



# MindUP Booster Lesson

## Lesson 4: All About Attitude

### Unit 3: Lessons 10-12

Grades K – 2

**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 – 10 min.

### Lesson Materials

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

### 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.



## MindUP Booster Lesson

### 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:**

- 1 set of In My Shoes scenario cards (4 cards in a set)

**SAY**

In this activity we are going to dive deeper into perspective taking by looking at other’s experiences from their point of view. As a class we will talk about 4 different stories and **we are going to put ourselves in their shoes by thinking about how they might be feeling and thinking of ways we can take to help them.** I will start by reading one story out loud and then I will ask you some questions and call on people to answer (***Pick 1 scenario to start with.***)

I will ask a few questions and call on people to answer:

***(Pick any of the questions below 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?

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.**



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### HAPPY MEMORY ACTIVITY (10 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. You will each get a Happy Memory sheet (*start passing out 1 sheet per student*) where you will be able to draw or write your memory. The memory can be any happy memory with anyone - a friend, family member, school, a vacation, a pet, etc.

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 – 7 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 with recalling their happy memories and I see a lot of smiling faces which is great!

- Does anyone want to share a happy memory? What was the memory about?
- What was it like to think about these memories? What did it make you feel?
- 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?

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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### 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.



## MindUP Booster Lesson

### In My Shoes Activity Scenario Cards

#### Scenario 1 (Grades K – 2)

It is recess time and Sally is running to go to the monkey bars. She does not notice that her shoes are untied, and she accidentally trips over her laces and falls before she gets to the monkey bars. She is crying and has a small cut on her knee. Put yourself in her shoes.

#### Debrief Questions:

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

#### Scenario 2 (Grades K – 2)

Carlos just moved to a new school and does not really have a lot of people to talk to. During lunch time, he sits and eats all by himself because he is too shy to go up to anyone. Put yourself in his shoes.

#### Debrief Questions:

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



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### Scenario 3 (Grades K – 2)

During recess, Ashley asked to join a game with some of her classmates, but they told her no and ran away from her. She did not have anyone else to play with, so she went to sit by herself on the bench. Put yourself in her shoes.

#### Debrief Questions:

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

### Scenario 4 (Grades K – 2)

Aiden was ready to turn in all his homework that he had worked hard to complete. When he looked inside his backpack, he realized that the folder with all his homework was missing. His homework is due, but he does not know where he placed it. Put yourself in his shoes.

#### Debrief Questions:

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

#### References for this lesson:

“Mindfulness Activities for Children and Teens: 25 Fun Exercises for Kids.” *Positive Psychology Program*, 3 Feb. 2017, [positivepsychologyprogram.com/mindfulness-for-children-kids-activities/](http://positivepsychologyprogram.com/mindfulness-for-children-kids-activities/).

Miller, Stacy, et al. “Stand in My Shoes’ – Empathy Lesson.” *The Responsive Counselor*, 28 Sept. 2018, [theresponsivecounselor.com/2014/01/stand-in-my-shoes-empathy-lesson.html](http://theresponsivecounselor.com/2014/01/stand-in-my-shoes-empathy-lesson.html).

Sornson, Bob. *Stand in My Shoes: Kids Learning About Empathy*. Love and Logic Press, 2013.

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