

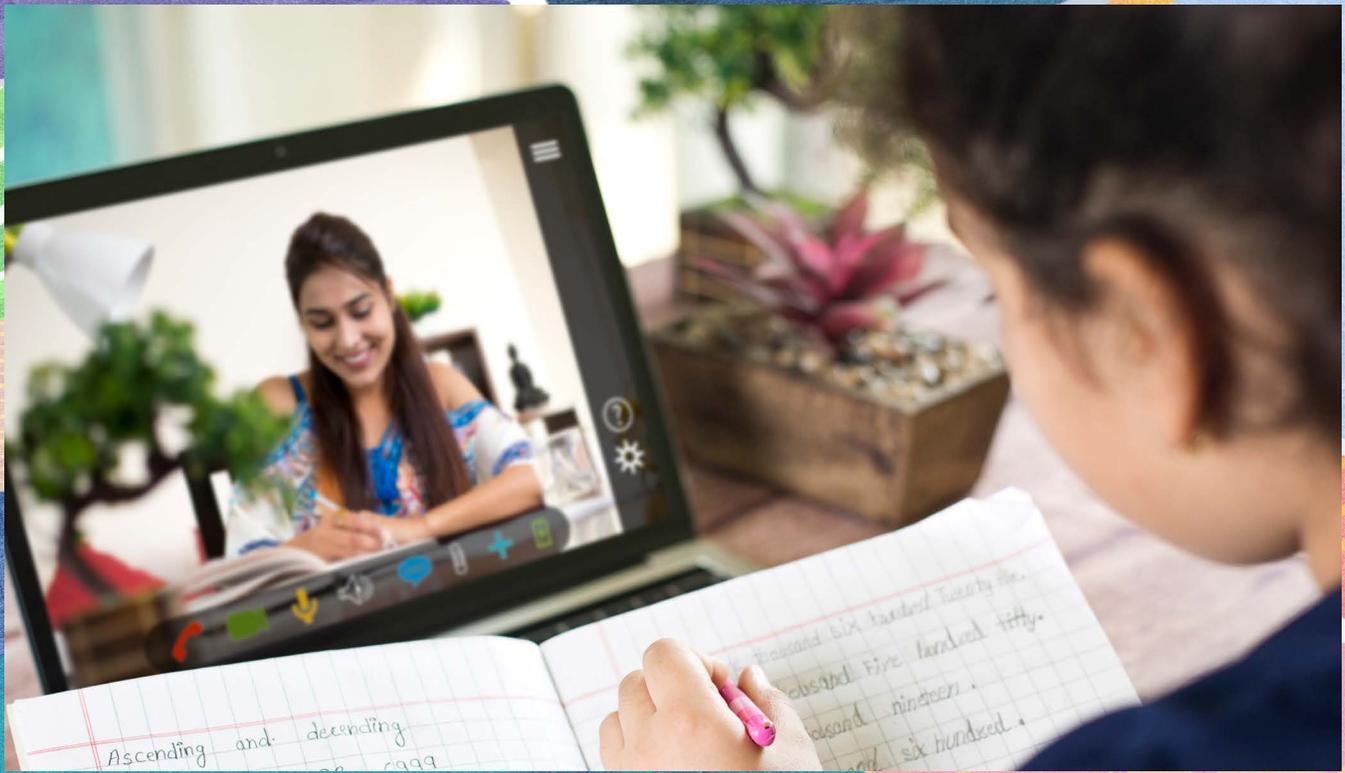
30 Days of Mindfulness in the Classroom



Schools

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We're so glad you're here

What if every school day included time for quiet and stillness? How might mindfulness support the mental and physical health of students and teachers alike? What might be possible in a world where the next generation were equipped with tools for resilience and peace?

At Calm, our mission is to make the world a happier and healthier place, and we believe that changing the world starts with the youngest generation. That's why we're so passionate about bringing mindfulness to classrooms all over the world. Our goal is to empower teachers and students to thrive in today's rapidly changing world.

We designed the *30 Days of Mindfulness in the Classroom* to help busy teachers bring mindfulness to their classrooms with ease. From breathing exercises to meditations to relaxation activities, each day is a new mindful exploration complete with a lesson plan. Along the way, students will discover new practices to help improve focus, manage stress, regulate emotions and develop compassion.

When you see a * after a hyperlink, it indicates that we've provided the content free of charge on our resource page.

Let's get started.

A few tips about this guide

→ Ensure that you've already established the necessary classroom culture and community building to support a safe learning environment. Practices that invite us into the present moment can evoke feelings of vulnerability, so it's essential that students feel a sense of safety. In addition to cultivating trust and respect in the classroom, offering choice is another important tool for creating safety. For example, always offer a child the option to keep their eyes open instead of forcing them to close them. For further information, check out the following article, [Nine Ways To Ensure Your Mindfulness Teaching Practice Is Trauma-Informed](#).

→ You know your students best so feel free to adapt the activities based on their needs and the structure of your classroom. Perhaps your class would benefit from using the reflection questions as journal prompts? Or maybe it would be helpful to go around in a circle and give students an opportunity to share their thoughts with the class?

→ The activities are likely to feel different for each student, and even from one day to the next. Remind them not to feel discouraged if an activity doesn't yield the same results as the person next to them or the day before. The spirit of mindfulness is in noticing. You don't have to take action but paying attention can often lead to making a change.

→ For every activity, we've included more than one reflection question since different prompts will inspire contemplation in different students. Consider letting students take ownership of the reflection process by choosing which questions they want to answer.

→ Every student is on their own journey, so it's important to avoid forcing them into the practice of mindfulness. If you notice they're not participating, you can always check in to see if they need any additional support. You're planting seeds, and it's okay if you don't see the growth right away. You may never know when they look back and feel gratitude for the tools that you shared.

→ Find a way to get your students excited about this mindful adventure. Maybe you print out a calendar for each student with stickers they can add after every session? Or, perhaps you make a big version for the classroom wall so that everyone can see their progress?

→ This guide provides a link to everything you need in the Calm app. We recommend clicking the link and ♥-ing each session so that you can easily find it on the home screen of the app.

→ Calm is also available in Spanish, French, German, Portuguese and Korean. Go to "Settings" in the "More" tab to change your language.

→ Before getting started with your class, consider how you will play the Calm sessions in your classroom. Will you connect your phone to a bluetooth speaker? Will you use the desktop app and plug it into your projector?

→ Choose the cadence that works best for you and your students to complete this program. Do it daily or weekly.

→ Most importantly, have fun! There's no right or wrong with mindfulness, it's about learning more about yourself and the world around you.



What is Mindfulness?

Mindfulness is the practice of paying attention to the present moment on purpose with kindness and curiosity. Rooted in Eastern contemplative traditions, mindfulness is non-religious and non-dogmatic, and is practiced by people from all walks of life around the world with diverse cultures and spiritual beliefs. The essence of mindfulness is beautifully simple. We practice coming home to the here and now. This can be tricky because the mind is a great time traveller, planning for the weekend or replaying an embarrassing experience. The body, on the other hand, is only ever in one place. So we use our body as an anchor to bring our mind into the present moment. Give it a try. Can you feel the sensation of the soles of your feet? Can you notice the feeling in your chest? Can you tune in to your breathing? By coming home to the body and the senses, we cultivate an awareness of life as we live it, from moment to moment. This is mindfulness.

We practice mindfulness to:

- Feel calmer
- Get to know ourselves better
- Soften reactivity and steady our emotions
- Improve focus and increase our attention span
- Let go of stress
- Improve our relationships with friends and family
- Develop compassion
- Build patience
- Strengthen resilience

✓ CHECKLIST

30 Days of Mindfulness in the Classroom

- | | | | |
|------------------------------|--------------------------|------------------------------------|--------------------------|
| Day 1: Finding Calm | <input type="checkbox"/> | Day 16: Reflection | <input type="checkbox"/> |
| Day 2: Breathe Bubble | <input type="checkbox"/> | Day 17: Heartbeat | <input type="checkbox"/> |
| Day 3: Moving with Music | <input type="checkbox"/> | Day 18: Afternoon Reset | <input type="checkbox"/> |
| Day 4: Resting with Music | <input type="checkbox"/> | Day 19: Counting the Breath | <input type="checkbox"/> |
| Day 5: The Senses | <input type="checkbox"/> | Day 20: Mindful Bells | <input type="checkbox"/> |
| Day 6: Mindful Eating | <input type="checkbox"/> | Day 21: Remembering Joy | <input type="checkbox"/> |
| Day 7: Mental Fitness | <input type="checkbox"/> | Day 22: Loving Kindness | <input type="checkbox"/> |
| Day 8: Meditation | <input type="checkbox"/> | Day 23: Quiet Time | <input type="checkbox"/> |
| Day 9: Morning Wake Up | <input type="checkbox"/> | Day 24: Sky Gazing | <input type="checkbox"/> |
| Day 10: Squeeze and Release | <input type="checkbox"/> | Day 25: Focus Training | <input type="checkbox"/> |
| Day 11: Walking Meditation | <input type="checkbox"/> | Day 26: Weather Report | <input type="checkbox"/> |
| Day 12: Soundscapes | <input type="checkbox"/> | Day 27: Body Scan | <input type="checkbox"/> |
| Day 13: Breathing Meditation | <input type="checkbox"/> | Day 28: Ocean Breathing | <input type="checkbox"/> |
| Day 14: Gratitude | <input type="checkbox"/> | Day 29: Visualize Your Goals | <input type="checkbox"/> |
| Day 15: Feelings | <input type="checkbox"/> | Day 30: Letter to Your Future Self | <input type="checkbox"/> |



DAY 1

Finding Calm

The Why:

Our bodies are constantly responding to our surroundings, often without our conscious awareness. If it's stressful or overwhelming, we go into fight, flight or freeze mode. *Do I need to protect myself or run away?* If we feel safe and connected, we are able to open up and settle into our experience. *Is it okay to relax?*

Scanning our environment is a practice that can help calm the nervous system by affirming that the body is not in danger. Your students may be interested to know that psychologists learned this by watching animals assess and respond to their surroundings.

We begin our *30 Days of Mindfulness in the Classroom* with this exercise as a way of acknowledging the conditions needed to safely explore introspection, relaxation, and meditation.

Mindfulness Activity:

1. Play [Bright Future*](#) to help create a container for this experience.
2. Read the following script to guide your students through this first activity. Feel free to read it directly or to adapt it based on the specific needs of your classroom.

Script:

Note: The spaces between lines are an invitation for you to pause speaking and give your class time to follow your instruction.

“Let’s begin by standing up or finding a comfortable seat. Both options are good. Choose what works best for you right now.

Notice where in your body you are connected to something else. Feel your feet on the ground or your back against the chair. Allow yourself to rest into that connection as much as feels good at this moment.

When you’re ready, start to slowly look around the room. Stay in one place, but feel free to move as much of your body as you need to explore your surroundings. Turn your head, shoulders and torso. Look from side to side and up and down. Take your time and keep moving slowly.

What do you see? Notice colors, shapes, and textures. Notice what you like and don’t like.

Now bring your attention to an object in the room that you like and helps you to feel calm. Take a deep breath and hang out here for a bit, softly gazing at the object you chose.

Take a moment to notice how being with that object makes you feel. Maybe you feel okay, happy, good, peaceful, or relaxed. There’s no right way to feel. And your feelings might change, but for now, notice how that object makes you feel.

When we take the time to look around the room, we can often find something or someone that helps us feel good. This can be a helpful strategy

when you notice it’s hard for you to relax or when you’re feeling stressed. So the next time you want to experience these pleasant feelings, try coming back to this object again. You may also try this in other rooms that you’re in.

And, then when you’re ready, come back to your starting position.

Taking a moment to thank yourself for trying this activity.”

Reflection Question:

What helped you to feel calm? What other feelings came up? What did you like about the object?



CALM TIP

To learn more about the stress response and cultivating safety in the classroom, check out the following book recommendation:

[The Trauma-Sensitive Classroom: Building Resilience with Compassionate Teaching](#)

Breathe Bubble

The Why:

Slowing down and taking a deep breath is one of the best ways to lower stress in the body. The inhale and the exhale bring different gifts. Inhales are expansive, uplifting, energizing, and opening. Exhales are calming, grounding, and softening. Together, they bring balance to the body and mind.

Calm's Breathe Bubble is a guided visualization to help focus the attention on the breath.

Mindfulness Activity:

1. Invite students to note how they're feeling both physically and emotionally to themselves.
2. Play the [Breathe Bubble*](#) for 1 to 3 minutes.
3. Ask the students if they noticed any physical or emotional shifts during or after the breathing exercise. Emphasize that there's no right way to feel, but rather this is information that helps us to learn more about ourselves.

Reflection Question:

How do you feel after breathing deeply today? Did you notice a difference before or after? How does the exhale feel for you compared to the inhale? Where in your daily life might it be helpful to work with the breath like you did today?

CALM TIP

The Calm app allows you to experiment with different lengths of breath, as well as pauses in between the inhale and exhale. Explore them all and find what you like best.

Moving with Music

The Why:

When we consciously choose to focus our attention on music versus letting it play in the background, it becomes a mindfulness activity. Before diving into more formal meditation, many students find listening to music to be an enjoyable way to start training their attention. This playful approach reminds us that while meditation may take effort and discipline, it's also important to develop a sense of light-heartedness at the same time.

Mindfulness Activity:

1. Play [Panorama \(4 min\)*](#).
2. Instruct the student to listen closely to the music.
3. When they're ready, invite them to move in a way that matches the music. Welcome them to explore big or small movements. To stay in their chair or move around the classroom. To dance or stretch or walk, shake, or play with movement in their wrists, hands, or fingers. Please adapt any of these instructions based on what would work best with your students and space. For example, if they need to stay in their chairs, explore seated movement (neck rolls, arm movements, toe wiggles, and side stretches).
4. Ask them to notice when they stop paying attention to the music and start thinking or worrying about something else. Invite them to go back to paying attention to the music.
5. When the music ends, ask your students to be still for a couple of breaths and invite them to notice how they feel after moving to the music.

Reflection Question:

What did you like about moving to music? What did you find challenging about moving to music? What distracted you from paying attention to the music?

CALM TIP

"We know that when people engage in improvised kinds of dance it helps them with divergent thinking – where there are multiple answers to a problem. Whereas when they engage in very structured dance it helps their convergent thinking – trying to find the single answer to a problem."

– Dr. Peter Lovatt
(author of [The Dance Cure](#))

Resting with Music

The Why:

Today, as we slowly move towards meditation, we'll focus on the music while remaining still. Exploring the practice of stillness with music can help students relax with more ease and let go of the idea that there's a "right" or a "wrong" way to approach mindfulness practices.

Mindfulness Activity:

1. Invite students to find a comfortable position. They might relax back in their chair or even lie on the ground. If it feels okay, invite them to close their eyes, or if they prefer to keep their eyes open, ask them to soften their gaze or relax their eyes.
2. Play [A Quiet Day \(6 min\)*](#).
3. Once you've started the song, encourage students to relax and listen deeply to the music. Let them know that there's nothing to do right now but rest and tune in to the sounds. Ask them to try their best to stay still, and remind them that stillness can be soft like a pillow. Jaw soft. Muscles relaxed. Body heavy. If they feel the urge to move, invite them to try taking a few deep breaths or limiting their movements to small adjustments. making tiny movements.
4. As the song ends, invite them to gently wiggle their toes and fingers, and start to bring some movement into the body. Stretch their arms overhead and take a deep breath.

Reflection Question:

How did it feel to relax to the music like in our last session?

CALM TIP

The Calm Music library includes music to help people focus, relax, and sleep. Try listening to [RIOPY's MED66](#) next time you need to focus and mark a bunch of papers or finish tomorrow's lesson plan.



DAY 5

The Senses

The Why:

The senses are a gateway to the present moment. The following technique invites students to connect with their senses by looking, feeling, listening, smelling, and tasting. It's an extremely useful tool when it comes to helping both adults and children find calm in times of stress.

Mindfulness Activity:

Invite your students to name:

- 5 things they can see
- 4 things they can touch
- 3 things they can hear
- 2 things they can smell
- 1 thing they can taste

Reflection Question:

What's your favorite sense? What did you notice as you explored each sense? Next time you feel stressed, what might you look at, feel, touch, smell or taste that would help you to feel calmer?

CALM TIP

Next time you notice that you're tangled up in thought, find your way back to the present moment through the senses. Touch something soft. Cook something you love the smell of. Find something in the room that you like to look at. Listen to your favorite song. Savor your favorite food.



DAY 6

Mindful Eating

The Why:

Many of us eat the same way we do so much else in life: mindlessly. We devour our meals in such a rush, our minds often spinning in the past or future, that we barely even taste our food. Mindful eating is an invitation to open our senses, eat slowly, and fully savor each bite.

Preparation:

Buy enough raisins (or, another type of a dried fruit) for every student in your class.

Mindfulness Activity:

1. Invite students into a comfortable seated position.

2. Hand out one raisin to each student and ask the class not to eat the raisin and wait for further instructions.
 - Kindergarten to Grade 8: Read the script below.
 - Grades 9-12: Play [Mindful Eating Practice*](#).

Script:

Note: The spaces between lines are an invitation for you to pause speaking and give your class time to follow your instruction.

“Together we’re going to explore the practice of mindful eating in order to awaken our senses and be more present with our food.

Let’s begin by taking a moment to look at the raisin in your hand. What do you see? Notice the color and the shape.

Now lift up the raisin and hold it between your fingers, taking a moment to feel its texture. Notice how it feels in your hand. Does it feel smooth or rough? Firm or soft? Is it heavy or light?

Now, bring the raisin towards your nose. Does it have a smell? Is the smell strong or faint?

Notice if you're feeling hungry. What's happening inside your mouth? Is it difficult to resist eating your raisin?

And now bring it towards your lips and, without biting into it, place the raisin on your tongue. Without chewing it, roll it around a little. Take a moment to explore how that feels.

Finally, begin to chew the raisin. Slowly and mindfully, savoring its flavor. Making sure not to swallow just yet, we'll do that soon.

Notice its texture and taste. Does it taste sweet, sour, salty or bitter? Is it crunchy or smooth, chewy or creamy?

As you chew, bring awareness to the sounds. Do you hear a crunch or a squish as you take a bite?

And when you're ready, swallow your food, and observe what occurs once the food moves on from your mouth. How does it feel as it travels from your tongue, down your throat and towards your stomach? Are you left with an aftertaste?

Lastly, take a moment to appreciate the food you've eaten. Thank the food for helping to fuel and nourish you."

Reflection Questions:

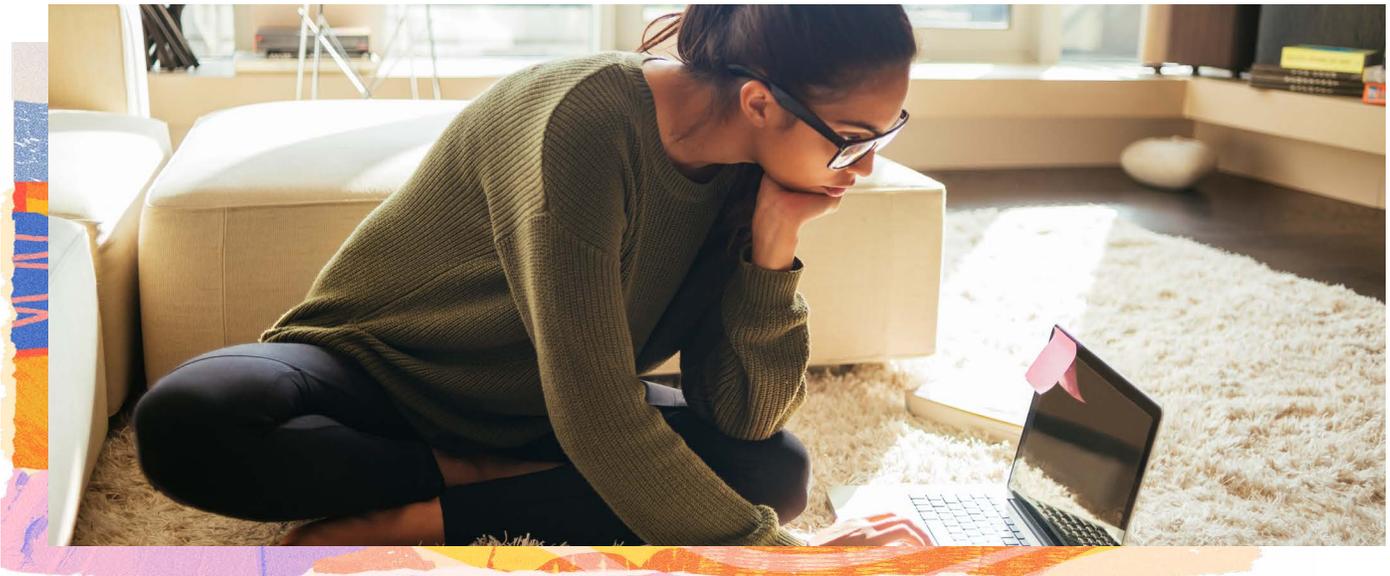
What did you learn by slowing down and opening your senses while eating? What was most difficult for you? What did you enjoy about the experience?

CALM TIP

- Listen to [Gratitude Before Meal](#)
- Listen to the Calm Masterclass, [Mindful Eating](#)
- Download Calm's [Mindful Eating Journal](#)

“Take a deep breath. If you think of your mind like a machine, your breath is the electricity. It’s like a power source for your concentration. If you’re under pressure, or feeling anxious, deep breathing is a way of telling your body and your mind that everything’s cool. Nothing to worry about. Even if you’ve got anxious thoughts in your head, you breathe deep, and your body calms down.”

– LeBron James



DAY 7

Mental Fitness

The Why:

Just as we need specific physical exercises and movement to build strength, agility, and endurance; we can also benefit from exercises – or practices – to strengthen our mind’s capacity for concentration, compassion, clarity, courage, and composure. In this session, one of the greatest basketball players of all time talks about how meditation, sleep, and a healthy mindset are the keys to his extraordinary achievements and personal happiness.

Mindfulness Activity:

1. Invite students into a comfortable position, seated or lying down.
2. Play [Intro to Mental Fitness with LeBron James \(4 min\)*](#).

Reflection Question:

How has mental focus helped you at an important moment in your life? What makes it hard for you to focus? What did you learn from LeBron James? What do you want to bring more focus to in your life?

Meditation

The Why:

Life is full of ups and downs, uncertainty and change. Much like waves in the ocean. This unpredictability can evoke excitement and delight, but also fear and stress. Meditation serves as a tool to help us navigate the water and surf the waves. It's an invitation to focus on the present moment, instead of getting tangled up in worries about the future (*What if I don't pass the test?*), regrets of the past (*I can't believe I said /did that!*) or unhelpful stories about the self (*I'm such a loser!*). Mindfulness creates a steady and compassionate place amongst the unexpected twists and turns of life. Slowing down enough to pause and meditate helps us to not only feel happier and more peaceful, but also to find clarity and make better decisions.

Mindfulness Activity:

1. Invite students into a comfortable position, seated or lying down.
2. Play
 - Kindergarten to Grade 1:
[Intro Session: ages 5-6 \(6 min\)*](#)
 - Grade 2-5:
[Intro Session: ages 7-10 \(11 min\)](#)
 - Grade 6-8:
[Intro Session: ages 11-13 \(13 min\)](#)
 - Grade 9-12:
[Intro Session: ages 14-17 \(13 min\)](#)

Reflection Question:

What did you learn about yourself by meditating?
What did you enjoy about meditating? What did you find challenging?

CALM TIP

Meditation is a practice. Don't worry about "getting it right" or trying to "be good at it". Your journey is unique. Just keep showing up.

Learn more from Calm Meditation Instructor, Jeff Warren in his [blog](#) about what he wished he knew when he first started meditating.

Morning Wake Up

The Why:

Movement is a helpful entry point to mindfulness, especially for anyone who struggles to sit still. The mind naturally begins to settle when we invite our attention to the body and the breath. In addition to giving the mind a break, mindful movement is a powerful way to release tension, boost your mood, and get better sleep. While moving mindfully can be applied to any type of movement or exercise, gentle stretching is a good place to begin – just five to ten minutes is enough to reduce stress and shift your mental and emotional state.

Mindfulness Activity:

1. Invite students to find enough space to stand with their arms stretched out.
2. Play [Morning Wake Up*](#).

Reflection Question:

How did you feel before and after the session? Which movement felt good in your body? What did you learn about your body today?

CALM TIP

Mindful movement isn't about winning the race, it's about getting to know your body and treating it with care.

Squeeze and Release

The Why:

For many of us, stress is so normalized that we're not aware of the strain it causes the physical body. Progressive Muscle Relaxation is a practice of tensing and then releasing different muscle groups throughout the body to encourage relaxation. Try it now! Squeeze your right hand into a tight fist for a count of five. Notice how it feels and whether this action has an impact on other parts of your body. Perhaps your jaw also tightened? Now release the fist and notice any sensations that arise. By exaggerating tension we can begin to recognize the ways we unconsciously tense the body while also learning how to cue the body to relax.

Mindfulness Activity:

1. Invite students into a comfortable position, seated or lying down.
2. Let them know that this meditation was originally designed for bedtime, but that it can also be used as a way to soften stress throughout the day. When the instructor mentions anything that doesn't match their current situation, let them know that they can adjust the instruction to meet this moment. For example, instead of sinking into the mattress, they can sink into their chair or the floor.
3. Play [Deep Sleep Relax*](#).

Reflection Question:

How did you feel before and after the session? Did you notice where you tend to store a lot of tension in your body? What did relaxation feel like in your body? Where was it challenging for you to release?

CALM TIP

While the aim is to remain awake during most types of mediation, it's common for new meditators to fall asleep during the practice. It could be because they're truly tired and need the sleep or maybe they're struggling to find the optimal balance of focus and relaxation. Either way, there's no need to get frustrated. We simply learn what we can from the experience then try again tomorrow.

Walking Meditation

The Why:

If we pay close attention to our surroundings and the steps we take, even walking can become a meditation. Slowing down and getting curious about an activity that we tend to perform automatically or without awareness can offer us new insight into ourselves and the world around us. Unlike formal meditation, we do walking meditations with our eyes wide open so that we can receive our environment and stay safe. Explore this exercise in the playground, the school field or on a neighborhood walk. It can also be adapted for people in a wheelchair.

Mindfulness Activity:

Option 1: Walk outside

1. Bring a portable speaker to amplify this meditation so that everyone can hear outside.
2. Find a place outside that's safe to explore walking as a class.
3. Play
 - Kindergarten to Grade 5:
[A Slow and Quiet Walk: ages 7-10 \(5 min\)*](#)
 - Grade 6-12:
[A Mindful Walk: ages 11-17 \(6 min\)](#)

Option 2: Walk in the classroom

1. Map out a walking path within the classroom. The path can snake through the aisles of desks or circumvent the perimeter of the classroom. The path doesn't have to be big, but ensure that it's loopable. Students may loop through the walking course several times during the exercise.
2. In order to avoid collisions, it's helpful if everyone slowly walks the same path. Spend some time helping students get acquainted with the walking path you've mapped out.
3. Read the script below.

Script:

Note: The spaces between lines are an invitation for you to pause speaking and give your class time to follow your instruction.

"Today, we're going to explore a short walking meditation.

Let's begin by taking a deep breath and standing tall. Feel your body. Feel the ground.

Often we walk as a means of reaching a specific destination. In this practice there's nowhere to get to. Instead we're focusing on the experience of walking. It's a powerful practice because it invites us to be mindful about something we do everyday without even thinking about it. At first, it may feel strange or silly. That's okay. Keep practicing. You'll learn something about yourself.

Now turn your attention to the soles of your feet, keeping your focus on your feet for the entire practice.

Slowly shift your weight onto your left leg and begin your first step by lifting your right foot up. Now place your right heel on the ground ahead of you and then shift your weight fully onto your right foot, feeling all five of your toes make their way to the floor. Notice as you step onto the right foot that your left heel naturally begins to lift. Step the left foot forward, heel first, slowly making your way onto the entire left foot. Keep repeating this process, mindfully stepping one foot in front of the other, observing the feet as they swing forward and lower.

Move slow and be mindful of the people ahead of and behind you.

{pause for 15 seconds}

You may start to notice an impulse to speed up. Observe your reaction and keep moving slowly and with the pace of the class.

Notice the sensations that arise when the heel first makes contact with the ground. Continue to pay attention as your weight shifts toward the ball of the foot, noticing how the rest of your body follows.

{pause for 60 seconds}

Your mind will inevitably wander during this practice. That's okay – it's perfectly natural. When you notice your mind wander, simply come back to the sensations of the feet as you walk. The foot lifts. The heel lowers. The toes follow. And it begins again.

Keep walking, taking one step at a time... slowly and mindfully. We'll do this for another minute.

{pause for 60 seconds}

Now slow down and come to a standing position. Place your feet hip distance apart and your arms alongside your body. Standing tall, just as we began.

Take a moment to notice any shifts in your mind or body after this short walking meditation. See if you can carry any positive shifts from this practice into the rest of your day."

Reflection Question:

What did you notice about your body when you were walking? Did you see anything on your walk that you've passed by many times, but that you've never noticed before? What's different about walking meditation and regular walking?



CALM TIP

Find new opportunities to explore walking meditation. Perhaps on your way to the fridge or the next time you're navigating a set of stairs.

Soundscapes

The Why:

Listening to nature sounds, even pre-recorded ones, elicits the body's relaxation response. So when you don't have the opportunity to go for a hike, playing a soundscape is the next best thing. LeBron James takes advantage of this relaxation trick by listening to Calm's *Rain on Leaves* soundscape during his daily nap.

Mindfulness Activity:

1. Invite students into a comfortable position, seated or lying down.
2. Play the following soundscapes for a minute each. Ask the students to listen closely and note how each one makes them feel.
 - [Rain on Leaves*](#)
 - [Camp Fire*](#)
 - [Humpback Whale*](#)
 - [Evening Crickets*](#)

Reflection Question:

What soundscape made you feel most relaxed? Why? What else did you notice?

CALM TIP

Everyone is different, so what is soothing to one person may be irritating to the next. Encourage students to honor what works for them and appreciate what works for others. It's all good!

Breathing Meditation

The Why:

In today's activity, we'll mindfully explore the breath as a relaxation tool that can be used as a support whenever we face stress or overwhelm. Breathwork is a helpful way to settle nervous energy before important moments like tests, presentations, games, tough conversations, and new adventures.

Mindfulness Activity:

1. Invite students into a comfortable position, seated or lying down.
2. Play
 - Kindergarten to Grade 1:
[Blowing Candles: ages 5-6 \(3 min\)](#)
 - Grade 2-5:
[Follow the Leader: ages 7-10 \(7 min\)](#)
 - Grade 6-8:
[Follow the Leader: ages 11-13 \(7 min\)*](#)
 - Grade 9-12:
[Breathing Space: ages 14-17 \(10 min\)](#)

Reflection Question:

How did you feel after doing this breathing meditation? Where in your daily life might it be helpful to try a breathing meditation?

CALM TIP

Some days meditation feels amazing and relaxing. Other days we may find ourselves feeling restless and agitated. Remember that mindfulness is about observing the mind with kindness and curiosity. So, the days that we find ourselves struggling in our meditation are the days that we need to give ourselves extra compassion and care. It could be a sign that we need to slow down or ask for help.

Gratitude

The Why:

Gratitude is the sweet feeling of thankfulness that comes with our appreciation of an experience, person, or thing. It can arise spontaneously, but can also be cultivated. Practicing gratitude creates a sense of spaciousness by opening the heart, relaxing the body, and bringing a fresh perspective to the mind. Even in challenging times, if we look around, we can find something or someone to appreciate. It doesn't cancel out what's hard in our lives, but it does invite a sense of balance and reminds us of what we have.

Mindfulness Activity:

- Kindergarten to Grade 8
 - Set up in a circle.
 - Go around the circle and invite each student to name something or someone that they're grateful for and explain why.
 - After everyone has had a go, ask the students how it felt to hear everyone share their gratitude.
- Grades 9-12
 - Invite students into a comfortable position, seated or lying down. Go around the circle and invite each student to name something or someone that they're grateful for and explain why.
 - Play [Gratitude \(10 min\)*](#).

Reflection Question:

Write a note of thanks to someone you appreciate.

CALM TIP

- Listen to the Calm Masterclass, [Gratitude](#)
- Check out Calm's [Gratitude Resources](#)
- Download Calm's [Gratitude Journal](#)
- Read a [Grateful Heart](#) on the Calm Blog
- Try a [Gratitude Countdown](#)

Feelings

The Why:

Growing up, many of us were taught that certain emotions are wrong. Perhaps that anger was bad, that joy was uncivilized, or that it wasn't okay to cry. So instead of accepting our emotions as part of being human, we learned to push them away. Just as nature experiences sunshine and showers, mindfulness invites us to meet all of our emotions with openness and curiosity. Even if the rain forces us to cancel our outdoor plans, we can use the opportunity to snuggle up quietly inside while it nourishes a nearby vegetable garden. Meditation helps us to make space to experience our feelings and respond with care and appreciation.

Mindfulness Activity:

1. Invite students into a comfortable position, seated or lying down.
2. Play
 - Kindergarten to Grade 3: [Cool Down with James \(6 min\)*](#)
 - Grades 4-12: [Reclaiming Emotions \(10 min\)*](#)

Reflection Questions:

Kindergarten to Grade 3: What upsets you? What happens in your body when you get angry? What helps you to calm down when you are upset?

Grades 4-12: What did you learn about feelings? Do you have any "shoulds" around what's okay to feel and what's not? What judgements do you have about feelings?

CALM TIP

Life is hard sometimes. Feeling our feelings builds resilience. Learning how to meet our challenges and digest our experiences makes us stronger and wiser. When we're not pushing away our feelings because we're afraid of them, we also give ourselves the opportunity to feel joy more fully and invite greater happiness into our lives. Welcome all of your feelings.

Reflection

The Why:

We learn first by doing and then we deepen our learning through reflection. Now that we've reached the halfway mark of our collective mindfulness experiment, it's important to reflect on the experience so far. Reflection helps to clarify and integrate what we're learning so that we can experience greater confidence when practicing. We may also note where we're getting stuck or struggling and ask for help.

Mindfulness Activity:

1. Play [Music for Silence*](#) by Nick Murphy.
2. Invite students to write quietly in their journals for ten minutes. Use the following reflection questions as journaling prompts. Let students know that they don't have to answer them all, but rather they can respond to the questions that resonate with them.
 - What have you learned about yourself during the first half of the *30 Days of Mindfulness in the Classroom*?
 - Where in your life have you noticed using what you've learned?
 - What have you found challenging?
 - What questions do you have?
 - What do you want to remember and carry with you?
 - What do you want to learn more about?
3. Go around in a circle and give students the opportunity to share something that came up for them in their journaling exercise. You can also give them the option pass if they're still feeling quiet and introspective.

Take note of what comes up for your students and use it as inspiration for integrating mindfulness practices into your classroom beyond the 30 Days of Mindfulness. For example, if a lot of students say that listening to calming music has been helpful for them, perhaps it becomes a daily five-minute ritual in your classroom.

CALM TIP

Download the [Calm Mindfulness Journal](#).

Heartbeat

The Why:

A short burst of physical activity that increases the heart rate, releases endorphins, and speeds up our breathing is a great way to shift our state (mentally, physically and emotionally). With just 60 seconds of vigorous movement, we can transform our energy from tired to lively or anxious to calm.

Mindfulness Activity:

1. Play [Pulse*](#) for one minute.
2. Invite students to jump up and down on the spot, dance with their whole body, or do jumping jacks for the entire minute.
3. After one minute, ask students to return to stillness and place their hands over their hearts.
4. Turn the music off and ask students to spend the next minute in stillness and silence. Invite them to become aware of their breath and heartbeat.

Reflection Questions:

How did you feel before you moved? What did it feel like to be in stillness after the movement? What did you feel like after the activity?

CALM TIP

The next time you have writer's block or you're experiencing a negative thought spiral, choose an activity that shifts your focus to the body. Jump, jog, dance, swim or stretch your way back to the present moment.

“Take care of your body. It’s the only place you have to live.”

– Jim Rohn



DAY 18

Afternoon Reset

The Why:

Inviting energy into our system doesn’t mean we have to leave our chairs. We can move and stretch even if we’re sitting at a desk. Taking just five minutes to pause and let go of tension in the body can improve productivity and focus. This seated movement practice was designed to rejuvenate the mind and relieve stiffness in the neck, shoulders, and back. It’s perfect anytime, but especially when we start to feel that mid-afternoon energy slump.

Mindfulness Activity:

1. Invite students to turn their chairs away from their desk or push back just a little so that they have room to twist and lift up their legs.
2. Play [Afternoon Reset*](#).

Reflection Question:

What exercise was most helpful for you?
What did you learn about your body doing these movements? How did you feel before and after this activity?

Counting the Breath

The Why:

Our breath can tell us a lot. We sigh when we're sad and we huff when we're frustrated. Breathing quickens and becomes shallow with excitement or anxiety. It slows down and deepens when we're content or at peace. While our emotional state can inform our breathing patterns, we can also work with the breath to intentionally shift our state. For example, exercises like learning how to count the breath can help soothe the mind in stressful situations.

Mindfulness Activity:

1. Invite students into a comfortable position, seated or lying down.
2. Let students know that we'll be trying a breathing exercise. If at any point they find it stressful, let them know that they can take a break and come back to the exercise when they're ready.
3. Play [Sleep Rhythm: Rushing Waves - Easy \(slow\)](#)* from 1:53 to 5:45. **We skip the first bit as it speaks to going to sleep, instead we are using this to explore counting the breath.*
4. Invite students to reflect on how that rhythm felt for them. Was it too fast, too slow or just right?
5. Give students a couple of minutes to experiment with different counts. Inhale 1, 2, 3. Exhale 1, 2, 3. Or try up to 5. Taking the time to try it on their own will make it more likely that they do the exercise when they need it in the future.

Reflection Questions:

What breath count felt best for you? How did the different counts change the way you feel? When in your life do you notice changes in your breath?

CALM TIP

If you ever find yourself forcing or straining to keep up with a breathing exercise, it's a sign that it's too much and you need to give yourself a break or just go at your own pace. Try bringing a hint of a smile to your lips during the exercise to help relax your jaw and bring extra ease. As you continue working with the breath, your capacity to breathe deeper will increase. Be gentle and patient with yourself along the way.

Mindful Bells

The Why:

As you may have noticed by now, we spend a lot of time lost in thought and moving through the world without presence. For example, while eating breakfast, we're thinking about a class later that morning or obsessing over a conversation yesterday. "Waking up" is a way of describing the moment we suddenly notice that our mind is no longer present. We remember that we're eating and open up our senses to our food. Bells are a simple tool we can use to help us shift from being lost in thought to mindful presence, to "wake up" up. Each bell chime is a reminder to come back to the here and now.

Mindfulness Activity:

1. Invite students into a comfortable position, seated or lying down.
2. Let students know that for the next 5 minutes they're welcome to completely relax. Everytime they hear the bell, ask them to listen until the sound fades away and then take a deep breath.
3. Play [Open-Ended Meditation*](#). Set the bells to play **every minute** for five minutes.

Reflection Questions:

Did you notice where your mind tends to wander? How did it feel to come back to the present moment with the bell? How did it feel to take a deep breath? What did you learn about your mind?

CALM TIP

You may also try using the [Open-Ended Meditation](#) during a classroom study or play period. Perhaps set the bells to play every five minutes. Ask students to take a deep breath each time they hear the bell. If students are working or studying, encourage them to notice what they were thinking about when the bell rang. If they were distracted, remind them that the bell is a powerful invitation to refocus.



DAY 21

Remembering Joy

The Why:

Recalling happy memories reduces stress and builds resilience according to these respective studies from [2017](#) and [2019](#). Given our inherent negativity bias and that we're constantly flooded with upsetting events on the news, it's especially important to carve out time for positivity daily. In today's activity, we'll travel back in time through our minds to relive a moment that brought us joy.

Mindfulness Activity:

1. Invite students into a comfortable position, seated or lying down.
2. Read the following script.

Script:

Note: The spaces between lines are an invitation for you to pause speaking and give your class time to follow your instruction.

"Take a moment to recall a happy memory. Don't worry about picking the perfect memory, whatever comes to mind first will work well for this exercise, as long as it evokes joy.

Travel back in time to where the memory took place. Visualize yourself there. What did it look like? Take a moment to look around your mind and remember your surroundings.

Who else was there? Remember their faces and the way it felt to be with them. If it was just you, remember what felt good about spending time on your own.

Open all of your senses. Remember the sounds. What did you touch? How did it feel? What did it smell like? What could you taste?

Take the next couple of minutes to soak in your memory. Lean into it. Imagine you were there right now. Feel it completely.

Gently bring yourself back to the present moment. Wiggle your fingers and toes. And when you're ready, open your eyes.

Notice any of the feelings that arose during your journey back in time that are still here. Welcome these good feelings to stay for a while. And, when they naturally drift away, thank them for visiting and say goodbye."

Reflection Questions:

How did it feel to travel back in time? Draw a picture or write down a list of all of the things that made you happy in your memory. Do you feel grateful for anything from that moment?

CALM TIP

This is also a wonderful exercise to practice at bedtime.

"Just before bed, your mind is very receptive, so no matter what went wrong that day, find something that went right, open to it, and let good feelings come and ease you into sleep."

– Rick Hanson

Loving Kindness

The Why:

Through loving kindness meditation, we can train our minds to develop feelings of care and compassion for ourselves and others. This practice can be an especially powerful way to turn towards ourselves with patience and friendliness when we're feeling disappointment, anger, or embarrassment. It makes both our mind and the world a better place to live.

Mindfulness Activity:

1. Invite students into a comfortable position, seated or lying down.
2. Play
 - Kindergarten to Grade 3:
[Spread Kindness with Rebecca \(5 min\)](#)
 - Grades 4-8:
[Warm Heart: ages 11-13 \(6 min\)*](#)
 - Grades 9-12:
[Loving Kindness: ages 14-17 \(10 min\)](#)

Reflection Questions:

What's more challenging for you, to feel care for yourself or for others? What did you learn from this meditation? How did you feel when you were doing this meditation?

CALM TIP

"Our greatest strength lies in the gentleness and tenderness of our heart."

– Rumi

Quiet Time

The Why:

Giving students space in the day to engage in a quiet activity of their choosing can be rejuvenating and set them up to better focus afterwards. It's a mental break that also supports the integration of what they learned earlier in the day. Join your students in quiet time. It's great student modelling and also offers an opportunity for you to recharge yourself as a teacher. You may even find yourself with more energy and presence for the rest of the day.

Mindfulness Activity:

1. Explain to students that we'll be spending 15 minutes doing a quiet activity. If that feels too long for your students, you can start with five minutes and consider building up the time gradually.
2. Let them know that they can choose what they want to do. Provide students options that make sense in your classroom. Giving students choice is empowering and helps to make the activity a true reset for the mind. Here are a few examples of quiet time activities:
 - Color
 - Read
 - Knit/Craft
 - Journal
 - Put their head down to rest
 - Work on a puzzle
3. Play [Lo-Fi Beats*](#).
4. Let students know when they only have a couple of minutes left.

Reflection Questions:

Why did you choose the activity that you did? How did you feel before, during and after quiet time?

CALM TIP

Regularly building quiet time into the classroom schedule can help calm and smooth transitions like coming back to class after recess.

Almost everything will work again if you unplug it for a few minutes, including you."

– Anne Lamott

Sky Gazing

The Why:

This outdoor activity helps us connect with the natural world and discover that our meditation practice is always accessible to us. Meditation encourages us to focus our attention on an object or sensation that we can return to whenever the mind wanders. We call this our “home base”. Often it’s our breath, but our home base can be anything: the flame of a candle, a particular sound, or a place in the body. Different home bases work better for different people, so it can be useful to experiment to find which ones work best for you. In today’s activity, we explore the sky as our home base.

Mindfulness Activity:

1. Take your students outside and invite them to find a safe and comfortable position, seated or lying down where they can easily look up at the sky.
2. Let them know that their job for the next five minutes is to relax and watch the sky. When they notice they’re getting distracted, ask them to kindly come back to sky watching. Invite them to consider the colors and shapes they see. And, ask them to notice what it feels like to be outside. Is it warm or cold? Dry or damp? Breezy or still? Is the sky changing as they observe it?
3. If they’re having trouble focusing, invite them to take a few deep breaths and then ask them to notice if that changes the way they’re able to experience the sky.
4. After 5 minutes, ask everyone to take a deep breath and thank the sky.

Reflection Questions:

Draw the sky or write about how it made you feel.

CALM TIP

Explore other home bases out in nature. Watching the light dance on the forest floor. Watching the flames forever change and the wood transform in the campfire. Watching the squirrels play in the park. Listening to the birds sing. Feeling the sand between your toes as you walk along the beach.

Focus Training

The Why:

Getting distracted and returning to awareness is what meditation is all about. Everytime we come back from negativity, worry or distraction is like a bench press for the mind. And just like the real gym, we have to be patient as our muscles slowly strengthen. In today's meditation, we're training our muscle of concentration. With time, focus becomes easier and we can simply flex our mental muscles when needed.

Mindfulness Activity:

1. Invite students into a comfortable position, seated or lying down.
2. Play
 - Kindergarten to Grade 3:
[Calm Your Worries with Percy](#)
 - Grades 4-12:
[Focus: ages 14-17 \(9min\)*](#)

Reflection Questions:

What thoughts do you tend to dwell on? What helps you focus? How did you feel when you noticed that you were distracted? How do you feel after today's meditation?

CALM TIP

Remember that even a mind with a well-developed "concentration muscle" will wander. That's not weakness; it's just the nature of the human brain. So, it's not how often we get distracted and have to come back that matters, it's that we come back and we do so with kindness. Notice if you tend to judge yourself when the mind wanders. If so, try to be more gentle with yourself by developing light heartedness or a sense of humour. "Oh look, there goes my busy mind again! Jumping all over the place from thought to thought like a cheeky monkey in the trees!"

“You are the sky. Everything else – it’s just the weather.”

– Pema Chödrön

DAY 26

Weather Report

The Why:

The sky can serve as a symbol for awareness, while the weather is like our thoughts and emotions. The sky is always there, even on the days you can’t see it behind the clouds. We get ourselves into trouble when we believe we are the weather (“I am angry” versus “I’m feeling angry”). This analogy is also a helpful reminder of impermanence; the weather is forever changing and the sky is just watching. How might we observe our emotional weather patterns and go with the ebb and flow of change so we don’t cause ourselves unnecessary harm? For example, the rain isn’t a personal assault against us. It’s just weather. If it doesn’t feel good, we can grab an umbrella. Or maybe, it’s time to let go of worry and play in the puddles.

Mindfulness Activity:

Drawing Prompt: If you were the sky and your thoughts and emotions were the weather, what would the weather look like? Draw and color your weather report. Take a few deep breaths and close your eyes to help you notice what’s going on for you today and to get started.

Reflection Questions:

What did it feel like to tune into your thoughts and emotions? What comes up for you when you look at your picture? What do you think you need to do to take care of yourself after looking at your picture? What did you learn about yourself?

CALM TIP

Remember that just like the weather, we can’t always change how we feel. Sometimes we just have to let the storm blow over.

Body Scan

The Why:

Body scans are a way of deepening our relationship to self by paying attention to how our body feels. This tool helps us soak up the nourishment of good feelings and pick up on early warning signs of stress and tension in the body. Ultimately, the more connected we are to our bodies, the more information we have to take better care of ourselves.

Mindfulness Activity:

1. Invite students into a comfortable position, seated or lying down.
2. Play
 - Kindergarten to Grade 5:
[Flashlight Body Scan: ages 7-10 \(8 min\)](#)
 - Grades 6-8:
[Flashlight: ages 11-13 \(8 min\)](#)
 - Grades 9-10:
[Body Scan \(3-30 min\)*](#)

Reflection Questions:

What did you notice about your body today?
What felt different than the day before? Is there something you can do to support your body to feel better?

CALM TIP

"In nature, nothing is perfect and everything is perfect. Trees can be contorted, bent in weird ways, and they're still beautiful."

– Alice Walker



DAY 28

Ocean Breathing

The Why:

Did you know that extending your exhales so that they're a little longer than your inhales can help trigger the body's relaxation response? A recent [study](#) showed that focusing on longer exhales reliably and significantly reduces stress and improves decision-making. Let's try it and see how it feels.

Mindfulness Activity:

1. Invite students into a comfortable position, seated or lying down.
2. Play: [Ocean Waves*](#).
3. Read the script.

Script:

Note: The spaces between lines are an invitation for you to pause speaking and give your class time to follow your instruction.

"Take a moment to get comfortable and relax into your position. Allow your body to sink into the floor. Get very still and begin to connect to your breath.

I'm going to guide you through a breathing exercise where we make our exhales a little longer than our inhales. Try it with me, but remember you can always take a break or go at your own pace.

Inhale deeply through your nose to fill your belly with air for 3, 2, 1.

Now exhale slowly through your mouth with lips gently pursed making an ocean-like whooshing noise for 5, 4, 3, 2, 1.

{repeat the instructions above 3 more times}

Now, continue the breathing pattern on your own for a couple of minutes. Inhaling for a count of 3 and exhaling for a count of 5. If you need to make the counts a little shorter or longer, please do, the most important part is that your exhales are slightly longer than your inhales.

{wait at least a minute}

When you're ready, you can stop counting your breath and just listen to the ocean sounds.

{wait at least a minute}

Now, gently bring your awareness back to the classroom. Take a moment to check in with your body and notice how you're feeling."

Reflection Questions:

How did this breathing exercise feel? Did you enjoy listening to the sound of waves? What else did you notice?

CALM TIP

*"if
the ocean
can calm itself,
so can you.
we
are both
salt water
mixed with
air."*

– nayyirah waheed



DAY 29

Visualize Your Goals

The Why:

Paralympian Lex Gillette was only eight years old when he permanently lost his eyesight. For a free-spirited kid who was used to playing sports with his friends, this wasn't just a huge shock; it was a complete upheaval of his life. Today, he's one of the country's most decorated long and triple jumpers and he makes space every day to envision success. In today's session, we listen to him talk about how he works towards his goals using the practice of visualization.

Mindfulness Activity:

1. Invite students into a comfortable position, seated or lying down.
2. Play [Envisioning Success with Lex Gillette \(8 min\)*](#).

Reflection Question:

What challenges in your life have helped shape who you are today? What have you learned that has helped you? What do you want to start envisioning for yourself?

CALM TIP

Learn more about Lex Gillette [here](#).

Letter to Your Future Self

The Why:

We've explored a lot of mindfulness activities over the past 30 days. It's important to pause to reflect on what we've learned and decide what we want to carry into the future. Today, we'll write a letter to our future selves to remind us of what we found helpful. Perhaps taking a deep breath when you were angry made all the difference, or listening to music helped you relax, or jumping up and down was just the study break you needed to help you focus. Whatever you found useful, write it down so that you can share it with your future self.

Mindfulness Activity:

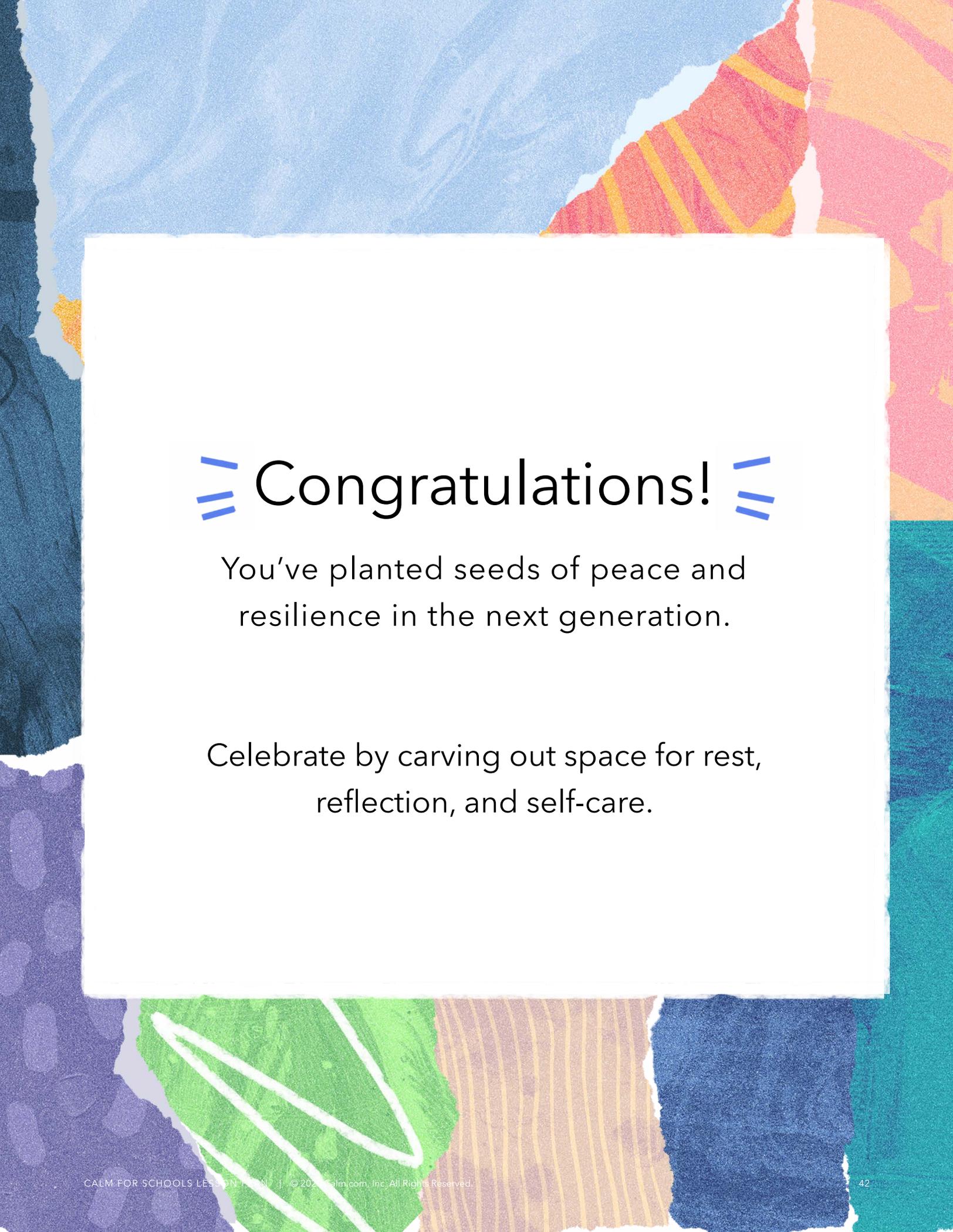
1. Play: [Lunar Lullaby*](#).
2. Give students 10 minutes to write a letter to their future selves. You can give them the following writing prompts:
 - List your 3 favorite activities from the *30 Days of Mindfulness in the Classroom*.
 - Why did you choose those 3 activities? What did you like about them?
 - What is something you want to learn more about?
 - What was challenging for you? What could you ask for help with?
 - What do you want your future self to remember?
3. Collect the letters and hand them back to your students in 30 days so they can be reminded of what they learned.

Reflection Questions:

Ask students what mindfulness practices they want to continue in the classroom moving forward.

CALM TIP

After hearing what worked for your students, explore how you might make mindfulness a regular part of the school day.



≡ Congratulations! ≡

You've planted seeds of peace and resilience in the next generation.

Celebrate by carving out space for rest, reflection, and self-care.