

**Lesson:**

Mindful Breathing

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**Subject area:**

Language Arts, Social-emotional learning

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**Level of Student:**

Kindergarten to grade 3

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**Time Allocation:** 30 minutes

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**Learning Objectives:**

Students are able to:

- Describe and apply strategies that promote self-regulation and mindfulness
  - Participate in group discussions
  - Practice and share their thinking visually and/or in writing
  - Practice mindfulness and self-compassion
  - Identify and use mindful breathing strategies
  - Acquire vocabulary related to feelings and emotions
  - Use and express their feelings and emotions accurately
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Vocabulary

Mindfulness, strategies, self-regulation, emotions, feelings

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CASEL Competencies

**Self-awareness:** The ability to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.

**Relationship skills:** The ability to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.

**Self-management:** The ability to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.

**Responsible decision-making:** The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.

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## Teaching Materials

Copy of the book, "My Mindful Friends" by Angelina Gauthier  
<https://www.amazon.com/dp/1999110455>

Visual of breathing strategies from the back of the book, "My Mindful Friends". Also available at [www.kindnessandstories.com](http://www.kindnessandstories.com)  
Feelings chart - available at <https://www.happierhuman.com/feelings-charts-kids/>

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This lesson would be a part of a series of lessons on feelings, emotions, and mindfulness strategies.

### Lesson Overview:

1. Ask: What are some common feelings we can have?
  2. Review feelings and emotions using a feelings chart. Explain that some emotions are better for friendships, learning, and communicating and others make people feel uncomfortable.
  3. Explain: *It is important to understand and recognize our own feelings and emotions. This helps us be friends, family members and learners. When we have strong feelings, it can make us and the people around us feel uncomfortable. We can practice mindfulness to help us calm our body and mind.*
  4. Ask students what they can do to help their mind and bodies calm down. Brainstorm a list.
  5. Introduce the book, "My Mindful Friends". Ask students to listen for the emotions that the characters have and the strategies that they use to calm their body and mind. Read the story.
  6. Brainstorm and ask the students to share the feelings that the characters had in the book.
  7. Explain that in the book, the characters used different types of slow, mindful breathing to help calm their mind and body. We can do the same.
  8. Introduce the breathing strategies from the back of the book. Practice one as a class.
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### Reflection:

Ask students to reflect on how the breathing made them feel.

What strategy can you use to practice mindfulness?

### Follow-up:

Introduce and practice mindfulness daily. At certain transition points in the day, (returning from recess, gym, etc.) ask students to stop, sit or stand, pay attention to how they are feeling, and use a breathing strategy, as a class, from the book.