

# SAMPLE STRUCTURE - CURRICULUM

Duration of each lesson : 60 min

Preparation time: 10 min



1	<p><i>What is mindfulness? What is heartfulness?</i></p> <p>The students are beginning to understand the concept of reflecting on and being aware of their thoughts and emotions. They develop a sense of the classroom as a space where internal thoughts and emotions can be explored and investigated.</p>
2	<p><i>We are different and the same</i></p> <p>The students are contemplating the topics of diversity and unity. They develop an understanding of how unique self-expression and belonging are able to coexist.</p>
3	<p><i>How to calm our minds</i></p> <p>The students are beginning to connect emotions and thoughts with the practice of mindfulness or awareness. They are learning that the breath can steady an uneasy mind and anchor us to the present moment.</p>
4	<p><i>How to calm our bodies</i></p> <p>The students are beginning to connect emotions and thoughts with sensations or feelings in the body. They are beginning to develop a sense of using mindfulness of the breath and bodily awareness as useful tools during times of emotional upset.</p>

5	<p><i>What to do when we are worrying</i></p> <p>The students are establishing their own practice of mindfulness and beginning to find their own way. They are becoming aware of the relationship between thoughts and emotions and their body and they are learning the calming and soothing effect of practicing mindfulness.</p>
6	<p><i>Gratitude and Wonder</i></p> <p>The students are establishing their own practice of mindfulness. They are becoming aware of the relationship between positive mind states such as gratitude with feelings of relaxation and peacefulness in the mind and body. They are getting to know tools how to approach life with curiosity and wonder.</p>
7	<p><i>The Here and Now</i></p> <p>The students are establishing their own practice of mindfulness by using the tools explored thus far and relating the techniques of mindfulness to the awareness of what is happening in the present moment.</p>
8	<p><i>The Circle of Control</i></p> <p>The students are learning about what they can and can't control as well as how to recognise and let go of what is not controllable.</p>
9	<p><i>Emotions and Feelings</i></p> <p>The students are learning that mindfulness includes awareness of both negative and positive emotional states, they are learning to accept and allow what they feel and to not take emotions personally.</p>

10	<p style="text-align: center;"><i>Befriending our feelings</i></p> <p>The students are developing mindfulness around emotional experiences and the understanding that emotions are not permanent.</p>
11	<p style="text-align: center;"><i>Thoughts come and go</i></p> <p>The students are developing mindfulness around the thinking process and how to relate to thoughts.</p>
12	<p style="text-align: center;"><i>The seasons of life</i></p> <p>The students are recognising the cyclical and passing nature of their thoughts, emotions and experiences. They begin to develop equanimity through understanding the passing phenomena of life.</p>
Bonus	<p style="text-align: center;"><i>Additional Lesson: Friendship &amp; Kindness</i></p> <p>The students learn to treat each other with kindness and compassion. This can be added (or swapped with another lesson) especially if there are cases of bullying in the class.</p>
Add-on	<p style="text-align: center;"><i>Possible Add-on: Parents and/or Teacher's Workshop Duration: 1 hour</i></p>

These lessons can be altered if necessary. I always observe what the group needs and adjust the lesson plan according to the students' needs.

If there are any students with special needs in the class, we can have a conversation about it beforehand so that I can support them best.

The lessons are held once a week.

(This program is suitable for children between 4 and 12.

Smaller groups provide a safer environment for the students to express themselves, but the lessons could be held as a class setting.)



## **Environment:**

The environment that we are in has an important effect on how we approach mindfulness practice. It is very beneficial to give the classroom a special atmosphere and feeling. This signals to the students that this is a time for restfulness and that they are not pursuing any particular goal or being evaluated in any way. It would be wonderful to have an opportunity for the students to sit on cushions or blankets. Space to move for the drama exercises is essential. A whiteboard would be brilliant, but is not required.

## **My Approach:**

I believe that nobody is broken. In a world where we divide into normal and unnormal, where labels define our human existence, it is important to me to remind ourselves that behind all these labels we are already whole and exactly how we need to be, in non-duality. We don't need to change, we don't need to improve, we don't need to be fixed and we don't need to get better. However, when we turn inwards and discover our innate worth, we will strive like never before. We could have an easier and more joyful ride. Empathy and understanding are most important for humanness. Self-compassion and curiosity are the cornerstones of a harmonic human journey. Everyone is naturally creative and resourceful, learning how to create rather than react lets us live a balanced and peaceful life.

## **Student Sharing:**

Any time that a student shares something, the principles of openness and acceptance will be applied. I am providing a space of basic acceptance and support in which children can communicate their experience without judgment. I am not trying to solve anyone's problems for them. I am eager to make the experience of the lesson available to anyone, thus, if there are students with special needs, I would like to have a conversation beforehand. I have plenty of experience with children with autism, ADHD and learning difficulties.