

1.1 Take Five



What.

A short breathing activity that can be done anywhere, by anyone, at any time of day. The perfect tool for your back pocket, if you ever find yourself needing a time out, moment away from the daily grind, or just want a brain-break.

Teaching Note:



Coming back to the breath is one of the easiest ways to reconnect our awareness to the present moment, see things more clearly, and reduce reactivity.

Why.

Being over-stimulated, too busy or completely stressed out can hinder one’s ability to be fully self-aware. Breathing mindfully, and concentrating on the breath, helps to refocus and bring attention back to the present moment.

Core Competencies:

Self-Awareness
Self-Management

Materials:

None

Time:

5 minutes

How.

1. Invite participants to sit in a circle.
2. Lead the practice or play the recording.
3. Once the activity has concluded, take a brief pause, and then engage the group in a dialogue about their experience. Use the prompt below as a jumping off point.

DIALOGUE PROMPT

- ☐ Describe your experience of TAKE FIVE with one word or an image.

LEADING TAKE FIVE



Play

1. Sit in a comfortable position.
2. Gently close your eyes or choose a point somewhere on the floor that you can focus on.
3. Turn one hand palm up to the ceiling. This will be your counting hand. At the end of each breath cycle, you will fold one finger on this hand into your palm until all five fingers are folded.
4. Gently take an in-breath. Fill your lungs, pause and then slowly breathe out and pause again. Fold your first finger. This is TAKE ONE.
5. Repeat this process four more times.
6. Allow yourself to continue to breathe in and out. You don’t need to do anything special, your body knows how to breathe.
7. When you are finished, slowly bring your attention back to the room, and take a moment to notice how you feel.

2.1 Self-Awareness



What.

An activity that fosters self-awareness by encouraging participants to voice their emotions, personal insights and experiences.

Why.

Building self-awareness increases one’s ability to accurately recognize the influence that personal thoughts and emotions have on behaviour. It fosters a sense of confidence, and can help participants accurately assess their strengths and limitations.

How.

Gather participants in a circle and lead the class in five mindful breaths. Choose a question from the suggested list of prompts that you think will most spark a collective curiosity. Either go around the circle and let each participant respond, or pass the talking piece to someone who is eager to share their personal insights. Once all the participants have contributed, pass the talking piece around the circle once more, asking them to share what they learned from their peers.

Note: You will receive twelve other questions to build self-awareness when you buy this kit.

DIALOGUE PROMPT

- ☐ Share a word to describe how you’re feeling right now.
- ☐ Tell a story of a time when you took a chance and ended up learning something new about yourself.



Teaching Note:

Focusing on our experiences as they are, rather than as they used to be or as we wish they could be is the only way to truly and accurately assess one’s personal strengths and limitations.

Core Competencies:

Self-Awareness

Materials:

Talking piece – a stone, ornament or kush ball to signal the speaker

Time:

10 minutes per dialogue prompt

3.4 Sometimes You're a Caterpillar



What.

A video highlighting the value of individuality and fostering an appreciation of diversity.

Why.

People experience the world in different ways, and thus view each situation from their own unique vantage points. Gaining exposure to those who are different widens our worldview, and enables us to empathize with those around us.

How.

As you dim the lights, ask the students to stop what they are doing and take five mindful breaths. **Play the Video.** Once it's ended, gather the participants in a circle and engage them in a discussion using the dialogue prompts below.



DIALOGUE PROMPT

- ☐ How did the fence impact the snail and caterpillars relationship?
- ☐ Share a story of a time you faced a similar challenge with a friend.

DIVE DEEPER:

- ☐ What is a privilege you have in your life that you might take for granted?
- ☐ What is a struggle you face that others might find surprising?



Teaching Note:

In order to reach a place of equality, we must first recognize and acknowledge our differences.

Core Competencies:

Relationship Skills

Materials:

Computer
Internet connection

Time:

15 minutes

Video Length:

3:18 minutes

Video URL:

<http://bit.ly/29RXfLN>

4.4 Heroes in Our Midst



What.

An activity that gets participants to focus on and recognize the qualities they admire in other people.

Why.

Paying attention to positive qualities in others can serve as inspiration and help participants both foster those same qualities in themselves and appreciate our common humanity.

How.

Each week, have a participant share their hero with the class. Ask them to explain what they admire about their chosen hero, as well as the ways in which they are similar and different. After the participant has shared, begin a group conversation using the dialogue prompts below.

DIALOGUE PROMPT

- ☐ How would you insert the qualities that you admire in your hero into your life?

DIVE DEEPER:

- ☐ Ask the group to create a collage of their favourite heroes, and set an intention to embody one of their heroes’ qualities for the remainder of the week.



Teaching Note:

Teenagers with positive role models have greater self-esteem and perform better in school.

Core Competencies:

Social Awareness

Materials:

None

Time:

15 minutes

Unit Five: Global Mindset
Whole School Activities

5.1 Crumple Away Your Cares, Monday



What.

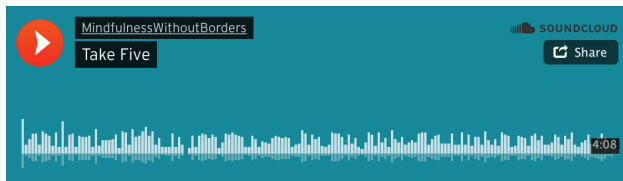
An activity helping participants identify and manage the challenges in their daily lives.

Why.

In the same way that lifting weights increases physical strength, working out your brain increases mental strength. By developing a regular mindfulness practice, it activates and strengthens the “rest and digest” part of your nervous system, helping with stress management.

How.

Make sure each participant has something to write on. Five minutes before ending your class or session, ask the group to think about the things in their lives that are currently stressing them out. Have them write a word or phrase describing these things on a scrap piece of paper or post-it note. Once the participants are done writing, take five mindful breaths as a group. As they leave the room, instruct participants to rip, crumple, tear up and trash their papers – (and their stress) – and to think of one positive emotion to counteract the anxiety they feel.



DIVE DEEPER:

- Stop each participant at the door and have him or her set an intention to help deal with their stress as they transition to their next activity.



Teaching Note:

Increasing our understanding of stress and of which triggers lead to an emotional episode can have a direct link to how we constructively manage them.

Core Competencies:

Self-Awareness
Self-Management

Materials:

Post-it note or scrap paper

Time:

5 minutes