



Scenario Title: B1 YOYO

Developed by: Nancy Pyrini, 1st Primary School of Rafina

Country: Greece

Students' Age: 7

Grade: B

Field: Interdisciplinary

Unit Panoramic View	
Lesson 1	Introduction: Mindful Bodies & Listening
Lesson 2	Breath Awareness
Lesson 3	5 Steps to Managing Big Emotions
Lesson 4	Calm down Yoga for Kids
Lesson 5	Just Breathe

Lesson 1: Introduction: Mindful Bodies & Listening

Main Focus

The essence of mindfulness

Educational Objectives

Students will learn:

- the meaning of mindfulness;
- to get their mindful bodies, that is to stay still and quiet;
- to be mindful of sound;
- to listen very carefully and hear things people do not normally hear;
- to describe the sounds they noticed outside the mindfulness course.

Step by Step Description of the Activities

Introduction. Today I want us to learn something called mindfulness. Has anyone ever heard the word ‘Mindfulness’? Mindfulness is noticing what is happening in the present moment.

Mindfulness can help us learn to pay close attention to many things. It can also help us calm down when we are angry, sad, frustrated, or have any difficult emotion. Mindfulness can help us notice when we are happy or grateful too. It can also help us focus and in school, sports or music. We’re going to try practicing mindfulness everyday so even if we don’t understand exactly what it is today, we will after some time.

Mindful Bodies. There are a couple very important things that help us be mindful.

If students are at their desks, have them all move their chairs away from their desks and turn them toward the front of the room. Explain that they can do this each time you have ‘mindfulness’.

Remind them each time until it is a habit.

The first thing that will help us during mindfulness is to let our bodies be very still... let’s try that?

The second thing automatically happens when we get still... what is the noise like in here right

now, when you get still? Yes, it gets very quiet. Now we have still bodies and quiet bodies. That’s





what we'll call our mindful bodies. Now, let's close our eyes and just sit like that for one minute. You did a great job at your first practice of a mindful body. Was that easy or hard? We won't have to be this still and quiet all the time, but often I will remind you to get your mindful bodies on and this is what you can do.

Mindful Listening. There are a lot of things that we can learn to be mindful of. Today we are going to practice being mindful of sound. I brought something to help us with that. Bring out bell. Would you like to hear what this sounds like? Ok, but we have to get our mindful bodies on. Demonstrate a mindful body again and let them get ready. Make sure they are as still and quiet as you think that class is capable of.

Ring bell.

Great job. Would you like to hear it again? Ok, but this time, get your mindful ears on. That means you listen very carefully, the whole time. So, see if you can pay attention from the very first moment you hear the bell all the way to the end. Raise your hand when the sound is gone.

Ring bell.

Since you are so good at this, let's try it one more time with our eyes closed. Let your eyes close. Listen just like you did before to the entire sound and raise your hand when the sound is gone for you.

Ring bell.

We can also listen this carefully to any sound. There are lots of sounds around you all the time. If you listen very carefully, you might hear things you don't normally hear. Let's keep our mindful bodies on, with our eyes closed, and listen to the sounds around us. You might hear sounds in the classroom or outside, or even in your own body.

Mindful listening for about one minute.

Raise your hand if you would like to share some sounds that you noticed.

Comment on the quieter sounds and how quiet it had to be to hear them.

You have just learned how to pay attention better. In mindfulness, we learn how to focus and pay close attention to many things. Do you think it's important to be able to focus? Why? When could you use mindful listening?

Wrap-Up. Let's try this again tomorrow. Now that you've learned mindful listening, see if you can remember to listen to sounds around you the rest of today and tomorrow. You might stop and listen while you are on the playground, or in the classroom, or at home. And you can tell me what sounds you noticed when we have mindfulness again tomorrow.

Ring bell. (Mindful Schools, 2018)

Educational Materials

A singing bowl or vibratone.

Evaluation

Invite students to write or draw for 5 minutes after mindfulness on a separate piece of paper.

Give them a question to answer about what they learned or noticed, or have them draw a picture of what they did.





Lesson 2: Breath Awareness

Main Focus

Breath awareness and observation of the flow of breathing

Educational Objectives

Students will learn to:

- bring their breathing into their awareness;
- sense the experience of breathing and the small variations that take place in breath flow;
- observe their breathing in any situation they choose.
- take the crocodile and the shavasana poses.
- Practise diaphragmatic breathing at the crocodile and the shavasana poses.

Step by Step Description of the Activities

Bring your breathing into your awareness and follow it much like you might follow a long volley in a tennis game. As the breath flows out and in, learn to sense the experience of breathing and the small variations that take place in breath flow. Notice whether your breathing is comfortable or uncomfortable. Change your posture. Feel the sensation of breath in your new position. Notice any sighing or unusual breaths. Don't be alarmed by them—just notice them. The next time you are walking, watch your breath again. Out and in; out and in. You will soon find that you can observe your breathing in any situation you choose.

Yoga Breath Training. Few of us have been trained to breathe correctly, but an understanding of the mechanisms underlying relaxed breathing will help you mild the breath and reduce unnecessary tension. Here's a list of the basic characteristics.

Optimal yoga breathing is:

- diaphragmatic or deep breathing

Diaphragmatic breathing, or deep breathing, is breathing that is done by contracting the **diaphragm**, a muscle located horizontally between the **thoracic cavity** and **abdominal cavity**. Air enters the lungs and the chest rises and the belly expands during this type of breathing. Diaphragmatic breathing is also known scientifically as *eupnea*, which is a natural and relaxed form of breathing in all mammals. Eupnea occurs in mammals whenever they are in a state of relaxation, i.e. when there is no clear and present danger in their environment. (Wikipedia)

- nasal breathing

Obligate nasal breathing describes a physiological necessity to breathe through the nose (or other forms of external nares, depending on the species) as opposed to the mouth. (Wikipedia)

- smooth or calm breathing

Calm breathing (sometimes called “diaphragmatic breathing”) is a technique that helps you slow down your breathing when feeling stressed or anxious. Newborn babies naturally breathe this way, and singers, wind instrument players, and yoga practitioners use this type of breathing.

- even breathing

In this the exhalation and inhalation are about the same length and there is no pause or break at the end of the inhalation or exhalation. Work with this in shavasana then while sitting with the head





neck and trunk straight and the body relaxed. Focus your awareness at the navel center and establish diaphragmatic breathing. Count the breath, e.g. exhale 1 2 3 inhale 1 2 3 exhale 1 2 3 inhale 1 2 3 ... (Stillpoint, 2017).

- without sound
- without pause.

Periods of breath awareness in the reclining poses will allow you to examine each of these key habits and to make healthy adjustments in your breathing. You will need to implement your new skills in sitting and standing postures as well. But it's not necessary to labor over the task. Changes in breathing result from discoveries made over time rather than during a single session. A regular practice is the key.

In yoga two reclining postures are used to simplify the early stages of breath training: makarasana (the crocodile), done lying on the stomach and savasana (the corpse pose), done in a supine posture, and. Use the supine pose to observe relaxed abdominal breathing. To observe deep, diaphragmatic breathing, use the crocodile pose. (Yoga International)

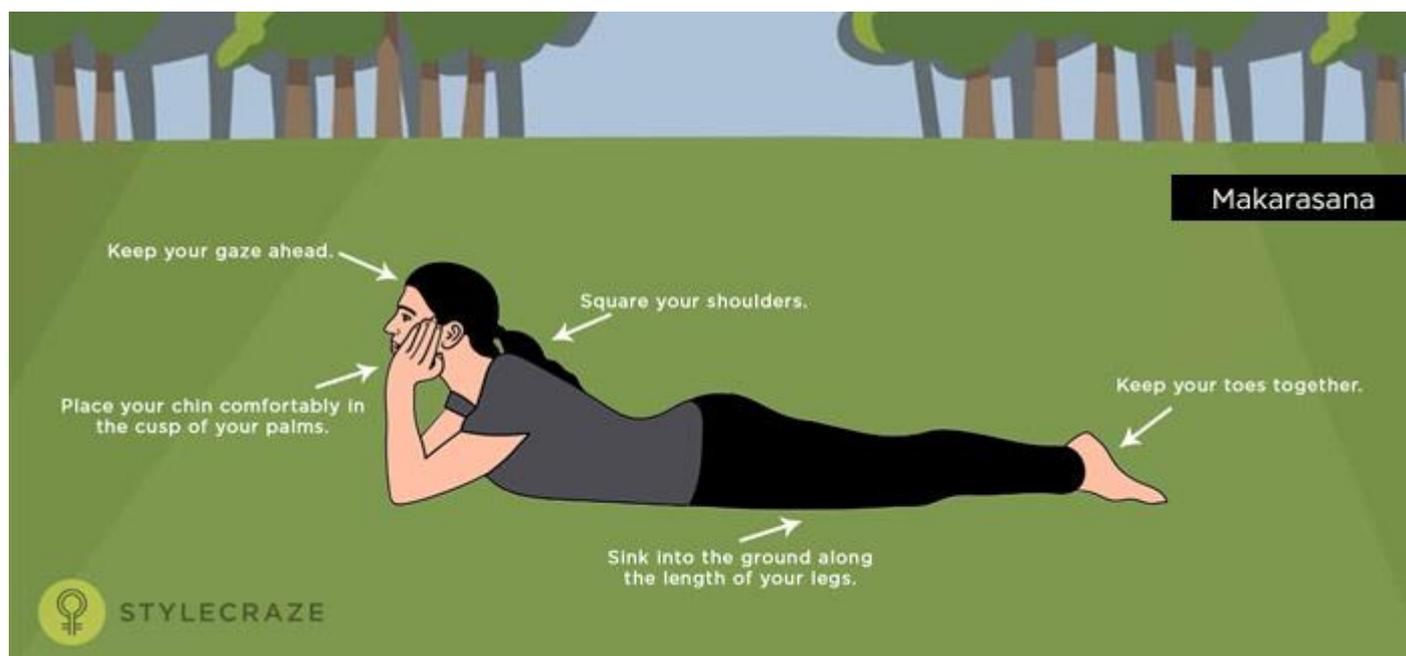


Image 1. Makarasana posture. Retrieved from <http://www.stylecraze.com/articles/makarasana-crocodile-pose-steps-and-benefits/#gref>

How To Do The Makarasana (Crocodile Pose)

1. Lie down on the floor on your stomach.
2. Fold your hands and keep the tip of the elbows on the ground with your fingers facing upwards. Keep your elbows shoulder distance apart.
3. Now, raise your shoulders and head. Keep your neck straight and look ahead.
4. Bend your head a little forward and place your chin in your palms.
5. Stretch out your legs with the toes facing outwards. Feel your body touching the ground.
6. Breathe normally and slowly and relax your muscles.





7. Stay in the asana for a few minutes until you feel completely relaxed.
8. To release from the position, gently remove your palms from the chin, bring your shoulders and head down, and roll over. (YOGA, Nov. 2017)

Diaphragmatic Breath in Crocodile Pose. Crocodile pose is a centering exercise to bring our awareness from the external to the internal world. It is useful at the beginning of a longer practice or on its own as a break in your day. In addition to the calming effect, benefits include strengthening diaphragmatic breath.

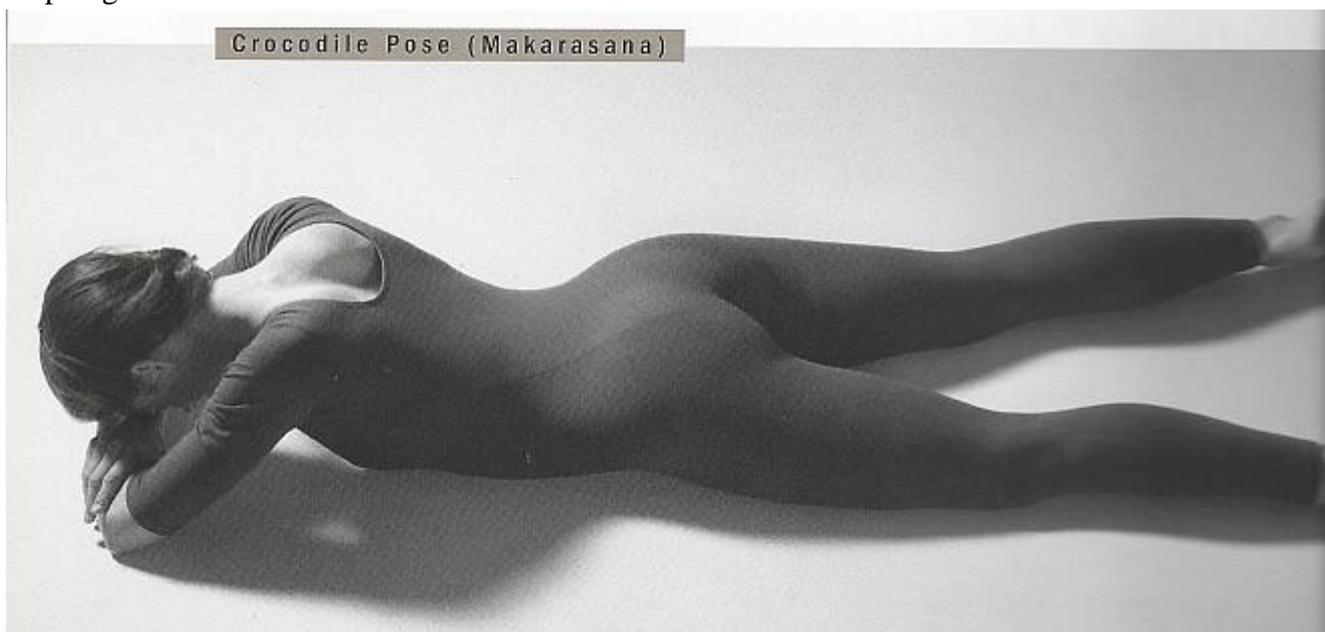


Image 2. Photo Yoga, Mastering the Basics by Sandra Anderson and Rolf Sovik.

In crocodile pose, you lie face down on the floor. Cross your arms in front of you and let your palms rest on the opposite upper arms. Your elbows need to be far enough out that only your lower ribs touch the floor. If your elbows are too close to the body, the shoulders will be uncomfortable. If your elbows are too far away, the chest will be on the floor. The legs are in a V with the toes either pointed in or out, depending on comfort.

Begin with your awareness in your entire body from head to toes. As you slowly scan the body, notice how you feel. Let go of any tension or tight spots, relaxing the body systematically from the scalp to the tips of the toes. Bring your mind back up the body, being aware of the support of the floor and allowing your body to comfortably settle in.

Notice the breath at the navel center. Observe the rhythm and how the body feels as the breath flows in and out. Notice how the abdomen settles into the floor, muscles relaxing, as you exhale and the expansion on the inhalation. Don't try to change anything, simply observe and notice how the breath changes on its own as the body relaxes and the mind focuses.

Observe the belly area for awhile then expand your awareness to include the sides of the lower ribs. Notice if they expand a bit on the inhalation. Is there any movement in the lower back? Focus on how the body feels as you breathe.

After three to five minutes, roll over onto your back and relax into shavasana. Continue to observe the movement of the body with the breath. Allow the breath to become smooth, even and without





pauses, breaks or jerkiness. After a few minutes of following the breath at the navel center, bend the knees and roll over onto your left side. When you come up into sitting, be still and observe the breath in this position.

Every few hours throughout the day, take a 2 minute 'breather'. Sit or stand straight, observe the rhythm of the breath in the navel area. Allow the breath to be diaphragmatic, smooth and even without any pauses or breaks then continue with your day. (Stillpoint, 2017)

SHAVASANA POSE

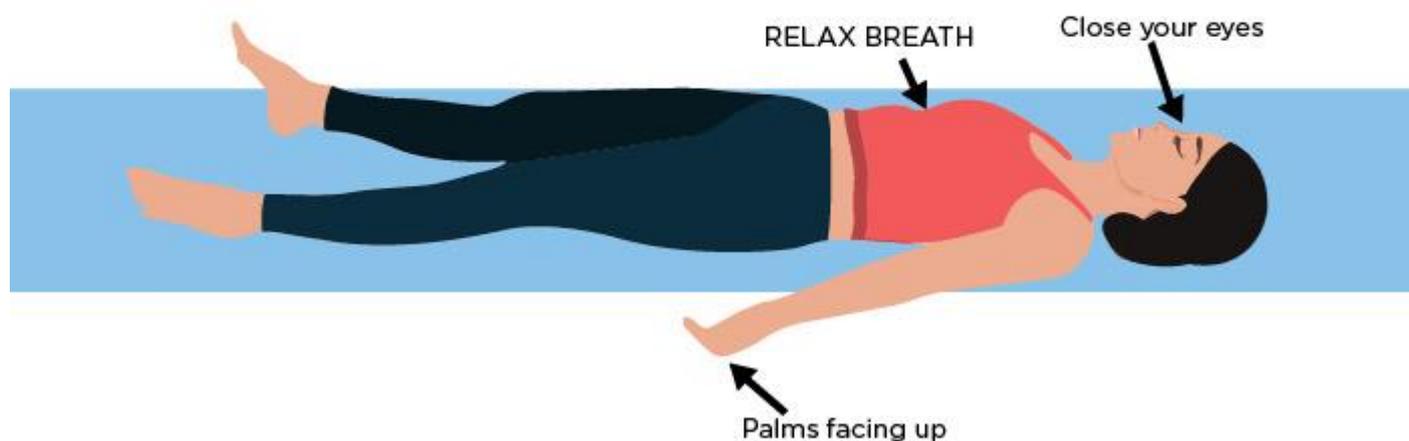


Image 3. Shavasana posture. Retrieved from

<http://www.stylecraze.com/articles/shavasana-corpse-pose/#Shavasana>

How To Do Shavasana (Corpse Pose)

1. Lie flat on the floor, ensuring that there will be no disturbance for the duration of the pose. Make sure you are comfortable, but don't use any pillows or cushions. It will be best if you lie on a hard surface.
2. Close your eyes.
3. Place your legs such that they are comfortably apart. Make sure your legs relax completely and your toes are facing sideways.
4. Your arms must be placed along your body and slightly apart, leaving your palms open and facing upwards.
5. Now, slowly draw attention to every area of your body, starting from your toes. As you do this, breathe slowly, yet deeply, setting your body in a state of deep relaxation. Do not fall asleep in the process.
6. Breathe slowly, yet deeply. This will impart complete relaxation. As you breathe in, your body will be energized, and as you breathe out, your body will calm down. Focus on yourself and your body, forgetting all other tasks. Let go and surrender! But make sure you don't doze off.
7. In about 10 to 12 minutes, when your body feels relaxed and refreshed, roll to one side, keeping your eyes closed. Stay in the position for a minute, until you sit up in Sukhasana.
8. Take a few deep breaths and gain awareness of your surroundings before you open your eyes





again. Be sure to be aware of your breathing under less than perfect conditions. Climb a long flight of stairs—then watch. Swim underwater; watch your breath in the shower when water is flowing over your face; drive on a gravel road—behind a truck—with the windows open. Your goal is to observe your breathing with a certain detachment. You are becoming the student of your own breath, and you will learn how resilient and accommodating your breathing really is. (YOGA, Oct. 2017)

Diaphragmatic Breath in Shavasana Position



Image 4. Photo Yoga, Mastering the Basics, Sandra Anderson and Rolf Sovik

Lie in shavasana. Place one hand on your belly, around the navel center. Place the other on your chest. Allow the breathe to come however it wants – don't make any effort to change the breath. All change comes from first observing what is present now. Notice if there is more movement in the chest or the navel area. Notice the rhythm of the breath – it's speed, if there are jerks in the breath, if it feels smooth, faster or slower than you expected or anything else that comes into your awareness. Again, don't try to change anything in this part of the practice. Simply observe. After a few minutes, relax the stomach muscles and see if you can allow the breath to move lower so the chest is fairly still and there is more movement in the stomach area. As you exhale, the diaphragm moves up and the stomach itself relaxes back toward the spine. As you inhale, air moves into the lungs, the diaphragm becomes flatter and the stomach area expands. You may even notice the side of the lower rib cage opens slightly as you inhale. Let your arms and hands rest on the floor when they become tired and continue the breathing practice as long as you like.

Allow the breath to be smooth and even. Keep the mind focused on the quiet rhythm of the breath. When your attention drifts away to other thoughts, let them be and come back to your focus on breath. Continue the practice for as long as you are enjoying it. To finish, bend your knees, roll to your left side and support your head with your arm. Relax in this position for several breaths then use your arms to bring yourself up into a sitting position. (Stillpoint, 2017)

Educational Materials

Yoga mat

Evaluation

Evaluation method is observation. Teacher observes if the student is able to take the crocodile and





the shavasana postures and practise diaphragmatic breathing.

Suggestions for Further Activities

Be sure to be aware of your breathing under less than perfect conditions. Climb a long flight of stairs—then watch. Swim underwater; watch your breath in the shower when water is flowing over your face; drive on a gravel road—behind a truck—with the windows open. Your goal is to observe your breathing with a certain detachment. You are becoming the student of your own breath, and you will learn how resilient and accommodating your breathing really is. (Stillpoint, 2017)

Lesson 3: 5 Steps to Managing Big Emotions

Main Focus

Awareness and management of big emotions

Educational Objectives

Students will learn to:

- remind themselves that it is never okay to hurt others;
- take a few breaths to compose themselves and to form a better course of action when dealing with a big emotion.
- use their own words to say how they feel and what they wish would happen.
- accept support to work out a more peaceful solution, especially when they are used to striking out when they feel big emotions.
- ask for help to solve the problem.
- take the time they need to calm down.

Step by Step Description of the Activities

1. Remind myself that it is never okay to hurt others.

It is important to set clear guidelines about what is acceptable and what is not. In our school, we are not allowed to hurt or be destructive to others or their property. That includes hurting others with our words.

2. Take 3 deep breaths or count slowly to 10.

Helping children to understand that these big feelings are completely normal but it is their reaction and actions as a result of those feelings that can hurt others (and ultimately, ourselves), is an important part of the calm down plan. Taking a few deep breaths or slowly counting to ten gives the child time to recognise their body's warning signs – whether they feel a tense body, clenched teeth or racing heart. When making a plan, talk with the children about how their body feels when they are angry or frustrated and then introduce the idea of taking a few breaths to compose themselves and to form a better course of action then striking out at another person.

3. Use my words to say how I feel and what I wish would happen.

Acknowledging the big feelings recognises that these feelings are legitimate and important and





saying what they wish would happen helps to open a problem solving conversation. Of course, what they wish would happen won't always be an acceptable solution for all parties, and this can often be a difficult lesson for children to learn (and virtually impossible for very young children to learn) and they will often need support to work out a more peaceful solution, especially when they are used to striking out when they feel big emotions.

4. Ask for help to solve the problem.

As adults we often find talking through a problem really helps us to process it, and children will often need support as they learn to problem solve and find solutions in social situations. Let the children know that it is okay to ask for help when they don't feel that they can solve the problem and keep these important channels of communication open, so that one day when they are working on much bigger problems than a spat with a sibling or frustration with a friend, they feel that they can always come to you for help.

5. Take the time I need to calm down.

Let the children know that sometimes they just won't feel that the solution proposed is enough and that they may still feel angry or upset even having worked through each of the above steps, and that in these situations it is often better to walk away or to find another safe way to diffuse those feelings. As an adult, it is important to remember that this step is not about isolating the child but about giving them space if they want it, or going to them and supporting them through this final step if they need it. (Childhood 101, 2018)

Educational Materials

Poster available at <https://drive.google.com/file/d/0B3ondZPpW1RRa0NMVTd6bklyQW8/view>

Evaluation

Teacher will create a scoring rubric to grade mindful management of big emotions and unmindful reactions of each student.

Suggestions for Further Activities

Reading books about feelings and talking about what we can learn from the story (for instance the [Two Wolves](#) story)

Talking about how our feelings affect other people, both positively and negatively.

Observing what happens to our bodies when big emotions strike (ex. heart beats faster, start to sweat, and generally lose control of body).

Identifying our feelings with "I feel..." statements.

Talking about the fact that emotions come and go and how we can sometimes choose an emotion.

Making a poster with photos to show "When I feel frustrated or angry, I can breathe or read a book."





Lesson 4: Calm down yoga for kids

Main Focus

Development of techniques to calm children down

Educational Objectives

Students will learn to calm down taking a yoga posture that express their feelings or taking a sequence of postures to express their feelings.

Step by Step Description of the Activities

Move to Calm strategy

Students practice the following yoga postures sequence, in this or another order, to learn to express big emotions through motion.



“I am strong.” Pretend to be a surfer.

To do Warrior 2 Pose: From standing position, step one foot back, placing the foot so that it is facing slightly outwards. Take your arms up in parallel to the ground, bend your front knee, and look forward. Pretend to be a surfer and use your strength to catch tricky waves.



“I am kind.” Pretend to be a tree.

To do Tree Pose: Stand on one leg, bend your knee, place the sole of your foot on the opposite inner thigh, and balance. Sway like a tree. Think of trees being kind by offering shade, creating oxygen, and providing homes to animals.



“I am brave.” Pretend to be a skier.

To do Chair Pose: Stand tall with your feet hip-width apart, bend your knees, and keep a straight spine. Hold your hands out in front of you, pretending to grasp ski poles as you fly down a ski run like a brave and fearless skier.





“I am friendly.” Pretend to be a dog.

To do Downward-Facing Dog Pose: Bend down and place your palms flat on the ground. Step your feet back to create an upside-down V shape with your buttocks high in the air. Straighten your legs, relax your head and neck, and look down between your legs. Think of being an eager and friendly dog.



“I

am wise.” Pretend to be an owl.

To do Hero Pose: Drop your knees to the ground and come down to rest upright on your heels. Then pretend to be a wise owl perched on a tree. Twist your upper body one way and then the other. (Childhood101, 2018)

Educational Materials

Poster available at <https://childhood101.com/yoga-for-kids/>

Evaluation

Teacher will create a scoring rubric to grade how the technique has been used by the student for calming down.

Suggestions for further activities

Students develop other sequences of yoga postures to express their feelings.

Lesson 5: Just Breathe

Main Focus

Awareness and management of big emotions

Educational Objectives

Students will learn to:

- bring attention at their own emotions and express them;
- identify their feelings with “I feel...” statements.
- appreciate that emotions come and go;
- choose an emotion;





- deal with big emotions.

Step by Step Description of the Activities

Students watch the film “Just Breathe”.

Discussion follows aiming at bringing attention at their own emotions and express them probably also using visual metaphors like the jar with glitter.

Identifying our feelings with “I feel...” statements.

Talking about the fact that emotions come and go and how we can sometimes choose an emotion.

Taking one emotion, like anger, and deciding on two ways to deal with it (ex. punching a pillow or running on the spot). (Free Resources, 2016)

Educational Materials to be used Film entitled "Just Breathe" by Julie Bayer Salzman & Josh Salzman (Wavecrest Films) available at <https://youtu.be/RVA2N6tX2cg>

Evaluation

Formative evaluation is about the discussion during the class. Teacher facilitates the discussion and supports students to make correct use of language to express their feelings.

Summative evaluation involves the demonstration of socially mindful behavior every time the student experiences a ‘big’ emotion.

Suggestions for further activities

Making a film to discuss our “big” emotions. (Free Resources, 2016)

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