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Mindfulness for Teachers and Students:

A Reference Trifold

by

Liz McAvoy

Submitted in Partial Fulfillment of the Requirements for the

Master of Arts Degree in Education

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Abstract

This project considers the influence a classroom-based mindfulness practice has on teacher resilience, along with teacher and student stress levels and productivity. In the United States and abroad, mindfulness is increasingly gaining support and popularity as a way to build what Patricia Jennings (2015) refers to as “cognitive and emotional skills that cultivate inner strength, resilience, a sense of purpose, and the capacity for continuous learning and flexible adaptation in the face of change and life’s challenges” (p. 4). The use of mindful techniques in the classroom can lead to increased teacher resilience and has a positive effect on the overall classroom climate as indicated by teacher and student reports. Given this context, the product of this project, the Mindfulness for Teachers and Students 6-paged laminated trifold was created as an easily accessible resource to guide teachers and students through mindfulness activities for use in the classroom as well as in their personal lives.

Keywords: Mindfulness, mindfulness practice, stress reduction, teacher and student resilience.
Acknowledgments

This project is dedicated to all of my students – especially the most challenging ones – who relentlessly motivate me to be a better person. I would also like to thank Professor Jacqueline Thousand for sharing her time, experience, and wisdom, and for believing in me from the beginning. Last, I would like to thank mindfulness teacher Dr. Chris Hom, who taught me that the present moment is not only the best place to be, it is the only place to be.
Chapter 1

Introduction

This project considered the influence that a classroom-based mindfulness practice could have on teacher and resilience. It examined the benefits a mindfulness practice could have on teacher and student stress levels and productivity.

Teaching is a stressful job in which a high level of mental and physical energy is required on a daily basis. At a recent staff meeting, an assessments administrator said that he read that only flight controllers make more decisions per minute than teachers. Furthermore, according to In *We Can’t Teach What We Don’t Know: White Teachers, Multiracial Schools*, Howard (2002), acknowledges teaching as a highly complex profession, requiring knowledge of “curriculum, pedagogy, instructional design, developmental psychology, history and philosophy of education, legal issues, human relations, cross-cultural communication, conflict management, and more. It is difficult to imagine a profession that requires a broader foundation of essential knowledge” (p. 127).

Purpose and Significance of the Project

The purpose of this project is to design a handy use-friendly trifold for teacher that provides them with basic knowledge and a set of tools to guide them and their students through the use of mindfulness techniques throughout the school day in order to lower stress, increase resilience, and increase productivity for teachers and K-12 students.

The trifold that is the product of this project is intended to improve education by giving teachers and students a variety of easy-to-access tools that can help them lower stress and increase resilience. The trifold covers the following topics: general mindfulness, mindfulness for teachers in their daily lives, mindfulness for young children, mindfulness for teens, and a quick
mindfulness reference for all. The six-page trifold is the first easy-to-access trifold reference guide dedicated to mindfulness for teachers and students. The trifold fills a gap that exists in mindfulness literature.

**Preview of Literature**

In this project, three main topics are examined – (a) the benefits of a mindfulness practice, including increased resilience and lowered stress levels; (b) mindfulness techniques that teachers can use both in the classroom and in their personal lives; and (c) mindfulness for young and older students.

**Definition of Key Terms**

**Brain.** The brain refers to the organ of the body in the head that controls functions, movements, sensations, and thoughts.

**Burnout.** Burnout is the condition of someone who has become very physically and emotionally tired after doing a difficult job for a long time.

**Mind.** The mind is the part of a person that thinks, reasons, feels, and remembers.

**Mindfulness.** Mindfulness is the practice of maintaining a nonjudgmental state of heightened or complete awareness of one's thoughts, emotions, or experiences on a moment-to-moment basis.

**Mindfulness practice.** Mindfulness practice is the regular conscious use of mindfulness in one’s life.

**Resilience.** Resilience is the human ability to become strong, healthy, or successful again after illness or a negative event.

**Stress.** Stress is a state of mental tension and worry caused by problems in one’s life, work, and beyond.
Chapter 2

Literature Review

This study considers the influence a classroom-based mindfulness practice has on teacher resilience and its stress-reduction and productivity benefits for both teachers and students. In the U.S. and abroad, mindfulness is increasingly gaining support and popularity as a way to build “cognitive and emotional skills that cultivate inner strength, resilience, a sense of purpose, and the capacity for continuous learning the flexible adaptation in the face of change and life’s challenges” (Jennings, p. 4). There are a number of books and articles on mindfulness, including a subset of books that addresses using mindfulness in the classroom to promote greater productivity and resistance to common stressors. Although there is some literature that questions the benefits of a mindfulness practice and denies that it’s a cure-all for stress (Farias & Wikholm, 2015) in addition to literature that claims Buddhist tradition is negatively distorted by western society’s use of practices such as mindfulness (Williams & Kabat-Zinn, 2013), the literature overwhelmingly points to positive results with no negative side effects.

Topics used for this study fall into three categories: The benefits of a mindfulness, including increased resiliency and lowered stress levels; mindfulness techniques that teachers can use both in the classroom and in their personal lives; and mindfulness for younger and older students.

The Benefits of Mindfulness

According to Williams and Kabat-Zinn, (2013) authors of Mindfulness: Diverse Perspectives on its Meaning, Origins and Applications, mindfulness can be described as “a kind of nonelaborative, non-judgmental, present-centered awareness in which each thought, feeling, or sensation that arises in the attentional field is acknowledged and accepted as it is (p. 43).
Mindfulness has its roots in ancient Buddhism. Buddhist monks began to use mindfulness in order to attain enlightenment by breaking free from the cycle of life and rebirth. In the western world, it is now most commonly used for stress reduction. The idea behind this is that people are plagued with thoughts of the past and made anxious with thoughts of the future. With these thoughts always buzzing around in their heads, they may react to current situations inappropriately. When they bring themselves back to the present moment and observe what is going on without judgment, they are better able to act appropriately and with greater intention instead of falling back on old habits that may no longer serve them. Furthermore, removing the busyness of the mind leads to a greater sense of overall calm, thereby reducing stress. The ocean has been used as a metaphor for the mind: On the surface, the waves are always changing – sometimes they are huge, other times small. But deep down, the water moves in the only gentle undulations. According to Kabat-Zinn (2012), founder of the Stress Reduction Clinic and the Center for Mindfulness in Medicine:

Over time, with ongoing practice, dialogue, and instruction, it is not unusual for even novice [mindfulness] practitioners to see, either spontaneously for themselves or when it is pointed out, that the mind indeed does have a life of its own, and that when we cultivate and stabilize attention in the body, even a little bit, it often results in apprehending the constantly changing nature of sensations, even highly unpleasant ones, and thus, their impermanence (p. 298).

One of the foundational practices of mindfulness is mindful breathing. With mindful breathing, one sits comfortably, gets quiet and still, then places attention on the breath. Every time a thought appears in the mind, the practitioner notices it, perhaps silently giving it a label such as “thought,” “feeling,” “past,” or “future,” then gently lets it go so that it does not gain a
foothold in the mind. In addition to breathing, the senses are used to bring people back to the present moment. Some practices include mindful listening to sounds around and in us, mindful eating of food, and mindful touching of an object. In *Mindfulness: Diverse Perspectives on its Meaning, Origins, and Applications* (2013), the breath is likened to an anchor to present-moment awareness:

> The breath often serves as a very practical object of, and anchor to, consciousness in meditation. Respiration is the one vital physiological function continuously accessible to sensation and perception during awake states (p. 224).

**Mindfulness for Teachers**

Teachers deal with a myriad of stressors on a daily basis. They plan and teach lessons, often across multiple subjects, to large and diverse groups of students. They attend several meetings every month, including staff meetings, grade-level meetings, department meetings, student success team meetings, individualized education plan meetings, various site-based group meetings, and parent meetings. They grade papers and tests, gather materials for projects, and write proposals for grants. They have the roles of teacher, learner, therapist, nurse, advocate, friend, and confidant. Those who work in poor and violent neighborhoods or in classrooms with highly traumatized children are faced with the possibility of suffering from vicarious trauma or empathy fatigue (Ehrenhalt, 2015). Due to the highly physical and emotional nature of the job, teachers have one of the highest burnout rates of any job in the country. Burnout is defined as the condition of someone who has become very physically and emotionally tired after doing a difficult job for a long time. This all adds up to a great deal of daily stress on the body and mind.

One way to combat the effects of stress is to increase resilience. Resilience is defined as the ability to bounce back from stress, illness, and adversity. Resilient teachers are those who
have the ability to empathize with difficult students, focus on the positive, and thrive in challenging circumstances. A regular mindfulness practice has been shown to help teachers develop these qualities and cancel out the negative effects of chronic stress. According to Aguilar (2015), a Transformational Leadership Coach in Oakland, California, one of the best ways to increase resilience is by getting to know how we react or respond in a variety of emotionally triggering situations. Mindfulness makes us more aware of our responses and allows us to increasingly act instead of react. Participants in an eight-week University of Vermont workshop found that mindfulness (delivered in a program called Mindfulness Based Stress Reduction) helped teachers develop their emotion regulation skills, more effectively manage student behavior, and build more positive relationships with their colleagues and students. The 2015 Teaching Tolerance article, “I thought about quitting today...” adds the claim that the participants not only demonstrated more self-kindness and compassion, but slept better!

Teachers who practice mindfulness develop skills to (a) be aware of their thoughts, feelings and sensations, (b) refrain from reactive patterns, and (c) be more resilient when faced with distress and daily stressors. Learning to notice triggers and care for oneself in the face of stressful situations are important skills to acquire in order to enjoy a long and healthy career in education (Aguilar, 2002). Learning to slow down and recognize the choices in every situation is another facet of mindfulness that supports resilience (Stahl, & Goldstein, 2010).

According to Rechtschaffen, the author of The Way to Mindful Education: Cultivating well-being in Teachers and Students, “[w]hen we pull back all the projections we have on the world and start with ourselves, we are already modeling mindful education” (2014, p. 43). A teacher who practices mindfulness can create a calm, focused environment in which children can thrive. Mindful classrooms are positive, compassionate, and loving, with clear boundaries and
high expectations. Some behaviors an observer may see in a mindful classroom are mindful listening, observance of clear and appropriate boundaries, and mindful wait time.

Wait time refers to the three or four seconds a teacher should give a child to process a question and consider his or her response. The three to four seconds can be used to mindfully take a break from the quick pace of the classroom. The time also can be used for teacher and student to reflect on questions such as (a) What’s happening right now?, (b) How am I feeling right now?, and (c) How can I explain this better? Teacher can also use the time to reflect upon questions such as How are the students feeling? or What do my students need? (Jennings, & Siegel, 2015, p. 155).

Mindfulness practices enable teachers to better act thoughtfully in a myriad of situations, as opposed to reacting from a place of emotion or habit. This calm and clarity are important gifts that we bring to our students. According to Buddhist monk Thich Nhat Han (2011) “Being peace is the ground of doing peace. If there is no peace in being there will be no peace in doing. To be peace is the foundation of peaceful actions” (p. 58).

**Mindfulness for Students**

Mindful teachers serve as role models for their students. As practitioners themselves, they are in the position to teach mindfulness to their students. Students benefit from mindful practices in myriad ways. It helps improve their concentration and focus, reduces stress and anxiety, and increases compassion, among others benefits. The Hawn Foundation’s (2011) mindfulness curriculum, *The Mindup Curriculum: Brain-Focused Strategies for Learning - and Living: Grades 6-8*, uses a description of the brain to provide a rationale for teaching mindfulness early in a child’s life. The brain has three main parts. Two parts - the amygdala and the hippocampus – are both a part of the emotions center of the brain. The third part, the prefrontal cortex, is the
learning, reasoning, and thinking center of the brain. When a person is in a stressed state, the
amygdala automatically responds with an order to fight back, flee, or freeze in place. In these
states, the reasoning part of the brain (i.e., the prefrontal cortex) is often blocked from being
accessed. By practicing mindfulness, students can become aware of their triggers and their
responses to these triggers, and practice calming themselves so they can think more clearly and
act, rather than react. According to Rechtschaffen, “[L]ong-term mindfulness practitioners
actually grow thicker prefrontal cortexes” (2014, p. 33). This means that prefrontal cortex’
functions described in The MindUp Curriculum (i.e., focusing attention, reading, writing,
computing, analyzing, predicting, comprehending, and interpreting) can improve with
mindfulness practice.

Practicing mindfulness also helps reduce anxiety and stress, and increase compassion for
self and others. As children learn to place attention on their thoughts and feelings, they come to
understand that that their thoughts and feelings are only temporary. Silver and Kromer’s (2009)
picture book, Anh’s Anger, illustrates the power of sitting with an uncomfortable emotion instead
of acting on it. In the story, a young boy named Anh gets upset when his grandfather asks him to
stop playing and come to dinner. When Anh begins to have a tantrum, his grandfather sends him
to his room to sit with his anger. Anh’s anger appears in front of him in the form of a big
monster. The two begin to talk. As they talk, the monster becomes smaller and smaller, and, in
the end, disappears. Anh rejoins his grandfather with the newfound understanding that
uncomfortable emotions are not so scary. When they are faced and accepted, they disappear.
Such an understanding can support children in a variety of situations from test anxiety, to losing
a video game or being hurt by a friend’s words or actions.
One simple way to teach children to pause in the midst of an uncomfortable emotion is to teach them how to take a *mindful minute*. A mindful minute is a timed minute, perhaps starting and ending with a chime, during which children simply place attention on the sensation of their breath. They are taught to notice the thoughts and feelings that arise when they are breathing and to then let feelings go, returning attention to the breath. Taking a minute to notice the breath has a calming effect that children can use anytime they are experiencing an uncomfortable thought or feeling. The author has taught the mindful minute technique to her students. When asked how they have used the technique, they have demonstrated their ability to generalize the technique to manage stressful situations in their lives outside of the classroom.

**Kelly (age 11)** - I often get hurt. But if I move right away it’s gonna hurt worse. If I calm myself down by breathing, my blood slows down and I feel it getting better. I know my feelings lead to my thoughts, my thoughts to my actions, and my actions lead to my results.

**Silvia (age 11)** - When I am watching a movie there are lots of commercials. I do the mindful minute while the commercials are on and when the movie comes back on I keep on watching.

**Brian (age 12)** - When you are waiting for a game to load, you can close your eyes and have a mindful minute.

**Frances (age 11)** - Sometimes I feel frustrated when a homework assignment is hard. I just try to use a mindful minute before I ask for the tutor’s help. I also use it for negative moments, when I’m mad at someone.
Summary

In the United States, mindfulness is increasingly gaining support and popularity as a way to lower stress, raise feelings of compassion for self and others, and increase productivity and resilience among adults and students. Educators experience a myriad of physical, mental, and emotional stressors throughout the day, as do their students. Both teachers and students can benefit from developing their sense of nonjudgmental, present-moment awareness that.
Chapter 3

Methodology

Purpose of Project

Teaching is a stressful occupation in which a high level of mental and physical energy is required on a daily basis. The stresses of the job have led many teachers to quit or to experience burnout. They author’s thesis is that practicing mindfulness and teaching students to practice mindfulness can decrease the stress level in a classroom for both teachers and students as well as increase overall teacher resilience. The author’s goal was to create a handy reference guide to assist teachers and students to use mindfulness techniques throughout the school day.

Intended Audiences

The primary intended audiences for this trifold are school-age children and their teachers. School and district administrators who arrange for professional development on wellness and the use of mindfulness in the classroom also could benefit from using the trifold or the information included in trifold in professional development events. Additionally, parents could benefit from understanding the concepts and strategies included in the trifold; as they might apply the principles and practices included in the trifold with their children.

Procedure for Trifold Development

The methodology employed to develop the trifold that is the product of this project was qualitative in nature. After examining the literature described in Chapter 2, the author reflected upon and summarized in writing her own mindful learnings and mindful practices employed in her classroom.

The author’s first step in creating a trifold on mindfulness in the classroom involved spending several months researching articles, books, websites, and blogs, and other resources
regarding mindfulness and mindfulness in the classroom. These sources were accessed online, on Amazon.com, and in public libraries throughout San Francisco and Marin counties. The author also attended mindfulness workshops and classes at Kaiser hospital and at the Spirit Rock Meditation Center in Marin. Given this input, the author organized the information she had gained into four categories: classroom stressors, ways mindfulness increases resilience, personal mindfulness actions, and student-centered mindfulness actions.

Concomitant with conducting the above research, the author tracked stressful situations that occurred within her classroom and related stress symptoms (e.g., tensed muscles, headache, fatigue). First she collected two weeks of data regarding what she perceived as the most stressful classroom situations she experienced with her students. She then decided upon which mindfulness techniques to attempt to use to interrupt and manage each of the types of stressful classroom situations. Twelve practices were settled upon. Next, the author applied the techniques with herself when stressful situations arose and recorded the outcomes of each application. She crafted and employed a data collection form to track the number of times she used each of 12 mindfulness practices (e.g., breathing, use of wait time), along with whether or not eight types of stress responses (e.g., tense muscles, headache) were experienced. After four months, the author also taught and practiced the mindfulness techniques with her students, many of whom were eligible for special education services because of social, emotional, and self-regulatory challenges. She also had her students write about their experiences with and application of mindfulness practices in and out of school. This informal data collection suggested that the 12 mindfulness techniques did indeed reduce the author’s own and students’ stress and increased their sense of self-efficacy.
Given the research conducted through a review of the literature and workshop attendance and the application of mindfulness practices in the author’s classroom, the author and her project chair discussed a variety of ways in which her learning could be disseminated and agreed that best way to share mindfulness skills was via a trifold reference guide. In order to get design ideas. The author borrowed from her project chair several trifold guides on a wide variety of topics published by National Professional Resources, Inc. (NPR, Inc.). She emailed the company to ask what software they used to create the guides. Joseph Casbarro, NPR Inc.’s Chief Operations Officer, replied to the request by writing that he didn’t believe there was any template and that mindfulness was a very hot topic in education. He said that he would be interested in seeing the trifold when it was finished.

After much experimentation with graphics, font, and formatting, the author designed a trifold in Microsoft Word. Quoted information was appropriately cited in the body of the text, and referenced work was cited on the back panel in the reference section. In choosing material to include in the trifold, the goal was to display the most important foundational information an educator would need in order to initiate and maintain a personal and classroom-based mindfulness practice.

Once the six-page document was completed, the trifold was mailed to Joseph Casbarro, who presented the trifold to the company’s management team, which agreed that the product was publishable. NPR, Inc. offered to publish it nationwide. See Appendix A for the contract document. The contract was signed by the author and her chair; and the trifold was targeted for publication in early 2017.
Chapter 4

Results

The laminated trifold document that is the product of this project is entitled *Mindfulness for Teachers and Students*. The trifold is comprised of six pages, which can be found (in its Microsoft Word version) in Appendix A. The trifold was created in order to support teachers in personal and classroom-based mindfulness practice. Page one of the trifold is dedicated to an overview of mindfulness and its benefits for teachers and students. Benefits for teachers include greater observation skills, greater emotional balance, reduced stress and anxiety, and increased responsiveness to student needs. Benefits for students include improved concentration and focus, increased enthusiasm for learning, and greater ability to self-reflect.

Page two focuses upon daily mindful practices that teachers can use in their personal lives. One section lists daily practices (e.g., 10 to 20 minutes of meditation, mindfully greeting people throughout the day, pausing to take deep breaths). The page also includes directions for performing several mindfulness techniques, such as mindful eating, mindful listening, and mindful sitting.

Page three is entitled “Mindfulness in the Classroom: K-6” and offers several engaging activities for young children, including (a) a game called Popcorn that helps children observe thoughts popping up in their heads and (b) Glitter Bottle, an activity in which children create a clear bottle filled with water and glitter that demonstrates the effect anger and calmness can have on minds and bodies. Page three also includes a visualization exercise, which teachers can read to their students to promote relaxation.
Page four is entitled “Mindfulness in the Classroom: 7-12.” This page contains a section on cultivating optimism. The page also contains mindfulness exercises that focus upon each of the five senses - hearing, sight, smell, taste, and touch.

Page five is comprised of a bulleted list of quick and easy mindful activities to use when emotions run high. Also included is a sample journal entry to chart the use of mindful techniques. Page six offers a list of resources for teachers and for children and teens. As already noted in Chapter 3, the six-page trifold is scheduled for publication by NPR, Inc. in early 2017.
Chapter 5

Discussion

This project initially was started to consider the effect of classroom-based mindfulness practice on teacher resiliency. The author extended it to consider mindfulness practice its benefit upon students. Mindfulness is increasingly gaining support and popularity as a way to build “cognitive and emotional skills that cultivate inner strength, resilience, a sense of purpose, and the capacity for continuous learning the flexible adaptation in the face of change and life’s challenges” (Jennings & Siegel, 2015, p. 4). Based upon the author’s review of the literature and her own application of mindfulness techniques in her classroom, she was convinced of the power of practicing mindfulness to increase moments of calm, even during the busiest of school days. Mindfulness had a positive effect on the overall climate of the author’s classroom as indicated by teacher observation and student reports. These findings led to the desire to create an easily accessible reference trifold that could guide teachers and students to use basic mindfulness exercises in their daily lives.

Limitations of Project

Content validity of the product of this project, the six-page laminated trifold entitled *Mindfulness for Teachers and Students*, has been derived by the peer review process applied to achieve publication of the trifold by a national publication house, National Professional Resources, Inc.(NPR, Inc.). The author is very excited and proud of this recognition. This said, the author also recognizes that a remaining limitation is that the information and techniques offered in the trifold have only been applied in her classroom with her 11 and 12-year old students with identified emotional, social and self-regulatory challenges. A need remains for the content and techniques to be used by others to determine their effectiveness. It is the author’s
hope that the publication of the trifold by NPR, Inc. will generate feedback to the publisher and to her regarding the trifold’s use and usefulness.

Next Steps

Moving forward, the author will take steps to introduce the trifold to schools and districts within her sphere of influence. First, the author will use the trifold in her classroom in order to establish a daily mindfulness practice in her personal life and with her students. The author will also meet with the principal of her current school to discuss the possibility of founding a mindfulness elective or an afterschool option. Unlike yoga, mindfulness is increasingly accepted as a non-secular stress-reduction technique. The author also plans to contact the local County of Education teacher workshops leader trainer on resilience, who expressed interest in the trifold, to share its publication and usefulness to the district.

As already mentioned, the author will maintain contact with Joseph Casbarro (or his designee) at NPR, Inc. in order to obtain feedback consumers who purchase the trifold have with regard to its usefulness and ease of use.

Lessons Learned and Educational Implications

For this section of the project, the author will return to using “I” rather than “author” to reflect on this project experience. During the year that I worked on this project, I learned a great deal about myself as a teacher and as a person. I also learned a lot about my teaching practice. Further, as a result of this project, my health has improved. I have worked in education for 20 years, 10 of which were as a classroom teacher. I have experienced burnout on two occasions. The first time was after my third year teaching third grade in a poor, violent neighborhood in East Oakland. The second time was following a year as a special education teacher for a new
public school program for students with the diagnosis of Emotional Disturbance. I now see that in both cases I felt the trademarks of burnout – compassion fatigue and hopelessness.

Had I been practicing mindfulness, I have no doubt that I would have been more in tune with my emotions and better able to see what was happening before things became more difficult. I now practice mindfulness daily and I can feel my brain increasingly defaulting to this way of thinking. I am no longer constantly pulled down by life’s waves. Instead, I ride them out, knowing that they will pass. This closer relationship with my thoughts allows me to respond instead of reacting to situations that arise in my classroom. As a result of our practice, my students have expressed a positive change, as well. They report that they are more patient – able to stand in lines, lose video games, and get in tiffs with friends with the knowledge that the discomfort will pass. They also allude to a greater sense of compassion for themselves and others – all thinking, feeling beings, who can all too easily succumb to the waves life gives us all.

Conclusion

Teaching can be extremely stressful job. Mindfulness practices have been shown to reduce stress and boost resiliency by encouraging practitioners to stay in the present moment and act, rather than react. It is this author’s sincere hope that the *Mindfulness for Teachers and Students* trifold produced through this project will guide teachers and students through daily mindfulness practices that increase their resilience and productivity while reducing stress. The trifold, to be published by NPR, Inc., will hopefully support the development of mindfulness practice in classrooms throughout this and other countries.
References


Appendix A

NPR, Inc. Contract Publication Contract
Authors/Publisher Agreement (for multiple authors)

THIS AGREEMENT, made on this 13th day of October, 2016, is between National Professional Resources, Inc./Dude Publishing (herein called the “Publisher”) and Jacqueline Thousand and Elizabeth McAvoy (herein called the “Authors,”) which term shall be deemed to include the Author’s executor, devisees, heirs, and literary assigns.

WHEREAS, the Authors desire the Publisher to publish the Author’s work, given for the purposes of this contract the working title Mindfulness for Teachers & Students (hereinafter called the “Work”), and Publisher desires to publish the Work.

Therefore, in consideration of the promises hereinafter set forth and for valuable consideration, receipt whereof is acknowledged, the parties agree as follows:

1. Grant of Publishing Rights

The Authors hereby grant and assign to the Publisher the sole and exclusive right to print, publish, and sell the Work in all languages and throughout the world, under the Publisher’s imprint, Dude Publishing. This grant includes, among other things, the right to use, distribute, display, reproduce and adapt the work in digital form and by any means, whether now known, or hereafter invented, in all languages and for the full term of copyright and all renewals and extensions thereof. In the event that NPR, Inc./Dude Publishing sells or assigns its assets to another company, this product will become the property of such new company.

2. Copyright

Copyright of the Work, if not heretofore registered, shall be registered by the Authors in their names. Timely copyright registration is the responsibility of the Authors, including any costs involved. A copy of the approved copyright must be submitted to Publisher upon receipt by the Authors. Application forms are available on the Internet at www.loc.gov/copyright.

3. Author's Warranties and Indemnity

The Authors warrant to the Publisher and its licensees that:
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agree to hold the Publisher harmless against any damages, including attorney's fees, finally sustained in any suit involving the Publisher or its licensees by reason of a violation of any of these warranties OR they represent and warrant to the Publisher that they have identified to the Publisher any prior version of the Work published by them and have obtained the release of rights for the version from such other publisher; and have obtained and provided to the Publisher all permission for any copyrighted material to be included in the Work; that unless identified to the Publisher prior to this Agreement, the Work prepared and published hereunder is original and unpublished composition, and they have the power to grant rights herein to Publisher.

The Authors indemnify and hold Publisher and its employees, associates, agents, licensees and other assigns, harmless from any suit, demand, or claim made against Publisher by reason of any defamatory matter contained in the Work, by reason of the infringement of the copyright or other proprietary rights of another person, or for any other cause related to the Work. Authors further agree to pay any judgment or reasonable settlement offer resulting from any such suit, demand or claim. Pending such judgment or settlement, Publisher retains the right to withhold a reasonable estimate of the claim from future Author royalties, and to use such sums to pay toward this claim.

4. Delivery of New Work Manuscript

A. The Authors agree to deliver to the Publisher:

For Books & Laminated Reference Guides:
One (1) printed copy (single-side, double-spaced) of the final manuscript of the Work, in content and form satisfactory to the Publisher, on or before December 1st, 2016 (hereinafter referred to as the “Initial Delivery Date.”) Such materials to include title page, table of contents, author bio, acknowledgments, references, and all other pertinent materials. This also includes all illustrations, in digital format, along with supporting information. High resolution digital format may be JPEG, TIF. Photography must be no less than 300 dpi.
One (1) additional digital copy formatted to be compatible with Microsoft Word shall be e-mailed or delivered on DVD or USB flash drive (non-returnable) on the Initial Delivery Date.
The Authors acknowledge and confirm that the Publisher shall have no liability of any kind for the loss or destruction of the Manuscript or any other documents or materials provided by the Authors to the Publisher, and agree to make and maintain at least one (1) complete copy of all such documents and materials for use in the event of such loss or destruction.
For Laminated Reference Guides Only:

An electronic version of the contents in Word sent by email on or before date noted above. The content for the Work will be as follows: bifold approx. 3200 words…trifold approx. 4800 words.

B. In addition to the completed manuscript of the Work, the Authors shall deliver to the Publisher, not later than the Initial Delivery Date unless otherwise designated by the Publisher, each of the following materials:

i. Written authorizations and permissions for the use of any copyrighted or other proprietary materials (including but not limited to art and illustrations) owned by any third party which appear in the Work and written releases or consents by any person or entity described, quoted or depicted in the Work (hereinafter collectively called the “Permissions”). Such authorization and permissions are to be obtained at the Authors’ own expense. If the Authors do not deliver the Permissions, the Publisher shall have the right, but not the obligation, to obtain such Permissions on its own initiative, and the Authors shall reimburse the Publisher for all expenses incurred by the Publisher in obtaining such Permissions.

ii. Author biographies of no more than 350 words along with a hi-resolution digital image of each Author to be used as deemed necessary and appropriate by the Publisher for promotional purposes.

iii. Complete, accurate list of Works Cited for the Work, prepared in APA format unless otherwise specified.

C. The Publisher will review the manuscript on a timely basis and render basic, and limited editorial support and assistance to improve routine issues. The Authors agree to participate with the Publisher in the editorial process including, when needed, making revisions as the Publisher deems appropriate or authorizing the Publisher to make revisions, which will only be finalized with the consent of the Authors. If the Publisher, in its sole discretion, reasonably deems the Manuscript, and/or any other materials delivered by the Authors, to be unaccept­able in form and substance, then the Publisher shall promptly advise the Authors by written notice, and the Authors shall cure any defects and generally revise and correct the Manuscript and/or other materials to the reasonable satisfaction of the Publisher, and deliver fully revised and corrected Manuscript and/or other materials promptly after receipt of the Publisher’s notice.

D. If the Authors fail to deliver the Manuscript or other materials required under this Agreement, and/or any revisions and corrections thereof as requested by the Publisher, on the dates reasonably designated by the Publisher, or if the Authors fail to do so in a form and substance reasonably satisfactory to the Publisher, then the Publisher shall have the right to terminate this Agreement by so informing the Authors by letter sent by certified mail, return receipt requested, to the address of the Author set forth herein.

5. Style, Price, Publication, Distribution
A. The Work will be published by the Publisher at the Publisher’s own expense in such format and style, manner, and advertisement as it deems suitable. Authors suggestions will be considered, however Publisher has final say on design, including color scheme, as well as pricing.

B. The Publisher reserves the right to make future adjustments to the price according to market trends including sales and discounts.

C. After consultation with the Authors, the Publisher shall have the right, but not the obligation, to publish and re-publish the Work at its own expense in such format and style, cover or covers, manner, and advertisement, and at such price, as it deems suitable.

6. Advertising and Promotion

A. The Publisher shall have the right to use, publish, display the Authors’ name, image, likeness and biographical material for advertising, promotion, and other exploitation of the Work and the other rights granted under this Agreement.

B. The Publisher shall have the right to determine the time, place, method and manner of advertising, promotion and other use of the Work.

C. The Authors will provide the Publisher at minimum with one (1) short blog-type article or interview timed in conjunction with the release of the book which may be displayed on the Publisher’s website, newsletter or other in promotional materials. The Authors will make a good faith effort to participate in additional promotional initiatives at the Publisher’s request.

D. Authors agree to grant Publisher the right to publish, display and use all photos and images associated with the work(s) in any way the Publisher requires for the purpose of making sales.

E. Authors also grant Publisher the right to extract sample chapters or excerpts from the Work(s) for promotional purposes.

F. The Publisher has the sole right to submit the Work for listing on digital and non-digital resources including but not limited to Google Books, Amazon.com and other Web sites. Authors may contact Publisher to request list submissions or other promotional participation.

G. The Publisher exhibits at state and national conferences as a means of introducing and displaying its product lines to members of professional organizations. Sales of products at said conferences are considered purely promotional and royalties will not be paid.

7. Author Compensation
As full compensation for Authors services in writing the Work, they shall be entitled to receive royalties based upon the net sales by the Publisher for the Work at 10%, including 10% on net revenue for all subsidiary rights of the work. The distribution of this 10%, between and among Authors, will be noted at the end of this Agreement, except as indicated in 6-G. The Authors will inform the Publisher of the distribution of their royalties.

Such royalties will be paid twice a year, by September 30 for the first six months of the calendar year and by March 31 for the second six months of the calendar year. Royalties will be paid as per signature and tax number affixed to the end of this Agreement.

Upon publication of the Work, Authors shall receive five (5) copies for personal use at no charge. Authors shall have the right to a 50% discount off the published retail price for the purchase of 10 or more copies. Authors will be charged actual shipping charges. No royalty is paid on the Work purchased by the Authors.

This Agreement constitutes the entire agreement of the parties, and supersedes all prior agreements relating to the matter represented herein. No change shall be effective unless in writing and signed by both parties.

IN WITNESS WHEREOF, the parties have executed this Agreement on the dates shown below:

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Appendix B

*Mindfulness for Teachers and Educators* Laminated Trifold
The following brochure is laid out in a format that is not able to be read by a screen reader. The same information is located in Appendix C.
MINDFULNESS FOR TEACHERS AND STUDENTS

A classroom is a high-energy, dynamic environment in which there are dozens of moving parts at any given moment. Teachers need to be able to think quickly and remain calm in the face of constant change. Being mindful helps teachers act effectively as opposed to reactively. This reference guide is designed to help busy teachers and their students easily access a wide range of basic mindfulness practices that help them return to the present moment throughout the day.

What is Mindfulness?

Mindfulness is the practice of placing attention and awareness on what is happening in the present moment without making any judgments about it.

When people are mindful, they are able to notice what is happening inside and around them. This allows them to respond appropriately to situations instead of merely reacting to them.

The ocean is an often-used metaphor for the mind. The surface of the ocean may be filled with waves, but the further down it goes, the more still it is. Near the ocean floor, there are only the gentlest undulations. So, too, is the mind. While many thoughts and emotions may appear at the surface, at our core we are calm.

When we practice being mindful, we can return to that calm center, again and again.

Mindfulness is paying attention to what is happening, not just what you think should be happening.

Benefits for Teachers

- Increases responsiveness to student needs
- Improves efficiency
- Reduces stress and anxiety
- Cultivates greater skill of observation
- Improves focus
- Increases organization
- Improves home and school relationships
- Supports emotional balance
- Supports overall well-being

Benefits for Students

- Improves concentration and focus
- Increases enthusiasm for learning
- Increases academic performance
- Reduces stress and anxiety
- Promotes self-reflection
- Hightens attention and concentration
- Increases impulse control
- Improves social behaviors
- Increases ability to self-calm
- Reduces test anxiety
**DAILY MINDFULNESS FOR TEACHERS**

**Being mindful takes practice. Choose a couple of techniques that you especially like and find time to practice each one every day for a week. Build on your practice from there. The times of day listed below are only recommendations; find a rhythm that works for you.**

**Daily Practice**

**AM**
- Upon waking in the morning, take a moment to greet the day and observe your environment.
- Meditate for 10 to 30 minutes.
- Set an intention regarding your actions or behaviors for the day, such as “Notice pleasant events” or “Eat lunch mindfully.”
- Brush teeth/dress/eat breakfast with non-judgmental awareness.
- Mindfully say goodbye to people you live with.
- Place attention on your commute.

**AT SCHOOL**
- Greet colleagues with awareness.
- A few minutes before the bell rings, stop what you are doing and go to the door to greet each student.
- As you take attendance, make eye contact and observe each child’s emotional and physical presence.
- Throughout the day, pause and take a few slow, deep breaths.
- During any gaps in action (clean up, planning period, assemblies), pause for 30 seconds to observe what is going on in the room and with the students.
- During transitions, ring a chime, flicker the lights, do a call/response, or read a poem to help everyone return to the present moment.
- Make time for closure after deep conversations.

**PM**
- When you exit the school building, take a deep breath, look at the sky, and listen to the environment.
- At home, notice the difference in the number of people and the noise level. Give yourself time to adjust.
- Take a few minutes to reflect on the day - what went well? What would you like to do differently next time? Options are to journal and/or write a gratitude list.

- **There is an old Zen saying that you should sit in meditation for 20 minutes a day, unless you’re too busy, in which case you should sit for an hour.**

**Meditation Techniques**

**Body Scan** Focus your awareness on your toes, then your feet. Move your attention slowly up your lower extremities to your abdomen and toward your neck. Then focus your awareness from your fingers to your hands, inward to your shoulders, then neck, then up to the crown of your head. Eventually rest in awareness of your body as a whole.

**Mindful Breathing** Breathe normally. Pay attention to the feeling of your breath in your nose, throat, and lungs. Notice when you lose awareness of your breath. Gently and without judgment, return your attention to your breath.

**Mindful Sitting** Sit without striving. When thoughts come into your mind, notice them and let them go as if they were balloons and you let go of the strings. You can also imagine the thoughts as leaves floating down a stream or words being erased from a whiteboard.

**Mindful Listening** Close your eyes and listen to the sounds around you without judgment or analysis.

**Mindful Eating** Pick up something edible. Look at it and smell it. Put it in your mouth and sense it without chewing or swallowing. Then chew it slowly, observing its taste, texture, and smell. Notice any sensations in your mouth along with any aftertaste.
MINDFULNESS IN THE CLASSROOM: K-6

At school, children are taught critical, analytical, and deductive reasoning skills. It is important to also teach the skill of non-judgmental awareness, or mindfulness. Young children can practice mindfulness with simple games and activities like those below. Starting in third grade, children can learn about the neuroscience behind mindfulness, with lessons about how our brains work. In this guide, “mind” refers to consciousness and “brain” refers to the organ inside our skull.

Activities

**Observing the Breath**
Have children place a finger under their nose to feel their in-breath and out-breath. What do they feel? Next, have the children place their hands on their stomach as they breath in and out. What do they feel? Feel the breath in silence, then discuss.

**Mindful Minute**
Guide the children in taking three deep, relaxing breaths in and out through the nose. Then ring a chime and have everyone sit in silent awareness of how their breath feels in their nose or stomach.

**Loving Kindness**
Have the children picture themselves in their mind, then send themselves friendly wishes such as: May I be happy, may I be healthy, may I be safe. Next, have them picture a good friend or family member and repeat the wishes. After that, they may send the wishes to an acquaintance, a person they don’t particularly like, all people, and the universe.

**Mindful Memory**
Place several objects on a tray and let the children observe the tray for one minute. Afterwards, cover the tray and ask them to write down everything they saw. Next, tell them in advance that they will be writing down everything they see, and repeat the activity with a different set of objects.

**Popcorn**
Tell the children their mind is like a popcorn maker. Ask them to sit in silence and pop their hand up every time a thought comes into their head.

**Glitter Bottle**
Have each child create a clear bottle full of water with a few tablespoons of glitter. Use the shaken-up bottle to demonstrate angry or worried thoughts. Show them how to breathe slowly and calmly as the glitter settles.

**Waterfall Relaxation Meditation***
A beautiful waterfall of white light is flowing down on you. It flows down on your head, helping your head to relax. You feel your head relaxing. The waterfall of light moves down over your neck and shoulders. Your neck and shoulders are relaxing and letting go of all the tension and stress they carry. Now the waterfall flows down over your arms. You feel your arms releasing, there is nothing for your arms to do. The waterfall flows down your back. Your back is letting go and relaxing. The waterfall flows over your chest and stomach, helping your chest and stomach to release. You can feel your chest and stomach relax, letting go of anger, hurt, and sadness. The waterfall moves down over your legs and feet. You feel your legs and feet letting go and resting. The beautiful waterfall of white light is flowing over your whole body. You are very peaceful and rested. Just stay in the waterfall of light for a few moments, and feel how it relaxes and heals your body.

*Source: Planting Seeds: Practicing Mindfulness With Children
MINDFULNESS IN THE CLASSROOM: 7-12

Teens undergo a set of physical and mental changes that can leave even the most confident, well-adjusted child feeling rebellious, frustrated, and anxious. Just a few of the many stressors in a teen’s life are: social pressures, academic anxiety, hormonal changes, and increasing expectations from adults.

During this time, it is important for teens to have a supportive network of adults and friends. They also benefit from learning how to best support their own bodies and minds. One of the ways they can do so is by becoming more mindful of their thoughts and emotions, and practicing self-care in challenging situations. At this age, lessons about the neuroscience of mindfulness, including an explanation about how the brain works, should be incorporated.

When working with teens, remember to make the lessons relevant to their lives, help them use the skills in their daily lives, and change it up often.

Cultivating Optimism

Optimism is a skill that can be mindfully practiced. For this activity, have students brainstorm pessimistic and optimistic thoughts and mindsets. Then discuss a situation in which one might feel pessimistic, such as when they have heard a friend gossiping about them. Model three different responses to this situation. An unrealistic response might be to think, “That’s ok, I don’t mind people gossiping about me.” An optimistic response might be, “I’ll talk this out with my friend and let him/her know that my feelings are hurt.” A pessimistic response might be, “No one likes me at this school. I’ll never have a true friend.” Discuss the different responses and determine which one is the most likely to give a feeling of control over the situation.

Optimism helps you be:
- A better problem-solver
- More in control of the situation
- Better at coping with stressors
- More confident of success
- Mentally balanced
- Ready to learn
- Able to act instead of react

Using the Senses

**Hearing**
Close your eyes and listen to the sounds around you. What do you hear? Do you notice any sounds you usually miss? Listen to your favorite song as if you’re hearing it for the first time. Does it sound different to you? Do you hear new words? Now instruments? What emotions come up while you listen?

**Sight**
Pause and look around. What do you see? Choose a color. Look around and notice everywhere you see that color. Look up from your device. What do you see around you? Bring your attention to a single object. Every time you lose focus and look away, remind yourself to return your attention to the object.

**Smell**
Bring a variety of spices and herbs, or foods that have a distinct smell. Place each food in a cup. Have the students smell each and guess what foods may contain them. Practice mindful eating. Start by holding a piece of food to your nose and smelling it.

**Taste**
What do you taste in your mouth? Eat a bite of food, such as a raisin or orange, and notice what it tastes like. Extend this meditation to include all the senses. Hold the edible object in your hands. What does it feel like? How does it look? What does it smell like? Now eat the food slowly, noticing its flavor, texture, and temperature. Notice what it feels like to chew and swallow.

**Touch**
Close your eyes and touch an object. What does it feel like? Is it hard? Soft? Is it smooth or rough? How do you hold a pencil? Tight? Loosely? Where are each of your fingers placed? Raise onto your toes, then flatten your feet. Repeat. How do your feet feel? How do your legs feel? Form a line and begin walking around the room. Move as slowly as your body can. Be aware of every muscle’s movement. Focus on the sensation of opening and closing your hands.

Teachers: Remember to make time for reflection or closure after mindfulness exercises and deep conversations.

*Maybe you can’t see what is someone else’s to see. But maybe, just maybe, you can see what is yours to see. So what is yours to see?* — Source: Mindfulness: Diverse Perspectives on Its Meaning, Origins and Applications
MINDFULNESS FOR TEACHERS AND STUDENTS

MINDFULNESS 101

When one’s amygdala, the brain’s center for emotional regulation, is taken over by a strong thought or emotion, it is physiologically more difficult to access logical thinking. Therefore, it is important to practice mindfulness skills during calm times and add them to a mental toolbox that you carry around and pull from during emergencies. Has your amygdala been hijacked? Take back your power by doing one of the following:

Mindfulness Toolbox

• Be silent and still for one minute
• Breathe deeply through your nose five times
• Close your eyes and listen to the sounds around you
• Repeat a friendly wish such as “May I be happy”
• Think about five things for which you are grateful
• Say something kind to yourself and/or another person

Act, not react!

Personal Mindfulness Journal

Today, the following happened: ___________________________________________________________.
When it happened, I felt (the emotion that came up) ___________________________________________.
Instead of reacting, I (your mindful response) _________________________________________________.
Afterward, I noticed that _________________________________________________________________.
The next time that I feel ________________________________________________________________, I will _________________________________________________________________.


Being mindful means placing your attention on the present moment; being aware of what is going on in your mind and all around you without having any judgment about it. When teachers practice mindfulness, they become more resilient and able to respond to challenging situations appropriately and efficiently. When students practice mindfulness, they become more self-reflective and able to see difficult emotions for what they are. This in turn leads to greater focus, more self-confidence, and better relationships with others.

**Resources**

**References and Materials for Adults**

**Books and Materials for Children & Teens**

**Laminated Reference Guides from NPR, Inc.**

Available on a variety of topics, these valuable guides:
- Simplify complex topics
- Contain essential information
- Are durable and easy to use

Visit [www.NPRInc.com](http://www.NPRInc.com) to view these.

**Chrome Assistive Technology Resources**

**Authors:**

Jacqueline Thousand and Elizabeth McAvey

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Appendix C

Mindfulness for Teachers and Educators Word Document
Mindfulness for Teachers and Students

*Photo of three young children peacefully sitting in meditation with their eyes closed.*

A classroom is a high-energy, dynamic environment in which there are dozens of moving parts at any given moment. Teachers need to be able to think quickly and remain calm in the face of constant change. Being mindful helps teachers act effectively as opposed to reactively. This reference guide is designed to help busy teachers and their students easily access a wide range of basic mindfulness practices that help them return to the present moment throughout the day.

**What is Mindfulness?**

Mindfulness is the practice of placing attention and awareness on what is happening in the present moment without making any judgments about it.

When people are mindful, they are able to notice what is happening inside and around them. This allows them to respond appropriately to situation instead of merely reacting to them.

The ocean is an often-used metaphor for the mind. The surface of the ocean may be filled with waves, but the further down it goes, the more still it is. Near the ocean floor, there are only the gentlest undulations. So, too, is the mind. While many thoughts and emotions may appear at the surface, at our core we are calm.

When we practice being mindful, we can return to that calm center, again and again.

*Photo of an ocean wave.*

*Quote box: Mindfulness is paying attention to what is happening, not just what you think should be happening.*

**Benefits for Teachers**

- Increases responsiveness to student needs
- Improves efficiency
• Reduces stress and anxiety
• Cultivates greater skill of observation
• Improves focus
• Increases organization
• Improves home and school relationships
• Supports emotional balance
• Supports overall well-being

Benefits for Students

• Improves concentration and focus
• Increases enthusiasm for learning
• Increases academic performance
• Reduces stress and anxiety
• Promotes self-reflection
• Heightens attention and concentration
• Increases impulse control
• Improves social behaviors
• Increases ability to self-calm
• Reduces test anxiety

Daily Mindfulness for Teachers

Being mindful takes practice. Choose a couple of techniques that you especially like and find time to practice each one every day for a week. Build on your practice from there. The times of day listed below are only recommendations; find a rhythm that works for you.

Daily Practice
A.M.

- Upon waking in the morning, take a moment to greet the day and observe your environment.
- Meditate for 10 to 30 minutes.
- Set an intention regarding your actions or behaviors for the day, such as “Notice pleasant events” or “Eat lunch mindfully.”
- Brush teeth/dress/eat breakfast with non-judgmental awareness.
- Mindfully say goodbye to people you live with.
- Place attention on your commute.

At School

- Greet colleagues with awareness.
- A few minutes before the bell rings, stop what you are doing and go to the door to greet each student.
- As you take attendance, make eye contact and observe each child’s emotional and physical presence.
- Throughout the day, pause and take a few slow, deep breaths.
- During any gaps in action (clean up, planning period, assemblies), pause for 30 seconds to observe what is going on in the room and with the students.
- During transitions, ring a chime, flicker the lights, do a call/response, or read a poem to help everyone return to the present moment.
- Make time for closure after deep conversations

P.M.
- When you exit the school building, take a deep breath, look at the sky, and smell and listen to the environment.

- At home, notice the difference in the number of people and the noise level. Give yourself time to adjust.

- Take a few minutes to reflect on the day – what went well? What would you like to do differently next time? Options are to journal and/or write a gratitude list.

**Quote box:** *There is an old Zen saying that you should sit in meditation for 20 minutes a day, unless you’re too busy, in which case you should sit for an hour.*

**Meditation Techniques**

**Body Scan**

Focus your awareness on your toes, then your feet. Move your attention slowly up your lower extremities to your abdomen and toward your neck. Then focus your awareness from your fingers to your hands, inward to your shoulders, then neck, then up to the crown of your head. Eventually rest in awareness of your body as a whole.

**Mindful Breathing**

Breathe normally. Pay attention to the feeling of your breath in your nose, throat, and lungs. Notice when you lose awareness of your breath. Gently and without judgment, return your attention to your breath.

**Mindful Sitting**

Sit without striving. When thoughts come into your mind, notice them and let them go as if they were balloons and you let go of the strings. You can also imagine the thoughts as leaves floating down a stream or words being erased from a whiteboard.

**Mindful Listening**
Close your eyes and listen to the sounds around you without judgment or analysis.

**Mindful Eating**

Pick up something edible. Look at it and smell it. Put it in your mouth and sense it without chewing or swallowing. Then chew it slowly, observing its taste, texture, and smell. Notice any sensations in your mouth along with any aftertaste.

*Photo of 5-layer balancing rock cairn with the horizontal caption: Find balance*

**Mindfulness in the Classroom: K-6**

At school, children are taught critical, analytical, and deductive reasoning skills. It is important to also teach the skill of non-judgmental awareness, or mindfulness. Young children can practice mindfulness with simple games and activities like those below. Starting in third grade, children can learn about the neuroscience behind mindfulness, with lessons about how our brains work. In this guide, “mind” refers to consciousness and “brain” refers to the organ inside our skull.

**Activities**

**Observing the Breath**

Have children place a finger under their nose to feel their in-breath and out-breath. What do they feel? Next, have the children place their hands on their stomach as they breathe in and out. What do they feel? Feel the breath in silence, then discuss.

**Mindful Minute**

Guide the children in taking three deep, relaxing breaths in and out through the nose. Then ring a chime and have everyone sit in silent awareness of how their breath feels in their nose or stomach.

**Loving Kindness**
Have the children picture themselves in their mind, then send themselves friendly wishes such as: May I be happy, may I be healthy, may I be safe. Next, have them picture a good friend or family member and repeat the wishes. After that, they may send the wishes to an acquaintance, a person they don’t particularly like, all people, and the universe.

**Mindful Memory**

Place several objects on a tray and let the children observe the tray for one minute. Afterwards, cover the tray and ask them to write down everything they saw. Next, tell them in advance that they will be writing down everything they see, and repeat the activity with a different set of objects.

**Popcorn**

Tell the children their mind is like a popcorn maker. Ask them to sit in silence and pop their hand up every time a thought comes into their head.

**Glitter Bottle**

Have each child create a clear bottle full of water with a few tablespoons of glitter. Use the shaken-up bottle to demonstrate angry or worried thought. Show them how to breathe slowly and calmly as the glitter settles.

*Photo of young girl smelling peach-colored flowers.*

*Photo of a child’s arms holding out a yellow school cafeteria tray with utensils, cantaloupe wedges, meat patty, bread, salad, and applesauce.*

Waterfall Relaxation Meditation from the book: *Planting Seeds: Practicing Mindfulness With Children*

A beautiful waterfall of white light is flowing down on you. It flows down on your head, helping your head to relax. You feel your head relaxing. The waterfall of light moves down over
your neck and shoulders. Your neck and shoulders are relaxing and letting go of all the tension and stress they carry. Now the waterfall flows down over your arms. You feel your arms releasing, there is nothing for your arms to do. The waterfall flows down your back. Your back is letting go and relaxing. The waterfall flows over your chest and stomach, helping your chest and stomach to release. You can feel your chest and stomach relax, letting go of anger, hurt, and sadness. The waterfall moves down over your legs and feet. You feel your legs and feet letting go and resting. The beautiful waterfall of white light is flowing over your whole body. You are very peaceful and rested. Just stay in the waterfall of light for a few moments, and feel how it relaxes and heals your body.

*Quote box with the words: Breathing in, I know I am breathing in. Breathing out, I know I am breathing out.*

**Mindfulness in the Classroom: 7-12**

Teens undergo a set of physical and mental changes that can leave even the most confident, well-adjusted child feeling rebellious, frustrated, and anxious. Just a few of the many stressors in a teen’s life are: social pressures, academic anxiety, hormonal changes, and increasing expectations from adults.

During this time, it is important for teens to have a supportive network of adults and friends. They also benefit from learning how to best support their own bodies and minds. One of the ways they can do so is by becoming more mindful of their thoughts and emotions, and practicing self-care in challenging situations. At this age, lessons about the neuroscience of mindfulness, including an explanation about the way the brain works, should be incorporated.

When working with teens, remember to make the lessons relevant to their lives, help them use the skills in their daily lives, and change it up often.
Cultivating Optimism

Optimism is a skill that can be mindfully practiced. For this activity, have students brainstorm pessimistic and optimistic thoughts and mindsets. Then discuss a situation in which one might feel pessimistic, such as after they have heard a friend gossiping about them. Model three different responses to this situation. An unrealistic response might be to think, “That’s ok, I don’t mind people gossiping about me.” An optimistic response might be, “I’ll talk this out with my friend and let him/her know that my feelings are hurt.” A pessimistic response might be, “No one likes me at this school. I’ll never have a true friend.” Discuss the different responses and determine which one is the most likely to give a feeling of control over the situation.

Optimism helps you be:

- A better problem-solver
- More in control of the situation
- Better at coping with stressors
- More confident of success
- Mentally balanced
- Ready to learn
- Able to act instead of react

Using the Senses

Drawing of an ear.

Hearing

Close your eyes and listen to the sounds around you. What do you hear? Do you notice any sounds you usually miss? Listen to your favorite song as if you’re hearing it for the first
time. Does it sound different to you? Do you hear new words? New instruments? What emotions come up while you listen?

*Drawing of an eye.*

**Sight**

Pause and look around you. What do you see? Choose a color. Look around and notice everywhere you see that color. Look up from your device. What do you see around you? Bring your attention to a single object. Every time you lose focus and look away, remind yourself to return your attention to the object.

*Drawing of a nose.*

**Smell**

Bring in a variety of spices and herbs, or foods that have a distinct smell. Place each food in a cup. Have the students smell each and guess what foods may contain them. Practice mindful eating. Start by holding a piece of food to your nose and smelling it.

*Drawing of a mouth.*

**Taste**

What do you taste in your mouth? Eat a bite of food, such as a raisin or orange, and notice what it tastes like. Extend this meditation to include all the senses. Hold the edible object in your hands. What does it feel like? How does it look? What does it smell like? Now eat the food slowly, noticing its flavor, texture, and temperature. Notice what it feels like to chew and swallow.

*Drawing of a hand.*

**Touch**
Close your eyes and touch an object. What does it feel like? Is it hard? Soft? Is it smooth or rough? How do you hold a pencil? Tight? Loose? Where are each of your fingers placed? Rise onto your toes, then flatten your feet. Repeat. How do your feet feel? How do your legs feel? Form a line and begin walking around the room. Move as slowly as your body can. Be aware of every muscle’s movement. Focus on the sensation of opening and closing your hands.

Teachers: Remember to make time for reflection or closure after mindfulness exercises and deep conversations.

*Quote:* “Maybe you can’t see what is someone else’s to see. But maybe, just maybe, you can see what is yours to see. So what is yours to see?” – *Source: Mindfulness: Diverse Perspectives on its Meaning, Origins and Applications.*

**Mindfulness 101**

*Photo of blue toolbox with the photo of a brain inside of it.*

When one’s amygdala, the brain’s center for emotional regulation, is taken over by a strong thought or emotion, it is physiologically more difficult to access logical thinking. Therefore, it is important to practice mindfulness skills during calm times and add them to a mental toolbox that you carry around and pull from during emergencies. Has your amygdala been hijacked? Take back your power by doing one of the following:

**Mindfulness Toolbox: Act, not react!**

- Be silent and still for one minute
- Breath deeply through your nose five times
- Close your eyes and listen to the sounds around you
- Repeat a friendly wish such as “May I be happy”
- Think about five things for which you are grateful
• Say something kind to yourself and/or another person

**Personal Mindfulness Journal**

Today, the following happened: ____________________________________________.

When it happened, I felt (the emotion that came up) ________________________.

Instead of reacting, I (your mindful response): ________________________________.

Afterward, I noticed that ____________________________________________________.

The next time that I feel ____________, I will ________________________________.

Being mindful means placing your attention on the present moment; being aware of what is going on in your mind and all around you without having any judgment about it. When teachers practice mindfulness, they become more resilient and able to respond to challenging situations appropriately and efficiently. When students practice mindfulness, they become more self-reflective and able to see difficult emotions for what they are. This in turn leads to greater focus, more self-confidence, and better relationships with others.

**Resources**

**References and Materials for Adults**


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