

Mindfulness in the Classroom
Dawdles the Twilight Tortoise



A teacher with long dark hair, wearing an orange top, is sitting on the floor and talking to four children. The children are of diverse backgrounds and are also sitting on the floor. In the foreground, there are three Moshi plush toys: a purple one, a blue one, and a yellow one. The background shows a classroom with green shelves filled with books and supplies.

Moshi Mindfulness in the Classroom series

is a focused sequence of CASEL-aligned lesson plans. Built around the magical Moshi world, the lessons use audio content and characters to bring social-emotional learning to life across topics like self-regulation, awareness, and making friends. The programme is designed with SAFE and SEAL in mind. Take-home sheets are included with each lesson so that kids and families can practice mindfulness in and out of the classroom.

CASEL Standards:

SOCIAL AWARENESS: The abilities to understand the perspectives of and empathise with others, including those from diverse backgrounds, cultures, and contexts.

RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve, and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed.

Academic Standards:

National Curriculum in England - English Programmes of Study:

Spoken Language – Statutory Requirements:

Pupils will use spoken language to develop understanding through imagining and exploring ideas.

Pupils will listen and respond appropriately to adults.

Pupils will give well-structured descriptions for different purposes, including for expressing feelings.

Reading Comprehension – Statutory Requirements:

Pupils will also develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and expressing views about a story at a level beyond that at which they can read independently.



Objective:

Use relationship skills to effectively navigate settings with diverse individuals and groups.

Curriculum:

This lesson is part of a well-designed curriculum that builds SEL skills sequentially. Students will continue to improve their self-management and self-awareness as well as other SEL skills in other short, high-quality lessons. During these lessons in which pupils are active participants, pupils will explicitly be taught why these improved SEL skills are so valuable.

Essential Questions:

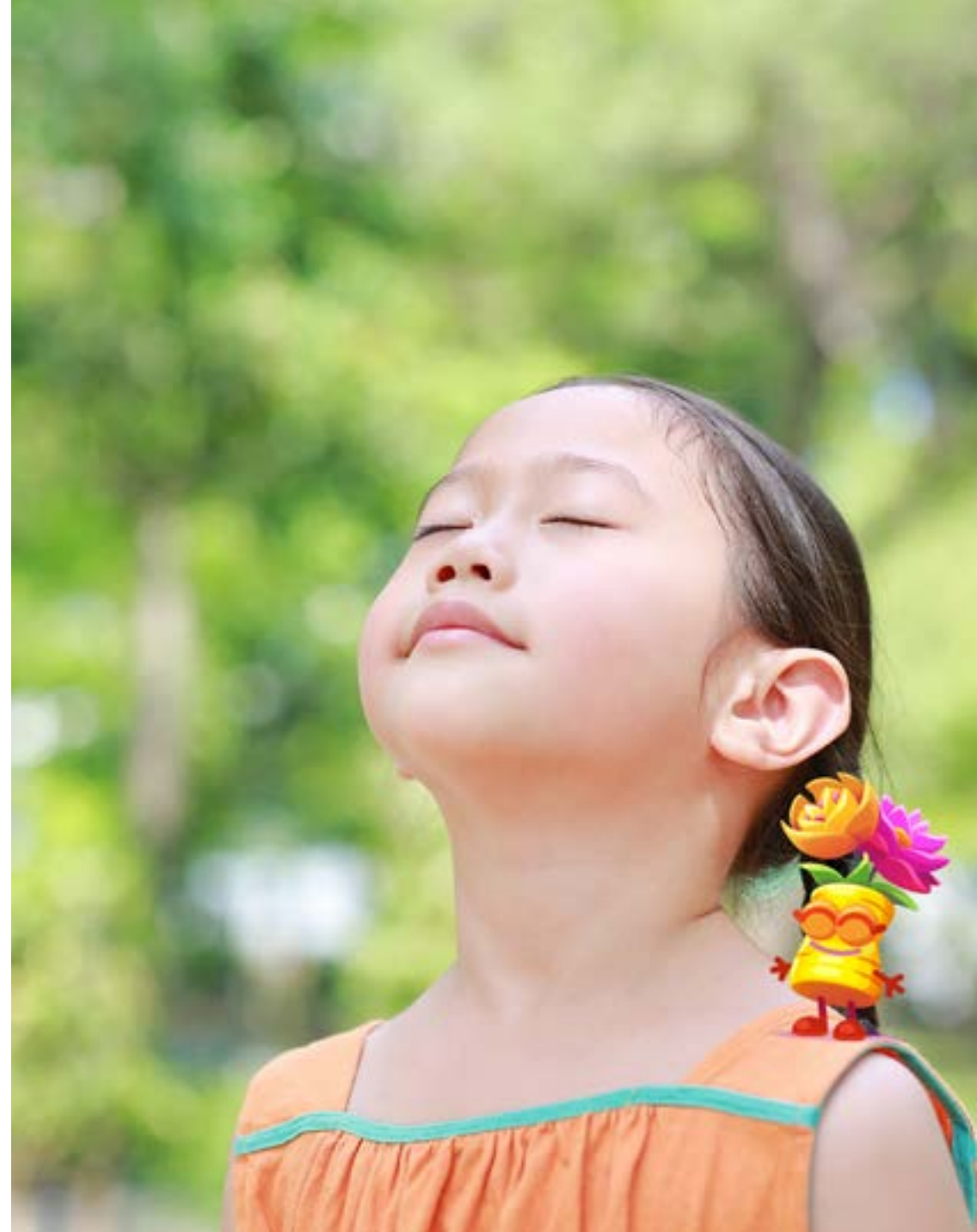
How can I use mindfulness to work with diverse individuals and groups?

I Can:

I can use mindfulness to work with diverse individuals and groups.

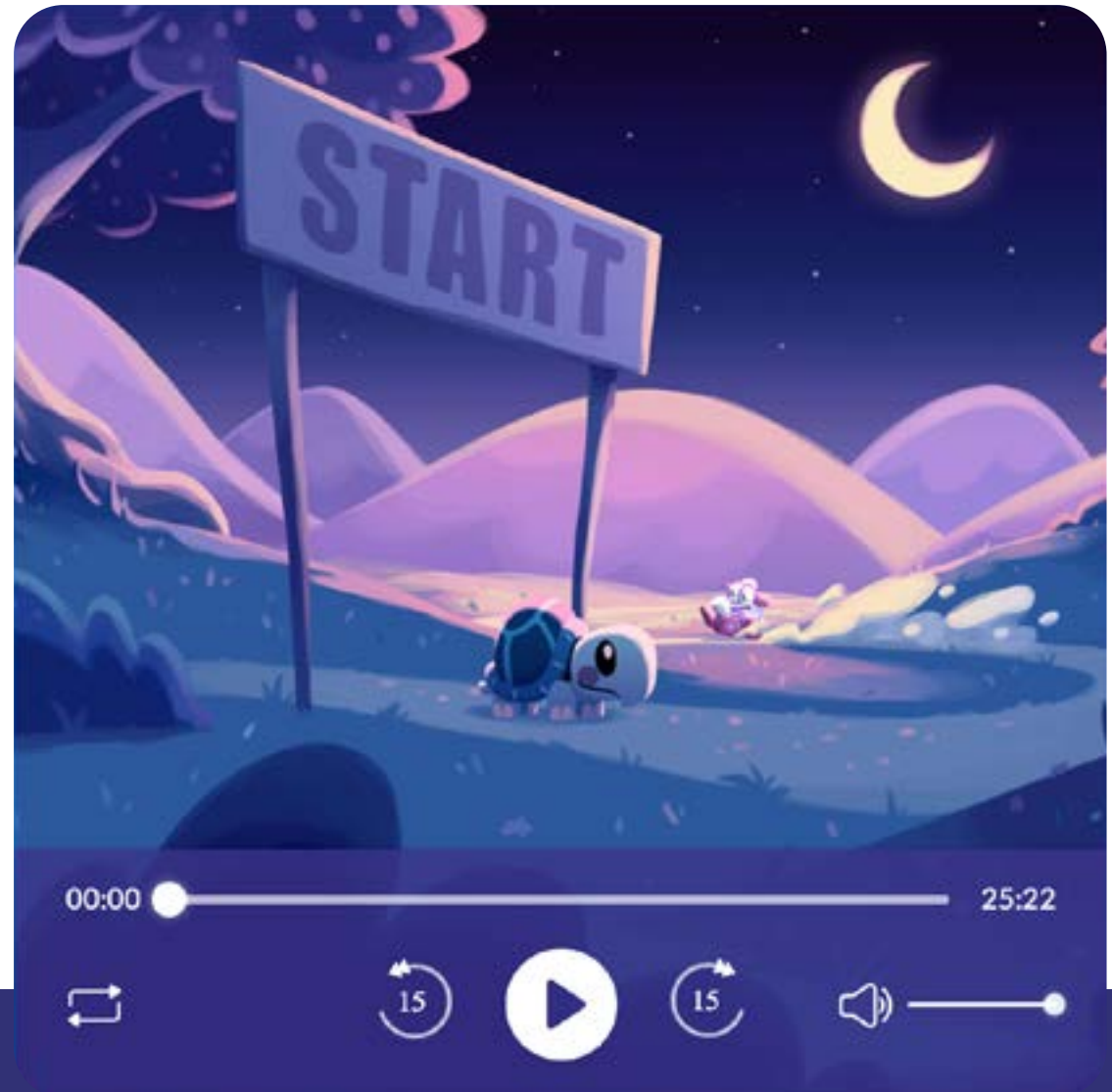
I can cooperate with other people.

I can show gratitude to others.



Dawdles the Twilight Tortoise

Now we will listen to a story called 'Dawdles the Twilight Tortoise'. This is Dawdles! Click on the picture to begin listening:



http://moshisleep.com/play/Dawdles_the_Twilight_Tortoise

Today we find Dawdles the Twilight Tortoise slowly walking through the grass as Zonkers the Bonkers Whizzling zooms by at top speed. Zonkers yells out some unkind words to Dawdles. So Dawdles decides to challenge him to a race and whoever loses has to be more kind. Dawdles draws up a contract for Zonkers to sign.

Create a kindness contract with the class. Have students think of parts that should be included in the kindness contract for the class. Begin the contract with the words, "I agree to treat other students with kindness by ..." Once the contract is written everyone can sign it.

After You Listen

Dawdles and Zonkers both had different skills and abilities. It was unkind of Zonkers to be boastful and rude to Dawdles just because he was not as fast as him.

During outside time, invite students to experience moving in different ways – hopping on one foot, turning backwards, rotating in a circle, holding a ball between their knees, taking baby steps or giant steps, skipping, galloping, or adding certain obstacles.

Wrap up with asking students to share which movement was easiest for them and which was the most challenging.



The image features a background of overlapping, semi-transparent blue circles in various shades, ranging from a deep indigo to a bright cyan. The circles are arranged in a way that they overlap each other, creating a layered effect. In the center of the image, the word "moshi" is written in a white, lowercase, rounded, and slightly irregular font. The letters are thick and have a friendly, approachable feel. The word is positioned horizontally and is the central focus of the image.

moshi