



# MINDFULNESS



## ***What is Mindfulness?***

Mindfulness is learning to focus our thoughts on our experiences as they occur with open-mindedness, inquisitiveness, and acceptance. Mindfulness can also be referred to as meditation, but it more simply refers to the process of quieting down, focusing on your breath, and taking a minute to be aware of your present state and surroundings.

## ***The Research***

Research has shown that regularly meditating has multiple benefits for people of all ages. Mindfulness programs can improve student attentiveness, self-control, respectfulness, and class engagement. By physically changing brain function, meditation has been found to increase the grey matter accountable for memory and learning, and decrease the grey matter responsible for such things as stress and anxiety. By altering brain structures and functions, meditation helps to decrease symptoms association with depression and ADHD.

## ***You Don't Have to Be an Expert!***

One important thing to remember is that you don't need to be an enlightened guru or expert to practice or teach mindfulness. You just have to try out some techniques and ask your students to do the same. Using simple strategies, teachers can help their students become more present, empathic, and happier people.

## **Tips for Teaching Mindfulness**

- Try a mindfulness minute break in your classes.
- Use a chime or other pleasant sound (e.g., rain stick, soft bell, cymbal, or triangle) to indicate that it's time to move into and out of mindfulness practice.
- Explain the benefits and brain research to students.
- Involve students (let them ring the chime!).
- Explain that it's a practice that gets easier over time—it might be uncomfortable at first, but we all learn together.
- Join your students in the practice. Start your own mindfulness practice at home, even if it's just occasional.
- Share and debrief on how it feels to practice mindfulness. Don't forget to share your feelings and thoughts.

## **Additional Resources**

- Mindfulness in Schools Project - <http://mindfulnessinschools.org/mindfulness/>  
This British organization has developed curricular resources and trainings for teaching mindfulness to school-aged youth. The website includes information on the research behind the practice of mindfulness as well as suggestions for books, articles, and other resources on mindfulness training.
- "Eight Essentials for Project-Based Learning from the Buck Institute"  
[http://bie.org/blog/why\\_we\\_changed\\_our\\_model\\_of\\_the\\_8\\_essential\\_elements\\_of\\_pbl](http://bie.org/blog/why_we_changed_our_model_of_the_8_essential_elements_of_pbl)  
This provides a model and gold standard for project-based learning.
- Amy Burke TedX talk video (<https://www.youtube.com/watch?v=2i2B44sLVCM>)  
In this video, one teacher tells her story of teaching mindfulness in the classroom.
- Online Meditation Timer <http://www.onlinemeditationtimer.com/>  
You can adjust the length of time on this timer and a peaceful chime will wake you and your students from your meditation.
- Healthy Habits of Mind <http://www.mindfulschools.org/resources/healthy-habits-of-mind/>  
Free 40 minute film about mindfulness in Education.
- Room to Breathe  
<http://www.roomtobreathefilm.com/>  
A documentary about bringing mindfulness into a public middle school in San Francisco.

- “Tips for Teaching Mindfulness to Kids” from the Greater Good Science Center  
[http://greatergood.berkeley.edu/article/item/tips\\_for\\_teaching\\_mindfulness\\_to\\_kids](http://greatergood.berkeley.edu/article/item/tips_for_teaching_mindfulness_to_kids)  
Website with tips for teaching mindfulness.
- “Mindfulness Training and Classroom Behavior Among Lower-Income and Ethnic Minority Elementary School Children”  
<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4304073/>  
This scholarly article explores the effects of a five-week mindfulness intervention.
- “Feasibility and Preliminary Outcomes for Move-Into-Learning: An Arts-Based Mindfulness Classroom Intervention”  
[https://osuwmcdigital.osu.edu/sitetool/sites/familymedicinepublic/documents/Klatt\\_article.pdf](https://osuwmcdigital.osu.edu/sitetool/sites/familymedicinepublic/documents/Klatt_article.pdf)  
This scholarly article discusses teacher assessments of school-based mindfulness intervention.
- “Effectiveness of the Mindfulness in Schools Programme: Non-Randomized Controlled Feasibility Study”  
<http://bjp.rcpsych.org/content/203/2/126>  
This journal article discusses the effects of mindfulness activities on young people.

# Lesson 1: Introduction to Mindfulness – Relaxed Abdominal Breathing

## **Standard**

Student will:

- Identify attitudes and behaviors that lead to successful learning. (ASCA A:A1.5)

## **Essential Questions**

- What are some potential benefits of mindfulness?
- How can a technique like relaxed abdominal breathing help me?
- When might I use relaxed abdominal breathing?

## **Objectives**

Students will be able to:

- Explain at least two benefits of mindfulness.
- Practice relaxed abdominal breathing and explain how it can help them.

## **Assessment**

- Ask students to turn to a neighbor and share what they think mindfulness means. Have a few students share with the whole class; create a group definition that the majority of students can agree upon and add it to your classroom “word wall.”

## **Materials**

- Computer ready to project a video clip about mindfulness. Suggestions include:
  - “Mindful Schools In-Class Instruction” (0:00–8:05)  
<https://www.youtube.com/watch?v=MMK481p5wWM>
  - “Just Breathe” (0:00–3:10)  
<https://www.youtube.com/watch?v=RVA2N6tX2cg>
- A device to keep time

## **Instructions**

1. Introduce students to the idea of mindfulness with a video clip (see suggestions in Materials).
2. Lead a conversation about the video with questions and information such as:
  - What are the students doing in this video?
  - Has anyone heard of “mindfulness” before?
  - What do you think are the benefits of mindfulness?
  - Are all the activities in the video what you might think of as “meditation”?
  - Work on a definition of mindfulness together. It might include phrases and words such as: quieting down, focusing, meditating, breathing, going to my own special and quiet place.

3. Next, lead students in their first mindfulness activity:

- Together let's get into our mindfulness bodies:
  - Sit up tall in your seat.
  - Wiggle everything to get all your goofiness out (give students 30 seconds to do this).
  - Slowly let your body come to stillness, quiet your voice, and close your eyes if you feel safe. If you must leave your eyes open, focus on a single point on the floor with your eyes partially closed.
  - Take three deep breaths – INHALE, EXHALE, INHALE, EXHALE, INHALE, EXHALE
- Now, think about how you breathe every day, all day long, without paying much attention to your breath. When we are stressed, we tend to breathe very short, shallow breaths. This makes the body feel like we aren't getting enough air, which makes us more stressed, which causes faster, shallower breathing. It's a vicious cycle.
- But, if we can slow down our breath, and breathe more deeply, our body and mind will feel calm. Let's try it together!
- Place your hands on our lower belly. Relax your belly.
- Take a deep breath in and notice how your belly gets round and full of air and your hands begin to rise.
- Take a deep breath out and notice how your belly releases inward and your hands fall with your belly.
- Continue breathing in and out and notice your belly rising and falling. Don't push your belly out or strain, just allow your body to do what it always does – breathe!
- Try to breathe in and out through your nose, because the hairs in your nose warm the air and filter out dust particles.
- Keep breathing. Don't worry if your mind wanders – this is natural. When you notice your mind wandering, just come back to focusing on your breath.
- Now take a scan of your body and think about how it feels. Feel your head relax, your eyes, tongue, and chin. Feel your shoulders settle down your back, your arms relax, your hands, your stomach and back, your legs and feet. Notice any places where you feel pain or tension. Notice the places in your body that feel most relaxed.
- Now notice and silently name all the sounds around you.
- Then come back to your breath. Feel your belly rise and fall with your breath's natural rhythm.
- Set a meditation timer for one more minute. (<http://www.onlinemeditationtimer.com/>)
- Direct students to gently open their eyes.

4. Debrief the experience with questions such as those below. Don't forget to share your own thoughts.

- How do you feel after that meditation?
- What was difficult?
- Did it feel uncomfortable to be quiet or keep your eyes closed?
- What was easy and enjoyable about it?

5. If time allows, try another slightly longer round of relaxed abdominal breathing. Then close with the assessment and reflection questions below.

### Reflection Questions

- Other than this classroom, where might you practice mindfulness?
- Will you try some relaxed abdominal breathing on your own at home tonight?



# Lesson 2: Walking Meditations

## **Standard**

Students will be able to:

- Learn coping skills for managing life events. (ASCA PS:C1.11)

## **Essential Questions**

- How does practicing mindfulness affect my body and mind?
- What are some different types of mindfulness activities?

## **Objectives**

Students will be able to:

- Share at least two benefits of mindfulness.
- Use mindfulness activities on their own.

## **Assessment**

- Student answers to reflection questions will allow you to gauge their understanding of mindfulness and the activities you are practicing.

## **Materials**

- None

## **Instructions**

1. Open the lesson with a conversation about mindfulness with these questions:
  - Who remembers what mindfulness is?
  - Did anyone practice one of the mindfulness activities we learned outside this class?
2. Continue with a practice of relaxed abdominal breathing:
  - Together let's get into our mindfulness bodies:
    - o Sit up tall in your seat.
    - o Wiggle everything to get all your goofiness out (give students 30 seconds to do this).
    - o Slowly let your body come to stillness, quiet your voice, and close your eyes if you feel safe. If you must leave your eyes open, focus on a single point on the floor with your eyes partially closed.
  - Use chime or meditation timer to signal that mindfulness will begin.
  - Place your hands on your lower belly. Relax your belly.
  - Take a deep breath in and notice how your belly gets round and full of air and your hands begin to rise.
  - Take a deep breath out and notice how your belly releases inward and your hands fall with your belly.
  - Continue breathing in and out and notice your belly rising and falling. Don't push your belly out or strain, just allow your body to do what it always does – breathe!

- Remember breathe in and out through your nose if that's comfortable for you.
  - Use a chime or meditation timer to signal that students can wake from mindfulness.
  - Debrief with questions such as:
    - How do you feel?
    - Was the practice any different from the first time you tried it?
3. Remind students about the video you watched about mindfulness in schools in the first lesson. Ask them if sitting and meditating quietly is the only way to practice mindfulness. They may recall the raisin activity or the drawing activity students were doing the video. Explain that today we are going to try a walking meditation.
4. Guide your students through this walking meditation:
- Ask everyone to come to their feet and find their own space in the classroom.
  - Let's get into our mindfulness bodies:
    - Stand up tall and quiet your voice.
    - Make any movements your body is asking for.
    - Slowly let your body come to stillness, quiet your voice, and focus your eyes on a single point on the floor with your eyes partially closed.
  - Use a chime or meditation timer to signal that mindfulness will begin.
  - Take a few deep breaths, inhaling through your nose, exhaling through your nose...inhale, exhale.
  - Do a scan of your body from toes to head, noticing any sensations or feelings in your body.
  - Begin to walk slowly around the room while careful to avoid bumping into your classmates.
  - Pay attention to the act of walking. Feel your feet touching the ground, lifting off the ground and touching again.
  - Now listen to the sounds around you and name them silently.
  - Be aware of the temperature of the air around you.
  - Notice your state of mind. Is your mind calm? Busy? Focused?
  - Quietly continue to walk slowly around the room. When your mind wanders – which is completely natural – try to bring your attention back to your breath or the act of walking (lifting your feet and feeling the soles of your feet on the ground).
  - Set a time for about five more minutes.
  - Use a chime or meditation timer to signal that students can wake from mindfulness.
5. Debrief the experience of a walking meditation with the reflection questions below.
6. If you have more time, let students choose if they want to try another walking meditation or a seated meditation. Ask them to decide the length of time you will practice.

### **Variations or Extensions**

- If you have the flexibility, have students walk around the school building or even better, outside.

## **Reflection Questions**

- How did the walking meditation feel different from the seated meditations we have done?
- Was it easier to focus or was it more distracting to be moving?
- Did having your peers around you help or make it more challenging?
- Raise your hand if you prefer walking meditation to a seated one. Raise your hand if the opposite is true. Why?
- Do you feel any differently after practicing mindfulness today?
- Is there anyone you'd like to share these activities with?

# Lesson 3: “Tense and Let Go” & the Five Senses

## **Standard**

Students will:

- Learn coping skills for managing life events. (ASCA PS:C1.11)

## **Essential Questions**

- How can I incorporate mindfulness into my life?
- Which mindfulness activity do I most enjoy?

## **Objective**

Students will be able to:

- Explain how many every day activities can be practiced in a mindful way.

## **Assessment**

- Students’ charts and their answers to the reflection questions will help you understand if the learning objective was met.

## **Materials**

- Using Our Senses mindfulness chart (see end of lesson) printed for students, or example projected so that they can each make one
- Paper and pen/pencil for each student

## **Instructions**

1. Open with a think-pair-share on the following topic: When did you or could you have used mindfulness this week?
2. Explain that today we will begin with a mindfulness technique called “squeeze and release” which allows you to relax by experiencing the opposite sensation.
3. Ask students to find a comfortable seat or a place to lie down and then guide them through the following activity.
  - Together let’s get into our mindfulness bodies:
    - Sit up tall in your seat.
    - Wiggle everything to get all your goofiness out (give students 30 seconds to do this).
    - Slowly let your body come to stillness, quiet your voice, and close your eyes if you feel safe. If you must leave your eyes open, focus on a single point on the floor with your eyes partially closed.
    - Take 3 deep breaths – INHALE, EXHALE, INHALE, EXHALE, INHALE, EXHALE.
  - Now squeeze your toes up as tightly as you can. Hold them tight, tight, tight, then release and allow them to rest. Scrunch up both feet, flexing every muscle you can find in your feet. After a few seconds, relax them and then imagine them as very heavy weights.

- Move to your legs and tense up all the muscles in your legs. Then relax them and let them release into the ground.
  - Pull your belly button in toward your back. Then let your belly get nice and soft. Relax into your seat.
  - Lift your shoulders up to your ears and feel all the tension in your neck. Then allow your shoulders to melt down your back.
  - Ball up your hands into fists and squeeze all the muscles in your arms. Then let your arms rest peacefully by your sides.
  - Next move to your face – close your eyes tightly, wrinkle your nose, press your lips together firmly.
  - After a few seconds of this tense face, relax. Take a big breath in and let out a deep sigh through your mouth. AAAAAAAH.
  - Take three deep breaths, sighing on the exhale if that feels good for you.
  - Use a chime or meditation timer to signal that students can wake from mindfulness.
  - Debrief the experience with students.
4. Now transition to the Using Our Senses mindfulness charts.
- Ask students if they can think of examples of everyday activities that can be done mindfully. They might come up with ideas such as walking, eating, listening to music, or showering. Explain that almost anything we do can be a practice of mindfulness if we slow down, focus, and go to our special, quiet place.
  - Give each student a chart (or project an example and have them create their own). Review the examples with them of everyday activities that can be practices of mindfulness. Ask students how these activities can be done mindfully. Remind them that mindfulness is about being fully present and engaged right where you are – not worrying about yesterday or tomorrow, just being.
  - Ask students to fill out some examples for each sense. It could be something they have done or just an idea. Walk around and help students who are struggling to generate ideas.
  - After a few minutes, ask students to stand up with their charts and walk slowly around the room. When you say freeze, have them turn to a neighbor and share a few items they recorded. You might repeat this “walk, freeze, share” activity a few times.
  - Have students return to their seats and share some items from their Using Our Senses mindfulness charts with the whole group.
  - Collect charts for use in future classes.

### **Reflection Questions**

- How can you walk more mindfully in the hallways at school?
- What everyday activity would you like to turn into a practice of mindfulness?

# Using our Senses Mindfulness Chart

	<i>Examples</i>					
<b>Sight</b>	<i>Stopped to look at a beautiful rainbow</i>					
<b>Sound</b>	<i>Put on my favorite song and danced around my room</i>					
<b>Taste</b>	<i>Ate a delicious cone of ice cream</i>					
<b>Touch</b>	<i>Got a big hug from my little brother</i>					
<b>Smell</b>	<i>Smelled the lilacs on my walk to school</i>					



# Lesson 4: Mindful Communication

## **Standard**

Students will:

- Use a decision-making and problem-solving model. (ASCA PS:B1.1)

## **Essential Questions**

- Why is it important to stop and think before we speak?
- How can mindfulness help us in our relationships with other?

## **Objective**

Students will be able to:

- Use the THINK strategy to communicate mindfully.

## **Assessment**

- Answers to the THINK before You Speak activity will help you assess students' understanding. You can also use the reflection questions below as an assessment.

## **Materials**

- THINK Before You Speak acronym projected or written on the board:
  - T: True
  - H: Helpful
  - I: I'm the best one to say it
  - N: Now is the right time to say it
  - K: Kind
- Think before you speak scenarios printed on cards (one for each pair of students)

## **Instructions**

1. Open with a mindfulness activity. Ask students if they want to do relaxed abdominal breathing or a walking meditation. See instructions from earlier lessons.
2. Explain that today we are going to talk about mindfulness in a different context – mindfulness in our interaction with others. Lead a discussion using points and questions such as:
  - What do you think it means to be mindful in our interactions with others?
  - If we slow down and focus on what we are saying to others, we can be sure to be kind and well intentioned with our words.
  - Think of a time that you or someone you know said something without being mindful. What was the result?
3. Help students explore the strategy THINK, a technique to help us consider whether what is in our heads should come out of our mouths!
  - Before I say something, I should ask myself if what I'm about to say fits the following guidelines:

- o True
  - o Helpful
  - o I'm the best one to say it
  - o Now is the right time to say it
  - o Kind
4. Move students into pairs or triplets using the Fold the Line strategy:
    - Stand on this side of the room if you are feeling really comfortable with mindfulness practice and are using it on your own.
    - Stand on the opposite side if you are still confused by the whole mindfulness experience.
    - You can also place yourself somewhere in the middle.
    - Once students are in a line, fold it in half with each end meeting the other. Make sure everyone is paired with one student (with one triplet in the case of odd numbers). Ask them to discuss with their partner: How are you feeling about practicing mindfulness and why?
  5. Give each pair or triple a THINK Before You Speak scenario card (see end of lesson). Have each group prepare a skit to demonstrate a response to the scenario that doesn't demonstrate using THINK and one that does. Move around the room and discuss answers with students while they are working collaboratively.
  6. Once students have finished, have each group act out their two scenarios (or a just a few volunteer pairs, depending on time).
    - Ask audience members to decide which of the two scenarios represent THINK and which does not and why.
    - Consider reflection questions such as:
      - o How could the speaker in the situations have responded differently? How might that have changed the situation?
      - o Is it possible to say something kind but unhelpful?
  7. Close with the reflection questions below or by allowing students to work on their Using Our Senses mindfulness charts from the previous lesson if time allows.

### **Variations or Extensions**

- Have each student choose which of the skits presented best followed the THINK technique. Then ask a few students to make the case for their choice, allowing other students to move to join the speaker if they are persuaded to change their minds.
- Have students write their own statements and reflect on them using the THINK strategy.

### **Reflection Questions**

- Who can remind us what the letters of THINK stand for?
- Can anyone share a time when you forgot to THINK before you spoke? What happened and how did everyone in the situation feel?
- Is there a place or person with which you know you need to be better at using THINK?

# THINK Before You Speak Scenarios

Your little brother borrows your computer and spills a glass of water on it.

Denise is wearing a dress to the dance that you think looks unflattering on her.

You are with Denise in the mall trying on clothes and she asks you if you like the dress she is trying on. You don't think it's very flattering.

Your math teacher asks you to stay for after school tutoring and you were planning to go to the park with your friends.

Your mom wants you to babysit your little brother, but all your friends are going to the movies.

You are late for work and your boss is upset with you.

Jacinda asks you if she can copy your answers on the reading test.

Lakesha is having a birthday party and you find out you are not invited.

Your best friend's dog died.

# Lesson 5: Mindful Bodies, Better Moods

## **Standard**

Student will:

- Know that communication involves speaking, listening, and nonverbal behavior. (ASCA PS:A2.7)

## **Essential Questions**

- How does the shape and posture of my body connect to my mood?
- How can I be more mindful of my posture and what I'm communicating with how I'm sitting or standing?

## **Objective**

Students will be able to:

- Explain how the physical position of their bodies can impact their mood.

## **Assessment**

- Students' demonstrations, body language, and emotions will allow you to assess their understanding of the connection between posture and mood.

## **Material**

- Students should have their Using Our Senses mindfulness chart (see Lesson 3)

## **Instructions**

1. Open with a mindfulness activity. Ask students if they want to do relaxed abdominal breathing or a walking meditation. See instructions in earlier lessons.
2. Give students a few minutes to update their Using Our Senses mindfulness charts. Ask students to share how they have been being more mindful in their lives.
  - Have they been using the THINK Before You Speak technique?
  - Have they been focusing on their breath and taking quiet time for themselves?
  - Do they use mindfulness regularly or have they been able to use techniques when in a difficult moment?
3. Lead a conversation about how our bodies can affect our moods. Model a few of the postures below for students, and ask them to describe how they think you feel:
  - Stand up tall and straight with your head lifted and a smile on your face.
  - Sit on a chair with your shoulders slumped and your chin on your chest. Look down at the ground.
  - Stand with your hands on your hips and tighten your mouth and area around your eyes.
4. Discuss these questions and points to explore the importance of body language:
  - How could you tell how I felt even though I didn't say anything?
  - Scientists say that 55% of what we communicate comes through body language.
  - Are you always aware of what your body is "saying" to other people?

5. Ask students to pair up and communicate the following emotions to one another with body language alone (no words):

- Proud
- Sad
- Angry
- Happy
- Confused
- Excluded
- Excited
- Stressed
- Relaxed

6. Have a few volunteers demonstrate their body positions to the whole class and ask other students to point out what their bodies look like. Ask questions such as: What position is her head in? Where are her hands? Does he look relaxed or tense?

7. Now consider this with students: If our moods are reflected in our body language, can we use our body postures to change our moods? Try the following postures and changes and then ask students to share any mood changes they notice:

- Harden your eyes by tightening the muscles around them. Stare hard at something. After a few moments, allow your eyes to soften. Do you feel any different?
- Make your mouth into a frown or very sad face. After a few moments, smile. What change in your mood do you notice?
- Slump over in your chair – shoulders forward, chin toward chest. Now sit up straight, pull your shoulders back, lift your chin. How do you feel now?

8. Close with the reflection questions below.

### **Variations or Extensions**

- Ask students to generate a list of emotions they want to act out. Turn the activity into a game of charades.

### **Reflection Questions**

- Is there someone you would like to appreciate for his/her contribution today?
- What did you learn today that will help you outside of this classroom?
- How can you remind yourself to be mindful and reflect on your body language?

# PROJECT: MINDFULNESS MY WAY

Through this unit, students have explored a variety of topics that relate to mindfulness, including practicing meditation, using your senses, speaking mindfully, and exploring mindfulness in body language. This project is designed to help dig deeper into an area of mindfulness that is most interesting to students. It is up to you to direct the timeline of this project to fit your classroom needs. You will need to collaborate with other teachers; schedule time for presentations.

## **Standards**

Students will:

- Use effective communication skills. (ASCA PS:A2.6)
- Share knowledge. (ASCA A:A3.5)
- Know how to apply conflict resolution skills. (ASCA PS:B1.6)

## **Objectives**

Students will be able to:

- Lead their peers in a mindfulness activity of their own design.
- Reflect on their presentation skills.

## **Materials**

- Computer and speakers if you want to listen to guided meditations. Recommendations include:
  - “Guided Meditations”  
<http://mindfulnessforteens.com/guided-meditations/>
  - “8 Minutes to Calm: A Guided Relaxation” (0:00–1:55)  
[https://www.youtube.com/watch?v=rxckYzZYJ04&index=1&list=PLEJbP9lvxlPR1kLayVPx\\_y4\\_Rx9M6kNne](https://www.youtube.com/watch?v=rxckYzZYJ04&index=1&list=PLEJbP9lvxlPR1kLayVPx_y4_Rx9M6kNne)
- Copies of the Mindfulness My Way proposal for each student or small group
- Access to computers for researching. Suggested resources for student research include:
  - <http://mindfulnessforteens.com>
  - [http://greatergood.berkeley.edu/article/item/tips\\_for\\_teaching\\_mindfulness\\_to\\_kids](http://greatergood.berkeley.edu/article/item/tips_for_teaching_mindfulness_to_kids)
  - <http://www.mindfulteachers.org/>

## **Instructions**

Note: This project may take between three and five class periods.

## **Introducing the Project**

1. Open with a mindfulness activity. Ask students if they want to do relaxed abdominal breathing or a walking meditation. See instructions in earlier lessons. Or, choose to select a guided meditation (see suggestions in the Materials section).
2. Lead a discussion about the mindfulness skills that we have been practicing in this unit.
  - What skills and abilities did we practice this unit so far? (Answers include meditation (both walking

and sitting), focusing on breath, targeting my five senses, mindfulness in everyday activities, speaking mindfully, being mindful of my body and how it affects my mood.) Review what each of these skills looks like or means.

- Which of these skills have you been trying to use outside this classroom? How?
- Think about which type of mindfulness activity has been most useful for you. Which one would you like to share with others?

3. Explain that through this project, students (or small groups) will each design their own mindfulness activity and lead the class through it.

### **Brainstorming and Selecting the Activity**

1. As a group, brainstorm a list of possible mindfulness activities that students could design. Help them brainstorm with ideas such as:

- What are some tricks you use to calm yourself down when you are stressed or upset?
- What hobbies do you have that could be considered mindfulness activities?
- When do you feel really happy or most yourself?

2. Then have each student (or each small group) put together their proposal using the Mindfulness My Way proposal sheet below. You might allow them to review websites such as those suggested in the Materials section.

### **Creating Final Product**

1. Give students a few class periods to put together their lesson plans. Ask them to write instructions for the lesson plan in a step-by-step manner so that anyone else could pick up the lesson plan and teach their mindfulness activity. You may show them the instruction sections of the lesson plans in this unit as examples.

### **Reflection**

1. Have students start or end each day with a reflection. This can be written or oral. Potential reflection prompts include:
- If working in groups, how are we working well as a team? Use a collaboration rubric to help students understand the parts of teamwork. The Buck Institute has sample collaboration rubrics on their website.
  - What do you like about designing an activity for your peers? How can you make sure it is fun and valuable for everyone?
  - What has been challenging for you?
  - Does this experience inspire you to try any other new things?

### **Ongoing Mindfulness Practice**

1. Make sure to start each class with a mindfulness activity. You can use one of the one activities from earlier in this unit.

## Feedback and Revision

1. Provide different opportunities for feedback (e.g., teacher gives one-on-one feedback and students give feedback to each other in pairs). You will likely want to set up regular check-ins with each student or small group to assess their progress and help them overcome any obstacles.
2. At the end of this unit is a rubric that students can use to give each other feedback. Gather student input on if they would like to change this rubric in any way before using it.

## Presentation Options

- Consider having students practice in small groups before they deliver their activity to the whole class.
- You might have students each other's lesson plans to lead the lessons.
- When students teach their activity to the whole class, ask students to give each other feedback using the rubric below or something similar.
- Consider having the class vote on the two most effective or fun mindfulness activities and partner with another class to teach these two activities to a new group.



# Mindfulness My Way Proposal

<b>Name of my mindfulness activity</b>	
<b>Brief description</b>	
<b>What other students will learn from this activity</b>	
<b>Materials I will need</b>	
<b>Why I chose this activity</b>	
<b>Websites or other resources I will use in planning</b>	

# Mindfulness Activity Rubric

Based on the activity you just participated in, place a check to indicate your agreement with each statement on a scale of strongly disagree to strongly agree.

	<b>1 Strongly Disagree</b>	<b>2 Disagree</b>	<b>3 Not Sure or Neutral</b>	<b>4 Agree</b>	<b>5 Strongly Agree</b>
I enjoyed this activity.					
The instructions during this activity were clear and easy to follow.					
I might try this activity again on my own.					
The presenter spoke in a clear, confident tone of voice.					
<b>Total Points (out of 25):</b>					

