



Mindfulness with Aloha Breath

Lesson 2 - Mindfulness of the Body



Grade Level: Pre-K-2

Objectives:

- Empower students with a research-based, social emotional tool (mindfulness) that is grounded in the values of aloha - aloha breath (AB).
- Develop student's awareness and connection with their body, the body parts.
- Strengthen social emotional learning by encouraging students to notice how the body feels.

CCSS Benchmarks: HE.K-2.1.1 (Mental/Emotional Health), HE.K-2.1.5 (Personal Health/Wellness), HE.K-2.3.1 (Mental/Emotional Health), HE.K-2.5.2 (Communication Skills), HE.K-2.5.4 (Communication Skills), HE.K-2.7.1 (Advocacy Across Topic Areas)

Materials: *Mindfulness with Aloha Breath* storybook, chime/bell

Purpose:

- Increase academic excellence by providing students with a research-based attentional training strategy that strengthens the prefrontal cortex.
- Foster students' ability to cultivate healthy habits by encouraging students to notice feelings/sensations in the body before they react.
- Improve student's physical, mental, and emotional well-being by increasing their ability to sense and pay attention to bodily sensations.

Introducing Mindfulness of the Body:

- Foster students' understanding of the different body parts/functions by asking them to identify which body part was their favorite from the story, what the body part was feeling, and why.
- Ask students about the function of specific body parts: "What does this body part do? Can you think of a time when your ___ helped you in some way? Maybe today during lunch your stomach helped you to ___."
- Invite contemplation on the purpose of mindful aloha: "What superpower unites all great superheroes? Being aware, like Bear Awareness- able to see

what is going on, and how to be truly helpful. (In *Moana*, Maui won the fight because he was focused!)”

Mindfulness of the Body Practice:

- Facilitate experiential learning by connecting pop culture (superhero/traits) to being aware and helpful. Help students see that they can train their brain, the Bear Awareness part, to be strong and powerful.
- Guide students in cultivating self-awareness and connection to their body: “Let our bodies lie down, close our eyes if comfortable, being relaxed and aware. Take 3 deep aloha breaths, breathing in “ALO”- being present, breathing out “HA”- breath of life.”
- Invite students to explore with curiosity, focusing on the different sensations in the body: “Now focus on feeling the part of your body as it is named. Let’s start with the feet! How sweet to have feet! Put ALL your attention into *feeling* your feet... Silently answer these questions in your mind- Are your feet feeling hot and sweaty? Are they cold? Do you feel neither cold or heat in your feet? Do you feel your left toes more than the right ones?
 - How much can you feel your feet? Like watching waves in the ocean, don’t try to change what is happening, let your feet feel exactly as they wish to. Just notice what you notice, including if you get distracted and lose focus. Again and again, just come back to feelings in your feet.”
- Go through the body parts from the story, pausing and inviting students to feel each part of the body for 10-60 seconds, mindfully and with superhero-like focused attention
 - Invite students to feel as deeply and attentively into the body as possible.
- After scanning each body part at least once, use the bell to sound transition into discussion.

Alternative Practice- Playing Doctor

- This is a fun activity where students take on the role of being a doctor to their own body: “Let’s play doctor! Welcome to our doctor’s conference, very official! We are going to be scientists exploring the reality of our bodies... (Reality means what is true, and actually happening...)”
 - When I ring the bell, one student at a time will take a turn to name a body part that the whole group will focus on... We will feel this body

part deeply and completely, with all of our attention focused on the body part named.

- It can be warm, or cold, or touching the floor or your clothes, or it could be feeling something inside you, like your heart beating... Feel the part of your body until the bell rings again...
- How does this body part feel in your body, right now, and here?"

Alternative Practice- Simon Says

- Set up a game of Simon Says with the story characters- "when Simon says touch your hands, you touch your hands, close your eyes, feel your lungs, etc. If Simon doesn't say, then you don't do it and you have to sit down. The last person standing gets to be the first person leading the next round!"

Activity Assessment:

- Have students reflect on what they noticed about the body during the practice- did the feelings change? Where were the favorite places in the body to pay attention to? Did they notice the body parts with kindness and gentleness, with aloha?

Reflections

*Educators are encouraged to tailor these lessons to meet the needs and context of their own classroom. Kumus know best how to help their haumāna.

LESSON PLAN ASSESSMENT:

Please scan this QR code or click the link to provide us with a quick, anonymous assessment of the lesson plan:



[Lesson Plan Assessment Link](#)

CONTACT US:

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