



Peace of Mind Core Curriculum

Social Justice Lesson Supplement

Grades 3, 4 and 5

Linda Ryden
Cheryl Cole Dodwell



Peace of Mind Tools and Resources

Peace of Mind Core Curriculum for Early Childhood

Peace of Mind Core Curriculum for First and Second Grade

Peace of Mind Core Curriculum for Third to Fifth Grade

Peace of Mind Curriculum for Fourth and Fifth Grade

Peace of Mind Core Curriculum for Middle School

The Henry and Friends Storybook Series

Classroom Posters, Anchor Charts and Mindfulness Cards

TeachPeaceofMind.org

Peace of Mind Inc., a 501(c)3 nonprofit organization

Washington, D.C.

<https://TeachPeaceofMind.org>

Copyright 2020, Peace of Mind Inc.

Peace of Mind is a trademark of Peace of Mind Inc. All rights reserved. No part of this curriculum may be reproduced, stored in a retrieval system, or transmitted by any means, electronic or otherwise, without prior written permission from Peace of Mind Inc. Please contact Peace of Mind, Inc. via TeachPeaceofMind.org to request permission.

Logo: Pittny Creative

Published 2020



Welcome

This set of lessons teaches mindfulness not only as a means to help students calm down, but also as a skill to help them become kind and courageous peacemakers and agents of positive change. These lessons are designed to be taught in conjunction with the *Peace of Mind Core Curriculum for Grades 3 to 5* and/or the *Peace of Mind Curriculum for Grades 4 and 5*.

We have created this Supplement because we believe that anti-racism work is some of the most important work that teachers can be doing right now. The lessons in this Supplement teach children about racism, discrimination, implicit bias, stereotypes and bigotry, building on an important foundation of mindfulness and compassion. We can't help to build the world that our children deserve without acknowledging and reckoning with these forces. We humbly offer these lessons as a way to get you started on the path.

How you integrate these lessons into the *Peace of Mind Core Curriculum* that you are teaching is up to you. We do recommend that before you start this series, you teach enough *Peace of Mind Core Curriculum* lessons to give students a solid foundation in mindfulness and brain science and to build community within your class. We also recommend that you teach the lessons in this Supplement in order if possible. You know your students, your school and your community best. Thank you for taking up this important work!

To stay up to date on Peace of Mind tools and resources, please [join our mailing list](#).

If you are new to Peace of Mind, we urge you to purchase and use the [Peace of Mind Curriculum for Grades 3 to 5](#) if you are teaching 3rd grade or the [Peace of Mind Core Curriculum for Grades 4 and 5](#) if you are teaching 4th and/or 5th grade.



Contents

I.	Introduction	5
II.	Teaching Mindfulness for Social Justice	7
III.	Lessons At-A-Glance	10
IV.	Lessons	
	Lesson 1	Identity: Who am I? 13
	Lesson 2	Metacognition: Remote Control Breathing 18
	Lesson 3	Metacognition: Where are My Thoughts? 23
	Lesson 4	Brain Science: Negativity Bias and the Marble Game 27
	Lesson 5	Compassion: Heartfulness for Ourselves and Others 33
	Lesson 6	Stereotypes: Who's Moving In? 40
	Lesson 7	Stereotypes: Run Like a What? 49
	Lesson 8	Stereotypes: Everybody Cries 53
	Check-in	How are you doing? 58
	Lesson 9	Bias and Discrimination: That's not Fair! 59
	Lesson 10	Metacognition: Using Mindfulness to Notice Bias 64
	Lesson 11	Identity: That's Not Me! 71
	Lesson 12	Counter Stereotypes: Refuting Harmful Stereotypes 78
	Lesson 13	Taking Action: Speaking Up 82
	Lesson 14	Taking Action: Burgers and Bullying 88
	Lesson 15	Taking Action: Dude! 93
	Lesson 16	Compassion: Just Like Me 99
	Lesson 17	Reflection and Action 104
V.	Resources for Educators	107
VI.	Bibliography	111
VII.	Appreciation	115
VIII.	About the Authors	117



Introduction and Inspiration

I began teaching conflict resolution at my school in 2003. I quickly realized that my students were not able to use the skills we practiced in class when it mattered. Most of them just didn't know how to calm down enough in order to put their conflict resolution tools to work. When I began to incorporate mindfulness practices and basic neuroscience into my classes, everything changed. I was able to teach about conflict resolution and social emotional learning in a way that was deeper and more effective. This work has been transformative for my students and our school, and led us to write *The Peace of Mind Curriculum Series* to share what we know works.

Many people think that practicing mindfulness means clearing your mind. But it's actually quite the opposite: it's more about *metacognition* or "thinking about thinking." Through mindfulness practice, we notice how our mind is always flitting around finding new things to think about, almost as if there is a remote control in our brain that changes our channels randomly. We can consciously choose a channel, but then our mind might change the channel, and we might not even notice it. Sound familiar?

Mindfulness helps us to get better at noticing what is happening in our minds and to get more intentional about what we want to be thinking about. Having the ability to notice what your mind is doing and to make a choice about what you want to do is liberating and powerful.

As we publish this Supplement, our country is in the midst of two pandemics: Covid-19 and systemic racism. As we live in quarantine for months on end, people have also taken to the streets in huge demonstrations to protest the killing of George Floyd and many other Black people. We believe that our country and our world are at a crossroads and that mindfulness can be a powerful tool to help us find our way.

We can use mindful breathing practices to help us to deal with fear and anxiety. We can use metacognition to help us to notice when we are walking around in a fog of worry and make a different choice. These skills have helped my students and me tremendously during the Covid-19 pandemic. As you practice these skills throughout the year, they will begin to be there when you and your students need them too.

Mindfulness can also be an important tool to help us deal with structural challenges in our schools and communities, including systemic racism. Metacognition skills help us to investigate our own thoughts in order to uncover, challenge, and face our own implicit bias. We all have implicit or unconscious bias; it is passed on from our families and through our culture. We are not responsible for having this bias. We didn't choose it. But it is our responsibility to reckon with it. And we can only do that if we know that it's there. This is work we can do ourselves and that we can help our students explore as well.



James Baldwin said, “Not everything that is faced can be changed. But nothing can be changed until it is faced.” Through mindfulness practice we are able to start to see what we are thinking about other people and ourselves and then wonder: Why do I feel this way? Where does this feeling come from? Where did I hear these stories? Is this how I really feel? What can I do about it? These metacognitive skills are some of the most powerful mindfulness tools we can develop.

As much as I believe in the power of mindfulness and social emotional learning, I do have a concern. I sometimes hear mindfulness programs pitched as something that can help children “control” their emotions. Administrators are sometimes convinced to incorporate mindfulness programs like this one to help with kids who are “out of control” or in schools that have serious behavior challenges. I sometimes hear people say that mindfulness skills are especially important for “those kids.” This is not what mindfulness is about.

Mindfulness is not a behavior management tool or a punishment. Children have a right to all of their emotions. Mindfulness skills can help all of our children to cope with and heal their emotions and it can also prepare them to channel their anger into righteous action to change the world, if that’s what they choose.

As teachers we are all in a position to shape the minds and the hearts of our students. That is an awesome responsibility. I believe that we owe it to our children to do our own work first to be sure that we model and teach the skills that they will need to create the world that they deserve, a world where every child knows that they are loved and valued and safe exactly as they are, and in which children of color are not heralded for “beating the odds” but a world in which the odds aren’t stacked against them.

There is no question that we are going to make mistakes - I have made quite a few and learned from each one. We hope that learning along with your students, especially learning and using the mindfulness practices, will be a powerful way to build connections with each other.

We are all at different places in our work with social justice. Some of you might have picked up this set of lessons because you are a long-time social justice educator and want to deepen the scope of your work by bringing in mindfulness. Some of you may be new to this work and will find some of these lessons challenging. Your experience teaching this curriculum will vary based on your own racialized or gender identity and your own experiences with discrimination. The more you are willing to share your own experiences with your students, the more they will feel safe and comfortable taking the risks that lead to growth.

Please let us know if you have questions or suggestions for us. We would love to hear from you. We wish you happiness, health and peace.

Linda Ryden August 2020



Teaching Mindfulness for Social Justice



As your first step into this Supplement, please watch curriculum author Linda Ryden's introduction to anti-racist teaching, "A Mindful Revolution."
<https://www.youtube.com/watch?v=B9sH8bKuVIA>

All of the lessons in this Supplement prepare students to use mindfulness to address stereotypes and implicit bias. We focus on two types of mindfulness practices: those that help students develop compassion for themselves and others, and those that help students develop the metacognition skills to help them become aware of implicit bias. Students begin to explore how they can use what they've been learning to address societal challenges such as discrimination and racism.

When you talk about stereotypes and bias, racism and sexism with your students, it will be helpful to frame the conversation in the context of broader societal forces of power and oppression. You might point out that if a group of people has more power in our society, then stereotypes the powerful group may believe about the group that has less power may be used to harm them, either on purpose or without realizing it.

As Ijeoma Oluo says, "Racism is any prejudice against someone because of their race, when those views are reinforced by systems of power."¹ To talk constructively about sexism, it helps to understand the historical and structural power differences between men and women. To have a constructive conversation about race, it helps to understand how our society's history of structural racial inequality impacts our lives today.

The good news is, mindfulness practice, combined with an understanding of our brains, kindness and gratitude practice, empathy and compassion, equip us to do this work in transformative ways - for ourselves and for our communities.

¹ Oluo, Ijeoma, *So you want to talk about race* (Seal Press, 2019) 26.



In this Supplement, we have drawn on the work and wisdom of Dena Simmons, Zaretta Hammond, Dr. Ibram X. Kendi, Robin DiAngelo, Ijeoma Oluo, Tovi Scruggs-Hussein and Rhonda Magee among many others. You will find references for their work and many other helpful resources in the **Resources for Educators** section at the end of this curriculum.

Terms

In the lessons that follow, we use these terms with these meanings. This glossary is to help you prepare to teach, not to share with your students.

Anti-racism: taking action to dismantle racist systems.

Bias: prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair.

Discrimination: action based on prejudice including ignoring, threatening, excluding or being violent toward another person or group of people.

Gender: the socially constructed characteristics of masculinity and femininity, such as norms, roles, and relationships of and between groups of women and men. It varies from society to society and can be changed.

Gender expression: how we express our gender identity through clothing, hairstyles, accessories.

Gender Identity: a deeply held sense of being male, female or another gender or no gender. Gender identity is not related to sexual orientation.

Implicit Bias: the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner.

Intersectionality: Each of us has multiple identities, including gender, class, sexuality, and race, and there are privileges and oppressions that come with each of these aspects of our experiences. It is important to keep the interactions of those in mind.

Microaggressions: According to author Ijeoma Oluo, microaggressions are “small daily insults and indignities perpetrated against marginalized or oppressed people because of their affiliation with that marginalized or oppressed group.”

Non-Binary: people who do not feel like the words “girl” or “boy” fit. They may feel like both or neither. They sometimes use pronouns such as they, them, theirs.

Prejudice: pre-judgment about another person based on the groups to which that person belongs. This includes stereotypes, attitudes and generalizations that are based on little or no experience.



Privilege: According to author Ijeoma Oluo: “Privilege, in the social justice context, is an advantage or a set of advantages that you have that others do not.” This advantage might come from your race, economic class, sexuality, physical abilities, and so on. So “white privilege” would refer to the advantages a white person has living in a society that favors and normalizes whiteness, which can keep them from seeing and understanding the disadvantages and struggles of people of color in the same society.

Race: a social construct, an evolving social idea that was created to legitimize racial inequality and protect white advantage.

Racism: a system in which one racial group’s prejudice is backed by legal authority and institutional control.

Racialized Identity: the way in which people are seen based on what race they are perceived to be.

Sex: refers to biological reproductive organs and sex chromosomes.

Sexism: a system in which one gender’s prejudice is backed by legal authority and institutional control.

Sexual Orientation: an inherent or immutable enduring emotional, romantic or sexual attraction to other people.

Stereotypes: widely held cultural beliefs, images and distorted truths about a group of people.

Systemic Racism: a political or social system based on racism.

Transgender or Trans: when your gender identity (how you feel) is different than what doctors/midwives assigned to you when you were born (girl/boy or sex assigned at birth).

Definitions drawn from these sources:

- ❖ Ijeoma Oluo: *So You Want to Talk About Race*
- ❖ Robin DiAngelo *White Fragility*
- ❖ Teaching Tolerance
- ❖ World Health Organization



Peace of Mind Social Justice Lesson Supplement for Grades 3, 4 and 5 At-a-glance

Lesson	Mindfulness Skill	Objective	Student Materials and Videos <i>Optional for every lesson: Bell or chime</i>
1. Identity: Who am I?	Balanced Breathing	Engage in self-reflection; engage students in mindfulness; assign new kindness pals (KPs)	Kindness Pal(KP) list Paper, pencils, markers Sticky notes
2. Remote Control Breathing	Remote Control Breathing	Increase awareness of when our thought wonder; learn about metacognition; practice kindness and assign new KPs	KP list; Copies of Remote Control Worksheet. Videos: RC Breathing Video
3. Where are My Thoughts	Remote Control Breathing	Notice if thoughts are mostly about the past, present or future. Continue to learn about metacognition. Practice kindness. Assign new KPs.	KP List
4. Brain Science: The Negativity Bias and the Marble Game	Web of Gratitude	Learn about the Negativity Bias and how we can “hack” our brains to reduce its power. Practice kindness. Assign new KPs.	KP list One small cup for every child in your class and 10 identical small objects for every child in your class Videos: Ms. Ryden explains the Negativity Bias Ms. Ryden reads Sergio Sees the Good.



Lesson	Mindfulness Skill	Objective	Student Materials and Videos <i>Optional for every lesson: Bell or chime</i>
5. Compassion: Heartfulness for Ourselves and Others	Heartfulness	Learn the Heartfulness practice to help practice compassion for ourselves and others. Practice kindness. Assign new KPs.	KP list Videos: Unsung Hero
6. Stereotypes: Who's Moving In?	Remote Control Breathing	Learn about gender stereotypes; define terms. Practice kindness. Assign new KPs.	KP list 9 copies of the "Who's Moving in" skit
7. Stereotypes: Run Like a What?	Remote Control Breathing	Learn about stereotypes and bias. Practice kindness. Assign new KPs.	KP list Videos: Run Like a Girl
8. Stereotypes: Everybody Cries	Remote Control Breathing	Continue to explore stereotypes and bias. Practice kindness. Assign new KPs.	KP list Videos: Boys and Girls on Stereotypes A Class that Turned Around Assumptions About Gender Roles
9. Bias and Discrimination: That's Not Fair!	Remote Control Breathing	Continue to explore stereotypes, bias and discrimination. Practice kindness. Assign new KPs.	KP list Video: Because I'm Latino, I can't have money?
10. Metacognition: Using Mindfulness to Notice Bias	Flashlight Body Scan	Use Mindfulness Skills to help notice what we are thinking and feeling about others. Practice kindness. Assign new KPs.	KP list
11. Identity: That's Not Me!	Four Square Breathing	Continue to explore identity, stereotypes and bias. Talk about race. Practice kindness. Assign new KPs.	KP list Copies of Starburst worksheet for each student



Lesson	Mindfulness Skill	Objective	Student Materials and Videos <i>Optional for every lesson: Bell or chime</i>
12.Stereotypes: Refuting Harmful Stereotypes	Four Square Breathing	Practice using mindfulness to help notice what we are thinking about others. Learn about the power of counter-stereotypes. Practice kindness. Assign new KPs.	KP List Materials for collage or other creative projects
13. Taking Action: Speaking Up	Listen and Feel	Explore how to use mindfulness and other knowledge to stand up against unfair and unkind treatment. Practice kindness. Assign new KPs.	KP list 5 copies of “Speaking Up” skit
14. Taking Action: Burgers and Bullying	See Hear Feel	Help kids take action when witnessing or experiencing unkind action based on bias. Recognize the powerful role a witness can play in stopping bullying. Build the courage to act. Practice kindness. New KPs.	KP List Burger King Video
15. Taking Action: Dude!	Remote Control Breathing	Help kids take action when witnessing or experiencing unkind action based on bias. Recognize the powerful role a witness can play in stopping bullying. Build the courage to act. Practice kindness. Assign new KPs.	KP List 6 copies of the <i>Dude!</i> Skit
16. Compassion: Just Like Me	See Hear Feel (in pairs)	Reinforce our common humanity. Build our sense of community. Practice kindness. Assign new KPs.	KP List (if needed)
17. Reflection and Intention	Student Choice	Reflect on what students have learned and set intentions for how they will put their skills to work. Practice kindness. Assign new KPs.	Materials for Reflection Project you have chosen for your class



Lesson 1

Identity - Who am I?

Objectives:

- Engage in self-reflection
- Engage students in mindfulness
- Assign new Kindness Pals

Preparation:

- ☐ Review lesson
- ☐ Paper, Pencils, Markers
- ☐ Sticky notes / paper for gallery walk
- ☐ Optional: Bell or Chime

In this lesson we'll learn a new mindfulness practice and we'll explore the concept of identity maps and then draw one. If possible, make and keep copies of these maps to use again in Lesson 10.

Building Community

You might want to start this class with either a class-wide Rock Paper Scissors Tournament, or the Knot exercise described here. Both build community, and the Knot activity targets problem-solving and critical thinking skills, along with following directions and leadership.

The Knot

- Divide the class into two teams. Tell the teams to choose two students to step apart from the group for the first part of the activity.
- Instruct the students to grasp the wrists of the person on either side of them until the entire group is connected.
- First, one of the two students who are not part of each group will twist the students into a human knot by verbally instructing them to walk under, step over, or rotate through other students' connected arms.
- Give the students two or three minutes to twist their respective groups.
- Then, the second of the two students who are not part of the twisted knot will try to untangle his or her group through verbal instructions. The first group to get untangled wins.



- Caution students to use care not to hurt one another. Ideally, students would not release their grip on the other students' wrists, but of course allow exceptions to avoid injury

Mindfulness Practice: Balanced Breathing

You might introduce the lesson by saying: *Today we're going to be doing a mindfulness practice called Balanced Breathing. All we are going to do is breathe in and out and try to make our inhale and our exhale be the same length. See if you can breathe in slowly for three beats and breathe out for three beats. Let's try it together. You can close your eyes if you want to or just look down into your lap to help you to concentrate. Let's try it now.*

Directions

- Sit up a little straighter in your chair.
- See if you can breathe in slowly for three beats and breathe out for three beats. Let's try it together.
- You can close your eyes if you want to or just look down into your lap to help you to concentrate. Let's try it now.
- Take about 4 or 5 breaths this way.

Ask: What was that like for you?

Take a few responses.





Identity Maps

Say: Today we'll be making Identity Maps. Your identity is all of the things that make you you. For example, I am _____ (teacher can fill in some aspects of their identity in an age appropriate way - maybe "I am a tall, White, red-haired man who is a teacher, is married and has three cats".) **Point out that those are some parts of your identity but not everything.** Today we'll be thinking about all of the different aspects of our identities and the roles we play. We'll use our identity maps to introduce ourselves to the group. We'll be sharing our maps later in class so please don't write on the map anything that you don't want people to know about you.

Hand out a sheet of paper and a marker to everyone

Say: Write your first name in big bold letters in the middle of your paper. Now, let's think about what makes up our identity. Think about the **roles** you play in different parts of your life.

- In your family are you the oldest, the youngest, an uncle, aunt, sister, cousin?
- At school are you a reader, writer, class clown, artist, leader?
- Outside of school are you an athlete, gamer, activist, volunteer?

Now let's think about what else makes you You.

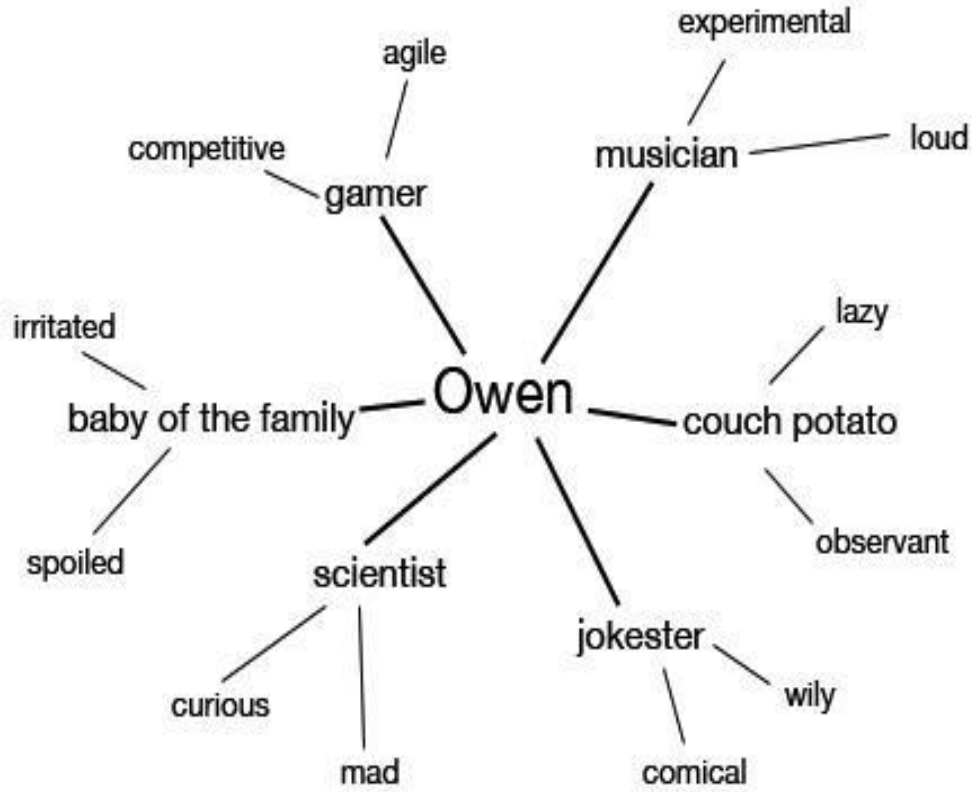
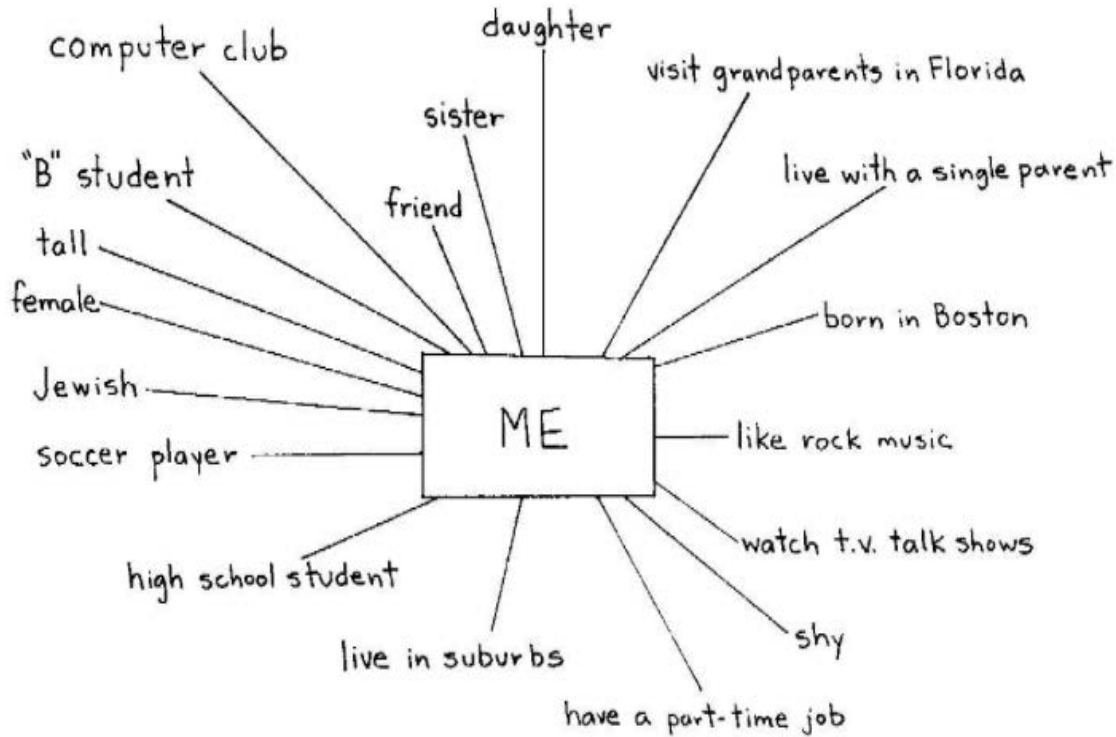
Think about your family structure (have a single mom, live with both parents, live with grandparents), religion, culture, heritage, musical taste, hobbies, and so on.

Share Directions

- Draw a line on the identity map for each role you want to include.
- At the end of each line write the word that describes that role or aspect of your identity.
- Add some adjectives to your identity map that would describe you in your different roles. Examples: Funny, cheerful, shy, kind, energetic, patient, impatient, active, loud, competitive, curious, brave...

Here are some sample identity maps²:

²[Mapping Your Identity: A Back-to-School Ice Breaker : Lesson Plans](#)





Sharing Identity Maps

Please make sharing identity maps optional.

Invite students to share maps with the whole group or do a gallery walk format if they feel comfortable doing this.

Make sticky notes available.

For the gallery walk, post the identity maps on the wall and have students walk around and leave a sticky note where they find something in common.

Discuss

- Is there something that a lot of us have in common?
- Were you surprised to learn anything?
- What are some of the most important aspects of your identity to you?

Kindness Pals

If there is time, give students time to share what they did for their Kindness Pals over the last week.

Assign new Kindness Pals. Remind your students that their job is to do at least one kind thing for their Kindness Pal this week.

Closing words: *Okay our time is up for today. Thank you for a great class, everyone.*

Optional: *Let's have a nice quiet moment for the bell. If you want to, you can close your eyes, picture your new Kindness Pal, and imagine yourself doing something kind for them this week.*



Lesson 2

Remote Control Breathing

This is an updated and expanded version of a similar lesson included in the Peace of Mind Curriculum for Grades 4 and 5.

Objectives:

- Increase awareness of when our thoughts wander
- Learn about metacognition
- Practice noticing thoughts
- Practice kindness
- Assign new Kindness Pals

Preparation:

- ☐ Review lesson
- ☐ Your Kindness Pals list
- ☐ Copies of the “Remote Control” Worksheet found at the end of this lesson for each student
- ☐ If you choose, prepare to show Peace of Mind’s Remote Control Breathing Video: <https://youtu.be/b8tQt4wovDU>
- ☐ Optional: bell or chime

This lesson helps students notice their thoughts and make choices about which thoughts they want to focus on and which ones they want to let go of. This awareness of what our mind is doing is called “metacognition”. Metacognition has been shown to be a powerful tool to help us to recognize implicit bias. Throughout the rest of these lessons we will be sharing these noting practices in order to lay the groundwork for understanding ourselves and our biases.

This lesson introduces a metacognition mindfulness practice called Remote Control Breathing. We will return to this mindfulness practice many times in the rest of the curriculum.

You might like to watch Peace of Mind’s Remote Control Breathing Video before you teach this practice. Feel free to share this with your class if you think it would be helpful. <https://youtu.be/b8tQt4wovDU>

When we recognize our thoughts, we have the opportunity to control our thoughts rather than having them control us. This practice gives kids a way to notice what story they are



telling themselves about future or past events, and to reflect on whether what they think is actually true.

You might like to reinforce the concept that having thoughts is normal, and that we are not asking them NOT to have thoughts. Instead, we are practicing the difficult skill of noticing our thoughts and then choosing to let them go or redirect them if we want to.

Introduction

Say: *Today we're going to try a different mindfulness practice. This time we are going to try to focus our attention on counting our breaths. Sounds easy, right? But it's actually kind of hard. Let's try it right now. Just close your eyes or look down and try to count 5 breaths.*

Pause

How did you do? Did your mind wander away and start thinking about something else? Maybe you noticed you were hungry or maybe you were thinking "this is weird!" or maybe you were wondering if you were the only one sitting here with your eyes closed. What did you notice?

Take a few answers.

One thing we probably all notice is that our minds wander. The good news is that this is perfectly normal. It happens to everyone.

The difference is that when your mind wanders when you are in math class you might not notice it until the teacher calls on you and you suddenly realize you have no idea what is going on. That's not a great feeling.

In Mindfulness, we are trying to notice that moment when our minds wander and see where our minds go. Then we can decide if we want to redirect our minds. That's part of the fun. The ability to notice what is happening in our own minds is called metacognition. We'll be talking a lot about metacognition in Peace of Mind class this year.

It's sort of like you have a remote control in your mind. You might have decided to watch the "Listen to the teacher channel" or the "Do your math homework channel" but your mind might take the remote and change it to the "Think about unicorns channel" or the "What's for dinner? channel." This can happen when we are doing mindfulness too.

Today we are going to try to turn our remotes to the "Counting our Breaths Channel." Now this might not be the most exciting channel so we need to help it a bit.



Try to get really curious about what breathing is like. What does it feel like? What is a whole breath? Where do you feel each part of your breath in your body? Do you feel it in your stomach, or chest or nose or throat? This curiosity might make it a little easier to keep your mind on this channel.

Our minds really like to change the channel so as soon as you notice that instead of watching the “Counting Your Breaths Channel” your mind has switched to the “I have a basketball game later channel” or the “Why did I say that embarrassing thing in music class yesterday? channel,” see if you can take the remote back and reprogram it to the “Count your breaths channel.” You might have to change the channel over and over and that is perfectly fine. Trying to get better at this is one of the most useful things we can do!

Ready to try?

Mindfulness Practice: Remote Control Breathing

Invite today’s Mindfulness Helper (MH) to come to the front of the class.

Prompt the MH to say: “Let’s sit up a little straighter. Close your eyes or look down into your lap. Let’s take 3 deep breaths.”

Remote Control breathing

Say: *Now let your breath settle back into its natural rhythm. Just breathe. Put your hand on your belly to help you to focus on your breath.*

When you are ready, turn your remote control to the “Counting Your Breaths Channel” and start counting your breaths. Then just try to notice if your mind changes the channel and change it back. You might have to do this over and over. That’s perfectly fine. Whenever you notice that your mind has changed the channel you might make a little gesture like you are changing the channel back.

Wait about a minute or so (or longer if it seems like they are able to do more) **and then say:** *Now you can just let your mind be free to think or not think.*

After a moment say: *Now take a nice deep breath.*

Optional: Ask the MH to ring the bell.

Say: Open your eyes or look up when you are ready.

Ask the MH to return to their seat(s).



Reflect and Discuss

Remote Control Worksheet

Hand out Remote Control Worksheets. Have students list any thoughts or feelings they remember having.

Discuss

- Did your mind change the channel a lot or a little today?
- Was it tempting to stay on a different channel?
- Was it easy or hard to change the channel back?
- When could it be useful to redirect your focus?
- Is there something that you notice yourself thinking about all the time? Are you happy about this or is it something you would like to change?

Ask: Would anyone like to share some of the channels you listed on your worksheet?

Kindness Pals

Give students time to share what they did for the Kindness Pals.

Assign new Kindness Pals. Remind your students that their job is to do at least one kind thing for their Kindness Pal this week.

Closing words: *Okay, our time is up for today. Thank you for a great class, everyone*

Optional: *Let's have a nice quiet moment for the bell. If you want to, you can close your eyes, picture your new Kindness Pal, and imagine yourself doing something kind for them this week.*

Worksheet for Week 2

Your Name: _____

List some of the channels that you noticed.

[illegible]



Lesson 3

Where Are My Thoughts?

A version of this lesson is included in the Peace of Mind Curriculum for Grades 4 and 5.

Objectives:

- Notice if thoughts are mostly about the past, present or future
- Continue to learn about metacognition
- Practice kindness
- Assign new Kindness Pals

Preparation:

- ☐ Review lesson
- ☐ Your Kindness Pals list
- ☐ Optional: bell or chime

The object of this lesson is to help students learn that they have the choice of focusing on the present moment. This is another way to use the skill of metacognition. Students will learn how to direct their thoughts away from worries about the past or future, to notice when they are thinking about imaginary scenarios, and to stay in the present moment.

Some of us are prone to worry and rumination. This practice offers a way to use mindful breathing to notice, allow and then manage this way of responding to challenging situations. This practice also gives students a way to manage their reactions to emotions inspired by others – to stay in control of their own responses.



Introduction

You might say: *In the previous lesson, we practiced noticing our thoughts. We imagined that we had a remote control in our minds and noticed what channel we were on. Today we are going to do something similar. We are going to try to notice if our thoughts are about the past, the present, or the future.*



Let's imagine that remote control again but this time, imagine there are only a few channels. You might think of them as The History Channel (the past), the Sci-Fi Channel (the future) and The Right Now Channel (the present). This is actually a very challenging practice.

If I am thinking about my basketball game tomorrow my thoughts are in the..
(future). The Sci-Fi Channel

If I am thinking about an argument I had with my little brother last night, my thoughts are in the.... **(past). The History Channel**

if I am noticing that I am hungry my thoughts are in the **(present) The Right Now Channel**

Sometimes you might notice that your thoughts aren't about the past, present or future but are just imaginings - maybe you are thinking about riding on a unicorn. That isn't something that you did in the past or will do in the future but just a different kind of thought. What would be a good name for that channel? The Imagination Channel? The Anything Goes Channel?

Invite a few suggestions. Have them make their own names.

Last time whenever we noticed that our minds had changed the channel, we made a little changing channels gesture with our hands. Let's make up some new gestures for this game.

One way to do this is to say your left hand is for the past, your right hand is for the future and both hands in the middle is for the present. If you notice a past thought you could raise your left hand, if you notice a future thought you could raise your right hand, if you notice a present thought you can bring your hands together for a present thought.

Who can think of a gesture that would show that you were having an imaginary thought?

Take some ideas and let kids choose their own as long as they aren't distracting to others.

Demonstrate this for your students by narrating your own thoughts, labeling each one as in the past, present, future or imagination.

If students ask questions about imaginary thoughts vs. future thoughts, you can let them know it doesn't really matter what they call the thoughts, but it is important to notice them and to try to let them go to come back to the present moment.



Say: *So today, after we get set up by the Mindfulness Helper, we are going to try to count our breaths.*

Only this time, every time you notice that your mind has wandered (and you know it will!) I want you to try to notice if it is a thought about the past, the present, the future, or an imaginary thought. Once you've labeled that thought, see if you can bring your mind back to counting your breaths.

Mindfulness Practice: Past, Present, Future

Invite today's Mindfulness Helper (MH) to come to the front of the class.

Prompt the MH to say: "Let's sit up a little straighter. Close your eyes or look down into your lap. Let's take 3 deep breaths."

You might say: *Continue breathing in and out.*

When you notice that your focus has wandered away from your breathing, notice if you are thinking about something that happened in the past or the future, or whether it is about something that is happening right now. Make your gestures if this helps.

Bring your mind back to your breathing. You might want to try counting your breaths to help you.

After a few moments, say: *Now take one more deep breath in and out.*

Optional: Ask MH to ring the bell.

Ask students to open their eyes and/or look up when they are ready.

Cue the MH to return to their seat(s).

Discuss Where were your thoughts?

- Raise your hand if most of your thoughts were about the past.
- Raise your hand if most of your thoughts were in the present.
- Raise your hand if most of your thoughts were in the future.
- Raise your hand if most of your thoughts were imaginary.
- Raise your hand if you had a mixture.



Ask some of the students to share one of the thoughts they noticed and then let other students guess if the thought was in the past, present, or future. This isn't always easy and there can be more than one right answer. You can make an anchor chart with "History", "Right Now", and "Sci-Fi" across the top and list their answers.

Discuss why is this helpful

- Why do you think it might be good to keep your mind focused on the present, on this moment?
- If your mind is always focused on what has already happened, or what hasn't happened yet, or what might never happen, what do you think you might be missing?

Point out:

- When we try to notice where our thoughts are going, we can try to redirect them to where we want them to be. If you tend to worry a lot, your thoughts are mostly in the.. (future).
- Worrying doesn't help make things better and it doesn't stop bad things from happening. But it does keep you from enjoying the good stuff.
- If you notice that your thoughts are often in the future, see if you can try to focus your mind on something right here in the present moment. Try to notice what is good in this moment.
- Perhaps share an example from your own life of the value of focusing on the present moment, instead of on the past or future.

Kindness Pals

Give students time to share what they did for the Kindness Pals.

Do the Kindness Pal activity as before.

Assign new Kindness Pals. Remind your students that their job is to do at least one kind thing for their Kindness Pal this week.

Closing words: *Okay, our time is up for today. Thank you for a great class, everyone*

Optional: *Let's have a nice quiet moment for the bell. If you want to, you can close your eyes, picture your new Kindness Pal, and imagine yourself doing something kind for them this week.*



Lesson 4

Negativity Bias and the Marble Game

A version of this lesson is included in the Peace of Mind Curriculum for Grades 4 and 5. This lesson includes two new helpful videos.

Objectives:

- Learn about the Negativity Bias and how we can “hack” our brains to reduce its power
- Practice kindness
- Assign new Kindness Pals

Preparation:

- ☐ Review lesson
- ☐ Review two Peace of Mind videos: [Ms. Ryden explains the Negativity Bias](#) (starting at minute 7) and [Ms. Ryden reads Sergio Sees the Good](#).
- ☐ Your Kindness Pals list
- ☐ Enough small cups for every child in your class (if you don't have cups you can just make piles)
- ☐ Approximately 10 small identical objects for each child (such as marbles or paper clips or whatever you might have). Divide objects into cups so that each *pair* of students may have one cupful.
- ☐ Optional: Gratitude Box or Jar for the Class/Each Student
- ☐ Optional: bell or chime

The Negativity Bias refers to our brain's tendency to focus on and remember painful, embarrassing, or threatening experiences more than positive ones. The Negativity Bias can be helpful by protecting us from danger. For example, once we've experienced the sting of a bee, we are careful to avoid bees in the future.

But have you ever focused so much on a minor negative experience - being late for a meeting for example - that you've been unable to enjoy the good things going on around you for the rest of the day? If you have (and who hasn't?), you know all about the Negativity Bias.

Today we are going to do an activity that can help students learn how to override the Negativity Bias. They will rewind the day (as in the book *Sergio Sees the Good*) and see if they can remember everything that happened. Our Negativity Bias is focused on helping us remember negative things, but if we make an effort, we can also remember and focus on positive things.



Unless we're in immediate danger, it's possible and more helpful to focus on the positive things in our lives. We'll explore how practicing gratitude can transform our perception of our days.

Recommended reading: [Take in the Good](#), by Rick Hanson PhD.

Introduction

Say: *Today we're going to be learning something that our brains do -- the Negativity Bias -- that sometimes makes it harder to remember the good things that happen to us.*

We're also going to be talking about gratitude. Gratitude is the feeling of being thankful. We can be thankful, or grateful, for all kinds of things and people and food and nature. We'll find out about the relationship between the Negativity Bias and gratitude.

We're going to start out by thinking of what we are grateful for and then we're going to do a little mindfulness practice to help us feel gratitude.

Mindfulness Practice: Web of Gratitude



Say: *Today we are going to try a new mindfulness practice that focuses on gratitude. Gratitude is the practice of noticing what we are thankful for, and expressing our thanks.*

We are going to be creating a web of gratitude.



Later in class we are going to be writing about what we placed in our web of gratitude. If you want you can imagine this picture while you do the practice. (Optional: Show the picture above.)

We'll be thinking about people or things that we are grateful for and we'll be imagining that we are putting them in our web of gratitude. You can imagine your web anyway that you want.

Think about a visual that helps you to see how you are connected to all of the people and things in your web of gratitude.

Invite today's MIndfulness Helper (MH) to come to the front of the class.

Prompt the MH to say: "Let's sit up a little straighter. Close your eyes or look down into your lap. Let's take 3 deep breaths."

Say: *Let's start by thinking about a **person** that you are thankful, or grateful for. Think of someone who helps you and is kind to you. Imagine that they are in one of the little hearts in your web of gratitude. As you breathe in and out think "Thank you."*

*Next, let's think about a **thing**, an object, that you are grateful for. Why is it important to you? What does it mean to you? As you breathe in and out think "Thank you."*

*Now let's think about a **food** that you are grateful for. Maybe it is a favorite dish from your culture, or just some comfort good. As you breathe in and out think "Thank you."*

*Now let's think about a **place** that you are grateful for. Maybe it's a park or somewhere here at school or a place you have visited. As you breathe in and out think "Thank you."*

*Now let's think about something in **nature** that you are grateful for. Maybe there is a special tree that you love or a flower or the ocean or the moon or snow, or something else. Choose something from nature to put into your web of gratitude. As you breathe in, and out think "Thank you."*

*Now this time you can think about **anyone or anything** that you are feeling grateful to have in your life. Imagine adding that person or thing to your web of gratitude. As you breathe in and out think "Thank you."*

Note: *Add on any other gratitude focus that you think might be helpful to your class.*

Take a moment to soak in this feeling of gratitude. Notice what it feels like in your body to be grateful and to say thank you. Remember that you can do this practice on your own anytime.



Let's take a deep breath in and stretch your arms up over your head and then slowly float your arms down as you breathe out.

Say: *Take a moment to notice how you feel. Any way that you feel is fine, even if you feel nothing. Just try to notice it.*

Optional: Ask MH to ring the bell.

Ask students to open their eyes and/or look up when they are ready.

Cue the MH to return to their seat(s).

Discuss

- What was that like for you?
- Would anyone like to share anything in their web of gratitude?

The Negativity Bias

Introduce the Negativity Bias

Say: *If we touch a cactus and get hurt, our brain will file that memory in order to prevent us from doing it again. That's helpful. Scientists call this the Negativity Bias. This means that our brains tend to focus on and remember negative things more than positive things. This is one way our brain works to protect us.*

Say: *Most of the time, though, it would help us to focus more on the positive events in our lives. Of course, we remember the big good things like our birthday, or a great trip, or a special event. But we often forget all about small good things.*

Scientists have found that a great way to balance out our brain's tendency to focus on negative things is to take a moment to consciously soak in positive things.

Taking time to notice and really focus on something good that happens allows our brains to send those memories to long-term storage, and helps to train our brain to focus on the positive more often.

Focusing on the positive doesn't mean that we are trying to avoid negative things. Not at all. Our brains will take care of that for us. By helping our brains recognize and soak in positive things, we are helping our brains to see our lives more realistically.



Gratitude Practice

Sergio's Scales Activity

It would be possible to review our days individually, deciding what was good and what was bad on our own. But there is a particular power in doing this activity in pairs. Having someone else listen closely and then mark the good and the bad for us helps us feel truly heard. This exercise when done in pairs can help to build deeper connections among students in your class.

Say: *Today you are going to work with your Kindness Pal to do an activity that can help you to override the Negativity Bias. You're going to try to rewind your day, or yesterday, and see if you can remember everything that happened.*

Our Negativity Bias is focused on helping you remember negative things, but if we make an effort to remember and focus on positive things it can help to balance the scales a bit.

Ask a volunteer to hand out two empty cups and one cup full of objects to each pair.

Have the students label their empty cups "good" and "bad," or make signs for the piles they will be making.

Directions

- Decide who will go first.
- The person who goes first will remember out loud everything about their day from the time they woke up. You can decide what you want to share - it doesn't have to be everything.
- As the first person talks, their partner will put objects in either the "good" or "bad" cup for each event.
- When you have reached the present moment, take a minute to notice: has the day been more good or bad so far?
- When the first person has finished, return the objects to their starting cup.
- The other person takes their turn.

Important: students may not choose to share every event in their day so far, and that is fine. As in all of our lessons, please respect students' decisions about how much to participate and share.



Discuss

- Who was surprised by what you found?
- What were some of the good things you noticed?
- Did you notice that you had forgotten a lot of little good things?
- How did it feel to have your partner listening to you and putting marbles in cups for you?

Optional Gratitude Practice

Consider introducing a way for your class to keep track of what students are grateful for. This might include:

- Creating personal Gratitude Jars, Boxes or Journals and adding something each week.
- Creating a class Gratitude Jar or Box and adding something each week.

Kindness Pals

Give students time to share what they did for the Kindness Pals.

Optional: Tell your partner one thing you are grateful for, write it down and put it in the Gratitude Box.

Assign new Kindness Pals. Remind your students that their job is to do at least one kind thing for their Kindness Pal this week.

Closing words: *Okay, our time is up for today. Thank you for a great class, everyone.*

Optional: *Let's have a nice quiet moment for the bell. If you want to, you can close your eyes, picture your new Kindness Pal, and imagine yourself doing something kind for them this week.*



Lesson 5

Heartfulness: Compassion for Ourselves and Others

This is an expanded version of a similar lesson found in the Peace of Mind Curriculum Series.

Objectives:

- Learn a new mindfulness practice called Heartfulness
- Practice compassion for ourselves and others
- Engage students in mindfulness
- Practice kindness
- Assign new Kindness Pals

Preparation:

- ☐ Review lesson
- ☐ Your Kindness Pals list
- ☐ Prepare to show the video *Unsung Hero*
³<https://www.youtube.com/watch?v=uaWA2GbcnIU>
- ☐ Optional: bell or chime

In this lesson, we will share a mindfulness practice called Heartfulness and practice compassion toward ourselves and others. This is an important foundational practice for the lessons to come, especially for lessons on addressing implicit bias. As Oren Sofer, author of *Say What You Mean: A Mindful Approach to Nonviolent Communication*, says:

Loving-kindness (or heartfulness) practice transforms bias in a different way. The cultivation of prosocial mental states like kindness and compassion alters the default internal atmosphere of the heart/mind towards an innate disposition of goodwill. This may have the effect of overriding or replacing implicit bias. Initial studies have shown that six weeks of loving-kindness, even seven minutes of this intentional practice, can reduce implicit bias.

Background reading: Why is it so important to address implicit bias in our teaching? Educator and author Zaretta Hammond explains why it's important, what works, and what doesn't. [Four Tools for Interrupting Implicit Bias](#)

³ Today we have included a video made by a Thai Insurance company. We are in no way endorsing the company or its products, nor do we have any relationship with the company of any kind.



Introduction

Say: *In this next unit we are going to be doing some challenging work. We'll be talking about some of the most difficult problems facing our society - sexism, racism, implicit bias, stereotypes and unkind actions stemming from these problems. We'll be exploring all of those things over the next several lessons. To get us more ready to take on these challenges together, we're going to do Heartfulness.*

When we do Heartfulness, we try to think about ourselves and other people and we think some kind thoughts for them. We're not saying these things out loud or even telling people that we were thinking of them. This is just something that we are trying out in our own minds. We're just trying to see what it feels like and to see if over time it changes the way we feel about other people and ourselves.

Sometimes it can be hard to think kind thoughts about ourselves. Have you ever noticed that? If I asked you right now to say, "I'm awesome!" How would you feel?

Take some answers from the class.

What if I asked you to say "I deserve to be happy?" What would that feel like?

Take some answers from the class.

Some of you might feel uncomfortable or even selfish thinking kind thoughts about yourself. That's fine. Some of you may find this easy to do. That's fine. Any way that you feel is fine.

Research shows that people who are kind to themselves are much more likely to be kind to other people. So maybe you can think about being kind to yourself as something you are doing for other people.

Okay - let's try it. As always this is optional. If you want to sit quietly and think about something else that is always your choice.

Mindfulness: Heartfulness Practice

Invite today's Mindfulness Helper (MH) to come to the front of the class.

Prompt the MH to choose another student to turn off the classroom lights.

Prompt the MH to say: "Let's sit up a little straighter. Let's close our eyes/or leave them open, looking at the floor in front of you. Let's take 3 deep breaths."



Lead the practice.

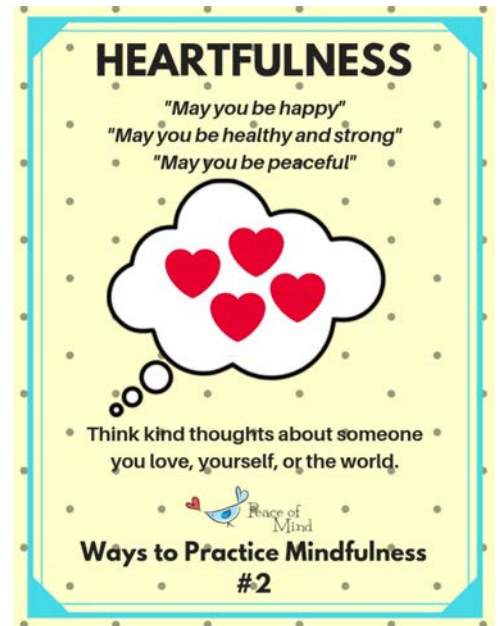
Heartfulness for someone who makes you happy

Say: *I'd like you to think about someone who makes you happy. Someone you see every day, at home or at school, could be someone in your family, a friend, a teacher, even a pet. Just choose someone and try to picture them happy and smiling. Picture them doing something that makes them happy. Try to notice how you feel when you think about this person.*

Now, if you'd like to, put your hand over your heart and repeat these words in your mind while you think about this person:

*May you be happy. **Pause.***
*May you be healthy. **Pause.***
*May you be peaceful. **Pause.***

Take a moment to notice how you feel. Any way that you feel is fine, even if you feel nothing. Just try to notice it.



Heartfulness for yourself

Say: *This might feel a little strange, but this time we are going to send kind thoughts to ourselves. Imagine yourself happy and smiling, doing something that you like to do. Now repeat these words in your mind.*

*May I be happy. **Pause.***
*May I be healthy. **Pause.***
*May I be peaceful. **Pause.***

Again, try to notice how you feel. Does it feel different to send kind thoughts to yourself? Any way that you feel is fine. Just try to notice it.

Heartfulness for someone who you are a little bit mad at

Say: *Now I'd like you to think about someone you are mad at, or someone who made you feel sad. See if you can choose someone that you are just a little bit mad at. Maybe your brother ate the last bowl of cereal or your sister lost your page in the book you were reading. Not somebody who makes you really angry.*



Once you have chosen someone try to picture them happy and smiling. Picture them doing something that makes them happy. Try to notice how you feel when you think about this person. Remember, they can't hear you. You are just trying to notice how it feels to think these thoughts or feel these feelings. This is for you.

Now, if you'd like to, put your hand over your heart and repeat these words in your mind while you think about this person:

*May you be happy. **Pause.***

*May you be healthy. **Pause.***

*May you be peaceful. **Pause.***

Take a moment to notice how you feel. Any way that you feel is fine, even if you feel nothing. Just try to notice it.

Heartfulness for each other

Finally, we are just going to be thinking about each other and about everyone in the world. Just try to notice what image comes up in your mind when you think about "everyone in the world."

Now, if you'd like to, put your hand over your heart and repeat these words in your mind while you think about this person:

*May we all be happy. **Pause.***

*May we all be healthy. **Pause.***

*May we all be peaceful. **Pause.***

After a few moments, say: *Now take one more deep breath in and out.*

Optional: Ask MH to ring the bell.

Ask students to open their eyes and/or look up when they are ready.

Cue the MH to return to their seat(s).

Discuss

- What was that like for you?
- Does anybody want to share who you were thinking about?
- What did it feel like to think kind thoughts about yourself?
- What did it feel like to think kind thoughts about someone you are annoyed with?



Kindness and Compassion Practice

The following are some activities that can go along with the Heartfulness practice. Research shows that compassion practices like these help us to practice kindness towards ourselves and others.

You can choose to do some or all of these activities within this lesson or any time you want to inspire kindness and build community.

1. Unsung Hero Video

This is a life insurance commercial from Thailand that has a beautiful message about the power of small kindnesses. A man is seen doing little acts of kindness in his community and getting no credit for them. He is even seen as weak and silly by some of the people who observe him. To set the tone for the following activities or just to experience a reminder of the power of small acts of kindness, this video can be inspirational. It is also a good foundation for discussion. *Unsung Hero*:

<https://www.youtube.com/watch?v=uaWA2GbcnJU>

Discuss

- Name some of the acts of kindness shown in this video.
- Why did the man do these kind things?
- What did he get out of doing these kind things?
- Why did the other shopkeepers shake their heads at him?
- What happened to the little girl who was asking for money for school?
- You might explain that in our country we have free public schools but that in some other countries there are only private schools and so many children do not get a chance to go to school if they cannot afford it.

2. Kindness Chain

Directions:

- Sit in a circle or as close to that as possible.
- Think of something kind to say about the person on your right.
- Take a moment to think about that person.
- We are not going to be talking about people's appearance so we won't be saying things like "I like your hair" or "your sweatshirt is cool."



- Instead, try to think about something that you know and admire about this person. Some examples could be “You make people laugh,” “You always seem to try really hard,” “I’ve noticed that you are a good friend to people,” “You are very helpful,” “You are great at drawing (or music, or math, or sports, etc.).”

Note: Some kids will feel uncomfortable with this activity so make sure to give students the opportunity to pass. If a student passes, you can ask for a volunteer to say something kind about this student, or say something kind yourself.

You might say: *Sometimes, even if I’m sitting next to my best friend, my mind might go blank and I can’t think of anything to say. If that happens to you, just say that you need help and I’ll choose someone else or I’ll say something kind about that person myself. But we’re all going to really try to do this.*

After you go around the circle once, go back around the other way.

3. Alternate Kindness Chain Activity

If you think your students might not be comfortable saying these things in person, another way to do this is to have each student have a large index card taped to their back. Students can take turns going around and writing something kind on each person’s card anonymously.

Make sure to set expectations about kindness and give warnings about how joke comments can sometimes be misconstrued. Encourage earnest comments.

Discuss

- What did it feel like to say something kind about someone else?
- What did it feel like to have someone say something kind about you?
- If you did the face-to-face version of the activity: Did it feel uncomfortable in any way to give or receive these compliments? Why do you think that is?
- If you did the index card activity: What did it feel like to be able to give compliments anonymously? Did you feel more free to express yourself? Do you wish that you could tell the other person which compliment was from you?
- What else did you notice or want to share?



Kindness Pals

Give students time to share what they did for the Kindness Pals.

Assign new Kindness Pals. Remind your students that their job is to do at least one kind thing for their Kindness Pal this week.

Closing words: *Okay, our time is up for today. Thank you for a great class, everyone*

Optional: *Let's have a nice quiet moment for the bell. If you want to, you can close your eyes, picture your new Kindness Pal, and imagine yourself doing something kind for them this week.*



Lesson 6

Who's Moving In?

Objectives:

- Learn about and discuss gender stereotypes
- Establish terms
- Practice kindness

Preparation:

- ☐ Review Lesson
- ☐ 9 Copies of Skit: *Who's Moving In?* found at the end of this lesson.
- ☐ Your Kindness Pals list
- ☐ Optional: Bell or Chime

In this lesson we are going to be learning about gender stereotypes. We'll do a skit to help us to notice how these stereotypes are part of our everyday beliefs and how they affect how we think about and treat others.

Recommended Reading: To help prepare for this lesson, read this article from Teaching Tolerance: <https://www.tolerance.org/magazine/summer-2013/the-gender-spectrum>. This article highlights celebrities who identify as gender non binary: <https://www.insider.com/9-celebrities-who-identify-as-gender-non-binary-2019-6#jonathan-van-ness-is-gender-nonconforming-4>

Introduction

Say: *Today we are going to be thinking about gender stereotypes. We'll act out a skit and work with our Kindness Pals to help us to notice gender stereotypes that we might not even know that we have. Mindfulness practice is really helpful in this work, so let's start with that.*

Mindfulness Practice: Remote Control Breathing

Invite today's Mindfulness Helper (MH) to come to the front of the class to sit next to you on a chair.

Prompt the MH to choose another student to turn off the classroom lights.

Prompt the MH to say: "Let's get into our mindful bodies. Close your eyes or look down into your lap. Let's take 3 deep breaths."



Say: Now let your breath settle back into its natural rhythm. Just breathe. Put your hand on your belly to help you to focus on your breath.

When you are ready, turn your remote control to the “Counting Your Breaths Channel” and start counting your breaths. Then just try to notice if your mind changes the channel and change it back. You might have to do this over and over. That’s perfectly fine. Whenever you notice that your mind has changed the channel you might make a little gesture like you are changing the channel back.

Wait about a minute or so (or longer if it seems like they are able to do more) **and then say:** Now you can just let your mind be free to think or not think.

After a few moments, say: Now let’s take one more deep breath in and out. Let’s listen to the sound mindfully and open your eyes or look up when you can’t hear it anymore.

Ask the MH to ring the bell

Ask the MH to choose a classmate to turn the lights on.

Ask the MH to return to his or her seat.

Exploring Stereotypes

Say: Today we are going to be talking about stereotypes. When I say, “All girls like the color pink.” What do you think? Is this true?

Take some answers.

*Most of you think that this is not true. While it is true that some people like the color pink, including some girls, it is not true that **all** girls like the color pink. But if you were to go to a store and look at the toy or clothing sections - especially for little kids - what color would you see the most in the “girls” section?*

Take some answers.

That’s right, pink. Somehow, over the course of time pink has become associated with girls and there is an assumption that girls like pink things. So when I say “all girls like pink,” that is a widely held belief about a group of people that may be true for some of them but is definitely not true for all of them. That is what we call a stereotype.

While “all girls like pink” isn’t a very harmful stereotype, many stereotypes are very harmful and can lead to discrimination and cruelty. Over the next two lessons we’re going to be talking about stereotypes that have to do with gender.



1. Let's talk about gender

We start this lesson with a review of terms that may come up in your class discussion or the recommended videos. Your students may be familiar with some of these terms, but may not yet understand what they mean.

Say: *before we get started let's go over some terms. These terms can be confusing and people don't all agree on them. But these are the definitions that we are going to use here.*

*When we say **gender** we are talking about whether someone is male, female, **non-binary** or **gender fluid**. You might not be familiar with those two last terms. While most people are most familiar with gender as being male or female, gender is actually more of a **spectrum**.*

A spectrum is a range. If I said to you that something was blue, some of you might be picturing a dark, navy blue, some of you might be picturing a greenish-blue, and some of you might be picturing sky blue. Those are all blues - each color blue is just one of the many colors along a spectrum of blue. It's the same thing with gender. Gender also has a spectrum. Some people are male, some people are female and some people don't identify as either of those and some people identify as both. That is something we call non-binary or gender fluid.

Although the concept of a gender spectrum and the fact that some people don't identify as male or female may be unfamiliar to you, this concept isn't new. There are lots of examples of non-binary or gender fluid people in history, and today more and more people are publicly identifying as being on the gender spectrum.

*A person's **gender identity** is a deeply held sense of being male, female, another gender or no gender. It's about how you feel.*

*Gender identity is not related to **sexual orientation**. Sexual orientation is about who someone is attracted to or loves.*

*Sometimes when a person's gender identity (how they feel) doesn't match the gender that they were assigned by their doctor when they were born, they are **transgender**.*

***Gender expression** is how we express our gender identity through our clothing, hairstyle, or accessories.*

2. Identifying Stereotypes

Say: *So, gender stereotypes are ideas that people have about how people will, or sometimes how people should, act based on their gender.*



Ask: *Can you think of examples of gender stereotypes that you have heard?*

For example:

- All girls like princesses
- All women love babies
- Boys don't cry
- Men like football

Take some more examples and discuss.

You might point out that while these things are sometimes true - some girls do like princesses, some men do like football - these things are not true for all men and all girls or all people.

Also point out that since we now know that gender is a spectrum, it makes these stereotypes seem even more untrue.

3. Is this a Gender Stereotype?

Read the following aloud and ask kids to say whether or not this is an example of a gender stereotype. They can use thumbs up or down or raising hands to answer but make time to allow students to share their thoughts in a discussion format. They will probably have a lot to say!

1. Girls like dolls.
2. Some boys like to play with Legos.
3. All kids like cartoons.
4. Some girls like to play with Barbies.
5. All girls like to play with Barbies.
6. All children are either boys or girls.
7. Boys like lots of different colors, including pink.
8. Boys like to play rough games.
9. Girls like to wear makeup.
10. All kids like cheeseburgers.
11. Boys don't like flowers.
12. Nature is for girls.
13. Boys don't like nature.
14. All kids play video games.
15. All the kids in this class are human beings.



Discuss

- After thinking about how some of these things sound, how do you feel about some of the more common ones that lots of people seem to believe?
- Does this activity make you more aware of stereotypes you believe that might not be true?
- Is it possible to change our beliefs about stereotypes? Why might this be hard?

Skit: Who's Moving In?

Introduce the skit: *To explore the idea of gender bias, we'll act out a skit called "Who's Moving In?" In this skit, four kids are trying to guess the gender of a child named Indigo moving into their apartment based on their belongings.*

Important: You can cast Indigo and any of the other parts with any student. Indigo's gender isn't revealed in the skit and ultimately doesn't matter. If the kids insist on knowing the answer, point out that what we are trying to notice here is how we associate different things with boys or girls when in reality there are some people who like some things and some people who like other things and these preferences aren't dictated by our gender.

Invite volunteers to act out 9 parts.

Hand out skits and have your students act it out. If this isn't possible, volunteers may read the skit aloud from their seats.

Reflect and Discuss

1. Why did Zion and Keiko think that they could tell by Indigo's stuff if they were a girl or a boy?
2. Would you have agreed with some of these guesses? Why?
3. What would you have thought if the parents had carried in a baby doll?
4. Were the kids' ideas about Indigo formed by gender stereotypes?
5. What gender stereotypes did you hear in this skit?



Kindness Pals

Give students time to share what they did for the Kindness Pals.

Assign new Kindness Pals. Remind your students that their job is to do at least one kind thing for their Kindness Pal this week.

Closing words: *Okay, our time is up for today. Thank you for a great class, everyone*

Optional: *Let's have a nice quiet moment for the bell. If you want to, you can close your eyes, picture your new Kindness Pal, and imagine yourself doing something kind for them this week.*



Skit for Week 6

Who's Moving In?

Topic: Gender Stereotypes

Characters: Zion, Keiko, Jesse, Sam, Indigo's parents, Indigo, Narrator 1 and Narrator 2

Setting: Four kids are watching their new neighbors move into their apartment building. They're trying to decide what the new kid is going to be like based on the stuff the parents are carrying in.

Narrator 1: Four kids are watching new neighbors move into their apartment building

Zion: Hey it looks like the new neighbors are moving in!

Keiko: What apartment are they in?

Sam: 3B - one floor down from me.

Jesse: Do you think they have kids?

Zion: I don't know.

Parent 1: Hi kids! Do you live in this building?

Sam: Yeah. Welcome to the neighborhood!

Parent 2: Thanks!

Zion: Do you have any kids?

Mr. Lopez: Yes! Indigo will be here soon.

Ms. Lopez: Okay back to work.

Narrator 2 : Mr. and Ms. Lopez begin carrying in a bunch of stuff belonging to Indigo.

Sam: Indigo.... Do you think that's a boy or a girl?

Zion: I don't know....

Keiko: I bet we can tell from their stuff....

Narrator 1: Mr. Lopez walks by carrying an easel.



Zion: Okay so an artist - so obviously Indigo is a girl.

Keiko: Yeah definitely.

Sam: But you guys that's ridiculous - haven't you ever heard of Picasso or Leonardo Da Vinci? They were great artists who were men.

Narrator 2: Ms. Lopez walks by carrying a drum set.

Zion: A drum set, well then Indigo is clearly a boy.

Keiko: Yeah, girls DON'T play the drums.

Jesse: But you guys, that's silly. Lots of kids play the drums.

Narrator 1: Mr. Lopez walks by with a soccer ball and a hockey stick.

Zion: See! Indigo is obviously a boy. He's an athlete!

Sam: Are you kidding me? Have you heard of the US women's soccer team? They won the world cup like four times in a row!

Narrator 2: Ms. Lopez walks by carrying a globe.

Keiko: Well see obviously she's really smart.

Zion: But maybe a geek....

Sam: Hey! I have a globe in my room....

Jesse: Well... (laughing)

Narrator 1: Mr. Lopez walks by carrying a skateboard

Zion: Well obviously HE's really cool!

Keiko: Yeah!

Sam: Uh, you mean SHE's really cool?

Jesse: [high fives her]

Narrator 2: Ms. Lopez walks by with a football jersey.

Zion: See, I told you! HE loves football.

Narrator 1: Mr. Lopez walks by with pink soccer cleats.

Keiko: Wait....

Zion: Pink soccer cleats?

Jesse: I have pink soccer cleats - they're awesome! Just like me!

Sam: I have black ones.

Narrator 2: Ms. Lopez walks by carrying a unicycle.



Zion: uhhhhhh....

Keiko: hmmmmm....

Sam and Jesse scratch their heads

Jesse: Now I'm really confused!

Narrator 1: A car pulls up and a kid gets out.

Parent 1: Indigo!

Indigo: Hi Mom!

Parent 2: Indigo, these are our new neighbors.

Indigo: Hey guys!

Zion: Hi! You have a lot of cool stuff!

Keiko: Yeah, I think we have a lot in common!

Jesse: You play soccer?

Indigo: Yup!

Sam: Want to go to the park with us and play?

Indigo: Sure! See ya Mom and Dad!

Indigo's parents: Bye kids!

Narrators: The end



Lesson 7

Run Like a What?

This is a revised and updated version of the version of this lesson found in the Peace of Mind Curriculum for Grades 4 and 5.

Objectives:

- Explore stereotypes and bias
- Engage students in mindfulness
- Establish terms
- Practice kindness
- Assign new Kindness Pals

Preparation:

- ☐ Review lesson
- ☐ Your Kindness Pals list
- ☐ Prepare to show the video, being careful to choose your starting point to skip youtube ads: *Run Like a Girl* <https://youtu.be/XjJQBjWYDTs>⁴
- ☐ Optional: bell or chime

*Books, computer games, the Web, television - there are so many places that we can be exposed to **stereotypes**, that we can be exposed to distorted information. And there is a whole universe of information that we're not getting. Think about these stereotypes, these omissions, these distortions as a kind of environment that surrounds us, like smog in the air. We don't breathe it because we like it. We don't breathe it because we think it's good for us. We breathe it because it's the only air that's available.*

- Dr. Beverly Daniel Tatum

*Author of **Why Are All the Black Kids Sitting Together in the Cafeteria?: And Other Conversations About Race***

This lesson addresses stereotypes, focusing specifically on stereotypes about girls. The video called “Run like a Girl” offers a helpful introduction to the topic. You might like to watch this before class and notice where the timing cues are.

We will explore how mindfulness can help us approach these topics with compassion for ourselves and others. Mindfulness helps to notice that thoughts and biases are just

⁴ The video “Run Like a Girl” is made by Always, a company that sells products to girls and women. We are in no way endorsing the product or the company, nor do we have any relationship with the company of any kind.



thoughts, not facts. If we can notice that we have them, then we can take some time to decide if we actually believe them or not.

Recommended Reading: To help prepare for this lesson, take a few minutes to review these helpful resources from Teaching Tolerance.

<https://www.tolerance.org/magazine/summer-2013/the-gender-spectrum>

Introduction

You might say: *Today we are going to be noticing our thoughts and learning about how our thoughts can affect the way we think about and treat others.*

But let's start with our mindfulness practice. Are you starting to see that learning how to notice your thoughts and to pause and pay attention to what you are thinking can be helpful?

Mindfulness Practice: Remote Control Breathing

Invite today's Mindfulness Helper (MH) to come to the front of the class.

Prompt the MH to say: "Let's sit up a little straighter. Close your eyes or look down into your lap. Let's take 3 deep breaths."

Repeat Remote Control Breathing practice from [Lesson 2](#).

After a few moments, say: *Now take one more deep breath in and out.*

Optional: Ask MH to ring the bell.

Ask students to open their eyes and/or look up when they are ready.

Cue the MH to return to their seat(s).

Discuss

Take a moment to let students share what they were noticing in their minds today.

Ask:

- Did your mind's remote control change the channel?
- What did you end up "watching?"
- Were you able to change the channel back to the "Breathing Channel?"



Investigating Gender Stereotypes

Watch video “Run Like a Girl”

You might introduce the video this way: *Last week we started to learn about gender stereotypes. Today we’re going to watch a video about how some of these stereotypes can be harmful to girls and women. Let’s watch this video about the stereotypes many of us still have - in this case, about what it means to do something “like a girl.”*

Prepare to show the video: <https://youtu.be/XjIQBjWYDTs>

Play the video and STOP the video at 00:39

Pause: This might be a good moment to take a quick Mindful Moment - just three deep breaths - before moving on. You can call for a Mindful Moment anytime you feel the class needs to settle before continuing with the discussion.

Discuss

- What do you think about this?
- Did you notice that everybody did basically the same thing when they were asked to run or throw or fight like a girl?
- Where do you think these ideas or stereotypes come from?

Resume the video and STOP it again at 1:09

Discuss

- Why do you think the little girls had a different response to the question “What does it mean to run like a girl?”
- How does it make you feel to see the answers of the little girls?

Resume the video and watch until the end.



Reflect and Discuss

- Where do you think the idea of doing something “like a girl” came from?
- Why is it still a common bias even though we have lots of examples of amazing women athletes like Serena Williams and Megan Rapinoe?
- Do you think that the people who were asked to “run like a girl” thought that they were biased against girls?
- What would it sound like to you if I said that somebody “did math like a girl” or “wrote an essay like a girl?”
- How do you think taking time to think about and notice our thoughts could be helpful in understanding these stereotypes about girls?
- Do you agree with the video that it is possible to change a stereotype like “like a girl” and turn it into something positive?
- Do these stereotypes about girls sound different to you when you think about the gender spectrum? How do you think people who are non-binary or gender fluid might feel hearing things like “you run like a girl”?

Kindness Pals

Give students time to share what they did for the Kindness Pals.

Assign new Kindness Pals. Remind your students that their job is to do at least one kind thing for their Kindness Pal this week.

Closing words: *Okay, our time is up for today. Thank you for a great class, everyone*

Optional: *Let's have a nice quiet moment for the bell. If you want to, you can close your eyes, picture your new Kindness Pal, and imagine yourself doing something kind for them this week.*





Lesson 8

Everybody Cries

This is a revised and updated version of the version of this lesson found in the Peace of Mind Curriculum for Grades 4 and 5.

Objectives:

- Explore stereotypes and bias
- Engage students in mindfulness
- Practice kindness
- Assign new Kindness Pals.

Preparation:

- ☐ Review lesson
- ☐ Your Kindness Pals list
- ☐ Prepare to show the videos:
 - ☐ <https://www.youtube.com/watch?v=aTvGSstKd5Y> “Boys and Girls on Stereotypes” from *NY Magazine Series “How to Raise a Boy”* 3/17/18
 - ☐ <https://www.youtube.com/watch?v=G3Aweo-74kY> A Class That Turned Around Kids' Assumptions of Gender Roles! *Upworthy* 9/1/16
- ☐ Optional: bell or chime

In this lesson we'll be talking again about gender stereotypes and why gender bias can be harmful. In the previous lesson, we focused on stereotypes associated with girls. Today we'll watch two videos in which kids talk about gender stereotypes. We'll discuss what it means to be a boy or a girl in our society and the implications of holding and acting on these stereotypes.

Recommended Reading: To help prepare for this lesson, if you haven't already, take a few minutes to review this helpful resource from Teaching Tolerance:

<https://www.tolerance.org/magazine/summer-2013/the-gender-spectrum>

Introduction

You might say: *In this lesson we'll be talking about gender stereotypes and why gender bias can be harmful to everyone. Today we'll watch two videos in which kids talk about gender stereotypes and what it means to be a boy or a girl in our society. We'll start with a mindfulness practice again today. As always this is optional. If you want to sit quietly and think about something else that is always your choice.*



Mindfulness Practice: Remote Control Breathing

Invite today's Mindfulness Helper (MH) to come to the front of the class.

Prompt the MH to say: "Let's sit up a little straighter. Close your eyes or look down into your lap. Let's take 3 deep breaths."

Repeat Remote Control Breathing from [Lesson 2](#).

After a few moments, say: *Now take one more deep breath in and out.*

Optional: Ask MH to ring the bell.

Ask students to open their eyes and/or look up when they are ready.

Cue the MH to return to their seat(s).

Discuss

Take a moment to let students share what they were noticing in their minds today. You might ask:

- Did your mind's remote control change the channel?
- What did you end up "watching?"
- Were you able to change the channel back to the "Breathing Channel?"

Say: *We are going to keep practicing remote control breathing. When it is easier for us to notice what we are thinking in general, it becomes easier to notice what we are thinking about ourselves and other people in any given moment.*

Investigating Gender Stereotypes

Say: *Today we are going to watch two videos about gender stereotypes. Can anybody remind us what that means?*

Take a few answers.

In this first video we are going to explore where some of these stereotypes come from and how common they are.

Watch Video 1: The impact of stereotypes: [A Class That Turned Around Kids' Assumptions of Gender Roles!](#)



Discuss

- What stereotypes did you notice in the video?
- Why did the kids assume that all of the jobs were held by men?
- Where do we get these ideas?
- What impact do you think they might have?

Watch Video 2: [Boys and Girls on Stereotypes](#)

Say: *Now we're going to watch a video in which kids talk about what it means to be a boy or a girl in our country. As you listen to them you might think about what we learned about stereotypes in the last lesson and also about the gender spectrum.*

Discuss

- What are some of the stereotypes about boys that the kids in the video point out?
- Can you think of some others that they didn't mention?
- How do you think these stereotypes could be harmful to boys and men?
- A lot of the kids in the video mentioned that boys are supposed to be strong and not cry. Do you think it's fair to tell boys that they shouldn't be experiencing or expressing the full range of emotions and feelings that girls are allowed to feel and express?
- Have you ever felt like these stereotypes have prevented you from being yourself?
- How do you think these stereotypes could be harmful to people who are non-binary or don't identify as male or female?

Pause: This might be a good moment to take a quick Mindful Moment - just three deep breaths - before moving on.



3. Takeaway: Gender Stereotypes Hurt Us All

You might say: *Sometimes people are treated badly, bullied or discriminated against because they don't fit into the gender stereotypes we have about how people should act.*

If men or boys act in a way that is considered to be stereotypically "feminine," then they might be bullied or teased. They might be called "gay." Being gay, or homosexual, just means that you are attracted to people of the same sex as you. It doesn't mean that you act or look a certain way. Straight (heterosexual) people don't all act or look the same either.

Gender stereotypes can cause bias. Bias can lead to harmful actions. Here's an example: If we observe someone acting differently from the stereotype we have about that person - maybe you see a boy knitting while other boys play basketball - it can make you feel uncomfortable. It might not seem right because the stereotype you have about boys makes you think that boys shouldn't be knitting (that's your bias). It might even make it seem ok to bully that person, to call them names, for not "acting like a boy should act."

*But actually, some boys like to knit. Some girls like to play football. It is important that all people are allowed to express who they really are. **It is never okay to tease, bully or discriminate against someone because of their gender identity, gender expression or sexual orientation.***

Stereotypes and Power

In the United States, men have traditionally held the most power. Women were not given the right to vote until 1920. They were granted this right by men, since men still held all of the power to make laws. Black women, though, faced discrimination that made it very hard for them exercise the right to vote until the Voting Rights Act of 1965 removed some significant obstacles.

People who are transgender, non-binary, homosexual, or on the gender spectrum are still discriminated against in our society. These stereotypes that we have been talking about can help people in power to continue to discriminate against them. It is very important that we learn about this and do what we can to challenge these stereotypes whenever we see or hear them. We'll talk more about how to do this in a later lesson.

Discuss

- What do you think?
- Can you think of examples of how these gender stereotypes hurt all of us?



Kindness Pals

Give students time to share what they did for the Kindness Pals.

Assign new Kindness Pals. Remind your students that their job is to do at least one kind thing for their Kindness Pal this week.

Closing words: *Okay, our time is up for today. Thank you for a great class, everyone*

Optional: *Let's have a nice quiet moment for the bell. If you want to, you can close your eyes, picture your new Kindness Pal, and imagine yourself doing something kind for them this week.*



Just checking in: how are you doing?

If you've been teaching these lessons in order, you may have already had some rich and challenging conversations about identity, gender roles and stereotypes. We're now moving into lessons about bias and discrimination, race and white privilege, interrupting bias and standing up for what we believe in. This can be challenging and uncomfortable teaching work - but we have to do it anyway.

Dena Simmons of the Yale Child Study Center says that SEL programs that do not provide the context of systemic racism can be potentially harmful to our students, especially our students of color. She says that unless we as teachers are actively naming and fighting these forces, even our most well-intentioned SEL programs can be nothing more than "white supremacy with a hug."

Take a minute and breathe. We are all learning, and mistakes are inevitable. We just have to keep learning and getting better at this. We have to try. We can do this. We're with you.





Lesson 9

That's Not Fair!

Objectives:

- Explore bias and stereotypes
- Engage students in mindfulness
- Practice kindness
- Assign new Kindness Pals

Preparation:

- Review lesson
- Prepare to watch this YouTube video featuring kids talking about being biracial, racial identity and stereotypes. "[Because I'm Latino, I can't have money?](https://www.youtube.com/watch?v=C6xSyRJqIe8&feature=youtu.be)" Kids on Race.
<https://www.youtube.com/watch?v=C6xSyRJqIe8&feature=youtu.be>
From WNYC's Being 12 series: <http://being12.org/>
- Optional video to introduce racism:
<https://www.cnn.com/2020/06/06/us/cnn-sesame-street-town-hall-racism-trnd/index.html>
- Your Kindness Pals list
- Optional: bell or chime

Today we will be exploring bias further, looking at how stereotypes lead to bias, and bias leads to discrimination based on race and other factors. Try to listen deeply to your students and their stories today. Remember to remind your students that feeling guilty is normal but not really helpful.

Whenever you need it, before, during or after class, remember you can always Take Five (or do another mindfulness practice). Notice we said “during” class just then. If you need a moment, take it. If you all need a moment, take it together. If at any time you feel like the discussion is getting heated or feelings are getting intense, you might want to stop and have the class take a few deep breaths, pointing out how mindfulness can help us cope with challenging thoughts and conversations. It can be helpful to get more connected to the present moment, to get out of our thoughts for a while, and let things settle before moving on.

Recommended reading: Talking about race and racism is challenging and can bring up a lot of strong emotions. Read these articles to help you to lay some groundwork for the rest of this unit and think about how to respond to what might come up in your discussions.



1. [Uncomfortable Conversations with a Black Man](#) In this video series, former NFL linebacker Emmanuel Acho's "sits down to have an "uncomfortable conversation" with white America, in order to educate and inform on racism, system racism, social injustice, rioting & the hurt African Americans are feeling today."
2. [Helping Students Discuss Race Openly - Educational Leadership](#) by Julie Landsman.
4. From the Anti-Defamation League: [How Should I Talk about Race in My Mostly White Classroom?](#)
5. An essay by Peggy McIntosh helps us understand what white privilege is. [White Privilege: Unpacking the Invisible Knapsack](#)
6. You will find additional resources in the Educator Resources section.

Introduction

You might say: *Today we are going to be thinking about stereotypes and how they can lead to bias and discrimination, or unfair treatment, against people based on their appearance, their clothes, their religion, and so on. We'll be watching a video in which kids your age or a little older talk about their racial identity and how they are treated based on it. We're going to think about how we have experienced bias or discrimination in our own lives.*

First, though, we'll do our remote control breathing mindfulness practice. Mindfulness can really help us notice our thoughts and decide which ones to believe, and which ones to change.

Mindfulness Practice: Remote Control Breathing

Invite today's Mindfulness Helper (MH) to come to the front of the class.

Prompt the MH to say: "Let's sit up a little straighter. Close your eyes or look down into your lap. Let's take 3 deep breaths."

Say: *Now let your breath settle back into its natural rhythm. Just breathe. Put your hand on your belly to help you to focus on your breath.*

When you are ready, turn your remote control to the "Counting Your Breaths Channel" and start counting your breaths. Then just try to notice if your mind changes the channel and change it back. You might have to do this over and over. That's perfectly fine. Whenever you notice that your mind has changed the channel you might make a little gesture like you are changing the channel back.



Wait about a minute or so (or longer if it seems like they are able to do more) **and then say:** *Now you can just let your mind be free to think or not think.*

After a few moments, say: *Now take one more deep breath in and out.*

Optional: Ask MH to ring the bell.

Ask students to open their eyes and/or look up when they are ready.

Cue the MH to return to their seat(s).

What is discrimination?

Ask: Have you ever felt like you were treated badly because of a stereotype?

Take some answers.

You might say: *When people act on their biases in an unjust way, this is called **discrimination**. For example:*

- *When same-sex couples were not legally allowed to get married, that was discrimination.*
- *When a woman isn't paid as much as a man to do the same job, that woman is being discriminated against.*
- *The enslavement of African people is an extreme example of discrimination based on racism.*

It's really important for us to notice our biases so that we can check to see if we are treating people badly because of them -- without even realizing it or meaning to.

Note: If you are teaching 3rd graders, you might want to show this short video from the Sesame Street/CNN Townhall in which Elmo and his father discuss what racism means. (Older kids might appreciate this too.)

<https://www.cnn.com/2020/06/06/us/cnn-sesame-street-town-hall-racism-trnd/index.html>

You might say: *Racism is discrimination by one person against another person or people based on their "racialized identity" - the race that people think they are by looking at them. Racism can also be "systemic," reflected in the way people of a certain race are treated by society's institutions (schools, courts, businesses and so on). We'll talk more about this after the video.*



Pause: This might be a good moment to take a quick Mindful Moment - just three deep breaths - before moving on.

Now we're going to watch a video that features some students at a school in New York City talking about how they and others are treated based on their skin color, racialized identity, or ethnic identity.

Watch the video . ["Because I'm Latino, I can't have money?" Kids on Race.](#)

Prompt the students to notice while they watch:

- Which of these stereotypes have you heard before?
- Which ones have you heard people in your family or community say?
- Which ones have you heard or seen on tv or in movies?
- Have you heard anyone say these things about you?

After the video, ask:

- What examples of bias did you hear in this video?
- Where do you think some of these biases come from? The news? The media?
- Which ones did you find the most surprising to hear?
- Could you relate to what any of these kids was saying?
- Did you hear examples of discrimination in this video? Did the kids who were calling the boys from Ecuador "Mexican" know what they were doing? Is teasing someone about what they eat or about their mother's job discrimination?

Pause: This might be a good moment to take a quick Mindful Moment - just three deep breaths - before moving on.



What is White Privilege?

You might say: *A white girl in the video referred to “white privilege.” Let’s go back and listen to that again.*

Go back to the video and play it from 2:24 until she is finished.

Discuss

- What do you think about what she says?
- Have you ever noticed that most of the people on tv or in movies are white?
- Have you ever noticed that Band-aids are all “flesh-colored” but there is usually only one color and it matches the skin of many white people?
- Do you think that white privilege, which is also sometimes called white advantage, means that white people are always rich and never struggle? (No, it means that while white people can be poor and go through really hard times in life, their problems are not because of their skin color.)

You might say: *Most of the time, white people don’t even notice that they have White Privilege because they are so used to whiteness being the norm in this country. Usually in a book, if the main character is not described as being a person of color, then we assume that the person is white. White privilege is the result of discrimination against Black people and other people of color.*

Again, if you are white, it is not your fault that you have this advantage. You didn’t ask for it. But it is real. It is up to white people to recognize this privilege and then to think about what white people can do to be anti-racist.

Kindness Pals

Give students time to share what they did for the Kindness Pals.

Assign new Kindness Pals. Remind your students that their job is to do at least one kind thing for their Kindness Pal this week.

Closing words: *Okay, our time is up for today. Thank you for a great class, everyone*

Optional: *Let’s have a nice quiet moment for the bell. If you want to, you can close your eyes, picture your new Kindness Pal, and imagine yourself doing something kind for them this week.*



Lesson 10

Using Mindfulness to Notice Bias

Objective:

- Use mindfulness skills to help us notice what we are thinking and feeling about others
- Engage in a new mindfulness practice
- Practice kindness

Preparation:

- ☐ Review Body Scan and try it yourself
- ☐ Kindness Pals List
- ☐ Optional: bell or chime

This lesson introduces a method of body scanning that helps students tune into what is happening in their bodies and their feelings. Knowing the language of our bodies can help us determine what kind of response we are having to another person even before we can put words to it. If we can notice it, we can manage it. The Body Scan practice helps students become more familiar with the language of their bodies.

This is a good time to remind your students that they always have a choice about whether to participate in a given mindfulness practice. We hope they will try, but it is always up to them. As with any lesson in this curriculum, you can use this script to begin, and then and adapt it to make it your own in the future.

Introduction

Say: *Today we are going to learn a type of body scanning called “Flashlight Scanning.” During our Mindfulness Practice, I will guide you through the flashlight body scan.*

Say: *But first, let’s start with this: Put your arms out in front of you with your palms facing each other. Clap your hands together hard and leave your hands about a foot apart. You will notice an intense tingling feeling.*

Now, close your eyes, or look down into your lap if you don’t feel comfortable closing your eyes, and put your arms out in front of you like I did. When I say ‘Go,’ clap your hands. Don’t talk, but just quietly notice what you feel. Go.

Give them a moment to notice the feelings.

Say: *Open your eyes or look up when you can’t feel that tingling anymore.*

Ask: What did that feel like?

Take a few answers.



Mindfulness Practice: Flashlight Body Scan

Invite today's Mindfulness Helper (MH) to come to the front of the class.

Prompt the MH to say: "Let's sit up a little straighter. Close your eyes or look down into your lap. Let's take 3 deep breaths."

Say: *Today we are going to be paying attention to our bodies with our minds.*

Take your time with this and talk softly. Remind your students that it's okay if they don't feel anything; the important thing is just to try.

Remind them that you will be asking them questions but that they will be answering the questions in their own minds silently and that we will share later.

Use this script:

Today we are going to do a Flashlight body scan. You can lie down if you feel comfortable doing that; otherwise you may sit in a chair.

Close your eyes and try to make your body so still that the only thing you can feel moving is your breath. Imagine that you have a big flashlight hanging over your body. Imagine that you can operate this flashlight with your mind. Turn it on. Turn it off. Turn it on again.

Move it so that it is shining on your feet. Move it so that it is shining on your head. We're going to use the flashlight to help us to focus on different parts of our bodies.

Start by shining the flashlight on your right foot. Notice if you can feel any sensations there. Is it warm.... cold.... itchy.... Do you feel your sock? Does it feel soft or scratchy? Are your shoes tight or loose?

Now move your flashlight to your left foot. Do you notice any differences? Is it warmer or colder than your right foot? What do you notice?

Now move your flashlight up to your knees. What do you feel there? Can you feel the fabric of your pants or leggings? Can you feel the air on your knees?

Now move your flashlight to your right hand. Can you still feel the tingling feeling from the big clap or has that gone away? Does your hand feel cold or warm, dry or a little sweaty?

Now move your flashlight to your left hand. What is different over there? Is one hand warmer than the other? How does your left hand feel?

Now move your flashlight to your belly. There is always something going on in your belly so it's a good place to notice sensations. Maybe it's almost time for lunch and you can feel that your stomach is empty. Maybe you have just eaten lunch and you can feel



your food digesting. Maybe you can feel your belly rising and falling with your breath. Try to notice that for a few breaths.

Now move your flashlight to your chest. Maybe you can feel your heart beating. Maybe you can feel your chest rising and falling as your lungs fill up with air and empty again. Try to notice that for a few breaths.

Now move your flashlight up to your face. Shine it on your right eye. What do you feel there? What does it feel like to have your eyelid closed? Move it to your other eye? Any differences?

Move your flashlight to your nose. Can you feel the air going in and out? Maybe you can't. Just try to notice it.

Move your flashlight to your mouth. Focus on your tongue. What does it feel like? Is it dry or wet? Is it itchy?

Move your flashlight to your teeth. Can you feel your teeth without touching them with your tongue? If you have braces you definitely know what your teeth feel like when your braces have been tightened. How do you know that you have teeth if you can't see them?

Move your flashlight to the top of your head. Can you feel your hair with your mind?

Now pull your flashlight back so that it is shining on your whole body. What do you notice? Maybe you are feeling really relaxed and could stay here all day. Maybe you are feeling antsy and can't wait to get up. Any way that you feel is fine. Just try to notice what it feels like.

After a few moments, say: *Now take one more deep breath in and out.*

Optional: Ask MH to ring the bell.

Ask students to open their eyes and/or look up when they are ready.

Cue the MH to return to their seat(s).

Discuss

- What did it feel like to travel through your body?
- What did you notice?
- Are you used to paying attention to your body?
- Would it be helpful to pay more attention to your body?
- What about when you are playing a sport?
- What about when you are in school?



Noticing our default assumptions

Say: *Now that you've paid attention to your body, I'm going to lead you in a really short guided reflection. This time we're going to be paying attention to our thoughts and our bodies at the same time. I'm going to ask you to think about some things and then try to notice what your first reaction is and what you notice in your body. Try to be as honest with yourself as possible. You can close your eyes or look down into your lap.*

Okay, try to imagine this:

You are choosing teams for a basketball game. There are two people left - one is a tall girl and one is a heavier but shorter boy. Who do you choose?

Pause for a moment or two.

Try to notice what is happening in your mind and your body.

Okay, now try to imagine this:

You are waiting to be chosen for a team for a basketball game. You and one other person are the only two people waiting to be chosen. The other person is different from you in height, weight, skin color, ability to play basketball. Which one of you do you think will get picked first? How does that make you feel? What do you notice in your body?

Pause for a moment or two.

Take a deep breath and open your eyes if they were closed.

Reflect and Discuss

Invite students to share. Make sure students feel welcome to share but please do not make it mandatory.

Review Scenario 1: *You are choosing teams for a basketball game at recess. There are two people left - one is a tall girl and one is a heavier but shorter boy. Who do you choose?*

Ask: So what kinds of things came up for you when you were trying to decide? Did you notice any bias? What did you assume?

Say: *Maybe you were thinking...*

- "tall people are better at basketball." Is that a stereotype?



- “girls aren’t good at sports.” Is that a stereotype?
- the boy wouldn’t be good because he is heavy. Is that a stereotype?
- “I already have three girls on my team and I should make it more balanced.”
- you felt sorry for one of the kids and wanted to pick them.
- something else.

It might help to say: *Remember, we all have stereotypes, and we all have bias. When we can notice what we are thinking, we can make a decision about whether to believe the stereotype or not. We can control our thoughts.*

Ask: Does anybody want to share some of your reactions?

Take a few responses.

Review Scenario 2: *You are waiting to be chosen for a team for a group project in school. You and one other person are the only two people waiting to be chosen. The other person is different from you in most ways. Which one of you do you think will get picked first?*

What did you notice?

- How were you picturing the other kid?
- What did they look like?
- How did the way they looked determine whether you thought you or they would be picked?
- How did it feel to be the one likely to be picked or the one unlikely to be picked?

Recognizing different types of bias

In your discussion, more than one type of bias will probably come up. Use these descriptions to help students identify different types of bias, including racial bias, gender bias, and body image bias.



Body image bias

You might say: *Another type of bias that we haven't talked about much so far relates to body type. When we look at tv, movies, and commercials, we don't just see a majority of white people, we see a majority of thin people. Even though most people in the Western world aren't very thin, if you were just watching tv, you would think that the average person was thin or muscular or very fit. Many of the pictures that we see on the internet and in magazines are airbrushed to make the celebrities or models look much thinner than they actually are.*

Ask: Do you think that that stereotype of thinness could make people feel badly about themselves if they don't fit that mold? Do you think that people might discriminate against people who aren't thin?

Racial Bias

You might say: *Did you notice that I didn't mention anything about the race of the two kids? How did you picture the two kids in your mind? Did you picture them as white? Our culture is dominated by white people. White people are overwhelmingly represented in tv, movies, books, commercials, billboards, and so on. Because of that, some people just assume that we are talking about white people if no race is mentioned.*

Ask: Think about how you pictured the two kids. How do you think your own identity affected the way you pictured them?

Gender Bias – please refer back to Lessons 21 and 22.

Reflect and Notice

Engage your students in further reflection by asking them to notice bias in the time between Peace of Mind classes.

You might say: *This week try to keep a list of examples of bias you notice coming up in your mind as you interact with people or with tv, social media, movies, video games, etc. See if you can notice when you see an example of something that challenges your bias. Write down what you notice in your journal or somewhere else. We'll have time to share what you noticed in our next class.*



Kindness Pals

Give students time to share what they did for the Kindness Pals.

Assign new Kindness Pals. Remind your students that their job is to do at least one kind thing for their Kindness Pal this week.

Closing words: Okay, our time is up for today. Thank you for a great class, everyone.

Optional: *Let's have a nice quiet moment for the bell. If you want to, you can close your eyes, picture your new Kindness Pal, and imagine yourself doing something kind for them this week.*





Lesson 11

That's Not Me!

Objectives

- Continue to explore and identify bias and stereotypes
- Talk about race
- Engage students in mindfulness
- Practice kindness
- Assign new Kindness Pals

Preparation

- ☐ Review lesson
- ☐ Your Kindness Pals list
- ☐ Copies of the Starburst worksheet found at the end of this lesson for each student
- ☐ Optional: bell or chime

After mindfulness, we're going to spend today revisiting students' identity maps they did in Lesson 1. Students will have a chance to look back at what they wrote in the earlier lesson on Identity Maps, if you have those available. They'll then make new "Starburst" identity maps that chart not only how they see themselves, but how they think others see them. Kids usually enjoy this exercise which often leads to new and important insights about themselves and the world around them. You might try to make a Starburst yourself.

Background video for you: We found this to be a helpful background video for talking about race and racism with students. It's not really age-appropriate for students. Take a few minutes to have a look before class. *The Myth of Race* with Jenée Desmond Harris .
<https://www.youtube.com/watch?v=VnfKgffCZ7U>

Introduction

You might say: *In this lesson we will be talking more about identity. We will look at how who we are doesn't always match how we are viewed by society. We are also going to talk about race and what that really means. First, let's start with Four Square Breathing.*

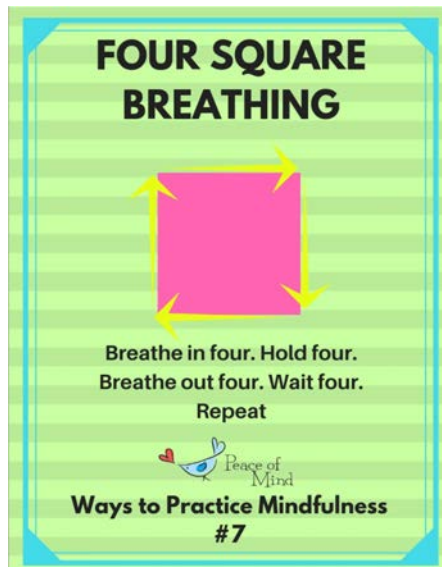


Mindfulness Practice: Four Square Breathing

Invite a student to serve as today's Mindful Leader(MH).

Prompt the MH to say: "Let's sit up a little straighter. Close your eyes or look down into your lap. Let's take 3 deep breaths."

Then you might say: *Okay let's try doing Four Square Breathing. We'll do it together. Remember you're just drawing or imaging a square as you breathe in for 4 beats, hold your breath for 4 beats, breathe out for four beats, and wait for four beats.*



Let's try it: Breathe in 1,2,3,4 (count slowly)

Hold your Breath 1,2,3,4

Breathe out 1,2,3,4

Wait 1,2,3,4

Repeat 2 or 3 times

Say: *Take one big deep breath and reach your arms up over your head as you breathe in and slowly float them down as you breathe out.*

Optional: Ask MH to ring the bell.

Ask students to open their eyes and/or look up when they are ready.

Cue the MH to return to their seat(s).

Investigate Identity, Stereotypes and Race

Say: *Today we are going to work on our Identity Maps again.*

Activity 1. Review Identity Maps

Review Identity Maps from Lesson 2, if possible. Hand out copies of their original identity chart if available.



Students will make new Identity Maps called Starburst Maps.

Note: If you would like to have students display their maps in class, please let them know this before they begin. Also, please make it optional to participate in the display. Not everyone may be comfortable sharing personal information publicly and it's important to remind students that they don't have to share everything - just whatever they are comfortable with.

Ask students to:

1. Write their name in the middle of their paper.
2. Fill out aspects of their identity, just like we did in [Lesson 2](#). Write these on the lines with the arrow pointing **away** from their name. These could be things like oldest in family, only child, live with single Mom, Rubick's cuber, soccer player, bookworm, video gamer, Muslim, immigrant, tall, Jewish, Italian, chef, loves reptiles, etc.

Give them a few minutes to do this. They can be copying from their other Identity Map or starting over.

Ask: *If you are white did you list that as part of your identity? If you are not white, did you list your race as part of your identity? Why or why not?*

Take some answers.

You might say: *Let's talk for a moment about race and racial identity.*

Here are some important ideas and concepts to share and discuss.

White Identity

If you are white you might not have listed that as part of your identity. White people are not usually accustomed to thinking of themselves as white. This concept can even make some white people feel uncomfortable. This might be why you might not have listed being white as part of your identity even if you are considered to be white.

It's important to know that racial categories were created by people. They aren't based in science or genetics. Our physical differences, like skin color, were originally just the result of where we lived in the world and how we adapted to the conditions we lived in.

Ideas about race have changed over time and vary by country, even in different states in the US. People who were once not considered white, over time came to be considered white. People who are considered white in other countries might not be considered



white in this country. People who are considered white can be descended from Irish or Italian or German ancestors or from many other places. Those countries are all very different in language and culture but in this country most people who came from Europe were encouraged to assimilate when they immigrated - to try to all become the same - to become "white."

If you are a person of color, your racialized identity -- the race that other people perceive you to be -- might seem like a bigger part of your identity because of discrimination, and it might be a source of pride.

Race is an idea

Racial categories are not based in science or genetics. They were made up by people in power in the 1700s and served to defend the institution of enslavement. When those in power in the early days of the United States were able to say that the "White" race was separate from and superior to the "Black" race, they were able to use race to try to justify enslaving African people while building a country based on the ideas of freedom for all men. So being white, like all other racial categories, was an idea that was created for a purpose.

Racism is real

Even though this idea of race is not real, people are treated very differently based on their racialized identity - what race they are considered to be by society. That is what we call racism. Racism is real.

Discuss

1. Are you surprised by this idea of race as an idea?
2. This definition of race is based in the modern science of genetics and is different from what many people have been taught. How does this make you feel about race and racism?
3. Are there other aspects of your Starburst Identity Map that you think you might have left out?

Pause: This might be a good moment to take a quick Mindful Moment - just three deep breaths - before moving on.

Activity 2: Finish the Starburst Identity Map

Say: Now we are going to add to our Starburst Identity Map. This time we're going to add any labels that are given to us by other people.



*I want you to think about how **other** people see you. How do you think people label you based on what they see when they look at you -- based on their own biases?*

You could share these examples:

1. Maybe you are the oldest of four or five children. You might have been given the role of being a caretaker for your younger siblings. You might feel like you are seen as more grown up than you really are.
2. Maybe you are really into sports but since you wear glasses people label you as smart or “nerdy.”
3. Maybe you are into music and drawing but since you are tall and strong people label you as someone who loves football and sports.
4. Maybe you love sports and playing video games but since you are a girl people think that you like cooking or taking care of kids and they label you as the babysitter.
5. In the video we watched in the last class, some of the kids talked about how people assume things about them because of the way they look. One girl says that some kids tease another boy about eating tacos because they think he’s from Mexico. So that boy might feel that he has been labeled as Mexican even though he is from Ecuador. There is nothing wrong with being Mexican! But it’s just not who he is. The kids who are calling him Mexican aren’t making the effort to see him as he is.

Ask: Does anybody want to share a label that’s been applied to you?

Ask the students to write these kinds of labels given to them by others on the lines that are pointing toward the middle, **toward your name.**

Note from Linda: It could be powerful for you to share what your own map would look like. For me, because I have blonde hair I was often called a “dumb blonde” when I was a kid as that was a common stereotype back then. So I might write that on one of the lines going in toward my name. Because other people saw me that way, it affected the way I felt about myself and I lost confidence academically. It was also assumed that I wasn’t athletic because I was a girl and there weren’t as many opportunities for girls to play sports back in the 1970s.

Share

When they are finished, you can have individual students share or do a gallery walk.

Discuss



- What labels do you think other people put on you?
- Where do you think these ideas come from?
- Do any of these labels affect how you feel about yourself?

Kindness Pals

Give students time to share what they did for the Kindness Pals.

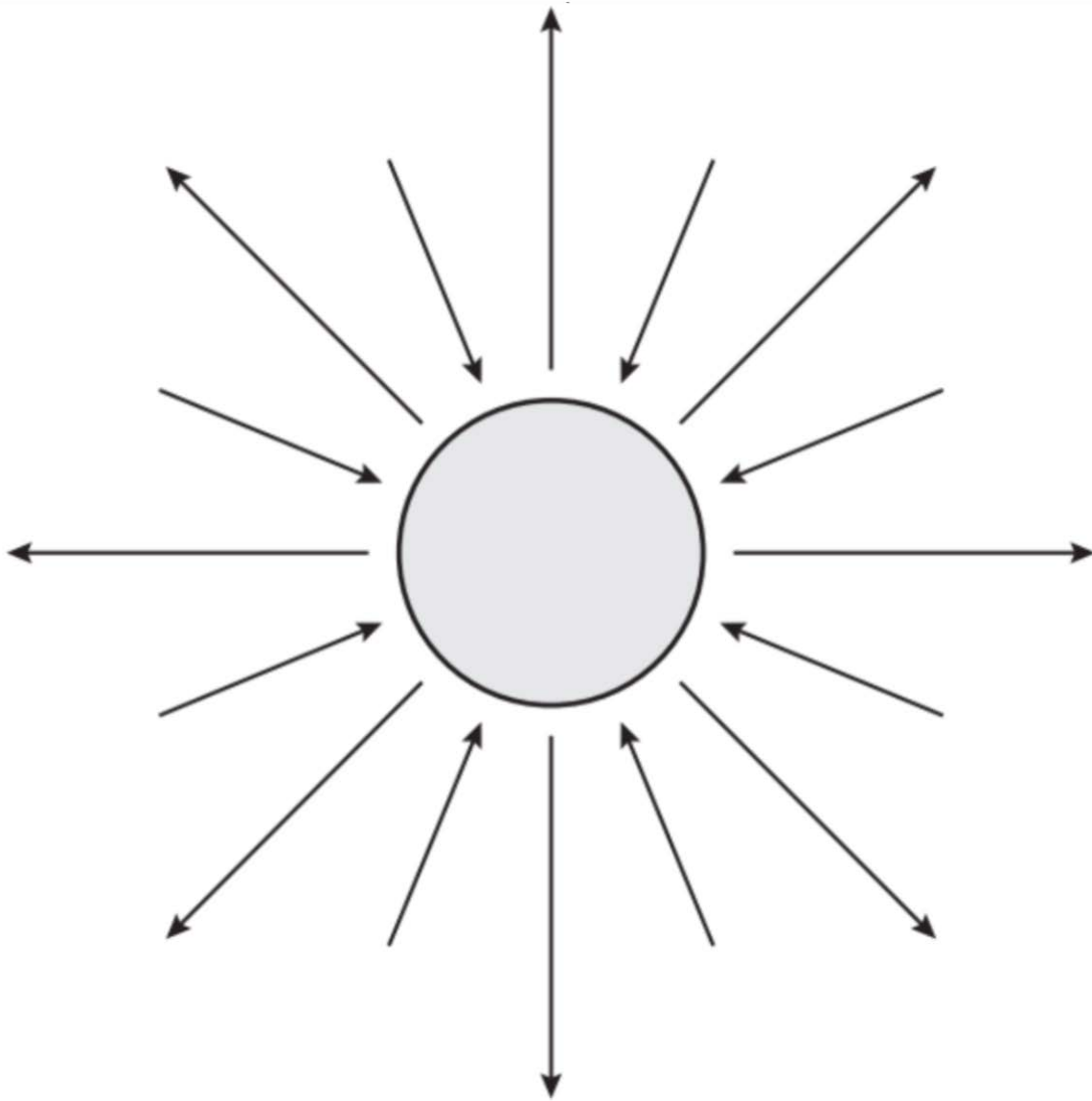
Assign new Kindness Pals. Remind your students that their job is to do at least one kind thing for their Kindness Pal this week.

Closing words: Okay, our time is up for today. Thank you for a great class, everyone.

Optional: *Let's have a nice quiet moment for the bell. If you want to, you can close your eyes, picture your new Kindness Pal, and imagine yourself doing something kind for them this week.*

Worksheet for Lesson 11

Starburst Identity Map





Lesson 12

Counter Stereotypes

Objective:

- Understand the power of Counter Stereotypes
- Use mindfulness skills to help us notice what we are thinking about others
- Practice kindness

Preparation:

- ☐ Review Lesson
- ☐ Your Kindness Pals list
- ☐ Optional: Materials for collage/project
- ☐ Optional: bell or chime

In the last few lessons, we have seen how stereotypes can lead to bias and discrimination. Perhaps your conversations have already moved to action: what can we do about this? In this lesson, you will be able to explore the importance of counter stereotypes with your students, and give them the opportunity to create a collage that refutes the harmful stereotypical images we often see in the media.

Teacher Resource: This Nick News segment on Black Lives Matter is good background for the conversations you may be having today. *Kids, Race and Unity* hosted by Alicia Keys <https://www.youtube.com/watch?v=OWsMEIODo6g>

Introduction

You might say: *So far we have seen how stereotypes about people can lead to bias and discrimination. What can we do about it?*

When we see stereotypes over and over, they start to become more real in our minds, even though they aren't actually true. The movie Hidden Figures tells the story of Black women who were mathematicians who worked for NASA and helped to put the first astronauts on the moon. This movie is important because it is an opportunity for Black girls and all girls to see women in roles that disprove common stereotypes. It also reveals how much discrimination the women in the movie faced as they tried to do their work.

It's important to remember that people of color and women got stuck in stereotypical roles in society -- like housewife, nurse, teacher, maid-- not because those were the only jobs that they wanted, but because those were the only jobs that the people who were in charge of companies and institutions allowed them to have.



Today you will have an opportunity to think about how stereotypes affect you personally, and then you will create a collage, a song, a poem or another creation that highlights examples of people who are the opposite of a stereotype – a counter-stereotype. But first, let's get settled in with 4 Square Breathing.

Mindfulness Practice: Four Square Breathing

Invite a student to serve as today's Mindful Leader(MH). This student will come to the front of the class to sit next to you on a chair.

Prompt the MH to say: "Let's sit up a little straighter. Close your eyes or look down into your lap. Let's take 3 deep breaths."

Then you might say: *Okay let's try doing Four Square Breathing. We'll do it together. Remember you're just drawing or imaging a square as you breathe in for 4 beats, hold your breath for 4 beats, breathe out for four beats, and wait for four beats.*

Let's try it: Breathe in 1,2,3,4 (count slowly)

Hold your Breath 1,2,3,4

Breathe out 1,2,3,4

Wait 1,2,3,4

Repeat 2 or 3 times

Say: *Okay, great job! Let's take one big deep breath and reach your arms up over your head as you breathe in and slowly float them down as you breathe out.*

Optional: Ask MH to ring the bell.

Ask students to open their eyes and/or look up when they are ready.

Cue the MH to return to their seat(s).

Counter Stereotype Project

Each student will create a counter-stereotype collage, drawing, poem, rap, song, or a combination. This project can also be done with a partner or in a small group.

Invite students to reflect back on the second version of their Identity Maps.

Ask students to focus on one stereotype. It can be one that they can relate to personally or one that they care about.



Ask them to search for examples of people who **do not** represent that stereotype. For example: If the stereotype is that girls aren't athletic, you could make a collage featuring Serena Williams, Megan Rapinoe, etc.

Invite them to consider what they can add to their project that celebrates what is special about them and/or people who have similar identities to theirs. What would they want to tell people in order to counter a stereotype about themselves or about other people that is not fair?

Consider posting finished projects around the room and having a gallery walk. As before, please make sharing projects publicly optional.

Kindness Pals

Give students time to share what they did for the Kindness Pals.

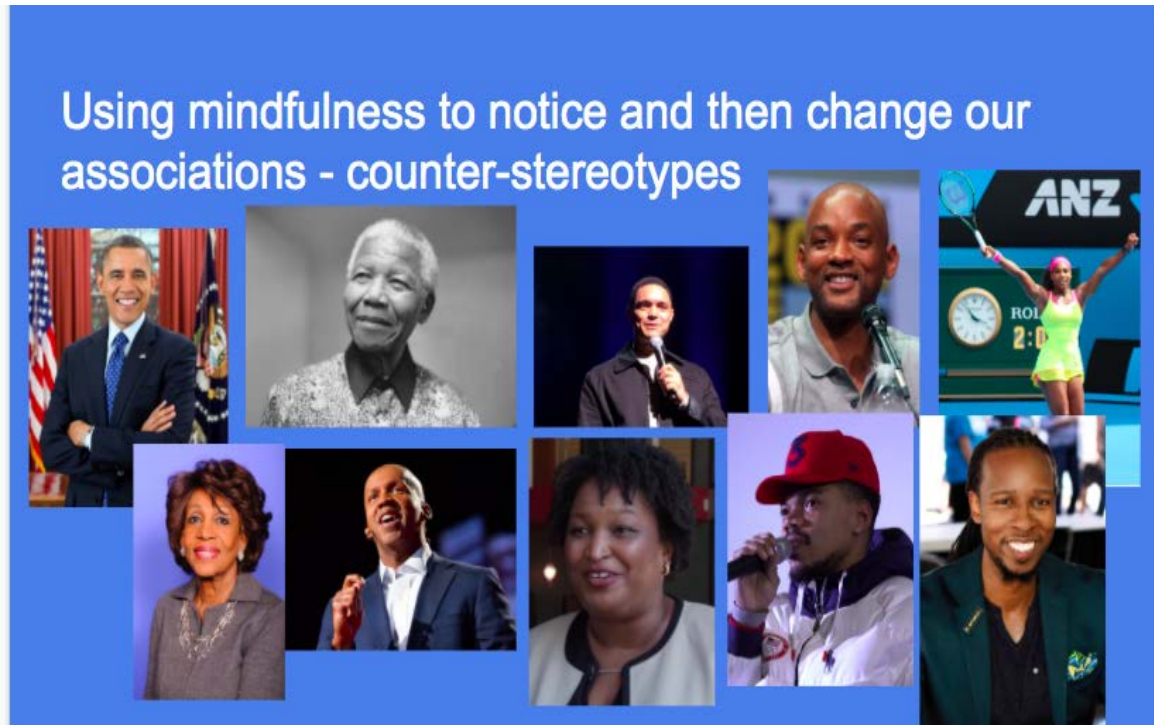
Assign new Kindness Pals. Remind your students that their job is to do at least one kind thing for their Kindness Pal this week.

Closing words: Okay, our time is up for today. Thank you for a great class, everyone.

Optional: *Let's have a nice quiet moment for the bell. If you want to, you can close your eyes, picture your new Kindness Pal, and imagine yourself doing something kind for them this week.*



Counter-stereotype examples



Pictured from top left: Barack Obama, Nelson Mandela, Trevor Noah, Will Smith, Serena Williams, Representative Maxine Waters, Bryan Stevenson, Stacy Abrams, Chance the Rapper, Dr. Ibram X Kendi



Lesson 13

Practice Speaking Up

Objective:

- Explore how to use what we have learned to stand up against unfair and unkind treatment of another.
- Practice kindness

Preparation:

- ☐ Review Lesson
- ☐ Your Kindness Pals list
- ☐ 5 copies of the *Speaking Up* skit found at end of lesson
- ☐ Optional: bell or chime

Today we move into a discussion of the most important and challenging choices a young person can make: to stand up for someone who is being bullied or discriminated against. Today we'll address this in mindfulness practice, through a skit and through a story. There are a few different choices of activities. Choose the ones that you think will be most appropriate for your students.

Background Reading: We recognize no two communities will be facing the same set of challenges. This handbook from Teaching Tolerance can help you frame possible responses to the particular issues facing your school and your students.
https://www.tolerance.org/sites/default/files/general/speak_up_handbook.pdf

Introduction

Say: *Now we are going to start thinking about standing up for ourselves and others. We're going to start out with a guided reflection. In this practice, I am going to describe some things that might happen in school or on the playground. I am going to ask you where you feel your reactions in your body.*

Mindfulness Practice: Listen and Feel

Invite the Mindfulness Helper (MH) to come to the front of the class to sit next to you on a chair.

Prompt the MH to say: "Let's sit up a little straighter. You may choose to close your eyes or look down into your lap. Let's take 3 deep breaths."



Then you say: *I'm going to describe a few different situations and I'd like you to imagine that they are happening to you. Try to notice how you feel and where in your body you feel it.*

- Imagine that you are hanging out with a few kids on the playground, and somebody runs up and says something mean to your friend. Everybody except your friend laughs at what he says, including you. How do you feel? Where do you feel it?
- Now imagine that you are hanging out with a few kids on the playground, and somebody runs up and says something mean to your friend. The other kids laugh, but you don't. You walk over to your friend and say "Let's get out of here." How do you feel? Where do you feel it?
- Imagine that you are hanging out with a few kids on the playground and somebody runs up and says something mean to you. Everybody laughs except for you. How do you feel? Where do you feel it?
- Now imagine that you are hanging out with a few kids on the playground and somebody runs up and says something mean to you. Everybody laughs except for one person. She comes over to you and says, "Let's get out of here." How do you feel? Where do you feel it?
- Imagine you are outside on the playground and you run up to some kids and you say something mean to one of them. Everybody laughs except for the person you were mean to. How do you feel? Where do you feel it?
- Imagine you are outside on the playground and you run up to some kids and you say something mean to one of them. Nobody laughs. How do you feel? Where do you feel it?

Invite students to take three deep breaths.

Optional: Ask MH to ring the bell.

Ask students to open their eyes and/or look up when they are ready.

Cue the MH to return to their seat(s).



Reflect and Discuss

Ask: *Does anybody want to share what you were feeling or thinking about?*

Replay each situation and ask for people to share how they felt in different situations.

Ask:

- Why might you laugh when someone says something mean, even if you don't think it's funny or you feel sorry for the person getting teased?
- How did it feel when you were the one saying something mean and everybody laughed?
- What did it feel like when nobody laughed?
- How did you feel when you said to your friend "Let's get out of here?"

Point out how our approval or disapproval can "train" people to keep doing things or stop doing things.

Talk about how powerful it can be to stand there and not laugh.

Point out:

- There is no such thing as a neutral bystander. You are either helping the target of the bullying or unkindness or you are helping the person doing the bullying or unkindness.
- Your silence will be interpreted as agreement with the mean words or actions.
- Unless you say something to help the person being harmed you are helping to harm them.

Speaking Up

Choose from one of the following approaches

1. Students act out the *Speaking Up* skit.
2. Students read the *Speaking Up* skit aloud from their seats.
3. Teacher reads the skit aloud and class discusses.



For options 1 and 2, choose 5 actors to play Lyle, Shonda, Crystal, Damien and Dex. Hand out copies of the skit and have them act it out or read it.

Instruct the audience to notice what they feel in their bodies as the skit plays out and think about what they would have done in this situation.

Act/Read/Listen to the skit.

Discuss

- Why is it important to say something?
- What are you saying if you remain silent?
- What were Crystal's friends saying to her by going along when she was bullying the younger kids?
- Did they use words or actions to say something to Crystal by the end of the story?
- What would you have said if you were Dex or Damien?

Kindness Pals

Give students time to share what they did for the Kindness Pals.

Assign new Kindness Pals. Remind your students that their job is to do at least one kind thing for their Kindness Pal this week.

Closing words: Okay, our time is up for today. Thank you for a great class, everyone.

Optional: *Let's have a nice quiet moment for the bell. If you want to, you can close your eyes, picture your new Kindness Pal, and imagine yourself doing something kind for them this week.*



Skit for Lesson 13

Speaking Up

Topic: Speaking up against bullying

Characters: Shonda, Lyle, Dex, Crystal, Damien

Setting: Lyle and Shonda are waiting for the bus after school

Lyle: That concert we heard today was really cool!

Shonda: Yeah, I thought the drumline was awesome.

Lyle: Thanks for waiting for the bus with me.

Shonda: No problem.

Three older kids, Crystal, Dex and Damien, walk in.

Lyle: Oh no! Here comes Crystal and her friends again. Why can't they leave me alone?

Shonda: What do you mean?

Lyle: They bother me every day. They are always teasing me about something. It's awful.

Dex: I thought we were going to miss the bus. Everybody was so slow on the stairs.

Crystal: (*pointing at Lyle and Shonda*) Oh, look at the little babies at the bus stop. Let's go say Hello!

Damien: Oh Crystal, don't bother those kids again..

Crystal: (*to Lyle and Shonda*) Hello babies! How's life in Pre-K?

Lyle and Shonda look uncomfortable and try to ignore her

Crystal: (*looks at Lyle's shoes*) OMG! What are you wearing? Guys, look at his ratty old sneakers!

Damien: (*looking at his own shoes*) They look better than mine.

Crystal: A re you kidding? They're disgusting!



Dex and Damien look at each other and look uncomfortable.

Crystal: *(laughing in a mean way)* I bet all of your shoes are hand me downs.

Lyle covers his face and looks like he's about to cry. Shonda looks down at her hands.

Dex: Hey Crystal, why don't you leave them alone?

Crystal: What do you mean?

Damien: It's just not funny anymore.

Crystal: If you don't think it's funny, why don't you go join the babies?

Dex: I think I will! *(Goes to stand with Lyle and Shonda).* Hey guys, wasn't that drumline cool today?

Damien: *(he sees what Dex is doing and decides to do it too)* Oh yeah, I love those drums! I think I'm going to try out.

Lyle and Shonda smile.

Crystal is suddenly alone and looks uncomfortable and unhappy.

Crystal: Come on guys, you don't want to hang out with those kindergarten babies. Let's go.

(Dex and Damien ignore her)

Crystal: Oh whatever. I'm out of here. *(Crystal walks out)*

Lyle: Thanks you guys.

Dex: No problem!

All smile.

The End



Lesson 14

Burgers and Bullying

Objectives:

- Help us to take action when we witness or experience unkind action based on bias
- Recognize the powerful role a bystander can play in stopping bullying
- Help to build the courage to stand up for ourselves and others.
- Engage students in mindfulness
- Practice kindness
- Assign new Kindness Pals

Preparation:

- ☐ Review lesson
- ☐ Your Kindness Pals list
- ☐ Burger King video.
<https://www.youtube.com/watch?v=mnKPEsbTo9s&feature=youtu.be>⁵
- ☐ Optional: bell or chime

In this lesson we'll be learning about another way of standing up for someone and interrupting bias. We'll be watching a video showing how sometimes people do not stand up for others and why sometimes they do. Then we'll role play some different situations and think about what we can do to help.

Note: Kids are often nervous about tattling. It might help to point out that the difference between tattling and telling is their motivation. If you are trying to get someone in trouble you are tattling. If you are trying to help someone who's in trouble you are telling.

Introduction

Say: *Today we are going to keep exploring what you can do when you see someone being treated unkindly. But first, let's do our mindfulness practice.*

⁵ *Note: today the lesson includes a video made by Burger King, a fast food company. We in no way endorse or support this company, nor do we have a relationship with this company of any sort.*



Mindfulness Practice: See Hear Feel

Say: *Today we're going to do See, Hear, Feel again but we're going to do it a little differently. We'll do it the usual way first and then we'll do it with a partner. For now, sit next to your Kindness Pal. When we get to the partner practice this is how it will work:*

- Decide who will go first.
- Sit in your mindful bodies, eyes closed or down, facing each other.
- The person who is going first will notice whether they are more aware of see, hear, or feel in that moment and they will say out loud "see", "hear", or "feel."
- The other person will notice if they are more aware of see, hear, or feel and will say out loud "see", "hear", or "feel." You'll keep trading off for a few minutes.

You might want to demonstrate with a student first.

Say: *It may be distracting to hear the other people saying "see, hear, or feel." See if you can really pay attention to your partner and to what you are noticing.*

It's fine if you keep saying "Hear" because all you are paying attention to are the sounds of the other people. Just try to notice what is most noticeable for you. You might have an itch or your foot is asleep and so "feel" would be the most noticeable thing.

Don't stress about this - just try to do it with a sense of humor and relax.

Invite the Mindfulness Helper (MH) to come to the front of the class.

Prompt the MH to say: "Let's sit up a little straighter. Close your eyes or look down into your lap. Let's take 3 deep breaths."

Then you might say: *Okay so first we're going to do it on our own. Then we'll do it with our partner. So remember, all I am going to say is See, Hear or Feel. You're going to try to move your attention around to focus on those things that you see, hear and feel. Don't worry if you get distracted and start thinking about something else. That's totally normal. As soon as you notice that your mind went somewhere else just try to start again. This might happen a bunch of times and that's fine.*

See... Pause

Hear.... Pause

Feel.... Pause

Repeat this two or three times - if the students seem restless cut it shorter.



Say: *Okay, great job!*

You can open your eyes. Now let's try this with a partner. Turn to your Kindness Pal and sit facing them close together. Here's how it works again:

Decide who will go first. Sit in your mindful bodies, eyes closed or down, facing each other. The person who is going first will notice whether they are more aware of see, hear, or feel in that moment and they will say out loud "see", "hear", or "feel."

The other person will notice if they are more aware of see, hear, or feel and will say out loud "see", "hear", or "feel." You'll keep trading off for a few minutes.

Say: *Are you ready to try it?*

Give them time to get ready, pick who's going first and then say *Okay, go!*

Wait a minute or two and then say: *Okay, great job! Let's take one big deep breath and reach your arms up over your head as you breathe in and slowly float them down as you breathe out.*

Optional: Ask MH to ring the bell.

Cue students to open their eyes and/or look up when they are ready.

Cue the MH to return to their seat(s).

Ask: What did it feel like to do See, Hear, Feel with a partner?

Standing up to bullying

Say: *Today we're going to watch a video about bullying and bias and saying something. This is a video that was made by the Burger King company to show how hard it can be for people to stand up for others.*

Watch the Burger King Bullying video:

<https://www.youtube.com/watch?v=mnKPEsbTo9s&feature=youtu.be>

Point out that many people in the skit are actors, including the kid getting bullied.

Discuss

- Why do you think people were more likely to say something about a smashed cheeseburger than to say something about a kid being bullied?
- What did the people watching look like while the kid was being bullied?
- Who were they helping with their silence?



- What did the people who stood up for the boy being bullied do? Did they get into a fight with the other kids?
- Do you see any similarities between this video and the skit and/or the story that we thought about last time?

Say: *Standing up for other people is hard. Like the boy in the video said, "It's easier to do nothing." But saying something gets easier with practice, and it is easier if you don't do it alone. Today we're going to practice and see what we would or could do in different situations.*

Practice standing up for others

Try role playing a few different ways of handling the problem. Choose a few kids to act out each scenario. It is sometimes a good idea for the teacher to play the part of the "bad guy" so that the students get to practice doing the right thing. If your students aren't comfortable with role playing, you can just read the scenarios and have them discuss options.

1. Four kids are sitting at a lunch table. Someone walks up and asks to join them and someone at the table says "No. Go away Loser!" What can the other kids say or do? (get up and offer to sit with the kid somewhere else; say "Dude!" to the kid who was mean and offer the other kid a spot at the table next to you...)
2. Four kids are on the bus going home. One kid drops her backpack and her stuff spills out all over the bus floor. One kid laughs and points and says "What a klutz!" What can the other kids say or do? (Get up and help the kid pick up her stuff; say "Hey that's not cool.")
3. Two kids are on the school computers. One kid writes something mean about another. What can the other kid do or say? (tell the teacher, talk to the person who wrote the mean comment and ask them to take it down, etc.)
4. At the lunch table one kid makes fun of another kid's lunch. Everybody laughs. What can you do? (don't laugh, say "Dude!", go sit next to the kid being teased about their lunch, etc.)
5. Ask your students to come up with more scenarios to discuss.



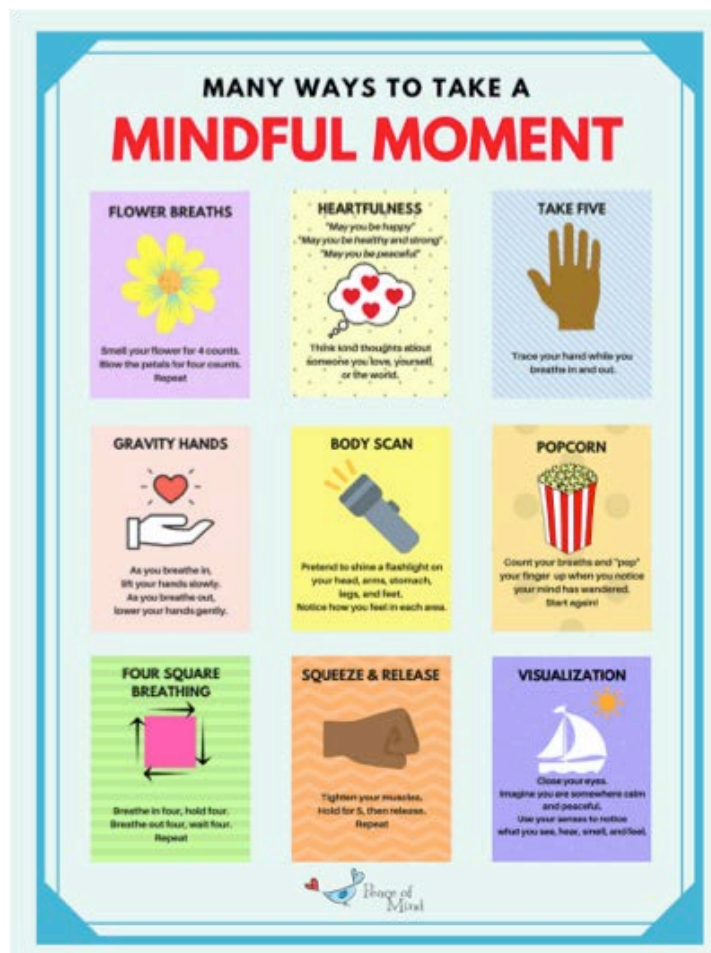
Kindness Pals

Give students time to share what they did for the Kindness Pals.

Assign new Kindness Pals. Remind your students that their job is to do at least one kind thing for their Kindness Pal this week.

Closing words: Okay, our time is up for today. Thank you for a great class, everyone.

Optional: *Let's have a nice quiet moment for the bell. If you want to, you can close your eyes, picture your new Kindness Pal, and imagine yourself doing something kind for them this week.*





Lesson 15

Dude!

Objectives:

- Help us to take action when we witness or experience unkind action based on bias
- Recognize the powerful role a bystander can play in stopping bullying
- Help to build the courage to stand up for ourselves and others.
- Engage students in mindfulness
- Practice kindness
- Assign new Kindness Pals

Preparation:

- ☐ Review lesson
- ☐ Your Kindness Pals list
- ☐ 6 copies of the *Dude* skit found at end of lesson
- ☐ Optional: bell or chime

Today we'll practice mindfulness and then we'll act out or read a skit that gives students an option to say "dude!" when they want to say something when someone is being bullied or mistreated. It might seem funny to them to use that word and that is part of the fun. This should be used as a jumping off point, a way to encourage them to start to say something when they see injustice or mean behavior. If "dude" is not relevant to your kids, by all means have them brainstorm words that they might be more likely to use.

Background Reading: We recognize no two communities will be facing the same set of challenges. This handbook from Teaching Tolerance can help you frame possible responses to the particular issues facing your school and your students.

https://www.tolerance.org/sites/default/files/general/speak_up_handbook.pdf

Introduction

Say: *Now we are going to start thinking about standing up for ourselves and others. We're going to start out with a guided reflection. In this practice, I am going to describe some things that might happen in school or on the playground. I am going to ask you where you feel your reactions in your body.*



Mindfulness Practice: Remote Control Breathing

Invite today's Mindfulness Helper (MH) to come to the front of the class.

Prompt the MH to say: "Let's sit up a little straighter. Close your eyes or look down into your lap. Let's take 3 deep breaths."

Repeat Remote Control Breathing from [Lesson 2](#).

After a few moments, say: *Now take one more deep breath in and out.*

Optional: Ask MH to ring the bell.

Ask students to open their eyes and/or look up when they are ready.

Cue the MH to return to their seat(s).

Discuss

Take a moment to let students share what they were noticing in their minds today. You might ask:

- Did your mind's remote control change the channel?
- What did you end up "watching?"
- Were you able to change the channel back to the "Breathing Channel?"

Say: *We are going to keep practicing remote control breathing. When it is easier for us to notice what we are thinking in general, it becomes easier to notice what we are thinking about ourselves and other people in any given moment.*

Standing up for others: The *Dude* Skit

Acting out or reading through this skit is another way students can practice standing up for others. Choose from one of the following approaches:

1. Students act out the *Dude!* skit
2. Students read the *Dude!* skit aloud from their seats
3. Teacher reads the *Dude!* skit aloud

Note: if your students would rather substitute a more relevant word for "Dude," that's great.

Say: *Today we are going to be [acting out / reading/ listening to] a skit. In this skit some kids are standing up for another kid on the playground.*



Sometimes it is hard to think of the right words to say when you want to help someone. In this skit the kids are all using one helping word. If this word sounds funny or awkward to you, try to think of a word like this that you might use that would have a similar effect.

In this skit called “Dude” there are 6 kids on the playground: Richard, Benson, Aniyah, Andrew, Kidus, and Emmanuel. We need 6 volunteers to act out[or read through or listen to] this skit.

The audience has an important role here. As you hear the characters talk to each other, notice how your body feels. Notice if you have felt any of these feelings before in a similar situation.

For options 1 and 2, choose 6 actors to play Richard, Benson, Aniyah (pronounced Ah-ny-yah), Andrew, Kidus, (pronounced Ki-dooss), Emmanuel. **Hand out** copies of the skit and have them act it out or read it.

Instruct the audience to notice what they feel in their bodies as the skit plays out and think about what they would have done in this situation.

Act out / Read / Listen to the skit.

Discuss

- What do you think of the way the kids handled this situation?
- Did you notice any feelings in your body during the skit?
- Why do you think the word “Dude” was helpful here?
- Is there another word or phrase that you might use instead?
- Have you ever watched a bullying situation when you couldn’t think of what to say? it can be hard to think of the right thing. Do you think saying something like “Dude” would be easier?
- Have you seen bullying in tv, movies or books? How have you noticed kids handling it? What have you noticed that works and doesn’t work?



Kindness Pals

Give students time to share what they did for the Kindness Pals.

Assign new Kindness Pals. Remind your students that their job is to do at least one kind thing for their Kindness Pal this week.

Closing words: Okay, our time is up for today. Thank you for a great class, everyone.

Optional: *Let's have a nice quiet moment for the bell. If you want to, you can close your eyes, picture your new Kindness Pal, and imagine yourself doing something kind for them this week.*



Skit for Lesson 15

Dude! Standing Up for Others

Note: *If it makes more sense to substitute another word for “Dude” that is more relevant to your students, please do.*

Topic: Standing up against bullying

Characters: 6 kids: Richard, Benson, Aniyah, Andrew, Kidus and Emmanuel

Setting: The playground at recess

Richard: Hey, you guys, let’s make some teams for basketball!

Benson: Yeah. I’ll be a captain.

Aniyah: I’ll be one too.

Andrew: Why do we need captains? Why don’t we just count off?

Kidus: Yeah, it’s more fun that way.

Emmanuel: Because I only want good people on my team.

Aniyah: Yeah, me too!

Kidus: Well that’s not cool, I mean shouldn’t everybody get to play?

Emmanuel: Yeah, it’s just for fun, it’s not like the basketball team or something.

Benson: Oh come on! I only want people who can really play on my team. Like, I don’t want to end up with Emmanuel on my team; he shoots like a girl! Am I right?!

Benson laughs and looks around at everyone, but nobody laughs.

Emmanuel looks embarrassed and sad and the other kids look angry.

Aniyah: (Angrily) Dude!

Andrew: (Surprised) Dude!

Kidus: (Angrily) Dude!

Richard: (Calmly) Dude! Don’t talk like that. That’s offensive and mean.

Everybody except Benson nods in agreement



- Andrew:** Yeah. And I think that at recess, anybody who wants to play should get to play. When we're on teams, it's different.
- Aniyah:** I guess you're right. I mean it's fun to play with other kids who are good, but leaving kids out just because they aren't as good yet seems kind of mean.
- Richard:** I heard that there used to be a kid at this school who used a wheelchair.
- Benson:** Really?
- Richard:** Yeah, but the other kids didn't want him to be left out of everything so they found ways to include him in their games.
- Aniyah:** That's cool.
- Emmanuel:** I have asthma which makes it hard for me to breathe sometimes when I run around. I'm not really able to run fast enough to be on a team, but I still really like playing basketball. Recess is my only chance.
- Benson:** I never really thought of it like that.
- Aniyah:** Dude, I'll show you how girls shoot (pretends to shoot and swish!).
- Richard:** Whoa! Swish!
- Kidus:** That's right! (high fives Aniyah)
- Benson:** All right, you guys, I'm sorry. Come on, let's go play. We'll count off for teams.
- Everybody:** (Happily) Dude!! (high fives all around)

The End.



Lesson 16

Just Like Me

Objectives:

- Reinforce our common humanity
- Build our sense of community
- Engage students in mindfulness
- Practice kindness
- Assign final Kindness Pals of the year

Preparation:

- ☐ Kindness Pals List
- ☐ Review lesson
- ☐ Optional: bell or chime

Our focus in this lesson is on community. We have been doing challenging work together for the last few weeks, but students have not been doing it alone. The activities in this lesson reinforce our common humanity and connection. We are all in this together.

Introduction

You might say: *One of the best things for me about this year of Peace of Mind has been doing the work together in our class community. We all now have the same language for talking about managing our emotions, for solving conflicts, and for taking on some of the hardest work we can do - looking at our own biases and working for social justice. We can help each other remember that we have the tools to do this work, even when it's hard.*

Today we're going to do a partner activity that's about connection, and then do the Kindest things activity we did a few weeks ago. But first, let's start as we usually do.

Mindfulness Practice: See Hear Feel

Invite today's Mindfulness Helper (MH) to come to the front of the class.

Prompt the MH to say: "Let's sit up a little straighter. Close your eyes or look down into your lap. Let's take 3 deep breaths."

Say: *Let your breath settle back into its natural rhythm. You don't have to change it at all.*



Say: *So remember, all I am going to say is See, Hear or Feel. You're going to try to move your attention around to focus on those things that you see, hear and feel. Don't worry if you get distracted and start thinking about something else. That's totally normal. As soon as you notice that your mind went somewhere else just try to start again. This might happen a bunch of times and that's fine.*

See... Pause

Hear.... Pause

Feel.... Pause

Repeat this two or three times - if the students seem restless cut it shorter.

Say: *Okay, great job! Let's take one big deep breath and reach your arms up over your head as you breathe in and slowly float them down as you breathe out.*

Optional: Ask MH to ring the bell.

Ask students to open their eyes and/or look up when they are ready.

Ask the MH to return to their seat(s).

Just Like Me Partner Activity: A reminder of our common humanity

This is a powerful practice we first learned from author and educator [Tovi Hussein-Scruggs](#).

Have each person sit across from their Kindness Pal (or another partner) either on the floor or in chairs. Sit knee to knee. Have your hands in your lap.

Say: *I'm going to ask you to close your eyes or look down into your lap and listen to what I am saying. When I ask you to open your eyes, you can look into the eyes of the person sitting across from you OR you can look at their hands in their lap.*

Note: You can allow the students to decide which one they are most comfortable with, or you can decide as a class, or you as the teacher can decide in advance based on your understanding of your students. Looking into another person's eyes can be intense and uncomfortable for some people so this **MUST** be optional.

Invite the class to take 3 deep breaths.

Then say: *This person across from me wants to be happy. Just.. like.. me..* **Pause**
Open your eyes (they can choose to look each other in the eye or look at each other's hands)



Close your eyes or look down again

*This person across from me has people that they care about. Just like me. **Pause**
Open your eyes (they can choose to look each other in the eye or look at each other's hands)*

Close your eyes or look down again

*This person across from me is worried about things. Just like me. **Pause**
Open your eyes (they can choose to look each other in the eye or look at each other's hands)*

Close your eyes or look down again

*This person across from me has dreams about their future. Just like me. **Pause***

Open your eyes (they can choose to look each other in the eye or look at each other's hands)

Close your eyes or look down again

*This person across from me feels sad sometimes. Just like me. **Pause***

Open your eyes (they can choose to look each other in the eye or look at each other's hands)

Close your eyes or look down again

*This person across from me feels like they don't fit in sometimes. Just like me. **Pause**
Open your eyes (they can choose to look each other in the eye or look at each other's hands)*

Close your eyes or look down again

*This person across from me is doing their best. Just like me. **Pause**
Open your eyes (they can choose to look each other in the eye or look at each other's hands)*

Close your eyes or look down again. Okay, let's take a deep breath together.

End the practice.



Discuss

- What did that feel like for you?
- What did it feel like to look into the other person's eyes?
- What did it feel like to look at the other person's hands?
- What else can you think of that we all have in common?

Kindness Chain Activity

Directions:

- Sit in a circle or as close to that as possible.
- Think of something kind to say about the person on your right.
- Take a moment to think about that person.
- We are not going to be talking about people's appearance so we won't be saying things like "I like your hair" or "your sweatshirt is cool.")
- Instead, try to think about something that you know and admire about this person. Some examples could be "You make people laugh," "You always seem to try really hard," "I've noticed that you are a good friend to people," "You are very helpful," "You are great at drawing (or music, or math, or sports, etc.)."
- You can pass if you can't think of what to say.

Some kids will feel uncomfortable with this activity so make sure to give students the opportunity to pass.

You might say: *Sometimes, even if I'm sitting next to my best friend, my mind might go blank and I can't think of anything to say. If that happens to you, just say that you need help and I'll choose someone else or I'll say something kind about that person myself. But we're all going to really try to do this.*

If a student passes, you can ask for a volunteer to say something kind about this student.

After you go around the circle, go back around the other way.



Alternate Kindness Chain Activity

If you think your students might not be comfortable saying these things in person, another way to do this is to have each student have a large index card taped to their back. Students can take turns going around and writing something kind on each person's card anonymously. Make sure to set expectations about kindness and give warnings about how joke comments can sometimes be misconstrued. Encourage earnest comments.

Discuss

- What did it feel like to say something kind about someone else?
- What did it feel like to have someone say something kind about you?
- If you did the face-to-face version of the activity: Did it feel uncomfortable in any way to give or receive these compliments? Why do you think that is?

Kindness Pals

Give students time to share what they did for the Kindness Pals.

Assign new Kindness Pals. Remind your students that their job is to do at least one kind thing for their Kindness Pal this week. This is the last Kindness Pal you'll assign this year.

Closing words: Okay, our time is up for today. Thank you for a great class, everyone.

Optional: *Let's have a nice quiet moment for the bell. If you want to, you can close your eyes, picture your new Kindness Pal, and imagine yourself doing something kind for them this week.*



Lesson 17

Reflection and Next Steps

Objectives:

- Reflect and consider next steps
- Engage students in mindfulness
- Practice kindness

Preparation:

- ☐ Review lesson
- ☐ Gather materials for reflection project
- ☐ Optional: bell or chime

If you have the time, space and desire, we invite you to close the year with this lesson reflecting with your students on what they have learned. In his book *How to Be an Antiracist*, Ibram X. Kendi writes,

The opposite of racist isn't 'not racist.' It is 'anti-racist.' ... One either allows racial inequities to persevere, as a racist, or confronts racial inequities, as an anti-racist. There is no in-between safe space of 'not racist' (p. 9).

Kendi's call to action inspires us in our own work and inspires us to share this curriculum with you. If you have been teaching this curriculum all year, you have been helping your students build a powerful tool kit that they can use to become kinder and more compassionate people, to build healthy relationships, to engage in learning, to work for social change. What could be more important?

This lesson may lead to a class plan to co-design a service project in which your students can put their skills to work. We leave it to you and your class to decide what will be the best expression of your students' learning and hopes. We've shared the project idea below as an example of a project your class might take on.

Thank you for taking up this important work. The world so needs what you and your students have to give.

Mindfulness Practice: Student Choice

Invite your class to settle in for a mindful moment. Every student will now have many practices to draw on. Encourage everyone to choose their favorite practice, and practice together as a class for the final time this year.



Reflect and Discuss

Take stock of the year with your students.

- Remind them that they know so much more about noticing and managing their emotions, about how their brains work, about the value of practicing kindness and empathy, about solving conflicts peacefully, and about their own identities than they may have known at the beginning of the year.
- Reflect on the conversations you have had exploring stereotypes, bias, and racism.
- Share your own reflections about how you have seen your students grow. What has impressed you? What has given you hope?

Ask: What is the most important thing you have learned in this class this year?

Ask: How could what you've learned in Peace class help to make your world more peaceful?

Ask: What do you want to do with the tools and insight you have gained this year to help yourself, your family, your community, your world?

End of Year Project

Invite your students into a writing, drawing or collage project that will allow students to answer these questions creatively.

These might be individual or small group projects, or even a class project with many interlocking pieces.

If this reflection produces the desire for greater action, consider a Capstone service project such as the one described below.

Kindness Pals

Give students time to share what they did for their Kindness Pals over the last week.

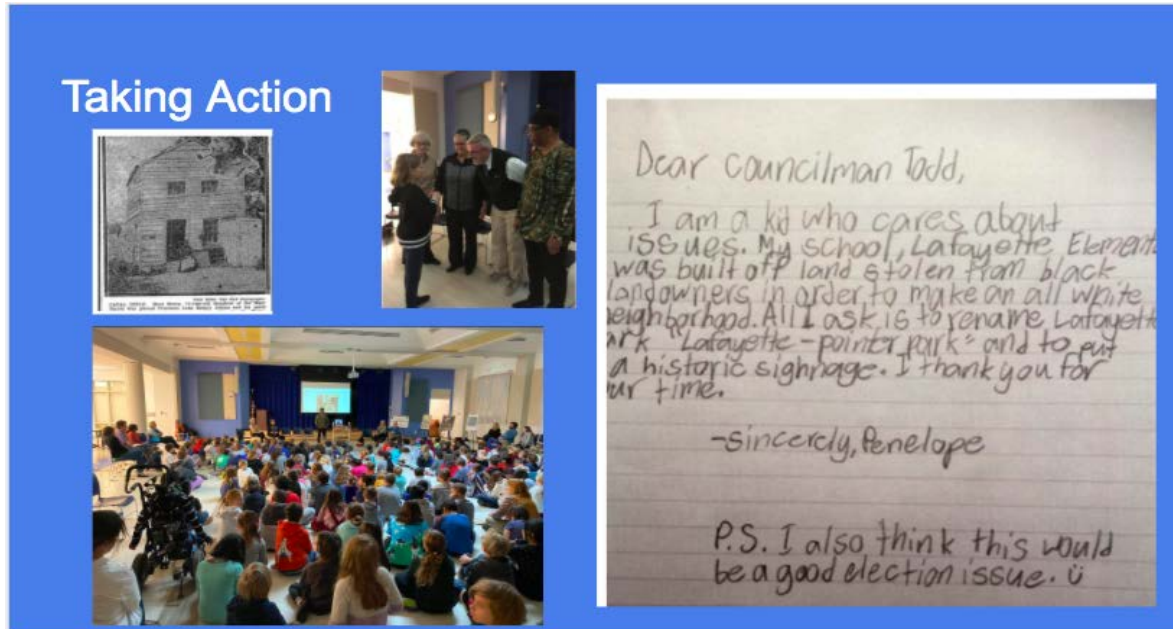
In Kindness Pal Pairs, do the Sergio's Scales Gratitude Practice from Lesson 4, either focused on today or the whole year.

Closing words: *Thank you for a great year, everyone.*

Optional: *Let's have a nice quiet moment for the bell. If you want to, you can close your eyes and breathe, getting ready for whatever challenges and opportunities are ahead.*

Example of a Social Justice Capstone Project

By Peace Teacher Linda Ryden and Students at Lafayette ES, Washington DC



One powerful way to help our students learn about history and privilege and identity is to make it personal.

At our school we recently learned from local historians that the very land that our school and adjacent park and recreation center had been built on had been stolen by the government from Black people in the 1930s. We invited the historians who uncovered this history as well as descendants of the original owners of the land to visit our school and talk to the kids about what happened.

After learning this history, my students began a letter-writing campaign to our Mayor and City Council to demand that the recreation center be renamed for the original owner, and that reparations be made to his family.

Sadly, it would be all too easy for educators in every part of the country to find stories similar to these - whether it be land stolen from people who were formerly enslaved or indigenous people. But these are issues our students care about and can engage in. We hope hearing about this project inspires you to design one of your own!



Educator Resources

Social Justice



Videos

"A Class That Turned Around Kids' Assumptions of Gender Roles!" Upworthy, September 1, 2016, <https://www.youtube.com/watch?v=G3Aweo-74kY>.

"Boys and Girls on Stereotypes". *NY Magazine*, March 7, 2018, <https://www.youtube.com/watch?v=aTvGSstKd5Y>.

Run Like a Girl on youtube <https://youtu.be/XjJBjWYDTs>

"Because I'm Latino, I can't have money?" *Kids on Race*
<https://www.youtube.com/watch?v=C6xSyRlqle8&feature=youtu.be>

From WNYC's Being 12 series: <http://being12.org/>

Haymarket Books (2020, June 23) *Abolitionist Teaching and the Future of Our Schools* "A conversation with Bettina Love, Gholdy Muhammad, Dena Simmons and Brian Jones about abolitionist teaching and antiracist education."

<https://www.youtube.com/watch?v=uJZ3RPJ2rNc>

Nick News (2020, June 29) *Kids, Race, and Unity | Hosted By Alicia Keys*

<https://www.youtube.com/watch?v=OWsMEIODO6g> "Hosted by Alicia Keys, Nick News talks with founders and leaders of the Black Lives Matter movement, offer tools for families to have constructive conversations about race, and highlights teen activists who are fighting racial injustice"

[Uncomfortable Conversations with a Black Man](https://www.youtube.com/watch?v=h8jUA7JBkF4&feature=youtu.be) (2020, June 3) In this video series, former NFL linebacker Emmanuel Acho's "sits down to have an "uncomfortable conversation" with white America, in order to educate and inform on racism, system racism, social injustice, rioting & the hurt African Americans are feeling today."

<https://www.youtube.com/watch?v=h8jUA7JBkF4&feature=youtu.be>

Vox (2015 January 13) *The Myth of Race* "You may know exactly what race you are, but how would you prove it if somebody disagreed with you? Jenée Desmond Harris explains." <https://www.youtube.com/watch?v=VnfKgffCZ7U>.

*All rights reserved. Please do not copy or share without express written permission from Peace of Mind Inc. Copyright 2020
Peace of Mind Inc. TeachPeaceofMind.org*



Articles and Essays

ADL.org (2019, April) *How Should I Talk about Race in my Mostly White Classroom?*
<https://www.adl.org/education/resources/tools-and-strategies/how-should-i-talk-about-race-in-my-mostly-white-classroom>

Hammond, Zaretta (2015, April 9) *Four Tools for Interrupting Implicit Bias*.
<https://crtandthebrain.com/four-tools-for-interrupting-implicit-bias/>.

Landsman, Julie (2016, November) *Helping Students Discuss Race Openly*.
<http://www.ascd.org/publications/educational-leadership/nov16/vol74/num03/Helping-Students-Discuss-Race-Openly.aspx>.

Madda, Mary Jo (2019) *Dena Simmons: Without Context Social Emotional Learning Can Backfire*. EdSurge. <https://www.edsurge.com/news/2019-05-15-dena-simmons-without-context-social-emotional-learning-can-backfire>

McIntosh, Peggy (1990) *White Privilege: Unpacking Invisible Knapsacks*. Teaching Tolerance.
<https://www.tolerance.org/classroom-resources/texts/white-privilege-unpacking-the-invisible-knapsack>

Simmons, Dena (2019, April). *Why We Can't Afford Whitewashed Social-Emotional Learning*. ASCD Education Update.
http://www.ascd.org/publications/newsletters/education_update/apr19/vol61/num04/Why_We_Can't_Afford_Whitewashed_Social-Emotional_Learning.aspx

Simmons, Dena (2017, April 18) *How to Change the Story about Students of Color*
Dena Simmons explores how educators can inadvertently harm students of color—and what we can do to bring out their best. *Greater Good Magazine*
https://greatergood.berkeley.edu/article/item/how_to_change_story_of_students_of_color

Books

DiAngelo, Robin (2018) *White Fragility*. Beacon Press.
<https://robindiangelo.com/publications/>.

Hammond, Zaretta (2014) *Culturally Responsive Teaching and the Brain*. Corwin.
<https://crtandthebrain.com/>.

Kendi, Ibram X. (2017) *Stamped from the Beginning : The Definitive History of Racist Ideas in America*. New York, NY, Nation Books. <https://www.ibramxkendi.com/>.



Magee, Rhonda (2019) *The Inner Work of Racial Justice*. TarcherPerigee.
<https://www.rhondavmagee.com/>.

Oluo, Ijeoma *So You Want to Talk About Race* Seal Press, 2018.
<http://www.ijeomaoluo.com/>.

Teaching Tolerance. *Let's Talk: Discussing Race, Racism and Other Difficult Topics with Students*.
<http://www.tolerance.org/sites/default/files/general/TT%20Difficult%20Conversations%20web.pdf>

Mindfulness and Brain Science

Daniel Siegel's Brain Talk Video (YouTube)
http://www.drdansiegel.com/resources/everyday_mindsight_tools/

Breeding, K., & Harrison, J. (2007). *Connected and Respected: Lessons from the Resolving Conflict Creatively Program*. Cambridge, Mass.: Educators for Social Responsibility.

Hanson, Rick <https://www.rickhanson.net/take-in-the-good/>

Heilers, Tracy (2020) *Educating Mindfully: Stories of School Transformation Through Mindfulness*. Chicago, IL. Coalition of Schools Educating Mindfully.

Jennings, P. (2015). *Mindfulness for teachers: Simple skills for peace and productivity in the classroom*. The Norton Series on the Social Neuroscience of Education.

Jennings, P. A. (2019). *The Trauma-Sensitive Classroom: Building Resilience with Compassionate Teaching*. New York: W.W. Norton & Company.

Rechtschaffen, D., & Kabat-Zinn PhD, J. (2014). *The Way of Mindful Education: Cultivating Well-being in Teachers and Students*. Norton Books in Education.

Srinivasan, M. (2014). *Teach, Breathe, Learn: Mindfulness in and out of the Classroom*. Berkeley, CA: Parallax Press.

Treleaven, David (2018). *Trauma-Sensitive Mindfulness: Practices for Safe and Transformative Healing*. New York: W. W. Norton & Company.

Coalition for Schools Educating Mindfully <https://www.educatingmindfully.org/>

Collaborative for Academic Social and Emotional Learning. <https://Casel.org>

Center for the Greater Good at U.C. Berkeley <https://greatergood.berkeley.edu/>



Center for Healthy Minds at the U. of Wisconsin <https://centerhealthyminds.org/>

Mindful Schools Resource Pages <http://www.mindfulschools.org/>

Personal Mindfulness Practice and Well-being

Apps to Get You Started

Here are three apps we have found helpful in our own mindfulness practices:

- Ten Percent Happier
- Headspace
- Calm

Good reads about developing a secular mindfulness practice

Ten Percent Happier and *Meditation for Fidgety Skeptics* by Dan Harris and Jeff Warren

The Mindful Athlete by George Mumford

Hardwiring Happiness by Dr. Rick Hanson

Say What You Mean: A Mindful Approach to Nonviolent Communication by Oren Jay Sofer

Online Mindfulness Courses

Mindful Schools Courses for Educators <https://www.mindfulschools.org/>

Elements of Meditation with Jeff Warren <https://jeffwarren.THINKific.com/courses/>

Unified Mindfulness <https://unifiedmindfulness.com>

A few of the many wonderful Mindfulness Teachers out there to help you develop your practice (online or in person)

George Mumford *Mindfulness for Performance* <https://georgemumford.com/>

Sharon Salzberg *Real Love* <https://www.sharonsalzberg.com>

Sebene Selassie *Belonging and Identity* <https://www.sebeneselassie.com>

Jeff Warren <https://jeffwarren.org/>

For more Peace of Mind Tools and Resources, please visit
TeachPeaceofMind.org.



Bibliography

- Bradshaw, C. P. (2015). Translating research to practice in bullying prevention. *American Psychologist*, 70 (4), 322-332.
- Breeding, K., & Harrison, J. (2007). *Connected and Respected: Lessons from the Resolving Conflict Creatively Program*. Cambridge, Mass.: Educators for Social Responsibility.
- Chugh, Dr. Dolly (2018). *The Person You Mean to Be: How Good People Fight Bias*. New York, NY: Harper Business.
- DiAngelo, Robin (2018) *White Fragility*. Beacon Press.
- Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D. & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1): 405-432.
- Hammond, Zaretta (2014) *Culturally Responsive Teaching and the Brain*. Corwin.
- Hammond, Zaretta. *Four Tools for Interrupting Implicit Bias*. Culturally Responsive Teaching and the Brain Website, April 9, 2015, <https://crtandthebrain.com/four-tools-for-interrupting-implicit-bias/>.
- Hanson, R. (2015). *Hardwiring Happiness*. Random House USA.
- Hanson, R. *Do Positive Experiences "Stick to Your Ribs?"* Take in the Good Website, accessed August 16, 2020 <https://www.rickhanson.net/take-in-the-good/>
- Harris, Dan (2019) *10% Happier Revised Edition: How I Tamed the Voice in My Head, Reduced Stress Without Losing My Edge, and Found Self-Help That Actually Works--A True Story*. Dey Street Books.
- Harris, Dan and Jeff Warren (2017) *Meditation for Fidgety Skeptics*. Spiegel & Grau
- Harris, Jenée Desmond (2015). "The Myth of Race". Washington, DC: Vox. <https://www.youtube.com/watch?v=VnfKgffCZ7U>.
- Haymarket Books (2020, June 23) *Abolitionist Teaching and the Future of Our Schools* Retrieved from: <https://www.youtube.com/watch?v=uJZ3RPJ2rNc>.
- How Should I Talk about Race in my Mostly White Classroom?* ADL.org, April 2019, <https://www.adl.org/education/resources/tools-and-strategies/how-should-i-talk-about-race-in-my-mostly-white-classroom>.
- Jennings, P. (2015). *Mindfulness for teachers: Simple skills for peace and productivity in the classroom*. The Norton Series on the Social Neuroscience of Education.



- Jennings, P. A. (2019). *The Trauma-Sensitive Classroom: Building Resilience with Compassionate Teaching*. New York: W.W. Norton & Company.
- Kahneman, D. (2015). *Thinking, Fast and Slow*. New York: Farrar, Straus and Giroux.
- Kendi, Ibram X. *Stamped from the Beginning: The Definitive History of Racist Ideas in America*. New York, NY, Nation Books, 2017.
- Kleinrock, Liz. *How to Teach Kids to Talk about Taboo Topics*. TED, January, 2019, https://www.ted.com/talks/liz_kleinrock_how_to_teach_kids_to_talk_about_taboo_topics?language=en.
- Landsman, Julie. *Helping Students Discuss Race Openly*. ASCD.org, November 2016, <http://www.ascd.org/publications/educational-leadership/nov16/vol74/num03/Helping-Students-Discuss-Race-Openly.aspx>.
- Lantieri, Linda. "How SEL and Mindfulness Can Work Together." Greater Good. April 7, 2015. Accessed September 28, 2015. Retrieved from: http://greatergood.berkeley.edu/article/item/how_social_emotional_learning_and_mindfulness_can_work_together.
- Learning Heroes (2018, September) *Developing Life Skills in Children: A Road Map for Communicating with Parents*. Retrieved from: <https://bealearninghero.org/parent-mindsets/>
- Lueke, A., & Gibson, B. (2015). Mindfulness Meditation Reduces Implicit Age and Race Bias: The Role of Reduced Automaticity of Responding. *Social Psychological and Personality Science*, 6(3), 284–291. <https://doi.org/10.1177/1948550614559651>
- Madda, Mary Jo. *Dena Simmons: Without Context Social Emotional Learning Can Backfire*. EdSurge, May 15, 2019, <https://www.edsurge.com/news/2019-05-15-dena-simmons-without-context-social-emotional-learning-can-backfire>.
- Magee, Rhonda (2019) *The Inner Work of Racial Justice*. TarcherPerigee.
- Magee, Rhonda *How Mindfulness Can Defeat Racial Bias*. Greater Good Magazine, May 14, 2015. https://greatergood.berkeley.edu/article/item/how_mindfulness_can_defeat_racial_bias
- McIntosh, Peggy. *White Privilege: Unpacking Invisible Knapsacks*. Teaching Tolerance. 1989. <https://www.tolerance.org/classroom-resources/texts/white-privilege-unpacking-the-invisible-knapsack>.
- Menakem, Resmaa (2017) *My Grandmother's Hands*. Central Recovery Press.



Metz, S.M., Frank, J.L., Reibel, D., Cantrell, T., Sanders, R., & Broderick, P.C. (2013). The effectiveness of Learning to BREATHE program on adolescent emotion regulation. *Research in Human Development*, 10(3), 252-272.

Mumford, George (2015) *The Mindful Athlete: Secrets to Pure Performance*. Parallax Press.

Myers, Verna. *How to overcome our biases? Walk boldly toward them*. TED. December 15, 2014. <https://www.youtube.com/watch?v=uYyvbglNZkQ>.

Nick News, *Kids, Race, and Unity | Hosted By Alicia Keys*. June 29, 2020, <https://www.youtube.com/watch?v=OWsMEID06g>.

O'Brennan, L., & Bradshaw, C. (2013). *School Climate: A Research Brief*. A report prepared for the National Education Association, Washington, DC.

Oluo, Ijeoma *So You Want to Talk About Race* Seal Press, 2018.

Rechtschaffen, D., & Kabat-Zinn PhD, J. (2014). *The Way of Mindful Education: Cultivating Well-being in Teachers and Students*. Norton Books in Education.

Schonert-Reichl, K. A., & Lawlor, M. S. (2010). The effects of a mindfulness-based education program on pre-and early adolescents' well-being and social and emotional competence. *Mindfulness*, 1(3), 137-151.

Schonert-Reichl, K. A., Oberle, E., Lawlor, M. S., Abbott, D., Thomson, K., Oberlander, T. F., & Diamond, A. (2015). Enhancing cognitive and social-emotional development through a simple-to-administer mindfulness-based school program for elementary school children: A randomized controlled trial. *Developmental Psychology*, 51(1), 52-66.

Seppala, E., Simon-Thomas, E., Brown, S. L., Worline, M. C., Cameron, C. D., & Doty, J. R. (2017). *The Oxford Handbook of Compassion Science*. New York, NY: Oxford University Press.

Siegel, D. J., & Bryson, T. P. (2012). *The Whole-Brain Child*. London: Constable & Robinson.

Simmons, Dena. *Why We Can't Afford Whitewashed Social-Emotional Learning*. ACSD.org, April 2019, http://www.ascd.org/publications/newsletters/education_update/apr19/vol61/num04.

Simmons, Dena (2017, April 18) *How to Change the Story about Students of Color* Retrieved from *Greater Good Magazine* https://greatergood.berkeley.edu/article/item/how_to_change_story_of_students_of_color

Sofer, Oren Jay (2018). *Say What You Mean: A Mindful Approach to Nonviolent Communication*. Shambhala Press.

Srinivasan, M. (2014). *Teach, Breathe, Learn: Mindfulness in and out of the Classroom*. Berkeley, CA: Parallax Press.



Tatum, Dr. Beverly Daniel (2017). *Why Are All the Black Kids Sitting Together in the Cafeteria?: And Other Conversations About Race*. New York, NY: Basic Books.

Teaching Tolerance. *Let's Talk: Discussing Race, Racism and Other Difficult Topics with Students*. Accessed July 30, 2020, <http://www.tolerance.org/sites/default/files/general/TT%20Difficult%20Conversations%20web.pdf>.

Treleaven, David (2018). *Trauma-Sensitive Mindfulness: Practices for Safe and Transformative Healing*. New York: W. W. Norton & Company.

Weare, K. (2013). Developing mindfulness with children and young people: A review of the evidence and policy context. *Journal of Children's Services*, 8(2), 141-153.

Zoogman, S., Goldberg, S.B., Hoyt, W.T., & Miller, L. (2015). Mindfulness interventions with youth: A meta-analysis. *Mindfulness*, 6, 290 - 302.

Zenner, C., Hermleben-Kurz, S., & Walach, H. (2014). Mindfulness-based interventions in schools: A systematic review and meta-analysis. *Frontiers in Psychology*, 5, article 603.



Appreciation

This Lesson Supplement, like everything we do, is inspired by my students and my teachers. Each one of the more than 1,000 children I have worked with at Lafayette Elementary School in Washington, DC, has taught me something important, and some have left lasting imprints on my heart. I am especially grateful to my students who joined SPARK Club (Students Planning a Revolution of Kindness) who helped me to create the equity-inspired lessons in this curriculum. Their honesty, openness, and dedication to creating a more peaceful, just world makes me feel hopeful in a time when hope is hard to find.

This curriculum is also inspired by so many wonderful meditation teachers - some who know they are my teachers and some who do not. I have learned so much from Jeff Warren, Dan Harris, Sebene Selassie, Oren Jay Sofer, Rick Hanson, Sharon Salzberg, Jay Michelson and many others. Many thanks to all of you for so freely sharing your wisdom.

As a white woman, writing lessons about racial justice was challenging at times. I am indebted to the teachers who helped me to find my way through. These teachers include Dena Simmons, Bettina Love, Gholdy Muhammed, Liz Kleinrock, Tovi Scruggs-Hussein, Grace Helms Kotre, Sally Albright Green, Ijeoma Oluo, Dr. Ibram X. Kendi, Verna Myers, Zaretta Hammond, Resmaa Menakem, Lama Rod Owens, Rhonda Magee, and many others. I am so grateful to be working during such a moment rich in Critical Race Theory and revolutionary thinkers.

I'd like to thank the people who have been there to support Peace of Mind in everything we do, big or small from the beginning. Our dedicated Board of Directors, Elizabeth Whisnant, Subrat Biswal, Chapin Springer, Darrel Jodrey, and Elizabeth Hoffman, have been creative, supportive and fierce advocates for our work. Harriet Sanford, Jackie Wright Snowden, David Trachtenberg, Avidesh Shashaani, Jelena Popovich, Shawn Donnelly, Russell and Stefanie Wallach, and Rie Odsbjerg Werner have been wonderful ambassadors for Peace of Mind, providing support and opening doors in so many important ways.



Peace of Mind Inc is a small nonprofit organization. We literally could not do this work without the generous support of our funders: The NEA Foundation, the Bender Foundation, the Fund for the Future of our Children, and over 120 individual donors who keep the Peace of Mind mission alive.

We are grateful for the help we have received in putting together this curriculum in big and small ways. Madeleine Sagebiel has been an outstanding intern, always willing to do the detail work and also to offer big ideas when needed. My son, Henry Cohen continues to expand my knowledge of meditation and mindfulness through his travels to the "deep end." My daughter Rosemary always keeps me on my toes and pushes me to see new perspectives. Krystal Butler and Bode Aking, SEL Specialists with the DC Public Schools, have showed true support by showing up all of our Peace of Mind events, always making such important contributions in the midst of their truly challenging jobs. My sister, Dr. Patricia Ryden generously shared her background in media literacy to help to create many of these lessons.

As always, I am grateful to the Principal of Lafayette Elementary School, Dr. Carrie Broquard, for believing in Peace of Mind enough to give me a spot on the very full Master Schedule and a beautiful Peace Room to work from. The opportunity to have freedom to grow, experiment and create is increasingly rare in public schools today and I am very grateful for that gift.

Finally, I am grateful to you for taking up this very important work. The needs what you have to give.

Linda

July 2020

About the Authors



Linda Ryden is the creator of the Peace of Mind Program, a cutting edge combination of mindfulness, conflict resolution, social emotional learning and social justice. Linda is the author of *The Peace of Mind Curriculum Series* and is the full-time Peace Teacher at Lafayette Elementary School, a public school in Washington, DC, where she teaches weekly Peace of Mind classes to more than 700 children.

Linda is the author of several children's books, including *Henry is Kind*, *Sergio Sees the Good*, and *Tyaja Uses the THiNK Test* all published by Tilbury House Publishers and *Rosie's Brain* published by Peace of Mind Press. *Rosie's Brain* has recently been translated into Spanish and is available as *El Cerebro de Rosita*.

Linda has had several articles published in *The Washington Post* including "My Students Call Me the Peace Teacher." Her work has been featured in *The Huffington Post*, *The Washington Post*, *Washingtonian Magazine*, *Washington Parent*, *Washington Family*, *EdSurge*, and *Edutopia*. Linda recently gave a keynote speech to the National Network of State Teachers of the Year about mindfulness and racial justice.

Linda is the founder of Peace of Mind Inc, a 501c3 nonprofit organization that supports educators in teaching mindfulness, neuroscience, social emotional learning, conflict resolution and social justice to support our students and move our schools toward equity and racial justice. Linda brings a passion for teaching peace and over 25 years of teaching experience to her work with children and adults. Linda lives in Washington D.C. with her husband Jeremiah Cohen, owner of Bullfrog Bagels, their two children, and their dog Phoebe. TeachPeaceofMind.org



Cheryl Cole Dodwell is the co-author of the *Peace of Mind Curriculum Series*. She oversees the development of Peace of Mind storybooks, tools and resources. Cheryl brings dedication and passion, a love of writing and editing, a background in finance and publishing, and deep experience in mindfulness, healing work and parenting to her work as Executive Director of Peace of Mind Inc. She is grateful to be able to contribute through Peace of Mind to making our world a kinder, more supportive, anti-racist and inclusive place for all. TeachPeaceofMind.org