



# The **ABCs** To a Mindful Me!

Marco PRODUCTS, INC.





Activities, Games and Information to Help Kids  
Learn and Practice Mindfulness and Improve Their Mindset








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# How to Use This Book

This book can be used by teachers in their classrooms and by counselors with individuals, small groups, or with an entire classroom focusing on a particular issue that needs attention. In the last few years, mindfulness has emerged as a way of treating children and adolescents with conditions ranging from ADHD to anxiety, autism spectrum disorders, depression, and stress. And the benefits are proving to be tremendous.<sup>3</sup>

In each setting, students first need to understand the key concepts of mindfulness. Mindfulness, according to Merriam-Webster, is the practice of maintaining a nonjudgmental state of heightened or complete awareness of one's thoughts, emotions, or experiences on a moment-to-moment basis. A *Pre- and Post-Test* (page 7) has been included to measure the students' comprehension of the material and the effectiveness of the program.

This book is divided into the following chapters:

## CHAPTER 1: WHAT IS MINDFULNESS?

The first chapter discusses the ABCs of Mindfulness. After reading the chapter, the students can give ABC examples from their own life experiences.

## CHAPTER 2: MINDFULNESS 101

The second chapter offers three lessons to help students better understand mindfulness, as well as a lesson that instructs students to set weekly mindfulness goals.

## CHAPTERS 3, 4, & 5: ATTENTION, BALANCE, COMPASSION

The lessons in these three chapters can be taught in any order depending on the needs of the students. For example, the chapter on *attention* would be helpful to students with ADHD. The chapter on *compassion* would benefit individuals or an entire class that may need to work on relationships with peers. Students who are experiencing changes in their lives due to divorce or death would benefit from the chapter on *balance*.

Select the lesson or lessons that are appropriate for your students' needs. Then print the workbook page(s) for each participating student. If several lessons are selected, print, collate, and staple together the pages to make a mini workbook for each student.

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3. "The Power and Benefits of Mindfulness Meditation." Child Mind Institute. N.p., n.d. Web. 24 Oct. 2017. <https://childmind.org/article/the-power-of-mindfulness/> Accessed January 22, 2018.

# I Am Mindful!

**Directions:** Check all mindful things that you do. Add any other ways you act mindfully on the blank lines, then complete the rest of the page.

I am being mindful when I ...

- ☐ look a person in the eye when he or she is talking with me.
- ☐ forgive myself when I make a mistake.
- ☐ invite other kids to join in and play at recess.
- ☐ really listen to others. I don't just wait for them to stop talking so I can talk.
- ☐ stop to look at a sunset or a beautiful flower.
- ☐ remember to stop, breathe, and study my thoughts.
- ☐ concentrate on what the teacher is saying.
- ☐ notice that a sibling or a friend is sad, and I am kind to them.
- ☐ see someone in need and offer to help him or her.
- ☐ take a minute to sit down, be still, and concentrate on my breathing.
- ☐ take time to notice all the colors and sounds around me.
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

This week I will practice being mindful by:

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COMPLETE THE FOLLOWING NEXT WEEK

How successful were you in reaching your goal?

- ☐ VERY SUCCESSFUL
- ☐ SOMEWHAT SUCCESSFUL
- ☐ I FORGOT TO WORK ON MY GOAL
- ☐ I WILL TRY AGAIN THIS WEEK



# Nature and Mindfulness

Take a breath ... slow down.  
Take time to appreciate the nature that surrounds you.

When you are aware of what Mother Nature provides for you ...

the scent of a beautiful flower,

a snowflake that lands on the tip of your nose, or

a colorful leaf that falls to the ground,

you are being MINDFUL.



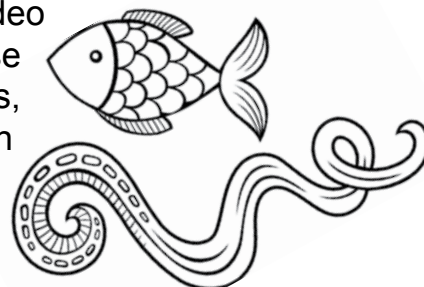
Take several deep breaths and **NOTICE** the beauty that is around you. Listen to the sounds. Pay **ATTENTION** to the colors. Focus on the moment. Practicing mindfulness in nature will help you to relax, let go of negative emotions and thoughts, and feel more peaceful and calm. And when you are free of distracting thoughts, you can see things more clearly and make better choices!

*“Above all, watch with glittering eyes  
the whole world around you ...”*

~ Roald Dahl's *The Minpins*

## FISH TANK ACTIVITY:

Do a Google search for the words: video fish tank. Select a video of a virtual fish tank or aquarium to watch. Remember to use your senses as you watch the relaxing video. Notice the colors, shapes, sounds, movements, and textures. Use your imagination to practice mindfulness as if you were really swimming among the fish in the ocean.



After watching the video, did you feel more relaxed?



# Slow Down ... Walk Mindfully

When we walk, we are usually just focusing on getting from one place to another, from school to home, from home to a friend's house, from the store to home.

Mindful walking, however, is walking *just* to walk. It is noticing and experiencing your environment in the present moment using all of your senses.

It involves paying **ATTENTION** to your surroundings and clearing your mind of all the distracting thoughts that are in your head.

Spending time walking mindfully has a lot of benefits!

Mindful walking helps you ...

slow down and recharge,

think more clearly,

connect to your body and relax,

focus and fight stress, and

be a healthier and more balanced person.

# Be Grateful ... Be Happy!

“... it is not happiness that makes us grateful,  
but gratefulness that makes us happy.”

~Brother David Steindl-Rast

What do you think this quote means? When you are mindful, you are thankful for what you have now. And when you are grateful, you feel more love and happiness. Happiness doesn't come first. It's the other way around. Being grateful leads to being happy!

So, how can you choose to be grateful each day, to make a habit of being thankful? Begin by paying **ATTENTION** to the little pleasures in your life ... a sunset, a bird soaring in the clouds, your little brother's giggles, a friend's kindness. You can also express gratitude outwardly with your words and actions. You can ...

- ◆ say, “Thank You”
- ◆ pay-it-forward by doing a kind deed for another person
- ◆ draw a picture, make a card, or make a small present for someone in need

Practicing gratitude each day can help you to be more healthy, put you in a good mood, and make you calmer and less anxious. It makes you more optimistic and helps you to be more satisfied in school, at home, and with friends.

✧ Have an attitude of gratitude. ✧

You will feel more positive, calm, and prepared for whatever life throws at you.  
You will feel more **BALANCED!**

## ⚙️ **ATTITUDE OF GRATITUDE ACTIVITY:**

Think of a person, a thing, or an experience for which you feel grateful, then complete the following sentences.

I feel grateful for \_\_\_\_\_  
\_\_\_\_\_.

I can express my gratitude by \_\_\_\_\_  
\_\_\_\_\_.



# Accept, Don't Reject, Kindness

**GIVING** others kindness is important, but  
**ACCEPTING** kindness from others is important, too.

When someone says kind words to you or offers to help you, accept the person's kindness. When people are kind to you, they are showing you they care about you. And being treated kindly can help you to feel happier, better about yourself, and appreciated. You get a warm, wonderful feeling inside.

**ACCEPT KINDNESS.** Don't question whether you deserve it. Be grateful. Say: "Thank you." Then when you see someone who needs help or someone who might be having a bad day, do something nice for them ...

**Pay  It  Forward  ...**

Be grateful. Accept kindness when it is offered. You deserve it.

## **KIND WORD, KIND DEEDS ACTIVITY:**

Think about three times when someone said kind words to you or offered to help you. List them below. Then, using emojis, draw how you felt after you received that kind deed. If you need ideas, you can look at the emojis on your computer tablet.

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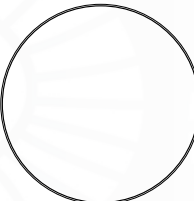
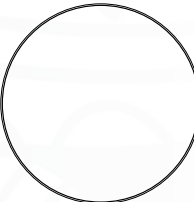
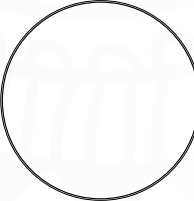
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# Mindfulness Quiz Show

The ***The ABCs to a Mindful Me!*** CD includes two Microsoft® PowerPoint versions of the Mindfulness Quiz Show. One is ready-to-present, and includes the questions and answers for each category (see pages 61-62). The other is a template which the students can use to create their own Mindfulness Quiz Shows.

## Instructions for Student-Created Quiz Shows:

1. Divide the students into five small groups.
2. Assign each of the five groups one of the categories/topics.
3. Give each group of students a *Mindfulness Quiz Show Planning* sheet (page 63) and pencils.
4. Categories include:

Category 1: ***What is Mindfulness? – Mindfulness 101***

Category 2: ***A = Attention***

Category 3: ***B = Balance***

Category 4: ***C = Compassion***

Category 5: ***Mindful Minutes***

5. Allow the students time to complete their planning sheets. Encourage them to work together and listen to each other.
6. Collect the *Mindfulness Quiz Show Planning* sheets. Insert the questions and answers, and play the game at the next session.

# Mindfulness Bingo

The ***The ABCs to a Mindful Me!*** CD includes 30 printable *ABCs to a Mindful Me! Bingo* game boards calling cards, and a checklist.

At the end of the game, the *ABCs to a Mindful Me! Bingo* game boards can be collected and re-used or the students may keep the boards as a reminder of the techniques presented in this program.

## Instructions for *ABCs to a Mindful Me! Bingo*:

1. Print the required number of *ABCs to a Mindful Me! Bingo* game boards (if you want to reuse the boards print them on medium- to heavy-weight paper).
2. Print the *ABCs to a Mindful Me! Bingo* calling cards on medium- to heavy-weight paper. Cut the calling cards apart.
3. Print the *ABCs to a Mindful Me! Bingo* checklist.
4. Distribute the *ABCs to a Mindful Me! Bingo* game boards and chips or markers to each participant (supplied by the leader).
5. Each board contains 25 different techniques. Play the game by calling out the letter/symbol (☺, A, B, C, ♥) and the word/technique. Students should look under the appropriate column to find the word/technique that was called out. If the word/technique appears in that column, the students may cover the square. The leader should tell the students what must be covered (five in a row across, down or diagonally; X; or four corners, etc.) before they can call out: “**ABC MINDFUL ME!**”

