What Really Matters In Mindfulness Programs for Teens: Key Elements That Engage, Energize and Inspire Teens to Practice Mindful Awareness

Heidi Bornstein & Stephen Chadwick
Bridging the Hearts and Minds of Youth Conference 2014 San Diego
Books For Teachers

*Buddha’s Brain: The Practical Neuroscience of happiness, wisdom & love*, Rick Hanson


*Teaching Stress Management: Activities for Children and Young Adults*, Nanette E. Tummers

*The Courage to Teach: Exploring the Inner Landscape of a Teacher’s Life*, Parker J. Palmer

*The Dimensions of Engaged Teaching: A Practical Guide for Educators*, Laura Weaver & Mark Wilding

*The Power of Mindful Learning*, Ellen J. Langer

*The Thundering Years: Rituals and Sacred Wisdom for Teens*, Julie Tallard Johnson
Intention of the Presentation

To examine successfully implementing a mindfulness program for teens into high schools in order to promote positive health and wellness.
Overview

1. Preparing the Ground – considerations for a successful implementation plan
2. Planting Seeds
   – Core Competencies
   – Foundational Mindfulness Practices
   – Key Elements of a Mindfulness Curriculum
   – Lesson Components
   – Teaching Tools
   – Experiential Learning
3. Cultivating a Mindful Culture in Schools / Mindfulness in a School Setting
   – Sustainability
Benefits of Mindfulness for Students

- Supports “readiness to learn”.
- Promotes academic performance.
- Strengthens attention and concentration.
- Reduces anxiety before testing.
- Promotes self reflection and self calming.
- Improves classroom participation by supporting impulse control.
- Provides tools to reduce stress.
- Enhances social and emotional learning.
- Fosters pro-social behaviours and healthy relationships.
- Supports holistic well-being.

From Mindful Teaching and Teaching Mindfulness, A Guide for Anyone Who Teaches Anything by Deborah Schoeberlein
The Mechanisms of Mindfulness

Definition of Mindfulness
Jon Kabat-Zinn

Mindfulness is:
- The awareness that arises

Paying Attention:
- In a particular way

Non-judgmentally:
- On purpose
- To the present moment

Attention: Conscious awareness of one’s inner and outer experience
Intention: A conscious decision to engage in the practice
Attitude: Being unconditionally present with whatever arises in an orientation that is characterized by curiosity, openness, acceptance and kindness
Assessing the Landscape

Implementing a Mindfulness Program

**Why** are you doing it?

**What** is the desired outcome (needs assessment)?

**Who** (target group) is the program for?

**When** (in school timetable)?

**Where** (physical space)?

**Who** is going to deliver the program?

**How** will you know if you have achieved the desired outcome?
Small Group Inquiry

Considerations for Implementing a Mindfulness Program

**Why** are you doing it?

**What** is the desired outcome (needs assessment)?

- What are the students going to be doing differently after the training?
- What are they going to be saying differently after the training?

**Who** is the program for (target group)?
Preparing the Ground

Enrolling Support
  Administration, Parents, & Colleagues

Facilitator Skill Set
  Personal Mindfulness Practice, Yoga Training for Teens

Accessing Resources
  Physical space for classes with room for chairs in a circle, body scan and mindful movements
  Time in Curriculum, or lunch time, after school

Materials & Supplies
  Yoga mats, blankets, book and CD resources
Enrolling Support

Administration
Mindfulness Proposal
(see handout)

Parents & Care Givers
Mindfulness is
(see handout)

Colleagues and Professional Support Workers
(including guidance counselor, social worker, psychologist, youth worker, and educational assistant)

Experiential PD opportunity for staff at school –
1-2 hr Mindfulness Self-Care Workshop
Integrating Mindfulness Training Into K-12 Education: Fostering the Resilience of Teachers and Students (March 2012) points to the benefits of providing mindfulness training to educators and students and provides recommendations for further research and implementation.

What Students Say About Mindfulness:
1) It helps them focus.
2) It teaches them how to calm down when they are upset.

Download the complete white paper (19 pages); Read the executive summary; or Read an interview transcript with lead author John Meiklejohn, LICSW. Contact J.johnmeiklejohn@comcast.net
Core Competencies:
What Need Is Being Addressed?

Increasing Attention and Concentration
Developing Stress Management Skills
Managing Emotions & Behaviours
Making Responsible Choices
Fostering Kindness to Self and Others
Promoting Awareness: Inward and Outward
Improving Communication Skills
Building Relationships and Connections
Cultivating Resilience

Improved Academic Outcomes
How Will You Know that You Have Made a Change?

What will the students be saying or doing differently?

• Pre-and Post Assessment (see example)
• Qualitative Data collection from sessions (see example)
• Mindful Collage: 3 Questions
  1. What was the most important message for me?
  2. What did I learn from this program?
  3. How will I use what I learned in my life?
"The faculty of voluntarily bringing back a wandering attention, over and over again, is the very root of judgment, character, and will... An education which should improve this faculty would be the education par excellence"

William James, 1890
You can't stop the waves, but you can learn to surf

Jon Kabat-Zinn
What IS Mindfulness?

Mindfulness is paying attention to the here and now, with kindness and curiosity.

*Amy Saltzman, M.D.*
Supporting the Lesson Theme

Lesson Theme

Activity

Share

Attitude

Relevance

Mindful Movement

Practice
Supporting the Group

- Presence
- Connection
- Safety
- Language
Presence – Being
Facilitator Tool Kit
Teaching Tools

Reflect – Pair – Share (Dyad)
Journal
Teaching Stories

Facts About...
Videos / YouTube
Quotes & Poems

Activities
Music
Perception Graphics

Mindfulness Everyday
Self-Care Tools

- Healthy Mind Platter – Daniel Siegel
- The Happiness Advantage – Shawn Achor
- Eating & Anxiety
- Mindful Habits for Healthy Sleep
- Mindful Technology
- Taking in the Good – Rick Hanson

Mindfulness Everyday
“In the future, there will need to be many different kinds of mindfulness teachers and guides for many different contexts. What’s needed for educators will differ from what’s needed for health professionals and inner city youth. Let many flowers bloom.”

Jon Kabat-Zinn, February 2014 Mindful
Somewhere Deep Within

Somewhere deep within
there is a firmer, simpler, warmer
human being.

This human being trusts
this human being accepts both
the limits that give a human dignity,
and the talents that the world awaits.

Somewhere deep within
there is a purpose that cannot be shaken,
a love that no longer fears,
and a wisdom that ennobles life.

This human being is both
the instrument,
and the profound expression of life.

Unknown
I’m inspired!
What’s the next step?
Benefits of Mindfulness for Teachers Personally

- Improves focus and awareness
- Increases ‘presence’
- Promotes emotional balance
- Supports stress management & stress reduction
- Supports healthy relationships at work & at home
- Supports overall well-being

From Mindful Teaching and Teaching Mindfulness, A Guide for Anyone Who Teaches Anything by Deborah Schoeberlein
Benefits of Mindfulness for Teachers Professionally

• Increases ability to see student behaviour more compassionately and less as a challenge to self.
• Increases responsiveness to students’ needs.
• Enhances classroom climate.
• Reduces burnout.
• Increases job satisfaction.

From *Mindful Teaching and Teaching Mindfulness, A Guide for Anyone Who Teaches Anything* by Deborah Schoeberlein
Support for Educators

The 3 R’s for Counselors: Relationship, Reflection, Renewal
CARE for Teachers (Cultivating Awareness and Resilience in Education)
CARE for Teachers is a unique program designed to help teachers reduce stress and enliven their teaching by promoting awareness, presence, compassion, reflection, and inspiration - the inner resources they need to help students flourish, socially, emotionally, and academically.

https://www.garrisoninstitute.org/contemplation-and-education
Support for Teachers

SMART in Education
Stress Management And Relaxation Training in Education

The SMART in Education program, an nine session teacher renewal program, is designed specifically for (K-12) educators, administrators and professional support staff to:

• Understand and regulate your emotions to manage stress
• Reclaim wholeness and happiness
• Revitalize your purpose to teach
• Improve your mental and physical health

The SMART in Education program involves experiential practices in emotional awareness, meditation, movement exercises, discussions and at-home exercises.
Evidence-Based Mindfulness Curricula for Teens

.\textbullet\text – The Mindfulness in Schools Project
\textbf{Learning to Breathe} – Patricia Broderick
\textbf{Mindful Schools} – Megan Cowan
\textbf{Mindfulness Ambassador Council (MAC)} – Mindfulness Without Borders
\textbf{Stressed Teens} - Gina Biegel
\textbf{The Inner Kids Program} – Susan Kaiser Greenland
\textbf{The Still Quiet Place} – Dr. Amy Saltzman
\textbf{The Mindful Edge} – Mindfulness Everyday
Mindfulness In Education Curricula for Teens (available for purchase online)

The MindUP Curriculum, published by Scholastic (3 books for different age groups)
The Mindful Child, by Susan Kaiser Greenland
Learning to Breathe, by Patricia Broderick
Mindfulness for Schools, A training course for teachers and teenagers, by Carol Cattley & Jini Lavelle
(to order: www.mindfulnessforschools.com)
Teaching Stress Management: Activities for Children and Young Adults, by Nanette Tummers
Teaching Yoga for Life: Preparing Children and Teens for Healthy, Balanced Living, by Nanette Tummers
Mindfulness in Education Resources

Association for Mindfulness in Education: www.mindfuleducation.org
Center for Mindful Learning: http://www.cml.me/
Center for Mindfulness: http://www.umassmed.edu/cfm/index.aspx
Good site for research: www.mindfulnet.org
Inner Kids: http://www.innerkids.org
Living with Awareness and Compassion http://www.mindful.org
Learning To Breathe: http://www.learning2breathe.org
Mindfulness Toronto: http://www.mindfulnessstoronto.net/
Mindfulness Everyday: www.mindfulnesseveryday.org
Mindful Schools: www.mindfulschools.org
Mindfulness Without Borders: www.mindfulnesswithoutborders.org
Still Quiet Place: http://www.stillquietplace.com/
Stressed Teens: www.stressedteens.com
Research Studies

Mindfulness Training for Elementary School Students: The Attention Academy, Dr. Maria Napoli, *Journal of Applied School Psychology*, 2005


Mindfulness-Based Stress Reduction for the Treatment of Adolescent Psychiatric Outpatients: A Randomized Clinical Trial, Gina M. Biegel, *Journal of Consulting and Clinical Psychology* 2009

Tai Chi and mindfulness-based stress reduction in a Boston Public Middle School


**Meta-Studies and Research Summaries**

**UCLA Mindfulness Awareness Research Center: Mindfulness Bibliography**
A bibliography for those who wish to locate theoretical and empirical sources on the topic of mindfulness, dating from 1975 to February 2008. Prepared by John C. Williams, M.S. (State University of New York, Binghamton) and Lidia Zylowska, M.D. (University of California, Los Angeles)

**Mindfulness Research Summary**
A sample of the results from investigations seeking to uncover more of what mindfulness can offer to enhance human well-being. This covers: brain and the immune system; relationships; clinical applications; mindfulness in education; and other mind/body practices. Written by Dr. Lisa Flook and Greg Flaxman.

[http://www.mindfuleducation.org/research.html](http://www.mindfuleducation.org/research.html)
Mindfulness for Teachers and Students Research


http://www.mindfulnet.org/page4.htm
Mindfulness in Education Research


Epstein RM. Mindful practice. JAMA 1999; 282(9): 833-9


http://www.mindfulnet.org/page4.htm
In Gratitude

We would like to gratefully acknowledge and appreciate all of our teachers who have provided a mindful, aware foundation for this work and have touched us. To all mentioned and anyone not mentioned, who has contributed their awareness, knowledge, insight, joy, wisdom and mindful presence, a heartful thank you.

Heidi and Steve
Our Community

- Jon Kabat-Zinn & Saki Santorelli - MBSR
- Roy Hintsa – MBSR Toronto
- Diane Riobel – Mindfulness and More
- Patricia Broderick – Learning 2 BREATHE
- Linda Wallace – SMARTinEducation
- Gina Biegel – Stressed Teens
- Dr. Amy Saltzman – Still Quiet Place
- Susan Kaiser Greenland – The Mindful Child
- Randye Semple – MBCT for Anxious Children
- Nanette E. Tummers – Teaching Stress Management & Teaching Yoga for Life
- Linda Lantieri & Daniel Goleman – Building Emotional Intelligence
- Daniel Siegel & Rick Hanson – The Relationship between Neuroplasticity / Brain Science and Mindfulness
- Julie Sorichetti – Yoga-Ed
- Mark Lilly – Street Yoga
- Maalaa – Kids Yoga Now
- Betsy Rose – Betsy Rose Music
- Sara Marlowe – Mindful Families
- Sam Himelstein – The Mind-Body Awareness Project
- Megan Cowan, Vinnie Ferraro – Mindful Schools
- The Hawn Foundation – MindUP
- Denyse Brushett & Stephanie Francois – The Shoniker Clinic
- Andy Puddicombe – Get Some Headspace
- OM for Youth
- Michele and Peter Chaban – AMM-MIND
- Theo Koffler – Mindfulness Without Borders
- Dr. M.L. Freedman – Mindfulness Toronto
- Mindful Families and Schools
- Laurie Arron – Discover Mindfulness
- Dr. P. Rockman – Centre for Mindfulness Studies
- Mindfulness Everyday – Mark Takefman, Dianna Last, Naomi Nurgitz, Susan Meech, Karen Davis, Nora Downer
- Dianna Last Photography