

SOCIAL EMOTIONAL LEARNING

SOCIAL SKILLS LESSON PLAN

SOCIAL SKILL: BEING MINDFUL
CASEL COMPETENCY: SELF-AWARENESS

BOOK INFORMATION

Book Title: *Come On, Rain*

Author: Karen Hesse

Publisher: Scholastic Press

Year: 1999

ISBN Number: 9780590331258

Number of Pages: 24

Reading Level: Pre-K – 3rd grade

BOOK SYNOPSIS

Tess, young girl, struggles with the hot weather and whispers to the sky asking for it to rain. She tries to stay help her mom stay cool by making her some iced tea. Soon is starts to rain and the neighborhood joins together to enjoy it in the streets. Mothers and daughters start dancing in the street as it pours on them.

LESSON OBJECTIVE

To teach students the importance of becoming aware of their emotions and learning to live more contentedly in the present moment.

LESSON MATERIALS AND ADVANCE PREPARATION

Body Scan Activity

Materials: Paper, pencils or crayons

Preparation: None needed.

Unmindful Umbrella Activity

Materials: Unmindful Umbrella worksheet, pencils/crayons, umbrella, string and tape

Preparation: Print off Unmindful Umbrella worksheet (on page 4 of this lesson plan) for each student.

KEY VOCABULARY AND CONCEPTS

Squinting - look at someone or something with one or both eyes partly closed in an attempt to see more clearly or as a reaction to strong light.

Listless - lacking energy or enthusiasm

Parched – dried out with heat

Uneasy – causing or feeling anxiety

Sizzling – very hot

Wavers – shake with a quivering motion

Lupines – a plant of the pea family, with deeply divided leaves and tall, colorful, tapering spikes of flowers

Phonograph – a record player

Senseless – unconscious

Descends – move or fall downward

Glistening – shine or glitter

Stockings – a women's garment, typically made of translucent nylon or silk

PRE-READING ACTIVITY

Ask students if they have ever experienced a really hot day. Ask them what it was like for them. Ask them what they did to try to make it better. Show the cover of the book explain that today you will be reading a story about a girl named Tess who really wanted it to rain. Invite students to imagine they are one of Tess's friends in the book experiencing the day with her.

READ THE BOOK

POST READING DISCUSSION

Ask the following questions:

- How did Tess feel about the heat?
- How did those around them feel?
- How did you feel as I read the story?
- What did Tess do to try to make things better?
- How did everyone feel once it started raining?
- How did you feel once it started raining?
- Have you ever had these feelings before?
- What was it like to imagine yourself in the story with Tess?

Remind the students that being mindful isn't just being aware of our thoughts and feelings but also being able to manage them. Tess was aware that the heat was causing her to be sad and tired, but she was able to manage those thoughts by seeing others, helping others and then enjoying the rain when it came.

POST READING ACTIVITY

Body Scan Activity (grades K-6)

Invite students to either lay on the floor or sit at their desk with their heads down (depending on how much space there is in the room). Have students close their eyes. Tell them to pay close attention to their body and breathing as they do this activity. Invite them to clear their minds and think only of the present moment. When they seem relaxed, tell them to squeeze every single muscle in their body as tight as they can including their arms, legs, fists, and toes. After 15 seconds, tell them to relax again. Repeat these two more times. Then have students return to their desks. Have them write a paragraph or draw a picture (depending on their age) to describe what that experience was like for them. How did they feel when they were just lying there and how did they feel when they were squeezing all their muscles. Have them share with a partner their description.

Explain to students that we have thoughts and feelings going through our minds all day. As we focus on them like we did just then, we can begin to manage them and control them. This will help us to relax when we feel like things are getting to tense.

Unmindful Umbrella Activity (grades 3-6)

Hand out a Mindful Umbrella worksheet (on page 4) to each student in the class. As a class, brainstorm why being mindful is important. Write these ideas on the board and have the students put them above the umbrella. Then, explain that there are things in our lives that distract us from being present. Encourage students to decorate the umbrella with pictures or words that keep us from being mindful. Then have them draw themselves underneath the umbrella and have them write things they can do to be more mindful. After each student has finished the worksheet, have a few of them share with the class their ideas.

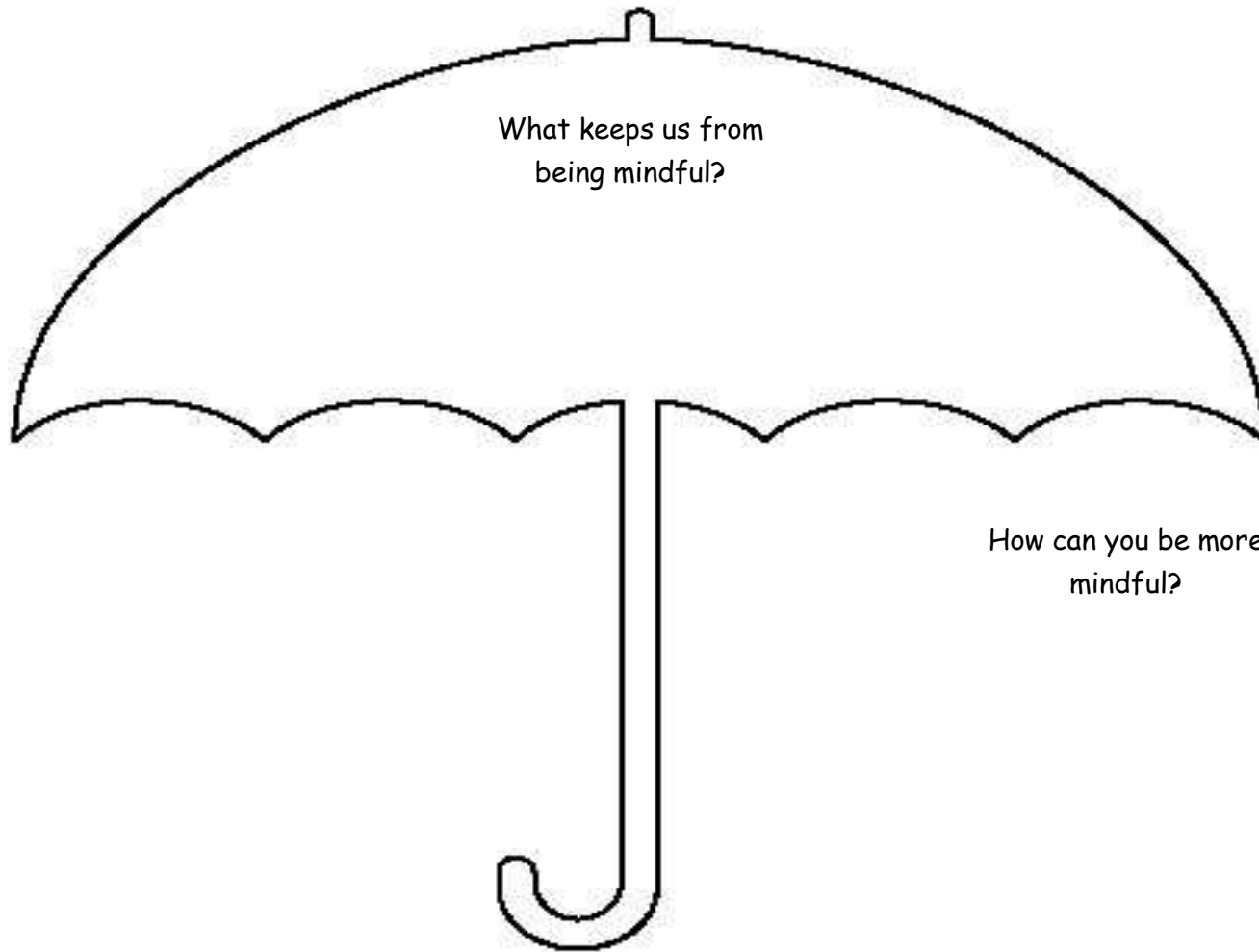
Then hand each student a piece of tape and string. Have them tape the string to the top of the worksheet. Then get out the umbrella and open it up. Explain that we are going to make this “Unmindful Umbrella” a “Mindful Umbrella” by putting our mindful ideas around it. Have students come up and tape their worksheets to the edge of the umbrella so the umbrella has all of their worksheets around it. Explain this umbrella will help us be mindful. If there is ever a time we need to escape the stress we are feeling, we can use the mindful umbrella to block out those distractions and focus on the present moment.

CLOSURE

Hang the poster on the wall and remind students to be mindful.

Unmindful Umbrella

Why is mindfulness
important?



*The present moment is
filled with joy and
happiness. If you are
attentive, you will see it.*

Thich Nhat Hanh

