



Third Grade | COURAGE | Lesson 1

## LESSON 1:

# The Four Ingredients of Choose Love

Courage + Gratitude + Forgiveness + Compassion in Action helps us have healthier, happier lives.

Student Outcomes	CSED Model Standards
<p>Students will be able to:</p> <ul style="list-style-type: none"><li>➤ Repeat/recite/recognize the four core ingredients of the Choose Love Formula.</li><li>➤ Label several emotions by facial expressions and body language.</li><li>➤ Identify how they and others feel and label those feelings.</li><li>➤ List helpful/harmful behaviors.</li><li>➤ Identify how they will be able to keep their personal power intact and handle conflict.</li><li>➤ Recognize why certain acts are courageous and what makes them courageous.</li></ul>	<ul style="list-style-type: none"><li>➤ Moral Character</li><li>➤ Civic Character</li><li>➤ Self Awareness</li><li>➤ Self Management</li><li>➤ Social Awareness</li><li>➤ Interpersonal/Relationship Skills</li><li>➤ Responsible and Ethical Decision Making</li></ul>

## *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.

***\*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>)

#### **Let's Choose Love** video for students

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

#### **Buckets, Dippers, and Lids** by Carol McCloud video read aloud or [read the book](#).

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

#### **"I've Got a Lid"** song

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

### **Additional Supporting Literature:**

#### **How Full is Your Bucket for Kids** by Tom Rath and Mary Reckmeyer

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

Some educators like to have students act out scenarios. It is VERY important not to allow students to model hurtful behavior with another student. The teacher should ALWAYS be the model. Rather than using an actual situation that could inadvertently hurt a child's feelings. Teachers can say, *"I will never say anything to hurt your feelings on purpose and I won't allow you to do that either. So, when we act out problem-solving, I will only say to you, "teasing you, picking on you..."*

### **Prepare**

- **See Additional Resources** section online for: **Choose Love Formula, Choose Love Caregiver Letter, Choose Love Monthly Calendar**
  - Write the [Choose Love Formula](#) on the board or hang the [Choose Love Formula poster](#) on the wall, also included in slides and **Additional Resources** section for this unit online.
  - Print the **Choose Love Caregiver Letter** and **Choose Love Monthly Calendar** to send home with students.
- 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.
- 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 preview 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](#)

Use your own chime or play the audio chime on the slide.

**"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?"**

**"Take a moment and think about 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?"**

**Turn to your partner and tell them about your thoughts."**

**"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 us have courage."

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

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

*Note: It is extremely important to impress upon the children that they are NOT their feelings. We often say, "I am 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..."*

**"We're going to read a story that helps us understand the Choose Love Formula. As we read, look for the four ingredients."**

Slide: [Buckets, Dippers, and Lids](#)

Prompt the students to look for the 4 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.

**"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.)

Focus students' attention on the concepts of bucket filling and dipping and how it relates to the **Choose Love Formula**.

**"Courage: We need courage to fill others' buckets and to put lids on our own."**

**"Gratitude: We can feel grateful when others fill our buckets."**

**"Forgiveness: We can see that others' buckets are empty when they dip in ours' and we can forgive that by not allowing it not to hurt us. We can put a lid on our bucket."**

**"Compassion-in-Action: Filling others' buckets is compassion in action.** Encourage students to notice the faces and body language of the characters in the story. Relate that to how the characters are feeling."

**Post Reading Questions:**

**"We are choosing love when we are filling buckets."** Brainstorm examples and

experiences of choosing love and bucket filling/dipping. Students share examples of when they've filled someone else's bucket and when someone has filled theirs.

**"It takes courage, which is the first ingredient in the Choose Love Formula, to hold onto our personal power when our feelings are hurt and we feel like our buckets are being dipped."**

Begin teaching students how to handle conflict (life's dippers) and how to effectively use their "invisible lids". Students practice acting out the appropriate responses when someone dips in their buckets. (They may need a lot of guidance with this piece and the appropriate words and actions.) Students practice holding onto their personal power by "using their lids."

## *Have a Lot of Fun!*

### **Slide "I've Got a Lid"**

Students decorate their **Choose Love Journals**. Provide students with colored pencils etc and have them write/draw the formula.

### **Optional Activity**

Give students a stack of pre-printed behaviors, and ask them to sort the phrases into "bucket fillers" and "bucket dippers." **Tip: Include some blank slips and have kids fill in their own behaviors to add to either list.** Once they are sorted, ask students how the "fillers" demonstrate choosing love.

## *Transfer of Learning*

The concept bucket-filling 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. We want to make choosing love a natural, thoughtful response in every situation, circumstance, and interaction.

Continue to recognize acts of Choosing Love throughout literature and student interactions and connect the concepts to feelings and emotions.

Support students to hold onto their personal power (use their "lids") when their buckets are feeling dipped into.

## *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.

Everyone shares about different times in their days that they were choosing love and how it made them feel.

Making this a routine will help everyone learn the foundations of the Choose Love formula.