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WHAT IS THE BEING PROJECT?

Our 501c3 mission is to provide trauma-informed mental health maintenance to Title 1 schools through Mindfulness-Based Social Emotional Learning (MBSEL) and Calm Spaces.

Through our generous donors, trained community members provide weekly support to students in neighborhoods that experience high violence and poverty rates. We create youth-led Spaces such as Calm Rooms and Outdoor Classrooms to host weekly classes during the school day.

WHY THE BEING PROJECT?

The Ohio Department of Education requires a set of Social and Emotional standards to help children succeed in school and beyond. With increasing demands of youth therapists, social workers and educators, existing staff struggles to teach these skills effectively without added support. More hands on deck are needed to provide social emotional education in areas with high rates of trauma. Topics covered in our weekly lessons, based off of Ohio's standards:

Develop and maintain positive relationships

Regulate emotions & behaviors by using thinking strategies consistent with brain development

Demonstrate an awareness and respect for human dignity, including the similarities and differences of all people, groups, and cultures

Demonstrate the ability to prevent, manage & resolve interpersonal conflicts in constructive ways

Read social cues and respond constructively

Recognize, identify, and empathize with the feelings and perspective of others

Demonstrate a sense of personal responsibility, confidence, and advocacy



RESEARCH-BASED:

'Mindfulness-Based Interventions (MBIs) are effective in preventing impulsive behavior and managing periods of dysregulation. Research shows that mindfulness enhances cognitive and emotional awareness, reduces emotional distractions, and promotes intentional regulation of behavior, attention, and emotion. Additionally, mindful practices can interrupt negative thought patterns, increase tolerance for difficult emotions, and foster self-compassion and empathy. Overall, studies suggest that practicing mindfulness can significantly support self-regulation.'

Source: Bockmann JO, Yu SY. Using Mindfulness-Based Interventions to Support Self-regulation in Young Children: A Review of the Literature. Early Child Educ J. 2023;51(4):693-703. doi: 10.1007/s10643-022-01333-2. Epub 2022 Mar 21. PMID: 35340825; PMCID: PMC8936381.

Behavioral data points improved among each group The Being Project has partnered with. Standardized Social Emotional scores among students also increased at records rates, indicated on the following pages. We are honored to continue supporting schools' mental health efforts through our generous donors and partners.

Please let us know if you have feedback, contributions or concerns. We strive to make our program an evolving, collaborative effort that aligns with the values of the families and schools we work with.

Sincerely,

Emily Hunt & Kristin Schott
Co-Founders of The Being Project

SUPPORTING CINCINNATI



2024-2025 WEEKLY PARTNERS:



NORTH COLLEGE HILL



NORTH AVONDALE MONTESSORI

Rees E. Price Academy



REES E PRICE ACADEMY



RIVERVIEW EAST ACADEMY



GAMBLE MONTESSORI



BEST POINT BEHAVIORAL HEALTH

SUPPORTED BY:



DATA: 2023-2025

Each of our partners saw improvements in behavioral data after 5 months (18 classes) and requested a continued partnership the following year.



Best Point Behavioral Health

The Being Project provided weekly 30-minute Mindfulness-Based Social Emotional Learning lessons for 3 groups of students in their educational facility. These students are unable to attend public school due to behavior or learning disabilities. **In 3 months, all 20 students' behavioral data improved while working with The Being Project.**



Riverview East Academy: 2023-2024

The Being Project provided weekly 45-minute Mindfulness-Based Social Emotional Learning lessons for all 480 students. Through our K-12 curriculum, students learned self-awareness skills, communication techniques, collaborative skills and mindfulness practices. **Instances of fighting dramatically improved.**

68%

IMPROVEMENT IN INSTANCES OF VIOLENT FIGHTING

30%

IMPROVEMENT IN EXCLUSIONARY DISCIPLINE

69%

IMPROVEMENT IN EMOTIONAL REGULATION

Standardized testing showed record increases, placing Riverview East Academy in the 60-79th percentile nationally regarding student social emotional learning competencies.



North College Hill Middle School 2024-2025

The Being Project provided weekly 30-minute Mindfulness-Based Social Emotional Learning lessons for a group of 8th graders who were held back or expelled the previous year. Not only did any of the students get suspended or expelled, 0 received a referral. **A cumulative 540 days were spent in the classroom compared to the previous year.**

100%

IMPROVEMENT IN EXCLUSIONARY DISCIPLINE



North Avondale Montessori: 2024-2025 Compared to 2023

The Being Project provided weekly 20-minute Tier 2 Mindfulness-Based Social Emotional Learning lessons for K-5 students prone to fighting and behavioral difficulties.

Behavioral marks improved among all 20 students with some dropping to 0 compared to the previous year.



Rees E Price Academy: 2024-2025 Compared to 2023

The Being Project provides weekly 20-minute Mindfulness-Based Social Emotional learning lessons for all 1st, 3rd and 4th grade students and one 5th grade group.

Behavioral marks improved among all groups compared to the previous year with 4th grade dropping to 0.

GRADE 1
26
FEWER

GRADE 2
5
FEWER

GRADE 4
36
FEWER

GRADE 5
11
FEWER

TESTIMONIALS

ANDREA FULLER, SOCIAL WORKER

REES E PRICE ACADEMY

Having the Being Project in our building this year has been an incredible support. Emily, Kristin, and their team have created a safe, calming environment where both students and staff can engage in mindfulness and yoga practices. Through their thoughtful communication, care, and consistent lessons, they have built a strong, positive relationship with our school community. Staff and students consistently share glowing feedback about their experiences with the group leaders, and many can be seen applying the valuable skills they've learned throughout the school day. **We are truly grateful for the services they've provided and look forward to the possibility of continuing this wonderful partnership!**

KRISTIN CARTER, HIGH SCHOOL TEACHER

RIVERVIEW EAST ACADEMY

If you are on the fence about bringing this program on board, let this be your sign to do it! It has truly been amazing. I feel stressed in the mornings that I have to leave my own work behind and sit for 30 minutes, but it is amazing every time. The students love it, I think its amazing that they are learning this in front of their friends and peers so that the foundations of their relational communication can be built with a more respectful foundation. I, as a teacher, love to have these moments with the students as it aids in relationship building. And personally, hearing the lessons is beneficial to my own knowledge of emotional regulation. **All in all, our school is a better place thanks to The Being Project, I am a better educator thanks to The Being Project, and most importantly, we are providing the tools for our students to grow into the best versions of themselves.**

KRISTEN VOGT, KINDERGARTEN TEACHER

RIVERVIEW EAST ACADEMY

The Being Project is wonderful! My students are learning great SEL strategies and coping techniques! I like that it takes place in my classroom so I can see what they are learning in the program and then mimic it in my teaching. This is a critical part of kindergarten and **The Being Project does it in a developmentally appropriate way. My students look forward to this time each week.**

JENNIFER HAYNES, HIGH SCHOOL TEACHER

RIVERVIEW EAST ACADEMY

This program is amazing. I love the talks on the feeling wheel and now have one in my room. The seniors and I took a few Friday Advisory walks and combined sharing a feeling on the wheel with walking outside for advisory. This program helps ME express myself and be a better version of myself. I constantly tell the students, for many years I spent \$100 an hour to learn the same things you all teach the kids. I tell them how lucky they are and its free to them and to soak up every drop. **Thank you. You are changing lives and helping students, and teachers too!**

TESTIMONIALS

ERIKA EICHOLTZ

XAVIER UNIVERSITY MONTESSORI LAB SCHOOL

HEAD OF SCHOOL

The Being Project has brought much needed support to our school in the area of SEL. They personally work with students in each classroom to guide them as they learn to understand and navigate their emotions, through the use of mindfulness and many other carefully crafted materials and activities. They have taken the time to learn about Montessori philosophy and ensure that their approach blends in with our teaching pedagogy. **As such, this is a personalized and thoughtful approach that is already proving invaluable to our students.**

ANDREA CEFALO

UNIVERSITY OF CINCINNATI ARLITT CENTER

FAMILY SUPPORT & INCLUSION COORDINATOR

A few years ago, I took a training through The Being Project to support children here who were struggling with challenging behaviors. It was incredibly helpful. Afterwards, a number of our teachers were interested as well so Emily came to train our whole staff. I have facilitated mini trainings to share the information with some of our Early Childhood Education students. **The Being Project's content is something that has been shared and reshared and is just a wonderful, wonderful tool.**

FOURTH GRADE TEACHER

REES E PRICE ACADEMY

Working with The Being Project has been a highlight in my life. I could not have imagined better teachers, mentors and overall incredible human beings to learn from. I feel so grateful to be apart of this program. I'm so impressed by their passion, flexibility and teaching skills. I feel incredibly lucky to learn from Emily and Kristin.

1ST GRADE TEACHER

REES E PRICE ACADEMY

I LOVE having The Being Project work with my class. The students look forward to it. There are so many things that I like I'm sure I won't remember all of them. I use the smell the flower, blow out your candle strategy frequently and students respond well to it. It's so nice that all of the first graders are involved in the program because we can all use the same language and strategies with them. I also like "busy being right here" finger tapping exercise.



RIVERVIEW EAST ACADEMY

Creating Tomorrow's Healthcare Leaders Today

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City of Cincinnati Safe and Clean Neighborhood Fund;

I am writing to express my support, appreciation, and advocacy for the Busy Being Kids Yoga staff and programming. I first met with Emily from Busy Being in April of 2023. She had begun meeting with CPS staff about doing work with STRIDES students and was interested in finding a pilot school to work with. STRIDES is a specialized unit for students with emotional and behavioral needs and Riverview houses a unit in high school. I was immediately excited about the possibility of bringing mindfulness, yoga, and social emotional instruction to these students as well as to the larger student body. In my nine years working in the Oakland Unified School District in California, I witnessed the amazing impact that specific lessons and activities in these areas can have on children and teenagers. Discipline rates go down and engagement goes up.

Over the summer, Busy Being and Riverview staff transformed our former library into a Calming Room, setting up the physical environment as well as self-guided stations for students to develop their mindfulness and emotional regulation skills. Emily and I also worked to develop a schedule so that every student at Riverview, from grades K-12, works with Busy Being for 30 minutes each week. The full curriculum that Busy Being developed for primary students follows the state standards for Social Emotional Learning, focusing on how students can gain self-awareness and regulation skills. For high school students, Busy Being developed customized, guided journals, specifically designed to support these same areas of mindfulness and emotional regulation in a developmentally appropriate way. So far, a few weeks into the school year, students are excited and engaged during these lessons and have told their teachers that they are looking forward to continuing this work.

Educating children and adolescents on social emotional skills, specifically mindfulness, is absolutely crucial for the growth and safety of our communities. We are at a crisis point with the mental health of young people. I see it every day in school, each year bringing more suicide risk assessments and students who self harm. We also see it in our city; youth violence is on the rise and there have been a record breaking number of young people shot so far this year. Young people are struggling, and it is our job to educate them, not only in academics, but also in how to be in the world. The work that Busy Being is doing makes me optimistic that we can and will improve outcomes for young people across our city.

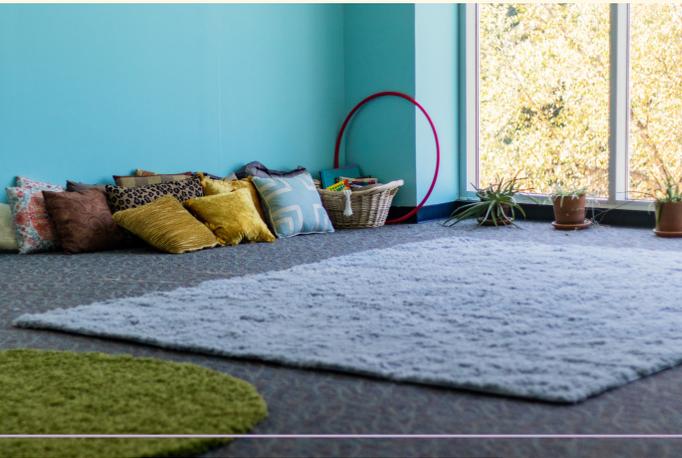
Please feel free to reach out with any questions,

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Riverview's Mission: Riverview East Academy is a community learning center built on strong relationships. Students, families, staff, and community members work in partnership to educate all students with high levels of academic rigor and social emotional support.

LEARNING SPACES CREATED BY THE BEING PROJECT

RIVERVIEW: CALM ROOM



REES E PRICE: OUTDOOR CLASSROOM



BEFORE





CURRICULUM SAMPLES WITH SCOPE & SEQUENCE



K-2 Scope & Sequence

Quarter 1 and 2

Q1 Quarter 1 establishes expectations and agreements for our group in an effort to build trust and safety: "1. Notice. 2. Listen 3. Choose." We then explain the "why" behind our programming; to overcome obstacles through understanding and managing emotions and to connect with ourselves and others.

A1. 1.a: Identify basic personal emotions

A1. 2.a: Recognize emotions as natural and important

A1. 3.a: Identify appropriate time and place to safely process emotions, independently or with the guidance of a trusted adult

A1. 4.a: Recognize that current events can impact emotions

B1. 1.a: Identify personal behaviors or reactions when experiencing basic emotions

B1. 2.a: Describe verbal and nonverbal ways to express emotions in different settings

B1. 3.a: Identify and begin to use strategies to regulate emotions and manage behaviors

B2. 1.a Identify goals for classroom behavior and academic success

C2. 1.a: Identify the purpose for having school-wide expectations and classroom rules

C2. 2.a: Identify characteristics of positive citizenship in the classroom and school

C1. 1.a: Identify facial and body cues representing feelings in others

C1. 2.a: Identify words and actions that may support or hurt the feelings of others

C1. 3.a: Define empathy and identify empathetic reactions in others

Q2 Quarter 2 helps the students understand that each person has their own interests and strengths and this relates to our emotions. Based on their interests, we teach strategies to help the students understand basic steps toward accomplishing small goals—personally and for their community. We practice how to ask for help from a peer or trusted adult if they need further assistance with their goals, emotions and challenges, and how to find the proper person to ask.

A2. 1.a: Identify personal interests and qualities

A2. 2.a: Explore opportunities to develop skills and talents

A3. 1.a Identify at least one trusted adult at school and in the community and know when and how to access them

A3. 2.a: Seek help when faced with challenges or when frustrated with a task, skill, or situation

A3. 3.a: Describe situations or locations that feel safe

A4. 2.a: Demonstrate confidence in the ability to complete simple tasks and challenges independently, while expressing positive attitudes towards self

A4. 3.a: Identify ways to respectfully advocate for basic personal needs

B2. 2.a: Identify how adults and peers can help with a goal

B2. 3.a: Describe what action steps can be taken to reach a short-term goal

B2. 4.a: Discuss obstacles that can get in the way of reaching a goal and ideas for handling those obstacles

B3. 1.a: Describe a time when you kept trying in a challenging situation

B3. 2.a Explain how practice improves performance of a skill and can help in overcoming a challenge or setback

C2. 3.a: Perform activities to contribute to classroom, school & home, with adult involvement as needed



K-2 Scope & Sequence

Quarter 3 and 4

Q3

Quarter 3 begins with the concept of individuals being similar and different from us. We further explain that this can create conflict and disagreements. We teach the students ways to navigate conflict and differences in a productive way. Our goal is for students to understand that differences are important and can be helpful if we use communication skills to understand and include others. Similarly, the concept of new opportunities and experiences can also help us grow if we navigate them with mindfulness and additional support as needed.

C3. 1.a: Discuss how people can be the same or different

C3. 2.a: Participate in cross-cultural activities and discuss differences, similarities and positive qualities across all cultures and groups

C3. 3.a: Discuss the concept of, and practice, treating others the way you would want to be treated

C4. 1.a: Recognize social cues in different settings

C4. 2.a: Identify norms for various family and social situations

C4. 3.a: Recognize others' personal space and boundaries

D1. 1.a: Identify and engage in positive communication skills

D1. 2.a: Practice giving and receiving feedback in a respectful way

D1. 3.a: Develop an awareness that people communicate through social and digital media

D2. 1.a: Demonstrate an awareness of roles in various relationships

D2. 2.a: Recognize the need for inclusiveness

D2. 3.a: Recognize that people may influence each other with words or actions

D3. 1.a: Identify common conflicts and describe possible causes

D3. 2.a: Recognize that there are various ways to solve conflicts and utilize these techniques to practice solving problems

D3. 3.a: Apply listening and attention skills to identify the feelings and perspectives of others

E1. 1.a: Identify a problem or needed decision and recognize that there may be multiple responses

E1. 2.a: Identify strategies to solve a problem

E4. 1.a: Recognize that new opportunities may have positive outcomes

E4. 2.a: Identify physical and emotional responses to unfamiliar situations

E4. 3.a: Identify examples of transitions and how they are a necessary and appropriate part of school and life

Q4

Quarter 4 further emphasizes the importance of making clear, calm decisions. We help the students understand that emotions help us understand how we feel about things. As we learn more about our emotions, we can communicate what we need or get extra help without hurting others in the process. We continue to practice mindfulness exercises to help our students become more self-aware and accomplish this on their own. The concept of asking for help when further assistance is needed is reiterated and practiced in this final quarter.

E2. 1.a: Identify factors that can make it hard for a person to make the best decision in the classroom

E2. 2.a: Identify reliable sources of adult help in the immediate setting

E2. 3.a: Identify how personal choices will impact the outcome of a situation

E3. 1.a: Identify how certain actions can impact others

E3. 2.a: Recognize safe practices and actions

E3. 3.a: Recognize the need for group decisions that support a common goal

Lesson 8:

MULTI-DAY LESSON



State Standards:

A1. 4.a: Recognize that current events can impact emotions

B1. 3.a: Identify and begin to use strategies to regulate emotions and manage behaviors

Materials

1. Calm Corner
2. Singing Bowl
3. Glitter Jar
4. Laminated emotions wheel as reference of basic and more complex emotions for teacher
5. Video: busy being right here

Opening:

Singing Bowl | Glitter Jar with 3 Deep Breaths | Affirmation Finger Tapping

DISCUSSION:

Guide: *In this class we'll learn about our different emotions and what they feel like. We will also learn ways to calm ourselves down just like a glitter jar before the lid pops off.*

1. Notice that you may have an emotion rising up
2. Try to identify which emotion it may be
3. If you are in a situation where you may not be able to talk to someone about it yet, try taking 3 deep breaths (smell the flowers, blow out the candles) or a few extra until you feel calm.
4. If you think that your lid is about to pop off, tell a trusted adult which emotion you may be feeling and let them know if you need help processing it.

Guide: *If you are feeling an emotion in class that is building and building and you need help, hold up the peace sign and you can go to the calm corner until you feel relaxed again to come back into the class.*

Calm Corner Agreements:

1. The teacher will always let the student go if they ask, as long as everyone is respectful of the space.
2. The student will always agree to go if the teacher asks them to go take a break.

DISCUSSION:

Guide: *Sometimes, emotions may rise up while in class. You may get a little frustrated during a test or frustrated when a teacher asks you to do something you do not want to do. Another way emotions may rise up is if someone says something that isn't nice. Emotions may rise up at home too—frustration may rise up with little siblings if they took something that was yours, or excitement may rise up if you get news that you're going to a place that you love, like your favorite store or restaurant. Our bodies can communicate with us through our emotions anywhere, any time. Some people may feel emotions more than others, and that is natural too.*

Some situations are in our control:

1. We can make choices to change the situation to benefit ourselves and others.
2. We can ask the teacher for help.
3. We can share an idea to improve the situation.

Closing:

"The Goodness in Me Sees the Goodness in You."



3-5 Scope & Sequence

Quarter 1 and 2

Q1 Quarter 1 establishes expectations and agreements for our group in an effort to build trust and safety: "1. Notice 2. Listen 3. Choose." We then explain the "why" behind our programming; to connect with ourselves and others and accomplish growth through understanding and managing emotions. We teach the emotions from a scientific perspective to help the children understand what they are and how they may feel in a practical, age-appropriate way. The students are invited to discuss emotions from their own experience to understand that it can be similar and different from others in the group.

A1. 1.b Identify a range of personal emotions

A1. 2.b Identify that emotions are valid, even if others feel differently

A1. 3.b Consider when it is necessary to process emotions in a safe place, independently or with the guidance of a trusted adult

A1. 4.b Describe how current events trigger emotions

A3. 3.b Utilize strategies that support safe practices for self and others

A4. 1.b Identify and describe how personal choices and behavior impacts self and others

B1. 3.b Apply strategies to regulate emotions and manage behaviors

C1. 1.b Identify verbal and nonverbal cues representing feelings in others

Q2 Quarter 2 highlights the concept of strengths and challenges. This concept is combined with the importance of kindness toward oneself and others, despite differences. With drawing, writing and conversational exercises, we uncover things the students enjoy and things they find difficult. Self-affirmations are introduced in this quarter to help the students encourage themselves when things get challenging. We demonstrate that strengths, challenges and interests vary among groups and show how this can be helpful when accomplishing goals in a community. The students learn that diversity in perspective, cultural background and strengths can be interesting and important when working and being with others. Community resources are identified for additional support. With the use of "Compliment Stickers" and other props, the students practice giving each other words of affirmation and encouragement at the end of this quarter.

A2. 1.b Identify personal strengths based on interests and qualities

A2. 2.b Demonstrate a skill or talent that builds on personal strengths

A3. 2.b Seek help and acknowledge constructive feedback that addresses challenges and builds on strengths***

A4. 2.b Demonstrate confidence in the ability to complete a range of tasks and address challenges while expressing positive attitudes towards self

B2. 1.b Identify goals for academic success and personal growth

B2. 2.b Identify school, family, and community resources, with adult support, that may assist in achieving a goal

B2. 3.b Plan steps needed to reach a short-term goal

B2. 4.b Identify alternative strategies with guidance toward a specified goal

B3. 1.b Identify strategies for persevering through challenges and setbacks

B3. 2.b Identify the cause of a challenge or setback and with assistance, develop a plan of action

C3. 1.b Discuss positive and negative opinions people may have about other people or groups, even if they aren't always true*****

C3. 2.b Participate in crosscultural activities and acknowledge that individual and group differences may complement each other

D2. 1.b Identify what creates a feeling of belonging in various relationships

D2. 2.b Demonstrate behaviors associated with inclusiveness in a variety of relationships

E2. 2.b Identify reliable sources of adult help in various settings

E4. 3.b Practice ability to manage transitions & adapt to changing situations and responsibilities in school & life



3-5 Scope & Sequence

Quarter 3 and 4

Q3

Quarter 3 continues the skill of practicing kindness and empathy toward others. We spiral the curriculum for several lessons to review emotions and the way people may feel about various situations. We help the children practice listening skills through mindfulness and validation when conflict arises. The use of our "Emotions Card Deck" helps the students practice different scenarios and helpful ways to respond. The students understand how to ask for help from a trusted adult when additional help is needed.

- A1. 2.b Identify that emotions are valid, even if others feel differently
- A1. 4.b Describe how current events trigger emotions
- A3. 1.b Describe how a trusted adult can provide academic, social, emotional support/assistance for self & others
- A4. 3.b Identify ways to respectfully advocate for academic and personal needs
- B1. 1.b Demonstrate strategies to express a range of emotions within the expectations of the setting
- B1. 2.b Describe possible outcomes associated with verbal & nonverbal emotional expressions in different settings
- C1. 2.b Identify & acknowledge others' viewpoints, knowing that both sides do not have to agree but can still be respectful
- C1. 3.b Demonstrate empathetic reactions in response to others' feelings and emotions
- C3. 3.b Define and practice civility and respect virtually and in person
- C4. 1.b Identify others' reactions by tone of voice, body language and facial expressions
- C4. 2.b Identify ways that norms differ among various families, cultures, and social groups
- C4. 3.b Recognize that individuals' needs for privacy and boundaries differ and respect those differences
- D1. 1.b Apply active listening and effective communication skills to increase cooperation & relationships
- D1. 2.b Demonstrate the ability to give and receive feedback in a respectful way
- D1. 3.b Describe the positive and negative impact of communicating through social and digital media
- D2. 3.b Distinguish the helpful and harmful impact of peer pressure on self and others
- D3. 1.b Identify and demonstrate personal behaviors to prevent conflict
- D3. 2.b Apply conflict resolution skills to manage disagreements and maintain personal safety
- D3. 3.b Generate ideas to reach a compromise and find resolution during conflict
- E1. 1.b Generate possible solutions or responses to a problem or needed decision recognizing that there may be more than one perspective
- E1. 2.b Implement strategies to solve a problem
- E2. 3.b Predict possible future outcomes of personal actions in various settings
- E4. 2.b Develop and practice strategies to appropriately respond in unfamiliar situations

Q4

Quarter 4 emphasizes the importance of making contributions to the school and community. We practice different activities that create opportunities for students to plan and execute actions that create positive change around them while respecting the rights and viewpoints of others.

- C2. 1.b Identify reasons for making positive contributions to the school and community
- C2. 2.b Demonstrate citizenship in the classroom and school community
- C2. 3.b Perform activities that contribute to classroom, school, home and broader community
- C2. 4.b Identify areas of improvement for school or home. Develop action plan to address these areas
- E3. 1.b Demonstrate the ability to respect the rights of self and others
- E3. 2.b Demonstrate safe practices to guide actions
- E3. 3.b Consider various perspectives and sources of information when participating in group decision-making
- E4. 1.b Explore new opportunities to expand one's knowledge and experiences

Lesson 13



State Standards:

B1. 3.d Apply productive self-monitoring strategies to process emotions and reframe thoughts and behaviors

Materials:

3 glass jars, an eye dropper, butterfly pea flower (or blue food coloring)

Clear Cup

Opening:

Singing Bowl | Glitter Jar with 3 Deep Breaths | Affirmation Finger Tapping

Discussion:

Remember, that no matter what—you matter and are very important here on Planet Earth! There's no one exactly like you. You can make a big difference by spreading kindness in your own unique way to yourself and to others. Sometimes, it's the ones who are unkind who need kindness from us the most.

Activity:

Bring in three glass jars and an eye dropper. Fill one with Butterfly Pea Flower to make blue and place it on one end. Explain that the blue jar is an example of mean words and actions, whether it's a person or a group of people or just difficult things that can happen during a hard day.

Explain that the clear jar on the other end is an example of kind words and actions, whether it's a person or a group of people or a great day. Refer to the clear jar in the middle as YOU! Imagine that you are having a pretty good day so far and feel calm, clear and relaxed.

1. "Suddenly, someone tells you to shut up when you were sharing an idea during class."
2. Place an eye dropper of blue liquid into the middle jar.
3. "Then, you trip in the cafeteria and spill your food and people start laughing instead of helping you."
4. Place another eye dropper of blue liquid from the left jar.
5. "Then, you get to class and some students say they don't want you to be in their group."
6. Place another eye dropper of blue liquid.
7. "All of a sudden, you're feeling really heavy and blue. It feels like this feeling will last a while..."

BUT THEN,

1. "When you get to recess, a few kids notice you seem sad and ask if you want to play a game with them."
2. Place a dropper of clear liquid in the middle jar.
3. "One of the kids tells you that they love your laugh."
4. Place a dropper of clear liquid in the middle jar
5. "THEN, when you get home from school, you decide to sit outside and draw because you love that activity."
6. Place a final dropper of clear water in the jar.

Discussion Continued:

Some people are met with a lot of unkindness and spill that onto other people. If we give them kindness and give others more clear water in their jar, their water becomes more clear. YOUR water becomes more clear too. We can do the same thing for ourselves. We can tell ourselves kind and encouraging things, practice our mindfulness exercises when our day gets difficult and do our favorite activities like sports, drawing, singing, dancing, listening to music, because we know it makes us feel good. This helps give us more clear water for others who may need it, too. As humans sharing space on Planet Earth, we want to help each other replace blocks that may have been taken off, and clear each others water when it gets blue. Our water and other peoples' water can become clear again.

Closing:

"The Goodness in Me Sees the Goodness in You."



Middle Grades Scope & Sequence

Quarter 1 and 2

Q1 Quarter 1 establishes expectations and agreements for our group in an effort to build trust and safety: “1. Notice 2. Listen 3. Choose.” We then explain the “why” behind our programming; to connect with ourselves and others and accomplish growth through understanding and managing emotions. We teach the emotions from a scientific perspective to help the students effectively communicate with each other and reach their goals.

- A1. 1.c Identify, recognize, and name personal complex emotions
- A1. 2.c Explain that emotions may vary based on the situation, including people and places
- A1. 3.c Utilize appropriate time & place to safely process emotions, independently, with a trusted adult or peers
- A1. 4.c Explain how others’ responses to current events can impact emotions
- B1. 1.c Describe the relationship between thoughts, emotions & behavior & apply strategies to regulate response
- B1. 2.c Analyze positive and negative consequences of expressing emotions in different settings
- B1. 3.c Apply productive self-monitoring strategies to reframe thoughts and behaviors
- C1. 1.c Determine if verbal and nonverbal cues correspond to the feelings expressed by others
- E1. 2.c Gather evidence to support and solve academic and social challenges

Q2 Quarter 2 gives the students opportunities to explore their interests and strengths and how these can guide them in decision-making, new experiences, goals and potential career paths. We explore ways to advocate for self and others and how to get additional help from adults when needed. Positive self-talk and encouragement is highlighted in this quarter as students navigate emotions, setbacks and personal responsibility.

- A2. 1.c Describe how personal interests, qualities and strengths may help with decision making to accomplish personal goals
- A2. 2.c Investigate a potential career path that builds on personal strengths and addresses challenges
- A3. 1.c Seek appropriate support from a trusted adult when help is needed academically, socially, or emotionally
- A3. 2.c Develop and implement a plan of action, based on support or constructive feedback, that addresses challenges and builds on strengths
- A4. 2.c Recognize the importance of confidently handling tasks and challenges, while reframing negative thoughts and engaging in positive self-talk
- B2. 1.c Recognize the importance of short and long-term goals for success in school and life
- B2. 2.c Identify school, family and community resources that may assist in achieving a goal
- B2. 3.c Set a short-term school or life goal with action steps to achieve success
- B2. 4.c Monitor progress toward a specified goal by developing checkpoints and adjusting the plan or action steps as needed
- B3. 1.c Utilize strategies for persevering through challenges and setbacks
- B3. 2.c Reframe a challenge or setback into an opportunity, with assistance
- D2. 3.c Utilize strategies to manage social pressures
- E2. 2.c Identify reliable sources of adult help in various settings and actively seek adults for support
- E4. 1.c Engage in new opportunities to expand one’s knowledge and experiences
- E4. 2.c Recognize that new opportunities or unfamiliar situations may require productive struggle
- E4. 3.c Demonstrate ability to manage transitions & adapt to changing situations & responsibilities in school & life



Middle Grades Scope & Sequence

Quarter 3 and 4

Q3

Quarter 3 demonstrates the ability to disagree with others while maintaining respect and understanding. This quarter gives the students opportunities to practice validation and mindful listening when others are expressing their feelings or opinions. Students have the opportunity to discuss ways that differences in cultural and socioeconomic backgrounds may contribute to different perspectives. The lessons in this quarter demonstrate how these differences can be challenging but beneficial when working in groups. We practice appropriate ways to safely advocate for oneself or others through conflict.

- A3. 3.c Identify & utilize appropriate processes for reporting unsafe behaviors/situations for self/others
- A4. 1.c Describe how personal responsibility is linked to being accountable for one's choices and behavior
- A4. 3.c Demonstrate basic self advocacy academically and socially
- C1. 2.c Demonstrate respect across school, community, face-to face and virtual settings, when viewpoints or perceptions differ
- C1. 3.c Demonstrate empathy by understanding others' feelings & acknowledgement of their perspective
- C3. 1.c Discuss how positive or negative stereotypes of an individual or group can be unconscious and may lead to discrimination and prejudice
- C3. 2.c Participate in crosscultural activities and demonstrate respect for individuals from different social and cultural groups
- C3. 3.c Demonstrate respect for human dignity virtually and in person
- C4. 1.c Generate positive responses to various social situations
- C4. 2.c Recognize that social cues are based on rules and expectations and can change based on context
- D1. 1.c Demonstrate the ability to actively listen and understand multiple perspectives
- D1. 2.c Offer and acknowledge constructive feedback to strengthen connections and improve communication outcomes with others
- D1. 3.c Interact on social and digital media responsibly and understand the potential impact on reputation and relationships
- D3. 1.c Recognize and acknowledge different perspectives of others to prevent conflict
- D3. 2.c Use a non-judgmental voice during conflict resolution to maintain safe relationships
- E2. 1.c Generate ideas for recognizing when something may be getting in the way of making a responsible decision and ways to possibly reduce or limit its influence
- E2. 3.c Utilize knowledge of outcomes to inform future decisions
- E3. 1.c Apply honesty, respect, and compassion to the decision-making process
- E3. 2.c Demonstrate safe practices to guide actions for self and toward others

Q4

Quarter 4 gives the students a chance to work in groups to make positive change in their school or community. They practice communication and self-advocacy when expressing viewpoints and listening to the perspectives of others.

- C2. 1.c Explain the importance of civic mindedness
- C2. 2.c Pursue opportunities to contribute to school or the broader community
- C2. 3.c Explore a school or community need and generate possible solutions
- C4. 3.c Recognize personal & group needs can differ & identify positive actions to balance needs of all
- E3. 1.c Apply honesty, respect, and compassion to the decision-making process
- E3. 3.c Research opportunities for participation in civic-minded activities that contribute to the larger community
- C2. 4.c Engage in an activity to improve school, home, or community
- D2. 1.c Participate in a healthy network of personal and school relationships
- D2. 2.c Demonstrate inclusiveness in relationship building
- D3. 3.c Exchange ideas and negotiate solutions to resolve conflicts, seeking support when needed

Lesson 6

State Standard:

B1. 3.c Apply productive self-monitoring strategies to reframe thoughts and behaviors
D1. 1.c Demonstrate the ability to actively listen and understand multiple perspectives

Materials: Clip Boards/Hard drawing surface for half of the class, pencils, paper

Location: Calm Room or Outdoor Classroom



Mindfulness Continued + Mindful Listening

Opening:

Singing Bowl | Glitter Jar with 3 Deep Breaths | Affirmation Finger Tapping

Discussion

Because of its stress-reducing effect, Mindfulness has become more popular in our western culture in recent years. However, practices like meditation and intentional relaxation have been around since the dawn of time. Many of the practices we share today are influenced by eastern culture in Asia such as India, Tibet and China.

Mindful Listening

Similarly to practicing mindfulness while we breathe, we can also practice it while we listen to sounds around us. First, simply notice all of the different sounds around you. Try not to name them or categorize them. Just notice. Now, we're going to practice focusing on the sound of the singing bowl. A Tibetan Singing Bowl is basically like a fancy bell. Because of the round shape of a bell, it creates a sound that lasts for a while.

Activity

When you hear the sound of the singing bowl, raise your hand. When you no longer hear the sound, close your hand. Make sure you listen carefully until the sound totally disappears. Repeat 3x. Practicing to focus on simple things like the sounds and sights around us can help us focus on the present moment and relax distracting thoughts.

Discussion Continued

Research studies around mindfulness have proven to reduce stress which, in some cases, relieved people of chronic pain, illnesses and emotional dysregulation. Simply taking the time to slow down at any given moment can bring you back to presence and relax the nervous system—whether you slow down your walking, breathing, eating or process of getting ready to leave the house.

Activity 2

Now that we've listened to the sound of the singing bowl, let's practice listening to each other.

1. Pass out a clipboard or hard surface for half of the class
2. Everyone will partner up and sit back to back
3. One partner will be the "drawer" and one will be the "communicator."
4. The "communicator" will have an object in mind for the "drawer" to draw (such as a cat).
5. The "communicator" will give clear instructions, like "draw a medium circle at the center of your page, now draw two triangles connected to the top of the circle, etc. (without saying they're drawing a cat!)"
6. The drawer and communicator will be aware of how clearly they're communicating to each other to reach a goal.

Discussion Continued

After several classes of mindfulness activities, like mindful eating and mindful listening, how would you explain your definition of mindfulness, and ways to practice it, to someone else?

Closing:

"The Goodness in Me Sees the Goodness in You."



High School Scope & Sequence

Quarter 1 and 2

Q1 Quarter 1 establishes expectations and agreements for our group in an effort to build trust and safety: "1. Notice 2. Listen 3. Choose." We then explain the "why" behind our programming; to connect with ourselves and others and accomplish growth through understanding and managing emotions. We teach the emotions from a scientific perspective to help the students effectively communicate with each other and reach their goals. Complex emotions are discussed to build vocabulary for understanding themselves and others. Mindfulness strategies are introduced for students to navigate emotions, decisions and goals clearly.

A1. 1.d Identify complex emotions as an indicator of personal state of well-being

A1. 3.d Utilize appropriate time, place, or support systems to reflect on personal emotions, independently, with a trusted adult or with peers

A1. 4.d Analyze why current events may trigger an emotional reaction and identify ways to regulate a response

A4. 1.d Demonstrate internalization of personal responsibility and being accountable as one prepares for postsecondary life

B1. 1.d Utilize self management strategies to regulate thoughts, emotions, and behaviors within the context of the situation

B1. 2.d Evaluate how emotions expressed in different settings impact the outcome of a situation

Q2 Quarter 2 helps students understand typical behaviors of oneself and others based on complex emotions. They learn ways to understand different perspectives and emotions while maintaining their own values and boundaries. Students are given a framework for validating the emotions and perspectives of others, whether they are the same or different from their own. Students develop an effective decision-making process when communicating with others and managing their emotions.

A1. 2.d Analyze ways emotions impact the social environment

A4. 3.d Demonstrate selfadvocacy in contextspecific situations

B1. 3.d Apply productive selfmonitoring strategies to process emotions & reframe thoughts & behaviors

C1. 1.d Evaluate verbal, behavioral, environmental, and situational cues that may influence the feelings of others

C1. 3.d Demonstrate empathy through compassion in self and encourage in others

C3. 1.d Examine and address explicit or implicit personal biases toward an individual or group

C3. 2.d Participate in crosscultural activities, identify unique contributions and perspectives of various groups, and how the experience may change personal perspective

C4. 1.d Evaluate how societal and cultural norms influence personal interactions

C4. 2.d Respond to social cues that differ depending on the societal and cultural norms of the environment

D1. 3.d Demonstrate responsible use of social and digital media and understand the potential impact on postsecondary goals

D2. 1.d Establish and actively participate in a healthy network of personal, school and community relationships

D2. 2.d Incorporate compassionate and inclusive practices in relationships

E1. 1.d Demonstrate critical thinking skills to select an appropriate decisionmaking process, recognizing there are multiple perspectives

E1. 2.d Implement a decision making process to solve complex situations including academic & social challenges

E2. 1.d Implement strategies for reducing influence of stressors that limit your ability to make the mostinformed decisions when at school, at home or in the community with peers

E2. 3.d Integrate prior experience and knowledge of outcomes to inform future decisions

E4. 1.d Actively seek out new opportunities to expand personal knowledge and experiences

E4. 2.d Embrace productive struggle as an opportunity for personal growth



High School Scope & Sequence

Quarter 3 and 4

Q3

Quarter 3 continues to build skills to work well in groups. We practice conflict resolution through active listening skills to build and maintain healthy relationships. Avoiding violence through self-defense is covered so students respect their ability to defend themselves only when it is appropriate.

B3. 2.d Reframe a current challenge or setback, by reflecting on successes

C1. 2.d Demonstrate ways to encourage mutual respect across all settings when viewpoints or perceptions differ

C3. 3.d Analyze how one can build community that respects all human dignity virtually and in-person

C4. 3.d Use positive problemsolving skills to balance personal and group needs and foster respectful group interactions

D1. 1.d Actively engage in positive interactions to make connections with peers, adults, and community to support and achieve common goals

D1. 2.d Apply constructive feedback to strengthen connections and achieve common goals

D2. 3.d Develop techniques to empower, encourage and affirm oneself and others, maintaining positive, healthy relationships

D3. 1.d Demonstrate ability to co-exist in civility in the face of differing perspectives to prevent conflict

D3. 2.d Apply conflict management skills and strategies to manage intimidation, avoid and escape violence, and maintain personal safety

D3. 3.d Utilize problem solving resources and supports to facilitate conflict resolution, recognizing that seeking help is a strength

E3. 2.d Engage in safe practices in my personal behavior choices and habits for self and toward others

Q4

Quarter 4 gives the students opportunities to deepen their interests and strengths. Students explore how their interests relate to their strengths and can guide them toward their goals in life. We take steps toward determining and reaching our goals while taking advantage of external support. Students exercise responsible decision making and community resources to reach a goal.

A2. 1.d Practice using personal strengths in pursuit of post-secondary goals

A2. 2.d Take proactive steps toward implementing a plan for postsecondary goals by building on personal strengths and addressing challenges

A3. 1.d Utilize support from trusted adults, as well as resources and agencies that provide academic, social, emotional, or health-related support

A3. 2.d Reflect on actions that are based on constructive feedback, address personal challenges, and build on personal strengths

A3. 3.d Access community resources and safety networks for self or others

A4. 2.d Set post-secondary and life goals with confidence in the ability to be successful, while positively addressing challenges

B2. 1.d Develop a plan demonstrating understanding of how to set & reach goals contributing to lifelong success

B2. 2.d Utilize school, family and community or varied resources that may assist in achieving a goal

B2. 3.d Set a post-secondary life goal with action steps, timeframes, and criteria for evaluating achievement

B2. 4.d Evaluate progress toward achieving a specified goal & reevaluate or adapt the plan as needed

B3. 1.d Demonstrate the ability to persevere through challenges for long-term rewards or success

C2. 1.d Demonstrate an awareness of responsibilities as an involved citizen in a democratic society

C2. 2.d Engage in civic duties and opportunities within the broader community

C2. 3.d Implement a strategy to address a need in the broader community or world as change agents

C2. 4.d Evaluate the impact of personal involvement in an activity to improve school, home, community, & world

E2. 2.d Independently seek reliable adult mentors in various settings

E3. 3.d Seek and engage in civic-minded activities that contribute to the larger community

E4. 3.d Anticipate and plan for transitions in postsecondary life

Lesson 5

State Standards:

B1. 1.d Utilize selfmanagement strategies to regulate thoughts, emotions, and behaviors within the context of the situation

Materials: Clementines or other food for mindful eating

Location: Calm Room or Outdoor Classroom



What is Mindfulness & Why Practice It? (Mindful Breathing & Eating)

Opening:

Singing Bowl | Glitter Jar with 3 Deep Breaths | Affirmation Finger Tapping

Discussion

How would you describe mindfulness?

Mindfulness is the practice of focusing on whatever we are doing in any given moment. Whether we are focusing on the way we are feeling, an activity we are doing or our breath, we are practicing mindfulness. In our society, it is easy to get wrapped up in a fast pace of moving from one thing to the next. This habit of “rushing” can cause us to make impulsive decisions, rush through things and miss out on pleasant experiences.

Mindfulness is best practiced first with everyday activities like breathing, walking, eating. Then we gradually begin to practice mindfulness in more complex activities like conversations, solving problems and experiencing intense emotions.

Activity

Mindful Breathing

Since breathing is something we do everyday, all day, this is a great place to start practicing mindfulness. Let's practice focusing on the breath. First, let's just notice our breath. Big or small, take a breath in, and a breath out. One more time; take a breath in, and a breath out. Now, cup your hands over your ears and listen to the sound of your breath; one more time—take a breath in and a breath out.

Now, see if you can control your breath:

Inhale, 3, 2, 1 | Hold 3, 2, 1 | Exhale 3, 2, 1 | Hold 3, 2, 1

Mindful Eating

Slowly, pass around a clementine and hold it in your hand. Notice the texture, the smell and the color. What do you notice when you zoom in and look closely at the fruit? Now, hold the clementine up to your ear and start to peel it. Notice if you can hear a sound. Move veeeery slowly and then even more slowly. Notice if it is difficult to reduce the speed of this activity that we typically do so quickly. Eventually take your first bite of a piece of clementine—but only a small bite. Chew it for longer than you typically would. Continue to guide the students through a slow, sensory experience with the clementine and discuss the experience.

Discussion Continued

When we practice common activities like eating, walking and breathing more slowly, our habits will change and we will become more present, mindful and relaxed in our everyday lives.

Closing:

“The Goodness in Me Sees the Goodness in You.”

Lesson 7



State Standards:

- A1. 1.d Identify complex emotions as an indicator of personal state of well-being
- A4. 1.d Demonstrate internalization of personal responsibility and being accountable

Materials: Emotions Wheel, Journals

Location: Calm Room or Outdoor Classroom

Communicating Emotions: Indisputable Truths

Opening:

Singing Bowl | Glitter Jar with 3 Deep Breaths | Affirmation Finger Tapping

Discussion

We will always be around people and in relationships (whether professional or personal) so we will need skills to maintain interpersonal skills. It's important to develop and practice using our emotional vocabulary to better understand ourselves and communicate our needs with others and we can use an Emotions Wheel to deepen our language of communication. Remember, emotions can be complex, mixed together, and based on several factors, so this is just a simple tool to develop vocabulary.

Indisputable Truth Communication:

When you explain to someone how you are feeling, or what you are feeling in your body, this is something that can't be disputed, because YOU feel it. No one else can tell you what YOU feel, but YOU.

For example: Use "I feel, I need/will you" statements:

I am feeling agitated and my heart is racing and I'm getting hot. I need to go take a walk and cool off.

~First, notice if there are any needs that are not being met (ie. dehydration, hunger, overwhelm, lack of sleep)

Then, if needed, practice communication skills to explain ONLY how you feel, rather than what the other person did or how they feel.

Activity

Emotions Guessing Game: Pick an emotion on the wheel and make up a scenario where someone may feel that emotion. Give an example of an unhealthy response and a productive response using Indisputable Truth Communication.



Use the diagram to expand the conversation and refer to unwanted behaviors (in the sky/tree) that stem from certain emotions (in the roots). You may notice these things in yourself or others and this diagram can help you develop compassion and understanding.

Closing:

"The Goodness in Me Sees the Goodness in You."