**Program Plan - Step 1**

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| **Program Title: Calm Kids** | Program Author: Rosemary Ayres |
| **Programmer: Rosemary Ayres** | Author Email: rayres@vbgov.com |
| Will staff new to this program require training? **Yes** | |

**BASIC INFORMATION**

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| **Program Length:** | 20-30 minutes |
| **Repeat:** (None, Weekly, Bi Weekly, Monthly) | None-this is a one-off, but could be modified easily into a weekly or monthly program |
| **Program Date & Time:** | Thursday, July 9th 3:30-4:00 pm Digital via WebEx |
| **Registration Limit (if any):** | None |
| **Number of Staff Needed:** | 2 for WebEx-presenter and host |
| **Preparation Time Needed:** | 1-2 hours |
| **Set-Up Time Needed:** | 15 minutes |
| **Tear Down Time Needed:** | 15 minutes |
| **Program Location:** | WebEx |
| **Technology Plan:**  (devices, computers, software, apps, etc. Requires something new? **If so, please explain)** | Personal laptop |
| **Audience** | Grades K-2, 3-5 (approx. ages 5-11) |
| **Target Audience:** | This is developed for a digital, one-off presentation during the summer, geared towards elementary aged children at home over the summer |
| **Program Description:** | Calm Kids will teach basic and varied mindfulness techniques, calming and quieting both the body and mind, incorporating some movement, yoga and gratitude. |
| **Program Outcomes:** | Children will practice gratitude and mindfulness techniques, learning how to calm their bodies and minds in any setting-home, school, sports, or performance, helping them reduce anxiety and stress in all areas of their lives. |
| **Strategic programming area:**  Under which strategic programming area for your track does this program fall? If there’s overlap with another track, select one from each priority list. | School enrichment. This is a program that will improve social and emotional skills as well. |

**Program Plan - Step 2**

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| Program Title: Calm Kids | Program Author: Rosemary Ayres |
| Programmer: Rosemary Ayres | Author Email: rayres@vbgov.com |
| Will staff new to this program require training? Yes | |

**PROGRAM OUTLINE**

**Programmer Materials:**

* Yoga mat-nice, but not necessary
* Music if desired, but not necessary
* Glitter jar (Pre-make)

**Participant Materials:**

* Nothing necessary. Yoga mat, blanket or towel may be desired.

**Pre-Program Checklist (Setup instructions, tasks to complete prior to program)**

1. Make glitter jar - <https://www.pinterest.com/pin/391742867593816505/>
2. Check out or purchase Bari Koral’s guided meditations for kids on her website: <https://barikoral.com/>
3. Or use her free YouTube channel clips-Star Energy, Rainbow Relaxation, and ocean breathing, etc.: <https://www.youtube.com/channel/UCbuENEBzQ69QKmfX2iumnFA>
4. <https://www.youtube.com/watch?v=Y4Me_qrmDoM&t=928s>

**After-Program Checklist**

1. Enter statistics into [Library Market](https://vbpl.librarymarket.com/events/month).

**I. Introduction (5 minutes)**

* Introductions
* Housekeeping
  + WebEx info

**II. Program Overview (5 minutes):**

Today, we will practice some ways to calm both our bodies and minds. By the end of this class, you will be able to (Program Outcomes**):**

1. Name something you are grateful for today
2. Understand why deep breathing calms your body and mind (Flight or fight response and deep breathing)
3. Choose a favorite mindfulness technique you learned today

**III. Warm up (5 minutes)**

**Explanation:** Ask kids, “What do you know about mindfulness? Do any of you practice mindfulness?”

**Activity:** show kids the glitter jar and explain that sometimes our minds look like this: (show jar when it is all shaken up), then, explain that after we practice some mindfulness, our minds look more like this: (show jar all settled and “calm.”)

**IV. Topic #1 -Yoga/movement**

**Explanation:** Practicing yoga or doing some mindful movement beforehand enhances mindfulness techniques

**Activity (ies) -5 minutes**

* Practice simple, but child friendly yoga poses such as **butterfly** where choose kids as they “become” butterflies, sitting criss-cross apple sauce, flapping their butterfly wings (legs) as I ask them what color butterfly they are

And/OR

* Standing Like Tree song/pose:
* <https://www.youtube.com/watch?v=6oDz8_FyNXU>
* <https://www.youtube.com/watch?v=ppieUj8NDog>

Lyrics :

Standing like a tree (stand up)

with my roots dug down (stomp feet)

my branches wide and open (open arms up and wide like branches)

Come down the rain. (fingers “rain” down)

Come down the sun. (Sign language for sun)

Come down the fruit

to the heart that is open to be (make heart shape with hands in center of chest)

Standing like a tree

**V. Topic # 2 –Gratitude (5 minutes)**

**Explanation:**

* Discuss how sometimes life is hard, challenging, stressful even. Explain how studies show that when we take time to think of (and especially to write down) things we are grateful for each day, we are happier. Can be big things (I am grateful I have a family who love me or I am grateful for my dogs) or more specific to the day (I am grateful I got to go swimming today or I am grateful I had ice cream for dessert last night).
* Ask, “What is something good that happened to you today?” or, “What is something you are happy about (or grateful for) today? “
* Demonstrate by sharing some things I am grateful for first. Can use a white board, chalk board, or just discuss out loud.

**VI. Topic #3 (5 minutes) - The Flight or Fight response and Deep Breathing**

**Explanation:**

* When we lived as hunter-gatherers, a response known as the flight or fight response was often necessary to keep humans safe and alive. If a person saw a tiger coming towards her, she would have to decide whether to fight that tiger or run for her life. Today, our bodies and minds still have this same reaction to other experiences in our life that aren’t actually a tiger-for example, having to take a test for school, hearing people yelling at each other, or sometimes, for no reason we can tell-it just happens-our hearts might beat extra fast, our palms might get sweaty, or we might feel like we just want to run. When we breathe deeply, we get more oxygen into our bodies, allowing our bodies to calm down
* One of benefits of mindfulness is that it helps to get yourself from “flight, fight or freeze” mode back to “rest and digest” mode.
* Deep breathing helps get more oxygen into your bloodstream, opening up your capillaries. It has a physical effect on your body to help you calm down and lower stress.

Note: modify shorter or longer. Simpler/more complicated-depending on age/maturity/attention span of children

**Mindfulness Activities -**

1. Candle Breath-Have children bring one or two fingers up to lips as they inhale deeply, then “blow out” candle with a big exhale. Repeat several times.
2. Ocean Breathing-see Bari Koral YouTube-guided meditation <https://www.youtube.com/watch?v=6If7zcLsEV4&t=69s>
3. Energy Tapping with “I am Peace” or “I am Calm”

* Tapping on wrist, say:
  + Peace begins with me
  + Peace is above me, peace is below me (if you want, think of a picture a blue ball of light in front of you-or anything that makes you think of peace or that makes you feel calm-the ocean, the sky)
  + Peace is in front of me, peace is behind me (now the blue ball of light is here)
  + Peace is to my left, peace is to my right,
  + Peace is all around me
  + I am peace

Repeat phrases on other energy points on body:

* Forehead
* Space between nose and lips
* Chin
* Chest

Ask kids how they feel compared to before the exercise? Better? More relaxed? Happier?

1. Guided Meditation: Rainbow Relaxation –uses color of rainbow to get kids to imagine, be mindful and be calm
2. Loving Kindness Meditation: sending love and good energy first to those we love (parents, aunts, uncles, etc.), then to friends, then to someone who has hurt your feelings or made you angry, imagining all the best in life for them-happiness, health, love; then to yourself-imagine all the best for yourself-love, health, happiness. <3

Yoga with Tim Loving Kindness meditation reference:

<https://www.youtube.com/watch?v=47RVQekYubM&list=PL9T0rODp2rcswe0XDh-DertoV-UcniUoS&index=5>

**Wrap Up - (5 minutes)**

* Do a brief review of the different mindfulness techniques we learned today
* Ask kids which was their favorite technique/activity
* Ask kids where and when they could use these techniques (any time-school, home, before a test, before bed, first thing in the morning)
* Encourage kids (if old enough) to designate a notebook or other paper at home to write down 3 things they are grateful for each day-bedtime is a good time
* Share additional resources for today’s program and any upcoming classes.

**Closing Activity:**

* Guided Meditation-Star Energy (see Bari Koral YouTube**):**
* <https://www.youtube.com/watch?v=5JjGi2sL1EY&t=115s>

**Program Adaptations**Utilize this section for any adaptations you may need to make within your age group. For example, if your intended age group is K-2, but the majority of registrants are kindergarteners, you may need to precut some materials, as their scissor handling skills may not be the same as a second grader.

* For older elementary: use gratitude journals, incorporating literacy
* For preschoolers, for Gratitude, just talk about happy/good things-no journal or listing
* For Preschoolers, shorten program to 30-45 minutes, leaving out or simplifying discussion on Flight vs. Flight response and reduce mindfulness activities to 2

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| **Kindergarten** | **First Grade** | **Second Grade** |
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