

Smiling Mind — Curriculum

**Manual for Educators
13 - 15 Years**

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**Smiling Mind is
modern meditation
for young people.
It's a simple tool
that gives them
a sense of calm,
clarity and
contentment.**

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What is Smiling Mind?

Smiling Mind is a preemptive mental health and wellbeing program. We are a not-for-profit initiative funded by private donors. Our core objective is to teach people a life skill; one that will help to manage stress, increase awareness of negative emotional states, improve attention and focus, and help prevent mental health issues in later life. We aim to raise awareness of the importance of emotional health and wellbeing by providing a proactive, resource-based program on mindfulness meditation.

Our mission is to see Mindfulness meditation on the Australian Curriculum by 2020. Smiling Mind complements the general capabilities of 'personal and social capability' and 'critical and creative thinking' and can be included in pastoral care, wellbeing and mental health curricula.

The program has been developed by renowned psychologists' who were engaged by Smiling Mind with the specific brief of creating effective, online Mindfulness meditation training for young people.



What is mindfulness?

Mindfulness is a state of being fully awake to life; being aware and undistracted in the present moment and observing life as it unfolds without analysis or judgment. It is about focusing attention on the here and now, rather than thinking about the past or worrying about the future.



While the practice of Mindfulness has been around for centuries, it has surged in popularity in recent years with highly regarded institutions such as Monash, Melbourne, UCLA, Harvard and Oxford Universities developing clinical studies revealing the positive impacts of Mindfulness.

Just as a muscle can be strengthened through exercise, mindfulness is an ability that we can all develop through practice. As little as five minutes a day is all that is needed to start seeing benefits.

It is all about focusing attention on the here and now, rather than get caught up thinking about the past or worrying about the future.

What is mindfulness meditation?

Mindfulness meditation is one of the most effective ways of teaching us to pay attention; to be more mindful. It is not about clearing our minds, but rather focusing our attention on the present moment; being aware of and acknowledging our present thoughts and actions, without judging them in any way. If our minds wander during meditation, the mindful response is to recognise what's happening and gently bring our attention back to the present moment, or the task at hand.

Mindfulness meditation can be practised in a number of ways. Focusing our attention on the breath is one of simplest forms, but we can also practise Mindfulness Meditation by non-judgementally observing any or all of the five senses: sight, sound, taste, smell, and touch. Practising mindfulness meditation can train us to become mindful in everyday life, helping us to become more self-aware, less reactive, have a greater ability to focus and develop empathy.

Waking up and focusing our attention on the present moment.

Why mindfulness meditation?

Society is experiencing major and rapid changes, including increased testing and pressure to perform, over-scheduled children/young adults, and an exponential rise in the use and need for technology — the impact of which is not yet known.

Supporting research: how can mindfulness meditation benefit student wellbeing and learning?

Research has shown that practising mindfulness meditation can reduce stress, increase resilience and assist in lowering the incidence of mental health issues. At the same time, Mindfulness meditation has been found to increase positive emotion, vitality, life satisfaction and self-esteem. In addition, studies have shown that people who spend more time being mindful tend to experience clearer, more focused thinking, improved memory and attention, and heightened performance and achievement.²

Mindfulness meditation can increase an individual's emotional intelligence, general wellbeing and ability to focus and pay attention.

Why mindfulness meditation?

Depression, emotion regulation and the stress response

Studies have shown that an increase in mindfulness corresponds to a decrease in levels of depression and anxiety and a more positive outlook on life, through activation of the parts of the brain associated with happiness.³

Harvard University studies have shown that mindfulness meditation decreases the stress response and activates both the relaxation response and the areas of the brain involved in emotional regulation, thereby improving physical and mental health.⁴
(see "How Does it Work?" section.)

Adolescents participating in a mindfulness-based stress reduction program have reported reduced symptoms of anxiety, depression and somatic distress, and increased self-esteem and sleep quality compared to those receiving standard treatment for depression.⁵

Wellbeing

One study that asked participants to partake in a mindfulness program reported improvements on all measures of participants' wellbeing following eight weeks of meditation; including a decrease in burnout (defined as emotional exhaustion and depersonalization), an increase in empathy, improved responsiveness, enhanced mood, greater conscientiousness and emotional stability.¹⁰

Emotional intelligence

Mindfulness meditation has been found to increase people's ability to feel empathy and compassion toward others by activating the limbic region of the brain, which is associated with compassion. Studies have further shown that expert meditators show greater activation in this part of the brain.⁶

Attention

Several research studies have found that mindfulness meditation improves working memory, visuospatial processing and executive attention—the ability to maintain focus on one pursued object without distraction. These improvements have been seen as soon as five days after starting to meditate.⁷

Mindfulness meditation also encourages neurological development. Dr. Lazar, a neuroscientist at Massachusetts General Hospital and instructor in psychology at Harvard Medical School, has found data to suggest that "meditation practice can promote cortical plasticity...in areas important for cognitive and emotional processing and well-being."⁸

Brain imaging has revealed that the brain regions associated with attention and sensory processing are thicker in meditators than matched cohorts.⁹



**Mindfulness offers
the potential
to transform
education so
that we are truly
educating the
whole person.**

**- Dr. Shauna Shapiro, Phd, Associate
Professor of counselling psychology at
Santa Clara University**



How does It work?

Practising mindfulness actively changes the functioning of the brain and nervous system, which is comprised of both the sympathetic nervous system and the parasympathetic nervous system.

The sympathetic nervous system is responsible for activating the body for action — it mobilises the organs and springs us into action when there's a need to respond. This is crucial to human functioning. Overuse of the sympathetic nervous system, however, can result in a perpetual state of alertness and stress, using up a lot of energy and causing burnout. The parasympathetic nervous system, on the other hand, is responsible for relaxing the body, allowing it to rest, regenerate and heal, saving energy.

Practising mindfulness meditation alters activity in the brain, causing an increase in alpha waves. This triggers the parasympathetic nervous system, allowing the body to relax and restore. The heartbeat slows down, digestion takes place and the mind becomes clear of ruminating thoughts, all of which contribute to greater health and wellbeing.

Practising mindfulness meditation regularly can lead to these changes becoming permanent.



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Smiling Mind's mission is to provide accessible, life long tools based in mindfulness meditation. Creating happier, healthier and more compassionate young people.

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Definitions

The Smiling Mind program

Refers to the program as a whole.

(MP3) Audio recordings

The audio tracks/files that contain the content for the Program. There are three types of audio recordings: Introductory Sessions, Daily Mindfulness Guides and Take Home Activities.

Introductory sessions

These outline the key learnings of mindfulness meditation. As the program progresses, these introductory sessions introduce and explore different aspects of being mindful. For example, 'Exploring the Breath' or 'Exploring Thoughts'.

Daily mindfulness guides

The daily mindfulness guides consolidate the learnings of a number of the introductory sessions. The daily mindfulness guides are designed to be used each day for a period after an introductory session, before moving onto the next (introductory session).

Take home activities

These are additional recordings and/or PDF hand outs, which assist in incorporating mindfulness and its benefits into every day activities, outside of formal meditation practice. For each Introductory Session, there is a corresponding Take Home Activity.

Educator

The person administering the Program with the group. This person is responsible for setting up sessions, guides and activities before playing the audio recordings, and debriefing participants after each recording has finished.

Participants

The group who will be listening to the audio recordings and participating in the program.

Set up

This is located in the program section of the manual. It provides the educator with specific information, beyond what is specified in the set up guide; for example, if a meditation requires an alternative room set up, or something different of the participants (e.g. if a noisy environment is ok, or if standing, walking or eating is required).

Set up guide

This is a separate guide for the educator to read before implementing the program. The set up guide is used to brief the participants on what they are about to experience, and open them up to the experience. It also provides a guide as how to set up the room and participants before the audio recording is played.

Debrief guide

This is a separate guide for the educator to read before implementing the program. It provides a process by which they can debrief participants after each meditation session. Debriefing enables participants to explore and share their experiences of the exercise, normalize any physical or emotional reactions they may have had and provide them with resources/options for support if required.

Lesson plan

These are built into the education section of the app that guide educators through a 30 minute lesson around mindfulness that they can teach in the classroom.



Set up guide

Mindfulness meditation will be a new concept to most participants. Educators can explain why they are implementing the program using the information at the start of this manual which outlines Smiling Mind, what mindfulness meditation is, and why it is a useful skill to have.

Meditation space

It is best for mindfulness sessions to take place in a room or environment free from interruptions and distractions (unless otherwise outlined in the set up section of an introductory session). Participants may sit on the floor, sit on a chair, or lie down on their back.

Set up instructions:

Sitting on the floor

If participants are sitting on the floor, instruct them to cross their legs and make sure their back is upright. They may like to lean against a wall, or place a cushion under them for support.

Participants should relax their shoulders, and gently place their hands in their lap. Once comfortable, they can gently close their eyes and turn their attention to their breath.

Sitting on a chair

If participants are sitting on a chair, instruct them to uncross their legs and arms, and gently place both feet flat on the ground. Ask them to sit as upright as they can, as if a string is pulling them from the top of their head. Participants should relax their shoulders and gently place their hands on their lap, palms up. Once comfortable, they can close their eyes and turn attention to their breath.

Lying down

If participants are lying down, their legs and arms should remain uncrossed. Instruct participants to relax their body and let their arms rest gently beside them, with their palms facing up, and their feet dropped to the sides.

Ask participants to try to let go of any tension they might be holding in their face or body. Once ready, they gently close their eyes and turn their attention to their breath.

Note

Allow sufficient time for participants to set-up comfortably, with pauses between each instruction. If participants are uncomfortable or poorly positioned, their attention is likely to be focused on their discomfort, rather than the task at hand.

Alternative options

An alternative option is allowing participants to gently look down at a spot in front of them if they feel uncomfortable closing their eyes. If educators feel the need, they may like to tell participants that meditation can bring up a range of thoughts and emotions and that, if they feel uncomfortable at any point, they can open their eyes and just listen. It is preferable, however, that no one leaves the room.

Note: If any participants choose not to actively participate in the session, it is recommended that the educator follow-up with them after the session. This can be done with the whole group as part of the debrief procedure, as other participants may share similar concerns/difficulties and appreciate the chance to talk/hear about it. In some cases, the educator may deem it more appropriate to talk to the participant alone.



**Mindfulness
meditation is a
clinically proven
tool that can help
positively impact
young people's lives
and help change
mental health
statistics forever.**

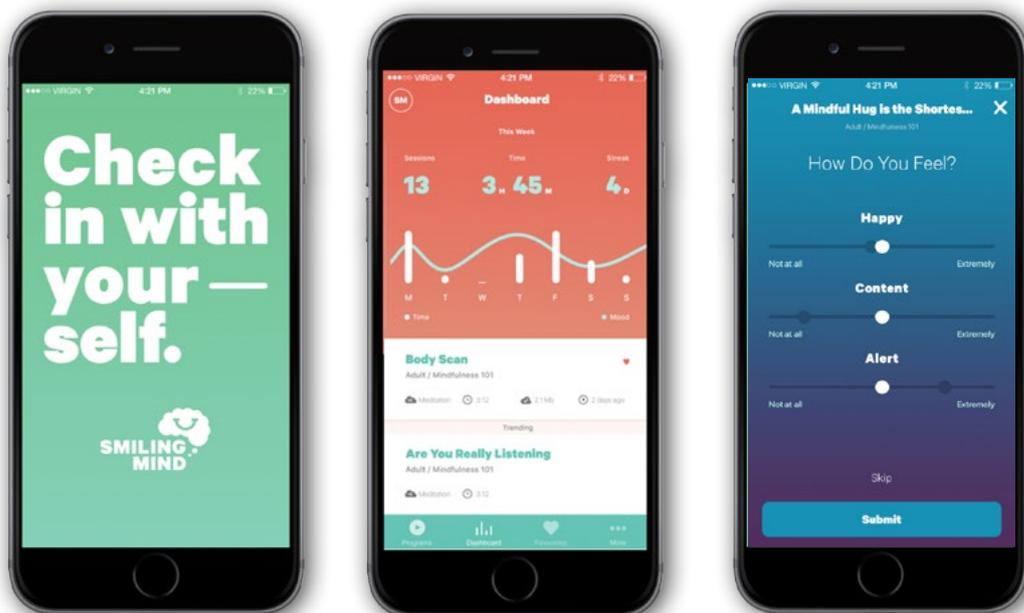


Debrief guide

Each mindful meditation session should be followed with a short debrief session to be facilitated by the educator. A debrief is a conversational session that allows participants to:

- Share their experiences of the exercise
- Explore, acknowledge and normalize any thoughts, emotions or physical reactions that may have arisen
- Identify the impact of the exercise
- Recognise accomplishments (e.g. participants who overcame difficulties)
- Gather information and resources for further support if required.

Giving participants a voice and respecting their experiences also brings the group together and increases morale and enjoyment of the activity.



To ensure the smooth running of an open and effective discussion, it is important to let participants know at the start of a debrief that whatever they choose to share with the group will stay with the group and not be discussed with anyone else without their permission. The exception to this rule is if the educator has reason to believe that a participant is at risk of harm (see note below).

When running a debrief session, the role of the educator is to act as a guide for discussion, prompting participants to discuss their experiences (with the aim of making each participant's response feel normal and accepted), rather than carrying the conversation. It is best to start by asking the group open questions, along the lines of:

1. What was your experience/
how did you find that?
2. How did you feel?
3. What did you learn?

Acknowledge all responses to these questions and, where appropriate, ask participants further questions to draw out a group discussion. It is also useful to universalise learnings, by asking

"Did anyone else felt this way?"

Be aware that some young people may find it difficult to express their emotions or reactions, or might feel embarrassed or uncomfortable being the first to share their experiences. In this case, the educator might like to prompt with examples, such as:

"You might feel... (relaxed, calm, anxious, heavy, light, nervous, suspicious, scared, etc.)"

"Many people feel..."

The educator can ask participants to raise their hands in response to these questions, then ask a few to elaborate. Naming a range of possible responses gives participants a language for their feelings. Seeing others raise their hands shows participants that they are not alone in their reactions, which makes it easier for them to talk.

Asking participants to write down their reaction or responses will also help get things moving.

The educator can then read a few responses out anonymously to the group, to make them aware that others feel similar to them and then they may feel more comfortable talking. (However, no participant should be forced to talk.)

Once all reactions have been explored and normalised, the educator may provide participants with further resources as required and end the debrief session with the suggestions that participants who feel the need to talk further can come to them.

Note: If a educator has any cause for concern about a participant, they should provide the participant with options for further help. This may include facilitating contact with the school/organisation welfare staff and undergoing the mandatory reporting necessary.

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**Practicing
mindfulness
meditation during
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Program overview

The Smiling Mind program has been developed to complement existing mental health, wellbeing and pastoral care programs and can be used in a variety of ways, including:

- As part of classroom/session/training daily routine or roll-call
- As part of wellbeing or pastoral care programs, sessions or lessons
- As a general supplement and support to the everyday curriculum, the Smiling Mind program may:
 - Reduce stress and increase resilience
 - Encourage participants to focus on the present moment when engaged in set activities
 - Provide a grounded start to the day/session/training
 - Encourage focused attention
 - Increase levels of empathy with fellow students



How to implement the program?

The program is ideally implemented at least 3 times a week with each meditation including:

1. Set up and brief participants
2. Mindfulness meditation practice (listening to audio recording), and
3. Debrief

The above three step process should take a total of approximately 15–20 minutes.

A suggested structure for the sessions, guides and activities is provided in the following table. To maximise engagement and positive effects, it is encouraged that these meditations be tailored in recognition of ‘person-activity fit’.

Every individual is different. Therefore the recordings that each person finds helpful will be different—one participant may enjoy focusing on the breath, while another might prefer doing a body scan. There is no one-size-fits-all approach. Giving each activity a chance is recommended, however it is also encouraged to reflect on person-activity fit. Discuss with individual participants whether they find some activities more helpful than others, and if possible, tailor the program to reflect this.

Anyone undergoing drug rehabilitation or experiencing acute or chronic psychosis, schizophrenia, bipolar disorder, severe anxiety or depression, or personality disorder should seek professional advice before meditating.

Smiling Mind program 13 - 15 years

This program is designed to initially run over an 10-week period. There is a new subject introduced every week with an optional lesson plan to guide educators in the classroom. There is the Introductory Session, with complimenting Daily Mindfulness Guides, Bite-size Meditations and Take Home Activities.

The table across outlines the suggested Program Structure:

week 1	Day 1	Lesson Plan 1. Exploring The Breath Take Home Activity: Are You Still Breathing?
	Days 2–7	Daily Mindfulness Guide (5 mins +) Repeat Take Home Activity where relevant
Week 2	Day 1	Lesson Plan 2. Exploring Sounds Take Home Activity: Play Your Favourite Song
	Days 2–7	Daily Mindfulness Guide (5 mins +) Repeat Take Home Activity where relevant
Week 3	Day 1	Lesson Plan 3. Exploring Tastes Take Home Activity: Where Did My Food Come From?
	Days 2–7	Daily Mindfulness Guide (5 mins +) Repeat Take Home Activity where relevant
Week 4	Day 1	Lesson Plan 4. Exploring The Body Take Home Activity: Head, Shoulder, Knees, Toes...
	Days 2–7	Daily Mindfulness Guide (6 mins) Repeat Take Home Activity where relevant
Week 5	Day 1	Lesson Plan 5. Exploring Movement Take Home Activity: What I Feel When I Walk
	Days 2–7	Daily Mindfulness Guide (6 mins) Repeat Take Home Activity where relevant
Week 6	Day 1	Lesson Plan 6. Exploring Emotions Take Home Activity: Where Are My My Emotions?
	Days 2–7	Daily Mindfulness Guide (6 mins) Repeat Take Home Activity where relevant
Week 7	Day 1	Lesson Plan 7. Exploring Thoughts Take Home Activity: Like Clouds in the Sky
	Days 2–7	Daily Mindfulness Guide (6 mins) Repeat Take Home Activity where relevant
Week 8	Day 1	Lesson Plan 8. I Wish, For You Take Home Activity: Am I C-Ing Things Clearly?
	Days 2–7	Extended Daily Mindfulness Guide (7 mins +) Repeat Take Home Activity where relevant
Week 9	Day 1	Lesson Plan 9. I Wish, For You Take Home Activity: Choosing To Do Things Mindfully
	Days 2–7	Daily Mindfulness Guide (7 mins +) Repeat Take Home Activity where relevant
Week 10	Day 1	Lesson Plan 10. My Smiling Mind Challenge Unlock Bonus Practice
	Days 2–7	Daily Mindfulness Guide (7 mins +) Repeat Take Home Activity where relevant

Week 1



Lesson 1

On Day 1 of the week, begin with the lesson plan for the introductory session (eg. Session 1).

- Step 1. Subscribe to the 13-15 Classroom program in the Smiling Mind app. Use the lesson plan on your phone, iPad or computer as a guide. Find the teacher notes that you can print out from our website in the Education section.
- Step 2. Set up the room and participants, using the provided set up guide.
- Step 3. Play the introductory session audio recording as part of the lesson.
- Step 4. After the recording is finished, using the provided debriefing guide, run participants through a debrief and reflection process.
- Step 5. Play or talk students through the take home activity.
- Step 6. On each of Days 2-5 of the week, aim to play the Daily Mindfulness Guide; setting up the room and participants beforehand, and debriefing afterwards. Afterwards, remind participants of their homework from the Take Home Activity.

Note: On Day 1 of the following week, participants will listen to the next level/Introductory Session (eg. Lesson 2)

Exploring the breath

This session gives an introduction to Smiling Mind and the Land of Mindfulness. Participants will explore a simple way of being Mindful: bringing awareness and attention to the breath.

Take home activity 1

Are You Still Breathing?

This exercise asks participants to check in with their breath a few times a day by asking themselves, "Am I still breathing?"

Daily mindfulness guide (5 mins +)

This reflection asks participants to observe and count their breaths; to feel the breath move in and out of their body, creating calmness. This activity acknowledges that the mind may wander throughout, and encourages participants to focus their attention by counting breaths.

Week 2

Week 3

Lesson 2

Repeat steps 1–6 from week 1

Exploring sounds

In session 2, participants travel to the Land of Mindfulness by listening to the sounds around them. This session encourages participants to expand their attention to explore different types of sounds.

Take home activity 2

Play your favourite song

This exercise observes that the sense of hearing is a great way to connect with the present moment. Participants are encouraged to listen to a song attentively and curiously, and try to discover new sounds and notice things they like about it.

Daily mindfulness guide repeat (5 mins +)

This reflection asks participants to observe and count their breaths; to feel the breath move in and out of their body, creating calmness. This activity acknowledges that the mind may wander throughout, and encourages participants to focus their attention by counting breaths.

Lesson 3

Repeat steps 1–6 from week 1

Exploring tastes

This session explores mindfulness through the tongue and taste sensations, prompting participants to look, feel, hear and taste food in new and mindful ways. Participants will also be asked to observe how the body responds to food and taste.

Set up: For today's exercise, participants will need a piece of fruit, chocolate or raisins which they will be asked to eat slowly, savouring the sensations associated. Participants need to be in a seated position, either on a cushion on the floor or sitting in a chair.

Note: If using fruit, choose a fruit where no rind or peel needs to be removed before eating.

Take home activity 3

Where Did My Food Come From?

This exercise encourages participants to bring mindful awareness and gratitude to eating. They will be asked to imagine what it took to get the food from its source into their hand or onto their plate. How does this awareness change taste sensations whilst eating?

Daily mindfulness guide repeat (5 mins +)

This reflection asks participants to observe and count their breaths; to feel the breath move in and out of their body, creating calmness. This activity acknowledges that the mind may wander throughout, and encourages participants to focus their attention by counting breaths.

Week 4

Week 5



Lesson 4

Repeat steps 1–6 from week 1

Exploring the body

This session explores the variety sensations that can occur in the body. Participants will be asked to imagine breathing in a warm, relaxing and glowing bubble, which grows and fills up the belly. The bubble travels throughout the body, relaxing and warming each body part. This activity finishes by thanking each body part.

Take home activity 4

Head, Shoulders, Knees and Toes...

This exercise encourages participants to check in with their body a few times a day by doing a body scan of their head, shoulders knees and toes.

Daily mindfulness guide repeat (5 mins +)

This reflection asks participants to observe and count their breaths; to feel the breath move in and out of their body, creating calmness. This activity acknowledges that the mind may wander throughout, and encourages participants to focus their attention by counting breaths.



Lesson 5

Repeat steps 1–6 from week 1

Exploring movement

This week's session observes that mindfulness is not only about sitting down meditating. Participants will be guided through a walking meditation, asking them to walk slowly and gently, as though walking on eggshells. This draws attention to the different feelings of standing, lifting the leg and walking, and encourages trusting the body.

Set up: Participants will need to pick a spot where they can take a few steps without having to manoeuvre past objects. They will need to stand up straight and close their eyes before beginning the audio recording.

Take home activity 5

What I Feel When I Walk

This exercise encourages participants to observe what they feel when they walk, explaining that it's not necessary to do mindfulness practices slowly, only mindfully. Participants will be asked to observe feelings and sensations whilst walking, which stops the mind getting lost in thought and helps it be more present.

Daily mindfulness guide repeat (5 mins +)

This reflection asks participants to observe and count their breaths; to feel the breath move in and out of their body, creating calmness. This activity acknowledges that the mind may wander throughout, and encourages participants to focus their attention by counting breaths.

Week 6

Lesson 6

Repeat steps 1–6 from week 1

Exploring emotions

This session explains the idea of separating the self from one's emotions; participants are encouraged to observe emotions in the same way the breath or sensations can be observed. This activity tells a short story about a fleeing couple being chased, and uses the emotions evoked by the story to demonstrate how mindfulness can be used to calm the body.

Take home activity 6

Where Are My Emotions?

This exercise encourages participants to explore the different places in the body that they may feel emotions, and looks at associating emotions with colours as a way of understanding them.

Daily mindfulness guide (7 mins +)

This week's guide takes participants through a body scan, asking them to imagine breathing in a warm, glowing bubble. Participants then visualise the bubble moving throughout the body with each breath, relaxing the entire body. This reflection encourages participants to use the breath as an anchor, to bring a wandering mind back into the present moment.

Week 7

Lesson 7

Repeat steps 1–6 from week 1

Exploring thoughts

This session observes how the mind loves to wander, and sometimes feels like it has a life of its own. Participants will be asked to observe their thoughts and watch them pass, rather than getting attached to them.

Take home activity 7

Like Clouds In The Sky

In this exercise, the mind is likened to the sky and thoughts to clouds. This exercise explains how some clouds pass over quickly, and others stay longer; participants are reminded that no matter how many clouds are in the sky, a clear blue sky will eventually reappear.

Daily mindfulness guide repeat (7 mins +)

This week's guide takes participants through a body scan, asking them to imagine breathing in a warm, glowing bubble. Participants then visualise the bubble moving throughout the body with each breath, relaxing the entire body. This reflection encourages participants to use the breath as an anchor, to bring a wandering mind back into the present moment.

Week 8

Week 9

Lesson 8

Repeat steps 1–6 from week 1

I wish for me

This session explores the importance of making time for ourselves, rather than spending so much time thinking about other people. Participants are encouraged to let go of self-judgement by making 'wishes'; anything they want to wish for themselves.

Take home activity 8

Am I C-ing Things Clearly?

This exercise asks participants to consider how mindfulness and the three Cs—being calm, clear and content—can take the heat out of impulsive moments or situations.

Daily mindfulness guide repeat (7 mins +)

This week's guide takes participants through a body scan, asking them to imagine breathing in a warm, glowing bubble. Participants then visualise the bubble moving throughout the body with each breath, relaxing the entire body. This reflection encourages participants to use the breath as an anchor, to bring a wandering mind back into the present moment.

Lesson 9

Repeat steps 1–6 from week 1

I wish for you

This week's session encourages the process of sending 'wishes' to other people, helping to calm and focus the mind, and improve happiness and wellbeing.

Take home activity 9

Choosing To Do Things Mindfully

This exercise provides a list of 41 activities that participants can do mindfully each day.

Daily mindfulness guide repeat (7 mins +)

This week's guide takes participants through a body scan, asking them to imagine breathing in a warm, glowing bubble. Participants then visualise the bubble moving throughout the body with each breath, relaxing the entire body. This reflection encourages participants to use the breath as an anchor, to bring a wandering mind back into the present moment.

Week 10

Lesson 10

Repeat steps 1–6 from week 1

My Smiling Mind challenge

This week's session asks participants to set a challenge for the future, to help develop routines and rituals that will foster the growth of desired behaviours or habits. Participants will also be taken through a final meditation combining various aspects of the Introductory Sessions.

Take home activity 10

Bonus Practice

This exercise encourages participants to explore how breath changes throughout the day, and asks them to observe that everyone else is breathing too.

Daily mindfulness guide repeat (7 mins +)

This week's guide takes participants through a body scan, asking them to imagine breathing in a warm, glowing bubble. Participants then visualise the bubble moving throughout the body with each breath, relaxing the entire body. This reflection encourages participants to use the breath as an anchor, to bring a wandering mind back into the present moment.



Feedback and support

The team at Smiling Mind welcomes any feedback you have.

If you would like to make a comment on any aspect of the program, please email us at info@smilingmind.com.au

We aim to provide options. If you or one of your participants need extra support, the following organisations can be contacted:

[Lifeline \(all ages\)](#)

☎ 13 11 14

[Kids Helpline \(ages 5-25\)](#)

☎ 1800 55 1800

[ReachOut.com \(ages 14-25\)](#)

[ReachOut Teachers Network](#)

(Teachers)

<http://teachers.reachoutpro.com.au/>

Once participants have listened to the Program through the recommended structure, any of the audio recordings can be replayed. Using person-activity fit, the educator can use the recordings to create their own program; tailored to the response, appeals and reactions of participants.

It's important to remember that the Smiling Mind Program has been developed as a preemptive tool to assist with mental health and wellbeing. Practicing Mindfulness Meditation during calm and positive moments, means these skills will be better developed and easy to pull out during the not so good times.

Smiling Mind has an iPhone App and website program which can be downloaded for free! Encourage participants to take their meditation progress outside of the school environment by downloading the App and going on an individual journey on their computers at home, or on their iPhone while travelling to and from school.



References

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