BRING MINDFULNESS INTO THE CLASSROOM

EIGHT WEEK LESSON PLANS

Mindfulness Online Training
INTRODUCTION

ABOUT THE AUTHOR

LESSON ONE – Finding Our Inner Anchor

LESSON TWO – Mindfulness of Emotions

LESSON THREE – Mindful Thinking and Our Brains

LESSON FOUR – Heartfulness & Loving Kindness

LESSON FIVE – Interconnectivity

LESSON SIX – Slow Motion

LESSON SEVEN – Liking & Disliking – Letting Go

LESSON EIGHT – Visualisation

APPENDIX 1 – Cloud & Te Whare Tapa Wha

APPENDIX 2 – The Mindometer

APPENDIX 3 – Mind Jar & The Brain House

APPENDIX 7 – Emotions Chart
BRINGING MINDFULNESS TO THE CLASSROOM

Introduction

“We ask students to pay attention all day, yet we never teach them HOW”
(Dr. Amy Saltzman).

Ongoing research points to the need for all students to receive some form of mental training to fulfil their educational and personal potential.

This complete 8-week course in Mindfulness Facilitation to students and children is based on the successful programme Mindful NZ Schools has been running the past four years as well as latest research and techniques on teaching mindfulness designed by the original MBSR members who trained with Jon Kabat-Zinn.

The course is designed as a lesson-by-lesson process of delivering Mindfulness classes to both primary or secondary students. Each week’s lesson provides detailed content and delivery suggestions.

These lesson plans gives you a resource to improve students ability to deal with stress and anxiety as well as improve attention and focus and cultivate kindness and empathy.

Each week you will find different activities and practices to help engage students in the mindfulness process and assist in internalising the mindfulness process. In addition audio files are provided to reinforce the daily practice.

The lessons are designed by a registered teacher and complies with the objectives of the curriculum for personal development, including a focus on social and emotional development, personal self-regulation and building resilience—qualities recognised as benchmarks for success in life.

Studies have shown that social behaviour and academic achievement increase significantly among students who have received Mindfulness instruction. Mindfulness has been proven to help children make sense of their emotions and the world around them.

In our fast paced world, where the increasing demands of living, places enormous stress on all people, children, teenagers and adults, the purposeful, daily cultivation of connection to self, others and the world around us has been proven to assist mental, emotional and physical balance.
Benefits such as:

- Decreased stress and anxiety
- Better sleep
- Better self-management
- Less reactivity
- Improved mental resilience
- Increased self-awareness

are commonplace when you practice Mindfulness regularly.

**Your Own Practice**

Mindfulness can't be learnt by talking or reading about it. Mindfulness is *experiential*. To be able to teach mindfulness you need to understand how it works from the inside out.

This course is aimed at individuals who have an established mindfulness/meditation practice (see PART 1 of the course) and want to offer these beneficial, simple practices for others; whether it is in the workplace, the classroom or community group.

The more anchored you are in your own regular mindfulness practice, the better you will be able to convey these exercises and appreciate where students are in the process and better answering questions from your own mindfulness experience rather than having to fall back on what you've read.

If you don't have establish a mindfulness practice yet, it is *highly recommended* to start with the 8 week online mindfulness course that is included in this course.
About the Author

Rita Riccola is a NZ Teacher and a trained Mindfulness teacher with 25 yrs experience who has completed courses with Mindful Schools USA and attended many Mindfulness retreats. Rita has designed these courses to meet the growing need for educators and human resource workers to offer Mindfulness training to all interested. The courses are continually well-received by many participants in NZ and Australia. She has provided training for schools in Auckland and trained teachers at Diocesan Schools for Girls and Dilworth Junior College.
Lesson One
- Finding Our Inner Anchor

LEARNING OUTCOMES:
1. Students will learn to do the mindfulness practices.
2. Students will be able to talk about what mindfulness is and identify what present moment awareness is.
3. Students will become familiar with Te Whare Tapa Wha.

LEARNING AIMS:
1. To learn the mindfulness practices.
2. Learning to understand what mindfulness is and how it can help our lives

PURPOSE:
• To provide students with strategies to identify factors that affect their personal, physical, social and emotional growth.
• To establish mindful class behaviour and guidelines.
• To learn about the ‘mindful body’.
• To learn mindful breathing.
• To learn about Te Whare Tapa Wha - the house with four walls.

CLASS GUIDELINES
To practice mindfulness and really experience the benefits you need to really listen to your teacher and be still and quiet. There will be some times when we can talk and share our experiences and thoughts about mindfulness. You don't have to speak if you don't want to but listen quietly when others are speaking.

Be respectful, that is really listen, don't interrupt others, no silly behaviour or showing off. If the teacher raises his/her hand everyone needs to stop and take 3 deep breaths.

Let’s make a list of the benefits on the board;
• Less stress & anxiety
• Clearer thinking
• Better able to notice and pay attention
• Less anger, annoyance and reactivity
• Go to sleep easier – not lay awake thinking
• Be kinder and more caring to people & yourself
• Feel more connected to the people, nature and the world around you.

Student feedback; always encourage students observations or sharing.

What is present moment awareness? When we do practice mindfulness, we are really paying attention to what is happening right now, not something that happened yesterday or will happen tomorrow but right here, right now in this moment.

Mindfulness is noticing where your attention is; are you really listening to what your friend is telling you or is your mind wandering off? Are you in class but thinking about what you will do after school?

LINKS WITH CURRICULUM ACHIEVEMENT OBJECTIVES

Personal growth: ‘To identify factors that affect their personal, physical, social and emotional growth and to develop skills to manage changes.’ (Level 3)

Physical activity: ‘Maintain regular participation in enjoyable physical activities in a range of environments and describe how these assist the promotion of wellbeing’. (Level 5)

Personal identity: Describe how their own feelings, beliefs and actions and those of other people contribute to their personal sense of self-worth. (Level 3)

Social Studies: Understanding that different cultures have different practices but reflect similar purposes. (Level 3)
When you see a sunset, we are usually thrilled to see the changing colours and the sun disappearing or when we listen intently to a bird singing. In these moments we are intensely present. When our minds are going over something someone said that might have hurt our feelings or something that happened last week or dreaming off into the future thinking about some planned activities or dreaming off, we have lost touch with the present moment.

We all do that some of the time but when it becomes a regular habit, we really lose touch with the present moment and need to train our minds to be more present in the moment. This helps us develop mental strength (resilience), noticing where our attention is and awareness; of ourselves, others and the world around us.

Ask: “Who plays sports or a musical instrument?” Response “What do you need to do to get better at that?” Response: “practice”.

In the same way, to become really mindfully present, we need to practice every day, just like with sports or music or anything you want to become skilled at. Practice, practice, practice and the benefits of a calmer, clearer way of being is the result. (For the older students, adults) That doesn’t mean things are magically all OK. Problems still arise but you are in a better position to deal with them. You learn to step back and not immediately start reacting, put a bit of space between you and the challenge and allow for a solution to arrive without over-reacting making the situation worse.)

**ACTIVITY: CLOUDS**

Take the group to a window and ask all to stare at a cloud. Look very carefully for colour and qualities such as the softness, the shape. Focus on one small area and watch the cloud change shape. Notice if there is any grey (rain) in the cloud. After 2–3 minutes bring group back to table where there are images of an empty cloud on the table (see appendix 1) with a pencil beside. Ask the group to stare silently at the cloud. There is nothing else to do but explain after one minute you will give them an instruction. After one minute, ask the students to pick up their pencils and write each thought they are having at that moment and the next moment etc. Sometimes children get a bit confused by this and look to see what each other is doing but gently reassure them that they can just watch their own minds and see what thoughts come up– reassure there is no right or wrong that we are learning to just watch our thoughts. (1–2 mins writing)

**MINDFUL BODIES**

**Key Points**
- Be aware of pauses between statements. Give enough time for new information to be processed but not long enough to become bored and restless.
- Assess groups’ concentration; if really focused stay longer on some points, if not move on.
It’s important to be aware of our bodies because;
- the body is always in the present moment—it’s our minds that wander
- when our bodies are calm and relaxed our minds are more balanced, alert and pres-
ent in the moment..
“Either sitting on a chair or sitting cross legged on the floor, notice how you are sitting
and try to get into a position where you feel comfortable and you are breathing easily.
Have your shoulders back but not stiff (this opens the chest and allows deeper breath-
ing) and if you are sitting on a chair, plant your feet on the floor and feel your spine
against the back of the chair. Let go of any ‘holding on’ in your stomach and just
breathe easily and relaxed.

What you are doing is simply being aware of your whole body, how you are holding
your body and if you are holding onto any tensions in your shoulders, chest, stom-
ach...anywhere! By simple becoming aware of tension in our bodies we can breathe
into the tension areas and we can just drop it down and let go.”

**BREATHING PRACTICES**

Today we are going to practice mindfulness. Has anyone heard that word before/does
anyone know what that means? (adjust questions/language to class level.)

Listen for student responses.

How does a tree stay standing upright? (roots). How does a boat stay still in the water?
(anchor) —sketch an image on the board. Listen for student responses. The roots of the
tree ‘anchor’ the tree in the ground, the boat anchor keeps it steady in the water. In
the same way, in mindfulness practices, we use our breath as an anchor. When we
breathe mindfully, with full attention and really notice our breathing, we begin to feel
calm and steady inside. Before we begin the mindful breathing practices, let’s get into
our mindful bodies so we are sitting comfortably and alert at the same time.

**MINDFUL BREATHING**

**Part One**
We are always breathing so we don’t need to learn that. The body just naturally
breathes but what we are learning is to pay attention to our breath. Even though we
are always breathing we don’t usually notice it until we put our full attention.
Now, let’s get into our mindful bodies and find a comfortable sitting position, just gently
close your eyes to block out any distractions and become aware of your breathing.

Placing your hand across your stomach, just breathe normally and feel the belly rising
and falling with each in/out breath. It’s very simple but your job is to stay focused on
the feeling of the air coming into your body, your stomach rising and falling and the
belly moving up and down as you just breathe, naturally, rhythmically. Just be aware of
the feeling of the air entering and leaving your body. Notice if any other parts of your
body are moving; perhaps your shoulders are moving a little, arms.
Let’s try that. Don’t worry if it’s a bit hard to stay focused and your mind wanders away but when you notice that you have stopped paying attention to your breathing just bring your attention back to noticing it again.

Do this for 1-2 minutes (longer for older students) and then ask the class for feedback. Every 30–60 seconds quietly say…” if your attention has wandered away and thinking, just notice that and turn your attention back to our anchor, our breathing.”

**Part Two**

Now we are going to do another simple breathing exercise. See this small area beneath the nostrils (point to show students) we are going to shut our eyes and notice the feeling of the air going into the nose and coming out again and especially how it feels on the exhale. If you can't feel the air because it is very soft, just breathe a little harder and don’t worry if you can't feel it. After more practice you will. So the main thing is to feel the air as you exhale on the small area beneath the nostrils. Let’s try that. (1-2 minutes younger children, 3-5 mins. older children, adults).

As you are breathing naturally, you don’t have to do anything special, just notice if the air is cool or warm when it enters your nose, are the breaths long or short and always notice the feeling of the air as you exhale beneath the nostrils. You can continue this for 1-2 minutes. Research shows us that the younger the child, the shorter the time for each practice. With older students and adults 3-5 minute each practice (or more as each situation dictates).

Eventually, as these practices become regular and the benefits increasingly obvious, people usually find their natural span for practicing. Ideally, for someone firmly established in the practice, research shows the on-going benefits are achieved at 27 minutes a day. Aiming for 45 minutes a day is ideal.

**Activity**

Ask the group to turn to the person beside them and quietly share what they experienced when they did the breathing practices. When they have spoken for 1-2 minutes ask the whole group; Was that difficult?, How did you feel when you practiced mindful breathing?, Do you think you can try mindful breathing again today?

Sharing in this way helps people give a voice to their inner experience and can lead to internalising the process more effectively. Eventually, over a period of practicing on a regular basis, this naturally leads to a deeper enquiry and understanding of the mindfulness process and the human experiences we all have.

**Te Whare Tapa Wha**

Te Whare Tapa Wha, has anyone heard that phrase before? (Student response– if a student knows, ask them to share with the class. It’s always good to engage students
and acknowledge everyone's input- this takes the ‘authority’ away from the ‘teacher’ who takes on the role of guide and the session becomes a cocreated experience where everyone is a valued member.)

(Have a prepared model to show group- a sturdy box with spiritual, mental, emotional, physical, environment/family printed in large letters stuck to each ‘wall’ and the base of the box is sufficient.) See illustration above and Appendix 1.2.

Te Whare Tapa Wha translated means ‘the house with four walls.’ The house in this case is our bodies, our homes. The four walls represent the different aspects of our ‘life’= physical, mental, emotional, spiritual. The floor of the house represents our environment and family. To engage students you might ask; What would happen if one of the walls falls down, collapses? (Student response usually, the house would fall down).

In the same way, unless we nourish all the different parts of ourselves, mental, physical, spiritual and emotional and take care of our environment and family we will not be whole or feel fully balanced.

(To the older students and adults additional information; To maintain our inner balance, practicing mindfulness regularly, daily gives us an easy, accessible ‘tool’ to nourish all aspects of ourselves to continue to help us make right choices that lead to a balanced, trouble free life- free from self – doubt, mental and emotional problems and being spiritually unaware, instead cultivating a sense of balance and wholeness, connectedness to ourselves, our loved ones and all people we encounter and the world around us.)

ACTIVITY

Invite the group to reflect on the practices of mindful breathing (and any mindfulness practices they have learnt about) and ask them to take a sticky note and place on the wall of the house they felt was benefitting for them, from doing the practices. Doing this small activity each week at the end of the session is another way to assist with internalising mindfulness and provides a visual reminder of what everyone is doing; cultivating mindfulness–present moment awareness, with kindness and no judgment
just learning to allow whatever is happening to happen and to be aware of it as it happens.

It is good to bring the Te Whare Tapa House each lesson and ask students at the end of each class to add a sticky note to a wall of the house saying how they felt, what they thought or anything they choose. This fosters an growing awareness of the different dimensions of our lives and draws attention to the fact they all need nourishing; physical, spiritual, mental/emotional, family and environment.

Hand out a Mindfulness Journal (see appendix for a template to print out or use a notebook) and ask the class to write about what they experienced or any comments they have about mindfulness. Remind them there are no right answers and they only say what is true for them. There is no right or wrong and the writing won’t be marked. This also helps students internalise the mindfulness process and becomes a record for them of how their awareness and presence develops. Ask students each week to write a little each week after practice or between classes

**SUMMARY**

*Today we have learnt to practice mindfulness. Each day, your teacher will guide you in practices or play an audio so that you can practice for 5 minute daily (or for older students and adults ask them to practice at home for 10-15mins. daily, in the beginning.) If you remember to do it at other times, that’s good too. but there are no rules. Each week we will include the breathing practices as well as new ones. Thank you for your co-operation*
LESSON PLAN WEEK TWO

Lesson Two
- Mindfulness of Emotions

**LEARNING OUTCOMES:**
Students will:
1. Recognise emotions as physical sensations in the body. Understand the difference between feelings in the body and feelings as emotions.
2. Be able to identify how emotions have a natural time cycle and see that when they arise inside, if they don’t hold onto them, they naturally pass away.
3. Be able to draw their breath as they are breathing; to see the natural cycle of the breath which helps establish the link between breath, sensations, feelings and emotions.
4. Continue mindfulness practices; breathing.
5. Practice and understand Mindful Movements.

**PURPOSE:**
Too often we cultivate learning in the mind and ignore learning in the body; being able to be present when strong emotions rise in us and threaten to overwhelm us. In this lesson the intention is to help students identify the changing body sensations that come with different feelings, emotions and moods and to develop an awareness of recognising emotions have a natural cycle and will eventually pass away if we don’t hold onto them, go over and over them in our minds, reliving unhappiness and hurts. Learning to let go of unhelpful thought and feelings is an important part of developing emotional awareness and growth. This is an especially helpful skill when dealing with difficult emotions and challenging situations; knowing that the emotion will pass away as it has arisen. One of the most valuable skills learned from regular mindfulness practice is to be able to recognise the beginning of emotional reactions and to skilfully not get caught in impulsive reactivity instead observe the emotion rising and falling in the body without judging it good or bad.. In this way, the emotion loses its hold over us and naturally dissolves.

**ACTIVITIES**

Have you remembered to **practice mindfulness** in the past week? Responses

Today, we are going to look at the difference between feelings and emotions.

Explain feelings are the sensations in the body, such as hard, cold, tingling, warmth, knot in the stomach, tight muscles and emotions, the emotions are what the feelings mean, gratitude, anger, satisfaction, desire, grief, love.

Use the Mindometer (see appendix 2) and ask: How is your inner weather today?

Have the people in the group form a circle and have a small rubber ball. Tell the group we are going to pass the ball and all they have to do is say the name of the person they are passing to and name a strong emotion they have felt this past week. It can be a negative or positive emotion. The only thing is it has to have been really felt in the body.

Everyone returns to sitting in a circle, either on chairs or on the floor. The teacher/facilitator starts talking; The teacher uses a balloon to demonstrate the changing emotional states we all have throughout the day. This also helps normalise changing inner states.

“You know when you wake up and you are all ready for a new day and feeling great”

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**LINKS WITH CURRICULUM ACHIEVEMENT OBJECTIVES**

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<thead>
<tr>
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(inflate balloon) and then after breakfast on the way out the door you remember you forgot to do your homework (lets some air out of the balloon) and then you arrive at school and you see your friends and forget about feeling a bit down that you forgot your homework and you would probably get into trouble. Now you are feeling happier, your friends call you over to talk. You feel accepted and good about everything. (Inflate the balloon again.) Then you see someone passing by who says something hurtful (deflate the balloon a little).

All day long our emotions are going up and down. If we hold onto hurtful thoughts or things people say or do, we just make them last longer inside our bodies and minds and that never feels good.

We can even tell ourselves stories about mean things we might do for revenge and then we feel even worse. Who likes feeling bad? (response)

But when we practice mindfulness, we still might have not nice things happen to us but we have a skill to help us notice that and to restore balance (instead of being angry or hurt) doing mindful breathing. Mindful breathing helps us listen to the feelings in our bodies better and helps to just hold the unpleasant feeling like holding a ball– soon the feeling starts to lose its hold over us and we relax again. We are learning to listen to the language of feelings so that we can recognise when they are getting too big and strong and taking over our minds too much and making us miserable and unhappy and maybe even do hurtful things to others because we feel bad. We can learn to have the feelings but not become the feelings and they can pass away like clouds in the sky and disappear.

Take the students to the table where there are sheets of A4 and pencils.

Ask students to take three deep, focused breaths, slowly.

Now we are going to draw our breath. Take your pencils and when you breath in draw your breath. There is no right or wrong and it doesn’t have to look great– we are just drawing our breath in and then out, in and then out.

“Emotions have a natural time cycle similar to our breath. They rise up inside of us, reach a peak and begin to go down–if we don’t hook into them with our thoughts and go over and over them, telling ourselves a story. Mindfulness can help us to notice when our mood has become unhappy and when we recognise this, we can remember to do some mindful breathing. In a few minutes we can return to feeling balanced and steady, not fuming like a volcano with bigger and bigger anger.
LESSON PLAN WEEK TWO
BRING MINDFULNESS TO THE CLASSROOM

MINDFUL BREATHING

Do the Breathing Part One and Two from last week:

Part One
Let’s get into our mindful bodies and find a comfortable sitting position, just gently close your eyes to block out any distractions and become aware of your breathing. Placing your hand across your stomach, just breathe normally and feel the belly rising and falling with each in/out breath. It’s very simple but your job is to stay focussed on the feeling of the air coming into your body, your stomach rising and falling and the belly moving up and down as you just breathe, naturally, rhythmically. Just be aware of the feeling of the air entering and leaving your body. Notice if any other parts of your body are moving; perhaps your shoulders are moving a little, arms. Don’t worry if it’s a bit hard to stay focused and your mind wanders away but when you notice that you have stopped paying attention to your breathing just bring your attention back to noticing it again.”

Do this for 1-2 minutes (longer for older students) and then ask the class for feedback. Every 30-60 seconds quietly say... if your attention has wandered away and thinking, just notice that and turn your attention back to our anchor, our breathing.

Part Two
Now we are going to the second part of the exercise. Remember this small area beneath the nostrils (point to show students) we are going to shut our eyes and notice the feeling of the air going into the nose and coming out again and especially how it feels on the exhale. If you can’t feel the air because it is very soft, just breathe a little harder and don’t worry if you can’t feel it. After more practice you will. So the main thing is to feel the air as you exhale on the small area beneath the nostrils. Let’s try that. (1-2 minutes younger children, 3-5 mins. older children, adults.

MINDFUL MOVEMENT

Linking breath to movement is a great way to help people experience the sensations in their bodies and be more anchored in the present moment. So much of our attention goes to the head from thinking too much we often lose touch with the sensations in our bodies unless we purposefully cultivate it with yoga, sports or any physical activity. In these exercises have the group stand in a circle with enough space between them to raise their arms to their sides.

Being mindful of our bodies reminds us to take care of them whether we are walking, running, sitting, dressing, eating and helps us feel calm and relaxed

In a calm, clear steady voice;
“We are going to follow our breathing with movements very slowly. Standing straight with feet anchored to the floor, balance on both feet evenly, slowly, breathing in, raise your arms from the side to the top of your head, reaching as high as you can, hold your breath and slowly, breathing out gently lower the arms. Repeat three times.
Giving each other plenty of space, we are going to walk mindfully. First, just keeping your attention on your feet, take three slow steps, keeping your attention on the bottom of your feet, especially when they touch the ground. Now, lift one foot of the ground ready to step forward, breathing in, hold and then breathing out, place your foot on the floor. Lift again, breathing in, hold and breathing out place foot on the floor. Now just walk around the room for 2–3 minutes mindfully, slowly with full focus on walking. If you lose your focus and start thinking about what's for lunch or what you will do tonight just notice your thoughts have wandered from the task and redirect your attention back to linking your breathing with movement.

**ACTIVITY**

Have people talk quietly in pairs and share their mindful movement experiences. Also ask why is it good to be mindful when we are walking? When is a good time to practice mindful walking? (at recess, in the hallway, along the roadside, in the classroom)

**SUMMARY**

Today we have looked at how we can be mindful of feelings and emotions. We see that when our feelings, emotions or mood changes and is not so good we can practice breathing to feel better and not get caught up in bad feelings.

We have seen how our emotions (and breath) has a natural cycle that rises up, reaches a peak and fades away— if we don't hold on and make them stay longer in our minds and bodies.

We have practiced linking our breath to our movements and that also helps us become aware of shifting sensations, good and not so good, inside our bodies and helps us stay present. This is especially helpful when strong feelings or emotions takes over— we can learn to listen to our bodies and choose to not react impulsively and not hold on to unhappy thoughts and feelings. We learn to let them go rather than hold on to them.

Mindful movement reminds us to stay present whatever we are doing and be very aware of how our bodies feel and experience sensations.
Lesson Three
- Mindful Thinking and Our Brains.

**LEARNING OUTCOMES:**
1. Engage in mindfulness practices (breathing, body scan)
2. Discuss how our brains work.
3. How thoughts are just thoughts and they may not always be true and don’t have to control us.

**LEARNING INTENTIONS:**
1. To continue mindfulness practices
2. Understanding how our brains and thoughts work.
3. Recognising our thoughts come and go and have a natural time cycle.

**PURPOSE:**
The purpose of lesson 3 is to draw attention to the fact that our thoughts can sometimes be misleading and not always a true reflection of reality. For example, if we feel bad we can lose ourselves 'in our thoughts' by reinforcing negative self-talk.

Also by using a metaphor for how our brains work, the 'upstairs, downstairs house model provides a concrete example of how our thoughts can become disturbed, anxious and confused and how we can use mindful breathing to restore balance and calm.

**ACTIVITIES**
When we observe (become aware of) our thoughts, that helps us notice when we are getting carried away with thinking too much, especially in a negative way. Being able to notice our thoughts in this way, helps us learn that we have the choice to choose which thoughts to notice and which thoughts to let go of. We can choose to redirect our attention to breathing, listening or body scanning which brings our minds back to the present moment. Developing this ability to notice thoughts also helps students realise that some thoughts might not be real—they are just thoughts or internal mental chatter—and they only have power over us if we give the thoughts or internal mental chatter the power. We don't have to believe everything our thoughts tell us.

Hold up a mind jar and shake. (see appendix 3.) Ask people is this how you feel when you are thinking too much, angry, hurt, frightened and just don't feel present in your body?

Let’s watch and see what happens. The mind jar settles. The moment we stop shaking the mind jar, the thoughts and feelings naturally settle by themselves because they have a natural cycle, like our breathing. Remember we discussed this last lesson.

When we are disturbed, upset, feeling out of sorts with ourselves, practicing mindful breathing will help settle us and return to feeling steady and centred just like the mind jar.
**Now let's look at how our brains work.** Draw a picture on the board of a house with an upstairs and a downstairs and a ladder to the left connecting the floors (See appendix 3.2). Next to upstairs we can write; thinkers, planners, emotional regulators, flexible, creative. Next to downstairs write; feelers (people focused on keeping safe and making sure our needs are met).

Our brains work best when upstairs and downstairs are working together and different characters are carrying messages up and down the stairs to keep things running smoothly. This helps us make good choices, make friends and get along with people, come up with ideas and solve problems that happen.

Sometimes the downstairs brains spots danger and sound an alarm telling everyone they are in danger and says they are taking over and upstairs characters can work again when they are all out of danger. The downstairs brain flips its lid and the two floors are no longer connected. No messages are travelling between them as all energy is focused and ready for danger.

Give an example; lost car keys, wallet. Late for plane, schools etc.

Taking a few deep breaths when we feel afraid, worried, scared can help us restore our inner balance and the fear quietens down. Then when our feelings have calmed down it becomes calmer in the top floor of the house. This brings back balance so the bottom floor house works together with the top floor house to have harmony and calmness. When we are calm we can and making better decisions and choices and not get caught up in thoughts that might not be true. If we let our thoughts and feelings take over we can feel trapped and unable to make a right decision or action but when we restore balance we think more clearly and can see what needs to be done more calmly.

* Expand for High School student - Brain Structure.

**REMIND STUDENTS**

When we are paying attention to our breath mindfully, we are in the present moment. When our minds wander we are usually in the past or the future and we can come back to the present by simply noticing... I am thinking (planning, worrying, imagining) about the past (or future). Just noticing your mind has wandered is mindful! When you notice that, just redirect your attention back to your breath to bring you back to the present moment, mindfully!
LESSON PLAN WEEK THREE

PRACTICES

Now let’s practice mindful breathing part 1 and 2 for a few minutes. (Teacher/facilitator chooses time—remember the younger the group less time, the older the group more time).

Part One
Let’s get into our mindful bodies and find a comfortable sitting position, just gently close your eyes to block out any distractions and become aware of your breathing. Placing your hand across your stomach, just breathe normally and feel the belly rising and falling with each in/out breath. It’s very simple but your job is to stay focussed on the feeling of the air coming into your body, your stomach rising and falling and the belly moving up and down as you just breathe, naturally, rhythmically. Just be aware of the feeling of the air entering and leaving your body. Notice if any other parts of your body are moving; perhaps your shoulders are moving a little, arms.

Don’t worry if it’s a bit hard to stay focused and your mind wanders away but when you notice that you have stopped paying attention to your breathing just bring your attention back to noticing it again.”

Ask the class for feedback. Every 30–60 seconds quietly say... if your attention has wandered away and thinking, just notice that and turn your attention back to our anchor, our breathing.

Part Two
Now we are going to the second part of the exercise. Remember this small area beneath the nostrils (point to show students) we are going to shut our eyes and notice the feeling of the air going into the nose and coming out again and especially how it feels on the exhale. If you can’t feel the air because it is very soft, just breathe a little harder and don’t worry if you can’t feel it. After more practice you will. So the main thing is to feel the air as you exhale on the small area beneath the nostrils. Let’s try that. (1–2 minutes younger children, 3–5 mins. older children, adults.

MINDFULNESS PRACTICE; BODY SCANNING

Today we are going to learn how to travel around our bodies, with our minds. Sitting very still in your mindful body, keeping your eyes closed without using your hands, pay attention to how your hands feel with your mind. What did you feel?

Now I am going to mention different parts of your body and I want you to just pay attention to that part to see what it feels like. You might notice warmth or coolness, tightness. You might not notice anything in particular. There is no right or wrong we are just training ourselves to be notice what we feel. Ready?

Putting your attention on your feet– notice how they feel. Maybe you notice where
they touch the floor or where they touch your shoe. Notice if you feel hardness or softness, coolness or warmth. Now relax the feet.

Now notice how your legs feel? Any tension in the muscles? Relax your legs. Knees

Notice where your body touches the chair. Relax the whole body on the chair. Sink down. Feel gravity pulling you downwards.

Notice how your belly feels; tense, relaxed, nothing. Relax your belly.

Notice your chest. Relax your chest.

Notice how your back feels. Any tightness in the muscles? Relax the whole back and the shoulder muscles.

Notice your hands. Do they feel warm? Relax the hands. Notice fingertips

Notice your arms. Relax your arms.

Neck.

Face, especially your eyes and jawbone. Relax your whole face.

Put your attention on the top of your head. Can you feel the hair on your head? Can you feel any sensations on your skull?

Your whole body is sitting on the chair fully relaxed and aware. Now we will go down the body, more quickly with the same awareness of each part.

Repeat from top of head to toes.

How was that? Where did you notice them most sensations? What sensations did you notice? Did anything surprise you?
Get students to speak quietly to each other in pairs and share.

SUMMARY

Today we talked about how our brains work and the different types of thinking and feelings we have (thinkers, feelers) and what we can do if our thoughts overwhelm us (shift our attention through focusing on breathing, scanning)
We learnt to do mindful body scanning which is a great way to calm our busy minds down and especially useful to ‘switch off’ at night to go to sleep. It also helps to bring our awareness into our bodies and be aware of how we are feeling. Being in touch with how we feel in our bodies is very important so we don’t let ourselves get to stressed which makes our stomach tense and all the other muscles too!
Lesson Four
- Heartfulness & Loving Kindness

**LEARNING OUTCOMES:**
1. Engage in mindful listening and breathing practices
2. Explain how focusing on positive thoughts helps us to feel calm and happy.
3. Do a practical loving-kindness activity.
4. Practice being grateful everyday life.

**LEARNING INTENTIONS:**
1. Learning to self-caring and be kind to others.
2. Learning to be grateful and looking for the good in our lives.

**PURPOSE:**
Explaining to students that there is a nerve (cranial nerve) that connects the heart to the brain and when we practice loving kindness and gratitude this nerve become stronger. This has been proven by researches. Increased vagus nerve tone increases our positive emotions (and feelings) as well as having empathy with others and having positive social contact. Loving kindness makes our hearts stronger!

**ACTIVITY**

Let’s start today doing a body scan. Either sitting comfortably in a chair or lying on your back, relaxed and alert. Let’s take a couple of minutes to steady the mind. Placing your hand on your belly, just breathe normally and naturally at your own rhythm keeping full attention on the breathing. When your mind wanders away, just notice that and redirect your attention only on the breathing. Great. Now, let’s do the body scan.

When I mention different parts of your body I want you to just pay attention to that part to see what it feels like. You might notice warmth or coolness, tightness. You might not notice anything in particular. There is no right or wrong we are just training ourselves to noticing what we feel. Ready?

Putting your attention on your feet- notice how they feel. Maybe you notice where they touch the floor or where they touch your shoe. Notice if you feel hardness or softness, coolness or warmth. Now relax the feet.

Now notice how your legs feel? Any tension in the muscles? Relax your legs. Knees

Notice where your body touches the chair. Relax the whole body on the chair. Sink down. Feel gravity pulling you downwards.

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Face, especially your eyes and jawbone. Relax your whole face.

Put your attention on the top of your head. Can you feel the hair on your head? Can you feel any sensations on your skull?

Your whole body is sitting on the chair fully relaxed and aware. Now we will go down the body, more quickly with the same awareness of each part.

Repeat from top of head to toes.

How was that? Where did you notice them most sensations? What sensations did you notice? Did anything surprise you?
Get students to speak quietly to each other in pairs and share.

Today we are going to practice Mindful Listening but first let's spend a few minutes settling our minds with some mindful breathing.

**Part 1**
Sitting up in your mindful bodies, back straight, , letting your body relax and let go of any holding on or tensions especially in your stomach or shoulders, just notice your breathing... seeing if the breath just breathes itself. Just breathe naturally and normally. When your mind wanders away, just notice that and bring your attention back to breathing.

Ask the class for feedback. Every 30–60 seconds quietly say... if your attention has wandered away and thinking, just notice that and turn your attention back to our anchor, our breathing.

**Part Two**
Now we are going to the second part of the exercise. Remember this small area beneath the nostrils (point to show students) we are going to shut our eyes and notice the feeling of the air going into the nose and coming out again and especially how it feels on the exhale. If you can't feel the air because it is very soft, just breathe a little harder and don't worry if you can't feel it. After more practice you will. So the main thing is to feel the air as you exhale on the small area beneath the nostrils. Let's try that. (1–2 minutes younger children, 3–5 mins. older children, adults.
MINDFUL LISTENING

As you continue breathing normally and naturally just gently shift your attention to noticing your breathing to noticing sounds. Just notice any sounds you can hear—near or far. Listening for any qualities to the sounds; is a hard sound or a soft sound? Does it have a beginning and an end? If your mind wanders away from listening just notice that and gently bring your attention back to listening. (1-2 mins)

Ask what sounds were heard and listen to replies.

Now I am going to ring a bell. When you hear the bell ringing listening the whole time the bell rings and raise your left hand when it ends… that is when you hear the very last sound.

Let’s try that. Ring bell

Students raise their hands. ‘It made me feel calm’, ‘It sounded nice’

How was that? Student response

Now repeat the bell ringing 2-3 times. Students usually love the calmness that comes with the sound of the bell and it’s a great exercise for training attention.

HEARTFULNESS

Now we are going to do something new today and learn about heartfulness or sending kind thoughts to ourselves and others.

Have a table set up with A4 papers and pens. Have students stand at the table;

‘On the piece of paper in front of you, can you draw 2 big hearts (hold up an example). In the left heart write your name. Now think of someone you see most days that makes you feel happy every time you see them or some one. Write their name in the right heart. Now imagine that person is strong and healthy and very happy with a smile on their face doing something they really enjoy. Imagine they are surrounded by peace and calm and their heart is peaceful and calm.

Now put an arrow between your heart and their heart and send kind thoughts to that person. First, fill your heart with kindness…now send it to that person feeling the kind thoughts flow between you and that person.

(With older groups– have them draw 2 hearts on the reverse side – writing their name and on left and the name of a challenging person – someone who has been unkind or someone you have a problem with.

Put an arrow between the two hearts and send that person genuine kind, loving thoughts. This is a surprisingly restoring practice where many people report feeling a ‘lightening’ after doing this.)

Now standing still and steady, close your eyes and send kind thoughts to yourself;

May I be strong and healthy

May I be happy, peaceful and kind to others.

These practices can actually strengthen our heart muscle and make it healthy and strong!
GRATITUDE

Who knows what gratitude is? Student response
Great. Yes being grateful. Can you think of three things you are grateful for right now? Student response.
Being grateful every day, noticing all the good things in our lives like our parent love and support, food, shelter, friends instead of always wanting things we haven't got is very good for us. Being grateful every day increases our positive emotions which is what makes us feel good about ourselves, others and the world around us.

So I will ask you to make a habit every single day, maybe at bed time to say three things you have been grateful for that day;

I am grateful I am alive
I am grateful I am healthy
I am grateful for my parents

...and all the other things you are grateful for; food, shelter, friends, teachers, books to read, trees, flowers etc.

SUMMARY

Today we did mindful breathing, the body scan and listening. This helps us develop our attention and be more present. We also practised loving kindness and gratitude— all which helps our heart become stronger and more loving and reminds us to be grateful for all the good in our lives and all our family and friends and even people we don't know who need to be loved.
Lesson Five  
- Interconnectivity

**LEARNING OUTCOMES:**
1. Practice mindfulness
2. Become aware of the natural world and our connection to it

**LEARNING INTENTIONS:**
1. Learning mindfulness practices
2. Learning to make the connection between ourselves and the earth
3. Learning to value ourselves and see develop an appreciation for all aspects of life on earth and our place in it: social, spiritual, intellectual and emotional, social, cultural and environmental.
4. Learning to use the STOP method when we are upset- to restore balance.

**PURPOSE:**
To understand that we are part of the earth and need to regularly connect with nature to feel balanced and happy. Walking in nature; by the sea, in the forest and mountains, enjoying the beauty and wonder of the night and day sky, all the earth provides, is known to reduce stress and promote well-being. Developing a connection with natural world we come to see that our bodies are part of that as we develop a deeper respect and understanding of the interconnectivity of the earth, all the plants and animals and our place in it.

**LINKS WITH CURRICULUM ACHIEVEMENT OBJECTIVES**

- **Personal growth:** ‘To identify factors that affect their personal, physical, social and emotional growth and to develop skills to manage changes.’ (Level 3)
- **Physical activity:** ‘Maintain regular participation in enjoyable physical activities in a range of environments and describe how these assist the promotion of wellbeing.’ (Level 5)
- **Personal identity:** Describe how their own feelings, beliefs and actions and those of other people contribute to their personal sense of self-worth. (Level 3)
- **Relationships:** Identify and compare ways of establishing relationships and managing changing relationships (Level 3)

Has anyone remembered to send loving thoughts to someone during the week? Did anyone remember to be grateful for three things at bedtime each night? What about mindfulness breathing? [Student response].

Now hand each student a freshly picked leaf (or take them outdoors to where there are trees to study and touch). Just for a moment, feel the leaf. Run your fingers over it, look at its beautiful shape and colour.

Do you know what gas trees breathe in and then breathe out? [Response] (carbon dioxide and oxygen). And do you know what humans breathe in and out. [Student response] (oxygen, carbon dioxide)

So the trees breathe out the oxygen we need to breathe in and we breathe out the carbon dioxide the trees need to breathe in. We need the trees and the trees need us, that’s why people everywhere get very upset when trees and forests are chopped down because it affects the earth’s environment and the air we breathe.
ACTIVITY

Close your eyes gently and holding your leaf just say quietly to yourself, ‘we need the trees and the trees need us to breathe’. So you are a very important part of the natural balance of the earth and you contribute to that just by being alive.

Holding up an orange...
Can anyone see rain inside this orange. Students look puzzled or perhaps one student understands what you are looking for.
Response; eventually you say without the rain the seeds wouldn't have grown into a tree and the tree wouldn't have grown apples. What else do we need for the orange to grow? Sun, rain, soil. Do you know if there was no sun there would be no life on earth. The sun is a big life giver!

Look really closely...how did this orange get into my hand. Response; you picked it up. (laughter)

OK let's look at the beginning; the seeds were planted by the ....farmer.

The orange grew and was picked by the .......................the pickers
The oranges were then packed by the .......................the packer
How did the oranges get to the shop? .......................the truck driver
The .....................shop assistants displayed the orange for sale
The ...............cashier sold me the orange.

How often do you stop and thank all the people who helped grow and get the food you eat, that is the fuel for your body to live? Probably not too often because we take for granted the earth provides all our needs; food, warmth, water, shelter.

Next time you eat, stop for a moment and quietly give thanks for all the people that worked to make it possible for you to eat!

THE STOP METHOD

Today we are going to learn something new; the STOP Method!
It's really very simple;
S – means just stop what you are doing, especially if you are getting upset, angry or frightened.
T– means take a breath or two to calm down and steady yourself
O– means just observe, try and see what is causing you to be upset
P – means to proceed with whatever you were doing.
When you choose to or need to use the STOP method to re-balance yourself after an upset, you can just quietly do it anywhere. No-one has to even notice.

**MINDFUL BREATHING**

Now let’s do a couple of minutes of Mindful Breathing and a Body Scan.

**Part One**

Let's get into our mindful bodies and find a comfortable sitting position, just gently close your eyes to block out any distractions and become aware of your breathing. Placing your hand across your stomach, just breathe normally and feel the belly rising and falling with each in/out breath. It’s very simple but your job is to stay focussed on the feeling of the air coming into your body, your stomach rising and falling and the belly moving up and down as you just breathe, naturally, rhythmically. Just be aware of the feeling of the air entering and leaving your body. Notice if any other parts of your body are moving; perhaps your shoulders are moving a little, arms.

Don’t worry if it’s a bit hard to stay focused and your mind wanders away but when you notice that you have stopped paying attention to your breathing just bring your attention back to noticing it again.”

Ask the class for feedback. Every 30–60 seconds quietly say... if your attention has wandered away and thinking, just notice that and turn your attention back to our anchor, our breathing.

**Part Two**

Now we are going to the second part of the exercise. Remember this small area beneath the nostrils (point to show students) we are going to shut our eyes and notice the feeling of the air going into the nose and coming out again and especially how it feels on the exhale. If you can’t feel the air because it is very soft, just breathe a little harder and don’t worry if you can’t feel it. After more practice you will. So the main thing is to feel the air as you exhale on the small area beneath the nostrils. Let’s try that. (1-2 minutes younger children, 3-5 mins. older children, adults.

**THE BODY SCAN**

Now, let’s do the body scan. When I mention different parts of your body I want you to just pay attention to that part to see what it feels like. You might notice warmth or coolness, tightness. You might not notice anything in particular. There is no right or wrong we are just training ourselves to noticing what we feel. Ready?

Putting your attention on your feet- notice how they feel. Maybe you notice where they touch the floor or where they touch your shoe. Notice if you feel hardness or softness, coolness or warmth. Now relax the feet.

Now notice how your legs feel? Any tension in the muscles? Relax your legs. Knees
Notice where your body touches the chair. Relax the whole body on the chair. Sink down. Feel gravity pulling you downwards.
Notice how your belly feels; tense, relaxed, nothing. Relax your belly.

Notice your chest. Relax your chest.

Notice how your back feels. Any tightness in the muscles? Relax the whole back and the shoulder muscles.

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Notice your arms. Relax your arms.

Neck.

Face, especially your eyes and jawbone. Relax your whole face.

Put your attention on the top of your head. Can you feel the hair on your head? Can you feel any sensations on your skull?

Your whole body is sitting on the chair fully relaxed and aware. Now we will go down the body, more quickly with the same awareness of each part.

Repeat from top of head to toes.

How was that? Where did you notice them most sensations? What sensations did you notice? Did anything surprise you?
Get students to speak quietly to each other in pairs and share.

**SUMMARY**

*Today we have looked at the natural world and our place in it and we have learnt to value nature more for its healing and life-giving properties. We have also become aware that many people help each other to provide the food for the people on earth. Being grateful to them, quietly to yourself is a way of giving thanks. We have also learnt the STOP method of breathing when we are anxious or upset.*
Lesson Six
- Slow Motion

LEARNING OUTCOMES:
1. Practice mindfulness
2. To practice being aware of body movements
3. To be able to tell the difference between a physical feeling and a feeling in the mind.
4. To learn the difference between reacting and responding
5. To develop an appreciation of food and eating mindfully.

LEARNING INTENTIONS:
1. To understand the difference between a body feeling and a feeling in the mind
2. To bring awareness to body movements
3. To understand the difference between emotional reactivity and calmly responding
4. To develop present moment awareness while eating

PURPOSE:
To develop an awareness of the different feelings we have in the body and in the mind. To help students realise that when they are eating they are often not present in their bodies: they are eating but their minds have wandered away. Bringing presence to eating heightens the flavours and pleasure of eating as well as develops a deeper appreciation of the body itself and the wonder and intelligence of life.

Start the lesson by pointing out the difference between a physical feeling, for example heavy, tired legs and a feeling in our mind or the relationship between those ‘feelings’. For example, a child might say ‘I noticed I wanted to sit down’. Your response could be, ‘Was the wanting in your body or your mind? Your legs hurt or felt heavy?’ So the sensation in your body made your mind want to sit down.

Today we are going to practice being aware of moving in slow motion. You know how you put up hands many times throughout the day- let’s practice doing that in slow motion. OK let’s get very still and quiet and put both hands in your laps. Very slowly, lift one of your arms. Notice if it feels heavy or light. Does it change as you move it? Now let’s lower it very slowly, noticing if it is heavy or light.

Ask them to share with a partner how that felt.
Let’s do that again and this time notice the temperature-whether your arm feels warm or cold.

Now let’s do it again and imagine your arm is your anchor. You can use anchor words of “lifting, lifting” and “lowering, lowering”.

React versus Respond (write on board).
Can anyone tell me what react means? Students sometimes can articulate this- acting out, usually from emotion, quickly.

Respond? Taking a pause between when something happens before we speak or act.

Draw on the board a diagram;

>EVENT>REACT
>EVENT>MINDFULNESS>RESPOND
When we practice mindfulness regularly, it helps us be more present and calm even when we have challenges, like someone says something hurtful, hits us or something happens that we were looking forward doesn't happen. With mindfulness we are better able to respond rather than lash out and say or do hurtful things we later regret.

**MINDFUL EATING**

*(check beforehand with class teacher re- allergies and carry some wet-wipes to clean hands)*

Who has ever eaten something and realised they were all the time thinking of something else and can't remember eating or the taste of the food. We often eat robotically and are not ‘present’ when we eat.

Mindful eating is about being fully present and appreciative of the food we eat. Food is life and as we saw in a previous lesson a lot of people help us to have that food. Being really present and grateful when we eat makes the food taste better and is better for our bodies and minds.

‘I am going to say a few sentences and I am going to pause between each one so that you can notice how you feel when I say each thing. Remember, just notice in your body.

Today I bought you something.
The thing I brought you can eat.

OK sitting in your mindful bodies with eyes gently closed, I am going to place something in your hands and it’s important we do this slowly and follow each step carefully.

Now, just feel the texture of the food. Feel for any groves. Is it soft or hard (raisins 1-2). Notice and thoughts or feelings that come up. Do you want to quickly eat and taste this food?

Lifting the food to your nose, smell the food. Notice any thoughts or feelings that come with that.
Very slowly place the food in the middle of your tongue and feel it sitting there.

Don't bite into it.
Roll the food around your mouth noticing flavours, thoughts and feelings.
Now slowly bite into the food and be aware of the explosion of taste.
Slowly chew the food and when ready swallow.
Now open your eyes. (hand out wet-wipes and collect)

How was that? Feedback, comments. Let the children speak in pairs for 2 minutes about mindful eating. It helps to internalise the process as does journal writing.
OK, now closing the eyes and getting into your mindful bodies—let’s just do mindful breathing for 2 minutes.

**Part 1**
Back straight but not stiff, get into a comfortable position and direct your attention to the breath going into and coming out of your body. Letting your body relax and let go of any holding on or tensions especially in your stomach or shoulders, just notice your breathing...seeing if the breath just breathes itself. Just breathe naturally and normally. When your mind wanders away, just notice that and bring your attention back to breathing.

Ask the class for feedback. Every 30–60 seconds quietly say...if your attention has wandered away and thinking, just notice that and turn your attention back to our anchor, our breathing.

**Part Two**
Now, to the second part. Remember this small area beneath the nostrils (point to show students) Shut your eyes and notice the feeling of the air going into the nose and coming out again and especially how it feels on the exhale. Let’s try that. (1–2 minutes younger children, 3–5 mins. older children, adults.

**SUMMARY**

Today we learnt the difference between physical feelings and feelings in the mind. We also practiced mindful movements and mindful eating as well as learning the difference between reacting and responding.

Try and write a little in your journal between now and next week and remember to practice mindful breathing, listening and/or the body scan.
Lesson Seven  
- Liking & Disliking – Letting Go

**LEARNING OUTCOMES:**
1. To develop awareness of our thoughts and feelings and recognise when we are holding onto unhappiness and negative thoughts and emotions.

**LEARNING INTENTIONS:**
1. To practice mindfulness.
2. To become aware of emotions as feelings in the body.
3. To see how telling ourselves stories allows us to hold onto unhappy thoughts instead of letting them go.

**PURPOSE:**
To encourage growing in self-awareness and presence. To notice when our thoughts and feelings are making us unhappy and learning to shift our attention to breathing, and listening to restore mental stability, balance and calmness.

**How is everyone?** Did anyone share mindful eating with anyone at home? Did you remember to do the STOP method any time this week? Let’s start with doing mindful breathing

**Part 1**
Back straight but not stiff, get into a comfortable position and direct your attention to the breath going into and coming out of your body. Letting your body relax and let go of any holding on or tensions especially in your stomach or shoulders, just notice your breathing... seeing if the breath just breathes itself. Just breathe naturally and normally. When your mind wanders away, just notice that and bring your attention back to breathing.

**Part Two**
Now, to the second part. Remember this small area beneath the nostrils (point to show students) Shut your eyes and notice the feeling of the air going into the nose and coming out again and especially how it feels on the exhale. Let’s try that. (1-2 minutes younger children, 3-5 mins. older children, adults.

**LOCATING EMOTIONS**

Today we I am going to say a list of emotions. With your eyes gently shut and sitting in your mindful body, just notice where you experience them; in your mind as a thought or in your body as a feeling.
Remember to make sure you do this exercise at a slow pace otherwise students won’t have time to locate or identify where they experience it or how.

<table>
<thead>
<tr>
<th>JEALOUSY</th>
<th>ANXIETY</th>
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<tr>
<td>JOY</td>
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<td>HURT</td>
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<td>EXCITEMENT</td>
<td>HAPPINESS</td>
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<td>ACCEPTANCE</td>
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Now ask the students for some feedback.

Now I am going to say the list again and this time I just want you to say to yourself if it’s pleasant or unpleasant and that’s all- don’t tell yourself a story or go over any memories.

Say the list again and get student feedback.

Sometimes emotion or feeling just comes up inside of us and we start to feel sad and we don’t know why. If we start thinking about something that made us feel unhappy or sad it can get worse. It’s good to know we can just acknowledge feelings that are there but not hold onto them by telling ourselves stories about them.

**MOUNTAIN MEDITATION**

Now let’s do a special mindfulness practice- it’s called the Mountain Meditation. (Say this slowly in a very calm voice)

Sitting in your mindful bodies, nice and relaxed, breathing naturally, gently shut your eyes and imagine a mountain- a tall, strong mountain- it can be a mountain you know or any mountain. Now imagine you can see rocks and trees on the mountain and maybe a stream of water running down the side.

Now imagine a big wind rushing against the sides of the mountain, almost flattening the trees. Now sheets of rain are beating against the mountain but all the time the mountain remains firm and steady, unmoving. Now it’s snowing and the top of the mountain is covered in white against a blue sky. The mountain is in the middle of rain, snow, wind, sun but always remains tall... strong.. and steady.

Now imagine yourself inside the mountain; your head at the top, shoulders on the sides and your body in the middle of the mountain. Imagine a very clear picture of yourself inside the mountain; you feel tall, strong and steady, anchored to the ground. No matter what ‘weather’ surrounds you- strong emotions and feelings from inside you or other people- you remain strong firm and steady as the mountain.
SUMMARY

Today we looked at where we experience emotions inside our bodies. We learnt to do the Mountain Meditation. Remember to write in your journals this week.
Today is our last lesson. I hope you have enjoyed this Mindfulness class for the last eight weeks and I hope you remember to use mindfulness every day because being mindful is not something we just do sometimes but it’s how we live; mindfully!

We just have to spend a few minutes every day just being present with our breathing, listening body scanning, walking moving, thinking, eating—anything we do we can do mindfully.

Now, can you please sit comfortably and close your eyes gently. Imagine you are opening towards the sun, receiving the warm, life giving rays of the sun. You feel filled with wonder of life and the goodness of the earth. As you breathe in say, ‘I am a flower filled with life, love and happiness.’ Just hold that feeling and awareness for a minute.

Now imagine you are looking at a clear, blue lake. The surface of the lake is like a mirror. Now imagine you are the lake, saying to yourself;

‘I am as clear and calm as a still lake. Thoughts pass across my mind and drift away like clouds in the sky. I remain calm and clear and still inside me.’

Because this is our last lesson, we are going to have one small treat and we will do mindful eating one last time. (Check if anyone allergic/can’t eat chocolate. Take some mini bars and go through the mindfulness process very slowly—adding ‘unwrap the paper slowly and carefully.’ Don’t forget to take the wet wipes.

Finish the lesson with 2 minutes mindful breathing going into an open awareness then finish with a body scan.

Part One
Let’s get into our mindful bodies and find a comfortable sitting position, just gently
close your eyes to block out any distractions and become aware of your breathing. Placing your hand across your stomach, just breathe normally and feel the belly rising and falling with each in/out breath. It's very simple but your job is to stay focussed on the feeling of the air coming into your body, your stomach rising and falling and the belly moving up and down as you just breathe, naturally, rhythmically. Just be aware of the feeling of the air entering and leaving your body. Notice if any other parts of your body are moving; perhaps your shoulders are moving a little, arms. Don't worry if it's a bit hard to stay focused and your mind wanders away but when you notice that you have stopped paying attention to your breathing just bring your attention back to noticing it again.

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**THE BODY SCAN**

Now, let's do the body scan. When I mention different parts of your body I want you to just pay attention to that part to see what it feels like. You might notice warmth or coolness, tightness. You might not notice anything in particular. There is no right or wrong we are just training ourselves to noticing what we feel. Ready?

Putting your attention on your feet- notice how they feel. Maybe you notice where they touch the floor or where they touch your shoe. Notice if you feel hardness or softness, coolness or warmth. Now relax the feet.

Now notice how your legs feel? Any tension in the muscles? Relax your legs. Knees

Notice where your body touches the chair. Relax the whole body on the chair. Sink down. Feel gravity pulling you downwards.

Notice how your belly feels; tense, relaxed, nothing. Relax your belly.

Notice your chest. Relax your chest.

Notice how your back feels. Any tightness in the muscles? Relax the whole back and the shoulder muscles.
Notice your hands. Do they feel warm? Relax the hands. Notice fingertips

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Face, especially your eyes and jawbone. Relax your whole face.

Put your attention on the top of your head. Can you feel the hair on your head? Can you feel any sensations on your skull?

Your whole body is sitting on the chair fully relaxed and aware. Now we will go down the body, more quickly with the same awareness of each part.

Repeat from top of head to toes.

How was that? Where did you notice them most sensations? What sensations did you notice? Did anything surprise you?

Get students to speak quietly to each other in pairs and share.

**CLOSING**

Finally have everyone sit in a circle and share their feelings and thoughts with the group about mindfulness. Have them leave one final sticky note on the Te Whare Tapa Wha and reminding them all they have learned will always help keep the walls of their home, their bodies and minds strong and clear when they make mindfulness practices part of their lives everyday!
To create the Te Whare Tapa Wha - house with four walls in lesson one: Print out, cut and glue these labels to the sides and to the bottom of for example a shoe box.
SPIRITUAL

SOCIAL

ENVIRONMENT / FAMILY
Mind-o-meter for lesson two
-Print out, and glue the mind-o-meter and hand to a thicker stock.
-Cut out both parts and attach the movable hand with a rivet or tack.
APPENDIX 3.1

LESSON 3

THE MIND JAR

FILL A JAR WITH WATER AND ADD GLITTER

YOU FIND GLITTER IN MOST STATIONARY AND CRAFT SHOPS
LESSON 3
THE BRAIN HOUSE

You can either draw the illustration on the board or you can print out the 2 pages below and hold them up when talking about how the brain works.

See appendix 3.3 and 3.4 for print outs

THE BRAIN HOUSE
Who lives upstairs and who lives downstairs?

UPSTAIRS:
The Thinkers
Problem solvers, emotion regulators and flexible people
Calming Carly, Creative Craig, Flexible Fiona, Problem Solving Pete

DOWNSTAIRS:
The Feelers (emotions & feelings)
Alerting Allie, Frightened Fred, Anxious Annie, Angry Andy

Messages are going up and down the ladder in the brain house all day long, sharing information to keep everyone OK

When the feelers take over we FLIP OUR LIDS and lose contact with the upstairs thinkers and we feel upset.

★ Take a few breaths and reconnect the top and bottom of the house to feel balanced and calm again.
Who lives upstairs and who lives downstairs?

**UPSTAIRS:**
The Thinkers
Problem solvers, emotion regulators and flexible people
Calming Carly, Creative Craig, Flexible Fiona, Problem Solving Pete

**DOWNSTAIRS:**
The Feelers (emotions & feelings)
Alerting Allie, Frightened Fred, Anxious Annie, Angry Andy

Messages are going up and down the ladder in the brain house all day long, sharing information to keep everyone OK
When the feelers take over we FLIP OUR LIDS and lose contact with the upstairs thinkers and we feel upset.

Take a few breaths and reconnect the top and bottom of the house to feel balanced and calm again.
Jealousy Anticipation
Fear
Acceptance
Excitement
Hurt
Peace
Wonder
Distraction
Happiness
Sadness
Joy
Anxiety
Confusion
Disgust
Anticipation