OPEN Online Physical Education Network

MEDITATION

RELAX AND REFLECT

STUDENT TARGETS

- **Skill:** I will demonstrate belly breathing techniques while focusing on stillness of my mind and body.
- **Cognitive:** I will discuss my feelings before and after this relaxation activity.
- **Fitness:** I will actively participate in order to calm my mind and body.
- **Personal & Social Responsibility:** I will demonstrate respect for myself and my classmates by demonstrating relaxation etiquette.

TEACHING CUES

- Sit Comfortably
- Still and Quiet Body and Mind
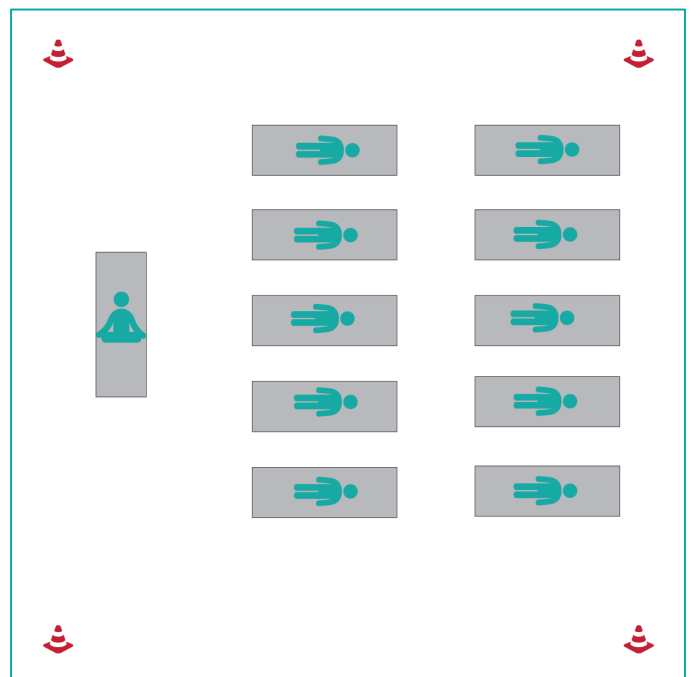- Listen and Breathe
- Breathe Into Your Belly

ACTIVITY SET-UP & PROCEDURE

Equipment:
- 1 yoga mat per student
- Guided Relaxation Audio Track
- Relax and Reflect Exit Slips

Set-Up:
1. Lay yoga mats in a circle or even rows.
2. Send each student to a mat.

Activity Procedures:
1. This activity is called Relax and Reflect. We'll learn how to relax and calm our minds and bodies by listening to instructions that we can follow.
2. Sit (or lay down) on your mat in a comfortable position.
3. Listen to the recording, focus on the words, and practice belly breathing.
4. Follow the instructions you hear to help you relax your body and calm your mind.

Grade Level Progression:
K–1: Students follow the instructions provided.
2–3: Students script their own reflection based on teacher prompts. During their reflection, students include reasons why they enjoy yoga and mindfulness activities.
4–5: Give students a moment before and after this activity to describe their feelings with a single word. Use an exit slip to give them the opportunity to write about why they chose the words that they selected.

RELAX AND REFLECT

UNIVERSAL DESIGN ADAPTATIONS	• Give students the option to choose a comfortable relaxation pose (e.g., sitting against a wall for support, laying on their mats, etc.).
ACADEMIC LANGUAGE	Belly Breathing, Calm, Emotions, Exhale, Feelings, Focus, Inhale, Mindful, Quiet, Relaxation, Stress
STANDARDS & OUTCOMES ADDRESSED	• **Standard 4 [E5.K-5]** Recognizes the established protocol for class activities (K); Exhibits the established protocols for class activities (1); Recognizes the role of rules and etiquette in teacher-designed physical activities (2); Recognizes the role of rules and etiquette in physical activity with peers (3); Exhibits etiquette and adherence to rules in a variety of physical activities (4); Critiques the etiquette involved in rules of various game activities (5). • **Standard 5 [E3.K-5]** Identifies physical activities that are enjoyable (Ka); Describes positive feelings that result from participating in physical activities (1a); Discusses personal reasons for enjoying physical activities. (the "why") (1b); Identifies physical activities that provide self-expression (e.g., dance, gymnastics routines, practice tasks/games environment) (2); Reflects on the reasons for enjoying selected physical activities (3); Ranks the enjoyment of participating in different physical activities (4); Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response (5).
DEBRIEF QUESTIONS	• **DOK 1:** How can you recognize when your mind and body are feeling stress? • **DOK 1:** How can you recognize when your mind and body are feeling relaxed? • **DOK 2:** Compare and contrast how your mind and body felt before and after this activity. • **DOK 3:** How can you use what you've learned about breathing and relaxation when your body and mind are experiencing stress? • **DOK 4:** Let's write a very short reflection that we can say to ourselves when we feel stressed.
TEACHING STRATEGY FOCUS	**Help students process content.** Practicing guided reflection and relaxation is, in itself, a very beneficial practice for students. But in order to help them understand the application of this practice in their daily lives, it's critical to discuss that application and give them the opportunity to elaborate on how they believe guided relaxation can help them manage personal stress.