

Course Outline

	Class	Intentions	Home Practice
Introductory Evening 2 hours	Parents only <ul style="list-style-type: none"> • Mindful eating • Review of the data in adults and children • Rationale for the course • Commitment • Questions 	<ul style="list-style-type: none"> • Provide an experience of Mindfulness • Review the data to date in adults and children • Review the rationale for offering MBSR to children • Discuss the course structure and time commitment • Answer questions 	
Week 1 Class 1	<ul style="list-style-type: none"> • Mindful listening (tone bar) • Mindful eating • Ground Rules • Introductions • Breath based practice Jewel / Treasure • Introduce Still Quiet Place • Define Mindfulness-- <i>paying attention, here and now, with kindness and curiosity</i> • Pleasant Experiences Cartoon • Mindful activity of daily life (tying shoes, picking up back pack, putting on jacket) • Mindful listening 	<ul style="list-style-type: none"> • Introduce participants to each other and to the Still Quiet Place/ Mindfulness • Provide an experience and working definition of Still Quiet Place/ Mindfulness • Give examples of mindfulness in daily life (informal practice) 	<ul style="list-style-type: none"> • Jewel / Treasure
Week 1 Class 2	<ul style="list-style-type: none"> • Review class 1 and experience with home practice • Jewel / Treasure • Examine how often our attention is in the past or the future • Answer questions • Discuss barriers to practice, generate solutions 	<ul style="list-style-type: none"> • Explore experience of CD (formal) and daily life (informal) practice • Support the children in establishing a daily practice 	<ul style="list-style-type: none"> • Jewel/ Treasure • Eat a snack or meal Mindfully

Still Quiet Place™ Course Outline

<p>Week 2 Class 3</p>	<ul style="list-style-type: none"> • Review Class 2 and experience with home practice • Thought Parade • 9 dots • Introduce concept of Unkind Mind (internal dialogue) 	<ul style="list-style-type: none"> • Explore experience of CD and daily life practice • Cultivate the capacity to observe thoughts • 9 dots <ul style="list-style-type: none"> ○ Perception— how we view ourselves, others ○ Thoughts during a difficult task • Introduce the concept of Unkind Mind (internal dialogue) 	<ul style="list-style-type: none"> • Thought parade • Notice Unkind Mind
<p>Week 3 Class 4</p>	<ul style="list-style-type: none"> • Review Class 3 and experience with home practice • Unpleasant experiences cartoon • Suffering = pain x resistance • Feelings 	<ul style="list-style-type: none"> • Examine the thoughts and feelings associated with unpleasant experiences <ul style="list-style-type: none"> ○ Resistance ○ Wanting things to be different • Examine how resistance/ wanting circumstances, ourselves, others to be different creates upset/suffering • Develop emotional fluency 	<ul style="list-style-type: none"> • Feelings • Haiku/poetry/art depicting a feeling • Watch how we create suffering
<p>Week 4 Class 5</p>	<ul style="list-style-type: none"> • Review Class 4 and experience with home practice • Autobiography in 5 short Chapters • Yoga 	<ul style="list-style-type: none"> • Explore common “holes” and “different streets” • Use holes and streets to discuss <i>reacting vs. responding</i> • Yoga <ul style="list-style-type: none"> ○ Self talk/Self compassion ○ Balance as dynamic • Explore how often Unkind Mind is inaccurate/negative/looking for trouble 	<ul style="list-style-type: none"> • Yoga • Notice “holes” and “different streets” • Continue to notice Unkind Mind
<p>Week 5 Vacation</p>	<p>School schedules often contain vacations. Although it is not always possible, it is best to schedule the course so that vacations fall after week 4, when the students have some momentum.</p>	<ul style="list-style-type: none"> • Maintain practice without support of weekly class 	<ul style="list-style-type: none"> • Alternate Feelings and one of the other practices each day • Notice “holes” (difficult situations) and practice choosing “different streets” (<i>responding</i>)

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Week 6 Class 6	<ul style="list-style-type: none"> • Discuss falling in and staying out of holes • Body Scan • Communication dyads (one person describes one difficult communication, the other listens and then reflects, then the roles are reversed) • Introduce Kind Heart as an antidote to Unkind Mind • Walking 	<ul style="list-style-type: none"> • Bring attention into the body • Enhance capacity to observe thoughts and feelings • Practice using Mindfulness during difficult communications • Continue developing the capacity to respond rather than react • <i>Moving</i> our practice into the world 	<ul style="list-style-type: none"> • Alternate Body Scan and Walking • Thoreau walk • Practice <i>responding</i> (with Kind Heart) to both Unkind Mind and in difficult situations
Week 7 Class 7	<ul style="list-style-type: none"> • Share examples of responding, and role play new responses to situations when the students reacted • Discuss the students experiences with Kind Heart • Loving Kindness 	<ul style="list-style-type: none"> • Continue to develop the capacity to respond (with Kind Heart) rather than react • Introduce Loving Kindness as a specific practice for developing Kind Heart 	<ul style="list-style-type: none"> • Loving kindness • Continue <i>responding</i> (with Kind Heart) to both Unkind Mind and in difficult situations • Bring something to share for the last session that represents what the class has meant to you
Week 8 Class 8	<ul style="list-style-type: none"> • Discuss experience with Loving Kindness • Group choice • Letter to a friend • Completion/beginning • Making the practice their own 	<ul style="list-style-type: none"> • Discuss the natural capacity to send and receive love • Share what the course has meant to them • Discuss variety of ways they can make the practice their own • Discuss the completion of the course. • Remind them they can always call or email 	<ul style="list-style-type: none"> • Your choice • Sit/ Flashlight • Make a commitment (or not) as to how you will continue the CD and daily life practice

- **It cannot be emphasized enough, your own solid personal practice is an essential prerequisite for you to offer mindfulness to others!**
- Although it is not listed to conserve space, every class begins with mindful listening, and mindful eating, and concludes with a simple mindful activity, and mindful listening.
- It is important that you attend to the children's natural need for movement.
- In the discussions, use the children's real life experience to demonstrate how mindfulness can be applied in daily life— test anxiety, playground interactions, disagreements with siblings....