

Nicole Bossak – Remote Guidance Lessons

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Week 1 3/16-3/20/2020

Lesson 1:

Virtual Career Day PK-5

Since our annual Career Day will be postponed, students can take a virtual tour of various careers through this interactive website.

<http://www.imadeitsc.com/index.html>

Simply click on the "Occupations" tab

>Click the "Find out more" button under each Career Cluster (Healthcare, Information Technology, Manufacturing, or STEM Related Industries) to learn more about different careers that you may find interesting.

I would love to hear about the Careers that you Find interesting. Please post a comment about something new that you learned after taking the Virtual Career Day Tour.

Lesson 2:

PK-5th grade

Try at least two of the following activities and post which you like the best. Do you think you can utilize one of these strategies?

Breathing - Why it works...

Deep breathing increases the supply of oxygen to your brain and stimulates the parasympathetic nervous system, which promotes a state of calmness. Your parasympathetic nervous system (BIG TERM) controls your heart rate as well as the muscles that make up your digestive (stomach, intestines, etc) tract.

Meditation or Mindfulness - Why it works...

Meditation, or as we call it Mindfulness helps train your brain to slow down and control your thoughts and actions. Breathing and calming your mind gives you more time between thoughts = more opportunity to skillfully choose which what actions you take.

Mandala or Coloring - Why it works...

Coloring has the ability to relax the fear center of your brain, the amygdala (BIG WORD). It reducing the thoughts of a restless mind, has it ever seemed that your mind is racing from one thing to the next? This generates mindfulness and quietness, which allows your mind to get some rest after a long day at work.

Strategies:

4-7-8 Breathing Exercise: <https://youtu.be/UxbdX-SeOOo>

Meditation: <https://youtu.be/qVz65HfNeEU>

Attachment: Mandala Coloring Activity

Week 2 3/23-3/27/2020

Lesson 3:

Listen to the following stories

Ruby Finds a Worry (PK-2)

<https://www.youtube.com/watch?v=VCyiiHI2SJU>.

Jack's Worry (3-5)

<https://www.youtube.com/watch?v=TQ0wyzjr5mg>

Discuss with someone in your family what helps Ruby to handle her worry.

Strategy 4 - Journal:

Getting worries out on paper can help you find a place to store that worry, out of your mind. A place that you can visit it later and decide how to handle it.

Pre-K - K: Draw a picture about how using Habit 6, synergize can help with worries.

1st - 2nd Grade: Draw a picture about how using Habit 6, synergize can help with worries. Describe your picture in 2 or more sentences.

3rd - 5th grade: Write a paragraph about how using Habit 6, Synergize can help with worries.

It is not mandatory that you share your pictures or writing, but I would love to hear your ideas after you complete this activity!

Lesson 4:

Get outdoors (strategy 5)

For all ages!

Sometimes when we are stressed or worries, we need to get outdoors and clear our minds. What are some games you can play with your family outside? How did your time outside make you feel?

Post a picture of you and your family playing one of these classic games:

1. Simon Says
2. Red-Light, Green-Light 1,2,3
3. Mother May I
4. Bike Ride
5. Nature Walk
6. Chalk Art

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7. Blowing Bubbles

8. Playing Ball

Or anything else you have done to get outdoors while you are social distancing.

Week 3: 3/30-4/3/20

Lesson 5:

Watch the following GoZen video, and take notice, can you feel a worry? How did you feel after you completed the exercise?

<https://youtu.be/aIC-lo441v4L>

After watching the “Body Scan” video, did you notice anything different in how you feel? Are you more relaxed, sleepy, could you feel where you may be holding onto your worries or frustration?

Please response in 2-3 sentences provided below.

Lesson 6:

Floating Feelings

Attached to this post is a diagram of the human brain with a lot of little bubbles inside. With the help of your parents, or independently, fill in the bubbles with feelings words.

After you fill in your bubbles, did you notice if any of those feelings or thoughts are bigger than others? Were you able to fill in all the bubbles?

What kinds of feelings have been floating around inside your head?

I would love to see your completed Floating Feelings brains. :)

Please submit a copy of your finished product!



Week 4

April 6 – 9

Lesson 7: Career Connection

There’s a career for everyone! What types of careers are you interested in?

Explore some careers on PBS Learning Media. Then ask your parents what types of careers they may have been interested in when they were growing up. I would love to hear about what you learned from your parents and PBS!

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<https://scetv.pbslearningmedia.org/collection/a-z-career-lab/#.XoMxIEBFwcb>

Lesson 8: Feeling Safe

You will need a partner for this activity – could be a sibling, parent, grandparent, someone who lives in your home...

Discuss what it means to feel safe.

During this uncertain time, it could be important to remind our kids how they are safe.

Activity:

1. **Brainstorm** what are some things that make your child feel safe? (Examples: Holding mom/dad's hand, playing with friends in the yard, with family, etc. You can guide the conversation to reflect keeping our bodies healthy and safe. What do we do to keep our bodies healthy?)
2. Make a **plan** of what to do if there is a time when the kids don't feel safe.

Week 5: April 20, 2020 – April 24, 2020

Lesson 9: Mindful superhero activity. Mindfulness helps us focus on what is important. The two activities below are a fun way to breathe, stretch and focus.

Mindful Superhero Stretch: *you will not need any materials for this activity, just some space around you, and someone to walk you through the exercise – maybe mom, dad, grandma, grandpa, older sibling?*

Standing straight and tall, breathe. Slow inhale, count to 4, slow exhale for 4.

Feel your feet on the floor, wiggle your toes.

Shake out your shoulders, then your hands and your torso.

Slowly counting to 10, raise your right arm over your head and bend to the left. Repeat on the other side.

Next, raise your knee up, kick your foot out and bring it back in 5x and switch to your other leg. Repeat on both sides 4 times.

Shake your entire body and then freeze like a statue.

Drop down, Roll into a tight ball, knees to your chest.

Take two deep breaths, inhale for 4 counts, exhale for 4 counts.

Look to your left, and your right, is there a super-villain?

(No, of course not. How is your mind? Is it clear? Are you ready to fly?)

Superheroes take flight:

Using super vision, sit straight and tall on the ground. Focus on a spot in front of you like you are burning a hole into it with your heat vision. Don't let your mind wander, we need to focus to fly.

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Standing up, like a superhero getting ready to fly, lets raise one arm up to the sky, now the other.

Imagine you are flying straight through the roof to the sky towards the sun.

Take a deep breath in and out, raise up on your tippy toes, stretch up really big.

Now let's take a moment to just float, look at the earth below you. Put your hands on your hips, bend your knees up and down.

Look around, are you with any other mindful superheroes (at home).

Floating on the clouds, walk in place, now walk in place faster, now run in place like the Flash. We're taking a lap around the world, past Africa, Asia, Hawaii and California.

Now that you have made it back to South Carolina, what do you see below you? Your house? Dolphins? Palmetto Trees?

As you float back to earth, reach out like Spiderman, shoot a web between those two tall buildings. Slowing your fall back to seated position.

Notice your heartbeat. Is it beating slow or fast?

Take 4 deep breaths, Counting in for 4 and exhaling for 4 counts.

Say out loud: May all beings be peaceful, may all beings be happy, may all beings be kind"

Lesson 10:

Emotional Vocabulary: Have your students define the words below. This can be done as an open discussion, and does not need to be done in one sitting.

1. Anger
2. Anxiety
3. Fright
4. Guilt
5. Satisfaction
6. Envy
7. Happiness
8. Jealousy
9. Pride
10. Relief
11. Boredom
12. Love
13. Hope
14. Compassion
15. Sadness
16. Depression
17. Gratitude
18. Empathy

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The purpose of this exercise is to build emotional vocabulary. Ask about a time your student has seen people act on a strong emotion. What did they do? What was happening? How could the reaction have been more positive?

In the upcoming days, challenge your students to use different emotion words to describe how they are feeling (instead of using “fine” or “good” or “okay” etc.). Encourage students to respond with how they are truly feeling.