

Six-Session Student Workbook

“MINDFULNESS is paying attention in a particular way:
on purpose, in the present moment, and nonjudgmentally.”

—Jon Kabat-Zinn

- B Listen to your **Body**
- R **Reflections** (thoughts) are just thoughts
- E Surf the waves of your **Emotions**
- A **Attend** to the inside and the outside
- T Try **Tenderness**—Take it as it is
- H Practice **Healthy** habits of mind
- E Gain the inner edge. Be **Empowered!**

Theme B: My Mindful/Mindless Life

What things (or activities) in your life do you do on automatic pilot (mindlessly)? What are the things you do that fully engage you (mindfully)? Fill in the boxes with as many examples as you can name. You can also write about how you feel when you do things mindfully (with attention) or mindlessly (without attention).

My Mindful Life...

[illegible]

My Mindless Life...

[illegible]

Theme B: Mindfulness in My Life

You can practice mindful attention in all of the moments of your day.

As an experiment, select an activity as “your practice”: a simple daily activity that you choose to do mindfully on a regular basis. Pick one of these examples or come up with your own. Do this activity with awareness and interest; really “be there” for this simple activity. Try adding one new practice each week.

- | | |
|--|---|
| ☐ Washing your face | ☐ Opening and closing your locker |
| ☐ Going up and down stairs | ☐ Walking a pet |
| ☐ Washing dishes | ☐ Washing your hands |
| ☐ Getting dressed | ☐ Texting |
| ☐ Getting or preparing a snack | ☐ Standing in line |
| ☐ Eating breakfast | ☐ Waiting for a bus |
| ☐ Answering a phone call | ☐ Listening to someone |
| ☐ E-mailing | ☐ Brushing your teeth |
| ☐ Driving to a certain place | ☐ Other _____ |
| ☐ Waiting at a red light | ☐ Other _____ |
| ☐ Walking down a hallway | |
| ☐ Eating lunch | |

My Home Practice: Theme B

1. Practice mindful breathing for at least three breaths at a time, three times per day.
2. Practice the “Body Scan” with audio (which should be provided by your teacher) _____ times.
3. Try the “Three-Minute Body Scan,” described next in this workbook, each day in school or in some other place.
4. Practice your own special activity mindfully (from theme B, “Mindfulness in My Life”). Note your observations and reflections in the lines below.

Observations and Reflections:

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Theme B: Tips to Take Away: Three-Minute Body Scan

You can do a short “Body Scan” at any time, especially if you notice that you’re feeling tense or anxious.

Try it:

- while seated in class
- before tests
- before athletic events
- before speaking in public
- before getting out of bed in the morning
- before falling asleep
- while standing in line
- during social events
- before an interview



How to do it:

1. Use your attention to find your breath in your body.
2. Starting from either your feet or your head, move your attention through your body and notice your experience. Scan for tension in your feet; lower back; stomach; shoulders; face, jaw, or forehead; or wherever you hold tension in your body.
3. As you scan each area, breathe into the area, releasing tension and bringing in new energy as you did in the “Body Scan.”
4. Expand your awareness to your entire body and feel the breath move from your head to your feet.

Theme R: Big Event Circles

Story 1

Write your thoughts in the circle below.

Write your feelings in the circle below.

Story 2

Write your thoughts in the circle below.

Write your feelings in the circle below.

My Home Practice: Theme R

1. Practice mindful breathing for at least three breaths at a time three times per day.
2. Practice a short period of mindfulness of thoughts (once a day, ideally; use the audio that should be provided by your teacher).
3. Use the workbook activity on the next page, “Dealing with Troubling Thoughts,” to help you when you practice.
4. Continue practicing mindfulness in your day-to-day life, especially in your personal-choice area (from “Mindfulness in My Life”). Note your observations and reflections in the lines below.

Observations and Reflections:

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Theme R: Tips to Take Away: Dealing with Troubling Thoughts

Notice the thoughts that are arising in your mind.



Try the mindful approach:

1. Become aware of what your mind is doing: *thinking*. It's generating thoughts. The thought is like a bubble that arises in the space of the mind. It's just what the mind does.
2. Step back and examine the thought with curiosity. How loud or soft is it in your mind? How strong is it? How long does it last? Can you notice sensations in your body when the thought arises? Don't try to push it out of your mind. Just observe.
3. Get in touch with your breath as you observe the thought. Remember, it's just a thought. Don't struggle with it, because that can make it stronger.
4. Watch the thought change in intensity. Return your full attention to your breath.

My Home Practice: Theme E

1. Practice mindful breathing for at least three breaths at a time three times per day.
2. Do a short mindfulness practice on feelings (once a day, ideally; use the audio that should be provided by your teacher).
3. Begin to notice thoughts, feelings, and physical sensations as they arise throughout the day.
4. Practice being kind to yourself when uncomfortable feelings arise. Don't try to push them away. Just notice them and where they show up as sensations in your body.
5. Keep practicing mindfulness in your day-to-day life, especially in the practice of your choice (from theme B, "Mindfulness in My Life"). Note your observations and reflections in the lines below.

Observations and Reflections:

[illegible]

Theme E: Tips to Take Away: About Anger and Other Uncomfortable Emotions

Anger is an emotion that has a long list of close relatives: irritation, frustration, impatience, rage, hatred, annoyance, resentment, irritability, crankiness, and so forth. Anger and its variations can cause us to “heat up.” Notice the way we refer to angry feelings, for example, “boiling mad,” “hotheaded,” or “seeing red.” Anger impairs our thinking and can feel overwhelming. It makes us lose our balance. Sometimes when we’re angry, we act impulsively in ways that end up hurting ourselves and others. Shouting, threatening, fighting, rudeness, disrespect, and name-calling are a few examples. Sometimes we take out our anger in quieter ways by gossiping and excluding others and making them feel bad. Most of all, anger can hurt our health, well-being, and social relationships. Chronic anger ramps up the stress response and reduces our own level of happiness.

Kick the anger habit!

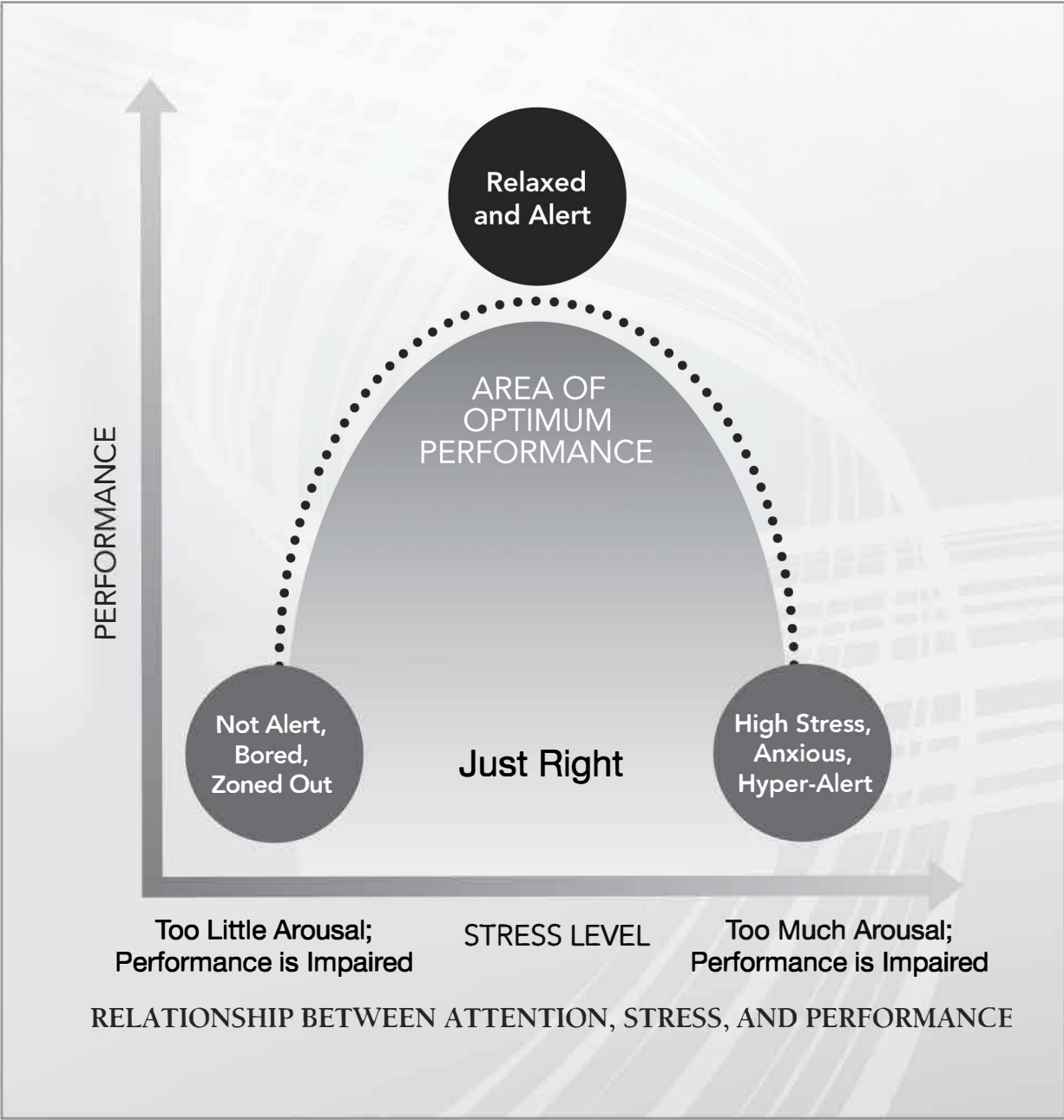
Try a mindful approach to difficult emotions. When you feel yourself getting angry:

1. Stop and pay attention. Notice with interest where you are feeling the anger in your body. What does this experience feel like for you?
2. Turn your attention toward the feelings as they arise: Are they sharp, hard, soft, intense, fast, slow, burning? Are they moving around in your body? Are they centered in one place? Do they change as you observe them?
3. Experience the feelings of anger as waves, coming and going. Don’t try to block them, avoid them, or get rid of them. Don’t try to hold on to them or keep them going. Just don’t act on the angry feelings right now. You can view anger as a strong energy in the body and mind, like a sudden storm.
4. Tune in to the breath and see if you can ride the waves of the anger and watch them get smaller and smaller. Be kind to yourself if this is hard to do.

Now you’re in a better position to make a smart decision about how to act.

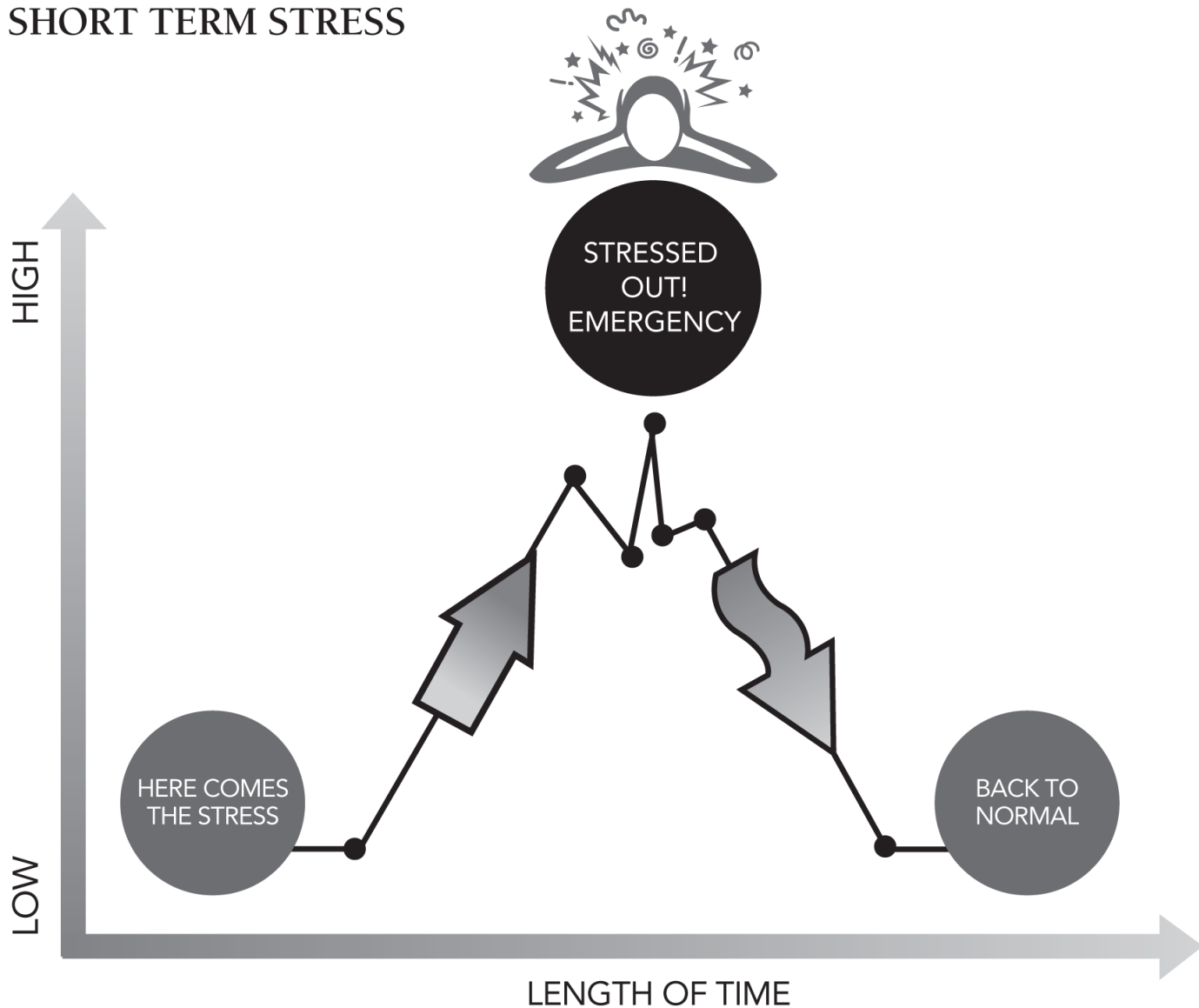
Remember: You can use this approach to work with any difficult feelings. Just substitute the name of a feeling in the steps above. Surf the waves of your annoyance, boredom, sadness, disappointment, jealousy, and so on. Breathe and watch the feelings rise and fall. They’re not fun, but they will pass. And you will become more empowered.

Theme A: What’s the Best Balance?



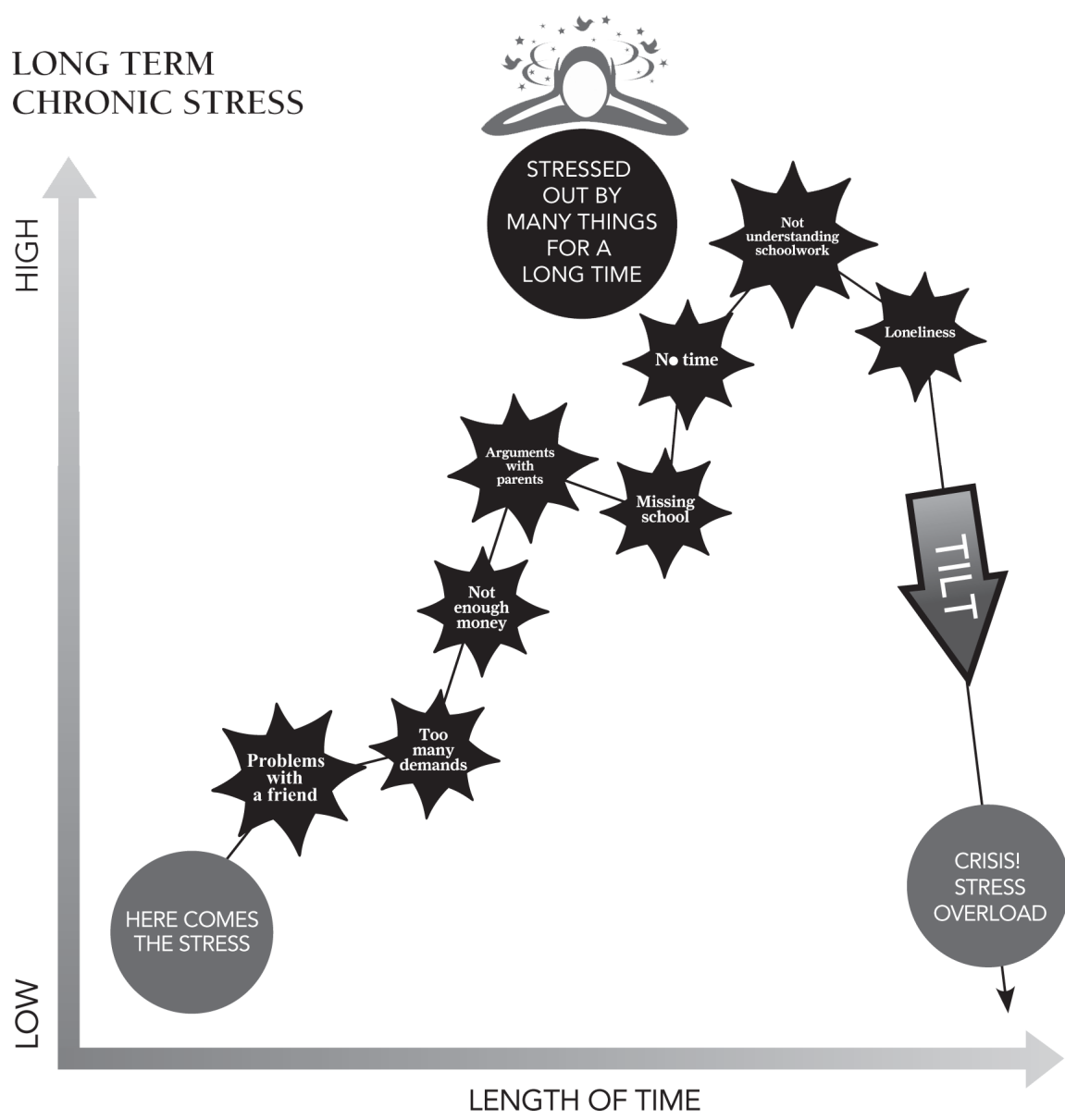
Theme A: What's My Limit?

SHORT TERM STRESS



Did you know?

- You can notice your body's stress response when it occurs because of the many physical changes involved. Your heart races, your palms sweat, your breath gets more shallow, and so forth. Your body's stress response is intended to help you deal with threats.
- Some foods (cola, coffee, tea, chocolate) and drugs (nicotine) also cause a stress-like reaction in your body.
- Our bodies respond to psychological stressors in the same way that they respond to physical threats.
- Our perceptions play a major role in whether or not we feel stressed.

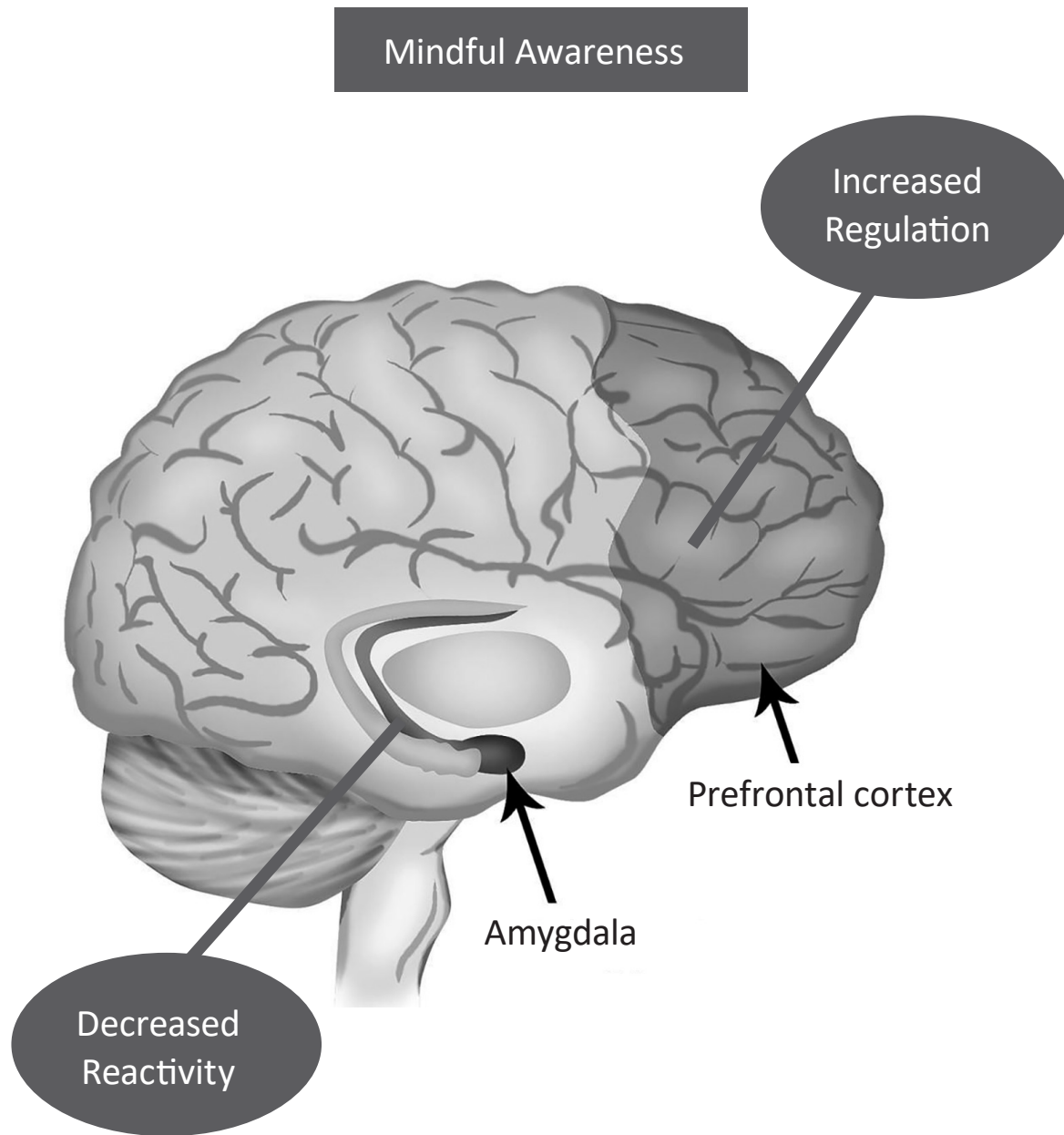


List your chronic stressors

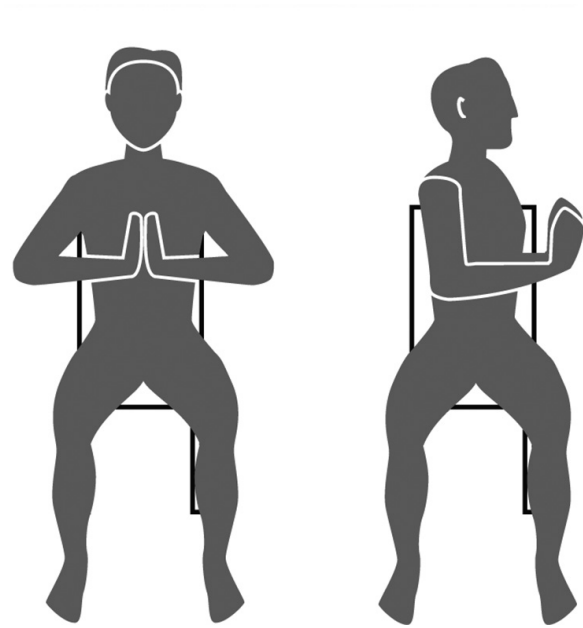
- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Circle your top three stressors.

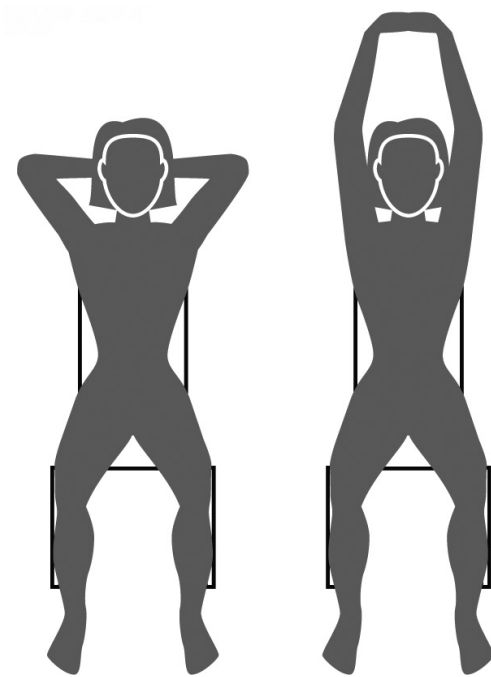
Theme A: What Happens When We Practice Mindfulness



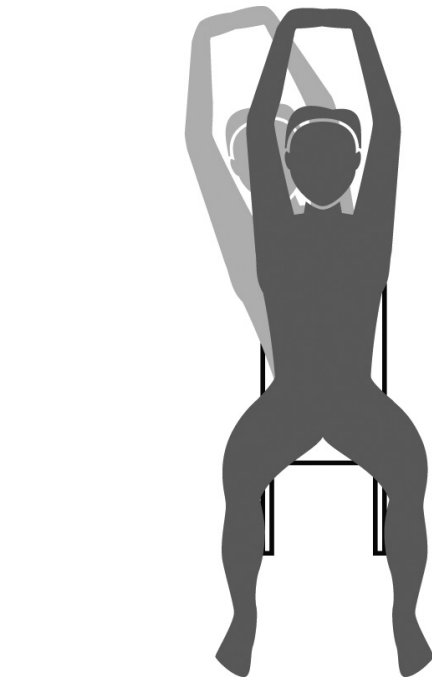
Theme A: Sitting Postures:



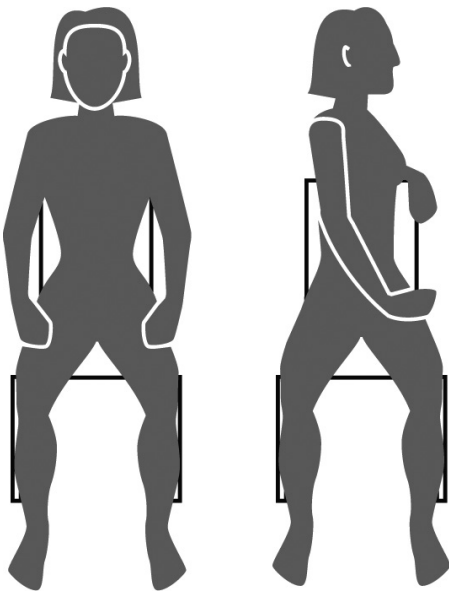
Palm Press



Upward Stretch

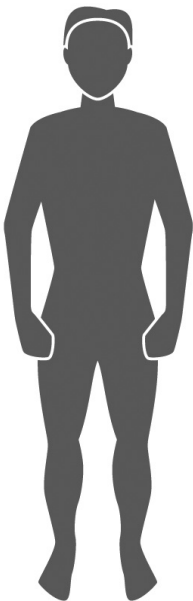


Seated Tree

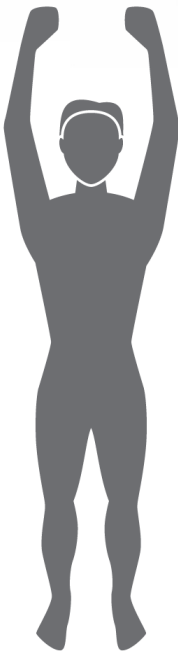


Seated Twist

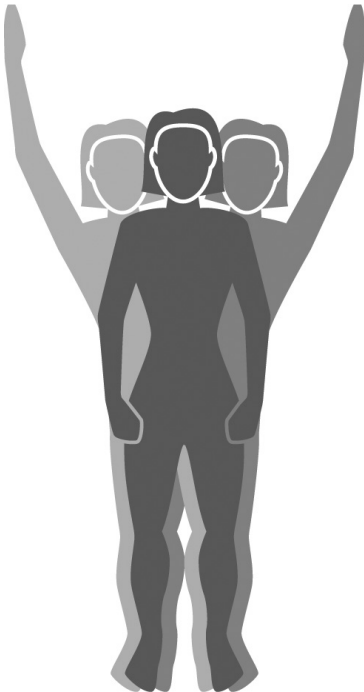
Theme A: Standing Postures:



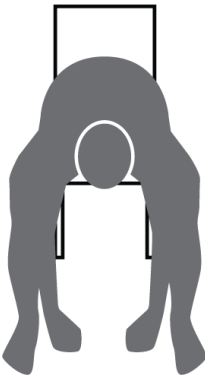
Mountain Pose



Upward Stretch



Reach Up



Taking Your Seat

Theme A: Memo from the Body-Mind

To: Body-Mind Owners: All Makes and Models
From: Your Stress-Response System
Re: Your Stress
Message: High Priority!

Dear Owner:

As the system primarily involved in your body-mind's stress response, we want to keep you informed about our operations so that you will be in a better position to keep us in good working order. Your body-mind's stress response came with your basic equipment. It is intended to prepare you to fight, flee, or freeze in case of a real emergency so that you can survive.

Specifically, we are a coordinated group that includes the *autonomic nervous system* (ANS) and the *hypothalamic-pituitary-adrenal axis* (HPA axis for short). Here's how we operate. You have a threat detector located deep inside your brain called the *amygdala*. When the amygdala registers the information that your safety is threatened or that there's something out there to worry about, the *sympathetic part* (SNS) of the *autonomic nervous system* (ANS) leaps into action to help protect you. Your brain immediately sends signals to the interior of the *adrenal glands*, which sit on top of your kidneys, telling them to release the hormone (and neurotransmitter) *adrenaline* into your bloodstream. Remember that hormones are chemical messengers that have powerful effects on your body-mind. If you can recall feeling your hair stand on end, your heart beginning to pound, your palms beginning to sweat, and your stomach turning (possibly when faced with a test you didn't expect), you know our power to get your system revved up to fight, freeze, or run away.

We also provide an additional homeland-security system called the HPA axis. Two of our components (*hypothalamus* and *pituitary*) are located deep in the brain. After a red alert from the amygdala, the hypothalamus gets this ball rolling by secreting hormones into the hypothalamic-pituitary circulatory system. The principal one is *CRH* (*corticotrophin-releasing hormone*), which triggers the pituitary to release *ACTH* (also called corticotrophin). ACTH jump-starts the adrenals to release another stress hormone, called *cortisol*, from their surface into the bloodstream. If you've ever been scared to death watching a horror movie alone at night, you know that adrenaline works within seconds, but cortisol backs it up over the course of minutes or hours. It takes about an hour for the effects of cortisol to leave the system. When the stressful situation is over and you have prevailed, the other arm of the ANS, called the *parasympathetic nervous system* (PNS), moves into action by relaxing your body-mind and allowing it to rebalance in preparation for the next threat. The *vagus nerve* that originates in the brain is part of the PNS and sends signals to the heart and other organs that regulate the heartbeat (among other things). The heartbeat slows down as a result of activation of the vagus nerve. It works like a brake on the stress-response system. When you inhale, you activate the sympathetic system, and when you exhale, you activate the parasympathetic system. That's why some relaxation practices teach extending the exhalation to strengthen the parasympathetic (or "cool-down") response. Let's try it. Take a deep breath right now, and then exhale through your mouth in a slow, long, smooth sigh. Whew! Thank goodness for that.

Anyway, so much for our trusty apparatus.

It has come to our attention that many owners are activating the stress-response system for extended periods of time without a break. Because owners might not realize the damage they do to their systems when they are under constant stress, we take the opportunity in this memo to present it in some detail.

We find it hard to believe that this constant activation is due to unceasing, real threats on owners' health and safety (such as constantly coming face-to-face with wild animals or other equally scary situations). We've been told that owners are activating their systems because of internal threats like worries, fears, anger, resentments, foiled expectations, disappointments, and so forth. Now, we acknowledge that life can be really tough. We have the greatest sympathy for what owners are going through. However, we—the elements of your stress system—need to inform you of the fact that we are being overworked when the stressful events that keep us going are happening in owners' minds. In other words, owners who constantly ruminate, let problems fester, hold on to jealousy, or continually feed the fires of anger are really wearing us out!

Here's the view from the inside. Constant activation of the system results in too much cortisol pumping into the bloodstream. Too much cortisol dismantles your *immune system*. Remember the immune system? Immune system cells are constantly on patrol, killing invaders and saving you from illness. Without a well-functioning army of immune cells, your body isn't going to heal from invaders very well. If you get sick (low immunity) during exam time (high stress), don't say we didn't warn you.

Too much cortisol also damages and even kills cells in your brain (*hippocampus*) that are responsible for learning and memory. That's not going to help you graduate! Stress hormones like adrenaline cause the heart to pump blood faster, potentially resulting in high blood pressure and damage to your arteries because of the force of blood on the delicate vessels. Stress hormones like cortisol increase your appetite, especially for comfort food, because your body reads their chemical message as "Yikes! An emergency! Better store up some energy so I can run away when I need to." Stress hormones are related to stomach discomfort, and you know that's no fun either. Recall that it takes about an hour for the body to sop up the excess cortisol floating around in the bloodstream. If you have even one stress reaction per hour—well, *you* do the math. And remember, you probably don't really have to encounter some terrible threat like a wild animal on your way to school. Your body-mind, alas, doesn't know the difference between "real" and "mental" stress. That's what keeps us so overworked. Thinking about stressful things makes us work overtime. Your mind is the gateway to stress.

Did you realize that about 70 percent of cases of insomnia are caused by stress? Body-Mind owners need their sleep to be on top of their game, so this can be a big problem. Lack of sleep can make you grouchy, not to mention pretty sad. The stress-related changes in your immune system also result in making too much of certain chemicals, called *cytokines*, that float to the brain and affect your moods. It's normal to feel pretty sad when bad things happen, but too much stress can make you depressed if you don't know how to roll with it.

Last, let's not forget the risk of addictions. We understand that stress seems to be temporarily reduced by taking an addictive substance or engaging in some stress-avoidance activity. The point here is that it's temporary. You can count on feeling a crash shortly afterward. This only increases anxiety and all those awful stress-related feelings.

We could go on and on, but we think we've made our point. We want to keep on working for you so that you'll have a happier, healthier life. Here's the bottom line: The things that stress you out in your life are not going away. You need to learn how to relate to your stress in ways that don't harm your system. Working with your mind and your mental attitude is a great place to start. Please, keep up the good work.

Yours truly,

Your Body-Mind Team

My Home Practice: Theme A

1. Practice mindful breathing for at least three breaths at a time three times per day.
2. Do a short mindful-movement practice (once a day, ideally; use the audio that should be provided by your teacher). Use the illustrations for “Sitting Postures” and “Standing Postures.”
3. Continue to notice thoughts, feelings, and physical sensations as they arise throughout the day.
4. Continue practicing mindfulness in your day-to-day life, especially in the area you chose in theme B, “Mindfulness in My Life.” Add the practice of kindness to yourself and others.
5. Use workbook pages “More Ways to Practice Mindfulness in Action” and “Eating Awareness Calendar” to help with mindful-walking and mindful-eating practices.
6. Note your observations and reflections in the lines below.

Observations and Reflections:

[illegible]

Theme A: Tips to Take Away: More Ways to Practice Mindfulness in Action

Mindful Eating

- Break out of eating on “automatic pilot.”
- Experiment with eating mindfully by paying attention to all the sensations of eating.
- Try eating a snack or a meal in silence.
- Look at the food on your plate with curiosity: notice colors, textures, shapes, aromas, and so on.
- Slow down the pace of eating.
- Before chewing, experience what the food feels like in your mouth.
- As you chew, notice all the sensations.
- Try practicing gratitude for all the people whose work made it possible for you to eat this food.

Mindful Walking

- Pay attention to all the sensations of movement as you walk.
- Notice the contact of your feet with the floor or the ground.
- Notice the sequence of each step by slowing down your walking in the following way: Lift your right foot, place the heel down, and then place the upper part of the foot down. Repeat with the other foot.
- As you move from place to place, use the transition as a time to be in your body by experiencing the sensations of walking.
- Feel the movements of your body as you walk up stairs.
- Choose a period of time to practice mindful walking. Select an area or path (even in your bedroom) where you can practice undisturbed. Begin by slowing down your pace and focusing your full attention on an aspect of walking (for example, your feet, the movement of your legs, and so on). When your mind wanders, just bring your attention back to the experience of walking.

Theme A: Eating Awareness Calendar

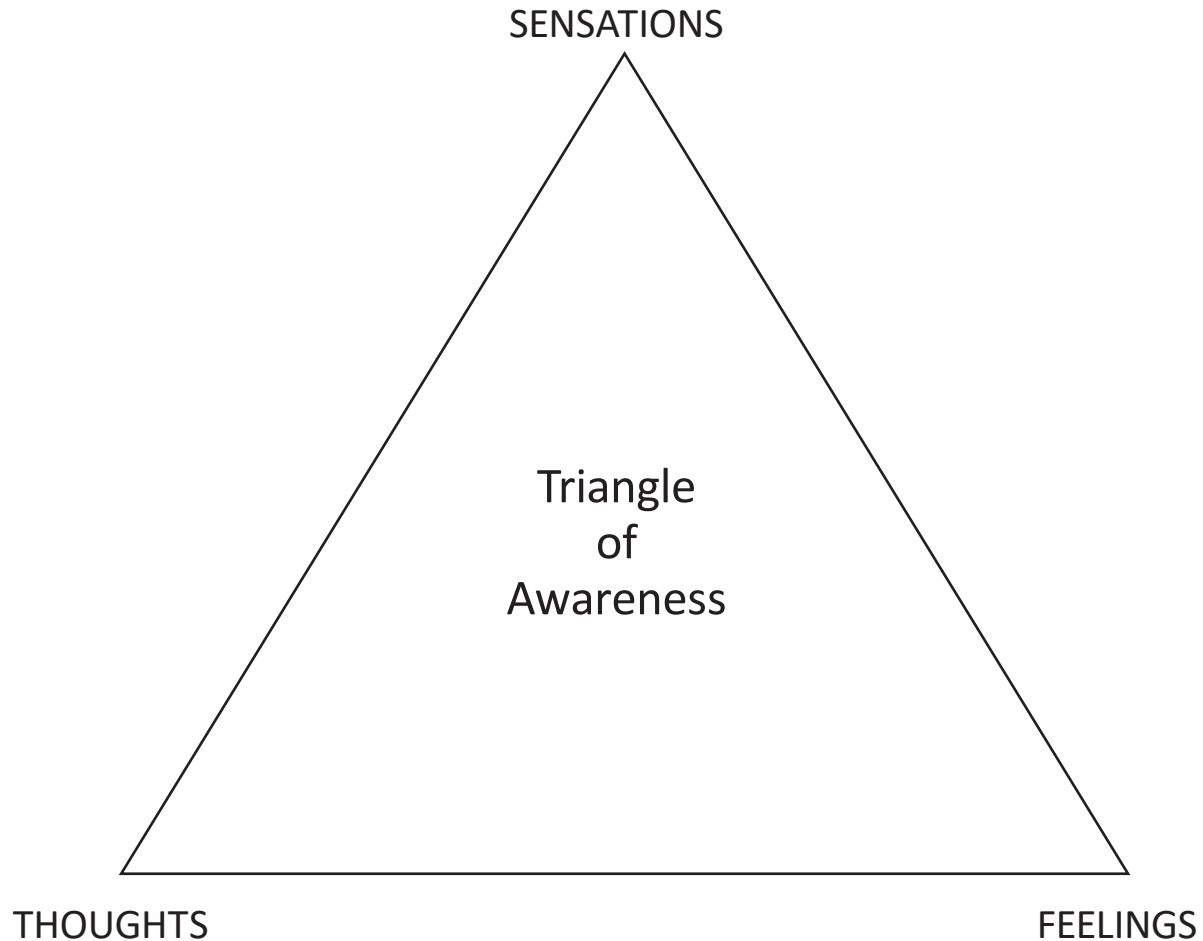
Practice mindful eating by choosing one experience of eating each day and trying to become aware of that experience while it is happening.

Record in detail your responses to the questions below after the period of eating.

	What was the experience? (for example, snack, meal)	Were you aware of the experience while it was happening? (yes or no)	How did your body feel during the experience? Describe the sensations in detail.	What moods, feelings, and thoughts came along with this experience?
Day 1				
Day 2				
Day 3				
Day 4				
Day 5				
Day 6				
Day 7				

Theme A: The Triangle of Awareness

Copy or cut out this image and place it somewhere to remind you to be mindful of bodily sensations, thoughts, and feelings as they come and go. Mentally label each one “thinking,” “feeling,” or “sensing” in the moment you become aware of it. Watch them as they change, with curiosity and acceptance of whatever the experience is. You don’t need to REACT right away. You can RESPOND instead. You can be RIGHT HERE, RIGHT NOW. In doing this, you practice strengthening your awareness of your present experience, you gain more balance and control of your responses, and you can be kinder to yourself and to others. This is the inner edge.



Theme T: Ways We Practice Kindness

Thoughts



Feelings



Actions



Theme T: Ways We Practice Meanness or Don't Take Care of Ourselves

Thoughts



Feelings



Actions



My Home Practice: Theme T

1. Practice mindful breathing for at least three breaths at a time three times per day.
2. Try to do a short loving-kindness practice (once a day, ideally; use the audio that should be provided by your teacher). Change the language to suit yourself.
3. Begin to notice thoughts, feelings, and physical sensations as they arise throughout the day. Pay particular attention to thoughts and feelings that are related to self-criticism or criticism of others. Try offering yourself and others kindness instead.
4. Continue practicing mindfulness in your day-to-day life, especially in your practice area. Note your observations and reflections in the lines below.

Observations and Reflections:

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Theme T: Self-Compassion Practice

Take a few breaths before beginning, then use this script as a guide for practice.

I've learned that everyone has thoughts, feelings, and circumstances that make them happy sometimes and upset at other times.

These are all part of the experience of living a fully human life.

I can be mindful of the comings and goings of these emotional visitors, just observing their presence in my body and mind right now.

Even if now things are difficult or if I can't understand my feelings, I can stop and remember a few things:

I'm not the only person who feels these things.

Other people feel them too.

I can step back and notice what's happening in my body,

I can feel the wave of feelings that makes me want to escape or get even...without doing anything to act on it right away.

And I can say to myself:

You are not alone.

Everyone feels this way sometimes.

May I be a little calmer right now.

May I be a little bit kinder to myself right now.

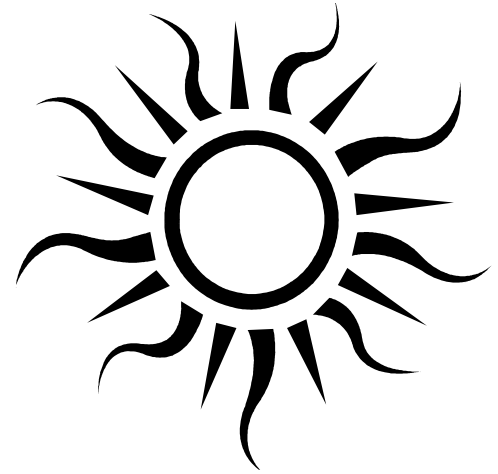
Note your feelings and observations in the lines below.

Observations and Reflections:

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Theme T: Tips to Take Away: Dial Up the Gratitude

Positive emotions provide many benefits to physical, intellectual, emotional, and social well-being. In particular, gratitude can be an effective antidote to anger, hostility, and irritation, which are bad for your health. We are used to thinking of gratitude as a feeling that comes and goes. But gratitude is also a *practice*. Recent scientific studies show that you can cultivate positive emotions like gratitude. You might have heard that researchers who studied lottery winners found that these instant millionaires often ended up much less happy than they were before they won huge sums of money. How can you explain this? It appears that happiness doesn't come exclusively from what's outside us. It's really more a matter of what's happening inside us. Daily practice of gratitude can increase your happiness in real and long-lasting ways.



Try these techniques

1. Pay mindful attention to good things in your day, no matter how small they are.
2. Keep a daily log of things that you are grateful for. Make this a regular routine by adding to the list each night before you go to bed.
3. Turn things around and practice gratitude for the things that seem less desirable. Do you hate homework? Practice being grateful that you can go to school.
4. When you're feeling low or upset, practice looking for the blessings. Stop. Tune in to your breath. Look around and find three things that you're grateful for.
5. Say thank you or write a letter of gratitude to someone who has helped you.
6. Notice the kindness of others, and say thank you often.
7. Experience the feelings of gratitude in your body around the area of your heart. Tune in to this feeling several times each day.
8. Try writing in your journal about gratitude. Here are some questions to get you started:

Select something in your life for which you are grateful. It could be a person, object, activity, memory, and so on. Write in your journal your responses to the following questions: *Why am I grateful for this? How does it enrich my life? How would I feel if I lost it? How could I show my gratitude for this?*

1. Practice mindful breathing as often as possible throughout the day.
2. Make a plan to practice a mindfulness activity of your choice (mindful breathing, body scan, loving-kindness, mindful eating, mindful walking, and so on) each day.
3. Note your observations and reflections in the lines below.

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Theme H: Tips to Take Away

Mindfulness Cues

You can enhance your practice of mindfulness by using cues to remind yourself to pay attention in order to be really present for your one and only life.

- ★ Put a note on your computer screen or your mirror reminding yourself to “BREATHE.”
- ★ Drive or walk with the music turned off, for a change, to notice your surroundings.
- ★ Take three slow, mindful breaths as you get up in the morning and before you go to sleep.
- ★ When you talk to a friend, really listen. Gently let your own thoughts and preoccupations go, and tune in to what this person is saying.
- ★ Download a bell sound to your computer, and set it to ring at random moments. Each time it rings, take a mindful breath.
- ★ Choose a path or street that you walk or run down regularly. Make that your “mindful walking or running path” and practice mindful walking or running each time you go there.
- ★ Go outside at night for three minutes and really look at the stars.
- ★ Go outside during the day for three minutes and really look at something beautiful in nature.
- ★ Exercise mindfully. Pay attention to the movement of your body.
- ★ Practice taking a mindful breath before responding to an e-mail or text message.
- ★ Center your attention by taking five mindful breaths before you start your homework.
- ★ Continue to expand on your “Mindfulness in My Life” activity in theme B.

Eighteen-Session Student Workbook

“MINDFULNESS is paying attention in a particular way:
on purpose, in the present moment, and nonjudgmentally.”

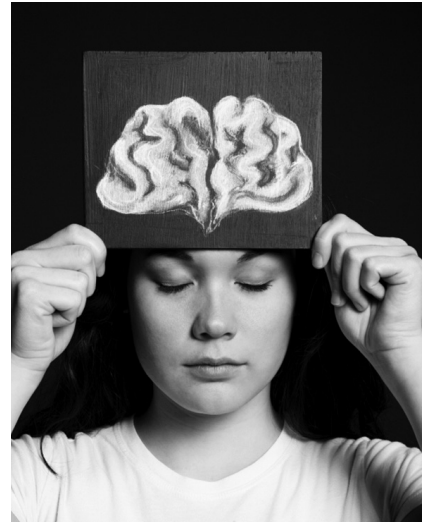
—Jon Kabat-Zinn

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Theme B: Mindfulness

is a way of paying attention to our experience that helps us live our lives in a healthy way.

1. **ON PURPOSE** (or really meaning to pay attention to the *inside* and the *outside*)
2. **IN THE PRESENT MOMENT** (knowing right now what's going on *inside* and *outside*)
3. **WITHOUT JUDGMENT** (treating yourself kindly regardless of what your *inside* or *outside* experience is—without getting all caught up in it)



Theme B: My Mindful/Mindless Life

What things (or activities) in your life do you do on automatic pilot (mindlessly)? What are the things you do that fully engage you (mindfully)? Fill in the lines below with as many examples as you can name. You can also write about how you feel when you do things mindfully (with attention) or mindlessly (without attention).

My Mindful Life...

My Mindless Life...

Theme B: Mindfulness in My Life

You can practice mindful attention in all of the moments of your day. As an experiment, select an activity from the list below as “your choice”: an activity that you choose to do with mindfulness on a regular basis. (If you wish to do activities that are not listed, you may write them in boxes 16, 17, and 18.)

1. Playing a game at recess	2. Going up or down stairs	3. Brushing your teeth
4. Getting dressed	5. Listening to someone	6. E-mailing or texting
7. Eating a meal or a snack	8. Walking down a hallway	9. Spending time at your locker
10. Washing your hands	11. Doing schoolwork or homework	12. Standing in line
13. Waiting for the bus	14. Packing your books for school	15. Changing classes
16.	17.	18.

You can cut out the squares and put them in a box. Select a new one each day. Continue to add new opportunities for mindfulness to your collection.

Now write what you will bring attention to as you do your chosen activity, or draw a picture of the activity that you’ve chosen to do in a mindful way.

Mindfulness in My Life Activity (Write):

Sensations: _____

Thoughts/Reflections: _____

Emotions: _____

Mindfulness in My Life Activity (Draw):

My Home Practice: Theme B

- 1. Practice mindful breathing for at least three breaths at a time three times per day.
- 2. Practice the “Body Scan” with audio (which should be provided by your teacher) _____ times.
- 3. Do the “Mindfulness in My Life” practice.
- 4. Write about your experience in the lines below, or draw your experience in the box.

My Experience (Write):

My Experience (Draw):

Theme B: Tips to Take Away: Three-Minute Body Scan

You can do a short “Body Scan” at any time, especially if you notice that you’re feeling tense or anxious.

Try it:

- while seated in class
- before tests
- before athletic events
- before speaking in public
- before getting out of bed in the morning
- before falling asleep
- while standing in line
- during social events
- before an interview



How to do it:

1. Use your attention to find your breath in your body.
2. Starting from either your feet or your head, move your attention through your body and notice your experience. Scan for tension in your feet; lower back; stomach; shoulders; face, jaw, or forehead; or wherever you hold tension in your body.
3. As you scan each area, breathe into the area, releasing tension and bringing in new energy as you did in the “Body Scan.”
4. Expand your awareness to your entire body and feel the breath move from your head to your feet.

Theme R: Big Event Circles

Story 1

Write your thoughts in the circle below.

Write your feelings in the circle below.

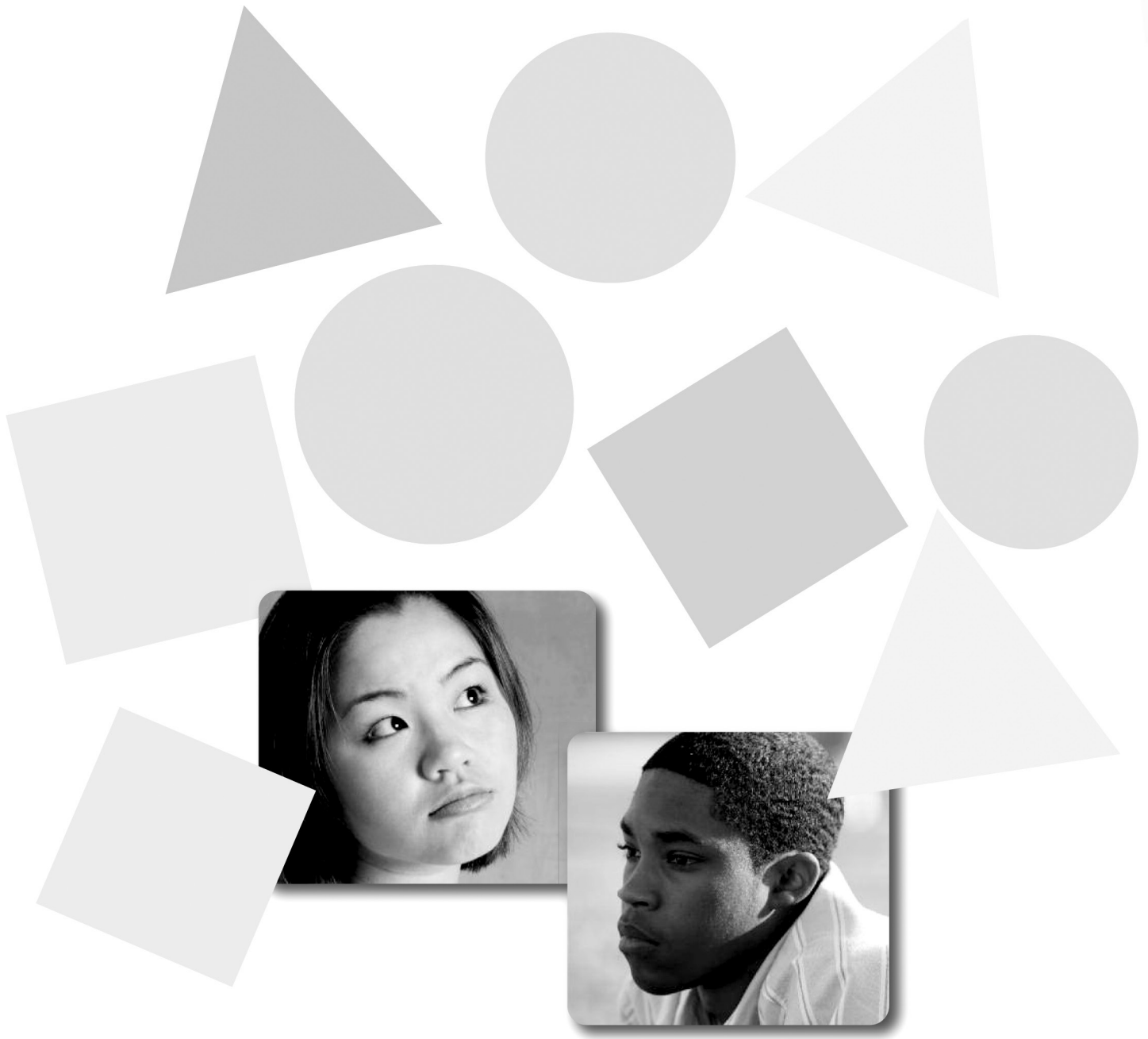
Story 2

Write your thoughts in the circle below.

Write your feelings in the circle below.

Theme R: All Kinds of Thoughts

Write some thought examples. Put the pleasant ones in triangles, the unpleasant ones in circles, and the neutral ones in boxes.



They're just thoughts. Can you be mindful of all of them?

My Home Practice: Theme R

- 1. Practice mindful breathing for at least three breaths at a time three times per day.
- 2. Practice a short period of mindfulness of thoughts (once a day, ideally; use the audio file that should be provided by your teacher).
- 3. Do the “Mindfulness in My Life” activity from theme B.
- 4. Write about your experience in the lines below, or draw your experience in the box.

My Experience (Write):

My Experience (Draw):

Theme R: Tips to Take Away: Dealing with Troubling Thoughts

Notice the thoughts that are arising in your mind.



Try the mindful approach:

1. Become aware of what your mind is doing: **THINKING**. It's generating thoughts. The thought is like a bubble that arises in the mind. It's just what the mind does.
2. Examine the thought with curiosity. How loud or soft is it in your mind? Does it yell to be heard, or is it quiet, like a whisper? How strong is it? Is it pleasant, unpleasant, or neutral? How long does it last? Don't try to push the thought out of your mind.
3. Get in touch with your breath as you observe the thought. Remember, it's just a thought. Don't struggle with it, because that can make it stronger.
4. Watch the thought fade away. Return your full attention to your breath.

Theme E: Emotion Faces



Anxious



Embarrassed



Surprised



Lonely



Hopeful



Shy



Frustrated



Mischievous



Enraged



Suspicious



Jealous



Sad



Disgusted



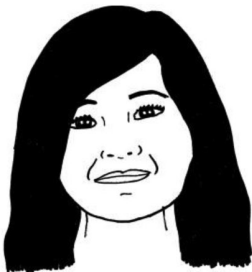
Confident



Guilty



Exhausted



Happy



Overwhelmed



Bored



Confused

My Home Practice: Theme E

- 1. Practice mindful breathing for at least three breaths at a time three times per day.
- 2. Do a short mindfulness practice on feelings (once a day, ideally; use the audio file that should be provided by your teacher).
- 3. Continue with the daily mindfulness practice of your choice. Or continue your “Mindfulness in My Life” practice from theme “B.”
- 4. Write about your experience in the lines below, or draw your experience in the box.

My Experience (Write):

My Experience (Draw):

Theme E: Tips to Take Away: About Anger and Other Uncomfortable Emotions

Everyone gets angry. Anger has many different names: irritation, frustration, impatience, rage, hatred, annoyance, resentment, irritability, and moodiness. Sometimes anger in the body feels like “heat.” Sometimes people say, “I am boiling mad,” or that others are “hotheaded.” Other times, it can feel hard or stone cold. Anger can make us feel tense and tight. Anger makes us feel out of control. Anger makes us feel jumpy. Anger interrupts our thinking and interferes with our decision making. Sometimes when we are angry, we act impulsively in ways that hurt others or ourselves. Shouting, threatening, fighting, being rude or disrespectful, and name-calling are a few examples.

Kick the anger habit! We can think of anger as just energy in the body.

When you feel yourself getting angry:

- *Stop:* Pay attention.
- *Notice:* Where is the anger in your body?
- *Allow:* Let the feelings of anger be waves, coming and going. Don't try to block them or get rid of them. Don't try to hold on to them or keep them. Anger can be viewed as a strong energy in the body and mind.
- *Breathe:* Focus on the breath. See if you can ride the waves of the anger and watch them get smaller and smaller.
- *Say:* “I can feel this anger and care for myself without hurting others.”



Remember:

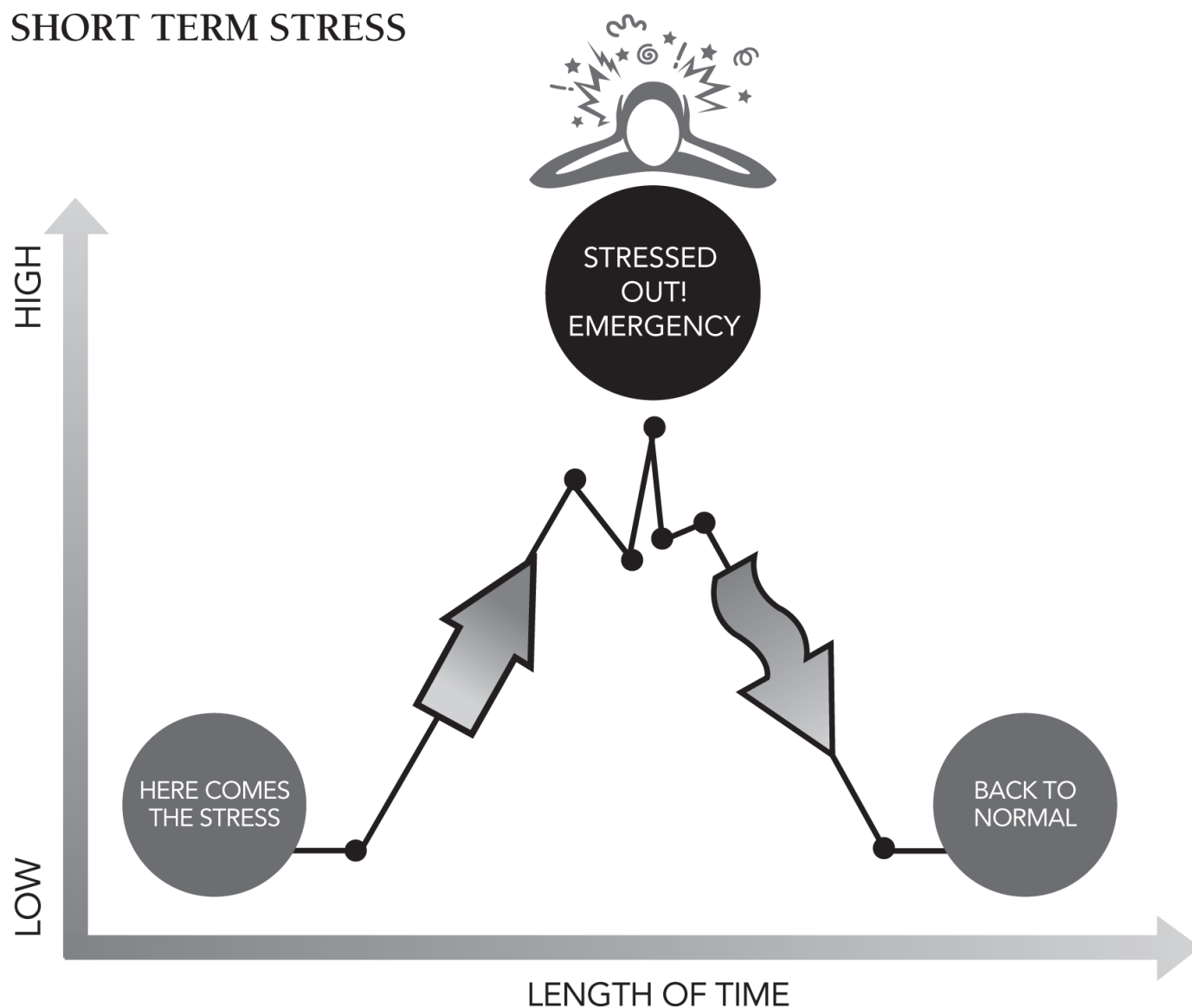
You can use this approach to work with any difficult feelings. Surf the waves of your annoyance, boredom, sadness, disappointment, jealousy, and so on. Breathe and watch the feelings rise and fall. They're not fun, but they will pass. And you will become stronger and more balanced.

Theme A: A Stressed-Out Case



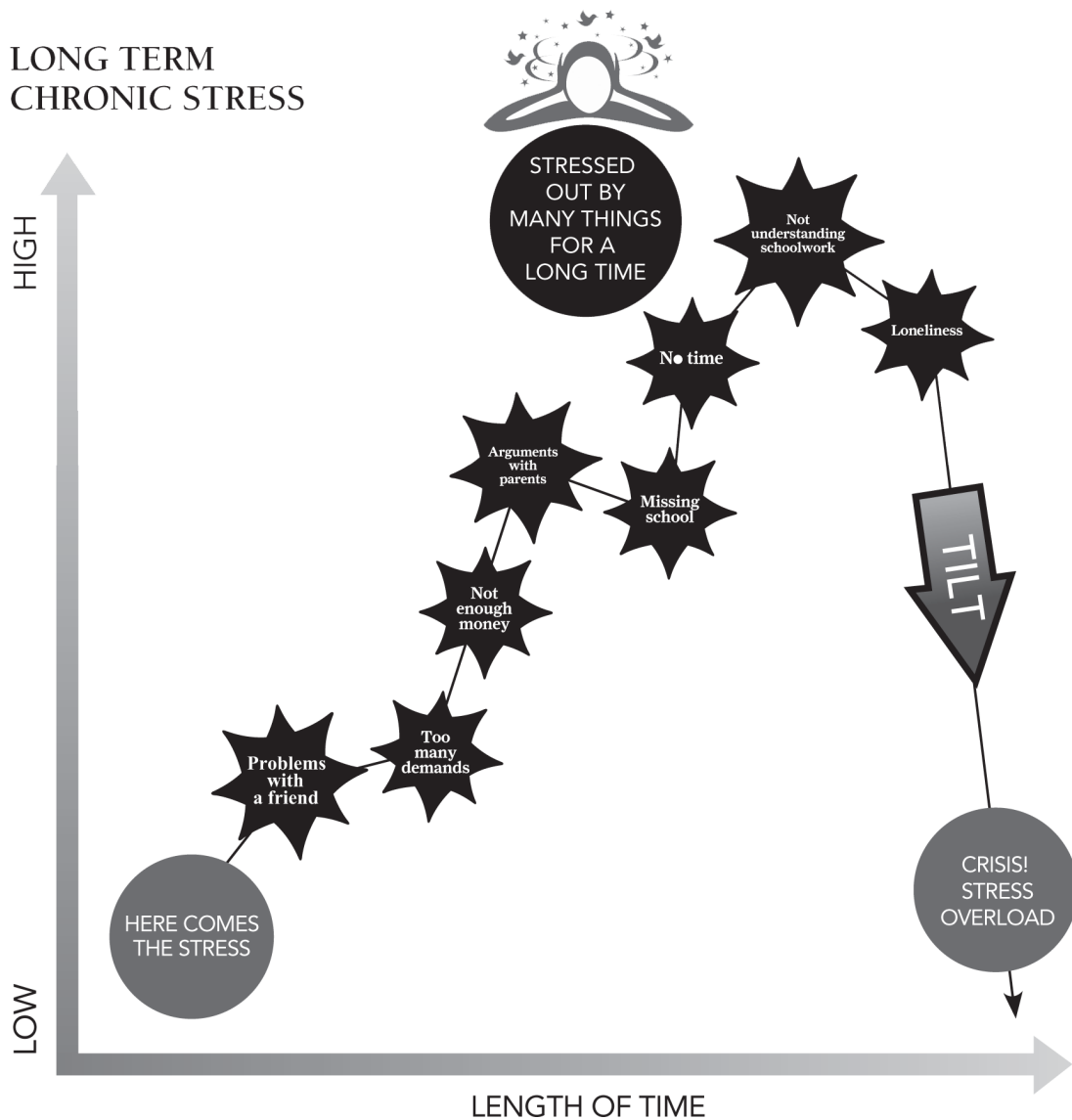
Theme A: What's My Limit?

SHORT TERM STRESS



Did you know?

- Your body's fight-or-flight response is intended to help you deal with stress.
- Your body gets a temporary boost of energy in an emergency, which helps you cope.
- Some foods (cola, coffee, tea, chocolate) and drugs (nicotine) also cause a stress-like reaction in your body.
- Our bodies respond to mental stress in the same way that they respond to physical threats.



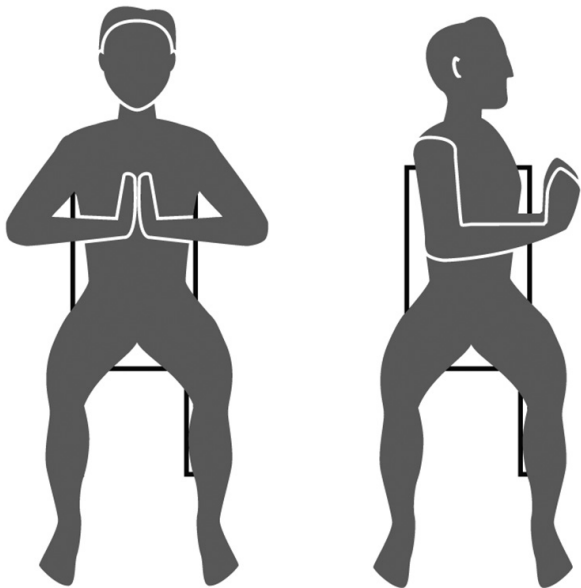
List your chronic stressors

List your chronic stressors. “Chronic” means that they happen a lot.

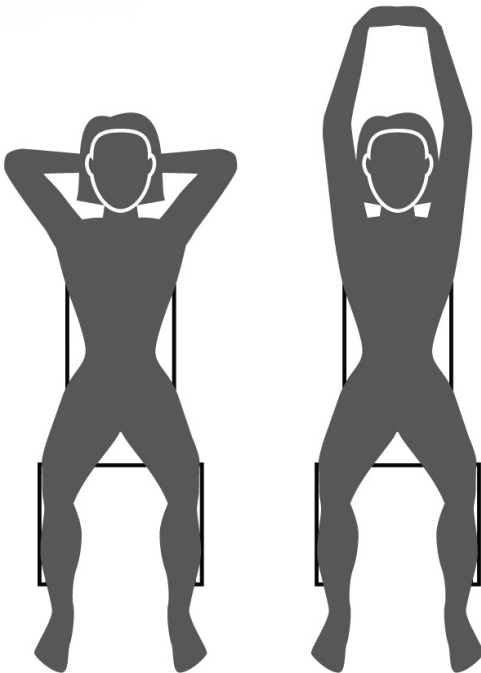
- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Circle your top three stressors.

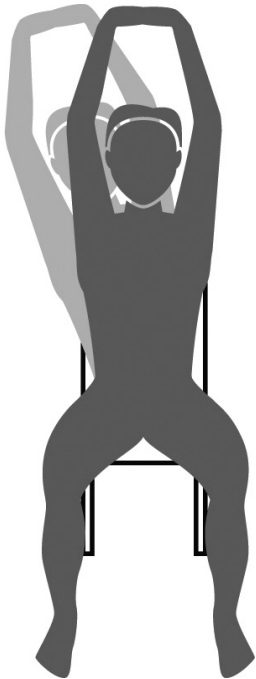
Theme A: Sitting Postures:



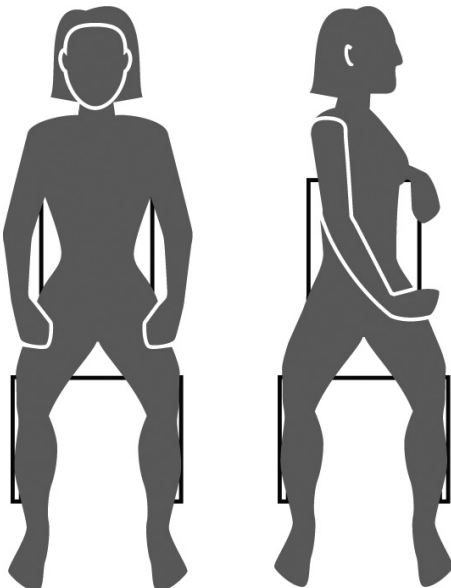
Palm Press



Upward Stretch

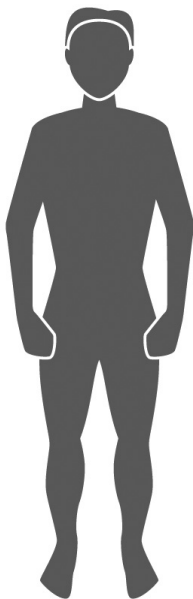


Seated Tree

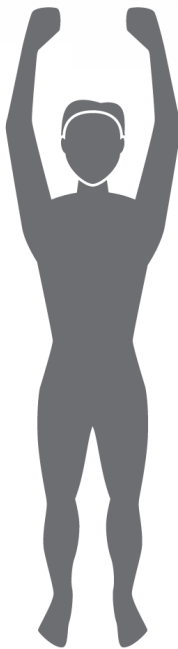


Seated Twist

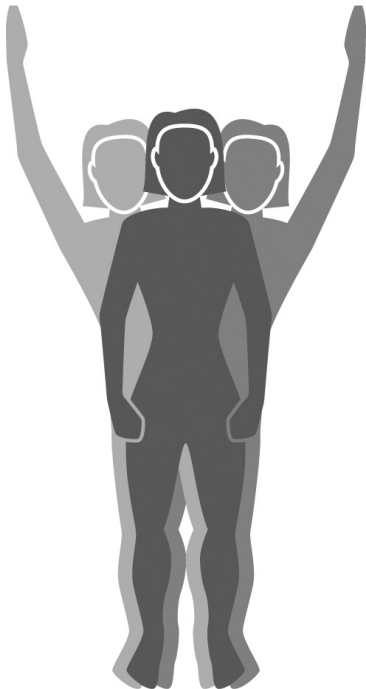
Theme A: Standing Postures:



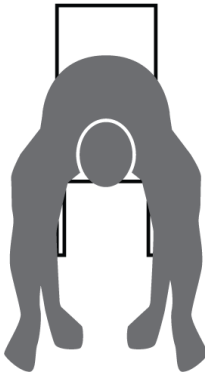
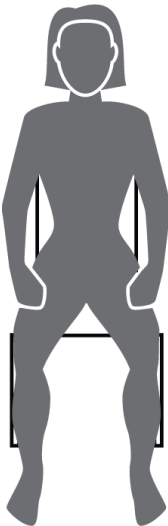
Mountain Pose



Upward Stretch



Reach Up



Taking Your Seat

My Home Practice: Theme A

- 1. Practice mindful breathing for at least three breaths at a time three to six times per day.
- 2. Practice mindful movements or mindful walking each day.
- 3. Begin to notice thoughts, feelings, and physical sensations as they arise throughout the day.
- 4. Do the “Mindfulness in My Life” practice from theme B.
- 5. Write about your experience in the lines below or draw your experience in the box.

My Experience (Write):

My Experience (Draw):

Theme A: Tips to Take Away: Mindful Eating

PRACTICE 1

1. Pick a food or snack. Pretend that you have never eaten this food before and that this is a new and interesting experience.
2. Look at the food with curiosity. Notice color, textures, shapes, smells, sounds.
3. Before chewing, experience what the food feels like in your mouth.
4. As you chew, notice all the movement and sensations. Swallow more slowly than usual.
5. Slow down the pace of eating.

PRACTICE 2

Try eating a snack or a meal in silence.

PRACTICE 3

Try practicing gratitude for all the people whose work made it possible for you to eat this food.



Theme A: Eating Awareness Experiment

Practice mindful eating by choosing one experience of eating each day and trying to become aware of that experience while it is happening. Record in detail your responses to the questions below after the experience.

What did you eat? (Feel free to draw a picture.)

How aware were you of eating (chewing, swallowing, tasting) while it was happening (very aware, mostly unaware)?

How did your body feel while you were eating? Describe the sensations using your five senses.

What feelings or thoughts did you notice while eating?

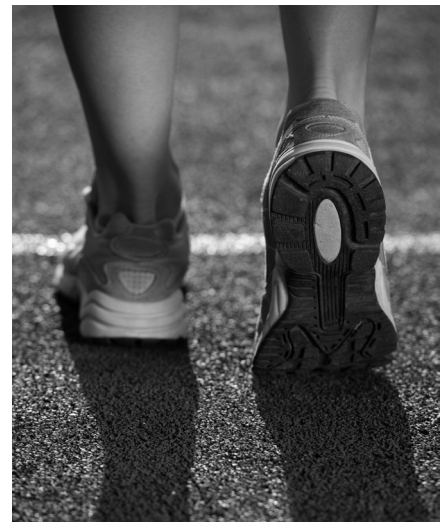
Theme A: Tips to Take Away: Mindful Walking

Pay attention to all the sensations of movement as you walk.

1. Choose a period of time to practice mindful walking. Select an area or path (even in your bedroom) where you can practice without interruption.
2. Notice the contact of your feet with the floor or the ground when you stand.
3. As you begin to walk, slow down your pace and focus your full attention on walking.
4. Notice:
 - Weight shifting from one foot
 - Lifting of the foot
 - Moving the foot forward
 - Placing the foot on the floor
5. Be mindful of fifteen to twenty steps in one direction. Stop and feel the sensations in your feet. Mindfully turn around and pay attention to fifteen to twenty steps in the other direction. Stop and repeat several times.
6. When your mind wanders, just bring your attention back to the sensations of walking.

You can do mindful walking:

- **As you move from place to place.** Use the transition as a time to be in your body by experiencing the sensations of walking.
- **As you walk up stairs.** Feel the movements of your body and the changing sensations.
- **Instead of rushing.** Try slowing down to pay attention.



Theme T: Ways We Practice Kindness

Thoughts



Feelings



Actions



Theme T: Ways We Practice Meanness or Don't Take Care of Ourselves

Thoughts



Feelings



Actions



My Home Practice: Theme T

1. Practice mindful breathing for at least three breaths at a time three to six times per day.
2. Do a short loving-kindness practice _____ times. (You can use the audio file that should be provided by your teacher.) Change the language to suit yourself, if desired.
3. Begin to notice thoughts, feelings, and physical sensations as they arise throughout the day. Pay particular attention to thoughts and feelings that are related to self-criticism or criticism of others.

Kindness Practice

I can feel the waves of my feelings without needing to do anything right away.

And I can say to myself:

You are not alone.

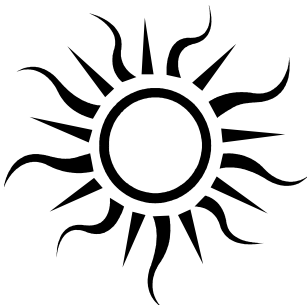
Everyone feels this way sometimes.

May I be a little bit calmer right now.

May I be a little bit kinder to myself right now.

Write your own wishes of kindness.

Theme T: A Recipe for Positive Emotions: Daily Doses of Gratitude



Gratitude helps make us happier and more resilient because when we’re grateful, we notice and appreciate all that we have. We’re more likely to remember these good things when things get hard. Gratitude is more than just a nice feeling; it is a **practice**. We practice gratitude in order to cultivate it and help it grow. The recipe for gratitude is practicing grateful thoughts, grateful feelings, and grateful actions. By practicing gratitude each day, we can get our daily recommended dose. Cut the squares and place them in a box or an envelope. Try choosing one activity each day as your special practice. Add to the squares by making your own suggestions.

Write a gratitude note to someone to thank that person for something he or she did for you.	Keep a notebook where you list some things you’re grateful for each night before you go to bed.	Notice something that a relative does for you, and thank that person.	What foods are you grateful for? Eat one of them mindfully.
Write down five things about yourself (your talents, skills, and so on) that you are grateful for.	Be mindful that people you don’t know very well often show you kindness. Say “thank you” often.	While riding in a car, try to identify ten things that you see that make you grateful.	When you watch a TV show, notice whether the characters have an attitude of gratitude. How do they show it?
Be mindful of the good things that happen in your day, even if they are small. What’s the tiniest good thing you can notice? The biggest?	Notice something a friend does for you, and thank that person. Make an effort to repay the favor.	Notice how having kindness, compassion, and gratitude toward others feels in your body (maybe in your heart or face).	What music are you grateful to be able to listen to? Listen to it mindfully.
Read a story about gratitude. Read or write a poem about gratitude.	Offer loving-kindness practice to a friend as a way of showing your appreciation for that person.	Notice something a teacher does for you, and thank that person.	Think of your pet or an animal you like. Consider how much the animal makes you happy.
Try to do a favor for someone you appreciate without their noticing (for example, putting something away). Can you keep this a secret?	Make a gratitude collage of pictures of things and people you’re grateful for. Hang it in your room to remind you to practice gratefulness.	Try to say something good about a person who becomes the subject of a conversation.	When you see someone who is sick, sad, or angry, send that person kindness.
When you are feeling sad, upset, or angry, notice and stop. Pay attention to your breath. Think of three things you are grateful for.	What sports are you grateful to be able to play? Play mindfully.	Notice something good about a classmate you don’t know well. Notice that you can feel gratitude for having this person in your life.	Pick something that you usually take for granted (like water, trees, your house, and so on), and make a list of reasons why you’re grateful for it.

My Home Practice: Theme H

- 1. Practice mindful breathing as often as possible throughout the day.
- 2. Practice being mindful in your daily life.
- 3. Note your observations and reflections below.

Write how you plan to practice mindfulness in your daily life:

Draw how you plan to practice mindfulness in your daily life:

Theme H: Designed to “Re-Mind”

By: _____



Theme H: Tips to Take Away

Mindfulness Cues

- ★ Ride in a car or walk with the music turned off, for a change, to notice your surroundings.
- ★ Take three slow, mindful breaths as you get up in the morning and before you go to sleep.
- ★ When you talk to a friend, really listen. Gently let go of your own thoughts and ideas, and tune in to what the person is saying.
- ★ Each time you hear a bell ring (at home or school), take a mindful breath.
- ★ Choose a path or street that you walk or run down regularly. Practice mindful walking or running each time you go there.
- ★ When you are outside at night, really look at the stars for a minute or two.
- ★ When you go outside during the day, really look at something beautiful in nature for a minute or two.
- ★ Exercise or play a game mindfully. Pay attention to thoughts, feelings, and the movement of your body.
- ★ Practice taking a mindful breath before responding to an e-mail or text message or before answering a question.
- ★ Focus your attention by taking five mindful breaths before you begin to work on something.
- ★ Continue to expand on your chosen mindfulness practice from theme B, “Mindfulness in My Life.”
- ★ Practice kindness to yourself and others at least once a day.

BREATHE Posters

BODY

LISTEN!
YOUR BODY IS TRYING
TO TELL YOU SOMETHING.

REFLECTIONS
THOUGHTS

THOUGHTS ARE
JUST THOUGHTS.

E MOTIONS

**SURF THE WAVES
OF YOUR EMOTIONS.**



ATTENTION TO BODY,
THOUGHTS, AND
FEELINGS IS GOOD
STRESS REDUCTION.



TENDERNESS

Take it as it is.

**LEARN TO BE KIND
TO YOURSELF AND OTHERS.**



FINDING WAYS TO PRACTICE
MINDFULNESS IN YOUR LIFE
REDUCES STRESS AND
INCREASES INNER STRENGTH.



GAIN THE
INNER EDGE!

Wallet Card Templates

B – Listen to your Body. R – Reflections (thoughts) are just thoughts. E – Surf the waves of your Emotions. A – Attend to the inside and the outside. T – Try Tenderness – Take it as it is. H – Practice Healthy Habits of mind. E – Gain the inner Edge. Be Empowered!	B – Listen to your Body. R – Reflections (thoughts) are just thoughts. E – Surf the waves of your Emotions. A – Attend to the inside and the outside. T – Try Tenderness – Take it as it is. H – Practice Healthy Habits of mind. E – Gain the inner Edge. Be Empowered!
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Teaching Mindfulness in Education Observation Scale

The Teaching Mindfulness in Education Observation Scale (TMEOS) was developed and used in a study of L2B as a way of training and coaching classroom teachers. The description of the scale and the story of its construction have been published elsewhere, and interested readers can refer to the article in *Mindfulness* (Broderick et al., 2019) as well as an online supplement to the article that includes instructions for use, detailed item descriptions, and scoring instructions. TMEOS raters may provide suggestions and feedback to teachers regarding specific teacher behaviors by sharing the scale with them. L2B teachers can also be invited to complete the scale as self-assessment.

Teaching mindfulness represents a new way of working in classrooms. Although the TMEOS continua represent shifts from typically didactic to more mindful instruction, didactic teaching is often effective in classrooms. Therefore, scores of 1 on key features are not to be seen as necessarily poor teaching but as examples of pedagogy that may not be appropriate for the nature of the lessons. This scale has been used in research studies as a vehicle for coaching teachers who are being trained to teach L2B. The longer version of the TMEOS (see Broderick et al., 2019) contains numerical anchors and detailed description of the scoring protocol. The short version included here simply presents the key features of the four main domains.

Domain I. Planning, Organization, and Curriculum Coverage

- 1.1 Teacher organizes the physical environment in a way that facilitates group participation.
- 1.2 Teacher prepares class materials in advance of the lesson.
- 1.3 Teacher covers all three major parts of the lesson (practice/intro, activities, formal practice).
- 1.4. Teacher uses class time effectively
- 1.5. Teacher presents information about the lesson theme that is accurate (according to the curriculum).
- 1.6. Teacher presents the parts of the lesson in the order they are written in the curriculum.
- 1.7. Teacher provides clear instructions for lesson activities.
- 1.8. Teacher makes appropriate conceptual transitions between lesson segments that scaffold student understanding of the theme (according to the curriculum).
- 1.9. Teacher uses language and examples that are clear and appropriate for the group.
- 1.10. Teacher avoids introducing extraneous information or activities during the lesson.

Domain II. Teaching Mindfulness

- 2.1. Pedagogy of the lesson is characterized by genuine interest in and facilitation of student experience (pedagogy of curiosity) rather than by top-down transfer of information (pedagogy of knowledge).
- 2.2. Primary focus of attention and discussion in class is on present-moment experiencing as opposed to conceptualizing, remembering, comparing, or analyzing content.
- 2.3. Questioning (inquiry) is directed toward noticing and exploring student experience (thoughts, feelings, sensations, etc.) and making connections to real-world patterns in their lives as appropriate.
- 2.4. Student talk time exceeds teacher talk time, and interaction is focused on the lesson theme.
- 2.5. Teacher demonstrates patience with students and the unfolding of the lesson and avoids working in a highly goal-oriented way.
- 2.6. Teacher demonstrates acceptance and models willingness to be present to situations as they are with compassion and without immediately needing to fix them.

Domain III. Guiding Mindfulness Practices

- 3.1. Teacher creates the conditions for practice (e.g., settling class, posture instruction, seating arrangement, etc.).
- 3.2. Vocal tone is softened yet audible, calm, and relaxed.
- 3.3. Guidance is clear, precise, and accurate (without unnecessary added language or confusing instructions).
- 3.4. Guidance is smooth and well paced, with appropriate pauses, so that participants can follow and engage in the practice.
- 3.5. Guidance helps students understand and practice the specific key learning task(s) for each practice.
- 3.6. Teacher avoids concluding practice abruptly (e.g., allowing sufficient time for students to return focus to the group, etc.).

Domain IV. Management of the Group Learning Environment

- 4.1. Teacher facilitates a safe and effective learning environment by establishing and maintaining group guidelines and includes students in their creation when possible.
- 4.2. Teacher utilizes appropriate strategies to maintain participation and student engagement and to reduce disruptive behavior.
- 4.3. Teacher invites participation from a range of students to encourage wide participation.
- 4.4. Teacher demonstrates the ability to deal effectively with challenging students.
- 4.5. Teacher demonstrates the ability to deal effectively (or skillfully) with unmotivated students.
- 4.6. Teacher maintains a focus on group process while attending to the needs of individual students.

Reference

Broderick, P. C., Frank, J. L., Berrena, E., Schussler, D. L., Kohler, K., Mitra, J., et al. (2019). Evaluating the quality of mindfulness instruction delivered in school settings: Development and validation of a teacher quality observational rating scale. *Mindfulness*, *10*, 36–45.

Fidelity Checklists

As discussed in chapter 3, fidelity includes both programmatic and process-oriented components. The following checklists primarily address content or programmatic elements and are offered as a relatively easy way to rate content teaching (planning, organization, and curriculum coverage) as measured by domain 1 in the “Teaching Mindfulness in Education Observation Scale” (see <http://www.newharbinger.com/46714>). There’s space available for note taking and for scoring on these checklists. Remember that these lists provide a simple way to assess what content (activities, practices, and so forth) were covered in the lesson. These checklists do not address the qualitative attributes necessary for teaching mindfulness or the foundations of mindfulness, which are identified in TMEOS domains 2, 3, and 4. These are discussed briefly in chapter 3 and are explained in greater detail in the supplement to Broderick et al. (2019). Check marks can be used in the “score” column to note if the element was present and observable in the lesson.

L2B Fidelity Checklist: B Theme

Domain 1. Planning, Organization, and Coverage of Session Curriculum	Score	Notes
The setting is conducive to the class (e.g., room is simple and neatly arranged; chairs are arranged in a circle; yoga mats or cushions may be available, etc.).		
Materials are prepared in advance to facilitate the flow of the lesson (e.g., handouts and writing materials are available and easily accessible).		
Class follows a three-part structure (begins with mindfulness practice, includes activities and discussion, and ends with mindfulness practice).		
Individual elements of the lesson are taught in the correct order so that the logic of the lesson develops in a meaningful way.		
Activities and practices are presented clearly, accurately, and in accordance with the instructions in the curriculum. Teacher demonstrates an understanding of the lesson themes and the rationale for each.		
✓ <i>Introduction and rationale for program</i>		
✓ <i>Introductory class practice (for any B lessons that follow the first session, as there is no introductory mindfulness practice in the very first lesson)</i>		
✓ <i>Class guidelines and poster letter</i>		
✓ <i>Mindful listening activity</i>		
✓ <i>Definition of mindfulness with discussion of elements: paying attention on purpose, in the present moment, and without judgment</i>		
✓ <i>My Mindful/Mindless Life (workbook page)</i>		
✓ <i>Eating Mindfully (or Sense Doors, etc.)</i>		
✓ <i>Basic breath awareness</i>		
✓ <i>Body Scan</i>		
✓ <i>Homework discussion</i>		
✓ <i>Mindfulness in My Life (home practice)</i>		
✓ <i>Three Dots</i>		
✓ <i>Person Just Like Me: B Theme</i>		
Extraneous concepts, ideas, or activities of personal interest are not introduced, but the teacher may include relevant personal examples of the themes.		

L2B Fidelity Checklist: R Theme

Domain 1. Planning, Organization, and Coverage of Session Curriculum	Score	Notes
The setting is conducive to the class (e.g., room is simple and neatly arranged; chairs are arranged in a circle; yoga mats or cushions may be available, etc.).		
Materials are prepared in advance to facilitate the flow of the lesson (e.g., handouts and writing materials are available and easily accessible).		
Class follows a three-part structure (begins with mindfulness practice, includes activities and discussion, and ends with mindfulness practice).		
Individual elements of the lesson are taught in the correct order so that the logic of the lesson develops in a meaningful way.		
Activities and practices are presented clearly, accurately, and in accordance with the instructions in the curriculum. Teacher demonstrates an understanding of the lesson themes and the rationale for each.		
✓ <i>Opening mindfulness practice</i>		
✓ <i>Review of B lesson(s) and check-in about out-of-class practice</i>		
✓ <i>Transition to lesson on thoughts</i>		
✓ <i>The Big Event</i>		
✓ <i>Name That Thought</i>		
✓ <i>My Mind Is a Cast of Characters</i>		
✓ <i>Panda Bear (sticky thoughts)</i>		
✓ <i>Mindfulness of Thoughts</i>		
✓ <i>Homework invitation and instructions</i>		
✓ <i>Person Just Like Me: R Theme</i>		
Extraneous concepts, ideas, or activities of personal interest are not introduced, but the teacher may include relevant personal examples of the themes.		

L2B Fidelity Checklist: E Theme

Domain 1. Planning, Organization, and Coverage of Session Curriculum	Score	Notes
The setting is conducive to the class (e.g., room is simple and neatly arranged; chairs are arranged in a circle; yoga mats or cushions may be available, etc.).		
Materials are prepared in advance to facilitate the flow of the lesson (e.g., handouts and writing materials are available and easily accessible).		
Class follows a three-part structure (begins with mindfulness practice, includes activities and discussion, and ends with mindfulness practice).		
Individual elements of the lesson are taught in the correct order so that the logic of the lesson develops in a meaningful way.		
Activities and practices are presented clearly, accurately, and in accordance with the instructions in the curriculum. Teacher demonstrates an understanding of the lesson themes and the rationale for each.		
✓ <i>Opening mindfulness practice</i>		
✓ <i>Review of previous lesson(s) and check-in about out-of-class practice</i>		
✓ <i>Transition to lesson on emotions</i>		
✓ <i>The Lineup</i>		
✓ <i>How Does It Feel?</i>		
✓ <i>Emotions in Three Acts</i>		
✓ <i>The Great Cover-Up</i>		
✓ <i>Surfing the Waves</i>		
✓ <i>Mindfulness of Feelings</i>		
✓ <i>Finding the Feeling</i>		
✓ <i>Homework invitation and instructions</i>		
✓ <i>Person Just Like Me: E Theme</i>		
Extraneous concepts, ideas, or activities of personal interest are not introduced, but the teacher may include relevant personal examples of the themes.		

L2B Fidelity Checklist: A Theme

Domain 1. Planning, Organization, and Coverage of Session Curriculum	Score	Notes
The setting is conducive to the class (e.g., room is simple and neatly arranged; chairs are arranged in a circle; yoga mats or cushions may be available, etc.).		
Materials are prepared in advance to facilitate the flow of the lesson (e.g., handouts and writing materials are available and easily accessible).		
Class follows a three-part structure (begins with mindfulness practice, includes activities and discussion, and ends with mindfulness practice).		
Individual elements of the lesson are taught in the correct order so that the logic of the lesson develops in a meaningful way.		
Activities and practices are presented clearly, accurately, and in accordance with the instructions in the curriculum. Teacher demonstrates an understanding of the lesson themes and the rationale for each.		
✓ <i>Opening mindfulness practice</i>		
✓ <i>Review of other lesson(s) and check-in about out-of-class practice</i>		
✓ <i>Transition to lesson on stress and attention</i>		
✓ <i>Differences between chronic and acute stress</i>		
✓ <i>A Stressed-Out Case</i>		
✓ <i>Cross the Line</i>		
✓ <i>How Much Can You Handle?</i>		
✓ <i>What's My Limit?</i>		
✓ <i>What's the Best Balance?</i>		
✓ <i>Memo from the Body-Mind</i>		
✓ <i>Mindfulness 360</i>		
✓ <i>Mindful Movement</i>		
✓ <i>Mindful Walking</i>		
✓ <i>Person Just Like Me: A Theme</i>		
Extraneous concepts, ideas, or activities of personal interest are not introduced, but the teacher may include relevant personal examples of the themes.		

L2B Fidelity Checklist: T Theme

Domain 1. Planning, Organization, and Coverage of Session Curriculum	Score	Notes
The setting is conducive to the class (e.g., room is simple and neatly arranged; chairs are arranged in a circle; yoga mats or cushions may be available, etc.).		
Materials are prepared in advance to facilitate the flow of the lesson (e.g., handouts and writing materials are available and easily accessible).		
Class follows a three-part structure (begins with mindfulness practice, includes activities and discussion, and ends with mindfulness practice).		
Individual elements of the lesson are taught in the correct order so that the logic of the lesson develops in a meaningful way.		
Activities and practices are presented clearly, accurately, and in accordance with the instructions in the curriculum. Teacher demonstrates and understanding of the lesson themes and the rationale for each.		
✓ <i>Opening mindfulness practice</i>		
✓ <i>Review of other lesson(s) and check-in about out-of-class practice</i>		
✓ <i>Transition to lesson on ways we practice kindness or meanness</i>		
✓ <i>Neuroplasticity and practice</i>		
✓ <i>The Teenage Brain, True or False</i>		
✓ <i>Ways We Practice Kindness/Ways We Practice Meanness</i>		
✓ <i>Stream of Gratitude</i>		
✓ <i>Loving-Kindness</i>		
✓ <i>Invitation to home practice</i>		
✓ <i>A Person Just Like Me: T Theme</i>		
✓ <i>Other</i>		
Extraneous concepts, ideas, or activities of personal interest are not introduced, but the teacher may include relevant personal examples of the themes.		

L2B Fidelity Checklist: H Theme

Domain 1. Planning, Organization, and Coverage of Session Curriculum	Score	Notes
The setting is conducive to the class (e.g., room is simple and neatly arranged; chairs are arranged in a circle; yoga mats or cushions may be available, etc.).		
Materials are prepared in advance to facilitate the flow of the lesson (e.g., handouts and writing materials are available and easily accessible).		
Class follows a three-part structure (begins with mindfulness practice, includes activities and discussion, and ends with mindfulness practice).		
Individual elements of the lesson are taught in the correct order so that the logic of the lesson develops in a meaningful way.		
Activities and practices are presented clearly, accurately, and in accordance with the instructions in the curriculum. Teacher demonstrates an understanding of the lesson themes and the rationale for each.		
✓ <i>Opening mindfulness practice</i>		
✓ <i>Review of other lesson(s) (building inner strength) and check-in about out-of-class practice</i>		
✓ <i>Transition to lesson on taking practices into daily life</i>		
✓ <i>Short practices (review of previously learned practices)</i>		
✓ <i>Designed to Re-Mind</i>		
✓ <i>BREATHE Beading</i>		
✓ <i>“What I Wish for Myself” letter</i>		
✓ <i>Mindful Quilt</i>		
✓ <i>Closing Circle (mindful speaking and listening)</i>		
✓ <i>A Person Just Like Me: H Theme</i>		
✓ <i>Gifts (wallet cards, etc.)</i>		
Extraneous concepts, ideas, or activities of personal interest are not introduced, but the teacher may include relevant personal examples of the themes.		

Reference

Broderick, P. C., Frank, J. L., Berrena, E., Schussler, D. L., Kohler, K., Mitra, J., et al. (2019). Evaluating the quality of mindfulness instruction delivered in school settings: Development and validation of a teacher quality observational rating scale. *Mindfulness*, *10*, 36–45.

Sample Pre-program and Post-program Questionnaires

These questions are designed to provide a general view of student experience with L2B. In particular, the items are intended to inquire into students' perceived levels of stress, learning, and physical and emotional well-being before and after the program. The questions also survey students' level of engagement with the practices taught in L2B. This is not a standardized instrument, so scoring of items is not possible. Aggregated anonymous student responses can provide general descriptive indicators of improvement and areas of engagement pre- to post-program.

Sample L2B Pre-program Questions

Please circle the responses that best express your experience over the past few months.

1. Are there areas of your life that you have trouble managing? (You may choose more than one or write down others in the blank spaces.)

- a. *Relationships with peers*
- b. *Relationships with parents and family members*
- c. *Relationships with teachers*
- d. *Schoolwork*
- e. *Managing emotions that are upsetting to me*
- f. *Troubling thoughts in my mind that bother me*
- g. *Physical health and sleep*
- h. *Dealing with stress in my life*
- i. *Being kind to myself*
- j. *Being kind to others*
- k. _____
- l. _____

2. How do you feel you have been coping with stress in your life over the past month or two?

- a. *Coping with stress is never a problem for me.*
- b. *I have had a lot of trouble coping with my problems lately.*
- c. *I have had some difficulty coping with my problems lately.*
- d. *I have been coping pretty well lately.*
- e. *I cope well most of the time.*
- f. *I have been coping very well with my problems lately.*

3. How have you been sleeping over the past few months?
- a. *Sleeping is never a problem for me.*
 - b. *I have been sleeping much worse than before.*
 - c. *I have been sleeping somewhat worse than before.*
 - d. *No difference.*
 - e. *I have been sleeping somewhat better than before.*
 - f. *I have been sleeping much better than before.*
4. Describe any physical problems (for example, headaches, back pain, tiredness, etc.) you have experienced over the past few months.
- a. *This was never a problem for me.*
 - b. *Much worse than before.*
 - c. *Somewhat worse.*
 - d. *No difference.*
 - e. *Somewhat better.*
 - f. *Much better.*
5. Overall, describe your ability to take care of yourself (for example, eating well, exercising, not judging yourself too harshly, etc.) over the past few months.
- a. *This was never a problem.*
 - b. *Much worse than before.*
 - c. *Somewhat worse.*
 - d. *No difference.*
 - e. *Somewhat better.*
 - f. *Much better.*

6. How well have you been able to pay attention to your school work (e.g., listening in class, doing homework, taking tests) over the past few months?
- a. *School work has never been a problem for me.*
 - b. *My attention has been much worse than before.*
 - c. *My attention has been somewhat worse than before.*
 - d. *No difference.*
 - e. *My attention has been somewhat better than before.*
 - f. *My attention has been much better than before.*
7. Overall, describe your ability to be in control of difficult emotions and situations in your life over the past few months.
- a. *I was always fully in control.*
 - b. *I feel less control than before.*
 - c. *I feel somewhat less in control than before.*
 - d. *No difference.*
 - e. *I feel somewhat more in control.*
 - f. *I feel much more in control.*
8. Over the past few months, how have you been getting along with other people in your life?
- a. *Getting along with people is never a problem for me.*
 - b. *I have been having a lot of trouble getting along with people lately.*
 - c. *I have been having some difficulty lately.*
 - d. *I have been getting along with people pretty well lately.*
 - e. *I have been getting along with people most of the time.*
 - f. *I have been getting along with people very well lately.*

Sample L2B Postprogram Questions

Please circle the responses that best express your experience with the Learning to BREATHE program.

1. Are there areas of your life that you can manage better *now* as a result of taking the class? (You may choose more than one or write others in the blank spaces.)
 - a. *Relationship with peers*
 - b. *Relationships with parents or family members*
 - c. *Relationships with teachers*
 - d. *Schoolwork*
 - e. *Managing emotions that are upsetting to me*
 - f. *Letting go of sticky thoughts*
 - g. *Physical health and sleep*
 - h. *Dealing with stress in my life*
 - i. *Being kinder to myself*
 - j. *Being kinder to others*
 - k. _____
 - l. _____

2. Overall, how do you feel you cope with stresses in your life *now* compared to before the mindfulness program?
 - a. *Coping with stress was never a problem.*
 - b. *I cope much worse than before.*
 - c. *I cope somewhat worse.*
 - d. *No difference.*
 - e. *I cope somewhat better.*
 - f. *I cope much better.*

3. Overall, describe the quality of your sleep *now* as compared to before the mindfulness program.
- a. *Sleep was never a problem.*
 - b. *I sleep much worse than before.*
 - c. *I sleep somewhat worse.*
 - d. *No difference.*
 - e. *I sleep somewhat better.*
 - f. *I sleep much better.*
4. Overall, describe any problem physical symptoms (for example, headaches, back pain, tiredness, etc.) *now* as compared to before the mindfulness program.
- a. *This was never a problem.*
 - b. *Much worse than before.*
 - c. *Somewhat worse.*
 - d. *No difference.*
 - e. *Somewhat better.*
 - f. *Much better.*
5. Overall, describe your ability to take care of yourself (for example, eating well, not judging yourself too harshly, etc.) *now* as compared to before the mindfulness program.
- a. *This was never a problem.*
 - b. *Much worse than before.*
 - c. *Somewhat worse.*
 - d. *No difference.*
 - e. *Somewhat better.*
 - f. *Much better.*

6. How well are you now able to pay attention to your schoolwork (e.g., listening in class, doing homework, taking tests) compared to before the mindfulness program?
- a. *School work has never been a problem for me.*
 - b. *My attention is much worse than before.*
 - c. *My attention is somewhat worse than before.*
 - d. *No difference.*
 - e. *My attention is somewhat better than before.*
 - f. *My attention is much better than before.*
7. Overall, describe your ability to be in control of difficult emotions and situations in your life *now* compared to before the mindfulness program.
- a. *I was fully in control before the program.*
 - b. *I feel less in control than before.*
 - c. *I feel somewhat less in control than before.*
 - d. *No difference.*
 - e. *I feel somewhat more in control.*
 - f. *I feel much more in control .*
8. How have you been getting along with other people in your life *now* compared to before the mindfulness program?
- a. *Getting along with people has never been a problem for me.*
 - b. *I have a lot more trouble getting along with people than before.*
 - c. *I have some difficulty now compared to before.*
 - d. *No difference.*
 - e. *I get along with people more of the time now compared to before.*
 - f. *I get along with people a lot better now than before.*

In the section below, please circle the kinds of mindfulness practice you did over the course of the program and check off how often you did it.

Since the beginning of the L2B program, how often did you practice?

1. Body Scan

- ☐ Only in the L2B class
- ☐ During the day in school
 - ☐ Once more at home
 - ☐ About two to five times at home
 - ☐ Once a week
 - ☐ Several times a week
 - ☐ Every day
 - ☐ Other _____

Did you use the audio to guide you through the Body Scan? Circle: yes / no

2. Three Mindful Breaths (Three Dots)

- ☐ Only in the L2B class
- ☐ During the day in school
 - ☐ Once more at home
 - ☐ About two to five times at home
 - ☐ Once a week
 - ☐ Several times a week
 - ☐ Every day
 - ☐ Other _____

3. Eating Mindfully

- ☐ Only in the L2B class
- ☐ During the day in school
- ☐ Once more at home
- ☐ About two to five times at home
- ☐ Once a week
- ☐ Several times a week
- ☐ Every day
- ☐ Other _____

4. Mindfulness of Thoughts

- ☐ Only in the L2B class
- ☐ During the day in school
- ☐ Once more at home
- ☐ About two to five times at home
- ☐ Once a week
- ☐ Several times a week
- ☐ Every day
- ☐ Other _____

Did you use the audio to guide your Mindfulness of Thoughts practice? Circle yes / no

5. Mindfulness of Feelings

- ☐ Only in the L2B class
- ☐ During the day in school
- ☐ Once more at home
- ☐ About two to five times at home
- ☐ Once a week
- ☐ Several times a week
- ☐ Every day
- ☐ Other _____

Did you use the audio to guide your Mindfulness of Feelings practice? Circle yes / no

6. Mindful Movement and/or Mindful Walking

- ☐ Only in the L2B class
- ☐ During the day in school
- ☐ Once more at home
- ☐ About two to five times at home
- ☐ Once a week
- ☐ Several times a week
- ☐ Every day
- ☐ Other _____

7. Loving-Kindness

- ☐ Only in the L2B class
- ☐ During the day in school
- ☐ Once more at home
- ☐ About two to five times at home
- ☐ Once a week
- ☐ Several times a week
- ☐ Every day
- ☐ Other _____

Did you use the audio to guide you through the Loving-Kindness practice? Circle yes / no

8. Compassion for self and others (Person Just Like Me)

- ☐ Only in the L2B class
- ☐ During the day in school
- ☐ Once more at home
- ☐ About two to five times at home
- ☐ Once a week
- ☐ Several times a week
- ☐ Every day
- ☐ Other _____

9. Mindfulness can be practiced at any moment of the day, no matter where you are or what you are doing. Do you have a special way of practicing mindfulness? Please describe:

10. Mindfulness helps us recognize that we are connected to each other. Have you noticed any ways that you are more aware of other people’s feelings? Please describe:

11. Have you engaged in any activities or behaviors that help others in some way since you’ve begun to practice mindfulness? Please describe:

12. What advice would you give a friend or family member who is thinking about starting to practice mindfulness? Please describe:

Affective Self-Regulatory Efficacy Scale for Use with L2B

All scales should be used appropriately with permission and in conformity with institutional standards for assessment. This unpublished self-report scale was developed by the author (Broderick, 2013) to measure affective self-regulatory efficacy and is formatted in accordance with the guidelines provided by Bandura and colleagues (2003).

Directions: Sometimes people feel that they can do something very well, and sometimes they feel like they can't do something very well. Read each of the sentences below, and circle the number on the scale of 1 to 5 that describes how well you think you can do each thing.

1. When I am upset, I can own up to the way I feel and treat my feelings as important.

1	2	3	4	5
I am not confident that I can do this		I am pretty confident that I can do this		I am really confident that I can do this

2. I can use my breathing to calm myself when I am upset or angry.

1	2	3	4	5
I am not confident that I can do this		I am pretty confident that I can do this		I am really confident that I can do this

3. I can relax my body and calm myself when I am stressed out.

1	2	3	4	5
I am not confident that I can do this		I am pretty confident that I can do this		I am really confident that I can do this

4. When something upsets me, I can remain in control of my behavior.

1	2	3	4	5
I am not confident that I can do this		I am pretty confident that I can do this		I am really confident that I can do this

5. I can pay attention to what is actually happening in the present moment.

1	2	3	4	5
I am not confident that I can do this		I am pretty confident that I can do this		I am really confident that I can do this

6. I can let my uncomfortable feelings (like anger, jealousy, or sadness) run their course without acting out or pretending that they don't exist.

1	2	3	4	5
I am not confident that I can do this		I am pretty confident that I can do this		I am really confident that I can do this

7. I can accept things that don't go my way without getting really angry or upset.

1	2	3	4	5
I am not confident that I can do this		I am pretty confident that I can do this		I am really confident that I can do this

8. I know which feelings (like anger, impatience, joy) I am feeling as they are happening.

1	2	3	4	5
I am not confident that I can do this		I am pretty confident that I can do this		I am really confident that I can do this

9. When something upsets me, I can let go of constant worrying about the problem.

1	2	3	4	5
I am not confident that I can do this		I am pretty confident that I can do this		I am really confident that I can do this

10. When I get distracted and my mind wanders, I can bring my attention back to what I'm supposed to be doing.

1	2	3	4	5
I am not confident that I can do this		I am pretty confident that I can do this		I am really confident that I can do this

11. I can take the time to figure out what I'm thinking when I'm upset.

1	2	3	4	5
I am not confident that I can do this		I am pretty confident that I can do this		I am really confident that I can do this

12. I can understand another person's point of view when they disagree with me or don't do what I want them to do.

1	2	3	4	5
I am not confident that I can do this		I am pretty confident that I can do this		I am really confident that I can do this

13. I can accept my uncomfortable feelings (like anger, jealousy, or sadness) without blaming myself for feeling the way I do.

1	2	3	4	5
I am not confident that I can do this		I am pretty confident that I can do this		I am really confident that I can do this

14. I can notice how my body feels when I get upset.

1	2	3	4	5
I am not confident that I can do this		I am pretty confident that I can do this		I am really confident that I can do this

References

- Bandura, A, Caprara, G. V., Barbaranelli, C., Gerbino, M., & Pastorelli, C. 2003. Role of affective self-regulatory efficacy in diverse spheres of psychosocial functioning. *Child Development*, 74(3), 769–782.
- Broderick, P. C. (2013). *Affective self-regulatory efficacy scale*. Unpublished manuscript.