

Mindfulness Playbook



A Collection of Classroom Activities to Engage Students through Mindfulness

This playbook has been adapted from Mindful Schools *Mindfulness Fundamentals Course Material*. All the material contained within this book is intellectual property of Mindful Schools.

This playbook has been adapted from Mindful Schools *Mindfulness Fundamentals Course Material*. All the material contained within this book is intellectual property of Mindful Schools.

Using the Playbook

In this playbook, you will find several activities that you might want to try with your students. We've labelled some of these activities "plays." Plays are short activities to help your students understand mindfulness and find focus. You should be able to complete each play in about 4-8 minutes.

If you'd like to do an even shorter activity with your class, you can look in the "extras" section. The activities in the "extras" section would probably work best after your students have been introduced to the concepts of mindfulness that can be established using the plays.

The plays end with an optional "Questions to Consider" section. You can use these questions to jumpstart a conversation with your students about their experiences practicing mindfulness.

If you'd like a digital copy of this playbook, please feel free to email a member of the mindfulness committee.

Introduction to Mindfulness

This introduction can serve to help you, the teacher, understand the fundamental ideas behind mindfulness. You might also be interested in reading this introduction to your classes to help them understand the key ideas of mindfulness before you begin using the plays themselves.

Why Mindfulness?

We spend a lot of time developing our intelligence in school strengthening our bodies through sports or exercise. But we give our mind very little attention. When we develop and strengthen our mind we are increasing our ability to focus, recognize, and manage our emotions, make better decisions, and empathize in our relationships.

Definition of Mindfulness

Mindfulness is paying attention to our experience in a way that allows us to respond rather than react. It is a quality of inner-stillness that is always available, even when our life circumstances feel out of our control and chaotic. It is possible to be mindful and aware of everything in our experience including anything we experience through our five senses, as well as our thoughts and emotions.

Relevance

For mindfulness to work, we have to really try it. And in the beginning, it might seem weird or pointless. But, keep in mind that this is new for lots of people; you are not alone in this mindfulness experiment. If we don't try it, we can't determine if it is useful for ourselves or not. Here's a list of some situations where you might find mindfulness to be useful and relevant in your own life.

If you are introducing mindfulness to your class, you might ask students to raise their hands if the following statements apply to them.

- Have you ever said something you wish you could take back?
- Have you ever done something that you later regretted?
- Have you ever felt angry or out of control?
- Have you ever felt anxious about an exam or performance?
- Have you ever been in a bad mood, but you weren't sure why?
- Have you ever had trouble falling asleep because you feel restless?

If you practice mindfulness, you might find yourself better equipped to deal with the situations we just listed. Our emotions are continually changing. Difficult emotions like anger, fear, worry, and stress actually release chemicals in our brain that prevent us from concentrating. Those chemicals can make us react in ways we don't necessarily want to react. Mindfulness can help us control those chemicals.

Posture

When we practice mindfulness, we will start by getting in a mindful posture. Follow these guidelines to find a mindful posture:

1. Face forward.
2. Keep your back upright.
3. Be still and quiet.
4. Keep your mind and body relaxed yet alert.
5. Let your eyes closed.

Now, try sitting for one minute in a mindful posture.

The Plays

The activities below are designed so you can read the text directly to your class, but all the plays can easily be adapted. Feel free to use language that feels more comfortable to you. You will notice that there are moments where you will have to pause to allow students to breath or think.

As you lead these activities, you might find that some students are uncomfortable closing their eyes or answering guided questions aloud. Encourage students to sit quietly, but allow them to fully engage in mindfulness at their own pace. Mindfulness works best when each person is allowed to find their own practice.

Play 1: Response vs. Reaction – Using the Breath as an Anchor

This introductory activity describes the goal of mindfulness and introduces students to the idea of using their breath as an anchor on which to focus their attention.

Imagine for a moment someone does something that makes you angry...and argument with a friend, someone hitting you, someone yelling at you, someone disagreeing with you. And imagine your typical reaction-- your automatic reaction. What do you say? How do you act? Do you yell? Do you sweat? Do you say things your later regret? Imagine your instinctual reaction.

Now back up and imagine the situation again but from the point **before** you respond. First consider where you feel anger in your body. See if you can identify where it is. What feelings do you associate with anger? Do you have thoughts of revenge? Do you have thoughts of hatred, hurt, or disappointment?

If you take time to recognize how you're feeling before you react, you create space between the situation and your typical reaction. Normally, the situation and the reaction happen so quickly that we don't have any space in between. It's like they're glued together. But when you bring awareness to a situation, you can often create enough space between the situation and the reaction that the reaction actually becomes a response, a thoughtful choice, a calmer choice, a choice that might have a better outcome.

So, when we practice mindfulness we are cultivating this ability to observe a situation or emotion. When you can pause to observe your emotions, you have more control over your responses.

Today, in order to practice mindfulness, we are going to focus on something that is happening in us all the time-- breath. Breath is neutral. It's not a strong emotion, it's not something we really hate or love. It's just there, continually, all day, every day, breathing in, breathing out. We can find it any time we remember.

Start by taking one breath.

Now, close your eyes and take one deep breath.

Now take three breaths, just normal breaths; don't deliberately change your breathing.

Now, take three breaths, this time noticing where in your body you feel your breath. Follow the breath in this place for the entire three breaths. This may be felt in your belly, your chest or your nostrils. We call the place that you feel your breathe most obviously your anchor. It is the place to anchor your attention.

Challenge yourself over the next week to notice a few breaths whenever you can remember.

Questions to Consider:

1. *What is the difference between response and reaction? Have you ever reacted to a situation in a way you wish you hadn't?*
2. *Where do you feel your breathe in your body? Where is your anchor?*

Play 2: Mindful Thinking

This activity asks students to recenter their attention when they become distracted by a thought. If used consistently, play 2 might be helpful to recenter a class that becomes easily distracted.

During this minute of mindful breathing, pay attention to every breath as much as possible and notice the first time you have a thought. Let's all breathe mindfully for a minute now.

Allow a minute of breathing silently. If you would like, you could cut this breathing exercise down to half a minute.

Raise your hand if you were able to keep your attention on your breathing that whole minute. Raise your hand if you attention wandered away. What were your first thoughts about?

If students are interested in sharing, take some of their answers allowed.

Everybody thinks. We can be mindful of our thinking.

Let's try again. Start with your breath. When you notice you have started thinking, say to yourself "thinking, thinking." Then, gently come back to your breathing. When you notice thinking, it means you've left the anchor of your breath. As soon as you notice the thought, you can regain mindfulness and continue to be mindful of your breath. Let's practice some mindful breathing again now.

Allow a minute of breathing silently. Again, you could cut this breathing exercise to half a minute if you like.

Think to yourself-- where you able to pay attention to your breath? Did you notice any thoughts? Did you regain mindfulness by saying "thinking, thinking" to yourself? Were you able to come back to your breath when you were distracted?

You might also notice that you have another feeling. Maybe you were excited, nervous, angry, happy, bored, or scared. If you notice any of those feelings you can identify them in the same you identified thinking. You can say "nervous, nervous" or "angry, angry" to yourself to help recenter.

Sometimes we have thoughts we don't want to have. By noticing them we can more easily let them go.

Sometimes, in class, you might notice that you are supposed to be listening to your teacher, but you're thinking about something else. If you notice that, you can be mindful of it and regain your concentration on your teacher's words.

Sometimes, we have the same negative thoughts over and over again, even though we don't need to. When we are mindful of those thoughts and we notice them, we might be able to focus our attention away from their negativity.

For the next few days, try to be mindful of your thoughts.

Questions to consider:

1. *How many thoughts do you think a person has everyday?*
2. *How do you feel when you are focused on your breathing? How do you feel when you are lost in thinking?*

Play 3: Mindful Counting

This activity can help students focus on their breathing through counting their breaths.

Today, we will count our breaths as a way to help us stay focused on breathing. Breath has two parts-- inhale and exhale. Everyone take an inhale through your nose...and now an exhale through your nose...one breath consists of those two parts.

Let's count our breaths. When you take one breath in and out, say gently in your mind "one." The next breath is "two," and so on. See how high you can count before you notice you have forgotten or become lost in thought. When you realize you have become distracted, simply acknowledge it and start again with "one."

Now, get in a mindful posture. Let your eyes close when you're ready. Place your attention on your anchor, the location in your body where you feel your breath most obviously.

Allow one minute for students to breathe and count their breaths.

You might have noticed that your mind was very busy. It may not be easy to pay attention. Our minds are jumping up and down and chattering, never stopping. When you are trying to notice breathing, at times you might find yourself lost in thinking. That's perfectly normal. When you find your mind is very busy and you have lost your breath, then simply notice and return to your anchor.

Let's try one more minute of mindful breathing and counting. See what number you can get up to this time.

Allow one minute for students to breathe and count their breaths.

Questions to consider:

1. *Can you think of a time that mindfulness has helped you?*
2. *Can you think of a time you wish you had used mindfulness?*

Play 4: Pleasant, Unpleasant

During this activity, the teacher lists a series of situations, asking students to imagine how they might respond to a given scenario. Then, students work on identifying their emotions.

I am going to list different situations, feelings, or emotions. Each time, imagine how you would feel. Do you like it, hate it, fear it, look forward to it, wish for it, hope it happens again, hope it never happens again? Imagine as much detail as you can about the situation, feeling, or emotion I list.

To do this, find a mindful posture. You can allow your eyes to close if it is more comfortable. Let's imagine some situations now.

After you list each of the following situations, pause to let students imagine the scenario.

You fail a class.

Someone wakes you up early on the weekend.

Someone criticizes you.

Someone gives you a gift when you weren't expecting it.

Someone tickles you.

You get caught in a lie.

You are praised for good work in your favorite class.

You put on some new, soft clothes.

Someone gives you money for a special occasion.

You get new shoes.

A friend is angry with you for something you did.

You see a really bad movie.

You're starving after school. You get home and there is not one good thing to eat.

This time listen and consider each thing carefully, but only identify each thing as either pleasant or unpleasant. Those are your only two choices to apply to the experience. Try not to add the same

thoughts or imaginings that you added to it a moment ago and don't go beyond the label of pleasant or unpleasant.

You fail a class.

Someone wakes you up early on the weekend.

Someone criticizes you.

Someone gives you a gift when you weren't expecting it.

Someone tickles you.

You get caught in a lie.

You are praised for good work in your favorite class.

You put on some new, soft clothes.

Someone gives you money for a special occasion.

You get new shoes.

A friend is angry with you for something you did.

You see a really bad movie.

You're starving after school. You get home and there is not one good thing to eat.

If we can really stop at identifying pleasant or unpleasant, we have lessened our reaction to the stimulus in front of us. That way, it can't get ahold of us the same way.

See how many things you can identify between now and our next class as pleasant or unpleasant.

Questions to consider:

1. *How do you usually react when you don't like something?*
2. *How do you usually react when you like something?*
3. *How might using mindfulness change those reactions?*

Play 5: Past, Present, Future

For this activity, students stand on a line in the classroom. As they focus on their breathing, students move forward or backwards off that line to designate the nature of their thoughts.

Raise your hand if you find mindful breathing easy. Raise your hand if you find it challenging. Have you notice that although you want to focus on your breath, often your thoughts take you away? Today we are going to notice where our thoughts are going.

When we can pay attention to our breath mindfully, we are focusing on the present moment. But our mind has a habit of wandering to the past and the future.

Let's all stand up. Let's stand along this line, altogether. This line is the present. Let's pretend the space in front of us is the future. The space behind us is the past.

I'm standing in the present right now, and I'm trying to pay attention to my breathing, but then my mind starts to think what I am going to do after school today. *Step forward to move your body into the "future."* My mind has gone to the future. I notice that and then bring my attention back to my anchor, my breath. I am paying attention again. *Step back on the line that represents the present.*

I focus on my breathing, but then my mind starts to remember what happened yesterday when I was talking to my friends. *Step backwards to move your body into the "past."* My mind has wandered into the past. I notice that and bring my attention back to the present. *Step back on the line that represents the present.*

To practice this yourself, today we will notice if our thoughts are going to the past of the future, or back and forth. When you notice your mind escape to the past or the future, step forward or backwards. Then, say "thinking, thinking" to yourself and gently bring your attention back to your breath as you step back on the line that represents the present.

Leave your eyes open for this activity. Let's focus on our breathing now.

Allow students 1-2 minutes to focus on their breathing, moving on and off the line to designate the nature of their thoughts.

Raise your hand if you were able to stay in the "present" that entire time.

Raise your hand if you noticed a thought moving you towards the "future."

Raise your hand if you noticed a thought moving you towards the "past."

Raise your hand if you were able to note "thinking, thinking."

In the future, you can also note other things. For example, if you find yourself planning for the future you could say, "planning, planning" to yourself. Note whatever it is that you were doing. You could say, "worrying, worrying" to yourself or "imagining, imagining." These are called anchor words and by using the we can be mindful of whatever is happening in our thoughts.

Questions to Consider:

1. *Do you spend more time thinking about the past or the future?*
2. *What do you think is the value of focusing more on the present moment?*

Play 6: Focus on the Body and Mind

This activity asks students to focus their attention on a specific part of the body or mind. Play 6 might be especially helpful as a warm-up for a sports team as they prepare for competition.

Many things are happening in our experience all the time. We have used our breath to learn to focus the mind. Today we are going to expand our awareness by identifying what else happens in our mind and body. We are going to attempt to identify one thing in each moment. Get in a mindful posture now and let your eyes close when it's comfortable.

Notice one in breath and one out breath.
Notice whatever your hands touch.
Notice where your body touches the chair.
Notice one in breath and one out breath.
Notice how your mind feels right now.
Remember something that happened yesterday.
Bring your mind back to right now.
Notice one in breath and one out breath.
Imagine something that might happen tomorrow.
Bring your mind back to right now.
Notice one in breath and one out breath.
Bring your attention to your left foot.
Bring your attention to your right shoulder.
Bring your attention to your left arm.
Bring your attention to the space behind your eyes.
Notice one in breath and one out breath.
Notice how your mind feels right now.
Bring your attention to the sound of my voice.

Open your eyes when you're ready.

Questions to Consider:

1. *What do you enjoy about mindfulness? Is there anything you don't enjoy about mindfulness?*
2. *If you were able to choose one place that you would enjoy practicing mindfulness outside the school, where would it be? Can you try to practice mindfulness there before our next meeting?*

Play 7: Body Scan

This activity asks students to focus entirely on their body. Play 7 might be useful for a group that finds mindful breathing to be difficult to master. This play might also be helpful to calm anxiety. Read play 7 slowly.

Get comfortable in your chair. Let your eyes close, and your body be still and quiet. Now bring attention to the top of your head. See if you notice any little feelings or sensations. Maybe there are prickly or vibrating feelings; maybe it feels tingly or soft.

Now, we are going to try scanning our whole body for sensations. A sensation is anything you can feel in your body. You may feel very strong sensations in your body or you might feel weak ones. Anything you feel is fine. You might even feel nothing at all. Just be curious no matter what you feel.

Start from the top of your head. Move to your face. Pay attention to your forehead.
Pay attention to your eyes-- relax your eyes.

Pay attention to your cheeks.

Your nose.

Your mouth. Relax your jaw.

Pay attention to your chin.

The back of your head.

Notice your neck and throat.

Then bring your attention to your left shoulder, resting your attention there.

Notice your upper left arm, your elbow, and now your lower arm and hand.

Pay attention to all five fingers.

Move your attention to your right shoulder, feel your right upper arm, right elbow, lower arm, hands, and fingers.

Come back to your back and feel your upper back for any sensations.

You may not feel anything, or maybe you feel some discomfort or some pressure, tingles, or itches.

Scan your attention across your back and down your spine and to your lower back.

Now come up to your chest and feel sensations in your chest.

Feel your belly. Take your time. There's no rush.

Notice where your body is touching the chair.

Now feel your left leg from the hip to the knee.

Feel the knee and the calf. Feel your ankle. Feel the foot and all five toes.

Place your attention on your right hip and feel the right thigh, your knee, your calf, and feel your foot, including your toes.

Now notice your entire body at once. Keep your attention on your entire body, letting your attention notice everything at once.

Silently consider the following questions to yourself...

Could you feel anything in your face?

What part of your face could you feel? Was it your eyes, eyelids, chin, jaw, lips, or some other part of your face?

What did your sensations feel like? Were they soft, tense, cool, warm or some other feeling?

Could you relax your jaw or eyes? What did that feel like?

What part of your body was the easiest to feel?

What part was the hardest to feel?

How do you feel now?

Questions to Consider:

1. *When you are in the present moment, not the past or future, how do you feel?*
2. *What is the most difficult emotion for you to deal with? How do you normally deal with it? How might mindfulness help you when you experience that emotion?*

Play 8: Mindful Walking

During this activity, students will walk around the room mindfully. Play 8 might work well for students who have been testing for long periods of time. It might also work well for groups that seem restless

during seated mindful practices. Because walking requires space, play 8 might not be the best option if your classroom is particularly small.

For today's mindful practice, we're going to move around the classroom a little. Please stand up. Push your chairs in and stand behind your chairs.

Let your eyes close and let your body be still and quiet. Bring your attention to your body. Notice your posture, your balance, how you are standing. Notice how it feels different than when you are sitting down.

Allow thirty seconds of silence.

Is it possible to stay perfectly still?

Take answers from students if they are interested in sharing.

Our bodies seem to be always in motion. Though, often we don't notice that because we haven't learned to pay much attention to our bodies.

Gently shift your weight into your left foot. Notice your foot as your weight moves into the left foot. Then shift your weight very slowly into your right foot. Notice how the sensations in your foot change as the balance moves in one direction. Remember, "sensation" just mean anything you can feel in your body. Now, shift back and forth at your own speed, in a way that does not cause you to lose your balance. See what you can notice as you shift your weight.

Allow twenty seconds of silence.

Now, shift again so the balance is on both feet, noticing what your feet feel like.

Arrange the classroom so there is enough room for each person to walk a few steps. You might want to push the desks to the side for the next activity. Read the following passage at a pace that allows students to breathe and step accordingly.

As you breathe in, lift one foot. As you breathe out, take one step forward. As you breathe in, lift the other foot. Breathing out, take one step. Coordinating your breath in this way, slowly take a few more steps. You might feel kind of silly, but everyone is doing it, so give it a try. Walk a little bit around the classroom in this way. If you are being mindful of your walking, you will probably be able to avoid walking into your classmates.

Allow some time for students to move around the class.

Now, let's silently consider some questions...

What did you feel in your feet, in your ankles, in your legs? Did you feel heaviness, lightness, tension, or nothing at all?

What happens when we walk? What parts of our body move when we walk? How do they move? Did you feel your feet when you were faster or slower?

Questions to Consider:

1. *What did you think about as you were walking?*
2. *How do distractions affect you while you practice mindfulness?*
3. *Does practicing mindfulness affect the rest of your day? How?*

Play 9: Mindfulness of Emotions

This activity asks students to consider how different emotions affect their bodies physically. In doing so, play 9 encourages mindfulness during emotional turmoil.

Letting each moment “be” is key to staying present in the current moment. Often when we have a difficult emotion, we don’t like it. But instead of letting it just be what it is, our resistance to it actually causes it to stick around. It’s like holding something in your hand. If you don’t want it, but you keep your fist clenched, you can’t get rid of it.

When you find yourself feeling a difficult emotion, try to relax into it. Let the emotion “be.” Acknowledge it and allow it to pass. We want to acknowledge whatever is arising and just let it be there. We are attempting to simply see things as they are, whether we like them or not. This might lessen the resistance and lead to less pain and more ease.

Today, see if you can count ten breaths or more in a row during this minute. Whenever you notice you have become lost in thought, gently come back and start at one again.

Allow one minute of mindful breathing.

Today we are going to explore how emotion feels in our body and our mind. I am going to list emotions. Notice if a feeling seems most present in your body or your mind. Where do you locate each emotion within your body? Does your stomach tighten up? Does your jaw clench? Or does your mindset change?

Pause briefly as you list each of the following emotions.

Happy.

Sad.

Excited.

Mad.

Stressed.

Bored.

Loving.

Anxious.

Worried.

Scared.
Jealous.
Quiet.
Silly.
Peaceful.

Now, use your anchor to count your breath for a minute or so.

Allow a minute of silence.

Questions to Consider:

1. *How did you feel when I was listing emotions? What emotion felt strongest to you?*
2. *Where did you locate “happy” in your body?*
3. *Where did you feel “sad” in your body?*

Play 10: Gratitude and Appreciation

This activity asks students to focus on small things for which they are grateful.

When things are difficult, one of the best ways to uplift our minds is to find sources of gratitude and appreciation. There might be sad things in our life or things that make us angry. If we focus on those things, we might not notice other, positive aspects of the world around us. Practicing gratitude might make us happier.

If you feel comfortable, let your eyes close.

Think of three things you are grateful for. Imagine all of those things surrounding you. *Pause.* Notice how that makes you feel.

If we can think of those things to make us happy, imagine all the small things in our day that might make us happy if we give them some attention. There are many things in our life that might make us feel happy if we focus on them. Sometimes they are hard to remember because they are small or because we are used to them. Can you think of some simple or small things that make you feel happy?

If students would like to share, allow them time to do so.

The most challenging thing when we are feeling depressed or angry is to remember these things can uplift our mind. Try finding three things each day that you feel grateful for.

Let's finish by breathing mindfully for one minute.

Allow a minute of mindful breathing.

Questions to Consider:

1. *Are there things in nature that make you feel grateful?*
2. *Are there people in your life for whom you are grateful?*

Bonus Plays

The activities below are shorter than the ten plays above. Some of the “bonus plays” utilize terms from the first ten plays, so it might be best to use the “bonus plays” after students have already been introduced to mindfulness.

Bonus Play 1: Pre-test Calming

Use the following activity to calm a nervous class before taking a test.

Let your eyes close and sit comfortably. Place your hand on your lap.

Take three slow, deep breaths. Make them normal, natural, calming breaths.

Notice how your body feels. If you feel anxious, nervous, or tense notice where you feel that in your body.

If you feel anxious, breathe in one deep breath and as you breathe out, breathe out the anxiety.

If you feel nervous, breathe in one deep breath and as you breathe out, breathe out the nervousness.

If you feel tension, breathe in one deep breath and as you breathe out, breathe out the tension.

Take your next breath imagining ease coming into your body.

Breathe calm into your body.

Imagine yourself taking your test with ease.

Imagine ease in your body and in your mind throughout the entire test.

Imagine putting your pencil down at the end of your test feeling relieved and confident.

Take three slow, deep breaths.

Bonus Play 2: Chaos in the Classroom

This activity can be used as an intervention for a chaotic classroom. It would work best with students who are already familiar with mindfulness.

I need everyone to stop what they're doing. Sit quietly at your desk. It looks like we might need some recentering right now. We're going to practice some mindfulness to help recenter ourselves.

Breathe deeply three times. Each time you breathe, make your breath deeper and slower. Keep breathing on your own as I ask you a few questions. Answer these questions silently in your head.

How do you feel right now? What emotion is strongest in your body?

On your next breath, try to breathe out that emotion. When you breathe in, breathe in calm.

How do you feel when there is a lot of noise in the classroom? How does noise affect your learning?

On your next breath, listen to our classroom. What can you hear? How might quiet affect your learning?

What is our goal today? What skill are we focusing on? When might you be tested on that skill?

On your next breath, relax deeply into your chair. Imagine yourself mastering the skill we're working on today. What will it feel like when you've mastered that skill?

Allow students to breathe deeply on their own for a minute.

When you're ready, open your eyes. I want you all to try to remain mindful as we get to work.

Bonus Play 3: Whip-Around

This activity can help you get feedback from a class that is particularly quiet. You might also use it to create some energy in a classroom.

Everyone take a moment to notice how you are feeling right now. See if there is one word that describes how you are feeling. It may be calm, energetic, bored, interested, happy, irritated, or any other emotion. We are going to do a quick whip-around to share the one word that describes our current experience. As I point to you, just say your one word. If you really don't want to share, maybe you can find a word to describe that feeling, like "hesitant." If you are paying close attention, you might notice that the way you feel right now could actually change by the time it's your turn.

Pick a volunteer to start the process, then point to students afterwards.

Bonus Play 4: Check-In

If you want to help your students remain mindful in their day-to-day experiences, you can ask them to check-in with themselves at any point during any lesson.

Let's do a quick check-in to help practice mindfulness. How are you feeling right now? If you had to pick one word to describe your current state-of-mind, what would it be? Breathe deeply for a few seconds before we move on.

Video Plays

The video plays listed below can help you introduce some of the core concepts of mindfulness.

Video Play 1: An Autobiography in Five Chapters

This video encourages students to be aware of their day-to-day surroundings. You may want to stop the video before the end, which advertises a mindfulness program called The 100 Day Challenge.

Let's practice a mindful posture as we watch the following video:

<https://www.youtube.com/watch?v=KRNICA2VvX4>

What do you think this video is about? *Allow students to volunteer their answers.*

How does this video relate to mindfulness? *Allow students to volunteer their answers.*

Let's finish this mindfulness practice by counting a few breaths silently. *Allow a minute to quiet breathing.*

Question to Consider:

1. Being mindful of this video, is there a behavior or habit that you have that you feel may relate to this poem? You do not need to share your thoughts with the class but it is an exercise in mindfulness.

Video Play 2: Marshmallow Challenge

In the 1960s, psychologist Walter Mischel designed an experiment to test personality. This video is a recording of the experiment as it was recently reconducted.

Let's all practice a mindful posture as we watch the following video:

https://www.youtube.com/watch?v=QX_oy9614HQ

The kids in this video need to delay gratification in order to get another marshmallow. Why do you think I'm showing you this video? How might this video relate to mindfulness? *Allow students to volunteer their answers.*

The psychologist who designed this experiment is named Walter Mischel. Mischel found that he could help kids wait to eat their marshmallow if he told them one thing. All he needed to do was tell the kids that they should imagine the marshmallow was only a picture. When kids imagined the marshmallow was a picture, they were much better at delaying gratification. What does that tell us about the power of our minds? *Allow students to volunteer their answers.*

Let's finish up by breathing mindfully for a minute or so. *Allow a minute of mindful breathing.*

Question to Consider:

1. Have there ever been instances in your life where you have had to delay gratification? Do you remember if it was difficult for you? Why or why not?
2. How might mindfulness help you delay gratification?