



**Chapter 5 Supplement:
10 Lesson Introduction to Mindfulness**

Lessons for Grades 9-12

DRAFT: August, 2019

We are asking you to intentionally integrate mindfulness throughout the school day because it is best learned: (1) when the class is calm, (2) as structured but flexible practices, (3) in short sessions repeated often, with variation. The brief 5-minute and 10-minute practices that are covered in the 10 sequential introductory lessons can be seamlessly integrated into your existing course plans.

The 10 lessons cover the 3 strategic ways that mindfulness can be used in the classroom, as detailed in the previous chapter:

As a daily practice that can be used during predictable times of the day when students need help bringing down their level of arousal and focusing their thoughts on the learning that is happening in the classroom, such as when students first arrive at school, and after lunch and recess. During this daily practice is when students are best able to build mindfulness skills.

As a planned brief mindfulness break that can be used strategically during extended academic activities. Some call these brain breaks—short breaks to the boredom and lack of focus that can result from forcing one's self to concentrate on one thing for too long.

As a supportive response to unpredicted stressors that can be practiced with the whole class or with an individual student. When things happen that make students feel anxious, fearful, angry, or distressed you can help students to remember the skills learned in the regular mindfulness practice to help bring themselves into a state of calm.

These 10 introductory lessons include discussions about how the brain works and how stress works to help students develop age appropriate understandings of the roles that their brain and its management of emotional reactivity works in enabling them to engage in adaptive coping. It is helpful to begin with this sequenced set of introductory lessons that provide them with helpful terms and engage them in developmental practices. These introductory lessons also help students begin to connect their emotional reactions, cognitive processes, and behavioral responses in ways that create a **thoughtful gap between impulse and action**.

Each lesson has links for pre-recorded audio/video tracks. We advocate integrating mindfulness into schools through pre-recorded tracks because this allows you to practice along with your students, by either closing your eyes along with the students or focusing on a specific spot/object while the track is playing. Additionally, this allows you to integrate mindfulness into your beginning of class routine without doing any additional curriculum development work.

After completing the full set of introductory lessons, you can return to any of the mindfulness practices used in any of the lessons as you continue to deepen your students' skills through repetition. You and your students need both variety and repetition in your mindfulness practices. Enough repetition so that the skill can be internalized, and enough variety so that one is not bored. For students, variety also increases the likelihood that mindfulness skills will be generalized from the classroom to real-world situations.

Here are some important considerations to keep in mind as you prepare to introduce mindfulness to your students:

Introduce mindfulness with less talking and more action. Mindfulness can appear abstract when introduced with words, and talking is rarely used as a means of practicing mindfulness. It is important that students of all ages begin to explore mindfulness through guided actions. Rather than explain mindful breathing, demonstrate for your students and have them repeat.

Never force students. The benefits of mindfulness are not meant to be forced upon anyone; this is particularly important for students. If a student is not open to mindfulness, then the benefits will never be realized. Teachers must use their knowledge as educators and mindfulness practitioners to gauge why a student may be hesitant to practice mindfulness and handle the situation with kindness and respect. Invite the student to do a quiet activity in order to respect the other students in their practice while remaining in the room.

Keep a light-hearted perspective. As an individual practitioner of mindfulness, you may know first-hand how difficult it is to start and maintain a mindfulness practice. Keeping your expectations reasonable and remembering that mindfulness is not about achievement will re-engage your commitment to mindfulness and your classroom when the tougher days come through (and they will so do not worry!) Remember to honor yourself and your students' efforts, no matter the amount.

Not every day is going to be amazing. Adding mindfulness concepts to your classroom routine means it is important to account for days where even one minute of mindfulness practice is tough. Building the self-awareness and self-regulation skills most beneficial to students requires consistent practice. Be kind to your students and yourself by feeling happy with any amount of progress.

Use brevity to keep students' attentions. It is common for teachers to feel as though they can barely keep their students' attention with the typical teaching routine. Fortunately, mindfulness can be kept brief or intertwined with pre-existing habits. Add mindfulness in longer intervals when possible, but do not be afraid to vary the mindfulness practice with creativity and different exercises. Take pride in consistency rather than it being done perfectly.

Build your students mindful vocabulary. Building student vocabulary bridges the work in the classroom with their daily lives and helps incorporate the practice into the classroom. Call-to-action phrases such as "checking-in" or "listen to your inner voice" can help clarify key aspects of mindfulness and work both in and out of the classroom.

10 Lesson Introduction to Mindfulness

Lessons for Grades 9-12

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Working Vocabulary

SWBAT: an abbreviation for “Students will be able to...”

Present: having complete focus and your mind only on the present moment (right now).

Mindfulness: focusing one’s awareness on the present moment, while calmly acknowledging and accepting one’s feelings, thoughts, and bodily sensations.

Mindful posture: a way to position your body for the benefits of meditation and mindfulness.

Breathing: breathing breaths, especially as exercise or a method of relaxation.

Mindful listening: listening without judgement and without interruptions.

Open monitoring: learning to engage in non-judgmental awareness of any experience (good or bad) that enters your mind.

Mindfulness journals: various writings that create a shift from your outside world into yourselves. The purpose is for you to observe thoughts without judgement and experience feelings in the moment.

Body scan: meditation in which a person notices every part of their body by focusing on breathing and, starting from the toes, the individual focuses attention on the body part being “scanned”.

Grades 9-12

Lesson 1: Introduction to Mindfulness and Breathing

Objective: SWBAT connect mindfulness to being present

5-Minute Plan	10-Minute Plan
<p>Introduction Say: Welcome class. Today we will go over mindfulness practices and the ways they can benefit your life. What is mindfulness (description on the board)? Mindfulness - a mental state achieved by focusing one's awareness on the present moment. Moreover, doing this while calmly acknowledging and accepting one's feelings, thoughts, and bodily sensations, used as a therapeutic technique.</p> <p>Now let's watch a video about mindfulness.</p>	<p>Introduction Say: Welcome class. Have you ever heard of mindfulness? Who, in this class, has practiced mindfulness? (Allow students to briefly share their experiences). Today we will go over mindfulness practices and the ways they can benefit your life. What is mindfulness? Mindfulness is a mental state achieved by focusing one's awareness on the present moment. Moreover, doing this while calmly acknowledging and accepting one's feelings, thoughts, and bodily sensations, used as a therapeutic technique.</p>
<p>Activity</p> <ul style="list-style-type: none"> Have students watch the video. https://www.youtube.com/watch?v=up3MZuYkf-g&feature=youtu.be (3:35) Say: Let's practice mindfulness; achieving clear awareness of our inner world and external environment. Find a comfortable position. Have students practice 60 seconds of mindfulness. 	<p>Activity</p> <ul style="list-style-type: none"> Distribute The Benefits of Mindfulness handout (<i>handout 1A</i>). Go over The Benefits of Mindfulness handout. Have students watch the video. https://www.youtube.com/watch?v=up3MZuYkf-g&feature=youtu.be (3:35) Say: Let's practice mindfulness; achieving clear awareness of our inner world and external environment. Find a comfortable position. Have students practice 60 seconds of mindfulness.
<p>Closure Say: Time is up. Now reflect on the feeling of peace and being calm.</p> <p>Distribute Benefits of Mindfulness handout (<i>handout 1A</i>)</p>	<p>Closure A brief discussion on how students feel after the experience. Say: What are their thoughts on Mindfulness? What was that experience like for you?</p>
<p>Materials/Notes</p> <ul style="list-style-type: none"> Benefits of Mindfulness handout (see Appendix 1) Smartboard/board 	<p>Materials/Notes</p> <ul style="list-style-type: none"> Benefits of Mindfulness handout (see Appendix 1) Smartboard/board

- Computer & Internet access
- Video link
<https://www.youtube.com/watch?v=up3MZuYkf-g&feature=youtu.be> (3:35)

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- Video link
<https://www.youtube.com/watch?v=up3MZuYkf-g&feature=youtu.be> (3:35)

Grades 9-12

Lesson 2: Breathing

Objective: SWBAT demonstrate mindful breathing

5-Minute Plan	10-Minute Plan
<p>Introduction Say: Welcome class. Today we will discuss and practice the process of breathing. At this moment, focus on your breathing. Breathing is important, because it is a life force which is vital to your existence.</p>	<p>Introduction Say: Welcome class. Today we will discuss and practice the process of breathing in class. Have you ever used breathing to calm yourself down? Why is breathing so important? Breathing is more than inhalation or exhalation of air from the lungs. Breathing is a life force which is vital to your existence.</p>
<p>Activity</p> <ul style="list-style-type: none"> • Have students become aware of their breath as it moves in, out, and through the body. • Have students practice deep breathing for 90 seconds by counting breaths. 	<p>Activity</p> <ul style="list-style-type: none"> • Ask students where they are and how they feel on a scale of 1 to 10. • Have students become aware of their breath as it moves in, out, and through the body. • Say: What is the feeling of mindful breathing like for you? • Have students practice deep breathing for 90 seconds by counting breaths. • Then have students reflect on how they are feeling on a scale of 1 to 10.
<p>Closure Say: Reflect on the feeling of peace and being calm. Have students turn and talk to their neighbor about their experience of counting breaths.</p>	<p>Closure Say: What was your experience of counting breaths? Did your number change from the beginning of the breathing exercise to now?</p>
<p>Materials/ Notes</p> <ul style="list-style-type: none"> • Timer 	<p>Materials/ Notes</p> <ul style="list-style-type: none"> • Timer

Grades 9-12

Lesson 3: Advanced Breathing

Objective: SWBAT engage in deep breathing

5-Minute Plan	10-Minute Plan
<p>Introduction Say: Welcome class. Today we will review our breathing technique. Let's watch this video.</p>	<p>Introduction Say: Welcome class. Today we are going to practice advanced breathing. Let's review the basics of breathing from yesterday. What do you remember? What could possibly be the difference in advanced breathing versus the breathing we did yesterday?</p>
<p>Activity</p> <ul style="list-style-type: none"> Have students follow the mindfulness video clip. https://www.youtube.com/watch?v=YFSc7Ck0Ao0 (0:01 - 4:20) 	<p>Activity</p> <ul style="list-style-type: none"> Script: Take several long, slow, and deep breaths. Breathe in fully and exhale slowly. Breathe in through your nose and out through your mouth or nose. Feel your stomach expand as you inhale and relax as you exhale. Have students follow the mindfulness video clip. https://www.youtube.com/watch?v=YFSc7Ck0Ao0 (5:32)
<p>Closure Say: Reflect on the feeling of peace and being calm.</p>	<p>Closure Say: What are your thoughts and feelings after watching the video clip?</p>
<p>Materials/Notes</p> <ul style="list-style-type: none"> Smartboard/board Computer & Internet access Video link https://www.youtube.com/watch?v=YFSc7Ck0Ao0 (0:01 - 4:20) 	<p>Materials/Notes</p> <ul style="list-style-type: none"> Smartboard/board Computer & Internet access Video link https://www.youtube.com/watch?v=YFSc7Ck0Ao0 (5:32)

Grades 9-12

Lesson 4: Introduction to Focused Attention

Objective: SWBAT focus their attention on a specific item, task, or moment

5-Minute Plan	10-Minute Plan
<p>Introduction Say: Welcome class. Does anyone struggle with paying attention? Today we will be practicing focused attention and the process of just being (not thinking).</p>	<p>Introduction Say: Welcome class. Today we will be practicing focused attention and the process of just being (not thinking). Being in the moment and aware of sensations, thoughts, and feelings. Embracing whatever we encounter in the present moment and letting it be. Does anyone struggle with paying attention? If so, this should help.</p>
<p>Activity</p> <ul style="list-style-type: none"> For 60 seconds, ask students to be in the moment and aware of sensations, thoughts, and feelings. Embrace whatever they encounter in the present moment and let it be. Have students incorporate the mindful breathing technique into their state of being for 2 minutes. 	<p>Activity</p> <ul style="list-style-type: none"> Distribute 10 Ways to Switch from Doing to Being Mode handout (<i>handout 4B</i>). Read handout with the class. Have students focus on one object for 60 seconds. Ask for feedback from the student experience. Have students incorporate the mindful breathing technique into the process of being for 2 minutes.
<p>Closure Distribute 10 Ways to Switch from Doing to Being Mode handout (<i>handout 4B</i>).</p>	<p>Closure Say: Would anyone care to share their experience? Were you able to stay in the moment?</p>
<p>Materials/Notes</p> <ul style="list-style-type: none"> 10 Ways to Switch from Doing to Being Mode handout (see Appendix 2) Focal item 	<p>Materials/Notes</p> <ul style="list-style-type: none"> 10 Ways to Switch from Doing to Being Mode handout (see Appendix 2) Focal item

Grades 9-12

Lesson 5: Focused Attention

Objective: SWBAT recognize distractions that keep them from being mindful

5-Minute Plan	10-Minute Plan
<p>Introduction Say: Welcome class. Today we are going to go a step further and practice training your attention.</p>	<p>Introduction Say: Welcome class. Today we are going to go a step further and practice training your attention. Our practice will turn focus into concentration. The objective is to impact what/how we think.</p>
<p>Activity</p> <ul style="list-style-type: none"> Have students listen to the audio link (Start at 1: 00-minute mark) https://www.mindful.org/a-meditation-to-focus-attention/ (1:00- 4:35) 	<p>Activity Guided meditation script: Sit in a way that is alert yet relaxed. Close your eyes if you'd like, or direct your gaze downward, gently softening the visual field. Establish yourself in a comfortable seated position. Notice your body, your feet on the ground, the sensations of your body sitting, and your legs and torso as they contact your seat or the ground. Also, notice your posture. See if you can sit in a way that's upright, but not rigid. Relax your body and breathe normally. Now, begin to notice your breath. Direct your attention to the experience of breathing. Notice the sensations of the in-breath and the sensations of the out-breath. Notice the air coming in and out of your body. Firmly, but gently, direct your full undivided attention to this experience of breathing (whatever that means to you). Notice the air coming in your body and the air coming out. Pay attention to this full cycle of breathing. If you've noticed that your mind has wandered, that's perfectly natural. The mind may wander away many times, but if you've noticed that your mind has wandered from your breath, take note. Gently, but firmly, bring your attention back to your breathing. Come back to the experience of in-breath and out-breath (the full cycle of breath). This is the process of focused attention on the breath. Stay with mindful breathing. As we draw this practice of focused attention to a close, I'd like to invite you to take three slightly deeper breaths at your own pace. And then, whenever you're ready, open your eyes. Or</p> <ul style="list-style-type: none"> Audio link Start at 1: 00-minute mark

	https://www.mindful.org/a-meditation-to-focus-attention/ (1:00-8:35)
Closure Say: Thank you for your attention today	Closure Say: Distractions (thoughts, emotions, smells, etc.) are normal. What distractions did you experience during this process?
Materials/Notes: <ul style="list-style-type: none">• Smartboard/board• Computer & Internet access• Audio link https://www.mindful.org/a-meditation-to-focus-attention/ (1:00 - 4:20)	Materials/Notes: <ul style="list-style-type: none">• The meditation script• Smartboard/board• Computer & Internet access• Audio link https://www.mindful.org/a-meditation-to-focus-attention/ (1:00 - 8:35)

Grades 9-12

Lesson 6: Body Scan

Objective: SWBAT notice their body parts' responses

5-Minute Plan

Introduction

Say: Welcome class!

Today we will be practicing body scanning.

Activity

- Have students listen to the body scan audio link
<https://www.mindful.org/a-3-minute-body-scan-meditation-to-cultivate-mindfulness/>
(3:00)

or

Body scan Script:

Begin by bringing your attention to your body. You can close your eyes if that's comfortable for you. Notice your body seated wherever you're seated, feel the weight of your body on the chair, and on the floor.

Take a few deep breaths. And as you take a deep breath, you're bringing in more oxygen enlivening the body. And as you exhale, have a sense of relaxing more deeply.

You can notice your feet on the floor. Notice the sensations of your feet touching the floor: the weight, pressure, vibration, and heat.

You can notice your legs against the chair, pressure, pulsing, heaviness, and lightness.

Notice your back against the chair.

Bring your attention to your stomach area. If your stomach is tense or tight, let it soften. Take a breath.

Notice your hands. Are your hands tense or tight? See if you can allow them to soften.

Notice your arms. Allow yourself to feel any sensation in your arms. Let your shoulders be soft.

Notice your neck and throat. Let them be soft. Relax. Soften your jaw. Let your face and facial muscles be soft.

Then notice your whole-body presence. Take one more breath.

10-Minute Plan

Introduction

Say: Welcome class!

Today we will be practicing body scanning.

Activity

Guided Meditation

- Students will scan the body from head to toe. Students will mentally do a status check of each body part as it is called out. (Example: take your attention to your right hand. Notice what you encounter).
- Have students listen to body scan audio.

<https://www.buzzsprout.com/260624/974575>
(5:00)

or

Body scan Script:

Now slowly bring your attention down to your feet. Begin observing sensations in your feet. You might want to wiggle your toes a little, feeling your toes against your socks or shoes. Just notice, without judgment. You might imagine sending your breath down to your feet; as if the breath is traveling through the nose, to the lungs, and through the abdomen all the way down to your feet. Afterward, imagine sending your breath back up again; all the way up, out through your nose and lungs. Perhaps you don't feel anything at all. That is fine too. Just allow yourself to feel the sensation of not feeling anything. When you are ready, allow your feet to dissolve in your mind's eye and move your attention up to your ankles, calves, knees, and thighs. Observe the sensations you are experiencing throughout your legs. Breathe into and out of the legs. If your mind begins to wander during this exercise, gently notice this without judgment and bring your mind back to noticing the sensations in your legs. If you notice any discomfort, pain, or stiffness, don't judge this. Just simply notice it. Observe how all sensations rise, fall, shift, and change from moment to moment. Notice

Be aware of your whole body as best as you can. Take a breath. And then when you're ready, you can open your eyes.

how no sensation is permanent. Just observe and allow the sensations to be in the moment, just as they are. Breathe into and out from the legs. Then on the next breath, allow the legs to dissolve in your mind. And move to the sensations in your lower back and pelvis. Softening and releasing as you breathe in and out. Slowly move your attention up to your mid-back and upper back. Become curious about the sensations here. You may become aware of sensations in the muscle, temperature, or points of contact with furniture. With each out-breath, you may let go of the tension you are carrying. And then very gently shift your focus to your stomach and all the internal organs here. Perhaps, you notice the feeling of clothing, the process of digestion, or the belly rising or falling with each breath. If you notice opinions arising about these areas, gently let these go and return to noticing sensations. As you continue to breathe, bring your awareness to the chest and heart region taking notice to your heartbeat. Observe how the chest rises during the inhale and how the chest falls during the exhale. Let go of any judgments that may arise. On the next out-breath, shift the focus to your hands and fingertips. See if you can channel your breathing into and out of this area as if you are breathing into and out from your hands. If your mind wanders, gently bring it back to the sensations in your hands.

And then, on the next out-breath, shift the focus and bring your awareness up into your arms. Observe the sensations or lack of sensations that may be occurring there. You might notice some difference between the left arm and the right arm – no need to judge this. As you exhale, you may experience the arm soften and release tension. Continue to breathe and shift focus to the neck, shoulders, and throat region. This is an area where we often have tension. Be aware with the sensations here. It could be tightness, rigidity, or holding. You may notice the shoulders moving along with the breath. Let go of any thoughts or stories you are telling about this area. As you breathe, you may feel tension rolling off your shoulders. On the next, shift your focus and direct your attention to the scalp, head, and face. Observe all the sensations occurring there. Notice the movement of the air as you breathe into or out of the nostrils or mouth. As you exhale, you might notice the softening of any tension you may be holding.

Closure

Say: I hope you enjoyed learning this exercise and that you will find it useful for cultivating a calm and focused state of mind.

Materials/ Notes

- The body scan script
- Smartboard/board
- Computer & Internet access
- Audio link
<https://www.mindful.org/a-3-minute-body-scan-meditation-to-cultivate-mindfulness/>
(3:00)

Closure

Have students turn and reflect with their neighbor.

Materials/ Notes

- The body scan script
- Smartboard/board
- Computer & Internet access
- Audio link
<https://www.buzzsprout.com/260624/974575>
(5:00)

Grades 9-12

Lesson 7: Mindful Listening

Objective: SWBAT direct full attention while listening

5-Minute Plan	10-Minute Plan
<p>Introduction Say: Welcome students. Today, we will be practicing mindful listening. Mindful listening is listening without judgment and without preparing or thinking about their response/opinion.</p>	<p>Introduction Say: Welcome students. Today, we will be practicing mindful listening. What do you think mindful listening is? How do you think mindful listening differs from regular listening? How can mindful listening be beneficial to you? Mindful listening is listening without judgment and without preparing or thinking about their response/opinion.</p>
<p>Activity</p> <ul style="list-style-type: none"> • Have students break into pairs and practice mindful listening for 2 minutes each. • Students will take turns allowing the other person to express feelings without interrupting or agreeing/disagreeing. 	<p>Activity</p> <ul style="list-style-type: none"> • Have students break into pairs and practice mindful listening for 3-4 minutes each. • Students will take turns allowing the other person to express feelings without interrupting or agreeing/disagreeing.
<p>Closure Students will provide feedback to each other of how the experience felt as the listener.</p>	<p>Closure Students will provide feedback to each other and share their experiences with the class. Say: Was it beneficial to them as the listener? Were you able to hear what the person was saying? Did the talker feel heard? Understood?</p>
<p>Materials/ Notes</p> <ul style="list-style-type: none"> • Timer 	<p>Materials/ Notes</p> <ul style="list-style-type: none"> • Timer

Grades 9-12

Lesson 8: Open Monitoring

Objective: SWBAT recognize positive and negative thoughts

5-Minute Plan	10-Minute Plan
<p>Introduction Say: Welcome students. Today we will focus on open monitoring. Display definition on the board: Learning to engage in non-judgmental awareness of any experience that enters the consciousness.</p>	<p>Introduction Say: Welcome students. Today we will focus on open monitoring. What is open-monitoring? Open monitoring is learning to engage in non-judgmental awareness of any experience that enters the consciousness.</p>
<p>Activity</p> <ul style="list-style-type: none"> • Distribute 5 Thoughts That Bother Me handout. • Have students write down the 5 thoughts that really bother them. • Have students read thoughts aloud and take notes of what they experienced on the handout. • Have students try to create space between themselves and the thought. 	<p>Activity</p> <ul style="list-style-type: none"> • Distribute 5 Thoughts That Bother Me handout. • Have students write down the 5 thoughts that really bother them. • Have students read thoughts aloud and take notes of what they experience on the handout. • Have students say thoughts aloud again but write down what they experienced. • The second time students should have been able to create space between themselves and the thought.
<p>Closure Say: Remember that space you felt between the original feeling and after processing the thought. Continue to apply this space regularly to things that bother you.</p>	<p>Closure Have students reflect on that experience with a partner. Say: Remember that space you felt between the original feeling and after processing the thought. Continue to apply this space regularly to things that bother you.</p>
<p>Materials/ Notes</p> <ul style="list-style-type: none"> • 5 Thoughts That Bother Me handout • Pencil/pen 	<p>Materials/ Notes</p> <ul style="list-style-type: none"> • 5 Thoughts That Bother Me handout • Pencil/pen

Grades 9-12

Lesson 9: Banishing Negative Thoughts

Objective: SWBAT explore tools to create space between negative thinking and themselves

5-Minute Plan	10-Minute Plan
<p>Introduction Say: Welcome class. Does anyone struggle with negative thoughts during the mindfulness process? How have you been dealing with it?</p>	<p>Introduction Say: Welcome class. Does anyone struggle with negative thoughts during the mindfulness process? How have you been dealing with it?</p>
<p>Activity</p> <ul style="list-style-type: none"> ● Go over negative thought patterns with students. Negativity that keeps replaying. ● Practice reinforcing positive thought patterns with multiple approaches. <ol style="list-style-type: none"> 1. Acknowledge negative thoughts and then let it go. 2. Note negative thoughts as criticisms. 3. You have a choice to believe or reject it 4. Replacing negative thoughts with receptive curiosity (childlike state). ● Have students practice 2 minutes of mindfulness, utilizing the process given to creating positive thought patterns. 	<p>Activity</p> <ul style="list-style-type: none"> ● Go over negative thought patterns with students. Negativity that keeps replaying. ● Practice reinforcing positive thought patterns with multiple approaches. <ol style="list-style-type: none"> 1. Acknowledge negative thoughts and then let it go. 2. Note negative thoughts as criticisms. 3. You have a choice to believe or reject it. 4. Replacing negative thoughts with receptive curiosity (childlike state). ● Have students practice 4 minutes of mindfulness, utilizing the process given to creating positive thought patterns.
<p>Closure Have students turn and share the experience with a neighbor.</p>	<p>Closure Have students reflect on their experience of banishing negative thoughts as a class.</p>
<p>Materials/Notes</p> <ul style="list-style-type: none"> ● Timer 	<p>Materials/Notes</p> <ul style="list-style-type: none"> ● Timer

Grades 9-12

Lesson 10: Advanced Mindfulness

Objective: SWBAT use a variety of methods to practice mindfulness

5-Minute Plan

Introduction

Welcome class. Today will practice a form of advanced mindfulness by writing in our mindfulness journals.

(written on the board)

Mindfulness journals are useful because they create a shift from your outside world into yourselves. The purpose is for you to observe thoughts without judgment and experience feelings in the moment.

Activity

- Have students write in their mindfulness journals with no editing, no censoring, and no hesitation. Students will let thoughts arise and flow on to the paper.
- Writing prompt options:
 - What I am feeling in this moment...
 - Today I hope...
 - What really is bothering me now is...
 - My body feels...
 - I've been lying to myself about...
 (display on smartboard/board)

Closure

Take a deep breath of relief.

Materials/Notes

- Mindfulness journals
- Smartboard/board
- Computer & internet access
- Writing prompts

10-Minute Plan

Introduction

Welcome class. Today will practice a form of advanced mindfulness by writing in our mindfulness journals. How many of you journal regularly?

(written on the board)

Mindfulness journals are useful because they create a shift from your outside world into yourselves. The purpose is for you to observe thoughts without judgment and experience feelings in the moment.

Activity

- Have students write in their mindfulness journals with no editing, no censoring, and no hesitation. Students will let thoughts arise and flow on to the paper.
- Writing prompt options:
 - What I am feeling in this moment...
 - Today I hope...
 - What really is bothering me now is...
 - My body feels...
 - I've been lying to myself about...
 (display on smartboard/board)

Closure

Say: How do you feel about the experience of mindfulness writing?

Materials/Notes

- Mindfulness journals
- Smartboard/board
- Computer & internet access
- Writing prompts

Grades 9-12

Supplemental Videos for Teaching Mindfulness

Teach More About Mindfulness

What does being present mean?

<https://www.youtube.com/watch?v=fmWYD6aHLhg>

Mindfulness is a superpower

<https://www.youtube.com/watch?v=w6T02g5hnT4>

Observing A Train of Thoughts

<https://www.youtube.com/watch?v=F0SWMICwtm0>

CNN Profile of Baltimore School

<https://www.youtube.com/watch?v=Adg-S2hY07w>

Mindfulness at Mission High School

<https://www.youtube.com/watch?v=S0akzga2hao>

Practices

Present Moment Guided Mindfulness

<https://youtu.be/dEzbdLn2bJc>

Be Kind to Yourself

<https://www.youtube.com/watch?v=CEk9KvPXKEQ>

5 Minutes to A More Productive, Joyful Day

https://www.youtube.com/watch?v=taxs_vhlxgs

Relieve Anxiety

<https://www.youtube.com/watch?v=N2iF7ICevkM>

Manage Frustration (requires space for movement)

https://www.youtube.com/watch?v=OIE_PHkORHA&t=36s

Brief Practices

Mindful Minute

<https://www.youtube.com/watch?v=ZME0JKiweL4>

One Minute Breathing Exercise

<https://youtu.be/b0FZIT3Uk30>

One Minute Mindfulness Meditation

<https://youtu.be/TbzZuGISe8Y>

**Practices For Diverse
Learners (Less Verbally
Demanding)**

Two Minute Visual Meditation
<https://youtu.be/RIOZ02HgAnE>

Three Minute Mindful Breathing
<https://youtu.be/SEfs5TJZ6Nk>

Two Minute De-Stressing Mindfulness
<https://youtu.be/Jholcb8Gz0M>

Mindful Minute: Raindrops
<https://www.youtube.com/watch?v=6z9Vmp9Jqm0&list=PLcJdrgEDS6ckUWLLeBFsvlfEOIN9nn5zF&index=1>

Mindfulness Bell
<https://www.youtube.com/watch?v=wGFog-OuFDM>

Five Minute Visual Breathing Exercise
<https://www.youtube.com/watch?v=5f5N6YFjvVc>

Mindful Minute: Beach
<https://www.youtube.com/watch?v=9mopikvt114&index=2&list=PLcJdrgEDS6ckUWLLeBFsvlfEOIN9nn5zF>

Two Minute Visual Meditation
<https://www.youtube.com/watch?v=RIOZ02HgAnE>

Using Shapes to Teach Deep Breathing
<https://copingskillsforkids.com/blog/using-shapes-to-teach-deep-breathing>

Silent Meditation with Bell
<https://www.youtube.com/watch?v=4nJYJ-QcABs>

Appendix 1: Grades 9-12 - Lesson 1

Benefits of Mindfulness Breathing

What mindfulness is:

Maintaining a present-moment awareness of our thoughts, feelings, bodily sensations or surrounding environment.

What mindfulness is NOT:

- Isn't being still and quiet that can be a by-product, but that isn't the goal
- Isn't about getting rid of our thoughts or silencing controlling your thinking
- Isn't about doing something
- Isn't a discipline tool
- Isn't about always being happy & positive
- Isn't religious

Benefits of mindfulness:

1. Lower stress
2. Improves focus and concentration
3. Develops empathy
4. Improves sleep
5. Improves impulse control
6. Increases self-awareness
7. Improves ability to maintain emotions and behaviors

Appendix 2: Grades 9-12 - Lesson 4

10 Ways to Switch from Doing to Being Mode

- ✓ When waiting from place to place, take the opportunity to feel your feet on the floor, see the range of different colors in front of you, and listen to the variety of different sounds.
- ✓ When moving from one activity to another, take a moment to rest. Feel three complete in-breath and out-breaths or more if you have time.
- ✓ Establish A regular meditation routine using formal mindfulness meditation practices (for more on this, head to Chapter 6).
- ✓ Use the three-minute mini-meditation several times a day (see Chapter 7). Whenever you catch yourself becoming excessively tense or emotional, use the mini-meditation to begin moving towards being mode and opening up to the challenging experience, rather than reacting to try to avoid or get rid of the experience.
- ✓ Avoid multitasking whenever you can. Doing one thing at a time with your full and undivided attention can engage in being mode. Doing too many things at the same time encourages your mind to spin.
- ✓ Find time to do a hobby or sport. These activities tend to involve connecting with the senses, which immediately brings you into being mode. Painting, listening to music or playing an instrument, dancing, singing, walking in the park, and many more activities all offer a chance to be with the senses.
- ✓ When taking a bath or shower, use the time to feel the warmth of the water and the contact of the water with your skin. Allow all your senses to be involved in the experience; enjoy the sound of the water and breathe in the scent of your favorite soap or body wash.
- ✓ When you're eating, pause before your meal to take a few conscious breaths. Then eat the meal with your full attention.
- ✓ Treat yourself to a day of mindfulness occasionally. Wake up slowly, feel your breath frequently, and connect with your senses and with other significant people around you as much as you can.