

Appendix A

Lesson	Unit Number	Lesson Number	Standards	Vocabulary
"Move" Like an Animal: A Jumping Journey Through the Jungle	Unit 5	Lesson 17	Gross Motor Skills 1. Identify and demonstrate the use of body parts connected with gross motor movement (e.g., knee, foot, arm). 2. Demonstrate coordination of large muscles to perform simple motor tasks. Demonstrate competency in gross motor skills and movement patterns needed to perform a variety of physical activities. 3. With prompting and support, demonstrate body coordination (e.g., balance, strength, moving in space, walking up and down stairs alternating feet) Reading Standards for Literature Key Ideas and Details 1. With prompting and support, ask and/or answer questions with details related to a variety of print materials	Jungle, Maneuver, Body parts, Herd, Jump, Vertical Jump
"Balance" Like a Jungle Animal	Unit 5	Lesson 18	Gross Motor Skills 1. Identify and demonstrate the use of body parts connected with gross motor (e.g., knee, foot, arm). 3. With prompting and support, demonstrate body coordination (e.g., balance, strength, moving in space, walking up and down stairs alternating feet). Reading Standards for Literature Print Concepts 1d. Recognize and name some upper-and lower-case letters of the alphabet, especially those in their own name.	Balance, Pose, Stance, Strength, Upper case, Lowercase
"Trekking" Through the Desert	Unit 5	Lesson 19	Gross Motor Skills 1. Identify and demonstrate the use of body parts connected with gross motor movement (e.g., knee, foot, arm). 2. Demonstrate coordination of large muscles to perform	Trek, Desert, Cactus, Tumbleweed, Sun, Environment, Roll, Gallop,

simple motor tasks (e.g., climbing, jumping, stretching, throwing a ball). Demonstrate competency in gross motor skills and movement patterns needed to perform a variety of physical activities. 3. With prompting and support, demonstrate body coordination (e.g., balance, strength, moving in space, walking up and down stairs alternating feet).

4. Engage in gross motor activities that are familiar as well as activities that are new and challenging (e.g., pulling, throwing, catching, kicking, bouncing or hitting balls, riding wheel toys, skipping). **Reading Standards for Literature** Range of Reading and Level of Text Complexity 10. With promoting and support, actively engage in a variety of shared reading experiences (e.g., small group, whole group, with peer or teacher) with a purpose and clear understanding through extension. **Mathematics** Counting and Cardinality Know number names and the count sequence 2. With Prompting and support, recognize, name and attempt writing numbers 0-20.

Do You See What I See? Unit 5

Lesson 20

Gross Motor Skills 1. Identify and demonstrate the use of body parts connected with gross motor movement (e.g., knee, foot, arm). 3. With prompting and support, demonstrate body coordination (e.g., balance, strength, moving in space, walking up and down stairs alternating feet). 5. Engage in gross motor activities that are familiar as well as activities that are new and challenging (e.g., pulling, throwing, catching, kicking, bouncing or hitting balls, riding wheel toys, skipping). **Mathematics Standard** Count to tell the number of objects 4b. Match quantities and numerals 0-10

Jump, Hop
Balance, Hopscotch, Slide, Gallop, March, Tip-toe, Hop, Burrow, Migrate, Trek, Camouflage

Having a Ball Moving Into Summer! Beach Ball Actions	Unit 8	Lesson 29	Physical Development Standards: Gross Motor Skills Demonstrate and awareness and practice of safety rules. 3. With prompting and support, demonstrate appropriate behavior to respect self and others in physical activity by following simple directions and safety procedures. Demonstrate understanding of emerging (developing) fine motor skills as they apply to the learning and performance of physical activities. 5. Demonstrate fine muscle coordination using manipulative materials that vary in size, shape and skill requirement.
Having a Ball Moving Into Summer! Recycled Bowling	Unit 8	Lesson 30	Physical Development <u>Self-Care, Health and Safety Skills</u> Demonstrate an awareness and practice safety rules. 3. With prompting and support, demonstrate appropriate behavior to respect self and others in physical activity by following simple directions and safety procedures. <u>Gross Motor Skills</u> Demonstrate competency in gross motor skills and movement patterns needed to perform a variety of physical activities 3. Use various types of equipment 4. Engage in gross motor activities that are familiar as well as activities that are new and challenging. <u>Fine Motor Skills</u> Demonstrate competency in fine motor skills needed to perform a variety of physical activities. 4. With prompting and support, use fine muscle and eye-hand coordination. Mathematics <u>Counting and Cardinality</u> Know number names and the count sequence. 1. With prompting and support, recite numbers 1 to 30 in the correct order
Having a Ball Moving Into Summer! Move	Unit 8	Lesson 31	English Language Arts <u>Comprehension and Collaboration</u> 1. With prompting and support, participate in small-group as well as large-

Like the Wind: Creative
Movement and Music

group shared conversations about pre-kindergarten topics and texts with peers and adults. a. Engage in voluntary conversations (e.g., taking turns, exchanging information, listening attentively, being aware of others' feelings). **Physical Development**
Gross Motor Skills Demonstrate understanding of gross motor concepts as they apply to the learning, development and performance of physical activities. 1. Identify and demonstrate the use of body parts connected with gross motor movement

Having a Ball Moving Unit 8 Lesson 32
Into Summer! Building
a Time Machine

Physical Development
Fine Motor Skills Participate in fine motor activity for self-expression and/or social interaction. 8. With prompting and support, participate in group activities involving fine motor experiences (e.g., playing together with blocks, finger plays and dramatic play). Self-Care, Health and Safety Skills Demonstrate an awareness and practice of safety rules. 3. With prompting and support, demonstrate appropriate behavior to respect self and others in physical activity by following simple directions and safety procedures. Gross Motor Skills Demonstrate competency in gross motor skills and movement patterns needed to perform a variety of physical activities 3. Use various types of equipment 4. Engage in gross motor activities that are familiar as well as activities that are new and challenging.

Appendix B

Pre-Focus Group Questions

ZOOM Focus Group

Growing Healthy Minds Bodies and Communities

Intro and Survey:

Hello everyone! Thank you for agreeing to come together today for this focus group discussion. My name is (insert name) and this is (if there are two of us on the call). We are from the School of Education at the University of Mississippi. I will be leading this focus group discussion and (other person) will be taking notes while we speak. We will also be recording this so that we can use it to create a transcript of our discussion.

The purpose of our study is to study the effectiveness of the Growing Healthy Minds Bodies and Communities curriculum, which is a whole child approach to development and school readiness.

The main goals of this focus group interview are to:

1. Have you share with us what experiences, attitudes, perceptions, and needs you have about the implementation of this curriculum in general?
2. To find out what things about the curriculum excite you or concern you so that we can learn from you, the teacher experts and therefore improve the curriculum.

Focus Group Questions:

1. What about this curriculum interested you?
2. What are your hopes for being involved in this research study and teaching this curriculum?
3. What are your fears about being involved in this curriculum study?

4. As you may remember from our ZOOM call with you all earlier this summer, this curriculum heavily focuses on social emotional development. What are some common social emotional challenges you find in the preschool classroom?
5. What are your experiences with yoga? For example, have you ever been to a yoga class? What did like about it? Dislike about it?
6. Have any of you ever tried teaching yoga in the classroom? How did it go?
7. Do you all have much experience with using mindfulness in your own lives or in the classroom?
8. What are your experiences with gardening, either personally or in the classroom? Have you ever used a tower garden?
9. Do you have any experiences with using physical activity or movement in your classroom? How often do you use movement/PA? What are those experiences like for you and/or the students?
10. As a teacher, what does respecting diversity mean to you when working with children?
11. Can you share a time when you recently addressed racial diversity or gender issues in your classroom?
12. Can you think of a moment when you wanted to talk about a diversity related issue but didn't?
13. What challenges do you anticipate, related to either teaching yoga, mindfulness, gardening or any of the anti-bias, anti-bullying, nutrition, physical movement or social-emotional lessons? Are there any one of those topics that scare you more than the others?
14. How pressured for time do you feel in the classroom?
15. How much integrated curriculum do you utilize in the classroom? Why or why not?

Post-Focus Group Questions

End of Year Focus Group

Growing Healthy Minds, Bodies, And Communities

Hello and welcome to the end of the year GHMBC focus groups. Thank you for agreeing to come together today for this focus group discussion. My name is (insert name) and this is (if there are two of us). We are from the School of Education at the University of Mississippi. I will be leading this focus group discussion and (other person) will be taking notes while we speak. We will also be recording this so that we can use it to create a transcript of our discussion.

The purpose of our study was to study the effectiveness of the Growing Healthy Minds, Bodies, and Communities curriculum, which is a whole child approach to development and school readiness.

The main goals of this focus group interview are to:

1. Gather the experiences, attitudes, perceptions you have after implementing the GHMBC curriculum.
2. To find out what things about the curriculum were engaging/interesting to you or concern you so that we can learn from you, the teacher experts and therefore improve the curriculum as we move forward with future pilots.

General GHMBC Curriculum Questions:

1. After teaching the GHMBC lessons, what about the curriculum was engaging/interesting to you?
2. What were some of the benefits of teaching the growing healthy minds, bodies, and communities lessons? (All focus group participants will be given a handout with the unit lesson titles so that they have a reminder).
 - Unit 1 – All About Me and My Emotions (social-emotional)
 - Unit 2 – Celebrating Diversity (Anti-bias/bullying)
 - Unit 3 – All in This Together-Bullying (Anti-bias/bullying)
 - Unit 4 – A New Way to Grow (Tower Gardening)
 - Unit 5 – Exploring our Environment Through Movement (Physical Activity)
 - Unit 6 – Growing Through Gardening and Nutrition (Gardening and Nutrition)
 - Unit 7 – We, Me, and Us, Growing Healthy Minds, Bodies, and Communities (Social-Emotional)
 - Unit 8 – Having a Ball Moving into Summer (Physical Activity)
3. What challenges did you have with teaching the lessons?

- Unit 1 – All About Me and My Emotions (social-emotional)
- Unit 2 – Celebrating Diversity (Anti-bias/bullying)
- Unit 3 – All in This Together-Bullying (Anti-bias/bullying)
- Unit 4 – A New Way to Grow (Tower Gardening)
- Unit 5 – Exploring our Environment Through Movement (Physical Activity)
- Unit 6 – Growing Through Gardening and Nutrition (Gardening and Nutrition)
- Unit 7 – We, Me, and Us, Growing Healthy Minds, Bodies, and Communities (Social-Emotional)
- Unit 8 – Having a Ball Moving into Summer (Physical Activity)

4. How pressured for time did you feel when trying to incorporate the lessons into the classroom?

5. What could the research team do better to support you before, during, or after the pilot?

6. What materials did you like? Were the lesson plans written clearly? What did you wish had been different?

7. What would you say are your overall thoughts of the curriculum pilot? Big picture.

You all taught eight units over thirty-two weeks.

8. Units 1 & 7 covered social emotional development. When thinking about the lessons on feelings (angry, scared, anxiety) using the safe space, cranky crème, assertive voice, conflict mat... were there any lessons that you found to be especially helpful for your students? Why?

Were there any that were missing that you'd like to add to the curriculum?

9. Were there any instances or teachable moments that arose in the classroom after you'd taught these lessons that you were able to use them to refer back to? Can you share this with the group?

10. Unit 3 addresses anti-bias and anti-bullying issues like race (with the painting activity, size and gender). Were these lessons something you felt comfortable with?

11. For those of you without a lot of racial diversity in the classroom how did the lesson go and did you adapt it?

12. Do you talk about racial diversity in the classroom in other lessons in your classroom? How?

13. Did your children understand the concept of being an upstander?
14. Were there any instances or teachable moments that arose in the classroom after you'd taught these lessons that you were able to use them to refer back to?
15. Units 4 & 6 taught nutrition and gardening in the lessons. What are your thoughts after experiencing nutrition and gardening with children?
16. What experiences did you have with the tower gardens? How did the lesson go when you had to build it together?
17. Do you still have any concerns after teaching the nutrition/gardening lessons?
18. Units 5 & 8 used physical activity in the lessons. When thinking about the different physical activities in the lessons, are there any that were beneficial/useful for your students? Which one's? Why?
19. Was there any physical activity component that you thought was missing or could have been added to? If so, explain.
20. Were there any physical activities (games, videos, books) that you were able to use again or refer back to after teaching the lesson?
21. The lessons incorporated yoga and some mindfulness. Describe your experiences with yoga this semester? (What did you like about it? Dislike about it?).
22. Have you seen any changes in your children that you may perceive as benefits from yoga or mindfulness?
23. What are your thoughts about incorporating yoga into your classroom in the future?
24. Many of your students participated in the virtual cooking event. Did you all hear any feedback from students or parents about it?
25. Would you consider teaching any of these lessons once the pilot is over? Which ones?
26. Do you have any last comments as we come to the end of our discussions?