

## Finding Focus Lesson

### Grade Level Range:

Grade 3

\* Lesson could be modified for different grades

### Learning Intention

I can participate in a mindfulness activity.

I can actively listen.

I can apply being mindful into an everyday situation.

### Criteria

- ❖ Students will participate in the mindfulness activity.
- ❖ Students will reflect in a journal on a way they can use mindfulness in their everyday life.

### Essential Questions

- ❖ How can we use mindfulness to be present in the moment?

### Big Ideas

- ❖ Our physical, emotional and mental health are interconnected.

### Curricular Competencies

- ❖ Identify and describe practices that promote mental well-being

### Content

- ❖ Practices that promote health and well-being

### Core Competencies

**Personal & Social:** Students will be using personal awareness and responsibility in the lesson as they apply mindfulness to their everyday activity to find focus. Students will be prioritizing their well-being and using mindfulness to be present, manage their stress and preserve through their sports and hobbies.

#### First People's Principles of Learning:

*Learning Involves patience and time.*

Students will begin exploring mindfulness to help with focus in the present moment. Remind students that it takes practice. Encourage students to be patient and keep trying as they integrate mindfulness activities into their everyday activities.

## LEARNING EXPERIENCE PLAN

### Materials/Resources

- ❖ Epic! Book *Mindfulness in Sports* by Amber Bullis, MLIS
- ❖ Chart paper & pen
- ❖ Journal
- ❖ Pencil & pencil crayons

### The Plan

#### Connecting

1. Ask students to close their eyes if comfortable and take a deep breath.
2. Ask students to pay attention to their feet. Try to focus only on your feet in this moment. Clear your head of any other thoughts and notice them. Pose the question, how do they feel?
3. Have students give their feet a shake and stretch.
4. Ask students to continue being present in the moment as you have students focus on different body parts moving upwards to the head and giving stretches and shakes to your body.
5. Ask students how they feel after the focus activity.

#### Processing

1. Read with your class the epic book “Mindfulness in Sports” by Amber Bullis.
2. Discuss as a class and complete a brainstorm how our focus activity that we began with could help support being mindful when we play sports, participate in a hobby or do everyday activities.
3. Record ideas for students to reflect on.

#### Transforming & Personalizing

1. Have students reflect and record in their journal a situation where finding focus and using mindfulness could help them.
2. Encourage students to draw their personal experience and situation in their journal and write a few sentences on how being mindful could help them.