FocusedKids™

Teacher Workbook

Today I'll be
The best friend I can be,
To everyone I see,
Including me!

Pooh

FocusedKids™

www.focusedkids.org
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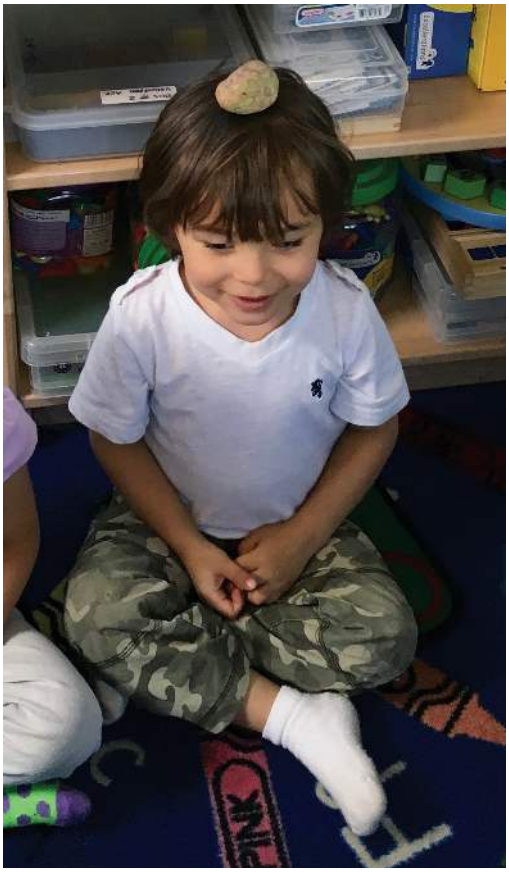
What is FocusedKids?



What is FocusedKids?

A social-emotional learning program teaching young children, parents/caregivers and teachers about their brains and the skills of focusing and calming for self-regulation. The program is a simple, stand-alone module for use with young children in the classroom and at home. Children learn about the brain practice activities that help them calm down, develop self-awareness and pay attention to the task at hand. Having an elementary knowledge of how the brain works, children feel empowered to be "in charge of their brain," and show the ability to develop the vital skills of self-management.

www.focusedkids.org

1. GOAL: Social emotional health for children, teachers, and parents.
2. Self-regulation for the developing brain, ages 3-8.
3. Teaches kids, parents, and teachers about their brains.
4. The skills for co-regulation, and self-regulation using mindful activities.

Notes:

FocusedKids is Informed By a Leading Social Emotional Health Model

Momentous Institute Model of Social Emotional Health

Notes:

FocusedKids
Addresses the First Two Steps of the Model

- **Safe Relationships**: Foundation of the whole model, and for social-emotional health.
- **Self-regulation**: Brain, Breath, Body, Feelings, Impulse Control

Why?

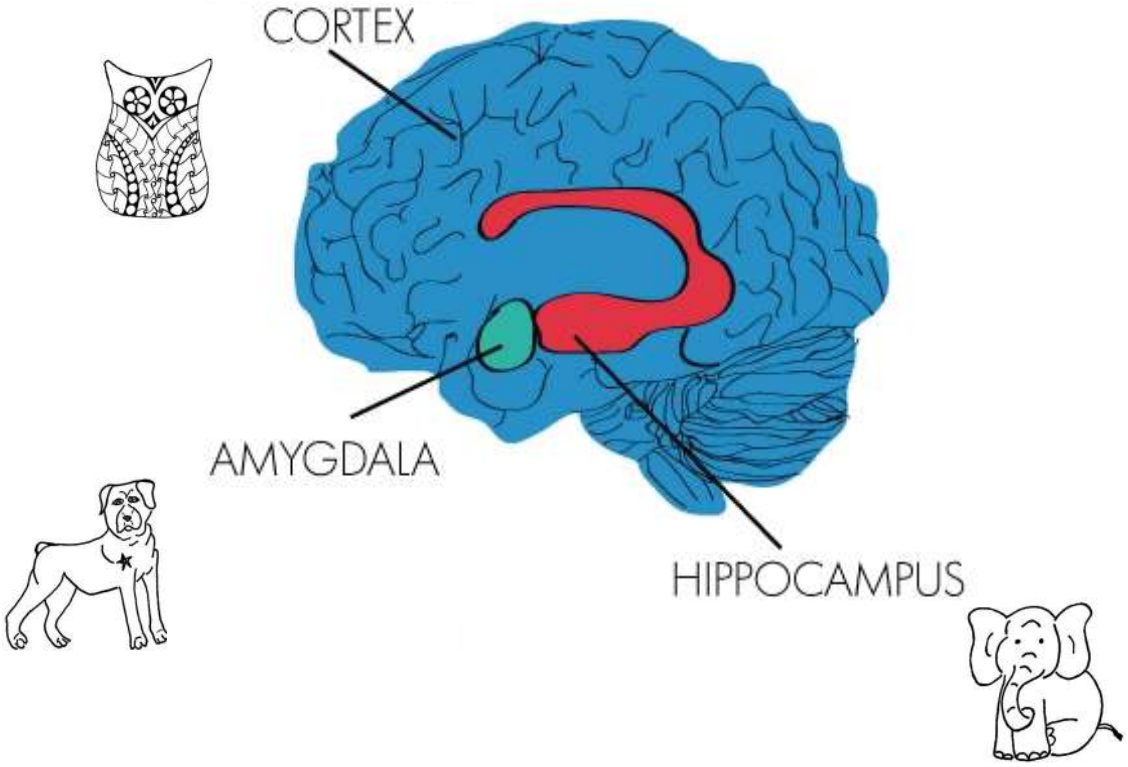
Because between the ages of 3-5, the brain is changing faster than any other time in development, has the highest capacity for learning, and is most receptive to building a foundation for brain architecture.

Between conception and age three, a child's brain undergoes an impressive amount of change. At birth, it already has about all of the neurons it will ever have. It doubles in size in the first year, and by age three it has reached **80 percent** of its adult volume. The remainder of the growth period spans through the mid-twenties.

The Science Behind What We Do

Key Players in the Brain

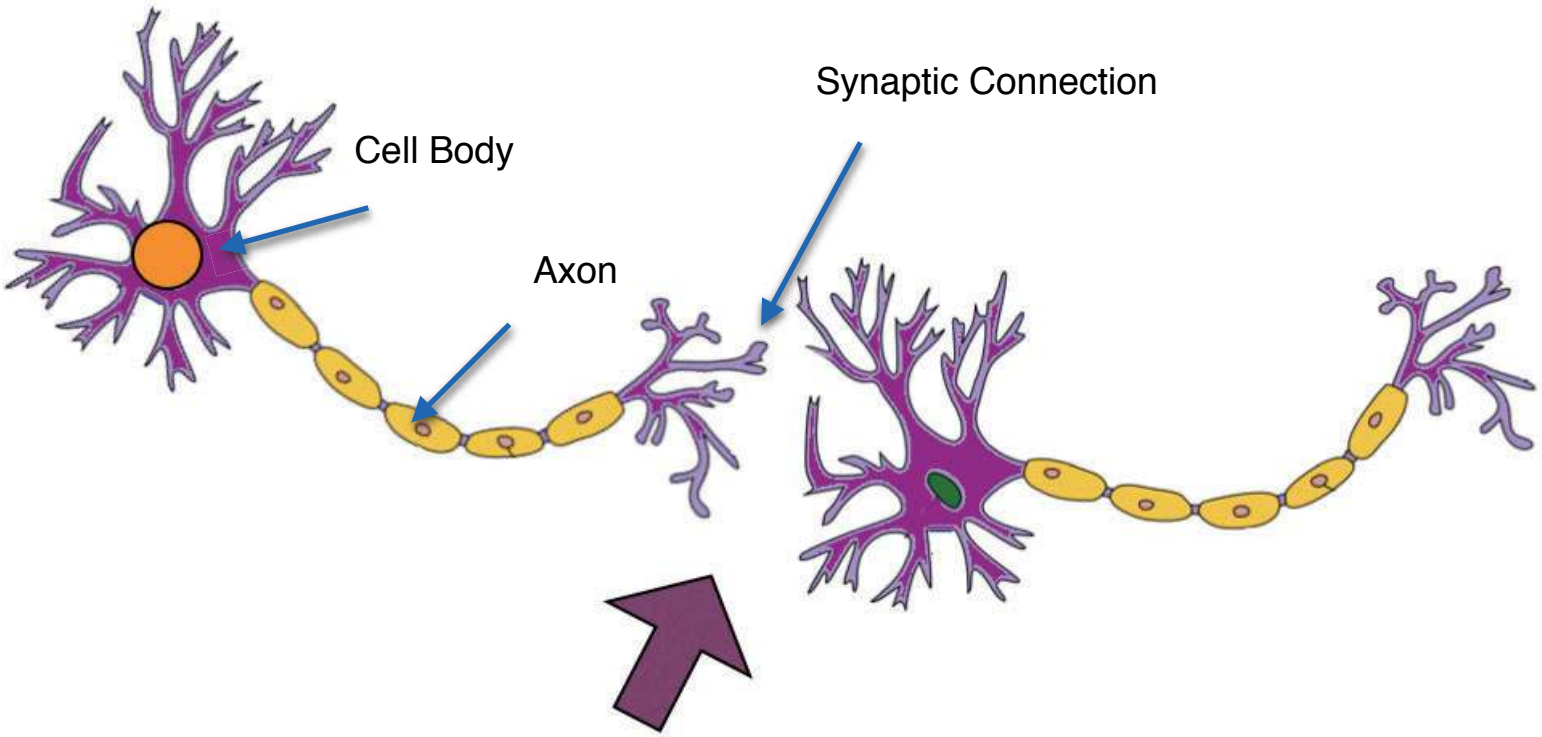
Prefrontal Cortex (PFC)
(Wise Leader)
Thinking, planning, problem solving, learning new things.
Helps you wait before acting.
Helps you understand your feelings.
Executive functions.



Amygdala
(Guard Dog)
Reacts to threat (fight, flight, freeze).
Helps keep us safe.
It's also in charge of curiosity, so can get us into trouble, too!

Hippocampus
(Memory)
Processes and stores memories.
Learning, experiences, and emotional responses are stored here.

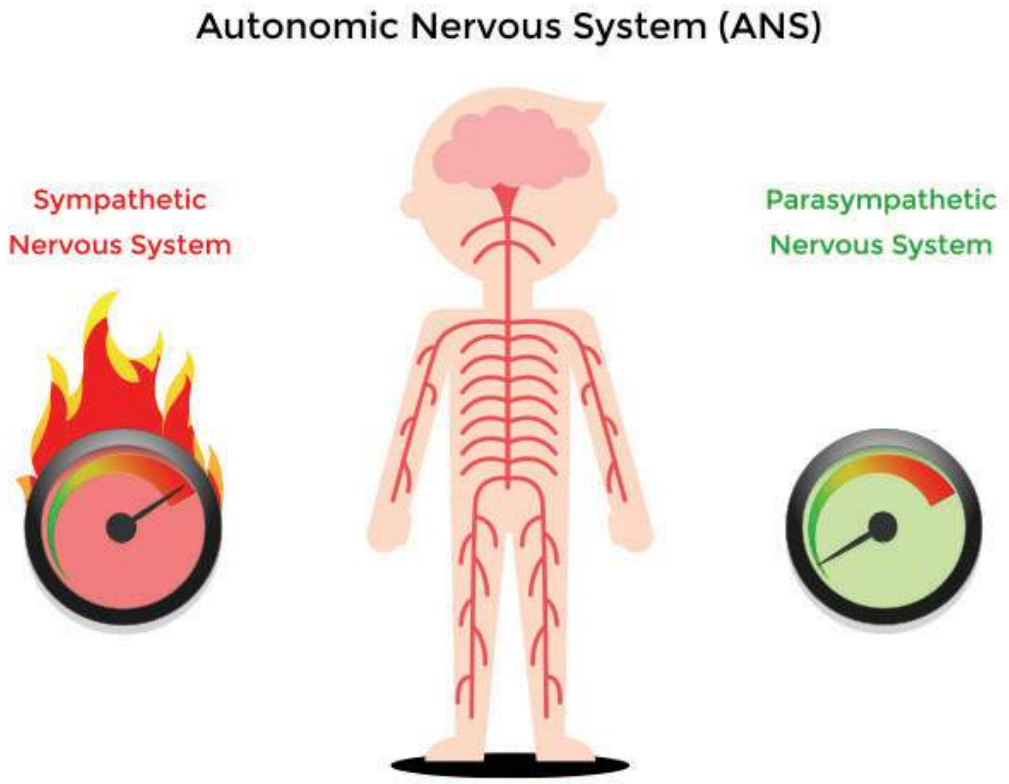
Neurons - Communication process



A neuron is an electrically excitable cell that processes and transmits information by **electro-chemical signaling**.

Notes:

THE BRAIN



In our brains, the Autonomic Nervous System (ANS) regulates emotions by utilizing two sub-divisions:

- The sympathetic nervous system, and
- The parasympathetic nervous system

The Sympathetic division is an emergency or quick response mobilizing system. Its primary job is to activate the body's fight-or-flight response. You can think of this as the gas pedal in a car. When activated, it allows our bodies to engage and move quickly by speeding up heart rate, shutting down our digestion and making more glucose available in the blood for energy.

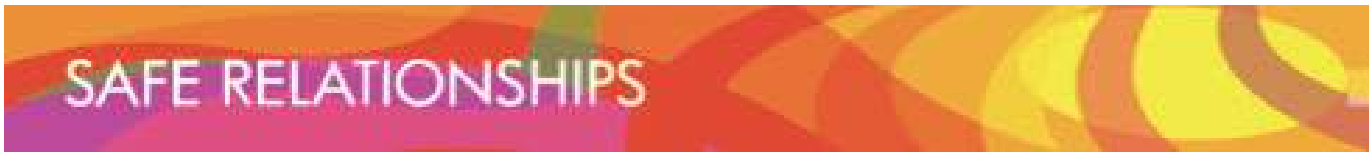
The Parasympathetic division is a slowly activated calming or dampening system. It produces the rest-and-digest response for the body to relax and recover from daily living. This is like the brake in a car. When activated, it creates a calming effect in our bodies by slowing down heart rate, increasing digestion and conserving energy. Activation of the parasympathetic nervous system can also counter the arousal effect created by the sympathetic nervous system.

Wiring the Brain

To form a memory about a specific experience, the brain must strengthen only the synapses that relate to that experience. (Practice) Learning strengthens the paths that these signals take, essentially "wiring" certain common paths through the brain.

Notes:

The FocusedKids Program - Step 1



By creating a classroom that is trusting and safe, and rewards self-control, you can help your students develop social-emotional health.

Self-control starts with you - taking care of yourself.

Safe Relationships Begin with Taking Care of Yourself

If you are taking care of yourself your brain is less likely to react impulsively to stress. This allows others, especially children, to trust you when things spin out of control.

Even in the middle of the most insane day, there are lots of things that can be done to immediately lower stress levels, foster a better sense of well-being, and create a small space in which to begin figuring out how to lower stresses over the long term. Additionally, getting out of the red zone stops the current wear and tear on the body, and it helps prevent the brain and hormones from getting so sensitized to stress that they overreact to it in the future.

That's why it's important to feel good as often as possible, at least several times each day. These experiences are more than enjoyable: they help protect the body against future stresses, improve problem solving, and stop downward spirals. So, when your mind feels a bit crazy, use your body/breath as your anchor to settle thoughts.

- Take four long, slow breaths, and with the exhale, imagine that a gray cloud of stress, worries, or troubles is leaving the body. With the inhale, imagine that peace and love and wisdom are filling the body.
- Take one long breath, relax your shoulders on the out-breath. Repeat two more times.
- Repeat a favorite saying or prayer.
- Make a cup of tea.
- Go for a short walk.
- Have a simple healthy snack or meal.

Notes:

_____

_____

_____

_____

_____

_____

To learn more about the stress response system go to: https://kids.frontiersin.org/article/10.3389/frym.2017.00071

Ways I take care of myself:

What Does Deep Breathing do for your Brain?

Deep breathing is one of the best ways to lower stress in the body. This is because when you breathe deeply, it sends a message to your brain to calm down and relax. The brain then sends this message to your body.

With regular mindful breathing practice:

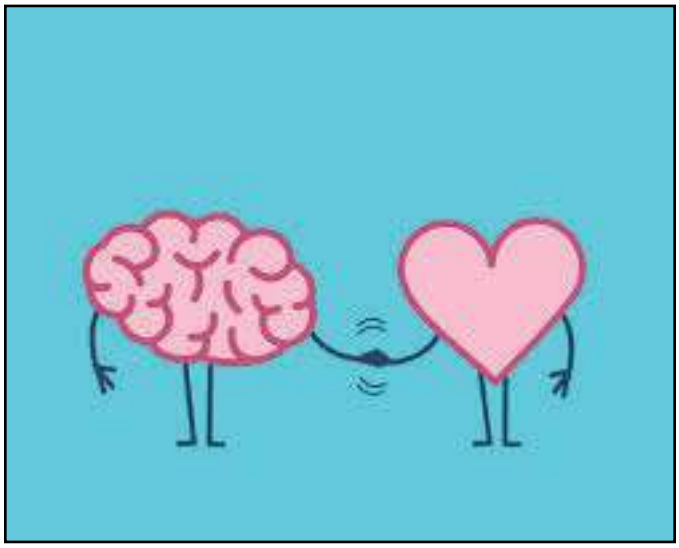
- The **brain's** “fight or flight” center, the amygdala, appears to shrink.
- The connection between the amygdala and the rest of the **brain** gets weaker, while the connections between areas associated with attention and concentration get stronger.
- Improve brain function for concentration, memory, problem-solving, and refreshes energy levels
- Using our breath to control one of the brain's natural chemical messengers, noradrenaline, helps the brain grow new connections between cells. These connections are important for getting better at what we do.
- By giving your brain regular, short breathing breaks, the cortisol level in your brain and body come down…reducing stress. Ultimately, you may become resilient to stress, that is bounce back faster.

Color Me Calm

Very Simple Breathing Exercise

1. Sit in a comfortable cross-legged position or lie down if that's more comfortable..
2. Close your eyes.
3. Focus yourself on your breath — just observe its natural rhythm without making an effort to adjust it.
4. Notice the rise and fall of your chest, the sensation in your nostrils, and the sound the breath makes in your throat.
5. If you're feeling really irritated or stressed, you can use mindfulness breathing to calm down by counting. Inhale through your nose for 3 seconds, hold the breath for 2 seconds, then exhale through your mouth for 4 seconds. Then return to your normal breath and continue to observe.

What is Co-regulation?



The emotionally intelligent teacher has the resources to create a safe, satisfying, caring, and productive school environment.

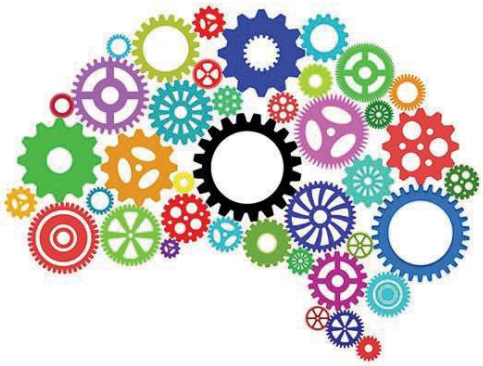
Emotional Intelligence is the ability to recognize when you're experiencing emotions, to have strategies for managing them, and to recognize other people's emotions and respond appropriately to them. They are able to process these 4 questions:

"How may/*was* each person feel/*feeling*?"

"What may/*were* you and the other person think/*thinking* about as a result of these feelings?"

"What may cause/*caused* each person to feel the way he/she does/*did*?"

"What may/*did* you and the other person do to manage these feelings?"



Notes:

Creating Co-regulation

Co-regulation is the quickest way to help a child start to calm down.

This concept includes both emotion regulation skills (the ability to moderate emotions through cognitive and behavioral strategies) and executive function skills (which include working memory, inhibitory control, and cognitive flexibility). These components of self-regulation work together and have been shown to predict school readiness and academic performance.

Co-regulation is identified as a critical precursor for emotional self-regulation. The most effective way for an infant to regulate distress is to seek out help from a caregiver. Sensitive, reliable responses by the caregiver, over time, let the infant know that emotional distress is manageable, either with the help of a caregiver or by strategies developed during past interactions with a caregiver. As children learn strategies for self-regulation, co-regulatory interactions between parents and children become more balanced over time.

Renowned neuropsychiatrist, Dr. Dan Siegel, and his co-author Tina Payne Bryson in their book *Whole Brain Child*, says children learn these skills by feeling:

- **Seen** — this is not just seeing with the eyes. It means perceiving them deeply and empathically — paying attention to them fully
- **Safe** — we avoid actions and responses that frighten or hurt them
- **Soothed** — we help them deal with difficult emotions and situations.
- **Secure** — we help them develop an internalized sense of well-being

The 4 “S”s are tools that can work with our kids up through adolescence.

As a teacher what do you say or do to provide each of the four S’s to your students?

Seen_____

Safe_____

Soothed_____

Secure_____

_____

As an observer you might deduce that your students aren't ready to be still. There can be many reasons for this:

- They are nervous or feeling otherwise uncomfortable about sitting still
- They are stressed
- They have pent up energy in their bodies
- They want to see if they can get your goat (not!)
- They want to see who can be the class clown

Whatever the reason, they are not ready to do a mindful sit, circle time, or anything else that requires them to pay attention for any length of time, and they don't yet have the skills to rein in their behavior when necessary. You may have some "commands" like "eyes on me" or "criss-cross applesauce" to get their attention and even to get them in line for a bit. But it likely will not last without more commands.

If you are using commands the first thing that goes out the window is their sense of safety and any skills they may have to self-regulate. Commands impart an energy from you that says "I'm getting frustrated and things are starting to feel out of control."

If you are feeling this, so are they. In other words, you are all feeling the same, but only one of you can do anything about it!

Solution: **Co-regulation**

Join with them and do something together that will help release energy and increase connection.

Possibilities:

Happy Run around the room
Wiggle Dance
Elephant Breath
Others:_____

_____

_____

_____

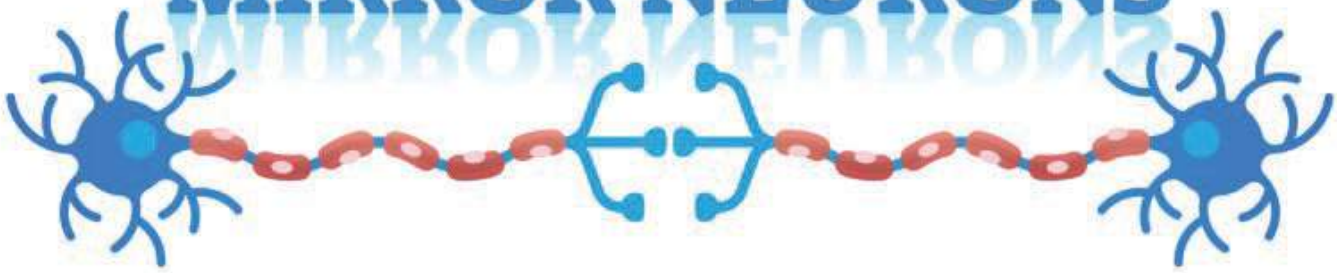
Check in when you are finished. How does your body feel right now? What feeling are you having? Are you ready to sit for awhile? Share your answers to these questions.

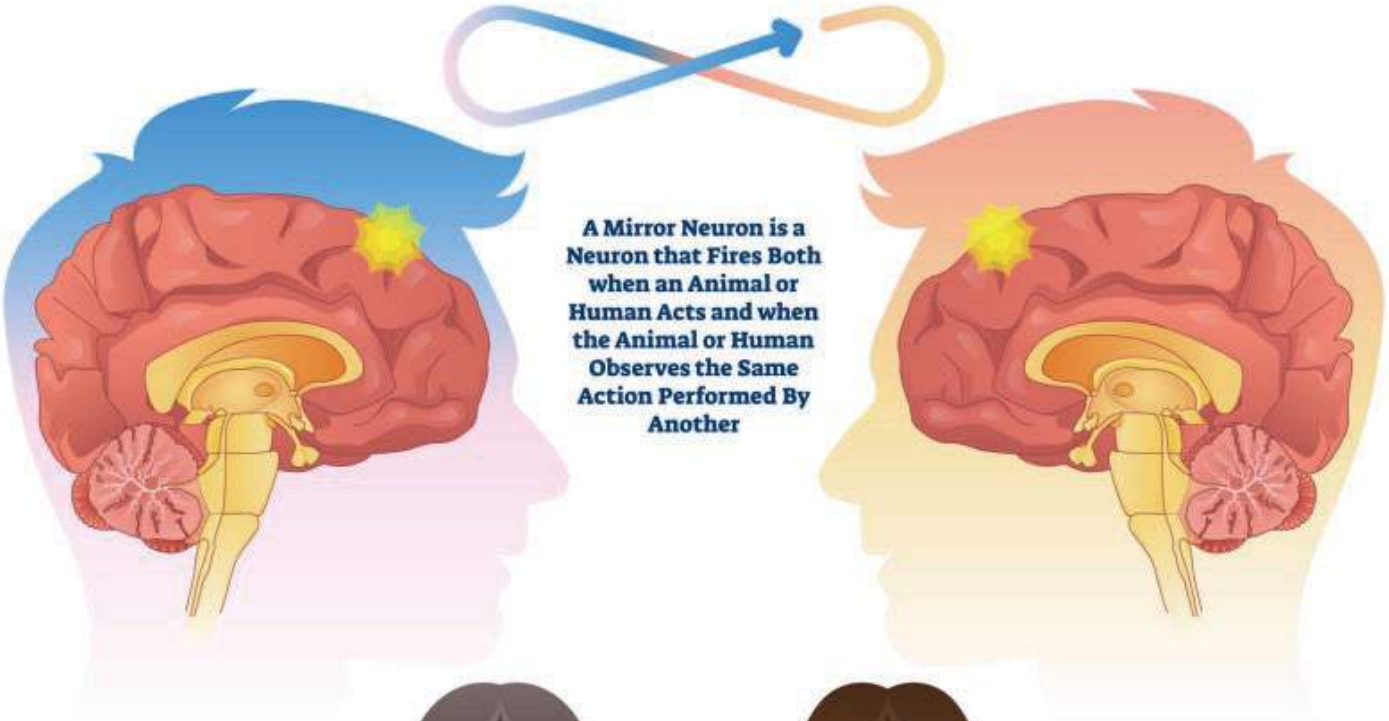
"The mutual regulation of the physiological state between individuals." Stephan Porges

When the adult is calm, mirror neurons help the child to calm...

Notes:

MIRROR NEURONS





A Mirror Neuron is a Neuron that Fires Both when an Animal or Human Acts and when the Animal or Human Observes the Same Action Performed By Another

What is Self-regulation?

What is Self-Regulation?

Self-regulation skill mastery is an essential developmental milestone. It includes a set of competencies that allows a child to manage emotions, control actions, and maintain focus and attention on a task. In the preschool years, children's self-regulation skills are still developing and can often go up and down. This is because in the child's brain, the part that helps with these skills, is still developing.

In infancy, the brain is primed to create connections that support the beginnings of self-regulation. Across early childhood, brain-based capacity for self-regulation increases rapidly. Just like with literacy or math, however, this capacity will not be fully realized without support from the environment.
Being able to consistently regulate their own feelings and behavior is a major task for a young child. By school age, children become more flexible and are better at regulating their own emotions and actions. BUT…

We are finding that early introduction to the brain along with skill practice is empowering to the child. The developing brain is prime to learn these skills, and we are finding that in younger children (ages 3-4), the ability to engage easily, learn more quickly, and enjoy the ability to be in charge of their brain. They also like to help each other in mastering this skill of self-regulation.

Self-regulation learning requires:

- Safe Relationships with adults, and modeling
- Understanding the basics of the brain
- How to use senses as anchors
- How to best manage feelings and impulse control

Why is Self-regulation Important?

- A child who cannot self-regulate and throws tantrums constantly puts a strain on the parent/teacher-child relationship.
- Failure to regulate emotions can cause a child to develop unfavorable personality traits such as anger, aggression, withdrawn or anxiety that can interfere with the child's social competence
- A child who lacks emotional regulation skills has a harder time making or keeping friends.
- Students who can self-regulate have better attention and problem solving capabilities necessary for cognitive functioning.
- Effective emotional regulatory skills allow a child to have higher distress tolerance. The child is more resilient when facing distress at home, in school or elsewhere.
- Experts agree that emotion regulation is one of the most important skills in a child's development.

Helping Kids Regulate themselves:
Exercises that help you be in charge of your brain!

Scenario:

You gather your students into circle with the intention of creating some quiet, calm time using mindful activities. However, the kids are seemingly not in the mood. They are:

- *Having difficulty sitting still in the circle.*
- *Rolling around and kicking their feet up in the air.*
- *Fidgeting with clothing - tying their legs up in their sweatshirts, pulling their shirts over their knees, etc.*
- *Laughing or making "funny" breathing or bodily noises during mindful activities.*
- *Diving over each other to try to get the food during the mindful eating activity.*
- *One girl refuses to speak and resorts to responding in mouse squeaks.*
- *Another starts to cry.*

How do you typically respond to a situation like this?

You feel:_____

You say:_____

You do:_____

You want to feel:_____

You want to say:_____

You want to:_____

What do you think the kids are feeling?

_____

_____

FocusedKids in the Classroom

FocusedKids in the Classroom

We start teaching self-regulation skills in preschool because some skills are better or easier learned during certain periods of development.

After the optimal period of learning a skill has passed, there is a gradual decline in the ability to become proficient. It is still possible to acquire the new skill but it will take longer or be less likely to reach optimal proficiency.

As an analogy, when building a house, once the foundation is laid and certain structures complete, it will be harder, although not impossible, to make changes on those structures.

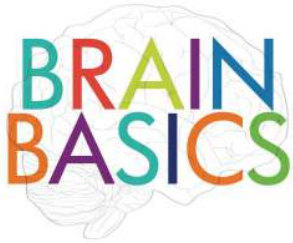
Notes:

What We Do

First we teach kids about their brains using puppets to represent three key parts.

Then we practice Mindful Activities

Teaching Kids About the Brain



Founder of Brainology, and author of Mindset, Carol Dweck, has conducted research that finds that children's attitudes and behaviors regarding achievement and failure are already in place by preschool. Parents' and educators' messages about the malleability of the brain and the importance of effort must begin even earlier: talk of "head, shoulders, knees and toes" and "this little piggy went to market" should also make room for mentions of growing brains.

- Introduction: We believe that kids should know the very basic functions of the brain, and then understand them concretely. They learn about three parts the brain: the prefrontal cortex, the hippocampus, and the amygdala. They learn how these parts work individually and together, experiencing how their brain influences their emotions and behaviors. Finally, they learn exercises that help manage those emotions and behaviors. This skill is foundational for healthy prosocial behavior, successful academic habits, and general life competency.

- Goals of this lesson:

1. Teachers will learn three parts of the brain and their function.

2. Teachers will understand that their brain allows them to think, feel, and make decisions about how they behave.

3. Teachers will know that they are in charge of their brain using breathing and various tools to help them.

4. Teachers will, with awareness of how the brain works, and practice of the exercises, experience increased self-management, and compassion and patience toward children.

5. Teachers will practice calming and focusing skills using them daily with their children. Their brains are training for a quiet presence to emotionally co-regulate with young children in their care.

- Why it Works:

Children love this lesson. The puppets engage them, the big brain words excite them, and the concept that they can be in charge of their brain empowers them. It also gives parents and children a common language for dealing with emotional upset.

When children understand what's happening in the brain, it can be the first step to having the power to make choices. Knowledge can be equally powerful to adults too. Knowing how the brain works means we can also understand how to respond when our children need our help. Mindful Magazine, By Hazel Harrison I March 17, 2016

Getting your brain ready to learn:

1. Sit on the floor in a circle with the class.
2. In order to learn and pay attention the brain needs to be calm. We can help by using our breath.
3. Explain that we are going to learn about our brain. Use your own words to engage them.
4. Ask the children to sit up tall with you, and take a slow, deep breath all the way down to your tummy. And release…slowly, slowly. Take 3 breaths in this way.

How did this go? What worked, what didn't. How did it feel to you?

_____

_____

_____

The Brain Lesson

- Materials:

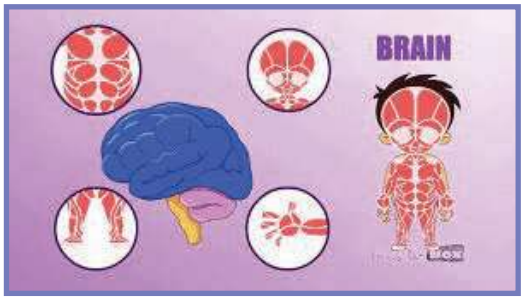
- Brain Chart
- Hand Model Chart
- Neuron picture and facts
- Puppets (or stuffed animals)
- Calm Down Basket with Tools:
  (Glitter jar, pinwheel, Hoberman Sphere,
  squish ball, stuffed animal, coloring materials • Chime)

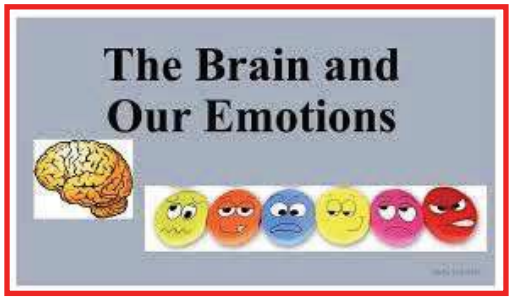
Why teach kids about their brain?

Since the brain is such a complex part of our bodies, it is a difficult subject to teach to young children. Many parents will teach their toddlers or preschoolers about other parts of their bodies, but they don't often talk about the brain. Maybe, they think it's boring! But the brain is far from boring. The brain is a fascinating subject, and teaching not only about the brain but also practicing brain processing through activities and experiences both teaches your kids something new, and also hard wires their brains for later learning.

What do they need to know about their brain?

But what does a kid need to know about their brain? The brain guides everything that we do: our body's movements, our decision making, and our emotions. We teach kids about the parts of their brain that are key in early development. We believe that kids should know the very basic functions of the brain, and then understand them concretely. As they grow up, they can add more knowledge.





Name 3 reasons why you want to teach your students about their brain:

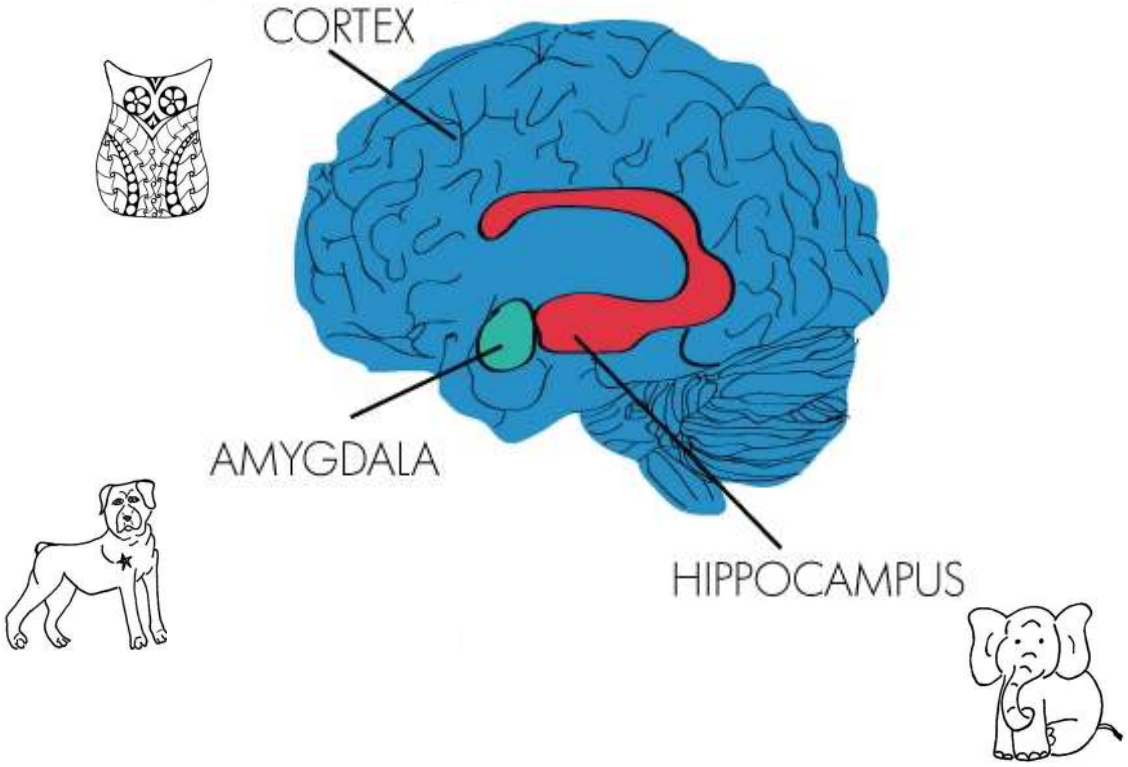
1. _____

2. _____

3. _____

Key Players in the Brain

Prefrontal Cortex (PFC)
(Wise Leader)
Thinking, planning, problem solving, learning new things.
Helps you wait before acting.
Helps you understand your feelings.
Executive functions.



Amygdala
(Guard Dog)
Reacts to threat (fight, flight, freeze).
Helps keep us safe.
It's also in charge of curiosity, so can get us into trouble, too!

Hippocampus
(Memory)
Processes and stores memories.
Learning, experiences, and emotional responses are stored here.

Teaching the brain parts - What to say:

Describe the brain as pinkish-grayish, squiggly-jiggly blob that sits in your head and doesn't move. But it's actually in charge of your entire body — like the body's boss, engine or coach. The brain controls everything you do, including automatic functions like breathing and digesting food, movements like running and scratching your nose, emotions like being happy or grumpy and processing sensory information like hearing and tasting. We are going to learn about 3 important parts of the brain.

Wise Owl is quiet, focused, and moves it's head around to take in everything. It talks quietly. Its job is to learn, solve problems, figure out feelings. It grows rapidly when you are 0-5 years old, and is grown up when you are around 25.

Dialog: Have the owl facing you, and explain that owls sleep during the day. You have to wake him up when you are teaching the brain to kids, and it sometimes takes awhile. Ask owl to please wake up and help you. Have him shake his head "no." Say "but I need your help, and these children are very cute." Shakes his head "no." Then coax him to look at the group, slowly. He turns his head a little each way but quickly looks back. Have the kids say "please Wise Owl, help us learn." Slowly have him turn around. He says, "Good morning boys and girls. My name is Wise Owl, and my brain name is a huge word. Are you ready? Prefrontal cortex. Repeat after me (5 times) 'prefrontal cortex.' My nickname is PFC. Repeat. My brain job is to learn, solve problems, and help you understand what you are feeling. It's a big job since you will be learning for the rest of your life. I get bigger as you get older, and am grown up when you are 25 years old."

To remember my name try this chant:

P-F-C, follow me!
P-F-C, follow me!
I'll make you smart!

Have *Wise Owl* get *Ms. Elefante* and introduce her. "This is my friend Ms. Elefante. Her job is to remember everything, which helps me with my job. "I learn and solve problems, she remembers what we did before and stores what we are learning now."

Ms. Elefante is active, and I make her silly. She has trouble straightening out her trunk which is where she takes in all the memories. The kids help straighten it, and Miss Elefante thanks them for their help. Now she can do her job.

Dialog: "My name is Miss Elefante. My brain name is hippocampus. (Repeat 5 times together) "My job is remembering everything that happens to you, even before you are born. Like I can remember the sound of your mommy's voice before you were born! When you are born, I am ready to do my job and continue to remember everything from that point on. I am good friends with Wise Owl and Guard Dog, and when we work together, we do an excellent job."

Guard Dog is loud, active, and explains that its job is to keep you safe, and also it is in charge of being curious. It is full grown when you are born, and is often in charge until you are 4 or 5 years old.

Dialog: "HELLO! My name is Guard Dog. My brain name is a funny word, amygdala. Repeat after me (3 times)." I have a huge job…I have to keep you safe. When you are scared, or sad, or angry, or hungry, or tired, I'm the one who lets everyone else know that you need help. I do this by (bark). I am also in charge of "curiosity." Do you know what that is? It's when you are doing one thing, and then something else happens, and you want to know what it is. So you stop what you are doing, and go to the new thing." (Demonstrate with the puppet by sniffing, and moving and sniffing something else.)

To remember my name try this chant:

A-myg-da-la, I keep you safe!
A-myg-da-la, I keep you safe!
A-myg-da-la, I keep you safe!

When I think you are in danger or need something really important, or when I am curious, I sort of take over the brain. It might feel like you are flipping your lid! And when this happens, the other parts of your brain don't work as well, making it hard to learn or pay attention. So you have to help me calm down.

All the Parts Work Together:

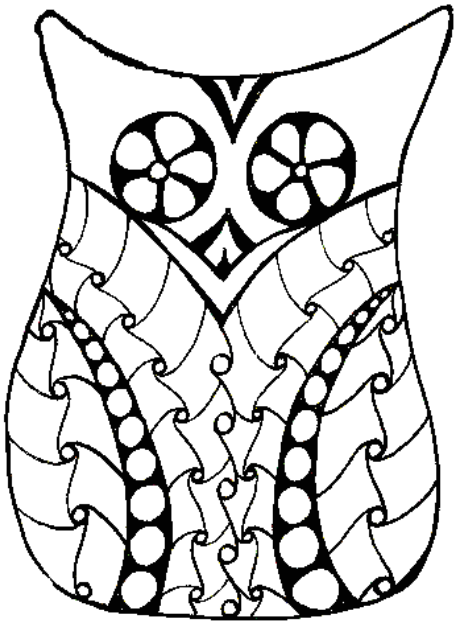
We then have a short puppet show in which the guard dog detects a threat (like being mad, sad, scared, tired, hungry, teased, you pick the feeling) and hijacks the other two puppets - jumps on their heads and won't let them do their job. They can't get back to work until Guard Dog calms down. "What does Guard Dog need to settle down?" Kids might say breathe, or use the chime. If they make these suggestions, congratulate them on their hippocampus working well. They remembered what to do! If they don't say anything, remark "Hmmmm. Your hippocampus must not have stored this information in the past. Let's give it a hint." Breathe.

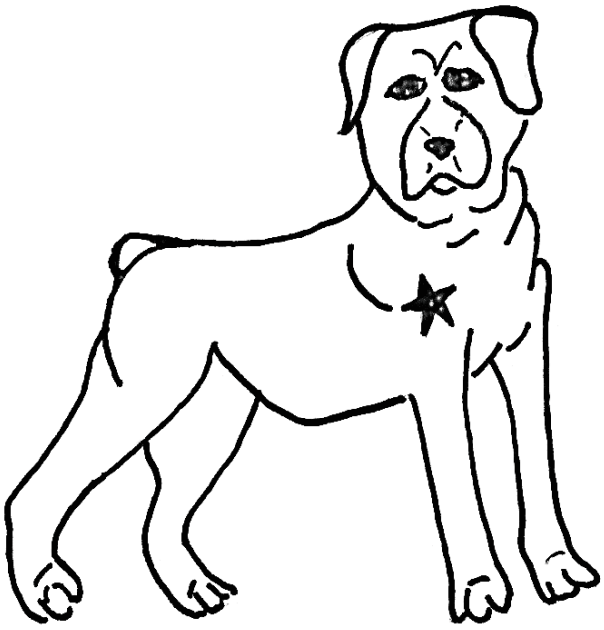
Coach guard dog (while he is still on top of owl and elephant) to take a breath. "Guard Dog, you need to take a deep, slow breath now so that you can calm down. Have him do so, with difficulty. Check in and ask if he is feeling better. He shakes his head no. Once again. Repeat three times. With the third breath have him slowly slide down off of the other puppets. Have the puppets be close together, maybe high-5 the guard dog, and exclaim they are ready to cooperate again.

To reinforce this lesson, have students color the picture below.

Additional Brain Lesson Resources

Name the Brain Part and Its Job!





Name_____

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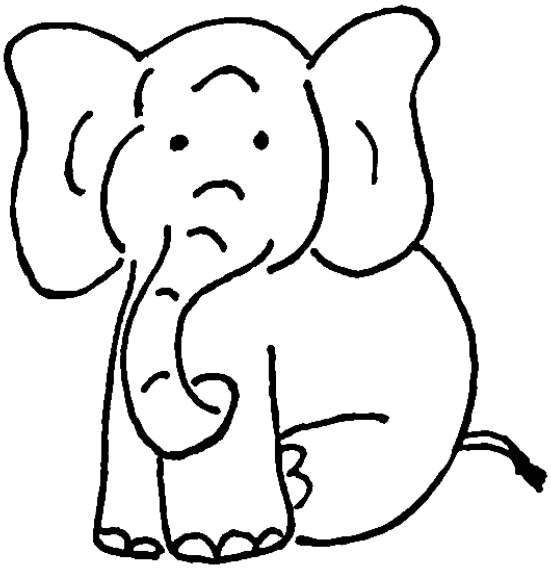

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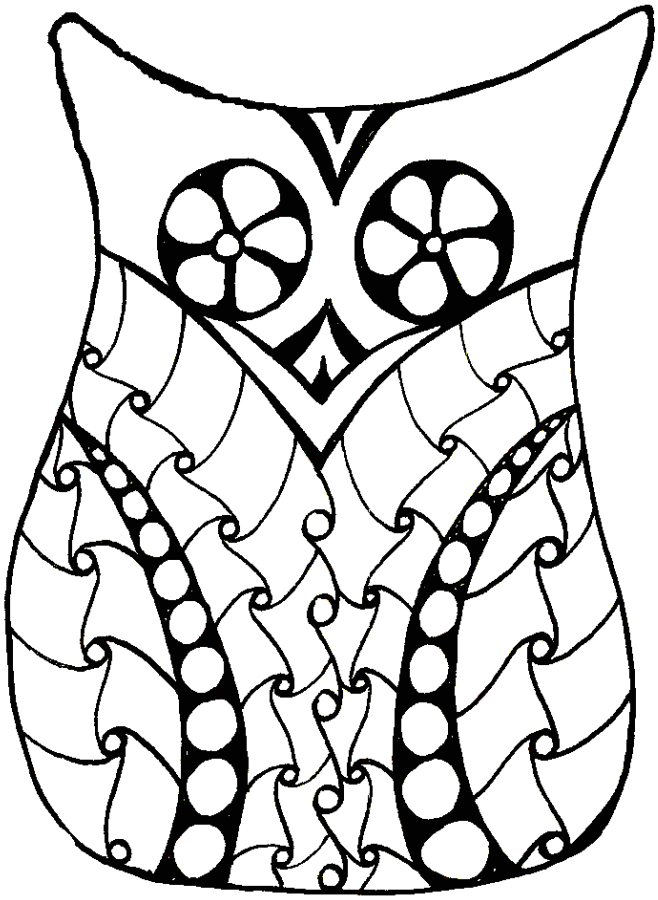
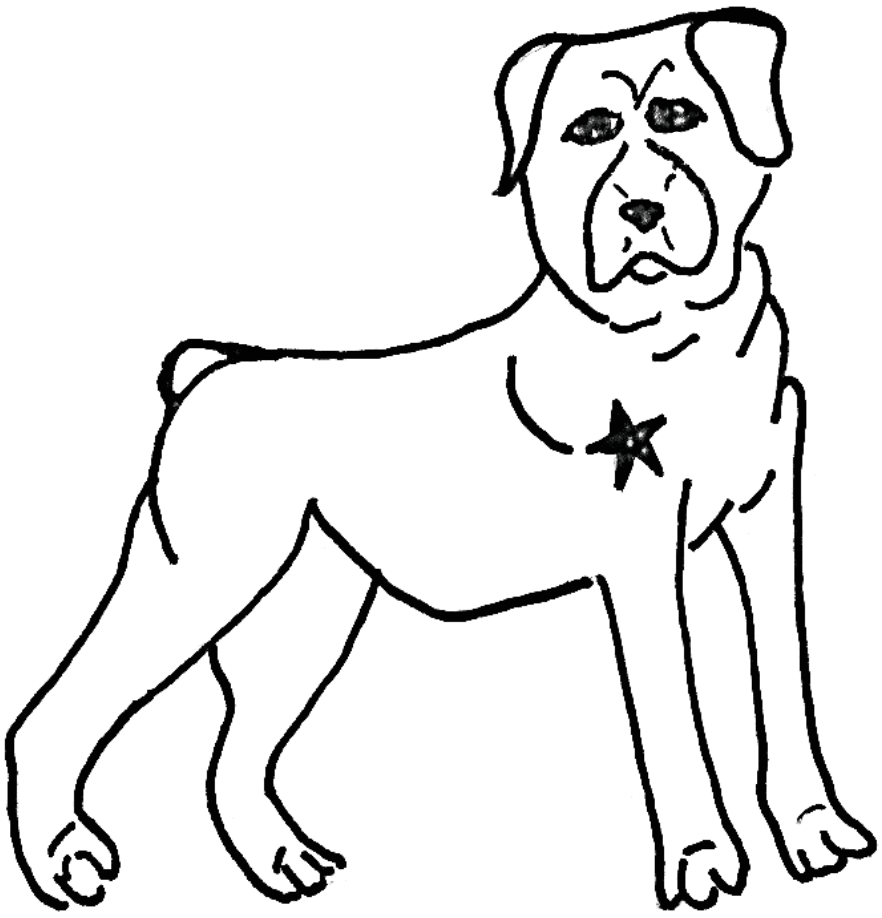
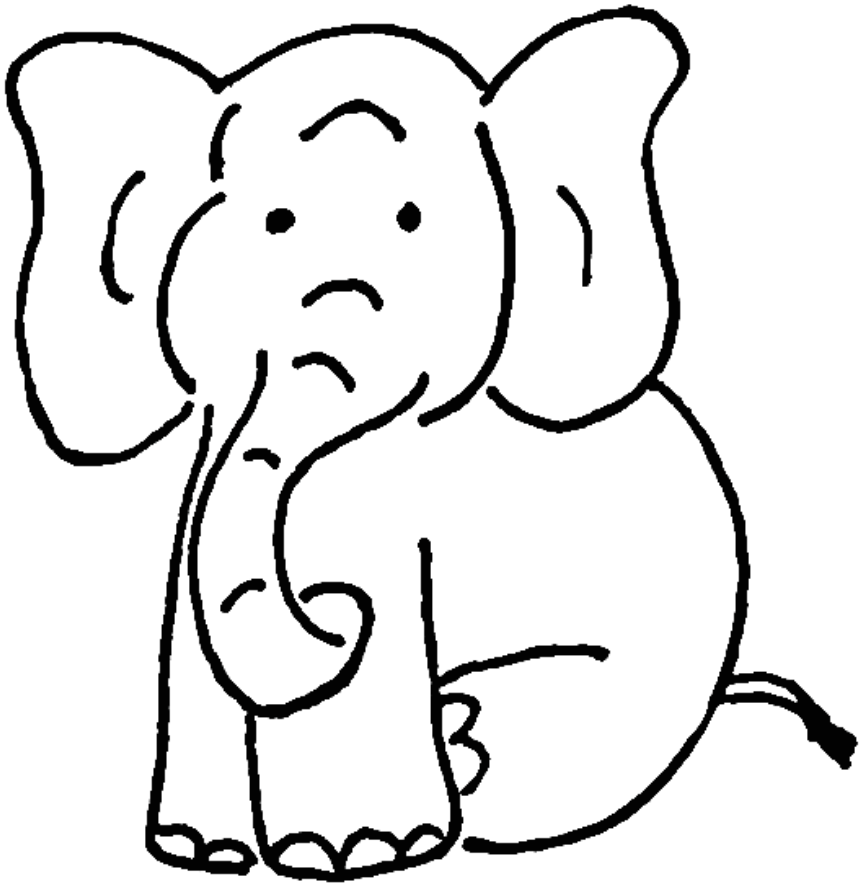
Job_____

Make the puppets: Color each template below together with your class. Cut them out and glue to them to popsicle sticks.





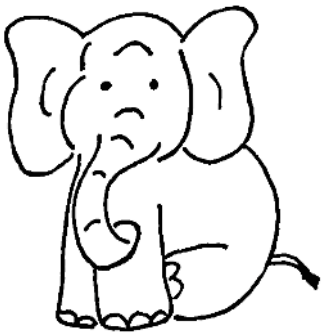


Three Key Parts Brain Quiz Ages 4-6

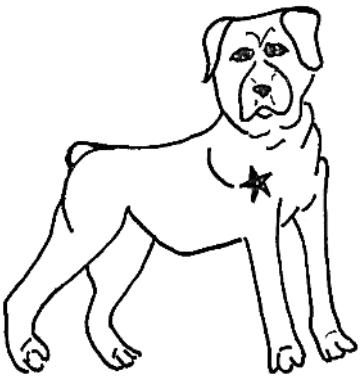
This blue part is called the _____.At birth, this part of the brain is 80% developed and won't be fully developed until the early 20's. It is in charge of _____, solving problems, planning, making sense of emotions and when it gets larger helps to think before acting. We call it the "**Wise Owl**" because it's smart and knows how to do things.

This red part is called the _____.It is in charge of

_____ and stores all experiences and learning. It's even working while in-utero; before birth! It records the sound of mom's voice, smell, and even her mood before the baby is born. We call it **"Ms. Elefante"** because the elephant has a great memory.



The little green shape that looks like an almond is called the _____. It is fully developed when the baby is born. Some call it the **"watchdog"** of the brain. It is in charge of _____ and that's a very big job! You know it's working when the baby cries. It's saying "I need something and I don't know how to get it! It's my way of letting you know I need you."



Brain Quiz
Three Key Parts
Ages 7-8

This blue part is called the _____. At birth, this part of the brain is 80% developed, and won't be fully formed until the early 20's. It is in charge of _____, solving problems, planning, making sense of emotions, and when it gets larger, helps to think before acting. We call it the **"Wise Owl"** because it's smart and knows how to do things.

The red part is called the _____. It is in charge of _____, and stores all experiences and learning. It is even working while in-utero, before birth. It records the sound mom's voice, smell, and even mood states before being born. We call it **"Ms. Elefante"** because elephants have great _____.

The little green shape that looks like an almond is called the _____. It is fully developed at birth. We call it the "**Guard Dog"** of the brain. It is in charge of_____, and that's a very big job! You know it's working when children are in melt down mode. It's saying "I am not ok, and I don't how to make it stop. I need you to help me."

In Charge of my Brain!

Using My Breath

Using My Senses

Using my Body

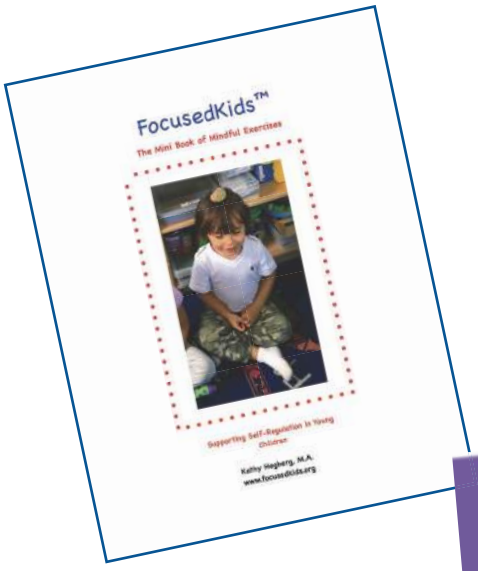
Above is a hand model of the brain when it has "flipped." Emotional regulation is not something we are born with. Toddlers have no emotional regulation skills. Their emotions can swing like a pendulum. Helping our kids learn to self-regulate is one of the most important developmental tasks.

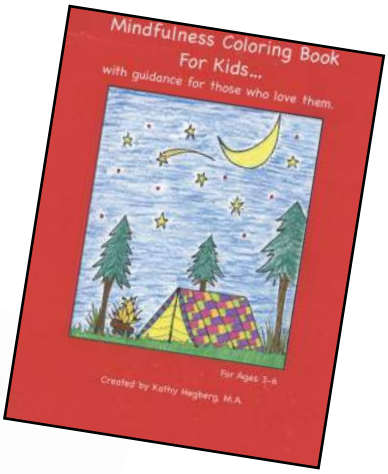
FocusedKids Program -Step 2

SELF-REGULATION

BRAIN BREATH BODY FEELINGS IMPULSE CONTROL

Using the Calm Down Basket - Training the Brain

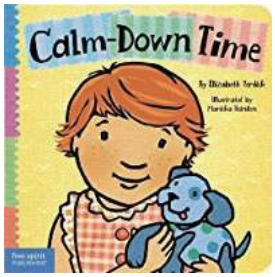




Or...Create Your Own Calm-Down Basket!

Creating your own basket as a class project will heighten the value and create buy-in from each child. There are lots of different things that you can include in a calm-down basket. We have found the most liked tools in the FocusedKids calm-down basket are:

- glitter jar
- sphere
- pinwheel
- _____
- _____
- _____
- _____



Great Resource!

- *Calm Down Time, Elizabeth Verdick*

The Concept

The goal with the calm-down basket is to have your class use it on their own when they need to calm down or re-focus. However, children's ability to do this comes after they have practiced it several times together.

So, when a student is having difficulty:

1. help him begin to calm down by calming yourself first,
2. coming down to eye-level with him as you sooth and support, and then offer to go to the calm-down basket with him.
3. store the calm-down basket in a special place in your classroom.

The calm-down basket includes a small collection of items your children can use to self-regulate when needed. Explain to your child during a time when he is calm that any time he is feeling overwhelmed he can choose to use something from the calm-down basket to help. For example, using the glitter jar to "settle his glitter" or the breathing ball to slow and regulate breathing. Having a designated space for this is helpful so that it is always available. After practicing a few times with you, usually, the child will need a few minutes alone to accomplish this. If you want you can add a timer for the child to use. Taking a moment and adjusting what you are doing is the skill of self-regulation! Remember: the more you and your class use the calm down basket, the more it becomes a go-to tool in the home.

How to use the Calm Down idea?

Classroom Brain Break Schedule

Day	Time	Time	Time
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Studies have shown that the **amygdala**, known as our brain's "fight or flight" center and the seat of our fearful and anxious emotions, decreases in brain cell volume after mindfulness practice. In other words, it is less reactive.

The Chime

Materials:
Time: 1 minute

Why it works

Listening to the chime while taking deep breaths slows everything down! Using the chime regularly trains the child's brain that when it hear's the tone it is time to breath and pay attention.

Goal

Children will practice listening to the chime several times a day, and master the ability to sit quietly for up to three minutes.

What to say

Tell the kids we are going to practice breathing while listening to the chime. This will calm our brain and help it get ready to learn.

1. Sit in mountain pose, straight and tall.
2. Close your eyes if you like.
3. Take a deep breath.
4. Listen for the sound of the tone.
5. Raise your hand when you can't hear it anymore.

Summary:

"Peeking" may be part of getting comfortable with this exercise. We need to see what others are doing, and especially when we can't hear the tone anymore. Just bring kids back to their breathing and listening. Each person breathes and hears differently.

When We Listen to the Chime,
We are Calm and Focused

The Belly Breath

Materials: Time: 10 minutes

A favorite stuffed animal or bean bag for each child.

Why it works

Breathing with an object on the belly allows the child to experience the breath physically in a new way. Also, seeing the object move up and down engages the senses in breathing creating more awareness of how it feels.

What to say

We are going to place your animal on your belly while you lie on your back and take deep breaths.

1. Lie on your back with legs flat on the floor, arms by your sides, and if you want to, close your eyes.
2. Place a stuffed animal on your tummy. Breathe in; your belly goes up, breathe out; your belly goes down.
3. Pretend you are giving your pet a gentle ride with your breath
4. As you breathe in your belly fills with air and the stuffed animal rocks up. As you breathe out, let your tummy empty and the stuffed animal rock down.
5. Pretend you are rocking him to sleep.
6. Notice if you are feeling relaxed.

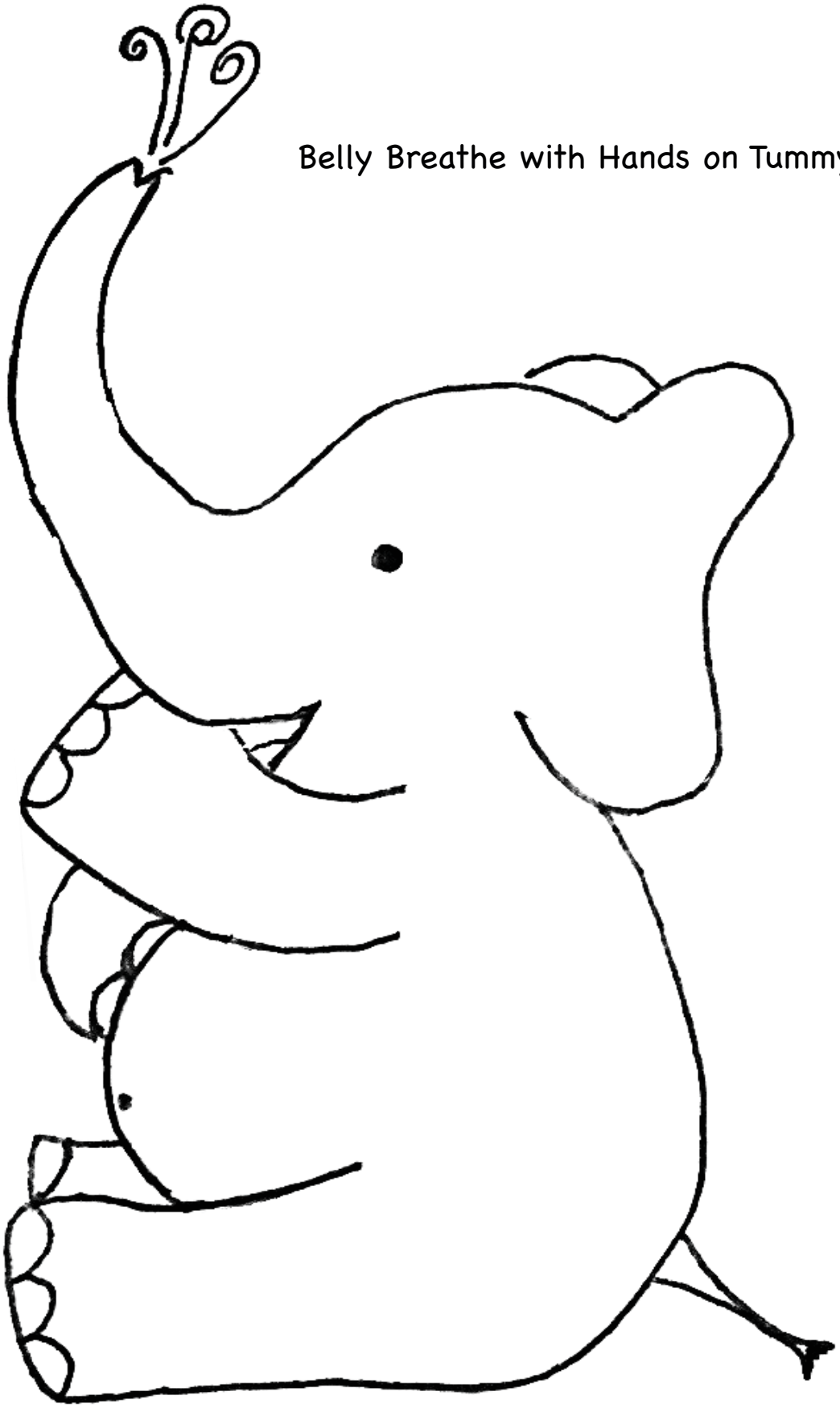
Goal

Children will learn that using their breath to rock the object, calms them down.

Summary

Children can be nervous about this at first. They may force their tummies up and down without breathing! Remind them to take a breath and be patient. They will get it.

Belly Breathe with Hands on Tummy



The Glitter Jar

Materials

Time: 5-10 minutes

A simple snow globe or little ball can be used instead of a jar. However, if you can't find one you can make your own with a 8 oz. clear jar or bottle filled with warm water, a tablespoon of glitter, and a tablespoon of glitter glue. Tighten cap and shake. Allow up to 30 minutes for the glue to dissolve and the mixture to works as needed.

Why it Works

We use the glitter jar as a metaphor for what happens in our brains when we are overwhelmed. Watching the glitter settle kids see the water clear, and feel they can see things more clearly. Focusing on one thing helps the brain settle, and gives it a rest before the next task.

What to say

Allow children to see the glitter jar and ask if they can see the glitter settled on the bottom. **Yes.** Can you see through the water? **Yes.** Explain that this is like our brain when it is relaxed and learning or playing happily. But sometimes things happen that make us scared or angry, or over-excited and then our brain looks like this. Shake the jar. How does the water look now? Can we see through it? **No.** This is what our brain looks like when we are upset. We can't think or solve problems or play happily, and we need to settle our glitter!

Goal

Children will experience another way to calm themselves.

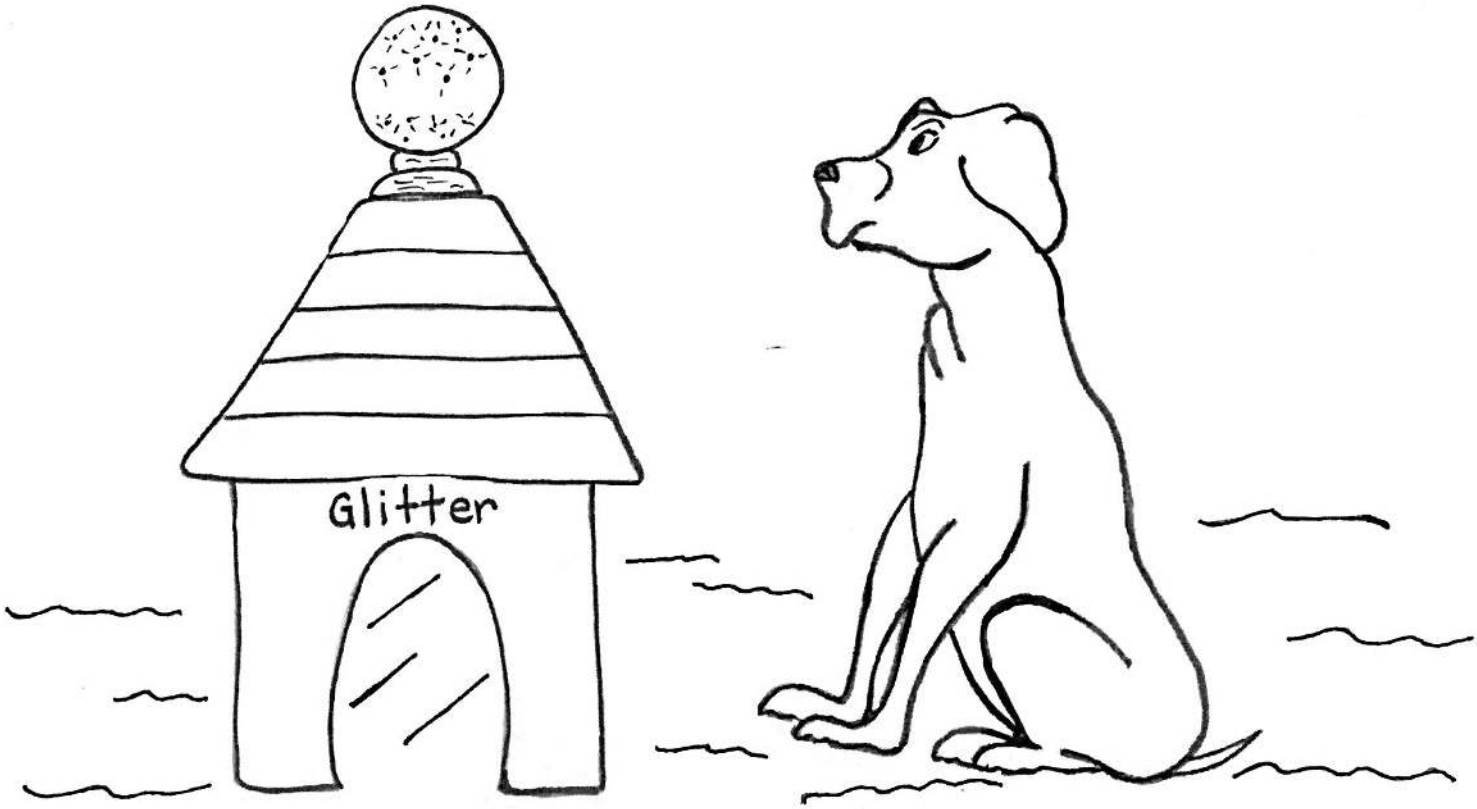
Summary

For young children it is usually enough to just shake the jar a few times, and watch the glitter settle, to have a calming effect. For older children we tie this concept together with the brain parts and their individual jobs.

How to make a glitter jar:

- Fill jar (6oz) with water
- Add one tablespoon of glitter glue. Add one tablespoon of glitter
- Shake It Up! Ask children if they can see through the water to the other side
- Compare busy, overexcited, or upset minds (amygdala) with water clouded by glitter. (Hands on bellies while glitter settles)
- Once glitter settles, compare clear water to quiet mind, relaxed body.
- Talk about times mind has been over-busy, or upset, and times when it has been calm

Resource: http://momentousinstitute.org/blog/settle-your-glitter



When we settle our glitter, our brain is calm and clear.

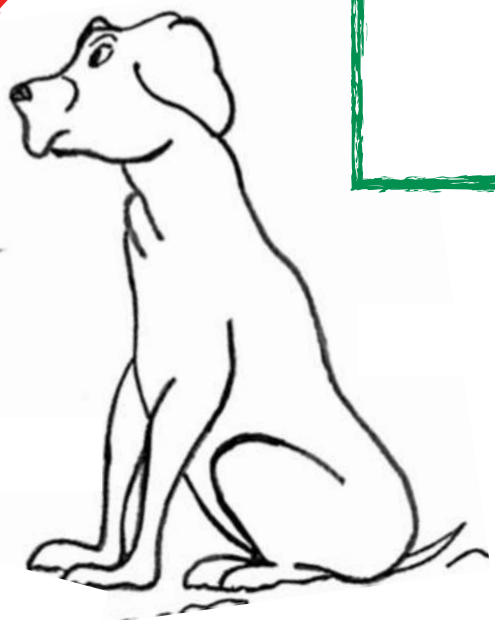
Three ways I can settle my glitter:

1._____

2._____

3._____

Finding My Calm



In each box draw a way you like to calm down.

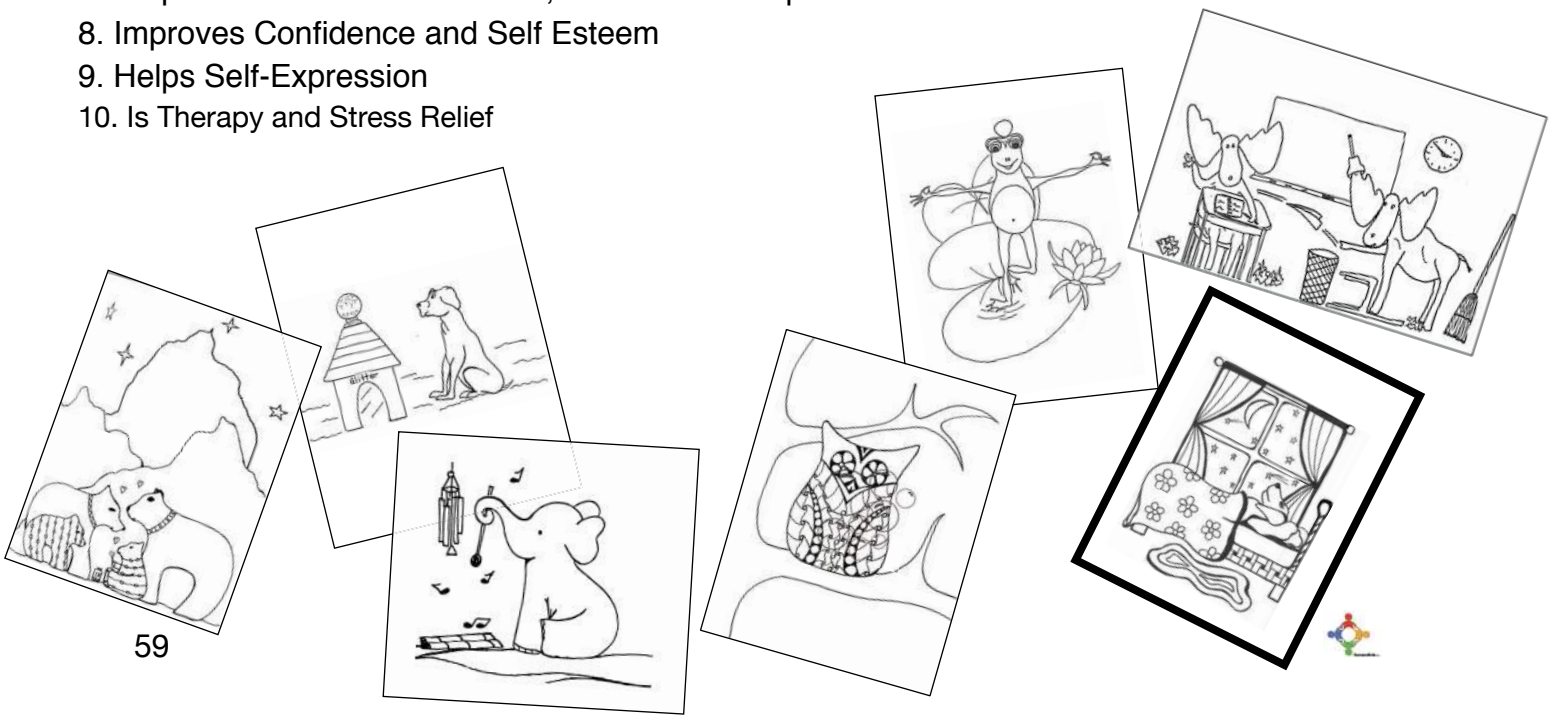
Coloring is a rhythmic activity that calms the brain of all ages and all abilities.

Benefits of coloring:

- Stress and anxiety levels have the potential to be lowered.
- Negative thoughts are expelled as you take in positivity.
- Focusing on the present helps you achieve mindfulness.
- Unplugging from technology promotes creation over consumption.
- Brain gets some much needed rest and relaxation.
- **Relaxed states can lead to more discussion of important topics.** Why not try coloring together as a class and experience the relaxation benefits that are to be had? In addition, you may just find that these sorts of moments lend themselves to **conversation** and **connection** you hadn't planned on.

For developing brains:

1. Improves Motor Skills
2. Prepares Them for School
3. Stimulates Creativity
4. Contributes to Better Handwriting
5. Teaches Color Awareness, Recognition and Discernment
6. Improves Focus and Hand to Eye Coordination
7. Helps Learn about Boundaries, Structure and Spacial Awareness
8. Improves Confidence and Self Esteem
9. Helps Self-Expression
10. Is Therapy and Stress Relief



Using the Coloring Book

Coloring Extension: Mindful Coloring

When students connect the coloring page to the breathing activity it gives them a concrete picture and a connection to what they have learned. It is a way to reinforce the concept they have just been taught. I call this mindful coloring because it is more than just coloring. It is about slowing down, taking their time and really thinking about how it feels in their body to go slow and have a quiet and peaceful environment to work in. I keep this time very sacred and I reinforce how coloring in a calm quiet environment feels in our body. I put on quiet and soothing music and I walk around the room and comment on their coloring. This is not considered busy work or a time when you can walk away. Be an active participant in the process! I am also encouraging students along the way to be thinking about how the picture makes them feel and what it makes them think of.

For example-When doing the picture with the chime, I will encourage my students to notice how they think these animals feel when they hear the chime. How do their bodies look- crazy and silly or calm and focused? What expression do they have on their face? How are they interacting when they hear the chime?

The other great thing about the coloring extension is they can take it home and it is a reminder to what they learned and they can then share it with their family. I always encourage them to teach their family about the coloring page and what it means and how they can incorporate it into their home life. You will be surprised by how kids gravitate to this exercise! It will become a weekly practice that they will begin to ask for as you establish this routine in your classroom!

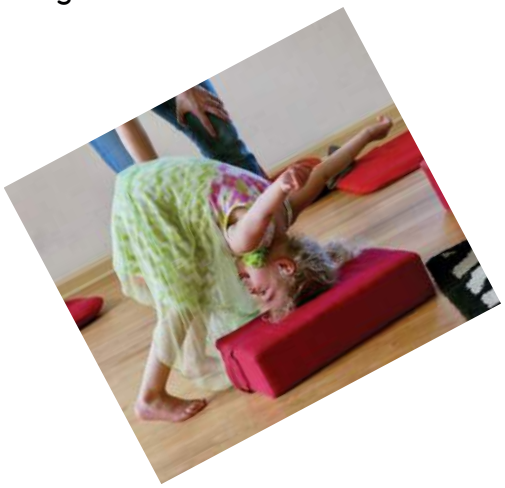
Beyond Calming Down: Mindful Movement

Why Mindful Movement?

We spend a lot of time talking about and using strategies to help kids calm down and focus. What if they are not ready to calm down? What if you are having a moment in your classroom when everyone seems to be bouncing off the walls? We've found that trying to engage in a calming exercise at this moment is often unsuccessful. That's because our bodies are carrying excess energy, and need an outlet before trying to settle.

What is Mindful Movement?

Mindful movement is a way of moving that sends a message to your brain that you are paying attention in an alert way, while you help your nervous system settle. It is intentionally asking your body to move in a way that supports healthy functioning. If we are "bouncing off the walls," as is often the case with young children, we are not releasing energy but rather we are escalating it until we finally crash. Mindful movements provide the opportunity to release energy while grounding our body as we slowly bring the energy down to a calm state. These experiences shape our brains for healthy and successful self-regulation.



Some "mini" mindful movement ideas include:

- While walking, suggest that kids take notice of how their feet feel inside their shoes. Or observe how the surface of the terrain feels beneath their feet with each step.
- Encourage moving around a like specific kind of animal—for example, a penguin—and notice how the body feels and how the muscles move differently than they normally might.
- Have the class move around the classroom, find 10 things they never really noticed before, and write down some details they observed.
- Have the class notice their heartbeats in their chests before a transition, during the transition, and then after it.

16 Chimes

Materials: Chime Time: 3-5 minutes

Why it works

Students have a short amount of time to process their learning by moving their body with focus and control. This activity helps wire the brain to be able to focus on listening to one thing at a time (chime). It also teaches them how to move their body but with control. Students are building self-regulation skills in a fun way.

What to say

1.Tell the kids to make themselves into a ball or seed like position on the floor. Set boundaries around being in your own personal space and not going on top of anything, like a desk, and not going underneath anything in the classroom.

2. The teacher will ding the chimes 16 times in total going slow. Each time the students hear the sound of the chime, they will move their body a little bit bigger so by the 16th chime, their body will be as tall as they can make it. For most kids this will look like arms reached to the sky, standing on tip-toes.

3.When they hear the 16th chime, they will take a deep breath in and slowly breath out while melting their body back to the ground.

4. Encourage students to do this slowly with control. Model what it shouldn't look like when they melt their body (silly, crazy, loud).

5. Practice 3 times!

Goal

Students learn to move their body with slow controlled movement. They learn body awareness in a fun way that involves their sense of hearing. This fun, quick movement break allows students to move around with out losing their focus.

Summary

Students of all ages love 16 chimes. You can pause a lesson and do it when students need to move and then you can expect them to get right back to work. The goal is that they are keeping calm but also moving their body. A win-win for any classroom!

Elephant Shower Breath

Materials

Time: 3 minutes

Just some kids to make it fun!

Why it works

When we have been sitting for awhile, or when we are restless it is good to "reset" the brain and the body by moving and breathing. By breathing deeply and releasing the breath with a swoosh, we are increasing oxygen, reducing cortisol (stress hormone). We are calming the nervous system while energizing the body.

What to say

1. Begin in standing position, feet slightly wider than shoulder width. Take three deep breaths (you lead).
2. Ask the children if they know how an elephant takes a shower. You may get some silly responses!

3. Demonstrate: Drop your arms clasping your hands together. Allow your head to drop and hang loose.
4. Take a deep breath, slurping if you want, like you are taking a drink of water.
5. Stand up quickly, allowing your arms to come up over, and behind your head (like a trunk) and release the air with a loud, long, s-w-i-s-h. Do this three times.

Goal

Children learn how to energize and release with one simple activity. They also laugh and have a good time, releasing serotonin, dopamine, and oxytocin (the feel good hormones) into their bodies.

Summary

This is a good exercise for times of transition. We are moving from one state to another getting ready for something new. Caution! Anytime you offer kids an active, fun thing to do there is a possibility they will spin out of control. If this happens just help them return to focusing on the breath. Ask them what would happen if elephants did not pay attention while they were taking their shower!

Flying Bird Breath

Materials:

Time: 5-20 minutes

Just willing bodies!
Optional: Penguin Problems by Jory John and Lane Smith. have so many problems and nobody even cares? Well, penguins have problems too!

Why it works

Movement and breathing can facilitate calm, focus, and centering. All of these support self-regulation skill building in children.

What to say

1. Start by reading "Penguin Problems" if desired.
2. Begin in standing position.
3. Pengins can't fly, but what if you could? Imagine you are a beautiful strong bird with open wings. You can be a large or small bird with any colors you chose.
4. Breathe slowly, and lift your hands over your head, palms up.
5. Now, slowly let your breath out as you bring your hands down to your sides.
6. Continue moving your arms as a bird's wings, and breathing slowly and steadily.
7. You are flying!
8. What do you see from up in the sky?
9. Say " Ok. It's time to land." Turn your wings toward the ground and gently descend and land.

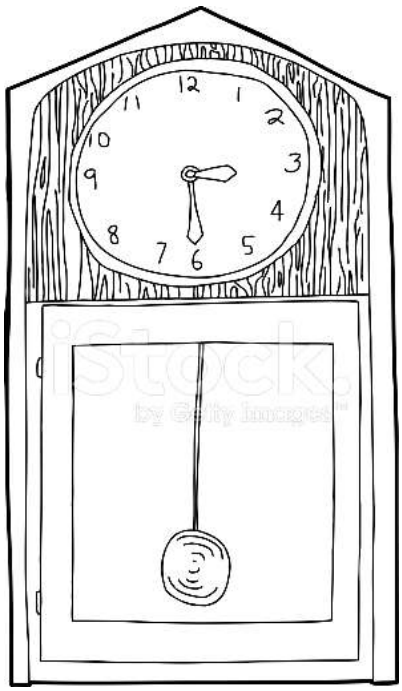
Goal

Children are learning to pay attention to their bodies through movement and breathing. This prepares them to be able to associate feelings with sensations in their bodies. When they can do this then they are better able to change what they are doing to manage the feeling.

Summary

Children love acting out the engaging story of becoming a bird and flying. At the same time they may become over excited, so remind them that we are learning to control our bodies and our breathing. See who can fly the longest, steady and focused! What would happen if a bird closed his wings mid-air? Once landed we need to walk like a Penguin, or Tick Tock like a clock to settle down.

Tick Tock



Used with permission from Susan Kaiser Greenland

Materials:
Picture of a grandfather clock

Time: 5 minutes

Why it works

This exercise is an excellent introduction to finding your focus, or center, especially with young children. It is another way for them to learn control over their bodies. Can be done sitting or standing.

What to say

1. Ask if anyone knows what a Grandfather clock is. What sound does it make? What is the thing hanging in the clock? It's called a pendulum and it goes back and forth with each tick and tock. Show a picture of a grandfather clock, and what motion and sound it makes. Let's see if we can do that with our bodies.
2. Ask kids to sit up straight, legs crossed, and muscles relaxed.
3. Ask them to rock to one side placing their hand on the floor as they do.
4. Then push off with your hand and rock through the center to the other side.
5. Can you feel your body moving from right to left?
6. Now we are going to say a rhyme:
7. Sway side-to-side and chant "tick tock, like a clock, until we find our center."
8. Repeat three times.
9. Now have the kids put their hands on their bellies and take three deep breaths.
10. Ask how did it feel to move side to side? Was it easy or hard to match your movement with the rhyme.

Goal

Children will use their bodies as a focal point for their attention. They will begin to understand that sometimes you have to pay attention to two things.

Summary

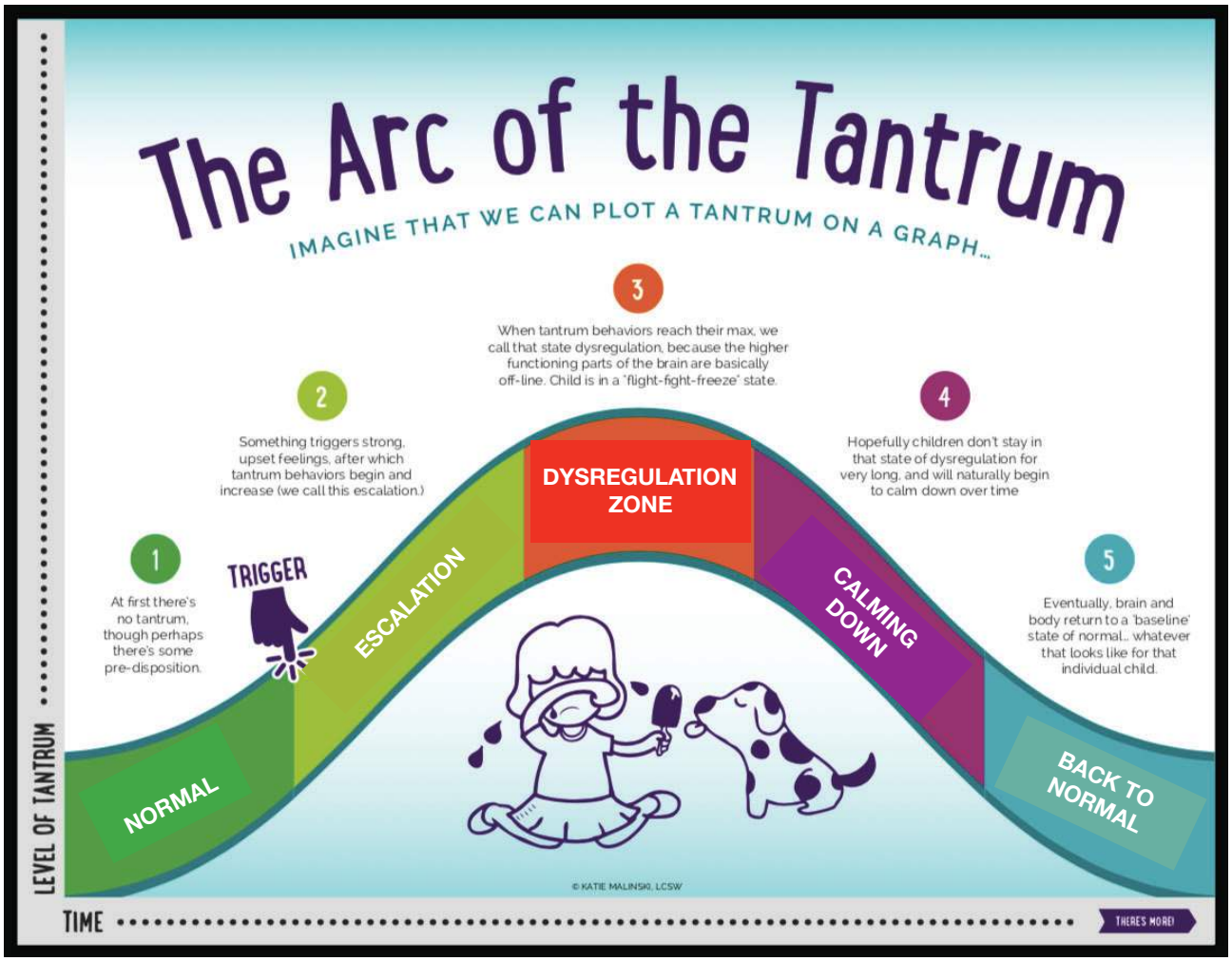
This is a favorite activity to lead into the rock meditation. A 5-year-old came up with the idea of combining the activities and now we always practice them together.

What is "dysregulation?"

Dysregulated Behavior is Communication: Letting us know everything is NOT ok

All children experience strong emotions on occasion. But some feel things more intensely and quickly, and they're often slower to return to being calm. Unusually intense feelings can also make a child more prone to impulsive behaviors. Self-regulation is the ability to recover quickly from strong emotions, and manage responses.

When kids are overwhelmed by feelings the emotional side of the brain isn't communicating with the rational side, which normally regulates emotions and plans the best way to deal with a situation. Experts call it being "dysregulated." It's not effective to try to reason with a child who's dysregulated. To discuss what happened, you need to wait until a child's rational faculties are back "online."



Taming the "Dragon"

Anger

Here's what we now know about anger. Anger is actually nary feeling of hurt or fear. (Hurt is the feeling of something bad that has already happened, fear is the anticipation of something bad happening.) When we feel hurt or afraid, we feel weak and powerless. And no one likes to feel weak or powerless. So instead, we turn on our anger. Anger helps us feel strong and powerful.

The first thing to do with an angry child is of course to help him calm down. (This requires that *you* are calm.)We know that when he's angry, his amygdala is in charge he's not able to think clearly or address the source of his anger.

Time in is exactly what it sounds like – instead of sending a child away, the adult sits with the child and processes the experience.

For a time in, FocusedKids recommends an area in the classroom such as a calm-down/peace corner or a relaxation room where the child can go that physically indicates that this time will be spent helping her calm down. Initially the teacher or classroom helper will go with the child to that place with the child. Then follow these steps:

1. Get down to the child's level

2. Say something soothing like " I know you're upset. I'm here. Just let it out"

3. Once the child is calmer, ask child to name her feelings. (If you have a basic feelings chart, the calm down corner is a great place to display it.)

4. If she can't name it, you can make a guess. "Wow, your face looks like you are feeling very upset/angry/frustrated. Is that correct?"

5. Once she's feeling a little calmer, you can ask her what might help her feel better. She might hold stuffed animal, or blow bubbles, or use a glitter jar, or she might want you to gently rub her back.

6. She may actually need some alone time which is fine. It's just important that sitting alone is not the only experience that she has.

Exercise: Think of a time when you felt angry. Right down what happened.

_____

Now can you identify the feeling of ether hurt or fear that was behind it?

_____

What was your angry behavior?

_____

Anger is energy. It needs to be released from the body in order to achieve regulation again. What can you do to release it in a healthy way?

_____

_____

_____

Trauma in the Classroom

Trauma-Informed Classrooms

While good in small doses, large amounts of stress can be toxic for our brains and bodies.

Trauma Informed Breathing

Trauma can include one of the Adverse Childhood Experiences (ACEs) identified by researchers in a CDC-Kaiser Permanente Study. These are:

- Emotional, physical, or sexual abuse
- Neglect
- A parent who is incarcerated, gets a divorce, is under threat of deportation, has a mental illness, has experienced domestic violence, or abuses alcohol or drugs

Trauma can also include witnessing community or neighborhood violence, bullying, immigration/ migration/refugee status, and institutional trauma (from the foster care system or juvenile detention), among other toxic stressors.

How Students Respond to Trauma

Imagine you have experienced a major trauma without a safe adult to help you process your feelings and experiences. Now, imagine that you are in a classroom with a new teacher, 25-30 new peers, and a lot of expectations to behave in a certain way. How would you respond? All individuals have very different methods of coping with difficult situations.
Three things happen in the traumatized brain:

1. Attention - inability to focus for any length of time
2. Affect dysregulation - emotions become to large, overwhelming, can last for days
3. Relationships based in fear - no trust - must always protect yourself

The Brain Can Change

1. Threat perception system (amygdala) is over stimulated - faulty -
2. Filtering system what's relevant, what we should dismiss - interferes with focusing on the now
3. Self-sensing system - sense of self is blunted - seek self-numbing

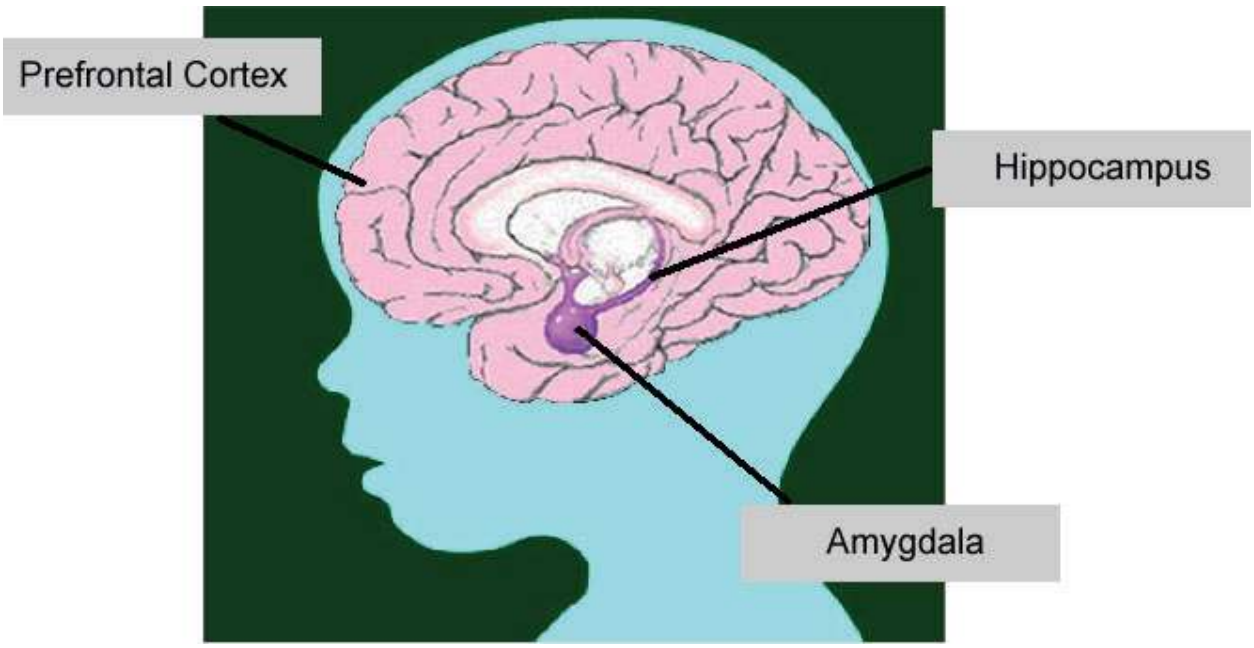
"The brain that is susceptible to adverse environmental effects is equally susceptible to positive, enriching effects." So you can help them to feel safe, valued, calm, and hopeful in your classroom and in itself is a ***brain-changer.***

Trauma Lens

Kids who have experienced toxic stress or trauma may have a harder time with self-regulation. This is not because they're incapable of it, but because their brains may have been wired over time to protect them against future harm. In doing so, a child who has experienced trauma may have an over-active amygdala. His amygdala may be more reactive to stressful situations, or his brain may interpret "harmless" actions as threats. When the amygdala becomes hypersensitive, it is harder to self-regulate.

While trauma cannot be "erased" from a child's life, trauma-informed adults can validate a child's feelings and help him calm strong emotions which supports the amygdala in returning to a healthy state.

At FocusedKids we use the lesson "Hug the Monkey" to help children name what they are feeling and to self-soothe. The monkey becomes an object through the adult operator, which feels safe. With safety, the amygdala relaxes, and naming feelings becomes possible. Naming the feeling begins to tame the feeling. Then helping the child to ground using the breath and the body can result in a regulated state. Practicing this process wires the brain for self-regulation as the default mode.



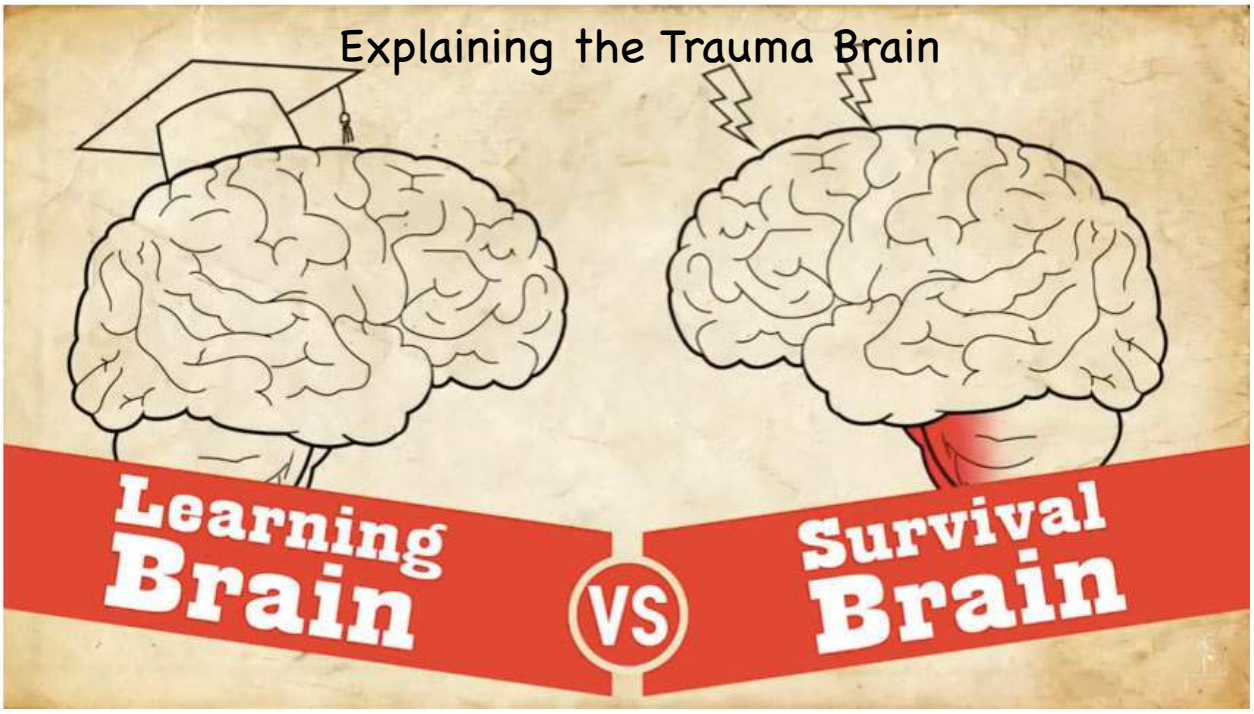
Overwhelming stress and young children

Early exposure to trauma — extremely fearful events — and high levels of stress affect the developing brain, particularly in those areas involved in emotions and learning. The amygdala and the hippocampus are two brain structures involved in fear and traumatic stress.

The amygdala detects whether a stimulus (person or event) is threatening and the hippocampus, the center of short-term memory, links the fear response to the context in which the threatening stimulus or event occurred. These two brain structures also play an important role in the release of stress hormones such as cortisol and adrenalin influencing the capacity of the prefrontal cortex for regulating thought, emotions, and actions, as well as keeping information readily accessible during active learning.
In response to overwhelming stress in young children:

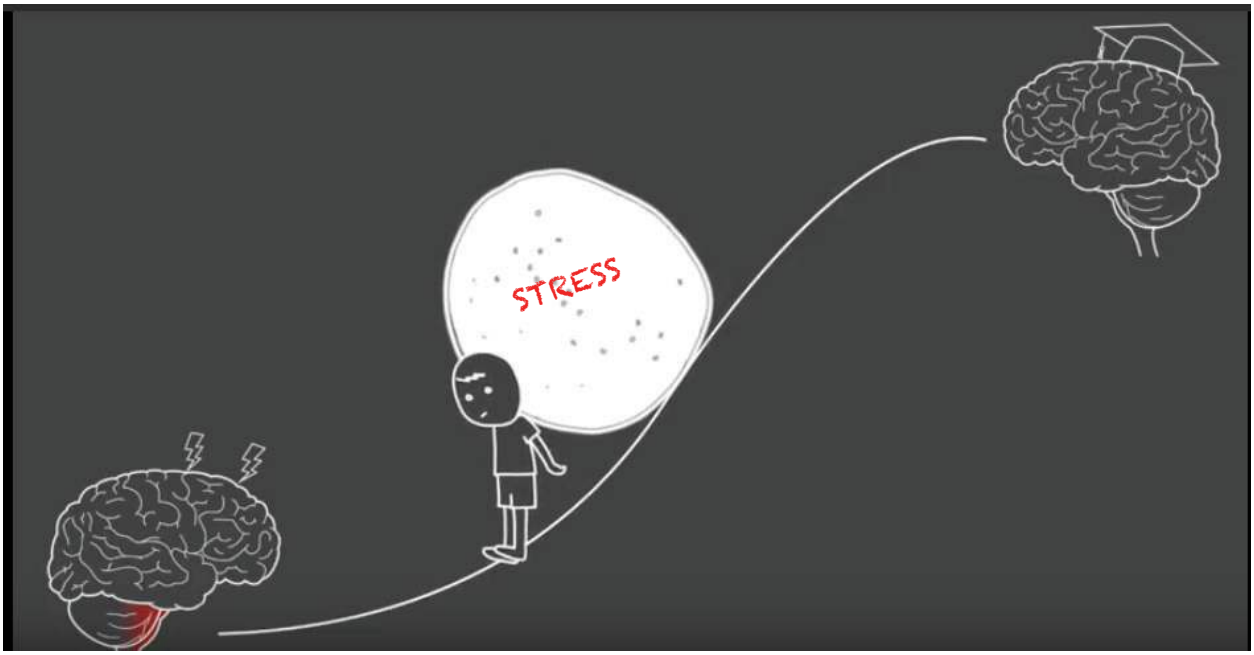
- The brain drives the "fight or flight response" and release of stress hormones,
- The young child has limited capacity to manage this overwhelming stress and experiences increased arousal — fear and anxiety (physical and emotional sensations).
- Excessive fear and anxiety and excessive cortisol (stress hormone) can affect the capacity for stress regulation as well as development and higher functions of the brain, and
- Significant early adversity can lead to lifelong problems (physical and mental health).

These quite concerning consequences of overwhelming stress must be considered in a larger developmental context — including aspects of the child and the availability of supportive adults.

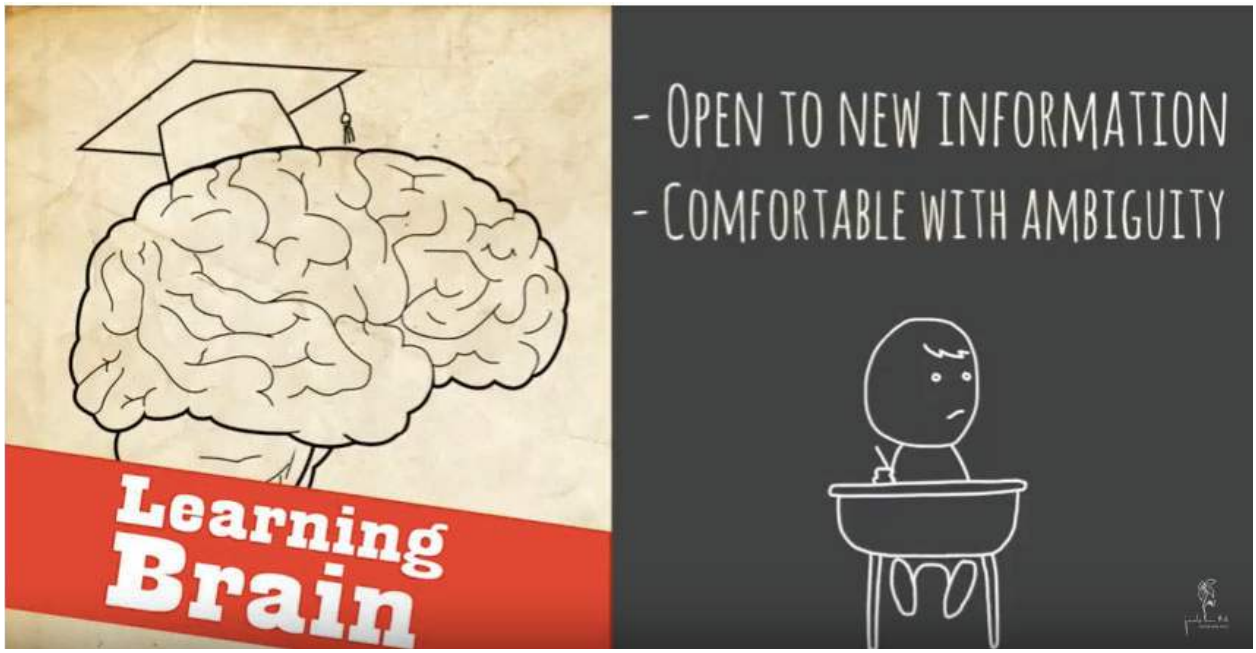


Survival brain always trumps learning brain
Survival brain is just trying to save your life
The longer survival brain stays "on" the harder it is to get out of it.

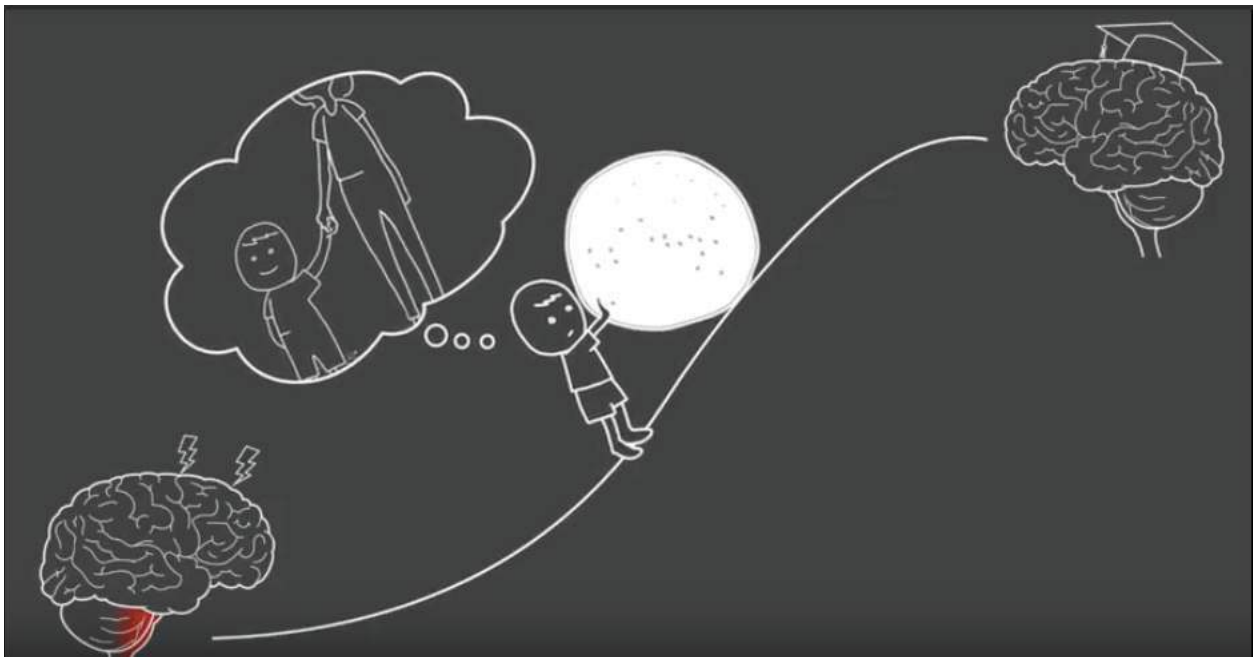
https://www.youtube.com/watch?v=KoqaUANGvpA&frags=pl,wn



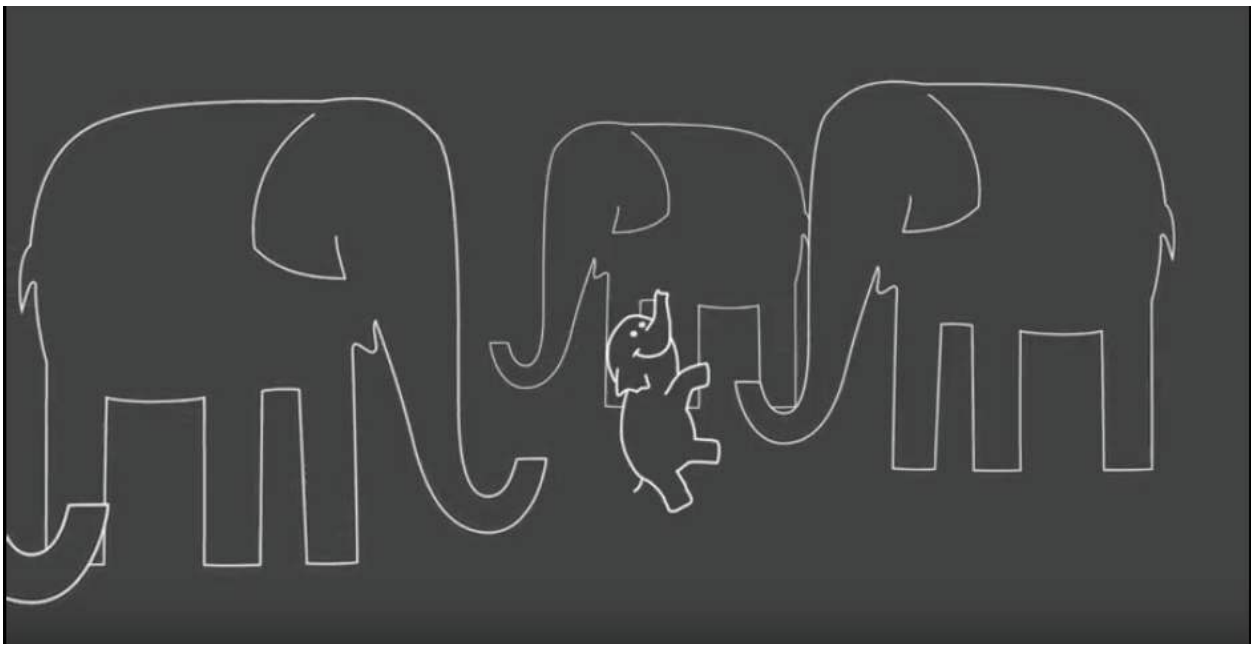
Stress is really intense in the survival brain. With trauma, any little stress makes that rock grow way bigger than normal. Because people with trauma misperceive ambiguous situations as threats, rock stays big all the time



- Open to learning new information
- Calm, peaceful, excited about what they are going to learn
- Playful
- Curious
- Not afraid of making mistakes - just part of learning process
- Confident
- The more you control stress, the easier it is to be in learning brain.
- Best way to keep kids in learning brain is through safe relationships



- Needs clear hard facts.
- Nothing can be grey.
- Panicky.
- Obsessive.
- Afraid of getting things wrong.
- Not calm and open to learning new things.
- Don’t like making mistakes.
- Afraid of looking stupid - don’t want to raise their hand.
- Can’t handle being picked on.
- Filled with doubt.
- Doesn’t have safe adults to support and protect him.



8 Practices Teachers Can Use to Support Students

1. Take a deep breath, and shift your frame of reference for students. Rather than asking "What is wrong with this child?," ask, "What has happened to this child?" You may not get straight answers about this, but trauma-informed teachers don't need to know what the trauma is to know how to understand, support, and encourage a child.

2. Create awareness by understanding the trauma response. Hyper-vigilance, fear, shame, and guilt are typical reactions to trauma. Corresponding behavior is usually not purposefully manipulative, defiant, or avoidant. Rather, it is adaptive and functional for the child for him/her to get what they need. Understanding behavior this way can help you think through other ways for your students to get their needs met.

3. Practice self-awareness by knowing your own triggers and know how to regulate yourself. When an adult is calm, regulated, and using their prefrontal cortex, students can co-regulate with the adult, helping to calm their own limbic structures and engage their prefrontal cortex. In other words, by being in the presence of a calm and regulated adult, children can become calmer and their brains and bodies can learn from the adult's regulation.

4. Build relationships with students not based on academics. Find out what they like to do, who their favorite pop or rap star is, and what movie they want to watch. You'll find that once your students know you care about them as people, they'll care about what you say and teach them.

5. Teach your students about their brains, their stress response system, and basic coping skills they can access in your classroom, like soothing themselves, breathing mindfully, and asking for help.

6. Create a space for calming down.

7. Provide students with choices. This can be as simple as asking, "Do you want to use a pen or pencil?" or "Would you like to sit over here by me, or by the bookshelf where it's less distracting?" Most children, especially those who have experienced trauma, have had very few opportunities to make their own choices. By ensuring their voices are heard and giving them options, students can feel a greater sense of power and agency, thus calming their limbic systems down.

8. Be aware of potential triggers when practicing mindfulness with your students. For instance, give them the option to look down at their hands or the floor rather than closing their eyes, as keeping their eyes closed may be a trigger. Additionally, ensure that all mindfulness practices are an invitation and a choice. If a student is not able or willing to participate in a breathing exercise or mindfulness activity, do not force them to or threaten disciplinary action. Rather, take a moment to get below their eye level, let them know you are there for them, and give them a suitable alternative choice.

FocusedKids
Classroom Implementation

FocusedKids
Pre-school and Kinder Implementation

Lesson 1: 30 minutes

1. Circle time. Introduce chime exercise: listen to the chime 2-3 times. Sit up tall and close eyes. Open eyes and raise hand when chime is silent)
2. Introduce one part of the brain: amygdala/guard dog- Talk about taking deep breaths puts guard dog to sleep- he can take a nap when you are safe in your classroom
3. Introduce and practice the breathing ball - using the breath, slow deep breath in, pause, slow deep breath out. Pass the breathing ball around and give each child a turn.
4. End with movement activity- teach **Swaying Like A Tree**
5. Leave coloring page of puppets with teacher. They can color and make 1 puppet a week after it has been introduced by FK.

Provide teacher with classroom brain break schedule, Finding My Calm anchor poster and the FK Mini Book.

Lesson 2: 30 minutes

1. Circle time will begin with the chime. Listen to the chime 2-3 times. Sit up tall and close eyes. Open eyes and raise hand when chime is silent.
2. Introduce and practice the breathing ball if you didn't get a chance during lesson 1 - using the breath, slow deep breath in, pause,
   slow deep breath out. Pass the breathing ball around and give each child a turn.
3. End with "elephant shower" or tick-tock.
4. Teacher will lead students to do coloring/puppets activity.

Lesson 3: 30 minutes

1. Circle time with the chime
2. Introduce and practice "Settle Your Glitter." - Using your senses = seeing
3. Introduce the whole calm down basket
4. Read the story **Little Monkey Calms Down**- talk about the connection to Monkey's behaviors and parts of the brain- tie in glitter jar.
5. Teach "Who Wants a Ride" Belly Breath with stuffy on belly.
6. Pass out FocusedKids certificate- Kids write their name and take home to share with family

Over the next four weeks, follow-up with teacher with email and blog. Each classroom will be offered once a month follow-up classes.

FocusedKids
1st-2nd Grade Classroom Implementation

Lesson 1: 40 minutes

1. Circle time and chime exercise: listen to the chime 2-3 times. Sit up tall and close eyes. Open eyes and raise hand when chime is silent.
   Teach them the saying, "When we listen to the chime, we are calm and focused."
2. Introduce three parts of the brain-use puppets to introduce the parts of the brain
3. Offer the mindful coloring page of animals with chime.
4. End with the chime- Teach 16 chimes.

Provide teacher with classroom brain break schedule, Finding My Calm anchor poster and the FK Mini Book.

Lesson 2: 30 minutes-40 minutes

1. Circle time with chime and Review parts of the brain
2. Introduce and practice breathing ball
3. Offer the mindful coloring page: Ms Elephante with the breathing ball- Have kids echo read "Ms. Elephante uses the breathing ball to guide her breath in and out slowly and calmly.
4. End with the chime and the turtle pose

Lesson 3: 30 minutes-40 minutes

1. Circle time with the chime and "elephant shower" (using body and breath to release excess energy)
2. Review and check-in
3. Introduce the glitter jar and read The Way I Feel
4. Introduce the whole calm down basket
5. Pass out FK certificate- color, label and take home

Over the next four weeks, follow-up with teacher with email and blog.Each classroom will be offered once a month follow-up classes.

FocusedKids

3rd Grade Classroom Implementation

Lesson 1: 40 minutes

1. Circle time and listen to the chime- focus on the sound of the chime. Teach them the saying "When we listen to the chime, we are calm and focused."
2. Pre-test Parts of the Brain: What do kids remember
3. Circle up and talk about parts of the brain- brain anchor chart on projector
4. Focused movement
5. Talk about the concept of being in charge of your brain. The more you know about your brain the more you know how to control what you do and how you react to a situation
6. Mindful coloring OR Focused movement

Provide teacher with classroom brain break schedule, Finding My Calm anchor poster and the FK Mini Book.

Lesson 2: 40 minutes

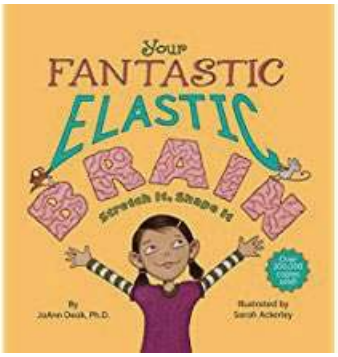
1. Circle up and do the chime
2. Partners work in the circle using brain parts and descriptions. Cards provided by FocusedKids or you can make your own set. Great to refer back to these cards and do this lesson multiple times throughout the year.
3. Turn and talk- partner A- describes part of the brain, partner B- names the part
4. Mindful coloring
5. Closing with chime or breathing ball or visualization

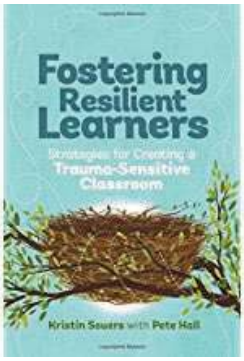
Lesson 3: 40 minutes

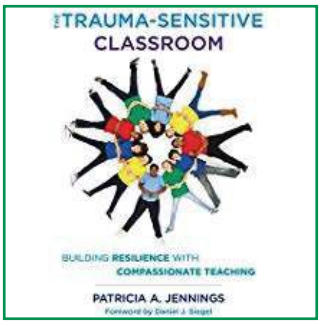
1. Circle up and do the chime
2. Brainstorm a list of strategies they use to help regulate themselves-introduce glitter jar if they don't have one or know about it.
3. Brain lesson- Read book, My Fantastic Elastic Brain.
4. Turn and talk- What is one new thing you learned about the brain?
5. Focused movement- 16 chimes
6. Pass out FK certificate- color, label and take home

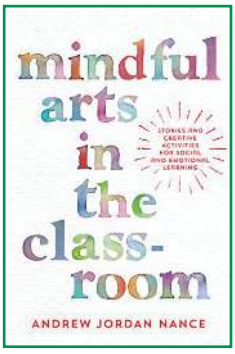
Over the next four weeks, follow-up with teacher with email and blog. Each classroom will be offered once a month follow-up classes.

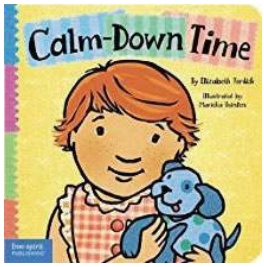
Resources

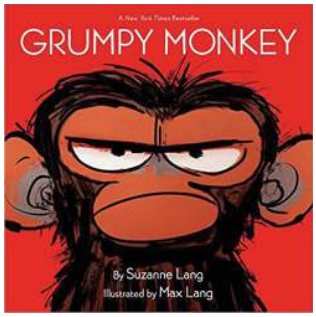


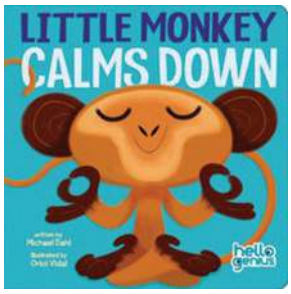


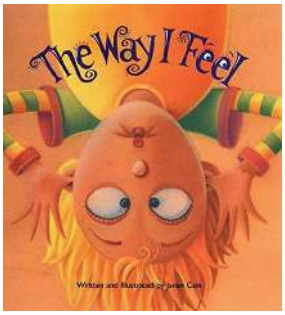


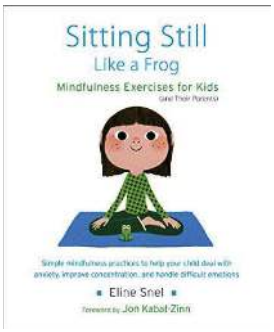


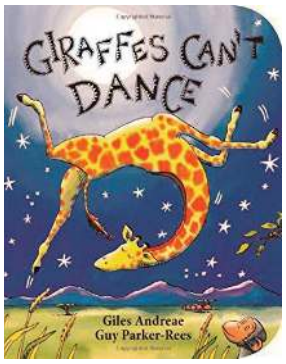


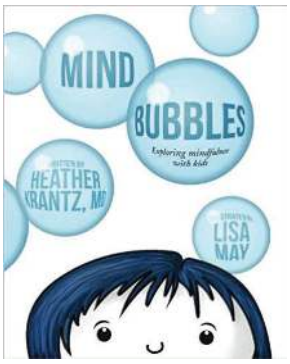












On Line Resources:

- www.focusedkids.org
- Stop, Breath, and Think for Kids, App
- The Calm App (for teachers-free!)
- www.momentous.org/blog
- How Can We Help Kids With Self-Regulation? - https://childmind.org/article/can-help-kids-self-regulation/
- Promoting Self-Regulation in the First Five Years: A Practice Brief - https://fpg.unc.edu/sites/fpg.unc.edu/files/resources/reports-and-policy-briefs/PromotingSelf-RegulationIntheFirstFiveYears.pdf