

Brain Power Mindful Minutes: Teacher's Guide

Junior High School (Grades 7-9)

Daily 10-Minute Mindfulness & Wellness Sessions

Detailed Daily Plans for JHS Mindful Minutes - Weeks 1-8

Week 1: Playing Attention & The Mindful Brain

Goal: Introduce mindfulness as attention training and explore basic anchors. Inspired by MiSP .b Lesson 1: Playing Attention.

- **Day 1 (Week 1 - JHS): What is Mindfulness? Ground Rules & Possibilities**
 - **Objective:** Introduce mindfulness, establish group understanding and expectations.
 - **Settle & Introduce (1 min): Teacher Says:** "Welcome to Mindful Minutes. For the next 10 minutes, we'll explore some ways to train our attention. Let's start by finding a posture that feels both alert and relaxed – perhaps sitting upright, feet on the floor."
 - **Core Concept: Mindfulness & Ground Rules (2 min): Teacher Says:** "Mindfulness is essentially training our attention to be more aware of what's happening in the present moment, without a lot of judgment. It's a skill we can develop. Some ground rules for our sessions: this is an experiment, there's no 'right' or 'wrong' way to do it, and it's perfectly normal for your mind to wander. Our main job is to notice." (Relate to .b "Possibilities" and "Ground Rules").
 - **Practice: Settling and Noticing Breath (5 min): Teacher Says:** "If you're comfortable, you can close your eyes, or just lower your gaze. Let's bring our attention to the physical sensation of breathing. Just noticing the breath as it enters and leaves your body. No need to change it, just observe. If your mind wanders off to thoughts or sounds – which it will – gently acknowledge that and guide your attention back to your breath. This is the core of attention training." (*Guide for 2-3 minutes, emphasizing gentle return of attention*).
 - **Reflection & Closing (2 min): Teacher Says:** "What did you notice during that short practice? Was it easy to stay with the breath, or did your attention 'puppy' wander a lot? That's all useful information. We'll explore more anchors this week."
- **Day 2 (Week 1 - JHS): Attention is like a Torch/Puppy - Directing & Exploring**
 - **Objective:** Use metaphors to understand how attention works.
 - **Settle & Recap (1 min): Teacher Says:** "Mindful Minutes. Yesterday we started exploring attention. What's one thing you remember about mindfulness?"
 - **Core Concept: Attention Metaphors (2 min): Teacher Says:** "Our attention can be like a **flashlight** – we can choose where to shine it. Or, like a **puppy** – sometimes it's focused where we want, other times it wanders off to explore something else. Mindfulness helps us become better at directing our attention flashlight and gently training our attention puppy."

- **Practice: Directing Attention to Sound & Breath (5 min): Teacher Says:** "Let's practice directing our attention. First, shine your 'attention flashlight' on any sounds you can hear, far away or close by. Just listen. (Pause 1 min). Now, gently shift your flashlight to the sensations of your breath. Notice the air moving. (Pause 1 min). If the puppy wanders, just gently guide it back."
- **Reflection & Closing (2 min): Teacher Says:** "What was it like to shift your attention? Is one anchor easier than another right now? We're just exploring. Well done."
- **Day 3 (Week 1 - JHS): Mini Body Scan (Hands, Feet, Breath)**
 - **Objective:** Use body sensations as an anchor for attention. (Inspired by .b Lesson 1 practice).
 - **Settle & Recap (1 min): Teacher Says:** "Mindful Minutes. We've used sound and breath as anchors. Our body is full of sensations we can pay attention to."
 - **Core Concept: Body as Anchor in the Present (2 min): Teacher Says:** "Our physical body is always in the present moment. Sensations in our hands, feet, or the feeling of our breath can be powerful anchors when our mind is busy or stressed, helping us ground ourselves."
 - **Practice: Mini Body Scan (5 min): Teacher Says:** "Sitting comfortably. Bring your attention to the sensations in your hands... just feeling whatever is there – warmth, coolness, tingling, contact. (Pause 30-45 sec). Now, shift your attention to your feet, noticing the contact with the floor, the pressure, any sensations. (Pause 30-45 sec). Now, rest your attention on your breath for a minute or so. If your attention wanders, gently bring it back to the breath." *(Guide for 2-3 minutes total)*.
 - **Reflection & Closing (2 min): Teacher Says:** "Which anchor (hands, feet, or breath) was easiest for you to focus on today? Good to know we have options. Good practice."
- **Day 4 (Week 1 - JHS): Training the Puppy Mind (Kindness, Patience, Repetition)**
 - **Objective:** Introduce key attitudes for attention training.
 - **Settle & Recap (1 min): Teacher Says:** "Mindful Minutes. We've been practicing directing our 'attention puppy'. How do we train a real puppy effectively?"
 - **Core Concept: Attitudes for Training Attention (2 min): Teacher Says:** "When training attention, like training a puppy, three things are really helpful: **Kindness** (not getting frustrated when it wanders), **Patience** (it takes time), and **Repetition** (practicing regularly). Every time your mind wanders and you gently bring it back, you're strengthening your attention muscle." (Inspired by .b Lesson 1 attitudes).
 - **Practice: Breath Awareness with Kind Return (5 min): Teacher Says:** "Let's practice with our breath again. As you focus, remember if your mind wanders (and it will!), be kind to yourself. Patiently and gently bring it back. Each return is part of the training." *(Guide for 3 minutes, with gentle reminders about kindness and patience)*.

- **Reflection & Closing (2 min): Teacher Says:** "How did it feel to try and be kind and patient when your mind wandered? This attitude is as important as the focusing itself. Well done."
- **Day 5 (Week 1 - JHS): Finger Breathing & Home Practice Intro**
 - **Objective:** Introduce a simple, portable practice and encourage informal exploration.
 - **Settle & Recap (1 min): Teacher Says:** "Last Mindful Minute this week! We've explored different ways to train our attention."
 - **Core Concept: Finger Breathing (2 min): Teacher Says:** "Here's a simple practice called Finger Breathing. As you breathe in, trace up one finger with the index finger of your other hand. As you breathe out, trace down the other side. You can do this with a few fingers, or all of them. It gives your attention something to do with your breath." (Demonstrate).
 - **Practice: Finger Breathing (5 min): Teacher Says:** "Let's try. Find a comfortable pace. Breathe in, trace up. Breathe out, trace down. Focus on the feeling of your breath and the sensation of your finger moving." (Guide for 2-3 minutes).
 - **Reflection & Closing (2 min): Teacher Says:** "How was finger breathing? It's a practice you can do almost anywhere, anytime you need a quick moment to focus. This week, maybe try noticing your 'attention puppy' when you're doing homework or listening in class. Just notice where it is. Great work this week!"

Week 2: Noticing Our Thoughts - The Mind-Cinema & Thought Habits

Goal: Help students understand thoughts as mental events they can observe and begin to question.

Inspired by MiSP .b Lesson 2: Taming the Animal Mind.

- **Day 1 (Week 2 - JHS): Thoughts are Like Clouds/Leaves**
 - **Objective:** Introduce observing thoughts without judgment.
 - **Settle & Intro (1 min):** "Mindful Minutes! Last week, we trained our attention. This week, we'll start to notice our thoughts, the 'movies' in our mind."
 - **Core Concept: The Mind-Cinema & Observing Thoughts (2 min): Teacher Says:** "Our minds are constantly producing thoughts – like a non-stop cinema! We don't have to get caught up in every movie. We can learn to watch our thoughts come and go, like clouds drifting by or leaves on a stream."
 - **Practice: Thoughts as Clouds/Leaves (5 min):** "Sit mindfully. Imagine you're watching clouds drift across the sky, or leaves floating down a river. Let your thoughts be like those clouds or leaves. Just watch them appear, float by, and disappear, without trying to hold onto them or change them." (Guide for 3 minutes).
 - **Reflection & Closing (2 min):** "What was it like to watch your thoughts? Did any particular 'thought-clouds' drift by? This is the start of understanding our 'mind-cinema'."

- **Day 2 (Week 2 - JHS): Thoughts are Not Facts**

- **Objective:** Introduce the idea that we don't have to believe every thought.
- **Settle & Recap (1 min):** "Mindful Minutes. Yesterday, we watched thoughts like clouds. But what if those thoughts are worries or criticisms?"
- **Core Concept: Thoughts vs. Facts (2 min):** "A key idea in mindfulness is that **thoughts are not always facts**. Just because we think something (e.g., 'I'm going to fail this test,' or 'No one likes me') doesn't make it 100% true. Our minds can tell some very convincing stories that aren't accurate."
- **Practice: "I am having the thought that..." (5 min):** "Sit quietly. When you notice a thought, especially one that feels a bit negative or strong, try silently saying to yourself, 'I am having the thought that... [and then say the thought]'. For example, instead of 'I'm stupid,' try 'I am having the thought that I'm stupid.' Notice if this creates a little space." *(Guide for 3 minutes, inviting them to try this with any thoughts that arise).*
- **Reflection & Closing (2 min):** "Did adding 'I am having the thought that...' change how the thought felt? This helps us see thoughts as mental events, not necessarily solid truths."

- **Day 3 (Week 2 - JHS): The 'Unsticky' Mind & Letting Go**

- **Objective:** Practice letting thoughts pass without getting "stuck" on them.
- **Settle & Recap (1 min):** "Mindful Minutes. We're learning that thoughts aren't always facts. But sometimes they feel very sticky, right?"
- **Core Concept: Unsticking from Thoughts (2 min):** "Some thoughts, especially worries or repetitive ones, can feel 'sticky' – they grab our attention and it's hard to let go. Mindfulness practices help our mind become more 'unsticky,' allowing thoughts to pass through more easily without us getting caught in them."
- **Practice: Leaves on a Stream (Revisit) (5 min):** "Let's use the 'Leaves on a Stream' idea again. Sit comfortably. Imagine each thought that arises is placed on a leaf floating down a gentle stream. Just watch it drift by. If a thought is particularly 'sticky,' just notice that, and gently place it on another leaf." *(Guide for 3 minutes).*
- **Reflection & Closing (2 min):** "Was it easier or harder to let thoughts float by today? Practicing helps our mind learn to let go a little more easily."

- **Day 4 (Week 2 - JHS): Helpful or Unhelpful Thoughts?**

- **Objective:** Begin to discern the nature of thoughts and their impact.
- **Settle & Recap (1 min):** "Mindful Minutes. We've been observing our thoughts. Can we start to notice if they are helpful or not so helpful for us?"
- **Core Concept: Discerning Thoughts (2 min):** "Some thoughts can be useful (e.g., 'I need to remember my homework'). Others can be unhelpful or even make us feel bad (e.g., 'I'm

always messing things up'). Mindfulness helps us develop the awareness to tell the difference, so we can choose which thoughts to give our energy to."

- **Practice: Noticing & Questioning Gently (5 min):** "Sit mindfully. As thoughts arise, just notice them. For one or two thoughts, gently ask yourself: 'Is this thought helpful right now? Does it make me feel good, or stressed?' No need for a big answer, just a quick, kind check-in. Then let the thought go." (*Guide for 3 minutes*).
- **Reflection & Closing (2 min):** "Just noticing if a thought feels helpful or unhelpful gives us more choice. This is about becoming wiser about our own minds."

- **Day 5 (Week 2 - JHS): Review: Our Thinking Mind & Open Awareness of Thoughts**

- **Objective:** Review the week's key concepts about thoughts.
- **Settle & Welcome (1 min):** "Last Mindful Minute on thoughts for this week! Let's settle in."
- **Core Concept: Recap Thinking Mind (3 min):** "This week we learned: Our minds are like a 'mind-cinema.' Thoughts are like clouds/leaves – they come and go. Thoughts are not always facts. We can practice having an 'unsticky' mind and letting thoughts go. We can even notice if thoughts are helpful or not."
- **Practice: Open Awareness of Thoughts (4 min):** "Let's sit and just be aware of whatever thoughts arise in our 'mind-cinema' for a few minutes. No need to label or question, just open, spacious awareness. If you get caught, gently come back to just watching." (*Guide for 2-3 minutes*).
- **Reflection & Closing (2 min):** "Excellent work observing your minds this week! You're developing important skills. Next week, we'll explore our emotions. Have a great weekend!"

Week 3: Understanding Feelings - Inner Weather & Emotional Regulation

Goal: Help students recognize feelings as changing states, connect them to body sensations, and begin to regulate responses. Inspired by MiSP .b Lessons 3 (Recognising Worry - which often links to feelings), 4 (Being Here Now - including body awareness), & 7 (Befriending the Difficult).

- **Day 1 (Week 3 - JHS): Feelings are Like Weather (They Change)**

- **Objective:** Introduce emotions as transient states.
- **Settle & Intro (1 min):** "Mindful Minutes. Last week, we explored our thoughts. This week, we turn to our feelings or emotions."
- **Core Concept: Inner Weather & Change (2 min):** "Our emotions are like 'inner weather' – constantly changing. Sometimes it's sunny (happy), sometimes stormy (angry, anxious), sometimes just cloudy (bored, a bit down). Importantly, no weather lasts forever; feelings also change and pass."
- **Practice: Noticing Current Inner Weather (5 min):** "Sit comfortably. Close your eyes or lower your gaze. Just for a moment, notice what your 'inner weather' is like right now. Is it

calm, unsettled, bright, dull? No need to judge it or change it, just notice. (Pause) Now, bring your attention to your breath, your anchor, present with whatever weather is here." *(Guide for 2-3 minutes).*

- **Reflection & Closing (2 min):** "Could you notice your 'inner weather'? Remembering that feelings change can be helpful when difficult emotions arise. We'll explore this more."

- **Day 2 (Week 3 - JHS): Where Do I Feel It? (Body Sensations of Emotions)**

- **Objective:** Help students connect emotions to physical sensations in the body.
- **Settle & Recap (1 min):** "Mindful Minutes. Yesterday, we talked about feelings as 'inner weather.' Where do we actually feel these emotions?"
- **Core Concept: Emotions in the Body (2 min):** "Often, we feel emotions physically in our body. Anxiety might be a tight chest or butterflies. Excitement might be a racing heart. Anger might be heat or tension. Noticing these body sensations can be the first step to understanding and managing our emotions." (Link to .b Lesson 4 - Body Awareness).
- **Practice: Brief Body Scan for Feelings (5 min):** "Sit mindfully. Gently scan your attention through your body – your head, shoulders, chest, stomach, arms, legs. Do you notice any particular sensations right now – tightness, warmth, buzzing, heaviness, lightness? These sensations might be linked to a feeling. Just notice with curiosity. No need to name it perfectly." *(Guide for 3 minutes, moving attention slowly).*
- **Reflection & Closing (2 min):** "Did you notice any sensations in your body? Our bodies give us important clues about our emotional state. Paying attention helps us understand ourselves better."

- **Day 3 (Week 3 - JHS): S.T.O.P. for Difficult Moments (Academic/Social Stress)**

- **Objective:** Apply the S.T.O.P. practice to manage reactions to common JHS stressors.
- **Settle & Recap (1 min):** "Mindful Minutes. We're learning about feelings. What happens when feelings get really strong or difficult, like before a test or during an argument?"
- **Core Concept: S.T.O.P. for Emotional Regulation (2 min):** "Remember S.T.O.P.? Stop, Take a breath, Observe, Proceed. This is a powerful tool not just for scattered attention, but also when strong emotions arise. It creates a pause so we can choose how to respond instead of just reacting."
- **Practice: S.T.O.P. with an Imagined Stressor (5 min):** "Sit mindfully. Imagine a common school stressor – maybe feeling pressure before an exam, or a disagreement with a friend. (Pause) Now, let's apply S.T.O.P. **Stop:** Just pause. **Take a breath:** One or two calm breaths, feeling your anchor. **Observe:** What are you thinking? What are you feeling in your body? What's the emotion? **Proceed:** Now that you're more aware, what's a wise or helpful way to move forward?" *(Guide slowly through each step, allowing pauses).*

- **Reflection & Closing (2 min):** "How did S.T.O.P. feel with that imagined stressor? This is a tool you can use anytime, anywhere, to help manage difficult moments."
- **Day 4 (Week 3 - JHS): Responding vs. Reacting to Stressful Situations (The Pause Button)**
 - **Objective:** Reinforce the difference between automatic reactions and mindful responses.
 - **Settle & Recap (1 min):** "Mindful Minutes. Yesterday, we used S.T.O.P. for stressful moments. This helps us create a pause."
 - **Core Concept: Reacting vs. Responding (2 min):** "Often, when a strong feeling hits, we **react** automatically, maybe saying something we regret or doing something unhelpful. Mindfulness, through practices like S.T.O.P., gives us a 'pause button.' In that pause, we can notice what's happening and choose to **respond** more thoughtfully and skillfully."
 - **Practice: Noticing the Urge to React (5 min):** "Sit with your breath. Imagine a small, frustrating situation – like your internet being slow when you need it. Notice any immediate urge to react (e.g., sigh loudly, hit something, get angry). Can you just notice that urge without acting on it? Breathe with it. What happens to the urge if you just watch it for a moment?" *(Guide for 3 minutes)*.
 - **Reflection & Closing (2 min):** "What was it like to notice the urge to react but not immediately act? That space is where we find our power to choose. Great work."
- **Day 5 (Week 3 - JHS): Review: Building Emotional Resilience Toolkit**
 - **Objective:** Consolidate learning about understanding and managing emotions.
 - **Settle & Welcome (1 min):** "Final Mindful Minute on feelings this week. Let's get settled."
 - **Core Concept: Recap Emotional Resilience (3 min):** "This week, we learned: Feelings are like 'inner weather' – they change. We feel emotions in our body. S.T.O.P. can help us pause and manage strong feelings. We can choose to respond rather than just react."
 - **Practice: Open Awareness of Feelings & Breath Anchor (4 min):** "Let's sit and be aware of any 'inner weather' or feelings present right now. Just noticing them without judgment. And remember your breath, your anchor, always there for you, steady and calm, no matter the weather." *(Guide for 3 minutes)*.
 - **Reflection & Closing (2 min):** "You're building a great toolkit for emotional resilience! Next week, we'll focus on kindness and connection. Have a good weekend."

Week 4: Kindness, Gratitude & Connecting with the World

Goal: Cultivate feelings of kindness, self-compassion, gratitude, and mindful communication. Inspired by MiSP .b Lessons 8 (Taking in the Good), 9 (Pulling it all Together - including communication), & 10 (Moving On - living mindfully).

- **Day 1 (Week 4 - JHS): What is Kindness? The Ripple Effect & Self-Kindness**

- **Objective:** Explore kindness to others and the importance of self-kindness.
- **Settle & Intro (1 min):** "Mindful Minutes. This week, we're focusing on qualities like kindness and gratitude, and how they connect us."
- **Core Concept: Kindness & Self-Kindness (2 min):** "What does kindness mean to you? (Elicit ideas). Small acts of kindness can have a big 'ripple effect.' It's also vital to be kind to ourselves, especially when we make mistakes or struggle. This is self-compassion – treating yourself like a good friend."
- **Practice: Kind Wish for Self & Another (5 min):** "Sit mindfully. First, silently offer a kind wish to yourself, like 'May I be happy' or 'May I be peaceful.' (Pause) Now, think of someone else – a friend, family member, or even someone you find a bit challenging – and silently send them the same kind wish: 'May you be happy.'" *(Guide for 3 minutes, allowing time for each part).*
- **Reflection & Closing (2 min):** "How did it feel to offer kindness to yourself? To someone else? Small wishes can make a difference to how we feel and relate. Try a kind act today."
- **Day 2 (Week 4 - JHS): What is Gratitude? Noticing the Good**
 - **Objective:** Introduce gratitude and practice noticing positive experiences.
 - **Settle & Recap (1 min):** "Mindful Minutes. Yesterday, we explored kindness. Today, let's look at gratitude."
 - **Core Concept: Gratitude & Savouring (2 min):** "Gratitude is about noticing and appreciating the good things in our lives, big or small. Sometimes we rush past good moments. Mindfulness helps us to slow down and 'savour' them, like really tasting a favorite food." (Link to .b "Taking in the Good").
 - **Practice: Recalling a Positive Moment (5 min):** "Sit quietly. Bring to mind one small, positive moment from today or yesterday – something that made you smile, or feel good, or even just a little bit content. (Pause) Try to remember the details – what you saw, heard, felt. Really let yourself re-experience that good feeling for a moment." *(Guide for 3 minutes).*
 - **Reflection & Closing (2 min):** "How did it feel to recall and savour a positive moment? Our brains are good at noticing problems; gratitude helps us notice the good too!"
- **Day 3 (Week 4 - JHS): Mindful Communication (Listening)**
 - **Objective:** Introduce the concept of mindful listening.
 - **Settle & Recap (1 min):** "Mindful Minutes. We've practiced focusing our attention. How can this help when we're talking with others?"
 - **Core Concept: Mindful Listening (2 min):** "Mindful listening is really paying attention when someone else is speaking – not just to their words, but also trying to understand their

meaning and feelings, without interrupting or planning your reply. It's a way of showing respect and connecting."

- **Practice: Listening to Sounds (Revisit with Communication Focus) (5 min):** "Let's practice focused listening with sounds. Close your eyes or soften your gaze. For the next few minutes, just listen to all the sounds around you, near and far. Try to listen with open curiosity, as if you're trying to understand what each sound is 'saying.'" (*Guide for 3 minutes*).
- **Reflection & Closing (2 min):** "What did you notice when you really focused on listening? We can bring this same quality of attention to our conversations. Try really listening to someone today."

- **Day 4 (Week 4 - JHS): Taking in the Good (Savouring)**

- **Objective:** Deepen the practice of noticing and absorbing positive experiences.
- **Settle & Recap (1 min):** "Mindful Minutes. We've talked about gratitude and noticing good moments. Let's practice 'taking in the good' a bit more."
- **Core Concept: Absorbing the Positive (2 min):** "When something good happens, even something small, we can pause for a few extra seconds to let it 'soak in.' This helps our brain register and remember positive experiences, building our inner resources." (Inspired by .b Lesson 8).
- **Practice: Savouring a Pleasant Sensory Experience (5 min):** "Think of a simple pleasant sensation – maybe the warmth of the sun, the taste of a favorite drink, the sound of music you like, or the feeling of a comfortable chair. For the next couple of minutes, bring that to mind and really try to *savour* it, noticing all the details and how it makes you feel." (*Guide for 2-3 minutes*).
- **Reflection & Closing (2 min):** "How did it feel to really savour something pleasant? We can do this with small good things throughout our day. It's a way of 'growing happiness'."

- **Day 5 (Week 4 - JHS): Review: Our Mindful Hearts & Living Mindfully**

- **Objective:** Consolidate learning on kindness, gratitude, and mindful living.
- **Settle & Welcome (1 min):** "Our final Mindful Minute for this core 4-week block! Let's settle in."
- **Core Concept: Recap Mindful Living (3 min):** "This week, we explored: Kindness to self and others. Gratitude and noticing the good. Mindful listening. Savouring positive moments. These are all ways to live more mindfully and connect with our 'heart qualities'" (Link to .b "Pulling It All Together" and "Moving On").
- **Practice: Kindness & Gratitude Combo (4 min):** "Sit mindfully. First, send a kind wish to yourself. (Pause) Now, think of one thing you're grateful for from this past week. (Pause) Finally, send a kind wish to everyone in this school community." (*Guide for 3 minutes*).

- **Reflection & Closing (2 min):** "Amazing work these past four weeks! You've learned many tools. For the next four weeks, we'll do a 'deeper dive' into some of these. Keep practicing!"

Week 5: Deeper Dive into Attention & Anchors

Goal: Reinforce attention skills and explore anchors more deeply. Inspired by MiSP .b "Playing Attention," "Beditation."

• **Day 1 (Week 5 - JHS): The "Attention Flashlight" - Precision & Choice**

- **Objective:** Refine the ability to direct attention with intention and precision.
- **Settle & Intro (1 min):** "Mindful Minutes. Welcome to our deeper dive weeks. Let's revisit our 'Attention Flashlight'."
- **Core Concept: Directing Attention with Precision (2 min):** "We know our attention is like a flashlight. Today, let's practice shining it with more precision. Can you choose *exactly* where your attention rests, even on a very small detail of an anchor?"
- **Practice: Precision with Breath & Sound (5 min):** "Sit mindfully. First, bring your attention to your breath. Try to notice the very subtle sensations: the exact point where the air enters your nostrils, or the very beginning of your tummy rising. (Pause 1 min). Now, shift to sounds. Can you pick out one specific sound and follow it, noticing its qualities, without getting distracted by other sounds? (Pause 1 min). If your flashlight beam wavers, gently bring it back."
- **Reflection & Closing (2 min):** "How was it trying to be very precise with your attention? This kind of detailed focus trains our concentration muscle even more. Well done."

• **Day 2 (Week 5 - JHS): "Beditation" / F.L.O.A.T. - Fuller Exploration**

- **Objective:** Experience a fuller version of the F.L.O.A.T. practice for settling and awareness. (Inspired by .b "Beditation").
- **Settle & Intro (1 min):** "Mindful Minutes. Yesterday, precision with our attention. Today, a settling practice called F.L.O.A.T."
- **Core Concept: F.L.O.A.T. for Settling (2 min):** "F.L.O.A.T. helps us settle our body and mind. **F**eel your body and its contact. **L**isten to sounds around you. **O**bserve your breath, just as it is. Be **A**ware of your whole body breathing. And let **T**houghts just float by like bubbles, without chasing them."
- **Practice: F.L.O.A.T. (5 min):**
 - "Sit or lie down comfortably. Gently close your eyes or soften your gaze."
 - **"F - Feel:** Really feel your body supported by the chair or floor. Notice points of contact. (Pause)"

- **"L - Listen:** Open your awareness to sounds, near and far, without getting caught up in them. (Pause)"
- **"O - Observe:** Gently observe your breath, just its natural rhythm, in and out. (Pause)"
- **"A - Awareness:** Expand your awareness to your whole body breathing, just being here. (Pause)"
- **"T - Thoughts:** If thoughts come, just let them float by like bubbles in the air, without needing to follow them or pop them. (Pause)"
- *(Guide gently through each step of F.L.O.A.T. for about 3-4 minutes total, allowing some silence for each point.)*
- **Reflection & Closing (2 min):** "How did F.L.O.A.T. feel for you today? It's a great practice for settling the mind, perhaps before sleep or a stressful event. Good work."
- **Day 3 (Week 5 - JHS): Body Scan Snippet - Exploring Different Sensations**
 - **Objective:** Deepen awareness of varied body sensations through a brief, focused body scan.
 - **Settle & Intro (1 min):** "Mindful Minutes. We've used hands and feet as anchors. Let's explore other body sensations."
 - **Core Concept: The Body's Landscape (2 min):** "Our body has a whole landscape of sensations – tingling, warmth, coolness, pressure, tightness, ease, pulsing. Mindfulness helps us become more familiar with this inner landscape without judgment."
 - **Practice: Mini Body Scan - Shoulders, Stomach, Face (5 min):**
 - "Sit comfortably. Bring your attention to your shoulders. What sensations are there? Any tension, or ease? Just notice. (Pause 45 sec)"
 - "Now, bring your attention to your stomach area. Notice the sensations here, perhaps the gentle movement with your breath, or any other feelings. (Pause 45 sec)"
 - "Now, bring your attention to your face – your jaw, your forehead, around your eyes. Any sensations here? Softness, tension? (Pause 45 sec)"
 - "Rest with your breath for a moment." *(Guide for 2-3 minutes total).*
 - **Reflection & Closing (2 min):** "What was it like to explore sensations in these different areas? Our body is always giving us information if we tune in. Well done."
- **Day 4 (Week 5 - JHS): Mindful Walking - Pace and Sensation**
 - **Objective:** Explore mindful movement with more detailed attention to pace and sensation.

- **Settle & Intro (1 min):** "Mindful Minutes. We've done seated mindful walking. Let's explore the actual feeling of walking a bit more, even if we don't move far."
- **Core Concept: Walking with Full Awareness (2 min):** "When we walk mindfully, we pay attention to the sensations of each step: lifting, moving, placing the foot. We can also notice our pace. Does it change how it feels if we walk very slowly versus a normal pace?"
- **Practice: Slow Motion Steps & Normal Pace (5 min):**
 - "If you have a little space to take 2-3 steps, you can stand. If not, you can do this by imagining, or just very slowly lifting and placing your feet while seated."
 - "First, take a few steps (or imagine them) *very, very slowly*, like in slow motion. Notice every tiny part of the movement and sensation in your feet and legs. (Pause 1 min)"
 - "Now, take a few steps (or imagine them) at a normal, everyday pace, but still try to feel the sensations in your feet. (Pause 1 min)"
 - "What differences did you notice?" *(Briefly allow 1-2 students to share if time).*
- **Reflection & Closing (2 min):** "Paying attention to how we move can bring mindfulness into any activity. Great exploration!"
- **Day 5 (Week 5 - JHS): Review - Expanding Our Anchors & Choiceless Awareness**
 - **Objective:** Review varied anchors and introduce choiceless awareness more formally.
 - **Settle & Welcome (1 min):** "Last Mindful Minute of this deeper dive into attention! Settle in."
 - **Core Concept: Recap Anchors & Choiceless Awareness (3 min):** "This week we practiced: Precision with our 'Attention Flashlight.' F.L.O.A.T. for settling. Mini Body Scans of different areas. Mindful Walking with varying pace. Sometimes, instead of choosing one anchor, we can practice 'choiceless awareness' – just being open to whatever comes into our attention (sounds, breath, body, thoughts) without latching on to any one thing."
 - **Practice: Choiceless Awareness (4 min):**
 - "Let's try this. Sit comfortably. For the next few minutes, just allow your attention to rest on whatever is most present for you. It might be a sound, a sensation in your body, your breath, or even a thought. When it changes, just let your attention go with it, or rest with whatever becomes most noticeable next. Just open, aware, and allowing." *(Guide for 2-3 minutes, emphasizing gentle, open noticing).*
 - **Reflection & Closing (2 min):** "Choiceless awareness can be a different way to practice. You're building a great range of attention skills! Next week, a deeper dive into thoughts. Well done!"

Week 6: Working with Thoughts - The "Thought Traffic Controller" & Challenging Thoughts

Goal: Develop more skill in observing, understanding, and skillfully responding to thoughts. Inspired by MiSP .b "Taming the Animal Mind," "Recognising Worry," and cognitive diffusion techniques.

- **Day 1 (Week 6 - JHS): Noticing Thought Themes & Habits**

- **Objective:** Recognize common types or themes of thoughts and habitual thinking.
- **Settle & Intro (1 min):** "Mindful Minutes! We're back to being 'thought detectives' this week, but with a deeper look."
- **Core Concept: Thought Themes & Habits (2 min):** "Our minds often replay certain types of thoughts or fall into thinking habits. Common themes are: Worries (what if?), Plans (what's next?), Memories (what happened?), Judgments (good/bad, like/dislike), Self-talk (our inner narrator). Noticing these themes can help us understand our mind's patterns."
- **Practice: Observing & Identifying Thought Themes (5 min):** "Sit mindfully. As thoughts arise, see if you can gently notice what *theme* the thought belongs to – is it a worry, a plan, a memory, a judgment, or just general chatter? No need to analyze, just a quick mental note of the theme, then let it pass." (*Guide for 3 minutes*).
- **Reflection & Closing (2 min):** "Did you notice any recurring themes in your thoughts? Understanding our mind's habits is the first step to working with them more wisely."

- **Day 2 (Week 6 - JHS): "Is This Thought 100% True?" - Deeper Inquiry**

- **Objective:** Apply a more focused inquiry to challenge the absolute truth of strong, unhelpful thoughts. (From .b curriculum).
- **Settle & Recap (1 min):** "Mindful Minutes. Yesterday, we noticed thought themes. Today, we'll question some of those strong thoughts a bit more."
- **Core Concept: Challenging Unhelpful Beliefs (2 min):** "We often have strong, negative thoughts about ourselves or situations that we believe are 100% true. The .b program asks: 'Is this thought 100% true, *all the time*?' And, 'What's the *evidence* for and against this thought?' This isn't about arguing, but about looking more closely."
- **Practice: Deeper Gentle Inquiry (5 min):** "Bring to mind a common negative thought you sometimes have (e.g., 'I'm not smart enough,' or 'Things always go wrong for me'). (Pause) Silently ask yourself: 'Is this thought *absolutely* 100% true, without any doubt, in every single situation?' (Pause) 'Can I find even one piece of evidence, one time, where it wasn't true, or where something different happened?' (Pause) Just explore with curiosity. Now let it go, focus on your breath." (*Guide for 3 minutes*).
- **Reflection & Closing (2 min):** "What was it like to question a thought more deeply? Often, we find our strong beliefs aren't always 100% true. This creates space for other possibilities."

- **Day 3 (Week 6 - JHS): Cognitive Diffusion - "Thank You, Mind!" & Other Techniques**

- **Objective:** Practice various techniques to create distance from unhelpful thoughts.
- **Settle & Intro (1 min):** "Mindful Minutes! How can we unhook from those really sticky, unhelpful thoughts?"
- **Core Concept: Cognitive Diffusion Techniques (2 min):** "Cognitive diffusion means creating space between us and our thoughts. We've tried labeling. Another is saying, 'Thank you, mind, for that thought/worry!' It acknowledges the thought without buying into it. We can also visualize thoughts as objects (clouds, leaves, movie scenes) to see them as separate from us."
- **Practice: Trying Diffusion Techniques (5 min):** "Sit mindfully. When a thought comes, try one of these: 1. Label it ('planning,' 'worrying'). 2. Say 'Thank you, mind, for that thought.' 3. Imagine it as a cloud drifting by. See which one feels most helpful for creating a little space. If your mind is quiet, just rest with your breath." *(Guide for 3 minutes, suggesting they can switch techniques).*
- **Reflection & Closing (2 min):** "Did any of those techniques help you feel a little less 'stuck' to your thoughts? It's good to have a toolkit! Well done."
- **Day 4 (Week 6 - JHS): Choosing Your Focus - The "Thought Traffic Controller" Advanced**
 - **Objective:** Enhance the ability to consciously direct attention amidst a flow of thoughts.
 - **Settle & Recap (1 min):** "Mindful Minutes. We're becoming skilled at working with thoughts! Let's practice being the 'Thought Traffic Controller' again."
 - **Core Concept: Active Attention Direction (2 min):** "Remember, you are the 'Thought Traffic Controller.' Thoughts (cars) will keep coming. You can't stop them all, but you *can* choose which ones to wave through, which ones to briefly inspect, and which direction to guide your main attention (your anchor: breath, body, sounds, or a chosen task)."
 - **Practice: Directing Attention with Distracting Thoughts (5 min):** "Sit mindfully. Choose an anchor (breath, sounds, body). Now, imagine some distracting 'thought-cars' are trying to pull your attention away (e.g., thoughts about lunch, a game, a worry). Your job as traffic controller is to notice these thought-cars, acknowledge them, and then firmly but kindly redirect your main attention back to your chosen anchor. 'Nope, not focusing on that car right now, back to my breath.'" *(Guide for 3 minutes).*
 - **Reflection & Closing (2 min):** "How did it go being a more active 'Thought Traffic Controller'? This skill of choosing your focus is super important for concentration and well-being."
- **Day 5 (Week 6 - JHS): Review - Wise Relationship with Thoughts**
 - **Objective:** Consolidate learning on observing and skillfully responding to thoughts.
 - **Settle & Welcome (1 min):** "Final Mindful Minute on our deeper dive into thoughts! Settle in."

- **Core Concept: Recap Wise Relationship with Thoughts (3 min):** "This week, we explored: Noticing thought themes and habits. Gently questioning if strong thoughts are 100% true. Using diffusion techniques like 'Thank You, Mind!' to unhook. Actively choosing our focus as a 'Thought Traffic Controller'."
 - **Practice: Mindful Choice & Observation (4 min):** "Let's sit. For one minute, just observe your thoughts without judgment, letting them come and go. (Pause) Now, for the next minute, deliberately choose to place your attention on your breath. (Pause) What was it like to switch from open observation to chosen focus?" (*Guide for 2-3 minutes total*).
 - **Reflection & Closing (2 min):** "You're developing a much wiser relationship with your thoughts! Next week, a deeper look at managing emotions. Excellent work!"
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Week 7: Deeper Dive into Feelings & Emotional Regulation

Goal: Build more skill in recognizing, allowing, investigating, and responding wisely to emotions, including R.A.I.N. Inspired by MiSP .b "Befriending the Difficult," S.T.O.P., and R.A.I.N. principles.

• Day 1 (Week 7 - JHS): Emotions as Energy in Motion - Deeper Feel

- **Objective:** Explore the physical energy and changing nature of emotions more deeply.
- **Settle & Intro (1 min):** "Mindful Minutes! This week, a deeper dive into our 'inner weather' – our emotions."
- **Core Concept: Feeling the Ebb and Flow (2 min):** "Emotions often have a distinct energy. Happiness might feel expansive, anger tight and hot. This energy isn't static; it moves and changes, like waves. If we watch closely, we can feel this ebb and flow, rather than just getting stuck in the label of the emotion."
- **Practice: Tracking the Sensation of a Mild Emotion (5 min):** "Sit mindfully. Bring to mind a *mild* emotion you felt recently (e.g., slight irritation, mild excitement, a little boredom). Where did you feel its energy or sensation in your body? (Pause) Now, just stay with that sensation for a minute or two. Does it stay exactly the same, or does it change in intensity, location, or quality? Just observe with curiosity." (*Guide for 3 minutes*).
- **Reflection & Closing (2 min):** "What did you notice about the 'energy' of the feeling? Did it shift or change as you watched it? Understanding emotions as changing energy can help them feel less overwhelming."

• Day 2 (Week 7 - JHS): S.T.O.P. for Stronger Feelings - Real-Life Application

- **Objective:** Practice applying S.T.O.P. to more challenging, common JHS emotional triggers.
- **Settle & Recap (1 min):** "Mindful Minutes. We know S.T.O.P. helps us pause. How can we use it when feelings are stronger?"

- **Core Concept: S.T.O.P. as a Go-To Tool (2 min):** "When a strong emotion like frustration with homework, pre-exam nerves, or feeling left out by friends arises, S.T.O.P. can be your go-to tool. It helps you not get immediately swept away, creating a moment to choose a better response."
- **Practice: S.T.O.P. with a Relatable Challenge (5 min):** "Sit mindfully. Imagine you just found out you have a surprise pop quiz in your next class, and you feel unprepared and anxious. (Pause) Now, apply S.T.O.P. **Stop.** Take a few calm breaths. **Observe:** 'What am I thinking? (e.g., I'll fail!) What am I feeling in my body? (e.g., heart racing, stomach churning) What's the main emotion? (e.g., anxiety, panic)'. **Proceed:** 'What's one helpful thing I can do right now?' (e.g., take another breath, tell myself I'll do my best, quickly review key notes if time)." *(Guide slowly).*
- **Reflection & Closing (2 min):** "How did S.T.O.P. help you work with that feeling of anxiety about the quiz? This is a powerful skill for real-life challenges."
- **Day 3 (Week 7 - JHS): Making Space for Feelings with R.A.I.N. (Simplified)**
 - **Objective:** Introduce and practice a simplified R.A.I.N. framework for difficult emotions.
 - **Settle & Intro (1 min):** "Mindful Minutes. Sometimes feelings are tough, and S.T.O.P. is a quick pause. For a deeper way to be with hard feelings, we can use R.A.I.N."
 - **Core Concept: R.A.I.N. (Simplified for JHS) (2 min):** "Recognize what you're feeling. **Allow** it to be there, without fighting it. Investigate it gently (how does it feel in your body?). **Nurture** yourself with kindness (be a good friend to yourself)."
 - **Practice: Mini-R.A.I.N. with Mild Disappointment (5 min):** "Sit mindfully. Think of a time you felt a mild disappointment – maybe a plan got cancelled, or you didn't do as well as you hoped on something small. (Pause) **Recognize:** 'This is disappointment.' **Allow:** 'It's okay to feel this.' **Investigate:** 'Where do I feel it in my body? What's it like?' **Nurture:** 'This is tough, but I can handle it. May I be kind to myself.'" *(Guide slowly through each step, allowing 30-45 secs per step).*
 - **Reflection & Closing (2 min):** "R.A.I.N. helps us meet difficult feelings with awareness and kindness instead of struggling. It takes practice, but it can be very helpful."
- **Day 4 (Week 7 - JHS): Choosing Our Response to Feelings - Wise Action**
 - **Objective:** Emphasize the choice point between feeling an emotion and acting on it.
 - **Settle & Recap (1 min):** "Mindful Minutes. We've practiced R.A.I.N. for difficult feelings. How does this help us act wisely?"
 - **Core Concept: The Space to Choose (2 min):** "Mindfulness creates a space between a feeling and our reaction. In that space, we can choose a 'wise action' – something that's helpful for us and others, rather than just lashing out or shutting down. This is about emotional intelligence."

- **Practice: Feeling Anger & Choosing a Response (5 min):** "Imagine someone says something unfair to you, and you feel a flash of anger. **Recognize** the anger. **Allow** it for a moment. **Investigate** how it feels. (Pause) Now, before you **Proceed**, what are some choices? You could yell (reaction). Or you could take a breath and calmly say, 'I don't agree with that' or walk away (response). Silently consider a wise response." (*Guide 3 mins*).
- **Reflection & Closing (2 min):** "Mindfulness gives us the power to choose our response, even when feelings are strong. This is a real strength."
- **Day 5 (Week 7 - JHS): Review - Befriending Our Inner Weather & Self-Compassion**
 - **Objective:** Consolidate learning about working skillfully with emotions.
 - **Settle & Welcome (1 min):** "Last Mindful Minute on our deeper dive into feelings! Let's settle."
 - **Core Concept: Recap Emotional Skills (3 min):** "This week we: Felt emotions as energy. Used S.T.O.P. for stronger feelings. Practiced R.A.I.N. for difficult emotions. Explored choosing our response (wise action) instead of just reacting. Remembered self-compassion (Nurture in R.A.I.N.)."
 - **Practice: Mindful Check-in with Kindness (4 min):** "Let's sit. Notice your 'inner weather' now. Whatever feeling is there, can you meet it with a little bit of kindness and acceptance, like a good friend? Just letting it be, and breathing with it." (*Guide for 3 minutes*).
 - **Reflection & Closing (2 min):** "You're becoming really skilled at navigating your inner world! Next week, our final week, we'll focus on sharing our light. Have a good weekend!"

Week 8: Kindness & Gratitude - Sharing Our Light & Sustaining Practice

Goal: Deepen understanding and practice of kindness, self-compassion, gratitude, and encourage ongoing practice. Inspired by MiSP .b "Taking in the Good," "Pulling it all Together," and "Moving On."

- **Day 1 (Week 8 - JHS): The Ripple Effect of Kindness & Interconnectedness**
 - **Objective:** Understand how kindness impacts others and ourselves, fostering a sense of connection.
 - **Settle & Intro (1 min):** "Mindful Minutes! Welcome to our final week, where we focus on sharing our light through kindness and gratitude."
 - **Core Concept: Kindness Connects (2 min):** "When we are kind, it not only helps others, it makes us feel good too. It creates positive 'ripples.' Kindness also reminds us that we are all connected – everyone wants to be happy and free from suffering."
 - **Practice: Remembering & Extending Kindness (5 min):** "Sit mindfully. Recall a time someone was unexpectedly kind to you. How did that feel? (Pause) Now, think of a small,

kind act you could do for someone today. Silently send that person a wish for their happiness." (*Guide for 3 minutes*).

- **Reflection & Closing (2 min):** "Kindness creates connection. Let's look for opportunities to create those positive ripples today. Well done."

- **Day 2 (Week 8 - JHS): Self-Kindness When Things are Tough (Advanced)**

- **Objective:** Deepen the practice of self-compassion, especially in response to self-criticism.
- **Settle & Recap (1 min):** "Mindful Minutes. We've talked about being kind to ourselves. How does this work when our 'inner critic' is loud?"
- **Core Concept: Befriending the Inner Critic (2 min):** "Our inner critic often has harsh words. Instead of fighting it or believing it, we can try to meet it with some understanding and self-kindness. Ask, 'What is this critical voice trying to protect me from?' Then offer yourself the support you'd give a friend." (Inspired by .b dealing with difficult thoughts).
- **Practice: Soothing Touch & Kind Words for Self-Criticism (5 min):** "Sit mindfully. If you notice any self-critical thoughts, perhaps gently place a hand on your heart or give yourself a comforting touch. Silently offer yourself some kind, understanding words, like: 'This is a difficult moment. May I be gentle with myself. I'm doing the best I can.'" (*Guide for 3 minutes*).
- **Reflection & Closing (2 min):** "Treating ourselves with kindness, especially when we're struggling, is a powerful way to build inner strength. Great practice."

- **Day 3 (Week 8 - JHS): Gratitude for Simple Pleasures & Expressing Gratitude**

- **Objective:** Cultivate appreciation for small, everyday positives and consider expressing it.
- **Settle & Intro (1 min):** "Mindful Minutes. Let's revisit gratitude – looking for the good."
- **Core Concept: Gratitude Beyond Big Things (2 min):** "Gratitude isn't just for big gifts. It's for the simple, everyday things: a sunny moment, a good song, a supportive friend, a meal. Expressing gratitude (saying 'thank you' meaningfully) can strengthen relationships and boost happiness for everyone."
- **Practice: "Three Good Things" & Contemplating Expression (5 min):** "Sit quietly. Think of three small, good things that have happened recently or that you appreciate. (Pause) For each one, really feel the gratitude. (Pause) Now, is there one person connected to one of these good things you could express your thanks to, even in a small way?" (*Guide for 3 minutes*).
- **Reflection & Closing (2 min):** "Noticing and expressing gratitude makes life richer. What's one small 'good thing' you can look for today?"

- **Day 4 (Week 8 - JHS): Mindful Speaking and Listening - A Review**

- **Objective:** Briefly review and practice key elements of mindful communication.
- **Settle & Recap (1 min):** "Mindful Minutes. We've touched on mindful listening. How can we speak more mindfully too?"
- **Core Concept: Mindful Communication Keys (2 min):** "Mindful Communication involves: **Listening fully** (not just waiting to talk). **Speaking with intention** (knowing why you're speaking). **Speaking truthfully and kindly**. **Pausing before reacting**, especially in tricky conversations."
- **Practice: Mindful Pause Before Speaking (Imagined) (5 min):** "Sit mindfully. Imagine you're about to enter a conversation where you need to share an idea or an opinion. Before you 'speak' (in your imagination), take one mindful breath. Notice your intention. Silently consider what you want to say and how you want to say it kindly and clearly." (*Guide for 3 minutes*).
- **Reflection & Closing (2 min):** "That mindful pause can make a big difference in how our words land and how conversations go. It's a powerful tool."
- **Day 5 (Week 8 - JHS): Review & Our Mindful Journey Continues - Pulling it all Together**
 - **Objective:** Review the entire 8-week journey and encourage ongoing, self-directed practice.
 - **Settle & Welcome (1 min):** "Our very final Mindful Minute session of this 8-week program! Let's settle in and appreciate our journey."
 - **Core Concept: Recap of the 8 Weeks (3 min):** "Wow, we've explored so much! Training our 'attention puppy' with anchors like breath, body, and sound. Understanding our 'mind-cinema' and that thoughts aren't always facts. Navigating our 'inner weather' of emotions with S.T.O.P. and R.A.I.N. Cultivating kindness, self-compassion, and gratitude. And touching on mindful communication. You've built an amazing 'Mindful Toolkit!'" (Inspired by .b "Pulling It All Together").
 - **Practice: Open Awareness & Kind Wish for the Future (4 min):** "Let's sit in open awareness. Notice whatever is here – sounds, breath, body, thoughts, feelings – with kindness and curiosity. (Pause) Now, bring to mind one skill or quality you've learned that you'd like to carry forward. Silently make a kind wish for yourself to continue practicing and growing in mindfulness." (*Guide for 3 minutes*).
 - **Reflection & Closing (2 min):** "This isn't an end, but a beginning. Your Mindful Toolkit is always with you. Keep practicing, keep noticing, keep being kind to yourself and others. You've all done an amazing job on this journey! Well done, and thank you for sharing these Mindful Minutes."