

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

Lessons for Grades 3-5

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.

Lessons for Grades 3-5

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Working Vocabulary

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

Present: Having complete focus and your mind only on the present moment (right now).

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

Mindful posture: A way to position your body for the benefits of meditation and mindfulness.

Breathing: breathing breaths, especially as 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 your outside world into yourselves. The purpose is for you to observe thoughts without judgement and experience feelings in the moment.

Body scan: Meditation in which a person notices every part of their body by focusing on breathing and, starting from the toes, the individual focuses attention of the body part being “scanned”.

Grades 3-5

Lesson 1: Introduction to Mindfulness and Breath

Objective: Students Will Be Able To (SWBAT) connect mindfulness to being present

5-Minute Plan	10-Minute Plan
<p>Introduction</p> <p>Say: Have you ever felt that your mind wanders or moves from place to place? This is normal because as humans we receive a lot of input from our senses. However, to be mindful we need to be present in the moment which is what mindfulness is. This is a skill that we all possess, and we have to practice it to get better. Let's watch a video that will help us to understand being present.</p>	<p>Introduction</p> <p>Say: Have you ever felt that your mind wanders or moves from place to place? This is normal because as humans we receive a lot of input from our senses. However, to be mindful we need to be present in the moment which is what mindfulness is. This is a skill that we all possess, and we have to practice it to get better. Let's watch a video that will help us to understand being present.</p>
<p>Activity</p> <ul style="list-style-type: none"> Have students listen to the video with their eyes open or closed. They may do what's comfortable for them. Play the video. https://www.youtube.com/watch?v=iTrl2yxO79g Ask students what they felt in that present moment and what their experience like? 	<p>Activity</p> <ul style="list-style-type: none"> Have students listen to the video with their eyes open or closed. They may do what's comfortable for them. Play the video. https://www.youtube.com/watch?v=iTrl2yxO79g Ask students what they felt in that present moment and what their experience like? Ask if they can think of a time when being mindful and in the present moment would be helpful. Have students think for a minute, pair, and then a few share with the whole class or their partners ideas aloud.
<p>Closure</p> <p>Learning how to breathe is one of the first steps of being mindful. So, you are on your way to becoming aware of the internal and external forces that can affect you.</p>	<p>Closure</p> <p>Learning how to breathe is one of the first steps of being mindful. So, you are on your way to becoming aware of the internal and external forces that can affect you.</p>
<p>Materials/ Notes</p> <ul style="list-style-type: none"> Video link: https://www.youtube.com/watch?v=iTrl2yxO79g (1:13) 	<p>Materials/ Notes</p> <ul style="list-style-type: none"> Video link: https://www.youtube.com/watch?v=iTrl2yxO79g (1:13) Chart paper or white board

Grades 3-5 Lesson 2: Breathing

Objective: SWBAT demonstrate mindful breathing

5-Minute Plan	10-Minute Plan
<p>Introduction Say: Someone remind us of what we learned yesterday about mindfulness. Yes, we learned how important it is to be present in the moments that we find ourselves in. It can help us to focus our attention and solve some of those very normal but pesky human issues like mind wandering or racing. Today, we are going to do some magic breathing. I know, I know there's nothing magic about breathing...right?</p>	<p>Introduction Say: Someone remind us of what we learned yesterday about mindfulness. Yes, we learned how important it is to be present in the moments that we find ourselves in. It can help us to focus our attention and solve some of those very normal but pesky human issues like mind wandering or racing. Today, we are going to do some magic breathing. I know, I know there's nothing magic about breathing...right?</p>
<p>Activity Have students practice breathing. Use the following phrases to guide them:</p> <ul style="list-style-type: none"> ● Let's breathe together. ● Breathe in 2, 3, pause... ● Breathe out 2, 3, pause... ● (Repeat three times.) ● Compliment students for their participation. ● Ask students what was special (magical) about their experience. ● Have students share their ideas and record on the anchor chart. 	<p>Activity Have students practice breathing. Use the following phrases to guide them:</p> <ul style="list-style-type: none"> ● Let's breathe together. ● Breathe in 2, 3, pause... ● Breathe out 2, 3, pause... ● (Repeat three times.) ● Have students try on their own for about a minute. ● Compliment students for their participation. ● Ask students what was special (magical) about their experience. ● Have students complete the MAGIC acrostic worksheet.
<p>Closure Tomorrow we'll focus on breathing a little more.</p>	<p>Closure Tomorrow we'll focus on breathing a little more.</p>
<p>Materials/ Notes</p> <ul style="list-style-type: none"> ● Anchor chart with magic hat, wand images and question written at the top: How is breathing magical? (teacher created) 	<p>Materials/ Notes</p> <ul style="list-style-type: none"> ● Student MAGIC acrostic worksheet

Grades 3-5

Lesson 3: Advanced Breathing

Objective: SWBAT engage in deep breathing

5-Minute Plan	10-Minute Plan
<p>Introduction Say: Yesterday we learned how breathing can be sort of magical. Today we're going to take a look at breathing sort of under a magnifying glass. In other words, we will be able to see the steps a bit more clearly.</p>	<p>Introduction Say: Yesterday we learned how breathing can be sort of magical. Today we're going to take a look at breathing sort of under a magnifying glass. In other words, we will be able to see the steps a bit more clearly.</p>
<p>Activity Teach students the process of breathing.</p> <ul style="list-style-type: none"> • With shoulders relaxed, breathe in through the nose allowing the air to fully inflate the abdomen like a balloon (model). • Allow the air collected to come out gently through the mouth without too much sound (model). • Repeat for at least a minute (model). • Have students to try it out. • Ask students about their experience. • Be sure to explain that proper breathing helps us gain all the benefits of being mindful. 	<p>Activity Teach students the process of breathing.</p> <ul style="list-style-type: none"> • With shoulders relaxed, breathe in through the nose allowing the air to fully inflate the abdomen like a balloon (model). • Allow the air collected to come out gently through the mouth without too much sound (model). • Repeat for at least a minute (model). • Have students to try it out. • Ask students about their experience. • Be sure to explain that proper breathing helps us gain all the benefits of being mindful. • Give students additional time to practice using only 2-min. of the video below. https://www.youtube.com/watch?v=qFZKK7K52uQ
<p>Closure Tomorrow we'll begin to discuss the benefits of proper breathing.</p>	<p>Closure Tomorrow we'll begin to discuss the benefits of proper breathing.</p>
<p>Materials/ Notes</p> <ul style="list-style-type: none"> • Read through script ahead of time. • Have students bring a small object to the meeting for the next session. 	<p>Materials/ Notes</p> <ul style="list-style-type: none"> • Video clip: https://www.youtube.com/watch?v=qFZKK7K52uQ (Use 2min of 2hr video) • Read through script ahead of time. • Have students bring a small object to the meeting for the next session.

Grades 3-5

Lesson 4: Introduction to Focused Attention

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

5-Minute Plan

Introduction

Say: So, yesterday we learned what it means to breathe, I mean really breathe. Today we will discuss one key benefit of breathing and a few of you mentioned it a couple of days ago and that is **attention**. You know what attention is right? It's what the teacher says to do when they're about to teach right? You're close. But when it comes to mindfulness attention can be doing but it can also be "being". That doesn't sound right, does it? Let me explain. It simply means to be connected directly with your senses as you're doing something. Being connected with your senses makes you mindful.

Activity

- Have students retrieve the object they were directed to bring for homework or find a simple one inside their desk. (eraser, sharpener, etc.)
- Be sure that students integrate breathing with the activity.
- Have students locate their objects.
- Play the video link while students engage in the activity.

<https://www.youtube.com/watch?v=IReEu2kl6ol>

Closure

Compliment students on their progress and inform that they will continue to practice the skill in the future.

Materials/ Notes

- Video link:
<https://www.youtube.com/watch?v=IReEu2kl6ol> (1:10 min)

10-Minute Plan

Introduction

Say: So, yesterday we learned what it means to breathe, I mean really breathe. Today we will discuss one key benefit of breathing and a few of you mentioned it a couple of days ago and that is **attention**. You know what attention is right? It's what the teacher says to do when they're about to teach right? You're close. But when it comes to mindfulness attention can be doing but it can also be "being". That doesn't sound right, does it? Let me explain. It simply means to be connected directly with your senses as you're doing something. Being connected with your senses makes you mindful.

Activity

- Have students retrieve the object they were directed to bring for homework or find a simple one inside their desk. (eraser, sharpener, etc.).
- Be sure that students integrate breathing with the activity.
- Have students locate their objects.
- Play the video link while students engage in the activity.
- Discuss the ease of keeping focus and how they handle if their mind wandered. Share your own personal thoughts if students seem hesitant.

<https://www.youtube.com/watch?v=IReEu2kl6ol>

Closure

Compliment students on their progress and inform that they will continue to practice the skill in the future.

Materials/ Notes

- Video link:
<https://www.youtube.com/watch?v=IReEu2kl6ol> (1:10 min)

Grades 3-5 Lesson 5: Focused Attention

Objective: SWBAT recognize distractions that keep them from being mindful

5-Minute Plan

Introduction

Say: Yesterday we were introduced to attention focusing and how that type of attention can put us in the process of “doing” or simply “being”. Today we will continue practicing to focus our attention.

Activity

Play nature video.

<https://www.youtube.com/watch?v=Ercl6NiqyPA>

Discuss the effect that the video had on students as well as well as how they dealt with any possible distractions.

Closure

This is definitely not an easy skill but with practice we can learn how to tune out distractions that keep us from being mindful.

Materials/ Notes

- Video link:
<https://www.youtube.com/watch?v=Ercl6NiqyPA>
[A](#) (1:00 min)

10-Minute Plan

Introduction

Say: Yesterday we were introduced to attention focusing and how that type of attention can put us in the process of “doing” or simply “being”. Today we will continue practicing to focus our attention.

Activity

Play video and have students select to focus on one of three differing sounds:

- Birds
- Water
- Trees/wind

<https://www.youtube.com/watch?v=Ercl6NiqyPA>

Discuss how competing sounds affected them.

Closure

This is definitely not an easy skill but with practice we can learn how to tune out distractions that keep us from being mindful.

Materials/ Notes

- Video link:
<https://www.youtube.com/watch?v=Ercl6NiqyPA>
[A](#) (1:00 min)

Grades 3-5 Lesson 6: Body Scan

Objective: SWBAT notice their body parts' responses

5-Minute Plan	10-Minute Plan
<p>Introduction Say: We are getting so much better at being mindful. Today we will do a body scan our bodies. We'll use some of what we used in our previous lesson about focusing attention. However, we will focus our attention from our head to our toes. Let's get ready by putting our bodies in a comfortable sitting or standing position.</p>	<p>Introduction Say: We are getting so much better at being mindful. Today we will do a body scan our bodies. We'll use some of what we used in our previous lesson about focusing attention. However, we will focus our attention from our head to our toes. Let's get ready by putting our bodies in a comfortable sitting or standing position.</p>
<p>Activity</p> <ul style="list-style-type: none"> • Have students close their eyes if they feel comfortable during the activity. • If you feel comfortable you may close your eyes. Sit or stand comfortably and still with your shoulders relaxed and down. • Remind students to practice the breathing. <p>Say:</p> <ul style="list-style-type: none"> • Focus on your head... relax your head. • Focus on your shoulders... relax your shoulders. • Focus on your belly... relax your belly. • Focus on your knees...relax your knees. • Focus on your feet... relax your feet. 	<p>Activity</p> <ul style="list-style-type: none"> • Have students close their eyes if they feel comfortable during the activity. • If you feel comfortable you may close your eyes. Sit or stand comfortably and still with your shoulders relaxed and down. • Remind students to practice the breathing. <p>Say:</p> <ul style="list-style-type: none"> • Focus on your head... relax your head. • Focus on your shoulders... relax your shoulders. • Focus on your belly... relax your belly. • Focus on your knees...relax your knees. • Focus on your feet... relax your feet. • Play additional video while students continue breathing and listening to the guided directions. https://www.youtube.com/watch?v=u3Jmy74UKcs
<p>Closure Ask students to share out what they encountered as they focused on each body part and compliment them on a job well done.</p>	<p>Closure Ask students to share out what they encountered as they focused on each body part and compliment them on a job well done.</p>
<p>Materials/ Notes None</p>	<p>Materials/ Notes</p> <ul style="list-style-type: none"> • Video link: https://www.youtube.com/watch?v=u3Jmy74UKcs (5:17 min)

Grades 3-5

Lesson 7: Mindful Listening

Objective: SWBAT direct full attention while listening

5-Minute Plan

Introduction

Say: Today I'm going to share with you another way to be mindful and that's through **mindful listening**. Many times, when we talk to others, we only think of our responses instead of really focusing our attention on what the other person is saying. Let's hold a small paired conversation that will help us to practice this skill of mindful listening.

Activity

- Write the following prompt on the board or have it prepared on an anchor chart ahead of time.
- *Name your favorite mindfulness spot and explain why it's your favorite.*
- Pair students and have them decide who will begin using rock paper scissors. Give students 1 minute each for speaking.

Partner 1 shares as partner 2 listens.

Partner 2 shares as partner 1 listens.

- Remind students to mindfully listen without interrupting. You may choose to give students a pretend microphone, possibly a closed marker, as a cue to the other partner that the part they are presently playing is listener.

Closure

Even though we are excited to participate in a conversation and have our own ideas we have to be sure that we are mindfully listening.

Materials/ Notes

- Timer

10-Minute Plan

Introduction

Say: Today I'm going to share with you another way to be mindful and that's through **mindful listening**. Many times, when we talk to others, we only think of our responses instead of really focusing our attention on what the other person is saying. Let's hold a small paired conversation that will help us to practice this skill of mindful listening.

Activity

- Write the following prompt on the board or have in prepared on an anchor chart ahead of time.
- *Name your favorite mindfulness spot and explain why it's your favorite.*
- Pair students and have them decide who will begin using rock paper scissors. Give students 1 minute each for speaking.

Partner 1 shares as partner 2 listens.

Partner 2 shares as partner 1 listens.

- Remind students to mindfully listen without interrupting. You may choose to give students a pretend microphone, possibly a closed marker, as a cue to the other partner that the part they are presently playing is listener.
- When students are finished, play either of the two following mindfulness videos.

<https://www.youtube.com/watch?v=CyDvYd5mM3M>

<https://www.youtube.com/watch?v=oj9bX5DqggI>

Closure

Even though we are excited to participate in a conversation and have our own ideas we have to be sure that we are mindfully listening.

Materials/ Notes

- Timer

- Video clips:
<https://www.youtube.com/watch?v=CyDvYd5mM3M> (4:58 min)
- <https://www.youtube.com/watch?v=oj9bX5DqggI> (5:33 min)

Grades 3-5 Lesson 8: Open Monitoring

Objective: SWBAT recognize positive and negative thinking

5-Minute Plan

Introduction

Say: We're here again learning more about being mindful. Today we'll work on something called **open monitoring**. Some of the thoughts that we have are positive however, some are also negative. We'll use this strategy in 3 easy steps to help us with the negative.

- First, we will notice two to three thoughts that bother us and write them down.
- Then we'll read them aloud and notice our feelings about them. Afterward, we will read them aloud once more.
- Then we will record our feelings recognizing that they exist but not initially react to them.

Activity

Have students practice the skill with you.

- Begin by thinking about stressors.
- Write the stressors on the board or chart paper.
- Say them aloud, pause...
- Say them aloud again, pause..., write reactionary feelings to the stressors.

Closure

I'm noticing that we can monitor and recognize our negative thoughts without necessarily having to judge them immediately. You can do the same thing when you have a negative thought. See it, but practice giving yourself a mindful moment before reacting to it. Show before and after mindfulness poster as a model of the positive benefit of open monitoring.

10-Minute Plan

Introduction

Say: We're here again learning more about being mindful. Today we'll work on something called **open monitoring**. Some of the thoughts that we have are positive however, some are also negative. We'll use this strategy in 3 easy steps to help us with the negative.

- First, we will notice two to three thoughts that bother us and write them down.
- Then we'll read them aloud and notice our feelings about them. Afterward, we will read them aloud once more.
- Then we will record our feelings recognizing that they exist but not initially react to them.

Activity

Have students practice the skill with you.

- Begin by thinking about stressors.
- Write the stressors on the board or chart paper.
- Say them aloud, pause...
- Say them aloud again, pause..., write reactionary feelings to the stressors.

Direct students to do the activity step by step using their own stressors. Have them use loose leaf paper for recording.

Closure

Hopefully you were able to see that in the process of our activity that we can recognize our negative thoughts but not necessarily have to judge them immediately.

Materials/ Notes

- List the above steps on the board or anchor chart.
- Before and After Mindfulness Poster (**See Appendix 1**)

Materials/ Notes

- List the above steps on the board or anchor chart.
- Loose leaf paper

Grades 3-5

Lesson 9: Banishing Negative Thoughts

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

5-Minute Plan

Introduction

Say: Today we are going to discuss different negative thoughts we have and some solutions we can use to help change our thinking about them.

Activity

- Share with students a negative thought you as a person deal with and a phrase that you use to help yourself carry on with your day and create space from it. (I can do it and if I make a mistake that is okay!)
- Have students share a few of their negative thoughts and write it on an anchor chart.
- Have students work in groups to create their own positive phrases to use as open monitoring space for the negative thoughts on post-it notes. (one per group or several depending on groups)
- Read them aloud to save time.
- Remind students that when we are present with our negative thoughts, we can then create the space and the phrase to feel better and change our thinking.

Closure

Now we have all of these phrases that we can use when we need to change our thinking, I hope you will look at these for a reminder.

Materials/ Notes

- Post-it notes
- Anchor chart

10-Minute Plan

Introduction

Say: Today we are going to discuss different negative thoughts we have and some solutions we can use to help change our thinking about them. Here is a video we are going to begin with
<https://www.youtube.com/watch?v=x-dMPXBI7yA>

Activity

- Review with students the characters negative thoughts and have them share some of their own if comfortable or share your own to help discussion and thinking.
- Have students work in groups to create phrases they can use to help themselves, and the character from the video.
- Read aloud phrases from each group's post-it notes.
- Remind students that when we are present with our negative thoughts, we can then create the space and the phrase to feel better and change our thinking.

Closure

Now we have all of these phrases that we can use when we need to change our thinking, I hope you will look at these for a reminder.

Materials/ Notes

- Video link
<https://www.youtube.com/watch?v=x-dMPXBI7yA> (5:47 min)
- Post-it notes

Grades 3-5 Lesson 10: Advanced Mindfulness

Objective: SWBAT use a variety of methods to practice mindfulness

5-Minute Plan	10-Minute Plan
<p>Introduction Say: Yesterday we talked about what to do with negative thoughts. Today we are going to think about different practices we can use to be mindful.</p>	<p>Introduction Say: Yesterday we talked about what to do with negative thoughts. Today we are going to think about different practices we can use to be mindful.</p>
<p>Activity</p> <ul style="list-style-type: none"> • Show anchor chart with different mindfulness practices. • Have students work in groups to discuss which practices they are most likely to explore. (You can have them write on a post-it note independently or discuss in small groups and share). 	<p>Activity</p> <ul style="list-style-type: none"> • Show anchor chart with already made mindful practices. • Assign each group with a practice, make sure technology passed out ahead of time. • Have students work together to find different resources under assigned topics and write information on post it notes and place under practices when finished. • Consider having groups use question stems as they conduct research in the search engine of choice. (ex. <u>Places to go</u> for mindfulness). • Share aloud resources students find.
<p>Closure What do you think happens when we use mindful practices such as these? What is the purpose of discussing different mindful practices? Consider using these when you feel like you need a mindful moment.</p>	<p>Closure We have gathered our resources (read a few from the poster that have the post-its under each category). Thank you for your research and I hope we use these different tools to help us practice mindfulness.</p>
<p>Materials/ Notes</p> <ul style="list-style-type: none"> • Anchor chart with already made mindful practices (books, places to go, music, apps, websites, sports, coloring) • Post-its (if you want to make it independent) 	<p>Materials/ Notes</p> <ul style="list-style-type: none"> • Anchor chart with already made mindful practices (books, places to go, music, websites, apps, sports) You will want enough for each group to do one. Consider sentence stems that students can use when researching practice • Technology • Post-it notes

Grades 3-5

Supplemental Videos For Teaching Mindfulness

Teach More About Mindfulness

What does being present mean?

<https://www.youtube.com/watch?v=fmWYD6aHLhg>

The Mind Jar

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

CNN Profile of Baltimore School

<https://www.youtube.com/watch?v=Adg-S2hY07w>

Practices

Three Minute Body Scan Meditation

https://www.youtube.com/watch?v=ihwcw_ofuME

Five Minute Body Scan Meditation

<https://www.youtube.com/watch?v=9A0S54yAgEg>

Rainbow Breath

<https://www.youtube.com/watch?v=O29e4rRMv4>

Melting

<https://www.youtube.com/watch?v=mcZm2oJ7DKE>

Brief Practices

Mindful Minute

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

One Minute Breathing Exercise

<https://youtu.be/b0FZIT3Uk30>

Two Minute Visual Meditation

<https://youtu.be/RIOZ02HgAnE>

Practices For Diverse Learners (Less Verbally Demanding)

Mindful Minute: Raindrops

<https://www.youtube.com/watch?v=6z9Vmp9Jqm0&list=PLcJdrgEDS6ckUWLleBFsvlFE0IN9nn5zF&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 3-5 - Lesson 8

Before and After Open Monitoring

