

## Summary of Lesson One

In this lesson, students learn how an “mindful body” helps them access their superpower of paying attention. Through stillness practice, deep breathing, and a guided game, students explore what it feels like to sit tall, quiet, and focused. They discover that calming the body supports calming the mind, and that mindful stillness helps them notice what is happening right here, right now. Students learn a new breathing tool, Shark Breath, and begin building the foundation for mindful learning.

### Tips for Creating a Mindful Classroom

Awareness and presence to ourselves and others is a critical life skill. Reinforce this practice often to create a higher sense of awareness and thoughtful interactions.

**Mindful Bodies** - Being mindful is the practice of being aware of your own experience with an attitude of non-reactivity. The more mindful you are, the better you’ll be able to connect with, listen, and respond to your students.

- Practice tuning in by taking 10 focused breaths before you start each day with your students.
- Notice if your mind wanders away from the breath, and if it does, simply return your awareness to your breathing.
- While you are waiting for students to process the question you just asked, notice your feet on the floor and notice how you are feeling as you wait.

## Summary of Lesson Two

Students learn that being present means paying attention with all five senses to what is happening right here, right now. Through discussion, a picture book, and stillness practice, they explore the importance of presence at school and at home. Students identify ways they can pay attention in daily life and how being present helps them learn, stay safe, and feel happier. A new tool, Superhero Breath, strengthens their awareness.

### What Does It Mean to Be Present?

Students often feel adults only tell them what to do. Being present shows them we genuinely care. Practice curiosity and let youth know their lives matter to you.

- Ask about their hobbies, interests, music, and favorite activities.
- Stay aware of youth culture so you can connect more easily.
- Give students a way to share stories when time is limited—provide paper, pencils, and a “story box” for later reading.
- When listening, stay in the present moment. Use eye contact, open posture, and genuine curiosity to show your full attention.
- Notice body language and facial expressions without assuming meaning. Try gentle inquiry: “I notice your brow is scrunched—what are you feeling?”

Being present builds trust, strengthens connection, and helps students feel seen.

## Summary of Lesson Three

Students are introduced to three key parts of the brain—the prefrontal cortex, amygdala, and hippocampus—and learn how each supports decision-making, emotions, and memory. Using a mind jar and guided breathing, they see how strong emotions can “shake up” the brain and how deep breaths help restore clarity. Students begin understanding that they can train their brains, and they practice a new strategy, Spiderman Breath, to calm and refocus.

### Mindful Brain

Make a mind jar with your students and ask: Can you think of a time when your brain feels shaken up and confused - like the glitter in the jar? What helps you calm down so you can think?

Have your students explain the hand model of the brain to each other and then to someone at home. Modeling their brain with their fist makes the students more curious about the brain and they will begin thinking about it and asking questions. Using the nicknames for the parts of the brain helps your students talk about them in a meaningful way.

#### TO MAKE:

- FILL THE JAR  $\frac{3}{4}$  FULL W/ WATER
- ADD THE GLITTER
- FILL THE REST OF THE JAR WITH DISH SOAP



#### TO ENJOY:

- SHAKE THE JAR & SET UPRIGHT
- BREATHE SLOWLY WHILE WATCHING THE GLITTER SETTLE
- REPEAT IF DESIRED

## Summary of Lesson Four

In this lesson, students strengthen attention by tuning in to sounds around them. Through listening games and a rainstick activity, they practice identifying sounds with focus and curiosity. Students discover how mindful listening improves learning, safety, and relationships. They explore how sound can anchor attention in the present moment and end with Ninja Breath, a quiet, calming way to regulate energy and emotions.

### **Mindful Listening**

Children love turning listening into a game. Careful listening helps them notice sounds more clearly, strengthens focus, and even supports phonics as they gain confidence breaking apart sounds.

### **Play Simon Says to build listening skills.**

#### **Basic Rules:**

- One person is Simon
- Simon gives commands
- Players follow only the commands that begin with “Simon says”
- If they follow a command without “Simon says,” they’re out

#### **Commands to Improve Listening Skills:**

Simon says touch your toes three times.

Simon says clap five times.

Simon says touch each knee with the opposite hand.

Simon says pat yourself on the back—you’re doing great!

Simon says meow like a cat, then bark like a dog.

Play as long as you’d like, and have fun strengthening awareness!

## Summary of Lesson Five

In this lesson, students learn that paying attention to their breath can calm the mind and body. They explore different “anchor spots”—the belly, chest, and nose—where breathing can be felt clearly. By focusing on these sensations, students discover how breathing helps them refocus when they feel stressed, upset, or distracted. They practice using an anchor for one minute and learn Hot Chocolate Breath, a warm and comforting breathing technique.

### Deep Focused Breathing

During transitions or quiet moments, take a minute to ground yourself. You can do this on your own, or invite students to practice with you before class begins.

#### Breathing Exercise:

- Close your eyes and notice your breath.
- Inhale and feel the air moving through your nose or mouth.
- Exhale and notice the air leaving your chest, throat, and nose.
- Let your body relax and breathe naturally for about one minute.

#### Grounding Exercise:

- Sit with your back supported and both feet on the floor.
- Notice the sensations where your back and legs touch the chair.
- Cross your arms and gently tap each shoulder, alternating sides.
- Try this for a few minutes.
- To be more subtle, rest your hands in your lap and alternate tapping your legs instead.

## Summary of Lesson Six

This lesson teaches students to notice physical sensations in their bodies, such as warmth, tension, hunger, or goosebumps. Students learn the difference between emotional feelings and bodily sensations, understanding how the body sends important messages. Through a calming butterfly body scan, they explore how paying attention to the body can help them relax, make good choices, and take care of themselves. They also learn Butterfly Breath for soothing big feelings.

**Body Sensations** - Notice where in your body you feel tension arise.

- Bring attention to a part of the body that feels tense, then practice relaxing that area of tension
- What are the specific sensations (e.g., tightness, pain, heat, throbbing) that you notice in the part of the body that feels tense?
- Notice any patterns in interactions during which you feel more or less tense.
- Focus on extending your spine to invite more alertness when you feel tired or tense.

## Summary of Lesson Seven

Students expand their superpower by practicing heartfulness—being kind to themselves and others. They imagine sending kind thoughts and notice how generosity and kindness feel inside. Students explore how simple actions, like helping or caring for someone, create happiness for both the giver and the receiver. They practice sending kindness outward and inward, and learn Hugging Breath as a way to offer comfort and compassion anytime.

### Spreading Kindness

Kindness comes naturally to children, and practicing it regularly helps it become a lasting habit.

- *Class Brainstorm:* Ask students to share small or big acts of kindness they've seen. Highlight that simple actions matter.
- *Reflection:* Have students write one kind thing someone did for them and how it made them feel. Share a few aloud.
- *Kindness in Action:* Students write kind notes or compliments and place them on a classmate's desk.
- *Gratitude:* Invite students to write a short thank-you note to someone who showed them kindness.

Practicing kindness together helps build a supportive and caring classroom community.

## Summary of Lesson Eight

Students deepen their breathing skills by pairing breath with “anchor words”: *breathing in* and *breathing out*. This practice helps steady attention when the mind wanders. Using the breathing ball and playful stretching of the anchor words, students learn how language can support SEL. They discover that breathing with anchor words increases focus, calm, and presence. The lesson ends with Flower Breath, a gentle visualization of opening and closing blossoms.

### Anchor Words

- Focus attention on our breath. Remind your students to do this often. Use words like “breathing in” and “breathing out” or have the students make up their own anchor words for their practice
- Use anchor words at other times during the school day. Perhaps repeating softly in the hallway “walking quietly,” which will get the students in the habit of using anchor words whenever they are trying to pay attention to something

It just takes practice! By incorporating more SEL into your day, you will achieve better student outcomes, promote kindness, and increase respectful relationships.

## Summary of Lesson Nine

In this heartfulness-focused lesson, students explore what generosity looks and feels like. Through guided imagery, they imagine helping others and notice the emotions that arise. Students learn that generosity doesn't require money—small acts like smiling, helping, or cleaning up can make a big difference. They practice recognizing generous acts in themselves and others. Gratitude Breath reinforces appreciation for the people and moments that bring joy.

### Practice Gratitude and Generosity

- Notice your energy level and the energy in your classroom. Anytime you sense the need for upliftment, pause and Take Ten. Take Ten is a practice of acknowledging 10 things you're grateful for and counting them on your fingers to keep track. Once you start, it's easy to keep going, so you might need to Take Twenty!
- Look at each letter in the word “gratitude” and think of something you are grateful for that starts with each letter.
- Think of something you are grateful for that starts with each letter of the alphabet.

## Summary of Lesson Ten

In this lesson, students learn that minds naturally wander—just like playful puppies! Through storytelling and reflection, they discover that noticing thoughts and gently returning attention to the present moment is a core social and emotional skill. Students explore strategies for working with a wandering mind, especially focusing on the breath as an “anchor.” They end with Puppy Breath, a playful technique that brings awareness and calm through short, focused sniffing breaths.

### **Generosity and Gratitude Thoughtful Moment**

Take a moment to reflect on something you do that feels independent—teaching, planning, creating—and then consider all the people who support you: mentors, colleagues, and even students. Notice how it feels to acknowledge both the generosity you’ve received and the generosity you offer through encouragement and shared effort.

- Invite students to do the same. Have them think about their daily lunch and all the people who make it possible—family members, cafeteria staff, farmers, and store workers—and recognize their own role in giving back by saying thank you and caring for their space.
- Students can write a quick gratitude note to someone who helped make their lunch possible. These simple reflections help them see how everyone gives and receives within a community.

## Summary of Lesson Eleven

This lesson strengthens students' visual awareness by inviting them to observe their environment with fresh eyes. Through quiet noticing games, slow head turns, and “owl eyes,” students explore how much they can see when they focus carefully. They learn that mindful seeing helps them stay safe, become more aware, and appreciate details they often overlook. The practice closes with Birthday Breath, a fun visualization of blowing out candles with calm, steady exhalations.

### Mindful Seeing Activity

- Spend a couple of minutes during a break in the school day to focus your student's attention on a small object like a stone, a leaf, or a pencil. Take time to observe its color/s, shape, lines, and patterns.
- What do you notice about this object when you take the time to really focus on it?
- How did you respond to this exercise? What do you notice in yourself as you practice “seeing”?

## Summary of Lesson Twelve

Students learn that emotions are like visitors—they come and go, even when they feel strong. Through guided facial expressions, body awareness, and a reflective story, students begin recognizing how emotions show up physically and mentally. They explore naming emotions and welcoming them without judgment. A new tool, Question Breath, teaches them to pause, check in, and identify how they feel, helping them manage emotions with clarity and kindness.

### **Mindful Emotions – Noticing What We Feel**

Reinforce mindful emotions by modeling it with your students. When a strong emotion comes up—frustration, excitement, worry—pause and name what you’re feeling. Invite students to do the same.

Guide them with simple questions:

- *Where do you feel this emotion in your body?*
- *Are you judging it as good or bad?*
- *What thoughts come with it?*

You can practice this as a quick check-in before class, after recess, or when the room feels tense or energetic. When a challenging moment arises, model mindful responding: pause, take a breath, and speak calmly. Share with the class: *“I’m taking a moment to notice how I feel so I can respond kindly.”*

This helps students see that emotions come and go, and that we can choose how to respond with awareness rather than reacting automatically.

## Summary of Lesson Thirteen

In this lesson, students practice slowing down and fully experiencing food using all their senses. With a single bite, they explore sight, smell, touch, sound, and taste, noticing how mindful eating changes their experience. They reflect on gratitude for the many people involved in bringing food to them and learn how slowing down helps them enjoy food more. Pinwheel Breath teaches them the power of long, controlled exhalations to create calm.

### **Mindful Eating – Being Intentional**

Invite students to revisit mindful eating by taking one slow, intentional bite together. Before lunch—or the next time someone brings in a birthday treat—pause as a class to notice the look, smell, texture, and taste of that first bite.

Remind students that whatever we pay attention to while we eat becomes part of the experience, so slowing down for even one mindful bite can help us feel calmer and more grateful. Encourage them to notice any appreciation they feel for the food and the people who helped provide it.

Mindful eating doesn't need to last the whole meal—just one mindful bite can make a difference in the rest of the day.

## Summary of Lesson Fourteen

In this lesson, students learn to pay attention to motion. Through slow-motion exercises—raising an arm, standing up, sitting down—they notice sensations, muscles at work, balance, and control. Students reflect on how mindful movement keeps themselves and others safe and builds body awareness. They learn Mountain Breath, a grounding practice that encourages strength, steadiness, and calm.

### **Mindful Movement – Finding the Slow Flow**

Practice slowing down a simple activity with your students to notice what's happening *right now*. As you move slowly, invite everyone to check in:

- What muscles are working?
- What emotions or energy do you feel?
- What do you notice now that you didn't before?

Choose something you normally do quickly—cleaning your desk, lining up, passing out papers, sharpening a pencil, or pushing in a chair. Then repeat the action in *slow motion*. Try different speeds until you find a calm, steady “slow flow.”

Talk or journal about what you noticed—maybe boredom, calm, focus, or even a “flow state.” Slowing down helps everyone discover new insights in everyday movements.

## Summary of Lesson Fifteen

Students explore common emotions around testing, such as nervousness or pressure, and learn how their SEL tools can help them stay focused and calm. Through guided imagery, they practice pausing, breathing, and returning to clarity when encountering difficult questions. Students learn techniques to reduce test anxiety and strengthen confidence. Bubble Breath offers a playful and soothing way to release stress and steady the mind before or during a test.

### Mindful Test Taking

After you've taken your three mindful breaths as a class and/or practiced a body scan or other visualization, offer your students one of these mini practices to use between questions or whenever they need to settle or refocus:

- On pencil/paper tests, trace your name slowly while breathing in and out through your nose.
- For tests on the computer, try tracing the edges of the mouse pad with your finger while breathing in and out through your nose. Move your finger along one edge as you breathe in. Then breathe out as you move along the second edge, and so on.

## Summary of Lesson Sixteen

In the final lesson, students reflect on everything they have learned and celebrate that they have learned skills they will use throughout their lives—they can't “unlearn” them, just like they can't forget their own name. They revisit their superpowers, recognize the progress they've made, and understand that SEL can be used anytime, anywhere to support focus, emotional balance, and well-being. Students complete their practice with Wish Breath, sending a heartfelt wish inward and outward as they graduate from the program.

### One Minute Mindful Start

Build a daily habit that reinforces every SEL skill they've learned. At the start of class each day, students spend one silent minute sitting in their mindful body position, practicing any SEL tool they choose:

- Anchor Spot
- Shark Breath
- Sending Kind Thoughts
- Noticing Emotions

After the minute, students raise a quiet hand to show they are ready to learn.