



K-5 Curriculum: Introduction to Mindfulness

Mindfulness in Schools, at Home, and in the
Community

© Mission Be

Table of Contents

Program Overview, Objectives and Essential Questions	2-4
Lesson Plan Outline	4-7
Standard & Academic Correlation Chart	8-11
Lesson 1: Mindfulness and the Brain	12-24
Lesson 2: Be Present: Being Right Here, Right Now	24-32
Lesson 3: Be Connected: Mindfulness and My Five Senses	33-41
Lesson 4: Be Accepting and Positive	42-53
Lesson 5: Be Mindful: Mindful Actions	54-62
Lesson 6: Be Responsive: Mindful Pausing and Responding	63-72
Lesson 7: Be Empathetic	73-80
Lesson 8: Be Compassionate	80-92
Lesson 9: Be Brave: Courageous and Compassionate Boundaries	92-102
Lesson 10: Be Grateful	103-108
Lesson 11: Be Altruistic: Mindful Citizenship	109-123
Lesson 12: Mindful Values: Creating Positive Class Values	117-129
Mindful Movements	125-128
Opening Circles	129-130
Breathing Exercises	130-132
Visualizations	132-137
Affirmations	137-138
Closing Circles	138-139
Supply List	140-142
Tips for Routine and School-wide Engagement	142-143
Resources	143

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Program Overview

Students will define, discuss, and then demonstrate mindfulness through direct participation in a series of authentic activities that encompass and accommodate all learning styles and special needs.

Students will see and/or hear how the body and brain react to outside stimuli (stress response), and how mindfulness can be used to counteract stress and other uncomfortable feelings they may experience in their everyday lives.

Students will learn a series of mindful tools, practices and strategies (life skills) they can use to effectively respond to academic and social challenges.

Students will discover the importance of:

- **Neuroscience and the brain:**
 - How the amygdala, prefrontal cortex and hippocampus function.
 - How mindfulness positively impacts the brain and body and reduces stress.
- **Self-Awareness:**
 - Techniques to improve listening skills and attention.
 - The power of positive thinking: How to turn-around negative thoughts.
 - Developing positive qualities of self (confidence and dignity).
 - How to practice gratitude and generosity.
- **Self-Management:**
 - Managing stress and how to be awareness of internal and external stress.
 - Impulse Control: How to respond, rather than react to stress.
 - Communication: How to communicate effectively with non-violence and use “I messages.”
 - Mindful Eating: How to slow down and be present with our food and make healthy mindful choices.
 - Mindful Walking: How to be aware of our connection to ourselves and nature.
 - Acknowledging the feelings of others (compassion and empathy).
- **Community Involvement:**
 - How to become an accountable citizen and foster an altruism in the classroom and community.
 - How to create a mission, vision and value statement for the classroom

Students will share mindful life skills with family, friends, and the community at-large; planting the seeds of mindfulness far beyond the classroom. Students will be empowered to make healthy choices that positively impact their own personal learning and developing traits that

foster mindfulness.

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Overarching Program Objectives: The Three A's of Mission Be

Acquire (→ information) Students are provided information about their brains and bodies; and how mindfulness and mindful tools, practices, and strategies can be used to make them happier and healthier individuals.

Assimilate (information → knowledge) Students are given multiple opportunities to quietly reflect upon, and internalize, lessons they received to transform passive information into actionable knowledge.

Apply (knowledge → action) Students are encouraged and inspired to put their newly-formed knowledge into practice, and share it freely with others.

To encourage a stronger bond between session participants and deepen their personal understanding of the subject matter, students will be asked a series of informal, open-ended questions throughout the day:

Essential Questions:

1. What is mindfulness? (e.g. awareness of feelings/surroundings, ability to quietly observe)
2. Why is mindfulness important? (improves mood, strengthens connection to others)
3. When can you practice mindfulness? (daily basis, times of stress)
4. How can you further develop and foster mindfulness?
5. Where can you apply mindfulness tools/strategies/practices? (classroom, dentist chair, sports or home)
6. Who do you know that may benefit from learning about mindfulness? (parents, siblings, friends)

Lessons with Strategy, Skills, Vocabulary and Tools

Lesson 1: Mindfulness and the Brain: Cultivating Brain and Body Awareness

Students will develop an understanding of the brain and body in relation to stress and practice given tools to regulate emotions.

Strategy, Skill, Activity	Vocabulary	Mindful Tools & Practices
* Brain-Hand Diagram * Responding to the Amygdala * Knowledge of Brain Function	* Mindfulness * Amygdala * Prefrontal Cortex * Hippocampus * Stress * Practice * Prefrontal Cortex	* Power of Choice * Breath

Lesson 2: Be Present: The Power of the Present Moment

Students will engage in an exploration of the benefits of being present and identify personal distractions.

Strategy, Skill, Activity	Vocabulary	Mindful Tools & Practices
* Response to Literature * Friendly Letter Writing * Persuasive Writing	* Present * Distraction	* The Power of the Present Moment

Lesson 3: Be Connected: My Five Senses and Nature

Using my five senses helps me to be mindful. Mindfulness reminds me that I can see, taste, smell, feel and listen with self-awareness.

Strategy, Skill, Activity	Vocabulary	Mindful Tools & Practices
* My Five Senses * Five Sense Exploration * Mindful people are good listeners	* 5 Senses * Listening	* The Power of the Present Moment * Utilizing the 5 Senses

Lesson 4: Being Accepting and Positive

Using affirmations, I replace my negative thoughts with positive mindful thoughts.

Strategy, Skill, Activity	Vocabulary	Mindful Tools & Practices
* Mindful Believing * Positive Affirmations * Positive Thinking	* Affirmations * Positive Thinking	* Practicing Affirmations * Learning the power of thinking positive

Lesson 5: Be Mindful: Mindful Actions and Choices

Students will understand that healthy behaviors have desirable outcomes, and that they exercise the power to choose.

Strategy, Skill, Activity	Vocabulary	Mindful Tools & Practices
* Critical Thinking: Turning Unmindful Actions Around * Differentiating & Sorting	* Action * Consequence	* The Power of Choice

Lesson 6: Be Responsive: Mindful Pausing and Responding

Students will practice a mindful pause as the key to responding--rather than reacting--in a challenging situation.

Strategy, Skill, Activity	Vocabulary	Mindful Tools & Practices
* Response to Literature * Critical Thinking Skills * Differentiating a Reaction vs. a Response	* Challenge/Obstacle * Reaction * Response	* Choosing a Mindful Pause

Lesson 7: Be Empathetic

Students will understand the concepts of empathy.

Strategy, Skill, Activity	Vocabulary	Mindful Tools & Practices
* Response to Media	* Empathy	* Self-Awareness * Understanding Empathy

Lesson 8: Be Compassionate and Kind

Students will understand the concepts of compassionate action.

Strategy, Skill, Activity	Vocabulary	Mindful Tools & Practices
* Response to Media	* Compassionate Action	* Self-Awareness * Understanding Kindness and Compassionate Actions

Lesson 9: Be Brave: Courage and Compassionate Boundaries

Students will evaluate the emotions connected with bullying scenarios and learn the concepts of empathy and compassionate boundaries to counter bullying.

Strategy, Skill, Activity	Vocabulary	Mindful Tools & Practices
* Role Play * Inferencing * Critical Thinking	* Empathy * Compassionate Boundaries	* Self-Awareness * Cultivating Empathy * Setting Compassionate Boundaries

Lesson 10: Be Grateful

Students will practice gratitude by generating lists of gifts in their lives in response to media and interactive discussion.

Strategy, Skill, Activity	Vocabulary	Mindful Tools & Practices
* Journal Writing * Making Lists - Generating Ideas * Response to Media	* Gratitude * Diversity * Appreciation	* Gratitude & Appreciation

Lesson 11: Be Altruistic : Cultivating Compassionate Community

Students will understand that they can be agents of positivity and compassion in their school, home and community.

Strategy, Skill, Activity	Vocabulary	Mindful Tools & Practices
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* Journal Writing * Response to Media	* Altruism * Community * Citizenship	* Volunteering and Helping Others * Community Engagement
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Lesson 12: Mindful Values: Creating Positive Class Values

Strategy, Skill, Activity	Vocabulary	Mindful Tools & Practices
* Journal Writing	* Values	* Developing Collaborative Classroom Values

Overview: Standard and Academic Correlation Chart

Lesson #	CCLS Alignment	Anti-Bullying Connection	Academic Integration
<p><u>Lesson 1:</u> <u>Mindfulness and the Brain</u></p>	<p><u>Speaking and Listening:</u> * Comprehension and Collaboration * Presentation of Knowledge and Ideas</p> <p><u>Writing:</u> * Text Types and Purposes * Production and Distribution</p> <p><u>Language:</u> * Vocabulary Acquisition & Use</p>	<p>* Personal Responsibility</p>	<p>* Science: The Human Body</p> <p>* Vocabulary Development</p> <p>* Speaking & Listening</p>
<p><u>Lesson 2:</u> <u>Be Present</u></p>	<p><u>Speaking and Listening:</u> * Comprehension and Collaboration * Presentation of Knowledge and Ideas</p> <p><u>Reading Literature:</u> * Key Ideas and Details * Craft and Structure</p> <p><u>Writing:</u> * Text Types and Purposes * Production and Distribution * Research to Build and Present Knowledge</p> <p><u>Language:</u> * Vocabulary Acquisition & Use</p>	<p>* Personal Responsibility</p> <p>* Respect</p>	<p>* Reading</p> <p>* Writing</p> <p>* Vocabulary Development</p> <p>* Speaking & Listening</p>

Lesson #	CCLS Alignment	Anti-Bullying Connection	Academic Integration
<u>Lesson 3: Be Connected: My Five Senses and Nature</u>	<u>Speaking and Listening:</u> Comprehension and Collaboration Presentation of Knowledge and Ideas <u>Writing:</u> Text Types and Purposes Production and Distribution Research to Build and Present Knowledge <u>Language:</u> Vocabulary Acquisition & Use	* Personal Responsibility * Respect	* Reading * Writing * Vocabulary Development * Speaking & Listening * Science: Five Senses
<u>Lesson 4: Be Accepting and Positive</u>	<u>Speaking and Listening:</u> * Comprehension and Collaboration * Presentation of Knowledge and Ideas <u>Reading Literature:</u> * Key Ideas and Details * Craft and Structure <u>Writing:</u> * Text Types and Purposes * Production and Distribution * Research to Build and Present Knowledge <u>Language:</u> * Vocabulary Acquisition & Use	* Dignity * Personal Responsibility	* Reading * Writing * Vocabulary Development * Speaking & Listening
<u>Lesson 5: Be Mindful: Mindful Actions and Choices</u>	<u>Speaking and Listening:</u> * Comprehension and Collaboration * Presentation of Knowledge and Ideas <u>Writing:</u> * Text Types and Purposes	* Personal Responsibility * Respect * Honesty * Courtesy	* Reading * Writing * Vocabulary Development * Speaking & Listening

	<u>Language:</u> * Vocabulary Acquisition & Use		
<u>Lesson 6:</u> <u>Be Responsive:</u> <u>Mindful Pausing</u> <u>and Responding</u>	<u>Speaking and Listening:</u> * Comprehension and Collaboration * Presentation of Knowledge and Ideas <u>Writing:</u> * Text Types and Purposes <u>Language:</u> * Vocabulary Acquisition & Use	* Personal Responsibility * Respect * Courtesy	* Reading * Writing * Vocabulary Development * Speaking & Listening
<u>Lesson 7</u>	<u>Speaking and Listening:</u> Comprehension and Collaboration Presentation of Knowledge and Ideas <u>Writing:</u> Text Types and Purposes <u>Language:</u> Vocabulary Acquisition & Use	* Tolerance * Dignity * Observance of Rules and Laws * Empathy	* Vocabulary Development * Speaking & Listening

Lesson #	CCLS Alignment	Anti-Bullying Connection	Academic Integration
<u>Lesson 8:</u> <u>Be Compassionate</u> <u>and Kind</u>	<u>Speaking and Listening:</u> * Comprehension and Collaboration * Presentation of Knowledge and Ideas <u>Writing:</u> * Text Types and Purposes <u>Language:</u> * Vocabulary Acquisition & Use	* Tolerance * Dignity * Observance of Rules and Laws * Empathy * Compassionate Actions	* Vocabulary Development * Speaking & Listening

<p><u>Lesson 9:</u> <u>Be Brave: Courage and Compassionate Boundaries</u></p>	<p><u>Speaking and Listening:</u> * Comprehension and Collaboration * Presentation of Knowledge and Ideas</p> <p><u>Writing:</u> * Text Types and Purposes</p> <p><u>Language:</u> * Vocabulary Acquisition & Use</p>	<p>* Observance of Rules and Laws</p> <p>* Empathy</p> <p>* Compassionate Boundaries</p>	<p>* Vocabulary Development</p> <p>* Speaking & Listening</p>
<p><u>Lesson 10:</u> <u>Be Grateful</u></p>	<p><u>Speaking and Listening:</u> * Comprehension and Collaboration * Presentation of Knowledge and Ideas</p> <p><u>Writing:</u> * Production and Distribution of Writing</p> <p><u>Language:</u> * Vocabulary Acquisition & Use</p>	<p>* Dignity</p> <p>* Gratitude</p>	<p>* Reading</p> <p>* Writing</p> <p>* Vocabulary Development</p> <p>* Speaking & Listening</p> <p>* Response to Media</p>
<p><u>Lesson 12:</u> <u>Mindful Values</u></p>	<p><u>Speaking and Listening:</u> * Comprehension and Collaboration * Presentation of Knowledge and Ideas</p> <p><u>Writing:</u> * Text Types and Purposes</p> <p><u>Language:</u> * Vocabulary Acquisition & Use</p>	<p>* Dignity</p> <p>* Observance of Rules and Laws</p> <p>* Respect</p> <p>* Courtesy</p>	<p>* Writing</p> <p>* Vocabulary Development</p>

Lesson 1: Mindfulness & the Brain: Cultivating Brain & Body Awareness

Teacher's Reference

Title: Mindfulness and the Brain: Cultivating Brain and Body Awareness

Objectives:

Students will describe and define mindfulness, practice using mindful tools, and understand how the brain and body are connected to mindful practices.

Standards:

Speaking and Listening:
Comprehension and Collaboration
Presentation of Knowledge and Ideas

Writing:
Text Types and Purposes
Production and Distribution

Language:
Vocabulary Acquisition & Use

Time Frame: 30-45 minutes

Vocabulary:

Mindfulness
Stress
Amygdala
Prefrontal Cortex
The Power of Choice

Materials:

Vocabulary Cards
Music
Journal
Mindful Tools Chart

Intro: Begin lesson one by introducing yourself to the class. Tell them a little bit about yourself. You may include who you are, where you work, and what you do. This is also the time to set the tone for your time together. Review simple student expectations and responsibilities.

Academic Integration

1 - Introduce Mindfulness Journals :

As a “do now” activity using backwards design, we are going to ask the students each week to come in and write down a question that will be answered at the end of the class.

A journal is a place to write about your experience and all of the new things you are learning about. You can include journal entries, pictures, drawings, photographs, poetry, and/or current events that are connected to what you are learning about mindfulness.

2 - Introduce Weekly Mindful Mission: Open up your journals and copy the question on the board. Each time I come to visit your class, I will put a question up on the board. You will copy the question down at the top of a blank sheet of paper in your mindfulness journal.

What is mindfulness and how can it help you?

Room Arrangement: If possible now ask the students to come into a circle.

Activate Prior Knowledge:

Engage the students in a well-structured discussion using vocabulary cards and key questions. Questions are presented in a specific sequential order to activate prior knowledge, motivate students, and bridge the learning concepts. Hold up the card as you introduce and discuss the word and its meaning.

Briefly introduce the “word wall” and add “mindfulness” to the top of your word wall. All of the words that we add to the word wall are new and important words that will help us to better understand what mindfulness means.

<u>Vocabulary Word & Definition</u>	<u>Questions and Prompts</u>
<p style="text-align: center; font-size: 1.5em; font-weight: bold;">Mindfulness</p>  <p><u>Mindfulness:</u> Mindfulness is the practice of paying attention, on purpose, right</p>	<ol style="list-style-type: none"> 1. Ask a student to read the word aloud. 2. Raise your hand if you have heard this word before. 3. Does anyone have any ideas about what the word mindful means? <p>* Hints: break the word down, what words can you find in the word? Students will most likely list some of the benefits of mindfulness. Take this opportunity to make a verbal or written list of the benefits of mindfulness. * See Chart Below.</p> <p>After students share what they know about mindfulness offer the definition. Mindfulness is when our mind is in the present moment without judgement but we are going to be learning a lot more about what mindfulness is, so we can come up with our</p>

now without judgement (Kabat-Zinn, 1994).	own definitions over the next 12 weeks!
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The best way to learn mindfulness is to practice it. I would like to guide you through a two-minute mindfulness practice called a body scan.

Introducing the Bell: First, I will introduce the bell. When you hear the bell, just pause and breathe in and out.

Body Scan: Now, close your eyes and feel your belly rise and fall. Slowly inhale, and gently exhale. As you inhale and exhale, feel your belly rise on the inhale and fall on the exhale. You can place one hand on your belly and feel the rise and fall. Now begin to relax the muscles in your face. Relax your eyes and the muscles around your jaw and head. (Tip: If there are students smiling, just say again relax your jaw) Allow yourself to gently breathe into your mouth and feel the breath in your throat. Notice how when you breathe in, the breath is cool, and when you breathe out, the breath is warm. Feel your throat and jaw relax, and feel your neck relax. Breathing in and breathing out, feel your shoulders relax. Notice how your belly rises and falls. Breathe deep into your belly, all the way up to your shoulders, and as you exhale, feel your arms relax, down to the tips of your fingers. Breathe deep into your upper body and as you exhale, feel your whole spine relax. Slowly breathe in and feel the front of your body, and as you exhale, feel it relax. Then breathe into your lower body. Feel your hips and belly expand as you breathe in. Then breathe into your belly again, and as you exhale this time, feel your legs relax. Feel relaxation all the way down to the tips of your toes. Slowly breathing in, feel your whole body relax and let go. When you are ready to open your eyes, slowly wiggle your fingers and toes and become awake, alert and refreshed.

Mindful Movement:

Now we are going to do a flexing movement to help us stretch and relax even more:

- **Shoulder Rolls:** Inhale raise the shoulders up and back and exhale let them go. Repeat this five times.
- **Elbow Rolls:** Inhale and bring your hands to your shoulder and exhale begin to roll your shoulders up, down and back. Repeat this three times.
- **Wrist Circles:** Grab your left forearm with your right hand and make wrist circles to the left and then circles to the right. Switch and do this twice on each side.
- **Spine Flexing:** Come to the edge of your seat. If your desk is attached to your chair, then face to the side. Inhale and grab the top of you knees and rise the heart up and look up and then relax and breath out and let go curling the spine downward and looking down. Repeat this five times.

Ask the students now: What does it mean to be mindful?

They may say mindfulness means creating calmness, peacefulness, happiness and reducing stress. List the children's responses on the board and thank them. We are going to try to allow them to define it as much as possible.

Share the benefits of practicing mindfulness.

Benefits of Mindfulness

- Increases focus and concentration
 - Can improve feelings of happiness
 - Helps improve your relationships
- Improves feelings of relaxation
 - Can help you make good choices
 - Helps regulate stress

Practice



Practice: When you do something you do over and over again to improve at it.

Mindfulness is a practice.

What does it mean to practice?

When we practice being mindful, we practice paying attention on purpose right now.

- We are going to practice this every week and you can practice on your own or with your teacher daily.

When we are mindful, we pay close attention to what is happening inside of us. We pay attention to our thoughts, feelings, and actions and to what is happening around us and how our actions influence ourselves, other people, and the world.

Stress

Stress is experienced when you are under pressure. It is a negative condition that impacts the mind and body.

Ask the students to answer this in a question circle format.

1. Today we are going to talk about times when it would be especially useful to practice mindfulness. Practicing mindfulness can really help us out when we feel stress. (Broderick & Metz 2009). Hold up the card and ask a student or class to read the word aloud.

2. What is stress and how does it make you feel? Possible answers: scared, worried, overwhelmed, anxious, and afraid.

3. What are some of the things we shared that cause us stress? **Let's go around in a circle and share something that causes us stress.** (We want the children to share in a circle which they will do weekly to talk about how they are feeling):

Write this on the board:

Student: "Hi my name is _____"

Classroom: "Hi _____"

Student: "One thing that causes me stress is _____."

Classroom: "Thank you _____."

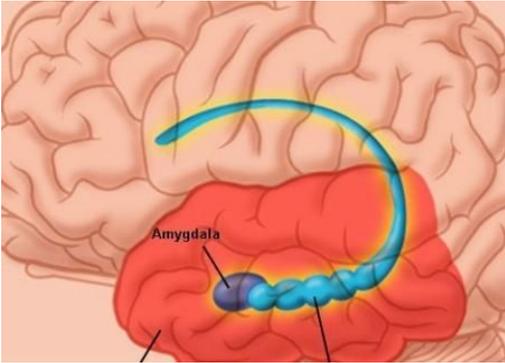
Possible answers/suggestions: a test, the future, difficulty focusing on schoolwork or homework, being mad or upset with

	<p>a family member or a friend, being bullied, and/or experiencing peer pressure.</p> <p>4. What happens in your body when you feel stress? Possible answers: sweaty palms, stomach drops, butterflies, heart races.</p> <p>5. Can anyone tell us what happens in the brain when we feel stress?</p> <p>6. Mindfulness helps reduce our stress.</p>
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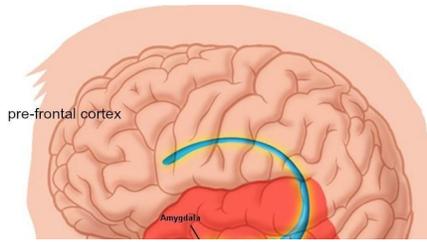
Mini Lesson: Mindfulness and the Brain

Let’s find out what is happening in the brain that causes the negative feelings and bodily sensations of stress. One of the tools of mindfulness is understanding and being aware of how your brain and body work, and how your brain and body respond to stress and other experiences in your life. Once you understand and recognize how you respond, and learn how to use the mindful tools, you will have more control over your responses to stress.

1. Introduce New Vocabulary

<u>Vocabulary Word & Definition</u>	<u>Questions & Prompts</u>
<p style="text-align: center;">Amygdala</p>  <p><u>Amygdala:</u> The amygdala is the brain’s alarm system. The amygdala is located in the center of the brain.</p> <p>Sounds like: A-mig-da-la</p>	<p>Read the word and say it together as a class a few times.</p> <ol style="list-style-type: none"> 1. Raise your hand if you have ever heard a fire alarm go off in school. 2. How does the fire alarm make you feel? <p>Offer definition: <u>Amygdala:</u> The amygdala is the brain’s alarm system. The amygdala is located in the center of the brain. It lets us know when there is danger, and when we need to experience fear.</p> <p>The amygdala reacts to stressful situations when it is highly activated. At this time, the prefrontal cortex cannot work properly. A reactive amygdala inhibits the proper function of the prefrontal cortex, and then we cannot think clearly.</p> <p>Sometimes our amygdala sends off a false alarm, and mindfulness helps us calm it down when we feel anxious or stressed.</p>

Prefrontal Cortex



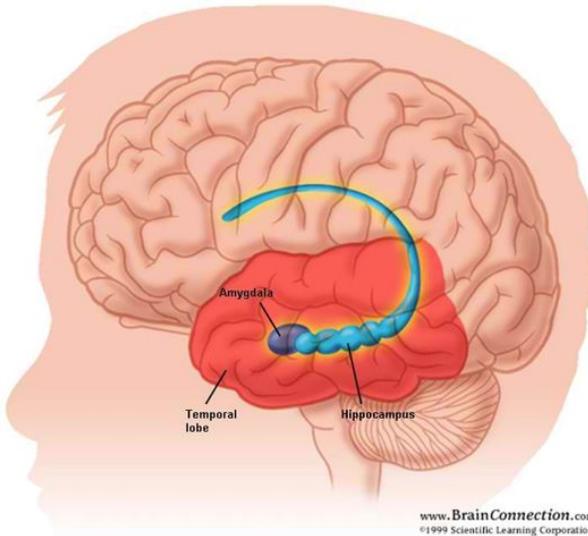
Offer definition:

Prefrontal Cortex: The prefrontal cortex is the wise part of the brain. The prefrontal cortex is located at the front of the brain behind the forehead. It is responsible for critical thinking, higher level thinking, and decision making.

Place your hand over your forehead. The prefrontal cortex is located behind the forehead.

When the amygdala is going off, it is inhibiting the prefrontal cortex from functioning. Then, we are not always able to make the best choices or think clearly.

Hippocampus



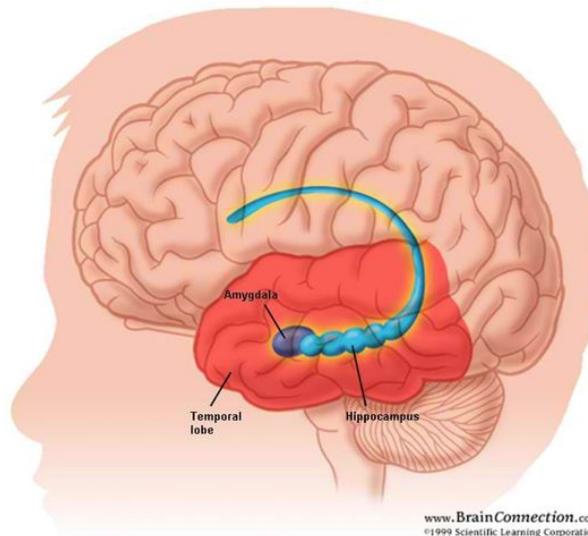
Offer definition:

Hippocampus: The hippocampus has an important role in helping us manage certain emotions. The hippocampus is also responsible for our ability to learn, memorize and retrieve information.

The hippocampus also attaches memories to emotions and sense. So, it might remember the smell of flowers from your grandmother's garden--and then every time you smell flowers, you remember what it felt like to be at your grandma's house.

When the hippocampus is under stress, we cannot remember information as easily.

2. Display and discuss the brain visual: Point out and label the amygdala, prefrontal cortex and hippocampus. Briefly go over their function.



3. Demonstrate and practice the brain hand diagram:

Hand Thumb Diagram: The thumb represents the amygdala and the 4 fingers folded over the thumb represent the prefrontal cortex. Explain that when we get angry or upset we flip our lid, meaning that the Amygdala “goes off” like an alarm and we flip the of the PFC.

Model and practice together as a class.

More Background Knowledge About Mindfulness & the Brain

Further explain the amygdala. Give an example of when it is and is not helpful for the amygdala to set off an alarm in your body.

When you see a bear in the woods, your amygdala will go off, sending an alarm to your body to be careful. If you see a wild hive of bees chasing you, what do you do? You run from the bees!

Let’s look at another situation that could cause the amygdala to “go off.” Most of you told me that when you sit down to take a test, you feel stress. You may begin to think, “Oh no, I didn’t study enough” or “I’m not a good test taker.” This type of stressful thinking will cause the amygdala to go off.

Are you in any real danger when you sit down to take a test? No. Luckily, there is a way that you can calm your amygdala so you can complete your test in a more relaxed way. When you are calm and relaxed, your pre-frontal cortex will be able to make better and smarter decisions. Your hippocampus will be calm and clear, and you will be able to recall information. So, even if you didn’t study as much as you should have, when your amygdala is calm, your brain will make better choices.

When you are stressed, the amygdala affects the part of your brain that makes wise decisions. When your amygdala goes off, it causes the prefrontal cortex to not function properly. Since your

prefrontal cortex makes the decisions, it is important that it works well. This is why when we feel stress and our amygdala goes off, we can't think clearly, and don't always make the best decisions. It's better to make decisions when you are calm, and practicing mindfulness helps with this.

There is something we can do to calm our amygdala. Would anyone like to know what it is? We use the most important mindful tool that there is. It is something that we do all day, every day, without even trying. We even do it at night when we are sleeping. Give students a chance to guess. Breathing!

<u>Vocabulary Word & Definition</u>	<u>Questions & Prompts</u>
<p style="text-align: center;">Breath</p>  <p>Breath: A breath includes an inhale and an exhale. We inhale oxygen into the lungs and exhale carbon dioxide out into the world. Breath is one of the most important mindful tools we have available to us.</p>	<p>You've probably heard other adults tell you to take a deep breath. There is a reason for this. When you realize that your amygdala is going off, or that you are feeling stress, you can use the mindful tool of your breath to calm your amygdala. Then your prefrontal cortex can do its job, allowing you to have control over what is happening in your mind and body, so you can relax, think more clearly, and make a better choice.</p>
<p style="text-align: center;">Power of Choice</p> 	<p>Now, you have the power to choose. You have the knowledge and tools to calm your brain and body and respond--rather than react--to a stressful or challenging situation.</p>

Now all vocab words have been placed on the word wall.

Mindful Practice

Preparing Children for a Mindful Practice

Tip: If the children are opening their eyes, just gently indicate to each of them silently to close them. If they are smiling, tell them to relax their jaws and mouths.

Now we will practice some of what we have learned today. We are going to come into stillness for a few moments. It may be challenging for you to sit still. Let's take a moment to safely, and without touching your neighbor, shake out your arms, bounce your legs, and move your shoulders up and down. Get all of your silliness and restlessness out, and then let's begin to sit still.

Now, notice your posture. Are you rounding your shoulders? Take a moment to sit up nice and tall, opening up your lungs. When we sit up nice and tall, we can bring more oxygen into our lungs, which will make us feel more calm, relaxed, and able to make better choices.

Next, we are going to close our eyes. We close our eyes so that we can bring all of our attention inside. Let's all close our eyes so that we are not distracted by anything around us.

Now, take a nice deep breath. This means breathing slowly and deeply. Feel your breath move in and out of your body. Take a nice deep inhale, like you are smelling fresh flowers. As you exhale, slowly breathe out, like you are a gentle wind. On the next inhale, envision breathing in the fresh ocean air, feeling the cool air coming in your nose, and as you exhale, feel the warm air leaving your body. Now we will practice the ocean breath.

The breathing exercises below do not include movement, and lead into the visualization practice.

1. Breath

Ocean Breath: Close your eyes and connect with your breath. Imagine the waves of the ocean rolling in and out from the shore. Imagine your breath moving rhythmically like the waves of the ocean. As you inhale, imagine the waves of breath moving into your body and filling your lungs, belly, and chest. Inhale slow, deep healing ocean breaths, and exhale slow, relaxed ocean breaths. Inhale, I am relaxed. Exhale, I am at peace. Breathing in, my body rests. Breathing out, it is safe for me to relax. As I inhale, my breath moves in, and as I exhale, my breath moves out. I breath in peace, and I breath out relaxation. I move into the silence and stillness of the ocean breath. In this wave of breath, I allow my belly, lungs, and chest to rise and fall. Become still for a little while, sitting and breathing in stillness. Gently prepare to come back to the room, wiggling your fingers and toes and opening your eyes.

2. Stillness & Visualization

Waves and Sunlight Visualization: Start to feel settled. Begin to bring your attention to your breathing, noticing the inhales and the exhales. Relax the muscles in your face. Relax your jaw. Inhale and exhale. Now just notice the rhythmic nature of your breath. Notice how your breath acts just like the waves of the ocean, coming in and going out. Inhale, coming in. Exhale, going out. Staying connected to your breath, imagine that you are on a beautiful and peaceful beach. The sun is shining, warming your head and warming your face. Inhale, feel the sunlight on your

face. Exhale, feel your face relax. Inhale into your throat. Exhale, feel your throat relax. Inhale into your heart. Exhale, feel your heart relax. Breathe into your heart, and as you exhale, roll your shoulders back and down. Feel your shoulders relax. Breathe into your lungs. As you breathe in, feel your lungs rise and fill with breath, and then relax. Feel the breath deep in your belly. Feel it rise up into your heart, and as you exhale, feel your spine relax. As you are feeling the warmth travel down your back, just let go. Breathe deep into your belly, and feel your lower body relax. Feel your hips and legs relax, and feel yourself relax all the way down to your toes. Imagine your toes resting in soft, warm sand. Now imagine that you are on a beautiful beach, and as you watch the waves of the ocean, notice that they are in sync with your own breath. They are following the same rhythm. The waves are coming in and going out as you inhale and exhale. As you watch the waves of your breath, you are washing away any stress or negativity you may be feeling. Notice how the waves move just like your breath. With each inhale, you feel more refreshed, and with each exhale, more calm, relaxed, and peaceful. Inhaling and exhaling. Notice that right now you are practicing mindful breathing. You are paying attention to your breath on purpose. For the next few moments, sit quietly and enjoy the rhythm of your breathing. If a thought arises, acknowledge it and come back to your breath.

Quiet Practice for One- Two Minutes: Now we are going to close our eyes and be still and breathe quietly in and out. Breathing in, we can say to ourselves, “breathing in”, and breathing out, we can say to ourselves, “breathing out.” We will do this for one minute and I will time us. When the one minute is over, I will ring the bell, and you will open your eyes.

3. Affirmations

Now I am going to say an affirmation. An affirmation is something positive we can say to ourselves. If you would like to, you can quietly repeat the affirmation to yourself.

“I can choose to feel relaxed and calm, just as I am, right here and right now.”

Bring your attention back to your feet and gently wiggle your toes. Wiggle your fingers. Take a deep breath. As you exhale, without looking around, slowly begin to open your eyes.

Allow for a transition time.

4. Closing Circle

Student: My name is _____ and I feel _____.

Class response: Thank you _____.

As soon as students complete the mindful practice, give them their independent activity instructions. Be sure to display key words and vocabulary for student reference.

Guided/Independent Activity

Tier 1: Non-Readers and Emerging Readers, Lower Elementary Grades K & 1

Reflective Writing: Open up your journals and write about your experience today. Use the new vocabulary that we discussed. Draw and label pictures and write simple sentences to describe how you feel and what was happening in your body and mind during mindfulness.

Tier 2: Middle Elementary Grades 2 & 3

Reflective Writing: Open up your journals and write about your experience today. Use the new vocabulary that we discussed today. Write two to four sentences answering the following questions:

1. How did the mindful practice and lesson make me feel?
2. What happens in my brain and body when I practiced mindfulness?

Tier 3: Upper Elementary Grades 4 & 5

Reflective Writing: Open up your journals and write about your experience today. Use the new vocabulary that we discussed today. Write a three to five sentence paragraph answering one or more the following questions. Be sure to include details.

1. What does it mean to practice mindfulness?
2. What happens in your brain and body when you practice mindfulness?
3. When is a good time to practice mindfulness in your life?

Closure

Share Out

Ask two to three students to share what they wrote.

Refer to the “Mindful Tools” anchor chart.

At the end of each lesson, we will list the tools or practices we can use to help us become more mindful.

Title the Chart: Mindful Tools and Practice. Generate a short share out.

What tools and/or practices did we learn today? Add breath, brain and body awareness and the power of choice to the chart.

Mindful Tools

Breath
Power to Choose

Weekly Mindful Mission

Reread the question(s) the students copied into their mindfulness journals at the beginning of class. Explain that this will be their independent work that will be done throughout the week. Journal about your experiences.

What is mindfulness? How can mindfulness help me?

Breathing Exercises

Lesson #	Breath	Description
1	<u>Ocean Breath</u>	Visualize the waves of the ocean, rolling in and out from the shore. Imagine your breath moving rhythmically like the waves of the ocean. As you inhale, imagine the waves of breath moving into your body and filling your lungs, belly and chest. As you exhale, imagine your breath like a wave, crashing onto the shore, as your lungs, belly and chest fall and empty the oxygen out of your body completely.
2	<u>Rain Breath</u>	As you inhale, reach your arms forward and up toward the ceiling. As you exhale, reach your arms back forward and down, wiggling your fingers like the falling rain. Repeat.
3	<u>Mountain Breath</u>	As you inhale, reach your arms out around and up over your head and make a triangle. Press your palms and gaze up to the thumbs. As you exhale, bring your arms down and rest them at your side, eyes looking forward. Repeat this three to five times.
4	<u>Star Breath</u>	As you inhale, reach your hands up overhead, cross your thumbs and reach towards the ceiling. As you exhale, reach your arms over to the left. Inhale, come back to center. Exhale, reach over to the right. Repeat this movement a few times, twinkling your fingertips like stars.
5	<u>Let it Roll Breath</u>	Inhale and place your hands on your shoulders. Take a deep breath in, and roll your shoulders. As you drop them back, exhale. Inhale fresh clean air, and exhale, letting all the stress and tension just roll off your shoulders. Then just let it go.
6	<u>River Breath</u>	Move like the river--over and around rocks, throughout the room, breathing and leading with your hands being mindful of each other. Then, when the music stops, freeze. When it starts again, move.

7	<u>Partner Breath</u>	Match your hands to your partner's hands. As they move their hands close, move your hands towards theirs. Bring your hands closer and further away. Follow one of the person's hands, and then the other's. Paint the space between you with your hands.
8	<u>Hands Breath</u>	Inhale and place one hand on your belly and the other on the top of your chest, just above your heart. Feel your belly rise and your heart rise, and then feel your chest fall and your belly fall. Notice the gentle rising and falling. Breathe into your belly and feel the belly rise, and then the heart rise. Notice how the belly fills with air first, and then the heart. Notice how slow the breath moves from the belly into the heart. Let your heart and belly feel relaxed. Sit for a couple minutes in silence and notice, I am breathing in and I am breathing out. "Belly fills, heart fills. Belly relaxes, heart relaxes." When you are ready ,slowly open your eyes.
9	<u>Heart Breath</u>	Stand up and inhale, and raise your arms to a "T". Exhale. Inhale and imagine gathering light into your arms and bringing it right into your heart with your hands. With your exhale, release your hands from your heart, extend them forward and out, and imagine spreading the light and love out.
10	<u>Sunlight Breath</u>	Students begin in a squat position. As they inhale, they rise up and extend their arms up and around. As they exhale, they lower back down into a squat, wrapping their arms around their body.
11	<u>Quiet Air Breath</u>	We are going to become as still and quiet as we possibly can. As you inhale, inhale deeply and quietly. Try to make as little noise as possible. Place your hands on your belly and feel the belly rise and expand like a balloon as you inhale. Now feel the belly fall as you exhale and release the breath back out into the room. Do this as quietly and as still as you possibly can, and enjoy the silence of your breath.
12	<u>Together Breath</u>	We are all going to hold hands in a circle and breathe in, and come close together, and then breathe out and go apart. Repeat this five times.

Visualizations

L1: Waves and Sunlight Visualization

Start to feel settled. Make sure you are in a comfortable, seated position. Begin to bring your attention to your breathing, noticing the inhales and the exhales. Relax the muscles in your face, relax your jaw. Inhaling and exhaling (you can bring them through a full body relaxation). And now just notice the rhythmic nature of your breath. Once again, let's notice how your breath acts just like the waves of the ocean-- coming in and going out. Inhale, coming in. Exhale, going out. Staying connected to your breath, imagine that you are on a beautiful, peaceful beach. The sun is shining,

warming your head. You are feeling the warmth travel down your back, all the way down to your toes, which are resting on the sand. You are watching the waves of the ocean, and notice that they are in sync with your own breath. They are following the same rhythm. The waves are coming in and going out as you inhale and exhale. Inhaling and exhaling. As you watch the waves of this turquoise sea, the waves of your breath are washing away any stress or negativity you may be feeling. With each inhale, you feel more refreshed, and with each exhale, more calm, relaxed, and peaceful. Inhaling and exhaling. Notice that right now you are practicing mindful breathing. You are paying attention to your breath on purpose. When you are ready, open your eyes.

L2: Rainforest Visualization

Close your eyes when you hear the sound of the bell. Bring all of your attention to your breath. Bring the hands onto the belly, and notice how the belly rises with the inhale and falls as you exhale. Bring the hands onto the rib cage and notice how your rib cage expands with each inhale and falls with each exhale. Begin to deepen the breath. Notice how the oxygen moves in and out of the body. For the next minute or two, I am going to let this relaxing music play, and I want you to try and just be with your breath and the music. Don't worry about anything that happened before this moment. Be present. Be right here, right now. And don't worry about anything that might happen after this moment. Just stay with your breath and be in the present. Imagine you are in a rainforest. See the sunlight coming through the trees and feel the sunlight on your face. Imagine a waterfall, where you are sitting watching the beautiful water. Watch the sunlight moving across the waterfall. Imagine the sound of the birds, the water, a rainbow of light in the waterfall. Imagine your breath moving slowly and gently. When you are ready, open your eyes.

L3: Mountaintop/Nature Visualization

Close your eyes and find a comfortable, seated position. Feel grounded to the earth beneath you. Start to bring your awareness to your breath, inviting in healing, beautiful inhales and exhales. You may want to connect to your ocean breath or your air breath now. Inhaling and exhaling. Focus on your breath as it moves through your body. As you inhale, feel your body expand. And as you exhale, notice how your body settles further into the moment. Now imagine that you are on top of a majestic mountain. It is clear and beautiful at the top of this mountain. You notice the clouds gently floating by. If you are having any distracting thoughts, send them floating away on the clouds. Just notice the thoughts and let them go away with the passing puffy clouds, traveling on, not disturbing you anymore. The sunlight is warming your body. You feel it on the top of your head, washing down and warming your back, all the way down your legs to your toes. You look around at the top of this mountain and you see the whole world. You see the trees, the ocean, and the animals. Imagine that you are watching all of this and feeling the beauty of all the earth. You see the ocean waves moving on their own. You watch how the sun sets and rises. Imagine how a seed turns into a flower, how an acorn transforms into an oak tree, just like the way you grow and age. As you feel this sensation, trust that you, too, are on your own path of growth. Your entire body and mind. You are in sync with the world as you sit on this mountaintop. You are peaceful and connected. When you are ready, open your eyes.

L4: Moonlight and Stars Visualization

Explain that they should close their eyes to mindfully listen. Start to feel settled. Make sure you are in a comfortable, seated position. Begin to bring your attention to your breathing, noticing the inhales and the exhales--not forcing anything, just noticing. Relax the muscles in your face, relax your jaw. Inhaling and exhaling (you can bring them through a full body relaxation). Let's all take a nice deep inhale and exhale together, feeling more settled, calm and relaxed with each exhale. Let

your breath take you away from the outside world and from any thoughts you may be having that are preventing you from being in this moment, in the present. As you continue to breathe, imagine it is night, and you are walking barefoot in a beautiful, thick lush field of grass. The grass is glistening and you feel the tiny, refreshing droplets of water on your feet. The sky is clear and full of beautiful twinkling stars. You feel safe and peaceful.

You notice the moon--it is shining on you, guiding you as you walk through the field. You come upon a clear pool of water. You stop to look at it. It is so still--it's like a mirror, mirroring the stars and the moon. You look up at the stars and the moon, and you look down in the still lake and see the stars and moon perfectly reflected in the water. Then you notice something else in the water. At first you are not sure what it is, but the image that you see is beautiful. You realize that what you are seeing is yourself. It is your own reflection in the water. And as you look into your own eyes, your heart fills with love, compassion, and gratitude for yourself. You know in this moment that you are truly special; that you have gifts and talents and love to offer the world. You look into your own eyes in the reflection and know you are perfect just the way you are. You are the perfect size, perfect weight, perfect height. You are the exact person you are meant to be, inside and out. Take another deep breath in, and exhale, letting it go. When you are ready, open your eyes.

L5: Let it Go Visualization

Start to feel settled. Make sure you are in a comfortable, seated position. Continue to bring your attention to your breathing, noticing the inhales and the exhales. Relax the muscles in your face, relax your jaw. Inhale and exhale, and feel your shoulders relax. Breathe into your heart and feel your arms relax. Breathe into your belly and feel it expand, then feel it move up into your heart. As you exhale, feel your back relax. Breathe into your lower belly, and as you exhale, feel your lower body and legs relax. Feel yourself sinking into your breath. As you sink in, just relax and let go. Breathe in acceptance of yourself, for exactly who you are, right here and right now. Take another deep breath in, and exhale, letting it go. Wiggle your fingers and toes, and when you are ready, open your eyes.

General Mindfulness Supplies and Materials

- A Mindful Bell
- Music and good speakers
- Aromatherapy
- Relaxing Visuals
- Pillow or cushions
- Flowers
- Electric Candles
- Posters of Nature

Tips for a Routine:

- Create a mindful space in your classroom.
- Commit to a time for daily practice alone
- Commit to practice time with the students

Mindful Times

- Morning/Start Class Practice
- Intermission/Mid Class
- After Lunch Break
- End of Day/Class

Morning Routine Ideas:

- Breath
- Mindful Movement
- Guided Visualization
- Affirmation
- Sharing Circle

Quick Intermission Ideas:

- 30 Second Mindful Breath
- One Minute Stand and Stretch
- Two Minute Body Scan

After Lunch Ideas:

- Deep Relaxation
- Energizing Movements
- Mindful Walking

End of Day Ideas:

- Breathing
- Visualizations
- Affirmations
- Inspirational Reading
- Closing Circle
- Gratitude List

Resources:

Mindful Digital Applications

- Calm.com
- Relax App
- Inward.me
- Breath, Teach, Learn

- Noizio App
- Insight Timer

Recommended Books on Mindfulness and Children

- “The Whole-Brain Child” by Dan Siegel
- “The Mindful Child” by Susan Kaiser-Greenland
- “The Way of Mindful Education” and “The Way of Mindful Education Workbook” by Daniel Rechtschaffen
- “Teach, Breathe, Learn” by Meena Srinivasan.

Educational Resources:

- “Mindful Nation” by Tim Ryan, Ohio Congressman, National Health Institute
- Mindful Schools
- Mindup
- Mindful Edu. Institute
- Jesse Lewis Choose Love Movement

Further Mission Be Trainings:

- Weekend Five Day Educator Training- New York and California
- Mission Be Online Training