

How Do You See the World ? Curriculum

LICENSE AGREEMENT

COPYRIGHT © 2019 BY BANNI BUNTING MINDFULNESS

NO PART THIS CURRICULUM MAY BE REPRODUCED, STORED, OR TRANSMITTED IN ANY FORM OR BY ANY MEANS, ELECTRONIC, MECHANICAL, PHOTOCOPYING, RECORDING, SCANNING, OR OTHERWISE WITHOUT EITHER THE PRIOR WRITTEN PERMISSION OF BANNI BUNTING OR THE AUTHORIZATION THROUGH PAYMENT OF THE APPROPRIATE FEE TO BANNI BUNTING MINDFULNESS.

IF YOU HAVE RECEIVED THIS CURRICULUM FROM BANNI BUNTING MINDFULNESS, YOU ARE PERMITTED TO USE IT IN YOUR OWN CLASSROOM, FAMILY, PSYCHOLOGY PRACTICE OR OTHER PRIVATE PRACTICE. YOU ARE PERMITTED TO USE THE CURRICULUM IN THE ABOVE SITUATIONS IN ITS ENTIRETY, AS INDIVIDUAL LESSONS, OR SOME ADAPTATION OF THE LESSONS. LICENSING MUST BE GIVEN IN ANY OTHER CAPACITY. PLEASE NOTE THE EFFECTIVENESS OF THIS TRAINING IS GREATLY DEPENDENT UPON THE PRESENTERS UNDERSTANDING AND TRAINING IN MINDFULNESS.

How Do You See the World ? Curriculum

“Two of the great lessons humanity will learn in the 21st century will be:
To harm another is to harm oneself
When you heal yourself, you heal the world.”
- YOUNG PUEBLO

Thank you

First, I would like to thank you for recognizing the value in the practice of mindfulness and for bringing the **How Do You See The World? (HDYSTW)** curriculum to your classroom and community. This curriculum is designed to foster both **awareness** and **kindness** within ourselves and with others, enhancing both intrapersonal (self-regulation) and interpersonal (prosocial behavior) skills. As you commit to this process, keep in mind that **there is no right way or wrong way of practicing mindfulness**. Please be kind and patient with yourself during this journey.



With over 25+ years of scientific research and in regard to education, mindfulness has been proven to:

- Increase focus, attention, self-control, classroom participation, and compassion
- Improve academic performance, ability to resolve conflict, and overall well-being
- Decrease levels of stress, depression, anxiety, and disruptive behavior

What Is How Do You See the World (HDYSTW) Curriculum?

HDYSTW is a comprehensive, classroom-tested, science-based curriculum that complements social emotional learning. The lessons are simple, easily implemented, and highly engaging.

Each lesson provides dialogue for teachers to follow and lessons are broken down into two main parts: **Foundational Work** and **Additional Practices**.

Foundational Work is the backbone of this curriculum and will provide your students with the objectives for each lesson. **Foundational Work** will typically take 20 to 40 minutes and includes the **foundational mindfulness practices** of listening, breathing, and heartfulness along with themed discussions and a variety of picture books to deepen the understanding of each lesson. When teaching **Foundational Work**, it is highly recommended that the students sit on the floor either in a circle or grouped around the teacher in order to foster a sense of community.

Additional Practices include various art projects, meditations, **Mindful Challenges** and **Mindful Reflections**. The time frame for these practices will vary and can be scattered throughout the day at your discretion to promote cross curricular integration.

An entire lesson with **Foundational Work** and **Additional Practices** can be taught in approximately forty-five minutes to one hour.

The Flow of HDYSTW

The first three lessons of this curriculum are an introduction to mindfulness and explains the **foundational mindfulness practices** of mindful body, mindful listening, and mindful breathing, along with the basic science behind the practice.

The next lessons continue to deepen the student's understanding of mindfulness by examining the two wings of the practice; **awareness** (lessons 1-9) and **kindness** (lessons 10-19). It is always recommended to start and finish any lesson with the **foundational mindfulness practices** of mindful listening, breathing or heartfulness. These practices, when used daily, will empower your students to be more present, engaged, and compassionate learners.

For lesson 2 through 19, the use of recommended picture books is highly encouraged to further explore the lesson's theme. Students love these engaging, beautifully written, and illustrated picture books, and each one helps deepen their understanding and connection to various themes. These books may be available at your local or school libraries and/or purchased on line.

This curriculum does not need to be taught in chronological order. Therefore, teachers can tailor lessons accordingly based upon the needs of the classroom culture. However, it is advisable to first build a foundation with the introductory lessons 1 through 3.

HDYSTW as a Management Tool

As educators, we know that with any practice, consistency is crucial. **HDYSTW** is a comprehensive curriculum, and certain sections may appear a bit overwhelming at first. But know simply practicing the **foundational mindfulness practices** of mindful breathing, listening and heartfulness on a consistent, daily basis will have a tremendous effect on your students and your classroom community.

Taking just two to five minutes each day to engage in these **foundational mindfulness practices** will enhance your students' ability to focus, concentrate and self-regulate. Through these practices, students will develop kindness, compassion and thoughtfulness towards themselves and others, promoting a safe environment for growth and community. These practices can also be utilized in the following ways to strengthen classroom management:

- A powerful way to start and end each day
- Assist with transitions, for example calming down after PE or recess
- Preparing the body and the mind prior to testing
- Helping students navigate difficult social situations
- Shifting the energy or mood of the class

Additionally, **Mindful Reflections**, which are included in each lesson, may be integrated into morning meetings, circle time, and classroom discussions to promote curiosity as well as create a sense of community and connection. **Mindful Reflections** can also be used as drawing exercises for younger students and/or journaling for older students.

Why Mindfulness and HDYSTW?

In today's culture of constant stimuli, striving and getting things done, children are experiencing stress:

- 1 in 8 children in the United States suffers from Anxiety Disorders. (National Institutes of Health)
- 1 in 5 children suffers from a mental health or learning disorder (Child Mind Institute)
- 80% of chronic mental disorders begin in childhood. (Child Mind Institute)

Our teachers are stressed too:

- According to research, most teachers experience job stress at least two to four times a day (National Education Association)
- More than 75% of teachers' health problems are attributed to stress. (National Education Association)

Stress has an impact on both our physical and mental well-being. Regardless of age, practicing mindfulness is a proven tool for reducing stress in our lives.

Mindfulness has also been shown to save time in schools by creating a classroom culture of kind and compassionate students with the ability to self-regulate and problem solve. (*The Way of Mindful Education*, Daniel Rechtschaffen, 2014).

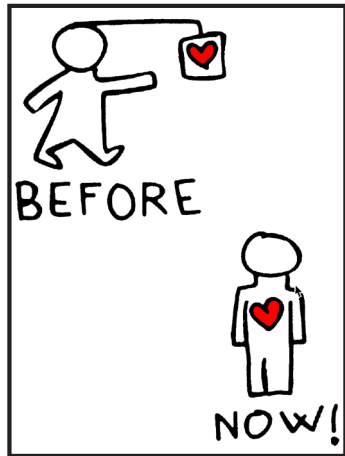
Mindfulness addresses both emotional health and pro-social behavior. In 2014, The Greater Good Science Center at California Berkeley found that a child's emotional health is the number one predictor of adult well-being. The study further indicates that a child's pro-social behavior is the second most important childhood predictor of adult well-being. The least important childhood predictor of life-satisfaction as an adult is intellectual performance. (*What Predicts a Successful Life? A Life Course Model of Well-Being: Richard Layard, Andrew E. Clark, Francesca Cornaglia, Nattavudh Powdthavee, and James Vernoit, November 2014*)

Implementation of HDYSTW?

As you begin this exploration of mindfulness in your classroom community, please remember the following:

- First and foremost, **there is no right way or wrong way of practicing mindfulness** so be kind and patient with yourself during this process.
- Like all new experiences, it could be messy, uncomfortable, and challenging but stick with it! **Consistency, routine, and repetition, repetition, repetition** are always the best practices. As my tennis coach used to say, **“practice makes permanent”** or in other words, what we reflect upon most often become the habits of our mind. You are planting seeds that you may never see grow until years later. Trust the process and have fun together.
- Use language that helps students know they are in control such as “listen to your body,” “follow your own instincts,” “you are in control.” This is especially helpful for students who struggle with executive functioning deficits such as ADHD, ASD, or have experienced trauma. Empower them to tune in mindfully to what their body needs rather than relying on an adult to tell them what to do. Using inviting language such as “you might notice,” “when you’re ready,” or “you might discover” helps to empower individuals to choose being present.
- Provide students the opportunity to control their experience. Clearly explain that they can just watch the lesson (if need be). It is highly recommended to invite the students to lead the foundational work of mindful listening, breathing and heartfulness when appropriate. Choice and leadership help students develop a sense of control and empowerment.
- Help your students experience the present moment by consistently using mindful breathing techniques which help turn off the fight/flight response and turn back on the prefrontal cortex. These regulating techniques enables students to develop a sense of control and the cognitive flexibility to shift from their fears to the present moment.
- Go slow, be patient and use language that invites students into their inner experience. So much of our day and time is externally driven, focusing on others who demand our attention and to technology and screens. Mindfulness is the opportunity to learn how to reconnect back inwards, taking time for ourselves with awareness and kindness.

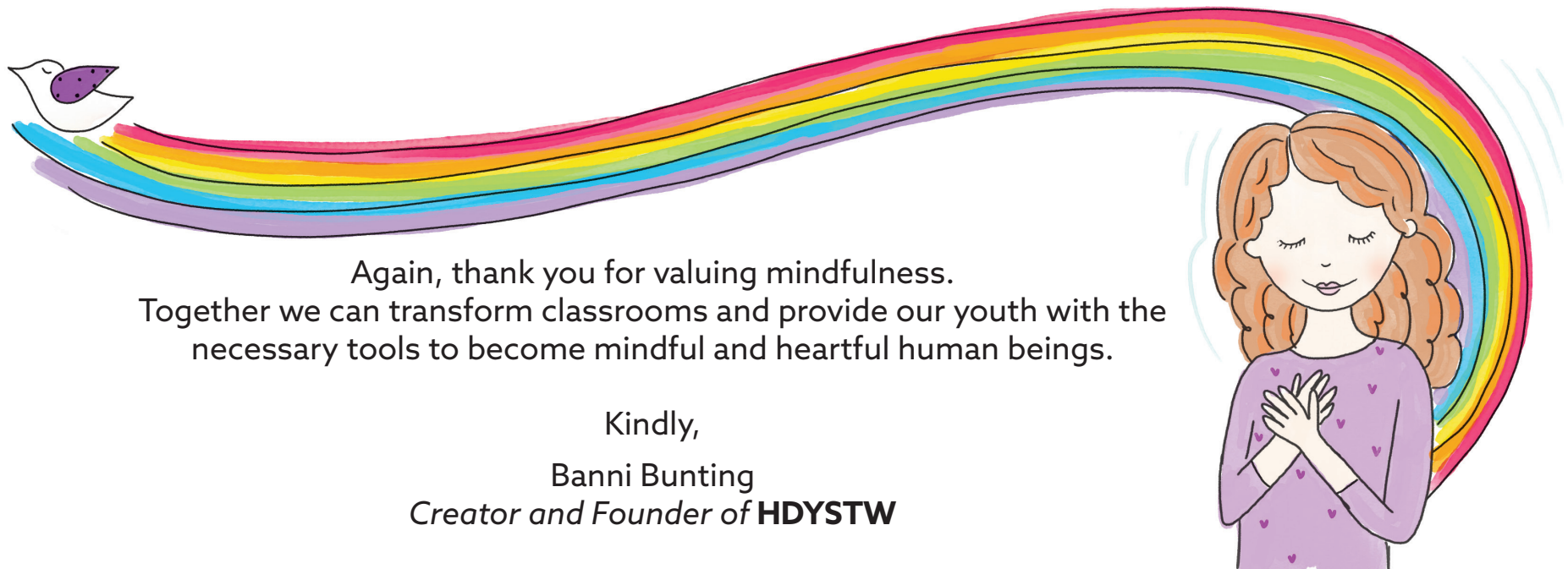
On a Personal Note



The practice of mindfulness has had a tremendous impact on my life, shifting my perspective and allowing me to remember what is most important. From a very young age, I grew up playing competitive sports and from this culture and conditioning, I lived from one strong assumption: that my happiness, my self-worth and well-being were something outside of me: something to be achieved, something to be won, something to perfect. But mindfulness helped me recognize there is a different way; that my happiness is an inside job, all dependent on how I choose to see my world.

Many of us externalize our happiness, thinking that at some other time, when this or that happens, then we will finally be happy – but why not now? I recently came across this image which I think speaks beautifully to the potential of this practice, our ability to live from within rather than constantly looking outside of us for our happiness and self-worth.

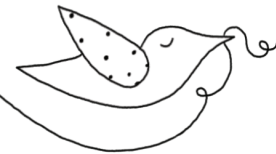
I have experienced **HDYSTW** at work in classrooms and the profound effect it has on students' academic, emotional, and social well-being. I truly believe mindfulness is essential and a timely practice for people of all ages. Mindfulness provides the necessary tools and means to become better human beings, to live life more fully and compassionately. What better gift could we give to the next generation and ourselves?



Again, thank you for valuing mindfulness.
Together we can transform classrooms and provide our youth with the
necessary tools to become mindful and heartfelt human beings.

Kindly,
Banni Bunting
Creator and Founder of **HDYSTW**

LESSON 1: Introduction to Mindfulness



"Mindfulness is the direct opposite of taking life for granted." - JON KABAT-ZINN, FOUNDER OF MIND BASED STRESS REDUCTION (MBSR)

"Mindfulness is being yourself." - 4TH GRADE STUDENT, MILLER ELEMENTARY, BEND, OR

Objectives for this lesson

To develop an understanding of mindfulness and how the practice can be of benefit to us in our daily lives; to establish a strong understanding of the foundational practices of mindful bodies and mindful listening: a cornerstone to every lesson in this program.

As noted in the Welcome Letter, the **foundational work** takes roughly 20 to 30 minutes, with the entire lesson taking approximately one hour. The additional practices may be incorporated at the teacher's discretion throughout the day and week.

Overview of Lesson

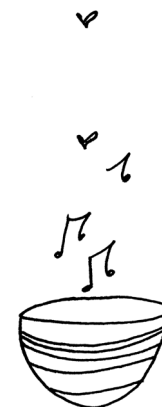
FOUNDATIONAL WORK

1. Mindfulness Defined
2. Mindful Body
3. Mindful Listening
4. Other Talking Points on Mindfulness

ADDITIONAL PRACTICES

5. The Quiet Game
6. Mindful Challenge
7. Mindful Reflection
8. Closing

Items Needed for This Lesson:



bell, chime, or singing bowl for
Mindful Listening

1. Mindfulness Defined

Mindfulness is “the awareness that arises from paying attention, on purpose, to the present moment, nonjudgmentally.”

-JON KABAT-ZINN, FOUNDER OF MIND BASED STRESS REDUCTION (MBSR)

Mindfulness is paying attention to present moment experiences

- Paying attention to what is happening now... what is happening within us and all around us
- Can anyone tell me what is happening right now in this moment?
Sitting, listening, breathing, etc.

What do you think might be the opposite of mindfulness?

- *Mindlessness...*
- Not thinking, being on autopilot, being distracted
- Sometimes we can be like this, doing or saying something we later regret, because we were not thinking clearly
- Mindfulness is the direct opposite of being mindless, we are aware of what is happening now

If mindfulness is paying attention, do you know how to pay attention?

- Has anyone ever taught you how to pay attention?
Or do people assume we already know how?
- How do you think paying attention might help you in your life?
Being a better listener as a student, a learner, a friend, a family member, a member of a team, etc.
Being more respectful and kind to ourselves as we learn to pay attention and listen to our own bodies and our needs
Being more respectful to those around us

There are many benefits to practicing mindfulness that we will learn throughout our lessons together

- To name a few now:
Practicing mindfulness deepens our ability to pay attention and focus our awareness
It can help us slow down and learn how to deal and navigate difficult emotions, feelings and experiences
It can also help us develop a more empathic and compassionate attitude towards ourselves and others
Befriending ourselves and befriending others

Would you like to learn a way of practicing mindfulness? ... Mindful Bodies

2. Mindful Body

A mindful body is a body that is sitting up straight with a long spine without being too rigid. A body that is upright and still helps cultivate awareness and a readiness to learn and pay attention. Useful images may be sitting tall like a tree that is rooted; head extending toward the sky; still like a flower that is strong reaching toward the sunlight; being still like a statue. Be creative with your descriptions. Mindful bodies are a foundational piece of the practice and will take no time at all once students are familiar with it.

The first step to a mindful body is being physically still... want to try?

Let's try sitting still for a few moments and notice what it is like for you

Afterwards:

As you sat with a mindful body, what did you notice? What did you feel?

What automatically happens when our bodies sit still? (They become quiet)

Mindful bodies help us become ready to learn and pay attention

Now that we know how to have mindful bodies that are still and quiet, shall we try it for an extended period of time (like a minute or so)?

What did you notice as you practiced mindful bodies for a longer period of time?

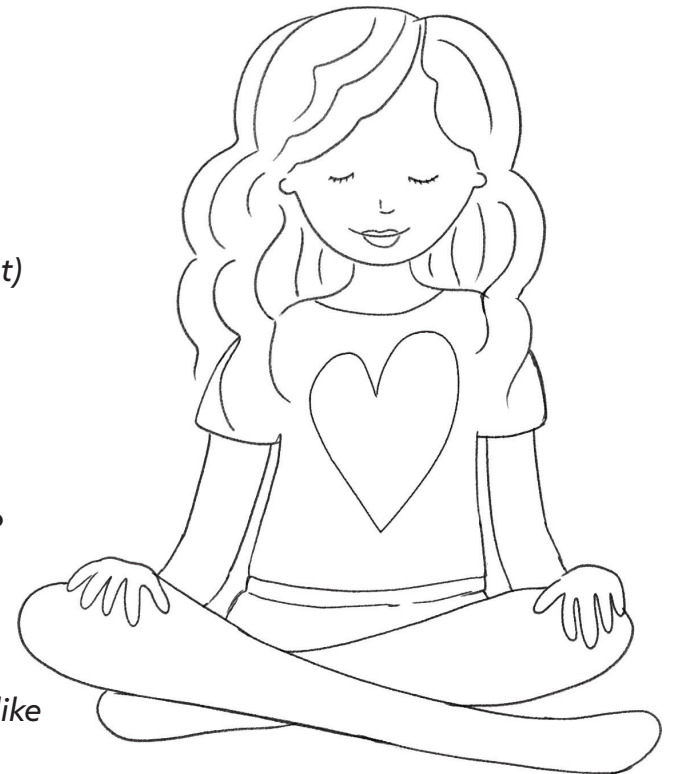
Was it easy, difficult, hard to sit still?

Did you want to move? Or maybe you felt more relaxed? More settled?

How many of you noticed something within you, sensations in your body like your breath, your heartbeat, feelings or emotions?

How many of you noticed something outside of you, like a sound in the room, your neighbor breathing, or a noise outside of the room?

Please know all the things you notice are normal and are part of being human



As **mindful bodies** are a foundational practice, you may want to try some cues to help students “be” in their body more mindfully. Through questioning and inquiry, students will stay engaged and curious. Examples may include any of the following:

Pause... can you notice and feel touch points: can you feel your feet on the floor, can you feel the chair beneath you?

Can you be curious and see if you can feel the sock surrounding your foot?

Can you bring awareness to just the soles of your feet?

Can you feel your shoulders release and soften?

Can you release your jaw, creating a little space between your teeth? Can you soften the space around your eyes?

Can you feel your collar on the back of your neck? The shirt on your back?

Can you notice and feel the temperature of your body? Warmth, coolness, etc.

What sensations can you notice and feel in your body?

- *Numbness, pulsing, aching, clenching, tightness, softness, heaviness, lightness*
 - Where do you notice these sensations most in your body?
 - Is there a part of your body that is easier to notice, to connect with?
 - Is there a part of your body that is more difficult to feel, to connect with?

3. Mindful Listening

This exercise is another foundational piece of the practice which will be used to start every lesson and help “ground” the students in the present moment. Once you familiarize the students with the practice of mindful listening, it should only take a few minutes. It is recommended to use a “singing bowl” (a variety of sizes are available online for purchase) for mindful listening as singing bowls create a long-lasting sound which enhances the student’s ability to focus and pay attention to one thing.

Another way of practicing mindfulness is mindful listening and I have something special to help us with mindful listening

(bring out the singing bowl, bell or chime)

Have you ever seen one of these before?

Would you like to hear what it sounds like?

- As we begin, first find a mindful body and then bring your attention to your ears for mindful listening
- *To be mindful and respectful of your neighbors, please raise your hand when you no longer hear the bell*
- *Why do you think raising your hand is important?*
So, we don’t distract our neighbors who are still trying to listen, etc.

(3. Mindful Listening Cont.)

- Ready to give it a try?

Ring the bell once and encourage the students to listen from start to finish, finding the exact moment when they no longer hear the sound of the bell. At the conclusion of the sound, pause for a few breaths and then ask the students:

What did you notice as you listened mindfully?

Does anyone know what sound is?

- Vibration... these singing bowls are designed to vibrate for a long period of time
- These bowls are also designed to make a sound that helps calm our bodies and nervous systems

Shall we try it again? Maybe this time you try it with your eyes closed and notice if anything is different

EYES OPEN OR CLOSED? Ideally students should try closing their eyes during mindful listening (and mindful breathing discussed in lesson 2). Some students may not feel comfortable or safe with this so always provide an option of settling and softening their gaze on a single spot (i.e. on the floor). As we steady our eyes, it helps steady the mind. Eyes wandering around the room leads to a distracted mind.

You may also encourage the students to think of mindfulness as a way of learning to *connect from within*. Mindfulness is a practice of moving inward, building a connection from the inside out, rather than the outside in. So much of our daily lives are focused outside in, with external stimuli (parents/teachers/friends wanting our attention, technology, screen time, etc.) affecting our inner sense. We can use this focused time together as a way of connecting and listening inwardly.

Other variations of mindful listening prompts could be: sounds you hear inside the room vs. outside the room, closest sound vs. farthest sound, and sounds from your neighbor vs. sounds you hear within yourself.

What did you notice with your eyes closed?

- Anything different? Anything new?
- Was it easier to pay attention? Or more difficult?
- Did anyone "feel" the bell (the vibration) within their body?

Shall we try a third time of mindful listening without the bell, paying attention to the sounds that naturally happen around us?

- What sounds did you notice around you?
- Inside vs outside, furthest sound vs closest sound

(3. Mindful Listening Cont.)

What did we just do by listening to the sound of the bell?

- We practiced paying attention, learning how to improve our ability to focus and concentrate
- Focusing on one thing at a time

How or when could this practice be of benefit to you?

- It helps strengthen our focus and concentration: helpful in relationships, school, sports, music, art, etc.
- Helps us calm down when we are angry, sad, frustrated or experiencing other difficult emotions
- And this practice of slowing down and noticing can also help us feel more joy, gratitude and happiness in our lives

Mindful listening is a good skill to develop

- How many of you have ever been talking to someone else and they really aren't paying attention to you (i.e. maybe they are distracted by their phone, spaced out, etc.)?
- How does this make you feel?
- Have you ever done this to someone else?
- Of course, we all have... but we can also develop the skill of listening... an important skill to help us relate to ourselves and others

The skill of listening and being fully present with another is a wonderful skill to cultivate in this day of constant stimuli and distractions. Speaking from personal experience, I certainly have regretted my behavior, words and actions in the past, but I have never regretted listening to someone else. To be fully present with another is the greatest gift we can give.

4. Other Talking Points on Mindfulness

A young student once defined mindfulness as “...wanting to punch someone but you don’t.”

It is important for students to understand mindfulness isn't about being calm and peaceful all the time. It is recognizing and even allowing whatever it is we are feeling and experiencing in the present moment. And this can be particularly effective when dealing with difficult emotions and experiences. When we slow down and notice, we create space in our experiences so we can respond rather than react (see Viktor Frankl quote lesson 5). When we know and name what we are feeling, we are no longer so identified with the experience. This could be a worthy classroom discussion or writing prompt.

They say mindfulness is a “practice”

- What else do you practice?
- What happens when you practice?
- Someone wise once said practice makes permanent...not perfect

What does this mean to you?

We create a habit by what we do repeatedly

- When you are new to something, does it always feel easy, comfortable?

Is it possible to be patient and kind with ourselves as we learn something new?

The more you practice, the more comfortable it becomes

- There is an old saying, “the more you do something, it becomes second nature”

What does this mean to you?

They say mindfulness is also about noticing

- Noticing what is happening now, within us (breathing, feelings, emotions, thoughts) and also what is happening all around us, noticing our environment
- Mindfulness helps us slow down so we can take notice of the present moment
- Noticing what is happening in the here and now
- However, our minds don't always work this way...

Sometimes our minds like to fast forward into the future

(4. Other Talking Points on Mindfulness Cont.)

- We might be excited about something in the future, but we could also easily start to worry about things coming up, how things will turn out, which can often make us feel anxious or nervous.

Can you think of a time or an example when this has happened to you?

- Our minds also like to rewind into the past

Often remembering pleasant memories, but we can also remember things that weren't so great, things we wished were different, what we have said or done which might make us feel regretful or ashamed

Can you think of a time or an example when this has happened to you?

- The practice of mindfulness helps bring us back to center, to the middle, to what is actually happening here and now

Without our adding on or taking away; without our fears or worries

So, if mindfulness is noticing... how do we notice things? How do we take in information?

- Through our five senses: hearing, seeing, touching, smelling and tasting

5. The Quiet Game

The Quiet Game is a fun present moment awareness exercise for kids of all ages. It takes approximately 5 to 10 minutes. This activity encourages students to explore their five senses and verbalize their experience. For the game, invite students to sit in a circle so everyone can hear and see each other.

Now we are going to play the Quiet Game

What noise or sound do we make when we want others to be quiet?

- Shhh

Before each turn, everyone will say "shhh" together and then one person at a time going around the circle will respond with what they notice is happening in the present moment

- Choosing just one thing to notice: I notice... I see... I hear... I feel... I smell... or I taste

For instance: "Shhh... I hear noises outside the room on the playground."

"Shhh... I feel happy today."

"Shhh... I notice there are 3 students absent today."

Encourage students to notice something new each time, no repeating items as there is so much to notice. You may highlight the distinction between noticing something happening outside of them/around them (like observing the map on the wall) versus noticing something within them (feeling their own heartbeat or noticing what emotions they are feeling).

6. Mindful Challenge

Set a mindful challenge for the students to be used at your discretion.

Let's sit with mindful bodies for one minute

- What do you hear or notice when you are still and quiet?
- How many different sounds can you hear?
- Nearest sound you hear? Farthest sound you hear?
- What sounds do you find pleasant? Unpleasant?
- Is there a sound you have not noticed before?

Try mindful listening on your own and see if you notice something new

- Maybe on the playground, in the lunchroom, in the library, or as you lay in bed at night

Practice a mindful body on your own and see what you notice by being curious and aware



7. Mindful Reflection

Suggested reflections for your classroom to be used at your discretion for cross curriculum integration: journal writing or drawing, morning meetings or end of the day classroom discussions.

What is mindfulness?

Do you think mindfulness is an important skill to develop? Why or why not?

When do you think that mindfulness can help you in your life?

- Think of all the things that are meaningful to you in your life (e.g., family, school, sports, music, art, etc.)

How could practicing mindfulness help you with these things?

Could mindfulness help you be a better friend to others?

Could mindfulness help you be a better friend to yourself?

Can you identify the last time mindfulness could have helped you, if you had known about it or remembered to use it?

Is being able to focus important? Why or why not?

Can mindfulness help you improve your focus and concentration?

- At school?
- With your hobbies or interests?

Rather than being present, often times our minds like to fast forward into the future or rewind into the past...

- Can you think of a time when your mind fast forwarded into the future?

What is the most common thought you have about the future?

- Can you think of a time your mind rewound into the past?

What is the most common thought you have about the past?

What do you think about the phrase: practice makes permanent?

What does practice have to do with mindfulness?

8. Closing

Finish with the sound of the bell and mindful listening.



Items needed for the next lesson: Recommended Reading: *What Does It Mean to Be Present?* by Rana DiOrio