



MindUP Booster Lesson

Lesson 4: All About Attitude

Unit 3: Lessons 10-12

Grades 3 – 5

Length of Lesson: 30 minutes

Summary of Unit 3

- Lesson 10: Perspective Taking
- Lesson 11: Choosing Optimism
- Lesson 12: Appreciating Happy Experiences
- **Objective of Unit 3:** Helping students develop skills in relating better to others and making happy memories of what they learn are key goals of the three lessons in this unit. Research has shown that learning that relates to a happy or positive emotional experience causes the information to get stored in our long-term memories, while learning that takes place in condition that cause stress and anxiety is store only in short-term memory.

Lesson Overview

1. Let's Talk About Attitude – 5 min.
2. What Are They Feeling? – 5 min.
3. In My Shoes – 10 min.
4. Happy Memory – 5 min.
5. Kindness Cards – 5 min.

Lesson Materials and Preparation

Materials:

- 1 set of Emotion Cards (6 cards in each set)
- In My Shoes scenario cards (1 set per group, 4 cards in a set)
- Happy Memory Worksheet (1 per student)
- Pencil (1 per student)
- Kindness Card (1 per student)

Preparation:

- **In My Shoes Activity:** plan to divide students into groups of 5 (*can ask teacher if class has preexisting groups*). For each group pick a **Leader**, role is to keep students on task and sharing, and a **Reader**, role is to read scenario and each question during discussion (*can ask teacher to identify leader's and reader's*).



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Did You Know? (Grades 3 – 5)

- **Cultivating happiness in our lives:** has many benefits emotionally, socially, and physically – we relate to others better, we treat ourselves well, and we are more likely to adopt healthy habits and avoid destructive behaviors. Recalling happy memories can help students regulate their emotions and maintain a positive mind-set. By remembering happy experiences, we build our own confidence and are able to combat negative self-talk.
- **Choosing Optimism:** a way of seeing life hopefully and having an expectation of success and well-being. It correlates strongly with good health and effective coping strategies. Optimism is a learned trait and if practices, can become a way of thinking.
- **Perspective Taking:** looking at an event from different perspectives help us to mindfully consider viewpoints other than our own. Perspective taking and choosing optimism aids in strengthening the *neural networks* that allow us to reason before reacting and redirects incoming information from the reactive *amygdala* to the thinking.
- **The amygdala** is a part of the brain that controls the way we react to stimuli, potentially threatening or dangerous events, and generally events that cause emotion It is the attention-focusing center of the brain
- **Dopamine** is a chemical released in the brain when we engage in pleasurable experiences or remember them.



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INTRODUCTION (2 min.)

SAY

Hello everyone, my name is _____ and I want to welcome you to your fourth MindUP lesson. We are here to review some of the material you learned in your MindUP lessons with your teacher. We will practice ways to see situations from other people's point of view and ways we can practice being more optimistic.

LET'S TALK ABOUT ATTITUDE (5 min.)

SAY

I know in your classes you've learned a lot about having a **positive attitude which can help us build healthy relationships**. Having a positive attitude includes 3 things. Can anyone raise their hand and guess what 3 things those are?

Wow! Those were all great answers, there are many ways to define a positive attitude. **Having a positive attitude includes:**

- Being able to **understand other's perspectives**, including thoughts and feelings.
- **Choosing to be optimistic** (positive) when you can be pessimistic (negative).
- Being able to **appreciate happy experiences**, like remember **happy times**.

Having a positive attitude can help emotionally, socially, and physically – we relate to others better, we treat ourselves well, and we are more likely to adopt healthy habits and avoid unhealthy (destructive) behaviors.

WHAT ARE THEY FEELING? (5 min.)

ACTIVITY OBJECTIVE: identify the different emotions and express them.

PREPARATION:

- 1 set of Emotion Cards (6 cards in each set)

SAY

Now that we have talked about what it means to have a positive attitude, let's challenge ourselves to see if we can identify other's emotions and perspectives. I will show you a picture and you will try to guess their emotion or feeling is. For each picture that I show you, if you know what the emotion/feeling is, I want you to quietly raise your hand, that will tell me you know the feeling. Then I will call on someone to share their answer with the class.

Here is our first picture. What do you think this emotion is expressing? **(Repeat for all 6 cards)**

- What are reasons that someone might feel this emotion?
- Can you think of a time where you felt this emotion?
- Can you show me your face for this emotion?

Great job and I loved all the facial expressions of the different emotions!

- Why is it important for us to reflect on other's emotions and take time to identify how others are feeling?

Excellent answers. **When we take time to reflect on how others are feeling we are practicing empathy and helping us identify what they might be experiencing. When we take time to look at an event from different perspectives it helps us to mindfully consider viewpoints other than our own.**



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IN MY SHOES ACTIVITY (10 min.)

ACTIVITY OBJECTIVE: Identify and acknowledge the way others are feeling and actions to help others.

PREPARATION:

- In My Shoes scenario cards (1 set per group, 4 cards in a set)
- Divide students into groups of 5 (*can ask teacher if class has preexisting groups*)
- For each group pick a **Leader**, role is to keep students on task and sharing, and a **Reader**, role is to read scenario and each question during discussion (*can ask teacher to identify leader's and reader's*)

SAY

In this activity we are going to dive deeper into perspective taking by looking at other's experiences from their point of view. Every group will get a set of "In My Shoes" cards with different scenarios on them as well as one person who will be the **leader**, to keep everyone participating, and a **reader**, to read the scenario and the questions (***Start passing out scenario cards to each group***). **We are going to put ourselves in their shoes by identifying how they might be feeling and thinking of actions we can take to help them in their situation.** In your groups the reader will read one scenario out loud and then as a group discuss the questions listed on the bottom of the card. You will be given **5 – 7 minutes** to go over the scenarios in your groups then we will share our answers with the class. Leaders, please encourage everyone to share during discussion.

Now that everyone has their cards, you may start with any of the scenarios (***Option: as a class you can pick 1 scenario to walk through together before they start in their groups***). Please take time as a group to discuss the questions for each scenario, they are listed at the bottom of the card. Your group may not be able to get through each scenario, which is OK if you are discussing the questions. (***Circulate around the room to make sure all groups are on task or if they need assistance; keep track of the time and end when you feel the class is ready***).

Great job, I heard a lot of good discussion! I will pick a group to share about scenario 1 (***Pick a group to share and ask any of the questions below for them to share and repeat for each scenario***):

- How are they feeling?
- How would you feel?
- What do you think they might need/want?
- What would you need/want?
- What would you do or say to help this person? What acts of kindness could you do in these scenarios?
- Can you identify barriers to act in a supportive way in these scenarios?
- Was it hard to identify with the person in the scenarios?

Thank you for sharing, you all had great ideas of ways to help others in these situations. **Perspective taking, like other mindful skills, takes practice to develop. The more we approach situations with an open mind and pause to consider other viewpoints mindfully the more we are equipped to get along with others and helps us problem solve.** I will come around and collect your cards now (***collect scenario cards***).



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HAPPY MEMORY ACTIVITY (5 min.)

ACTIVITY OBJECTIVE: Recalling happy memories can help students regulate their emotions and maintain a positive mind-set. Remembering happy experiences helps build confidence and can combat negative self-talk.

PREPARATION:

- Happy Memory sheet (1 per student)
- Pencil (1 per student)

SAY

Now that we have spent time reflecting on how other people might be feeling and perspective taking, let's take some time to reflect on our own happy memories. **By remembering happy experiences, we trigger dopamine being released in our brains and when we repeatedly reflect on past successes or happy memories we build confidence and are more able to combat negative self-talk.** We will do this by recalling some of our happy memories today. You will each get a Happy Memory sheet (*start passing out 1 sheet per student*) where you will be able to draw and write your memory. There is a category for a happy memory with a friend, family member, school, and a blank one that you can decide what happy memory you want to recall.

Under each category, you can either draw a favorite memory or you can choose to write it out in bullet points or as a story. You are going to get about **5 minutes** to complete the worksheet. Once you are done, let's be mindful of others around us that may be working still and remain silent and present. At the end, we will be able to have a couple students share their happy memory with the class. You may start. (***Circulate around the room to assist, make sure that students are drawing appropriate pictures.***)

Everyone looks like they are done recalling their happy memories and I see a lot of smiling faces which is great!

- Does anyone want to share a happy memory with a friend? With a family member? At school?
- Does anyone want to share the memory that they put in the blank category?
- What was it like to reflect on these memories? What feelings came up for you?
- Does anyone feel different after thinking of the happy memory? If so, how did you feel before? And now?
- Was it hard or easy to think of a memory for these categories?

Thank you all for sharing! Recalling happy memories can help us regulate our emotions and maintain a positive mind-set. **Remembering a happy memory releases in our brain the same "feel-good" chemicals that flooded it at the time of the actual experience. When we practice mindfully recalling a favorite memory we are cultivating optimism, alleviating negativity, priming our brain for learning new material and boosting our physical health.**



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(OPTIONAL ACTIVITY) KINDNESS CARDS (5 min.)

ACTIVITY OBJECTIVE: reflect on ways to be kind to themselves.

PREPARATION:

- Kindness Card (1 per student)
- Pencil (1 per student)

SAY

For our last activity, we will be working on some kindness cards. We have been talking a lot about others and now we will focus on being kind to ourselves by identifying positive affirmations. We are going to take the negative things we say about ourselves and turn them into something positive. For example, “I am not smart enough” can turn into “I am always learning new things.”

I want you to take the next few minutes to **write down 1 to 2 positive affirmations**. These affirmations are private and only you will be able to see them. I encourage you to place these Kindness Cards in a place that you are likely to see every day. **Whenever you catch yourself saying not so nice things about yourself, replace those negative thoughts by reading your positive affirmations.** I will now pass out Kindness cards and you have a few minutes to start reflecting (*Pass out 1 kindness card per student*). Please let me know if you get stuck and need help.

(If students get stuck identifying a positive affirmation they can identify a person they want to write a kindness card for: your teacher, parents, siblings, friend, or even yourself. They will write something nice that they want the other person to know).

Great job! I see lots of wonderful statements and positive affirmations.

- Was it easier to identify negative or positive characteristics about yourself? Why?
- Does anyone have an idea of where they can place their Kindness Card to see it daily?
- Does anyone want to share their positive affirmation?
- Why do you think we took time to identify negative thoughts we tell ourselves and change them to be positive?

Thank you all for participating! Just like it is important to be kind to others, we need to remember to be kind to ourselves.

WRAP UP & CLEAN UP

SAY

Not only do we need to be able to try to understand others, but we should also understand ourselves. We need to know what makes us happy, so we can appreciate happy experiences. When we feel sad or pessimistic, remembering happy experiences can help us be more optimistic. When we are being optimistic, we are more likely to have a positive attitude.

All of these things together help us have a positive attitude and having a positive attitude is important because it helps our memory, helps our relationships with others, and make healthier choices.



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In My Shoes Activity Scenario Cards

Scenario 1 (Grades 3 – 5)

Joseph just moved here from a foreign country. His English is not very good yet and he has a strong accent. He doesn't understand a lot of the classroom rules and is making mistakes. His teacher gives him a lot more chances than other people in his class because he is new. It makes people not want to be his friend because they don't think it's fair. Put yourself in his shoes.

Debrief Questions:

- How is Joseph feeling?
- How would you feel?
- What do you think Joseph might need/want?
- What would you need/want?
- What would you do or say to help Joseph?
- What acts of kindness could you do for Joseph?

Scenario 2 (Grades 3 – 5)

Elizabeth has just moved to a different state and is starting 5th Grade tomorrow at a new school. She doesn't know any of the kids in her new class or in the neighborhood. Put yourself in her shoes.

Debrief Questions:

- How is Elizabeth feeling?
- How would you feel?
- What do you think Elizabeth might need/want?
- What would you need/want?
- What would you do or say to help Elizabeth?
- What acts of kindness could you do for Elizabeth?



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Scenario 3 (Grades 3 – 5)

Jessica got into a fight with her best friend and right now they aren't speaking. She found out her best friend started a rumor about her and now everyone is talking about it. Put yourself in her shoes.

Debrief Questions:

- How is Jessica feeling?
- How would you feel?
- What do you think Jessica might need/want?
- What would you need/want?
- What would you do or say to help Jessica?
- What acts of kindness could you do for Jessica?

Scenario 4 (Grades 3 – 5)

Lauren was performing a dance routine at school event in front of the entire school and she tripped and messed up during the performance. Now people are making fun of her. Put yourself in her shoes.

Debrief Questions:

- How is Lauren feeling?
- How would you feel?
- What do you think Lauren might need/want?
- What would you need/want?
- What would you do or say to help Lauren?
- What acts of kindness could you do for Lauren?

References for this lesson:

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