



Mindfulness with Aloha Breath

Lesson 7 - The Nose (Ihu), Mindful Smelling



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 nose.
- Strengthen socio-emotional learning by encouraging students to notice how smelling is influenced by parts of the brain: Dino (instinct defender -e.g., smelling danger like a fire, or smelling with distaste, poop!), Hippo (memory protector - e.g., smelling with pleasure, the memory of fresh baked bread), and Bear Awareness (wise observer -e.g., smelling with awareness, with calm attention).

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

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.

Mindful Smelling

- Explore the nose from the story and the real-life function of the nose.
- Warm up students' attention towards their noses: "Let's show some appreciation and kindness to our nose. Massage the nose, sending it some warm tenderness."
- Expand discussion to how the function of smelling is influenced by context (feelings, thoughts, circumstances) by connecting it with Dino, Hippo, and Bear Awareness characters.

- Dino Script: "Dino is the instinct defender so if your nose smells something that could be unsafe or dangerous for you, Dino jumps in to tell nose, yucky! danger! Can you describe a time when Dino tried to protect you by smelling something yucky, and your face muscles around the nose automatically scrunched up in response?"
Second possibility: "When you are angry, and since Dino is there to protect you, even if there is some yummy food in front of you, your nose will ignore the yummy smell, and instead, focus on your anger instead. So when Dino is there, you may ignore the nice smell. Can you describe a time when that has happened?"
- Hippo Script: "Do you have a favorite smell? How about a smell you really don't like? That's Hippo - because it's the memory protector, it stores your memories- things you have done yesterday and days in the past, (places, time, people) and tells your nose what you like and don't like."
- Bear Awareness Script: "Bear Awareness, the wise observer, notices everything with aloha -kindness, gentleness, patience. How well does your nose smell when Bear Awareness is your inner leader? Bear Awareness lets the nose take its time to smell the flowers, to pay attention to what it notices - good smelling, bad smelling, neutral smelling. With its ability to press the pause button, it can help you to make really good choices- like choosing the food that is healthy for your body, and not just what mouth wants."
○ Can you describe a time when Bear Awareness was with nose?"

Mindful Smelling Activity:

- Start each session with 3 deep aloha breaths, asking for a volunteer to lead the class.
- Animal Nose/Breathing. This activity allows the student to have fun getting to know the nose via imagining how animals breathe.
 - "What is your favorite animal? Think of that animal in your mind, and make a creative breath movement to show the class that animal breath. We will follow your lead, breathing like the animal, then we will try to guess the animal you are breathing like! I will start as an example."
 - "Everyone breathes and moves just as I do. Breathing in- raising both arms up and head/nose up, exhaling squatting arms hugging legs into a ball. Breathing in and up, breathing out and down. One more breathing in, and breathing out... Great! Did you guess that it was- an 'iwa/bird;

smelling the sweet, salty sea breathing in, then breathing out and resting wings in a birdie crouch.

- Have students take turns leading the class in animal breathing, and have them explore how the shape of the nose influences smelling/breathing capability.
- Guess the smell. Put a small dab of different oil (peppermint, lavender, lemon, orange, etc..) on cotton balls, and give each student the fragrant cotton ball. Guide them to smell each cotton ball slowly, inviting them to pay attention to how the nose responds to the smell. As they respond, ask them to tell you whether Hippo (Ahh, this smells yummy, I like, or yucky, I don't like this smell), or Bear Awareness (calmly observes) is currently present with nose.
- Taste without smell. In this activity, guide students to explore the connection between taste and smell. Give them a tasty fruit like grapes or orange slices. Guide them to eat the fruit as normal, but to chew slowly in order to enjoy the taste. Then ask them to hold their nose as they eat the tasty fruit again: "What did you notice when nose is not present at the same time with mouth (you can't detect the taste)?"

Activity Assessment:

- Ascertain students' depth of comprehension of Dino, Hippo, and Bear Awareness functions and relations to nose. Have students reflect on their practice: "How was your experience? Did your Hippo have a (most, least) favorite smell, and if so why?"

Reflections

*Kids can smell fake. Just be yourself.

LESSON PLAN ASSESSMENT:

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



[Lesson Plan Assessment Link](#)

CONTACT US:

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