

MIDDLE SCHOOL YOGA & MINDFULNESS

Year 1 POSITIVE SELF-TALK & GRATITUDE



**CHALLENGE
TO CHANGE**
MINDFUL EDUCATION

WELCOME to our Yoga and Mindfulness Program!

We at Challenge to Change, Inc. are very proud to serve middle school students with our Yoga and Mindfulness Program. This program is designed to focus on students' social emotional growth, emotional regulation, and enhance overall feelings of self-esteem and well-being. This curriculum contains eight lessons, each designed with specific intention to connect to the body, strengthen the muscles of the mind, and increase compassion for self and others. These lessons are designed for 30-40 minute monthly sessions led by your certified Challenge to Change yoga teacher, through our Online Program, as well as licensing curriculum.

In addition to monthly yoga lessons, we also offer online resources through our Yoga and Mindfulness Portal. This resources offers access to videos, mindfulness techniques, additional lesson plans, and other resources to support implementation of yoga and mindfulness when a Challenge to Change instructor is not present.

Each of the eight lessons focuses on a meaningful, age appropriate concept for middle school students. The lessons each contain five parts of practice, which are:

- 1 • Seated Practice/Check-In**
- 2 • Movement**
- 3 • Heart of the Lesson**
- 4 • Guided Mindfulness**
- 5 • Close of Practice/Check-Out**

This curriculum guide contains examples of what these parts of practice look like, as well as detailed instructions for each of the eight lessons.

Connect with our Challenge to Change community by visiting our website (www.challengetochangeinc.com) our studio, connecting with us via social media, attending an event, and joining our online newsletter. To deepen your own understanding of yoga and mindfulness, or to enhance the content of this curriculum, join us through any of the following opportunities:

- Continuing Education courses
- 95 Hour Toddler, Kids, and Teen Yoga Teacher Training (various locations in Iowa)
- 200 Hour Adult Yoga Teacher Training (Dubuque & Marion)
- 300 Hour Adult Yoga Teacher Training (Dubuque & Marion)

Peace,

Molly Schreiber & The Team at Challenge to Change
www.challengetochangeinc.com

TABLE OF CONTENTS

Overview of the Program	1
Defining Mindfulness	3
LESSONS	
Lesson One: Introduction to Yoga, Self-Talk	4
Lesson Two: Positive Affirmations	9
Lesson Three: Self-Esteem	13
Lesson Four: Growth Mindset	17
Lesson Five: Focus	21
Lesson Six: Gratitude	25
Lesson Seven: Stress Management	29
Lesson Eight: Review/Culmination	33
PARTS OF PRACTICE	
Part 1 of Practice: Seated Practice & Examples	41
Part 2 of Practice: Movement & Examples	44
Part 3 of Practice: Heart of the Lesson & Poses	45
Part 4 of Practice: Guided Mindfulness Practice & Examples	53
Part 5 of Practice: Close of Practice & Examples	59
Tips for Educating Others about Yoga & Mindfulness	60
Research Study Results	61
SEL Competency Chart, Middle School Year 1	63
Yoga in the Schools: IC Map	63



PROGRAM OVERVIEW

What You Receive

- Three Teacher In-Services
 - An introductory in-service to kick off the program
 - In-service to explain the Yoga and Mindfulness Resource Center
 - Self-care in-service for all staff
- 8 Lessons September through May (including a culmination lesson at the end of the program)
- Unlimited access and assistance from a Challenge to Change staff member for live and online programming

Social-Emotional Learning & Concepts

An intentional and important piece of each middle school lesson is the inclusion of a social-emotional topic. These are talked about explicitly as well as integrated into the yoga practices. The discussion questions, yoga poses, optional journal reflections, and guided mindfulness scripts all complement and integrate the social-emotional concept. Throughout the eight lessons, social-emotional conversations build off previous concepts, eventually culminating in the eighth lesson, which reviews and circles back to all previous topics and ideas.

The middle school program was designed intentionally to build upon itself from one year to the next, including age-appropriate topics and discussions that are meant to enhance students' physical, emotional, and mental well-being.

Themes

YEAR 1 + SELF-AWARENESS

YEAR 2 + SELF-MANAGEMENT & REGULATION

YEAR 3 + EMPATHY & RELATIONSHIPS WITH OTHERS



OPTIONAL JOURNALS

Each lesson will have optional journal activities for participants. If you wish to use these optional activities there are physical and digital options for distribution. Additionally modifications can be made in the lessons to use journal activities with a blank piece of paper or other basic classroom materials. Please know that journals can be a great way to enhance student participation and is a wonderful option for different learning styles. If using journals, please note journals are designed to remain in students' classrooms or another safe and private space throughout the program,, and upon completion of the final lesson, participants may take them home.

NOTE if printing journals: There are two options for printing
Option A +

Schools or organizations print their own journals for each participant. Schools/organizations can utilize the most appropriate printing method for these journals based on cost, access, and number of participants. Challenge to Change, Inc. will provide the contact person digital, high-quality PDFs of the journal, as well as recommendations on how to have them printed.

Option B +

Staff from the school or participating organization communicates with us the number of journals needed, and Challenge to Change, Inc. prints journals (black & white or color) and invoices the participating school/organization for the number of copies and shipping (if applicable).



DEFINING MINDFULNESS



LESSON 1 • SELF-TALK

1 • Seated Practice: Introduction to Yoga, Check-In, & Counting Breath

- + Introduce yourself briefly and let students know you're looking forward to spending time with them each month doing yoga and exploring the practice. Ask students if they've heard of yoga before, and if anyone has practiced it. Reassure students that if it's their first time trying yoga, that it is a practice for everyone and that yoga isn't always about the poses.

“Before we begin our first practice, let's talk about expectations for each time we're together for yoga. The first expectation is to be respectful of those around you. What might I mean by this (take a few answers from students)? Being respectful during our yoga practice means we are not judging others, or ourselves, about what our bodies look like in each pose. It also means being supportive and encouraging of each other when someone chooses to share out loud or not. The second expectation of our time together is to try your best. Yoga may not be easy for you, and that is ok! All I expect is that you try your best and learn more about yourself along the way. The final expectation I have is for you to have fun!”

- + Tell students that each Seated Practice will introduce them to different breathing exercises. Explain how powerful the breath is and what it can do for them when they're aware of it (calm, focus, self-regulate, etc.)

“Today, we're going to practice what is called Counting Breath. It goes like this: sit tall and with eyes closed, breathe in for a count of three, and breathe out for a count of three. I'll do the counting aloud, and all you have to do is follow my lead. Let me demonstrate first.”

- + Demonstrate two full breaths sitting tall, eyes closed, and then ask students what they notice about your breath and your body (take a few responses, looking for answers like “your body was still,” “your breath was slow,” “you breathed only through your nose,” etc.).
- + Lead five Counting Breaths, inhaling to a count of three aloud, and exhaling to a count of three aloud. After you're complete, ask students to open their eyes. Let them know that they can practice this technique any time they want to feel calmer, more focused, or more relaxed.

After discussing expectations, ask for a thumbs up, a head nod, etc. to show that all students understand them.



2 • Movement: Sun Salutation to yoga teacher's song of choice (current/ appropriate song, under 4 minutes)

- + Ask students to stand up and find their yoga spot (if in a gym, make sure they spread out far enough from each other so no one is touching them; if in a classroom, make sure they are far enough away from desks/each other that they have space to move).
- + Before putting to music, teach Sun Salutation poses one at a time and have students practice them with you.
 - Mountain Pose, Forward Fold, Halfway Lift, Plank Pose, Upward Facing Dog, Downward Facing Dog
- + Bring students to Mountain Pose, hands at heart center. Once music has begun but before movement, ask students to think of one positive thought about themselves or someone else, bring thumbs to their forehead center, and seal that thought in. Bring hands back to heart and begin Sun Salutation.
- + Lead class through the Sun Salutation to song of choice, cueing breath and movement.

TIP: Take this first Sun Salutation slow to allow all students to feel successful.

TIP: If you need additional guidance, a video of the Sun Salutation can be found on the Yoga and Mindfulness Resource Center

3 • Heart of the Lesson: Check-In and Self-Talk

- + Option for Journal Use: Ask students to find a seat and take out a writing utensil (where they are or returning to desks, depending on the environment). Talk through expectations about how students should handle their journals, then pass them out. Students should write their names inside the front cover. Let them know these journals will not be read by anyone, even their classroom teacher or yoga teacher, and will be kept in a safe place in their classroom.
- + Option for No Journals: Hand out an Emotions Chart to each student or display an Emotions Chart somewhere in the room.
- + Let students know that at the beginning of each lesson, we'll complete what is called check-in, and that this is a chance to pay attention to where our mind and emotions are, and to increase our emotional vocabulary.
- + Direct students to the Emotions Chart either at the front of their journals, printed out, or displayed in the room and have them to choose a couple words that describe how they're feeling today.



“We just practiced some poses, but did you know that yoga is so much more than physical movement? Yoga can increase confidence, help us to focus, reduce stress, and even improve our mood! Yoga is also about how you think and feel. Sometimes, we forget to take a moment to pay attention to our thoughts or feelings. We get busy with school, friends, family, activities, and so much more.”

“I'd like to ask you a question: how many thoughts do you suppose you have per day (*Take a few answers*)? On average, you have over 50,000 thoughts per day. 90% of thoughts are habitual, meaning they are the same thoughts day after day after day. What is even more shocking is that 80% of those recurring thoughts are negative. We all tend to think this way, so know that there is nothing wrong with you! You, your best friend, your parents, your custodian, even the waiter at your favorite restaurant - we all fall easily into this negative thinking.”

“This is important: do you know what we tend to think most about? Ourselves. Thumbs up if you think most thoughts about ourselves are positive, and thumbs down if you think most thoughts about ourselves are negative (*give students a moment to show you their thumbs*). Those of you with your thumbs down are right: most of our thoughts and self-talk are negative.”

“Why is this important to talk about in yoga? Yoga is so much more than Downward Facing Dog! If someone else talked about you the way you talk to and think about yourself, would you want to be friends with them? Probably not! We are going to work to help our minds focus on positive self-talk today and the next time we meet.”

+ Ask students to open their journals to the Self-Talk lesson page or have students take out piece of paper.

+ Lead students through the Inner Best Friend & Inner Critic exercise.

“Your inner best friend is like a real best friend. It is the voice that tells you even though you made a mistake, you are still smart and capable. Your inner critic is the voice that criticizes what you do and tells you that you are never good enough. We all have an inner critic and inner best friend: you get to decide who gets the microphone in your mind. The next couple minutes are your reflection time. Think about and write what your inner best friend says to you and what your inner critic says to you.”

TIP: *Take this time to walk around and help students if questions come up - some may have a difficult time understanding the inner best friend/critic concept.*

TIP: *If time allows, you can ask students to share in pairs or as a large group what they wrote in the inner critic and inner best friend bubbles.*



4 • Guided Mindfulness: “Progressive Muscle Relaxation” (6:22) by Anne Funke, Julie Strittmatter and Daniel Zaccaro, <https://www.challengetochangeinc.com/>

- + Transition students to prepare for the Guided Mindfulness Practice.
- + Discuss what the Guided Mindfulness Practice will be like, and show students how you’ll expect them to lay, once again asking them what they notice (“you are still,” “your eyes are closed,” “you’re breathing quietly,” etc.). Ensure they know that they’ll be listening to a recording that will guide their thoughts and breath for a few minutes. Tell students that the goal of guided mindfulness is to feel calm, to practice bringing stillness to their bodies and minds.
- + Once the recording ends, calmly bring students out and up to a comfortable seat.

5 • Close of Practice: “I am Kind”

- + Ask students to bring one hand to their hearts. Ask them to listen to the Close of Practice mantra twice as you say it to them aloud and they say it in their minds. Twice, ask them to inhale together “I am” and exhale together “Kind.” Ask students to then bring hands together, and bow forward as the yoga teacher says, “You are Kind.”
- + Ask students to look at their emotions chart once more, and guide students through a one-minute check-out (*How am I feeling now?*).

TIP: *This first time, students may need some practice. You can have them keep eyes open so they can see and feel what the Close of Practice is like; in future lessons, ask them to close their eyes.*

MINDFUL MISSION: Post a positive statement, or affirmation, somewhere only you can see it. Practice saying this three times a day out loud or silently in your mind and notice how it makes you feel.



LESSON 1 • JOURNAL

»» SELF-TALK

1
lesson

HOW are you **CHECK-IN** How am I feeling today?
.....
CHECK-OUT How am I feeling now after yoga & mindfulness?
.....

DID YOU KNOW?
Yoga is way more than physical poses. It's also how you breathe, think, feel and act.

YOGA CAN...

- + Increase Confidence
- + Help You Focus
- + Improve Your Mood
- + Reduce Stress
- + Increase Strength & Flexibility

YOU HAVE OVER **50,000** THOUGHTS PER DAY

90% are thoughts you had the day before

80% are negative thoughts

inner critic



inner best friend

mindful mission

“ Post a positive statement or affirmation somewhere only you can see it. Practice saying this three times a day and notice how it makes you feel.

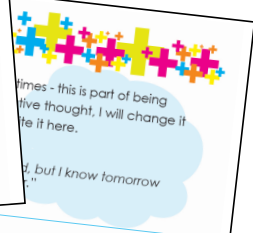
I am strong



Is my **self-talk** usually positive or negative? Do I like this or want it to change?



Reflection



LESSON 2 • POSITIVE AFFIRMATIONS

Materials Needed: Singing Bowl

1 • Seated Practice: Check-In & Mantra Breath

- + Guide students through a one-minute check-in using an Emotions Chart.
- + Depending on class size and if time allows, share with a partner, small group, or whole group discussion about check-in.
- + Preview the topic today and ask students if they've heard of mantras or positive affirmations before (*take a couple of answers*). If they haven't, explain to students that mantras are something you say to yourself, about yourself, that is positive. It usually begins with "I am" and ends with a positive word. We can use mantras to turn our self talk more positive, to boost our self confidence, or to start to say aloud a word or phrase we'd like to become.
- + Review and revisit Counting Breath from Lesson One. Ask a student to review it and remind the class how we practiced it. Connect to Counting Breath, since we are still inhaling/exhaling for a count of three, adding in words.
- + Teach Mantra Breath. Explain it once and demonstrate it twice. Close eyes, sit tall, and say aloud "I am kind" as you breathe in and out; then say "I am smart" as you breathe in and out. The expectation is that students simply say the words in their heads as you say the mantras below aloud.
- + Let students know they are going to take five breaths using mantras, and pay attention to how it feels. Ask them to find a comfortable seat, hands on knees or legs, and close their eyes or, if they prefer, look gently down at the floor in front of them.
 - Inhale "I am Kind," Exhale "I am Kind"
 - Inhale "I am Smart," Exhale "I am Smart"
 - Inhale "I am Strong," Exhale "I am Strong"
 - Inhale "I am Brave," Exhale "I am Brave"
- + Ask students to stay here for a moment and bring to mind their own word or mantra they'd like to repeat. After a couple moments, cue them into one final breath repeating their desired mantra silently.

TIP: *If students have a hard time thinking of a mantra or you see them opening eyes/looking around, feel free to have them repeat one previously said or, offer a couple ideas to the group briefly while their eyes remain closed (I am trying, I am confident, I am amazing, I am calm, I am important).*



2 • Movement: Sun Salutation to yoga teacher's song of choice (current/ appropriate song, under 4 minutes)

- + Bring students to Mountain Pose, hands at heart center. Once music has begun but before Movement, ask students to think of one positive thought about themselves or someone else, bring thumbs to their forehead center, and seal that thought in. Bring hands back to heart and begin Sun Salutation.
- + Lead class through the Sun Salutation to song of choice, cueing breath and movement appropriately.

3 • Heart of the Lesson: Positive Affirmations with Sun Salutation

- + Ask students to remain where they are after Movement. Explain that we'll go through the Sun Salutation poses again today to make sure they feel comfortable and will also practice using mantras as we move.
- + Remind students of the benefits of using affirmations and mantras in their daily lives and yoga practice - using affirmations can help create more positive self-talk and reduce negative self-talk, changing our pattern of thinking over time. They create more positive emotions, can lead to higher self-confidence/self-esteem, and help us believe in ourselves!
- + Demonstrate and have students practice each pose while you say it aloud. Together, practice each pose once, only you saying the mantra aloud and students saying it silently in their minds. Then, practice two more times through, as a call and response. (Example: You say aloud "I am Balanced," and ask them to repeat aloud "I am balanced," etc.)
 - Mountain Pose: "*I am Balanced*"
 - Plank Pose: "*I am Strong*"
 - Upward Facing Dog: "*I am Kind*"
 - Downward Facing Dog: "*I am Grounded*"
 - Forward Fold: "*I am Calm*"
- + Once you've gone through the Sun Salutations with affirmations, ask students to think of one mantra they want to practice in the future and when they might use this mantra. Allow students to share in pairs and/or as a large group.
- + **Option for Journal Use:** Ask students to open their journals to Lesson 2 and write down five of their own mantras in the space provided.

TIP: Give them examples, or show the mantra deck on a screen/projector, if students aren't sure where to start.



4 • Guided Mindfulness Practice: “Mantra” (4:58) by Anne Funke, Molly Schreiber, and Daniel Zaccaro, <https://www.challengetochangeinc.com/>

- + Transition students to prepare for Guided Mindfulness Practice.
- + Remind students that the goal of guided mindfulness is to feel calm, to practice bringing stillness to their bodies and minds, and to soak in all the learning their bodies and minds did today.
- + After the Guided Mindfulness Practice, calmly bring students out and up to a comfortable seat, eyes closed or a soft gaze toward the ground in front of them. If time allows, before sitting up, have them come to Ball Pose three times and then Supine Twist left and right.

5 • Close of Practice: “I am Brave”/Mantra with singing bowl

- + Bring students to a circle. Ask students to come up with their own affirmation that resonates with them. Go around in a circle allowing students to say their positive affirmation and ding the singing bowl (*demonstrate first*). After a student says their “I am” affirmation, ask everyone to respond looking at that student, “Yes, you are.”

TIP: *If the group is too big, split the room into two groups, partners, or ask for a handful of volunteers to do this.*

- + Ask students to bring one hand to their hearts. Ask them to listen to the Close of Practice mantra twice as you say it to them aloud and they say it in their minds. Twice, ask them to inhale together and think “I am” and exhale together and think “Brave.” Ask students to then bring hands together, and bow forward as the yoga teacher says, “You are Brave.”
- + Ask students to look at their emotions chart once more, and guide students through a one-minute check-out (*How am I feeling now?*).

MINDFUL MISSION: Ask someone at home to say a positive affirmation today about themselves.



LESSON 2 • JOURNAL

» POSITIVE AFFIRMATIONS

2
lesson

HOW are you?
CHECK-IN How am I feeling today?

CHECK-OUT How am I feeling now after yoga & mindfulness?



WHY SHOULD I PRACTICE POSITIVE AFFIRMATIONS?

- + They Can Be Motivating
- + They Can Boost Self-esteem
- + Long-term, They Can Change Patterns of Negative Thoughts & Feelings



mindful mission

“ Ask someone at home to say a positive affirmation about yourself today.”



+ What is it like for me when I'm around people who are positive thinking?

Reflection

+ We **CAN'T** choose what happens to us, but we **CAN** choose how we respond. What is one situation that I'd like to respond differently to this week?



LESSON 3 • SELF-ESTEEM

Materials Needed: Mudra Card Deck

1 • **Seated Practice:** Check-In & Mudras

- + Guide students through a one-minute check-in using an Emotions Chart.
- + Depending on class size and if time allows, share with a partner, small group, or a whole-group discussion about check-in.
- + Preview the topic today and ask students to define self-esteem in their own words (*ask for a few volunteers to answer*). Open up a conversation about what can cause self-esteem to go up or down. Let them know that the lesson today will focus on self-esteem and using positive language to describe ourselves.
- + Teach the three mudras:
 - Contemplation
 - You Are a Gift
 - Shine Your Light
- + Using the descriptions from each mudra card or your own, demonstrate each mudra once and talk about how to do it and what it can help them to express. After showing each mudra to the class, ask them all to try it, close their eyes, and take two or three breaths there. Ask them to open their eyes and shake that mudra out. Repeat this with all three mudras.
- + Demonstrate each mudra once as a review, and ask students to choose which one felt best for them today. Then, have them close their eyes, choose one mudra, and take five full breaths, guiding their inhales and exhales.

2 • **Movement:** Sun Salutation to yoga teacher's song of choice (*current/ appropriate song, under 4 minutes*)

- + Bring students to Mountain Pose, hands at heart center. Once music has begun but before Movement, ask students to think of one positive thought about themselves or someone else, bring thumbs to their forehead center, and seal that thought in. Bring hands back to heart and begin the Sun Salutation.



3 • Heart of the Lesson: Self-Esteem Warrior Flow

- + Optional Journal Use: After the Sun Salutations, ask students to get their journals out right away and open to Lesson 3. Direct them to the fill in the blank sentences (Things I like about myself...I am really happy when...etc.) and ask them to take a couple of minutes to fill in each sentence.

TIP: *Some students might not understand the word unique. Ask students how they would describe it to a friend and come up with a class definition.*

TIP: *Walk around and help students having hard time coming up with how to finish the positive sentences, ask them some questions to encourage them (Tell me about your favorite class, why do you like it? What do you like to do for fun? What would your parent/best friend say is your best quality?)*

- + Once students finish writing, move on to the next activity.
- + Start here if not using journals: Share with students information about emotional vocabulary.

“Can anyone guess how many words there are to describe emotions in the English language? Over 3,000! 50% of these words are negative emotion words, 20% are positive emotion words, and 30% are neutral (example - fine, ok, curious, etc.) Why do you suppose this is important when we talk about self-esteem (take a few answers)? It's important to be able to identify and recognize positive emotions and have words to describe them too, because this increases our self-esteem overall. When our self-esteem is healthy, we feel happier, we feel healthier, and we become the best version of ourselves.”

- + Explain to students we are going to practice Warrior poses and bring to mind the positive things about ourselves.
- + Teach them Warrior I, Warrior II, and Reverse Warrior. Demonstrate and teach each pose once, asking them to practice it with you on each side. Bring students back to Mountain Pose, and practice the following flow twice, asking them thinkg of the following in each pose:

Warrior I (Something I like about myself) - Warrior II (Something I am really good at) - Reverse Warrior (Something that makes me happy) - Warrior II (Something uniquely awesome about me) - Forward Fold - Mountain Pose - switch sides

TIP: *Give examples after each prompt (I am a good friend, I am a leader).*



- + Let students know that remembering all the awesome qualities they have can really help them boost their self-esteem if they are ever feeling down or that they are not good enough.
- + **Optional Strengths Activity:** Have students share different strengths, whether they have them or not. Share how strengths are important things to foster. Just like you would water a plant to help it grow we can take time to focus on our strengths to help them grow. In a garden if you water the weeds they grow; so focus on strengths not our weaknesses; where attention goes energy flows. This can also build our self-esteem.
- + Have students write their names vertically on a piece of paper. After each letter students will write a positive adjective to describe themselves starting with that letter.

4 • Guided Mindfulness: “You Are a Gift” (5:29) by Anne Funke and Daniel Zaccaro, <https://www.challengetochangeinc.com/>

- + Transition students to prepare for Guided Mindfulness Practice.
- + After the Guided Mindfulness Practice, calmly bring students out and up to a comfortable seat, eyes closed or a soft gaze toward the ground in front of them. If time allows, before sitting up, have them come to Ball Pose three times and then Supine Twist left and right.

5 • Close of Practice: “I am Enough”

- + Ask students to bring one hand to their hearts. Tell them to listen to the Close of Practice mantra twice as you say it to them aloud and they say it in their minds. Twice, ask them to inhale together and think “I am” and exhale together and think “Enough.” Ask students to then bring hands together, and bow forward as they yoga teacher says, “You are Enough.”
- + Ask students to look at their emotions chart once more, and guide students through a one-minute check-out (*How am I feeling now?*).

MINDFUL MISSION: Say something nice about yourself while looking in the mirror, and strike a power pose (*example: stand up tall, point to yourself, arms high above your head, etc.*)!



LESSON 3 • JOURNAL

»» SELF-ESTEEM

3
lesson

HOW are you?
CHECK-IN How am I feeling today?

CHECK-OUT How am I feeling now after yoga & mindfulness?

THINGS
I like about myself

I AM REALLY
good at

I AM REALLY
happy when

SOMETHING
unique about me is

TAKE A MOMENT and circle words from this list that you feel describe you.

- | | |
|------------------|-----------------|
| + leader | + determined |
| + trustworthy | + loving |
| + creative | + kind |
| + helpful | + patient |
| + problem solver | + good listener |
| + generous | + focused |
| + flexible | + responsible |
| + athletic | + funny |
| + disciplined | + independent |
| + intelligent | + mentor |
| + _____ | + _____ |
| + _____ | + _____ |
| + _____ | + _____ |
| + _____ | + _____ |

Add some of your own words!

mindful mission

“ Say something nice about yourself while looking in the mirror.”

I am awesome!

? What helped me to feel

+ When was a time I felt high self-esteem? What were thoughts I had about myself?



Reflection



LESSON 4 • GROWTH MINDSET

1 • **Seated Practice:** Check-In & Anchor Breath

- + Guide students through a one-minute check-in using an Emotions Chart.
- + Depending on class size and if time allows, share with a partner, small group, or a whole group discussion about check-in.

“How many of you have ever told yourself “I can’t do it?” (ask students to raise hands and notice responses). Chances are, that was your inner critic speaking to you and not your inner best friend.”

“Today, we are going to talk about what it means to have a growth mindset or a fixed mindset. These phrases often come up when we are facing a challenge or something uncomfortable or new. Just like an anchor on a ship holds it still when it is rocking in stormy seas, your breath can help keep you anchored and grounded during hard times. Today we are going to practice Anchor Breathing.”

- + Teach Anchor Breath, giving them the options to keep hands on their knees, low belly, heart, or one hand on belly/heart. Demonstrate one option first, taking two breaths. Ask students to close their eyes and guide them through all four options, taking one breath with each anchor. Then, keeping their eyes closed, ask them to choose which option felt best for them, place hands there, and take five full breaths that you guide them through.

2 • **Movement:** Sun Salutation to yoga teacher’s song of choice (current/ appropriate song, under 4 minutes)

- + Bring students to Mountain Pose, hands at heart center. Once music has begun but before movement, ask students to think of one positive thought about themselves or someone else, bring thumbs to their forehead center, and seal that thought in. Bring hands back to heart and begin Sun Salutation.
- + Lead class through the Sun Salutation to song of choice, cueing breath and movement appropriately.

TIP: *By this lesson, students may be able to take the Sun Salutations a little faster. You can also add to the Sun Salutation an extra twist, side bend, etc. to challenge their minds and bodies.*



3 • Heart of the Lesson: Growth Mindset

Bring students to a seat after Movement.

“Does anyone know the difference between a growth mindset and a fixed mindset (take a few answers)? If you are thinking with a fixed mindset, you believe that if you’re not good at something right now, you will never be good at it. That you can’t learn and grow and improve. Someone with a growth mindset believes in the power of “yet,” which means, you believe you can achieve it if you keep trying. An example would be “I can’t do this math problem yet, but if I keep practicing and working on it, I will be able to.” Or, “I can’t sing this difficult piece of music yet, but if I practice and take it slow, I will be able to.”

“The power of yet means that just because I cannot do it right now, does not mean I will never be able to do it. A growth mindset helps us remember that we have the ability to learn new skills, even if something is difficult right away. We won’t all become masters at everything we try, but we can improve and learn in a growth mindset.”

- + Ask students to stand back up and tell them we’ll practice using our growth mindset with some yoga poses. Review Warrior I, Warrior II, and Reverse Warrior.
- + Teach them Eagle Pose on both sides, reminding them to use their breath as an anchor if they wobble.
- + Put all four poses together, flowing. As you bring them in and out from one pose to the next, continue to remind them to practice using growth mindset if it feels challenging, unsteady, or if they fall.
- + Say the following phrases and have students practice Warrior II if they believe the statement is using a Fixed Mindset and Eagle Pose if they think the statement is using a growth mindset.
 - I can’t do this.
 - This is too hard.
 - I am always growing.
 - Mistakes help me learn.
 - This is too difficult.
 - I give up.
 - I failed but I’ll try again.
- + As you do this activity, connect it back to our conversation about positive/negative self-talk, affirmations, and self-esteem.



4 • Guided Mindfulness: “Growth Mindset” (5:37) by Anne Funke, Julie Strittmatter, and Daniel Zaccaro, <https://www.challengetochangeinc.com/>

- + Transition students to prepare for the Guided Mindfulness Practice.
- + Remind them why we do guided mindfulness (to feel calm, to practice bringing stillness to their bodies and minds, and to soak in all the learning their bodies and minds did today).
- + After the guided mindfulness practice, calmly bring students out and up to a comfortable seat, eyes closed or a soft gaze toward the ground in front of them. If time allows, before sitting up, have them come to Ball Pose three times and then Supine Twist left and right.

5 • Close of Practice: “I am Strong”

- + Ask students to bring one hand to their hearts. Ask them to listen to the Close of Practice mantra twice as you say it aloud and they say it in their minds. Twice, ask them to inhale together and think “I am,” and exhale together and think “Strong.” Ask students to then bring hands together and bow forward as the yoga teacher says “You are Strong.”
- + Ask students to look at their emotions chart once more, and guide students through a one-minute check-out (*How am I feeling now?*).

MINDFUL MISSION: Set a goal for something that you've always wanted to try but were afraid to fail. Take one action step that gets you closer to that goal. See what happens!



LESSON 4 • JOURNAL

»» GROWTH MINDSET

4
Lesson

HOW
are
you

CHECK-IN How am I feeling today?
.....
.....

CHECK-OUT How am I feeling now after
yoga & mindfulness?
.....
.....



A FIXED MINDSET SAYS...
I can't do this math problem.

A GROWTH MINDSET SAYS...
*I can't do this math problem **YET**.*

PRACTICE...
*I can't _____ **YET** but if
I _____ I will be able to.*

GROWTH Mindset

I can't do this.
This is too hard.
I am always growing.
Mistakes help me learn.

I give up.
This is too difficult.
I failed but I'll try again.

FIXED Mindset

Draw a line to match each phrase with the appropriate mindset.

mindful mission

“Set a goal for something that you've always wanted to try, but you were afraid to fail. See what happens!”



...ain a growth mindset. What
ercome challenges?

*What emotions might I feel if I had a growth mindset more of the time?

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

Reflection



LESSON 5 • FOCUS

1 • **Seated Practice:** Check-In & Magnet Breath

- + Guide students through a one-minute check-in using an Emotions Chart.
- + Depending on class size and if time allows, share with a partner, small group, or a whole group discussion about check-in.

“Today’s practice is all about focus (*Ask one or a few of the following opening questions, take a few answers from students*) What do you think of when you hear the word focus? When is it important to have the ability to focus? What are some things in your life that might make it difficult for you to focus? What does it feel like when you are focused? How about when you are not focused? Can you all think of a time when you needed to focus and it was difficult?”

“Our yoga and mindfulness practice today will help us to focus our minds on one task at a time. Sometimes, if we can bring our eyes to one still point, our mind can also feel still, even if there are other things going on. You all have such smart minds, and you have the power to decide how you want to use it.”

“We will practice finding stillness right now with magnet breathing. I want you to look at one still point in front of you that is still and keep your eyes glued there. Now, bring your hands in front of your chest and slightly forward. Notice how you can still see your hands out of your side eyes even while you are so focused on that one spot in front of you. This is your peripheral vision at work.”

- + Cue students how to do magnet breathing with eyes looking at one focal point. Repeat five times, inhaling as hands come apart, and exhaling as hands come together.

2 • **Movement:** Sun Salutation to yoga teacher’s song of choice (*current/ appropriate song, under 4 minutes*)

- + Bring students to Mountain Pose, hands at heart center. Once music has begun but before movement, ask students to think of one positive thought about themselves or someone else, bring thumbs to their forehead center, and seal that thought in. Bring hands back to heart and begin Sun Salutation.
- + Lead class through the Sun Salutation to song of choice, cueing breath and movement appropriately.

TIP: *By this lesson, students may be able to take the Sun Salutations a little faster. You can also add to the Sun Salutation an extra twist, side bend, etc. to challenge their minds and bodies.*



3 • Heart of the Lesson: Balance poses with the Power of YET

“Sometimes in yoga, we have a difficult time feeling steady, still, and focused in balance poses. Today, we’re going to practice some new poses that might challenge our balance using the tools we have: our breath, our body awareness, and our visual focal point. We will try each of these new poses three times, once focusing our gaze on a spot in front of us, once with our eyes looking up, and once with eyes closed.”

- + Teach the following balance poses. Try each pose once with eyes focused forward; then each pose again with gaze up (keep eyes forward in Crow Pose), and finally each pose with eyes closed.
 - Tree Pose
 - Extended Hand to Big Toe Pose
 - Crow Pose (*do not teach with gaze up*)

TIP: Throughout each pose variation, encourage students and remind them these are challenging poses. If they fall out or find them difficult to hold they can keep trying and return to their breath and their focal point.

TIP: Remind students of Growth Mindset - encourage them to keep them positive; remind students of the Power of Yet.

- + Facilitate a conversation around the thoughts they had while in challenging yoga poses.

“What were you thinking and feeling when you accomplished one of the poses? What were you thinking when you fell out of one of the poses?”

4 • Guided Mindfulness: “Focus” (6:23) by by Julie Strittmatter, Anne Funke, and Daniel Zaccaro, <https://www.challengetochangeinc.com/>

- + Transition students to prepare for the Guided Mindfulness Practice.
- + Remind them why we do guided mindfulness (to feel calm, to practice bringing stillness to their bodies and minds, and to soak in all the learning their bodies and minds did today).
- + After the guided mindfulness practice, calmly bring students out and up to a comfortable seat, eyes closed or a soft gaze toward the ground in front of them. If time allows, before sitting up, have them come to Ball Pose three times and then Supine Twist left and right.



5 • Close of Practice: “I am Focused”

- + Ask students to bring a hand to their heart. Tell them to listen to the Close of Practice mantra once as you say it to them aloud and they say it in their minds. Ask them to inhale in together, and repeat the Close of Practice mantra aloud together as they exhale, “I am Focused.” Once more, inhale together, and say the mantra aloud together, “I am Focused.”
- + Ask students to look at their emotions chart once more, and guide students through a one-minute check-out (*How am I feeling now?*).

MINDFUL MISSION: Try one or more of the following activities to help you focus before you complete a task.

- Counting Breath: inhale 1-2-3 exhale 3-2-1
 - Balance Poses
 - Magnet Breath
 - Write your favorite affirmation five times
 - Take a yoga nap
 - Sit in silence for two minutes
 - Walk a lap without the use of electronics or talking to anyone
-



LESSON 5 • JOURNAL

»» FOCUS

5
lesson

HOW
are
you

CHECK-IN How am I feeling today?

CHECK-OUT How am I feeling now after
yoga & mindfulness?

1+ Magnet Breath

2+ Counting Breath
Inhale 1--2--3
Exhale 3--2--1

3+ Balance Poses Using
a Focal Point

4+ Play a Memory Game

5+ Take a Yoga Nap

6+ Walk Without the Use of Electronics
or Talking With Anyone

7+ Sit in Silence for 2 Minutes

8+ Write Your Favorite Affirmation Five Times
I am Calm I am Smart
I am Strong I am Trying

FOCUSING TOOLS



TREE POSE



HAND TO BIG
TOE POSE



CROW POSE

What were your thoughts when...

you accomplished a pose

you fell out of a pose

Did you remember the **POWER OF YET?**

mindful mission

“Practice one of the focus tools
every day for one week!”

X	X	X	X	X	X



I use?

+ Which focusing tool is my favorite? And why?

Reflection



LESSON 6 • GRATITUDE

1 • **Seated Practice:** Check-In & Three Mudras

- + Guide students through a one-minute check-in using an Emotions Chart.
- + Depending on class size and if time allows, share with a partner, small group, or a whole group discussion about check-in.
- + Preview the topic today and ask students to define gratitude in their own words (ask for a few volunteers to answer). Open up a conversation about why gratitude is so important. Let them know that the lesson today will focus on self-esteem and using positive language to describe ourselves.
- + Teach the three mudras: Plug into the Earth; Lotus; All Things Beautiful
- + Using the descriptions on each mudra card or your own, demonstrate each mudra once and talk about how to do it and what it can help them to express. After showing each mudra to the class, ask them all to try it, close their eyes, and take two or three breaths there.
- + Ask students to close their eyes, choose one mudra, and take five full breaths, guiding their inhales and exhales.

2 • **Movement:** Sun Salutation to yoga teacher's song of choice (current/ appropriate song, under 4 minutes)

- + Bring students to Mountain Pose, hands at heart center. Once music has begun but before movement, ask students to think of one positive thought about themselves or someone else, bring thumbs to their forehead center, and seal that thought in. Bring hands back to heart and begin Sun Salutation.
- + Lead class through the Sun Salutation.

TIP: *By this lesson, students may be able to take the Sun Salutations a little faster. You can also add to the Sun Salutation an extra twist, side bend, etc. to challenge their minds and bodies.*



3 • Heart of the Lesson: Gratitude Rampage

- + Start by sharing information about the power of gratitude as you did in the introduction. The benefits include having more positive feelings and emotions, better sleep, expressing more kindness and empathy, and even having stronger immune systems (physical health benefits).
- + **Optional for Journal Use:** Ask students to open their journals, to Lesson 6 and take two minutes to write down ten things they are grateful for.
- + Lead the Gratitude Rampage activity, taking students through four rounds. The purpose of the Gratitude Rampage is to call to mind many things that we're grateful for. Ask students to share a couple of examples or write down a list on a piece of paper. Place students into pairs and explain each round of the rampage.
 - **Round 1:** Set a one-minute timer, going back and forth with partner using the list they created, if applicable.
 - **Round 2:** Set a one-minute timer going back and forth with a partner, no repeats of what they're grateful for (ex. If one student says their brother, the other person cannot say their own brother)
 - **Round 3:** Set a 30 second timer, switch partners, and go back and forth with things you are grateful for that are bigger than the room (or not even touchable)
 - **Round 4:** Set a 30 second timer and go back and forth with things you are grateful for that are smaller than the palm of your hand (or not even visible)
- + After the four rounds of the Gratitude Rampage, have a short discussion about how students feel after expressing gratitude, what was easy, what was difficult, and challenge them to continue expressing gratitude over the next month and notice how it feels for them and for others.

4 • Guided Mindfulness: "Metta Mindfulness" (5:13) by Anne Funke, Molly Schreiber, and Daniel Zaccaro, <https://www.challengetochangeinc.com/>

- + Transition students to prepare for the Guided Mindfulness Practice.
- + Remind them why we do guided mindfulness (to feel calm, to practice bringing stillness to their bodies and minds, and to soak in all the learning their bodies and minds did today).
- + After the Guided Mindfulness Practice, calmly bring students out and up to a comfortable seat, eyes closed or a soft gaze toward the ground in front of them. If time allows, before sitting up, have them come to Ball Pose three times and then Supine Twist left and right.



5 • Close of Practice: "I am Grateful"

- + Ask students to bring one hand to their hearts. Ask them to listen to the Close of Practice mantra twice as you say it aloud and they say it in their minds. Twice, ask them to inhale together and think "I am," and exhale together and think "Grateful." Ask students to then bring hands together and bow forward as the yoga teacher says "You are Grateful."
- + Ask students to look at their emotions chart once more, and guide students through a one-minute check-out (*How am I feeling now?*).

MINDFUL MISSION: Make a list of three things you are grateful for every day for the next month. Invite someone else to join you in this month's mission!



LESSON 6 • JOURNAL

»» GRATITUDE

6
Lesson

HOW are you?
CHECK-IN How am I feeling today?

CHECK-OUT How am I feeling now after yoga & mindfulness?

GRATITUDE IS

- + Being Thankful
- + Showing Appreciation
- + Returning Kindness
- + Focusing on the Good In Your Life



BENEFITS OF GRATITUDE

- + More positive thoughts + feelings
- + Better sleep
- + Stronger immune system
- + Better relationships
- + Improves self esteem



I am grateful for...

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

mindful mission

“ Make a list of 3 things you are grateful for every day for the next month. Invite someone else to join you in the month's mission!



ude. What are some creative and someone or something? and a picture, do something

+ How do I feel after today's lesson? How does it feel for me to express and share what I'm thankful for?



Reflection



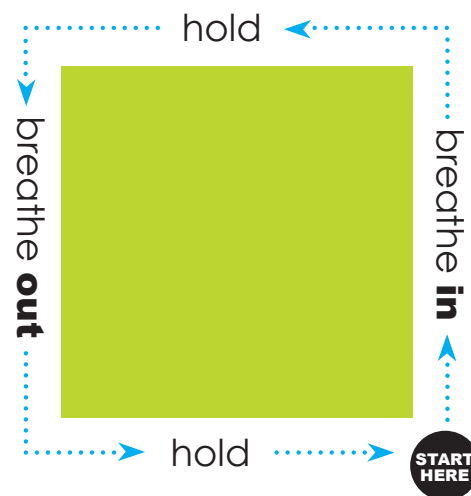
LESSON 7 • STRESS MANAGEMENT

1 • Seated Practice: Check-In & Square Breathing

- + Guide students through a one-minute check-in using an Emotions Chart.
- + Depending on class size and if time allows, share with a partner, small group, or a whole group discussion about check-in.
- + Show students a full (*disposable*) water bottle, hold it out in front of yourself and ask students what will happen if we held it a few minutes (*answer: nothing*); a few hours (*arm would hurt*); a whole day (*impossible...arm would be in a lot of pain from the weight*) - the weight of the water bottle didn't change, just the length to which we held it did. The water bottle is just like our stress; the longer we hold onto it the heavier it becomes. It can affect our thoughts, emotions, and even physical body.

“Today's practice focuses on stress management. We all have stress in our lives. It is absolutely normal to feel stressed, but it is also important to find healthy ways to manage this stress. One way we do this is through breath practices, which we practice every time. One great stress management technique is a breath practice called Square Breath.”

- + Teach Square Breath (Inhale 1-2-3, exhale 3-2-1, inhale 1-2-3, exhale, 3-2-1), and show students how they can trace a square or imagine a square as they breathe. Demonstrate the breath once or twice, then lead students in Square Breath four times.



2 • Movement: Sun Salutation to yoga teacher's song of choice (current/ appropriate song, under 4 minutes)

- + Bring students to Mountain Pose, hands at heart center. Once music has begun but before movement, ask students to think of one positive thought about themselves or someone else, bring thumbs to their forehead center, and seal that thought in. Bring hands back to heart and begin Sun Salutation.



- + Lead class through the Sun Salutation to song of choice, cueing breath and movement appropriately

3 • Heart of the Lesson: Stress Management

- + Select which Heart of the Lesson is most appropriate for the class.

Option A: Throw Away Your Stress

- + Ask students to take out a blank piece of paper, and write down something that is stressful for them right now on a piece of scrap paper. Ask students not to write their names on the piece of paper, and let them know it will be read by classmates.
- + Once everyone is finished writing, ask them to crumple their paper into a little ball, and throw it across the room to a designated area (*be clear where you want papers thrown*). Have students pick up a different piece of paper from the pile and read it. Then, write encouragement in response to the stressor, re-crumple the paper, and throw it again.
- + Collect all the papers and read the stress and responses aloud (*this allows for the adult to determine whether or not something written in inappropriate, unkind, or needs to be addressed*).
- + Ask students what did they learn about their classmates? How did it feel to throw your “stress” across the room?

TIP: Monitor this activity closely. If something is not encouraging, do not read that paper aloud. If anything written is cause of concern, discuss this directly with the students' teacher or responsible adult to determine if intervention is recommended.

Option B: Stress Inventory

- + Share with students how stress can show up in our bodies.
- + **Optional for Journal Use:** Ask student to complete the Stress Inventory activity either in Lesson 7 of their journals. Ask students where they feel physically feel stress? Have students use the picture of the figure in their journal to label where they feel stress in the body.
- + Have students pair up and come up with one example for how stress shows up for them physically, share this with the class. Share the following examples if students get stuck (headaches, heart beats fast, sweaty palms, dry mouth, stomach ache, etc.)



- + Teach students the following yoga poses that can help to feel calmer, less stressed, and more settled. Lead them through each pose.
 - Seated Forward Fold
 - Child's Pose
 - Butterfly Pose
 - Seated Twist
 - Legs Up the Wall or Waterfall Pose

4 • Guided Mindfulness: "Peaceful Stream" (5:21) by Anne Funke and Daniel Zaccaro, <https://www.challengetochangeinc.com/>

- + Transition students to prepare for Guided Mindfulness Practice.
- + Remind students that the goal of guided mindfulness is to feel calm, to practice bringing stillness to their bodies and minds, and to soak in all the learning their bodies and minds did today.
- + After the mindfulness practice, calmly bring students to a comfortable seat; eyes closed or a soft gaze toward the ground in front of them.

5 • Close of Practice: "I am Calm"

- + Ask students to bring one hand to their hearts. Ask them to listen to the Close of Practice mantra twice as you say it aloud and they say it in their minds. Twice, ask them to inhale together and think "I am," and exhale together and think "Calm." Ask students to then bring hands together and bow forward as the yoga teacher says "You are Calm."
- + Ask students to open their journals once more. Guide students through a one minute check-out.

MINDFUL MISSION: Use your awareness from stress inventory. When do you notice your body feeling stress. Practice taking 3 - 5 breaths, using a seated practice technique, or practicing some of the physical poses from today's lesson.



LESSON 7 • JOURNAL

STRESS MANAGEMENT

7
lesson

HOW are you?
CHECK-IN How am I feeling today?

CHECK-OUT How am I feeling now after yoga & mindfulness?



CALMING YOGA POSES



BUTTERFLY POSE



FORWARD FOLD



CHILD'S POSE



SEATED TWIST



LEGS UP THE WALL/
WATERFALL POSE

Stress Inventory



Use arrows to point to where you feel stress in your body.

- EXAMPLES:
- tight shoulders
 - scrunched face
 - clenched fists
 - sweaty palms
 - upset stomach
 - headache

What is stressful for me right now?

Why _____

3 healthy ways I can manage my stress
 1+ _____ 2+ _____ 3+ _____

mindful mission

“ Use your awareness from the stress inventory. Whenever you notice your body feeling stressed, practice taking 3-5 long breaths, or even a technique from our Seated Practices!

overwhelmed, I would like

+ Do I let my stress affect the people I care about around me? How?

Reflection



LESSON 8 • REVIEW/CULMINATION

Materials Needed: Yoga Beach Ball

1 • **Seated Practice:** Check in & Breath Review

- + Guide students through a one-minute check-in using an Emotions Chart.
- + Depending on class size and if time allows, share with a partner, small group, or a whole group discussion about check-in.
- + For this lesson, students get to choose a breath practice that feels best for them. Remind them that we have learned six different breath practices. Today, let them know you are going to set a timer for three minutes. During this time students will get to use whichever breath practice feels best.
- + Review and ask students to share which breath practices they remember. Make sure to review any that they may forget (*Counting Breath, Mantra Breath, Mudras, Anchor Breath, Magnet Breath, Square Breath*).
- + Set your timer for three minutes, and at around one minute remind them if their minds have wandered to come back to their breath.

2 • **Movement:** Culmination Flow (*yoga teacher's song of choice*)

“We have learned so many new poses this year, so let's put them all together. Don't worry if you forget the name of a pose or how to do it; we'll help each other!”

- + Bring students to Mountain Pose, hands at heart center. Ask students to think of one positive thought about themselves or someone else, bring thumbs to their forehead center, and seal that thought in. Bring hands back to heart and begin the Sun Salutation.
- + Teach the following sequence or something similar:
 - Sun Salutation A
 - Mountain Pose. Warrior I. Warrior II. Humble Warrior. Mountain Pose and switch sides
 - Tree Pose. Hand to Big Toe Pose. Eagle Pose. Mountain Pose and switch sides
 - Crow Pose. Child's Pose
 - Seated Forward Fold. Butterfly, Seated Twist both sides
 - Supine Ball Pose. Waterfall Pose. Supine Twist both sides



3 • Heart of the Lesson: Beach Ball Reflection and Share Out

- + After students complete the sequence, bring them into a large circle.
- + Students will play the Beach Ball Review Game. The yoga teacher will begin with a beach ball covered in questions, breath techniques, and yoga poses. He/she will throw it to a student; wherever that student's thumb lands, they will either answer the question, or practice the pose/breath technique along with the rest of the circle. They'll continue to pass the ball around the circle until each student has had a turn.

4 • Guided Mindfulness: "You Are Growing" (4:47) by Anne Funke and Daniel Zaccaro, <https://www.challengetochangeinc.com/mindfulness-in-the-middle-schools>

- + Transition students to prepare for the Guided Mindfulness Practice.
- + Once the recording ends, calmly bring students out of the guided mindfulness practice, and up to a comfortable seat, eyes closed or a soft gaze toward the ground in front of them.

5 • Close of Practice: "I am Abundant"

- + Ask students to bring one hand to their hearts. Ask them to listen to the Close of Practice mantra twice as you say it aloud and they say it in their minds. Twice, ask them to inhale together and think "I am," and exhale together and think "Abundant." Ask students to then bring hands together and bow forward as the yoga teacher says "You are Abundant."
- + Ask students to look at their emotions chart once more, and guide students through a one-minute check-out (*How am I feeling now?*).

MINDFUL MISSION:

- Keep a Gratitude Journal throughout the summer
 - Challenge yourself to practice yoga twice a week
 - Teach a family member or friend poses or breath practices you have learned
 - Find a yoga studio in town and try a full hour long class
-



LESSON 8 • JOURNAL

» REVIEW

8
lesson

HOW
are
you?

CHECK-IN How am I feeling today?

.....

CHECK-OUT How am I feeling now after
yoga & mindfulness?

.....

+ Something I learned about **yoga...**

.....

+ Something I learned about **myself...**

.....

+ Something that **challenged me...**

.....

+ Something I am **grateful for...**

.....



mindful mission

1 **KEEP** a gratitude
journal through
the summer.

2 **TEACH** a family
member or a friend a
yoga pose or breath
practice you learned.

3 **FIND** a yoga
studio and take
a full hour class.

Peace



... patterns after our yoga



+ Is there anything about our yoga and mindfulness lessons that I don't understand, or want to know more about?

.....

.....

.....

.....

.....

.....

.....

.....



PART 1 OF PRACTICE

PART 1+ SEATED PRACTICE & CHECK-IN

The goal of the Seated Practice is to help participants connect their bodies and their breath. These practices help to calm the nervous system, refocus the brain, and relax the body. Beginning with a seated practice helps to bring participants into the present moment and out of whatever happened right before and whatever will happen right after the yoga lesson. These practices are grounding, connecting, and centering.

In the Middle School Curriculum, we incorporate “check-in” at the beginning of each lesson. Participants are given the opportunity to take one minute to journal or think about the question “How am I feeling today?” By lesson four, they are also answering “Where might that feeling be coming from?” Check-in allows us as their instructors to gauge where students are on any given day, and it also allows the participants to practice self-awareness by identifying and naming emotions in a supported environment. The yoga teacher gives them strategies, tools, and support in how to check-in with themselves as part of the seated practice.

HOW are you

CHECK-IN How am I feeling today?
.....
.....

CHECK-OUT How am I feeling now after yoga & mindfulness?
.....
.....

Seated Practice Examples:

ANCHOR BREATH (Lesson 4) +

Anchor Breath invites students to connect to their bodies and their breath by placing both hands on a specific place on their bodies. One might place their hands on their thighs, low belly, heart, or one hand on their heart and the other on their belly. This allows students to feel connected to themselves and grounded.



COUNTING BREATH (Lesson 1) +

Ask students to sit tall and with eyes closed. Guide students to breathe in for a count of three, and breathe out for a count of three. Students will hear you count up 1-2-3 on the inhale, and count down 1-2-3 on the exhale. Cue five counting breaths, inhaling to a count of three aloud, and exhaling to a count of three aloud. After complete, ask students to open their eyes. Let them know that they can practice this technique any time they want to feel calmer, more focused, or more relaxed.



MAGNET BREATH (Lesson 5) +

Magnet Breath helps students to improve their focus and concentration. Ask students to look at one still point in front of them that is still and keep their eyes focused there. Ask students to bring hands in front of their chests and slightly forward. Let them know that their peripheral vision is at work when they can still see their hands. Cue students how to do Magnet Breathing with eyes looking at one focal point. Repeat five times, inhaling as hands come apart, and exhaling as hands come together.

MANTRA BREATH (Lesson 2) +

Mantra Breath offers the mind a positive affirmation and links it with the breath. Think of breathing for a count of three (inhale 1-2-3, exhale 1-2-3). Then, allow that same count to be replaced by a positive affirmation, beginning with the words "I am" and ending with a word or short phrase offered. Mantra Breath helps students quiet their minds, repeat positive messages to themselves, and practice positive self-talk to boost self-confidence.



MUDRAS (Lesson 3 and 6) +

Mudras are typically taught three at a time, allowing students to practice each once and then decide which feels best for them. Using the descriptions on mudra cards or your own, demonstrate each mudra once and talk about how to do it and what it can help them to express. After showing each mudra to the class, ask them all to try it, close their eyes, and take two or three breaths there. Cue them to open their eyes and shake that mudra out. Repeat this with all three mudras. Then, demonstrate each mudra once as a review, and ask students to choose which one felt best for them today. Ask them to close their eyes, choose one mudra, and take five full breaths, cueing their inhales and exhales.

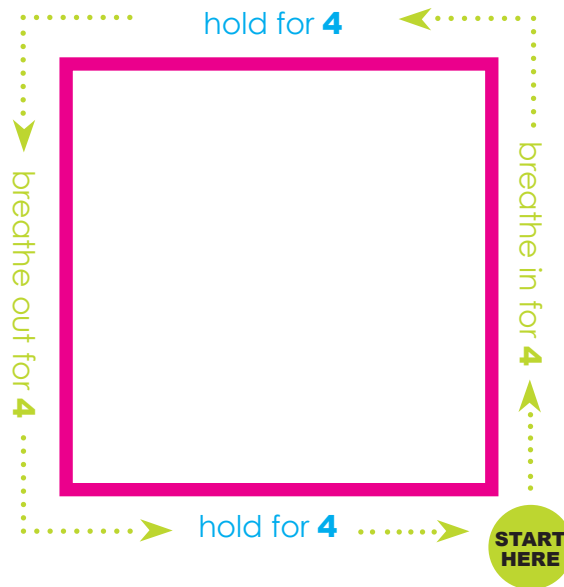
Lesson 3 • Contemplation, You Are a Gift, Shine Your Light

Lesson 6 • Plug into the Earth, Lotus, All Things Beautiful



SQUARE BREATH (Lesson 7) +

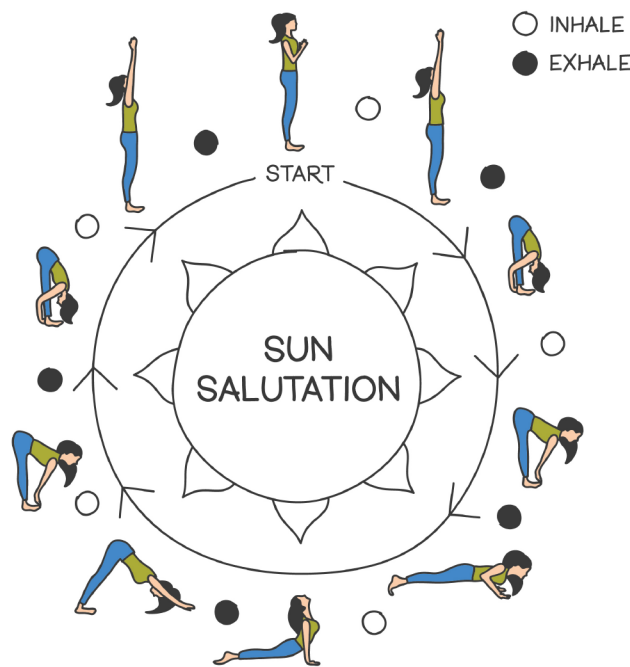
In Square Breath, students inhale to the count of 1-2-3-4, exhale to the count of 4-3-2-1, inhale again to 1-2-3-4, and exhale again to 4-3-2-1. Students can trace a square on a paper or desk in front of them, or imagine a square as they breathe. Demonstrate the breath to students once or twice as you trace an imaginary or drawn square, then lead students in Square Breath five times. This breath technique can have a calming and stress relieving effect when practiced.



PART 2 OF PRACTICE

PART 2+ MOVEMENT

During Movement, we often practice Sun Salutations. This is the physical practice of moving the body, mind, and breath together in a specific set of poses. It is important to bring these three elements together to be more present. Sun Salutations help to strengthen the body, increase flexibility, and increase blood circulation and flow. In middle school the yoga teacher present chooses an appropriate, current song to put these poses to music. Below are instructions and cues for teaching the Sun Salutation. Videos are also on the Yoga and Mindfulness Portal as examples.



- 1 • Hands at your heart center in Mountain Pose
- 2 • Inhale, reach your arms up
- 3 • Exhale into Forward Fold
- 4 • Stay in forward fold, knees bent, shaking the head yes and no
- 5 • Place hands down and step or jump back to Plank Pose (pull belly button in toward spine)
- 6 • Exhale, lower down, belly to the ground
- 7 • Inhale, lift up to Cobra Pose or Upward Facing Dog
- 8 • Exhale to Downward Facing Dog
- 9 • Walk your feet up and down, hold Downward Facing Dog and breathe
- 10 • Bend your knees, look in between your hands
- 11 • Step or jump to Forward Fold, hanging there for a moment
- 12 • Inhale, reach your arms up
- 13 • Exhale, your hands back to heart center in Mountain Pose

NOTE: Toward the middle of Year 1 lessons, the yoga teacher incorporates variations to the Sun Salutation flow through added twists, lunges, side stretches, etc. as students become more familiar and comfortable with the Sun Salutation.



PART 3 OF PRACTICE

PART 3+ HEART OF THE LESSON

This part of practice is the main focus of each lesson. This part of practice is different in each lesson. The heart explores the theme and social-emotional concept in depth, and gives students the opportunity to reflect, discuss, and/or journal about thoughts and ideas they have. Students practice different mindfulness techniques, learn new yoga poses, discuss with and support one another.

AFFIRMATIONS WITH SUN SALUTATION + {Lesson 2}

Affirmations are positive statements we say to ourselves, about ourselves, that help to build us up and boost our self-esteem. They usually begin with "I am" and are followed by a positive word or short phrase (example: I am Strong. I am Trying My Best. I am Calm)

Students will practice the poses of the Sun Salutation. Each pose has its own mantra

- Mountain Pose: I am Balanced
- Forward Fold: I am Calm
- Plank Pose: I am Strong
- Upward Facing Dog: I am Kind
- Downward Facing Dog: I am Grounded

Students will practice the Sun Salutation poses once as the teacher says these affirmations aloud in each pose. Then, students will have the opportunity to practice the sequence twice more, this time saying these affirmations aloud themselves.

After practicing the Sun Salutations with affirmations three times, students will open their journals to Lesson 2 and write five of their own affirmations that they believe about themselves, or need to repeat to themselves more often.



FOCUS ON BALANCE POSES + {Lesson 5}

Many adolescents struggle with their ability to focus. Students are learning to balance multiple responsibilities, exploring their strengths, and learning what is and is not important to them. This Heart of the Lesson challenges students in a variety of balancing poses, and allows them to practice focusing techniques they can use outside of their yoga practice.

Students will practice some new and challenging balance poses. Each pose will be taught with eyes open, gaze up, and eyes closed. Each variation will be optional for students based on what feels safe for them.

- Tree Pose
- Extended Hand to Big Toe Pose
- Crow Pose (not led with gaze up)

Students will practice these challenging poses a few times, and will be reminded of the power of “YET” - even if they aren’t able to stay in some of these poses for very long, with practice and focused breath, they’ll be able to improve each time they try.

After practicing the three new poses, students can open their journals to Lesson 5 or reflect as a class on their practice using the questions there. “What were you thinking and feeling when you accomplished one of the poses? What were you thinking when you fell out of one of the poses? Did you remember the power of YET?”



GRATITUDE RAMPAGE + {Lesson 6}

This Heart of the Lesson focuses on the benefits and power of expressing gratitude. This is done through an interactive activity called the Gratitude Rampage, which does not incorporate physical yoga poses.

Students will begin in their journals on Lesson 6 or thinking individually about what they are grateful for. After a brief discussion about why we practice gratitude, students will take two to three minutes to write up to ten things they are grateful for in their own life.

Once students are finished writing, they will partner up and complete three rounds of the Gratitude Rampage activity.

Round One: Set a one-minute timer, going back and forth with partner.

Round Two: Set a one-minute timer going back and forth with a partner, no repeats of what they're grateful for (ex. If one student says their brother, the other person cannot say their own brother)

Round Three: Set a 30 second timer, switch partners, and go back and forth with things you are grateful for that are bigger than the room

Round Four: Set a 30 second timer and go back and forth with things you are grateful for that are smaller than the palm of your hand (or not even visible)

After the Gratitude Rampage, have a short discussion about how students feel after expressing gratitude, what was easy, what was difficult, and challenge them to continue expressing gratitude over the next month and notice how it feels for them and for others.

THE POWER OF YET - EAGLE POSE + {Lesson 4}

Begin this Heart of the Lesson by guiding a conversation about the difference between a fixed mindset and a growth mindset. Give students examples of what someone in each mindset might say to themselves, what he/she might act like, etc.

Ask students to stand back up and review Warrior I, Warrior II, and Reverse Warrior.

Teach them Eagle Pose on both sides, reminding them to use their breath as an anchor if they wobble.

Put all four poses together, flowing. As you bring them in and out from one pose to the next, continue to remind them to practice using a growth mindset if it feels challenging, unsteady, or if they fall.



THROW AWAY YOUR STRESS + {Lesson 7}

Optional Materials Needed: Writing Utensil (markers ideal), Piece of Paper per Student

Option A: Throw Away Your Stress

- + Ask students to take out a blank piece of paper, and write down something that is stressful for them right now on a piece of scrap paper. Ask students not to write their names on the piece of paper, and let them know it will be read by classmates.
- + Once everyone is finished writing, ask them to crumple their paper into a little ball, and throw it across the room to a designated area (*be clear where you want papers thrown*). Have students pick up a different piece of paper from the pile and read it. Then, write encouragement in response to the stressor, re-crumple the paper, and throw it again.
- + Collect all the papers and read the stress and responses aloud (*this allows for the adult to determine whether or not something written is inappropriate, unkind, or needs to be addressed*).
- + Ask students what did they learn about their classmates? How did it feel to throw your “stress” across the room?

TIP: Monitor this activity closely. If something is not encouraging, do not read that paper aloud. If anything written is cause of concern, discuss this directly with the students' teacher or responsible adult to determine if intervention is recommended.

Option B: Stress Inventory

- + Share with students how stress can show up in our bodies.
- + **Optional for Journal Use:** Ask student to complete the Stress Inventory activity either in Lesson 7 of their journals. Ask students where they feel physically feel stress? Have students use the picture of the figure in their journal to label where they feel stress in the body.
- + Have students pair up and come up with one example for how stress shows up for them physically, share this with the class. Share the following examples if students get stuck (headaches, heart beats fast, sweaty palms, dry mouth, stomach ache, etc.)



SELF-ESTEEM WARRIOR FLOW + {Lesson 3}

Ask students to stand back up and tell them we'll practice using our growth mindset with some yoga poses. Review Warrior I, Warrior II, and Reverse Warrior.

Teach them Eagle Pose on both sides, reminding them to use their breath as an anchor if they wobble.

Put all four poses together, flowing. As you bring them in and out from one pose to the next, continue to remind them to practice using growth mindset if it feels challenging, unsteady, or if they fall.

Say the following phrases and have students practice Warrior II if they believe the statement is using a Fixed Mindset and Eagle Pose if they think the statement is using a growth mindset.

I can't do this.
This is too hard.
I am always growing.
Mistakes help me learn.
This is too difficult.
I give up.
I failed but I'll try again.

As you do this activity, connect it back to our conversation about positive/negative self-talk, affirmations, and self-esteem.

SELF-TALK, INNER CRITIC & INNER BEST FRIEND + {Lesson 1}

Materials Needed: Middle School Year One Journal or Inner Critic & Inner Best Friend Work Sheet, Writing Utensil or Expo Marker

In the first lesson, teach students about what self-talk is, and how it can either be positive (inner best friend) or negative (inner critic). Students will receive their journals in this Heart of the Lesson and use them for the first time.

Go through the benefits of yoga, as well as the benefits of positive self-talk.

Ask students to then take a few moments to write in their journals about what their own inner critic and inner best friend says to them sometimes.

If time allows, let students share their answers in pairs, small groups, or as a whole.



YOGA POSES



BUTTERFLY POSE



CHILD'S POSE



CROW POSE



DOWNWARD FACING DOG



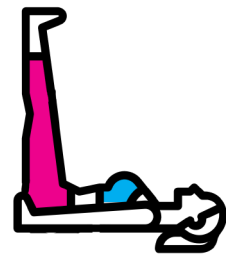
EAGLE POSE



FORWARD FOLD



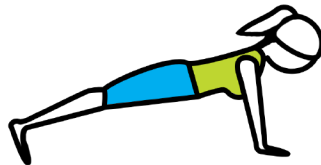
HALFWAY LIFT



LEGS UP THE WALL



MOUNTAIN POSE



PLANK POSE



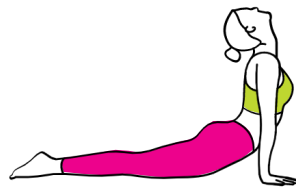
REVERSE WARRIOR



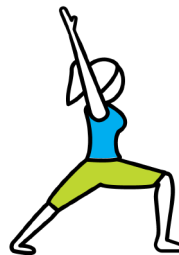
STANDING HAND TO BIG TOE POSE



TREE POSE



UPWARD FACING DOG



WARRIOR I



WARRIOR II



WARRIOR III



PART 4 OF PRACTICE

PART 4+ GUIDED MINDFULNESS PRACTICE

As students transition to the Guided Mindfulness practice, they're invited to lie on their backs in a restful position to fully relax and be still. Guided Mindfulness recordings are played that compliment the social-emotional concept from the lesson to help students feel calm, peaceful, and present. Students are welcome to find Crocodile Pose (on bellies) or remain seated if these positions feel safer for them. Eye pillows are often used as well to support a fully relaxed state. Our Guided Mindfulness Practice recordings are available in the Yoga and Mindfulness Portal, and can be found on any online streaming music platform in an album titled "Mindfulness for Middle School: Volume I."

Examples of Guided Mindfulness

LESSON 2 + Mantra Meditation

By: Molly Schreiber

Lie on your back and relax your body. Straighten your legs and allow your feet to fall open naturally. Rest your arms at your side or on your belly. Feel your shoulders and spine melt into the earth. Softly close your eyes.

Remember to come to your breath. Begin to take deep inhales and exhales in and out through your nose. Feel your body relax, your mind unwind, and your heartbeat slow.

Breathe in through your nose....and out. Breathe in.....and out.

(Pause)

Mantras are words you say over and over to yourself to help your thinking to become more positive. Mantras begin with the words "I am", and the third word is what you want to become.

There are so many wonderful mantras that can help us think positive. Today, we are going to go through several of these mantras. After you hear each mantra, repeat it in your mind quietly, or whisper it softly to yourself.

Are you ready?

(Pause)



I am safe.
I am grounded.

I am healthy.
I am strong.

I am enough.
I am courageous.

I am creative.
I am talented.

I am calm.
I am trying.

I am cooperative.
I am knowing.

I am friendly.
I am loving.

I am grateful.
I am joyful.

I am respectful.
I am kind.

I am honest.
I am positive.

I am smart.
I am responsible.

I am unique.
I am beautiful.

I am peaceful.
I am trustworthy.

I am powerful.
I am awesome.

(Long Pause)

Our brains are so powerful and amazing. But we can make them more powerful and amazing by telling our brains good stories. Our brains love mantras. The more often we tell our brains these good stories, the happier we become....the kinder we become. And then, we become the best version of ourselves.

(Pause)

Now pick a mantra that you really liked. Say it over and over in your brain. Keep saying it over and over until you hear the sound of the singing bowl telling you to come back to the present moment.



LESSON 3 + You Are A Gift Meditation

By: Anne Funke

Lay quietly and close your eyes. Breathe evenly and quiet your mind.

(Pause)

You are a gift. You are important, loved, and valued. Absolutely nothing can take away your worth. Many times, these words are difficult to believe about ourselves. When we make mistakes, say unkind things to people we care about, or are the ones who are hurt by words and actions. We second guess ourselves and our choices, and can feel like everyone and everything is better than we are.

(Pause)

This is simply not true. You have more kindness, love, and light inside you than you know. Your strengths...and gifts...and abilities...make you uniquely you, and that is something no one can take away. What you do, and think and feel, matters more than you'll ever know. Be kind to yourself. We are all just human, and that's good enough. All the things you think make you not enough, are exactly what's needed in this world. You are enough.

(Pause, reading next part slowly)

You are enough. You are worthy. You are valuable. You are important. You are precious. You are a gift. You are enough.

(Pause)

As you listen to these affirmations, which one might you need most today? Repeat that to yourself as you lay still and breathe. Maybe another word comes to mind that you're needing right now in this space. Repeat that to yourself as you lay still and breathe.

(Pause)

Start to bring your awareness back into the room, to your yoga practice today, and to the people in this room with you. How does it feel to know that all of us, right now, are repeating these powerful words to ourselves? We are each a gift and we are each so valuable and worthy. Start to make your way slowly out of this mindfulness practice by gently moving your body.

(Pause)

Be kind to yourself and to others as you continue throughout your day today and the rest of the week.



LESSON 4 + Growth Mindset Meditation

By: Julie Strittmatter

We are going to begin by taking 3 deep breaths for a count of 3

Take a deep breath in for 1-2-3

Let it all out 3-2-1

Breathe in 1-2-3

Breathe out 3-2-1

Breathe in 1-2-3

Breathe out 3-2-1

Feel your mind relax and the muscles in your body soften against the floor

Know that you are safe here

Know that when we relax, we allow our mental muscles to grow.

Growth Mindset means that you are working toward being the best possible version of yourself. We might not be there YET, but we are working on it. This means that we find growth through challenges. Sometimes taking a yoga nap is a challenge, your mind might start to think about other things, and your body might feel busy, just notice if those things happen. It is normal for us to shy away from things that are uncomfortable, painful, or hard. But you are facing your challenges! This mindfulness practice helps you to be the best version of yourself by strengthening your mental muscles! Relax and repeat these phrases in your mind as I say them outloud.

The best version of myself sees a challenge and instead of giving up, offers a positive affirmation, like “I am strong”

The best version of myself believes that I am capable of doing hard things even after I fail at it once, twice, or maybe even three times or more

The best version of myself is always growing and trying

The best version of myself asks for help when I do not understand or something is too challenging

The best version of myself is capable of doing the hard things that help me to grow

The best version of myself sees a challenge and instead of giving up, offers a positive affirmation, like “I am strong”

The best version of myself believes that I am capable of doing hard things even after I fail at it once, twice, or maybe even three times or more



The best version of myself is always growing and trying

The best version of myself asks for help when I do not understand or something is too challenging

The best version of myself is capable of doing the hard things that help me to grow

(Pause)

Think about a time that you struggled to learn to do something that you can do really wonderfully now! Maybe it was learning a new sport, trying something in English class, learning to cook something, riding a bike, or learning an instrument. Think about how hard it was to learn that in the beginning, and how you did not give up. Picture yourself in the beginning stages of learning. Picture yourself on one of those days when it was really challenging for you and you wanted to give up.

What could you say to yourself to encourage yourself to keep trying? What feelings did you have when you did not give up even though something was hard? Maybe you felt proud, accomplished, tired, or like there was happiness! Remember this the next time you are faced with something that is hard and you want to give up.

In order to be the best version of ourselves we need to believe that we are capable of it and worthy of it. Saying kind things about yourself helps you believe it to be true. This part is really important, whisper these phrases quietly to yourself after I say them outloud.

I am worthy of being treated kindly by myself and others

I am worthy of doing great things

I am worthy of being the best version of myself

Take a few moments to pause and notice how you feel

(Pause)

You have done an amazing job connecting your strong mind, relaxed body, and kind heart.



PART 5 OF PRACTICE

PART 5+ CLOSE OF PRACTICE

This final part of practice helps students bring their minds and bodies slowly and calmly back to the present moment. It also offers a positive mantra and affirmation as a closing message.

Each lesson ends with students listening to and silently repeating a positive affirmation that is connected to the concept from the Heart of the Lesson. These affirmations are repeated three times silently while students place hands at their heart.

After students complete the closing mantra, the yoga teacher once more leads students in a “check-out” activity. This is a brief opportunity for students to build awareness in whether or not they notice any physical, mental, or emotional changes from the beginning to the end of the yoga practice.



BENEFITS OF YOGA & MINDFUL EDUCATION

SUPPORTING STATISTICS AND DATA

Cite the Research...

ACADEMIC

- Better performance in academics (**Kauts and Sharma, 2009**)
- Improved test scores, increased participation in class, improvements on emotional response (**Siar, 2004**)

BEHAVIORAL

- Dramatic decreases in violence and aggression. One study saw a 93% decrease in hitting (**Marie, 2008**)
- A 4.5 hour exposure to yoga has been shown to result in a 93% decrease in aggressive behavior among 4th and 5th grade children (**Marie, 2008**)
- Reduction in maladaptive behaviors, including irritability, lethargy, social withdrawal, hyperactivity and noncompliance (**Koenig, 2012**)

EMOTIONAL

- Creates significant gains in emotional regulation (**Daly, Haden, Hagins, Papouchis, Ramirez, 2015**)
- Improves mood and decreases anxiety (**Streeter, 2010**)
- Decreases stress and increases self-control (**Matthew, 2008**)
- Reduces stress (**Brooks, 2007**)
- Children ages 6-17 who have had two or more ACEs but learned to stay calm and in control when faced with challenges are over three times more likely to be engaged in school compared to peers who have not learned these skills. (www.camhi.org)

PHYSICAL

- Regulates the nervous system by increasing the body's ability to respond to stress (**Streeter, 2012**)
- Increases parasympathetic activity, relaxation response & stress reduction (**Hagen & Nayer, 2014**)
- Builds strength, flexibility, and balance

Have a Plan...

- Be prepared to answer questions about yoga and religion
- Reassure you won't use Sanskrit or chanting
- Realize a principal's concern is going to be about missed instructional time
- Have a plan for a variety of implementation activities and time
- Reassure that the benefits of student relaxation and calm will allow for more effective instruction
- You don't have to do it on your own – use Challenge to Change resources

Give Them Resources...

- See QR Code



**CHALLENGE
TO CHANGE**



Social Emotional Competencies

Area 1: Self Awareness																	
Identifying Emotions					Accurate Self Perception												
SA.IE.1: Recognize one's emotions to others in a healthy way.	SA.IE.2: Identify emotional stressors.	SA.IE.3: Summarize how thoughts and emotions affect behavior.	SA.ASP.1: Identify how personal qualities and interests affect decision-making.	SA.ASP.2: Examine how personal emotional states contribute to or detract from the ability to problem solve.	SA.ASP.3: Categorize personal skills, strengths and interests the learner wants to develop.	SA.ASP.4: Select personal qualities and improvement that builds on strengths.	SA.ASP.5: Differentiate how personal qualities influences choices and success.	SA.ASP.6: Select priorities and build on strengths and identify areas for improvement.	SA.ASP.7: Discover the abilities needed to achieve high quality results and outcomes.	SA.SC.2: Examine conditions that influence confidence in oneself.	SA.SC.3: Critique his/her abilities that lead to high quality results and outcomes.						
Area 2: Self- Management																	
Impulse Control			Stress Management			Self Discipline & Self Motivation			Goal Setting	Organizational Skills							
SM.IC.1: Identify productive self-regulating strategies to process emotions and reframe thoughts and behaviors.	SM.IC.2: Demonstrate self-regulating strategies to manage emotions and reframe thoughts and behaviors.	SM.IC.3: Identify stressors that result in physical or emotional responses.	SM.SM.1: Identify healthy practices that can minimize response to stress and promote physical and mental wellness.	SM.SM.2: Demonstrate ability to delay immediate gratification.	SM.SDSM.1: Demonstrate ability to stay actively engaged and persist in activities.	SM.SDSM.2: Demonstrate ability to overcome obstacles by demonstrating perseverance.	SM.SDSM.3: Adapt for and overcome obstacles by demonstrating perseverance.	SM.SDSM.4: Demonstrate the ability to take initiative.	SM.SDSM.5: Demonstrate ability to work independently.	SM.GS.2: Identify internal and external resources necessary to overcome obstacles in meeting goals.	SM.OS.1: Manage materials, space, time and responsibilities effectively.						
Area 3: Social Awareness																	
Perspective Taking and Empathy					Appreciating Diversity and Respect for Others												
SoA.PT.1: Demonstrate awareness of other people's emotions, experiences and perspectives through a cross-cultural lens.	SoA.PT.2: Identify and interpret social cues for how others feel and respond constructively.	SoA.PT.3: Predict other's feelings and reactions.	SoA.PT.4: Recognize and validate another person's feelings and perspective.	SoA.ADR.1: Demonstrate an awareness of differences and respect for human dignity.	SoA.ADR.2: Identify contributions of various social and cultural groups.	SoA.ADR.3: Demonstrate willingness to integrate diverse points of view.	SoA.ADR.4: Demonstrate consideration for the feelings, wishes, rights, and traditions of others.	SoA.ADR.5: Work effectively with those who are similar and different from oneself.	SoA.CE.1: Recognize value/invest in the well-being of our society.	SoA.CE.2: Identify strategies to improve the community.	SoA.CE.4: Model active engagement in family, school, and community projects and events.						
Area 4: Relationship Skills																	
Communication			Social Engagement			Relationship Building			Teamwork								
RS.C.1: Interpret and infer how facial expressions, body language, gestures, and tone impact and influence interactions.	RS.C.2: Use facial expressions, body language, gestures, and tone to interact effectively with others in a variety of ways (e.g., writing, speaking, visuals, & tech).	RS.C.3: Attentively listen and respond to the needs, wants, and ideas of others.	RS.C.4: Deliver and receive compliments, feedback, and critique appropriately.	RS.C.5: Recognize impact of cell phone/texting or other forms on social interactions.	RS.SE.1: Initiate and engage in social interactions with peers and adults.	RS.SE.2: Analyze social situations and environments appropriately.	RS.SE.3: Recognize that the same behaviors for face-to-face interactions apply through social media.	RS.RB.1: Identify and demonstrate personal qualities that contribute to a healthy relationship.	RS.RB.2: Identify and apply strategies for building relationships that are safe, healthy, or positive.	RS.RB.3: Express interest and appreciation for others.	RS.RB.4: Create and maintain positive and safe relationships with adults and learners.	RS.RB.5: Demonstrate healthy skills for engagement in relationships when necessary.	RS.T.1: Demonstrate collaborative skills with others (listen, acknowledge opinions, compromise, reach consensus).	RS.T.2: Acknowledge others' diverse strengths and contributions to a group/team effort.	RS.T.3: Demonstrate collaborative skills with others (listen, acknowledge opinions, compromise, reach consensus).	RS.T.4: Acknowledge others' diverse strengths and contributions to a group/team effort.	RS.T.5: Demonstrate graciousness in listening and resolving.
Area 5: Responsible Decision Making																	
Identifying Problems			Analyzing Situations and Solving Problems			Evaluating and Reflecting			Ethical Responsibility								
RD.IP.1: Identify a variety of problems and decisions that affect learners' lives.	RD.IP.2: Define characteristics of safe and unsafe situations, including online safety.	RD.ASP.1: Generate multiple solutions for solving problems in a variety of situations.	RD.ASP.2: Consider the well-being of self and others when making decisions.	RD.ASP.3: Differentiate between situations where the learner can problem solve without assistance and situations that require assistance.	RD.ASP.4: Identify social and cultural norms affect decision making.	RD.ASP.5: Apply choice and accept responsibility for outcome.	RD.EB.1: Reflect on past decisions, apply learning to new situations.	RD.EB.2: Reflect on choices and decisions that possible impact on the future.	RD.EB.3: Reflect on choices and decisions that possible impact on the future.	RD.EB.4: Demonstrate respect, fairness and equity in actions that positively impact the greater good.	RD.EB.5: Accept ownership for actions.						

YEAR 1 + CURRICULUM COMPETENCIES

Lesson 1:	Part 1: Seated Practice	Part 2: Sun Salutation	Part 3: Heart of Lesson	Part 4: Guided Mindfulness	Part 5: Close of Practice	Other:
6-8:	SA.IE.2, SA.SC.2, SM.IC.1, SM.IC.2, SM.SM.2 SM.SDSM.1	SA.ASP.5, SA.ASP.6, SA.SC.1, SA.SC.2, SM.IC.2, SM.SM.2, SM.SDSM.1	SA.IE.1, SA.IE.2, SA.ASP.2, SA.SC.2, SM.IC.1, SM.IC.2, SM.SM.2, SM.SDSM, SM.SDSM.5, SoA.PT.1, SoA.ADR.1, RS.C.1, RS.C.2, RS.C.3, RS.SE.1, RS.RB.3, RS.RB.4, RS.T.1, RD.ERef.1	SA.IE.1, SA.IE.2, SM.IC.1, SM.IC.2, SM.SM.2, SM.SDSM.1	SA.SC.1, SM.IC.1	
Lesson 2:	Part 1: Seated Practice	Part 2: Sun Salutation	Part 3: Heart of Lesson	Part 4: Guided Mindfulness	Part 5: Close of Practice	Other:
6-8:	SA.IE.2, SA.SC.2, SM.IC.1, SM.IC.2, SM.SM.2 SM.SDSM.1, RS.C.4	SA.ASP.5, SA.ASP.6, SA.SC.1, SA.SC.2, SM.IC.2, SM.SM.2, SM.SDSM.1	SA.ASP.3, SA.ASP.4, SM.IC.1, SM.IC.2, SM.SM.2, SM.SDSM.1, SM.SDSM.5, RS.C.1, RS.C.2, RS.SE.1	SA.IE.1, SA.IE.2, SM.IC.1, SM.IC.2, SM.SM.2, SM.SDSM.1, RS.C.4	SA.SC.1, SM.IC.1	
Lesson 3:	Part 1: Seated Practice	Part 2: Sun Salutation	Part 3: Heart of Lesson	Part 4: Guided Mindfulness	Part 5: Close of Practice	Other:
6-8:	SA.IE.2, SA.SC.2, SM.IC.1, SM.IC.2, SM.SM.2 SM.SDSM.1	SA.ASP.5, SA.ASP.6, SA.SC.1, SA.SC.2, SM.IC.2, SM.SM.2, SM.SDSM.1, SoA.ADR.1	SA.IE.1, SA.ASP.1, SA.ASP.3, SA.ASP.5, SA.ASP.6, SA.SC.1, SA.SC.2, SA.SC.3, SM.IC.1, SM.IC.2, SM.SM.2, SM.SDSM.1, SM.SDSM.4, SoA.PT.1, SoA.PT.2, SoA.ADR.1, RS.C.3, RS.C.4, RS.SE.1, RS.RB.1, RS.RB.3, RS.T.1	SA.IE.1, SM.IC.1, SM.IC.2, SM.SM.2, SM.SDSM.1, RS.C.1	SA.SC.1, SM.IC.1	
Lesson 4:	Part 1: Seated Practice	Part 2: Sun Salutation	Part 3: Heart of Lesson	Part 4: Guided Mindfulness	Part 5: Close of Practice	Other:
6-8:	SA.IE.2, SA.SC.2, SM.IC.1, SM.IC.2, SM.SM.2, SM.SDSM.1	SA.ASP.5, SA.ASP.6, SA.SC.1, SA.SC.2, SM.IC.2, SM.SM.2, SM.SDSM.1, SoA.ADR.1	SA.IE.3, SA.ASP.2, SA.ASP.4, SA.SC.1, SA.SC.3, SM.IC.1, SM.IC.2, SM.SM.2, SM.SDSM.1, SM.SDSM.3, SM.GS.1, SoA.PT.1, SoA.ADR.1, RS.C.4, RS.SE.1, RD.ERef.2	SA.IE.1, SA.IE.2, SM.IC.1, SM.IC.2, SM.SM.2, SM.SDSM.1	SA.SC.1, SM.IC.1	
Lesson 5:	Part 1: Seated Practice	Part 2: Sun Salutation	Part 3: Heart of Lesson	Part 4: Guided Mindfulness	Part 5: Close of Practice	Other:
6-8:	SA.IE.2, SA.ASP.2, SM.IC.1, SM.IC.2, SM.SM.2, SM.SDSM.1	SA.ASP.5, SA.ASP.6, SA.SC.1, SA.SC.2, SM.IC.2, SM.SM.2, SM.SDSM.1, SoA.ADR.1	SA.IE.2, SA.IE.3, SA.ASP.2, SM.IC.1, SM.IC.2, SM.SM.2, SM.SDSM.1, RS.C.3, RS.SE.1	SA.IE.1, SA.IE.2, SM.IC.1, SM.IC.2, SM.SM.2, SM.SDSM.1	SA.SC.1, SM.IC.1	
Lesson 6:	Part 1: Seated Practice	Part 2: Sun Salutation	Part 3: Heart of Lesson	Part 4: Guided Mindfulness	Part 5: Close of Practice	Other:
6-8:	SA.IE.2, SA.ASP.2, SM.IC.1, SM.IC.2, SM.SM.2, SM.SDSM.1	SA.ASP.5, SA.ASP.6, SA.SC.1, SA.SC.2, SM.IC.2, SM.SM.2, SM.SDSM.1, SoA.ADR.1	SA.IE.1, SA.IE.3, SA.ASP.2, SA.ASP.7, SA.SC.3, SM.SM.2, SM.SDSM.1, SM.SDSM.4, SM.SDSM.5, SM.OS.1, SoA.PT.1, SoA.PT.2, SoA.PT.4, SoA.ADR.4, SoA.5, RS.C.1, RS.C.2, RS.C.3, RS.C.4, RS.SE.1, RS.RB.3, RS.RB.4, RS.T.1, RS.T.2	SA.IE.1, SA.IE.2, SM.IC.1, SM.IC.2, SM.SM.2, SM.SDSM.1	SA.SC.1, SM.IC.1	
Lesson 7:	Part 1: Seated Practice	Part 2: Sun Salutation	Part 3: Heart of Lesson	Part 4: Guided Mindfulness	Part 5: Close of Practice	Other:
6-8:	SA.IE.2, SA.SC.1, SM.IC.1, SM.IC.2, SM.SM.2, SM.SDSM.1	SA.ASP.5, SA.ASP.6, SA.SC.1, SA.SC.2, SM.IC.2, SM.SM.2, SM.SDSM.1, SoA.ADR.1	SA.IE.2, SA.IE.3, SA.ASP.2, SA.ASP.5, SM.SM.1, SM.SM.2, SM.SDSM.1, SoA.PT.1, SoA.ADR.4, SoA.ADR.5, RS.C.1, RS.C.3, RS.C.4, RS.SE.1, RS.SE.2, RS.RB.3, RS.RB.4, RS.RB.5, RS.T.1, RDM.ASSP.1, RD.ERef.1	SA.IE.1, SA.IE.2, SM.IC.1, SM.IC.2, SM.SM.2, SM.SDSM.1	SA.SC.1, SM.IC.1	
Lesson 8:	Part 1: Seated Practice	Part 2: Sun Salutation	Part 3: Heart of Lesson	Part 4: Guided Mindfulness	Part 5: Close of Practice	Other:
6-8:	SA.IE.2, SA.ASP.7, SA.SC.2, SA.SC.3, SM.IC.1, SM.IC.2	SA.ASP.5, SA.ASP.6, SA.SC.1, SA.SC.2, SM.IC.2, SM.SM.2, SM.SDSM.1, SoA.ADR.1	SA.IE.3, SA.ASP.4, SM.IC.2, SM.SM.2, SM.SDSM.2, SM.GS.1, SoA.PT.1, SoA.ADR.4, SoA.ADR.5, RS.C.1, RS.C.2, RS.C.3, RS.C.4, RS.SE.1, RS.SE.2, RS.RB.3, RS.RB.5, RS.T.1, RDM.ASSP.1, RDM.ERef.2	SA.IE.1, SA.IE.2, SM.IC.2, SM.SM.2, SM.SDSM.1	SA.SC.1, SM.IC.1	



YOGA IN THE SCHOOLS + IC MAP

Why we use yoga:

1. Self-Regulation Strategies
2. Activity Breaks
3. Calming, Focusing and Energizing – Breath work and mindfulness
4. Express Feelings

	Beginning	Implementing	Advanced
Philosophy	Teachers implement yoga and mindfulness because it is part of the building plan.	Teachers recognize the benefits of yoga and mindfulness for themselves and their students.	Teachers recognize the benefits of yoga and mindfulness for themselves and actively implements in and outside the classroom.
Self-Regulation	<p>Teachers direct and guide students through the process of self-regulation with breath work, yoga or mindfulness activities that they have taught them.</p> <p>Teacher has a safe spot in the classroom with mindful tools.</p> <p>Teacher has identified a safe spot in the room for the students.</p>	<p>Teachers prompt and question students through the process of self-regulation with breath work, yoga or mindfulness activities that they have taught them.</p> <p>Teacher prompts the students to use the safe spot in the classroom and mindful tools to self-regulate.</p> <p>Teacher has identified a safe spot and students need support and guidance for using it.</p>	<p>Students independently use breath work, yoga and mindfulness activities to identify and self-regulate thoughts, feelings and emotions.</p> <p>Students independently use the safe spot in the classroom and the mindful tools to self-regulate.</p> <p>Teacher has a clearly defined process and the students can independently use it.</p>
Mindful Movement	Uses the recording of the Sun Salutation as part of the morning meeting, gym class or indoor recess at least once a month.	Uses the recording of the Sun Salutation and other yoga sequences throughout the day as determined by the teacher	Confidently leads the Sun Salutation or other yoga sequences without guides or prompts throughout the day as the teacher determines the need for students to connect mind, body, breath.
Meditation/ Mindful activity	<p>Taped guided meditation with the lights out once a week.</p> <p>The teacher knows a limited number of techniques to use breath work for calming and focus. And only uses them in times that have been defined for them.</p>	<p>Taped guided meditation with the lights off that is purposely planned a to fit a student need or a curricular area.</p> <p>The teacher knows a limited number of techniques to use breath work for calming energizing and focus. The teacher knows and uses a variety of breath work for calming focusing and energizing without empowering the students to self-identify.</p> <p>Teacher uses resources to teach flip the script strategies and Gratitude practice to promote positive thinking.</p> <p>Teacher uses mantras to promote a growth mindset.</p>	<p>Brief or guided mindfulness activity based on assessment of students or student needs or as the need arises.</p> <p>The teacher uses and is familiar with different types of techniques of breath work. (Calming, Focusing and Energizing) And knows when to implement these practices into the classroom. The teacher also empowers or teaches students when to use a breath work techniques to calm, focus or energize based on the situation when and how they need it.</p> <p>Teacher uses flip the script strategies and gratitude practice independently to promote positive thinking.</p> <p>Teacher empowers students to use mantras to promote a growth mindset.</p>
Mudras	Uses videos and mudra cards to teach a limited number of mudras and uses them at morning meetings once a week.	<p>Teacher is beginning to feel comfortable with teaching mudras without using videos and cards.</p> <p>Throughout the week, teachers prompt students to use mudras to express feelings, thoughts or their understanding of the lesson.</p>	<p>Teachers are familiar and comfortable with using mudras to express feelings without cards or videos</p> <p>Teachers have supported and empowered students to use the mudras to express their emotions throughout the day.</p> <p>Throughout the day, the teacher prompts the students to use a mudra to express their understanding of the lesson. (Give me a mudra that shows me how you are feeling about what we just learned.)</p>



So you want to

change
the world...

what are
you waiting for?



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