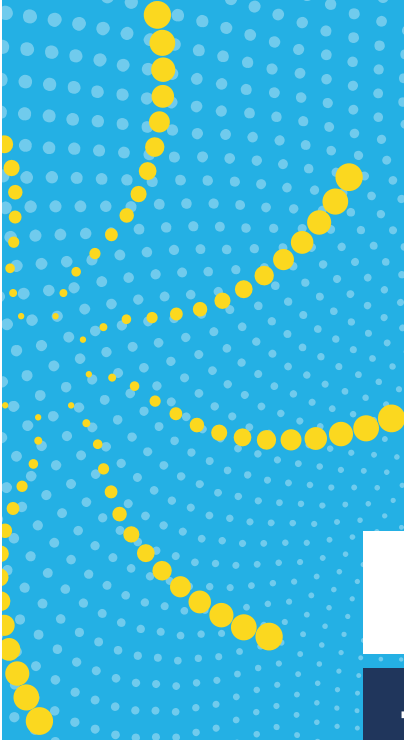




Flourish

TEACHER RESOURCE MANUAL 2-3



A COMPANION TO

Flourish: The Compassionate Schools Project Curriculum 2-3

Flourish

TEACHER RESOURCE MANUAL 2-3



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For more information about the Compassionate Schools Project, visit www.compassionschools.org

www.pureedgeinc.org

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Introduction



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Flourish Teacher Resources is a companion to *Flourish: The Compassionate Schools Project Curriculum*. These resources are meant to support you as you implement the *Flourish* curriculum. Along with materials and illustrations supporting specific lessons, this book also contains general resources, such as posters that can be displayed in your classroom. The resources are arranged by curriculum unit. Each unit includes Take-Home Practices that can be distributed to students to extend learning at home. Each unit also includes a Compassionate Courier, which is a newsletter meant to support communication with other educators in your school and provide ideas for reinforcing *Flourish* skills across multiple settings. Please share Compassionate Couriers with other educators or administrators and encourage them to give students opportunities to practice what they are learning.

In addition to Teacher Resources, *Flourish* includes the Curriculum Manual, Practice Guide, Card Deck, and Student Workbook. We hope that all of these resources support you and your learners as you incorporate *Flourish* lessons and practices.

.....

Mindfulness is...

**Paying attention on purpose with a
curious and kind mind.**

When I am mindful...

- I focus on what is happening right here and right now.
- I notice when my mind wanders and gently find my focus again.
- I notice the feelings that are visiting my mind and body right now.
- I observe what I can hear, see, smell, taste, and touch right now.
- I pause to appreciate myself, others, and the world we live in.
- _____
- _____



Compassion is...

**Showing care and kindness to yourself,
other people, or other living beings in need.**

When I practice compassion...

- I think about what it would be like in someone else's shoes.
- I respond with kindness when someone is hurt or upset.
- I want others to have what they need.
- I notice how I can show care for myself and for others.
- I love myself and I want others to feel safe and loved.

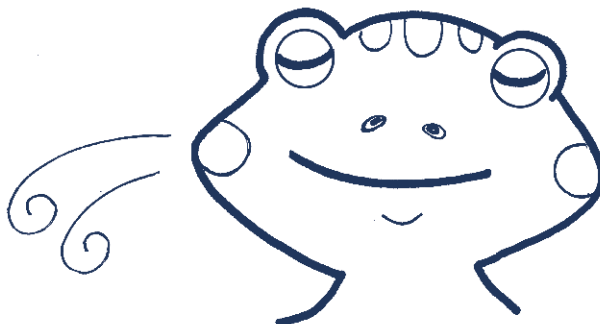
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Exercising Your Mindfulness Muscle

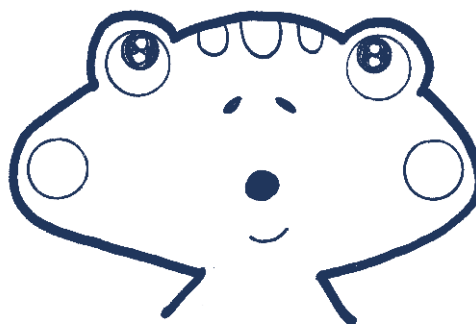
Step 1

Focus your attention on something (such as the breath or the sound of the bell).



Step 2

Notice when your mind wanders away from the breath or sound.



Step 3

Gently bring your attention back to the breath or the sound.





Mindfulness Muscle

It can be helpful to think of our minds like a muscle;
they become stronger with exercise.

By practicing mindfulness all year long, we'll
strengthen our mindfulness muscles. The more we
exercise our mindfulness muscles together, the easier
it will be to use them when we want to.

Unit 1

Compassion





2-3 *Compassionate Courier*

UNIT 1 COMPASSION

What We Are Learning

In this unit, students learn that compassion is showing care and kindness to someone in need. Learners will be able to identify strategies to show compassion for themselves and others.

Mindful Moment

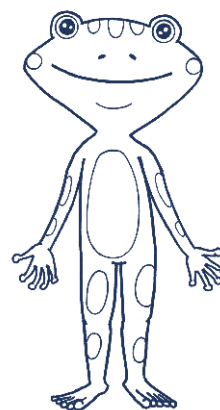


Calming Breath

.....

- Sit in a comfortable position.
- Place one hand on your belly and one hand on your chest. These are your Anchors. When your hands are on your Anchors, you can feel your breath move in your body.
- Let's take a slow breath in together, and now let's slowly breathe out together.
 - Breathe in again. Feel your breath come in through your nose. Breathe out, feel your breath leave through your nose.
 - Breathe in, feel your belly and chest get bigger. Breathe out, feel your chest sink, and your belly relax.
- When I breathe like this, it feels like I am being kind to myself. Thank you for breathing with me.

Mindful Movement



MOUNTAIN



SUNRISE/SUNSET



2-3 *Compassionate Courier*

UNIT 1 COMPASSION

Teaching and Learning Connections

Here are quick activities to use for a brain break, morning meeting, closing circle, or anytime!

Transition Ideas

- 1. Water Check-in:** Lead students in finding their Anchors and checking in with their bodies with curiosity and kindness to notice (and show with a hand signal) how thirsty they feel before and after visiting the water fountain.
- 2. Helping Hands:** To emphasize building a caring community, at time of transition, students all stand next to their desk. Teacher selects student to line up first by walking to that student and pushing in their chair. That student then selects a classmate, pushes in their chair, and then lines up. The class continues lining up in this way, with the last student pushing in the teacher's chair. Instead of pushing in chairs, substitute another simple act of kindness.

5-minute activity

- **Lost and Found:** To connect with the Dog's Day story, discuss with students where the lost and found is located at the school. Explore why this is an important part of the school community and how students can be compassionate community members when something has been lost or when they find an item that belongs to someone else.
- **Compassion Word Find:** Invite students to recall the meaning of compassion and then identify as many smaller words as they can find in the word "compassion."



10+-minute activity

- **A Dog's Day Art:** Lead students in imagining how they could show compassion to a lost animal. Individually or in small groups, students draw a scene that could comfortably house a lost animal for the night. Students choose the animal they are going to house and consider the needs the animal might have for the night by adding those elements into their scene.
- **Acts of Compassion:** Lead students in recalling the meaning of compassion and acting out examples of compassion. Facilitate brainstorming acts of compassion they might have observed or heard about in their communities, in your school, a movie, or in a book you have read together. Invite pairs or small groups of students to role play the acts of compassion in front of the class.



A Dog's Day



Part 1

Tell students that another thing they'll learn about this year is **compassion**. Invite students to perform a gesture (e.g., touch their nose) if they've heard that word before and perform another gesture (e.g., pat their head) if it is new to them.

Tell them that they're going to explore what the word compassion means as a class by listening to a short story about a puppy. Ask them to listen carefully and to think about what the puppy is feeling and what it needs as they hear it.

Tell them that if their mind wanders while you're telling the story, they can practice exercising their mindfulness muscle by noticing their minds wander, silently saying to themselves "Nice catch!" and bringing their attention back to the sound of your voice.

Read Part 1:

- A puppy is lost in a very large city park. The puppy got separated from its family, the Johnsons, and is alone. It's starting to get dark, and the puppy hasn't eaten or had water in hours. Its little body is feeling very tired—too tired to keep wandering around the park. The puppy sniffs around under some bushes, turns around in a circle a few times, and lies down. The puppy licks its paw for a minute and then closes its eyes.

Ask students questions such as the following:

- What does the puppy need?
- Why would it be helpful to know what the puppy needs?

Invite several students to share their responses.

As appropriate, help students identify what the puppy needs (e.g., food, water, to feel safe, to be found by his owner, etc.) and help them conclude that it is helpful to know these things so that they can take care of the puppy.

Write the word **compassion** on the board and invite students to guess what it means. Invite them to reflect on the story for clues.

After several students have had an opportunity to share, tell students that compassion means **showing care and kindness to someone in need**.

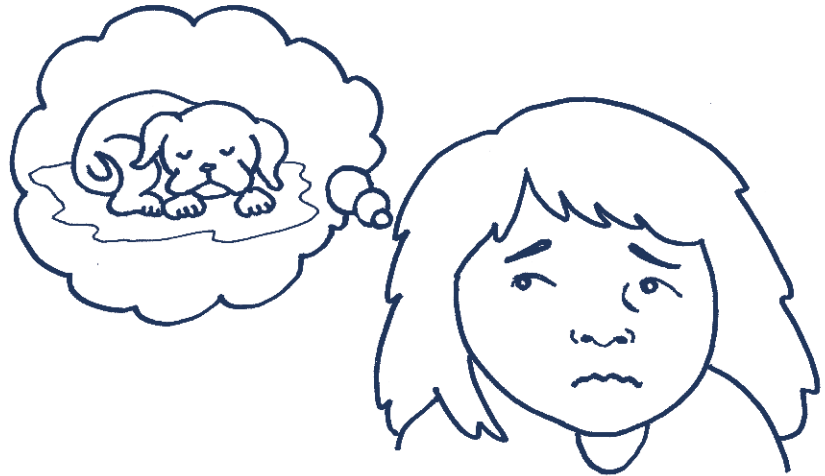
Ask students: *If they felt compassion for the puppy, how would they show it?* Accept any answer but elicit and use the term care in some way (e.g., care for the puppy by giving it food and water, taking the puppy somewhere safe, etc.).

SUMMARIZE FOR STUDENTS:

- Compassion means showing care and kindness to someone in need.

Tell students that they are going to learn a lot more about how to show compassion to themselves and others.

A Dog's Day



Part 2

Read Part 2 of “A Dog’s Day” aloud:

- Across the park, almost a mile away, Katrina Johnson has lost her new puppy. She is stomping around angrily, kicking up clumps of dirt. With both of her fists in a ball, her face red and scowling, she yells at the air: “I don’t deserve this. How could I have lost him? This is all my fault.”
- She stomps around a little more before collapsing to the ground, burying her head in her hands and beginning to cry. In the middle of her tears, she suddenly sits up, remembering something. She places one hand on her heart and one hand on her belly. Then she begins to take some deep breaths, in and out. She continues to breathe deeply for a few minutes. She sits calmly for a moment, and checks in with herself with curiosity and kindness, by asking herself: How does my mind feel right now? She realizes she is feeling sad and scared and wants some help.
- After taking one more deep breath in and out, she calls her dad, Mr. Johnson, on the phone. As soon as she hears his voice she begins to cry again. She tells him, “I feel so sad. My puppy is out there all by himself. He is probably hungry and afraid. I need help finding him.” Her father assures and comforts her, telling her they will do their best to find the puppy. He hangs up after saying he will meet her in the park with dog treats and flashlights, since it is starting to get dark.
- She sighs; her mind is relieved, and help is on the way. She whispers “I’m sorry” to her puppy, who is out there somewhere alone.

As a group discussion or as a pair-share activity, ask students to discuss questions such as the following:

- **What did Katrina do to calm herself down? Did she use any of the exercises we learned the last time?**
[Answer: mindful breathing and Check-In]
- **How did mindful breathing help Katrina show compassion to herself?**
- **How did checking in with herself with curiosity and kindness help Katrina show compassion to herself?**
- **How did Katrina’s dad show her compassion?**

Have students share some responses with the class.

SUMMARIZE FOR STUDENTS:

- Mindfulness means using our minds to pay attention on purpose with curiosity and kindness. Katrina used mindfulness to notice how she was feeling.
- Compassion means showing care and kindness to someone in need. Katrina felt compassion for her puppy. Katrina’s dad felt compassion for her.
- Mindfulness can help us show ourselves compassion. When Katrina checked in and used her breathing to calm down, she showed herself compassion. She also showed herself compassion by calling for help.

Then invite students to brainstorm ways they can show compassion to themselves in their own lives. Tailor this discussion to your students in particular and then use it to transition to the Mindful Movement practice.

A Dog's Day



Part 3

Read Part 3 of “A Dog’s Day” aloud:

- A family has been hiking in the same park most of the day. They have backpacks filled with leftovers and trash from a picnic, wet swimsuits, and a map for navigating the trails. They are on the way out of the park toward their home when they hear the sound of whimpering. They each stop to listen, and they agree it sounds like an animal.
- The two children want to follow the sound to see what kind of animal it is, but their mom thinks it is getting too late and they need to head straight home. (After all, they have school tomorrow!) They continue on down the trail, but before they get much farther both children chime in, “Mom, what if the animal is hurt and needs our help?”
- Mom silently checks in with herself and realizes that even though she is worried about getting home, she also feels compassion for the animal. The mother smiles proudly at her children for wanting to help and begins to backtrack down the path. They search the area; it doesn’t take long before they see a brown and white puppy underneath some nearby bushes. The puppy is shaking.

Divide students into pairs. Once they are in pairs, ask the taller partner to say what the puppy is feeling and the shorter partner to say how the children are feeling. Listen for appropriate responses, such as “afraid,” “compassion,” “hungry,” etc.

Ask each pair to identify and then silently act out one way to show compassion to the puppy. Give them a few minutes to develop their act, and then invite pairs to perform for the whole class. Invite students to guess what one another’s acts of compassion are. Be sure to ask students why they chose their particular act.

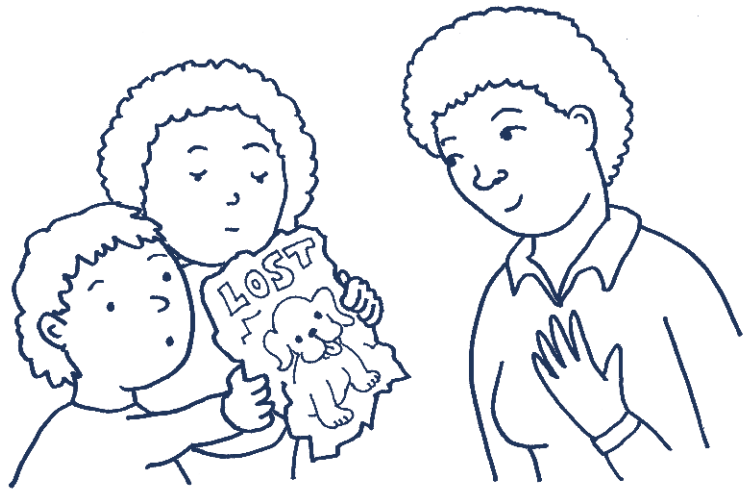
After all of the students have performed their acts of compassion, help students notice that using curiosity and kindness, and paying attention to understand how others (the children and puppy) were feeling helped the characters in the story know how to show compassion. (For example, the mom understood her children’s desire to help; the children understood that the puppy was afraid and probably thirsty and hungry.) Help students understand that if the characters in the story hadn’t realized each other’s needs, they might not have helped the puppy at all or not have helped it in a meaningful way.

SUMMARIZE FOR STUDENTS:

- Mindfulness means using our minds to pay attention on purpose with curiosity and kindness.
- Compassion means showing care and kindness to someone in need.
- Mindfulness can help us show compassion to others.

A Dog's Day

Part 4



Read Part 4 of “A Dog’s Day” aloud:

- The next morning, Katrina and Mr. Johnson get up very early before school to make signs about a lost puppy. They drive around to different neighborhoods to hang their signs on telephone poles. They drive downtown to ask store owners to put signs in their windows. All of the store owners speak kind words to the girl, and a restaurant owner even gives her a biscuit for breakfast. Finally, Katrina and her father drive across town to a place where lost animals can be claimed or adopted, just in case someone has taken the puppy there.
- Although Mr. Johnson keeps reassuring Katrina, she goes to school with a heavy heart. It is very hard for her to focus on her work, and during recess she just sits quietly on a bench. Her friends and teacher are especially kind all day, hugging her, sharing their snacks with her, and asking lots of questions about her puppy. Katrina cannot wait to go home to see if anyone has called about her puppy.

To focus on the compassion shown by those in the community, stop at this point in the story and ask students questions such as the following:

- **Where do Mr. Johnson and Katrina go in their community?**
- **Why do you think the restaurant owner gives Katrina the biscuit?**
- **How do people in school show compassion to Katrina?**

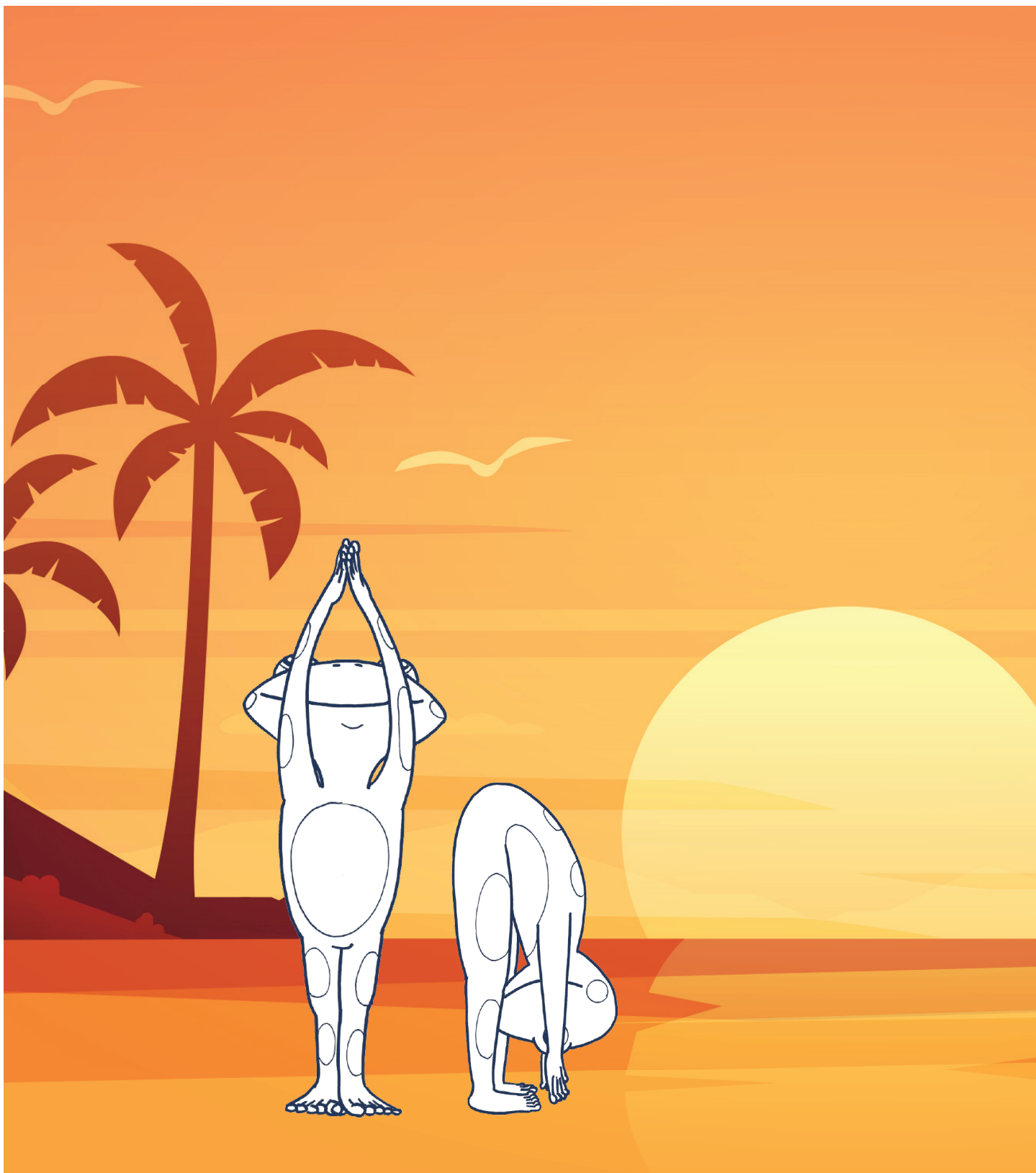
Tell students they will hear the end of the story and continue reading:

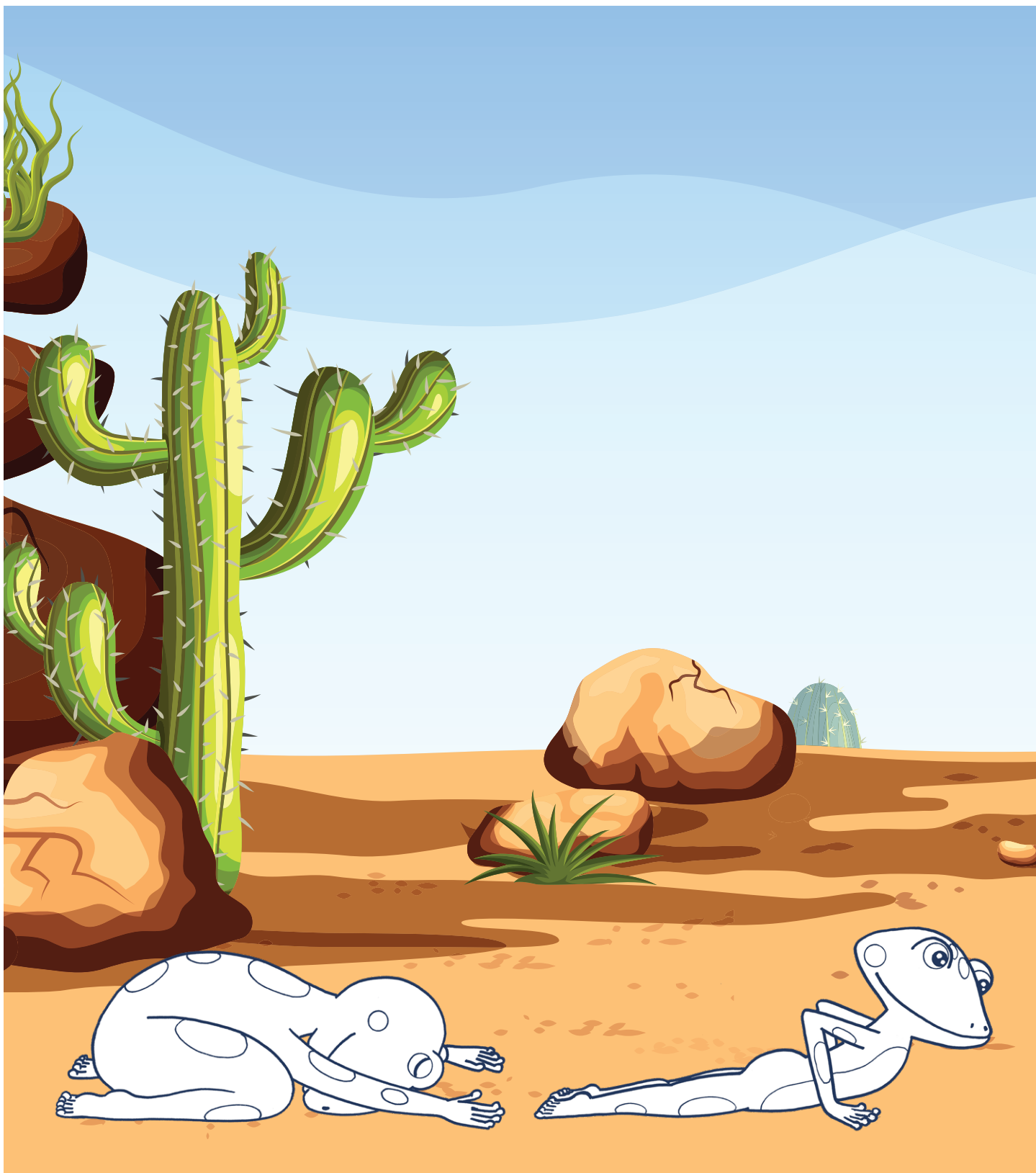
- Across town the mother and her children get up very

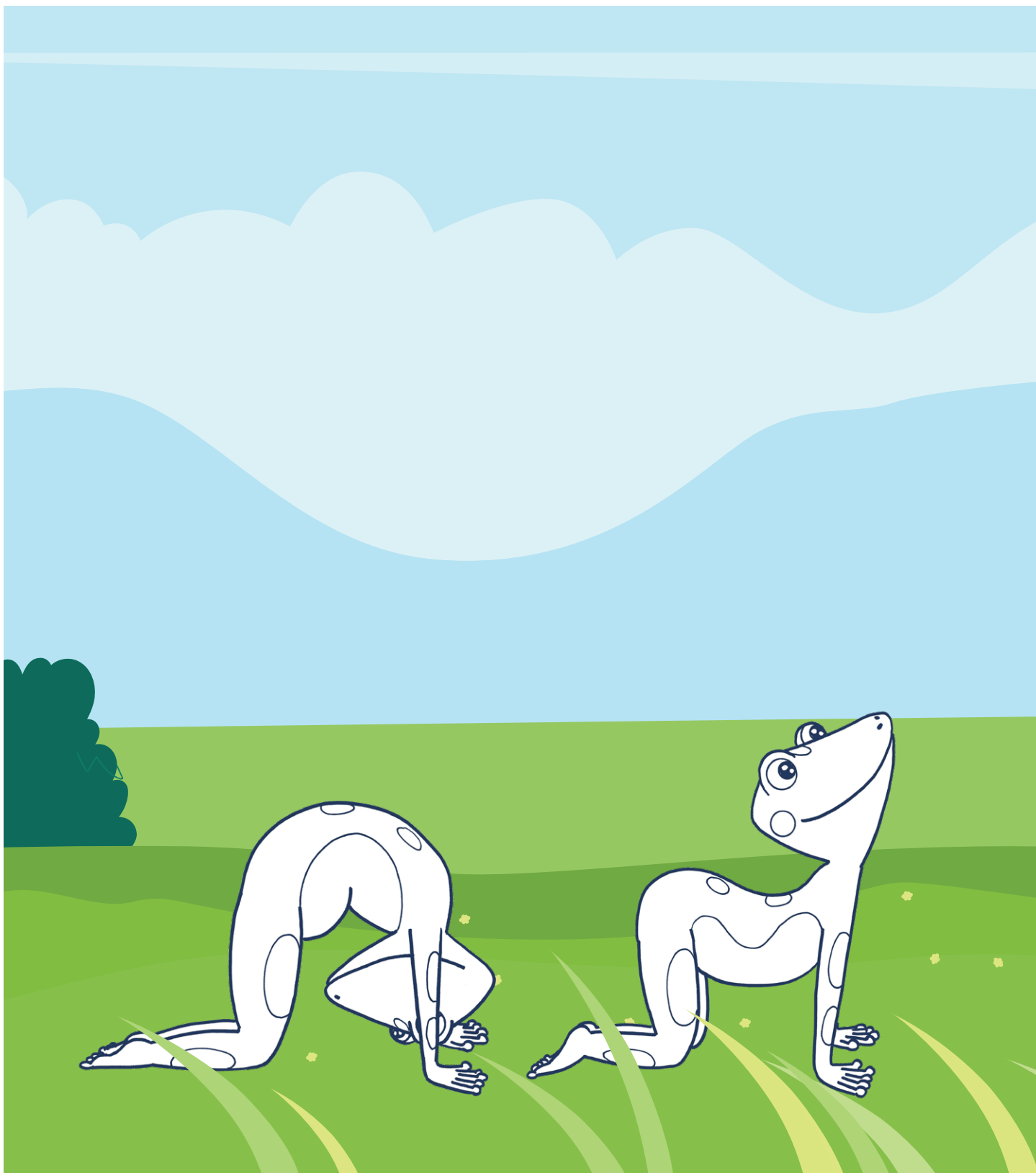
early before school to make signs about a found puppy and to take the puppy for a walk. They plan to hang the signs around their neighborhood right after school. Both of the children want to keep the puppy and secretly hope his owner won’t see their signs. At school, it is very hard for them to focus on their work, and at recess they sit on the bench and talk about possible names for the puppy, just in case they get to keep him. Even though they know they will have to hang up their signs, they cannot wait to go home and play with the puppy.

- On the way home, one of the children points to a sign on a telephone pole with big, bold words that say “LOST PUPPY.” Right in front of their eyes is a picture of what they had hoped was their new puppy. They exchange a look and then snatch the sign off of the pole, crumple it into a ball, and take off running for home. Their mom meets them at the door with the puppy on a leash, and they set out to walk their new dog. In just a few minutes, however, they both start to feel bad, even sad about what they are planning. They walk silently for a couple of blocks, lost in thought. Finally, almost simultaneously, they blurt out, “How would we feel if we had lost this puppy?”
- They make a new plan as they walk back home. There they find their mom heading out with the signs in hand. “Mom, wait,” they say, and hold out the paper ball. “The puppy belongs to someone in our community.” As their mom uncrumples the paper, the children feel relieved and, surprisingly, even happy. Once again, the mother smiles proudly at her children, and she pulls out her phone to call the number on the paper.

Ask students: Would you want to live in a compassionate community like this one? Why?

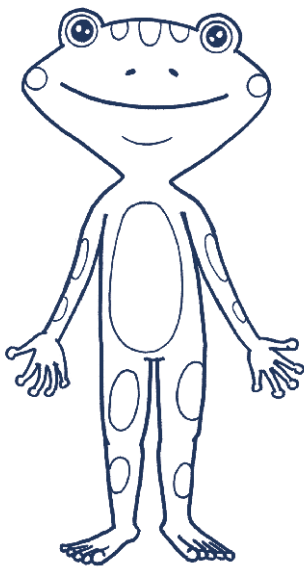








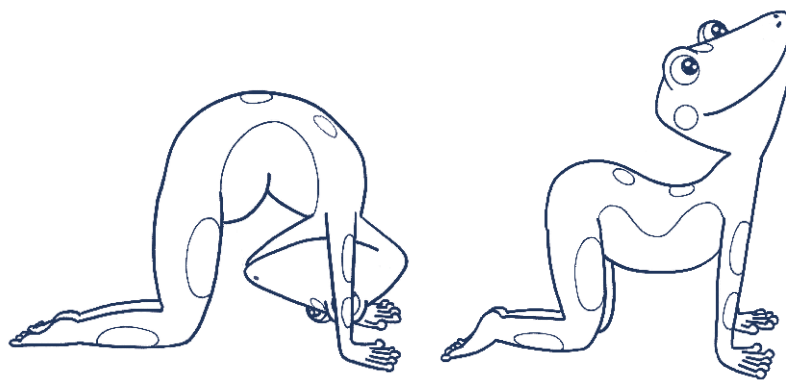
2—3 *Unit 1 Mindful Movement*



Mountain



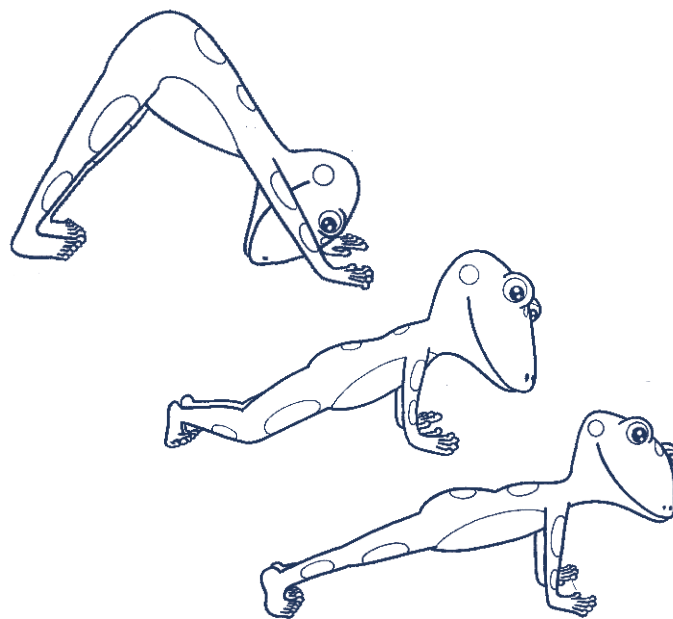
Hands & Knees



Cat/Cow



Sunrise/Sunset

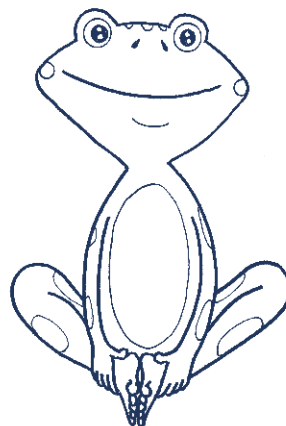


Dog/Plank

2—3 *Unit 1 Mindful Movement*



Easy Pose



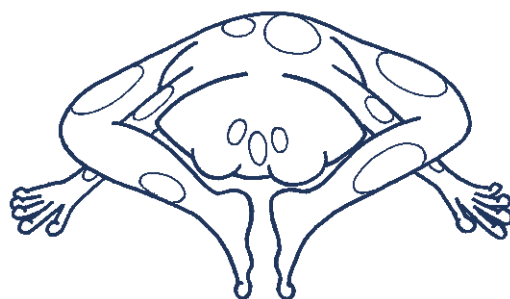
Butterfly



Child's Pose



Cobra



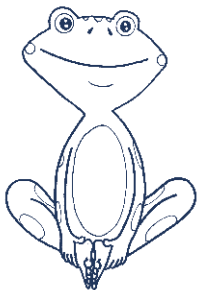
Turtle



Flower



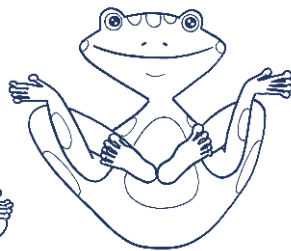
2—3 *Unit 1 Mindful Movement*



Butterfly

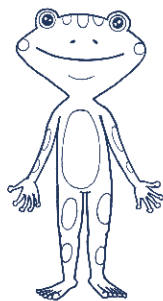


Flower

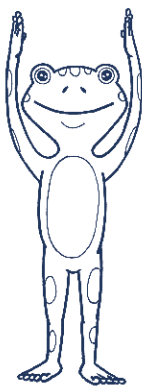


Turtle

Closing Sequence



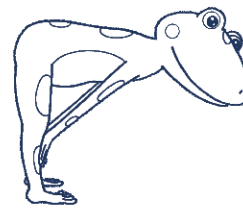
Mountain



Sunrise



Sunset



Monkey



Sunset



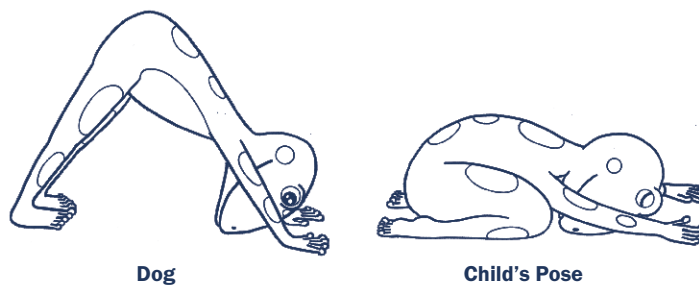
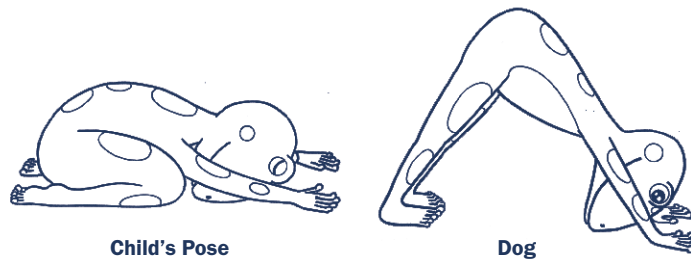
Sunrise



Mountain

Fresh Start Sequence, Part 1 ***(Michael's Sequence)***

2—3 *Unit 1 Mindful Movement*



Fresh Start Sequence, Part 2 ***(Maria's Sequence)***

2—3 *Unit 1 Mindful Movement*



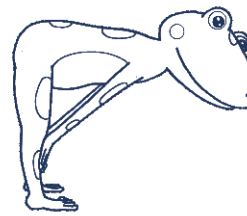
Mountain



Sunrise



Sunset



Monkey



Sunset



Plank



Cobra



Dog



Monkey



Sunset



Sunrise



Mountain

Fresh Start Sequence

Unit 1 Take-Home Practices

Lesson 1

Listen to your body! Notice any messages your body gives you before the next time we meet. How does it tell you that you are thirsty? Hungry? Tired? How can you care for your body?

Lesson 3

Tell someone at home the story of the lost puppy. Explain to them what you would do to help the puppy if you found it.

Lesson 2

Investigate! Choose a character you see on TV or read about in a book who is having a hard time. Is there something they need? How could someone show compassion for them?

Lesson 4

Find a chance to show compassion! Identify a way you can show compassion in your home, school, or community (no matter how big or small). Is there something you can do to help someone in need? Ask a grown-up for help if needed.

Unit 2

Self-Awareness





2-3 *Compassionate Courier*

UNIT 2 SELF-AWARENESS

What We Are Learning

In this unit, students build emotional vocabulary, learn to discern between comfortable and uncomfortable feelings, and explore how experiences trigger emotions in themselves and others.

Mindful Moment



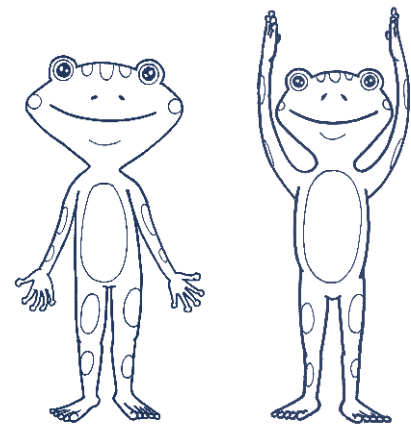
Senses Check-In

- Let's take a moment to check in, using your senses.
- First, practice being present with your eyes, your sight.
Take a look around and notice three things that you can see. Take a breath, and then let your eyes close or rest on one spot.
- Next, practice being present with your ears, your hearing.
Listen carefully and notice two sounds you can hear around you right now.
- Now, practice being present with your sense of touch.
Notice one sensation you can feel with your body right now.
- And now relax your senses, and let your body and mind rest for a few moments.
- Allow one to two minutes of Rest.

Mindful Movement



STANDING STARFISH



MOUNTAIN/SUNRISE

Wordwall feeling, comfortable, uncomfortable



2-3 *Compassionate Courier*

UNIT 2 SELF AWARENESS

Teaching and Learning Connections

Here are quick activities to use for a brain break, morning meeting, closing circle, or anytime!

Transition Ideas

- 1. Movement Check-in:** During a transition, invite students to briefly find their Anchors and notice how their bodies are feeling while seated. Then, invite them to choose whether Mountain, Sunrise, or Sunset matches how their bodies are feeling. When you give the signal to stand, they show you their answer by getting into the pose. Notice the different responses or invite sharing if desired.
- 2. Walk this Way:** As students transition to a new activity or location, invite them to demonstrate facial expressions and body language characterizing a specific emotion. For example, walk as if they are sad movie stars, excited elephants, or worried mice.

5-minute activity

- **Feeling my Best:** Invite students to share one example of an activity or experience that makes them feel like their best self. Choose from the following prompts: "I feel happy when..." "I feel proud of myself when..." "I feel healthy and strong when..." "I feel safe and cared for when..."
- **Drawing Strengths:** Students do a 5-minute sketch of themselves doing something they are good at or feel proud of (in their journals, if applicable).



10+-minute activity

- **Reading Emotions:** Invite students to find a character in a book. Ask students to name the emotion the character is showing on their face and in their body language. Ask learners to consider what may have triggered this emotion. If they haven't read the book, they can use their imagination.
- **Emotion Charades:** Lead a game of charades focused on identifying an emotion and the situation that triggered the emotion. Students draw a situation out of a cup and act it out silently for classmates to guess. To make guessing less challenging read the options to students before the game. Examples: happy to see a friend; mad that your cousin broke your toy; sad you dropped your ice cream cone; excited about a birthday party; angry you got gum in your hair; disappointed your balloon flew away; proud you made a shot in a ballgame; scared of a big storm; sad you tripped and messed up your clothes.



HAPPY



SAD



ANGRY



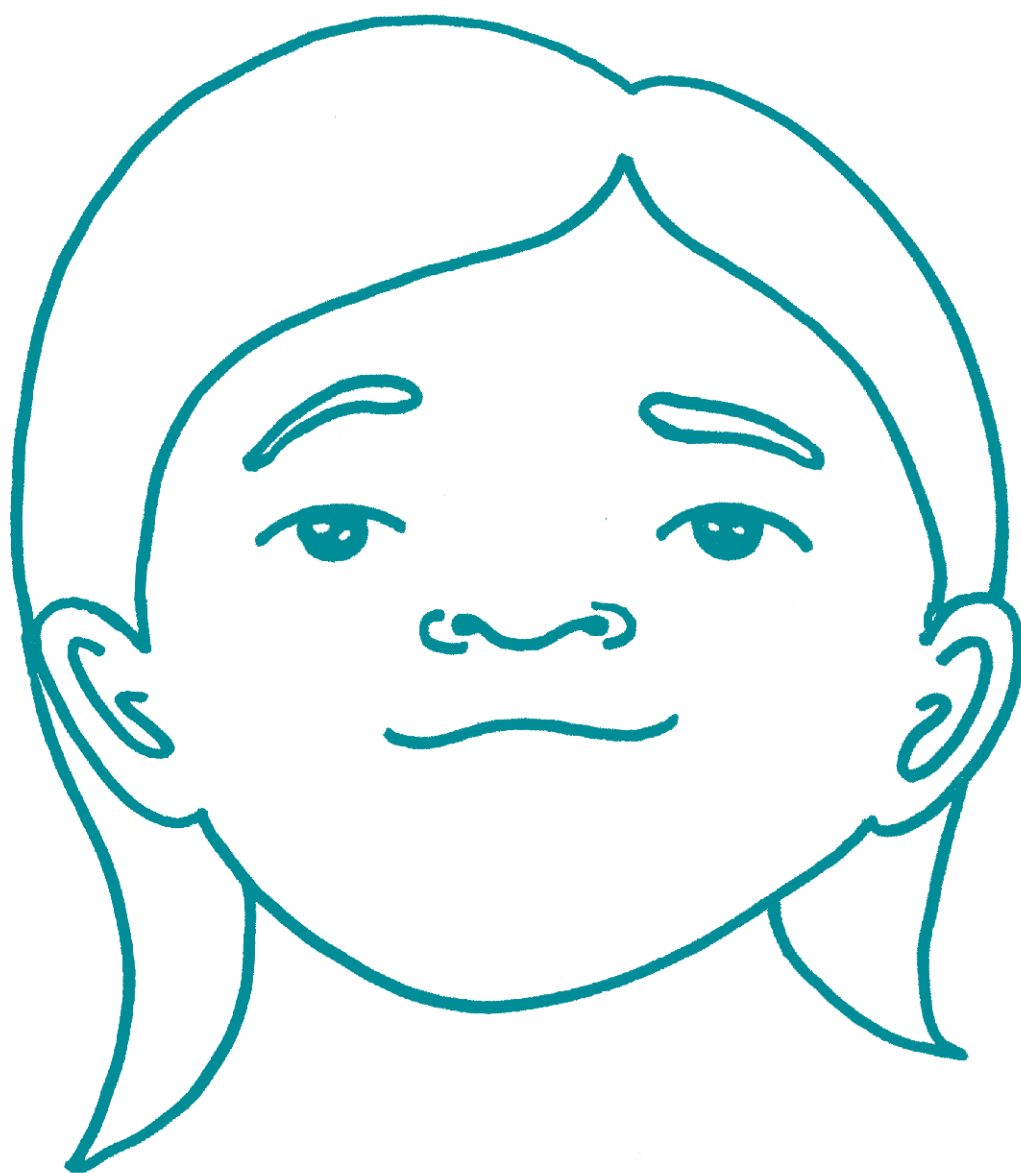
EXCITED



AFRAID



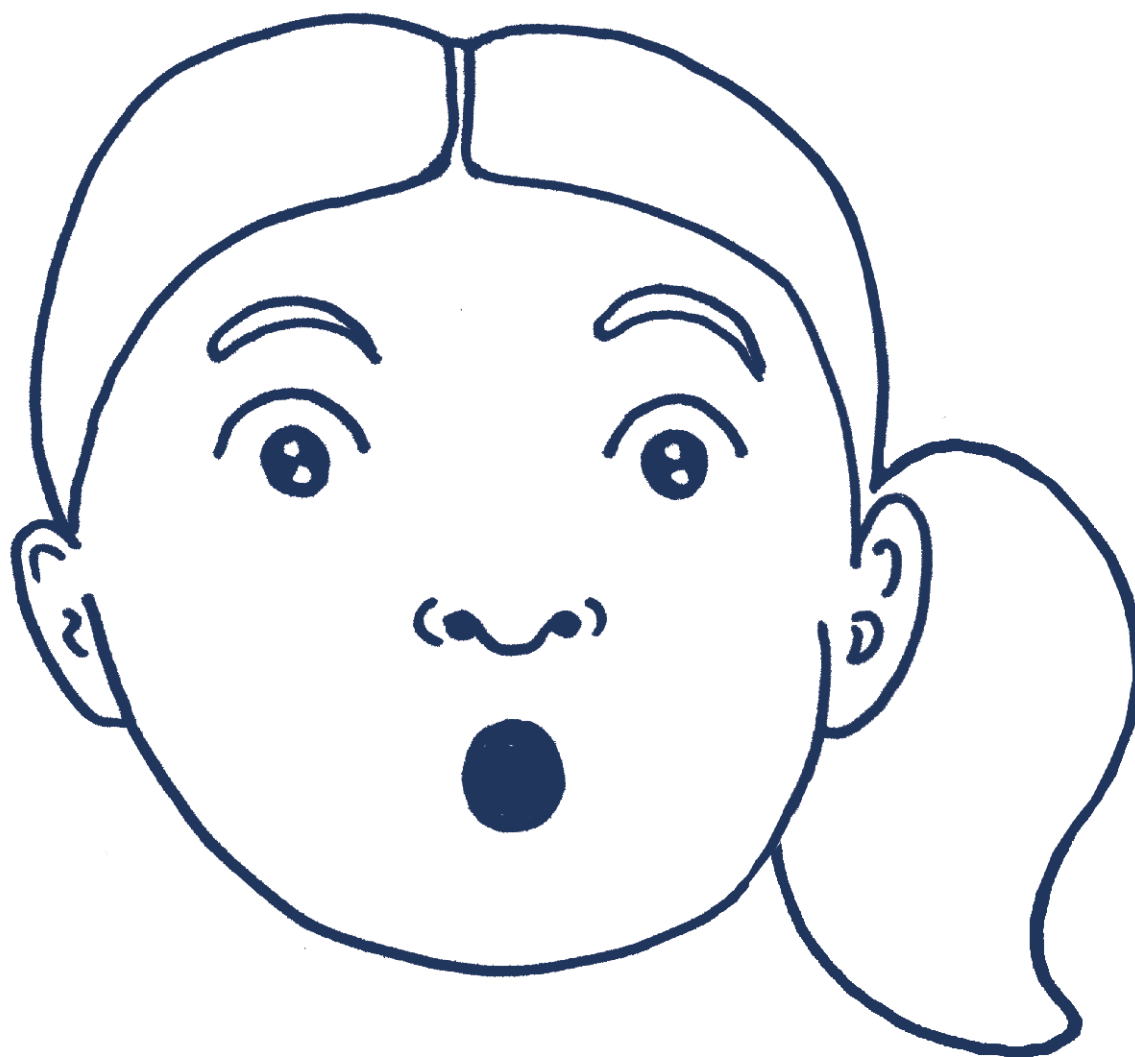
FRUSTRATED



PROUD



WORRIED



SURPRISED

OTHER/UNSURE

Feeling My Best

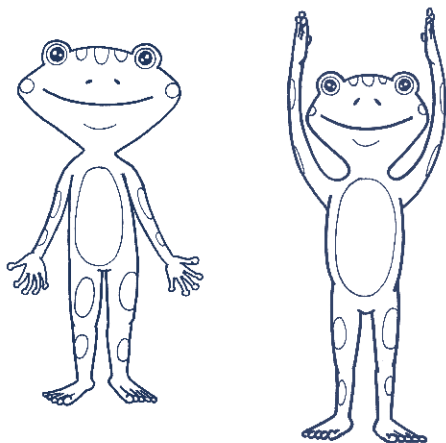
I feel happy when...

I feel proud of myself when...

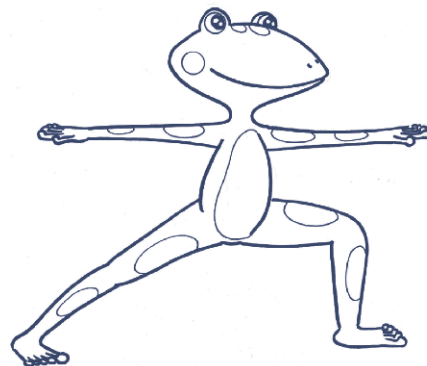
I feel healthy and strong when...

I feel safe and cared for when...

2—3 *Unit 2 Mindful Movement*



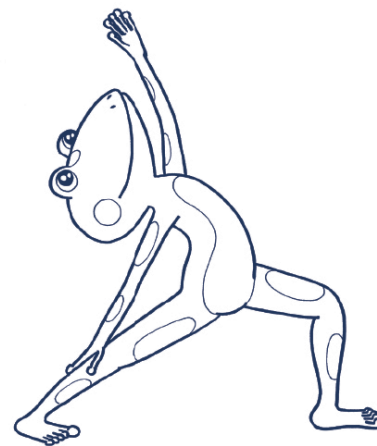
Mountain/Sunrise



Surfer



Standing Starfish



Wave A



Triangle

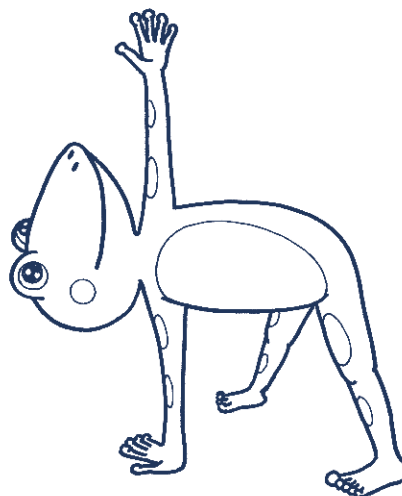


Wave B

2—3 *Unit 2 Mindful Movement*



Volcano



Windmill



Seated Forward Fold



Elephant

Unit 2 Take-Home Practices

Lesson 1

Play a version of **Mood Masks** with a family member. Think of an emotion and create an emotional facial expression. See if your family member can guess the emotion. Notice which expressions are easy to guess and which are more challenging.

Lesson 4

Show a family member facial expressions for emotions. Ask them to guess what emotion you are showing.

Lesson 5

Ask someone in your family when they feel like their best self. Share with them a time when you feel like your best self.

Lesson 2

Find a picture of a character in a story or book that you like. What emotion are they showing on their face and in their body language? What do you think triggered this emotion?

Lesson 6

Practice being present on your way home today. Can you notice anything you haven't noticed before?

Lesson 3

Before dinner tonight, see if you can remember which emotions you felt today. How many different emotions did you feel? Which ones were comfortable and which ones were uncomfortable? Ask a family member which emotions they felt during their day.

Lesson 7

Ask your friends and family to share one thing they think you are good at.

Unit 3

Self-Management



2–3 *Compassionate Courier*

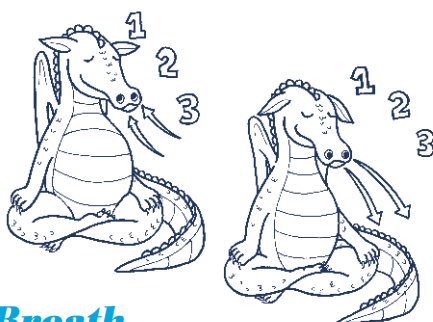
UNIT 3 SELF-MANAGEMENT

What We Are Learning

.....

In this unit, students explore the concept of one's *best self* and learn that they can practice being their best self even when they experience strong emotions. Learners practice pausing to notice and respond to how they are feeling with care and compassion. They also develop Best Self Strategies to use in challenging situations.

Mindful Moment



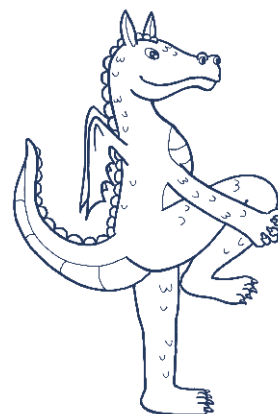
Even-In, Even-Out Breath

- Sit in a comfortable position.
 - Breathe in for one, two, three.
 - Breathe out for one, two, three.
 - Breathe in for one, two, three.
 - Breathe out for one, two, three.
- Remember, when your mind starts to think about something else, you can use your mindfulness muscle to bring your attention back to your breath and back to counting.
- Have students continue silently for about three more breaths. You can model for students how to count on their fingers to keep track.
- Take a moment to check in with your body. Do you notice any changes?
- If necessary, remind students they are not holding their breath in this exercise—you can model with a hand signal or hoberman sphere how to make the inhalation and the exhalation last for three counts.

Mindful Movement



TREE



STORK

Wordwall best self, pause, focus



2–3 *Compassionate Courier*

UNIT 3 SELF-MANAGEMENT

Teaching and Learning Connections

Here are quick activities to use for a brain break, morning meeting, closing circle, or anytime!

Transition Ideas

1. Coin Pass: Students stand behind pushed-in chairs. One student starts the Coin Pass for dismissal by holding a spoon with a coin (or other small item) on it. Student passes the spoon, with the coin on it, off to the next classmate to signal their turn to line up next. The goal is for students to practice being present and focused to keep the coin on the spoon. The last student passes the spoon and coin off to the teacher to signal the line is ready to go. Challenge: Pass a bell without making a sound.



2. Even-in, Even-out Transition: When transitioning from an energetic task/environment to a calm task/environment, lead students in placing hands on their Anchors and noticing how they feel. Invite a student to lead a few rounds of Even-In, Even-Out Breath. This can be done while still or while walking to a new location. Then, ask students to notice how they feel after the breathing exercise before moving on.

5-minute activity

- **Pause for Our Best:** Before a challenging activity (such as a test) or a situation that may challenge students' self regulation (such as going outside), invite students to lead a Pause. Ask students to reflect on what would help them to be their best selves (e.g., get their wiggles out, get focused, calm their minds, energize their bodies). Invite a couple of volunteers to share ideas and lead 1 or 2 minute practices, such as a stretch, a breathing exercise, movement, telling a partner how they're feeling, etc. After the Pause, invite students to find their Anchors and notice how they feel before moving on.

10+-minute activity

- **Express Your Best Self:** Students get creative to illustrate themselves as their best self. Students imagine themselves as their best. What are they doing? Who is there? Why do they feel like their best? They then create a portrait, a poem, a song, or a cheer to show what being their best self means to them.
- **Party Games:** Learners are working on building their self regulation skills with games and balance poses that require them to focus and manage their bodies. Play a game, such as Simon Says, Freeze Dance or Red Light, Green Light, to encourage learners to practice growing their listening and focusing to succeed in the game. Include challenges for balance, such as standing on one foot when they freeze.

How Can You Be Your Best Self?



Fill in the 4 Ps!

1. Be P _____
2. P _____
3. P _____
4. P _____

Teacher Game Guide

Red Light, Green Light

Start the game by modeling the role of the traffic conductor.

The student who is assigned to be the traffic conductor or traffic light stands at the front of the room. All others line up on the opposite side of the room behind a starting line. The traffic conductor gives three cues whenever they choose to direct traffic in the room:

- **Green Light:** The traffic conductor turns around to face away from the group and says “green light.” This signals all of the players to move freely forward toward the finish line.
- **[Optional] Yellow Light:** The traffic conductor remains facing away and says “yellow light.” This is an optional cue that can be used to warn the players that a red light is coming soon. It does not have to be included.
- **Red Light:** The traffic conductor says “red light” and turns quickly to face the group. Any player who is still moving has to return to the starting line.

The first student to reach the finish line is the winner.

Simon Says

Assign one person to be Simon. Tell all the other students that they are players. For the first round, you may want to be Simon to demonstrate how the game works.

In this game, Simon tells the other students what to do, but students should only follow the cues that are preceded by the words “Simon says.” For example, if Simon says, “Simon says touch your nose,” all of the students should touch their noses. But if Simon says, “Touch your nose,” students should not touch their noses. If students follow prompts that do not start with “Simon says,” they are out until the next round.

TEACHING TIP: Consider speeding up your commands before including a prompt that does not include “Simon says” at the beginning.

Parachute Games

There are many games that can be played with a parachute. You can also use a large sheet or table cloth if a parachute is not available. A few are described here and many more can be found online! Before you introduce the games, review some rules for using the parachute. For example:

- *We will hold on firmly to the parachute.*
- *We will keep our feet on the floor.*
- *We will listen and pay attention to instructions.*
- *We will do our best to keep everyone safe.*

TEACHING TIP: Ask students to put the parachute under their toes. Practice each skill with an invisible parachute before using the real parachute.

Game 1: Waves

- Invite students to wiggle the parachute up and down at different speeds on your cue.
- Cue them to notice the size of the waves when they move fast or slow.

Teacher Game Guide [CONTINUED]

Game 2: Seated Waves

- Repeat the waves activity from a seated, kneeling, or crouched position.
- Cue students to move between levels all together.

Game 3: Cloud

- Guide students to move together on your cue raising their arms all the way up and then all the way down.
- Repeat to practice moving in sync with one another.

Game 4: Switch Spots

- Assign students a color according to what color they are touching on the parachute. Use numbers as an alternative (e.g., count off by 4s).
- Name one of the color groups while arms are up in the cloud motion. Every student from that group runs across to switch spots with another student from that group before you call for students to move their arms down.

Game 5: Tent

- Once students are successful with the cloud game, challenge them to create a tent.
- Instead of just moving their arms down on your cue they will move their bodies to a seated position, pulling the parachute down behind them and sitting on the edge so that they are all inside the “tent.”

Game 6: Air Conditioner

- Call out a color.
- All students touching that color should crawl to the middle of the parachute and lie down.

- All other students wave the parachute to cool off the students in the middle.



Press Pause Alternatives

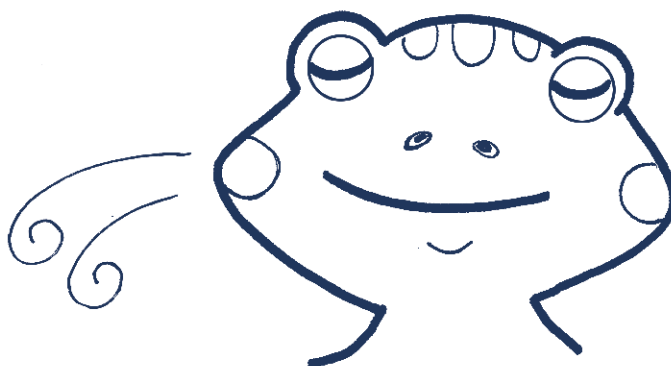
In the Gym

- Two students are “it.”
- The “it” students tag as many students as possible within a minute.
- When tagging a student, those who are “it” must yell, “Press pause!”
- When tagged, students must pause all body movement for the rest of the round. They are not out as long as they pause their body movements, but if they move at all, they must sit down where they moved.

In the Classroom

- Two students are robot mechanics.
- All other students are robots with power packs (bean bags) on their heads.
- Robots should walk around the room and freeze if a bean bag falls off their head. They must remain frozen until the mechanic comes to “fix” them.
- Mechanics only fix robots that are completely still or frozen.
- Play different rounds where robots move in more challenging ways that are harder to freeze.

Mindfulness Muscle



Your Presence is Requested!

Presence

Bring your best self
to the party!

Your Presence and Participation are Requested!

Presence

Participation

Bring your best self
to the party!



A Pause is Requested!

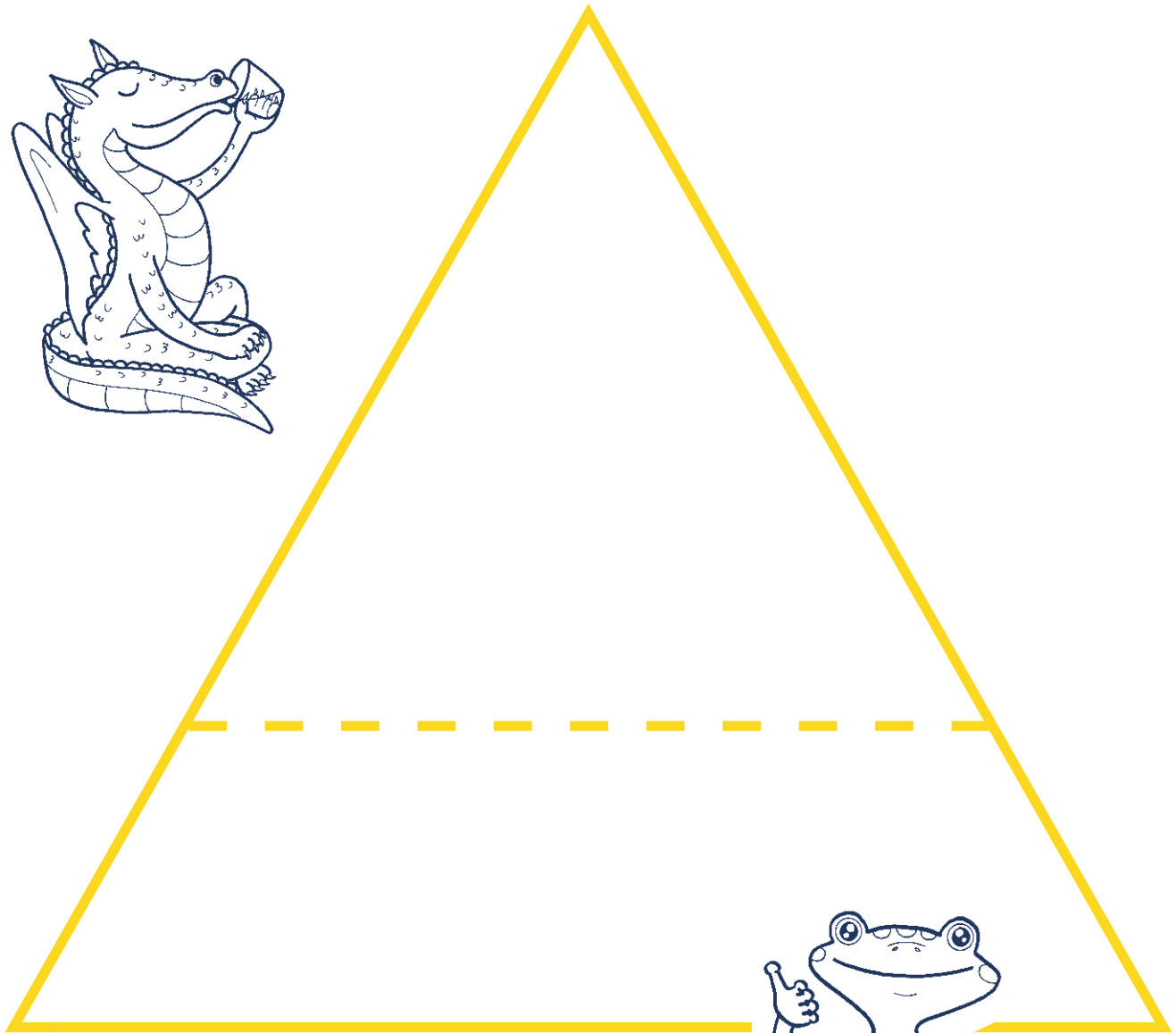
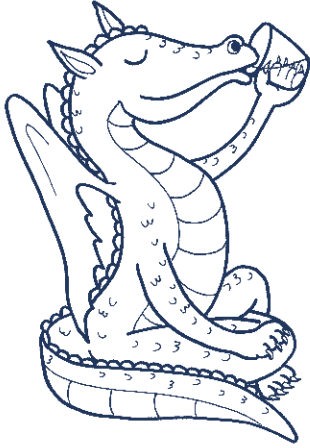
Presence

Participation

Pause

Bring your best self
to the party!

My Drink Pyramid



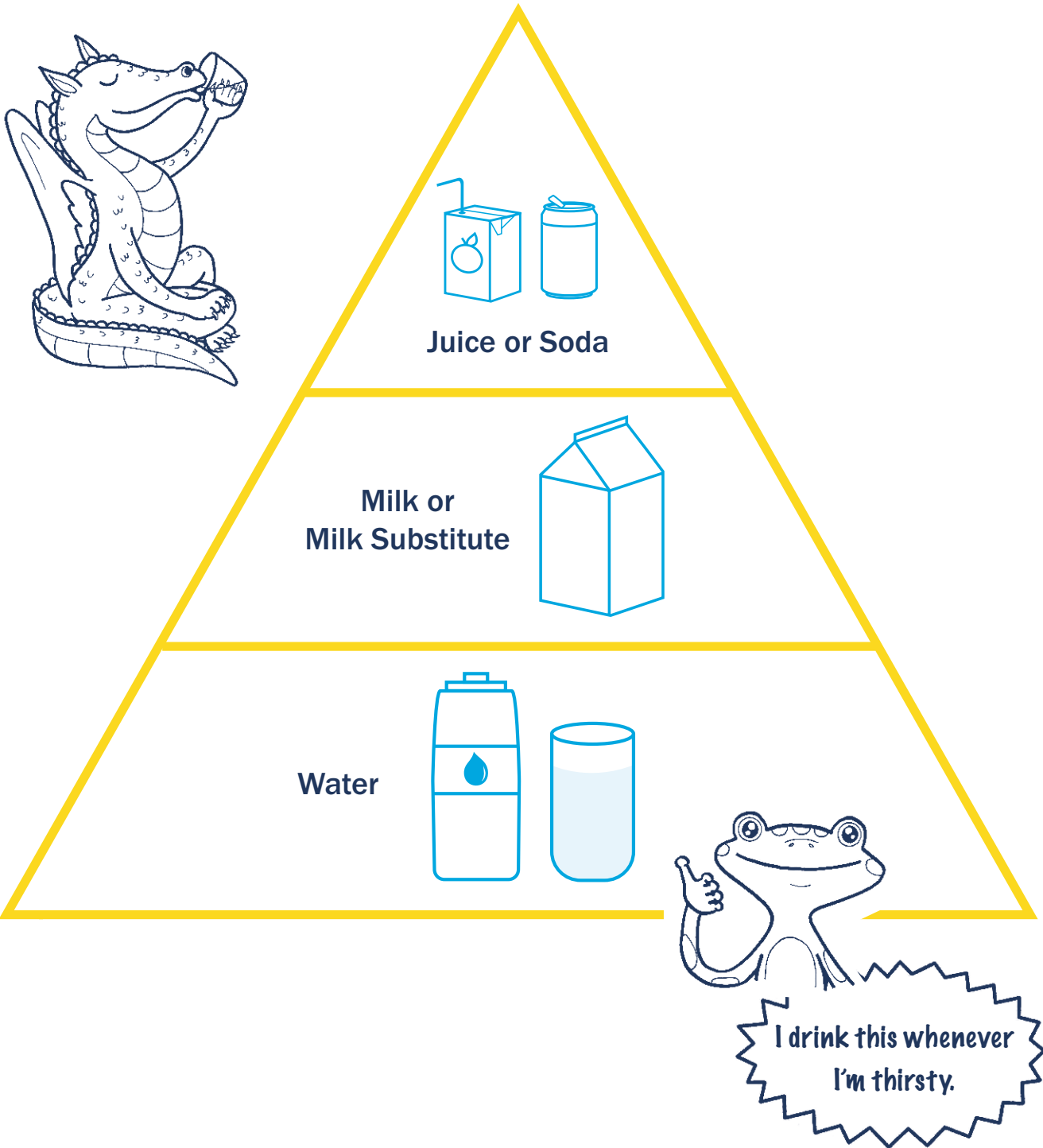
Create a drink pyramid. At the bottom, add the drink your body needs most every day. Add more layers with the drinks you would choose only at meals, only sometimes, or as a special treat.



I drink this whenever I'm thirsty.

*<https://kyoralhealthcoalition.org/oral-health-a-key-piece-of-health-literacy-month/>

My Drink Pyramid



*<https://kyoralhealthcoalition.org/oral-health-a-key-piece-of-health-literacy-month/>

Water



Nutrition Facts

2 servings per container
Serving Size 8 fl oz (240mL)

Amount per serving
Calories

% Daily Value*

Total Fat 0g 0%

Sodium 0mg 0%

Total Carbohydrate 0g 0%

Sugars 0g

Protein 0g

Calcium 0mg 0%

Magnesium 0mg 0%

Potassium 0mg 0%

*Percent Daily Values are based on a 2,000 calories diet.

Milk



Nutrition Facts

Serving Size 1 cup (240mL)

Amounts per serving
Calories 130

% Daily Value*

Total Fat 5g 6%

Saturated Fat 3g 15%

Trans Fat 0g

Cholesterol 20mg 7%

Sodium 125mg 5%

Total Carbohydrate 12g 4%

Dietary Fiber 0g 0%

Total Sugars 12g

Includes 0g Added Sugars 0%

Protein 8g 16%

Vitamin D 2.5mcg 15%

Calcium 300mg 25%

Iron 0mg 0%

Potassium 390mg 8%

Vitamin A 150mcg 15%

*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

2% Milk

Soda



Nutrition Facts

Serv. Size 1 Bottle

Amount Per Serving
Calories 200

% Daily Value

Total Fat 0g 0%

Sodium 65mg 3%

Total Carb. 55g 20%

Total Sugars 55g

Incl. 55g Added Sugars 110%

Protein 0g

Not a significant source of sat. fat, trans fat, cholest., fiber, vit. D, calcium, iron and potas.

Coca-Cola

Non-dairy Milk



Nutrition Facts

4 Servings per container
Serving Size 8 fl oz (237mL)

Amount Per Serving
Calories 90

% Daily Value*

Total Fat 8g 10%

Saturated Fat 1g 5%

Trans Fat 0g

Polyunsaturated Fat 0g

Monounsaturated Fat 0g

Cholesterol 1mg 0%

Sodium 60mg 3%

Total Carbohydrate 1g 0%

Dietary Fiber 0g 0%

Total Sugars 0g

Includes 0g Added Sugars 0%

Protein 3g

Vitamin D 0mcg 0%

Calcium 16mg 2%

Iron 0mg 0%

Potassium 6mg 0%

*The % Daily Value tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Almond Milk

Juice



Nutrition Facts

About 6 servings per container
Serving size 8 fl oz (240 mL)

Amount per serving
Calories 110

% Daily Value

Total Fat 0g 0%

Sodium 0mg 0%

Total Carbohydrate 26g 9%

Total Sugars 22g

Includes 0g Added Sugars 0%

Protein 2g

Vit. D 0mcg 0% • Cal. 20mg 2%

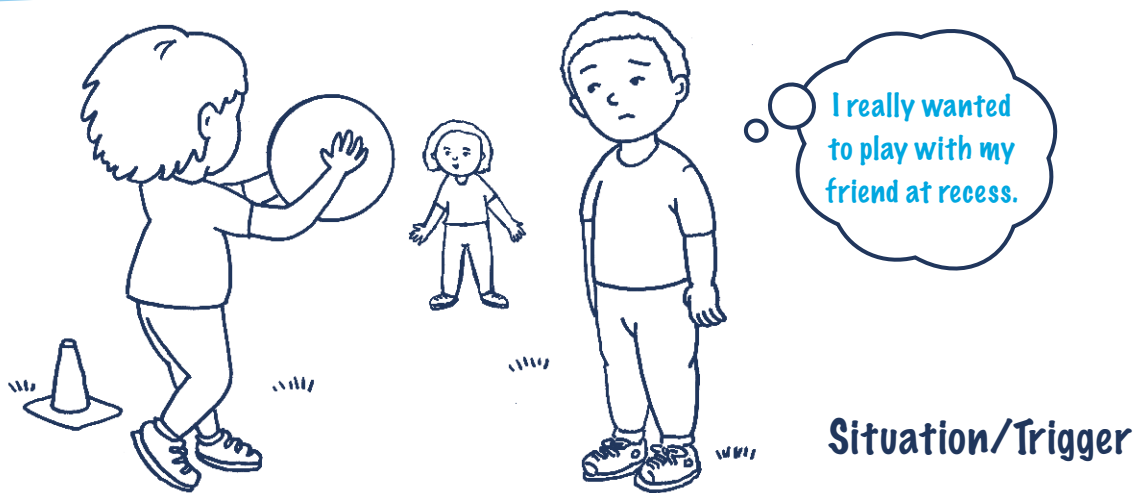
Potas. 450mg 10% • Vit. C 90mg 100%

Not a significant source of saturated fat, trans fat, cholesterol, dietary fiber and iron.

Orange Juice

I Can Take a Pause

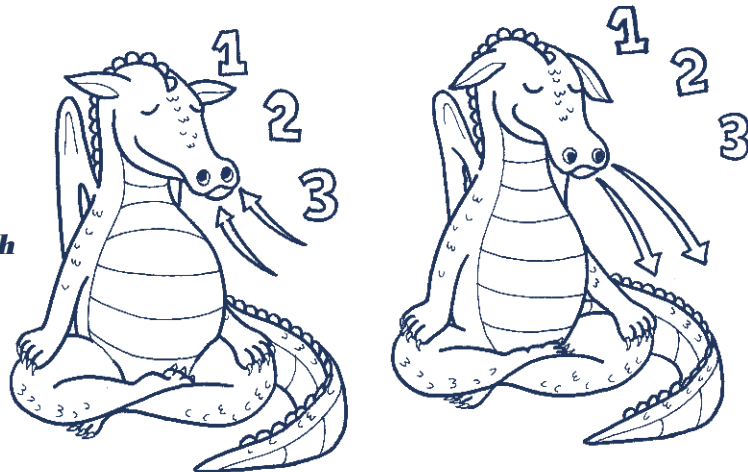
A large, hand-drawn rectangular box with a light blue border, divided into three horizontal sections by two lines. The box is intended for a student to draw or write a response.



DISAPPOINTMENT

Best Self Strategy

Even-In, Even-Out Breath



Outcome after Best Self Strategy



ANGRY



SAD



EXCITED



AFRAID



WORRIED

Thank You



Thank you
for your
presence

2—3 Unit 3 Mindful Movement



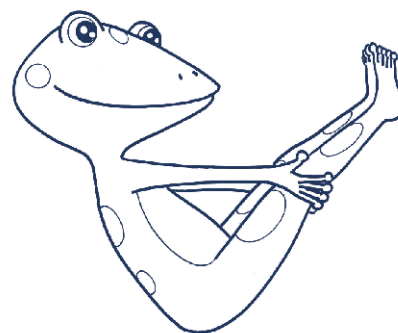
Tree



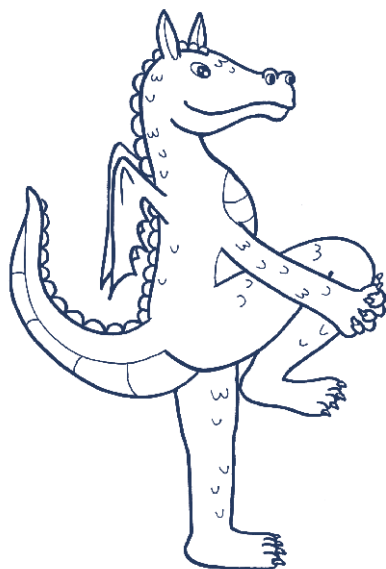
Lever



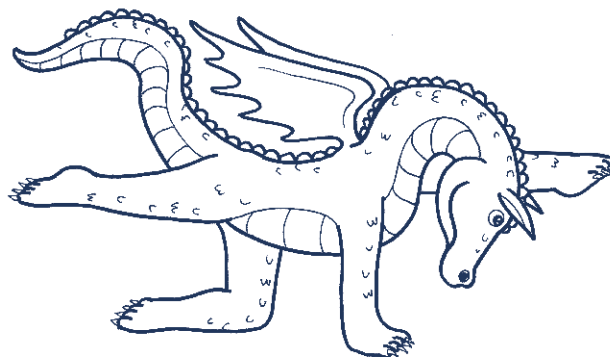
Victory



Boat

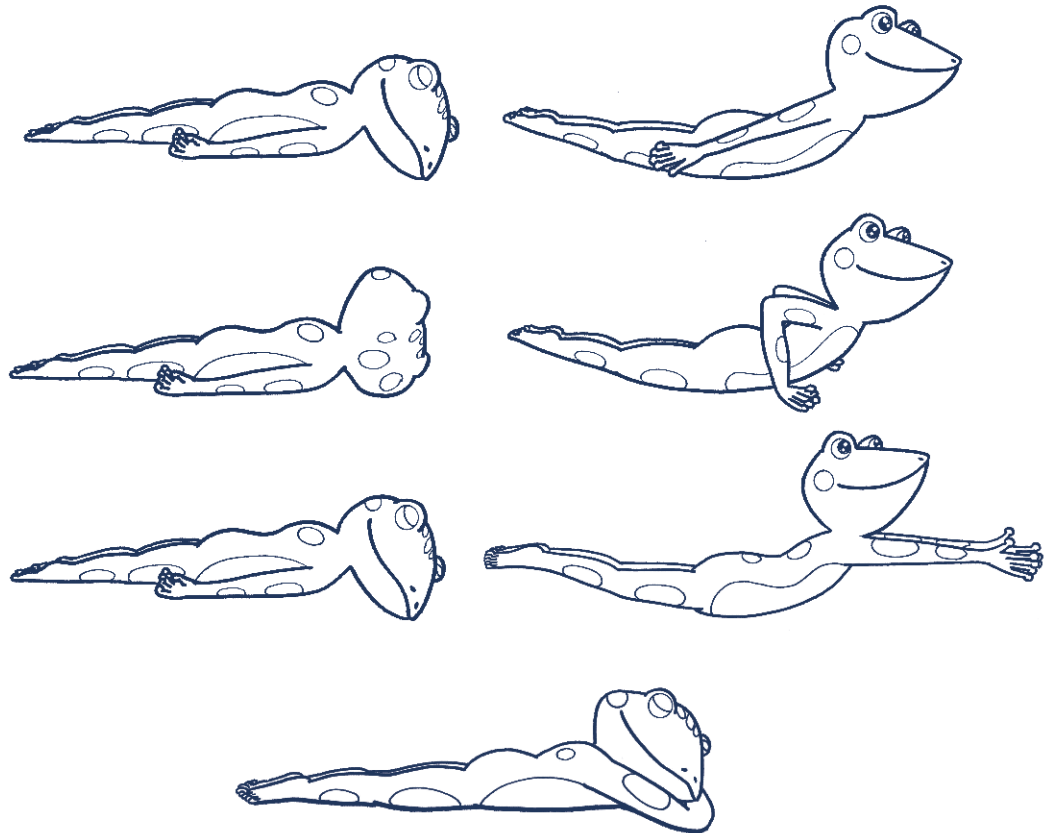


Stork



Pointing Dog

2—3 *Unit 3 Mindful Movement*



Superhero Sequence

Unit 3 Take-Home Practices

Lesson 1

Teach someone at home a game that you played today. Explain to them how being present during the game shows care for themselves and others.

Lesson 5

Practice pausing by taking a walk outdoors. Make up a game, such as deciding that every time you see a bird you will take a pause and be present.

Lesson 2

Identify two activities you can practice participating more in at home and at school.

Lesson 6

Find someone you know who could use a laugh! Teach them Lion's Breath and talk about a time when you could use it to release a strong emotion.

Lesson 3

Teach someone in your family one way to "press pause."

Lesson 4

To practice taking a pause before making drink choices, take a minute to think about the drink pyramid. Does your drink choice fit with what the drink pyramid suggests?

Lesson 7

Decide on a few strategies that will help you take a pause and be your best self. Talk to someone at home about how they can help you take a pause when you need it.

Unit 4

Social Awareness Part I

EMPATHY AND PERSPECTIVE TAKING



2-3 Compassionate Courier

UNIT 4 • SOCIAL AWARENESS PART 1—EMPATHY & PERSPECTIVE TAKING

What We Are Learning

.....

In this unit, students learn that understanding their own point of view as well as differing points of view can help them build empathy and understanding and act compassionately. They practice gratitude and appreciation for others. Learners also explore how seeing things from a variety of perspectives can help them identify how to compromise.

Mindful Moment

Gratitude and Appreciation Practice

.....

- Start in any comfortable position.
- We are going to practice gratitude and appreciation for another person. Bring to mind someone who is important to you—someone for whom you feel grateful or are thankful to have in your life.

Give students a few moments to bring someone to mind.

- Picture that person in your mind.
- Why are they important to you?
- Have they cared for you?
- Have they shown you kindness?
- Have they helped you learn and grow?

Give students a few moments to reflect.

- When you picture this person, how do you feel?
- Check in and notice any emotions

that come up in your body and mind.

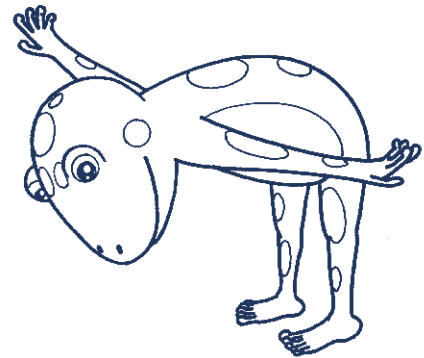
- Do you feel appreciation?
- Do you feel gratitude or thankfulness?
- Whatever you feel is okay. If you do feel gratitude for this person, savor that feeling and notice what it's like to feel thankful for this person.

Give students a few moments to reflect.

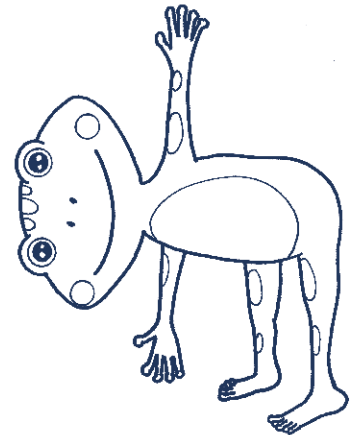
- Imagine telling this person you appreciate them. How do you think they would feel?
- Now take a deep breath in and out. Let go of those images from your mind, and just watch your breath.
- Allow a few moments of silent practice.



Mindful Movement



GLIDER



GLIDER TWIST



2–3 *Compassionate Courier*

UNIT 4 • SOCIAL AWARENESS PART 1—EMPATHY & PERSPECTIVE TAKING

Teaching and Learning Connections

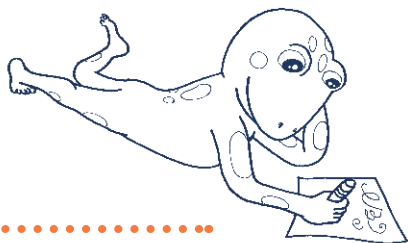
Here are quick activities to use for a brain break, morning meeting, closing circle, or anytime!

Transition Ideas

1. While students stand in line or are moving to a new location, ask them to identify three things that they can see (or hear) and hold them in their minds. After the transition, invite students to share what they noticed.

5-minute activity

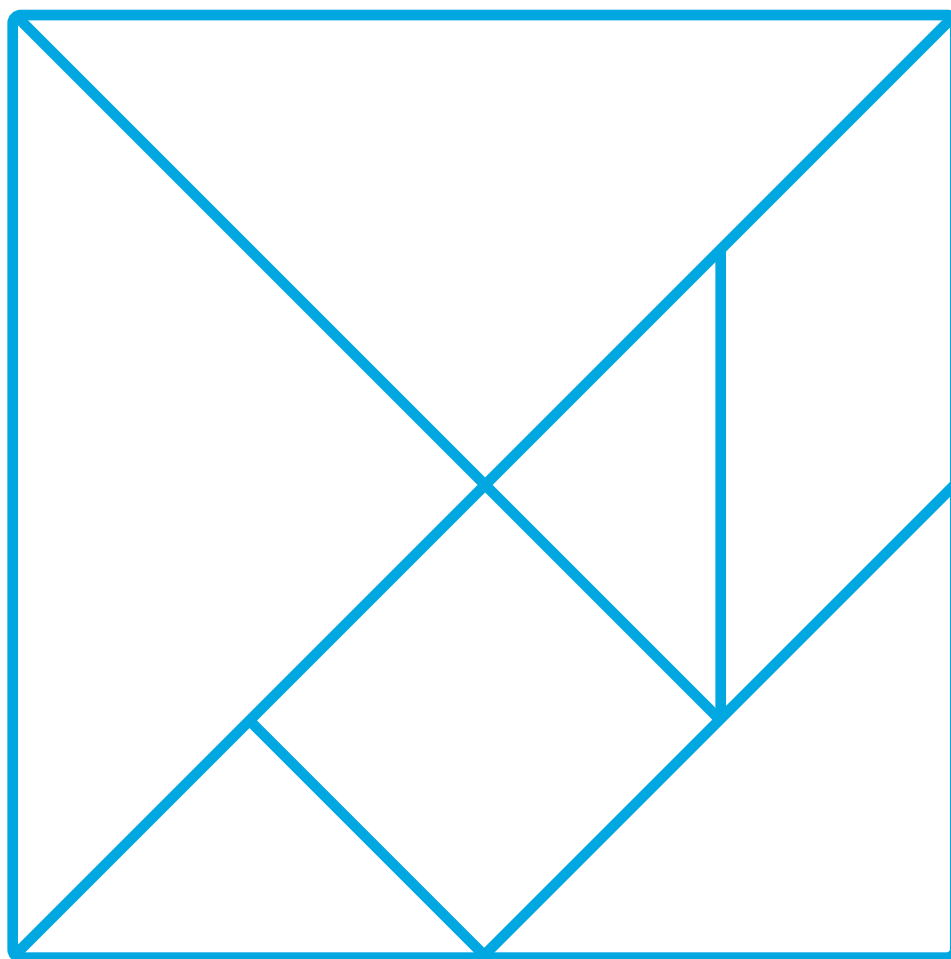
- **Whose Point of View?:** When introducing a new story, book, song, or piece of art to learners, spend a few minutes exploring point of view. Help learners identify from whose point of view the story, song, or art is seen or heard, and help them imagine what that person could be thinking or feeling.
- **Who Do We Appreciate?:** Invite learners to share someone who works at your school that they appreciate. When someone has been identified, ask the class to share what they appreciate about that person. Invite learners to put themselves in that person's shoes and imagine what their work might be like. Encourage learners to share their appreciation when they have a chance.



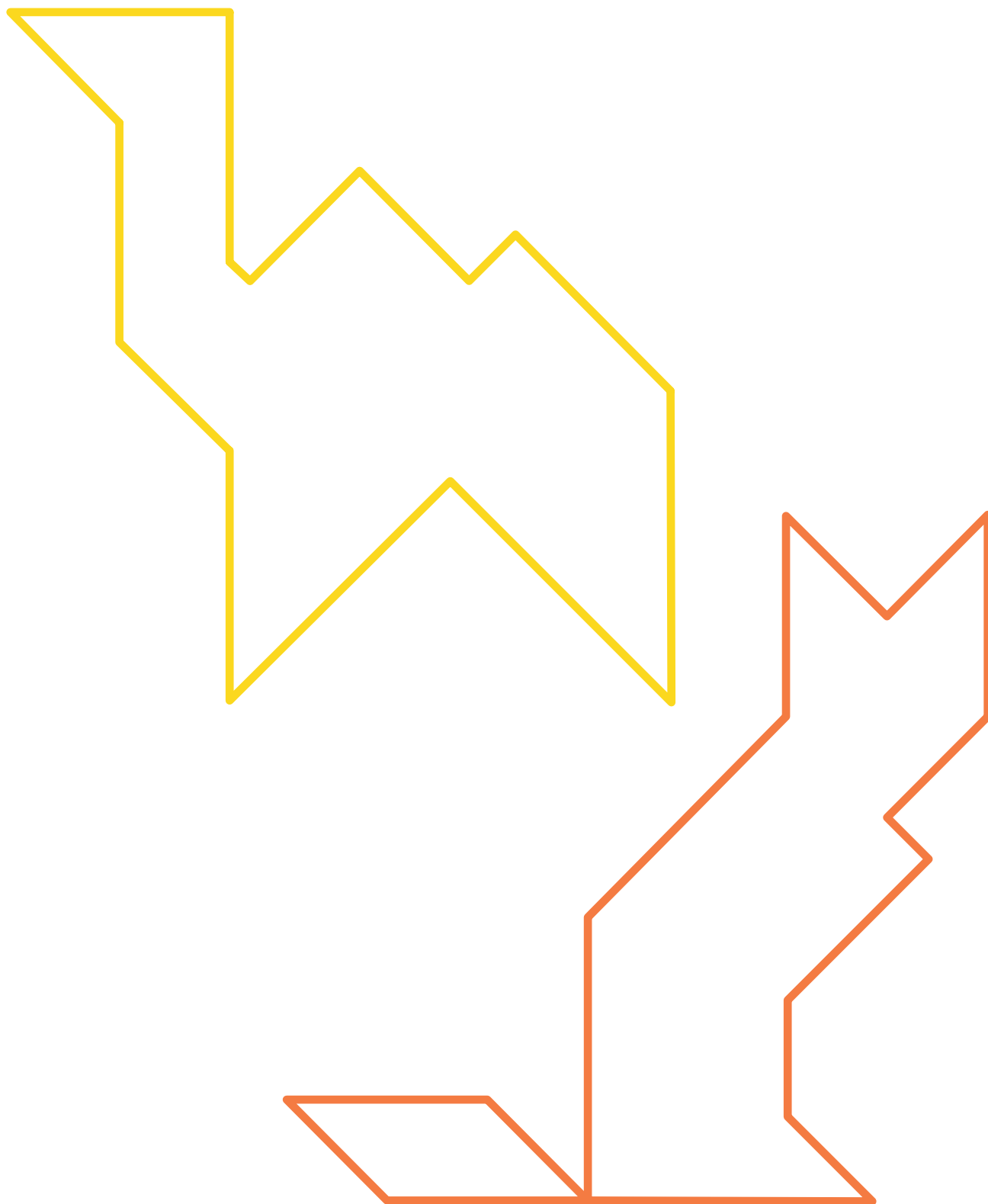
10+-minute activity

- **What Is It?:** Project or hold up a variety of images seen from different points of view, e.g., an image of a house from above, a piece of fruit from the inside, a mound of spaghetti up close. Let students guess what objects they are and from what perspective they are seen. Ask questions such as the following:
 - *Is one point of view better than another? Why?*
 - *How does the point of view affect what we think about something (e.g., would I think differently about a mound of spaghetti if I were an ant versus a person)?*
 - *Are we able to see some things from more than one point of view?*
 - *How can it be helpful to see someone else's point of view?*
- **Flipped Fairytale:** To encourage understanding of point of view and perspective, share a flipped fairytale, such as *The True Story of the 3 Pigs* by John Scieszka or another example of a familiar story told from an alternate point of view. Invite learners to share their insights on the traditional story from another character's perspective, identifying what that character was thinking and feeling.

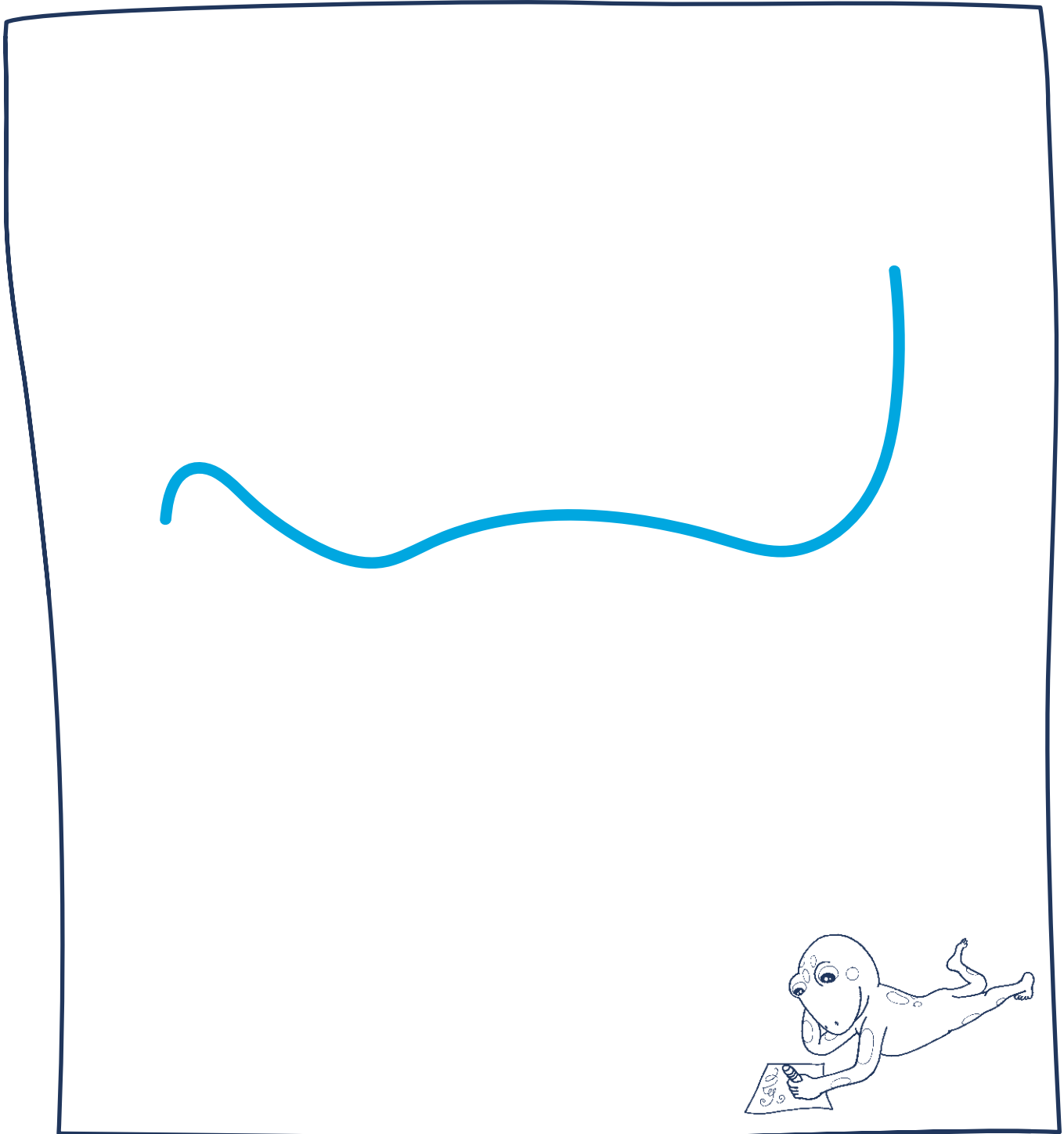
Tangrams



Tangrams



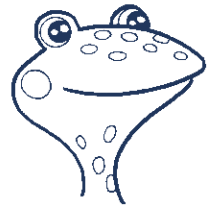
Unfinished Business



"Once I was _____ and I saw _____."



Points of View



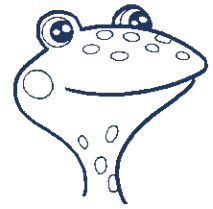
Your point of view

Shared point of view

Partner's point of view



Points of View



Do you like sports? Which ones?

YOU

PARTNER

What type of music do you like?

YOU

PARTNER

What subjects are challenging for you?

YOU

PARTNER

What is important to your family?

YOU

PARTNER

Where do you like to play?

YOU

PARTNER

What activities make you feel happy?

YOU

PARTNER

Step Into Someone Else's Shoes



Compromise Scenario Cards

Sheena wants to play the next level of her video game. Her dad wants her to clean her room right now.

Timothy wants to play basketball during recess, but Harriet wants to play football.

Theo took the last pencil with an eraser, and Marion was just about to take it.

Kenji asked his mom for a new toy, but his mom thinks it's too expensive.

Everett sits down at lunch. Willa comes up and angrily says that she was going to sit there and gets really upset.

Ms. Bryson has had the same student be the line leader three weeks in a row and Sam really wants a turn, so Sam talks to the teacher about it.

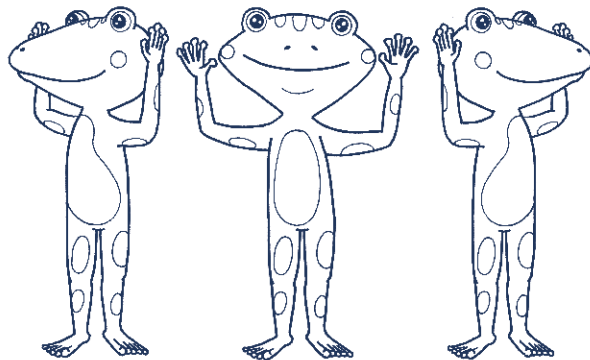
Jamal's little brother asked to borrow his brand-new pack of markers to work on a homework assignment. Jamal still hasn't gotten them back and he is feeling upset.

Elise notices that Josie has a hole in her sweater. Elise yells out "Josie, you have a hole in your sweater!" and Josie gets upset.

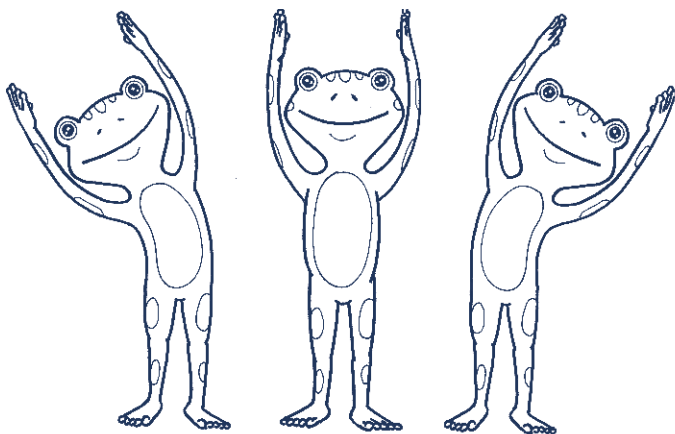
2—3 Unit 4 Mindful Movement



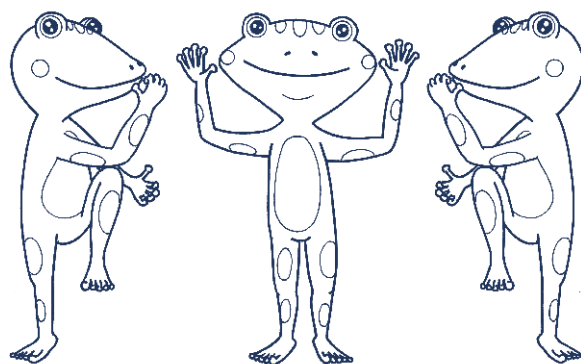
Seated Twist



Trident/T Trident Twist

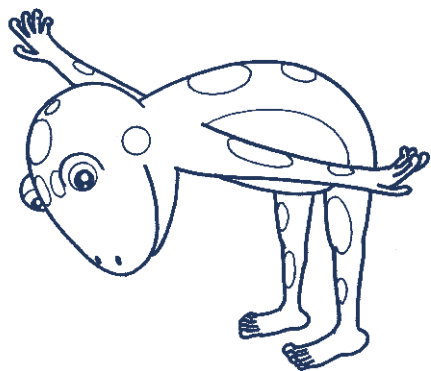


Swaying Palm

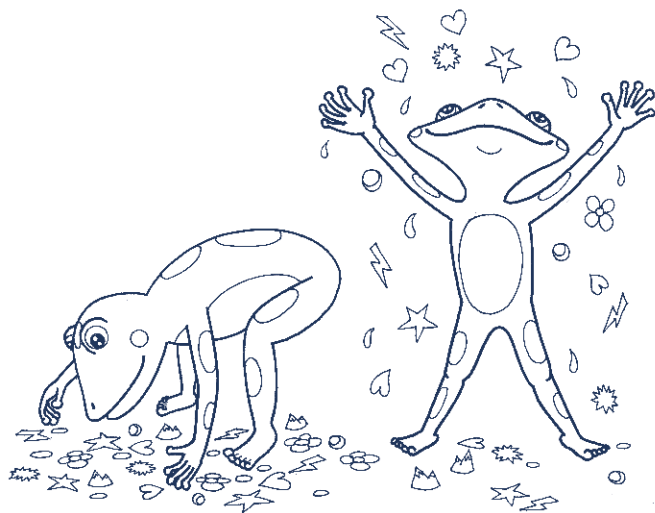


Elbow-to-Knee

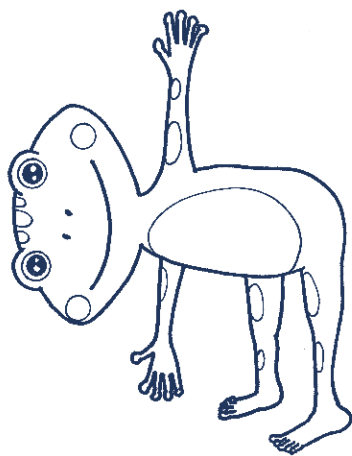
2—3 *Unit 4 Mindful Movement*



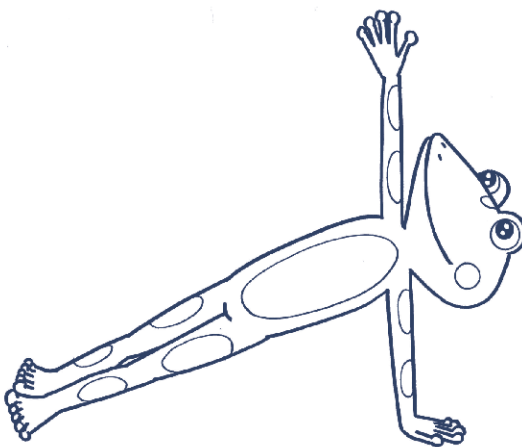
Glider



Pick It Up



Glider Twist

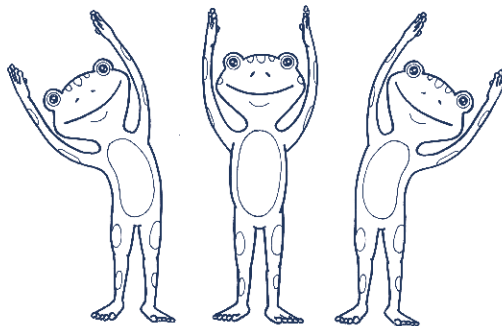


Side Plank

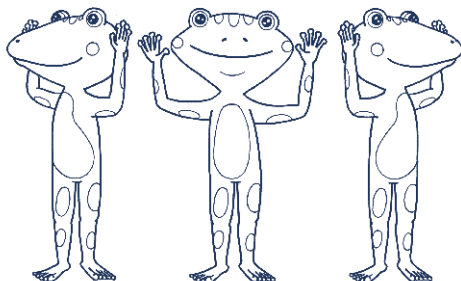
2—3 Unit 4 Mindful Movement



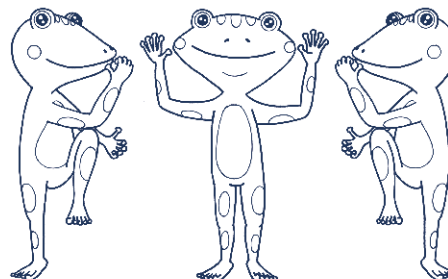
Mountain



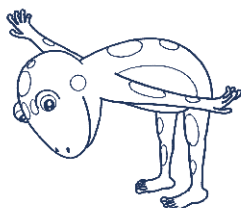
Swaying Palm



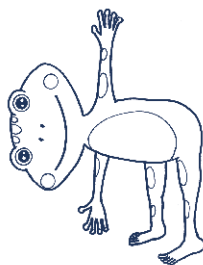
Trident/Trident Twist



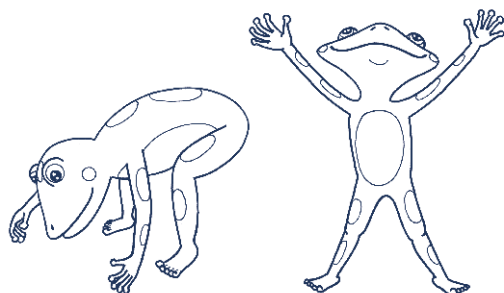
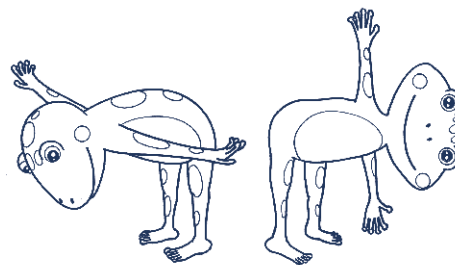
Elbow-to-Knee



Glider



Glider Twist



Pick it Up

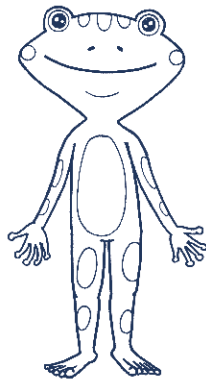


Mountain

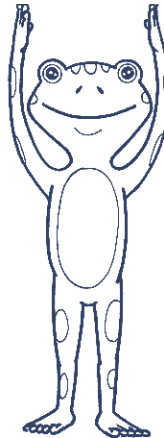
Twist Sequence

2—3 *Unit 4 Mindful Movement*

Mountain



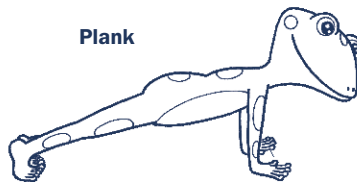
Sunrise



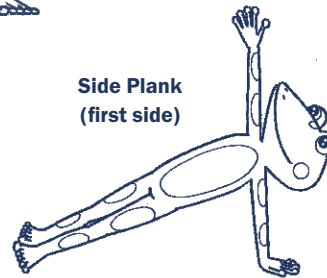
Sunset



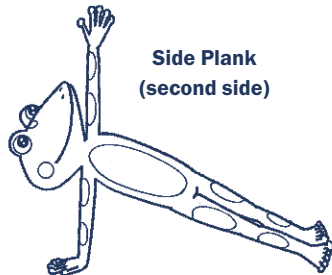
Plank



**Side Plank
(first side)**



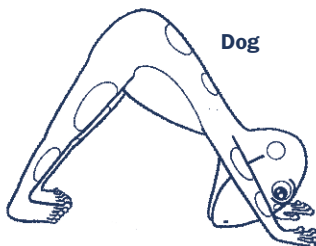
**Side Plank
(second side)**



Cobra



Dog



Hands and Knees



Child's Pose



All Sides of the Story Sequence

Unit 4 Take-Home Practices

Lesson 1

What is your favorite season: winter, spring, summer, or fall? Find someone whose favorite season is different and ask them to tell you why. Can you see why a person might choose that as their favorite? Why?

Lesson 2

Spread a giggle today! Think of what brings joy to the people in your family. Without teasing, try to make someone in your family smile or laugh today.

Lesson 3

Ask someone who lives with you to silently think of three words to describe your home while you do the same. Then share your answers with each other. Were they similar or different? Talk about the reasons you each chose those words.

Lesson 4

Ask someone at home what they think is the best way to relax. Then tell them your ideas. Do you have different points of view?

Lesson 5

Try to understand someone else's point of view by putting yourself in their shoes.

Lesson 6

Identify an opportunity for compromise in something you see on TV, in a book, or in your own life with a friend or family member. Practice your compromise skills to find possible solutions. Then share your compromise by telling a family member what you learned.

Unit 5

Relationship Skills





2-3 *Compassionate Courier*

UNIT 5 RELATIONSHIP SKILLS

What We Are Learning

.....

This unit centers on the body in order to teach students key relationship understandings and skills for friendship that help them be their best selves with peers. Students will examine how they use their whole selves to be a friend and will review pausing to respond to emotions when there is conflict with a friend. The unit also introduces healthy serving sizes for different types of food.

Mindful Moment

Take 5 Breath

.....

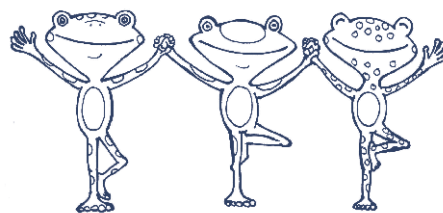
- Begin by sitting comfortably.
- Hold one hand in the air, and spread your fingers out wide.
- Now take the pointer finger of the other hand and place it on the wrist of the raised hand, near the outside of the thumb.
- We're going to take five breaths. Each time we breathe in, we're going to trace one finger up to the top of our fingernails. Each time we breathe out, we're going to trace the other side of that finger back down to the hand.
- Let's try it.
- As you breathe in, trace up the first side of your thumb with your pointer finger. Pause at the top of your fingernail.
- As you breathe out, trace down the second side of your thumb. Pause between your thumb and your pointer finger.
- Let's keep going, breathing in as we trace up the next finger, and breathing out as we trace down. (Keep leading students until they finish tracing all five fingers.)
- Take a moment to check in with your body and your mind. Do you notice any changes?



Mindful Movement



PARTNER SEATED SUNRISE



PARTNER TREE

Wordwall friend, cooperate, share



2–3 *Compassionate Courier*

UNIT 5 RELATIONSHIP SKILLS

Teaching and Learning Connections

Here are quick activities to use for a brain break, morning meeting, closing circle, or anytime!

Transition Ideas

1. **Partner Movement:** Have learners move together with a partner in line or from one location to another. Emphasize staying connected with your partner in some way (e.g., shoulder to shoulder, elbow to elbow, or taking steps at the same time.)



2. **Kind Hands, Kind Words:** Invite learners to turn to a neighbor and share a friendly greeting, such as a handshake, high five, etc. Then share kind words, such as a compliment, kind wishes, or encouragement.

5-minute activity

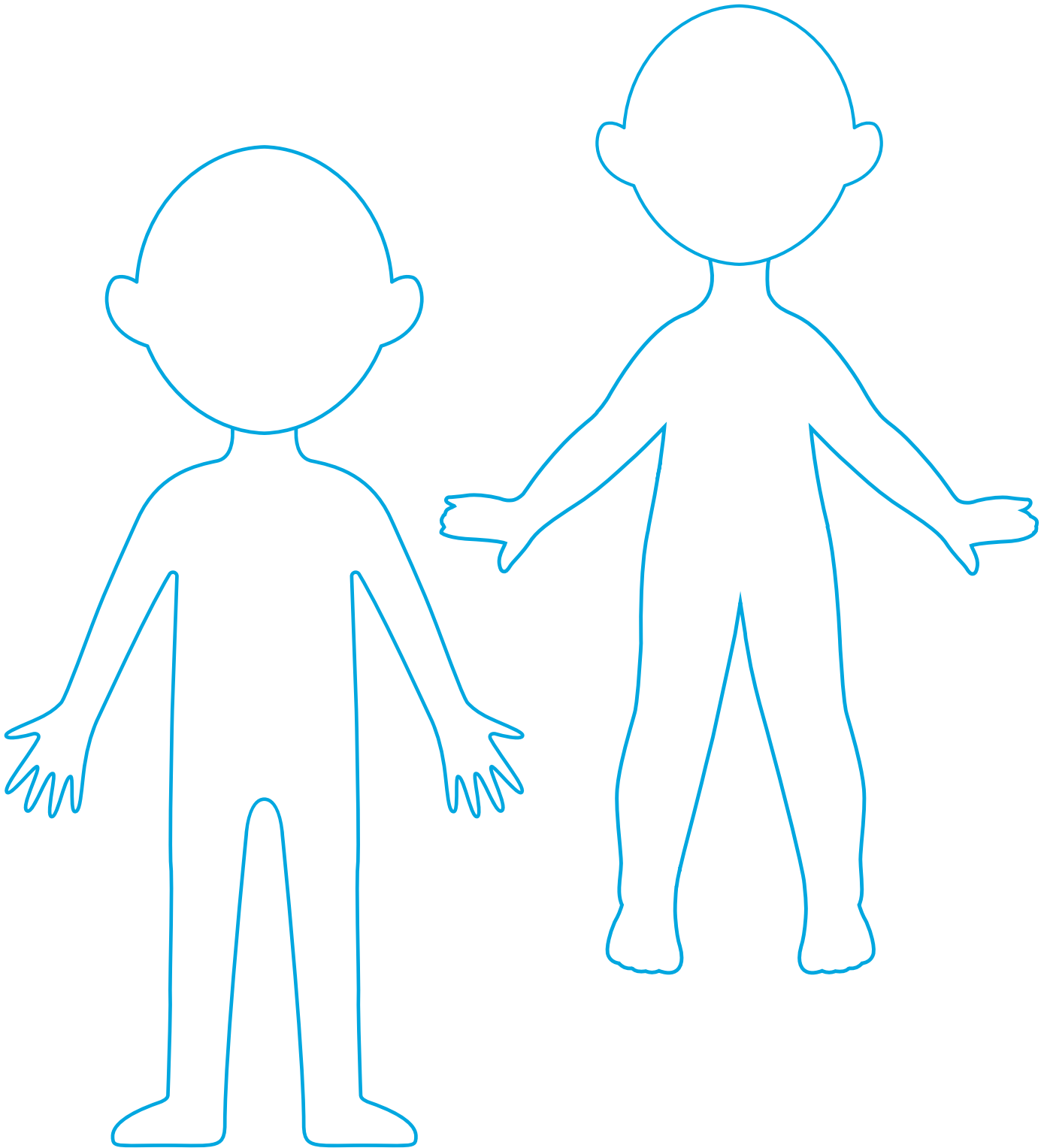
- **Friendship Connection:** Challenge learners to get creative and make a friendship connection with knowledge or skills in a specific content area. For example, when you are introducing or reviewing content in math, music, art, physical education, or any area, challenge learners to discuss with a partner or brainstorm as a class how they could apply their learning in their lives to be a good friend.

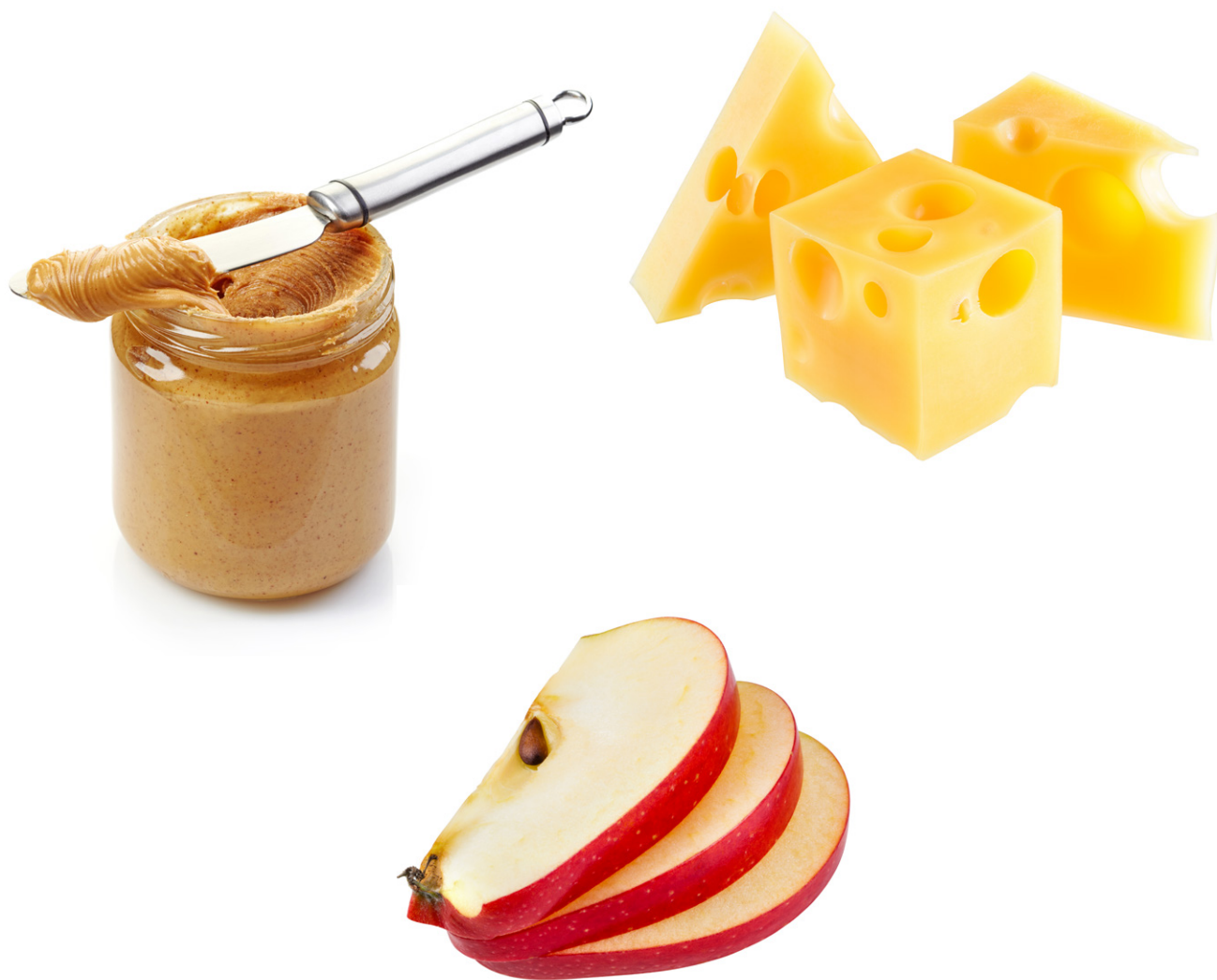


10+-minute activity

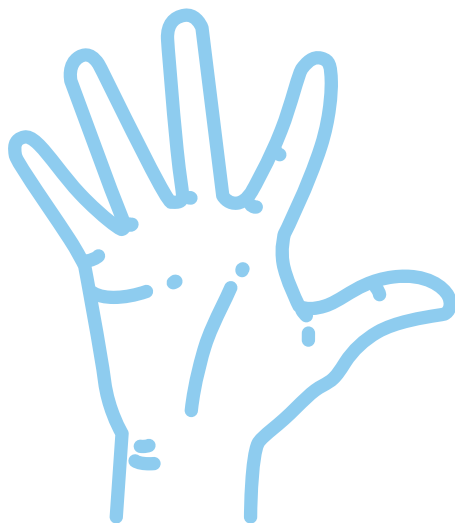
- **Friendship Flower:** Provide a simple outline or cutout of flowers. In one session or over time, students draw or write examples of friendship on the flowers. Encourage students to share ways they have noticed someone being a good friend by showing friendship skills such as sharing, cooperating, listening, or helping. Display flowers together to create a Field of Friendship.
- **Partner Interviews:** Provide simple interview questions and have learners interview each other in pairs for a few minutes at a time. Time them and cue when they should switch roles. There is no need for them to record the answers. Emphasize paying attention to the speaker, listening, and checking in for understanding.

How Do You Draw a Friend?

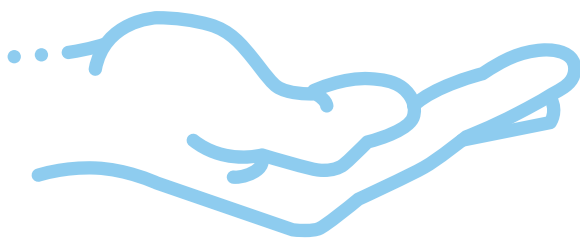




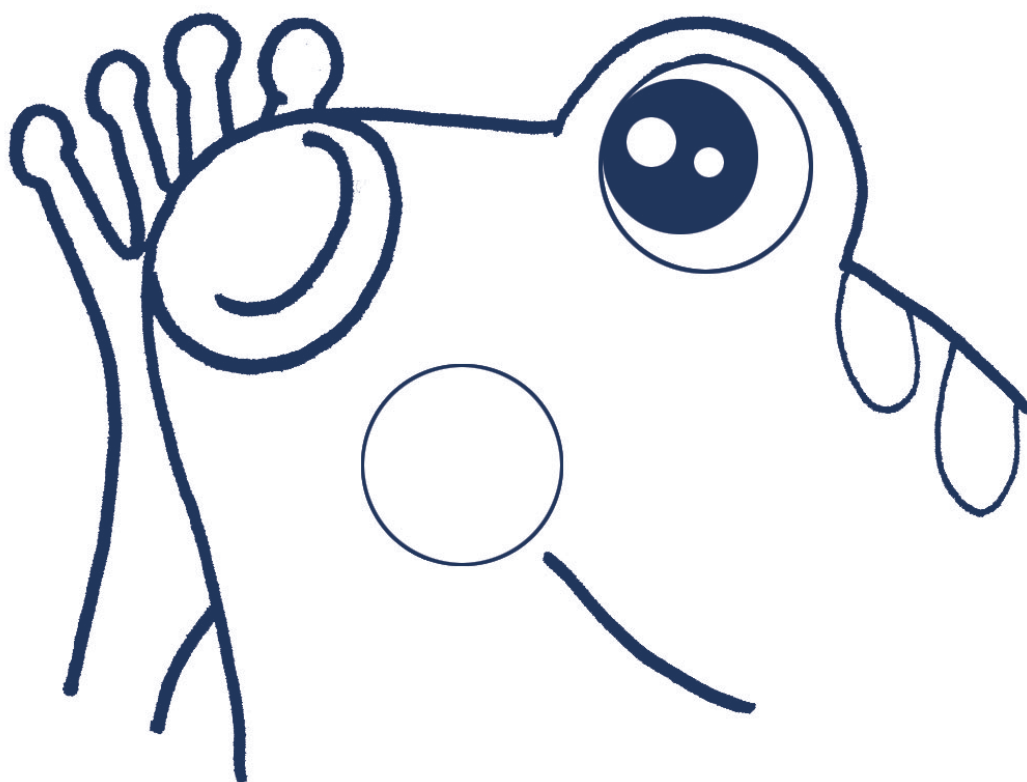
Eating With Your Hands



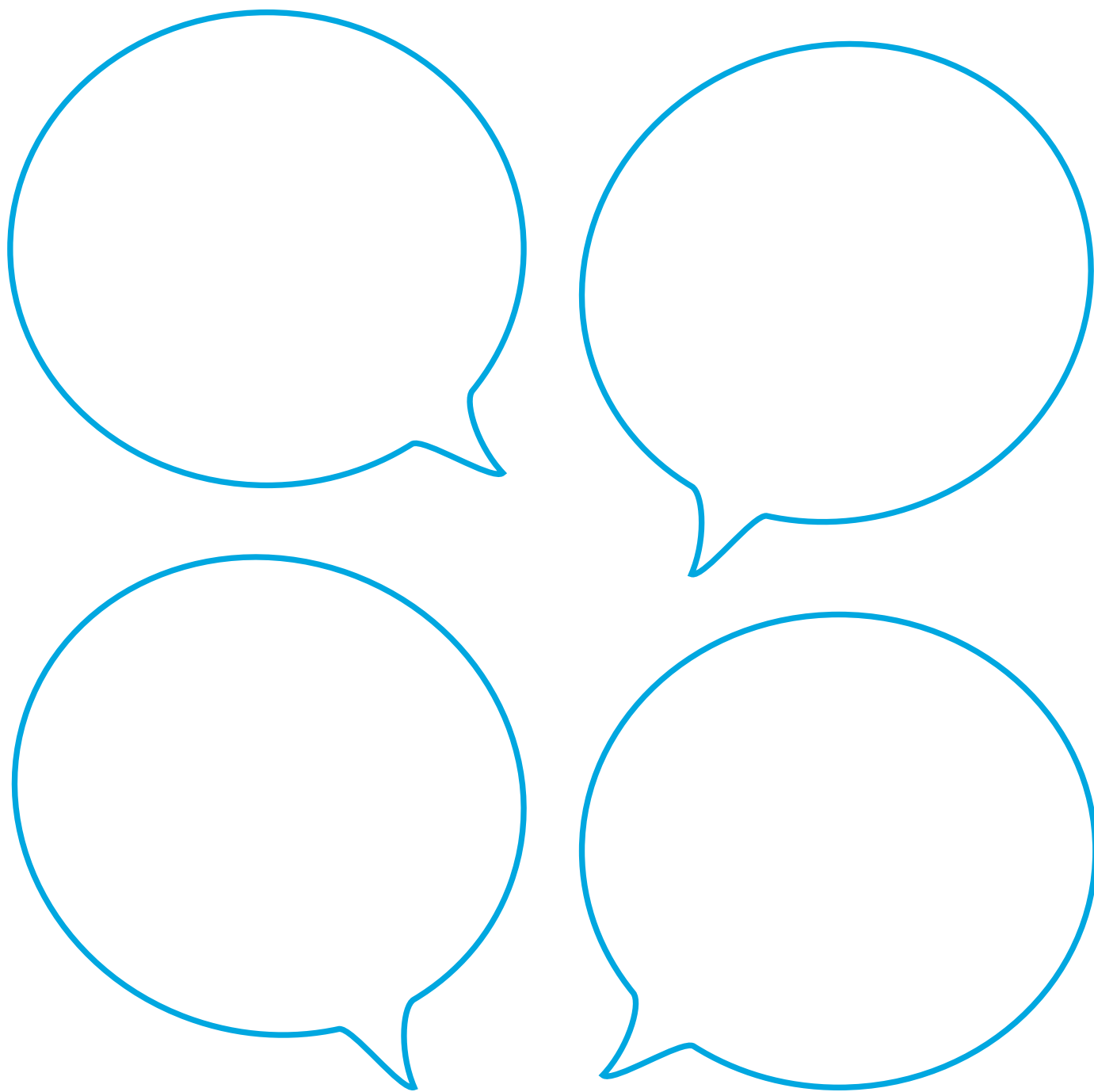








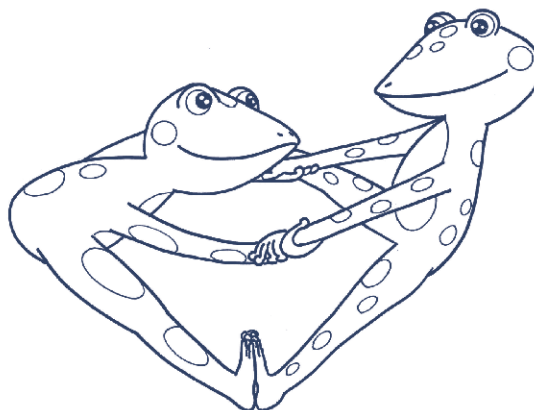
Listening



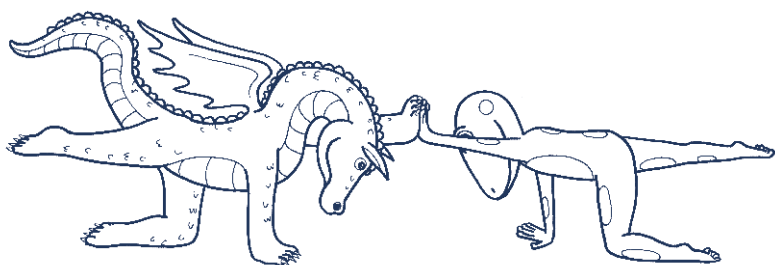
2—3 *Unit 5 Mindful Movement*



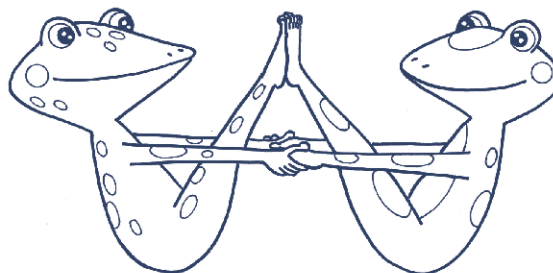
Partner Seated Sunrise



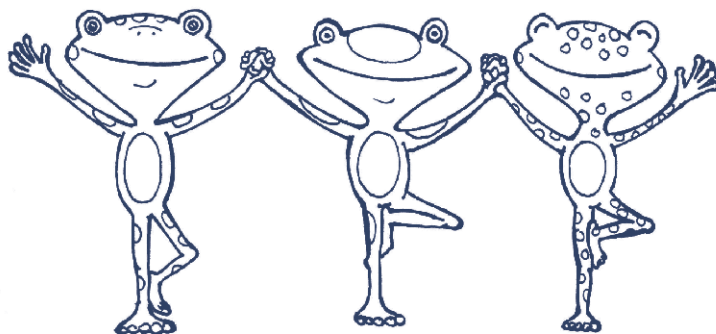
Partner Diamond



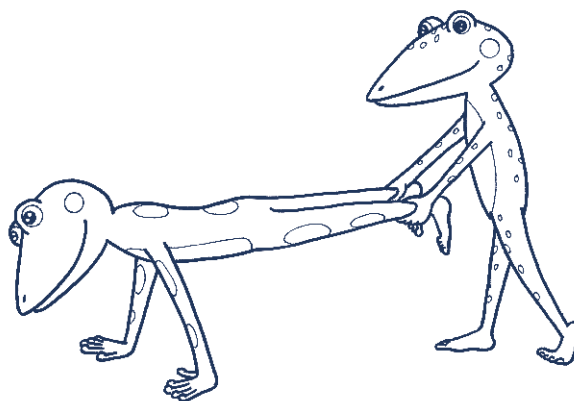
Partner Pointing Dog



Partner Boat

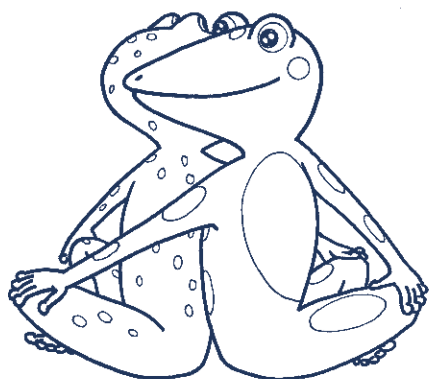


Partner Tree

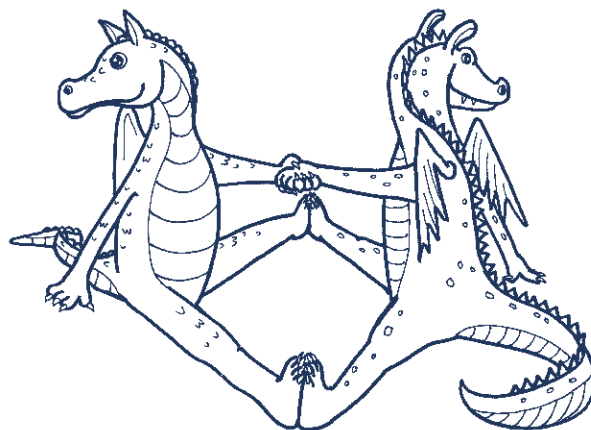


Partner Wheelbarrow

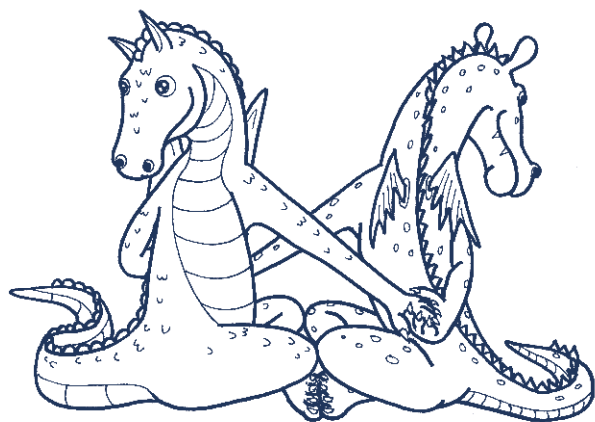
2—3 *Unit 5 Mindful Movement*



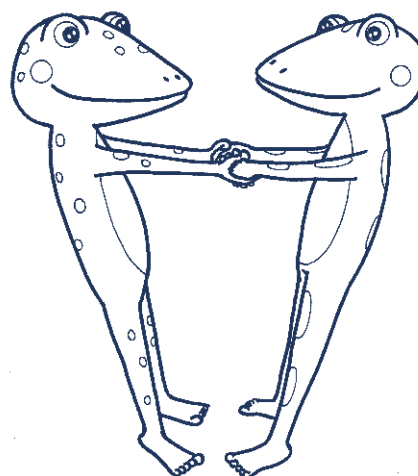
***Partner Seated Twist—
Back to Back***



Partner Diamond Twist



***Partner Seated Twist—
Facing***

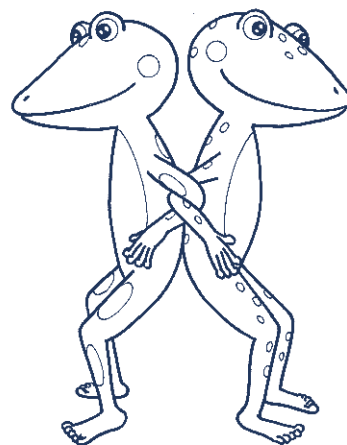


Leaning Tower of Pisa

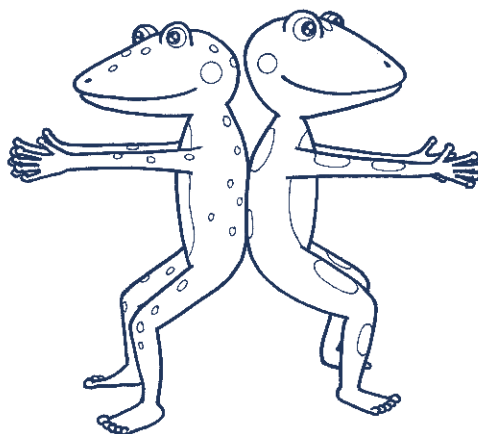
2—3 Unit 5 Mindful Movement



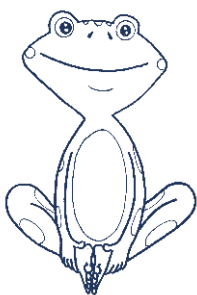
Drawbridge



Interlocking Arms/Elevator



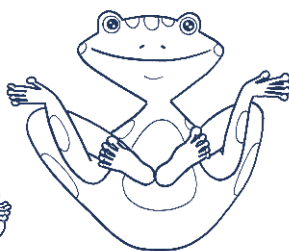
Back-to-Back Chair



Butterfly



Flower



Turtle

Partner Closing Sequence

Unit 5 Take-Home Practices

Lesson 1

At school or home, notice someone being a good friend. What do they do?

Lesson 5

Practice listening with a friend or family member. Ask them to tell you about the best part of their day and really listen to the answer. Practice making eye contact and check in to make sure you heard and understood them.

Lesson 2

Practice cooperating with a friend or family member. Find a way to work together like a team to get something done or solve a problem. Need ideas? Work together on a chore with a family member or partner up with a friend on a creative project.

Lesson 6

At home, share kind words with someone by giving them a compliment. How does it feel to give a compliment? How do you think it feels to receive one?

Lesson 3

Use your hands to be a friend by sharing or helping.

Lesson 7

Ask a family member to listen while you tell them about a good friend. What does your friend do or say to show you friendship? Invite them to tell you about one of their good friends.

Lesson 4

Teach someone in your family the hand model for healthier serving sizes. Try to use it as a guide for a snack. Are your serving sizes the same or different?

Lesson 8

Teach your new friendship pose to another person. How do you use your whole self in the pose to be a friend?

Unit 6

Social Awareness Part 2

COMMUNITY



2-3 *Compassionate Courier*

UNIT 6 • SOCIAL AWARENESS PART 2—COMMUNITY

What We Are Learning

.....

This unit develops skills related to social awareness and community. Students explore how communities can grow healthier and stronger. They begin to understand the importance of diversity in a community and the value of collaboration. Students discover ways they can contribute to their communities and ways that communities can work together to meet needs with compassion.

Mindful Moment

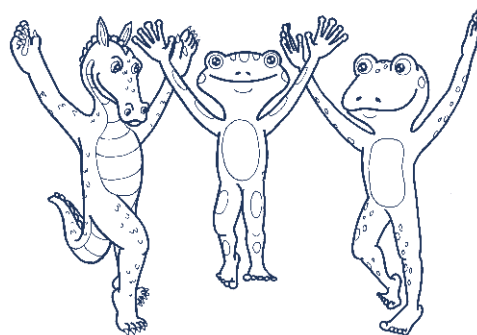


Visualizing Community

.....

- *Placing your hands on your Anchors, take a few deep calming breaths. Now, picture in your mind our whole school community. Imagine everyone in the community is being their best self. They are showing care and compassion for one another. In your imagination, what kind actions do you see members of the school community doing? What kind words do you hear them speaking? Notice how it feels to imagine this caring community. Now, picture yourself. Use your imagination to see yourself making a caring contribution in our school community. What kind actions can you do? What kind words can you share? Notice how it feels in your body and mind to show care to your community.*

Mindful Movement



FOREST



GROUP VICTORY

Wordwall community, diversity, collaborate



2–3 *Compassionate Courier*

UNIT 6 • SOCIAL AWARENESS PART 2—COMMUNITY

Teaching and Learning Connections

Here are quick activities to use for a brain break, morning meeting, closing circle, or anytime!

Transition Ideas

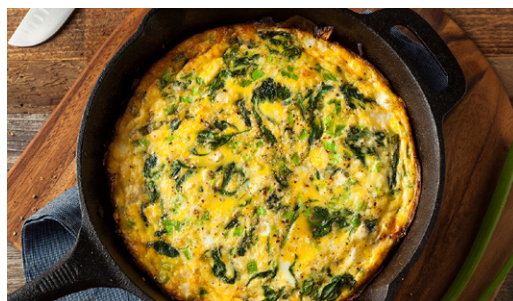
1. **Musical Movement:** In preparation, invite students to share songs with you that are special to their family or culture. Then, during transitions, select songs to play for the group. When the music stops and transition/routine ends, invite the student who suggested the song to share why it is important to them.

5-minute activity

- **Community Resources and Supports:** Students are learning that communities are made up of diverse people and resources that work together. Choose an activity or a resource your students are engaging with in any content area. Take a few minutes to explore how community members have played a role in making that activity or resource possible. For example, are there community members who contributed supplies, built the facility, or helped you provide the opportunity in some way?
- **Visualize Caring Contributions:** Ask students to picture themselves in their minds. Invite them to use their imagination to see themselves making a caring contribution in the classroom community. Use the following prompts: What kind actions can you do? What kind words can you share with your classmates? Notice how it feels in your body and mind to show care to our classroom community. Invite a few students to share.

10+-minute activity

- **Community Encouragement:** Learners create anonymous notes of encouragement for your school community. Place them in a box outside of the classroom so that anyone who needs encouraging words can take one when they need it. Discuss how it might feel for someone to read the words they have written.
- **Community Challenge:** Provide each student with a building block or another suitable item. Challenge the whole class to build one construction together, a collaborative tower, building, or piece of art. Before providing a guided opportunity to plan for success, consider allowing students to make an attempt with little guidance. Then, together, discuss the challenges. Encourage learners to pause and use their Best Self Strategies when they face disappointments and to share kind words and encouragement. Celebrate successes and emphasize the value of each member's contributions.



Meals

Breakfast

Lunch

Dinner

Dessert

Snacks



Colors

Orange/Yellow

White

Brown

Green/Blue

Red/Purple



Food Groups

Vegetables

Fruits

Breads/Grains

Dairy

Meats/Proteins





What Communities Do I Belong To?

.....

My name is _____ .

I am part of the _____ family and
_____ school.

I live on _____ (street) in
the _____ neighborhood in
_____ (town/city).

_____ (town/city) is in the state of
_____ in the _____
region of _____ .

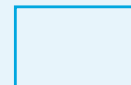
_____ is a nation on the continent
_____ on the planet Earth.

.....

I Belong Postcard

I belong to many communities.

**Write your message
of belonging here.**



Name

Street

Neighborhood

City

State, Zip Code

Region of the Country

Country

Continent

Planet

Galaxy



KIND

words





KIND

actions

.....

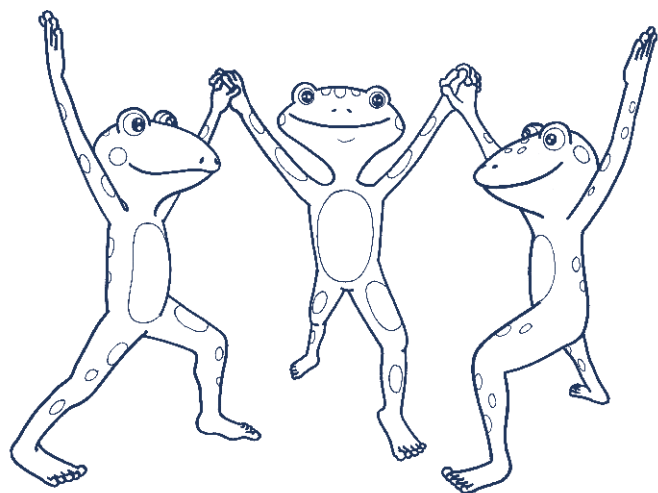


NOT SURE

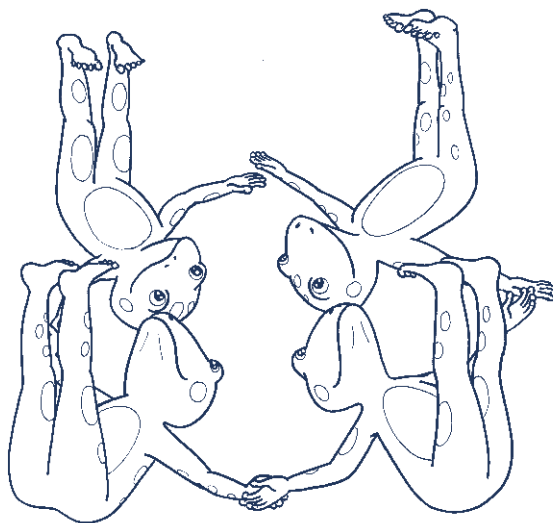
ask for
help



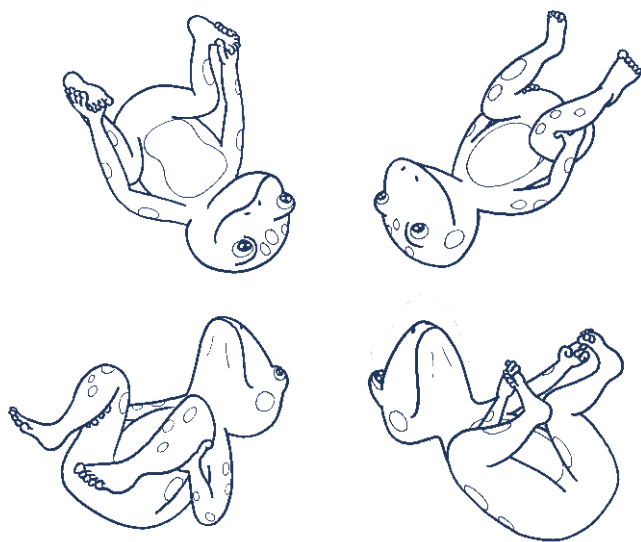
2—3 *Unit 6 Mindful Movement*



Group Victory Pose



Group Waterfall

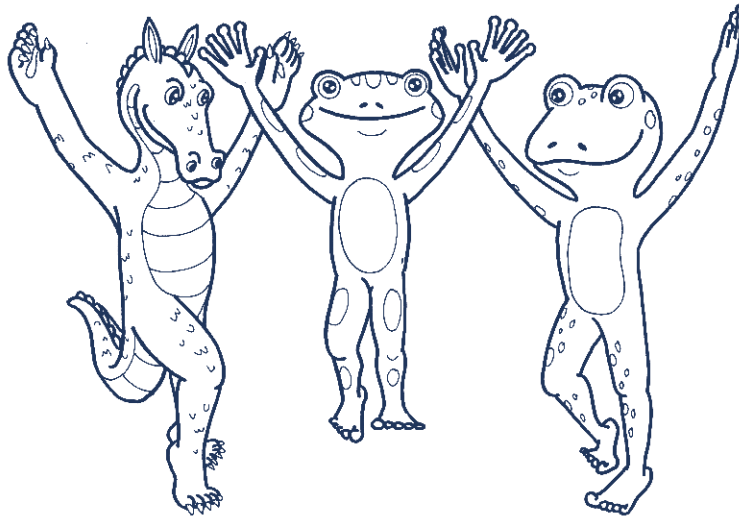


Group Happy Baby

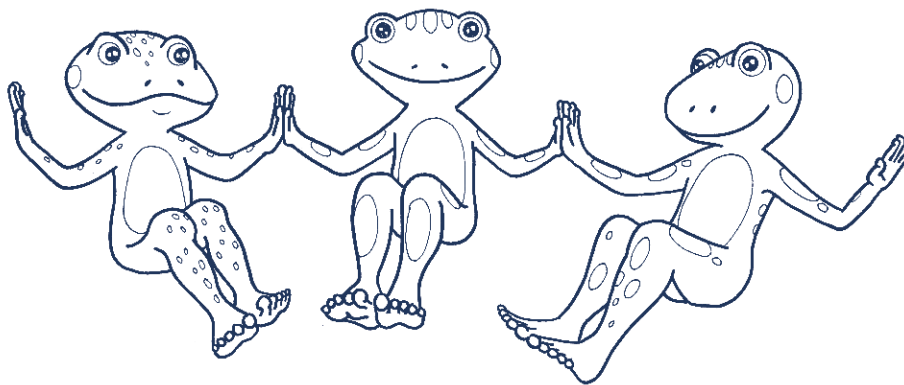


Group Windshield Wipers

2—3 *Unit 6 Mindful Movement*

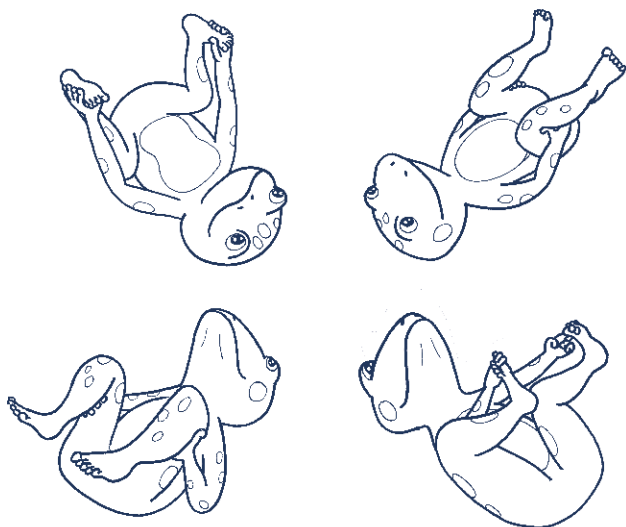


Forest

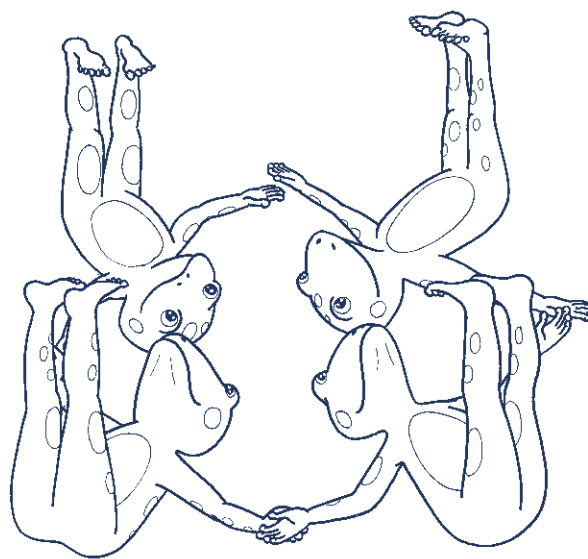


Group Boat

2—3 *Unit 6 Mindful Movement*



Group Happy Baby



Group Waterfall



Group Windshield Wipers

Group Closing Sequence

Unit 6 Take-Home Practices

Lesson 1

This week, pay attention to the diversity of the food you eat and the communities you belong to.

Lesson 4

Find an example of collaboration in your community. How are people working together? How do they contribute?

Lesson 2

Talk to your family about all of the communities and groups you are part of. See how many you can identify.

Lesson 5

Practice making a caring contribution by sharing kind words with someone in your community.

Lesson 3

What foods are important in your community? Tonight, ask your family to tell you about some foods that are important to your family and your culture.

Lesson 6

Investigate compassion in your community. What community needs do you see? What is your community doing about those needs?

Unit 7

Compassion Project



Community Compassion Project Planner

Community Compassion Projects are a chance for your class to identify a need in your community and work together to make a contribution that responds to that need.

Use this space to record ideas and plans.

What need do we see?

Question/Problem:

How will we show care?

Our Response or Product:

What are our action steps?

Step 1:

Step 2:

Step 3:

Step 4:

How will we know success?

Success Criteria:



UNIVERSITY
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.....

