

This curriculum was developed by the Mindfulness in schools Project, a non-profit organisation whose aim is to encourage, support and research the teaching of secular mindfulness in schools. The **.b** [dot-be], curriculum should only be delivered by trained professional.

The classroom based sessions are supported by online animations and guided practice. Supporting sound files can also be downloaded from iTunes and at the Mindfulness in Schools website.

Aims:

- To introduce a range of mindfulness practices
- To encourage and support the development of regular personal mindfulness practice
- To introduce a range of strategies for pupils that could help them manage challenging situations and build resilience
- To introduce a range of strategies for pupils that could help them enhance their performance in a range of areas including concentration, exam performance, and managing relationships

Learning Objectives	Teaching and Learning Activity	Resources	Assessment for Learning
<p>An Introduction to mindfulness</p> <ul style="list-style-type: none"> • To introduce mindfulness in a way that is engaging, entertaining and persuasive. • For pupils to have their first taste of mindfulness practice and specifically to: <ol style="list-style-type: none"> 1 – Play attention via mindfulness of hands 2- .b • Establish ground rules for the lessons themselves so that the basic ethos of the classroom is established before the beginning of lesson 1. • Lesson to be tailored to the group. 	<p>Your brain is something you can train. Where is your mind? You can train your mind to be ‘in the present moment’ .b</p>	<p>PowerPoint Video clip – ‘Kung Fu Panda’ Light dimmer Online recap animation and guided practice</p>	<p>Question and answer Discussion Observation</p>

<p>1'Play Attention'</p> <ul style="list-style-type: none"> To introduce pupils to the faculty of their attention For pupils to experience that they can direct their attention For pupils to understand the untrained mind's fickle nature – it is like a puppy To begin to provide some simple tools for training their attention To introduce key attitudes to attention-training: kindness, patience, repetition 	<p>We can direct our attention. A playful mini body scan. The 'puppy' mind How to train the 'puppy' mind. 'Finger' breathing'. Animation for Lesson. Guided practice. Optional worksheets.</p>	<p>PowerPoint. Torch / Flashlight. Video clip – Attenborough. Light dimmer. Optional Worksheets. Online recap animation and guided practice. Home practice sheet.</p>	<p>Home practice review Discussion / reflection Question and answer Observation Home practice record sheet (optional)</p>
<p>2'Taming the Animal Mind'</p> <ul style="list-style-type: none"> To explore that the mind has a life of its own – we often cannot control it To nurture an attitude of curiosity, kindness, acceptance and openness that helps us to better deal with fluctuating mind states powers of the same number To teach that by 'anchoring' our attention in the lower half of our body we can begin to turn towards calm even when our minds are stormy. 	<p>Home Practice review / reflection Discussion Breath counting David Attenborough clip FOFBOC practice</p>	<p>PowerPoint Video clip - Attenborough Light dimmer Online recap animation and guided practice Home practice sheet</p>	<p>Home practice review Discussion / reflection Question and answer Observation Home practice record sheet (optional)</p>
<p>3'Recognising Worry'</p> <ul style="list-style-type: none"> The mind habitually interprets and 'tells stories' about what is happening We can get stuck in our heads and 'ruminate' or 'catastrophise' Such rumination is not only 'stressful' – it affects our bodies and behaviour, from sleep and sport to spots and studies Practices like the 7-11 and Beditation help us deal with this by switching us from 'thinking' mode to 'sensing' mode 	<p>7-11 practice. Sam was on the way to school. Let's see an example of rumination in action. Beditation.</p>	<p>PowerPoint Yoga mats Online recap animation and guided practice Home practice sheet</p>	<p>Home practice review Discussion / reflection Question and answer Observation Home practice record sheet (optional)</p>

<p>4'Being Here Now'</p> <ul style="list-style-type: none"> To explain how autopilot prevents us from being alive and awake to our experiences in the here and now. To learn to appreciate and savour the pleasant To learn how to respond rather than react to the unpleasant To learn how a .b can quickly bring our attention into the here and now, and help us to respond rather than react. 	<p>Discussion – ‘autopilot’ Mindful eating: Chocolate – savouring what is pleasant Chili – dealing skilfully with what is unpleasant. Learning to .b</p>	<p>PowerPoint Light dimmer Online recap animation and guided practice Home practice sheet</p>	<p>Home practice review Discussion / reflection Question and answer Observation Home practice record sheet (optional)</p>
<p>5'Moving Mindfully' For pupils to understand that:</p> <ul style="list-style-type: none"> Mindfulness is not just about being still, as in the FOFBOC or Beditation. It is also about movement. We spend a great deal of our time doing actions ‘mindlessly’.. on autopilot. One such activity is walking. We are rarely present when we walk Learning to move mindfully can also be used as a resource for for peak performance in sport, music and the performing arts. 	<p>Standing mindfully at start of lesson Explain ‘flow’ or being ‘in the zone’ Before and after applying mindful approach – video clip ‘The Last Samurai’ Mindful walking</p>	<p>PowerPoint Light dimmer Video clip ‘The Last Samurai’ Space for mindful walking Online recap animation and guided practice Home practice sheet</p>	<p>Home practice review Discussion / reflection Question and answer Observation Home practice record sheet (optional)</p>
<p>6'Stepping Back' For pupils to:</p> <ul style="list-style-type: none"> Understand that they have the capacity to ‘step back’ from their thoughts Learn that it can be helpful to see thoughts as ‘traffic’ flowing through the min Identify some of the particular ‘thought-buses’ that pass through their mind Recognise that they don’t have to ‘get on the bus’ of these difficult thoughts 	<p>How’s the traffic in your mind right now? Show Animation Clip Headspace clip (Alternative) Explain the brain Identify your thought buses You don’t have to get on the bus FOFBOC</p>	<p>PowerPoint Light dimmer Video clip : Headspace (optional V9) Online recap animation and guided practice Home practice sheet Optional worksheets</p>	<p>Home practice review Discussion / reflection Question and answer Observation Home practice record sheet (optional)</p>

<p>7 ‘Befriending the Difficult’ For pupils to:</p> <ul style="list-style-type: none"> • Understand stress: where it comes from, why it is necessary, how it works and the potentially harmful effects. • Identify and draw their “stress signature” - where in the body do they feel stress? • Learn to respond rather than react, by ‘turning towards’ and ‘being with’ difficult emotions. 	<p>Bad things happen. But can you respond, rather than react? Explain stress is and what it does to us. Stress Exercise. Pupils draw their stress signature.</p>	<p>PowerPoint Light dimmer Online recap animation and guided practice Home practice sheet Optional worksheets</p>	<p>Home practice review Discussion / reflection Question and answer Observation Home practice record sheet (optional)</p>
<p>8 ‘Taking in the Good’</p> <ul style="list-style-type: none"> • To encourage an appreciation of what is good in life • To explain how even the ordinary can be experienced as ‘good’ if we are more fully aware of it • To teach the advice of those who have done this even in awful circumstances • To teach a practice of “taking in the good” so that what is good turns from an idea into an experience 	<p>Explain the Chinese character for mindfulness. Eat a grape with greater awareness and appreciation. What are you grateful for? Watch examples of gratitude. Alice Herz-Sommer: Soul Pancake clip. Do gratitude practice</p>	<p>PowerPoint Light dimmer Online recap animation and guided practice Home practice sheet Optional worksheets</p>	<p>Home practice review Discussion / reflection Question and answer Observation Home practice record sheet (optional)</p>
<p>9 ‘ Pulling it all Together’ For pupils:</p> <ul style="list-style-type: none"> • To identify what they have found most useful in the .b course. • To consider in what areas of their life they might apply their new mindfulness skills. • To fill in feedback questionnaires about the course. 	<p>What new skills have you learned on this course? choice between the .b quiz or: more reflective session to remind pupils of the themes and core practices of each lesson. Watch Mary Schmich’s advice. (set mood as upbeat, aspirational and forward looking. Write letter to self. Fill in the paper or online version of the questionnaire.</p>	<p>PowerPoint ‘Sunscreen’ clip, Plain paper, Envelopes, Chocolates (and/or alternative), hard copy of questionnaire, or access to online Questionnaire.</p>	<p>Home practice review Discussion / reflection Question and answer Observation Questionnaire.</p>

Differentiation (SEN/Planning for additional needs):

Referral into the group will include consulting with parents and pupils.

Where appropriate, other professional working with the pupil will be consulted.

Differentiation will take place as part of teacher assessment on a session by session basis.

Classroom support and other adults will be deployed as per lesson.