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Mindfulness and the Effectiveness
in the Classroom

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Abstract

The research in this paper analyzed the effectiveness of implementing mindfulness in a public classroom. The participants for the Capstone Project included 28 fourth-grade students in a public elementary school located on California's Central Coast. The researcher implemented lesson plans that included body awareness and breathing techniques that are effective scaffoldings to implementing mindfulness in the classroom. The results produced, showed half of the students felt the mindfulness lessons helped the students understand how to use mindfulness, while the other half of the classroom did not. The students evaluated unanimously believe that mindfulness is an effective tool that should be implemented into the classroom. The researcher has assessed that the use of mindfulness in the classroom helps students assess and manage their emotions in stressful situations. The researcher could use this Capstone Project to help her future students assess and manage their emotions.

Keywords: Mindfulness, breathing techniques, classroom, body awareness

Mindfulness and the Effectiveness in the Classroom

Literature Review

In current society, our students have a tremendous amount of stressors in their lives, because of the complex issues and topics arising in our modern society our students are faced with the task of finding solutions and thinking in a critical abstract manner. (Mahani 2012) Mahani (2012) compiles research together from a multitude of intellectuals to articulate how contemplative education and mindfulness can help our future generations make choices on these complex societal issues, while being able to use personal insight and contemplation. Mindfulness helps students to do just that. Mahani (2012) explains by looking inward and assessing one's individual ideas and feelings, it becomes easier to assess how another may feel, allowing students to make concrete decisions free of judgment. This paper will analyze the effectiveness of implementing mindfulness into the classroom and its benefits on students.

Mahani (2012) argues the importance of implementing mindfulness into the classroom and the positive effects it will have on our future and on future generations. Understanding mindfulness is not as easy as one may think. Burk (2014) explains that depending on the area in which you are using mindfulness the definition may change. Burk (2014) gives a historical lesson on the origin and meaning of mindfulness in the beginning of the book to help expand the reader's perception of mindfulness. Throughout this section, definitions of mindfulness range from, a way to reduce stress, manage Post Traumatic Stress Disorder, a process of understanding one's emotions and body, as well as a way of life. In the book Burk (2014) gives exercises for the reader to practice mindfulness during the most stressful moments of life. Burrows (2015) takes the stresses of school from the perspective of teachers, students, as well as parents and implements mindfulness to eradicate these stressors. Through introducing

mindfulness practices, Burrows (2015) analyses the subjects' interactions between individuals that are deemed as "the dilemmas". Burrows (2015) is able to compile a report that establishes the effects and the results of implementing mindfulness not only in the classroom, but also outside in society through the perspective of parents, teachers, and students.

Mindfulness has been researched in numerous studies to have helped students with behavioral difficulties and self-regulation. Viglas and Perlman Effects of a Mindfulness-Based Program on Young Children's Self-Regulation, Prosocial Behavior and Hyperactivity (2018) is one of the most recent studies that have contrived an experiment on "the effects of mindfulness on self-regulation for Kindergarteners". Viglas and Perlman (2018) used Head-Toes-Knees-Shoulders to measure self regulation, through this analysis Viglas and Perlman (2018) showed the students in this group benefited tremendously. These students showed more positive behaviors in social situations and showed signs of improvement in self-regulation. A recent case study shows that the notion of mindfulness in the classroom is still very prevalent today and has shown to work across all age groups and types of students in the public school system (Viglas and Perlman 2018). Viglas and Perlman (2018) are able show the success of mindfulness through one of the youngest groups of students.

To ensure the proposed question, how to implement successful mindfulness techniques and lessons into a classroom, the researcher needed a compilation of case studies to show the effectiveness of mindfulness in a classroom setting, as well as is an effective and beneficial asset for students. Sherretz (2011), provides case studies showing what a mindful teacher looks like and argues "schools are producing mindless students." Mindless in this article is explained as only getting from point A to point B, memorizing instead of conceptually understanding

something, and being able to interact with the environment surrounding the individual, which also promotes creativity, (Sherretz 2011).

This compilation of case studies, about teachers in different scenarios provide a well-rounded reference point to derive ideas, providing examples of the success mindfulness has in the classroom, and how mindlessness promotes a conveyor belt mentality of thinking. Srinivasan (2014) gives a slightly modified approach to the idea of promoting mindfulness in the classroom. Bringing mindfulness into the classroom though the teachers not implementing mindfulness practices in the classroom, teaches use examples of self-reflection, self-regulation, and non-reactive approaches to stressful situations, which gives students an example and a model of how to react in their own lives when stressful or emotional situations arise, Srinivasan (2014).

Burrows (2015) researches the effects of mindfulness when interacting with stressful individuals. The research took place in Australia giving a global perspective to the effects of mindfulness. A global perspective helps to solidify the necessity as well as the effectiveness of mindfulness throughout the world. Burrows (2015) focuses mainly on the interactions between faculty and staff in a school setting as opposed to Hornich-Lisciandro (2013) however, who takes a practical approach to using mindfulness in students lives both in and out of the classroom. Hornich-Lisciandro (2013) also gives a background to how mindfulness helps some students with mental and physical disabilities such as, Attention Deficit Hyperactivity Disorder (ADHD), mood, and anxiety disorders. Hornich-Lisciandro (2013) gives readers helpful resources for integrating mindfulness techniques, through non-profit organizations, and workshops for teachers who are looking to implement mindfulness into their classroom. Towards the end of the article, step-by-step ideas are provided, showing mindfulness as an excellent resource for a new perspective in the classroom.

Some individuals may worry that practicing mindfulness techniques in the classroom maybe a form of forcing religious beliefs onto their students. Lunau (2014) resolves that worry by explaining although meditation may have originated and stem from Buddhist practices, it has been tested through years medical analysis and case studies. Stress has been shown to affect the body in a tremendously horrible way. In our current society there are very few solutions that do not involve drugs, surgery, and expensive treatments that can be avoided or manage stress, Lunau (2014). Yet, through practicing mindfulness teachers are able to use a testable as well as thoroughly tested and free solution to stresses inflicted on young children currently. Erricker etal (2001) establishes why meditation in the classroom is beneficial to the whole of the student, through education outside and inside of the classroom. Erricker etal (2001) gives teachers and parents a practical guide to different approaches and techniques to meditation. Erricker etal (2001) gives an argument as to why meditation helps to promote mindfulness in the classroom. Giving a break down of meditation and the learning process will help the researcher to provide examples of different meditation styles that can be applied to practicing mindfulness.

When approaching mindfulness in the classroom it is important to have examples of curricula or lessons that have been successfully implemented in the classroom. Broderick (2013) gives a tremendous example of a curriculum that can easily be implemented in the classroom setting. Broderick (2013) curriculum not only prolongs the learning process for students, it also forces the teacher to be involved in the learning process. The researcher will be using one of the lessons proposed by Broderick(2013) to evaluate the effectiveness of the lesson as well as the practicality of implementing mindfulness in the classroom.

In the case study by Viglas and Perlman (2018) Effects of a Mindfulness-Based Program on Young Children's Self-Regulation, Prosocial Behavior and Hyperactivity, the effect

mindfulness training and implementation of mindfulness practices has on younger students has a positive effect on mood, social behavior, mental disabilities, and self-regulation, Viglas and Perlman (2018). Although Lunau (2014) focuses on the worries of unconscious indoctrination Lunau (2014) argues that the effects of integrating mindfulness training through school assists students in social situations and behavioral self-regulation through mindfulness techniques. Both Lunau (2014) and Viglas and Perlman (2018) studies resulted in positive results and increases in social abilities and behavioral self-regulation through the implementation of mindfulness techniques. Viglas and Perlman (2018) research focused on kindergarten students and Lunau (2014) article was focus was with grade levels below fifth grade showing positive results for both young primary level students and upper primary level students. Both these articles reported using specific techniques for implementing mindfulness into the classroom. Lunau (2014) reported using breathing techniques when a students brain becomes over stimulated. Viglas and Perlman (2018) used physical activity to help kindergarteners understand and become mindful of their bodies through Head-Toes-Knees-Shoulders. These techniques are very helpful when trying to understand what activities can assist in facilitating mindfulness in a lesson plan.

Evaluation of options

In order to implement mindfulness in the classroom there needs to be teachers that are educated in how to implement mindfulness in the classroom. The research has compiled a list of three possible notions to help ensure educators in the classroom are educated in mindfulness techniques. A combination of the three options; using applications like Headspace, integrating mindfulness into the classroom through teacher workshops, and giving future teachers an introduction to mindfulness through their course work in either pre-graduate or post-graduate

programs would be the most beneficial for students but is not the most applicable for an immediate short term effect, it is effective in the long term.

The least practical solution is to give teachers the option of an application like Headspace, without training or the need understand of how to use the program. Programs like Headspace can help provide a wide array of services to improve an individuals health and well being. The program the researcher will be referencing is Headspace. This program gives individuals the tools to manage and help them with life stressors. The headspace website and application has many options and helpful ways to manage stress and individuals mental health, however without an introduction to the program it can be difficult to navigate the program. A seemingly simple in class solution, the Headspace application may not be implemented correctly, reinforced, or used at all.

An integration of mindfulness in the classroom through teacher workshops is helpful for teachers to introduce mindfulness. Teacher workshops do not ensure the use of mindfulness in the actual classroom and most workshops request the teachers to take multiple courses. The first course is a beginners course that teaches teachers how to be mindful first in their own lives. Most teachers also have a choice between taking multiple workshops deviating from the effectiveness of teacher workshops. Teacher workshops also cost money to implement. Without previous knowledge from credential programs it is difficult to cover completely what mindfulness is in the classroom, how to use mindfulness correctly, and effectively. Teacher workshops also require teachers to take either class time or time out of their schedules to participate in a workshop. Other options could be to use collaboration time that is allotted for teachers, taking this collaboration time promotes frustration among current teachers.

Credential programs and the courses required for credential programs are an excellent way to introduce mindfulness and mindfulness practices to future teachers. Establishing a course within already established credential programs and courses such as health, and kinesiology, helps to eliminate the need for teacher workshops and the need for outside applications or programs. A complete integration of all three solutions is the best option. The third solution is the most effective because it does not require any extra money from schools or time away from the teacher and their classroom.

Bellow is a chart rating the long term and short term effectiveness, as well as the cost of each option. The effectiveness categories are rated on a three point scale. Three is the most effect and one is the least effective. The cost category is also rated on a three point scale, a scale of three requires the most money and a scale of one is the least costly.

Solution	Teacher workshops	Implementation in future teachers courses	Mindfulness Applications and Videos
Long term effectiveness	2	3	0
Short term effectiveness	2	1	3
Cost	2	3	1
Totals	6	7	4

Project

Mindfulness is shown by many researchers such as, Burk, D., Erricker, C., Leveté, J., Erricker, Jane, & Leveté, Gina., Mahani, Sepideh., Sherretz, C., and many more, to help students manage and cope with stress. Burk (2014) for example, gives exercises for readers to practice mindfulness during the most stressful moments of life, including the Lotus Flower hand pose. A pose the researcher used in a lesson that will be later discussed. In current society, our students have a tremendous amount of stressors in their lives. Complex issues and topics arising in our modern society force students with the task of finding solutions and thinking in a critical abstract manner. (Mahani 2012) Research in the past years has been compiled together from a multitude of intellectuals to articulate how contemplative education and mindfulness can help our future generations make choices on these complex societal issues Mahani (2012).

Design

The researcher has chosen to introduce mindfulness techniques such as breathing, body awareness, and emotional awareness to help students cope with the future ahead and current life stressors. Mahani (2012) explains by looking inward and assessing one's individual ideas and feelings, it becomes easier to assess how another may feel, allowing students to make concrete decisions free of judgment. Through the use of yoga, breathing techniques, and emotional awareness the researcher analyzes the effectiveness of mindfulness in societies current classrooms, the potential success of implementing mindfulness into public classrooms, and the benefits mindfulness has on students.

The researcher chose to survey a rural public school in California's Central Coast. The students in the class are fourth graders and are in their last semester of school. The population of the school is 94 percent identifying as Hispanic with four percent of the students identifying as

white. The majority of these students come from low-income homes with parents or guardians who work multiple jobs. Many of the students' parents are first or second generation immigrants from South America and Mexico. The majority of the students that identify as Hispanic are Spanish speakers and have already learned, or are in the process of, learning English. The students in the classroom, that the researcher researched in, are very energetic and have a lot of energy. Most of the boys in the class have a difficult time sitting still and are continuously disrupting the class. The girls, besides a few, are quiet and reserved. When interviewing the teacher, the researcher discovered that the students had been introduced to deep breathing techniques. While half of the class responded positively to the previous breathing lesson, the other half of the class found it difficult to focus on the task at hand. The students in the classroom have many outside forces that cause stress. A few stressors the students face involve; guardians working more than one job, gang affiliations in the family, guardians who have been deported, living with grandparents or other family members, incarcerated guardians, guardians on parole, difficulties with learning English, and other ten year old modern day life stressors.

After a few weeks, the researcher planned to conduct a first lesson of a video showing how to use breathing techniques. The objective of the lessons the researcher taught require students to apply breathing techniques in physical education lessons, to calm their minds before reacting in emotional situations. After showing the mindfulness breathing video the researcher will return and conduct a lesson. The second lesson will encompass the deep breathing the students learned from the video with yoga. Yoga will help students to connect their bodies to their breathing. The third and final lesson this research planned to teach is called emotional charades relay. In this lesson, students will have to interpret each other's emotions and convey a variety of different emotions to their teammates. This third lesson will help students to

understand how their bodies feel or react to different emotions. Understanding how to react and how the body interprets different emotions is the objective of mindfulness, this is why the researcher has devised a lesson that encompasses this. When the researcher has finished the lessons purposed, the researcher will ask each student to write down what they thought about the mindfulness activities through a survey that has been created and conducted by the researcher. In order to ensure the researcher has the best results the researcher has developed these lessons to test if mindfulness is an effective way to decrease stress and encourage self-awareness in students.

Implementation

All three lessons coincide with one another linking the three main concepts, breathing, body awareness, and emotional awareness. Students will be introduced to mindfulness, through practicing different emotions and breathing techniques. Students will be introduced to how emotions and their bodies are connected. Due to time constraints the researcher was only able to teach one of the three lessons planned. The lesson conduct was the Mindfulness Breathing Yoga lesson. Before teaching this lesson it is important to make sure the teacher is comfortable with the poses used in this lesson. Those poses are; the standing lotus hand pose, standing star pose, triangle pose, standing lunge pose, tree pose, chair pose, and standing warrior pose three. It is important that when teaching these poses the teacher has introduced breathing techniques to the class. The researcher used these pose because each pose easily flows into the following pose. When introducing yoga into a physical education lesson gradually introduce a new pose during each warm-up session, as the researcher has done. This helps create familiarity with the poses in the Mindfulness Breathing Yoga lesson. When beginning this lesson it is important to start with a pose that brings the students back and centers them. For this the researcher used the standing

lotus hand pose. This pose brings students back to their center by physically bringing their hands to the center of their chest and taking deep breaths. The rest of the yoga poses used increasingly challenge the students to calm their minds while attempting a new physically strenuous activity.

In the beginning of this lesson the researcher counted out five deep breaths for the students. After the first three poses the researcher had the students take five unassisted deep breaths on their own. If students began to become distracted she would begin counting from the last breath taken. Another helpful attention grabber is using, “one, two, three, eyes on me” or acknowledging when a student is doing a very good job or is staying on task to the rest of the class. The final pose taught should be the most difficult pose. After the final pose re-center students back to the standing hand lotus pose, this pose is also an excellent pose to use in the classroom when students are distracted. With this last pose double the amount of breaths taken to ten breaths to firmly re-center and calm the students minds. After this lesson ask students, as the researcher did, what their favorite pose was and incorporate those poses into future warm-ups or cool-downs. It is very important to introduce yoga as a muscle building practice when using yoga in a physical education course. As the researcher noticed during teaching this lesson, some of the students may feel the lesson is not a physical education lesson because they are not running or aggressively exerting energy. Remind students that physical activity has many forms and the practice of yoga is just as demanding as other forms of physical activity.

Procedure

In lesson one the researcher wanted to introduce mindfulness and breathing to the students. The objective of this lesson is that students are introduced to mindfulness through practicing breathing techniques. This will be achieved when students watch the video showing individuals of all ages explaining how mindfulness helps them when they are feeling certain

emotions. For lesson two the teacher will introduce seven yoga poses to the class during Physical Education time. While holding each pose students will practice breathing techniques learned previously in lesson one. The primary object for this lesson is for students to continue practicing breathing techniques while introducing the body. Students will apply breathing techniques to calm their minds and bodies before reacting in emotional situations. The third and final lesson builds on and encompasses both on lessons one and two. In this lesson students will understand how their bodies are affected by emotions through charades. Students will be given an emotion and will act out the emotion with their body until their team can decipher the emotion.

Materials and Resources

The researcher needed the following resources and materials to facilitate the lessons fully; a computer, access to internet, and classroom setting. The researcher will be using the YouTube video “Just Breathe” (Julie Bayer Salzman and Josh Salzman). The researcher also needed a large space i.e a basketball court, Broderick (2013) book Learning to breathe: A mindfulness curriculum for adolescents to cultivate emotion regulation, attention, and performance, cones, basketball court, laminated emotion cards, as well as previous knowledge of charades and how to convey different emotions.

Standards

The researcher will be focusing on the primary standards listed. The researcher has included more standards in the lesson plans in the appendix for further understanding.

5.1 Self-Responsibility- Set a personal goal to improve an area of health-related physical fitness and work toward that goal in non-school time.

5.3. Self-Responsibility- Accept responsibility for one’s own performance without blaming others.

1.2 Body Management- Perform an inverted balance (tripod) by evenly distributing weight on body parts.

3.6 Flexibility- Hold for an increasing period of time, basic stretches for hips, shoulders, hamstrings, quadriceps, triceps, biceps, back, and neck.

Evaluation

During the implementation of the lessons the researcher had planned to conduct, the research was only able to conduct one of the lessons. Due to time constraints the implementation of mindfulness in the classroom was not successful for the entire class. As shown in the charts below as well as survey examples, the class was divided almost exactly on opinions of the lesson. The lesson that the researcher did conduct was the breathing yoga lesson. As predicted, from surveying the students for a month, the researcher noticed there were a few problems with implementing mindfulness into this particular classroom. The students had already been introduced to mindful breathing techniques and although the researcher assumed this would create an easy shift to the mindful breathing yoga lesson, it did not. The first issue arose because the students, when introduced to mindfulness, had a negative reaction prior to the researcher being in the classroom. An already negative outlook on mindfulness made for a difficult transition to lessons. As the researcher conducted the lesson a second issue arose. The students were accustomed to games during Physical Education time and a few of the boys in the class did not perceive yoga as a physical activity. A few of these boys complained and were disappointed with the P.E lesson when they returned to class. The last issue that arose involved time constraints. The researcher was only in the classroom for four weeks making it difficult to teach all the lessons that were planned.

Though there were circumstances that arose that were unavoidable and unfavorable, the researcher did notice a few silver-linings. A few of the boys, that typically do not focus very well, tried very hard and paid close attention to the activity. Most students had a favorite pose, some even chose more than one, and most thought it was important to learn about how your emotions affect your body. After conducting research, surveying the classroom and students, and conducting a lesson the researcher gained the awareness that mindfulness should be gradually introduced at an earlier age as well as consistently introduced and taught throughout the students academic life.

Reflection

Discussion

Mindfulness is a necessary practice to introduce into the classroom. Mindfulness teaches students how to regulate and control their emotions, understand their changing bodies, and reduce stress amongst (Mahani, 2012). Mindfulness, however, is not an easy practice to implement into the classroom. Burk (2014) explains that mindfulness is difficult to implement not only because of the multitude of definitions attached to what mindfulness means, it is also a difficult practice to maintain. Definitions of mindfulness range from, a way to reduce stress, manage Post Traumatic Stress Disorder, a process of understandings one's emotions and body, as well as a way of life (Burk, p.1, 2014). In order to master one of the many concepts associated to mindfulness, the concept must be practiced continuously everyday for years. The students that the researcher worked with, had only been introduce to mindfulness a week earlier and were in the last semester of their fourth grade year. Before the researcher had been in the classroom, the students had been introduced to mindfulness practices, and had not responded positively to the lesson. The lesson that was implemented prior to the researcher being in the classroom made it difficult for the researcher to implement another mindfulness lesson. The research also found it

difficult to implement all three of the lessons within the given time period of one month. The implementation of mindfulness in the classroom was not entirely successful and could have been more successful if the researcher had more time.

Recommendations

The students the researcher worked with had only been introduced to the concept and practice of mindfulness once prior to the researcher being in the classroom. The implementation during that time was not successful and caused the majority of the students to have a negative outlook on the practice of mindfulness. Mindfulness, was also implemented in this classroom towards the end of the year. If mindfulness is to be implemented into a classroom it should be implemented at the beginning of the year, when the climate and attitude of the classroom is being introduced to students. The second suggestion, is to introduce mindfulness as a warm-up or cool-down activity. After a few weeks, the routine of doing a mindfulness activity will become second nature to students. The researcher noticed this while leading and observing Physical Education lessons in the classroom. This occurred before each P.E lesson where the students would routinely do a warm-up. At one point the teacher began to set up for the P.E lesson and the students could not begin the lesson without first doing their routine warm-up. This showed the researcher that students thrive in classrooms that are predictable and have a set schedule or routine.

Implementing mindfulness is also more effective when the entire school takes part. If students learn mindfulness in Kindergarten, the students will have a close to mastery level of understanding mindfulness and how to use it by the time they have reached the upper grade levels. As Viglas and Perlman (2018) used Head-Toes-Knees-Shoulders with kindergarteners to understand and become mindful of their bodies through mindfulness. Routines like this help students when learning mindfulness. Implementing such a concept at a young age, and

continuing to practice mindfulness throughout the upper primary grade levels, helps to solidify the necessity for mindfulness amongst students.

Future plans to build on the Capstone

Although implementing mindfulness in the classroom was not overwhelmingly successful for the researcher, quite a few students did respond positively to the mindfulness lesson that was taught. The practice of mindfulness in the classroom does help students manage stress and control their emotions when implemented correctly. In the future the researcher will use mindfulness in her on future classroom. Using mindfulness as a warm-up/ cool-down for students when transitioning to different subject matters, is one way the researcher plans to expand on this Capstone in the future. The researcher also would like to implement mindfulness practices more in her own life. Understanding fully how to use mindfulness is important when successfully teaching mindfulness to students. Being a model for students is an excellent visual example for students to reference when stressful situations arise. The researcher will incorporate mindfulness into everyday practices to ensure when entering her future classroom, she will be the best model for her students. The researcher plans to use mindfulness in her future classroom and in doing so will continue researcher until then.

Conclusion

Mindfulness can be an effect practice when implemented at the beginning of the school year, with a teacher seasoned in mindfulness practices, and is routinely implemented throughout the school year. When correctly introduced into the classroom mindfulness helps students to understand how to self-regulate their emotions in stressful or uncomfortable situations.

Attempting to introduce mindfulness concepts into an upper primary level classroom that is toward the end of its school year, is futile and will not produce the desired results. Through the use of breathing techniques students are able calm their minds when over stimulated.

Students who are introduced to mindfulness, at an early age will be better equipped to manage their negative and positive emotions caused by everyday stress. Through the use of yoga, breathing techniques, and body awareness students will enter the world after school, more equipped to manage stress as well as their emotions. As opposed to students who were not exposed to mindfulness in the classroom at an early age. The use of mindfulness in the classroom encourages a healthy relationship, by understanding how to manage emotions and stress when faced with the complex issues, stressors, and difficult topics arising in our society today.

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Appendix

Lesson #1	Mindfulness Video
Lesson Overview	
Subject	Physical Education
The unit of study	Mindfulness
Grade Level	Fourth grade
Objective	Students will be introduced to mindfulness through practicing breathing techniques.
Summary	Students will watch a video showing individuals of all ages explaining how mindfulness helps them when they are feeling certain emotions. This video is an introduction to mindfulness and mindfulness techniques such as breathing.

Implementation	
Learning Context	The video will introduce students to mindfulness and why to use mindfulness and breathing techniques.
Teaching Strategy	Guided discussion
Time Allotted	10 minutes

Procedure	
Anticipatory Set	The teacher will begin asking students what they do when they feel different emotions as well as follow up questions regarding how to monitor emotions, what they think is best, as well as what they think mindfulness is.
Modeling	The teacher will first show the video, then model how to hold the lotus hand pose while deep breathing.

Guided Process	As a class, the students will hold the lotus hand pose while the teacher counts deep breathing breaths.
Independent Process	Students will be asked to try the deep breathing exercise on their own for 15-30 seconds.
Closure	After the deep breathing session is finished the teacher will bring the class back and acknowledge/ restate the purpose of deep breathing and how it coincides with learning how to be mindful.

Follow up	For this unit the teacher will have the class take deep breaths each time the class is transitioning into a new subject.
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Materials	
Instructional Materials	Computer, access to internet, and classroom setting
Resources	Preview YouTube video "Just Breathe" by Julie Bayer Salzman & Josh Salzman (Wavecrest Films)"Just Breathe" by Julie Bayer Salzman & Josh Salzman (Wavecrest Films)

Standards	
5.1 Self-Responsibility	Set a personal goal to improve an area of health-related physical fitness and work toward that goal in non-school time.
5.3. Self-Responsibility	Accept responsibility for one's own performance without blaming others.

Assessment	
Pose	Lotus hand pose will be used to practice breathing at students desk. Students will be evaluated on whether or not they are using the pose and attempting the deep breathing exercise.
Breathing	Students will be evaluated on whether or not they are attempting deep breathing at their desks.

Lesson #2	Breathing Yoga
Lesson Overview	
Subject	Physical Education
The unit of study	Mindfulness
Grade Level	Fourth grade
Objective	Students will apply breathing techniques acquired in a physical education lesson, to calm their minds before reacting in emotional situations .
Summary	In this lesson the teacher will introduce seven yoga poses to the class during Physical Education time. While holding each pose students will practice breathing techniques learned in the previous lesson.

Implementation	
Learning Context	The yoga lesson is the bridge lesson between practicing to breath and emotional monitoring. Introducing an activity that forces students to use different poses to help their body to calm down in emotional situations will make the transfer from breathing to emotions smoother.
Teaching Strategy	The teacher will use praise to those doing the activity as well as they can. The teacher will

	also inform the students about the strength building benefits of yoga to entice those that think yoga is a more feminine way of working out.
Time Allotted	20 minutes

Procedure	
Anticipatory Set	The teacher will introduce this lesson as a way to practice deep breathing learned in the previous lesson.
Modeling	The teacher will show how to do each pose before the class does the pose together.
Guided Process	As the class is trying the pose the teacher will again show how to do the pose
Independent Process	After the class has practiced the pose a few times, they will independently do the pose while the teacher counts deep breaths.
Closure	After the lesson the teacher will ask students to share their favorite poses and how they felt while holding the poses and breathing deeply.

Follow up	During cool-downs for future physical education activities the teacher will ask students to do a few poses they learned during the yoga activity as well as breath deeply.
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Materials and Resources	
Instructional Materials	A large space.
Resources	Use Broderick (2013) book <i>Learning to breathe: A mindfulness curriculum for adolescents to cultivate emotion regulation, attention, and performance.</i>

Standards	
1.2 Body Management	Perform an inverted balance (tripod) by evenly distributing weight on body parts. Flexibility.
3.6 Flexibility	Hold for an increasing period of time basic stretches for hips, shoulders, hamstrings, quadriceps, triceps, biceps, back, and neck.
3.3 Aerobic Capacity	Participate three to four days each week, for increasing periods of time, in continuous moderate to vigorous physical activities at the appropriate intensity to increase aerobic capacity.
3.6 Flexibility	Demonstrate basic stretches using proper alignment for hamstrings, quadriceps, hip flexors, triceps, back, shoulders, hip adductors, hip abductors, and calves.
4.1 Fitness Concepts	Identify the correct body alignment for performing lower-body stretches.
4.12 Muscular Strength/Endurance	Describe the difference between muscular strength and muscular endurance.

Assessment	
Pose	Students will be evaluated on whether or not they attempt the pose being taught.
Breathing	Students will be evaluated on whether or not students participate.

Lesson #3	Emotional Charades
Lesson Overview	
Subject	Physical Education

Unit of study	Mindfulness
Grade Level	Fourth grade
Objective	Students will be introduced to mindfulness by practicing different emotional techniques. Students will be introduced to how emotions and their bodies are connected.
Summary	Students understand, through charades, how their bodies are affected by emotions. Students will be given an emotion and will act out the emotion with their body until their team can decipher the emotion.

Implementation	
Learning Context	This lesson helps students to connect emotions to mindfulness. In the two previous lessons, mindfulness and breathing to monitor different emotions were introduced. “This lesson helps students to solidify their understanding of different emotions and how to monitor them through breathing techniques” (Bayer and Josh Salzman, 2018).
Teaching Strategy	This lesson requires students to work together in teams. The teacher will facilitate directions to the students before the lesson.
Time Allotted	20 minutes

Procedure	
Anticipatory Set	The teacher will motivate the students by introducing the lesson as a relay. Students will want their team to win, motivating the students to take part in the lesson.
Modeling	The teacher will first give directions and model how to interpret and model charades.

Guided Process	The teacher will use one group or team as an example of how to play the game.
Independent Process	The students will play the game doing their best charade of a emotion as well as trying their best to guess the emotion their classmate is trying to interpret.
Closure	Once the first team is finished they will sit down and win. After the lesson is over and the students return to class, the teacher will elaborate why and what the point of the game was.

Follow up	The teacher will use the game as a reference when conveying emotions or referring to why the class is learning breathing techniques.
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Materials and Resources	
Instructional Materials	Cones, a basketball court, Laminated emotion cards.
Resources	Students will need previous knowledge of emotions and charades.

Standards	
5.1 Self-Responsibility	Set a personal goal to improve an area of health-related physical fitness and work toward that goal in non-school time.
5.3. Self-Responsibility	Accept responsibility for one's own performance without blaming others.

Assessment	
Participation	The students will be evaluated on whether or not they participate in the activity. As well as their ability to convey or interpret the emotion

	card.
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Evidence of Implementation

Mindfulness Survey

(Please do not put your name on this sheet. When you are done Ms. Barrick or Ms. T will collect them. Thank you!)

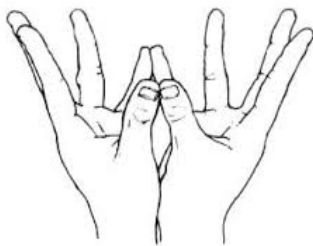
1. How did this activity make you feel? Circle yes or no.

Good the same bad

2. Do you think you could use the breathing techniques you learned to help you when you feel bad? Circle yes or no bellow.

Yes or no

3. Which position made you feel the most relaxed and connected to your body? Circle one bellow.



Lotus Pose



Standing star Pose



Tree Pose



Alternating Warrior Pose



4. Do you think learning how your emotions affect your body is important? Circle one below.

Yes or No

5. Would you like to learn more about how to be mindful about your emotions and how your emotions affect your body? Circle one below.

Yes or No

Mindfulness Survey

(Please do not put your name on this sheet. When you are done Ms. Barrick or Ms. █ will collect them. Thank you!)

1. How did this activity make you feel? Circle yes or no.

Good the same bad

2. Do you think you could use the breathing techniques you learned to help you when you feel bad? Circle yes or no below.

yes/ or no

3. Which position made you feel the most relaxed and connected to your body? Circle one below.



Standing star Pose



Tree Pose



Alternating Warrior Pose



4. Do you think learning how your emotions affect your body is important? Circle one below.

Yes or No

5. Would you like to learn more about how to be mindful about your emotions and how your emotions affect your body? Circle one below.

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Mindfulness Survey

(Please do not put your name on this sheet. When you are done Ms. Barrick or Ms. █ will collect them. Thank you!)

1. How did this activity make you feel? Circle yes or no.

Good the same bad

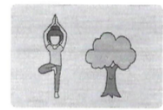
2. Do you think you could use the breathing techniques you learned to help you when you feel bad? Circle yes or no below.

Yes No

3. Which position made you feel the most relaxed and connected to your body? Circle one below.



Standing star Pose



Tree Pose



Alternating Warrior Pose



Triangle Pose

4. Do you think learning how your emotions affect your body is important? Circle one below.

Yes No

5. Would you like to learn more about how to be mindful about your emotions and how your emotions affect your body? Circle one below.



Yes No

Mindfulness Survey
(Please do not put your name on this sheet. When you are done Ms. Barrick or Ms. [redacted] will collect them. Thank you!)

1. How did this activity make you feel? Circle yes or no.
Good the same bad



2. Do you think you could use the breathing techniques you learned to help you when you feel bad? Circle yes or no below.
Yes or no

3. Which position made you feel the most relaxed and connected to your body? Circle one below.




Lotus Pose Standing star Pose

none

Tree Pose Alternating Warrior Pose

none

Triangle Pose

4. Do you think learning how your emotions affect your body is important? Circle one below.
Yes or No

5. Would you like to learn more about how to be mindful about your emotions and how your emotions affect your body? Circle one below.
Yes or No

Mindfulness Survey

(Please do not put your name on this sheet. When you are done Ms. Barrick or Ms. █ will collect them. Thank you!)

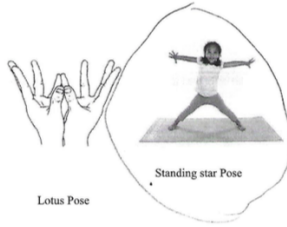
1. How did this activity make you feel? Circle yes or no.

Good the same bad

2. Do you think you could use the breathing techniques you learned to help you when you feel bad? Circle yes or no below.

Yes no

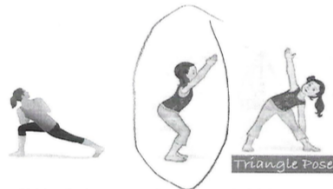
3. Which position made you feel the most relaxed and connected to your body? Circle one below.



Tree Pose



Alternating Warrior Pose



4. Do you think learning how your emotions affect your body is important? Circle one below.

Yes or No

5. Would you like to learn more about how to be mindful about your emotions and how your emotions affect your body? Circle one below.

Yes or No

Mindfulness Survey

(Please do not put your name on this sheet. When you are done Ms. Barrick or Ms. [redacted] will collect them. Thank you!)

1. How did this activity make you feel? Circle yes or no.

Good the same bad

2. Do you think you could use the breathing techniques you learned to help you when you feel bad? Circle yes or no below.

Yes no

3. Which position made you feel the most relaxed and connected to your body? Circle one below.



Lotus Pose



Standing star Pose



Tree Pose



Alternating Warrior Pose



Triangle Pose

4. Do you think learning how your emotions affect your body is important? Circle one below.

Yes No

5. Would you like to learn more about how to be mindful about your emotions and how your emotions affect your body? Circle one below.

Yes No

How did this activity make you feel?	Results
Good	10/26
The same	6/26
Bad	9/26
N/A	1/26
Total Students	26/28

Do you think you could use the breathing techniques you learned to help you when you feel bad?	Results
Yes	11/26
No	14/26
N/A	1/26
Total	26/28

Which position made you feel the most relaxed and connected to your body?	Results
Lotus Pose	14
Standing Star Pose	4
Tree Pose	4
Alternating Warrior Pose	2
Lung Twist Pose	3
Chair Pose	1
Triangle Pose	3

N/A	3
Total	34/26

(Results may vary, students selected more than more pose.)

Do you think learning how your emotions affect your body is important?	Results
Yes	14/26
No	10/26
N/A	2/26
Total	26/28

Would you like to learn more about how to be mindful about your emotions and how your emotions affect your body?	Results
Yes	7/26
No	16/26
N/A	3/26
Total	26/28

