

30 Days of Mindfulness in the Classroom



Table of contents

Session	Page #		
Intro & Calm Signup	3	Day 15: Mindful Eating*	29-31
Tips about this guide	4	Day 16: Resilience	32
What is Mindfulness?	5	Day 17: Heartbeat	33
Lesson Objectives	6-7	Day 18: Resting with Music	34
Materials	8	Day 19: Moving our Bodies	35
Vocabulary	9-11	Day 20: Squeeze and Release	36
Day 1: Finding Calm*	12-13	Day 21: Morning Wake Up	37
Day 2: Breathe Bubble	14	Day 22: Afternoon Reset	38
Day 3: The Senses	15	Day 23: Ocean Breathing	39
Day 4: Meditation	16	Day 24: Gratitude	40
Day 5: Quiet Time	17	Day 25: Reflection	41
Day 6: Body Scan	18	Day 26: Soundscapes	42
Day 7: Feelings	19	Day 27: Focus Training	43
Day 8: Managing Emotions	20	Day 28: Walking Meditation	44
Day 9: Counting the Breath	21	Day 29: Visualize Your Goals	45
Day 10: Mental Fitness*	22-23	Day 30: Letter to Your Future Self	46
Day 11: Weather Report	24	Additional Lessons	47-49
Day 12: Breathing Meditation	25	Calm Corner Poster	50
Day 13: Remembering Joy*	26-27		
Day 14: Loving Kindness	28		

* Lessons where there is a script for teachers to read are marked with an asterisk

We're so glad you're here


Imagine if every school day began with a moment of quiet and stillness. How might mindfulness benefit students and teachers, enhancing their well-being?

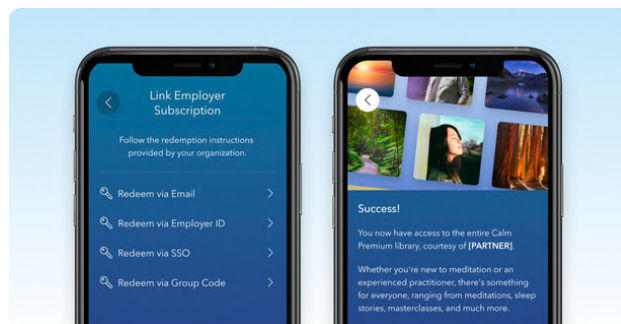
At Calm, we're dedicated to supporting the well-being of students and teachers alike. Our goal is to provide resources that empower teachers and students to thrive in today's fast-paced world.

Our 30 Days of Mindfulness in the Classroom program is designed for teachers to facilitate during school hours using their Calm account. It's intended for teachers to use both for their personal practice and as a guide for implementing mindfulness exercises with their students if desired.

The goal of this program is to introduce mindfulness practices into busy classrooms and offer tools to help students improve focus, manage stress, regulate emotions, and develop compassion.

Teachers, Sign up for your free Calm account:

1. Download and open the Calm app.
2. Create an account with a personal email address and go to **Profile > Settings**  **> Link Organization Subscription**.
3. Enter the name of your school (or school district) as your organization.
4. If unprompted, click *Redeem via Email*.
5. Enter your school email address and click 'Submit' to activate your free subscription.



A few tips about this guide

Ensure you've established the necessary classroom culture and community to support a safe learning environment. Practices that bring us into the present moment can make students feel vulnerable; it's essential that students feel a sense of safety. Alongside building trust and respect, offering choices, like letting students keep their eyes open during mindfulness exercises or opt out of the lesson, is another important tool.

For further information, check out the following article, [Nine Ways To Ensure Your Mindfulness Teaching Practice Is Trauma-Informed](#).

→ You know your students best, so use your professional judgment to adapt the activities based on their needs and the structure of your classroom. Modify this curriculum as you see fit - Calm provides sample language and content, but only you are with your students. Feel empowered to change the structure, order, age group, or content of the lessons as you see fit.

→ Every student is on their own journey, so it's important to avoid forcing them into the practice of mindfulness. It's okay not to see immediate engagement; the impact of the tools you share may only become apparent to them over time.

→ Some students may want a visual while they are listening to Calm content. On the desktop version of Calm, click the mountain icon on the top right of the home page and select a scene to play, also checking the "Show scene when idle" box. This scene will come up while you are playing content!

→ Our lessons suggest older students do journal prompts, while younger students share aloud in a circle. Students can also turn and share with a partner before sharing as a group or journaling. Younger students might prefer to journal, and older students might prefer to share aloud.

→ Pay attention to how your students are feeling before a lesson. If energy is high or students are dysregulated, consider splitting the lesson in half, or choosing a lesson that best suits their mood.

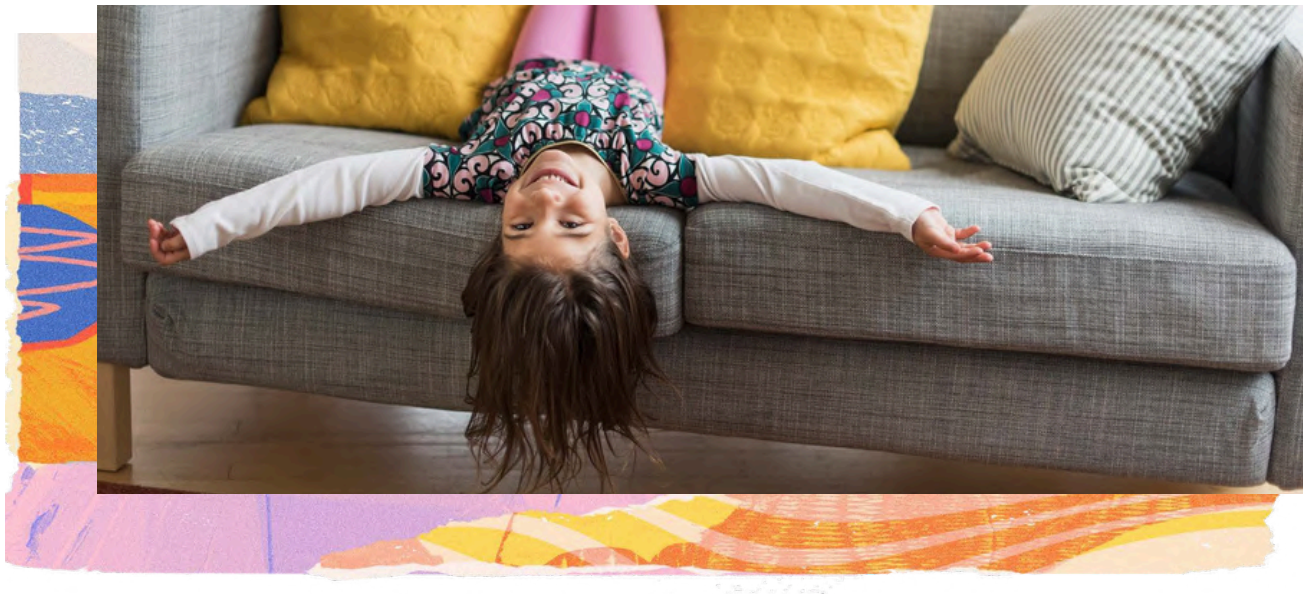
→ Lessons can be repeated if they resonate well with students, or you can also add additional reflection questions about the program as a whole throughout the time you are using this content.

→ Choose the cadence that works best for you and your students to complete this program. Do it daily or weekly.

→ This guide provides a link to everything you need in the Calm app. We recommend clicking the link and ♥-ing each session so that you can easily find it on the home screen of the app.

→ Calm is also available in French, German, Japanese, Korean, Portuguese, and Spanish. Go to "Settings" in the "More" tab to change your language.

→ Most importantly, have fun! There's no right or wrong with mindfulness, it's about learning more about yourself and the world around you.



What is Mindfulness?

Disclaimer: This resource is for educational purposes only, and does not constitute medical or therapeutic advice. Please consult a qualified professional for personalized guidance. This resource isn't what is widely recommended for everyone, rather an option for those interested in exploring mindfulness practices.

This resource is intended for teachers to use for their own practice and as a tool within the classroom setting.

Mindfulness is the practice of paying attention to the present moment with kindness and curiosity. It originated in Eastern contemplative traditions and is practiced worldwide by people from diverse cultures and spiritual beliefs.

We use mindfulness to return to the present moment, anchoring ourselves in our bodies and senses. It's a simple practice, but our minds often wander to past or future events. By focusing on sensations like the soles of our feet, the feeling in our chest, or our breath, we cultivate awareness in the present.

It's important to remember that mindfulness is a personal practice. If you find certain exercises challenging or uncomfortable, feel free to modify them or seek alternative practices.

We practice mindfulness to:

- Feel calmer
- Get to know ourselves better
- Soften reactivity and steady our emotions
- Improve focus and increase our attention span
- Let go of stress
- Improve our relationships with friends and family
- Develop compassion
- Build patience
- Strengthen resilience

Lesson Objectives

Day 1: Finding Calm

SWBAT:

- Develop a new practice called environmental scanning by affirming that their body is not in danger
- Assess what helped them to feel calm by reflecting on the practice

Day 2: Breathe Bubble

SWBAT:

- Practice deep breathing to lower the stress response
- Determine moments in their lives when a deep breathing exercise would be helpful

Day 3: The Senses

SWBAT:

- Employ the senses technique and evaluate if it is a useful tool to find calm in times of stress

Day 4: Meditation

SWBAT:

- Focus on the present moment through the art of meditation
- Notice when thoughts start to wander to the past or future and bring them back to the present

Day 5: Quiet Time

SWBAT:

- Engage in student choice quiet time to reset their mental and emotional state for the remainder of the day
- Reflect on their quiet time experience by journaling their responses to guided questions

Day 6: Body Scan

SWBAT:

- Examine how their body feels through a body scan to become more in tune with their needs
- Reflect on the body scan by journaling their responses to guided questions

Day 7: Feelings

SWBAT:

- Make space for their feelings and respond with care and appreciation
- Reflect on their preconceived judgments about feelings

Day 8: Managing Emotions

SWBAT:

- Identify strong emotions and what it feels like in the body
- Identify and practice breathing techniques as a tool to manage strong emotions

Day 9: Counting the Breath

SWBAT:

- Examine how our emotional state affects our breathing patterns
- Determine which breathing pattern works best to calm themselves down when they are stressed

Day 10: Mental Fitness

SWBAT:

- Define mental fitness and the benefits of maintaining it

Day 11: Weather Report

SWBAT:

- Differentiate their awareness from their thoughts and emotions through a drawing activity
- Reflect on their weather drawing by journaling their responses to guided questions

Day 12: Breathing Meditation

SWBAT:

- Use the breath to self-regulate when feeling stressed or overwhelmed
- Identify other situations in their daily lives where a breathing meditation might help them

Day 13: Remembering Joy

SWBAT:

- Reduce stress and build resilience by recalling a happy memory and reliving it
- Reflect on their experience of remembering joy by journaling their responses to guided questions

Day 14: Loving Kindness

SWBAT:

- Train their minds to develop feelings of care and compassion for themselves and others
- Reflect on the loving kindness meditation by journaling their responses to guided questions

Day 15: Mindful Eating

SWBAT:

- Execute a form of mindfulness called mindful eating
- Enhance their awareness of the type (and amount) of food they are putting into their bodies and if it nourishes them or not

Lesson Objectives Cont'd

Day 17: Heartbeat

SWBAT:

- Observe the physical and emotional change that accompanies rigorous movement
- Explain what endorphins are and how they relieve pain, reduce stress, and improve their sense of well-being

Day 18: Resting with Music

SWBAT:

- Discover stillness (of the body and mind) through music
- Explain how that experience affected them

Day 19: Moving our Bodies

SWBAT:

- Connect Mindful Movement to Stress Reduction

Day 20: Squeeze and Release

SWBAT:

- Recognize ways they unconsciously tense the body
- Signal the body to relax through Progressive Muscle Relaxation

Day 21: Morning Wake Up

SWBAT:

- Connect mindful movement to stress reduction

Day 22: Afternoon Reset

SWBAT:

- Practice guided movement in order to release tension in the neck, shoulders, and back
- Analyze the mind-body connection (i.e. stretching my body can improve the focus of my mind)

Day 23: Ocean Breathing

SWBAT:

- Reduce stress and improve decision-making by breathing with extended exhales
- Reflect on this type of breathing exercise by journaling their responses to guided questions

Day 24: Gratitude

SWBAT:

- Define gratitude
- Write a note of thanks to someone they appreciate

Day 25: Reflection

SWBAT:

- Write about what they've learned about themselves during the first half of this mindfulness unit
- Verbally express how mindfulness has impacted their lives

Day 26: Soundscapes

SWBAT:

- Determine which soundscape makes them feel the most relaxed
- Understand that they are unique individuals that have different preferences

Day 27: Focus Training

SWBAT:

- Train their muscles of concentration by returning to awareness from negativity, worry, or distraction
- Reflect on the focus training exercise by journaling their responses to the guided questions

Day 28: Walking Meditation

SWBAT:

- Observe their usual surroundings in a new way through a walking meditation
- Compare the difference between a walking meditation and regular walking

Day 29: Visualize Your Goals

SWBAT:

- Practice visualization in order to achieve their life goals
- Reflect on this practice by journaling their responses to guided questions

Day 30: Letter to Your Future Self

SWBAT:

- Reflect on their 30 Days of Mindfulness lessons by writing a letter to their future selves about what they learned

What you'll need



All Lessons

- Journals/notebooks (Gr. K-2 optional)
- Pens/pencils (Gr.K-2 optional)
- Computer/audio system + Calm account
- SMART Board/Whiteboard/Chalkboard
- Optional: Blankets or towels (to wrap around themselves, sit on, or lay on)

Day 5 - Quiet Time

- Student choice - feel free to adjust the suggested list based on the materials you have in your classroom

Day 11 - Weather Report

- Blank piece of computer paper
- Crayons/colored pencils

Day 13 - Remembering Joy

- Blank piece of computer paper
- Crayons/colored pencils

Day 15 - Mindful Eating

- Raisins/other dried fruit (one piece for each student)

Days 2, 19, 20, 21, 22, 23

- A visual display for videos

Day 24 - Gratitude

- Loose leaf/lined paper

Day 28 - Walking Meditation

- Indoor or outdoor space for students to walk

Day 30 - Letter to Your Future Self

- Loose leaf/lined paper
- Optional: envelopes



Vocabulary

Day 1

environmental scanning - looking around and paying attention to what's happening in the world around us.

stress - when you feel worried, nervous, or overwhelmed because of something that's happening or something you need to do.

Day 2

tension/tense - your muscles are tight or stiff, like when you squeeze your fists really hard or scrunch your shoulders up. It's what happens when you feel worried or stressed

breath - the air you take in and out of your body.

calm - feeling peaceful and relaxed.

physical - anything related to your body or things you can touch.

emotional - how you feel inside. It's the way you feel happy, sad, excited, or scared.

Day 3

senses - how your body knows what's happening around you. Most of us have five senses: sight, hearing, taste, touch, and smell.

grounded - feeling calm, steady, safe, and secure. You're not too worried or stressed and feel like you're in a good place. It's like having your feet firmly on the ground.

Day 4

meditation - quietly focusing on your breathing or thinking about calm things.

mindfulness - paying close attention to what's happening right now, being aware of your thoughts and feelings.

Day 5

recharge - fill up your energy when you feel tired or drained. It's like when your phone's battery is low, you plug it in to charge it up.

presence - being fully there in the moment, paying attention to what's happening around you.

Day 6

body scan - taking some quiet time to pay attention to each part of your body from your head to your toes.

Day 7

feelings - how you feel inside, like happy, sad, or excited.

judgment - when you decide if something is good or bad, right or wrong.

reclaim - to take something back, like when you get back something that was yours.

Day 8

regulate - control or adjust something.



Vocabulary

Day 9

breathing exercise - a way to practice different ways of breathing to help you relax, focus, or feel better.

Day 10

mental fitness - keeping your brain fit and healthy.

exercises - activities you do to make you better at a certain skill.

Day 11

weather - what's happening outside, like if it's sunny, rainy, windy, or snowy.

Day 12

(mindful) breathing - a way to pay close attention to your breath.

concentrate - means to focus your attention on something, like a task or an activity.

anxiety - a feeling of worry or nervousness about something that might happen.

Day 13

joy - a feeling of happiness and excitement.

memory - your brain's way of remembering things that happened in the past.

negativity bias - when your brain tends to focus more on negative things than positive ones.

present moment - The present moment is right now, what's happening at this very instant.

relive - to remember and feel something from the past

recreate - to make or do something again.

grateful (gratitude) - feeling thankful and appreciative.

Day 14

loving kindness - being kind and caring towards others, like wishing them well or doing something nice for them.

patient - waiting patiently and without complaining - being okay with waiting for something to happen.

disappointed - feeling sad or let down because something didn't happen the way you'd hoped.

embarrassed - feeling shy or uncomfortable because of something that happened or something someone did.

Day 15

mindful eating - paying close attention to what you eat, how you eat, and how it makes you feel.

appreciate - recognize and enjoy the good things about someone or something.

awareness - noticing what's happening around you, including your thoughts and feelings.

fuel - energy. In this context, it means the energy you get from food that helps your body work and play.

nourish - to feed and take care of something so it can grow strong and healthy.



Vocabulary

Day 16

resilience - bouncing back or being strong, even when things are tough or hard to handle.

challenges - things that are difficult or take effort to overcome or accomplish.

brave - not being afraid to do something scary or difficult.

self-care - taking care of yourself, like getting enough sleep, eating healthy food, and doing things that make you feel happy.

Day 17

physical activity - moving your body by playing, running, jumping, or doing exercises.

mental health - how you think and feel, it's about your emotions, thoughts, and how you handle things happening in your life.

heart rate - how fast or slow your heart beats.

Day 20

Progressive Muscle Relaxation - a way to relax your body by tensing and then relaxing each muscle group, one at a time.

Day 22

productivity - doing tasks well and quickly.

Day 23

compassion - caring about how others feel and wanting to help them when they're having a hard time.

Day 23

perspective - looking at things from different angles or viewpoints to understand them better.

Day 26

state of mind - how you feel or think at a certain moment, like being happy, sad, or calm.

Day 29

visualization/visualizing - when you imagine something in your mind, like picturing a scene or an idea.



DAY 1

Finding Calm

Lesson Materials:

- Journals (Gr. 3-5)
- Pencils/pens (Gr. 3-5)
- Computer/audio system
- SMART Board/Whiteboard/Chalkboard

The Why (Gr. K-2):

Read out loud to students:

"Our bodies are super smart! They can feel things around us without us even knowing. When we feel worried or too much is happening, our body might want to do three things: fight, run away, or stay very still. It's like asking, 'Do I need to protect myself or go away?' But when we feel safe and happy, we can feel calm and cozy inside. Just like animals use their super senses to check if everything's safe, we can learn from them too! They look around and decide if everything's okay. We can do that too, and it helps us feel good!"

The Why (Gr. 3-5):

Read out loud to students:

"Even if we don't realize it, our bodies are always reacting to what's happening around us. Sometimes, when things get scary or overwhelming, our body might feel like it's in danger, even when it's not. We call this 'fight, flight, or freeze' mode. It's like our body is trying to decide, 'Should I stay and fight, run away, or just freeze and hope it goes away?'"

But guess what? There's a way to help our bodies feel calm and safe, even when things are a bit scary. Just like animals, when they check out their surroundings to feel safe, we can do something similar. We look around, take deep breaths, and tell our brain, 'Hey, everything's okay.'

Mindfulness Activity:

1. From the teacher's Calm account and device, play [Bright Future](#) to help create a container for this experience.
2. Read the following script to guide your students through this first activity. Feel free to read it directly or to adapt it based on the specific needs of your classroom.

Script:

Note: The spaces between lines are an invitation for you to pause speaking and give your class time to follow your instructions.

“Let’s begin by standing up or finding a comfy seat. You get to choose what works best for you right now.

Take a moment to feel where your body is touching something. Feel your feet on the ground or your back against the chair. Relax into that connection. We’re about to practice something called ‘environmental scanning.’

When you’re ready, let’s start to slowly look around the room. Stay in one spot, but feel free to move your head, shoulders, and torso to explore what you can see around you.

Look from side to side and up and down. Take your time and keep moving slowly.

What do you see? Look at the colors, shapes, and textures. What do you like and not like? Answer in your head quietly.

Now find something in the room that you like and makes you feel calm. Take a deep breath and focus on it for a moment.

Take a moment to notice how that object makes you feel. Maybe you feel okay, happy, good, bored, peaceful, or relaxed. There’s no right or wrong feeling. And your feelings might change, but for now, notice how you feel.

When we take the time to look around the room, we can often find something or someone that helps us feel good.

When you notice it’s hard for you to relax or when you’re feeling stressed, remember this object. So the next time you want to experience these pleasant feelings, try coming back to this object again. You may also try this in other rooms that you’re in.

And, then when you’re ready, come back to your starting position.

Taking a moment to thank yourself for trying this activity.”

Reflection Questions:

Gr. K-2:

- Do you feel a bit more relaxed?
- Did any other feelings come up?
- What did you like about the object you looked at?

Gr. 3-5:

- What helped you to feel calm?
- Did any other emotions come up?
- What did you notice about the object that you don’t normally notice?



CALM TIP

To learn more about the stress response and cultivating safety in the classroom, check out the following book recommendation:

[The Trauma-Sensitive Classroom: Building Resilience with Compassionate Teaching](#)

Breathe Bubble

Lesson Materials:

- Journals (Gr. 3-5)
- Pencils/pens (Gr. 3-5)
- Computer/audio system
- SMART Board/Whiteboard/Chalkboard
- Visual display for video

The Why (Gr. K-2):

Read out loud to students:

“Taking a deep breath is like a special superpower that helps our bodies feel better. Imagine taking a big balloon-like breath in, like you're filling up with your superpowers! That breath makes us feel big, strong, and ready for anything. Then, when we let that breath out slowly, it's like letting out a gentle sigh, making us feel calm and cozy, like wrapping up in a warm blanket. It helps us feel calm and peaceful. When we do both, it's like a special balance for our bodies and minds.

We're going to watch a video and follow along to help us pay attention to our breath.”

The Why (Gr. 3-5):

Read out loud to students:

“Slowing down and taking a deep breath is one of the best ways to lower stress in our bodies. It's like filling up a balloon when we inhale, making us feel uplifted and energized. When we breathe out, we're letting the air out of the balloon, and letting go of all the tension. We become calm and relaxed.

Calm's Breathe Bubble is a way to help us focus on our breathing. We're going to try it out and see how we feel.”

Mindfulness Activity:

1. Invite students to note how they're feeling both physically and emotionally to themselves.
2. From the teacher's Calm account and device, play the [Breathe Bubble](#) for 1 to 3 minutes.
3. Ask the students if they noticed any physical or emotional shifts during or after the breathing exercise. Emphasize that there's no right way to feel, but rather this is information that helps us to learn more about ourselves.

Reflection Questions:

Gr. K-2:

- How do you feel after breathing deeply today?
- Did you find it more helpful to listen to the sound or watch the bubble itself?

Gr. 3-5:

- How did you feel before and after the session?
- Did you find it more helpful to listen to the sound or watch the bubble itself? Why do you think that was?

CALM TIP

The Calm app allows you to experiment with different lengths of breath, as well as pauses in between the inhale and exhale. Explore them all and find what you like best.



CALM TIP

Next time you notice that you're tangled up in thought, find your way back to the present moment through the senses. Touch something soft. Cook something you love the smell of. Find something in the room that you like to look at. Listen to your favorite song. Savor your favorite food.

DAY 3

The Senses

Lesson Materials:

- Journals (Gr. 3-5)
- Pencils/pens (Gr. 3-5)
- Computer/audio system
- SMART Board/Whiteboard/Chalkboard

The Why (Gr. K-2):

Read out loud to students:

"We can use our eyes, hands, ears, nose, and tongue to feel calm. We're going to listen to a quick lesson to help us practice how to connect with our senses. Our senses are seeing, feeling, hearing, smelling, and tasting. We can use our senses to help us relax and be calm."

The Why (Gr. 3-5):

Read out loud to students:

"Our senses help us stay in the present moment. Focusing on our senses helps us connect by looking, feeling, listening, smelling, and tasting. Connecting with your senses helps you understand the world around you, and become more grounded. It's a helpful tool when we're feeling stressed and need to find calm."

Mindfulness Activity:

1. Invite students into a comfortable position, seated or lying down (Option to open a window to hear other sounds from outside).
2. From the teacher's Calm account and device, play:
 - K-2: [See, Hear, Feel](#)
 - Grades 3-5: [Five Steps to Less Stress](#)

Reflection Questions:

Gr. K-2:

- What was your favorite sense to focus on?
- Were any of the senses harder to focus on than others?
- Which sense was your favorite to explore?

Gr. 3-5:

- What did you notice as you explored each sense?
- Which sense was the most difficult to focus on, and which was the easiest?
- Which sense was your favorite to explore?

Meditation

Lesson Materials:

- Journals (Gr. 3-5)
- Pencils/pens (Gr. 3-5)
- Computer/audio system
- SMART Board/Whiteboard/Chalkboard

The Why (Gr. K-2):

Read out loud to students:

“Sometimes, words like 'meditation' and 'mindfulness' can sound big and serious. We might think we have to be super quiet or sit still for a long time. But guess what? Meditation is just taking a moment to stop and check how you're feeling inside. It's like taking a little break to understand yourself better. These sessions will help us learn simple ways to feel how our body feels, notice our breath, and pay attention to things around us. This way, we can learn how to use these cool tricks in our everyday life to feel good inside.”

The Why (Gr. 3-5):

Read out loud to students:

“Sometimes, the idea of 'meditation' and 'mindfulness' might seem a bit serious or hard. We might think it's something only really calm people can do for a long time. But actually, meditation is just about taking a moment to stop and check in with ourselves.

When we take this pause, we can see our thoughts and feelings more clearly. In this session, we'll learn simple ways to feel our emotions, pay attention to our breath, and notice things around us.

It's all about finding easy tricks to feel calmer and more focused in our day-to-day lives.”

Mindfulness Activity:

1. Invite students into a comfortable position, seated or lying down.
2. From the teacher's Calm account and device, play:
 - Kindergarten to Grade 1:
[Intro Session: ages 5-6 \(6 min\)](#)
 - Grades 2-4:
[Intro Session: ages 7-10 \(11 min\)](#)
 - Grade 5:
[Intro Session: ages 11-13 \(13 min\)](#)

Reflection Questions:

Gr. K-2:

- What did you like about the lesson? What was hard?
- Was it easier to pay attention when you were counting your breath, or when you were breathing like a balloon?

Gr. 3-5:

- What did you enjoy about meditating? What did you find challenging?
- What was your mind wandering to if it wandered during the session?

CALM TIP

Meditation is a practice. Don't worry about “getting it right” or trying to “be good at it”. Your journey is unique. Just keep showing up.

Learn more from Calm Meditation Instructor, Jeff Warren in his [blog](#) about what he wished he knew when he first started meditating.

Quiet Time

The Why (Gr. K-2)

Read out loud to students:

“Our mindfulness lesson today is about quiet time. Taking some time for a quiet and fun activity can make you feel refreshed and ready to learn even better! It's like a little break for your brain. And guess what? I'm going to do it too, just like you! This quiet time helps me, your teacher, recharge so we can have lots of energy and fun for the rest of the day together.”

Mindfulness Activity:

1. Explain to students that we'll be spending 15 minutes doing a quiet activity. If that feels too long for your students, you can start with five minutes and consider building up the time gradually.

2. Let them know that they can choose what they want to do. Provide students options that make sense in your classroom. Giving students choice is empowering and helps to make the activity a true reset for the mind. Here are a few examples of quiet time activities:

- Color
- Journal
- Start homework
- Read
- Put their head down
- Doodle
- Knit/Craft
- Work on a puzzle
- Meditate

3. From the teacher's Calm account and device, play [Restorative Piano 432 Hz](#)

4. (or a calming playlist of your choice).

Let students know when they only have a couple of minutes left.

The Why (Gr. 3-5)

Read out loud to students:

“Today's mindfulness lesson today is about quiet time. Taking a break to do something quiet can help you feel refreshed and ready to focus better later on. It's like giving your brain a little break while also helping you remember what you learned earlier. I'll be joining you in this quiet time too. It's a chance for me, as your teacher, to recharge too. The goal of this quiet time is for all of us to have more energy and presence for the rest of the day.”

Reflection Questions:

Gr. K-2: Ask students to share their answers to the following questions in the form of a group discussion:

Gr.3-5: Ask students to journal their responses to the following questions (display on board):

- Why did you choose the activity you did?
- Is that an activity you do often, or did you choose something new?
- Was it helpful to have music playing in the background or was it distracting?

CALM TIP

Regularly building quiet time into the classroom schedule can help calm and smooth transitions like coming back to class after recess.

Almost everything will work again if you unplug it for a few minutes, including you.”

— Anne Lamott

Body Scan

The Why (Gr. K-2)

Read out loud to students:

“Our mindfulness lesson today is about body scans. Body scans are like giving your body a friendly check-in. We pay attention to how it feels inside. It's like saying hi to all the parts of our body! This helps us feel the good stuff and notice if there's any sneaky stress or tension. So, let's have fun exploring and giving our bodies some extra love today!”

Mindfulness Activity:

1. Invite students into a comfortable position, seated or lying down.
2. From the teacher's Calm account and device, play:
 - Gr. K-2: [Follow Along Body Scan \(4 min\)](#)
 - Gr. 3-4: [Flashlight Body Scan: ages 7-10 \(8 min\)](#)
 - Gr. 5: [Flashlight: ages 11-13 \(8 min\)](#)

The Why (Gr. 3-5)

Read out loud to students:

“Today's mindfulness lesson today is about body scans. Body scans are a way to get to know how our bodies feel. This helps us feel good when we're happy and catch when we're starting to feel stressed or tense.

By paying attention to our bodies, we can take better care of ourselves.”

Reflection Questions:

Gr. K-2: Ask students to share their answers to the following questions in the form of a group discussion:

Gr.3-5: Ask students to journal their responses to the following questions (display on board):

- What did you notice about your body today?
- Which parts of your body felt the most relaxed? Which felt the most tense?
- What is something you can do today to support your body to feel better?

CALM TIP

“In nature, nothing is perfect and everything is perfect. Trees can be contorted, bent in weird ways, and they're still beautiful.”

— Alice Walker

Feelings

Lesson Materials:

- Journals (Gr. 3-5)
- Pencils/pens (Gr. 3-5)
- Computer/audio system
- SMART Board/Whiteboard/Chalkboard

The Why (Gr. K-2)

Read out loud to students:

“Our mindfulness lesson today is about feelings. Sometimes, people tell us that certain feelings are not okay. Like they say being really mad is bad, or being super happy is too much, or that crying is not allowed. But feelings are a big part of being human, just like how the weather has sunny days and rainy days.

What we’re going to listen to is like a special guide that helps us cool down our mad feelings. Just like when it’s really hot outside, and we find a nice, shady spot to feel better. It will show us how to make some space in our minds, just like finding a cool, calm place, so we can feel better when we’re super mad. It’s like a special way to help our feelings cool down and be happy again.”

The Why (Gr. 3-5)

Read out loud to students:

“Today’s mindfulness lesson today is about feelings. Sometimes, we’re told that certain emotions are wrong. Maybe we’re told not to be too angry or too happy, or that it’s not okay to cry. But feelings are part of being human.

Mindfulness teaches us to accept all of our emotions, like when nature experiences sunshine and showers. When we recognize our feelings, it helps us calm down and feel better. Meditation gives us space to feel our emotions and be kind to ourselves.”

Mindfulness Activity:

1. Invite students into a comfortable position, seated or lying down.
2. From the teacher’s Calm account and device,

play:

- K-2: [Cool Down with James \(6 min\)](#)
- 3-5: [Reclaiming Emotions \(10 min\)](#)

Reflection Questions:

Gr. K-2:

- How do you feel when you’re really mad?
- What happens in your body when you get angry?
- Can you think of a time that you felt really upset and found a way to feel better?

Gr. 3-5:

- What did you learn about feelings?
- Do you have any “shoulds” around what’s okay to feel and what’s not?
- What judgments do you have about feelings?

CALM TIP

Life is hard sometimes. Feeling our feelings builds resilience. Learning how to meet our challenges and digest our experiences makes us stronger and wiser. When we’re not pushing away our feelings because we’re afraid of them, we also give ourselves the opportunity to feel joy more fully and invite greater happiness into our lives. Welcome all of your feelings.

Managing Emotions

Lesson Materials:

- Journals (Gr. 3-5)
- Pencils/pens (Gr. 3-5)
- Computer/audio system
- SMART Board/Whiteboard/Chalkboard

The Why (Gr. K-2)

Read out loud to students:

“Our mindfulness lesson today is about managing our emotions. Sometimes, our feelings can feel like big waves in the ocean - they can feel too big and hard to handle. However, just like someone in a boat can learn to ride the waves, we can learn to manage our emotions too.

Like we discussed yesterday, it's okay to feel all kinds of feelings, even if someone tells us not to be too happy or too sad. It's important to learn how to handle those big waves that we're feeling as well. Just like taking a deep breath when we're upset can help us feel better, mindfulness helps us to feel calm and be kind to ourselves when we have big feelings.”

The Why (Gr. 3-5)

Read out loud to students:

“Our mindfulness lesson today is about managing our emotions. When we're feeling a strong emotion, it can feel hard to see past that. However, we're in control of our emotions, and it's important for us to learn how to regulate and control our emotions.

Yesterday, we talked about how feelings are a natural part of being human. Another part of being human is learning to manage our emotions. We're going to listen to a meditation today by LeBron James, who's going to share how he has learned to manage his emotions, and what that means for him.”

Mindfulness Activity:

1. Invite students into a comfortable position, seated or lying down.
2. From the teacher's Calm account and device, play:
 - Kindergarten to Grade 2: [Stormy Seas with Cap'n Dreambeard \(5 min\)](#)
 - Grades 3-5: [Managing Emotions with LeBron James](#)

Reflection Questions:

Gr. K-2:

- What are some examples of ‘stormy seas’ that it could be helpful to use our big breaths in?
- Where do you feel your big feelings in your body?

Gr. 3-5:

- What did you learn about managing emotions?
- Do you ever notice that you feel a physical sensation in your body when you're feeling a strong emotion - if so, where and what does it feel like?

CALM TIP

Life is hard sometimes. Feeling our feelings builds resilience. Learning how to meet our challenges and digest our experiences makes us stronger and wiser. When we're not pushing away our feelings because we're afraid of them, we also give ourselves the opportunity to feel joy more fully and invite greater happiness into our lives. Welcome all of your feelings.

Counting the Breath

Lesson Materials:

- Journals (Gr. 3-5)
- Pencils/pens (Gr. 3-5)
- Computer/audio system
- SMART Board/Whiteboard/Chalkboard

If you ever find yourself forcing or straining to keep up with a breathing exercise, it's a sign that it's too much and you need to give yourself a break or just go at your own pace. Try bringing a hint of a smile to your lips during the exercise to help relax your jaw and bring extra ease. As you continue working with the breath, your capacity to breathe deeper will increase. Be gentle and patient with yourself along the way.

The Why (Gr. K-2)

Read out loud to students:

“Our mindfulness lesson today is about our breath. Often we don’t notice our breath, because our bodies breathe for us and we don’t have to think about it. Our breath changes based on the way we feel. For example, we sigh when we’re sad (*pause here to sigh*) and we huff when we’re frustrated (*pause here to huff*). When we are worried or scared, we can use our breath to help calm us down. Let’s practice together.”

Mindfulness Activity

1. Invite students into a comfortable position, seated or lying down.
2. Let students know that we’ll be trying a breathing exercise. If at any point they find it stressful, let them know that they can take a break and come back to the exercise when they’re ready.
3. From the teacher’s Calm account and device, play:

Kindergarten to Grade 2: : [Balloon Breath](#)
 Grades 3-5: [Counting the Breath](#)

4. Invite students to reflect on how that rhythm felt for them. Was it too fast, too slow or just right?
5. Give students a couple of minutes to experiment with different counts. Inhale 1, 2, 3. Exhale 1, 2, 3. Or try up to 5. Taking the time to try it on their own will make it more likely that they do the exercise when they need it in the future.

The Why (Gr. 3-5)

Read out loud to students:

“Today’s mindfulness lesson today is about our breathing. Our breath can tell us a lot. When we’re sad, we might sigh. When we’re frustrated, we might huff. When we’re excited or nervous, our breathing gets fast and shallow. But when we’re calm or peaceful, our breath slows down and gets deeper.

Sometimes, we can use our breath to help us feel better. For example, we can learn to count our breaths to calm our minds when we’re feeling stressed.”

Reflection Questions

Gr. K-2: Ask students to share their answers to the following questions in the form of a group discussion:

- How was doing our balloon breath different than when we’re breathing without thinking about it?
- When can we use our balloon breath in our day to day?

Gr.3-5: Ask students to journal their responses to the following questions (display on board):

- What breath count felt best for you?
- How did the different counts change the way you feel?
- When in your life do you notice changes in your breath?



DAY 10

Mental Fitness

Lesson Materials:

- Journals (Gr. 3-5)
- Pencils/pens (Gr. 3-5)
- Computer/audio system
- SMART Board/Whiteboard/Chalkboard

The Why (Gr. K-2):

Read out loud to students:

“Just like doing exercises keeps our bodies strong, we can also do exercises for our brains! These exercises help us understand our big feelings better. It's like when athletes practice to be good at sports. Doing these brain exercises helps us focus, stay strong when things are tough, and be kind to others. Understanding our feelings and doing brain exercises helps us be strong and happy every day!”

The Why (Gr. 3-5):

Read out loud to students:

“Just like how we do exercises to build our physical health and get strong, we can also do exercises to boost our brain's skills like focus, kindness, clear thinking, bravery, and staying calm. In this session, one of the most legendary basketball players shares how things like meditation, good sleep, and a positive mindset helped him achieve amazing things in basketball and in his personal life.”

Mindfulness Activity:

1. Invite students into a comfortable position, seated or lying down.
2. • Gr. K-3: Read script below.
• Grades 3-5: From the teacher's Calm account and device, play [Intro to Mental Fitness with LeBron James \(4 min\)](#).

Script (Gr. K-2)

Note: The spaces between lines are an invitation for you to pause speaking and give your class time to follow your instruction.

Close your eyes gently or keep them softly focused on a spot in front of you. Take a moment to feel your breath going in and out, like waves in the ocean.

Now, let's imagine that our brains are like special muscles called "mindful muscles." These muscles help us think, learn, and feel good inside. And just like our other muscles, our mindful muscles need exercise to stay strong and healthy.

So, let's do a little exercise to strengthen our mindful muscles. Take a deep breath in, filling your belly with air, and then slowly exhale, letting go of any tension or worries. Let's do this two more times: inhale deeply... and exhale slowly.

(continued on the next page)

Great job! Now, let's use our imaginations to do some mindful muscle exercises. Imagine that you have a big, strong muscle in your head called your brain. This muscle loves to be active and strong, just like your other muscles.

Think of something that makes you feel happy or calm. It could be your favorite toy, a special friend, or a sunny day at the park. Picture this happy thought in your mind, and notice how it makes you feel inside.

Feel the happy and strong feelings spreading through your whole body, ready to help you when you're feeling big feelings. You can use your mindful muscles to bring back that cheerful and brave feeling whenever you need it.

Now, let's take one more deep breath together, inhaling all those good things we were just thinking of, and then slowly exhale, feeling proud of your strong mindful muscles.

Reflection Questions:

Gr. K-2:

- What happy thought did you picture?
- What other kinds of happy thoughts could you use to exercise your mindful muscles in the future?
- Did you notice any distractions during the exercise? How did you bring your focus back?

Gr. 3-5:

- How has mental focus helped you at an important moment in your life?
- What do you want to bring more focus to in your life?
- What makes it hard for you to focus?
- What did you learn from LeBron James?

CALM TIP

If the LeBron James sessions have resonated well with your students or yourself, there are two volumes of LeBron content that you can explore!

[Train Your Mind Vol. I](#)

[Train Your Mind Vol. II](#)

“You are the sky. Everything else – it’s just the weather.”

— Pema Chödrön

DAY 11

Weather Report

Lesson Materials:

- Blank pieces of computer paper
- Crayons/colored pencils
- Journals (Gr. 3-5)
- Pencils/pens (Gr. 3-5)

The Why (Gr. K-2)

Read out loud to students:

“Our mindfulness lesson today is about thinking about our thoughts and feelings as if they were the weather outside. Imagine the sky is like our big awareness, and the weather is our thoughts and feelings. The sky is always there, even when it's hiding behind clouds. Sometimes we get into a bit of trouble when we think we are the weather, like saying "I am angry" instead of "I'm feeling angry." This is a cool way to remember that things change a lot, just like the weather. The sky is always watching, and we can watch our feelings too. So, if it's like rain, we don't have to feel it's attacking us. We can use an umbrella or even play in puddles! Let's learn to go with the flow and have fun with our feelings!”

Mindfulness Activity:

Drawing Prompt: If you were the sky and your thoughts and emotions were the weather, what would the weather look like? Draw and color (or journal) your weather report. Take a few deep breaths and close your eyes to help you notice what’s going on for you today and to get started.

The Why (Gr. 3-5)

Read out loud to students:

"Today, we're going to learn about paying attention to our thoughts and feelings by comparing them to the weather.

Think of the sky as our mind and the weather as our thoughts and feelings. The sky is always there, even if we can't see it behind clouds.

Sometimes, we think we are our feelings, like saying "I am angry" instead of "I'm feeling angry." But just like the weather changes, our feelings do too. We can watch our feelings like we watch the weather, without getting too caught up in them.

For example, if we're feeling sad, it's like a rainy day. We can use an umbrella (like doing something that makes us feel better) or even play in the puddles (letting go of worry and having fun).

So, let's learn to watch our emotional weather and go with the flow, just like the sky does."

Reflection Questions:

Gr. K-2: Ask students to share their answers to the following questions in the form of a group discussion:

- What do you see when you look at your picture?
- How do you feel today?
- If your weather is stormy or rainy, what can you do to help yourself feel better?

Gr.3-5: Ask students to journal their responses to the following questions (display on board):

- What did it feel like to tune into your thoughts and emotions?
- What comes up for you when you look at your picture?
- What do you think you need to do to take care of yourself after looking at your picture?

Breathing Meditation

Lesson Materials:

- Journals (Gr. 3-5)
- Pencils/pens (Gr. 3-5)
- Computer/audio system
- SMART Board/Whiteboard/Chalkboard

The Why (Gr. K-2)

Read out loud to students:

"Our mindfulness lesson today is about breathing, so we're going to do something special with our breathing. It's like a secret superpower! When we feel worried or too excited, we can use our breath to feel calm and relaxed. It helps us before big things like tests, games, talking about tough stuff, or trying new things. Let's explore how our breath can help us feel better!"

The Why (Gr. 3-5)

Read out loud to students:

"Today's mindfulness lesson focuses on using mindful breathing as a helpful tool when we're feeling stressed or overwhelmed. We'll learn how our breath can support us during tough times.

Concentrating on our breath can calm our nerves and help us feel centered before important moments like tests, presentations, games, or when we're trying something new.

Let's explore how mindful breathing can become a tool you can use when you're having a bad day, or going through a difficult time in your life."

Mindfulness Activity:

1. Invite students into a comfortable position, seated or lying down.
2. From the teacher's Calm account and device,

play:

- Gr. K-1:
[Blowing Candles: ages 5-6 \(3 min\)](#)
- Gr. 2-3:
[Follow the Leader: ages 7-10 \(7 min\)](#)
- Gr. 5:
[Follow the Leader: ages 11-13 \(7 min\)](#)

Reflection Questions:

Gr. K-2:

- Can you think of a time that you felt too worried or too excited and it might have been helpful to use a breathing exercise?
- How can you remember to use your breath when you need it - like before a game, a test, or trying something new?

Gr. 3-5:

- Can you think of a time where you were having strong emotions and it would have been helpful to use a breathing exercise?
- How can you help remind yourself to use your breath when you are feeling stress, anxiety or anger?

CALM TIP

Some days meditation feels amazing and relaxing. Other days we may find ourselves feeling restless and agitated. Remember that mindfulness is about observing the mind with kindness and curiosity. So, the days that we find ourselves struggling in our meditation are the days that we need to give ourselves extra compassion and care. It could be a sign that we need to slow down or ask for help.

Remembering Joy

The Why (Gr.K-2)

Read out loud to students:

“Our mindfulness lesson today is about remembering joy. Did you know that thinking about happy times can make you feel better and stronger?”

Even though sometimes we hear not-so-fun news, it's good to take a little break and remember the times that made us super happy. So today, we're going to time travel in our minds to think about a time when we felt really, really joyful! Let's bring back those happy memories! ”

Mindfulness Activity

1. Invite students into a comfortable position, seated or lying down.
2. Read the following script.

Script (Gr. K-2):

Note: The spaces between lines are an invitation for you to pause speaking and give your class time to follow your instruction. _____

“Take a moment to recall a happy memory. Don’t worry about picking the perfect memory, whatever comes to mind first will work well for this exercise, as long as it makes you feel happy.

Travel back in time to where the memory took place. Try to picture yourself there. What did it look like? Take a moment to look around your mind and remember your surroundings.

Who else was there? Remember their faces and the way it felt to be with them. If it was just you, remember what felt good about spending time on your own.

The Why (Gr.3-5)

Read out loud to students:

“Multiple studies show that recalling happy memories reduces stress and builds resilience. It’s important to take time to be positive, our brains have what’s called a *negativity bias*. Negativity bias means that our brains are programmed to remember the more negative things.

Hundreds of years ago, humans had to watch out for dangerous animals like lions and bears. Back then, it was really important to notice anything scary or bad, so they could stay safe. That's why our brains got really good at paying attention to bad things - it helped keep us alive!

But now, we don't have to worry about lions and bears so much. We have houses and cars to keep us safe. So, our brains still focus on bad things, but we don't always need to. We can remind ourselves of good things to feel happier and less worried. In today’s activity, we’ll travel back in time through our minds to relive a moment that brought us joy.”

Open all of your senses. Remember the sounds. What did you touch? How did it feel? What did it smell like? Did you taste anything?

Take the next couple of minutes to think about your memory. Imagine you were there right now. Feel it completely.

Gently bring yourself back to the present moment. Wiggle your fingers and toes. And when you’re ready, open your eyes.

Notice any of the feelings that you felt during your journey back in time that are still here. Welcome these good feelings to stay for a while. And, when they naturally drift away, thank them for visiting and say goodbye.”

Script (Gr. 3-5):

Note: The spaces between lines are an invitation for you to pause speaking and give your class time to follow your instruction.

“Take a moment to think about a happy memory. It doesn't have to be perfect—whatever pops into your head first works. Let it be something that brings you joy.

Now, go back in time to where that memory happened. Picture it clearly—what did it look like? Take a moment to explore the details of your surroundings. Who was there? See their faces, feel what it was like to be with them. If it was just you, think about what was nice about being on your own.

Engage all your senses. Remember the sounds, what you touched, how it felt, the smells, and what you could taste.

Take the next few minutes to think about this memory. Try to remember as much as you can, imagining you are there right now, feeling the memory completely.

When you're ready, gently bring yourself back to the present. Move your fingers and toes, and when you're ready, open your eyes.

Notice if any of the good feelings from your journey are still with you. Let them hang around for a bit. When they naturally fade away, appreciate them for stopping by.”

Reflection Questions:

Gr. K-2: Ask students to draw a picture of how it felt to travel back in time to their happy memory. Ask for volunteers to share their picture, memory, and why it made them feel happy.

Gr.3-5: Ask students to journal their responses to the following questions (display on board):

- How did it feel to travel back in time?
- Draw a picture or write down a list of all the things that made you happy in your memory.
- Do you feel grateful for anything from that moment?
- What parts of this memory that made you happy can you recreate?

CALM TIP

This is also a wonderful exercise to practice at bedtime.

“Just before bed, your mind is very receptive, so no matter what went wrong that day, find something that went right, open to it, and let good feelings come and ease you into sleep.”

Loving Kindness

The Why (Gr. K-2)

Read out loud to students:

“Our mindfulness lesson today is about loving kindness. Through loving kindness meditation, we can send lots of love and caring feelings to ourselves and to others. So, when we're feeling a bit sad, mad, or even a little shy, this helps us be patient and kind to ourselves. And guess what? Not only does it make us feel good, but it also make the world a better place to live.”

Mindfulness Activity:

1. Invite students into a comfortable position, seated or lying down.
2. From the teacher's Calm account and device, play:
 - Gr.K-2:
[Learn Kindness with Cinderella \(6 min\)](#)
 - Gr.3-5:
[Warm Heart: ages 11-13 \(6 min\)](#)

CALM TIP

“Our greatest strength lies in the gentleness and tenderness of our heart.”

— Rumi

The Why (Gr. 3-5)

Read out loud to students:

“Today, we're going to learn about something called loving kindness.

With loving kindness meditation, we can learn to care about ourselves and others more. It's like training our hearts to be kinder.

This helps us be patient and kind to ourselves when we're feeling upset or embarrassed.

It's a way to make both our minds and the world a nicer place to be.”

Reflection Questions:

Gr. K-2: Ask students to share their answers to the following questions in the form of a group discussion:

- What does it mean to be kind?
- Why is it important to be patient and kind to ourselves when we feel upset, mad, or shy?

Gr. 3-5: Ask students to journal their responses to the following questions (display on board):

- What's more challenging for you, to feel care for yourself or for others?
- What does being kind mean?
- Why do you think it's important to be patient and kind to ourselves, especially when we're feeling disappointed, angry, or embarrassed?



DAY 15

Mindful Eating

Lesson Materials:

- Journals (Gr. 3-5)
- Pencils/pens (Gr. 3-5)
- Computer/audio system
- SMART Board/Whiteboard/Chalkboard
- Raisins for class (or another small food)

The Why (Gr. K-2):

Read out loud to students:

“Sometimes when we eat, we're so busy thinking about other things that we don't really enjoy our food. Mindful eating means taking your time to eat slowly and really taste and enjoy every bite.”

The Why (Gr. 3-5):

Read out loud to students:

“Many times, we eat so quickly or we're busy thinking about the past or the future, that we miss out on truly enjoying our food. Mindful eating is about slowing down, taking our time, and appreciating the flavors, textures, and smells of what we're eating. It's a way to enjoy each meal and make it a special experience by being present and aware of every bite.”

Mindfulness Activity:

1. Invite students into a comfortable seated position.
2. Hand out one raisin (or other small food) to each student and ask the class not to eat it, until further instructed.

- Read the script below.

Script:

Note: The spaces between lines are an invitation for you to pause speaking and give your class time to follow your instruction.

“Together we're going to explore the practice of mindful eating in order to awaken our senses and be more present with our food.

Let's begin by taking a moment to look at the raisin in your hand. What do you see? Notice the color and the shape.

Now lift up the raisin and hold it between your fingers, taking a moment to feel its texture. Notice how it feels in your hand. Does it feel smooth or rough? Firm or soft? Is it heavy or light? Now, bring the raisin towards your nose. Does it have a smell? Is the smell strong or faint?

Notice if you're feeling hungry. What's happening inside your mouth? Is it difficult to resist eating your raisin?

And now bring it towards your lips and, without biting into it, place the raisin on your tongue. Without chewing it, roll it around a little. Take a moment to explore how that feels.

Finally, begin to chew the raisin. Slowly and mindfully, savoring its flavor. Making sure not to swallow just yet, we'll do that soon.

Notice its texture and taste. Does it taste sweet, sour, salty or bitter? Is it crunchy or smooth, chewy or creamy?

As you chew, bring awareness to the sounds. Do you hear a crunch or a squish as you take a bite?

And when you're ready, swallow your food, and observe what occurs once the food moves on from your mouth. How does it feel as it travels from your tongue, down your throat and towards your stomach? Are you left with an aftertaste?

Lastly, take a moment to appreciate the food you've eaten. Thank the food for helping to fuel and nourish you."

Reflection Questions:

Gr. K-2:

- What part of the raisin did you notice the most?
- What was different about slowing down and paying attention when you were eating?

Gr. 3-5:

- What did you learn by slowing down and paying attention to your senses while eating?
- What was most difficult for you? What part of the raisin did you notice that you hadn't noticed before?
- Can you bring this into other meals you have later today?

CALM TIP

Listen to [Gratitude Before Meal](#)

Listen to the Calm Masterclass,
[Mindful Eating](#).

Download Calm's [Mindful Eating Journal](#)

Mindful Eating Lesson Permission Slip

Dear Parents/Guardians,

Our class has recently begun learning about mindfulness through Calm's 30 Days of Mindfulness in the Classroom curriculum. The purpose of these mindfulness lessons is to equip your children with the tools they need to support their social-emotional needs.

Lesson 15 teaches children how to eat mindfully in order to awaken their senses and be more present with their food.

I have chosen _____ as the food that will be provided to students during this lesson. Please complete and sign the form below, and return it by _____.

☐

My child has permission to participate in the Mindful Eating Lesson with the food chosen by the teacher.

☐

My child has permission to participate in the Mindful Eating Lesson with the food provided by me as the parent/guardian. (Food I will provide: _____)

☐

My child does not have permission to participate in the Mindful Eating Lesson.

Child's Name (Please Print): _____

Parent/Guardian Signature: _____

Date: _____

Resilience

Lesson Materials:

- Journals (Gr. 3-5)
- Pencils/pens (Gr. 3-5)
- Computer/audio system
- SMART Board/Whiteboard/Chalkboard

The Why (Gr. K-2)

Read out loud to students:

“Our mindfulness lesson today is about resilience. Resilience means being strong even when things are tough. It's like being a superhero who can bounce back from falls and keep going with a smile. When we face challenges, we can take a deep breath, remember that we are brave, and try again.

Just like a seed that grows into a beautiful flower, we can grow stronger when we face difficulties. So let's be like superheroes and remember that we can do hard things!”

The Why (Gr. 3-5)

Read out loud to students:

“Today's mindfulness lesson is about resilience. Resilience means being strong even when things are tough. It's a way of facing challenges but not giving up.

When we're resilient, we learn from mistakes and become even stronger. It's like having a mental shield that protects us when things go wrong. With resilience, we can face hard things with confidence and keep going, no matter what.

So, let's embrace resilience as a tool to help us through tough times, turning problems into opportunities to grow.”

Mindfulness Activity:

1. Invite students into a comfortable position, seated or lying down.
2. From the teacher's Calm account and device, play:
 - Gr. K-2: [I'm Okay!](#)
 - Gr. 3-5: [Learning How to Fail](#)

Reflection Questions:

Gr. K-2:

- Can you think of a time when something was hard, but you didn't give up? What did you do to keep trying?
- How did you feel when you finally finished something that was hard for you?
- What can you tell yourself when you feel like giving up to help you keep trying?

Gr. 3-5:

- Think of a time when you faced a setback or failure. How did you react, and what did you learn from that experience?
- What strategies do you use to stay resilient during challenging times, such as staying organized, seeking support from others, or practicing self-care?
- Reflect on a role model or someone you admire who demonstrates resilience. Describe them. What qualities do they have that inspire you?

Heartbeat

Lesson Materials:

- Journals (Gr. 3-5)
- Pencils/pens (Gr. 3-5)
- Computer/audio system
- Timer
- SMART Board/Whiteboard/Chalkboard

The Why (Gr. K-2)

Read out loud to students:

“Our mindfulness lesson today is about the connection between movement and positive, happy feelings. If we move our bodies quickly (even for just a little bit), we can make our hearts beat faster and our breathing faster. With just 1 minute of active movement, we can change how we are feeling from tired to awake, or from worried to calm.”

Mindfulness Activity:

1. From the teacher’s Calm account and device, play [Pulse](#) for one minute.
2. Invite students to jump up and down in one spot, do jumping jacks, or dance with their whole body for the entire minute.
3. After one minute, ask students to return to stillness and place their hands over their hearts.
4. Turn the music off and ask students to spend the next minute in stillness and silence. Invite them to become aware of their breath and heartbeat.

CALM TIP

The next time you have writer’s block or you’re experiencing a negative thought spiral, choose an activity that shifts your focus to the body. Jump, jog, dance, swim or stretch your way back to the present moment.

The Why (Gr. 3-5)

Read out loud to students:

“Our mindfulness lesson today is about the impact of physical activity on mental health. A short burst of physical activity that increases our heart rate and speeds up our breathing is a great way to shift how we feel (mentally, physically and emotionally). With just 60 seconds of active play or exercise, we can transform our energy from tired to lively or from anxious to calm.”

Reflection Questions:

Gr. K-2: Ask students to share their answers to the following questions in the form of a group discussion:

- How did you feel before you moved?
- What did you feel in your body when you stopped moving?
- Can you think of a time when it would be good to play and move before you need to pay attention?

Gr.3-5: Ask students to journal their responses to the following questions (display on board):

- How did you feel before you moved?
- What did you notice in your body from pausing after the movement?
- Can you think of a time when it would be helpful to incorporate movement before you need to be focused?

Resting with Music

Lesson Materials:

- Journals (Gr. 3-5)
- Pencils/pens (Gr. 3-5)
- Computer/audio system
- SMART Board/Whiteboard/Chalkboard

The Why (Gr. K-2):

Read out loud to students:

“Yesterday, we had fun moving around, so today we will try to focus while staying still. Sometimes, while being really still, we can relax easier. There is no wrong or right way to relax, we’re just going to try out both, and see what’s best for each of our bodies”

Mindfulness Activity:

1. Invite students to find a comfortable position. They might relax back in their chair or even lie on the ground. If it feels okay, invite them to close their eyes, or if they prefer to keep their eyes open, ask them to soften their gaze or relax their eyes.
2. From the teacher’s Calm account and device, play [A Quiet Day \(6 min\)](#).
3. Once you’ve started the song, encourage students to relax and listen deeply to the music. Let them know that there’s nothing to do right now but rest and tune in to the sounds. Ask them to try their best to stay still, and remind them that stillness can be soft like a pillow. Jaw soft. Muscles relaxed. Body heavy. If they feel the urge to move, invite them to try taking a few deep breaths or limiting their movements to small adjustments, making tiny movements.
4. As the song ends, invite them to gently wiggle their toes and fingers, and start to bring some movement into the body. Stretch their arms overhead and take a deep breath.

The Why (Gr. 3-5):

Read out loud to students:

“Yesterday, we focused on moving our bodies, so today, we will do the opposite - focus while staying still. Sometimes, while being really still, we can relax more easily. To help keep us focused in the moment, we’re going to put some music on in the background. There is no wrong or right way to relax; throughout these lessons, we’re going to experiment with different ways to see what is best for each of us.”

Reflection Questions:

Gr. K-2:

- How did relaxing to the music feel different from yesterday when we moved our bodies?
- Which one was easier for you to relax with, the movement or sitting still? Why?
- Do you think the music made it easier to relax, or harder?

Gr. 3-5:

- Compare your experience from yesterday to today. Which one made you feel more relaxed?
- Do you have any ideas about why that may be?
- What did you think about when the music was on?

CALM TIP

The Calm Music library includes music to help people focus, relax, and sleep. Try listening to [Calm's Infinite Lofi](#) the next time you need to focus and grade papers or finish tomorrow’s lesson plan.

Moving our Bodies

Lesson Materials:

- Journals (Gr. 3-5)
- Pencils/pens (Gr. 3-5)
- Computer/video/audio system
- SMART Board/Whiteboard/Chalkboard

The Why (Gr. K-2):

Read out loud to students:

“Can you remember a time you felt super excited or maybe a bit wiggly and restless? Or perhaps there were times when you felt a little worried or sad. Our bodies and minds are like a team—they work together all the time! Sometimes, when our minds feel a certain way, it can make our bodies feel the same. When we move in a way that's slow and careful, it's like we're exploring, we're actually helping our minds and bodies calm down. It's not just about moving around. It's about moving in a way that makes us feel strong and calm. So, today, we're going to try out some fun activities that will show us how moving with purpose can make us feel amazing inside and out.”

Mindfulness Activity:

Gr. K-2:

1. Instruct students to stand far enough away from each other that they can move safely without touching their classmates.
2. From the teacher's Calm account and device, play [Working Out The Wiggles](#) (5 mins) and invite students to follow along.

Gr. 3-5:

1. Instruct students to move their seats away from their desks, or turn to the side.
2. From the teacher's Calm account and device, play the [Your Body Your Home](#) video (6 mins), and invite students to follow along.

The Why (Gr. 3-5):

Read out loud to students:

“Can you remember a time you were super excited, restless, or maybe a little stressed or sad? Our bodies and minds work closely together. Sometimes, when our minds are busy, it can make our bodies feel similar. Moving slowly and thoughtfully can help both our minds and bodies relax and find calm and focus. It's not always just about physical movement. It's about moving in a way that makes us feel both strong and centered. Today, we're going to try an activity to show how moving with focus can bring us this type of calmness.”

Reflection Questions:

Gr. K-2:

- Did that help you get the wiggles out of your body?
- Do you feel a little bit more relaxed from when you first started?
- Does anyone feel a bit more energized? Was it hard to stay very still after all of that moving?

Gr. 3-5:

- Have you ever thought of your body as your home?
- What are things that people do to take care of homes, and how could you take care of your body?
- How do you feel after doing some movements?

CALM TIP

Try a Daily Move on your own time! Here are some of the most popular sessions:

[Nurture Yourself](#)

[Releasing Stress](#)

[Peace, an Inside Job](#)

Squeeze and Release

Lesson Materials:

- Journals (Gr. 3-5)
- Pencils/pens (Gr. 3-5)
- Computer/audio system
- SMART Board/Whiteboard/Chalkboard
- Visual display for video

The Why (Gr. K-2)

Read out loud to students:

“Sometimes, our bodies feel a little tense without us even knowing! We’re going to try an activity today that will help us relax and feel better. Let’s try it before we watch a video! Squeeze your right hand into a super tight fist for a count of five. Ready? 1, 2, 3, 4, 5! How did that feel? Did anything else in your body tighten too? Now, let go and feel what happens. We’re learning how our bodies get tense and how to help them relax.”

The Why (Gr. 3-5)

Read out loud to students:

“Sometimes stress can affect us without us even realizing it. Today, we’re going to try something called Progressive Muscle Relaxation. It’s a way to relax our bodies by tensing and then releasing different muscle groups. Let’s try it now! Make a tight fist with your right hand and hold it for five seconds. Notice how it feels and if it affects other parts of your body, like your jaw. When you let go, notice how your hand feels. This helps us learn to relax our bodies when we’re feeling tense.

Mindfulness Activity:

1. Invite the students to a standing position, with enough room to move around freely.
2. From the teacher’s Calm account and device, play [Grasp & Release](#).

Reflection Questions:

Gr. K-2:

- How did it feel to squeeze your muscles really tight?
- Was it tricky to let go and let your body fully relax?

Gr. 3-5:

- Did you notice where you tend to store a lot of tension in your body?
- What did relaxation feel like in your body?
- Where was it challenging for you to release?

CALM TIP

Movement can be a more accessible form of mindfulness for many people. Having something for your mind to focus on can help with slowing busy thoughts.

Calm has partnered with Mel Mah to share accessible mindful movement - read Mel’s [blog](#) to see 5 quick and easy additional strategies for improving your mental health.

Morning Wake Up

Lesson Materials:

- Journals (Gr. 3-5)
- Pencils/pens (Gr. 3-5)
- Computer/audio system
- SMART Board/Whiteboard/Chalkboard
- Visual display for video

The Why (Gr. K-2):

Read out loud to students:

“Moving our bodies can help our minds feel calm and focused. When we pay attention to how our body moves and how we’re breathing, our minds start to feel relaxed. It’s like giving our minds a little rest! Moving in slow ways can make us feel better, happier, and even help us sleep well. We can start with easy stretching for just a few minutes to feel less stressed and happier inside.”

The Why (Gr. 3-5):

Read out loud to students:

“Using movement as a way to practice mindfulness is helpful, especially for those who find it hard to sit still. When we focus on how our body moves and our breathing, our minds naturally start to calm down. Mindful movement isn’t just about taking a break for our minds; it’s a powerful tool to release stress, improve mood, and even enhance sleep quality. While mindful movement can apply to any exercise, starting with gentle stretches for a short period, like five to ten minutes, can significantly reduce stress and positively change how we feel both mentally and emotionally.”

Mindfulness Activity:

1. Invite students to find enough space to stand with their arms stretched out.
2. From the teacher’s Calm account and device, play [Morning Wake Up](#).

Reflection Questions:

Gr. K-2:

- What was your favorite stretch from the video?
- Do you think doing stretches like this in the morning before school would be helpful?

Gr. 3-5:

- Did you notice any changes in how you felt before and after the session?
- Could you see yourself incorporating stretches like this into your morning routine?

CALM TIP

Mindful movement isn’t about fitness, it’s about getting to know your body and treating it with care. Learn more about the mind-body connection in this Calm [blog article](#).

Afternoon Reset

Lesson Materials:

- Journals (Gr. 3-5)
- Pencils/pens (Gr. 3-5)
- Computer/audio system
- SMART Board/Whiteboard/Chalkboard
- Visual display for video



“Take care of your body. It’s the only place you have to live.”

— Jim Rohn

The Why (Gr. K-2)

Read out loud to students:

“Our mindfulness lesson today is about giving our body energy when we are feeling tired and finding it hard to focus our attention. We can do this by relaxing the muscles in our body that feel tight or sore. Taking just five minutes to pause and stretch our body can help us to listen better and learn better. This stretch for our neck, shoulders, and back will help our body and mind to feel better. We can do this exercise anytime, but it is especially helpful when we start to feel that mid-afternoon slump.”

Mindfulness Activity:

1. Invite students to turn their chairs away from their desk or push back just a little so that they have room to twist and lift up their legs.
2. From the teacher’s Calm account and device, play [Afternoon Reset](#).

The Why (Gr. 3-5)

Read out loud to students:

“Our mindfulness lesson today is about combatting the afternoon slump with an afternoon reset. Bringing energy into our system doesn’t mean we have to leave our chairs. We can move and stretch even if we’re sitting at a desk. Taking just five minutes to pause and let go of tension in the body can improve productivity and focus. This seated movement practice was designed to rejuvenate the mind and relieve stiffness in the neck, shoulders, and back. It’s perfect anytime, but especially when we start to feel that mid-afternoon energy slump.”

Reflection Questions:

Gr. K-2: Ask students to share their answers to the following questions in the form of a group discussion:

Gr. 3-5: Ask students to journal their responses to the following questions (display on board):

- Do you find it easier to relax when we do exercises like these that incorporate movement?
- How would you practice stretches and movements like this exercise in the future?
- What exercise was most helpful for you?

CALM TIP

*"If the ocean
can calm itself,
so can you.
We are both
salt water
mixed with air."*

— nayyirah waheed

DAY 23

Ocean Breathing

Lesson Materials:

- Journals (Gr. 3-5)
- Pencils/pens (Gr. 3-5)
- Computer/audio system
- SMART Board/Whiteboard/Chalkboard
- Visual display for video

The Why (Gr. K-2)

Read out loud to students:

"Our mindfulness lesson today is about breathing like the ocean. Imagine life is like the ocean with waves going up and down—sometimes it's super exciting, and other times it feels a bit tricky. Meditation is like having a surfboard to ride those waves. It helps us focus on right now instead of worrying about the future or feeling bad about things in the past. Mindfulness is like finding a cozy spot in the ocean to chill when things get wavy. Taking a break to breathe and meditate helps us to be happy, peaceful, and make great choices. So, let's surf those mindfulness waves together!"

Mindfulness Activity:

1. Invite students into a comfortable position, seated or lying down.
2. From the teacher's Calm account and device, play:
 - Kindergarten - Gr. 2: [Breathe like the Ocean with Moana \(5 min\)](#)
 - Gr. 3-5: [Breathe Like the Ocean \(9 min\)](#)

The Why (Gr. 3-5)

Read out loud to students:

"Our mindfulness lesson today is about breathing like the ocean. Life is full of ups and downs, uncertainty and change, much like waves in the ocean. This unpredictability can bring up excitement and delight, but also fear and stress. Meditation serves as a tool to help us navigate the water and surf the waves. It's an invitation to focus on the present moment, instead of getting tangled up in worries about the future (*What if I don't pass the test?*), regrets of the past (*I can't believe I said /did that!*) or unhelpful stories about the self (*I'm such a loser!*). Mindfulness creates a steady and compassionate place amongst the unexpected twists and turns of life. Slowing down enough to pause and meditate helps us to not only feel happier and more peaceful, but also to find clarity and make better decisions."

Reflection Questions:

Gr. K-2: Ask the students to share in a group:

- Can you think of a time in the last couple of days when it could have been helpful to pause and breathe?
- When are you going to use this in the future? What feelings could you be having where it will help to stop and breathe?

Gr. 3-5: Play the [Ocean Waves](#) soundscape while students silently journal. Ask students to journal their responses to the following questions (displayed on the board):

- What's a time in your life when pausing and breathing could have been helpful before you responded or made a decision?
- Can you think of a situation that could arise in the future that this would be helpful?

Gratitude

Lesson Materials:

- Blank pieces of paper
- Pencils/pens
- Computer/audio system
- SMART Board/Whiteboard/Chalkboard

The Why (Gr. K-2)

Read out loud to students:

“Our mindfulness lesson today is about gratitude. Gratitude means feeling really thankful for something or someone special. When we practice gratitude, it helps us feel happy and calm inside. Even when things are tough, we can find something good to appreciate. It doesn't make the hard stuff go away, but it helps us feel better and remember the good things we have.”

The Why (Gr. 3-5)

Read out loud to students:

“Our mindfulness lesson today is about gratitude. Gratitude is the feeling of thankfulness that comes with our appreciation of an experience, person, or thing. It can arise spontaneously but can also be cultivated. Practicing gratitude creates a sense of positivity and relaxation - bringing a fresh perspective to the mind. Even in challenging times, if we look around, we can find something or someone to appreciate. It doesn't cancel out what's hard in our lives, but it does invite a sense of balance and reminds us of what we have.”

Mindfulness Activity:

1. Invite students into a comfortable position, seated or lying down.
2. From the teacher's Calm account and device, play:
 - K-2: Play [Gratitude Scrapbook\(5 min\)](#)
 - Gr. 3-5: Play [Gratitude \(10 min\)](#).
3. Have students write down 3 things that they're grateful for (Option to have students share with the group).

Reflection Exercise:

Write a note of thanks to someone you appreciate.

CALM TIP

Listen to the Calm Masterclass, [Gratitude](#)

Check out Calm's [Gratitude Resources](#)

Download Calm's [Gratitude Journal](#)

Read a [Grateful Heart](#) on the Calm Blog

Try a [Gratitude Countdown](#)

Reflection

Lesson Materials:

- Journals (Gr. 3-5)
- Pencils/pens (Gr. 3-5)
- Computer/audio system
- Timer
- SMART Board/Whiteboard/Chalkboard

The Why (Gr. K-2)

Read out loud to students:

“Our mindfulness lesson today is about reflection. Reflecting means we spend time thinking about a certain experience and how it made us feel. We decide if it was a good experience or a bad experience and why. Today, in order to practice reflecting, we are going to ask ourselves some questions about our mindfulness lessons, think about our answers, and then share them out with the class.”

The Why (Gr. 3-5)

Read out loud to students:

“Our mindfulness lesson today is about reflection. We learn first by doing and then we deepen our learning through reflection. Reflection is a deeper form of learning that allows us to better understand the impact of an experience on our lives. Now that we’ve reached the halfway mark of our mindfulness lessons, it’s important to reflect on our experience thus far. Taking this time to reflect through journaling will help us to better understand our own personal experience with mindfulness, and the specific skills and strategies we’ve learned thus far. We may note where we’re getting stuck or struggling and ask for help, or which practices seem to really help us and where we’ve started incorporating them into our daily lives.”

Mindfulness Activity:

1. From the teacher’s Calm account and device, play [Music for Silence](#) by Nick Murphy.
2. Invite students to share aloud (Gr. K-2) or write quietly in their journals for ten minutes (Gr. 3-5). Use the following reflection questions as either conversation prompts or journaling prompts. Let students know that they don’t have to answer them all, but rather they can respond to the questions that resonate with them.

Journaling Questions:

- What have you learned about yourself during the first half of the 30 Days of Mindfulness in the Classroom?
- Where in your life have you noticed using what you’ve learned?
- What have you found challenging?
- What questions do you have?
- What do you want to remember and carry with you?
- What do you want to learn more about?

3. (Grades 3-5) Give students the opportunity to share something that came up for them in their journaling exercise. You can also give them the option to pass if they’re still feeling quiet and introspective.

Take note of what comes up for your students and use it as inspiration for integrating mindfulness practices into your classroom beyond the 30 Days of Mindfulness. For example, if a lot of students say that listening to calming music has been helpful for them, perhaps it becomes a daily five-minute ritual in your classroom.

CALM TIP

Download the [Calm Mindfulness Journal](#).

Soundscapes

Lesson Materials:

- Journals (Gr. 3-5)
- Pencils/pens (Gr. 3-5)
- Computer/audio system
- SMART Board/Whiteboard/Chalkboard

The Why (Gr. K-2)

Read out loud to students:

“Our mindfulness lesson today is about sounds. Listening to nature sounds, like recordings of birds or rivers, helps our brains and bodies feel calm and relaxed. If we can't go on a hike, listening to these sounds is like bringing nature to us! Today, we'll listen to these special sounds to see how they make us feel. We'll notice how we feel before and after, just like a fun experiment!”

The Why (Gr. 3-5)

Read out loud to students:

“Our mindfulness lesson today is about sounds. Exploring nature sounds, even recordings, has a calming effect on our minds and bodies. When we can't immerse ourselves in nature directly, these sounds act as a soothing alternative. Today, we'll use these nature sounds as a relaxation tool and observe how they impact our state of mind. Let's pay attention to our feelings before and after this activity to understand the power of nature in bringing relaxation and calmness, even through recordings.”

Mindfulness Activity:

1. Invite students into a comfortable position, seated or lying down.
2. From the teacher's Calm account and device, play the following soundscapes for a minute each. Ask the students to listen closely and note how each one makes them feel.

- [Rain on Leaves](#)
- [Camp Fire](#)
- [Sea of Diamonds](#)
- [Evening Crickets](#)

Option to vote as a class on which sound was the most relaxing.

Reflection Questions:

Gr. K-2:

- Which sounds made you feel most relaxed?
- Which sounds did you know and which sounds were new?

Gr. 3-5:

- What soundscape made you feel most relaxed? Why?
- Do you think having background noise like this could be relaxing or helpful to focus for you?

CALM TIP

Everyone is different, so what is soothing to one person may be irritating to the next. Encourage students to honor what works for them and appreciate what works for others. It's all good!

Focus Training

Lesson Materials:

- Journals (Gr. 3-5)
- Pencils/pens (Gr. 3-5)
- Computer/audio system
- SMART Board/Whiteboard/Chalkboard

The Why (Gr. K-2)

Read out loud to students:

“Our mindfulness lesson today is about focusing. Sometimes, we daydream or get distracted, but in meditation, we bring our thoughts back to the present moment, so we can focus on what is going on around us. As we practice more, it becomes easier to focus whenever we want.”

The Why (Gr. 3-5)

Read out loud to students:

“Our mindfulness lesson today is about focusing. Getting distracted and returning to awareness is what meditation is all about. Every time we come back from negativity, worry, or distraction is like a bench press for the mind. And just like the real gym, we have to be patient as our muscles slowly strengthen. In today’s meditation, we’re training our muscle of concentration. With time, focus becomes easier and we can simply flex our mental muscles when needed.”

Mindfulness Activity:

1. Invite students into a comfortable position, seated or lying down.
2. From the teacher’s Calm account and device, play:
 - Kindergarten to Grade 2: [Bouncing Serum Meditation \(6 min\)](#)
 - Grades 3-5: [Focus: ages 14-17 \(9min\)](#)

Reflection Questions:

Gr. K-2: Ask students to share their answers to the following questions in the form of a group discussion:

Gr.3-5: Ask students to journal their responses to the following questions (display on board):

- What thoughts do you tend to dwell on?
- What helps you focus?
- How did you feel when you noticed that you were distracted?
- How do you feel after today’s meditation?

Walking Meditation

Lesson Materials:

- Journals (Gr. 3-5)
- Pencils/pens (Gr. 3-5)
- Computer/audio system or Portable Speaker
- SMART Board/Whiteboard/Chalkboard
- Indoor or outdoor space to walk

The Why (Gr. K-2)

Read out loud to students:

“Today, we're going to explore a new way of walking that's super exciting! By paying close attention to our steps and what's around us, walking becomes a way to slow down and be curious. We will do this with our eyes wide open, so we can see everything around us and stay safe. Let's try this exercise on the (playground, classroom, the school field, or on a neighborhood walk) and see what interesting things we can discover together.”

The Why (Gr. 3-5)

Read out loud to students:

“Today, we'll explore the concept of walking meditation—a practice that turns every step into a mindful experience. Unlike traditional meditations, we'll keep our eyes open to stay aware of our surroundings for safety. This exercise invites us to pay attention to our steps and the environment around us, providing an opportunity to slow down and cultivate curiosity. We'll embark on this mindful journey in the (playground, classroom, the school field, or on a neighborhood walk) to discover how this practice can bring awareness and presence to our daily movements.”

Mindfulness Activity:

Option 1: Walk outside

1. Bring a portable speaker to amplify this meditation so that everyone can hear outside.
2. Find a place outside that's safe to explore walking as a class.

3. Play:

- K-2: [A Slow and Quiet Walk: ages 7-10 \(5 min\)](#)
- 3-5: [A Mindful Walk: ages 11-17 \(6 min\)](#)

Option 2: Walk in the classroom

1. Map out a walking path within the classroom. The path can snake through the aisles of desks or circumvent the perimeter of the classroom. The path doesn't have to be big, but ensure that it's loopable. Students may loop through the walking course several times during the exercise.

2. In order to avoid collisions, it's helpful if everyone slowly walks the same path. Spend some time helping students get acquainted with the walking path you've mapped out.

3. From the teacher's Calm account and device, play:

- K-5: [A Slow and Quiet Walk: ages 7-10 \(5 min\)](#)
- 6-12: [A Mindful Walk: ages 11-17 \(6 min\)](#)

Reflection Questions:

Gr. K-2:

- What did you feel in your body while walking?
- Did you see something new today that you haven't seen before on our walks?

Gr. 3-5:

- What did you notice about your body when you were walking?
- Did you see anything on your walk that you've passed by many times, but that you've never noticed before?
- What's different about walking meditation and regular walking?



DAY 29

CALM TIP

Learn more about Lex Gillette [here](#).

Visualize Your Goals

The Why (Gr. K-2)

Read out loud to students:

“Our mindfulness lesson today is about visualizing your goals. Visualizing your goals is like making a cool movie in your mind. Close your eyes and imagine doing something awesome, like scoring a goal in soccer or building the tallest tower with blocks. It's like having a magical picture that helps you know exactly what you want to do. This picture makes it easier to stay focused and work really hard to make your dreams come true. So, let's use our imagination and see ourselves doing amazing things!”

Mindfulness Activity:

1. Invite students into a comfortable position, seated or lying down.
2. • K-2: From the teacher's Calm account 2: From the teacher's Calm account and device, play and device, play [Good Mood Reggae Mix](#) and have the students draw or write three goals they have for themselves when they are older.

• Gr. 3-5: From the teacher's Calm account and device, play [Envisioning Success with Lex Gillette \(8 min\)](#).

The Why (Gr. 3-5)

Read out loud to students:

“Our mindfulness lesson today is about visualizing your goals. Paralympian Lex Gillette was only eight years old when he permanently lost his eyesight. For a free-spirited kid who was used to playing sports with his friends, this wasn't just a huge shock; it was a complete upheaval of his life. Today, he's one of the country's most decorated long and triple jumpers and he makes space every day to envision success. In today's session, we listen to him talk about how he works towards his goals using the practice of visualization.”

Reflection Questions:

Gr. K-2: Ask students to share their answers to the following questions in the form of a group discussion:

Gr.3-5: Ask students to journal their responses to the following questions (display on board):

- What challenges in your life have helped shape who you are today?
- What have you learned that has helped you?
- What do you want to start envisioning for yourself?

Letter to Your Future Self

The Why (Gr. K-2)

Read out loud to students:

“Our mindfulness lesson today is about reflecting on what we’ve learned during the last 30 days of our mindfulness activities. Together, we’re going to make a list of our favorite activities and which made us feel our very best. Maybe you found out that taking a big, deep breath when you’re mad makes everything better. Or listening to music helped you feel calm and happy. Before we write down all the cool things we learned and found helpful, I’m going to remind you of the different activities we completed together over the past 30 days!” (*Go back and list out the different lesson titles to remind students what skills they learned.*)

Mindfulness Activity:

1. From the teacher’s Calm account and device, play: [Lunar Lullaby](#).
2. Gr. K-2: Have students sit on a carpet or at their desks and ask them some of the questions listed below. Create a list of their collective favorite activities and discuss how these might help them in the future.

Gr. 3-5: Give students 10 minutes to write a letter to their future selves. You can give them the following writing prompts:

- List your 3 favorite activities from the *30 Days of Mindfulness in the Classroom*.
- Why did you choose those 3 activities? What did you like about them?
- What is something you want to learn more about?
- What was challenging for you? What could you ask for help with?
- What do you want your future self to remember?

3. (Gr. 3-5) Collect the letters and hand them back to your students in 30 days so they can be reminded of what they learned.

The Why (Gr. 3-5)

Read out loud to students:

“Our mindfulness lesson today is about reflecting on what we’ve learned during the last 30 days of our mindfulness activities. It’s important to pause and reflect on what we’ve learned and decide what we want to carry into the future. Today, we’ll write a letter to our future selves to remind us of what we found helpful. Perhaps taking a deep breath when you were angry made all the difference, or listening to music helped you relax, or jumping up and down was just the study break you needed to help you focus. Whatever you found useful, write it down so that you can share it with your future self.”

Reflection Question:

Gr. K-2: Ask students to share their answer to the following question in the form of a group discussion:

Gr.3-5: Ask students to journal their responses to the following questions (display on board):

- What mindfulness practices do you want to continue using in the classroom moving forward?
- Option to offer prompts like, “My goal for this year is...” or “My goal for next year is...”

CALM TIP

After hearing what worked for your students, explore how you might make mindfulness a regular part of the school day.



Additional Lessons & Materials

Sky Gazing

The Why (Gr. K-2)

Read out loud to students:

“Our mindfulness lesson today is about sky gazing. This outdoor activity helps us feel connected to nature and discover that our meditation magic is always with us. In meditation, we pick something to focus on, like our breath, and we call it our “home base.” But guess what? Our home base can be anything we like, like a twinkling star, a cozy sound, or even a spot in our body. Everyone has different favorites, so today, we’re going to try using the sky as our home base. How cool is that? Let’s explore together!”

Mindfulness Activity:

1. Take your students outside and invite them to find a safe and comfortable position, seated or lying down where they can easily look up at the sky.

If weather or other circumstances prevent you from going outside, play one of the following videos for students to gaze at in the classroom as an alternative:
 - [Sky Video 1](#)
 - [Sky Video 2](#)
2. Let them know that their job for the next five minutes is to relax and watch the sky. When they notice they’re getting distracted, ask them to kindly come back to sky watching. Invite them to consider the colors and shapes they see. And, ask them to notice what it feels like to be outside. Is it warm or cold? Dry or damp? Breezy or still? Is the sky changing as they observe it?
3. If they’re having trouble focusing, invite them to take a few deep breaths and then ask them to notice if that changes the way they’re able to experience the sky.
4. After 5 minutes, ask everyone to take a deep breath and thank the sky.

The Why (Gr. 3-5)

Read out loud to students:

“Our mindfulness lesson today is about sky gazing. This outdoor activity helps us connect with the natural world and discover that our meditation practice is always accessible to us. Meditation encourages us to focus our attention on an object or sensation that we can return to whenever the mind wanders. We call this our “home base”. Often it’s our breath, but our home base can be anything: the flame of a candle, a particular sound, or a place in the body. Different home bases work better for different people, so it can be useful to experiment to find which ones work best for you. In today’s activity, we explore the sky as our home base.”

Reflection:

Gr. K-2: Ask students to draw the sky and share how it made them feel.

Gr.3-5: Ask students to journal about the sky and how it made them feel.

CALM TIP

Explore other home bases out in nature.
Watching the light dance on the forest floor.
Watching the flames forever change and the wood transform in the campfire. Watching the squirrels play in the park. Listening to the birds sing. Feeling the sand between your toes as you walk along the beach.

Mindful Bells

The Why (Gr. K-2)

Read out loud to students:

“Our mindfulness lesson today is about being present in the moment. You know how sometimes we think about other things a lot and forget about what we're doing? Like when you're eating breakfast, and your mind is busy thinking about school or a talk you had with a friend? Well, imagine that when a special bell makes a sound, it's like a little magic reminder to stop thinking about other stuff and pay attention to what's happening right in front of you, like eating your yummy breakfast. The bell helps us “wake up” to the present moment!”

Mindfulness Activity

1. Invite students into a comfortable position, seated or lying down.
2. Let students know that for the next 5 minutes they're welcome to completely relax. Everytime they hear the bell, ask them to listen until the sound fades away and then take a deep breath.
3. From the teacher's Calm account and device, play [Open-Ended Meditation](#). Set the bells to play **every minute** for five minutes.

CALM TIP

You may also try using the [Open-Ended Meditation](#) during a classroom study or play period. Perhaps set the bells to play every five minutes. Ask students to take a deep breath each time they hear the bell. If students are working or studying, encourage them to notice what they were thinking about when the bell rang. If they were distracted, remind them that the bell is a powerful invitation to refocus.

The Why (Gr. 3-5)

Read out loud to students:

“Our mindfulness lesson today is about being present in the moment. As you may have noticed by now, we spend a lot of time lost in thought and moving through the world without presence. For example, while eating breakfast, we're thinking about a class later that morning or obsessing over a conversation yesterday. “Waking up” is a way of describing the moment we suddenly notice that our mind is no longer present. We remember that we're eating and open up our senses to our food. Bells are a simple tool we can use to help us shift from being lost in thought to mindful presence, to “wake up”. Each bell chime is a reminder to come back to the here and now.”

Reflection Questions

Gr. K-2: Ask students to share their answers to the questions below in the form of a group discussion.

Gr.3-5: Ask students to journal their responses to the following questions (display on board):

- Did you notice where your mind tends to wander?
- How did it feel to come back to the present moment with the bell?
- How did it feel to take a deep breath?
- What did you learn about your mind?



Calm Corner Exercises

Choose one exercise below and scan the QR code with the iPad to begin.



Balloon Breath

2 minutes



Rainbow Movement

5 min



Follow Along Body Scan

5 minutes



Birthday Candle Meditation

3 minutes



See, Hear, Feel

5 minutes



Busy Body Meditation

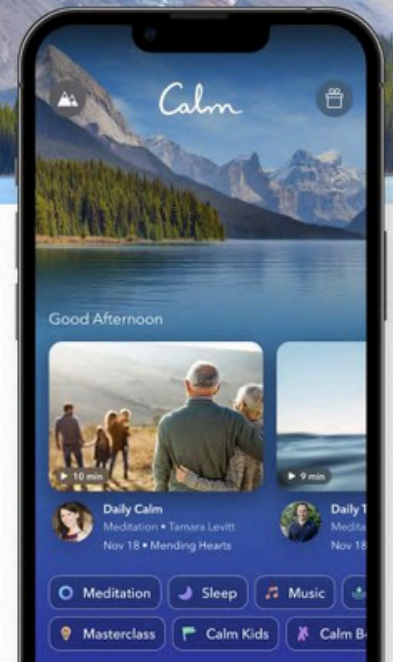
5 minutes



After completing one exercise, put the iPad on sleep mode, wipe down the earphones, and put everything back in the top drawer.

Be sure to throw out the wipe before returning to your seat.

Take a deep breath! Your day is about to get better 😊





≡ Congratulations! ≡

You've planted seeds of peace and
resilience in the next generation.

Celebrate by carving out space for rest,
reflection, and self-care.