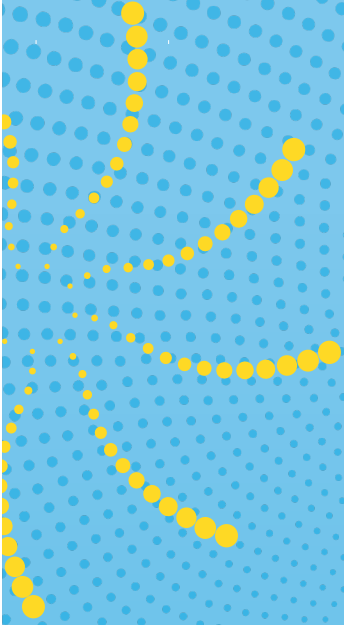




Flourish

Flourishing Students
Group Manual
Grades 2-3 Session 7-12

A Resource Of

Flourish: The Compassionate Schools Project Curriculum 2-3

Flourishing Students Groups

Manual



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For more information about the Compassionate Schools Project, visit
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Flourishing Students Group: Grades 2-3

Sessions 7-12: Social Awareness and Relationship Skills

Introduction

The *Flourishing Students Group* is grounded in *Flourish: the Compassionate Schools Project* curriculum, a universal (Tier 1) curriculum designated as a Promising Program by the Collaborative for Academic, Social and Emotional Learning (CASEL).

Flourishing Students Group sessions incorporate *Flourish* content and practices that have been adapted for the group setting. Group sessions 1-6 (available in a separate module) incorporate content from the *Flourish* Self-Awareness and Self-Management units. Sessions 7-12 incorporate content from the *Flourish* Social Awareness (Empathy and Perspective Taking) and Relationship Skills units.

Groups may be conducted in conjunction with the *Flourish* curriculum or as a stand-alone resource with students who have been identified by teachers or mental health practitioners as needing additional support for social and emotional skills beyond the core SEL instruction provided at Tier 1. Groups are also appropriate as a stand-alone SEL resource for out-of-school time settings.

Group Structure

Group sessions are designed to last 30 minutes and include the following components:

- Opening and Group Agreements (2-4 min)
- Calming and Focusing (2-5 min)
- Check-In (3-5 min)
- Activity (10-15 min)
- Mindful Moment (3 min)
- Closing (2-5 min)



Tip:

For Opening, Calming and Focusing, Check-In, discussion-based activities and Mindful Moments, students may be seated in chairs arranged in a circle or in a circle on the floor.

Session 7

Goal: Students will describe their point of view and explain another person's perspective even if they don't agree with it.

Components

- Welcome, Opening, Group Agreements (3 min)
- Calming and Focusing with Mindfulness Muscle (5 min)
- Check-In: Thumbs Up (5 min)
- Activities:
 - Introduce Perspective (2 min)
 - Unfinished Business (8 min)
- Mindful Moment: Gratitude and Appreciation Practice (3 min)
- Closing: Glider and Glider Twist (4 min)

Materials

- Chime or Bell
- Non-bouncing object to toss (e.g., bean bag, stuffed animal)
- Mindfulness Muscle with Calming and Focusing visual and script
- Printed Thumbs Up worksheets or 1 sheet of blank paper per student
- Feelings Faces visual
- Unfinished Business worksheet (1 per student)
- Gratitude and Appreciation Practice visual and script
- Glider and Glider Twist visual and script
- Our Agreements poster or blank poster board

Welcome, Opening, Group Agreements

Welcome [back] to the Flourishing Students Group! I'm so glad you're here. Who can tell me what the word "flourishing" means? [Allow students time to offer ideas.] Yes, "flourishing" means growing well! We will [continue to] practice skills that can help us flourish. We'll meet together six times, [/once a week for the next 6 weeks] and learn more about ourselves and each other and practice new skills together!

Let's start by making [reviewing] a list of agreements about how we can help make sure everyone feels safe and included in our group.

If the student group is continuing from Sessions 1-6:

Review the "Our Agreements" poster created during those sessions. Ask students if they can think of any new agreements that should be added, and add any new ideas to the poster.

If new members or otherwise you wish to create a new list:

What are some things we can do to make sure everyone feels like a part of the group?

Examples of agreements:

- Listen to each other
- Pay attention to the leader 3
- Respect each other
- Join in

Record the group agreements on a sheet of paper or on the board. When complete, read each one aloud and gain consensus by making sure all students give a thumbs up or say, “I agree.”

Following the group session, transfer agreements to the “Our Agreements” poster, which will be reviewed during each group session.

Calming and Focusing



Tips for Calming and Focusing Practice:

- Not all students may feel comfortable closing their eyes. Guide students with: *If you'd like, you may close your eyes. If you prefer not to close your eyes, you may lower your gaze to look at the floor or focus on a spot in the middle of the circle.* [Tip: you may place a sticker, piece of paper, or image from *Flourish* to create a focusing spot.]
- Some students may find it challenging to remain still. This is to be expected. They will grow their abilities to be calm, still, and quiet over time with practice. If students are restless, acknowledge that sometimes it's hard to be still and quiet: *If you feel like your body wants to move and it's hard to stay still, that's okay, but try not to disturb the group members around you.*
- An introduction to mindfulness is provided in the first group session to accompany the Calming and Focusing exercise. The scripts and concepts can be introduced and reinforced over time. It is not expected that students will fully grasp these concepts or the practices in the first session.

Each time we come to our group, we will [continue to] practice Calming and Focusing.

Display or project the Mindfulness Muscle with Calming and Focusing visual.

We will [continue to] practice a skill called “mindfulness.” Who can tell me what mindfulness means?

Yes, Mindfulness is our ability to use our minds to pay attention with curiosity and kindness to what is happening right here and right now. We can use mindfulness to really notice what we are experiencing inside us or around us. And sometimes mindfulness can help us feel more calm and focused.

It can be helpful to think of our mind like a muscle; it becomes stronger with exercise.

Point to the three steps on the Mindfulness Muscle visual:

Step 1: *Focus your attention on something such as your breath or the sound of a bell.*

Step 2: *Notice when your mind wanders away from your breath or the sound of the bell.*

Step 3: *Gently bring your attention back to your breath or the sound of the bell.*

When we notice that our mind has wandered and bring our attention back to the breath or the bell, we are exercising our mindfulness muscles.

It's normal for our minds to wander away. We can say to ourselves, "Nice catch!" when we notice it happening.

Lead students in the Calming and Focusing practice.

Calming

First, let's practice some calming breaths. We'll begin by paying attention to our breath and being curious about what we might notice.

Place one hand on your belly and one hand on your chest (demonstrate). These are our 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.

Remember the three steps: Pay attention to the way your breath feels in your body. Notice if your mind wanders. Then, bring your attention back to the sensation in your breath.

If you have a Hoberman sphere, use it to help cue inhalations and exhalations. Otherwise, you may use a hand signal, such as moving your palms away from each other as you breathe in and moving your palms together as you breathe out.

Focusing

Next, we'll pay attention to the sound of a bell to help our minds focus. Sometimes it helps me to listen if I close my eyes or look downward. You can try that, too. All you have to do is listen to the sound of the bell. Be curious about the sound. See if you can notice when it starts to get quiet and see if you can notice when the sound stops. When you can't hear the sound anymore, look up at my eyes to let me know. [or use some other signal such as a thumbs up].

Ring the bell. Wait until the bell stops ringing and everyone has looked up.

Now my mind is more focused and ready to continue. Thank you for focusing with me.

Invite students to share what they noticed during the Calming and Focusing exercises and how they felt. Affirm that it's okay if they didn't feel calm or if they had a hard time focusing. Explain that focusing isn't easy, but they can get stronger with practice.

Check-In

Thumbs Up and Feelings Check-In

Give each student a copy of the "Thumbs Up" worksheet with sections numbered 7-12 and ask them to write their name at the top. [Alternatively, students may use a sheet of blank paper, folded in thirds, and write their name and #7 in the top section.]

Tell students they will be making a thumbprint face for this session and the next five sessions.

Show/remind students how to trace around their thumb with a pencil or pen. Have them trace their thumb at the top of each section of the page on the front and on the back, for a total of 6 thumb outlines (i.e., make the thumb outline for today as well as the next five sessions).

First, let's take a moment to check in and see how we're feeling. Checking in means listening to our minds and bodies with curiosity and kindness.

Lead students in a brief Check-In practice.

If Introducing Check-In (not previously learned in Sessions 1-6):

Begin by placing one hand on your belly and one hand on your chest. These are your Anchors.

Take a look around the room and notice where you are. Now, if it feels comfortable and safe for you, close your eyes. Or, if you prefer, you can choose to look down at one spot.

Now, with curiosity and kindness, check in with yourself. Ask, how am I feeling right now? Bring your attention to your body. What can you notice about how your body is feeling today? Is it energetic, tired, restless, calm, or something else? Be curious.

Now bring your attention to your face. Does your face feel relaxed? Is it smiling, serious, or bored? Notice what expression is on your face.

Now check in on your mind. How is your mind feeling today? Is it busy thinking? Or is it at rest?

Project or point to the Feelings Faces visual. Point to each face and name each expression. Then ask students:

How do you feel? Is there an expression here that shows how you are feeling?

If Continuing Check-In Practice Learned in Sessions 1-6:

After the tone stops in the Focusing practice, lead students in a brief Check-In practice to notice how they are feeling. Tell them that once they have noticed and identified how they are feeling, they should look up to let you know.

Project or point to the Feelings Faces visual. Ask students:

How do you feel? Is there an expression here that shows how you are feeling?

Ask students to draw the corresponding facial expression in the section for Session #7 on their Thumbs Up sheet. Let them know that if they don't find a good match, they should try their best to draw an expression that matches how they are feeling.

Activity

Introduce Perspective

Today we are going to do an activity and learn about point of view. Does anyone know what point of view means? [Allow time for students' ideas.]

Point of view refers to the way people see and understand things. Another word for point of view is perspective.

For example, Kalai likes walking to school with her mother in the mornings. She says walking in the morning makes her feel energized and ready to start the school day. Adam likes walking home from school with friends in the afternoon. He says walking with friends is fun after a busy day at school.

Friends may have both similar and different points of view. Kalai and Adam both enjoy walking. Kalai likes walking to school with her mother in the morning, and Adam likes walking home from school with his friends in the afternoon.

Do you think it's ok to see things differently? [Allow time for students to respond.] [Yes], different points of view are not necessarily right or wrong.

Unfinished Business

Distribute Unfinished Business worksheets and provide drawing or writing materials. Tell students that an artist started an illustration for a book and did not finish and they each have a copy of the unfinished illustration.

Tell them you would like for each of them to complete the illustration and the caption on the bottom: "Once I was _____ and I saw _____." First, they should pick up the drawing where the artist left off and use their imaginations to complete the picture. Second, when they

are finished with their drawing, they should complete the caption at the bottom to describe the picture. Tell students they have 3 minutes to complete their picture and caption.

Ask students to show their completed drawings to the group and read aloud their captions. Discuss similarities and differences.

Conclude with questions such as the following:

*Were all of your drawings the same?
What do you like about other group members' drawings?
Were you surprised by any of the captions?*

Emphasize that each person used their own perspective to make the squiggle into something new and that perspective is another person's point of view.

Summarize for Students:

*Two people may have different thoughts and feelings about the same topic or situation.
Point of view refers to the way people see and understand things.
Friends may have both similar and different points of view.
Different points of view are not necessarily right or wrong.*

Mindful Moment

Gratitude and Appreciation Practice

Start in a comfortable seated 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, but if you do feel gratitude for this person, savor that feeling.
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 and just notice your breath.*

Closing

The last thing we will do today is to learn a practice called Glider Twist that can help us to see things from a different point of view!

Glider and Glider Twist

Start in a standing position with your feet hips-width apart.

As you breathe in, reach your arms out in a “T” position with your palms facing down toward the ground. [T position is arms reaching out to the sides at shoulder height, and parallel to the floor.]

Pause here as you breathe out.

Take another breath in, and bend forward at your hips until your chest is even with the floor.

Keep your arms reaching out. [This is Glider.]

Exhale and twist to the right. Keep your arms in the same line as you touch your left hand to your right knee, and your right hand reaches toward the sky.

Inhale, come back to center [Glider].

Exhale and twist to the left, bringing your right hand to the left knee and reaching your left arm toward the sky.

Inhale, come back to center [Glider].

Repeat two to three times, alternating sides.

Gently return to standing.

As you breathe out, lower your arms to your sides.

Invite students to share what they noticed.

Conclude with the following: *Twisting can remind us to look at a situation or idea from different perspectives. By twisting, we can take a moment to see a situation from one side and then the other side.*

[Note: Before Session 8, create the Our Agreements poster listing the group agreements. During each group session, you will review agreements with students.]

Session 8

Goal: Students will explain why understanding someone's point of view helps one to show compassion, try to understand how another person is thinking and feeling through their facial expressions, and understand that perspective-taking can help us reach a compromise.

Components

- Welcome and Group Agreements (3 min)
- Calming and Focusing (2 min)
- Check-In: Thumbs Up (2 min)
- Activities: Step into Someone Else's Shoes and Introduce Compromise (12 min)
- Mindful Moment: Kind Mind for Self and Others (3 min)
- Closing: Pick it Up (3 min)

Materials

- Chime
- Our Agreements poster
- Mindfulness Muscle with Calming and Focusing visual and script
- Thumbs Up sheets from Session 7
- Feelings Faces visual
- Step into Someone Else's Shoes photographs and scenarios
- Kind Mind (for Self and Others) visual and script
- Pick it Up visual and script

Welcome and Review Group Agreements

Welcome back to the Flourishing Students Group. I'm so happy you're here! Last time we were together, we agreed on how we can help make sure everyone feels safe and included in our group.

Hold up the Our Agreements poster and ask for 1-2 volunteers to read each of the group agreements from Session 7. After each is read, ask students to give a thumbs up or "ok" sign if they agree.

Ask students if there are any other agreements they should add to the list. Record on the list additional items students agree upon.

Calming and Focusing

Calming

Display or project the Mindfulness Muscle with Calming and Focusing visual.

Let's begin by focusing our attention on our breath. Place your hands on your Anchors [one hand on the belly and one hand on the chest.]

As you take three long, slow breaths, focus your attention on any part of the breath you can feel.

Notice the feeling of the air entering and leaving your nostrils. Feel your chest and belly expand with each breath.

Remember the three steps: Pay attention to the way your breath feels in your body. Notice if your mind wanders. Then, bring your attention back to the sensation of your breath.

Focusing

Next, we'll focus our minds by listening to the bell.

As you listen to the bell, focus your attention on the sound. Be curious about the sound and see what you can notice about it. When you can't hear the sound anymore, look up at my eyes [or use some other signal such as a thumbs up] to let me know.

Ring the bell. Wait until the bell stops ringing and everyone has looked up.

Now my mind is more focused and ready to continue. How does yours feel?

Invite several students to share what they notice after this exercise. Affirm that it's okay if the exercise was uncomfortable or if they had a hard time focusing. Remind them that it will get easier and more comfortable with practice.

Check-In

Thumbs Up

After the tone stops in the Focusing practice, lead students in a brief Check-In practice to notice how they are feeling. Tell them that once they have noticed and identified how they are feeling, they should look up to let you know.

Project or point to the Feelings Faces visual. Ask students, *How do you feel? Is there an expression here that shows how you are feeling?*

Ask students to draw the corresponding facial expression on the thumb outline for Session #8 on their Thumbs Up sheet. Let them know that if they don't find a good match, they should try their best to draw an expression that matches how they are feeling.

Activity

Step Into Someone Else's Shoes

Sometimes, to understand someone else's perspective, we have to "step into their shoes."

Does anyone have an idea about what that phrase means? Do you think that it means to get into their actual shoes?

Help students conclude that:

Stepping into someone else's shoes means we think and imagine: What is it like to be in their experience? What are they thinking? What are they feeling?"

Explain to students:

I'm going to show you a photograph and tell you a short story about it. Then we're going to jump into that person's shoes...

[Model and guide students to do a big jump to the side.]

...and see if we can understand what they are thinking... [Tap your forehead.]

...and feeling... [Pat your heart.]

Use the following steps to lead this activity using the characters in photos and scenarios for Step Into Some Else's Shoes, provided with this session.

1. Show a photo (printed on paper or on screen) and read the scenario aloud to the group.
2. Have students "jump into" the shoes of one character, by taking a big jump to the side.
3. Have students make the face and assume the body language of that character.
4. Tap your forehead and ask: *What might [this character] be thinking?*
5. Pat your heart and ask: *What might [this character] be feeling?*
6. Repeat the process for the other character(s) in the picture.

Scenarios:

Scenario 1:

Brian brings an orange to school to eat with his lunch. His best friend Terrell sits down and says "Yum, an orange! I'd love some!" He takes a piece without asking.

Brian's point of view: *What is Brian thinking? Feeling?*

Terrell's point of view: *What is Terrell thinking? Do you think he was trying to be mean? What is he feeling?*

Scenario 2:

Sarah is watching her favorite movie, when her sister Anne comes in and changes the channel without asking. Their mom turns the TV off, saying if they can't agree, no one can watch.

Sarah's point of view: *What is Sarah thinking? Feeling?*

Anne's point of view: *What is Anne thinking? Feeling?*

Scenario 3:

Nate found a megaphone in their garage and is marching around the house, pretending he is an announcer at a basketball game.

Nate's point of view: *What is Nate thinking? Feeling?*

Nate's brother's point of view: *What is he thinking? Feeling?*

Summarize for Students:

We can try to understand what someone is feeling by noticing their facial expressions and body language.

Imagining ourselves in someone else's shoes helps us understand their point of view or perspective.

Introduce Compromise

Everyone has different perspectives - everyone sees the world differently. Sometimes we agree with other people and sometimes we don't. Is it okay that we don't always agree with others?

Two friends can see things differently. For example, Eric is excited about his new bike and wants to ride bikes with his friend Martin after school. Martin wants to play basketball because he has a game coming up and he wants to practice. They only have 30 minutes to play together before they have to go home.

Eric and Martin have different points of view about what they would like to do, and that can make it difficult to choose.

Does anyone know what the word compromise means? A compromise is when, even though you have different perspectives, you "meet halfway" and find a solution that everyone is okay with.

Understanding someone else's point of view can help us compromise. How does Eric feel about riding bikes? How does Martin feel about playing basketball?

What are some ways Eric and Martin can compromise and find a solution?

Accept student responses and include ideas such as the following:

- Ride bikes today and play basketball tomorrow (or the reverse).
- Play basketball for 15 minutes, then ride their bikes home.
- Ride their bikes to a basketball court.

Mindful Moment

Kind Mind (for Self and Others)

Ask students to return to being seated in the circle. Display or project the Kind Mind (for Self) visual.

Tell students:

Today we're going to learn a practice that reminds us to be kind and compassionate to ourselves and others. It's called the Kind Mind practice.

Begin by closing your eyes if that feels comfortable for you, or if you prefer, simply look at one spot in the room.

Imagine for a moment what it feels like to be heard and understood.

What does it feel like when someone shows you compassion and kindness even if they disagree with you?

Repeat these kind thoughts to yourself. After I say them out loud, take a deep breath and silently repeat them to yourself, letting them sink in for a moment.

May I feel heard and understood.

May I feel seen and valued.

May I feel peace and compassion.

Notice what it feels like to speak kindly to yourself. Practicing Kind Mind is a way to teach your mind to treat yourself with care and compassion.

Now open your eyes if you'd like to and take a look around at the members of this group. Recognize that just like you, they also want their perspectives to be understood and considered. Close your eyes if it's comfortable or rest them on one spot. Picture the other students in your mind and let's practice kind thoughts for them to build our kindness muscles. After I say the words out loud, take a deep breath and repeat after me in a whisper or silently.

May you feel heard and understood.

May you feel seen and valued.

May you feel peace and compassion.

I hope you feel cared for.

Notice what it feels like to practice kind thoughts for others.

Take a deep breath in and now out. And when you're ready, gently open your eyes or look up.

Point out to students that they can practice Kind Mind for themselves or others any time.

Practicing Kind Mind helps our minds remember to be kind to others.

Closing

Lead students in Pick it Up practice.

Start in a standing position.

Imagine you are standing in a pool, and the pool is full of whatever attitude, feeling, or mindset you need today. Is it kindness, patience, bravery, calmness or something else?

Have the students pause and think about seeing things from a new perspective/point of view.

Begin by closing your eyes if that feels comfortable for you, or if you prefer, simply look at one spot in the room.

Is there a challenge in your day or week you can try to see from a new perspective? Maybe this challenge is a conflict or misunderstanding, or maybe there's a situation you're frustrated with or

finding difficult. Your new perspective might be coming to the challenge with fresh eyes, as if you are seeing it for the first time. Or your new perspective might be placing yourself in someone else's shoes to see things from their point of view.

Breathe out, and as you breathe out, bend your knees, fold forward, and swoop your arms down in a gathering motion. Imagine you are "picking up" whatever it is you need today.

As you breathe in, slowly return to standing, bringing that feeling or attitude up over your head. As you breathe out, imagine you are allowing what you picked up to wash over your whole body and into your mind, as you lower your arms down along your sides.

Tips for Pick it Up:

This movement may be repeated several times, with or without the imagery. Invite students to share what it was they needed and picked up.

Notice out loud that everyone picked up something that was right for them based on their point of view.

Session 9

Goal: Students will describe ways to be a friend, practice cooperating, and understand that they can use their hands to be a friend by cooperating and sharing.

Components

- Welcome and Group Agreements (3 min)
- Calming and Focusing (3 min)
- Check-In: Thumbs Up (2 min)
- Activities:
 - How Do You Draw a Friend? (6 min)
 - Create Partner Work Agreements (8 min)
- Mindful Moment: Visualizing Friendship (3 min)
- Closing: Partner Seated Sunrise (4 min)

Materials

- Chime
- Our Agreements poster
- Mindfulness Muscle with Calming and Focusing visual and script
- Thumbs Up sheets
- How Do You Draw a Friend? worksheet
- Markers, pencils, pens
- Partner Work Agreements posterboard
- Visualizing Friendship visual and script
- Partner Seated Sunrise visual and script

Welcome and Review Group Agreements

Let's review the ways we can make sure everyone in our group feels safe and included.

Review agreements by reading aloud or asking a student to read aloud. Ask if there are any other agreements they should add to the list and record any additional items students agree upon.

Calming and Focusing

Calming

Display or project the Mindfulness Muscle with Calming and Focusing visual.

Let's begin by focusing our attention on our breath. Place your hands on your Anchors [demonstrate].

As you take three long, slow breaths, focus your attention on any part of the breath you can feel.

Notice the feeling of the air entering and leaving your nostrils. Feel your chest and belly expand with each breath.

Remember the three steps: Pay attention to the way your breath feels in your body. Notice if your mind wanders. Then, bring your attention back to the sensation of your breath.

Focusing

Next, we'll focus our minds by listening to the bell.

As you listen to the bell, focus your attention on the sound. Be curious about the sound and see what you can notice about it. When you can't hear the sound anymore, look up at me [or use some other signal such as a thumbs up] to let me know.

Ring the bell and wait until everyone has looked up/given a thumbs up before continuing.

Check-In

Thumbs Up

After the tone stops in the Focusing practice, lead students in a brief Check-In practice to notice how they are feeling. Tell them that once they have noticed and identified how they are feeling, they should look up to let you know.

Project or point to the Feelings Faces visual. Ask students, *How do you feel? Is there an expression here that shows how you are feeling?*

Ask students to draw the corresponding facial expression on the thumb outline for Session #9 on their Thumbs Up sheet. Let them know that if they don't find a good match, they should try their best to draw an expression that matches how they are feeling.

Activity

How Do You Draw a Friend?

Write the word "Friend" on the board or a piece of paper.

Today we will share ideas about being a friend.

Ask students questions such as the following, recording their ideas:

What is a friend?

What does a friend do?

What does a friend say?

Show students a copy of the How Do You Draw a Friend? worksheet. Point out parts of the outline, e.g., head, face, shoulders, arms, hands, legs, and feet.

How could the face in this drawing show us that these two are friends?

How could the hands in this drawing show us that these two are friends?

Tell students that during group, they will learn how to use their bodies, minds and words to practice friendship skills. Ask questions such as:

Do you have any ideas about what I mean by friendship skills? [Refer to the list of what friends do and say for suggestions.]

What do you think is the most important thing you can do to be a good friend?

Can you get better at friendship? Is that a skill you can learn or grow stronger?

Emphasize that friendship is something that has to be learned and takes practice. Explain that everyone makes friendship mistakes and can practice to learn and grow their friendship skills.

Explain that they will work together to practice friendship skills like cooperation, sharing, and listening.

You will label your own drawings to show what you learn and help you remember how friends practice their friendship skills.

Distribute worksheets and drawing supplies and ask students to label their papers with their names.

Ask students to make up two names for the friends on their worksheet and to begin by adding facial features, clothes, and hair to the illustrations. Remind students of the ideas they shared about how faces and hands can show that the two are friends.

When students are finished drawing, point to the speech bubbles on your copy of the worksheet.

What do you think the friends are saying to each other? Write words in the bubbles to show what the friends are saying. Refer to the list of what friends say for suggestions.

When complete, collect worksheets.

Summarize for Students:

- *We can learn and grow our friendship skills.*
- *Practicing friendship skills, like cooperation, kindness, listening, and sharing, will help us grow into stronger friends.*

Create Partner Work Agreements

Tips for Partner Work:

Partner poses can be time-consuming, and you may need several minutes to set expectations for emotional and physical safety to get students ready for partner poses.

While discussing partner agreements and throughout partner work, emphasize autonomy so that students understand they can say “no” to any part of a partner pose that doesn’t feel comfortable for them. Emphasize checking in so that students do not assume their partner’s consent to any part of the pose/movement without asking.

Depending on the time available, you may wish to demonstrate each pose before having the group go into it with their partners. As you go through the partner poses, guide students to keep noticing what they do have control over as they work with their partners, as well as what they don’t have control over. Encourage them to be mindful of how their actions and words can support their partners. Remind them they should use “no” and “stop” as tools to communicate with their partners in order to stay physically and emotionally safe while working together.

Lead students in the following visualization:

Bring to mind a friend or family member who gives you care and support.

What does it feel like to be around someone who supports you?

How do they show their support?

How do you know they care for your safety and well-being?

Imagine you are about to do something a little scary. What would make you feel safe and supported?

Following this reflection, discuss how to be a supportive partner, and co-create a list of guidelines that can be posted, referenced, added to, and/or modified throughout partner movement work. Use these agreements to redirect attention as needed

Frame guidelines positively and use concrete examples of behaviors.

Ask students questions such as the following to guide the discussion:

We will begin practicing with a partner today. How can you show your partner that you care for their safety and well-being?

What behaviors can your partner demonstrate that will help you to feel supported?

Guide students in coming up with partner agreements/guidelines such as:

- Greet your partner. At the beginning of each partner pose, practice eye contact, say hello, and shake hands, fist-bump, or high-five.

- Check in with your partner to make sure they are ready to begin and that they feel safe in the pose.
- Speak up to tell your partner what you need.
- Be kind.
- Listen to what your partner is telling you—Stop means Stop.
- Practice supporting each other in the pose.
- Have fun together!

Mindful Moment

Visualizing Friendship

Display or project the Visualizing Friendship visual.

Picture in your mind someone who is a good friend to you, who shows you kindness, someone you enjoy spending time with.

Picture this friend in your mind. Remember a time when they were a good friend to you. Maybe there was a time you had fun together, a time they showed you kindness, or a time they helped you when you needed it. Picture that memory.

Pause and give a moment for reflection.

When you think of this friend and this memory, how do you feel?

Invite volunteers to share their reflections with the class.

Closing

Partner Seated Sunrise

Ask students to greet their partners (with a handshake, high five, or fist bump).

Ask students to repeat the following statement to commit to the guidelines you set as a group:
“I agree to our class Partner Work Guidelines. I will be a safe and kind partner.”

Ask students to sit back to back with a partner, either in chairs or cross-legged on the floor.

With your arms reaching out to the sides, and palms facing forward, bring the backs of your arms and hands toward your partner’s. The backs of your hands may be together or hovering close together without touching.

Inhale, and moving together with your partner, stretch your arms out to the sides and up in the sunrise motion.



Exhale, and moving together with your partner, stretch your arms out to the sides and down, reversing the motion.

Repeat four to five times, with students sitting tall and breathing and moving together.

Can you notice your partner's breathing? Are you breathing together?

Session 10

Goal: Students will practice being a friend to their own body and mind, and using their body, ears and eyes to show that they are listening.

Components

- Welcome and Group Agreements (2 min)
- Calming and Focusing (3 min)
- Check-In: Thumbs Up (2 min)
- Activities:
 - Being a Friend to my Body (5 min)
 - Listening Circle (10 min)
- Mindful Moment: Body Scan/Kind Mind for Self (3 min)
- Closing: Partner Tree (4 min)

Materials

- Chime
- Our Agreements poster
- Mindfulness Muscle with Calming and Focusing visual and script
- Thumbs Up sheets
- Feelings Faces visual
- How Do You Draw a Friend? worksheets from Session 9
- Markers/pencils/pens
- Listening Frog visual
- Small object to pass for speaker (e.g., beanbag, stuffed animal)
- Kind Mind (for Self) visual and script
- Partner Work Agreements poster from Session 9
- Partner Tree visual and script

Welcome and Review Group Agreements

Welcome! I'm glad you're here today!

Let's review the ways we can make sure everyone in our group feels safe and included.

Review agreements by reading aloud or asking a student to read aloud. Ask if there are any other agreements they should add to the list and record any additional items students agree upon.

Calming and Focusing

Display Mindfulness Muscle with Calming and Focusing visual.



Calming

Let's begin by focusing our attention on our breath. Place your hands on your Anchors.

As you take three long, slow breaths, focus your attention on any part of the breath you can feel. Notice the feeling of the air entering and leaving your nostrils. Feel your chest and belly expand with each breath.

Remember the three steps: Pay attention to the way your breath feels in your body. Notice if your mind wanders. Then, bring your attention back to the sensation of your breath.

Focusing

Next, we'll focus our minds by listening to the bell.

As you listen to the bell, focus your attention on the sound. Be curious about the sound and see what you can notice about it. When you can't hear the sound anymore, look up at my eyes [or use some other signal such as a thumbs up] to let me know.

Ring the bell and wait until everyone has looked up/given a thumbs up before continuing.

Check-In

Thumbs Up

After the tone stops in the Focusing practice, lead students in a brief Check-In practice to notice how they are feeling. Tell them that once they have noticed and identified how they are feeling, they should look up to let you know.

Project or point to the Feelings Faces visual. Ask students, *How do you feel? Is there an expression here that shows how you are feeling?*

Ask students to draw the corresponding facial expression on the thumb outline for Session #10 on their Thumbs Up sheet. Let them know that if they don't find a good match, they should try their best to draw an expression that matches how they are feeling.

Activity

Being a Friend to my Body (5 min)

Explain to students that they have been focusing on ways to be a good friend to others, and now they need to take some time to think about how they can be a friend to themselves!

Ask students to brainstorm ways they can show friendship to their own bodies and minds, such as the following:

- Speaking kindly to themselves 23
- Showing themselves compassion
- Healthy eating (be sure to include this)
- Drinking water
- Exercising
- Breathing practices
- Getting rest

How can you practice being a friend to your bodies and minds?

Distribute the How Do You Draw a Friend? worksheets from Session 9. Ask students to write or draw one or more of the ideas on a body where their heart would be (to show compassion for self).

Listening Circle (10 min)

This activity involves listening practice.

Who can tell me what friendship skill uses our eyes and ears?

Show the Listening Frog image.

We can use our eyes and our ears to show we are listening.

Ask students to add the word listening to their How Do You Draw a Friend? worksheet.

Explain that they will spend most of this lesson practicing being a good listener to their friends.

Ask students to use their eyes to make eye contact with you and their ears to pay attention to what you say.

Demonstrate the sharing activity by sharing your own response to one of the prompts and asking one student to summarize what you said (retell the key points in their own words) and another to notice any emotions in your story.

Suggested prompts:

- *Describe a time when you helped a friend who had a problem.*
- *Describe a time when a friend hurt your feelings.*

To focus on listening skills, eye contact, and being a friend, ask the group questions such as the following:

- *Where were my eyes when I was speaking?*
- *Where were your eyes when I was speaking?*
- *How might looking into a friend's eyes help you listen better?*
- *Are there other ways you can show with your body that you are listening? Why is body language important to show you are listening?*
- *Why are good listening skills important to being a friend?*

Explain how the rotation will work for both the speaking and listening. Introduce a small item (e.g., beanbag or stuffed animal) to pass around the circle to indicate who has the speaking floor. As the speaking gets underway, remind students to pay close attention with their ears, eyes, and body language while others share.

Following the activity, debrief with students by asking how easy/hard it was to keep their eyes on the speaker while listening or to look at others while they talked. Ask students to tell and show ways that they demonstrated they were listening to the speaker.

Summarize for Students:

- *Listening is an important friendship skill.*
- *Eye contact and body language are one way to demonstrate that you are listening.*

If there is extra time:

If your students are ready to grow their listening skills a little further, add checking in with the speaker.

You can also demonstrate that you were listening by checking in with the speaker.

After everyone in the group has had a chance to be the speaker, complete a second round to practice checking in. Model checking in with the speaker in the ways listed below.

After modeling these skills, invite students to share what they have observed (other than eye contact and body language) that demonstrated you were listening to the speaker. Explain that you can demonstrate listening by checking in with the speaker.

Invite students to practice their listening skills by checking in with the speaker during the remaining rounds of the activity.

Checking in with the speaker can include:

- Summarizing what they said and making sure you understood
- Acknowledging what they were feeling and making sure you understood
- Asking a question to understand better

Mindful Moment

Body Scan/Kind Mind (for Self)

Display the Kind Mind (for Self) visual.

Tell students:

Today we thought about ways to be a friend to our bodies, to take care of our bodies from the inside out through what we eat and also through our thoughts. Let's continue to show our bodies attention, care, and kindness with a Kind Mind practice.

Imagine the way that you would talk to a good friend who is upset or needs your support. What kind of words would you use? What kind of feelings would you have for that friend? Let's bring that same attitude to our bodies, imagining that we are giving kind words to a good friend.

Bring your attention to your feet and your legs. Notice how they feel right now. In your mind, say some kind words to your feet and legs:

May my feet and legs be healthy and strong. May I be a good friend to my feet and legs.

Bring your attention to your belly. Notice what it feels like right now. Is it full, satisfied, or hungry? Is it comfortable or uncomfortable?

In your mind, say some kind words to your stomach:

May my stomach be healthy and strong. May I be a good friend to my stomach, feeding it with healthy and nourishing foods.

Bring your attention to your hands and arms. Notice how they feel right now. In your mind, say some kind words to your hands and arms:

May my hands and arms be healthy and strong. May I be a good friend to my hands and arms, caring for them and using them to care for others.

Bring your attention to your chest—moving gently as your lungs breathe in and out. Notice how your breath feels right now. In your mind, say some kind words to your lungs:

May my lungs be healthy and strong. May I be a good friend to my lungs, thankful for each breath that nourishes my body.

Closing

The last thing we will do today is a practice called Partner Tree.

Show the Partner Work Agreements poster created in Session 9. Ask one or two volunteers to read the agreements aloud.

Ask students to greet their partners (with a handshake, high five, or fist bump). Then ask students to repeat the following statement to commit to the guidelines you set as a group: *"I agree to our class Partner Work Guidelines. I will be a safe and kind partner."*

Partner Tree

Begin by standing side by side and shoulder to shoulder with your partner. You can hold your partner's hand, entwine elbows with your partner, or touch the back of your hands to your partner's.

Focus your eyes on the same spot.

You are partnering to create one giant tree. Your inner legs will be your strong trunk.

Inhale: Stand tall and shift your weight to the center of your tree “trunk” (inner legs).

Exhale: Bend the knee of your outer leg, rotating your leg so the knee opens out to the side. Begin to raise the foot, first placing it on the ankle, then trying to place the sole of the foot on the calf or thigh to create a mirror image of your partner’s Tree pose.

Inhale: Raise your outer arms up into the air and touch palms with your partner overhead.

In order to keep you and your partner both safe, notice what your body is communicating with you. If you start to feel wobbly, place your foot down and tell your partner you need to rebuild your tree.

Hold the pose for three to five breaths.

- *Breathing in: Grow your tree taller, lengthening up through the legs and spine.*
- *Breathing out: Grow your roots deeper, pressing into the floor through your “trunk” (foot).*
- *Breathing in: Notice how your partner is balancing in the pose.*
- *Breathing out: Find steadiness and calm to support your partner.*

Exhale: Release Tree pose and shake out your legs to let go of any tension. Take a couple of breaths to check in with your hands on your Anchors.

Session 11

Goal: Students will demonstrate how to use kind words, such as words of appreciation and apologies, to communicate with care and identify situations where they might need to take a pause with a friend.

Components

- Welcome and Group Agreements (1 min)
- Calming and Focusing (3 min)
- Check-In: Thumbs Up (2 min)
- Activities:
 - Words Between Friends (10 min)
 - Take a Pause Introduction (5 min)
- Mindful Moment: Kind Mind for Others (3 min)
- Closing: Drawbridge (3 min)

Materials

- Chime
- Our Agreements poster
- Mindfulness Muscle with Calming and Focusing visual and script
- Thumbs Up sheets
- Feelings Faces visual
- Kind Mind for Others visual and script
- Partner Work Agreements poster
- Drawbridge visual and script

Welcome and Review Group Agreements

Welcome! After today, we will have one more Flourishing Students Group. Next time/week will be our last group meeting. We have some special things planned for today and next time/week!

Let's remember our agreements to make sure everyone feels safe and a part of the group.

Ask for volunteers to recall the agreements. Refer to poster if needed.

Calming and Focusing

Calming

Display or project the Mindfulness Muscle with Calming and Focusing visual.

Let's begin by focusing our attention on our breath. Place your hands on your Anchors.

As you take three long, slow breaths, focus your attention on any part of the breath you can feel. Notice the feeling of the air entering and leaving your nostrils. Feel your chest and belly expand with each breath.

Remember the three steps: Pay attention to the way your breath feels in your body. Notice if your mind wanders. Then, bring your attention back to the sensation of your breath.

Focusing

Next, we'll focus our minds by listening to the bell.

As you listen to the bell, focus your attention on the sound. Be curious about the sound and see what you can notice about it. When you can't hear the sound anymore, look up at my eyes [or use some other signal such as a thumbs up] to let me know.

Ring the bell and wait until everyone has looked up/given a thumbs up before continuing.

Check-In

Thumbs Up

After the tone stops in the Focusing practice, lead students in a brief Check-In practice to notice how they are feeling. Tell them that once they have noticed and identified how they are feeling, they should look up to let you know.

Project or point to the Feelings Faces visual. Ask students, *How do you feel? Is there an expression here that shows how you are feeling?*

Ask students to draw the corresponding facial expression on the thumb outline for Session #11 on their Thumbs Up sheet. Let them know that if they don't find a good match, they should try their best to draw an expression that matches how they are feeling.

Activity

Words Between Friends (10 min)

Ask students to spread out and create two lines, facing each other.

Explain that in this activity, students in Line 1 have a partner in Line 2. You will describe a situation, and partners will imagine they are in that situation and what they would say to communicate as a friend. Emphasize that this is a chance to practice the way they would like to speak to their friends.

Line 1 speakers will practice communicating with their partner in response to the prompt, and their partner in Line 2 can respond and let the speaker know how they feel about what they said. Then they will trade places (So the Line 1 student is now in Line 2).

You can choose to rotate partners after every couple of prompts by having students mix up places along their line (e.g. everyone in Line 1 steps down one spot to the left and the person in the leftmost spot moves all the way to the right end of the line).

Prompts for Line 1:

- *Your partner is a new student and you want them to feel welcome in your class.*
- *Your partner just helped you clean up a mess you made.*
- *Your partner is wearing something you really like.*
- *Your partner is feeling sad and you want to check on them.*
- *You just said something about your partner's clothes. You can tell that your partner is hurt and embarrassed.*
- *You just noticed that your partner was being left out of a game.*
- *Your partner is really good at soccer. You have noticed they practice a lot and they are getting better all the time.*
- *You were playing around and you knocked over your partner's project and broke it. They don't know yet.*
- *You are having fun playing with the new kids in your neighborhood, but you don't know anything about them. Your partner is one of those kids.*
- *Your partner is your friend. They always share and play fair.*
- *Your partner is your friend, but they keep calling you a name after you ask them not to.*
- *Your partner loves art. They made a card for you.*
- *Your partner has been trying really hard to learn a new dance. It's very complicated, and they feel like giving up.*

Throughout the activity, acknowledge students' efforts to practice communicating.

Notice and share examples you observe of students using appreciations, apologies, kind words, and communicating feelings.

Reflect with students:

- Point out and discuss any prompts that were challenging and why. Brainstorm with the group how to communicate as a friend in that situation.
- Discuss how the words they say might make their friend feel and bring in examples you observed.
- Remind them that everyone makes mistakes and discuss what can be done when hurtful words are shared.

Summarize for Students:

- *Our words are powerful. They can hurt and they can also build friendships.*
- *Communicating with care is an important friendship skill.*
- *Communicating as a friend takes practice.*

Take a Pause Introduction (5 min)

Refer to the friendship illustration and remind students that they can use their whole selves to be a friend.

Next, display a blank body illustration of two friends.

Ask students to imagine these two friends are having a conflict. Check for understanding that a conflict is an argument, disagreement, or fight.

Invite students to show you (in their own personal space) what their own body might look like in a conflict with a friend. Model using some of the examples offered. Invite them to share how they might be feeling in a conflict with a friend.

Referring back to the illustration, invite students to brainstorm what these two friends' bodies might look like if they were having a conflict, disagreement, or argument. Invite them to think about what different body parts might look or sound like (e.g., feet stomping, kicking, or walking away; hands balled up in anger, hitting, snatching, crossed across the body; mouth frowning, yelling, saying unkind words; eyes scowling in anger, rolling, crying), and record some of their answers on the illustration with arrows to the body parts.

Use questions such as the following to emphasize for students the need to sometimes take a pause with a friend:

When you have a conflict or argument with a friend, what could you do to be your best self?

Remind students how important it is to pause and use a Best Self Strategy when they feel a strong emotion. Briefly check in to recall a few Best Self Strategies with students.

How would pausing help you calm your body and mind when you have a conflict with a friend?

How could you tell your friend that you need a pause? How could you invite them to pause with you?

Tell students:

Even when we are having fun, cooperating, or sharing with a friend, sometimes we might have a conflict.

Mindful Moment

Kind Mind (for Others)

Begin in a comfortable sitting position with your eyes open or closed. Take a few gentle breaths, checking in with yourself and noticing how you are feeling in this moment.

Now open your eyes if you'd like to and take a look around at all of the members of this group.

Just like you, they want to be safe, healthy, and happy.

Close your eyes if it's comfortable or rest them on one spot.

Picture everyone in the group in your mind and let's practice kind thoughts for them to build our kindness muscles. After I say the words out loud, take a deep breath and repeat after me in a whisper or silently.

May you feel happiness and joy.

May you be safe and healthy.

I hope you feel peace of mind.

I hope you feel cared for.

Notice what it feels like to practice kind thoughts for others.

Allow this feeling to sink into your body as you take a few moments sit quietly.

Take a few moments to sit quietly and notice what it feels like to practice kind thoughts for others.

Allow about thirty seconds of silence.

Take a deep breath in and out, and when you're ready, look up.

Leaders and students can customize the "Kind Mind" phrases to better resonate with the student population.

Kind Mind (for Others) can also be done with partners.

Kind Mind (for Others) can also be done individually, where individual students can choose a person themselves to direct kind thoughts toward.

Closing

The last thing we will do today is called Drawbridge.

Ask one or two volunteers to recall the Partner Work Agreements. Refer to the poster as needed.

Ask students to greet their partners (with a handshake, high five, or fist bump). Then ask students to repeat the following statement to commit to the guidelines you set as a group: *"I agree to our class Partner Work Guidelines. I will be a safe and kind partner."*

Drawbridge

Stand facing your partner, about an arm's length away from each other.

Inhale, reach your arms up overhead and press your palms against your partner's palms. Do not interlace your fingers! You may have to adjust your foot position so you can reach each other.

Keep pressing gently but firmly against each other's palms.

Take one step back (away from each other).

If you both feel steady, cooperate with your partner to continue moving your feet as far away from each other as possible, while pressing steadily into the hands.

Check in with your partner. Does the pose feel safe? Do you need a pause? Can you move further apart while staying safe? How can you act in a way that your partner will trust you?

Hold the pose for a few breaths if you can. When you are both ready, or if either of you feels like you might fall, end the challenge by walking one step at a time toward each other.

After you have walked your feet together, breathe in once while you are still touching palms with your partner. As you exhale, carefully release contact with your partner's hands and bring your hands back to your side.

Session 12

Goal: Students will practice situations where they might need to take a pause with a friend and describe ways to use their bodies and minds to practice friendship skills.

Components

- Welcome and Group Agreements (1 min)
- ~~3~~ Calming and Focusing (3 min)
- Check-In: Thumbs Up (2 min)
- Activities:
 - Taking a Pause Together practice (10 min)
- Mindful Moment: Body Scan/Visualizing Friendship (3 min)
- Closing:
 - Group Victory (3 min)
 - Presentation of Certificates (3 min)

Materials

- Chime
- Our Agreements poster
- Mindfulness Muscle with Calming and Focusing visual
- Thumbs Up sheets
- Feelings Faces visual
- How Do You Draw a Friend? worksheets from Sessions 9-11
- Body Scan/Visualizing Friendship visual and script
- Partner Work Agreements poster
- Group Victory visual and script
- Poster of all Session 7-12 practices to display or project
- Set of Session 7-12 Practice Cards – one set for each student to take home
- Flourishing Student Certificate for each student

Welcome and Review Group Agreements

Welcome! This is our final Flourishing Students Group, and we have fun activities planned for today!

As we practice together, let's remember our agreements to make sure everyone feels safe and a part of the group. (Point to Our Agreements poster.)

Calming and Focusing

Calming

Display or project the Mindfulness Muscle with Calming and Focusing visual.



Let's begin by focusing our attention on our breath. Place your hands on your Anchors.

As you take three long, slow breaths, focus your attention on any part of the breath you can feel. Notice the feeling of the air entering and leaving your nostrils. Feel your chest and belly expand with each breath.

Remember the three steps: Pay attention to the way your breath feels in your body. Notice if your mind wanders. Then, bring your attention back to the sensation of your breath.

Focusing

Next, we'll focus our minds by listening to the bell.

As you listen to the bell, focus your attention on the sound. Be curious about the sound and see what you can notice about it. When you can't hear the sound anymore, look up at my eyes [or use some other signal such as a thumbs up] to let me know.

Ring the bell and wait until everyone has looked up/given a thumbs up before continuing.

Check-In

Thumbs Up

Lead students in a brief Check-In practice to notice how they are feeling. Tell them that once they have noticed and identified how they are feeling, they should look up to let you know.

Project or point to the Feelings Faces visual. Ask students, *How do you feel? Is there an expression here that shows how you are feeling?*

Ask students to draw the corresponding facial expression on the thumb outline for Session #12 on their Thumbs Up sheet. Let them know that if they don't find a good match, they should try their best to draw an expression that matches how they are feeling.

Activity

Taking a Pause Together Practice (10 min)

Refer to the friendship illustration and remind students that you have labeled that illustration's body parts to show how they can use their whole selves to be a friend.

Next, display the body illustration of two friends you used in Session 11. Remind students of the ideas they came up with about how the two friends' bodies might look like if they were having a conflict, disagreement, or argument. (Examples: feet stomping, kicking, or walking away; hands balled up in anger, hitting, snatching, crossed across the body; mouth frowning, yelling, saying unkind words; eyes scowling in anger, rolling, crying).

When you have a conflict or argument with a friend, what could you do to be your best self?

Remind students how important it is to pause and use a Best Self Strategy when they feel a strong emotion. Briefly check in to recall a few Best Self Strategies with students.

How would pausing help you calm your body and mind when you have a conflict with a friend?

How could you tell your friend that you need a pause? How could you invite them to pause with you?

Tell students:

Even when we are having fun, cooperating, or sharing with a friend, sometimes we might have a conflict. Help me figure out how to take a pause and solve these friendship problems.

Read some of the following scenarios aloud and ask students to fill in the blanks:

I used my feet to cooperate by passing the soccer ball to my friend. Another friend was angry that I didn't pass the ball to them. I paused and then _____ .

My friend used their hands to break a treat to share with me. I felt like it wasn't fair because my part was much smaller than my friend's part. I paused and then _____ .

Instead of using hands to cooperate by throwing the ball, my friend snatched the ball out of my hands. I will pause and then _____ .

When I was upset, I didn't pause, and instead I used my mouth to share unkind words that hurt a friend. Now I see my friend is hurt. I need to pause and _____ .

I was telling my friend about what happened on the bus. It was really important, but they kept interrupting me! I was angry and needed to manage my body. I paused and then _____ .

Listen to responses but encourage and reinforce strategies that include Best Self Strategies, communicating with care, and asking a friend to pause.

Ask students: *What if you pause to try and be your best self, and your friend does not?*

Invite students to share, and emphasize that they can walk away or ask an adult for help if needed.

Add "Take a pause together" somewhere on the friendship illustration (ask students where they think is best). If time allows, distribute students' illustrations so that they can add take a pause together to their own illustrations.

Summarize for Students:

- *Friendships are not always easy! Sometimes friendships face challenges.*
- *All friends have conflicts sometimes.*
- *When we are in conflict with a friend, taking a moment to pause our bodies can help us be our best selves together.*
- *When we pause, it gives us a moment to remember our Best Self Strategies and our friendship skills.*

Mindful Moment

Body Scan/Visualizing Friendship

Use the format of a Body Scan to guide students through setting intentions for friendship. Use the following script:

Now we will focus on the ways we want to use our bodies to be a good friend.

First, let's notice how our bodies feel right now. Is there anything you can do to be a caring friend to your body, maybe getting more comfortable or saying some kind words to yourself?

Bring all of your attention to your feet. Can you feel your feet and even your toes? Picture in your mind one way you will use your feet to be a friend today.

Next, bring your attention to your hands. Wiggle your fingers and then notice all the parts of your hands. Picture in your mind one way you will use your hands to be a friend today.

Bring your focus to your ears. What do your ears hear right now? Can you pay attention to the feeling of air on your ears? Picture in your mind one way you will use your ears to be a friend today.

Now take a deep breath in and out through your mouth. Bring all of your focus to the feeling of your mouth. Can you feel your tongue against your teeth? Imagine one way you will use your mouth to be a friend today. What kind words can you share? Practice saying some kind words silently in your mind or in a tiny whisper.

Now let your focus and your attention spread out to notice your whole body where you are right here and now. Notice how you feel.

Guide students to gently open their eyes and bring their focus back to the room. If time allows, invite a few volunteers to share how they picture themselves using their bodies to be a friend.

Closing

Note: Make sure that students have the same front foot forward and they are close enough together so they will be able to grasp hands later.

Have students stand in a circle.

Place your right foot forward and your left foot back.

Inhale: Straighten your arms up alongside your ears, stretching your fingers.

Exhale: Press down through both feet. Bend your front knee. Make sure your knee stays aligned with your ankle and does not move beyond your front toes.

As you inhale, grasp hands with the people on your left and right, so that the entire group is holding hands in a circle, with arms overhead.

As you exhale, imagine that as a group you are holding up the moon [or the Earth].

Breathing in, imagine the expansion of your breath making you taller as you reach up.

Breathing out, find balance in your legs, pressing deeply into the ground with your back foot.

On the next inhale, let go of your partners' hands. On the exhale bring your hands to your sides.

Inhale: Straighten your front knee slightly.

Exhale: Step your back foot forward to Mountain pose.

Practice Cards and Flourishing Student Certificate

Provide each student with a set of Session 7-12 Practice Cards to take home. Encourage students to continue practicing the skills they have learned.

Present each student with a Flourishing Student Certificate. As you present each certificate, offer the student words of recognition and compliments. [Note: Two versions are available – with principal signature or group leader signature.]

Remind students that they are learning and growing every day and encourage them to continue practicing the friendship skills they have been learning.