

Curriculum Overview

Peace of Mind for Pre-Kindergarten and Kindergarten Curriculum At-A-Glance

Unit 1 - Mindful Bodies, Mindful Breaths						
Week	Mindfulness Skill	Target Quiet Time	Lesson Objective(s)	ASCA Standards	Materials	Kindness Pals
1. Intro to Class	Mindful bodies vs. regular bodies	20 seconds	Compare Mindful bodies to regular bodies; demonstrate procedures and routines for class; describe "peace"	B-SMS 1	Bell, puppet	Not introduced
2. Mindful Breathing with Flowers	Mindful bodies vs. regular bodies; belly breathing		Model and practice deep breathing	B-SMS 2	Bell, flower picture	
3. Animal Breaths	Belly breathing		Bring attention to breaths, contrast shallow breaths and deep breaths	B-SMS 2	Bell, puppet	
4. Using My Body to Listen	Belly breathing		Bring awareness to various body parts that help us pay attention effectively	B-SMS 2	Bell	
5. What is Focus?	Belly breathing		Apply previously-learned listening skills to practice following instructions and maintaining focus during a group game	B-SMS 1 B-SMS 4	Bell, 1 small item for each student	
Unit 2 - Mindful of My Feelings and Thoughts						
6. New Friends & Kindness Pals	Attending to feelings	30 seconds	Demonstrate purpose and routines of kindness pals; practice basic communication skills	B-SS 1 B-SS 2	Bell, Kindness Pal list	New pals; procedures and routines
7. Noticing My Feelings	Attending to feelings		Attend to feelings; identify, define, and act out at least 5 feelings words	B-SS 1 B-SS 2	Bell, puppet	Tell a feeling
8. Feelings Can Be Different Sizes	Attending to feelings		Identify feelings sizes using a 1-5 scale; define "calming down;" use deep breathing to calm down	B-SMS 1 B-LS 4	Bell, puppet, thermometer	Tell about a big feeling and calming down
9. My Thoughts and Thought Bubbles	Attending to thoughts		Explore thoughts and thought bubbles; use a thought bubble illustration to show something one is thinking about	B-LS 2 B-SS 2	Bell, 1 thought bubble template per student; new KP list	New pals; share your thought bubble picture
10. Others Have Thoughts and Feelings, Too	Attending to thoughts		Review concept of thought bubbles and apply to the thoughts and related feelings of others	B-SS 4	Bell, thought bubble picture	Name what your partner is thinking and feeling

Unit 3 - Mindful of Others						
Week	Mindfulness Skill	Target Quiet Time	Lesson Objective(s)	ASCA Standards	Materials	Kindness Pals
11. Heartfulness and Kindness	Heartfulness	40 sec.	Practice sending good thoughts to others; define respect as being different and getting along	B-SS 4	Bell	Notice differences
12. We're on the Same Team	Heartfulness		Identify "teamwork" as working together to achieve something you can't do on your own; name the team they all belong to (the class)	B-SS 2 B-SS 7	Bell, floor puzzle new KP list	New pal greetings; tell about teams
13. Sharing and Taking Turns	Heartfulness		Practice sending good thoughts to oneself; define and practice sharing and taking turns	B-SS 6 B-SS 7	Bell, small items for sharing	Practice sharing and taking turns
14. Needs and Wants	Gratitude		Practice gratitude; contrast needs and wants	B-SS 3 B-SS 9	Bell	Tell three needs and give thanks
15. What is a compliment	Gratitude		Choose a person for whom one feels grateful; practice giving a compliment; notice how receiving a compliment feels	B-SS 2 B-SS 3	Bell, puppet; new KP list	New pals; give compliments to each other
Unit 4 – Mindful Senses and My Brain						
16. Mindful Hearing & Intro to Brain	Deepening sense of hearing	50 sec.	Applying mindfulness skills to hearing sounds; identify 3 parts of the brain	B-SS 1 B-LS 1	Bell, Brainy puppet; items that make sound	Model the three parts of the brain
17. Mindful Seeing & the Hippocampus	Deepening sense of sight		Apply mindfulness skills to seeing; explore role of hippocampus in memory	B-SMS 2 B-LS 1	Bell, Brainy puppet	Use your hippocampus to tell a memory
18. Mindful Touch & the Overprotective Amygdala	Deepening sense of touch		Apply mindfulness skills to the sense of touch; explore roles of hippocampus, amygdala and PFC in reactions to sensations	B-SMS 2 B-SMS 7 B-SS 2	Bell, Brainy puppet, new KP list	New pals; name comfortable and uncomfortable items touched
19. Mindful Smell & More Overprotective Amygdala	Deepening sense of smell		Apply mindfulness skills to the sense of smell; explore roles of amygdala, hippocampus and PFC in reactions to smells	B-SMS 7 B-LS 1	Bell, Brainy puppet, various items to smell	Tell favorite and least favorite smells
20. Mindful Taste & My Growing Brain	Deepening sense of taste; using all five senses during eating		Apply mindfulness skills to the sense of taste and eating; explore roles of the amygdala, hippocampus and PFC in taste.	B-SMS 7 B-LS 1	Bell, Brainy puppet, raisin/ snack for class	Tell favorite and least favorite foods; name a food to try again

Unit 5 - Mindful Self-Calming						
Week	Mindfulness Skill	Target Quiet Time	Lesson Objective(s)	ASCA Standards	Materials	Kindness Pals
21. Mindful or Mindless?	Body scan	60 sec.	Scan bodies to notice feelings; synthesize previous lessons on using our brains to define actions as “mindful” or “mindless”	B-LS 1 B-SS 2 B-SS 5	Bell; new KP list	New pals; tell about doing something mindfully and mindlessly
22. Choosing Kind	Body Scan		Relate “making a choice” to intentional actions, and practice using intention to make mindful and kind choices with others	B-SS 4 B-SS 9	Bell, puppets	Tell about a kind choice
23. Calming my Body	Body Scan		Use Body Scanning to notice feelings; identify and practice a strategy for calming down	B-SMS 7 B-SMS 10	Bell, thermometer, Brainy puppet	Practice body scan and breaths for calming down
24. More Ways to Calm Down	Muscle relaxation		Review and practice strategies for self-calming; name and practice at least three strategies for calming oneself	B-SMS 7 B-SMS 10 B-SS 2	Bell, one Calm Down page per student, new KP list	New pals; share and evaluate strategies with pals
25. Games and Big Feelings	Muscle relaxation		Apply learned concept of “mindful actions” to choosing, playing, and winning or losing games.	B-SMS 7 B-SMS 10 B-SS 9	Bell, puppets	Play “Rock, Paper, Scissors” to model staying calm during games
Unit 6 – Mindful Problem-Solving						
26. How Big is My Problem?	Visualization	60+ sec.	Use senses to visualize being in a calming place; categorize problems as small, medium or large	B-LS 1 B-SMS 7	Bell, thermometer	Tell about a big problem and if your reaction matched
27. What is Conflict?	Visualization		Use visualization as a strategy for self-calming; identify conflicts as small problems between two or more people	B-SS 2 B-SS 6	Bell, puppets, new KP list	New pals; Tell about a conflict it’s size
28. My Toolbox	Visualization		Use visualization as a method of self-calming; define and apply concept of using tools as a way to solve conflicts.	B-SS 6 B-SS 2	Bell, puppets,	Practice using the tools with a pal
29. More Tools for Conflicts	Positive self-talk		Use positive self-talk as a method of self-calming; define and apply three conflict resolution strategies to address common problems children may have in school	B-SMS 7	Bell, puppets	Practice using the tools with a pal
30. Heroes	Positive self-talk		Practice positive self-talk as a method of self-calming; demonstrate advocating for others who are being teased or picked-on.	B-SS 8 B-SS 2	Bell, new KP list	New pals/final; practice speaking up for a pal teased