



# Mindfulness with Aloha Breath

## Lesson 5 - Eyes (Maka), Mindful Seeing



**Grade Level:** Pre-K-2

### Objectives:

- Empower students with a research-based, socio-emotional tool (mindfulness) that is grounded in the values of aloha - aloha breath (AB).
- Develop students' growth mindset by increasing students' awareness, connection, and relationship with their eyes.
- Strengthen socio-emotional learning by encouraging students to notice how the eyes see/perceive are influenced by parts of the brain: Dino (e.g., anger, frustration, irritation), Hippo (e.g., desiring, wanting), and Bear Awareness (calm, peaceful, wise).

**CCSS Benchmarks:** HE.K-2.1.1/HE.2.3.1/ (Mental/Emotional Health), HE.K-2.1.5/HE.K.2.5.2/HE.K.2.5.4 (Communication Skills), HE.K.2.6.1 (Decision Making)

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

### Purpose:

- Increase academic excellence by providing students with research-based attentional training strategies that strengthen the prefrontal cortex.
- Foster students' ability to cultivate healthy self/emotional regulation, prosociality, and better decision making by encouraging students to pause and become aware of their inner/interpersonal experience before acting/reacting.
- Improve students' physical, mental, and emotional well-being by increasing their ability to engage in mindful seeing.

### Mindful Seeing:

- Foster understanding of eyes' function using potential script: "What role did eyes play in the story? What are the functions of eyes?" (Function means what do they do/what purpose do they serve)?
- Encourage students to explore ways that eyes help them, and to be appreciative of eyes: "Can you think of a time when your eyes helped you? Maybe today before school, your eyes helped you see how to cross the road safely..."

- "What are some of your favorite ways to use your eyes (see mommy's face, see the sea, mountains, friends, stories, sports... etc.)?"
- "Let's show appreciation and kindness to our eyes. Gently stroke the eyes and send it some warm tenderness."
- Expand discussion of the connection between how "eyes see" depends on which parts of the brain is present (Dino, Hippo, and Bear Awareness characters). Use potential script: "We usually look outside with our eyes, but we're going to experiment with looking inside ourselves, to understand how our eyes and what we 'see' are connected with our feelings and our state of heart-mind in the moment - that is, whether Dino, Hippo, or Bear Awareness is/are present."
  - Dino Script: "Show me with your eyes, how do your eyes feel when you are tired, stressed, angry?"
    - "When Dino is present with eyes, you ONLY pay attention to what is yucky and negative, and forget about any positive aspects of what you see. Sometimes this is very good because Dino make your eyes go big to protect you against potential danger, like seeing a snake - "Danger!" But sometimes, Dino over-reacts like when you get upset with your friend, your eyes get small and narrow, and they say, "I don't like you! Go away!" and you forget to see the good qualities of your friend."
  - Hippo Script: Select a desirable object (e.g., cookie) for this activity. "Tell me what you see in front of you. Can you tell me more what you see..." When Hippo is present with eyes, it remembers yummy feeling moment when you've had cookies before so your eyes ONLY pay attention to features that make you want the cookie more. Notice how your eyes feel when it's wanting something. What does it zoom into? "Hippo can also remember the sad or painful time like when you hurt yourself, or lost your toy. How did your eyes feel then - droopy, wet with tears? Do you notice that your eyes look away and don't want to see?"
  - Bear Awareness Script: "When Bear Awareness is present with eyes, you remember to pause (i.e., aloha breath), and allow your eyes to pay attention to everything. Look at the cookie and tell me everything -- I mean everything that you see now. This is mindful seeing. Your eyes are open, curious, and just see.
  - How do your eyes feel when Bear Awareness is present (steady, calm, bright, sparkly, twinkling)? Remember doing AB helps to strengthen Bear Awareness' power."

## Eye Yoga:

- Taking in Everything. Script: "Start standing in mountains pose, strong and tall like the Ko'o'lau Mountains. Take three deep aloha breaths, and as you inhale- open your eyes as wide as you can- trying to observe as much as you can in your field of vision without moving your eyes around. Breathing out, close your eyes if that is comfortable, focusing on your "inner eye," checking in and seeing how you feel inside.
  - Like a mountain with unshakable awareness of what is- breathing in and resting in quiet silence, breathing out, knowing you are breathing out.
  - Let every breath you take be an aloha breath- loving, nourishing, and helpful, like rain watering a mango tree.
  - Still standing as a mountain, without moving your head, and being gentle and kind, move your eyes as far left as possible to see in your "peripheral" ... breathing out- move your gaze to the far right... breathing in left, right...
  - Pause intermittently and check to see how the eyes are feeling right now...
- Seeing with Movement. Begin to introduce some movement, maintaining awareness of the eyes while gently rolling the neck one direction and then the other...
  - "Imagine being an eagle soaring high above the mountain tops! Breathe in and reach your wings up towards the sky, exhale and fly down, folding forward."
- Animals Seeing. There are many ways to look at the world. Pick an animal and imagine how they would see. Pick the pose of the animal, and take 3-10 breaths here!
- Relaxing Completely. Guide the students lay down flat on the back and breathe naturally, and notice how the body, heart, hands, stomach, and eyes feel...

## Alternative Activities

- Eye Spy- "Let's play attention with our eyes by playing eye spy. Look around the room and pick an object for others to guess what you picked."
- Eagle eye- "Outside and in nature, see what the furthest object a naked eye can perceive, and see if others can also spot it, like eye spy but with distance focus."
- Maka (make-A) eye joke- ("Why did the eyes cross the road? Because they could go there without using legs/feet. Because they saw another "I" was over there.")
- Staring contest- for bonding/if students are comfortable, have students pair up and have a staring contest.
- Gratitude Circle- sit in a circle and pass around a talking stick, only the person with stick talks, while everyone else deeply listens. Share on one reason why you are grateful for having your eyes.
- Eye- yai- yai. "If you lock eyes, both persons have to say Eye-yai-yai!"

## Activity Assessment:

- Assess the extent to which students understand the function of eyes, and how seeing/perceiving is influenced by the different parts of the brain. Assess whether students understand that mindful seeing is associated with Bear Awareness and doing aloha breath.

### Reflections

\* Eyes can see the physical world, but the metaphorical eye may perceive what is beyond our scope of vision.

## LESSON PLAN ASSESSMENT:

Please scan this QR code on your phone, and provide us with a quick anonymous assessment of the lesson plan itself:



[Lesson Plan Assessment Link](#)

## CONTACT US:

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