



MINDFUL SCHOOLS K-5 SAMPLE

# K-5 Curriculum, Lesson 1

# K-5 Student Workbook, Lesson 1

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Mindful Schools' vision is for all children to learn in “mindful schools” that nurture a new generation of leaders to create a more equitable and thriving world.

Developed by educators, for educators, the Mindful Schools approach provides an accessible pathway for educators to bring mindfulness to their classrooms, through professional development and K-12 curriculum training for educators, community resources and events, and a national network of schoolwide mindfulness programs.

The complete Mindful Schools K-12 Curriculum is available in the 201: Mindfulness in the Classroom course, a comprehensive 8-week training for educators.

## INCLUDED WITH THE MINDFUL SCHOOLS K-5 SAMPLE:

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# About the Mindful Schools K-12 Curriculum

The Mindful Schools K-12 Curriculum consists of:

- 20 lessons for students Kindergarten through 5th grade and
- 24 lessons for 6th-12th graders

The lessons unfold in a progression that supports students in cultivating mindful awareness, and then utilizing mindfulness practices in a variety of contexts.

The goals of each lesson in this curriculum are:

1. To articulate the **relevance of mindfulness** for students and help them make connections about how they might **use mindfulness in their daily life**
2. To provide basic instructions and support to **empower students in their capacity for self-awareness and self-regulation**
3. To provide time for **direct experience with mindfulness** through formal practice
4. To create emotional safety sufficient for students to **share and explore their inner experience**

## Important Frameworks

Below are the frameworks that inform our approach in designing and delivering our educator trainings and the Mindful Schools K-12 Curriculum.



### An Embodied Approach

Both teacher and student explore the dynamic, real-time awareness of their inner experience (emotions, sensations, movements, thoughts, and biases) and outer experience (environment and context, the physical space and individuals around them), and how these experiences impact and are felt in the body.



### Culturally Sustaining Pedagogy

Lessons are designed to start with what students already know, to meet students where they are, and to center students' cultural lived experience, thus helping teachers to foster a sense of belonging and agency.



### A Constructivist Approach

The teacher facilitates an experience where students can learn and discover through personal inquiry and exploration.



### Critical Pedagogy

The teacher supports students in understanding their own lived experiences, examining power dynamics and systems of oppression, and fostering individual and collective agency, empowerment, and action.

The complete Mindful Schools K-12 Curriculum and Teaching Kit are available in the **201: Mindfulness in the Classroom** course, a comprehensive 8-week training for educators. The course provides multiple models of implementation so that educators are equipped to teach lessons in different configurations, time-frames, and classroom contexts.

# Mindfulness and Social-Emotional Learning (SEL)

Mindfulness teaches strategies and techniques to cultivate emotion and attention regulation skills, giving students a solid foundation that makes it possible to effectively engage in both social-emotional and academic learning.

Most adults and children experience various levels of dysregulation in their nervous system throughout the day, whether caused by minor distractions and stressors or more pervasive and persistent trauma. States of stress, reactivity, or conflict can inhibit functioning in critical parts of the brain, making it challenging to access social-emotional, relational, and critical thinking skills. In order to be able to learn effectively, and engage and connect with others, **we need strategies to regulate our attentional and emotional systems.**

In order for self-regulation techniques to work in stressful or overwhelming situations, they must be practiced when the system is more relaxed and at ease. In addition to the curriculum, mindfulness can be an integral part of the school day and classroom culture, giving students many opportunities to **practice** these simple, yet powerful strategies throughout their day. With these foundational skills, students can *then* start to effectively engage in social-emotional and academic learning.

SEL programs encourage students to “stop” or “calm down” before acting—but often don’t explicitly teach concrete skills for this crucial first step. **Mindfulness is a critical missing ingredient that empowers students to shift gears in the brain and nervous system and bring their executive function back online.**

## The Mindful Schools K-12 Curriculum Supports Nervous System Regulation

### Emotion Regulation



- Emotional Awareness
- Impulse Control
- Navigating Stress and Overwhelm

### Attention Regulation



- Focus and Concentration
- Executive Function
- Paying Attention on Purpose

With simple, engaging, and inclusive practices, in language that students can understand, the Mindful Schools K-12 Curriculum provides a foundation for and serves to reinforce programs addressing the social, emotional, and relational needs of school communities. By targeting the critical skills of attentional control and emotion regulation, **mindfulness builds student self-regulation to a greater extent than social-emotional programs alone.**

Mindful Schools offers an empowering program for teachers and students that is:



Research-based



Trauma-sensitive



Asset-based

# How to Use This Curriculum

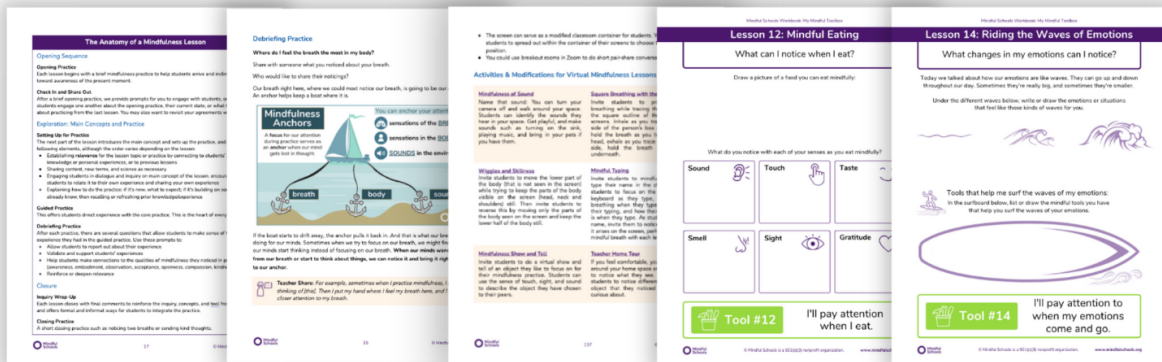
We suggest teaching **one lesson** from the curriculum **each week**, and then **incorporating the practice or the tool from the lesson throughout the week**. This allows students time to experiment with each practice and integrate it over time, and ultimately notice which practices are most supportive for them.

The lessons as written are intended to be completed in **15-20 minutes**. That said, in a cohesive and expressive class environment, exploration and conversation **may extend the lesson time beyond 20 minutes**. In general, we've erred on the side of giving you more information and options (rather than less) in each lesson. You can expand or condense the lessons according to your needs, your students, and the overall context.

# Mindful Schools K-5 Curriculum At-a-Glance

The Mindful Schools K-5 Curriculum is designed in five-lesson cycles. In Lessons 1-5, 6-10, 11-15, and 16-20, students learn practices that progress through the five following applications of mindfulness: Body, Senses, Breath, Thoughts/Emotions, and Heartfulness.

#	K-5 Lesson	#	K-5 Lesson
1	Mindful Toolbox and Mindful Bodies	11	Mindful Bodies: Walking
2	Mindful Senses: Listening	12	Mindful Senses: Eating
3	Mindful Breathing: Anchor Spot	13	Mindful Breathing: Take Three Breaths
4	Mindfulness of Thoughts	14	Mindfulness of Emotions: Riding the Waves
5	Heartfulness: Sending Kind Intentions	15	Heartfulness: Generosity
6	Mindful Bodies: Awareness	16	Mindful Bodies: Getting to Our Place
7	Mindful Senses: Seeing	17	Mindful of any Activity
8	Mindful Breathing: Anchor Words	18	Mindfulness of Overwhelm
9	Mindfulness of Emotions	19	Mindfulness of Judgment
10	Heartfulness: Gratitude	20	Heartful Commitments and Gratitude



## SAMPLE K-5 Curriculum, Lesson 1

### Lesson 1: Mindful Toolbox and Mindful Bodies

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#### Objectives

In this lesson, students will:

- Understand what mindfulness class will look like.
- Begin to build their Mindful Toolbox.
- Explore stillness and activity in their bodies.

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#### Inquiry

What does my mindful body feel like when it is still and when it is moving?



#### Tool

I'll get into my mindful body.

#### Special Considerations or Questions

- For this first class, decide what seating configuration would be most supportive for introducing mindfulness to this particular group of students. Gathering in one place is important to build community and can feel vulnerable when practicing mindfulness together. Sitting in rows can feel less intimidating for mindfulness practice, but it can be difficult to foster discussion among students.
- This lesson offers a short segment on creating community agreements with students. See Appendices A and B for more information about creating a container and establishing agreements.
- It's important to establish that a Mindful Body doesn't mean sitting in absolute stillness. In this lesson, you can guide students to discover how much stillness or motion feels settling in their own bodies.
- The Mindful Toolbox is used as a metaphor throughout all the lessons. You can create a class visual or have students create their own toolboxes and creative representations of the tools that go in it.

# Opening Sequence

K-5 Lesson 1

Today I am going to teach you something called **mindfulness**. Has anyone ever heard that word before?

Mindfulness means paying attention to what is happening right now with kindness and curiosity. It can help us notice when we feel anger, sadness, frustration, or have any difficult emotions. Mindfulness can even support us to feel more happy or calm. When we are mindful we can make better decisions for ourselves and others.

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We are going to learn about mindfulness over the next few weeks by asking ourselves some inquiry questions and then exploring what we notice.

# Exploration: Main Concepts and Practice

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## Setting Up for Practice

### Creating the Container

Mindfulness class can be really fun! I am excited that we get to take time in your busy day to learn about mindfulness together. I want to make sure that our time feels special and safe. We will be building our Community Agreements so that everyone is seen, heard and accepted.

*[Go over and model Community Agreements:*

- *The ways students can respond verbally, kinesthetically, individually, partner, and whole-class.*
- *Where students should be in the classroom for mindfulness class (desks cleared, on carpet, etc.)*
- *Attention getters, signals/expectations for bathroom/water usage.*

*Welcome students to share any agreements they would like to add to the list.]*

Let's continue experimenting with paying attention.

### Mindful Toolbox

Who knows what a toolbox is?

Right, it's a box where you store your tools. Raise your hand if you have a pencil box. A pencil box holds your pencils, erasers, sharpeners, crayons, and all the items you keep handy for your schoolwork. To be ready and do your best work, it's good to have the proper tools and a plan for how you'll go about doing it. I will share with you a lot of tools and plans that you can put in your mindful toolkit so that you have them whenever you need them. The tools you decide to put in your toolbox may look different than the tools in your classmates' toolboxes. That's completely okay.

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K-5 Lesson 1 | Mindful Toolbox and Mindful Bodies

## Guided Practice: Mindful Bodies Exploration

- The first thing that will help us during mindfulness will be to notice our bodies. Take a moment to see if you can make your body a bit more still to check in with your body: does it feel active or still, tired or energized, sore or okay? *[Pause.]*
- What do you notice?
- Share with someone next to you what you noticed when your body got more still.
- Who would like to share what keeping your body still was like? *[Allow for a few responses.]*
- Show me with a thumbs up if it was challenging to keep your body still. Show me with a thumbs up if it was easy to keep your body still.
- Everyone's body is different, and it may be difficult for some of us to keep still and easier for others. I wonder what parts of your body feel active right now? Where can you feel either a little bit of movement, or a lot of movement in your body? *[Pause.]*
- What part of your body feels still? Was it easier to notice stillness or movement?
- Now I'd like you to point to the part of your body that felt the most active. Point to the part of your body that felt the most still. Yes, our bodies can feel active and still at the same time, and that's okay.

*[Grades 2-5:]* Do you think you can tell me how active that part of your body felt? For example, if my leg felt like it wanted to bounce, maybe I would say it was a 3 out of 5, with 5 being the most active. Show me on your fingers from 1-5 how active that part of your body was.

- Now I'd like you to try one more thing with me right now. Let's see how it feels to allow that most active part of your body to get however still it can. Let's try that.
- *Another thirty seconds or so of practice.*
- What did you notice?

*[Ring bell.]*

## Debriefing Practice

What does my mindful body feel like when it is still and when it is moving?

- Why do you think it would be important to have a Mindful Body?
- What can we do if our bodies really want to move?
- Can we let just one part of it move silently and gently without disturbing anyone else's Mindful Body?
- What can we notice when our bodies feel more still?

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**Teacher Share:** *For example, I notice that often when I get still, my muscles feel tight, like I want to stretch them. Sometimes I don't have to do anything, but once in a while I might bend my neck just a little to let out the pressure.*

## Closure

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In our time together, we are going to explore different ways you can be in a Mindful Body, and each Mindful Body may feel different for you than it does for someone else. I invite you to be curious, and know that there isn't one right way to be in a Mindful Body. In mindfulness, we learn how to listen to our bodies with kindness.

### Inquiry Wrap-Up

Being in a Mindful Body is your first mindful tool that you've learned today that you can put in your Mindful Toolbox. Let's keep exploring the question: **What does my body feel like when it is still and when it is moving?** You can share with me what you noticed about your Mindful Body the next time we gather together for a mindfulness lesson.

### Closing Practice

I'm going to ring the vibratone and we'll notice three breaths together.

## "Mindfulness of the Body" for Grades 6-12

To see how mindfulness concepts and practices are intentionally scaffolded throughout our curriculum for different age groups, see the Mindful Schools 6-12 Curriculum Sample Lesson: "Mindfulness of the Body."

Curriculum samples may be found on the **201: Mindfulness in the Classroom** course page. Visit [www.mindfulschools.org](http://www.mindfulschools.org).



# SAMPLE K-5 Student Workbook, Lesson 1



Each lesson in the Mindful Schools K-5 Curriculum includes an accompanying workbook page that supports students in integrating their learning and encourages them to add the practices they find helpful into their **mindful toolbox**. These pages can be done in class immediately after the lesson, later in the week as review, or at home.

Mindful Schools Workbook: My Mindful Toolbox


## Lesson 1: My Mindful Body

What does my body feel like when it gets still?  
What does my body feel like when it is moving?

My mindful body when it's still:

My mindful body when it's moving:

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 **Tool #1**

I'll get into my mindful body.

# The Mindful Schools Approach to Mindfulness in Education

At Mindful Schools, we support educators to engage in the practice of mindfulness and bring the benefits of mindfulness to the students, families, and communities they serve. **Transforming our educational settings from the inside out is essential to transforming the external challenges in our world.** We believe in the power of educators to lead the changes that will make the world a better place for future generations.

Because this work begins internally, we support teachers in developing a deep, heart-centered relationship with themselves through practice first so they can **embody mindfulness as they teach**. Our programs are centered on four key guiding principles that we believe are essential for bringing mindfulness to education. Our programs are:



### Grounded in Practice

We support educators in cultivating their own mindfulness practice and *then* offering the practice to others.



### Context-Specific

We empower educators to create programs that are inclusive, equitable, and a reflection of the community that they serve.



### Competency-Based

We help educators nurture and develop the capacity to teach mindfulness through a core set of skills, strategies, and knowledge.



### Intentionally Designed

We guide educators to align mindfulness offerings with the structures, common practices, and norms of their context.

## The Mindful Schools Training Path

### Educators may earn credits in Mindful Schools trainings

#### **101: Mindfulness Foundations** 4 WEEKS, 1 LIVE SESSION

Learn the science and explore practice with a trauma-sensitive lens. Learn simple yet powerful strategies for daily life.

#### **201: Mindfulness in the Classroom** 8 WEEKS, 2 LIVE SESSIONS

Gain comprehensive training to integrate mindful practices and the research-based Mindful Schools K-12 Curriculum and Teaching Kit in your classroom.

#### **School Implementation Clinic** SELF-PACED, 6 LIVE COACHING CALLS

Leaders within your school will begin to guide your organization in creating a whole-school mindfulness program.