



Focused Frog

Why we like it: By incorporating the 5 senses, students will be engaged and motivated to find stillness and focus in this lesson with Focused Frog.

Duration: 30 minutes

Materials: a small rock for each student, a frog puppet or stuffed animal (if available), [Focused Frog video lesson](#) [Focused Frog story](#), Mindful Coloring, gel pens, or other special writing materials used specifically for mindful coloring, sharpie pens, or paint for rocks

Lesson Activities: Decorate a rock, mindful coloring, read Focused Frog

VOCABULARY

Focus, still, balance, calm, senses

MAKE IT A HABIT

Keep a basket with all student's rocks. Pass out rocks when standing in line. Who can balance and keep so still while waiting in line? Make it fun!

PRACTICE IT

Read the story, FocusedFrog. After you read the story, practice balancing exercises with the rock on each student's head. Go back to this lesson throughout the week. Bookmark pages in the story to reference. Get out the Focused Frog puppet and show students how he keeps practicing with his rock balanced on his head.

SEND IT HOME

Go on a family rock hunt! You can practice FocusedFrog at home too! Send home a mindful coloring sheet and encourage students to teach their family about Focused Frog. You could also create your own note to parents attached to each mindful coloring. This will help integrate the learning at home.

CORE LESSON

Opening Brain Break

Begin by introducing the chime if you have not already. Start off with the chime. Hands-on belly or another anchor spot (heart, lap, knees). Listen to the chime consecutively from one time to three times depending on the student's needs for getting regulated. See [Chime lesson video demonstration](#). Use this short time to help students get their brains and bodies ready for learning. "Before we can learn about our brain, we have to get our brain ready." A great phrase to teach the class, "When we





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| | <p>listen to the chime, we are calm and focused.” Teach this by you, the teacher, saying it first and then have the students repeat.</p> |
| <p>What to Say</p> | <ul style="list-style-type: none"> • Share with the class your rock you found. It is special because I picked it just for me. Share the experience: where you found it, why you picked it, how you felt while you were out looking for your rock. Was it a calming/fun experience for you? Share with the class. Involve the class at the level appropriate. Incorporate 5 senses. What does it look like? Can you hear my rock (put it up to your ear or the screen)? Taste? Feel? These are all senses the child will explore when they find their rock. Right now, you are just modeling. • Now talk about the why- How can your rock be a helpful tool for you. Talk about ways your rock can be a helpful tool when you feel scared, alone, sad, or any other big feelings or emotions that you might have-especially right now. Have a conversation with students about how they can use their rock. Hold it, rub it, keep it with them in their pocket when they go out of their house.... Kids will come up with their own good ideas. |
| <p>Lesson Activity</p> | <p>Rock Hunt Go on a rock hunt as a class. Each student will collect a special rock. Back in the classroom, partner up students, and have them explore their 5 senses with their rock. Model first. After the senses experience, they can decorate their rock. Collect rocks and keep them somewhere special for kids to use during line up, brain breaks, or other times when they can be a helpful focusing tool.</p> |
| <p>Closing Gratitude</p> | <p>Create a closing routine with your class around gratitude. We know that when children practice thinking about what they are grateful for, it wires their brains to be happier, calmer, and less stressed. See the gratitude section for more ideas or to expand on what we provide. Here is one suggestion:</p> <ul style="list-style-type: none"> • You say “I wish for you to feel happy” and then the class repeats it |





- **You say “I wish for you to feel safe” and then the class repeats it**
- **You say “I wish for you to feel connected (or pick a different word that feels appropriate) and then the class repeats it**

LESSON EXTENSIONS

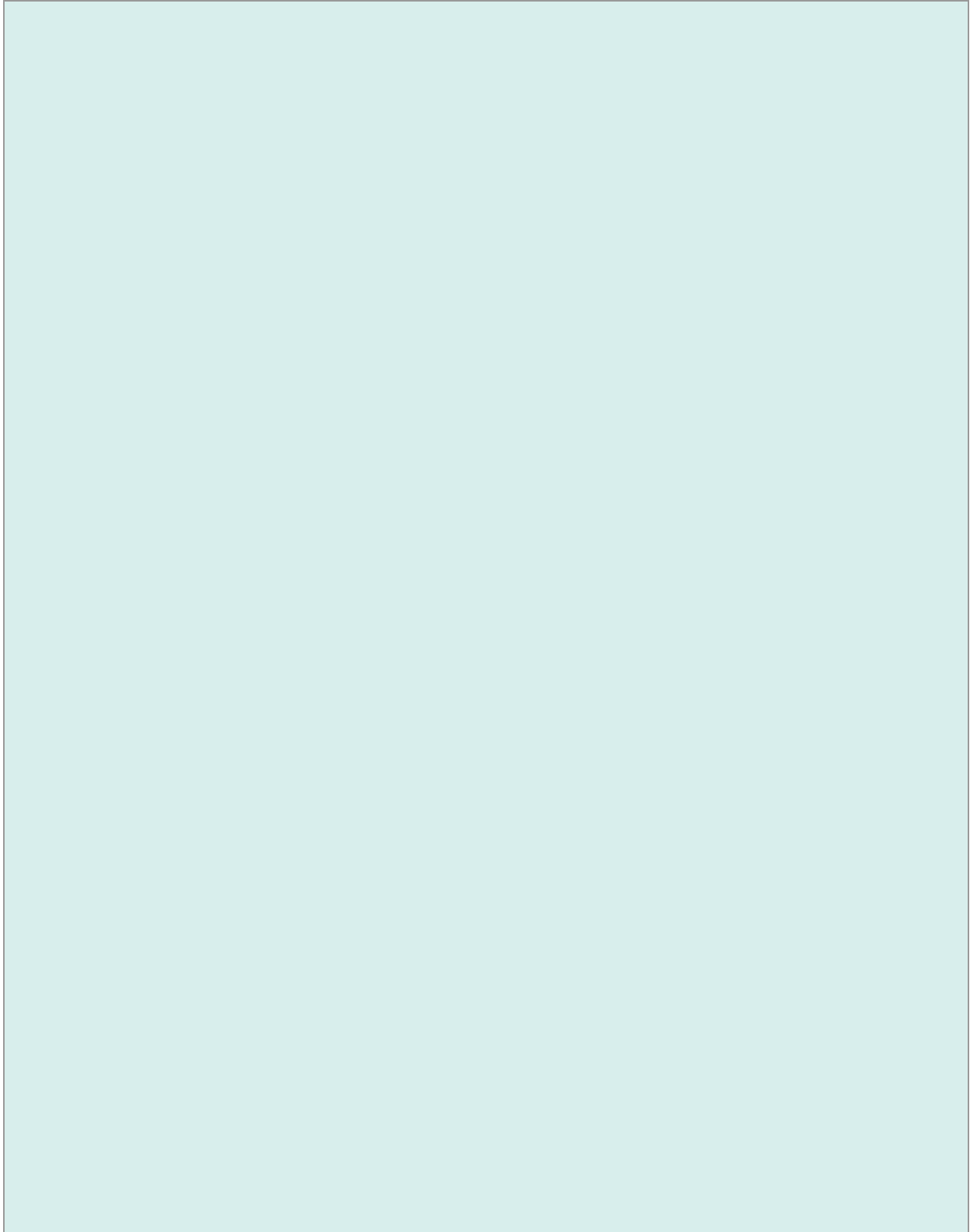
Brain Science

- ❑ When we practice using focusing strategies consistently for ourselves and with our students, we are strengthening Wise Owl (prefrontal cortex) and wiring our brain to be able to find calm within ourselves.
- ❑ Remember that when we are upset, the brain can become “hijacked” by the emotional system, or the amygdala, that part of the brain we call the Guard Dog. When this happens it is difficult to think straight or solve a problem. Having awareness of how it feels to be still without reacting builds cognitive control of our body and our feelings. Children are usually more susceptible to emotional hijack because cognitive control is not fully developed until around the age of 25, so having these tools helps them be more in charge of themselves.





MAKE IT YOUR OWN!





Still Frog

