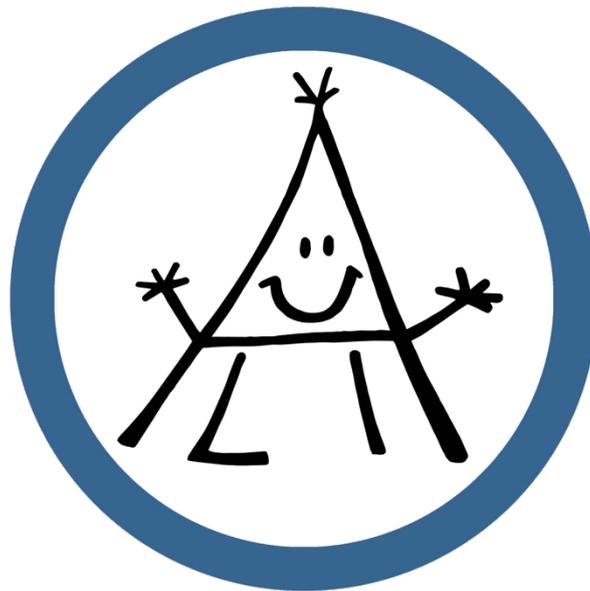


YouthStart

ENTREPRENEURIAL CHALLENGES

Why Mindfulness?



In this overcrowded, overstimulated and overly complex world, we all need to find new ways to be mindful and take care of ourselves, our fellow human beings and our environment. Mindfulness exercises can help us understand how we construct our own (view of the) world in our mind and our thoughts. After all, opinions and trends – both positive and negative ones – can have an effect on us only if we pay attention to them.

Exercises for school, daily life and professional routine

Youth Start Entrepreneurial Challenges Programme

based on the TRIO Model for Entrepreneurship Education – www.youthstart.eu

Core Entrepreneurial Education		Entrepreneurial Culture						Entrepreneurial Civic Education
 Idea Challenge	 Hero Challenge	 Empathy Challenge	 Storytelling Challenge	 Buddy Challenge			 My Community Challenge	
 My Personal Challenge	 Lemonade Stand Challenge	 Perspectives Challenge	 Trash Value Challenge	 Open Door Challenge			 Volunteer Challenge	
 Real Market Challenge	 Start Your Project Challenge	 Extreme Challenge	 Be A YES Challenge	 Expert Challenge			 Debate Challenge	

The TRIO Model is a holistic definition of entrepreneurship that encompasses three areas:

“**Core Entrepreneurial Education**” comprises basic qualifications for entrepreneurial thinking and acting: developing and implementing original and innovative ideas in a creative and structured manner.

“**Entrepreneurial Culture**” refers to personal development: self-initiative, self-confidence, teamwork, empowering oneself and others.

“**Entrepreneurial Civic Education**” aims at enhancing social competences and empowering students in their role as citizens: assuming responsibility for oneself, others and the environment.

Each challenge belongs to a **challenge family** that has its own icon with a colour code that corresponds to one of the three TRIO areas. A challenge family comprises several challenges on different competence levels. The letter codes given in the teaching materials correspond to the following levels:

A1 – primary level; A2 – secondary level I; B1 and B2 – secondary level II; C1 – transition from secondary level II to tertiary level. Each level builds on the preceding level.



The Youth Start Mindfulness Programme

Why is everybody talking about mindfulness these days?

Every day we are confronted with a multitude of stimuli, data and expectations. We have strict agendas for each day and sometimes even children at play school age have many appointments. This is why more and more people are wishing to learn again what they instinctively knew how to do as small children: to live in the here and now and to perceive their surroundings with all their senses. Neurological research shows that regularly practising mindfulness can significantly enhance our mental and physical health. Dealing with ourselves, our fellow human beings and our environment in a mindful manner should be natural for all of us. To promote such attitudes we suggest that mindfulness be exercised and its practice be firmly established in schools.

The *Youth Start Mindfulness Programme* presents exercises and techniques to improve your perception and focus your mind on the present moment. The content of the programme is intended to teach participants to observe their own needs, to understand and respect the feelings of others and to encounter people and situations in a curious and patient mindset that is free of prejudice; this will also encourage them to reflect on the consequences of their actions before taking their next step.

Background information

This training programme is part of an innovative, holistic teaching system called *Youth Start Entrepreneurial Challenges*. This programme supports children and adolescents in fully developing their potentials by teaching certain competences that promote independent and self-determined thinking and acting: empathy with others, goal-oriented thinking, personal initiative, creative ideas and the confident implementation of projects.

The *Youth Start Entrepreneurial Challenges* programme is based on the TRIO Model, which you will find explained on the opposite page. The individual challenges deal with topics from a variety of areas: community, sustainability, economics, personal development, social awareness, project management and many more. The time needed to complete a challenge varies and may range from a few periods to a year-long project.

The teaching system consists of several modules and offers teaching material from the primary to the higher secondary level. You can download all challenges at www.youthstart.eu and integrate them into your lessons as you see fit.

The *Youth Start Mindfulness Programme* presented below is available in the “Mind & Body” section on our website, which also includes eight short video clips of children practising mindfulness techniques at a school in Vienna.

All the exercises and techniques presented in this document are not limited to a school setting and can easily be applied to your professional lives and daily routines. We hope you will enjoy our mindfulness programme!

Eva Jambor and Johannes Lindner, editors

www.ifte.at, www.youthstart.eu



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Introduction: Practising Mindfulness¹

In this overcrowded, overstimulated and overly complex world, we all need to find new ways to be mindful and take care of ourselves, our fellow human beings and our environment.

Mindfulness exercises teach us to observe without judging. They can also help us understand how we construct our own (view of the) world in our mind and our thoughts. After all, opinions and trends – both positive and negative ones – can have an effect on us only if we pay attention to them.

For the most part we can (usually) decide for ourselves to whom and what we want to direct our attention. This ability is the basis for an independent and “self-efficacious” life, where we feel connected to others but do not depend on them. By practising mindfulness we also learn to understand, accept and deal with our own weaknesses and to set individual goals for ourselves in a self-confident manner instead of simply pursuing the latest trends.

Viewing crises and problems as opportunities

Those who practise mindfulness are able to regard crises as potential stimuli for new developments and problems as potential solutions. Mindfulness also makes us aware of how we all benefit from empathy. In light of current global challenges that clearly call for fundamental changes and new developments, the question if and how positive character traits can be promoted is of the utmost importance.

There are **seven basic attitudes of mindfulness**:

- Non-judging – encountering people and situations without judging them.
- Patience
- Beginner’s mind – perceiving the world around us with fresh eyes, like children, thus rediscovering it.
- Trust – having faith in ourselves and trusting that all will be well in the end.
- Non-striving – being in the here and now without striving for something.
- Acceptance – accepting things as they really are.
- Letting go – not holding on to things, habits and opinions.

Scientific studies have shown mindfulness exercises to improve social behaviour and support aggression prevention at (“problem”) schools. Just as physical exercises improve our health and strengthen our muscles, mindfulness exercises can train our mind and strengthen our character.

Yes, mindfulness can be practised! And with this document we intend to give you more information on how this is done. On the following pages, you will find an overview of the theoretical background, content and use of the materials collected in this document.

¹ Sources: Davis/Hayes (2011), Hölzel (2015), Kabat-Zinn (2004), Lyons/DeLange (2016), Ostafin et al. (2015) – see end of this document for detailed literature references.



What can be achieved with mindfulness exercises?

1. Health and well-being

The World Health Organization (WHO) calls stress and depression the greatest epidemics of our time. Most of us have not learnt – neither at school nor at home – how to properly deal with negative emotions. But leading a successful (social) life in a society that is changing fast requires that we familiarise ourselves with techniques to reduce stress and calm our minds. Relaxation and breathing exercises have been proven to boost our health and reduce the risk of mental and physical illness. They also strengthen our ability to concentrate and improve our well-being, which in turn has positive effects on our relationships.

Neurological research has found biological causes for depression in the mechanisms of the brain. Neurobiologist Gerald Hüther emphasises that emotional security is greatly significant for childhood brain development. Our earliest experiences will influence our individual ways of thinking and acting throughout our lives. Children who experience repeated emotional injuries, psychological scarring and humiliation are made to feel worthless and unaccepted. These feelings may also affect their later adult lives and cause feelings of depression without any apparent “real” occasion. The number of children suffering from depression is rising drastically, which is why it is important to teach them techniques to reduce stress and its consequences.

Mindfulness exercises can improve our health and well-being by:

- reducing stress and its psychological symptoms (e.g. anxiety, depression, brooding, ...)
- reducing the risk of substance abuse and eating disorders
- improving our mental health and subjective sense of well-being
- boosting our immune system
- slowing down the ageing process
- altering brain structures and their functions

2. Emotional self-regulation

Mindfulness exercises can also have very positive effects on our emotional lives. They enable us to identify, express and better deal with our emotions. Further effects include:

- greater empathy for ourselves and others
- fewer emotional outbursts
- better aggression control
- greater ability to have satisfying relationships
- greater flexibility and ability to make decisions

3. Executive functions

These functions control the way we think and act: what we focus on or direct our attention to; how we control our impulses and calm ourselves and how we store and process information. Mindfulness exercises improve our self-regulation, individual performance and the general atmosphere in class. Perceptible effects include:



- greater selective attention, longer attention spans
- better working memory
- better impulse control
- greater ability to tune out distractions

Mindfulness in school: background

There are many different ways to go about integrating mindfulness into your daily school routine. Two aspects, however, are absolutely essential: your willingness to familiarise yourself with the approach and your ability to select and employ exercises according to the individual needs of your class. The best way to summarise the various positive effects of mindfulness exercises in school lessons is to point out that these targeted exercises teach children and adolescents to fully focus their perception and attention on themselves, which will in turn benefit their social interaction – because they learn to observe and act **without judging**. The exercises in this document are based on the “Wheel of Mindfulness”, which explores our sensory and physical perception, emotions and relationships with others.

Mindfulness exercises

There are various ways to develop your mindfulness skills, such as:

- training your senses of perception
- body awareness exercises (e.g. Yoga, Tai Chi, Qi Gong)
- conscious breathing
- carrying out everyday tasks (cleaning your teeth, eating, doing the dishes, etc.) in a mindful manner
- ritual use of the “Wheel of Mindfulness”

It is important to remember that the aim of these exercises does not consist in achieving the best possible results, but in enhancing your own perception and that of the people around you.

Content of this document

We will begin with a few selected exercises that represent a very holistic approach to mindfulness. In the next step, we will introduce and explain the “Wheel of Mindfulness” and several pertinent exercises. After that, we will present a selection of exercises that specifically deal with each of the five senses as well as with the areas “body awareness”, “emotions and relationships” and “thinking”.

The second part of this document contains all copy templates you will need, as well as information sheets (with instructions for teachers) and worksheets for students. These materials cover the full range of the mindfulness practices presented here – from the “Flower of Mindfulness” and the “Mimics Die” to various puzzles and physical exercises as well as suggestions for philosophical discussions inspired by texts from various cultures and eras.

At the end of this document, you will find a comprehensive list of links with additional background information, practical instructions and materials on self-awareness and respectful interaction. We hope you will enjoy discovering this approach and employing it to provide children and adolescents with important basic tools for their personal and social development.

Ingrid Teufel

textbook author, founder of the study group Lerngemeinschaft 15, education networker

www.schule-im-aufbruch.at, www.jedeskind.org, www.urbancare.at



Mindfulness exercises

The following pages contain simple but effective exercises to introduce your students to the topic of mindfulness. After that, we will present and explain the “Wheel of Mindfulness” and will suggest a circuit of individual stations dealing with all areas of sensory perception, emotions and relationships.

Reflection: What did you experience on your way to school? What did you perceive?

“External” perception, sensory impressions:

- What did you see on your way to school? (seeing)
- What sounds did you hear? (hearing)
- What did you smell? (smelling)
- Did you taste anything specific? (tasting)
- What did you touch with your hands? (touching)

“Internal” perception, sensations:

- What do you feel in your body (breath, heartbeat, etc.)? (body awareness)
- Which emotions and feelings do you experience (where)? (emotions)
- How do you feel about the people in this specific situation / in this room? (relationships)

Questions for explorers

Working individually, the students answer the “Questions for explorers” (see worksheet on page 18).

Kung Fu

An effective way to capture the interest of children at the lower secondary level (ages 10 to 14) is to tell them about Shaolin philosophy² or to watch a video on this topic in class and discuss it. Suggested videos:

Shaolin Masters: <https://www.youtube.com/watch?v=kG20dAKz9ew>

Demonstration by Shaolin Monks: <https://www.youtube.com/watch?v=DV5AB317oBs>

True Power of Shaolin Kung Fu: <https://www.youtube.com/watch?v=7qHL2PSpecI>

Exercises that students may join in: www.youtube.com/watch?v=ffNRQ-pLqV0

Short meditations

Hearing and meditating: Ask the children to close their eyes and give them “hearing tasks”:

- What do you hear from outside the windows?
- What do you hear from the hall?
- What do you hear in the classroom?
- Cup your hands over your ears. What do you hear inside your body?

² The philosophy of the Shaolin monks combines courage and determination with the power of thought and action. The Shaolin are constantly training their minds and their bodies. Their training fills them with power and energy, which they call Qi, and it helps them learn more about their own powers in order to develop and use them. Through exercises in meditation and Kung Fu they gain patience, discipline and respect for themselves and others.

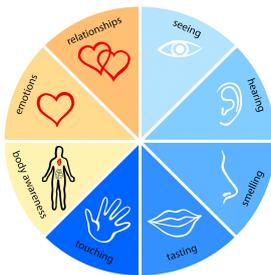


Meditating on tangerines (ideally, children sit in a circle):

- Give each child a tangerine.
- Ask the children to take a close look at their tangerines and to touch/feel them with their hands.
- Now all children put their tangerines in the centre of the circle, on a carpet or a sheet of paper, etc.
- Mix up the tangerines.
- Each child tries to find his/her tangerine.
- The children consciously and mindfully smell the tangerines (and their fingers).
- They peel the tangerines so that the peel remains in one piece (if possible).
- They put the peel(s) on the floor and see what the shape reminds them of.
- They feel and smell the inside and the outside of the peel.

- Eating:
 - What do I hear when I bite into a slice?
 - Where on my tongue do I taste sweet, sour, etc.?
 - What do I feel (e.g. when I swallow) and where?

The Wheel of Mindfulness³ (Copy template see page 19)



The Wheel of Mindfulness has eight segments:

The five blue segments represent external perception, i.e. things we perceive with our five senses.

The three yellow/orange segments represent internal perception, i.e. our physical sensations (body awareness), our personal feelings (emotions) and how we feel about others (relationships).

- Give children an “empty” paper wheel and let them write or draw in the segments: eye – seeing; ear – hearing; nose – smelling; tongue – tasting; hand – touching; body with a cloud of breath – sensations/body awareness; heart – feeling/emotions; two hearts – empathy/relationships (see worksheet “Fill in the Wheel of Mindfulness” on page 20).
- The children read through the worksheet “What does the Wheel of Mindfulness mean for me?” and underline the statements that are correct (see page 21).
- The worksheet “Mindfully perceiving a situation/topic with all your senses” (see page 22) can help students perceive a situation in a more mindful manner and become more aware of their personal impressions. Write down the topic or term in question in the centre of the worksheet.

³ The “Wheel of Mindfulness” is based on the “Wheel of Awareness” invented by US scientist Dr. Dan Siegel, see background information at the end of this document.



The Flower of Mindfulness and the Clock of Mindfulness:

These two models are more elaborate versions of the Wheel of Mindfulness. They contain two additional recommendations for exercises:

- planning your next step in a mindful manner and considering its potential consequences for yourself and others
- acting in a mindful manner

You will find a copy template for the Flower on page 23, and one for the Clock on page 24. You can also download the Flower of Mindfulness as an A2 poster in the segment “Mind & Body” at www.youthstart.eu.

Circuit of teaching stations - inspired by the Wheel of Mindfulness

By setting up stations for each of the segments of the Wheel/Flower/Clock of Mindfulness you can create a comprehensive teaching circuit on the topic of mindfulness – for instance for a Mindfulness Day. See below for suggestions (you will find copy templates, worksheets and further suggestions for the individual stations starting on page 17):

Stations on “external perception”

- Seeing Station (e.g. “Magic Spyhole” – children make a loose fist and look through it as if through a telescope)
- Hearing Station (e.g. Drop objects from the classroom to the floor behind the back of a student and have them guess the object.)
- Smelling Station (e.g. smelling and guessing objects blindfolded)
- Tasting Station (e.g. Children hold their noses and try to identify various types of food by taste.)
- Touching Station (e.g. identifying different types of paper by touch)

Stations on “internal perception”

- Body Awareness Station (e.g. “Blowing Match” and pulse taking)
- Emotions Station (e.g. filling in a body silhouette with emotions)
- Emotions and Relationships Station (e.g. reading out sentences in certain moods - “Mimics Die”)

Additional stations

- Thinking Station (e.g. thought experiment: *What if everybody did that?*)
- Station for all Senses and Station for Extension Work and Internalisation

Teachers can decide for themselves which and how many exercises they want to use for the various stations. For the best effects, we also recommend repeatedly integrating mindfulness exercises into your regular school lessons

On the following pages you will find a number of exercises and examples of how you could plan lessons that focus on these segments: seeing, hearing, smelling, tasting, touching, body awareness, relationships and thinking.

Additionally, the “Mind & Body” section at www.youthstart.eu features eight video clips in which selected exercises are demonstrated. (Use the QR code to the right to access the website.)





Seeing – exercises

“Magic Spyhole”

The children make a loose fist and look through it as if through a telescope:

They look for details/small things in the classroom, then they draw the specific section of the classroom they are looking at on a square notepad, write their name on the back and hand it to the teacher.

You can turn this into a game: Each child is given the drawing of another child and tries to find the section of the classroom depicted on it. Play this game to wrap up the day, or leave it for another day if there is not enough time left. It is important that you schedule enough time for the game. You could also make a collage of all the drawings.

“Magic Milk”

Pour about a finger of milk into a plate, add a few drops of food colouring, coloured ink, etc. Now add a drop of dishwashing liquid ... and prepare to be amazed! If you want you can also put paper on the milk to create magic images.

Mazes

Check out the links below for a variety of free printable mazes:

mrprintables.com/free-printable-mazes.html

krazydad.com/mazes/

Use labyrinth letters to spell the word “mindfulness” and hang it on the wall:

www.printactivities.com/Mazes/Letter-Mazes.html

Optical illusions

Use the worksheet “How many faces do you see?” on page 42 or see links below for further examples:

www.sciencekids.co.nz/pictures/illusions.html

www.free-for-kids.com/optical-illusions.shtml

Vocabulary games (... these exercises can also be used as fillers or during waiting periods)

(Language) game “I Spy”

“It is... (colour), ... (size) and ... (shape) – and there is only one of it / there are (a few, many, ...).”

Word search “Be mindful!” on page 25 and 26)



Hearing – exercises

Listen to a fantasy journey

Here are some examples of fantasy journeys:
<https://www.youtube.com/watch?v=KF52txZvUsA>
<https://www.youtube.com/watch?v=GIJn5XhqPN8>

Guess the sound!

Drop objects from the classroom (behind a desk or behind the back of a student). Can the children guess the object?

Hearing drops of water

For this exercise, you will need a bowl and a glass of water, a straw and a quiet room. Let single drops of water fall into the bowl from the straw. The children count the drops and write down the number.

Variation: The children write words with as many letters as they heard drops of water.

Pouring water into a glass

The children try to pour water into a glass blindfolded.

“Rubbing Circle”

The children are seated in a circle. One child is blindfolded and tries to find the person who is rubbing his/her hands together by following the sound. Then they change places, the next child is blindfolded and the game continues ...

Smelling – exercises

Guess that smell!

Find objects in the classroom that have a characteristic smell. Use them for a quiz.

Variation: The children try to identify different types of vegetables by their smell.

“Smelling Challenge”

See how it works: <https://www.youtube.com/watch?v=Z8wBEM30Wts>



Tasting – exercises

Meditative eating

Raisin Meditation – for further information and instructions see:
<https://www.youtube.com/watch?v=tYDXQQBojk8>

The children hold their noses (clothes peg?) and eat small pieces of apple, pear, kohlrabi, carrot, etc., then they guess what they are eating. Variation: The children identify various baked goods by taste

“Water Expert”

Pour water into numbered glasses and “season” it with salt, sugar, pepper, lime, honey, etc. The children then taste the water blindfolded and guess what is in it.

Touching/feeling – exercises

“Paper Memory Game”

Cut squares from several different types of paper. Make sure you have two identical pieces each. The children will now try to find the pairs blindfolded/with their eyes closed.

Braille

Copy the template on page 27, laminate it and – from the back – prick the black dots with a needle. The children will try to feel the letters blindfolded.

“Secret Messages”

D The children use their fingers to write messages on each other’s backs. By asking questions, each child tries to guess what has been written on his/her back.

“Mutual Massages”

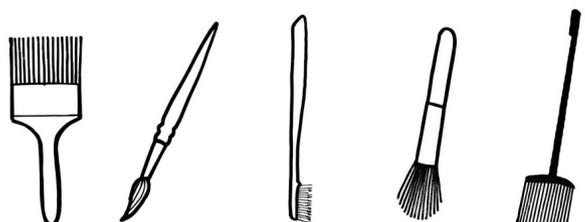
The children use different materials, such as chopsticks, beer mats, tennis balls, etc., to give each other massages.

“Breathing Circle”

The children are seated in a circle. One child walks round behind the others and breathes or blows on the neck of another child. They change places and the second child starts going round.

“Stroking”

Show various objects to the class, e.g. cosmetic brushes or tooth brushes. The children then use them to stroke each other on the back of the neck and try to guess with the object.





Body awareness – exercises

Breathing

Breathing and mindfulness: <https://www.youtube.com/watch?v=SEfs5TJZ6Nk>

Breathing exercises: <https://www.youtube.com/watch?v=UxbdX-Se00o>

You can also include Yoga elements:

<https://www.youtube.com/watch?v=nRY4v-IVwnw>



Pulse

The children take their own pulse or that of another child.

Agility Olympics

Hold Limbo-Dancing Olympics or Standing-on-one-Leg Olympics.



Progressive muscle relaxation

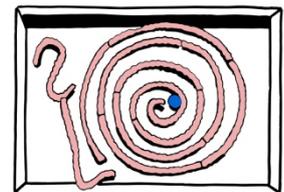
See page 28 for physical exercises (copy template).

Here are some videos on the topic: <https://www.youtube.com/watch?v=aaTDNYjk-Gw>,

<https://www.youtube.com/watch?v=UPQak4vxoRE>

Balancing game

Glue pipe cleaners into the lid of a cardboard box to create a spiral-shaped track for marbles. The children put one marble into the track, then they balance the cardboard lid and try to move the marble into the centre.

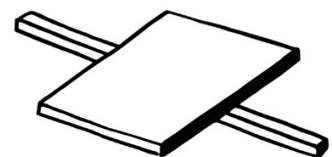


Shadow figures

See page 29 for examples and instructions.

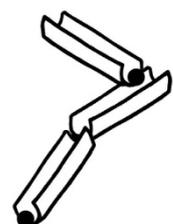
“Balloon Paddle”

You can build the “paddle” (or miniature catapult) in handicraft class in preparation for the Mindfulness Day. Use a board and a wooden pole/squared timber. This is a game for two players: Each child holds one end of the pole. They use the balloon paddle to bounce a balloon in the air and count how many times they can bounce it before it falls to the floor. We recommend marking a “playing field” (with tape or strings, or use a carpet) that the players must not leave.



Kitchen rolls as ball tracks

A Use empty kitchen rolls to build tracks and shoot marbles through them (see page 53).



Idioms

Hand out cards with idioms (see page 51), then read and discuss them.



Emotions and relationships – exercises

“Mimics Die”

The Mimics Die is a die whose sides show different facial expressions: a happy face, a laughing face, a surprised face, a sad face, an angry face and a face with a neutral expression.

You could also draw these faces on a big foam cube.

- Advantage: all children can see which face the die is currently showing.
- Disadvantage: you will not be able to play all of the games below with a single die.

You could also build the dice in mathematics/arts class. See page 61 or a template for the Mimics Die. See pages 30 and 31 for games and suggestions on how to use the Mimics Die.

Variation: The children draw a sentence that is meant to be read in a certain emotional state. Then they roll the Mimics Die and read the sentence aloud in the mood shown on the die (see page 62 for copy template with different sentences).

Emojis & emotional states

Lay out images of emojis face down. Now each child draws an image and mimics the emotion shown by the emoji. In class, discuss your experience (see page 32 for copy templates of emojis).

You can also play this game using cards with emotional states written on them (see page 33 for copy template).

Mini poster

The children work in pairs or small groups to create posters about positive feelings (happiness, joy, enthusiasm, etc.).

“Colourful Emotions”

The children colour the body silhouette (see page 54) in all the areas where they can feel specific emotions.

Writing poems

The children write a poem about a feeling, such as happiness, or about the “Here and Now” (see worksheet on page 33 for both activities).



Reflection – exercises

In class, reflect on the activities and impressions of the Mindfulness Day or the mindfulness lesson and on the children’s feelings about their community. For this purpose, you can also use the “Stories to read (aloud) and reflect on”. See page 35 for information and instructions for these exercises and pages 36 to 37 for copy templates. During all reflection exercises you should also refer to the Wheel of Mindfulness, which will continue to help the children become calm and mindful, focus on the “HERE AND NOW”, create rituals, etc. Remind (yourself as well as) the children to perceive the “HERE AND NOW” in a neutral, non-judging (and non-judgemental) manner. We recommend using acoustic “anchors” (e.g. sound bowls, triangles, etc.) to introduce certain activities and phases (calming down, forming talking circles, using the Wheel of Mindfulness, etc.)

Reflecting/“philosophizing”

Suggested reflection: “What does the following sentence mean? You become how and what you think.” The children reflect on the sentence individually, then discuss their opinions in class.

“Einstein’s Disco” – a game for smart kids (ideal for recapitulation)

Use music and dancing to reflect on the topic of mindfulness. See page 38 for information and instructions.

Silence and fantasy journeys

Play recordings for the children to accompany fantasy journeys or meditations – examples:
“Magic Carpet Ride”: <https://www.youtube.com/watch?v=80QVNBPRVXI>
“Under the Sea”: <https://www.youtube.com/watch?v=qX2LKyrWOI8>
Additional task: ask the children to envision/draw their personal quiet/happy places.

Philosophizing with a torch

A torch can help the children focus their perception. They decide for themselves where to direct their light/attention – and what they react to or ignore.

In teams: write acrostics with the word “mindfulness”

In an acrostic, the individual letters of a certain word are used as the first letters of terms relating to/associated with the word in question. Click here for an explanation on how to write an acrostic: <https://www.youtube.com/watch?v=mhtzu2qKTIU>

“Walking Meditation”

In this exercise, the children will try to move with the greatest possible awareness. See page 39 for instructions.

ALI

ALI is a friendly little creature, whose name stands for Air, Laughter and Inner Peace. See pages 64 and 65 for the ALI worksheet and copy template.



Copy templates, worksheets and information sheets



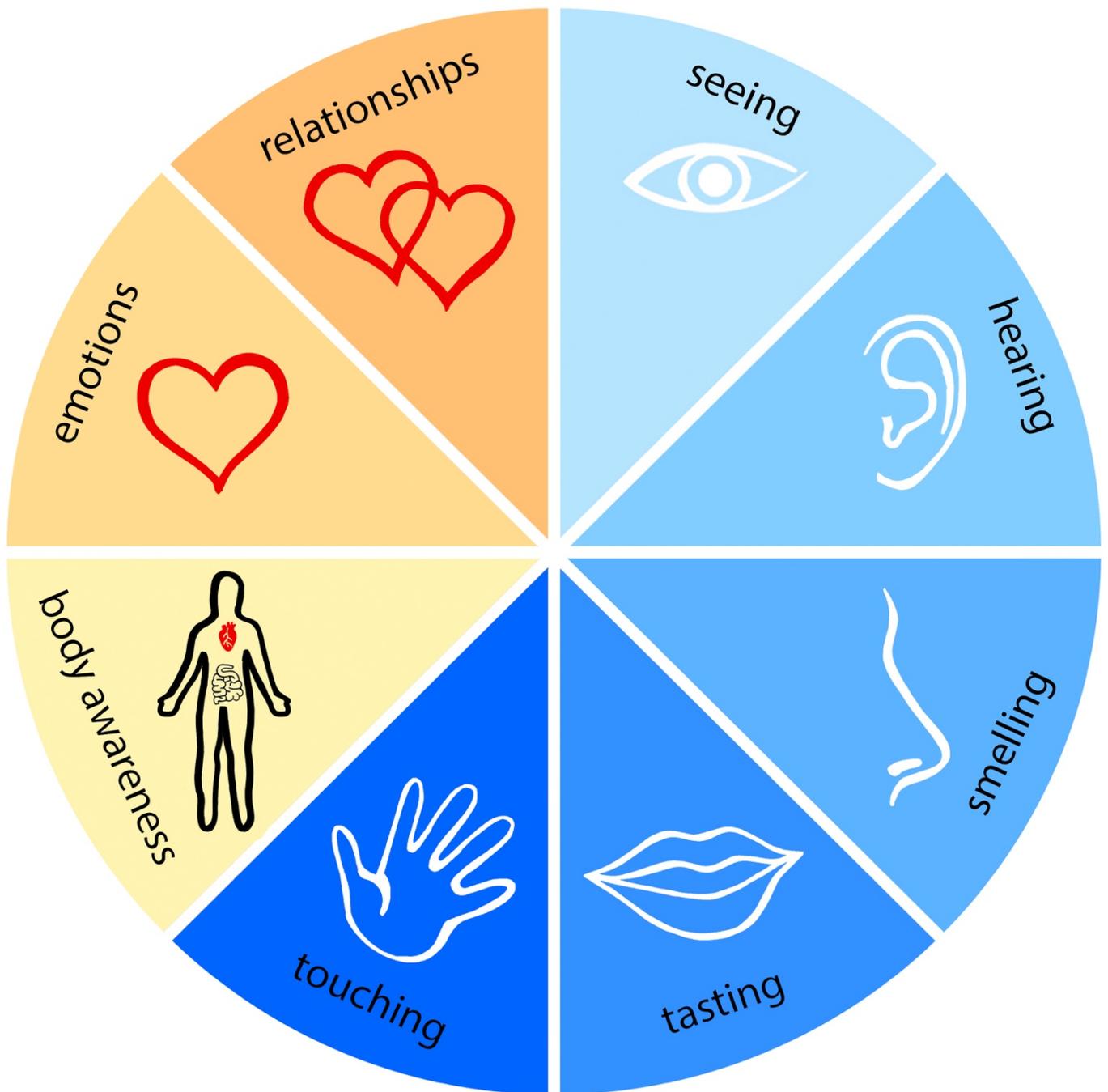
Questions for explorers

Name:

1. How many steps do you have to take until you reach the classroom?
2. How many teachers did you see and say hello to before your first lesson started today?
3. How many doors are there on this floor?
4. How many people were late for the first lesson?
5. What shoes was wearing yesterday?
6. Who was the last person to laugh in class?
7. How many windows are there in the gym?
8. How many chairs are there in the principal's office?
9. What does the classroom smell of?
10. How many desks are there in the classroom? (Please estimate before you count.)



The Wheel of Mindfulness





Fill in the Wheel of Mindfulness





What does the Wheel of Mindfulness mean for me?

Being mindful means perceiving my surroundings with all my senses (eyes, ears, nose, mouth, hands/sense of touch).

Being mindful means I can identify my emotions, physical reactions and thoughts and avoid judging what I perceive.

The Wheel of Mindfulness can help me be mindful.

I focus on what is around me:

- What do I see?
- What do I hear?
- What do I smell?
- (What do I taste?)
- What do I feel on my skin?

I focus on myself:

- What do I feel inside my body? (breathing, pulse, etc.)
- What emotions do I experience?
- How do I feel about other people?

What does mindfulness mean?

Use a coloured pencil to underline the correct statements! (Six statements are correct.)

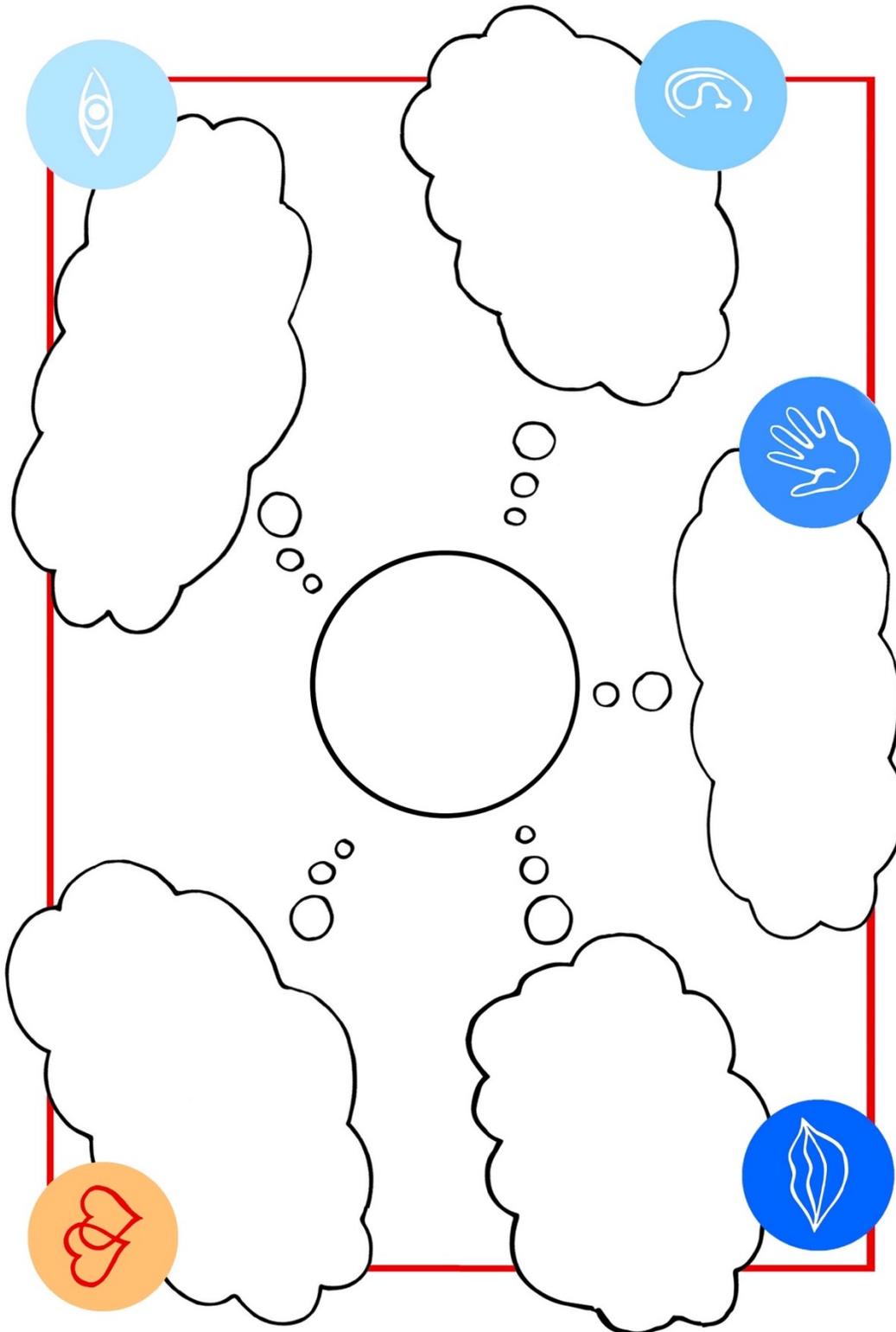
Being mindful means ...

- ... being attentive.
- ... judging others.
- ... focusing on what is happening right now.
- ... using all my senses.
- ... doing something without thinking about the consequences.
- ... being aware of what is going on in my body.
- ... focusing on breathing right.
- ... focusing on the present moment and how I feel about it.
- ... focusing on anything but what is going on around me.



Mindfully perceiving a situation/topic with all your senses

Write down a topic/word in the centre, e.g. happiness, sadness, beauty. Now fill in the thought bubbles with matching sensory perceptions.



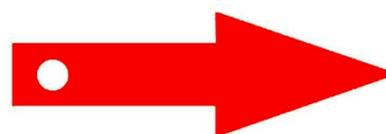


The Flower of Mindfulness





The Clock of Mindfulness





Word search “Be mindful!”

Try to find the 16 words below in the grid and circle them in yellow. The words may appear horizontally, vertically or diagonally. Write a few sentences with these words into your notebook.

TONGUE, BRAIN, FEEL, EMOTIONS, BODY, MINDFULNESS, TOUCH, EARS, HEAR, SEE, TASTE, EYES, NOSE, THINK, SKIN, SMELL

B	E	M	O	T	I	O	N	S	M
S	J	G	S	E	L	R	M	M	M
E	T	H	I	N	K	M	F	T	G
E	T	E	F	Y	D	I	E	K	V
M	S	A	T	N	H	N	E	C	V
Y	M	R	A	W	V	D	L	S	N
X	E	S	S	O	B	F	E	K	F
J	L	U	T	W	T	U	D	I	T
O	L	A	E	T	C	L	K	N	B
T	R	A	C	O	W	N	W	F	R
G	O	H	M	U	Z	E	B	U	A
Y	N	N	M	C	I	S	O	B	I
W	A	O	G	H	F	S	D	F	N
H	I	V	S	U	H	C	Y	R	D
H	E	A	R	E	E	E	Y	E	S



Solution for the word search

B	E	M	O	T	I	O	N	S	M
S	J	G	S	E	L	R	M	M	M
E	T	H	I	N	K	M	F	T	G
E	T	E	F	Y	D	I	E	K	V
M	S	A	T	N	H	N	E	C	V
Y	M	R	A	W	V	D	L	S	N
X	E	S	S	O	B	F	E	K	F
J	L	U	T	W	T	U	D	I	T
O	L	A	E	T	C	L	K	N	B
T	R	A	C	O	W	N	W	F	R
G	O	H	M	U	Z	E	B	U	A
Y	N	N	M	C	I	S	O	B	I
W	A	O	G	H	F	S	D	F	N
H	I	V	S	U	H	C	Y	R	D
H	E	A	R	E	E	E	Y	E	S



Braille

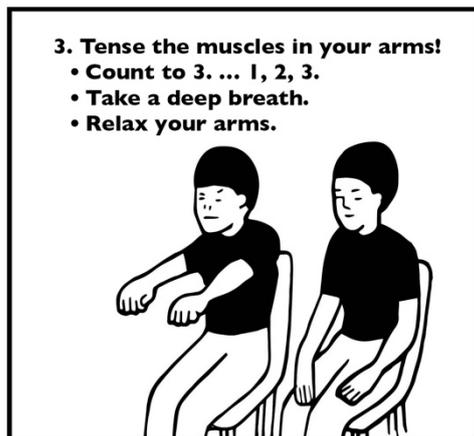
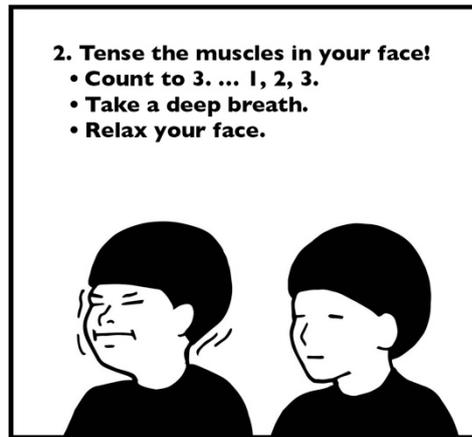
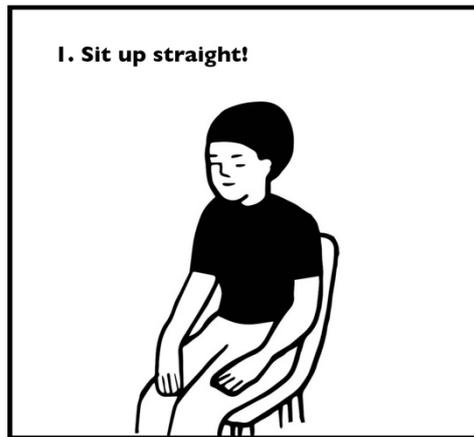
Copy the template, laminate it and – from the back – prick the black dots with a needle. The children will try to feel the letters blindfolded. (source: <http://braillealphabet.org>)

a 	b 	c 	d 	e 	f 	g
h 	i 	j 	k 	l 	m 	n
o 	p 	q 	r 	s 	t 	u
	v 	w 	x 	y 	z 	



Progressive muscle relaxation

These short and simple exercises are a great way to relax during a quick break.

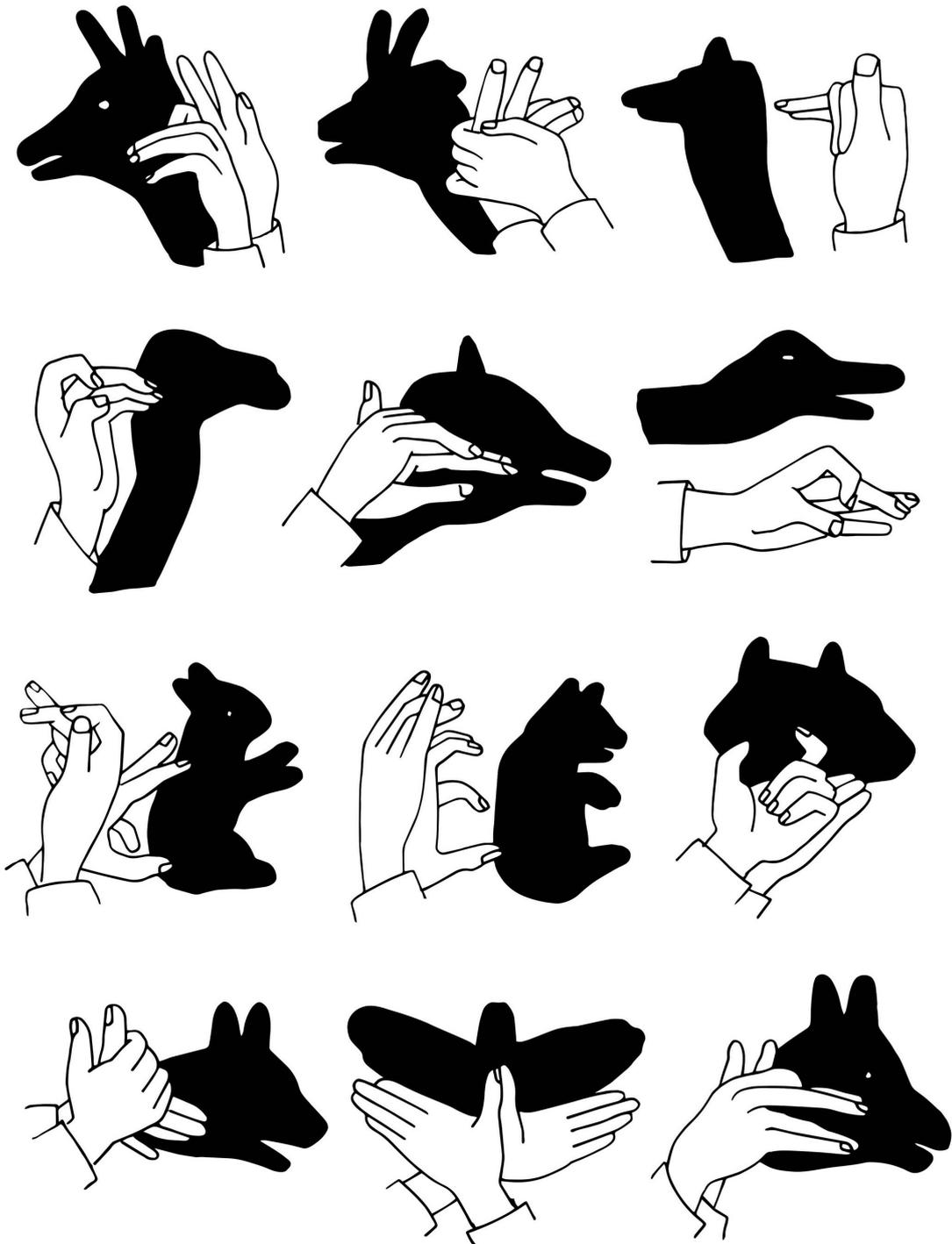


Source: This technique was developed by Dr. Edmund Jacobsen – see: <https://asdresources.wordpress.com/strategies/relaxation-techniques-for-the-classroom>, illustrations reproduced by Helmut Pokornig



Shadow figures

By holding their hands in the positions shown below in front of a lamp (torch, slide projector, etc.), the children can project animal figures onto a wall. Their peers try to guess which animals they are showing: reindeer, chamois, sheep, camel, pig, goose, rabbit, bear, ox, dog, butterfly, donkey.

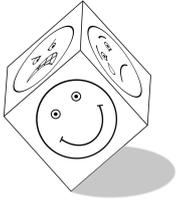


Source: anonymous illustrator in: Troussset, Jules: Nouveau dictionnaire encyclopédique universel illustré (1885-1891), reproduced by Helmut Pokornig



Information sheet

“Games with the Mimics Die”



The Mimics Die shows different facial expressions: a happy face, a laughing face, a surprised face, a sad face, an angry face and a face with a neutral expression. You could also draw these faces on a big foam cube.

Advantage: all children can see which face the die is currently showing.

Disadvantage: you will not be able to play all of the games below with a single die

Also see pages 60–62 for a template for the Mimics Die and a teaching station with further exercises.

Games with the Mimics Die – instructions

Guess the (facial) expression!

- What you need: one Mimics Die
- Number of players: four or more
- Time: 5 minutes

How it works:

The children are seated in a circle. One player rolls the die (e.g. behind a piece of cardboard) and makes sure the others cannot see it. Then he/she makes a face to imitate the expression on the die. The first player to name the correct emotion is next to roll the die.

“Chinese Whispers with Emotions”

- What you need: one Mimics Die
- Number of player: six or more
- Time: 10 minutes

How it works:

Roll the die (e.g. behind a piece of cardboard) and make sure the others cannot see it. Then turn to the player on your right and show them the expression on the die with your face. Cover the sides of your face with your hands and do not make any sounds to make sure the others cannot guess the expression. The player on your right will now turn to the next player and pass on the expression, and so on. Wait and see if the last player makes the right face!



“Emotion Families”

- What you need: one Mimics Die per child
- Number of players: eight or more
- Time: 15 minutes

How it works:

The children spread out across the room. They roll their dice (e.g. behind pieces of cardboard) and make sure the others cannot see. Then they imitate the expressions on their dice without making a sound. They silently walk around the room and look for others with the same expression. Once everyone has found their “Emotion Family”, the game begins again.

“I Know How You Feel...”

- What you need: one Mimics Die
- Number of players: four or more
- Time: 15 minutes

How it works:

The children are seated in a circle. One child rolls the die and talks about a situation that made him/her feel like the face on the die. Then the die is passed on.

One situation – different emotions

- What you need: one Mimics Die per child
- Number of players: two or more
- Time: 20 minutes

How it works:

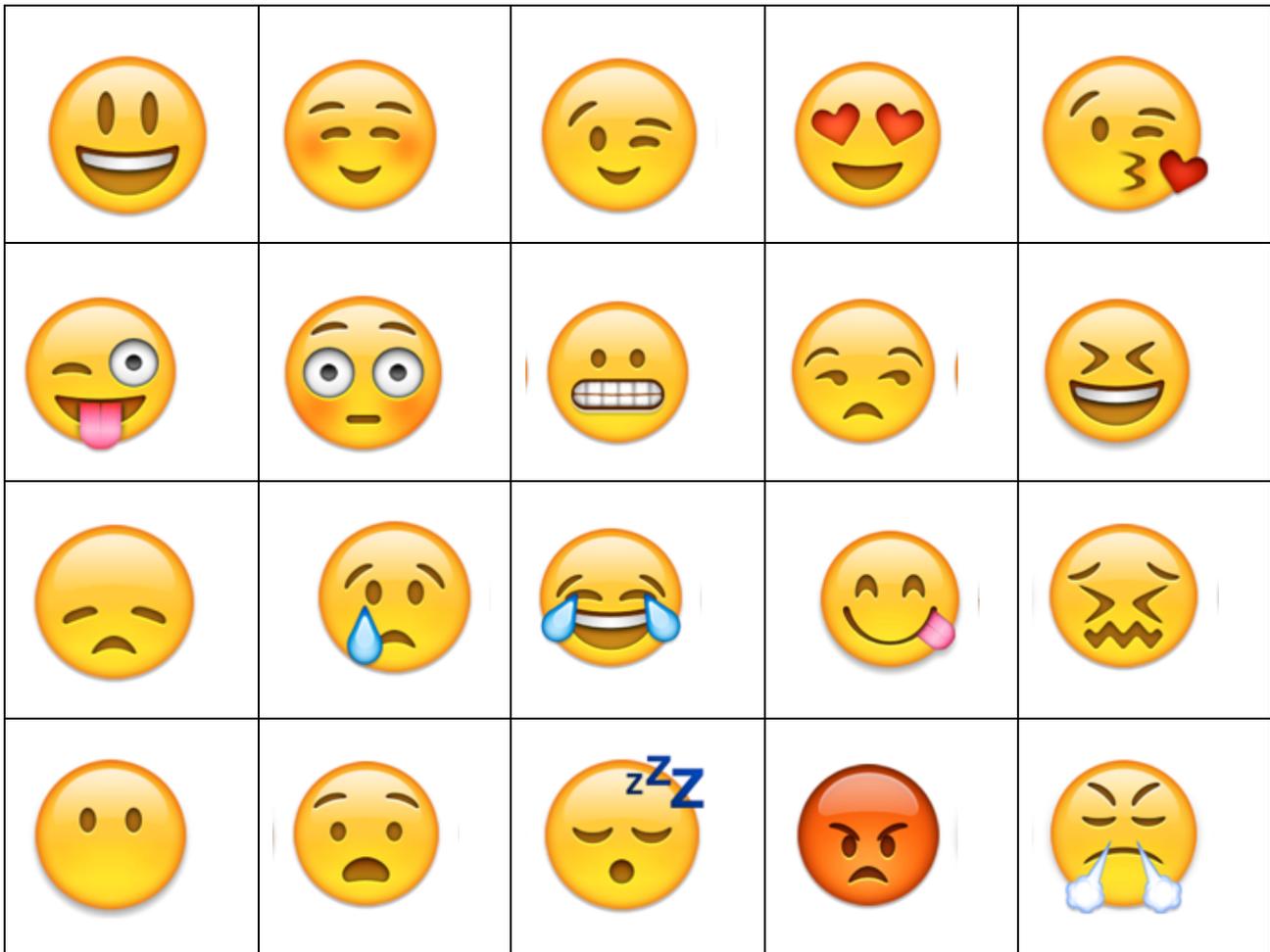
The children work in small groups and decide on an everyday situation they want to re-enact. Before they perform their scenes for the other children, each player rolls his/her die to see what mood they will be portraying. This might for instance lead to a scene where the father is neutral, but the mother reacts angrily.

The audience will then guess what mood each actor was portraying.



Emojis

Lay out these images of emojis face down. Each child draws an image and mimics the emotion shown by the emoji. The others try to guess the emotion. In class, the children discuss their experience regarding these emotions.





Emotional states

Lay out these cards face down. Each child draws a card and mimics the emotional state he/she has drawn. The others try to guess the correct term and then narrate their own experience.

Please select only adjectives that match the vocabulary of your class!

aggressive	lonely	jealous
indignant	disappointed	tense
clueless	enthusiastic	fearful
hateful	concerned	dissatisfied
outraged	exhausted	startled
depressed	angry	grateful
shocked	nervous	envious
lazy	hostile	cheerful
frantic	helpless	motivated
glad	pessimistic	tired
joyful	curious	brave
frustrated	optimistic	discouraged
patient	inhibited	happy
bored	sleepy	perplexed
relaxed	irritated	mad
loving	stressed	funny
sad	embarrassed	furious
in love	hurt	content
surprised	confused	impatient
desperate	unhappy	enraged



Worksheet “Writing poems”

Complete the poems below by filling in whatever words you associate with the title of the poem.
Now explain to the person sitting next to you why you have chosen these specific words.

Happiness (... or any other emotion)

Happiness smells like ...

Happiness sounds like ...

Happiness looks like ...

Happiness tastes like ...

Happiness makes ...

Happiness (... or any other emotion)

..... smells like happiness.

..... sounds like happiness.

..... looks like happiness.

..... tastes like happiness.

..... makes me happy.

Here and Now

Here and now I am seeing ...

Here and now I am hearing ...

Here and now I am smelling ...

Here and now I am tasting ...

Here and now my skin is touching (*feeling*) ...

Here and now I am feeling ... in my body.

Here and now I am feeling ... (*emotions*)

Here and now I am feeling ... about the people
around me.



Information sheet

“Stories to read (aloud) and reflect on”

The materials presented on the following pages are ideal for in-depth follow-up work after the Mindfulness Day or a mindfulness lesson. We use short stories (see next two pages for examples) to help students reflect on what they have learnt or experienced.

The stories serve two purposes: they can be used as inspiration for reflection exercises and as examples to explain the composition and structure of texts to your students

Suggestions on how to use the texts/stories below

You can either read the stories aloud or give them to the children to read. The process will essentially be the same for both forms of presentation.

First round

- Give the children a specific task concerning the text (e.g.: *Count how many times the word “...” occurs. Or: When do you think this story is set?*).
- Read out the story or let the children read the story by themselves.
- Ask for the solution to the task.
- Ask the children about the content and/or moral of the story.
Since the children will have focused on their task, they will probably not remember too much about the content/moral of the story. → Discuss this in class.

Second round

- Read the story again.
- Discuss the “moral” of the story – for instance by asking the following questions: What have you learnt from the example given in the story? Can you tell me about your own experience?
- Finally, ask the children to write down several questions about the content and moral of the story (individual work). → Use these questions for a story quiz in which the whole class can participate.



Stories to read (aloud) and reflect on

Two Wolves

An old Indian was sitting by the fire with his grandson. It was night, the fire was crackling and the flames were flickering high into the air. After they had been silent for some time, the old man said to his grandson,

“You know, sometimes I can feel a great fight going on inside of me, as if two wolves were fighting for my heart.

One is vengeful, aggressive and cruel. The other is loving, gentle and compassionate.”

“Which wolf will win the fight for your heart?”, the boy asked.

“The one I feed, of course”, the old man replied.

Indian Story

House of 1000 Mirrors

Long ago in a faraway country there was a house with 1000 mirrors in it.

One day a dog came to the House of 1000 Mirrors. He was anxious and pushed open the door very carefully. When he went into the house, he found himself surrounded by 1000 dogs.

The dog began to growl and saw all the dogs in the mirrors growl back at him. He became scared and ran away as fast as he could. He would always remember this experience.

From this day on, he believed that other dogs were his enemies. For the rest of his days, he was avoided by other dogs and led a bitter life.

One day another dog came to the House of 1000 Mirrors.

He was curious and pushed open the door expectantly. When he went into the house, he found himself surrounded by 1000 dogs.

The dog made a friendly face and saw that all the dogs in the mirrors were also making friendly faces. He began to wag his tail and the 1000 dogs were also wagging their tails. This made him even happier. He would always remember this experience.

From this day on, he believed that other dogs were his friends.

For the rest of his days, he had many friends and led a happy life.

Folk tale from India.

Task: Re-enact the story!



Beans of Bliss

A story to re-enact and imitate

Once upon a time there was a farmer. Every morning, he put a handful of beans into his left pocket. And whenever something good happened to him, when something pleased him or when he just felt happy for a moment, he took a bean out of his left pocket and put it into his right pocket.

At first this did not happen too often. But with each passing day the farmer became more aware and more mindful. He started to notice more and more good things in his life and more and more beans went from his left to his right pocket.

Sweet-smelling flowers, birds singing in the trees, the sound of children laughing, a nice chat with a neighbour,... For any of these things, the farmer took a bean out of his left pocket and put it into his right pocket.

Before he went to bed at night, he counted the beans in his right pocket.

With each bean he remembered what had made him happy. Grateful for all the good things he had experienced during the day, he fell asleep happy every night.

A student asked his teacher,

who was known for his insight and wisdom,

“Master, how will I be happy?

How will I develop the strength and power to find my way in the world?

How will I have wealth, love, security and inner peace?”

The teacher answered,

“Observe your emotions every day without assessing them.

Observe your thoughts every day without assessing them.

Observe your actions every day without assessing them.

Observe your needs every day without assessing them.

Be in yourself – the rest will follow.”

Anonymous

If you want to be respected by others,

the great thing is to respect yourself.

Only by that, only by self-respect

will you compel others to respect you.

Fyodor Mikhailovich Dostoyevsky



Information sheet

“Einstein’s Disco –a game for smart kids (ideal for recapitulation)”

What you need:

- music
- cards with all the information smart kids should know about the topic of mindfulness – example see below.

Instructions:

Tell the children: “First, draw a card. Now imagine you are at a disco club and are dancing to music you like a lot. Once the music stops, stop dancing and talk to the person next to you. Tell them about the information on your card and listen closely to what they tell you. Once the music starts again, exchange cards and dance until the music stops again.”

Ideally, the game continues until each child has had every card at least once, or until the time for dancing is up.

Follow-up after the game:

Together with the children, think of questions about the things they have talked about or experienced and write them on a new set of cards – to be used next time!

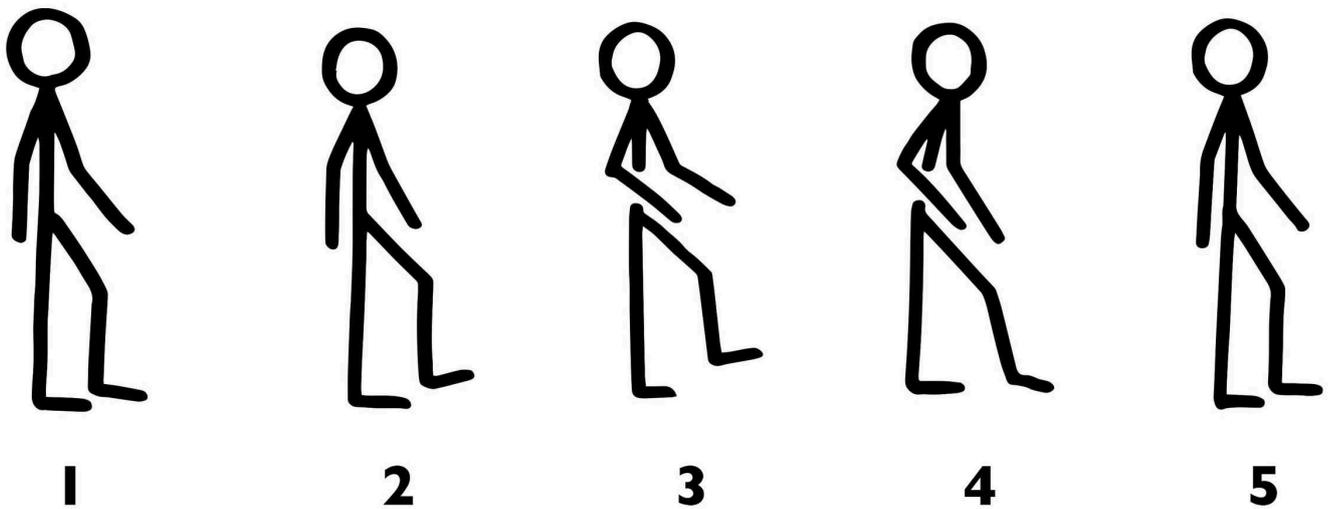
Being mindful means empathising with others and not acting rashly.	



Information sheet

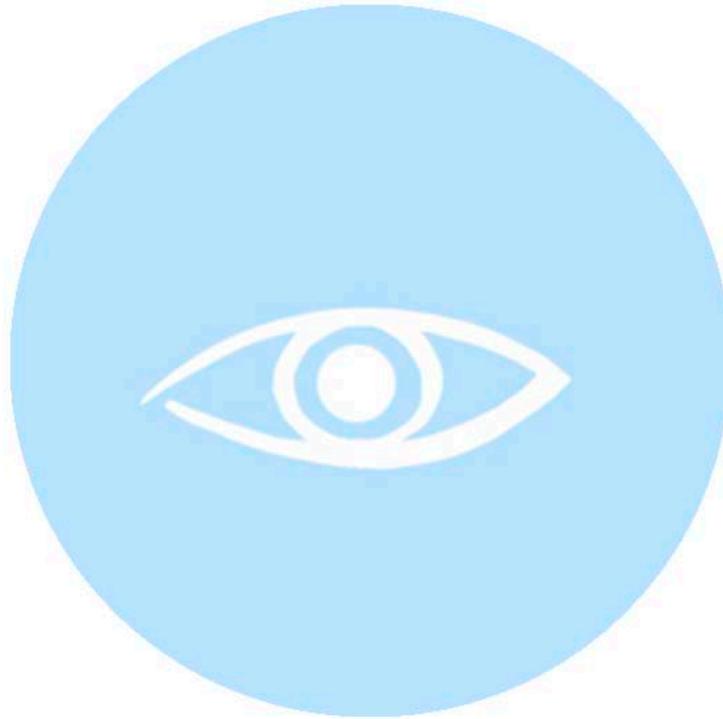
“Walking Meditation”

This is one of many possibilities to use “mindful walking” in school lessons. The exercise described below is called “Satipatthana” (Sanskrit for: “establishment of mindfulness”).



Meditative walking – practical instructions:

1. Slowly lift your left foot off the ground.
2. Move your left foot forward.
3. Consciously lower the toes of your raised foot.
4. Touch your toes to the floor and slowly plant your foot on the ground.
5. Now go through the same movements with your other foot ...



Seeing Station 1



What you need:

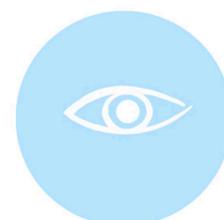
- All you need is your hand: make a loose fist, leaving a small hole that you can look through.

How it works:

- Look through your fist and scan the room. What do you see that you did not pay any attention to before?
- Draw the object on a piece of paper and write your name on the back.
- Hand your drawing to your teacher! We will use all drawings to make a big “picture puzzle” of the classroom.



Seeing Station 2



What you need:

- “How many faces do you see?” (picture riddle)

How it works:

- Solve the riddle individually or in a team.

Variations:

Mazes: <https://mrprintables.com/free-printable-mazes.html>

Spot the difference:

http://www.activityexpress.co.uk/spot_the_difference_activities.html

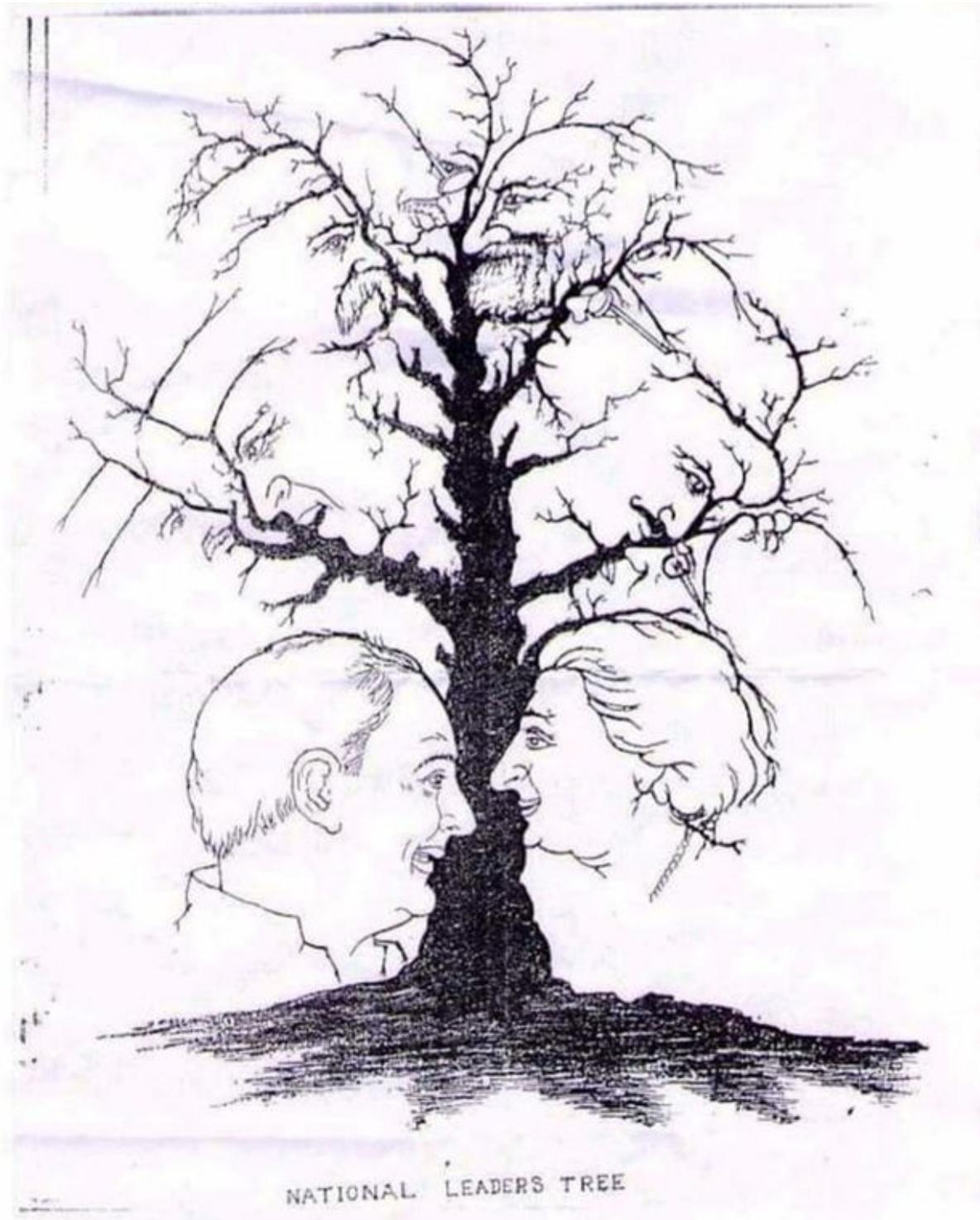
Optical illusions:

<http://www.sciencekids.co.nz/pictures/illusions.html>

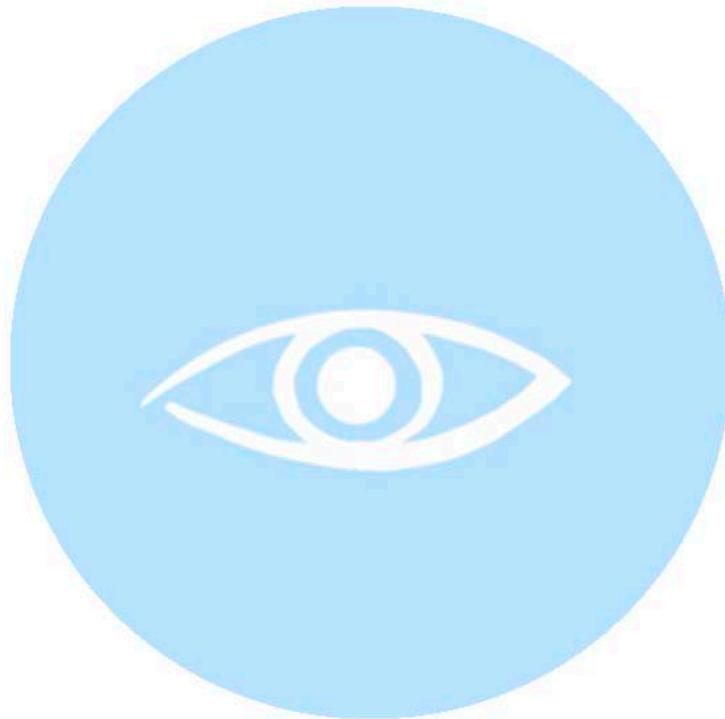


How many faces do you see?

How many faces can you find in the branches of this tree?
Here's a hint: the correct answer is a two-digit number.



Source: anonymous illustrator, Harper's Illustrated (1880)



Seeing Station 3

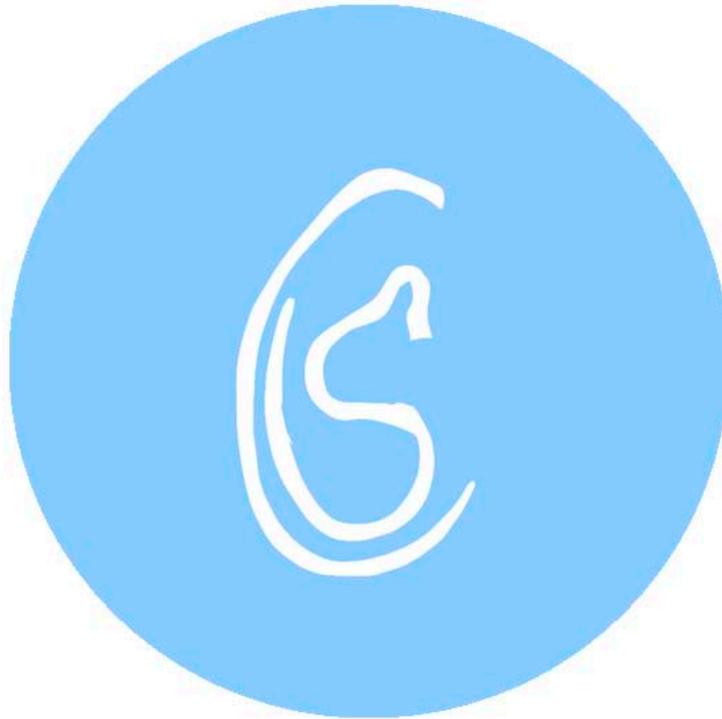


What you need:

- different types of grass stalks
- Each of you needs two sheets of white paper and a pencil

How it works:

- Put down two different grass stalks on a white sheet of paper in front of you.
- Now sketch them as precisely as possible.
- What differences do you notice? Can you not only draw, but also describe the stalks?



Hearing Station 1

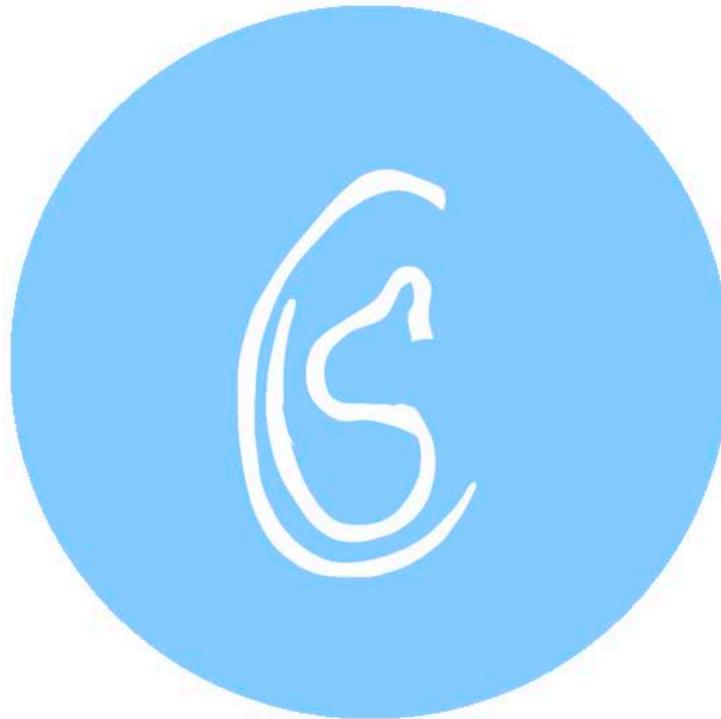


What you need:

- objects from the classroom that will not break when dropped to the floor (book, notepad, ruler, eraser, marker, sponge, plastic box, plastic bottle, etc.)

How it works:

- Drop an object behind the back of another student.
- Can he/she guess the object?
- Take turns.



Hearing Station 2

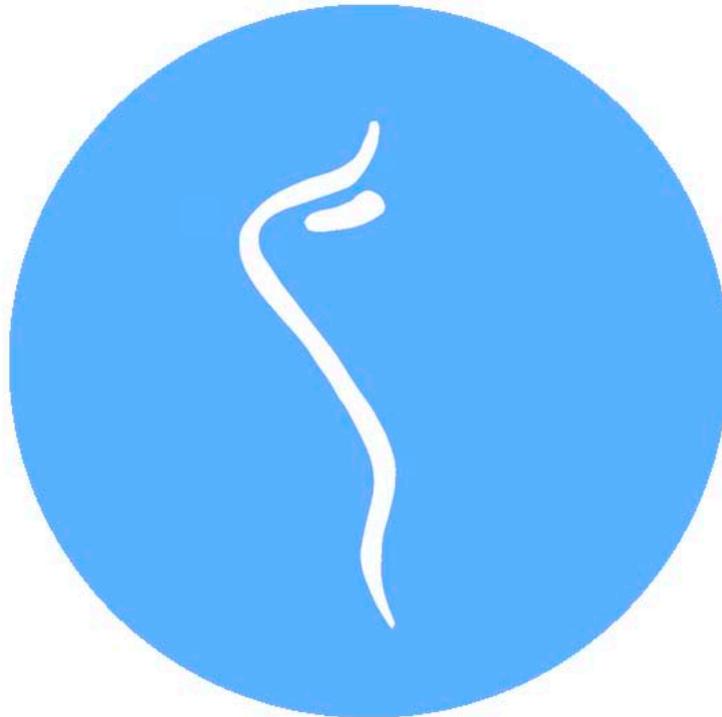


What you need:

- texts on a topic you are learning about in class
- a reading partner

How it works:

- Each of you reads a text. Which word is used a lot? Write down how many times the word occurs in the text.
- Read your text aloud and ask your partner to count how many times the word you have chosen occurs. Did your partner listen carefully and was he/she able to find the correct answer? Well done!
- Now switch roles.



Smelling Station

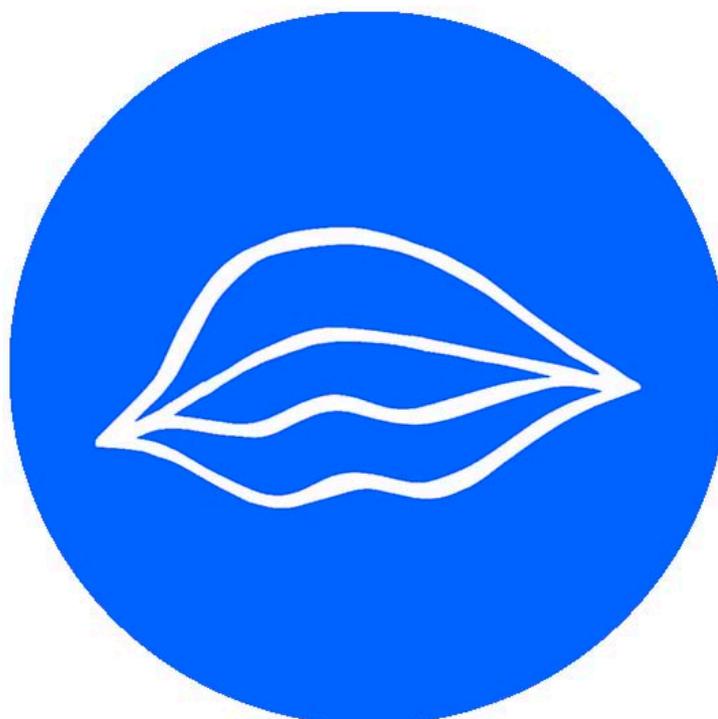


What you need:

- objects from the classroom
(book, notepad, ruler, eraser, marker, sponge, plastic box, plastic bottle, bread, fruit, crayon, etc.)
- blindfold

How it works:

- In turns, smell the objects blindfolded.
- Can you guess the object?



Tasting Station

What you need:

- samples of your lunch or ...
- pieces of fruit or ...
- pieces of vegetables (that can be eaten raw) or ...
- pieces of various baked goods (bread roll, whole-grain roll, dark bread, white bread, etc.)



How it works:

- Hold your nose:
Hold your nose and sample a piece of food. Can you guess what it is?
- Now don't hold your nose:
Sample a piece of food. Now can you guess what it is?



Touching Station 1



What you need:

- objects from the classroom (book, notepad, ruler, eraser, marker, sponge, plastic box, plastic bottle, paintbrush, etc.)

How it works:

- Stroke or touch another student on the back of the neck with various objects. Can he/she guess the object?



Touching Station 2



What you need:

- various types of paper, two pieces of the same size for each type

How it works:

- Cover the pieces of paper with a cloth.
- Who can find all pairs in one minute?



Body Awareness Station 1



What you need:

- cards with idioms

How it works:

- Hand out the cards, read the idioms and discuss them. Narrate your own experience regarding these sensations.



Idioms

Hand out the cards with idioms and read them in class. The children reflect on them and narrate their own experience regarding these sensations.

My heart is racing.

... to have butterflies in one's
stomach ...

... gut-wrenching ...

... breath-taking ...

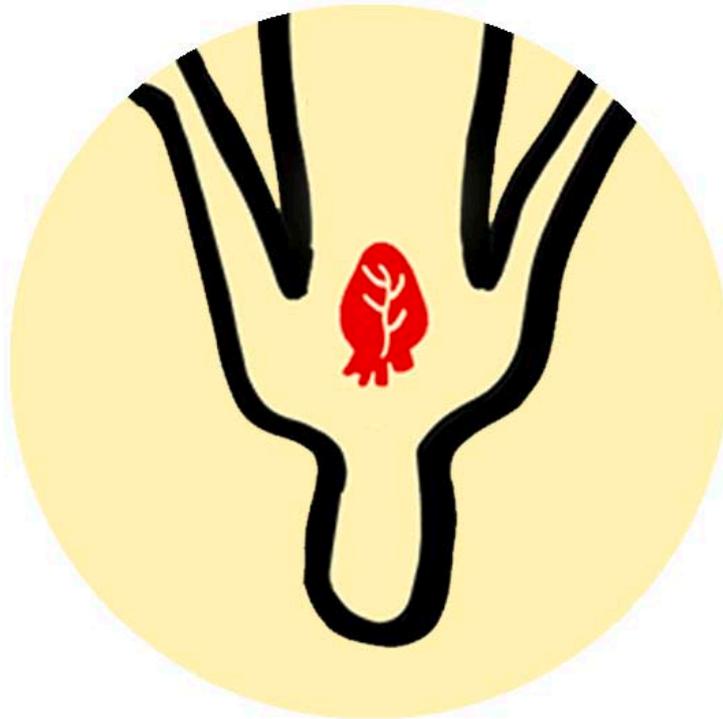
... to tremble with fear ...

... to be filled with rage ...

... to have no spine ...

... shaking knees ...

... to be thrown off balance ...



Body Awareness Station 2

What you need:

- two players facing each other across a table
- cotton balls or balled-up tissues

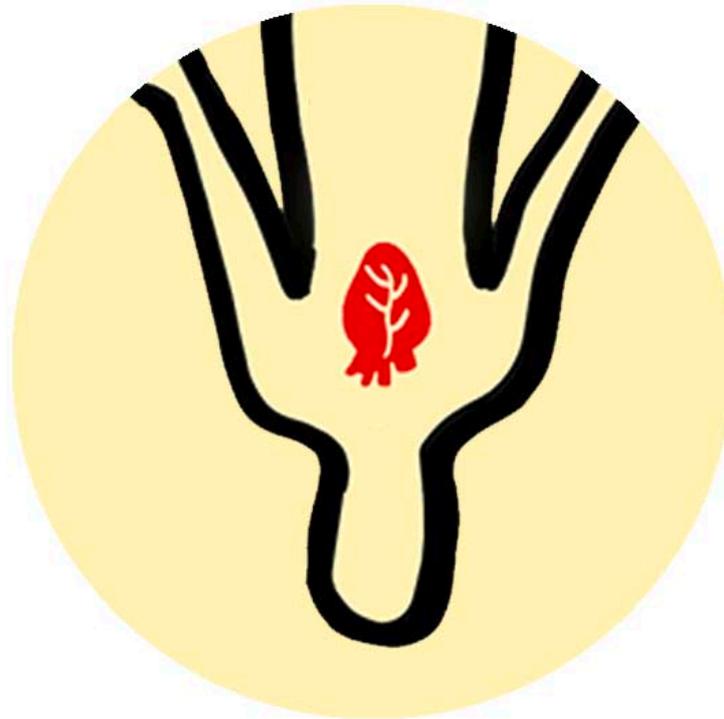


How it works:

Blowing Match: The players stand on opposite ends of the table. Now each player tries to blow the ball across the table. If the ball falls to the floor on your opponent's end of the table, this counts as a "goal" for you. Who can score the most goals?

Take your pulse: Let's count our heartbeats! Put the thumb of one hand on the inner wrist of the other. Can you feel your pulse? Now count the beats! Compare your pulse to that of another person.





Body Awareness Station 3

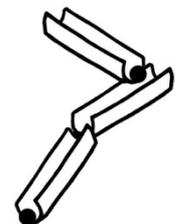


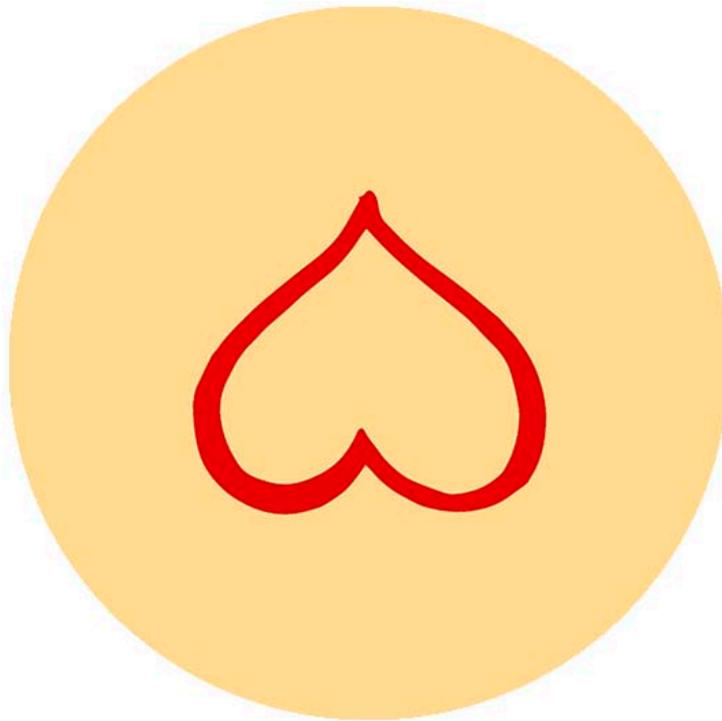
What you need:

- empty kitchen rolls, cut through lengthwise
- different balls (marbles, paper balls, round stones, ...)

How it works:

- Let's make a ball track!
- For 3 to 5 players: Each of you holds a piece of empty kitchen roll and you let a ball roll through it.
- The player at the back runs to the front as soon as the ball has passed his/her piece of kitchen roll.
- Which type of ball makes the game easier and which more difficult? Discuss why!





Emotions Station



What you need:

- Worksheet “Body Silhouette”
- coloured pencils or markers

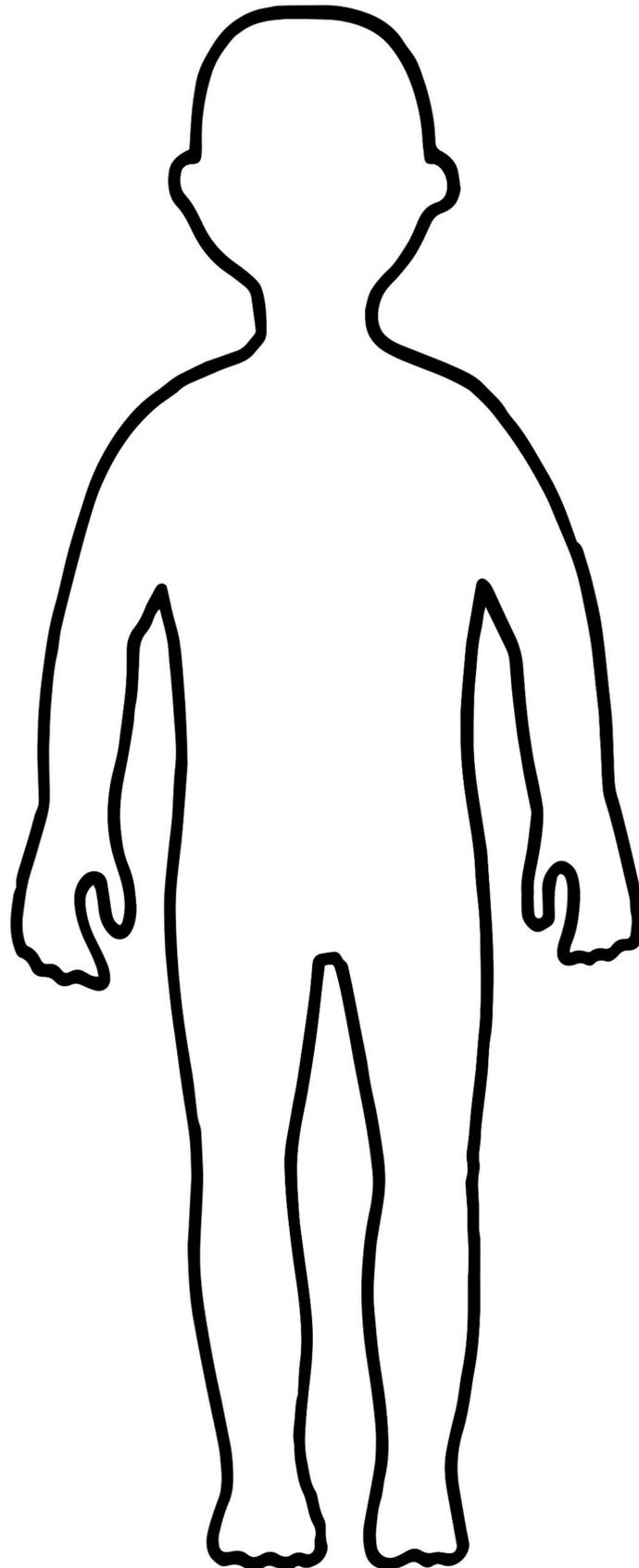
How it works:

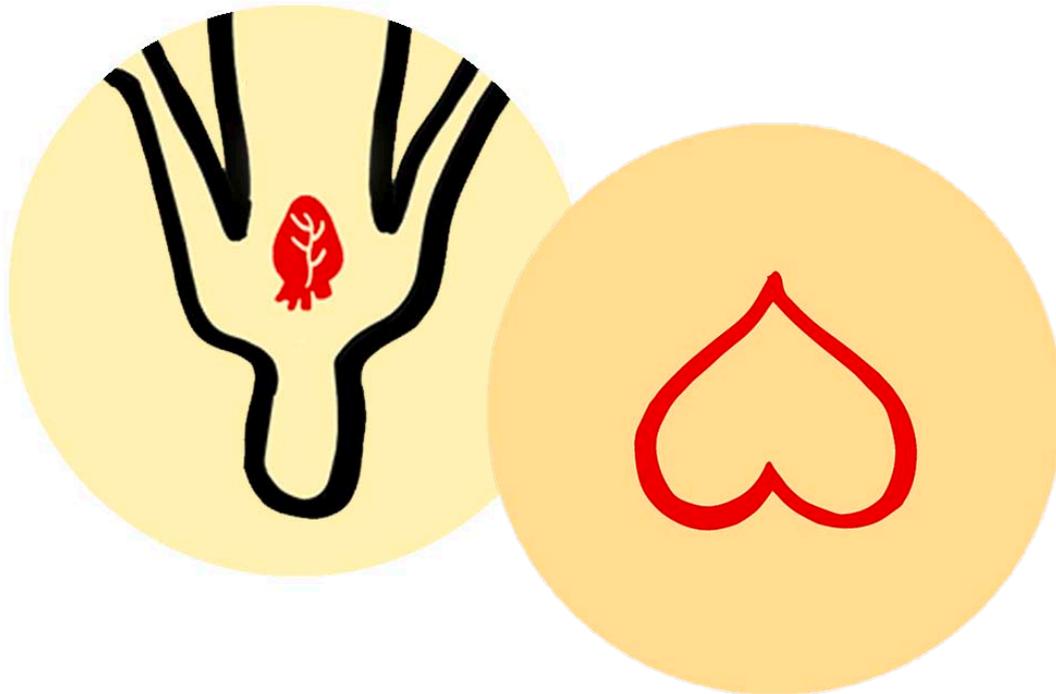
- Talk about your emotions:
Where do you feel them?
How do you feel them in your body?
Which colour matches which emotion?
- Draw your emotions on the worksheet!



Body silhouette

Think of a specific feeling or emotion and decide which colour you associate with it. Now take the body silhouette below and use the colour you have chosen to fill in the body area where you feel this emotion most strongly. Next, think of another feeling and continue until the body is fully coloured.





Body Awareness and Emotions Station 1



What you need:

- emotion cards
- 1 to 3 other players

How it works:

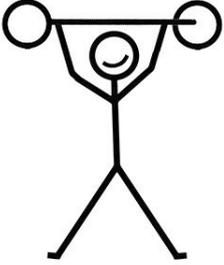
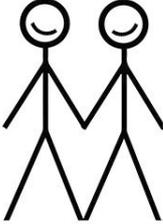
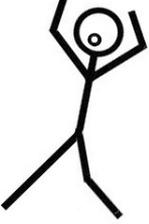
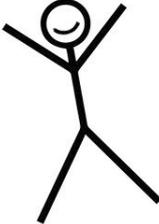
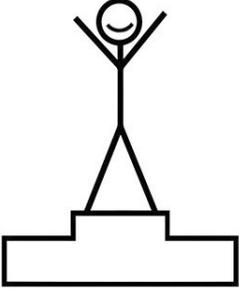
- Lay out the cards face down. One of you draws a card and imitates the pose of the stick figure. The others try to guess which emotion the pose represents. Take turns.

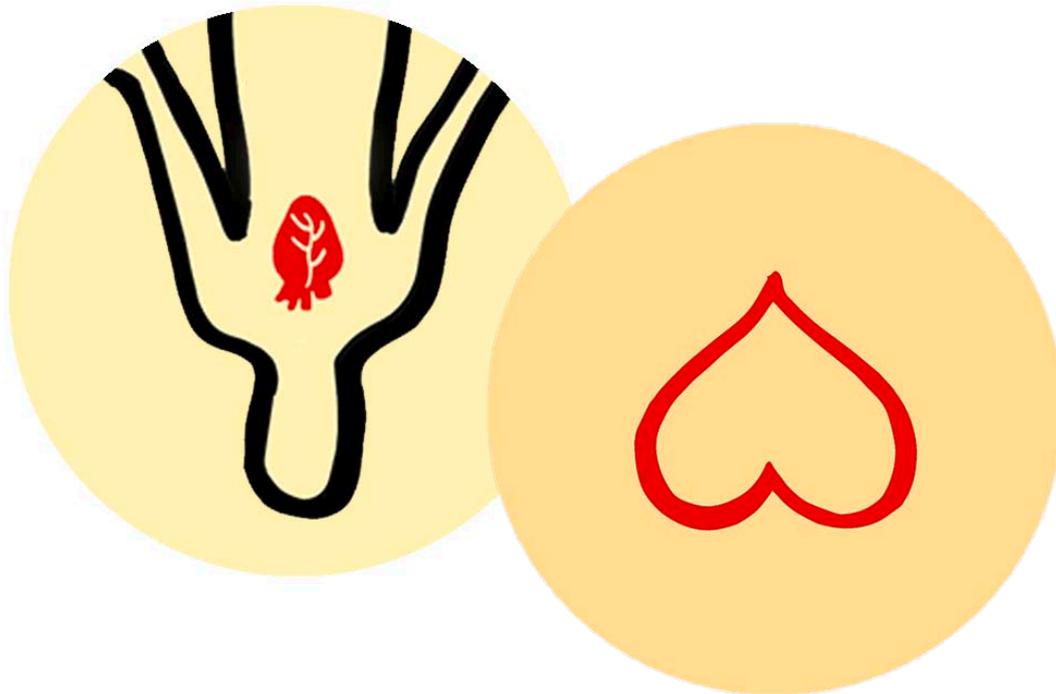
Variation:

- Two children draw one card each and imitate the poses of the stick figures. They hold the poses and begin talking about their lunch.



Emotion cards



Body Awareness and Emotions Station 2



What you need:

- situation cards
- a partner with whom you can discuss the situation and for whom you can act out your reaction

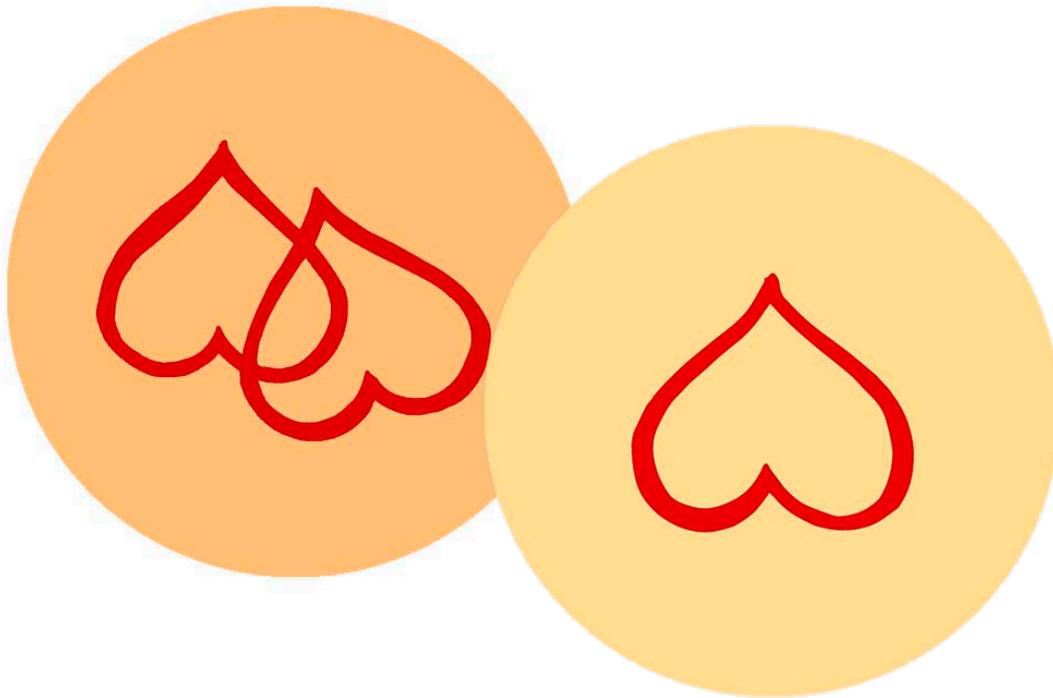
How it works:

- Draw a card and read (out) what it says.
- Imagine yourself in this situation and describe your feelings: where in your body do you feel this emotion?
- Say what you would say in this situation. But make sure you only use “I-statements” (instead of saying “You are...” say “I feel...”). Also act out how you would react physically in this situation.

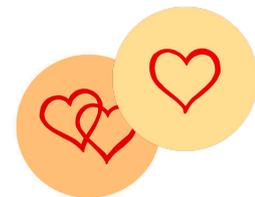


Situation cards

<p>You're waiting in the checkout line and somebody moves past you and stands in front of you.</p>	<p>You lend your markers to one of the other children and when you get them back they are dried out.</p>
<p>You hear one of the other children say something about you that is not true.</p>	<p>Some children in your class are doing something dangerous, e.g. crossing the street without looking.</p>
<p>One of the other children keeps mispronouncing your name.</p>	<p>You tell someone that you have lost your lucky charm and they laugh at you.</p>
<p>One of your friends has lost some parts of your favourite toy.</p>	<p>You are playing with one of the other children. He/she singsongs: "You lost, you lost!"</p>
<p>A friend never invites you home, even though he/she often plays at your house.</p>	<p>It is your turn to use the computer but the child currently using it won't let you.</p>
<p>A classmate takes out all the stuff from your pencil case and doesn't put it back.</p>	<p>One of the other children accidentally sits on your lunch and then laughs.</p>
<p>Your friend says things that are not true.</p>	<p>Your friend always wants to be the best at everything.</p>

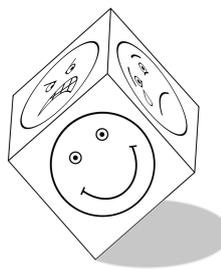


Emotions and Relationships Station



What you need:

- Mimics Die
- Sentences



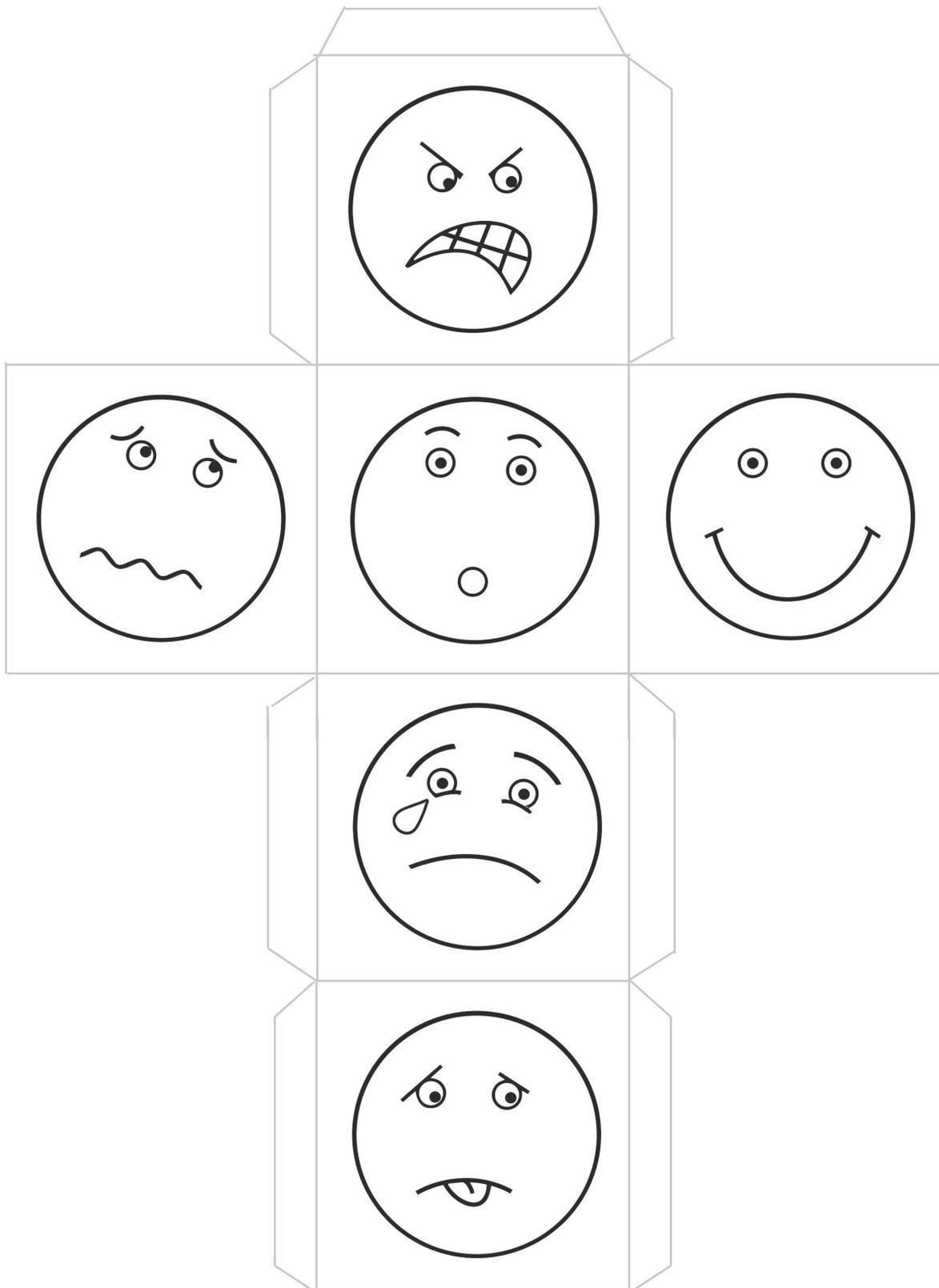
How it works:

- Draw a sentence.
- Roll the Mimics Die.
- Read the sentence aloud in the mood shown on the die.



Mimics Die

Template for a Mimics Die, which can be used for many different games (see pages 30 and 31).





Sentences

These sentences are meant to be read in a specific mood: first draw a sentence, then roll the Mimics Die and read the sentence in the mood it shows.

I see a chair.

I hear someone laugh.

I smell cheese.

I taste bread.

I feel insecure.

I feel my breath.

I'm thinking of the next recess.

I see you.

I hear you.

I'm thinking of yesterday.



Thinking Station 1



What you need:

- ALI Worksheet
- drawing paper
- pens

How it works:

- Read through the ALI Worksheet!
- In groups, discuss in what situations it would be super smart to follow ALI's advice, which is: take a deep breath, smile and pause (= AIR, LAUGHTER, INNER PEACE) – in other words, never “explode” or react immediately without thinking about the consequences.
- Draw ALI!



ALI

ALI is a smart little creature
and a great friend to have.

ALI can help you be just as smart.

How? Whenever you can't think straight and feel like "exploding",
remember **ALI's** magic:

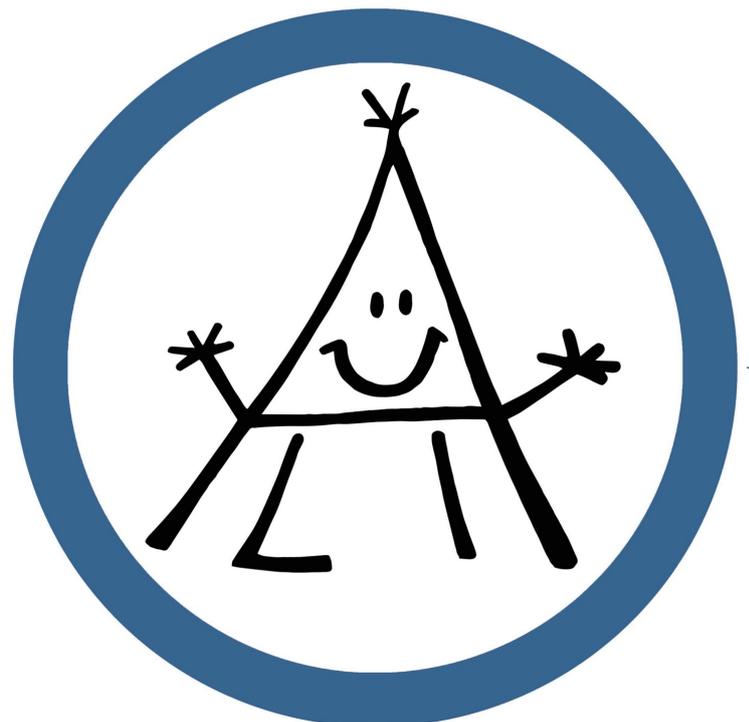
AIR (Take a deep breath!)

LAUGHTER (Smile!)

INNER PEACE (Pause & think!)



This is **ALI's**
magic sign,
which will remind you to
breathe - **AIR**,
smile - **LAUGHTER**,
pause - **INNER PEACE:**





Thinking Station 2



What you need:

- story cards
- thinking tables
- pens
- 1 to 3 others to discuss the stories

How it works:

- Form teams.
- Take the story cards and the thinking tables.
- Read through the cards and the table together.
- Discuss the stories and write down your opinions in the table.



Story cards

1. Nani and her friend Lina borrow each other's pens without asking.	2. Leo likes to tickle other children.
3. Mara likes to sit on her desk.	4. Rami takes a bite of his friend's apple without asking.
5. Tino plays on his phone while talking to others.	6. Vivi says bad things about the girl sitting next to her.
7. Kiran coughs without covering his mouth.	8. When others are talking, Lani interrupts them loudly.
9. When she breaks something, Rani always blames someone else.	10. Lino starts a quarrel when he loses at a game.
11. Tami throws away her lunch when she doesn't like it.	12. Ari is always late.



Thinking tables



Take the story cards and reflect together:

What if everybody did that?		
	😊	😐	☹️
Card 1			
Card 2			
Card 3			
Card 4			
Card 5			
Card 6			
Card 7			
Card 8			
Card 9			
Card 10			
Card 11			
Card 12			



Card	How would you solve these problems? Act out your solutions!
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	



Thinking Station 3



What you need:

- value cards

How it works:

- Cut out the cards!
- Do you understand all the words? Put words that you do not know aside. Find out what they mean (teacher, Internet).
- Order the values according to importance, from “very important” to “not important”. Which of your 12 most important values are similar? Put them together.
- Choose your top 3 values. Which of them is most important to you? Knowing this will help you better understand your spontaneous decisions.



Value cards

appreciation

calmness

carefulness

charity

confidence

consideration

courage

creativity

curiosity

dependability

diligence

economising



empathy

energy

enthusiasm

fairness

faith

flexibility

forgiveness

generosity

gratefulness

happiness

helpfulness

honesty



hope

humour

idealism

impartiality

independence

inner balance

interest

joy

justice

kindness

loyalty

manners



mindfulness

modesty

neutrality

open-mindedness

openness

optimism

patience

peace

prudence

punctuality

purpose

reliability



respect

responsibility

security

self-confidence

sensitivity

sharing

solidarity

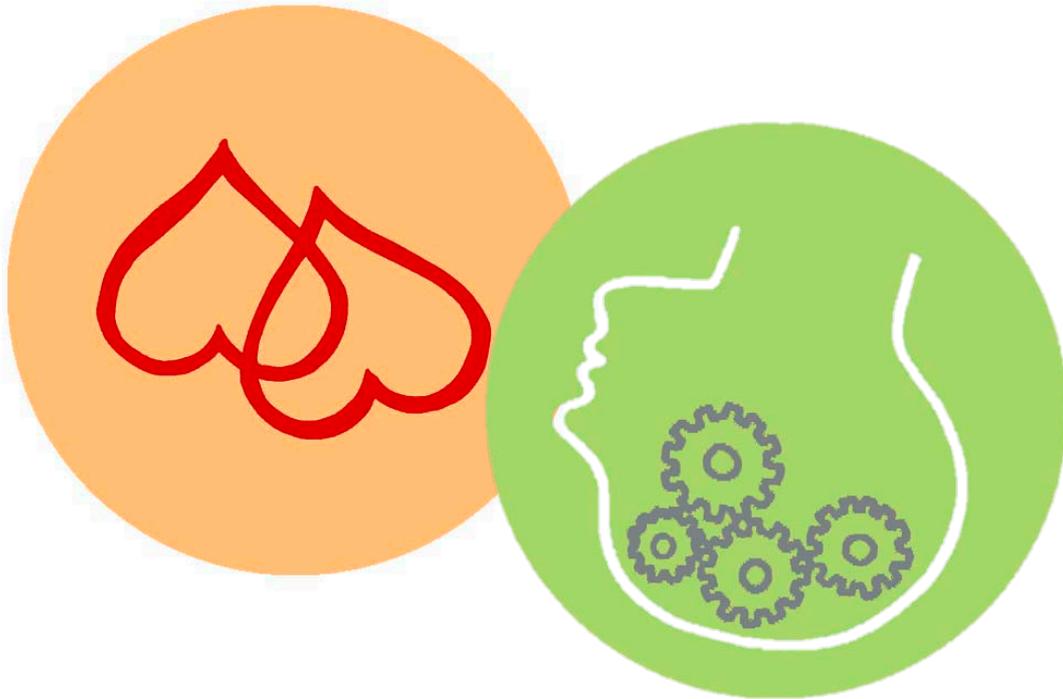
sympathy

team spirit

thoughtfulness

tolerance

trust



Relationships and Thinking Station 1

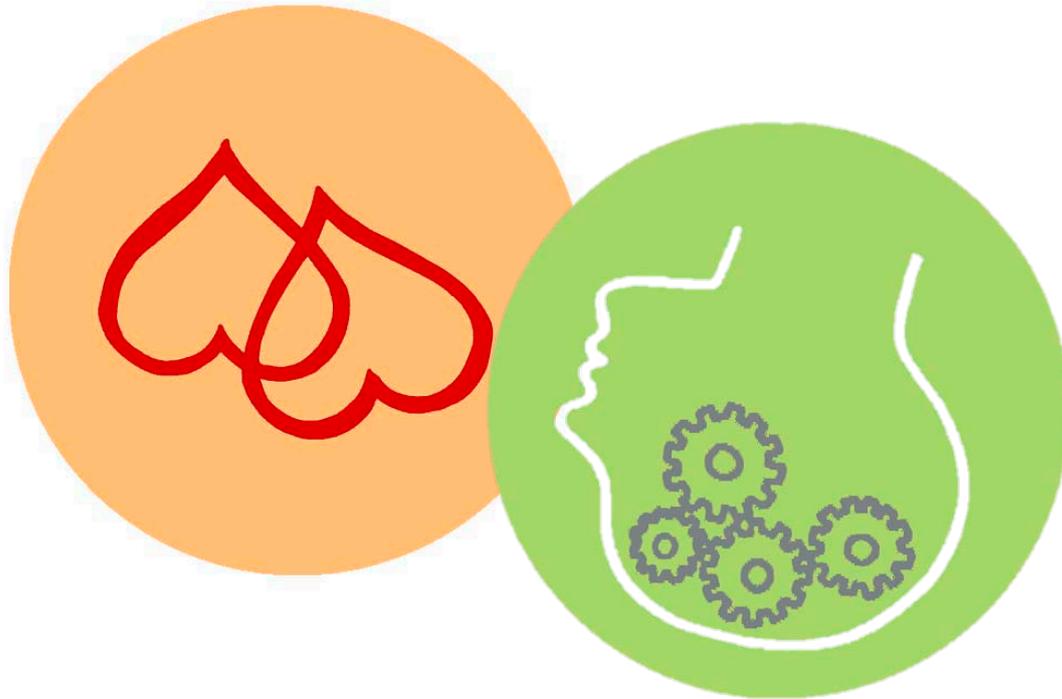
What you need:

- small illustrated books, e.g. Little Golden Books or Mr. Men

How it works:

- Choose one of the books. Think of different questions about the book that the others will have to answer.
- How? Here are some examples:
How many children do you see on page 7?
How many times does the word ... (e.g. “the” or “a”) occur on page 3?
In what season is the story set?
Please make sure your questions match the book!
- Write down the questions legibly on pieces of paper that are the same size as the book. Use tape to put them into the book – at the back as if they were additional pages.
- Find a partner, read the book to him/her and ask your questions. You can also take turns reading and asking questions.





Relationships and Thinking Station 2

What you need:

- Worksheet "How do I feel when..."

How it works:

- Read through the first page of the worksheet on your own, think about it and fill in the table.
- What did you notice? Write down your thoughts and discuss them with others.
- Now read through the second page on your own, think about it and fill in this table as well.
- What did you notice? Once again, write down your thoughts and discuss them with others.
- Think about what your experience teaches you for the future and write it down.





How do I feel when...	😊	😊 😐	😐 😞	😞
... someone is not nice to me.				
... the atmosphere in class is tense.				
... everyone else gets to contribute but I don't.				
... other people think too much of themselves and constantly push themselves to the fore.				
... my questions are answered impolitely.				
... others are in a bad mood.				
... someone gives me an unfriendly look.				
... others are disrespectful.				
... others annoy me.				
... others jump the line.				
... someone says bad things about me.				
... others bully me.				
... someone is nice to me.				
... the atmosphere in class is relaxed.				
... I can contribute.				
... my questions are answered politely.				
... others are in a good mood.				
... someone gives me a friendly look.				
... others are respectful.				
... someone says nice things about me.				
... others let me work in peace.				
... others do not push me aside.				
... others praise and encourage me.				
... others insult/embarrass me or hurt my feelings.				



How do I feel when...	😊	😊 😐	😐 😞	😞
... others support me.				
... others ignore me.				
... I get to have a say in activities and can participate.				
... I treat others with respect.				
... I listen closely to others.				
... I'm not allowed to contribute and/or feel left out.				
... I'm not nice to others.				
... I answer questions politely and patiently.				
... I annoy others on purpose.				
... I treat others with empathy.				
... I say nice things about others.				
... I help others.				
... I insult/embarrass others or hurt their feelings.				
... I smile at others.				
... my bad mood brings other people down.				
... I'm nice to others.				
... I bully others.				
... I'm disrespectful.				
... I answer questions impolitely.				
... my good mood cheers other people up.				
... I support others and make sure everyone is treated fairly.				
... I can calm other people down.				



Station for all Senses



What you need:

- 2 raisins per person

How it works:

- Imagine you were an alien from another planet and had never seen a raisin before. How would you try to find out what it is?
- Explore a raisin using all your senses (seeing, hearing, smelling, touching, feeling it on your skin, tasting,...)
- Discuss your experience.
- Find a new name for this “strange thing”.
- Now use the same method to explore nuts, tangerines, bread, ...



Station for Extension Work and Internalisation

What you need:

- mindfulness cards in a box that is always readily accessible in the classroom.

How it works:

- Draw a card. What does it say?
- Try to remember this card as often as possible and practise the exercise at school as well as at home.





Mindfulness cards

<p style="text-align: center;">NOW I am here.</p> <ul style="list-style-type: none"> • I observe and feel my breath in my body. • I relax my jaw and shoulders. • I feel my feet on the floor. 	<p style="text-align: center;">NOW I am paying attention to my thoughts.</p> <ul style="list-style-type: none"> • Am I having positive thoughts right NOW? • NOW I'll focus on my positive thoughts. • I'll enjoy these thoughts and be grateful for them.
<p style="text-align: center;">NOW I am feeling...</p> <ul style="list-style-type: none"> • NOW I am consciously perceiving my feelings. • NOW I am observing my unconscious reactions to these feelings (e.g. whether they are blocking me, making me insecure, opening me up to others,...). 	<p style="text-align: center;">NOW I am an impartial observer.</p> <ul style="list-style-type: none"> • NOW I'll let go of my previous experience and my prejudices and react like an objective observer: • Look at that! How interesting! • I wonder what's behind all this?
<p style="text-align: center;">NOW I am paying attention to my thoughts.</p> <ul style="list-style-type: none"> • Am I having negative thoughts right NOW? • NOW I decide to let them go and watch them drift away like clouds. • NOW I am back in the present moment. 	<p style="text-align: center;">NOW I am taking care of myself.</p> <p>NOW I'll send positive thoughts to myself:</p> <ul style="list-style-type: none"> • I feel safe! • I am content! • I am relaxed! • I am happy! • I am...
<p style="text-align: center;">Body scan</p> <ul style="list-style-type: none"> • I am observing my body. • Where do I feel relaxed? • I perceive these feelings of relaxation consciously and gratefully. 	<p style="text-align: center;">NOW I am feeling.</p> <ul style="list-style-type: none"> • I consciously perceive my feelings in the classroom. • I consciously perceive any reactions. • I become aware of the underlying needs connected to my feelings. • I reflect on my reactions.



Body scan

- I am observing my body.
- Where do I feel tense?
- I perceive these tensions and consciously relax my muscles.

I am in the HERE AND NOW with all my senses.

- I perceive the present moment with all my senses.
- The Wheel of Mindfulness helps me do that.



How am I feeling right NOW?

- How am I feeling right NOW?
- How could I describe my feelings to others?
- Which underlying need is connected to these feelings?

NOW I am acting consciously.

- I take advice from ALI.
- I take a deep breath.
- Before I do anything, I reflect on the consequences of my actions and ask myself: What if everybody did that?

NOW I am taking care of my students.

NOW I'll send them positive thoughts:

- Feel safe!
- Be content!
- Be relaxed!
- Be in a good mood!
- Be happy!
- Be...

NOW I am taking care of my peers.

NOW I'll send them positive thoughts:

- Feel safe!
- Be content!
- Be relaxed!
- Be in a good mood!
- Be happy!
- Be...

NOW I am thinking of ALI!



NOW I am actively boosting my own happiness.

- NOW I am focusing on beautiful, positive and pleasant things.
- I am grateful for these things.
- I say out loud or write down what I am grateful for.



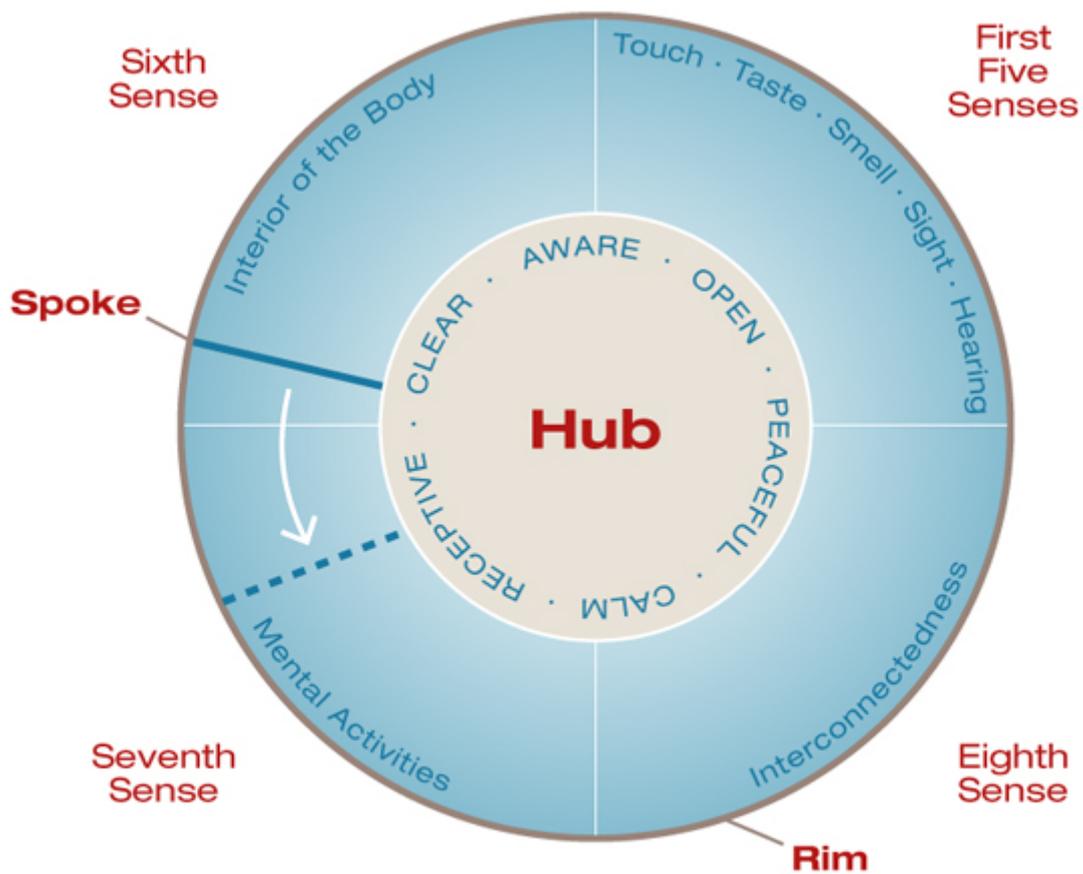
Extension materials

The following pages will give you an overview of the many aspects of mindfulness. In addition to background information and recommended reading you will also find a list of platforms that offer practical instructions for various exercises.

Background information

The (original) Wheel of Mindfulness (Wheel of Awareness)

The “Wheel of Mindfulness” is based on the “Wheel of Awareness”, which was invented by US physician and scientist Dr. Dan Siegel and first presented in 2007. For additional information please see: http://www.drdansiegel.com/resources/wheel_of_awareness/



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Richard Burnett’s project “Mindfulness in Schools”

Richard Burnett started the “Mindfulness in Schools” project. As a result of this project, the first British school added mindfulness as a subject to its curriculum in 2010. To learn more about this project’s comprehensive platform please go to: <https://mindfulnessinschools.org>.

Richard Burnett has also given a highly interesting TEDx talk on the topic, which you can find here: https://www.youtube.com/watch?v=6mlk6xD_xAQ

Mindfulness for educators

There are many websites that present comprehensive information about mindfulness for educators, see for instance: <http://www.mindfulteachers.org/p/free-resources-and-lesson-plans.html>. It is important that teachers first familiarise themselves with mindfulness practices before they begin teaching mindfulness, because these practices will reduce their own stress level and make it easier for them to convey the concept to their students.

The following website also offers detailed information and resources on mindfulness for children – including practical exercises and recommended reading:

<http://blissfultkids.com/how-to-practice-mindfulness-with-children-the-essential-guide/>

Self-compassion: exercises and suggestions

On her website, Dr. Kristin Neff explains the importance of self-compassion in our daily lives: <http://self-compassion.org/>. Self-compassion also involves consciously redirecting our attention to the present moment, which is why it can be very helpful to conduct everyday activities, such as house-cleaning or taking a bath, in a mindful manner and to regularly dedicate some time to mindfulness; see also: <https://www.verywell.com/mindfulness-exercises-for-everyday-life-3145187>

“Atlas of Emotions”

This website uses sophisticated graphics to explain the origins and effects of our emotions. Individual emotions such as enjoyment, anger or fear are connected to corresponding actions, moods and triggers: <http://atlasofemotions.org/>



Practical exercises

General mindfulness exercises

The following website presents some simple exercises that can be done anywhere and anytime and can easily be integrated into your lessons: <http://www.the-guided-meditation-site.com/mindfulness-exercises.html>

Mindfulness exercises for children

Here is a link that offers helpful suggestions on “mindful eating”:

<http://blog.atriushealth.org/2013/04/smart-kids-practice-mindful-eating/>

and a website that presents a mindfulness exercise for children called the “Silence Game”:

<http://www.montessorinature.com/silence-game-nature-mindfulness/>

We recommend regularly integrating one or two exercises into your lessons.

Meditating with children

You can find very detailed instructions for a walking meditation here:

<http://www.meditationoasis.com/how-to-meditate/simple-meditations/walking-meditation/>

The following link offers helpful instructions for a sitting meditation:

<https://jackkornfield.com/sitting-meditation-2/>

Relaxation exercises to reduce test anxiety and stress

Relaxation exercises can help children and adolescents who suffer from test anxiety. For some simple exercises see: [http://stress.lovetoknow.com/Test Anxiety Relaxation Techniques](http://stress.lovetoknow.com/Test%20Anxiety%20Relaxation%20Techniques)

You can also find some more general relaxation exercises for children here:

<https://www.verywell.com/relaxation-exercises-for-kids-1393122>

Yoga for children – instructions, ideas, exercises

The following website presents 58 yoga poses for children (with instructions), suggestions for yoga games as well as an extensive list of resources: <http://www.kidsyogastories.com/kids-yoga-poses/>

Guided body scan

See the link below for a guided mindfulness meditation for children and adolescents. In a so-called body scan, the participants relax in a comfortable position and direct their attention to themselves and to the present moment by focusing on all areas of their body, one by one. The instructions in this video are spoken in a calm and soothing voice:

<https://www.youtube.com/watch?v=8Cy82yPjMHc>



Further links and recommended reading

“Mindfulness: A Guide for Teachers” by Dr. Amy Saltzmann

Dr. Amy Saltzmann is a holistic physician and mindfulness teacher. In this brief document, she explains the importance of teaching mindfulness to children and adolescents, provides an extensive list of scientific resources on the topic, discusses the personal and professional benefits of practising mindfulness and gives examples of practices that can be used in the classroom: [http://www.contemplativemind.org/Mindfulness-A Teachers Guide.pdf](http://www.contemplativemind.org/Mindfulness-A%20Teachers%20Guide.pdf)

Positive Psychology – mindfulness for children

The website <https://positivepsychologyprogram.com/> offers an extensive database of research, reading and exercises on a variety of Positive Psychology-related topics, including mindfulness. The following article contains tips for teaching mindfulness to children and adolescents, mindfulness activities, games and meditations and an overview of the benefits of teaching mindfulness in schools: <https://positivepsychologyprogram.com/mindfulness-for-children-kids-activities/>

Mindful Schools – reaching 750,000 students worldwide

The non-profit organisation Mindful Schools was founded in 2007 as a programme of a single school in Oakland, California. Today, the organisation offers online courses and content and represents a network of mindful educators in more than 100 countries: <http://www.mindfulschools.org/>

Further sources of extension material

Davis, Daphne M./Hayes, Jeffrey A. (2011): What Are the Benefits of Mindfulness? A Practice Review of Psychotherapy-Related Research. In: *Psychotherapy* (2011), vol. 48, no. 2, pp. 198–208.

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Kabat-Zinn, Jon (2004 edition): *Full catastrophe living: How to cope with stress, pain and illness using mindfulness meditation*. London: Piatkus.

Lyons, Kristen E./DeLange, Jennifer (2016): Mindfulness matters in the classroom. The effects of mindfulness training on brain development and behavior in children and adolescents. In: Schonert-Reichl, Kimberly A./Roeser, Robert W.: *Handbook of mindfulness in education*. New York: Springer, pp. 271–283.

Ostafin, Brian D./Robinson, Michael D./Meier, Brian P. (eds.) (2015): *Handbook of Mindfulness and Self-Regulation*. New York: Springer.



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