

## Move2Learn SEAL Lessons “Movement to Feel & Learn Your BEST!”

Lesson Component	Lesson #1 “The Mind-Body Connection” <u>ELEMENTARY</u> <u>SECONDARY</u>	Lesson #2 “Deep Breathing” <u>ELEMENTARY</u> <u>SECONDARY</u>	Lesson #3 “Stretch it Out!” <u>ELEMENTARY</u> <u>SECONDARY</u>	Lesson #4 “Wake Up Your Whole Brain” <u>ELEMENTARY</u> <u>SECONDARY</u>	Lesson #5 “Make Your Plan!” <u>ELEMENTARY &amp;</u> <u>SECONDARY</u>
Lesson Component Objectives	Students will be introduced to the concept of the Mind-Body Connection and the science behind movement and their feelings.	Students will learn the benefits of intentional or deep breathing and practice techniques they can do anywhere, anytime.	Students will learn to build upon their skills by incorporating stretching and dynamic poses into their deep breathing techniques to achieve mindfulness.	Students will practice movements that cross the midline of their bodies, engaging both sides of their brains for optimal learning! They will also learn how to choose the best movements to regulate certain emotions.	Students will identify the feeling that gets in the way of doing their best at school and brainstorm ways to regulate that emotion.
Primary <u>RULER</u> Concepts Addressed:	Recognizing, Labeling	Regulating	Expressing, Regulating	Recognizing, Labeling, Regulating	Understanding, Regulating
Check-In	Using the RULER Feelings Chart, ask students to assess how they are feeling before and after movement. NOTE: Students will be asked to do this each day.	Review: Invite students to share an example of how their mind and body are connected. How do feelings LOOK in our bodies?	Review: Recall the breathing techniques introduced in the last lesson and practice them. Which one did they like the best? How did it make them feel?	Review: Invite students to practice the stretches and poses from the previous lesson and share which one they like the best and why.	Review: What did you find on your scavenger hunt? What are ways you can move at school outside of recess and PE?

Vocabulary	Neurogenesis	Intentional	Mindfulness	Midline	Fatigue Anxiety
<p><b>Movements</b>  <b>Modifications:</b> Most movements can be done effectively from a seated position engaging the upper body only. When a seated option is not possible, an alternative movement is given.</p>	<p><b>Slide 2:</b> Students move through the science lesson about the brain &amp; movement lead by M2L Director of Programs, Jen Wiser - just press play for this fun, interactive lesson!</p> <p><b>Slide 17:</b> <a href="#">March in place</a>. <a href="#">Jumping Jacks</a>.</p> <p><b>NOTE: Videos of Movements &amp; Modifications embedded in slides.</b></p>	<p><b>NOTE: Videos of each breathing technique are embedded in slides.</b></p>	<p>Students will practice three common poses: <a href="#">tree pose</a>, <a href="#">triangle pose</a>, and <a href="#">warrior pose</a></p> <p><b>NOTE: Videos of Movements &amp; Modifications embedded in slides.</b></p>	<p>Students will practice three movements that cross the midline of their bodies: <a href="#">Windmills</a>, <a href="#">Alternating 'Ls</a>, <a href="#">Heel taps</a>.</p> <p><b>Slide 16:</b> <a href="#">Run in Place</a>. <a href="#">Lunges</a>. <a href="#">Tree Pose</a>.</p> <p><b>Modifications:</b> From a seated position, swing arms as in running. Instead of lunges, have students do toe touches.</p> <p><b>NOTE: Videos of Movements &amp; Modifications embedded in slides.</b></p>	<p><b>Slide 5:</b> <a href="#">Hopping on one foot</a>. <a href="#">Run in Place</a>. <a href="#">Triangle Pose</a>.</p> <p><b>Modifications:</b> Instead of hopping, have students march while sitting or clap hands bringing arms to midline.</p> <p><b>NOTE: Videos of Movements &amp; Modifications embedded in slides.</b></p>
<p><b>Resources</b>  <a href="#">Get Your M2L Toolkit!</a></p>	<p><b>Slide 18:</b> <a href="#">M2L Affirmation for resetting after movement activity</a>. <a href="#">Print M2L Affirmation SCRIPT HERE!</a></p>				<p><a href="#">Print one worksheet for each student</a>. Consider filling out a plan for yourself ahead of time and sharing it with your students!</p>
Small	<b>Slide 10 or 11:</b> T&T or small	<b>Slide 2:</b> T&T Have	<b>Slide 2:</b> What were the	<b>Slide 2:</b> With a partner,	Students will

Group/Independent	group discussion. “How do your feelings LOOK on the outside?”	students name a feeling they get at school and describe what it “looks” like on the outside.	breathing techniques you learned last time? Practice with a partner. Which one is your favorite? Why?	recall the 3 yoga poses discussed last time. Practice them. Which one is your favorite? Why?	independently complete the “foot” activity. Make sure students know they do NOT have to share their plan with the class unless they want to. Invite students who are comfortable to share their plan with a partner or the class. <b>NOTE:</b> Collect worksheets from students and review for anyone needing a follow-up conversation or referral to SST.
<b>Connections</b>	<b>Ask students to pay attention to the feelings they have at school. They will be invited to share how moving their body helped them feel on Day 2.</b>	<b>Use one of the breathing techniques today. Which technique do you like the best? What were you feeling when you paused to take some deep breath? Did it help?</b>	<b>Practice your favorite stretches and poses at home! Make sure to incorporate your deep breathing. How does it make you feel?</b>	<b>Go on a scavenger hunt! Where in your school are the stationary bikes? Do any of your teachers have wobble stools or fidget bands? Who is your school’s Movement Mentor? Ask your teachers, “How can I move during school?”</b>	<b>Tell a friend or trusted adult about a feeling you sometimes struggle with at school. Tell them your plan for helping to regulate that emotion.</b>