



Resources for Integrating Mindfulness into Social Emotional Learning

Definitions

- “Mindfulness is paying attention to the present moment with kindness and curiosity (so we can choose what to do next)” -Dr. Christopher Willard
- “Mindful means paying attention in a particular way: on purpose, in the present moment and non-judgmentally.” -Jon Kabat-Zinn

Books and Cards

- Greenland, S.K. (2016). *Mindful games*. Boulder, CO: Shambhala Publications, Inc.
- Markham, Laura (2012). *Peaceful parent, happy kids: How to stop yelling and start connecting*. New York: Tarcher Perigree.
- Siegel, D.J. (2018). *Aware: The science and practice of presence*. New York: Tarcher Perigree.
- Willard, C. (2016). *Growing up Mindful*. Boulder, CO: Sounds True
- Breathing Cards: www.mindfulartssf.org

Children’s Books on Mindfulness

- Coombs, Kate. *Breath and Be*
- Sileo, Frank. *A World of Pausabilities*
- Silver, Gail. *Anh’s Anger*
- Verde, Susan. *I am Peace*

Websites

- The Center for Child and Family Well Being: <http://depts.washington.edu/ccfwb/content/home>
- Center for Greater Good: <http://greatergood.berkeley.edu>
- Center for Adolescent Studies: <https://centerforadolescentstudies.com/>
- A-HA Parenting: <https://www.ahaparenting.com/blog>

Apps

- 10% Happier: <http://www.10percenthappier.com/>
- Headspace: <https://www.headspace.com/>
- Insight Timer: <https://insighttimer.com/>

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Mindfulness Practices

Listening for the Bell or Other Sounds

Impact: This can be very grounding.

How To:

1. Laying down, sitting or walking, listen for a sound or sounds around you.
2. If you listen to one sound that ends, you might have your students place their hands on their hearts when they can no longer hear the sound. If listening to many sounds, count or describe the sounds you hear.
3. Ask them to notice what they feel in their bodies, and how they are feeling emotionally or mentally.

Finger (Starfish) Breathing

Impact: The tactile nature of this breathing technique is highly soothing for many, although not all. Matching breath with tracing your fingers one by one is helpful in holding attention.

How To:

- Invite your students to hold out their non-dominant hand with fingers spread wide. With the dominant hand, show how they will trace their fingers, starting with the outside of the thumb.
- Breath in slowly and trace up the thumb. Exhale and go down the thumb on the other side. Continue tracing each finger until you get to the exhale as you move down the pinky. Pause and notice.

Movement into Stillness

Impact: When cortisol (stress hormone) is coursing through our bodies, it needs to be released in order for our nervous systems to return to neutral (or a balance of fight/flight & rest/digest). The activity can be adapted a number of ways - running in place, rubbing hands on thighs, jumping up and down, dancing, and more.

How To – Running & Shake, Rub Hands

1. Stand up and move. You might work up to whole body movement.
2. Then say STOP (Stop, Take a Breath, Observe with Curiosity and Kindness). Ask them to notice their what they feel like? What else do they notice?
3. Repeat as often as you like.

Compassion Practice

Impact: Sending kinds thoughts to yourself and others creates positive emotions and feelings of warmth and kindness

How To:

- Invite your students to place their hands on their hearts.
- First to another person (a person easy to love) with a picture of them in your mind, silently send them these thoughts: may you be happy, may you be peaceful, may you be safe, may you be loved.
- Then to yourself, with a picture of yourself in your mind, send yourself the same thoughts: may I be happy, may I be peaceful, may I be safe, may I be loved. Send yourself any other thoughts you need.
- Pause to notice how you and your students feel.