



Story Summary

Parents, educators, and health practitioners everywhere are recognizing the importance of mindfulness practice, particularly for children. Meditation and yoga are becoming common activities in kindergarten classes and beyond. Taking time to be still and pay attention to their thoughts and bodies

helps kids feel calm, focused, and in control. In *A World of Mindfulness*, meditative text reflects on the sensory ways children experience life, from the feeling of their muscles when they run...to the sound of a turning page...to the memory-laden taste of fresh-baked cookies. Positive and negative emotions alike are acknowledged and affirmed, and a strong sense of self is reinforced.

Written by **Erin Alladin**, Associate Editor at Pajama Press.

Art by these Pajama Press Illustrators:

Suzanne Del Rizzo
Rebecca Bender
Gabrielle Grimard
Tara Anderson
François Thisdale
Scot Ritchie
Miki Sato

Tamara Campeau
Emma Pedersen
Carmen Mok
Aino Anto
Sue Macartney
Amélie Dubois
Andrea Blinick

Links:

Edutopia—“Integrating Mindfulness in Your Classroom Curriculum:”
<https://www.edutopia.org/blog/integrating-mindfulness-in-classroom-curriculum-giselle-shardlow>

Pair this book with:

A World of Kindness by the Editors and Illustrators of Pajama Press

Picture Book Ages 3–6 | ISBN: 978-1-77278-138-0 | Pages: 32

THEMES

Mental Health, Sense of Self

BISAC CODES

JNF024130 JUVENILE NONFICTION / Health & Daily Living / Mindfulness & Meditation

JNF053050 JUVENILE NONFICTION / Social Topics / Emotions & Feelings

JNF051000 JUVENILE NONFICTION / Science & Nature / General

READING LEVEL

Lexile Measure: AD610L | Fountas & Pinnell: M

CURRICULUM CONNECTIONS

Early Literacy Skills—visualize, make connections, infer

Health—mental health

Science—states of matter, research skills

THIS GUIDE CONTAINS:

ACTIVITY	MAIN SUBJECT AREA	SPECIFIC SKILLS AND TOPICS
Read-Aloud	Comprehension Health	<ul style="list-style-type: none"> • Visualize, make connections, infer • Mental health
Mindfulness	Health	<ul style="list-style-type: none"> • Mental health
Student-Led Inquiry	Science	<ul style="list-style-type: none"> • Research skills
What's the Matter?	Science/Health	<ul style="list-style-type: none"> • States of matter • Mental health

THE READ-ALoud

Add *A World of Mindfulness* to your existing mindfulness program or, if your students are new to the concept, use it as an introduction.

Learning expectations:

Students will:

- identify reading comprehension strategies (e.g. visualize, make connections, infer) and use them before, during, and after reading to understand texts
- identify and manage their emotions in order to improve their ability to express their own feelings and understand and respond to the feelings of others

You Will Need

- *A World of Mindfulness*

How To:

Before Reading

Read and show the cover. Invite students to get ready to use their imaginations to visualize themselves doing the activities depicted in the book.

During Reading

First spread: Read slowly. After the second sentence, noticeably take a deep breath through your nose.

Second spread: After reading, prompt students to imagine themselves running and doing other activities that use their muscles and make them feel powerful.

Third spread: Read slowly.

Fourth spread: After reading, invite students to close their eyes and listen for sounds that tell them where they are.

Fifth spread: Read slowly.

Sixth spread: Read slowly.

Seventh spread: After reading, invite students to remember a time when they had bad feelings that lasted a long time but eventually went away. Why might the illustrator have put sprouting bulbs in the picture? (a reminder that spring is coming, and bad feelings, like the snow, will eventually go away)

Eighth spread: Invite students to tell about a time when it was fun to be a little bit scared (e.g. midway rides, a haunted house, a scary movie)

Ninth spread: Invite students to privately think of things they made themselves that they were proud of.

Tenth spread: Invite students to privately think of food that evokes a happy memory.

Eleventh spread: After reading, ask “Are you imagining this?”

Twelfth spread: Read slowly, pausing even more after naming each of the senses and mime some of them (e.g. look around, sniff the air, cup your ear).

Thirteenth spread: After reading, invite students to suggest how mindfulness can help in the classroom and at home.

After Reading

- Read *A World of Kindness* by the Editors and Illustrators of Pajama Press. Discuss how maintaining good mental health through mindfulness can help us be kind to others.
- Practice mindfulness as part of your daily classroom routine. An internet search of “mindfulness in the classroom” yields a wealth of additional resources.



ACTIVITY I: MINDFULNESS

Over the past several years, more and more teachers have been incorporating mindfulness into their classrooms. If you are new to mindfulness in the classroom, this activity can help you get started.

Learning expectations:

Students will:

- develop habits of mind that support positive motivation and perseverance, in order to promote a sense of optimism and hope
- develop self-awareness and self-confidence, in order to support the development of a sense of identity and a sense of belonging
- demonstrate an understanding of how being active helps them to be healthy, both physically and mentally

You Will Need

- *A World of Mindfulness*
- small, easily peeled oranges such as clementines, one per student
- “Using Your Senses” homework sheet (included below), one copy per student

How To:

1. Re-read the first page of *A World of Mindfulness*. Teach students how to do mindful breathing, perhaps using a video like this 3-minute one: <https://www.youtube.com/watch?v=SEfs5TJZ6Nk>
2. Re-read the remaining pages of *A World of Mindfulness*, inviting students to identify any senses (smell, touch, hearing, sight, taste) and feelings (powerful, mixed-up, bad, scared) that are mentioned. Make a chart of the five senses and another chart of feelings. The feelings chart can begin with the four mentioned in the book and you can add to it whenever another feeling emerges in books you read or in real-life situations in your classroom. Read the last page of *A World of Mindfulness*. Discuss how we can use our senses to help manage our feelings and find our calm.

3. Teach students how to do this mindfulness exercise:

Notice one thing that you can see. Focus on the way it looks, the size, color, shape, texture. Close your eyes. Notice one thing that you can hear. Focus on the sound. Is it loud, quiet, repetitive? Notice one thing you can feel (e.g. texture, temperature), maybe your clothing or the desktop. Is it soft, smooth, rough? Notice one thing you can smell.

One way to introduce the ideas of smell and taste is to give students each a small orange (e.g. a clementine). Invite them to scratch it with their fingernails and then breathe in the scent. Now invite them to peel the orange and taste it. If providing food is not possible, students may have to imagine the taste component, but encourage them to include it when they practice the technique at home. Or guide them through the technique during their lunch break.



4. Return to the second spread of *A World of Mindfulness*. Discuss how vigorous physical activity makes us feel better. Invite students to name all the opportunities they have in a day to be physically active, including recess, physical education, DPA (daily physical activity), and after-school activities. Encourage them to participate vigorously in these opportunities and notice what their body is doing. Do they feel powerful? Take them for a “mindful” run in the schoolyard.
5. Explain to students that these three exercises (mindful breathing, using the five senses, and vigorous exercise) can help them to calm down

when they are upset and to reduce stress in general. Guide them through daily practice of the exercises and prompt individual students to try them if you see them becoming agitated.

6. Send home the “Using Your Senses” homework sheet and encourage students to practice every day

ACTIVITY 2: STUDENT-LED INQUIRY

An introduction to student-led inquiry is given here:

www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_StudentInquiry.pdf

This activity provides just one example of how to use *A World of Mindfulness* to spark a student-led inquiry. The potential to explore other Big Ideas exists within the book.

Learning expectations:

Students will:

- explore one of the Big Ideas in science, such as “All living things are important and should be treated with care and respect” (Grade 1), “Humans need to protect animals and the places where they live” (Grade 2), or “A structure has both form and function” (Grade 3).

You Will Need

- *A World of Mindfulness*
- internet
- a variety of books on birds and their care
- a variety of art materials

How To:

1. If you are new to student-led inquiry, familiarize yourself with the concept. For inspiration, here is the blog of one kindergarten teacher whose class participated in a student-led inquiry on eagles:
<https://mrsmyerskindergarten.blogspot.com/2016/11/the-eagle-project-student-lead-interest.html>
2. Begin by displaying some “provocations” (sometimes called “invitations”),

which are small displays designed to pique students' interest in a particular topic. These could include a variety of bird feeders, bird foods, branches, bird books, bird nests, model birds, and nesting materials. Here is one example:

<https://www.instagram.com/p/z0pKRAIfSw/>

3. Re-read the ninth spread of *A World of Mindfulness*. Discuss what the children in the picture are making and what someone has already made and hung in the tree. Invite students to tell about things they have made which made them feel important. Invite students to ask questions about the picture and record these. If students don't know what the mesh bag of string is for, rather than telling them, say "I bet we could find out!" Invite students to explain why the children in the picture might be making a birdhouse. Invite suggestions of projects the class might pursue to help birds in your area. Summarize your discussions on a See/Think/Wonder chart.
4. Guide your students to collectively do research at their level on one or more of the questions they have asked. This can include internet searches, videos, and reading some of the books on one of these lists:
For younger children:
www.pre-kpages.com/preschool-books-about-birds/
For older children:
[www.goodreads.com/list/show/85467.Picture Books About Birds](http://www.goodreads.com/list/show/85467.Picture_Books_About_Birds)
5. Guide students in planning their creations (e.g. nesting materials holders, bird houses, bird feeders). They could draw what they think it will look like, then make a materials list and a list of steps they will follow. Support students by helping gather the materials they need.
6. Support students as they build their creations. Take photos of the process and display the photos alongside student writing and drawing related to their research.
7. Put some of the creations into use outside your classroom window.
8. Return to the tenth spread of *A World of Mindfulness*. Do students feel important after making things to help birds?

ACTIVITY 3: WHAT'S THE MATTER?

This activity makes a cross-curricular connection between science (states of matter) and health (managing emotions) and can form part of a larger study of states of matter.

Learning Expectations

Students will:

- describe the characteristics of liquid water and solid water, and identify the conditions that cause changes from one to the other (e.g., ice turns to water when heated)
- identify and manage their emotions in order to improve their ability to express their own feelings and understand and respond to the feelings of others

You Will Need

- *A World of Mindfulness*
- chart paper and markers
- ice chips or snow, enough for about 2 tablespoons per student
- spoons, one per student
- thermometers, ideally one per student, alternately just one for demonstration
- "States of Matter" data collection sheet (provided below)
- timer

How To:

1. Re-read the seventh spread of *A World of Mindfulness*.
2. Collaboratively with students, make a chart of negative emotions (sad, angry, lonely, confused, afraid). If needed, introduce students to some specific words to label their emotions. Many young children have a limited vocabulary of feelings; having a greater vault of words to choose from will help them label their own feelings more effectively.
3. Show an enlarged copy of the "States of Matter" recording sheet. Show a small amount of ice chips or snow in a clear container. Demonstrate

how to use the thermometer to take its temperature (covering the bulb completely) and record the number on the recording sheet. Demonstrate how to use the thermometer to take the temperature of your skin by wrapping your hand around the bulb for a few minutes. While waiting for the thermometer to change, practice the breathing exercise referred to in Activity #1 above or, if students are accustomed to having their temperature taken as a disease control measure, you could also use this time to talk about what constitutes a normal body temperature and a fever, and how body temperature varies somewhat depending on the location on the body. Record the temperature of your hand.

4. Invite students to predict what will happen when heat is added to ice chips or snow by placing them in a warm environment like your hand.
5. Distribute “States of Matter” data collection sheets, small containers of ice chips or snow, and thermometers (if using) to students. If using thermometers, have students take the temperature of the snow and their hand and record both on their sheets. Otherwise, they can copy these temperatures from your enlarged recording sheet. Have them also record their predictions.
6. Invite students to look at their snow sample and imagine that it represents bad feelings that they have experienced, such as the ones on the chart you made in step 2.
7. Invite students to scoop a small spoonful of snow onto their hand and hold it there. Do the same yourself. Start a timer. Guide their thinking:
I can feel the coldness of the snow. I don't like it, but there it is. It is like sadness, anger, loneliness, confusion, fear. The cold is still there. I don't like it, but I am strong, and I can get through this. I know it will not last forever.
8. When the snow on the hands has melted, stop the timer and record the time elapsed. Invite students to press their cold hands to their faces. Do students think their hand will stay cold forever?
9. Have students finish filling in their data collection sheets.
10. Refer back to this exercise when appropriate, as a way of acknowledging and accepting unpleasant feelings.



This guide was created with
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Bibliography

<http://www.edu.gov.on.ca/eng/curriculum/elementary/scientec18currB.pdf>

<http://www.edu.gov.on.ca/eng/curriculum/elementary/healthcurr18.pdf>

https://files.ontario.ca/books/edu_the_kindergarten_program_english_aoda_web_oct7.pdf

http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_StudentInquiry.pdf

Name: _____

States of Matter Data Collection Sheet

Before

Object	Temperature	Observations
Snow or Ice		
My Hand		

I predict:

During

I felt:

Time elapsed: _____ minutes _____ seconds

After

Object	Temperature	Observations
Snow or Ice		
My Hand		

What I learned:

_____ 's Alphabet

Aa

Bb

Cc

Dd

Ee

Ff

Gg

Hh

Ii

Jj

Kk

Ll

Mm

Nn

Oo

Pp

Qq

Rr

Ss

Tt

Uu

Vv

Ww

Xx

Yy

Zz