



LESSON 1:

Choosing Love

What we say and what we do affects how others think and feel. It also affects how we think and feel. We can choose our words and actions.

Student Outcomes	CSED Model Standards
<p>Students will be able to:</p> <ul style="list-style-type: none">➤ Repeat/recite/recognize the four core ingredients of the Choose Love Formula.➤ Label (name) several emotions by facial expressions and body language.➤ Identify how they and others feel and label the feeling.➤ Recognize facial expressions and body language of characters and determine how they may be feeling.	<ul style="list-style-type: none">➤ Moral Character➤ Civic Character➤ Self Awareness➤ Self Management➤ Social Awareness➤ Interpersonal/Relationship Skills➤ Responsible and Ethical Decision Making

Daily Dose of Love

“It takes courage to grow up and become who you really are.” —E.E. Cummings

Educator Prep

The lessons are scripted and are indicated in bold with quotation marks. You may choose to read them as they are written or review them and use your own language.

** It is extremely important to impress upon the children that they are NOT their feelings. We often say, "I'm angry/happy/sad..." In Choose Love we teach children that feelings and sensations come and go and that we can choose our thoughts. Distancing the feelings from the individual is paramount. Teach children to say, "I feel angry/sad/worried..." This is one reason we refer to our buckets being full or empty, and if we are filling or dipping.*

When discussing, in a circle, or on the carpet, kids are often eager to let you know they agree with what another student has said or that they have had the same experience. Introducing "Me, too," can ease that anxiety and desire to participate and keep the discussion moving. Teach the children that when they agree with, or have had a similar experience, about what another is saying, they fold their hand in a fist with the thumb pointing out and toward their heart - a gesture of "me, too!"

****Choose Love uses mindful breathing techniques throughout the curriculum. These include a special breath for each unit: The Brave Breath, The Gratitude Breath, The Forgiveness Breath and the Compassion in Action Breath. Prior to teaching these breathing techniques, here is some information for you to consider regarding deep breathing for students with high chronic stress:***

It's important to be aware that while belly breathing is soothing and comforting for most students, it's not always the case for students living in chronic stress or who have experienced a lot of trauma.

Often, students have developed coping mechanisms that help them NOT to feel because feeling is too painful. It can be overwhelming to "go inside" and feel the breath because their bodies hold too much hurt and anxiety. Sometimes these feelings can be triggered when asked to do the breathing exercises - the opposite of what we're trying to achieve.

Be sure to observe closely and be sensitive to students who don't participate. It's okay. Let them know it's okay to just observe and sit quietly.

It helps to provide them something to focus on, such as a picture or "external anchor" where they don't feel the hurt that's inside of them. Providing a physical prompt such as a print out of the visuals provided may help as well. Ask your students what they

prefer. Several of the breathing exercises in these lessons provide for external focus and physical touch.

Go slow and don't push students to participate in the breathing activities if you notice discomfort. Let them know that this could make you feel better if you're feeling anxious. It's a superpower skill that you can use for the rest of your life. We're going to do this a lot, so when you want to try it, you're safe to try it here. Always use invitational language and provide options.

For example, "You are in charge of your body and your breathing practice. If at any time you feel uncomfortable, you can just look down at a spot on the rug and breathe normally." Students need to know that they have control over how they participate in the breathing exercises.

For Educators: [The Formula for Choosing Love](#) by Scarlett Lewis

(<http://safesha.re/hpc>)

*Scarlett explains the formula which is the foundation of Choose Love.

Videos and Read Alouds on slides:

Preview and cue the following resources in advance of the lesson to avoid unexpected ads/other online distractions:

[Welcome from Scarlett](#)

(<https://safesha.re/iv6>)

[Let's Choose Love](#) video for students

(<https://safesha.re/inv>)

[Have You Filled A Bucket Today?](#) by Carol McCloud read aloud

(<http://safesha.re/inp>)

[Fill Your Bucket Song](#) by The Learning Station

(<http://safesha.re/inr>)

Additional Supporting Literature

[Bucket Filling From A-Z](#) by Carol McCloud video read aloud

(<https://safesha.re/jcc>)

Prepare

➤ See RESOURCES Tab:

- Write the Choose Love Formula on the board or hang the Choose Love Formula poster on the wall, also included in slides.
- Print the Choose Love Caregiver Letter and Choose Love Monthly Calendar to send home with students.
- Find an item to use as a bucket (an empty licorice container works well because it has a lid). Anything works - a clear plastic container is the best so students can see how many pom-poms are in the container. You can draw a face on the container and decorate it with stickers to make it really “happy.” This will be something you may choose to use all year to encourage students to demonstrate acts of choosing love. It’s a great classroom management tool.
- Gather pom-poms, cotton balls, anything that can be used to fill the bucket.

Note to Educator:

When discussing, in a circle, or on the carpet, kids are often eager to let you know they agree with what another student has said or that they have had the same experience. Introducing “Me, too,” can ease that anxiety and desire to participate and keep the discussion moving. Teach the children that when they agree with, or have had a similar experience, about what another is saying, they fold their hand in a fist with the thumb pointing out and toward their heart - a gesture of “me, too!”

Some educators like to have students act out scenarios. It is VERY important not to allow students to model dipping behavior with another student. The teacher should ALWAYS be the “dipper” and say the words, “tease, dip” rather than using an actual situation that could inadvertently hurt a child’s feelings. Teachers can say, *“I will never say anything to dip in your buckets on purpose and I won’t allow you to do that either. So, when we act out the dipping and filling, I will only say to you, “tease, dip.”*

Excellent Resource:

[National Center for Pyramid Model Innovations NCPMI](http://challengingbehavior.org/)

(<http://challengingbehavior.org/>)

Lesson begins here:

Focused Awareness

Prepare the students for learning by getting their attention and settling their bodies. This is a wonderful way to get students’ focused attention before any lesson.

Slide: Focused Awareness Visual

“Before we begin let’s get ready to learn. Let’s bring our hearts, minds, and bodies into the same room. Sit up nice and straight but not stiff. Put one hand on your heart and one on your belly. Let’s take a nice deep breath in together, and let it out slowly (breathe). Let’s do another breath in and out (breathe). And, one more (breathe).

“Everyone focus your attention on me.”

“Repeat after me, Eyes watching.” (Pointing to your eyes)

“Ears listening.” (Cupping hands around your ears)

“Voices quiet.” (Finger in front of lips)

“Bodies still.” (Fold hands in your lap)

“Hearts and minds open.” (Make your hands in the shape of a heart in front of your chest then point to your head and open your arms)

Slide: [Welcome from Scarlett](#)

The Journey

“Everyone in the whole world needs to love and be loved. There’s a magic formula for that. It’s called the Choose Love Formula. We’re going to use that formula to learn to live happier and healthier lives. It will help us learn and play together. We can use this magic formula for the rest of our lives.”

Slide: [Let’s Choose Love](#) video

Set the expectation that students should be detectives during this video to remember all four parts of the “magic formula.”

Encourage students to notice the faces and body language of the characters in the story.

After the video: **“Can anyone remember one of the parts of the magic formula?”**

“Raise your hand if you have a family member who you love and care about. A friend? A pet? When someone shows you that they love you, how do you feel?”

Slide: (Choose Love Formula) or post the Formula in your classroom

Have students repeat the Choose Love Formula with you.

“There are four ingredients that help us choose love. Just like when you bake a cake, you need the right ingredients to follow the recipe. The Choose Love recipe is: Courage +

Gratitude + Forgiveness + Compassion.”

**The first ingredient is courage. Everyone, say courage with me.” (Students say, “Courage.”)
“Let’s spell it together: C-O-U-R-A-G-E.”**

“Courage helps us do lots of things. It makes us better and stronger people. Courage helps us be our best self. We are going to learn all about courage and how to practice courage in little and big ways. Courage doesn’t mean that you’re not afraid. It means being afraid and still making wise choices. It’s not always easy to act courageously. We’ll learn some ways to help you have courage.”

Slide: [Have You Filled a Bucket Today](#)

Encourage students to notice the faces and body language of the characters in the story.

Relate the facial expressions and body language to how the characters are feeling.

Use language such as **“what if”**, **“I wonder”** and **“what would change if”** which will elicit more thoughtful responses as well as implying that there are no right or wrong answers.

Give students a pom pom to be placed into the bucket. Start with the empty bucket and talk about what can fill the bucket. Ask what the students can do to fill someone else’s bucket. As they share, give them a pom pom to put into the empty bucket. They can watch as the bucket fills up with their kind words and deeds.

Use the classroom bucket to demonstrate each of the discussion questions.

“Suppose that everyone was choosing love and filling each other’s buckets. How would that feel?”

“How would it be different if you chose love and filled the buckets of students you didn’t play with often?”

“What would change on the playground if we chose love and filled buckets instead of dipping in them?”

“What can we do when one of our friends is sad or hurt to choose love and help fill their bucket?”

Have a Lot of Fun!

Slide: [Fill Your Bucket Song](#) by The Learning Station

Encourage students to notice the faces and body language of the characters in the story.

Transfer of Learning

The concept of the bucket-filling book supports the formula for choosing love. Use the language as you notice interactions between your students and in literature.

The goal is to infuse the Choose love language into your everyday teaching so that the vernacular becomes part of the culture and makes choosing love a natural, thoughtful response in every situation, circumstance, and interaction.

Continue to recognize acts of Choosing Love/bucket-filling and dipping throughout literature and student interactions.

Use the verbiage of “choosing love” throughout the day and connect the concepts to how students are feeling.

Point out when students are demonstrating one of the four ingredients of Choose Love.

Weave the character values of the Choose Love Formula into everyday conversation and acknowledge when students do this as well.

Acknowledge when students demonstrate the character traits of the formula for choosing love: having the courage to share, take turns, and follow the rules.

Notice acts of choosing love and give students pom poms to put into the bucket when you see it. Or, you can acknowledge it and put the pom pom into the bucket.

Refer to the Choose Love Formula as you notice the traits in your students.

Home Connection

Send home the Choose Love Caregiver Letter and Choose Love Monthly Calendar.

Invite parents and caregivers to participate in the **Choose Love at Home Program**. There are many resources available and it supports what students learn in the classroom.

Our class is learning about Choose Love. At the dinner table, talk about the Choose Love Calendar and do the recommended activity.