



Enhancing classroom focus and peace of mind **since 2017**

Overview

SEL Support for CPS

- Ohio requires Social Emotional Learning (SEL) standards
- Concise, relatable and engaging **15-min lessons** that can be taught by Social Workers or Busy Being staff
- Ongoing maintenance for youth mental health crisis
- Educator & Social Worker burnout



Products & Services

- Professional Development Trainings
- K-12 SEL Curriculum
- Hands-on SEL classes for children
- Workbooks for children, original songs, "Box of Tricks" & other materials



87
SCHOOLS

1,400+
CHILDREN

315
TEACHERS



Riverview East Academy: CPS Pilot Program

- **96% poverty | 60% black | 18 suicide assessments this year**

Benefits from entire school receiving SEL, rather than designated groups

- **K-2: Surrounding Neighborhood | 7-12: School of Choice**

High School students travel via metro from all neighborhoods, primarily West Side and Mt. Washington



Riverview East Academy: Preassessment Statistics

- **91% of students ask for more education on wellness and mental health**

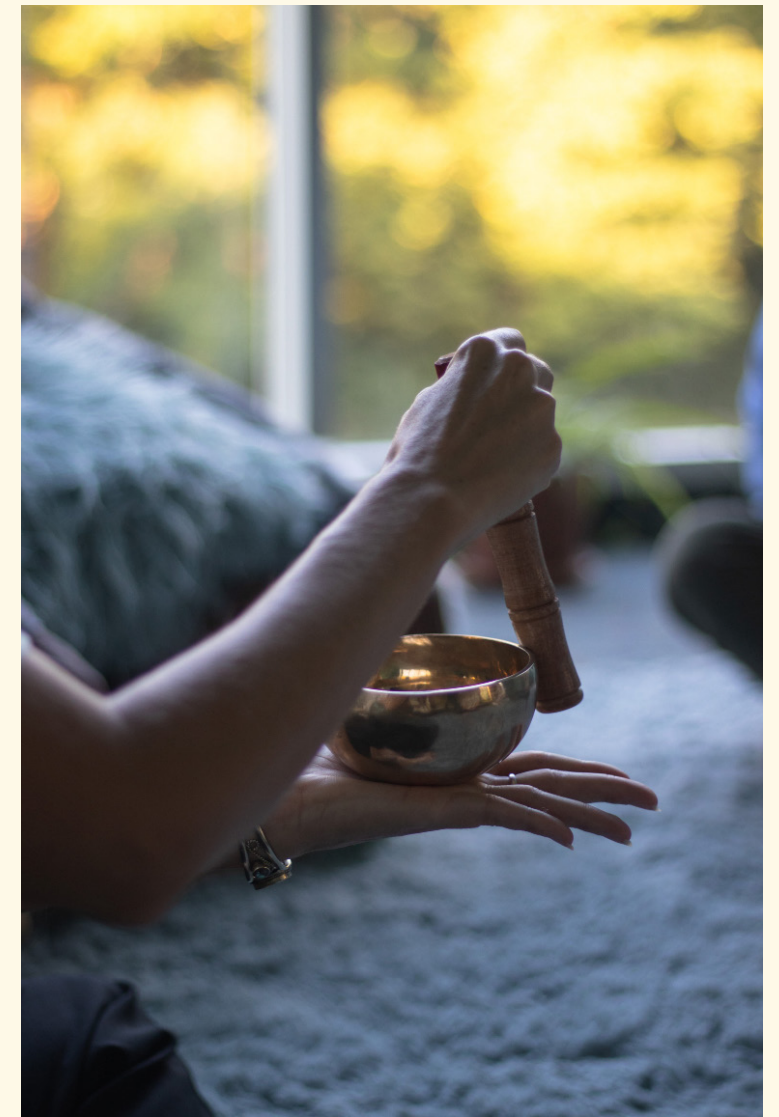
Each child at Riverview East receives 30 minutes of SEL and wellness classes per week

- **Anxiety is the #1 issue that makes coming to school difficult for children**

Our program relieves anxiety by practicing self-regulation exercises and building community



Calm Room



K-2 SEL: Curriculum Sample Pages

Introduction for Teachers:

Facilitators: the most important thing is that you approach this with your own heart. Use short stories from your experience, ask the children your own questions if you find better ones, and truly let each lesson be guided by you.

Stay strong in your personal practice of self care so you can continue learning and growing as a unique teacher. You will more deeply understand the benefits of what you are sharing...and HAVE FUN.

And now to the lesson structure..

- 1. IF POSSIBLE, HOST EACH SESSION IN A CIRCLE, SITTING ON THE GROUND. THIS HELPS EVERYONE SEE EACH OTHER AND FEEL LIKE THEY'RE ON THE SAME LEVEL.**
- 2. A LIGHT BLUE BAR GIVES THE OPTION TO BRING THE MATERIAL A BIT DEEPER. A DARKER BLUE BAR BRINGS IT DEEPER THAN THAT.**
- 3. START AND END EACH AND EVERY LESSON THE SAME WAY, LIKE TWO PIECES OF BREAD ON A SANDWICH. THERE IS ALWAYS BREAD ON A SANDWICH, OR IT'S NOT A SANDWICH.**

The “Bread” of Each Lesson:

Besides taking care of your own heart, the most important aspect of this curriculum is the “bread” of each lesson. **Every lesson begins and ends the same way:**

BREAD: 2 MINUTES

Focus Seat with 3 Deep Breaths (Video in Google Drive)
Busy Being Right Here (Video in Google Drive)

SANDWICH CONTENT: 10 MINUTES

Lesson: Discussion/Activity

BREAD: 3 MINUTES

Stillness Stone

1. Each student may choose to stay in a seat or lay on their back.
2. Let them know that you will come around to pass out Stillness Stones.
3. If they are in a seat, they will balance the Stillness Stone on their knee.
4. If they are on their back, they will balance the Stillness Stone on their forehead.
5. Let them know that you will place the Stillness Stone for them, or they can hold their hand out if they prefer.
6. As they balance their Stillness Stones, guide one of the 3 experiences below:
 - A. Secret Garden Recording (in Google Drive)
 - B. Guided Meditation of your choice
 - C. 5 deep breaths—filling up their belly on the inhale, and emptying on the exhale.

Before you get started:

Before the following lessons are incorporated, let the first 3-5 lessons simply be an open conversation. Get to know your students and explain why you're there through questions like the ones below.

BREAD: 2 MINUTES

Focus Seat with 3 Deep Breaths (Video in Google Drive)
Busy Being Right Here (Video in Google Drive)

SANDWICH CONTENT: 10 MINUTES

Lesson: Discussion/Activity: Before you start the lessons in the curriculum, facilitate open conversation about SEL with the group first—with questions such as these:

1. Raise your hand quietly if you've heard of Social Emotional Learning.
2. Raise your hand quietly if you want to explain what you think that is.
3. Raise your hand quietly if you want to explain why you think Social Emotional Learning is important in school.
4. Raise your hand quietly if you want to share what you think is the most difficult part about school.
5. Raise your hand quietly if you want to share your favorite part about school.

Throughout the first several lessons, continue to explain what SEL is and why you are there to teach it to them.

BREAD: 3 MINUTES

Stillness Stone



K-2 SEL: Curriculum Sample Pages

COMMUNITY, RULES, & AGREEMENTS

Lesson 1:

D3. 3a: Apply listening and attention skills to identify the feelings and perspectives of others & C4. 3a: Recognize others' personal space and boundaries

Materials:

1. **Box of Tricks:** Glitter Jar (Mason jar with glitter and water) as a Talking Piece/Microphone

FOCUS SEAT, DISCUSSION:

Guide: We sit in a circle because we're all equal: no one's in the front or back. 3 rules for our circles are as follows:

1. **Respect the person talking with the Glitter Jar (Talking Piece):** You can share or simply shake the glitter jar and choose not to share. In a circle everyone is equal and we respect each other. Listen closely to what each person says, without thinking of what you'll say next.
2. **Try your best to stay in the circle to listen the whole time.** You don't have to share anything or participate in an activity that doesn't make you feel comfortable but do your best to stay present. If you really need space, tell the teacher.
3. **Anything that is shared in the circle stays in the circle.** We keep this information within this group, we do not share or gossip outside of our circle.

Lesson 2:

Materials:

1. **Box of Tricks:** Singing Bowl

ACTIVITY:

Guide: Practice mindful listening with a singing bowl: Raise your hand when you hear the sound appear and close your fist when it totally goes away.

Play singing bowl 1-3 times.

Guide: Imagine if we listened that closely to each other.

Teacher's Tip: If several students let the class know verbally that they can still hear the bowl, explain in more depth that we can communicate that we can still hear the bowl simply with our hands. We don't have to always use our voices to communicate. In fact, if everyone were to say "I still hear it," then no one would be able to hear the bowl. So try again, only communicating with your hands so we all can hear the bowl for as long as possible.

Some children may say they can still hear the bowl when the sound is completely gone, or even when your fingers are on the bowl, stopping the vibration. Show them that the sound waves don't work when your fingers are on the bowl. They also may be imagining the sound, just like they could imagine what their house looks like, or the sound of birds.

Why do you think the sound no longer works when I have my fingers on the singing bowl?

Lesson 3:

Materials:

1. **Box of Tricks:** Stillness Stones
2. **Google Drive:** Stillness Stone Meditation

ACTIVITY:

Practice self control with Stillness Stones: Recorded Meditation in Google Drive

1. Combine with **A3.3a** by explaining that respecting others' personal space helps them feel comfortable.
2. Have each child choose to either stay in a crossed-leg seat or they can choose to lie on their back.
3. Each child will get a stillness stone to rest on their knee (seated) or forehead (reclined).
4. Once the Stillness Stones are balanced, or as you are passing them out, guide them through an imaginative 3-min. story (ie. you are walking through a forest, or you just grew wings and are floating up to the clouds.) Stillness Stone Visualization Video available + a worksheet to write a prompt is on the following spread.

Teacher's Tip:

- A. Stillness stones can be small rocks, crystals, beads or another small object that can lay flat and balance easily.
- B. Children may choose to hold their hand out for the stone if they prefer
- C. Remind the children that there are 3 rules for the stillness stones to work:
 1. Be grateful for whatever color or size stone you receive.
 2. Practice stillness in your own bubble so everyone can focus on their own experience.
 3. Be totally quiet so everyone can hear the story.

Lesson 4:

C2. 2a: Identify characteristics of positive citizenship in the classroom and school

Materials:

1. **Box of Tricks:** Glitter Jar as a Talking Piece

DISCUSSION:

Guide: Positive citizenship means you help others without expecting anything in return—even without the expectation of anybody noticing.

What are some things you can do to be a positive citizen—even things in secret?

Why do you think it's sometimes harder to do nice things without being noticed?

High School SEL: Curriculum Sample Pages

Day 1:

3 THINGS I'M GRATEFUL FOR:

Intention Setting:

MY INTENTIONS FOR THIS WEEK:

Affirmations

I AM :

Day 2:

3 THINGS I'M GRATEFUL FOR:

Journal:

In order to be able to identify how we are feeling, we must first have an emotional vocabulary. Most people only know the most basic emotions that are seen on the innermost part of the wheel. Happy, sad, angry, fearful etc.

HAVE YOU EVER HAD A SITUATION WHERE YOU *COULDN'T* EXPRESS YOUR FEELINGS? (MAYBE YOU DIDN'T HAVE THE WORDS OR DIDN'T KNOW HOW YOU FELT OR DIDN'T FEEL SAFE TO SAY IT). WRITE OR DRAW ABOUT THIS MOMENT.

Riverview East Academy: Our Model

- **Every student in the school receives Tier 1 SEL for 30 minutes per week**

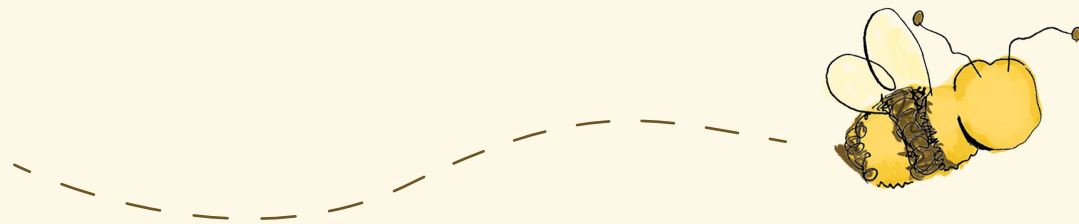
Monday & Wednesday: High School receives SEL in the morning, K-8 in the remainder of the day

- **Monitored Calm Room**

Every classroom rotates to have SEL classes in the Calm Room.

Calm Room is monitored by Busy Being staff during designated hours for students to use for self regulation

Calm Room is used by Tier 2 & 3 professionals: Social Workers, Counselors, Psychologists



“TEACHES BY EXAMPLE”

“EMILY IS A FABULOUS PRESENTER”

“CAN’T WAIT TO TAKE BACK TO MY CLASSROOM”

“PRESENTED IN A DIGESTIBLE WAY”

“THE SONGS ARE WONDERFUL”

“I SERIOUSLY HAD SO MUCH FUN”

“ENGAGING AND COMPREHENSIVE”

“BROUGHT ME BACK TO WHY I LOVE YOGA”

“REALLY EXPLAINS THINGS FROM CHILDRENS’ POINT OF VIEW”

“PUSHED ME INTO A GOOD PLACE OF CONFIDENCE”

“SO MANY GREAT STRATEGIES”

“INTERACTIVE AND ENGAGING”

“LOVED THE LIGHTHEARTEDNESS OF IT”

“DEEP RESPECT FOR CHILDREN”

“ONE OF A KIND”

Testimonials

ERIKA EICHOLTZ

XAVIER UNIVERSITY MONTESSORI LAB SCHOOL, HEAD OF SCHOOL

Emily Hunt, through her work with Busy Being Kids Yoga, has brought much needed support to our school in the area of SEL. She personally works with students in each classroom to guide them as they learn to understand and navigate their emotions, through the use of yoga, mindfulness, and many other carefully crafted materials and activities. Emily has taken the time to learn about Montessori philosophy and ensure that her approach blends in with our teaching pedagogy.

As such, this is a personalized and thoughtful approach that is already proving invaluable to our students.

ANDREA CEFALO

UNIVERSITY OF CINCINNATI ARLITT CENTER, FAMILY SUPPORT & INCLUSION COORDINATOR

A few years ago I took Emily's training to support children here who were struggling with challenging behaviors. It was incredibly helpful. Afterwards, a number of our teachers were interested as well so Emily came to train our whole staff. After Emily's training, I was inspired to continue my knowledge of yoga through an additional a 500 hour yoga certification. Since then I have done mini trainings to share the information with some of our ECE students.

Busy Being's content is something that has been shared and reshared and is just a wonderful, wonderful tool.

REBECCA WOLF

RIVERVIEW EAST ACADEMY PRINCIPAL

We are at a crisis point with the mental health of young people. I see it every day in school, each year bringing more suicide risk assessments and students who self harm. We also see it in our city; youth violence is on the rise and there have been a record-breaking number of young people shot so far this year. Young people are struggling, and it is our job to educate them, not only in academics, but also in how to be in the world.

The work that Busy Being is doing makes me optimistic that we can and will improve outcomes for young people across our city.