

## "Creating Mandalas – Art, Mindfulness & Self-Expression"

This lesson introduces **1st-3rd grade students** to **mandalas**, circular designs often used for **relaxation, self-expression, and cultural appreciation**. Students will **create their own mandalas** on their **ChalkWild erasable backpack**, exploring patterns, symmetry, and mindfulness.

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### Lesson Details

- **Grade Level:** 1st-3rd
  - **Duration:** 45-60 minutes
  - **Focus:** Creativity, mindfulness, patterns, symmetry
  - **Subjects:** Visual Arts, Math (geometry & symmetry), Social-Emotional Learning (SEL)
  - **Materials:** Chalk markers, ChalkWild backpacks, mandala examples, compass or circular templates (optional)
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### Learning Objectives

- Students will learn what a **mandala** is and how different cultures use them.
  - Students will create a **personal mandala** using patterns and colors.
  - Students will practice **focus and mindfulness** while drawing.
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### Success Criteria

- ✓ I can design a mandala using patterns and symmetry.
  - ✓ I can choose colors that represent my emotions or personality.
  - ✓ I can explain how creating a mandala made me feel.
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## Lesson Components

### **1** Beginning (10-15 min) – Introduction & Mindfulness Warm-Up

- **Discussion:** Show **examples of mandalas** (Tibetan, Native American, nature-inspired) and ask:
  - “What do you notice about these designs?”
  - “How do they make you feel?”
- **Brief History:** Explain how mandalas are used for **art, meditation, and storytelling** in different cultures.
- **Mindful Breathing:** Before drawing, guide students in a **one-minute deep breathing exercise** to help them focus.

 **Modification:** For younger students, show a simple **video or book** about mandalas.

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## **2 Middle (20-25 min) – Creating a Mandala on ChalkWild Backpacks**

- **Step 1:** Students **draw a large circle** in the center of their backpack.
- **Step 2:** Using chalk markers, they divide the circle into **sections** (like a pizza).
- **Step 3:** Inside each section, they **repeat simple patterns** (dots, spirals, triangles, flowers, waves, etc.).
- **Step 4:** Choose **colors that reflect their emotions** (e.g., blue = calm, yellow = happy).

 **Variation:** Provide **pre-drawn mandala outlines** for younger students to fill in.

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## **3 End (10-15 min) – Reflection & Sharing**

- **Pair-Share:** Students describe their mandala to a partner:
  - “I used \_\_\_ because it represents \_\_\_.”
- **Class Reflection:** Ask,
  - “How did creating a mandala make you feel?”
  - “Did this help you focus or feel calm?”
- **Erase & Reset:** Take a class photo before erasing and discuss **how art can help us feel relaxed**.

 **Alternative:** Students **redraw their mandala tomorrow** and see if their colors and patterns change based on their mood!

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## **Supports for Diverse Learners**

- ✓ Provide **circle templates** for students who need help with symmetry.
- ✓ Offer **pre-drawn mandala stencils** for younger students.
- ✓ Allow **verbal explanations** instead of writing.