Sound Body Sound Mind

Mindfulness Education Curriculum

A collaboration with

UCLA MINDFUL AWARENESS RESEARCH CENTER
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>HOW TO GUIDE</td>
<td>2</td>
</tr>
<tr>
<td>LESSON 1: INTRODUCTION TO MINDFULNESS</td>
<td>3</td>
</tr>
<tr>
<td>LESSON 2: SLOWING DOWN &amp; BREATHING</td>
<td>8</td>
</tr>
<tr>
<td>LESSON 3: ANCHORS &amp; BODY</td>
<td>13</td>
</tr>
<tr>
<td>LESSON 4: MINDFUL STANDING &amp; WALKING</td>
<td>18</td>
</tr>
<tr>
<td>LESSON 5: DIFFICULT EMOTIONS</td>
<td>23</td>
</tr>
<tr>
<td>LESSON 6: LOVING KINDNESS</td>
<td>30</td>
</tr>
<tr>
<td>LESSON 7: THOUGHTS</td>
<td>35</td>
</tr>
<tr>
<td>LESSON 8: SELF-COMPASSION</td>
<td>40</td>
</tr>
<tr>
<td>LESSON 9: GRATITUDE</td>
<td>46</td>
</tr>
<tr>
<td>LESSON 10: MINDFULNESS REVIEW</td>
<td>51</td>
</tr>
<tr>
<td>MINDFUL AWARENESS PRACTICES LIST</td>
<td>55</td>
</tr>
<tr>
<td>ADDITIONAL RESOURCES</td>
<td>57</td>
</tr>
</tbody>
</table>
MINDFULNESS EDUCATION CURRICULUM

INTRODUCTION

WHAT IS MINDFULNESS?

Mindfulness, also known as Mindful Awareness, is the moment-by-moment process of actively and openly observing one's physical, mental, and emotional experiences. Mindful Awareness Practices (MAPs) are tools and exercises such as meditation, yoga, and tai-chi that develop greater mind-body awareness and promote mindfulness in daily life.

WHY MINDFULNESS?

Mindfulness has scientific support as a means to reduce stress, improve attention, boost the immune system, reduce emotional reactivity, and promote a general sense of health and wellbeing.

IN EACH LESSON, YOU WILL FIND

- **CONCEPTS**
  - Introduction to mindfulness concepts to assist you with lesson implementation

- **TEACHING TIPS**
  - Reflection questions and mindfulness practice activities for you and your students

- **LESSON VIDEO**
  - Videos taught by our experts and designed specifically for students

- **RESOURCES**
  - Supplementary resources to complete your well rounded mindfulness instruction
In each lesson, we will provide you with one guided video and practice instructions.

There are sections titled "TEACHER INSTRUCTIONS" for you to recite to your class.

Each video has its own "LESSON PRACTICE INSTRUCTION." These are instructions for the mini practices that are discussed in the video. You can either use it to better guide your own lesson instruction with students or recite it verbatim.

Each video includes a mindfulness challenge based on the video's topic. These are written out in the "CHALLENGE" section.

If you would like to expand on the lesson, there is an additional section titled "DIVE DEEPER." These are some prompts you can share with your students to facilitate more curiosity and discussion about the lesson.

Each lesson includes a series of reflection questions that you can assign as classwork or homework.

Please note: these lessons were specifically designed for middle school and high school students. They may be modified for other classrooms based on instructor discretion.
LESSON 1: INTRODUCTION TO MINDFULNESS

LESSON 1 TOPICS

- Introduction to mindfulness
- Sound and posture

LESSON 1 OBJECTIVES

- Students should understand what mindfulness is and its benefits.
- Students should be able to practice mindful listening.
- Students should know the three components of a mindful body position and how it is helpful when meditating.
INTRODUCTION TO MINDFULNESS
Mindfulness is a natural capacity that we all have to be present, open, curious, and kind. It allows us to be with things as they are, free of judgment or resistance. Developing mindfulness takes practice just like learning a sport or a musical instrument. Mindfulness has been shown to prevent depression, help with sleep quality and anxiety management, and increase attention and focus. It also helps us to develop empathy, gratitude, generosity, and patience.

MINDFULNESS
Paying attention to your present moment experiences with kindness, curiosity, and acceptance.

MINDFUL BODY POSITION
We teach students to recognize how a still and upright body position supports meditative practices, allowing them to concentrate and tune in to one anchor at a time. At the same time, we encourage many moments of “informal” practice which includes noticing their surroundings, body sensations, and emotions throughout the day.

SOUND AND POSTURE
Listening to sounds, on purpose, is one helpful way to access mindful awareness. We teach students to “anchor” to sounds, meaning to notice sounds, one at a time and then return to listening when they notice that their attention has wandered off. We teach students the components of a “mindful body position” because it helps many people to concentrate, and notice urges. This position includes three main components: upright and seated, still, and comfortable (not too rigid). It is important to let students know that they can practice mindfulness while walking, standing, and lying down as well. Many mindfulness practices involve bringing our full attention to what we are doing while we are doing it. This means that mindfulness can be practiced while doing dishes, playing sports, or listening to someone tell a story.
LESSON 1: INTRODUCTION TO MINDFULNESS

LESSON PLAN

TEACHING TIPS

PRACTICE REMINDERS

- Remind students that sharing and practicing are optional and that they always have the option to rest during the practice.

- Sitting still may sound relatively easy, but it takes practice.

- It is important to emphasize that mindfulness is not about getting rid of thoughts or getting angry with ourselves for having thoughts during meditation. We are changing our relationship to our thoughts, being kind, open, and curious toward ourselves instead of judgmental.

- If students are fidgety or seem unfocused, allow them to move and practice in their own way. It may not look like they are doing anything, but creating space for these practices is like planting seeds of possibility for students to discover some aspects of the practices that resonate with them.

ADDITIONAL RESOURCE

OUTSIDE READING

Mindful Monkey, Happy Panda by Lauren Alderfer is a picture book for children and adults alike. It introduces the powerful practice of mindfulness in a fun and exciting way. Find it here.
Mindfulness is unlike other subjects that we learn about. There will not be assessments and there are no right or wrong answers.

Today you will be watching a video. There will be two exercises or mini practices in them where you can follow along.

Students, please participate with your attention by putting away anything else you may be working on so you can follow along. Make sure you have somewhere comfortable to sit. Today we will be exploring something new, mindfulness.

- Mindfulness is unlike other subjects that we learn about. There will not be assessments and there are no right or wrong answers.
- Today you will be watching a video. There will be two exercises or mini practices in them where you can follow along.
LESSON 1: INTRODUCTION TO MINDFULNESS

SOUND & POSTURE

LESSON PRACTICE INSTRUCTIONS
To practice anchoring to sounds, set a timer for one to three minutes and get into your mindful body position or another comfortable position lying down or standing up. If it is comfortable for you, close your eyes and listen to all the different sounds you notice, one at a time. Notice sounds that are far away and close by. Notice sounds that are constant, like the humming of the air system, and sounds that come and go, like people walking through the hall. Eventually, your attention may wander off to your thoughts (like “how much time is left?”) or something else - that is perfectly okay. Every time we notice our attention has drifted and we return to listening we are getting better at being mindful. It is like doing a bicep curl for our brain!

Sitting in a mindful body position can feel difficult at first as our bodies are used to moving and fidgeting throughout the day. To get more comfortable sitting in this position, we will set a timer for one minute and set an intention to be curious about what it feels like to sit still. Notice urges like wanting to open your eyes, curl your toes, or adjust your position. Instead of reacting to these urges, notice them for a moment, then try to return to stillness - be kind to yourself and remember that it takes practice to maintain stillness.

CHALLENGE
Sit every day for one minute and just listen to the sounds you can hear.

DIVE DEEPER (OPTIONAL)
How do you think you may benefit from mindfulness? Think about one to three things that you discovered through the practices. This could include sounds you heard, the unpleasantness or pleasantness of getting still in your body, or anything else about your experience. Share your honest experiences, even if they were unpleasant.

REFLECTION
1. What are the three components of a mindful body position?
2. Name two to three benefits of mindfulness that you think might be helpful to you.
LESSON 2:
SLOWING DOWN & BREATHING

LESSON 2 TOPICS

• Slowing down and breathing

LESSON 2 OBJECTIVES

• Students should be able to practice mindful listening and mindful breathing.
Breath, like sound, is another anchor that can be used to strengthen awareness. With breath, we focus on the sensations of breathing in the abdomen, chest, and at the nose. Students are invited to be curious and find an “anchor point” where they can most easily notice their breath. Students can also count their breaths (up to four) or use the words “breathing in, breathing out” as they notice the sensations of breathing.

BEGINNER’S MIND PERSPECTIVE

This is the perspective we have when some experience is new to us. We feel naturally curious and absorbed in the new information presented by the experience. When we feel curious, our brain anticipates a reward. Curiosity and a beginner’s mind perspective encourage students to find something extraordinary in the ordinary moments of their lives, helping them to overcome boredom and increase flexibility.
PRACTICE REMINDERS

- Sitting still may sound relatively easy, but it takes practice.

- It is important to emphasize that mindfulness is not about getting rid of thoughts or getting angry with ourselves for having thoughts during meditation. We are changing our relationship to our thoughts, being kind, open, and curious toward ourselves instead of judgmental.

- When practicing mindful breathing, remind students that it is a practice that takes time to learn. Let them know that it does not matter how many times their attention wanders away. The practice is about building awareness. If they notice just one thought or one breath, they are practicing mindfulness. The practice is also about developing a kinder relationship with ourselves. We can be kind every time we notice a thought (such as “this doesn’t work for me”) or a distraction. Invite students to say to themselves “that’s okay, I’ll just come back to my breath now” or some other kind response.

- If students are fidgety or seem unfocused, allow them to move and practice in their own way. It may not look like they are doing anything, but creating space for these practices is like planting seeds of possibility for students to discover some aspects of the practices that resonate with them.
Students, please participate with your attention by putting away anything else you may be working on so you can follow along. Make sure you have somewhere comfortable to sit. Today we will be watching a video. There will be two mini practices to try today, so please follow along. We will be going over:

- Looking around the space from a beginner's mind perspective
- Focusing on breath
LESSON 2: SLOWING DOWN & BREATHING

LESSON PRACTICE INSTRUCTIONS

Let’s try slowing down on purpose. Try walking around with the intention of being grateful for all the little things you notice. You may discover an appreciation for things you normally take for granted like running water, a solid house, or furniture to rest on. Try this “mindful seeing” in different environments like the grocery stores and parks. Practice this when you feel bored, like when you are waiting in line at the store.

Let’s all try this new practice by silencing ourselves, slowing down, and breathing. We will set a timer for one to three minutes. Focus on your breath wherever you feel the sensation the easiest. If you notice your mind wondering, with a curious and kind attitude come back and focus on your breath. One minute of focusing on your breath per day can help you with focusing and feeling more confident in yourself.

CHALLENGE

For one minute every day, sit and pay attention to your breath and where you feel it in your body.

DIVE DEEPER (OPTIONAL)

Where was it easiest to notice your breath? Was it your belly, chest, nose, or somewhere else? Why do you think you noticed your breath in this place?

REFLECTION

1. Name three places where you would like to try mindful listening.
LESSON 3: ANCHORS & BODY

LESSON 3 TOPICS

- Anchors
- Body scan

LESSON 3 OBJECTIVES

- Students should be able to identify different anchors they can use including their body, senses, and movement
- Students should know how to practice a body scan
LESSON 3: ANCHORS & BODY

CONCEPT OVERVIEWS

ANCHORS
We talk to students about how we can anchor our attention to different aspects of the present moment including body sensations and our five senses. Anchoring allows students to return to the present moment when thoughts drift toward the past or the future, driven by difficult emotions.

BODY SCAN
Through the body scan practice, we teach students how to be aware of internal body sensations such as pressure and tingling with curiosity and openness. We start by inviting students to squeeze and release their muscles before starting the body scan which helps relax their bodies.
LESSON 3: ANCHORS & BODY

LESSON PLAN

TEACHING TIPS

PRACTICE REMINDERS

- Body scans can be practiced seated or lying down.

- If students say that they cannot feel any sensations when practicing body scans you can ask them to make fists with their hands and squeeze and release their fists, noticing what they feel such as heat, tightness, and relaxation when they release. Also, remind them that even though they might not notice sensations today, it is a relaxing activity that can help them fall asleep.

- Some students may say that they felt self-conscious or awkward. Remind them that this is normal and something to just notice while they continue to practice curiosity.

- When we have big emotions like worry, it's easy to get lost in distressing thoughts about how things might turn out or imagine the worst that could happen. Paying attention to the body sensations that we feel when big emotions arise helps the emotions to pass more quickly so we can think clearly and make decisions that we feel good about.

ADDITIONAL RESOURCE

TIKTOK

This short video goes over the concept of "thought surfing" and how practice it
Students, please participate with your attention by putting away anything else you may be working on so you can follow along. Make sure you have somewhere comfortable to sit. This week, we introduce you to the body scan which is a way of paying attention to the sensations we can feel happening in our bodies. We will be practicing with anchors. Anchors are aspects of our present-moment experience that we can bring our attention back to when it wanders off to thoughts about the past or the future. Let's watch the video and try it out!
Before we start the body scan, we squeeze and release our muscles to help them relax. You can start by squeezing and releasing your toes and hands. Then you can shrug your shoulders up toward your ears and squeeze your face muscles and take a deep breath. As you exhale, release all of the tension and notice how you feel. As you “scan” through your body, notice what you can feel in your feet—the pressure and warmth of your socks or shoes. Continue scanning throughout your body, noticing your legs, abdomen, and chest. Maybe you can feel your heartbeat or notice grumbling in your stomach. Continue to scan your arms and hands and then your back, neck, and face. Just stay curious about sensations that stand out to you.

CHALLENGE
Sit every day for one minute and attend to the sensations in your body - what you feel.

DIVE DEEPER (OPTIONAL)
Invite students to share the sensations that they noticed during the body scan. To extend the activity, you can invite students to draw an outline of a body and draw the sensations they noticed using colors that represent the intensity of the sensations. Let students know that stopping to notice body sensations when they have big emotions like anger or fear can help the emotion to settle and allow them to come up with helpful thoughts in difficult moments.

REFLECTION
1. What sensations did you notice during the body scan?
2. Why do we use anchors?
LESSON 4: MINDFUL STANDING & WALKING

LESSON 4 TOPICS

- Mindful standing and walking

LESSON 4 OBJECTIVES

- Students should be able to walk mindfully

- Students should know the benefits of slowing down on purpose
Students can also practice mindfulness while standing and walking. We let them know that slowing down on purpose can help them regulate their emotions when they feel distressed or rushed.
PRACTICE REMINDERS

- As an activity before or during a lesson, ask students to do one thing they do every day but in slow motion. This could be tying their shoe, sitting and standing, drinking a glass of water, or eating something. Invite students to get curious about what they notice when they slow things down. With mindful eating, invite students to notice the textures, flavors, and sensations that they may never have noticed before.

- Some students may say that they felt self-conscious or awkward. Remind them that this is normal and something to just notice while they continue to practice curiosity.

- When we have big emotions like worry, it’s easy to get lost in distressing thoughts about how things might turn out or imagine the worst that could happen. Paying attention to the body sensations that we feel when big emotions arise helps the emotions to pass more quickly so we can think clearly and make decisions that we feel good about.
LESSON 4: MINDFUL STANDING & WALKING

MINDFUL STANDING AND WALKING

TEACHER INSTRUCTIONS

When we move slowly on purpose, we help to slow down our busy minds and help to settle difficult emotions. Stress and difficult feelings like loneliness can make it hard for us to concentrate and sort through all of our thoughts about what to do. Slowing down lets us see our thoughts in slow motion. This helps us make wise decisions with greater ease. Today we will be going over:

- Anchoring our attention as we stand.
- Anchoring our attention as we walk.
LESSON 4: MINDFUL STANDING & WALKING

MINDFUL STANDING AND WALKING

LESSON PRACTICE INSTRUCTIONS

Start in a standing position and, if it’s comfortable, close your eyes so you can feel your feet making contact with the ground. Slowly start to shift your weight side to side, noticing sensations in your feet and legs. Now you can try mindful walking. With your eyes open, take a breath and as you exhale, take a step forward. Continue linking your breath to your movement, taking a step as you exhale. When you’ve taken four or five steps, pause, take a breath, and turn around. You can set a timer to practice mindful walking for one to three minutes, or you can choose a cue to practice such as when you walk from your room to the kitchen or from the car to the front door.

CHALLENGE
For one minute every day, try mindful walking or mindful standing. This can be done formally or informally.

DIVE DEEPER (OPTIONAL)
As an activity before or during a lesson, ask student to do one thing they do everyday but in slow motion. This could be tying their shoe, sitting and standing, drinking a glass of water, or eating something. Invite students to get curious about what they notice when they slow things down. With mindful eating, invite students to notice the textures, flavors, and sensations that they may never have noticed before.

REFLECTION
1. When do you think it would be helpful to move slowly on purpose?
LESSON 5: WORKING WITH DIFFICULT EMOTIONS

LESSON 5 TOPICS

- Working with difficult emotions
- R.A.I.N. practice
- S.T.O.P. practice

LESSON 5 OBJECTIVES

- Students should understand how emotions, body sensations, and thoughts are connected
- Students should know how to use the steps outlined in R.A.I.N. to help them regulate their emotions
- Students should know when to use the S.T.O.P. practice to help them regulate emotions and ground themselves in the present moment
We can see emotions as energy in motion. This means that emotions make us want to react and take action quickly. It also means that we can feel the energy of emotion in our bodies, noticing sensations such as heat, pressure, tingling, and coolness. Though emotions are short-lived (roughly only 90 seconds long), they are prolonged by the thoughts that we keep thinking about them. Rumination, for example, can exaggerate and bring back an emotion that has already passed. By using the techniques outlined in R.A.I.N. and S.T.O.P., students can learn to observe instead of habitually react when difficult emotions arise.

R.A.I.N.
R.A.I.N. is a technique that requires students to pause and notice their inner experience of emotions. “R” stands for recognizing or naming the emotion(s) that are present. Naming emotions has been shown to reduce their intensity and increase activation of the prefrontal cortex, the brain’s center for executive functioning, decision-making, and self-awareness. “A” stands for allow, which means to let go of changing or suppressing the emotion and instead allow it to move through you with acceptance. “I” stands for investigate, which means to scan through the body, noticing sensations like tightness or heat that arise with the emotion. Finally, “N” can stand for three concepts: non-identify, nurture, or neutral. Non-identify means to let go of judgment and remember that emotions are universal. They are temporary experiences moving through us, and they are not who we are. Nurture means to bring compassion and kindness to our inner experience. We can do this by softening toward our pain and realizing we are not alone. Neutral refers to bringing awareness to our five senses and connecting with the neutral, yet, peaceful aspects of our environment.
S.T.O.P.
S.T.O.P. is an acronym students can use to help them bring their attention to the present moment more often and deal with difficult emotions. "S" stands for stop what you’re doing to pause. “T” stands for take a deep breath. “O” stands for observe. Students can observe in a similar way to the investigate step in R.A.I.N. by noticing internal body sensations and emotions, or they can observe sensations (sounds, sights, tastes, skin sensations, and scents) in the present moment. And finally, "P" stands for proceed. You can invite students to find a cue to practice S.T.O.P. It could be something they do every day, like walking from their home to their car, or when they walk up steps.
PRACTICE REMINDERS

- Students may be hesitant to talk about difficult feelings. Help create a safe space by letting students share what helps them feel safe to share with classmates. You might suggest confidentiality, taking turns and not interrupting, and being generous with our assumptions about each other, namely agreeing that we are all trying our best.

- As always, remind students that sharing and practicing is optional and that they always have the option to rest during the practice.

- If you can, devote a generous amount of time for these activities so that you and your students don’t feel rushed. Allow for periods of silence so that students can take time to think or write about their responses to reflective questions. You can also set a timer for periods of reflective silence so that students can ponder without pressure to respond quickly and superficially.

ADDITIONAL RESOURCE

FEELINGS AND NEEDS INVENTORY

The Feelings and Needs Inventory from the Non-Violent Communication organization can help students practice identifying their feelings and needs. Students can recognize that difficult feelings often reflect needs they have that are not being met. As they learn to identify their needs, they will be better able to communicate them to others. Available in multiple languages.
Students, please participate with your attention by putting away anything else you may be working on so you can follow along. Make sure you have somewhere comfortable to sit. Today we are going to learn a new way of relating to difficult emotions by being less reactive and more curious and accepting of them.
LESSON 5: WORKING WITH DIFFICULT EMOTIONS

EMOTIONS & S.T.O.P.

LESSON PRACTICE INSTRUCTIONS

Bring to mind something that has been difficult lately, not the most difficult thing but something that is between a 3 and 6 out of 10 in intensity. It could be a recent argument you’ve had with someone close to you or a time when you were disappointed. With your eyes open or closed, recall the steps of R.A.I.N. Start by recognizing the feeling or feelings that arose from this situation. Was it anger? Sadness? Fear? Something else? Recognizing our emotions can help them to settle more easily. Next, accept the feelings that are present by not avoiding them or trying to push them away. Though they are uncomfortable, they are temporary and get stronger when we try to suppress them. Then, you can identify sensations that you notice in your body. You can start from the top of your head and scan your body for sensations such as tingling, heat, pressure, and tightness. Finally, remember to not identify with your emotions by remembering that the way you’re feeling is acceptable and not a reflection of who you are or your character. Remember to think of emotions as energy in motion. They are temporary and you are not alone in feeling them.

LESSON PRACTICE INSTRUCTIONS CONTINUED ON NEXT PAGE
LESSON 5: WORKING WITH DIFFICULT EMOTIONS

EMOTIONS & S.T.O.P.

LESSON PRACTICE INSTRUCTIONS CONTINUED

The S.T.O.P. practice helps you to be less reactive and more responsive. You can use it when you need a little calm so that you don’t say or do anything you might regret later. You can also choose a cue to practice. The cue can be something you do every day like arriving home or entering the car. Practicing S.T.O.P. a little bit each day will help you to be more present and less preoccupied by worries and self-consciousness. Let’s practice right now. Stop what you’re doing. Take a long, slow breath in and out through your nose. Now, observe by looking around you and noticing your environment. Notice any scents in the air, tastes in your mouth, and sensations of air or clothing against your skin. Finally, take a few moments to notice sounds in your environment with your eyes open or closed. Once you’ve checked in with your five senses, you can proceed with more presence.

CHALLENGE

For two minutes every day, practice one of the following:

- S.T.O.P.
- R.A.I.N.
- Paying attention to your breath or sounds

DIVE DEEPER (OPTIONAL)

Invite students to take out a piece of paper and a few different colored pens or pencils. Ask students to draw an outline of a body (like a gingerbread person) and choose an emotion. Working independently, have them reflect upon what that emotion feels like in their body. Have them use colors and shapes to capture the sensation that comes with the emotion that they have chosen and draw it on their paper body. Invite any student who feels comfortable to share their drawing with the class and have their classmates guess what emotion was drawn. Have them share what cues from the drawing made them guess that emotion.

REFLECTION

1. What’s something helpful that you do when difficult feelings arise?
LESSON 6: LOVING KINDNESS

LESSON 6 TOPICS

- Loving kindness meditation

LESSON 6 OBJECTIVES

- Students should understand how emotions, body sensations, and thoughts are connected
- Students should be able to understand the benefits of the loving-kindness practice
CONCEPT OVERVIEWS

LOVING KINDNESS MEDITATION
This type of meditation invites students to bring to mind a person or animal that they like or love and to send them kind wishes. This practice helps students to feel connected with loved ones that they may miss and may inspire them to reach out to them and express their love or gratitude. In the practice we repeat phrases while imagining that we are sending them to our loved ones. Students can also send these kind wishes to themselves. We offer three general wishes (happiness, health, and peacefulness), but students can feel free to send whatever wishes feel natural and genuine to them. This practice can help students fall asleep at night and promote general relaxation and ease.
PRACTICE REMINDERS

- Students may be hesitant to talk about difficult feelings. Help create a safe space by letting students share what helps them feel safe to share with classmates. You might suggest confidentiality, taking turns and not interrupting, and being generous with our assumptions about each other, namely agreeing that we are all trying our best.

- As always, remind students that sharing and practicing is optional and that they always have the option to rest during the practice.

- If you can, devote a generous amount of time for these activities so that you and your students don’t feel rushed. Allow for periods of silence so that students can take time to think or write about their responses to reflective questions. You can also set a timer for periods of reflective silence so that students can ponder without pressure to respond quickly and superficially.

ADDITIONAL RESOURCE

ARTICLE

Open Hearts Build Lives: Positive Emotions, Induced Through Loving-Kindness Meditation, Build Consequential Personal Resources
Today we will be practicing something new, loving kindness meditation. This meditation focuses on feelings of love and connection. Let’s watch the video to learn the benefits of this practice and then try it ourselves with a guided walkthrough.
LESSON 6: LOVING KINDNESS

LOVING KINDNESS MEDITATION

LESSON PRACTICE INSTRUCTIONS

Loving kindness meditation provides a way of thinking about people we care about and wishing them well. To practice it, find a comfortable seated or lying down position and put away any distractions. Take a few moments to anchor your attention to your breath wherever you feel it most easily in your body. Bring to mind someone you find easy to like or love. It can even be a pet! Imagine this person looking happy. What do they do that makes them feel happy? Imagine them healthy and strong. Finally, imagine them feeling peaceful and at ease. Then, take your time to imagine that they are nearby and that you are sending them these kind wishes, one at a time:

1) May you be happy.
2) May you be healthy and strong.
3) May you feel peaceful and at ease.

Repeat the phrases silently one or two more times, staying connected to the feeling of love and care that you feel for this person or animal. After, you can send the same kind wishes to yourself or imagine that the person or animal is wishing the same for you. When you open your eyes, notice how you feel. Pay attention to places in your body where you may notice more easily. This practice can help you fall asleep at night and may even inspire you to reach out to the person you thought about, letting them know you were thinking about them. Sometimes this meditation brings up feelings of longing or sadness, especially if you really miss the person. Let yourself feel whatever feelings arise and be sure to share your experience with someone you feel safe speaking with.

CHALLENGE

Think of someone who is easy to appreciate and send them kind wishes for two minutes every day.

DIVE DEEPER (OPTIONAL)

Have students write a loving kindness note, letter, or poem to themselves, an animal, or someone they want to send kind wishes to. Have them write down as many kind wishes as they can think of, then have them imagine that the person or animal feeling all the wishes that they made. They can share the wishes with the person that they made them to or they can keep it to themselves.

REFLECTION

1. What makes you feel safe and loved?
LESSON 7: THOUGHTS

LESSON 7 TOPICS

• Mindfulness of thoughts
• F.L.O.C.K.

LESSON 7 OBJECTIVES

• Students should understand the benefits of observing thoughts instead of reacting to thoughts
• Students should be able to label and count their thoughts
• Students should be able to explain the metaphors of the train, parade, and sky in relation to observing thoughts
WEEK 7: THOUGHTS

CONCEPT OVERVIEWS

MINDFULNESS OF THOUGHTS
Being mindful of thoughts includes labeling (planning, remembering, judging, etc.), counting, and observing thoughts with curiosity and kindness.

F.L.O.C.K.
Flock is an acronym to help students remember how to be mindful of their thoughts. “F” stands for feeling, which means noticing the emotions and sensations that arise with thoughts. “L” stands for labeling, which entails identifying thoughts as judgments, planning, remembering, and other categories. “O” stands for observing, which means to notice thoughts as if they are clouds moving through a wide-open sky. “C” stands for counting, as students can count their thoughts as a way of observing them. Finally, “K” stands for kindness. This encourages students to be kind to themselves as they are practicing.
LESSON PLAN

PRACTICE REMINDERS

- Provide praise for any noticing of thoughts that students express, no matter how small the efforts seem.
- Students can always return to mindfulness of breath or sounds if they become overwhelmed with the new practice.
- If students are not feeling the lesson, they can always just sit quietly and rest.

ADDITIONAL RESOURCE

TED TALKS

The secret to changing negative self-talk by renewing your mindset | Bruce Pulver | TEDxFlowerMound
Students, please participate with your attention by putting away anything else you may be working on so you can follow along. Make sure you have somewhere comfortable to sit. This week, we will be working on mindful observations of our thoughts. We will learn a new way to observe our thoughts using a practice called F.L.O.C.K. Let’s watch the video and try it out!
LESSON 7: THOUGHTS

MINDFUL OBSERVATION OF THOUGHTS

LESSON PRACTICE INSTRUCTIONS

Find a comfortable seated position in a place that is relatively free of major distractions. Set a timer for one to five minutes to observe your thoughts in a mindful body position. Anchor your attention to your breath or to sounds in your environment, then use the acronym F.L.O.C.K to help you remember how to be mindful of your thoughts. “F” stands for feeling, which means noticing the emotions and sensations that arise with your thoughts. “L” stands for labeling, which entails identifying thoughts as judgements, planning, remembering and other categories. “O” stands for observing, which means to notice thoughts as if they were clouds moving through a wide open sky. “C” stands for counting, as you can count your thoughts as a way of observing them. Finally, “K” stands for kindness. It’s important to be kind to yourself as you are practicing this as it takes practice.

CHALLENGE

For two minutes every day, observe your thoughts. If you get distracted, use breath or sound as your anchor.

DIVE DEEPER (OPTIONAL)

Students may find it difficult to challenge negative or self-critical thoughts. In order to move past them, we remind them to ask themselves these four questions:

1. Is this thought true?
2. Is it absolutely true (without exceptions)?
3. What does it feel like (emotionally and physically) to have this thought?
4. What would it be like if I didn’t have this thought?

This exercise helps students see that there are often exceptions to these rigid thoughts and it provides them with the possibility of letting these thoughts go in favor of new thoughts that are more positive and accurate.

REFLECTION

1. What metaphor for observing thoughts do you like best?
LESSON 8: SELF-COMPASSION

LESSON 8 TOPICS

- Second arrow
- Cultivating positive emotions
- Friendly wishes practice

LESSON 8 OBJECTIVES

- Students should be able to explain how they can prevent the “second arrow”
- Students should be able to understand the friendly wishes practice
SECOND ARROW
This is a metaphor that describes how we can prevent further frustration and reactivity when things don’t go our way. Students learn that the first arrows are unfortunate things that happen to us in life that we cannot control (disappointments, accidents, relationship endings, etc.). What we can control is how we respond to the pain caused by these events. We can prevent the second arrow or further pain by softening toward our initial discomfort and bringing compassion to our experience. Compassion is more effective for easing our pain than judging or assessing our pain.

CULTIVATING POSITIVE EMOTIONS: FRIENDLY WISHES TO OURSELVES
This is a practice that is similar to the loving kindness practice from last week. This week, however, we focus on self-compassion and sending friendly wishes to ourselves.
LESSON 8: SELF-COMPASSION

LESSON PLAN

TEACHING TIPS

PRACTICE REMINDERS

- Provide praise for any noticing of thoughts that students express, no matter how small the efforts seem.

- If it’s difficult for students to think of their positive qualities, remind them that this practice is hard and continue to stay in the practice as they move to the next step.

- Students can always return to mindfulness of breath or sounds if they become overwhelmed with the new practice.

- If students are not feeling the lesson, they can always just sit quietly and rest.

ADDITIONAL RESOURCE

VALUES ACTIVITY WORKSHEET

This worksheet lists 50 values that students can use to help guide their self-compassion practice.
In lesson 6, we practiced sending friendly wishes to others. Here, we are going to cultivate positive emotions by using a self-compassion practice on ourselves. We will also learn about the "second arrow" and how to prevent it. Let us bring our attention to the video and try it out!
Before you practice sending friendly wishes, find a comfortable seated or lying down position. Put away any distractions so you can bring your full attention to the practice. Start by thinking of someone you find easy to care about. It can be a real person in your life or someone fictional, like a character you connect with. Pay attention to pleasant feelings of warmth and ease that you sense in your body as you think about this person feeling happy and peaceful. Next, bring to mind a few loveable qualities that you have. You can think of a time you’ve been generous or helpful. You can even think of the efforts you put in to doing your school work or getting up when you’d rather stay asleep. Next, repeat friendly wishes to yourself, genuinely wishing yourself well. You can use the following friendly wishes or create ones of your own:

- May you be happy
- May you be peaceful
- May you be safe and protected
- May you live with confidence and ease
- May you feel loved and loving

Stay connected to the feelings of ease and warmth that these wishes tend to generate in our bodies and minds, savoring the pleasant sensations for a few seconds longer than you’re used to. When you are ready, you can open your eyes and continue your day with more ease.
LESSON PRACTICE INSTRUCTIONS CONTINUED

We can think about our reactions to a negative event (first arrow), as a second arrow. You can practice preventing the second arrow when something frustrating or disappointing happens. For example, if you get a grade that you weren’t expecting and you are surprised, take a moment to pause and notice how your body and mind are reacting to the news. Allow the unpleasant feelings to be there just as they are as you observe the thoughts running through your mind. This will help prevent reactive and judgmental thoughts from controlling your actions and help you to make choices about what to do next that you feel good about.

CHALLENGE
Every day for two minutes, practice cultivating positive emotions by using the loving kindness practice.

DIVE DEEPER (OPTIONAL)
At the beginning or ending of each day for one week, invite students to take out a piece of paper and write down three things that they appreciate about themselves. Ask them to reflect on how this affects their self-talk. They may notice that their thoughts become more positive.

REFLECTION
1. Who is someone you find easy to like or love? What do you like/love about them?
2. Talk about an arrow you encountered recently. What’s a helpful thought to prevent a second arrow in this scenario?
3. Share one or two of your strengths and how you make use of them.
LESSON 9: GRATITUDE

LESSON 9 TOPICS

- Gratitude

LESSON 9 OBJECTIVES

- Students should know the benefits of gratitude and how to practice it

CONCEPT OVERVIEWS

GRATITUDE

Practicing gratitude decreases our negativity bias or our tendency to be on the lookout for danger, threats, and a general sense of lack. Thinking of things we are grateful for increases our happiness and our general health.
WEEK 7: THOUGHTS

CONCEPT OVERVIEWS

MINDFULNESS OF THOUGHTS

Being mindful of thoughts includes labeling (planning, remembering, judging, etc.), counting, and observing thoughts with curiosity and kindness.

F.L.O.C.K.

Flock is an acronym to help students remember how to be mindful of their thoughts. “F” stands for feeling, which means noticing the emotions and sensations that arise with thoughts. “L” stands for labeling, which entails identifying thoughts as judgments, planning, remembering, and other categories. “O” stands for observing, which means to notice thoughts as if they are clouds moving through a wide-open sky. “C” stands for counting, as students can count their thoughts as a way of observing them. Finally, “K” stands for kindness. This encourages students to be kind to themselves as they are practicing.
LESSON 9: GRATITUDE

LESSON PLAN

PRACTICE REMINDERS

- Remind students that they can feel grateful for anything. There is nothing too small to feel grateful for and they can let go of any judgment toward what they feel grateful for.

- It’s important to emphasize that mindfulness is not about getting rid of thoughts or getting angry with ourselves for having thoughts during meditation. We are changing our relationship to our thoughts, being kind, open, and curious toward ourselves instead of judgmental.

- As always, remind students that sharing and practicing is optional and that they always have the option to rest during the practice.

- Some students may say that they felt self-conscious or awkward. Remind them that this is normal and something to just notice while they continue to practice curiosity.

ADDITIONAL RESOURCE

TRAUMA TOOLKIT FOR EDUCATORS

Provides school administrators, teachers, staff, and concerned parents with basic information about working with traumatized children in the school system.
Students, please put away anything else you may be working on so you can follow along. Make sure you have somewhere comfortable to sit. Today we are going to learn a new practice - gratitude.
LESSON PRACTICE INSTRUCTIONS

Find a comfortable seated position where there is some quiet so you can concentrate. Bring to mind the first three things you think about when you ask yourself, “what am I grateful for?” Now think of a specific person you enjoy having in your life. What qualities do they have that you appreciate? Now think about your neighborhood. What are some things you appreciate about it? Now bring to mind your own efforts. What did you do today that you feel grateful about? Maybe you feel grateful that you woke up and took care of some tasks or that you were patient with someone. Just take a few moments to notice how you feel as you spend time thinking of aspects of your life for which you are grateful. Maybe you feel calmer or happier, less stressed perhaps. This is a practice you can do at any time. It is especially helpful when you’re feeling negative or cranky.

CHALLENGE
Every day for three minutes practice gratitude using your favorite anchor.

DIVE DEEPER (OPTIONAL)
Set a timer for three minutes and ask students to reflect on what they are grateful for. Have them think on the question, “what am I grateful for today?” This practice doesn’t need to be forced, students can just see what comes to mind. If they are comfortable, have students share with the class what they are grateful for.

REFLECTION
1. Tell me about a person you feel especially grateful for and why. What qualities of theirs do you appreciate?
2. Which of your actions and efforts do you appreciate?
LESSON 10: MINDFULNESS REVIEW

LESSON 10 TOPIC
Review of all past mindfulness topics

LESSON 10 OBJECTIVES

- Students should know the benefits of gratitude and how to practice it
- Students should know how to anchor to sounds and the body
- Students should know how to practice loving-kindness meditation
Remind students that they can feel grateful for anything. There is nothing too small to feel grateful for and they can let go of any judgment toward what they feel grateful for.

It’s important to emphasize that mindfulness is not about getting rid of thoughts or getting angry with ourselves for having thoughts during meditation. We are changing our relationship to our thoughts, being kind, open, and curious toward ourselves instead of judgmental.

As always, remind students that sharing and practicing is optional and that they always have the option to rest during the practice.

Some students may say that they felt self-conscious or awkward. Remind them that this is normal and something to just notice while they continue to practice curiosity.

**TEEN LINE**

**TEEN LINE** is a non-profit, community based organization that provides emotional support to youth. Their mission to provide peer-based education and support before problems become a crisis, using a national hotline, community outreach, and online support.
LESSON 10: MINDFULNESS REVIEW

MINDFULNESS TOPICS REVIEW

TEACHER INSTRUCTIONS

Put aside any distractions so that you can be fully present with today’s activity. Today we are going to review three main practices from the course. These include anchoring to sounds and body sensations, and practicing loving kindness.

LESSON 10 VIDEO
LESSON 10 PLAN

Find a comfortable place to practice today. We will be going over the different practices that we have learned in the last few weeks.

Start by closing your eyes or leaving them open and resting your gaze on a spot in front of you. Take a minute or two to listen to sounds all around you. Notice sounds that are close by and sounds that are farther away. When your attention drifts to thoughts or feelings, gently note them, then go back to listening to sounds. Now, pay attention to how your body is feeling overall. Do you feel tired, restless, maybe relaxed? At your own pace, begin to notice body sensations in your feet, your legs, your abdomen, chest, neck, and throat. Notice your arms and hands, your back, and your head. Then notice any sensations you feel across your forehead, your cheeks, and around your eyes. Notice how your body may feel different after scanning through it. Finally, we will practice loving kindness toward ourselves. Bring to mind a positive quality that you have. This could be your kindness, patience, willingness to work hard or something else. When you feel ready, take a nice slow stretch and open your eyes.

CHALLENGE
Choose your favorite mindful awareness practice and share how it has helped you with a classmate, friend, or family member.

DIVE DEEPER (OPTIONAL)
Have students share their thoughts about the mindful awareness practices that they have learned over the course of this education unit. Did they enjoy learning about mindfulness, did they find it useful? Was there anything that they disliked? Encourage open dialogue and share your experiences as well.

REFLECTION
1. What has been your favorite mindfulness practice?
2. How can mindfulness help you in your life?
ANCHORING

We talk to students about how we can anchor our attention to different aspects of the present moment including body sensations and our five senses. Anchoring allows students to return to the present moment when thoughts drift toward the past or the future, driven by difficult emotions.

BODY SCAN

Through the body scan practice, we teach students how to be aware of internal body sensations such as pressure and tingling with curiosity and openness. We start by inviting students to squeeze and release their muscles before starting the body scan which helps relax their bodies.

MINDFUL BREATHING

Mindful breathing means we are breathing naturally and paying attention to the sensations of our breathing in our abdominal area, our chest, or at our nose. Anchoring to sensations of breath promotes concentration, ease, and focus.

LOVING KINDNESS MEDITATION

This type of meditation invites students to bring to mind a person or animal that they like or love and to send them kind wishes. This practice helps students to feel connected with loved ones that they may miss and may inspire them to reach out to them and express their love or gratitude. In the practice we repeat phrases while imagining that we are sending them to our loved ones. Students can also send these kind wishes to themselves. We offer three general wishes (happiness, health, and peacefulness), but students can feel free to send whatever wishes feel natural and genuine to them. This practice can help students fall asleep at night and promote general relaxation and ease.

MINDFUL LISTENING

Mindful listening invites students to experience what it is like to pay attention to sounds in their environment as an anchor for their attention. It gives them the opportunity to pay attention on purpose, engaging executive functioning to choose what they attend to.

MINDFUL STANDING & WALKING

Mindfulness can be practiced while standing and walking. Slowing down on purpose can help regulate emotions when you are feel distressed or rushed.
F.L.O.C.K.

Flock is an acronym to help students remember how to be mindful of their thoughts. “F” stands for feeling, which means noticing the emotions and sensations that arise with thoughts. “L” stands for labeling, which entails identifying thoughts as judgments, planning, remembering, and other categories. “O” stands for observing, which means to notice thoughts as if they are clouds moving through a wide-open sky. “C” stands for counting, as students can count their thoughts as a way of observing them. Finally, “K” stands for kindness. This encourages students to be kind to themselves as they are practicing.

R.A.I.N.

R.A.I.N. is a technique that requires students to pause and notice their inner experience of emotions. “R” stands for recognizing or naming the emotion(s) that are present. Naming emotions has been shown to reduce their intensity and increase activation of the prefrontal cortex, the brain’s center for executive functioning, decision-making, and self-awareness. “A” stands for allow, which means to let go of changing or suppressing the emotion and instead allow it to move through you with acceptance. “I” stands for investigate, which means to scan through the body, noticing sensations like tightness or heat that arise with the emotion. Finally, “N” can stand for three concepts: non-identify, nurture, or neutral. Non-identify means to let go of judgement and remember that emotions are universal. They are temporary experiences moving through us, and they are not who we are. Nurture means to bring compassion and kindness to our inner experience. We can do this by softening toward our pain and realizing we are not alone. Neutral refers to bringing awareness to our five senses and connecting with the neutral, yet, peaceful aspects of our environment.

S.T.O.P.

S.T.O.P. is an acronym students can use to help them bring their attention to the present moment more often and deal with difficult emotions. “S” stands for stop what you’re doing to pause. “T” stands for take a deep breath. “O” stands for observe. Students can observe in a similar way to the investigate step in R.A.I.N. by noticing internal body sensations and emotions, or they can observe sensations (sounds, sights, tastes, skin sensations, and scents) in the present moment. And finally, “P” stands for proceed. You can invite students to find a cue to practice S.T.O.P. It could be something they do every day, like walking from their home to their car, or when they walk up steps.
MINDFULNESS EDUCATION CURRICULUM

ADDITIONAL RESOURCES

DROP IN MEDITATION

Join MARC teachers in Weekly Virtual Meditation Drop-In Sessions. These 30-minute sessions will offer an online community of meditation support and teachings. No need to register, come as you are.

ARTICLE

Mindfulness-based interventions in schools—a systematic review and meta-analysis

TRAUMA TOOLKIT FOR EDUCATORS

Provides school administrators, teachers, staff, and concerned parents with basic information about working with traumatized children in the school system.
**CONCERTS @ HOME**

Concerts@Home is Camerata Pacifica’s response to the coronavirus pandemic. Drawing from the ensemble’s extensive video library of performances, Artistic Director Adrian Spence creates a program of music and interviews to be streamed every Sunday morning at 10 a.m. Pacific Time.

**TEEN LINE**

**TEEN LINE** is a non-profit, community based organization that provides emotional support to youth. Their mission to provide peer-based education and support before problems become a crisis, using a national hotline, community outreach, and online support.

**VIRTUAL YOGA**

Yoga therapy blends gentle physical postures with breathing techniques and meditation to achieve union of mind, body, and spirit. Practice from your home, office or outdoors. No mat needed. Free, every Thursday from 12-12:30pm. [Register here](#).