The Choose Love Enrichment Program is a no cost, downloadable, pre-K through 12th grade, evidence-based social and emotional (SEL) classroom program teaching children how to choose love in any circumstance.

The program focuses on four important character values — Courage, Gratitude, Forgiveness, and Compassion in Action — which cultivates optimism, resilience and personal responsibility. Included elements are positive psychology, mindfulness, neuroscience, character values, and more.

- More than 40,000 educator downloads
- All 50 states + DC
- More than 85 countries
- 1,718,000 estimated students reached since 2016
- *Updated October 2019

**STUDIES & OUTCOMES**

**Annual Choose Love Educator Survey (2018-2019)**

- 99% said that they have seen an improvement in classroom climate and in the students’ overall behavior
- 73% said that their students get along better
- 81% said their students have a more positive attitude
- 62% have seen an increase in academic performance in their students
- 95% rated the program “good”, “very good”, or “excellent”
- 99% said they enjoyed teaching the program
- 96% said their students enjoyed the program

**University of Arkansas, College of Education & Health Professionals**

*Exploring the Impact of the Jesse Lewis Choose Love Movement Curriculum as Implemented at a Therapeutic Day Treatment School using the SEARS-T/A/C (2018-2019)*

“Based on the results, the Jesse Lewis Choose Love Curriculum appears to be an effective way to increase students social-emotional attributes and resiliency.”

View the University of Arkansas Evaluation Summary [HERE](#)

- During the school year of 2016-2017, Ka’elepulu Elementary Elementary School in Kailua Hawaii was the first pilot school to implement the Choose Love Enrichment Program. The administration conducted its own research within its classrooms and provided the following results to the Jesse Lewis Choose Love Movement.
- See results HERE

State of New Hampshire (NH)

New Hampshire has embraced the Choose Love Enrichment Program (CLEP) as the state’s SEL program.

Gov. Chris Sununu’s School Safety Preparedness Task Force recommended that it was necessary to expand SEL statewide. Equipped with this knowledge, Gov. Sununu made implementing CLEP a statewide initiative (the first in the nation to do so). To support this initiative, Gov. Sununu hired support and our team is working closely with his office as well as the office of Homeland Security to ensure all schools have the proper channels to teach the program effectively.

HERE is the first year report of Choose Love implementation in NH.
TESTIMONIALS

“In an educational landscape where many educators have the ‘not one more thing’ mentality, Choose Love is a breath of fresh air. In fact, it is the time I most look forward to all week.” -- E Birdin, Long Meadow Elementary, CT

"We have seen such a positive change in children and teachers. They are finding gratitude in the smallest things - these children live in extreme poverty, yet they are grateful. I’ve seen an increase in resilience in the students overall. I think the biggest change we’ve seen is the compassion they show to one another now. They are able to step outside of themselves and recognize the pain of others. I’ve had kids bring other kids to my room and say, 'he needs to be in our group because …' “ -- Lisa Mackenzie, CA

“Teaching the core concepts of the Choose Love Enrichment Program fundamentally transformed my classroom and became part of our culture. During the course of teaching the formula for choosing love, my classroom climate improved dramatically and students began using the phrase ‘choosing love’ not only in our classroom but in their daily lives. In addition, I personally benefited and was able to use the lessons in my own life. I feel that I am a better person because I implemented the Choose Love Enrichment Program in my class.” -- Krislyn Petti, Wilby High School, CT

“When a teacher meets their class for the first time they have planned lessons of how to improve the academic performance of each student and have a class management system in place. As we face them on the first day we don't know anything about homes and stresses in their lives. Classrooms need relationship building curriculums which The Choose Love Enrichment Program provides for students at all grade levels and soon to be families alike.” John Cook, All Saints School

“I found that it was 100% effective, not only did it help with my at-risk students, it helped with my students that were doing well. It teaches social-emotional learning, it teaches self-improvement, and also compassion in action. It is one of the best programs I have ever found. It is innovative, it can be used across your district. If you want to make a difference not only in your students, but in your overall faculty, you need to take advantage of this program.” Ginger Ulmer, Boonville, AR

“I am overwhelmed with the LOVE that is being spread in HAMBURG SCHOOL DISTRICT!!!! There is not enough time to type everything, but I will try to give you a quick summary. In Portland Elementary--every child has his or her journals. They are
decorated. They have had their first lessons. In Hamburg Pre-K, lots of coloring and conversation have gone down about Choosing Love and being kind to others. They too have posters and coloring sheets. At NAES—the building leaders have taken on the job of delivering the lessons. WOW!!! This has been sooooo powerful. It is so moving. They are loving it. They too have posters and coloring sheets. At HMS---Talk about rocking it. I have visited many classes. The English teachers revamped their entire curriculum to work the lessons into their literacy maps. WOW!!! I have seen skits, heard conversations, seen reading. This has been a positive storm to this building. Every teacher’s door has a message on it. Kids are talking it. Thank you is not enough.”—Tracey Streeter, Hamburg, AR

VIDEO TESTIMONIALS

MAS Charter School, New Mexico

West Warwick, RI

Boonville High School, Arkansas

Prairie Elementary School, California

Educator Conversations

READY TO GET STARTED?

• Please have each educator who will be teaching the program set up their own account on our Choose Love Connect community and program portal. This way, they will have access to all lessons, special online progress tracking and reporting features, access to additional resources links, the Educator Training Course, and networking opportunities with other educators teaching Choose Love.

• We will have the Choose Love Ambassador assigned to your area reach out and introduce themselves within the week and provide any additional assistance you may need.

• Please keep in touch with us—we love to see your photos, hear your success stories and be part of your school or classroom’s transformation!

Thank you for Choosing Love!
WHAT IS A CHOOSE LOVE SCHOOL?

A Choose Love School is a peaceful, loving learning environment where students and staff feel safe and connected and exemplify the character traits of courage, gratitude, forgiveness and compassion. It is a culture that promotes social and emotional well-being, which is essential for academic success.

A Choose Love School is one where:

- Anger and hate are replaced with happiness and love.
- Everyone feels safe, accepted, engaged, connected, included, inspired and loved.
- The climate promotes growth, learning, and achievement.

The Choose Love School Culture

Social and emotional learning (SEL) teaches students 5 core competencies - self-awareness, social awareness, self-management, responsible decision making, and relationship skills - that are critical to personal, social, and emotional well-being. The Choose Love Enrichment Program™ is a next-level approach to Social Emotional Learning that fuses SEL with character education, mindfulness, neuroscience, positive psychology and emotional intelligence.

Through instruction and reinforcement of character traits like courage, kindness, forgiveness and compassion-in-action, the program cultivates respectful connection not only between students, but also between students and school staff, creating a positive school climate where everyone feels safe and students thrive both emotionally and academically.

You will see this messaging in classrooms and throughout Choose Love Schools as a central theme that inspires the climate, interactions, behaviors, and choices of administrators, staff and students.
The Choose Love Enrichment Program™

The Choose Love Enrichment Program™ helps students develop their social and emotional skills by teaching them how to recognize and articulate not only their own feelings, but also recognize the feelings of others.

Through a combination of downloadable lessons, activities and skill development tools that can be easily incorporated into existing daily instruction, the Choose Love Enrichment Program™ creates a classroom environment where children feel confident and engaged as they develop positive, caring connections with their classmates.

The Choose Love Student Experience

Examples of what students are taught through the Choose Love Enrichment Program™ include:

- Self-expression and emotional awareness through drawing and writing in personal Choose Love Journals
- Mindfulness skills, like diaphragmatic breathing, which develop their focused awareness, help them to feel calm, and assist them in managing strong emotions.
- Neuroscience; the ability to identify different parts of the brain and how each functions which helps them understand, explain and control their thoughts, feelings, choices and actions.

As a result of their Choose Love experience, students feel empowered to find the courage to do the right thing even if it’s hard, to have an attitude of gratitude no matter the circumstance, to be able to handle challenging emotions and forgive themselves and others, and to choose to act with love and compassion.

Choose Love Students care about themselves, their classmates, their school, their families, their community, and the world around them and show that in their words and actions.

**BECOME A CHOOSE LOVE SCHOOL TODAY BY VISITING**

**JesseLewisChooseLove.org**

*Thanks to the generosity of our donors, we are able to offer unlimited access to this program at no cost.*
HOW TO CREATE A CHOOSE LOVE CULTURE

• Set the intention that not only your students, but you as well, will learn and become empowered through this program. When you set this intention and show that you are invested, learning and having fun with your students, the program is that much more impactful.

• Download, review and utilize all of the resources we have provided you with. There is a wealth of resources available to you from our website, www.jesselewiscooselove.org. There is an Educator Guide, videos for you and your students, as well as many reproducible materials and supplementary resources.

• Have students sign a Choose Love Pledge, showing their commitment to Choosing Love and practicing the Choose Love Formula and the skills learned through the program.

• Model Choose Love attitudes, behaviors, and skills to reinforce what the students are learning.

• Display the formula, brain model, the traits, and other Choose Love messaging throughout the school.....in classrooms, on bulletin boards....make the messaging clearly and highly visible school wide.

• Use the Choose Love vernacular readily and often....not just during lesson time....make that your go to vocabulary so students and staff really take it in.

• Take the opportunity to send positive Choose Love Messages during morning announcements. You can read quotes about Courage, Gratitude, Forgiveness, Compassion and Choosing Love. Or ask thought provoking questions to keep their attention on these key concepts and ideas and to get them thinking in this way. We have included Quote Lists for each of the traits in the Educator Guide that is a good starting point. But one click on the computer and you’ll find hundreds more quotes and inspiring messages to impart to the school community.
• Include Choose Love messaging and practices in specialty area classes. Art, Music, PE and other teachers can speak the Choose Love Language and integrate the content into their classes. Students can draw what courage looks like. Music teachers can share songs that reference these traits and discuss the lyrics and message...or sing songs related to these concepts. PE/Health teachers can practice breathing, power posing and other mindfulness activities. Educators can introduce, highlight, and study individuals in the subject area that exemplified the Choose Love Formula traits.

• Specific skills taught can be used school wide. For instance, have the school collectively take a Brave Breath before an assembly. Start the day with an announcement for students to take a Brave Breath to start the day. Before tests or exams, allow students to take a Brave Breath or go into a Courage Pose. Pepper these into various situations or times during the day. The more these are used and practiced the more students will be comfortable with these skills and be apt to use them regularly without prompting.

• Incorporate Choose Love into any rewards or recognition programs. Have a ‘Catching Courage’ award given to students showing courage. Or start a ‘Choose Love’ award for students who choose love in their actions and choices. These can be recognized daily, weekly, monthly, quarterly...in classrooms or school wide.

• Make interactive bulletin boards that engage students and promote the program traits and concepts. For example, a Gratitude board where students and staff can write down what they are grateful for. Or a Wall of Courage where students and staff can highlight and celebrate big and little acts of courage.

• Set aside a few minutes every morning at the start of a class to have a morning meeting. Take this time to take a breath, do a mindfulness practice/activity, or have a discussion/reflection related to Courage, Gratitude, Forgiveness, Compassion and Choosing Love. We have included Mindfulness Activities and Morning Meeting Infusion Activities as supplementary resources to be used to reinforce and support the learning beyond the program lessons.

• Make sure your school and classroom library have a variety of selections related to the Choose Love traits, concepts, and content. Make a designated Choose Love Library section in the class or library so students can readily access these books. We have included book lists for each trait in the Educator Guide that will get you started. But there are lots of amazing books on these topics, so see what else you can find. Read these books to students and have them readily available for students.
LESSON BREAKDOWN FOR ELEMENTARY SCHOOL

In each unit you will find:

- A Unit Overview summarizing the content of the unit.
- 4-6 lessons based on the theme of the unit.
- A list of student objectives for that unit.
- A Family Focus and Connection section that provides ideas for how to engage family members and caregivers in learning and reinforcing the unit’s concepts and skills.
- A Make Your Move section that provides tips and ideas for how to leverage your teacher leadership and integrate the skills into classroom and school culture.

There are 17-19 lessons for the Elementary School Program, depending on grade level. Lessons are designed to be taught in sequence, and vary in teaching time from 20 to 45 minutes based on grade level. For example, there are 17 lessons in the PreK-K program. At a pace of one lesson per week, the curriculum can be incorporated for 17 weeks. Additional activities are provided to help keep the program going all year long, and ensure that it becomes part of your classroom vernacular.

In each lesson, you will find the following sections: Student Objectives, Educator Preparation, Focused Awareness, Discussion, Activity, and Transfer of Learning. The Student Objectives section will tell you what the students will be able to do following the lesson. This will help you focus on why the lesson is being taught, and why it’s important for students. The Educator Preparation section will tell you what materials or resources you need to gather before the lesson.

The Focused Awareness section provides skills that are designed to help students increase their readiness to learn and improve their emotion management. It includes the following three skills: Breath (diaphragmatic breathing), Rest and Relax (mindful relaxation of the body), and Reflection (Garland, Farb, Goldin & Fredrickson, 2015).

These skills help students:

- Increase their awareness of emotions,
- Manage their feelings when appropriate,
- Regulate their feelings in the moment.

Educators can help students adopt these skills by modeling, coaching, and cueing students frequently. At first, younger students may find it difficult to focus their attention through this section, but with practice they’ll lengthen the amount of time they’re able to remain still, calm, and attentive.

The Discussion section provides an easy-to-use script for you to read aloud. It guides students through a discussion of the lesson contents. The Activity section provides students with opportunities to practice what they’ve learned. The Transfer of Learning section gives ideas on how to reinforce what students learned in the lesson.
LESSON 2
Making Decisions with Compassion
Practicing compassion is easy.

Student Objectives
- Identify scenarios that require compassion.
- Practice steps for making compassionate decisions.
- Apply empathy and listening skills to decision-making situations.
- Practice inviting someone to play.
- Practice diaphragmatic breathing and focused awareness.

SEL Skills Addressed
- Self Awareness
- Self Management
- Social Awareness
- Relationship Skills
- Responsible Decision-Making

Educator Preparation
- Review using the Compassion Video.

Focused Awareness
"Let's begin by practicing our Compassion Breath three times." (Lead students in three Compassion Breaths.)

"As we keep breathing, let's Rest and Relax our bodies. As you breathe in, imagine your heart relaxing, and then slowly breathe out. As you breathe in again, imagine your belly relaxing, and then slowly breathe out."

"Take one more breath and think to yourself, 'May I be calm and relaxed as we learn about compassion.'"

"How do you feel now that we practiced Compassion Breaths?" (Students respond.)

"Great! Now we're ready to learn!"

Discussion
"Compassion is when you understand how someone else feels and want to do something to help them feel better. Let's think of some examples."

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Pre-K | Unit 4 | Compassion | 08
LESSON 3  🌈
Feelings Can Change
There are many different feelings, and feelings can change.

Student Objectives
- Identify a range of emotions (disappointment, embarrassment, excitement, pride, etc.).
- Recognize that feelings change.
- Recognize that people can have different feelings about the same thing.
- Practice diaphragmatic breathing and focused awareness.
- Practice the Rainbow Breath.
- List feeling words.

SEL Skills Addressed
- Self Awareness
- Self Management
- Social Awareness
- Relationship Skills
- Responsible Decision Making

Educator Preparation
- Borrow the book *Mon day When It Rained*, by Cheryl Karchmeister (Houghton Mifflin Company, 1989) from your library. The story is about a boy and what happens to him every day for a week. Each day, the boy talks about how he feels, based on what happened. The book can also be ordered from a variety of sources, including Amazon: https://www.amazon.com/Monday-When-Rained-Cheryl-Karchmeister/dp/0688111399.
- If the book isn't available, use any book that demonstrates a range of feelings with clear visual cues. The purpose of this lesson is to help students identify feelings, differentiate between them, and acknowledge that feelings change. Alternatively, you can tell a personal story that demonstrates a diverse range of feelings you experienced over the course of the week. Use age-appropriate examples for students.
- In the Educator Guide, there is a list of Feelings Books with some great choices.
- Preview and cue the following video, If You're Happy And You Know It”, at the following link: https://youtu.be/I3weliKtQm8.

Focused Awareness
"Today we'll read a book called *Monday When It Rained*. (Or you may substitute another title if reading a different feelings book.) But first, let's get calm and ready to listen and learn by practicing our Brave Breath. Then we are going to learn a special way to make us feel strong and safe.” (Lead students in a couple Brave Breaths.)

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Kindergarten  |  Lesson 3  |  Courage  |  89
**Lesson 2**

*Making Compassionate Decisions*

Compassion helps me make good decisions.

**Student Objectives**
- Identify ways to play while exercising Compassion.
- Identify their favorite ways to show Compassion.
- Review the Choose Love Enrichment Program skills.
- Practice diaphragmatic breathing and focused awareness.

**SEL Skills Addressed**
- Self Awareness
- Self Management
- Social Awareness
- Relationship Skills
- Responsible Decision Making

**Educator Preparation**
Prepare students' Choose Love Journals.

**Focused Awareness**
“Let’s begin by practicing three Compassion Breaths.” (Lead students in three Compassion Breaths.)

“As we keep breathing, let’s be at ease and allow these sensations to flow through you. When you breathe in, imagine your heart opening up. As you breathe out, imagine your body relaxing. Slowly breathe in and slowly breathe out.”

“Take one more breath and think to yourself, ‘May I be calm and relaxed as we learn about Compassion.’”

“How do you feel now that we practiced some Compassion Breaths?” (Students respond.) “Great! Now we’re ready to learn!”

**Discussion**
“Last time we learned three steps for showing Compassion. We can also use those three steps to help us make good decisions. Let’s review them together.”

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**Syllabus**

- **Introduction**
  - Unit 1: Courage
    - Download Unit 1: Courage
    - Lesson 1: Brain, Body, and Feelings
    - Lesson 2: Listening and Being Courageous
    - Lesson 3: Small Acts of Courage
    - Lesson 4: Positive Relationships and Friendship Skills
    - Lesson 5: Courage with Friends
  - **Unit 2: Gratitude**
    - Download Unit 2: Gratitude
    - Lesson 1: The Benefits of Gratitude
    - Lesson 2: Gratitude at School
    - Lesson 3: Gratitude in Our Community
    - Lesson 4: Gratitude in Action
  - **Unit 3: Forgiveness**
    - Download Unit 3: Forgiveness
    - Lesson 1: The Benefits of Forgiveness
    - Lesson 2: Helping Each Other Forgive
    - Lesson 3: The Brain, Anger, and Being an Upstander
    - Lesson 4: Forgiveness, Affirmations and Doing My Best
  - **Unit 4: Compassion In Action**
    - Download Unit 4: Compassion in Action
    - Lesson 1: Compassion In Action
    - Lesson 2: Making Compassionate Decisions
    - Lesson 3: Giving and Receiving Help
    - Lesson 4: Choose Love Review
LESSON 2
Gratitude at School
I feel grateful for many people and things at school.

Student Objectives
- Make lists of things and people they are grateful for in school
- Describe how their bodies feel when they practice gratitude
- Practice diaphragmatic breathing and focused awareness

SEL Skills Addressed
- Self Awareness
- Self Management
- Social Awareness
- Relationship Skills

Educator Preparation
- Prepare students' Choose Love Journals
- Think of a personal example of a time you felt gratitude in school, and prepare to share it as an example

Focused Awareness
"Let's begin by practicing our Gratitude Breaths together three times." (Lead students in three Gratitude Breaths.)

"Now, to make sure our bodies are ready to learn, let's Rest and Relax. Take one more Gratitude Breath together slowly. Close your eyes. Last time we practiced feeling gratitude for our bodies. This time we'll practice feeling gratitude for our friends."

"As you relax your body, think of a time a friend helped you, or did something kind for you. Did they share a toy with you? Did they clean up when you were feeling sad?"

"Say, 'Thank you,' to them in your mind. Take one more Gratitude Breath."

Discussion
"The first ingredient for Choosing Love was courage. Who can remind us what courage means?"

"Courage is when you feel afraid, but choose to do something anyway because it's the right thing to do. Courage can help you make important decisions."

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Grade 2 | Unit 2 | Gratitude | 43

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LESSON 3

The Brain, Anger, and Being an Upstander

My brain and body respond to anger and forgiveness. I can stand up for my friends and help them forgive.

Student Objectives

- Identify what happens in their brains when they're angry.
- Recognize how Forgiveness Breaths help their brains calm down.
- Recognize that they have choices about how to respond to anger.
- Define the term "upstander."
- Identify ways to help someone who is being called names.
- Identify ways to help someone who is being left out.
- Practice diaphragmatic breathing and focused awareness.

SEL Skills Addressed

- Self Awareness
- Self Management
- Social Awareness
- Relationship Skills
- Responsible Decision Making

Educator Preparation

- Review the video about Dr. Dan Siegel's hand model that describes how the brain works.
  http://www.drseigel.com/resources/everyday_mindsight_tool/. Practice using the hand shape to describe the brain to students.
- Review the definition for the term "upstander,' and ways students can safely promote prosocial behaviors. An upstander is someone who stands up for themselves or others when they see that they're being treated unkindly or unfairly.
- Prepare a watch, clock, or timer to time students.

Focused Awareness

"Let's begin by practicing three Forgiveness Breaths. Who would like to help me lead the Forgiveness Breaths?" (Choose students. Practice three Forgiveness Breaths.)

"Now, to make sure our bodies are ready to learn, let's Rest and Relax. Take one more Forgiveness Breath slowly. How do you like to imagine letting go of anger? A warm breeze blowing away your anger away? A bird picking your anger up and carrying it away? A well that goes down into the center of the Earth? Close your eyes. Imagine your favorite way to let go of anger. Once you've let go of your..."
LEsson 5
Positive Relationships and Friendships
I play, work, and problem solve with my friends in safe and caring ways.

Student Objectives
• Define positive relationships.
• List friendship skills.
• Understand that friends might have different thoughts, feelings, and wants.
• Begin discussing the problem solving model, CALM.
• Define cooperation. List ways to cooperate in class. Practice cooperating.
• List listening skills.
• Practice diaphragmatic breathing and focused awareness.

SEL Skills Addressed
• Self Awareness
• Self Management
• Social Awareness
• Relationship Skills
• Responsible Decision Making

Educator Preparation
• Display and print the CALM Discussion Rubric. Print copies for each student, or have students copy it into their Choose Love Journals.
• Review the instructions for the cooperative game in the Activity section.
• Prepare students’ Choose Love Journals.
• Recall examples of when students in your classroom had different thoughts, opinions, feelings, or perspectives.

Focused Awareness
"Before we begin, let’s get ready to listen and learn by practicing our Brave Breath and Rest and Relax activities. Who would like to help me lead the Brave Breaths today?" (Select two students to help lead the Brave Breaths.)

Discussion
"We’ve been talking about how individual people, like me or you, can have courage. Today we’re going to expand our idea of courage. We’ll see what happens when people help each other have courage in relationships, friendships, and teams.”
"When we have a relationship with someone, it means we’re connected to that person in some way.”

www.ChooseLoveMovement.org
LESSON 4

Authentic Apologies
When I apologize, I mean it.

Student Objectives
- Recognize the impact of negative self-talk.
- Practice forgiving themselves and others.
- Practice making authentic apologies.
- Practice diaphragmatic breathing and focused awareness.

SEL Skills Addressed
- Self Awareness
- Self Management
- Social Awareness
- Relationship Skills

Educator Preparation
- Write affirmations that students can use any time of day. Put them on a board, on a laminated card, or have students copy them into their Choose Love Journals.

Focused Awareness
“Let’s begin by practicing three Forgiveness Breaths. Who would like to help me lead the Forgiveness Breaths?” (Choose students. Practice three Forgiveness Breaths.)

“Now, to make sure our bodies are ready to learn, let’s Rest and Relax. Take one more Forgiveness Breath slowly. Close your eyes. Imagine the slow, gentle wave coming in and out as you breathe. Every time the wave comes and goes, your body gets more relaxed.” (Breathe in and out five more times.)

“Remember, you can use Forgiveness Breaths any time you want to help your brain and body chill out!”

Discussion
“We all want to do our best in school and in life. We feel happy, confident, and proud when we do our best. Sometimes, when we try to be perfect, we get frustrated because something doesn’t work exactly how we wanted it to, or we feel overwhelmed because a task seems too big.

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Grade 5 | Unit 3: Forgiveness | 69

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LESSON BREAKDOWN FOR MIDDLE SCHOOL

The Middle School Program has very similar content to the Elementary School Program in that students learn the Choose Love Formula, with a unit on Courage, Gratitude, Forgiveness, and Compassion in Action. However, the Middle School Program is laid out very differently from the Elementary School to better fit with the Middle School Schedule. **It is designed to be started as close to the beginning of the school year as possible in order that the whole program be completed by the end of the school year.** Lessons are shorter so that they may be easily plugged in during homeroom or advisory periods, or woven into a regular class period.

In each lesson, you will find the following: Character Trait Quote, Student Objectives, Educator Preparation, Brain Blast, and Power Surge. The Brain Blast is the overarching lesson or theme for that section of the unit, which lasts 15-30 minutes. This can be broken into two lessons or shortened as needed. Each unit has 7 Brain Blasts. Ideally, if a class meets every day, this lesson would be taught the first day of the week. After the first Brain Blast lesson and activity, there are 4 Power Surges. These are designed to be slightly shorter lessons which expand upon or reinforce the Brain Blast Lesson. Power Surges vary in teaching time from 5 to 15 minutes and can be utilized daily or weekly as time permits. Again, these can be shortened or lengthened based on the time available. These lesson blasts enhance students’ understanding of concepts and introduce and reinforce essential skills.

Each unit has 7 Brain Blasts and 28 Power Surges, for a total of 35 lessons. At a pace of one Brain Blast lesson per week (starting on Day 1) followed by Power Surges (on the remaining days of the week), each unit of the program will take 7 weeks to complete. If this is taught in a class that meets daily, the entire program can be completed in 28 weeks. This program is easily adapted to varying middle school schedules, allowing for quick blasts of learning in a homeroom or advisory period, or extended learning blocks in a class. You’ll find lessons easy to modify to make them longer or shorter based on your needs. Altogether with 7 Brain Blast Lessons and 28 Power Surge Lessons for each character value unit, there is a total of 28 Brain Blasts and 112 Power Surges for 140 days of lessons and activities to complete the entire program. We encourage you to teach all lessons in the program in the order and manner in which they are presented. However, we realize this may be taught in a class that doesn’t meet every day and you may not have the time to get to all lessons. In this case, we advise you to teach the Brain Blasts Lessons and then pick the Power Surges that are most suitable and effective to meet the needs of your students and school.

The Student Objectives section will tell you what the students will be able to do following the lesson. This will help you focus on why the lesson is being taught, and why it’s important for students. The Educator Preparation section will tell you what materials or resources you need to gather before the lesson.

The Discussion section provides an easy-to-use script for you to read aloud. It guides students through a discussion of the Brain Blast lesson contents. The Activity section provides students with opportunities to practice what they’ve learned. The Power Surge days provide shorter lessons and activities to reinforce and extend what students learned in the Brain Blast lesson as well as introduce new skills and tools.
**SIXTH GRADE SNAPSHOT**

**Brain Blast #2 — Who’s the Boss?**

*I learned that courage was not the absence of fear, but the triumph over it.* - Nelson Mandela

**Student Objectives**
- Students will learn about the parts of the brain and how they function.
- Students will learn and practice the brain hand model.
- Students will create and practice positive self-affirming statements.
- Students will understand the importance of breathing as a way to reduce anxiety when fearful or in a challenging situation.
- Students will learn and practice a ‘Breath as a tool to help them calm down and reduce anxiety and fear.
- Students will practice focused awareness and identify the benefits of its use.
- Students will learn and practice the rest and relax skill and understand its purpose and benefits.

**Educator Preparation**
- For more in-depth understanding of how our brains and bodies respond to fear, watch this video about the neuroscience behind the program. [https://www.youtube.com/watch?v=zb8x8mChU&feature=youtu.be](https://www.youtube.com/watch?v=zb8x8mChU&feature=youtu.be)
- As an additional resource, watch leading researcher Dr. Dan Seigel discuss the brain. [https://youtube.com/watch?v=C0U5s0Ow](https://youtube.com/watch?v=C0U5s0Ow)

Here are a couple other good videos that explain the brain and hand model. These would be good to show to the class.
- [https://youtu.be/11_20hYhDwY](https://youtu.be/11_20hYhDwY)
- [https://youtu.be/gJr9bqQp7](https://youtu.be/gJr9bqQp7)

**Discussion**
“Since we’ll be talking about our brain today, let’s practice resting and relaxing our minds as well as our bodies and hearts. Close your eyes. Take a deep breath and relax your body. Let’s imagine that our brains are like airports. Thoughts fly in and out all day long. Sometimes it’s busy, and other times it’s calm. Some of the planes talk to each other over the radio, while others don’t. You are the air traffic controller who makes sure that everything is running smoothly. You help the planes navigate so they can all fly safely and take turns landing and taking off. Right now, imagine telling all of the planes to land safely. For a few minutes, your airport will be calm. Take another deep

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**Syllabus**

- **Unit 1: Courage**
  - Lesson 1: Profile of Courage - Jesse Lewis
  - Lesson 2: Who’s the Boss?
  - Lesson 3: Self-Awareness
  - Lesson 4: Fear & Courage
  - Lesson 5: The Courage to be YOU
  - Lesson 6: Courage and Friends
  - Lesson 7: Wrapping Up Courage

- **Unit 2: Gratitude**
  - Lesson 1: Introduction to Gratitude
  - Lesson 2: Thinking About Gratitude
  - Lesson 3: Gratitude Reminders
  - Lesson 4: Make Your Own Light
  - Lesson 5: Gratitude is the Gift that Keeps on Giving
  - Lesson 6: Showing Gratitude for Life’s Challenges
  - Lesson 7: It’s a Wrap!

- **Unit 3: Forgiveness**
  - Lesson 1: What is Forgiveness?
  - Lesson 2: Meditative Mindfulness
  - Lesson 3: Dealing with Anger
  - Lesson 4: Forgiving Others
  - Lesson 5: Forgiving Ourselves
  - Lesson 6: A Little More Forgiveness
  - Lesson 7: Forgiveness Wrap Up

- **Unit 4: Compassion in Action**
  - Lesson 1: Finishing the Formula – Compassion in Action
  - Lesson 2: Connecting Through Compassion
  - Lesson 3: The Ripple Effect
  - Lesson 4: Heroes of Kindness and Compassion
  - Lesson 5: Self-Compassion
  - Lesson 6: The Power of Compassion
  - Lesson 7: Not the End, Just the Beginning

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BRAIN BLAST #6 — A GRATEFUL STAR-STUDDED WORLD

I am grateful for the blessings of wealth, but it hasn’t changed who I am. My feet are still on the ground. I’m just wearing better shoes.

- Oprah Winfrey

SOCIAL MEDIA MESSAGE

No matter what happens in life, be good to people. Being good to people is a wonderful legacy to leave behind.

- Taylor Swift

Student Objectives

- Students will brainstorm and write about a celebrity and a person in their life who deserve ‘Attitude of Gratitude’ Awards and the reasons why.
- Students will view and reflect on a celebrity acceptance/thank you speech and then create their own.
- Students will use technology to research celebrity charities and foundations.
- Students will create their own charity and mission statement for their charity and share it with the class.
- Students will work with classmates to identify ways in which they can give back and then create personal Top 10 Ways to Give Back lists.
- Students will write letters that will be sent to the military through ‘Operation Gratitude’ to express gratitude for their service and sacrifice.
EIGHTH GRADE SNAPSHOT

BRAIN BLAST #4 — FEELINGS MASTER
The only thing we have to fear is fear itself — Franklin D. Roosevelt

SOCIAL MEDIA MESSAGE
I get a little scared sometimes.
A lot of things scare me.

Student Objectives
- Students will become more aware of their feelings and how they influence their thoughts and behaviors.
- Students will learn how to identify how they are feeling and the intensity of feeling through a color activity.
- Students will practice ‘changing the channel’ to change how they are feeling.
- Students will brainstorm ways by which they can work through challenging emotions.
- Students will practice talking back to fears.
- Students will learn the ‘3 Magic Questions’ and apply them to their fears and uncertainties.
- Students will create a courageous, confident alter ego that they can call on to help them face and manage challenging feelings, thoughts and situations.
- Students will recognize the power of music and create ‘Power Playlists’ to boost their confidence and courage.

Educator Prep
- None

Discussion
*We are becoming more self-aware. That means you are more tuned into your thoughts, feelings, physical signs, gut instincts and wants at any given time. We talked about our thoughts and learned some cool ways to get a handle on them. For the next few days, we are going to be...
LESSON BREAKDOWN FOR HIGH SCHOOL

In each of the High School lessons you will find the following sections: Student Objectives, Educator Preparation, Activity, Social Media Share, SEL Skills Practice, and Reinforcing Learning. The lessons are designed to be taught in sequence, and vary in teaching time from 5-10 minutes. There are 180 total lessons in the High School Program, 45 lessons in each of the 4 units. At a pace of one short lesson per day, students will have frequent opportunity to practice attitudinal and behavioral change.

The Student Objectives section will tell you what the students will be able to do following the lesson. This will help you focus on why the lesson is being taught, and why it’s important for students. The Educator Preparation section will tell you what materials or resources you need to gather before the lesson. The lessons themselves are very low prep because we know teachers have enough on their plate. Since using examples and scenarios that are relevant to your students help make the program more effective, most of the preparation suggests coming up with skill-based examples that will be meaningful to your students.

The Activity section offers scripts for discussion, games, reflection and activities. The Social Media Share section provides ideas for how students can extend and relate the lesson concepts online. We call out the specific SEL skills being used in the SEL Skills Practice section, and offer additional tips and teaching strategies for helping new skills stick with students in the Reinforcing Learning section.

Standards

The Choose Love Enrichment Program is aligned to the following standards:

- Early Learning and Development Standards
- Common Core State Standards
- American School Counselor Association Mindsets and Behaviors for Student Success
- 5 Social and Emotional Learning (SEL) competencies associated with CASEL
LESSON 2
Forgiveness vs. Accountability

Student Objectives
- Define accountability.
- Differentiate between forgiveness and accountability.

Educator Prep
- Write the words “forgiveness” and “accountability” on the board, with space to write under them.

Activity
Mindful Minute. “Find a comfortable position to sit or stand. Close your eyes and focus your attention on something that brings you peace for one minute.”

“I want to take some time to examine our definition of forgiveness more closely. Forgiveness is the choice to let go of anger and resentment towards yourself or someone else. It is a decision to surrender any thoughts of revenge and to move forward with your personal power intact.”

“Today we’re going to discuss how forgiveness is different from accountability.”

“What does accountability mean to you?” Students respond. Write their ideas on the board.

“Accountability is about accepting responsibility for one’s actions. Who can give me an example of someone being accountable and taking responsibility for their actions?” Students respond. Write their ideas on the board.

Ask students how their definition of accountability is similar to/different from the definition of forgiveness. Write their responses on the board.

“Forgiveness is different from accountability. When you choose to forgive, it doesn’t mean wipe away what the person did. And it doesn’t mean that the person isn’t accountable or responsible for their actions. Forgiveness simply focuses on letting go of anger and refusing revenge.”


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LESSON 2
Compassion Muscles

Student Objectives
- Practice a visualization exercise to build their compassion muscles.

Educator Prep
- Prepare to show the following video: https://www.youtube.com/watch?v=7rXWLDTdk9k4
  (4:55 length)

Activity
Mindful Minute. “Find a comfortable position to sit or stand. Close your eyes and focus your attention for one minute on something that you have achieved that makes you proud.”

“How do athletes prepare for a sporting event, such as a marathon or a championship game? Responses may include: training their bodies, eating healthy, building endurance and muscle tone.

“Today we’re going to try an activity to practice building compassion muscles. Just like courage, gratitude and forgiveness...like mini, math, sports or dance...the more you practice something the better you get at it. So the more we practice being compassionate the more we train and build our compassion muscles.”

“One technique you can use to practice compassion is something we’ve already been practicing: taking a Mindful Minute. We’ve been practicing focusing our attention on a variety of things during our Mindful Minutes...visualizing and using our imaginations. We can practice focusing our attention on compassion and love, too. When we practice having compassionate feelings towards others, we can actually increase the care and concern we have for others. Let’s watch this video to see how we can train our compassion muscles to be bigger and stronger.”

Play video: https://www.youtube.com/watch?v=7rXWLDTdk9k4

Debrief the visualization activity with students by asking the following questions either as a class or in small groups:
- What did you notice as you were trying the activity?
- Was anything easy, difficult or surprising?
- How could practicing compassionate mindfulness like this visualization technique benefit someone else? How could it benefit you?”

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LESSON 3
Courage, Agency, and Advocacy

Student Objectives
- Define advocacy.
- Define agency.
- Recognize that it takes courage to stand up for oneself and others.
- Identify a time they chose to stand up for themselves.
- Recognize how standing up for themselves benefits them.
- Recognize how acting courageously can have positive global benefits.
- Identify and learn about a cause that promotes the global good.

Educator Prep
Think of an example of a cause you are engaged in or want to learn about.

Activity
Mindful Minute. “Find a comfortable position to sit or stand during our Mindful Minute. Close your eyes and focus your attention for one minute on a time you felt confident.”

“Today we’re going to think about the benefits of standing up for yourself. This could mean saying yes to a challenging new thing, or saying no to something that is unhealthy or against your values.”

“Let’s define two terms first: agency and advocacy. Agency is the capacity of individuals to act independently and make their own choices. It’s your ability to decide what, how, when, and where you will do something.”

“Being an advocate is when you choose to support a person, decision, or cause.”

“When you stand up for yourself you are demonstrating your agency. You are also being an advocate for yourself. Sometimes you need courage to stand up for yourself and make decisions that benefit you. In your journal, take five minutes to write about a time you chose to stand up for yourself.”

“Who is willing to share one of their examples?” (Students share examples) “How did you benefit from standing up for yourself?”

“Using courage to demonstrate agency and advocacy provides personal and community

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TWELVE GRADE SNAPSHOT

LESSON 1
Loving Our Differences

Student Objectives
- Review the definition of compassion.
- Practice perspective-taking.
- Reflect on how our identities influence how we see the world and create relationships.

Educator Prep
- Assign students to groups of 5-6.
- Write the following questions on the board:
  - What does this person look like? Describe their appearance.
  - What does this person think a lot about?
  - What are potential negative self-talk and positive affirmations this person says to themselves/herself on a regular basis?
  - How does this person feel on a daily basis? Why?
  - Who are they friends with? Who are they not friends with? Why?
  - How do they show courage?
  - What kinds of things are they grateful for?
  - What compassionate actions do they take?

Activity
Mindful Minute. “Find a comfortable position to sit or stand. Close your eyes and focus your attention on your friends for one minute.”

“The Dalai Lama once said, “I believe compassion to be one of the few things we can practice that will bring immediate and long term benefits to our lives.”

“Today we will begin discussing the final ingredient of the The Choose Love Formula, which is Compassion in Action. Compassion in Action requires you to put yourself in someone else’s shoes. It’s about trying to imagine what it would be like to think what they think, feel what they feel, and understand the world as they see it.”

“To be able to truly empathize with another person, we need to know a little about them and

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