

SOCIAL EMOTIONAL LEARNING

SOCIAL SKILLS LESSON PLAN

SOCIAL SKILL: BEING MINDFUL
CASEL COMPETENCY: SELF-AWARENESS

BOOK INFORMATION

Book Title: *The Uncorker of Ocean Bottles*
Author: Michelle Cuevas
Publisher: Penguin Young Readers Group
Year: 2016
ISBN Number: 9780803738683
Number of Pages: 37
Reading Level: 3rd grade – 6th grade

BOOK SYNOPSIS

A man has the job of being the Uncorker of ocean bottles. His responsibility is to find bottles in the sea, open them and then deliver it to whomever it is addressed. The story explains how there are many different kinds of messages being delivered. Some are sad but others make people happy. The Uncorker's hope is that one day a message will be addressed to him. He soon finds a message with an invitation to a party but it isn't addressed to anyone. He tries to find the recipient but is sad when he cannot. He decides to go to the party to apologize to the person throwing it that he wasn't able to deliver the message. When he arrives, he finds out that the party is for him and he feels exceedingly happy.

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

Mindful Messages

Materials: Paper, pencils and short pieces of string.

Preparation: None needed.

Mindful Bottles

Materials: Glass jar, glitter glue, Mindful Bottle worksheet, pencils and crayons

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

KEY VOCABULARY AND CONCEPTS

Glint – give out or reflect small flashes of light

Compass – an instrument that provides direction

Quill – a pen made from a main wing or tail feather

Postman – a mail carrier

Peculiar – strange or odd

Curious – eager to know or learn something

Vessel – a hollow container

PRE-READING ACTIVITY

Show students the cover of the book and ask them what they see. Explain that this story is about the man on the front and he is the Uncorker of Ocean Bottles. Ask them what they think that means. Explain that sometimes people put messages in bottles and throw them into the ocean for other people to find. In this story, this man's responsibility is to find the bottles and deliver the messages to whomever it is addressed. Invite students to imagine that they are delivering the messages along with the Uncorker.

READ THE BOOK

POST READING DISCUSSION

Ask the following questions:

- How did the Uncorker feel at the beginning of the book?
- How would you feel if you received a message with bad news? How would you feel having to deliver it?
- How would you feel receiving a letter with good news? How would you feel delivering good news?
- How did the Uncorker feel when he arrived at the party? Why did he feel that way?
- Have you ever been invited to a party? How did you feel?
- How did his thoughts lead to his emotions?
- How do your thoughts lead to your emotions?

Remind the students that being mindful isn't just being aware of our thoughts and feelings but also being able to manage them. The Uncorker felt alone when he was delivering the messages and was really sad. However, when he arrived at the party he decided to join them again the next day so he wouldn't feel lonely anymore.

POST READING ACTIVITY

Mindful Messages (grades 3-6)

Write the word “Mindfulness” on the board. As a class, brainstorm thoughts and feelings that we experience on a daily basis. Write those on the board around the word “Mindfulness.” Then circle all of the positive thoughts and feelings. Explain to students that it is okay to be sad or frustrated but that we can also change those thoughts to be more positive. First, we have to become aware of what we are feeling. Then we have to actively change our thoughts and feelings.

Give each student a piece of paper and a pencil. Encourage them to write a letter of encouragement and positivity. Just like the message in the book, don’t address it to anyone and don’t sign it. After each student is finished have them roll up the messages and tie a piece of string around it to keep it closed. Then collect all of the messages, mix them up and redistribute them to the class. Encourage students to read their mindful message and continue to read it anytime they are feeling upset, overwhelmed or frustrated. Becoming aware of our emotions through mindfulness and managing them can help us live more positive lives.

Mindful Bottles (grades K-3)

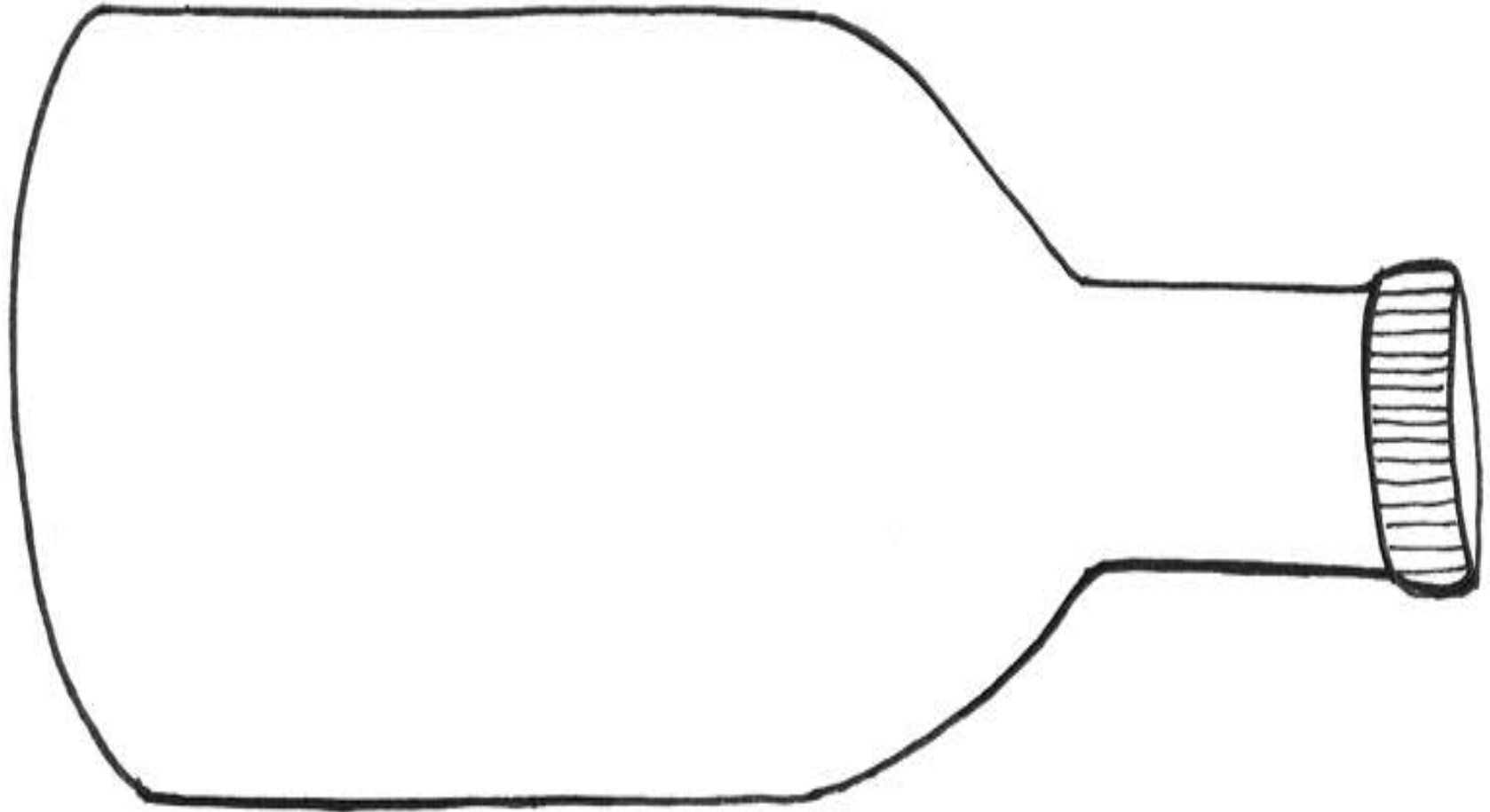
Get a clear jar and fill it almost all the way with water. Then, add a big spoonful of glitter glue and put the lid back on. Shake the bottle to move the glitter around. Explain to the class that the glitter is like their thoughts when they’re sad or mad. They swirl around making it hard to see and that is why we make bad decisions sometimes when we are mad. Then set the glass on the table, and show them that we are still and calm for just a little bit our thoughts begin to settle and things become clearer.

Hand each student a Mindfulness Bottle worksheet. Explain that just like the messages in the bottles were filled with emotion, our minds are filled with thoughts and feelings as well. Have them each draw a time when they were really frustrated and sad. Then, also have them draw in the bottle what they did or could have done to control those emotions and become calm again. Once each student is finished, have them share their drawing with a partner. Hang the worksheets in the class to help remind them of how they can choose to be more mindful every day.

CLOSURE

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

Mindful Bottle



Be happy in the moment, that's enough. Each moment is all we need, not more.

Mother Teresa

