



TOPIC

Mindfulness

LEVEL

Fourth Grade

THEME

Peaceful Place Visualization

LEARNING OUTCOMES

At the end of the lesson, the students are expected to:

- Recognize how they feel before and after mindfulness practice.
- Describe how calming their minds help them show kindness to themselves and others.
- Create a peaceful mental space that helps them manage stress or big emotions.
- Use visualization and breathing to help their minds and bodies feel calm.

MATERIALS

- Feelings Chart
- Guided Mindfulness Audio
- Peaceful Place Worksheet
- Writing utensils
- Coloring supplies

ESSENTIAL QUESTIONS

- How can imagining a peaceful place help me feel calm or safe?
- What can I picture in my brain that allows me to feel comfortable/safe?
- When might I need to visit my peaceful place in real life?

CHECK-IN / WELCOME (5 MINUTES)

Say: "Today we're talking about mindfulness. Mindfulness is when we slow down, pay attention to what's happening right now, and help our minds and bodies feel calm. Let's start with a quick feelings check-in. Look at the feelings chart."

Ask:

- "How are you feeling right now?"
- "Can anyone share why they picked that feeling?"
 - Allow 2 or 3 volunteers to share. Validate responses: "Thank you for sharing. It's okay to feel that way."

Say: "Mindfulness can help us handle all kinds of feelings, whether we feel calm, excited, or even upset. Aavidum is about having each other's backs, and one way we can do that is by learning how to calm ourselves and support each other."

GUIDED DISCUSSION / TOPIC INTRODUCTION (10 MINUTES)

Say: "Have you ever had a place where you felt really calm, safe, or happy?"

- Let students share examples. They can be real places like their room, a treehouse, a grandparent's home, or even a fictional world from a book or movie.

Ask: "What kinds of things help you feel calm or peaceful?"

- Prompt ideas like being alone, being with someone they trust, listening to soft music, or being in nature.

Ask: "Do you think it's helpful to have a 'peaceful place' you can visit in your imagination? Why or why not?"

- Help them connect it to stress or emotions: "It gives your brain a break," "It helps you feel safe inside," or "You can visit it when things feel too big or loud."

Say: "Today we're going to take a short trip in our minds instead of with our feet. You'll imagine your very own peaceful place. You get to choose where it is, what it looks like, and how it feels. Your peaceful place is special. It's just for you. It can be somewhere real that you've actually been or it can be somewhere totally made up. Anytime you're feeling overwhelmed, you can return to it in your mind, just by pausing and breathing."

ACTIVITY: PEACEFUL PLACE (20 MINUTES)

Ask students to sit or lie down comfortably. Let them rest their hands in their lap or by their side. Encourage them to close their eyes or even put their heads down. Speak slowly and softly or use the provided recording.

Say: "Let's start by taking a deep breath in through your nose... and slowly let it out through your mouth.

Now take another deep breath... and as you breathe out, let your body start to relax.

I want you to imagine you are walking down a soft path. The sun is shining gently, and the air feels just right. As you walk, you find a place that feels safe, quiet, and peaceful. This is your place. You can choose what it looks like.

Maybe it's a beach with soft sand... a quiet forest with tall trees... or a cozy fort made just for you.

Take a few moments to look around your peaceful place. What do you see? What do you hear? What do you feel?

Maybe there's a gentle breeze... birds singing... or waves in the distance.

In this place, you feel calm. You feel safe. You feel strong.

If a thought pops into your mind, that's okay. Just notice it like a cloud passing by and gently bring your focus back to your peaceful place.

Now take a deep breath in... and out. Slowly start to leave your peaceful place, knowing you can come back anytime you need to.

Wiggle your fingers and toes. When you're ready, gently open your eyes."

Give students a moment to readjust back to the room.

Say: "You all did a wonderful job using your imagination to create your own peaceful place.

Remember, that place is always with you inside your mind. You can go there any time you need to feel calm, safe, or focused. Even just taking one deep breath can help you return to that feeling of peace.

When we practice mindfulness like this, we're learning how to take care of our emotions. And when we feel calm inside, we're better at helping others too. That's what it means to have each other's backs."

Say: "To help you remember your Peaceful Place so you can keep visiting it, we're going to take a few minutes to try to draw our Peaceful Places, naming them, and reflecting on how we feel when we visit them."

Give each student a Peaceful Place Worksheet. Consider putting on quiet music while they focus.

WRAP-UP (5 MINUTES)

Ask:

- "What did you notice about how you felt after going to your Peaceful Place?"
- "How could mindfulness help you if you feel worried or upset?"
- "Why do you think taking care of our minds is part of Aavidum?"

Say: "Mindfulness is like giving your brain a little break. When we feel calm and centered, it's easier to be kind, focus on school, and help our friends. Your Aavidum challenge is to spend at least one minute each day practicing going to your peaceful place. You can use your drawing to help you remember and visit it again. Notice how it makes you feel."

Closing Affirmation: Have students repeat after you.

- "I can feel calm."
- "I can be kind to myself."
- I can help others feel cared for."
- "Aavidum! I've got your back!"