



Focusing on Me and You

Objectives

Students will:

- Consider and explain the concept and value of mindfulness as they develop social awareness and relationship skills.
- Create a personal and relevant pledge related to empathy.
- Summarize, apply, role-play, and reflect on strategies for understanding the emotions and needs of others.

Overview

In this module, students in third through fifth grade 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 explore how to understand others’ thoughts and emotions as they examine how to put themselves in other people’s shoes. The module will conclude with a focus on active 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 3–5 *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. Concepts that have been previously introduced in the *Time to Create* digital lesson bundle 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, simply progress through the PowerPoint by clicking to advance. All of the interactive elements, including images, text boxes, and links that will open in your web browser, are set to occur with a simple click. If you are using an interactive whiteboard, tap each slide with your finger or stylus to activate it. The notes section for each slide provides information on how to proceed.

Content Areas

Health, Wellness, English Language Arts



Activity Duration

Three class periods (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

Grades 3–5

Essential Questions

- How can mindfulness help us better understand our own feelings and the feelings of others?
- How can we effectively step into the shoes of those around us?
- What strategies can we apply to strengthen our relationships with others?

Materials

All days:

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

Day 1:

- **Handout 1: Mindfulness Poem**, one per student
- **Handout 2: I Feel/They Feel**, one per student

Day 2:

- Blank paper, one page per student
- **Handout 3: SHOES Cards** (cut out in advance), one card for every three students
- **Handout 4: SHOES notes**, one per student
- **Handout 5: My Pledge**, one per student

Day 3:

- Notebook or clipboard to bear on, one per student
- **Handout 6: Active Listening**, one per student
- **Handout 7: Story Cards** (cut out in advance), four cards per student
- **Handout 8: Positive Feedback** (cut out in advance), three speech bubbles 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 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 therefore teaches children how to better understand their emotions, manage their behavior, and navigate interactions with others. In addition, social and emotional learning guides children setting and achieving goals, overcoming obstacles, and developing healthy relationships. These are skills needed to succeed in school, be prepared for the workforce, and become 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 of which students will not only stay in school, but succeed in school.

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

- **Self-Awareness** concentrates on understanding one's emotions and thoughts and how they influence one's behavior. Skills include self-perception, self-confidence, and self-efficacy.
- **Self-Management** emphasizes the ability to regulate 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 the ability to empathize with others. Skills include empathy, appreciating differences, and respect.
- **Relationship Skills** revolve around the 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 presented in shorter intervals. Depending on your classroom's needs, each lesson can be divided into four 15-minute increments, three 20-minute increments, or even two 30-minute sessions. Extension ideas are also included at the end of the lesson guide.



The three days of lessons follow an inquiry-driven 5E instructional model: engage, explore, explain, elaborate, and evaluate. 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 will begin the module with a sensory activity, in which they concentrate on what they see, feel, and hear. This will be followed by an introduction to the term “mindful.” Students will complete a poem that prompts them to consider the value of picturing a peaceful place in their minds when they need to quiet their thoughts. They will then practice this skill as they begin to explore how their feelings are similar to and unique from those of their classmates.

The second session guides students in a thorough exploration of the clues we can use to understand how others may be feeling. The class will learn more about an acronym that offers suggestions on how to do this, and student groups will focus on one of the acronym’s letters and create a class presentation that demonstrates how it can be used to understand those around us—as well as ourselves. They will then pledge to continue utilizing the SHOES acronym as they apply what they have learned to empathize and understand others’ perspectives.

The final session focuses on additional strategies to help students be caring friends and team members. Students will be introduced to the concept of active 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 in a group activity that challenges the students 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 they are 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 the students to keep their eyes closed and guide them through the following prompts:
 - As you breathe in and out, think about what you can hear. Focus on the louder sounds first. What noises can you hear easily? Then focus on the quieter sounds. What noises are softer and a little harder to hear? Are there any sounds that you can just barely make out? Keep your eyes closed and try to focus only on the sounds that you are hearing.
- Allow about 30 quiet seconds to pass before moving on to 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? What does it feel like? Can you feel your clothing? What does it feel like on your skin? Keep your eyes closed and try to focus only on everything you can feel on your skin.

Allow about 30 quiet seconds to pass before moving on to the next prompt.

- Carefully open your eyes and look up toward the ceiling. Move your eyes very slowly and take in everything you can see, little by little. Look carefully at one area before slowly moving on to the next. Try to focus only on everything you can see.

Allow about 30 quiet seconds to pass before moving on.

Day 1 | Slide 2

- Ask the students to come back together 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.”
- Then click again and tell students that when you are mindful, your mind pays full attention to the present moment—not what happened before and not what is about to happen. You slow down, take your time, and focus on *now*.
- Ask students:
 - Were you mindful as you focused on your hearing, feelings, and vision? In other words: Were you able to *only* think about what you heard, felt, or saw?
 - ◆ Why or why not?
 - ◆ Was it hard not to think about other things?
- Explain that if the 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

- Ask students to raise their hands if they ever have so much going on in their minds that it’s hard to concentrate.
- Explain that one strategy that can help us be mindful and focus on now is to picture a peaceful place in our minds—real or imaginary. This can help us quiet our thoughts. If we can do this, it becomes a lot easier to focus on what is happening now *and* what we are feeling now.
- Pass out **Handout 1: Mindfulness Poem** to each student.
- Then click once and review the first half of the poem together.
- Next, encourage students to close their eyes, take a moment to picture a peaceful imaginary place, and slowly take in all the details.
- When they are ready, instruct students to open their eyes, draw a picture of this peaceful place on their handouts, and describe it by filling in the poem’s blanks.
- Once most of the class has finished the first half of the poem, encourage them to close their eyes and again picture the place they just described.



- Then click twice and ask students to open their eyes, bring their minds back to what is happening now, and fill in the second half of the poem.
- When they are done, ask students: Did picturing your peaceful place help you quiet your mind and work on the rest of your poem? Why or why not?
- Students should then place their poems in a folder, binder, or other location where they can access them easily. If there is room, you could also hang the completed poems in the classroom.
- Moving forward, remind students to picture their peaceful places or read their poems whenever they need to quiet their thoughts and focus on the present.

Day 1 | Slide 4

- Bring the class back to a circle or semicircle 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 their shoes, and see what they are going through.

Day 1 | Slide 5

- Distribute one **Handout 2: I Feel/They Feel** to each student.
- Tell the class that you are about to describe a few different situations. As you do, students should close their eyes and focus on how they might feel if they were in each one.
- To prepare, ask students to close their eyes and picture their peaceful place.
- After a few seconds, click once to project the first scenario and read it aloud: "I just found out my best friend is moving far away."
- Ask students to focus their thoughts on how they might feel if this were happening to them. They should then open their eyes and record at least one emotion on the "I may feel" line of Situation 1. Instruct them to express the emotion in a word and create an emoji to further illustrate this emotion.
Note: *If students need help thinking of specific emotions, guide them in selecting one from the Emotion Alphabet on the slide.*
- Once students have recorded an emotion, encourage them to stand up and find a partner. Each partner should explain how the situation would make him or her feel and why. Each student should then write his or her partner's emotion on one of the handout's "My partner may feel..." lines.
- Encourage students to do this with two or three of their peers and then sit back down.
- Once the class is sitting, instruct the students to again close their eyes, picture their quiet places, and focus their thoughts.



- Click twice to repeat the activity with the following two scenarios:
 - I just finished the longest book I've ever read.
 - I have to give a speech in front of the entire school.

Day 1 | Slide 6

- Bring the students back together to discuss the activity. Ask:
 - Who listed similar feelings to those of your peers? Why do you think you may have felt similarly?
Click twice.
 - Who listed different feelings from those of your peers? Why do you think you might have felt differently?
Click twice.
 - Why is it important to be mindful of everyone's feelings—and not just your own—before you act?
- Wrap up by summarizing:
 - It's important to remember that not everyone thinks and feels the same way we do. While we all have similarities, everyone is also different and unique.
 - 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. It's important to think about everyone's feelings before we act or react.

Day 2 | Slide 7

- 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.
- Then read the following *Words to Live By* excerpt aloud again:

*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 step into someone's 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. When we try to understand how someone else is feeling, we are able to be as supportive and kind as possible.

Day 2 | Slide 8

- Distribute one piece of blank paper to each student. Explain that they will draw an outline of their shoe(s) on this paper. To do so, instruct them to stand on the paper and use a pencil to trace at least one of their shoes as best as they can. It doesn't have to be perfect!
- Next, ask students to find a partner and stand facing this person. They should then place their shoe outline on the floor in front of them, and stand on top of the outline.



- Click to project a scenario on the board and ask students to consider what they would think and how they would feel if they were in this situation:

You usually hang out with your best friend at recess, but he or she is out sick. Thankfully, you have lots of other friends in your class.

- Once students have a moment to think independently, encourage them to share with their partners what they might think and feel.
- Then instruct students to swap sides with their partners so they are now standing on top of their partner's shoe outline.
- Click twice to project a slightly different scenario and explain that students should now pretend they are in someone else's shoes. Then read:

You usually hang out with your best friend at recess, but he or she is out sick. You don't have any other friends in your class.

- Again, encourage students to share how they might think and feel if they were in this person's shoes.
- Then ask students to rejoin the circle or semicircle.
- Say: "You just pretended to stand in two different people's shoes. When your friend was out sick, did you feel the same in both pairs of shoes? Why or why not?"
- Be sure students understand that standing in someone else's shoes can feel very differently on the inside, even if it does not look that different from the outside. There are all kinds of things that make us and our situations unique—and we may not realize this until we try to stand in someone else's shoes.
- For this reason, it's important to always do our best to be mindful of our own feelings *and* the feelings of others.

Day 2 | Slide 9

- Bring students' attention to the *SHOES* acronym on the slide.
- Review and/or explain that each letter in *SHOES* can help us understand what someone is seeing, thinking, and feeling. We can also use it to think about ourselves.
**If students already completed the 3-5 Time to Create digital learning bundle, they should remember the SHOES acronym. Regardless, the following activity will help them take a deeper dive into this subject.*
- Click to fill in the last "S" in *SHOES* with "Surroundings."
- Explain that for this activity, the class will pretend 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. This is their surroundings.
- Next, divide the class into eight groups of mixed ability levels.
- Click once and explain that each group will be preparing a presentation about one letter of *SHOES*. The goal of the presentation will be to teach the rest of the class how the letter can be used to understand our own feelings and the feelings of others. Two groups will focus on each letter.
- With the roller coaster surroundings in mind, distribute one ***SHOES card* from Handout 3*** to each group.

Note: *There is a Part A card and a Part B card for each letter, so one group should receive the How People Act Part A Card, one group should receive How People Act Part B Card, etc.*



- Click twice to display a sample card on the screen.
- Review the card and explain that every card has two sections:
 - a Read and Learn section that helps students understand the concept
 - a Share section that explains what the group should be ready to share with the class
- Be sure to also explain that everyone's card is different, so each group must follow the directions on its own card. Let the students know they may ask you if they have any questions.
- Then click two more times. Encourage groups to read their card and begin working on their presentations.

Day 2 | Slide 10

- When groups are ready to present, bring the students back together.
- Pass out one **Handout 4: Shoes Notes** to each student.
- As groups share, encourage students in the audience to take notes on at least one important tip they learn from each presentation that might help them put themselves in someone else's shoes in the future.
- Then call up groups one at a time, beginning with Sound of Voice Part A, then Sound of Voice Part B, moving on to How They Act Part A, and so on. Click once to bring up each new **SHOES** letter as groups present.
Note: Each A presentation should provide an overview of the concept, whereas each B presentation should act out specific examples.
- Once all presentations are complete, wrap up by explaining that **SHOES** can help us figure out our own emotions too. It's not always easy to know exactly how we feel, but thinking about these letters can help.
- When we try to figure out how we feel or how someone else feels, it's almost like we're detectives solving a mystery:
 - Some clues may be easy to spot and some may be harder.
 - No matter what, each part of **SHOES** gives us a little clue into someone's feelings. The more clues we can collect, the better we can understand where someone else is coming from.
 - Once we understand where someone is coming from, we can respond kindly and thoughtfully.

Day 2 | Slide 11

- Explain that students will now apply what they learned from the group presentations to make a pledge to continue putting themselves in others' shoes.
- Tell students that if they are mindful of putting themselves into someone else's shoes and continue to practice it, it will get easier. Eventually they will be able to focus on more than one part of **SHOES** at the same time—which will help them better understand how someone else feels!
- Distribute one **Handout 5: My Pledge** to each student.
- Review the text on the pledge sheet and explain that students should fill in the blanks with at least one tip for each part of **SHOES**.



- For instance, a student could complete the “I can try to better understand how people feel from the sound of their voice by paying attention to...” phrase with “whether they are speaking quietly or loudly,” “whether their voice sounds weak or strong,” etc.
- Encourage students to use their presentation notes to pick a tip or strategy that will be helpful to them!
- Give students a few minutes to fill in their pledge sheets. It may be beneficial to discuss their ideas with a peer.
- Then regroup and challenge the students to begin following their pledge today, both at school and at home. To accomplish this, they will need to be mindful and practice putting themselves into other people’s shoes whenever possible.

Note: Students will be asked to think about their pledge at the beginning of next session, so either encourage students to put their pledge sheets in a safe place or collect them for safe keeping.

DAY 3 | Slide 12

- Begin the third session by asking students to take out their **Handout 5: My Pledge** (or redistribute it to the 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, encourage students to share what they have done since last class session to be more mindful of this part of *SHOES*.
- Click to reveal a checkmark as students share about each letter before you move on to the next one.

Day 3 | Slide 13

- 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 people 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 14

- Review and/or explain that one way to be a kind and caring friend is to listen. When you listen, you are taking time to understand the other person.
- Tell students that many of them know 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 key difference between hearing and listening. When people look like the students do now, they can likely hear the sounds that are coming out of your mouth. But because they are not trying to understand what you say, they are not truly listening.



- Click twice and explain that when you are truly listening, it is called “active” listening—because someone is actively choosing to listen and pay attention.
- Click again and explain that active listening consists of **3Fs**:
 - **Focus:** Pay attention with your eyes, your ears, and your energy
 - **Figure it out:** Ask questions and/or restate what you heard the person say
 - **Follow through:** Do what was asked or what you agreed to

Day 3 | Slide 15

- Explain that students are about to practice active listening.
- Pair students with one another and instruct them to sit back to back with a pencil in hand and a notebook or clipboard to bear on.
- Pass out **Handout 6: Active Listening** to each student.
- Explain that each partner will have just a few minutes to draw an imaginary creature in the top rectangle. The picture must show the imaginary creature’s face and body. The oval shape in the rectangle must be included somewhere in the drawing. There should be nothing else in the drawing other than the creature.
- Once a few minutes have passed, click twice and instruct the students to turn to face each other, keeping their drawings hidden.
- Ask each pair to designate one partner as Partner A and one partner as Partner B.
- Then read the directions on the slide and explain that pairs will now take turns completing the following:
 - Partner A: Explain a section of your drawing to your partner.
 - Partner B: Restate what you heard your partner describe.
 - Partner A: Tell your partner if he or she restated your description correctly.
 - Partner B: Draw this part of the creature. Ask questions as needed.
 - Continue until time is called.
- Give pairs about four or five minutes to follow these directions. Then call time, click twice, and instruct students to swap roles.
- When both partners are done, encourage them to show each other what they have drawn and see how close they are to the originals.

Day 3 | Slide 16

- Bring the class back together in a circle or semicircle.
- Then discuss the activity, clicking to display each of the following questions:
 - What part of the 3Fs worked well when you were actively listening?
 - What part of the 3Fs was difficult?
 - What could you do better?
 - When can you listen actively in the future?

Tip: It may be helpful to click back quickly to Slide 14 to remind students of active listening’s 3Fs!



- Ask: How does active listening connect to being mindful?
- Click again and be sure students understand that both active listening and mindfulness relate to focusing your attention on one thing at a time. When you are actively listening to someone, you are being mindful of that person and what he or she is saying.
- Ask students to raise their hands 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 these negative feelings make sense because it can feel like someone doesn't care about you when they are not listening.
- When you are mindful and listen actively, you are doing your best to understand the other person. This shows him or her that you do care.

Day 3 | Side 17

- Ask: "If I were to tell you that you were going to tell a story with your classmate, but you would not be allowed to plan for the story or talk about it before you tell it together, how hard do you think it would be to tell a story that makes sense?"
- Encourage the students to show you their thoughts using their facial expressions and body language.
- Then explain that they are about to participate in an activity where they will do exactly this and that it will require them to listen actively and be mindful in order to be successful.
- Divide students in groups of three and give each student four cards from **Handout 7: Story Cards**. They should not show their cards to their group members.
- Click once to reveal on the board: "There was once a student named Chris ..."
- Explain that each group is now going to work together to come up with a story that continues from this one line. Click once and explain that in order to do this, students must follow these steps:
 - Add to the story one student at a time, moving around the circle.
 - Each time a student speaks, he or she must
 - ◆ repeat what the person before added
 - ◆ use one of his or her own cards and add to the story
 - As students use their cards, they should place them on the floor or desk so their group members can see them.
 - Students 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.
 - Explain that if it was your turn, you would first repeat, "There was once a student named Chris."
 - Click again and say that you would then put your sneakers card down and add on to the story with something like this: "Chris really wanted a pair of new 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 an active listener.
 - Try to step into your classmates' shoes. If it looks like they need help, ask to see their cards and try your best to help them.
- Answer any questions and encourage students to begin. Groups should continue adding to the story on the board until they are out of cards.
- Keep an eye on groups as they begin working. Reiterate the importance of active listening and guide students as needed.

Day 3 | Slide 18

- Bring the students back together. Ask a couple questions to reflect on the activity, including the following:
 - How did your group members show you that they were being mindful and listening actively?
 - How did it make you feel when your group members showed that they were listening to you?
- Tell the class that these comments are an example of "positive feedback."
- In addition to listening, positive feedback is another way to show people they care.
- Click twice and review and/or explain that when you praise someone 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 19

- Distribute two or three speech bubbles from **Handout 8: Positive Feedback** to each student. Students should receive one bubble for each member of their group, not including themselves.
- Click once and explain that students will use these speech bubbles to share positive feedback with their group members.
- Encourage each student to think more about how their classmates worked together to tell the story, listened as they were storytelling, or maybe even helped them when they were stuck.
- They should then record this positive feedback on their speech bubbles.
- Before students begin, it may be helpful to provide the class with an example. Try to use the sentence stems to share positive feedback for the entire class, such as: "I liked that everyone focused with their eyes, their ears, and their energy throughout the storytelling. This made me feel proud!"
- Then move around the room as students work and help anyone who may need assistance thinking of positive feedback for a peer.
- Once students have completed their speech bubbles, instruct them to deliver their positive feedback blurbs to one another.
- Then bring the class back to the circle or semicircle, and encourage students to spend a moment reviewing the positive feedback they received.
- Remind the class that positive feedback is a great way to learn how to become a better friend and a better person. They just learned how some of their actions made their peers feel, and they should do their best to continue acting this way.



Day 3 | Slide 20

- 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 it 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 kinder people and friends. 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 (which is introduced in the 3-5 *Time to Create* digital learning bundle). After spending mindful time with a classmate, they can create a Peer Profile for a class newspaper or yearbook that highlights this person's unique qualities.
- The class can work together to create a "Be Present" Bulletin Board in which they post ideas and suggestions on how to focus on the present in order to be the best person, friend, and/or student that they can be.
- Students can revisit their *SHOES* pledge and evaluate if they have been able to follow it. If they are having trouble with a specific part of *SHOES*, they could write a S.M.A.R.T. goal for this letter, applying what they learn in the 3-5 *Becoming My Best Me* digital learning bundle.



3-5 Standards

National Health Standards

- 4.5.1: Demonstrate effective verbal and nonverbal communication skills to enhance health.
- 6.5.1: Set a personal health goal and track progress toward its achievement.

Common Core English Language Arts Standards

Writing:

- W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Speaking and Listening:

- SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- SL.4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.



When my thoughts are too busy and focusing is hard,

I can close my eyes and picture _____.

When I imagine this place,

I feel _____ on my skin.

I hear _____ with my ears.

I see _____ with my eyes.

I smell _____ with my nose.

And my thoughts become still.

When I am ready, I bring myself back to the present.

My mind becomes full as I focus on what is happening right now.

On my skin, I can feel _____.

With my ears, I can hear _____.

With my eyes, I can see _____.

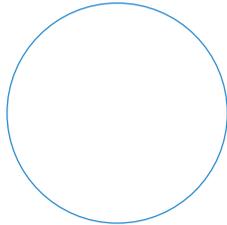
Through my nose, I can smell _____.

In my heart, I now feel _____.

I am mindful.

Situation 1

I would feel:

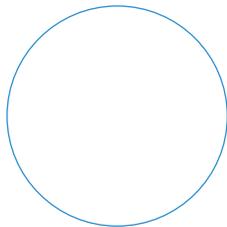


My partner may feel:



Situation 1

I would feel:

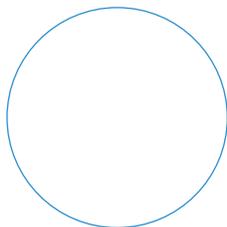


My partner may feel:



Situation 1

I would feel:



My partner may feel:



Sound of Voice | Part A

1. Read and learn:

- Voices can shout, whisper, or be somewhere in between.
- People can speak quickly or slowly.
- Voices can be weak, or they can be strong and powerful.
- Voices also have many different tones. A tone is *how* you say something. Tones can sometimes say more than words! For instance, think of a nonsense word. How might you say this word if you were stressed? Lonely? Excited? While the word stays the same, your tone changes!

2. Share: Decide how you will teach your classmates about

- the different ways people's voices can sound
- what you can learn from the sound of people's voices

Sound of Voice | Part B

1. Read and learn:

- Voices can shout, whisper, or be somewhere in between.
- People can speak quickly or slowly.
- Voices can be weak, or they can be strong and powerful.
- Voices also have many different tones. A tone is *how* you say something. Tones can sometimes say more than words! For instance, think of a nonsense word. How might you say this word if you were stressed? Lonely? Excited? While the word stays the same, your tone changes!?

2. Share: Create a skit that shows your classmates what people might sound like if they are waiting for a roller coaster and are feeling

- nervous about the ride
- excited to go on
- impatient because the line is too long
- angry because they don't want to ride

How They Act | Part A

1. Read and learn:

- What we do with our head, shoulders, arms, hands, legs, and feet is called our “body language.”
- We may be feeling negative feelings if our shoulders are slumped, our head is down, or our arms are crossed.
- We may be feeling positive feelings if we are standing up straight or have lots of energy.
- These are just a few examples. Think about what other messages we can send with our body!

2. Share: Decide how you will teach your classmates about

- body language
- what you can learn from the way people act

How They Act | Part B

1. Read and learn:

- What we do with our head, shoulder, arms, hands, legs, and feet is called our “body language.”
- We may be feeling negative feelings if our shoulders are slumped, our head is down, or our arms are crossed.
- We may be feeling positive feelings if we are standing up straight or have lots of energy.
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- angry because they don't want to ride

Outer Appearance | Part A

1. Read and learn:

- There are parts of our outer appearance that we can control and parts of our outer appearance that we can't control.
- Parts that we can't control include blushing, sweating, shaking, or breathing quickly.
- These questions reveal parts that we can control: Am I presenting myself well? Is my face covered by a hat or a hoodie? Is my shirt buttoned?
- These are just a few examples. Think about other ways your outer appearance may give hints about your feelings!

2. Share: Decide how you will teach your classmates about

- the different ways people may look on the outside
- what you can learn from people's appearance

Outer Appearance | Part B

1. Read and learn:

- There are parts of our outer appearance that we can control and parts of our outer appearance that we can't control.
- Parts that we can't control include blushing, sweating, shaking, or breathing quickly.
- These questions reveal parts that we can control: Am I presenting myself well? Is my face covered by a hat or a hoodie? Is my shirt buttoned?
- These are just a few examples. Think about other ways your outer appearance may give hints about your feelings!

2. Share: Create a skit that shows your classmates what people's outer appearance might be if they are waiting for a roller coaster and are feeling

- nervous about the ride
- excited to go on
- impatient because the line is too long
- angry because they don't want to ride

This may be hard to act out, so you can draw pictures to help prove your point!

Expression on their Face | Part A

1. Read and learn:

- Our foreheads, eyebrows, eyes, mouths—and sometimes even our noses—can give hints about our feelings.
- Our eyebrows can raise, our foreheads can wrinkle, our eyes can squint or get wide, and our mouths can turn up in a smile or down in a frown. And these are just some of the expressions that our faces can make!
- Some people express more feeling in their faces than others.
- Think about the different faces that you make and what they may mean.

2. Share: Decide how you will teach your classmates about

- the different expressions that people can make with their faces
- what you can learn from people's facial expressions

Expression on their Face | Part B

1. Read and learn:

- Our forehead, eyebrows, eyes, mouth—and sometimes even our nose—can give hints about our feelings.
- Our eyebrows can raise, our foreheads can wrinkle, our eyes can squint or get wide, and our mouths can turn up in a smile or down in a frown. And these are just some of the expressions that our faces can make!
- Some people express more feeling in their faces than others.
- Think about the different faces that you make and what they may mean.

2. Share: Create a skit that shows your classmates what people's facial expressions might be if they are waiting for a roller coaster and are feeling

- nervous about the ride
- excited to go on
- impatient because the line is too long
- angry because they don't want to ride

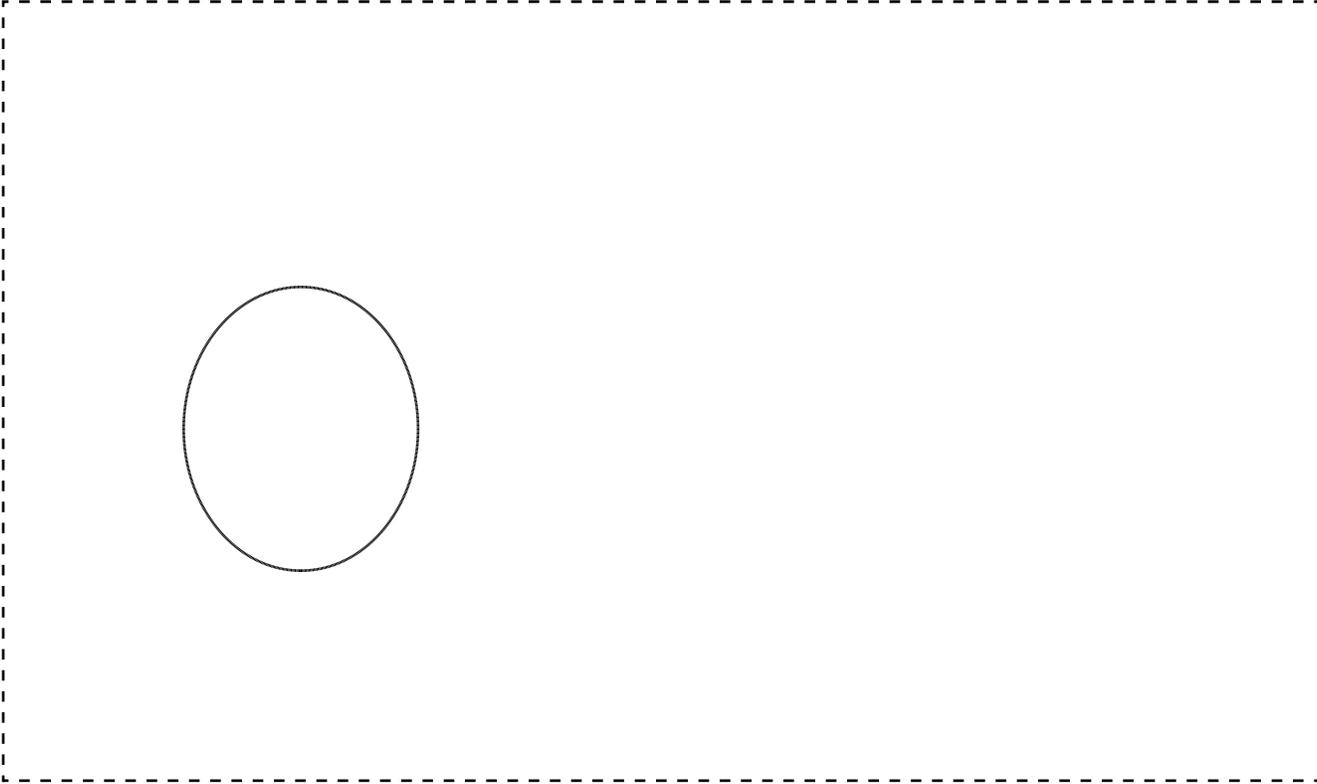
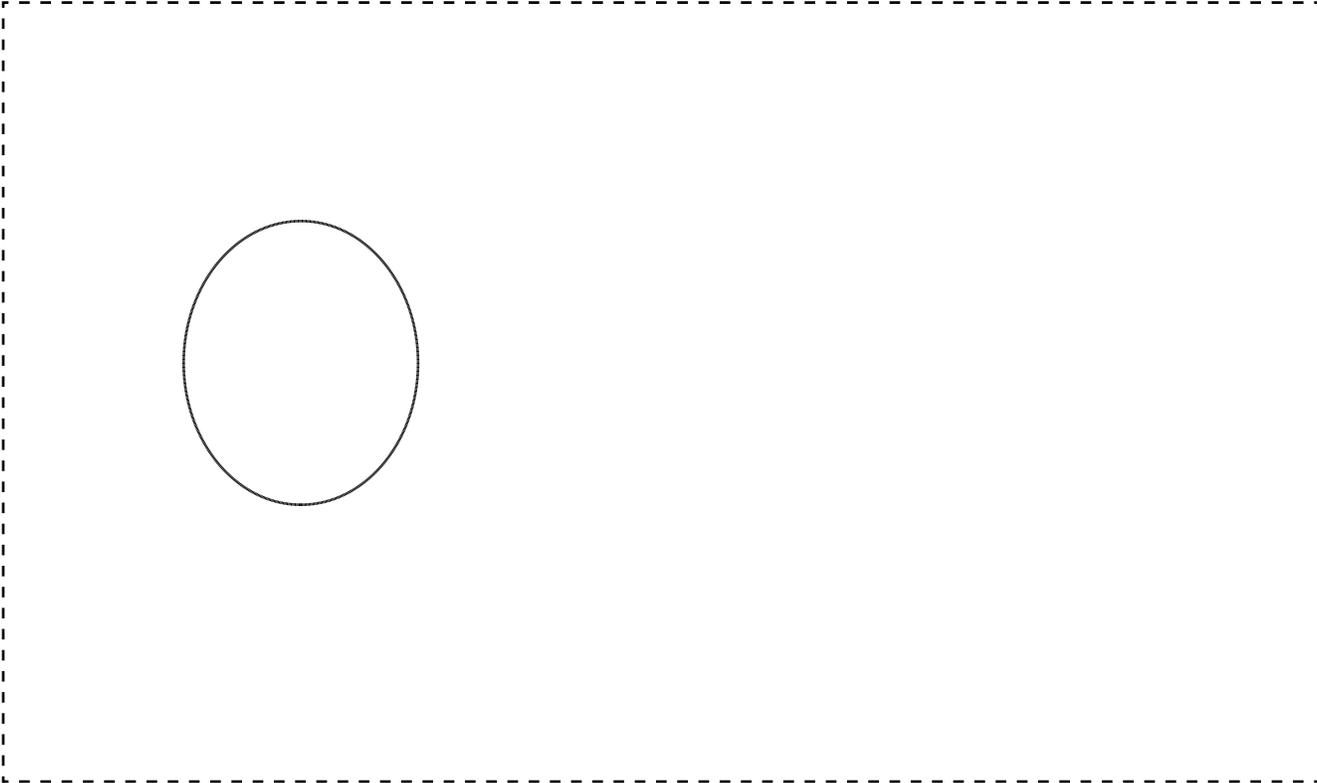
<p>Sound of Voice</p>	<p>How They Act</p>
<p>Outer Appearance</p>	<p>Expression on Face</p>
<p>Surroundings</p>	



I pledge to do my best to stand in other people's shoes so I can understand how they feel.

- ✓ When I focus on the **sound of their voice**, I will pay attention to:
- ✓ When I focus on **how they act**, I will pay attention to:
- ✓ When I focus on their **outward appearance**, I will pay attention to:
- ✓ When I focus on the **expression on their face**, I will pay attention to:
- ✓ When I focus on their **surroundings**, I will pay attention to:

Signed: _____ Date: _____

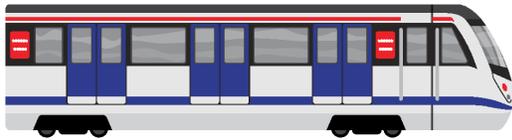




Zoo



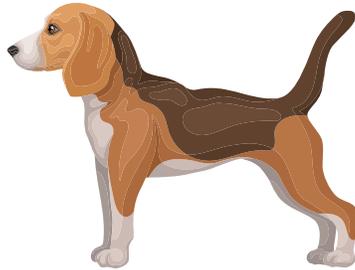
Basketball



Train



Trophy



Dog



Ice cream



Book



School



Umbrella



Cell phone



Lion



Backpack

I liked that you ...

It made me feel ...

I liked that you ...

It made me feel ...

I liked that you ...

It made me feel ...

I liked that you ...

It made me feel ...

I liked that you ...

It made me feel ...

I liked that you ...

It made me feel ...