



Second Grade | COURAGE | Lesson 1

LESSON 1:

The Four Ingredients of Choose Love

Courage + Gratitude + Forgiveness + Compassion in Action help us live happier lives.

Student Outcomes	CSED Model Standards
<p>Students will be able to:</p> <ul style="list-style-type: none">➤ Identify the four ingredients of the Choose Love formula in literature.➤ Recognize facial expressions and body language of characters and determine how they may be feeling.➤ Create a Choose Love Journal.➤ Use the verbiage of choosing love.➤ Begin to identify times when they need to hold onto their personal power.	<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

"The most courageous act is still to think for yourself. Aloud." ~Coco Chanel

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.

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](http://safesha.re/hpc) 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)

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

[Let's Choose Love](https://safesha.re/inv) video for students

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

[Stand Tall Molly Lou Melon](http://safesha.re/ip2) by Patty Lovell

(<http://safesha.re/ip2>)

Prepare

- Students will need **Choose Love Journals**. These can be made with construction paper covers and binder paper, or you may choose to purchase small inexpensive notepads.
- **See Resource Tab** for **Choose Love Formula**, **Choose Love Caregiver Letter**, **Choose Love Calendar**.
 - 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.
- You may want to get an inexpensive chime to use for mindful moments. This is a great tool to help students focus their attention prior to a lesson or when they need to reset.
 - Prepare a chime or show slide of the [chime audio on the slide](#).

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: Chime

"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)."

Slide: [Welcome from Scarlett](#)

The Journey

Slide: Choose Love Formula

"Everyone in the whole world needs love. We all need to love and be loved. We all want to feel connected to others. Today we're going to become members of the Choose Love Movement. This means we'll learn how to make choices that help each other every day. Choosing love is important because it helps us live happy and healthy lives. When someone shows that they love you, how do you feel? How do you show others you love them?"

"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?"

"Let's watch a short video that will help us learn about the Choose Love Formula."

Slide: [Let's Choose Love](#) video

Slide: [Stand Tall Molly Lou Melon](#)

Prompt the students to look for the Four ingredients of the Choose Love Formula.

Encourage students to notice the faces and body language of the characters in the story. Relate that to how the characters are feeling.

Discuss the behaviors of the characters as demonstrating Choosing Love or not.

“What are the characters feeling? What makes you think that?”

(**Note:** When students hear from their peers what they notice, it will help other students who may be having difficulty understand why/how that conclusion was reached.)

For example, **“I see that they have a really scrunched up look on their face, their eyebrows are close together, and their hands are clenched.”** This gives them some specific examples of the thought process of the other child. (Very important for English Language Learners and students with special needs).

“How does Molly Lou show courage?”

“What are some things Molly Lou is grateful for?”

“How does Molly Lou demonstrate forgiveness?”

“How does Molly Lou show compassion in action?”

“How does Molly Lou Melon hold onto her personal power?”

Introduce the concept of “personal power” to students. This is when they choose to do the right thing even when others are doing hurtful things.

Have a Lot of Fun!

Students decorate their Choose Love Journals and write/draw about a time that you stood tall like Molly Lou Melon.

Transfer of Learning

Continue to recognize the four ingredients of Choose Love throughout literature and student interactions.

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

Support students during the times when they need to hold onto their personal power.

Home Connection

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

Our class is learning about Choose Love. At the dinner table, have your student give examples of choosing love. Others can share their experiences as well.