



## **Mindful Child, Healthy Child**

by Veronica Maron, 2020 CTI Fellow  
Oakhurst STEAM Academy

This curriculum unit is recommended for:  
Kindergarten/First Grade

**Keywords:** Adverse Childhood Experiences, social emotional learning, mindfulness, trauma-informed practices, culturally relevant pedagogy

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

**Synopsis:** This curriculum unit will introduce early learners to the concept of mindfulness as well as a variety of introductory practices. In this unit, students will learn about feeling words, focusing their minds, how physical and mental health are related, and methods for maintaining a calm body and mind. A variety of comprehension checkpoints will be administered in order to guide instruction. Resources include read alouds, guided meditation, and instructional yoga books. Students will be asked to use words, symbols, colors and body language to explore various mindfulness techniques. This unit aligns with the North Carolina Mental and Emotional Health Education and English Language Arts Writing standards. The summative assessment requires students to recall a specific mindfulness technique and explain its purpose. The rationale behind this curriculum unit is to introduce resiliency strategies to a population that is statistically disproportionately affected by toxic stressors. It has been found that school-aged children exposed to Adverse Childhood Experiences are more likely to experience negative long-term health outcomes. Introducing these students to mindfulness strategies at an early age may be effective in counteracting exposure to toxic stress, thus impeding on its lifelong effects.

*I plan to teach this unit during the coming year to 17 students in first grade during the social emotional learning block.*

*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.*

# **Mindful Child, Healthy Child**

*Veronica Maron*

## **Introduction**

### Rationale

It has been proven that Adverse Childhood Experiences are directly correlated with long-term health outcomes. By teaching mental health practices, specifically mindfulness, as another form of physical healthcare, educators may be able to play a significant role in providing students with the tools to mitigate stressors throughout their lifetime. Instilling these values in young learners may allow them to better cope with trauma and/or stress later in life and counteract some of the negative long-term health outcomes associated with Adverse Childhood Experiences. This curriculum will introduce early education students to mindfulness practices and identifying emotions.

### Student Demographics

Oakhurst STEAM Academy serves roughly 600 students. Student demographics are as follows: 41% African American, 28% Hispanic, 21% White, 6% Asian, 4% two or more ethnicities, 0.3% Pacific Islander, and 0.2% American Indian. There are more male students at 55% of the student body than female students at 45% of the student body. Students with disabilities make up 13% of the student population. Six percent of students qualify for the AIG program. English Language Learners constitute 23% of the student body. Two percent of students at the school have a 504 plan.

### Unit Goals

This curriculum will explain why it is important to take care of our minds and emotions in correspondence with our bodies. It will also teach mindfulness and resiliency strategies and encourage students to explore mindfulness in a way that works for them. It will provide educators with feedback regarding age-appropriate mindfulness techniques. If students are able to learn these skills as young learners, educators implementing the curriculum will be able to track the students' use of mindfulness, allowing for information that may be used to alter the implementation as seen fit. Statistically, students of color and those living in poverty are more likely to be affected by Adverse Childhood Experiences. Based on this information, the students my school serves are disproportionately more likely to experience toxic stressors during their school years. An important goal of this curriculum is to provide strategies for these students in the hopes of teaching resiliency techniques that may lessen the impact of the inequities they face.

## **Content Research**

## What is Mindfulness?

Mindfulness is defined by Oxford Languages as “a mental state achieved by focusing one’s awareness on the present moment”.<sup>1</sup> While mindfulness has a long history in east Asian countries and religions, it has made its way to modern acceptance. Credit for the conception of modern mindfulness is shared between Robert Wallace and Herbert Benson, scientific professionals who studied its effects, and Jon Kabat-Zinn, the creator of the Mindfulness Based Stress Reduction (MBSR) program.<sup>2</sup> Other mindfulness programs, therapies, labs, and research were established from these foundational models. Ellie Langer viewed mindfulness through a psychological lens and began studying “inattentive behavior (mindlessness) and intentionally reflective cognition (mindfulness)”, which fell into the established category of social cognition.<sup>3</sup> Langer’s research on the subject stemmed from her observations of mindlessness, or the idea that when humans participated in a habitual or familiar act, they would “proceed without reflection”.<sup>4</sup> The concept of automaticity was already established for somatic actions, but Langer expanded this idea to social interactions as well.

The practice of mindfulness has gained attention largely due to its claims to alleviate physical ailments in its users. A study conducted by Patricia L. Dobkin and Qinyi Zhao aimed to identify which mindfulness activities were most efficient at ailing the participants of the study. The subjects were 83 patients identified as being “chronically ill”.<sup>5</sup> Data was collected before and after tasking participants with various forms of mindfulness. Overall, the study found that “an increase in mindfulness was significantly related to reductions in depressive symptoms, stress, medical symptoms and an increase in overall sense of coherence”.<sup>6</sup> No significant data was found in relation to the form of mindfulness the patient practiced.

## Introduction to Social Emotional Learning

Mindfulness benefits social emotional learning as it teaches students to recognize and label their emotions in preparation for the socio-emotional growth that comes with SEL implementation. Social emotional learning is a broad construct aimed at promoting mental and emotional health in students. The book *Social and Emotional Learning in the Classroom: Promoting Mental*

---

1

“Mindfulness: Definition of Mindfulness by Oxford Dictionary on Lexico.com.”

<sup>2</sup> Fox Lee, Shayna. “Psychology’s Own Mindfulness: Ellen Langer and the Social Politics of Scientific Interest in ‘active noticing’”.

<sup>3</sup> Fox Lee, Shayna.

<sup>4</sup> Fox Lee, Shayna.

<sup>5</sup> Dobkin, Zhao. “Increased Mindfulness – The Active Component of the Mindfulness-Based Stress Reduction Program?”

<sup>6</sup> Dobkin, Zhao.

*Health and Academic Success* identifies Daniel Goleman’s 1995 book *Emotional Intelligence* as the starting point for the movement.<sup>7</sup> Goleman, among other researchers, was working to “[develop] a framework for supporting the positive social, emotional, and academic development of children and adolescents in school settings”.<sup>8</sup> The authors of the book *Social and Emotional Learning...*, Kenneth W. Merrell and Barbara A. Gueldner, also note that SEL has the potential to impact the actions of students with poor emotional regulation or mental health.<sup>9</sup> In other words, when educators give students the opportunity and resources to develop their social and emotional health, it also enables professionals to evaluate student behavior and intervene with risk assessment and crisis prevention as needed.

### *What Constitutes Social Emotional Learning?*

Social emotional learning has two facets— developing interpersonal social relationships and emotional introspection. The learning aspect of the name comes from the idea that students can learn through 1) the use of data, 2) various teaching strategies, and 3) through feedback. Within the overarching concept, there are more precise focus areas that are used to help guide instruction. One of these areas is wellness. Merrell and Gueldner explain wellness as not only the absence of disease or other pathologies, but also being in a state of positive health.<sup>10</sup> They also reference research from Emory Cowen who identified five pathways to reaching wellness: establishing positive attachments, learning developmentally appropriate skills, a positive environment, locus of control, and self-regulation.<sup>11</sup>

First, children need adults with whom they establish positive, foundational attachments in early childhood. If a child does not have positive adult relationships in their home life, educators may also fulfill this role. In the early social development of children, they mirror the behaviors of these trusted adults. Thus, a trusted adult who models healthy social and emotional behaviors helps prevent the need for interventions later on. Next, children need to learn developmentally appropriate skills at the correct time. This requires qualified educators who understand the processes of early child development and instruct according to the developmental stage of their students.

In addition to establishing positive attachments and learning developmentally appropriate skills, children need access to an environment that favors positive outcomes. Again, this is where

---

<sup>7</sup> Merrell, Gueldner. *Social and Emotional Learning in the Classroom: Promoting Mental Health and Academic Success*.

<sup>8</sup> Merrell, Gueldner.

<sup>9</sup> Merrell, Gueldner.

<sup>10</sup> Merrell, Gueldner.

<sup>11</sup> Cowen, E. L. (1994). *The enhancement of psychological wellness: Challenges and opportunities*.

educators may act as foundational adult attachments in creating a welcoming classroom environment and community. The final two pathways are intrinsically based. The student must feel that they are capable of controlling their internal locus of control. They must also be capable of self-regulating their emotions and managing stress. These intrinsic aspects are not inherent—they must be taught, which is where the research, instructional strategies and feedback from social emotional curriculums come into play.

Merrell and Gueldner provided information from various research studies working to prove the legitimacy of social emotional learning. One such example came from *Building Academic Success on Social and Emotional Learning: What Does the Research Say?*<sup>12</sup> This study substantiated “scientific evidence in support of a wide variety of SEL outcomes related to school success”.<sup>13</sup> School success was categorized as attitude towards school, behavior within school, and academic performance. A meta-analytic conducted by Wilson, Gottfredson, and Najaka found similar results, specifically in regard to attitude and behavior.<sup>14</sup> Finally, a research review by Durlak and Wells found that SEL programs most similar to mindfulness practices “resulted in robust gains in improving competencies (e.g., self-assertion, communication skills) and decreasing problematic behavior (e.g., anxiety/depression, externalizing behavior problems)”.<sup>15</sup>

#### Trauma-Informed Practices

A 2016 study attempted to develop a model of culturally relevant trauma-informed practices for students who are economically disadvantaged and/or students of color. *Assessing Perceptions of Culture and Trauma in an Elementary School: Informing a Model for Culturally Responsive Trauma-Informed Schools* was published from Binghamton University by students in the Graduate School of Education.<sup>16</sup> Its focus is on school-level cultural and socioeconomic inequities, such as “harsher and more punitive consequences...higher rates of discipline referrals, suspensions, and expulsions”.<sup>17</sup> With these punishments comes the matter of inequitable distribution of consequences, and consequences being given for subjective interpretations of behavior.

---

<sup>12</sup> Zins, J. E., Weissberg, R. P., Wang, M. C., & Walberg, H. J. (Eds.). (2004). *Building academic success on social and emotional learning: What does the research say?*

<sup>13</sup> Merrell, Gueldner. *Social and Emotional Learning in the Classroom: Promoting Mental Health and Academic Success.*

<sup>14</sup> Wilson, D. B., Gottfredson, D. C., & Najaka, S. S. (2001). School-based prevention of problem behaviors: A meta-analysis.

<sup>15</sup> Merrell, Gueldner. *Social and Emotional Learning in the Classroom: Promoting Mental Health and Academic Success.*

<sup>16</sup> Blitz, Anderson. “Assessing Perceptions of Culture and Trauma in an Elementary School: Informing a Model for Culturally Responsive Trauma-Informed Schools.”

<sup>17</sup> Blitz, Anderson.

While the aforementioned students are receiving biased treatment at the school level, they are also statistically more likely to experience significant stressors outside of school as well. Annually, more than half of the students of color analyzed in this study were exposed to violence and 15% of the students “experienced six or more incidences”.<sup>18</sup> Students in poverty “are more likely to be exposed to abuse, loss and violence” which alters their ability to cope with stressors and regulate emotions in a healthy manner.<sup>19</sup> Providing culturally relevant trauma-informed practices for students who are disproportionately affected by things like violence, abuse, and systemic bias is crucial for education communities.

Repeated exposure to unhealthy, harmful stressors is called toxic stress. Toxic stress has been shown to impact the “social-emotional, cognitive, and academic growth” of children, defined as anyone under 18 years of age.<sup>20</sup> Exposure to toxic stress at a young age may result in developmental, physical, and mental/emotional disparities. Educators are in a position to provide a network of support, the absence of which is a contributing factor to the effects of toxic stress, and teach resiliency and other trauma-informed practices to students in need.

### *Culturally Relevant Pedagogy*

Teaching culturally responsive pedagogy (CRP) begins with educators. In order to guide students to view injustices as external rather than intrinsic, educators must first understand the communities they serve. Educators must develop strong partnerships with families and community members in order to “[use] students’ culture, ethnic heritage, and experiences of oppression as foundations for teaching and learning”.<sup>21</sup> Culturally relevant pedagogy alone is not enough to create a successful trauma-informed practice. However, it is one facet of the adjustments that must be made in a classroom environment.

One example of a culturally responsive trauma model was developed during the aforementioned Binghamton University study. As mentioned above, successful implementation of CRP begins with teachers. This model began by focusing on the educators implementing the instruction. It used the Sanctuary Model as its framework—an established instructional model that states that teachers must first develop their own resiliency strategies and common language in regard to the secondary trauma they may face during the process. Secondary trauma is defined by Zimering and Gulliver in *The Psychiatric Times* as “indirect exposure to trauma through a firsthand account or narrative of a traumatic event”.<sup>22</sup> The researchers modified what is known as the SELF acronym from the Sanctuary Model to shape their instructional model. The original acronym stands for safety, emotions, losses and future. The modified version stands for (1) safety, (2) emotions, (3) learning and (4) family. Each aspect of this acronym helped to direct and explain the foundation of the model being developed.

---

<sup>18</sup> Blitz, Anderson.

<sup>19</sup> Blitz, Anderson.

<sup>20</sup> Blitz, Anderson.

<sup>21</sup> Blitz, Anderson.

<sup>22</sup> Zimering, Gulliver. Secondary traumatization in mental health care providers.

- (1) The safety aspect focused on bullying and “disruptive or aggressive behavior”.<sup>23</sup> Racial awareness must play a part in examination of the safety aspect because, as aforementioned, students of color statistically receive more discipline and are subject to biased interpretations of behavior.
- (2) The emotions facet of the model concentrated on developing relationships between educators and mental health professionals and/or social workers. These partnerships were created with the intent of educating teachers on how to most effectively communicate with their students experiencing toxic stressors. A key component in this guidance was eliminating “colorblindness” and learning how to identify microaggressions that may hinder the relationship between adult and student.
- (3) Learning was about creating diverse learning strategies for students who may have emotional or developmental delays due to exposure to adverse childhood experiences. These strategies spanned from emotional regulation to academic differentiation to behavioral problem solving.
- (4) Finally, family stressed the importance of building relationships with students’ families through a trauma-informed lens. Trauma and toxic stressors shape how guardians are able to interact with a child’s education. It is important for educators to realize that families communicate and engage in a manner that is appropriate for their situation and abilities. Teachers must initiate the building of the relationship in order to formulate a partnership between guardians and educators to support the student’s needs.

## Conclusion

Mindfulness is a broad concept with a variety of historic and modern implementations. At its base, it is about understanding emotions and how to regulate them. Thus, it is a useful tool to shape the mental, social, and emotional health of children. By employing techniques such as social emotional learning, trauma-informed practices, and culturally relevant pedagogy students can be shown how to promote positive mental and emotional health. These tools have the potential to be especially impactful in communities where students are more likely to experience chronic stress. Educators teaching these programs are also able to better understand and advocate for the school communities they serve.

## **Instructional Implementation**

### General Teaching Strategies

*Gradual Release of Responsibility:* I do, we do, you do is a strategy that eases students into the independent practice of mindfulness. The teacher begins by explaining and modeling an example

---

<sup>23</sup> Blitz, Anderson. “Assessing Perceptions of Culture and Trauma in an Elementary School: Informing a Model for Culturally Responsive Trauma-Informed Schools.”

of practicing mindfulness. This modeling should include detailed, step-by-step verbal instructions alongside physical representations of the actions to suit both auditory and visual learners. The teacher will then prompt the students to mirror their movements and give praise and constructive feedback. This is also when students have the opportunity to ask clarifying questions. Finally, the teacher will prompt the students to reproduce the action on their own, again giving praise and constructive feedback to guide students towards “mastery” of the activity.

*Weather Chart:* As young students are being familiarized with identifying emotions, a Weather Chart may be an effective tool. Weather charts are most developmentally appropriate for lower elementary students, although they may be altered for upper elementary as well. These charts typically provide a limited number of basic representations of emotions, for example, happy, sad, angry, and overwhelmed. Students are given the opportunity to place an indicator (sticky note, clothespin, etc.) on the emotion they currently identify with upon entering the classroom or during morning meeting. This activity gives students an opportunity to check in with themselves and allows educators to not only strengthen emotional relationships with their students, but also to prompt them to expand upon and explain how they feel and why.

*Sensory Guidance:* Various types of sensory reminders to reflect and be mindful may be beneficial for students with differentiated needs. In other words, a teacher might choose to use an auditory chime, visual cue, or aroma to indicate to students in different manners that they need to pause, calm themselves, and regroup. Students who are easily overwhelmed by sensory stimulation may be best suited for a visual cue, such as an anchor chart or written/drawn signal taped to their desk. Students who are tuned in to auditory stimulation may be more likely to notice a windchime or music box. This differentiation may also serve as a talking point for teachers to discuss that there is no incorrect way to practice mindfulness, and that each student needs to find what works best for them.

*Paper-Based Strategies:* Paper-based strategies such as labyrinths or mandalas can be used to keep students focused on a task while also stimulating their brain. As mentioned above, not all students will appreciate or respond to all forms of mindfulness. This strategy may be well-suited for students who need to feel like they are doing something rather than being in a physically restful state. It allows students the space to focus their attention, express themselves creatively, and mentally and emotionally calm in a way that is appropriate for their needs.

Classroom Implementation

*Lesson One*

Objective	Whole Group Lesson	Independent Practice
-----------	--------------------	----------------------



<p>I can use feeling words to explain emotions.</p>	<p>Students are shown a row of four emojis depicting different feelings (happy, sad, mad, scared) on a presentation platform or an anchor chart. They are asked to verbally describe each emoji with a feeling word. Students are asked to not repeat answers. In other words, if a happy emoji is shown, the next student called on cannot repeat the word shared by the student before them. The point of this exercise is to prompt students to think of other vocabulary words to describe emotions.</p> <p>The teacher will discuss with students that humans experience a wide range of emotions, and there are many different words that help us express what we are feeling. The teacher will introduce four new feeling words and ask the students to portray that emotion with their body language. Today’s vocabulary words are joyful, disappointed, irritated and concerned.</p>	<p>Students will be given a worksheet with the four emojis presented at the beginning of the lesson as well as a word bank with the day’s new feeling word vocabulary. Students will be asked to write the matching feeling word underneath the appropriate emoji.</p> <p>This activity allows students to practice using context clues and gives teachers an opportunity to check for comprehension.</p>
---	---	---

*Lesson Two*

<b>Objective</b>	<b>Whole Group Lesson</b>	<b>Independent Practice</b>
<p>I can identify my own emotions and what causes them.</p>	<p>The teacher will remind students of yesterday’s vocabulary words and reinforce the idea that there are many different words to explain our feelings.</p> <p>The teacher will show the students the Vooks read aloud, <a href="#">The Feels</a>. After reading, reinforce that Yeti went on a journey to meet her feelings and understand them.</p> <p>Show students the weather chart. This will be a piece of poster paper with five weather types drawn on—sunny, cloudy, rainy, stormy and rainbow. Students will be asked to take a silent moment to think about how what emotions they are currently feeling. They will then be given the opportunity to place a sticky note or</p>	<p>Students will complete the following sentence starter: Today I feel ____ because ____.</p> <p>This activity allows students to practice their writing and gives teachers an opportunity to check for comprehension.</p>

	<p>clothespin with their name on the weather that matches their emotion.</p> <p>Students will return whole group to the carpet and be allowed to share which weather icon they chose and why they feel that way. The teacher will let the students know that each day during morning meeting and/or at appropriate times during the day, they will be able to change their indicator to match their emotions.</p>	
--	---	--

*Lesson Three*

<b>Objective</b>	<b>Whole Group Lesson</b>	<b>Independent Practice</b>
<p>I can notice how my emotions feel in my body.</p>	<p>Remind students that we are working on naming our emotions and recognizing the emotions we feel and why we are feeling them. Allow students time to change their indicator on the weather chart and explain their emotions and why they feel that way.</p> <p>Tell students that today we are going to take some time to relax our minds and bodies to help recognize our emotions. Play <a href="#">Calm Kids: Introduction (Ages 5-6)</a>. Be sure to choose a soothing background visual for students to watch while listening to the meditation. Ask students to reflect on how this activity made their bodies feel. Reinforce that there are no right or wrong answers.</p>	<p>Students will receive a two-sided worksheet with a basic outline of a human body on either side. The teacher will introduce this figure as Feelings Freddy. The teacher will share that they are going to tell the students two stories about Feelings Freddy, and the students will be asked to color Freddy at the end of each story based on how what happens in the stories make him feel.</p> <p>Story #1: Feelings Freddy went to the park with his grownup. He saw an ice cream truck and was ecstatic. Freddy LOVES ice cream! He runs over to the truck, and he is in luck. The ice cream truck has Freddy’s favorite ice cream flavor. The ice cream man gives Freddy his ice cream cone, and Freddy thanks him. Freddy cannot wait to show his grownup what he got. He starts to run towards his grownup, but uh oh! Freddy’s shoelace comes untied and Freddy trips and falls and drops his ice cream</p>

		<p>cone into the muddy grass. Now Freddy has a hurt knee and no more ice cream. How does Freddy feel? Color Feelings Freddy using colors that match his emotions.</p> <p>Story #2: Feelings Freddy is turning 7 years old today. His grownup tells him that they have a very special surprise for him. Freddy gets dressed, eats breakfast, and he and his grownup get in the car. Freddy asks his grownup where they are going, but his grownup says it is a surprise. Freddy does not like surprises. They drive for an hour, and finally stop outside of a building that Freddy doesn't recognize. They go into the building and Freddy gasps. They are at an animal shelter! Freddy has been asking his grownup for a puppy since he was 5 years old! His grownup says that his birthday surprise is picking out his very own puppy. Best birthday gift ever! How does Freddy feel about his birthday gift? Color Feelings Freddy using colors that match his emotions.</p>
--	--	---

*Lesson Four*

<b>Objective</b>	<b>Whole Group Lesson</b>	<b>Independent Practice</b>
I can move my body to help control my emotions.	Remind students that we are working on naming our emotions and recognizing the emotions we feel and why we are feeling them. Allow students time to change their indicator on the weather chart and explain their emotions and why they feel that way.	Students will complete the following sentence starter: Yoga can help me ____.  This activity allows students to practice their writing and gives teachers an opportunity to check for comprehension.

	Lead students through <a href="#">Unicorn Yoga</a> . After completing the book, ask students how they think this book relates to what we are learning.	
--	--	--

*Lesson Five*

<b>Objective</b>	<b>Whole Group Lesson</b>	<b>Independent Practice</b>
I can recall a specific meditation strategy and its purpose.	<p>Remind students that we are working on naming our emotions and recognizing the emotions we feel and why we are feeling them. Allow students time to change their indicator on the weather chart and explain their emotions and why they feel that way.</p> <p>Ask students if they recognize the word mindfulness. Discuss that the activities they have been working on all week are all forms of mindfulness. Mindfulness means focusing our minds and thinking about our feelings. Ask students to verbally share the activities from the week, and as they do so explain how that activity is a form of mindfulness. Tell students that today we will practice our last mindfulness activity—a mandala. Mandalas are like coloring pages, but they are designed to help focus our brains.</p> <p>Allow students time to color their mandalas with a calming sensory background—dimmed lights, a candle or other scent if possible, and acoustic music. After 10-15 minutes, ask students how they feel after focusing on coloring their mandalas.</p>	<p>Students will complete the following sentence starter: When I feel upset, I can ___ to ___.</p> <p>Student responses might include:</p> <ul style="list-style-type: none"> <li>● When I feel upset, I can meditate to calm down.</li> <li>● When I feel upset, I can do yoga to stretch my body.</li> <li>● When I feel upset, I can color to focus my brain.</li> </ul> <p>This activity allows students to practice their writing and gives teachers an opportunity to check for comprehension.</p>

**Assessments**

Assessments are built into most lessons within this unit in the form of independent practice. These activities were designed to allow the teacher to check for comprehension of the presented material. The final assessment is given during the independent practice portion of lesson five. Students are asked to complete a sentence starter prompting them to recall a mindfulness technique demonstrated during the unit. They will also be asked to explain what they believe the

purpose of that strategy to be. An example of a student response is, “When I feel upset, I can do yoga to calm my body”.

## **Appendix 1: Teaching Standards**

### *North Carolina Mental and Emotional Health*

K.MEH.1.1: Remember the association healthy expression of emotions, mental health, and healthy behavior. Recognize feelings and ways of expressing them.

1.MEH.1.1: Understand the relationships among healthy expression of emotions, mental health, and healthy behavior. Use effective communication to express and cope with emotions.

### *Common Core English Language Arts Writing*

CCSS.ELA-LITERACY.W.1.5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

CCSS.ELA-LITERACY.W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Word Bank

joyful	disappointed
irritated	concerned



\_\_\_\_\_



\_\_\_\_\_



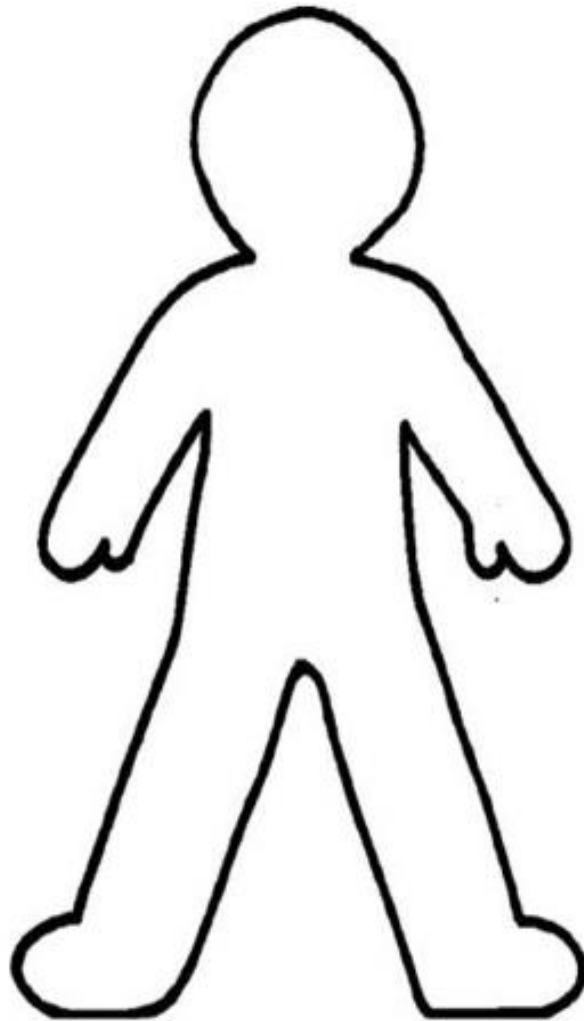
\_\_\_\_\_



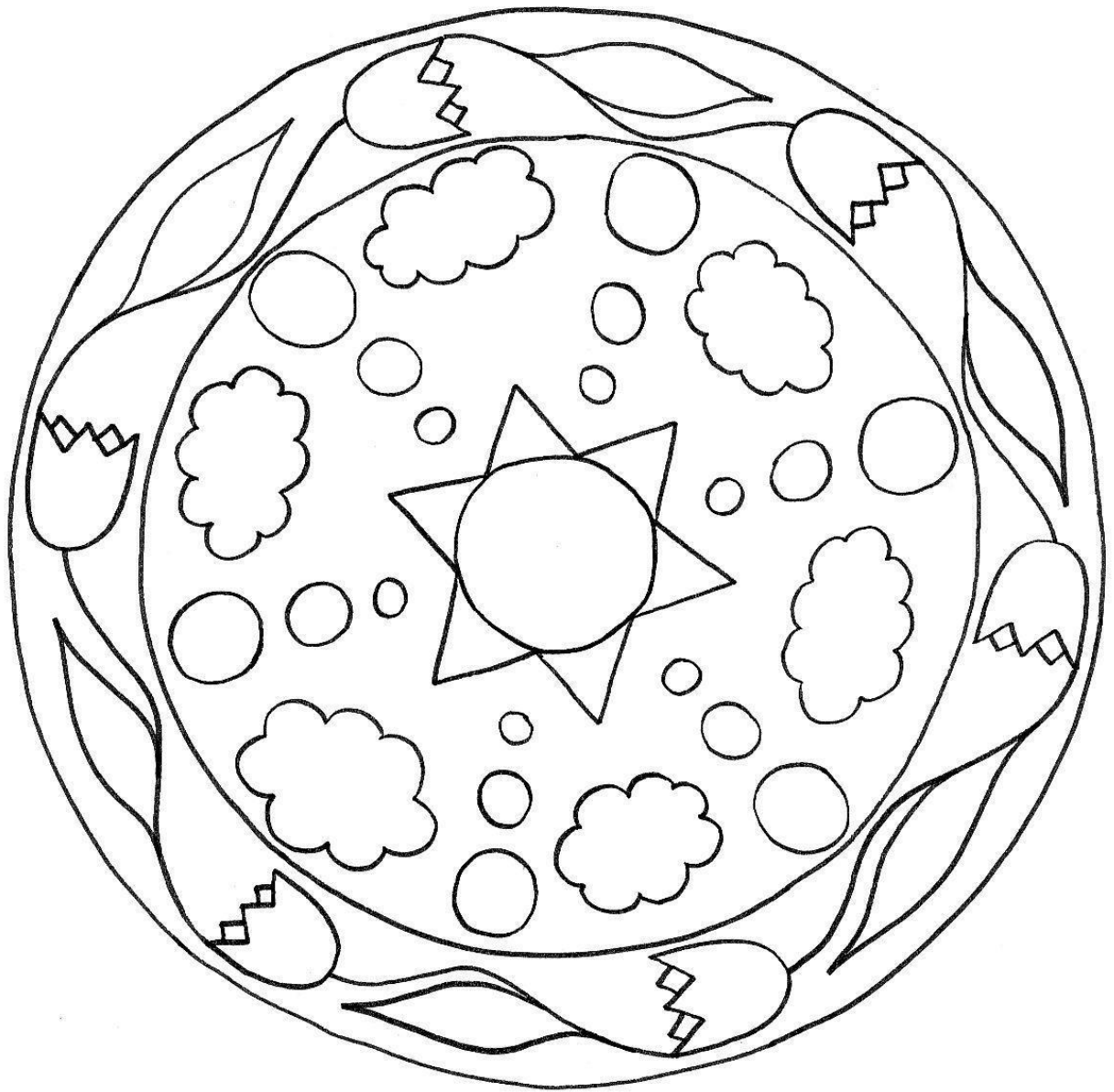
\_\_\_\_\_

---

Feelings Freddy







## Appendix 3: Resources

### *Materials for Classroom Use*

Projector  
Anchor Chart Paper  
Sticky Notes or Clothespins  
Crayons  
Colored Pencils  
Student Journals  
Candles (as needed)  
Music (as needed)

### *Student Resources*

[Calm.com](https://www.calm.com) and the Calm app are online tools that are specifically tailored for introductory mindfulness for kids of various age ranges. The Calm Kids section of the resource has an introduction to mindfulness lesson, as well as more specific guided meditations that are developmentally appropriate for early learners.

[GoNoodle](https://www.gonoodle.com) is an online platform with channels that focus on teaching students emotional self-regulation strategies. Flow, Think About It, and Empower Tools are the most developmentally appropriate for K-1 mindfulness activities. The Flow and Think About It channels also offer videos in Spanish for bilingual students.

### *Teacher Resources*

[Epic](https://www.epic.com), [Vooks](https://www.vooks.com), and [Sora](https://www.sora.com) are online literacy resources that have SEL-based texts for early learners. They are accessible to educators, students, and families which enables social-emotional learning to extend outside of the classroom setting. These sources are also able to be filtered based on the age and interests of the students.

*Mindful Teacher, Mindful School* by Kevin Hawkins is an informative and anecdotal text that gives educators real-world examples and applications of mindfulness practices in a school setting. It provides step-by-step exercises for both staff and students to implement into their daily routines. The book discusses topics such as stress management, self-care, optimizing classroom environments, and professional development.

## Bibliography

- Blitz, Anderson. "Assessing Perceptions of Culture and Trauma in an Elementary School: Informing a Model for Culturally Responsive Trauma-Informed Schools." *The Urban review* 48, no. 4 (July 22, 2016): 520–542.
- "Calm Kids (Ages 5-6)." Calm. Accessed October 25, 2020.  
[https://app.www.calm.com/program/W-4\\_iIgKD/calm-kids-ages-5-6](https://app.www.calm.com/program/W-4_iIgKD/calm-kids-ages-5-6).
- Cascone, Williams Sheppard. *Unicorn Yoga*. Sleeping Bear Press,  
<https://www.getepic.com/book/80240866/unicorn-yoga>.
- Cowen, E. L. (1994). The enhancement of psychological wellness: Challenges and opportunities. *American Journal of Community Psychology*, 22, 149-179.
- Dobkin, Zhao. "Increased Mindfulness – The Active Component of the Mindfulness-Based Stress Reduction Program?" *Complementary therapies in clinical practice* 17, no. 1 (2010): 22–27.
- Fox Lee, Shayna. "Psychology's Own Mindfulness: Ellen Langer and the Social Politics of Scientific Interest in 'active noticing.'" *Journal of the history of the behavioral sciences* 55, no. 3 (2019): 216–229.
- Hawkins, Kevin. *Mindful Teacher, Mindful School*. SAGE Publishing, 2017.
- Merrell, Gueldner. *Social and Emotional Learning in the Classroom: Promoting Mental Health and Academic Success*. Guilford Publications. New York: Guilford Press, 2010.
- "Mindfulness: Definition of Mindfulness by Oxford Dictionary on Lexico.com." Lexico Dictionaries | English. Lexico Dictionaries. Accessed September 26, 2020.  
<https://www.lexico.com/en/definition/mindfulness>.
- Oriard, Christensen. *Slumberkins Presents: The Feels*. Vooks,  
<https://watch.vooks.com/videos/slumberkins-presents-the-feels>.
- Wilson, Gottfredson, & Najaka. School-based Prevention of Problem Behaviors: A Meta-Analysis. *Journal of Quantitative Criminology* 17, (2001): 247-272.
- Zins, Weissberg, Wang, & Walberg. (Eds.). *Building academic success on social and emotional learning: What does the research say?* New York: Teachers College Press, 2004.
- Zimring, Gulliver. Secondary traumatization in mental health care providers. *Psychiatric Times*, vol. 20, no. 4 (2003).  
<http://www.psychiatrictimes.com/view/secondary-traumatization-mental-health-care-providers>