



My Mind My Space

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This curriculum unit is for Social Emotional in Pre-K.

Keywords: mind, space, relaxation, feelings, breath

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

Synopsis: This unit will introduce the students to the benefits of mindfulness awareness and practice to teach children that mindfulness has a space in learning and social emotional development. This unit will provide the students with connections to mindfulness activities and awareness so that they can gain positive skills and control of their educational experiences. We will learn how to identify the importance of social emotional development from lessons and the opportunities to practice mindfulness as a tool to feel accomplished in school and value learning. The focus will be to establish an environment that is stress free and motivates awareness and simplicity. Students will learn how to transition and adjust in a learning environment. I want to take the stress out of the competitive process and allow children to focus on their individual interests and achievements. The students will be able to manage their feelings and identify how they are essential as they practice self-awareness and self-realization in a classroom setting. The students will engage in activities and practices of mindfulness awareness and participate during read aloud to gain literacy base support in this area as well. During the morning meeting, students will participate in mindfulness activities and smooth musical meditation for calmness and support. In the classroom, the cozy area will become a child friendly Zen area. During quiet time, children will have guided meditation or yoga activities to rest and regenerate.

I plan to teach this unit during the coming year to 18 students in my Pre-K classroom as well as share this unit with teachers in my PLC and the Bright Beginnings Program.

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

My Mind My Space

Carolyn Simmons

Introduction

Mindfulness is practice to support children in education. Mindfulness is a need especially with the trends of issues that are combating our society, namely racism and violence and the perception of what people see and feel. In the elementary school, the issues are similar and can be seen in the number of children of color especially boys raising to the rim of suspension in Pre-K and early elementary schools before they can read on grade level. It is time to show children how to create a better awareness for themselves and begin to claim their spot at the table of education in the early years.

What can I do in my classroom to engage and support my students to value the process of learning?

I am a Pre-K teacher. The focus of my teaching is to build on the skills that are the academic and social emotional foundations of the student in my classroom. Often Pre-K is excluded in the format of K-12 formal education. Without the foundation of early childhood education, many children lack essential social emotional skills and basic opportunities to start school equipped to learn. In this unit, students will learn to be on a better playing field that will help them to establish mindfulness techniques to thrive and grow.

While participating in the Mindfulness Seminar led by Dr. Donna Sacco and Dr. Adriana Medina both from The University of North Carolina in Charlotte, I began to experience an awareness of mindfulness that I had no idea existed in such a profound manner. From the experience, I realize that I can bring some interesting and motivational experiences to the students in my classroom. We will engage in reading books, writing, and drawing in a journal to express feelings and creativity. The students will explore meditation and different types of relaxation techniques.

Building on the things that I have learned from the seminar such as how important my space and mind is to me. I have learned to breathe and relax and focus on the current moment and let go of things that I cannot control. I have gained knowledge in reference to how to put my attention on my purpose. I have had exposure to mindfulness with fine arts, music, movement and meditation. This is the focus of project-based learning will help me teach my students to be their best selves. I will use the activities and experiences to guide my students in morning meeting meditation and quiet time sensory integration.

The Pre-K students are engaged in school and all the vast opportunities that are new and overwhelming. This is the time for me to expose the students in awareness of school and their learning environment. The transition from home to school is a big step for students who are age 4 and age five. The students exposed to change and learning rules and routines that offer a large challenge to understand as they maneuver in the process of learning. In a mindfulness classroom, I will show children how to use techniques to relax and enjoy the moment. I will use social emotional objectives to support essential opportunities for mindfulness teaching. This will happen with the use of activities to engage students in building a community of learners and friends. The students will learn from books and mindfulness practices to balance the needs and rights of self and others.

We will focus on the following topic:

- *Students using their imagination and visualization.
- *Movement to recognize breathing patterns.
- *Daily quiet time activities to create a Zen atmosphere and relaxation time for calmness and to relieve tension.
- *Read books to introduce awareness and increase interest in mindfulness.
- *Use technology to support guided meditation and yoga activities and movement..

I plan to introduce and make this curriculum unit available for other Pre-K teachers at my school and to extend this to the Bright Beginning Program to support the social emotional needs of students who are at risk in early childhood. Students will have the opportunity to learn how to establish their mind and space in a learning environment that extends into other facets of their lives and give them the awareness that they can achieve great success as a scholar of learning.

Rationale

Mindfulness is needed the students in my classroom are the driving force for this curriculum based on the things that I have observed. I have observed how children struggle namely trying to establish independence and following rules and procedures. The focus of the curriculum unit is essential for the students in the classroom that I teach in the Pre-K program. I am a teacher in the Bright Beginning Program, which is a literacy-based program and encourages parents to engage their children in the beginning stages of literacy and reading. The core of any education is the social emotional foundations that support learning. The curriculum that I use is literacy based and supporting students' social emotional development. The children in my class are beginning their education journey. They need support to form lasting connections to learning. Building a community of learners will be effective with the mindfulness association in how children can develop awareness and engage in learning effectively. How do we give students the tools that they need especially in a Title 1 school that has many deficits. The goals of the program are to prepare children for lifelong learners and to overcome learning barriers. I want the children to have the opportunity to have embedded activities to engage children in mindfulness and make connections to the bigger part of education. It is important to have the opportunities to build on the support of mindfulness in areas of the students' daily routines for learning how to engage in learning.

Demographics

I am currently a Pre-K teacher in the Bright Beginning Program. This is my twentieth year of teaching Pre-K in the Charlotte Mecklenburg School System. I am one of five Pre-K teachers at the Governors' Village Stem Academy. We teach the Create Curriculum using Teaching Strategies. The Gold Objectives for Development and Learning is our formal assessment tool. North Carolina Foundations-for Early Learning and Development guides social emotional and cognitive objectives as well. The children in my class have many social, emotional, foundational learning resources and the use of technology that enhances and supports learning within the classroom.

The Governors Village Stem Academy Lower is a school located in the heart of the University City Community that was once associated with the name the Governors' Village from the North Carolina named after Governor Jim Hunt. The school built in 1996 as one of the first of four schools, to support the thriving IBM and banking community the original school is Nathaniel Alexander Elementary School is a Title 1 program school organized to meet the needs of the students. The school served 811 students in grades Pre-K to Fifth grade. The percentage of the students that showed proficiency in Reading /Language Arts based on the 3rd grade 2018-2019 end of grade scores have increased to 70.5%. Based on the North Carolina state average we rank worse than 53.4% of the average state scores.

The school has a teacher-student ratio of 16 children to a teacher. The school has a diverse student body, with the majority of African American, is higher than the state average for schools. The enrollment of African Americans is 57.8%, of Hispanic is 21.1%, of Asian is 15.2%, of White is 3.6%, of Two or More Races is 2.3%, of American Indian is 01%, and of Pacific Islander is .01%.

The history of the unique joining of two schools created the largest Pre-K to eighth grade school in the state of North Carolina. The schools changed with the introduction of the joining elementary school John M. Morehead Elementary. The schools connected by both schools using the cafeteria. John M Morehead STEM Academy was an above average public; magnet school located in Charlotte, NC the school has 1,063 students grade K-8 with a student ratio of 17 to 1 teacher. The reading scores indicates 54% proficiency and the school once ranked best public middle school in North Carolina as #232 out of #676.

In the year 2018 both schools joined with much agreement and cooperation from families and resistance from staff internalizing demographics. The schools became one based on the initiative from the Superintendent to increase the availability of a STEM Academy that would serve the community, limit the access to the Title 1 school status, and improve the overall quality of the education that is available for the children.

The demographics of the school tell a story of what the school has to offer to the community. After 1 year of the new school, the state has reported that the school is a C on the state report card in 2018. This has improved the outlook for students and they are taking pride in the school. This will make a lasting impression on the school because the students are a part of the change and the new legacy of the school.

The Governors' Village Stem Academy is been divided into two parts. The Upper

is grade 5 to 8 and the lower is Pre-K to four. The lower campus now ranks 787 of 1,473 North Carolina Elementary Schools and the ratio is 18.2 students to 2 teachers in the Pre-K classroom. The current lower campus enrollment is 107 for Pre-K with the total of both campuses at 1,069 students. The number of eligible students for free or reduced lunch is 1,069 that is in accordance with a Title 1 school status.

Unit Goals

The goal of the unit is to focus on My Mind My Space and for students to learn how to become aware of what education means to them. I will introduce the student's to literacy and activities in the learning centers to promote the engagement and interest of mindfulness. The students will learn to identify and validate their feelings as they are learning. They will follow rules and limits with the purpose of a mindfulness learner. This will allow the students to take care of themselves and needs appropriately as self-directed independent learners. The students will learn to follow classroom rules and expectations as they learn their purpose in the classroom and work in a learning environment. The students will be able to take care of their own needs in an appropriate manner. The mindfulness teaching will help to give the students the tools that they need to grow and blossom fully.

Content Research

Mindfulness

Mindfulness is defined as paying attention, on purpose, to the present moment, with an attitude of kindness and non-reactivity (Kabat-Zinn, 2003). It can be practice in a wide variety of settings. They range from sitting or walking meditation to daily activities such as sharing in the classroom. Educators are using the core elements of mindfulness training to be developmentally appropriate for use with children. The teacher can allow children to assist with activities such as placing a stuffed animal on their bellies and watch their breathing pattern as they are resting. The students can practice brief moments of mindfulness throughout the day. Mindfulness training is a great way to input interventions for improving a student's self-regulation. This helpful tool to teachers to promote the development of students who may vary in the areas of self-regulation. (1)

Importance

Early childhood education is a big challenge because you are teaching young children with problem behaviors that may be typical to their development. There are teachers who grapple with how to teach students with these behaviors. The teaching pyramid model describes a primary level of universal practices and classroom preventive practices that promote social and emotional development of all children that are built on a foundation of positive relationships. (2) The universal classroom practices focus on the developmental aspects of an appropriate child centered classroom. It is a given that teachers find that there are some students whose lack of social and emotional skills or challenging behavior requires more focused attention. Mindfulness can be utilized for student growth and development.

Early Childhood Education

Mindfulness often described, as the process of drawing novel distinctions regardless of if it is notice as important or trivial as long as it is new to the viewer (Lanager & Moldoveeanu, 2000). (3) The approach of mindfulness bases the approaches that the ability of an individual is to achieve reliable performance in a changed environment. This depends on how the individuals think gather- information, perceives the world that is around them and whether a person is able to change their perspective is, related to the current situation (Langer, 1989). (3) Educators need the guidance and ability to seek a way to create a new culture in the schools and counter stress as learning is, facilitated. This can teach a teacher to foster strong seeds of mindfulness in the students and encourage them to engage in the mindfulness practices for themselves. The basic objectives is to engage students to get into the practice of mindfulness and to strengthen inner peace and prevent stress. This can foster understanding between the student and teacher and make the educational experience rich and fortified (4)

How Mindfulness Could Help Needs in Early Childhood Education

How do we get to where we need to go with our students as in over the last decade mindfulness education has taken a preeminent role in the classroom? The high level of stress that is displayed by students has focused researchers to understand how mindfulness affects teachers new to the mindfulness practice (Nicole Jacqueline Albrecht) (5). Wellness is often associated with well-being (Mackey, 2000). In the conceptualization, wellness considered an active and lifelong or ever-lasting process that allows you to be aware of choices and making decisions and taking responsibility to achieve a balanced fulfilled life. The seven dimension wellness model forms multiple disciplines and perspectives (Ager, Albrecht, & Cohen, 2015; Albrecht, 2014). The wheel embodies student's wellbeing (spiritual, environmental, emotional, social,

cognitive, creative and physical) in the school environments. In the school systems, the focus is on integrating mindfulness-based practices with the use of yoga, mindfulness activities, relaxation activities and guided meditation. The mindfulness practice when practiced formally through meditation but in an educational setting, it can be informal. The informal practices open the way to paying attention to one's everyday activities, such as eating, gardening and housework (Albrecht et al., 2012). The focus is to know that mindfulness is about the kind of attention we pay and not the amount of attention given to a particular aspect. Mindfulness considered targeting a wide range of social, emotional, physical, spiritual, cognitive, and creative outcomes (Albrecht, 2014). (5)

How Does Mindfulness Relate To Early Childhood Education

Often children skills are assessed collectively and children who do not meet the targets are labeled slow learners or with a learning disability. This can in turn result in a child developing a low self-esteem, poor quality learning perception, and a loss of interest in the learning process. It is easy for educators to forget about the individual child based on the entire overload that is required for educators. Mindfulness draws what is new to the viewer (Langer & Moldoveanu, 2000) (3). The approach of Mindfulness is the ability to motivate an individual to think, gather information, perceive the world around them and be able to change their perspective to reflect the situation at hand (Langer, 1980). Mindfulness as a trait helps us to become more conscious and more involved in our moment-to-moment activities, in enhancing personal development as well as the teacher's opportunities to meet individual needs of students (Bernay, 2009). A mindfulness classroom is possible when sensitivity, creativity and innovativeness applied in the classroom, and pedagogical practices. In addition, pedagogical practices." The students achieve more and the exceptional children who improve their thinking skills, self-awareness and abilities in other key competencies" (Bernay, 2009). The mindfulness process helps the teacher to become more aware and involved in the activities. This increases awareness and enhances personal development as the teacher sees a new perspective and classroom management and duties become less routine; "But endless opportunities of growth and development, and for improving the overall quality of the learning experience and outcomes." (3) Mindfulness is, defined as paying attention, on purpose, to the present moment, with an attitude of kindness and no reactivity (Kabat-Zinn, 2003). Mindfulness can be, practiced in a wide variety of settings. Mindfulness practices range from sitting or walking meditation to daily activities such as sharing in the classroom. Educator using the core elements of mindfulness training to be developmentally appropriate for use with children. Teachers can allow children to assist with activities such as placing a stuffed animal on their bellies and watch their breathing pattern as they are resting. The students can practice brief moments of mindfulness throughout the day. Mindfulness training is a great way to input interventions for improving a student's self-regulation. The practice of mindfulness is a helpful tool for teachers that can promote the development of students who may vary in the areas of self-regulation. (5) This is essential in an Early Childhood; thus this has led me to creating

this curriculum unit for the children in my classroom

Instructional Implementation

Teaching Strategies

The generalization and teaching strategies for mindfulness in the classroom for Pre-K students is to engage the children into the lessons. I know that a variety of skills will be taught for the students to grasp the content activities and lessons. I want to teach lessons in morning meetings, read aloud, and quiet time. I want to teach lessons in morning meetings, read aloud and quiet time.

Morning Meeting

I will use large group instructions to introduce songs, movement, and meditation and read aloud books. This will be a time to add Yoga or Stretching activities for the children to engage in.

Read Aloud

During reading aloud. I will use an anchor chart such as KWL graphic organizer. I will use picture cues and vocabulary word cards to match for children to gain understanding of the concepts. The literacy focus will engage book and print awareness and literacy skills to embed the content.

Quiet Time

During quiet time, students will be able to listen to guided meditation and embark upon music and meditation. The majority of instruction will be taught verbally and modeling the task for the students to observe.

One of the largest challenges is supporting young children with challenging

behaviors especially when coming into an educational setting that is unfamiliar to them. Some children display behavior that are associated to stages of development. The Charlotte Mecklenburg Pre-K program has a social emotional curriculum that focuses on the engagement and problem- solving strategies of social skills. Children need to have a repertoire of strategies to allow them to have personal control and self-worth in an education setting. I want to develop mindfulness lessons that will help children to be present in the moment and have awareness to strengthen inner peace and prevent stress so that they can learn and achieve. I want to restructure the quiet time and make it a relaxation period with supportive materials and props. During the read, aloud I want to incorporate mindfulness literacy and social stories. I will be able to plan and teach the unit in the 2nd trimester of the 2020-2021 school year.

Classroom Activities

The classroom activities implemented around mindfulness activities in the classroom. The students will learn to use techniques and support measures to build a sense of classroom and educational awareness as they develop my mind and my space as a learner.

Activity #1 Large Group

<p>Standard: Teaching Strategies: 1 Regulates own emotions and behaviors. 1a. Manages feelings,</p>
<p>Learning Objective: Students will engage in song and movement 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.</p>
<p>Introduction: Students will listen to a mindfulness song and video https://youtu.be/O3obMfpcU80</p>
<p>Activity: Students will participate in a morning meeting group. The students introduced to the video on the smart board. Children will sing along and follow the directions of the video. The teacher will review vocabulary words and write on chart paper the words STOP, Breath In, Breath Out, Calm Down.</p>
<p>Closure: The students will demonstrate how to breathe to calm down.</p>

Teacher Input:

Teacher will facilitate the breathing and sound the chime while demonstrating listening for the sound.

Activity #2 Read Aloud

Standard:

Teaching Strategies: 18 Comprehends and responds to book and other texts.

18a Interacts during reading experiences, book conversation, and text reflections.

Learning Objective:

Students will be able to understand mindfulness through literacy and storytelling to gain awareness and information on what mindfulness is in relation to their existence and educational experiences.

Introduction:

The teacher will introduce the text and review print and word awareness.

Activity:

Students will engage in the teachers read aloud and listen as the teacher reads the text. The students respond to questions and input in the KWL charts graphic organizer. The teacher will show vocabulary picture cards and introduce new vocabulary words for children's understanding.

Closure:

Students will demonstrate understanding to the text and complete an exit ticket or task demonstration as requested by the teacher.

Teacher Input:

Teacher will facilitate the reading of the text and writing on the graphic organizer. The teacher will facilitate the exit ticket process.

Books:

Listen Like an Elephant by: Kira Willey

I AM PEACE by: Susan Verde

I AM YOGA by: Susan Verde

Activity #3 Quiet Time

Standard:

Teaching Strategies: 29 Demonstrates Knowledge about self.

North Carolina Foundations for Early Learning and Development: CD-3: Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.

Learning Objective:

Students will participate in calming relaxing quiet time relaxation on their mat by participating in calming music and stretching teacher mindfulness reading and activities that will be encouraged for students.

Introduction:

Students will lay on their mats and have a calm environment with dim lights and soft music. The teacher will filter activities and encourage participation from the students from activities.

Activity:

Students will participate in relaxing during quiet time on their mats. The teacher will filter activities and encourage participation from the students from activities that incorporated from the following text: MINDFULNESS for LITTLE ONES by: Hiedi France, EdD.

Closure:

The students will participate and respond with how they feel as they are participating. .

Teacher Input:
Teacher will facilitate the activities during the Zen relaxing time.

Activity #4 Transitions

Standard:
Teaching Strategies: 11 Demonstrates positive approaches to learning
11a. Attends and engages. 1b. Follows limits and expectations.

Learning Objective:
Students will attend and engage in transitions and follow directions in recalling procedures and routines in classroom transitions.

Introduction:
Students will engage in the teacher's mindfulness games and transitions activities and games presented.

Activity:
Students will participate in transition activities as presented by the teacher. Mindfulness activities presented at various times of the day for transitional opportunities to engage the students into mindfulness thought and process. Book: mindful games by Susan Kaiser Greenland.

Closure:
The students will demonstrate understanding and participation in the transitional opportunities.

Teacher Input:

The teacher will facilitate the games and activities presented in the text.

Figure 1 Formative Assessment

Social Emotional Mindfulness Rubric

Name:

Date:

Social Task	Student will be able to	Proficient	In Process	Not Yet	Anecdotal Note
Self-Direction	Makes independent self-care choices. Shows persistence in activities.				
Classroom Rules	Follow rules independently. Avoids conflict with others.				

Uses Classroom Materials	Manages transitions to activities. Uses materials effectively to complete tasks.				
Interacts with others.	Responds to others and interacts cooperatively with minimal support.				
Managing Transitions	Manage daily transitions independently. Responds to daily routine with minimal support.				

The assessment will be administered in a formative manner and summative at the end of the unit. This tool is a summative resource to show growth in the 1st, 2nd and 3rd Trimester for Pre-K assessment.

Figure 2



<https://youtu.be/O3obMfpcU80>

Figure 3

K.W.L CHART

Topic: _____ Name: _____

K What I already know	W What I want to know	L What I learned

Figure 4

Mindfulness Vocabulary Words






Attention	 A graphic featuring a blue silhouette of a person with arms outstretched, positioned at the base of a large, multi-colored (red, yellow, blue) jagged shape resembling a lightning bolt or explosion. The word "ATTENTION!" is written in bold, black, capital letters across the center of the jagged shape.
Breath	 A stylized illustration of a woman's profile with blonde hair, looking to the left. Grey, swirling lines emanate from her mouth, representing breath or air.
Mind	 A graphic of a human head in profile, facing right, with a black outline. A bright, multi-colored starburst or sunburst pattern is centered on the forehead area, with rays extending outwards in various colors (red, orange, yellow, green, blue, purple).
Ear	 A realistic illustration of a human ear, shown from a side profile, with detailed shading to indicate its shape and texture.
Eye	 A detailed illustration of a human eye, looking forward. The iris is a vibrant blue, and the eye is framed by long, dark eyelashes.

Figure 5

Quiet Time Zen

Mat Relaxation

Lights Off

Room Lite With Lamp and Decorative Lights

Promethean Board Displays Soft Listening Music, Meditations, Cosmic Yoga

Mindfulness Quotes

Appendix 1

Implementing Teaching Standards

My unit embraces the various standards, developmentally appropriated and that aligned with the Teaching Strategies Gold Objectives for Development & Learning and the North Carolina Foundations for Early Learning and Development. This unit incorporates social emotional

awareness. The development of mindfulness will incorporated an overall awareness for students to thrive in an educational setting. The core content for this unit aligned with the standards of the Charlotte Mecklenburg Bright Beginnings Pre-K Program to increase student’s effectiveness and independence with social emotional development. The students will have the opportunity to develop understanding of feelings and techniques to control their individual awareness. How to effectively maneuver and control their current learning without focusing on external issues that can hinder learning. The students will develop awareness to literacy skills and development as they are learning from books and literacy sources.

Objectives: Standard:

Teaching Strategies: 1. Regulates own emotions and behaviors. 1a. Manages feelings.

Teaching Strategies: 18 Comprehends and responds to book and other texts. 18a Interacts during reading experiences, book conversation, and text reflections.

Teaching Strategies: 29 Demonstrates Knowledge about self. North Carolina Foundations for Early Learning and Development: CD-3: Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.

Teaching Strategies: 11 Demonstrates positive approaches to learning 11a. Attends and engages. 1b. Follows limits and expectations.

Specific areas of focus for the unit based on Social- Emotional development with the Bright Beginning SEFEL lessons.

Notes

1. Lyons, DeLange. “Mindfulness Matters in the Classroom: The Effects of Mindfulness Training

on Brain Development and Behavior in Children and Adolescents.” In *Handbook of Mindfulness in Education*, 271–283. New York, NY: Springer New York, 2016.

2. Fox, Lentini. “‘You Got It!’ Teaching Social and Emotional Skills.” *YC young children* 61, no. 6 (November 1, 2006): 36–42.

3. Capel, Celine. “Mindlessness/mindfulness, Classroom Practices and Quality of Early Childhood Education: An Auto-ethnographic and Intrinsic Case Research.” *The International journal of quality & reliability management* 29, no. 6 (June 1, 2012): 666–680.

4. Rotne, Nikolaj Flor., Didde Flor. Rotne, Debbie. Berne, and Wietske. Vriezen. *Everybody Present : Mindfulness in Education* Berkeley, California: Parallax Press, 2014.

5. Albrecht, Nicole. “Responsibility for Nurturing a Child’s Wellbeing: Teachers Teaching Mindfulness with Children.” *Asia-Pacific journal of teacher education* 47, no. 5 (July 19, 2018): 487–507

Resources

List of Materials for Classroom Use

Promethean Board

This is to view videos and listen to music during morning meeting, transitions and quiet time.

Anchor chart paper and markers

This is to create the KWL chart and write vocabulary word and pictures.

Read aloud books

This is to implement literacy in the lessons.

Quiet time mats

This is use for quiet relaxation and meditation and yoga poses.

Reading List for Students

Hanh, Thich Nhat. *A Handful of Quiet Happiness in Four Pebbles*. California: Plum Blossom

Books, 2012.

This is a book about meditation practice with a pebble. This is simple way to get children to learn how to meditate with an object.

Greenland, Susan Kaiser. *Mindful games*. Colorado: Shambhala Publications, 2016.

This book is to engage in practical mindfulness games and exercises for children to develop a deep understanding of meditation and mindfulness.

Willey, Kira. *Listen like an Elephant*. New York: Random House, 2019.

This book teaches how to use your body to manage and breath to help with emotions.

France, Hiedi. *Mindfulness for Little Ones*. California: Rockridge Press, 2020.

This book teaches playful activities for children to encourage, foster empathy and to show students self-awareness and joy.

Verde, Susan. *I Am Peace*. New York: Abram Books, 2017.

This book will teach children how to manage their emotions and identify feelings as they make good choices.

Verde, Susan. *I Am Yoga*. New York: Abram Books, 2017.

This book encourages children to explore the world of yoga and to make room in their heart for movement and learn yoga poses.

Willey, Kira. *Breathe Like a Bear*. New York: Random, 2017.

This book teaches the students to learn how to breathe and learn the different ways to breath like an animal.

Annotated Bibliography for Teachers

Lyons, DeLange. "Mindfulness Matters in the Classroom: The Effects of Mindfulness Training on Brain Development and Behavior in Children and Adolescents." In *Handbook of Mindfulness in Education*, 271–283. New York, NY: Springer New York, 2016.

This is a great resource about how mindfulness training and practices integrated into all classrooms from preschool to high school. That integrated practices can change a student's brain structure to facilitated academic success.

Fox, Lentini. "'You Got It!' Teaching Social and Emotional Skills." *YC young children* 61, no. 6 (November 1, 2006): 36–42.

This resource is useful in developing the social emotional pyramid that teaches social emotional levels.

Capel, Celine. "Mindlessness/mindfulness, Classroom Practices and Quality of Early Childhood Education: An Auto-ethnographic and Intrinsic Case Research." *The International journal of quality & reliability management* 29, no. 6 (June 1, 2012): 666–680.

The purpose of this resource is to understand how mindless/mindful classroom practices affect the quality of learning and the overall experiences of children in early childhood classrooms.

Rotne, Nikolaj Flor., Didde Flor. Rotne, Debbie. Berne, and Wietske. Vriezen. *Everybody Present : Mindfulness in Education* Berkeley, California: Parallax Press, 2014.

The book helps to create a culture in schools that fosters strong relationships by planning the seeds of mindfulness practices.

Albrecht, Nicole. "Responsibility for Nurturing a Child's Wellbeing: Teachers Teaching Mindfulness with Children." *Asia-Pacific journal of teacher education* 47, no. 5 (July 19, 2018): 487–507

This resource shows that having the holistic approach to wellness can raise academic performance