

## Suggested guidelines for using Mindfulness in the classroom

- Mindfulness, when applied appropriately, includes the following qualities:
  - Present-moment awareness
  - Non-judgment or acceptance
  - Stillness (in heart and mind; the body may be moving)
- Mindfulness should be used to kindly encourage awareness.
- Mindfulness is not a disciplinary tool.
- The more a class practices mindfulness, the more benefits they will experience.
- Practice every day! Even 30 seconds to 1 minute will create continuity and habit.
- Choose a time for Mindfulness. After recess or lunch, at start of class, at big transitions between activities, etc.
- Get students involved. Use a schedule for rotation, so students get involved and remind you when it's time for mindfulness.
- Stay simple and use simple scripts. A simple lesson to repeat daily is one minute of mindful listening and one minute of mindful breathing.
- Share. Talk about mindfulness. If time, encourage students to share their experiences. Share your experience.
- Be Real. When you notice a lot of commotion in the classroom and tension within yourself, we may say, "Hey, class. I'm noticing a lot of activity in the classroom. Let's take a few deep breaths and check in with ourselves." Or when we need, we might take a moment to ourselves, "I need a few breaths right now to help me feel relaxed and focused. You can take a few breaths with me or just give me a moment." Modeling self-care, makes it acceptable for students to do it too.

## **Basic Mindfulness Practice Script**

Please get into your mindful bodies/Let's put our mindful bodies on

Rest your hands in your lap.

Let your eyes close or focus on a neutral spot on the floor.

Let your whole body be still.

Listen to the sound of the bell. When the sound ends for you, look up at me.

(Ring the bell)

Put one hand on your stomach or chest/your anchor spot.

Feel your breathing.

(Help students stay focused, by saying "breathing in...breathing out...")

(Ring the bell again after 1-2 minutes).

## **Simple, brief mindful practice script**

Please put on your mindful bodies.

Let your eyes close.

(Ring bell)

Bring your hand to your anchor spot

Take three mindful breaths. Or

Feel your mindful breathing for one/two minutes.

(Ring bell)

## 2 Minute Drop In

*Adapted from Growing Minds Curriculum*

1. **(Grounding). Say:** Sit or stand in a mindful position. Anchor your attention in your feet, as if you're making a footprint in the sand. Feeling the contact your feet are making with the floor. If sitting, feel how the chair supports you as you sit.
2. **(Awareness). Say:** Notice if you're holding tension in your shoulders. If so, allow them to hang down and release. Notice if you're holding tension in your jaw. If so, release it, allowing it to slightly open and close. Notice if you're holding tension in your eyes. If so, soften them. Notice sensations of releasing each part of your body.
3. **(Focus) Say:** Bring your attention to the sensations of breathing. Anchor your attention in your breath for three breaths. Notice how your mind feels. Notice how your body feels.

## Drop-In 911

*Adapted from Growing Minds Curriculum*

1. **(Grounding). Say:** Sit or stand in a mindful position. Anchor your attention in your feet, as if you're making a footprint in the sand. Feeling the contact your feet are making with the floor. If sitting, feel how the chair supports you as you sit.
2. **(Focus) Say:** Bring your attention to the sensations of breathing. Anchor your attention in your breath for three breaths. Notice how your mind feels. Notice how your body feels.

## Mindful Breathing Sample Script

*Adapted from [Mindful Teaching and Teaching Mindfulness](#) by Deborah Schoeberlein David*

(Ring bell)

Listen to the sound until it softens into silence.

Switch your attention to the breath.

Breathe normally, paying attention to the feeling of the breath as it fills your lungs and then flows up and back out the way it came.

Notice when you lose awareness of the breath and start thinking about something else, daydreaming, worrying, or snoozing.

Bring your attention back to your breath.

Return your awareness slowly to the classroom when you hear the sound marking the end of practice.

(Ring bell)

## Mindfulness practice for yourself.

From *Teach, Breathe, Learn: Mindfulness in and out of the Classroom* by Meena Srinivasan

Practicing mindfulness as a form of sitting meditation can help relieve stress and contribute to greater happiness and tranquility through the day. “A formal sitting practice contributes to not only greater awareness of thoughts, emotions, and sensations throughout your day, but it also helps you let go of judging all of your experiences as good or bad.” (Srinivasan, 2014)

Sitting meditation/mindful practice can start with just 5 minutes.

5 minutes **you give yourself** to feel relaxed and at ease.

### Take 5: Mindful Breathing (for teachers)

- Breathe normally, paying attention to the feeling of the breath as it fills your lungs and then flows up and back out the way it came.
- Notice when you lose awareness of the breath and start thinking about something else, daydreaming, worrying, or snoozing.
- Return your attention the breath, with kindness toward yourself and as little commentary as possible.

from *Mindful Teaching and Teaching Mindfulness* by Deborah Schoeberlein David

You can bring awareness to your breath at any point in your day. When in line for something at a store or waiting at a traffic light, or in a long meeting. Use this time to come back to yourself and practice mindful breathing. “When you practice mindful breathing, you can easily trigger your parasympathetic nervous system, which corresponds to a more relaxed state of body and mind” (Srinivasan).

### Resources with Guided practices

[www.Calm.com](http://www.Calm.com)

[www.MindYeti.com](http://www.MindYeti.com)

[Focus Five \(Projected slides and audio\)](#)

<http://www.growingmindstoday.com/take5ive.html>

### Books with Lessons

MindUp Curriculum, Teach Breathe Learn, Mindful Teaching and Teaching Mindfulness, The Way of Mindful Education, DBT for Schools, Learning to Breathe