



California Social Emotional  
Learning Modules

# Professional Learning Toolkit

7.8 MINDFULNESS  
for Educators  
8.8 MINDFULNESS  
for Students



Greater Good in Education



Topics 7 and 8: Mindfulness and Well-Being

# Topic and Module Overview

Caring for Ourselves: The Science of Emotional Resilience	MOD 1.1	Understanding Your Emotions
	MOD 1.2	Navigating Your Emotions
	MOD 1.3	How to Be Kind to Yourself
	MOD 1.4	How to Be Compassionate Without Suffering So Much
	MOD 1.5	Self-Awareness, Emotional Resilience, and Equity
Safety & Belonging in Classrooms and Schools	MOD 2.1	Why Belonging Matters
	MOD 2.2	Knowing Ourselves First: Surfacing Our Beliefs About Social and Emotional Well-Being and Belonging in Schools
	MOD 2.3	The Questions of Belonging: Interventions to Help Students Feel Like They Belong
	MOD 2.4	Meeting Students' Psychological Needs to Help Them Feel Like They Belong
	MOD 2.5	Cultivating Belonging Through Teacher-Student and Peer Relationships
	MOD 2.6	Building a Belonging School Through Trust and Psychological Safety
Teaching for Social, Emotional, and Academic Development	MOD 3.1	Preparing to Support SEL in Classrooms
	MOD 3.2	Explicit SEL Instruction
	MOD 3.3	Planning for Social-Emotional-Academic Development
	MOD 3.4	Integrating SEL into Learning
Committing to Racial Equity and Cultural Responsiveness	MOD 4.1	Unpacking Our Identities: Addressing Identity, Power, and Privilege
	MOD 4.2	Engaging in Meaningful Conversations about Race and Equity
	MOD 4.3	SEL Instruction Through a Culturally Responsive Lens
	MOD 4.4	Elevating Student Voices
	MOD 4.5	Evaluating Our Systems, Policies, and Procedures
Addressing Trauma and Adversity: Supporting Student Mental Health	MOD 5.1	Defining and Understanding Trauma and Adversity
	MOD 5.2	Recognizing the Signs of Childhood Trauma and Adversity
	MOD 5.3	Creating Healing-Centered Environments
	MOD 5.4	Developmental and Other Strategies for Healing
	MOD 5.5	Mental Health Crisis Intervention: Steps and Strategies
Supporting SEL through Family and Community Engagement	MOD 6.1	Exploring Family and Community Engagement with an SEL Lens
	MOD 6.2	Building Partnerships with and Honoring the Contributions of Diverse Families
	MOD 6.3	Listening and Communicating Effectively with Families
	MOD 6.4	Expanded Learning and SEL: Collaborating Across In-School and OST Contexts
	MOD 6.5	Aligning around SEL Through Community Partnerships




# Topic and Module Overview

Mindfulness and Well-Being for Educators	MOD 7.1	Purpose for Educators
	MOD 7.2	Self-Compassion for Educators
	MOD 7.3	Kindness and Compassion for Educators
	MOD 7.4	Gratitude for Educators
	MOD 7.5	Awe for Educators
	MOD 7.6	Courage for Educators
	MOD 7.7	Empathy for Educators
	<b>MOD 7.8</b>	<b>Mindfulness for Educators</b>
	MOD 7.9	Humility for Educators
	MOD 7.10	Forgiveness for Educators
	MOD 7.11	Hope for Educators
Mindfulness and Well-Being for Students	MOD 8.1	Purpose for Students
	MOD 8.2	Self-Compassion for Students
	MOD 8.3	Kindness and Compassion for Students
	MOD 8.4	Gratitude for Students
	MOD 8.5	Awe for Students
	MOD 8.6	Courage for Students
	MOD 8.7	Empathy for Students
	<b>MOD 8.8</b>	<b>Mindfulness for Students</b>
	MOD 8.9	Humility for Students
	MOD 8.10	Forgiveness for Students
	MOD 8.11	Hope for Students

# Learning Objectives

## TOPICS 7.8 and 8.8: MINDFULNESS for Educators and Students

Module	7.8 Mindfulness for Educators	8.8 Mindfulness for Students
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Understand the definition, origins, and components of mindfulness</li> <li>• Recognize the social, emotional, and professional benefits of mindfulness</li> <li>• Explore ways to cultivate a personal mindfulness practice and habit of mind</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the definition, origins, and components of mindfulness</li> <li>• Recognize the social and emotional benefits of mindfulness for young people</li> <li>• Explore ways to introduce and practice mindfulness with young people in your classroom</li> </ul>
<b>California Standards for Teaching Profession (CSTPs)</b> <a href="#">2024 CSTPs (full pdf)</a> 	<p><b>CSTP 1: Engaging and Supporting All Students in Learning</b>            1A: Focus on Students <b>(1A-1)</b>; 1B: Knowledge of Students <b>(1B-5)</b>; 1D: Diversity and Equity <b>(1D-2)</b></p> <p><b>CSTP 2: Creating and Maintaining Effective Environments for Student Learning</b>            2A: Learning Environment <b>(2A-4)</b>; 2B: Student Behavior <b>(2B-4)</b>; 2C: Organizational and Resource Management <b>(2C-4)</b>; 2D: Inclusive Environment <b>(2D-3)</b></p> <p><b>CSTP 3: Understanding and Organizing Subject Matter for Students</b>            3A: Knowledge of Subject Matter and Pedagogy <b>(3A-3)</b>; 3B: Connecting Subject Matter to Real-World Contexts <b>(3B-4)</b>; 3C: Curriculum and Resources for Specific Students and Student Groups <b>(3C-3)</b>; 3D: Content and Skills across Subjects <b>(3D-5)</b>; 3E: Curriculum Materials and Resources <b>(3E-4)</b></p> <p><b>CSTP 4: Planning Instruction and Designing Learning Experiences for All Students</b>            4A: Planning Instruction for Student Learning <b>(4A-2)</b>; 4B: Designing and Developing Instruction for Student Learning <b>(4B-5)</b>; 4C: Facilitating Instruction for Student Learning <b>(4C-2)</b>; 4D: Adapting Instruction for Student Learning <b>(4D-3)</b></p> <p><b>CSTP 5: Assessing Students for Learning</b>            5A: Understanding and Using Assessments <b>(5A-3)</b>; 5B: Interpreting and Using Assessment Data to Inform Student Learning <b>(5B-1)</b></p> <p><b>CSTP 6: Developing as a Professional Educator</b>            6A: Reflection on Practice <b>(6A-2)</b>; 6B: Focused Professional Learning <b>(6B-2)</b>; 6E: Ethical Conduct and Professional <b>(6E-2)</b>; 6F: Activating Access and Equity <b>(6F-4)</b>; 6G: Personal Growth and Well-Being <b>(6G-1)</b></p>	
<b>CA TSEL Guidelines</b>	Link Objectives to Developmental Indicators in <a href="#">California Transformative SEL Competencies</a> . The <a href="#">California Department of Education (CDE)</a> aims to support and advance the efforts of educators across California who are working to fully integrate systemic SEL and equity by building on the promise of T-SEL as a concept. Sourced from CDE (July 2023)	



## Additional Resources

### TOPICS 7.8 and 8.8: **MINDFULNESS for Educators and Students**

#### Articles (Adult-Oriented)

[Forest bathing: what it is and where to do it](#) A National Geographic article that explains Forest Bathing and where to do it.

[Mindfulness and Resilience to Stress at Work | GGSC - Berkeley](#) Part of GGSC's three-course professional certificate program on The Science of Happiness at Work, offered through the premiere online learning destination, edX.

[Does Mindfulness Make You More Compassionate?](#) An article by Shauna Shapiro that explores how mindfulness is more than just moment-to-moment awareness. It is a kind, curious awareness that helps us relate to ourselves and others with compassion.

[Can Mindfulness Help When You're Depressed?](#) A new book explores how different mindfulness practices can change our relationship with depression.

[Seven Ways Mindfulness Can Help Teachers](#) Patricia A. Jennings explains why teachers should cultivate moment-to-moment awareness of thoughts, feelings, and surroundings.

[How Mindfulness Can Help Couples Cool Down](#) Linda Graham explains how therapists—and couples themselves—can prevent conflicts from spiraling out of control.

[Five Ways Mindfulness Helps You Age Better](#) Research suggests that being more mindful in our everyday lives can protect our health as we age—and even help us live longer.

[Three Ways Mindfulness Reduces Depression](#) Research says that Mindfulness-Based Cognitive Therapy is an effective treatment for depression. A new study finds out why.

[Can Mindfulness Improve Your Bad Memory?](#) New research suggests that mindfulness can change our brains and help with our short-term memory.

[Can Mindfulness Reduce Anxiety as Well as a Drug?](#) A new study finds that teaching mindfulness practices to patients with anxiety works as well as using a standard drug treatment, with fewer side effects.

[Could Mindfulness Help You Control Your Anger?](#) New studies suggest that mindfulness may help us keep our cool during relationship conflicts.

[Five Ways Mindfulness Meditation Is Good for Your Health](#) Research suggests that mindfulness benefits our bodies, not just our minds.

[Evidence Mounts That Mindfulness Breeds Resilience](#) Researchers argue that's a major reason why the practice is so beneficial.

[How to Choose a Type of Mindfulness Meditation](#) A new study teases out the different benefits of four kinds of meditation.

[How Does Mindfulness Improve Self-Control?](#) In a new installment of our Mindful Monday series, we talk with researcher Rimma Teper about how mindfulness helps improve executive function.

[How Mindfulness Can Defeat Racial Bias](#) There might be a solution to implicit racial bias, argues Rhonda Magee: cultivating moment-to-moment awareness of thoughts, feelings, and surroundings.

[How to Practice Mindfulness Throughout Your Work Day](#) Tips for increasing focus and awareness and decreasing stress at work.

[How Mindfulness Can Help You Become More Humble](#) Mindfulness practices like non-judgment, curiosity, and compassion can help us question our own thoughts and be open to new perspectives.



## Additional Resources

### TOPICS 7.8 and 8.8: **MINDFULNESS for Educators and Students**

#### Articles (Adult-Oriented)

[Three Benefits To Mindfulness at Work](#) Four new studies point toward three benefits to cultivating moment-to-moment awareness in the workplace.

[May Mindfulness Be With You](#) Jeremy Adam Smith finds common ground with his son in the philosophy of Star Wars.

[When Teachers Get Mindfulness Training, Students Win](#) According to a new study, training teachers in mindfulness can affect the whole climate of the classroom.

[Mindfulness at Work is Not Mind Control](#) A chorus of criticism has grown alongside mindfulness at work programs. But do they throw the mindful baby out with the corporate bath water?

[Do Mindfulness Apps Work?](#) Research on mindfulness apps is limited, but here's what we know so far.

[Can Mindfulness Help You Be More Authentic?](#) According to a new study, mindful people might be happier because they act according to their values.

[Can Mindfulness Help You Disconnect from Work?](#) According to a new study, one month of online mindfulness training can benefit stressed-out employees.

[Feeling Self-Critical? Try Mindfulness](#) New research shows that mindfulness may help us to stop comparing ourselves to other people.

[Can Mindfulness Help Stop Substance Abuse?](#) About half of substance abusers who enter treatment use again within a year. Can it help to cultivate moment-to-moment awareness?

[The Myths of Mindfulness](#) New research corrects some common misconceptions about cultivating moment-to-moment awareness.

[Can Mindfulness Make You Better at Apologizing?](#) After a short mindfulness practice, people are more willing to admit to transgressions to help repair their relationships, a new study finds.

[What Focusing on the Breath Does to Your Brain](#) Different breathing patterns activate our brain networks related to mood, attention, and body awareness, a new study suggests.

[The Mindfulness Skill That Is Crucial for Stress](#) A new study suggests that practicing acceptance helps reduce our stress more than simple mindful awareness.

[How to Choose a Type of Mindfulness Meditation](#) A new study teases out the different benefits of four kinds of meditation.



## Additional Resources

### TOPICS 7.8 and 8.8: MINDFULNESS for Educators and Students

#### Articles (Student-Oriented)

[Mindfulness in schools: Evidence on the impacts of school-based mindfulness programs on student outcomes in P–12 educational settings](#) Article by Dr. Roeser and colleagues about the latest research on school-based mindfulness programs.

[Beyond deep breathing: A new vision for equitable, culturally responsive, and trauma-informed mindfulness practice](#) This paper describes how educators can facilitate mindfulness practice in the classroom in affirming, culturally responsive and trauma-informed ways.

[Can Mindfulness Help Students Cope with Failure?](#) New research suggests that mindfulness helps college students bounce back from poor performance and self-criticism.

[How Photography Can Help Cultivate Mindfulness and Gratitude](#) A new program helps students and teachers notice the good things in life.

[Five Tips for Teaching Mindfulness to At-Risk Teens](#) Karen Bluth shares the highs, lows, and lessons from teaching mindfulness at a low-income high school.

[How Mindfulness Can Help Create Calmer Classrooms](#) In an Arizona school district, a mindfulness program has helped students manage their emotions, feel less stressed, and learn better.

[Can Mindfulness Help Kids Learn Self-Control?](#) A study explores how cultivating moment-to-moment awareness can help children defer gratification.

[Eight Tips for Teaching Mindfulness in High School](#) A mindfulness teacher shares what he's learned about teaching moment-to-moment awareness to teenagers.

[How Meditation Can Be More Sensitive to Trauma](#) Buddhist teacher Mushim Ikeda explains why meditation needs to be inclusive of people's diverse identities and life experiences.

[Making a Practice Trauma-Informed | Greater Good In Education](#) The following principles can guide educators in the creation of trauma-informed practices, empowering students to bring forth their best selves in mind, body, and spirit.

Most recent research reviews of mindfulness with students:

- Young children ([Erwin & Robinson, 2016](#))
- Early adolescents ([McKeering & Hwang, 2019](#))
- Adolescents ([Carsley et al., 2018](#))
- Children & adolescents, combined ([Dunning et al., 2018](#); [Feuerborn & Gueldner, 2019](#); [Mak et al., 2018](#); [Zenner et al. 2014](#))

#### Quiz

Take this [Mindfulness Quiz](#) to consider where you are in your mindfulness journey.



## Additional Resources

### TOPICS 7.8 and 8.8: MINDFULNESS for Educators and Students

#### Customizable Slides for Students

What is Mindfulness?

Download and customize [these slides](#) to teach students about mindfulness.

#### Podcasts and Happiness Breaks

[Happiness Break: Find Calm When You Can't Clear Your Mind, With Lama Rod Owens](#) (7:12)

Take a break from ruminating with Lama Rod Owens as he leads you in a meditation to cultivate a sky-like mind.

[Happiness Break: Walk Your Way to Calm \(Guided Meditation\), with Dacher](#) (6:06) A few slow, mindful paces can lower your cortisol and make you more at ease. Psychologist Dacher Keltner guides you through this Walking Meditation.

[Happiness Break: A Walking Meditation With Dan Harris of 10% Happier](#) (7:01) Trouble sitting still? Learn to practice meditating by simply walking in this practice guided by 10% Happier host Dan Harris.

[Happiness Break: A Meditation to Move Through Anger, With Eve Ekman](#) (7:25) Accepting difficult feelings like anger or irritation can help us keep our cool, feel better overall, and find calm on the other side.

[Happiness Break: A Meditation to Find Grounding in the New Year, With Spring Washam](#) (7:41) Research shows feeling connected with nature can lower our stress response. This visualization meditation can help you feel at ease, no matter where you are.

[5 Minutes of Progressive Muscle Relaxation, With Jo Qina'au](#) (11:31) When we mindfully tense and then release our muscles, our bodies are telling our brains to relax. Try this practice that's proven to help with depression, anxiety, and stress.

[Happiness Break: A Meditation for Groundedness, With Diana Parra \(English & Spanish\)](#) (8:31) Take a moment to ground yourself with this meditation that helps bring awareness to the relationship between ourselves and the earth beneath us.

[Happiness Break: A Mindful Breath Meditation, With Dacher Keltner](#) (5:48) Mindful breathing exercises are a simple, effective, and fast way to shift our mindset and improve physical and mental well-being when practiced regularly.

[Happiness Break: Six Minutes to Connect with Your Body, with Dacher](#) (7:06) Dedicating a little time to tune into your body fortifies you to better handle the stresses of daily life.





## Additional Resources

### TOPICS 7.8 and 8.8: **MINDFULNESS for Educators and Students**

#### Videos

[The IAA Model of Mindfulness](#) (10:44) Psychologist and author Shauna Shapiro explains what she sees as the three core components to mindfulness: intention, attention, and attitude.

[The Biology of Mindfulness and Compassion](#) (21:55) In this presentation from the GGSC's "Practicing Mindfulness & Compassion" conference, GGSC Science Director Emiliana R. Simon-Thomas explains why mindfulness meditation can help support the growth of compassion in the brain.

[How to Be an Emotional Jedi](#) (13:49) Marc Lesser of the Search Inside Yourself Leadership Institute explains the seven keys to a successful mindfulness practice (and how to share it with others).

[How to Check In with Yourself](#) (15:44) Pamela Weiss, founder of Appropriate Response, leads the audience through a mindful check-in from her company's award-winning Personal Excellence Program.

[How Does Mindfulness Help Cultivate Self-Compassion?](#) (21:12) Author and psychologist Kristin Neff explains how self-awareness can help us to identify and alleviate pain and distress within ourselves.

[Being Kinder to Yourself](#) (3:10) When you're caring so much for other people, how do you deal with your own stress? Psychiatrist Elizabeth Guinto tries a practice to be kinder to herself.

[The Three Components of Self-Compassion](#) (6:19) Kristin Neff, the world's leading researcher of self-compassion and founder of the Mindful Self-Compassion program, explains the core features of self-compassion.

[The Four Constituents of Well-Being](#) (13:37) Dr. Richard Davidson, founder of the Center for Healthy Minds at the University of Wisconsin, Madison, explains what he sees as the four science-based keys to well-being.



## Additional Resources

### TOPICS 7.8 and 8.8: **MINDFULNESS for Educators and Students**

#### **PRACTICES**

##### **Lower Elementary/Upper Elementary**

[Wishes for the World: A Loving-kindness Activity](#) Students “fill” an imaginary ball with friendly wishes and “send it off” to the world. (less than 15 minutes)

[Be Like Nature: Mindfulness for Young Children](#) A script for educators that helps young students see their bodies as trees, their breath as wind, and their kindness and warmth as reflections of the sun. (less than 15 minutes)

[Rhyming Body Scan for Young Children](#) This rhyming script leads children through a brief body scan where they notice, breathe into, and relax their body parts. (less than 15 minutes)

[Mindful Seeing for Elementary Students](#) A mindfulness practice in which students develop their ability to focus by closely observing the shape and contours of a small rock. (less than 15 minutes)

[Flow and Tell](#) After checking in with their breath, body sensations, emotions, and thoughts, students take turns listening and sharing what they observe in the present moment. (less than 15 minutes)

[Shake It Off](#) Students notice what it feels like inside their bodies when they are shaking or tensing body parts, resting their bodies, and transitioning between these states. (less than 15 minutes)

[Mindful Music Moments](#) Each day for a week, the entire school (or classroom) mindfully listens to a 4-minute recording of Dvorak’s “Symphony No. 9, From the New World.” (less than 15 minutes)

[Appreciating Our Bodies: A Body Scan with Gratitude](#) Students practice a mindful body scan and experience a sense of gratitude for all that their bodies allow them to do. (less than 30 minutes)

[Loving-Kindness Buddy Wishes](#) Students send kind wishes to themselves, a peer, and to people in their community. (less than 15 minutes)

[Finger Tracing: Mindful Breathing for Students](#) Students learn to trace the outline of their fingers in rhythm with their in-and-out breath pattern, which helps to develop their attention skills. (less than 15 minutes)

[Mindful Listening for Students](#) In this mindfulness practice, students develop their attention by tuning into the sounds in the classroom as they come and go, ultimately focusing on the sound of a bell or chime. (less than 15 minutes)

[Contemplative Writing](#) This variation on freewriting is a method of inner inquiry, helping students to explore their thoughts, emotions, or ideas on a topic of their choice, an academic-related question, or an ethical dilemma. (less than 15 minutes)



## Additional Resources

### TOPICS 7.8 and 8.8: MINDFULNESS for Educators and Students

#### PRACTICES

##### Middle School/High School

[My Mind is a Cast of Characters: Exploring the Nature of Our Thoughts](#) Students do a brief role play that demonstrates how the “voices in our head” impact our ability to concentrate. (less than 30 minutes)

[SOBER Breathing Space for Teens](#) This practice prompts students to practice broadening and narrowing their field of awareness so that they can be more mindful throughout the day. (less than 15 minutes)

[Mindful Movement for Teens](#) Lead students through a sequence of movements and stretches while prompting them to breathe deeply and relax parts of their bodies. (less than 15 minutes)

[Breath-Counting Mindfulness Practice for Tweens and Teens](#) Students learn to focus on their breathing patterns by counting each breath. (less than 15 minutes)

[Listening to Music Mindfully](#) Students practice mindful listening with their whole bodies—noticing their thoughts, feelings, and movements as they experience a piece of music. (less than 15 minutes)

[“The Guest House” Poem and Body Scan for Teens](#) Share a poem that focuses on mindful self-acceptance, and lead students to pay attention to their bodies, noticing the physical sensations and feelings they experience. (less than 15 minutes)

[Flow and Tell](#) After checking in with their breath, body sensations, emotions, and thoughts, students take turns listening and sharing what they observe in the present moment. (less than 15 minutes)

[Shake It Off](#) Students notice what it feels like inside their bodies when they are shaking or tensing body parts, resting their bodies, and transitioning between these states. (less than 15 minutes)

[Contemplative Reading](#) This practice, inspired by the *lectio divina* method, asks students to read a text slowly and carefully and then reflect on it, helping to cultivate deeper awareness and understanding. (less than 30 minutes)

[Contemplative Writing](#) This variation on freewriting is a method of inner inquiry, helping students to explore their thoughts, emotions, or ideas on a topic of their choice, an academic-related question, or an ethical dilemma. (less than 15 minutes)

[Mindful Music Moments](#) Each day for a week, the entire school (or classroom) mindfully listens to a 4-minute recording of Dvorak’s “Symphony No. 9, From the New World.” (less than 15 minutes)

[Mindful Poetry Moments](#) Each day for a week, the entire school (or classroom) mindfully listens to a 4-minute recording of David Whyte’s “Everything is Waiting For You.” (less than 15 minutes)

[Creating Art Through Contemplative Practice](#) Students create a “scrapbook” of meaningful images, then use those images to engage in a contemplative art process. (multiple sessions)

[Reading Ourselves Whole: A Contemplative Choral Reading Method](#) Read an inspiring piece of writing aloud as a group to reinforce a sense of belonging and group connectedness. (less than 15 minutes)



## Additional Resources

### TOPICS 7.8 and 8.8: **MINDFULNESS** for Educators and Students

#### **PRACTICES**

##### **Practices to support adults**

[Raisin Meditation | Practice | Greater Good in Action](#) A brief mindfulness activity around the sense of taste. (5 minutes)

[Mindful Music Moments](#) Each day for a week, the entire school (or classroom) mindfully listens to a 4-minute recording of Dvorak's "Symphony No. 9, From the New World." (less than 15 minutes)

[Walking Meditation](#) Turn an everyday action into a tool for mindfulness and stress reduction. (10 minutes)

[Brief Body Scan](#) A mindfulness practice that relaxes each body part, helping you to release tension and calm the mind. (less than 15 minutes)

[Body Scan for Sleep](#) A mindfulness practice to help release the tension in the body in order to rest peacefully. (less than 15 minutes)

[Mindful Self-Compassion for Adults](#) A mindfulness practice to help you experience the self-compassion that naturally exists within you, and consider the simple ways that you care for yourself each day. (less than 15 minutes)

[Mindful Breathing | Practice | Greater Good in Action](#) A brief, guided mindful breathing practice. (5 minutes)

[Mindful Breathing for Adults](#) Practice quietly and calmly redirecting your attention to your breath each time your mind wanders. (less than 15 minutes)

[Loving-Kindness for Adults](#) Send good wishes, warmth, and kindness to others by silently repeating key phrases. (less than 15 minutes)

[Imagining Flourishing and Kindness: A Mindfulness Practice for Adults](#) A mindfulness practice that helps you to envision a sense of deep well-being, extend loving-kindness to yourself, and imagine how you might "show up" in the world—with greater compassion and openness. (less than 15 minutes)





## **TAKE IT DEEPER:** **Mindful Breathing Activity 1 of 2**

Objective: To practice mindfulness through deep breathing and reflection, helping to reduce stress and increase focus.

Instructions:

1. Find a Quiet Space: Choose a quiet place where you won't be disturbed for the next 5–10 minutes.
2. Get Comfortable: Sit in a comfortable chair with your feet flat on the ground, or on a cushion if you prefer to sit on the floor. Keep your back straight and hands resting on your lap.

Step 1: Mindful Breathing

1. Close or Lower Your Eyes: Gently close or soften (lower) your eyes.
2. Inhale + Exhale Slowly: Take a deep breath in through your nose. Exhale slowly through your mouth.
3. Focus on Your Natural Breath: Continue to breathe slowly and focus on the sensation of your breath entering and leaving your body through your nose and mouth.
4. Notice Distractions: If your mind wanders, gently bring your attention back to your breath without judgment.

Continue this breathing exercise for 5 minutes.

Step 2: Reflection

After completing the mindful breathing exercise, take a few moments to reflect on the following questions. Write your responses in the spaces provided.

1. How Do You Feel?

Describe any changes in your physical sensations or emotional state after the breathing exercise.

2. Notice Any Thoughts

What thoughts came up during the exercise? How did you handle them?



# MODULE 7.8

## MINDFULNESS for Educators



### TAKE IT DEEPER:

## Mindful Breathing Activity 2 of 2

#### Step 3: Setting an Intention

Set a small intention for how you will practice mindfulness in your teaching today. Write it down here:

#### Optional: Gratitude Practice

Take a moment to write down three things you are grateful for today.

#### Conclusion

Remember that mindfulness is a practice and it takes time to develop. Try to incorporate this simple breathing exercise into your daily routine and notice any positive changes it brings to your personal or teaching life.

Feel free to use this worksheet daily or whenever you need a moment of mindfulness in your day.



# MODULE 8.8

## MINDFULNESS for Students



### TAKE IT DEEPER:

## Integrating Mindfulness Into a Lesson

Duration: 5–10 minutes

Connecting with the senses is an accessible way to introduce mindfulness to young people. It grounds them in the present moment and cultivates awareness of sensations and emotions. As a brief mindfulness check-in, this is an activity that you can use anytime during the school day.

Instructions for Teachers:

**1. Explain the Activity:** “Today, we’re going to do an activity called ‘Five Senses Exploration.’ This will help us pay attention to the world around us using our senses. I welcome you to participate if you are comfortable”

**2. Get Comfortable:** Ask students to sit comfortably at their desks or on the floor.

**3. Guide Through Each Sense:**

**Sight:** “Look around the room slowly. Find five things you can see. Notice the colors, shapes, and textures.”

**Hearing:** “Close your eyes, if you’re comfortable, or gently gaze down at the ground. Listen carefully and find four sounds you can hear. It could be the sound of a clock, someone’s footsteps, or even your own breathing.”

**Touch:** “Keep your eyes closed or looking down. Try to find three things you can touch, with just using your hands or feet. Make sure to keep your hands to yourself and not disturb your neighbors. You might notice the fabric of your clothes, the surface of your desk, or a pencil. Notice how each one feels.”

**Smell:** “Take a deep breath and find two things you can smell. It could be the smell of your classroom, your lunch, or even the scent of your own skin. If you are comfortable, keep your eyes closed or looking down so you can really tune into your sense of smell.”

**Taste:** “Think of one thing you can taste. Maybe it’s the taste of your last meal or a mint you had earlier. You might not be able to fully taste it now, but try to remember the last thing you tasted.”

**4. Reflect on the Experience:** “Now, open your eyes and take a moment to think about what you noticed. How did it feel to pay attention to your senses? Do you feel any different now, compared to how you felt before we started this activity?”

**5. Discussion.** Invite students to share their observations. “Would anyone like to share something interesting they noticed?”

This sensory exploration activity helps students become more mindful of their environment by focusing on their senses. It can be a calming and grounding exercise, promoting awareness and presence. Encourage students to practice this technique whenever they need to feel more connected to their surroundings.



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