



Module 1. Resilience and Mindfulness

Introduction to the module

Building resilience is like building muscles. Increasing resilience takes time and intentionality. Focusing on four core components—connection, wellness, healthy thinking, and meaning—can empower you to withstand and learn from difficult and traumatic experiences. (American Psychology Association, 2012)

By undertaking these module activities, participants (children as well as educators and experts) will learn how mindfulness and resilience building exercises can promote positive effects on mental, physical, and emotional health, which manifest as deeper, more conscious breathing, a calmer nervous system, mindful awareness of one's actions, being more "centered" in the body rather than going with the swiftness of the mind. The module activities will have a positive influence on the motor-cognitive development of the child as well as overall physical, mental and emotional development.

Children of all ages and in any developmental stage can benefit from mindfulness, according to relevant research practicing mindfulness for children:

- Improves social and communication skills
- Strengthens self-control
- Lowers levels of anxiety
- Lowers stress
- Enhances a positive mood
- Increases resilience (Burke, 2010; Greenberg & Harris, 2011; Hooker & Fodor, 2014)

Results of integrated **mindfulness and relaxation work with children** showed significant **decreases in anxiety, ADHD behaviours, depression and somatic distress** (Weare, 2012) .

The aim of this module is to educate teachers about the basic concepts of mindfulness and its practices in order to enrich children's wellbeing and support their flexibility to deal with situations and life.

Each value stands for one lesson, which includes two exercises that, with repetition, will have a great effect on the student as well as the teacher. So, we encourage the teacher/s to join the practice as



well. The activities that can be used as a complete approach, individually or combined are the following:

LESSON 1: PHYSICAL HEALTH AND BODY AWARENESS

- Activity 1 - Body awareness exercise with a story of a bunny JOY
- Activity 2 - Variations of mindful breathing

LESSON 2: MENTAL AND EMOTIONAL HEALTH - MIND AND EMOTIONS AWARENESS

- Activity 3 - What can make me wobble and calm?
- Activity 4 - What can make me swayed and steady?

LESSON 3: SELF AGENCY AND AUTONOMY

- Activity 5 - Petal breathing
- Activity 6 - This is my place, this is my space

LESSON 4: SELF-COMPASSION AND KINDNESS TO SELF

- Activity 7 - Worry time
- Activity 8 - From worry to peace

LESSON 5: HAPPINESS AND JOY

- Activity 9 - Dance for the Sun
- Activity 10 - Happy bees

It is wonderful to introduce mindfulness to children as **PLAYING MINDFULNESS**. We combine physical practice with stories, songs, breathing exercises, as well as understanding and learning to express when children worry. That can be a release (coping) mechanism of certain inner pressure for children, especially when experiencing depression, sadness, or anxiety. After releasing pressure, children can be filled with happiness through the happy dance for the Sun and the happy bees' practice. It is very important that children learn to feel all the spectrum of emotions and don't suppress anything that might cause, in the long term, destructive behavior. Children can quickly learn by **experiencing the opposites**: how it feels to be restless versus being calm/steady, worry versus calm, worry versus happy. By connecting this spectrum of experience, we give children the option to choose and help



them to understand that each state of being/feeling is normal and acceptable. Giving them this opportunity, we offer a safe space to learn how to regulate themselves.

We recommend using a particular **pleasant sound** (for example, a bell, chimes, or a singing bowl) that the teacher can use to start the lesson or every mindfulness practice. This sound can be used by the educator any time to bring calmness or centeredness to the classroom or before concentration is needed.

We suggest that every child has its own mat (their favorite color) and a sitting cushion that helps to sit more comfortably. This will help kids create a routine and a habit for mindfulness and physical practice. When using the mat at home, it can already evoke in children a sense of peace, safe space, and calmness.

Teachers, educators, experts! We wish you a wonderful learning experience together with children. Please, have fun exploring and playing mindfulness and building resilience within yourself. You are worth it! We need you to inspire more and more children!



Lesson 1: Physical health and body awareness

Lesson Overview

This lesson includes two mindfulness exercises: one includes a **set of physical exercises** with a story, and the second is a breathing activity. Before we teach the child to relax, unwind and focus his/her mind (mindfulness) on the breath, the child needs activity and fun. Therefore, at the beginning we give a set of exercises, which will help the child in physical and psychomotor development, gradual strengthening of muscles and support of correct posture. We add a short story about a bunny called JOY, who accompanies and shows the positions. The child learns **body awareness**, how to direct attention to the body or to the breath, which is the basis of mindfulness practice. The first activity is followed by variations of breathing exercises that help children be aware of the basics of breathing and how to deepen it.

Breathing exercises help bring attention to oneself. The aim is to train to draw awareness step by step from emotions and thoughts towards something (e.g., breath) that has a harmonizing effect. That helps the child learn to step back and eventually regulate the emotions, actions and thoughts. Learning the right breathing techniques helps overall vitality, health and better immunity. It is a great support for children with asthma, diabetes, neurosis etc. Controlling the breath helps to achieve greater harmony and balance for the child. Restless and nervous children breathe restlessly and briefly. If the breathing can be adjusted, children will find it easier to concentrate and calm down.

Objectives

At the end of each lesson, participants will be able to:

- Learn how to direct awareness to the body and breath
- Support the body's vitality by infusing it with more oxygen and actively exhaling toxins and carbon dioxide.
- Have a better ability to concentrate
- Support for correct body posture and a healthy spine
- Improve the lungs' capacity (helps e.g., with asthma)
- Have improved blood circulation
- Breathing correctly and more consciously
- Gradually deepen the breath
- Gradually understand the importance of our breath
- To perform various breathing exercises in a step-by-step manner
- Gradually create a coping mechanism when in distress or strong emotions



Activity 1: Body awareness exercise with a story of a bunny JOY

<i>Setting</i>	Indoor/classroom with enough space for movement. Fresh air with enough oxygen in the room.
<i>Material checklist</i>	<ul style="list-style-type: none"> ● A mat for each child to practice on ● Sitting cushions ● A bell or chimes to start each mindfulness lesson or moment ● The printed story and the positions
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none"> ● Storytelling ● Experiential learning ● Mindfulness ● Physical movements
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 1. Resilience and Mindfulness
<i>Duration</i>	15'
<p>Introducing the activity (Duration: 5 min)</p>	<p>The educator prepares the mats in the room or invites children to bring their mats and spread them slightly apart, so each child has enough space to stretch their arms. The teacher makes a pleasant sound on the chimes and explains that today “We are going to PLAY MINDFULNESS”. It is a big new word. Do you want to repeat that word with me?” And then the teacher repeats it together with the children. The teacher continues to tell the story and practices each exercise for the children to copy.</p>
<p>Activity (Duration: 10 min)</p>	<div data-bbox="507 1361 890 1720" data-label="Image"> </div> <p>1. Once upon a time there was a little bunny in the forest called JOY. He woke up in the morning, yawned and rubbed his eyes. He was pretty cold, so he decided to stretch. He stood up with legs slightly apart and began to stretch his paws while inhaling and lowering them while exhaling.</p>



2. JOY then sat cross-legged, tangled his paws behind his head, looked up at the sky, smiled at the sun, and exhaled, **bowed to one side** with an exhalation, and returned with an inhalation. He really enjoyed doing the exercise.



3. He **spread his paws wide** with a breath in and clapped the hands in front of his body with an exhalation. This is so much joy, he thought.



4. Then, with an inhalation, he reached to the sky and **stretched himself**. He looked up at the sky and imagined what it would be like to touch the clouds.



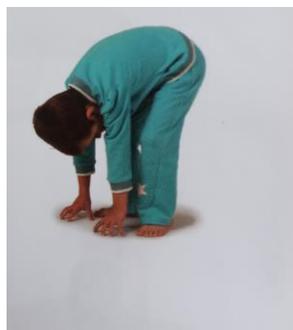
vydal na cestu domů,
musel si ještě jednou
odpočinout.



5. After such exercise, he became a little tired, so he **laid down** in the grass for a while and rested.



6. When he recharged, he became quite hungry. Nearby, there were sweet apples that hung on the tree, so he got up and began to pluck a few. They were so yummy. When his tummy was full, he looked for some hay for his bed.



7. He **leaned forward** and picked some up. He spread the hay on his bed...

vydal na cestu domů,
musel si ještě jednou
odpočinout.



8. ...and **laid down** on it to rest, thinking what a beautiful day it was.

Conclusion
(Duration: 0 min)

Proceed to Activity 2.



Activity 2: Variations of mindful breathing

<i>Setting</i>	Indoor/classroom. Fresh air with enough oxygen in the room.
<i>Material checklist</i>	<ul style="list-style-type: none"> ● A mat for each child to practice on ● Sitting cushions ● A bell or chimes to start each mindfulness lesson or moment ● Paper boat ● Hobberman sphere (variations) ● Cotton balls (variations) ● Vanes (variations)
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none"> ● Mindfulness ● Physical activity in a relaxing manner ● Experiential learning
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 1. Resilience and Mindfulness
<i>Duration</i>	12'
<p>Introducing the activity (Duration: 2 min)</p>	While children are lying down after the previous activity, the teacher gives each child a paper boat on their belly .
<p>Activity (Duration: 5 min)</p>	 <p>The teacher says: "Now your belly is the ocean and your breath in the belly is like waves. You should keep your boat in the ocean. Do not let it fall down. Observe how the boat comes up on the wave with inhalation (ring the chime) and with exhalation (ring the chime) it comes down". The teacher continues ringing the chimes for each inhalation and exhalation and says "inhale, exhale".</p>

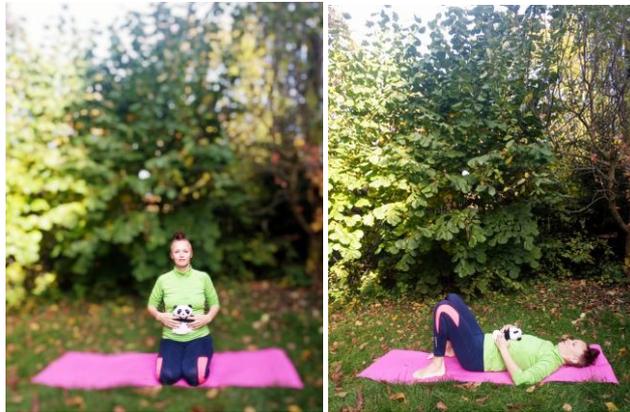


	 <p>After a few minutes the teacher invites the children: “and now, please sit down on your heels or criss - cross applesauce. Place your hands on your tummy and breathe into your tummy like there is a big balloon. Imagine the balloon inflates (becomes bigger) when you inhale and deflates (becomes smaller) when you exhale”.</p>
<p>Conclusion (Duration: 5 min)</p>	<p>The teacher asks the children:</p> <ul style="list-style-type: none">● What do you feel when touching your tummy?● Why do you think we breathe?● What do we do when inhaling? (It takes time for children to learn the words and the action of inhaling and exhaling.)● What do we do when exhaling?● How does the air feel when inhaling?● How does the air feel when exhaling?● Increase awareness of oxygen, for example, gradually. <p>At the end, the educator says, "So this was playing mindfulness and you did such a great job. Show your mummy and daddy at home how to play mindfulness".</p>
<p>Material for homework exercises</p>	<p>The educator encourages children to show their parents at home today's practice and breathing. Have fun breathing with your parents, for example, into a vane or using a bubble maker.</p>
<p>Evaluation methodology</p>	<p>During the lesson, the teacher observes and evaluates:</p> <ul style="list-style-type: none">● Whether or not the child can stretch up in standing without swaying (later on toes).● See how they can bend to the side● How much they can flex● How can they keep concentration on a boat● How deep or shallow their breath is and whether they can maintain concentration on breathing (even for a short period of time). <p>After repeating this lesson, the teacher can make notes about each child's progress. It's important not to judge or make unrealistic expectations about the physical appearance of the postures or the concentration duration. Children's body and ability to concentrate is still developing so</p>



postures don't need to look "perfect". It's important that children have fun.

Variations of breathing techniques



- **Abdominal breath in a lying position with a plush toy** on their tummy - children will observe the toy. By observation they will draw easier attention and create awareness of the breath and the body's movement.
- Using **breath simulators** e.g., [Hoberman sphere \(https://www.amazon.com/Original-Hoberman-Sphere-Rainbow-Discontinued-manufacturer/dp/B00000JN49\)](https://www.amazon.com/Original-Hoberman-Sphere-Rainbow-Discontinued-manufacturer/dp/B00000JN49)
- Fun **breathing into the vane, cotton balls** etc.



Lesson 2: Mental and emotional health - mind and emotions awareness

Lesson Overview

The goal is to learn a basic awareness of the mind, thoughts, and emotions, and their impact on the inner and outer world. This is an introduction to recognizing the difference between a stirred mind and emotions vs a calm, relaxed and steady state.

This lesson includes a demonstration of a snow globe and a weeble wobble as an example of how it is natural for us adults and children to have a lot of thoughts and emotions. It is followed by discussion and drawing children's experience when restless and when calm. Swayed/steady activity complements the previous one. The aim is for children to experience how it feels when we are swayed, shaky and unstable and how it is when focusing, being stable, steady and calm. The aim is to anchor these experiences in the body (first talking/expressing, then drawing, then feeling it in the body). These exercises support strengthening the nervous system, attention and concentration, stability of the feet and legs, and help with the correct development of healthy posture.

Objectives

At the end of the lesson, participants will be able to:

- Understand the basics of the mind, thoughts, and emotions
- Be aware of busy thoughts and emotions
- Be aware of situations that help them to calm down
- Gradually create new coping strategies for difficult situations - step by step
- Recognize the difference between restlessness and calm
- Know how to train concentration and awareness
- Practice fun physical exercises that support stability



Activity 1: What can make me wobble and calm?

<i>Setting</i>	Indoor/classroom. Fresh air with enough oxygen in the room.
<i>Material checklist</i>	<ul style="list-style-type: none"> ● Bell or chimes to introduce mindfulness time ● papers (A4) divided by a line in the middle ● Colored pencils ● Snow globe ● Weeble wobble ● Printed list or wheel of emotions
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none"> ● Experiential learning ● Mindfulness techniques ● Group discussion ● Brainstorming ● Making a drawing
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 1. Resilience and Mindfulness
<i>Duration</i>	25'
Introducing the activity (Duration: 2 min)	The teacher gathers the children in the circle and explains and makes a chime/bell sound to introduce MINDFULNESS TIME : "Today we will learn about our mind (teacher touches her/his head) and emotions (the teacher touches her/his center of the chest)".
Activity (Duration: 20 min)	"You know that we can think about soooo many things (can shake her/his head) and feel soooo many different emotions. That is what we all do, and that is OK". "I have brought my two helpers". This is Mr. Wobbly and this is Mrs. Snowglobe". The teacher shows the toys to the children. "Sometimes Mr. Wobbly thinks and thinks and thinks", the educator shows how he can swing from side to side". "What do you think about a lot?" Asks children the questions and receives the answers. "But after all the thinking, Mr. Wobbly gets somehow calm". And they all observe how the toy gets into steady mode. "Do you see how steady he's gotten? What can make us calm and steady?" Teacher receives the answers from the children. "And now Mrs. Snowglobe looks like she has got so many emotions, " Shaking the snowglobe. "Like the snowflakes" "What are our emotions?" The teacher can offer a few options for children to choose and then receive the children's answers. We suggest using the wheel of emotions. As they all observe the snowflakes slowly settling to the bottom of the snowglobe: "But also look how it got very quiet and calm for Mrs. Snowglobe". When all the flakes are down. "It is quiet and calm". The teacher continues asking the questions:

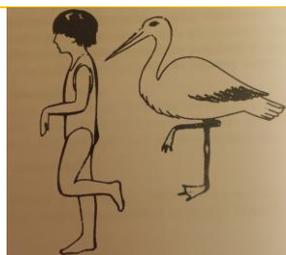


	<ul style="list-style-type: none">● What can make us all wobbly and think a lot?● What can make us calm in our head?● What makes me feel.... (Teacher adds emotion/s)?● What makes me quiet and calm?● What helped for the snowflakes - emotions - to settle? (Staying still, pausing and waiting calmly and patiently) <p>After the children finish answering, the teacher appreciates their effort: "These are all very good answers, you are such good thinkers". "Now, let's draw it." The teacher hands out one paper (A4) for each child. The paper is divided into two sides by a line. On one half, children draw a situation that makes them think a lot, and on the other half, they draw what makes them calm, quiet, and steady.</p>
<p>Conclusion (Duration: 3 min)</p>	<p>When children finish their drawing, the teacher invites them (by ringing the chimes/bell) for the movement part that follows this activity. (The educator, meanwhile, prepares the mats for the children's practice).</p>



Activity 2: What can make me swayed and steady?

<i>Setting</i>	Indoor/classroom. Fresh air with enough oxygen in the room.
<i>Material checklist</i>	<ul style="list-style-type: none"> ● Bell or chime to introduce mindfulness time ● Printed pictures of the positions (for the teacher) ● Mat to practice on ● Sitting cushions ● One pebble or a stone for each child, as well as for the teacher
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none"> ● Physical activity ● Discussion ● Experiential learning
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 1. Resilience and Mindfulness
<i>Duration</i>	23'
Introducing the activity (Duration: 5 min)	The educator prepares the room, spreads the mats apart so each child has enough space to stretch their arms. The teacher makes a pleasant sound on the chimes/bell and explains that “now we are going to practice how to be wobbly and how to be steady ”. The teacher places one stone/pebble on the mat in front of each child. “This stone is your big helper; it will help you to be steady.”
Activity (Duration: 12 min)	 <p>The teacher will demonstrate a WOBBLE EXERCISE by standing on both legs, feet apart about 50 cm and moving from one foot to another like a bell. Arms can be spread out to the side to help with the stability. “We are swaying”. This practice strengthens the muscles of the feet, legs and improves stability.</p>



"Now let's all be **STORKS**". Standing up straight on the mat, move the weight of the body over to the right leg. Lift the left leg and bend it like a stork. At the same time, bend the left arm, elbow next to the waist, pointing the fingers down. Stay in the position for a count of three. Teacher encourages children to focus their gaze: "Children, focus on your pebble now. It is your helper to keep you steady". Lower the left arm and leg slowly. Relax, and repeat the exercise on the other side. Practice three times on each leg. Benefits: Concentration and balance will be improved.



"Let's fly like an **AIRPLANE** now". Lift the right leg behind you, straighten the knee, and tilt your upper body forward with your arms spread out to the sides. Try to keep your back long. Again, look at your pebble to keep your airplane flying straight and steady. Perform three times on each leg. Last round, the teacher can let the children be silly and experiment with various funny airplane wobbles and falls. Teachers just need to make sure kids play safely. Benefits: Strengthens the muscles and joints of the legs, arms and back It trains the balance.



"Let's all become tall like a **TREE**". Standing up straight on the mat, place the weight of the body on the right foot. Bend the left knee and place the left sole of the foot against the inner right leg. The teacher can lead the children into imagining what kind of a tree they want to be. "What kind of tree do you want to be? Try to stretch out your beautiful branches now". Slowly stretch the arms out sideways or up over the head. Then bring the arms down with the hands together in front of



	<p>the chest. Repeat for the other side. Benefits: This exercise helps develop balance and concentration. Strengthens the leg and foot muscles as well as the back.</p>
<p>Conclusion (Duration: 6 min)</p>	<p>At the end of this physical activity the teacher invites the children to Sit on a cushion criss crossed or on the heels in a circle. The teacher expresses how beautifully they practiced. Then he/she asks children, "What did you like today? What did we learn today about our mind and thoughts? What about our emotions? Did this practice help us focus or not? Today we did something that is called concentration. What does the word mean? What was our biggest helper in concentrating? etc.</p>
<p>Material for homework exercises</p>	<p>Encourage children to share this activity with their parents.</p>
<p>Evaluation methodology</p>	<p>During the implementation of the activities, the teacher observes and afterwards writes notes regarding:</p> <ul style="list-style-type: none">● How well each child understood the turbulence of their minds and emotions, and what helped them become steady and calm● How does a child maintain a standing position on one leg● How long did each child was able to gaze on a pebble and keep the concentration <p>The teacher especially observes and examines the progress after repeating this lesson.</p>

Examples of the weeble wobble and a snow globe:



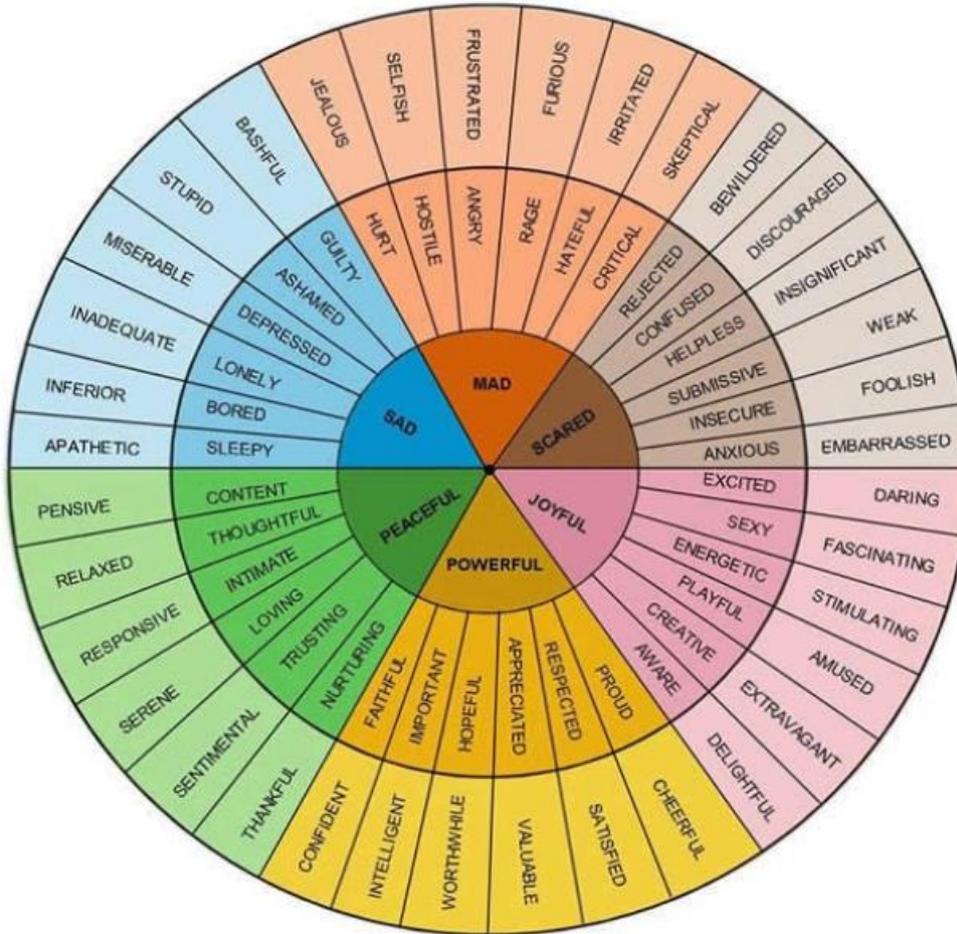
Weeble wobble and



a snow globe



The wheel of emotions:



Retrieved from: <http://www.dralbertwong.com/feelings-wheel/>



Lesson 3: Self agency and autonomy

Lesson Overview:

The aim of this lesson is first to connect the awareness of children as individuals with the wider world of nature that we are part of. At the same time, we aim to bring a glimpse of nature into the mindfulness time, by opening and closing the fingers like a flower or a bud. And then, from this larger awareness, we aim to direct the children's attention towards their personal space and personal boundaries with the help of physical and breathing exercise. This second activity aims to help children acknowledge their own boundaries as well as respect others.

Objectives

At the end of the lesson, participants will be able to:

- Synchronize movement together with a breath, which supports the development of motor skills
- Develop a healthy coping strategy with stress and tension by learning to bring awareness to the present moment
- Experience and appreciate children's uniqueness
- Experience personal space and boundaries
- Understand and respect the personal space of others in the classroom



Activity 1: Petal breathing	
<i>Setting</i>	Indoor/classroom. Fresh air with enough oxygen in the room.
<i>Material checklist</i>	<ul style="list-style-type: none"> ● TV/Screen, speakers, internet connection and YouTube link for watching the video: https://youtu.be/LjCzPp-MK48 ● Printed picture of a flower/bud ● Bell or chime for starting the mindfulness moment ● Mats and cushions for all children
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none"> ● Group sharing ● Physical movement ● Team activity ● Mindfulness ● Experiential learning
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 1. Resilience and Mindfulness
<i>Duration</i>	20'
Introducing the activity (Duration: 5 min)	The teacher introduces mindfulness playing by ringing the chime or a bell. "Today we are going to play mindfulness through an activity which is called PETAL BREATHING . First find a way to sit comfortably, either criss - cross applesauce or sitting on the heels. Place your hands on your tummy and let's breathe together - 5 times". The educator can use e.g., the Hoberman mini sphere for simulating the inhalation (expanding the sphere) and exhalation (bringing it together). "Do you feel how your tummy is breathing? Now we are going to watch a short video of how flowers bloom and then we will copy that".
Activity (Duration: 15 min)	<p>All class will watch the video: https://youtu.be/LjCzPp-MK48</p> <p>After the video is finished the teacher asks children: "What was the video about? What did we see? What were the flowers doing? How was it for you to watch those flowers? How did it make you feel? Did it make you feel happy or sad?" (Giving two opposite options of emotions to choose from helps when it is difficult for children to express their feelings).</p> <p>The teacher continues the discussion: "Why do we need plants/trees? Because they give us oxygen. Without it we cannot live. We breathe the oxygen in and the deeper we breathe the healthier we will be.</p> <p>"Now imagine that our fingers are like the petals of a flower". The educator shows children her/his hand and at the same time shows the</p>



picture/s of a bud/flower that is closing and blooming (e.g., like in the picture below).



“Bring your fingertips together”. Allow children naturally to choose their hand. “Do you feel how they are touching? It is like when the petals are together. And now very slowly let each petal (your fingers) open. Do it very slowly until they are open” (Follow the pictures below).

Example of the movement for left hand:





“And now bring them together again. And now inhale - open your petals very slowly, exhale and bring them together”. Do it 5 times.

“Let's not forget the second hand. Bring it up. You can relax the first hand on your lap or leg.” Continue the same practice.

“Now let's try with both hands. As we inhale the fingers open and as we exhale the fingers close”. 5 times.

Teachers can experiment with a reverse breathing variation Exhale to open, inhale to close. Afterwards the educator can give each child to choose which breathing pattern to practice.

This activity supports cognitive-motoric development, and calms and brings attention to the present moment. This exercise is another tool for developing healthy coping strategies (calming, centering, regulating).

Conclusion
(Duration: 5 min)

After the practice the educator asks “How did you like the petal breathing game? What did you like about it? Is it calming or are you getting quicker in your head? Is it relaxing or are you getting tense (the teacher can show tense his/her fists and stiffen the posture to explain the word “tense”)?



Activity 2: This is my place, this is my space	
<i>Setting</i>	Indoor/classroom. Fresh air with enough oxygen in the room.
<i>Material checklist</i>	<ul style="list-style-type: none"> ● TV/Screen, speakers, internet connection and YouTube link for watching the video: https://youtu.be/V3yCGb9m_Oc ● Bell or chime for starting the mindfulness moment ● Mats and cushions for all children
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none"> ● Group sharing ● Physical movement ● Team activity ● Mindfulness ● Experiential learning
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 1. Resilience and Mindfulness
<i>Duration</i>	15'
Introducing the activity (Duration: 4 min)	The teacher introduces mindfulness playing by ringing the chime or a bell and begins by explaining that each child is welcomed 'with all uniqueness and beauty and that each of us shall be respected just as we are and each of us have our place here. The teacher will continue explaining that we all have our own bodies and the space around them should also be respected.
Activity (Duration: 7 min)	<p>Then the educator will play a video e.g.: https://youtu.be/V3yCGb9m_Oc</p> <p>for children about personal space.</p> <p>After finishing the video, the teacher encourages the children to stand up on their mat, everybody should have enough space around them, so no one is touching each other. "And now we are going to explore our space. With inhalation (breathe in) bring your arms up (above the head) and lower them when exhaling (breathe out). Explore the space around you with your fingers, hands, arms. It is like you are touching the air. Can you feel it?"</p> <p>The activity continues in the standing position by turning around with arms being spread out to the sides and saying or singing "This is my place, this is my space". After coming to stillness, children can also stomp their feet and feel their power.</p>



	<p>The purpose of this exercise is to experience personal space and personal boundaries with the help of physical movement and breath and at the same time, acknowledge the boundaries of others.</p>
<p>Conclusion (Duration: 4 min)</p>	<p>At the end teachers can lead a discussion in which children can express how the exercise was for them and what sensations they felt.</p> <p>The educator will further explain that it's OK to say NO if someone is not respecting our space and for example:</p> <ul style="list-style-type: none">● Touches our body and we don't like it● If somebody stands too close and we don't like● Wants to play with us, but we don't feel like it <p>The teacher can ask the following questions: "What can you say, when someone stands or sits too close and you need more room? Or if someone touches your body and you don't like it? Or if someone wants to play with you, but you want to play alone?" The teacher allows the children to come up with kind sentences that represent saying NO and then at the end the educator sums it up.</p>
<p>Material for homework exercises</p>	<p>The teacher encourages kids to use petal breathing when they are away from school and feeling frustrated or angry. Children can be invited to share if the petal practice worked for them at home.</p>
<p>Evaluation methodology</p>	<p>The teacher observes and after the lesson makes notes</p> <ul style="list-style-type: none">● Which hand children use for petal breathing practice● How easy or difficult is petal practice for them● How long/short kids can pay attention to the petals/fingers movement and breathing● How children understand their own personal space and space of others● How easy/or difficult it is for them to respect space of others as well as their own space <p>When repeating this class, the teacher observes the progress of children and makes notes about it.</p>



Lesson 4: Self-compassion and kindness to self

Lesson Overview:

With this lesson, teachers can create a compassionate space for emotions that are difficult for children to grasp and express, like worries and anxiety. Teachers create "Worry time". That will give children the opportunity to talk about what bothers them. Such sharing can reduce sadness, anxiety and depression. Not only by sharing but also by learning to accept difficult feelings, it creates a possibility for self-compassion and self-care and helps build healthy coping mechanisms instead of harmful ones. This activity includes also drawing a safe space and creating one in the classroom, where children can unwind.

Objectives

At the end of the lesson, participants will be able to:

- Express worries
- Create vocabulary connected to emotions and needs
- Accept and recognize that difficult emotions are normal and that everybody worries
- Recognize one's needs to soothe difficult emotions in a compassionate way
- Create a safe space where the child can withdraw for self-soothing
- Step by step, building healthy coping strategies to deal with strong emotions like fear, anxiety, etc.
- Self-regulate
- Be aware of how to get calmer from worry (be more in control)

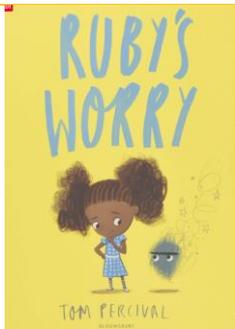
"Warm up" activity

The teacher introduces mindfulness time by ringing the chime or a bell. All children are in a circle: "We will start with a few belly breaths, boys and girls. You can sit criss - cross applesauce or on your heels. Bring your palms to your belly. Do you feel your tummy now? And now belly out and belly in. Two more: belly out when you inhale and belly in when you exhale. Last round: Inhale and exhale. Great job everybody".

Children can also practice breathing with their favorite plush toy on their belly.





Activity 1: Worry time	
<i>Setting</i>	Indoor/classroom. Fresh air with enough oxygen in the room.
<i>Material checklist</i>	<ul style="list-style-type: none">● TV/Screen, speakers, internet connection, and YouTube link for watching the video: https://youtu.be/VCyiiHI2SJU● Or a book, Ruby's Worry-Tom Percival● A printed list of emotions● Printed list of needs● Bell or chime for starting the mindfulness moment● Mats and cushions for all children
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none">● Storytelling● Mindfulness● Sharing● Group discussion● Self-reflection
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 1. Resilience and Mindfulness
<i>Duration</i>	27'
Introducing the activity (Duration: 4 min)	 <p>The class will watch the video based on the book Ruby's Worry by Tom Percival: https://youtu.be/VCyiiHI2SJU or the teacher reads the book.</p>
Activity (Duration: 15 min)	After the video is finished, the teacher asks the children: <ul style="list-style-type: none">● What was the video about?● What was that thing behind Ruby?● What is a worry?● Why was the worry getting bigger?● How did the worry get smaller?● How did it make you feel?



	<ul style="list-style-type: none">● Did it make you feel happy or sad? (Giving two opposite options of emotions to choose from helps when it is difficult for children to express their feelings).● Did it make you feel hopeful? (Like Oh, now I understand me better and know what to do). Or hopeless? (like I don't know what to do). <p>The important thing is to get children to understand, in simple terms, what worry looks like and also explain the contrast between what it feels like to be at ease.</p> <p>The teacher will then ask the children to share what they worry about. Children take turns. The teacher's role in this is to mirror children's emotions and confirm that all emotions are okay and appropriate.</p> <p>For example:</p> <ul style="list-style-type: none">● Child: "I worry about my brother because he is sick now".● Teacher: "I see you feel sad and worried about your brother. I get it".● Teacher allows the child to fill it with something more if he/she wants. And again, the teacher repeats the emotions or the essence of what the child says. Children get the sense of being heard and understood, and that makes them feel safe and calm. The educator can add additional words (of emotions) to describe how a child may feel. In this way, children will connect with what is happening inside them and also learn the vocabulary of emotions to express themselves. <p>The teacher does not try to correct the situations or solve the problem. The teacher uses a scale of emotions and needs (see reference list for this lesson).</p>
<p>Conclusion (Duration: 8 min)</p>	<p>In the last round of the circle, the teacher chooses one child's situation and asks the children to come up with a solution to soothe his or her worry. For example, the educator asks:</p> <ul style="list-style-type: none">● What do you think would help him/her with this situation?● What do you think that he/she needs right now?● Educators can offer few needs for children to choose. "Do you think he/she needs this...? Or this...?"



Activity 2: From worry to peace	
<i>Setting</i>	Indoor/classroom. Fresh air with enough oxygen in the room.
<i>Material checklist</i>	<ul style="list-style-type: none"> ● Bell or chimes to introduce mindfulness time ● Art papers (A4) ● Colored pencils or crayons ● Stickers ● Items for creating the safe space (e.g., plush blankets, cushions, light chains, plush toys)
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none"> ● Creative art activity ● Group sharing ● Group discussion
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 1. Resilience and Mindfulness
<i>Duration</i>	32'
Introducing the activity (Duration: 5 min)	At this point, the children have an idea what worry is. The educator says, "And now we are going to draw a magical space , where we feel so loved, safe, and calm". The teacher invites the children to draw their magical place.
Activity (Duration: 20 min)	<p>It will be like their safe "bubble" where they can hide if they are not well. The children draw on the picture, where they add everything that makes them feel very lovely and gentle (fairies, adults, plush toys, pets, a bed, blanket, tree house, etc.). They should draw themselves into the picture as well. They can draw elements or use stickers. Kids can draw a bubble around the picture and themselves, which is their safe magical place. The bubble stands for the boundaries of their own space. This itself evokes a feeling of security.</p> <p>The teacher explains to the children that this is a picture they can use whenever they need to feel loved and safe, instead of worrying or being sad. They can look at the picture or simply imagine it anytime.</p> <p>At the same time, the teacher creates a safe place in the classroom where the children can withdraw when they are not well. We recommend adding plush blankets because their softness evokes feelings of security in people. Kids can participate in creating this place.</p>
Conclusion (Duration: 7 min)	At the end, the children gather in a circle near the safe place and share what they draw . After sharing, the educator explains to the children how



	<p>this corner works and that they can bring their picture here when in distress, upset, and anxious.</p>
<p>Material for homework exercises</p>	<p>The teacher sends to the parents an informational email about their mindfulness play activities and recommends that they watch this video or read a book with their child at home: I'm calm by Jayneen Sanders: https://www.youtube.com/watch?v=YG23ZVL5I5A</p>
<p>Evaluation methodology</p>	<p>The teacher observes and makes notes after the lesson:</p> <ul style="list-style-type: none">● How well children understand what worry is● How could they express what they feel● How do they understand what a need is● After repeating this lesson - how their vocabulary of emotions and needs extended <p>When repeating this class, the teacher observes the progress of the children and makes notes about it.</p>



Lesson 5: Happiness and joy

Lesson Overview:

This lesson includes music, singing, doing humming sounds and physical movement for children to connect and express their joy, fun and happiness. Both activities also connect kids to nature, which helps them to appreciate and be kind towards it.

The first activity is a *Sun dance*, which is a sequence inspired by yoga and done together with a song. Children stretch their bodies in a way that supports their body awareness as well as releases tension. They also strengthen their muscles, which helps with healthy development and a healthy body posture. This is followed by a happy bees' humming sound that creates a fun atmosphere in the classroom and has a great effect on children's health: on their brain centers, concentration, it has a calming effect, integrates the left and right brain hemispheres.

Objectives

At the end of the lesson, participants will be able to:

- Connect with happy and joyful feelings because of the movement and singing
- Support concentration and awareness
- Appreciate nature, the sun, the day
- Experience body awareness
- Strengthen the physical areas that have an impact on the mental and emotional experience
- Support for overall resilience (immunity)
- Deepen the breath
- Improve the lungs' capacity (helps e.g., with asthma)
- Support blood circulation
- Find calm
- Increase concentration and focus
- Relax children's nervous system
- Activate brain centers



Activity 1: Dance for the Sun	
<i>Setting</i>	Indoor/classroom. Fresh air with enough oxygen in the room.
<i>Material checklist</i>	<ul style="list-style-type: none">● Mats and cushions for all children● A Bell or chimes for starting the mindfulness play time● TV/Screen, speakers, internet connection and YouTube link for watching the video: https://youtu.be/ODXMc0WaPws● Printed lyrics of the song Dance for the sun
<i>Pedagogical Strategies</i>	<ul style="list-style-type: none">● Physical movement● Mindfulness● Breathing● Music● Experiential learning
<i>Extending RESILIENT PRESCHOOLS Curriculum</i>	Module 1. Resilience and Mindfulness
<i>Duration</i>	15'
Introducing the activity (Duration: 5 min)	<p>The teacher introduces mindfulness time by ringing the chime or a bell. Each child has a mat prepared. They have enough space among each other. The teacher begins to explain that today is a new day, and the sun is shining. If it is cloudy, he/she invites the children to invite the sun to come out by the activity.</p> <p>"Is the sun today out or is it hidden?"</p> <ul style="list-style-type: none">● "Is it out?" - "We should do a dance and song for the sun and send it our love, because it gives us light and warmth.● "Is it behind the clouds?" - "We should do the dance and song to invite the sun to come out. It gives us light and warmth".
Activity (Duration: 10 min)	<p>The educator plays the song and/or the video Dance for the sun by Kirey Willey: https://youtu.be/ODXMc0WaPws</p> <p>The educator is showing the individual positions and encourages the children to join. Children gradually learn the song and all positions.</p>



1. Arms up, waving or like hugging the sun, moving from one leg to another or turning around, looking up to the sky and singing:

- ❖ Sun Salutation
- ❖ Dance For The Sun
- ❖ Sun Salutation
- ❖ Dance For The Sun
- ❖ Sun Salutation
- ❖ Dance For The Sun
- ❖ I Can Do It
- ❖ You Can Do It
- ❖ We Can Do A Sun Salutation
- ❖ Sun Salutation
- ❖ Dance For The Sun
- ❖ Sun Salutation
- ❖ Dance For The Sun
- ❖ Sun Salutation
- ❖ Dance For The Sun
- ❖ I Can Do It
- ❖ You Can Do It
- ❖ We Can Do A Sun Salutation



2. Move to the beginning of your mat and stretch your arms up high.

❖ Stretch Up High Wave To The Sun



3. Bend forward and try to tickle your toes.

❖ Hang Down Low Tickle Your Toes



4.

❖ Feet Jump Back Just Like A Frog



5. In this position

tense your buttocks to support your lower back. Lower part of the abdomen is on the ground. Kids can add a hissing sound like a snake.

❖ Belly On The Ground - Just Like A Snake Look at the Sun



6. Stretch back and try to bring the heels closer to the ground.

- ❖ Now Downward Dog
- ❖ And Breathe, And Breathe
- ❖ And Breathe, And Breathe



7.

- ❖ Feet Jump Up Just Like A Frog



8.

- ❖ Hang Down Low Tickle Your Toes



9.

- ❖ Stretch Up High Wave To The Sun Mountain Pose
- ❖ Look What You've Done

Repeat positions and lyrics No. 2 - 9.



10. Arms up, waving or like hugging the sun, moving from one leg to another or turning around, looking up to the sky and singing:

- ❖ Sun Salutation
- ❖ Dance For The Sun
- ❖ Sun Salutation
- ❖ Dance For The Sun
- ❖ Sun Salutation
- ❖ Dance For The Sun
- ❖ I Can Do It
- ❖ You Can Do It
- ❖ We Can Do A Sun Salutation
- ❖ Sun Salutation
- ❖ Dance For The Sun
- ❖ Sun Salutation
- ❖ Dance For The Sun
- ❖ Sun Salutation
- ❖ Dance For The Sun
- ❖ I Can Do It



	<ul style="list-style-type: none">❖ You Can Do It❖ We Can Do A Sun Salutation <p>It can be repeated once, twice or more. Children love it.</p>
Conclusion (Duration: 0 min)	Proceed to the happy bee's activity.



Activity 2: Happy bees

Playing happy bees by practicing humming sounds influences brain centers, concentration, has a calming effect, integrates the left and right brain hemispheres, and creates a fun atmosphere in the classroom.

Setting

Indoor/classroom. Fresh air with enough oxygen in the room.

Material checklist

- Mats and cushions for all children
- A Bell or chimes for starting the mindfulness play time

Pedagogical Strategies

- Mindfulness
- Group sharing and discussion
- Breathing
- Experiential learning

Extending RESILIENT PRESCHOOLS Curriculum

Module 1. Resilience and Mindfulness

Duration

13'

Introducing the activity

(Duration: 3 min)



“Now let's play happy bees. Sit criss - cross applesauce or on your heels”.

Activity

(Duration: 5 min)



1. “Show me your index fingers”.



	 <p>2. "Gently put your index fingers into your ears and start to make a humming sound while exhaling (breath out). 10 times all together". The educator counts.</p> <p>"Now take your fingers out and place your hands on your legs. Close your eyes and breathe in and out three times".</p> <p>"Open your eyes, bring your palms together and rub them until they are nice and warm. Place them on your face and cover your eyes. Then put your hands down".</p>
<p>Conclusion (Duration: 5 min)</p>	<p>"This was playing "happy bees". How did you like it?" The teacher asks why the bees are important? Kids share.</p> <p>"What did you like the most about this Dance for the sun and the happy bees' play?"</p>
<p>Material for homework exercises</p>	<p>The educator encourages children to show their parents Dance for the sun and happy bees play. The teacher can email parents with the song so they can play this at home.</p>
<p>Evaluation methodology</p>	<p>During the lesson, the teacher observes and evaluates:</p> <ul style="list-style-type: none">• Whether or not the child can stretch out while standing without swaying (later on toes)• How well they can coordinate the movements• How do they stay focused while playing Happy Bees• If they can enjoy and have fun <p>After repeating this lesson, the teacher can make notes about each child's progress. It's important not to judge or make unrealistic expectations about the physical appearance of the postures or the concentration duration. Children's bodies and ability to concentrate are still developing, so postures don't need to look "perfect". It's important that children have fun.</p>



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