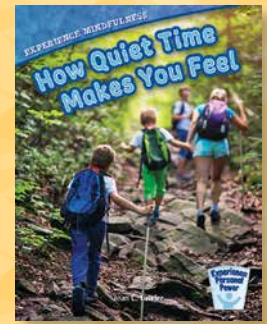
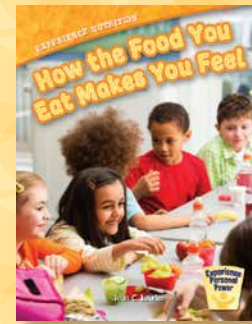
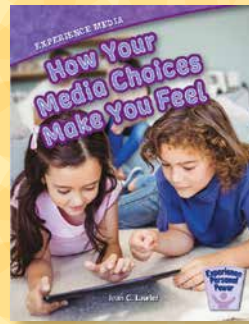
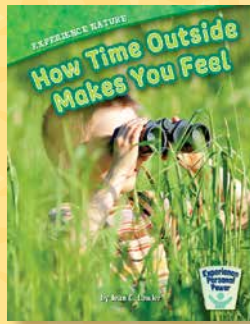


Teaching with



Interest Level: Gr. 2-4 / Reading Level: Gr 3

Background

The four-book Experiences series about Nature, Nutrition, Mindfulness, and Media is a guide to learning some basic skills to develop one's **personal power**, starting in elementary school.

Personal power is the ability to think and do things that help you succeed. In order to develop personal power, kids need to feel secure and be confident with themselves. By listening to their inner voices and paying attention to their feelings, kids can learn to act and speak in ways that support their individual growth.

Each of the four books offers unique and simple opportunities for kids to think about and act on to foster self-care and a life of balanced activities.

- *Experience Nature*: spending time in nature, beyond the standard scientific approach, can lead to less-stressed kids who have a greater sense of self and will be more focused in and out of the classroom.
- *Experience Nutrition*: growing plants and vegetables and studying food sources can help children make good food choices, which is likely to result in overall healthier lives.
- *Experience Mindfulness*: being in the present moment, aware of what's going on right now in this space, helps kids be more focused, more patient, and likely to make healthful decisions for themselves.
- *Experience Media*: managing the daily influence of technology, including knowing when to 'unplug,' allows kids to bring balance to their lives.



As a combination, the four Experiences offer significant opportunities for personal-power development throughout the day.

Research shows that kids who spend time in nature, make thoughtful food choices, practice mindfulness, and make thoughtful media choices generally do well in school. To do well in school, kids need to call frequently on their executive functions, such as self-monitoring, self-control, planning and prioritizing.

While developing their personal power with the four Experiences, kids are simultaneously strengthening their executive functions. As they learn to pay attention to their thoughts and feelings in the moment, they also learn to wait their turn, be flexible in their thinking, analyze a storyline, and care about others, among other skills.

As you get into these Experiences with your students, you might consider how they apply to your own life as well. If you are immersed in an Experience yourself, you can connect to kids in a meaningful way.

The author, Jean Lawler, started to gain her personal power in her 50s! After many years of caretaking for family members, she bought a house in the country and discovered it was near the beach and walking trails. She took her first yoga class and started meditating. She planted a garden and started growing some of her own food. With these new activities at hand, she spent less time watching TV. Before long, Jean felt a shift in her energy. She was happier, calmer, and more productive. She felt more vital. And, as a lifelong educator, she said, “Isn’t it important for everyone, especially children, to feel this way?”

Book Structure and Usage

Getting Started: Think About You

- Three questions provide a baseline of your students’ thinking about and experience level with the given Experience.
- Used as a writing or drawing exercise, students can answer individually.
- As a small group or class shared-reading lesson, the questions can prepare students to read the book.

Chapter 1: Tune In to Nutrition/Nature/Mindfulness/Media

- Defines the Experience and connects it to kids’ lives with examples.
- Provides “What, Where, When, How, Why” of the Experience.
- Sensorial information helps you help children to “tune in” to the topic.
- Initiates the idea that tuning in to something is a way to practice self-care and learn about one’s own preferences.

Chapter 2: Make Sense of (the topic)

- Expands tuning in to the topic to a complete awareness of it by developing one's inner voice. In other words, helping kids notice and pay attention to their own thoughts.
- Development of this inner voice helps strengthen kids' personal power by helping them know that their own thoughts and feelings are important and related to making healthy decisions for themselves.
- Provides suggestions for noticing the Experience during certain circumstances and across the other three Experiences.
- **Try It Out** challenges kids to do something and track their results in journal format, reminding children that developing their personal power is a key to keeping themselves healthy.

Chapter 3: See Kids in Action

- Kids all over the world are practicing these tools for wellness and one actual program is highlighted here. Featuring actual kids and real programs helps make personal connections.
- Pictures and narrative show how children and adults are engaged in and learning about the Experience.

Moving On: Taking Action Yourself

- This is a list of possible starting points for kids and classes to get engaged in and learn about the topic.
- Both individual and groups activities are included. For home and school.
- If you have a school or class website, consider posting some of your students' writing about the Experiences books.

Classroom Management:

- The books may be used during various learning blocks: literacy, social studies, science.
- The books can be read in any order.
- Because the structure of the four books is identical, kids can read different titles simultaneously and discuss similarities and differences in Experiences.
- *For More Information* Titles are suggested choices for read aloud, or shared, guided, and independent reading lessons.

Teacher Resources for *Experience Nature*

Background Research on Nature's Impact

National Wildlife Federation

<http://www.nwf.org/What-We-Do/Kids-and-Nature/Why-Get-Kids-Outside/Balancing-Technology.aspx>

National Association for the Education of Young Children

<http://www.naeyc.org/tyc/article/connecting-young-children-with-nature>

Natural Learning Initiative

https://naturalearning.org/sites/default/files/Benefits%20of%20Connecting%20Children%20with%20Nature_InfoSheet.pdf

More Examples of Nature-Based Programs

<http://www.childrenandnature.org/>

<http://www.nwf.org/activity-finder.aspx>

<http://www.discovertheforest.org/>

<http://kids.nationalgeographic.com/>

<http://www.nwf.org/kids/games.aspx>

Nature Books for Teachers

Broda, Herbert. *Moving the Classroom Outdoors*. Stenhouse. 2011

Carson, Rachel. *The Sense of Wonder*. HarperCollins, 1998 (reprint)

Cornell, Joseph. *Sharing Nature with Children*. Dawn Publications, 1998

Leslie, Clare Walker. *The Nature Connection*. Storey Publishing, 2010

Louv, Richard. *Last Child in the Woods*. Algonquin Books, 2006

Sobel, David. *Childhood and Nature—Design Principles for Educators*. Stenhouse, 2008

More Nature Books for Kids

Ancona, George. *It's Our Garden*. Candlewick Press, 2013

Dr. Suess. *The Lorax*. Harper's Collins Children's Books, 1999 (reprint)

Facebook Groups About Nature

[https://www.facebook.com/Nature-inspired Children's Books](https://www.facebook.com/Nature-inspired%20Children's%20Books)

<https://www.facebook.com/TakeLearningOutside/>

<https://www.facebook.com/NatureKidsMovie/>

Videos

<https://www.teachertube.com/video/the-wild-bunch-nature-club-250701>

<https://www.youtube.com/watch?v=Dhas9OEclLk> (What Nature Teaches Children)

<https://www.youtube.com/watch?v=MumRv9sBFc> (Engaging Children in Nature lecture by Richard Louv)

Songs about Nature

<http://bussongs.com/nature-songs.php?all=1>

Student Journal for *Experience Nature*

Draw and write about your favorite place to be outside.

Teacher Resources for *Experience Nutrition*

Background Research on Nutrition and Doing Well in School

Centers for Disease Control (Better Academic Performance. Is Nutrition the Missing Link?)

https://www.cdc.gov/healthyyouth/health_and_academics/pdf/health-academic-achievement.pdf

Wilder Research (Nutrition and Students' Academic Performance)

<https://www.wilder.org/Wilder-Research/Publications/Studies/Fueling%20Academic%20Performance%20-%20Strategies%20to%20Foster%20Healthy%20Eating%20Among%20Students/Nutrition%20and%20Students'%20Academic%20Performance.pdf>

More Examples of Nutritional Programs

<http://edibleschoolyard.org/>

<http://www.farmbasededucation.org/>

<http://www.agclassroom.org/>

<http://www.greenschoolyards.org>

<http://www.eatthinkgrow.org>

<http://thefoodproject.org>

Web sites for Kids about Nutrition

<http://www.nourishinteractive.com/nutrition-education-printables>

<https://mass.pbslearningmedia.org/collection/fizzys-lunch-lab/>

<http://www.superkidsnutrition.com/>

Additional Books about Nutrition for Kids

Bryan, Tracy. *One Bite at a Time: Mindful Eating for Kids*. 2015

Pleimling, Amy. *Don't Yuck My Yum*. Xlibris LLC, 2013

Books for Teachers on Nutrition in the Classroom

The Food Project. *French Fries and The Food System*. 2008

Hirschi, Jean. *Ripe for Change: Garden-Based Learning in Schools*. Harvard Education Press. 2015

Facebook Groups

<https://www.facebook.com/EdibleSchoolyardProject/>

<https://www.facebook.com/FarmBasedEducation/>

<https://www.facebook.com/NationalAgricultureInTheClassroomOrganization>

<https://www.facebook.com/thefoodproject/Videos>

https://www.ted.com/talks/jamie_oliver (Teach Every Child About Food)

<https://www.choosemyplate.gov/videos>

Songs

<http://www.songsforteaching.com/foodnutrition.htm>

Student Journal for *Experience Nutrition*

1. What I ate: _____

2. Why I ate it: _____

3. How I feel after eating it: _____

1. What I ate: _____

2. Why I ate it: _____

3. How I feel after eating it: _____

1. What I ate: _____

2. Why I ate it: _____

3. How I feel after eating it: _____

Some of my favorite foods are:

Teacher Resources for *Experience Mindfulness*

Background Research on Mindfulness

Mindful Schools

<http://www.mindfulschools.org/about-mindfulness/research/>

The Atlantic (When Mindfulness Meets the Classroom)

<https://www.theatlantic.com/education/archive/2015/08/mindfulness-education-schools-meditation/402469/>

Greater Good Science Center (Research Round-up: Mindfulness in Schools)

https://greatergood.berkeley.edu/article/item/research_round_up_school_based_mindfulness_programs

More Examples of Mindfulness Programs

<http://www.mindfulschools.org/>

<https://mindup.org/thehawnfoundation/> (Goldie Hawn MindUP curriculum)

<http://www.mindfulteachers.org/p/free-resources-and-lesson-plans.html>

<https://mindfulnessinschools.org/>

http://greatergood.berkeley.edu/article/item/tips_for_teaching_mindfulness_to_kids/

<https://www.calm.com/schools>

Books for Teachers about Mindfulness

Srinivasan, Meena. *Teach, Breathe, Learn*. Parallax Press. 2015

Additional Mindfulness Books for Kids

Bryan, Tracy. *Daily Mindfulness for Kids*. 2015.

Roegiers, Maud. *Take the Time: Mindfulness for Kids*. Magination Press, 2010.

Snel, Eline. *Sitting Still Like a Frog*. Shambala. 2013

Facebook Groups about Mindfulness in the Classroom

<https://www.facebook.com/mindfulschools/>

<https://www.facebook.com/themindfulclassroom/>

<https://www.facebook.com/Mindfulness-in-the-Classroom-558889270901363/>

Videos

<https://www.teachingchannel.org/videos/social-emotional-lesson-plans> (Mindfulness in the Classroom)

https://greatergood.berkeley.edu/video/item/what_is_mindfulness

Sounds that can Enhance Mindfulness

A bell ringing

A bird call

A waterfall

A flute playing

Student Journal for *Experience Mindfulness*

1. How I felt at first: _____

2. What I did to calm myself: _____

3. How I felt afterward: _____

1. How I felt at first: _____

2. What I did to calm myself: _____

3. How I felt afterward: _____

1. How I felt at first: _____

2. What I did to calm myself: _____

3. How I felt afterward: _____

How I look when I feel calm:

Teacher Resources for *Experience Media*

Background Research on the Effects of Media

TIME magazine

<http://time.com/raising-the-screen-generation/>

<https://childmind.org/topics/concerns/media-and-technology/>

<https://www.common sense media.org/>

<https://www.raisingdigitalnatives.com/top-10-concerns-about-children-and-technology/>

Psychology Today

<https://www.psychologytoday.com/blog/the-power-prime/201212/how-technology-is-changing-the-way-children-think-and-focus>

Books for Teachers

Baker, Frank W. *Media Literacy in the K-12 Classroom*. International Society for Technology in Education. 2016

Heitner, Devorah. *Screenwise: Helping Kids Thrive (and Survive) in Their Digital World*. Bibliomotion. 2016

Hobbs, Renee and David Cooper Moore. *Discovering Media Literacy: Teaching Digital Media and Popular Culture in Elementary School*. Corwin. 2013

Additional Books about Media for Kids

Pedersen, Laura. *Unplugged. Ella Gets Her Family Back*. Tilbury House. 2012

Rocco, John. *Blackout*. Hyperion Books. 2011

Rustad, Martha. *Learning About Media Literacy*. Capstone Press. 2015

Yaccarina, Dan. *Doug Unplugged*. Dragonfly Books, 2013

Facebook Groups about Media Use

<https://www.facebook.com/TechClassEd/>

<https://www.facebook.com/edutopia/>

Videos

https://www.youtube.com/watch?v=BoT7qH_uVNo (Media and Children)

<https://www.youtube.com/watch?v=t7Xr3AsBEK4> (Connected, But Alone)

<https://www.youtube.com/watch?v=eRQdAOrqvGg&t=202s> (The Challenges of Raising a Digital Native)

Student Journal for *Experience Media*

1. What I wanted to do: _____

2. What I did instead: _____

3. How I felt afterward: _____

1. What I wanted to do: _____

2. What I did instead: _____

3. How I felt afterward: _____

1. What I wanted to do: _____

2. What I did instead: _____

3. How I felt afterward: _____

Me, using my favorite technology: