

ELEMENTARY
YOGA & MINDFULNESS
PROGRAM *Year 1*



BY • Molly Schreiber, Amy Jenkins & Melissa Hyde

WELCOME to our Yoga and Mindfulness Program!

We at Challenge To Change, Inc. are very proud to share our Yoga and Mindfulness Curriculum with a broad audience. This curriculum manual contains detailed descriptions of each component of our lessons, seven complete lesson plans, a scripted culmination celebration, and tips for implementing yoga and mindfulness into various settings. The information in this manual can be used to accompany the Challenge to Change, Inc. live or online lessons, as well as help you implement our licensing curriculum. The information presented within this program and curriculum can also be enhanced through additional Challenge to Change, Inc. professional development in-services, continuing education courses, and the 95-Hour Yoga Teacher Training. Information about all these offerings can be found at **www.challengetochangeinc.com**.

This program is designed to be used over the course of eight months with one lesson delivered each month, but can be implemented in a number of other formats. Each monthly lesson covers the five parts of practice, including: Seated Practice, Movement, Heart of the Lesson, Guided Mindfulness Practice, and Close of Practice. Each lesson is similar in structure, but varies in content.

In addition to monthly yoga lessons, Challenge to Change, Inc. also offers online resources through our **Yoga and Mindfulness Portal**. This resource includes 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. The content is designed to be utilized by facilitators as teaching tools and brain breaks until they feel comfortable delivering the practices on their own.

Feel free to ask questions and check out our other resources by following us on social media or visiting our website: **www.challengetochangeinc.com**.

Peace,

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



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PROGRAM OVERVIEW

What you receive:

- + Three Teacher In-Services for live and online programming
 - Navigating Online Tools Staff Onboarding In-Service
 - Yoga and Mindfulness Tools to Set Your Student up for Success In-Service
 - Self-Care In-Service for All Staff
- + Monthly yoga lessons, September through April (including a culmination lesson at the end of the program)
- + Registration to the **Yoga and Mindfulness Portal** resource center from August to mid-June
- + Unlimited access to and assistance from a Challenge to Change, Inc. staff member for live and online programming
- + Our audio resources are available on any music streaming platform on the **“Mindfulness in the Schools”** album

PARTS OF PRACTICE

Part 1 + Seated Practice

Part 2 + Movement

Part 3 + Heart of the Lesson

Part 4 + Guided Mindfulness Practice

Part 5 + Close of Practice

DEFINING MINDFULNESS



LESSON 1 • SADIE LOVES YOGA

- + **Materials Needed:** *Sadie Loves Yoga* by Molly Schreiber and Mudra Card Deck
- + Instruction should begin in an area that is comfortable for group instruction. A classroom gathering location often works well. The student spots noted in this lesson will remain consistent throughout the rest of the year.
- + Begin by introducing yourself to the class and clarifying your expectations for your time together.

1 • **Seated Practice:** Mudras

- + Plug Into The Earth, We Are The World, Eagle
- + Because this is the students' first exposure to mudras, students will need an explanation of what the mudras are and how to do them.

“These are called mudras or “yoga for your fingers.” We use mudras to help us look inside of ourselves and gauge how we are feeling. When we close our eyes and breathe, we are able to slow our heart rates and relax our muscles. This helps us to be the best versions of ourselves.”

- + For every mudra, demonstrate and define the mudra. Then guide students to practice the mudra with their eyes closed for three deep breaths in and out through the nose. Shake out each mudra to clear that energy from the body before moving on to the next.
- + After the three mudras, encourage students to choose the one that feels best for their smart minds, kind hearts, and calm bodies. Guide the students to close their eyes and take three deep breaths in their chosen mudras. The effects of this mudra should be kept within the body, so have the students place hands on their hearts to seal their mudras in rather than shake them out. Explain that students will learn many new mudras and will soon be able to choose any mudra that best fits how they are feeling or want to feel.

2 • **Movement:** Sun Salutation to “Dance For The Sun” by Kira Willey

- + Ask students to stand up and each find a yoga spot, which will remain their yoga spot for the entire year. Make sure they spread out far enough from one another that they can put their arms out wide & in front of/behind them without touching anyone or anything.
- + This is the first time students will learn the Sun Salutation, so teach the poses one at a time. Follow the cues in the “Sun Salutation” section, or show a video from the **Yoga and Mindfulness Portal**. After the students have learned the yoga poses, add the song, “Dance For The Sun” by Kira Willey.

- + During the introduction to the song, have each student put their hands at heart center and think about someone or something they love very much. This prepares them for a “Love Woosh.” A Love Woosh is when you press your hands out in front of you and send lots of love and positive energy to someone or something you love very much while saying, “Woosh!” Time this with the introduction of the song, cuing your count to three and sending the Love Woosh before the lyrics start.
- + Using the song, do three rounds of the Sun Salutation poses.

3 • **Heart of the Lesson:** *Sadie Loves Yoga* by Molly Schreiber

- + Instruct students to return to the group spot.
- + Ask the students how many of them have practiced yoga before. Ask them what they know about yoga and mindfulness. Tell the students that we’re going to read, *Sadie Loves Yoga*, by Molly Schreiber. Explain that Miss Molly wrote this book to show what a person’s life might look like before and after learning yoga.
- + Read the book.
- + Discuss the fact that a lot of things didn’t go right in Sadie’s life. What did her life look like before and after she found the practice of yoga? Share with students that we hope they find some of the peace that Sadie found through the practice of yoga.

4 • **Guided Mindfulness Practice:** “Be” (3:12) by Abbey Dvorak, Molly Schreiber & Daniel Goldsmith, <https://www.challengegetochangeinc.com/mindfulness-in-the-elementary-schools>

- + Explain to the students what a guided mindfulness practice is. Talk about the use of eye pillows on the eyes or stomachs and establish rules. It is often helpful to use a student as a model for how the practice should look and sound. Explain that when the sound of the chime stops, it is their signal to begin to wiggle their fingers and toes. Once the procedure is explained, pass out eye pillows, have students move back to their yoga spots, and lie on their backs.
- + Play the song. When it is complete, ring a bell or chime to signify the end. Bring students carefully, calmly, and quietly back to a seated position.

TIP: *The eye pillows may be placed on the eyes or belly depending on each individual’s comfort level. If the eye pillow is on the belly, encourage participants to watch it rise and fall as they breathe.*

TIP: *Students love to be involved in passing out and picking up the eye pillows. Make sure if you do this to have a calm and clear system in place to keep track of who has had a turn. Ex. birthday month, students who were on their best behavior, busy students you know need a task to do, etc.*

5 • Close of Practice: “Sa Ta Na Ma”

- + After the students are seated, explain how to do “Sa Ta Na Ma”. Inform students that “Sa Ta Na Ma” means, “I am awesome.” Discuss how important it is to give encouragement to ourselves every day.
- + Raise both hands. Starting with the pointer finger, touch each fingertip to thumb, switching with each new syllable. Sa-Ta-Na-Ma.
- + Sing 3 times, whisper 3 times, think silently 3 times, whisper 3 times, sing 3 times, “I am awesome” 3 times.
- + Tell students that we end by bowing to each other to remind everyone how awesome each of us is. Bring hands to heart center, bow forth to each other, and say “Peace!”

LESSON 2 • YOGA POSE WORKSHOP

Materials Needed: Mudra Card Deck and *Optional:* Yoga Pose Card Deck

1 • Seated Practice: Mudras

+ Turtle In A Shell, I Need Some Space, Lotus Flower

2 • Movement: Sun Salutation to “Dance For The Sun” by Kira Willey

+ Review poses if needed. Do three sets of the Sun Salutation with the song.

TIP: *If this song doesn't seem to be resonating with upper elementary students, feel free to utilize “Here Comes the Sun” by the Beatles.*

3 • Heart of the Lesson: New Poses

+ Warrior I, Warrior II, Warrior III, Reverse Warrior, Tree Pose

“Sometimes we need to move our bodies in order to connect our body, mind, and breath. The best way to do that is through being mindful of how our body needs to move. This is also called mindfulness. Today I am going to teach you five of the yoga poses that you saw in the book, *Sadie Loves Yoga*. I hope that you can use these poses to help you when you need to be mindful about connecting to your body.”

+ Teach students all five poses and let them pick/do their favorite.

TIP: *You may wish to use pose cards to show a picture of the pose before teaching it.*

TIP: *Lead students in deep breaths in each pose to keep them engaged.*

4 • Guided Mindfulness Practice: “Floating on a Cloud” (4:12) by Molly Schreiber and Daniel Goldsmith, <https://www.challengechangeinc.com/mindfulness-in-the-elementary-schools>

+ Review expectations for voices and bodies within the yoga nap. Pass out eye pillows, move to yoga spots, and play the recording for the class. When the yoga story is over, ring the chime.

5 • Close of Practice: “Sa Ta Na Ma”

+ Calmly bring students back to a seated position.

+ Sing “Sa Ta Na Ma” together, giving the “blinking light” fingers option for the lowest grades and thumbs to each finger for 1st grade and above. Sing three times, whisper three times, think silently three times, whisper three times, and sing three times.

+ Bow forth and say, “Peace.”

LESSON 3 • I AM YOGA

Materials Needed: Mudra Card Deck

1 • Seated Practice: Mudras

+ Plug Into The Earth, Contemplation, Eagle

2 • Movement: Sun Salutation to “Dance For The Sun” by Kira Willey

3 • Heart of the Lesson: “I Am Yoga” by Emily Arrow

“Today we will begin by reviewing the yoga poses we learned in our last lesson: Warrior I, Warrior II, Warrior III, Reverse Warrior, and Tree Pose. Let's stand up so we can do these poses together.”

+ Take time to mindfully reteach the five poses. As you review, be sure to teach the following flows:

Tree → Warrior III (both sides)

Warrior I → Warrior II → Reverse Warrior (both sides)

+ Also teach the following motions to match the song's lyrics:

“I tell my wiggling body,” (*Wiggle fingers up by ears*)

“My thinking mind,” (*Tap fingers on temples*)

“My racing breath,” (*Place one hand on heart, the other on the belly*)

“That I'll be fine.” (*Hug shoulders and rock back & forth*)

“Because I am yoga.” (*Sweep hands up over head and then down to heart center*)

“I am yoga.” (*Repeat hands up over head and then to heart center two more times*)

“Breathe out, breathe in.” (*One hand on heart, one on belly with an exaggerated inhale & exhale*)

“When my world spins, spins...” (*Calmly spin in place while shaking hands*)

“My heart opens again.” (*Hands down at sides, palms open, face up toward ceiling*)

+ Once Motions are reviewed, practice all the poses with the song.

4 • Guided Mindfulness Practice: “Magic Carpet Ride” (5:46) by Melissa Hyde, Anne Funke, and Daniel Zaccaro, <https://www.challengetochangeinc.com/mindfulness-in-the-elementary-schools>

+ Follow the same yoga nap procedures as in previous lessons, then select the track from the “Mindfulness in the Elementary Schools” album.

5 • Close of Practice: “Sa Ta Na Ma”

+ Calmly bring students back to a seated position.

+ Sing “Sa Ta Na Ma” together, giving the “blinking light” fingers option for the lowest grades and thumbs to each finger for 1st grade and above. Sing three times, whisper three times, think silently three times, whisper three times, and sing three times.

+ Bring hands to heart center, bow forth to each other, and say “Peace!”

LESSON 4 • TWO MINDFULNESS PRACTICES

Materials Needed: Mudra Card Deck

1 • **Seated Practice:** Mudras

+ Heart Full of Love, Clearing, Knowledge

2 • **Movement:** Sun Salutations to “Dance For The Sun” by Kira Willey and “I Am Yoga” by Emily Arrow.

TIP: *You may need to review the poses with students prior to doing them with the song.*

3 • **Heart of the Lesson:** Two Mindfulness Practices

“Now that we have moved our bodies to connect our minds to our bodies and breath, we are going to talk about some ways we can use our breath and our body to help us calm down whenever needed. Put your hand on your heart. Do you feel the heartbeat in your chest? Close your eyes and feel it. That heartbeat can be controlled by your smart mind, kind heart, and calm body. Did you know that? Today I am going to teach you two ways to help calm your heartbeat when you feel your mind, heart, or body get unbalanced. You can use these practices anytime that you feel your heart beating too fast, when you feel yourself getting angry or frustrated, or even when you get too excited.”

+ Explain and show each technique, then have students practice them both with you.

+ **Using a mantra: “I Am Calm”**

“A mantra is what you want to become. It starts with the words, “I am,” and the third word is something positive that you feel about yourself or would like to become. An example of this would be when we say, “Sa Ta Na Ma,” because we are saying, “I am awesome.” What you say you are, you can become, so be sure to tell yourself positive things. Today we are going to do that by patting our hearts as we say, “I am calm,” five times. Watch me, then we’ll do it together.”

+ **“Let Peace Begin With Me”**

“Place hands in an open Lotus Flower Mudra. For every word place one finger together to close the flower, alternating: pinky, thumb, ring, pointer, center. During the next repetition of the words, remove fingers in the opposite direction: center, pointer, ring, thumb, pinky.” Demonstrate for students, then ask them to join you.

+ For younger students, options include: placing fingers together and separating them in finger order, or tapping all fingers together as “blinkers.”

+ Repeat five times so students end with hands together at heart center.

4 • Guided Mindfulness Practice: “Letting Go” (5:45) by Molly Schreiber and Daniel Goldsmith, <https://www.challengetochangeinc.com/mindfulness-in-the-elementary-schools> or “Just Be” (4:18) by Kira Willey for younger students

5 • Close of Practice: “Sa Ta Na Ma”

- + Calmly bring students back to a seated position.
- + Sing “Sa Ta Na Ma” together, giving the “blinking light” fingers option for the lowest grades and thumbs to each finger for 1st grade and above. Sing three times, whisper three times, think silently three times, whisper three times, and sing three times.
- + Bring hands to heart center, bow forth to each other, and say “Peace!”

LESSON 5 • TWO CALMING BREATH PRACTICES

Materials Needed: Mudra Card Deck

1 • Seated Practice: Mudras

+ Okay, Yin Yang, Lotus Flower

2 • Movement: Sun Salutations to “Dance For The Sun” by Kira Willey and “I Am Yoga” by Emily Arrow

TIP: *If you find yourself running short on time, choose one song for movement.*

3 • Heart of the Lesson: Two Calming Breath Practices

“Last time we were together we practiced two ways to connect our smart minds to our kind hearts in order to calm our bodies (*Mantras & Let Peace Begin With Me*). How many of you remember these two practices? Did you use them since we met last time? How did you use them? Let’s revisit these two types of mindfulness practices.”

+ Review *Mantras & Let Peace Begin With Me*.

“Today I am going to show you two more mindfulness techniques that you can use to help your smart mind connect to your kind heart and calm your body. These two mindfulness practices are called Finger Tracing and Flower Breath. I am going to teach you both and then let you decide which one you like best.”

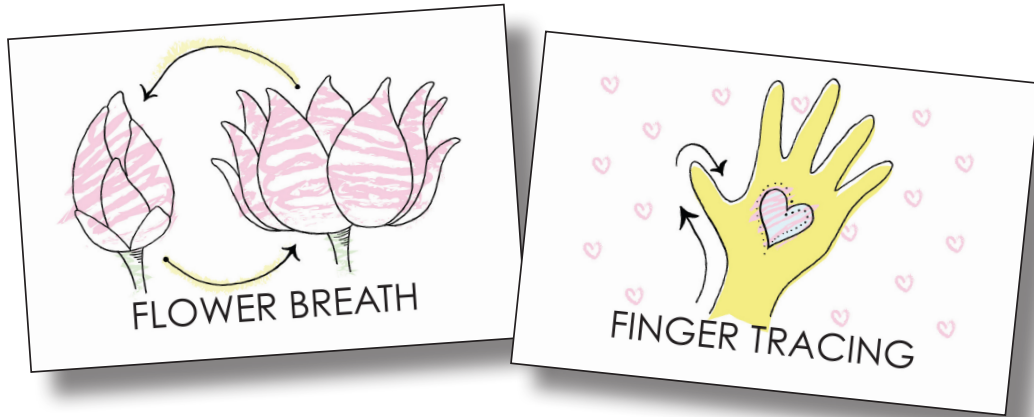
“Finger Tracing is very simple to do and can be done anywhere you need it. No one even has to know you are doing it! Simply hold up the hand you don’t write with in front of you. Use your other pointer finger to trace your hand. Begin at the base of your thumb and breathe in through your nose as you trace up. Then breathe out as you trace down the inside of your thumb. Continue tracing all your fingers this way until you come to your pinky.”

+ Discuss either looking at their hands or closing their eyes while engaged in this breath practice. Additionally, encourage students to breathe slowly and repeat the process until they feel calm.

“The second type of breathwork we are going to learn is called Flower Breath. This practice is done using the Lotus Flower Mudra. Bring your hands under your chin in a closed lotus with all your fingers touching, like a closed lotus flower bud. As you inhale, open your fingers to let your lotus bloom and breathe in deeply to smell its beautiful flower scent. As you exhale, allow your flower to close. Inhale again to smell your lotus’s lovely aroma, and then exhale to let it close. Close your eyes or keep your gaze on your flower as we repeat this three more times.”

“Now you decide which breath felt the best for you and try it!”

+ Give the students a minute to practice their choice of breath.



4 • Guided Mindfulness Practice: “Hot Air Balloon” (5:36) by Melissa Hyde, Anne Funke, and Daniel Zaccaro, o: <https://www.challengechangeinc.com/mindfulness-in-the-elementary-schools>

5 • Close of Practice: “Let Peace Begin With Me”

- + Calmly bring students back to a seated position.
- + Practice “Let Peace Begin With Me” together, giving the “blinking light” fingers option to the lowest grades, one finger at a time to First and Second grade, and the alternating finger option to third and above (see *instructions in the “Close of Practice” section*). Say five times, ending with hands at heart center.
- + Bring hands to heart center, bow forth to each other, and say “Peace!”

LESSON 6 • METTA MINDFULNESS

Materials Needed: Mudra Card Deck

1 • Seated Practice: Mudras

+ Air, Fish, Brilliant

2 • Movement: Sun Salutations to “Dance For The Sun” by Kira Willey and “I Am Yoga” by Emily Arrow

TIP: *If you find yourself running short on time, choose one song for movement.*

3 • Heart of the Lesson: Metta Mindfulness

“Now that we have moved our bodies and connected our minds to our body and breath, we are going to talk about some ways we can help spread love and kindness to the world around us. When we do this, we make the world around us a better place. This is called *Metta*.”

“The practice itself is quite simple, and you can do it while sitting, standing, walking, or even when waiting in line. First you choose a person to be the focus of your attention. This could be yourself, someone you know and love, a neutral person such as your mail carrier, or the entire world! Then you repeat these phrases in your mind as you think of that person or group of people: ***May you be happy. May you be healthy. May you feel loved. May you be safe.***”

“Now, who do you think the most important person to send Metta to is? (Take a few guesses.) It’s you! When you practice loving yourself, then you can be the best version of yourself towards others.”

“Place your hands on your heart, sit up tall, and close your eyes. Bring a picture of yourself to your mind. Now I am going to say the phrases out loud while you say them in your mind. Visualize saying these phrases to yourself.”

+ Say these phrases out loud for the class two times.

May I be happy. May I be happy. ***May I be healthy.*** May I be healthy. ***May I feel loved.*** May I feel loved. ***May I be safe.*** May I be safe. Repeat phrases twice.

“Open your eyes. How do you feel? It is so good for us to say these phrases to ourselves so that we feel happy, healthy, loved and safe. Now let’s practice it on someone we love very much.”

“Place your hands over your heart or in your favorite mudra, sit up tall, and close your eyes. Bring a picture of the person you would like to spread love

and kindness to in your mind. Now I am going to say the phrases out loud while you say them in your mind. Visualize yourself saying these phrases to that person.”

“As you repeat these phases out loud, visualize love being sent from your heart into theirs. Are you ready?” ***May you be happy. May you be healthy. May you feel loved. May you be safe.*** Repeat phrases twice.

“Go ahead and open your eyes. How do you feel? Now that we have each done this for someone that we love, let’s really spread love and kindness by bringing to mind someone who isn’t always easy to love. Please do this in your head and don’t say the name or point to the person. This person might be someone who you don’t really get along with, someone who has been mean to you, or someone you don’t like very much. Remember, sometimes people aren’t nice to us because they are not happy with who they are, so it’s important to send them kindness too. Let’s try this practice on that person.”

“Place your hands over your heart or in your favorite mudra. Sit up nice and tall. Now bring the difficult person to your mind that you want to spread love and kindness to. Now I am going to say the phrases out loud softly while you say them in your mind. Visualize yourself saying these phrases to that person.”

“As you repeat these phases out loud, visualize love being sent from your heart into theirs. Are you ready?” ***May I be happy. May I be healthy. May I feel loved. May I be safe.*** Repeat phrases twice.



“Now open your eyes. How do you feel? I always feel better when I practice Metta because it helps to calm any anger I might have towards that person.”

“You can practice Metta anytime you feel the need to spread love and kindness to those around you. Can you imagine how much better you will feel when you do this regularly? How your classroom will feel? How your home will feel? How your school will feel? Remember kindness spreads like a web and it starts with you! I challenge you to try it!”

TIP: *If you're running short on time, say the phrases once. We recommend saying the phrases twice for the third individual because the emphasis is that they need love more than anybody else.*

4 • Guided Mindfulness Practice: “Metta Meditation” (6:30) by Molly Schreiber and Daniel Goldsmith, <https://www.challengetochangeinc.com/mindfulness-in-the-elementary-schools> or “Just Be” (4:20) by Kira Willey for younger students

+ Select the track from the album.

5 • Close of Practice: “Sa Ta Na Ma”

+ Calmly bring students back to a seated position.

+ Practice “Let Peace Begin With Me” together, giving the “blinking light” fingers option to the lowest grades, one finger at a time to first and second grade, and the alternating finger option to third and above. Say five times, ending with hands at heart center.

+ Bring hands to heart center, bow forth to each other, and say “Peace!”

LESSON 7 • MELODY OF MEDITATION

Materials Needed: *Melody of Meditation* by Molly Schreiber, a class set of poofers, and a Mudra Card Deck

1 • Seated Practice: Mudras

+ Turtle In A Shell, We Are The World, Harmony

2 • Movement: Sun Salutations to “Dance For The Sun” by Kira Willey and “I Am Yoga” by Emily Arrow

TIP: *If you find yourself running short on time, choose one song for movement.*

3 • Heart of the Lesson: “Melody of Meditation” by Molly Schreiber

“Sometimes our minds can fill up with loud and crazy thoughts. Miss Molly wrote this book to show how we can use our deep yoga breathing to calm our minds when there are too many thoughts. We can actually use our breath to ‘poof’ unhelpful thoughts away.”

“Today, we are going to read the book, *Melody of Meditation* by Molly Schreiber, and learn about how we can calm our thoughts when our minds get too full. As we read the story, watch the thought bubbles around the boy’s head and notice what happens to them throughout the book.”

+ Read the book.

+ Discuss what happened as the boy sat and breathed.

+ Demonstrate how to use a poofer, then pass a poofer out to each child in grades 2-5. In Pre K-1, simply demonstrate with poofer or with other objects that can be found in their classroom.

+ Instruct students to inhale through their noses, and as they do so, to think about a thought they are currently having or a thought that they frequently have. As students slowly exhale, slide a bead to the other end of the pipe cleaner to represent the thought disappearing or “poofing” away. Repeat with all five beads. Discuss how they feel after completing the exercise.

TIP: *Encourage participants to watch the animals’ reactions to the boy calming down along with the thought bubbles around his head.*

4 • Guided Mindfulness Practice: “Melody of Meditation” (4:27) by Molly Schreiber and Daniel Goldsmith, <https://www.challengechangeinc.com/mindfulness-in-the-elementary-schools>

+ Select the track from the “Mindfulness in the Elementary Schools” album.

5 • Close of Practice: “Let Peace Begin With Me”

+ Calmly bring students back to a seated position.

+ Practice “Let Peace Begin With Me” together, giving the “blinking light” fingers option to the lowest grades, one finger at a time to first and second grade, and the alternating finger option to third and above. Say five times, ending with hands at heart center.

+ Bring hands to heart center, bow forth to each other, and say “Peace!”

LESSON 8 • CULMINATION

Materials Needed: Bookmarks for each student

Special Note: This final lesson was designed to last 45-60 minutes. As you plan to facilitate this final lesson, please modify the lesson to accommodate your time.

1 • Seated Practice: Mudra Review

+ If in a large group (*school assembly, for example*) welcome students and teachers to their last yoga lesson! Let everyone know the lesson plan for the day, which will review highlights from the seven lessons they've already practiced.

“This year, we've practiced so many mudras! Let's review them now so we can use them to help us connect to our smart minds, kind hearts, and calm bodies.”

+ Review the following mudras, with the option of asking students which ones they remember: Air, Brilliant, Contemplation, Downward, Eagle, Fish, Flower, Heart Full Of Love, Knowledge, Lotus, Okay, Plug Into the Earth, Turtle in a Shell, We Are The World, Yin Yang.

+ After review, ask students to pick the mudra they'd like to practice today. Let them know you'll count to three and then they should pick the mudra that is right for them, or that fits how they're feeling. Guide students through three breaths with their eyes closed, then seal in the mudra, and ask them to gently open their eyes.

2 • Movement: Sun Salutation & I Am Yoga

+ Lead students through the Sun Salutation to “Dance for the Sun” by Kira Willey and then practice “I Am Yoga” by Emily Arrow

3 • Heart of the Lesson: Metta Mindfulness, Breath Practice Review

+ Let students know they did a wonderful job in their yoga flows and remembering the songs and movements.

+ Transition students into the Metta Mindfulness practice. Guide students through Metta for themselves, someone they love, and someone who they don't like very much. Remind them about how to practice Metta before beginning (May you/I be happy, may you/I be healthy, may you/I feel loved, may you/I be safe).

+ Depending on time, repeat each person twice before moving on to the next.

+ After Metta, transition students to practice the breath practices they learned.

“We learned Flower Breath and Finger Tracing Breath. These are two types of breathing we can practice anytime we feel we want to calm down and connect to our smart minds and our kind hearts in order to calm our bodies.”

- + Practice both of these a couple times each.

TIP: *Breath practices can be located in the Heart of the Lesson section.*

4 • Guided Mindfulness Practice: “Just Be” (4:19) by Kira Willey, Dance for the Sun: Yoga Songs for Kids album.

- + Let students know it’s time for the Yoga Nap. If in a large group, there will not be enough eye pillows for everyone, so let them know it is ok to soften their gaze or close their eyes to feel calm and relaxed. Remind students to stay in their yoga nap until they hear the sound of the chime or singing bowl. Once it stops, students can calmly begin to wiggle their fingers and toes.

5 • Close of Practice: “Sa Ta Na Ma”

- + Calmly bring students back to a seated position.
- + Ask students who remembers what Sa Ta Na Ma means (*I am Awesome*), and practice it together.
- + Sing “Sa Ta Na Ma” together (*sing three times, whisper three times, think silently three times, whisper three times, and sing three times*).
- + Bring hands to heart center, bow forth to each other, and say “Peace!”

“We at Challenge to Change have a special gift for you to use to help you remember your yoga and mindfulness until we come back together next school year. We have designed a bookmark with all of your mindfulness practices on the back. Put this bookmark in a special place to help remind you how to be the best version of yourself!”

- + Read through the bookmark with the students, and ask everyone to help pass these bookmarks out.
- + If time remains, the yoga teacher can offer some closing remarks and end the lesson with “Let Peace Begin With Me.”



PART ONE + SEATED PRACTICE

MUDRAS

Mudras are also known as “mindfulness for your fingers.” Mudras are taught to help students look inside of themselves, notice how they are feeling, and express their thoughts and emotions in a safe way. When students close their eyes and breathe, they are able to slow their heart rates and relax their muscles. This improves focus and helps students make better decisions.

Three mudras will be taught to students during each seated practice in the Year One Curriculum. After introducing each mudra, students will close their eyes and take two to three deep breaths. Once all three mudras have been taught, students choose the mudra that best fits how they are feeling. More information and videos pertaining to mudras are available on the **Yoga and Mindfulness Portal**.



Air

WHEN TO USE

If you are feeling aware of your breath and in a mindful mood.

WHERE TO PLACE

On your lap in Easy Pose.

WHAT TO SAY

Air mudra helps to keep you mindful of your breath. If you are in need of taking deep, mindful breaths, this is the mudra for you today. Using the mudra of the air helps your mind and your body stay really healthy!

THIS HELPS ONE TO FEEL

- mindful
- present
- quiet



Brilliant

WHEN TO USE

If you are feeling very intelligent and ready to learn.

WHERE TO PLACE

Hold out in front of your body between your heart and throat.

WHAT TO SAY

This mudra expresses that you are excited and ready to learn. It can also be used to help you prepare to learn by opening your mind to absorb new information. Brilliant mudra helps you to stay focused so that you can learn as much as possible.

THIS HELPS ONE TO FEEL

- ready-to-learn
- confident
- brilliant



Clearing

WHEN TO USE

When you want to clear your mind so that you can be calm and focused.

WHERE TO PLACE

At your belly button.

WHAT TO SAY

Clearing mudra is great to use to show that you are clear in your mind. This might mean that you have let all negative thoughts go and are ready to receive lots of positive love and energy into your day. It is also great to use to express that you are ready to listen and give all your attention to what is being asked of you.

THIS HELPS ONE TO FEEL

- clear-headed
- aware
- focused

MUDRAS



Contemplation

WHEN TO USE

When you are looking for an answer to a question.

WHERE TO PLACE

Out from your belly button.

WHAT TO SAY

If you are feeling unsure of what to do, this is the perfect mudra for you. Feeling contemplative means you are deep in thought and searching for an answer. When you place your hands open in the Contemplation mudra, it shows that you are willing to receive an answer to your question. You often already know the answer to your question, but just need to sit with your breath and a clear mind to discover the answer that is already inside of yourself.

THIS HELPS ONE TO FEEL

- knowledgeable
- aware
- insightful



Eagle

WHEN TO USE

When you feel like you have lots of love and energy to share.

WHERE TO PLACE

At your heart center or at your throat.

WHAT TO SAY

Eagle mudra is great to use when you feel like you have lots of positive love and energy that you want to spread to everyone around you. Positive energy attracts positive energy, so if you want to feel loved and connected, spread your fingers wide and let the love and light in you shine through!

THIS HELPS ONE TO FEEL

- happy
- positive
- generous



Fish

WHEN TO USE

When you are feeling very devoted and compassionate towards yourself and others.

WHERE TO PLACE

Place your right palm over the back of your left hand. Have both of your palms facing downward. Hold this at your belly button.

WHAT TO SAY

Fish mudra helps you tune into how you are feeling as well as how others around you might be feeling. This mudra taps into your empathy, helping you connect to yourself and others. Fish mudra reminds us that our feelings are important in helping us connect with other people in the world.

THIS HELPS ONE TO FEEL

- devoted
- loving
- compassionate

MUDRAS



Harmony

WHEN TO USE

If you are feeling or want to feel balanced and at peace.

WHERE TO PLACE

Hold out in front of you in front of your heart or throat.

WHAT TO SAY

Harmony mudra is great to use to help balance out the left and right sides of your body. It harmonizes, or unites, all of your body to help it heal, focus better, and become more peaceful. This is a very powerful mudra to use to make sure you are ready for all of the amazing love the world wants to share with you.

THIS HELPS ONE TO FEEL

- peaceful
- harmonious



Heart Full of Love

WHEN TO USE

When you feel love for yourself.

WHERE TO PLACE

Over your heart.

WHAT TO SAY

Heart Full of Love is a mudra to show love and compassion for yourself. We are often good at remembering to show love and kindness to others, but it's just as important to give ourselves these gifts too. The Heart Full of Love mudra allows us to take time to quiet our minds, and it also reminds us to love ourselves just as we are.

THIS HELPS ONE TO FEEL

- loved
- cared for
- confident



I Need Some Space

WHEN TO USE

When you feel like you need to be left alone for a little bit.

WHERE TO PLACE

Set out a couple of inches from your heart center.

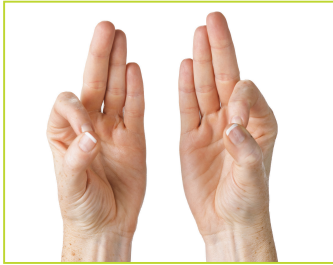
WHAT TO SAY

This mudra is a great one to use when you are feeling it is time for a break. Maybe you have been around too many people, or people have simply been too close inside your personal space lately. It is okay to need some space. A way to let others know to be mindful of your need for this space is to sit in stillness with this mudra. Often taking the time to do this will change your attitude and make you ready to interact more closely with the world again.

THIS HELPS ONE TO FEEL

- calm
- rested
- clear-headed

MUDRAS



Knowledge

WHEN TO USE

To help make you more knowledgeable.

WHERE TO PLACE

Place on your lap while seated in Easy Pose.

WHAT TO SAY

Knowledge mudra is excellent to use when you want to become more knowledgeable. It helps to improve your memory and concentration. If you are studying for a test, taking a break in the Knowledge mudra is a great idea because it can help you to center yourself and aid in your concentration.

THIS HELPS ONE TO FEEL

- intelligent
- focused
- ready-to-learn



Lotus Flower

WHEN TO USE

When you want to have a growth mindset.

WHERE TO PLACE

Base of throat, above heart center.

WHAT TO SAY

The lotus flower grows from the murkiest areas. It actually grows from the bottom of swamps! Even though the lotus flower comes from a dark place, it is still able to grow and become a beautiful flower that sits at the top of the swamp water. This is a good mudra to use if you feel like you are coming out of a challenging time and are now ready to shine your love and light to all around you.

THIS HELPS ONE TO FEEL

- confident
- determined
- proud



Okay

WHEN TO USE

When you feel just okay.

WHERE TO PLACE

On your lap in Easy Pose.

WHAT TO SAY

Okay mudra is great to use if you are feeling A-okay. Some days are very exciting for us, and some days are sad days for us. However, it is just fine to have those middle days when nothing is going on and you are feeling just okay. Those are balanced, healthy days to have in our lives. It is great to have an ordinary, calm day to simply rest, relax, and reset.

THIS HELPS ONE TO FEEL

- calm
- balanced
- easy-going

MUDRAS



Plug Into The Earth

WHEN TO USE

When you feel the need to center your energy.

WHERE TO PLACE

Place your "peace fingers" onto the floor or your legs if sitting in a chair. Actually "plug yourself into the earth."

WHAT TO SAY

Plug Into The Earth is a great mudra to use when you are feeling the need to be calm and grounded. When you have too much energy for your body to hold, or you are having trouble focusing, this is a mudra that can help. It is a really good idea to use Plug Into the Earth when you need help sitting still and focusing on a task or a test.

THIS HELPS ONE TO FEEL

- calm
- at peace
- grounded



Turtle In a Shell

WHEN TO USE

When you need to look inside of yourself.

WHERE TO PLACE

On your lap in Easy Pose.

WHAT TO SAY

Use this mudra if you need some quiet time to yourself. A turtle crawls into its shell when it needs protection from its loud or busy environment. Sometimes we need to be like a turtle and crawl into our shells so we can have a quiet space to be alone. It is okay to feel this way. When we are ready, we will come out of our shells and re-engage with the world. Sometimes we need to take a break so that we can be a better student and a kinder person to all whom we meet.

THIS HELPS ONE TO FEEL

- rested
- restored
- peaceful



We Are The World

WHEN TO USE

When you feel connected to those around you and to the earth.

WHERE TO PLACE

At your belly button.

WHAT TO SAY

Use this mudra when you are feeling very connected to those around you - when you feel lots of love and happiness for those in your community.

It is also good to use this mudra when you are feeling very connected to the earth and nature. Maybe you are outside and simply feel connected to the plants and animals surrounding you; or maybe you helped to take the recycling out and are feeling connected because you helped care for the earth. The We Are The World mudra celebrates your special relationship with our world.

THIS HELPS ONE TO FEEL

- happy
- content
- connected

MUDRAS



Yin Yang

WHEN TO USE

When you are feeling a really strong emotion.

WHERE TO PLACE

Between your belly button and heart center.

WHAT TO SAY

We all know that we have highs and lows in our lives; that there is good and bad that happens. You can use the Yin Yang mudra when you have something really awesome going on in your life that you are excited to share with others around you. You can also use this mudra when you have something not so good happening. The Yin Yang mudra reminds us that both good and bad things are normal to experience in our lives.

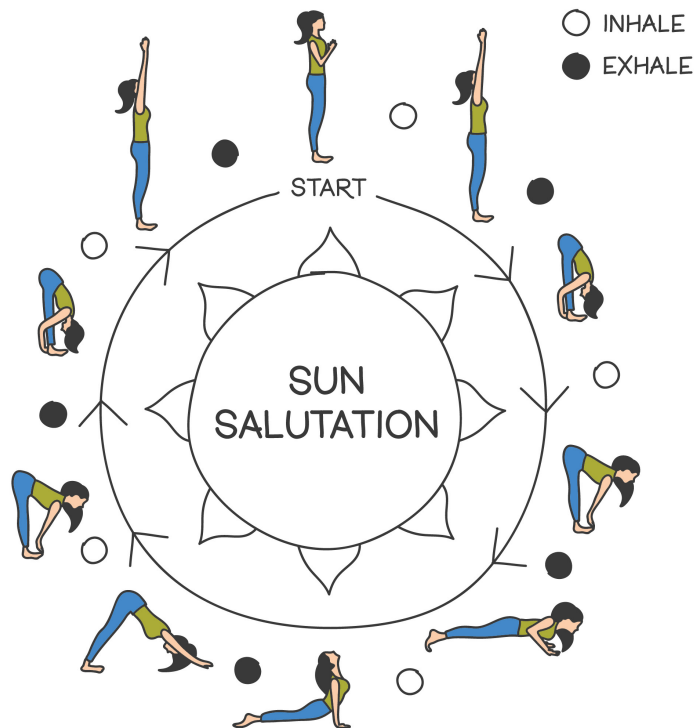
THIS HELPS ONE TO FEEL

- accepting
- insightful
- calm

PART TWO + MOVEMENT

MOVEMENT

During Movement, we often practice Sun Salutations. This is the physical practice of moving your 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 improve blood circulation and flow. "Dance For The Sun" by Kira Willey or "Here Comes The Sun" by the Beatles are songs used by our yoga instructors to move through the Sun Salutation flow. Below are instructions and cues for teaching the Sun Salutation. Videos are also on the **Yoga and Mindfulness Portal** to aid in instructing this movement piece.



- 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

PART THREE + HEART OF THE LESSON

HEART OF THE LESSON

This part of practice is the main focus of each lesson. It is here that students learn new social-emotional skills and mindfulness techniques. This part of the practice will be different each time and may incorporate breathwork, body movement, social engagement, literature, music, and various other mindfulness tools. Please refer to the individual lesson plans and the extension activities located on the **Yoga and Mindfulness Portal** for additional mindfulness techniques.



DOWNWARD
FACING DOG



EASY
POSE



FORWARD
FOLD



MOUNTAIN
POSE



PLANK
POSE



RESTING
POSE



REVERSE
WARRIOR



TREE
POSE



UPWARD
FACING DOG



WARRIOR I



WARRIOR II



WARRIOR III

PART THREE + HEART OF THE LESSON

YEAR 1 MINDFULNESS PRACTICES

FINGER BREATHING • LESSON 5

“Finger Breathing is a great breath practice to use when you are feeling a little anxious or irritated.”

Actions: Hold up your non-dominant hand in front of you. Use your other pointer finger to trace your fingers. Begin at the base of your thumb and breathe in through your nose as you trace up your thumb. Breathe out as you trace down the inside of your thumb. Repeat this process as slowly as possible with the rest of your fingers. Repeat until you feel calm.

FLOWER BREATHING • LESSON 5

“Flower Breathing helps us to concentrate and calm down.”

Actions: Place your hands in Lotus Flower Mudra. Breathe out through your nose, bringing the tips of your fingers together, as if the flower is closing. Breathe in through your nose, opening your fingers back up, like a blooming flower. Repeat until you feel focused and calm.

I AM YOGA • LESSON 3

+ Begin by reviewing the yoga poses learned in the previous lesson. These poses were Warrior I, Warrior II, Warrior III, Reverse Warrior, and Tree Pose.

+ As you review, also teach students how to transition from Tree Pose to Warrior III (both sides) and Warrior I, Warrior II, Reverse Warrior (both sides).

+ Students will learn the song “I Am Yoga.” There are motions to the song's lyrics. Teach the following:

“I tell my wiggling body,” (*Wiggle fingers up by ears*)

“My thinking mind,” (*Tap fingers on temples*)

“My racing breath,” (*Place one hand on heart, the other on the belly*)

“That I'll be fine.” (*Hug shoulders and rock back & forth*)

“Because I am yoga.” (*Sweep hands up over head and then down to heart center*)

“I am yoga.” (*Repeat 2 times*)

“Breathe out, breathe in.” (*One hand on heart, one on belly with an exaggerated inhale & exhale*)

“When my world spins, spins...” (*Calmly spin in place while shaking hands*)

“My heart opens again.” (*Hands down at sides, palms open, face turned up toward ceiling*)

LET PEACE BEGIN WITH ME • LESSON 4

Actions: Place hands in Lotus Flower Mudra. For every word, place one finger together to close the flower, alternating: pinky, thumb, ring, pointer, center. During the next repetition of the words, remove fingers in the opposite direction: center, pointer, ring, thumb, pinky. For younger students, options include: placing fingers together and separating them in finger order, or tapping all fingers together as “blinkers.”

+ Repeat five times, so students end with hands together at heart center.

TIP: *Other optional words to use include: “I can do hard things.”*

MANTRAS • LESSON 4

“A mantra is something you want to become. It starts with the words “I am” and ends with a positive word. It can be something you feel about yourself or something you’d like to become. When you say “I am” you become those words you say. We are going to try that with the mantra, “I am calm.””

Actions: Place one hand on your heart. As you gently pat your heart begin to say in your head or out loud, “I am calm”. Practice five rounds.

TIP: *See Mantra Card Deck for more examples!*

METTA MINDFULNESS • LESSON 6

“Metta Mindfulness is a great practice to connect our breath and body to help spread love and kindness to the world around us. You can do Metta anywhere, sitting, standing, walking, or even waiting in line.”

Actions: First, focus your attention on yourself. Second, focus your attention on someone you care about very much. Finally, focus your attention on someone you don’t like very much. For each round, repeat the following words with that person in mind: “May you be happy. May you be healthy. May you feel loved. May you be safe.”

TIP: *Repeat these phrases two to five times each round.*

TIP: *The recorded “Metta Meditation” can be found on the “Mindfulness in the Schools” album on any music streaming platform.*

POOFER ACTIVITIES • LESSON 7

Creating a Poofer

“A poofer is a breath tool you can utilize to “poof” away or change your negative thoughts.”

Materials needed: One pipe cleaner and 7 beads per student. Note: Two of the beads are your “anchor” beads, and five will be used as your “breath” beads.

Actions: Take one of the anchor beads and slide it on to the center of the pipe cleaner. Fold the pipe cleaner in half. Twist the pipe cleaner at the bottom to secure the first anchor bead. Slide the five breath beads onto the poofer. Cap off the poofer with the final anchor bead, leaving about one inch of the pipe cleaner above. Fold that one inch of pipe cleaner in half and twist the anchor bead to secure it shut.

TIP: See [“How to Make a “Poofer” Breathing Tool for Kids video on Challenge to Change Inc. YouTube Channel.](#)

Using a Poofer

Actions: Holding the poofer in your hand, grab onto one of the beads. Take a deep breath in as you think about a thought you’d like to clear out of your mind. As you exhale, slide the bead to the other side of the pipe cleaner as though that thought is poofing away. Repeat this with all of the beads on the poofer. Notice how great it feels to take a few deep breaths.

Variation: Connect each bead to a positive mantra. Think of a positive mantra (Ex: “I am calm”, “I am awesome” etc.). As you slide each bead across the pipe cleaner, continue taking deep belly breaths, repeating the positive mantra out loud or in your mind.

TIP: “Melody of Meditation” recording can be found in the “Mindfulness in the Schools” album on any music streaming platform.

SADIE LOVES YOGA • LESSON 1

Materials Needed: Copy of *Sadie Loves Yoga* by Molly Schreiber

- + Read the book aloud to the class, showing them the pictures as you read. Take some time to talk about the story. Ask students some of the following questions:
 - “How did Sadie’s life change throughout the story?”
 - “What were some things that Sadie learned from practicing yoga?”
 - “How do you think you might feel after you practice yoga?”

YOGA POSES: Warrior I, Warrior II, Warrior III, Reverse Warrior, Tree Pose • LESSON 2

Materials Needed: Deck of yoga pose cards (*optional*)

- + Teach the poses below using the cues listed. Teach each of the poses once (*repeating on opposite sides*), then ask students to practice their favorite. Cues for poses are below.

Warrior I: Step one foot back, bend into your front knee, keep a slight angle with your back foot (45 degree), reach your hands up high as if you were holding a beach ball above your head.

Warrior II: (*From Warrior I*) Straighten your front leg, turn your waist to the side of the mat/room, bend back into your front knee, your back toes should be pointing to the side of the room, arms are to come out to a T-position as if you were surfing.

Reverse Warrior: (*From Warrior II*) Flip your front palm and begin to reach back behind you like you are trying to give someone a high five, back hand can come to your thigh.

Warrior III: Starting in Mountain Pose, reach one leg back behind you keeping your toes on the ground, reach your hands out in front of you, stay here or begin to lift up that back foot off of the floor.

Tree Pose: Find your focal point, begin to pick up one foot and turn your knee out, you can let your toes rest on the ground like a kickstand. Stay here or if you are feeling balanced you can lift your foot up to rest on your shin (*above your ankle, below your knee*), or above your knee, resting on your thigh. Give arm variations.

TIP: These poses are used with the song "I Am Yoga" by Emily Arrow.

TIP: You may choose to use the pose card deck to show students pictures of the poses.

PART FOUR + GUIDED MINDFULNESS PRACTICE

GUIDED MINDFULNESS PRACTICE

This is a safe time in which participants can relax and release. A yoga story or song is utilized to encourage imagination and a gentle reset for the rest of the day. Eye pillows can be used on the eyes, bellies, or limbs to promote an even deeper relaxation. However, this practice can be done without eye pillows, or can even be done in a seated position.

Guided mindfulness recordings are available on the **Yoga and Mindfulness Portal** as well as on any music streaming platform on the **“Mindfulness in the Elementary Schools”** album. Often a guided mindfulness practice may be slightly advanced for young elementary school students. If this is the case, we recommend playing “Be” by Molly Schreiber and Daniel Goldsmith or “Just Be” by Kira Willey. Below are some examples of scripts to use.

Floating on a Cloud Meditation

+ A peaceful journey through the sky to your favorite place.

Begin to take deep inhaleds and exhaleds in and out through your nose. As you breathe, start to feel your body relax, your mind unwind, and your heartbeat slow.

As you listen to my words, remember to keep taking deep inhaleds in through your nose, feeling the air move deep into your belly, and exhale back out through your nose. Do this three more times:

Inhale . . . Exhale.

Inhale . . . Exhale.

Inhale . . . Exhale.

As you continue to breathe deeply and slowly, feel your smart mind connect to your kind heart and calm your body.

With your smart mind, begin to imagine that you are floating on a cloud — a big, fluffy white cloud. Notice how comfortable the cloud feels as it lifts you high into the sky. Know that you are completely safe on your cloud. This cloud has been made especially for you and your safe adventure.

As the cloud takes you higher into the sky, visualize in your mind where you want the cloud to take you. You can go anywhere you want — just ask your cloud to take you there.

As the cloud carries you to your special place, you can tell it to go higher or lower. You can tell it to go faster or slower. This cloud is your special cloud; it was made especially for you.

As your cloud takes you to your special place, notice how you feel. What does this journey do to your kind heart? Do you feel calm . . . excited . . . happy . . . peaceful?

This good feeling is always inside of you. You can feel it at any time, just by closing your eyes and connecting your smart mind to your kind heart and your calm body.

As your cloud comes to your special place, peek over the side of the cloud and look down on what is below.

What do you see?

What do you hear?

What do you feel?

Visualize all this clearly in your mind.

Now it is time for you to return from your special place. Ask your cloud to take you back. Remember that on your return home, you can ask your cloud to travel fast or slow; high or low. You are in control of your safe journey.

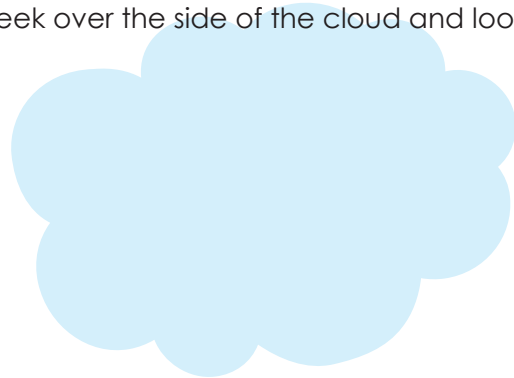
Ask your cloud to return you to where you are now. As your cloud slowly descends from the sky, take a deep breath in through your nose, and exhale it back out. Do this three more times:

Inhale . . . Exhale.

Inhale . . . Exhale.

Inhale . . . Exhale.

After your final exhale, stretch your arms up over your head and smile.



Releasing Meditation

**A lesson in how we have the power to let go of any
+ negative thoughts or feelings we have been holding on
to in order to create space for happier things.**

Close your eyes. Begin to take deep inhales and exhales; in through your nose and back out. As you breathe, start to feel your mind relax, your body unwind, and your heartbeat slow. Breathe in....and breathe out.

Begin to visualize an image of yourself holding on to three balloons. Picture with great detail the colors of these three balloons. See the shapes of these three balloons vividly in your mind.

Visualize that each balloon represents something you are hanging on to that does not serve you. Something that you don't want in your life anymore.

Maybe you are holding on to a negative thought or feeling that you want to release. Perhaps you have been feeling frustrated by something that is hard to do, or you have been angry with someone about something they said or something they forgot. Notice in your mind what negative thoughts or feelings you have been holding on to.

It does not serve us to hold on to negative thoughts and feelings. Keeping negativity inside of us makes us feel badly about ourselves. Sometimes holding on to negative thoughts and feelings makes us act unkindly toward others.

But we can let these negative thoughts and feelings go. Visualize your three balloons and imagine that each one holds a negative thought or feeling that you want to get rid of.

Now notice the strings that connect the balloons to your hand. Notice how tightly your hand is holding on to the strings. Slowly and carefully begin to loosen your grip on the strings of the balloons. Notice how as you loosen your grip, the balloons slip out of your hand and begin to float up into the air.

Watch as each balloon goes higher...and higher...and higher away from you and up into the sky. Notice how small the balloons become as they get farther and farther away from you. Notice how much better you feel.

Look down at your hands, and notice how open they are. Notice how light they feel.

Now your hands are open to receiving something else; maybe something that makes you happier. Remember that when you let go of what does not serve you, you have room to do and think the things that make you happier.

Now think of three things that make you happier. Take time to visualize each one.

When you are finished thinking of three things that make you happy, breathe in and breathe out. Breathe in... breathe out...and smile.

PART FIVE + CLOSE OF PRACTICE

CLOSE OF PRACTICE

This part of the mindfulness practice helps children complete and close all parts they have just learned. The repetition of simple words, phrases, or songs support mindfulness, self-esteem, and self-regulation. For recordings with instructions on how to complete each practice, please visit the **Yoga and Mindfulness Portal**.

“Sa Ta Na Ma”

+ TRANSLATION: “I am Awesome”

- + ACTIONS: Raise both hands. Starting with the pointer finger, touch each fingertip to thumb, switching with each new syllable. Sa-Ta-Na-Ma.
- + Sing 3 times, whisper 3 times, think silently 3 times, whisper 3 times, sing 3 times, “I am Awesome” 3 times.

“Let Peace Begin With Me”

- + ACTIONS: Place hands in an open Lotus Flower Mudra. For every word, place one finger together to close the flower, alternating: pinky, thumb, ring, pointer, center. During the next repetition of the words, remove fingers in the opposite direction: center, pointer, ring, thumb, pinky. For younger students, options include: placing fingers together and separating them in finger order, or tapping all fingers together as “blinkers.”
- + Repeat five times, so students end with hands together at heart center.
*ALTERNATIVE PHRASE: “I Can Do Hard Things.”

BENEFITS OF YOGA & MINDFULNESS

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 resources Challenge to Change offers

Give Them Resources...

- Testimony from Bronx school: <https://www.youtube.com/watch?v=5MUwkC8bd4o>
- Community Foundation of Greater Dubuque: <https://www.dbqfoundation.org/story/impact-yoga-classroom-has-our-students>
- NBC News: https://www.nbcnews.com/news/us-news/aromatherapy-anger-management-how-schools-are-addressing-crisis-childhood-trauma-n1006076?fbclid=IwAR0Mqo4jdkub4XxwuMOjsRjw2SctRBQ_G81-OZ_E0YpX6Wx7fbwF9cXYEFY

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YOGA IN THE SCHOOLS PROJECT 2017-2018 RESULTS FACT SHEET

Purpose

The purpose of this study was to measure (a) the effects of regular yoga and mindfulness practices in the classroom on student self-regulation and mindfulness, (b) the impact of socio-economic status (SES), grade level, and/or gender on student outcomes, and (c) the responses of students, teachers, and parents to implementation of the yoga and mindfulness program in their classrooms.

Participants

Participants were first through fifth grade students ($N = 974$), teachers ($N = 64$), and parents ($N = 103$) from two Title 1 schools (i.e., large population of low-income students who receive supplemental federal funds) with the highest percentage of students eligible for Free and Reduced School Lunch (FRSL) in the district, and two schools with the lowest percentage of students eligible for FRSL.

Procedures

Students in first through fifth grades completed a short demographic questionnaire, the Child and Adolescent Mindfulness Measure (CAMM), and the Questionnaire for Self-Regulation (QSR) at the beginning and end of the school year. During September, students and teachers attended school assemblies in which instructors provided active demonstrations using yoga, meditation, and music. Instructors attended teacher in-services at each building to provide a project overview, model activities, demonstrate Teachable.com



- When asked about their favorite part of the program, students responded with yoga nap ($n = 642$), mudras ($n = 132$), yoga poses ($n = 63$), songs/music ($n = 55$), nothing ($n = 38$), calm/relaxation ($n = 33$), everything ($n = 28$), breathing ($n = 15$), mantras ($n = 7$), and instructor/teacher ($n = 5$).
- When asked about their least favorite part, students shared: none/liked it all ($n = 356$), mudras ($n = 164$), music ($n = 162$), yoga/poses ($n = 123$), yoga nap ($n = 70$), everything ($n = 42$), when yoga is over/wanted longer ($n = 30$), neutral/unsure ($n = 28$), sa ta na ma ($n = 26$), sitting/being on the floor ($n = 16$), classroom-specific ($n = 12$), breathing ($n = 10$), taking off shoes/smelly feet ($n = 10$), physical difficulties ($n = 10$), and classmate-specific ($n = 10$).
- Students indicated they practiced yoga and/or mindfulness in some manner outside of class ($n = 739$), did not practice outside of class ($n = 437$), or were unsure/did not know ($n = 6$).

Teachers reported implementing yoga/mindfulness in the classroom a little ($M = 30$, $SD = 51.72$), a moderate amount ($M = 16$, $SD = 27.59$), a lot ($M = 16$, $SD = 27.59$), none at all ($M = 5$, $SD = 8.62$), or a great deal ($M = 2$, $SD = 3.45$).

- The average reported minutes each week of implementation were $M = 31.67$ minutes ($SD = 25.67$).
- Teachers used classroom activities of recorded music with yoga movements ($n = 36$), mindfulness/meditation ($n = 27$), mudras ($n = 26$), yoga/poses ($n = 22$), breathing ($n = 13$), games/activities ($n = 13$), and finger exercises ($n = 5$).
- Teachers described student responses to the classroom program as positive ($n = 97$) or negative ($n = 12$). The top positive responses included calming and relaxing ($n = 16$), student self-initiating techniques ($n = 14$), and better focus/refocus of attention ($n = 12$). Negative responses included student resistance ($n = 8$) and students seemed uncomfortable ($n = 4$).
- When asked about observed benefits for their students, teachers shared positive benefits ($n = 91$), none observed ($n = 2$), and yoga did not work within my classroom ($n = 2$). The top benefits for students as identified by teachers included calming and relaxing ($n = 26$), improved self-regulation ($n = 13$), and improved focus ($n = 8$).
- Teachers reported challenges with including yoga and/or mindfulness in the classroom as student participation ($n = 17$), lack of time ($n = 14$), lack of space ($n = 10$), implementation difficulties ($n = 9$), teacher inexperience ($n = 5$), and none ($n = 3$).
- When asked what would make this program easier to implement in the classroom, teachers responded with the need for more resources/materials/activities ($n = 19$), more teacher training ($n = 12$), more frequent/set instructor visits ($n = 10$), no suggestions ($n = 9$), building time within the classroom schedule ($n = 8$), and facilities/building issues ($n = 2$).
- For future suggestions, teachers stated no suggestions ($n = 10$), positive experience as is/appreciation ($n = 8$), more scheduled classroom instructor visits ($n = 6$), expansion of the program ($n = 6$), more teacher training ($n = 5$), more materials/resources/activities ($n = 5$), and participation should not be required ($n = 1$).

Parents responded to the online survey and provided valuable information about child observations.

- When asked about their child(ren)'s responses to the program, parents responded with positive ($n = 102$), no change ($n = 14$), or negative ($n = 7$) comments. The top four responses were love ($n = 29$), enjoy ($n = 23$), positive ($n = 21$), and mentioned outside the classroom/at home ($n = 19$).
- Parent responses to changes in behavior at home were positive ($n = 68$), no change ($n = 40$), and negative ($n = 1$). The top positive were calm and relaxed ($n = 14$), applied yoga at home ($n = 12$), and used skills when upset/stress/frustration ($n = 7$).
- When asked about program benefits, parent commented with positive ($n = 104$), unknown ($n = 3$), and no ($n = 9$) benefits. The top positive response categories were calm/relax/quiet ($n = 23$) and transferred skills outside of school ($n = 10$).
- For challenges of including the yoga program in the classroom, parents stated none ($n = 44$), specific challenges ($n = 14$), and not sure ($n = 4$). The most frequent challenges included space ($n = 4$) and academic time ($n = 3$).
- In response to what suggestions do you have for including parents in the program, parents requested more information/activities for home use ($n = 24$), invite parents to participate in the program ($n = 16$), no suggestions ($n = 12$), difficult to include parents ($n = 4$), stop program/not interested ($n = 3$), and keep offering the program ($n = 2$).
- When asked about suggestions for future yoga/mindfulness programs in schools, parent said continue the program ($n = 28$), expand the program ($n = 18$), no suggestions ($n = 6$), not do it ($n = 5$), or make the program optional ($n = 2$).

Dvorak, A. L., Schreiber, M. M., Hingtgen, M., Rossin, E. G., and Weingarten, K. (2020). Yoga in the schools: Student outcomes and teacher and parent responses.



K-2 SOCIAL EMOTIONAL COMPETENCIES

Area 1: Self Awareness			
Identifying Emotions	Accurate Self Perception	Self-Confidence	
SA.IE.1 Identify and name their own basic emotions/feelings.	SA.ASP.1 Identify likes and dislikes. SA.ASP.2 Describe things they do well. SA.ASP.3 Describe an activity/task in which they may need help in order to be successful.	SA.SC.1 Demonstrate positive self-talk when participating in challenging tasks.	SA.SC.2 Demonstrate willingness to try new things. SA.SC.3 Actively participate in, question, and contribute to the learning process.
Area 2: Self- Manage & Self Motivation			
Impulse Control	Stress Management	Self Discipline & Self Motivation	Goal Setting
SM.IC.1 Identify regulating strategies to process emotions and reframe thoughts and behaviors.	SM.SM.1 Identify healthy practices to manage stressful situations. SM.SM.2 Identify healthy practices to handle situations that cause stress. SM.SM.3 Apply practices to manage stress as actively engaged in activities.	SM.SDM.1 Demonstrate the ability to stay actively engaged in activities. SM.SDM.2 Demonstrate the ability to delay immediate gratification.	SM.GS.1 Demonstrate the ability to identify a simple goal, including identifying resources needed. SM.GS.2 Implement steps toward a goal including identifying resources needed. SM.GS.3 Monitor progress toward a goal and adjust as needed.
Area 3: Social Awareness			
Perspective Taking and Empathy	Appreciating Diversity and Respect for Others		
SoA.PT.1 Demonstrate awareness that others may have different thoughts or feelings from oneself.	SoA.ADR.1 Identify ways that people are alike and different from self, and at the same time valuing those differences. SoA.ADR.2 Demonstrate consideration for the feelings, wishes, rights, and traditions of others. SoA.ADR.3 Interact effectively with those who are similar and different from oneself.	SoA.CE.1: Perform roles that contribute to the overall functioning and enhancement of their classroom and school.	SoA.CE.2: Recognize the definition of a community and that you have a role in that community.
Area 4: Relationship Skills			
Communication	Social Engagement	Relationship Building	Teamwork
RS.C.1 Recognize facial expressions, body language, gestures, and tone of voice to understand others' thoughts and feelings. RS.C.2 Use facial expressions, body language, gestures, words, and tone of voice to effectively communicate thoughts, feelings, wants, needs, and ideas to others. RS.C.3 Attentively listens and responds to the feelings, ideas, and requests of others.	RS.SE.1 Initiate and engage in social interactions with peers and adults. RS.SE.2 Demonstrate social behaviors that are appropriate to the situation and environment. RS.C.4 Respond attentively and/or with empathy to others.	RS.RB.1 Identify and demonstrate traits of healthy friendships. RS.RB.2 Identify and recognize behaviors that are hurtful and/or not safe. RS.RB.3 Demonstrate skills to maintain safety of self and others.	RS.T.1 Cooperate with others in group activities (shares and takes turns). RS.T.2 Demonstrate flexibility and willingness to be helpful in group decisions even when one doesn't get their way. RS.T.3 Demonstrate graciousness in winning and losing.
Area 5: Responsible Decision Making			
Identifying Problems	Analyzing Situations and Solving Problems	Evaluating and Reflecting	Ethical Responsibility
RD.IP.1 Identify choices and decisions that one makes in daily life. RD.IP.2 Identify choices that may result in a problem. RD.IP.3 Recognize when a situation is a problem and what makes it a problem.	RD.ASSP.1 Identify possible choices that one has and how to respond. RD.ASSP.2 Identify the possible positive and negative consequences a decision could have on themselves and others. RD.ASSP.3 Identify situations that require assistance from an adult. RD.ASSP.4 Apply choice and accept responsibility for outcome.	RD.ERef.1 Reflect on the effect of choices on self and others (Did it work? Was it fair? How was each individual affected?). RD.ERef.2 Identify new thinking as a result of the problem-solving process (What change, if anything, for next time?).	RD.ERes.1 Demonstrate awareness of equity, justice, fairness, and respect that positively impacts school and community. RD.ERes.2 Accept ownership for actions.

YEAR 1 + CURRICULUM COMPETENCIES

Lesson 1:	Part 1: Mudras	Part 2: Sun Salutation	Part 3: Heart of Lesson	Part 4: Guided Mindfulness	Part 5: Close of Practice
K-2:	SA.IE.1, SA.SC.2, SM.IC.1, SM.IC.2, SM.SM.2, SM.SM.3, RS.C.2	SA.SC.2, SM.SM.2, SM.SM.3, SM.SPSM.1	SA.IE.1, SA.IE.2, SA.IC.1, SM.SM.1, SM.SM.2	SA.SC.2, SM.SM.3, SM.SDSM.2	SA.ASP.2
3-5:	SA.IE.1, SA.IE.3, SM.IC.1, SM.IC.2, SM.SM.1, SM.SM.2, SM.SM.4, RS.C.2	SM.SM.2, SM.SDSM.1	SA.IE.1, SA.IE.2, SA.IE.3, SA.ASP.1, SM.IC.1, SM.SM.1, SM.SM.2	SM.SM.2, SM.SM.4, SM.SDSM.2	SA.SC.1, SA.SC.2, SA.SC.3
Lesson 2:	Part 1: Mudras	Part 2: Sun Salutation	Part 3: Heart of Lesson	Part 4: Guided Mindfulness	Part 5: Close of Practice
K-2:	SA.IE.1, SA.IE.2, SA.SC.1, SM.SC.1, SM.IC.2, SM.SM.1, SM.SM.2, SM.SM.3, RS.C.2	SM.SM.2, SM.SM.3, SM.SDSM.1	SA.SC.2, SM.SM.2, SM.SM.3, SM.SDSM.1	SA.SC.2, SM.SM.2, SA.SM.3, SM.SDSM.2	SA.ASP.2
3-5:	SA.IE.1, SA.IE.3, SA.SC.2, SM.IC.1, SM.IC.2, SM.SM.1, SM.SM.2, SM.SM.4, RS.C.2	SM.SM.2, SM.SDSM.1	SA.SC.3, SM.SM.2, SM.SM.4, SM.SDSM.1	SM.SM.2, SM.SM.4, SM.SDSM.2	SA.SC.1, SA.SC.2, SA.SC.3
Lesson 3:	Part 1: Mudras	Part 2: Sun Salutation	Part 3: Heart of Lesson	Part 4: Guided Mindfulness	Part 5: Close of Practice
K-2:	SA.IE.1, SA.IE.2, SA.SC.3, SM.IC.1, SM.IC.2, SM.SM.1, SM.SM.2, SM.SM.3, RS.C.2	SM.SM.2, SM.SM.3, SM.SDSM.1	SA.SC.2, SM.SM.2, SM.SM.3, SM.SDSM.1	SA.SC.2, SM.SM.2, SA.SM.3, SM.SDSM.2	SA.ASP.2
3-5:	SA.IE.1, SA.IE.3, SA.SC.2, SM.IC.1, SM.IC.2, SM.SM.1, SM.SM.2, SM.SM.4, RS.C.2	SM.SM.2, SM.SDSM.1	SA.SC.3, SM.SM.2, SM.SM.4, SM.SDSM.1	SM.SM.2, SM.SM.4, SM.SDSM.2	SA.SC.1, SA.SC.2, SA.SC.3
Lesson 4:	Part 1: Mudras	Part 2: Sun Salutation	Part 3: Heart of Lesson	Part 4: Guided Mindfulness	Part 5: Close of Practice
K-2:	SA.IE.1, SA.IE.2, SA.ASP.1, SA.ASP.2, SM.IC.1, SM.IC.2, SM.SM.2, SM.SM.3	SA.SC.1, SA.SC.2, SM.SDSM.1	SA.IE.1, SA.IE.2, SA.SC.2, SA.SC.3, SM.IC.1, SM.IC.2, SM.SM.1, SM.SM.2, SM.SM.3	SM.IC.1, SM.IC.2, SM.SM.2, SM.SM.3, SM.SDSM.2	SA.ASP.2
3-5:	SA.ASP.1, SA.ASP.2, SA.SC.1, SA.SC.2, SM.IC.1, SM.IC.2, SM.SM.2, SM.SM.4	SA.SC.2, SA.SC.3, SM.SDSM.1	SA.IE.1, SA.IE.2, SM.IC.1, SM.IC.2, SM.SM.1, SM.SM.2, SM.SM.4	SM.IC.1, SM.IC.2, SM.SM.2, SM.SM.4, SM.SDSM.2	SA.SC.1, SA.SC.2, SA.SC.3
Lesson 5:	Part 1: Mudras	Part 2: Sun Salutation	Part 3: Heart of Lesson	Part 4: Guided Mindfulness	Part 5: Close of Practice
K-2:	SA.IE.1, SA.IE.2, SA.ASP.3, SA.SC.1, SA.IC.1, SA.IC.2	SM.SM.2, SM.SM.3, SM.SDSM.1	SA.IE.1, SA.IE.2, SA.SC.2, SA.SC.3, SM.IC.1, SM.IC.2, SM.SM.1, SM.SM.2, SM.SM.3	SM.SM.1, SM.SM.2, SM.SM.3, SM.SDSM.2	SA.SC.2, SM.IC.1, SM.IC.2, SM.SM.2, SM.SM.3
3-5:	SA.IE.2, SA.IE.3, SA.ASP.1, SA.ASP.2, SA.SC.1, SA.SC.2, SM.IC.1, SM.IC.2, SM.SM.1, SM.SM.2, SM.SM.4	SM.SM.2, SM.SM.4, SM.SDSM.1	SA.IE.1, SA.IE.2, SM.IC.1, SM.IC.2, SM.SM.1, SM.SM.2, SM.SM.4	SA.IE.1, SA.IE.2, SA.IE.3, SA.ASP.1, SM.IC.1, SM.IC.2, SM.SM.1, SM.SM.2, SM.SM.4, SM.SDSM.2	SA.SC.1, SA.SC.2, SM.IC.1, SM.IC.2, SM.SM.2, SM.SM.4
Lesson 6:	Part 1: Mudras	Part 2: Sun Salutation	Part 3: Heart of Lesson	Part 4: Guided Mindfulness	Part 5: Close of Practice
K-2:	SA.IE.1, SA.IE.2, SA.SC.1, SA.SC.2, SM.SM.1, SM.SM.2, SM.SM.3, SA.PTE.1, SA.PTE.2, SA.PTE.3	SM.SM.2, SM.SM.3, SM.SDSM.1	SA.IE.1, SA.IE.2, SA.SC.1, SA.SC.2, SM.IC.1, SM.IC.2, SM.SM.1, SM.SM.2, SM.SM.3, SA.PTE.1, SA.PTE.3, SA.ADR.1, SA.ADR.2, SA.ADR.3	SM.IC.1, SM.IC.2, SM.SM.1, SM.SM.2, SM.SM.3, SM.SDSM.2, SoA.PT.1, SoA.PT.2, SoA.PT.3, SoA.ADR.1, SoA.ADR.2, SoA.ADR.3	SA.ASP.2
3-5:	SA.IE.1, SA.IE.2, SA.IE.3, SA.SC.1, SA.SC.2, SM.SM.1, SM.SM.2, SM.SM.4, SoA.PT.1, SoA.PT.2, SoA.PT.3	SM.SM.2, SM.SDSM.1	SA.IE.1, SA.IC.2, SA.SC.1, SA.SC.3, SM.IC.1, SM.IC.2, SM.SM.1, SM.SM.2, SM.SM.4, SoA.PT.1, SoA.PT.2, SoA.ADR.3, SoA.ADR.4, RS.RB.3	SM.IC.1, SM.IC.2, SM.SM.1, SM.SM.2, SM.SM.4, SM.SDSM.2, SoA.PT.1, SoA.PT.2, SoA.ADR.1, SoA.ADR.3, SoA.ADR.4	SA.SC.1, SA.SC.2, SA.SC.3
Lesson 7:	Part 1: Mudras	Part 2: Sun Salutation	Part 3: Heart of Lesson	Part 4: Guided Mindfulness	Part 5: Close of Practice
K-2:	SA.IE.1, SA.IE.2, SM.IC.1, SM.IC.2, SM.SM.1, SM.SM.2, SM.SM.3, SoA.ADR.2, SoA.ADR.3	SM.SM.2, SM.SM.3, SM.SDSM.1	SA.IE.1, SA.IE.2, SA.SC.1, SA.SC.2, SA.SC.3, SM.IC.1, SM.IC.2, SM.SM.1, SM.SM.2, SM.SM.3	SA.IE.1, SA.IE.2, SA.SC.1, SA.SC.2, SA.SC.3, SM.IC.1, SM.IC.2, SM.SM.1, SM.SM.2, SM.SM.3, SM.SDSM.2	SA.ASP.2
3-5:	SA.IE.1, SA.IE.2, SA.IE.3, SM.IC.1, SM.IC.2, SM.SM.1, SM.SM.2, SM.SM.4, SoA.ADR.2, SoA.ADR.3	SM.SM.2, SM.SDSM.1	SA.IE.1, SA.IE.2, SA.IE.3, SM.IC.1, SM.SC.2, SM.SM.1, SM.SM.2, SM.SM.4	SA.IE.1, SA.IE.2, SA.IE.3, SM.IC.1, SM.SC.2, SM.SM.1, SM.SM.2, SM.SM.4, SM.SDSM.2	SA.SC.1, SA.SC.2, SA.SC.3
Lesson 8:	Part 1: Mudras	Part 2: Sun Salutation	Part 3: Heart of Lesson	Part 4: Guided Mindfulness	Part 5: Close of Practice
K-2:	SA.IE.1, SA.IC.1, SA.IC.2, SM.SM.2, SM.SM.3, RS.C.2	SM.SM.2, SM.SM.3, SM.SDSM.1	SA.IE.1, SA.IE.2, SA.SC.2, SA.SC.3, SM.IC.1, SM.IC.2, SM.SM.1, SM.SM.2, SM.SM.3	SM.IC.1, SM.IC.2, SM.SM.1, SM.SM.2, SM.SM.3, SM.SDSM.2, SoA.PTE.1, SoA.PT.2, SoA.PT.3, SoA.ADR.1, SoA.ADR.2, SoA.ADR.3	SA.ASP.2
3-5:	SM.IC.1, SM.IC.2, SM.SM.2, SM.SM.4, RS.C.2	SM.SM.2, SM.SM.4, SM.SDSM.1	SA.IE.1, SA.IE.2, SM.IC.1, SM.IC.2, SM.SM.1, SM.SM.2, SM.SM.4	SM.IC.1, SM.IC.2, SM.SM.1, SM.SM.2, SM.SM.4, SM.SDSM.2, SoA.PT.1, SoA.PT.2, SoA.ADR.1, SoA.ADR.3, SoA.ADR.4	SA.SC.1, SA.SC.2, SA.SC.3



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	Teachers direct and guide students through the process of self-regulation with breath work, yoga or mindfulness activities that they have taught them. Teacher has a safe spot in the classroom with mindful tools. Teacher has identified a safe spot in the room for the students.	Teachers prompt and question students through the process of self-regulation with breath work, yoga or mindfulness activities that they have taught them. Teacher prompts the students to use the safe spot in the classroom and mindful tools to self-regulate. Teacher has identified a safe spot and students need support and guidance for using it.	Students independently use breath work, yoga and mindfulness activities to identify and self-regulate thoughts, feelings and emotions. Students independently use the safe spot in the classroom and the mindful tools to self-regulate. Teacher has a clearly defined process and the students can independently use it.
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	Taped guided meditation with the lights out once a week. 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.	Taped guided meditation with the lights off that is purposely planned a to fit a student need or a curricular area. 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. Teacher uses resources to teach flip the script strategies and Gratitude practice to promote positive thinking. Teacher uses mantras to promote a growth mindset.	Brief or guided mindfulness activity based on assessment of students or student needs or as the need arises. 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. Teacher uses flip the script strategies and gratitude practice independently to promote positive thinking. Teacher empowers students to use mantras to promote a growth mindset.
Mudras	Uses videos and mudra cards to teach a limited number of mudras and uses them at morning meetings once a week.	Teacher is beginning to feel comfortable with teaching mudras without using videos and cards. Throughout the week, teachers prompt students to use mudras to express feelings, thoughts or their understanding of the lesson.	Teachers are familiar and comfortable with using mudras to express feelings without cards or videos Teachers have supported and empowered students to use the mudras to express their emotions throughout the day. 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.)

So you want to

change
the world...

what are
you waiting for?



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