



**Jewish Federation**  
OF GREATER NAPLES

THE STRENGTH OF A PEOPLE.  
THE POWER OF COMMUNITY.

**COLLIER EDUCATOR GRANT "STAND UP FOR JUSTICE"**

Sponsored by the Jewish Community Relations Council of the Jewish Federation of Greater Naples

A monetary grant will be made to the educator whose lesson(s) and/or activity(s) is selected as best meeting the criteria below. The purpose of this grant is to honor Collier County's elementary, middle, and high school educators who strive to counter the prevailing tendency within today's popular culture for students to deride or denigrate others based upon difference. The lesson(s) or activity(s) should have as its major objective the purpose of instilling the positive character trait of "respect for others" in students. All applicants must have created lessons and/or activities of their own design or have successfully made adaptations from other programs and show evidence of a positive nature as a result of implementation. All applicants will submit a copy of the lesson(s) or activity(s), a description of its implementation, and evidence of its effectiveness. Applicants may include Collier County elementary, middle, and high school teachers, guidance counselors, supervisors, school librarians, administrators, psychologists, and media specialists. Students, parents, colleagues, and community members are encouraged to nominate an educator. Self-nominations are also encouraged and accepted.

View previous winners and submissions here: <https://jewishnaples.org/outreach/educator-award>

Applicant's name: Julie Frizzi  
 Applicant's email: frizziju@collierschools.com  
 Number of years teaching: 33 yrs Grade or subject taught: K-5  
 School: Naples Park Elementary  
 School Address: 685 111th Ave North  
 Phone (daytime): 377-7706 Phone (evening): 287-8047  
 Principal's name: M. Kirby Principal's email address: KirbyMI@collierschools.com Principal's Phone: 377-7704

**Requirements due by February 15, 2019:**

- On a separate page(s) with the name of the applicant on each page, please briefly:
- Describe the precipitating events that motivated you to initiate these lessons or activities.
  - Describe the lesson(s) or activity(s); and if adapted from another source please reference.
  - Explain how the lesson(s) or activity(s) teach students the importance of respecting others no matter what religious, racial, cultural, or other differences exist.
  - Explain how it helped them counter bigotry and bullying and prepared them to stand up for justice.
  - Please provide evidence/proof of effectiveness such as but not limited to: a questionnaire, interviews, documented anecdotal conversations and/or observations, and etc.

Please complete the following if you have encouraged someone other than yourself to apply:

Your name: \_\_\_\_\_ Your email: \_\_\_\_\_  
 Phone (daytime): \_\_\_\_\_ Phone (evening): \_\_\_\_\_  
 Your relationship to this applicant: \_\_\_\_\_

Submit the completed form in writing, by email, or video format no later than February 15, 2019, to:  
 Beth Povlow, Educator Grant Coordinator, C/o JCRC, Jewish Federation of Greater Naples  
 2500 Vanderbilt Beach Road, Suite #2201, Naples, FL 34109

## **Breathe & Stretch on the Beach**

### **Describe the precipitating events that motivated you to initiate these lessons or activities**

Most behavior problems in our homes, classrooms, and playgrounds begin when we react to problems without pausing and thinking. We do the first thing that pops into our heads! Being impulsive when we have strong emotions often causes unkindness.

- We tell children to “calm down” when they have strong emotions, but do they really know how?
- Can they feel these feelings hidden inside their bodies?
- What strategies can they use when they feel the strong feelings of anger, fear, or sadness?
- Do we give them safe opportunities to practice these skills when they are calm?

### **Children can be guided to notice automatic negative thoughts and change them to positive self-talk.**

As an elementary school counselor, I searched for that one magical program or book that would help children navigate through turbulent times. Anxiety, bullying, family changes, incarceration, and self-esteem are just a few of the challenges youth encounter. When I began practicing yoga for myself, I realized that the magical resource I was looking for was already inside each child. The greatest ORGANIC calming tool, the human BREATH, was accessible to ALL who were properly instructed.

I became a certified yoga teacher in order to share what I was learning on my yoga mat with children at my school. I experienced the benefits of deep breathing and stretching and knew that yoga and social emotional learning would be a POWERFUL counseling combination.

But how would I do this? How could I carefully bring yoga into the public-school setting? I knew that any successful self-regulation technique for children *must* include movement, social emotional learning (SEL), and breathing in order to activate the brain. This is when the self-care activity, Breathe & Stretch on the Beach, was born.

### **Describe the lesson(s) or activity(s); and if adapted from another source please reference**

*Breathe and Stretch on the Beach* is a calming activity for students in Kindergarten through 5<sup>th</sup> grade. There are over 16 beach poses where children breathe, stretch, and practice social emotional learning. This activity can be practiced in the classroom at any time when weather necessitates an indoor recess or when students need a 15-20

minute brain break. Here are just a few of the poses we practice at Naples Park Elementary:

**FRIENDS EATING OYSTER POSE:** Children sit back/back and practice deep breathing in order to calm the body. They close their lips, sit tall, and breathe fresh oxygen into their lungs. Each time this pose is called, children quietly (without words) find a new partner by using body language. ELL students learn the importance of looking people in the eye and smiling in order to communicate. A smile is the same in every language. It is easy for a teacher to notice children who are left-out or lack self-control. Students say in their head, "I am a good friend."



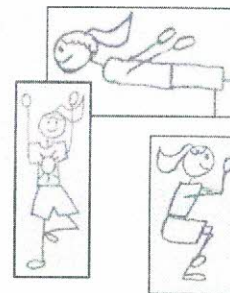
**SAILOR SALUTE POSE:** Children stand tall and say quietly in their head, "I believe in me." Each time this pose is called, good posture and confidence is practiced. Standing tall encourages high self-esteem and reduces being bullied. This is where students visualize standing up to meanness. They combat mean behavior, not the person. Together they role-play put downs and say, "Stop being mean. If you don't stop, I will report you."



**LIGHTNING BOLT POSE:** When this challenging pose is called, children say in their heads, "I am powerful." As ALL CHILDREN think of their future, they must remember that they are more powerful than they will ever know. They are capable of doing whatever they dream of doing.



**COCONUT TREE, SEA PLANE, AND EAGLE POSE:** These poses are called to practice focusing. When we face difficult times in life, it is important to ignore distractions. Children look at one spot in front of them and practice deep breathing while in these poses. They say the self-talk in their head, "I am focused."



**ADDITIONAL POSES:**

- Crab pose allows children to open their heart and let their light shine. Children love to sing "This Little Light of Mine" during this pose!
- During Seahorse pose, children practice the self-talk "I can change." You can't change your friends or the weather, but you can change yourself.
- In panther pose, children release anger with their breath. Expressing themselves peacefully begins at a young age! It is ok to be angry, but it is not ok to hurt yourself, others, or break things.
- Hurricane pose gives students practice stepping aside for others. Manners and kindness are practiced while moving about in the room.

Adding movement to my counseling lessons has brought happiness, laughter, kindness, and focus to every classroom. Teachers benefit from this self-care activity by participating and adding breathing techniques into their daily routines with children.

Julie Frizzi  
School Counselor  
Naples Park Elementary

**Naples Park Monthly CHARACTER TRAITS**  
**“Breathing & Stretching” – The Heartbeat of Naples Park Elementary**  
**Comprehensive Guidance Program**

August – Cooperation I am cooperative.

September – Respect I am respectful.

October – Responsibility I am responsible.

November – Resourcefulness I am resourceful.

December – Trustworthiness I am trustworthy.

January - Self-Control I am in control.

February – Kindness I am kind.

March – Acceptance I am accepting.

April- Determination I am determined.

May – Leadership I am a leader

**Mrs. Frizzi will:**

- Teach social emotional lessons to every classroom 1-2x per month highlighting monthly character trait. ALL classrooms will breathe and stretch before every lesson. WNPE News will integrate lessons each morning.
- Organize monthly character trait resources for classrooms including videos, books, songs, and games.
- Recognize monthly 3 Rs Character Student of the Month with certificate, brag tag, and bumper sticker. Parents are invited to celebration each month.
- Breathe & stretch with students before school every Wednesday and Thursday morning from 8:00 a.m. – 8:15 a.m..
- Invite families to Positive Parenting to practice breathing & stretching with children. Parents also receive a monthly parenting newsletter including parenting tips.
- Share TEACHER breathing and stretching videos to relieve burn out and stress.
- Share social emotional videos that include breathing & stretching (especially during testing times to reduce stress.)

Julie Frizzi  
School Counselor  
Naples Park Elementary

*\*Breathe and Stretch on the Beach* was adapted from my 25 years of counseling experiences, 8 years of yoga training, and consultation with Eric Frizzi, who himself possesses 30 years of physical education knowledge.

**Explain how the lesson(s) or activity(s) teach students the importance of respecting others no matter what religious, racial, cultural, or other differences exist**

Deep Breathing and stretching provide purposeful quiet time to improve student self-awareness. Instead of pointing fingers at others, children look at themselves.

We all have one amazing brain, two miraculous lungs, one powerful heart, and a sensitive nervous system that sometimes needs *calmed down*. *Deep breathing* allows children to notice how their body feels. They feel their heart beat when they move in the classroom. They notice their rib cage expand when they breathe oxygen into their lungs. They learn to recognize how anger feels in their body so they can react calmly. *Breathe and Stretch on the Beach* teaches children that we are more alike than different by recognizing the power of the human body and breath.

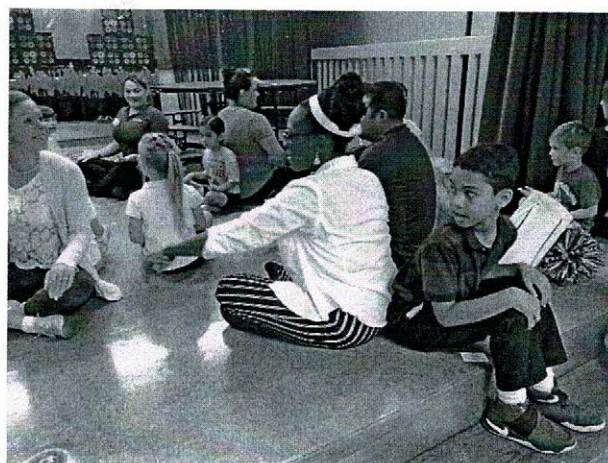
**Explain how it helped them counter bigotry and bullying and prepared them to stand up for justice**

Students learning appropriate social skills through breathing and stretching together in the classroom, but what happens when they go home or when they are out in the real world?

- Do they step aside for others when they are at Wal-Mart?
- Do they remember to breathe when their body tells them they are frustrated?
- Do they use these skills to feel confident and kind?
- Do they choose to see the goodness in others?
- Do they stand up for others on the playground?

In order to apply these lessons in the real world, student are assigned "homework:" When they notice a classmate feeling frustrated, angry, or scared, they simply remind them to breathe. Students must also teach their parents to calm down by deep breathing! Families are most appreciative and show up for the monthly positive parenting meetings where all families breathe and stretch together. This diverse parenting meeting invites all parents to practice breathing and stretching together. Parents appreciate learning simple tools that will help them be less reactive and practice more kindness. It is exciting to watch the various cultures come together and breathe together as one. I invite you to participate, as well. Join us and reap the benefits for yourself.

Julie Frizzi  
School Counselor  
Naples Park Elementary



<https://youtu.be/yINV4sLJrdo>

please watch video

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**Fall 2018 Student Voice Survey (grades 3-5) – New results in April.**

SKILL	October
Emotion Regulation (How students regulate emotions)	46%
Grit (How students overcome obstacles)	62%
Growth Mindset (Children's understanding that they control their effort and habits)	59%
Self-Efficacy (How students feel about themselves)	59%

**Student/teacher Comments & letters:**

*As a third grade teacher co-teacher who has been fortunate enough to experience Mrs. Frizzi teach and incorporate breathe and stretch with graders at NPE, we are excited to share what we have witnessed in the classroom and personally from this program. This program definitely represents a cause and effect relationship. The children have been taught different poses, breathing exercises, and had the opportunity to practice them. Mrs. Frizzi teaches them various situations where they can use this in their lives at school and home. We have seen students in our class room pause and control their breathing in testing situations so the feel more relaxed. They utilize this on their own because they know from experience that it works! Wow that is powerful. During longer testing formats, we have taken a mid -point breaks and spread out to do stretching exercises that they have been taught. It is phenomenal to see them do this and watch the tension melt away and they have a whole new perspective and confidence and focus to finish the remainder of the test. As educators, we had the opportunity to attend a workshop afterschool so we could learn these awesome techniques as well. It is amazing to be able to change your attitude and responses after implementing breath and movement techniques. We believe 100% of the benefits that Mrs. Frizzi shares and are thrilled to see our students empowered to become better balanced students and individuals in life! Thank you so much for sharing these transforming and amazing free tools that everyone can benefit from!*

*-Mrs. Noble and Mrs. Ruff*

*Breathe and Stretch has helped my daughter in ways that I never thought possible. She was beginning second grade in a new school and had always felt nervous and uneasy about being away from me, but Breathe*

Julie Frizzi  
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Naples Park Elementary

*and Stretch gave her the confidence to not feel anxious during her day.  
When I ask her she tells me that going to Breathe and Stretch helps her to  
relax, be ready for her day and feel better about herself.*

-Laura Serrano, parent

*I got really mad on the playground and instead of hitting someone, I  
walked away and started breathing deep.*

- Mathew 4<sup>th</sup> grade

*At home my sister was making me mad. I went in my bedroom and  
started breathing and stretching so I wouldn't get in trouble.*

-Saul, 4<sup>th</sup> Grade