

**.b** is a classroom **introduction** to mindfulness. At the most basic level, **.b** aims simply to be an **awareness raising exercise** that gives all students a taste of mindfulness, so that they know about it, and can thus return to it later in life, learning more about it when this is useful to them. The most fundamental aims are:

- ✓ For **all students to know** about mindfulness
- ✓ For **most to enjoy it**
- ✓ For **many to use it** now and again
- ✓ And **some to practise daily**
- ✓ For **as many as possible to remember it.**

The **primary objective is for students to have a positive experience of mindfulness**. For some students this might be a life-changing experience, but not for most, so at a superficial level it is about them *enjoying* it. Having said this, if you can **make mindfulness relevant to their lives now**, they will often engage with it and use it almost immediately. For some students, mindfulness can help them to achieve their goals, such as focus in class, improved performance in sport, or getting on with others. For others mindfulness can become a lifeline to help them deal with present difficulties, such as coping with exam pressure and other causes of anxiety and distress.

## An Introduction to Mindfulness



### Learning Intention:

- To introduce mindfulness in a way that is engaging, entertaining and persuasive.
- For students to have their first taste of mindfulness practice, and specifically to:
  1. 'Play attention' via mindfulness of hands
  2. Do a '.b' (the signature practice for this program)
- This is a lesson to help persuade to the class why it is a good idea for them to learn mindfulness.

## Lesson 1: Playing Attention



### Learning Intention:

- To introduce students 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

## Lesson 2: Taming the Animal Mind



### Learning Intention:

- To explore that the mind has a life of its own –we often can't control it
- To nurture an attitude of curiosity, kindness, acceptance, and openness that helps us to deal more skilfully with these fluctuating mind-states.
- To teach that by 'anchoring' our attention in the lower half of the body we can begin to turn towards calm even when our minds are stormy

## Lesson 3: Recognising Worry



### Learning Intention:

For students to understand that:

- 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
- How practices like the '7-11' and the 'Beditation' can help us deal with this by **switching us from 'thinking' mode to 'sensing' mode**

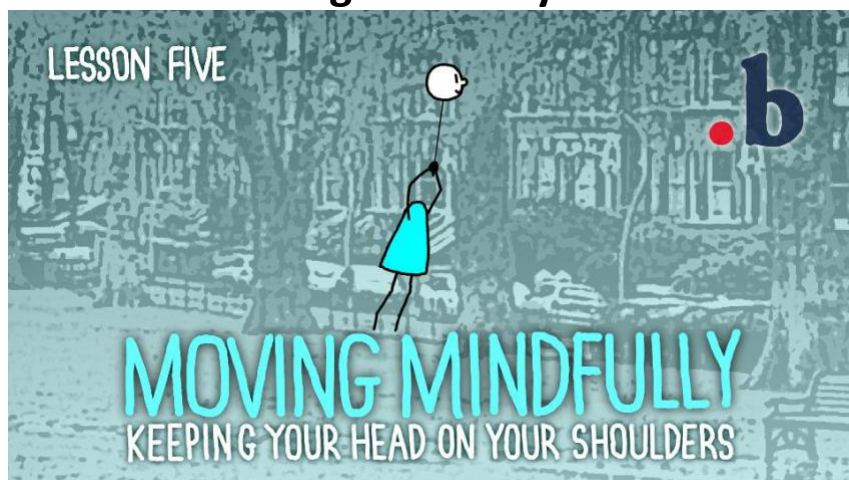
## Lesson 4: Being Here Now



### Learning Intention:

- To explain how 'autopilot' prevents us from being alive and awake to our experience 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**.** can quickly bring our attention into the here and now, and help us to respond rather than react to what is difficult

## Lesson 5: Moving Mindfully



### Learning Intention:

For students to understand that:

- Mindfulness is also about movement. We spend a great deal of 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 peak performance in sport, music, and the performing arts

## Lesson 6: Stepping Back

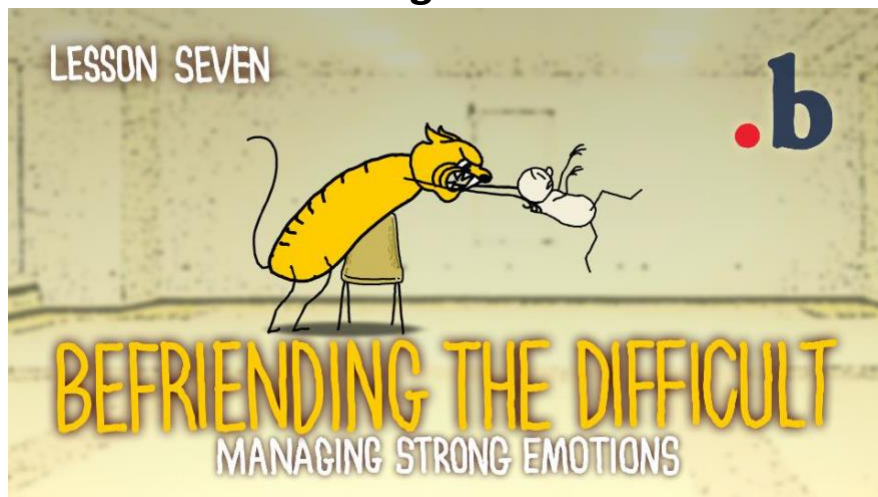


### Learning Intention:

For students to:

- 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 mind
- Identify some of the particular 'thought trains' that pass through the mind
- Recognise that they don't have to 'get on the thought train' of these difficult thoughts

## Lesson 7: Befriending the Difficult



### Learning Intention:

For students to:

- 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.

## Lesson 8: Taking in the Good



### Learning Intention:

- 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

## Lesson 9: Pulling It All Together



### Learning Intention:

For students:

- 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 give feedback on the course.