

BE WHERE YOUR FEET ARE!



Mindful Activities Companion

BE WHERE YOUR FEET ARE

OBJECTIVE(S): Students will identify the meaning of being mindful and will practice putting mindful thinking into place.

ASCA MINDSETS/BEHAVIORS: Create positive and supportive relationships with other students; Demonstrate empathy; Demonstrate ethical decision-making and social responsibility

MATERIALS: *Be Where Your Feet Are* by Julia Cook, thought sheets, different colored sheets of paper or jumping thought pages, practice & discussion cards, exit tickers

CASEL DOMAINS: Demonstrate self-discipline and self

OUTLINE:

- *Be*

OUTLINE (CONTINUED):

- Pg 25 Why take a deep breath? Why might that help?
- Pg 27 Each slice of the pizza shows spending time on JUST THAT ONE thing.
- Pg 29 Why would being mindful and being where his feet are help him save time?

Mindful or Not Thoughts: Students examine pages with characters in various scenarios thinking several thoughts to identify which demonstrate the character being mindful and which do not through coloring, highlighting, circling, crossing out, etc. to show

Option A: Using a document camera, project the thoughts through them whole group. (Give 2ish minutes for silent read, then give a couple minutes for share out responses).

Option B: Place sheets in sheet protector and give them one at a time to small groups together. As each group finishes, give them to the next group to check their answers, then switch.

Option C: Students complete worksheets.

Option D: Use pages with jumping group, small group, or individual to compare mindful vs. not mindful.

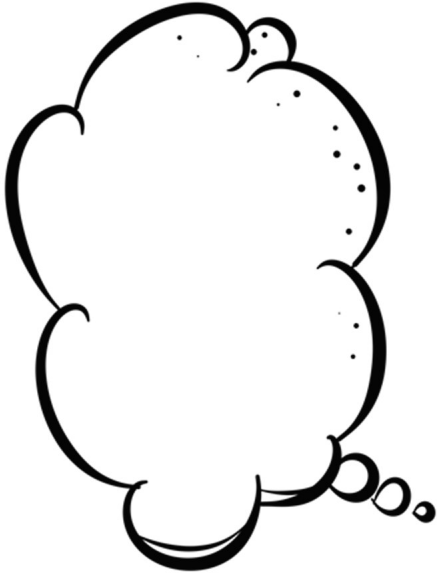
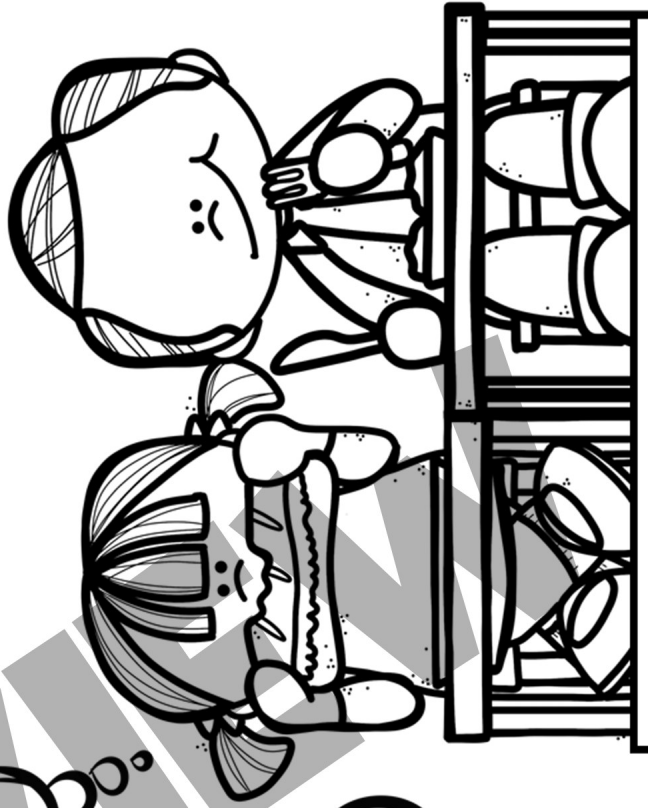
Jumping From Thoughts: Students identify what setting the brain of jumping physically and mentally. *You can

OUTLINE (CONTINUED):

- Lay out the connected/related/mindful sheets of paper) end to end in a line.
- Invite a few student volunteers to bounce around (by jumping from page to page) and walking along the line).
- **Discussion and Practice Cards:** You can use different ways. Read and discuss/practice one card at a time. For practice cards, pull out the book, have student volunteers pull out a card and have the whole group practice/answer in small groups, or have students practice and answer in small groups.
- **Small Groups:** Print and cut enough copies of the cards to have a set. Students work in groups of 3-4. Students read the card aloud and have the group complete the exercise. For discussion cards, you can have the group complete the exercise. For practice cards, you can have the group complete the exercise. For discussion cards, you can have the group complete the exercise. For practice cards, you can have the group complete the exercise. (depending on time).

Exit Ticket: Students identify what setting the brain of jumping physically and mentally. *You can

Eating With Family



**Resource Includes 4 Scenarios
With and Without Thoughts**

This is hard but
I can do it.

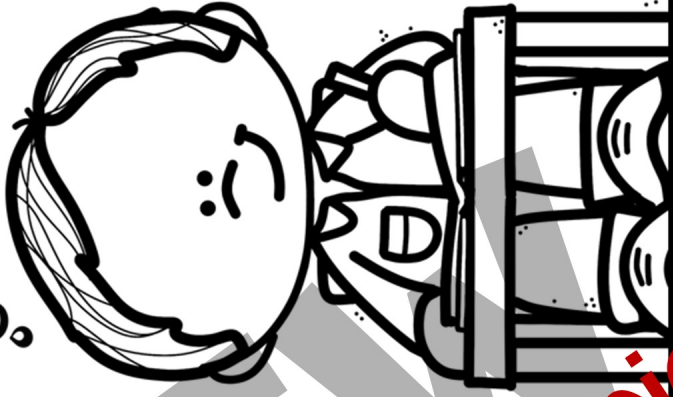
Who am I going
to play with at
recess?

So first I need
to add the 87
and 16...

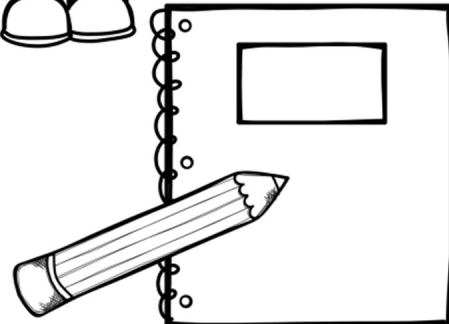
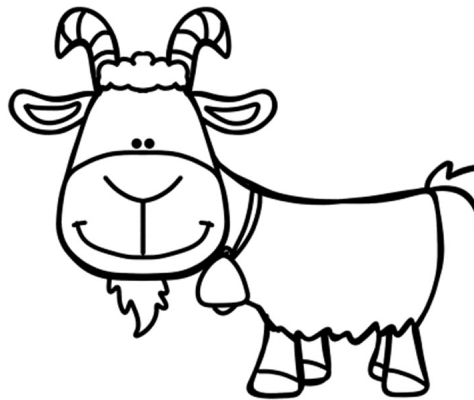
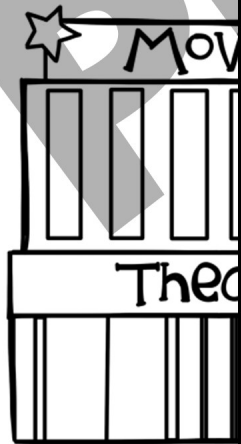
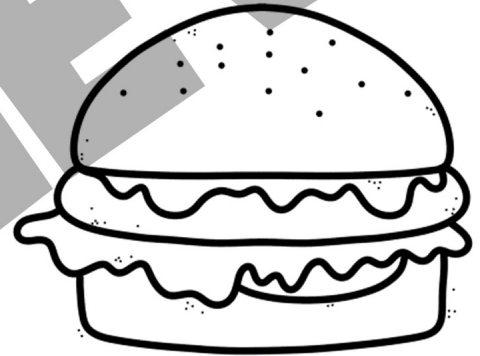
What if James
was laughing
at my earlier?

I'm going to
check my
answers now.

I hope I get a
new tablet for
my birthday.



Jumping From
Thought to Thought

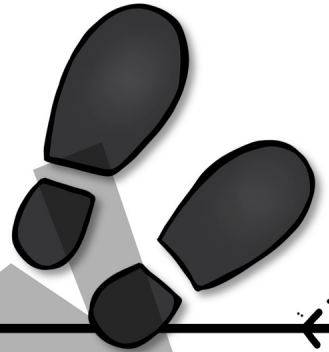


Be Where Your Feet Are



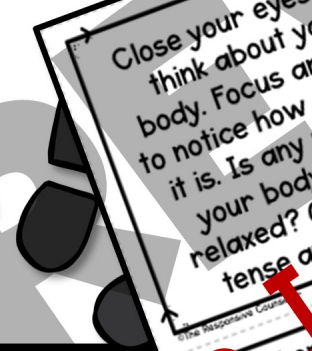
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Close your eyes and think about your body. Focus and try to notice how relaxed it is. Is any part of your body extra relaxed? Or feeling tense and tight?

What is one thing you smell?
What is one thing you taste?
What is one thing you can touch/feel?
What is one thing you see?

Why is it better to just do one thing at a time and think about just one thing at a time?

Sitting down on the floor, push your hands and feet into the floor. Feel the floor pushing back.

Think about how your body is feeling right now. Do any muscles feel tight or tense? Which muscles feel relaxed?

Put your fingers on your neck just under your jaw until you can feel your pulse. Count 10 pulses.

Resource Includes 12 Cards

Name: _____

Where or when is it hard for you to "be where your feet are"?

What is filling up your brain instead of being where your feet are?



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Name: _____

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What is filling up your brain instead of being where your feet are?



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Name: _____

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Name: _____

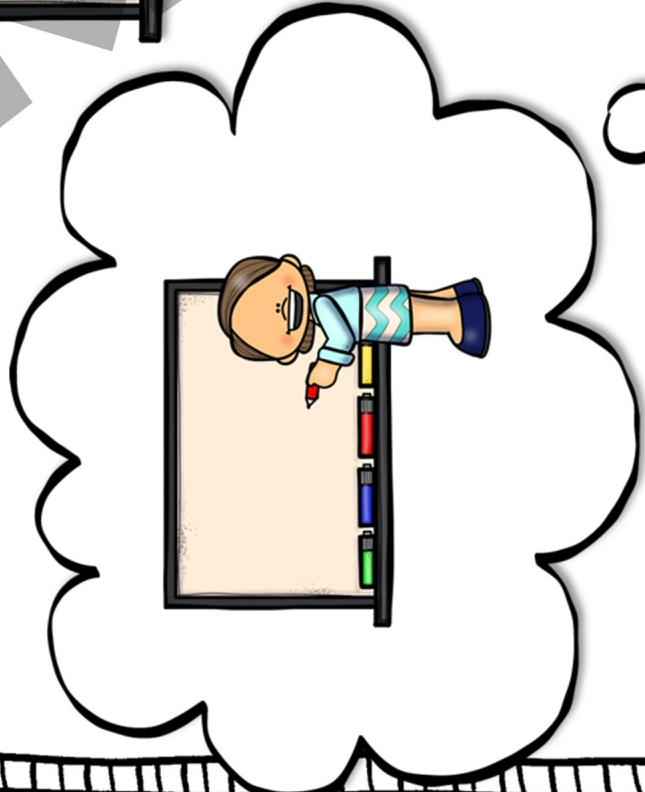
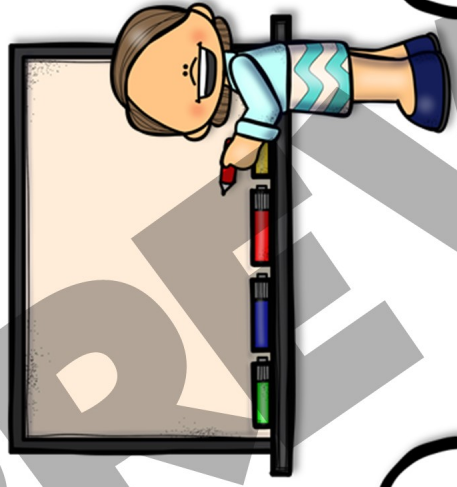
Where or when is it hard for you to "be where your feet are"?

What is filling up your brain instead of being where your feet are?



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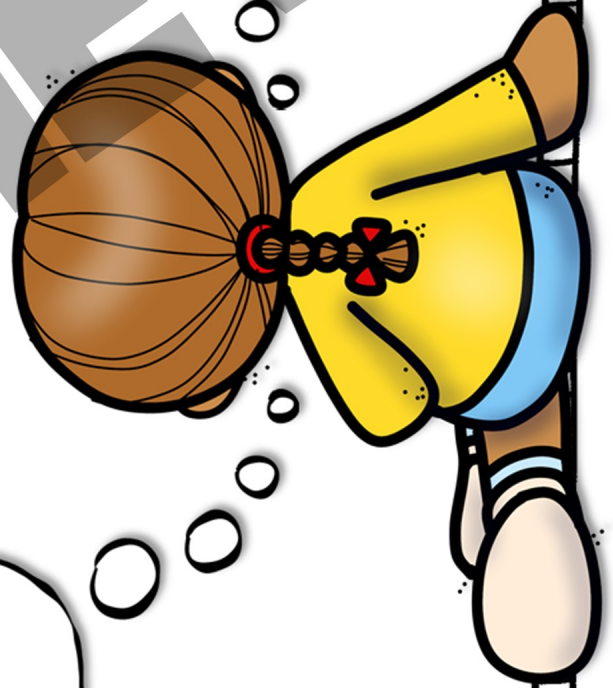
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Mindful



Mind Full



THE Responsive COUNSELOR



Education

B.A. from Michigan State University
Psychology and Anthropology

M.S. from Vanderbilt University
Community, Research, and Action

M.Ed. From Vanderbilt University
Human Development Counseling:
School Counseling and
Clinical Mental Health

Experience

I started my post-grad career as a school-based therapist before becoming an elementary school counselor. Social and emotional learning in youth is my passion, whether through large group prevention, individual intervention, or parent and teacher education! I have been an elementary school counselor since 2012, providing a comprehensive school counseling program to a diverse population.

Philosophy

- I only sell resources that I create for my own students and use first with them!
- All of my work is rooted in evidence-based instructional, SEL, and/or therapeutic practices.
- My aim is to make things **effective** and **engaging** for wiggly learners and use wording accessible to underserved and EL populations.

Connect With Me!

