Karen Nicole Course Curriculum

Introduction to Mindfulness:

Four, 60-75 minute sessions and 1 Daylong Retreat

Session 1: **Introduction to Mindfulness**

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| **Time (minutes)** | **Cumulative Time** | **Activity** |
| 15 | 15 | **Welcome:** Introducing self to class, land acknowledgment, brief grounding meditation. Ask students their names, pronouns, place zooming from, students share aspiration for taking the course, and students share any access needs they would like to name to help make the class a good learning space for them.  |
| 10 | 25 | **Class Overview:** Review class logistics, review curriculum, Share EBMC agreements for class conduct and ask students to read one line each from the Nine Agreements for Multicultural Interaction.  |
| 20 | 45 | **Talk: What Is Mindfulness? What is Insight and Compassion-based meditation.*** Definitions.
* Examples.
* The four aspects of practice: seeing things as they are, learning to be here in the present moment, noticing how things change, and non-judging awareness
* History of mindfulness practice: where did it originate? Describe some of the cultural and historical roots of it.
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| 10 | 55 | **Instructions & Practice: Mindfulness of Breath**Guided meditation on the breath and alternative anchors |
| 10 - 15 | 65 - 70 | **Group Process:** Q&A and instructions for the week: sit daily for 10 minutes minimum if possible: 5 minutes soon after waking and 5 minutes at close of day before bed. Go longer if that feels comfortable. For example, 30 minutes soon after waking and 30 minutes before bedtime. Practice self-compassion and non-judgment, practice noticing when you are present in the present and what that feels like. Consider journaling these experiences. |

Session 2: **Mindful of the Body**

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| **Time (minutes)** | **Cumulative Time** | **Activity** |
| 10 | 10 | **Welcome:** Welcoming class to second day, land acknowledgment, brief grounding meditation. Checking in from last session: How is the practice going? Open for student observations and questions about the practice of mindfulness of the breath or other anchors. |
| 25 | 35 | **Talk: Mindfulness of the Body*** Some science behind mindfulness.
* Define lovingkindness.
* Demonstrate usage of mindfulness tools lovingkindness and self-compassion, to help with challenging body experiences and emotions.
* Connection between the body response to external factors and internal ones, and how mindfulness approaches may be helpful or informative.
* Noticing our bodies and body experiences with mindfulness: practicing self-compassion, holding nonjudgment.
* Self-compassion and lovingkindness as a tool to be with challenging feelings or experiences.
* Learning your window of tolerance (Dr. Seigel) and the role of skillful means such as this one to manage challenging emotions
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| 25 | 60 | **Instructions & Practice: Mindfulness of the Body****Short Guided Meditation: Lovingkindness and Self-compassion as Mindfulness of the Body meditation tools*** Walk classroom through this exercise together
* Start with the breath, then move into awareness of the body, and apply self-compassion and nonjudgment. If emotions arise, first hold them with compassion and acknowledgment and come back to the breath and body.
* Stretch break between the practice and Group Process.
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| 10 | 70 | **Group Process:** Q&A and instructions for the week: sit daily for 10 minutes minimum if possible: 5 minutes soon after waking and 5 minutes at close of day before bed. Go longer if that feels comfortable. For example, 30 minutes soon after waking and 30 minutes before bedtime. Practice self-compassion and non-judgment, practice noticing when you are present in the present and what that feels like. Consider journaling these experiences |

Session 3: **The Wise Heart**

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| **Time (minutes)** | **Cumulative Time** | **Activity** |
| 10 | 10 | **Welcome: Welcome:** Welcoming class to second day, land acknowledgment, brief grounding meditation. Checking in from last session: How is the practice going? Open for student observations and questions about the practice of mindfulness of the breath or other anchors, mindfulness of the body, and what’s arising for them.  |
| 25 | 35 |  **Talk: The Wise Heart**What is lovingkindness (metta) and compassion?How may it be practiced for ourselves?How may it be expressed in the world, through mindfulness? Provide examples of metta or lovingkindness and compassion practices by screen sharing examples from videos or graphic art material.break between the practice and talk. |

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| 20 | 55 |  **Instructions & Practice:** Lead class in a guided meditation practice focused on Metta  and compassion for self/others.  Offer time for students to stretch following the meditation  practice. |
| 15 | 70 | **Group Process:** Q&A and instructions for the week: sit daily for 10 minutes minimum if possible: 5 minutes soon after waking and 5 minutes at close of day before bed. Go longer if that feels comfortable. For example, 30 minutes soon after waking and 30 minutes before bedtime. Practice self-compassion and non-judgment, practice noticing when you are present in the present and what that feels like. Consider journaling these experiencesBring these practices from this week into your life, noticing your connection with your loved ones, people unknown to you, and noticing whether there is a capacity to silently, to yourself, send positive wellbeing and a wish for goodness to people you encounter throughout your week.  |

Session 4: **Bringing Your Practice into the World**

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| **Time (minutes)** | **Cumulative Time** | **Activity** |
| 15 | 15 | **Welcome:** Grounding meditation and checking in from last week: How is the practice going? Any questions about your practice or observations about the practices of Metta, lovingkindness, compassion? How did it feel to extend love, compassion, or joy to self or others? |

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| 25 | 40 | **Instructions & Practice:** Review of previous practices: Mindfulness of the breath and body. Mindfulness while practicing compassion, lovingkindness, or joy, and sending these elements to self, others, and world. Stretch break between the practice and talk. |
| 25 | 65 | **Group Process:** Share resources to prepare for the online, daylong retreat.Pre-retreat reflections: Questions? Concerns? How might you apply tools learned in the course within the retreat space? If you’re retreating from home with other family members, how might you use mindfulness while on retreat? Share resources to continue the practice.   |

Session 5: **Day-long Retreat**

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| **Time (minutes)** | **Cumulative Time**  | **Activity** |
| 11:45am – 12:30pm | 45 | Introduction to the Day-long Retreat Space. Opening talk on the cultivation of lovingkindness and insight mindfulness meditation. |
| 12:30 – 1pm | 1 hour 15 minutes | Bio-break, screens break, and opportunity to move body. |
| 1pm – 1:30pm | 1 hour 45 minutes | Guided Meditation on Mindful Eating Practice |
| 1:30pm - 2:45pm | 3 hours | Lunch Break – Practice Mindful Food Preparation and Mindful Eating |
| 2:45pm – 3:00pm | 3 hours 15 minutes | Bio-break, screens break, move body |
| 3pm – 4pm | 4 hours 15 minutes | Q&A about mindful food prep, mindful eating, and mindful body movement followed by a lightly guided meditation. |
| 4pm – 4:30pm | 4 hours 45 minutes | Bio break, screens break  |
| 4:30pm – 5pm | 5 hours 15 minutes | Guided Meditation and Q&A about meditations in general |
| 5pm – 5:45pm | 6 hours | Closing Talk, Discussion and Daylong Takeaways, Dedication of Merit |
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