



Focusing on Me and You

Objectives

Students will:

- Explore the concept and value of mindfulness as they develop Social Awareness and Relationship Skills.
- Set a personal goal related to empathy.
- Summarize, roleplay, and apply strategies for understanding the emotions and needs of others.

Overview

In this module, students in kindergarten through grade two will continue to explore the concepts of Social Awareness and Relationship Skills through the lens of mindfulness—or one’s ability to be fully present and aware. Students will begin by investigating what it means to be mindful and how the act of being present can help them better understand their own feelings and the feelings of those around them. They will practice focusing on others’ thoughts and emotions as they put themselves in other people’s shoes. The module will conclude with an exploration of whole body listening and positive feedback as students continue to learn mindful strategies for strengthening their relationships with others.

This digital lesson bundle serves as an extension to the Grades K–2 *Time to Create* digital lesson bundle ([Educator Guide](#) and [Lesson PowerPoint](#)) by reinforcing learned concepts and strategies and introducing new ones. While this lesson is recommended as a follow up to *Time to Create*, it can also serve as a stand-alone module. When concepts have been previously introduced in the *Time to Create* digital lesson bundle, they are prefaced with “review and/or explain.”

The accompanying presentation was created with PowerPoint so that it can be used in a variety of classrooms. If you are using a laptop with an LCD projector, click to advance through the PowerPoint. Click to open all of the interactive elements, including images, text boxes, and links (which will open in your web browser). If you are using an interactive whiteboard, tap on each slide with your finger or stylus to activate these elements. See the notes section in each slide for more information.

Content Areas

Health, Wellness, English Language Arts



Activity Duration

Three class periods (about 45–60 minutes each)

Timing Note: While this digital lesson bundle is presented as three periods, each period may also be divided into shorter segments to better fit the needs of your classroom.

Grade Level

Kindergarten-Grade 2

Essential Questions

- How can mindfulness help us focus our thoughts and identify our feelings?
- How can we step into the shoes of those around us?
- What strategies can we apply to improve our relationships with others?

Materials

All days:

- Device with the ability to project, one for the teacher
- Drawing/coloring materials, for the class to share

Day 1:

- *Charlotte and the Quiet Place*, by Deborah Sosin or the [video read-aloud](#) to project
- **Handout 1: My Quiet Place** (cut out in advance), one frame per student
- Masking tape, for the class to share
- **Handout 2: I Feel/They Feel**, one per student

Day 2:

- *We're All Wonders*, by R.J. Palacio or the [video read-aloud](#) to project
- **Handout 3: Shoe Prints**, one per student
- **Handout 4: SHOES strips** (cut out in advance), one strip for every three students
- **Handout 5: In Your SHOES cards** (cut out in advance), one set of three cards per student
- **Handout 6: My Goal**, one per student

Day 3:

- Notebook or clipboard to lean on, one per student
- **Handout 7: Whole Body Listening Challenge** (cut out in advance), one strip per student
- **Handout 8: Story Cards** (cut out in advance), one card per student
- **Handout 9: Positive Feedback** (cut out in advance), one speech bubble per student

Teacher Prep:

- Read through the lesson instructions and the corresponding slide presentation in advance.
- Make sure the materials are ready to go prior to each day's lesson. Many handouts have components that will need to be cut out in advance.



Background

Students need more than just academic knowledge to thrive: A foundation of emotional intelligence developed through social and emotional learning is crucial as well. Emotional intelligence refers to one's ability to perceive, control, and evaluate emotions.

Social and emotional learning:

- Teaches children how to better understand their emotions, manage their behavior, and navigate interactions with others.
- Guides children in learning how to set and achieve goals, overcome obstacles, and develop healthy relationships.

These are skills needed to succeed in school, prepare for the workforce, and be positive and healthy members of society.

When children are equipped with a foundation of social and emotional knowledge and skills, they are more likely to have academic success. Nearly half of children who have suffered three or more adverse childhood experiences have low levels of engagement in school, and over 40 percent of these children demonstrate negative behaviors such as arguing too much, bullying, or being cruel to others. However, research shows that an effective social emotional education has the power to strengthen attachment to school and reduce negative classroom behavior, two significant predictors that students will not only stay in school, but succeed in school.

The Collaborative for Academic, Social, and Emotional Learning is the leading organization advancing the promotion of integrated academic, social, and emotional learning for children in Pre-K through Grade 12. This organization has developed the following five interrelated core competencies for effective social and emotional learning:

- **Self-Awareness** concentrates on understanding your emotions and thoughts and how they influence your behavior. Skills include self-perception, self-confidence, and self-efficacy.
- **Self-Management** emphasizes your ability to regulate your emotions and behaviors in different situations, as well as how to set and work toward goals. Skills include impulse control, executive function, stress-management, and self-discipline.
- **Responsible Decision-Making** is the ability to make positive choices and take responsibility for positive and negative outcomes. Skills include identifying problems, analyzing situations, solving problems, and reflection.
- **Social Awareness** focuses on your ability to empathize with others. Skills include empathy, appreciating differences, and respect.
- **Relationship Skills** revolve around your ability to relate well to others. Skills include communicating clearly, listening, cooperation, resisting negative pressure, resolving conflicts, and supporting one another.

Source: Wings for Kids, www.wingsforkids.org.

The goal of this guide is to give educators a collection of resources designed to strengthen students' emotional intelligence through a social and emotional learning curriculum that focuses on two core competencies: Social Awareness and Relationship Skills. This digital lesson bundle provides slide-by-slide



instructions to ensure educators are prepared to explain, discuss, and facilitate the hands-on content in the presentation. While the content is designed to cover three class periods, these lessons can be flexible and presented in shorter intervals as well. Depending on your classroom's needs, each lesson could be divided into four fifteen-minute increments, three twenty-minute increments, or even two thirty-minute sessions. See the end of the manuscript for extension ideas.

The three days of lessons follow an inquiry-driven 5E instructional model: engage, explore, explain, elaborate, and evaluate. Over the course of three class sessions, students will explore the competencies of social awareness and relationship skills through their corresponding sections in the *Words to Live By*:

*I understand others are unique.
I want to learn more about everyone I meet.
I want to step into their shoes and
see what they are going through.
I am a friend. I support and trust.
Working together is a must.
Kind and caring I will be.
I listen to you. You listen to me.*

Students begin the module with a sensory activity, in which they concentrate separately on what they see, feel, and hear. Then, they will learn about the term “mindful.” The class will read a picture book to further investigate this concept. Next, they will practice picturing a peaceful place in their minds when they need to quiet their thoughts and focus on the present. Students will then apply this skill as they begin to explore how their feelings are similar to and unique from their classmates.

The second session explores the clues we can use to understand how others may be feeling. The class will read a picture book as they consider what it means to be unique, and why our differences make it even more important to try to understand what others are thinking or feeling. The class will learn more about the acronym *SHOES*, which guides them through how to do this. Student groups will focus on one of the acronym's letters to create a brief presentation to share with the class. Then, students will set a goal to help them improve their ability to empathize and understand others' perspectives.

The final session focuses on additional strategies to help students be caring friends and team members. They will be introduced to the concept of whole body listening, and they will consider how listening connects to being mindful. The class will also learn the value of positive feedback. The session will culminate as students participate in a group activity that challenges them to employ the strategies they have learned as they collaborate with their peers.

DAY 1

Slide 1

- Begin by encouraging students to find a comfortable area in the classroom where they can sit quietly.
- Once everyone is seated, ask them to close their eyes.
- Lead the class in taking three deep breaths: In and out. In and out. In and out.



- Then instruct students to keep their eyes closed while you guide them through the following prompts:
 - As you breathe in and out, think about what you can hear. Do you hear any loud noises? Do you hear any quiet sounds? Is there anything you can just barely hear? Keep your eyes closed and focus on all of the sounds you can hear.
Allow about 15 quiet seconds to pass before moving on the next prompt.
 - Now think about what you can feel. As you sit on the floor, what is touching your skin? Can you feel the ground? Can you feel your clothing? What does your skin feel like? Keep your eyes closed and focus on everything you can feel.
 - Allow about 15 quiet seconds to pass before moving on the next prompt.
 - Slowly, open your eyes and look up. Without moving your eyes around too quickly, focus little-by-little on everything you can see.
Allow about 15 quiet seconds to pass before moving on.

Day 1 | Slide 2

- Ask the class to reassemble and sit on the floor in a circle or semicircle. Join the students by sitting at their level.
- Click once to reveal the word *Mindful*.
- Click again and tell students that when you are mindful, your mind pays full attention to what is happening right now—not what happened before or what is happening later. You slow down, take your time, and focus on what you are doing.
- Ask students:
 - Were you able to *only* think about what you heard, felt, or saw during the opening activity?
 - Why or why not?
 - Was it hard not to think about other things?
- Explain that if students were able to turn off their thoughts and focus only on what they were hearing, feeling, or seeing, they *were* being mindful—even if it wasn't for the entire time! Being mindful takes practice, and every little bit counts.

Day 1 | Slide 3

- Tell the class that you are about to read a book called *Charlotte and the Quiet Place*, by Deborah Sosin.
- Click once, and explain that as you read you would like students to think about whether it is easy or hard for the main character to be mindful.
- Begin to read the story or project a version of the [video read-aloud](#) (from 1:05 to 9:46).
- Partway through—after reading “No!” *Charlotte yells. “I have to find a quiet place!”*—ask students to share their answer to your focus question.
- Click twice before you continue reading the second half of the book. As you read this time, ask the class to listen for: What helps Charlotte be mindful?
- When the story is finished, discuss this second question.



- Help students understand that even if Charlotte couldn't find a spot that was *actually* quiet, she learned how to be quiet in her mind. When she pictured a quiet place, she could block out everything else, be mindful, and focus on "now."

Day 1 | Slide 4

- Acknowledge again that learning how to quiet our mind and focus on what is happening right now is difficult, but it can be done if we try!
- Ask students to brainstorm: As you sit here right now, what are you thinking about?
- Kick off the brainstorming with something else that may be on your mind—such as a lesson you are going to teach later or a conversation you had with a friend the day before.
- As students share their thoughts, record them in the bullets inside the slide's thought bubble.
- Quietly cross off or delete each thought, one at a time. As you do, encourage students to "turn off" these thoughts in their mind.
- Click twice and ask students to close their eyes and picture their own quiet place. Explain that this place can be real or imaginary.
- As they keep their eyes closed, ask students to explore this quiet place in their mind. What do they see? What do they hear?
- Ask students to open their eyes and think-pair-share* their answer to: How do you feel right now?
In a think-pair-share, students think about the question independently, discuss their answers with a partner, and then share their thoughts with the larger class.
- Explain that when we can block out all the other noise and thoughts in our minds, it becomes a lot easier to think about our own feelings.
- Distribute one small square from **Handout 1: My Quiet Place** to students, and instruct them to spend the next five minutes drawing a picture of the quiet place they just envisioned in their mind. Explain that students will use this image to help them find their quiet place in the future!
- As they finish, have students use masking tape to secure the image to their desk or another location where they will see it frequently.
- Moving forward, remind students to glance at their drawing and close their eyes whenever they need to refocus.

Day 1 | Slide 5

- Bring the class back to a circle or semi-circle, and click to display and read the following *Words to Live By* excerpt aloud:

*I soar with wings.
Let me tell you why.
I learn lots of skills that help me reach the sky.
I understand others are unique.
I want to learn more about everyone I meet.
I want to step into their shoes and
see what they are going through.*



- Explain that students are about to see how being mindful can help them better understand others, learn more about everyone they meet, step into others' shoes, and understand what they are going through.

Day 1 | Slide 6

- Pair all students with a partner and instruct pairs to sit back-to-back.
- Distribute one **Handout 2: I Feel/They Feel** to each student.
- Explain that you are about to describe a few different situations. As you do, students should close their eyes, quiet their thoughts, be mindful, and focus on how they may feel if they were in this situation.
- Ask students to close their eyes as you click and read: I just found out my best friend is moving away.
- After focusing their thoughts, ask students to open their eyes and draw a face on their handout that illustrates how they would feel if they were in this situation.
- Instruct the pairs to turn their bodies around and face each other.
- Each student should:
 - Share the face that they drew and explain why they would feel this way if their best friend moved away.
 - Draw a picture in the handout's second column that illustrates how their partner said they would feel in this situation.
- Click twice to repeat with each of the following three scenarios:
 - I just finished the longest book I've ever read.
 - I have to give a speech in front of the whole school.

Day 1 | Slide 7

- Bring the class back together to discuss the activity.
- Ask:
 - Were your feelings ever similar to (or like) your partner's feelings?
Click once.
 - Were your feelings ever different from your partner's feelings?
Click once.
 - Can thinking about your own feelings help you understand how someone else feels?
- Be sure students understand that while everyone is different and unique in their own way, we also have some similarities.
- Being mindful of our own feelings can help us begin to think about why others feel the way they do—even if they feel differently!

Day 1 | Slide 8

- Begin the second session by asking the class to sit on the floor in a circle or semicircle and join the students by sitting at their level.
- Read the following *Words to Live By* excerpt aloud:



*I soar with wings.
Let me tell you why.
I learn lots of skills that help me reach the sky.
I understand others are unique.
I want to learn more about everyone I meet.
I want to step into their shoes and
see what they are going through.*

- Click once and ask students: What does it mean to be unique?
- Review and/or explain that when you are unique, you are one of a kind! Even though you may have similarities that make you like other people, you also have unique qualities that make you different!

Day 2 | Slide 9

- Tell the class that you are about to read a book called *We're All Wonders*, by R.J. Palacio.
- As you read, ask students to consider: Is everyone unique?
- Read the story or play a version of the [video read-aloud](#).
- When the story is complete, discuss:
 - How was Auggie, the main character, unique?
 - How were the other people in the book unique?
 - Why is it not okay to make someone feel bad for being unique?
- Click twice, and be sure to explain that everyone is unique in different ways! It is never okay to make someone feel bad for their differences.
- Sometimes, it can be hard to understand people who are different from us—but that just means we need to learn more about them!

Day 2 | Slide 10

- Tell students that one way to better understand others is to try to put ourselves in their shoes.
- Review and/or explain that when you think about what someone else is seeing, thinking, and feeling, you are putting yourself into someone else's shoes!
- Distribute one **Handout 3: Shoe Prints** to each student.
- Then ask students to stand, and pair students with each other.
- Instruct students to stand facing their new partners.
- Instruct each student to place their handout on the floor in front of them and stand on top of the handout's shoe prints.
- Click to project a scenario on the board, and ask students to consider how they would feel in this situation:
 - You usually play with your best friend at recess, but he is out sick. Thankfully, you have lots of other friends in your class.
- Encourage students to tell their partner what they may think or feel if they were in this situation.
- Instruct students to swap sides with their partner, so they are now standing on their partner's shoe prints.



- Click to project the next scenario, and explain that students should now pretend they are in someone else's shoes. Click again and read:
 - You usually play with your best friend at recess, but he is out sick. You don't have any other friends in your class.
- Again, encourage students to tell their partner what they may think or feel in this situation.
- Collect **Handout 3** and ask students to rejoin the circle or semi-circle.
- Say: "You just pretended to stand in two different pairs of shoes. When your friend was out sick, did you feel the same in both pairs of shoes? Why or why not?"
- Explain that standing in someone else's shoes can be very different from standing in your own—even if it looks similar on the outside.
- For this reason, it is important to do our best to understand what other people are going through. When we are mindful of everyone's feelings, we can be as supportive and kind as possible!

Day 2 | Slide 11

- Review and/or explain that each letter in the acronym *SHOES* can help us understand what someone else is seeing, thinking, and feeling. We can even use it to better understand ourselves!
Note: If students already completed the K-2 Time to Create digital lesson bundle, they should remember the SHOES acronym. Regardless, the following activity will help them take a deeper dive into this subject.
- Click once to fill in the final S with *Surroundings*.
- Remind students that *Surroundings* means where they are and who they are with.
- Ask the class to pretend that they are at an amusement park with their friend's family, and they are in line to go on the biggest roller coaster they have ever seen. It even goes upside down!
- Ask students to close their eyes and focus on how they may feel in these surroundings.
- Click and ask: How might your voice sound?
 - Explain that hearing the sound of our own voice or listening to the sound of someone else's voice can help us understand how that person is feeling.
 - With their eyes still closed, ask students to raise their hand if they would like to demonstrate how their voices might sound as they wait in line.
 - Call on a few students to share.
- Click and ask: How would you act?
 - Explain that what you do with your arms, your hands, your legs, or your feet can give clues about your feelings.
 - With their eyes still closed, ask students to demonstrate what they would be doing with their bodies if they were waiting in line.
- Click again and follow up with: What would your outer appearance look like? In other words: What would you look like on the outside?
 - Explain that there are certain clues in a person's outer appearance that can help us understand how they feel on the inside.
 - Ask students to quietly picture how they would look as they waited for the roller coaster. Would they be turning red, shaking, standing very still, or maybe even sweating?



- Finally click and ask: What might your face look like?
 - This time, ask students to open their eyes and show you how their eyebrows, eyes, and mouth may look as they waited in line for the upside-down roller coaster.
- Ask students to return their faces to normal.
- Point to the completed *SHOES* acronym on the slide and congratulate the class on doing a great job demonstrating what it would be like to wait for this upside-down roller coaster in their own shoes.
- Explain that when we are mindful of what it feels like to be in our own shoes, it is easier to step into someone else's shoes and try to understand how they feel!

Day 2 | Slide 12

- Divide the class into as many groups of three as possible. If there are one or two students remaining, you can add them to existing groups to make a couple groups of four.
- Ask groups to imagine that they are now in line together to go on the same big roller coaster. Tell groups to imagine that:
 - One of you is angry because you don't want to ride.
 - One of you is very nervous about going upside down.
 - One of you is extremely excited because you've been hoping to ride a roller coaster for a long time.
- Give groups a moment to quietly decide who will be angry, who will be nervous, and who will be excited. Have groups give you a thumbs up once they have decided.
- Distribute one strip from **Handout 4: SHOES Strips** to every group, and read each one aloud as you pass them out.
- Explain that as each group pretends that they are waiting in line for the roller coaster, they will focus on the *SHOES* letter that they just received. They will then act out this *SHOES* letter so the rest of the class can guess who is angry, nervous, and excited!
- Give groups a few minutes to prepare a quick skit.

Day 2 | Slide 13

- Bring the class together and direct their attention to the *SHOES* acronym on the board.
- Explain that the final S is already filled in because everyone already knows the surroundings: They are in line for a roller coaster at an amusement park, with a few different friends. Being mindful of this surrounding is important, because it will help them understand how everyone is feeling. People may feel very differently, for example, if they were in line at the grocery store!
- Click once and distribute the three different emotion cards from **Handout 5: In Your SHOES** to each student. Challenge students to be mindful and focus on the skits as they try to figure out which actor is angry, excited, and nervous in each one.
- Then click to fill in the first S, and:
 - Invite groups who focused on *Sound of Voice* to present their quick skit, and remind the audience members to focus especially on clues from the sound of the actors' voices as they try to figure out each actor's emotions.
 - When each skit is complete, ask the actors to step forward one at a time.



- As they do, the audience members should think about the clues they noticed, and hold up the emotion card that matches each actor.
- Ask the actors to share their emotion!
- If there are any discrepancies between what the students guessed and the emotion they were acting out, discuss why students guessed the emotion they did as well as what the actor intended.
 - ◆ Explain that we are not always perfect when we put ourselves in someone else's shoes. The important thing is that we do our best to understand.
- Click three times to make the letters H, O, and E appear on the slide and continue the same presentation process for each group.
- Wrap up by explaining that when we try to put ourselves in someone's shoes, we may feel like a detective as we look for clues to help us understand how someone else feels. Some parts of collecting these clues is easy, while some parts are harder—so it's helpful to collect as many clues as possible!

Day 2 | Slide 14

- Tell students that if they continue to practice putting themselves in others' shoes, it will get easier!
- Explain that students will now think about the one letter of *SHOES* that they seem to find the trickiest and set a goal to help them get better at finding and understanding these clues.
- Distribute one **Handout 6: My Goal** to each student.
- Review the text on the top half of the handout and encourage students to check one *SHOES* area that they want to improve.
- Read the second half of the goal sheet and explain that an easy way they can work on this skill is to be mindful when they are with others. If they are focused on the other person—especially on the sound of their voice, how they act, what they look like, etc.—and don't let their mind wander, they should be able to pick up more and more clues!
- Give students a few minutes to draw what it looks like to be mindful of others in the box provided.
Hint: Being mindful when you are with others means you are not distracted by other things. You are looking at the person and paying attention to only them!
- Regroup and challenge the class to work on their goal for the rest of the day. They should be mindful and practice putting themselves into other people's shoes whenever possible!
- Conclude by reminding the class that if students ever feel overwhelmed, they can take a moment to picture their quiet place. It should then be easier to focus on their goal!
Note: Students will be asked to think about their goal progress at the beginning of next session, so either encourage students to put their goal sheets in a safe place or collect them for safe keeping.



Day 3 | Slide 15

- Begin the third session by asking students to take out their **Handout 6: My Goal sheet** (or distribute it back to students). Then encourage the class to sit on the floor in a circle or semicircle and join the students by sitting at their level.
- Briefly review the *SHOES* acronym letter by letter.
- As you read each part, ask students to raise their hand if they were working on this letter. Encourage these students to share what they have done since last class session to be more mindful of this part of *SHOES*.
- Once several students have shared, challenge students to continue their hard work!

Day 3 | Slide 16

- Explain that while being able to put ourselves into other people's shoes is one important way to understand others, there are also other ways to treat others well and with respect.
- Click to project and read the following *Words to Live By* excerpt aloud:

*I am a friend. I support and trust.
Working together is a must.
Kind and caring I will be.
I listen to you. You listen to me.*

- Ask students: According to these *Words to Live By*, what are some other ways that we can treat others well and be a good friend?

Day 3 | Slide 17

- Review and/or explain that one way to treat others well and with respect is to listen. When you listen, you are taking time to understand the other person.
- Acknowledge that students already know at least some of the skills they need to be a good listener.
- To prove it, ask students to pretend that they're *not* listening. What would they look like?
- Explain that this is the main difference between hearing and listening. Explain to students that you can hear the sound I'm making when I talk, but if you aren't focused on what I'm saying then you aren't really listening.
- Explain that an easy way to listen—and show you are listening—is to listen with your whole body.
- Click twice to project what whole body listening looks like. Explain that when you listen with your whole body, you focus your three
- As you explain each part, ask students to shift from their non-listening position to the whole-body listening position being described:
 - Eyes are looking.
 - Ears are listening.
 - Mouth is quiet.
 - Brain is thinking.
 - Voice is off.



- Ask students:
 - “How is this position different from your non-listening position?”
 - “How may this help you be a better listener?”

Day 3 | Slide 18

- Explain that students are going to practice whole body listening.
- Pair up students, and instruct them to sit facing each other with a pencil in hand and a notebook or clipboard to lean on.
- Pass out one strip from **Handout 7: Whole Body Listening Challenge** to each student and instruct students to hide their card from their partner.
- Explain that each partner will take turns describing their image to the other student so their partner can try to recreate it in their blank square.
- As one partner describes their drawing, the other partner should listen with their whole body, and then follow their partner’s directions.
- Click once and explain that if a student is ever unsure about something their partner says, they may either:
 - Ask a question.
 - Repeat the statement to make sure they heard it correctly.
- When one drawing is complete, partners should then swap roles.
- When both partners are done, encourage them to show each other what they have drawn and see how close it is to the original image!

Day 3 | Slide 19

- Bring the class back together in a circle or semicircle and discuss the activity:
 - What worked well?
 - What was hard?
 - When you are listening with your whole body, were you being mindful? Why or why not?
- Click once and be sure students understand that both whole body listening and mindfulness relate to focusing your attention on one thing at a time. When you are listening to someone with your whole body, you are being mindful of what that person is saying!
- Ask students to raise their hand if they have ever felt like someone *wasn't* listening to them.
- Invite students to think-pair-share: How did this make you feel?
- Explain that when you are mindful and listen with your whole body, you are doing your best to try to understand the other person. When you do this, you are showing them that you care.

Day 3 | Slide 20

- Tell the class that they are going to practice listening with their whole body and being mindful one more time as they work together to tell a story!
- Divide students into pairs and give each pair two cards from **Handout 8: Story Cards**. It’s okay for some pairs to have the same cards as others.
- Tell students that they should not show their cards to the other pairs!



- Click once to reveal on the slide: “Once upon a time, there was a student named Chris...”
- Explain that the class is now going to work together to come up with a story about Chris. To do this:
 - The class will go around in a circle and add to the story one pair at a time. (Each pair can be allowed a few seconds to confer before they add their part.)
 - Each time a pair speaks, they should use one of their cards.
 - As they use a card, they should place it on the floor in front of them.
 - Pairs may add one sentence to the story or a few sentences as long as they incorporate one of their cards!
- Help students understand by providing an example:
 - Click once and bring students’ attention to the sneakers card on the slide.
 - Click again and explain that if it was their turn, they could put this card down, and add on to the story with: “Chris owned a pair of magical shoes.”
 - Explain that this line makes sense *and* adds your sneakers card to the story!
- Then explain two other important rules:
 - Everything that you say should be connected to what was said before. In order to do this, you have to be mindful and listen with your whole body.
 - Try to step into your classmates’ shoes. If it looks like someone needs help, be ready to give them a suggestion!
- After answering any questions, begin the storytelling with one pair and then proceed around the circle. If it seems like a pair needs help, encourage them to share their cards with the class and ask for other students to provide suggestions.
- Lead the class through the activity at least until every pair has had a chance to share, and continue to reiterate the importance of whole body listening.

Day 3 | Slide 21

- Bring the class back together, and ask a couple questions to help students reflect on the activity:
 - How did your classmates show you that they were being mindful and listening with their whole bodies?
 - How did it make you feel when your classmates showed that they were listening to you?
- Click twice and tell the class that these comments are an example of positive feedback.
- In addition to listening, positive feedback is another way to show people that you care.
- Review and/or explain that when you tell others that you like something they did and then you add how it made you feel, it’s called giving positive feedback! Positive feedback is a great way to let others know how they make you feel when they are good to you.



Day 3 | Slide 22

- Distribute one speech bubble from **Handout 9: Positive Feedback** to each student.
- Click once and explain that students will use these speech bubbles to share positive feedback with their partner.
- Encourage each student to think about something their partner did during the storytelling activity that they liked. For example, maybe they listened with their whole bodies or maybe they helped them when they were stuck!
- Review the text on the speech bubbles and encourage students to write or draw their feedback in the space provided after “I like that you...”. Then, under “It made me feel...”, they can draw how this action made them feel in the face outline and/or describe the emotion in words.
- Rotate around the room as students work and help anyone who may need help thinking of positive feedback about their partner.
- Once students have completed their speech bubble, instruct students to deliver their positive feedback to their partner. As they do, they should explain what they have written or drawn and then give the speech bubble to their peer.
- Bring the class back to the circle or semi-circle and encourage students to spend a moment reviewing the positive feedback they received.
- Remind the class that this positive feedback is a great way to learn how to become better friends and better people. They just learned how their actions made their partner feel, and they should do their best to continue acting this way!

Day 3 | Slide 23

- Wrap up by clicking to display the full *Words to Live By* excerpt on which students have focused over the past several sessions. Encourage the class to join you as you read them aloud:

I soar with wings.

Let me tell you why.

I learn lots of skills that help me reach the sky.

I understand others are unique.

I want to learn more about everyone I meet.

*I want to step into their shoes and
see what they are going through.*

I am a friend. I support and trust.

Working together is a must.

Kind and caring I will be.

I listen to you. You listen to me.

- Remind students that being mindful can help them better understand themselves and those around them, which will help them be a kinder person and friend. Challenge them to keep these *Words to Live By* in their minds as they spend time with others both inside and outside of school.



EXTENSION Ideas

- Students can take a deeper dive into the concept of being unique and create a profile about one of their classmates that highlights this person's unique qualities.
- The class can work together to create a "Be Present" Bulletin Board where they post ideas and suggestions on how to focus on the present moment in order to be the best person and friend they can be.
- Students can revisit their SHOES goal, assess their progress, and create new goals as needed until they feel confident with all parts of the acronym.

K-2 Standards

National Health Standards

- 4.2.2: Demonstrate listening skills to enhance health.
- 6.2.1: Identify a short-term personal health goal and take action toward achieving the goal.

Common Core English Language Arts Standards

Reading:

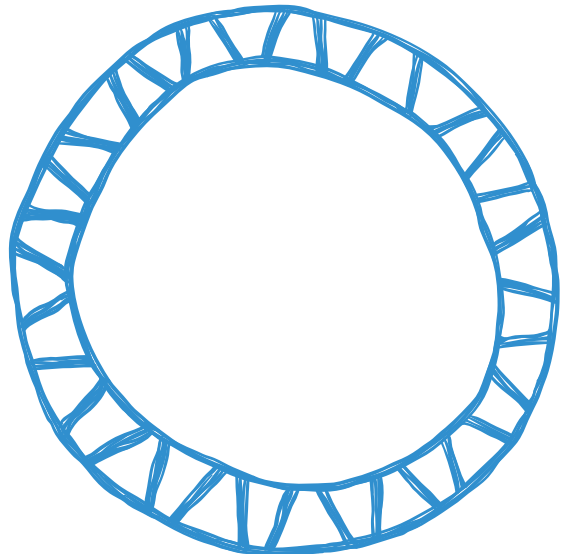
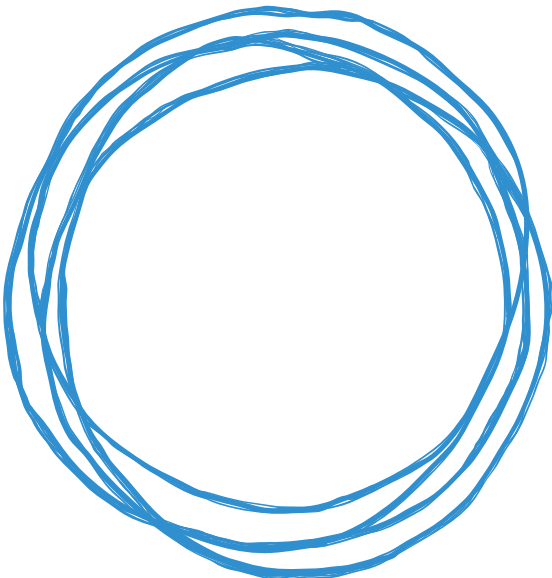
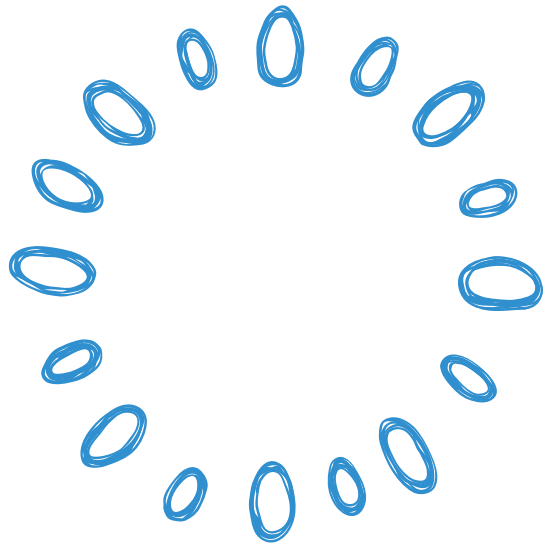
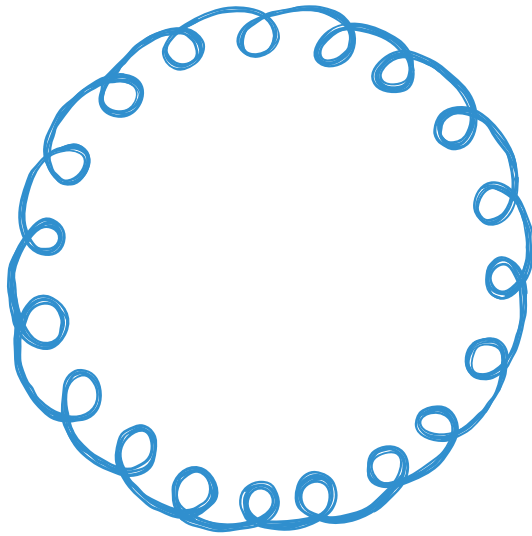
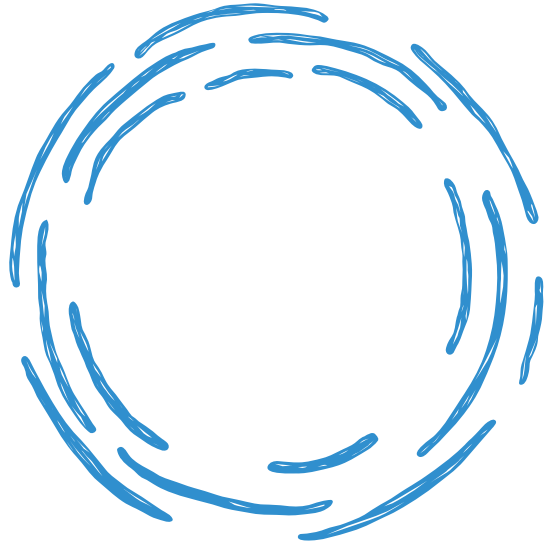
- RL.1.1: Ask and answer questions about key details in a text.

Writing:

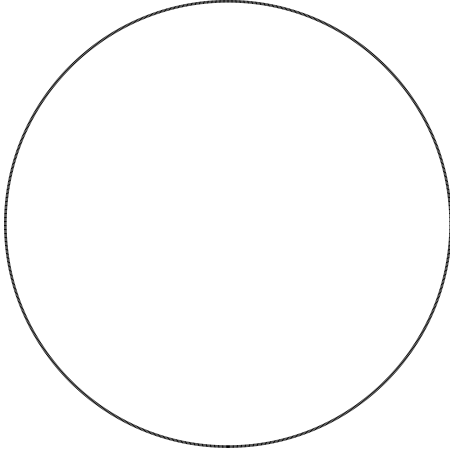
- W.1.5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Speaking and Listening:

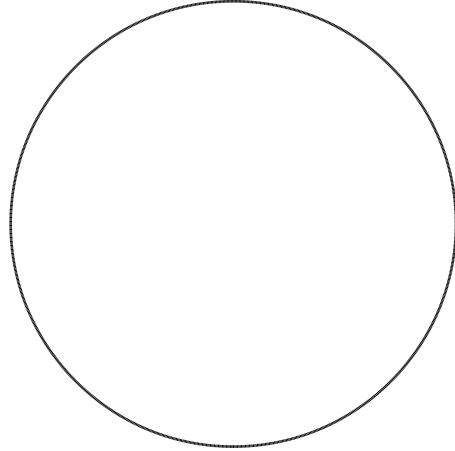
- SL.1.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.



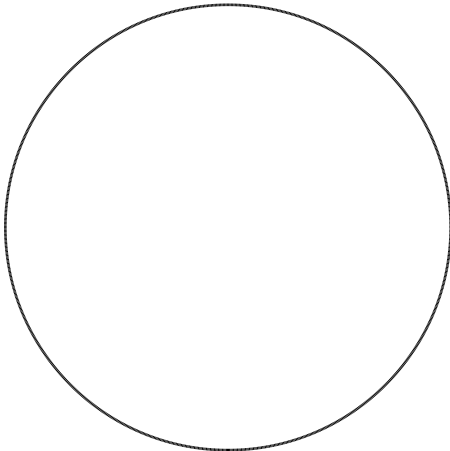
I would feel:



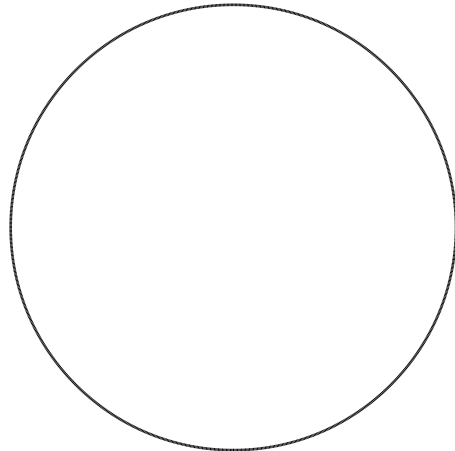
My partner would feel:



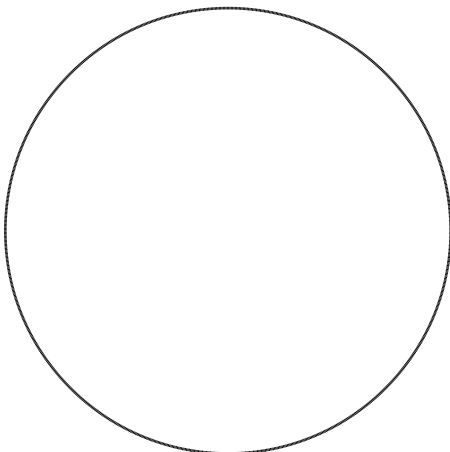
I would feel:



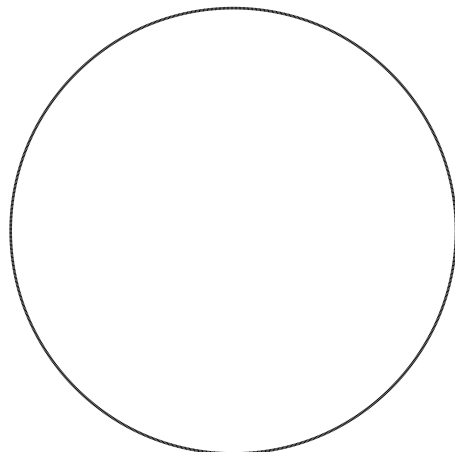
My partner would feel:

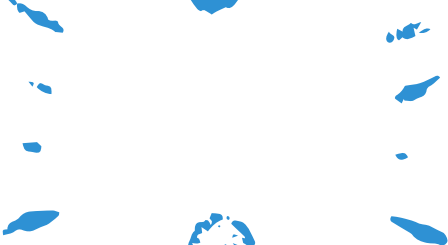
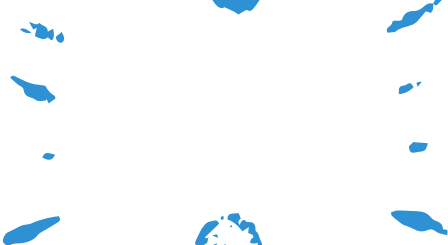


I would feel:

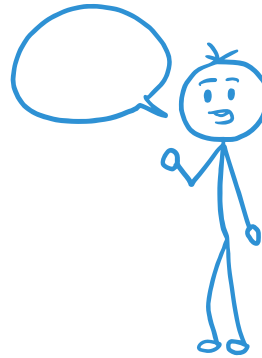


My partner would feel:

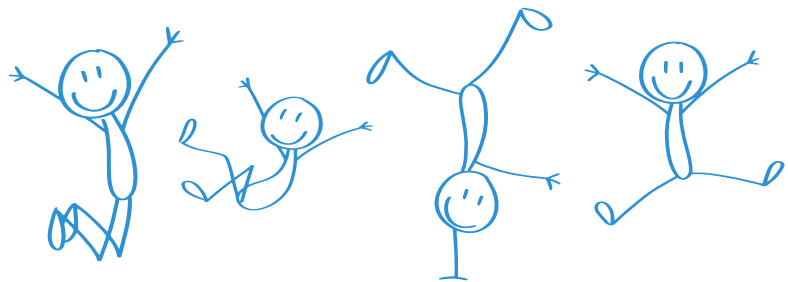




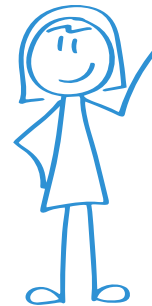
Sound of voice



How they act



Outer appearance



Expression on their face



ANGRY

ANGRY

EXCITED


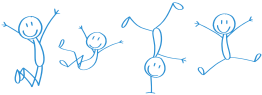



EXCITED

NERVOUS

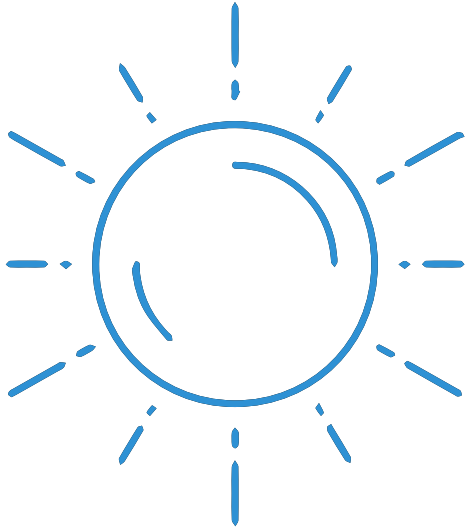
NERVOUS



I will try to get better at understanding:

- _____ **S**ound of voice 
- _____ **H**ow they act 
- _____ **O**utward appearance 
- _____ **E**xpression on their face 
- _____ **S**urroundings 

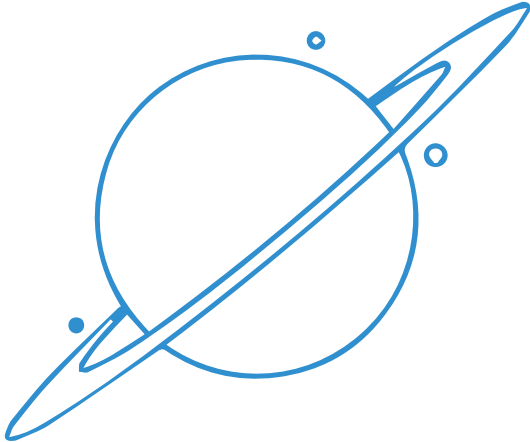
I will get better at this by being mindful. When I am being mindful of other people, I look like:

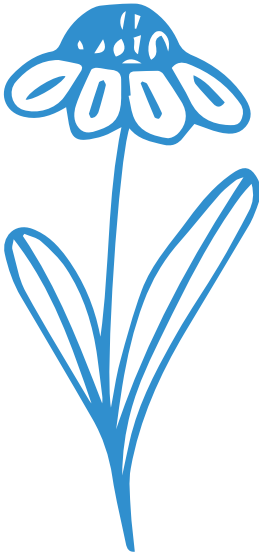


A large empty rectangular box for student response.



A large empty rectangular box for student response.



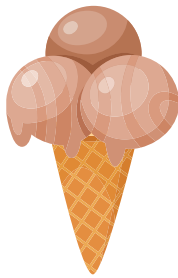




Basketball



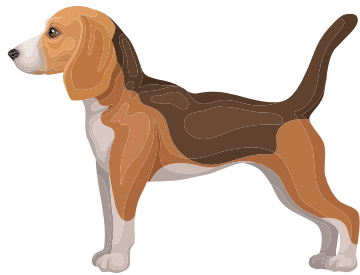
Trophy



Ice cream



Book



Dog



Backpack



Soccer ball



Bed



Basketball hoop



Friends



Sun



Water bottle



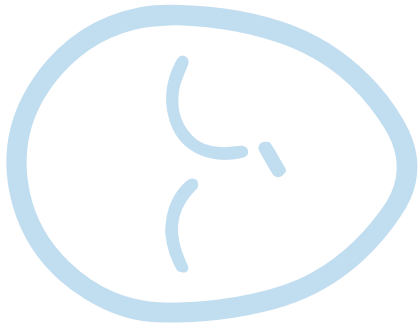
Jump



Fly

I liked that you ...

It made me feel ...



I liked that you ...

It made me feel ...

