MINDFUL FLINT

Healthy, Mindful Kids

MINDFULNESS COMPLETE TOOLKIT:

For Nutrition Educators, Pre-School and Kindergarten

OCTOBER 2018 | CREATED BY THE CRIM FITNESS FOUNDATION
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INTRODUCTION
**OBJECTIVE:**

*Healthy, Mindful Families Project Goal:* To define and share promising practices for integrating trauma-informed mindfulness strategies to enhance an existing nutrition education program; and to ensure all youth and families, especially those facing Adverse Childhood Experiences (ACES), may fully participate and have positive outcomes.

**TOOLKIT PURPOSE:**

This toolkit is intended to support pre-school nutrition education to share trauma-informed mindfulness based strategies as a teaching tool to assist all students, especially those facing Adverse Childhood Experiences (ACES), to fully participate and have positive outcomes. The toolkit is best suited for children between 3 and 5 years of age. The lessons are written towards the more advanced age of five and can be simplified or pared down for the younger ages.

This toolkit includes sample mindfulness mini-lessons that can be woven into the beginning, middle, and end of each nutrition lesson. Each mini lesson is designed to be between 5 and 15 minutes in length.

This toolkit provides background information about what mindfulness is and its value when added to existing lessons in evidence-based curriculum. There are examples of mini-lessons that can be streamlined into the start, middle, or end of lessons as well as several examples of mindful breaths.

**GRATEITUDE:**

This toolkit is made possible with funding support from the Michigan Health Endowment Fund and was created by the Crim Fitness Foundation, in partnership with the Michigan Fitness Foundation, Michigan State University, educators at Cummings Great Expectations Preschool, and Flint Resiliency in Communities After Stress and Trauma (ReCast) grant funded through the Substance Abuse and Mental Health Services Administration (SAMHSA).

A special thanks to Crim Mindfulness Advisory Board Member, Daniel Rechtschaffen, for his helpful feedback on this toolkit.
WHAT IS MINDFULNESS?

Mindfulness is awareness that arises through paying attention, on purpose, in the present moment, non-judgmentally.
- Jon Kabat-Zinn

It is going from autopilot to aware.

Students are often told to pay attention, but it is rare that anyone shows them how to do this. Mindfulness practices give children specific ways to strengthen their attention. Mindfulness practices can help improve focus, self-regulation, and compassionate attitudes.

WHAT MINDFULNESS IS NOT

• Not New.
• Not a religion: Mindfulness practices are useful for all people, regardless of their spiritual or religious beliefs. It is a human experience that utilizes awareness and compassion that is within us all.
• Not about having a blank mind - this would be impossible to do! Mindfulness is about recognizing your thoughts and bringing them back over and over again to a focal point of awareness.
• Not about being happy (although it can lead to more happiness) – you can be mindful and sad, or mindful and angry. It is about forming a healthy relationship with your emotions.
• Not about being complacent - We take action to change situations when appropriate, for our well-being and the wellbeing of others, but we do so out of compassion and understanding versus reaction and frustration. (Mindful Schools, Bonnie Mioduchoski)
• Not a “solve all”. In addition to mindfulness, proper nutrition, adequate sleep, physical activity, good health care, and healthy relationships all contribute to cultivating wellness. (Burke Harris, The Deepest Well, 2018)
Why Mindfulness?

1) Improved self-regulation
2) Compassionate attitudes
3) Better focus and concentration
4) Decreased stress, anxiety, and depression

Local Evaluation Data - Flint, MI

A pilot study conducted in 2015 by Dr. Karin Pfeiffer of Michigan State University found that elementary school students who participated in a 12-week series of 20-minute mindfulness lessons provided by the Crim Fitness Foundation educators in Flint, MI experienced a positive impact on their cognitive, emotional, and social health.

- 73% of students felt mindfulness helped them focus and make better decisions
- 73% of students felt mindfulness helped them "calm down" when upset
- 61% of students shared that mindfulness helped them avoid fights

Another survey completed in fall 2017 by 112 educators in the 21 Crim-supported schools found that 96.6% of teachers reported mindfulness to be a valuable intervention to support their students.

National Research

Mindfulness-based approaches have become increasingly widespread in clinical and community contexts. Research supports their utility across a variety of populations, including with young children. Emerging evidence also suggests these techniques may be particularly effective in increasing adaptive eating behaviors, including reducing binging and consumption of highly caloric foods. (Flook, L., Goldberg S.B., Pinger, L., Davidson, R.J.)
WHY INCLUDE MINDFULNESS STRATEGIES IN NUTRITION EDUCATION?

When being mindful about what we eat, we are more likely to eat only what our body needs and what makes our bodies feel good. Paying attention to where our food comes from, how it is made, what it does for our body, and how we perceive it in different forms, invites us to cultivate awareness and gratitude.

HOW DOES MINDFULNESS WORK?

“There is being mindful, and then there are mindfulness exercises. Mindfulness exercises are what we use to strengthen our attention and compassion. We use our breath as a home base of attention that we turn to again and again, limiting our distractibility… The qualities that everyone wants to see their children develop, such as kindness, attention, and emotional balance, can be exercised like muscles. We can isolate a particular quality, such as attention, and use a focusing practice repeatedly so that mindful attention becomes a habitual attitude.

The practice of mindfulness helps us build up the percentage of moments in which we are present rather than lost in thought.” (Rechtschaffen, D; The Mindful Education Workbook p. 4)
WHAT DOES IT MEAN TO BE “TRAUMA INFORMED”?

Providing care that is informed by the knowledge that traumatic experiences and traumatic stress may impact the actions, behaviors, or thinking of individuals we serve will help us create safe, and therefore more successful, learning environments for all.

TRAUMA INFORMED PRACTICES

- Communicate with compassion
- Offer choices
- Promote safety
- Understand the prevalence and impact of trauma
- Pursue individual strengths, choice, and autonomy
- Earn trust
- Embrace human rights and diversity
  (SAMHSA and Acesconnection.com)

This toolkit is designed with trauma informed mindfulness practices in mind. To learn more about trauma, its effects, and ways to utilize a more trauma-informed approach in your teaching, please consider the following resources:

Websites:
- Aceinterface.com
- Acesconnection.com
- www.nctsn.org

Books:
- The Body Keeps Score by Bessel van der Kolk
- The Deepest Well by Dr. Nadine Burke Hams
PREPARING FOR LESSONS:
Toolkit Tips and Necessary Materials
While this toolkit is a great way to begin to explore mindfulness, it is essential to remember that mindfulness is not a curriculum or a set of lessons. Mindfulness is a way of being. In order to effectively create a mindful culture in classrooms and teach mindfulness to children and their families, educators need to practice being mindful themselves. We encourage all staff within the school to receive mindfulness trainings, starting with personal mindful practices, followed by training on teaching mindfulness or implementing mindfulness into the classroom. It is essential that adults are modeling these practices with consistency and authenticity in order for children to embody these practices.

The Crim Fitness Foundation of Flint recommends the following resources for continued education and training:

Michigan:
• Crim Fitness Foundation - crim.org/mindfulness
• MC4ME - Michigan Collaboration for Mindful Education mc4me.org

National:
• Mindful Education - mindfuleducation.com
• Mindful Schools - mindfulschools.org
• Yoga Ed. - yogaed.com
• Mindfulness Based Stress Reduction (MBSR) - umassmed.edu/cfm/
RECOMMENDED MATERIALS

Optional Children’s Literature

- *Mindful Monkey, Happy Panda* by Lauren Alderfer
- *No Ordinary Apple* by Sara Marlowe
- *The Thankful Book* by Todd Parr
- *Breathe Like a Bear* by Kira Willey (good resource for mindful breathing)
- *Yoga Bunny* by Brian Russo
- *Alphabreaths: The ABCs of Mindful Breathing* by Christopher Willard PsyD and Daniel Rechtschaffen MA

![a chime](image1)

![Hoberman Sphere](image2)
“I Stop and Feel My Breathing” by Susan Kaiser Greenland is a wonderful and simple song to use throughout your lessons. This song will be used at the beginning of each lesson and again right before the Mindful Tasting section of each nutrition lesson.

I STOP AND FEEL MY BREATHING

By Susan Kaiser Greenland and Gabe Greenland

I stop (palms facing out like a stop sign)
And feel my breathing (hands on belly – take deep slow breath in and out)
Peaceful and calm I’m ready to________(eat, read, learn, etc.)

To hear this song, please visit:

https://www.susankaisergreenland.com/listen-1/i-stop-and-feel-my-breathing
PREPARING FOR LESSONS:
EXPLAINING MINDFULNESS TO CHILDREN

A good way to introduce mindfulness to children is with the use of a story: *Mindful Monkey, Happy Panda*, by MacLean & Alderfer

**Sample Script:**

“Has anyone ever heard of mindfulness? What part of your body is in charge of being mindful? (allow for answers…) That’s right! Your MIND, or brain, is in charge of being mindful, but being mindful also involves the rest of your body.”

Mindfulness means paying attention or concentrating in a special way. What does it mean to ‘pay attention’? (allow for answers...) Why is paying attention important? (allow for answers) How can we tell someone is paying attention? (allow for answers...)

“We can learn to be better at paying attention inside and outside of our bodies by exercising our minds.

“I have a story about two friends, a monkey and a panda, that will help us understand what it means to be mindful.”

Read Mindful Monkey, Happy Panda.

“What did Monkey learn from Panda?” (allow for answers...)
BEGINNING LESSONS

Educators are invited to utilize the following mindful mini-lessons to begin each nutrition lesson. Choose the mini-lesson that connects most effectively with your main lesson.

Before You Begin:
Mindfulness introductory lesson included on page 13 of this toolkit should be completed before beginning the nutrition mini-lessons.
Title: 5 Senses
Time: 7-10 minutes

Objective:
• To teach students the five senses and understand how to mindfully use them.

Suggested Use:
• This mini-lesson is advised to be taught early on in order to assist with mindful tastings that come with each nutrition lesson.

Materials:
• “I Stop and Feel My Breathing” by S.K. Greenland

Modifications/Additions:
• As you discuss senses, be mindful of students that may have sensory impairments, or do not have the use of a particular sense.
• Teachers could add in some of the other breath examples to illustrate sound (Buzzing Bee Breath).
Lesson:

- Begin by having students and educators gather together in a circle.
  - Sing “I stop and feel my breathing… Peaceful and calm, I’m ready to learn.”

- Mindful Breathing
  - Invite students to come into a mindful posture, demonstrate this with a tall spine, relaxed shoulders, eyes closed, or soft gaze. A mindful posture can be seated or standing, one where you are not slumped and your chest is open and available to take in breath.
  - Demonstrate a mindful breath, while in a mindful posture: slowly breathing in through nose, with with your belly or chest noticeably rising then exhale very slowly. Start by inviting students to breath in slowly and notice their lungs filling then slowly exhale. Do three mindful breaths.
  - You may choose to give students a visual by using the Hoberman Sphere, or placing your hands on your rib cage. The sphere can expand on the inhale, and contract on the exhale.
  - Check-In: Invite students to close their eyes* or “soften their gaze,” which may be gazing down at their lap, as you ask them to mindfully consider today’s check in.
  - Check-In Question: What is your favorite smell or What is your favorite sound?
  - Once students have had a moment to think, invite them to share one at a time.

- Explain the 5 Senses. Ask students to give examples of where/how they use each sense as you describe them.
  - Example: “Our eyes allow us to use our sense of sight. I like to use my eyes to see your faces. What do you like to see with your eyes?”
    - Additional: Let’s mindfully look around the room. Can you spot something you have never noticed before in our room?”
  - Example: “Our ears allow us to hear. I like to use my ears to hear you laughing or to listen to music. What do you like to use your ears for?”
    - Additional: “Let’s mindfully use our ears. Can you hear a noise in the room that you didn’t notice before?”

*Closing eyes is always an invitation as some children and adults may not feel safe with their eyes closed. The instructor can invite everyone to close their eyes, but let children know that he/she will keep their eyes open to make sure everyone is safe. (Sample script page 48)
BEGINNING MINDFUL MINI-LESSON 2

Title: Colors

Time: 7-10 minutes (15-20 minutes if additions are included)

Objective:
• To help children connect to the concept of “eating the rainbow” and calm their minds through the use of color imagery.

Suggested Use:
• This mini-lesson would be a good beginning to any nutrition lesson that explores eating foods that are a variety of different colored foods.
• If students are early pre-school, a quick review of colors may be needed.

Materials:
• “I Stop and Feel My Breathing” by S.K. Greenland
Lesson:

- Begin by having students and educators gather together in a circle.
- Sing “I stop and feel my breathing... Peaceful and calm, I’m ready to learn.”
- Check-In Question: “Remember last time when we learned about our 5 senses? Let’s use our sense of sight look around the room. What colors do you notice? (Pause here as you and the students observe) When we are being mindful, we stop and notice what is around us.”
- “What color do you feel like today?” Or “What is your favorite color?”
- “Can you name something that is that color?”
- Once students have had a moment to think, invite them to share one at a time.

Mindful Breathing

- Inviting students to come into a mindful posture, demonstrating this with a tall spine, relaxed shoulders, eyes closed,* or soft gaze. A mindful posture can be seated or standing, one where you are not slumped and your chest is open and available to take in breath.
- Demonstrate a mindful breath (mindful posture), then slowly breathing in through nose, with your belly or chest noticeably rising. Start by inviting students to breath in slowly and notice their lungs filling. Do three mindful breaths.
- You may choose to give students a visual by using the Hoberman Sphere, or placing your hands on your rib cage.

Modifications/Additions:

- Review of colors may be needed for certain groups.
- Guided Visualization - this is also included in the Middle Mini-Lesson Section: Using color as an additional breathing exercise could be helpful to bring awareness to breath. Have students sit or lie down in a mindful position and invite them to close their eyes.
- Imagine a rainbow surrounding you. Picture all the colors - red... orange... yellow... green... blue... violet. Now, pay attention to the red, as you breathe in, imagine the red part of the rainbow filling your lungs, and as you breathe out, imagine the red leaving your lungs and going back to the rainbow. Now, breathe in the orange, imagine the orange filling your lungs... And slowly breathe the orange back out... Continue on with the remaining colors. Now picture the rainbow all around you. When you are ready, open your eyes, if they were closed.

*Closing eyes is always an invitation as some children and adults may not feel safe with their eyes closed. The instructor can invite everyone to close their eyes, but let children know that he/she will keep their eyes open to make sure everyone is safe. (Sample script page 48)
BEGINNING MINDFUL MINI-LESSON 3

Title: Mindful Eating

Time: 10-15 minutes (20-25 minutes if additions are included)

Objective:
• To help students gain an understanding of mindful tasting.

Suggested Use:
• This mini-lesson helps strengthen the concept of mindful eating.

Materials:
• “I Stop and Feel My Breathing” by S.K. Greenland
• No Ordinary Apple by Sara Marlowe
Lesson:
- Begin by having students and educators gather together in a circle.
- Sing “I stop and feel my breathing… Peaceful and calm, I’m ready to learn.”
- Mindful Breathing
  - Inviting students to come into a mindful posture, demonstrating this with a tall spine, relaxed shoulders, eyes closed,* or soft gaze. A mindful posture can be seated or standing, one where you are not slumped and your chest is open and available to take in breath.
  - Demonstrate a mindful breath (mindful posture), then slowly breathing in through nose, with with your belly or chest noticeably rising. Start by inviting students to breath in slowly and notice their lungs filling. Do three mindful breaths.
  - You may choose to give students a visual by using the Hoberman Sphere, or placing your hands on your rib cage.
  - Check-In: Invite students to close their eyes or “soften their gaze,” which may be gazing down at their lap, as you ask them to mindfully consider today’s check in.
    - Check-In Question: What is your favorite food?
    - Allow several students to share.

Modifications/Additions:
- Story: No Ordinary Apple by Sara Marlowe
  - Read No Ordinary Apple.
  - After the story, have students imagine mindfully eating that favorite food they mentioned. Ask: What might you notice? Why do you think eating this way, mindfully, can be helpful?
- Adding Hot Chocolate Breath would be a fun addition to this lesson.
  - Create an imaginary cup with your hands.
  - Close your eyes or relax your gaze.
  - Inhale the “rich warm smell of your hot chocolate.”
  - Pause - Exhale slowly saying “Mmmmmmmmm.”

*Closing eyes is always an invitation as some children and adults may not feel safe with their eyes closed. The instructor can invite everyone to close their eyes, but let children know that he/she will keep their eyes open to make sure everyone is safe. (Sample script page 48)
BEGINNING MINDFUL MINI-LESSON 4

Title: Mindful Movement - Intro to Yoga

Time: 10-15 minutes

Objective: To help students understand that exercise in the form of yoga/mindful movement can help their brain and bodies grow strong.

Suggested Use:
• Before you begin any mindful movement or yoga, begin with this lesson.
• Use with Middle Mini-Lesson: Mindful Movement on PAGE 27.

Materials:
• “I Stop and Feel My Breathing” by S.K. Greenland
• Yoga Bunny by Brian Russo (To be read mid-lesson)
Lesson:

• Begin by having students and educators gather together in a circle.
• Sing “I stop and feel my breathing… Peaceful and calm, I'm ready to learn.”

• Mindful Breathing
  • Inviting students to come into a mindful posture, demonstrating this with a tall spine, relaxed shoulders, eyes closed, or soft gaze. A mindful posture can be seated or standing, one where you are not slumped and your chest is open and available to take in breath.
  
  • Demonstrate a mindful breath (mindful posture), then slowly breathing in through nose, with your belly or chest noticeably rising. Start by inviting students to breath in slowly and notice their lungs filling. Do three mindful breaths.

  • You may choose to give students a visual by using the Hoberman Sphere, or placing your hands on your rib cage.

• Check-In: Invite students to close their eyes or “soften their gaze,” which may be gazing down at their lap, as you ask them to mindfully consider today’s check in.

• Check-In Question: What is your favorite way to be healthy?
  • Allow for answers (eating fruit/veggies, exercise, sleep, etc.)

• Intro to Yoga:
  • “Has anyone ever heard of yoga? Is a type of movement that is good for your body AND your mind. Yoga can help keep you strong and flexible, while helping to focus your mind. In the middle of your nutrition lesson today, we will read a book about yoga and then do some yoga poses.”
BEGINNING MINDFUL MINI-LESSON 5

Title: Attitude of Gratitude

Time: 10-15 minutes

Objective: To foster a foundation of gratitude as a form of mindfulness and to lay a foundation to connect gratitude with food.

Suggested Use:
• Use with mid-lesson on Gratitude: Gratitude Chain on PAGE 25.
• Use with mid-lesson Gratitude Connections on PAGE 33.

Materials:
• “I Stop and Feel My Breathing” by S.K. Greenland
• The Thankful Book by Todd Parr
Lesson:

• Begin by having students and educators gather together in a circle.

• Sing “I stop and feel my breathing… Peaceful and calm, I’m ready to learn.”

• Mindful Breathing

  • Inviting students to come into a mindful posture, demonstrating this with a tall spine, relaxed shoulders, eyes closed, or soft gaze. A mindful posture can be seated or standing, one where you are not slumped and your chest is open and available to take in breath.

  • Demonstrate a mindful breath (mindful posture), then slowly breathing in through nose, with your belly or chest noticeably rising. Start by inviting students to breath in slowly and notice their lungs filling. Do three mindful breaths.

  • You may choose to give students a visual by using the Hoberman Sphere, or placing your hands on your rib cage.

  • Check-In: Invite students to close their eyes or “soften their gaze,” which may be gazing down at their lap, as you ask them to mindfully consider today’s check in.

  • Check-In Question: Gratitude is another word for being thankful. What does it mean to be thankful? Please share something you are grateful/thankful for.

  • Allow for sharing.

• Book: *The Thankful Book* by Todd Parr

  • Read story.

  • Did this story remind you of something else to be thankful for?
BEGINNING MINDFUL MINI-LESSON 6

Title: Mindfully Active

Time: 7-10 minutes

Objective: To help students understand the connection between our body and minds through nutrition, physical activity, and mindfulness.

Suggested Use:
• Best paired with a nutrition lesson that discussed heart healthy foods.
• Use with middle lesson that includes yoga as a form of mindful movement.
• Use with middle lesson: Butterfly Body Scan.

Materials:
• “I Stop and Feel My Breathing” by S.K. Greenland
Lesson:

- Begin by having students and educators gather together in a circle.
- Sing “I stop and feel my breathing… Peaceful and calm, I’m ready to learn.”
- Mindful Breathing
  - Inviting students to come into a mindful posture, demonstrating this with a tall spine, relaxed shoulders, eyes closed, or soft gaze. A mindful posture can be seated or standing, one where you are not slumped and your chest is open and available to take in breath.
  - Demonstrate a mindful breath (mindful posture), then slowly breathing in through nose, with your belly or chest noticeably rising. Start by inviting students to breath in slowly and notice their lungs filling. Do three mindful breaths.
  - You may choose to give students a visual by using the Hoberman Sphere, or placing your hands on your rib cage.
  - Check-In: Invite students to close their eyes or “soften their gaze,” which may be gazing down at their lap, as you ask them to mindfully consider today’s check in.
  - Check-In Question: “What is your favorite active game? My favorite active game is playing tag with my children.” Use your own personal examples here to help students understand what an “active” game is.
MINDFUL MOMENT LESSONS + MINDFUL BREATHS TO USE MID-LESSON

Educators will utilize the following mindful mini-lessons as a mindful moment in the middle portion of each nutrition lesson. Choose the mini-lesson that connects most effectively with your main lesson and connects to the beginning mini-lessons you have chosen.
MIDDLE MINDFUL MINI-LESSON 1

Title: Mindful Breathing

Time: 15-20 minutes

Objective:
• To introduce the mindful breathing techniques in a playful way.

Suggested Use:

Materials:
• “I Stop and Feel My Breathing” by S.K. Greenland
• Mindful breath section of this toolkit.
Lesson:
• Begin by having students and educators gather together in a circle.
• Sing “I stop and feel my breathing… Peaceful and calm, I’m ready to stretch.”
• Have students stand up and stretch.

Peace Breath
• **How to:** In a standing position, arms are at your side. Inhale arms all the way up, exhale, arms halfway out in front of you. Inhale arms open to the side, exhale arms back together in the middle. Inhale arms all the way up to the sky, and exhale arms to the floor as you bend at the hips.
• **Mix it up:** See how fast can you go, or how slow can you go doing this breath.

Mindful Breathing
• “Why is our breath important?” (Allow for answers) “Yes, we breathe in oxygen which our body needs. Sometimes we do not breathe in enough air and our bodies can feel tired. Let’s practice some fun breaths that will help us get all the air we need and let’s notice how our bodies and minds feel when we do this.”
• Go over mindful posture with students
• Feeling breath: “This breath is called feeling breath. Place your hands on your ribs (demonstrate by showing students with your hands on your ribs). As we take a deep breath in, lets notice what happens to our ribs…… Now as we breathe out, what happens.”
• Candle Breath: “This breath is called candle breath. Take your pointer finger and place it a litte in front of your lips. Pretend that your pointer finger is a small birthday candle. We are going to gently blow on the flame with our putting out the candle. Let’s take a deep breath in and slowly and gently blow out on it. (demonstrate).” “How did your body feel when you were doing this?”
• Lion’s Breath: This may be done seated or on hands and knees. “This is lion’s breath and this a good one to do if you are feeling upset. Let’s place our hand on our knees and inhale deeply. As we breathe out, open your mouth wise, lean forward, and exhale loudly while sticking out your tongue.”

Modifications/Additions:
• See section on Mindful Breathing for more examples of fun breaths.
MIDDLE MINDFUL MINI-LESSON 2

Title: Colors

Time: 15 minutes

Objective:
• To help children connect to the concept of “eating the rainbow” and calm their minds through the use of color imagery.

Suggested Use:
• Preparation: Use with Beginning Mini-Lesson 1: Colors on PAGE 15.

Materials:
• “I Stop and Feel My Breathing” by S.K. Greenland
Lesson:

- Begin by having students and educators gather together in a circle.
- Sing “I stop and feel my breathing… Peaceful and calm, I’m ready to stretch.”
- Have students stand up and stretch.

Peace Breath

- **How to:** In a standing position, arms are at your side. Inhale arms all the way up, exhale, arms halfway out in front of you. Inhale arms open to the side, exhale arms back together in the middle. Inhale arms all the way up to the sky, and exhale arms to the ground as you bend at the hips.
- **Mix it up:** See how fast can you go, or how slow can you go doing this breath.

Guided Visualization - this is also included in the Middle Mini-Lesson Section: Using color as an additional breathing exercise could be helpful to bring awareness to breath. Have students sit or lie down (depending on space) in a mindful position and invite them to close their eyes.

- *Imagine a rainbow surrounding you. Picture all the colors - red... orange... yellow... green... blue... violet. Now, pay attention to the red, as you breathe in, imagine the red part of the rainbow filling your lungs, and as you breathe out, imagine the red leaving your lungs and going back to the rainbow. Now, breathe in the orange, imagine the orange filling your lungs... And slowly breathe the orange back out... Continue on with the remaining colors. Now picture the rainbow all around you. When you are ready, open your eyes.*
Title: Butterfly Body Scan

Time: 10-15 minutes

Objective:
• To give students a safe and peaceful space to practice awareness of their bodies.

Suggested Use:
• This lesson should be used after students feel more comfortable with shorter mindful moments.

Materials:
• “I Stop and Feel My Breathing” by S.K. Greenland
Lesson:
• Begin by having students and educators gather together in a circle.
• Sing “I stop and feel my breathing… Peaceful and calm, I’m ready to stretch.”
• Have students stand up and stretch.

Peace Breath

• **How to:** In a standing position, arms are at your side. Inhale arms all the way up, exhale, arms halfway out in front of you. Inhale arms open to the side, exhale arms back together in the middle. Inhale arms all the way up to the sky, and exhale arms to the ground as you bend at the hips.

• **Mix it up:** See how fast can you go, or how slow can you go doing this breath.

• Help students find a spot of their own where they can lay down on the floor. If a student chooses to stay seated this is alright as well.

• Help students settle in by taking three mindful breaths together and then invite students to close their eye or lower their gaze.

**Modifications/Additions:**
• The body scan can be shortened if needed.
Lesson: Butterfly Body Scan (Elizabeth Wise)

- Come into a mindful yet comfortable position. You may choose to close your eyes and take in a nice deep breath.

- Imagine in your mind a butterfly flying around near you. This butterfly can be any color you want and can look any way you want it to look...

- As you breathe, picture this butterfly peacefully flying around... Carefully the butterfly lands on your foot... Notice the butterfly on your foot. Notice how your foot feels... Warm, cool, restless, heavy, light, etc.. Maybe you don’t feel anything at all and that is ok too.

- The butterfly lifts off your foot, it circles around quietly above you and then gently lands on your knee... Notice how your knee feels with the butterfly perched there...

- The butterfly lifts off your knee, it circles around quietly above you and then gently lands on your belly. Notice how your belly is feeling... Is it full or empty? Quiet or rumbly?

- The butterfly gently leaves your belly, it circles around above you and then quietly lands on your chest...

- The butterfly gently leaves your chest, it circles around above you and then quietly lands on your finger/hand. The butterfly peacefully flies from your hand and quietly lands on your nose...

- The butterfly gently lifts of your nose, circle up and then lands on the tip top of your head... Notice your head; maybe you can even feel your hair growing out of your head. Just be still and notice.

- Now notice your entire body at once. How it feels lying here on the carpet or sitting in this room. Slowly wiggle your toes and fingers. Take a deep breath in and let it out. When you are ready, open your eyes.
Title: Mindful Movement - Intro to Yoga

Time: 15-20 minutes

Objective: To help students understand that exercise in the form of yoga/mindful movement can help their brain and bodies grow strong.

Suggested Use:
- Preparation: To be done after Beginning Mini-Lesson on Mindful Movement - Intro to Yoga on PAGE 20.

Materials:
- “I Stop and Feel My Breathing” by S.K. Greenland
- Yoga Bunny by Brian Russo
Lesson:
- Begin by having students and educators gather together in a circle.
- Sing “I stop and feel my breathing… Peaceful and calm, I’m ready to move.”
- Have students stand up and stretch.

Peace Breath
- **How to:** In a standing position, arms are at your side. Inhale arms all the way up, exhale, arms halfway out in front of you. Inhale arms open to the side, exhale arms back together in the middle. Inhale arms all the way up to the sky, and exhale arms to the ground as you bend at the hips.
- **Mix it up:** See how fast can you go, or how slow can you go doing this breath.

**Read Yoga Bunny by Brian Russo**
- Remind students what Yoga means - Exercise that is good for your body *AND* mind.
- Before you begin, tell students that Yoga Bunny will be doing yoga poses in the story. See if they can spot the poses and what they are called.
- Read the story, pausing and pointing out the parts where Yoga Bunny is doing poses.
- Yoga poses mentioned in story: Forward Fold, Downward Dog, Tree Pose, Warrior Pose, Resting Pose

**Modifications/Additions:**
- If any students have mobility challenges, offer them modified versions of these postures to meet their needs.
Title: Gratitude Connections

Time: 15 minutes

Objective: To give students an opportunity to explore movement in a mindful way to transition in the classroom.

Suggested Use:
- Preparation: Complete Beginning Mini Lesson - Attitude of Gratitude on PAGE 21.
- This one should be paired with a healthy snack that will be eaten at the end of the lesson. If no snack will be given, you may imagine a healthy food to discuss.

Materials:
- “I Stop and Feel My Breathing” by S.K. Greenland
Lesson:
• Begin by having students and educators gather together in a circle.
• Sing “I stop and feel my breathing… Peaceful and calm, I’m ready to stretch.”
• Have students stand up and stretch.
• Peace Breath
  • **How to:** In a standing position, arms are at your side. Inhale arms all the way up, exhale, arms halfway out in front of you. Inhale arms open to the side, exhale arms back together in the middle. Inhale arms all the way up to the sky, and exhale arms to the ground as you bend at the hips.
  • **Mix it up:** See how fast can you go, or how slow can you go doing this breath.

• Gratitude Connections:
  *Note to teacher: This can be simplified or extended depending on the age and cognitive level of your classroom.*
  • The snack that we will taste in a little bit is a whole wheat pancake (this is just an example, please change to fit your lesson).
  • Imagine the whole wheat pancake in your mind, what is needed to make a pancake? (Allow for answers) Yes, you need eggs and milk, and flour.
  • Where do these things come from? (Allow for answers) Yes, they come from chickens, maybe milk from a cow, and flour comes from grains.
  • On a farm, someone has to get the eggs from the chickens, and milk the cow, and harvest the wheat. Do you know what this person is called? Yes, the farmers!
  • How do these materials get to the market or grocery store? You need drivers.
  • Do you also need people who work at the market or the store to sell the eggs, milk, and flour?
  • Finally you need someone to take the ingredients and cook them to create the pancake that you eat.
  • Let’s take a moment to thank all these people in our minds who have made this food possible for us. We thank the animals, the farmers, the drivers, the people at the market, and the cooks.
  • Can anyone remember what the word that we use is for giving thanks or feeling thankful? Gratitude!

Resources:
• *Mindful Kids* - Whitney Stuart and Mina Braun.
Title: Fruit and Veggie Yoga

Time: 10-15 minutes

Objective: To give students an opportunity to explore movement in a mindful way to transition in the classroom.

Materials:
• “I Stop and Feel My Breathing” by S.K. Greenland
Lesson:
- Begin by having students and educators gather together in a circle.
- Sing “I stop and feel my breathing… Peaceful and calm, I’m ready to stretch.”
- Have students stand up and stretch.

Joy Breath
- **How to:** In a standing position, arms are at your side. Inhale arms all the way up, exhale, arms halfway out in front of you. Inhale arms open to the side, exhale arms back together in the middle. Inhale arms all the way up to the sky, and exhale arms to the ground as you bend at the hips.
- **Mix it up:** See how fast can you go, or how slow can you go doing this breath.

Ask students if they remember doing yoga with *Yoga Bunny*. Remind students of what Yoga is - mindful movement. Exercise that strengthens your body AND your brain.

Fruit and Veggie Yoga:
- Help students find their own space.

**Celery Pose (Mountain Pose)**
- Stand tall, arms down to your side, palms open. Inhale, raise shoulders up ears and exhale drop them down. Stand tall and take three mindful breaths.

**Banana Pose**
- Stand tall, arms down to the size. Inhale arms up to the sky. Exhale, leaning over to the right (side bend) creating a crescent or banana shape with your body. Inhale grow tall and then exhale leaning to the left.

**Broccoli Pose (Tree Pose)**
- Ask students, what does a piece of broccoli remind you of? A Tree? Let’s do tree pose and pretend we are a piece of broccoli.
- Stand tall, arms at your side. You may want to hold onto a wall or a desk. Inhale one or both arms up and bring your foot to your opposite ankle like a kickstand. If you are feeling balanced, lift your foot onto your calf. (Caution: do not place foot on knee joint.)
MINDFUL BREATHS

These are examples of different mindful breathing techniques you can use with children. Some are calming, some are energizing, and most are playful.

Guide to utilizing breathing techniques as a “Mindful Moment”:
• Educators can use mindful breaths at any point during the day. Mindful breaths are great to help during transition times, or in order to help the class calm or even energize! See Resource section at the end of this toolkit for specifics on leading a mindful moment on page 49.

Energizing Breaths

Ninja Breath
• **How to:** Inhale through nose and bring right palm high. Exhale through mouth and swing right palm down. Make a “HA!” sound on the exhale. Inhale through nose and bring left palm high. Exhale through mouth and swing left palm down. Make a “HA!” sound on the exhale.

**Mix it up:** See how fast you can go, or how slow you can go doing this breath.

Peace Breath
• **How to:** In a standing position, arms are at your side. Inhale arms all the way up, exhale arms halfway out in front of you. Inhale arms open to the side, exhale arms back together in the middle. Inhale arms all the way up to the sky, and exhale arms to the floor as you bend at the hips.

**Mix it up:** See how fast you can go, or how slow you can go doing this breath.

Buzzing Bee Breath
• **How to:** Breath in through your nose, exhale through your nose while creating a buzzing noise.

**Mix it up:** To create different sounds, have students place their hands over their ears like ear muffs to see how this changes the sound.
  • Please use with caution for any child that has sensory challenges.

Lions Breath
• **How to:** This may be done seated or on hands and knees. Placing hands on the floor or on your knees, inhale deeply. As you exhale, open your mouth wide, lean forward, and exhale loudly while sticking your tongue out.
Calming Breaths

In any calming breathing exercise, it is important to always offer the opportunity to close eyes, but never require it. Students are invited to close their eyes or take a soft gaze at an object in the room if they are not comfortable closing their eyes.

Astronaut Breath
• **How to:** Inhale through nose. Exhale through mouth, teeth together, lips apart, making the sound of astronauts in space.

High Five Breath
• **How to:** One palm faces yourself, using the index finger of the opposite hand, trace the fingers up and down the hand slowly. (outlining the fingers) Each time the index finger travels up, inhale. Each time the index finger travels down, exhale.

Hot Chocolate Breath (*Breathe Like a Bear* by Kira Willey)
• **How to:** Place one palm a few inches in front of the mouth. Inhale in through the nose. Exhale out through the mouth like you’re fogging up a mirror.

• **Discussion:** How does this breath feel on your palm?

• **Mix it up:** Compare how breathing out like you’re fogging a mirror feels different than breathing out as if you’re whistling.

Horse Breath
• **How to:** Inhale and flutter lips on exhale, while shaking the body out.

Candle Breath (*Breathe Like a Bear* by Kira Willey)
• **How to:** Use your index finger as an imaginary candle. Holding it up and instruct the students to softly make the flame flicker without blowing out the candle. Breathing in and then soft long exhale. Modification: There are a 100 candles on a cake that you have to blow out.
Acceptance Breath
• **How to:** Place hands on your ribs, belly or chest and notice the rise and fall that occurs as you breath in and out.

Counting Breath
• **How to:** Inhale in through nose for 3 counts
  Exhale out through for 5 counts
  Hint: Count the breaths down (ie: 3, 2, 1)

Seated Frog Breath
• **How to:** Seated in a chair
  Inhale, lift heels up off the floor (only toes touching the ground)
  Exhale, lower the heels back down to the floor (feet flat on the floor)
  Repeat 5 times

Pull Breath
• **How to:** “Bear Grip:” Fists interlaced, elbows wide
  Start with the hands at center
  Inhale and rotate (torso and grip) to the left
  Exhale and rotate (torso and grip) all the way to the right
  Repeat 5 times

Push Breath
• **How to:** Begin with palms touching at heart center
  Lower left palm down by the side
  Right palm facing outward at armpit level
  Exhale, push right palm out (like you’re pushing the room away from you)
  Inhale, bring palm backwards towards armpit
  Repeat 3 times, then switch sides

Hand on Your Heart
• **How to:** Place one hand on your heart center
  Feel your heartbeat
  Begin to take deep breaths

Breathing In Compassion
• **How to:** Breathe in compassion/love for you
  Breathe out compassion/love for others
This lesson should be done prior to each food tasting within the nutrition lesson.
Title: Mindful Tasting

Time: 15-25 minutes

Objective: To help students implement mindful eating into their daily routines.

Suggested Use:
- Use prior to tasting the healthy snack.

Materials:
- “I Stop and Feel My Breathing” by S.K. Greenland
- Healthy Snack (per nutrition lesson).

Modifications/Additions:
- Help students implement mindful hand washing. If time allows, show staff and students how we can be mindful with even daily activities like hand washing.

Examples:
- Taking time to notice the water coming out of the faucet.
- Feeling gratitude for running water.
- As you place your hands in the water, noticing the temperature of the water and the feeling as it flows over your hands.
- Noticing the small of the soap and how it looks (gel, bubbly, foamy, etc).
- Being aware of the feeling of the soap on your hand and the feeling of the soap and water as it is rinsed.
- Noticing the color/texture of the paper towels and how it feels against your hands as they dry. Notice the sound the paper towels may make.
Lesson:

- Begin by having students and educators gather together in a circle.
- Sing “I stop and feel my breathing….(take deep breath with hands on chest, belly, or ribs) Peaceful and calm, I’m ready to taste.”

**Sample Script** - Give students the following instructions:

- “Today I have brought a healthy snack with me to try. Rather than just eating it right away, we are going to be mindful about our snack. This means we will pay attention and take time to notices many different things about the snack. We will use all of our five senses. Once everyone has their snack, we will start with our mindful tasting.”

- Hand out snacks.
- “Now that everyone has their snack in front of them, I want you to notice how excited you feel to pick it up and try it! Do you notice a feeling that you are having?”
- “I would like you to use your eyes to look at / to examine our snack. What do you notice about how it looks? (colors, textures, shapes, etc).”
- “Now let’s use our nose. Watch me carefully lean towards my snack and take a deep breath in through my nose and breath out with an “mmmmmmmm”. (Demonstrate). “Now you try. What do you smell?”
- (Depending on type of snack, use sense of touch if appropriate) “Next we will use our finger. Let me see your pointer finger on one hand. We are going to carefully use our pointer finger to feel the texture/temperature of our snack. What do you notice?”(warm, cool, smooth, wet, rough, etc).
- “Now let’s use our ears to hear if our snack will make any sounds as we begin to taste it.” (If applicable, point out sounds of the utensils, or containers opening, or if the snack is crunchy, the sound of the bite).
- “We are going to slowly take our first bite together. Just a little one, and notice how it feels and tastes on your tongue.” (Pause for a moment so students can see you taking time to notice) “Now slowly chew your bite. Maybe you notice that the taste changes a little bit…. When you are ready, go ahead and swallow.”
- “Let’s do that again. This time when you swallow your little bite, try to see if you can notice your food going down your throat and into your belly. Maybe use your finger to trace it down (demonstrate using your finger at your throat, and slowly tracing it down to your chest and belly).”
- “How far down could you feel your food?”
- “Slowly and quietly, let’s finish our snack.” (Allow time for this)
- “What did you notice about your snack?” (Allow time for sharing)
ADDITIONAL RESOURCES
HOW TO LEAD A MINDFUL MOMENT

Guide to utilizing breathing techniques as a “Mindful Moment”:

• Educators can use mindful breaths at any point during the day. Mindful breaths are great to help during transition times, or in order to help the class calm or even energize! Sample Mindful Breaths are outlined in the middle section of this tool kit on pages 41.

• To lead a mindful moment, the educator invites students to stand or sit mindfully. Modeling this each time will be important for younger learners. Invitational language is always encouraged as a trauma informed approach. Invite children to close their eyes, but giving them the option to keep them open as well.

  • **Sitting Mindfully** - sit with your spine or back straight, but not rigid. Your feet or your sit bones are planted against the floor or chair. Your hands are resting comfortably in your lap or on your knees. Eyes may be closed or just a soft gaze looking down at your hands.

  • **Standing Mindfully** - Feet are planted flat on the floor about hip width apart. Knees are soft, not locked. Spine is tall, but not rigid. Arms hang down to your sides. Eyes may be closed or just a “soft gaze” looking down.

• **Sample Script:**

  “Let’s take a mindful breath together. Let’s sit criss cross applesauce and let our hands rest in our lap. We are going to sit up tall, making our back straight. I am going to keep my eyes open so that I know everyone is safe, but if you would like to close your eyes, go ahead. Or you can just look down at your hands in your lap. (allow a moment for everyone to settle). Now that we are sitting mindfully, let’s take a deep breath in through our nose, filling up our chest. Then open your mouth and let all the air out slowly.” Insert specific breaths here, or just continue on with inhales and exhales 3-4 times. “When you are ready, go ahead and open your eyes if they were closed.”
RESOURCES TO SUPPORT TRAUMA-INFORMED MINDFULNESS IN EDUCATION:

The Crim Fitness Foundation Mindfulness Initiative aims to develop resilience, improve self-regulation, and increase compassion through the practice of mindfulness. We adhere to the core values of being informed by research and evidence based practices; delivering secular programming that is accessible to all; and approaching our work in a trauma sensitive manner. Below are resources that the Crim Mindfulness Initiative calls upon to inform our work. We encourage schools and educators to make the investment of utilizing the resources below to strengthen and expand the use of this toolkit. Please contact us at mindfulness@crim.org with any questions.

**Websites:**
- The Crim Fitness Foundation - crim.org
- Yoga Ed. - yogaed.com
- Mindful Education - mindfuleducation.com
- Mindful Schools - mindfulschools.org

**Books for Educators:**
- The Mindful Education Workbook - Daniel Rechtschaffen
- Mindful Kids - Whitney Stuart and Mina Braun
- Mindful Games - Susan Kaiser Greenland
- The Mindful Child - Susan Kaiser Greenland
TRIUMA-INFORMED PRACTICES:

Websites:
- Aceinterface.com
- Acesconnection.com
- www.nctsn.org

Books:
- The Body Keeps Score by Bessel van der Kolk
- The Deepest Well by Dr. Nadine Burke Harris
- The Trauma-Sensitive Classroom: Building Resilience with Compassionate Teaching by Jennings

Recommended Resources For Continued Education and Training:

Michigan:
- Crim Fitness Foundation - crim.org/mindfulness
- MC4ME - Michigan Collaboration for Mindful Education mc4me.org

National:
- Mindful Education - mindfuleducation.com
- Mindful Schools - mindfulschools.org
- Yoga Ed. - yogaed.com
- Mindfulness Based Stress Reduction (MBSR) - umassmed.edu/CFM/