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Rooted Elements A Kinesthetic Approach Connecting Our Children to Their Inner and Outer World

Alisha Meyer
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ROOTED ELEMENTS
A KINESTHETIC APPROACH
CONNECTING OUR CHILDREN TO THEIR INNER AND OUTER WORLD

By

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Professional Paper

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Rooted Elements

Chairperson: Karen Kaufmann

Rooted Elements is a thematic naturalistic guide for classroom teachers to design engaging lessons focused in the earth elements. It serves as a tool to pick out emotional or physical struggles for individuals or whole groups as they relate to the element characteristics. The practice is then designed around earth, water, fire or air qualities while teaching about a specific theme and what can be learned from that topic. The lessons are all geared towards an open space without desks and can be used with all students including students struggling with behavioral and/or academic challenges who need interventions.

Rooted Elements is practical and easy to use. It provides a base for teachers to spark inspiration and creativity with hundreds of engaging games and activities flowing from places of stillness to high energy. This curriculum teaches children ways to reduce anxiety and stress while building self-confidence and a sense of well-being. It is geared towards creating positive relationships with ourselves and our environment. The focus embodies being part of a whole intricate process and not separating ourselves from the web of life. The lessons are directed with an intention of listening and learning from the plants, animals and natural phenomena that surround us because our world will teach us everything we need to know if we allow it.

The principles of Rooted Elements are centered in an eclectic yoga philosophy including the earth elements, animal totems and Reiki. A basic lesson format wheel and lesson outline is provided with several ideas to fill in the blanks, which allows the teacher to create a meaningful practice driven by intention and categorized by element features. Sample lessons are provided to exemplify the basic concept of the program. Rooted Elements fosters respect, coordination, and self-confidence while nourishing the mind, body and spirit.

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“The important thing is to strive towards a goal which is not immediately visible. That goal is not the concern of the mind, but of the spirit.”

~Antoine de Saint

Intent

Throughout this year, I created and developed Rooted Elements, which is a curriculum guide for teachers to design lessons that are meant to be felt through the mind and body in a kinesthetic experience so that the learning is active and “fun”. When learning goes beyond the expression of the mind and embodies the whole body, the child is more likely to retain and utilize the information for personal growth.

The main intention for creating Rooted Elements (Appendix A) was to design lessons that would help students feel more connected to their natural surrounding and thus feeling more comfortable and grounded in their lives. The lessons started out lengthy with a strong emphasis in animals and their totem meanings. They were difficult to use with children. Working with the students was the best resource in planning the curriculum and helped solidify the current vision of the program.

Some other intentions that guided the outcome of Rooted Elements were personal growth, bringing yoga to the community and inspiring myself as a teacher. I have become certified in Hatha Yoga, Kids Yoga and Reiki (Appendix B) over the last two years along with countless opportunities to practice what I was learning. Embarking on this journey has changed my life. It has been a process. When I first started my yoga teacher training, I remember thinking, “What the heck am I doing here?” I was frightened and intimidated by the amazing yogi women that surrounded me with their

toned bodies and pristine yoga gear. I look back and smile at how far I have come in my thinking and understanding of the true practice of yoga. I have also been teaching kids yoga consistently two days a week for 9 months. I teach two 45 minute groups for Parks and Rec. on Tuesday and a 45 minute practice at the Wave (local athletic club) on Wednesdays. I have also led special series throughout the year at the Shanti Studio and Saw Buck Do Jang Studio for children of various ages (Appendix C).

Research

The past few years have been full of research and self-discovery. I have become trained in Hatha yoga, kids yoga and Reiki. These trainings included numerous readings, writings, practice and assessments to achieve their requirements for the class. All my resources can be found in the Rooted Elements resources. My greatest research has been my hands-on application of all that I was and still am learning.

Teaching kid yoga and designing this curriculum has greatly inspired my current teaching position as an elementary special education teacher. I feel like shifting things up and am motivated to teach in the manner that I believe in for children of all abilities. I am trying to change the whole model of special education in Whitefish right now. The possibility of me piloting part of my plan is highly likely next year. I feel that I have a clear vision brought about by my journey through the Creative Pulse and a need to follow through with what I strongly feel needs to change.

I am trying to become an “all abilities” teacher and merge the separation between special education and general education students. As it stands right now, I work with kindergarten through fourth grade students with intense emotional needs who need at least fifty percent or more of their day with behavioral support. My span of ages and needs is beginning to feel inappropriate because of all my “behavior” kids segregated from the rest of the school being placed in a highly restrictive setting of students spanning in ages from five to ten. If I were a parent of a fourth grader or kindergarten student in my class, I would probably be frustrated because of their disassociation from the rest of the school. I also feel that I am enabling some colleagues to not work with these types of students and they quickly get labeled as “Alisha’s students”. I want to work as a team and as a whole school to tackle some of these challenging students. I no longer want to be a “catch all” for students that some people seem to be afraid of.

For quite some time, I felt okay with the out of sight out of mind mentality and if no one heard about my students and I dealt with their issues in my classroom, I could do whatever I pleased. During the course of the past few years and the inspiration of the Creative Pulse, I am seeing my position differently. In addition to my Structured Learning Program, Muldown Elementary also has three resource teachers: A pre-kindergarten and kindergarten resource teacher, a first and second grade resource teacher and a third and fourth grade resource teacher. I would like to have the pre-k and k resource teacher provide more support in the kindergarten area by having a more structured class for some of those kids that need to learn the process of school. The other resource teachers could work with one grade level and provide support for only that level

and be part of their team. By this, I mean that they would be an “all abilities” teacher and have similar characteristics of a general education teacher. They would start the year with a variety of students, some special ed and some general ed., but maybe have a smaller group size such as 15 students instead of 20+.

The “all abilities” teacher would have one to two paraprofessionals to provide support for that grade level depending on the needs. When the students switch to reading or math, the special ed. students would switch to their appropriate class, but if the student is only receiving services in behavioral, they would transition to their appropriate class. The students with only behavioral services would probably have the “all abilities” teacher as a homeroom teacher. I would like to be the third grade “all abilities” teacher. By doing this model, we would not need as many paraprofessionals as we have now to micromanage lots of little issues. Two paraprofessionals equal one teacher salary so we could hire another special education teacher and each grade level would have their own special education support. All the students would be integrated and each team and grade level would need to support one another. I feel that the separation of special education and general education needs to shift along with the core subjects being taught separately. Everything seems like it could be melded together to teach the “whole child”.

The body is not a separate entity from the mind and must work cohesively to fully experience the learning process. We are all born as a body and mind innately working together, but our body and mind are often separated and disassociated from one another as we grow up within our culture.

Carla Hanaford cites in *Smart Moves* that, “We are all natural learners, born with a remarkable mind/body system equipped with all the elements necessary for learning.” This connection of fostering the whole being means that learning must be active. For example, to expressively act out and show with your body the water cycle is a more effective teaching strategy compared to sitting in a desk reading a text book on the same topic. Some students need more kinesthetic experiences than others and must feel the concept through movement.

Humans often separate and categorize every part of life, even ourselves, to gain a better understanding of the subject. This dissection is necessary, but we must not lose sight of bringing the pieces back together and looking at them as a whole as with the mind/body working and relating to one another. Mirka Knaster writes in *Discovering the Body’s Wisdom*, “From what we see and hear, we learn effective or destructive ways of being in our bodies.” She also raises the question, “How many of us become alienated from our bodies after spending hours all week confined to our desks?” We naturally learn through our bodies and if we are not allowed to process our world through this instinctive sense, then we will continue to foster a disassociation between body and mind, which I believe leads to the increase in mental disabilities within children and adolescents. The National Institute of Mental Health states that just over 20% or 1 in 5 children will be diagnosed with a mental disorder and rises to over 45% in 13 to 18 year olds.

The body and mind naturally work together. They gather data to interpret the world. If the mind is idealized while the body is quieted, the learning process becomes more difficult.

Achievement

Rooted Elements has taken shape and has brought about many accomplishments throughout the year. I have taught Rooted Kids yoga for almost a year (Appendix E), wrote a useful curriculum guide, taught classes the way I want and gained a better understanding of many philosophies such as yoga and Reiki as exemplified in Rooted Elements. I have impacted the community. The local athletic department is now trying to offer more classes for kids because of the great response I am getting. Parks and Recreation keeps asking for more and would like me to lead sessions throughout the summer. Parents often come up to me and tell me how wonderful it is and how much their children love coming to my classes (Appendix D). The curriculum guide gives me more of direction and purpose when I am planning a sequence. Whether or not I publish this guide and teach others how to use it, I will use my format to plan for all my future classes. I find it very helpful. I feel motivated by the possibilities of this curriculum and love how I have brought concepts that I feel and live together. This is a way for me to teach from the heart, and it feels right.

Documentation

The greatest source of documentation is my curriculum, Rooted Elements. The trainings and hands-on experiences of yoga and Reiki I took over the past few years came together

in February. I finally felt like I could gather my thoughts and write a workable document. I feel that this program could be utilized by a variety of disciplines and teachers. I am looking forward to disseminating the document and inspiring teachers to teach in a manner that is engaging for all students. I feel that I really have something that could manifest into more and could potentially lead into me sharing this type of kinesthetic teaching with other teachers. My other documentation is found with the students and their responses to the program.

Results

As with any project, my intention guided me through many expected and unexpected events as my vision solidified into the classes and curriculum. Last summer, I envisioned teaching in the community and writing lessons for my classes so that a teacher manual would naturally occur over the year. I knew that I wanted the lessons to be based in a yogic philosophy and connected to animals. I also wanted to take more training to inspire me through the year, but not sure what type. These intentions got me going in the right direction, and the unexpected findings felt awesome as they unveiled themselves to me. I felt like I had a bunch of bees swarming in my head and as my thoughts became clearer, I could catch the bees and hold them in a bag. More than half way through the year, I finally felt like I had a handle on my project and could hold the bag. The lessons did not just happen as I wished, but were a process to figure out what was really useful. I worked on my vision all year, but all the work did not solidify until the end.

As I wrote the lessons, I realized that I needed to find the main intention of the lesson and let the rest go because they were too lengthy and difficult to use. As I progressed in my learning of yoga and Reiki, I also progressed in the manner I delivered my lessons to my students. I found it fascinating how everything just came at the right moment in time, even though I wanted to be much more planned out in my approach. I let the process happen and it developed into something that I am really excited about.

Unexpected occurrences came to me as needed and at the right time. One day, while I was having tea at the local coffee shop, I noticed my friend Greg Wieting had a poster up for an integrated Reiki/Yoga training. He is an amazing yoga teacher and I felt that this was the training and inspiration I needed to embark on. I am now certified as a level 1 & 2 Reiki teacher and currently working on a level 3 certification. I love how Greg combines all his learning from different philosophies and brings them together to compliment the ideas. And he teaches from his heart. He always leads a beautiful powerful practice. I typically leave feeling like I had a mental and physical massage. I highly recommend his teaching to anyone interested.

I also started writing lessons geared toward animals, which were lengthy and difficult to use (Appendix F). It was extremely helpful to have the opportunity to teach the lessons as I moved through the year. I knew I needed to make the lessons shorter and easier to use such as a one-page reference lesson, which is now part of my curriculum. I created the lesson wheel, which the colors and shape represent the core of the Rooted Element philosophy. The colors symbolize the qualities of the elements and the circle is a

mandala, which represents everything in life. Mandalas are found at the most microscopic level, such as molecules, to the most macroscopic, such as the solar system. There is always a center with nature designs circling around the core. As my lesson focus shifted from animals to the whole elemental picture, I saw that everything fell into the elemental qualities and could be invoked in children with lessons driven by the forces of the elements.

The curriculum now had a clear direction, but my time felt crunched and I was not expecting the amount of stress and hours it took to put my vision on paper. The hard work paid off, and I am excited about the product. I have been using my curriculum to teach my classes and love how simple it is to use. I am also getting ready for a month long series I am teaching at my school for Arts in April (all students rotate to a class based in the arts on Fridays for the month of April).

Assessment

To assess the significance of this project, I looked at the people I impacted such as the kids, parents and the community organizations. I also found the most significant piece to be my personal growth and assessment of the project throughout the year. The Creative Pulse and this assignment changed my life. My perception of life in general has shifted. I also feel that I have a clear form and direction when planning for a class and that it is not so random. If I were to strip down everything that I have learned in the past few years, all the terms and ideologies, I would simply say that I have learned how to love more. I have learned how to love myself more and radiate it outward to all the children I

work with. This assessment has shifted my life. I feel that I notice more with each step that I take and how my responses to any situation are my choice.

I am constantly getting positive feedback from the kids and parents. The kids often greet me in the halls at school, run up to me and give me hugs, tell me how much they love yoga and give me lots of gifts and pictures. Some of the parents have emailed the director of Parks N' Rec. about how much their kids love yoga and that they are thrilled that it is now offered in our community. The parents also keep bringing their kids back and ask for more classes. I always leave the window blinds up during class and the parents often gather and watch the whole class. I get lots of positive praise. The Wave (local athletic club) and Parks N' Rec. have asked me to continue on their schedules and to pick up more classes and lead camps through the summer. I feel that I have impacted the community and they love it.

I feel that the students benefit the most because of their reactions to my classes. They love coming and moving their bodies. I love how they ask me for savasana (rest pose) and the peacock feather (I sweep them during rest time with a feather). I feel that so many children crave the various components of the lessons such as rest, breathing and active games that they seem to feel complete when they leave me. I keep doing what I'm doing for the kids. I have been working overtime this year with a fulltime job and leading classes after school, which is not always what I want to do after a long day. I feel completely energized though when I see their excitement about being with me. I work

with students of “all abilities” in this setting. I find that all of the students can participate and love the flow of the classes. The lessons incorporate a whole body experience.

Conclusion

Rooted Elements became possible through all my training and research. In addition, I have had countless hours of personal practice, which is where my real training took place and was felt. I have also read numerous books and guides, which are cited in my resources of Rooted Elements. The research that I embarked on has just begun. I am excited about all the knowing and clarity that is to come for me from being open to the possibilities. Researching is a life-long process and this year has been another influential time to tuck into my tool belt as I continue navigating through this life.

The quote at the beginning of this paper, “The important thing is to strive towards a goal which is not immediately visible. That goal is not the concern of the mind, but of the spirit.” by Antoine de Saint, exemplifies the Rooted Element process. My spirit guided me through this progression. I listened to my heart and went for it. It took risk, rigor and relevance to make Rooted Elements come to life. I am excited about sharing what I have done and possibly writing more curriculum guides that are geared towards a specific theme.

APPENDIX A

Rooted Elements Curriculum

Rooted Elements



A Kinesthetic Approach Connecting Children to Their Inner and Outer World

Alisha Meyer

Rooted Elements is a guide for teachers to design engaging lessons for students to learn about their world. It is a thematic energetic practice driven by the earth elements to help children feel connected to their natural surroundings and themselves so they can move more gracefully into the world around them.

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Lesson Components..... **17**

A basic lesson format is provided along with rich ideas to create a dynamic sequence geared towards any topic. All ideas can be tweaked and recreated to better fit any theme. Use the ideas as a base to create your own unique sequences for the children. Have fun with the endless opportunities.

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Lesson ideas are provided that are inspired from Montana. You can use these lessons as a base to create a series that is geared towards your community and environment.

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Rooted Elements

A Kinesthetic Approach

Connecting Our Children to Their Inner and Outer World

Rooted Elements is a thematic naturalistic guide for teachers to design engaging lessons focused in the earth elements. It serves as a tool to pick out emotional or physical struggles for individuals or whole groups as they relate to the element characteristics. The practice is then designed around earth, water, fire or air qualities while teaching about a specific theme and what can be learned from the topic. The lessons are all geared towards an open space without desks and can be used with all students including students struggling with behavioral and/or academic challenges and need interventions.

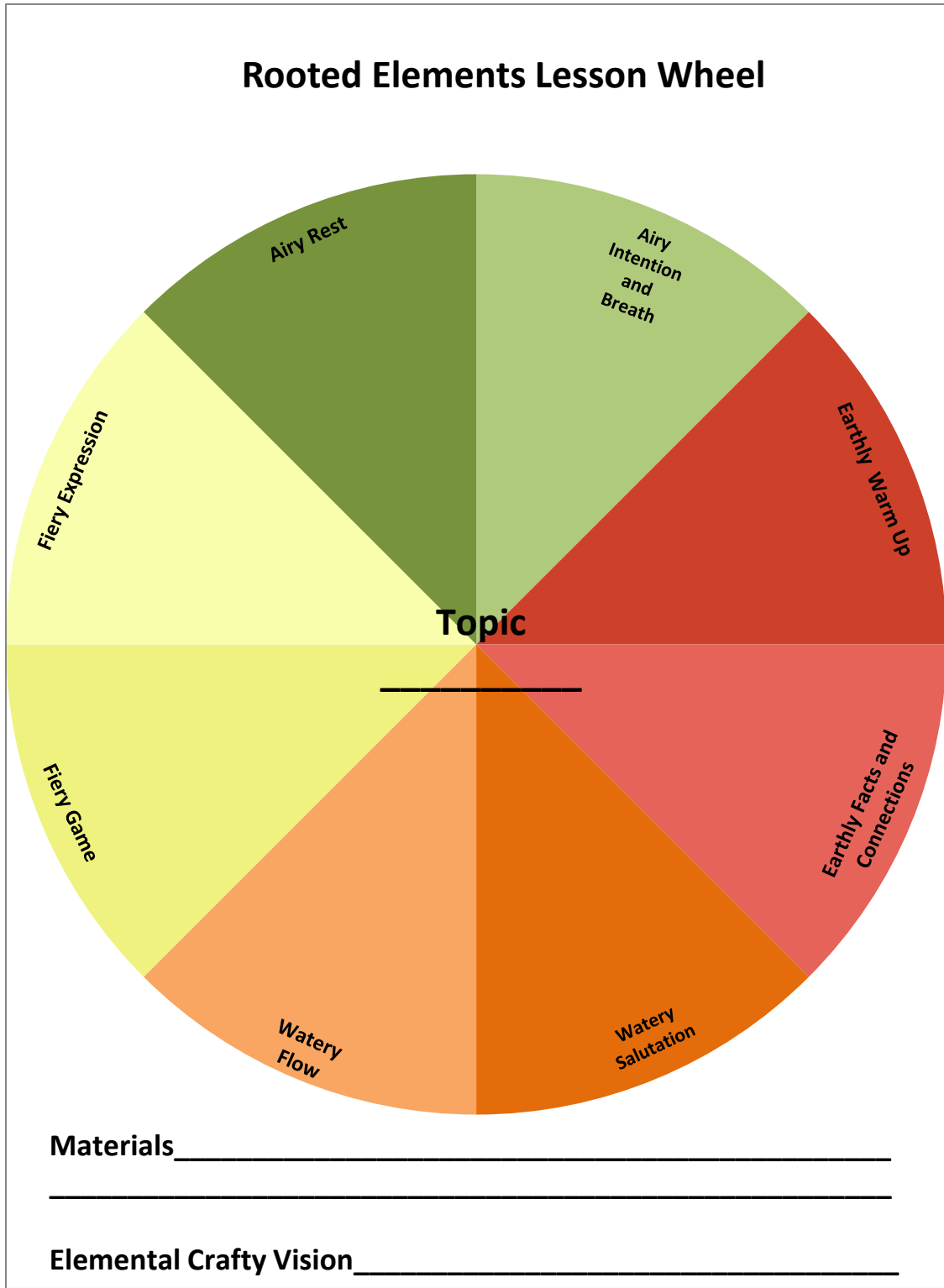
Rooted Elements is practical and easy to use. It provides a base for teachers to spark inspiration and creativity with hundreds of engaging games and activities flowing from places of stillness to high energy. This curriculum teaches children ways to reduce anxiety and stress while building self-confidence and a sense of well-being. It is geared towards creating positive relationships with ourselves and our environment. The focus embodies being part of a whole intricate process and not separating ourselves from the web of life. The lessons are directed with an intention of listening and learning from the plants, animals and natural phenomena that surround us because our world will teach us everything we need to know if we allow it.

The principles of Rooted Elements are centered in an eclectic yoga philosophy including the earth elements, animal totems and Reiki to help center the self. Some Sanskrit (an ancient language associated with India) terms are provided and explained in throughout the text. A basic lesson format wheel and lesson outline is provided with several ideas to fill in the blanks, which allows the teacher to create a meaningful practice driven by intention and categorized by element features. Sample lessons are provided to exemplify the basic concept of the program. Rooted Elements fosters respect, coordination, and self-confidence while nourishing the mind, body and spirit.

I would like to give a special thanks to my wonderful children Emma and Ethan for helping me learn the true roots of life, and to my beautiful nieces Kaylee, Allie, Gracie and Emilia for opening their hearts and minds to assisting me with this curriculum. I would also like to express my gratitude towards all my little yogis who have guided me through this project by allowing me to bring it to life, to all my amazing friends and family for providing support, and to my inspirational yoga and Reiki teachers, especially Greg Wieting.

Lesson Wheel

Use the Wheel Format or Outline to refer to for a quick reference when teaching.



Lesson Outline

Topic:

Materials:

Airy Intention and Breath:

Earthly Warm Up:

Earthly Facts and Connections:

Watery Salutation:

Watery Flow:

Fiery Game:

Fiery Expression:

Airy Rest:

Elemental Crafty Vision:

Lesson Component Overview

Things to consider before the lesson:

Materials-

The Materials are a list of potential props and supplies that are needed to teach the concepts. Remember that the lesson component ideas are meant to be used as a springboard for your own creative lessons. Take what you need, leave the rest and make it your own.

Set Up-

The Set Up is an extremely important part to a successful lesson. It is the well thought out environmental display of the space being utilized for the activity. The purpose of the Set Up is to structure the classroom before students arrive so that students know what to do before the lesson starts and they feel safe in the environment.

Here is a recommended guideline of preparing the space:

Use a large open space free from furniture and miscellaneous materials. Use mats arranged in a large circle or use floor tape to create a large circle with numbers on it so students know where to stand and how big to make the circle. Play gentle nature sounds music in the background. Have some sort of activity, such as coloring mandalas, for students to do while other students arrive and settle in for class.

Here are recommendations for gathering activities:

Coloring activities or free drawing, journaling about a high or low for the day or a given topic, clay sculptures, sharing tea and conversation about a given topic, watering and tending to class plants and/or animals, free art with a bin of a various art supplies, blocks and other building materials, Legos or magnetic toys, **Eye Spy books or Where's Waldo books**, Guinness Book of World Record books or other fun factual books for kids, bin of puppets, joke books, magnetic poetry, puzzles to work on together

Resources-

Resources enhance the lesson. Use literature, music and props to engage children more. Music can evoke a deeper understanding of a concept and heighten emotions. The music resources have been divided into the elemental qualities and can be designed beforehand to help the teacher keep track of time and flow through the lesson elements. Check out the other recommended books and props in the resource section to create an even more meaningful lesson.

Things to consider during the lesson:

Title-

The Title provides the main focus of the lesson and is the center of all the activities to follow. Think about what students can learn from the topic and how they can apply that concept to their lives.

Airy Intention and Breath-

The Intention is the purpose of the concept being taught. It is an explanation of why we do what we do. Each plant, animal or natural phenomenon has a message to teach us. The intention of the lesson pulls out the possible truth that is speaking to us. To design the intention, research the topic and pull out the most interesting facts and seek a lesson that we can apply to our lives from their source of strength.

The Breathing Activity is a child-friendly way to practice deep breathing. Children are often told to take deep breaths when they are frustrated, but are resistant. They are more apt to fully experience the benefits of deep breathing in a playful manner. Deep breathing provides more oxygen to the brain making students feel calmer and more focused. This is a "tool" that is always available when there are fluctuations between the body and mind to bring more balance into life.

Earthly Warm Up-

The Earthly Warm Up **is a hook to grasp the students' attention and to help ground the group as a whole unit.** It is geared towards sparking student interest and getting them to think about prior knowledge of the subject. The activity can be used as a proactive structure as students settle into the class by setting clear expectations and allowing creative exploration until the whole group has arrived. This approach eliminates "down time" and potential behavioral issues. This beginning activity allows for a positive tone to be set, and the rest of the lesson is more likely to be successful.

Earthly Facts and Connections-

Earthly Facts and Connections can be introduced by sharing a brief personal story of the topic being discussed for the sequence. Show pictures and provide facts of the subject. Have the students turn and talk to a partner about an experience they have had that connects them to the topic. Ask provocative questions to get students thinking about a deeper understanding of what can be learned from the subject. Intertwine the facts throughout the lesson its components so that each activity is created to teach a

fact about the topic. This will help in taking the ideas from the curriculum and making them your own.

Watery Salutation-

The Watery Salutation is a basic Sun Salutation derived from yoga practices that is interpreted to give thanks to the topic being studied. There are many ideas for students to engage and have fun with the salutations. Writing a creative poem that exemplifies the facts of the topic before the class is a great way to teach kids through movement about a subject. Check out some of the creative ways to lead a salutation in the sample lessons at the end of the curriculum.

Watery Flow-

The Watery Flow is intended to help students use their bodies to feel and connect on a deeper level with the content being taught, themselves and each other. If students can connect with their bodies on their mats like balance or strength, they are more likely to be able to carry that grace off their mats into their daily lives. The postures can be done together, refer to partner yoga books, or individually depending on the intention and elemental theme for the class. Always instruct the students to be gentle with one another and to treat each other the way they would like to be treated. It is imperative that the students move slowly and carefully through each pose unless instructed otherwise. If students have not mastered left and right, have them place stickers or stamps on their left hand and left foot to help during instruction of poses. Always instruct students how to get in and out of the pose, which is typically the same sequence. After teaching the poses, try to have students move through the poses with their breath to create a dynamic flow. It is highly recommended that before instructing any students through a yoga flow that you take a teacher training in yoga to deepen your understanding of the whole philosophy. You can also read insightful books found in the reference section to gain a better understanding. Check out your community for local yoga offerings.

Fiery Game-

The Fiery Game is a way to bring the class together and “fire” up the body. Its purpose is to help foster positive relationships in a safe environment so students feel comfortable freely expressing themselves. The games provided are meant as a springboard and can be adapted and changed in any way to best meet the needs of the students involved, and to teach facts about the theme in a playful manner. Make sure to enjoy, have fun and laugh. Check out the numerous game ideas found in the fiery game section and add your favorite games to the list. Look at the core of the game

and decide what type of elemental energy it invokes so you know what element it best fits under.

Fiery Expression-

The Fiery Expression is meant for creative self-expression. It is to feel the topic completely and to express it through movement. There is no right or wrong way to move, just move. Instruct students to notice the judgment they may have on themselves or others and to let it go, and to love themselves just as they are no matter what goofy body expression leaks out from their core.

Airy Rest-

The Airy Rest is a time is for students to quiet their bodies and go within to feel the movement that is always taking place, but often times unnoticed. It is a time to reflect and absorb what was taught during the lesson. Instruct students to lie down on their backs, roll up in their mats like a burrito, or use blankets to cover their bodies. Make it a game or contest if students struggle with quieting their outer bodies. There are many ideas in the rest section to help students with stillness. Try walking around with a peacock feather or silky material and gently sweep the students with it. You can also place bean bags or beanie babies over the students' eyes. Students also love to have a marble or small flat object placed on their forehead between their eyebrows. It gives a cooling calming sensation. If students can learn to control transitioning from a high energy activity to a resting state, they will be more equipped to carry themselves through the ups and downs of our turbulent lives. This time can also be used to reiterate what we can learn from the topic and lead into a beautiful heart affirmation. A heart affirmation is a way to express positive self-talk that can often change old negative patterns if repeated and said aloud. They are a way to practice self-love and a wonderful way to end class. Try having the students hold their hands to their heart or hold their animal beanie baby to their heart and repeat the saying or the main lesson learned from the class.

Elemental Crafty Visions-

The Elemental Crafty Vision is an extension of the class to deepen the understanding of **the topic. The crafts are centered in the "arts" and reach all types of learners and all** the intelligences. Have fun and let your imagination run wild. The purpose of the projects is to pull out visions from our core and express them for others to enjoy.

Element Qualities

Element Review

The lesson components and lesson ideas are categorized by elements to support what is needed for a specific individual or group. Words are provided under each element to help guide you in deciding which area needs to be addressed. Choose a main element to begin creating a unique lesson. Try focusing on a specific color, sound, movement, hand placement and/or chant to help guide individuals in bringing specific elemental qualities into their lives. Check out wonderful resources in the reference section for more information on chakras, mantras, deities and earth elements.

Earth-

Qualities that define the earth elements are:

Security	Trust	Connection	Persistence	Pleasure
Safety	Present	Balance	Endurance	Approval
Survival	Satisfaction	Stability	Gratification	Contentment
Grounding	Physical	Preparation	Fulfillment	Steadiness
Family	Foundation	Education	Happiness	Strength
Health	Instincts	Knowledge	Shelter	Well-Being
Protection	Awareness	Confidence	Hope	Fitness

- The earth element is located at the base of the spine (Root chakra- Muladhara).
- The color associated to the earth is red.
- The vowel sound is *ahh* like in *father*.
- The hand placement or mudra is Anjali or Apana Vayu mudra. (Press your 2 middle fingers to your thumb with your pinkie and pointer fingers pointing strong. Your palms face towards the sky and can rest on your knees if you are seated.)
- Movement in the earth element is meant to stabilize your energy. Press into the earth with the body parts that are grounding down and hold poses in stillness.
- The mantra or chant for the earth element is to focus on Ganesh (check out references for more information on deities), which can help shift perspective and unleash the potential for freedom within you.

Water-

Qualities that define the water elements are:

Feelings	Desire	Sensations	Movement	Fluidity
Grace	Accept Change	Taste	Appetite	Satisfaction
Needs	Pleasure	Emotions	Expression	Liberated
Dynamic	Alive	Nourishing	Longing	Enthusiasm
Effort	Craving	Flexibility	Uncertainty	Elegance
Aspiration	Communication	Appearance	Preference	Charm
Power	Determination	Passion	Transformation	Adjustment

- The water element is located in the abdomen and lower back (2 fingers below the navel the 2nd chakra- Svadhisthana or Hara).
- The color associated to the water is orange.
- The vowel sound is *eee* as in *bee*.
- The hand placement or mudra is Shiva Lingum mudra. (Place your right fist with an extended thumb resting on top of the left palm in front of your navel. This mudra helps with the integration of the divine opposites such as masculine and feminine, night and day and solar and lunar, which are found in all of us.)
- Movement in the water element is a cool, fluid practice with lots of moment like the ocean waves. Try to flow from one posture to the next with the breath. Be spontaneous and allow movement to be born. Let go of judgment.
- The mantra or chant for the water element is *So Hum*, which means *I Am That*.

Fire-

Qualities that define the fire elements are:

Power	Non-Dominating	Digestion	Self-Esteem	Impulse
Personal Will	Control	Igniting	Taking Action	Naturalness
Metabolism	Freedom	Initiating	Confidence	Allowing
Autonomy	Self-Ease	Transforming	Self-Respect	Altering
Energy	Empowering	Dissolving	Consumption	Changing
Effectiveness	Courage	Melting	Breakdown	Drive
Spontaneity	Heat	Merging	Absorption	Spirit

- The fire element is located in the solar plexus or power center (3rd chakra- Manipura).
- The color associated to fire is yellow.

- The vowel sound is *ooo* like in *mom*.
- The hand placement or mudra is Jai mudra. (Press your palms together over your head to celebrate your life). Also try Samana Vayu mudra. (Press all your fingertips together with your palms facing up and tops of your hands can rest on your knees.)
- Movement in the fire element is to heat up the practice. Hold the poses longer and flow quicker. Work on your core and fire it up. The idea is to heat up your body so that blockages can be burned up allowing for your move more freely and open up space for things that will serve you better. Have a strong gaze in the practice versus a softer relaxed look.
- The mantra or chant for the fire element is Gayatri, *Om Bhuh, Swaha Tat Savitur Varenyam Bhargo Devasya Dhimahi Dhiyo Yonaha Prachodayat*, which means *May the solar god inspire our visions, may the light which has given birth in the various spheres illuminate our intellect.*

Air-

Qualities that define the air elements are:

Love	Bonding	Sensitivity	Thoughtfulness	Soothing
Unity	Empathy	Heart	Humanity	Restorative
Ego	Circulation	Family	Affection	Understanding
Compassion	Touch	Kindness	Friendship	Feeling
Peace	Hugs	Self-Love	Self-Esteem	Connection
Centeredness	Feel	Sympathy	Individuality	Consideration
Healing	Relationship	Gentleness	Harmony	Intimate

- The air element is located in the heart center (4th chakra- Anahata).
- The color associated with air is emerald green.
- The vowel sound is *iii* as in *like* for the heart and *ooo* as in *bold* for the throat.
- The hand placement or mudra is Prana mudra. (Press the thumbs to the pinkie and ring fingers and rest with palms facing up. Use this mudra when you need a boost of energy.)
- Movement in the air element is about opening the heart and lengthening out of the side waists.
- The mantra or chant for the air element is *Lokah Samasta Sukhino Bhavantu*, which means, *May all beings everywhere be happy and free.* This mantra can help us feel connected to everything and support our healing and that of others

because we are not alone. Another mantra is *Om Mani Padme Hum*, which means, *compassion*.

The other main chakras can also fall under the air element. They are as follows:

- The 5th chakra- Visuddha is located in the throat. The color is sky blue and is related to creativity and communication. You can experience the world through vibrations. This chakra is associated with listening to intuition and expression oneself.
- The 6th chakra- Ajna or inner knowing is located at the 3rd eye or forehead. The color is indigo or midnight blue and is related to seeing both physically and intuitively. **You can see more clearly, "the big picture". It is our spirit and is where our true motivations are found.**
- The 7th chakra- Sahasrara is located at the crown of the head. The color is violet and represents consciousness as pure awareness. It is our connection to the world beyond and a place of all-knowing. This chakra brings knowledge, wisdom and bliss.

Element Chants

Chants are a wonderful activity to bring a group together and to fill our whole being, all the way to our molecular structure, with positive thoughts. The more we say something, the more likely it will become whether we believe it or not. There are numerous chants that can be found at the following website: <http://www.enchantment.ca/chants.html>. Also check out the resources for additional sources.

I am born of the elements

Earth my body
Water my blood
Air my breath
And fire my spirit

- *Author Unknown*

The image shows a musical score for the chant "Earth My Body" by Author Unknown. The title "Earth My Body" is centered at the top, with "Author Unknown" to its right. The music is written on a single staff in treble clef, with a key signature of one sharp (F#) and a common time signature (C). The melody consists of a series of quarter notes: E4, F#4, G4, A4, B4, C5, B4, A4, G4, F#4, E4. The lyrics "Earth my bo - dy, Wa - ter my blood, Air my breath and" are written below the notes. A second line of music starts with a measure rest (marked with a '4') followed by the notes E4, F#4, G4, A4, B4, C5, B4, A4, G4, F#4, E4. The lyrics "Fire my spi - rit." are written below these notes.

Alula's Element Chant

Come sit with me, so I may listen, listen to the whispers of the gentle breeze.

Calling, calling,

Bring here with you knowledge of the wind, a story of life I need to know.

Calling, calling, Calling, calling,

Come sit with me, so I may see, see the colors of the burning flame.

Calling, calling.

Bring here with you courage and strength to will on forward, towards the light.

Calling, calling, Calling, calling,

Come sit with me so I may taste, taste the tears of sorrow and joy.

Calling, calling,

Bring here with you healing waters, so I may dare taste the power of love.

Calling, calling, Calling, calling,
Come sit with me so I may touch, touch in silence the wisdom of earth.
Calling, calling,
Bring here with you, patience and growth, so I may grow solid and wise.
Calling, calling, Calling, calling,
Hear me calling, see me dancing, taste my tears and touch my soul.

- *Alula L.*

Earth Chants-

Children Of The Earth

We are the children of the earth: We come from different places
We are sculpted and formed: By the hands of time

- *Mz. Imani.*

I Rejoice

I rejoice in the beauty of the earth
I rejoice in the colours of the earth
I rejoice in all the living things with whom I share this world
I rejoice, I rejoice, I rejoice

- *Gladys Gray*

Water Chants-

The River

The river she is flowing
flowing and growing
The river she is flowing
down to the sea
Mother, carry me
Your child I will always be
Mother, carry me
down to the sea

- *Diana Hildebrand-Hull*

Water Chant

The waters are flowing, flowing, flowing
The waters are flowing
Waters of life

- Cricket, written July 4th, 2004

Fire Chants-

Circle Fire Dance

Spirits of fire come to us: We will kindle (the) fire
Spirits of fire come to us: We will kindle (the) fire
We will kindle the fire: Dance the magic (sacred) circle round
We will kindle the fire: We will kindle the fire
(back chant)
Fire Fire Fire: Kindle our spirits higher
In thy flame naught remains: But Fire Fire Fire

-Unknown Author

Burn Bright

Burn bright, flame within me: Kindled of eternal fire.
Of the people I do be: And the people part of me,
All one in many parts: A single fire of flaming hearts!

-Nicholas Sea

Air Chants-

Air I Am

Air I am: Fire I am: Water, Earth and Spirit I am

- Andras Corban Arthen

Air Moves Us

Air moves us, fire transforms us, water shapes us, earth heals us
And the balance of the wheel goes round and round
And the balance of the wheel goes round

- Cathleen Sheil, Moonsea and Prune of RECLAIMING

Lesson Components

“Within the circle of a perfect one there is an infinite community of light” – Hafiz

The lesson components are intended to invoke states of stillness to high energy within the children while teaching about our world and what we can learn from it. The lessons are formatted in a cycle or mandala (circle, wholeness, all aspects of life). There are 108 activities in each lesson component to choose from so that you have an array to choose from. These ideas are meant to spark inspiration so you can adapt the activities and teach facts guided by your theme. In addition to the assortment of ideas, the number 108 is a powerful number and represents many components in life. The following are some reasons why 108 is meaningful:

- The chakras are the intersections of energy lines, and there are said to be a total of 108 energy lines converging to form the heart chakra. One of them, sushumna leads to the crown chakra, and is said to be the path to Self-realization.
- There are 54 letters in the Sanskrit alphabet. Each has masculine and feminine, Shiva and Shakti, and 54 times 2 is 108.
- Pranayama is about breath and it is said that if you can be so calm in meditation as to have only 108 breaths in a day, enlightenment will come.
- The angle formed by two adjacent lines in a pentagon equals 108 degrees.
- Marmas are like energy intersections called chakras, except have fewer energy lines converging to form them. There are said to be 108 marmas in the subtle body.
- Some say there are 108 feelings, with 36 related to the past, 36 related to the present, and 36 related to the future.
- The diameter of the Sun is 108 times the diameter of the Earth. The distance from the Sun to the Earth is 108 times the diameter of the Sun.
- The average distance of the Moon from the Earth is 108 times the diameter of the Moon.
- A mala is a string of 108 beads that is used to count mantras (positive words or sounds to bring more peace and awareness to our lives). A great activity for students would be to create their own mala by adding a bead to a string and a positive thought to their journal each day for 108 days. Then have the students wear their mala around their wrists to symbolize their power and love. For younger students try stringing 108 cheerios on yarn and eating each one slowly and saying a beautiful thought after each cheerio.
- For more information on 108, check out the following website:
<http://www.swamij.com/108.htm>.

Airy Intentions

“The important thing is to strive towards a goal which is not immediately visible. That goal is not the concern of the mind, but of **the spirit.**”

–Antoine de Saint

- Daily Card- Check out the resources for amazing affirmation card recommendations. Have you or the students read the daily card and discuss what it means to them.
- Animal Teachers- Decide what we can learn from a specific animal, plant or natural phenomena. What is the message that we can learn from the topic? **How can we apply the message to our lives? Ask yourself, “Is there a specific animal that keeps popping into my life? What do you think it is telling you?**
- Nameste- Bring an animal friend (beanie baby) or hands to your heart and bow to the light within ourselves. Bring the animal to your forehead and bow to the light in all living things. Bring the animal back down to your heart and say, "Nameste", which means the light in me respects the light in you.
- Endless Hugs- Give yourself a hug and tell yourself how much you love you. Try a group hug or spiral into a hug by holding hands in a chain and curling into a tight spiral.
- My Affirmation- Have students come up with an affirmation that they want more of in their lives such as, "I am calm and in control, I am good enough, I am loved, I am confident". Have them write their affirmation on a card and decorate it to take home and put it in a place where they will see it and say it daily.
- Self-Love- Stand and close your eyes. Bring your hands to your heart and imagine something beautiful about yourself. Start to gently rub your heart center with moving your hands in a circular fashion. Rub your heart for a few moments and then still your hands and feel the energy you just created.
- Self-Massage- Start at the crown of your head and gently massage your scalp. Move to your face and press your hands against your face and pull downward slowly. Repeat a few times. Rub your arms, chest, belly, front of legs and feet then hang for a few moments. Start to move up the back side

of your legs, hips, back, shoulders, neck and the back of your head. Stand in silence with your hands at your temples for a few moments. Bring your hands to your heart and slowly open your eyes.

- Sing- Choose a beautiful mantra, chant or song to sing. For ideas, see music in the resource section and elemental chants in the elemental quality section.
- Silence- Sit in silence for a few moments and just watch and observe what comes to you. Notice which places in your body are calling to you and what thoughts arise. Try making this a contest for students by timing them. Start with a small amount of time so they can feel success and gradually move to **more time. Act like you can't talk or move even if you wanted to. Imagine** that someone cast a spell on you and you are frozen. The only part that can move are your eyes.
- Journal- Provide paper and pencils and allow a few minutes to free-write. Have students write all their thoughts down. Their pencils keep moving the whole time. Try to write without holding back and without judgment. See what thoughts arise and what intentions you might want to dedicate to the class.
- Dedication- Close your eyes and think of someone or something that needs support or love. Try imagining someone or something that you particularly **struggle with in your life or don't like and imagine sending love to that area.** Whatever comes to you, dedicate the class and your energy for the class to that person, place or thing.
- Whole Power- Decide as a group about something that needs more love. Something that is challenging and bothersome. As a group, hold hands in a circle. Close your eyes and imagine taking that evil and enveloping it in loving light. For example, imagine someone with cancer and you shoot loving **light beams into that person's body and find the cancer cells. You gentle** wrap you loving light around the cells and love them for changing that **person's life** and perspective on life. Know that the only way to destroy disease is to love. Disease and evil in life are created from love turning into fear. To rid it is to love more. A whole group consciousness is extremely powerful.

Airy Breathing

“All things share the same breath - the beast, the tree, the man... the air shares its spirit with all the life it supports.”

-Chief Seattle

If **you’re** breathing, you’re alive. Enjoy it.

Earth

1. Animal Speaks Breath- Breathe deeply and exhale a long animal sound like a moo or make your favorite animal sound so that everyone has a different sound.
2. Longest Breath- Inhale deeply, exhale with a long slow vowel sound and see who can carry out the longest sound without taking another inhale.
3. Dog Breath- Stick out your tongue in dog pose and breath in and out like a dog pants.
4. Jumping Animal Breath- Lay down on your back and place either hands or beanie baby on your belly. Inhale as deeply as you can and feel your belly grow. Exhale and feel your belly sink. Practices making your beanie baby jump on your belly using only your breath. Try short and long breaths. Notice the difference.
5. Smile Breath- Inhale and relax your face. Exhale making a funny crooked weird smile. Try to make someone laugh while doing smile breath.
6. Flower Breath- Inhale and smell a real or fake flower. Exhale through your mouth and imagine letting the beautiful fragrance fill your heart and the room.
7. Yawn Breath- Inhale through your mouth and stretch with arms up and exhale while yawning and bring arms down.
8. Bee Breath- Inhale through your nose and exhale with a long humming sound. Let your mouth and lips vibrate. This creates a funny tickling feeling.
9. Counting Breath- Sit up tall and count your inhale and exhale. Use your fingers to count and practice the following breathing patterns: Inhale 5- Exhale 5; Inhale 4- Exhale 8; Inhale 4- hold 4- Exhale 4. Try walking forward with each inhale and walking backwards with each exhale, or try just using a different movement for the inhale and exhale.
10. Snoring Breath- Lay down on your back and inhale through nose and exhale through your mouth making loud snoring sounds.
11. Foggy Breath- Stand next to a window and breathe onto the window to fog it up. Draw a quick picture on it and have another student guess the picture.

12. Stuffy Nose Breath- Use your right thumb to block your right nostril. Inhale through your left nostril. Close both nostrils and hold. Open your right nostril and exhale slowly and fully. Inhale through your right nostril. Close both nostrils and hold. Open your left nostril and repeat the cycle on left side. This breathing technique is used to help provide balance and grounding to your life. You will notice that one nostril will be stuffier than the other and that if you try the same technique in about an hour the stuffiness might switch to the other side. With practice, this type of breathing is to balance out our yin and yang properties.
13. Cat Breath- Sit in rock pose. Imagine that you are a kitten curled up next to your mother. Go inside and feel yourself purring as you breathe.
14. Bicycle Breath- Imagine that your belly is the center of your bicycle tire and your arms and legs are the spokes. Breathe into your belly so deep that it spills out into your spokes. Breathe out and spread your arms and legs wide and imagine that the exhale makes your tires start spinning.
15. Water Breath- Imagine you are a glass and with your inhale you begin to fill your cup with water. Start at your toes and work your way all the way to the top of your head/cup so that the water is spilling out.
16. Full Belly Breath- Imagine that you are eating your favorite food and as you do this, your belly becomes big and full. On your inhale, make your belly as **big as you can and on your exhale, make your belly release the food's energy** into your body by making it sink in as much as you can.
17. Punch Breath- Stand with your elbows tucked in and your fists up. Inhale and on your exhale, punch forward turning your fists down and make a loud **"HA" sound. Inhale and re-**tuck your arms and repeat.
18. Bear Breath- Sit with your eyes closed and chin tucked slightly. Imagine a bear hibernating and go inside like the bear. Keep one hand by your side ready to count. Inhale for a count of 5 using your fingers to keep track and exhale for a count of 5 by closing your fingers. Repeat several times before coming out of hibernation.
19. Grounded Breath- Sit outside and breathe in the oxygen that surrounds us all. Imagine the carbon dioxide you breathe out giving the plants life and imagine the plants thanking you by producing oxygen to fill you with healthy life.
20. Feeling Breath- Place your hand in front of your face. Breathe normally and feel your breath. Now breathe in and out through your mouth deeply and then through your nose. Notice what you feel on your hand. What sensations does it bring up?

21. Straw Breath- Sit with your mouth open and tongue curled and sticking out. Inhale through your tongue straw as much air as you can take in. Hold for a moment and savor with your mouth closed. Exhale through your nose.
22. Darth Vader Breath- Imagine the Star Wars character and press your tongue against the top of your front teeth. Practice breathing in and out with your mouth closed making a Darth Vader sound.
23. Noodle Breath- Stand tall like an uncooked noodle. Slowly imagine that you are being cooked and exhale your body forward and hang your upper body like a cooked noodle. Let everything go, even your neck. Roll back up slowly on the inhale one vertebrae at a time to repeat the breath.
24. Rag Doll Breath- Stand tall and slowly roll your body down so you can touch your toes with your exhale. Inhale and roll up one vertebra at a time to a strong standing position.
25. Flower and Candle Breath- Hold out your fist and imagine holding a flower. Now hold out the other fist and pretend you are holding a candle. Inhale and smell the flower. Exhale and blow out the candle.
26. Favorite Food Breath- Imagine that you have your favorite food in front of you. Visualize what it looks like, every detail, and then pick it up and smell it. Imagine breathing in the lovely aroma and letting it fill your entire body from **your toes to your head. Exhale letting go of all the stuff you don't want to hold onto anymore and make room for the wonderful scents of life.**
27. Gum Breath- Imagine all your worries wrapped up in a wrapper like gum. Use real gum or just pretend and unwrap the gum and start chewing. Imagine that as you blow bubbles, you are blowing your worries into the bubble and let it pop so that all your worries get released. Imagine feeling calm and relaxed after letting go of all those worries.
28. Full Belly Breath- Inhale and make your belly as big as you can. Exhale completely and make your belly deflate as much as you can. Imagine that you are filling your belly up with yummy food and then using the good energy for your life as you exhale completely.
29. Book Breath- Place your hands in your lap like a book or use a real book. Inhale and open the book and imagine absorbing all the information. Exhale and close the book or your hands and imagine letting all the information shift your thoughts. Imagine that the information is shifting your difficult thoughts into more positive ones as you exhale.
30. Eye Breath- Lay on your back with your arms at your sides. Close your eyes on your inhale and open your eyes on your exhale. Try deep long breaths and short quick breaths. Count as you breathe. Try up to the count of 10 and down to the count of 1.

31. Listen and Say Breath- Sit with a partner and face each other. Have one partner be the leader and the other person follows. The leader begins by taking in a deep inhale and then makes a funny sound with their exhale. The follower must make a sound like their partner.
32. Annoying Balloon Breath- Imagine that there is a balloon in your belly and that on your inhale you blow up the balloon. Make your belly as big as you can. On your exhale, make the most annoying squeaky sound like a balloon makes when you let the air out and pull the top tight.
33. Helium Breath- Imagine that you are breathing in helium from a balloon and on your exhale you change your voice and sound silly. Try talking about the silliest thing you have ever done or tell a joke on your exhale.
34. Word Breath- Go around in a circle and say one word that describes you by taking a deep inhale and singing the word on the exhale such as life or joy.
35. Burp Breath- Take in a deep inhale and on your exhale, pretend or really burb in a disgusting sounding manner.

Water

36. Move With Me Breath- Stand in a circle and hold hands. Deeply inhale and move towards the center, exhale and move out with a long vowel sound.
37. Snake Breath- Lay on your belly and inhale pushing your upper body up with your arms. Exhale and make a long hissing sound while moving freely your body back to the ground. Move like a snake around the room letting your legs drag behind you.
38. Wing Breath- Raise your arms up on inhale like big wings and exhale and bring arms down. Make bird sounds and fly around the room. Use feathers as props. Peacock feathers work great and you can also try balancing them on your fingertips.
39. Fruit Breath- Inhale and reach up as if you are picking apples from a tree. Exhale and put the apple in a basket. Try actually picking fruit or vegetables from the ground or trees.
40. Rainbow Breath- Use paper and rainbow colored crayons. Keeping your eyes closed, inhale and draw up, exhale and draw down. Try switching from paper **to paper so that every person adds to each other's picture.**
41. Passing Breath- Sit back to back and pass a ball with each breath. Try twisting, reaching overhead, tossing, standing and passing through your legs or any creative way to move your body.
42. Big Little Breath- Make a fist on the exhale. Open your hands wide on the inhale. Gradually move to the whole body so that you are crunching into a tight ball on the exhale and bursting open on the inhale.

43. Watch Me Breath- Face a partner and one leads while the other follows. The leader conducts by raising their hand upward (inhale), downward (exhale) and horizontal (hold) for their partner to follow.
44. Group Art Breath- Stand on a large sheet of butcher paper and hold a marker or some type of art medium in each hand. Close your eyes and lean forward. Breathe in and out while drawing with one hand on the inhale and the other on the exhale.
45. Sunrise and Sunset Breath- Stand and raise your arms above your head on the inhale making your arms round like the sun. Exhale and bring the sun down to the ground. Imagine the colors you are creating as you bring the sun up and down in the sky. Try drawing a picture after the breath.
46. Stormy Weather Breath- Gather dried leaves and imagine that you become the wind and begin to blow the leaves around with your breath and bodies. Be creative with your stormy movements.
47. Negative Release Breath- Sit with your arms out to your sides, fingertips touching the floor and eyes closed. Think of any negative thought or problem you have. Imagine these thoughts as black balls and as you inhale, you release the black balls through your skin and as you exhale, they roll down your body and into the earth. Begin to move or roll around the room to let go of more balls.
48. Flying Bird Breath- Imagine that you are a bird. Grow your wings by interlacing your fingers and placing them beneath your chin. Make sure your knuckles are pressing against your jaw bone. Have your elbows facing down and pressed together. Stand tall with your tummy tucked in and your crown of your head reaching toward the sky. Keep your gaze forward and knuckles glued to your chin. Inhale your elbows open toward the sky and exhale elbows down and head and gaze look toward the ceiling and back. Inhale your head back to neutral and elbows open. Exhale elbows down and head back. Repeat 10 to 20 times and imagine soaring through the sky.
49. Train Breath- Imagine that you are a conductor of a train. Sit up tall on your shins and close your eyes to imagine being in the train. Turn on your engine and feel the wheels begin to roll smoothly. Inhale and exhale slowly and steady at first to get the train rolling. Gradually amp up your breath to make the train go faster. After quick steady breaths, slow back down again to a slow roll and then natural breath and stopping the train.
50. Waterfall Breath- Stand tall and take in a deep breath. Exhale and slowly roll your upper body down and touch your toes. Imagine that as you inhale you are breathing in water and as your exhale you release your water down a water fall.

51. Seed Breath- Start with your feet planted into the ground with your body as small as you can make it like a seed. As you slowly inhale, begin to rise to a standing position and grow into a beautiful flower. As you exhale, begin to shrink down to the ground again.
52. Fish Breath- Lay on your belly and interlace your hands behind your back. Lift up your head and make your arms like a fin behind your back. Make your lips like fish lips by sucking in your cheeks and moving your lips up and down. Inhale and exhale slowly and pretend to swim with your body like a fish.
53. Funny Walk Breath- Start walking around the room in a crazy funny walk. Then incorporate the breath by only moving on the inhale and exhale. Try inhaling and holding for the count of 5 and exhaling and then holding for the count of 5.
54. OoooEeee Breath- On your inhale say ooo as in boo and on your exhale say eee as in bee. Make your breaths as long as possible and after 3 rounds start **singing, "ooo eee ooo ah ah ting tang walla walla bing bang"**. Try adding movements to each sound or word.
55. Peek A Boo Breath- Inhale and hide behind some piece of furniture or your hands. Exhale and make a silly face and sound. Try to make the others laugh.
56. Bird Elephant Breath- Tip toe on your inhale and be as quiet as you can like a bird. Be as loud as you can on your exhale like an elephant stomping around.
57. Race Freeze Breath- Start by laying on the ground and on your inhale you can move one body part and on your exhale you freeze. Have a race for students to make it to a specific spot by moving with their breath in this fashion.
58. Bouncing Ball Breath- Use a rubber ball and as it goes down, exhale and as it goes up, inhale. Watch carefully and see if you can make your breath match the ball.

Fire

59. Bunny Breath- Inhale 3 quick breaths through your nose and exhale one long breath. Act like a bunny and hold your hands up for ears and hop around the room. Have fun and pin a cotton fluff to pants for bunny tails.
60. Lion Breath- Kneel and sit on heels with hands on your knees. Inhale deeply and exhale with a loud roar. Let your tongue hang and flop out of your mouth. Imagine your long mane highlighting your powerful face. Try pouncing back with your body on your exhale.

61. Scarf Breath- Stand in front of a partner and pass a scarf from one another by only using only your breath. Try standing in a certain pose or counting how many breaths you can make before the scarf touches the ground.
62. Balloon Breath- Use a real or imaginary balloon. On your inhale, raise your arms overhead and on your exhale bring them back down. Blow up the balloons and let the air out of the balloon on your exhale by making annoying balloon sounds or letting it fly around the room. Try a balloon that has already been blown up and on the inhale toss it up and exhale when you catch it.
63. Elephant Breath- Stand with your legs about 3 feet apart. Inhale and lift up your interlaced hands or trunk above your head, exhale through your mouth making an elephant sound and drop your trunk between your legs.
64. Dragon Breath- Get into a low lunge. Inhale deeply and exhale with a fiery dragon roar. Be expressive with your hands and body.
65. Ax Breath- Stand with your feet about 3 feet apart. Hold an imaginary ax between your hands and raise your arms on the inhale and exhale forcefully as you drop your ax and body between your legs.
66. Washing Machine Breath- Stand and place your hands on your shoulders. Start twisting slowly and then vigorously like a washing machine and create tons of bubbles. Inhale and exhale quickly and you twist. Slow your machine down before completely stopping.
67. Vacuum Breath- **Hold your partner's feet up off the ground while they** walk/vacuum with their hands on the ground. Inhale and make a long vacuum sound and imagine sucking up and letting go of all the nasty things in life.
68. Sumo Breath- Inhale and exhale with a squat. Pretend you are sumo wrestler.
69. Obstacle Breath- Use a straw and blow cotton balls around an obstacle course with only the straws.
70. Soccer Breath- Make two goals on opposite ends of the room. Divide the group into two and use your breath or breathe with straws instead of your feet to play soccer. Use a ping pong ball. If the ball touches any part of your body, the ball is passed to the other team.
71. Pass the Ball Breath- Lay down in a circle with your belly down and elbows to elbows. Use your breath with a straw to pass a ping pong ball around the circle. Try blowing it across the circle and adding more balls or in pairs instead of a whole group.
72. Laughing Breath- Lay on your back and then another student lies down and puts their head on the student's belly. Continue with this pattern until all the

- students have their heads on **another's** belly. Close your eyes and feel each other breathe deeply. Begin the real fun by fake laughing and then ultimately real hysterical laughing. Once the laughing has begun, heads will be bobbing **and the laughter will be difficult to stop so don't try.**
73. Object Breath- Have a bag of light objects such as scarves, tissue paper and feathers. Use your breath to keep the object up in the air as long as you can. Make predictions on which one will stay up the longest. Which one is easiest? Try holding the objects to your face with your inhale as long as you can.
 74. Diving Breath- Stand at one side of the room and take a deep breath. Hold the breath as you pretend to dive under water and swim to the other side of the room. Exhale when you reach the other side of the room.
 75. Running Sound Breath- Sit knee to knee in a circle. One student stands, takes a deep breath and runs around the circle saying a long vowel sound in one breath. Have the others count how many times the runner makes a complete circle or how many students they pass.
 76. Pushup Breath- Do a pushup while inhaling up and exhaling down. Put a fun poem to the pushup by saying one line on the inhale and one on the exhale.
 77. Flying Bird Breath- Group students in threes. Two students become trees. They each hold an end of a piece of string with a button threaded on the string. The button has a feather taped to the button. The other student blows the button/bird from one tree to the other.
 78. Happy Breath- Stand and keep your arms straight through these movements. Inhale and raise your arms above your head, exhale your arms to your chest, inhale your arms to the side, exhale your arms back to your chest, inhale **your arms over your head and exhale with a loud "HA" and drop your arms** powerfully to your sides. Swing your arms back up and repeat.
 79. Tube Breath- Blow a cotton ball or a ping pong ball through a toilet paper or paper towel tube to your partner and back again.
 80. Fire Hose Breath- Create fire and extinguish it with your breath by sitting tall and eyes closed. Inhale and vigorously exhale to forcefully blow out a flame. Now inhale and exhale quickly with that force 20 times. Relax and breathe normally. Repeat 2 more times. This type of breathing is said to increase oxygen flow to the whole body and increase concentration and energy.
 81. Power Core Breath- Sit on your shins with your hands on your knees and arms straight. Make quick breaths through your mouth and focus on your belly moving in and out rapidly with your breath. Feel the power in your core. Try counting the breaths and make them quick such as 1, 2, 3, 4, **5...20 with each number being counted every second.**

82. Freeze Breath- Inhale deeply and move freely on your mat. Exhale and freeze. Repeat a few times.
83. Pop Breath- Imagine that you are shaking up a bottle of pop and vigorously shake your body as you quickly breathe in and out through your nostrils with short breaths. After about 20 seconds extend all your body parts as much as you can and explode while returning to normal breathing.
84. Chicken Breath- Walk around clucking like a chicken with your head moving in and out and your arms bent like wings. As your head moves in, inhale and as your head moves out, exhale. The breaths are short and quick with your head movements.
85. Stomp Breath- Stand tall and on your inhale stomp your left foot. On your exhale, stomp your right foot. Try short and long breaths by counting. Try giving each student a different number to count their inhale and exhale so that you have different stomping patterns and interesting stomping music.
86. Spinning Breath- Spin in a circle with your inhale and drop to the ground or freeze with your exhale and feel the movement inside your body. Repeat a few times.
87. Rolling Breath- Imagine that you are at the top of a hill or really be at the top of a grassy hill. Inhale and then on your exhale start rolling down or across the room with your body. Freeze on your inhale and start again.

Air

88. Sounding Backs Breath- Sit back to back. Take a deep inhale and exhale with a long slow vowel sound. Feel the vibration of your partner. Make a sound and have your partner copy your sound. Take turns feeling the different vibrations from the different sounds.
89. Sound Circle Breath- Sit in a circle with knees touching. Place your right hand over your heart and your left hand on your friend's back. Inhale deeply and exhale with a loud vowel sound. Feel the sound resonate through the body and the room.
90. Sound Wave- Sit in a circle. One person starts and takes a deep inhale and exhales a vowel sound. The person to the right follows and so forth until the sound has made it around the circle. Feel the wave of sound sweep around the circle.
91. Bubble Breath- Blow bubbles of happiness and love into the room by inhaling and exhaling real or fake bubbles. Fill the whole room with love and peace.
92. Peace Breath- Inhale and lift your arms overhead. Exhale and bring arms down by your sides and say a very long peace. Try to say peace in different languages such as Shalom (Hebrew), Salaam (Arabic), Shanti (Hindi), Mir

- (Russian), Pache (Italian). Check out the website www.planetpals.com for more ways to say peace.
93. Cloud Breath- Lay on your back and imagine resting on a cloud. Breathe in and out and imagine that the deeper you breathe, the lighter you feel and the higher you go with the cloud. Hold a cotton ball as you breathe and gently expand and pull the cotton to make it fluffier.
 94. Candle Breath- Use real candles or pretend. Inhale and raise arms with palms meeting overhead to light candle. Exhale and bring arms down to center of chest with palms together and blow out the real or imaginary candle. Feel the light fill you up. If you are using real candles, gaze at them with your eyelids almost shut for a few moments without blinking. See the light emanating and becoming all that you see for the moment. Let your mind focus and rest on the light. After gazing then practice blowing them out.
 95. Wave Breath- Close your eyes and cup your hands over your ears and imagine being at the ocean. Inhale deeply and hear the waves come closer. Exhale deeply and let the waves go back into the ocean. Listen to **"Magnificence" by Daphne Tse while practicing** this breath.
 96. Hug Breath- **Inhale your arms out like a "t" and exhale your arms around** yourself as you squeeze tightly and hug yourself.
 97. Whistle Breath- Use a whistle and inhale and exhale with a whistle in your mouth.
 98. Pet Breath- Sit with your pet and watch it breathe. Lay your head on your **animal and feel it breathe. Try to match your animal's breathing pattern with** your own breath.
 99. Color Breath- Sit with your hands on your knees. Inhale and arch your back while looking up and imagine a color. Exhale and round your back while looking down and bring the color into your body. Notice which colors you are choosing. Draw a picture after this breath to show your colorful self. What do the colors mean?
 100. Cotton Ball Breath- Use a straw and cotton ball. Pass the cotton ball from person to person with only your breath and a straw.
 101. Singing Name Breath- Sing your name and have your friends chime in. Draw out the sounds in your name as you sing.
 102. Open Heart Breath- Stand and inhale through your mouth and opening your arms and slightly bending back while looking up. Point your fingertips away from you and smile. Exhale completely as you come forward tucking your body and arms in and bending at the waist. Let your head hang and repeat the breath.

103. What's Up Breath- Sit and drop your chin to your chest. Inhale and lift your head up slowly. Exhale and draw your chin back to your chest.
104. Chant Breath- Inhale, **"I breathe in"**, exhale, **"I breathe out"**, inhale, **"I am happy"**, exhale, **"Oh so happy"**, inhale, **"I breathe in"**, exhale, **"I breathe out"**, inhale and exhale, **"I'm here and I'm now"**.
105. Kissy Breath- Purse your lips like you are going to give a kiss to someone. Put the palm of your hand to your lips and inhale with a big kissy sound. Exhale and blow the kiss off your hand to someone across the room.
106. Shooting Star Breath- Lay on your back and imagine looking up at the night sky. Inhale deeply and move your left arm up and over your body like a shooting star moving across the sky. Exhale and bring your arm back across your body. Repeat with your right arm. Try holding an actual star or a light up toy.
107. I Like Breath- Pair up and face one another. Have one person inhale and then on the exhale share one thing that you like, but you can only use one breath. Then switch. Try having the whole group come back together and share what their partner said in one breath.
108. Love Breath- Take a deep inhale and on your exhale say love as long as you can drag it out with one breath. Try saying love in different pitches and tones.

Earthly Warm Up

“To be whole. To be complete. Wildness reminds us what it means to be human, what we are connected to rather than what we are separate from.”

-Terry Tempest Williams

WU-WEI means action without action. It is to do something in a way that you are playful and detached without tension.

Earth

1. Before and After- Sit or stand in a circle and randomly throw a ball to someone. Say the name of the person who threw the ball to you and the name of the person you throw to.
2. Spider Web- Sit in a circle and hold the end of a spool of yarn. Pass it from one person to another by saying your name or feeling word. Hold the yarn and throw it across the circle to create a beautiful web. After the web has been created, try standing and sitting to create a wave effect as a team with the web.
3. Taking Role- Sing, "Is ____ here today?" the group answers, "Yes ____ is here today!" and everyone sings, "Jump up, sit down and turn around, yes ____ is here today."
4. Take As Many As You Need- Sit in a circle and pass around a toilet paper roll. Take as many squares as you wish. After the roll has gone around, share something about yourself for each square.
5. Gestures- Stand in a circle and repeat words and gestures such as, "Yes (nod head), No (shake head), I don't want to (shoulders to ears), It's sour (scrunch face), My face is long (stick out tongue), I'm happy (smile) and I'm tired (fold forward)".
6. Namaste Song- Sing the *Namaste Song* by Shakta Kaur Khalsa to the tune of *Wheels on the Bus*. The lyrics are: My little light bows to your little light, your little light, your little light, my little light bows to your little light, Na-Ma-Ste. Your little light bows to my little light, my little light, my little light, your little light bows to my little light, Na-Ma-Ste.
7. Feelings- Share your feelings by saying, "If I were the weather, I would be a ____ day." Try using other concepts besides the weather to learn more about each other.
8. Story Time- Share a story and add poses to retell the story. See the resources for great short stories.

9. Chocolate Sense- Lay down, close your eyes and open your mouth. Put a **surprise into the children's mouths. Instruct to feel and suck, but not to chew.** Notice what thoughts enter your mind. Notice the smell, texture and taste. What thoughts enter your mind? Discuss how it felt to be in the moment and how we can carry that feeling into other parts of our lives.
10. Clock Watch- Look at a clock. Start at 12 and move your eyes around clockwise until you get back to 12. Then try counterclockwise. Close your eyes and see the clock in your mind and follow the numbers. Look side to side and diagonally at the numbers. Try holding your head still and use a laser pointer to follow the laser on the wall with your eyes.
11. Pass the Bell- Pass a bell around a circle without making a sound. Try using your feet or other body parts to pass the bell silently.
12. Disappearing Ring- Use a Tibetan bowl or a bell that makes a long sound. Walk around the room and ring the bell. Stand still and close your eyes until the sound has completely disappeared.
13. Dreams Come True- Use a piece of paper and draw a large circle in the middle. Write about what you **don't** want in your life in the outer circle and what you do want in in the inner circle.
14. Silent Walk- Take a walk outside and walk as slowly as you can. Try racing, but the winner is the one who arrives last. Feel each step deeply. Describe all the senses. Notice all the little details in the world. After the walk, draw or reflect on the details.
15. Letting Go- Write or draw on construction paper with cue-tips and water. The picture will disappear and is a great way to discuss the moments in life.
16. Losing Senses- Sit up tall and cover your senses with your fingers. Place your thumbs in your ears, pointer fingers on your eyelids, middle fingers on your nose, pinkies below your lips and the rest of your fingers above your lips. Keep your elbows down and shoulders relaxed. Take many deep breaths and **gradually make your breath so quiet you can't hear it.**
17. Thread the Needle- Start on your hands and knees in table position. Take your head and rest it on the floor. Turn your face to one side and take one arm under the other. Reach for the sky with the arm that is bent.
18. Cutting Butter- Sit with your elbows bent, fingertips touching and palms facing down. Keep your elbows parallel to the ground and bend arms to make fingertips face forward like the headlights of a car. Repeat the sequence and follow the pattern like spreading butter on bread.
19. Full Body Stretch- Lay down on the ground with your arms overhead and toes pointing. Imagine someone is pulling your hands and feet in opposite directions. Feel the length in your body.

20. Knee Hug- Lay on the ground and hug your knees tightly into your chest. Open and close your body a few times. Try bringing your knees parallel to the sky and dropping them to one side and looking the opposite direction so you get a great spinal twist.
21. Leg Stretch- Use a strap or elastic band. Lie on your back and lift one leg with the strap or band around your soul. Keep one leg firmly pressing into the ground, while the other is energetically shooting toward the sun. Use the strap or band to keep your spine elongated on the ground and feel the amazing stretch.
22. Pelvic Tilt- Lie on the floor with your knees bent. Rock your pelvis back and forth to a place where you can fully feel your entire spinal column from you neck to your tailbone on the ground.
23. Butterfly- Lie on the ground with your souls together and knees bent. Open your legs and knees like butterfly wings. Flap your knees a few times and feel the stretch in your inner groin.
24. Sandwich- Sit on the ground with your legs straight out in front of you. Pretend that your legs are a slice of your favorite bread. Reach up to the sky and imagine your favorite ingredient. Sprinkle, spread, pat or squirt your favorite ingredients on your legs. When your sandwich is complete, reach for the other slice of bread and smash your sandwich together by reaching for your toes.
25. Super Star- Stand in a circle and come up with a positive adjective that describes you such as Mindful Marsha. Say your name and create a pose that everyone else does and says.
26. Look At Me- Use a variety of magazines and cut out the letters of your name and a positive word that describes you. Make a word collage. You can also cut out pictures that describe you.
27. Listen Up- Turn and talk to a partner about a topic provided by the teacher. Your job is to listen to your friend and not comment until the teacher says to switch. Turn to the whole group and share what your partner shared.
28. New Community- Create a new community with a small group. Come up with a new language, food, entertainment, etc... **Act out your new land. Draw** pictures to represent the new land.
29. Charades- Play feeling charades or choose other themes to let the students act out. Have the others guess what they are acting out.
30. Fortune Tellers- Pass out fortune cookies and read your fortune.
31. Graffiti- Show students artistic graffiti pictures and hand out a copy of a brick. Have the students create their own artistic message or name and paint it on the brick. Hang up the bricks together to create a wall.

32. Mosaic Self- Have the students use shiny objects such as small mirror pieces and sequins to create a beautiful self-image.
33. Who Are You?- Blindfold students and have them slowly walk around the room. When they touch someone, have them guess who they are touching.
34. What Sound?- Have students lie on their backs with their eyes closed and listen quietly to a variety of sounds you bring. Play the sounds such as opening a book or soda pop and ask each student about what sound they think it is.
35. Feel and Guess- Have students feel a variety of objects in paper bags and guess what they feel. Also try having students smell various scents on a cotton ball.
36. Bad Habits- Visualize a bad habit that you have or an uncomfortable situation that you have had. Draw it on a piece of paper and then crumple it into a little ball. Now toss the paper as far as you can and go after it like a predator eats its prey. Find it and rip it apart.
37. Two Truths and Lie- Have students go around in a circle and share two truths about themselves and one lie. Have the group guess which one is the lie.
38. Flag Me- Make a flag that symbolizes who you are. Draw symbols that represent things about you on a blank piece of paper. Share with the group what each symbol and color means.
39. Never Have I Ever- Sit in a circle. Hold your hands up so all ten fingers are **up**. **Take turns by saying, "Never have I ever ____."** If you have done that thing then you put one finger down. The person with the most fingers up in the end wins.
40. Strings- Cut various lengths of string and wad them up in a ball. Have each **student pick one string, but they don't know how long it is until they pick it**. Go around in a circle and have each student introduce themselves as they slowly wind the string around their index finger. The longer the string, the longer they need to talk.
41. Group Story- Sit in a circle. Have one student write a sentence to begin a story. The next person reads only the last sentence and adds to the story. At the end, read the story as a whole and see how silly it is. Also try having each student write a sentence and then rotating to the next paper in the circle at the sound of a bell so that the students are continuously writing and there is not much down time.
42. Very Interesting- Have each student write down an interesting fact that most people may not know about them. Collect all the facts and then randomly pass the facts back out to the students. Each student then reads the facts

and guesses whose fact that is. Give 3 chances for each student to guess before the person reveals themselves.

43. Name Poem- Write your name in a column format. Use the letters from your name to write words horizontally that describe you. Share with the group.
44. Me In A Bag- Have each student bring in 5 objects that fit in a paper bag that describe who they are. Go around in a circle and share the items in the bag and what they represent.

Water

45. What Would You Be- Choose an object to pass. The person with the object talks about a favorite animal/color/food etc... , and how they would feel or if they were the favorite something. For example, if I were a tree, I would be a birch tree because_____.
46. Human Mandala- Sit in a circle knee to knee and place your right leg on neighbor's lap. Ideas for movement in the mandala are endless, but here are some: Give and receive foot massages, drum together on the floor with palms by changing patterns and rhythms, drum on neighbor's body and stretch your bodies together.
47. Mirror- Stand in a circle with your palms together at your heart and make eye contact with someone across from you. Start to mirror one another by having one person lead and the other follows. The person following can take over when they wish so that a sense of leader and follower is lost. Try sitting in front of a partner and keep palms hovering each other about 1 inch apart. Move your palms while looking into each other's eyes. You can also try using other body parts such as feet to mirror.
48. Scarf Dance- Stand in a circle with music. Each person needs one scarf all the same color except one. The one with the different scarf becomes the leader and everyone else must follow and mimic the movements. Pass the scarf by saying 1, 2, 3 pass when you are ready to be a follower.
49. Contact Dance- Stand with a partner and connect bodies in one area such as arms. Listen to the music follow each other without talking. Create a beautiful dance.
50. Five Rhythms Dance- Pick 5 different songs that go under the following categories: flowing, staccato, chaos, lyrical and stillness. Dance through the songs without talking to practice freely expressing oneself without judgment on self or others.
51. Stick Dance- Pair students and provide a thin wooden dowel about 2 feet long. Hold the dowel with only your pointer fingers. Close your eyes and

- begin moving the stick without talking. Try dancing, using other body parts or with a whole group.
52. Become It- Stand in a circle. The leader holds an object such as newspaper. The leader manipulates the paper or object and the others try to make their bodies do what the object does.
 53. Journey Dance- Tell a story and dance through it.
 54. Cocoon Dance- Use a body bag (thin stretchy spandex bags to climb into, see resources for more information). Dance with a group or partner the bags.
 55. Animal Walk- Choose an animal and move freely around the room acting like that animal. Use a Tibetan bowl or a bell that makes a long sound and freeze in the animal pose until the bell has stopped ringing.
 56. Water Circles- Stand and move each body part in a circular fashion. Make large and small circles with each part. Try moving in a counterclockwise fashion.
 57. Shoulder Shrugs/Neck Rolls- Sit and bring your shoulders up to your ears. Repeat a few times and then gently roll your neck from side to side and around in circles.
 58. Rocking Horse- Lie on your back and place your hands under your thighs. Rock and roll your body up to a seated or standing position without your hands. Repeat to feel the spinal massage of acting like a rocking horse.
 59. Windshield Wipers- Lie on your belly with your knees bent and soles facing the sun. Wipe your legs from side to side like the windshield wipers on a car.
 60. Sphinx- Lie on your belly with your elbows bent and directly under your shoulders. Keep your body and head reaching toward the sun. Gently start to move your upper body and head freely and slowly to the ground and back up again. Create new movements and patterns with your body.
 61. Stranded- Talk about getting stranded on a tropical island and develop a story with movements and acting on what happens and how you create a new community.
 62. I'm Exposed- Use a large paper bag from the grocery store. Cut a hole for your head in the bottom of the bag and two more holes for the arms. Decorate the bag with your personality. Use a variety of crafty items. Wear the bag and perform an expressive dance.
 63. Flower Petals- Create a moving flower by having one student as the center of the flower and the others become the petals, stem and leaves. Be creative and use costumes to make the flower come to life. Try expressing yourself through the life cycle of the flower.
 64. Wow, My Hand- Stay quiet and focus on your hand in front of you. Gently move it in a watery fashion and stay focused on your hand. Watch it until it

no longer feels like your hand or you notice it in a completely different way than you did before.

65. Deserted Island- Imagine that you are on a deserted island, but you get to bring one thing. Think about what it would be and why on your own and draw a picture of it. Then group the students in 3-4 per group. Discuss what you brought and why. Decide as a whole group which team you think would survive the longest.
66. Beach Ball- Write different activities on the beach ball such as sing your favorite song or play duck duck goose. Stand in a circle and toss the beach ball to someone. The person that catches the ball and wherever their thumb lands, is what they read and then perform.
67. Become A Puppet- Stand in a circle and have one person lead the group with a puppet. The person with the puppet makes the puppet do and say something. The others try to act like the puppet with their bodies and voices.

Fire

68. Remember My Name- Stand in a circle, throw a ball to someone across the circle and say their name. Keep your hands up once you've had the ball. Once everyone has their hands up, the game repeats itself by everyone needing to remember who they threw the ball to. Make the game more challenging by walking around the room, passing the ball without your hands, adding more balls or reversing the direction.
69. Who I Am- Stand in a circle and each person says their name and makes a gesture. The group then mirrors the gesture and the next person repeats the name and gesture of everyone before themselves and adds their name and gesture. **The last person tries to remember everyone's name and gesture.**
70. Magic Wand- Sit in a circle and pass a magic wand around (anything goes). When you have the wand say, "If I had a magic wand, I would turn everyone into a ____." and everyone tries to become that thing.
71. Laughter- Sit in a circle and introduce yourself by laughing, even if the laughter is not real, share your name, where you're from and what you like to do.
72. Catch the Ball- Stand in a circle. One person stands in the middle with a ball or balloon. The person in the middle tosses the ball in the air while saying someone's name and striking a pose. The person whose name was called needs to run to the middle, catch the ball and strike the pose that was called without letting the ball touch the ground.

73. Alphabet Poses- Stand in a circle and each person says, "My name is ____ and it starts with the letter ____ which stands for (pick a pose that starts with that letter)." The group does the pose.
74. Shake It- Stand in a circle and shake each hand and leg 10 times by counting down from 10-1. On the next round, count down 9 times. Continue shaking each limb until you have ended with 1, 1, 1, 1.
75. No Ordinary Jumping Jack- Pick 3 poses to create a new jumping jack. Create a new jumping jack to teach the class.
76. Silly Song- Sing, *Shaking Your Sillies* by Raffi. The lyrics are: You've got to shake, shake, shake out your sillies, shake, shake, shake your sillies out, shake shake, shake your sillies out and wiggle your waggles away. Repeat with jump your jiggles out, clap your crazies out and yawn your sleepies out.
77. King and Queen- Play fun music and pass a crown around the circle. Whoever has the crown is the leader and everyone else must follow.
78. Movement Song- Sing to the students, "Moving our feet, moving our feet, moving our feet to get super fit". Continue with other body parts.
79. Freeze Dance- Play upbeat music and dance. Randomly stop the music and call out a pose. Everyone freezes in that pose. Take turns being the leader. Try freezing in pairs or groups to connect the poses in some way. Make the dance more challenging by creating your own poses. Choose a color and touch that color in the room. Also try freezing in groups of 2-3 to create a pose monster. Freeze in a certain pose when the music stops.
80. Wild Dance- Play energetic music and dance. Start with your eyes closed and breathe deep and fast through your nose. Let your body move freely. Jump, sway or any movement that feels right. Rest on your back, surrender to the earth and be silent.
81. Watch Me- Play upbeat music. Start at one end of the room and give each student a number. Start with number 1, who leads the whole group across the room and back in their own dance. Continue with the rest of the group until everyone has gone.
82. Slippery Floor- Make sure you are on a smooth floor such as hardwood and slip and slide on your tummy across the floor. Try spinning in circles on your belly or bottom.
83. Shout It Out- Stand in a circle and toss a ball to someone. That person says their name and the others shout it as loud as they can. Continue until everyone has had a turn.
84. What's My Name- Have two students hold a blanket and break the rest of the group in two teams. Place the blanket between the two teams. The team picks one person to be "it". **Everyone sits down and the two people in the**

middle say, "1, 2, 3 name" and they drop the blanket. The person who was chosen to be "it" stands up and they need to say the name of the opposing team before they say their name. Whoever says it **first gets the other team's** player. The game continues until all the players are on one team.

Air

85. Heart Massage- Stand with your right hand over your heart and your left hand over your right hand. Slowly rub your heart in a circular fashion from left to right. Close your eyes and follow your breath by exhaling as you go down and inhale as you go up. Feel your life force as you massage yourself. Try massaging your whole body by bending forward rubbing and exhaling your back body and rolling up massaging your front body and inhaling. Follow your breath and love yourself.
86. Energetic Hearts- Stand with your eyes closed and your hands straight in front of your body. Slowly walk around the room until you touch your fingertips with another friend. Stand with your friend for a few moments and try to feel their energy and emotions through your fingertips. Do not talk and keep your eyes closed. Whisper thank you to your friend before moving on.
87. High/Low- Sit in a circle and pass an object. Share a positive thing in life and a not so positive thing in life. Pass a feeling by looking at the person next to you and making a facial expression.
88. Listening Friends- Pair up and ask each other about their favorite place, what they like doing for fun and what makes them a good friend. Share your **friend's thoughts** with the group.
89. Being Thankful- Sit in a circle, pass a ball by saying your name and what you are thankful for in life.
90. Sound Hello- Pass a musical instrument, like a Tibetan bowl, and while striking say hello to the person next to you by tuning your voice to the sound.
91. Gift Wrap- **Wrap a present, but don't put anything in the box. Have the** students imagine something wonderful in the box. Something that they want more than anything in the world. Feel it as you hold the box. Write down your gift and draw it. Open the gift and place the paper in the box and wrap it back up. Take it home for a tangible remembrance of your hopes.
92. Massage Train- Sit in a line making a train. Massage each other's backs and say your name or something about yourself to the tone of the massage. If the person is massaging gently, say your name softly. If the massage is stronger, say your name deeper.
93. Peace Pass- Sit in a circle and close your eyes. One person starts and passes a squeeze and says a positive word that describes them at the moment.

94. Love, Love, Love- Sit in a circle and take turns saying, "I love myself, I love (someone's name), I love everyone." Add movements to increase the love.
95. Electric Wave- Sit in a circle and hold hands. Close your eyes and one person passes a squeeze. Wait until you get the squeeze before passing. Share something when you get the squeeze.
96. Self-Love- Sit comfortably and give yourself a few deep hugs. Place your hands on your feet and gently rub. Continue up your legs, belly, shoulders, arms, palms, neck scalp and face. Knead your body like dough in a loving circular motion. Close both eyes and place both hands over your heart and let your hands be charged with the love from your heart. Try rocking from side to side or patting yourself.
97. Group Love- Sit comfortably in front of each other like a train. Massage your friend in front of you. Start with their legs and move up their body. After the massage, bring your hands to your heart and let them fill up with the love. Gently place your hands on your partner wherever you feel drawn to and let the love pour in.
98. Candle Gazing- Place a lit candle or other object such as a picture or sculpture in the middle of the room. Sit comfortably and gaze at the brightest part of the flame without blinking. Stare at the candle until your eyes water a bit or you feel a slight burning sensation. Close your eyes and see the flame in your mind. Repeat when you cannot see the flame in your mind anymore.
99. Circle of Friends- Split the group in half. Have one group hold hands facing the outside and the other group facing the inside so you have an inner and **outer circle looking at one another. Look into the person's eyes that are in front of you without talking. Just gaze into their eyes. Slowly rotate with the sound of a bell until you have looked into each person's eyes. Try having the circles moves fast.**
100. Hot Hands- Rub your hands together until they are hot. Place them on yourself and rub your scalp, face, shoulders, arms, legs, feet. Gently pound your ribs and chest and create a tone with your voice to see how the pounding affects your voice. Now close your eyes and sit in silence and feel the sensations in your body.
101. Feel the Heat- Close your eyes and rub your hands quickly together. After a few moments, hold your hands as if you were holding an imaginary ball. Feel the energy created with your hands. Play with the ball by stretching it, tossing it and making it smaller. Try this game in pairs by standing facing your partner and when your stop rubbing your hands, you place them slightly **above your partner's palms. You can also sit down and have one student**

- give the other student an energy massage by rubbing your hands quickly together and placing your hands close but not touching your partner. Move from the top of the head down pausing at each point to just feel and then reenergize your hands and move down.
102. Trust Your Intuition- One person leaves the room and the others place something flat under one of the yoga mats. The student who left comes back and looks **into each person's** eyes and uses their intuition to guess who has the hidden object.
103. Can We Really Listen- Sit in a circle and count to 10 individually. One person starts by saying 1, then another chimes in and says 2. The catch is if two people say a number at the same time, you start back at one.
104. Silent Time- Try being silent through class or one whole day. See what life is like without communicating with words. What does it feel like to use nonverbal communication to interact with one another? What can you learn from a day of silence?
105. Positive Clothesline- Have each student decorate a sock and hang it up on a clothes line with clothespins. At the beginning of each class, have each student write a positive message to another student and secretly put it in their sock. Check the positive messages throughout the year.
106. Worries Away- Have students write down a list of worries that no one else will see. Have the students fold up their paper as small as they can and place in a special jar. Give your worries to the space in the jar and when you need to worry about them, take them out and look at them. When you are ready, put them back in the jar and move on.
107. Blame Me- Think of a situation that you blame another for such as you made me hit that kid at recess. Write down your situation and place it in a basket. Go around the circle and **decide how you can take the "You" statement and make it an "I" statement.**
108. Candy Me- Provide Skittles or M&Ms. Have each student take 5. Go around in a circle and share one thing about them based on the color for each piece of candy. For example, red = a favorite hobby, green = favorite place on earth, blue= favorite memory, yellow= dream job and orange = tell anything about yourself.

Earthly Facts and Connections

“His theory was that non-fiction could be as artful as fiction.”

-Gerald Clarke

The following thoughts are ideas to spark creative ways to engage the students and help them gain a new perspective towards the topic being taught. The idea is to get kids thinking about thinking and to grasp their interest. Once they feel and want the topic, their motivation will lead the learning. Their minds and bodies will embrace the subject and they will be able to interpret the meaning and lesson to be learned from the theme. This type of learning is a full body awareness that is different for all. The learning process is so beautiful as it is expressed and embodied through each individual. Our job as teachers is to bring good thought-provoking questions and activities for student exploration.

- After you choose your topic, find interesting fun facts to engage children in what is being taught. Find a way to help kids feel connected to the subject.
- Tie the facts into games and recreate the base game into a fact learning experience such as the activities exemplified in the sample lessons.
- Find jokes to enliven the group and bring laughter into the practice.
- Create a riddle to introduce the topic or have the students design a riddle to explore the topic more deeply.
- Turn and talk to a partner on previous experiences of the topic. Learn from your own experiences without throwing more facts out there.
- Blow up pictures of the topic and glue them on tag board. Cut up the board in puzzle pieces. Have the children work together to piece the puzzle together to figure out the topic.
- Give short interesting facts and have the students guess the topic.
- Play 21 questions to introduce the topic.
- Give a cool fact before exploring the fact with a pose that connects the students to the concept with a movement.
- Meditate on the topic in a resting state and then create the subject through some art medium such as paper mache' or oil pastels.
- Sculpt the topic out of clay and have the students guess it. Also use facts for kids to create the concept out of clay.
- Play charades with facts related to the topic. Create the fact cards that are simple to act out.
- Play Pictionary with fun facts to teach the topic more deeply.
- Pick topics that the children live and feel in their daily lives. Look to the community and the environment for inspiration. Look into current events or **nature to bring more connectedness to the students' lives.**
- Take walks to explore the concept being taught. Gather data such as leaves, pictures, flowers **etc.... Whatever relates to the topic and make a collage out**

- of the findings. Have the students interview people in the community to offer a new perspective on the subject.
- Have the students research the topic and bring back the coolest fact they could find for the next class.
 - Check out the following websites for awesome facts for kids:
 - www.sciencekids.co.nz
 - www.factsaboutanimals.net
 - spaceplace.nasa.gov/kids
 - www.kidzone.ws
 - www.funology.com
 - yucky.discovery.com
 - kids.nationalgeographic.com
 - teacher.scholastic.com
 - www.dogonews.com
 - www.timeforkids.com
 - www.kidsnewsroom.org
 - www.kidsplanet.org
 - www.kidsbiology.com
 - www.animal.discovery.com
 - www.bbc.co.uk/nature/animals
 - www.netvet.wustl.edu
 - www.enature.com
 - www.sunsite.berkeley.edu
 - www.georgetown.edu/cball/animals
 - www.library.thinkquest.org
 - www.animalsoftherainforest.com
 - www.desertusa.com/animal
 - www.kidsfarm.com
 - www.enchantedlearning.com
 - www.animalinfo.org
 - www.bagheera.com
 - www.defenders.org
 - www.kidsplanet.org
 - www.eelink.net
 - www.nwf.org

Watery Salutations

“Nothing is softer or more flexible than water, yet nothing can resist it.”

-Lao Tzu

Flow with the breath. Move with each inhale and exhale and fully embrace the movement. Feel the force that we swim through each moment, day, month and year. Flow as if no one is watching and your movement is being drawn up from your core.

Salutations are a great way to warm up the whole body and give thanks to the topic being studied. They also provide a foundation for moving gracefully from one pose to the other. A Sun Salutation or Surya Namaskar has many variations. Check out resources and trainings for more information on salutations and poses.

Two images are provided for each pose (see Rooted Element pose cards) so that teachers can use the actual image or the interpretation of the basic body outline of the pose to help students with a visual of body position. The interpretation side of the card allows for creativity in the salutations or flows. Students can look at the basic outline, such as cloud gazing, and make that pose into anything they see in that image, such as paperclip pose or whatever the imagination allows.

The following is a basic sun salutation:



Stand Up Tall

Tadasana



Wave to the sun

Tadasana



Tickle Your Toes

Uttanasana



Feet Jump Back

Chaturanga



Belly On The Ground

Bhujangasana



Look To The Sun

Urdhva Mukha Svanasana



Tail To The Sky

Adho Mukha Svanasana



Feet Jump Up

Uttanasana



Wave To the Sun

Tadasana

The following are ideas on fun ways to flow through a salutation:

- Follow Me- There is no talking. Guide the students through the salutation movements. Switch and have students lead.
- Wave Salutation- Stand in a circle and one person begins the salutation. Then the next person follows after the first couple of poses so that a wave of salutations forms. This can also be done with one pose at a time.
- Story Dance- Create a catchy poem that goes along with the movements about the topic being taught.
- 1, 2, 3 You and Me- Stand in front of each other in pairs. Count to 3 alternating back and forth. After the counting is smooth, replace 1 with a pose and continue counting 2 and 3. After this is smooth, replace 2 and then 3 with a pose until you are alternating poses and not numbers.
- Creative Salute- Create a unique sequence of 5-7 poses in pairs and then teach the flow to the whole group. Dedicate this new salutation to something you love. Have the students face each other and take turns adding each pose to the flow.
- Sun Dance Song- Sing with the kids, "Reach up high, wave to the sky, hang down low, tickle your toes, feet jump back, just like a frog, belly on the ground, just like a snake, look to the sun, now downward dog and breathe and breathe, feet jump up, just like a frog, hang down low, tickle your toes, stretch up high, wave to the sky, mountain pose, look what you've done." (Check out the music Dance for the Sun by Kira Willey). Also try creating your own song with movements.
- Sanskrit- Teach the students the Sanskrit names for the poses as you flow. Use index cards to write the names in large letters so the kids can follow.
- Mix up- Mix up the pose cards in a salutation flow. See how creative you can get with the funky flow.
- Moving Breath- Teach the students to move with their breath. One pose per inhale and exhale. Really focus on the breath with the movement. Try doing other dance moves and transitioning from one posture to the next with the breath.
- Card Flow- Use pose cards to create an unique salutation.
- Dress Up- Provide a bunch of interesting dress-up clothes and accessories. Allow the students to dress-up and create a salutation in costume.
- Streamers- Use streamers or other props to flow through the salutation. Try musical instruments.
- Body Paint- Use body paint or masks to become what you are saluting.

Watery Flow

“Water is the driving force of all nature.”

-Leonardo da Vinci

The poses and pictures are meant to be used as a reference. Please use resources found in the index to research how to instruct children in and out of the poses correctly. There are also numerous yoga trainings and classes offered throughout the country to help gain a better understanding of the yoga poses and instruction of them.

The poses are grouped into the four elements of earth to help children be more grounded (earth), free/ self- confident (water), open/ loving (air) and energetic (fire). Use these groups as guidelines, but as anything in life, each pose can possess each element. Play with the poses and be creative with sequencing. Refer to the element qualities for more insight into which poses might be best for the children you are working with.

Yoga postures move our bodies in all possible ways. They can strengthen our muscles while improving stability, alignment, balance and grace. They can help our spine and nervous system, make us more supple and open, and massage our organs for better function. Yoga also helps us be calmer, peaceful, confident, energized, and relieves tension.

The following are ways to help students stay in the poses longer so that they are more beneficial and enjoyable:

- Counting- Count to 10 or longer in poses. See who can hold the pose the longest.
- Singing- Sing a song in a pose.
- Animal Sounds- Add animal sounds to the poses.
- Balancing- Balance beanie babies or other appropriate toys on your head or other body part so the toys don't fall off.
- Stories- Tell stories or facts while in the poses.
- Descriptions- Add actions or descriptions to the poses by saying things like faster, higher, more and again.
- Together- Do the poses together. Check out the resources for great partner pose books.
- Tunnels- Make tunnels with poses, such as dog or crab, and the other children go under or through.
- Props- Pass an object in a pose.

- Pictures- Have students freeze long enough for a picture. Use either a real or fake camera.
- Contest- Make the pose into a contest to see who can stay in it the longest.
- Sack of Fun- Have a colorful sack with beanie babies or toys inside. Have each student pick a toy from the bag and do a pose that resembles that toy.
- Stickers/ Stamps- Put stickers or stamps on certain body parts and have the children try to touch the sticker with other body parts. Also try using stamps **with "R" and "L" on them to** help with instructing students through flows with right and left sides.
- Wall Poses- Use the wall to help with balancing poses, headstands and handstands.
- Sing- Sing songs such as, "If You're Happy and You Know It", but use poses instead of typical lyrics.
- Story Time- Read a story or make up your own and put poses to the main parts of the story such as The Three Little Pigs.
- Yoga Journey- Go on a journey geared towards your theme or topic. Choose poses to travel to the destination and then other poses to explain what you see. Use pose cards to help the students pick poses that reflect their part of the story.
- Planet Poses- Use a globe or planet pillow and have the students take turns putting their finger on a place and coming up with a pose that would resemble what you might see there.
- Obstacle Course- Set up a course that students need to move through. Here are some ideas for kids to rotate to: Stand on a yoga block for 10 sec. in tree. Hold a bell while walking on yoga strap. Do a pose from an animal book. Move ping pong balls or pom poms with your breath into a target. Pick 3-5 yoga cards and create a mini salutation. Blow soap bubbles. Walk blindfolded on a yoga strap. Choose a toy out of a sack and do that pose. Play musical instruments. Balance peacock feathers on your fingers. Pick a letter and do a pose that starts with that letter. Do slide pose and roll a ball down your body. Juggle balls or scarves. Blow up balloons. Dress up in costumes. Paint or write with a variety of art mediums. Invent a pose and draw it. Pick up cotton balls with your toes and place in bucket. Use masks to become the something. Wear sunglasses and do a dance. Lie on your back with Tibetan bowl and ring softly. Put on stickers or stamps and do the pose to resemble that sticker or stamp. Use **body paint to paint your partner's face or body.**
- You Decide- Let the students decide on the poses and then you categorize them. A good way to flow is to go in this order: standing poses, balance poses, heart openers and seated poses. Try to flow through the poses with the use of the basic salutation sequence or parts of it.

Earth Poses

1. Downward-Facing Dog
Adho Mukha Svanasana



2. Cobra or Sphinx
Bhujangasana



3. Frog
Bhekasana



4. Forward Bend
Uttanasana



5. Arm's Overhead Forward Fold
Uttanasana



6. Child's Pose
Balasana



7. Staff
Dandasana



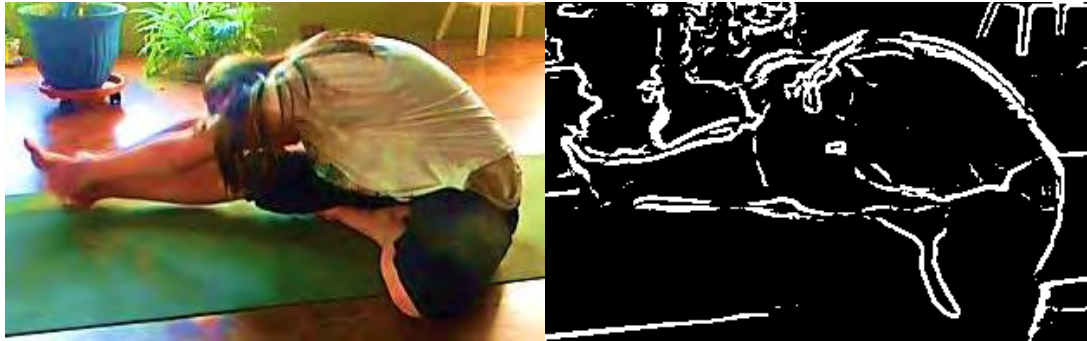
8. Pigeon
Eka Pada Rajakapotasana



9. Plow
Halasana



10. Head to Knee Forward Bend
Janu Sirsasana



11. Lotus
Padmasana



12. Bound Angle
Baddha Konasana



13. Reclining Bound Angle
Supta Baddha Konasana



14. Seated Forward Bend
Paschimottanasana



15. Mountain
Tadasana



16. Wide-Angle Seated Forward Bend
Upavistha Konasana



17. Legs up the Wall
Viparita Karani



18. Warrior 1
Virabhadrasana 1



19. Warrior 2
Virabhadrasana 2



20. Hero
Virasana



21. Tree
Vrksasana



22. Wide-Legged Forward Bend
Prasarita Padottanasana



23. Turtle
Kurmasana



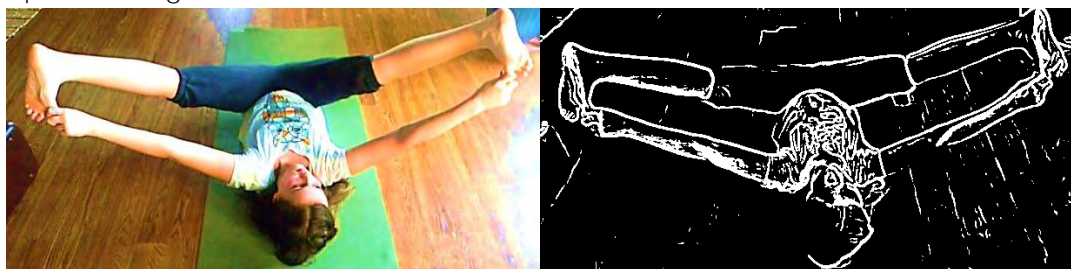
24. Easy Pose
Sukhasana



25. Spinal Twist Pose
(Unknown Sanskrit Name)



26. Reclining Big Toe Pose
Supta Padangusthasana



27. Corpse
Savasana



28. Crocodile Pose
Makarasana



29. Seated One-Legged Forward Fold
Marichyasana



30. Monkey
Hanumanasana



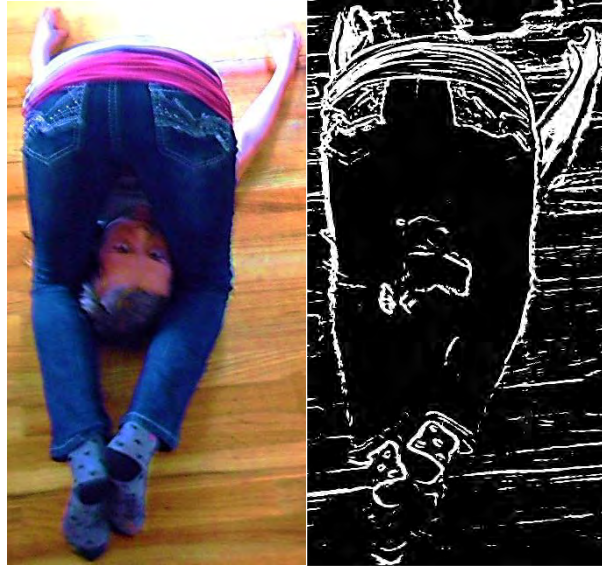
31. Cow Face
Gomukhasana



32. Hare Pose
Shashankasana



33. Ear Pressure Pose
Karna-Pidasana



34. Infinity Pose
Anantasana



35. Flower Pose
(Unknown Sanskrit Name)



Water Poses

36. Cat/Cow

Bitilasana/Bidalasana/Marjaryasana



37. Happy Baby

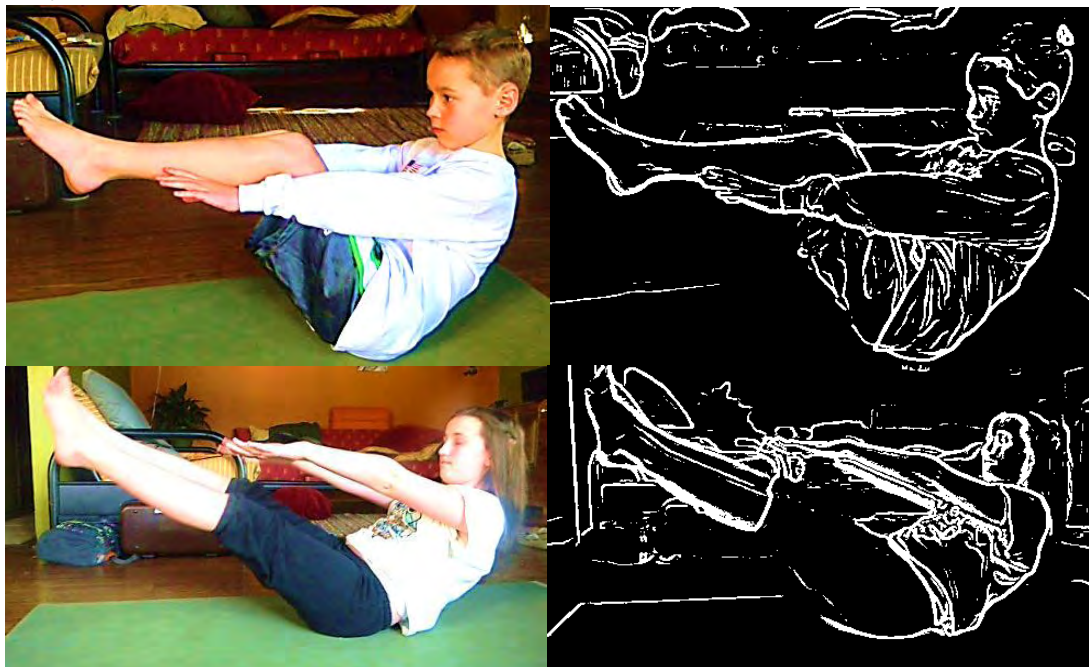
Ananda Balasana



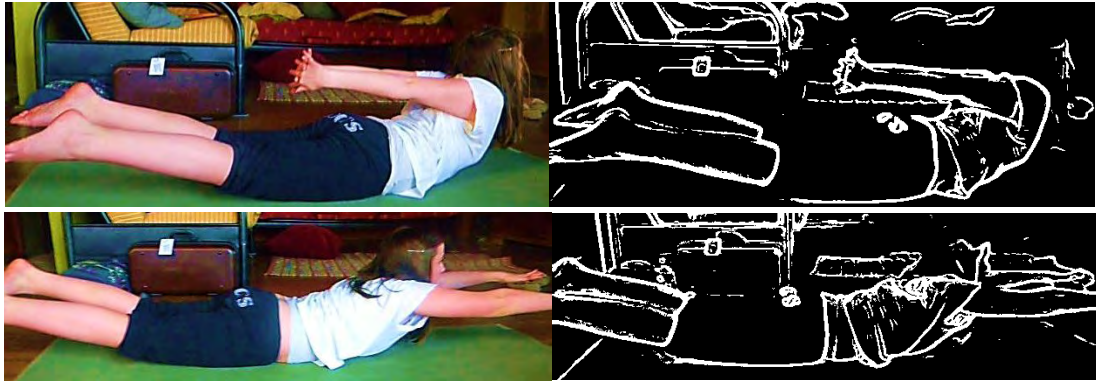
38. Half Moon
Ardha Chandrasana



39. Boat
Paripurna Navasana



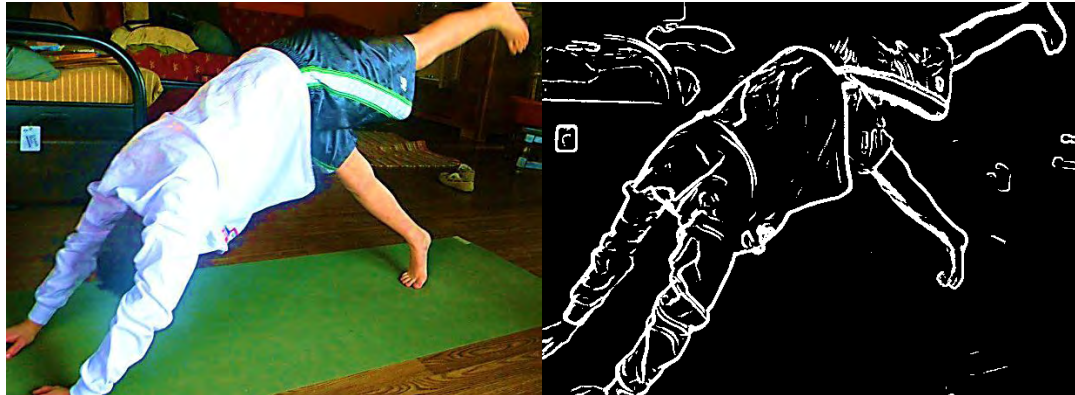
40. Locust Pose
Shalabhasana



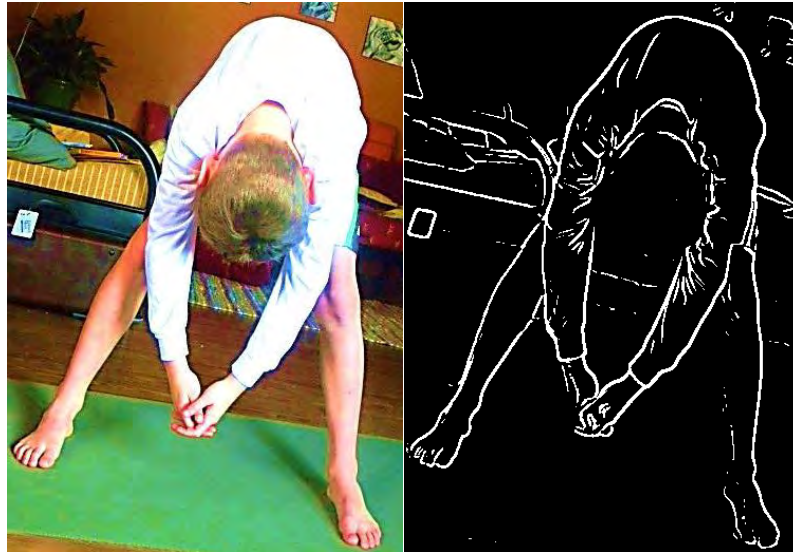
41. Dolphin Pose
(Unknown Sanskrit name)



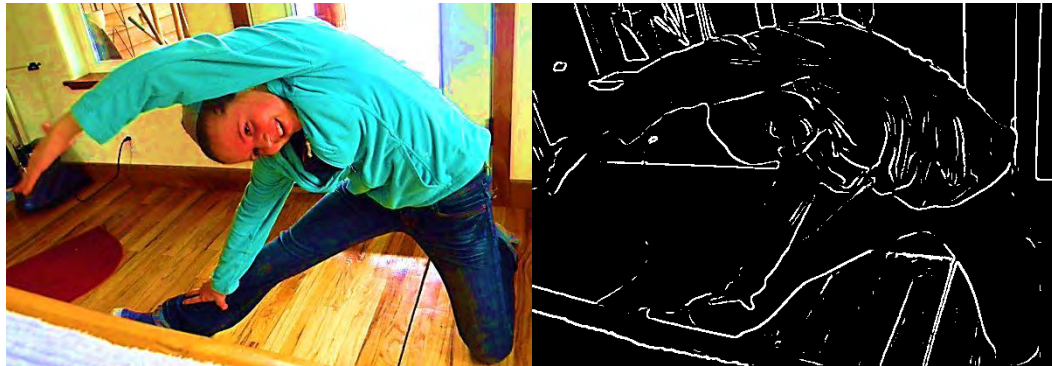
42. Three-Legged Dog
(Unknown Sanskrit name)



43. Gorilla
Padahastasana



44. Gate
Parighasana



45. Big Toe
Padangusthasana



46. Knee Rocking
(Unknown Sanskrit Name)



47. Through The Hole Stretch
Avati Ayana



48. Crab
Kulirana



Fire Poses-

49. Plank

Chaturanga Dandasana



50. Squeeze the Shoulders

Bhujapidasana

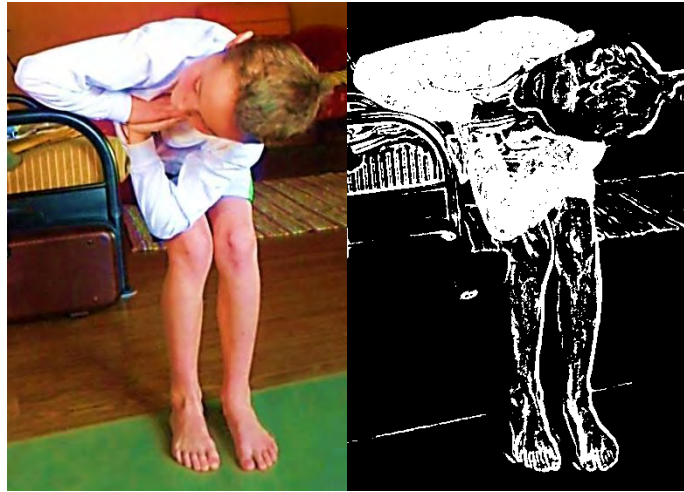


51. Pose of the Sage Vasishtha

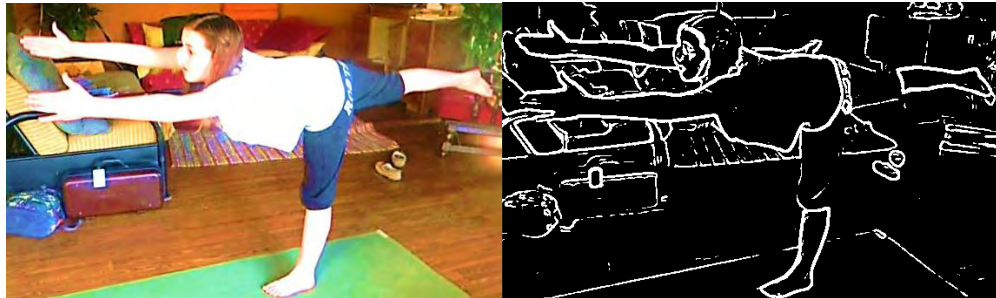
Vasishthasana



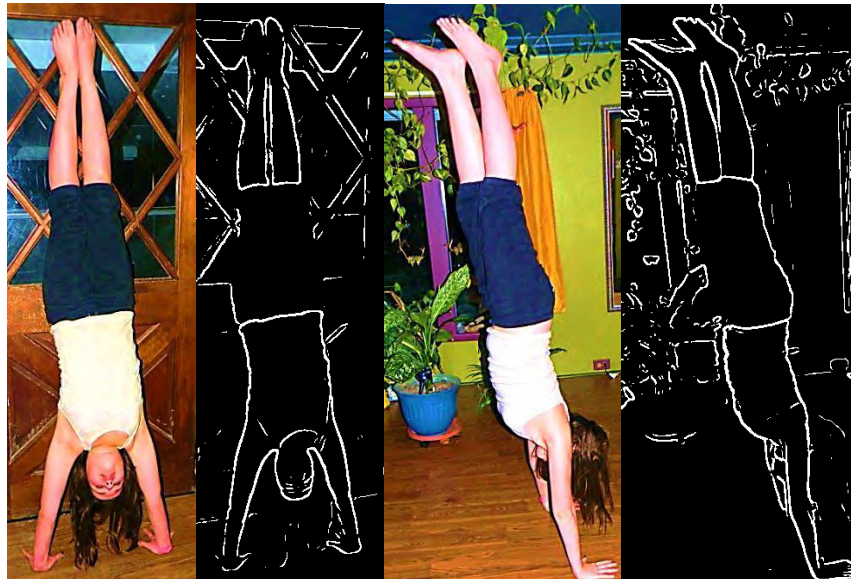
52. Revolved Prayer
Parivrtta Utkatasana



53. Warrior 3
Virabhadrasana 3



54. Handstand
Adho Mukha Vrksasana



55. Low/High Lunge
Anjaneasana



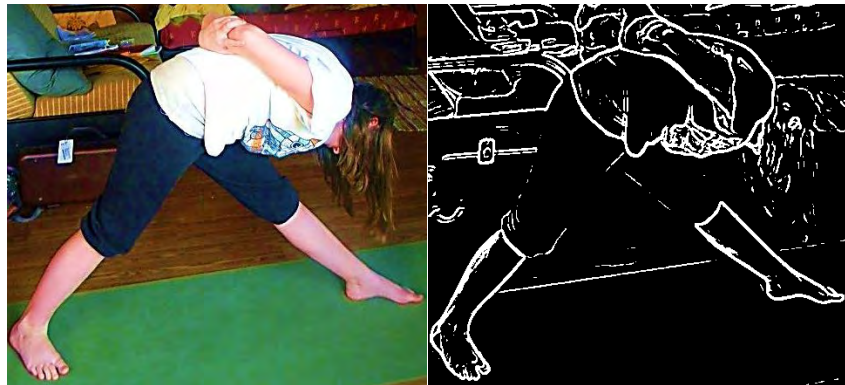
56. Eagle
Garudasana



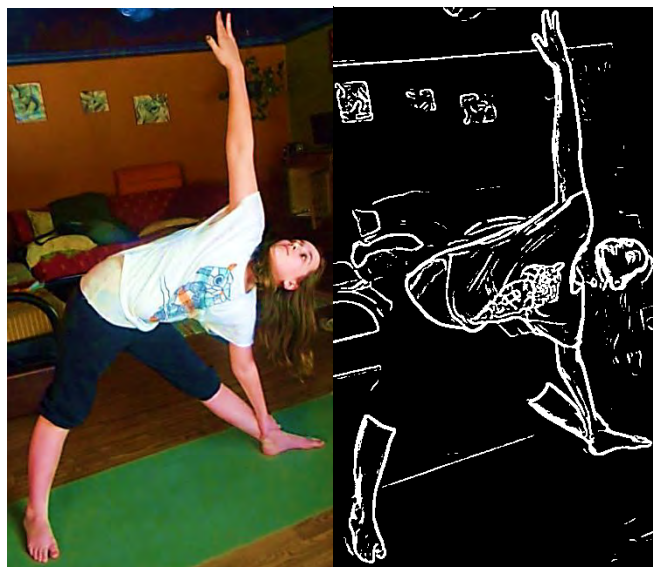
57. Crane/Crow
Bakasana



58. Pyramid
Parsvottanasana



59. Revolved/Extended Triangle
Parivrtta/Uttitha Trikonasana



60. Upward Plank
Purvottanasana



61. Shoulder Stand
Sarvangasana



62. Headstand
Sirsasana



63. Lion
Simhasana



64. Chair
Utkatasana



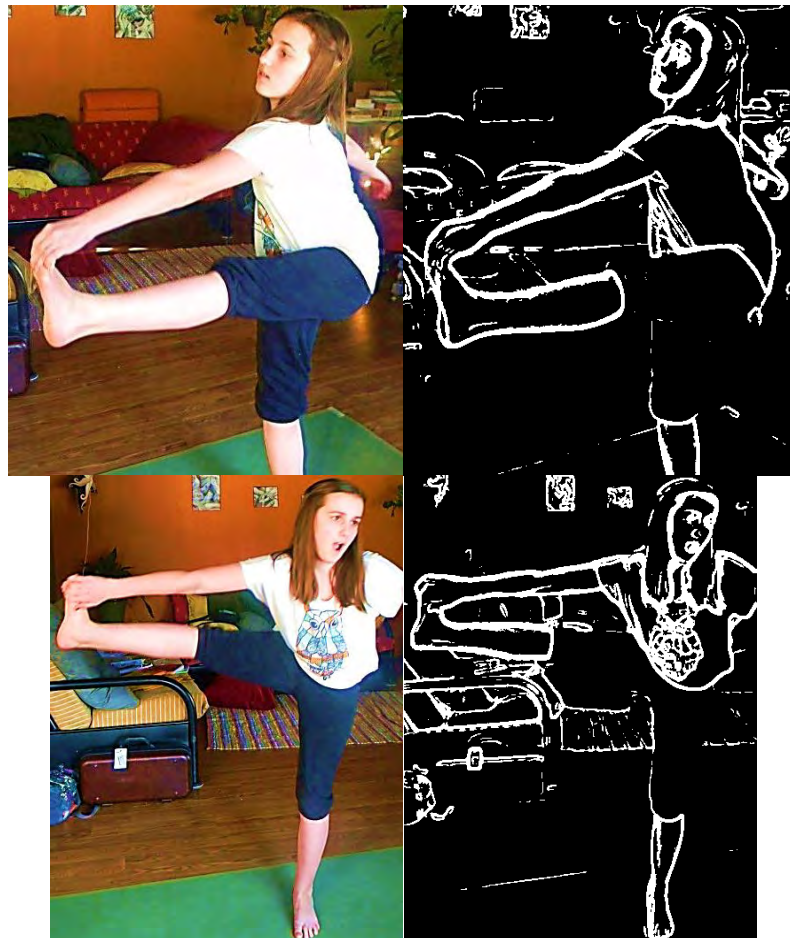
65. Side Plank
Vasisthasana



66. Feet Up The Wall
(Unknown Sanskrit Name)



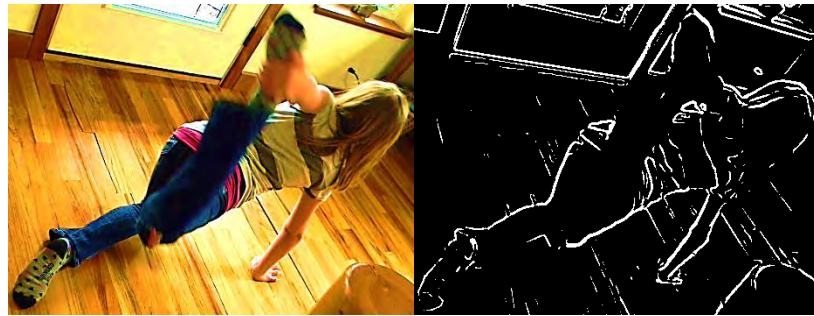
67. Standing Leg Pose
Utthita-Parshvasahita



68. Baby Dance Pose
(Unknown Sanskrit Name)



69. Tiger Pose
Vyaghrasana



70. Revolved/Extended Side Angle
Parivrtta/Uttitha Parsvakonasana



Air Poses

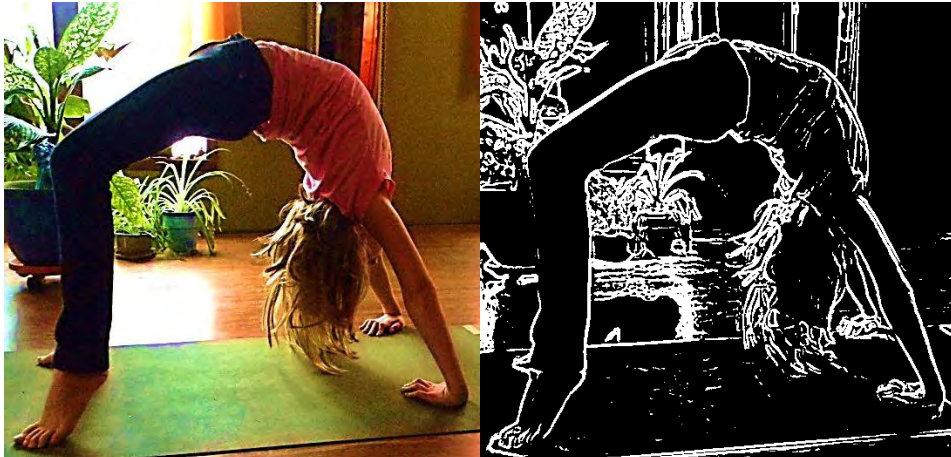
71. Dancer
Natarajasana



72. Bridge
Setu Bandhasana



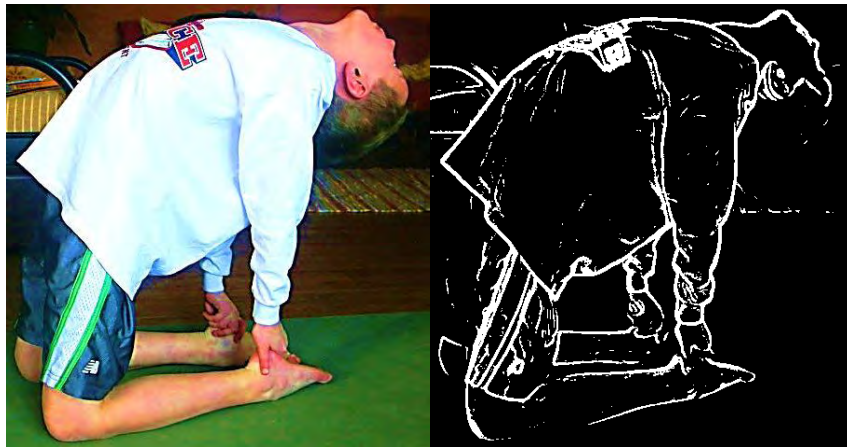
73. Wheel/ Bow
Urdhva Dhanurasana



74. Upward- Facing Dog
Urdhva Mukha Svanasana



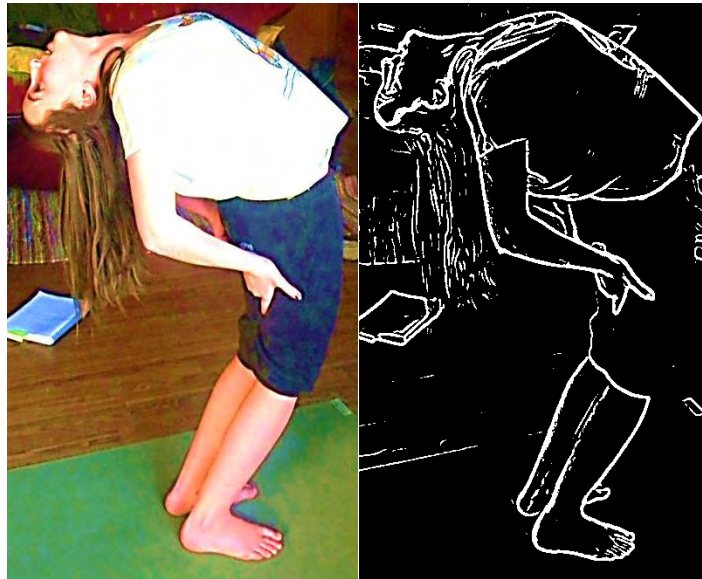
75. Camel
Ustrasana



76. One-Leg Raised Bow
Eka-Pada-Urdhva-Dhamurasana



77. Intense Stretch
Uttanasana



78. Fish
Matsyendrasana



79. Bow
Dhanurasana



Fiery Games

“We don't stop playing because we grow old; we grow old because we stop playing.”

-George Bernard Shaw

Laugh and have fun! Let go of judgment and move freely with your mind and movement as you experience the core of your personality ignite and shine your flame from within.

Earth

1. School Time- Choose a letter and think of a pose that begins with that letter or do a pose that resembles the letter. Try to spell words with your body and have others guess your word. Break up in teams to see how many words you can think of **and guess each other's** words.
2. A New Environment- Sit in a circle and start making a sound like the wind. The next student creates a new sound like crickets. Continue until everyone has a sound. Decide which environment the class created. Make sounds in a wave format so only one sound is heard at a time and then put them together.
3. Tree Root Twister- The body part touching the ground becomes like the roots of a tree. Say a certain number, such as 1, and you can only have 1 body part touching the ground. Try specifying which body part you want students to use like the game twister.
4. Pose Pictionary- Choose a pose card and keep it a secret. Draw the pose without using words on a large board for everyone to see. The other children guess the pose with their bodies, not their words. Try having the students create their own poses.
5. Riddles- Pick a theme and create a riddle such as, "What stands on one leg and drinks a lot of water?" Create your own riddles to share and adding poses to help the others guess what your riddle is about.
6. Good Question- Choose something and have the other students ask up to 10 really good questions to figure out what you are thinking. Add a pose to provide a clue to what you are thinking about.
7. Tree, Snake, Bridge, Flower, Frog, Rock- Stand in tree pose. Walk around the trees and become a snake. Charm the snakes by pretending you have a flute. Become a bridge and crawl under the bridges to become a flower. Smell the flowers and become a frog. Kiss the frogs and become a rock. Jump over the rocks. Try with different poses and create a unique human obstacle course.

8. Drum Me- Sit in a circle and place your hands on your neighbor's knees. Pass a beat through your palms. Then try drumming the floor. Rock each other and the floor.
9. Rock, Paper, Scissors- Pair up play rock, paper and scissors with your bodies. Turn back to back and say, "rock, paper, scissors shoot" while quickly jumping around into rock pose, scissors (triangle), or paper (mountain) pose. Try playing with different poses.
10. Let's Bowl- Sit in butterfly or flower pose around the room. One student uses a soft ball to roll across the room and tries to hit the others or bowling. The pins can lean from side to side, but must stay in butterfly or flower pose. The last person hit becomes the next bowler.
11. Sculpt Me- Pair up and one student starts as a lump of clay resting in child's pose and sculpt your partner by moving one body part at a time. Try massaging the clay before sculpting it or using your words to move each body part instead of your hands. Try having your sculpture move with your words after you sculpt it. Also try a large group sculpture.
12. New Name- Choose a new name. Make it goofy and say, "(new name) says do ____ pose" and everyone does that pose. If the leader does not say "(new name) says" before the pose, the students should not do the pose and if they do, they sit out until the next round.
13. What's On My Forehead? - Sit in a circle and put a sticker on each student's forehead. Keep the sticker a secret so **you don't** know what you have on your head. Take turns by having one student guess what is on their head by asking questions about the sticker. Try having the other students act out the animal and guess what is on your head.
14. Earth and Water- Stand in a circle and pretend the mats are the earth and the water is the rest of the space. Say earth or water. If you say earth, everyone goes to a mat and does an animal pose that lives on land. If you say water, everyone goes to the other space in the room and does an animal pose that lives in the water. Try adding sky by going outside the circle and do animals that fly. Also try holding hands throughout the game.
15. Trees and Bees- Divide the class in half and have half of the students become trees and the other half becomes bees. The students in tree pose stand very still without swaying and the bees buzz around trying to make the trees sway, laugh or lose their balance. When the tree changes moves or laughs, they become a bee.
16. Hungry Frog- Sit in the middle of the room in frog pose and you can't move. The other students act as flies and tease you by getting as close as they can.

- The frog tries to touch them. If the frog reaches out and touches a fly, the fly exchanges place with the frog.
17. Stop Laughing- Stand in a circle. Toss a scarf or feather into the air and while the object is in the air, laugh real or fake and when it hits the ground immediately stop laughing. Also try counting to a certain number instead of using an object.
 18. Trade Me- Stand in a circle with one person in the middle. That person tosses a scarf into the air and shouts someone's name and strikes a pose. The person whose name was called runs into the middle and catches the scarf and stands in the pose before the scarf touches the ground.
 19. Remember Me- One student stands in front of the room in a pose. The class copies the pose and studies their friend for 1 minute. The whole class then rests in rock pose while the student in the front changes one thing about themselves. The class looks up and guesses what that person changed. Try asking the students in rest pose questions about their friend such as eye/hair color and clothing details to see how well they examined the details.
 20. Humble Writing- Write your name with your dominant hand and your other hand. Challenge yourself by writing your name or drawing pictures **you're** your right and left foot, mouth and elbow.
 21. World Records- Decide on your talent and record it by describing it on paper and drawing a picture of yourself. Make it silly. The talents are endless. As you present also show your talent.
 22. Magical Winker- Sit in a circle in rock pose. Close your eyes and the teacher goes around the circle tapping each child on the head once, but chooses one student to tap twice. That person suddenly is the magic winker and can put their friends to sleep by winking discretely at your friends. Remain silent and once you are winked at, you must count to 10 and lay down and fall asleep. Students can guess who the winker is, but if you are wrong, you must fall asleep as well.
 23. What Do You See?- Stand in a circle and instruct the students to say, "You See" then you say, "I See" and the students respond, "What Do You See?" and you give a description of something. Act out the thing you describe with your body and the others guess.
 24. Crazy Maker- Sit in a circle and think of a pose and a sound that does not match that pose such as a barking mountain. Whisper that pose and sound to your neighbor who whispers it to their neighbor and so forth until it goes around the circle. The last person acts out the sound and pose.
 25. Strike A Pose- Tape large sheets of paper to the wall or lie it on the ground. Pair up and get into your favorite pose against the paper. Have the other

- partner trace you. Decorate and name your poses **when you're** done tracing each other.
26. Spelling- Stand in a circle and pick a word. Spell the word with your body. Try having alphabet cards laid out and pick a pose that resembles that letter. Try lining up and having each student form a letter with their body so that the group spells a word. Have the others try to guess the word.
 27. Posture Person- Choose a word and write the amount of letters as blanks on the board. Have the other students guess a letter. If the letter is in the word, write the letter on the blank in the correct spot. If the letter is not in the word, draw a body part of the posture person. Decide on the amount of body parts before playing the game. Try drawing other creatures besides humans.
 28. Spell Train- One student starts the game by writing the name of a pose on the board such as Dog. Everyone else does the pose and then the next person goes to the board and writes a pose that starts with the last letter of the previous pose, such as G for Gate pose. Try to make the train as long as you can.
 29. Matching- Place yoga cards in the center of a circle face down with matching pairs. Play a memory game by turning over cards and trying to find the match. Do the pose when you get a match and keep your cards.
 30. Detective- Choose a yoga card and secretly perform the pose. Have the other students ask questions to figure out the name of the pose.
 31. Overhead and Under Legs-Stand in a circle and pass a ball over your head. The next person passes the ball under their legs and so forth going over and then under. Try splitting the class into two teams and having a relay line.
 32. Frustration Fun- Provide a small group with a frustrating task like building a tower with paper or cards or untangling a chain or rope. Have the students work together to figure out how to make this frustrating task fun. Ask them how they worked together to get the task done. Is it better to force something or work gently and together?
 33. Don't Wake Me- Have one student lie on their belly in the middle of the room **with their head in their arms so they can't see. Place an object near the student that they are going to protect.** The other students quietly sneak up and try to steal the object without **waking up the "sleeping" student.** If the student wakes up and touches another before they steal the object, they get another turn. If a student steals the object, they become the new sleeper.
 34. Can't Move Me- Pair up and one student becomes as heavy as they can by grounding down through their feet. The other student tries to pick up that

- student by putting their arms around their partner's waist and lifting. Use your energy to shoot into the ground and cement you to the floor.**
35. Juggling- Practice juggling scarves and bean bags. Try to juggle with a partner.
 36. Old School Games- Find a bunch of old time games such as marbles, pickup sticks and jacks. Break the students up and have them rotate through the centers. Talk about how it felt to play with such simple objects and how games have changed throughout the years.
 37. I've Got Your Back- Pair up the students and have them sit back to back with their knees bent and feet planted into the ground. Work together to stand up without using your hands. You can link arms together and push hard into each other to experience success.
 38. Leaf Toss- Gather fake or real leaves. Have the students blow them into the air or across the ground. Try to keep them up in the air with your breath. See how long you can keep them up. Imagine being a leaf and act like a falling leaf.
 39. Scavenger Hunt- Have students find random objects from a list of clues such as something pointy and round, something hot, something red and smaller than a fingernail. Be creative and have fun coming up with descriptions and having the students find the objects.
 40. Parachute Fun- Stand in a circle and hold a large parachute. Toss toys on the parachute and try to make them go in different directions. Have alternating students run under the parachute and back out again while the others lift up high and go down low.
 41. Soft Throw- Divide the group in half and blindfold half the group. The others become partners with the blindfolded students. Use several soft foam balls. Only the blindfolded partner can pick up and throw the balls. The other partner, who can see, guides their partner. The blindfolded partner tries to hit another blindfolded student. If a student is hit twice, their team is out.
 42. Drag the Body- Divide the group into two teams and give each team a blanket. Have a start and finish line. Have the team start at the start line and drag each player to the finish line. The game is over when every team player has been drug to the finish line.

Water

43. Funny Walk- Walk or dance in the poses. Make your movements funny and dramatic. Play music and freeze in the pose when the music stops.
44. Catch the Ball- Throw or roll a ball with your feet or hands to the next person. Try to roll the ball while in different poses. Add more balls or

- objects. Try passing in plow pose using your feet and bringing the ball over your head.
45. Passing Through- Split the class in half and have the students line up facing each other about an arm's distance apart. Hold pillows and swing your arms alternately. Choose one person to walk through the line without getting hit
 46. Ping- Pong- Stand in a circle with one person in the middle. The person in the middle says, "Ping" and points to another student who bends down and the 2 kids on the side of that child both say, "Pong" and point to the person bending down. Try using poses instead of bending down.
 47. Who's the Leader- Stand in a circle and have one student leave the room. Choose a leader to discretely lead the class through movements. Have the student who left enter the room again and guess who the leader is.
 48. Scrub A Dub Dub- Use real scrubbers or imaginary ones and pretend to wash your body. Try smearing pretend mud with washcloths or sunscreen with your hands. Also try tickling or patting your body parts.
 49. Stormy Weather- Have the students spread out in the room and call on one student to call out something in nature such as storms, clouds, rainbows, trees, waves, fire etc... Act out that natural phenomenon. Also try calling out different speeds and adding sounds to the stormy weather.
 50. Four Corners- Put 4 different animals in the corners of the room. Whisper animal names to students or have them pull them out of a hat. Have the students move without talking like the animal to their corner. Try to have the students find their whole group before moving to their corner and moving as a group to their corner.
 51. Crocodile- Have all the students, except one, lie down on their bellies with their fingers interlaced behind their head like crocodiles in a river. Have the crocodiles lift and lower their heads and chests. The one standing student walks through the river trying not to be touched by the crocodiles. If the student gets touched, they become a crocodile. Try bringing the crocodiles closer together to make it more challenging or play as other animals such as sharks.
 52. Animal Music- Give students one instrument at time and ask them to play it. Have them think of an animal that the music reminds them of and become the animal. Also try playing different musical beats or songs to inspire the students.
 53. When the Big Wind Blows- Place mats in a circle, but have one less mat than students. Have one student stand in the middle and say, "When the big wind blows, it blows away all the kids that like _____ (pizza, wearing green, or whatever they like) and everyone who likes that thing gets blown off their

- mat to find a different one and the ones who don't stay on their mats.** The person who is left out now stands in the middle. Try having the students hold a pose until they get blown away with the wind.
54. Hokey Pokey- Stand in a circle and play hokey pokey. Try standing in warrior pose or others to switch up the typical hokey pokey movements.
 55. Wave- Stand in a circle and have one person chooses a pose. The next person does the pose and so forth until the pose goes around the circle. Choose another pose until the cycle is fluid and the movement creates a large wave. Try going slow and fast like the waves of an ocean.
 56. Musical Mats- Play music and when the music stops the students stand on a mat. Each time the music stops, remove one mat and the player that does not have a mat goes to the middle and holds a pose.
 57. What Are You Doing?- Stand in a circle and the leader starts by doing some movement and asks the person to their left, "What are you doing?" dramatically. The person then starts to do some movement and the leader must copy and the new movement and is now the leader. Try also by saying, "What do you see?"
 58. Conductor- The leader holds a baton and guides the "musicians" how to move their bodies. Have the students follow the baton. Move fast, slow and all around.
 59. Shield and Sun- Each student chooses 2 other students secretly in their minds. In your mind, make one the shield and one the sun. Move through the room trying to keep the shield between you and the sun.
 60. Flowing River- Lie on the floor on your belly close to one another with your arms straight over head. One person lies on top of everyone else and the whole group rolls together in one direction. If everyone is in sync, the person on top will swim down the river with the rolling humans underneath.
 61. Finding Hidden Treasure- Pretend to put on scuba gear and go diving into the **deep ocean. Don't talk and swim through the space. Breathe deep like you might hear from an oxygen tank and find a really cool object that you can bring back to the group and explain what you found. Create this "typical" object into something new and pretend you have never seen it before. Describe what you think it is used for and create a new name for your finding.**
 62. Don't Spill- Make an obstacle course for students to walk through, around, under and over. Have each student carry a full glass of water and as they move through the course, they try not to spill.
 63. Dancing Stick- Pair up and give each group a long ruler to place between **their bodies. Each end of the ruler should be pressing against the student's**

- belly. Have the students move and dance gracefully without letting the ruler drop.
64. Bound Ankles- Lie in a circle with your back down feet towards the middle. **Use two different color ribbons and tie your ankle to your neighbor's ankle.** Use a different color for your right and left. Lead the group by having them lift and lower the color you describe. Read a story as the students lie on their backs by including the leg lifting throughout.
 65. Rain Drops- One student lies on the ground belly down. The others gather around and begins tapping gently or massaging the student on the ground. The person on the ground can guide the rain to a specific body part and can instruct harder or softer rain drops.
 66. Moving Caterpillar- One student starts by getting on hands and knees. Another student gets into table pose behind the first student and that student **places one or both feet on the second student's shoulders.** Continue making a long caterpillar of students. Try moving once the caterpillar is built.
 67. Chopstick Race- Give each student a pair of chopsticks, a bowl of small objects and an empty cup. Give the students one minute to see how many small objects they can move from the bowl to the cup.
 68. Marble Race- Cut paper towel cardboard tube lengthwise so each student has half a tube. You will also need marbles so that each group has one. Divide the class into groups of 4 and have the groups stand in circles. Have the students pass the marble to their teammates only using their tubes. Their goal is to pass it around their group 3 times without dropping the marble. If the marble drops, they start over.
 69. Kick It- Divide the group into two teams. Have the teams face each other in a line about 20 feet apart and place random object like pillows and cans in front of the two teams. Draw a line behind each team and have the teams try to kick the objects past each team. If the objects make it past the teams and across the line then that object becomes a point. The team with the most points wins.
 70. Bouncy Ball- Have the students stand in a circle. Use a bouncy ball and choose a category like candy bars. Bounce the ball to someone. That person **catches the ball and names a candy bar.** If the person doesn't catch the ball or takes too long to name something in the chosen category than that person is out. Continue until there is one person standing.
 71. Hula Hoop- Have the students stand in a circle and hold hands. Use a large hula hoop and have the students work together to try to get the hula hoop around the circle without letting go of each other.

Fire

72. Too Much Fun- Find toys to balance with your body parts. Try making the toys balance on your belly and breathe deeply so that the toy bounces like on a trampoline. Also try putting them on other body parts such as fake flowers on your body in flower pose. Be creative.
73. Puffy Toes- Make an obstacle course to pass pom poms or cotton balls by only using your toes. Make the game more challenging by putting the pom poms in a bucket or passing them using only your left/right foot. Try competing to see who can get the most pom poms in the bucket.
74. Crawl Tag- One student is "It" and chases after the other kids by crawling on the floor. All the others must crawl as well and try to get away from the **person who is "It"**. If the "It" person touches you, you must freeze in a chosen pose that someone can crawl under like warrior or bridge. If someone crawls underneath you, you are back in the game. Also try walking in crab or other ways of moving instead of crawling.
75. What's It Gonna Be Tag- One student is "It" and when that person tags another, they must say a color or animal and that person freezes in that interpretation of that word. The "It" person cannot repeat the color or animal name and if they do, the other person is still free. The game is over when everyone is frozen.
76. 1, 2, 3 Tree- One student stands at the opposite side of the room while the others stand at the other wall. The leader turns their back and says, "1, 2, 3 tree" and jumps facing the students. When the leader is facing the students, they must freeze in tree pose. If the students move, the leader may send them back. The first person to tag the leader wins and trades places with the leader. Try allowing the leader to walk up to the trees when they are facing them and make them wobble by making them laugh without touching them. If they fall, they go back as well.
77. Stop! Back to Back 1, 2, 3- Put on fun music and have everyone walk around the room. The leader says, "Stop! Back to Back 1, 2, 3" and everyone gets back to back with someone. This game works best with an odd number. The one without a partner sits out. Try calling out different commands such as roll, crawl or jump instead of walk.
78. Stop, Jump, Clap- Students walk around the room and do what the leader says such as stop, jump or clap. When students have that down, change the meaning of the 3 cues such as jump means clap, clap means stop and stop means jump. Try using different commands when the students have become thoroughly confused.

79. Cheerleading- Using cheerleading pom poms and lead the students in a cheer as you jump through poses. Be energetic and goofy. Allow the students to create a cheer about something positive in their lives.
80. Group Tag- Divide the class in 2 groups. One group is A and the other is B or whatever name you find fitting. Have the students form 2 parallel lines facing each other about 4 feet apart. Mark 2 lines behind the students about 12 feet back. When you call group A, they turn and try to cross the line behind them before being tagged by group B. If a student is tagged before crossing the safe line behind them, they join the other team. The game is over when all the students are on one team.
81. The "YES" Game- Stand in a circle and one person calls something out enthusiastically like, "Let's be bouncing balls!" Everyone then responds enthusiastically by saying, "Yes! Let's be bouncing balls." Dramatically act out the task. Anything goes, but remember, you must say yes to whatever it is.
82. The Snake is Coming- Stand in a circle with one person in the middle holding a long jump rope. Spin the jump rope around while all the other students jump over the "snake" so it doesn't hit them. If the snake hits a student, they take 3 steps back and breathe deeply for 5 deep breaths and then rejoin.
83. Don't Drop It- Divide the group in half. Each team gets an object that they must carry down to a spot and back again to their team without using their hands even when passing to their team members. If the team member drops the object, they must go back to the beginning to try it again. Try this game using different body parts and objects. Fruits and vegetables are fun.
84. Light Race- Divide the group in half. Give each student a straw and one feather for the team. Have the teams race their feather on the ground through an obstacle course. Have them cheer each other on until all their team members have gone. Try sweeping each other with the feathers after the race. Close your eyes and thank each member of your team quietly with the sweep of your feather.
85. Jump This Way- Use two long jump ropes and group the students in threes. Have them twist the ropes and one student jumps in and out of the twisting ropes. Teach fun jump rope chants or make up your own. See the resources for how to turn the ropes and learn jump rope chants.
86. Stoplight- Play red light green light in a large room. Have the students stop in specific poses and move in specific movements.
87. Snakes in the Jungle- Have 3 students become snakes that form a line with wide spaces between them. The others students stand across the room and **when the leader says, "Snakes", the students that are not the snakes try to**

- make it through the jungle of snakes without being tagged. Anyone who was tagged joins the snakes and the game continues until everyone becomes a snake.
88. Monsters, Fairies and Gnomes- Monsters conquer fairies by raising your arms above your head. Fairies conquer gnomes by making a triangle with your arms over your head. Gnomes conquer monsters by placing your hands up by your ears. Divide the group in half and have each team talk quietly about what they are going to become. On the count of 3, each team turns, jumps into the pose and yells who they are. The conquering team tries to catch the opponents before they reach their safe zone. If you are caught, you become part of the other team. Try using two poses instead of three and coming up with your own creatures and poses.
89. How Big Can We Get?- Choose someone to be "It" and when they tag someone, they join hands and continue until everyone is part of the massive "It".
90. Ouch- Choose someone to be "It". When that person tags another student, he/she puts their hand over that spot like a Band-Aid and must keep their hand there the rest of the game. Once you have used up both your hands/band aids, you must go to the hospital and do 5 jumping jacks to get well and rejoin the game.
91. Volley Balloon- Tie a string about 2 feet off the ground across the room. Divide the group into 2 teams. Use a balloon to play indoor volleyball. Have the students play the game in crab pose and kick the balloon with their feet. If the balloon touches the ground on your side, the other team gets a point. Play to 10 points.

Air

92. Creator- Draw your favorite pose. Switch your picture with a partner and add to their picture. Continue until everyone has added to each picture. Try one big piece of paper and creating a pose to express the painting. Invent a pose through your drawing and try to express it with your body.
93. Love Car Wash- Split the class in half and have them face each other. Choose one student and blindfold them. Have them walk very slowly through the line while the other students gently massage the child and say soft positive things to the student as they walk through. Try kneeling and the student rolls slowly through the wash.
94. Pass the Hoop- Stand in a circle and hold hands. Use a hula hoop and pass it around the circle without letting go of each other's hands. Try adding more than one hoop and/or saying their favorite something as it passes by them.

95. Whisper Phone- Pass a positive word or message by whispering it in your neighbor's ear. See if the message can make it around the circle without getting messed up. Try using other languages or drawing on **each other's** backs instead of whispering.
96. Trust Me- Stand in a tight circle in Warrior pose. One person stands in the middle with their eyes closed and their hands over their heart. The group asks the person if they are ready. The person in the middle plants his/her feet and keeps them in place while falling forward and back trusting the circle to catch them.
97. Friendship Wheel- Sit in a circle with legs apart and touching your neighbor's feet. The leader calls out commands such as lift arms, forward, right, left etc... Everyone follows and touches their toes with the commands.
98. Group Knot- Stand in a circle. Bring your right hand to the center and hold hands with someone across the circle from you. Now bring your left hand forward and hold hands with someone different across the circle. Without letting go of hands, figure out how to come out of the knot and back into the circle. Imagine you have super glue **on your hands and you can't let go of** each other. You must have an even number of students for this knot to work.
99. Falling and Flying- Walk around the room and at any time call out "Falling", "Falling Back" or "Flying". **If you call, "Falling",** cross your arms across your chest and fall forward **into someone. If you call, "Falling Back", you do the same, but fall back into someone instead of forward. If you call, "Flying",** you put your hands in front of you and another student stands in front of you while you place your arms on their shoulders. Wait for 4 others to come and then they all lift you up with 2 students on each side of your waist and 2 on each leg.
100. Penguins- Adult penguins can find their babies in 1000s of other penguins by a distinct call. In pairs, establish a unique call that you can recognize. One partner closes his/her eyes while the other starts moving around the room directing their partner in a safe manner with only the unique sound. Start close together and gradually move farther away. Try moving faster and slow. Guide your partner so they are safe and not running into things.
101. Be My Shadow- Pair up and one student becomes an animal or something and their partner must follow behind and guess what they are.
102. Cleanse Me- Think of something you want to let go of and start twisting your body rapidly. Let your arms swing loosely. You may want to close your eyes and really embrace your body freely moving. Twist your body like wringing out a wet rag. Now think of something you want more of and start

- tapping your body. Start at the crown of your head and gently sprinkle your body with loving taps. Go down the front side and then move to up the back.
103. Problem Solver- Write down a problem that you have that is difficult for you to see options and put the paper into a basket. Each student picks a piece of paper and reads the problem and offers a good solution to the problem.
 104. Catch the Butterfly- Pair up and use a leaf or feather. One student tosses the light object into the air and the partner tries to catch it gently like they might catch a butterfly.
 105. Loving Rain- Think of things that make you feel really good and embrace **the thought. Feel them with all your senses. Raise your arms and say, "All good things rain down on me." Scoop your hands in front of your heart and say, "All good things grow up through me." Press your hands forward and around your body and say, "All good things surround me."**
 106. Laughing Circle- Lie on your back in a circle with heads pointing into the middle. One person starts to laugh and everyone else imitates until everyone is laughing hysterically.
 107. Feel Deeply- Feel each body part starting at the crown of the head. Describe each detail and have the students gently rub that body part. Be very specific. Move down and up the body.
 108. Chalk Talk- Use sidewalk chalk to play Pictionary. Have the student drawing pick a word and draw it without using their words. The others try to guess what the drawing is and if they guess it, they must express the drawing with their bodies.

Fiery Expression

[A canvas is] "an arena in which to act."

-Jackson Pollock

Fiery Expression is like abstract art. It is meant to pull from your inner being and has never been expressed in your form before. This form felt and drawn out of your core that is unique and new to the world. It is felt with nonjudgmental thoughts and is expressed in a raw form unedited from the mind. Be true to yourself and move.

The following are ideas to get students to move freely:

- Be goofy yourself. Tell jokes or be humorous.
- Play age appropriate music the students can relate to.
- Blindfold the students when moving.
- Play a game that makes the students sweat before asking them to move freely. They will be more loose and open.
- Be dramatic and practice expressing yourself. The more you do it the safer the students will feel.
- Build a positive atmosphere with the students so they feel comfortable.
- Allow students to pass.
- Have them follow your silly movements and then ask for a leader.
- Pair the students up so it is a smaller group.
- Ask them to interpret the animal, color, shape, object or theme. Show what it looks like with your body. What does it look like, sound like, feel like, taste like?
- Have students dance and freeze, which shows dramatic movement.
- Instruct the students to move in different space sizes. Start out large and gradually have the students move in a smaller space with one another.
- Instruct them to move in different ways such as rolling, large and small body movements and open and closed body movements.
- Move all body parts even your face muscles.
- Show an object and have them interpret that object with their bodies.
- Be an object and as you move it, the student tries to move like the object.
- Play music and have the students be the music.
- Pick a theme and have the students be that object or teach some fact through body movements.
- One student starts moving to music and freezes. Another student joins in with the music and touches some body part to the frozen student and freezes to the other student. All the students join in until everyone is frozen in a large group expression.
- Dance freely on your mat and drop and freeze when the music stops. Feel the energy you created.

Airy Rest

“So the darkness shall be the light, and the stillness the dancing.”

-T. S. Eliot

It is important to fire up our spirits once in a while, and just as important to bring ourselves back down to a quiet state. Stillness is difficult for many of us. If we can learn to just be and listen, we will feel the never-ending flowing of our inner true selves.

Here are some ways to help make rest more enjoyable for kids:

- Use a peacock feather to sweep over the students who are quiet.
- Use a rain stick and walk around the room tipping the rain stick back and forth. Also try other instruments.
- Use scented eye pillows or beanie babies.
- **Use wet scented towels to place on the student’s eyes.**
- Spray air freshener or scented water and spritz above the students so they feel the mist.
- Burn incense.
- Turn it into a competition and see who can stay still the longest.
- Pretend to use a magic wand and turn the students into something still like ice.

Earth

1. Burrito Rest- Lie on a yoga mat going across the mat with your body. Your head and shoulders are off the mat. Hold one side of the mat and roll up like a burrito. You can also use blankets instead of mats.
2. Story Rest- Choose a short story to read to the students. Check the resources for more ideas.
3. Imagine Rest- Guide the students through a story and explain in detail what is going on. Use as many sensory images as possible. Relate the story to the theme you are teaching.
4. Animal Rest- Imagine that with each inhale you breathe in love and with each exhale you breathe out worries and tension. Describe different landscapes and tell the students that they go to their favorite environment and fully envision it. What do you see, hear, smell, taste and feel? All of a sudden you see an animal in the distance looking at you. What type of animal is it? You begin to walk closer and feel safe. You come so close that you are touching it and gazing into its eyes. You start whispering to your animal

- friend and the animal helps you and protects you. Know that your animal is always with you and you can access it at any point.
5. Special Place Rest- Feel your breath going in and out and let go of all your thoughts. Go within and imagine a place where you feel very safe and love to be. Maybe it is in nature or maybe it is in building or room. Notice what it looks like and what is there. Are there other people or animals? Everything feels peaceful and calm. Notice all the details. Here you can open your heart and allow all your thoughts to enter. Maybe you want to invite someone to come be with you or not. You are free to be yourself and love yourself.
 6. Starfish Rest- Imagine that you are a starfish at the bottom of an ocean. **Describe the ocean floor in detail. Repeat the words, "I am peaceful and quiet".**
 7. Tree Rest- Imagine that you are a small seed being planted in the soil. Feel the soil all around you. It begins to rain. Describe all the senses of the soil getting wet. Then the sun comes out and begins to warm the soil and you begin to dry. You feel the energy of the sun and feel a tiny shoot emerge from your body and break the surface of the ground, and at the same time you start to shoot roots down into the earth for support and nourishment. You continue to grow up and root down. Describe in detail the leaves growing and drinking water from the roots. Continue with flower blossoms and fruit. Imagine what type of fruit that you bear and go through the cycle of the fruit falling to the earth and becoming a seed again.
 8. Fairy Rest- Imagine that you are in an open field abundant with wild flowers. Describe the flowers in detail. Breathe deeply and smell the sweetness. Describe as many field details as you can. Imagine a fairy appears and offers you a gift. This gift is not one you can touch, but one that you feel with your **heart. Maybe it's love, health, success, patience or a message. You know** what the gift is and allow it seep into your heart and become part of you.
 9. Heavy Body Rest- Inhale and watch your thoughts like they are on a TV screen. Exhale all the thoughts and let them pass. Bring your focus to your head and feel how heavy it is and allow it to sink into the floor. Notice everything becoming heavy even your eyes and hair pull you down into the floor. Inhale and with each exhale become heavier. Describe each body part as you move down the body. Completely surrender to gravity and become closer to the earth. Listen to your body and if you feel a specific area that needs attention, take in a deep breath and release that area from the imaginary weight. Release the weight from all the body parts starting at the feet.

10. Garden Rest- Imagine that you are outside in a luscious garden completely alone. You are here to enjoy the beauty of nature. You feel the earth beneath your toes and begin to squish the cool soil between your toes. You look around and see all the plants and trees growing out of the earth. Suddenly a loud clap of thunder booms and the sky becomes dark. It starts to rain. You watch the rain bounce off the plants and smell the wet earth. You are not worried about getting wet, and just allow yourself to get completely **wet. It doesn't matter.** You feel content. The storm passes and the sun begins to shine between the clouds. The sun is warm on your skin and your clothes dry. The warmth is penetrating your skin and entering your body. You are now running in the garden and feel so happy you begin to laugh. A cool breeze begins to blow and you feel the coolness. Breathe in a deep breath and stretch your body long. As you stretch your body, imagine how you can stretch your thoughts in life such as your dreams, expectations, mind and heart.
11. Bell Rest- Use a Tibetan bowl or a bowl that makes a long sound. When you hear the sound, place your hands on your belly. When you no longer hear the sound, place your hands by your sides.
12. Fairies Rest- **Have students rest in child's** pose and walk around the room **tapping their backs with "fairy dust"**. **Tell them that this is magic dust and will give them power to stay still for a long time.** Make it into a contest to see who can stay still the longest.
13. Ice Rest- Have students freeze their bodies. If they move, even slightly, tap them on the shoulder. Breathe a burst of hot breath on them and have them roll to one side. They have melted. See who can stay ice the whole time.
14. Counting Thoughts- Count slowly from 1-10. If any thought enters your mind, go back to one. Watch for even the smallest thought. See who can make it to 10.
15. 100 Rest- Count in your mind to 100 or try it in reverse. Try imagining your favorite thing and count those objects.
16. Imagine Rest- Breathe deeply and bring your attention to your breath. Imagine having everything you have ever wanted. See yourself as happy, **rich, healthy etc...** **Start repeating, "May I be happy and free."** **Repeat the process by imagining someone you love. Continue with someone you don't particularly like.** Try with a worldly problem.
17. Buffalo Storm Rest- Breathe in deeply and describe the story of the buffalo. Describe a herd of buffalo and then a storm coming. When a storm comes, a buffalo stands to face the storm, which soon passes. If you run from the storm, it will always follow you. Think of something in your life that you keep

- running from and imagine just feeling the uncomfortable feelings and what it would feel like to just let it pass by. Imagine what is on the other side of the storm for you.
18. Color Rest- Imagine a color and with each inhale you paint your insides with that color starting at your feet and moving up to your head. Each breath is like dipping your brush into a rich colorful paint.
 19. Secretive Rest- Imagine doing something wonderful for someone else without the thought of getting something in return. You go and do a good deed because you want another person to feel the beautiful light inside of love. Imagine this deed and when you come back from the rest, go and do a good deed for someone. Feel what it feels like to do something kind for someone without expecting anything in return.
 20. Seed Rest- Imagine you are a type of seed. What type are you? Gently wrap yourself in soil and care for yourself tenderly. Start to imagine your growth and bud into a baby plant. Imagine flourishing and growing into a massive healthy plant. Think about what you can learn from the plant you imagined.
 21. Bug Rest- Imagine a bug, any bug. Now imagine the bugs multiplying and slowly covering you. You are not scared and kind of enjoy the little tickling legs and light pressure and warmth of them covering you. Think about the details of the bug you chose and what you think you can learn from that bug. Try imagining becoming the bug you imagined. What would it feel like to be that bug? Imagine all the details of that bug's life.
 22. Slippery Rock Rest- Imagine a warm sunny day and you are in a red rock national park. You feel the energy from the rocks and feel the warmth from the sun being absorbed by the rocks. All of a sudden rain starts dripping from the sky, but you are not worried and you feel strange because there are no clouds in the sky and you wonder why the rain is falling. The rocks you are standing on become wet and slippery and you slip and fall into the rock. You are not hurt and realize that you form to the rock like a wet noodle. You start sliding down the warm slippery rocks. You roll and tumble and laugh. What a fun time you are having. Where do you end up? What is at the end of the rock slides?
 23. Happy Person Rest- Imagine the happiest person in the world. What do they look like? What are they doing? Imagine that you slowly morph into that person. What does it feel like to be that happy? Know that you can be that happy everyday if you let your mind create that reality. It is up to you.
 24. Money Rest- Imagine that you won a million dollars and you are resting on all the money. Sink into the dollar bills and feel the richness of possibilities. Think about what you could do with all the money. Would you like to buy

- something for yourself or someone else? What do you think would bring you happiness? How many people could you affect with the million dollars? What could you do with the money to positively impact as many lives as possible? Relish in the potential peace that you could bring to the world. Imagine doing this deed with and without the money.
25. Grounded Rest- Place your thumb and index finger together resting on your knees with your palms facing up toward the sky. Sit up tall and close your eyes. Take in a deep inhale and let out the sound of the universe AUM as long as you can make it with one exhale.

Water

26. La La Lotion Rest- Have students completely relax into the floor. Use scented lotion and rub their feet or hands. Try pairing the students so one is resting and one is rubbing.
27. Cooked Spaghetti- Have students lie down and imagine that they are stiff uncooked spaghetti. Start describing the process of cooking the spaghetti and as you describe it their bodies become limp. Go around and pick up an arm or leg of each student to test if the spaghetti is done.
28. Egg Rest- Have students rest on their backs and imagine they are an egg. On the outside, they are hard and still, but on the inside their bodies are in a constant state of flow like the yolk and white of an egg. Have the students be completely still and if they move you will tap them on the shoulder and they will crack and they need to roll to one side.
29. Ocean Rest- Have the students imagine that they are laying on the soft sand by the ocean. Describe the warm sand and sun. Let yourself become softer and heavier. Feel as if you are sinking into the sand. Breathe deeply and imagine that with each inhale you breathe the waves closer and with each exhale you breathe the waves back into the ocean. Describe the smell of the ocean and other senses such as the colorful birds in the sky.
30. Cloud Rest- Imagine climbing on a soft fluffy cloud and with each breath, you become lighter so that the cloud can float up into the sky. The deeper you breathe, the lighter your body becomes and the higher you go. Notice that there are many clouds and as you drift and you can choose to gently bump into them and move on or melt into one another and become one. Notice as you drift what shape you take and then in a moment how you change. Gently imagine the cloud drifting down as you exhale deeply until you are back on the ground.

31. Magic Carpet Rest- Imagine you find a magic carpet and the carpet will take you wherever you want to go by using your thoughts. The carpet can go fast or slow as you want. You are in control. Where are you? What do you feel, see, hear, taste? Imagine you are at a specific landscape or event and explore the area. As you head back home, you see what the world looks like from high in the sky and notice certain hot spots close to your home and as you get closer. You finally see your house and land on the roof. You start to feel heavy and sink through the roof like butter melting in a pan. As you come into your house, you take your natural shape again and see your reflection in the window and feel so much love for yourself. You squeeze **yourself and say, "I love myself."**
32. Waterfall Rest- Imagine laying underneath a warm waterfall and with each breath you fill up your body with a rush of vibrant water. The rush of water makes you feel alive and completely healthy and happy. You are in a state of pure bliss. The water rushes in with your breath and leaves sweeping away the gunk that bogs you down in life. You feel clean and refreshed. A new moment and a new life enter your being.
33. Leaf Rest- Imagine that you are a leaf on a tree in the fall time. Describe in detail the attributes of fall. Imagine that you break loose from the tree with a slight warm breeze and you start to drift down to the ground slowly. Imagine what it feels like to just go with the flow.

Fire

34. Lemonade Rest- Hug your knees into your chest and make a sour face. Let the lemon burst open as you let your hands and legs spring open and gently come to a rest on your back. Repeat a few times.
35. Squeeze and Release Rest- Lie on your back and take in a deep breath. Tighten all the muscles in your body, hold for the count of 5 and completely release. Try tensing one body part at a time.
36. Rubber Band Rest- Imagine you are a floppy rubber band. Describe each body part being loose and free. Now imagine that someone is gently pulling on your head while someone else is pulling on your feet. Everything starts to feel tighter as you get longer and then ping, they let go of you and you become a floppy rubber band again.
37. Monkey Rest- Imagine that you are in a jungle with monkeys swinging and jumping wildly around you. Start breathing deeply and with each inhale you catch a monkey and calm it down. Catch as many monkeys as you can. Try using other images that fit with your theme.

38. Power House Rest- Sit tall with your eyes closed and imagine all your thoughts swarming around your head like a beehive. You realize that you can create whatever you want out of all these thoughts and you begin to catch the bees/thoughts and whisper what you want to them and then send them away. The bees dart to what you want and create your thoughts so they become who you are. Feel the power and become it.
39. Eat Your Prey Rest- **Imagine something that you don't like about you and** picture it as an animal. Now imagine the animal chain and an animal that eats the animal that you imagined your nemesis to be. Imagine going after it as the predator you know will devour your prey. Gobble it up.

Air

40. Diamond Rest- Have students lie on their backs and close their eyes. Put a small marble (flat on one side) on their foreheads and tell them that it is a special diamond that lets them see the future. You can also be creative and tie the magic marble into the theme for the practice. Tell the students that the magic only works if it stays on their forehead and does not fall off.
41. Star Rest- Imagine that you are outside at night. It is very clear and the stars are abundant. You see a particular bright star and its light sends a beam to you. You begin to follow it as it moves. You feel a special warmth and glow warm you up. You finally realize that the star and light is moving back to you and where it started. You know that the star is sending you a message to let yourself shine.
42. Rainbow Rest- Imagine that you are walking down a beautiful path and you see a big clear rainbow. Stand underneath it and let its warm bright rays fill you with joy and you become the rainbow. Breathe in red, you are strong and safe. Breathe in orange, you are happy and playful. Breathe in yellow, you are proud and confident. Breathe in green, you are kind and generous. Breathe in blue, you are sincere and truthful. Breathe in indigo, you are wise and creative. Breathe in purple, you are a good friend.
43. Light Rest- Bring attention to your feet and breathe deeply while allowing light and warmth feel up that part of the body. Imaging being filled with light and love and with each inhale you focus on the next body part to fill with this lovely light. Continue until you have focused on the whole body and then imagine being completely surrounded by light.
44. Feather Rest- Start at your toes and wiggle them. Imagine that they are becoming light as a feather, so light that they start to float into the air. Let them drift into the sky. Continue focusing on each body part until your whole

- body is soft and light and **start repeating to yourself, "I am light as a feather, I am light, I am light"**.
45. Balloon Rest- Imagine you are holding a big balloon and feel how smooth it is and how it smells. The balloon is your favorite color and you hold the bottom of it and allow it to gently lift you into the sky. With each breath, you float higher into the warm summer sky.
 46. Self-Love Rest- Sit or lie down comfortably and take in a few deep breaths. Place your hands on your feet and give a gentle massage. Begin moving up your legs and work your body like dough and massage in circular motions. **Move all the way up to your face and head. Don't forget even the smallest** parts like the forehead and ears. After the whole body has been massaged, bring your hands over your heart and breathe deeply and listen to the love that is in your heart. When your palms are full with love, listen to which parts of your body need special attention and bring your hands there and with each exhale let the tension go and with each inhale the feeling becomes more pleasant.
 47. Magic Powder Rest- Imagine that you are sitting in your bedroom and all of a sudden a cute little green man appears. He hands you a magic cloth sack and says that inside the sack is magic powder and with it you can create everything you have ever dreamed of. You can change the world. Suddenly he disappears and you go to the window to see if you can find him. Your feet become light and the light quickly moves up your body until you are floating. You open the window, feel the breeze and slowly drift out the window. You can see your neighborhood from above and take some magic powder from your sack. You sprinkle the powder over everything that you want to change. Create a world that makes you feel completely content. You can bring in other animals and/or people. Notice the different colors and how they are brighter. You can even change yourself. Keep this place you have created in your heart and know that you can return to it using your imagination whenever you wish. As you live in this magic potion world more, you will start seeing your real world become more like the one you imagined.
 48. Love Rest- Breathe in and out deeply and feel completely relaxed, peaceful and calm. Breathe in and fill up your lungs for the count of four and exhale for the same count. Every time you exhale, let all the things that bother you out. Continue breathing and direct your attention to your heart. Let your heart grow and expand with every inhale and with every exhale let out the things that prevents your heart from expanding. Imagine that as you exhale, millions of little hearts come out in beautiful colors and they make you feel good. These gentle hearts carry special love with them. The hearts become

so plentiful that they fill up the room and surround you, massaging your body with love. The hearts softly touch you and get absorbed into your body and your heart opens to receive all this love. Breathe into yourself as all the hearts begin to become one gigantic heart inside of you. This heart contains all the wonderful feelings. It is your light within.

49. Light Rest- Let go of all tension and thoughts. Imagine that you are somewhere beautiful and safe. Take three deep breaths and fill your belly up like a balloon. Empty it completely as you breathe out. Imagine that on every inhale a pleasant light flows into the top of your head and on every exhale the annoying thoughts flow out of your head. This warm light relaxed your face and feels gentle. Describe moving down the body. This pleasant sensation flows through your whole body opening you up softly and bring joy to each part. You feel so much love as this light fills you up. It will protect and heal you. You feel calm and relaxed.
50. Mirror Rest- Imagine that you are standing in front of a mirror staring at yourself. What do you see? How do you feel? Where is your attention drawn? Why? Are you happy with that part of yourself or do you wish you could change it? Look at yourself from a distance like you are watching yourself from across the parking lot. Try to see the most beautiful parts of yourself and just watch them. Notice how you move through space and time. Love yourself and know that you are lucky to have all of your gifts.

Elemental Crafty Visions

“Creativity comes from trust. Trust your instincts. And never hope more than you work.”

-Rita Mae Brown

Use the following versatile ideas as a springboard to tie into your own sequence themes. Twist them into your own unique vision and then allow the children to twist them into their vision. The possibilities are endless. Be creative.

Earth

1. Artistic Mats- Personalize yoga mats with permanent markers.
2. Eye Pillows- Stuff socks with rice and scented oil and sew shut. Try using thrift store cloth napkins and sew along three edges.
3. Poetry Senses- Write a poem about a given topic and have the students fill in the blanks. The outline is as follows: _____ is a (color). It sounds like _____. It smells like _____. It tastes like _____. It feels like _____.
4. Scented Play Dough- Have students mix 2 cups flour, 1 cup salt, 1 tablespoon cooking oil, 1 cup water, food coloring or Kool-Aid packet, and scented oil. Use a Ziploc bag to eliminate some of the mess and to store for students to take home.
5. Drum Beat- Use an old tin, coffee can or oatmeal container. Paint the outside and cover the top with a triple layer of wax paper or other tight material that will create a cool sound. Use a rubber band or string to tie on the top material. Hold the drum at an angle and find a beat that serves you.
6. Pipe Cleaner Creation- Create whatever you wish out of pipe cleaners. Try crowns, tiaras, glasses, letters or bubble blowers. To make bubble solution to go with your bubble blower, 1 tablespoon glycerin, 2 tablespoons dish soap and 1 cup water.
7. Drum Beat- Use an old tin, coffee can or oatmeal container. Paint the outside and cover the top with a triple layer of wax paper or other tight material that will create a cool sound. Use a rubber band or string to tie on the top material. Hold the drum at an angle and find a beat that serves you.
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9. Mandalas- Explain to students that a mandala is a circular form with a symbolic meaning. It represents wholeness and life. Mandalas are naturally occurring in all life forms from the smallest microscopic unit to the grand

- universal scale. Mandalas have a center, which radiates outward. Have students create their own personal mandala by creating a center in a larger circle and then designing a beautiful design around the center. Add a story or poem to the mandala explaining what it represents in your life. Also try coloring a mandala from a mandala coloring book. See the resources for great mandala coloring books. Also try a mandala t-shirt by decorating a printed out coloring mandala page on iron-on paper and then ironing on the t-shirt. Check out the following websites for mandala coloring pages: www.free-printable-mandala-coloring-pages, www.coloringcastle.com, www.junemoon.com, www.coloring.org.uk, www.papermandalas.com, www.starwheels.com and www.milliande.com.
10. Tissue Paper Flowers- Gather different colors of tissue paper and cut into squares about 1 ft. wide. Stack the tissue paper as follows: 2 sheets of green, 5 sheets of red (or whatever color flower you want to make) and 2 sheets of yellow (or whatever color you want the center to be). Fold the tissue accordion style. Use a green pipe cleaner (stem) to wrap around the center of the accordion. Gently open up the tissue paper and form into a beautiful flower. Add scented sprays if you wish.
 11. Friendship bracelets- Use different colored embroidery thread and safety pins to create a beautiful bracelet for your friend. Follow directions at www.dltk-kids.com/crafts/friendship/mbracelets.htm to learn how to make the bracelets.
 12. Knitting- Learn basic knitting stitches at www.wikihow.com/Knit. Knitting can be a lifelong meditation practice and is very therapeutic.
 13. Board Game- Have students create a board game with pieces and rules. They can use cards, dice, objects or whatever they need to create a fun and engaging game. They must teach it and play it with the other students after it is created.
 14. Eraser Stamps-Use erasers or wine corks to make stamps. Draw your simple image on the eraser or cork. Use carving tools to carve out the image. The raised part will be the stamp. Use various colorful stamp pads to try out your creations.
 15. Fruit and Vegetable Stamps- Use carrots, potatoes, apples or squash to make stamps. Carve out the fruits or veggies to create a unique stamp or just use the cut foods to make beautiful artwork. Paint the cut ends of the fruit and veggies to stamp on paper. Use a variety of paints and stamps/foods for students to use.
 16. Beading- Use memory wire in 3-loop sizes with a stopper-loop already formed at one end. Find 8 mm plastic beads in primary and secondary colors, seed

- beads for spacers, and plastic pearl beads. Cut the wire into 3-loop segments and loop one end so the beads catch and **don't fall off as the students are** beading. After the students bead the wire, use pliers to loop the other end and make a hook to clasp the bracelet.
17. Charcoal Drawing-Use various charcoal mediums along with kneaded erasers and special charcoal drawing paper. Have the students look at a white sheet or other material in a dark room with a spot light on the material. Talk to the students about drawing just the light and dark components of space and to **not try to draw the object. Don't look at it like something**, just a mixture of light and dark spaces and draw that. After the students have that concept down, try drawing other objects or a self-portrait from a picture.
 18. Paper Clip Critters- Use a variety of paper clips to bend into anything you wish.
 19. Eraser Critters- Use a large rectangular eraser, push pins, tacks, paper clips and a sharpie to create a little critter. Push pins into the eraser for legs, add twisted paper clips into the eraser for crazy hair, draw eyes on the critter with a sharpie or do whatever you wish with the common office supplies to create a little critter.
 20. Rock Critters- Gather rocks and draw or paint on them. Add goggle eyes or magnets to create critters or magnetic art.
 21. Balloon Face- Blow up a balloon and color a face and hair with permanent markers. Add silly goggle eyes for added detail.
 22. Finger Print Art- Use a variety of colorful stamp pads, white paper and fine tip markers. Make finger prints into little creatures such as butterflies, **caterpillars, ladybugs, etc...** For example, to make a caterpillar print a chain of fingerprints, add little legs, an antenna and eyes.
 23. Bean Mosaics- Draw a basic shape on tag board such as a peace sign. Use a variety of dried beans and glue them down on the picture outline to create a beautiful bean mosaic picture.
 24. Sequin Balls- Use a Styrofoam ball, sequins and stickpins. Take the stickpins and put them through the center of the sequin. Press into the Styrofoam ball and cover completely. Pin a string tied in a loop to the ball so that you can hang the shiny ball.
 25. Snow Flake Art- Use printer paper and scissors to make paper snowflakes. Visit the following website for instructions on how to fold your paper: www.snowflakes.info. This site also has instructions for paper flowers, words, trees, letters and many other paper art projects.
 26. Leaf and Flower Rubbings- Go on a nature walk and find leaves and flower petals. Place under white paper and use the edge of a crayon and rub over

- the leaf or petal to reveal the detailed design of nature. Use a variety of leaves and colors to create a collage of rubbings.
27. Melted Crayon Art- Use a hot plate (typically found at thrift stores, which were meant to keep casseroles hot) and place white paper on top. Use crayons to color a picture. The light heat will create a beautiful melted deep rich colorful crayon delight.
 28. Nature Collage- Go on a nature walk and collect cool little objects. Design a nature masterpiece and glue objects to tag board. Also try designing something in nature and taking a picture of your creation. Develop the pictures into large posters to hang around the room.
 29. Magnetic poetry- Write a variety of words (all parts of speech) on magnetic strips. Cut up and arrange on a fridge or other magnetic surface to create fun poems. Read aloud to one another.
 30. Painted Furniture with Designs- Find used furniture to turn into colorful masterpieces. Decorate with furniture paint. Try using delicate designs or fingerprint bug creations. Also try painting and then adding textures with pounding nails, beating chains, small fine torches or other wood stressors. Cover the textures with wood stain.
 31. Aluminum Foil Frames- Cover picture or mirror frames with aluminum foil. Paint with wood stain and finish with a clear coat. This gives a rustic tin effect.
 32. Veggie Art- Use a variety of veggies such as potatoes, radishes, squash, **ginger, beets, etc... and carve into little veggie animals. Bring them to life by** adding eyes, hair, mouths, ears, noses or whatever you think brings something to life. Use toothpicks and other veggies to add to your base face. Also try stickpins to secure parts. Take pictures of your veggies on a background you created and write a story about your veggie animal. What is its life like? What does it do for fun?
 33. Egg Carton Flowers- Fill an egg carton with soil. Plant seeds in each egg spot. Love and care for the seed and watch your plant grow. Transplant into your garden when ready.
 34. Wildling Spoons- Pick a soft wood in the general shape of a long spoon. Draw the spoon on the wood. Choose a pocket knife and other carving tools. Slowing chip and shave the wood away. Sand the spoon after most of the unwanted wood has been shaved away. Visit fun.familyeducation.com/crafts for more information on wildling with kids.
 35. Bread Flower Pins- **Use bread crumbs and Elmer's glue to mix into soft** dough. Add food coloring. Use a long stick pin with a pearl at one end or a

- cue tip. Take a small piece of dough and press it firmly between your fingers to make a thin round flower petal. Press that petal against the cue tip or pearl pin. Keep adding petals until you get the flower you desire. Let dry for a day and then dip or spray with a clear varnish coat.
36. Bird Seed Homes- Use a recycled container like a small milk jug and staple the open end closed again. Punch a hole in the top and add string to hang the feeder up. Spread a peanut butter honey mixture to the milk carton and sprinkle with bird seed. Also try making an ornament by mixing 3/4 cup flour, 1/2 cup water, 1 envelope unflavored gelatin, 3 tbsp. corn syrup and 4 cups birdseed. Press the mixture into molds or use cookie cutters. Press a straw into the mold to form a hold for the string to hang. Let dry for a few days. If you are using a mold, spray with oil and remove after 2 hours of drying and then let dry for a few days to harden even more. Add a string to hang.
 37. Pencil tops- Remove the eraser from the end of a pencil. Put a few drops of glue into the eraser hole on the end of the pencil and poke the ends of feathers into the glue. Try adding goggle eyes for a fancy feather friend pencil topper.
 38. Mad Libs- Create your own fun fill in the blank silly stories at the following website: www.wordlibs.com/create/.
 39. Marble Magnets- Gather large clear marbles that are flat on one side. Use photographs or small art pictures. Cut to the size of the marble. Use clear glue and spread on the front of the picture. Paste on the flat side of the marble so that when you look at the rounded side of the marble you see the picture clarified and magnified. Add a magnet to the back to create a fantastic fridge magnet.
 40. Fortune Tellers- Make an origami fortune teller with paper and fine-tip markers. Follow the basic instructions at: www.enchantedlearning.com/crafts/origami/fortuneteller/.
 41. Rice Krispy Sculptures- Make a basic Rice Krispy and allow students to create a sculpture with the yummy edible mixture instead of pressing into a pan and making boring squares. Sculpt and enjoy the tasty treat.
 42. Trail Mix- Have each student bring in a trail mix ingredient and create a unique class treat.
 43. Cross-Stitch- Use embroidery thread, patterns and wooden rings from your local craft store. Teach students to follow the basic patterns.
 44. Pressed Flower Bookmark- Cut two rectangle pieces the size of the bookmark that you want out of wax paper. Pick and press flowers by placing them between two pieces of paper and placing a book on top for a few days.

- Arrange the flowers on the wax paper after they are dried and iron together. You may also want to use crayon shavings for an added colorful bookmark. Punch a hole in the top and add a pretty ribbon.
45. Painted Rocks- Find interesting flat rocks in nature. Paint the rocks as bugs, animals, people or whatever inspiration comes to mind. Use a variety of crafty materials to decorate the rocks.
 46. Branch Painting- Go for a nature walk and find cool objects to paint with such as branches. When back in the classroom, provide a variety of paint colors and use nature objects to paint a unique work of art.
 47. Sunflowers- Plant sunflower seeds in small Dixie cups. Watch them sprout and then transplant outdoors where you can watch them grow into massive flowers. Do sunflower seed art with store bought seeds and create unique pictures by gluing the seed to construction paper and using other craft materials to enhance the work of art.
 48. Bandana Cushion- Use two bandanas and sew together on 3 sides. Fill with rice, beans or other soft material. Sew together on the 4th side so the **material doesn't leak out. You can sit comfortably on the cushion. If you use rice, you can heat it up in the microwave for 2-3 minutes without using water to create a wonderful heat pack.** Also try adding essential oils.
 49. Basket Weaving- Use newspaper and cut into 5-1/4- by 21-1/2-inch strips. Fold each strip lengthwise to about an inch wide. To make the basket's base, lay two strips in the shape of a plus sign and tape them together. Add four crosspieces to form an asterisk, taping after each. Center the strips on the paper towel roll, then fold them down and use a rubber band to secure them. Starting at the base of the basket, tuck a folded strip under one paper rib and secure it with tape. Begin weaving around the form, pulling tightly as you go. Tape the end in place. Continue adding strips in this way to achieve the desired height, leaving about 1 1/2 inches unwoven at the top. Remove the rubber band and take the basket off the paper towel roll. Fold the raw edges inside the basket and tape them down. Check out the following website for more detailed information: <http://familyfun.go.com/crafts/easy-weave-newsprint-basket>.

Water

50. Paper Making- You will need a sponge, a window screen mold, a wood frame, a plastic tub large enough to immerse the frame, a blender, felt or flannel, staples and liquid starch. Follow the instructions at the following website: www.pioneerthinking.com/crafts/crafts-basics/makingpaper.html.

51. Kaleidoscopes- **Use a** paper towel tube about eight inches long, a clear plastic report cover, four-inch squares of black construction paper, plastic wrap, waxed paper, sequins and shiny confetti and wrapping paper. Follow instructions to make your own kaleidoscope at the following website: <http://kids.nationalgeographic.com/kids/activities/funscience/be-dazzled/>.
52. Smoothies- Experiment with whole food ingredients and allow students to make up their own delicious creation. Provide the fruits, veggies and blender. Provide basic taster samples from a smoothie recipe book and figure out which one tastes best. Do a sample tester without sharing what ingredients were used.
53. Pinwheels- Use dowels and origami paper to create a pinwheel. Check out www.janbrett.com/piggybacks/piggybacks_the_hat_pinwheel.htm for a pinwheel pattern.
54. Story Mobile- Have students draw a spiral on a paper plate and then decorate. Cut the spiral and set aside. Draw a story with about 5 parts on plain paper. Cut out the story parts and hang them from the spiral paper plate of various lengths with string.
55. Rain Stick- Use a cardboard tube and glue or tape a paper circle to one end of the tube to close it off. Cut two pieces of aluminum foil about 2 times the length of the tube and then twist together into a spiral shape. Place the aluminum coils into tube and then fill the tube with rice or beans. Glue or tape the other cap on the other end of the tube to seal it. Listen to the beautiful sound as you tip it back and forth.
56. Moment Pictures- Use construction paper and water. Paint on the paper with cue tips. Have the students create a picture and watch as it dries and evaporates. Talk to the students about how everything in life is here for a moment and that is all we have.
57. Window Painting- Mix together equal parts dishwashing liquid and washable paint. Have the students create beautiful murals on the windows.
58. Body Painting- Mix together a spoonful of cold cream with a few drops of food coloring. Place in egg cartons and use cue-tips to paint each other.
59. Scented Water Colors- Mix Kool-Aid with 2 T. water and paint on paper. The paper will smell yummy. Create a beautiful smelly picture.
60. Bath Art- Have students create bathtub paint by mixing shaving cream with a few drops of food coloring. Have them take it home and enjoy their nightly bath time bath while creating a masterpiece in the tub.
61. Paper Mache with Aluminum Foil- Create something out of aluminum foil. Cover the creation with paper towels dipped in a glue and water mixture. Let dry. Paint with vibrant colors when the sculpture is finished drying.

62. Piñatas- Blow up a balloon and cover with newspaper strips and paper mache' goo (see recipes in the paper mache' craft above). Let dry and paint. Cut a small rectangular flap and fill with surprises. Place the flap back and hang for students to hit with a broom stick.
63. Batik Eggs- Make a beautiful lasting egg by blowing out the insides and decorating the outer shell. Blow out the egg by sticking a stick pin in the egg on both ends. Blow on one end and let the inner stuff come out the other. Follow instructions for coloring with wax and dying at the following website www.wikihow.com/Make-Batik-Eggs.
64. Tie Dye- Gather materials and check out the following site for dyes and instructions www.truetiedye.com. Try using thrift store finds to tie dye clothing or other materials.
65. Paper Mache Masks- Mix paper mache' goo by following one of the 3 recipes:
#1- Mix one part flour to two parts water. Squeeze out lumps and add tablespoon or two of salt as mold preventative.
#2- Mix 3/4 cup white glue to 1/4 cup water.
#3- Mix liquid starch found at your supermarket or premixed paper mache'.
To make a mask either use a plastic premade mask or use a plastic gallon milk jug. To use a milk jug, cut it in half from top to bottom and use either side of the jug depending on the type of mask you want to make such as the handle could be the nose. Cut eye holes in the jug using some basic shape such as circles or triangles. Cut out a mouth if you wish. Cut up or rip strips of newspaper. You can also use paper towels or tissue paper. Soak the strips in the paper mache' goo that you made and layer the strips over the mask one by one until the whole mask is covered. Do a few layers of paper. You can also build up certain parts of the mask for added detail. Let the mask dry for a few days until completely dry. Paint and add whatever other crafty tidbits you desire. Glue a string or rubber band to the mask. A hot glue gun works best for this.
66. Paper Mache Wings-Follow the steps to make paper mache' goo in the above mask craft. To make wings, use coat hangers and bendable wire. Make the basic shape of the wings with wire coat hangers. Use the thin wire to wrap around the coat hangers similar to a dream catcher. Use the paper to lay across the wire and cover the shape. Let the wings dry completely. You may want to form two wire loops or tie elastic to the wire form before placing the paper strips for arm holes to later wear the wings. This allows for a sturdy wing hold as you fly around. Decorate the wings with feathers and paint or whatever else you envision.
67. Bubbles Galore- Make bubble wands out of pipe cleaner. Also try making large bubble wands out of hula hoops or a yard stick with a long string

- attached to each side and fill a kiddie pool with bubble solution. Use one of the following bubble solutions:
- #1- 2/3 cup dishwashing soap, 1 gallon water and 2 to 3 tablespoons of glycerin
 - #2- 1/2 cup of dishwashing soap, 2 cups of water, 2 teaspoons of sugar and food coloring
68. Ocean Bottle- Wash and dry a two-liter bottle and remove all labels. Fill the bottle halfway with water. Add a few drops of food coloring and swirl around to mix. Add glitter and other sparkly gems like sequins. Fill the bottle the rest of the way with vegetable oil using a funnel. Dry the rim and cap and glue the cap on to seal the bottle.
69. Streamers- Use a wooden dowel cut about 1 ft. in length. Drill a hole in one end. Cover the dowel with shiny duct tape. Place a keychain ring in the hole at the end of the dowel. Use about 6 ft. of 1 in. ribbon and tie on to the keychain ring. Dance freely with the streamer.
70. Finger Painting- Finger paint with basic finger paints or try with pudding.
71. Felted Wool Balls- Use felting wool (check out your craft store for prewashed carded wool), a pitcher of hot soapy water (4 tablespoons of liquid soap and 6 cups water). Work over a baking tray to catch the excess water. Start with a small wad of wool and begin wrapping lengths of wool tightly around it. Keep adding layers until your fluffy ball is approximately twice the size you want it to eventually become. Saturate the ball in the hot soapy water. Gently roll it from hand to hand without squeezing. Keep doing this for about ten minutes, dipping it in the hot water as it cools. The wool will seem like a wet mess, but don't worry. **Soon the ball will begin to harden. Now add** designs such as stripes or dots by working different colors of wool. Work the ball in your hands and dip it if it starts to cool. Let the ball dry when it is the size you desire. Rinse with cool water, and let dry. Add a toothpick before drying if you want to make a wool bead.
- Visit www.marthastewart.com for more information on felted wool balls.
72. Goo- Mix a full 8 oz. bottle of **Elmer's Glue**, food coloring and a 1/2 cup of warm water in a plastic zip lock bag. Slowly add Borax 1/4 teaspoon at a time to form your desired texture. You can also make a cornstarch, food coloring and water mixture that make fun goo. It will harden in your hands and then melt between your fingers.
73. Sock or Glove Puppets- Use stretchy gloves or socks and a variety of craft items to create unique puppets. Use fabric glue to secure the items.
74. Spoon Puppets- Use a plastic spoon and paint and decorate with crafty items to create a playful spoon puppet.

75. Paper Airplanes- Be creative and make a unique paper airplane and have a competition with others to see who can make the best flying plane or follow basic instructions for paper airplane making at www.10paperairplanes.com.
76. I Spy- Use a plastic water bottle and fill with sand and random objects. Seal the cap with super glue and tape. Write a list of I Spy clues for what to find in the bottle. Have others try to move the bottle back and forth to find your hidden objects relating to the clues.
77. Dominos- Create a set of dominos out of painted flat rocks. Gather flat rocks on a nature hike. Paint them black and when they are dry, add white dots and lines like on regular dominos. Try to create a new domino game when your rock dominos are complete.
78. Umbrella Art- Create a unique umbrella by painting a plain umbrella with waterproof paint. Enjoy your masterpiece in the rain.
79. Bath Bombs- Mix up these ingredients in a bowl: 2 parts baking soda, 1 part citric acid, coloring and fragrance of your choice and a splash of witch hazel. Press the ingredients in a cupcake pan lined with cupcake liners. Sprinkle the top of the bombs with herbs such as lavender for a beautiful decorative touch.
80. Sassy Soap- Melt these ingredients in a pan: 11 ounces of lye, 26 ounces of water, 16 ounces of coconut oil, 20 ounces of palm oil, 36 ounces of olive oil, 4 ounces of hempseed oil, 3 ounces of castor oil, 3 ounces of avocado oil, ½ ounce of vanilla fragrance. Pour mixture into soap molds. Let dry and pop out of mold.
81. Coffee Filter Tie Dye- Use coffee filters and markers. Have the students color the filters. When they are done, drop water one drop at a time on the filter and watch the colors blend. You can also spray the filters with water. Let them dry. Try hanging the filters in the window as sun catchers or use as wrapping paper or decoupage.
82. Wire Art- Use various beads and wire of different gauges. Provide needle nose pliers and rounded objects such as pencils and cardboard tubes. Twist and bend the wire around the objects and slide off to create spiral designs. Add beads and create a wire masterpiece. Try hanging in the window to show off the unique wire sculpture.

Fire

83. Dehydrating Foods- Have students use an apple peeler and create long spirals of apples. Cut the spirals after stretching them out to see how long you can create the apple string. Place the cut apples in a dehydrator and you

- can sprinkle with cinnamon and sugar or not. Dry the apples until crisp and crunchy.
84. Bread Making- Have students make bread in a bag by using a two-gallon, heavy-duty freezer bag, a twist tie, a quart-size plastic bag with 2 cups of all-purpose flour, a quart-size plastic bag with 2 cups of whole wheat flour, 2 teaspoons salt, a small paper cup, one package active dry yeast, 2 Tablespoons sugar, one tablespoon vegetable oil, 3 mini-loaf pans and one-gallon plastic bag for transporting the bread home. Mix a ½ cup all-purpose flour, 1 package active dry yeast, 1 tablespoon sugar and 1/2 cup warm water in a bag. Release air and work with fingers until blended. Let it rest for 15 min. Add 1 tablespoon sugar, 2 cups whole wheat flour, 1 tablespoon vegetable oil, 2 teaspoons salt, 1 cup all-purpose flour and 3/4 cup warm water. Mix together until the dough pulls away from the sides of the bag. Take the mixture out of the bag and knead for 5 min. until the dough is a little sticky but feels soft and smooth. Divide the dough into thirds and cover with a plastic bag. Let it rest for 10 min. Press the dough into bread tins and let rise until doubled for about 60 min. Bake in a preheated oven at 350 degrees for 25 min. or until golden brown.
85. Ice Cream in a Bag- Combine 2 tablespoons sugar, 1 cup half and half, 1/2 teaspoon vanilla extract in a pint-sized bag and seal tightly. Combine 1/2 cup rock salt and ice cubes in a gallon-sized bag. Place the smaller bag in the larger bag and shake until the milk mixture hardens. Take out the smaller bag and enjoy the vanilla ice cream. Experiment with different ice cream flavors.
86. Fimo- Have fun making endless possibilities with Fimo clay. Bake it for a lasting creation. Check out ideas at www.funwithfimo clay.co.uk/. Make jewelry or critters. For other clay **projects that don't take baking use Crayola air-dry clay**.
87. Origami Boxes with Lights- Make origami boxes and place on Christmas lights. Check out www.frugalbits.com/home-garden/how-to-make-origami-christmas-light-box-ornaments/ for further instruction.
88. Egg shakers- Use plastic Easter eggs and fill with rice or beans. Glue or tape shut. Shake the music out of your body and dance to the beat.
89. Melted Crayons Window Hangings- Use two pieces of wax paper and crayons without the paper labels. Shave the crayons with a vegetable peeler into a bowl. Lightly sprinkle the shavings onto one piece of the wax paper. Place the other piece of wax paper over the top. Place a towel over the wax paper and iron on light heat until the crayon has melted. Cut out a basic shape, such as a heart, and hang in a window.

90. Roasted Apples/S'more Creations- Roast apple slices over a fire or bake in an oven lightly sprinkled with cinnamon, sugar and olive oil. Also try making homemade marshmallows and creating s'more delights such as peanut butter, graham crackers, chocolate and banana. Have each student bring in one ingredient they think would be good on apples or s'mores. Write a s'more recipe book.
91. Make your own Marshmallows- Use 3 packages unflavored gelatin, 1 cup ice cold water, 1 1/2 cups sugar, 1 cup light corn syrup, 1/4 teaspoon kosher salt, 1 teaspoon vanilla extract, 1/4 cup confectioners' sugar, 1/4 cup cornstarch and nonstick spray. Place the gelatin and a 1/2 cup of the water in a mixer bowl. Heat 1/2 cup of water with sugar, corn syrup and salt. Cook over medium high heat until sugar dissolved (240 degrees) and remove from heat. Pour the mixture into the mixer bowl and mix on high until the mixture **for about 15 minutes. Add the vanilla and confectioners' sugar. Place in an oiled 9 inch metal pan.** Let the mixture sit overnight. Cut into squares and store in an airtight container. See www.yumsugar.com/Easy-Homemade-Marshmallow-Recipe for more information.
92. Granola Bars- Mix 2 cups rolled oats, 1/2 cup sugar or agave, 1/2 cup wheat germ or flax, 1 teaspoon ground cinnamon, 1 cup all-purpose flour, 1/3 cup dried cranberries, 1/3 cup dried cherries, 1/3 chopped chocolate covered almonds, 2/3 cup chopped almonds, 3/4 teaspoon salt, 1/2 cup honey, 2 eggs, 1/3 cup oil and 2 teaspoons vanilla extract. Add other dried fruits and nuts if desired. Preheat the oven to 350 degrees and press into a greased 9x13 inch baking pan. Bake for 30 to 35 minutes until the bars begin to turn golden at the edges. Cut into squares when slightly cooled. Wrap in plastic wrap.
93. Candle Making- This is a fun activity for all ages. Find great supplies and instructions at the following website:
www.mycraftbook.com/Make_Candles_Using_Wax_Crystals.asp
94. Fruit Leather-Puree fruit or vegies of your choice and spread out on dehydrating sheets or wax paper. Bake at 150 degrees of dehydrate until dry to the touch. Peel off sheet while warm and store in an airtight container.
95. Chap Stick- Melt 2 Tablespoons beeswax, 2 Tablespoons coconut oil, 2 Tablespoons Shea butter and scented oil in a small saucepan. Fill Chap Stick containers with a dropper of melted ingredients. Experiment with various Chap Stick ingredients. Visit the following website for more information:
www.passionatehomemaking.com/2010/11/homemade-natural-chapstick.html.

96. Sun Catcher- Cut the shape of a sun out of card stock and place it on top of a piece of cardboard. Use a pushpin and create a beautiful intricate pattern of straight lines or swirls. Tie a thin piece of string through one of the holes near the top of the sun catcher and hang in a window.

Air

97. Prayer Flags- Make flags out of thrift store hankies or paint small white square clothes. Sew together in a string and hang loosely for all to see.

98. Light Covers- Decorate or dye white sheets of fabric to cover florescent lights. They dim the lighting and provide a comfortable atmosphere.

99. Dream Catcher- Use a wooden circle, twine, beads and feathers to create a dream catcher. Twist the twine around the circle and add the beads and feathers. Be creative. Write stories or poems about your dreams. Get a book about dreams and talk about their meanings.

100. Origami Cranes- Use origami paper and crate a peace crane by following the origami steps of a crane.

Visit www.operationmigration.org/Origami.pdf for crane instructions.

101. Haiku Feelings- Create a beautiful Haiku, which is a poem format of 3 lines. The 3 lines consist of 5 syllables, 7 syllables, 5 syllables and is typically written about something in nature. Try creating a Haiku about the theme of the sequence, feeling, self-reflection or interests.

102. Straw Paint Art- Drop a glob of paint on construction paper. Blow the paint with a straw to create designs. Try using a few different colors to create an abstract masterpiece.

103. Draw without Looking- Look at a friend and try to draw them without looking at the paper. Stare at your friend the whole time you are drawing. Try not to hold back and place judgment on yourself. Be free and let your **hand move as your mind gazes the outline of your friend's face.**

104. Group Abstract- Provide a large canvas for the artwork and squirt bottles with a variety of paint colors in them. As a group squirt and paint the canvas. Title the piece after the work is complete.

105. Group Manta Book- Have each student in the class write down a positive saying, thought or word. Draw a picture to represent the idea. Bind together into a class book.

106. Worry Dolls- Worry dolls can be used to tell your troubles to. Try talking to them and placing them under your pillow to take your worries away so you can rest better. To make a worry doll, use material scraps, craft sticks, glue, straight clothespins, yarn, markers, wire or pipe cleaners, fake hair or grass

- and whatever else you might need to decorate your doll. For detailed instructions, visit the following website: familyfun.go.com/crafts/worry-dolls.
107. Sunglass Art- Create your own sunglasses by painting the rims with detailed designs and adding craft materials to them such as gems and feathers. Bedazzle you style and glamor.
108. Rainbow Prism- Form three blank microscope slides into the form of a triangle along their long sides. Tape the three corners firmly together with tape, ensuring the edges of the slides sit tightly together to form a tight seal. Press one of the open ends of the triangular microscope slide tube into a clump of clay to create a solid base for the prism. Cut two lengths of ribbon about 1 or 2 inches long. Glue one end of each of the ribbons to two different sides on the open end of the prism. Tie the ribbons together to create a loop on which you can hang the prism. Allow the clay and glue to dry completely. Pour water into the prism, filling it at least two-thirds full. Press some more clay onto the top open end to seal the water inside. Attach a suction cup hook to the window and hang the prism by its ribbon. Check out the following website for more detailed information:
http://www.ehow.com/how_12076211_make-window-prism.

Lesson Ideas

"A teacher affects eternity; he can never tell where his influence stops."

-Henry Brooks Adams

"The more you stop to observe animals and learn from them, the healthier and peaceful your life will be. The loving innocent world of animals serves as a good example for me."

-Dr. Wayne W. Dyer

Each lesson is geared towards children 5-10 years of age, but adaptations and modifications can be made to best meet the needs of each individual student and class of any age and ability. Use these lessons as a spring board to make your class your own creation of teaching and learning through kinesthetic and artistic exploration. Make the lessons more or less challenging by including vocabulary terms, current affairs, historical facts, scientific topics or whatever could be integrated into the lesson to engage the students and help them make meaningful connections to their world. Each lesson is geared towards a 45-60 minute sequence with ideas for extending student self-exploration through artistic expression and literature discussions.

"If you talk to the Animals, they will talk with you. And you will know each other. If you do not talk to them, you will not know them. And what you do not know you will fear,
What one fears One destroys."

-Chief Dan George

Check out, "Medicine Cards: The Discovery of Power through the Ways of Animals" by Jamie Sams and David Carson for more information and insight on Animal Totems.

The following lessons are designed with the Lesson Outline, but can easily be transferred to Lesson Wheel by copying the wheel and handwriting the components in the pieces.

Earth Lesson Outline



Western Larch

Airy Intention and Breath

Intention-

To learn from the Larch that we can show our true colors and protect ourselves. When life gets tough we can stand tall and proud like the Larch standing firm as forest fires burn through the forest.

Larch Breath-

Imagine the power of being a tree with this breath and what kind of power it must take to ward off a forest fire.

Take Me Down Breath- Stand with your elbows tucked in and your fists up. Inhale and on your exhale, punch forward turning your fists down and make a loud "HA" sound. Inhale and re-tuck your arms and repeat.

Earthly Warm Up

Larch Warm Up-

To protect ourselves, we must go inside ourselves and quite the outside like the Larch that goes inside so the bark wards off the fire.

Losing Senses- Sit up tall and cover your senses with your fingers. Place your thumbs in your ears, pointer fingers on your eyelids, middle fingers on your nose, pinkies below your lips and the rest of your fingers above your lips. Keep your elbows down and shoulders relaxed. Take many deep breaths and gradually make your breath so quiet you can't hear it.

Earthly Facts and Connections

The Western Larch can grow for up to 850 years. The larch is unique in that it has needles but also drops them like leaves in the fall. The thick bark and its habit of shedding lower branches make the Western Larch resistant to fire.

Watery Salutation

Larch Salutation-

Create a salutation with 5-7 poses to salute the Western Larch. Think of poses that tell a story about how the larch loses its needles like leaves.

Watery Flow

Larch Flow-

Have each student pick an earth pose and flow through an earth sequence. Start with standing poses and move to the ground. As you perform the grounding sequence, think of living for 850 years and what you would see in your lifetime. Think of the wisdom you would have from so many years. Hold each pose as a contest and see who can hold it the longest.

Fiery Game

Larch Game-

Play this game by being a Western Larch and protecting yourself without falling. You must stay grounded like the strong larch survives forest fires.

Tree Root Twister- The body part touching the ground becomes like the roots of a tree. Say a certain number, such as 1, and you can only have 1 body part touching the ground. Try specifying which body part you want students to use like the game twister.

Fiery Expression

Larch Expression-

Have half the students move like fire whipping through a forest and the other half being Western Larch trees standing firm in their roots. Have the trees wear blindfolds so they can go inside and protect one self.

Airy Rest

Larch Rest-

Describe in detail a Western Larch seed being planted and growing into a beautiful tree.

Describe a forest fire and how strong the tree stands within to protect its beauty.

Tree Rest- Imagine that you are a small seed being planted in the soil. Feel the soil all around you. It begins to rain. Describe all the senses of the soil getting wet. Then the sun comes out and begins to warm the soil and you begin to dry. You feel the energy of the sun and feel a tiny shoot emerge from your body and break the surface of the ground, and at the same time you start to shoot roots down into the earth for support and nourishment. You continue to grow up and root down. Describe in detail the leaves growing and drinking water from the roots. Continue with flower blossoms and fruit. Imagine what type of fruit that you bear and go through the cycle of the fruit falling to the earth and becoming a seed again.

Elemental Crafty Visions

Larch Poem-

Write this poem about a Western Larch and draw a picture or go on a nature walk and take pictures and glue to the poem.

Poetry Senses- Write a poem about a given topic and have the students fill in the blanks. The outline is as follows:
_____ is a (color). It sounds like _____. It smells like _____. It tastes like _____. It feels like _____.

Earth Lesson Outline



Huckleberries

Airy Intention and Breath

Intention-

To learn from huckleberries that we should trust our instincts and true roots. To notice where we come from and take what we need from that to be the best we can be.

Huckleberry Breath-

Imagine smelling huckleberries instead of flowers. Also try bringing in scented huckleberry candles or oils. Breathe in the essence of huckleberry independence and strong-will that cannot be taken from its true source.

Flower Breath- Inhale and smell a real or fake flower. Exhale through your mouth and imagine letting the beautiful fragrance fill your heart and the room.

Earthly Warm Up

Huckleberry Warm Up-

Use huckleberry flavored hard candies or chocolate. Have the students envision their home and family as they let the candy dissolve in their mouths. Talk about what it felt like to be in the moment and try to carry that home at dinner time and really sit and listen to your family and feel the food deeply and slowly as you eat. See if you feel differently than you usually do at dinner. Envision your roots and how connected you are to your family.

Chocolate Sense- **Lay down, close your eyes and open your mouth. Put a surprise into the children's mouths.**

Instruct to feel and suck, but not to chew. Notice what thoughts enter your mind. Notice the smell, texture and taste. What thoughts enter your mind? Discuss how it felt to be in the moment and how we can carry that feeling into other parts of our lives.

Earthly Facts and Connections

Huckleberry leaves and berries are high in vitamin C and the leaves have been widely used to lower blood sugar levels. Huckleberries are eaten by a wide variety of wildlife including bears, deer, chipmunks and birds. They also attract butterflies. Huckleberry bushes are nearly impossible to transplant.

Watery Salutation

Huckleberry Salutation-

Create a salutation with 5-7 poses by choosing from the pose cards that remind you of the huckleberry. Think of how grounded the huckleberry is and that it is nearly impossible to transplant. What poses remind you of this?

Watery Flow

Huckleberry Flow-

Imagine that you are going to go find some huckleberries. Pick 10 earth poses to teach. After you teach the poses, have the students pair up and flow through the poses and with each pose they freeze for the count of 10 so their partner can take a picture. If you use a real camera, use the pictures as yoga cards for the kids to take home.

Fiery Game

Huckleberry Game-

Do a spell train with the students, but make it about huckleberries. Each word must relate to a huckleberry and then the students create a pose that resembles that word.

Spell Train- One student starts the game by writing the name of a pose on the board such as Dog. Everyone else does the pose and then the next person goes to the board and writes a pose that starts with the last letter of the previous pose, such as G for Gate pose. Try to make the train as long as you can.

Fiery Expression

Huckleberry Expression-

Be a huckleberry starting from a tiny seed and develop into a ripe flourishing bush. Use your body and be expressive.

Airy Rest

Huckleberry Rest-

Imagine that you are in on a mountainside abundant with huckleberry bushes instead of flowers. Describe what it smells like and many other details about the huckleberry bush. Imagine a huckleberry fairy coming to give you a gift to help you feel more rooted.

Fairy Rest- Imagine that you are in an open field abundant with wild flowers. Describe the flowers in detail. Breathe deeply and smell the sweetness. Describe as many field details as you can. Imagine a fairy appears and offers you **a gift. This gift is not one you can touch, but one that you feel with your heart. Maybe it's love, health, success,** patience or a message. You know what the gift is and allow it seep into your heart and become part of you.

Elemental Crafty Visions

Huckleberry Dough-

Create huckleberry scented purple play dough.

Scented Play Dough- Have students mix 2 cups flour, 1 cup salt, 1 tablespoon cooking oil, 1 cup water, food coloring or Kool-Aid packet, and scented oil. Use a Ziploc bag to eliminate some of the mess and to store for students to take home.

Earth Lesson Outline



Grizzly bears

Airy Intention and Breath

Intention-

To learn from Grizzlies that aggression is a defense and not a way of living. To learn that we can go within ourselves like the Grizzly hibernates and then can share our gentle power with the world.

Grizzly Breath-

Do bear breath and imagine you are a massive grizzly getting ready to hibernate.

Bear Breath- Sit with your eyes closed and chin tucked slightly. Imagine a bear hibernating and go inside like the bear. Keep one hand by your side ready to count. Inhale for a count of 5 using your fingers to keep track and exhale for a count of 5 by closing your fingers. Repeat several times before coming out of hibernation.

Earthly Warm Up

Grizzly Warm Up-

Imagine that you are a bear and you like to be solitary. Take this silent walk as if you were a grizzly bear.

Silent Walk- Take a walk outside and walk as slowly as you can. Try racing, but the winner is the one who arrives last. Feel each step deeply. Describe all the senses. Notice all the little details in the world. After the walk, draw or reflect on the details.

Earthly Facts and Connections

Grizzlies declined from 50,000 to 1,000 in the continental United States between 1800 and 1975 and then the government decided to protect them. There currently are about 1,200 grizzlies in the continental United States and 50,000 in North America.

Grizzlies eat anything humans do, but they mostly eat grass, roots, berries, rodents, fish and insects. They occasionally eat larger animals such as deer. Grizzlies are about 3 to 4 feet tall on all fours, but can stand 8 ft. tall. They rarely attack humans and on average kill one person per year. Grizzlies typically have 1-4 babies (sow) in mid-winter, and weigh about 1 pound when they are born. As adults they can weigh 1,400 pounds, but on average weigh 300-600 pounds. They can live up to 30 years. Grizzlies are fast and can run about 30 mph and have been known to sprint 180 ft. in 3 sec. They live in mountain region and like to stay away from humans. They hibernate in the winter. Grizzlies can climb when they are cubs, but as they mature their claws get too long and grow to about 4 in.

Watery Salutation

Grizzly Salutation-

Make up grizzly movements to the basic salutation. For example, "Stand up tall, 8 feet high. Hang down low, look for some berries. Paws jump back, play on the mountainside. Large belly on the ground, 600 pounds. Look to the sun, dig in your claws. Tail goes up, find more roots. Paws jump up, 4 inch claws. Stand up tall, get ready to run.

Watery Flow

Grizzly Flow-

Have half of the students choose a pose that can make a tunnel. The other students act like bears and crawl through the tunnels and call out foods that you are eating as you crawl through. Do poses such as dog or crab.

Fiery Game

Grizzly Game-

Have students pick a pose that looks most like a grizzly to them. Tape large sheets of paper to the wall or lay it on the ground. Pair up and get into your favorite pose against the paper. Have the other partner trace you. Draw the pose and decorate the outline like a grizzly. Think about what color a grizzly is and how big they are.

Strike A Pose- Tape large sheets of paper to the wall or lie it on the ground. Pair up and get into your favorite pose against the paper. Have the other partner trace you. Decorate and name your poses when you're done tracing each other.

Fiery Expression

Grizzly Expression-

Be a grizzly bear moving through the woods. Act out how you like to spend your days. Move all your body parts, even your face.

Airy Rest

Grizzly Rest-

Imagine that you are in a mountainous landscape and you are a grizzly. What animal do you see as a grizzly bear? Who do you talk to and why?

Animal Rest- Imagine that with each inhale you breathe in love and with each exhale you breathe out worries and tension. Describe different landscapes and tell the students that they go to their favorite environment and fully envision it. What do you see, hear, smell, taste and feel? All of a sudden you see an animal in the distance looking at you. What type of animal is it? You begin to walk closer and feel safe. You come so close that you are touching it and gazing into its eyes. You start whispering to your animal friend and the animal helps you and protects you. Know that your animal is always with you and you can access it at any point.

Elemental Crafty Visions

Grizzly Mosaic-

Draw an outline or print out a picture of a grizzly. Glue various beans to the picture to create an earthy grizzly bean mosaic.

Bean Mosaics- Draw a basic shape on tag board such as a peace sign. Use a variety of dried beans and glue them down on the picture outline to create a beautiful bean mosaic picture.

Earth Lesson Outline



Earthworms

Airy Intention and Breath

Intention-

To learn from earthworms that we all possess masculine and feminine qualities and that we can accept all parts of ourselves to reproduce our beauty in the world. To learn that we can navigate through life by feeling and trusting our intuition, not only by our physical sight.

Earthworm Breath-

Try going outside and laying on the ground or imagine laying in soft warm soil in the classroom. Feel the breath with your eyes closed and imagine it seeping in and out of your skin like the earthworm.

Grounded Breath- Sit outside and breathe in the oxygen that surrounds us all. Imagine the carbon dioxide you breathe out giving the plants life and imagine the plants thanking you by producing oxygen to fill you with healthy life.

Earthly Warm Up

Earthworm Warm Up-

Read "Diary of a Worm" by Doreen Cronin. Write down and summarize the main parts of the story and have students reenact the story. Think about the fictional and nonfictional parts of the story. Try having one group focus on the fictional parts and one do the nonfictional parts.

Story Time- Share a story and add poses to retell the story. See the resources for great short stories.

Earthly Facts and Connections

Earthworms do not have eyes, legs, arms, or teeth. They navigate by noticing the differences in lightness. There can be more than one million earthworms in just one acre of land. There are about 2,700 different types of earthworms in the world. The largest earthworm ever recorded was found in South Africa. From its nose to its tail it measured 22 feet long. Earthworms are very important for soil composition. Earthworms live in places where there is oxygen, a good temperature, moisture, and food. They can replicate lost segments. Earthworms contain both female and male organs called hermaphrodites. They are able to mate by joining their clitella together and exchanging sperm. Both worms then form an egg capsule. The baby worms hatch from cocoons that are small—they are even tinier than a grain of rice. Worms are able to eat their own weight in food every day and get their nutrients from bacteria, fungi, decaying roots and leaves, and protozoans. Earthworms are able to breathe through their skin. The bump in the middle of the earthworm is the clitellum, which helps the worm in the reproduction process. They are cold blooded creatures and when the temperature is near freezing, they will hibernate at up to 2 meters under the ground because if they freeze, they will die. Worms can hatch from 3 weeks to 5 months and can create between 3 and 80 cocoons per year. Some earthworms are able to live 4-8 years with few predators, such as toads, slugs, snakes, moles and birds. Some earthworms have lived up to 10 years.

Watery Salutation

Earthworm Salutation-

Worms follow the light. Have one student start as the light and the others follow. Stand in a circle and one person begins the salutation. Then the next person follows after the first couple of poses so that a wave of salutations forms. This can also be done with one pose at a time.

Watery Flow

Earthworm Flow-

Set up an earthworm obstacle course and have the students slither through each station like an earthworm navigating through the earth. Think about the obstacles they need to overcome to survive. Use some of the following ideas:

Stand on a yoga block for 10 sec. in tree. Hold a bell while walking on yoga strap. Do a pose from an animal book. Move ping pong balls or pom poms with your breath into a target. Pick 3-5 yoga cards and create a mini salutation. Blow soap bubbles. Walk blindfolded on a yoga strap. Choose a toy out of a sack and do that pose. Play musical instruments. Balance peacock feathers on your fingers. Pick a letter and do a pose that starts with that letter. Do slide pose and roll a ball down your body. Juggle balls or scarves. Blow up balloons. Dress up in costumes. Paint or write with a variety of art mediums. Invent a pose and draw it. Pick up cotton balls with your toes and place in bucket. Use masks to become the something. Wear sunglasses and do a dance. Lie on your back with Tibetan bowl and ring softly. Put on stickers or stamps and do the pose to resemble that sticker or stamp. Use body paint to **paint your partner's face or body.**

Fiery Game

Earthworm Game-

Choose 3 poses that resemble things that earthworms like water, soil and warmth. Play rock, paper, and scissors with the other 3 poses.

Rock, Paper, Scissors- Pair up play rock, paper and scissors with your bodies. Turn back to back and say, "rock, paper, scissors shoot" while quickly jumping around into rock pose, scissors (triangle), or paper (mountain) pose. Try playing with different poses.

Fiery Expression

Earthworm Expression-

Have the students embody an earthworm and feel their way slowly through space. Blindfold the students and have them slither slowly.

Airy Rest

Earthworm Rest-

Be an earthworm burrowing deep into the soil. Describe the soil in detail surrounding your body.

Burrito Rest- Lie on a yoga mat going across the mat with your body. Your head and shoulders are off the mat. Hold one side of the mat and roll up like a burrito. You can also use blankets instead of mats.

Elemental Crafty Visions

Earthworm Magnetic Poetry-

Write as many words that remind you of earthworms on magnetic strips. Place all the words on a magnetic surface and write an earthworm poem with words.

Magnetic poetry- Write a variety of words (all parts of speech) on magnetic strips. Cut up and arrange on a fridge or other magnetic surface to create fun poems. Read aloud to one another.

Water Lesson Outline



Rainbows

Airy Intention and Breath

Intention-

To learn from rainbows that life is about walking toward a goal and that the process of walking there is enough. To realize that life is a full spectrum of colors and balance is somewhere in between. Each color possesses a part of the whole and adds to the beauty like in ourselves. We are a complete circle like a rainbow.

Rainbow Breath-

Pass out the 7 main colors of the rainbow so that each student has one color and a piece of paper. Have each student write his/her name on their paper. Instruct to breathe in and out. After each breath, switch to the next paper until you have made a complete circle and made a beautiful color on each paper. Together you made up the spectrum of life.

Rainbow Breath- Use paper and rainbow colored crayons. Keeping your eyes closed, inhale and draw up, exhale and draw down. Try switching from paper to paper so that every person adds to each other's picture.

Earthly Warm Up

Rainbow Warm Up-

Imagine that your hand is the colors of a rainbow. Move through each one and embody the feeling you get from each color. Imagine the positive healing properties in each color and feel the peace. Try sending a positive message with each color to someone or something in need.

Wow, My Hand- Stay quiet and focus on your hand in front of you. Gently move it in a watery fashion and stay focused on your hand. Watch it until it no longer feels like your hand or you notice it in a completely different way than you did before.

Earthly Facts and Connections

A rainbow is actually made up of an entire continuum of colors, even the ones your eyes can't see, which is more than the 7 we consider to be in the rainbow. The order of the Rainbow spectrum is red, orange, yellow, green, blue, indigo, violet. Research states that every person sees their own personal rainbow. When you look at one, you are seeing the light bounced off of certain raindrops, but when the person standing next to you looks at the same rainbow, they may see the light reflecting off other raindrops from a completely different angle. A rainbow is light refracted through millions of droplets of water. Each wave length of light has a rate of vibration and produces the colors of the rainbow. Nobody can ever reach the end of the rainbow, because as you move, the rainbow that your eyes see moves as well. The rainbow will always move away at the same rate that you are moving. The rainbow is a reflection of perfect balance of the physical world. What we see, feel, hear, taste and smell exists between the frequencies of red and violet. Rainbows are positive energy and have relaxing healing qualities and are the universal symbol of peace and harmony. The seven colors of the Rainbow correspond to the seven energy centers of the body. The true shape of a Rainbow is a complete circle.

Watery Salutation

Rainbow Salutation-

Use rainbow colored streamers to flow through a basic salutation. Also try adding a **rainbow song such as, "Stand up tall, like the rays of the sun. Trickle down low, like crystal rain drops. Feet jump back, like light refracting. Bend your body, like an arching rainbow. Feet jump up, ready for constant movement. Stand up tall, give thanks to the color spectrum.**

Watery Flow

Rainbow Flow-

Have half the class choose poses that they can arch their body in some way like a rainbow. The others pick poses that they can move slowly in and try to move toward the rainbows. As the spectators move, so do the rainbows. Have the students move as

slow as possible and realize you will never reach the end of the rainbow. Discuss how to be happy in the process of getting somewhere.

Fiery Game

Rainbow Game-

Play this game, but have the students choose 2 other students in their minds to be the Sun and Rain. Play as if you are a ray of light vibrating and refracting between the sun and rain. Shine like a rainbow and show your colors.

Shield and Sun- Each student chooses 2 other students secretly in their minds. In your mind, make one the shield and one the sun. Move through the room trying to keep the shield between you and the sun.

Fiery Expression

Rainbow Expression-

Act out the parts of a rainbow. Call out sunshine, water droplets or different colors. Stay on your mat and act out the word. Be expressive with your whole body.

Airy Rest

Rainbow Rest-

Do a rainbow rest. Follow the colors and feelings invoked.

Rainbow Rest- Imagine that you are walking down a beautiful path and you see a big clear rainbow. Stand underneath it and let its warm bright rays fill you with joy and you become the rainbow. Breathe in red, you are strong and safe. Breathe in orange, you are happy and playful. Breathe in yellow, you are proud and confident. Breathe in green, you are kind and generous. Breathe in blue, you are sincere and truthful. Breathe in indigo, you are wise and creative. Breathe in purple, you are a good friend.

Elemental Crafty Visions

Rainbow Kaleidoscope-

Make a rainbow kaleidoscope. Use lots of shiny rainbow colored objects.

Kaleidoscopes- Use a paper towel tube about eight inches long, a clear plastic report cover, four-inch squares of black construction paper, plastic wrap, waxed paper, sequins and shiny confetti and wrapping paper. Follow instructions to make your own kaleidoscope at the following website:

<http://kids.nationalgeographic.com/kids/activities/funscience/be-dazzled/>.

Water Lesson Outline



Lily Pads

Airy Intention and Breath

Intention-

To learn from lilies that our beauty will flourish in the right environment. To soak up the good light in life like the sun to grow within and provide nourishment for others.

Lily pad Breath-

Imagine that you are lily pads with your partner and you need to protect the wildlife, like fish and frogs. Pass a toy fish or frog back and forth or use a ball and imagine providing shade, nutrients and clean water for the animals.

Pass the Breath- Sit back to back and pass a ball with each breath. Try twisting, reaching overhead, tossing, standing and passing through your legs or any creative way to move your body.

Earthly Warm Up

Lily Pad Warm Up-

Move in circular motions like lily pads on water. Move like the abundance of healthy lily pad populations and swirl around making the water healthier because of your presence.

Water Circles- Stand and move each body part in a circular fashion. Make large and small circles with each part. Try moving in a counterclockwise fashion.

Earthly Facts and Connections

Water lilies grow completely in the water with long stalks connecting the floating leaves to the roots. Blossoms flourish just on top of the water. Water lilies spread to accommodate the area they are growing in, filling the surface of the water with lily pads. Water lilies require full sun to flourish. Lily pad growth continues throughout the growing season. They bloom when the temperature is consistently at 60 degrees Fahrenheit and they become dormant in the fall. Hardy water lilies can survive below the ice in freezing weather. The flowers open by mid-morning and close by late afternoon. Adding water lilies to your pond will fill it with color and keep the water clear and clean. The lily pads will shade the water, keeping it cool in hot summer months, reducing algae growth and protecting small fish from predators. Water lilies help oxygenate the water and absorb nutrients in the water that would otherwise feed undesirable aquatic plants. Many people think of frogs when they think of lily pads. Frogs are cold-blooded amphibians that live in the same aquatic environments in which water lilies thrive.

Watery Salutation

Lily Pad Salutation-

Have 5-7 students pick a pose. Flow through the poses together. After flowing, have the 5-7 students stand in their own pose and the others leap frog over or around the **students in the pose or "lily pads"** and imagine providing shade for the frogs as they hop through.

Watery Flow

Lily Pad Flow-

Use frog toys or imagine a bean bag is frog and try to keep the frog on you, the lily pad, as you flow. Have each student choose a pose they are interested in and arrange from standing to sitting. Balance the toys on your head or other body part so they don't fall off.

Fiery Game

Lily Pad Game-

Play this game and imagine the circle is the pond and is full of lily pads flourishing. Move your ankles together like the gentle movement of water and imagine the lily pads floating on top.

Bound Ankles- Lie in a circle with your back down feet towards the middle. Use two different color ribbons and tie **your ankle to your neighbor's ankle. Use a different color for your right and left. Lead the group by having** them lift and lower the color you describe. Read a story as the students lie on their backs by including the leg lifting throughout.

Fiery Expression

Lily Pad Expression-

Become a lily pad by rooting your feet and growing tall. Let the rest of your body sway in the water like a lily pad gracefully moving with the water current, but never losing its roots.

Airy Rest

Lily Pad Rest-

Imagine being underneath a lily pad in a lake instead of a waterfall. Feel the pureness of the clean water that is brought about by the abundance of lily pads. Describe what it looks like under the water looking up through the lily pads. The spotted surface with **the sun's rays beaming down.**

Waterfall Rest- Imagine laying underneath a warm waterfall and with each breath you fill up your body with a rush of vibrant water. The rush of water makes you feel alive and completely healthy and happy. You are in a state of pure bliss. The water rushes in with your breath and leaves sweeping away the gunk that bogs you down in life. You feel clean and refreshed. A new moment and a new life enters your being.

Elemental Crafty Visions

Lily Window Pad-

Create a beautiful window painting of a pond rich with lily pads and flowers.

Window Painting- Mix together equal parts dishwashing liquid and washable paint. Have the students create beautiful murals on the windows.

Water Lesson Outline



Bull Trout

Airy Intention and Breath

Intention-

To learn from bull trout that a clean healthy environment is necessary for survival. To practice an environmentally friendly way of living and interacting with one another is key to life.

Bull Trout Breath-

Imagine that you are a trout and practice with the group breathing in and out like a **trout**. **Make the vowel sound "ou" as in trout**. Together imagine the strong force of bull trout in the streams and lakes.

Move With Me Breath- Stand in a circle and hold hands. Deeply inhale and move towards the center, exhale and move out with a long vowel sound.

Earthy Warm Up

Bull Trout Warm-Up-

Imagine being a trout swimming through the water and migrating in this pose.

Rocking Horse- Lie on your back and place your hands under your thighs. Rock and roll your body up to a seated or standing position without your hands. Repeat to feel the spinal massage of acting like a rocking horse.

Earthy Facts and Connections

Bull trout are members of the salmon family. They can grow to more than 20 pounds in lakes, but in streams they rarely exceed 4 pounds. They have light colored spots on a dark background where trout and salmon have dark spots on a lighter background. Today, they are

mainly in reservoir and have been eliminated from the main stems of most large rivers. Bull trout are now extinct in northern California. Bull trout eat small insects until they are large enough to eat small fish. Bull trout are known to live as long as 12 years. Bull trout eggs require a long incubation period compared to other salmon and trout, up to 4-5 months. Migration is important to maintaining healthy bull trout populations. Bull trout are vulnerable to many of the same threats that have reduced salmon populations. Bull trout are more sensitive to increased water temperatures, poor water quality, and low flow conditions. Bull trout need to be protected by stream and habitat protection and restoration, reduction of siltation from roads and other erosion sites, and modification of land management practices to improve water quality and temperature.

Watery Salutation

Bull Trout Salutation-

Move through a basic salutation with your breath and imagine being underwater breathing in water and exhaling water as you swim. Breathe in love and abundance of the bull trout and breathe out the dirty pollution that is harming their environments as you move. Teach the students to move with their breath. Try to do one pose per inhale and exhale. Really focus on the breath with the movement.

Watery Flow

Bull Trout Flow-

Have students pick poses that allow movement. Imagine you are trout swimming through streams or lakes and call out descriptive actions on what you are doing as you swim through the poses. What do you see and how are you moving around the objects? Imagine your colors and what it must feel like to have scales. Add actions or descriptions to the poses by saying things like faster, higher, more and again.

Fiery Game

Bull Trout Game-

Say "Bull" and "Trout" instead of "Ping" and "Pong" and imagine eating like a bull trout and growing to be a 20 pound fish.

Ping- Pong- Stand in a circle with one person in the middle. The person in the middle says, "Ping" and points to another student who bends down and the 2 kids on the side of that child both say, "Pong" and point to the person bending down. Try using poses instead of bending down.

Fiery Expression

Bull Trout Expression-

Have the students swim slowly on their mats with their eyes closed. Try to move all your body parts and express yourself. Try standing positions and lying down. Let all your limbs gracefully move like a bull trout might move through a stream.

Airy Rest

Bull Trout Rest-

Instead of being at the ocean, describe a lake rich with bull trout and the more you sink into the sand the more you begin to transform. Describe taking the shape of a bull trout and eventually finding your way to the lake. Swim through the clean fresh water and feel free. Think about how you can become freer by living a healthy lifestyle.

Ocean Rest- Have the students imagine that they are laying on the soft sand by the ocean. Describe the warm sand and sun. Let yourself become softer and heavier. Feel as if you are sinking into the sand. Breathe deeply and imagine that with each inhale you breathe the waves closer and with each exhale you breathe the waves back into the ocean. Describe the smell of the ocean and other senses such as the colorful birds in the sky.

Elemental Crafty Visions

Trout Mache'-

Create an aluminum foil Bull Trout and cover with paper mache'. Paint and add a string to hang.

Paper Mache with Aluminum Foil-Create something out of aluminum foil. Cover the creation with paper towels dipped in a glue and water mixture. Let dry. Paint with vibrant colors when the sculpture is finished drying.

Water Lesson Outline



Leech

Airy Intention and Breath

Intention-

To learn from leeches about our indulgences and how to gorge ourselves for our health instead of our detriment. What is the good stuff in life to indulge in that is not hurtful? Noticing our indulgences can be our medicine from suffering.

Leech Breath-

Imagine a leech sucking negative thoughts from your body.

Negative Ball Breath- Sit with your arms out to your sides, fingertips touching the floor and eyes closed. Think of any negative thought or problem you have. Imagine these thoughts as black balls and as you inhale, you release the black balls through your skin and as you exhale, they roll down your body and into the earth. Begin to move or roll around the room to let go of more balls.

Earthly Warm Up

Leech Warm Up-

Move like a leech instead of a windshield wiper and imagine you are sucking blood **through a hippo's hide and the more you rock the more blood you suck.**

Windshield Wipers- Lie on your belly with your knees bent and soles facing the sun. Wipe your legs from side to side like the windshield wipers on a car.

Earthy Facts and Connections

There are 650 known species of leeches. The largest leech discovered measured 18 inches. About one fifth of leech species live in the sea, where they feed on fish. The leech has 32 brains. The bite of a leech is painless, due to its own anesthetic. The leech will gorge itself until it has had its fill and then just fall off and will gorge itself up to five times its body weight. The first leech was used in medicine about 1000 B.C., probably in ancient India to cure anything from headaches to gout. Leeches can bite through a hippo's hide.

Watery Salutation

Leech Salutation-

Flow through a salutation one after another. Have each student count until you have counted 32 times and feel the intelligence of 32 brains in one room. To start the salutation, stand in a circle and one person begins the salutation. Then the next person follows after the first couple of poses so that a wave of salutations forms.

Watery Flow

Leech Flow-

Find a bunch of sticky objects such as stickers and tape. Have students pick from the bag with sticky items in it and decorate their bodies with their item. After getting all "leeches" up, **have the students each pick a pose and figure out how to do it together. Also check out partner pose resources. Talk about healing your body whatever doesn't feel good physically or mentally as you tape yourself up.**

Fiery Game

Leech Game-

Play this game and imagine that you are leeches and the mats are food sources like blood. Imagine sucking up so much blood when you stand in pose on your mat that you grow to 5 times your size.

Musical Mats- Play music and when the music stops the students stand on a mat. Each time the music stops, remove one mat and the player that does not have a mat goes to the middle and holds a pose.

Fiery Expression

Leech Expression-

Have students imagine that they are a leech. Start with one student moving freely and then another joins in the creative movement. They must be touching at some point. Students keep joining in until you have a mass of joined free movement.

Airy Rest

Leech Rest-

Imagine that you are a leech instead of an egg. Feel the fluid blood pulsing through your body and the container that holds it. Imagine being drawn towards a source that you want and getting to it, sucking up what you want in a way that is helpful to the source.

Egg Rest- Have students rest on their backs and imagine they are an egg. On the outside, they are hard and still, but on the inside their bodies are in a constant state of flow like the yolk and white of an egg. Have the students be completely still and if they move you will tap them on the shoulder and they will crack and they need to roll to one side.

Elemental Crafty Visions

Leech Lake-

Make a lake in a bottle instead of an ocean. Add little objects that resemble lake life and leeches.

Ocean Bottle- Wash and dry a two-liter bottle and remove all labels. Fill the bottle halfway with water. Add a few drops of food coloring and swirl around to mix. Add glitter and other sparkly gems like sequins. Fill the bottle the rest of the way with vegetable oil using a funnel. Dry the rim and cap and glue the cap on to seal the bottle.

Fire Lesson Outline



Hot Springs

Airy Intention and Breath

Intention-

To learn from hot springs that we have healthy elements in our bodies that naturally heals us. The waters inside us will take care of us if we take care of ourselves. To feel the cycle rise and fall from the heat within us.

Hot Springs Breath-

Imagine breathing in healthy minerals for your body and exhaling your heat like the hot springs gives off. Imagine stimulating your circulation like soaking in the healing pools.

Dragon Breath- Get into a low lunge. Inhale deeply and exhale with a fiery dragon roar. Be expressive with your hands and body.

Earthly Warm Up

Hot Springs Warms Up-

Imagine that you are water that is deep within the earth and are getting heated up by **earth's core**. **Shake it, your core, like the water in the earth so you get so hot that your** water from your core rises and the sweat seeps from your pores. Feel the healing powers of releasing your hot springs.

Shake It- Stand in a circle and shake each hand and leg 10 times by counting down from 10-1. On the next round, count down 9 times. Continue shaking each limb until you have ended with 1, 1, 1, 1.

Earthly Facts and Connections

There are two primary classifications of hot springs. Filtration hot springs are geothermal heated mineral water that is initially fed by rain water that seeps into the Earth through faults and fractures. As it travels into the Earth, it is exposed to gases and a wide variety of minerals. The water adsorbs the minerals and is heated and then returns to the Earth's surface. Primary hot springs are geothermal heated mineral water where direct volcanic activity plays a role in the process of the hot springs formation. Mineral springs with different mineral content and stimulating benefits are often recommended for various therapeutic uses. Some scientists believe that some help to open blood vessels and improve circulation. They also help with cardiovascular disease and nervous system imbalances. Hot springs rich in sulfur help with skin infections, respiratory problems, skin inflammations, liver and gastrointestinal conditions. Hot springs rich in sodium chloride help with rheumatic conditions, arthritis, central nervous system conditions, posttraumatic and postoperative disorders, orthopedic and gynecological disease. Some hot springs rich in arsenic (toxic in large amounts) help with foot fungal conditions. Boron is a mineral that helps with muscle mass, increases brain activity and strengthens bones. Magnesium helps to converts blood sugar to energy and promotes healthy skin. Potassium helps normalize heart rhythms, reduces high blood pressure, helps to eliminate body toxins and promotes healthy skin. Sodium helps diminish arthritic symptoms, and may stimulate the body's lymphatic system when used in baths. Alkaline water that is high in calcium, magnesium, and potassium may assist the body in cleansing through the skin.

Watery Salutation

Hot Springs Salutation-

Create a salutation for hot springs using 5-7 poses in pairs. Have the partners teach the group after they have created their hot springs salutation. Choose poses that feel healing like the minerals in the waters.

Watery Flow

Hot Springs Flow-

Bring a bag of items that you might need if you hike into natural hot springs. Have students each pull an item from the bag and create a pose that goes along with their

item. Each student teaches their pose and then flow through the hot springs extravaganza.

Fiery Game

Hot Springs Game-

Teach students about various minerals found in hot spring water that aids in healing. Write the minerals on index cards so the students have a reference. Play this tag game, but instead of using colors or animals, use mineral words.

What's It Gonna Be Tag- One student is "It" and when that person tags another, they must say a color or animal and that person freezes in that interpretation of that word. The "It" person cannot repeat the color or animal name and if they do, the other person is still free. The game is over when everyone is frozen.

Fiery Expression

Hot Springs Expression-

Express being hot water in the earth. Flow and ooze as the water must. Describe getting so hot that you begin to rise to the surface. Express the steam and healing **powers you brought up from the earth's core to the surface. Share your healing powers** with everyone like the hot springs share with us.

Airy Rest

Hot Springs Rest-

Imagine that you are water deep within the earth and as you flow you build up pools in narrow crevasses. When you are in narrow crevasses, you embody more nutrients and **minerals from the rocks deep within the earth's** crust and tense up certain parts of your body. Then release the tension and let the minerals become part of you as you continue flowing up to the surface to share with the earth and its inhabitants.

Squeeze and Release Rest- Lie on your back and take in a deep breath. Tighten all the muscles in your body, hold for the count of 5 and completely release. Try tensing one body part at a time.

Elemental Crafty Visions

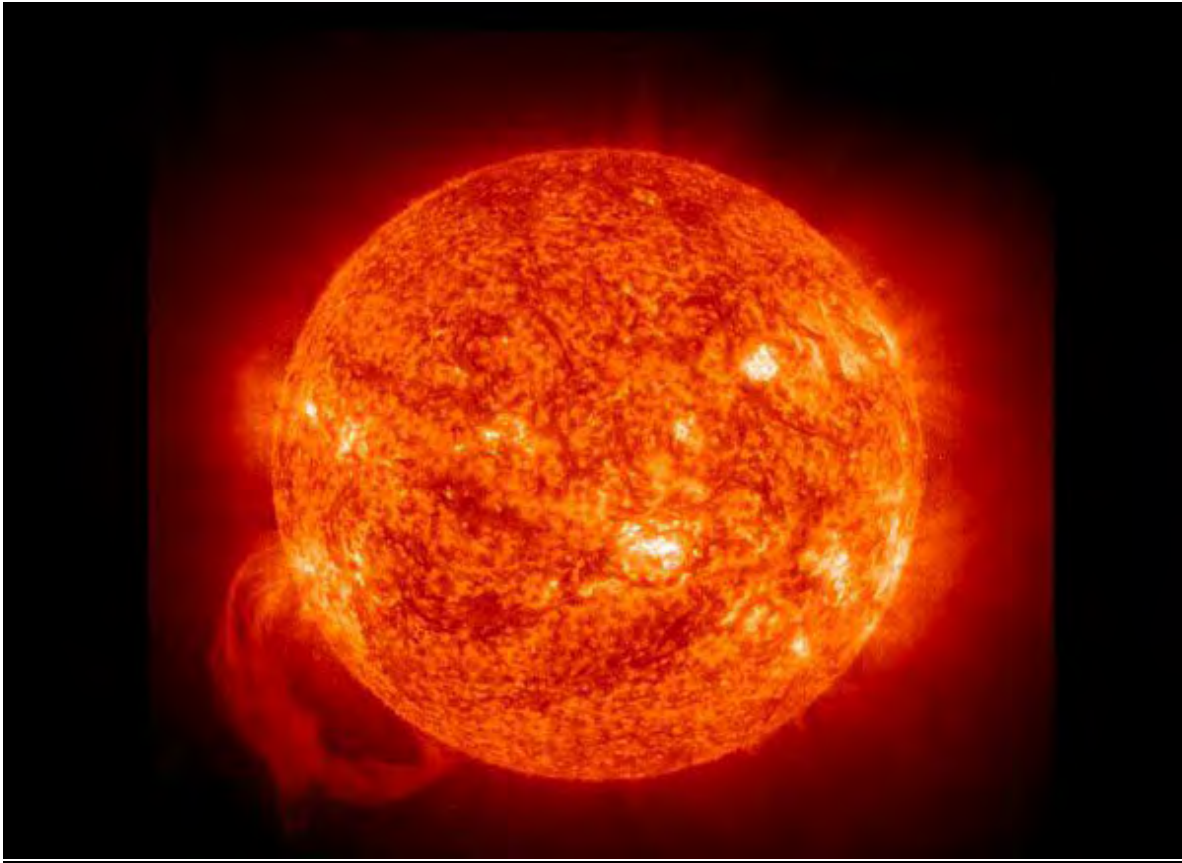
Hot Springs Lips-

Make Chap Stick with and notice the healing ingredients that you add to the mixture like the minerals in the hot springs. When you put on the Chap Stick, let the healing properties soak into your lips and heal dry skin.

Chap Stick- Melt 2 Tablespoons beeswax, 2 Tablespoons coconut oil, 2 Tablespoons Shea butter and scented oil in a small saucepan. Fill Chap Stick containers with a dropper of melted ingredients. Experiment with various Chap Stick ingredients. Visit the following website for more information:

<http://www.passionatehomemaking.com/2010/11/homemade-natural-chapstick.ht>

Fire Lesson Outline



Sun

Airy Intention and Breath

Intention-

To learn from the sun that we are the center of our personal solar system. We have the ability to change and create our world. To power and give life to the life forms around us.

Sun Breath-

Have students sit in a circle creating the sun. One student becomes the heat emanating from the massive ball of gas and runs around **the circle/sun saying the "u"** sound as in sun.

Running Sound Breath- Sit knee to knee in a circle. One student stands, takes a deep breath and runs around the circle saying a long vowel sound in one breath. Have the others count how many times the runner makes a complete circle or how many students they pass.

Earthly Warm Up

Sun Warm Up-

Imagine that the circle you create is the sun and the person in the middle calls out something the sun possesses or how it helps us and the name of someone to quickly jump into the middle before the ball lands on the ground. Discuss many facts before playing this game.

Catch the Ball- Stand in a circle. One person stands in the middle with a ball or balloon. The person in the middle tosses the ball in the air while saying someone's name and striking a pose. The person whose name was called needs to run to the middle, catch the ball and strike the pose that was called without letting the ball touch the ground.

Earthly Facts and Connections

Nine major planets orbit the sun. The planets are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, and Pluto (no longer identified as a planet). The sun contains 99.85% of the mass in the solar system. The sun is estimated to be 4.6 billion years and is halfway through its lifetime. Four million tons of hydrogen is consumed by the sun every **second, which helps to create the sun's composition of 75 percent hydrogen, 23 percent helium,** and 2 percent heavier elements. Scientists have determined that the sun will continue to burn hydrogen collected in its core for another five billion years or so, and then helium will become its primary fuel. The sun has a diameter that is more than 100 times that of Earth.

Approximately 109 planet Earths would fit on the surface of the sun and more than one million planet Earths would fit inside of the sun. Approximately every 11 years, the sun reverses its overall magnetic polarity and its north magnetic pole becomes a south pole, and vice versa.

The sun **is the closest star to Earth and is 92.96 million miles away. At its core, the sun's** temperature is about 27 million degrees Fahrenheit. A person weighing 150 pounds on Earth **would weigh 4,200 pounds on the sun because the sun's gravity is 28 times that** of Earth. The sun radiates heat and a steady stream of charged particles known as the solar wind, which blows about 280 miles per second throughout the solar system.

Watery Salutation

Sun Salutation-

Flow through a basic salutation, and with each pose say one planet that revolves around the sun. Make each movement using one breath.)

Watery Flow

Sun Flow-

Go on a journey to the sun 96 million miles away by having each student add to the story by picking a pose or creating a unique one to add to the story. After the story, retell it with the poses. How would you get there? What super powers would you need to be on the sun? How much would you weigh on the sun? What would it be like to

live on the massive ball of fiery gases? Go through the journey and talk about the life cycle of the sun.

Fiery Game

Sun Game-

Create a cheer for the sun. The sun gives us life. Think about how over a million earths could fit into the sun and how massive it is. The sun is our core and we have that inside of us as well. Our core fuels our life. Keep it strong. Cheer for the core.

Cheerleading- Using cheerleading pom poms and lead the students in a cheer as you jump through poses. Be energetic and goofy. Allow the students to create a cheer about something positive in their lives.

Fiery Expression

Sun Expression-

Think about the size of the sun and see how big you can make your body. Be the sun and embrace the power.

Airy Rest

Sun Rest-

Imagine that you are the center of the solar system and all the planets are your thoughts. You can create them however you wish. Some thoughts you might want to give life to, some are close and warm to your heart, some are new and developing and some are kept at a distance and are icy cold. Think about your thoughts and the planets. Which parts of your life remind you of the different planets? How can you juggle and keep all the hats you wear functioning and healthy?

Power House Rest- Sit tall with your eyes closed and imagine all your thoughts swarming around your head like a beehive. You realize that you can create whatever you want out of all these thoughts and you begin to catch the bees/thoughts and whisper what you want to them and then send them away. The bees dart to what you want and create your thoughts so they become who you are. Feel the power and become it.

Elemental Crafty Visions

Sun Jewels-

Make sun ball beads out of orange, red yellow and black clay. Poke a tooth pick before baking and string on a necklace string when finished.

Fimo- Have fun making endless possibilities with Fimo clay. Bake it for a lasting creation. Check out ideas at <http://www.funwithfimo clay.co.uk/>. **Make jewelry or critters. For other clay projects that don't take baking use Crayola air-dry clay.**

Fire Lesson Outline



Forest Fire

Airy Intention and Breath

Intention-

To learn from forest fires that burning old habits allows for beautiful growth in us. Igniting things that no longer serve us create new seeds and development in our lives.

Fire Breath-

Imagine building up heat with your body. Fuel it with quick breaths for oxygen, heat from your body working and fuel from your physical self. Be rapid like a wildfire.

Washing Machine Breath- Stand and place your hands on your shoulders. Start twisting slowly and then vigorously like a washing machine and create tons of bubbles. Inhale and exhale quickly and you twist. Slow your machine down before completely stopping.

Earthy Warm Up

Forest Fire Warm Up-

Dance like a wildfire with speeds up to 14 miles per hour. Burn quickly as the music plays and then rest like the dying of a fire and just rest with the thoughts of charred ash and the open vast land of the forest that has opened up for new growth.

Wild Dance- Play energetic music and dance. Start with your eyes closed and breathe deep and fast through your nose. Let your body move freely. Jump, sway or any movement that feels right. Rest on your back, surrender to the earth and be silent.

Earthy Facts and Connections

Wildfires can burn acres of land in minutes. On average, more than 100,000 wildfires clear 4 million to 5 million acres of land in the U.S. every year. A wildfire moves at speeds of up to 14 miles an hour. There needs to be 3 conditions present in order for a wildfire to burn (fuel, oxygen, and a heat source). Four out of five wildfires are started by people. Wildfires are most common in the western states where heat, drought, and thunderstorms are prevalent. Firefighters fight wildfires by depriving them of 1 of the 3 sources. Naturally occurring wildfires are an important part in nature. They return nutrients to the soil by burning dead or decaying matter. They also act as a disinfectant, removing disease-ridden plants and harmful insects from a forest ecosystem. They also burn through thick forests to allow sunlight to reach the forest floor, enabling a new generation of seedlings to grow.

Watery Salutation

Forest Fire Salutation-

Have students partner up. Use a pose for fuel, oxygen and say the 3 necessary components for the forest fire back and forth. Start with 1, 2, 3 back and forth. After the counting is smooth, replace 1 with a pose and continue counting 2 and 3. After this is smooth, replace 2 and then 3 with a pose until you are alternating poses and not numbers.

Watery Flow

Forest Fire Flow-

Have students each choose a fire pose and bring it to you. Design a fiery sequence and really work up the body by flowing through the sequence and having the students follow. Imagine clearing acres of land as you burn to make space for new growth as in yourself. To make space for new ideas, perceptions and thoughts as you burn away the old brush.

Fiery Game

Forest Fire Game-

Play this game, but instead of using stop, jump, clap, use the words fuel, oxygen, heat to create forest fires in the students.

Stop, Jump, Clap- Students walk around the room and do what the leader says such as stop, jump or clap. When students have that down, change the meaning of the 3 cues such as jump means clap, clap means stop and stop means jump. Try using different commands when the students have become thoroughly confused.

Fiery Expression

Forest Fire Expression-

Have the students dance freely on their mats to fiery music. Stop the music or shout out “ash” and the students drop and freeze. Feel the energy you created and how there seems to be more space in your body and heart for more in life.

Airy Rest

Forest Fire Rest-

Imagine being in a forest and laying down gazing up at all the tree tops. Think of something that you struggle with in your life. Now imagine that you become the forest and to maintain your health, you inhale oxygen, your thoughts of the yucky stuff in your life becomes the fuel and your beating heart becomes the heat source. Foster the fire inside of you and burn up the stuff that no longer serves you. Clear it out.

Imagine laying on the forest floor and a massive fire sweeps over you. You are not in danger though. **You are completely safe and calm. The fire burns away what you don't want and takes it with the movement of the flames.** Now imagine new seedlings buried with in you. What are the seeds? What do you want more of in your life? Now you have room to let it grow.

Eat Your Prey Rest- **Imagine something that you don't like about you and picture it as an animal. Now imagine the animal chain and an animal that eats the animal that you imagined your nemesis to be.** Imagine going after it as the predator you know will devour your prey. Gobble it up.

Elemental Crafty Visions

Forest Fire Yum Yum-

Enjoy a decadent delight with over a small contained fire and make smores or roasted apples. Imagine how the fire burns the food to create a yummy treat. Fire allows for new possibilities.

Roasted Apples/S'more Creations- Roast apple slices over a fire or bake in an oven lightly sprinkled with cinnamon, sugar and olive oil. Also try making homemade marshmallows and creating s'more delights such as peanut butter, graham crackers, chocolate and banana. Have each student bring in one ingredient they think would be good on apples or s'mores. Write a s'more recipe book.

Fire Lesson Outline



Lightening

Airy Intention and Breath

Intention-

To learn from lightning that we possess positive and negative charges that attracts and repels us from certain things in life. To listen to our fiery intuition and let our personalities shine brightly and be heard.

Lightening Breath-

Imagine shooting lightning bolts from your body at 60,000 miles per second. Fire it up and find your power house to build up the electrical currents and shoot them into your life.

Ax Breath- Stand with your feet about 3 feet apart. Hold an imaginary ax between your hands and raise your arms on the inhale and exhale forcefully as you drop your ax and body between your legs.

Earthly Warm Up

Lightning Warm Up-

Imagine that you have a magic lightning bolt instead of a wand and strike the others in poses of something you would strike if you were lightning. Think of tall objects that possess the positive charge that **it's** energy is seeking.

Magic Wand- Sit in a circle and pass a magic wand around (anything goes). When you have the wand say, "If I had a magic wand, I would turn everyone into a ____." and everyone tries to become that thing.

Earthy Facts and Connections

Lightning is a giant discharge of electricity accompanied by a brilliant flash of light and a loud crack of thunder. The negatively charged bottom part of the storm sends out an invisible charge toward the ground. When the charge gets close to the ground, it is attracted by all the positively charged objects, and a channel develops. The electrical transfer in the channel is lightning. Lightning bolts travel at speeds of up to 60,000 miles per second. A single lightning bolt travels through twisted paths in the air that can be as wide as one of your fingers or from six to ten miles. A flash of lightning is brighter than 10,000,000 100-watt light bulbs. A flash of lightning can pulse as much power as there is in all the power plants in the United States in that split second. A flash of lightning could power a light bulb for a month. Trees sometimes can survive direct hits from lightning because the electricity passes over their wet surface and go into the ground. Florida is the lightning capital of the United States. Lightning can be made in a laboratory. Temperatures in the path of a lightning bolt can reach as high as 50,000 degrees Fahrenheit. Here are some very cool interesting facts about Lightning. It is estimated that Earth as a whole is struck by an average of more than a hundred lightning bolts every second. The odds of becoming a lightning victim in the U.S. in any one year is 1 in 700,000. The odds of being struck in your lifetime is 1 in 3,000. Lightning can kill people. Injuries range from severe burns and permanent brain damage to memory loss and personality change. About 10 percent of lightning-stroke victims are killed, and 70 percent suffer serious long-term effects. About 400 people survive lightning strokes in the U.S. each year. If your hair stands up in a storm, it could be a sign that positive charges are rising through you, reaching toward the negatively charged part of the storm.

Watery Salutation

Lightning Salutation-

Create a lightning poem to go with the basic salutation such as, "Stand up tall, channel the electricity. Shoot down below, bright burst of light. Feet jump back, loud thunder clap. Belly on the ground, positive energies attracted. Back to the sky, energies rise. Feet jump up, swirling electricity. Stand up tall, powerful lightning bolt.

Watery Flow

Lightning Flow-

Choose 10 challenging fire poses including headstand and handstands. Use the wall for a prop to help the students fire it up. Hold each pose or lightning bolt for 10 seconds thinking about how a lightning bolt can power all the power plants in the US in the split

second it strikes. Hold the power you have. Contain it and use it to fuel yourself as you spread your light through life.

Fiery Game

Lightning Game-

Play this game, but use 1, 2, 3 lightning instead of tree. Use mountain pose with hands over your head, fingers interlaced and pointer fingers pointing straight up to the sky for a pose to freeze in. Think about the negative power searching for the positive forces to crack and light up the space.

1, 2, 3 Tree- One student stands at the opposite side of the room while the others stand at the other wall. The leader turns their back and says, "1, 2, 3 tree" and jumps facing the students. When the leader is facing the students, they must freeze in tree pose. If the students move, the leader may send them back. The first person to tag the leader wins and trades places with the leader. Try allowing the leader to walk up to the trees when they are facing them and make them wobble by making them laugh without touching them. If they fall, they go back as well.

Fiery Expression

Lightning Expression-

Imagine that you are electricity building up and when the music stops, you strike a pose like lightning and hold it. Another student joins in with the music and touches some body part to the frozen student and freezes to the other student when the music stops. All the students join in until everyone is frozen in a large group lightning expression. Discuss how lightning impacts us all as the energies of the earth swirl around.

Airy Rest

Lightning Rest-

Imagine that you are building up electrical charges in your body when you are in a tight ball. Burst open like the sudden strike of a lightning bolt. Feel the power you embrace like the lightning and know you always carry this power. Attract the positives in life like the charged bolt searching to suck it up.

Lemonade Rest- Hug your knees into your chest and make a sour face. Let the lemon burst open as you let your hands and legs spring open and gently come to a rest on your back. Repeat a few times.

Elemental Crafty Visions

Use black shavings with yellow, purple and white contrasting colors. Arrange the bright contrasting colors in streaks like a lightning bolt.

Melted Crayons Window Hangings- Use two pieces of wax paper and crayons without the paper labels. Shave the crayons with a vegetable peeler into a bowl. Lightly sprinkle the shavings onto one piece of the wax paper. Place the other piece of wax paper over the top. Place a towel over the wax paper and iron on light heat until the crayon has melted. Cut out a basic shape, such as a heart, and hang in a window.

Air Lesson Outline



Hummingbird

Airy Intention and Breath

Intention-

To learn from hummingbirds that the biggest heart-felt actions can be delivered in small ways. To be kind and giving does not need to be extravagant and large. Tiny daily acts of kindness are beautifully absorbed and are filled with an amazing amount of energy and love.

Hummingbird Breath-

Imagine that you are a hummingbird perched and breathing at 250 breaths per minute. Imagine that your heart beating at 1,260 times per minute and that your heart is much larger than it is now. **Feel your heart as you breathe and your partner's breath. Make the "u" sound as in hummingbird to resonate together.**

Sound Circle- Sit in a circle with knees touching. Place your right hand over your heart and your left hand on your friend's back. Inhale deeply and exhale with a loud vowel sound. Feel the sound resonate through the body and the room.

Earthly Warm Up

Hummingbird Warm Up-

Perch like a hummingbird. Imagine your beautiful iridescent colors. As you gaze at your friends, try to see their hummingbird spirit in their eyes. Notice the colors and their true intelligence capacity like the hummingbird.

Circle of Friends- Split the group in half. Have one group hold hands facing the outside and the other group facing the inside so you have an inner and outer circle looking at one another. Look into the person's eyes that are in front of you without talking. Just gaze into their eyes. Slowly rotate with the sound of a bell until you have looked into each person's eyes. Try having the circles move fast.

Earthly Facts and Connections

Hummingbirds are the tiniest birds in the world. Their bright colors can show them off and hide them as well. The bright color on hummingbirds comes from iridescent coloring like on a soap bubble or prism. A hummingbird's brain is 4.2% of its body weight, which is the largest proportion in the bird kingdom. Hummingbirds are very smart and they can remember every flower they have been to, and how long it will take a flower to refill. Hummingbirds can hear and see better than humans. They have no sense of smell and will use its tongue to lap up nectar from flowers and feeders. A hummingbird's tongue is grooved like the shape of a "W" and has tiny hairs on the tip of the tongue to help lap up nectar. A hummingbird's beak is generally shaped like any other bird beak, just longer in proportion to its body. Hummingbirds do not drink through their beaks like a straw. They lap up nectar with their tongues. A hummingbird's heart beats up to 1,260 times per minute and 250 times per minute at rest. Their heart is 2.5% of the total body weight. A hummingbird will take about 250 breaths per minute while at rest. Their metabolism is roughly 100 times that of an elephant. Hummingbirds have very weak feet and can barely walk. They prefer to fly and perch. Hummingbirds are on average 8.5 centimeters long from the tip of the beak to the tip of the tail and can weigh anywhere between 2 and 20 grams (a penny is 2.5 grams). Hummingbirds do not mate for life and male hummingbirds do not help raise the young. Female hummingbirds do all the nest building and a baby is about the size of a penny. Females will lay a **clutch of two eggs and babies can't fly. They remain in the nest for 3 weeks. Most hummingbirds die in the first year of life, but have an average life span of about 5.** Their wings beat about 70 times per second and 200 when diving. They are the only birds that can fly both forward and backwards, hover in mid-air, fly sideways and even upside-down. A hummingbird can fly an average of 25-30 miles per hour and 60 when diving. A hummingbird's wings will rotate in a full circle. Hummingbirds need to eat on average 7 times per hour for about 30-60 seconds and eat anywhere from half to eight times its body weight a day. A hummingbird will visit an average of 1,000 flowers per day for nectar. Hummingbirds eat small soft bugs for protein. A hummingbird will lap up nectar at a rate of about 13 licks per second. Hummingbirds can double his/her weight before migration. They often go into a state of hibernation called torpor, and their heart rate can drop to as few as 50 beats per minute and sometimes appear dead. It can take up to an hour for a hummingbird to fully recover from torpor. There are more than **300 types or species of hummingbirds. A hummingbird's favorite color is red and like tubular type** flowers the most. Hummingbirds pollinate flowers by rubbing their forehead and face in each flower as they get the nectar. Many plants depend on hummingbirds for pollination.

Watery Salutation

Hummingbird Salutation-

Flow through a basic salutation and use the following catchy poem with each pose. **“Stand up tall, perch most days. Unravel your tongue, lap up nectar. Feet jump back, heart beat 1,260 per minute. Belly on the ground, a torpor state. Wake up, a 1,000 flowers per day. Feet jump up, keep pollinating for plant regrowth. Stretch up tall, a big job for the tiniest bird.”**

Watery Flow

Hummingbird Flow-

Have students each choose a pose that reminds them of a hummingbird and bring it to you. Design a sequence with many descriptive words such as faster, perch, torpor, hover, fly, lap and sip as you guide the students through the movements.

Fiery Game

Hummingbird Game-

Play this game, but instead of loving rain use hummingbird heart. Raise your arms and say, **“All good things flutter down on me. All good things beat through me. All good things embrace me.”** Think of a hummingbird’s grace fluttering it’s wings around you, a hummingbird’s heart beating for you and a hummingbird’s intelligence embracing you.

Loving Rain- Think of things that make you feel really good and embrace the thought. Feel them with all your senses. Raise your arms and say, “All good things rain down on me.” Scoop your hands in front of your heart and say, “All good things grow up through me.” Press your hands forward and around your body and say, “All good things surround me.”

Fiery Expression

Hummingbird Expression-

Hold an object and imagine it is a hummingbird or use a real hummingbird object. As you move the object, the students do what you are doing with the object. Try taking turns being the leader.

Airy Rest

Hummingbird Rest-

Imagine being a hummingbird. Feel how light you are. How does it feel to be so tiny? **Start to hover in the sky and as you breathe, you repeat, “I am light as a hummingbird, I am light, I am light.” Embrace the beautiful delicacy of the smallest bird.**

Feather Rest- Start at your toes and wiggle them. Imagine that they are becoming light as a feather, so light that they start to float into the air. Let them drift into the sky. Continue focusing on each body part until your whole body is soft and light **and start repeating to yourself, “I am light as a feather, I am light, I am light”.**

Elemental Crafty Visions

Hummingbird Origami-

Make a hummingbird (crane) out of origami paper. String the hummingbird with thin string and beads. Hang from the window or ceiling.

Origami Cranes- Use origami paper and create a peace crane by following the origami steps of a crane. Visit <http://www.operationmigration.org/Origami.pdf> for crane instructions.

Air Lesson Outline



Eagle

Airy Intention and Breath

Intention-

To learn from eagles that we are an intricate part of the whole environment and if we do not live in harmony with it, we will be endangered. To set lofty goals and go for them. Dive like an eagle at 100 miles per hour toward what you see and want.

Eagle Breath-

Imagine you are an eagle and with each inhale you spread your wings wide (8 feet across) and on each exhale, you wrap your wings around yourself.

Hug Breath- Inhale your arms out like a "t" and exhale your arms around yourself as you squeeze tightly and hug yourself.

Earthly Warm Up

Eagle Warm Up-

Imagine that you are an eagle and you can see fish at a mile away. Focus on the flame like an eagle might focus on fish. What comes to your mind as you focus so intently?

What feelings emerge? Do you feel feed, nourished, powerful, desire?

Candle Gazing- Place a lit candle or other object such as a picture or sculpture in the middle of the room. Sit comfortably and gaze at the brightest part of the flame without blinking. Stare at the candle until your eyes water a bit or you feel a slight burning sensation. Close your eyes and see the flame in your mind. Repeat when you cannot see the flame in your mind anymore.

Earthly Facts and Connections

Bald eagles are not bald. Their name comes from the old English word "balde," which means white. They nearly went extinct in the mid-1900s because of pollution and hunting, but government protections (about 40 years ago) helped them to make an incredible recovery. Bald eagles are a national symbol of the United States since 1782. Female bald eagles are larger than males. Their bodies can be 3 feet long, and their wingspan can be 8 feet across. Babies (eaglets) are light gray then turn brown. When they are 4 to 5 years old, they develop white heads and tails. They can live to be 35 years old or more. Bald eagles can soar over 10,000 feet high, and see fish up to a mile away. When they want fish, they dive at up to 100 miles an hour, glide just above the water and snag a fish with their feet. Eagle nests (AIR-ees) are at the very top of tall trees so the eggs will be safe. Some parents come back year after year to the same nest, adding more sticks, twigs, and grass each time. Bald eagles are carnivorous and can only lift about half their body weight. If they catch a fish that weighs more than that, they might hang onto it with their talons and "swim" to shore using their huge wings.

Watery Salutation

Eagle Salutation-

Use feather masks or face paint to become an eagle. Flow through a salutation with the students following your lead of a basic flow. Say each statement for each salutation **pose. "Bald eagles are not bald. Their name means white. Nearly extinct, we must improve our ways. Pollution and over hunting must stop. National symbol we must protect. Wing span of 8 feet, seeing fish 1 mile away. Power bird inside us, soar."**

Watery Flow

Eagle Flow-

Have students each choose a pose that reminds them of an eagle. Organize them from standing to sitting and lying down. Have each student try to focus like an eagle soaring above the land focusing on fish a mile away. Focus and hold each pose for the count of 10 before soaring into a new pose.

Fiery Game

Eagle Game-

Play this game, but instead of using falling, falling back or flying, use diving, hovering, soaring.

Falling and Flying- Walk around the room and at any time call out "Falling", "Falling Back" or "Flying". If you call, "Falling", **cross your arms across your chest and fall forward into someone. If you call, "Falling Back", you do the same, but fall back into someone instead of forward. If you call, "Flying", you put your hands in front of you and** another student stands in front of you while you place your arms on their shoulders. Wait for 4 others to come and then they all lift you up with 2 students on each side of your waist and 2 on each leg.

Fiery Expression

Eagle Expression-

Have the students dance freely on their mats to airy music. Stop the music or shout out "dive" and the students drop and freeze. Imagine you catch a fish and freeze for the moment in success.

Airy Rest

Eagle Rest-

Imagine that an eagle comes to visit you, not a green man. The eagle asks you to come join him in flight and hands you a magic white feather from his head. You soar above the land and notice things you would like to change. The eagle tells you that **you can dive down rapidly and change what you don't like by sweeping the feather over** the angst. You find all the changes you want to make in your neighborhood, state, country and world. After your heart is full of positive changes, the eagle leads you back home and wraps his giant wings around you, protecting you and making you feel safe and confident in your choices. He lays you back in bed and leaves to study the changes from above.

Magic Powder Rest- Imagine that you are sitting in your bedroom and all of a sudden a cute little green man appears. He hands you a magic cloth sack and says that inside the sack is magic powder and with it you can create everything you have ever dreamed of. You can change the world. Suddenly he disappears and you go to the window to see if you can find him. Your feet become light and the light quickly moves up your body until you are floating. You open the window, feel the breeze and slowly drift out the window. You can see your neighborhood from above and take some magic powder from your sack. You sprinkle the powder over everything that you want to change. Create a world that makes you feel completely content. You can bring in other animals and/or people. Notice the different colors and how they are brighter. You can even change yourself. Keep this place you have created in your heart and know that you can return to it using your imagination whenever you wish. As you live in this magic potion world more, you will start seeing your real world become more like the one you imagined.

Elemental Crafty Visions

Eagle Dream Catcher-

Create an eagle dream catcher. Imagine the strength, wisdom and power of the eagle as the dream catcher hangs above your bed. Think of protecting the environment and how you can move through your life with more awareness to your intricate part in the whole puzzle.

Dream Catcher- Use a wooden circle, twine, beads and feathers to create a dream catcher. Twist the twine around the circle and add the beads and feathers. Be creative. Write stories or poems about your dreams. Get a book about dreams and talk about their meanings.

Air Lesson Outline



Mosquito

Airy Intention and Breath

Intention-

To learn from mosquitos to see from all angles and be open to insight and a change in perspective. To get your needs met so you can survive. Follow your instincts and feed your soul with rich nourishment from others. Surround yourself with people you want to give and receive from.

Mosquito Breath-

Imagine that you are a mosquito and your wings are moving so fast (1,000 times per second) that you are making a long annoying buzzing sound with your breath. Try to make it irritating for your partner.

Sounding Backs- Sit back to back. Take a deep inhale and exhale with a long slow vowel sound. Feel the vibration of your partner. Make a sound and have your partner copy your sound. Take turns feeling the different vibrations from the different sounds.

Earthly Warm Up

Mosquito Warm Up-

Rub your hands together quickly like the rapid wing movement of mosquitos. Now imagine that you just created a mosquito friend and that it wants to play with you, not bite or bother you. Your hands hold the mosquito like a glass jar, but the mosquito **doesn't feel trapped. Play with your mosquito. Imagine loving the little creature and** know that the bites are its food source, an intention of survival not malicious.

Feel the Heat- Close your eyes and rub your hands quickly together. After a few moments, hold your hands as if you were holding an imaginary ball. Feel the energy created with your hands. Play with the ball by stretching it, tossing it and making it smaller. Try this game in pairs by standing facing your partner and when you stop rubbing your **hands, you place them slightly above your partner's palms. You can also sit down and have one student give the** other student an energy massage by rubbing your hands quickly together and placing your hands close but not touching your partner. Move from the top of the head down pausing at each point to just feel and then reenergize your hands and move down.

Earthly Facts and Connections

Mosquitoes are known for their itchy bites and spreading some of the world's worst diseases such as malaria, yellow fever, encephalitis, and dengue. Mosquitoes are in the fly category because they have two wings. Only female mosquitoes actually bite and use their mouth, which looks like an upside-down funnel with the narrow end pointing down, to pierce **their "victim" and suck blood or plant juice. Male** mosquitoes feed only on plant juices. Mosquitoes have two compound eyes and each one contains thousands of six-sided lenses that point in all different directions and move independently. Mosquitoes **can't focus their eyes like people, but use them to detect quick movements. Mosquito's wings beat about 1,000 times per second and create a buzzing sound, which we find annoying. The female's wings create a** higher-pitched tone than the male's, helping it attract potential mates. Most female mosquitoes lay their eggs (up to 200 at a time) in or near water. Most eggs hatch within three days. More than 3,000 species of mosquito exist worldwide, even in the Arctic. Mosquitoes use their long antennae to hear and **smell. Most mosquitoes grow to about a quarter inch (six millimeters). Mosquito means "little fly" in** Spanish.

Watery Salutation

Mosquito Salutation-

Create a mosquito salutation by having 5 students pick an interesting standing pose. Add a fun saying to **each movement such as, "Itchy bite, spreading germs. Funnel mouth, pierce and suck. Blood of victims, you will survive. Wings beat, 1,000 times a second. The buzz is annoying, we must share this space."**

Watery Flow

Mosquito Flow-

Tell **a story about a mosquito's life through poses and facts such as, "A baby egg is laid amongst 200 others and sits for 3 days. It's time to hatch and a baby mosquito emerges. The moist landscape feels warm and comforting. The mosquito's antenna**

emerges from the tight birth and its sense of smell and hearing comes to life. The world comes alive. An urge to eat becomes overwhelming and blood scents guide the way to a family picnic. Buzz, pierce and eat. The skin swells and itchiness takes over. The food fuels that quarter inch mosquito and is satisfied for the time being.

Fiery Game

Mosquito Game-

Play this game, but use a mosquito instead of a butterfly. Imagine that you are interested in understanding the mosquito and want to catch it and embody its essence and purpose on the planet. Feel that importance of desire and urge to get your needs met.

Catch the Butterfly- Pair up and use a leaf or feather. One student tosses the light object into the air and the partner tries to catch it gently like they might catch a butterfly.

Fiery Expression

Mosquito Expression-

Have the students move like a mosquito in a given space. As the music plays and the dance continues, have the students move into a smaller and smaller area representing the abundance of mosquitos in certain environments throughout the world.

Airy Rest

Mosquito Rest-

Imagine that the small marble is friendly mosquito. It is not going to sting you. It is just going to rest with you. With this mosquito resting on your forehead, you can see more clearly on what you need in life. Focus on your goals and buzz towards them.

Diamond Rest- Have students lie on their backs and close their eyes. Put a small marble (flat on one side) on their foreheads and tell them that it is a special diamond that lets them see the future. You can also be creative and tie the magic marble into the theme for the practice. Tell the students that the magic only works if it stays on their forehead and does not fall off.

Elemental Crafty Visions

Mosquito Haiku-

Create a beautiful poem about a mosquito. Draw a picture to embrace the poem.

Haiku Feelings- Create a beautiful Haiku, which is a poem format of 3 lines. The 3 lines consist of 5 syllables, 7 syllables, 5 syllables and is typically written about something in nature. Try creating a Haiku about the theme of the sequence, feeling, self-reflection or interests.

Air Lesson Outline



Clouds

Airy Intention and Breath

Intention-

To learn from clouds to go with the flow and allow ourselves to change. To be neutral in situations and reflect all that comes at us in a responsive mindful manner like the light the cloud reflect to become white. To absorb all the colors with the same disposition.

Cloud Breath-

Imagine that you are water vapor low to the ground and as you breathe, you create heat for the vapor to rise and as you rise, you feel a little cold so you cling to a warm dust particle and feel the love. You find many more particles and embrace all the love

of being together. As you breathe in and out, you become lighter and higher. Get so high that you become a Cirrus cloud 18,000 feet high in the sky.

Cloud Breath- Lay on your back and imagine resting on a cloud. Breathe in and out and imagine that the deeper you breathe, the lighter you feel and the higher you go with the cloud. Hold a cotton ball as you breathe and gently expand and pull the cotton to make it fluffier.

Earthly Warm Up

Cloud Warm Up-

Sit with one another like the linking of dust/water particles coming together to create a beautiful cloud. Gently move your hands as you massage like the soft drifting of the **cloud with the wind. Draw a cloud shape on your partner's back** and have them guess the object.

Group Love- Sit comfortably in front of each other like a train. Massage your friend in front of you. Start with their legs and move up their body. After the massage, bring your hands to your heart and let them fill up with the love. Gently place your hands on your partner wherever you feel drawn to and let the love pour in.

Earthly Facts and Connections

A cloud is a large collection of tiny droplets of water or ice crystals. The droplets are so small and light that they can float in the air. All air contains water, but near the ground it is usually in the form of an invisible gas called water vapor. When warm air rises, it expands and cools. Cool air can't hold as much water vapor as warm air, so some of the vapor condenses onto tiny pieces of dust that are floating in the air and forms a tiny droplet around each dust particle. When billions of these droplets come together they become a visible cloud. Clouds are white because they reflect the light of the sun. Light is made up of colors of the rainbow and when you add them all together you get white and they reflect all the colors the exact same amount so they look white. If the clouds get thick enough so all the light above does not make it through, the clouds look gray. Clouds move with the wind. High cirrus clouds sometimes travel more than 100 miles per hour. Thunderstorm clouds usually travel at 30 to 40 mph. The type of cloud depends on the amount of water vapor, temperatures, wind, and the interaction of other air masses. Fog is formed when winds bring warm, moist air that flows over much colder soil or snow. Cirrus (high, most common, white, help predict weather, indicated that weather will change in 24 hours) clouds form at 18,000 feet, Alto (middle, thin, sheet like, cover entire sky, come 12-24 hours before a rainbow) clouds form at 6,500 feet to 18,000 feet and Stratus (low, small, round puffs in long rows, ripples, can indicate hurricanes) clouds form at 6,500 feet. Cumulus (vertical) clouds and Special (fog) clouds are also types of clouds.

Watery Salutation

Cloud Salutation-

Have students partner up. Use a pose or create one for Cirrus (high), Alto (medium) and Stratus (low). Start with counting 1, 2, 3 back and forth. After the counting is smooth, replace 1 with a pose and continue counting 2 and 3. After this is smooth, replace 2 and then 3 with a pose until you are alternating poses and not numbers.

Watery Flow

Cloud Flow-

Have students each choose an air pose and bring it to you. Design an airy sequence and feel your heart opening up to the skies and new possibilities. Have the students follow. Think of how each pose can move and change shape with the breath like the clouds drift through the sky with the wind and transform.

Fiery Game

Cloud Game-

Play this game, but imagine walking through a fluffy cloud instead of the car wash. Think about how each hand and positive saying that touches you, clings to you and becomes part of you like water vapor and dust coming together to form clouds.

Love Car Wash- Split the class in half and have them face each other. Choose one student and blindfold them. Have them walk very slowly through the line while the other students gently massage the child and say soft positive things to the student as they walk through. Try kneeling and the student rolls slowly through the wash.

Fiery Expression

Cloud Expression-

Play fun music for the students. Have them imagine a cloud and become it. Have them drift through space without judging themselves or others. Just be. Move freely like you are just shifting with the wind currents. Have the students freeze every once in a while to feel stillness versus movement and how you really never stop drifting like the clouds.

Airy Rest

Cloud Rest-

Imagine that you are a cloud and that to show your true color. You show all your colors. Describe each color of the spectrum and then talk about how the colors come together to be one and the most beautiful color of all is formed, white.

Rainbow Rest- Imagine that you are walking down a beautiful path and you see a big clear rainbow. Stand underneath it and let its warm bright rays fill you with joy and you become the rainbow. Breathe in red, you are strong and safe. Breathe in orange, you are happy and playful. Breathe in yellow, you are proud and confident. Breathe in green, you are kind and generous. Breathe in blue, you are sincere and truthful. Breathe in indigo, you are wise and creative. Breathe in purple, you are a good friend.

Elemental Crafty Visions

Cloud Flags-

Paint on the flags with your abstract expression of clouds. Hang the flags after they are sewn together. Think of the clouds insight as the flags move with the wind.

Prayer Flags- Make flags out of thrift store hankies or paint small white square clothes. Sew together in a string and hang loosely for all to see.

Resources

Music

Create playlists that flow through your class. Use the different elemental music to compliment the lesson components.

Websites-

- www.pandora.com
- www.en-chant-ment.ca/chants.html.
- www.spiralrhythm.net
- www.soulrebels.com/beth/favchants.html
- www.putumayo.com
- www.cmnonline.org
- www.childrensmusic.org
- www.kididdles.com
- kidsmusictown.com
- freekidsmusic.com
- musicforkids.com

Elementary-

- Bingo Kids
- Terri Hendrix
- Karma Kids Yoga
- Kids Party Central
- Music for Yoga- Imaginazium
- Come Play Yoga- Karma Kids
- Kira Willey
- OhmLand
- Shakta Kaur Khalsa
- Christopher Kavi Carbone
- Raffi
- Mike Seeger
- Stacymusic
- Skip Haynes and Dana Walden
- Geof Johnson
- Ed Jordan and Alan Glass
- **Children's Song Factory**
- Tom Foote

- Joe Ross
- Penelope Torribio
- Sun, Sun, Shine- Sisters Choice
- Laurie Berkner
- The Ohmies
- Giggles and Wiggles
- Alvin and the Chipmunks
- Kids Bob
- Captain Bogg & Salty
- Countdown Kids
- David Polansky
- Dragon Tales
- Grassmasters
- Michael and Jello
- Raffi
- Shakta Kaur Khalsa
- Wiggleworms I Love You

Earthy Chants-

- Sacred Spirit
- Kiva
- Larisa Stow & Shakti Tribe Reaching In
- Project Mastana
- Veet Vichara & Premanjali Secret Sounds
- The Gyuto Monks Tantric Choir

Watery Ease-

- Daphne Tse
- Donna De Lory
- Elizabeth Mitchell
- Ah Nee Mah
- Al Gromer Khan
- Ali Farka Toure & Toumani Diabate
- Buika
- Cherish the Ladies
- Herman Dune
- Young & Rollins
- Jai Uttal

- Ottmar Liebert
- Prem Joshua
- Seabear
- Tulku
- Gary B.
- Steve Gold
- Maneesh De Moor
- Wah!

Watery Trends-

- Beth Orton
- Jack Johnson
- Ladysmith Black Mambazo
- Norah Jones
- Holly Brook
- Ziggy Marley
- Beatles
- U2
- Bobby McFerrin
- Tracy Chapman
- Bob Marley
- Janis Joplin
- Coldplay
- **Israel Kamakawiwo'ole**
- James Blunt
- Simon and Garfunkel
- War
- Jason Mraz
- Jimmy Cliff
- John Lennon
- Leonard Cohen
- Mamas and the Papas
- Tom Petty
- Sugar Beats
- Amos Lee
- Indigo Girls
- John Mayer
- KC & The Sunshine Band
- Life So Far

- Bob Dylan
- Suzanne Vega
- The Doors
- Damien Rice
- Dar Williams
- David Gray
- Eliza Gilkyson
- Elvis Presley
- Feist

Fiery Energy-

- David Starfire
- Putumayo
- Cheb I Sabbah
- Clap Your Hands Say Yeah
- Gypsy Kings
- Habib Koite
- Yo La Tengo
- Kunal Ganjawala
- Los Lobos
- Manu Chao
- Om Shanti Om
- Thievery Corporation
- Crazy Frog
- MC Yogi

Fiery Trends-

- Sly and the Family Stone
- Technotronic
- The B-52s
- Flo Rida
- Beach Boys
- The Black Eyed Peas
- General Larry Platt
- Gorillaz
- Abba
- Madonna
- Blondie
- MC Hammer

- Deee-Lite
- EMF
- Fatboy Slim
- Prince
- Ramones
- Nirvana
- Grease
- Kris Kross
- Sean Kingston
- Michael Jackson
- Kesha
- Hair
- I Like To Move It
- Kanye West & Jamie Foxx
- Lady GaGa
- Londonbeat
- Cali Swag District
- Soulja Boy Tell 'Em
- Taio Cruz

Airy Relaxation-

- Ahanu Music
- Yamato Ensemble
- Anoushka Shankar & Karsh Kale
- Yann Tiersen
- Benjy Wertheimer & Michael Mandrell
- Choying Drolma & Steve Tibbetts
- Craig Kohland
- Drala
- Lifescapes
- Medwyn Goodall
- Bhakta & Jalalo
- Omar Faruk Tekbilek
- Sheva
- Goddess Of The Amazon
- Skyedance
- Enya
- Atman
- Benjy Wertheimer & Steve Gorn

- Burke Mulvany
- Craig Kohland & Shaman's DreamBindu
- David Hykes & Djamchid Chemirani
- Dean Evenson & Li Xiangting
- Spiral Rhythm
- Deuter
- Desert Dwellers
- Gabrielle Roth
- Jean F. Cochois
- Kitaro
- Mark Isham
- Nadama & Shastro
- Sheila Chandra
- BA BA TI KI DI DO
- Steve Gorn
- Steve Ross
- Steven Halpern
- Vive
- Ahanu Music for Spa
- Deepak Chopra

Check out Shiva Rea's trance dance compositions for movement through all the elements.

Books

The cited books are ones that I currently own and use. The other book resources are ones that I would like to own and use to add to my library.

Kid Resources-

- Hanh, Thich Nhat. *A Pebble for Your Pocket: Mindful Stories for Children and Grown-ups*. Berkley, CA: Plum Blossom Books, 2001.
- Mandali, **Monique**. **Everyone's Mandala Coloring Book**. Guilford, CT: The Globe Pequot Press, 1978.
- Fincher, Susanne. *Coloring Mandalas: For Insight, Healing, and Self- Expression*. Boston, MA: Shambhala Publishing Inc., 2000.
- Garth, Maureen. *Starbright: Meditations for Children, Simple Visualizations to Help Children*. New York, NY: Harper Collins Books, 1991.
- Daiensai, Richard Kirsten. *Smile: 365 Happy Meditations*. Seattle, WA: MQ Publications Limited, 2004.
- Other Great Resources:
 - Sensational Meditation for Children by Sarah Wood Valley
 - Moonbeam: A Book of Meditations for Children by Maureen Garth
 - Relax Kids: The Wishing Star by Marneta Viegas
 - Remember the Light by Mary Pat Fisher
 - The Peace Book By Todd Parr
 - Encyclopedia of Animals and First Human Body Encyclopedia by DK Publishing
 - National Geographic Animal Encyclopedia by National Geographic Society

Story Time Resources-

- Silver, Gail. **Anh's Anger**. Illus. Kromer, Christiane. Berkeley, CA: Plum Blossom Books, 2009.
- Lite, Lori. *Angry Octopus: A Relations Story*. Illus. Max Stasuyk. Lori Lite, 2008.
- MacLean, Kerry Lee. *Peaceful Piggy Meditation*. Chicago, IL: Albert Whitman & Company, 2004.
- MacLean, Kerry Lee. *Peaceful Piggy Yoga*. Chicago, IL: Albert Whitman & Company, 2008.
- Curtis, Chara M. *All I See Is Part of Me*. Illus. Cynthia Aldrich. Bellevue, WA: Illumination Arts Publishing Co., Inc., 2007.
- Bowen, Connie. *I Believe in Me: A Book of Affirmations*. Unity Village, MO: Unity House, 2007.
- Lite, Lori. *Affirmation Weaver: A Believe in Yourself Story*. Max Stasuyk. Lori Lite, 2008.

- Hill, Franklin. *Wings of Change*. Bellevue, WA: Illumination Arts Publishing Company Inc., 2008.
- Other Great Resources:
 - **Babar's Yoga for Elephants by Laurent de Brunhoff**
 - Dogi the Yogi by Maria Notarile Scrivan
 - Yoga for Bears by Rosamond Richardson and James Ward
 - The Way I Feel by Janan Cain
 - The Giving Tree and The Missing Piece by Shel Silverstein
 - From Head to Toe by Eric Carle
 - Anything by Guido Van Genechten
 - What Makes a Rainbow by Betty Ann Schwartz
 - Mother Earth by Nancy Luenn
 - Am I Really Different by Evelien Van Dort
 - The Way to Start a Day and The Other Way to Listen by Byrd Baylor and Peter Parnall
 - When the Sun Rose and All the Way to Lhasa by Barbara Helen Berger
 - Tibetan Tales for Little Buddhas by Naomi C. Rose
 - The Three Questions, Zen Shorts, Zen Ties and Stone Soup by Jon Muth
 - Old Turtle by Douglas Wood
 - The Enchanted Tree by Donna Heller
 - Because of You by B.G. Henessey
 - The Story of the Root Children and Mother Earth and Her Children by Sibylle Von Olfers
 - Buddha Stories by Demi
 - Mountains, Meadows, and Moonbeams by Mary Summer Rain

Teacher Resources-

- Bersma, Danielle & Visscher, Marjoke. *Yoga Game for Children: Fun and Fitness*. Alameda, CA: Hunter House Inc., Publishers, 2003.
- Solis, Sydney. *Storytime Yoga: Teaching Yoga to Children through Story*. The Mythic Yoga Studio: Sydney Solis, 1996.
- Eley, Christi Eley. *Angel Bear Yoga: Where your Heart Lights the Way!*. Winston-Salem, NC: Angel Bear Yoga, LLC, 2006.
- Yaffe, Gopala Amir & Fialkova, Katya. *Rainbow Kids Yoga: Yoga for Kids and Families 3-Day Intensive Teacher Training Course. The Gigantic Toolbox*. Rainbow Kids Yoga, LLC.
- Klish, Leah & Spahn, Diane. *Yoga Kit for Kids*. Los Angeles, CA: Imaginazium LLC. 11th Printing, 2010.
- Conan, Prema Josette & The Children of Yogaville. *Hatha Yoga for Kids by Kids!*.

Buckingham, VA: Integral Yoga Publications.

- Lee, Cindy. *OM Yoga: A Guide to Daily Practice*. San Francisco, CA: Chronicle Books, 2002.
- Sumar, Sonia. *Yoga for the Special Child: A Therapeutic Approach for Infants and Children with Down Syndrome, Cerebral Palsy, Learning Disabilities*. Evanston, IL: Special Yoga Publications, 1998.
- Calhoun, Yael & Calhoun, Matthew. *Create a Yoga Practice for Kids: Fun, Flexibility, and Focus*. Santa Fe, NM: Sunstone Press, 2006.
- Chapman, Jessie. *Yoga for Partners: Over 75 Postures to Do Together*. Berkeley, CA, 2003.
- Other Great Resources:
 - Playful Family Yoga by Teressa Asencia
 - Fly Like a Butterfly by Shakta Kaur Khalsa
 - **A Child's Garden of Yoga by Baba Hari Dass**
 - Yoga for Children by Mary Stewart and Kathy Phillips
 - Like A Fish In Water by Isabelle Koch
 - **I Can't Believe It's Yoga for Kids by Lisa Trivell and Perter Field Peck**
 - **Children's Book of Yoga Games and Exercises by Thia Luby**
 - Yoga for Children with Autism Spectrum Disorder by Dion E. Betts and Stacey W Betts
 - Yoga for Kids by Liz Lark
 - A Yoga Parade of Animals by Pauline Mainlnad
 - Yoga Fitness for Kids Ages 7-12 by Kalish
 - Partner Yoga by Cain Carroll
 - The Joy of Partner Yoga by Mishabae Edmond and John Running
 - Double Yoga by Ganga White
 - 101 Movement Games for Children
 - Yoga for Teens, **Children's Book of Yoga: Games and Exercises Mimic Plants & Animals & Objects** by Thia Luby
 - Great Big Book of Children's Games: Over 450 Indoor & Outdoor Games for Kids (Ages 3-12) by Debra Wise
 - The Kids Campfire Book: Official Book of Campfire Fun (Family Fun) by Ann Love and Jane Drake
 - 101 Games and Activities for **Children With Autism, Asperger's and Sensory Processing Disorders** by Tara Delaney
 - Anna Banana: 101 Jump Rope Rhymes by Joanna Cole
 - Miss Mary Mack and Other Children's Street Rhymes by Stephanie Calmenson

Yoga and Inspirational Resources-

- Mitra, Dharma. *Asanas: 608 Yoga Poses*. Novato, CA: New World Library, 2003.
- Rippentrop, Betsy & Adamson, Eve. *Chakras*. New York, NY: Penguin Group, Amaranth IlluminAre, 2009.
- Miller, Olivia H. *Essential Yoga: An Illustrated Guide to Over 100 Yoga Poses and Meditations*. San Francisco, CA: Chronicle Books, LLC, Ohm Works, 2003.
- Andrews, Ted. *Animal Speak: The Spiritual & Magical Powers of Creatures Great & Small*. Woodbury, MN: Llewellyn Publications, 1993.
- Calais-Germain, Blandine & Lamotte, Andree. *Anatomy of Movement Exercises, Revised Edition*. Seattle, WA: Eastland Press, 2008.
- Alcamo, Edward Ph.D. *Anatomy Coloring Workbook*. New York, NY, Princeton Review Publishing, LLC, 2003.
- Iyengar, B.K.S. *Light on Yoga: The Bible of Modern Yoga- Its Philosophy and Practice*. New York, NY: Schocken Books, 1996.
- Kirk, Martin; Boon, Brooke; DiTuro, Daniel. *Hatha Yoga Illustrated: For Greater Strength, Flexibility and Focus*. Illus. Daniel DiTuro. Champaign, IL: Human Kinetics, 2006.
- Desikachar, T.K.V. *The Heart of Yoga: Developing a Personal Practice*. Rochester, VT: Inner Traditions International, 1995.
- McCall, Timothy, M.D. *Yoga as Medicine: The Yogic Prescription for health and healing*. New York, NY: Bantam Books, 2007.
- Paramahansa, Sadguru Sri Mahayogi. *The Universal Gospel of Yoga: The Teachings of Sadguru Sri Mahayogi Paramahansa*. New York, NY: Mahayogi Yoga Mission, 2003.
- Satchidananda, Sri Swami. *The Yoga Sutras of Patanjali*. Yogaville, VI: Integral Yoga Publications, 1978.

Videos-

Fun for children:

- Kids Yoga by Marsha Wenigh
- **Children's Yoga ABC**
- Yoga Kids Silly to Calm
- Family Yoga by Rodney Yee
- Yogamazing by Chaz
- Yoga Divas
- Kids Musical Yoga
- Animal Yoga for Kids
- I Can Do Yoga by Rana Kirkland
- Yoga by the Dozen by JoAnna R
- The Lazy Lizards Yoga for Kids
- Yoga 4 Teens by Christy Brock
- Shanti the Yogi- Mountain Adventure by Snatam Kaur
- Yoga in Motion by Shakta Kaur Khalsa

Fun for adults:

- Shiva Rea Power Flow Yoga
- Shiva Rea Fluid Power Vinyasa Flow Yoga
- Yoga Shakti with Shiva Rea
- Shiva Rea Daily Energy Vinyasa Flow Yoga
- Shiva Rea AM Energy

Cards and Game Resources-

- Baptiste, Baron. *Yoga Planet: 50 Fun Activities for a Greener World*. Cambridge, MA: Barefoot Books, 2008.
- Buckley, Annie. *The Kids' Yoga Deck*. San Francisco, CA: Chronicle Books, LLC, 2003.
- Baptiste, Baron. *Yoga Pretzels: 50 Fun Activities for Kids and Grownups*. Cambridge, MA: Barefoot Books, 2005
- Eley, Christi. *Angel Bear Yoga: A Pose a Day Play Deck*. 2007. (Aries Cheung)
- Durand, Jennifer. *The Yoga Garden Game*. San Francisco, CA: Yoga Kids, 1991.
- Other Great Resources:
 - Yoga Fit for Kids
 - Yoga-Yingo Nature Set
 - The Yoga Deck: 50 Poses & Meditations for Body, Mind, & Spirit by Olivia Miller

- Yoga: The Poetry of the Body: A 50-Card Practice Deck by Rodney Yee
- Yoga to the Rescue: Remedies for Real Girls (61 Card Deck)
- Yoga For Teens Card Deck by Mary Kaye Chryssicas
- My Yoga 2 Go Practice Deck by My Yoga 2 Go
- My Yoga 2 Go Practice System by Beth Siegel
- Learn With Yoga ABC Yoga Cards for Kids (Yoga Cards) by Christine Ristuccia
- Children Yoga: Complete Guide: The Most Complete Methodology to Teaching Yoga to Children of All Ages by Alessandrina Lerner
- Yoga Stick Figure Asana Learning Deck & Yoga Asana Vocabulary Deck by Mikelle Terson

Daily Intention and Animal Totem Cards

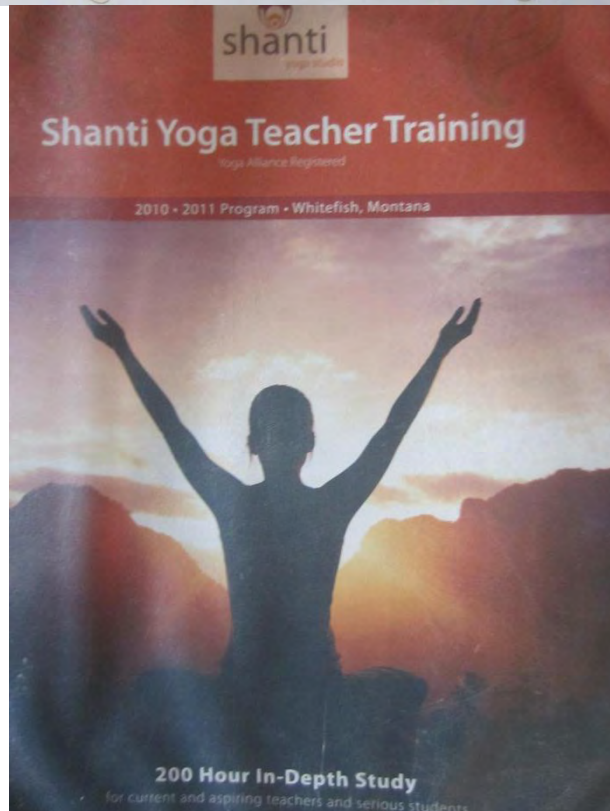
- Mudras for Body, Mind and Spirit: The Handy Course in Yoga [With 68 Cards for Practice] by Gertrud Hirschi
- The Chakra Deck: 50 Cards for Promoting Spiritual and Physical Health (Relax and Rejuvenate) by Olivia H. Miller and Nicole Kaufman
- The Power of Intention Cards by Dr. Wayne W. Dyer
- A 31-Day Positive Affirmations for Kids and Teens by Michael G. Rayel
- Power Thought Cards, Wisdom Deck, Everyday Positive Thinking & Thoughts for Teens Cards by Louise Hay
- Messages from Your Animal Spirit Guides Oracle Cards: A 44-Card Deck and Guidebook! by Dr. Steven D. Farmer
- Medicine Cards: The Discovery of Power Through the Ways of Animals by Jamie Sams and David Carson
- Power Animal Oracle Cards: Practical and Powerful Guidance from Animal Spirit Guides & Messages from Your Animal Spirit Guides Oracle Cards: A 44-Card Deck and Guidebook! by Dr. Steven D. Farmer
- CHILDREN'S SPIRIT ANIMAL CARDS (24 cards & guidebook) by Steven Farmer
- Pathfinders, The Animal Totem Deck by Various Artists

Sites Used For Lesson Outlines and Curriculum-

- <http://www.brainyquote.com/quotes/keywords/non-fiction.html>
- http://kidshealth.org/parent/growth/learning/school_age_games.html#
- <http://www.allfreecrafts.com/christmas/paint.shtml>
- <http://www.skiptomylou.org/2007/02/16/making-bread-in-a-bag/>
- <http://familyfun.go.com/recipes/homemade-ice-cream-in-a-bag-684806/>
- <http://www.seedbeadsmarts.com/memory-wire-bracelet.html>

- <http://www.kids-party-paradise.com/how-to-make-paper-mache.html>
- <http://bubbleblowers.com/homemade.html>
- <http://crafts.kaboose.com/ocean-in-a-bottle.html>
- <http://fun.familyeducation.com/crafts>
- <http://www.snowflakes.info/>
- <http://www.saltwater-kids.com/2010/12/thrifty-gifts-bird-seed-ornaments-for.html>
- <http://www.marthastewart.com/266261/felt-balls>
- <http://www.howtomakesoap.tv/>
- http://www.ehow.com/how_12076211_make-window-prism.html
- <http://kids.nationalgeographic.com/kids/activities/funscience/be-dazzled/>
- <http://familyfun.go.com/crafts/worry-dolls-665252/>
- <http://www.stevespanglerscience.com/experiment/glue-borax-gak>
- <http://www.pioneerthinking.com/crafts/crafts-basics/makingpaper.html>
- <http://www.10paperairplanes.com/>
- <http://www.wordlibs.com/create/>
- <http://www.enchantedlearning.com/crafts/origami/fortuneteller/>
- <http://www.yumsugar.com/Easy-Homemade-Marshmallow-Recipe-7135379>
- <http://www.sweetlyserendipity.com/breakfast/homemade-granola-bars>
- http://www.mycraftbook.com/Make_Candles_Using_Wax_Crystals.asp
- <http://www.passionatehomemaking.com/2010/11/homemade-natural-chapstick.html>
- <http://www.bcadventure.com/adventure/wilderness/forest/westlarch.htm>
- <http://www.greatfallstribune.com/assets/pdf/G190846116.PDF>
- <http://fact-sheets.com/plants/2006/05/evergreen-huckleberry.html>
- <http://www.earthwormfacts.net/>
- <http://animals.nationalgeographic.com/animals/mammals/grizzly-bear/>
- <http://www.worsleyschool.net/science/files/leeches/leeches.html>
- <http://www.boldsky.com/insync/pulse/2008/myths-facts-rainbow-070708.html>
- http://www.ehow.com/about_6647952_information-lily-pads.html
- http://www.3dglasses.net/facts_about_rainbows.htm
- http://www.eytonsearth.org/balneology-balneotherapy.php#hot_spring
- http://www.angelfire.com/ct2/lightning/interesting_facts.htm
- <http://coolfacts.in/wp-content/uploads/2010/10/lightning.jpg>
- http://facts.randomhistory.com/2009/07/06_sun.html
- <http://environment.nationalgeographic.com/environment/natural-disasters/wildfires/>
- <http://inhabitat.com/fighting-forest-fires-tree-power/>
- <http://www.weatherwizkids.com/weather-clouds.htm>
- <http://kids.nationalgeographic.com/kids/animals/creaturefeature/baldeagle/>
- <http://kids.nationalgeographic.com/kids/animals/creaturefeature/mosquitoes/>
- <http://www.worldofhummingbirds.com/facts.php>
- <http://www.swamij.com/108.htm>

APPENDIX B

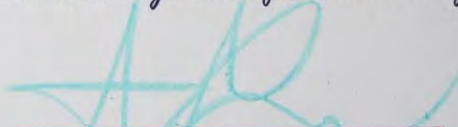




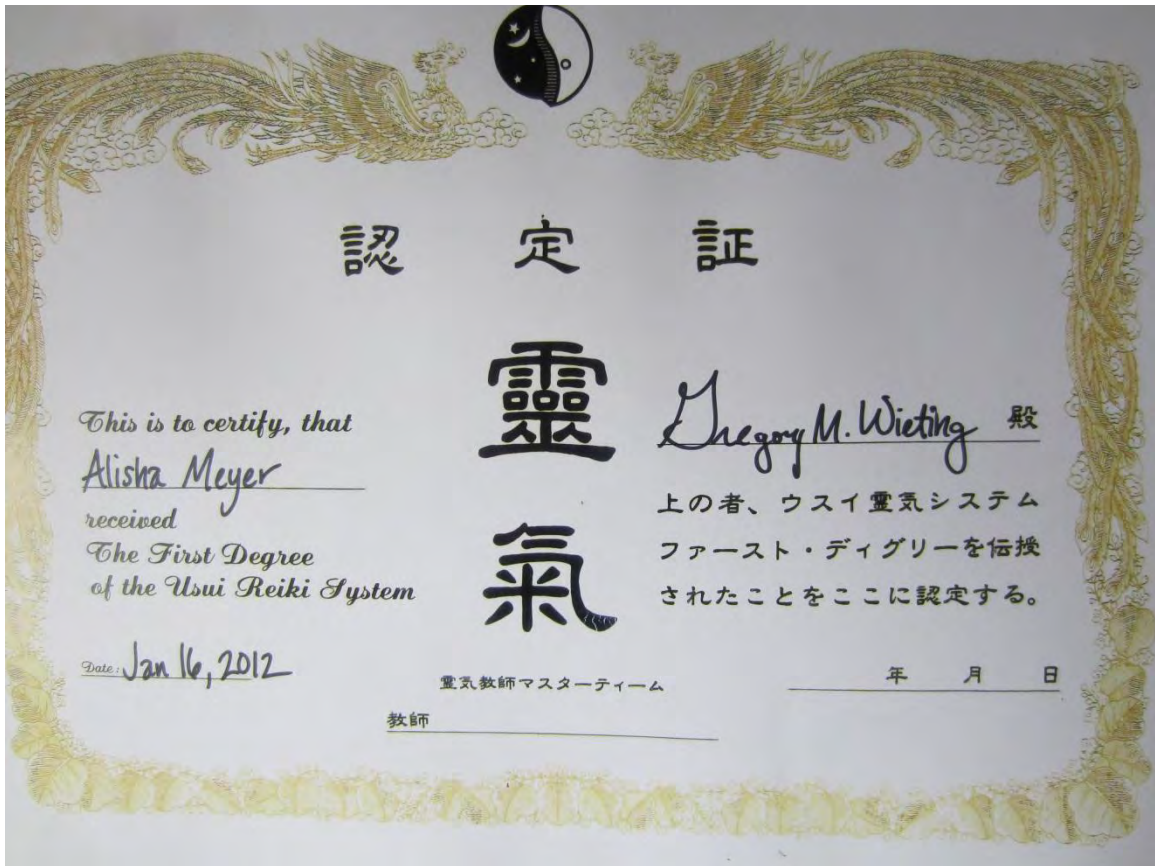
This Document certifies that **ALISHA MEYER**

has successfully completed the **RAINBOW KIDS YOGA**
Yoga for Kids and Families Teacher Training Course

At Dancing Shiva, Los Angeles, California on February 27, 2011



Amanda McFadyen, Teacher Trainer



Integrated Training

Reiki 1 & 2 Materials

"Remain in wonder if you want the
mysteries to open up for you" OSHO

Greg Wieting CBP, RMT
Certified BodyTalk Practitioner
Reiki Master Teacher & Practitioner

gregorywieting@gmail.com
406 471 7029

Rooted Kids Yoga

Four week session offered on Thursdays
Starting Thurs., Oct 27

Kids Ages 4-7:
Thursdays 4:30pm-5:15pm
Mind Body Studio

Kids Ages 8-12:
Thursdays 5:45pm-6:30pm
Aerobics Studio

Learn the basics of Yoga at an early age under the tutelage of instructor and mother **Alisha Meyer**. The practice includes engaging games and teaches fundamental skills to reduce anxiety in a playful manner. Yoga fosters respect, coordination, and self-confidence while nourishing the mind, body and spirit.

THE WAVE
Aquatic & Fitness Center

Cost: Member preferred Price \$39
Maximum 15 kids per age group

862-2444 • www.whitefishwave.com

WINTER 2012 GROUP FITNESS

Schedule Effective: January

THE WAVE

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6:00	P.A.C.E. - Lynn	Cycling - Brooke		Cycling - Savannah PE 301 - Tracey (Gym)			
7:00	Yoga I - Helen	Pilates - Corinne	Yoga I - Angela	Yoga I - Shawna	Yoga I - Helen	Cycling - Savannah (7:30)	
9:00	Cycling - Savannah Yoga I - Kelly Dance Montana - Julie	Cycling - Lynn BalleCore - Katie P.A.C.E. - Michaelann	Step & Tone (75 min.) - Bobbie Cycling - Miriam Pilates - Corinne	Cycling - Lynn Yoga Flow - Lashaun 20-20-20 - Bobbie	Step Intervals - Bobbie Cycling - Miriam Yoga I - Tara	Pump It Up Lynn Cycling - Miriam Yoga Flow - Helen	
9:30		Gentle Yoga - Kelly M					Cycling
10:15	The Body Forge Erin	Fit for Life - Holly		Fit for Life - Holly Pilates - Christine	BalleCore - Katie	Pilates - Kelly M	
10:30			Gentle/Level I Yoga Cyndy		Gentle/Level I Yoga Claudette	Zumba - Kelly	
11:30	Top Guns - Michaelann	Butts & Guts - Holly	Top Guns - Michaelann	Butts & Guts - Holly			
12-1	(12:10) Cycling - Michaelann	Dance Montana Julie	(12:10) Cycling - Michaelann	Hip Hop Hustle - Mireille	Tai Chi - David (12:10) Cycling - Helen		
1:00	SilverSneakers® - Staff	Tai Chi - David	Tai Chi - David				
2:00		*Senior Circuit - Rachel		*Senior Circuit - Rachel			
4:30		P.A.C.E. Michaelann	Kids Yoga - (45 minutes) Alisha	Pump it Up! Lynn			The End (2 hours) or Savan
5:00				Cycling - Gabrielle			
5:30	Yoga I - Shawna Cycling - Miriam	Yoga I - Gerda	Pilates - Corinne Anything Goes Cardio - Erin	Yoga II - Claudette			
6:00	Dance II 1 - rotational dance series	ZUMBA - Jaclyn	Cycling - Geoff				

Schedule updates are available on our Web Site:
www.whitefishwave.com

* All participants must have completed a Health History Screening with a Trainer prior to participation in this class.

862-2444 - WAVE HOUSE

join us for yoga

october 3, 2011 to
january 31, 2012



shanti
yoga studio

day / time*	instructor	class
monday		
9 -10:30 am	jodi	yoga blend ~ all levels
6 -7:30 pm	cyndy / ingrid	yoga blend ~ all levels
tuesday		
8:45 - 9:45 am	jodi	semi-private class <i>(schedule in advance)</i>
10 -11:30 am	claudia	gentle yoga ~ all levels
6 -7:30 pm	jodi	yoga blend ~ all levels
wednesday		
9 -10:30 am	jodi	yoga blend ~ all levels
6 -7:30 pm	ingrid	yoga blend ~ level 2
thursday		
9 -10 am	jodi	semi-private class <i>(schedule in advance)</i>
6 -7:30 pm	cyndy	yoga blend ~ all levels
friday		
9 -10:30 am	jodi	gentle yoga ~ all levels
6 - 7 pm**	cyndy	\$5 friday ~ thank you whitefish! **1st friday of ea. month
saturday		
9:30-11 am	jodi, claudia, cyndy, ingrid	yoga flow ~ level 2 <i>(begins 10/15)</i>
sundays — restorative yoga and other specialty workshops TBA		
10-11 am	lish	rooted kids yoga ~ 6 week series (ages 4-9, 10/16-11/20)

* Private & semi-private classes can be scheduled with Jodi any day of the week. →



Rooted

KIDS YOGA AT SHANTI

Ages 5-10

MONDAYS STARTING FEBRUARY 6TH - MARCH 5TH

(NO CLASS ON FEBRUARY 20TH)

4:30 PM - 5:15 PM

PRE-REGISTRY IS REQUIRED

PLEASE CALL LISH AT 890-3681 TO REGISTER

CLASS WILL BE HELD WITH A MINIMUM OF 5 REGISTERED STUDENTS



Rooted Kids Yoga

A Specialty Class for children ages 10-13

December 9th, 2011 from 4-5pm

Rooted kids yoga is a thematic, energetic practice to help children find peace within so they can move gracefully into the world around them. The practice includes engaging games and teaches fundamental skills to reduce anxiety in a playful manner. Yoga fosters respect, coordination, and self-confidence while nourishing the mind, body and spirit.



Dates: December 9th

Time: 4-5 pm

Location: **The Sawbuck Do Jang**

224 Spokane Avenue, Whitefish

Fee: \$5

Instructor: Alisha Meyer (890-3681)

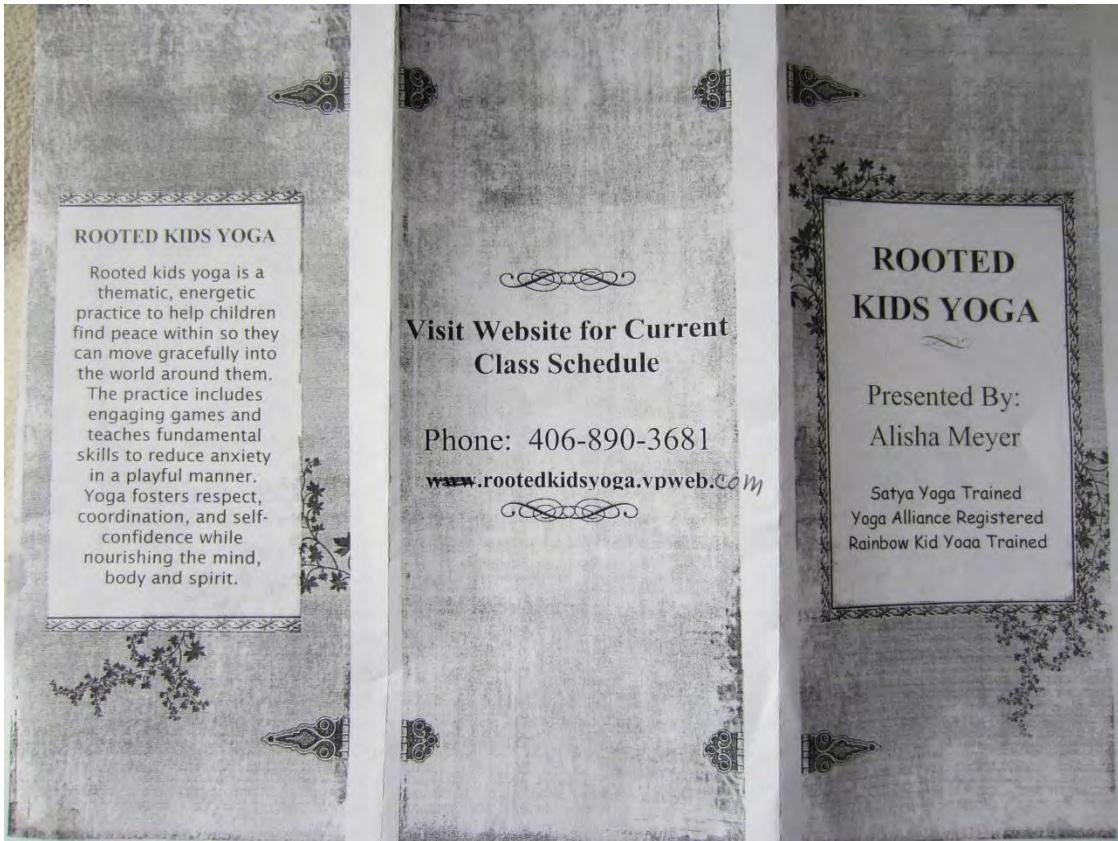
200 hour Satya Yoga Training led by Jodi Petlin and Julie Munro

Yoga Alliance Registered

Rainbow Kid Yoga Certified

Important Information:

Please arrive a few minutes early to complete a short registration form. Also, please bring a mat. I will provide a few, but they are limited.



ROOTED KIDS YOGA

Rooted kids yoga is a thematic, energetic practice to help children find peace within so they can move gracefully into the world around them.

The practice includes engaging games and teaches fundamental skills to reduce anxiety in a playful manner. Yoga fosters respect, coordination, and self-confidence while nourishing the mind, body and spirit.

Visit Website for Current Class Schedule

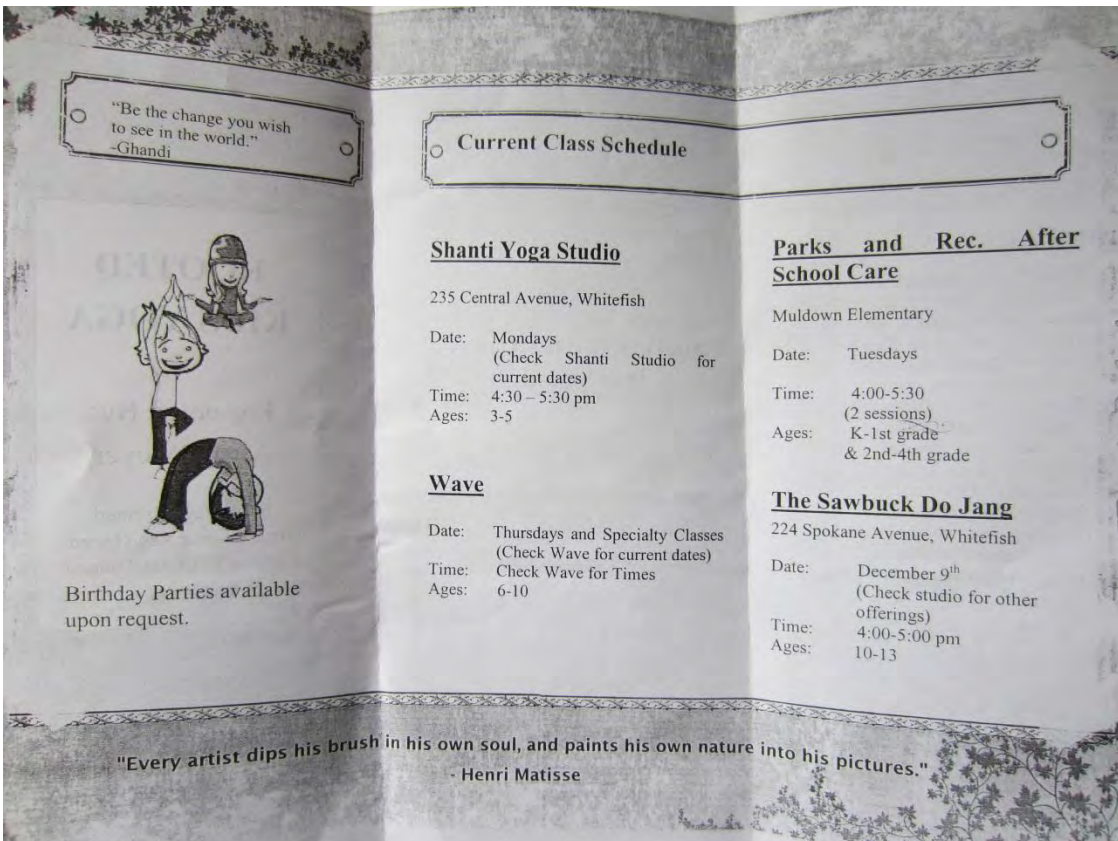
Phone: 406-890-3681

www.rootedkidsyoga.vpweb.com

ROOTED KIDS YOGA

Presented By:
Alisha Meyer

Satya Yoga Trained
Yuga Alliance Registered
Rainbow Kid Yoga Trained



"Be the change you wish to see in the world."
-Ghandi



Birthday Parties available upon request.

Current Class Schedule

Shanti Yoga Studio

235 Central Avenue, Whitefish

Date: Mondays
(Check Shanti Studio for current dates)
Time: 4:30 - 5:30 pm
Ages: 3-5

Wave

Date: Thursdays and Specialty Classes
(Check Wave for current dates)
Time: Check Wave for Times
Ages: 6-10

Parks and Rec. After School Care

Muldown Elementary

Date: Tuesdays
Time: 4:00-5:30
(2 sessions)
Ages: K-1st grade
& 2nd-4th grade

The Sawbuck Do Jang

224 Spokane Avenue, Whitefish

Date: December 9th
(Check studio for other offerings)
Time: 4:00-5:00 pm
Ages: 10-13

"Every artist dips his brush in his own soul, and paints his own nature into his pictures."
-Henri Matisse

APPENDIX D





Soledad

Yoga is the
best thing ever!



yoga means to me that
it is a time to
relax.



plank pose

Striffin

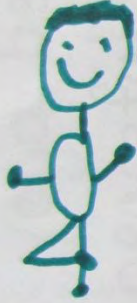
Grade 3

I like yoga because
it is peaceful From
Emily !



Mountain Pose

I think that yoga is
very fun and coming.



To Mrs.



Myer

Grade 3

by: Dylan

meddie



My favorite pose is palm tree.

Grade K

APPENDIX E

SECRETARY OF STATE
STATE OF MONTANA
LINDA McCULLOCH



Montana State Capitol
PO Box 202801
Helena, MT 59620-2801
(406)444-3665
<http://www.sos.mt.gov>

ALISHA MEYER
2145 HWY 93 W
WHITEFISH MT 59937

CORRECTED LETTER

RE: ROOTED KIDS YOGA
ABN REGISTRATION
Filing Date: July 25, 2011
Filing Number: A13965(08) - 0193085

July 27, 2011

Dear Ms Meyer:

I've approved the filing of the documents for the above named entity. The document number and filing date have been recorded on the original document. This letter serves as your certificate of filing and should be maintained in your files for future reference.

This filing will expire five years from the filing date listed above.

Thank you for giving this office the opportunity to serve you. If you have any questions in this regard, or need additional assistance, please do not hesitate to contact the Business Services Bureau professionals at (406) 444-3665.

Sincerely,

Handwritten signature of Linda McCulloch in cursive.

Linda McCulloch
Secretary of State

To increase productivity in processing your documents we ask that you please not affix your payments to your submitted documents.

APPENDIX F

What can we learn from the Bat?

Symbol of Transition and Rebirth

Social Skills-

Changes/ Facing Fear

Materials-

Classroom set of yoga mats, beanie babies, glass marbles, background nature sounds music, bat pictures, 2 blindfolds, black construction paper, craft materials, glue, scissors

Gathering Activity-

Have the students create a bat out of black construction paper and various craft materials (wiggly eyes, sequins, string). The wings are the student's handprints, the body is a teardrop shape and the head is a circle with two triangle ears. Have the students paste all the parts together and be creative. Have a model for the students to follow a basic guideline. For younger students, have the shapes drawn on the paper with white crayon for them to cut out.

Intention- To notice that change is good and without change, we get stuck and don't grow.

Did you know that bats...

- Most bat moms give birth to only a single pup each year, making them very vulnerable to extinction.
- Bats are the slowest reproducing mammals on earth for their size.
- The world's smallest mammal is the bumblebee bat of Thailand which weighs about as much as a dime and is critically endangered due to habitat loss.

Breathing Activity-

Bat Breath- Instruct students to place beanie baby on crown of head and sit up tall. Root down through sit bones and animal stretches toward the ceiling. Take in a deep inhale and exhale with a hum through the mouth making a buzzing sound as slow as possible. Lips should feel a tickling sensation. Repeat a few times.

Bat Salutation-

Did you know that bats...

- Are one of the world's longest-lived mammals for its size.
- Can live up to 40 years.

Shake your body however you wish and sing, "Bat salutation, dance for the bat, bat salutation dance for the bat, I can do it, you can do it, we can do a bat salutation".

Repeat the above dance and poem 3 times.

Game-

Share facts with students and then play the game.

Did you know that bats...

- Can eat up to 1000 mosquitoes in a single hour

Bat Marco Polo

To play, pick one player to be the "bat" and another player to be the "mosquito".

The rest of the players are "trees" and have them stand in tree pose. They form a circle and have to stand still. The bat and mosquito are both blindfolded. They can move around during the game, but can't go out of the circle. The object of the game is for the bat to use sound to catch its prey, the mosquito. When the bat calls out "echo," the mosquito answers "prey." All other players answer "tree." Once the bat tags the mosquito, the mosquito becomes the bat and a new mosquito is picked.

Poses-

Read and discuss facts before each posture.

Nocturnal Pose-

Did you know that bats...

- Bats are very clean animals and groom themselves almost constantly (when not eating or sleeping) to keep their fur soft and clean, like tiny cats.

(Arrow Pose)- To model cleanliness. Have students pretend like they are cleaning themselves through pose.

1. Stand on knees.
2. Extend left leg to left and place right hand under right shoulder while stretching left arm up.
3. Press down through hand and foot and slide right foot under left.
4. Bend left knee.

Flying Mammal Pose-

Did you know that bats...

- There are over 1200 known species of bats, just about 25% of all mammal species.
- Most of these bats are small enough to fit in the palm of your hand.

(Airplane Pose)- To model bats flying.

1. Stand with feet parallel under hips.
2. Breathe, focus and stretch one leg back.

3. Tip forward until parallel to floor.
4. Spread arms like wings and fly like a bat.

Hanging Upside Down Pose-

Did you know that bats...

- Vampire bats adopt orphans, and are one of the few mammals known to risk their own lives to share food with less fortunate roost-mates.
- An anticoagulant derived from vampire bat saliva is now used to treat human heart patients and stroke victims.
- All mammals can contract rabies; however, even the less than half of 1% of bats that do, normally bite only in self-defense and pose little threat to people who do not handle them.
- Nearly 40% of American bat species are in severe decline or already listed as endangered or threatened. Losses are occurring at alarming rates worldwide.

(Standing Separate Leg Stretching)- To model bats hanging upside down.

1. Stand in mountain pose.
2. Raise arms like a "T".
3. Step feet parallel to each other with ankles under wrists.
4. Place hands on hips and bend to a flat back halfway.
5. Reach for the outer edges of the feet and bring crown of head toward the ground.

Bat Pose-

- A single colony of 150 big brown bats can protect local farmers from up to 33 million or more rootworms each summer.
- A nursing little brown bat mother can eat more than her body weight nightly (up to 4,500 insects).

(Crow Pose)- To model wrapping wings around self and protecting oneself and others.

1. Squat with knees bent and toes pointing outward, elbows pressing against knees and hands in prayer.
2. Lift bottom up parallel to floor and reach hands through legs and firmly place hands behind feet with fingers pointing toward heels.

3. Slide legs further up onto shoulders and slowly practice balancing by bringing feet together and crossing. Hands press firmly into the ground.

Interpretive Activity-

Play bat pose game by calling out one body part, which must be touching the ground such as left elbow, right knee or belly and nose. Let students be the leaders.

Rest-

Did you know that bats...

- Can reduce their heart rate to 20 beats per minute and can stop breathing altogether for 48 minutes at a time while hibernating. They may hibernate for more than seven months if left undisturbed, but can starve if they are awakened too many times during the winter, which causes them to run out of energy reserves before spring.

Instruct students to lie down on their backs or roll up in their mats. Walk around and place beanie babies on their eyes and a glass marble on their foreheads. Sweep them with a peacock feather. Discuss what you can learn from bats and what it must be like to be a bat. Allow students to rest for about 5-10 minutes before they gently wiggle fingers and toes and awaken to carry what they learned from within to the outer world.

What can we learn from bats?

- To face your greatest fears and let go of things, let them die, if they no longer serve you.
- Let go of the old and create the new.
- Let go of the past and think of the infinite possibilities of the future.
- Changes and transformations are a blessing.
- The world is a mirror, as we change, our outer world changes.
- Take responsibility for your life.
- Rebirth can only happen with death so follow the flow within instead of blocking it with fears.
- We will be able to fly as a result of change and with a new perspective.

Heart Affirmation-

Have students put hands to heart and repeat after you, "I allow change in my life without resisting the natural flow of life. I will understand that change is good and will allow those opportunities into my heart."

Across the Curriculum Activities-

Have the students research bat conservation and how to help. Have the students work in teams to build a bat house. Bat conservation websites might be helpful. Check out www.batconservation.org. Students may want to put their houses at their homes and record activity with a night vision camera.

Literature-

- America's Neighborhood Bats: Understanding and Learning to Live in Harmony with Them by Merlin D. Tuttle
- Bats of the World by Gary L. Graham Ph.D. and Fiona A. Reid
- Understanding Bats by Kim Williams
- Stellaluna by Janell Cannon

Quick Reference Sheet

What Can We Learn From The Bat? Symbol of Transition/Change

Intention- To notice that change is good and without change, we get stuck and don't grow.

Bat Breath- The world's smallest mammal is the bumblebee bat of Thailand which weighs about as much as a dime and is critically endangered due to habitat loss. Practice bumblebee breath.

Bat Salutation- Bats can live up to 40 years. Practice salutation 3 times.

Game- Bats can eat up to 1000 mosquitoes in a single hour. Play "Bat Marco Polo" where all students stand in tree pose in a circle. Blindfold 2 students (a bat and mosquito). They go in the middle and can move around the circle. The bat says "echo", the mosquito answers "prey" and the others say "tree".

Nocturnal Pose (Arrow Pose)- Bats are very clean animals and groom themselves almost constantly. Stand on knees, extend left leg to left and place right hand under right shoulder while stretching left arm up, press down through hand and foot and slide right foot under left, bend left knee.

Flying Mammal Pose (Airplane Pose)- There are over 1200 known species of bats, just about 25% of all mammal species. Most of these bats are small enough to fit in the palm of your hand. Stand with feet parallel under hips, breathe, focus and stretch one leg back, tip forward until parallel to floor, spread arms like wings and fly like a bat.

Hanging Upside Down Pose (Standing Separate Leg Stretching)- Nearly 40% of American bat species are in severe decline or already listed as endangered or threatened. Losses are occurring at alarming rates worldwide. Stand in mountain pose, raise arms like a "T", step feet parallel to each other with ankles under wrists,

place hands on hips and bend to a flat back halfway, reach for the outer edges of the feet and bring crown of head toward the ground.

Bat Pose (Crow Pose)- A nursing little brown bat mother can eat more than her body weight nightly (up to 4,500 insects). Squat with knees bent and toes pointing outward, elbows pressing against knees and hands in prayer, lift bottom up parallel to floor and reach hands through legs and firmly place hands behind feet with fingers pointing toward heels, slide legs further up onto shoulders and slowly practice balancing by bringing feet together and crossing, hands press firmly into the ground.

Interpretive Activity- Play bat pose game by calling out one body part, which must be touching the ground such as left elbow, right knee or belly and nose. Let students be the leaders.

Rest- Bats can reduce their heart rate to 20 beats per minute and can stop breathing altogether for 48 minutes at a time while hibernating. We can learn from bats to face our greatest fears and let go of things, let go of the old and create the new, think of the infinite possibilities of the future, changes and transformations are a blessing, the world is a mirror, as we change, our outer world changes, and we will be able to fly as a result of change and with a new perspective.

Heart Affirmation- "I allow change in my life without resisting the natural flow of life. I will understand that change is good and will allow those opportunities into my heart."

What can we learn from Bison?

Symbol of Sacred Life and Abundance

Social Skills-

Facing Fear

Materials-

Classroom set of yoga mats, beanie babies, glass marbles, background nature sounds music, picture of a bison cut up into puzzle pieces, bison pictures,

Gathering Activity-

Cut up a picture of a buffalo and have the students try to piece it together. Possibly glue the picture to poster board before cutting so that the puzzle is sturdier. Cut pieces according to age level and do not tell the students which animal they are going to learn from. See if they can figure out the picture on their own and with teamwork.

Intention- To listen to the natural rhythm of life and let it flow freely as it should.
To face fears and know they will soon pass like the storms.

Did you know that bison...

- *Face the storms when they come while cattle and horses turn their backs. They face troubles head on. Are you like the cow or the buffalo?*
- *We can learn to face our fears, even though it is tough, it will soon pass. If we run, the storm will always follow us.*

Breathing Activity-

Bison Breath- Instruct students to place beanie baby on crown of head and sit up tall. Root down through sit bones and animal stretches toward the ceiling. Take in a big deep breath and let it out by saying, "bison" as slowly as possible while emphasizing the vowel sound. Make it a competition by seeing who can carry the "o" sound out the longest without taking another deep breath. This will force students to take in a deep inhale at the end of the breath cycle. Try the breathing with the word "buffalo" as well and practice the long "o" sound.

Game-

Share facts with students and then play the game.

Did you know that bison...

- *Bison once covered the Great Plains and much of North America. During the 19th century, Bison were nearly extinct because European settlers killed some 50 million bison for food, sport, money, and to deprive Native Americans of their most important natural asset.*
- *The once enormous herds were reduced to only a few hundred animals. Today, about 200,000 bison live on preserves and ranches where they are raised for their meat.*
- *We can learn that we impact other lives with the choices we make. Be mindful of our actions. Make the best choices we can with the best intentions to benefit our lives and those around us, including all living beings sharing our planet with us.*

Bison Salutation Game-

To model giving thanks to the bison and what they have brought to our existence.- Explain to students that a sun salutation is to acknowledge and give thanks to the sun and what it gives us. Teach students the sun salutation (stretch up high, wave for the sun, hang down low, tickle your toes, feet jump back, just like a frog, belly on the ground, just like a snake, look to the sun, now downward dog, and breathe and and breathe, feet jump up, just like a frog, hand down low, tickle your toes, stretch up high, wave to the sun, mountain pose, look what you've done). You may choose to sing the song. After teaching the salutation, have the students get into groups of 2-3 and have them come up with a buffalo salutation of 5 different poses. If they are struggling, show them yoga cards to pick 5 different poses or have each student pick a pose and put it together to create their own dance/salutation. Have them practice until they can teach it to the group. They may also choose to come up with a song.

Poses-

Read and discuss facts before each posture.

- 2000 Pound Pose-

Did you know that bison...

- Can weigh up to a ton (2200lbs) and a half and are the heaviest land animal in North America.
- Quick on their feet and can run up to 40mph.
- Have a shaggy coat that is so thick that snow doesn't melt when it lands on the buffalo and have a large hump between their shoulders.
- We can learn that bison have strength and that we do too. When times are tough, we need to pull from our inner strength and follow our hearts.

(Partner Camel) To model the strength in our hearts by opening our chests.- Have students kneel with backs facing each other and toes touching. Reach back and hold partner's wrists. Reach sternum away from each other and look towards the sky with crown of head touching. Students may also reach behind and hold onto partner's heels.

- Bison Head Pose-

Did you know that bison...

- *Horns can grow 2ft. long.*
- *Plant eaters and also need to regurgitate their food and chew it to fully digest it like the deer.*
- *Large head is used in the winter as a snowplow to find food under the snow.*
- *We can learn that we must combine our trust in ourselves and the universe and that we will be given what we need if we believe in both like bison finding food in the harsh winter conditions.*

(Partner Plank) To model bison looking for food.- Have students find a partner. One student gets into table pose (hands under shoulders, knees under hips) and the other student gets into table with buttocks and toes touching partner. One student gently picks up one foot at a time and places it on the shoulders of their partner until they are in plank to feel the power in their core like the buffalo's strength. When the partner in table is ready, they can push back into down dog to act like looking for food. Make sure the wrists are directly under the shoulders. Students always come out of a pose the way they came into it. Switch and repeat with other partner.

- **Bison Path Pose**-

Did you know that bison...

- *Usually follow the easiest path.*
- *We can learn that we can let life flow freely and try not to force things if we know they are not right. Obviously we need to work at things to become better at them even though they are not easy. We know in our hearts which path is better for us, or easier. Just let life happen and trust our intuition.*

(Partner Legs up the Wall) To model trusting our intuition and following what feels right.- Have students find a partner. Lay on the ground with buttocks together and legs at a 90 degree angle towards the ceiling and pressing against each other. Gently move legs with partner by possibly opening legs or moving them back and forth. Follow by sensing your partner. Try working together without looking or talking to one another.

- **Cow/ Bull Pose**-

Did you know that bison...

- Females are called cows and males are called bulls.
- Genders stay separate until summer breeding months where they come together in large herds and males fight for females, which can often turn dangerous.
- Cows carry babies for 9 months like humans and typically have one calf.

(Partner Forward Bend) To model the push and pull of relationships and finding the right mate. – Have students find a partner. Have students sit facing each other with knees bent. Straighten and open legs wide with feet or ankles touching partner. Sit tall and hold partner's wrists. One partner gently and slowly leans back and lies on the floor pulling the other forward. Encourage the students to talk about when to stop if the forward bend is too much. Partners switch going forward and leaning back.

Interpretive Activity -

Have students make a face like a buffalo before, during and after the near extinction. Talk about what we can learn from our past and carry forth in our future with mindfulness and love of all kind. Students may also move from small facial movements to whole body expressions. Then have the students do one movement and the others guess which time period they acting out.

Rest -

Instruct students to lie down on their backs or roll up in their mats. Walk around and place beanie babies on their eyes and a glass marble on their foreheads. Sweep them with a peacock feather. Tell the students to imagine that they are a bison and to imagine what it must be like. Imagine that you are a large shaggy creature, light on the toes, roaming the prairie lands. All of a sudden a large black cloud sweeps in and gusts of wind begin to blow. (Continue by describing a storm in detail). At the end of the storm tell the students to imagine facing the storm and feeling the uncomfortable feelings that go along with watching it come straight for you. Face the fear. Ask what the storm feels like as it is coming, during it and after it passes. Leave the students to rest as the now imagine the beautiful clear skies and fresh scents that are brought after a storm. Allow students to rest for

about 5-10 minutes before they gently wiggle fingers and toes and awaken to carry what they learned from within to the outer world.

- **What can we learn from bison?**
 - By believing in yourself, you will be provided what you need.
 - Look at opportunities that seem to flow with ease and may help move you toward abundance in your life.
 - Things in life will happen the way they should if we allow it. This does not mean to sit back and do nothing, but do what we need to do and then allow the natural course of life.
 - Listen to the natural rhythm of life.
 - Allow the flow of abundance by honoring what we already have and show gratitude.
 - Face the storm, it will soon pass.

Heart Affirmation-

Have students put hands to heart and repeat after you, "I am willing to face the storm like the bison. I walk through life freely and bring a sense of ease into my heart."

Across the Curriculum Activities-

- Have students research endangered animals and what is being done to protect them. What would happen if those animals did not exist anymore? What types of animals have already gone extinct?
- Have students write a creative story about what life would be like today if an extinct animal of their choosing never had gone extinct (dinosaurs). Adapt project for younger students by providing the research and facts.

Literature-

- Bison for Kids (Wildlife for kids) by Todd Wilkinson
- Bison Magic for Kids (Animal Magic for Kids) by Todd Wilkinson and Michael H. Francis
- Saving the Buffalo by Albert Marrin
- Buffalo Hunt by Russell Freedman

What can we learn from Deer?

Symbol of Gentleness

Social Skills-

Self-Growth

Materials-

Classroom set of yoga mats, beanie babies, glass marbles, background nature music, variety of handheld musical instruments (enough for each student), white sticky dots, fine-tip pens

Gathering Activity-

Have students draw a deer with a fine tip pen on a white sticky dot. Each student will need two stickers.

Intention-

To be open to all the possibilities in life.

Did you know that deer...

- Are one of the most successful families of mammals and native to every continent except Australia and Antarctica.
- There are over 100 types. Whitetail deer are the most popular in the US.
- Males are called bucks, females are called does and babies are called fawns.

Breathing Activity-

Deer Breath- Instruct students to place beanie baby on crown of head and sit up tall. Root down through sit bones and animal stretches toward the ceiling. Place hands over the ears, close eyes and relax face, neck, shoulders. Place tip on tongue on roof of mouth and inhale for 4 counts, hold for 7 counts and exhale for 8 counts. Have students repeat 5 times. Explain that this sounding breath might be similar to what deer hear when they really listen to their breath.

Game-

Share facts with students and then play the game.

Did you know that deer...

- Have acute heightened senses?
- Deer constantly keep their nose moist to help odor particles stick and can determine gender through scent.

- We can learn from deer by paying attention to our senses. To listen to what might be said indirectly, to notice your surroundings and that you may not need words to figure it out.

Heightened Deer Sense Games-

Silent Music Game- To model sense of hearing. Pass out musical instruments. Allow students to play and then have them move in a variety of ways (hop, skip, jump) while playing instruments. Then add a twist by telling them that they need to still move, but can't make noise like a deer may run through the woods very quietly. Switch back and forth by saying, "music" or "silence".

Perception Game- To model sense of sight and noticing. Form groups of 3-4 students or stay in whole group. Have one student change one subtle thing about themselves (pull up a sock, or take off a bracelet) while others close their eyes. When the others open their eyes, they call out what they think is different about that person. Allow all students to have a turn.

Poses-

Read and discuss facts before each posture.

- **Antler Shed pose-**

Did you know that deer...

- Deer are the only animals that have antlers, which are the fastest growing tissue on earth.
- Antlers are solid bone and are shed every year for 5 years with more points each year.
- When they shed the antlers, other animals eat them for the calcium.
- Antlers grow behind their eyes, which protect them.
- We can learn from the shedding of antlers that we can grow and expand each year with new insights and perceptions.

(Shoulder Stand/ Plow Pose) To model antlers shedding.- Have students lie on back with knees bent and palms down. Roll onto back and reach feet up to the sky like antlers might look on a deer. Support back with hands and wiggle shoulders under back. Keep gaze towards the sky, chin up and don't

turn head. Slowly lower feet overhead to touch toes to ground like the shedding of antlers. Students may bend knees to rest by ears.

- **Fawn Pose**-

Did you know that deer...

- Baby deer are called fawns.
- They are born without scent and are camouflaged color because they can hardly move for first days of life. Does have 1-3 fawns and stay with mom for 1-2 years. Fathers don't help with child rearing.
- We can learn that it is important to be grounded with our care takers and protected from outside influences to develop that bond.

(Raised Bow Pose and Table Pose) To model mother protecting baby.- Have students find a partner. One student (mother) gets into table pose (hands under shoulders, knees under hips) and the other student (baby) bends knees, back toward momma, feet and shins under table pose and then slowly slides their back over their partners and comes into supported bow pose. Backs should be touching and mother is supporting the baby. Arms reach overhead and press into the ground. Students always come out of the pose the way they came into the pose. Have students switch roles.

- **Wandering Pose**-

Did you know that deer...

- Mule deer never follow the same path twice.
- Many people hunt deer and some myths speak of deer luring kings and hunters to the deep woods until they are lost and must encounter new adventures.
- Raise their tails when they feel threatened.
- Can run 40 mph, jump 10ft high and are good swimmers.
- Rub antlers against tree bark to mark territory.
- We can learn that change is an opportunity for growth and that change is good even though it may be tough.

(Group Crab Pose) To model deer walking a path together.- Have one student start the wandering chain by getting into crab pose (wrists directly under shoulders and ankles directly under knees with stomach reaching for

the ceiling). The other students come one by one getting into crab pose, but their feet rest on the hips of the person in front of them. This will create a long chain. See if the leader can move slowly and quickly with the others attached.

- 4-Chambered Stomach Pose-

Did you know that deer...

- *Are herbivores and have a 4-chambered stomach.*
- *Eat in the morning (hardly chew food), which goes into the 1st stomach and then to the 2nd where it is formed into little balls. The food is then brought back to the mouth to be chewed and then back down to the 3rd and 4th stomach.*
- *We can learn that it is important to listen to our bodies and eat when we are hungry and stop when we are full. Also to put the right types of foods into our bodies.*

(Group Forward Fold Pose) To model the 4 stomachs.- Have the students get into groups of 4. Sit tall facing each other with feet in front touching others. Press hands down to lengthen back. Reach for the sky and then to your feet and hold toes. Stretch chest out over legs. Have the students imagine that they are acting like a stomach reaching for food and then squashing and digesting it as they reach for their toes. Repeat 4 times.

Interpretive Activity-

Play 1, 2, 3 strike a pose. Have students make up their deer pose. Count to 3 and then say, "strike a pose" and have students freeze in their deer pose. Maybe have the expectation that some body part must be touching another person. Hold pose for the count of 10 and repeat.

Rest-

Instruct students to lie down on their backs or roll up in their mats. Walk around and place beanie babies on their eyes and a glass marble on their foreheads. Sweep them with a peacock feather. Tell the students to imagine that they are a deer and to imagine what it must be like. Ask them the following questions, "What is your surrounding? Are you in the deep woods or a desert? What do your heightened senses allow you to see, hear, smell, taste? Are you a buck, doe or fawn? Walk

with the deer and imagine their life.” Allow students to rest for about 5-10 minutes before they gently wiggle fingers and toes and awaken to carry what they learned from within to the outer world.

- **What can we learn from deer?**
 - We can be open to new growth in our lives like the shedding of antlers.
 - Our guardian’s love offers a sense of grounding that we need and can trust.
 - Listen to your surroundings, the subtle signs that life presents, even if those messages are not directly spoken to you.

Heart Affirmation-

Have students put hands to heart and repeat after you, “I am open to all the possibilities around me like the deer. I bring new growth, perceptions and adventures into my heart.”

Across the Curriculum Activities-

- Have students research deer myths, or read and provide the legends, and then create a short skit to act out and perform the legend with their groups.
- Have students bring in antlers to touch and study, then have them create a paper mache antler out of aluminum foil and paper towels or newspaper. Paint when dry.

Literature-

- Deer Tails & Trails: The Complete Book Of Everything Whitetail by Michael Furtman
- Tenzin's Deer by Barbara Soros and Danuta Mayer
- Deer (Woodland Animals) by Emily Rose Townsend
- The Journey of Tunuri and the Blue Deer: A Huichol Indian Story by James Endredy

What can we learn from Mountain Lion?

Symbol of Silence and Secrets

Social Skills-

Independence

Materials-

Classroom set of yoga mats, beanie babies, glass marbles, background nature sounds music, mountain lion pictures, mountain lion track pictures, ink for handprints, fine-tip markers, sticky notes, pencils

Gathering Activity-

Have pictures of mountain lion track prints and have the students guess the print and draw a picture of the animal they think it belongs to. The students may draw a fantasy animal or a real animal. Students could also make their animal print (handprint) over the mountain lion print and create a pen and ink art design out of the layered prints.

Intention- To be alone without being lonely and practice self-love.

Did you know that mountain lions...

- Are solitary animals.
- A mother mountain lion and its kittens live together until the kitten is old enough to survive on its own, which is the only time they live together.
- We can learn about our own existence and how we can add to the planet's wonders in a quiet stealth manner.
 - Have students write on a sticky note a "secret mission"- anonymous good deeds, something done that would brighten someone's day without expecting anything in return. Be stealthy like the mountain lion. Have students share or keep note in pocket.

Breathing Activity-

Mountain Lion Breath- Instruct students to place beanie baby on crown of head and sit up tall. Root down through sit bones and animal stretches toward the ceiling. Have the students place one hand below belly button and other on chest. Relax face, shoulders and chest. Slowly inhale through nose filling the belly, ribs, then chest and pause. Exhale slowly from your chest, ribs, then belly. Repeat several times. Have students notice the difference with eyes closed. Have them imagine that they are in the woods quietly breathing alone. Ask them to look around and notice. Ask students what they are imagining.

Vocabulary consists of whistle, chirp, hiss and growl sounds, but most famous for their "nails on the chalkboard" like scream.

- Have students sound like mountain lions, the worst possible screech/scream they can create.

Game-

Share facts with students and then play the game.

Did you know that mountain lion...

- Rarely attack humans and you have a better chance of being struck by lightning.
- Usually seen only at dawn and dusk.
- Keen eyesight and great night hunters.
- Attacks are rare and if you were to be attacked, you would not know it until it was on your back.
- Aggressive Mountain Lion Behavior
 - Stalking, closer than 50 yards away, hiding, creeping, crouching
- Curious Mountain Lion Behavior
 - Distance of 50 yards away or greater, following, but not trying to hide, frequently changes position, but never to a crouching position, simple observation
- If you come in contact with an aggressive mountain lion find a weapon (grab a rock or stick, bear spray), stand your ground (running triggers a predatory response in the mountain lion and it will attack you), maintain eye contact (it shows you are knowledgeable of its presence and willing to challenge the mountain lion's aggression), make yourself larger (pick your jacket over your head, wave your arms, group together with other members of your party), fight back.
- Have attacked small children when left unattended.
- Attack by either suffocating or breaking their prey's neck. They prefer big game, but will also eat smaller mammals. Their diet includes elk, big horn sheep, deer and rabbit.

Mountain Lion Game-

Aggression Game- To model what to do if coming in contact with an aggressive mountain lion, play fun funky music and pass around a stick. Have the students model the person dancing with the stick. When it is the students turn, they act as if they are finding a weapon, making powerful eye contact, standing tall and fighting back. Students must stay on their mats and be cautious of their bodies around others.

Don't wake the Mountain Lion Game- To model the quiet sneaky attitude of the mountain lion. Have one student lie on his/her belly with face hidden in arms (mountain lion). Place a beanie baby close to the "mountain lions" body. The other students creep close and quietly up to the mountain lion and try to get the beanie baby without being touched by the mountain lion. You can have one student go at a time depending on the group of students.

Poses-

Read and discuss facts before each posture.

Begin postures with a salutation (sun salutation) to the mountain lion.

- **Endangered Population Pose-**

Did you know that mountain lion...

- Land to roam is becoming smaller and smaller and the mountain lions are becoming endangered and need more land to roam like Glacier National Park.
- There are an estimated 30,000 mountain lions in the western U.S. One mountain lion subspecies, the Florida panther, is critically endangered with a population of less than 100 individuals.

(Eagle Pose) To model the inner connections in our bodies- Have students stand in mountain pose. Open arms out like a "T", swing right arm under left palms together. Pick up right leg and swing it up and over left leg. Try to hook right foot behind left leg. Bend knees and lean body back so spine is straight and crown of head is reaching towards the ceiling. Repeat sides.

- **Mountain Lion Pose-**

Did you know that mountain lion...

- Have a lifespan of 8-10 years in the wild and can live up to 20 years in captivity.

- Adults are a solid red or brown color with black tips on ears and tails.
- Full grown males can weigh 150 pounds and be 8 feet long, including tail. Females are smaller and weigh around 80 pounds.

(Bridge Pose) To model the appearance of mountain lion. - Have students lay on backs with knees bent and feet hip width apart and near buttocks. Tell them to focus and gaze at the ceiling and to not look off to the side. Lift hips towards the ceiling and clasp hands underneath body. Wiggle shoulder down and closer together while chest and hips reach towards ceiling. Press arms, hands, feet and head into the ground while rising up through the legs, hips and chest. Slowly come out of pose the way entering the pose.

Kitten Pose -

Did you know that mountain lion...

- Mountain lion kittens look very different from adults. They generally have black and brown spots covering their bodies and rings around their tails. These designs disappear as they age.
- Mothers are very protective because they are blind and deaf at birth.
- Breed for their first time between 1.5 and 3 and only about 1 in 6 survive.

(Partner Spinal Twist) To model mothers taking care of their babies. - Have students find a partner. Have one partner lie on the ground with one leg bent at the knee foot on the ground and the other leg straight pressing down into the ground. Bring bent knee to chest, arms at a "T". Partner gently presses on shoulder to keep it on the ground and bent knee folds over body away from partner. Partner then presses gently on shoulder and hip at the same time. Switch sides and then partners

Interpretive Activity -

To model mountain lions inner wisdom and listening to their intuition. Have students sit in a circle holding hands. Close eyes and go inside, breathing and relaxing the way a mountain lion might feel alone in the woods, but never truly alone. Be confident with your inner self and just breathe. Begin to notice the others around you with your eyes still closed. Choose someone to begin and gently

squeeze their hand. They pass the squeeze until it makes it all the way around the circle. Next time you pass the squeeze, say a word that describes how you feel.

Rest-

Instruct students to lie down on their backs or roll up in their mats. Walk around and place beanie babies on their eyes and a glass marble on their foreheads. Sweep them with a peacock feather. Tell the students to imagine that they are walking with the mountain lion for a day. Where are they going? Imagine how special you are because the solitary mountain lion wants to show you what is inside of the beautiful life of the mountain lion. What are your surroundings? What do you see and notice that you never have before? What do you think mountain lion see? Imagine what it would be like in your life if you acted like a mountain lion for a day. Maybe the secret missions will guide you to be more like the mountain lion. Allow students to rest for about 5-10 minutes before they gently wiggle fingers and toes and awaken to carry what they learned from within to the outer world.

- **What can we learn from mountain lions?**
 - To be alone without being lonely
 - To not break confidence of friends sharing secrets
 - When to speak, how much and to whom
 - That we can see what others may try to hide or cloak and hearing what might not have been said with words
 - Not all is as it appears to be, trust your senses/instincts and if
 - There is true power and strength through silence

Heart Affirmation-

Have students put hands to heart and repeat after you, "I will spend time with myself and bring an abundance of love for myself into my heart."

Across the Curriculum Activities-

- Read the Native American story on "Why the Mountain Lion is Long and Lean" (below). Have the students act out the legend.
- Student could write their own legend on how an animal of their choice came to be.

Literature-

- Year of the Mountain Lion by Maria Schneider and John Dotegowski

- Brave As A Mountain Lion by Ann Herbert Scott
- Leemo: A True Story of a Man's Friendship With a Mountain Lion by Stanley E. Brock
- Shadow Cat: Encountering the American Mountain Lion by Susan Ewing and Elizabeth Grossman

What can we learn from Rabbits?

Symbol of New Life

Social Skills-

Self-Growth

Materials-

Classroom set of yoga mats, beanie babies, glass marbles, background nature sounds music, pipe cleaners, fake flowers

Gathering Activity-

Provide pipe cleaners and ask students to create the first thing that comes to their mind when they think of a rabbit, but not to share it with anyone. Later, have all the students guess what each other made and why they made that association.

Intention-

To allow movement in your life.

Breathing Activity-

Did you know that...

- Rabbit's teeth constantly grow and that they need to constantly gnaw to keep their teeth filed down.
- Rabbits can see behind themselves without turning their heads.
- They cannot vomit.
- Rabbits eat their own droppings called cecotropes.
- The only place a rabbit sweats is through its pads on its feet.
- Rabbits have 4 toes on its back feet and 5 on its front.

Bunny Breath- Instruct students to sit up tall reaching the crown of the head to the ceiling and the sit bones plug into the ground like the roots of a tree. Take 3 quick breaths in through the nose and 1 long breath out through the nose. Hold hands up by head to act as bunny ears and wiggle the nose.

- (Leg Cradle Pose)- Have the students sit cross-legged while bringing one leg up parallel to the floor with both arms underneath supporting the leg. Try to bring the foot close to the face while sitting up tall to smell the “pads of our feet”. Repeat sides.
- **Bunny Breath Game-** Students find a partner. One student sits tall with feet together, knees bent and directly in front of them. Arms go underneath legs and palms face the ceiling while students lean back and balance on their sit bones. Feet stay together and lift off the ground. The other student places fake flowers on the student in the pose. The flowers will stay if the student is very still. Then the student who placed the flowers hops around sniffing the flowers. Students switch roles.

Game-

Share facts with students and then play the game.

Did you know that rabbits...

- Males are called bucks, females are called does and babies are called kits or bunnies. A whole group is a herd.
- Can mate as early as 3 months of age, gestation is about 31 days and can have a litter size of 4-12 kits.
- Domesticated rabbits cannot breed with wild rabbits.
- Born blind and furless.

Multiplying Bunny Game-

Play musical mats to model rampant growth of rabbits. Have students start on a mat. Tell them that there can only be one bottom on a mat when the music stops. If all the mats are taken, the other student must find another student's lap to sit on or have the student kneel behind the student with hands on shoulders. When the music starts, the students hop around like bunnies and when it stops they find a mat. Each time the music stops, take one mat away until there is one mat left with the students piled on top of each other or behind one another.

Poses-

Read and discuss facts before each posture.

- **Burrow pose-**

Did you know that rabbits...

- *Are smart and can learn simple words like “no” and their names.*
- *Purr and grind teeth when petted gently, but often do not like to be picked up and will act aggressively.*
- *Have a 3rd eyelid and have great night vision.*
- *Domesticated rabbits don’t survive in the wild if abandoned.*
- *Like to burrow and go into confined places. They do not like to be out in open spaces.*

(Group Crab Pose and Down Dog Pose) To model burrowing.- Have students line up side by side in crab pose (wrists directly under shoulders, ankles directly under hips) with beanie baby on stomach reaching for the ceiling. This will create a tunnel. Have one student at a time (student at the end of the line) crawl through the tunnel like a bunny may and then join the other end of the line when through. Allow all students to go through the tunnel. Switch and have students create a tunnel of Downward Facing Dogs.

- **Chinese Calendar Rabbit Pose-**

Did you know that rabbits...

- *Are a symbol on the Chinese calendar and that the year you were born may determine your personality.*
- *Every year is represented by an animal and 2011 is the year of the rabbit.*
- *If you are born in a rabbit year, you are said to be well-liked and popular, protective of family and friends and you tend to keep your cool and avoid conflicts. Other rabbit years are 1999, 1987 and 1975.*

(Cowface Pose) To model personality strength with the proud-looking posture.- Have the students sit tall on their mats, cross-legged. Gently bring one leg over the other so that knees are stacked on top of one another and heels are touching hips. Keep both hips on the ground. Bring one arm straight up and press by ear and other arm fold behind back while hand

reaches up back along spine. Bend arm by ear behind back and reach for other hand. Grasp hands and sit up tall. Switch sides.

Interpretive Activity -

Have students move through the space with their personalities in mind. Emphasize and guide students to really dramatize their personalities. Stand in a circle and have students go one at a time to show their personalities while the others mimic the movement. Allow each student to have a turn.

Rest -

Read facts and then instruct students to lie down on their mats or roll up in their mats and burrow. Walk around and place beanie babies on their eyes and a marble on their forehead. Sweep them with a peacock feather. While students are resting, read and discuss what students can learn from rabbits. Tell the students about the fast heart beat and to put their hands on their chests to feel how fast their hearts are pumping. Instruct them to listen to the sound and the movement of their hearts and what it feels like to slow it down by taking deep breaths and that when life is uncertain and we have anxiety how we can slow our heart beats down so we don't get "scared to death". Allow students to rest for about 5-10 minutes before they gently wiggle fingers and toes and awaken to carry what they learned from within to the outer world.

- **Did you know that rabbits...**
 - Heart beats about 130-325 beats per minute (child's is about 120).
 - Rabbits can literally be "scared to death" because their hearts beat so fast and they can go into shock and die.
- **What can we learn from rabbits?**
 - To recognize signs around us and allow movement into our lives, which may lead to a more rich fertile life.
 - Be in tune our bodies and to listen to our inner person like the rabbit cycles with the moon. Rabbits leave home in about 28 days like the cycles of the moon. We also have cycles of emotions that we can sit with and know that the cycle will soon pass.
 - To take deep breaths when we get scared so we can continue living. To face our fears.

Heart Affirmation-

Have students put hands to heart and repeat after you, "I will allow movement and change in my life like the rabbit. I will breathe through tough times and bring a sense of calm into my heart."

Across the Curriculum Activities-

- Study the Chinese culture and find out when and how the Chinese calendar came to be. Have the students figure out what animal year they have and learn about the traits. Have the students write a paper on similarities and differences the Chinese calendar represents their personalities. Draw a picture of themselves with the animal features being part of it.
- Study calendars. Look at calendars across times, regions and cultures. Notice similarities and differences. Have students write on how calendars help them in life. How would life be different without calendars?

Literature-

- The Velveteen Rabbit by Margery Williams Bianco
- Bunny Rabbit's Diary (Carefully formatted by Timeless Classic Books) by Mary Frances Blaisdell
- The Rabbit Handbook (Barron's Pet Handbooks) by Karen Parker D.V.M.
- Rabbits and Raindrops by Jim Arnosky
- The Rabbit Problem by Emily Gravett
- Rabbits: Gentle Hearts, Valiant Spirits by Marie Mead, Nancy Laroche, Collaborator and Dr. Michael W. Fox

What can we learn from the Skunk?

Symbol of Respect

Social Skills-

Self-Esteem

Materials-

Classroom set of yoga mats, beanie babies, glass marbles, background nature sounds music, skunk pictures, skunk track pictures, black and white clay, tongue twister written on index cards, cotton balls dipped in various household scents like lemon

juice and placed in ziplock bags, Skunk poem stanzas written on index cards (see below)

Gathering Activity-

Have black and white clay available for the students to create a skunk. Have a model for the students and pictures to inspire them. The clay may be the baking kind so that the students can keep their creations.

Intention- To recognize your own wonderful qualities and assert them with confidence.

Did you know that skunks...

- Are the most misunderstood mammal. Have you ever felt misunderstood? Turn and talk about a time when you felt misunderstood and then about what you know about skunks.
- The spray stings the eyes and numbs the senses.
- Tomato juice is the best thing to reduce the stench.

Breathing Activity-

Skunk Breath- Instruct students to place beanie baby on crown of head and sit up tall. Root down through sit bones and animal stretches toward the ceiling. Have a variety of cotton balls dipped in various household items like vanilla, lemon juice, spices, ect... and place the balls into ziplock bags. Have the students pass the bags around taking a full deep breath in while smelling the bag and then zipping the bag up and taking a full exhale. Have the students pass the bags on to the next student until all the bags are around the circle.

Skunk Salutation-

Did you know that skunks...

- Don't get out of the way of any animal, but moves at its own speed and with its own mind. Salute to the skunk with your confident self and move without judgment on yourself or others.

Shake your body however you wish and sing, "Skunk Salutation, dance for the skunk, skunk salutation dance for the skunk, I can do it, you can do it, we can do a skunk salutation".

Repeat the above dance and poem 3 times.

Game-

Share facts with students and then play the game.

Did you know that skunks...

- Are fearless and peaceful. They move slowly and spray at the last resort. It gives warnings before spraying (stamp its feet and turn its back, raise its tail and looks back at enemy, sprays).

Skunk Tongue Twister:

Have students practice a tongue twister about a skunk. Practice slow and fast. Have the students add movement to the twister as they say it. Write on index cards so the students have a visual to look at.

A skunk sat on a stump and thunk the stump stunk,
but the stump thunk the skunk stunk.

Poses-

Read and discuss facts before each posture.

Stinky Skunk Pose-

Did you know that skunks...

- Spray awakens a healthy respect in those who encounter it.
- Spray causes no real damage, but leaves victims uncomfortable and stench can linger for up to 2-4 months.
- The oily mist that is produced by glands under its large tail can reach 6-9 feet out.
- Warn their enemies first by stomping their feet and raising their tails toward the threat, then they turn their backs toward the threat and arch their backs and spray.

(Partner Cat/Cow Pose)- To model the skunk lifting its tail to spray.

1. Partners face each other on all fours. Wrists shoulder width apart, knees directly under hips and back flat like a table.
2. Look at partner and arch back like smile and stick out tail. Remind students to spray a stinky odor.
3. Tuck chin and arch back like a rainbow to get more stink build up.
4. Repeat cat/cow a few times. Have students begin to move with their breath (inhale, cat, exhale, cow).

Owl/Skunk Pose-

Did you know that skunks...

- Owl is the skunks' greatest enemy.
- They are mainly solitary animals.

- Skunks hunt at night and are omnivores.
- Skunks will roll caterpillars on the ground to remove the hairs before eating them.
- They will also roll beetles that emit a defensive scent, causing the beetle to deplete its scent before they eat it.

(Partner Shoulder Opener)- To model a skunk being taken by an owl.

5. Partners sit in easy seated pose with legs crossed one sits behind the other. Sit tall and breathe.
6. Partner in back takes their partner's wrists and places feet on lower back.
7. Walk feet up their partner's back while giving a gentle massage.
8. Pull on partner as they arch back and gaze toward the ceiling.
9. Switch and repeat.

Baby Skunk Pose-

Did you know that skunks...

- Mother skunks give birth to litters of two to ten young each year, usually in May. The babies follow their mothers around for several months, leaving in late July or early August.
- Can have 10 babies and can spray from the moment their eyes open. They can live up to 10 years.
- Are about the size of a house cat.

(Partner Warrior 1)- To model the independence and confidence of a skunk from the time it is born.

6. Partners face each other, right foot to right foot.
7. Step left legs back and bend right knees.
8. Link left hand to right and right to left.
9. Twist, open and deepen the stretch while gazing into each other's eyes.
10. Repeat on other side.

Spray Pose-

- The military has made defense weapons similar to the odor of a skunk because it is the most powerful deterrent known to the mammal world.
- Have a limited supply of spray (5-8 times and it takes a full week for their bodies to recuperate) so they only spray when provoked.

- Spray is an oily liquid produced by glands under its large tail. The foul mist can travel as far as ten feet.
- Skunk spray causes no real damage to its victims, but it sure makes them uncomfortable. It can linger for many days and defy attempts to remove it. As a defensive technique, the spray is very effective. Predators typically give skunks a wide berth unless little other food is available.
- The spotted skunk has a much more pungent spray than other skunks, but less likely to spray. They can sometimes do a handstand while spraying.

(Wall Handstand or Headstand)- To model how some skunks do a handstand when spraying.

4. Face the wall. Bend down to the ground and press hands, shoulder width apart, firmly into the ground about 2ft. from the wall.
5. Kick feet up to meet the wall. Knees may bend or begin to straighten away from the wall if comfortable.
6. Hold for the count of 10 and then gently kick down. Students may also do this pose in partners and use one another as a wall.

Interpretive Activity-

Play “Yogi Says” with the different skunk defenses such as spray, stomp, lift tail, look back, walk with confidence ect... This game is played like the childhood favorite simon says.

Skunk Poem- Write poem stanzas on index cards and number. Group students and give them one card. Have them make up movements and perform and read to whole group.

My Senses All are Backward

My senses all are backwards
and it really makes me wonder
if on the day that I was born
somebody made a blunder.
For, strange but true, my senses
all got totally reversed.
Now everything I like the best
is what you'd call the worst.
I only like the smell of things
that frighten other noses.

I love the odor of a skunk.
I hate the smell of roses.
I only like the taste of foods
that cause most folks to shiver.
I hate the taste of chocolate.
I'm crazy over liver.
I'm not too fond of music
but there's simply no denying
I like the sound of honking horns
and little babies crying.
I hate the feel of silky, velvet
softness on my skin.
I much prefer the way it feels
when sitting on a pin.
I hate the look of anything
that's really cute and snuggly.
The things I think are pretty
are what most consider ugly.
So let me tell you one more thing
before I have to go:
I think YOU are the most attractive
person that I know.
--Kenn Nesbitt

Rest-

Instruct students to lie down on their backs or roll up in their mats. Walk around and place beanie babies on their eyes and a glass marble on their foreheads. Sweep them with a peacock feather. Tell the students to imagine that they are going to walk through their day with the confidence of a skunk. What would that be like if you just did what was right for you? You walked through your day with what you know is right for you. What would it be like to give, expect and demand respect from everyone that you met. Allow students to rest for about 5-10 minutes before they gently wiggle fingers and toes and awaken to carry what they learned from within to the outer world.

What can we learn from skunks?

- To give respect, expect respect and demand respect.
- To recognize your own qualities and to assert them.

- To be self-assured and confident. How can you assert yourself?
- To get attention without being irritating.
- When and how to draw and repel people.
- That people are going to notice you, but how they notice and what they remember is controlled by you.

Heart Affirmation-

Have students put hands to heart and repeat after you, "I will be self-assured and confident. I will recognize the wonderful qualities that I have in my heart and share them with the world."

Across the Curriculum Activities-

- Have students research and study other animals and they types of defenses they use to ward off predators. For younger students, gather information and talk about what they think each animal does and then tell them. Gather magazines and black and white copies of animals. Have students create a magazine collage of the animal by covering up the black and white printout animal with scraps of magazine. Cut out the finished animal and paste to black paper. Write a short story about how the animal protects itself.

Literature-

- Skunks! by David T. Greenberg and Lynn Munsinger
- One Smart Skunk by Harriet Ziefert and Santiago Cohen
- Skunks (Welcome to the World Series) by Diane Swanson
- Skunks Skunks (Animals Animals) by Steven Otfinoski

Quick Reference Sheet

What Can We Learn From The Skunk? Symbol of Respect

Intention- To recognize your own wonderful qualities and assert them with confidence.

Skunks are the most misunderstood mammal. Act out how it feels when you are misunderstood. Make dramatic faces and body movements.

Skunk Breath- Pass around scents and have students take in a deep inhale, hold, pass, and exhale. Have a variety of scents in ziplock bags.

Skunk Salutation- Skunks don't get out of the way of any animal, but moves at its own speed and with its own mind. Salute to the skunk with your confident self. Sing and dance the sun salutation.

Game- Skunks are fearless and peaceful. They move slowly and spray at the last resort. Perform a skunk dance by starting on all fours in table pose. First stamp feet, second turn back, third raise its tail and looks back at enemy, and fourth spray. **Skunk Tongue Twister**- Say fast and slow with index cards.

Stinky Skunk Pose (Partner Cat/Cow Pose)- Spray reaches 6-9 ft., lingers for 2-4 and causes no permanent damage.

Owl/Skunk Pose (Partner Shoulder Opener)- Owl is the skunks' greatest enemy.

Baby Skunk Pose (Partner Warrior 1)- Have about 2-10 and can spray from the moment they open their eyes.

Spray Pose (Wall Handstand or Headstand)- Sometimes do a handstand while spraying.

Interpretive Activity- Play "Yogi Says" with the different skunk movements.

Skunk Poem- Read poem and have students act out skunk stanzas.

Rest- Imagine walking through your day with the confidence of a skunk. What would that be like if you just did what was right for you? People are going to notice you, but how they notice and what they remember is controlled by you.

Heart Affirmation- "I will be self-assured and confident. I will recognize the wonderful qualities that I have in my heart and share them with the world."

