

TECHNOLOGY-ENABLED MINDFULNESS FOR CHILDREN

Navigating Technology-Enabled Mindfulness Practices in and Outside of the Classroom:

A Curriculum for Teachers

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TECHNOLOGY-ENABLED MINDFULNESS FOR CHILDREN

CONCORDIA UNIVERSITY  
School of Graduate Studies

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**ABSTRACT**

Navigating Technology-Enabled Mindfulness Practices in and Outside of the Classroom: A Curriculum for Teachers

Amanda Drury

Mindfulness has emerged as a promising approach to promote relief in instances of adversity, reduce stress and improve children's overall wellbeing when properly incorporated in a classroom setting. With the increase in use of technology for online and remote learning, the elaboration of a technology-enabled mindfulness curriculum for teachers and educators is of the utmost importance. The following curriculum has been created to introduce technology-enabled mindfulness practices and explore the current techniques which have been found to be beneficial for use with both neurotypical and neurodivergent children. Through a systematic search and in-depth review of the literature via diverse research databases, the most appropriate practices for teaching mindfulness to children aged 6 to 12 in a school setting were compiled and organized into ten distinct lessons. Lesson plans included in this curriculum feature the central components of mindfulness practices and explicitly demonstrate how these practices can be adapted and applied to be suitable for use online by teachers and educators. This curriculum can serve as a basis for future research conducted on practical ways of integrating alternative methods of delivery in school settings, specifically in terms of technology-enabled mindfulness practices.

*Keywords:* child, curriculum, mindfulness, technology, COVID-19

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## Introduction

Patterns, such as psychological practices and self-regulatory techniques, introduced in childhood are more likely to be maintained into adulthood (Napoli, Krech, & Holley, 2005). In recent years, mindfulness has emerged as a mainstream practice for promoting relief in instances of adversity, reducing stress and improving overall well-being for adults and children alike (Beauchemin, Hutchins, & Patterson, 2008). With society spending so little time in the present moment, mindfulness practices have been deemed a useful tool to incorporate into daily routines and curriculums at any stage of development. Mindfulness allows school-aged children to take the time in their hectic schedule to bring their attention away from academic demands and instead, onto their physical and emotional well-being. In fact, mindfulness practices have shown significant effects on improving the quality of life of children diagnosed with disabilities such as attention deficit/hyperactivity disorder (ADHD) and learning disabilities (LD) (Keller et al., 2019). Though scarce, studies have shown that neurotypical children and children diagnosed with a disability, such as ADHD, could further benefit from mindfulness practices delivered via technology (Shih, 2019; Tunney et al., 2017). Considering the rise in the use of technology for online and remote learning, also known as e-learning, elaborating technology-enabled mindfulness lesson plans to apply in and outside of the classroom can be of great use for teachers and educators.

However, research on the application of technology-enabled mindfulness practices is limited as most of the literature in the field has been conducted using in-person methods of delivery (Shih, 2019). Additionally, research on mindfulness practices conducted with children is underdeveloped (Zack et al., 2014). This may be due, in part, to the abstract nature of mindfulness and the need to further operationalize mindfulness practices for children. Given this,



mindfulness practices have yet to be universally recognized in childhood and formally incorporated into teaching programs. There is therefore a significant need to contrive and assemble the appropriate material for teaching mindfulness to both neurotypical children and children diagnosed with disabilities in a school setting. Additionally, technology-enabled mindfulness practices must be further explored and adapted to meet the demands of online education and a growing need for new resources for use for remote learning.

### **Literature Review**

#### **Defining Mindfulness**

In order to investigate the various mindfulness-based practices, it is important to first define and understand the basis of mindfulness. Three principles have been sought to define mindfulness-based interventions (MBIs): attitude, attention and intention. When practicing mindfulness, one's attitude should be accepting, patient and curious (Zack et al., 2014). Attention should be sustained in a way which allows the mindful person to focus on the predetermined stimuli. Finally, one must be focused on consciously working towards being mindful in attitude and intention. The founder of mindfulness-based stress reduction (MBSR) interventions defined mindfulness as paying attention, in a conscious way, to the present moment and doing so free of judgment (Kabat-Zinn, 1994). MBSR consists of weekly formal and informal mindfulness practices which incorporate breathing, sitting meditation, body scans, attention to mindful daily living as well as group and home activities (Burke, 2009).

Mindfulness meditation (MM) features focused breaths or physical movements to regulate and direct focus and attention to a select point (Mak, Whittingham, Cunnington, & Boyd, 2017). Practicing MM results in greater improvements in executive attention, positive mood and decreased levels of cortisol, a stress hormone, compared to a relaxation control group (Tang &

Posner, 2015). MM can be practiced in a comfortable seated or laying position, free of distractions (Bauer-Wu, 2010). When practicing mindfulness meditation, one should intentionally focus on what they are feeling and experiencing. By consciously bringing awareness onto what one is experiencing within, it becomes less taxing to then re-center oneself by regulating breathing. Additionally, doing so can aid one to identify and recognize irrational thoughts, thus, relieving unwanted stress and anxiety.

### **The Physiology Behind Mindfulness Practices**

Neuroplasticity is a phenomenon by which neural networks found within the brain reorganize and change in structure. When stimulated and activated, the vagus nerve, in particular, has been shown to have positive effects on mental health and cognition (Gerritsen & Band, 2018). This nerve is part of the parasympathetic nervous system (PNS) and is regulated through respiration, more specifically, suppressed during inhalation and enabled during exhalation. Breathing techniques can enhance individual's well-being, especially in stress-related areas, through the activation of the vagus nerve and the PNS. Slower more controlled breaths, a major proponent of mindfulness practices, have been shown to have many health benefits (Kabat-Zinn, 1994).

Additionally, mindfulness practices have been shown to reinforce individual's attention and executive functioning. Through the decrease of extreme emotional reactions, mindfulness practices promote emotional regulation, an important skill for children to learn from an early age. Emotional regulation can lead to lower levels of stress related hormones and thus, improve the immune system and its function (Bauer-Wu, 2010). Effective mindfulness practices should therefore aim to improve emotional regulation. For children, this can be achieved by

incorporating emotional awareness exercises into mindfulness practices so as to facilitate children's ability to recognize and identify their emotions and the emotions of others.

Children with disabilities such as ADHD and LDs face difficulties with information processing, memory and attention. For ADHD in particular, children may experience difficulties with social and emotional behaviours. For this reason, the benefits associated with mindfulness and its ability to aid in the regulation of emotions, the modulation of attention and the improvement of executive functioning skills can be especially helpful for children with ADHD (Leeth et al., 2019).

Moreover, a relationship was found between mindfulness practices for students with learning disabilities and decreases in cognitive interference, an important predictor of anxiety (Beauchemin et al., 2008). Mindfulness can also mitigate reactivity to stress by facilitating the exposure to uncomfortable feelings and lessening stress reactivity to these emotions, thus, directly targeting emotional regulation.

### **Research on Mindfulness and Children with Disabilities**

High levels of anxiety and school related stress experienced by children with disabilities are often accompanied with academic difficulties. Many children with disabilities have experienced repeated academic failure and therefore are more likely to believe effort will not generate improvements in terms of their school-related performance. Studies have been conducted to uncover the predictors of anxiety for children with LDs and results showed that cognitive interferences were the biggest predictor of anxiety (Swanson & Howell, 1996). Given the consequences of cognitive interferences on children with LDs' academic performance, methods which can facilitate learning, such as mindfulness-based practices, should be explored. Studies conducted on the effects of mindfulness meditation on adolescents with LDs found

improvements in teacher-rated academic performance, promising results on reducing cognitive interferences (Beauchemin et al., 2008), as well as better management of stress, anxiety, increased focus and attention (Burckhardt, 2017).

Research has also shown positive effects for mindfulness-based practices on children diagnosed with a specific LD, dyslexia. Visual inattention, long and inaccurate word recognition and poor visual attention are common difficulties associated with dyslexia (Habib, 2000). Early practices targeted towards aiding children with dyslexia and remedying some of the deficits they experience regularly are immensely constructive. Mindfulness-based practices have shown promising results for facilitating some of these deficits, including reading difficulties and visual inattention. Important to note is that dyslexia, being neurodevelopmental in nature, is often associated with comorbid disabilities such as ADHD, therefore, a mindfulness practice which targets the deficits associated with these disabilities would be especially rewarding (Pradhan et al., 2017).

Much of the available research on mindfulness-based practices for children with disabilities has focused on children with the diagnosis of ADHD and the effects of mindfulness for improving attention and focus. Children with ADHD tend to perform poorly in academic related skills compared to their neurotypical peers. This incidence is due, in part, to their difficulties with sustained attention and behavioural inhibition which directly affects their concentration (Leeth et al., 2019). A review of mindfulness training and ADHD reported that mindfulness-based practices were associated with enhancements in cognitive processing, such as sustained attention (Leeth et al., 2019). Such mindfulness-based practices include breathwork, body scan movements and sensorimotor activities (Napoli et al., 2005).

### **The Role of Mindfulness in the Classroom**

Many skills and abilities can be learnt in the classroom which go beyond the prescribed curriculum, in part, due to the long periods of time children spend in a school setting every day. Teacher-student and peer interactions create a stimulating environment for new experiences and processes to be encoded. Studies have shown that student's learning and academic achievements are in part associated with the climate of the classroom. More specifically, a classroom climate which is emotionally positive in nature will promote greater academic achievement (Reyes et al., 2012). Given this association, programs which encourage the wellbeing of students and enhance self-regulation and attention could contribute to creating a positive climate in the classroom which would be conducive to learning.

Another predictor of class engagement and student performance is mindful learning. Mindful learning, derived from mindfulness, is a term which has gained recent attention in the field of education. Langer (1997, p.4) defined mindful learning as "the continuous creation of new categories, openness to new information; and an implicit awareness of more than one perspective". Mindful learning can be practiced in the classroom by minimizing distractions and rumination and, instead, focusing on the present moment. Additionally, mindful learning can, among other outcomes, enhance performance, motivation and emotional well-being (Yeh et al., 2019). A study conducted by Reid and Miller (2009) found that mindful learning can create a positive environment in the classroom by fostering creativity, compassion and an increase in awareness and connectedness.

Furthermore, mindfulness practiced in the form of a game or activity can have positive outcomes on children's learning in the classroom. Game-based learning is defined as the use of games to teach desired learning content in an educational environment. The effectiveness of

digital game-based mindful learning in the classroom was studied in order to observe the effects it could have on children (Yeh et al., 2019). It was found that mindful learning in the form of games enhanced children's achievement goals and self-determination in the classroom.

**Specific Classroom Practices for Children with Disabilities.** Difficulties with attentional focus and self-efficacy are directly associated with low performance in children with disabilities (Keller et al., 2019). For this reason, a child's belief of his or her self-efficacy will greatly affect their motivation to develop new techniques and skills to improve their performance (Beauchemin et al., 2008). Therefore, it is important for children with disabilities to practice these skills in special education and general education classrooms alike. The environment which is most conducive to effectively implementing this form of practice is a classroom which is warm, responsive and encouraging. Additionally, setting specific short-term goals which are stimulating and demanding but achievable for students with LDs is ideal for implementing mindfulness in the classroom (Keller et al., 2019).

Mindfulness strategies which have been recognized to be effective for use in the classroom for children with LDs are emotion and body awareness practices, strength awareness practices, acceptance practices and modeling (Keller et al., 2019). Emotional awareness can be practiced in the classroom by implementing *Feelings Flashcards* (Parr, 2010) for children to express and journal their feelings in the present moment. Body awareness can be practiced by pointing out children's display of emotions, physical tics or reflexes in a nonjudgmental way. Strength awareness can be achieved in the classroom by pointing out student's talents as well as giving them opportunities to practice their strengths and interests. Acceptance is a critical aspect of implementing mindfulness in the classroom for children with LDs. Negative behaviours which are met with compassion and understanding will create an environment where children feel

accepted and in which they can thrive. Finally, having teachers model how to use these mindfulness strategies in the classroom can help students embody this practice.

### **Current Study**

Research on mindfulness practices conducted with children is underdeveloped (Zack et al, 2014). There is a need to further operationalize mindfulness practices, specifically for children. Research on the application of technology-enabled mindfulness practices is limited as most of the literature in the field has been conducted using in-person methods of delivery (Shih, 2019). With the rise in the use of technology for online and remote learning (e-learning), there is a need to elaborate and adapt technology-enabled mindfulness curriculums. More specifically, there is a significant need to contrive and assemble the appropriate material for teaching mindfulness to both neurotypical and neurodivergent children, aged 6 to 12, in a school setting (Pradhan et al., 2017). The present study aims to address these gaps in the literature as well as contribute to this current and ever-growing field by answering a set of curricular objectives. Curricular objectives are the desired outcomes of a given curriculum, in this case, the technology-enabled mindfulness curriculum.

The first curricular objective which must be answered is which mindfulness-based practices are currently available and found to be beneficial for use with both neurotypical and neurodivergent children. The answer to this curricular objective can be found in the literature review as well as in the methods under technology-enabled platforms.

The next curricular objective which must be answered is how these practices can be adapted and applied to be suitable for use online. The answer to this objective can be found in the methods, more specifically, under use of technology-enabled mindfulness practices in the classroom.

The final curricular objective seeks to discover what a technology-enabled mindfulness lesson plan for children might look like and how can it be used by teachers and educators. Descriptions of such lesson plans can be found in methods under lesson plans and templates can be found in appendix A.

This study will aim to answer these questions, first, by way of a review of the literature and analysis of the findings, and finally, through the elaboration of mindfulness-based lesson plans for use in and outside of the classroom by teachers and educators. These lesson plans will feature innovations in technology-enabled mindfulness practices, notably, mindfulness-based videos for children, mindfulness-based audio, the creation of technology-enabled mindfulness classrooms, Mindfulness-Based Art Therapy (MBAT), and mindfulness apps available for download. These lesson plans will be built around concrete and practical techniques, integrating both empirically supported mindfulness-based practices and up-and-coming innovations in the field of mindfulness.

Moreover, this study will provide recommendations based on current research for best practice for teachers, educators and parents in relation to employing mindfulness with children. For use at home, invigorating tools for parents to use with their children to reinforce the concepts learnt in class will be outlined. Incorporating such practices into the curriculum and integrating these concepts into children's everyday life can be especially beneficial in times of global uncertainty to foster healthy coping skills.

### **Method**

The data collected for the elaboration of mindfulness programs and lesson plans originated from secondary sources such as findings from prior studies as well as current literature on technology-enabled mindfulness practices. The research databases used to collect such



information were Academic Search Complete, Education Source, ERIC, Google Scholar, Learn Tech Lib, PsycINFO, PubMed, Scopus and Web of Science. After the data was selected and collected, it was analyzed and arranged into the following categories: Mindfulness-based videos, mindfulness-based audio clips, mindful virtual classrooms, Mindfulness-Based Art Therapy and mindfulness apps.

Following this systematic search, an in-depth review of the current and up-and-coming technology-enabled mindfulness practices was conducted. The following is a review of these technology-enabled mindfulness practices as well as the platforms on which they can be realized.

### **The Use of Technology-Enabled Mindfulness Practices in the Classroom**

With the use of technology becoming more prevalent in the classroom as well as for distance and remote learning, studies which use technology as a method of delivery are becoming increasingly popular. Technology-enabled or web-based learning is defined as any learning experience in which learning utilizes web-based content and technological equipment (Dembo et al., 2006). Studies on technology-enabled mindfulness practices are especially important as the majority of mindfulness-based practices are conducted in person.

Research has recommended technology-enabled mindfulness practices for adolescents and preadolescents (Roberts et al., 2005). A study conducted by Shih (2019) on delivering MM through the web stated that this form of delivery was easy to access and cost effective. Another aspect was its range of delivery, in other words, the ability to deliver technology-enabled mindfulness practices in many different classrooms or areas at once. Other benefits of using technology-enabled mindfulness practices include the portability of this platform and the number of people it can reach.

New technologies are aiming to address mental and physical health (eHealth) via technology-enabled practices. Such practices are more accessible to younger, technologically savvy generations and can deliver real time results and benefits at a low cost (Edbrooke-Childs et al., 2017). Some forms of technology-enabled mindfulness platforms include mindfulness-based videos, mindfulness-based audio clips, mindful virtual classrooms with the incorporation of zones of regulation check-ins, mindfulness-based art therapy and mindfulness apps which are available for download. Research has shown that computer delivered, technology-enabled mindfulness practices can offer thematically similar experiences to face-to-face mindfulness experiences. Tunney et al. (2017) explored this concept through comparing children's experience with technology-delivered versus face-to-face mindfulness practices. Qualitative data extracted from children's experiences with both forms of learning were similar, notably, the common themes which emerged were relaxation, awareness, thinking and directed attention. Additionally, results indicated that technology-enabled mindfulness training offered rich experiences for children, such as enjoyment and increased feelings of focus.

**Mindfulness-Based Videos.** Several mindfulness videos can be found online, some of which are targeted towards children. Many of these videos are in the form of short clips, each teaching a specific concept, and can be found on platforms such as YouTube or health and wellness websites such as AboutKidsHealth (AboutKidsHealth, n.d.). AboutKidsHealth is resource endorsed by the health-care providers at a Canadian health care facility, The Hospital for Sick Children. The resources on this website are intended for use by children and their caregivers. This website features resources specifically geared towards aiding children with their mental health through mindfulness animations in the form of videos as well as guided meditations. These videos are evidence-based and created by a pediatric psychologist at the

hospital. Videos featured by AboutKidsHealth include everyday mindfulness, you are not your thoughts, dealing with difficult moments, STOP for mindfulness, and videos on compassion and dealing with stress.

Mindful gNATs is a YouTube channel geared towards providing present moment awareness using technology for young people (Pesky gNATs, n.d.). The videos are written and developed by a clinical psychologist at the University of Dublin. The videos featured on this platform revolve around the core principles of Cognitive Behavioural Therapy (CBT) and consist of exercises for one's body, mind and world. The research-based videos and games included in Mindful gNATs were created in complement to the app Pesky gNATs and can be used in a wider range of settings, notably, in school settings (Coyle et al., 2017). Videos featured by Mindful gNATs include paced breathing, body scans, relaxation, mindfulness of an object and mindfulness of an edible object and can be accessed using an app as well.

**Mindfulness-Based Audio Clips.** Audio clips and podcasts are often used in mindfulness practices, especially during meditation, in instances where participants are required to close their eyes or before bedtime. Mindfulness audio clips and podcasts can be found online or on cellphones and tablets via the podcast app. As aforementioned, AboutKidsHealth offers guided meditation for children, youth and caregivers. Some of these audio-based guided meditations include circle of gratitude, body scans and the five senses.

**Mindful Virtual Classrooms.** Google Classrooms have grown in popularity since school was transferred from in-person instruction to remote learning online in many areas in North America due to the COVID-19 pandemic. Google Slides can be used by teachers to create a realistic virtual classroom which resembles their in-person school classroom. The virtual classroom can feature books which children can click on for more resources, posters, a white

board containing additional information, a cartoon version of their teacher, and much more. This type of approach can potentially increase children's engagement in mindfulness-based activities. An important aspect of virtual classrooms are zones of regulation check-ins. Zones of regulation check-ins are used to log student's affective information where green means happy, attentive and ready to learn, blue means sad, tired, uninterested or sick, yellow means agitated, frustrated or exuberant and red means angry, aggression and refusal to work. Demonstrations on how to create an interactive virtual Google classroom with a zones of regulation check-in can be found online.

**Mindfulness-Based Art Therapy.** Art therapy has emerged as a form of creative expression and can be used to release feelings, thoughts and emotions. Mindfulness-Based Art Therapy (MBAT) can be used by adults and children alike to connect with their inner self and experience the present moment (Hinchey, 2018). MBAT is especially effective when practiced in a group setting and can be done through painting, drawing, sketching and crafts. Mindfulness coloring stencils can be found online, and samples are provided as part of the lesson plans. When necessary, the art exercise can be practiced fully online using Adobe Sketch for iPhone or iPad (Adobe Inc, 2020) or Inkscape for Mac and Windows (Wacom, 2020), free drawing and sketching platforms.

**Mindfulness Apps.** Many children and adolescents play online games, and some engage in such activities regularly. Online games and apps can serve as an educational tool in school settings and can be used to encourage children to partake in mindfulness-based practices. Mindful gNATs (Handaxe Limited, n.d.) and Stop, Breathe and Think Kids (Stop, Breathe & Think, 2018) are apps which are available for download free of charge on several platforms for both Apple and Android, on tablets and computers. The Mindful gNATs app has been shown to

help children engage with the present, gain openness to new experience and gain awareness of perspective taking (Tunney et al., 2017). As aforementioned, this app features videos, but also games such as what's on your mind, what's that and mindful seeing. Stop, Breathe and Think Kids is a mindfulness game app created for children aged between 5 and 10 years old and promotes sleep, conflict resolution and the use of breathing techniques. This app offers a self-regulation check-in and allows the computer to select an appropriate exercise for the child in response to how they are feeling or to manually choose from a variety of exercises such as *five finger breathing, just like me, an acceptance practice, butterfly body scan, frog jumps, thank the farmer, imaginary hugs and a peaceful place as well as Bulldog weathers a storm.*

### **Summary**

The results from this search were used to create ten sample lesson plans for teachers and educators revolving around the core principles of mindfulness for children aged 6 to 12 and adapted for use online. The lesson plans contain predetermined and clearly defined goals, procedures, materials and possible modifications and adaptations when applicable. Such modifications include changes based on age, interests as well as adaptations for neurodivergent children. The lessons have been created based on the pre-existing literature on mindfulness and current practices found in this review and include:

1. Introduction to Mindfulness
2. Paced Breathing
3. Acceptance and Gratitude
4. Body Scans
5. Zones of Regulation Check-in
6. Being Mindful in Movement

7. Mindfulness of Surroundings
8. Mindfulness of Food
9. Awareness of Senses
10. Reacting to Change and Stress using Mindfulness

The aim of these lesson plans is not to present a comprehensive review of technology-enabled mindfulness practices for children, but rather, intended to provide a practical guide to implementing this sort of practice in a technology-enabled school setting. Recommendations for best practice, in the form of practical considerations, for teachers, educators and caregivers will be provided following the delineation of the lesson plans.

### **Lesson Plans**

The lesson plan template employed for this curriculum was adapted from the Master of Teaching practicum created by the Ontario Institute for Studies in Education, a reputable teacher education institution (OISE University of Toronto, 2016). This lesson plan template was selected as it was recommended for use for children aged 6 to 12, aligned with educational standards and included the central components necessary to suitably introduce mindfulness practices. This lesson plan template was adapted for the purpose of this curriculum by removing sections which were redundant and non-pertinent such as “course type”, “connection to culminating activity” and “specific expectations for the lesson”.

The components of all ten lessons will be outlined below as well as their duration, implications, modifications and adaptations for children depending on age and needs. The template features the lesson’s title, suggested duration, description, planning information for the teacher such as expectations, learning goals, essential questions and prior knowledge required. The following section features the required resources, an overview of the activities,

recommendations for differentiated instruction and accommodations depending on the targeted audience. Finally, the template includes a section for the teacher to complete after the lesson on the aspects that worked and changes which can be made for next time.

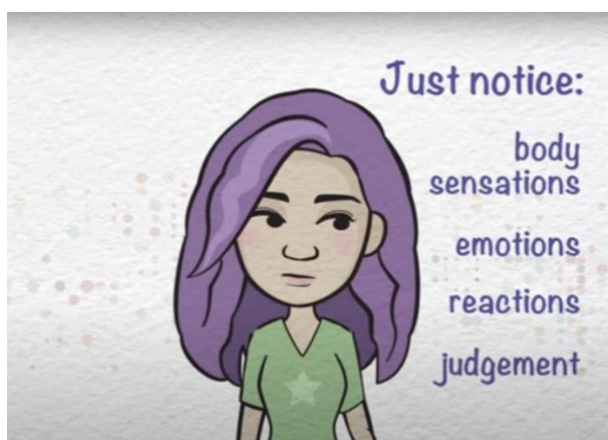
Each lesson will end with a reflection and discussion period for which the cues and discussion questions are provided as part of the lesson plans (see Appendix A). In addition to the questions being available for teachers in the lesson plans, the reflection aspect of each lesson will be featured in a *Mindfulness Workbook* (see Appendix B). This workbook is intended specifically for students to use when answering the reflection questions throughout the mindfulness curriculum. The workbook can be printed or completed online and is intended for children who are of a suitable age to read and write. A modification for younger children, or children who are not yet independent readers and writers would be for teachers to ask the questions aloud and guide them through the reflection process.

The lesson plans are sequential in such a way that lessons build upon each other. In other words, in order to practice lesson two, lesson one must be completed first in order for the vocabulary and concepts to be clear. Additionally, the concepts covered in lessons one to ten are directly related to the key mindfulness concepts for children, as supported by research (Beauchemin et al., 2008; Keller et al., 2019; Maloney et al., 2016; Napoli et al., 2005; Stults-Kolehmainen & Sinha, 2014; Wood et al., 2010).

This mindfulness curriculum can be completed once a day, over a 2-week period in which week one features lessons one through five and week two would feature lessons six through ten. Though most effective when carried out consistently (Burckhardt, 2017), in circumstances where this is not possible, lessons can be practiced once a week or twice a week over a period of 10 or five weeks respectively.

## Lesson One

The first lesson is an introduction to mindfulness featuring videos and an activity on an app. The first video is titled “Everyday Mindfulness” and is published by AboutKidsHealth (AboutKidsHealth, n.d.). This video can be found on the AboutKidsHealth website as well as on YouTube. This video answers an important initial question, more specifically, what is mindfulness, in a developmentally appropriate manner. This video provides a background to the practice of mindfulness and defines it as a way to approach everyday life, which is different to meditation. It teaches children when, where and how they can practice mindfulness in their daily lives. This activity is 4 minutes and 45 seconds long and a written transcript for this video is provided below it. Image 1 is a screen capture taken from the video.

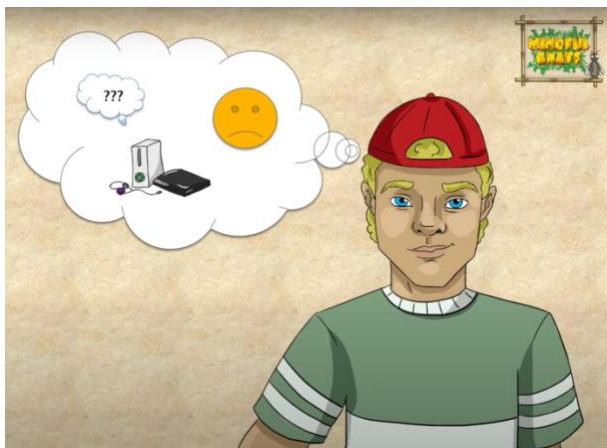


*Image 1. Everyday Mindfulness*

The next aspect of this lesson is a video by Mindful gNATs titled “Introducing Mindfulness”. This video can be accessed on the Mindful gNATs YouTube channel (Pesky gNATs, n.d.). This video provides a different view on mindfulness by comparing the mind, before learning to be mindful, to an untrained puppy. This video demonstrates how mindfulness can train the mind to be more aware of one’s body, mind and world and provides a definition, much like the first video. This video depicts a puppy following its urges and losing focus quickly

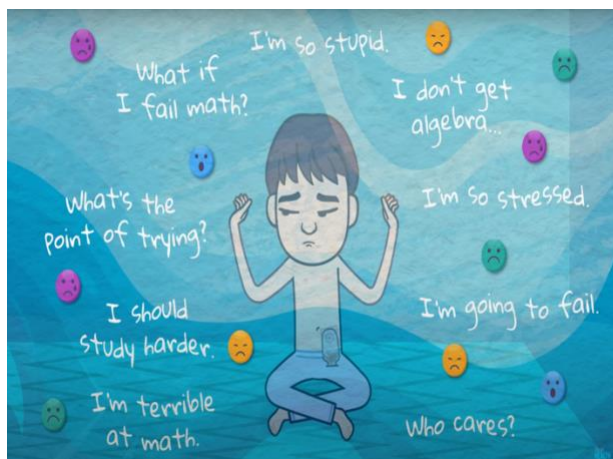


and compares this metaphor to a young boy doing the same without mindfulness, namely, losing focus as thoughts, urges and feelings arise. This video is 1 minute and 26 seconds long. Image 2 is a screen capture taken from the video.



*Image 2. Introducing Mindfulness*

Specifically, for older children, aged 8 to 12 who are active readers, the video “You are not your thoughts” published by AboutKidsHealth and available on their website as well as on YouTube, provides a pertinent continuation to the introduction to mindfulness videos (AboutKidsHealth, n.d.). More specifically, this video explains how we can often feel overwhelmed by our thoughts and feelings and hence, it is important to observe these thoughts and sort through them using mindfulness. This video provides children with examples of these thoughts on the screen throughout the video as well as helpful tips and solutions for dealing with them. This video is 4 minutes long. Image 3 is a screen capture taken from the video.



*Image 3. You are not your Thoughts*

An alternative to the aforementioned video for younger children is the video “Leaves on a Stream” by Mindful gNATs, available on their website or YouTube channel (Pesky gNATs, n.d.). This video can help younger children, aged 6 to 10, visualize understanding thoughts using mindfulness. This video features leaves flowing down a stream, during which children are encouraged to notice thoughts that come to mind, place each thought on a leaf and let it flow away. This video features enticing graphics of two young people, a boy and a girl, sitting on a bench and watching the leaves float by. This video is 3 minutes and 56 seconds long. The following is a screen capture taken from the video. Image 4 is a screen capture taken from the video.



*Image 4. Leaves on a Stream*

The last activity in this lesson is a game on the Mindful gNATs app (Handaxe Limited, n.d.) named “What’s on your Mind?” which is especially useful for older children, aged 10 to 12. Younger children aged 6 to 10, or children who have difficulties with sustained attention, can skip directly to the final reflection and discussion aspect of the lesson. The duration of this activity can be modified to last either 1, 2 or 3 minutes. Once the time is set, children are encouraged to click on the different aspects they are experiencing during this given time such as feelings, memories, imaginings, thoughts, judgments or other. The occurrences of each of the aforementioned are then calculated and shown at the end of the activity. The goal of this activity is to encourage children to practice mindful awareness of their thoughts and feelings. Image 5 is a screen capture taken from the video.



Image 5. What’s on your Mind?

Finally, the last aspect of the lesson is a reflection and discussion period. During the reflection period children are encouraged to reflect over this activity and what they learned individually. Some reflection questions which can be posed and can be found in the *Mindfulness Workbook* are “What kind of thoughts, out of the ones mentioned in the activities, do you experience the most?” and “How did being aware of these thoughts make you feel?”. Next, as part of the discussion questions which can be posed in a group setting and discussed together are

questions such as “Is this your first time hearing about mindfulness?” and “How do you think mindfulness can help you in your everyday life?”.

A take-home exercise to practice with parents following this lesson can be to continue practicing the “Leaves on a Stream” or “What’s on your Mind?” technique for mindful awareness.

## **Lesson Two**

Lesson two focuses on the practice of paced breathing, a form of diaphragmatic breathing and is suitable for children of a wide age group. For children aged 6 to 12, paced breathing is best practiced sitting down in a rested position with a straight back. The paced breathing activities part of this lesson can all be accessed on the Breathe Kids app and Mindful gNATs app. The first activity is “Five Finger Breathing” on the Breathe Kids app (Stop, Breathe & Think, 2018). It features an animation of a cartoon animal demonstrating how to practice five finger breathing. Five finger breathing entails following the outline of ones fingers while taking in-breaths while going up the length of the finger and out-breaths while going down the length of the finger, and doing so for all five fingers on one hand. This video is 4 minutes and 10 seconds long. Image 6 is a screen capture taken from the video.



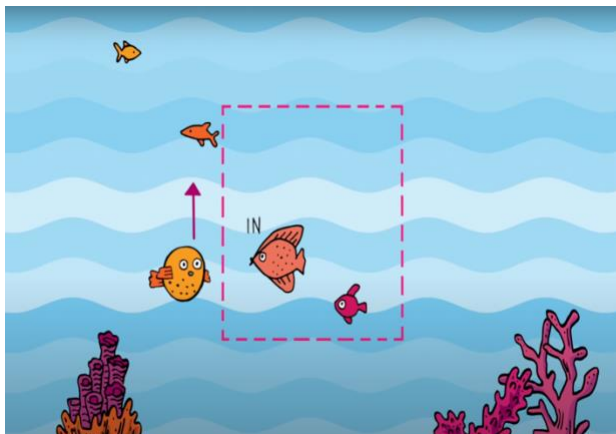
*Image 6. Five Finger Breathing*

The next paced breathing activity available through both the website and the YouTube channel is titled “Cooling Out Breath” and can be accessed on the Breathe Kids app (Stop, Breathe & Think, 2018). The cooling out breath activity is intended to help children cool down and feel a sense of calm through short inbreaths and longer outbreaths. This activity features an animation of a cloud blowing out onto a cold snowy landscape. This video is 2 minutes and 16 seconds long. Image 7 is a screen capture taken from the video.



*Image 7. Cooling Out Breath*

The next breathing technique is “Square Breathing”, also accessible through the Breathe Kids app, or on their website and YouTube channel (Stop, Breathe & Think, 2018). Square breathing can be used to promote focus and a sense of calm. The developers of this activity recommend this specific practice in instances where children are feeling overly excited or are experiencing a meltdown. In this activity, children are required to follow a puffer fish animation as it swims in a square, breathing in for a count of four as the fish swims upwards, holding their breath for a count of four as the fish swims to the side and breathing out for a count of four as the fish swims downwards. This activity lasts 2 minutes and 36 seconds. Image 8 is a screen capture taken from the video.



*Image 8. Square Breathing*

An alternative to these breathing activities can be found on the mindful gNATs app (Handaxe Limited, n.d.). The activity is called “Breathing” and can be set to a time between 1 and 10 minutes. Additionally, the child can choose a breathing pace which suits them, between 2 and 10 seconds. This paced breathing activity features a gnat who is demonstrating breathing in and out following the pace chosen as well as a timer. Image 9 is a screen capture taken from the video.



*Image 9. Breathing*

For the reflection period, children should be encouraged to reflect over which paced breathing exercise they felt most comfortable practicing. Additionally, children should reflect on whether the paced breathing had any effect on how they feel. As for the discussion, children should share their experiences with the breathing activity, if they had ever used such a strategy in the past and when they would use paced breathing in the future.

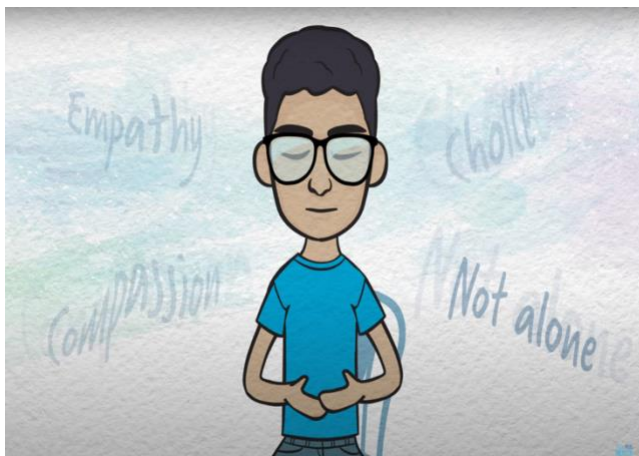
A take-home exercise to practice with parents following this lesson is incorporating paced breathing exercises into daily routines. Paced breathing can be used in the morning to prepare children for the day ahead or at night to promote a good night's sleep. Paced breathing can also be used during the day in instances when children are feeling overly excited, stressed, overwhelmed, angry, frustrated or in need of focus.

### **Lesson Three**

The third lesson introduces the role of mindfulness on children's acceptance and gratitude. Gratitude, being strongly related to wellbeing, has been shown to have emotional benefits (Wood et al., 2010). The first exercise revolves around compassion and is presented in the form of a video titled "Dealing with Difficult Moments: How to have Empathy", available on the AboutKidsHealth website as well as on their YouTube channel (AboutKidsHealth, n.d.). This specific practice is intended to teach children how to show kindness to both oneself and others, especially during difficult situations. This video portrays a boy facing challenges with a friend, a classmate at school and with a teacher. For example, the video features a woman telling the boy "Get better already!", "Can't you move faster?" and a friend telling him to "Hurry up!". It explains how these situations can cause emotions to arise such as stress, anger and frustration but that taking the time to pause, breathe and repeat grounding phrases can help. The video animations include speech bubbles and is therefore most appropriate for children who are of



reading age. A modification for this would be to skip to the second exercise “Circle of Gratitude”. The written transcript is provided below the video. This video is 5 minutes and 36 seconds long. Image 10 is a screen capture taken from the video.



*Image 10. Dealing with Difficult Moments: How to have Empathy?*

The second exercise is in the form of an audio-only guided meditation. This guided meditation, titled “Circle of Gratitude”, is available on the AboutKidsHealth website as well as on their YouTube channel (AboutKidsHealth, n.d.). This meditation focuses on helping children develop self-talk and can be practiced alone or as a group. This guided meditation invites children to recognize their negative self-talk and take the time to notice positive aspects about themselves. The written transcript to this guided meditation is provided below the video. This guided meditation is 4 minutes and 10 seconds long. Image 11 is a screen capture taken from the video.





*Image 11. Circle of Gratitude*

The next activity is accessible on the Breathe Kids app and is a video titled “Just Like Me” (Stop, Breathe & Think, 2018). This activity features an animation of two animals exploring what they have in common. An activity such as this one can be helpful for children who are struggling to connect with others or simply to help them develop connections and common ground. It can help children explore how in many ways their classmates can be just like them, hence the name of the video. This activity is 5 minutes and 45 seconds long. Image 12 is a screen capture taken from the video.



*Image 12. Just Like Me*

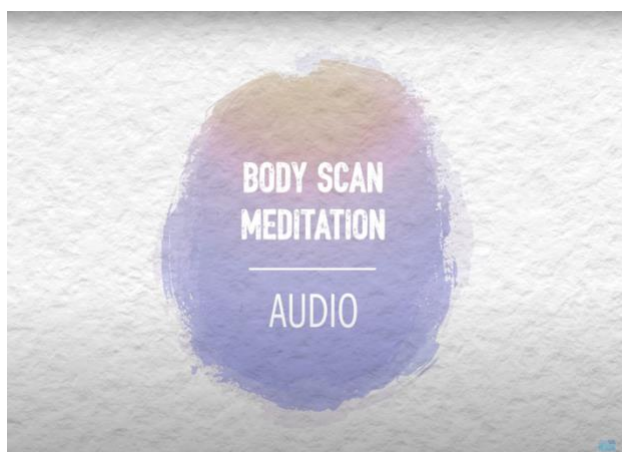
The last activity is a mindfulness-based art therapy exercise designed to highlight the strengths of students, also known as strength awareness, for promoting acceptance. For this activity, children are invited to draw a realistic picture of themselves and are encouraged to work on actively accepting any “imperfections” they may notice while doing so (Cuncic, 2020). The activity could end here for younger children or be extended by adding an additional strengths awareness component. An example of such an activity is a four-tiered ice cream cone with lines provided next to each scoop where children can write down a positive trait or characteristic about themselves and colour in each layer of the ice cream cone (see Appendix C). This activity can serve as the reflection aspect of this lesson. Children should practice naming aspects of themselves that they like, as well as identify their strengths, in order to promote acceptance. This activity can be practiced on paper or, when appropriate, on a technology-enabled platform such as Adobe Sketch for iPhone or iPad or Inkscape for Mac and Windows, free drawing and sketching platforms.

The discussion aspect of this lesson should focus on encouraging children to share their strengths with others and talk about how the mindfulness exercises made them feel. Other questions which can be relevant for group discussion are “What can you do to be kinder and more accepting of yourself?” and “What can you do to be kinder and more accepting of others?”.

A take-home exercise to practice with parents and caregivers following this lesson is to engage in mindfulness art activities, as it can benefit children’s psychological health (Cuncic, 2020). Mindfulness art activities can often be found online with the option for free download, some which are featured in appendix D.

## Lesson Four

Lesson four focuses on an important aspect of mindfulness practices, notably, the concept of body scans. Body scans are a full body practice wherein the participant is encouraged to focus on relaxing each part of their body, one at a time, while also incorporating breathing exercises. The first activity features a body scan audio meditation which can be accessed on the AboutKidsHealth website as well as on their YouTube channel (AboutKidsHealth, n.d.). This body scan meditation was created to encourage children to pay attention to their body in a mindful, present moment, manner. The creators of this mindfulness meditation recommend children sit comfortably with their eyes closed and in an undisturbed location. This body scan is 11 minutes and 50 seconds long which is appropriate for older children aged 10 to 12, who can sit for longer periods of time, but can be lengthy for younger children. Additionally, children who have difficulties with focus and attention, such as children diagnosed with ADHD, may benefit from a shorter more engaging practice. In this case, the body scan meditation can be replaced by the next exercise. Image 13 is a screen capture taken from the video.

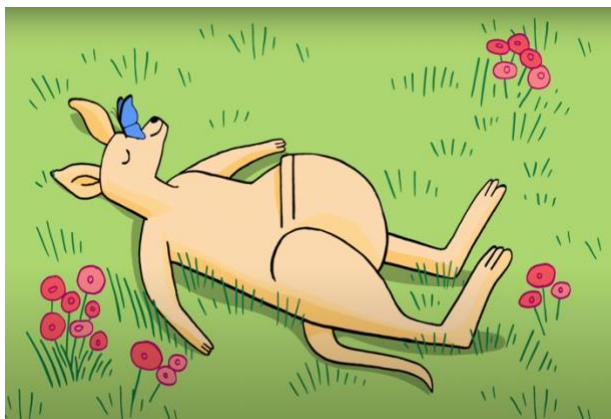


*Image 13.* Body Scan Meditation

The next activity can be accessed through the Breathe Kids app and is titled “Butterfly Body Scan” (Stop, Breathe & Think, 2018). This body scan is in the form of a video, more

precisely an animation of a kangaroo laying in the grass whilst a butterfly flies above and lands on different parts of the kangaroo's body. This body scan exercise consists of a soothing voice directing the participants to notice each part of their body and how they feel. This body scan can be practiced sitting or lying down. This body scan activity is 4 minutes and 56 seconds long.

Image 14 is a screen capture taken from the video.



*Image 14. Butterfly Body Scan*

Finally, a different form of body scan, intended for children varying in age such from 6 to 12, can be found on the mindful gNATs app (Handaxe Limited, n.d.). This specific body scan activity features the animation of a gnat who is sitting on a chair, and systematically zooms in on different parts of his body and makes thought-provoking statements such as “notice any sensations you have in your feet”. This body scan activity can also be found on the associated YouTube channel, named Pesky gNATs, under the title “Mindful Gnats: Body Scan”. This activity is 5 minutes and 19 seconds long. Image 15 is a screen capture taken from the video.



*Image 15. Mindful Gnats: Body Scan*

For the reflection aspect of this lesson, teachers should encourage children to reflect on the parts of body scans they liked and which aspects they liked least. Additionally, they could reflect on how the body scan activities made them feel. As for the group discussion, children should share with others which body scan activity they preferred and discuss the reasons why. Finally, children could think about and share with others when they would use this practice, perhaps to relax or cool down in instances of frustration.

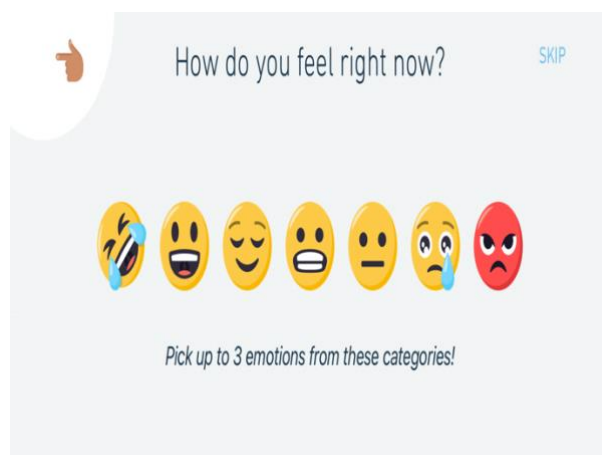
For the take home aspect of this lesson, children should be encouraged to incorporate body scan exercises into their day-to-day tasks, such as, to calm down before nap or bedtime or to feel at ease in instances of frustration or restlessness. It is recommended that parents and caregivers participate in these practices with the children to ensure that they are following the activity correctly also in addition to properly modeling such practices.

### **Lesson Five**

The fifth lesson focuses on the zones of self-regulation, notably, the blue zone, green zone, yellow zone and red zone, as well as check-in exercises. Self-regulation check-ins can be used to help people check-in with their emotions or for educators to check-in with their students

in a classroom setting. A Google Classroom can be used as a platform to introduce a self-regulation check-in for children. The Google Classroom created as a template for this lesson includes a zone of regulation check-in that children can click on and anonymously submit to the teacher (see Appendix E). Once they have clicked on the zone of regulation check-in board, children are invited to assess their emotional wellbeing by selecting one of the four zones. Each zone is represented by four key emotions, more specifically, the blue zone represents tired, sad, sick and bored, the green zone represents happy, focused, calm and ready to learn, the yellow zone represents worried, frustrated, losing control and antsy and the red zone represents mad aggressive, disgusted and mean. It is important to note that children who are not yet independent readers may have a more difficult time submitting this check-in, however, they could follow the colours to do so instead. This exercise only takes a few minutes to complete.

For younger children, the Breathe Kids app offers children the option “Find a Mission” (Stop, Breathe & Think, 2018). Once this option has been selected on the app, children will be asked how they feel, and they can answer this by choosing one of seven emojis. Next, upon selecting one, four more specific emotions will become available such as “peaceful, caring, cozy and thankful” with corresponding emojis for children to pick from. In fact, children can select up to three emotions total. Lastly, children can select to “Launch” their mission which will find an activity created specifically for the emotions they selected. These videos vary from around 2 to 6 minutes. Image 16 is a screen capture taken from the video.



*Image 16. Find a Mission*

The next part of this lesson is a YouTube video (Garcia, 2016) which requires children to identify character's feelings entitled "Inside Out: Guessing the Feelings" and is similar to a *Feelings Flashcard* exercise (Parr, 2010). This video is compiled using different scenes from the movie *Inside Out* (Docter & Del Carmen, 2015) and asks the viewer to identify which feeling is being projected by each character. Once the character from the movie *Inside Out* is projected, a 3 second timer goes off and then the answer of which emotion was being displayed is revealed on the screen. The children's movie *Inside Out* focuses on core emotions, therefore this interactive activity can be entertaining for all children, whether they have seen the movie before or not. However, for younger children and children who struggle with reading, it is recommended that teachers guide them through the video and read the answers aloud. This video is 3 minutes and 16 seconds long. Image 17 is a screen capture taken from the video.



*Image 17.* Inside Out: Guessing the Feelings

For the reflection aspect of this lesson, children are encouraged to engage in an individual journaling exercise. Children should journal about their feelings in the present moment. Younger children or children who struggle with writing can do so through a drawing. This journal can start with “Today I feel...because”. This exercise should take approximately 10 minutes.

The discussion aspect of this lesson should focus on why students believe it is important to check-in with themselves and each other as well as the importance of being in touch with their emotional well-being. Moreover, if children in the group have seen the movie Inside Out, they may share with their classmates what the movie is about and discuss the themes which emerged from the movie as well as how it relates to this lesson.

Finally, for the take-home aspect of this lesson, children should be encouraged to continue journaling at home in an emotion journal. Prompts for this emotion journal can be found in the take-home section of lesson plan five in appendix A.

## **Lesson Six**

Lesson six focuses on being mindful in movement, more specifically, through physical activity. Given that being mindful during physical exercise can help to relieve stress, this lesson incorporates a physical component to the mindfulness activity (Stults-Kolehmainen & Sinha,



2014). The first physical activity can be accessed through the Breathe Kids app and is titled “Frog Jumps and Fading Tone” and is appropriate for children of a variety of ages, notably, 6 to 12 (Stop, Breathe & Think, 2018). The animation features a frog on a Lilypad jumping from one Lilypad to another. As the frog jumps, children are encouraged to follow by squatting down like a frog with their arms on the side of their legs and their hands on the floor in front of them. This exercise incorporates a breathing activity as children must take three deep breaths while in the squatting position before jumping. As a bell rings, children are asked to close their eyes, listen until the sound stops, open their eyes and jump. Halfway through, the frog will sit on a Lilypad with its legs crossed and body relaxed, and children are asked to follow its lead. This is the guided meditation aspect of the activity. This exercise as a whole is 4 minutes and 10 seconds long. Image 18 is a screen capture taken from the video.



*Image 18.* Frog Jumps and Fading Tone

The next activity, also accessible on the Breathe Kids app, is titled “Shake it Up” and is a physical exercise where children follow a sasquatch, as it moves, when they hear different sounds (Stop, Breathe & Think, 2018). Children are encouraged to warm up by wiggling different body parts while in a sitting position. Then, different sounds are introduced, each

associated to specific movements. This physical mindfulness exercise is 5 minutes and 36 seconds long. Image 19 is a screen capture taken from the video.



*Image 19. Shake it Up*

The reflection aspect of this lesson should revolve around asking students to reflect on the great things our bodies can do. Children can think about this individually or write it down in their *Mindfulness Workbook* under lesson six.

This lesson's discussion should revolve around questions which can be answered as a group such as "How did you feel when completing the mindfulness physical exercise activities?" and "Which one did you like best?".

Finally, the take-home activity for this lesson would be to incorporate mindfulness practices into physical activities, even as simple as walking. Children should be encouraged to practice these mindful physical exercises with members of their family and continue practicing them at home when they feel they need to cool off or simply to burn some energy.

### **Lesson Seven**

Lesson seven is titled "Mindfulness of Surroundings". An important aspect of mindfulness practices is not only being mindful of our physical and mental wellbeing but also of our surroundings. Being mindful of our surroundings involves observing what is around us in the

present moment. The first activity in this lesson is a video which can be accessed both on the AboutKidsHealth website as well as on their YouTube channel (AboutKidsHealth, n.d.). This video is titled “STOP for Mindfulness” and introduces the STOP acronym and how to incorporate it throughout the day. More specifically, STOP stands for (S)TOP (T)AKE A BREATH (O)BSERVE (P)ROCEED. The “observe” step refers to observing what you are experiencing on the inside and around you. This video features an animation of a boy doing daily tasks and being aware of what he is doing in the present moment. Children should be encouraged to observe with curiosity, without being distracted by external stimuli or judgment. This video is appropriate for children aged 6 to 12 and is 3 minutes and 27 seconds long. Image 20 is a screen capture taken from the video.

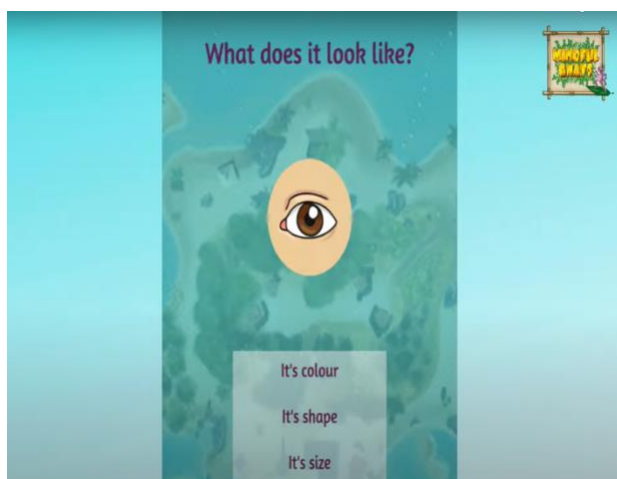


*Image 20.* STOP for Mindfulness

The next activity can be accessed on the Mindful gNATs app and is called “What’s that? Choose an Item” (Handaxe Limited, n.d.). This mindfulness-based game invites children to choose an object. They may choose between sporting equipment, books, electronics, food, toys, stationery, stones, clothes, plants and chocolate. Once the child has chosen an object from this list, they will be asked questions on what it looks like in terms of colour, shape and size, what it

feels like in terms of whether it's rough or smooth, hard or soft and heavy or light, what it smells like whether its strong or weak, sweet or sour and familiar or new and if it makes a noise.

Children can then choose to write a brief message about what they experienced every time they engage in the activity. Younger children aged 6 to 8, or children who have difficulty with reading and writing independently should be assisted throughout this activity. The app also offers children the option to practice this activity with an object in their surroundings. This part of the lesson should take no longer than 5 minutes. Image 21 is a screen capture taken from the video.



*Image 21. What's that?*

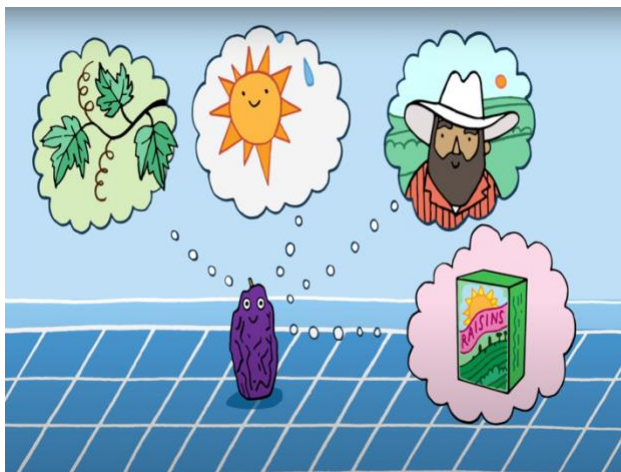
For the reflection aspect of this lesson, children should be asked to reflect on the one thing that they do every day that they can be mindful of. Examples from the AboutKidsHealth (AboutKidsHealth, n.d.) include being mindful while brushing ones teeth, eating lunch or walking.

As for the group discussion, conversations should revolve around things students spend the most time doing during the day and things which happen around them which make them smile, examples of this can be seeing friends, playing with a puppy or being in the rain.

Finally, a take-home exercise following this lesson may be to choose one activity throughout the day to be mindful of and to practice this consistently. Additionally, creating nature-inspired mindful activities at home, alone, or with family members can be a relaxing and inspiring activity. Nature-inspired activities may often be found online with the option for free download, an example of which can be found in appendix F.

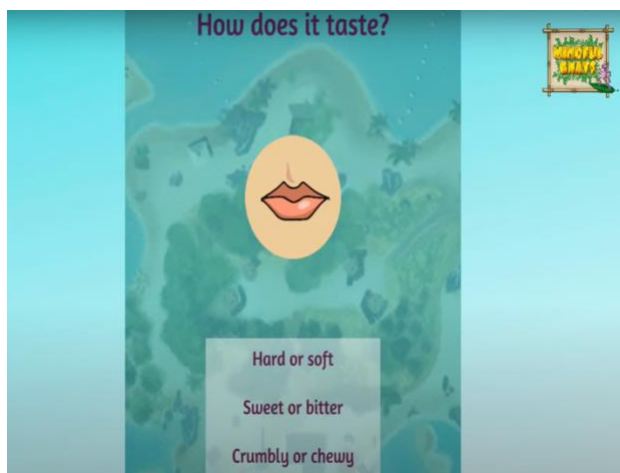
### **Lesson Eight**

Lesson eight focuses on being mindful of the food we consume, where it comes from and the transformation it goes through before it arrives to us. Mindfulness can be practiced by being mindful while eating as well as reflecting on the food we eat, two aspects which are explored in this lesson. The first activity can be accessed on the Breathe Kids app and is titled “Thank the Farmer” (Stop, Breathe & Think, 2018). This video, appropriate for children aged 6 to 12, is intended to educate children on the transformation and journey that a raisin goes through before it is eaten. Children can learn to appreciate this process as they learn how the grape grows, starting from a grapevine, and by thanking nature, the farmer, the delivery driver and the person who brought the raisins to them. Children are encouraged to repeat “thank you” after every step of the grape’s journey throughout the video. This activity can be played during meal or snack time, with or without a raisin in hand. This activity is 3 minutes and 46 seconds long. Image 22 is a screen capture taken from the video.



*Image 22.* Thank the Farmer

The next activity can be accessed on the Mindful gNATs app under the name “Choose your own: Food” (Handaxe Limited, n.d.). This game invites children to choose a food item, similar to the activity in lesson seven, and they are asked to reflect on questions such as what it looks like, what it feels like, what it smells like, if it makes a noise and finally what it tastes like, whether it’s hard or soft, sweet or bitter and crumbly or chewy. Children can then choose to write a brief message about what they experienced every time they engage in the activity. Younger children aged 6 to 8, or children who have difficulties with reading and writing independently should be assisted with this activity. This part of the lesson should take no longer than 5 minutes. Image 23 is a screen capture taken from the video.



*Image 23.* Choose your own: Food

The final activity is a mindfulness-based art therapy exercise in which children are asked to draw a picture of what they last ate. Many people, adult and children alike, cannot recall what they've eaten in the past days or even hours. Moreover, we forget the sensation of eating, the taste and the appearance of what we've eaten. This activity is meant to be simple and accessible for children of all ages and can be completed in the student's *Mindfulness Workbook*. It should take no longer than 10 minutes.

The reflection aspect of this lesson should focus on asking children to independently reflect on whether or not these activities made them feel more appreciation for the food they consume.

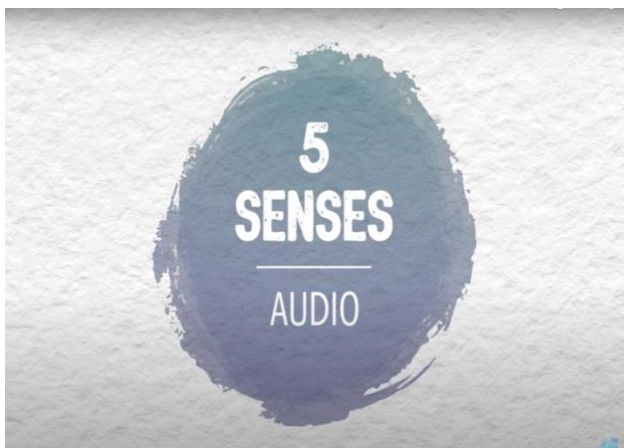
The discussion part of this exercise should be practiced as a group and children should discuss questions such as the following "Did you know this about the journey of the raisin, or are you learning this for the first time?" and "Discuss the journey of the food you drew in the previous activity".

The take-home activity for this lesson is to continue practicing being mindful of the food children consume at home, independently or together during meals with their families. This can be done by using the thank the farmer approach or simply by experiencing the food they eat in the present moment instead of rushing to finish a meal. They may engage with their meal using their five senses, appreciating the way their food looks, smelling the aromas their food is releasing, taking the time to taste the various flavors in every bite, paying attention to the way the food feels in their mouth and listening to the sound the food makes when they bite into it.

### **Lesson Nine**

Lesson nine ties into previously taught aspects and is titled "Awareness of senses". This lesson will help children focus on their five senses and how they could use these senses to be mindful. The first activity is a guided meditation featuring the five senses which can be accessed

on the AboutKidsHealth website as well as on their YouTube channel (AboutKidsHealth, n.d.). This meditation is intended to help children be mindful in the present moment by reconnecting them with their five senses, notably, taste, touch, smell, sight and sound. This guided meditation should be carried out in a comfortable sitting position and incorporates breathing activities as it guides children as they focus on each one of their senses through asking a series of questions such as “What does this feel like?” and “Is the air cool or warm?”. This guided meditation is a longer mindfulness activity, being 9 minutes and 15 seconds long, and would therefore be suitable for older children, aged 10 to 12, who feel comfortable sitting still for this period of time. The entire written transcript associated with this guided meditation can be found below the guided meditation video. Image 24 is a screen capture taken from the video.



*Image 24. Awareness of Senses*

The next activity is more suitable for younger children, aged 6, but is appropriate for children aged 6 to 12, and can be found on the Breathe Kids app (Stop, Breathe & Think, 2018). The activity is titled “Imaginary Hugs and Peaceful Place” and features a grey cat who is laying in a field behind a park daydreaming. This activity invites children to imagine a peaceful place. This can be a place they have visited before or a place they would love to visit with their friends or family. The developers of this activity add that this activity can also be practiced with an



imaginary place. The children are then asked to notice what they can feel, smell, taste, see and hear from this real or imagined place. This activity is 4 minutes and 44 seconds long. Image 25 is a screen capture taken from the video.



*Image 25. Imaginary Hugs and Peaceful Place*

The final activity can be accessed on the Mindful gNATs app and is called “Mindful Seeing” (Handaxe Limited, n.d.). This game features a visual activity where children are encouraged to look at an ambiguous picture and answer the question “What do you see?”. This activity is intended to show children how people can look at the same thing and yet still see it differently. This activity should take no longer than 2 minutes. Image 26 is a screen capture taken from the video.



*Image 26.* Mindful Seeing

For the reflection aspect of this lesson, children should focus on whether things may happen around them that they capture with their senses (for example, a song that is playing) but that they do not notice. How would being mindful and focusing on their various senses change this?

The discussion aspect of this lesson should revolve around group discussions involving realizations children may have made by being aware of their senses, which senses they use most frequently and which activity they liked best.

Finally, children should practice mindful awareness exercises which require them to use their senses at home when they want to feel grounded or need to refocus. Children who decide to practice the “Imaginary Hugs and Peaceful Place” exercise at home should do so with the participation of their family by imagining a family vacation where every member shares with others what they imagined with their senses and how they perceived things as the same or different.

## Lesson Ten

Lesson ten, the final lessons in this series, is titled “Reacting to Change and Stress Using Mindfulness” and focuses on how to use mindfulness in moments of change, strain and difficulty. This lesson can be used to touch upon current events and real-world stressors, such as the COVID-19 pandemic, in a developmentally appropriate manner. This lesson discusses how mindfulness, self-compassion, acceptance of unwanted feelings and resilience can help to alleviate stress in instances of adversity.

The first part of this lesson is a video created by AboutKidsHealth, available on their website as well as on their YouTube channel and is titled “Two Wings to Fly – Mindfulness and Compassion” (AboutKidsHealth, n.d.). This video introduces important skills which can help children navigate difficult situations. The video features an eagle soaring through the air and weathering tough storms. According to this video, mindfulness and compassion, more specifically compassion towards oneself, are key to dealing with change and avoiding harsh judgment. This video is suitable for older children who understand concepts such as self-compassion and self-judgment, around 10 to 12 years old. This activity is 4 minutes and 22 seconds long and the complete written transcript can be found below the video. Younger children can skip to the second exercise. Image 27 is a screen capture taken from the video.



*Image 27. Two Wings to Fly – Mindfulness and Compassion*

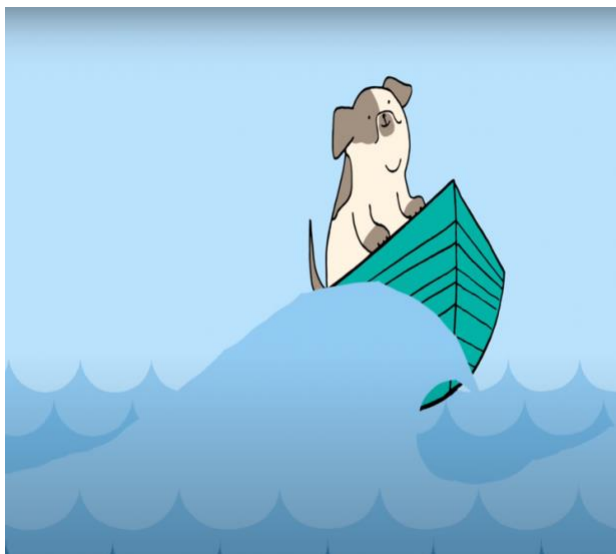
The second exercise is another video created by AboutKidsHealth, available on their website as well as on their YouTube channel and is titled “Being with all of your Experiences” (AboutKidsHealth, n.d.). This video features a young girl who is trying to avoid her unwanted thoughts and feelings, represented by a beach ball, but every time she does so, the beach ball finds its way back to her. This video is intended to explain the importance of taking the time to recognize these unwanted emotions, as opposed to setting them aside, as doing so is not a long-term solution. This video is suitable for children of a variety of ages, such as 6 to 12, however, younger children and children who struggle with reading may have difficulty reading the animations which contain words. Teachers can adapt this activity by reading aloud the words included in the animations. This activity is 3 minutes and 21 seconds long and the full written transcript is available below it. Image 28 is a screen capture taken from the video.



Image 28. Being with all of your Experiences

These concepts are equally as important for young children, which is why this specific activity is suitable for younger children starting as of the age of 6. This activity can be accessed on the Breathe Kids app and is titled “Bulldog Weathers the Storm” (Stop, Breathe & Think, 2018). This activity features a dog in a boat navigating waters which are sometimes choppy, similar to the real world where events and feelings are ever-changing. This mindfulness activity

can be used when children need to practice resilience and their ability to cool down. This activity should be practiced in a sitting position and children should focus on following the instructions provided in the video. This activity also features guided breathing intended for children to follow. This activity is 4 minutes and 39 seconds long. Image 29 is a screen capture taken from the video.



*Image 29. Bulldog Weathers the Storm*

The final activity requires a bubble blower to blow bubbles with. This activity can be carried out in person, online through video by a teacher or even via an app such as Fun Bubbles, available for download on the Apple Store (Johnson, 2020). This bubble-blowing activity is a mindfulness exercise intended to teach children about letting go of thoughts without judgments (LeShan, 1974). This can be done through the use of bubbles by explaining to children that every bubble is a thought, whether it be positive or negative, and that though instinctually we want to pop the bubbles, sometimes we could hold back and observe them calmly as they fall to the ground. Depending on the context, teachers could blow the bubbles in front of children in an in-person class setting, blow the bubbles online in the event of online teaching, or even via an app,

Fun Bubbles, which allows children to make their own bubbles. This activity should take approximately 5 minutes. Image 30 is a screen capture taken from the Fun Bubbles app.



*Image 30.* Fun Bubbles Lite

The reflection aspect of this lesson should focus on encouraging children to take the time to be with their thoughts and feelings, without judgment, as learnt in the previous lessons. Children should use the new concepts they acquired throughout this lesson and apply them to their current thoughts and feelings. This can be done inwardly or through mindful journaling in the *Mindfulness Workbook*.

The discussion aspect of this lesson should revolve around times in which students have felt stressed or overwhelmed and what they did to help them feel better. Children who feel comfortable to share such information can do so, and if not, teachers can share their own personal anecdotes. This lesson can conclude by tying these concepts back to the COVID-19 pandemic as it is a present cause of stress and students may want to share and express their thoughts and feelings relating to this current event.

Finally, the take-home aspect of this lesson should revolve around continuing to practice these concepts at home and with parents and caregivers. Activities such as the bubble game can

be easily replicated in a home setting when a child may feel the need to cool down. Parents and caregivers should be informed of the importance of being available and approachable to children who want to share their thoughts and feelings with them, especially during a challenging and stressful time such as the current events in relation to the COVID-19 pandemic. By the tenth lesson, parents should feel they have the tools, such as paced breathing techniques, body scans, physical exercises and the resources provided to properly assist children in practicing mindfulness daily.

### **Discussion**

This curriculum, built from research-based practices and technology-enabled modes of delivery, can be useful for e-learning, or in-class instruction to provide children with a stimulating learning environment. This mindfulness-based curriculum can be used with children of a variety of ages, notably, 6 to 12, in part due to its promising effects and also in consideration of the modifications which have been incorporated into the lesson plans for neurodivergent children. Mindfulness-based interventions have shown significant effects on increasing children's focus and attention and, thus, improving the quality of their academic performance. In addition, mindfulness has been shown to be effective for facilitating learning in children with disabilities. Given that neurodivergent children experience significantly more distress and lower levels of self-regulation than neurotypical children, a mindfulness curriculum such as this one may directly influence their performance.

The lesson plans included in this curriculum are empirically supported and are composed of concepts which have been considered to be key for teaching mindfulness to children. The concepts covered in this curriculum have been shown to be effective to promote relief in difficult situations, reduce stress and improve children's overall physical and mental wellbeing

(Beauchemin et al., 2008). Additionally, through the use of the OISE lesson plan template, each lesson, part of this curriculum, has been created to include the central components for teaching mindfulness to children. Starting from the first lesson, children will be introduced to the principal components of mindfulness and mindfulness practices in a developmentally appropriate manner. The videos, games apps, reflection activities in the workbook and group discussions will allow children to learn the basis of mindfulness and share these new concepts with others and can be done completely online. However, such lesson plans and practices are not limited to use for e-learning, these activities can be practiced in the classroom, using technology-enabled platforms. This alternative allows for flexibility in the teaching approach, all while answering important curricular objectives on how mindfulness-based practices can be adapted and applied to be suitable for use online. Furthermore, technology-based mindfulness practices in the classroom have been proven to be easy to access, portable and cost effective. In addition, qualitative data collected from technology-based mindfulness interventions have reported promising results. More specifically, children described enjoying the computerized intervention and a positive experience using technology-based mindfulness programs (Tunney et al., 2017).

The paced breathing activities featured in lesson two provides children with an initiation to breathing practices and the option of trying various paced breathing exercises. The breathing techniques and mindfulness practices covered in this lesson have been shown to help children focus and feel more relaxed (Thierry et al., 2016). Acceptance practices, a concept introduced in lesson three, are a central component of mindfulness. More specifically, acceptance of thoughts and the practice of gratitude are strongly related to wellbeing (Wood et al., 2010). Mindfulness-based practices, such as the ones presented in lesson three, can effectively help children



acknowledge their incoming thoughts and accept these thoughts before bringing attention back to a selected point of focus.

Moreover, body scan practices, introduced in lesson four, may contribute to an increase in children's attention by helping them to focus on their body in the present moment (Abrams, 2007). Teaching children about the zones of regulation and how to use these zones to classify their feelings, such as introduced in lesson five can play an instrumental role in children's ability to understand and pinpoint their emotions and the emotions of others, thus, contributing directly to emotional awareness.

Another concept covered in this curriculum is how to be mindful in movement through the use of physical exercise. Practicing being in the present moment during physical exercise can help to relieve stress and is therefore a crucial component of this curriculum (Stults-Kolehmainen & Sinha, 2014). Taking notice and being mindful of their surroundings can encourage children to experience the present moment. As seen in lesson eight, 'Mindful Eating' can not only promote awareness of the present moment, but also influence how children perceive food. These concepts can educate children on the food they consume but also encourage them to appreciate the process involved in cultivating, transforming and transporting produce. Incorporating the five senses into mindfulness practices can reinforce children's present-centered awareness, such as the focus of lesson nine (Maloney et al., 2016).

Finally, this curriculum concludes with a lesson which offers guidance on reacting to change and stress using mindfulness. Educating children on stress and unwanted feelings can bring awareness to such feelings and encourage healthy and positive conversations. Introducing children to key skills for managing such feelings and taking control of difficult situations, such

as seen in lesson ten, is of utmost importance, especially during real-world instances of adversity, such as the COVID-19 pandemic.

The mindfulness-based lessons included as part of this curriculum offer clearly stated learning goals, a list of resources, detailed activity descriptions as well as modifications and accommodations for neurodivergent children as well as for age and reading and writing levels. The lesson plans included in appendix A meet the third curricular objective question by providing a thorough description of what a technology-enabled mindfulness lesson plan for children would look like and precisely how it can be used by teachers and educators.

### **Limitations and Practical Considerations**

It is important to consider the potential ‘undesirable’ effects mindfulness practices can have on children as well as any possible obstacles to implementing technology-enabled mindfulness practices in a school setting. A first effect to consider is the fact that some people do not enjoy introspection or may have difficulties with deep relaxation. Potential short-lived side effects can include stress, agitation and possible discomfort, however in general, mindfulness is not associated with many adverse reactions or risks (Bauer-Wu, 2010). If this is the case, alternative activities which the participants feel more comfortable with, such as listening to music or stretching can be assigned. Additionally, there is a misconception that mindfulness is tied to religious or spiritual practices (Kabat-Zinn, 2008). However, when used in a school setting, mindfulness is a psychological process which, with training, can enhance individual’s wellbeing. Finally, the effects of mindfulness practices vary from person to person. For this reason, it can be beneficial to vary the objectives and structure of the mindfulness activities or combine them to accommodate for these differences, such as it has been done in the lesson plans part of this curriculum.

Other possible limitations of technology-enabled practices to consider are accessibility, potential diversions and technical knowledge. Accessibility to technological devices for all students participating in a technology-enabled mindfulness curriculum is imperative. Though children can usually frequent a computer room within in-person school settings, ensuring that all children have access to such devices from home remains difficult. Moreover, developing the proper strategies to make certain that children are adequately using such devices without it serving as a source of diversion or distraction is crucial to successfully teaching mindfulness using this technology. Finally, mastery of the technological platforms on the part of the teachers and educators is necessary, and the lack of technical knowledge would pose an important limitation to employing this curriculum. Future studies should investigate how these limitations can be overcome for optimal application of curriculums such as this one.

For best results, it is important to view mindfulness as a way of approaching life and therefore it is best implemented when teachers and educators who are introducing mindfulness in their classrooms also practice it themselves. In fact, doing so can have a significant effect on the quality of the mindfulness instruction (Semple, 2009). For this reason, it is recommended that educators who are implementing mindfulness in their classroom or delivering mindfulness-based interventions to children practice these concepts and mindfulness exercises in their personal lives. Additionally, doing so can solidify their engagement with the mindfulness-based programs and in turn, make for a more dynamic teaching environment.

Educators also play an important role in enhancing the learning environment and making novel experiences more welcoming and, once implemented, keeping these practices new and exciting. One way to make such exercises interesting for children is by creating a physical space which is conducive for practicing mindfulness. The experience can be enhanced by selecting an

environment which is free of noise and disturbances, reorganizing the classroom to make an empty space for children to practice mindfulness, sitting on mats on the ground, decorating the physical space with posters and encouraging quotes and finally building an ambiance using relaxing music (Burckhardt, 2017). If the practice is delivered online, as seen in many of the studies aforementioned using web-based and technological methods of delivery, teachers can create an online virtual classroom which is equally as invigorating.

For best results, when implemented with children with disabilities, mindfulness-based interventions should align with the needs of the student. Students with disabilities may require a modified version of the exercise or one which is more intensive, for example, practicing a mindfulness activity such as paced breathing for a longer period of time or at a greater frequency. Additionally, ensuring that the mindfulness-based practice aligns with the child's individualized education plan, if one has been put into place for them, is critical. These students may require more support and additional resources which is why the implication of parents is strongly encouraged. Burckhardt (2017) drew upon the measures teachers should take when implementing a mindfulness-based curriculum with children with disabilities and stated that prioritizing a safe and accepting space, building trust with students and being consistent was key. Additionally, if deemed appropriate and feasible in the context, reinforcements, rewards, points and other incentives can increase children's motivation and participation in mindfulness-based activities (Leeth et al., 2019).

For best practice, parents and caretakers should be informed of the practices their children are participating in and how they could help to implement them at home. Parents who are invested in what is being taught in school can encourage children to practice mindfulness-based exercises outside of school as well (Leeth et al., 2019). Parents and caregivers could do so by

creating a routine. According to an article published by the Michigan State University (Rymanowicz, 2021), caregivers should build a mindfulness practice with their children by starting with one mindfulness activity and building more as time passes in order to avoid feeling overwhelmed. Next, Michigan State University recommends scheduling such practices into daily routines as well as setting reminders during the day in order to not only make time for such practices, but also to avoid forgetting to practice them. Finally, caregivers are encouraged to find practices which their children enjoy and continue to model these practices and participate in them with their children in a pleasurable way.

### **Implications**

Studies have demonstrated that mindfulness is a feasible approach for both neurotypical and neurodivergent children as it is simple for teachers to implement into their classrooms, there is a vast inventory of activities available, training is widely accessible, and results are promising (see, for example, the resources described in the lesson plans above and in the reference section). The lessons, part of this curriculum, do not require any training as they are mainly built up of activities in the form of videos, audio meditations and games through an app and therefore do not require educators to teach the material firsthand.

Moreover, as more schools adopt technology in the classroom and require its use at home for e-learning, developing technology-enabled mindfulness lesson plans is imperative. Furthermore, technology-enabled mindfulness practices in the classroom have been proven to be easy to access, portable and cost effective (Dembo et al., 2006; Edbrooke-Childs et al., 2017; Shih, 2019). In view of this, lesson plans which are developed for use both remotely for online teaching and in-person via technology in the classroom are instrumental.

The lesson plans included in this curriculum can contribute to the practice of mindfulness in the classroom by providing teachers and educators with tools and concrete instructions to facilitate the integration of such practices into their daily lives. These lesson plans are concise, pointed and provide a holistic approach to mindfulness which teachers and educators can incorporate into their curriculum conveniently.

### **Conclusion**

Technology-based methods of delivery are especially pertinent in this day and age to meet the demands of the ever-changing reality of remote and distance learning in the field of education due to COVID-19. Mindfulness-based interventions delivered electronically can help children practice self-regulation, increase their attention towards their online courses and reduce the stress and anxiety they might be experiencing associated with the unknowns of this situation. This curriculum offers alternatives and modifications for neurodivergent children as well as provides activities which can accommodate both younger and older children within the predefined age group. In addition to its accessibility, this mindfulness curriculum is supported by empirically based and up-and-coming mindfulness practices and activities. Given this, the proposed curriculum provides educators with concrete and practical applications of theory-based mindfulness practices which they can easily incorporate into their in-person or online teaching routine.

The lesson plans offered in this curriculum can serve as a basis for future research directed towards practical ways of using alternative methods of delivery in school settings, specifically in relation to technology-enabled mindfulness practices for children.

Further investigations on children's experience with this curriculum would be valuable in order to draw conclusions and gather qualitative information on its response with the target

population. Doing so would allow for possible adjustments to be made of this curriculum in terms of improving its functionality as well as allowing for more specific findings, such as which approaches and technology-enabled mindfulness platforms were preferred by students. Finally, future research should investigate how a mindfulness curriculum could be created to benefit not only students, but also teachers and educators, especially considering the stress and levels of burnout associated with this profession.

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**Appendix A**

**LESSON PLAN TEMPLATE**

**Suggested Time:**

Lesson Title : \_\_\_\_\_

Lesson Description: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Planning Information:	
<b>Curriculum Connections</b>	
<b>Learning Goal(s) or Enduring Understandings:</b>	
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	
<b>Essential Questions:</b>	
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	
<b>Prior Knowledge Required</b> <i>(the knowledge/concepts and skills students must possess to be successful in this lesson)</i>	
<b>Resources</b>	<b>Agenda</b> <i>(to be listed on blackboard)</i>

Description	
<p><b>Action</b></p> <ul style="list-style-type: none"> <li>◆ Introducing new learning or extending/reinforcing prior learning</li> <li>◆ Providing opportunities for practice and application of learning (guided &gt; independent)</li> </ul> <p><b>Consolidation and Connection</b></p> <ul style="list-style-type: none"> <li>◆ Helping students demonstrate what they have learned</li> <li>◆ Providing opportunities for consolidation and reflection</li> </ul>	
<p><b>Differentiated Instruction/ Accommodations/Special Needs:</b> <i>How will you accommodate for students with IEPs, ELLs etc.</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Learning materials (content)</li> <li><input type="checkbox"/> Ways of learning (process)</li> <li><input type="checkbox"/> Ways of demonstrating learning (product)</li> <li><input type="checkbox"/> Learning environment</li> </ul>	
<p><b>Extension/Prep/Homework:</b> <i>(activities completed outside of class to reinforce/extend learning or prepare for next class)</i></p>	
<p><b>Teacher Reflection on Lesson:</b> (to be completed after teaching, you do not need to fill this out for this assignment, just an FYI for reflective practice)</p>	
Aspects that worked:	Changes for next time:

*Note.* Adapted from *Lesson Plan University of Toronto Ontario Institute for Studies in Education.*  
[https://www.oise.utoronto.ca/mtpracticum/Forms\\_Resources.html](https://www.oise.utoronto.ca/mtpracticum/Forms_Resources.html)



## LESSON 1

**Suggested Time:** 15 minutes

**Lesson Title:** Introduction to Mindfulness

**Lesson Description:** This lesson is an introduction to mindfulness featuring videos and an activity on an app. The question “what is mindfulness?” is answered in a developmentally appropriate manner, as well as where, when and how mindfulness can be practiced daily.

Planning Information:	
<b>Curriculum Connections</b>	
<b>Learning Goal(s):</b>	
<ul style="list-style-type: none"> <li>• Understanding of the basis of mindfulness</li> <li>• Understanding of the key components of mindfulness practices</li> <li>• Understanding of awareness and how to be aware of thoughts and feelings</li> </ul>	
<b>Essential Questions:</b>	
<ul style="list-style-type: none"> <li>• What is mindfulness?</li> <li>• When, how and where can you practice it?</li> <li>• How can you be aware of your thoughts and feelings?</li> </ul>	
<b>Prior Knowledge Required</b> ( <i>the knowledge/concepts and skills students must possess to be successful in this lesson</i> )	
None	
<b>Resources</b>	<b>Agenda</b> ( <i>to be listed on blackboard</i> )
<ol style="list-style-type: none"> <li>1. <a href="https://teens.aboutkidshealth.ca/mentalhealth?topic=animations">https://teens.aboutkidshealth.ca/mentalhealth?topic=animations</a> or</li> <li>2. <a href="https://www.youtube.com/user/Aboutkidshealth">https://www.youtube.com/user/Aboutkidshealth</a></li> <li>3. <a href="https://apps.apple.com/gb/app/mindful-gnats/id973919092">https://apps.apple.com/gb/app/mindful-gnats/id973919092</a></li> <li>4. <a href="https://www.youtube.com/channel/UCYpy8lovY8MfA6biHtn4-_A">https://www.youtube.com/channel/UCYpy8lovY8MfA6biHtn4-_A</a></li> <li>5. Mindfulness Workbook</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Everyday Mindfulness (AboutKidsHealth)</b></li> <li>2. <b>Introducing Mindfulness (Mindful gNATs)</b></li> <li>3. <b>You are not your Thoughts (AboutKidsHealth)</b></li> <li>4. <b>Leaves on a Stream (Mindful gNATs)</b></li> <li>5. <b>What’s on your Mind? (Mindful gNATs)</b></li> <li>6. <b>Reflection</b></li> <li>7. <b>Discussion</b></li> <li>8. <b>Take-home</b></li> </ol>

1. The first video is titled “Everyday Mindfulness” and is published by AboutKidsHealth. This video can be found on the AboutKidsHealth website as well as on YouTube. This video gives a background to the practice of mindfulness and defines it as a way to approach everyday life, which is different to meditation. It explains to children when, where and how they can practice mindfulness in their daily lives. **(Refer to link 1 or 2)**
2. The next aspect of this lesson is a video by Mindful gNATs titled “Introducing Mindfulness”. This video provides a different view on mindfulness by comparing the mind, before learning to be mindful, to an untrained puppy. This video demonstrates how mindfulness can train the mind to be more aware of one’s body, mind and world and provides a definition, much like the first video. This video depicts a puppy following its urges and losing focus quickly and compares this metaphor to a young boy doing the same without mindfulness. **(Refer to link 4)**
3. For older children, aged eight to 12 who are active readers, the video “You are not your Thoughts” published by AboutKidsHealth and available on the AboutKidsHealth website as well as on YouTube, provides a pertinent continuation to the introduction to mindfulness videos. More specifically, this video explains how we can often feel overwhelmed by our thoughts and feelings and it is therefore important to observe these thoughts and sort through them using mindfulness. This video provides children with examples of these thoughts on the screen throughout the video as well as helpful tips and solutions to dealing with them. **(Refer to link 1 or 2)**
4. An alternative to the aforementioned video for younger children is the video “Leaves on a Stream” by Mindful gNATs, available on the Mindful gNATs website as well as through their YouTube channel. This video can help younger children visualize understanding thoughts using mindfulness. This video features leaves flowing down a stream, and children are encouraged to notice thoughts which come to mind, place each thought on a leaf and let it flow away. This video features enticing graphics of two people, a young boy and a girl, sitting on a bench and watching the leaves float by. **(Refer to link 4)**
5. The last activity in this lesson is a game on the Mindful gNATs app named “What’s on your Mind?” which is especially useful for older children. Younger children can skip to the next activity. The duration of this activity can set for either one, two or three minutes. Once the time is set, children are encouraged to click on the different aspects they are experiencing during that time such as feelings, memories, imaginings, thoughts, judgments or other. The occurrences of each of the aforementioned are calculated and shown at the end of the activity. The goal of this activity is to encourage children to practice mindful awareness of their thoughts and feelings. **(Refer to link 3)**
6. During the reflection period children are encouraged to reflect over this activity and what they learned individually. Some reflection questions which can be posed are “What kind of thoughts do you experience the most often?” and “How did being aware of these thoughts make you feel?”. **(Refer to Mindfulness Workbook)**
7. As part of the discussion, questions which can be posed to the entire group and discussed together are questions such as “Is this your first time hearing about mindfulness?” and “How do you think mindfulness can help you in your everyday life?”

**Differentiated Instruction/Accommodations/Special Needs:** *How will you accommodate for students with IEPs, ELLs etc.*

- Learning materials (content): Alternative activities (step 3 and 4) available for children of different age groups and for children who struggle with reading.
- Ways of learning (process)
- Ways of demonstrating learning (product)
- Learning environment

**Extension/Prep/Homework:** *(activities completed outside of class to reinforce/extend learning or prepare for next class)*

Continue practicing the “Leaves on a Stream” or “What’s on your Mind?” technique for mindful awareness.

**Teacher Reflection on Lesson:** (to be completed after teaching, you do not need to fill this out for this assignment, just an FYI for reflective practice)

Aspects that worked:

Changes for next time:

*Note.* Adapted from *Lesson Plan University of Toronto Ontario Institute for Studies in Education.*  
([https://www.oise.utoronto.ca/mtpracticum/Forms\\_Resources.html](https://www.oise.utoronto.ca/mtpracticum/Forms_Resources.html))

## LESSON 2

**Suggested Time:** 15 minutes

Lesson Title : Paced Breathing

Lesson Description: This lesson focuses on the practice of paced breathing, a form of diaphragmatic breathing, and is suitable for children of a wide age group. This lesson explores several different types of breathing exercises on platforms such as video and apps.

Planning Information:	
<b>Curriculum Connections</b>	
<b>Learning Goal(s) or Enduring Understandings:</b>	
<ul style="list-style-type: none"> <li>• Understanding the basis of paced breathing</li> <li>• Understanding the potential benefits of paced breathing</li> </ul>	
<b>Essential Questions:</b>	
<ul style="list-style-type: none"> <li>• How can you incorporate paced breathing into your daily routine?</li> <li>• Which form of paced breathing activity works best for you?</li> <li>• When would you use paced breathing?</li> </ul>	
<b>Prior Knowledge Required</b> ( <i>the knowledge/concepts and skills students must possess to be successful in this lesson</i> )	
Prior knowledge and understanding of mindfulness.	
<b>Resources</b>	<b>Agenda</b> ( <i>to be listed on blackboard</i> )
<ol style="list-style-type: none"> <li>1. <a href="https://apps.apple.com/ca/app/stop-breathe-think-kids/id1215758068">https://apps.apple.com/ca/app/stop-breathe-think-kids/id1215758068</a> or</li> <li>2. <a href="https://www.youtube.com/channel/UCkB9zEEqnP9kMif5VChd99Q">https://www.youtube.com/channel/UCkB9zEEqnP9kMif5VChd99Q</a></li> <li>3. <a href="https://apps.apple.com/gb/app/mindful-gnats/id973919092">https://apps.apple.com/gb/app/mindful-gnats/id973919092</a> or</li> <li>4. <a href="https://www.youtube.com/channel/UCYpy8lovY8MfA6biHtn4-_A">https://www.youtube.com/channel/UCYpy8lovY8MfA6biHtn4-_A</a></li> <li>5. Mindfulness Workbook</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Five Finger Breathing (Breathe Kids app)</b></li> <li>• <b>Cooling Out Breath (Breathe Kids app)</b></li> <li>• <b>Square Breathing (Breathe Kids app)</b></li> <li>• <b>Breathing (Mindful gNATs)</b></li> <li>• <b>Reflection</b></li> <li>• <b>Discussion</b></li> <li>• <b>Take-home</b></li> </ul>

1. For children aged six to 12, paced breathing is best practiced sitting down in a rested position with a straight back. The first activity is Five finger breathing on the Breathe Kids app. It features a child-friendly animation of a cartoon animal demonstrating how to practice five finger breathing. **(Refer to link 1 or 2)**
2. The next paced breathing activity available through both the website and the YouTube channel is titled “Cooling Out Breath” and can be accessed on the Breathe Kids app. The cooling out breath activity is intended to help children cool down and feel a sense of calm through short inbreaths and longer outbreaths. This activity features an animation of a cloud blowing out onto a cold snowy landscape. **(Refer to link 1 or 2)**
3. Square breathing is accessible through the Breathe Kids app, on their website and YouTube channel. Square breathing can be used to promote focus and a sense of calm. The developers of this activity recommend this specific practice in instances where children are feelings overly excited or are experiencing a meltdown. In this activity, children are encouraged to follow the puffer fish animation as it swims in a square, breathing in for a count of four as the fish swims upwards, holding their breath four a count of four as the fish swims to the side and breathing out for a count of four as the fish swims downwards. **(Refer to link 1or 2)**
4. An alternative to these breathing activities can be found on the mindful gNATs app. The activity is called “Breathing” and can be set to a time between one and ten minutes. Additionally, the child can choose a breathing pace which suits them, between two and ten seconds. This paced breathing activity features a gnat who is demonstrating breathing in and out following the pace chosen and featuring as timer. **(Refer to link 3 or 4)**
5. For the reflection period, children should be encouraged to reflect over which paced breathing exercise felt most comfortable for them. Additionally, children should reflect on whether the paced breathing had any effects on their wellbeing. **(Refer to Mindfulness Workbook)**
6. As for the discussion, the children should share their experience with the breathing activity, if they had ever used such a strategy in the past and when they would use paced breathing in their daily life.

**Differentiated Instruction/ Accommodations/Special Needs:** *How will you accommodate for students with IEPs, ELLs etc.*

- Learning materials (content)
- Ways of learning (process)
- Ways of demonstrating learning (product)
- Learning environment

**Extension/Prep/Homework:** *(activities completed outside of class to reinforce/extend learning or prepare for next class)*

A take-home exercise to practice with parents and caregivers following this lesson is incorporating paced breathing exercises into daily routines. Paced breathing can be used in the morning to prepare children for the

day ahead or even at night to promote a good night sleep. Paced breathing can also be used during the day in instances when children are feeling overly excited, stressed, overwhelmed, angry, frustrated or needing to focus.

**Teacher Reflection on Lesson:** (to be completed after teaching, you do not need to fill this out for this assignment, just an FYI for reflective practice)

Aspects that worked:

Changes for next time:

*Note.* Adapted from *Lesson Plan University of Toronto Ontario Institute for Studies in Education.*  
([https://www.oise.utoronto.ca/mtpracticum/Forms\\_Resources.html](https://www.oise.utoronto.ca/mtpracticum/Forms_Resources.html))

**LESSON 3**

**Suggested Time:** 20 minutes

Lesson Title : Acceptance and Gratitude

Lesson Description: This lesson introduces the role mindfulness can play on children’s practice of acceptance and gratitude. Gratitude, being strongly related to wellbeing, has been shown to have emotional benefits. In this lesson, acceptance and gratitude is taught through a series of videos, meditations and activities on an app.

<p>Planning Information:</p>	
<p><b>Curriculum Connections</b></p>	
<p><b>Learning Goal(s) or Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Understanding acceptance</li> <li>• Understanding gratitude</li> <li>• Understanding the role of empathy in difficult situations</li> <li>• Being able to identify strengths within oneself</li> </ul>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What is acceptance?</li> <li>• How can you be more accepting?</li> <li>• What is gratitude?</li> <li>• What are some of your strengths?</li> </ul>	
<p><b>Prior Knowledge Required</b> (<i>the knowledge/concepts and skills students must possess to be successful in this lesson</i>)</p> <p>Prior knowledge and understanding of mindfulness.</p>	
<p><b>Resources</b></p> <ol style="list-style-type: none"> <li>1. <a href="https://www.youtube.com/user/Aboutkidshealth">https://www.youtube.com/user/Aboutkidshealth</a> or</li> <li>2. <a href="https://teens.aboutkidshealth.ca/mentalhealth?topic=animations">https://teens.aboutkidshealth.ca/mentalhealth?topic=animations</a></li> <li>3. <a href="https://apps.apple.com/ca/app/stop-breathe-think-kids/id1215758068">https://apps.apple.com/ca/app/stop-breathe-think-kids/id1215758068</a></li> <li>4. Paper, colored pencils or paint</li> <li>5. Ice cream cone activity sheet (Appendix C)</li> <li>6. <a href="https://apps.apple.com/us/app/adobe-photoshop-sketch/id839085644">https://apps.apple.com/us/app/adobe-photoshop-sketch/id839085644</a> or <a href="https://www.wacom.com/en-ca/products/apps-services/inkspace">https://www.wacom.com/en-ca/products/apps-services/inkspace</a></li> <li>7. Mindfulness Workbook</li> </ol>	<p><b>Agenda</b> (<i>to be listed on blackboard</i>)</p> <ol style="list-style-type: none"> <li><b>1. Dealing with Difficult Moments: How to have Empathy (AboutKidsHealth)</b></li> <li><b>2. Circle of Gratitude (AboutKidsHealth)</b></li> <li><b>3. Just like Me (Breathe Kids app)</b></li> <li><b>4. MBAT Reflection</b></li> <li><b>5. Discussion</b></li> <li><b>6. Take-home</b></li> </ol>

1. “Dealing with Difficult Moments: How to have Empathy”, is available on the AboutKidsHealth website as well as on their YouTube channel. This specific practice is intended to teach children how to show kindness to both themselves and others, especially during difficult situations. This video portrays a boy facing challenges with a friend, a classmate at school and with a teacher. It explains how these situations can cause emotions such as stress, anger and frustration to arise but that taking the time to pause, breathe and repeat grounding phrases can help. The video animations include speech bubbles and is therefore most appropriate for children who are of reading age. **(Refer to link 1 or 2)**
2. The second exercise is in the form of an audio-only guided meditation. This guided meditation, titled “Circle of Gratitude”, is available on the AboutKidsHealth website as well as on their YouTube channel by the same name. This meditation focuses on helping children develop self-talk and can be practiced alone or as a group. This guided meditation invites children to recognize their negative self-talk and positive aspects about themselves. **(Refer to link 1 or 2)**
3. The next activity is accessible on the Breathe Kids app and is a video titled “Just like me”. This activity features an animation of two animals exploring what they have in common. Such an activity can be helpful for children who are struggling to connect with others or simply to help them develop connections and common grounds they have with others. It can help children explore how in many ways their classmates can be just like them, hence the name of the activity. **(Refer to link 3)**
4. The last activity is a mindfulness-based art therapy exercise designed to highlight the strengths of students, also known as strength awareness, to promote acceptance. For this activity, children are invited to draw a realistic picture of themselves and are encouraged to work on actively accepting any “imperfections” they may notice. The activity could end here for younger children or be extended by adding an additional strengths awareness component. This activity is a stencil of a four-tiered ice cream cone on which children write down a positive trait or characteristic about themselves on every line and colour in each layer of the ice cream cone. Doing so can serve as the reflection aspect of this lesson. Children should practice naming aspects of themselves that they like, as well as identifying their strengths, in order to promote acceptance. This activity can be practiced on paper or, when suitable, on a technology-enabled platform such as Adobe Sketch for iPhone or iPad or Inkscape for Mac and Windows, free drawing and sketching platforms free of charge. **(Refer to link 5 and 6)**
5. The discussion aspect of this lesson should focus on encouraging children to share their strengths with others and how these mindfulness exercises made them feel. Other questions which can be relevant for group discussion are “What can you do to be kinder and more accepting of yourself?” and “What can you do to be kinder and more accepting of others?”.

**Differentiated Instruction/ Accommodations/Special Needs:** *How will you accommodate for students with IEPs, ELLs etc.*

Learning materials (content): Step 1, video less appropriate for younger children or children who are not of reading age. Modification: Skip to step 2.

Step 4, the activity could end at the first MBAT activity for younger children or children who are struggling to read, write or maintain attention.



<input type="checkbox"/> Ways of learning (process) <input type="checkbox"/> Ways of demonstrating learning (product) <input type="checkbox"/> Learning environment	
<p><b>Extension/Prep/Homework:</b> <i>(activities completed outside of class to reinforce/extend learning or prepare for next class)</i></p> <p>A take-home exercise to practice with parents and caregivers following this lesson is to engage in mindfulness art activities. Templates for such take-home exercises can be found in appendix D.</p>	
<p><b>Teacher Reflection on Lesson:</b> (to be completed after teaching, you do not need to fill this out for this assignment, just an FYI for reflective practice)</p>	
Aspects that worked:	Changes for next time:

*Note.* Adapted from *Lesson Plan University of Toronto Ontario Institute for Studies in Education.*  
 ([https://www.oise.utoronto.ca/mtpracticum/Forms\\_Resources.html](https://www.oise.utoronto.ca/mtpracticum/Forms_Resources.html))

**LESSON 4****Suggested Time:** 20-25 minutes

Lesson Title : Body Scans

Lesson Description: Lesson four focuses on an important aspect of mindfulness practices, notably, body scans. Body scans are a full body practice wherein the participant is encouraged to focus on relaxing each part of their body at a time, and also incorporates breathing exercises.

Planning Information:	
<b>Curriculum Connections</b>	
<b>Learning Goal(s) or Enduring Understandings:</b>	
<ul style="list-style-type: none"> <li>• Understanding body scans</li> <li>• Understanding how to use body scans</li> </ul>	
<b>Essential Questions:</b>	
<ul style="list-style-type: none"> <li>• What is a body scan?</li> <li>• When can you practice a body scan?</li> </ul>	
<b>Prior Knowledge Required</b> ( <i>the knowledge/concepts and skills students must possess to be successful in this lesson</i> )	
What is mindfulness and what is paced breathing.	
<b>Resources</b>	<b>Agenda</b> ( <i>to be listed on blackboard</i> )
<ol style="list-style-type: none"> <li>1. <a href="https://teens.aboutkidshealth.ca/mentalhealth?topic=animations">https://teens.aboutkidshealth.ca/mentalhealth?topic=animations</a> or</li> <li>2. <a href="https://www.youtube.com/user/Aboutkidshealth">https://www.youtube.com/user/Aboutkidshealth</a></li> <li>3. <a href="https://apps.apple.com/ca/app/stop-breathe-think-kids/id1215758068">https://apps.apple.com/ca/app/stop-breathe-think-kids/id1215758068</a></li> <li>4. <a href="https://apps.apple.com/gb/app/mindful-gnats/id973919092">https://apps.apple.com/gb/app/mindful-gnats/id973919092</a></li> <li>5. <a href="https://www.youtube.com/channel/UCYpy8lovY8MfA6biHtn4-_A">https://www.youtube.com/channel/UCYpy8lovY8MfA6biHtn4-_A</a></li> <li>6. Mindfulness Workbook</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Audio Meditation – Body Scan (AboutKidsHealth)</b></li> <li>2. <b>Butterfly Body Scan (Breathe Kids)</b></li> <li>3. <b>Body Scan (Mindful gNATs)</b></li> <li>4. <b>Reflection</b></li> <li>5. <b>Discussion</b></li> <li>6. <b>Take-home</b></li> </ol>

1. The first activity features a body scan meditation which can be accessed on the AboutKidsHealth website as well as on their YouTube channel. This body scan meditation was created to encourage children to pay attention to their body in a mindful, present moment, manner. The creators of this mindfulness meditation recommend children be sitting comfortably with their eyes closed and in an undisturbed location. This body scan is 11:50 minutes long which is appropriate for older children who can sit for longer periods of time, around the ages of 10 to 12, but can be long for younger children. Additionally, children who have difficulties with focus and attention, such as children diagnosed with ADHD, may benefit from a shorter more engaging practice. In this case, this body scan meditation can be replaced by the next exercise. **(Refer to link 1 or 2)**
2. The next activity can be accessed through the Breathe Kids app and is title “Butterfly Body Scan”. This body scan is in the form of a video, more precisely an animation of a kangaroo laying in the grass with a butterfly practicing a body scan exercise. This body scan can be practiced sitting or lying down. **(Refer to link 3)**
3. Finally, a different form of body scan, intended for children of a variety of ages such as 6 to 12, can be found on the mindful gNATs app. This specific body scan activity features the animation of a gnat who is sitting in a chair. The game systematically zooms in on different parts of his body and makes thought-provoking statements such as “notice any sensations you have in your feet”. This body scan activity can also be found on the associated YouTube channel, named Pesky gNATs, under the title “Mindful Gnats: Body Scan”. **(Refer to link 4 or 5)**
4. For the reflection aspect of this lesson, teachers should encourage children to reflect on the aspects of body scans that they liked and which aspects they liked least. Additionally, they could reflect on how the body scan activities made them feel. **(Refer to Mindfulness Workbook)**
5. As for the group discussion, children should share with others which body scan activity they preferred and discuss the reasons why. Finally, children could share with others when they would use such a practice, perhaps to relax or cool down in instances of frustration.

**Differentiated Instruction/ Accommodations/Special Needs:** *How will you accommodate for students with IEPs, ELLs etc.*

Learning materials (content)

Activity 1 can be replaced by activity 2 for children who struggle with reading and writing due to its length and the amount of attention it requires.

Ways of learning (process)

Ways of demonstrating learning (product)

Learning environment

**Extension/Prep/Homework:** *(activities completed outside of class to reinforce/extend learning or prepare for next class)*

For the take home aspect of this lesson, children should be encouraged to incorporate the body scan exercise into their day-to-day tasks, such as, to calm down before nap or bedtime or to feel at ease in instances of

frustration or restlessness. It is recommended that parents and caregivers participate in these practices with their children to ensure that they are following the activity correctly and also to model such practices.

**Teacher Reflection on Lesson:** (to be completed after teaching, you do not need to fill this out for this assignment, just an FYI for reflective practice)

Aspects that worked:

Changes for next time:

*Note. Adapted from Lesson Plan University of Toronto Ontario Institute for Studies in Education.  
([https://www.oise.utoronto.ca/mtpracticum/Forms\\_Resources.html](https://www.oise.utoronto.ca/mtpracticum/Forms_Resources.html))*

## LESSON 5

**Suggested Time:** 20 minutes

Lesson Title : Zones of Regulation Check-in

Lesson Description: This lesson focuses on the zones of regulation, notably, the blue zone, green, zone, yellow zone and red zone, as well as check-in exercises. Self-regulation check-ins can be used to help people check-in with their emotions or for educators to check-in with their students in a classroom setting. This lesson will include a zone of regulation check-in, an activity on an app and an interactive video about identifying emotions.

Planning Information:	
<b>Curriculum Connections</b>	
<b>Learning Goal(s) or Enduring Understandings:</b>	
<ul style="list-style-type: none"> <li>• Understanding zones of regulation</li> <li>• Understanding how to use a zone of regulation check-in</li> <li>• Identifying emotions (their emotions and other's emotions)</li> </ul>	
<b>Essential Questions:</b>	
<ul style="list-style-type: none"> <li>• What are the zones of regulations?</li> <li>• What do the zones of regulation mean and how could they be helpful?</li> </ul>	
<b>Prior Knowledge Required</b> ( <i>the knowledge/concepts and skills students must possess to be successful in this lesson</i> )	
What is mindfulness and what is paced breathing.	
<b>Resources</b>	<b>Agenda</b> ( <i>to be listed on blackboard</i> )
<ol style="list-style-type: none"> <li>1. A zone of regulation check-in or Google Classroom</li> <li>2. <a href="https://apps.apple.com/ca/app/stop-breathe-think-kids/id1215758068">https://apps.apple.com/ca/app/stop-breathe-think-kids/id1215758068</a></li> <li>3. <a href="https://www.youtube.com/watch?v=dOkyKyVFns&amp;t=35s">https://www.youtube.com/watch?v=dOkyKyVFns&amp;t=35s</a></li> <li>4. Mindfulness Workbook</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Self-regulation Check-in (Google Classroom)</b></li> <li>2. <b>Find a Mission (Breathe Kids app)</b></li> <li>3. <b>Inside Out: Guessing the Feelings (YouTube)</b></li> <li>4. <b>Reflection</b></li> <li>5. <b>Discussion</b></li> <li>6. <b>Take-home</b></li> </ol>

1. A google classroom can be used as a platform to introduce a self-regulation check-in for children. In the google classroom created as a template for this lesson includes a zone of regulation check-in that children can click on and anonymously submit to the teacher. Once they have clicked on the zone of regulation check-in board, children are invited to assess their emotional wellbeing by selecting one of the four zones. Each zone is represented by four key emotions, more specifically, the blue zone represents tired, sad, sick and bored, the green zone represents happy, focused, calm and ready to learn, the yellow zone represents worried, frustrated, losing control and antsy and the red zone represents mad aggressive, disgusted and mean. It is important to note that children who struggle with reading may have a more difficult time submitting this check-in, however, they could follow the colours to do so. **(Refer to Google Classroom)**
2. For younger children, the Breathe Kids app offers the option “Find a Mission”. Once this option has been selected on the app, children will be asked how they feel, and they can answer this by choosing one of the seven smiley emojis. Next, upon selecting one, four more specific emotions will become available such as “peaceful, caring, cozy and thankful” with corresponding emojis for children to pick from. In fact, children can select up to three emotions. Lastly, children can select to “launch” their mission which will find an activity specifically created for the emotions they selected. **(Refer to link 2)**
3. The next activity part of this lesson is a video which requires children to identify emotions of characters from the movie Inside Out. The video is titled “Inside Out: Guessing the Feelings”. This video selects different scenes from the movie Inside Out and asks the viewers to determine which feeling is being projected by the characters. After 3 seconds, the answer is revealed on the screen. This video on the movie Inside Out which can be relevant for all children, whether they have seen the movie before or not. However, for younger children and children who struggle with reading, it is recommended that teachers guide them through the video and read the answers aloud. **(Refer to link 3)**
4. For the reflection aspect of this lesson, children are encouraged to engage in an individual journaling exercise. Children should journal about their feelings in the present moment. Younger children or children who struggle with writing can do so through a drawing. This journal could start with “Today I feel...because”. **(Refer to Mindfulness Workbook)**
5. The discussion aspect of this lesson should focus on why students believe it is important to check-in with themselves and each other and the importance of being in touch with their emotional well-being. Moreover, if children in the group have seen the movie Inside Out, they should share with their classmates what the movie is about and discuss the themes which emerged from the movie and how it relates to this lesson.

**Differentiated Instruction/ Accommodations/Special Needs:** *How will you accommodate for students with IEPs, ELLs etc.*

Learning materials (content)

Activity 1 can be replaced by activity 2 for younger children or children who struggle with reading and writing, due to its length and the amount of attention it requires.

Ways of learning (process)

- Ways of demonstrating learning (product)
- Learning environment

**Extension/Prep/Homework:** *(activities completed outside of class to reinforce/extend learning or prepare for next class)*

For the take-home aspect of this lesson, children who are active readers and writers should be encouraged to continue journaling at home in an emotion journal, answering one or two questions a day. Prompts for this emotion journal include the following:

- How are you feeling today?
- What was the high of your day?
- What was the low of your day (if any)?
- What did you do to feel better after this low?
- What is one thing you are proud of yourself for doing today?
- What is one thing you learned today?
- What is one thing you want to improve on?
- What is one thing you enjoy and want to keep doing?
- What is one nice thing you said today?
- What is one nice thing someone said to you today?

**Teacher Reflection on Lesson:** *(to be completed after teaching, you do not need to fill this out for this assignment, just an FYI for reflective practice)*

Aspects that worked:

Changes for next time:

*Note.* Adapted from *Lesson Plan University of Toronto Ontario Institute for Studies in Education.*  
([https://www.oise.utoronto.ca/mtpracticum/Forms\\_Resources.html](https://www.oise.utoronto.ca/mtpracticum/Forms_Resources.html))

## LESSON 6

**Suggested Time:** 15 minutes

Lesson Title : Being Mindful in Movement

Lesson Description: This lesson focuses on being mindful in movement, more specifically, through physical activity. Given that being mindful during physical exercise can help to relieve stress, this lesson incorporates a physical activity component to mindfulness.

Planning Information:	
<b>Curriculum Connections</b>	
<b>Learning Goal(s) or Enduring Understandings:</b>	
<ul style="list-style-type: none"> <li>• Understanding how movement can be beneficial to health.</li> </ul>	
<b>Essential Questions:</b>	
<ul style="list-style-type: none"> <li>• How can being active help your health?</li> <li>• How can you be mindful in movement?</li> </ul>	
<b>Prior Knowledge Required</b> ( <i>the knowledge/concepts and skills students must possess to be successful in this lesson</i> )	
Understanding of the basis of mindfulness and paced breathing.	
<b>Resources</b>	<b>Agenda</b> ( <i>to be listed on blackboard</i> )
<ol style="list-style-type: none"> <li>1. <a href="https://apps.apple.com/ca/app/stop-breathe-think-kids/id1215758068">https://apps.apple.com/ca/app/stop-breathe-think-kids/id1215758068</a></li> <li>2. Mindfulness Workbook</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Frog Jumps and Fading Tone (Breathe Kids app)</b></li> <li>2. <b>Shake it up (Breathe Kids app)</b></li> <li>3. <b>Reflection</b></li> <li>4. <b>Discussion</b></li> <li>5. <b>Take-home</b></li> </ol>

1. The first physical activity can be accessed through the Breathe Kids app and is titled “Frog Jumps and Fading Tone” and is appropriate for children of a variety of ages, notably, 6 to 12. The animation features a frog on a Lilypad jumping from one Lilypad to another. As the frog jumps, children are encouraged to follow by squatting down like a frog with their arms on the side of their legs and their hands on the floor in front of them. This exercise incorporates breathing activities as children must take three deep breaths while in the squatting position before jumping. As a bell rings, children are incited to close their eyes, listen until the sound stops, open their eyes and jump. Halfway through the activity, the frog sits on a Lilypad with its legs crossed and body relaxed, and children are asked to follow its lead. **(Refer to link 1)**

2. The next activity, also accessible on the Breathe Kids app, is titled “Shake it Up” and is a physical



exercise which requires children follow a sasquatch as it moves in different ways when they hear different sounds. Children are encouraged to warm up by wiggling different body parts while in a sitting position. Then, different sounds are introduced, each associated to specific movements. **(Refer to link 1)**

3. The reflection aspect of this lesson can revolve around asking students to reflect on the great things bodies can do. Children can think about this individually or write it down in the mindfulness journal. **(Refer to Mindfulness Workbook)**
4. This lesson's discussion can revolve around questions which can be answered as a group such as "How did you feel when completing the physical exercise activities?" and "Which one did you like best?"

**Differentiated Instruction/ Accommodations/Special Needs:** *How will you accommodate for students with IEPs, ELLs etc.*

- Learning materials (content)
- Ways of learning (process) The reflection activity can be done verbally or individually through self-reflection as oppose to writing.
- Ways of demonstrating learning (product)
- Learning environment

**Extension/Prep/Homework:** *(activities completed outside of class to reinforce/extend learning or prepare for next class)*

The take-home activity for this lesson is to incorporate mindfulness into physical activities, even as simple as walking. Children should be encouraged practice these mindfulness physical exercises at home when they feel they need to cool off or simply to burn some energy.

**Teacher Reflection on Lesson:** (to be completed after teaching, you do not need to fill this out for this assignment, just an FYI for reflective practice)

Aspects that worked:

Changes for next time:

*Note.* Adapted from *Lesson Plan University of Toronto Ontario Institute for Studies in Education.*  
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**LESSON 7**

**Suggested Time:** 10 minutes

Lesson Title : Mindfulness of Surroundings

Lesson Description: This lesson touches upon an important aspect of mindfulness practices, being aware of one’s surroundings. Being mindful of one’s surroundings involves noticing what is around us in the present moment.

Planning Information:	
<b>Curriculum Connections</b>	
<b>Learning Goal(s) or Enduring Understandings:</b>	
<ul style="list-style-type: none"> <li>• Understanding the STOP acronym</li> <li>• Understanding how to be mindful of surroundings</li> </ul>	
<b>Essential Questions:</b>	
<ul style="list-style-type: none"> <li>• How can you be mindful of your surroundings?</li> <li>• How can you use STOP?</li> </ul>	
<b>Prior Knowledge Required</b> ( <i>the knowledge/concepts and skills students must possess to be successful in this lesson</i> )	
Knowledge on the basis of mindfulness.	
<b>Resources</b>	<b>Agenda</b> ( <i>to be listed on blackboard</i> )
<ol style="list-style-type: none"> <li>1. <a href="https://teens.aboutkidshealth.ca/mentalhealth?topics=">https://teens.aboutkidshealth.ca/mentalhealth?topics=</a></li> <li>2. <a href="https://www.youtube.com/user/Aboutkidshealth">https://www.youtube.com/user/Aboutkidshealth</a></li> <li>3. <a href="https://apps.apple.com/gb/app/mindful-gnats/id973919092">https://apps.apple.com/gb/app/mindful-gnats/id973919092</a></li> <li>4. Nature-inspired mindful art stencil</li> <li>5. Mindfulness Workbook</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>STOP for Mindfulness (AboutKidsHealth)</b></li> <li>2. <b>What’s that? Choose an Item (Mindful gNATs)</b></li> <li>3. <b>Reflection</b></li> <li>4. <b>Discussion</b></li> <li>5. <b>Take-home</b></li> </ol>

1. The first activity in this lesson is a video which can be accessed both on the AboutKidsHealth website as well as on their YouTube channel. This video introduces the STOP acronym and how to incorporate it throughout the day. More specifically, STOP stands for (S)TOP (T)AKE A BREATH (O)BSERVE (P)ROCEED. The “observe” step refers to observing what you are experiencing on the inside and around you. This video features an animation of a boy doing daily tasks and being aware of what he is doing in the present moment. This lesson encourages children to observe with curiosity, without being distracted by external stimuli or judgement. **(Refer to link 1 or 2)**
2. The next activity can be accessed on the Mindful gNATs app and is called “What’s that? Choose an Item”. This mindfulness-based game invites children to choose an object, they may choose between

sport equipment, books, electronics, food, toys, stationery, stones, clothes, plants and chocolate. Once the child has chosen an object from this list, they will be asked questions on what it looks like in terms of colour, shape and size, what it feels like in terms of whether it's rough or smooth, hard or soft and heavy or light, what it smells like whether its strong or weak, sweet or sour and familiar or new and if it makes a noise. Children can then choose to write a brief message about what they experienced every time they engage in this activity. Younger children aged 6 to 8, or children who have difficulties with reading and writing independently should be assisted with this activity. The app also offers children the option to practice this activity with their own object. **(Refer to link 1 or 2)**

3. For the reflection aspect of this lesson, children should be asked what is one thing they do every day that they can be mindful during. Examples from the AboutKidsHealth include being mindful while brushing teeth, eating lunch or walking. **(Refer to the Mindfulness Workbook)**
4. As for the group discussion, conversations may revolve around what are things which happen around them that make them smile, examples of this can be seeing friends, playing with a puppy, being in the rain.

**Differentiated Instruction/ Accommodations/Special Needs:** *How will you accommodate for students with IEPs, ELLs etc.*

- Learning materials (content)
- Ways of learning (process) For activity 2, younger children aged 6 to 8, or children who have difficulties with reading and writing independently should be assisted with this activity.
- Ways of demonstrating learning (product)
- Learning environment

**Extension/Prep/Homework:** *(activities completed outside of class to reinforce/extend learning or prepare for next class)*

A take-home exercise following this lesson would be to choose one daily activity in their day to be mindful during and to practice this consistently. Additionally, creating nature-inspired mindful art at home alone, or with family members can be a relaxing and inspiring activity. Stencils and guidelines for this activity can be found in appendix F.

**Teacher Reflection on Lesson:** (to be completed after teaching, you do not need to fill this out for this assignment, just an FYI for reflective practice)

Aspects that worked:

Changes for next time:

## LESSON 8

**Suggested Time:** 20 minutes

Lesson Title : Mindfulness of Food

Lesson Description: This lesson focuses on being mindful of the food we consume, where it comes from and the transformations it goes through before it can be consumed. Mindfulness can be practiced by being mindful while eating as well as reflecting on the food we eat, two aspects which will be explored in this lesson.

Planning Information:	
<b>Curriculum Connections</b>	
<b>Learning Goal(s) or Enduring Understandings:</b>	
<ul style="list-style-type: none"> <li>• Understanding the journey food goes through before it gets to you</li> <li>• Learning to appreciate the food you eat</li> </ul>	
<b>Essential Questions:</b>	
<ul style="list-style-type: none"> <li>• Where does your food come from?</li> <li>• Can you describe aspects of the food you eat while you eat it?</li> </ul>	
<b>Prior Knowledge Required</b> ( <i>the knowledge/concepts and skills students must possess to be successful in this lesson</i> )	
Knowledge of the basis of mindfulness.	
<b>Resources</b>	<b>Agenda</b> ( <i>to be listed on blackboard</i> )
<ol style="list-style-type: none"> <li>1. <a href="https://apps.apple.com/ca/app/stop-breathe-think-kids/id1215758068">https://apps.apple.com/ca/app/stop-breathe-think-kids/id1215758068</a></li> <li>2. <a href="https://apps.apple.com/gb/app/mindful-gnats/id973919092">https://apps.apple.com/gb/app/mindful-gnats/id973919092</a></li> <li>3. A snack</li> <li>4. Paper and colored pencils</li> <li>5. Mindfulness Workbook</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Thank the Farmer (Breathe Kids)</b></li> <li>2. <b>Choose your own: Food (Mindful gNATs)</b></li> <li>3. <b>MBAT: Draw your last meal</b></li> <li>4. <b>Reflection</b></li> <li>5. <b>Discussion</b></li> <li>6. <b>Take-home</b></li> </ol>

1. The first activity can be accessed on the Breathe Kids app and is titled “Thank the Farmer”. This video is appropriate for children aged 6 to 12 and is intended to educate children on the transformation and journey a raisin goes through before it can be eaten. Children can learn to appreciate this process as they learn how the grape grows, starting from the grapevine, and thanking nature, the farmer, the delivery driver and the person who brought the raisins to them. Children are encouraged to repeat “thank you” throughout the video. This activity can be played during meal or snack time with or without a raisin in hand. **(Refer to link 1)**

2. The next activity can be accessed on the Mindful gNATs app under the name “Choose your own: Food”. This game invites children to choose a food item, similar to the activity in lesson seven and they are asked to reflect on questions such as what it looks like, what it feels like, what it smells like, if it makes a noise and finally what it tastes like, whether it’s hard or soft, sweet or bitter or crumbly or chewy. Children can then choose to write a brief message about what they experience every time they practice the activity. Younger children aged 6 to 8, or children who have difficulties with reading and writing independently should be assisted with this activity. **(Refer to link 2)**
3. The final activity is a mindfulness-based art therapy exercise in which children are asked to draw a picture of what they had as their last meal. Many people, adult and children alike, cannot recall what they’ve eaten in the past days or even hours. Moreover, we forget the sensation of eating, the taste and the appearance of what we’ve eaten. This activity is meant to be simple and accessible for children of all ages and can be completed in the student workbook. **(Refer to Mindfulness Workbook)**
4. The reflection aspect of this lesson should focus on asking children to independently reflect on whether these activities made them feel more appreciation for the food they consume. **(Refer to Mindfulness Workbook)**
5. The discussion part of this exercise should be practiced as a group and children should discuss questions such as the following “Did you know this about the journey of the raisin, or are you learning this for the first time?” and “Discuss the journey of the food you drew in the previous activity”.

**Differentiated Instruction/ Accommodations/Special Needs:** *How will you accommodate for students with IEPs, ELLs etc.*

- Learning materials (content)
- Ways of learning (process) For activity 2, younger children aged 6 to 8, or children who have difficulties with reading and writing independently should be assisted with this activity.
- Ways of demonstrating learning (product)
- Learning environment

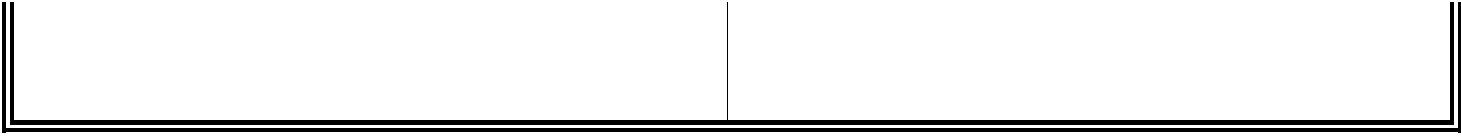
**Extension/Prep/Homework:** *(activities completed outside of class to reinforce/extend learning or prepare for next class)*

The take-home activity for this lesson is to continue practicing being mindful of the food they consume at home, independently or together during meals with their families. This can be done by using the thank the farmer approach or simply by experiencing the food they eat in the present moment instead of rushing through a meal. This can be practiced by engaging with a meal with all five sense, appreciating the way food looks, smelling the aromas the food is releasing, taking the time to taste the various flavors in every bite, paying attention to the way the food feels in our mouth and listening to the sound the food makes when we bite into it.

**Teacher Reflection on Lesson:** (to be completed after teaching, you do not need to fill this out for this assignment, just an FYI for reflective practice)

Aspects that worked:

Changes for next time:



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## LESSON 9

**Suggested Time:** 20 minutes

Lesson Title : Awareness of Senses

Lesson Description: This lesson ties into some of the aspects of the previous lesson and is titled “awareness of senses”. This lesson will help children focus on their five senses and how they could use these senses to be mindful.

<p>Planning Information:</p>	
<p><b>Curriculum Connections</b></p>	
<p><b>Learning Goal(s) or Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>Understanding how to use all five senses to be more mindful.</li> </ul>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>How can you be more aware of what you perceive with your senses?</li> </ul>	
<p><b>Prior Knowledge Required</b> (<i>the knowledge/concepts and skills students must possess to be successful in this lesson</i>)</p> <p>Knowledge of mindfulness, paced breathing and the five senses.</p>	
<p><b>Resources</b></p> <ol style="list-style-type: none"> <li><a href="https://teens.aboutkidshealth.ca/mentalhealth?topic=animations">https://teens.aboutkidshealth.ca/mentalhealth?topic=animations</a> or</li> <li><a href="https://www.youtube.com/user/Aboutkidshealth">https://www.youtube.com/user/Aboutkidshealth</a></li> <li><a href="https://apps.apple.com/ca/app/stop-breathe-think-kids/id1215758068">https://apps.apple.com/ca/app/stop-breathe-think-kids/id1215758068</a></li> <li><a href="https://apps.apple.com/gb/app/mindful-gnats/id973919092">https://apps.apple.com/gb/app/mindful-gnats/id973919092</a></li> <li>Mindfulness Workbook</li> </ol>	<p><b>Agenda</b> (<i>to be listed on blackboard</i>)</p> <ol style="list-style-type: none"> <li><b>Audio Meditation – Five Senses (AboutKidsHealth)</b></li> <li><b>Imaginary Hugs and Peaceful Place (Breathe Kids)</b></li> <li><b>Mindful Seeing (Mindful gNATs)</b></li> <li><b>Reflection</b></li> <li><b>Discussion</b></li> <li><b>Take-home</b></li> </ol>
<ol style="list-style-type: none"> <li>The first activity is a guided meditation about the five senses which can be accessed on the AboutKidsHealth website as well as on their YouTube channel. This meditation is intended to help children be mindful in the present moment by reconnecting them with their five senses, notably, taste, touch, smell, sight and sound. This guided meditation should be carried out in a comfortable sitting position and incorporates breathing activities. It guides children to focus on each one of their senses through asking a series of questions such as “What does this feel like?” and “Is the air cool or warm?”. This guided meditation is a longer mindfulness activity, lasting 9:15 minutes, and would therefore be suitable for older children, aged 10 to 12, who feel comfortable sitting still for this period of time.</li> </ol>	

**(Refer to link 1 or 2)**

2. The next activity is more suitable for younger children, but can be appropriate for children aged 6 to 12 and can be found on the Breathe Kids app. The activity is titled “Imaginary Hugs and Peaceful Place” and features a grey cat laying in a field behind a park daydreaming. This activity invites children to imagine a peaceful place. This can be a place they have visited before or a place they would love to visit with their friends or family. The developers of this activity add that this activity can also be practiced with using an imaginary place. The children are then asked to notice what they can feel, smell, taste, see and hear from this real or imagined place. **(Refer to link 3)**
3. The final activity can be accessed on the Mindful gNATs app and is called “Mindful Seeing”. This game features a visual activity where children are encouraged to look at an ambiguous picture and answer the question “What do you see?”. This activity is intended to show children how people can look at the same thing and yet still see it differently. **(Refer to link 4)**
4. For the reflection aspect of this lesson, children should focus on whether things may happen around them that they capture with their senses (for example, a song they might hear) but that they don’t notice. How would being mindful and focusing on their various senses change this? **(Refer to Mindfulness Workbook)**
5. The discussion aspect of this lesson should revolve around discussing realizations children may have made by being aware of their senses, which senses they use most frequently and which activity they liked best.

**Differentiated Instruction/ Accommodations/Special Needs:** *How will you accommodate for students with IEPs, ELLs etc.*

- Learning materials (content) Activity 2 can be used in replacement to activity 1 for younger children or children who struggle with maintaining focus for extended periods of time.
- Ways of learning (process)
- Ways of demonstrating learning (product)
- Learning environment

**Extension/Prep/Homework:** *(activities completed outside of class to reinforce/extend learning or prepare for next class)*

Children should practice mindful awareness exercises involving using their senses at home when they want to feel grounded or need to refocus due to being overwhelmed. Children who decide to practice the “Imaginary Hugs and Peaceful Place” exercise should do so with the participation of their family. Through doing so, every member can share their imaginary family vacation with others, what they imagine with their senses and how they perceive things as the same or different.

**Teacher Reflection on Lesson:** (to be completed after teaching, you do not need to fill this out for this assignment, just an FYI for reflective practice)

Aspects that worked:

Changes for next time:



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([https://www.oise.utoronto.ca/mtpracticum/Forms\\_Resources.html](https://www.oise.utoronto.ca/mtpracticum/Forms_Resources.html))

**LESSON 10****Suggested Time:** 15-20 minutes

Lesson Title : Reacting to Change and Stress using Mindfulness

Lesson Description: This lesson focuses on how to use mindfulness in moments of change, strain and difficulty. This lesson can be used to tie into current events and real-world stressors, such as the COVID-19 pandemic, in a developmentally appropriate manner. This lesson will discuss how mindfulness, self-compassion, acceptance of unwanted feelings and resilience can help to alleviate stress in instances of adversity.

Planning Information:	
<b>Curriculum Connections</b>	
<b>Learning Goal(s) or Enduring Understandings:</b>	
<ul style="list-style-type: none"> <li>• Understanding of how stress can affect the body and health.</li> <li>• Understanding of unwanted thoughts and how to deal with them.</li> </ul>	
<b>Essential Questions:</b>	
<ul style="list-style-type: none"> <li>• What is self-compassion?</li> <li>• What can you do with unwanted thoughts?</li> <li>• What can you do to cool down?</li> </ul>	
<b>Prior Knowledge Required</b> ( <i>the knowledge/concepts and skills students must possess to be successful in this lesson</i> )	
Knowledge of mindfulness, stress and the COVID-19 pandemic.	
<b>Resources</b>	<b>Agenda</b> ( <i>to be listed on blackboard</i> )
<ol style="list-style-type: none"> <li>1. <a href="https://teens.aboutkidshealth.ca/mentalhealth?topic=animations">https://teens.aboutkidshealth.ca/mentalhealth?topic=animations</a> or</li> <li>2. <a href="https://www.youtube.com/user/Aboutkidshealth">https://www.youtube.com/user/Aboutkidshealth</a></li> <li>3. <a href="https://apps.apple.com/ca/app/stop-breathe-think-kids/id1215758068">https://apps.apple.com/ca/app/stop-breathe-think-kids/id1215758068</a></li> <li>4. <a href="https://apps.apple.com/us/app/fun-bubbles-lite/id418096758">https://apps.apple.com/us/app/fun-bubbles-lite/id418096758</a></li> <li>5. Bubble blower and bubble solution</li> <li>6. Mindfulness Workbook</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Two Wings to Fly – Mindfulness and Compassion (AboutKidsHealth)</b></li> <li>2. <b>Being with all of your Experiences (AboutKidsHealth)</b></li> <li>3. <b>Bulldog Weathers the Storm (Breathe Kids)</b></li> <li>4. <b>Bubble Blowing Activity</b></li> <li>5. <b>Reflection</b></li> <li>6. <b>Discussion</b></li> <li>7. <b>Take-home</b></li> </ol>

1. The first part of this lesson is a video created by AboutKidsHealth, available on their website as well as on their YouTube channel and is titled “Two Wings to Fly – Mindfulness and Compassion”. This video introduces key skills to help children navigate difficult situations. The video features an eagle soaring through the air and weathering tough storms. According to this video, mindfulness and compassion, more specifically compassion towards oneself, are key to dealing with change and judging less harshly. This video is suitable for older children who understand concepts such as self-compassion and self-judgment, around the age of 10 to 12. **(Refer to link 1 or 2)**
2. The second exercise is another video created by AboutKidsHealth, available on their website as well as on their YouTube channel and is titled “Being with all of your Experiences”. This video features a young girl who is trying to avoid her unwanted thoughts and feelings, represented by a beach ball, but every time she does so, the beach ball finds its way back to her. This video is intended to explain the importance of taking the time to recognize these unwanted emotions, as oppose to setting them aside. This video is suitable for children of a variety of ages, such as 6 to 12, however, younger children and children who struggle with reading may have difficulty reading the animations in the video. This activity is 3:21 minutes and the full transcript is available below it. **(Refer to link 1 or 2)**
3. These concepts are equally as important for younger children, which is why this specific activity is suitable for younger children around the age of 6. This activity can be accessed on the Breathe Kids app and is titled “Bulldog Weathers the Storm”. This activity features a dog in a boat navigating waters which are sometimes choppy, similar to the real world where events and feelings are ever changing. This mindfulness activity can be used in instances where children want to practice resilience and their ability to cool down. This activity should be practiced in a sitting position and children should focus on following the instructions within the video. This activity also features guided paced breathing for children to follow. **(Refer to link 3)**
4. The final activity requires a bubble blower in order to blow the bubbles which are required for this exercise. This activity can be carried out in person, online through video by a teacher or even via an app such as Fun Bubbles. This bubble-blowing activity is a mindfulness exercise intended to teach children about letting go of thoughts without judgment (LeShan, 1974). This can be done through the use of bubbles by explaining to children that every bubble is a thought, whether it be positive or negative, and that though instinctually we want to pop the bubbles, sometimes we could hold back and observe them calmly as they fall to the ground. Depending on the context, teachers could blow the bubbles in front of children in an in-class setting, blow the bubbles through video for online teaching, or even with the use of an app, Fun Bubbles, which allows children to make their own bubbles. **(Refer to link 4)**
5. The reflection aspect of this lesson should focus on encouraging children to take the time to be with their thoughts and feelings, without judgment, as learnt in the previous activities. Children should use the new concepts they acquired through this lesson and apply them to their current thoughts and feelings. This can be done inwardly or through mindful journaling. **(Refer to Mindfulness Workbook)**
6. The discussion aspect of this lesson can revolve around times in which students have felt stressed or overwhelmed and what they did to help them feel better. Children who feel comfortable to share such information can do so, and if not, teachers can share their own personal anecdotes. This lesson can conclude by tying these concepts back to the COVID-19 pandemic as it is a present cause of stress and students may want to share and express the thoughts and feelings they may have.

**Differentiated Instruction/ Accommodations/Special Needs:** *How will you accommodate for students with IEPs, ELLs etc.*

- Learning materials (content) Activity 3 can be a replacement by activity 1 for younger children aged 6 to 10, or children who have difficulties with reading and writing independently.
- Ways of learning (process)
- Ways of demonstrating learning (product)
- Learning environment

**Extension/Prep/Homework:** *(activities completed outside of class to reinforce/extend learning or prepare for next class)*

The take-home aspect of this lesson may revolve around continuing to practice these concepts at home and with parents and caregivers. Activities such as the bubble game can be easily replicated in a home setting when a child may feel they need to cool down. Parents should be informed on the importance of being available and approachable for children to share their thoughts and feelings with, especially during a challenging and stressful time such as the current events in relation to the COVID-19 pandemic. By the tenth lesson, parents should feel they have the tools, such as paced breathing techniques, body scans, physical exercises and the resources provided to properly assist children in practicing mindfulness daily.

**Teacher Reflection on Lesson:** (to be completed after teaching, you do not need to fill this out for this assignment, just an FYI for reflective practice)

Aspects that worked:

Changes for next time:

*Note.* Adapted from *Lesson Plan University of Toronto Ontario Institute for Studies in Education.*  
([https://www.oise.utoronto.ca/mtpracticum/Forms\\_Resources.html](https://www.oise.utoronto.ca/mtpracticum/Forms_Resources.html))

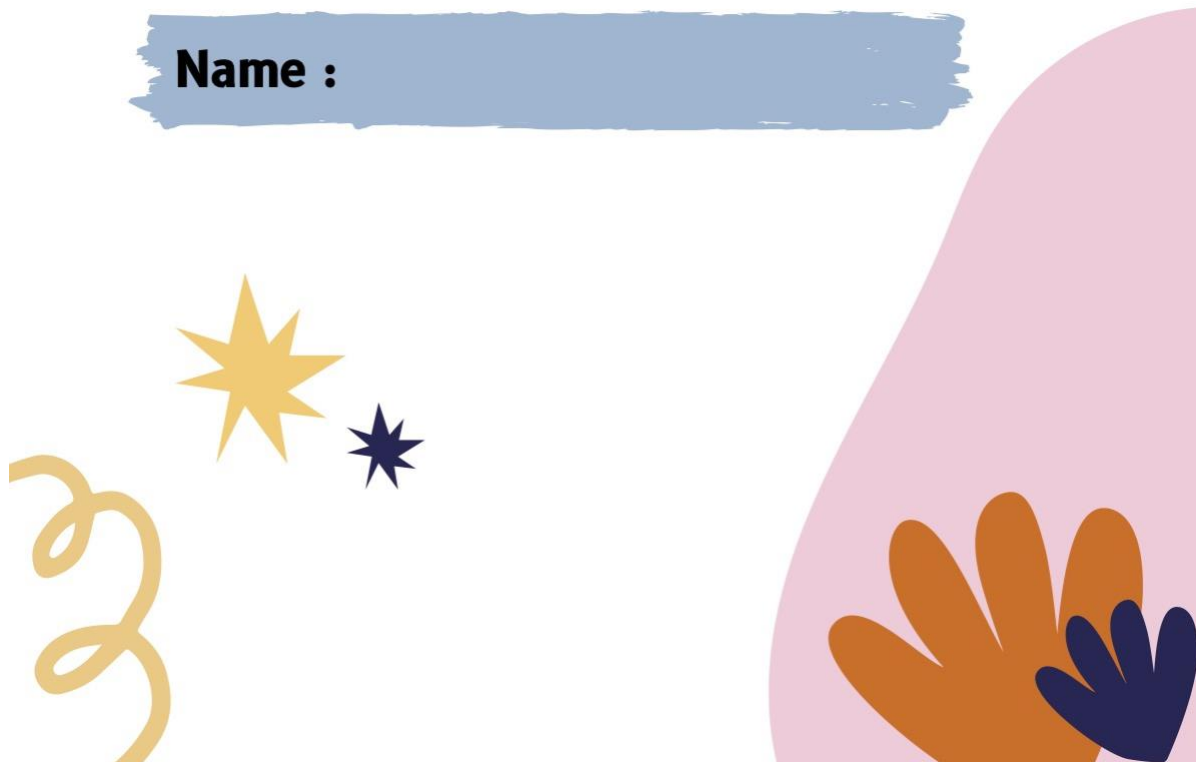
Appendix B

Mindfulness Workbook



# Mindfulness Workbook

**Name :**





## Lesson 1

What kind of thoughts, out of the ones mentioned in the activities, do you experience the most often?

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How did being aware of these thoughts make you feel?

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## Lesson 2



Which paced breathing exercise did you like best?

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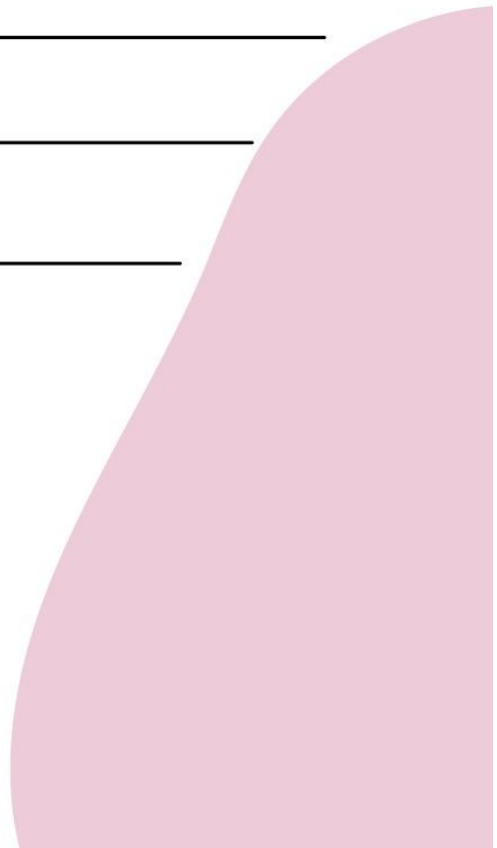
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How did the paced breathing exercise make you feel?

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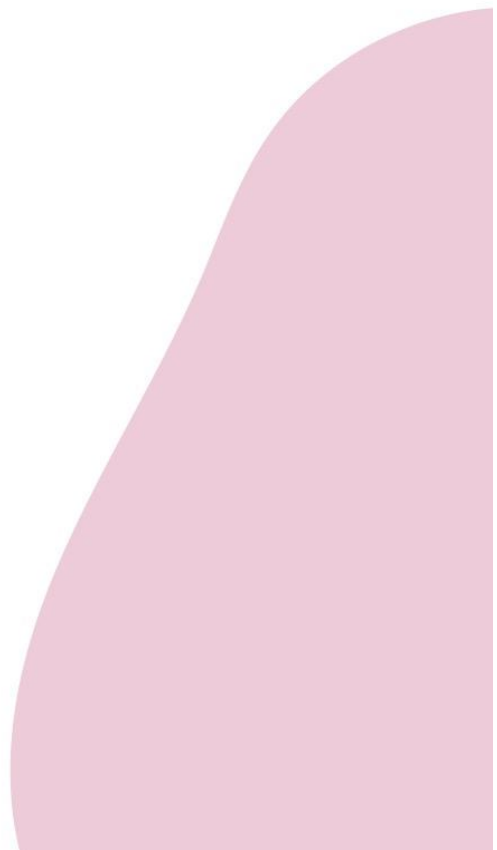
## Lesson 3



Draw a picture of yourself.



Practice naming aspects  
you like about yourself  
and identifying your  
strengths.







## Lesson 4

Which body scan exercise did you like best?

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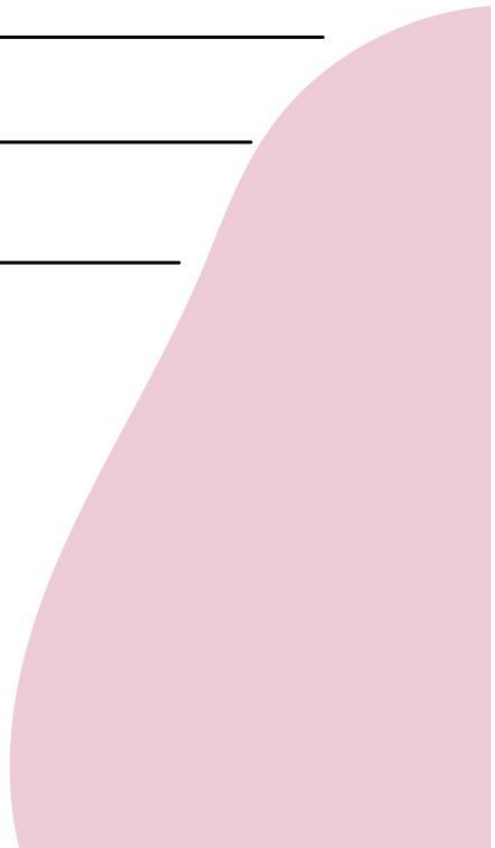
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How did the body scan exercise make you feel?

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# Lesson 5



Today I feel ... because:



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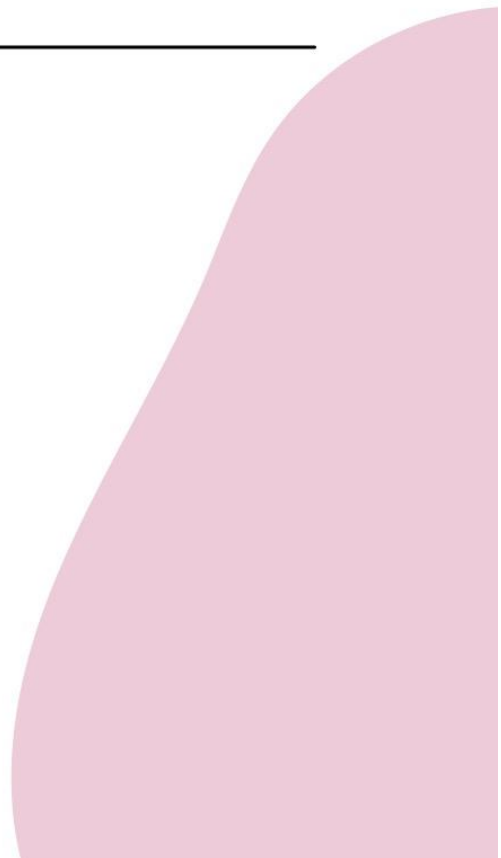
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## Lesson 6



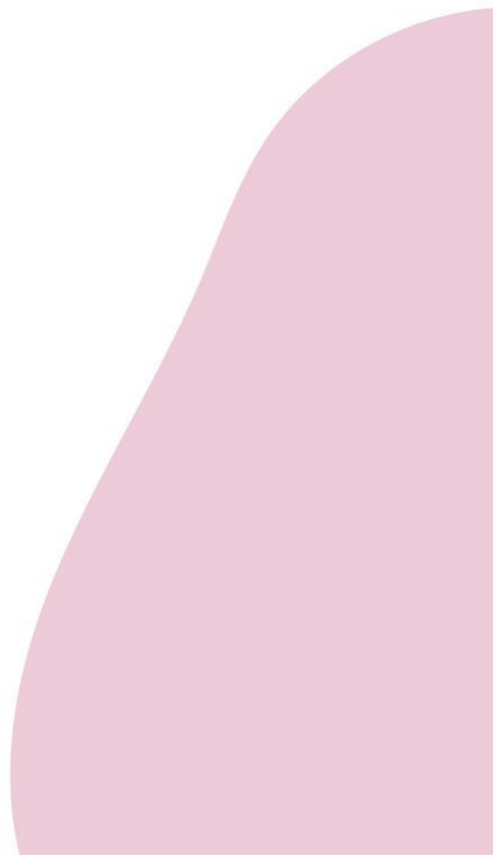
What are some great things our bodies can do?

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## Lesson 7

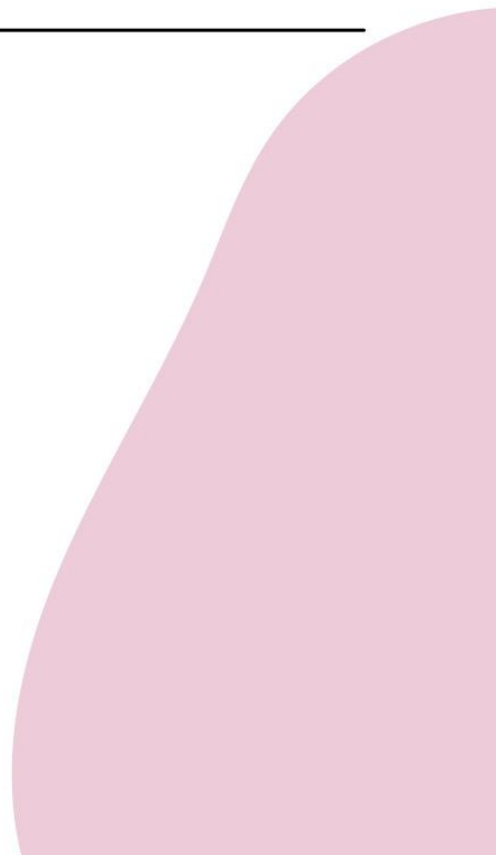
What is one thing you do every day that you can be mindful while doing?

(Ex: brushing teeth, eating, walking)

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## Lesson 8



Draw what you ate as your last meal.

Did these activities make you feel more appreciation for the food you eat?

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## Lesson 9



Do you think things happen around you (that you capture with your senses) and you don't notice?

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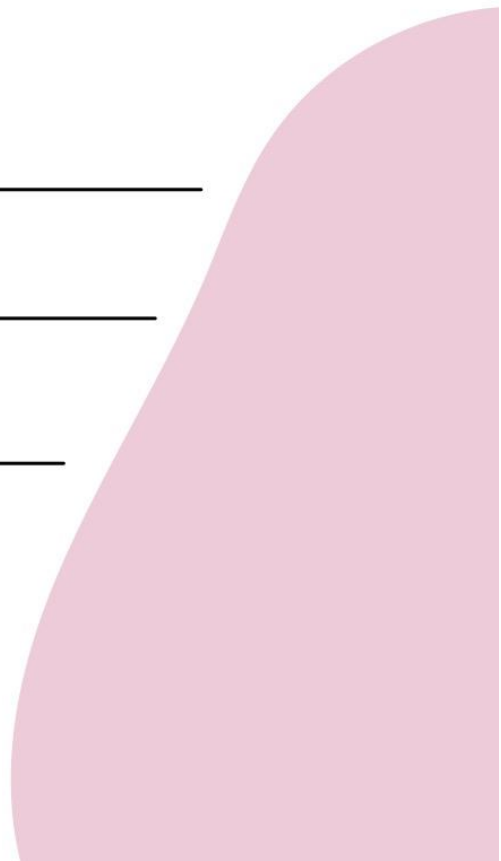
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How would being mindful and focussing on your senses change this?

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## Lesson 10



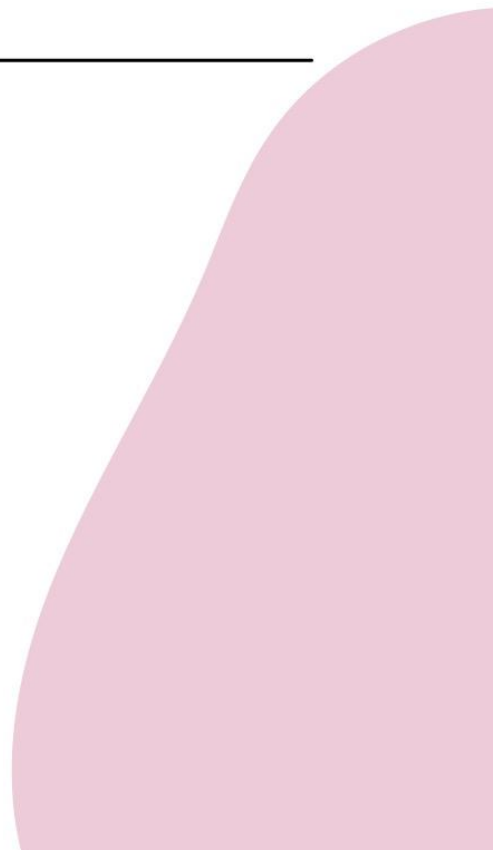
Take the opportunity to be with your thoughts and feelings without judgment:

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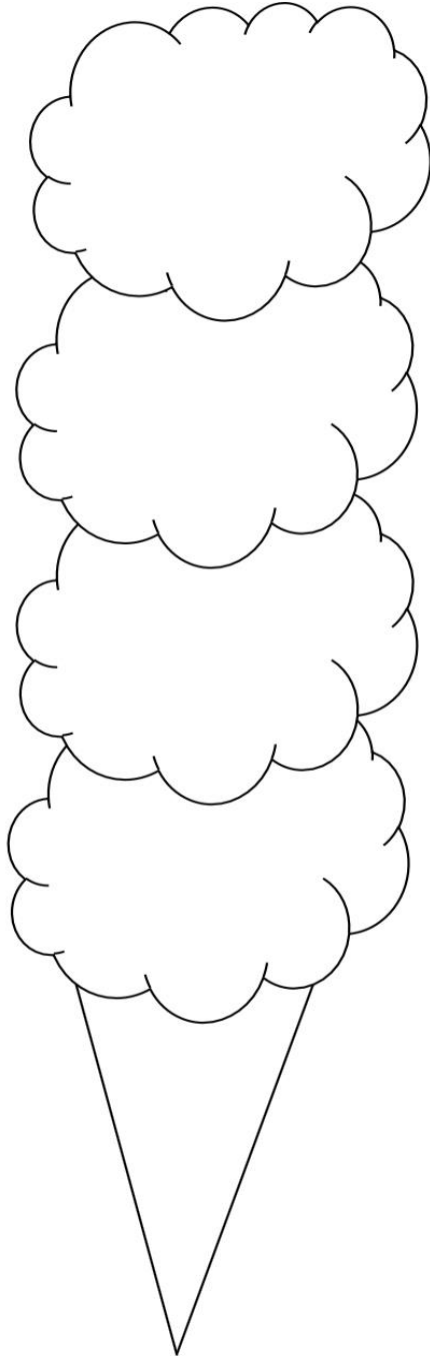
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**Appendix C**

**Ice Cream Cone Activity**



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© 2021 Amanda Drury

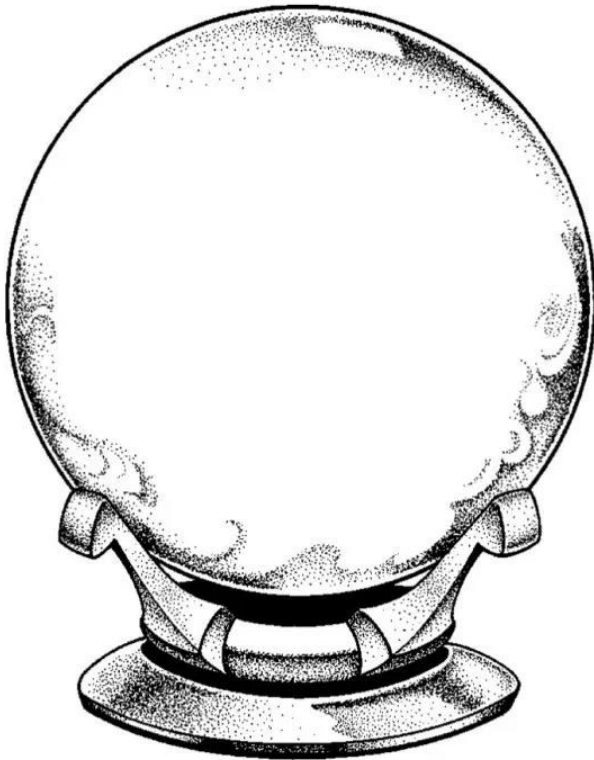
*Note.* Adapted from *Scholastics Teachables Ice cream Cone Activity*.  
([https://teachables.scholastic.com/teachables/books/My-Ice-Cream-Cone-All-About-Me-9780545329590\\_027.html](https://teachables.scholastic.com/teachables/books/My-Ice-Cream-Cone-All-About-Me-9780545329590_027.html))



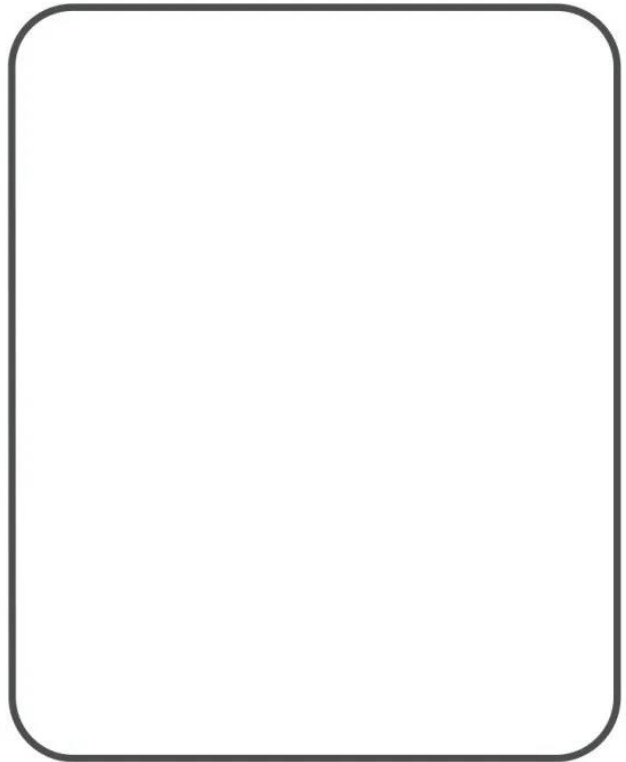
Appendix D

Mindfulness-based Art Therapy Activities

**Crystal Ball Thinking Worksheet**



**What I predicted  
would happen**

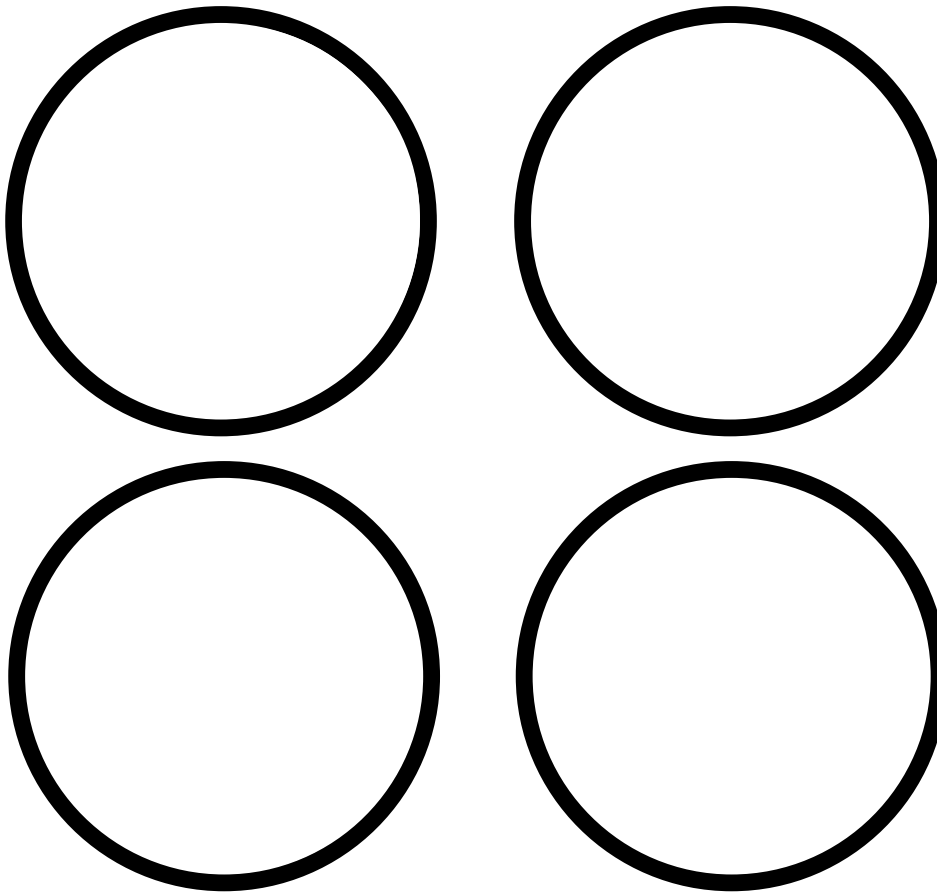


**What really happened  
when I faced my worry**

*Note. Crystal Ball Thinking Worksheet. (<https://kdworksheet.com/mindfulness-worksheets-image-2407/>).*

# All Feelings are Okay!

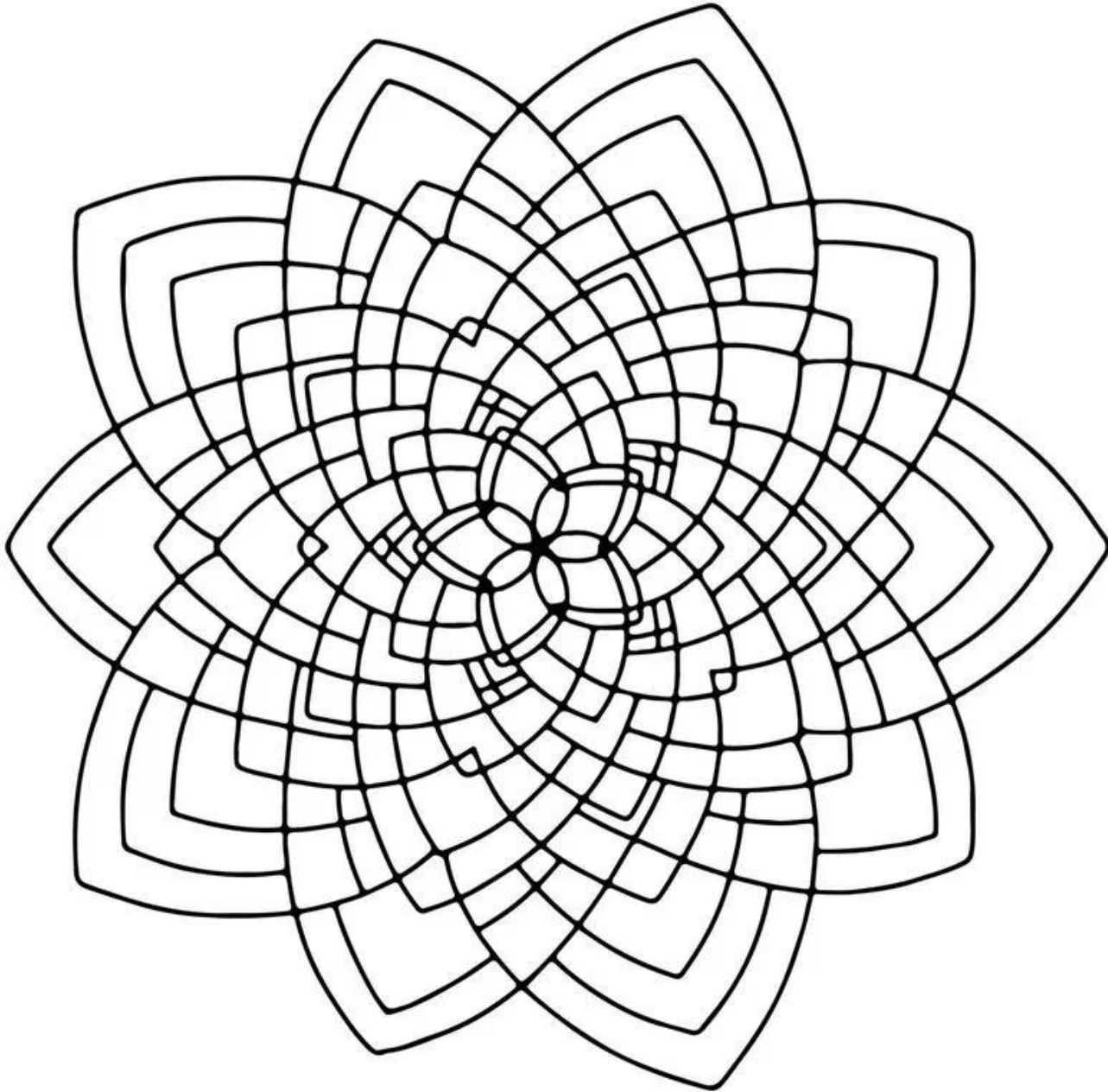
In the circles below draw pictures of different feelings.  
Talk about how you can deal with each feeling!



**It's what we do with our feelings that counts!**  
Never use your feelings as an excuse to hurt others or yourself! Use coping skills like talking to a friend or an adult about BIG feelings that trouble you!

**kidlutions.com**

MY POTENTIAL IS



LIMITLESS

## Appendix E

## Zones of Regulation Check-in

## Zones of Regulation Check-in

\* Required

Blue	Green	Yellow	Red
Tired	Happy	Worried	Mad
Sad	Focused	Frustrated	Aggressive
Sick	Calm	Losing control	Disgusted
Bored	Ready to learn	Antsy	Mean

How are you feeling today? \*

- Blue
- Green
- Yellow
- Red

Submit

*Note. From a Mindfulness Google Classroom on Google Slides.*

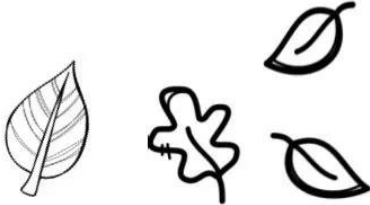
## Appendix F

*Nature-inspired Mindfulness Activity*

# Mindfulness Scavenger Hunt

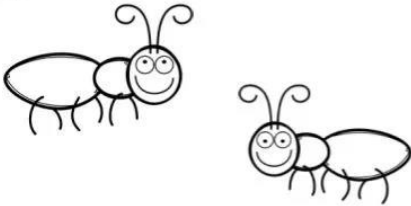
## Observe & Detail The Moment

①



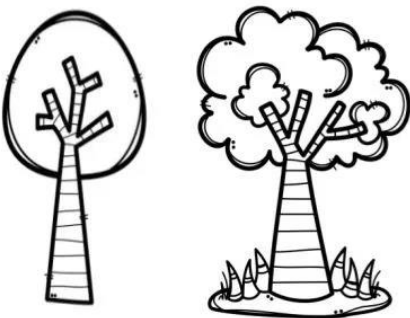
Describe  
The Leaves

②



Describe  
The Ants

③



Describe  
The Trees