



## **Listen, Breath and Move: A Curriculum Unit on Mindfulness Practices In the Classroom**

By: Danyea Morrison, 2020 CTI Fellow  
Ballantyne Elementary School

This curriculum unit is recommended for:  
K-2 Elementary Students

**Keywords:** Mindfulness, SEL (Social Emotional Learning) for students, techniques, practices, self-awareness, self-management, self-regulate, visualization, breathing, movement, listening.

**Teaching Standards:** See [Appendix 1](#) for teaching standards addressed in this unit.

### **Synopsis:**

Who would have ever thought that in March of 2020 Schools would be shut down and teachers and students would be forced into remote learning? Fast forward to August 2020 students began the school year learning remotely. Remote learning has provided our students the opportunity to continue learning while staying safe and healthy. With or without a pandemic, it is crucial to support the emotional needs of the students. In this curriculum unit, I will provide mindfulness activities to help students regulate emotions, reduce stress, find balance and show more compassion throughout the school day.

*I plan to teach this unit during the coming year to 19 students in my 2<sup>nd</sup> grade class.*

*I give permission for Charlotte Teachers Institute to publish my curriculum unit in print and online. I understand that I will be credited as the author of my work.*

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## **Introduction**

Throughout my educational journey, I have been exposed to a variety of strategies and techniques to implement in the classroom to build knowledge and experiences for students. However, my most influential experiences and professional growth opportunities have dealt with social emotional learning (SEL). This is a critical component when teaching the whole child.

I was intrigued with the Mindfulness seminar, which stated, “a concern in education has moved to focusing on the product and not the process”. This relates to my educational philosophy that focuses on academic and personal achievements in children. Students’ academic and personal achievement should acknowledge their process, not just products like tests. It is extremely important to focus on teaching the whole child, which includes tapping into students’ social and emotional needs in conjunction with their academic endeavors. This can be done through mindfulness techniques, which I will take back to the students I serve at Ballantyne Elementary School.

I was introduced to the concept of Mindfulness three years ago through Mindful Schools. Mindful Schools taught me techniques to help manage stress, respond to student misbehavior in an effective way, and enjoy the relationships built through social-emotional experience. The professional learning opportunity that increased my knowledge of mindfulness, and helped me personally and inspired me to want to share those techniques with the students in my classroom. By incorporating my background experience with mindfulness techniques into our classroom, I can assist students no matter their race, their ethnicity, and/or gender to be the best versions of themselves and help promote their growth in academics as well as personal goals and relationship.

In the book *Happy Teachers Change the World*, Jon Kabat-Zinn writes, “Mindfulness is a practice that can help students of all ages tune their instrument of learning...body, mind, heart, and brain, as well as their relationships among themselves as learners.”<sup>i</sup>

In this unit, students will explore mindfulness practices. We know from experience that mindfulness helps cultivate a love of learning because through this practice students are able to build awareness *and* inquiry, both of which are necessary to truly engage and internalize the learning process. It is the intentions of this unit to help students implement mindfulness practices into their daily lives. As a teacher, that practices mindfulness daily, I can attest to the effects of mindfulness and its benefits.

## School/Student Demographics

Ballantyne Elementary School is a high achieving elementary school located in Southwest Charlotte, which is centrally located in the Ballantyne Area. Ballantyne is a neighborhood in the City of Charlotte, North Carolina, occupying a 2,000-acre area of land adjacent to the South Carolina border. Student population at Ballantyne Elementary is diverse. Ballantyne Elementary School is made up of 41% Caucasian students, 28.3% Asian, 16.5% African American students, 10.8% Hispanic students, 3.0% two or more Race and 0.5% American Indian. Of the student population, 12.7% receives a free or discounted lunch. In 2019, Ballantyne Elementary ranked better than 89.9% of elementary schools in North Carolina. It also ranked Twentieth among 106 ranked elementary schools in the Charlotte-Mecklenburg Schools District.

## Rationale

Prior to COVID-19, mindfulness was trending in education as a means to support social and emotional learning in schools. With schools closed and education shifting to respond to the situation created by the pandemic, it is hard not to start spiraling. These are trying times, but incorporating mindful practices into your daily routine can help calm anxiety and build healthy coping skills. Incorporating mindfulness into a daily self-care routine will allow the opportunity to explore mindful inquiry in our efforts to make sure all of our students have equitable access to education. Simple daily mindfulness practices can be easily woven into synchronous and asynchronous learning opportunities for students. I also believe that since students have been out of school since March 13 it is going to be extremely important to help students transition back to the school setting. Due to the pandemic teaching remotely is our reality. As we move into a Hybrid approach to classroom. I will be implementing mindfulness to my class both face to face and virtually.

Incorporating a consistent mindfulness practice into your curriculum is a great way to promote social and emotional learning in your classroom. Mindfulness increases awareness and understanding of one's feelings and emotions. "As a result, students become more engaged and empowered to learn!"<sup>ii</sup>

Although this is my 1st year teaching at Ballantyne Elementary School, my son attended BES for elementary school. As a parent and resident who lives in the community near the school, I observed a population of students who are academically sound but could benefit from SEL tools and techniques to transition back to school. Through mindfulness, I believe my students would be able to manage their emotions, set and achieve goals as well as feel and show empathy and compassion, which would allow them to establish relationships and make responsible decisions.

## Unit Goals

The goals for this unit are to:

- Develop a community of practice in the classroom.
- Integrate practice into instruction.
- Offer students additional SEL support during remote learning.
- Help students learn how to focus, regulate their emotions and set goals.

My overall goal for this curriculum unit is to teach lessons that are project based that integrate the arts and incorporate mindfulness to enhance students learning and essential skills for student success. In this curriculum unit, mindful practices will be implemented into daily teaching schedule, which will help calm anxiety and build healthy coping skills. The implementation plan would be for students to learn a new mindfulness technique that would help with stress, goal setting and building a classroom community.

In order to develop a better self-awareness, students will receive tools and strategies related to different themes. This CU was created to be completed over a 6-month period. The first month, students will be introduced to the mindful school's curriculum in which they will learn basic mindfulness techniques such as breathing and listening. These techniques will continually be developed as the year progresses. The second month, students will learn about emotional intelligence through activities and how it connects to what they learned in the previous month. The third month will focus on growth mindset as well as gratitude and how that can relate to mindfulness. The students will use the skills from growth mindset and reflect on how they have been progressing and meeting their goals during the year. The fourth month, students will learn about compassion. The focus for the fifth month is learning about stress and anxiety as well as self-advocacy. Students will learn how to control these feeling through mindfulness. The final month is where students will have joyful celebrations. Each theme is intended to tie in with the different difficulties of the school year and give the students the mindful tools to make them successful.

## **Content Research**

### Mindfulness

What is Mindfulness? Mindfulness means paying full attention to something. It means slowing down to really notice what you are doing. Being mindful is the opposite of rushing or multitasking. When you are mindful, you are taking your time. You are focusing in a relaxed, easy way. Mindfulness happens naturally sometimes. Let us say you are getting ready to take a foul shot in basketball. You carefully position your feet at the line. You look up at the hoop and feel the ball in your hands. Taking your time, you bounce the ball a couple of times. You tune out all the other sounds and take your shot. Swoosh — yes! Nicely done. That calm focus, that way of paying attention to what you are doing, taking your time, taking it easy - that is you being mindful! In addition, being mindful just helped you take your best shot.

Mindfulness means maintaining a moment-by-moment awareness of our thoughts, feelings, bodily sensations, and surrounding environment, through a gentle, nurturing lens. Mindfulness also involves acceptance, meaning that we pay attention to our thoughts and feelings without judging them—without believing, for instance, that there is a “right” or “wrong” way to think or feel in a given moment. When we practice mindfulness, our thoughts tune into what we are sensing in the present moment rather than rehashing the past or imagining the future.<sup>iii</sup>

Though it has its roots in Buddhist meditation, a secular practice of mindfulness has entered the American mainstream in recent years, in part through the work of Jon Kabat-Zinn and his Mindfulness-Based Stress Reduction (MBSR) program, which he launched at the University of Massachusetts Medical School in 1979. Since that time, thousands of studies have documented the physical and mental health benefits of mindfulness in general and MBSR in particular, inspiring countless programs to adapt the MBSR model for schools, prisons, hospitals, veterans centers, and beyond.

## History/Origin of Mindfulness

Mindfulness practices have become internationally popular in the past decade, but their roots reach 2,500 years into the past. While these practices have assumed different forms over the millennia, their purpose has remained constant: to end suffering. The current wave of mindfulness therapies, mindfulness coaching, mindfulness exercises, etc., owe most (or perhaps everything) to a stress-reduction program developed in the late 1970s by Dr. Jon Kabat-Zinn, a professor of medicine emeritus at the University of Massachusetts. The effectiveness of this eight-week program, aptly named *Mindfulness-Based Stress Reduction* (MBSR), to lower stress and enhance wellbeing, has been – and increasingly is – supported by thousands of scientific research studies.<sup>iv</sup>

## Benefits of Mindfulness in Schools

Although in its early stages, research on the effects of school-based mindfulness programs is being fueled by three decades of studies on adults, which shows promise for its psychological and physiological benefits. Researchers are turning their focus to children and teens to figure out what, when, how much, and from whom the teaching of mindfulness works best. “We don’t have conclusive evidence at this point about the benefits or impacts of mindfulness on youth,” said Lisa Flook, Ph.D., associate scientist at the Center for Healthy Minds, at the University of Wisconsin–Madison. However, “We do see the promise of interventions and trainings on outcomes related to grades, wellbeing, and emotional regulation.” In other words, the research looking at the benefits of mindfulness in education is pointing toward the positive.<sup>v</sup>

“Mindfulness is a powerful tool that supports children in calming themselves, focusing their attention, and interacting effectively with others, all critical skills for functioning well in school and in life,” said Amy Saltzman, M.D., director of the Association for Mindfulness in Education, and director of [Still Quiet Place](#). “Incorporating mindfulness into education has been linked to improving academic and social and emotional learning. Also, mindfulness strengthens some underlying development processes—such as focus, resilience, and self-soothing—that will help kids in the long run.”<sup>vi</sup>

Research has shown that helping students learn how to self-regulate their behaviors through mindfulness has a pronounced positive effect on classroom management issues in terms of reduced conflict and bullying as well as on individual behavior such as controlling impulsivity and attentional focus. Of course, mindfulness is not without its detractors, but the research on its

positive impact on both social and emotional learning as well as on academic achievement is promising.<sup>vii</sup>

Mindfulness-based stress reduction techniques and mindfulness-based educational programs provide social and emotional learning for students. In addition, mindfulness-based programs help to improve behavior and academic achievement. Mindfulness is described as cultivating a present-centered awareness. Examples of mindful exercises implemented in the classroom are controlled breathing techniques, meditation, mindfulness-based stress reduction (MBSR) techniques, and yoga. In developed nations, school systems and educators are introducing mindfulness techniques into the classroom as a means of improving attention, emotional regulation, and academic achievement.

Research shows that stressed teachers affect students' stress levels and student stress affects learning outcomes. Students learn better in a climate that is more emotionally positive. Students have demonstrated a link between positive emotional classroom climates and academic achievement. Studies find that youth benefit from learning mindfulness in terms of improved cognitive outcomes, social-emotional skills, and well-being. In turn, such benefits may lead to long-term improvements in life. For example, social skills in kindergarten predict improved educational, employment, crime, substance abuse and mental health outcomes in adulthood. Research finds that youth who practice mindfulness can develop attention and learning skills, social and emotional skills, and resilience.<sup>viii</sup>

#### *Attention and Learning Skills*

More and more young, developing children are showing signs of stress when they enter school, making it more important than ever to teach young students the tools of emotional resilience. New research out of Australia finds that mindfulness education during the school day may be of benefit to elementary school students, building skills that help them thrive in the classroom and beyond.<sup>ix</sup>

There are three critical skills that develop in early childhood: paying attention and remembering information, shifting back and forth between tasks, and behaving appropriately with others. These abilities are known as executive functions and they are essential for more advanced tasks like planning, reasoning, problem solving, and positive social relationships.

In the study, 91 kindergarten- to 2<sup>nd</sup>- grade students participated in a classroom mindfulness program. Roughly, two thirds of the children were offered lessons during the first part of the study, and the other third, who were part of the control group, were placed on a waitlist and received instruction later. At the end of the semester, researchers compared the children who initially received mindfulness training to the control group students.

Results of the study showed that students in the mindfulness classrooms were better able to pay attention, regulate their behavior, shift between tasks, plan, organize, and monitor their responses than control group children. Their teachers as having greater attention and concentration skills, as well as more prosocial behavior also rated the

students in the mindfulness program. No significant differences were found between the groups on teacher reports of emotion or conduct problems, or peer relationship difficulties.

### *Social and Emotional Skills*

When taught together, social-emotional learning and mindfulness can have even greater impact on both individuals and the world around us.

SEL uses an outside-in approach with a focus on teaching skills: a teacher introduces a skill such as recognizing an emotion or using “I” messages, the students practice it for a set amount of time, and then the teacher moves on to the next skill. SEL assumes that this process is enough to enable students to use the skill in all relevant, real-life situations.

Mindfulness, on the other hand, works from the inside out, drawing on the premise that each person has the innate capacity for relationship-building qualities such as empathy and kindness—a premise that research now supports.<sup>x</sup>

By helping students become aware of and then embody the connection between their emotions, thoughts, and bodily sensations, students are better able to regulate their emotions, which then impacts things such as their behavior, stress levels, relationships, and ability to focus. In short, mindfulness practices connect students’ inner and outer experiences and help them see the congruence between the two.

Ultimately, when taught and learned together, mindfulness and SEL have the potential to transform our communities and our world with the former cultivating the tendencies for compassion and ethical ways of living and the latter teaching the skills to make that happen.

### *Resilience*

Our students confront adversity and disruption regularly in school. Teaching resilience is a basic component of social-emotional learning but it is rarely taught explicitly.

Mindfulness practices can help students (and their teachers) learn to relax, to develop focused attention, and to suffer from fewer distractions. Mindfulness is essentially “receptivity and full engagement with the present moment,”<sup>xi</sup> Being mindful allows individuals to focus clearly on the reality of a situation.

Students walk into our classrooms each day carrying with them their entire experience. Their thoughts and actions are more often influenced by their own state of mind than by the lessons and activities that we ask them to engage with. Whether it simply be a rushed morning after a late night, feeling ill prepared for an exam or dealing with a more serious trauma, such as losing a parent, or emotional neglect. These heighten a child’s stress levels, increasing their anxiety and making it difficult to relax at all. We all know that concentrating, and therefore learning, while stressed or distracted is near impossible. Including mindfulness in education is a simple practice that provides students with something they can do in those moments of stress, distraction or anger.

Incorporating a consistent mindfulness practice into my curriculum is a great way to promote social and emotional learning in my classroom. It helps students cultivate confidence in life and creates a classroom environment that is primed for learning. Most importantly, the benefits students gain from practicing mindfulness will have a lasting effect both inside and outside the classroom. Taking a few minutes each day to encourage my students to “check in” on themselves and reflect on their day can have a tremendous impact in the classroom and on my students’ lives. “The benefits of incorporating a mindfulness practice into curriculum include: Increased focus and alertness. Students will be more interactive. It is refreshing. Increased awareness and understanding of one's feelings and emotions. As a result, students become more engaged and empowered to learn!”<sup>xii</sup>

### Mindfulness Practices/Techniques

There is more than one way to practice mindfulness, but the goal of any mindfulness technique is to achieve a state of alert, focused relaxation by deliberately paying attention to thoughts and sensations without judgment. This allows the mind to refocus on the present moment. All mindfulness techniques are a form of meditation. The goal is to help students learn different mindfulness techniques to help self-regulate their emotions. Students will learn how to control their behavior, emotions, and thoughts in the pursuit of long-term goals by using mindful listening, and using mood meters. Students will be able to manage disruptive emotions and impulses through guided meditations and mindful breathing. Some of the benefits would be for them to feel more connected, a better problem solver and happier. Students have to be taught how to regulate their own emotions. To succeed in school, students need to be able to focus, control their emotions, and adjust to change.

### Instructional Setting

Mindful practices can be used in all instructional setting. While this unit is written for a hybrid setting, all of it can be easily modified for other settings such as virtual or face-to-face. During implementation, the teachers will need to be strategic with modeling the different mindful practices and making mindfulness engaging. This will help students want to incorporate mindful practice into their daily lives.

## **Instructional Implementation**

### Teaching Strategies

While there are many teaching strategies that I use in my classroom, I will be highlighting the most used for this curriculum unit. Some of the main teaching strategies that I will be focusing on are visual arts, cooperative learning, inquiry-based instruction, and technology.

Creative Arts engage children’s minds, bodies, and senses. This unit will incorporate arts that will invite my students to listen, observe, discuss, move, solve problems, and imagine using multiple modes of thought and self-expression.



Cooperative learning is the process of breaking a classroom of students into small groups so they can discover a new concept together and help each other learning. The Cooperative learning groups will promote discussion and collaboration and while the topic of mindfulness requires a lot of self-reflection, there are many opportunities to discuss with others the techniques that will be introduced.

Inquiry-based instruction will be used as often as possible. In inquiry-based instruction, thought provoking questions are asked which lead and inspire students to think for themselves and to become independent learners always wanting to know more. With mindfulness students will learn about self-awareness and self-regulation, there are many questions to be asked about managing person emotions that are thought provoking that will lead to a lot of self-reflection and learning.

Technology is an essential part of my classroom. Our school district is 1 to 1 with iPads and each child is assigned an iPad for the year. Some of the online mindfulness apps, practices and activities will be completed using a digital device.

### *Guided Practice*

Through guided practice, I will teach the mindful practices of listening, breathing, meditation and body movement. For mindful listening, students will be guided through a mindful listening exercise that requires them to listen attentively to the sound of a bell. For mindful breathing, students will be guided through several types of breathing exercises that they can use to calm and focus their minds. Students will learn how to use meditation and yoga to reduce stress, feel calm, and improve concentration and body awareness.

### *Pre-Post Test*

Before and after the unit, students will take a Mindfulness Pre and Post Test. Students will assess how well they deal with stress before and after learning and using mindfulness techniques into their daily lives. This self-assessment will assist in making students more aware of their emotions. In addition, the teacher can use the pre- and post- test data to help guide lesson content and delivery to drive instruction.

### *Goal Setting Sheets*

Setting goals helps trigger new behaviors, helps guides your focus and helps you sustain that momentum in life. Goals also help align focus and promote a sense of self-mastery. This curriculum unit will use goal-setting sheets to help assist students with accountability, handling pressure and stress as well as guide them to academic success.

### *Anchor Charts*

Throughout the unit, anchor charts will be created to display in the classroom. Anchor charts are tools that support learning in the classroom. Essentially, they are visual prompts that provide students with information regarding their prior learning on a given topic. In addition, anchor

charts help teachers focus on, and allow students to remember, the most important concepts and skills being taught.

### Mood Meters

Students will be using mood meters to check in with how they are feeling. The goal is to be able to track and manage their emotions, rather than letting their emotions manage them. This is a great activity to help students develop self-awareness and mindfulness of emotions. For this curriculum unit either a class mood meter or individual mood meters can be used.

### Journals

Learning how to communicate one's feelings and emotions can be difficult, but mindfulness techniques such as journaling can give children the skills they need to identify their emotions and communicate them when necessary. Journaling offers students an excellent way to learn mindfulness. Mindful journaling will allow students to expressively examine what is in the students head and heart. Mindful journaling will allow students to confront their thoughts, explore their curiosities, and face their feelings head on. They will be able to reflect which will allow them to get out of their heads and become present.

### *Literature Extensions*

If time and/or schedule permits, several texts will be provided to extend the lesson and create connections to literacy and enhance mindfulness practice.

- DiOrio, Rana (2010). *What Does It Mean To Be Present*. California: Sourcebooks
- Snel, Eline (2019). *Sitting Still Like a Frog*. Colorado: Shambhala
- Stewart, Whitney (2015). *Meditation Is an Open Sky Mindfulness for Kids*. Illinois: Albert Whitman & Company
- Marcelli-Sargent, Kristina (2020). *Mindful Games for Kid 50 Fun Activities to Stay Present, Improve Concentration, and Understand Emotions*. California: Rockridge Press
- Gates, Mariam (2016). *Good Morning Yoga*. Colorado: Sounds True
- Clarke, Carolyn (2011). *Imaginations: Fun Relaxation Stories and Mediations for Kids*. South Carolina: CreateSpace

### Mindfulness Practices

#### Mindful Meditation:

Mindfulness meditation is a mental training practice that teaches you to slow down racing thoughts, let go of negativity, and calm both your mind and body. During meditation students should sit and relax, breath, listen, relax and be. Students who engage in mindful movement activities can see a multitude of benefits, including increased strength and energy, better posture, reduced stress and improved attentiveness, self-confidence, self-awareness and self-care habits.

### Mindful Listening:

Mindful listening is a way of listening without judgment, criticism or interruption, while being aware of internal thoughts and reactions that may get in the way of people communicating with you effectively. Mindful listening helps increase your empathy. Empathy refers to the ability to understand another person and share what he or she are feeling. Mindful listening further develops self-awareness, helps deepen relations, and improves your focus and attention.

How to Practice Mindful Listening: HEAR

HALT — Halt whatever you are doing and offer your full attention.

ENJOY — Enjoy a breath as you choose to receive whatever is being communicated to you— wanted or unwanted.

ASK — Ask yourself if you really know what they mean and if you do not, ask for clarification. Instead of making assumptions, bring openness and curiosity to the interaction. You might be surprised at what you discover.

REFLECT — Reflect back to them what you heard. This tells them that you were really listening.

### Mindful Breathing:

Mindful breathing is a very basic yet powerful mindfulness meditation practice. The idea is simply to focus your attention on your breathing—to its natural rhythm and flow and the way it feels on each inhale and exhale. The Physical and Emotional Benefits of Breath Meditation Reduce stress levels in your body; lower your heart rate and blood pressure. Mindful breathing reduces depression; regulate your body’s reaction to stress and fatigue. When you are practicing mindful breathing, find a relaxed, comfortable position. Notice and relax your body. Tune into your breath. Now as you do this, you might notice that your mind may start to wander. Stay here for five to seven minutes. After a few minutes, once again notice your body, your whole body, seated here.

### Mindful Body Movements/Yoga:

Mindful movement is exercise performed with awareness. It involves mental focus, to train your body to move optimally through both athletic activities and everyday life. Its exercise that makes you move smarter. Becoming more aware of your body helps, you navigate life. Body awareness also helps you become more aware of — and enjoy — the times when you feel good. Mindful movement is a mixture of yoga, mindfulness meditation, breathing, and relaxation exercises.

Some benefits of mindful movement are self-regulation and stress management. Additional benefits of mindfulness is that you feel safe, confident and strong. It improves emotional awareness and acceptance as well as increase self-compassion, improvement of focus and attention to the present moment.

### **Activities**

The suggested activities listed below are designed to be implemented during transitions throughout your daily instruction. The goal is to introduce the students to the monthly theme and teach the guided mindset using mindfulness techniques. This curriculum unit has a suggested list of activities and resources that can be combined with any additional SEL curriculum used at the school level. Additional activities can also be used to support the theme and mindfulness practices.

<b>Month</b>	<b>Anchor Theme</b>	<b>Guided Mindset</b>	<b>Student “I Can” Statements</b>	<b>Activities</b>	<b>Resources</b>
1 <sup>st</sup> Month	<p>Mindfulness Foundations</p> <ul style="list-style-type: none"> <li>-Mindful Bodies</li> <li>-Mindful Listening</li> <li>-Mindful Breathing</li> </ul>	<p>-Awareness of our breathing can bring us back to the present, help handle our emotions, and help us focus.</p> <p>-The breath connects the mind and body</p> <p>-Calming our bodies through breathing helps us to build our listening skills and cultivate the ability to have increased awareness of our surroundings, others, and ourselves.</p>	<p>-I can use mindful breathing to calm my body and refocus my mind.</p> <p>-I can show a mindful body to practice deep breathing and to accomplish an academic task.</p> <p>-I can build my “focus muscle” by practicing mindful listening.</p>	<p>Mindful Breathing</p> <p><a href="#">Mind in a jar</a></p> <p>Mediation</p> <p>Yoga</p>	<p>Go Noodle Flow Channel</p> <p>Calm App: Guided Meditation <a href="#">Calm App</a></p> <p>Meditation Is an Open Sky Mindfulness for Kids Book</p> <p><a href="#">Cosmic Kids Yoga</a></p> <p>Good Morning Yoga Book</p>
2 <sup>nd</sup> Month	Emotional Intelligence	<p>-All emotions matter and are important to expressing our personal experiences in and out of school.</p> <p>-When we can identify our emotions, we can better relate to our peers and our environment.</p>	<p>-I can use the mood meter to identify a range of emotions.</p> <p>-I can use the mood meter to show <i>my</i> emotions throughout the school day.</p>	<p>Mood Meter <a href="#">Mood Meter App</a></p>	<p>The Mindful Child Chapter 7</p>

3 <sup>rd</sup> Month	Growth Mindset & Gratitude	<p>-There is a lot of power in the phrasing ‘not yet.’ This shows that growth is possible.</p> <p>-Mistakes are a natural and necessary part of learning.</p>	<p>-I can grow my intelligence if I ask for help and work hard.</p> <p>-I can reframe my negative thoughts with positive affirmations and kind words.</p> <p>-I can explain why ‘YET’ is the most powerful word in my vocabulary.</p>	<p>Growth Mindset: <a href="#">#YouCanLearnAnything</a> Khan Academy Video</p> <p>Gratitude: Gratitude Journal Gratitude Challenge</p>	Growth Mindset: Gratitude: The Mindful Child Chapter 5
4 <sup>th</sup> Month	Compassion	<p>-Compassion is an <i>action</i>, not a feeling.</p> <p>-The first step in building compassion is by developing awareness through observation.</p>	<p>-I can notice when others are not their best selves and show kindness toward them.</p> <p>-I can be kind to others without expecting anything in return because it makes our school a better place to learn.</p>	<p>Mindful Games: Appreciation Chain Warm thoughts I Stop and Feel My Breathing Mind, Body, GO!</p> <p>To see these activities and more, <a href="#">click here</a>.</p>	The Mindful Child Chapter 1 and Chapter 5



6 <sup>th</sup> Month	Reflection & Celebration	<p>-When I work hard to achieve a goal, I can celebrate my accomplishment without being boastful.</p> <p>-Celebrating the success of others is just as important as celebrating my own accomplishments.</p> <p>-When my community succeeds, I succeed.</p>	<p>-I can be proud of myself for accomplishing my goals.</p> <p>-I can be proud of others for accomplishing their goals.</p>	<p><i>Happy Teachers Change the World:</i> <a href="#">Circle Sharing</a></p> <p><i>Other Activities:</i> Class Superlatives Shout Out Board</p> <p>Plan an activity with the class to synthesize their understanding of mindfulness throughout the year: Dance Play Song</p>	<p>Goal Setting Sheets</p> <p>Mindful Journals</p> <p>Mindfulness Resources</p>
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### Appendix 1: Teaching Standards

Health Education:

NCES.2.MEH.1- Understand the relationship among healthy expression of emotions, mental health, and healthy behavior.

NCES.2.MEH.1.1- Identify appropriate standards for behavior.

NCES.2.MEH.1.2- Summarize behaviors that help to avoid risks.

NCES.2.MEH.1.5 - Summarize the potential negative effects of stress on the body and mind.

NCES.2.ICR.1- Understand healthy and effective interpersonal communication and relationships.

NCES.2.ICR.1.2- Interpret the feelings of others and how to respond when angry or sad.

NCES.2.ICR.1.5- Exemplify how to communicate with others with kindness and respect.

Reading Standards: Key Ideas and Details:

CCSS.ELA-LITERACY.RL.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

CCSS.ELA-LITERACY.RL.2.3 Describe how characters in a story respond to major events and challenges

Writing Standards:

CCSS.ELA-LITERACY.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

### Application of Standards in Curriculum Unit (work on wording)




During this curriculum unit, students will learn basic mindfulness techniques that they can incorporate into their daily lives. The basic mindful techniques they will practice are mindful breathing, mindful meditation, mindful bodies and mindful listening exercises. The mindful practices will assist students with stress management, goal setting and building a classroom community. In addition, students will learn how to regulate their emotions with mood meters. Once students learn how to identify their emotions they can effectively communicate them to others with kindness and respect. Students will learn how to be in charge of their own learning while holding themselves accountable with goal setting sheets. The mindful practices that students experience will help students develop healthy expression of emotions, mental health, and healthy behavior.

### Additional Appendices:




#### Appendix 2: Pre/Post Test

**Mindfulness Pre/Post Test**




1. Do you get upset with yourself for doing things that don't make sense?

NEVER  SOMETIMES  ALWAYS 




2. At school I do things without noticing what I'm doing.

NEVER  SOMETIMES  ALWAYS 




3. I think about things that have happened in the past instead of thinking about things happening right now.

NEVER  SOMETIMES  ALWAYS 

4. I think that some of my feelings are bad and that I shouldn't have them.

NEVER  SOMETIMES  ALWAYS 

5. I try to stop myself from having feelings that I don't like.

NEVER  SOMETIMES  ALWAYS 


Name \_\_\_\_\_

Circle One: Pre Post




### Appendix 3: Mindfulness Anchor Chart


## What is Mindfulness?




Being **present** right here and right now.



**Noticing** the details all around you.

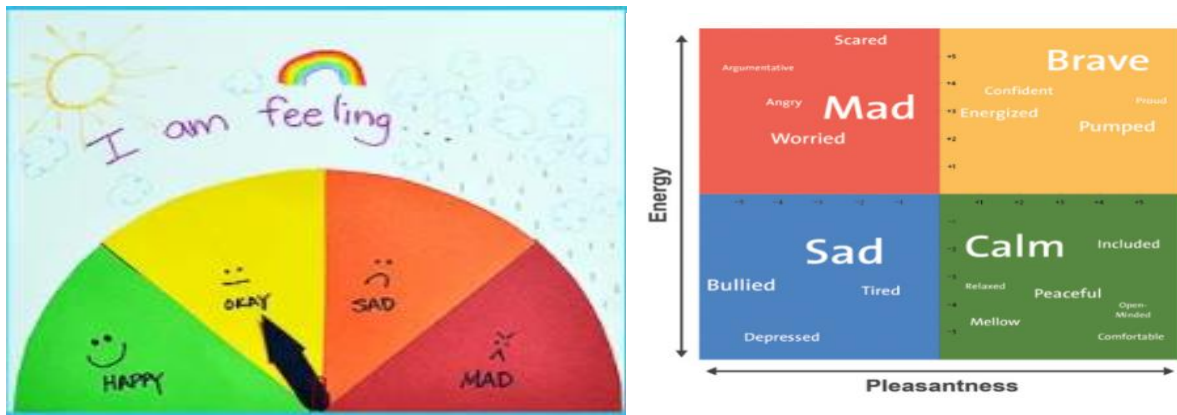


Thinking before you act out or speak





Paying attention to how your body is feeling and responding

### Appendix 4: Mood Meter



Appendix 5: Goal Setting Sheet

Name:	
 <b>My Learning Goals</b>	
Start Date:	End Date:
What I can do today:	What I want to do by this date:
	
What will you do to reach this goal?	
<b>At School, I will:</b>	
<b>At Home, I will:</b>	

**Materials List**

- Smartboard/Projector
- Mindfulness Journals (one for each student)
- Pre-Post Test (one for each student)
- Goal Setting Sheet (one for each student)
- Mood Meter (1 for the class or one for each student)
- Anchor Chart Paper (as needed)
- Markers
- Pencils

## Student Resources

### Literature Extensions

Wise-Brown, Margaret (1999). *The Important Book*. New York: Harper Collins

- *The Important Book* expresses to children the importance of everyday objects such as spoons and apples. *The Important Book* use rhyme and colorful illustrations to display familiar things to students like wind, rain, apples and daisies and the importance of these object.

DiOrio, Rana (2010). *What Does It Mean to Be Present*. New York: Source Books

- Being present means being in the “here and now” which means that we are aware and mindful of what is happening now. This story follows a group of friends in their everyday life at school and home as they encounter what it means to be present.

Snel, Eline (2019). *Sitting Still like a Frog*. Colorado: Shambhala

- This book offers mindfulness practices for children ages 5-12. The mindfulness practices are to help children deal with their emotions, anxiety and concentration.

Stewart, Whitney (2015). *Meditation Is an Open Sky Mindfulness for Kids*. Illinois: Albert Whitman & Company

- This book provides simple mindfulness meditations for kids. These mindfulness exercises are of kids of any age. The exercises are intended to help manage stress, focus and life challenges. Kids will discover how to feel safe, show kindness and calm their emotions. This mindful book is an amazing tool to help kids deal with everyday stressors in life.

Marcelli-Sargent, Kristina (2020). *Mindful Games for Kid 50 Fun Activities to Stay Present, Improve Concentration, and Understand Emotions*. California: Rockridge Press

- It is hard to deal with your feelings, but can be easier once you learn how to live in the present moment and while listening to your body. In *Mindful Games* for Kids, children ages 4-8 can learn coping skills and control over their feelings. This book offers engaging activities using mindfulness principles to help kid’s self-regulate, spread kindness and concentrate a little easier.

Gates, Mariam (2016). *Good Morning Yoga*. Colorado: Sounds True

- This is a great story to wake up in the morning. Parents and kids can use this story in their daily practice to greet the morning and their day with peace and happiness. *Good Morning Yoga* can help kids and parents find their intentions as they go about their daily adventure. What a great way to start your day!

Clarke, Carolyn (2011). *Imaginations: Fun Relaxation Stories and Mediations for Kids*. South Carolina: CreateSpace

This book provides stories to help children learn to how to be in control of their mind and their bodies. Carolyn Clarke guide offers tools for children to express their emotions in a positive manner. The stories and illustrations are vivid and creative.

## Websites

“Calm: Sounds and Meditations.” Accessed October 16, 2020. <https://www.calm.com/>.

- Calm app is a website dedicated to making the world a happier and healthier place to live. The website uses guided meditation, calming music, and bedtime stories to help users release stress, anxiousness, sleep better and feel more confident.

“Go Noodle: Mediation.” Go Noodle. Accessed October 15, 2020. <https://www.gonoodle.com/>.

- Go Noodle is a kid’s friendly website that offer a variety of free educational videos. In addition, Go Noodle has multiple videos and activities that focus on movement and mindfulness; specifically, mindful awareness, mindful breathing, and mindful movement. The goal of the website is to help kids live to be their best selves.

“Cosmic Kids Yoga “Making Yoga and Mindfulness Fun for Kids.” Cosmic Kids. Accessed October 15, 2020. <https://www.cosmickids.com/>.

- Cosmic Kids mission is to offer yoga and mindfulness to children online. In the classroom, students participate in teacher led yoga sessions with online videos. These yoga sessions are entertaining, engaging, and educational as well as a fun easy way to incorporate daily mindfulness practices into the classroom.

“Understood.” Assessed October 26, 2020. <https://www.understood.org/>.

- Understood is a non-profit dedicated to serving the millions of families of kids who learn and think in different ways. The organization works with educators, health care professionals, researchers, and human resource professionals to provided proven, vetted information and resources.

“Khan Academy.” Assessed October 28, 2020. <https://www.khanacademy.com/>.

- Khan Academy is an American non-profit educational organization created in 2008 by Sal Khan, with the goal of creating a set of free online tools that help educate students. The organization create short lessons in the form of videos. Its website also includes supplementary practice exercises and resources for educators.

“Yale Center for Emotional Intelligence.” Assessed October 29, 2020. <https://ycei.org/>.

Yale Center for Emotional Intelligence conduct research and design educational approaches and resources that support people of all ages in developing emotional intelligence and the skills to thrive and contribute to society.

## Teacher Resources:

Nhat Hanh, T., & Weare, K. (2017). *Happy teachers change the world*. California: Parallax Press.

- *Happy Teachers Change the World* teaches educators an insight to mindfulness in education created by ThichNhat Hanh and the Plum Village. The book helps offer educators practical strategies and techniques that they can use to establish their own mindfulness practice before introducing it to students. The goal is for educators to teach

themselves mindfulness techniques that can later be applied in the classroom with their students.

Greenland, S. (2010). *The Mindful Child*. New York: Free Press

- The techniques of mindful awareness has been used to help millions of adults reduce stress. Now, experts are looking at how mindfulness can help children reduce stress and pressures in their lives. *The Mindful Child* is an innovative book, based on a program affiliated with UCLA. The book was designed to show parents how to teach these transformative mindfulness practices to their children.

Hawkins, K. (2017). *Mindful teacher, Mindful school: Improving wellbeing in teaching and learning*. Washington, D.C.: Sage.

- Former educator Kevin Hawkins merges theory with practice while incorporating real life stories in his book *Mindful teacher, Mindful School*. Hawkins' enables teachers to learn about mindfulness in their own personal and professional lives and incorporate it in their classroom.

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Janz Phillip, Dawe Sharon, Whyllie Melissa. 2019. "Mindfulness-Based Program Embedded Within the Existing Curriculum Improves Executive Functioning and Behavior in Young Children: A Waitlist Controlled Trial." *Frontiers In Psychology* 1-4.

Jennings, P. A. (Ed.). (2019). *The mindful school: Transforming school culture through mindfulness and compassion*. New York: Guilford Press.

Kabat-Zinn, Jon. 2003. "Mindfulness-Based Interventions in Context: Past, Present, and Future." *Clinical Psychology Science and Practice* 144-156.

Keltner, Dacher. 2004. "The Compassionate Instinct." *Greater Good Magazine* 28-38.

Langer, E. J. (2016). *The power of mindful learning*. Philadelphia: Da Capo Lifelong Books.

Meiklejohn, J. Phillips, C. Freedman, M.L. 2012. "Integrating Mindfulness Training into k-12 Education: Fostering the Resilience of Teachers and Students ." *Mindfulness* 291-307.

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<https://www.mindfulschools.org/>.

Saltzman, Dr. Amy. 2020. *Still Quiet Place*. January 15. Accessed September 30, 2020.

<http://www.stillquietplace.com/>.

Thich Nhat Hanh, Katherin Weare. 2017. *Happy Teachers Change the World*. California : Parallax Press.

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<sup>i</sup> Thich Nhat Hanh, Katherin Weare. 2017. *Happy Teachers Change the World*. California: Parallax Press.

<sup>ii</sup> 2007. *Mindful Schools*. August 15. Accessed September 28, 2020. <https://www.mindfulschools.org/>.

<sup>iii</sup> Center, Greater Good Science. 2020. "What is Mindfulness?" *Greater Good*. October 14. Accessed October 14, 2020. <https://greatergood.berkeley.edu/topic/mindfulness/definition>.

<sup>iv</sup> Kabat-Zinn, Jon. 2003. "Mindfulness-Based Interventions in Context: Past, Present, and Future." *Clinical Psychology Science and Practice* 144-156.

<sup>v</sup> Saltzman, Dr. Amy. 2020. *Still Quiet Place*. January 15. Accessed September 30, 2020. <http://www.stillquietplace.com/>.

<sup>vi</sup> Saltzman, Dr. Amy. 2020. *Still Quiet Place*. January 15. Accessed September 30, 2020. <http://www.stillquietplace.com/>.

<sup>vii</sup> 2007. *Mindful Schools*. August 15. Accessed September 28, 2020. <https://www.mindfulschools.org/>.

<sup>viii</sup> Meiklejohn, J. Phillips, C. Freedman, M.L. 2012. "Integrating Mindfulness Training into k-12 Education: Fostering the Resilience of Teachers and Students." *Mindfulness* 291-307.

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<sup>x</sup> Keltner, Dacher. 2004. "The Compassionate Instinct." *Greater Good Magazine* 28-38.

<sup>xi</sup> Meiklejohn, J. Phillips, C. Freedman, M.L. 2012. "Integrating Mindfulness Training into k-12 Education: Fostering the Resilience of Teachers and Students ." *Mindfulness* 291-307.

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