

MOVEMENT AND MINDFULNESS IN THE KINDERGARTEN CLASSROOM

by

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A capstone project submitted in partial fulfillment of the  
requirements for the degree of Master of Arts in Literacy.

Hamline University

Saint Paul, Minnesota

December 2018

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## CAPSTONE PROJECT

### Project Summary

This project was created to address the question: *How will intentional movement and mindfulness opportunities in a kindergarten classroom impact the classroom environment, student behavior, and student achievement?* The idea to create this project came from some of the concerns I have seen from my students in my five years of teaching. I have seen that despite differences in age, location, ethnicity or socio-economic status, that many students experience stress, difficult life situations, and can have difficulty managing emotions and self-regulating.

This project is a curriculum containing 6 weeks of lessons, with 2 lessons per week. This project is intended to be used by kindergarten teachers in their classrooms with kindergarten students. The design of this curriculum followed the Understanding by Design Framework. The goal of this project is to provide students with the skills and tools to be able to determine when and how to apply various yoga, mindfulness, and breathing strategies in their lives to help them improve focus, regulate their bodies, and manage emotions.

The curriculum will begin with students completing a Pre-Assessment on their emotions, distractibility, ability to focus, and calm down strategy use. The first week (2 lessons) is designed to help students identify and describe a variety of emotions, allow them practice in describing their own emotions, and is an introduction to some basic yoga poses and a storytime yoga book. Week Two (lessons 3 and 4) is about uncomfortable emotions. Students will engage with literature to describe how characters show upset feelings, how they calm down, and will work on building a toolbox of calm down

strategies for themselves. They will learn some calming and detoxifying yoga poses and a breathing strategy to help them when they have upset feelings.

In Week Three (lessons 5 and 6), students will be formally introduced to yoga. Through literature, they will learn what yoga is, work towards defining yoga, discuss when and why people use yoga, learn a few more yoga poses and breathing techniques, and continue to participate in storytime yoga. They will also learn about how yoga can help them in school, when they have a wandering mind or are distracted.

In the fourth week (lessons 7 and 8), students will be introduced to the skill of mindfulness. They will use literature to work together in creating a definition of mindfulness and its benefits and will practice mindfulness through the activity “Breathing Buddies”. Additionally, they will learn about being present in the current moment, instead of worrying about the past or future. To practice mindfulness, students will go on a mindfulness nature walk this week.

In the fifth week (lessons 9 and 10), students will continue learning about mindfulness and breath and will participate in more storytime yoga. They will continue learning about how their breath can help them be mindful and present and how it can help you relax and rest your body. In lesson ten, they will participate in a storytime yoga themed around the trait of perseverance. This lesson will combine several of the yoga poses learned throughout the curriculum and will end with a discussion on how perseverance is needed in yoga and in school.

In the final week of lessons (lessons 11 and 12), both lessons continue with storytime yoga themed around character traits. Lesson 11 is themed around determination and Lesson 12’s theme is courage. Students will continue to learn new yoga poses this

week and will combine several poses learned throughout the unit into longer sequences that go along with engaging children's picture books. Both lessons will end with a discussion on how that trait (determination and courage) are seen in the story, when it is needed in yoga, and when it is needed in school and/or life.

The curriculum is designed to begin with basic yoga poses and mindfulness strategies and gradually increase in length of time using those poses and strategies and complexity of poses and strategies. Students will complete assignments and self-reflections throughout the curriculum. At the end of the unit, students will complete a Post-Assessment. This assessment is the same as the Pre-Assessment and is designed to help the teacher see student growth in the ability to identify emotions, a decreased level of distractibility and/or increased awareness of distractibility, an increased ability to focus, and the application of calm down strategies as needed.

## CURRICULUM DESIGN

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <p>Students will acquire strategies to focus attention, to self-regulate, and to manage emotions. Students will be able to apply strategies to improve focus, self-regulation, and emotional management to contribute to a peaceful and productive learning environment.</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Determine <u>when</u> and <u>how</u> to apply strategies to improve focus, regulate their body and manage emotions.</p>	
<p>Minnesota State Standards:</p> <p>Physical Education:</p> <ul style="list-style-type: none"> <li>- 0.3.1.1: Identify ways to be physically active outside of physical education, both indoors and outdoors.</li> <li>- 0.3.3.2: Recognize that the body has muscles.</li> <li>- 0.4.5.1: Move safely in personal space with</li> </ul>	<i>Meaning</i>	<i>ESSENTIAL QUESTIONS</i>
	<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <p>Everyone experiences difficult emotions and frustrations and there are many factors in our classroom and our world that cause distractions. Likewise, there are many strategies and methods to manage these problems that occur in our worlds to help us be successful. Mindfulness and yoga are both strategies that can help improve focus, regulation, and emotional management.</p>	<p>What causes me to become upset?</p> <p>What happens to my body when I get upset?</p> <p>What can I do to help my body calm down when I am upset?</p> <p>What can I do to improve my focus?</p> <p>How can yoga and mindfulness help me?</p> <p>When can I use yoga and mindfulness?</p>
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>- How yoga and mindfulness can benefit the mind and body</li> <li>- The names of various yoga poses and breathing techniques</li> <li>- Examples of specific problems that occur in our lives</li> <li>- Multiple strategies to help focus and calm/regulate the body and mind</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>- Recognizing and reflecting on feelings/emotions, moments of frustration, and moments of distractedness</li> <li>- Applying strategies learned when difficult moments arise</li> </ul>

<p>minimal reminders.</p> <ul style="list-style-type: none"> <li>- 0.5.1.1: Recognize that physical activity is important for good health.</li> <li>- 0.5.2.1: Recognize that some physical activities are challenging or difficult.</li> <li>- 0.5.3.1: Express enjoyment when being physically active individually and with others.</li> </ul> <p>English Language Arts:</p> <ul style="list-style-type: none"> <li>- 0.1.1.1: With prompting and support, ask and answer questions about key details in a text.</li> <li>- 0.1.10.10: Actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interest, and academic tasks.</li> </ul>		
<b>Stage 2 - Evidence</b>		
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	
- Completion	PERFORMANCE TASK(S):	

<p>- Students' self-assessment matching teacher observations</p>	<ul style="list-style-type: none"> <li>• Student self-evaluation before and after unit instruction occurs</li> <li>• Student reflection after movement or mindfulness lessons or sessions</li> </ul>
<p>- Effective use and application of strategies learned throughout unit</p> <p>- Student participation in movement and mindfulness sessions</p> <p>- Completion of assignments</p> <p>- Assignment showing student connection to topic</p>	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> <li>• Classroom teacher observation on students' focus, self-regulation, and emotional management</li> <li>• Student assignments related to lesson topics</li> </ul>

### **Stage 3 – Learning Plan**

#### *Summary of Key Learning Events and Instruction*

- Identify and describe emotions
- Make a page in a class book on emotions
- Identify and describe causes and signs of uncomfortable emotions
- Learn, practice and apply cool down strategies
- Draw and write about use of cool down strategies
- Define yoga, its benefits, and why and when people use yoga
- Practice yoga poses individually and in group settings
- Learn about “Puppy Mind” (wandering mind) and how to calm it
- Learn and practice breathing strategies
- Define mindfulness, its benefits, and why and when people use mindfulness
- Learn about being present
- Mindfulness nature walk
- Storytime yoga

## CLASSROOM ROUTINES

The following classroom routines are ideas that can be added to the classroom, as the teacher sees fit.

- Use the yoga poses learned each week as quick movement breaks. These movement breaks are a great time to review previously learned poses as well, as the weeks go on.
- Display the picture cards of yoga poses (Harper, “Little Flower Yoga”; Flynn, 2015) in the classroom as students learn them to use for future reference. Throughout the unit, these could also be replaced with photos of students in the various yoga poses.
- Establish an area of the classroom that can be used as a “Calm Down Corner” or “Reset Space”. This can be an area where students can go when they need space to quietly calm down when upset.
- Set a daily or weekly intention. An intention is similar to establishing a purpose. Have students consider what they want to do or what they want out of their day/week/yoga session/etc. Their intention is something they should hold in their mind to help guide them toward their purpose. Possible examples could include: to have fun, to relax, to build strength, etc (Binzen, 2013). The teacher can also have students come back to their intention at the end of the day or week and reflect on whether or not their actions throughout the day brought them closer or further from their intention.
- Start the day with a yoga video, calming music, etc. This can be in place of pencil and paper morning work when students enter the classroom upon arrival at school. The teacher can display yoga sequence videos, such as those on [CosmisKids.com](http://CosmisKids.com), and students can join in as they come into the room. Alternatively, calm music could be played while students are working on morning work.
- Yoga poses and/or breathing strategies used at transitions.
- The teacher can include a yoga pose, a breathing strategy, and/or a short sequence (as students learn more poses) during or after Morning Meeting.

## Lesson Plan

Lesson Number: Week 1, Lesson 1

Topic: Our Emotions

Essential Question: What emotions do we have?

### Objectives:

- I can identify my emotions.
- I can describe an emotion using pictures and words.

### Standards:

- 0.1.10.10: Actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interest, and academic tasks.
- 0.4.5.1: Move safely in personal space with minimal reminders.

### Materials:

- Chart paper & writing tool
- Book: “The Way I Feel” by Janan Cain
- “Our Emotions” Assignment (included at the end of the lessons)
- Pre-Self-Assessment (included at the end of the lessons)

### Activities:

- **Before beginning an instruction, give the Pre-/Post- Self-Assessment. This could be done on a different day prior to beginning this unit.**
- Make a circle chart with the words “Our Emotions” in the middle. Ask students, “What emotions do we have?” Record students answers on the circle chart. If possible, also include a simple picture along with the listed emotion.
- Read: “The Way I Feel” by Janan Cain
- While reading, ask students to overlap their index finger and thumb on each hand to “make a connection” with the character in the story if they have ever felt that emotion before. Stop periodically while reading to let students share their stories of feeling the emotions shown in the book with a partner and/or with the whole group.
- After reading, tell students that everyone experiences different emotions at different times in their life. It is normal and okay to feel different emotions. Being able to identify our emotions helps us understand why we are feeling that why and helps us determine what we can do about it.
- After reading, return to the circle chart and add any additional emotions if applicable.

- Ask students to think of one emotion from the story or the chart to draw and write about. Students should be able to identify the emotion, tell what they did while feeling that emotion, and tell why they were feeling that emotion.
- Give students time to complete the drawing and writing assignment.
- When students are finished working, put all the pages together to make a class book.
- Some students may wish to make more than one page in the book.

#### Yoga/Mindfulness Strategy:

- Tell that class that over the next several weeks they will be learning about some strategies that they can use when they are experiencing difficult emotions.
- Tell students “Some of the things we will be learning will involve movement of our bodies in different yoga poses. Today we will learn some yoga poses that help us stretch and feel calm and focused.”
- Remind students that some yoga poses are easier, and some are more difficult. Encourage students to try their best, even with difficult poses.
- Introduce yoga poses:
  - Easy pose (YJ Editors, 2007e): In this pose, legs are folded the same way they would be if asked to sit “crisscross-applesauce” on the floor.
    - Cross shins, open knees out, bring each foot under the opposite shin, with the outer edges of feet resting on the floor.
    - Hands can either be stacked in lap, palms up, or resting on knees, palms down.
    - Lengthen tailbone to the floor
    - Pull shoulder blades back
    - Benefits: “Calms the brain, strengthens the back, stretches the knees and ankles” (YJ Editors, 2007e, para. 9)
  - Mountain (Harper, “Little Flower Yoga”):
    - Stand tall with feet about shoulder width distance apart
    - Arms hang by your sides, palms facing forward
    - “Wiggle your toes, then spread them out and place them back down”
    - “Think about making your body strong and steady, but also a tiny bit relaxed, and definitely not stiff”
    - Make sure your knees are not locked
    - Lift your heart toward the ceiling to stand tall and relax your shoulders back
    - Benefits: “improves posture, strengthens thighs, knees, and ankles” (YJ Editors, 2007f, para. 14)
- These poses can be introduced throughout the week, rather than in just one sitting. As students become restless or fidgety, these can be used to get students moving or provide a quick “reset” moment.

Assessment:

- Use the results from the Pre- Self-Assessment to help direct the conversations throughout the unit, based on your student's needs and based on observations of students.
- Throughout this unit, observe students' abilities to identify emotions and describe related causes and actions related to that emotion. If students are unable to accurately identify emotions, continue to identify them in real-life moments with students and in literature.

## Lesson Plan

Lesson Number: Week 1, Lesson 2

Topic: Our Emotions

Essential Question: What emotions do we have?

Objectives:

- I can identify my emotions.
- I can describe an emotion I am feeling to a partner.

Standards

- 0.1.10.10: Actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interest, and academic tasks.
- 0.3.1.1: Identify ways to be physically active outside of physical education, both indoors and outdoors.
- 0.3.3.2: Recognize that the body has muscles.
- 0.4.5.1: Move safely in personal space with minimal reminders.
- 0.5.2.1: Recognize that some physical activities are challenging or difficult.
- 0.5.3.1: Express enjoyment when being physically active individually and with others.

Materials:

- “Our Emotions” chart from previous lesson
- Book: “The Grateful Giraffe: A Kids Yoga Feelings Book” by Giselle Shardlow
- Self-Assessment Reflection (included at the end of the lessons)

Activities:

- Review the circle chart from the previous lesson with the student generated list of emotions.
- Ask students “Which emotion are you feeling today? Why? Be ready to share you answer with a partner.”
- After allowing a minute of think time, ask students to share their thinking with a partner. Have 2-4 students share their responses with the full group.
- Read “The Grateful Giraffe: A Kids Yoga Feelings Book” by Giselle Shardlow. Tell students that this story shows different feelings with animals and a yoga pose to go along with it.
- Ask students to follow along trying the yoga poses throughout the book. Model and show the yoga poses with students throughout the story. In order to model the poses during the read aloud, it may be helpful to use a recording of the story on YouTube: <https://www.youtube.com/watch?v=-IVL7TmRK0w&t=101s> (KidsYogaStories, 2017).

- This lesson is intended to be a fun introduction to storytime yoga. Some of the poses in the book will be more challenging than others. Encourage students to keep trying and not worry about perfection.

#### Yoga/Mindfulness Strategy:

- Before beginning the read aloud, remind students that some yoga poses are more difficult than others, and that it is okay if they can't do everything exactly the way the picture shows. Remind them that with more practice, they will become stronger and these challenging poses will become easier.
- Remind students to try their best and to try the pose again if they fall out of it the first time.
- Encourage students to look at the pictures of the yoga poses in the book as the example, rather than letting their eyes wander around the room and watch others. This will help students balance and concentrate better.
- Prior to beginning the read aloud, introduce the following yoga poses:
  - Chair (Harper, "Little Flower Yoga"):
    - Start in Mountain, with feet shoulder width distance apart
    - Inhale as you reach arms over head
    - Exhale as you bend knees
    - Imagine sitting back into a chair
    - Glance down at feet and double check that you are able to see the tips of your toes. If not, sit a little further back.
    - Benefits: "strengthens the ankles, thighs, calves, and spine, stretches shoulders and chest, stimulates the abdominal organs, diaphragm, and heart, reduces flat feet" (YJ Editors, 2007a, para. 13)
  - Tree (Flynn, 2015):
    - Begin in Mountain, with hands together in front of your heart.
    - Find your "focus point" by finding one unmoving object within your line of vision to focus your eyes on while in this pose.
    - Shift your weight into your left foot, turn your right knee out to the side, press your right heel onto your left ankle. Your right toes can rest on the floor or on the side of your left calf.
    - Grow your tree by raising your arms straight up, while keeping shoulders relaxed. Hands can stay pressed together or can be separated.
    - Repeat on the opposite leg.
    - Benefits: "Strengthens thighs, calves, ankles and spine; improves sense of balance" (YJ Editors, 2007g, para. 13)
- These poses can be introduced throughout the week, rather than in just one sitting. As students become restless or fidgety, these can be used to get students moving

or provide a quick “reset” moment, along with the previously learned yoga poses or mindfulness strategies.

- Tell students that these poses help us balance and require focus and concentration. They can help us feel focused and calm.
- Add movement breaks as needed throughout the day and week. Yoga poses can be done individually for a quick break or can be combined into a sequence. An example sequence with the already learned poses is:
  - Begin in easy pose – mountain – chair – mountain – easy pose

Assessment:

- Have students complete the self-assessment reflection individually. Before beginning, discuss and review the names of some of the various yoga poses that students learned.
- At the start of the assessment, with the first question asking students to identify how they are feeling today, encourage students to sit quietly for 1 minute. They can sit in a chair or with their legs crossed on the floor. Their hands can be folded in their lap, at their sides, or with one hand on their heart and one hand on their belly. Provide this time for them to check in with themselves and notice their emotions (Checking In With My Feelings - Harper, “Little Flower Yoga”).
- Allow students to reference the pictures of yoga cards and the circle chart of emotions during the self-assessment.

## Lesson Plan

Lesson Number: Week 2, Lesson 3   Topic: Uncomfortable Emotions

Essential Question: What can you do when you feel uncomfortable emotions?

### Objectives:

- I can identify events that can cause uncomfortable emotions.
- I can tell a partner about a time I was upset and the cause of being upset.
- I can identify ways a story character shows anger.
- I can identify ways a story character calms down.
- I can use breathing to calm my body.

### Standards:

- 0.1.1.1: With prompting and support, ask and answer questions about key details in a text.
- 0.1.10.10: Actively engage in group reading activities with purpose and understanding, including with appropriate selection of texts for personal enjoyment, interest, and academic tasks.
- 0.4.5.1: Move safely in personal space with minimal reminders.

### Materials:

- Chart paper & writing tool
- Book “Mouse Was Mad” by Linda Urban and Henry Cole

### Activities:

- Begin the lesson by showing a graphic organizer with the words “Being Upset” at the top with sections branching off labeled as “Sounds like”, “Looks Like”, and “Feels Like”
- Introduce the chart. Have students think about a time they were upset. Ask them to think about what their body felt like, what they sounded like when they were upset, and what their body looked like when they were upset. Have them share their ideas with a partner.
- After discussing with a partner, have several students share out with the full group and record student ideas in each appropriate section.
- Tell students: “Today, we will read a story about Mouse. Mouse is really mad in this story. I want you to watch for the ways that mouse shows that he’s mad and watch for what he does to feel better.”
- Read “Mouse Was Mad” by Linda Urban and Henry Cole
- Throughout the read-aloud, stop periodically and have students retell what mouse does throughout the story to show being mad.
  - Possible responses could be that Mouse was:

- hopping
  - stomping
  - screaming
  - rolling
  - stood still
- To add in additional movement, students can act out the mouse’s actions.
- After reading, discuss how mouse used his breathing to calm down. Transition into teaching the “Count Down to Calm” breathing strategy here.
- Discuss:
  - How does “Count Down to Calm” make you feel?
- When could you use “Count Down to Calm”?
- Continue to point out emotions in real-life moments and in literature as needed
  -

#### Yoga/Mindfulness Strategy:

- Introduce:
  - “Count Down to Calm” (Flynn, 2015):
    - Begin in Easy pose or Mountain with a tall, straight spine
    - Hold up one hand.
    - Lift one finger at a time and count 1, 2, 3, 4, 5 while inhaling through the nose.
    - Pause.
    - Exhale slowly through the nose while closing fingers in one at a time and counting down 5, 4, 3, 2, 1.
    - “Repeat several times or until you feel calm and centered”.
- Add movement breaks as needed throughout the day and week, using the yoga poses learned so far.

#### Assessment:

- Observe and note students’ ability to identify the story character’s cause for being upset and way he expresses his feelings. Depending on how well students are able to identify those, allow the conversation to either be more student-directed or more teacher-directed.

## Lesson Plan

Lesson Number: Week 2, Lesson 4   Topic: Uncomfortable Emotions

Essential Question: What can you do when you feel uncomfortable emotions?

### Objectives:

- I can identify and describe cool down strategies.
- I can draw and write about a cool down strategy that I can use.

### Standards:

- 0.1.1.1: With prompting and support, ask and answer questions about key details in a text.
- 0.1.10.10: Actively engage in group reading activities with purpose and understanding, including with appropriate selection of texts for personal enjoyment, interest, and academic tasks.
- 0.4.5.1: Move safely in personal space with minimal reminders.

### Materials:

- Chart paper & writing tool
- Book: “Cool Down and Work Through Anger” by Cheri J. Meiners
- “Uncomfortable Emotions” Student Assignment (included at the end of the lessons)

### Activities:

- Introduce the topic: “In the last lesson, we talked about what makes us mad and what it looks like, sounds like and feels like to be upset. Today we will read a story about what we can do to help our bodies calm down when we feel upset.”
  - You may want to also go back to the looks like, sounds like, feels like chart and add additional details that are mentioned in “Cool Down and Work Through Anger.”
- Have a chart prepared to record Cool Down Strategies from the read aloud.
- Read “Cool Down and Work Through Anger” by Cheri J. Meiners.
- Throughout the reading, stop periodically and have students think about the cool down strategies that are mentioned in the book. Provide time for students to discuss these ideas with a partner prior to sharing out with the full group. As students are sharing ideas with the group, record their thoughts on the chart.
  - Possible responses:
    - Go somewhere quiet to think
    - Draw
    - Make things
    - Read

- Sing
- Run or play outside
- Spend time with others
- Talk with someone you trust
- Talk calmly with the person who made you mad
- After reading, remind students that everyone feels upset sometimes and that it is okay to feel that way. Just as we are all upset for different reasons sometimes, we all have different strategies that work for us to help ourselves calm down.
- Have students think of one calm down strategy that already works for them or one that they would like to try in the future. Have them draw themselves using that strategy and write about it.

#### Yoga/Mindfulness Strategy:

- Introduce:
  - Child’s Pose (Harper, “Little Flower Yoga”):
    - Sit with legs and feet folded and tucked under your body.
    - Keep hips close to heels.
    - Fold body over legs until head reaches the ground.
    - Knees can be kept together or opened wide with chest coming down between them.
    - Arms can be stretched out in front of you or pulled back alongside your body.
    - Benefits: “Stretches hips, thighs, and ankles; Calms the brain and helps relieve stress and fatigue” (YJ Editors, 2007b, para. 11)
  - Chair Pose Twist (YogaOutlet.com, 2018a):
    - Begin in Chair.
    - Lower arms and press palms together in front of your heart.
    - Exhale as you twist your chest to the right, bringing your left elbow outside of your right thigh. Hold here for a few moments.
    - Untwist, bring hands back to heart center, and pull your shoulder blades back.
    - Repeat on the other side.
    - Benefits: Strengthens back, increases spine flexibility, tones internal organs, and detoxifies.
- These poses can be introduced throughout the week, rather than in just one sitting. As students become restless or fidgety, these can be used to get students moving or provide a quick “reset” moment, along with the previously learned yoga poses or mindfulness strategies.
- Add movement breaks as needed throughout the day and week, Yoga poses can be done individually for a quick break or can be combined into a sequence. An example sequence with the already learned poses is:
  - Child’s pose – mountain – chair – twist – chair – easy

Assessment:

- Use student discussion comments to evaluate students' knowledge of strategies that can be used to help them calm their body when they are upset.
- Use the students' writing/drawing assignment to see that are able to able to identify one strategy that they could use in the future. Make a class book of these strategies and add them to your calm down space for students to reference as needed.

## Lesson Plan

Lesson Number: Week 3, Lesson 5

Topic: Yoga

Essential Question: What is yoga? How can yoga help me? When can I use yoga?

### Objectives:

- I can describe what yoga is.
- I can try yoga poses.
- I can describe how yoga can make me feel.

### Standards:

- 0.1.1.1: With prompting and support, ask and answer questions about key details in a text.
- 0.1.10.10: Actively engage in group reading activities with purpose and understanding, including with appropriate selection of texts for personal enjoyment, interest, and academic tasks.
- 0.3.1.1: Identify ways to be physically active outside of physical education, both indoors and outdoors.
- 0.5.1.1: Recognize that physical activity is important for good health.
- 0.5.2.1: Recognize that some physical activities are challenging or difficult.
- 0.5.3.1: Express enjoyment when being physically active individually and with others.

### Materials:

- Chart paper & writing tool
- Book: “I am Yoga” by Susan Verde

### Activities:

- Have a circle chart with the word “yoga” in the middle prepared for this lesson.
- Begin the lesson by asking students “What is yoga?” Throughout the discussion ask questions like “When do people use yoga?” and “Why do people do yoga?” Record students’ thoughts on the chart.
- Read “I am Yoga” by Susan Verde. Read until you get to page 10, where it says, “I am Yoga.” Ask students “What is yoga? Is there anything else we can add to our chart?”
  - Ideas to mention, if students haven’t done so already:
    - Having a still, quiet mind
    - Focused breath
    - Having an open mind
- Continue reading. Throughout the story, have students try to do the yoga poses shown each page. Do the yoga poses with students. In order to also do the poses

along with students, it may be easier to project the book pages onto a Document Camera or to watch a recording of the story from YouTube:

[https://www.youtube.com/watch?v= QFvf\\_bImrU](https://www.youtube.com/watch?v= QFvf_bImrU) (Wild Family, 2016).

- Remind students to be open minded with difficult yoga poses and to just focus on trying their best, even if it is not perfect.
- After reading, ask students how they feel doing yoga and how the character felt doing yoga in the story. Ask students when they could use yoga.
- Tell students that many yoga poses can help them practice things such as being calm, focused, open, and strong. Tell them: “Yoga is something that can be done when our bodies feel restless, when we feel strong or uncomfortable emotions to help us calm down, when we feel happy, or when we are anxious or worried about something to help us calm our mind. Yoga is also a way we can move our bodies to help keep our muscles strong and our bodies healthy.”
- Add any related learning to the chart.

#### Yoga/Mindfulness Strategy:

- Introduce:
  - Eagle (Flynn, 2015):
    - Begin in Mountain and find an unmoving object to focus your line of your vision on.
    - “Extend both arms straight out in front of you and bend at the elbows. Cross the left elbow over the right. Wrap the forearms so that your palms come together.”
    - “Shift your weight to your left foot and bend your knees slightly. Lift your right leg and wrap it up and over the left. You may choose to keep your right big toe on the floor for balance.”
    - Hold here for a few moments, taking full inhales and exhales while holding your gaze on your focus point.
    - “Come out of the pose by inhaling to stretch out your arms and legs wide like a soaring eagle. Exhale to come back to rest in Mountain. Switch sides.”
    - Benefits: “Strengthens and stretches the ankles and calves; Stretches the thighs, hips, shoulders, and upper back; Improves concentration; Improves sense of balance” (YJ Editors, 2007d, para. 15)
  - Warrior II (Flynn, 2015):
    - Begin in Warrior I. Keep your front knee bent to a 90-degree angle with your knee over your ankle. Keep your back leg straight.
    - Inhale as you lengthen your arms up.
    - Exhale as you open your hips to the side and lower your hands straight out to shoulder height.
    - Gaze over your front fingertips.
    - Hold here for a few moments.

- “Exhale your arms down and step your back leg forward to return to mountain. Switch sides by beginning in Warrior I with the opposite foot back” and continuing through the above-mentioned steps.
  - Benefits: “Strengthens and stretches the legs and ankles; Stimulates abdominal organs; Increases stamina; Relieves backaches” (YJ Editors, 2007i, para. 14)
- These poses can be introduced throughout the week, rather than in just one sitting. As students become restless or fidgety, these can be used to get students moving or provide a quick “reset” moment, along with the previously learned yoga poses or mindfulness strategies.
- Optional Activity: Using the yoga cards from this lesson and the ones from previously taught poses, have students work together in small groups to practice their favorite poses. Using iPads (or other student technology) have students take pictures of each other trying their favorite yoga poses. Using the app Seesaw (or similar app), have students upload their photo to their journal and caption the photo with at least one word to describe how the yoga pose makes them feel.

Assessment:

- Informal Observations based on student responses during discussion and student participation in yoga activities:
  - Are students able to describe what yoga is?
  - Are students able to describe why and/or when they could use yoga?
  - Do students willingly participate in yoga activities?
  - Are students beginning to apply strategies used so far to real life moments when they may be feeling uncomfortable emotions?

## Lesson Plan

Lesson Number: Week 3, Lesson 6

Topic: A Wandering Mind

Essential Question: How can yoga help me in school?

### Objectives:

- I can observe when my mind is focused or not.
- I can practice breathing to help focus my wandering mind.

### Standards:

- 0.4.5.1: Move safely in personal spaces with minimal reminders.
- 0.1.1.1: With prompting and support, ask and answer questions about key details in a text.
- 0.1.10.10: Actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interest, and academic tasks.

### Materials:

- Book: “Puppy Mind” by Andrew Jordan Nance

### Activities:

- In our last lesson, we learned about some of the many times we can use yoga and we learned a few new yoga poses. When you do yoga, you also need to focus on your breathing. Breathing can help you in many ways. We’ve already learned about how breathing can help you calm down when you are upset. Today we will learn about how breathing can help your mind.
- Read “Puppy Mind” by Andrew Jordan Nance.
- Throughout reading and/or after reading, ask students:
  - What is puppy mind?
  - Have you ever had puppy mind?
  - What we can do to “make puppy mind heel”?
- Introduce “Balloon Breath” (Flynn 2015):
  - Begin in Easy or Mountain with a tall, straight spine.
  - Close your eyes.
  - Gently place your hands on your lower belly.
  - “Imagine that your belly just turned into a balloon. Slowly inflate the balloon by breathing in through your nose. Feel your belly expand as your balloon fills with air.”
  - “Slowly deflate your balloon by exhaling the stale balloon air out through your nose. Repeat 4-6 times.”

- Benefits: “Balloon Breathing calms our bodies, while an increased supply of oxygen helps us to think more clearly and feel great” (Flynn, 2015).

#### Yoga/Mindfulness Strategy:

- These poses can be introduced throughout the week, rather than in just one sitting. As students become restless or fidgety, these can be used to get students moving or to provide a quick “reset” moment, along with the previously learned yoga poses or mindfulness strategies.
  - “Balloon Breath” (Flynn, 2015):
  - Cat and Cow (Harper, “Little Flower Yoga”):
    - Start on your hands and knees. Line your shoulders up over your wrists and your hips over your knees.
    - Cow pose: Inhale and drop your belly toward the ground. Lift your chest and your gaze.
    - Cat pose: Exhale and pull your belly in. Round your back and look toward your knees.
    - “Practice these two poses together, coming into Cow Pose as you breathe in, and Cat Pose as you breathe out, for three rounds of breath.”
    - Benefits:
      - Cow: “Stretches the front torso and neck; Provides a gentle massage to the spine and belly organs” (Harper, “Little Flower Yoga)
      - Cat: “Stretches the back torso, and neck; Provides a gentle massage to the spine and belly organs” (Harper, “Little Flower Yoga)
- Add movement breaks as needed throughout the day and week. Yoga poses can be done individually for a quick break or can be combined into a sequence. An example sequence with the already learned poses is:
  - Mountain – Chair – Eagle (on both sides, with chair in between sides) – Warrior II – Mountain – Warrior II (opposite side) – Easy

#### Assessment:

- Listen to student discussion:
  - Are students able to describe what happens when they have “puppy mind” or a wandering mind?
  - Are they able to identify a time when they had a restless mind?
  - Are they able to successfully try practicing “Balloon Breath” and able to describe when “Balloon Breath” would be a helpful strategy?
- Have students complete the self-assessment reflection.

## Lesson Plan

Lesson Number: Week 4, Lesson 7

Topic: Mindfulness

Essential Question: What is mindfulness? How can mindfulness help me?

### Objectives:

- I can define mindfulness.
- I can practice mindfulness.
- I can describe how mindfulness can help me.

### Standards:

- 0.4.5.1: Move safely in personal space with minimal reminders.
- 0.1.1.1: With prompting and support, ask and answer questions about key details in a text.
- 0.1.10.10: Actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interest, and academic tasks.

### Materials:

- Chart paper & writing tool
- Book: “I Am Peace, A Book of Mindfulness” by Susan Verde
- Stuffed animal, one for each child (students could bring these from home if there are not enough in the classroom)

### Activities:

- “In our last lesson, we learned about how breathing can help when your mind is wandering. Today, we will learn a little more about our minds. We will learn about mindfulness. What do you think mindfulness is?” Provide some time for students to share their ideas before beginning the read aloud.
- Begin to read “I Am Peace, A Book of Mindfulness” by Susan Verde. After reading the words “I am Peace”, pause and reiterate the question, “What do you think mindfulness is? Use the ideas mentioned in the book.” Record students’ ideas on a chart to start to have students work together to come to the definition of mindfulness based on the story.
  - Possible responses:
    - Telling yourself: “It’s alright.”
    - Notice the HERE and the NOW.
    - Clear mind.
- Continue reading. Throughout the reading, pause periodically to have students discuss what mindfulness helps you do.
  - Possible responses:

- Worries disappear
  - Saying your feelings out loud
  - Knowing yourself
  - Being kind
  - Connect to nature
  - Wonder
  - Use your senses
  - Tune into self
  - Feel your breath
  - Being in THIS moment
  - Share peace with others
- After reading, review what students' ideas were in building a definition of mindfulness. If it hasn't already been stated by students, explicitly share that the definition of mindfulness is "noticing what is happening right now" and "noticing what your mind is doing" (Bergstrom, 2015). Explain to students that "when you notice what is happening around you, it can help you to calm down when you're sad, angry or frustrated. Mindfulness helps you deal with tough emotions, and mindfulness can make you happy and feel good" (Bergstrom, 2015).
  - Explain that we have been practicing identifying our emotions and using different strategies when we need to calm down or calm our bodies. Mindfulness is one new strategy that you can use.
  - We have already learned about how breathing can help us calm down and focus with "Count Down to Calm" and "Balloon Breath." Today, we will try something called "Breathing Buddies" (Beach, 2017).
  - Introduce, model, and allow time to practice "Breathing Buddies" (explained below).
  - After practicing, provide a few minutes for discussion of how students felt after "Breathing Buddies".

#### Yoga/Mindfulness Strategy:

- "Breathing Buddies" (Beach, 2017).
  - Each student should have a stuffed animal.
  - Students will spread out around the classroom and lay on their back. The room should be quiet. The teacher should also participate.
  - While laying on their backs, students will lay the stuffed animal on their stomach. Next, they will begin to take deep inhales and full exhales while watching their stuffed animal rise and fall on their stomach. Ask students to count to 5 as they inhale and down from 5 as they exhale.
  - Start out by practicing this for just a few minutes, but as students get better at it, the time can be gradually increased.
- The following pose can be introduced at any point throughout the week. As students become restless or fidgety, it can be used to get students moving or

provide a quick “reset” moment, along with the previously learned yoga poses or mindfulness strategies.

- Half Sun Salute (Flynn, 2015):
  - Begin in Mountain and inhale as you extend your arms overhead.
  - “Exhale and bring your arms straight down in front of you as you fold forward at the hips, keeping your spine straight and knees slightly bent. Reach your finger tips toward the floor near the outer edges of your feet.”
  - “While keeping your hands where they are, inhale to look up and stretch your spine out straight, extending from the top of your head to your tailbone.”
  - “Exhale and fold forward again, releasing further into the stretch. Rest and breathe here for 3 full breaths.”
  - Benefits: “Stretches the front torso; Strengthens the back and improves posture; Stimulate the belly” (YJ Editors, 2008, para. 7)
- Add movement breaks as needed throughout the day and week. Yoga poses can be done individually for a quick break or can be combined into a sequence. An example sequence with the already learned poses is:
  - Child’s pose – Cat/Cow (3x) – Half Sun Salute – Chair – Mountain – Warrior II – Chair – Eagle – Chair – Mountain – Warrior II (opposite side) – Chair – Eagle (opposite side) – Chair – Easy

#### Assessment:

- Informal observations based on students’ discussion on mindfulness and its effects.
- Informal observations of students practicing “Breathing Buddies”
  - Are students able to maintain focus on watching their stuffed animal rise and fall with their breath? Or are their eyes wandering around the classroom?
  - Are they able to breathe slowly and evenly while practicing “Breathing Buddies”?
  - Are students able to practice in silence?

## Lesson Plan

Lesson Number: Week 4, Lesson 8

Topic: Mindfulness

Essential Question: How do I practice mindfulness? How does mindfulness improve my focus?

### Objectives:

- I can define mindfulness and being present.
- I can practice mindfulness.

### Standards:

- 0.1.1.1: With prompting and support, ask and answer questions about key details in a text.
- 0.1.10.10: Actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interest, and academic tasks.
- 0.4.5.1: Move safely in personal space with minimal reminders.
- 0.5.3.1: Express enjoyment when being physically active individually and with others.

### Materials:

- Chart paper & writing tool
- Book: “What Does It Mean To Be Present?” by Rana DiOrio
- “What Does It Mean To Be Present?” Student Assignment (included at the end of the lessons)

### Activities:

- “Last time we learned about mindfulness. What is mindfulness?” Review what mindfulness is and how it can help us.
- “Today we will read a book called ‘What Does It Mean To Be Present?’ Using what you know about mindfulness, what do you think it means to be present?” Allow a moment of think time and then have students share their thinking with a partner. Provide time for 2-4 students to share with the full class”
- Read “What Does It Mean To Be Present?” While reading, stop periodically to discuss ways one can be present, based on the text.
  - Possible responses:
    - Listening carefully to others
    - Noticing when others need help
    - Focusing on the present moment
    - Appreciating what you have
    - Waiting for your turn patiently

- Knowing that each new experience is a new opportunity
  - Realizing that mistakes are how we learn and grow
  - Feeling grateful for friends and family
  - Savoring each bite of food
  - Cuddling with pets
  - Noticing and feeling the weather (such as warmth from sun)
  - Watching ocean waves
  - Feeling your breath in your body
  - Feeling peaceful
  - Closing your eyes and being still
  - Living in the moment, instead of worrying about other things
- After reading, return to the question of “What does it mean to be present?” Have a chart with that question prepared. Give students time to share their ideas with a partner again. Allow several students the opportunity to share their ideas with the class. Record students’ ideas on the chart. As you notice students doing these things in the classroom in the future, name what you see students doing and provide positive praise.
- Ask students to think of a time that they know they have been present or a time where they could be more present in the future.
- Have students complete the drawing/writing “What Does It Mean To Be Present?” Student Assignment (included at the end of the lessons).
- On the following day (or another time that works well in your schedule), take students outside for a nature walk to practice being present:
  - Remind students that being present means to notice what is happening around you in the current moment and not worrying about what came before or what is coming after.
  - Students do not have to take anything with them on their walk, so that they are better able to be present.
  - For the first full minute of the nature walk, have students walk (or find a space to sit outside) in complete silence.
  - After one minute of silence, ask students what they noticed.
    - What did they hear?
    - What did they see?
    - What did they smell?
    - What did they feel? (this could be temperature on their skin or what they felt beneath their feet as they walked)
  - Continuing walking, allowing students to talk with each other. Encourage them to keep their conversations focused on what they noticed.
  - If students’ attention allows for another 1-2 sessions of 1 silent minute walking, plus a discussion, repeat that step.

Yoga/Mindfulness Strategy:

- Mindfulness nature walk

- Single Pointed Focus (Harper, “Little Flower Yoga”) – Teach this earlier in the week, prior to the Nature Walk activity, depending on when it works best for your students and your schedule. While on the nature walk, remind students of this strategy to help them bring a wandering mind back to being present and focused on the nature around them.
  - “Practicing focus means that you notice when your mind is distracted, catch it, and bring it back to whatever you are trying to focus on” (Harper, “Little Flower Yoga”)
  - Choose something with a little bit of movement to look at as your focus object. Examples include sand timers or a jar filled with water and glitter).
  - Get your body in a comfortable position and take a few full breaths.
  - Stare at your focus object. Let it fill your gaze and mind.
  - The most important step: Try to notice right away when your mind starts to wander away from your focus object and bring it back.
  - “Noticing your mind wandering and practicing bringing it back is like one repetition of an exercise for your attention muscle.”
  - To end the activity, “close your eyes and try to keep the object you have been gazing at fixed in your mind. Take a few full breaths, and, when you are ready, open your eyes.”

Assessment:

- Informal observations of students’ discussion while talking about what it means to be present.
- Collect students’ assignments.
  - Are students able to identify a time when they have either been present in the moment or a time when they would like to be present in the future?

## Lesson Plan

Lesson Number: Week 5, Lesson 9

Topic: Mindfulness & Breath

Essential Question: When can I use mindfulness? How can I use mindfulness?

### Objectives:

- I can practice mindfulness.
- I can reflect on my learning.

### Standards:

- 0.4.5.1: Move safely in personal space with minimal reminders.
- 0.5.3.1: Express enjoyment when being physically active individually and with others.
- 0.1.1.1: With prompting and support, ask and answer questions about key details in a text.
- 0.1.10.10: Actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interest, and academic tasks.

### Materials:

- Book: “My Magic Breath” by Nick Ortner and Alison Taylor.
- Student Self-Assessment Reflection (included at the end of the lessons)

### Activities:

- Read “My Magic Breath” by Nick Ortner and Alison Taylor. Throughout the story, the authors will ask the reader to do different actions, such as breathe or think about various questions regarding their emotions. Have students follow along with the actions and the questions throughout the story.
- After the words “It’s magic! Let’s try it out!”, ask students “When can you use mindfulness?” If the students don’t mention it, mention the idea that mindfulness can be used at any time. If necessary, reread this page and the previous 1-2 pages to help point this out. Ask students to notice which words on the page help tell us that it could be used at any time.
- At the end of the story, teach students “Final Relaxation” and have them stay in Final Relaxation for 1-2 minutes.
- After “Final Relaxation”, discuss what they learned from “My Magic Breath.” Ask students questions such as, “How can your breath help you?” and “When can you use your Magic Breath?”.

Yoga/Mindfulness Strategy:

- The following poses can be introduced at any point throughout the week. As students become restless or fidgety, it can be used to get students moving or provide a quick “reset” moment, along with the previously learned yoga poses or mindfulness strategies.
  - “At The Beach” Visualization (Flynn, 2015):
    - Begin in Easy with eyes closed.
    - Notice your breath by taking a few Balloon Breaths
    - Guide students through a visualization of a perfect beach scene. Add descriptions such as:
      - beautiful, sunny day
      - gentle, cool breeze
      - warm sand
      - body sinking in sand
      - lying in the sun, feeling its warmth
      - relaxing various parts of your body (neck, shoulders, hands, legs, toes, muscles in your face, etc.)
      - sound of crashing waves, seagulls talking with each other
      - smell of the salty air
      - feeling happy, calm, and peaceful
    - Ask students to notice all of the smells, sounds, and sensations
    - End with a full breath and have students slowly sit up and take a full breath in and out again before opening their eyes.
  - Final Relaxation (Harper, “Little Flower Yoga”):
    - Lay down on your back.
    - Keep your body still. Let your mind and body rest.
    - “Final Relaxation is a time to just be. Sometimes this is challenging, as when the body gets still sometimes the mind starts to create lots of thoughts. If it happens to you, just give yourself a gentle reminder that this is your time to rest. If it helps, you can focus on the sound of your breath.”
    - Benefits: “Calms the brain and helps relieve stress and mild depression; Relaxes the body; Reduces headache, fatigue, and insomnia” (YJ Editors, 2007c, para. 13)
- Add movement breaks as needed throughout the day and week. Yoga poses can be done individually for a quick break or can be combined into a sequence. An example sequence with the already learned poses is:
  - Child’s pose – Cat/Cow (3x) – Half Sun Salute – Mountain – Chair – Chair Pose Twist (twist to the right) – Chair – Chair Pose Twist (twist to the left) – Chair – Mountain – Tree (lift left leg) – Mountain – Tree (lift right leg) – Mountain – Easy – Final Relaxation (stay in Final Relaxation for at least one minute)

Assessment:

- Student Self-Assessment Reflection

## Lesson Plan

Lesson Number: Week 5, Lesson 10

Topic: Perseverance

Essential Question: What is perseverance? Why is perseverance important in school and in our lives?

### Objectives:

- I can describe perseverance and its importance.
- I can show perseverance by trying new yoga poses.

### Standards:

- 0.3.1.1: Identify ways to be physically active outside of physical education, both indoors and outdoors.
- 0.4.5.1: Move safely in personal space with minimal reminders.
- 0.5.1.1: Recognize that physical activity is important for good health.
- 0.5.2.1: Recognize that some physical activities are challenging or difficult.
- 0.5.3.1: Express enjoyment when being physically active individually and with others.
- 0.1.1.1: With prompting and support, ask and answer questions about key details in a text.
- 0.1.10.10: Actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interest, and academic tasks.

### Materials:

- Book: “Flight School” by Lita Judge

### Activities:

- “We have learned many yoga poses so far and many breathing strategies to help us be with our emotions and to be present. Today we are going to put many of these yoga poses, and some new ones, together for a Storytime Yoga” (Sherrer, 2018).
- Before beginning the story, introduce the topic of perseverance. Tell students: “Today, we will read a story called ‘Flight School’ by Lita Judge. In this story, the main character, a penguin, is trying to learn how to fly. However, the penguin has a difficult time. Despite his difficulties, he does not give up. Instead he shows *perseverance*, which means that he is able to stay with a task, when it is difficult (Finnan, 2014, p. 28). Not only does the penguin practice perseverance, but we are also going to practice perseverance today. We are going to do some yoga poses along with the story today. Some of them are going to be easy, but some of

them are going to be very difficult and require focus and perseverance. Even on the difficult poses, don't give up! Just keep trying!"

- Read "Flight School" by Lita Judge. Use the following page numbers as a guide for storytime yoga. During storytime yoga, students will need to be more spread out than usual to provide enough space for all the yoga poses. If possible, project the pages onto a SmartBoard screen using a Document Camera, so all students can see, regardless of where they are in the room. To make it easier to join in with students, you may want to consider showing the story with a recording on YouTube: [https://www.youtube.com/watch?v=f\\_CGUaEvEqw](https://www.youtube.com/watch?v=f_CGUaEvEqw) (Children's Books, 2018, instead of reading aloud.
  - Pages 1-2: Mountain
  - Pages 3-4: Star
  - Pages 5-6: Three Star Jumps (begin in Crouch and Curl and jump into Star)
  - Pages 7-8: Airplane
  - Pages 9-10: Final Relaxation
  - Pages 11-12: Child's Pose
  - Pages 13-14: Crouch and Curl
  - Pages 15-16: Mountain
  - Pages 17-18: Tree
  - Pages 19-20: Airplane (hands at heart center)
  - Pages 21-22: Airplane (arms extended back)
  - Pages 23-24: Crouch and Curl
  - Pages 25-28: Easy
  - Pages 29-32: Final Relaxation (stay here for 1-2 minutes; when the story ends, have students close their eyes)
- After 1-2 minutes in Final Relaxation, have students calmly return to a spot on the rug for a full group discussion:
  - How did the penguin show perseverance in "Flight School"?
  - How did you show perseverance while trying story time yoga?
  - How could practicing perseverance in yoga poses help you use perseverance at other times during the school day?

#### Yoga/Mindfulness Strategy:

- The following poses can be introduced at any point throughout the week. As students become restless or fidgety, they can be used to get students moving or provide a quick "reset" moment, along with the previously learned yoga poses or mindfulness strategies.
  - Crouch and Curl:
    - Start with your feet about hips width distance apart and your fingertips touching the floor in front of your feet.
    - Lift your heels off the floor, shifting your weight into your toes.
    - Curl your head into your knees.

- Lengthen your hips toward the ground.
  - Star (Flynn, 2015):
    - “Begin in Mountain with feet wide apart”
    - Stretch your arms out to the side.
    - Relax your shoulders down your back.
    - Find a focus point with your eyes. Hold here for a few full breaths.
    - Benefits: stretch and lengthen the body in all directions; align the spine; improve posture; reduce back and shoulder pain; help one “become more open to feelings of love and happiness” (YogaOutlet.com, 2018b, para. 2)
  - Airplane (“Dekasana – Airplane Pose”, 2018):
    - Start in Mountain.
    - Bring your weight into your right leg. Extend your left leg back and up as you bring your chest forward.
    - To help balance, press the big toe of your standing foot firmly into the ground and lift the arch of your foot.
    - Level your hips toward the ground by bringing your left hip down and rotating your inner left thigh toward the ceiling.
    - Open your chest toward the front of the room and gaze a few feet in front of you, finding an unmoving focus point with your eyes.
    - Reach your arms and fingertips. Hold them extended back like airplane wings.
- Add movement breaks as needed throughout the day and week. Yoga poses can be done individually for a quick break or can be combined into a sequence. An example sequence with the already learned poses is:
  - Easy Pose – Cat/Cow (3x) – Crouch and Curl – Half Sun Salute – Mountain – Warrior II – Star – Warrior II – Mountain – Airplane (left leg back, balance on right) – Mountain – Warrior II – Star – Warrior II – Mountain – Airplane (right leg back, balance on left) – Mountain – Crouch and Curl – Final Relaxation (stay in Final Relaxation for at least one minute)

Assessment:

- Informal observations based on students’ participation in yoga poses, sequences, and storytime yoga.
  - Are students able to make connections between the story characters, the story themes, the strategies they are learning, and/or their own lives?
- Informal observations of students’ ability to apply some of the yoga and mindfulness strategies learned in real life moments. Continue to have conversations about these as they come up in “teachable moments” and provide recognition and positive reinforcement when students are trying these strategies out on their own.

## Lesson Plan

Lesson Number: Week 6, Lesson 11

Topic: Determination

Essential Question: What is determination? How can I show determination in my life?

### Objectives:

- I can define determination.
- I can describe how the main character of a story shows determination.
- I can show determination by trying challenging yoga poses.
- I can make a text-to-self connection with a story character.

### Standards:

- 0.4.5.1: Move safely in personal space with minimal reminders.
- 0.5.2.1: Recognize that some physical activities are challenging or difficult.
- 0.5.3.1: Express enjoyment when being physically active individually and with others.
- 0.1.1.1: With prompting and support, ask and answer questions about key details in a text.
- 0.1.10.10: Actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interest, and academic tasks.

### Materials:

- Book: “The Great Fall: How Humpty Dumpty Got Back Up Again” by Dan Santat
- Determination Student Assignment (included at the end of the lessons)

### Activities:

- “In our last lesson, we did our first story time yoga and learned about perseverance. What does perseverance mean?”
- “Today, we will do another story time yoga. We will read ‘The Great Fall: How Humpty Dumpty Got Back Up Again’ by Dan Santat.” Provide some background knowledge on the original version of Humpty Dumpty for any students who may not have heard that nursery rhyme.
- “In ‘The Great Fall’, Humpty Dumpty shows determination. Determination is ‘never giving up, no matter what! A determined person decides to do something, and then does it!’” (Janine, 2013).
- “While we read, we are going to do some challenging yoga poses. While we try them, I want you to show perseverance when it gets tricky and determination to keep trying!”

- Read “The Great Fall”. Use the following page numbers as a guide for storytime yoga. During storytime yoga, students will need to be more spread out than usual to provide enough space for all the yoga poses. If possible, project the story onto a SmartBoard screen using a Document Camera, so all students can see, regardless of where they are in the room. To make it easier to join in with students, you may want to consider showing the story with a recording on YouTube: <https://www.youtube.com/watch?v=n63tGkSzNrc> (ABC Read to ME, 2018), instead of reading aloud.
  - Pages 1-2: Easy
  - Pages 3-4: Crouch and Curl
  - Pages 5-6: Child’s Pose
  - Pages 7-8: Mountain
  - Pages 9-10: Star
  - Pages 11-12: Warrior I
  - Pages 13-14: Warrior III
  - Pages 15-16: Star
  - Pages 17-20: Crouch and Curl
  - Pages 21-22: Mountain
  - Pages 23-24: Warrior I
  - Pages 25-26: Warrior III
  - Pages 27-28: Star
  - Pages 29-32: Airplane
  - End of book: Final Relaxation for 1-2 minutes. Encourage students to relax with their eyes closed.
- After reading and after a few minutes in Final Relaxation, have students calmly rejoin together for a full group discussion. Ask students:
  - How did Humpty Dumpty show determination?
  - Have you ever showed determination by working hard towards a challenging task? Have students share stories and ideas with a partner first, then have 2-4 students share stories with the full group.
  - How do you show determination when trying new yoga poses or mindfulness strategies?
- Provide time for students to complete the Determination Student Assignment asking them to draw or write about a time when they showed determination.

#### Yoga/Mindfulness Strategy:

- The following poses can be introduced at any point throughout the week. As students become restless or fidgety, they can be used to get students moving or provide a quick “reset” moment, along with the previously learned yoga poses or mindfulness strategies.
  - Warrior I (Flynn, 2015):
    - Start in Mountain.
    - Take a big step back with your left foot.

- Point your hips forward.
  - Bend your right knee. Keep your knee over ankle, working towards bringing your right thigh parallel to the ground.
  - Raise your arms above your head.
  - Hold and breathe here for a few breaths.
  - Step back to Mountain and switch sides.
  - Benefits: “Stretches the chest and lungs, shoulders and neck, belly; Strengthens the shoulders and arms, and the muscles of the back; Strengthens and stretches the thighs, calves, and ankles” (YJ Editors, 2007h, para. 15)
- Warrior III (Flynn, 2015):
  - Begin in Warrior II but straighten both legs and face your torso and hips forward.
  - Keeping your back toe on the floor, reach your arms straight up overhead. Turn your palms to face each other.
  - Shift your weight onto your front foot, keeping your arms and legs straight.
  - “Slowly bend forward at your hips and lift your back toe off the floor”
  - Work towards keeping your body in a straight line from your fingertips to your toes.
  - While balancing, use your eyes to find a focus point on the floor or wall in front of you.
  - Slowly lower your leg to the ground, return to Mountain, and switch sides.
  - Benefits: “Strengthens the ankles and legs; Strengthens the shoulders and muscles of the back; Tones the abdomen; Improves balance and posture” (YJ Editors, 2007j, para. 13)
- Add movement breaks as needed throughout the day and week. Yoga poses can be done individually for a quick break or can be combined into a sequence. An example sequence with the already learned poses is:
  - Child’s Pose – Cat/Cow (3x) – Half Sun Salute – Mountain – Warrior I (right foot leads, left foot back) – Warrior II (right foot leads, left foot back) – Star – Warrior II – (right foot leads, left foot back) – Mountain – Warrior III (right foot leads, left foot back) – Mountain – Warrior I (left foot leads, right foot back) – Warrior II (left foot leads, right foot back) – Star – Warrior II (left foot leads, right foot back) – Mountain – Warrior III (left foot leads, right foot back) – Mountain – Crouch and Curl – Final Relaxation (stay in Final Relaxation for at least one minute)

Assessment:

- Collect students’ assignment.

- Are they are able to identify and describe a time they have used determination or a time they plan to use determination to accomplish a future goal?
- Informal observations based on students' participation in yoga poses, sequences, and storytime yoga.
  - Are students able to make connections between the story characters, the story themes, the strategies they are learning, and/or their own lives?
- Informal observations of students' ability to apply some of the yoga and mindfulness strategies learned in real life moments. Continue to have conversations about these as they come up in "teachable moments" and provide recognition and positive reinforcement when students are trying these strategies out on their own.

## Lesson Plan

Lesson Number: Week 6, Lesson 12      Topic: Courage

Essential Question: What is courage? How can I be courageous?

### Objectives:

- I can define courage and/or what it means to be courageous.
- I can identify how characters in a story are courageous.
- I can describe a time when I was courageous.
- I can reflect on my learning.

### Standards:

- 0.3.1.1: Identify ways to be physically active outside of physical education, both indoors and outdoors.
- 0.4.5.1: Move safely in personal space with minimal reminders.
- 0.5.2.1: Recognize that some physical activities are challenging or difficult.
- 0.5.3.1: Express enjoyment when being physically active individually and with others.
- 0.1.1.1: With prompting and support, ask and answer questions about key details in a text.
- 0.1.10.10: Actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interest, and academic tasks.

### Materials:

- Book: “Sheila Rae, The Brave” by Kevin Henkes
- Student Self-Assessment Reflection (included at the end of the lessons)
- Post- Self-Assessment (included at the end of the lessons)

### Activities:

- “So far with our story time yoga we have learned about perseverance and determination. Today we will learn about courage. What does it mean to be courageous?” Allow several students to share ideas. To clarify or define courage, if it has not been defined through student response, tell students that courage is being brave when doing something that is new, difficult, or dangerous. It can also mean doing what you know is the right thing to do, even when others are doing something wrong (“Courage”, 2011).
- Read “Sheila Rae, The Brave”. Use the following page numbers as a guide for storytime yoga. During storytime yoga, students will need to be more spread out than usual to provide enough space for all the yoga poses. If possible, project the story onto a SmartBoard screen using a Document Camera, so all students can

see, regardless of where they are in the room. To make it easier to join in with students, you may want to consider showing the story with a recording on YouTube: [https://www.youtube.com/watch?v=O\\_BNEJTohfg](https://www.youtube.com/watch?v=O_BNEJTohfg) (Jones, 2015), instead of reading aloud.

- Page 1: Mountain
- Pages 2-3: Warrior I
- Pages 4-5: Warrior II
- Pages 6-7 Reverse Warrior
- Pages 8-11: Walk in place
- Pages 13-14: Star
- Page 15-17: Crouch and Curl
- Pages 18-19: Child's Pose
- Pages 20-21: Star
- Pages 22-23: Warrior I
- Pages 24-25: Warrior II
- Pages 26-27: Reverse Warrior
- Page 28: Star
- End of book: Final Relaxation for 1-2 minutes. Encourage students to relax with their eyes closed.
- After reading and after a few minutes in Final Relaxation, have students calmly rejoin together for a full group discussion. Ask students:
  - How does Sheila Rae show courage?
  - How does Louise show courage?
  - How have you shown courage before? (Give students time to discuss this question with a partner first, then have a few students share stories and thoughts with the full group).
  - Does it take courage to do any of the yoga poses or mindfulness strategies that we've learned? How?
- Provide time for students to complete the Self-Assessment Reflection

#### Yoga/Mindfulness Strategy:

- The following poses can be introduced at any point throughout the week. As students become restless or fidgety, they can be used to get students moving or provide a quick “reset” moment, along with the previously learned yoga poses or mindfulness strategies.
  - Reverse Warrior (YogaOutlet.com, 2018c):
    - Begin in Warrior II.
    - As you exhale, drop your back hand to the back of your back thigh.
    - Inhale as you lift your front arm straight up. Reach your fingertips toward the ceiling and bring your front bicep along your front ear.
    - Keep your front knee bent over your ankle.
    - Keep your hips low.

- Lengthen through the sides of your waist as you lower your back hand further down your leg and gently bend your back.
  - Relax your shoulders and lift your chest.
  - Hold here for a full inhale and exhale.
  - Repeat on the other side.
  - Benefits: strengthens and stretches the legs, hips and sides of torso; improves flexibility of spine, inner thighs, ankles, and chest; builds strength in the thighs, shoulders, and arms; increase blood flow throughout the body, which reduces fatigue and calms the mind; builds stamina (YogaOutlet.com, 2018c, para. 3).
- Add movement breaks as needed throughout the day and week. Yoga poses can be done individually for a quick break or can be combined into a sequence. An example sequence with the already learned poses is:
  - Easy Pose – Cat/Cow (3x) – Crouch and Curl – Half Sun Salute – Mountain – Tree (balance on right foot, lift left leg) – Mountain – Warrior I (right foot leads, left foot back) – Warrior II (right foot leads, left foot back) – Reverse Warrior – Warrior II (right foot leads, left foot back) – Mountain – Tree (balance on left foot, lift right leg) – Mountain – Warrior I (left foot leads, right foot back) – Warrior II (left foot leads, right foot back) – Reverse Warrior – Warrior II (left foot leads, right foot back) – Mountain – Chair – Chair Pose Twist (to the right) – Chair – Chair Pose Twist (to the left) – Chair – Crouch and Curl – Final Relaxation (stay in Final Relaxation for at least one minute)

Assessment:

- Student Self-Assessment Reflection
  - Are students able to accurately reflect on their feelings, their application of strategies, and their learning?
- Informal observations based on students’ participation in yoga poses, sequences, and story time yoga.
  - Are students able to make connections between the story characters, the story themes, the strategies they are learning, and/or their own lives?
- Informal observations of students’ ability to apply some of the yoga and mindfulness strategies learned in real life moments. Continue to have conversations about these as they come up in “teachable moments” and provide recognition and positive reinforcement when students are trying these strategies out on their own.
- Have students complete the Post- Self-Assessment. This is the same assignment as the Pre- Self-Assessment. Use the results from both the Pre- and Post-Assessments to determine student growth and progress or areas to continue developing.

Name: \_\_\_\_\_

## Self-Assessment (Pre- and Post-Assessment)

Draw a picture of how you are feeling today.

How often do you feel happy?



rarely



sometimes



always

How often do you feel upset?



rarely



sometimes



always

Do you get easily distracted at school?



rarely



sometimes



always

How hard is it to stay focused while learning?

very  
difficultsometimes  
difficultalways  
difficult

Draw a picture or write about what you do when you get upset.

Is it easy for you to calm down when you are upset?



No



sometimes



always

Name: \_\_\_\_\_

### Self-Assessment Reflection

Draw a picture of how you are feeling today.

Draw or write about one strategy that you learned this week.

How did you feel while using that strategy? Draw or write.

When could you use that strategy?

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## Our Emotions

Name: \_\_\_\_\_

Directions: Choose one emotion shown in the book “The Way I Feel” by Janan Cain. Think about a time you expressed that emotion. Draw yourself showing that emotion. Write about why you feel that way.

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## Uncomfortable Emotions

Name: \_\_\_\_\_

Directions: Draw and write to show yourself using a calm down strategy when you are upset.

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## What Does It Mean To Be Present?

Name: \_\_\_\_\_

Directions: Draw and write about a time where you have been present in the moment or about a time when you could practice being present in the future.

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## Determination

Name: \_\_\_\_\_

Directions: Draw and write about a time when you showed determination and worked hard toward a challenging task (or a time when you plan to use determination to work toward a future goal).

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