

Learning Plan

Name: Renee Pierre	Age of Children: Preschool (3-5)	Date: 6/6/2021
Title: 5, 4, 3, 2, 1, Mindfulness		

Learning Standards and Outcomes

Learning Standard:

Teaching Strategy Gold

Social-Emotional

1. Regulates own emotions and behaviors
 - a. Manages feelings
 - b. Follows limits and expectations
 - c. Takes care of own needs appropriately

Language

9. Uses language to express thoughts and needs
 - a. Uses an expanding expressive vocabulary
 - c. Uses conventional grammar

Mathematics

20. Uses number concepts and operations
 - a. Counts
 - b. Quantifies
 - c. Connects numerals with their quantities

Science & Technology

25. Demonstrates knowledge of the characteristics of living things

Child Outcome:

The student will be able to:

- Manage their feelings
- Follow behavior expectations
- Take care of own needs appropriately
- Use an expanding expressive vocabulary
- Use conventional grammar
- Count
- Quantify
- Connect numerals with their quantities
- Demonstrate knowledge of the characteristics of living things

Learning Experience

Describe the Learning Activity/Opportunity

5, 4, 3, 2, 1, Mindfulness is a grounding exercise that supports children to manage their intense feelings, such as being worried, nervous, or afraid about something uncertain. This is a tool for children to take care of their feelings allowing them to follow behavioral expectations. The children will use their five senses of sight, touch, hearing, smell, and taste to be present in the moment by exploring their immediate surroundings, calming their fight or flight responses in their brain.

In this activity, the children will practice the grounding technique while being calm, allowing them to learn how to use the strategy confidently. This will ensure the children can implement the exercise successfully in times of anxiety and uncertainty. Learning mindfulness helps children pay attention to what is happening in that moment, keeping their thoughts from drifting and building critical skills of focus and self-control.

During the activity, the children will practice counting down from five and matching quantities to the numerals to calm down their emotions, allowing them to think more clearly using their five senses. By incorporating the children's senses, it enhances their learning experience by transforming the knowledge into memory.

Materials Needed:

- Random household items
- Paper
- Writing tools

Procedures:

1. ENGAGE:

I will begin this activity by making a list with the children of familiar feelings by asking, "What are the different feelings you can feel?" I will introduce a new vocabulary of anxious to connect to the meaning of the exercise by asking, "How do you feel when you are anxious? **Anxious** is when you feel worried, nervous, or afraid about something you are unsure of." I will extend their thinking by asking them to identify reasons you can be anxious and how it can make their bodies feel by saying, "What do you think can make you feel anxious? and How does your body feel when you are anxious?"

I will capture the children's attention by asking if they want to play a game introducing the curious word of mindfulness by saying, "Let's play a game of 5, 4, 3, 2, 1, Mindfulness. When you are **mindful**, you focus on something and slow down to notice what you are doing. When you are mindful, you are taking your time to think about how you are feeling."

2. EXPLORE:

To begin the engagement, I will introduce new language of senses and surrounding that is needed to play by asking, "What are your senses? Your five **senses** are touch, smell, taste, sight, and hearing. In this game, you will use the senses to understand your **surroundings**, the space around you, your environment." I will provide the children with an opportunity to explore their senses and use the pattern of the mindfulness exercise by asking them the following questions. "What five things can you see? What four things can you feel? What three things can you hear? What two things can you smell? What one thing can you taste?"

3. MAKE SENSE:

To make sense of this activity, I will pose a question to promote and expand the children's thinking by asking, "How do you think you can use your senses to calm your bodies and minds when you feel anxious?" This will allow me to make sure the children understand the concept of the activity. It will also enable the children to process their learning by talking through their thinking aloud.

4. CLOSE:

To bring this activity to an end, I will reflect on how the children feel in this moment of being in a calm state and how it is different from feeling anxious by asking, "How are you feeling now?" I will conclude the activity with open dialog by creating a list of ideas when the children would find this activity helpful by

prompting, “When would you think you could use this mindfulness exercise?” This will provide the student with an understanding of ways to identify and manage their feelings independently.

5. FOLLOW UP:

I will build on this lesson in the future by having the children create their own poster to check off the sensory as they run through the grounding exercise by asking, “What can you do to remember how to do the 5, 4, 3, 2, 1, Mindfulness exercise?” This will provide the children with a visual aid to be successful in calming their intense emotions. This activity can be adapted for children who need further support by providing visual cards to know what order they need to engage in the steps of the activity. The exercise can be extended by replacing the visual prompts to incorporate literacy words and numbers.

New vocabulary words that children will develop as part of this learning plan:

- | |
|---|
| 1. Anxious: feeling worried, nervous, or afraid about something uncertain |
| 2. Mindful: paying full attention to something; slowing down to notice what you're doing: When you're mindful, you're taking your time |
| 3. Senses: the five senses are touch, smell, taste, sight, and hearing, used to understand or experience the surroundings |
| 4. Surroundings: the environment; the space around you |

Open-ended questions for each lesson phase that you can ask children as part of this learning plan:

Before the activity:

1. How do you feel when you are anxious?
2. What do you think can make you feel anxious?
3. How does your body feel when you are anxious?

During the activity:

1. What are your senses?
2. How can we use our senses to calm our bodies and mind?
3. What five things can you see?
4. What four things can you feel?
5. What three things can you hear?
6. What two things can you smell?
7. What one thing can you taste?

After the activity:

1. How are you feeling now?
2. When would you think you could use this exercise?
3. What can you do to remember how to do it?

This activity is developmentally appropriate for preschool-age children:

Age-appropriate:

- This activity is appropriate for preschoolers because they are beginning to learn how to manage their feelings and identify emotions. This exercise is hands-on and engaging because the children are

active participants by exploring their senses. They relate to their environment applying the knowledge to utilize the 5, 4, 3, 2, 1, Mindfulness checkoff list. This supports their understanding of the world around them and how they use their environment to change their feelings.

Individually appropriate:

- This activity is individually appropriate because it can be tailored to meet the children's needs by choosing when and where they want to use it. The children can also select the items around the environment based on their interests. For example, if the children have a favorite color, they may gravitate towards items in their environment of that color. This grounding exercise can be adapted to support individual levels of development by having premade visual aids or extended by including the children in creating their own chart.

Culturally appropriate:

- This activity is culturally appropriate because the children search for items within their own environments and describe familiar objects. Children can also use their home language by identifying their feelings and naming their senses, numbers, and items found in the surroundings.

Describe how in this activity you promote the following:

Promoting Analysis and Reasoning:

Why and how questions:

- Create opportunities for open dialog to help the children understand how stress impacts the body by asking, "Why is it important to calm your feelings when you feel anxious?"
- Help children recognize and identify their big feelings by asking, "How do you know how you feel?"

Problem-solving:

- Pose problem-solving questions to help the children develop a strategy of how to remember to use the grounding exercise by asking, "How can you remember to use the 5, 4, 3, 2, 1, Mindfulness chart?"
- Create a plan on what steps to incorporate using the grounding exercise by remembering the order and sequence of checking off their items on the list. "What will you use to identify what number you are on in each sense?"

Prediction and experimentation:

- Question the children's thinking by having them predict when they feel they will need to use mindfulness exercise by saying, "How will you know when you need to use the mindfulness exercise?"
- Engage the children to experiment in role-play to practice the exercise while feeling calm and learn the steps needed to successfully implement the activity in a moment of stress. "How would you respond if you are feeling worried? and What would you do?"

Classification and comparison:

- Identify the environment using the classification of the five senses by walking through each step of the process. "What are five things you see, four things you touch, three things you hear, two things you smell, and one thing you taste?"
- Talk with the children about how items can be used in multiple areas. "What items are the same that you can see, hear, and touch?"

Promoting Opportunities for Creating:

Brainstorming:

- Create a list with the children of feelings. "Tell me, what are the different feelings you have?"
- Identify strong feelings that may make you uncomfortable or out of control. "What feelings are strong that makes you uncomfortable or out of control?"

Planning:

- Introduce new vocabulary words through open discussion. “What do you think anxious is?”
- Read books that identify different feelings. “How do you think this character feels?”

Authentic production:

- Create a space to hang the poster of the steps for children to have access to it. “Where is a good place to store the Mindfulness poster?”
- Include children in creating the poster of the steps they need to follow in the exercise. “What materials should we use to create the poster?”

Promoting Opportunities for Integration:**Connecting concepts:**

- Make connections with the children that when you have strong feelings, there are safe strategies they can use to help them deescalate their emotions. “When you are feeling nervous, what are five things you look for to make you feel calm?”
- Model language of the sense for the children to practice what each one implies. “I smell popcorn.”

Previous knowledge:

- Question the children on what they already know about strong feelings by creating a list. “Tell me, what are things that make you uncomfortable or cause you to have big feelings?”
- Identify common everyday objects by engaging in open-ended conversations about the environments and what the children can see, touch, hear, smell, and taste. “I spy with my little eye...”

Promoting Opportunities for Connections to the Real World:**Real-world application:**

- Provide children time to explore the environment when they are calm to be aware of the world around them and support them in grounding their emotions. “When you close your eyes, what are three things you can hear?”
- Expand conversations by including new vocabulary to support the children in understanding that all people can experience big feelings and you need to find safe ways to deal with them. “When you are feeling anxious it ok to hurt others? What else could you do instead that is safe?”

Relation to children’s lives:

- Encourage children to use their home language to describe their feelings and identify the items within their environment. “How would you say that in your language you speak at home?”
- Ask how different scenarios make them feel because not everyone has the same responses to the exact situations. “How do you feel when your parent leaves to go to work?”

I certify that the lesson I am submitting does not utilize a worksheet or rote learning experience. My lesson focuses on promoting concept development through high-quality interactions and everyday materials easily obtained in a family’s home or surrounding outdoor environment. The outcome of my lesson is not a “cookie-cutter” product.

☒ **Yes**

☐ **No**