



Mindfulness

During the Mindfulness mini lessons, students are learning the benefits of mindfulness and being self-aware of thoughts, emotions, their body and the environment. They will explore different strategies to determine which strategies will help them best in daily lives. The key message is learning about emotions and strategies to appropriately manage them helps us make healthier choices

Lesson Name: The Mindfulness “Pop-Up” Shop

Unit Name: Mindfulness

Grade Level: 9-12

Lesson Length: 20-30 minutes

Before beginning, teachers should offer accommodations specifically mentioned in a student’s IEP to support their ability to participate in the lesson. A sample list of common accommodations and modifications to aid you in selecting appropriate supports for students can be found under “Additional Resources” [here](#).

Lesson Objective(s):

Students will practice various mindfulness activities as tools for managing stress and other complex emotions. Students will reflect on how they feel after trying each mindfulness activity. By the end of the period students will identify at least two mindfulness activities they would like to try in their personal lives.

Essential Question (related to objective):

How can using mindfulness strategies improve my emotional and physical health?

National Standards & Grade-Level Outcomes for K-12 Physical Education:

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

- S3.H14 Stress management

National Health Education Standards & Performance Indicators:

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

- 2.12.6 Evaluate the impact of technology on personal, family, and community health.

CASEL Core SEL Competency:

Self-awareness

- Identifying emotions
- Self-efficacy

Self-management

- Stress management
- Self-discipline
- Impulse control

Equipment Needed:

- How am I feeling? Daily Check-In poster
- iPads/tablets or cell phones
- Headphones (one per student)
- Mindfulness Pop-Up Shop Product Review Page
- Projector, screen and speakers (optional)
- Mats (optional)

Lesson Overview:

Teachers will set up various mindfulness exercise stations around the class or gym for students as if they were shopping. Students will have a chance to try out different mindfulness activities like at a pop-up shop. Teachers should lead up to the pop-up shop by introducing one or two mindfulness exercises per class period. On the day of the pop-up shop, students will have the opportunity to reflect on how they felt after each of the exercises by completing “product reviews”. Based on the needs of the community, teachers can replace the word mindfulness with self-awareness throughout the mini-lesson.

Mini-Lesson Name: The Mindfulness “Pop-Up” Shop Unit Name: Mindfulness Grade Level: 9-12

Definitions:

Mindfulness is

- Paying full attention to your:
 - thoughts
 - emotions
 - body
 - environment

- Focusing on the present.
 - The past already happened. *(Consider your students experiences and traumas they may have had before choosing to share this portion of the definition.)*
 - The future isn't here yet.
- Without judgement.
 - Be kind to yourself (*compassion*).
 - It is what it is – nothing more nothing less.

Self-awareness is:

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior.

Self-management is:

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations.

Activity Progression:

Review the definition of mindfulness to students. Have them check-in using the “How am I feeling? Daily Check-In poster”.

Example script: “Before we get into today’s mini-lesson, I would like you to do a mental check-in and place a sticky note next to the heart you feel best describes how you’re feeling right now. Write your name on the back if you want me to check-in with you. At the end of class, I will ask you again how you are feeling.”

Remind students that being mindful is simply slowing down and paying full attention and focusing on the present without any judgement, in addition, mindfulness is a great way to help us when we are feeling strong emotions like anxiety, stress, sadness or anger. This is one way to help with our emotional and physical health by leading us to make better health-related decisions. Reinforce to students that all feelings are okay, but how we manage them is important. Have them practice a Mindful Minute for 60 seconds.

Example script: “We’ve been talking about ways to take care of our emotional and physical health and ways to help us when we may feel anxious, stressed, mad or overwhelmed. One specific strategy we tried was a Mindful Minute. Why did we say that a Mindful Minute or mindfulness was beneficial? [Allow for students to answer.] Learning to be self-aware and self-manage our emotions, thoughts and behaviors makes us healthier. We are able to make better health-related decisions. In health and PE, we learn about taking care of our bodies, we want to be sure we are taking care of our minds as well.”

Below are various mindfulness activities. Teachers will select two mindfulness activities to introduce to students for them to try out to lead up to the Mindfulness Pop-Up Shop. This mini-lesson can be done over the course of a few class periods or in one class period culminating with the Mindfulness Pop-Up Shop where students try out the different mindfulness activities and reflect on each one to determine which activities they like best or feel would work best for them. If you choose to do this in one class period, be sure to properly review each mindfulness activity. However, it is recommended to introduce each mindfulness activity prior to the pop-up shop day.

Example script: “So, we’ve been discussing mindfulness and how it’s healthy and normal to feel a variety of emotions, including emotions that we may deem as negative like anger or sadness. The truth is we all feel feelings and it’s okay! What we must be careful with is how we RESPOND or REACT to our feelings. It’s okay to feel angry, but it’s not okay to knock over a table or call someone a name.

Let me ask you all a question. Have you ever heard of a “pop-up shop”? [Allow for student response.] A pop-up shop is a temporary store that is only open for a few days or weeks. It’s a really cool opportunity for customers to try or sample things from a vendor. So, what we are going to do over the course of the next few class periods are have a mindfulness pop-up shop! We are going to try out different mindfulness activities to see which ones we like best and think might work best for us. Everyone is different and a certain mindfulness exercise might work for one person, but may not be as effective for another, just like someone might like how a certain clothing item fits or looks and someone else might not.”

Select from the mindfulness activities below. Select 1-2 different activities each class period to introduce to students. After you have reviewed each activity, the final class period will be the Mindfulness Pop-Up Shop. The Mindfulness Pop-Up Shop will be stations with each mindfulness activity that students can try out on their own. Students should try at least four different exercises and can move freely from station to station. As they move through each station, they should complete the Mindfulness Pop-Up Shop Product Review page the “product” will be each mindfulness exercise. By the end of the period they should have identified at least two mindfulness activities they would like to try in their personal lives.

Mindfulness Activities:

Better Breathing

Introduce the concept of Better Breathing or deep, belly breathing.

Example script: “Watch me as I breathe in deep breath so much that it fills my lungs and makes my stomach poke out. [Take a deep breath and hold this breath and count to 4] 1, 2, 3, 4 and now I can breathe out slowly 1, 2, 3, 4. Let’s try it together. [Count to 4 as students are breathing in] I want you to SLOWLY breathe out the air QUIETLY. [Count to 4 as students are breathing out]”

Have students practice breathing in deeply and blowing out slowly and QUIETLY a couple more times in their spots. Students may want to hurry their breaths and blow out loudly and faster. Practice with them, emphasizing to count to 4 breathing in slowly and deeply and counting to 4 when breathing out slowly and quietly. Share with students this is also a good technique to use when catching your breath after physical activity.

For the Mindfulness Pop-Up Shop portion of the mini-lesson, print out the Better Breathing mini-poster for students to use to guide them through the deep breathing. As an option, you can provide fake flowers and candlesticks for students to use for imagery. Students will hold the flower in one hand to practice breathing in deep (smelling the flower) and the candle stick in one hand to practice breathing out (blowing out the candle). Another option is to let students use their cell phones to scan the Belly Breathing QR-Code to help use a guided video (credit: Teens Health from Nemours). You can also provide small slinky-type toys that students can use to expand when they breath in and close when they breathe out.

Mindful Senses

Mindful Senses uses the five senses to help focus on the environment instead of the thoughts that might be racing in one’s mind. Remind students that part of being mindful is paying attention to their environment as well.

Guide students through the Mindful Senses exercise. Allow students to find their own space in the instructional area where they feel comfortable. Give students the following prompts:

- Notice five things you can see. Look around you and become aware of your environment. Try to pick out something that you don’t usually notice.
- Notice four things you can feel. Bring attention to the things that you’re currently feeling – maybe how your clothes feel or if your hands are touching the ground.
- Notice three things you can hear. Listen for sounds you don’t normally notice. It could be the soft buzz of the lights or the sounds of the heat/air conditioning.
- Notice two things you can smell. Bring attention to scents that you usually filter out, either pleasant or unpleasant. Maybe you smell the laundry detergent on your clothes.
- Finally, notice one thing you can taste. What is the current taste in your mouth?

For the Mindfulness Pop-Up Shop portion of the mini-lesson, print out a few of the Mindful Senses mini-posters. Students can choose to use the mini-poster to guide themselves or work with a partner to guide them.

Progressive Muscle Relaxation

Muscle relaxation is the tightening and relaxing of muscles. Have students lay down in their personal space, you can use mats if you have them. Guide them through muscle relaxation from head to feet.

Example script: “Sometimes after we have intense physical activity, our muscles can feel sore, but sometimes our muscles can just feel sore because we are worried, sad or overwhelmed. Muscle relaxation helps us relax by tightening muscles and relaxing them. We are going to take some time to practice that today.”

[Here](#) is a video to help guide students through the muscle relaxation. You can just use the audio or use the video in its entirety. You can also opt not to use the video at all but use it as a reference as to how to guide your students through muscle relaxation. The video is seven minutes in length. (credit: GoZen!)

For the Mindfulness Pop-Up Shop portion of the mini-lesson, use the QR-code attached to the lesson and have students use their cell phones with headphones to practice progressive muscle relaxation on their own. Optional, provide students with yoga mats or towels to find a space in the instructional area to try it out on their own.

Mindful Minute

Direct students to sit quietly with their eyes closed. Have students focus on their breathing or the sounds they might notice around them for 60 seconds. If their mind starts to wander students should focus on their breathing. Reassure students that it is normal for our minds to wander because our minds are active when we are awake.

Example script: “Practicing a Mindful Minute is about teaching ourselves to focus on the present to slow down our minds. This is a great skill because it takes lots of practice to keep our minds from not wanting to think about other things. As you get better at this skill you can try to go longer than 60 seconds.”

It’s important to allow students to engage in this activity that feels meaningful to them. They key is not for students to necessarily sit still with their eyes closed, but to slow their minds down to clear their thoughts to allow themselves to be in a place to manage their emotions healthily. If some students struggle with sitting still allow them to walk around the space while focusing on their steps versus their breathing. If students want to lay down or keep their eyes open allow them.

For the Mindfulness Pop-Up Shop portion of the mini-lesson, print out a few of the Mindful Minute skills posters and provide either stop watches, have students use timers on their cell phones, or display an online stopwatch on the projector. Allow students to work in pairs or groups to time each other if they wish.

Additional Activities

Below are additional activities you can provide in the Mindfulness Pop-Up Shop for students based on resources available.

- Noticing Walk- Go for a walk outside, at a mall/store, or in your house and look for different things you notice that you may not have noticed before.
- Stretching- Try different stretching poses. Pay close attention to how your body feels as you do each pose. Printouts of different poses can be found on pages 43-49 of the health. moves. minds. Station Cards.
- Mindful Eating- Eat a raisin with your eyes closed. Chew slowly and notice the texture, taste, feel, and smell as you eat. A printout can be found on p. 35 of the health. moves. minds. Station Cards.
- Mindful Coloring- Part of being mindful is being kind to yourself or compassionate. Print out different coloring sheets to practice being mindful. Focus on the stroke of the marker/crayon/colored pencil, the sounds as you color and pick colors based on what you’re feeling in that moment.

- Peace of Paper- Write down on a piece of paper what you're currently feeling and examine why you're feeling that way. Be completely honestly and remember to show yourself kindness; it's okay to feel whatever you're feeling (positive or negative). Writing thoughts down is a great way to be reflective and bring peace of mind. Optional: Have students create mindfulness journals using scrap paper they staple together to use in the future.

At the end of class have students check-in with themselves again using the How am I feeling? Daily Check-In poster. Allow students to change their sticky note if they would like.

Modifications/Differentiation:

- Put students in pairs to share answers.
- Allow students to share their responses to you orally.
- Paraphrase questions or only provide a few questions at a time.
- Allow students the option to sit or lay quietly, walk around the room quietly, or use a fidget quietly.
- Break each step down for students who may be only to process one step at a time.
- Provide students with pictures, dramatic actions, or a video demonstration.
- Use a balloon or slinky-type toy to show deep breathing.
- Students who don't have the lung capacity to take controlled deep breaths may do a slow repetitive movement with their hand or foot as a method to control their emotions and improve focus.
- Play calming music with the lights dimmed to create a zen-like environment. (Try this [playlist](#).)

Checks for Understanding:

- How do you think mindfulness can be a benefit in someone's life?
- What are two mindfulness activities that you think will work for you in your real life?



The Mindfulness Pop-Up Shop Product Review Page

Complete a product review for each mindfulness exercise you tried.

Name: _____

Date: _____

Mindfulness Exercise Name: _____

Overall Rating

5 stars= "This would definitely work for me.", 1 star= "This most likely won't work for me"



Write your review

Things to consider are how you felt during and after the exercise and is it something you can easily do on your own.

Will you try this mindfulness exercise at home? (circle one) Yes No

Mindfulness Exercise Name: _____

Overall Rating

5 stars= "This would definitely work for me.", 1 star= "This most likely won't work for me"



Write your review

Things to consider are how you felt during and after the exercise and is it something you can easily do on your own.

Will you try this mindfulness exercise at home? (circle one) Yes No



SHAPE America



Better Breathing QR Code

Be sure to click on the Belly Breathing video at the bottom.

