

Teacher may know of a recent situation to use as an example.

Would you and your friend be willing to work it out with the Peace Wands? This would be a great time to practice "Speaking from the Heart and Being a Star Listener."

The instructors are always there to help. Allow students time to work through both sides of speaking/listening, and then discuss how they feel after having worked it out.

Nice work.

Now let's move a little... with a Brain Game.

Play brief Brain Game of "Follow Me" for three sets. Include "growing like a flower" among actions. Finish with students sitting.

Closing. *How do you feel on the inside right now?*

Responses.

Let's see if it changes as we invite the bell. It is _____'s turn. See if they are ready to rest in the quiet place on the inside. Remember to use the Peace Wands if you have a problem with a friend in class. Ask your teacher if you need help. I'll ask next time to see if anyone used the Peace Wands to work out a problem.



Teachers model difficulty working it out: This often makes kids giggle because it is unusual to see teachers acting inappropriately.

Peace Wands Demonstration

Let's pretend that _____ (other instructor's name) and I both want to play with the _____ (insert toy or classroom object).

Teachers model difficulty working it out: This often makes kids giggle because it is unusual to see teachers acting inappropriately.

Instructor 1: I want it!

Instructor 2: No! I want it!

Instructor 1: I had it first.

Instructor 2: No, I had it first.

Stop and talk about how the problem, wanting the same toy, is not getting worked out. The instructors are not helping each other. Have instructors talk about how they feel when not helping.

LET'S TRY SOMETHING DIFFERENT

One of the instructors asks the other "Do you want to work it out?" If the person says "Yes," the person who asked gets the Peace Wands. If "No," maybe get an instructor to help or you can work it out later.

DEMONSTRATE WORKING IT OUT

Instructor 1 with "Speaking from the Heart" Wand: I'm sad in my heart. I want to play with the _____.

Instructor 2 with "Star Listener" Wand: **Repeats what s/he heard.** You are sad and want a turn with the _____.

Instructor 1: Yes.

SWITCH WANDS

Instructor 2 with "Speaking from the Heart" Wand: I'm mad in my face. I waited for this toy for a long time.

Instructor 1 with "Star Listener" Wand: You're mad. You waited a long time to play with the _____.

GFW PROBLEM SOLVING

Instructor 2 with "Speaking from the Heart" Wand: I can give you the _____ when I'm done.

OR

Let's take turns using the _____.

Tell how you are feeling when you work it out and problem solve. Discuss with kids the difference between the two ways to handle it.

We all get upset sometimes. It just happens. Can we be mindful of our feelings in our body? If we are too upset to talk, we can take some time to take care of our feelings. Maybe we need to say, "Let's talk about it later." Then, we can take some breaths and notice the changing of how we feel. When we are ready, we can ask our friend to use the Peace Wands. As

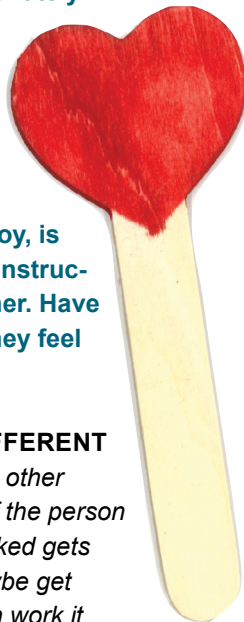
we talk we may notice that things are changing on the inside. They may also change on the outside. Make

sure that both people have time to talk and time to listen. If you need help when you are trying to talk it out with your friend, then ask an instructor for help.

Notice how you feel on the inside after you worked out the problem. Do you feel differently now than you did at the beginning?

Allow time for responses.

Did you plant a Seed of Kindness? If you both feel better, you can both remember to put Seeds of Kindness stickers on our Kindness Garden.





THEME 3: HOW I FEEL ON THE INSIDE SHOWS ON THE OUTSIDE

Lesson 9

Emotions change many times each day

CONCEPTS

- I can be kind to my uncomfortable emotions
- Emotions and feelings change
- When I am kind, I feel good and the other person feels good

KEY WORDS

(C=Caring page)
caring, lion, peaceful

OBJECTIVE

Children will be able to:

- Show kindness toward themselves when there is a problem
- Show kindness to someone else having a problem

MATERIALS

- Bell
- Watering pitchers
- “Dogger” book ([link to purchase](#))
- “May You Be Happy” or the “Caring” song ([link to purchase](#))
- C=Caring page
- Bean bag animals

ACTIVITIES

1. Bell
2. Growing Friendship Wish (GFW)
3. Animal movement: Lion
4. Book review: “Dogger”
5. Pretend (baby animals are our feelings)
6. “Caring” song
7. Bell (if time allows)

PREPARATION

Read story with children or play audio recording prior to lesson; skim and summarize text as needed



We noticed how our feelings can change.

Connection. Let's start with _____ inviting the bell.

Child leads bell practice.

Now lead us in the GFW.

Child leads the GFW.

How are our plants doing? Raise your hand if you have cared for them.

Await responses.

Great! Raise your hand if you have remembered to be helpful with a friend and put a sticker in the Kindness Garden.

Comment about remembering/feelings.

Let's learn another way to move our bodies that helps us to pay attention. It is named after another animal. Do you recognize this?

Hold up Lion card.

To do **Lion**, let's get on hands and knees. Take a deep breath in, then exhale while sticking out your tongue and opening your eyes wide, with a silent roar. Then relax and breathe normally.

Do three times.

Last time we talked about how we sometimes experience uncomfortable feelings and how we can "Speak from the Heart" to work out problems. We noticed how our feelings can change. We have been reading a book about changing feelings, "Dogger."

Teaching. "Dogger" is about Dave. His feelings keep changing. Let's look at the pages and see if we can tell how Dave is feeling and the reason his feelings change.

Briefly summarize and review the story with students with a focus on Dave: How is he feeling and what happened that made him feel that way? Make sure to comment about the Seeds of Kindness that he is sharing with others and that others are sharing with him.

Did Dave's feelings stay the same or change? Do our feelings stay the same or change? What helps Dave feel happy?

Answer: When he is kind to others and others are kind to him.

We can also be kind to our feelings. Being kind to our feelings is a way of caring.

Hold up C=Caring page and add it to the wall with other letter cards.

Active engagement. Raise your hand if you have ever been sad like Dave was.

Allow responses.

Sometimes our feelings feel like angry or sad animals. If you had a pet and it was sad, what would you do to help it feel better?

Answers: hug it, say "it's okay" or "I hope you feel better," etc.

Today I brought some bean bag animals. Let's pretend that they are your own sad feelings. Let's practice being kind to our feelings.

Let kids hold and talk to bean bag animals.

Let's learn another song that can help us and other kids feel better: The "May You Be Happy" or "Caring" song. Let's sing this song to our bean bag animals.

Ask students to place animals on the carpet near them. See song lyrics on next page/play song.

Closing. If a friend is feeling sad or upset, we can sing the "Caring" song for him/her. We can also sing the "Caring" song for ourselves. See you next time.

“Caring” song

“May You Be Happy” by Betsy Rose

This song is about feeling happy, peaceful and filled with love. It’s called the “May You Be Happy” or “Caring” song. The song has sign language in it. Raise your hand if you know what sign language is? Right, it is a way to use your hands to talk with someone who can’t hear. Let me teach you some signs so you can sing the “Caring” song.

You can view this song in sign language at the following video link: youtu.be/gBBJAmUd8Q8

Watch what I do with my hands when I play and sing the song:

May	I be	happy		
flat open hands, palms up, alternately lifting and lowering	fist, thumb side against chest, on chest	open hands with fingers moving up in front of chest		
May	I be	peaceful		
flat open hands, palms up, alternately lifting and lowering	fist, thumb side against chest, on chest	heels of hands together facing in opposite directions, moving them in a circle, then angled downward toward floor		
May	I be	filled	with	love
flat open hands, palms up, alternately lifting and lowering	fist, thumb side against chest, on chest	crossed hands on heart	fists together	crossed hands on heart

Let’s try it together.

Today let’s sing the “Caring” song three times.

The first time, let’s sing to ourselves.

Sing verse 1.

The second time, let’s turn toward a friend. We’ll do signs like this.

Show “May you” sign — point at others.

The last time, let’s sing to all of us like this.

Show “May we” sign — right hand creates semi-circle in front of body, shoulder to shoulder.

May I be happy	May you be happy	May we be happy
May I be peaceful	May you be peaceful	May we be peaceful
May I be filled with love	May you be filled with love	May we be filled with love



THEME 4: TAKING CARE OF STRONG EMOTIONS ON THE INSIDE AND OUTSIDE

Lesson 10

Busy mind and clear mind

CONCEPTS

- Emotions and thoughts can make our mind busy
- Focusing attention can make our mind calm

KEY WORDS

mind, meditate, Mind Jar

OBJECTIVE

Children will be able to:

- Use Mind Jar to show a busy and calm mind
- Focus attention as glitter within Mind Jar settles

MATERIALS

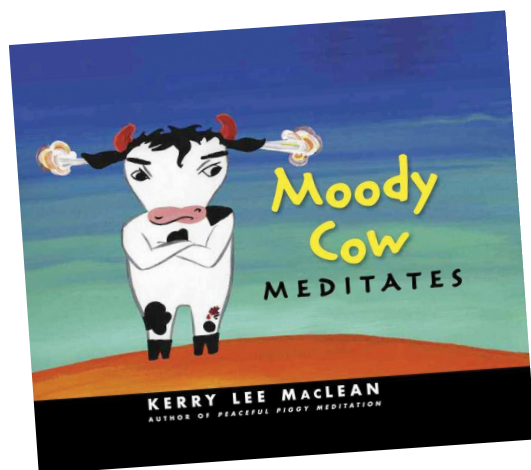
- Bell
- “Moody Cow Meditates” book ([link to purchase](#))
- A completed Mind Jar (see following lesson on how to make your own)
- “My Mind is a Clear Blue Sky” song ([link to purchase](#))

ACTIVITIES

1. Bell
2. Growing Friendship Wish (GFW)
3. Book review and “Caring” song
4. Brain Game (“Follow Me,” emotions)
5. Mind Jar and “My Mind is a Clear Blue Sky” song

PREPARATION

Prepare Mind Jar to model for class



Connection. It's _____'s turn to invite the bell.

Invite.

Please lead the GFW.

Child leads GFW.

Have you seen students planting Seeds of Kindness lately? Should we add some seed stickers to our Kindness Garden?

Provide stickers if appropriate.

Last week we talked a lot about being mindful of our emotions/feelings. Emotions can feel good or not so good. Emotions change all the time, and we can take care of our emotions by being kind to them.

Teaching. Let's read the "Moody Cow" story and see what he does with his strong emotions.

Read story aloud.

So many awful things happen to Moody Cow.

Flip through the pages to show: bad dream, sister incident, missed bus, bike accident, teased, breaking window.

Raise your hand if you ever had something happen that made you feel sad or angry.

Call on several kids to let them share.

How do we feel on the inside when we hear something happened to our friend?

Answer: Sad.

Let's sing our "Caring" song to our friend.

Have students turn to face their friend while following along with the teacher leading the song.

How does it feel to have your friends sing to you?

Allow responses.

Active engagement. Everyone, stand up to play the "Follow Me" game. I will show you a body position and a face. You do what I do. Then I'll ask how you think I was feeling.

Angry: gritted teeth, clenched fists, stomping feet.

Sad: mouth down turned, body caved in, drooping shoulders.

Afraid: wide-eyed, mouth slightly open, hands fisted protecting chest/throat.

Tired: eyes half closed, arms hanging, walk dragging feet.

Excited: smiling, hands clapping in front of chest, small jumping movement.

I saw people following me. You knew how I was feeling. Thank you for following me.

Sometimes when I get very upset, I use my Mind Jar... just like Moody Cow's grandfather taught him. The glitter is like our upset thoughts and feelings. Let's pretend I am angry.

Show an angry body.

I shake my Mind Jar (**demonstrating**), put it down and pay attention on the outside to the angry thoughts and feelings just settling down. Let's try it together. Let's pretend we are upset. I will shake the jar. Then everyone closely pay attention on the outside to the upset thoughts and emotions settling down. Can you keep your attention on the glitter until it all settles down?

Closing. Let's all lie down and listen to a song about our mind.

Use Belly Buddies and play "Caring" song.

Let's sit up and open our eyes. Next time, we will make Mind Jars to take home. How does it feel on the inside to know we'll make Mind Jars?



THEME 4: TAKING CARE OF STRONG EMOTIONS ON THE INSIDE AND OUTSIDE

Lesson 11

Making Mind Jars and practicing using them

CONCEPTS

- Sometimes we need to wait
- We feel good when we get our turn

KEY WORDS

upset

OBJECTIVE

Children will be able to:

- Say “I’m waiting” and how they feel when they get their turn
- Know how to use the Mind Jar

MATERIALS

- Bell
- “Moody Cow Meditates” book
- Mind Jars (with glycerin, water/water pitchers, glitter, dish soap, permanent markers, measuring spoons — enough for each table of students)
- Parent letter #2 ([in Appendix](#))

ACTIVITIES

1. Bell
2. Growing Friendship Wish (GFW)
3. Animal movement: Giraffe
4. Making Mind Jars
5. Pretend (you are upset or angry; use Mind Jars together)

PREPARATION

1. Have Mind Jar materials set up at tables
2. Have students’ initials written in permanent marker on the Mind Jar lids
3. It may be helpful to have a list of students’ names for each table, so you can call them over easily

When all of the thoughts and feelings settle, we rest and move our attention to the inside.

Connection. Have next student on list invite bell and lead GFW.

Last time we read about Moody Cow (**hold up book**). He learned a way to help himself watch his upset feelings change and settle down. Raise your hand if you remember what Moody Cow does to help himself calm down.

Have the book available to show them the Mind Jar.

We all get upset sometimes, right?

Teaching. We each do different things when we get upset. Sometimes we may yell, hit, kick or we may get really quiet or feel very tight. Are those helpful?

NO!

But it is hard to remember to be kind and helpful when we are angry or sad or scared or confused. One kind thing we can do is use a Mind Jar. Does anyone here have a Mind Jar?

No.

So let's make one. First, let's try another mindful movement to help us focus our attention. Let's try **Giraffe**. Feel your feet on the floor and your hands pointing toward the floor. Then inhale and feel your back/spine straightening up, lifting your neck and head. Stretch up. Relax and breathe out.

Do this three times.

Active engagement. Now when everyone is quiet and paying attention on the outside to me, I will show you how to make a Mind Jar.

On the rug, demonstrate making a Mind Jar according to these directions:

The Mind Jar has glycerin in it already. Glycerin can make your eyes sting if it gets in your eyes so please be careful when you work with it. Make sure that you don't spill the glycerin on your hands and if you do, wash your hands right away.

1. Put two teaspoons of glitter into your Mind Jar.
2. Pour in water to the very top of the jar.



3. Put one drop of soap liquid in.
4. Find the cap with your initials and put it on your jar. Make sure it is tight so no glitter or glycerin gets out!
5. Wait until everyone at your table is done making the Mind Jar. Then go to the rug.

Super glue lids on before sending jars and parent letters home with students the next day.

Remember that we all cannot have a turn at the same time. What can you do while waiting for your turn?

Answer: watch, count, feel your breath.

Everyone will have a turn!

Closing. When I invite the bell, we will all pretend we are angry, shake our Mind Jars and then place them on the floor in front of us. Our eyes notice the angry feelings start to settle on the bottom of the jar. When all of the thoughts and feelings settle, we rest and move our attention to the inside and feel five breaths.

Count breaths for the children.

How do you feel on the inside right now?

Let students answer.

Each of us has a Mind Jar and a letter to take home tomorrow. We will also have a Mind Jar here at school. Remember, if you are upset, you have a Mind Jar to shake and watch until your feelings settle to the bottom of the jar. That is another kind way to be with our feelings. See you soon.



Lesson 12

What else can we do when we are upset?

CONCEPTS

- There are many things we can do when we are upset
- One thing is to go to a safe place and calm down

KEY WORDS

(use a classroom “safe place” if you have one), calm down place, quiet place

OBJECTIVE

Children will be able to:

- Tell three things to do to calm down
- Tell where the safe place is

MATERIALS

- Bell
- “When Sophie Gets Angry” book ([link to purchase](#))
- Bean bag animals
- Mind Jar
- Peace Wands
- Theme-related song about being calm

ACTIVITIES

1. Bell
2. Growing Friendship Wish (GFW)
3. Book
4. Set up a “Kindness Place” (gather Kindness Curriculum materials to a central location)
5. Brain Game: “Follow Me”
5. Growing Friendship Wish (GFW)
6. Bell



All feelings are okay: sad, worried, afraid...

Connection.

Let's begin with some animal movements.

Allow children to suggest which two they want to try. Lead movements for those animals.

If appropriate, have next student invite bell.

Last time, we made a Mind Jar.

Have Mind Jar there.

Mind Jars help us do what?

Answer: calm down when we are upset, worried or over-excited.

What else can you do if you feel uncomfortable, worried, angry or upset on the inside?

Make sure to have bell, bean bag animals, songs and Peace Wands available.

Teaching. Let's read a story to see what Sophie does when she is feeling angry.

Read aloud "When Sophie Gets Angry."

How was Sophie kind to herself when she was really, really angry?

Answer: took some time by herself to pay attention on the outside including feeling the wind, seeing the water.

How did she feel after paying attention on the outside?

Answer: Calmer.

Is it okay to get angry?

Answer: Yes.

All feelings are okay: sad, worried, afraid... Is it okay to be mean to others or ourselves when we have uncomfortable feelings?

Answer: No.

Can we hit friends or run away?

Answer: No.

Active engagement. Is there a place in the classroom where we can go if we need time to take care of our feelings, the way Sophie did?

If "yes" great, if "no," say, "Let's make one."

Let's put all of our kindness materials there.

Review all of the Kindness Curriculum materials so far and how we use them.

Discuss classroom plan for making use of the Kindness Place: Do students need to ask permission to go there? Can more than one student be there at the same time? Create classroom agreements for using the space and materials.

Let's remember our Growing Friendship Wish, too.

Ask a student to lead the GFW.

You have been very kind by listening to the story and helping to create our Kindness Place today. Now let's play the "Follow Me" game.

Tiptoe, jump five times, balance on one foot and do the Eagle animal movement.

Closing. Great! Let's sit and _____ will invite the bell. Remember that there is a calm down place here in the classroom where our kindness materials are kept. This can be a helpful space when you need to take care of your feelings. See you next time!

Considerations. You can also consider introducing an age-appropriate song about calming down, from a relevant Social Emotional Learning (SEL) curriculum, if used, or from other children's musicians.



THEME 5: CALMING AND WORKING OUT PROBLEMS

Lesson 13

Mindful movement

CONCEPTS

- Movement helps us feel our bodies
- Movement can help us calm our emotions

KEY WORDS

armadillo

OBJECTIVE

Children will be able to:

- Remember and lead animal movements
- Understand how calming can be easier after movement

MATERIALS

- Bell
- Animal movement picture cards
- “Animal Action 1” song ([link to purchase](#))

ACTIVITIES

1. Bell
2. Growing Friendship Wish (GFW)
3. Animal movements
4. “Animal Action 1” song, twice
5. Belly Buddies
6. Bell



Connection.

Have next student invite bell and lead GFW.

How is our Kindness Garden coming along? Are things starting to grow there?

Comment about seeing things grow/feelings.

Raise your hand if you have remembered to be helpful with a friend and put a seed sticker in the garden. How does it feel to notice that our seeds are helping things to grow?

Listen to a few responses.

We have been talking about different ways we can take care of ourselves and our feelings. Raise your hand if you can help us remember one thing we can do to care for ourselves and our feelings.

Answer: Mind Jar, Belly Buddies breathing, quiet place.

Sometimes we can calm our emotions on the inside when we move and use our bodies. Today we're going to move our bodies like some animals do, and we can notice how it feels when we move in these ways.

Teaching and active engagement.

You have learned the movements for some of these animals already. Do you remember?

Elephant, Lion, Giraffe — practice those.

We can move our bodies like other animals too.

If pictures of animals are available, show pictures of some the animals below.

You can whisper the animal's name if you know it.

When you come to the Armadillo picture say, "I don't know if anyone will know this animal."

Ask them to pay attention to how it feels to know or not know and comment on how feelings may change as we keep learning.

We will practice breathing and being mindful in our bodies as we do animal movements. I will show you the movement, and then we will do it three times.

Repeat each movement three times.

*First, is **Eagle**. Eagle moves his wings slowly. Watch first and then we will fly like Eagle three times. Breathing in slowly, lifting the arms up, and breathing out lowering the arms. Feet stay firm on the floor.*

Do three times.

*We will do **Cat** and **Cow** together. Watch me on hands and knees. Breathe out rounding the back, dropping the head and tailbone. That is Cat. Then breathe in dropping the belly toward the floor, while lifting the head and tailbone. That's Cow. Let's try three times.*

Guide breathing.

*Next we will do **Snake** and **Snail** together. Watch me... Snake starts lying on the floor with face down with hands under shoulders. Then breathe in as you straighten your arms and lift your head. For Snail, breathe out as you relax back sitting on your heels with arms extended and face down on the floor. Let's do those movements three times too.*

Do three times.

*Now, **Armadillo**. Armadillo twists his body first to one side and then to the other.*

Demonstrate sitting spinal twist in each direction, inhaling to have a straight spine and then exhaling as you twist and look behind you as your opposite shoulder turns toward knee that is crossed over the other. Do three times.

*Now it's time to move like **Frog**. What do frogs do?*

Jump!

Let's start in a squat with folded legs, and then jump up like a frog.

Do three times.

*Next comes **Monkey**. Monkeys use their arms to hang from trees. Let's reach our arms up over our heads, one at a time.*

Stretch side bodies. Do three times.

Active engagement. *Now let's use our animal movements to move our bodies along with a song. Remember to make sure you have space around your body before making big movements.*

Play "Animal Action I" song.

Closing. *Let's find a place to lie down on the rug and relax our bodies for a few minutes. Feeling your legs, bottom and feet resting on the floor... Arms are at your sides and closing your eyes if that is comfortable for you.*

Distribute Belly Buddies.

Let's use our Belly Buddies as we listen to the bell, feeling the breath moving in and out of your strong, animal bodies.

Invite the bell.

After the sound ends, ask, "How are you feeling on the inside right now?" "Where do you feel it?"

Children can answer.

Moving our bodies and then relaxing them can help us calm down and stay healthy.



THEME 5: CALMING AND WORKING OUT PROBLEMS

Lesson 14

Forgiving myself

CONCEPTS

- We all have accidents
- We can forgive ourselves when we have an accident

KEY WORDS

(F=Forgive page)
accident, forgive, hug

OBJECTIVE

Children will be able to:

- Recall a time they had an accident
- Give themselves an “imaginary hug”

MATERIALS

- Bell
- Animal movement pictures
- “Down the Road” book ([link to purchase](#))
- A theme-related song about accidents and forgiveness (optional)

ACTIVITIES

1. Bell
2. Growing Friendship Wish (GFW)
3. Movement (Giraffe and Eagle)
4. Book review: “Down the Road”
5. Discussion: How it feels when you do something on accident
6. Brain Game (“imaginary hug,” “playful bear hug,” “ant hug”)
7. Bell

PREPARATION

Read story with group prior to lesson; skim and summarize text as needed

Connection. Have next student on list invite bell and lead GFW.

Please stay standing. Last time, we practiced animal movements. Sometimes when we are upset, if we move our bodies and breathe, we can feel calmer. Let's do **Giraffe** and **Eagle** today.

Do mindful movement.

Teaching. Raise your hand if you remember this book.

Hold up "Down the Road."

How did the girl feel when she had an accident?

Call on students.

What did she do?

Answer: sat in a tree.

Did the girl's parent stay mad at her for a long time?

Answer: No.

They didn't stay angry with her. They forgave her.

Show F=Forgive card and add it to wall.

Forgiving helps us and the other person feel better. At school and at home we all have accidents. Can someone share about an accident that happened to them?

Call on a child to share. Be sure to have a story ready about an accident that you have had or seen at school if the children cannot remember something that has happened to them.

Active engagement. We can probably all think of an accident that happened to us. They happen to everyone. How do you feel when you have an accident? Raise your hand if you'd like to share how accidents make you feel.

Bad, sad, embarrassed, etc.

If we have an accident that hurts other people, we can remember to say, "I didn't mean it. Are you okay?"

Sometimes when I have an accident, I feel really sad or embarrassed. Then I like to give myself an "imaginary hug." I close my eyes and feel a hug. Let's try it. Then I might give myself a real hug. Let's stand up and try some hugs. Can you give yourself a great big bear hug?

Model a hug.

Now a little tiny ant hug.

Have fingers crawl up opposite arms to the shoulders.

Last, let's try a patty cake hug.

Pat arms up to shoulders.

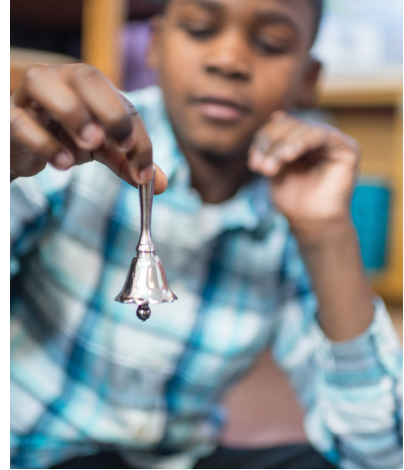
Can you think of other kinds of hugs we can try?

Allow answers.

Closing. Let's invite the bell to close our time together.

Choose next student on list to invite the bell.

Considerations. You can also consider introducing an age-appropriate theme-related song about accidents and forgiveness.



Forgiving helps us and the other person feel better.



THEME 5: CALMING AND WORKING OUT PROBLEMS

Lesson 15

Forgiving others

CONCEPTS

- We all have accidents
- We can forgive others when they have an accident

KEY WORDS

accidents, forgive, work out (problems)

OBJECTIVE

Children will be able to:

- Say “I didn’t mean it. Are you okay?”
- Say how it feels on the inside to forgive someone

MATERIALS

- Bell
- “Down the Road” book
- One plastic spoon per student and two plastic eggs
- Peace Wands

ACTIVITIES

1. Bell
2. Growing Friendship Wish (GFW)
3. Book: “Down the Road”
4. Game: Pass the egg saying, “I didn’t mean it…” if it falls
5. Discussion: Something that hurt your feelings
6. Peace Wands (review use for accidents and on purpose)
7. Bell

Connection. Have next student on list invite bell and lead GFW. Check in on watering of plants/flower growth and seed stickers for Kindness Garden.

Teaching. We have been talking about accidents: things that happen that we didn't mean to happen, like breaking eggs, bumping into someone or spilling something. We read this story (**hold up "Down the Road" book**), and we saw that Hattie had an accident. Do you remember what happened to Hattie? Do you remember what Hattie's parents did when they learned of the accident?

What can we say when we do something by accident?

"I didn't mean it. Are you okay?" Point to F=Forgive page on wall.

Remember, we can forgive ourselves when we have an accident. We can also forgive friends and other people when they do things by accident.

Active engagement. Let's play a game... this is called "Pass the egg." Your job is to pass the egg to the next person without dropping it. If the egg falls onto the floor or hits someone, what can we say?

"I didn't mean it. Are you okay?"

If the egg falls when we try to pass it, we can pick it right up and try again. When we forgive ourselves, it can be easier to start over again. I'll demonstrate with your instructor how we are going to pass the egg to each other.

Demonstrate a successful and an unsuccessful pass.

Now let's all play the game.

Have students stand in a circle and attempt to pass the plastic egg all the way around, at least once. Finish by commenting: "I heard people saying 'I didn't mean it' when they had an accident."

How does it feel on the inside to say that? How did it feel when we were finally able to pass the egg all the way around the circle? I noticed I was feeling excited and a little bit jumpy inside as we were getting close to finishing!

Collect the spoons and egg.

Sometimes kids do things that make us feel bad and it's NOT an accident. What are things that kids do that make you feel bad? Raise your hand if you have an idea.

Answers: hit, say mean things, take our toys, or say "You can't play."

When kids do things that hurt our feelings, how can we work it out?

Use the Peace Wands.

Has anyone used the Peace Wands? Can you show us with a friend how you used them?

See if a pair of students can act out how they can fix a problem, or role play another problem scenario and help students work through speaking and listening with Peace Wands.

How does it feel to be able to work out a problem with a friend?

Encourage answers.

Closing. Let's finish our time together by inviting the bell and being mindful of our breath. Feel your breath inside your body.

Choose next student on list to invite bell.



THEME 6: GRATITUDE

Lesson 16**Gratitude for people or things in my life****CONCEPTS**

- We all have people or things we feel grateful for
- Gratitude feels good on the inside

KEY WORDS

(G=Gratitude page) [in Appendix](#)
gratitude/grateful, thankful

OBJECTIVE

Children will be able to:

- Tell one person/thing they are grateful for and why
- Tell how gratitude feels on the inside

MATERIALS

- Bell
- G=Gratitude page
- “Gracias/Thanks” book ([link to purchase](#))
- Copies for each student of Gratitude page
- Songs from the “Calm Down Boogie” album (optional) ([link to purchase](#))

ACTIVITIES

1. Bell
2. Growing Friendship Wish (GFW)
3. Book: “Gracias/Thanks”
4. Brain Game: “Stand and Repeat”
5. Drawing gratitude picture

PREPARATION

1. Teacher prepares a G=Gratitude page with a drawing to share with students as an exemplar
2. Be sure that crayons/coloring supplies are ready and available

Connection. Have next student on list invite bell and lead GFW.

We were talking about accidents and fixing problems last time. How does it feel on the inside when someone forgives us or we forgive someone?

Answer: Good.

Teaching. There is another emotion that also feels good on the inside. It is called gratitude.

Hold up G=Gratitude page and put on wall.

Everyone say that with me.

Clap out syllables of gra-ti-tude.

Let's read a story about some things we can have gratitude for in the book "Gracias/Thanks." It is about a boy who is thankful and grateful for many things.

What are some of the things the boy is grateful for?

Answers: sun, ladybug, waves, bees not stinging him, money from his abuelita, friend, worms, little brother, mom, music, family, chocolate, pajamas, cricket.

How do you think the boy feels on the inside when he is grateful?

Answer: happy.

Active engagement. We are going to play a game, "Stand and Repeat." For this game, we need to think of something we are grateful for. When you have an idea, raise your hand. When I call on you, tell me one thing you are grateful for. When your friends hear what you are grateful for, they stand up and softly say it too. Let's practice by asking (a student or another adult in the room), "What are you grateful for?"

Have student or other adult say something they are grateful for.

Everyone stand up and repeat what they said.

Students repeat.

Then everyone sit down again. You can take a minute to turn to an elbow partner to share one thing you are grateful for.

Allow time for partner conversations.

Now let's "Stand and Repeat." Raise your hand if you want to share what you are grateful for.

Continue this way, asking everyone to repeat what students say, until several children have had a turn.



Closing. There are so many things we are thankful or grateful for. Now it's time to draw a picture of what we are most thankful for. When I say your name, see if you can quietly do a Feeling Walk to a seat at the table. Be mindful of feeling your toes the whole way to the table. You will have a chance to draw a picture of something in your life that you are grateful for... maybe someone, or something at home or at school, or even some special place.

Assist students unable to write by writing what they have drawn on their gratitude sheet.

Considerations. You can also play the "Thanks Be" track from Betsy Rose's "Calm Down Boogie" album while students are drawing their pictures.