



Grade 9 Sample Lesson Plan: Unit 16 – What's Up With Mindfulness?

SOLs

- 9.2.Q Develop a personal system for coping with distress and stress
- 9.2.R Identify appropriate coping and resiliency strategies to manage symptoms of stress, anxiety, loss, and depression

Objectives/Goals

- The student will be able to explain what mindfulness is and some of its health benefits.
- The student will practice mindfulness techniques to improve health.
- The student will apply mindfulness strategies to their own life.

Materials

- Tracking Your Thoughts in Time Handout
- Video Clip - How Well Do You Pay Attention? <https://youtu.be/5odWkym0RMw>
- Video Clip - Why Aren't We Teaching You Mindfulness <https://youtu.be/-yJPcdiLEkl>
- Mindfulness Exit Slip
- Health Habits in Action assignment

Procedure

Hook

- Show the short YouTube 1:43 clip - How Well Do You Pay Attention?
- After the clip, ask students, how many of you counted the correct number of red cards? (Answer 14). Did anyone notice some of the other changes going on in the background? Did anyone notice some of the changes and got the 14 cards correct?
- Tell students where we place our attention has a lot to do with how we feel and what we experience

Step 1

- Group Discussion / Explicit Instruction (7-10 mins)
- Write the headings "PAST," "PRESENT," and "FUTURE" separated by lines to form three columns on the whiteboard in front of the room.
- As a class, fill out the chart together and have students brainstorm ideas to fill in each column
- Ask students to think about something that happened in the past, and record their responses in the "PAST" column. Some prompting questions might be: "What happened before school? What did you eat for breakfast?" "What happened last night?"

- Ask students to think about what might happen in the future, and record their responses in the "FUTURE" column. Some prompting questions might be: "What happens after school? What happens next in our school day?" "What is something that is happening this weekend?"

Step 2

Guided Practice/Interactive Modeling (5-7 minutes)

- Explain that now you will find out what is happening in the present or right now.
 - Ask students what tools they can use to find out. Some helpful questions might be: "What is happening right now? How can you tell?"
 - Prompt students to think about their five senses, and review them briefly as needed.
 - Ask students to describe what they hear, see, taste, smell, or are touching right now.
 - Record responses in the "PRESENT" column.
 - Tell students that you are introducing a tool that can help them pay even closer attention to the present. You can use a chime, or download an app that has a bell or chime sound.
 - Show students the special chime and demonstrate its sound.
 - Tell the students that whenever you are paying close attention to what is happening right now, the present moment, you will use this chime.
 - Explain that sometimes their eyes will be open, and sometimes their eyes will be closed. Today you will practice with your eyes open.
 - Ask students to listen to the chime and notice what is going on around them. Make sure that the timer is silent.
 - Sound the chime and let students observe for one minute.
 - Sound the chime again to mark the end of the minute.
 - Ask students to share what they experienced with their senses.
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- Explain that together you just practiced mindfulness:
 - Mindfulness definition #1 - the act of noticing and paying attention to what is going on right now, from moment to moment without judgement. (Mindlifeproject.com)
 - Mindfulness definition #2 - the act of paying attention here and now, with kindness and curiosity, so that we can choose our behavior (Saltzman, 2018)
 - Show students a list or discuss the following benefits of mindfulness (Saltzman, 2018)
 - It increases:
 - Mindfulness
 - Flow
 - Relaxation
 - Confidence
 - Clear goals
 - Optimism
 - Ability to act with awareness
 - Concentration
 - Ability to focus attention and ignore distractions
 - Sense of control

- Ability to acknowledge and accept feelings
 - Resilience (the ability to bounce back)
 - Ability to perform optimally under stress
 - Sleep quality
 - General life satisfaction
- It reduces:
 - Stress
 - Negative thoughts
 - Task-related worries
 - Task-irrelevant thoughts
 - Rumination (obsessive thinking)
 - Pessimism
 - Depression
 - Perfectionism
 - Fatigue
 - Pain
 - Hostility
 - Burnout

Step 3

Show the Ted Talk - [Why Aren't We Teaching You Mindfulness](#) (15 minutes)

- Have students do a Think, Pair, Share by discussing the following prompts
 - What is something NOVEL you learned after this video clip?
 - What is something MEMORABLE from this clip?
 - What is something that touched you EMOTIONALLY from this clip?
 - Has your opinion on mindfulness changed in any way?

Step 4

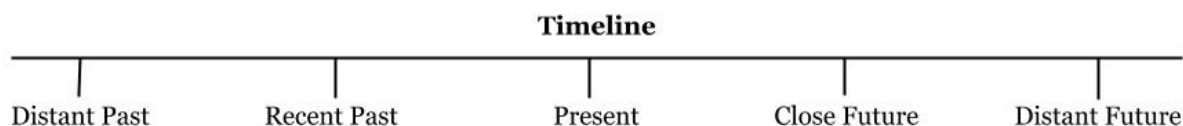
Guided Meditation - Tracking Your Thoughts in Time

- Provide students with the [Tracking Your Thoughts in Time Handout](#) . It looks like this (see below)

Mindfulness Exercise: Tracking Your Thoughts In Time

This is an exercise to help you track your thoughts over a single dimension -- time. When thoughts, feelings, or bodily sensations arise, they tend to be associated with a certain period of time in your life. Some lie in the past, some in the present, and some in the future. To see this more clearly, take the next 5 minutes and track where in time your thoughts lie.

Take a moment to center yourself, take a few deep breaths, and begin. While doing this, put your finger on the timeline below. As your thoughts and feelings arise, slide your finger to the point on the timeline that the thought or feeling corresponds to. You will notice there are five corresponding points on the timeline: *distant past*, *recent past*, *present*, *close future*, and *distant future*. Try to be accurate about what is happening without judging what comes up. Just watch it and note where in time the thought, feeling, or sensation lies. Now, take the next 5 minutes, let your mind go, and track your thoughts in time.



Reflection Questions

1. What did you notice about your thoughts?
2. Was there a specific time that kept coming up, or did your thoughts move throughout time?

Assessment Idea

- At the conclusion of your lesson, give your students the opportunity to show you what they have learned by completing the [Mindfulness Exit Slip](#)

Self-Management Practice: Health Habits in Action assignment

- National Health Education Standard 7 states students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Specifically, for grades 9-12 one student learning outcomes we will focus on is demonstrating a variety of healthy practices and behaviors that will maintain or improve the health of self and others (7.12.2).

- Have students choose at least one mindfulness exercise to practice over the next two weeks. Tell them they will be assessed in two parts: Part 1 is a pre-assessment worksheet and part 2 is a reflection on their experience practicing your mindfulness exercise. You could provide students with any guided meditation audio or worksheets you might have. Or, some helpful apps students can use with guided meditations include Calm, Stop Breathe Think, and Headspace.

Extension activities could include starting each class with a mindful minute or finding time to do some consistent guided meditations as a class.

References

- [Mindfulness Exit Ticket](#) - Formative Assessment
- [Health Habits in Action assignment](#)
- TED Talk - [Why Aren't We Teaching You Mindfulness](#)
- [Why Deep Breathing May Keep Us Calm](#) - NY Times, 2017
- Video Clip - [Andy Puddicombe Guides Jimmy Fallon Through Mindfulness](#)
- Video Clip - [Mindfulness Animated in 3 Minutes](#)
- Video Clip - Jon Kabat Zinn - [Me Me Me](#)
- Video Clip - [What is Mindfulness Explained By Science Guy](#)
- *A Still Quiet Place for Athletes*, Amy Saltzman, MD., 2018
- S. Benes and H. Alperin, 2019, *Lesson planning for skills-based health education* (Champaign, IL: Human Kinetics.)
- Mindfulness Apps
 - Stop Breathe Think - <https://www.stopbreathethink.com/>
 - Calm - <https://www.calm.com/> (2017 App of the Year)
 - Headspace - <https://www.headspace.com/headspace-meditation-app>
- Andy Horne, 2015 National Health Teacher of the Year

Handout

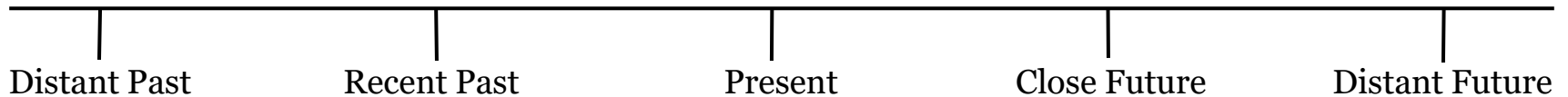
The next page includes a handout for the lesson. The handout is designed for print use only.

Mindfulness Exercise: Tracking Your Thoughts In Time

This is an exercise to help you track your thoughts over a single dimension -- time. When thoughts, feelings, or bodily sensations arise, they tend to be associated with a certain period of time in your life. Some lie in the past, some in the present, and some in the future. To see this more clearly, take the next 5 minutes and track where in time your thoughts lie.

Take a moment to center yourself, take a few deep breaths, and begin. While doing this, put your finger on the timeline below. As your thoughts and feelings arise, slide your finger to the point on the timeline that the thought or feeling corresponds to. You will notice there are five corresponding points on the timeline: *distant past*, *recent past*, *present*, *close future*, and *distant future*. Try to be accurate about what is happening without judging what comes up. Just watch it and note where in time the thought, feeling, or sensation lies. Now, take the next 5 minutes, let your mind go, and track your thoughts in time.

Timeline



Reflection Questions

1. What did you notice about your thoughts?
2. Was there a specific time that kept coming up, or did your thoughts move throughout time?

Healthy Habits in Action

National Health Education Standard 7 states ***students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks***. Specifically, for grades 9-12 one student learning outcomes we will focus on is demonstrating a variety of healthy practices and behaviors that will maintain or improve the health of self and others (7.12.2).

Your task for this assessment is to choose at least one mindfulness exercise to practice over the next two weeks. You will be assessed in two parts: Part 1 is this worksheet and part 2 is a reflection on your experience practicing your mindfulness exercise. Submit part 1 next time we meet. Part 2 will be due at the end of our unit. Some helpful apps you can use with guided meditations include Calm, Stop Breathe Think, and Headspace.



Part 1: Preassessment

Complete each of the following statements:

It is important that I take responsibility for my mental health because . . .

In order to improve or enhance being mindful I will . . .

I am choosing this behavior or habit because . . .

Here is some information I have found about mindfulness and how it can improve my health and the valid and reliable source of information where I found it . . .

Part 2: Pos-tassessment

Were you able to consistently practice your mindfulness activity? Why or why not?

What do you feel were your biggest successes over the past few weeks?

What do you feel were your biggest challenges over the past few weeks?

What were the results you experienced as a result of practicing the mindfulness exercise(s)?

Do you think you will continue to practice these behaviors or habits? Why or why not?

What did you learn from this assessment?

Name _____

Mindfulness Exit Ticket

1. In your own words, describe or explain mindfulness.
2. What are at least 5 health benefits to practicing mindfulness?
3. Would you try to do the activity we did in class today on your own? Why or why not?
4. On a scale of 1-10 (10 being very stressed), where were your stress levels before and after performing the mindfulness activity in class? Did it help lower your stress level somewhat?
5. Are you interested in learning more about mindfulness? Why or why not?
6. What are some of your favorite coping strategies to deal with your stress in a healthy way?