

We have these five literacies that we have gone over and then the last piece is what I'm calling the integration lessons. So let's get some integration practises and I had some requests that I teach them as if you are all kids which usually if you're trying to teach teachers, I have had made the bad mistake of saying like now, everybody pretend you are third graders. And like teachers are worse than kids. You'll get like a spitball in the eye in a second and they are there like poking each other and like be adults pretending to be kids, be a really well-behaved third grader.

So the integration practises these are ones that I feel like most of them you could kind of do any time, but they are once that you can just kind of weed throughout the day.

I will start with the idea of weather report and this is one that I loved doing with kids because they are kind of the long version and a short version, you know, the weather report is just like I ask kids for a weather report of like kind of how you are doing. So they are just kind of checking the weather and when I actually sit down and lead the lesson. Dan Seigal has this really lovely thing that he explains around his like circle of awareness in the center kind of spoke which I kind of I like to think of this in a similar way where on the outside room there is all of the different ways things you can be aware of and then on the inside is the awareness itself. In the weather report I kind of go around that so like let's start by taking the weather report of what's happening in your mind and we will have the kids go around like is it really busy, is that really calm, do you watch the clouds, is it like storming in there, let's just get the wether report in your mind, just check it out if you stop a notice sometimes our minds are calm, sometimes they are busy. We just kind of check it out.

Let's take the weather report in our bodies. Do you feel relaxed, do you feel tensed, do you feel aching pain, do you feel like excitement like what's going on.

Let's take the weather report of our emotions, what are you noticing inside just taking the weather. Let's take weather report outside like what do you notice is there lot of emotion out there, you hear a lot, is it pretty quiet.

So you just kind of like giving them feel like there is all these kind of noticing, you can just check the weather and then you can also just notice all of it at once. Do like the open awareness practise we have done Let's notice all of the or just the weather pattern of our entire awareness, just notice the mind, notice the emotions, notice the body, notice everything all at once. What's the weather like in Daniel Will, you know, what's it like in there.

Usually the way I do this is I introduce it later on so we have already done the five literacies that's usually when I do this. So they have kind of gone through those realms. And so this becomes something once they kind of know themselves and they realms pretty well I am like let's go through all of those and so we can check them all out. And so I also would like to do it in the sense of like where I am like hey kids let's start off today by just doing a weather reports of our minds, what's going on, what's the weather like in your mind this morning, maybe we will do a flow and tells and you know and I will go around like ah it's really busy or if I be like we have done all the literacies, our emotions, our bodies, our sensations you can check them all at once.

Let just check the weather, what's the weather like you will say and so I love being able to use this also like I use this with my therapy clients also. And it's just one of those things that eventually in school like it's great to have kind of language that is used all the time hey what's the weather right now? What's the mindful weather right now and they can just say like oh there is a lot going on oh weather is pretty calm today and the great way just to go through the class. And I love that just like the natural aspect of it of like the weather check seems like a pretty

neutral thing. Oh how is the emotions oh are they really kind of cloudy or stormy or something like that. So I think it's little easier for them they are saying like I am feeling sad, I am feeling angry they are like yeah there is a lot going on.

So another one I have been playing with a lot and these are ones that I think are really good just like to be able to check in with the room. I do what this thing called the stress check in the workbook I have there is like a little thermometer stress thermometer and, you know, there is a lot of different ways that people do this whether it's like different stress colors of where it's going or just finding some way that really works for you, where you are able to help them engage their levels of stress.

Having them check into their body you can have them tight enough and relax and just kind of give them some language, what level are you on the stress level, you know, thermometer right now when you get to the top it like boils over and just raging and so angry and when it's down at the bottom maybe you are sleep, it is just like ah everything is fine and then maybe get a little bit more stress and you are little worried and you know, you can actually give them a little example of how it gets a little bit harder and little bit harder and you are like oh it starts getting up to seven and you are just little bit worried maybe 8 is like what's happening here, you know, you are going to give them a little description and you are like maybe it's 7 or 8 that's when you need to talk to the teacher, that's when you need to start doing your vacuum cleaner breaths see if that brings it down.

The lesson is just a basic giving them some examples of it maybe you might do something where you are like ask them where they are at or everything is kind of middle range 2 or 3 or 4 oh we are like now let's picture in our minds something that's a little stressful. Okay just picture that now feel like where did that move the stress style.

Okay let's do some vacuum cleaner breath, do that move it, do that drop the thermometer down a little bit you want to have them play with it a little bit see how they can actually stay change themselves. And then those are ones that I like to introduce so that just kind of all the time I can check in whether it's with an individual kids or the whole class oh like where is the stress thermometer right now where do you think the whole school like a classroom stress thermometer if it was a classroom stress thermometer where would be right now. What do you think would be the ideal, should be go down a couple or what do we want?