

**Chapter 5 Supplement:  
10 Lesson Introduction to Mindfulness**

**Lessons for Grades K-2**

**DRAFT: August, 2019**

We are asking you to intentionally integrate mindfulness throughout the school day because it is best learned: (1) when the class is calm, (2) as structured but flexible practices, (3) in short sessions repeated often, with variation. The brief 5-minute and 10-minute practices that are covered in the 10 sequential introductory lessons can be seamlessly integrated into your existing course plans.

The 10 lessons cover the 3 strategic ways that mindfulness can be used in the classroom, as detailed in the previous chapter:

**As a daily practice** that can be used during predictable times of the day when students need help bringing down their level of arousal and focusing their thoughts on the learning that is happening in the classroom, such as when students first arrive at school, and after lunch and recess. During this daily practice is when students are best able to build mindfulness skills.

**As a planned brief mindfulness break** that can be used strategically during extended academic activities. Some call these brain breaks—short breaks to the boredom and lack of focus that can result from forcing one's self to concentrate on one thing for too long.

**As a supportive response to unpredicted stressors** that can be practiced with the whole class or with an individual student. When things happen that make students feel anxious, fearful, angry, or distressed you can help students to remember the skills learned in the regular mindfulness practice to help bring themselves into a state of calm.

These 10 introductory lessons include discussions about how the brain works and how stress works to help students develop age appropriate understandings of the roles that their brain and its management of emotional reactivity works in enabling them to engage in adaptive coping. It is helpful to begin with this sequenced set of introductory lessons that provide them with helpful terms and engage them in developmental practices. These introductory lessons also help students begin to connect their emotional reactions, cognitive processes, and behavioral responses in ways that create a **thoughtful gap between impulse and action**.

Each lesson has links for pre-recorded audio/video tracks. We advocate integrating mindfulness into schools through pre-recorded tracks because this allows you to practice along with your students, by either closing your eyes along with the students or focusing on a specific spot/object while the track is playing. Additionally, this allows you to integrate mindfulness into your beginning of class routine without doing any additional curriculum development work.

After completing the full set of introductory lessons, you can return to any of the mindfulness practices used in any of the lessons as you continue to deepen your students' skills through repetition. You and your students need both variety and repetition in your mindfulness practices. Enough repetition so that the skill can be internalized, and enough variety so that one is not bored. For students, variety also increases the likelihood that mindfulness skills will be generalized from the classroom to real-world situations.

Here are some important considerations to keep in mind as you prepare to introduce mindfulness to your students:

**Introduce mindfulness with less talking and more action.** Mindfulness can appear abstract when introduced with words, and talking is rarely used as a means of practicing mindfulness. It is important that students of all ages begin to explore mindfulness through guided actions. Rather than explain mindful breathing, demonstrate for your students and have them repeat.

**Never force students.** The benefits of mindfulness are not meant to be forced upon anyone; this is particularly important for students. If a student is not open to mindfulness, then the benefits will never be realized. Teachers must use their knowledge as educators and mindfulness practitioners to gauge why a student may be hesitant to practice mindfulness and handle the situation with kindness and respect. Invite the student to do a quiet activity in order to respect the other students in their practice while remaining in the room.

**Keep a light-hearted perspective.** As an individual practitioner of mindfulness, you may know first-hand how difficult it is to start and maintain a mindfulness practice. Keeping your expectations reasonable and remembering that mindfulness is not about achievement will re-engage your commitment to mindfulness and your classroom when the tougher days come through (and they will so do not worry!) Remember to honor yourself and your students' efforts, no matter the amount.

**Not every day is going to be amazing.** Adding mindfulness concepts to your classroom routine means it is important to account for days where even one minute of mindfulness practice is tough. Building the self-awareness and self-regulation skills most beneficial to students requires consistent practice. Be kind to your students and yourself by feeling happy with any amount of progress.

**Use brevity to keep students' attentions.** It is common for teachers to feel as though they can barely keep their students' attention with the typical teaching routine. Fortunately, mindfulness can be kept brief or intertwined with pre-existing habits. Add mindfulness in longer intervals when possible, but do not be afraid to vary the mindfulness practice with creativity and different exercises. Take pride in consistency rather than it being done perfectly.

**Build your students mindful vocabulary.** Building student vocabulary bridges the work in the classroom with their daily lives and helps incorporate the practice into the classroom. Call-to-action phrases such as "checking-in" or "listen to your inner voice" can help clarify key aspects of mindfulness and work both in and out of the classroom.

## 10 Lesson Introduction to Mindfulness

### Lessons for Grades K-2

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## Key Vocabulary

**SWBAT:** an abbreviation for “Students will be able to...”

**Present:** having complete focus and your mind only on the “right now” moment.

**Mindfulness:** focusing one’s awareness on the present moment, while calmly acknowledging and accepting one’s feelings, thoughts, and bodily sensations.

**Mindful Bodies (posture):** a way to position your body openly, for the benefits of meditation and mindfulness.

**Mindful Breathing:** Focused inhaling and exhaling, especially as an exercise or a method of relaxation.

**Mindful listening:** listening without judgement and without interruptions.

**Open monitoring:** learning to engage in non-judgmental awareness of any experience (good or bad) that enters your mind.

**Mindfulness journals:** various writings that create a shift from the outside world into one’s self. The purpose is to observe and keep track of thoughts and feelings, without judgement. It

**Body scan:** Mindful practice, in which a person becomes aware of sensations in each part of their body, one part at a time. Often includes focused breathing.

## Grades K-2

### Lesson 1: Introduction to Mindfulness and Breath

**Objective: SWBAT connect mindfulness to being present**

#### 5-Minute Plan

##### Introduction

**Say:** Today we are going to learn something called mindfulness. Has anyone ever heard the word mindfulness? **Mindfulness** is when we pay attention to what is happening right now, at this very moment. It helps us stay present, to learn how to pay close attention to many things. How many of you have been so sad or frustrated that you were crying or too mad to even talk? Well, mindfulness can help us calm down so we can notice how we are feeling and be able to tell someone who can help us feel better.

Mindfulness can help us feel happy too. It can also help us focus and do well in school, sports, dance, art, or music. We will be working on mindfulness throughout the year and today.

##### Activity

- Show the video <https://www.youtube.com/watch?v=fmWYD6aHLhg> (2:06)
- Mindful Bodies: Explain to students that when we do mindfulness activities that we need to keep our bodies very still. Have students find a comfortable, but open way to sit. (Students can sit in their chairs or on the floor. Legs or arms should not be crossed.)
- Let's see what it feels like, to just sit quietly for 30 seconds. Students sit quietly. Teacher keeps time. Discuss what they heard, felt, or noticed. Identify that when bodies are still and quiet, the room is quiet. It is "peaceful" and "calm".
- Have students go into **mindful bodies** again, this time with our eyes closed (students not comfortable doing this can look to the ground or look at an object that you provide for them to focus on).
- Remain in mindful bodies for just one minute.

#### 10-Minute Plan

##### Introduction

**Say:** Today we are going to learn something called mindfulness. Has anyone ever heard the word mindfulness? **Mindfulness** is when we pay attention to what is happening right at this very moment. It helps us stay present, to learn how to pay close attention to many things. How many of you have been so sad or frustrated that you were crying or too angry to even talk? Well, mindfulness can help us calm down so we can explain what happened or how we are feeling so that others can help us feel better. Mindfulness can help us feel happy too. It can also help us focus and do well in school, sports, dance, art, or music. We will be working on mindfulness throughout the year and today.

##### Activity

- Show the video <https://www.youtube.com/watch?v=fmWYD6aHLhg> (2:06)
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- Let's see what it feels like, to just sit quietly for 30 seconds. Students sit quietly. Teacher keeps time. Discuss what they heard, felt, or noticed. Identify that when bodies are still and quiet, the room is quiet. It is "peaceful" and "calm".
- Have students go into **mindful bodies** again, this time with our eyes closed (students not comfortable doing this can look to the ground or look at an object that you provide for them to focus on).
- Remain in mindful bodies for just one minute.

- Give positive reinforcement. Ask how did it go? Remind students that they will not always have to sit and be quiet this way, only when we do mindfulness.

**Closure**

**Say:** Great job today, trying something different! Remember when practicing mindful bodies, it is important to be still and quiet, to be able to hear what our bodies might be telling us.

**Materials/ Notes**

- Technology for video (internet access needed)
- Video link  
<https://www.youtube.com/watch?v=fmWYD6aHLhg> (2:06)

- Give positive reinforcement. Ask how did it go? Remind students that they will not always have to sit and be quiet this way, only when we do mindfulness.
- As a group, create an anchor chart for mindfulness body.
- Have students, now, stand up like a superhero. They can stand with feet apart, fists clenched, arms stretched out, like they just crossed the finish line with arms in the air. Or they can stand with feet apart and hands on hips.
- Ask students to feel their feet on the floor. Practice standing this way, nice and tall and take a few deep breaths.
- Discuss how this feels, when can you use this practice.
- If time permits, as a fun reinforcer, have students practice going back and forth from Superhero pose to Mindful Body.

**Closure**

**Say:** Great job today, trying something different! Remember when practicing mindful bodies, it is important to be still and quiet, to be able to hear what our bodies might be telling us.

**Materials/ Notes**

- Technology for video (internet access needed)
- Video link  
<https://www.youtube.com/watch?v=fmWYD6aHLhg> (2:06)
- Chart paper and markers

## Grades K-2

### Lesson 2: Breathing

**Objective: SWBAT demonstrate mindful breathing**

#### 5-Minute Plan

##### Introduction

**Say:** Today we are going to learn about **mindful breathing**. We breathe every day, so we don't need to learn how to do that. We take air in and blow air out to keep us living. But today, we are going to learn how to use our breathing to help us feel better.

##### Activity

- Hold up a bottle of bubbles. Ask students what they are and how we use them.
- Confirm that they know how to use the bubbles and ask them to watch as you blow some bubbles (blow slow, gentle bubbles, taking deep breaths in through your nose).
- Ask students to tell you what they saw. Lead conversation to phrases like slow, gentle, breathing in through your nose, and softly blowing out.
- **Say:** Today we are going to use our bubbles to learn how to do mindful breathing. I want you to focus on breathing in through your nose and slowly blowing out, to see how big your bubbles can get.
- "Let's first pretend to practice blowing a few bubbles". Practice with students, once or twice.
- Have students get into their mindful bodies. Pass out the bubbles.
- Next, we are going to practice with the bubbles, all together. Stay together. Let's open the bubbles. Keep the bottle on your desk. Pull out the wand. Take a deep breath in through your nose to fill up your body and softly blow through the hole. Now, you try it that same way, thinking about taking slow helpful breaths.
- Monitor breathing and give feedback, as students practice on their own.
- Collect bubbles when you are done.

#### 10-Minute Plan

##### Introduction

**Say: Say:** Today we are going to learn about **mindful breathing**. We breathe every day, so we don't need to learn how to do that. We take air in and blow air out to keep us living. But today, we are going to learn how to use our breathing to help us feel better.

##### Activity

- Hold up a bottle of bubbles. Ask students what they are and how we use them.
- Confirm that they know how to use the bubbles and ask them to watch as you blow some bubbles (blow slow, gentle bubbles, taking deep breaths in through your nose).
- Ask students to tell you what they saw. Lead conversation to phrases like slow, gentle, breathing in through your nose, and softly blowing out.
- **Say:** Today we are going to use our bubbles to learn how to do mindful breathing. I want you to focus on breathing in through your nose and slowly blowing out, to see how big your bubbles can get.
- "Let's first pretend to practice blowing a few bubbles". Practice with students, once or twice.
- Have students get into their mindful bodies. Pass out the bubbles.
- Next, we are going to practice with the bubbles, all together. Stay together. Let's open the bubbles. Keep the bottle on your desk. Pull out the wand. Take a deep breath in through your nose to fill up your body and softly blow through the hole. Now, you try it that same way, thinking about taking slow helpful breaths.
- Monitor breathing and give feedback, as students practice on their own.
- Collect bubbles when you are done.

- Discuss how it felt to blow bubbles and what they needed to do to have large bubbles.

**Closure**

**Say:** Everyone did a great job today taking mindful breaths, in through your nose and gently out through your mouth. We can take these slow deep breaths anytime, to help us feel better.

**Materials/ Notes**

- Class set of small bottles of bubbles

- Discuss how it felt to blow bubbles and what they needed to do to have large bubbles.
- Take out chart paper and markers.
- To help us remember how to take mindful breaths, let's make a poster.
- As a class make an anchor chart (poster), with simple drawings, of what students need to do to take mindful breaths. If time you can also make one for mindful bodies.

**Closure**

**Say:** Everyone did a great job today taking mindful breaths, in through your nose and gently out through your mouth. We can take these slow deep breaths anytime, to help us feel better.

**Materials/ Notes**

- Class set of small bottles of bubbles
- Chart paper and markers

## Grades K-2

### Lesson 3: Advanced Breathing

**Objective: SWBAT engage in deep breathing**

5-Minute Plan	10-Minute Plan
<p><b>Introduction</b> <b>Say:</b> Today, we are going to learn more about <b>mindful breathing</b>.</p>	<p><b>Introduction</b> <b>Say:</b> Today, we are going to learn more about <b>mindful breathing</b>.</p>
<p><b>Activity</b></p> <ul style="list-style-type: none"> <li>• Show breathing video <a href="https://www.youtube.com/watch?v=ljQxIzUQjhs&amp;list=PLZnnWZRQ21N5_bgzO7r5hUxQGb36bNNE9&amp;index=11">https://www.youtube.com/watch?v=ljQxIzUQjhs&amp;list=PLZnnWZRQ21N5_bgzO7r5hUxQGb36bNNE9&amp;index=11</a> (2:30)</li> <li>• Remind students to sit in their mindful body position. Practice the Five Finger Breathing activity from the video.</li> </ul>	<p><b>Activity</b></p> <ul style="list-style-type: none"> <li>• Show breathing video:</li> <li>• <a href="https://www.youtube.com/watch?v=DSgOW879jjA&amp;list=PLZnnWZRQ21N5_bgzO7r5hUxQGb36bNNE9&amp;index=13">https://www.youtube.com/watch?v=DSgOW879jjA&amp;list=PLZnnWZRQ21N5_bgzO7r5hUxQGb36bNNE9&amp;index=13</a> (4:10)</li> <li>• Remind students to sit in their mindful body position. Practice the Five Finger Breathing activity from the video.</li> <li>• Teach students another way to do Mindful Breathing with the breathing ball technique.</li> <li>• Have students touch all ten fingers and palms together.</li> <li>• When students take a breath in, they are to expand their hands while keeping their fingers touching as if they were creating their own expanding breathing ball. When they breathe out, they are to bring their hands back to starting position.</li> <li>• Variation to this would be to start in the same position, but on the breath in, have students stretch their arms out as wide as they can go, like they are giving the world a hug. When they breathe out, they should give themselves a hug by wrapping their arms around their shoulders.</li> </ul>
<p><b>Closure</b> <b>Say:</b> Great job everyone, practicing a new way to take deep breaths. Remember, you can use mindful breathing to help you feel better or to feel more calm.</p>	<p><b>Closure</b> <b>Say:</b> Great job everyone, practicing a new way to take deep breaths. Remember, you can use mindful breathing to help you feel better or to feel more calm.</p>
<p><b>Materials/ Notes</b></p> <ul style="list-style-type: none"> <li>• Technology for video</li> <li>• Video link <a href="https://www.youtube.com/watch?v=ljQxIzUQ">https://www.youtube.com/watch?v=ljQxIzUQ</a></li> </ul>	<p><b>Materials/ Notes</b></p> <ul style="list-style-type: none"> <li>• Technology for video</li> <li>• Video link <a href="https://www.youtube.com/watch?v=ljQxIzUQ">https://www.youtube.com/watch?v=ljQxIzUQ</a></li> </ul>



[https://www.youtube.com/watch?list=PLZnnWZRQ21N5\\_bgzO7r5hUxQGb36bNNE9&index=11](https://www.youtube.com/watch?list=PLZnnWZRQ21N5_bgzO7r5hUxQGb36bNNE9&index=11) (2:30)

[https://www.youtube.com/watch?list=PLZnnWZRQ21N5\\_bgzO7r5hUxQGb36bNNE9&index=11](https://www.youtube.com/watch?list=PLZnnWZRQ21N5_bgzO7r5hUxQGb36bNNE9&index=11) (4:10)

## Grades K-2

### Lesson 4: Introduction to Focused Attention

**Objective: SWBAT focus their attention on a specific item, task, or moment**

#### 5-Minute Plan

##### Introduction

Last time we met, we learned different ways to take mindful breaths, to help us feel better. Today, we are going to use our eyes to be mindful, as we learn how to **focus** our attention.

##### Activity

- **Say:** Today, I am going to ask you to sit in your mindful body position. We are going to breathe deeply, but, we will not close our eyes this time. Look around the room quietly for one minute.
- Now, I would like for you to find and look at one spot on the floor and try to keep looking at only that one spot, for one whole minute. We call that **focusing** your eyes. Keep your eyes focused on that one spot the entire time. It is ok to blink. If you move your eyes away from that spot, that's ok too. Just keep bringing them back to your spot. Let's try it.
- Next, place on a desk or table, two different objects that students can look at (stuffed animal, photo, block, statue, etc.); one placed conveniently for each half of the room.
- When you tell them to start, have students try to focus on the object without moving their eyes for one minute. Remind students that if they move their eyes away just return to looking at the object. Keep breathing.
- Quick discussion on how this practice went. What made it easy and difficult? What did they do when their eyes started to wander?

#### 10-Minute Plan

##### Introduction

Last time we met, we learned different ways to take mindful breaths, to help us feel better. Today, we are going to use our eyes to be mindful, as we learn how to **focus** our attention.

##### Activity

- **Say:** Today, I am going to ask you to sit in your mindful body position. We are going to breathe deeply, but, we will not close our eyes this time. Look around the room quietly for one minute.
- Now, I would like for you to find and look at one spot on the floor and try to keep looking at only that one spot, for one whole minute. We call that **focusing** your eyes. Keep your eyes focused on that one spot the entire time. It is ok to blink. If you move your eyes away from that spot, that's ok too. Just keep bringing them back to your spot. Let's try it.
- Next, place on a desk or table, two different objects that students can look at (stuffed animal, photo, block, statue, etc.); one placed conveniently for each half of the room.
- When you tell them to start, have students try to focus on the object without moving their eyes for one minute. Remind students that if they move their eyes away just return to looking at the object. Keep breathing.
- Quick discussion on how this practice went. What made it easy and difficult? What did they do when their eyes started to wander?
- Students will now practice this with their own object in front of them. Each student will take out or be given one object to use. They can sit/ lay down and place the object either on their stomach on the floor.
- Have students practice taking slow deep breaths as they look at their object.
- Take class out into hallway and try again.

**Closure**

**Say:** Today, we spent time learning how to focus our attention on an object using our mindful eyes.

**Materials/ Notes**

- Objects to be used for focusing - stuffed animal, large photo, block, statue, and chair, (anything without words on it).

- Compare how the activity went inside the room vs out in the hallway, where it is not as quiet.

**Closure**

**Say:** Today we spent time learning how to focus our attention on an object using our mindful eyes.

**Materials/ Notes**

- Objects to be used for focusing - stuffed animal, large photo, block, statue, chair, etc.
- Individual objects for students - ex bean bag, small stuffed animal, piece of soft fabric, an eraser or worry stone.

## Grades K-2

### Lesson 5: Focused Attention

**Objective: SWBAT recognize distractions that keep them from being mindful**

#### 5-Minute Plan

##### Introduction

Today, we will learn more about focusing our attention. We are going to start with finding out what kinds of things keep us from being mindful.

##### Activity

- Show video <https://www.youtube.com/watch?v=IReEu2kI6oI> (1:10)
- Inform students that they are going to try different ways to be mindful to see which one makes it easiest to stay focused.
- Have students do a mindful breathing exercise (see lessons 2 & 3).
- Remind students to get in a mindful body - you might want students to count from 1-3 during the breathing. 1 for when they take a breath in, 2 just before the exhale, and 3 while they are exhaling.
- Next have students do their mindful breathing using an object like in lesson 4.
- Using think, pair, share, have students talk about what kind of distractions might make it hard to stay focused and which mindful activity might help them more.

##### Closure

**Say:** Great job today everyone deciding which mindful activity might work best for you! You can use that way whenever you need to feel more calm.

##### Materials/ Notes

- Technology for video
- Video link: <https://www.youtube.com/watch?v=IReEu2kI6oI> (1:10)

#### 10-Minute Plan

##### Introduction

Today, we will learn more about focusing our attention. We are going to start with finding out what kinds of things keep us from being mindful.

##### Activity

- Show video <https://www.youtube.com/watch?v=IReEu2kI6oI> (1:10)
- Inform students that they are going to try different ways to be mindful to see which one makes it easiest to stay focused.
- Have students do a mindful breathing exercise (see lessons 2 & 3).
- Remind students to get in a mindful body - you might want students to count from 1-3 during the breathing. 1 for when they take a breath in, 2 just before the exhale, and 3 while they are exhaling.
- Next have students do their mindful breathing using an object like in lesson 4.
- Using think, pair, share have students talk about what kind of distractions might make it hard to stay focus and which mindful activity might help them more.
- Have students' journal which mindful activity works better for them. "I like to use \_\_\_\_\_ because \_\_\_\_\_."

##### Closure

**Say:** Great job today everyone deciding which mindful activity might work best for you! You can use that way whenever you need to feel more calm.

##### Materials/ Notes

- Technology for video
- Video link: <https://www.youtube.com/watch?v=IReEu2kI6oI> (1:10)
- Journal prompt

## Grades K-2 Lesson 6: Body Scan

Objective: SWBAT notice body parts' responses

5-Minute Plan	10-Minute Plan
<p><b>Introduction</b>  <b>Say:</b> Today, we will use our whole body to practice mindfulness, with a tool called a body scan. A <b>body scan</b> is a way of checking on every part of your body, one at a time, to see how it is doing.</p>	<p><b>Introduction</b>  <b>Say:</b> Today, we will use our whole body to practice mindfulness, with a tool called a body scan. A <b>body scan</b> is a way of checking on every part of your body, one at a time, to see how it is doing.</p>
<p><b>Activity</b></p> <ul style="list-style-type: none"> <li>Show the video  <a href="https://www.youtube.com/watch?v=56_8aK3cLEA">https://www.youtube.com/watch?v=56_8aK3cLEA</a> (5:15)</li> </ul>	<p><b>Activity</b></p> <ul style="list-style-type: none"> <li>Show the video  <a href="https://www.youtube.com/watch?v=56_8aK3cLEA">https://www.youtube.com/watch?v=56_8aK3cLEA</a> (5:15)</li> <li>Have students think of a different visual to imagine when they do a body scan in the future and have them share with a partner, then with the whole group.</li> </ul>
<p><b>Closure</b>            Take a moment for students to share what their body felt like during the body scan.</p>	<p><b>Closure</b>            Take a moment for students to share what their body felt like during the body scan. Discuss the purpose of a body scan.</p>
<p><b>Materials/ Notes</b></p> <ul style="list-style-type: none"> <li>Technology for video</li> <li>Video link  <a href="https://www.youtube.com/watch?v=56_8aK3cLEA">https://www.youtube.com/watch?v=56_8aK3cLEA</a> (5:15)</li> </ul>	<p><b>Materials/ Notes</b></p> <ul style="list-style-type: none"> <li>Technology for video</li> <li>Video link  <a href="https://www.youtube.com/watch?v=56_8aK3cLEA">https://www.youtube.com/watch?v=56_8aK3cLEA</a> (5:15)</li> </ul>

## Grades K-2

### Lesson 7: Mindful Listening

Objective: SWBAT direct full attention while listening

#### 5-Minute Plan

##### Introduction

**Say:** Today, we are going to learn to be mindful when we are listening to others. This is called **mindful listening**.

##### Activity

- Have students watch the video below and follow its directions  
<https://www.youtube.com/watch?v=H0vLuV8e8Y0> (4:03)

##### Closure

**Say:** (Whole class) When might we use mindful listening? Why is mindful listening important? Give me a thumbs up if you are ready to use mindful listening!

##### Materials/ Notes

- Technology for video
- Video link  
<https://www.youtube.com/watch?v=H0vLuV8e8Y0> (4:03)

#### 10-Minute Plan

##### Introduction

**Say:** Today, we are going to learn to be mindful when we are listening to others. This is called **mindful listening**.

##### Activity

- Have students watch the video below and follow its directions  
<https://www.youtube.com/watch?v=uJIGKh8Vq8> (4:03)
- After the video, ask discussion questions for students to work in pairs:
  - What did you notice about your body while listening actively? Turn and talk to a friend.
  - When might we use mindful listening? Have students talk in pairs again.
- As students discuss, write down answers (words and/or pictures), on anchor chart, next to questions asked.

##### Closure

**Say:** We use our ears and eyes in mindful listening to respect each other, to respect the "right now" or present moment. Give me a thumbs up if you will try to remember to use mindful listening!

##### Materials/ Notes

- Technology for video
- Anchor chart with questions written out ahead of time
- Makers
- Video link  
<https://www.youtube.com/watch?v=H0vLuV8e8Y0> (4:03)

## Grades K-2

### Lesson 8: Open Monitoring

**Objective: SWBAT recognize positive and negative thinking**

#### 5-Minute Plan

##### Introduction

Today, we will learn a tool called **open monitoring**. This is a tool that we can use when we notice a thought is leading us to feel pretty badly inside.

##### Activity

- Sometimes someone says something bad to us or about us and, even if it's not true, we start to believe it or say it to ourselves. That can lead us to feel angry or sad or lonely or maybe even like we don't want to try challenging things anymore.
- If we use open monitoring, we can learn to notice the thought in the same way we see something with our eyes; in a way that doesn't too much change how we feel.
- Warn kids that you are going to show them something that they may not like too much. Invite them to react out loud. Show them the poop emoji. This is a familiar one to most. If no reaction, ask, is this poop? How does it make you feel to look at it, if you think so?
- What if I told you it was, this... Show them the same emoji on an ice cream cone. It's just chocolate ice cream actually. (This is a popular emoji debate.). Does it still feel gross if you know it's just ice cream from the machine? Nah.
- This is how we have to notice our thoughts. The ones that leave us feeling pretty bad inside, may not even be true. Let's think of them. We can just notice and let them pass.
- Have you ever had a thought about yourself that left you feeling bad? When we close our eyes today, I would like for you to let that thought come to your mind. Take a deep breath. Remind yourself that it is just a thought. It may not even be true. Let it pass through your mind. And we will end with some reminders that are true.

#### 10-Minute Plan

##### Introduction

Today we are going to practice **open monitoring** and look at our thoughts and practice how to create space between our thoughts and ourselves.

##### Activity

- Ask students to get into their mindful bodies and to take a few deep breaths together.
- Ask students to think of something that makes them really, really happy. It should be something that makes their heart feel warm inside.
- Pass out large index cards, give each student a moment to do a quick draw or sketch of this happy image or thought.
- Now ask them to think of a time when they were really sad or angry. Have them tense their bodies.
- Finally, ask them to look at their drawing and to take a few slow deep breaths.
- Ask them how they feel after looking at the drawing and taking those few slow deep breaths.
- Explain how having that special image of something good can help push away the negative thoughts. Instead of being angry or sad, we can slowly become calmer and happy again if we use the mindfulness activities that we have learned and our happy image.
- Now, let students know that they are going to focus on specific parts of their body and how it feels.
- Ask students how many times they raise their hand. Discuss how most of the time we do it quickly without even thinking about it.
- Students should go back to mindful body position and will begin with arms in lap.
- Have students slowly lift one arm, paying close attention to how their body feels during this activity.

- Lead students in 3 mindful breaths with eyes closed or low; invite their difficult thought to come; prompt to take a deep breath; think aloud for them, "This is just a thought. It may not even be true."; Invite them to blow out this thought as it passes, when they exhale. *[While this is where open monitoring ends, you want to make sure you help them to come back to a positive mental space before closing.]*
- On each of the following breaths, give them positive words to 'inhale', such as "I don't have to be or believe what people say about me." "I am okay just the way I am." "I am loved." "I am lovable." "I can do anything I put my mind to." Invite them to open their eyes when they are ready.

**Closure**

**Say:** When we use open monitoring, we learn to notice our thoughts in a way that doesn't lead us to feel bad. We just notice them and let them pass. After all, they may not even be true.

**Materials/ Notes**

- Electronic or printed picture of the poop emoji and the chocolate ice cream emoji (**Appendix 1**). Feel free to choose different pictures that they are familiar with, to elicit a similar reaction.

- Ask them to pay attention to how their arm feels - heavy or light. Ask them if it changes as they move the arm. Then have them lower it very slowly.
- During a turn and talk, have students share how it felt, what they noticed.
- Discuss with the class why that might be maybe they were unable to focus or pay attention to their arm.
- Explain how mindfulness can be used to help us when we are having a hard day.

**Closure**

**Say:** When we use open monitoring, we learn to notice our thoughts in a way that doesn't lead us to feel bad. We just notice them and let them pass. After all, they may not even be true.

**Materials/ Notes**

Electronic or printed picture of the poop emoji and the chocolate ice cream emoji (**Appendix 1**). Feel free to choose different pictures that they are familiar with, to elicit a similar reaction.

## Grades K-2

### Lesson 9: Banishing Negative Thoughts

**Objective: SWBAT explore tools that create space between negative thinking and themselves**

#### 5-Minute Plan

##### Introduction

**Say:** I wonder, has anyone had a big feeling or problem since we last met? Give me a thumbs up if you remembered to use a mindful strategy.

##### Activity

- Explain that students learn how our bodies and muscles can tell us when we are having really tough or negative thoughts and feelings
- Model by tightening fists, bringing arms close to body and squeezing muscles on inhale. Exhale and relax body.
- Explain that bodies can tighten when feeling or thinking negative thoughts.
- Invite students to exaggerate how their body might communicate how they feel, when a certain thought comes to mind. Give them certain thoughts that might cross their mind and have them act out the feeling in a very animated, but safe way. Ex. What if I said to you, "We can never go to recess again!" (wait), "We are going to the carnival after school! I can't wait!" "We will never figure out this math problem!" "Nobody will ever like me."
- In a very small way, our bodies react in some type of way, when thoughts that lead to big emotions, come across our minds. But, each time, we can take a deep breath and encourage ourselves by saying something that helps us to feel better or feel more calm.
- Go back through each thought prompt you previously gave. Brainstorm as a class a phrase that might help them to feel better or more calm.

#### 10-Minute Plan

##### Introduction

**Say:** I wonder, has anyone had a big feeling or problem since we last met? Give me a thumbs up if you remembered to use a mindful strategy.

##### Activity

- Explain that students learn how our bodies and muscles can tell us when we are having really tough or negative thoughts and feelings
- Model by tightening fists, bringing arms close to body and squeezing muscles on inhale. Exhale and relax body.
- Explain that bodies can tighten when feeling or thinking negative thoughts.
- Invite students to exaggerate how their body might communicate how they feel, when a certain thought comes to mind. Give them certain thoughts that might cross their mind and have them act out the feeling in a very animated, but safe way. Ex. What if I said to you, "We can never go to recess again!" (wait), "We are going to the carnival after school! I can't wait!" "We will never figure out this math problem!" "Nobody will ever like me."
- In a very small way, our bodies react in some type of way, when thoughts that lead to big emotions, come across our minds. But, each time, we can take a deep breath and encourage ourselves by saying something that helps us to feel better or feel more calm.
- Go back through each thought prompt you previously gave. Brainstorm as a class a phrase that might help them to feel better or more calm.

- Practice going from intense to calm, by doing the exaggerated big response, all collectively taking a deep breath and saying the calming words aloud.

**Closure**

**Say:** When we think negative thoughts (or have any big emotions), we can use a phrase to create a new thought, to help us feel better or calm down. This can help us to stop ourselves from reacting in ways that will not be helpful.

**Materials/ Notes**

- Anchor chart (prepare chart with big emotions and a few corresponding thoughts that are relatable to students). List some of the positive phrases that can be used to help keep us calm or make us feel better.
- Markers

- Practice going from intense to calm, by doing the exaggerated big response, all collectively taking a deep breath and saying the calming words aloud.
- Ask student to think of something that makes their heart feel extremely warm and happy on the inside. Have them draw a picture of that thing on an index card. Explain that this is another tool they can use when having a thought that makes them sad or angry. They can think about and focus on this one thing that always makes them feel very happy inside.

**Closure**

**Say:** When we think negative thoughts (or have any big emotions), we can use a phrase to create a new thought, to help us feel better or calm down. This can help us to stop ourselves from reacting in ways that will not be helpful.

**Materials/ Notes**

- Anchor chart (prepare chart with big emotions and a few corresponding thoughts that are relatable to students). List some of the positive phrases that can be used to help keep us calm or make us feel better.
- Markers

## Grades K-2

### Lesson 10: Advanced Mindfulness

**Objective: SWBAT use a variety of methods to practice mindfulness**

#### 5-Minute Plan

##### Introduction

**Say:** Today, we are going to look at a mindfulness activity that can help us to not stress or worry about things that have passed or things that are coming. It keeps us focused on the right-now or present moment.

##### Activity

- Share with students that an enjoyable, peaceful activity such as coloring, painting, or even yoga and a slow-moving martial art called tai chi, can help them to practice mindfulness. If we keep our minds all-the-way focused on the activity and how it is calming us, it can help to keep us stay calm, even when things are happening that lead us to feel very big emotions.
- Provide a coloring sheet of your choice to have students color. Tell the students you will ring a bell that marks the completion of the activity and the time when they are to bring their focus back to you.
- If you think the students are up to it, make extraneous noises (no sudden, potentially frightening sounds, however) and challenge the students to stay all-the-way focused on their coloring, no matter what strange or funny noises they hear.

#### 10-Minute Plan

##### Introduction

**Say:** Today, we are going to look at a mindfulness activity that can help us to not stress or worry about things that have passed or things that are coming. It keeps us focused on the right-now or present moment.

##### Activity

- Share with students that an enjoyable, peaceful activity such as coloring, painting, or even yoga and a slow-moving martial art called tai chi, can help them to practice mindfulness. If we keep our minds all-the-way focused on the activity and how it is calming us, it can help to keep us stay calm, even when things are happening that lead us to feel very big emotions.
- Provide a coloring sheet of your choice to have students color. Tell the students you will ring a bell that marks the completion of the activity and the time when they are to bring their focus back to you.
- If you think the students are up to it, make extraneous noises (no sudden, potentially frightening sounds, however) and challenge the students to stay all-the-way focused on their coloring, no matter what strange or funny noises they hear.
- Discuss after 5 minutes: How were you feeling while you were coloring? Describe some of the noises you heard while coloring. What did you have to do to keep yourself focused on the coloring instead of the sound. Let's talk about why we should use mindful activities like coloring. Can you think of any other mindful activities you can do to be stay focused on the "right now" or present moment? (music, walking, singing, art, reading, stretching).

### Closure

**Say:** When would be a good time to use a mindful activity, like coloring? Can you think of any other activities you can do to help yourself stay in the “right now” or present moment, instead of worrying about something that already happened or something that is going to happen?

### Materials/ Notes

- Coloring sheets
  - <http://danquahinstitute.org/wp-content/uploads/2019/02/great-dane-coloring-pages-great-coloring-pages-great-coloring-pages-sheets-great-coloring-pages-great-dane-colouring-pages.jpg>
  - <https://www.google.com/url?sa=i&source=images&cd=&ved=2ahUKEwjoyuuToK3jAhXVKs0KHYSMAr8QjRx6BAGBEAU&url=https%3A%2F%2Fwww.pinterest.com%2Fpin%2F120260252532541563%2F&psig=AOvVaw3nkjcoIHqiXXmQvCm4uWyu&ust=1562947667370030>
- Crayons
- Real or electronic bell/chime

### Closure

**Say:** When would be a good time to use a mindful activity, like coloring? Can you think of any other activities you can do to help yourself stay in the “right now” or present moment, instead of worrying about something that already happened or something that is going to happen?

### Materials/ Notes

- Coloring sheets
  - <http://danquahinstitute.org/wp-content/uploads/2019/02/great-dane-coloring-pages-great-coloring-pages-great-coloring-pages-sheets-great-coloring-pages-great-dane-colouring-pages.jpg>
  - <https://www.google.com/url?sa=i&source=images&cd=&ved=2ahUKEwjoyuuToK3jAhXVKs0KHYSMAr8QjRx6BAGBEAU&url=https%3A%2F%2Fwww.pinterest.com%2Fpin%2F120260252532541563%2F&psig=AOvVaw3nkjcoIHqiXXmQvCm4uWyu&ust=1562947667370030>
- Crayons
- Real or electronic bell/chime

Grades K-2

Supplemental Videos for Teaching Mindfulness

**Teach More About Mindfulness**

Get Your Mind Ready with Mind Yeti

<https://www.youtube.com/watch?v=JNtmUlze0Jg>

Belly Breathing with Elmo

[https://www.youtube.com/watch?v=\\_mZbzDOpylA](https://www.youtube.com/watch?v=_mZbzDOpylA)

Belly Breathing

<https://www.youtube.com/watch?v=ykhMJU7bYLo>

The Mind Jar

<https://www.youtube.com/watch?v=-qKkFWiwr4>

**Practices**

Stop, Breathe, & Think: Butterfly Body Scan

[https://www.youtube.com/watch?v=56\\_8aK3cLEA](https://www.youtube.com/watch?v=56_8aK3cLEA)

Stop, Breathe, & Think: Bulldog Finds His Quiet Place

<https://www.youtube.com/watch?v=QKDLEdpRIRE>

Stop, Breathe, & Think: Fading Tone

<https://www.youtube.com/watch?v=hduaKhkwskw>

**Brief Practices**

Mindful Minute: Bell

<https://www.youtube.com/watch?v=ZME0JKiweL4>

One Minute Breathing Exercise

<https://youtu.be/b0FZIT3Uk30>

One Minute Mindfulness Meditation

<https://www.youtube.com/watch?v=TbzZuGISe8Y&feature=youtu.be>

Two Minute Visual Meditation

<https://youtu.be/RIOZ02HgAnE>

Three Minute Mindful Breathing

<https://www.youtube.com/watch?v=SEfs5TJZ6Nk&feature=youtu.be>

**Practices For Diverse  
Learners (Less Verbally  
Demanding)**

Two Minute De-Stressing Mindfulness

<https://www.youtube.com/watch?v=Jholcb8Gz0M&feature=youtu.be>

Mindful Minute: Raindrops

<https://www.youtube.com/watch?v=6z9Vmp9Jqm0&list=PLcJdrgEDS6ckUWLleBFsvlfEOIN9nn5zF&index=1>

Mindfulness Bell

<https://www.youtube.com/watch?v=wGFog-OuFDM>

Five Minute Visual Breathing Exercise

<https://www.youtube.com/watch?v=5f5N6YFjvVc>

Mindful Minute: Beach

<https://www.youtube.com/watch?v=9mopikvt114&index=2&list=PLcJdrgEDS6ckUWLleBFsvlfEOIN9nn5zF>

Two Minute Visual Meditation

<https://www.youtube.com/watch?v=RIOZ02HgAnE>

Using Shapes to Teach Deep Breathing

<https://copingskillsforkids.com/blog/using-shapes-to-teach-deep-breathing>

Silent Meditation with Bell

<https://www.youtube.com/watch?v=4nJYJ-QcABs>

## Appendix 1: Grades K-2 - Lesson 8

### Open Monitoring Introductory Concept Pictures

