

## Week 1: Whole-Body Listening & Green Zone Intro

**Objective:** Teach that whole-body listening can look different for everyone. Introduce sensory strategies to help students regulate their emotions and energy levels.

### Materials:

- Visual Schedule of Session
- Book: Listen, Learn, and Grow
- Variety of sensory tools (fidgets, weighted lap pads, ear defenders, etc.)
- Activate Organize Calm Activity Card visuals
- Whole Body Listening posters
- How Students Listen Teacher Guide
- Optional Understanding Interoception infographic

### Plan:

- **Visual Schedule of Session:** Present the class with the visual schedule, outlining what they will be doing that day.
- **Interactive Lesson:** Read Listen, Learn, and Grow (Listening Larry book). Review the neurodiversity-affirming explanation of whole-body listening. Emphasize that while some students might sit still and look at the speaker, others might move, use fidgets, or look away to focus better.
- Introduce the Green Zone and the concept of “feeling just right” for learning. Explain that sometimes our bodies and brains are too tired or too wiggly and that it’s okay—there are ways to help!
- **Activity:** Guide students through an “activate” (e.g. jumping jacks, high knees), “organize” (e.g. knee squeeze, peanut rockers), “calm” (child’s pose, hoberman ball breathing) activity sequence with use of the activity cards. Explore sensory tools: test out a variety of fidgets, weighted lap pads, noise-cancelling headphones, and visuals to help students explore what helps them feel ready. Guide students in trying these tools while sitting on the carpet or engaging in a simple task.
- **Discussion:** Discuss the importance of movement breaks and breathing exercises, and how different activities can have different impacts on our energy levels and ability to focus. Teach students simple breathing exercises like rainbow breathing, lazy 8 breathing, or “smell the flower, blow out the candle.”
- What is your current energy level (is your body battery full or running low?) What tool helped you the most?
- Allow students to share their favorite ways to listen and when they find it hard to listen. Validate different needs and preferences.
- **Resources:** Provide “Whole-Body Listening” posters and “How Students Listen” Teacher Guide.

## **New Addition (Optional alternative Week 1 session):**

### **Week 1: My Small Sensory Cup Introduction**

**Objective:** Teach about sensory processing differences and empower children to recognize their sensory needs and advocate for themselves by using appropriate strategies and tools to create a more inclusive classroom environment.

- **Visual Schedule of Session:** Present the class with the visual schedule, frontloading what they will be doing that day.
- **Interactive Lesson:** Read “My Small Sensory Cup” by Jenna White. Follow the story with a cup demonstration (outlining some examples what might overflow our sensory cup and what helps us empty our cup (e.g. tools and strategies))
- **Optional: Show the video:** [A Child's View of Sensory Processing](#)
- **Activity:** Complete cup drawing activity. Draw things that we like in our big cup and things that we don't like in the small cup
- **Discussion/Cool Down:** Students can share what they have lots of room in their cup for and what they have little room for. Finish with Yoga story or activity cards and breathing.