




INTRODUCTION



Facilitator Guide

SAMPLE

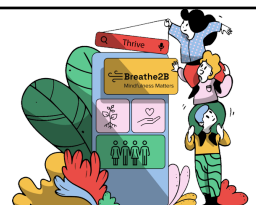
| | |
|---|---|
| SESSION AT A GLANCE: | OVERVIEW |
| <ul style="list-style-type: none"> • Program overview • Behavioural expectations • What is mindfulness • Benefits of the program • Brain training • 1 minute breath awareness • Chair practice | <p>To introduce the Breathe2B programme in a way that is engaging, entertaining and persuasive. This is a session to help your class to understand the benefits of the course, you should tailor your wording to match the students that are in the group.</p> <p>Key Theoretical focus points:</p> <ol style="list-style-type: none"> 1. The benefits of mindfulness and breathing techniques. 2. The absence of assessment for this course should take any perceived pressure off of the students. 3. The practices that they are to experience can be transferrable into all areas of their life. <p>Key Practical focus points:</p> <ol style="list-style-type: none"> 1. For pupils to have their first taste of a breathing technique (1 minute breath awareness). 2. For pupils to have their first taste of a mindfulness practice (Chair Practice). |
| WELLBEING LITERACY: | Duration: 50 minutes - 1 hour and 15 minutes |
| <p>Keywords and phrases for this session:</p> <ul style="list-style-type: none"> • Mindfulness Practice • Breathing Technique • Personal values • Brain Training • Patience • Neuroscience | <p>Room Set-up:</p> <p>Projector with slides, chairs in a circle or capacity for students to sit in a circle. Use a clicker for the slides.</p> <ul style="list-style-type: none"> • Audio working for the video to be played. • Clock on the wall/watch for timing. • Pens/pencils for students to complete worksheet. Place worksheet 3 face down on the floor under the chairs. • Ensure the Course Contract Poster created last session is displayed on the wall. |



| ACARA CURRICULUM MAPPING |
|---|
|  <p>This session maps to the following areas of the Australian National Curriculum:</p> <p>ACARA Year 7 and 8 HPE Personal, social and community health <i>Being healthy, safe and active : Communicating and interacting for health and wellbeing</i></p> <ul style="list-style-type: none"> • ACPPS074, ACPPS075 <p>ACARA General Capabilities: Personal and Social Learning Continuum</p> <ul style="list-style-type: none"> • Level 5 - see additional course resources for highlighted documentation |

| PERMAV CURRICULUM MAPPING |
|--|
| <div style="text-align: center;">  </div> <p>This session maps to the following areas of the PERMAV model for Positive Education:</p> <div style="text-align: center;">  </div> <ul style="list-style-type: none"> • Positive Emotions • Positive relationships • Meaning |

Breathe. Connect. Thrive.



SESSION 1 OVERVIEW: INTRODUCTION

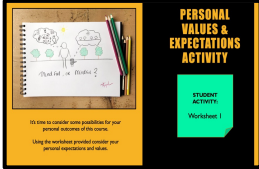
COURSE FORMAT

- 9/10-week program
- Fully guided sessions
- You are in a safe space
- The sessions are designed for active participation
- Each week the theory and practice will grow from the previous week
- Home practice encouraged



Discuss the course format utilising the dot points displayed in order.

You may choose to expand upon any of the dot points. Take questions at the end.



Student Activity: Personal Values & Expectations

Overview: Students are prompted to consider areas of their life, certain behaviours, emotions and key habits that they would like to work with throughout the course.

Duration: 5 - 7 minutes.

Tip: Encourage students to be silent and reflective.

6 REASONS WHY SILENCE IS A GREAT SOURCE OF STRENGTH

1. Silence gets people's attention
2. Silence can be an obvious answer
3. Silence uses nonverbal language
4. Silence offers empathy to others
5. Silence is polite
6. Silence gives you the opportunity to listen



Silence will be very important throughout the course of 10 sessions, in each session students we will be able to talk and interact respectfully at times guided by the teacher.

Throughout the rest of the session students are to be quiet quite frequently.

COURSE CONTRACT ACTIVITY

Together we will write to decide upon a course contract, a code of conduct for our time together. Let's begin by considering what skills and behaviour will be important for our time together to be meaningful!



Group Activity: Course Contract

Overview: As a group decide on a code of conduct for the course.

Resources: This activity requires a white board, or butchers' paper and a pen.

Tip: It is advised for you to place this on the wall for future sessions to remind the students of how they have agreed to act.

THEORY
+
BREATHING TECHNIQUE
+
MINDFULNESS PRACTICE
+
DISCUSSION

SESSION
FORMAT

Discuss the methodology utilised for each of the 10 sessions.

Each session includes theory, a breathing technique, a mindfulness practice, and discussion.

Each week is aligned with a session theme as depicted on slide 2.

CHAIR PRACTICE

Mindfulness Practice: The Chair Practice

Duration: 3-5 minutes

Purpose: The chair practice is a relatively short practice that enables students to have a taster of a grounding

Benefits: Anchoring to chair, body and breath (CBT)

Direct Link: <https://youtu.be/kcZYKyNPRmU>

1 MINUTE BREATH AWARENESS

Breathing Technique: Breath Awareness

Duration: 2-3 minutes

Purpose: A first entry point into using the breath to slow down

Benefits: Slowing down the sympathetic nervous system

Direct Link: https://youtu.be/X3nK_BKq7xw

TAKEAWAY CHALLENGE



Session 1 Takeaway Challenge: Before the session finishes direct the group to the [Breathe2B](#) YouTube channel so they can access the practices autonomously; display the channel on the screen. This session, encourage students to try out either of the practices from today's session again at home.



SESSION 1

 **Breathe2B**
Mindfulness Matters

The beginning of the course is very important. You need to set the scene, remember this is different to a normal lesson.

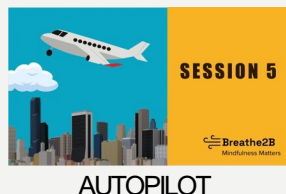
- Students to wait outside the room. Meet the students at the door and then bring them in quietly into the circle of chairs.
- Project the first slide of the session on the screen.

Teacher Tips:

- Some students may struggle when they come in, they may never have experienced anything like this in or out of school. Allow them to positively readjust.
- Remember, they will have come from a very different pace prior to this session.
- Prompt them gently to settle and sit in a chair.

Notes:

COURSE OVERVIEW



In this introductory session you will guide students to understand the course overview for the 10 week programme. In this slide you will see the 10 sessions for the programme hover over each session and briefly mention the session name.

Using your cursor to hover over the session name as highlighted on this slide states that we are about to begin the 10 week programme.

Teacher Tips:

At this point, you may wish to invite questions.

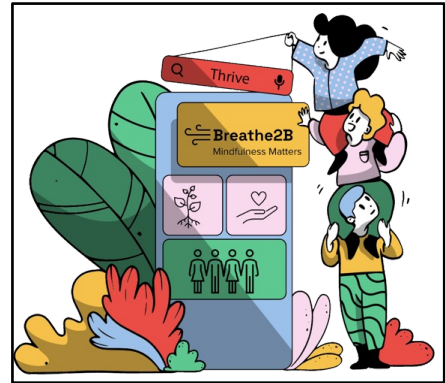
Or ask students:

- “Have you ever practiced mindfulness meditation?”
- “Or any form of relaxation techniques that they would like to share?”

Notes:

COURSE FORMAT

- 10 Session program
- Fully guided sessions
- You are in a safe space
- The sessions are designed for active participation
- Each week the theory and practices will grow from the previous week
- Home practice encouraged



Whilst displaying slide 3 discuss the dot points displayed in order you may choose to expand upon any of the dot points and take questions at the end.

Teacher Tips:

- You can alter the PowerPoint slides to match the curriculum mapping style that your school has selected for example, you may be running the programme over a full semester.
- Amend the PowerPoint slide to match the delivery method chosen by your school.

Notes:

THEORY
+
BREATHING TECHNIQUE
+
**MINDFULNESS
PRACTICE**
+
DISCUSSION

**SESSION
FORMAT**

Click and display slide 4.

Discuss the methodology utilised for each of the 10 sections:

- Each session includes theory, a breathing technique, a mindfulness practice, and discussion.
- Each week is aligned with the theme that you saw on slide 2.

Teacher Tips:

- By the end of the course students will have experienced 20 different practical techniques and practices to utilise in their day-to-day lives.
- Along with a theoretical underpinning behind the science and academic understanding behind these practices.

Notes:

WHY ARE YOU FOLLOWING THIS COURSE?



School has decided to deliver this course to empower you with skills and techniques that will aid you to navigate your teenage years.



The methods taught in the course have been proven to aid with many aspects of life.



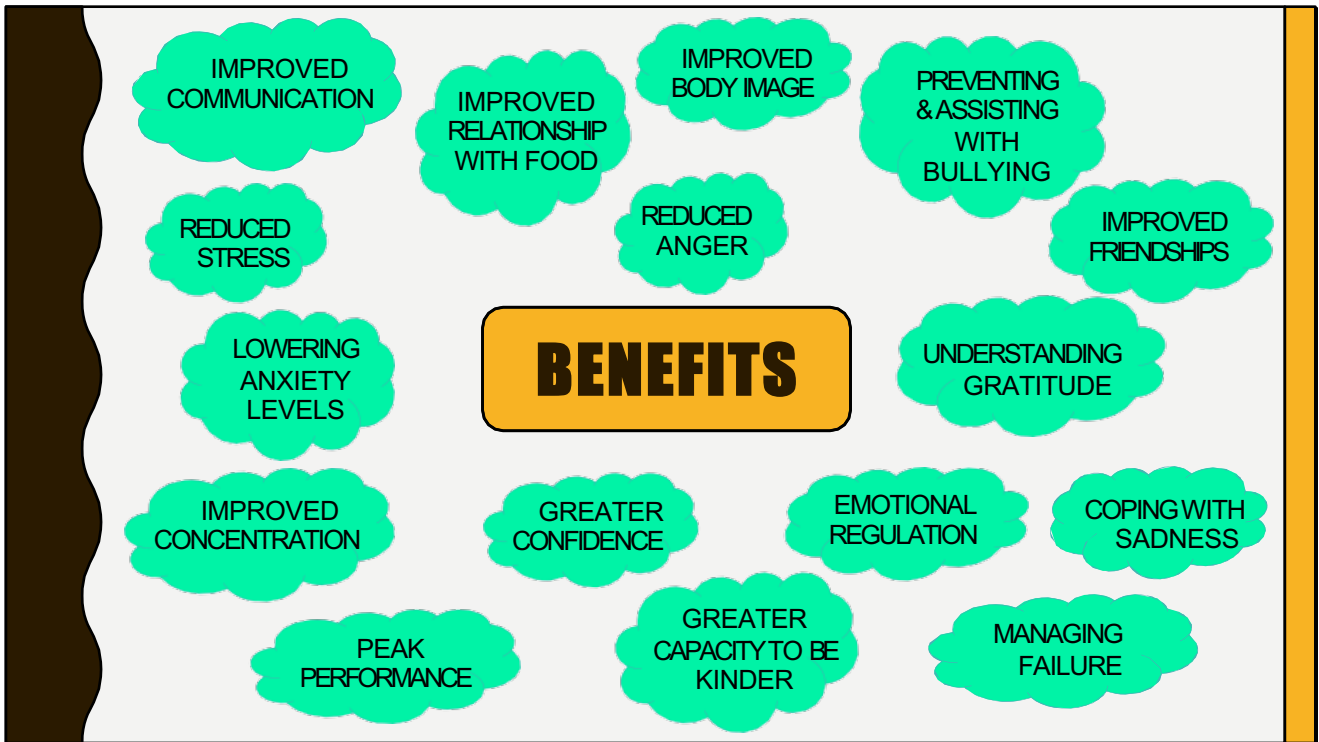
This is not an academic course with any assessments, it is practical and experiential.

This is an important slide, make a big point of explaining how lucky the students are to be participating in this course and that school has chosen for them to be involved in this programme that will aid them in all aspects of their life not just now but in years to come.

Teacher Tips:

- Highlight that this is not an academic course, there is no assessment.
- Students are simply to immerse themselves and engage in each sessions content.

Notes:



Display this slide, before clicking to add the 'green benefit clouds' to the slide; ask the following questions:

- What benefits do you think you may experience from this course?
- Do you know any other students who have followed a course like this?

Then continue to click through to add the 'green benefit clouds' onto the slide.

Teacher Tip:

- You are building up to the first student activity which will be displayed on the next slide.

Notes:

PERSONAL VALUES & EXPECTATIONS ACTIVITY

STUDENT ACTIVITY: Worksheet

It's time to consider some possibilities for your personal outcomes of this course.

Using the worksheet provided consider your personal expectations and values.

Ask students to take worksheet one out from under their chair (or to turn to it in a booklet you may have created from course worksheets).

Whilst displaying slide 7, ask students to sit and be reflective.

They ought to consider areas of their own certain behaviours emotions and key habits that they would like to work with throughout the course.

Teacher Tips:

- This activity should take between 5- 7 minutes, encourage students to be silent and reflective.
- This worksheet is not to be shared amongst their friends it is about that own personal values and expectations.

Notes:



Slide 8 will shift the gear of the class to get them to think into the space of neuroscience.

Just as in the gym or on the sports field you train the body, so too can we train the brain to do new things.

Teacher Tips:

Ask them enquiry questions such as:

- “What do you think this image represents?”
- “How do we train our muscles to do activities?”
- “Have you ever successfully learnt a new skill?” (e.g., riding a bike, playing an instrument –even walking as a baby)
- “How did you get better at this?”
(Focus on: they learnt through repetition, practice and perseverance)

Notes:



The Power of Mindfulness: What You Practice Grows | Shauna Shapiro | TEDxWashingtonSquare

The slide has the TedEx talk with Shauna Shapiro embedded into it, click play button to commence the video.

Direct video link: <https://www.youtube.com/watch?v=lebljdB2-Vo>

In this pioneering talk, Dr. Shauna Shapiro draws on modern neuroscience and ancient wisdom to demonstrate how mindfulness can help us make positive changes in our brains and our lives.

Teacher Tips:

- You only need to play the first 7 minutes of the talk (the full video is 13.45 minutes long).
- After you have played the video invite students to share what key topics stood out from the talk.

Notes:

6 REASONS WHY SILENCE IS A GREAT SOURCE OF STRENGTH

1. **Silence** gets people's attention
2. **Silence** can be an obvious answer
3. **Silence** uses nonverbal language
4. **Silence** offers empathy to others
5. **Silence** is polite
6. **Silence** gives you the opportunity to listen



Display slide 10. Click through the six points about silence.

Silence will be very important throughout the course of 10 sessions, in each session students we will be able to talk and interact respectfully at times guided by the teacher. Throughout the rest of the session students will need to be quiet a number of times.

Reinforce that silence is a sign of respect not only to the teacher but to their peers their friends who are also participating in the course.

Teacher Tips:

- For the whole group to have the best experience silence and respectful behaviour is paramount.
- This then leads into slide 11, where students will be guided to create a course contract or code of conduct for the remaining sessions.

Notes:

CHAIR PRACTICE



Display slide 12 and discuss with students that we are about to move into a first mindfulness practice together. Remind them of the code of conduct that they just decided upon.

They are encouraged to let go, suspend judgement and engage with their first mindfulness practice in this course.

Teacher Tips:

- Reinforce strong silence, and also give students the option to elect out of the practice.
- Electing out of the practice does not mean they can leave the room, they ought to sit quietly and respect the experience of others around them.
- The following slide has the chair practice embedded as an audio into the slide, it is a YouTube video on the breathe2b YouTube channel.

Notes:



The chair practice is a relatively short practice that enables students to have a taster of a grounding mindfulness practice.

You can play the practice directly from this video. Remember that all the scripts for these practices are inside the teacher's sub.

The direct link to the video is <https://youtu.be/cZ...NPRmU>

Duration: 3-5 minutes

Purpose: The purpose of the chair practice is to provide a simple gateway into mindfulness. The practice is gentle and short and simply requires the participants to relax and try to follow the guidance.

Key sections of practice

- Settling into the breath and the body
- Scanning the body whilst sitting
- Letting go of tension
- Learning to 'come back'
- Closing the practice

Preparation: Students (and teacher) should be seated in a chair. A circle is encouraged, if you have a lively group then the chairs could face outward from the circle.

Notes:

REWIRING OUR BRAIN

Neuroplasticity:

- Every new experience or challenge, from breaking an ankle to shopping at an unfamiliar grocery store, compels the brain to rearrange its synaptic connections.
- The more you do something, the more established—and less new—these connections become.
- Repetition is the key to rendering a behaviour second nature.



Display slide 15 and shift the tempo of the session; we are quite close to the end of the first session. Introduce the word neuroplasticity you may ask the class if anyone has heard of this terminology before.

Discuss that this course will be teaching them many new physical and theoretical techniques that are well researched in the sphere of neuroscience.

Teacher Tips:

Key terms/points:

- Neuro = brain
- Plasticity = mouldable, malleable, stretchy
- We each have the capacity to 'rewire' our brains with patient repetitive practice.

Notes:

PATIENCE, KINDNESS & REPETITION

Just as when we see a puppy we
need to train....
...we need to train our brains too!



Display slide 16. The cute the puppy represents a playful attitude. The key to learning anything new is to be playful, to use repetition (just as Shauna Shapiro discussed in the video).

Just as a new puppy needs to be trained, we need to train our brains too!

Teacher Tips:

- This concept will be repeated throughout the course.
- We are leading into the final activity for the session, 1 minute breath awareness.

Notes:



Display slide 17 to prompt the students for practice, 1 Minute Breath Awareness Practice

Use this slide to prepare students for their first breathing practice.

Preparation: Students (and teacher) should be seated in a chair. A circle is encouraged, if you have a lively group then the chairs could face outward from the circle.

Key Sections of Practice:

- Opening with a purposeful pause by deepening the breath
- Settling into the breath and the body
- Witnessing what is present in the body
- Labelling what's present
- Closing the practice

Teacher Tips:

- This may be the first-time student have paid attention to their breath, they could find this unusual.
- This may cause some giggle (especially with boys!), remind them of strong silence, request for them to follow the practice if they feel comfortable to do so.
- They should not force the practice, it should be very calm and relaxed, they can 'opt-in' or 'opt-out' yet in silence.

Notes:



The breathing practice is embedded into the PowerPoint for you to use, you can also learn the practice with the script from the [Breathe2B](#) hub.

Direct link to the video: https://youtu.be/X3nK_BK...

Duration: 1-2 minutes

Purpose: The purpose of the mindful minute is to help people pause, shift, momentarily, from doing mode into being mode, and help people to tune in and re-inhabit the body.

Teacher Tips:

- Reinforce 'Strong Silence', if this is their first practice you may revisit the code of conduct.
- You are encouraged to download the script end to deliver the script yourself if you feel confident to do so.
- You may choose to turn the lights off and limit the background noise where possible.
- Ensure that you include all the elements as the consistency of these elements helps people to build the habit of pausing based on the neuroplasticity principle that we rewire the brain by practicing small and often.
- All scripts should be performed slowly with lots of spacious pauses in a tone of voice that is natural and soothing.
- The practice can be followed by a quick check in to see how students found the practice.

Notes:

OBSERVATIONS



After the practice take a minute or two to solidify the student experience with some observations.

Open student conversation about what they experienced with the practice.

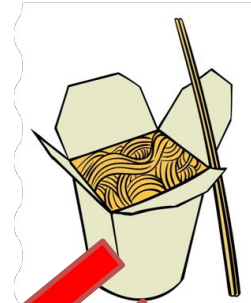
Teacher Tips:

Guiding exploratory questions:

- Was it easy to stay focused?
- Where did your mind go?
- Was it easy to follow the breath?

Notes:

TAKEAWAY CHALLENGE



SAMPLE

Each week there will be a takeaway challenge for the class.

Session 1 Takeaway Challenge: Home Practice

Before the class finishes direct them to the [Breathe2B](#) YouTube channel so they can access the practices autonomously; display the channel on the screen.

Teacher Tip:

- This week, encourage students to try out either of the practices from today's session again at home.
- YouTube handle @breathe2b

Notes:

SCRIPTS

The Chair Practice

Duration: 3-5 minutes

Purpose: The purpose of the chair practice is to provide a simple gateway into mindfulness. The practice is gentle and short and simply requires the participants to relax and try to follow the guidance.

Key Sections of Practice:

- Opening with grounding into the lower half of the body
- Settling into the breath and the body
- Scanning the body whilst sitting
- Letting go of tension
- Learning to 'come back'
- Closing the practice

Preparation: Students (and teacher) should be seated in a chair. A circle is encouraged, if you have a lively group then the chairs could face outward from the circle.

Teacher Tips:

- 'Reinforce 'Strong Silence', as this is their first practice you may revisit the code of conduct.
- There is also an audio version of this practice available should you prefer to play it rather than read the script.
- You may choose to dim the lights and limit the background noise where possible.

The Chair Practice Script

I'd like you to get comfortable in your chair and to relax.

Take a deep breath and place your feet flat on the floor, really FEELING your feet in contact with the ground underneath you.

And just take a few more deep breaths for a moment.

[pause]

So, I'd like you to start by scrunching up your toes. Scrunch them up, and then release.

[pause]

Now relax your feet [pause],

...calf muscles [pause]

...knees [pause] and thigh muscles [pause].

Remember, let any thoughts you may have float up and away from you in an air bubble.

[pause].

Now relax your buttocks [pause],

...pelvic area [pause] and begin to notice any tension you may have in your back.

Breathe deeply in, and as you breathe out, slowly relax and release any tension you may have in your back.

[pause]

Now your shoulders. Lift them up and then release completely. Wonderful.
[pause]

Now it's time to relax your neck and jaw muscles.

Take a deep breath in, and as you breathe out, let go of any tension you're holding in your neck and jaw.

[pause].

Finally, the top of your head...
[pause].

I'd like you to hunch your shoulders up one last time and as you release your shoulders, any remaining tension can sink down and flow out of you. [pause].

Wonderful. Take a few more deep breaths and enjoy this feeling of relaxation and calm for a little while longer.

[longer pause about 30 seconds to a 1 minute]

[Softly] Hmmmmm...

I'd like you to now slowly bring your attention back to the room.

Begin noticing the sounds around you and when you're ready, open your eyes.

[pause].

So, how are you feeling?

SAMPLE

I Minute Breath Awareness Technique

Duration: 1-2 minutes

Purpose: The purpose of the mindful minute is to help everyone pause, shift, momentarily, from doing mode into being mode, and help people to tune into and fully inhabit the body.

Key Sections of Practice:

- Opening with a purposeful pause by deepening the breath
- Settling into the breath and the body
- Witnessing what is present in the body
- Labelling what's present
- Closing the practice

Preparation: Students (and teacher) should be seated in a chair. A circle is encouraged, if you have a lively group then the chairs could face outward from the circle.

Teacher Tips:

- 'Reinforce 'Strong Silence', as this is their first practice you may revisit the code of conduct.
- There is also an audio version of this practice available should you prefer to play it rather than read the script.
- You may choose to dim the lights and limit the background noise where possible.
- that you include the above elements as the consistency of these elements helps people to build the habit of pausing based on the neuroplasticity principle that we wire the brain by practicing small and often.
- All scripts should be performed slowly with lots of spacious pauses in the use of voice that is natural and soothing.
- The practice can be followed by a quick check in to see how students found the practice.

I Minute Breath Awareness Script

Finding a comfortable seated position, gently roll your shoulder blades back and down.

Taking a deep, full breath in, and a long, slow, exhale, allowing your eyes to gently close or having a soft gaze.

Another nice big breath in, and long, slow, exhale so that you can begin to feel the body release.

One more deep, long, inhale, and on the exhale allowing yourself to fully arrive into this body, into this moment and into this breath.

[Pause]

Now letting go of any control of the breath and simply allowing yourself to be here.

[Pause]

Letting be all the effort it has taken to bring you here now.

[Pause]

Letting be all the thoughts, pressures of what is yet to come and giving yourself the gift of this moment, this time together with your class.

[Longer Pause]

As you are ready taking a moment to turn inward and notice, asking yourself how am I now?

How is my day so far, how can I feel this in my body?

[Pause]

Labelling for yourself in one or two words what is it like for you now whether it be joy, tension, excitement, anxiety, numbness, ready to go down, however may be simply notice it with an attitude of curiosity and kindness.

Now taking a fuller deeper breath and focus back together.

Gently when you are ready opening your eyes.

SAMPLE

Notes:

**STUDENT
ACTIVITY
WORKSHEET**

WORKSHEET 1

Circle which benefits you are interested in developing through this course:



NOTES:

Breathe2B

Mindfulness Matters

