

Mindfulness in the Classroom

Ease Worries with Wallop



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:

SELF-AWARENESS: The ability to accurately recognise one's own emotions, thoughts, and values and how they influence behaviour. The ability to accurately assess one's strengths and limitations with a well-grounded sense of confidence and optimism.

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 participate in a discussion about stories that are read to them, taking turns and listening to what others say.

Pupils will develop positive attitudes to reading by listening to and discussing a wide range of fiction.

Writing – Statutory Requirements:

Pupils will plan their writing by discussing and recording ideas.



Objective:

Use self-awareness to identify emotions.

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 self-awareness to identify my emotions?

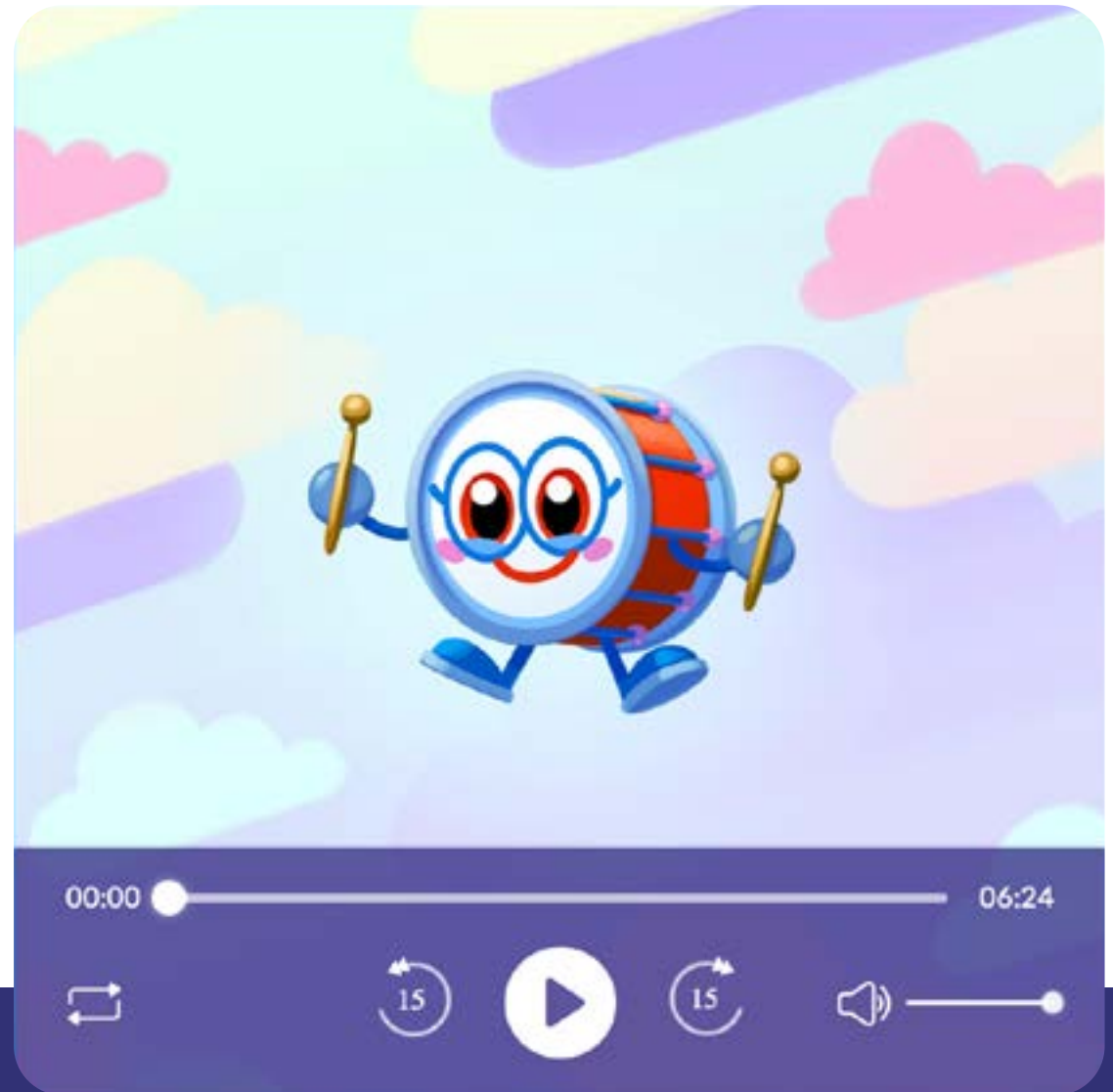
I Can:

I can use self-awareness to identify my emotions.



Ease Worries with Wallop

Now we will listen to a moment called 'Ease Worries with Wallop'. This is Wallop! Click on the picture to begin listening:



http://moshisleep.com/play/Ease_Worries_with_Wallop

Today we find ourselves in Thwack Boom Valley with a Moshling named Wallop, the Jolly Tubthumper. When things feel overwhelming for Wallop, he seeks out a peaceful place where he can quiet his mind. Wallop discovered a way for him to calm down.

Before You Listen

Find a comfortable spot where you can sit up straight.

After You Listen

In order to calm down, Wallop pictured himself leading a parade of his friends while twirling his drumsticks.

- What wonderful experience did you picture to make you feel happy?

Take one minute to write down your experience on a sheet of paper or in a journal. Remember this happy experience whenever you are feeling anxious or tense.

Have students share their happy experience with a small group of classmates.





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