

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

**Lessons for Grades 6-8**

**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

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## Working Vocabulary

**SWBAT:** 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 of the body part being “scanned”.

## Grades 6-8

### Lesson 1: Introduction to Mindfulness and Breath

**Objective: SWBAT connect mindfulness to being present**

5-Minute Plan	10-Minute Plan
<p><b>Introduction</b>  <b>Say:</b> Thank you for being present today. It is important to be present in class and be <b>present</b> for yourself. But what does it mean to be PRESENT?</p>	<p><b>Introduction</b>  <b>Say:</b> Thank you for being present today. It is important to be present in class and be present for yourself. But what does it mean to be PRESENT?</p>
<p><b>Activity</b></p> <ul style="list-style-type: none"> <li>• Play video  <a href="https://www.youtube.com/watch?v=fmWYD6aHLhg&amp;t=40s">https://www.youtube.com/watch?v=fmWYD6aHLhg&amp;t=40s</a></li> <li>• Define being present.</li> <li>• Ask students for examples of being present that were represented in the video.</li> <li>• Remind students that being present is allowing all of your focus and energy to be put in one moment.</li> </ul>	<p><b>Activity</b></p> <ul style="list-style-type: none"> <li>• Play video  <a href="https://www.youtube.com/watch?v=2VzRa4U_Ud8">https://www.youtube.com/watch?v=2VzRa4U_Ud8</a></li> <li>• Define being present (display on board or poster).</li> <li>• Ask students for examples of being present that were represented in the video.</li> <li>• Invite students to practice being present</li> <li>• Play 2<sup>nd</sup> video  <a href="https://www.youtube.com/watch?v=c1Ndym-lsQg">https://www.youtube.com/watch?v=c1Ndym-lsQg</a></li> <li>• Remind students that being present is allowing all of your focus and energy to be put in one moment.</li> </ul>
<p><b>Closure</b>  <b>Say:</b> Thank you for being present with me today.</p>	<p><b>Closure</b>  <b>Say:</b> Thank you for being present with me today.</p>
<p><b>Materials/ Notes</b></p> <ul style="list-style-type: none"> <li>• Video Link:  <a href="https://www.youtube.com/watch?v=fmWYD6aHLhg&amp;t=40s">https://www.youtube.com/watch?v=fmWYD6aHLhg&amp;t=40s</a> (2:06)</li> </ul>	<p><b>Materials/ Notes</b></p> <ul style="list-style-type: none"> <li>• Video link:  <a href="https://www.youtube.com/watch?v=fmWYD6aHLhg&amp;t=40s">https://www.youtube.com/watch?v=fmWYD6aHLhg&amp;t=40s</a> (2:06)</li> <li>• <a href="https://www.youtube.com/watch?v=c1Ndym-lsQg">https://www.youtube.com/watch?v=c1Ndym-lsQg</a> (1:06)</li> </ul>

## Grades 6-8 Lesson 2: Breathing

**Objective: SWBAT demonstrate mindful breathing**

5-Minute Plan	10-Minute Plan
<p><b>Introduction</b>  <b>Say:</b> Thank you for being present today. We've focused on being present and <b>mindful</b> which means complete focus and attention to a moment or activity. Today we are going to learn about and practice a technique that will help us be present.</p>	<p><b>Introduction</b>  <b>Say:</b> Thank you for being present today. We've focused on being present and mindful which means complete focus and attention to a moment or activity. Can anyone tell me what we did yesterday to help use be mindful? Did we use any part of our body?</p> <p>Wait for responses and validate them.</p>
<p><b>Activity</b></p> <ul style="list-style-type: none"> <li>Define mindful breathing.</li> <li>Let students know that mindful breathing is being intentional with every breath.</li> <li>Play video  <a href="https://www.youtube.com/watch?v=UxbdX-SeOOo">https://www.youtube.com/watch?v=UxbdX-SeOOo</a></li> </ul>	<p><b>Activity</b></p> <ul style="list-style-type: none"> <li>Define mindful breathing.</li> <li>Let students know that mindful breathing is being intentional with every breath.</li> <li>Play video  <a href="https://www.youtube.com/watch?v=UxbdX-SeOOo">https://www.youtube.com/watch?v=UxbdX-SeOOo</a></li> </ul>
<p><b>Closure</b></p> <ul style="list-style-type: none"> <li>Ask students, when is it a good time to take mindful breathes. (example responses: mad, scared, hyper, frustrated, anxious)</li> <li>Thank them for being present.</li> </ul>	<p><b>Closure</b></p> <ul style="list-style-type: none"> <li>Ask students, when is it a good time to take mindful breathes. (example responses: mad, scared, hyper, frustrated, anxious)</li> <li>Thank them for being present.</li> </ul>
<p><b>Materials/ Notes</b></p> <ul style="list-style-type: none"> <li>Video Link  <a href="https://www.youtube.com/watch?v=UxbdX-SeOOo">https://www.youtube.com/watch?v=UxbdX-SeOOo</a> (3:39)</li> </ul>	<p><b>Materials/ Notes</b></p> <ul style="list-style-type: none"> <li>Video Link:  <a href="https://www.youtube.com/watch?v=UxbdX-SeOOo">https://www.youtube.com/watch?v=UxbdX-SeOOo</a> (3:39)</li> </ul>

## Grades 6-8

### Lesson 3: Advanced Breathing

**Objective: SWBAT engage in deep breathing**

5-Minute Plan	10-Minute Plan
<p><b>Introduction</b>  <b>Say:</b> Thanks for being present today. Since we are being mindful, let's make sure that we start our day with <b>mindful posture</b>. Here are 6 simple guidelines to mindful posture that we will follow daily.</p> <p>Display guidelines on a poster.</p>	<p><b>Introduction</b>  <b>Say:</b> Thanks for being present today. Since we are being mindful, let's make sure that we start our day with mindful posture. Here are 6 simple guidelines to mindful posture that we will follow daily.</p> <p>Display guidelines on a poster.</p>
<p><b>Activity</b></p> <ul style="list-style-type: none"> <li>Model mindful posture and allow students to get into it.</li> <li>Tell students that we are going to continue practicing our breathing techniques.</li> <li>Play video  <a href="https://www.youtube.com/watch?v=SEfs5TJZ6Nk&amp;pbjreload=10">https://www.youtube.com/watch?v=SEfs5TJZ6Nk&amp;pbjreload=10</a></li> </ul>	<p><b>Activity</b></p> <ul style="list-style-type: none"> <li>Model mindful posture and allow students to get into it.</li> <li>Tell students that we are going to continue practicing our breathing techniques.</li> <li>Play video  <a href="https://www.youtube.com/watch?v=YFSc7Ck0Ao0">https://www.youtube.com/watch?v=YFSc7Ck0Ao0</a></li> </ul>
<p><b>Closure</b></p> <ul style="list-style-type: none"> <li>Remind students to practice taking mindful breaths throughout the day, especially when they have strong emotions like the ones discussed the day before.</li> </ul>	<p><b>Closure</b></p> <ul style="list-style-type: none"> <li>Remind students to practice taking mindful breaths throughout the day, especially when they have strong emotions like the ones discussed the day before.</li> </ul>
<p><b>Materials/ Notes</b></p> <ul style="list-style-type: none"> <li>Video link:  <a href="https://www.youtube.com/watch?v=SEfs5TJZ6Nk&amp;pbjreload=10">https://www.youtube.com/watch?v=SEfs5TJZ6Nk&amp;pbjreload=10</a> (3:14)</li> <li>Poster with Mindful Posture (see the guidelines in <b>Appendix 1</b>)</li> </ul>	<p><b>Materials/ Notes</b></p> <ul style="list-style-type: none"> <li>Video link:  <a href="https://www.youtube.com/watch?v=YFSc7Ck0Ao0">https://www.youtube.com/watch?v=YFSc7Ck0Ao0</a> (4:37)</li> <li>Poster with Mindful Posture (see the guidelines in <b>Appendix 1</b>)</li> </ul>

## Grades 6-8

### Lesson 4: Introduction to Focused Attention

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

#### 5-Minute Plan

##### Introduction

Thank you for being present today. Please check your poster and make sure it is mindful. We've been talking about being present.

Can someone remind us of what this means?

Jot down responses if time permits.

##### Activity

- Remind students of the importance of being mindful/present.  
Helps you focus, excel in classes, sports, and dance. It can help you calm down and make better choices.
- Let students know we are going to practice being present again and use breathing to help.
- **Guide students through the following Meditation**  
*Stand up tall and close your eyes if you're comfortable.*  
*Right now, we are going to simply be mindful of standing in class. Take a breath in and blow it out. Feel your feet as they press down on the floor.*  
***Model as you go through the meditation.***  
*Breathe in and out, feel your legs as they support your upper body. Breathe in and out, feel your arms as they lay on the side of your legs. Breathe in and out. Feel your chest move in and out as you take your breaths. Breathe in and out, feel your head. Now take a few breathes in and out as you are present with standing in class.*
- Allow students 30 seconds and guide them through the in and out breathing if needed.

#### 10-Minute Plan

##### Introduction

Thank you for being present today. Please check your poster and make sure it is mindful. We've been talking about being present.

Can someone remind us of what this means?

Jot down responses if time permits.

##### Activity

- Remind students of the importance of being mindful/present.  
Helps you focus, excel in classes, sports, and dance. It can help you calm down and make better choices.
- Let students know we are going to practice being present again and use breathing to help.
- **Guide students through the following Meditation**  
*Stand up tall and close your eyes if you're comfortable.*  
*Right now, we are going to simply be mindful of standing in class. Take a breath in and blow it out. Feel your feet as they press down on the floor.*  
***Model as you go through the meditation.***  
*Breathe in and out, feel your legs as they support your upper body. Breathe in and out, feel your arms as they lay on the side of your legs. Breathe in and out. Feel your chest move in and out as you take your breaths. Breathe in and out, feel your head. Now take a few breathes in and out as you are present with standing in class.*
- Allow students 30 seconds and guide them through the in and out breathing if needed.
- **EXTENSION:** Complete the same guided meditation with another focus. (examples: take a walk and be present outdoors.)

**Closure**

**Say:** How did it feel to just focus on standing? Did anyone find their mind wandering off?

How can we help bring ourselves come back to being present if our mind wanders off?

**Say:** Thank you for being present and mindful today.

**Materials/ Notes**

- Guided Meditation Notes
- Poster or white board

**Closure**

**Say:** How did it feel to just focus on standing? Did anyone find their mind wandering off?

How can we help bring ourselves back to being present if our mind wanders off?

**Say:** Thank you for being present and mindful today.

**Materials/ Notes**

- Guided Meditation Notes
- Poster or white board

## Grades 6-8

### Lesson 5: Focused Attention

**Objective: SWBAT recognize distractions that keep them from being mindful**

5-Minute Plan	10-Minute Plan
<p><b>Introduction</b></p> <p><b>Say:</b> Thank you for being present today. Let's stop and review for a second. Mindfulness and being present mean that you focus your energy and attention on a "right now" moment. We need to have mindful posture and take mindful breathes as we begin to become more present.</p>	<p><b>Introduction</b></p> <p><b>Say:</b> Thank you for being present today. Let's stop and review for a second. Mindfulness and being present mean that you focus your energy and attention on a "right now" moment. We need to have mindful posture and take mindful breathes as we begin to become more present.</p>
<p><b>Activity</b></p> <ul style="list-style-type: none"> <li>Remind students to check their posture. Ask them are the following the guidelines:</li> <li>Point out guidelines for mindful posture as needed.</li> <li>Let them know that today's goal is to train our focus.</li> <li>Play video <a href="https://www.youtube.com/watch?v=IReEu2kl6ol">https://www.youtube.com/watch?v=IReEu2kl6ol</a></li> </ul>	<p><b>Activity</b></p> <ul style="list-style-type: none"> <li>Remind students to check their posture. Ask them are the following the guidelines:</li> <li>Point out guidelines for mindful posture as needed.</li> <li>Let them know that today's goal is to train our focus.</li> <li>Play video <a href="https://www.youtube.com/watch?v=0oxd7Llcec">https://www.youtube.com/watch?v=0oxd7Llcec</a></li> </ul>
<p><b>Closure:</b></p> <ul style="list-style-type: none"> <li>Ask students if any distractions popped up today.</li> <li>Remind them that distractions are normal but it's important to recognize them and refocus.</li> </ul>	<p><b>Closure</b></p> <ul style="list-style-type: none"> <li>Ask students if any distractions popped up today.</li> <li>Remind them that distractions are normal but it's important to recognize them and refocus.</li> </ul>
<p><b>Materials/ Notes</b></p> <ul style="list-style-type: none"> <li>Video link <a href="https://www.youtube.com/watch?v=IReEu2kl6ol">https://www.youtube.com/watch?v=IReEu2kl6ol</a> (1:07)</li> </ul>	<p><b>Materials/ Notes</b></p> <ul style="list-style-type: none"> <li>Video link <a href="https://www.youtube.com/watch?v=0oxd7Llcec">https://www.youtube.com/watch?v=0oxd7Llcec</a> (5:00)</li> </ul>

## Grades 6-8

### Lesson 6: Body Scan

**Objective: SWBAT notice their body parts' responses**

5-Minute Plan	10-Minute Plan
<p><b>Introduction</b>  <b>Say:</b> Good morning, let's make sure we have mindful posture. Check it now. Great. Today we are going to do a <b>Body Scan</b>. We did something similar to this in lesson 4.</p> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>Define Body Scan</li> <li>Play Video  <a href="https://www.youtube.com/watch?v=9A0S54yAgEg&amp;t=23s">https://www.youtube.com/watch?v=9A0S54yAgEg&amp;t=23s</a></li> </ul>	<p><b>Introduction</b>  <b>Say:</b> Good morning, let's make sure we have mindful posture. Check it now. Great. Today we are going to do a <b>BODY Scan</b>. We did something similar to this in lesson 4.</p> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>Define Body Scan</li> <li>Play Video  <a href="https://www.youtube.com/watch?v=aIC-lo441v4&amp;t=13s">https://www.youtube.com/watch?v=aIC-lo441v4&amp;t=13s</a></li> </ul>
<p><b>Closure</b>  <b>Say:</b> Remember doing a body scan is about being present. It's about noticing your body and focusing your attention on it. Thanks for being mindful today.</p>	<p><b>Closure</b>  <b>Say:</b> Remember doing a body scan is about being present. It's about noticing your body and focusing your attention on it. Thanks for being mindful today.</p>
<p><b>Materials/ Notes</b></p> <ul style="list-style-type: none"> <li>Video Link  <a href="https://www.youtube.com/watch?v=9A0S54yAgEg&amp;t=23s">https://www.youtube.com/watch?v=9A0S54yAgEg&amp;t=23s</a> (4:00)</li> <li>More details for guided lesson (See <b>Appendix 2</b>)</li> </ul>	<p><b>Materials/ Notes</b></p> <ul style="list-style-type: none"> <li>Video Link  <a href="https://www.youtube.com/watch?v=aIC-lo441v4&amp;t=13s">https://www.youtube.com/watch?v=aIC-lo441v4&amp;t=13s</a> (6:15)</li> <li>More details for guided lesson (See <b>Appendix 2</b>)</li> </ul>

## Grades 6-8

### Lesson 7: Mindful Listening

**Objective: SWBAT direct full attention while listening**

#### 5-Minute Plan

##### Introduction

**Say:** Good morning, let's make sure we have mindful posture. Check it now. Today we are going to be practicing some mindful listening. Since we have used the word mindful a lot, what do you all think mindful listening is?

Give students a chance to respond.

Mindful listening is the practice of listening with full attention. Let's practice.

##### Activity:

- Direct students to partner up and face each other.
- Direct them to decide partner A and B.
- Partner A is going to tell about a time he or she got really upset about something. Partner B is going to listen, keeping his or her eyes on their partner. Students are not allowed to interrupt or say anything back.
- When Partner A is done, students will switch.
- Give students a minute each.

##### Closure

- Reflect on the process of being present and mindfully listening and being listened to.

#### 10-Minute Plan

##### Introduction

**Say:** Good morning, let's make sure we have mindful posture. Check it now. Today we are going to be practicing some mindful listening. Since we have used the word mindful a lot, what do you all think mindful listening is?

Give students a chance to respond.

Mindful listening is the practice of listening with full attention. Let's practice.

##### Activity

- Ask for a volunteer with whom you will model mindful listening.
- Have the student talk about a time when he or she was nervous or scared.
- Keep eye contact and full focus on student; don't interrupt.
- Invite students to share out what they noticed you do as a listener.
- Let students know they will give it a try.
- Direct students to partner up and face each other.
- Direct them to decide partner A and B.
- Partner A is going to tell about a time he or she got really upset about something. Partner B is going to listen, keeping his or her eyes on their partner. Students are not allowed to interrupt or say anything back.
- When Partner A is done, students will switch.
- Give students a 1-2 minutes each.

##### Closure

- Reflect on the process of being present and mindfully listening and being listened to.
- Ask students: What skills does it take to be a mindful listener?
- Jot these down.

## Grades 6-8

### Lesson 8: Open Monitoring

**Objective: SWBAT recognize positive and negative thoughts**

5-Minute Plan	10-Minute Plan
<p><b>Introduction</b>  <b>Say:</b> Good morning, let's make sure we have mindful posture.</p> <ul style="list-style-type: none"> <li>• Thank you for being present today.</li> </ul>	<p><b>Introduction</b>  <b>Say:</b> Good morning, let's make sure we have mindful posture.</p> <ul style="list-style-type: none"> <li>• Thank you for being present today.</li> <li>• Pass out Handout.</li> </ul>
<p><b>Activity</b></p> <ul style="list-style-type: none"> <li>• Direct students to take 30 seconds and think of something they consider good, positive or happy.</li> <li>• Direct students to think of two things that bother you, that make you mad or something that you don't like about yourself.</li> <li>• <b>Say:</b> Now that positive or "good thought" is similar to a sunny day. Sunny days usually make you us happy and feel nice. We want to play and do things outdoors.</li> <li>• Ask: When clouds come out what does that do to a sunny day? How does that make you feel?</li> <li>• Wait for student responses.</li> <li>• Say: If you think about your mind and being present with it, sunny days are like the positive thoughts or things you say to yourself. Sometimes you have clouds come in. Those clouds are those uncomfortable feelings or thoughts.</li> <li>• Ask: Can we get rid of clouds? Do they automatically go away?</li> <li>• Say: As mindful people we acknowledge that these clouds are there. They are real and present IN us. But they are NOT us.</li> </ul>	<p><b>Activity</b></p> <ul style="list-style-type: none"> <li>• Direct students to take 1 minute write down (under the sun) some things they consider good, positive or happy.</li> <li>• Direct students to think of 3-4 things that bother you, that make you mad or something that you don't like about yourself. Jot that down under the cloud.</li> <li>• <b>Say:</b> Now that positive or "good thought" is similar to a sunny day. Sunny days usually make you us happy and feel nice. We want to play and do things outdoors.</li> <li>• Ask: When clouds come out what does that do to a sunny day? How does that make you feel?</li> <li>• Wait for student responses.</li> <li>• Say: If you think about your mind and being present with it, sunny days are like the positive thoughts or things you say to yourself. Sometimes you have clouds come in. Those clouds are those uncomfortable feelings or thoughts.</li> <li>• Ask: Can we get rid of clouds? Do they automatically go away?</li> <li>• Say: As mindful people we acknowledge that these clouds are there. They are real and present IN us. But they are NOT us.</li> </ul>
<p><b>Closure</b>  <b>Say:</b> Say your negative thoughts out loud. Wait and give them a chance to respond. Remember, these thoughts are real and present IN us. But they are NOT us.</p>	<p><b>Closure</b>  <b>Say:</b> Say your negative thoughts out loud. Wait and give them a chance to respond. Remember, these thoughts are real and present IN us. But they are NOT us.</p>



**Materials/ Notes**

- Handout (***Appendix 3***)

**Materials/ Notes**

- Handout (***Appendix 3***)

## Grades 6-8

### Lesson 9: Banishing Negative Thoughts

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

#### 5-Minute Plan

##### Introduction

**Say:** Good morning, today we are going to work on addressing every day **negative thoughts** that come up in our lives. We will use open monitoring to create space from those thoughts and think of phrases to use to overcome the negative thoughts.

##### Activity

- Discuss a thought you feel appropriate to share with your students you experience and what you do to combat it.
- Work with students to create every day negative thoughts that each group can be assigned with to create a way to overcome it (write them on anchor chart).
- Have each group write on 1 post it the method or phrase used to combat the negative thought and create space.
- Share aloud the methods or phrases students came up with to combat their negative thoughts.

##### Closure

**Say:** When we remain present with each thought, we can create space between it by using these phrases and methods you all came up with.

##### Materials/ Notes

- Post it notes
- Anchor chart
- Markers

#### 10-Minute Plan

##### Introduction

**Say:** Good morning, today we are going to work on addressing every day negative thoughts that come up in our lives. We will use open monitoring to create space from those thoughts and think of phrases to use to overcome the negative thoughts.

##### Activity

- Have students watch the video link below <https://www.youtube.com/watch?v=x-dMPXBI7yA> (5:47)
- Assign each group with a negative thought on anchor chart, have them come up with a method or phrase to use to combat the thought. Write it on the post it note.
- Remind students to think of the video and what the characters said.
- Read post-its aloud once all are placed on anchor chart.

##### Closure

**Say:** We are not our thoughts. But we can remain present with one another and use these tools as ways to create space from negative thoughts that pop up during our days.

##### Materials/ Notes

- Video link <https://www.youtube.com/watch?v=x-dMPXBI7yA> (5:47)
- Anchor chart with enough negative thoughts one per group
- Post it notes
- Markers

## Grades 6-8

### Lesson 10: Advanced Mindfulness

**Objective: SWBAT use a variety of methods to practice mindfulness**

5-Minute Plan	10-Minute Plan
<p><b>Introduction</b>  <b>Say:</b> Thank you for being present today. We've practiced how to push out negative thoughts. Today I want you to consider what resources would best help you with your mindfulness outside of school.</p>	<p><b>Introduction</b>  <b>Say:</b> Thank you for being present today. We've practiced how to push out negative thoughts. Today I want you to consider what resources would best help you with your mindfulness outside of school.</p>
<p><b>Activity</b></p> <ul style="list-style-type: none"> <li>• Discuss with students that there are different resources we can use other than YouTube to practice mindfulness.</li> <li>• Write a model for students that shares mindful resources, where to find it, and why it might be useful (i.e. journals).</li> <li>• Have students work independently to explain which resource they would use and why on a post it note. Place next to resource on chart when done.</li> <li>• Depending on time, students can share or you can read them aloud.</li> </ul>	<p><b>Activity</b></p> <ul style="list-style-type: none"> <li>• Discuss with students that there are different resources we can use other than YouTube to practice mindfulness.</li> <li>• Write a model for students that shares a mindful resource, where to find it and why it might be useful (i.e. journals).</li> <li>• Have students work in groups to find where the resource is located and why students might want to use it and write information on post it and put it on anchor chart when finished.</li> <li>• Depending on time, students can share or you can read them aloud.</li> </ul>
<p><b>Closure</b>  Remind students to use these resources and think of them as tools to be present and mindful in each moment of time they have.</p>	<p><b>Closure</b>  Remind students to use these resources and think of them as tools to be present and mindful in each moment of time they have.</p>
<p><b>Materials/ Notes</b></p> <ul style="list-style-type: none"> <li>• Anchor chart paper with different practices (walking, poems, music, art, reading, websites, apps)</li> <li>• Markers</li> <li>• Post it notes</li> </ul>	<p><b>Materials/ Notes</b></p> <ul style="list-style-type: none"> <li>• Anchor chart with different practices to assign to each group (websites, apps, coloring, music, books, sports)</li> <li>• Post it notes</li> <li>• Computers/piece of technology</li> </ul>

## Grades 6-8

### Supplemental Videos For Teaching Mindfulness

#### Teach More About Mindfulness

What does being present mean?

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

The Mind Jar

<https://www.youtube.com/watch?v=-qKkFWiwr4>

CNN Profile of Baltimore School

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

#### Practices

Three Minute Body Scan Meditation

[https://www.youtube.com/watch?v=ihwcw\\_ofuME](https://www.youtube.com/watch?v=ihwcw_ofuME)

Five Minute Body Scan Meditation

<https://www.youtube.com/watch?v=9A0S54yAgEg>

Rainbow Breath

<https://www.youtube.com/watch?v=O29e4rRMv4>

Melting

<https://www.youtube.com/watch?v=mcZm2oJ7DKE>

Be Kind to Yourself

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

Relieve Anxiety

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

#### Brief Practices

Mindful Minute

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

One Minute Breathing Exercise

<https://youtu.be/b0FZIT3Uk30>

Two Minute Visual Meditation

<https://youtu.be/RIOZ02HgAnE>

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

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 6-8 - Lesson 3

### Mindful Posture

**“Every time we practice mindfulness, we will start by getting in a mindful posture. A mindful posture has”  
6 guidelines:**

1. Facing forward
2. Back is upright
3. Stillness
4. Quiet
5. Mind and body are relaxed yet alert
6. Letting your eyes close (if it's comfortable)

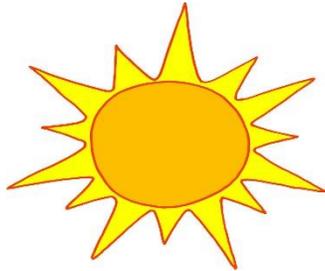
## Appendix 2: Grades 6-8 - Lesson 6

### **BODY SCAN Guided Lesson (optional)**

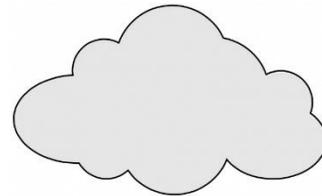
1. Begin by bringing your attention into your body.
2. You can close your eyes if that's comfortable for you.
3. You can notice your body seated wherever you're seated, feeling the weight of your body on the chair, on the floor.
4. Take a few deep breaths.
5. And as you take a deep breath, bring in more oxygen enlivening the body. And as you exhale, have a sense of relaxing more deeply.
6. You can notice your feet on the floor, notice the sensations of your feet touching the floor. The weight and pressure, vibration, heat.
7. You can notice your legs against the chair, pressure, pulsing, heaviness, lightness.
8. Notice your back against the chair.
9. Bring your attention into your stomach area. If your stomach is tense or tight, let it soften. Take a breath.
10. Notice your hands. Are your hands tense or tight? See if you can allow them to soften.
11. Notice your arms. Feel any sensation in your arms. Let your shoulders be soft.
12. Notice your neck and throat. Let them be soft. Relax.
13. Soften your jaw. Let your face and facial muscles be soft.
14. Then notice your whole-body present. Take one more breath.
15. Be aware of your whole body as best you can. Take a breath. And then when you're ready, you can open your eyes.

## Appendix 3: Grades 6-8 - Lesson 8

### Open Monitoring



Write down good, positive or happy thoughts. Share these thoughts with someone.



Write down two things that bother you, make you mad or something that you don't like about yourself. Share these thoughts with someone.