
Department of Education & Early Childhood
Development



INTRODUCTION

The following Mindfulness package was created in collaboration with Charlene Yetman, guidance counsellor in Anglophone South, Kathy Szo, retired principal from Anglophone West and the Centre of Excellence for Health. The mindfulness lessons and practices were crafted with care and have been tested in many classrooms. We hope this package will support you in celebrating mental fitness in your classroom while guiding your students through the importance of mindfulness.

Lesson One

Overview

Students will learn the meaning of mindfulness and why it is useful to learn and practice. Students will learn how their senses help them be mindful by focusing on the present moment. Mindfulness breathing will be taught to students using “BEE Breath”.

What you'll need

- Internet, computer, projector, and speakers
- [What is MINDFULNESS and how do you do it? \(Zen Den\) | Cosmic Kids](#)
- [GONOODLE Bee Breath](#)
- [Bee Breathing and Mindfulness for Kids! 🐝 Bee Present! Go with YoYo](#)



Instructions

Step 1: Teach and discuss what Mindfulness is. First ask students what THEY think Mindfulness means. First, explain that it's focusing on the present moment. It's not what they did yesterday or will be doing tomorrow or after class. It's focusing on and paying attention to what is happening at this very moment here and NOW!

Step 2: Share this video with students and discuss: [What is MINDFULNESS and how do you do it? \(Zen Den\) | Cosmic Kids](#)

Step 3: Next, discuss and teach about practicing mindfulness with all our senses.

- SIGHT: Have students (without talking) take 1 minute to look around the room and NOTICE what they SEE. Suggest they really pay attention and look carefully and slowly to see if they notice things they have never noticed before. Have them share their responses.
- HEARING: Have students close their eyes and focus on what they can hear. (Birds singing outside, voices from another classroom, their own breathing, others moving in their chairs). Have students share their responses.
- TOUCH/FEELING: Have students notice how their bodies are feeling. Ask them to notice how their bodies are touching different objects. (Pay attention to how the chair feels beneath them, how do their clothes feel against their bodies, maybe where the fabric wrinkles behind their bent knees, is there a breeze from a fan or an open window, can they feel their toes in their shoes, their socks, or shoes against their foot. Ask students to share their experiences.
- SMELL: Have students notice if there is anything they can smell. (Smells from lunch or from custodian cleaning their desks or hand sanitizer) Once again, sharing experiences without judgment.
- Discuss that this is all being mindful. When we pay attention and notice without trying to make it one way or the other, this is mindfulness.

Step 4: Next, tell students they are going to learn the BEE Breath to help them concentrate on BEEING present. Demonstrate the BEE Breath in this video: [GONOODLE Bee Breath](#) When their thoughts go to something that already happened or to something in the future, remind them to come back and focus on their BEE Breath and how it feels and sounds.

Step 5: Watch the video and discuss being present. Ask students what their favorite way is. [Be Breathing and Mindfulness for Kids! 🐝 Bee Present! Go with YoYo](#)

Questions related to the Labour Market and Employment Opportunities in New Brunswick:

1. In what kinds of jobs might mindfulness be helpful? (All jobs! Mindfulness helps us regulate our emotions, stay focused and work better with others so it is an important skill to learn and practice no matter the career or industry in which you work.)
2. What types of jobs in New Brunswick teach mindfulness to others? (Teachers, counsellors, therapists, psychologists, social workers.)

Additional Web Resources:

[Bear Breath \(Gonoodle\) YouTube Video](#)

NB Curricular Outcomes

You and Your World K-2

- K 2.2 identify and explain types of activities that support a healthy lifestyle
- K 3.2 use one or more of their senses to explore the characteristics of materials, noting how materials can be manipulated
- 1.3.1 understand, develop and maintain a healthy lifestyle
- 2.4.1 understand, develop and maintain a healthy lifestyle

Personal Wellness 3-5

- 3.1.2 describe personal habits that contribute to improved health
- 3.2.2 demonstrate self-calming strategies to regulate emotional reactions
- 3.3.4 apply strategies to resolve conflict
- 4.2.2 identify strategies for regulating emotional reactions
- 4.3.4 apply strategies to resolve conflict
- 5.2.2 demonstrate methods for regulating emotional reactions
- 5.3.4 describe strategies to deal with conflict across a variety of interpersonal relationships

NB Global Competencies

- Communication
- Self-Awareness and Self-Management
- Critical Thinking
- Collaboration

Lesson Two

Overview

In this lesson, students will discuss the benefits of mindful breathing. This lesson will be divided in two activities. In the first activity, students will learn about mindful breathing, with the teacher using a balloon to demonstrate the breathing process. The teacher will talk students through the breathing process and then play a video for the class to follow along with. In the second activity, students will use balloons and flour to make stress balls. Next, students will learn how to use the stress ball to assist in mindful breathing.

What you'll need

- 1 balloon per student (not water balloons)
- Internet connection, speakers/computer
- Flour
- Funnel (multiple funnels)
- Pencils
- Journals (optional)



Instructions

Step 1: Begin by asking students what they think “mindful breathing” means or “what are the benefits of mindful breathing?”. This could be a class discussion, or students could respond to these prompts in their journal.. After students share, highlight that mindful breathing is focusing attention on your breath (on the inhaled and exhaled). When we have a thought when we are breathing, say “It’s just another thought” and return to focusing on your breath. Tell students that mindful breathing benefits are reduced stress and anxiety and can help us calm down when we are overwhelmed.

Step 2: Blow up a balloon and hold it up for students to see. Ask the students to predict what they think will happen when you let go. Let go of the balloon to demonstrate what happens. Explain that we will breathe in and expand our belly like a balloon, but the trick is to slowly let the air out of our belly. Then, demonstrate by slowly releasing air from the balloon. Talk about how we can control our breath by letting the air out slowly, just like with the balloon.

Step 3: Have students practice mindful breathing by slowly inhaling and exhaling. It is beneficial to have relaxing music and to dim the lights. You can use any video and have students follow along. A recommendation is [Belly Breathing: Mindfulness for Children - YouTube](#).

Step 4: After their Mindful belly breathing, instruct the class how to make a stress ball with a balloon and flour. Write out the following steps and compete as a class. As you go through the steps, tell students they can use a pencil to help push the flour into the balloon.

- Step one: Start with a balloon.
- Step two: Place a funnel into the neck of the balloon.
- Step three: Fill balloon slowly with flour.
- Step four: Pinch out excess air and tie balloon.

Step 5: Demonstrate how the stress ball can help control their breathing. Place the stress ball in the palm of your hand. As you inhale, open your palm fully, spreading your fingers wide. Then, close your fingers and squeeze the stress ball gently while exhaling slowly. Have students practice this together.



Instructions continued

Step 6: Discuss and brainstorm with students some situations when they might want to use balloon breathing and the stress ball. You can have students answer the following questions in their journal. "Have there been situations when using these strategies would have been helpful? Why would it have helped? "

Questions related to the Labour Market and Employment Opportunities in New Brunswick:

1. Why is it important to be calm when you are working at your job? (Helps you to remain calm and focused to stay on task and be more efficient)
2. What might happen if you can't regulate your emotions when you are at work? (You might make more errors or have problems getting along with the people with whom you work.)

Additional Web Resources:

[Balloon breathing](#)

[How to Make a Stress Ball](#)

NB Curricular Outcomes

K-2: You and Your World: HEALTHY LIFESTYLES: Understand, develop, and maintain a healthy lifestyle.

K: You and Your World: OUR SENSES: Use one or more of their senses to explore the characteristics of materials, noting our materials can be manipulated.

3-5: Personal Wellness: MENTAL FITNESS: Students will develop a positive Mental Health.

3-5: Personal Wellness: CAREER DEVELOPMENT: Students will develop knowledge of self and explore the world of work.

NB Global Competencies

- Communication
- Collaboration
- Self-Awareness and Self-Management

Lesson Three

Overview

In this lesson, students will discuss and practice two different mindful breathing practices.

What you'll need

- Yoga mats (optional)
- Stuffed animals (optional)
- Small Jars for each student (plastic is best)
- Pre-portioned glitter for each student
- Water
- Crazy glue
- Optional: baby oil, vegetable oil or clear glue



Instructions

Step 1: Students will learn begin class with a breathing regulation strategy called “shhhh” breath. Tell students they are going to learn a breathing technique that helps them relax and get ready for sleep. The best way to learn the “shhhh” breath is lying down, but it can also be done seated.

Step 2: Ask students to get into a relaxed position and lower their gaze or close their eyes. If they have stuffed animals, they can place them on their bellies. Invite them to use their thumb to find the area on the palm of their opposite hand between the middle finger and ring finger. This is the solar plexus reflex spot and massaging it will help with relaxation. As they inhale through their nose gently, they can push their thumb gently into the solar plexus spot. When they exhale, tell them to make the “shhhhhh” sound, breathe out very slow ; e thumb. Continue several times to allow students to get in a calm and relaxed state.



Step 3: When they are done this breathing practice, ask them to stretch their arms overhead to bring back a little calm energy to their bodies. Ask students why do they think it helps them relax? Discuss how this breathing technique is relaxing and how they can use it at bedtime.

Step 4: The next activity in the lesson plan is making a glitter jar. To do this, students will pour sparkles and glitter into a small plastic jar with a lid. Having amounts pre-portioned or assisting students closely will reduce waste and mess. Fill the jars to the top with water and help students secure the top securely by adding a little crazy glue to the top edge before twisting it on tight. Clear glue, vegetable oil or baby oil can be added to change the viscosity of the water and add dimension.

Step 5: Ask students to shake their jars and watch the glitter as it settles back down in the water. Discuss how this can help them calm down. Does their breathing calm down as they gaze at the sparkles? What happens to their thoughts and emotions as they focus on the glitter? Some students use phones or tablets to play games to relax. Identify any differences between looking at the jar compared to screen time to help you relax or sleep.

Step 6: Have students take a Bear Breath while they look at their glitter jars. This can be practiced seated or laying down. Explain to students that it is called Bear Breath because it creates a feeling of rest and peace, like a bear hibernating. Inhale for a count of 5 then hold the breath in for a count of 3. Next exhale for a count of 5 and hold for a count of 3. Keep repeating. Like all of mindfulness breathing, it takes practice!

Questions related to the Labour Market and Employment Opportunities in New Brunswick:

1. Why is it so important to get enough sleep? (You need a certain amount of sleep to help you grow healthy, think clearly, manage your emotions; we need good sleep just like we need good food.)
2. Many people have trouble sleeping. What jobs can help people improve their sleep? (Medical administrative assistant, respiratory therapist, nurse, doctor, massage therapist)
3. What jobs might require you to stay awake and work at night and sleep during the day? (Shift workers like police, nurses, airplane pilots, air traffic controllers, boat captains, security personnel, some restaurants, hotel staff)
4. What kinds of jobs require people to work on computer screens a lot? What would you recommend to these workers to help them get better sleep? (Data entry, office jobs, computer programming and designing, security surveillance, etc. can require a lot of computer screen time. Scientists say that it is difficult to get to sleep after looking at screens due to the blue light that tricks our natural body rhythms so its important to do things that will help your body get ready for sleep.)

Additional Web Resources:

[Bear Breath \(Gonoodle\) YouTube Video](#)

NB Curricular Outcomes

You and Your World K-2

- K 1.7 communicate effectively, solve problems and demonstrate conflict-resolution skills.
- K 2.2 identify and explain types of activities that support a healthy lifestyle.
- 1.3.1 understand, develop and maintain a healthy lifestyle
- 2.4.1 understand, develop and maintain a healthy lifestyle

Personal Wellness 3-5

- 3.2.2 demonstrate self-calming strategies to regulate emotional reactions
- 3.3.4 explore strategies to resolve conflict
- 4.2.2 identify strategies for regulating emotional reactions
- 4.3.4 apply strategies to resolve conflict.
- 5.2.1 identify sources and signs of stress as well as ways to manage it
- 5.3.4 describe strategies to deal with conflict across a variety of interpersonal relationships

NB Global Competencies

- Self-Awareness and Self-Management
- Critical Thinking and Problem Solving

Lesson Four

Overview

In this lesson students will discuss and participate in a variety of mindfulness activities. In the first activity, students will play a game where they name objects with colors that correspond to the colors of the rainbow. In the second activity, students will work on their collaboration skills using toilet paper tubes to pass a marble around the circle. The third activity, rainbow breathing, students will practice mindful breathing. In the fourth activity, students will make mindfulness/friendship bracelets.

What you'll need

- Rainbow poster or projection of a rainbow
- 1 Marble
- Toilet paper tube for each student and teacher
- Pipe cleaners for each student
- Beads with large enough hole to fit over pipe cleaner
- Calming music and speakers (optional)



Instructions

Activity 1 THE RAINBOW GROUNDING TECHNIQUE

Step 1: Ask students if they have ever seen a rainbow? Do they know the colours of the rainbow? (Point to a picture of a rainbow). Name all the 7 colours together using the acronym ROY G BIV (Red Orange Yellow Green Blue Indigo Violet)

Step 2: Explain to students that we will do a grounding exercise to help them keep calm and focused. This exercise will help students by regulating their emotions. Students just need to remember the colours of the rainbow. Display a rainbow and the acronym ROY G BIV.

Step 3: Do the exercise together as a class, taking turns pointing at objects and naming the colour and object aloud. One student goes at a time, and students need to follow the order of the ROY G BIV acronym. For example, “the marker is red, the chair is orange, the desk is yellow, the book on the shelf is green, the coat on the hook is blue, the scarf is indigo, the bird on the poster is violet”. Explain that when we pay attention to our surroundings in this way, we bring ourselves back to the present moment and remain calm or grounded in our senses. This is an example of being mindful! Encourage students to take a minute to do this individually in silence and ask them if they found other objects that match the colours of the rainbow.

Activity 2 GROUP MARBLE ROLL:

Step 1: Create a circle by having students sit on the floor or by having students form a circle with their chairs. Explain that we are sitting in a circle so that everyone can see each other, and that this is important because we want to be completely present as we listen to one another. Being present and listening to each other builds a sense of community. Discuss with the students the meaning of community and how different people with something in common can put their strengths together to create something special. Ask them to share what other communities they belong to (church, family, sports, dance, Brownies, friend groups, choir, etc.). Tell them that next we are going to work on building a sense of community and collaboration by doing an activity that might be a little challenging, but we will all have to work together to support one another to get the job done.

Step 2: Explain to students “that we are going to each take a toilet paper tube in our hands and we will carefully pass the marble around the circle allowing it to go through each of our toilet paper tubes”. Have students do this slowly and let everyone take a turn but do not drop the marble! We can use any breathing technique...! Explain to students that they will have to be calm and in the present moment, and encourage their classmates. We can use any of the breathing techniques that we have already learned to help us remain calm and focused while everyone is passing the marble. If the marble drops, we will cheer for the last person to have the marble and start over.

Activity 3 RAINBOW BREATHING:

Step 1: Instruct students to stand up and space out so that they have room to move their arms and not touch anyone else. Explain to them that we will take a moment to learn a breathing technique to help us focus and/or calm down. It's called Rainbow Breathing.

Step 2: Tell them the following: "Standing up tall with arms at your sides, lower your gaze to the floor and find a spot to focus on. Next, use your arms as the ends of a rainbow and as you inhale through your nose, lift your arms overhead slowly until they touch, hold your breath for a count of 3 and then lower your arms down as you slowly exhale through your mouth. Do this as a class a few times. Play soft melody music in the background to help facilitate a relaxing setting.

Activity 4 MINDFULNESS BRACELETS:

Step 1: Explain to students that they will make mindfulness bracelets. Have pipe cleaners and beads at each grouping or station. Instruct the students, using a pipe cleaner and a few beads as an example, how to make their bracelets. Explain to the class, that when they are feeling worried or anxious, they can use their bracelets to feel grounded and melt the stress away. Students can close their eyes and focus on one bead at a time, inhaling as they also think of a positive thought.

Step 2: Instruct students to add beads on a pipe cleaner to match colours of the rainbow (or any other pattern).

Questions related to the Labour Market and Employment Opportunities in New Brunswick:

1. For what kinds of jobs is mindfulness useful? (All jobs! Mindfulness helps us regulate our emotions, stay focused and work better with others so it is an important skill to learn and practice no matter what career or industry you work in.)
2. In New Brunswick, in what types of jobs can you work with others? (Most jobs have some interaction with others. Some careers are about providing services to others such as in retail and health care. Some jobs involve doing activities while working with coworkers such as in the trades or office support work.)

Additional Web Resources:

[Marble Roll Activity](#)

[Rainbow Breath - Learn To Raise Your Energy](#) | [Meditation For Kids](#) | [Breathing Exercises](#) | [GoNoodle](#)

[Rainbow Relaxation: Mindfulness for Children](#)

[Rainbow Breath Singalong - Breath Fun for Kids](#)

NB Curricular Outcomes**You and Your World K-2**

- K 1.7 communicate effectively, solve problems and demonstrate conflict-resolution skills.
- K 2.2 identify and explain types of activities that support a healthy lifestyle.
- K 3.2 use one or more of their senses to explore the characteristics of materials, noting how materials can be manipulated
- 1.3.1 understand, develop and maintain a healthy lifestyle
- 2.4.1 understand, develop and maintain a healthy lifestyle

Personal Wellness 3-5

- 3.2.2 demonstrate self-calming strategies to regulate emotional reactions
- 3.3.4 explore strategies to resolve conflict
- 4.2.2 identify strategies for regulating emotional reactions
- 4.3.4 apply strategies to resolve conflict.
- 5.2.1 identify sources and signs of stress as well as ways to manage it
- 5.3.4 describe strategies to deal with conflict across a variety of interpersonal relationships

NB Global Competencies

- Communication
- Collaboration
- Self-Awareness and Self-Management

Lesson Five

Overview

This lesson plan is designed for students to learn how to regulate their breathing when they become anxious or overwhelmed. In the first activity students will describe sounds they hear at the ocean. If you can, it is recommended you play a few minutes of the 4K virtual walk YouTube video below. After students have discussed sounds of the ocean, the instructor will teach 'Ocean Breathing'. The instructor can follow the script in the instructions or utilize the YouTube video attached at the bottom of this lesson plan. After learning how to focus on their breathing, students will complete a short yoga activity on YouTube, or the instructor can lead yoga.

What you'll need

- Shells or pictures of shells or other objects found by the ocean
- Ocean scenes/calming ocean music and speakers
- YouTube video 4K Virtual Walk - Tampa Bay - [Sandy Beach Beach Walk](#)



Instructions

Step 1: Tell students that we are going to learn a breathing technique called "Ocean Breath". Ask them if they know what the ocean sounds like. Play the virtual beach walk video on YouTube. Have them listen in silence, completely observing the sounds in the video. After listening carefully for a few minutes, ask them to name 3 different sounds that they heard.

Step 2: Next students will learn how to make the sound of the ocean. Ask students if they know how to "sigh". Demonstrate a sigh by breathing in deeply through your nose and breathing out through your mouth. Ask students to practice taking a deep breath in and "sigh" it out as if they are trying to fog up a window or a mirror. They can put their open palm in front of their face to feel the breath coming out as they sigh - as if they are breathing on a mirror. Ocean breath is the same as a sigh, but the trick is that you must keep your mouth closed. To do this, we can gently pinch our lips with our fingers to make duck lips as we exhale. Demonstrate breathing in and sighing out with your mouth closed by gently closing your mouth with your fingers.

Step 3: Next, have students close their eyes or lower their gaze and look to the floor. Instruct students to inhale through their nose and as they exhale, imagine that they are fogging up a mirror, but keeping their mouth closed. It may take a few tries, but students will eventually feel it in their throat, and it makes the sound of the ocean waves! Practice this a few times together so they can hear the ocean sounds in the class.

Step 4: Discuss with students that their breath can be used like the anchor on a boat on the ocean. "An anchor keeps the boat from floating away. Sometimes our thoughts carry us away. It is completely normal for our thoughts to wander as we are practicing our breathing. We can train our brain to focus better by paying attention to our ocean breath and so it becomes like an anchor; this helps so that we don't get lost in our thoughts. Our thoughts are like a boat floating on the ocean. When the boat starts to wander off (our thoughts), we can pay attention to the sound of our breath and the feeling in the back of our throat once again focusing on our breath (anchor) to stay in the present moment."

Step 5 Shell Mindfulness: Give each student a shell (or picture of a shell). Have them look at the shell and touch the shell and have them notice colours, shapes, movements, ridges, curves, and lines. Ask them to describe what shapes they see or feel. Remind them that by doing this activity they are focusing their mind and training their attention to stay on task in the present moment using their senses. They can do this for a few minutes and write them down if it is helpful.

Step 6: As a class, follow along and complete a "Mindfulness Ocean Yoga" video. Attached to this lesson are three recommended videos, although use other resources if you prefer.

Questions related to the Labour Market and Employment Opportunities in New Brunswick:

1. What kinds of career opportunities are there in New Brunswick for someone wanting to work with the Atlantic Ocean? (Fisherman, Seafood Preparer, Deckhand, Welder, Marine Biologist, Fish Farm Owner, etc.)
2. Why is it important to be calm when you are working in jobs with the Atlantic Ocean? (It is important to be safe while you are at work near the ocean and being calm and focused helps keep you safe.)

Additional Web Resources:

Ocean Breathing YouTube: [ocean breathing \(ujjayi for children!\) with shana meyersen of mini yogis yoga for kids](#) - YouTube
 Yoga Video (K-2) [Kids Yoga Adventure with Bari: "Down by the Ocean"](#)

Yoga Video (3-5) [6 Minute Yoga Routine for Kids - Underwater Adventure!](#) | Channel Mum

Yoga Video (3-5) [YOGA for Children - Aquatic Animals Yoga Poses](#) - Yoga Practice Tutorial

NB Curricular Outcomes

You and Your World (K-2)

- K 2.2 identify and explain types of activities that support a healthy lifestyle
- K 3.2 use one or more of their senses to explore the characteristics of materials, noting how materials can be manipulated
- 1.3.1 understand, develop and maintain a healthy lifestyle
- 2.4.1 understand, develop and maintain a healthy lifestyle

Personal Wellness (3-5)

- 3.1.2 describe personal habits that contribute to improved health
- 3.2.2 demonstrate self-calming strategies to regulate emotional reactions
- 3.3.4 apply strategies to resolve conflict
- 4.2.2 identify strategies for regulating emotional reactions
- 4.3.4 apply strategies to resolve conflict
- 5.2.2 demonstrate methods for regulating emotional reactions
- 5.3.4 describe strategies to deal with conflict across a variety of interpersonal relationships

NB Global Competencies

- Communication
- Self-Awareness and Self-Management

Lesson Six

Overview

In this lesson, students will learn about nature bathing and the positive effects the activity has on their nervous system and their overall mood. Students will go outside, take a nature walk and collect sticks, rocks, leaves, and flowers while on their walk. After the nature walk, instruct the students to create “nature art” with the objects collected. Students can use their gathered items to create works of art to remind them of their nature bathing experience. Students will be encouraged to write gratitude words, affirmations, or positive phrases on their “nature art”.

What you'll need

- Items from nature. (Sticks, leaves, rocks, flowers, sand)
- Glue, markers, paper.
- Relaxing music and speaker (optional)



Instructions

Step 1: Begin with a discussion about what it means to be mindful, and how to practice it. Move into a discussion about nature bathing, which involves going in nature and being present with the natural environment all around you. This allows you to “take a bath” in the serenity and soothing clean air of natural spaces. Taking a nature bath helps to focus your mind, helps you to be calm and can put you in a good mood!

Step 2: Next, take the students for a nature walk. If you have access to a wooded area, that is best. If not, a walking meditation can be done anywhere inside or outside. Nature bathing and mindful walking in nature are the same thing! If possible, have students collect pieces of nature such as, sticks, rocks, leaves, and flowers, while on their walk. Regardless of where you are taking your mindful walk, here are some things to remind students:

- Walk at a slow pace, noticing how your feet touch the surface you are walking on.
- Notice the feel of the surface below you.
- Notice which part of your foot first touches the surface below you. Is it your heel or your toe? Do not try to change anything, just notice it.
- Be aware of any sounds you may hear around you.
- Be aware of any smells that you notice.
- Notice any colours and shapes of things around you.
- You are simply observing, and not trying to change anything or judge anything.

Step 3: After the nature walk, instruct students to create “nature art” with the objects collected. Students can use their gathered sticks to create their own works of art to remind them of their nature bathing experience. If they have pieces of wood, sticks or rocks, they can use markers to write gratitude words, affirmations, or positive phrases of their choosing. Allow students time to reflect and come up with authentic words/phrases on their own as much as possible. Alternatively, students can use a variety of items from nature to make shapes, designs, scenes or letters and glue them on paper to make their own piece of art. Encourage students to feel free, creative, and expressive and allow them to be non-judgemental of their own artwork.

Questions related to the Labour Market and Employment Opportunities in New Brunswick:

1. Forests cover 85 percent of New Brunswick. What kinds of jobs are available in New Brunswick if you like to work in the woods or with nature? (Planting, farming, gardening, logging, operating tractors and other heavy equipment, geology, conservation, fisheries or wildlife officer, harvester, surveyor)
2. Being an artist is an occupation. What different kinds of artists are there? (Painters, sculptors, wood workers/carvers, graphics artists, sketch artists, interior decorators, mural artists, textile artists, cake decorators, etc.)

Additional Web Resources:

Article: [Walking Mindfulness Ideas](#)

YouTube: [Walking Mindfulness for Kids \(Cosmic Kids\)](#)

[Nature Bath Benefits](#)

NB Curricular Outcomes

You and Your World K-2

- K 1.7 communicate effectively, solve problems and demonstrate conflict-resolution skills.
- K 2.2 identify and explain types of activities that support a healthy lifestyle.
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- 1.3.1 understand, develop and maintain a healthy lifestyle
- 2.4.1 understand, develop and maintain a healthy lifestyle

Personal Wellness 3-5

- 3.2.2 demonstrate self-calming strategies to regulate emotional reactions
- 3.3.4 explore strategies to resolve conflict
- 4.2.2 identify strategies for regulating emotional reactions
- 4.3.4 apply strategies to resolve conflict.
- 5.2.1 identify sources and signs of stress as well as ways to manage it
- 5.3.4 describe strategies to deal with conflict across a variety of interpersonal relationships

NB Global Competencies

- Communication
- Self-Awareness and Self-Management
- Innovation, Creativity, and Entrepreneurship

Lesson Seven

Overview

In this lesson, students will explore a mindful breathing technique called “Slide Breath”, and they will create “worry stones”. Learning these techniques will help students calm down when they are feeling stressed or anxious. If time/location permits, have students collect their own stones from outside before the activity. If there is no access to stones nearby, the instructor can bring stones or clay to create stones.

What you'll need

- A slide on the playground. (optional)
- Rocks, or clump of clay (1 for each student)
- Song, “Happy” by Pharrell Williams
- Internet, computer, speakers

Instructions

Step 1: In the first activity, the instructor will teach students about slide breath. Have students close their eyes and visualize they are at the bottom of the steps of the playground slide. Some students may need to look at a photo to help them imagine this. Ask students to inhale as they imagine climbing up the ladder of the slide. Then, tell them to hold their breath briefly as they imagine sitting at the top. Younger students may want to act this out by moving their feet and hands and bending their knees as they imagine themselves climbing a slide. Finally, tell students to imagine that they are going down the slide VERY slowly as they gently exhale. Students may want to swoop their arms softly in the air as if they are following the curves of the slide with their slow exhale. Repeat a few times until the students are calm and ready to learn!

Step 2: Brainstorm and discuss with students some situations when they might want to use slide breathing. Ask them, “have there been situations on the playground when using this strategy would have been helpful? Why would it have helped?”

Step 3: After discussing slide breathing, ask students if they sometimes have worries that bother them; spend some time allowing them to share their stories. Next, explain to students that the worry stone can be used when they want to make themselves feel better just like the slide breathing helps them be calmer and more mindful. Instruct students to squeeze or rub the stone with their thumb and forefinger to help rub their worries away. Some people like to use a worry stone to remind them that they are loved and will write words or drawings on it to remind them of a special person or memory to make them feel better when they are down.

Step 4: Distribute the stones, or if you have an appropriate space and time, students can visit the playground and mindfully walk around the playground in search of the perfect stone. If they do so, ask them to move quietly about and pay attention to anything they see, smell, touch or hear as they find the perfect stone. Ask them to tell the class 3 things they noticed during their mindful walk. Alternatively, students can make their own worry stone. Use air-dry clay, roll into small balls and students push their thumb in it to make a little scoop shape. When it dries it can be painted and spray sealed for their own personalized worry stone. Tell the students that as they shape the clay, they should pay attention to anything they see, hear, smell or touch. Ask them to share what they notice.

Step 5: Read the “Worry Stone” poem aloud to the class:

“WORRY STONE”
I’m your little worry stone,
Please keep me close to you.
So when life gives you blues or troubles,
This is what you do.
Wrap your hand around me,
Give me a rub and say,
Be gone all worries and sadness,
For today will be a wonderful day!

Step 6: Explain to students that there are also breathing techniques that can help to lift their mood. The Breath of Joy is a great breathing exercise to do when you're feeling tired or sad. It lifts your mood, increases your heart rate and circulation, and gives you more energy. Follow along with this video: [Breath of Joy](#)

Step 7: End the lesson on a happy note and dance along or sing along to "[Happy](#)", [Happy by Pharrell Williams](#) OR the Minions version with lyrics [HAPPY - Pharrell Williams \(feat. Minions\)](#).

Questions related to the Labour Market and Employment Opportunities in New Brunswick:

1. What kinds of jobs are involved in making and building playgrounds? (Computer designers who sketch the designs, metal fabricators, mechanical engineers, painters, computer engineers, constructions workers, etc.)
2. What do the workers who assemble the playground equipment have to keep in mind to keep everyone safe? (Stay calm and focused and on task to ensure all the pieces are put together correctly, make sure the nuts and bolts are tightened, no sharp parts that someone can cut themselves, etc.)

Additional Web Resources:

[Making Worry and Feeling Stones - Quick and Easy Activity for Making Effective Coping Skills - YouTube](#)

NB Curricular Outcomes

You and Your World K-2

- K 1.7 communicate effectively, solve problems and demonstrate conflict-resolution skills.
- K 2.2 identify and explain types of activities that support a healthy lifestyle.
- K 3.2 use one or more of their senses to explore the characteristics of materials, noting how materials can be manipulated
- 1.3.1 understand, develop and maintain a healthy lifestyle
- 2.4.1 understand, develop and maintain a healthy lifestyle

Personal Wellness 3-5

- 3.2.2 demonstrate self-calming strategies to regulate emotional reactions
- 3.3.4 explore strategies to resolve conflict
- 4.2.2 identify strategies for regulating emotional reactions
- 4.3.4 apply strategies to resolve conflict.
- 5.2.1 identify sources and signs of stress as well as ways to manage it
- 5.3.4 describe strategies to deal with conflict across a variety of interpersonal relationships

NB Global Competencies

- Communication
- Collaboration
- Self-Awareness and Self-Management
- Innovation, Creativity, and Entrepreneurship

Lesson Eight

Overview

Students will learn a mindfulness breathing technique called five-finger star breathing. When students complete learning the technique, the teacher will facilitate a role-playing activity called “How a star is born”. In the last activity, students will create a craft, called a “Breathing Star” that will help them with their mindfulness breathing.

What you'll need

- File folders (one for each student)
- Scissors
- Marker
- Star pattern
- Flashlight



Instructions

Activity 1: Five-finger Star Breathing

Step 1: Tell students to hold up one hand and spread their fingers wide. Ask them to imagine that their hand is a 5-sided star. Say, “we are going to learn five-finger star breathing”. Tell them we will use the finger of the opposite hand to trace along the outside of our thumb and fingers. Instruct students to begin by placing the finger of the opposite hand at the bottom of the thumb and breathe in as you slide up your thumb. Pause at the top of the thumb and begin to breathe out as you slide down your thumb. Next breathe in as you slide up your second finger and breathe out as you slide down. Keep going until you have finished tracing your five fingers slowly. Breathing in as you trace up one side of a finger and breathing out as you trace down the other side of the finger.

Step 2: Discuss with the students about the experience. “Notice how you are feeling? Did you think of anything while you were doing the star breathing or were you able to stay mindful and concentrate on breathing and tracing your fingers? Are you calmer than when you started the breathing?”

Activity 2: How a star is born – role play

Step 1: Begin by asking students if they have ever looked up in the night sky and what they see. Tell students that the stars they see are just like our sun but farther away. When we see the stars in the sky at night they seem to twinkle because they are very hot, and their light must travel to us from far away.

Step 2: Students will role play how a star is born. Clear an open space in the classroom or do this activity outside in the schoolyard. Students should spread out to all areas of the space. Have the flashlight close by for step 4.

Step 3: When students are spread out start by telling students that they are tiny bits of dust particles and gas floating in space. Tell them to float gently and slowly around the room being mindful to avoid bumping into classmates. As students float about, call the name of the student standing closest to you and tell them that gravity is pulling you both together. Have the student stand right next to you to creating ‘a small ball of gas and dust particles’. Continue to float gently standing side by side as you slowly move closer to another student and call their name to join you. Once again gravity has pulled another student close to you. Your group, which represents a bigger ball of gas and dust, is growing larger. Continue floating around the room and gather up more students in your growing ball of gas and dust until every student has been pulled into the ball.

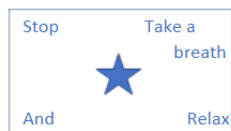
Step 4: Explain to students how stars form when the heat builds up inside the ball and the pressure increases. Have everyone squish together and let them know that “it is getting hot and the pressure is building”. At the right moment, turn on the flashlight and say, “A star is born!”. Instruct students that they can go back to their seats, and we will create our own star which we can use to cool down when things get heated, and we need to regulate our breathing.

Activity 3: Make a Breathing Star

Step 1: Students will each get a letter sized file folder. On the inside corners of the folder, students will write large the word S-T-A-R (one letter in each of the four corners). Next, instruct students to finish writing the phrase, “Stop, take a breath and relax”.

Step 2: Using scissors, make a small snip in the middle of the folder while it is folded. Next, students can draw or trace a star in the very middle of the folder. The little cut will be the star's mouth. Students may need assistance folding back the cardstock so that the mouth opens and closes when they open and close the file folder.

Step 3: Allow them to add personality to their stars by drawing features such as eyes, nose, shoes, buttons, glitter, etc. Tell them they can use this folder when they need a break to help them be mindful and calm. They can practice the breathing exercises they have learned while looking at the star, repeating the phrase "Stop Take a Breath and Relax" and breathing as they open and close the folder breathing along with the little star. Practice opening and closing the folder together while breathing in and out.



Questions related to the Labour Market and Employment Opportunities in New Brunswick:

1. What are some hobbies that people have related to the stars and space? (Astronomy, rocketry, photography, meteorite collecting, constellation gazing)
2. What kinds of jobs would be available in New Brunswick that would allow you to work with the stars and space? (Robotics, pyrotechnics, weather forecaster, meteorologist, climatologist, aeronautical engineer, astrophysicist, astronomer)

Additional Web Resources:

[Five Finger Breath](#)

[Star Breathing Mindful Minute](#)

[KIDS MEDITATION - FIVE FINGER BREATHING](#)

[Breathing - S.T.A.R. Folder](#)

NB Curricular Outcomes

You and Your World K-8

- K 1.7 communicate effectively, solve problems and demonstrate conflict-resolution skills.
- K 2.2 identify and explain types of activities that support a healthy lifestyle.
- K 3.2 use one or more of their senses to explore the characteristics of materials, noting how materials can be manipulated
- 1.3.1 understand, develop and maintain a healthy lifestyle
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Personal Wellness 3-5

- 3.2.2 demonstrate self-calming strategies to regulate emotional reactions
- 3.3.4 explore strategies to resolve conflict
- 4.2.2 identify strategies for regulating emotional reactions
- 4.3.4 apply strategies to resolve conflict.
- 5.2.1 identify sources and signs of stress as well as ways to manage it
- 5.3.4 describe strategies to deal with conflict across a variety of interpersonal relationships

Science 3-5

GCO 1: Students will develop the skills required for scientific and technological inquiries, for solving problems, for communicating scientific ideas and results, for working collaboratively, and for making informed decisions (scientific literacy).

NB Global Competencies

- Communication
- Collaboration
- Self-Awareness and Self-Management
- Critical Thinking and Problem Solving

Department of Education & Early Childhood
Development



The Power of Mindfulness

WHAT IS MINDFULNESS?

Mindfulness is a state of active, open attention on the present moment. When you're mindful, you observe your thoughts and feelings from a distance, without judging them as good or bad. Instead of letting your life pass you by, mindfulness means living in the moment and awakening to experience (Stressed Teens Program, 2012).

You can practice mindfulness in formal ways, such as doing yoga, and informal ways, such as incorporating mindfulness into your everyday activities.



FORMAL MINDFULNESS TIPS

- 1) **Establish your posture:** seated, standing, or lying down.
- 2) Decide on your point of **attention/concentration/anchor:**
 - Focus on your breath
 - Use a visual: candle, picture, etc.
 - Consider places of physical contact: hands, feet, sitting bones. etc.
 - Adopt an affirmation: I (in breath) Am (out breath) Here (in breath) Now (out breath)
 - Focus on a sound: music playing, sounds of nature, etc.
- 3) Keep **bringing your mind back** to your concentration point/anchor when you become distracted. Gradually allow your awareness to become more **open and expand**.

CONTENT

WHAT IS MINDFULNESS?

FORMAL MINDFULNESS TIPS

INFORMAL EVERYDAY
MINDFULNESS TIPS

MINDFULNESS IN YOUR
CLASSROOM

BREATHE



INFORMAL EVERYDAY MINDFULNESS TIPS:

- 1** Notice when you go into autopilot mode.
- 2** Become aware when you are dwelling on the past or are overwhelmed by the future. If so, take a “mindful moment” to breathe, reconnect, and come back to the present.
- 3** Bring the spirit of mindfulness into your everyday activities: personal hygiene, commuting, walking, eating (great way to maintain a healthy body composition), talking, listening, etc. (*Jen Rowett, 2014*).

MINDFULNESS IN YOUR CLASSROOM

- 1) Speak the language** – teach your students the definition of mindfulness. Mindfulness is paying full attention to the present moment. It means slowing down and noticing what you're doing. It's the opposite of rushing or multitasking.
- 2) Practice “mindful moments”** every day – during transition times or during specific parts of your day, allow the students to practice “mindful moments” for 1–2 minutes. Students need to practice how to be mindful like everyone else.
- 3) Don't be afraid to take a “mindful moment”** for yourself and vocalize the need to your students. Students will begin to respect other's “mindful time” if they see a teacher practicing and modeling mindfulness.
- 4) Use music or a peaceful scene on the Smart Board as a mindful signal or reminder.** Students LOVE music and choosing soothing, calming music throughout the day will allow students to feel less stressed and MINDFUL.
- 5) Introduce mindfulness to staff, families and parents** so that they can respect and support the practice in our schools and daily living.
- 6) Practice, practice, practice** – no one is “good” or “excels” at mindfulness which is why it is PERFECT for ALL students and supports inclusion policies.



40–60% of our thoughts are not in the present moment. We are constantly thinking about the future or the past.

Mindfulness helps us stay in the present moment and live life to the fullest.

Mental Fitness Cheat Sheet

Remember to make mental fitness a part of your personal and professional best practices.

Mental Fitness will positively influence health outcomes for our students, staff, communities, and future.

Keep this handout where you will see it every day. When you start incorporating mental fitness into your daily practice, it will eventually become natural and stress-free.

When developing your lesson plans or activities, try to include the four components of mental fitness:

COMPETENCY

- I have **strengths and gifts** that I recognize, my friends recognize, and my teachers recognize.
- When I use my **strengths** to meet my goals, I feel a sense of worth and accomplishment.

AUTONOMY

- I am respected by others in my school, and I am regarded as a **valuable member** of the school community.
- I am invited to **make choices** and contribute to decisions about things that are important to me and others.

RELATEDNESS

- I belong to, or feel part of, my school.
- I feel **included, encouraged, and supported** by my friends, teachers, and the school community.

RELEVANCE

- I am **invited and encouraged** to choose learning activities that I enjoy.
- I believe my **personal learning choices** will help me achieve a short-term or long-term goal.

Peterson & Morrison, 2011; Ferlazzo, 2017



Mental fitness is a state of psychological well-being derived from our thoughts and emotions and is based on our needs for relatedness, competency, and autonomy.

*Deci and Ryan
(Self-determination Theory)*