

Mindfulness-based Cognitive and Behavioral Intervention for Children

Training Manual



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Huamin Research Center 華民研究中心

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Introduction

Mindfulness is bringing attention to this moment in time, without judging the experience. Be aware of and focus on the “here-and-now” – be mindful of what you are doing while you are doing it and feel what is happening while it is happening. It is a way to find and develop inner peace and enjoyment¹.

Mindfulness is found to affect positive change in behavior, emotion, and social relationship when it is applied to children and teenagers. It makes children better concentrate, more confident, kinder to oneself and others, and less judgmental². It brings us more patience, trust, and acceptance. It relieves our stress, depress, anxiety, and other unhealthy emotions. Mindfulness intervention with elementary-school children in the U.S. is also found to significantly improve children’s classroom behaviors, such as paying attention, self-control, participation in activities, and caring and respect for others³.

This training manual is developed based on the concept and approaches of mindfulness. Our purpose is to improve children’s cognitive and behavioral outcomes, such as ability to concentrate, self-discipline, emotional regulation, and interpersonal interaction skills. This manual includes eight sessions of an intensive, weekly-based, in-classroom mindfulness intervention. Each of the sessions involves a topic that is closely related to children’s daily life: from the most basic, everyday breathing and eating habit, to acknowledging and regulating emotions, and to growing rationality, kindness, and openness to improve interpersonal relationships.

We hope the information will help you understand the approaches of mindfulness, and familiarize you with mindfulness activities that are adapted for elementary-school-age children. We are excited to not only share our knowledge of mindfulness, but also use this practice to promote children’s healthy development with you. Please feel free to contact us with any questions or feedback from your own mindfulness practice (huamin@ssw.rutgers.edu)!

We would like to thank our staff at the Huamin Research Center for their genuine effort to develop this training manual – Mengli Chen, Yafan Chen, Kesha Peng, Di Sun, Xin Wen, and Jade Yip. We would also like to thank the Huamin Charity Foundation for its generous support of the training program.

Sincerely,

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1. Collard, Patrizia. (2014). *The little book of mindfulness: 10 minutes a day to less stress, more peace*. London, UK: Gaia Books.
 2. Snel, Eline. (2013). *Sitting still like a frog: Mindfulness exercises for kids*. Boston, MA: Shambhala Publications.
 3. Black, David. & Fernando, Randima. (2014). Mindfulness training and classroom behavior among lower-income and ethnic minority elementary school children. *Journal of Child and Family Studies*, 23, 1242-1246.

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Session 1: Life with Mindfulness

This first session is one of the most important sessions since it builds the energy, expectation and interest of the children involved. Your preparedness and ability to show enthusiasm over the next few weeks is critical in building an environment for children to feel comfortable to share and open-minded to learn new skills.

Learning Goals

This session introduces core concepts and goals of mindfulness, such as what mindfulness is, what are the benefits of verbalizing feelings and expressions, and what are the purposes of this training (referring to Introduction, page ii). Also, the facilitator will build the rapport with the children and set the group rules (e.g. being respect to each other, providing non-judgmental comments, engaging in activities as much as possible) during this session.

Materials

- ◆ Inside-Out movie clip
- ◆ A/V equipment
- ◆ Cut-out images of Inside-Out characters (Appendix 1-A)

Activity/Procedure

During this session, stage the room with images or pictures that represents different emotions such as happy, sad, and angry. The images for this session will be based on the Disney/ Pixar characters *“Inside-Out”*. The five characters- Anger, Joy, Sadness, Disgust, and Fear will be cut out and placed in different sections of the room for visual identification.

Facilitators will begin by introducing themselves and the purpose of the program. The curriculum and goals will be briefly explained for full transparency. Next, the facilitators will engage the children in explaining the different characters in the room that represents feelings and relate it to why it is important to have skills to control our emotions, decisions, and actions.

Next, if time allows, the facilitators have the option of showing a brief clip of the movie, *“Inside-Out”*, and engage the children in their observations. Or facilitators can move forward and begin the breathing exercise (follow instructions below).

“Time to Breathe”

A first step to developing more mindfulness in your daily life is learning new ways to pay attention and connect to experiences in the moment. One easy way to bring your awareness to the present moment is developing a consistent breathing practice. We call this core mindfulness practice "time to breathe."

To get started, schedule specific times in the day that you can stop, take time to breathe, and observe how that works for you. Ideally, practice breathing mindfully for 3-5 minutes a day.

- ◆ Sit in a comfortable position. Allow both soles of your feet to connect to the floor. Rest your hands on your thighs and let your shoulders drop. Let your spine grow tall and noble like the trunk of a tall tree.

- ◆ Gently close your eyes or look for a reference point somewhere on the floor where you can return your eyes when they get distracted.

♦Take a moment to notice how your body feels as you bring your attention to the flow of your breath. You don't need to breathe in a special way. Your body knows how to breathe.

♦Simply notice each breath coming into the body with an in-breath, and leaving the body with an out-breath.

♦If you notice your mind is caught up in thoughts, concerns, emotions or body sensations, know that this is normal. Notice what is distracting you and gently let it go without judgment, by redirecting your attention back to the breath. Keep escorting your attention back to the experience of breathing.

♦When you are ready, slowly bring your attention back to your surroundings and let how you feel now guide you. Gently open your eyes or move your sight from the reference point.

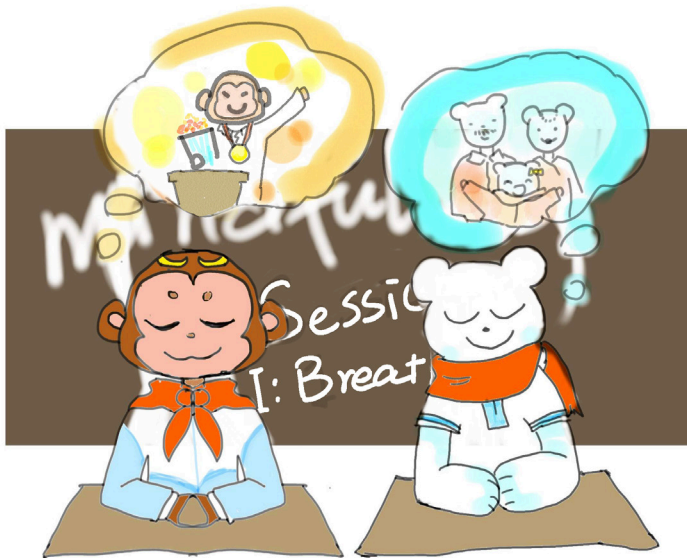


After completion of the exercise, process with the children what they noticed during their breathing.

Potential Challenges & Solutions

Children may be hyperactive after seeing many photos and movie clips and they cannot calm down to listen to the facilitator. In this case, the facilitator can use quiet games in classroom, such as “the Quiet Bubble”:

- ◆Have the children say the word “bubble!” together after the facilitator counts to three.
- ◆Ask everyone to mimic as if there is a big bubble in the mouth.
- ◆Hold “the bubble face” for 20 seconds, until the classroom gets quiet. Now we can release our bubble together.



Take-home Message

This session introduces the children to developing insight and awareness and how their body influences their emotional states. The more awareness that is developed, the more conscious they are over their actions and can make rational choices with a regulated body.

Try this!

Instruct the children to practice deep breathing exercises at least twice in between sessions. Children can report back their use of breathing and when they use it.

Appendix 1-A



Appendix 1-B

Alternative Activity

Drawing Exercise

Materials

- ◆ Pen and paper

Procedure

- ◆ Pick up an object on your table and draw it.
- ◆ Draw exactly what you see, not what you think you are seeing.
- ◆ Do this a couple of days in a row; you will begin to see more and more of the object, while your drawing becomes more and more accurate and detailed. By observing without judging, you will see more of the world around.

Session 2: Breathing Exercise

Many people do not know how to breathe properly or rarely do they understand their relationship with their breath. In fact, a breathing exercise can be an effective tool to increase ability of concentration and reduce anxiety and stress. Just as athletes learn to adjust their breathing when they are running in order to keep their bodies and emotions in good conditions, breathing mindfully can help children stabilize their emotions, improve class performance and have long-term benefit to their growths.

Learning Goals

This session educates children on the importance of breath and its relationship with affect regulation and ability of concentration. It also reminds children to observe their breath and heartbeat, and learn to mindfully adjust their bodies when they face stress and tension in their lives.

Materials

- ◆ Pictures of beautiful scenery such as countryside view, the nature (see Appendix 2-A for examples).
- ◆ Nature music clips (Example: Wu Chin-tai's nature music <https://www.youtube.com/watch?v=qcd87wc7HDg>)

Activity/Procedure⁴

◆ Discuss with children about what they will do when they face anxiety or stress (such as “You are worrying about an exam

4. Adapted from: Collard, Patrizia. (2014). The little book of mindfulness: 10 minutes a day to less stress, more peace. London, UK: Gaia Books, pp. 30-31.

Snel, Eline. (2013). Sitting still like a frog: Mindfulness exercises for kids. Boston, MA: Shambhala Publications, pp. 19-27.

tomorrow. What will you do?”). Introduce the importance of breathing and the purpose of breathing exercise.

- ◆ Let the children sit still and keep quiet. Ask them to place one hand on their heart and another on their belly.

- ◆ Begin the breathing exercise. Instruct the children step by step.

- Imagine you are sitting in a peaceful place (you may see the sky, cloud, river, mountain, etc.). The facilitator can show them pictures of scenery, play music if necessary.
- Pay attention when you breathe in and out; feel the rises and falls in your chest and belly; hear your breath; notice the tempo of your breath – you may pause between breaths, sometimes heavy, sometimes light.

- ◆ Discuss the activity. Ask the children what they think of during the exercise and how they feel about this exercise.

Potential Challenges & Solutions

Some children may become hyperactive about the activities and cannot calm down to listen to the facilitator. In this case, the facilitator can play a classroom quiet game, such as “the Quite



Bubble” (see Session 1, Potential Challenges & Solutions section).

If children get bored or cannot pay attention to the breathing exercise, the facilitator can talk to the distracted children in low voice, draw their attention back to the activities without disturbing others.

Take-home Message

This session helps children to pay attention to their breaths and bodies. It trains children’s minds to focus on one thing and resist the interference from the outside. More importantly, by doing the activity, children will learn how to adjust themselves when they face transitional events or stressful conditions in life.

Try this!

Practice this when you are at tense moments: before an exam, conflict with a friend, etc.

Appendix 2- A





Appendix 2-B

Alternative Activity

*“Take Your Pulse”*⁵

When our heart beats, we can feel it pumping blood. The way and rate at which the heart pumps blood is our pulse. Feeling our pulse helps us to understand how our body changes along with our emotions.

Procedure

- ◆ Let the children sit still and teach them how to feel their pulse. There are two places where we can feel our pulse.
 - First, we can take our first two fingers and place them on our wrist on the palm side of our arm. If you put your fingers there very gently and don't press down, you may feel as if something is lightly tapping on your fingers. Move your fingers around a little and sit quietly until you can feel it.
 - Or you can take your fist two fingers and place them on the front of your neck below your jaw and above your chest. Gently place them and move them around until you feel the pulse.

- ◆ Take your pulse. Write down how many pulses you counted in 30 seconds.

- ◆ Stand up and jump for 15 seconds.

5. 改编自: Burdick, Debra. (2014). Mindfulness skills for kids and teens: A workbook for clinicians & clients with 154 tools, techniques, activities & worksheets. Eau Claire, WI: PESI Publishing & Media, pp. 46-47.

◆Take your pulse again – this is how your pulse will be like when you are angry, scared, or anxious.

◆Breathe in slowly through your nose and gently blow out like you are blowing a huge bubble. Repeat it for five times.

◆Now take your pulse again for 30 second. Write down how many pulses you counted this time. Feel how the breathing calms you down.

Session 3: Mindful Eating

In this session, we will introduce the concept and approaches of mindful eating. Mindful eating is a practice that simply pays attention to what you eat. It focuses on “eating slowly, without distraction”. To educate children to eat mindfully is good for the body to digest and get more nutrition. In this way, children may find that having a common meal becomes a richer experience⁶.

Learning Goals

The primary goal for this session is to educate children on the relationship between food and our body and mind. Creating awareness of this relationship can improve their senses and gratitude of food. Age 10-12 is a crucial period for children’s growth, when their bodies are in great need of energy and nutrition. This exercise will help children develop healthy eating habit and balance nutrition intake.

Materials

- ◆ Food (e.g. lunchbox)

Activity/Procedure

“You Are a Scientist” (May be conducted during school lunch time)

◆ Introduce the relationship between food and our body and mind, and the concept and effects of mindful eating. Then ask children to follow the instructions below step by step.

6. Burdick, Debra. (2014). Mindfulness skills for kids and teens: A workbook for clinicians & clients with 154 tools, techniques, activities & worksheets. Eau Claire, WI: PESI Publishing & Media, pp. 147-151.

- ◆Gently close your eyes; take several relaxing breaths. Imagine you are a scientist who is about to exam your food for the first time.

- ◆Open your eyes. Look at the food and ask yourself: What shape is it? What size is it? What color is it? What does it smell like?

- ◆Pick up the food slowly and put it in your mouth; but don't bite yet. Instead, try to feel the food in your mouth. The facilitator can ask children to think about farmers' hard working in producing the ingredients for us. This will help the children learn to appreciate food more.

- ◆Now take a little bite. Focus on how the food changes in your mouth. Is it mashing, or softening? When you have chewed it enough, swallow it. Notice how it feels sliding down your throat into your stomach.

- ◆After finishing the meal, close your eyes and take five deep breaths.

Potential Challenges & Solutions

During lunch time, some children may get too hungry to do the mindful eating exercise. The facilitator can guide them to calm down such as lead several minutes breathing exercise.

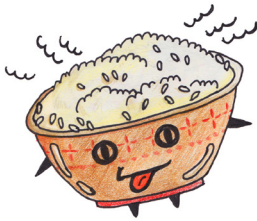
Take-home Message

Mindful eating is a powerful practice that offers children many benefits. Through this activity, children are able to build a healthy relationship with food, such as reduced fear of new foods or

obsession with habitual ones⁷. Also, it helps children to realize that food is hard-won and appreciate their meals more.

Try this!

Encourage children to show their parents this exercise and practice with them at home.



I am white rice.
All the kids could not live without me!
First, have a look! I am.....
Second, come closer! I smell like.....
Finally, take a bite! I taste like.....

I am pork belly with brown sauce!
I am famous among kids!
Use your nose, how is my smell?
Use your eyes, what is my color?
Use your teeth, what do I taste like?



I am Bok choy!
What color I am?
What flavor do I have?
What is my texture?

7. The Center for Mindful Eating (n.d.). Introducing mindful eating.
Retrieved from <http://thecenterformindfuleating.org/>

Appendix 3-A**Alternative Activity*****“Drink Differently”*****Materials**

- ◆ A glass of water for each child

Procedure

- ◆ Close your eyes and take a deep breath.
- ◆ Take a small sip and feel the water flow into your stomach.
- ◆ Drink slowly, until finish the water.
- ◆ Take a deep breath.
- ◆ Think about:
 - What does the water look like?
 - What does it taste like?
 - How does this exercise feel differently from your normally-drinking habit?



Session 4: Getting to Know Your Emotion

This session focuses on the recognition of emotion. To manage emotion and alleviate stress, children first need to know what is emotion and why they have these feelings. This session encourages children to look into their thoughts and feelings and also explore the connections between them. Thus, children can understand and build skills to regulate their emotion.

Learning Goals

This session helps children recognize their emotional status and the causes of emotional changes. It also encourages children to express their feelings. Recognizing, accepting, and expressing both positive and negative feelings will prepare children to regulate their emotions and adjust negative feelings – which we will discuss in the next session.

Materials

- ◆ Pen
- ◆ Pictures of different emotions (Appendix 4-A)

Activity/Procedure

“Getting to Know Your Emotions”

- ◆ Divide children into groups of four. Hand out pictures of different emotions to the groups. Each participant will get two expressions; each group gets eight expressions in total.
- ◆ Have children name the expression on their own (e.g. “sad”).

- ◆ Write down a real-life event when they would feel the same expression (e.g. “I feel angry when I just had a fight with my friend”).

- ◆ Write down their thoughts at that time (e.g. “I am angry because my friend didn’t listen to me”).

- ◆ Ask children to share the expression they just named and the related real-life event within the team when everyone finishes the task. If time allows, invite some children to share with the whole class.

Potential Challenges & Solutions

Some children may not recognize the expression or worry about being “wrong”. The facilitator should encourage children to use their imagination and be confident. If children do get emotions on the opposite way, the facilitator should ask why they think that way, what difference they think between the two emotions (their recognition and real intention of image), and ask the children to mimic that face and provide situations when they have that expression with that feelings.

Take-home Message

This session introduces methods for children to be aware of their emotion and look into feelings. With a deepened understanding of emotion, children could better regulate their emotions and thus make wise choice in daily life.

Try This!

“Catching Feelings and Thoughts Diary”⁸

- ◆The facilitator hands out a prepared picture to each child (Appendix 4-B).

- ◆The facilitator provides instruction of the diary by showing examples.
 - Write down one thing that happened to you today.
 - Draw the face of the cartoon character to show how you feel about this thing.
 - Write down the name of that feeling (e.g. happy, proud, anxious, sad, etc.).
 - Write down what is going through your mind in the “thought bubble”.
 - Date the diary in the bottom.

Appendix 4-A

[For facilitator: Respectively, the emotions in this appendix are: sad, anxious, angry, happy, shy, unsatisfied, surprised, and frightened.]

Emotions: sad

Thoughts: _____



Event: _____

Emotions: _____

Thoughts: _____



Event: _____

Emotions: _____

Thoughts: _____



Event: _____

Emotions: _____

Thoughts: _____



Event: _____

Emotions: _____

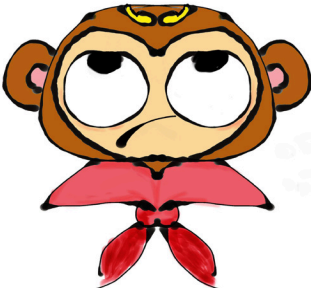
Thoughts: _____



Event: _____

Emotions: _____

Thoughts: _____



Event: _____

Emotions: _____

Thoughts: _____



Event: _____

Emotions: _____

Thoughts: _____



Event: _____

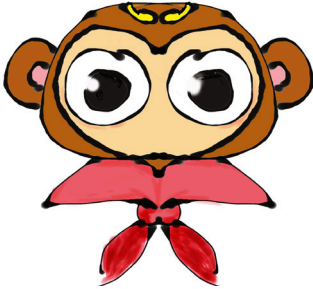
Appendix 4-B

Date: _____

Event: _____

Emotions: _____

Thoughts: _____



Appendix 4-C**Alternative Activity*****“Paper Plate Emotion Mask”*****Materials**

- ◆ Maker pen and paper plate (cut into half beforehand)

Procedure

- ◆ Hand out every child a half-cut paper plate.
- ◆ Ask the children to draw a nose and a mouth on the plate to show a feeling they have had before.
- ◆ Guide the children to wear the plate as a mask. Combining with their own eyes, show their partners the expression they drew. Talk with their partners about the event that gives them the feeling.
- ◆ Ask some children to share their masks with the whole class, and also the event.



Session 5: Distress Tolerance

Now that we learned to explore our emotions, how do we deal with them? When we feel upset, stressful, or distressed, we usually react automatically, without thinking about the consequences. It can often get into the habit of using unhelpful and often self-destructive behaviors to help cope⁹. This session helps children to use the right skills at the right time to manage their negative emotions.

Learning Goals

This session teaches children how to use their five senses (seeing, hearing, smelling, tasting, and touching) to comfort themselves and anchor themselves to the present and to reality during distressed situations. Children will learn how to use an object as a grounding tool to detach themselves from emotional pain by focusing on the external world rather than the internal self. This “healthy detachment” will allow children to gain control over their feelings and manage their moods¹⁰.

If time is limited, the facilitator may focus on the sense of smelling in particular. Smelling, among the five senses, triggers emotions and memories most often. Smells are first processed by the olfactory bulb, which directly connects to brain areas associated with emotion and memory. Other senses (seeing, hearing, or touching), however, do not pass through these brain areas¹¹.

9. Carol, Vivyan. (2009). Dealing with stress: An introduction to healthy coping strategies. Retrieved from <http://www.getselfhelp.co.uk/mobile/docs/DealingwithDistress.pdf>

10. White, Amanda. (2014). Smells ring bells: How smells can trigger emotions and memories. Retrieved from <http://lions-talk-science.org/2014/10/08/smells-ring-bells-how-smells-can-trigger-emotions-and-memories/>

11. White, Amanda. (2014). Smells ring bells: How smells can trigger emotions and memories. Retrieved from <http://lions-talk-science.org/2014/10/08/smells-ring-bells-how-smells-can-trigger-emotions-and-memories/>

In addition to using five senses, the facilitator can also involve breathing exercise in this session, and remind children the importance of using their breaths in emotional regulation.

Materials

- ◆Oranges, chocolates, apples, or other eatable objects.

Activity/Procedure

“Look! It’s an Orange!”

- ◆Introduce the learning goals and the rationale of using five senses for distress tolerance.



- ◆ Hand out the material (e.g. an orange) to each child.

- ◆ Have the children observe their oranges carefully. Pay attention during the observation while without any judgment. Do not add your interpretations; describe the object as it is.

- ◆ Try to answer the following questions:

- What does it feel like when you touch it?
- What does it look like? (Shape, color, size, etc.)
- How does it smell?
- How does it taste like?
- If you squeeze/roll it, does it sound?

Potential Challenges & Solutions

Some of the children may eat the orange before the activity begins. To prevent this, the facilitator can set the rules before handing out the oranges, such as “This is a special orange for you only. You will need it for the whole time during our activity.”

Take-home Message

No feelings need to be suppressed, changed, or expressed immediately. It is great to feel and to pay attention to them. Beware of, admit, and acknowledge your feelings.

When you’re anxious/worrying/sad, the most important thing is to first notice that you’re anxious/worrying. You can try to take several deep breaths. While breathing, focus on the rises and falls in your chest and belly, instead of your mind. This will help you move your thoughts out of your head and take them to your abdomen, where

there are no thoughts.

It is important to note that distress tolerance skills (such as use a grounding tool) works better when you practice as often as possible. You may try grounding for a long time (10-20 minutes), and repeat. Or create your own methods of distress tolerance that works the best for you.

Try this!

Whenever you feel stressful or anxious, think about our orange and our exercise. Use one of the five senses to do something to manage your distress: watch a movie (seeing), listen to your favorite music (hearing), smell the flowers (smelling), try a new flavor of ice cream (tasting), or pet your stuffed animal or pets (touching).

Appendix 5-A

Alternative Activity

“Paper Plate Emotion Mask”

Materials

- ◆ Pen and paper

Procedure

- ◆ Draw an image of weather report that reflects your current feeling (sunshine, cloudy, rainy, thunderstorm...)



- ◆ Accept this “weather” inside you as it is. You don’t have to change it – just like you cannot change the outside weather. It is good to accept all our emotions.

- ◆ At the end of the day (or after the activity), check if your personal weather changed. If so, think about what might have caused the change.

- ◆ What mood are your parents/siblings/friends in today? What’s the weather report like for them? Observe in a nonjudgmental way. Describe their behavior/emotion as they show up.

Session 6: Rational Decision-Making

This session introduces the definitions of reasonable, emotional, and wise mind. This session also uses daily-life scenario to help children think of pros and cons of their behaviors, help them increase the awareness and ability of self-control and achieve rational decision-making.

Learning Goals

This session aims to help children distinguish between reasonable and emotional mind, and familiarize them with the concept of wise mind. Through comparing the behaviors' "pros and cons" in different scenarios, the activity develops children's rational thinking and self-control ability. This session also helps children to be mindful of the impacts of their daily-life behaviors.

Materials

- ◆Cards with the word "Emotional Mind", "Reasonable Mind", and "Wise Mind"
- ◆Pen and paper

Activity/Procedure

"Pros & Cons"

◆The facilitator shows the cards written Reasonable mind, Emotional mind, and Wise mind. Introduce the definition of each word. Give examples of what these three minds are and clarify the differences among them.

- ◆Hand out a pen and paper to each child. The facilitator

describes the following behaviors in daily-life scenarios:

- Relationship with parents:
 - ✓ When your parents criticize you for being home too late, you argue with your parents.
Your behavior in this scenario: *Argue with parents*
- Relationship with peers:
 - ✓ When your two friends are fighting with each other, you help them to reconcile.
Your behavior in this scenario: *Help fighting friends to reconcile*
- School behavior:
 - ✓ You call a classmate with a derisive nickname, which he/she doesn't like.
Your behavior in this scenario: *Call someone a derisive nickname*
 - ✓ When you see some of your classmates isolate someone, you gave your hand to support him/her.
Your behavior in this scenario: *Support an isolated classmate*



- ◆ After describing each scenario, have the children write down their answers to the following questions:
 - What are the pros and cons of this behavior?
 - What would people with reasonable mind and emotional mind do under such situation?
 - What do you think is a wise choice in this scenario?

- ◆ Encourage children to share their answers with the class.

- ◆ Think about:
 - What did you learn from these daily-life scenario analyses?
 - Have you ever had similar experience like above-mentioned examples? What is it?
 - How do the skills you learned in former sessions help you use your wise mind?

Potential Challenges & Solutions

Children may not want to share their experiences at first. The facilitator can give an example of his/her own experience first as a demonstration.

Take-home Message

This session helps children to use wise mind to make decisions by comparing the “Pros and Cons” of their behavior. Thus help children develop ability of self-control and rational behavior

Try this!

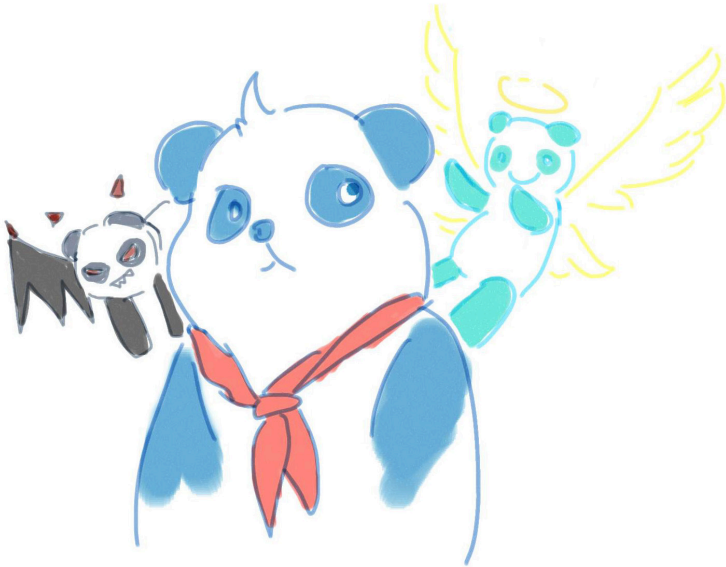
Whenever you meet such situation, take deep breath and count down 10 seconds, during which analyzing the pros and cons of your behavior.

Appendix 6-A**Alternative Activity***Daily-life Scenario Analysis***Materials**

- ◆ Pen and paper

Procedure

Instead of the scenarios, ask children to use their own daily-life experiences. Write down the pros and cons of their behaviors in those events and discuss with their classmates.



Session 7: Gratitude Activity

Gratitude exists everywhere, but we are not aware of it sometimes. With gratitude, we can establish friendly relationships with others and acknowledge the goodness and happiness in our lives. In this session, you will lead the children to learn to find the kindness around them and understand gratitude. In the sharing part, you can encourage more children to engage in the activity and share their feelings during this activity.

Learning Goals

This session helps children discover others' kindness and learn the reciprocity of gratitude. It develops children's positive thinking and acceptance in interpersonal relationships. Utilizing this ability in daily life will help children establish mutually-supportive relationships with friends, family, and others. In addition, being a recipient of others' gratitude will increase children's self-esteem, as it helps children realize that their kindness can be observed, appreciated, and make a difference in others' lives.



Materials

- ◆ Pen and paper

Activity/Procedure

“A Grateful Heart”

- ◆ Ask children to think about one little thing of their classmates who sit next to them that made them feel good or grateful. Write it down on a piece of paper.

- ◆ Share this paper with their partners who sit next to them.

- ◆ Encourage children to share their experiences and feelings in the class.

- ◆ After the sharing part, the facilitator should point out that gratitude is reciprocal. We can feel and be grateful for others' kindness; others can feel our kindness as well. Our help and support can make others feel good and hopeful. This information aims to engage children to be kind to each other and increase children's self-esteem.

Potential Challenges & Solutions

Some children may be too shy to share their experience. In this case, the facilitator can encourage children to open their mind. If needed, facilitator could utilize his/her own experience as a beginning. Try to activate children's resonance and involve them in the activity gradually.

Take-home Message

After this session, children should have a fundamental understanding about the importance of gratitude: First, gratitude can help them affirm that there are good things around them and live gratefully. They have received gifts and kindness, which makes them achieve the goodness in their lives¹³. Second, gratitude can improve their self-

esteem. Once a person shows his/her kindness, others can feel it as well, and it will bring positive change to others' lives.

Try this!

Partner with your classmate sitting next to you, observe him/her for a week, write down 1-2 nice thing(s) he/she does for you every day on a piece of paper. Share this paper with each other after a week.

13. Emmons, Robert. (2010). Why gratitude is good.
Retrieved from http://greatergood.berkeley.edu/article/item/why_gratitude_is_good

Appendix 7-A**Alternative Activity*****“A Thanksgiving Note”*****Materials**

- ◆ Pen and paper

Procedure

- ◆ Write down three people that you want to say “thank you” to the most. It can be your parent, teacher, friend, or neighbor.
- ◆ Write down what you would like to thank them for. It can be for their help on a problem in your homework, their support in a small event, or their personality in general that impacted you in some way, etc.
- ◆ Share this note with the three people you wrote to. How do they respond to your note? Ask them how does your note make them feel? How does writing this note make you feel?



Session 8: Moving Forward...

In this last session, you will lead the children to review the activities you have practiced together over the past few weeks. Remind them of the learning goals for each session. Have them reflect on their experiences through these activities. And most importantly, encourage them to continue practicing in their own time to achieve sustainable impacts.

Learning Goals

As a termination of this training program, this session reviews the activities and learning goals of each previous session. By reflecting on their experiences and feelings through these activities, the children will explore changes in themselves over the past few weeks. Moreover, this session highlights the importance of mindfulness practice on a regular basis, and encourages children to practice in their own time as they move forward.

Materials

- ◆ A colored card for each child
- ◆ A “wish card” for each child, with one inspiring sentence written by the facilitator

Activity/Procedure

“The Card of Our Memory”

- ◆ Review the activities the children have learned and the skills they have built together.
- ◆ Have the children write down on a card (If time is limited, the

facilitator may pick one of the following questions):

- Which activity do you like the best? Why?
- How do you feel while doing these activities?
- Have you noticed any change in yourself? – If there are no changes, it is ok. Just keep practicing in daily life.

◆Collect the cards from the class. Tell the children that this will be a shared memory between you and them.

◆The facilitator distributes one “wish card” (with one inspiring sentence prepared by the facilitator beforehand) to each child. Tell the children they can keep the card as a shared memory.

◆Last, practice the breathing exercise again (refer to Session 2). While practicing, process their feelings about terminating these sessions and about saying goodbye to you.

Potential Challenges & Solutions

Some children may get too emotional to follow your instruction. In this case, the facilitator can highlight the importance of the present and tell them the colorful cards will be a bond between you and them. If necessary, the facilitator can give them hugs as comfort.



Take-home Message

Mindfulness practice is an approach toward cognitive development,

inner peace, self-confidence, and healthy life. Encourage the children to observe the changes within themselves through mindfulness practice. The changes may have not occurred yet; but the most important message is to keep practicing during their own time.

It can be hard for some children to be in the last session and say goodbye to the facilitator(s). Creating a shared memory through the cards and repeat the breathing exercise can be helpful for children that have difficulties with the termination.

Try this!

Encourage the children to draw a chart on a piece of paper (example as below but can vary by children' own creation), and document the date, activity, thoughts, and feelings every time they do mindfulness practice by themselves in their own time.

A chart example:

Activity	Date	Time/ Duration	How do I feel before activity	How do I feel after activity
<i>Breathing exercise</i>	<i>1/15</i>	<i>10 minutes between my classes</i>	<i>Nervous about my next exam</i>	<i>More calm</i>
...
...

The goal for this chart is to give children a way to notice their changes. Children are typically more invested in the activities when they can see their progress. Visually showing them their progress inspires their hope and motivates them for continuing mindfulness practice.

Appendix 8-A**Alternative Activity*****“Share Your Experience”*****Materials**

- ◆ Pen and paper

Procedure

- ◆ After reviewing the activities in past weeks, ask children to share the following information with the ones sitting next to them:
 - What is your favorite activity? Why?
 - How do you feel while doing these activities?
 - Have you noticed any change in yourself?

- ◆ If time allows, the facilitator can ask several children to share their experience in the class.



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