



# Mindfulness with Aloha Breath



## Pausing the Blame

**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 students' growth mindset and resiliency skills by practicing AB Breath, deep reflection, and awareness of oneself and others.

**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, talking stick, ball

### 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 so they may thrive throughout their lives, in and out of school.

### Discussion: Blaming

- Have students lead three AB's, then discuss the blaming phrase: "It's you \_\_\_\_, you're to blame!" in the story, the emotions associated with these characters/actions, and if students agree or disagree with placing the blame on any part of the body.
- Generate students' awareness of interconnection and need for understanding and compassion: "Like this classroom, we are family, ohana- everybody has to co-create and share this space if we wish to have a good time and harmonize- *lōkahi*. The wiser we work together, the more we love one another other- aloha kekahi i kekahi- and take care of each other- *mālama kekahi i kekahi*, the less we all stress, and the more fun we can have, the more we can grow. Does a tree blame its

roots, or its leaves for not doing a good enough job, and does one part ever quit on another?”

- Show students how blaming- pointing fingers, and saying, “it’s you... it’s your fault” in a mean tone is not something helpful to do. Explain that of course, if someone needs to clean up their mess, we can remind this person that they may have left a mess to be cleaned. But blaming is different.
  - Clarify to students blaming is when you say someone is doing something wrong when they are not- and this causes harm.
- Have students remembered a time when someone blamed them for something they didn’t do, and how it feels in the body, belly, heart, eyes/face?
  - See if students can notice how the body tightens in response to stress. Connect this to Dino’s getting ready to defend:
    - “Dino is always ready to protect not only your body but your whole being. But sometimes, Dino’s way of protecting you is outdated and unskillful... If you’re in an argument with someone you love, Dino might try to defend your opinion so you can still be “right,” but do we need to be right all the time?”

### **Discussion: Pausing the Blame, Seeking to Understand**

- Discuss the power of Bear Awareness to take a pause, especially when feelings/emotions are strong, and Dino seems to be in charge.
- How did Bear Awareness help the stomach realize what the stomach was doing (blaming) and that’s why the stomach was so upset?
- Aloha breath allows for a pause, so that insight/understanding can arise. What was the stomach’s insight? (realized that each body part has its unique function, but everyone is interconnected and essential).

### **Mindfulness Practice: Name it to Tame it**

- Another superpower ability of Bear Awareness is to name and tame the feeling/emotion (e.g., anger is present, sadness is here).
  - Not naming an experience can create a great challenge in being bamboozled by flooding feelings of fear, uncertainty/anxiety, anger, etc:
  - “If blaming leads to flaming the fires of frustration and fear, then naming leads to taming the feeling like ocean waves cooling down the hot lava.”
- “Naming” something invites understanding to the experience by putting words to it, and this gets easier in time and with practice:
  - “Just like you call yourself by your name, you know who you are, and know friends and family and can call them by their names (yes mommy is a truthful

- name for your mother!), we can name the things in life that are happening within and around us.”
- “For example, with Bear Awareness we can see that we are angry at our sibling for playing with a toy we want to play with, name the anger, and in this way we stop Dino, anger, and pain from taking control. To name the truth, we need to stay curious like scientists or detectives- gathering clues and figuring it out.”
  - Name the Now Game. Have students sit in a circle, and one student at a time silently charades the emotion they are experiencing. Clarify that everyone is on the same team, and has 20 seconds to guess what that person is naming (maybe anger, happiness, peace, hunger, etc.). Ensure students are deeply listening to the leader, like a superhero- being super aware of the person who turns it is”
    - “When you have the talking stick, it is your turn- pause and see how you are feeling. Name that feeling in your mind, then silently like charades- act out and express it, not using words or sounds. The trick is the truth! When it is your turn, really check in with how you are, sharing your feelings- naming how you are now- sincerely. If you wish to pass, you have the option.”
    - Remind students to be present and not to think about what they are going to say before their turn, and that there’s no right or wrong name to give to the present moment experience. Whatever they say is their truth.
  - Debrief and see if students were able to guess what the person was feeling/naming, and how they knew.

## Mindful Aloha Practice

- Invite students to experiment with any of mindful aloha practices (the other lessons), and grow their Bear Awareness muscles. Have students peacefully settle into their bodies, sitting up or laying down, however most comfortable, perhaps with eyes closed, being very (bear-y) aware, and taking a few AB’s.
- Guide students in imagining themselves playing with their favorite toy:
  - “Using our imagination, we are safe, just exploring with our mind and Bear Awareness- so we may grow, learn, and be kind. See yourself playing with your favorite toy, enjoying it. Maybe it’s that awesome truck, video game, or doll. Really see it in your imagination, what color is it? What sounds does it make, how does it feel in your hands? Notice how you feel playing with this favorite toy, maybe, happy, peacefully, or excited.”
  - “Now imagine that someone grabbed this toy away from you- and actually blamed you, saying: “I was playing with it first, it’s my toy, it’s my turn to play with it, you can’t have it.” Notice how your body may tense when

- someone takes your toy. Have your thoughts changed, from peaceful to angry? Perhaps Dino starts to arrive on your mind's scene and starts controlling you, building frustration?"
- "Notice how your body changes when it is being blamed for doing wrong, perhaps there's tension in your stomach, shoulders, jaw, eyes, or like poison gripping your whole body. Take a deep aloha breath, and give yourself some kindness. You nor any other being wishes to feel bad."
  - "See if you can be as powerful as great superheroes- having more kindness, gentleness, and aloha in your heart- and breathe out some of that aloha and love to send to this person you feel has done you wrong, breathing out peace and akahai- kindness, to the toy thief."
  - "This person did not want for their Dino to take control- they may not even know they are being selfish. In their heart, they may truly be wishing for more joy and peace, just like the joy and peace you felt before. Maybe their parents were mean to them, or someone in their family is sick or not doing well, and they are having a bad day and take it out on you."
  - "Never allow yourself to be bullied, rather stand up for yourself and the toy-takers happiness. See yourself shining infinite light like the sun, radiating loving aloha. Just by your being you, you're being *such a force of aloha, kindness* that transforms this person's negativity into positivity. See how the bad feelings soften and go away within your heart, and the heart of the toy-taker. They give the toy back to you, saying sorry. How would it feel to forgive this person? Perhaps you wish to play with it a bit by yourself, then share it?"
  - "Come back to your aloha breathing, letting go of the imagination, and noticing how your body-heart-mind may have changed during this practice. Thank yourself for being brave, and growing your superpower Bear Awareness muscles. If you like, you can wrap your arms around your body and give yourself a little hug. Perhaps naming and feeling the loving aloha in your body/mind/heart."
- Let students discuss how blaming can cause harm, and how just like a superhero is aware of what is going around within and around them, students too can practice training their superpowers of mindful aloha.

### **Alternative exercises:**

- Aloha ball. Sitting in a circle, oversee that students pass a ball to each other-sharing something they appreciate about their classmates.

- Aloha meter. Gauge how the class is feeling by asking: "Check in with yourself, body-mind-heart, and see how much aloha you're feeling right now. Show me your aloha meter with a thumbs up if you're feeling fine, double thumbs if really great, thumbs down if you're feeling angry or sad."

## Discussing Discoveries

- Let students share what they learned from the time together, how they can name their truth (how they feel) without blaming or being hurtful, and what helps them be the best version of themselves they can be.

## Reflections

\* Being kind is not always easy nor ubiquitous expressed, yet it is always possible.

## 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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