

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 &</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	Review: Invite students to share an example of how their mind and body are	Review: Recall the breathing techniques introduced in the last	Review: Invite students to practice the stretches and poses from the previous	Review: What did you find on your scavenger hunt? What are ways

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	and after movement. NOTE: Students will be asked to do this each day.	connected. How do feelings LOOK in our bodies?	lesson and practice them. Which one did they like the best? How did it make them feel?	lesson and share which one they like the best and why.	you can move at school outside of recess and PE?
Vocabulary	Neurogenesis	Intentional	Mindfulness	Midline	Fatigue Anxiety
<p>Movements</p> <p>Modifications: 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>Slide 2: Students move through the science lesson about the brain & movement lead by M2L Director of Programs, Jen Wisner - just press play for this fun, interactive lesson!</p> <p>Slide 17: <u>March in place</u>. <u>Jumping Jacks</u>.</p> <p>NOTE: Videos of movements & modifications in slides.</p>	<p>NOTE: Videos of each breathing technique are embedded in slides.</p>	<p>Students will practice three common poses: <u>tree pose</u>, <u>triangle pose</u>, and <u>warrior pose</u></p> <p>NOTE: Videos of movements & modifications in slides.</p>	<p>Students will practice three movements that cross the midline of their bodies: <u>Windmills</u>, <u>Alternating 'Ls</u>, <u>Heel taps</u>.</p> <p>Slide 16: <u>Run in Place</u>. <u>Lunges</u>. <u>Tree Pose</u>.</p> <p>Modifications: From a seated position, swing arms as in running. Instead of lunges, have students do toe touches.</p> <p>NOTE: Videos of movements & modifications in slides.</p>	<p>Slide 5: <u>Hopping on one foot</u>. <u>Run in Place</u>. <u>Triangle Pose</u>.</p> <p>Modifications: Instead of hopping, have students march while sitting or clap hands bringing arms to midline.</p> <p>NOTE: Videos of movements & modifications in slides.</p>

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<p>Resources <u>Get Your M2L Toolkit.</u></p>	<p>Slide 18: <u>M2L Affirmation</u> for resetting after movement activity. <u>Print M2L Affirmation SCRIPT HERE.</u></p>				<p><u>Print one worksheet for each student.</u> Consider filling out a plan for yourself ahead of time and sharing it with your students.</p>
<p>Small Group/Independent</p>	<p>Slide 10 or 11: T&T or small group discussion. “How do your feelings LOOK on the outside?”</p>	<p>Slide 2: T&T Have students name a feeling they get at school and describe what it “looks” like on the outside.</p>	<p>Slide 2: What were the breathing techniques you learned last time? Practice with a partner. Which one is your favorite? Why?</p>	<p>Slide 2: With a partner, recall the 3 yoga poses discussed last time. Practice them. Which one is your favorite? Why?</p>	<p>Students will 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. NOTE: Collect worksheets from students and review for anyone needing a follow-up conversation or referral to SST.</p>

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<p>Connections</p>	<p>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.</p>	<p>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?</p>	<p>Practice your favorite stretches and poses at home! Make sure to incorporate your deep breathing. How does it make you feel?</p>	<p>Go on a scavenger hunt Where are the stationary bikes in your school? 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?"</p>	<p>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.</p>
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Move2Learn SEAL Lessons, Part2: Movement to Feel, Learn & BE YOUR BEST!

Lesson Component	Lesson #1 “Review: The Mind-Body Connection” <u>ELEMENTARY</u> <u>SECONDARY</u>	Lesson #2 “React vs. Respond” <u>ELEMENTARY</u> <u>SECONDARY</u>	Lesson #3 “It starts with a STOP” <u>ELEMENTARY</u> <u>SECONDARY</u>	Lesson #4 “Stop & Pause” <u>ELEMENTARY</u> <u>SECONDARY</u>	Lesson #5 “Make Your Plan!” <u>ELEMENTARY</u> <u>SECONDARY</u>
Lesson Component Objectives	Students will review the concept of the Mind-Body Connection learned in M2L SEAL Lessons Part One.	Students will identify big/intense feelings that get in the way of us doing our best at school and identify the difference between “reacting” and “responding” to those feelings.	Students will review the concept of react vs. respond. They will be introduced to the concept of “stop and pause” and discuss why it’s beneficial to respond vs. react.	Students will practice movements, deep breathing, and yoga/stretches they can employ during their “stop & pause” time to encourage a response to intense feelings vs. a reaction.	Students will identify an intense feeling they experience at school and come up with a plan to STOP & PAUSE when they feel that emotion at school..
Primary RULER Concepts Addressed:	Recognizing, Labeling	Recognizing, Labeling	Regulating	Expressing, Regulating	Understanding, Regulating
Check-In	Using the RULER Feelings Chart, ask students to assess how they are feeling before	Ask students to recall how the mind and body are connected. What is an	Ask students to recall what a negative reaction vs. a positive response	What does it mean to respond positively? Why is reacting to a BIG/INTENSE	What is meant by “stopping and pausing?” Why is it important?

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	and after movement. NOTE: Students will be asked to do this each day.	example of how feelings “show” up in our bodies?	LOOK like when feeling a BIG/INTENSE feeling?	feeling negative?	
Vocabulary	Neurogenesis, Worry, Stress, Nervousness	Aggressive, Compromising, Tense	Intentional, Considerate	Pause, Compromise, Considerate Conflict	Secondary: Negotiate, Compromise
Movement Modifications NOTE: Most movements can be modified from a sitting position and are demonstrated in the videos.	Slide 2: Students move through the science lesson about the brain & movement lead by M2L Director of Programs, Jen Wiser - just press play for this fun, interactive lesson! Slide 17: <u>March in place</u> . <u>Jumping Jacks</u> .	Slide 4: <u>Hopping on one foot</u> . <u>Run in Place</u>	Slide 2: <u>Windmills</u> , <u>Lunges</u>	Slide 5: <u>Marching in Place</u> , <u>Tree Pose</u> , <u>Deep breathing</u>	Slide 4: <u>Run in Place</u> , <u>Triangle Pose</u> , <u>Deep breathing</u>
Resources <u>M2L Teacher Tools</u> Order your toolkit	Slide 18: <u>M2L Affirmation for resetting after movement activity</u> . <u>Print M2L Affirmation SCRIPT</u>		<u>M2L Red Light/Green Light game and more</u>		<u>PRINT M2L Stop & Pause Worksheet</u> . Elementary & secondary versions available.

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Small Group/Independent	Slide 10 or 11: T&T or small group discussion. "How do your feelings LOOK on the outside?"	T&T or small group: What kinds of BIG/INTENSE feelings do you sometimes have at school? .	T&T or small group: Think of a time when you responded vs. reacted to BIG/INTENSE feelings? Do you prefer to react or respond? Why?	T&T or small group: Have you ever stopped and paused before responding? How did it affect the outcome of the conflict?	T&T or small group: What techniques can you use during a pause to help you respond vs. react?
Connections	Go on a scavenger hunt. Where are the stationary bikes in your school? 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?"				Share your plan for STOP & PAUSE with a friend or trusted adult. Keep your plan in a safe place to reference when you are struggling with a BIG/INTENSE feeling at school.

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