

Lesson Title: Social Wellness

Target Grade: 3rd – 5th

Overview:

Students will understand the value of positive teamwork in managing conflicts, successes, and failures through interaction with others, regardless of differences.

Objectives: (what students will know or be able to do):

1. Students will engage in Yoga Pretzels to promote physical activity.
2. Students will create and set a personal health goal and track progress through logging physical activity.
3. Students will identify and demonstrate positive responses to challenges, successes and failures in physically active team-building exercises.
4. Students will manage conflict positively and demonstrate teamwork while working in groups.

Background:

See Appendix I

Materials:

- Body & Mind Contract
- Markers
- Pencils
- Yoga Pretzels (see Appendix I & II)
- Physical Activity Logs
- Social Wellness Vocabulary Posters
- Wellness Student of the Week Award
- Lighthouse Objects: rope, toys, blindfolds, hula hoops (4-5 for a smaller group; 8-10 for a larger group)
- Extension: 1 Fish, 2 Fish, Red Fish, Blue Fish Object (Optional)
- Yoga Mats (Optional)

Prep Time: 10 minutes **Activity Time:** 60 minutes

Nevada State Standards:

Health Standards Grade 3-5

- 5.3.2 (3rd) Identify positive responses to challenges, successes and failures in physical activity (i.e. sportsmanship).
- 5.5.2 (5th) Demonstrate positive responses to challenges, successes and failures in physical activity.
- 5.5.3 (5th) Manage conflict positively and demonstrate teamwork and sportsmanship while interacting with other regardless of differences.
- 6.5.1 Set a personal health goal through tracking progress toward its achievement
- 7.5.3 Engage in behaviors that promote physical activity.

Physical Education Standards Grade 3-5

- 4.5.1 (5th) Create personal goals related to fitness assessment.

NAAEE Standards:

- 1.3 Openness to Inquiry
- 3.1 Critical & Creative Thinking
- 4.2 Self-Efficacy
- 5.1 Learner Centered Instruction
- 5.2 Different Ways of Learning
- 5.3 Connection to Learner's Everyday Lives
- 6.7 Fit with National, State, or Local Requirements

Key Vocabulary:

- **Yoga:** a series of postures and breathing exercises practiced to achieve control of the body and mind; union—to bring together the body, mind and spirit.
- **Goal:** the purpose or intention of one's actions; an objective.
- **Social:** pertaining to friendly companionship or relations in a community or society.
- **Teamwork:** cooperative efforts on the part of a group of persons acting together as a team or in the interests of a common cause.
- **Sportsmanship:** being fair and courteous to team-mates and opponents while engaging in sports; being a cheerful loser, etc.
- **Comfort Zone:** a safe and familiar place where students spend a great deal of time operating from on a day-to-day basis.
- **Challenge Zone:** an unfamiliar place where students learn and grow from the most because trying something new helps empower students to conquer fears.
- **Danger Zone:** an unsafe place from which students should immediately walk away.

Lead Information/Engager:

Activity Time: 20 minutes

Step 1: To warm up the whole body and to release the joints and any pent-up energy before Yoga Pretzels, do the *Jiggle*.

Step 2: Have the group stand in a circle and begin by shaking wrists and hands to loosen up.

Step 3: Walk in place, lifting knees as high as possible toward the chest.

Step 4: Stretch one foot out and rotate the foot, then repeat with the other foot.

Step 5: Keep moving faster until the group is warm.

Step 6: Fan out all 50 Yoga Pretzel cards (see Appendix I for details).

Step 7: If there is a small group (8-10 students), allow each student to pick one card that they can teach the entire group. If there is a larger group of students, allow students to work in partners or small groups to select one Yoga Pretzel card to teach the whole group (optional: allow the students to decide if they would prefer the instructor to teach the selected Yoga Pretzels to the group instead).

Step 8: Ask students, "What are Yoga Pretzels? Who can do Yoga Pretzels, everyone? What are the benefits of Yoga Pretzels for children? What muscles did you use in Yoga Pretzels? What does your body feel like? Was there a change in your pulse? What other changes happened or are happening to your body, what about your mood?"

TRANSITION:

Now that we have warmed up our bodies engaging in familiar yoga pretzels, let's try something new and a little less familiar.

Activity One: Comfort & Challenge Zones

Activity Time: 5 minutes

Step 1: Take the students outside or to a space that is large enough for each student to spread their arms without touching anyone else.

Step 2: Ask the students to draw an imaginary circle around their feet. Explain to the students that this circle represents their comfort zone.

Step 3: Ask the students what a comfort zone is and where in the world they feel the most comfortable. Make sure that all the students agree that a comfort zone is a safe and familiar place.

Step 4: Now ask the students to draw a bigger imaginary circle around their comfort zone. Have the students take a step into this circle. Explain to the students that this circle represents their challenge zone.

Step 5: Ask the students what a challenge zone is, examples of challenges the students face in life, and why it is important to face challenges. Make sure that all the students agree that a challenge zone is a place that is not comfortable and also a place that is not dangerous. Explain to the students that people learn and grow the most in the challenge zone because trying something new or unfamiliar empowers people to conquer fears.

Step 6: Now ask the students to draw an even bigger imaginary circle around their challenge zone. Have the students take a step into this circle. Explain to the students that this circle represents their danger zone.

Step 7: Ask the students what a danger zone is, examples of dangers the students should avoid, and why it is important to be aware of this zone. Make sure that all the students agree that the danger zone is an unsafe place from which the students should immediately walk away. Explain to the students that the instructor will never take the students to the danger zone, but that the instructor will ask the students to enter their challenge zone periodically in the Wellness Program. Tell the students this is the last time during this program that they will stand in their danger zone whether it is imaginary or real, so ask the students to step back into the challenge zone, and then into the comfort zone.

TRANSITION:

Now that the difference between comfort and challenge zones has been clarified, let's test ourselves to see which zone the next team-building activity takes us.

Activity One: Lighthouse

Activity Time: 30 minutes

Step 1: Tell the students that they will be engaging in "Lighthouse".

Step 2: Explain the rules of the game (See Appendix I).

Step 3: Allow for some failure and end with success. Make sure to pose debrief questions through-out and after the activity (See Appendix I).

TRANSITION:

Now that we have engaged in two different physical activities, let's use our logs to track today's physical activity and to find out how we did on achieving our goals from last week.

Activity Three: Physical Activity Logs & Wellness Student of the Week Award

Activity Time: 5 minutes

Step 1: Ask the students how everyone did on achieving their goals from last week. What worked, what did not work? What was the most challenging about filling out the logs? Let us brainstorm some ideas as a group for solutions to challenges that keep getting in the way.

Step 2: After a short brainstorm, ask the students, can we make our goals even more achievable this time? What were some of the physical activities some of you listed?

Step 3: Ask the students to fill out a new log entry for the physical activity today during Yoga and the Team-building activity.

Step 4: Ask the students to decide on a new goal for the week. Have them write it in the allotted space on their physical activity log. (As an option, ask the students to write their name up on the board with their goal listed next to it.)

Step 5: Announce the "Wellness Student of the Week". The instructor should select a student based on good behavior. A student selected should be an excellent example of behaviors that the class has agreed to on the Body & Mind Contract from "An Introduction to Body & Mind Wellness" (see Student of the Week Award PDF or create your own award using Microsoft Word Templates—go to new document, templates, then award certificates). Make sure to specifically explain why this student has been chosen for the award.

Review Questions:

1. Students can engage in Yoga by repeating Yoga Pretzels by visual and verbal command. Ask the students to list the names of various Yoga Pretzels learned today.
2. Students can create and set a personal health goal and track progress through logging physical activity. Ask the students what they wrote for their "I can" weekly physical activity goal.
3. Students can identify and demonstrate positive responses to challenges, successes and failures by debriefing and communicating about challenges and failures during the physically active team-building exercise (see Appendix I for Social Wellness Team-Building and Debrief questions in English and Spanish).
4. Students can manage conflict positively by debriefing team-building exercises and communicating about working in a group (see Appendix I for Social Wellness Team-Building and Debrief questions).

Assessment/Evaluation:

- Students can create personal health goals relating to one week of physical activity. Students can keep a log of their personal physical activities for one week. Students can calculate the amount of time spent doing each type of physical activity and analyze their physical activity level (based on the physiological change that occurred for the student). Students can also express body parts worked, through the analysis of their physical activity log.
- Refer to review questions for other evaluation.

Constructed Response:

Prompt: Our lesson discussed how to manage conflict and create strategies for success while playing a game and working with a team.

- A) In two sentences, explain how working with a successful team makes challenges easier.
- B) In two sentences, explain what food items are considered carbohydrates.

Cross-Curricular Extension:

- **Writing:** Students can journal about their successes and failures with working in a team. Students can write about the following: What is the most beneficial about team-work? Why could working in a team make life easier? Why would always working alone harm someone?
- **Language Arts:** Students can write a poem or story using similes and metaphors to describe lessons learned in working with a group versus working individually.
- **Math:** Students can calculate how many times during the day they work in a group vs. alone when it comes to assignments or other daily activities. Based on their findings, students can discover how many times during the day they would need to either work in a group or work alone to achieve a balance between both.
- **Physical Education/Counseling:** "1 Fish, 2 Fish, Red Fish, Blue Fish" (See Extension Activity in Appendix I).

Differentiation:

Learning Intelligences addressed:

- Linguistic Intelligence- Students can use words effectively by listening to word and activity descriptions in order to finish team-building games.
- Visual-Spatial Intelligence- Students can learn how to accurately log their physical activities and associated physical activity intensity levels when they visually investigate the Physical Activity Intensity Level Chart and Body Parts Worked Diagram.
- Bodily-Kinesthetic Intelligence- Students can use their body effectively while engaging in the physical activity of Yoga Pretzels, Comfort Zones, "Lighthouse", and "1 Fish, 2 Fish, Red Fish, Blue Fish".
- Intrapersonal Intelligence- Students can understand one's own interests and goals by connecting their body and mind while engaging in Yoga. The quiet serenity and deep introspection of Yoga provides students the opportunity to independently practice this physical activity. Students can understand one's own interests and goals to become more physically active while writing in their Physical Activity Logs.
- Interpersonal Intelligence- Students can understand and interact with others as they interact with one another during "Lighthouse" & "1 Fish, 2 Fish, Red Fish, Blue Fish" in order to create strategies for successful outcomes.

Gifted and talented:

- Students can determine the top 5 reasons why working in a group can be difficult. Next, students can identify at least 5 different ways individuals within a group can positive manage difficulties that arise in a group setting in order to make team-work a success.
- Students can invent scenarios about how to manage conflict positively while interacting with difference (whether it is difference in age, gender, intelligence, race, etc.).
- Students can specifically answer questions or write about the difference between a leader and a follower and why people need to be both a different times.

English as second language:

- Students can re-define the key vocabulary as it translates in Spanish.

Appendix I

Background Information:

What are Yoga Pretzels?

A fifty-card deck that offers an effective, playful and easy way to teach and learn yoga. Yoga Pretzels are divided into nine sections:

- **Breathe—tune in and focus.**
Breathing exercises helps us to slow down, increase awareness and make non-reactive choices. These cards will help you to focus your mind and body. They can be used individually or as part of a longer routine.
- **Game—be playful and creative with friends.**
Fun and play are important! Use the game cards to enhance fitness, teamwork and creativity. They can be used on their own, and they're also a good way to warm up before trying the poses.
- **Balance—feel poised, composed and aligned.**
A balanced body creates a balanced mind. Balance poses bring you in to focus and develop alignment, strength, flexibility and grace.
- **Stand—become stable, strong and grounded.**
It all starts with the way you stand. Use these cards to develop your strength and concentration. Standing postures are a good way to become fully present in your mind and body.
- **Forward Bend—reach, release and flex.**
Forward bends help to calm you so that you can be peaceful inside. They stretch and strengthen your legs and help to open your spine and chest. They are a good warm-up for back bend, but can also be used anywhere in your practice.
- **Back Bend—be supple, open, and trustful.**
Back bends are great energizers. They complement forward bends and help you to open your heart and built trust in yourself. We recommend that you do back bends after you have warmed up.
- **Twist & Stretch—twist, turn and extend.**
These poses are wonderful for exercising and toning inside and out. Use them to unwind, let go of stress and tension, and renew yourself. Take them slowly, one step at a time, breathing evenly, and discover how deep you can go!
- **Partner—have fun working together.**
Partner poses strengthen cooperation, connection, teamwork and friendship. Use these cards as a playful means of learning how to relate to others in a respectful, trusting and openhearted way.
- **Time In—unwind, rest and revive.**
Relax and breathe. Use these cards to become still, focused and self-aware. Once you have mastered these simple techniques, you can use them in all kinds of everyday situations to calm your mind and relax your body.

Who can do Yoga Pretzels?

People of all ages can do Yoga and will benefit from its practice. Size and fitness level do not matter because there are modifications for every Yoga pose. The idea is to unite your own body and your own mind by exploring your limits. A healthy, regular, and enjoyable yoga routine has the most benefits for children when it is established at a young age.

What are the benefits of Yoga Pretzels for children?

Yoga takes a holistic approach to maintaining health and wellbeing that makes children feel good and aids their growing bodies. Studies into the benefits of yoga have shown that it can help children in the following ways:

- **Flexibility and Strength**

Children are naturally flexible and agile, and these are important qualities to maintain in their young bodies. Yoga poses strengthen their growing spines, keep their muscles supple, and encourage good joint movement. On a deeper level, intense bending and twisting movements in poses stimulate and massage internal organs, balancing the endocrine and other bodily systems.

- **Better Posture**

Regular practice of Yoga poses straightens and strengthens the spine by sending a fresh flow of blood and nutrients to a child's muscles and disks. When the back is upright and lifted, it enables better energy flow, the nervous system works more efficiently, and breathing and digestion are improved.

- **Body Awareness**

Yoga encourages body awareness because most poses are repeated on both sides of the body, which is believed to harmonize the left and right hemispheres of the brain. The ability to distinguish between left and right is the essence of body awareness that develops around the age of seven, about the time that hand dominance is established.

- **Breathing**

Teaching children to breathe more deeply in yoga allows the body to draw in more oxygen, which is life sustaining energy. Breathing has a direct link with our mind and emotions. When we feel nervous or upset, our breathing becomes very shallow and labored. Practicing breathing deeply helps to calm the mind and frees any blocked emotions or creative energy. Yoga breathing techniques can encourage better sleeping patterns.

- **Concentration Techniques**

Concentration and visualization exercises helps children to learn to sit still, get in touch with their inner selves, focus their mind and avoid outside distractions so that they enjoy the present moment. When they acquire concentration skills, they are more alert and receptive, making it easier for them to pay attention at school and increase their learning abilities. Yoga poses, breathing exercises, and concentration techniques help to balance and stimulate both hemispheres of the brain.

- **Communication Skills**

Yoga can develop children's speech by teaching them about the world around them. Naming animal poses, parts of the body and objects as they practice Yoga further develops a child's vocabulary.

- **Building Self-esteem**

Yoga uses positive language, affirmations and visualization techniques that increase a child's self-esteem. Studies into the use of positive affirmations have shown that your personality reflects how you see yourself. If a child feels inadequate, he or she will act according to this self-image. As a child becomes more proficient at the yoga poses, he or she feels healthier, toned, and his or her confidence and self-image improve.

- **A Non-Competitive Discipline**

Children can enjoy the physical and mental exercises without worrying about succeeding or failing. Yoga is not about making the pose perfect; it's about enjoying the process and remembering to have fun!

Activity: Lighthouse

Step 1: Lay out hula-hoops, toys, rope, "treasure", etc. at random through-out the play area.

Step 2: Have two volunteers come up and stand in front of the rest of the group.

Step 3: One volunteer will play the role of the ship. This person is blindfolded and placed with their back to the rest of the group.

Step 4: The other volunteer will play the role of the lighthouse. This person faces the remaining students who will be rocks.

Step 5: The rocks form a line in front of the lighthouse to help guide the ship through the playing field to retrieve the "treasure".

Step 6: Only the boat and lighthouse may verbally communicate to each other.

Step 7: The goal is to have the rocks silently communicate to the lighthouse where the treasure is located by avoiding the icebergs and/or coral reef, which will sink the ship.

Step 8: The rocks communicate with the lighthouse and the lighthouse with the boat. As a team, they help the boat locate the treasure.

Suggestion: Pose debrief questions at different stages and through-out the game (see questions listed on next page).

Extension Activity: 1 Fish, 2 Fish, Red Fish, Blue Fish

Step 1: Have the students form a line about 35 meters (more or less) across from the instructor.

Step 2: The instructor will show the students an object that they will have to grab, secretly hide and then eventually move it across the students' line where they started. While the game is running, the object will be kept at the feet of the instructor, so that the students may easily grab the object once they have reached it.

Step 3: Explain to the students that while the instructor turns around and says the magical phrase, "1 Fish, 2 Fish, Red Fish, Blue Fish," the students may move forward toward the object. Once the instructor has stopped saying the magical phrase, the students must freeze!

Step 4: If the instructor catches a student moving, he or she must go back to the start of the line.

Step 5: Once students have grabbed the object, they must hide it from the instructor as best as possible because the instructor has 1 chance to guess which student is hiding the object. If the instructor guesses the right student, the whole group must go back. If the instructor does not guess the right student, the instructor will turn around and the game will continue.

Step 6: The object of the game is to bring the object back across the student line. However, there is one catch; every student must touch the object at least once before it crosses the line.

Suggestion: Pose debrief questions at different stages and through-out the game (see questions listed on next page).

Team-Building Debrief Questions (English and Spanish)

Ask students some of the following questions in order to facilitate a group discussion on team-work:

- 1) What was the most difficult aspect of this activity and why? *¿Qué fue el aspect más difícil de esta actividad y por qué?*
- 2) How did the challenges of this game make you feel? *¿Cómo los retos de este juego te hace sentir?*
- 3) What has been helping the group to succeed in this game or what is causing failure? *¿Qué ha estado ayudado al grupo a tener éxito en este juego o qué está causando falta?*
- 4) How does working with the group make the game easier? *¿Cómo trabajando con el grupo hace el juego más fácil?*
- 5) Who in the group showed outstanding sportsmanship? *¿Quién en el grupo demostró deportividad excepcional?*
- 6) How did he or she demonstrate sportsmanship (the answer should be made up of specific actions)? *¿Cómo él o ella demostró deportividad?*
- 7) Why is it important to remain positive even when things are not going as you or the group would like? *¿Por qué es importante seguir siendo positive, aun caundo las cosas no van como usted o el grupo le gustaría?*
- 8) What did you learn today about teamwork? *¿Qué aprendió hoy sobre trabajo en equipo?*
- 9) How can you use what you learned today in school or at home? *¿Cómo puede utilizar lo que aprendió hoy en escuela o en casa?*

Appendix II

Resources:

Online Resources:

- Centers for Disease Control and Prevention: BAM! Body and Mind
- National Wellness Institute: The Six Dimensional Model
- Best Practices in Wellness Program Design
- Learning-Styles-Online
- Dictionary.com

Books:

- Life Skills Training Promoting Health and Personal Development by Gilbert J. Botvin
- Smiling at Yourself Education Young Children About Stress and Self-Esteem by Allen N. Mendler
- Stress Management and Self-Esteem Activities by Patricia Rizzo Toner
- Yoga Pretzels 50 Fun Yoga Activities for Kids 7 Grownups by Tara Guber and Leah Kalish, Introduced by Baron Baptiste, Illustrated by Sophie Fatus

Other Sources:

- Sierra Nevada Journeys

Kylie Rowe is the Creator & Pilot Instructor of Social Wellness--part of the 8-lesson curriculum, "Moving to Wellness"