

# MINDFUL BASED

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MORNING MEETING ACTIVITIES FOR YOUR CLASSROOM TEACHERS!



Yoga teacher & Mindfulness coach at **Muscatine Community School District**

August 20, 2018 - Present



Owner at **Muscatine YOGA**

January 2014 - Present · Muscatine, Iowa

A New Yoga Studio for all levels. Located at 206 1/2 Sycamore Street, Muscatine, IA. Bringing health and wellness to Muscatine, IA. A fresh new way to stretch, sweat and feel wonderful after a great workout.  
[www.muscatineyoga.com](http://www.muscatineyoga.com)

## College



Add college



Studied Registered Yoga Teacher at **Hothouse Yoga**

Class of 2013

[www.MuscatineYoga.com](http://www.MuscatineYoga.com)



Studied Equestrian Science at **Kirkwood Community College**

Class of 2011



Studied Communication at **University of Iowa**

Also studied Journalism & Mass Comm · Class of 2010



[ALLISON.PHELPS@MCSDONLINE.ORG](mailto:ALLISON.PHELPS@MCSDONLINE.ORG), FACEBOOK: MRS. PHELPS YOGA AND MINDFULNESS FORUM



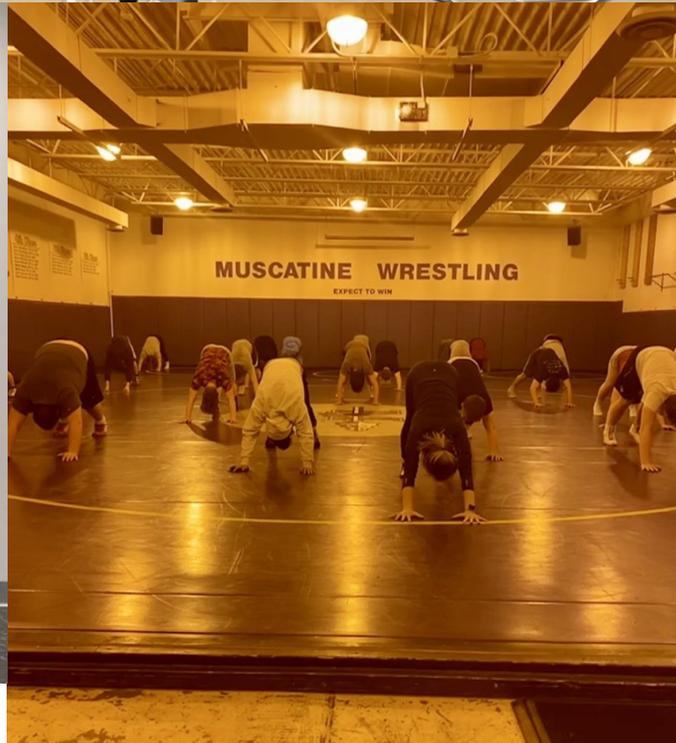


## Muscatine Wrestling Team Embraces Yoga to Help Support Their Successful Season

By Margaret Stadtwald

The Muscatine High School (MHS) wrestling team has gotten off to a strong start this season. Currently, the varsity team's dual record stands at 5-3, and the team has participated in several competitions. Among their highlights so far, Brennan Broders defeated former state champion and current fifth ranked in his weight class Jack Neuhaus, at the West Delaware Invitational.

Kane knows many techniques for helping his team succeed in all areas of their lives. This year, he has a new tool to help his wrestlers excel--yoga. As part of a district-wide initiative to help students of all ages develop mindfulness, self-awareness, and good mental and physical health, Muscatine Community School District (MCS D) hired yoga instructor Allison Phelps to teach yoga classes in all their schools. Recently, Kane had his team begin participating



# MINDFUL BASED ACTIVITIES

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MORNING MEETING ACTIVITIES FOR  
YOUR CLASSROOM TEACHERS!



# MINDFUL BASED LESSONS

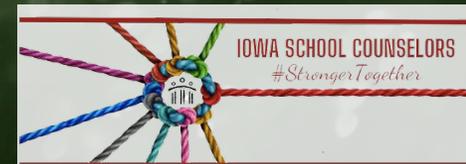
So how do we get  
our students and  
staff & SELF to use  
mindfulness?

MORNING MEETING LESSONS FOR YOUR CLASSROOM TEACHERS!

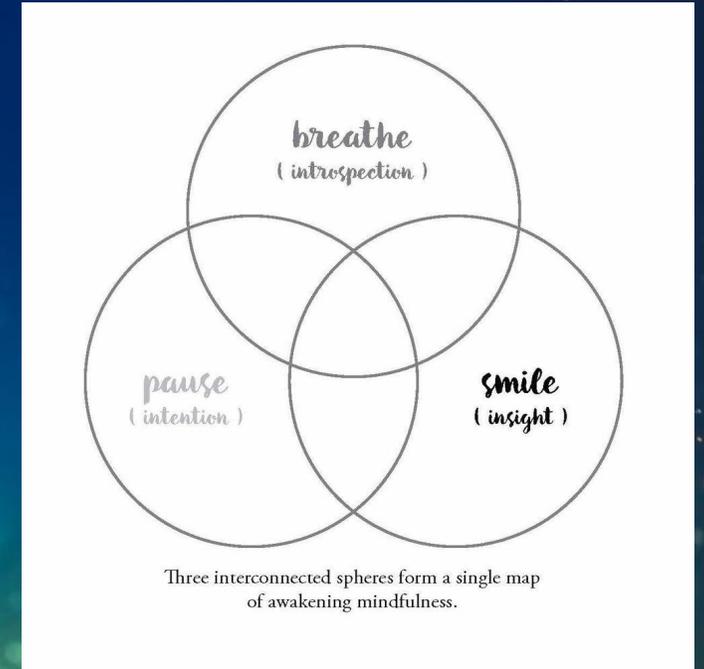
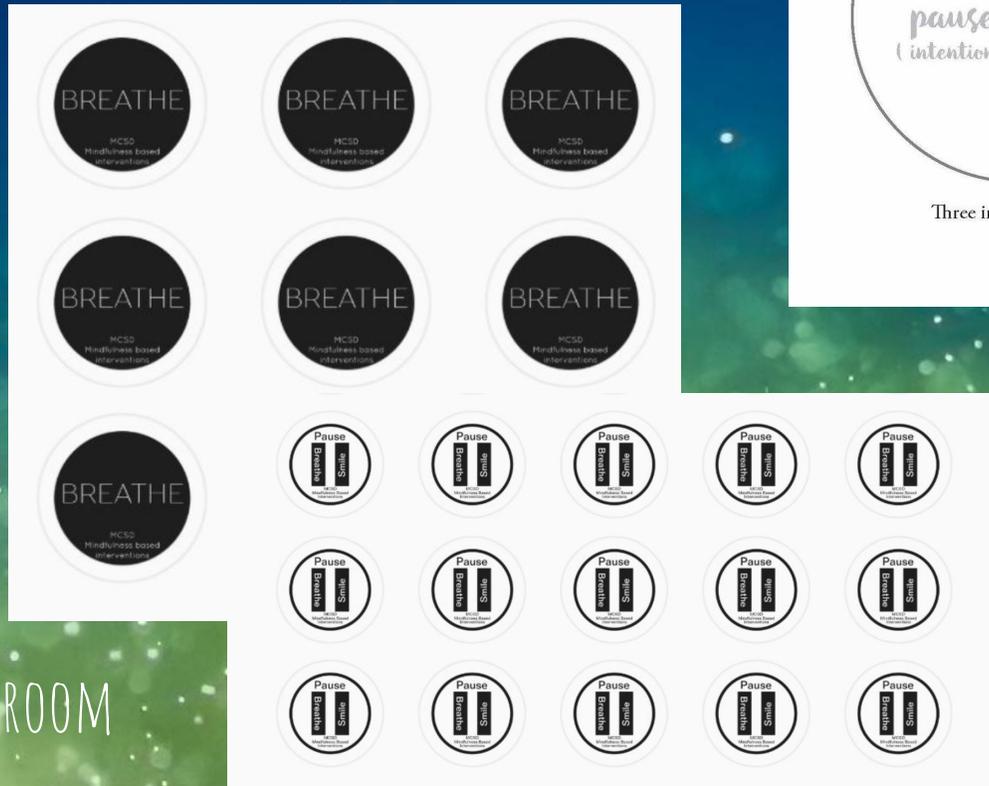
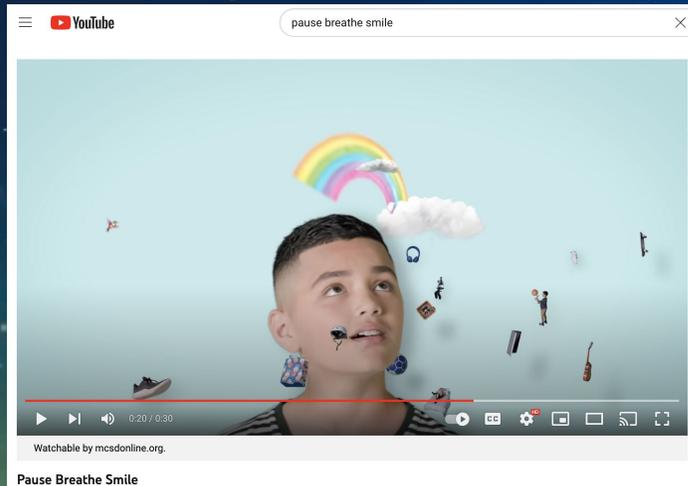
--LISTEN--

- AMAZON ROBOTS BOXED 17 PACKAGES
- VISA PROCESSES 1,700 TRANSACTIONS
- TWITTER USERS POSTED 9,000 TWEETS
  - 76,000 THINGS ON GOOGLE
  - 2.8 MILLION EMAILS SENT AS WELL

HARD TO IMAGINE WHAT WOULD HAPPEN IN A MIN/DAY/10 YEARS  
...& THAT MAY BE THE REASON WHY THE YOGA AND MINDFULNESS  
MOVEMENT HAS BEEN SO POWERFUL TO HELP TEACH ..OR RE-TEACH US  
TO STAY PRESENT, EVEN IF ONLY FOR A FEW SECONDS.



# MINDFUL BASED LESSONS



MORNING MEETING LESSONS FOR YOUR CLASSROOM TEACHERS!



# Educate 2B!

Mindfulness and Social-Emotional Learning for  
Educators and Students in the K-5 Classroom



Allison Morgan MA, OTR, E-RYT  
A Zensational Kids Program



Oh, this is good. ❤️



In a world of hurry,  
fear, and competition,  
I am here to tell you  
raising successful children  
has more to do with our presence  
than it has to do with  
racing them to the  
next "enrichment" activity  
or helping them memorize  
flash cards.

Arguably the single best thing  
you can do for children's minds  
and emotional development  
is to simple enjoy  
your relationship with them.

-The Mom Psychologist-

# Educate 2B!

Mindfulness and Social-Emotional Learning for  
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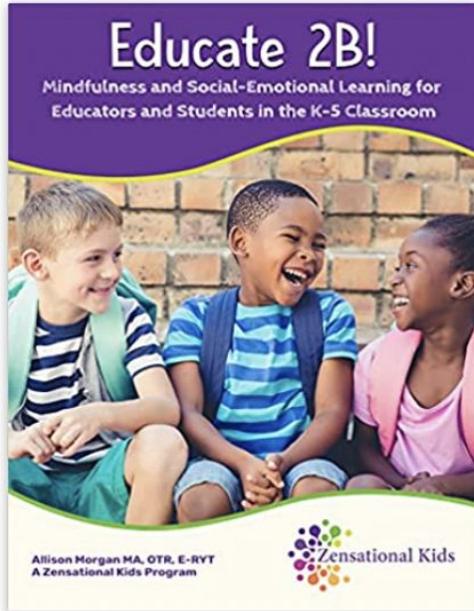
**It's a user-friendly resource providing lesson plans, practical tools, tips, illustrations, and relevant information for guiding students through mindfulness practices. Attention is given to PBIS alignment, various ways in which students are diverse and what they may need as a result. Basic brain science in each lesson gives just the right amount of information for understanding how the practices described, positively influence the body and mind. Included with each lesson is a dedicated focus to "SELFCare" for educators that acknowledges how the practices are beneficial not only for students but adults, too. EDUCATE 2B is an excellent resource for every educator who cares deeply about bringing out the best in their students (and themselves)!**

**-Elaine Harper, PHD**

**Speaker: Author: Founder of Trauma Sensitive Teaching Network**

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MORNING MEETING LESSONS FOR YOUR CLASSROOM TEACHERS!



[See all 9 images](#)

### Follow the Author



Allison Morgan

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# Educate 2B: Mindfulness and Social-Emotional Learning for Educators and Students in the K-5th Grade Classroom Spiral-bound

– April 1, 2021

by Allison Morgan (Author)

★★★★★ 58 ratings

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“This manual is an absolute game changer for the education system. It is super comprehensive and yet simple to digest.” Erik Jacobson, Ph.D.

Today's educators are tired, burned out and overwhelmed. Today's students are feeling overly stressed, anxious, distracted, reactive and demonstrate poor coping skills Add a year of teaching and learning during a pandemic and the effects of collective trauma can be felt by everyone in a school

[Read more](#)

## EDUCATE 2B! - MINDFULNESS

# ELEMENTS OF EDUCATE 2B!:

- ➔ Provides students & teachers with tools to establish states of being. They have been carefully designed & apply the most recent brain & behavioral research.
- ➔ Beneficial for students with learning challenges. When integrated into therapeutic settings, students have been found to achieve goals faster than alone.
- ➔ Provides tools for managing and shifting inner states, as well as active techniques to improve self-regulation.

12 23



# Safe Place Meditation

State of Being: Focusing Type: Restorative Time: 2 Minutes



## Objective

Visualize yourself in a safe space to generate positive emotional feelings.



## At a Glance

Create a safe space, recalling a memory or using your imagination along with your senses.

## SEL Connections

- Self-awareness
- Self-management
- Responsible decision-making



Lined writing area for notes.

## What To Do...Step by Step

1. Sit comfortably in a chair, and close your eyes.
2. Bring your attention to your breath moving in and out to help your mind and body relax.
3. Imagine that you are in your most favorite place. In this special place, you feel relaxed, safe, secure, strong, and happy. Some places to consider are a room in your home or school; at the beach, forest, or park; or even a place that only exists in your imagination, such as a magical forest or a spaceship.
4. Use all of your senses to enjoy this special place.
  - Imagine what this place looks like. Is it colorful or one color? Is it light or dark?
  - Imagine what scents are in the air. Is it a favorite food, flowers, or cut grass?
  - Imagine what you hear. Is there music, waves crashing, or birds chirping?
  - Imagine what you feel. Is there a cool breeze, a warm sun, soft grass, a comfy blanket?
5. Take 30 seconds to use your imagination and enjoy your "safe place."
6. At the end of the time, slowly breathe in and out 2 times together.
7. Before you open your eyes, take a moment to notice how you feel.



## PBIS and RTI Integration Idea

Safe Place is a refuge students with challenging emotions or sensitivities can create to help them cultivate positive feelings.

**TIER 1** Remind students that they can practice Safe Place any time they would like to restore feelings of well-being.

**TIER 2** Create a "safe place" in your classroom. It can be a small nook where a student can go when feeling overwhelmed. Rather than waiting until their frustration rises and their behavior becomes disruptive, give them an opportunity to practice self-regulation and management tools within the classroom. Fill this nook with sensory activities, prompts for using their breath to calm and focus, and movement opportunities to release tension and frustration. See the activity sheet for Safe Place for detailed items to add.

**TIER 3** When students feel anxious, allow another student or adult to help them practice Safe Place with intentional directions. They may not have enough presence of mind to do this on their own. If another person is helping them, this should be a well-regulated, calm, and grounded individual. Sometimes other students provide the best assistance.

## Grade Level Considerations

**K-2**

- Complete the Safe Place Activity Sheet. Then have students share ideas for creating a safe space in the classroom. Consider including items that would appeal to each of their sensory systems, such as a sand timer, bean bag, rocking chair, play dough, or therapy putty. Include items that provide input to touch, smell, hearing, movement, taste, sight, and listening.

**3-5**

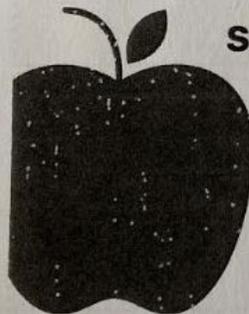
- Complete the Safe Place Activity Sheet. Have students share ideas for creating a safe space in the classroom. Items should appeal to all of their sensory systems. Consider including a cushion to sit on the floor, yoga mat with pose cards, essential oils or hand lotion, affirmation cards, inspirational quotes, colored pencils, and patterns to color.



## How It Works...the Science

When children do not feel safe, they cannot learn. Executive function centers in the brain shut down and energetic efforts are moved toward fight, flight, and freeze responses as protection takes precedent. While safe external environments are essential to learning, safety can also be generated internally. The Safe Place Meditation helps children find an inner feeling of safety and security.

Thoughts are so powerful that the body does not know the difference between an imagined and actual event or experience. Both imagined and real-life situations in the same way can cause various emotions to flood the body positively and negatively. Because what is practiced becomes stronger, people who practice using their minds to change how they feel can create emotional changes when needed. Research shows that the brain rewires itself with repetitive patterns of neurons firing together. The more relaxed, safe, or happy feelings are rehearsed, the more neural pathways fire automatically when a favorite safe place is recalled. Repeated practice strengthens these neural circuits and helps to restore feelings of safety and joy with greater speed and ease.



## SELF-Care for Educators

Create your own safe space in your classroom. This can be a corner of your desk where you place symbolic objects, such as a plant, a crystal, a framed quote, or a photograph, that represent safety, security, and calm to you. A safe space bulletin board with pictures, quotes, or hanging objects can serve the purpose of reminding you of your own sense of calm, safety, and groundedness.



*How very little can be done under the spirit of fear.*

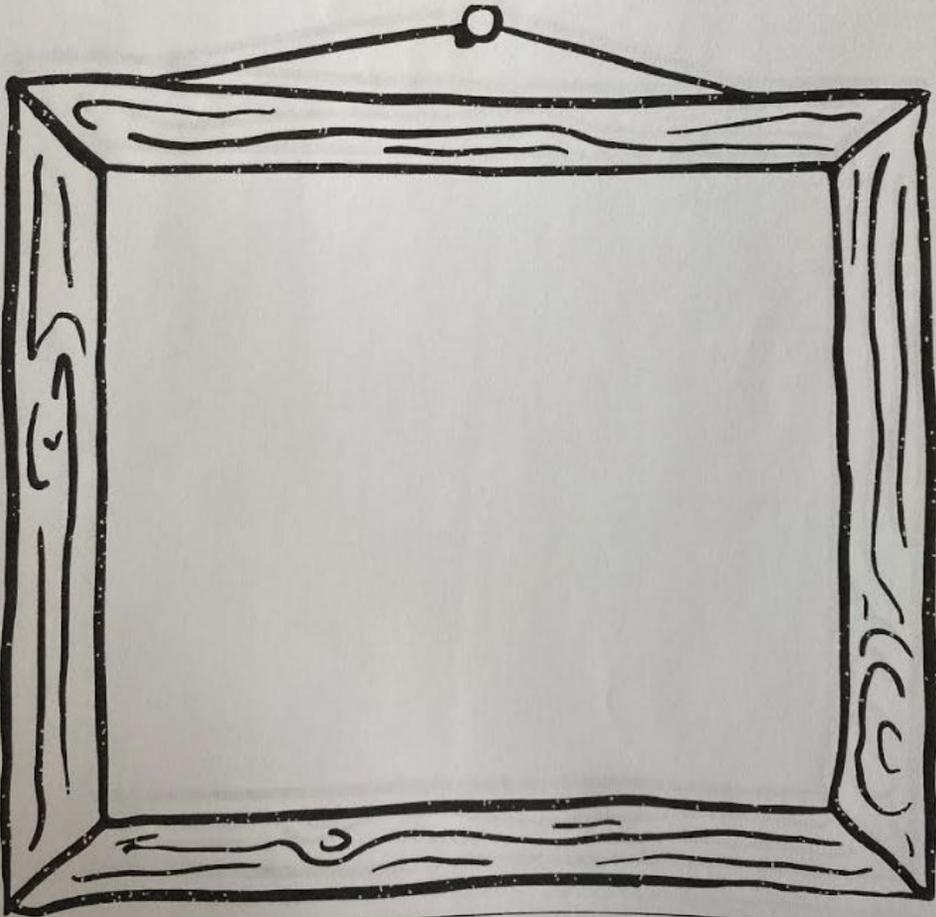
—Florence Nightingale, English nurse & medical reformer (1820–1910)



# Safe Place Meditation grades K-2

## Directions

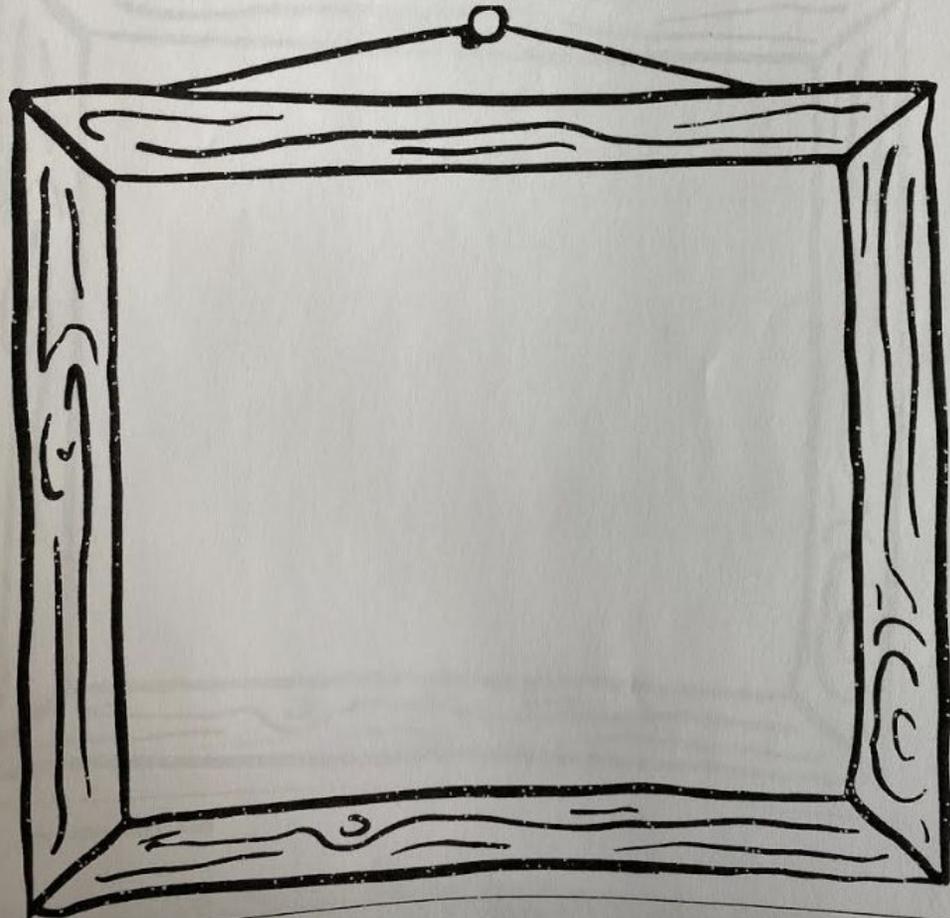
Draw a picture of your special safe space. What items would you like to have there?



# Safe Place Meditation grades 3-5

## Directions

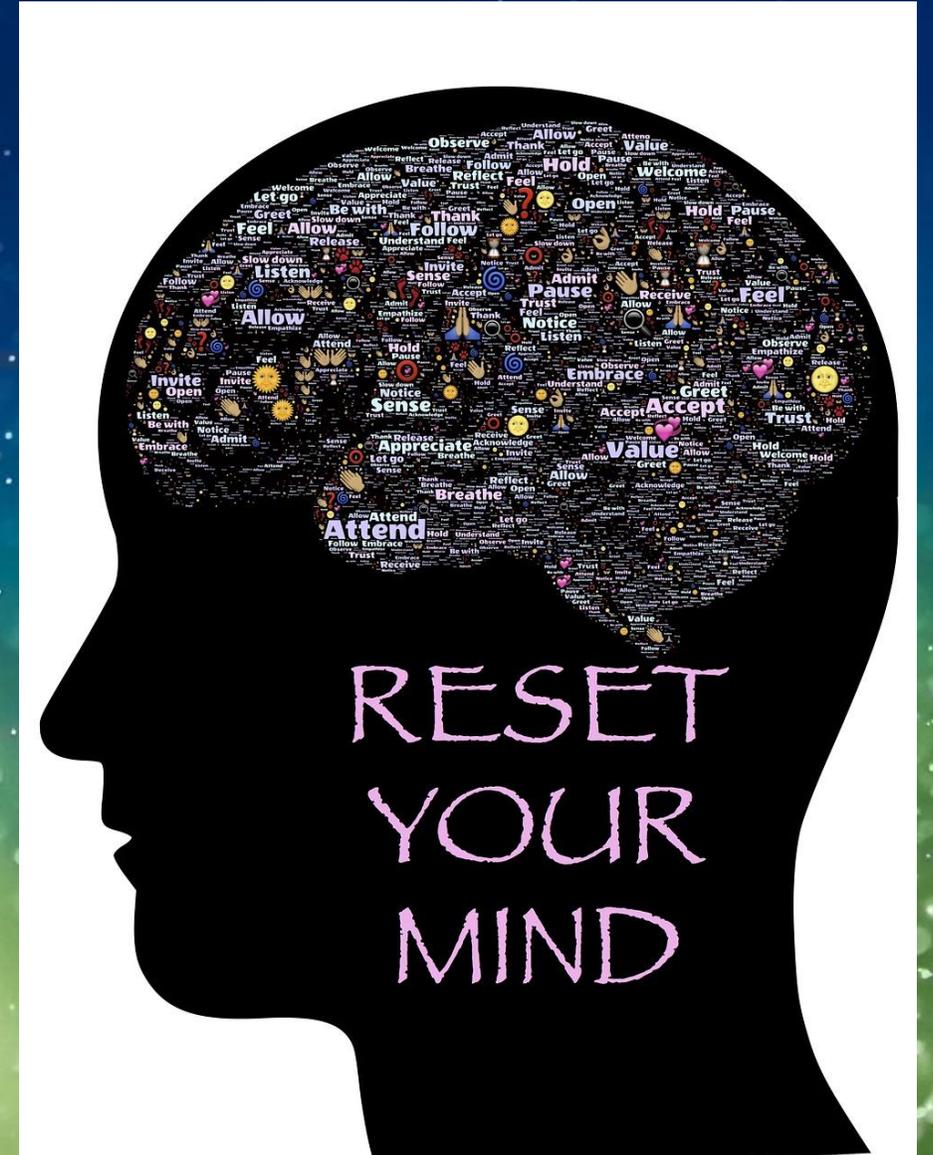
Draw a picture of your special safe space. What items would you like to have there?





# EDUCATE 2B! - MINDFULNESS

- Brain science has shown the benefits of mindfulness.
- Solid empirical evidence has shown how mindfulness improves functioning skills such as:
  - attention
  - self-regulation
  - impulse control
- Mindfulness:
  - reduces stress and anxiety
  - alleviates symptoms of depression
  - Helps in healing the internal pain of trauma
- Mindful practices create lasting change



## EDUCATE 2B! - MINDFULNESS

# ADAPTING TO DIVERSITY:



➔ Developmental Differences such as autism, attention-deficit disorder, pervasive developmental delay, and sensory processing disorders

➔ Mental health challenges, including chronic stress, anxiety, depression, excessive irritability, frustration, or anger; maintaining student engagement and motivation when students possess a wide range of abilities and learning styles

➔ Significant adversity or trauma caused by physical, emotional, or psychological abuse or neglect at home or in the community

EDUCATE 2B! - MINDFULNESS

# MINDFUL BASED MISSION

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EDUCATE 2B! PRACTICES ARE DESIGNED TO MEET  
THE NEW SEL STANDARDS IN A STRAIGHTFORWARD  
AND ENGAGING WAY.



# SOCIAL & EMOTIONAL LEARNING

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## EDUCATE 2B! - MINDFULNESS

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### SELF-AWARENESS

Recognizing one's thoughts, emotions, and how their inner experiences affects behavior



### SELF-MANAGEMENT

Regulating one's thoughts, emotions, and behavior while managing stress, controlling impulses, and continuing to set and work towards personal and academic goals



### RESPONSIBLE DECISION-MAKING

Making constructive, safe, and ethical choices about personal behavior and social engagement



### SOCIAL AWARENESS

Showing empathy and compassion toward others with diverse perspectives

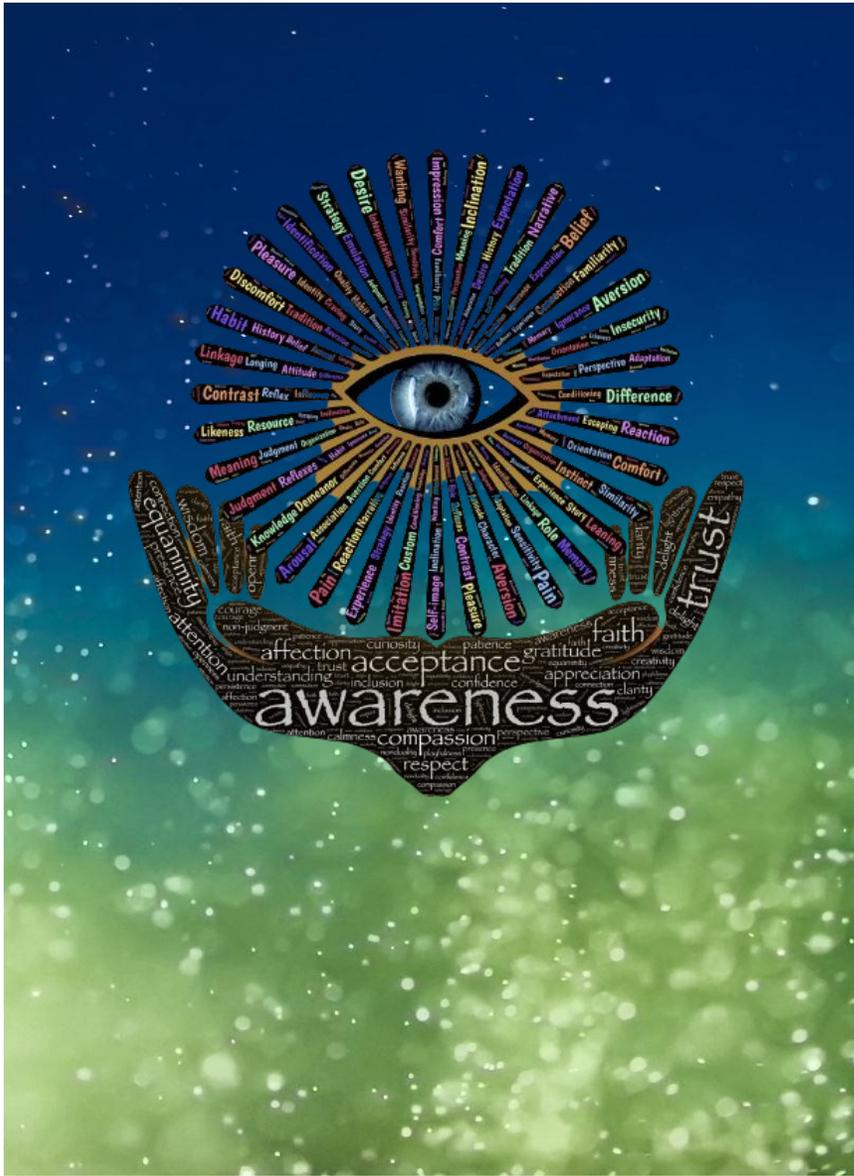


### RELATIONSHIP-BUILDING SKILLS

Forming healthy, positive relationships with diverse individuals and groups and communicating clearly to negotiate conflict

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# EDUCATE 2B! - MINDFULNESS



## MINDFULNESS

- Is a practice of paying attention, on purpose, to the present moment experience.
- Provides a path for safely guiding attention and observing inner dialogue, while taming the often judgmental inner critic
- Mindfulness develops the mindbody integration that is needed to achieve any goal.
- Benefits include self-regulation, attentional control, greater compassion toward self and others, and decreased stress and anxiety.
- Helps students develop the attentional and focus skills for engaged learning.

# EDUCATE 2B! - MINDFULNESS



## THE 3 ELEMENTS

BREATH

MOVEMENT

MINDFULNESS

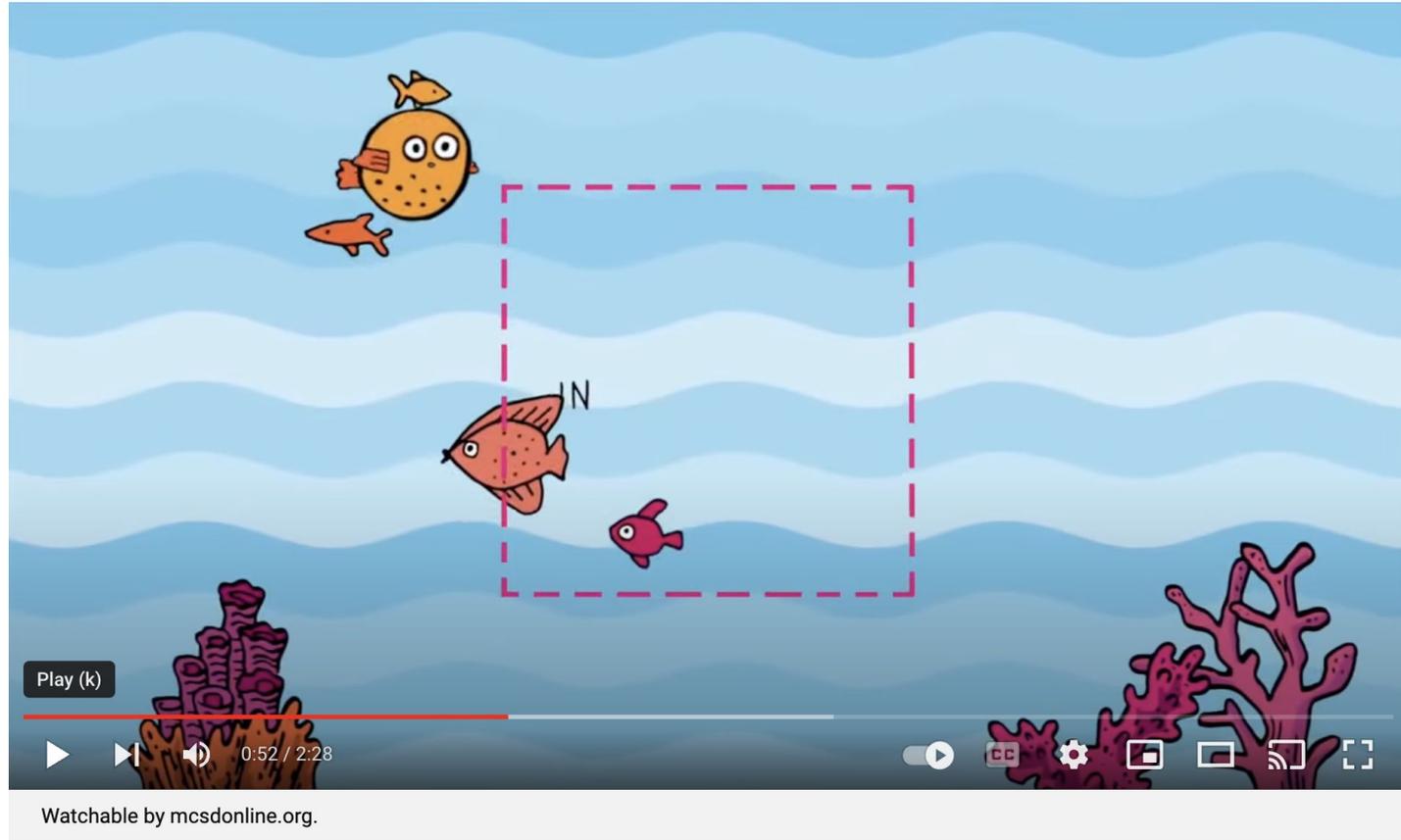
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## EDUCATE 2B! - MINDFULNESS



## BREATH

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  - Provides a path for safely guiding attention and observing inner dialogue, while taming the often judgmental inner critic
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  - Helps students develop the attentional and focus skills for engaged learning.
-



# FISH BREATHING (2 MINS)

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MORNING MEETING LESSONS FOR YOUR  
CLASSROOM TEACHERS!

Guided Square Breathing Exercise in 2 minutes



## EDUCATE 2B! - MINDFULNESS



## MOVEMENT

- Builds new brain cells for learning
  - Releases tension and trauma
  - Decreases impulsivity
  - Coordinates Activation of the right and left Hemispheres of the brain
  - Metabolizes cortisol, the stress hormone
  - Improves gross and fine motor skill development
-

# MINDFUL BASED LESSONS

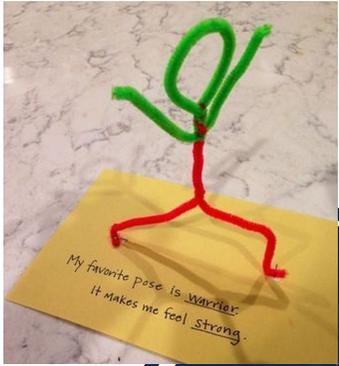
What is yoga?  
A 4 year old explains...

"OK, so yoga is just... you breathe in and out like this, then you start doing slow karate."



MORNING MEETING LESSONS FOR YOUR CLASSROOM  
TEACHERS!





# AUTUMN YOGA



**I am a bear.**  
DOWNWARD-FACING DOG POSE



**I am a whale.**  
LOCUST POSE



**I am a fox.**  
KNEELING



**I am a hedgehog.**  
CHILD'S POSE



**I am a monarch butterfly.**  
COBBLER'S POSE

# PIPE CLEANER YOGA POSES

MORNING MEETING LESSONS FOR YOUR  
CLASSROOM TEACHERS!

# EDUCATE 2B! - MINDFULNESS

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## MINDFULNESS

- Is a tool that strengthens the neural networks essential for acquiring intrapersonal skills
  - Recognizing negative self-talk, attitudes and thoughts within the mind, and harnessing the ability to choose a better-feeling thought or action in the moment
  - Improves concentration and attention
  - Enhances cognitive control
  - Cultivates compassion for self and others
  - Supports social emotional learning
  - Alleviates anxiety and depression
  - Reduces reactivity
-

- AS MUCH AS POSSIBLE MAINTAIN A SENSE OF HUMOR WITH WHATEVER HAPPENS WHEN YOU ARE PRACTICING.
  - AS YOU WORK AT THE PRACTICE, PLANT YOUR SEEDS!  
YOU NEVER KNOW WHEN THEY WILL GROW!
- 

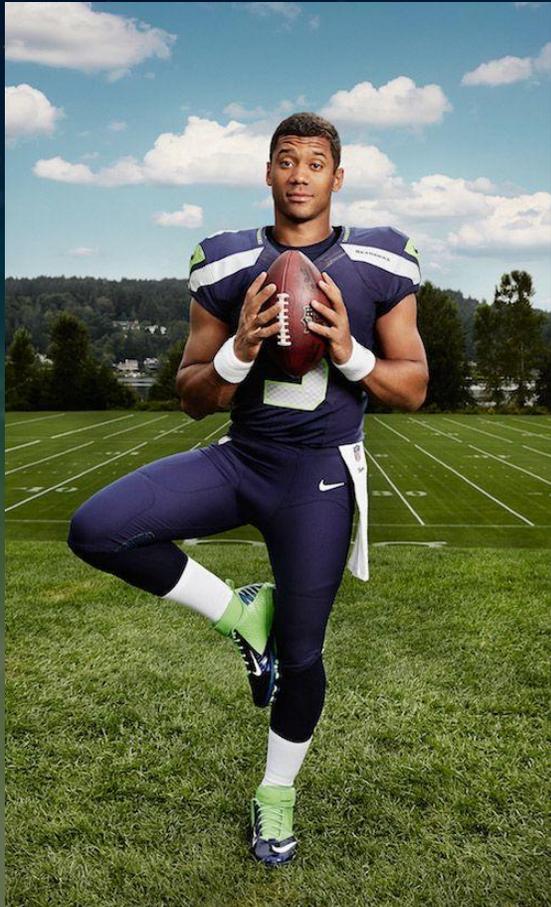
AT LEAST 30% OF THE TIME WHEN I WALK INTO A CLASS I SURVEY THE ROOM AND CHANGE MY LESSON.

FUN ATTENTION GRABBING APPROACHES ARE OFTEN APPROPRIATE IF YOUR STUDENTS ARE DISTRACTED BUT OTHERWISE RESPONSIVE.

CREATIVE STRATEGIES HAVE A PLACE IN MORE CHALLENGING CLASSROOMS BUT IT'S IMPORTANT TO KEEP IN MIND THAT THOSE STUDENTS WITH DAILY BEHAVIORS THAT KEEP THEM FROM BEING IN REGULAR CLASSROOM ACTIVITIES WILL NEED SUPPORT FROM OTHER TEACHERS OR STAFF OR YOURSELF OUTSIDE OF REGULAR CLASS.

# MINDFUL BASED LESSONS

READ  
THE  
ROOM



YouTube kobe bryant mindfulness

1:08 / 2:28

Watchable by mcsdonline.org.

### Kobe Bryant & Phil Jackson | Meditation

**The Flow Station**  
1.13K subscribers [Subscribe](#)

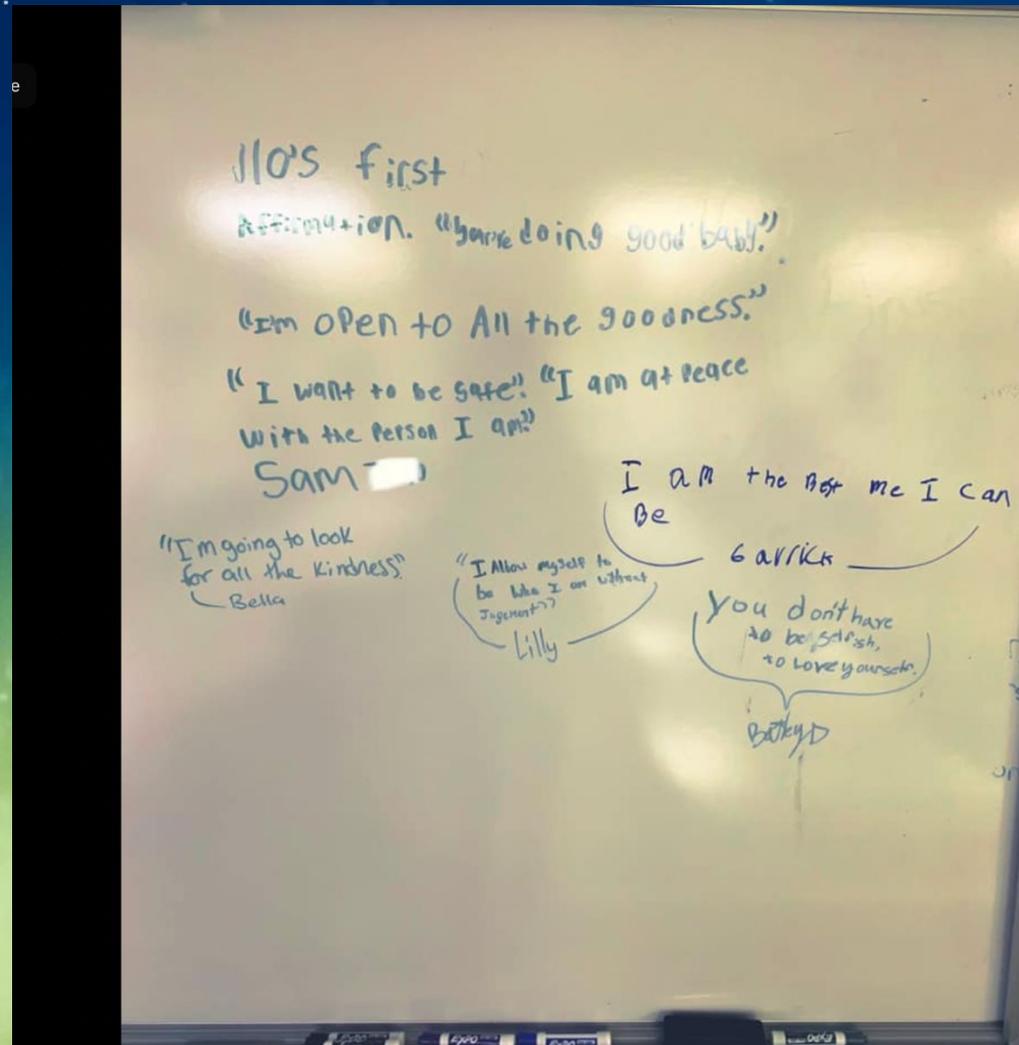
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# TODAY'S CLASSROOMS

- It often mirrors the culture within neighborhoods, communities, and society at a large
  - Declining coping skills and increasing behavioral challenges are common in many classrooms, yet there are fewer resources for teachers to assist them.
  - One of the greatest barriers to classroom learning is student behavior. When these behaviors play out, it greatly interrupts the flow, energy, and focus of the classroom and teacher.
  - When taught, students are able to hone their attention inward, giving them ample time to pause, sense, and feel what is happening within them in the moment.
-

# MINDFUL BASED LESSONS



**Mrs. Phelps Yoga & Mindfulness Forum**  
February 28, 2021 · 🌐

In 5th grade we spoke about the positive effects that mantras and affirmations can have. Neat to see what a few of them chose to make their own.

Edit

👍👍👍 13 1 Comment

👍 Like Comment ↗ Share

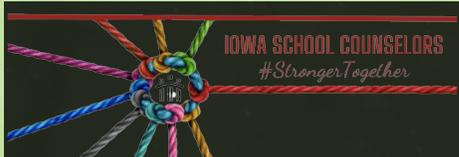
Most relevant ▾

**Lori Shield**  
Wow ❤️❤️❤️

Like Reply Hide 1y

Write a comment... 🗨️ 😊 📷 📺 📧

Press Enter to post.

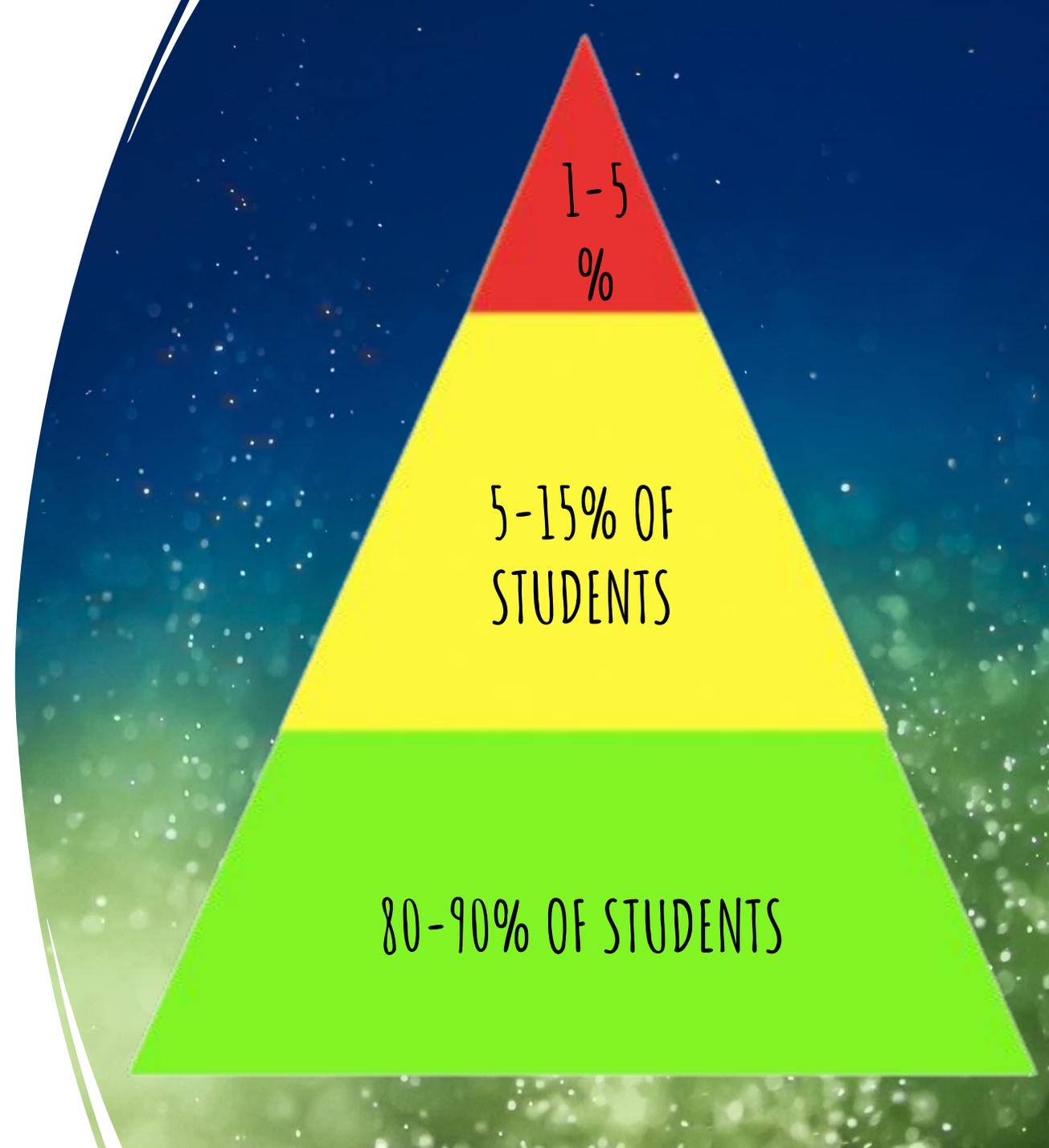


## EDUCATE 2B! - PBIS & RTI

EASILY INTEGRATES INTO THESE FRAMEWORKS, PROVIDING STRATEGIES THAT ARE UNIVERSALLY PREVENTIVE AS WELL AS THERAPEUTIC FOR THE POPULATION OF STUDENTS WHO ARE GREATLY IN NEED OF ADDITIONAL SUPPORT.

EACH ACTIVITY CAN BE APPLIED TO EVERY PBIS TIER.

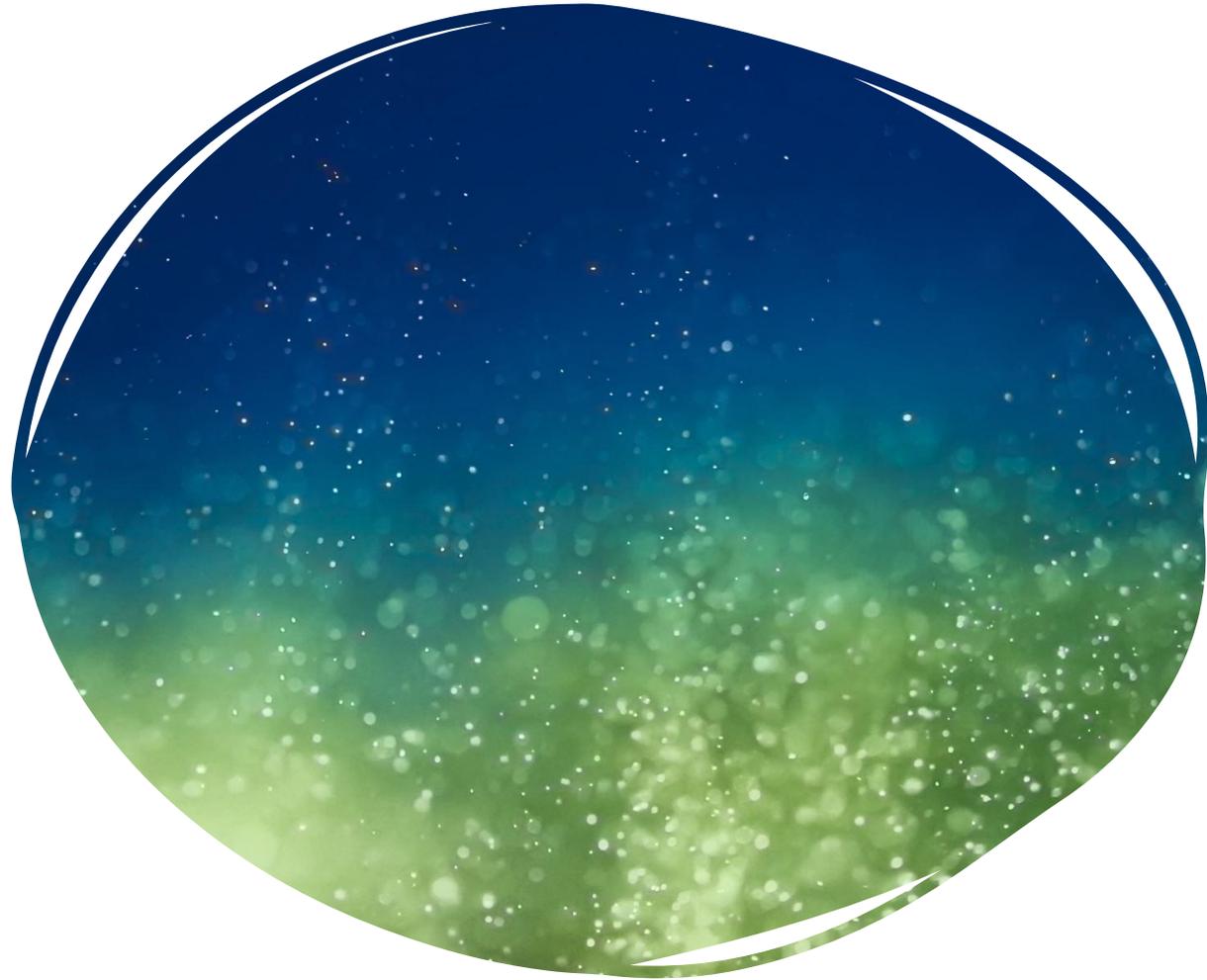
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HOME BASE  
LET'S GET STARTED

## EDUCATE 2B! - MINDFULNESS

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## HOME BASE

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- HOMEBASE IS A FOUNDATIONAL PRACTICE.
- BECAUSE IT TAKES LESS THAN A MINUTE,
- IT CAN BE USED SEVERAL TIMES A DAY.

WHEN REPEATED, STUDENTS BEGIN TO NOTICE THAT THEY CAN CREATE CHANGES ON THEIR OWN, BUILDING THEIR INNER AWARENESS, SELF-CONTROL, AND METACOGNITION.

# MINDFUL BASED ACTIVITY

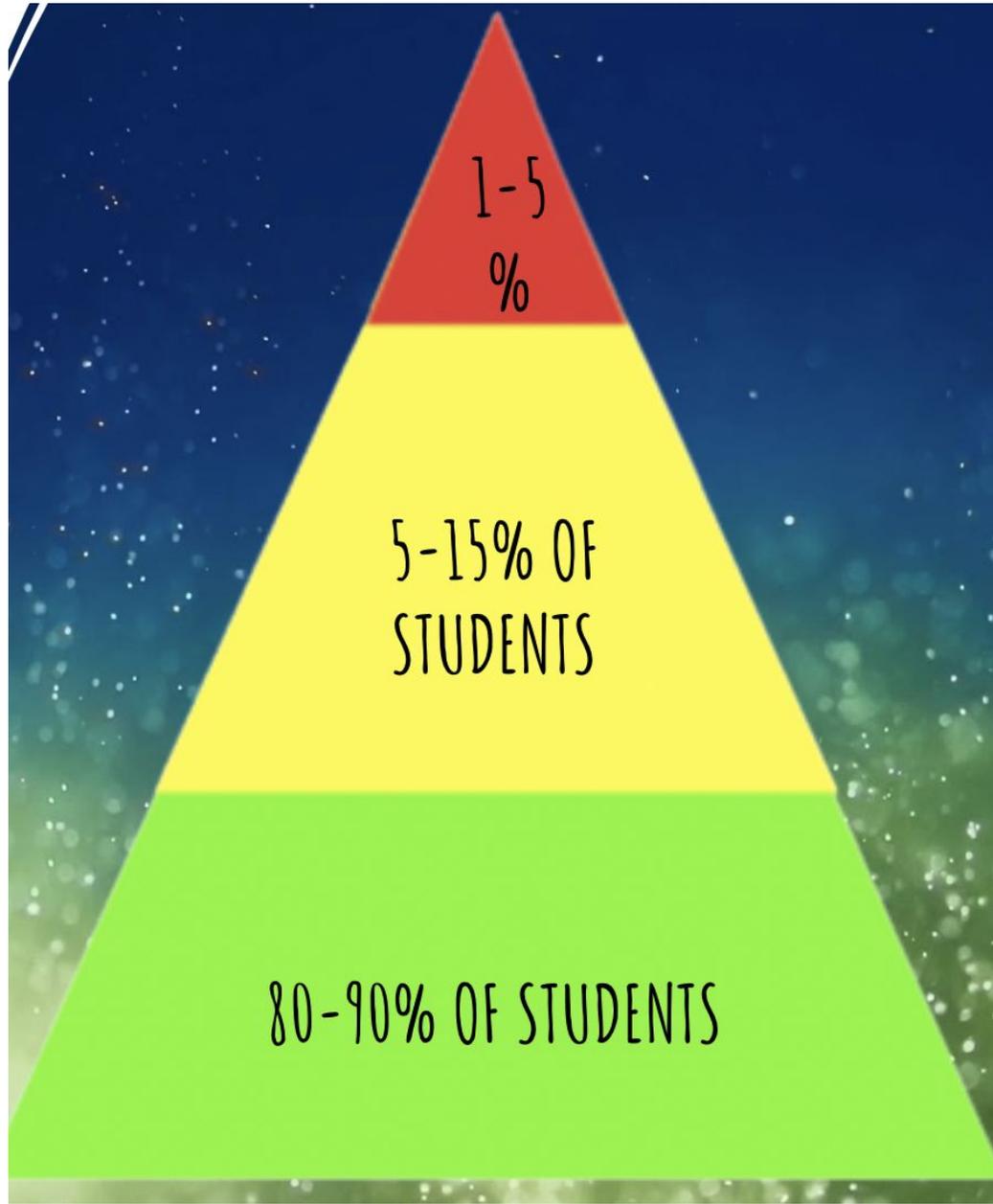
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## HOME BASE

1. STAND TALL WITH FEET HIP-DISTANCE APART, OR BE SEATED WITH FEET ON THE FLOOR.
2. SPINE IS LONG WITH A PROUD POSTURE. SHOULDERS ARE RELAXED
3. EYES CAN BE OPEN AND SOFTLY GAZING AT A STILL OBJECT OR CLOSED



5. IF STANDING, TURN PALMS TO FACE FORWARD. IF SEATED, REST PALMS ON LAP.
6. BREATH IN. PAUSE. BREATH OUT. PAUSE. REPEAT AS NEEDED.
7. TAKE A MOMENT TO NOTICE HOW YOU FEEL.



# PBIS & RTI INTEGRATION

TIER 3- FOR STUDENTS WITH DEVELOPMENTAL DIVERSITY, BEFORE PAUSING TO NOTICE THE INNER LANDSCAPE, HAVE THEM MARCH IN PLACE 10 TIMES AND GIVE THEMSELVES A HUG. THESE ELEMENTS PROVIDE DEEP TOUCH PRESSURE AND TACTILE INPUT TO INCREASE THEIR BODY AWARENESS.

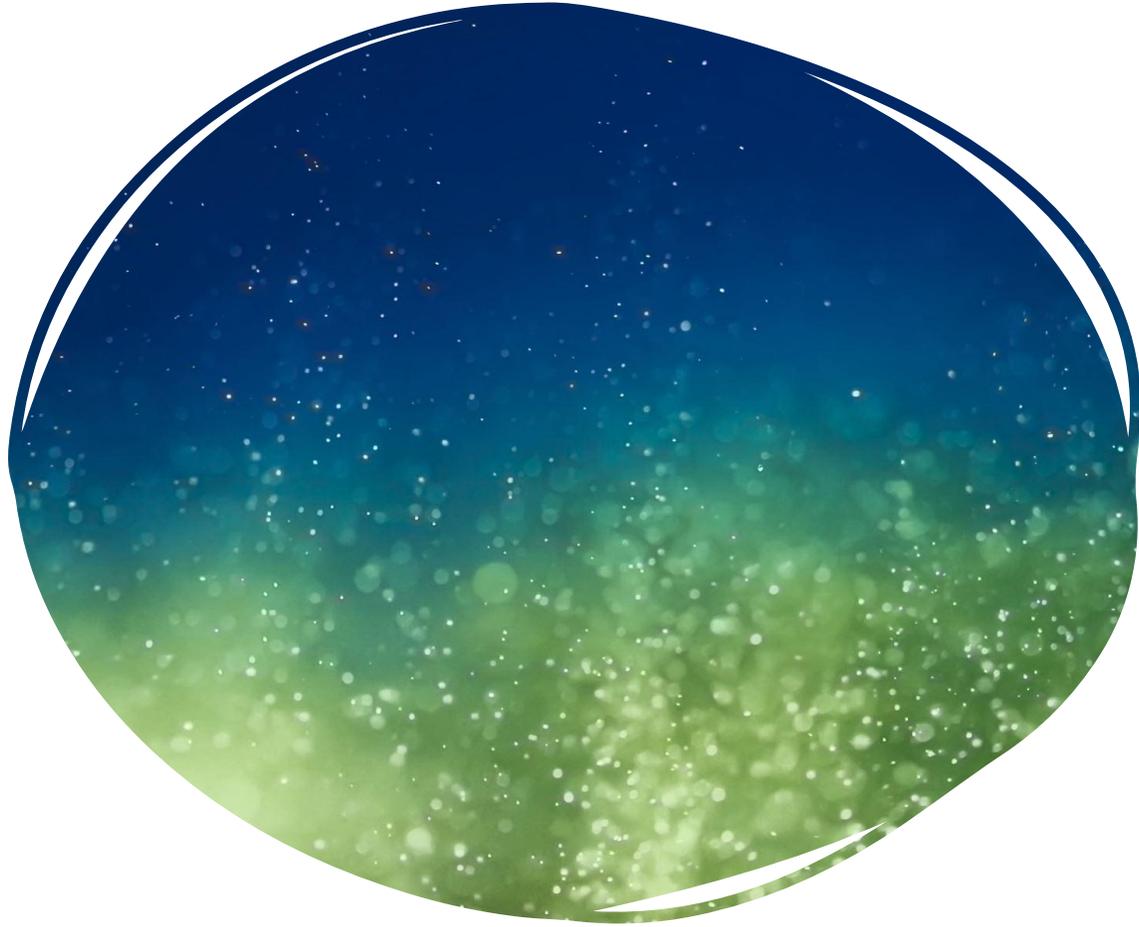
TIER 2- USE HOMEBASE TO TRANSITION FROM LIVELY AND ACTIVE ACTIVITIES TO QUIET ACTIVITIES. THIS GIVES STUDENTS A CHANCE TO CALM THEMSELVES AND PREPARE FOR WHAT IS TO COME.

TIER 1- ENGAGE STUDENTS WITH HOME BASE WHEN MOUNT TO AND FROM VARIOUS ACTIVITIES TO BUILD THEIR FAMILIARITY WITH PAUSING AND NOTICING WHAT IS HAPPENING WITHIN BEFORE THEY RUSH ONTO SOMETHING ELSE.

CALMING

## EDUCATE 2B! - MINDFULNESS

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CALMING PRACTICES  
ALLOW STUDENTS TO  
FIND COMFORT WITHIN  
THEMSELVES.

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SUN BREATH  
ROCKET BREATH  
DOWN DOG  
WATERFALL THREE LIGHTS  
MELTING BUTTER  
HEALING HANDS

# SUN BREATHING

1. BEGIN IN HOME BASE POSE FOR 3-5 BREATHS
2. INHALE THROUGH YOUR NOSE AS YOU LIFT YOUR ARMS OVER YOUR HEAD TO FORM THE SHAPE OF THE SUN.
3. PAUSE FOR A COUNT OF 3 WHILE YOU HOLD THE BRIGHT SUN.
4. EXHALE, SLOWLY FLOAT YOUR ARMS BACK TO THE SIDES OF YOUR BODY. *TRY TO NOT LET YOUR ARMS REACH THE END POSITION UNTIL YOU HAVE FULLY EXHALED.*
5. REPEAT THIS MOVEMENT AND BREATHING PATTERN FOR 30 SECONDS.
6. ON YOUR FINAL SUN BREATH, INHALE AGAIN, AND LIFT YOUR ARMS TO FORM THE SUN.
7. PAUSE FOR A COUNT OF 3 AS YOU BRING YOUR FINGERTIPS TOGETHER.
8. EXHALE AND LOWER YOUR HANDS TO YOUR NAVEL
9. CLOSE YOUR EYES, IMAGINE THE ENERGY OF THE SUN ENTERS YOUR BODY, GIVING YOU THE STRENGTH, COURAGE, AND PEACE THAT YOU NEED TODAY... PAUSE
10. RETURN TO HOME BASE. BREATHE IN AND OUT 2 TIMES. HOW DO YOU FEEL?





# THE SCIENCE

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SUN BREATH FREES THE RIB CAGE, ALLOWING THE LOWER LOBES OF THE LUNGS TO EXPAND WITH GREATER EASE.

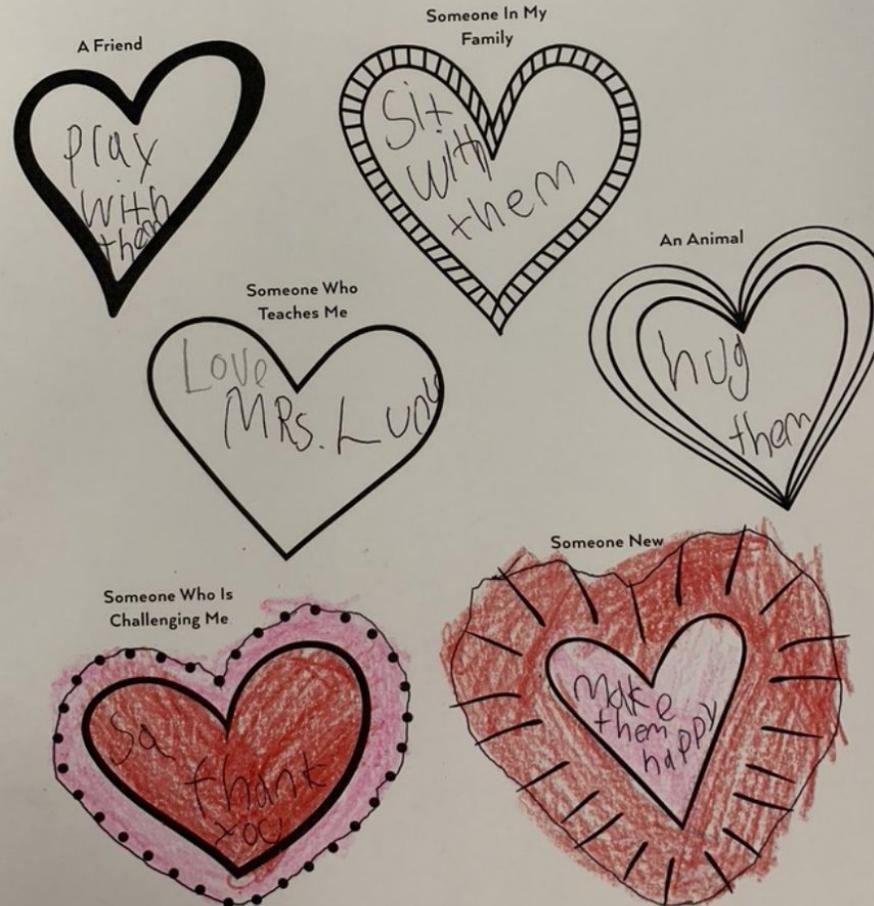
MOVEMENT OF THE UPPER-LIMBS CAN HELP FACILITATE FULL, DEEP BREATHING BY ASSISTING THE RIB CAGE TO MOVE IN A NORMAL PATTERN WITH BREATH.

THIS NATURAL FLUIDITY OF THE RIB CAGE, EXPANDING Laterally, BECOMES RESTRICTED WHEN CHRONIC STRESS IS EXPERIENCED.

## GIFT LOVE

How do you show other people kindness and caring? Do you help them or say something nice? Do you spend time together or give them a hug?

Directions:  
Write in each heart how you give love to different people in your life.



# MINDFUL BASED LESSONS

MORNING MEETING LESSONS FOR YOUR  
CLASSROOM TEACHERS!



# MINDFUL BASED LESSONS

## CREATIVE (FUN!) WORKSHEETS

Print these inspiring, fun worksheets that spark thoughtfulness and creativity!

This is too hard  I'll take a deep breath and keep trying until I get it

I can find something interesting about everything  I'm bored and I want to do something else

I messed up  Mistakes are how I learn

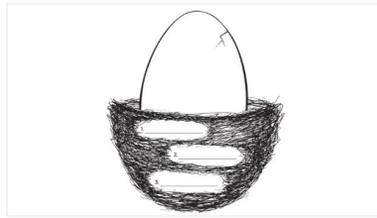
I'm tired and don't have any energy  When I move and play I get more energy

I can figure out how other people do it and train my brain or body to do it too  I'm not as good at this as everyone else

I like challenging things because that's how I get smarter and stronger  I like things to be easy

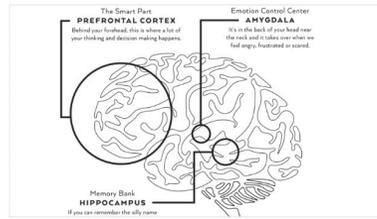
MIND FLEX  
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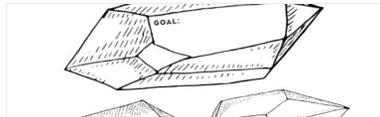
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## What To Do...Step by Step

1. Sit comfortably.
2. We are going to practice silently saying kind and loving things to ourselves. As we send ourselves wishes of joy and well-being, we will also take a little time to notice how these positive thoughts feel in our minds, bodies, and hearts.
3. Place your hands on your heart, and gently close your eyes if that is comfortable for you today. Notice your breath moving in and out. Pause.
4. Let's begin. Silently say to yourself:  
"May I be happy." Pause.  
"May I be healthy." Pause.  
"May I be strong." Pause.  
"May I be safe." Pause.
5. Continue on your own for a few seconds by repeating any of those statements to yourself right now, or add any loving statement that you choose. Pause for 15-30 seconds.
6. Let's all take a big breath in together and a big breath out, and notice how you feel.
7. When you are ready, gently open your eyes.



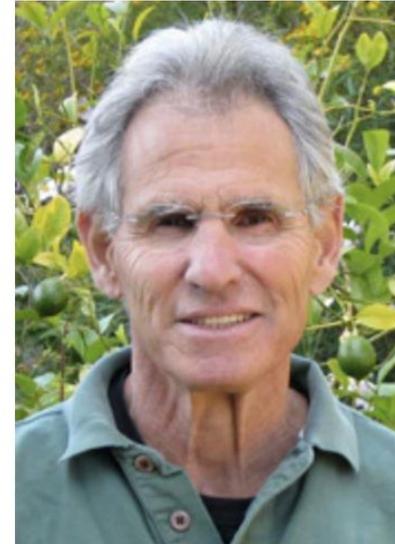
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# MINDFULNESS

Dr. Kabat-Zinn received his Ph.D. in molecular biology from MIT in 1971 with the Nobel Laureate in physiology and medicine, Salvador Luria. Dr. Kabat-Zinn's research between 1979 and 2002 focused on mind/body interactions for healing, on various clinical applications of mindfulness meditation training for people with chronic pain and/or stress-related disorders, on the effects of mindfulness-based stress reduction (MBSR) on the brain and how it processes emotions, particularly under stress, and on the immune system; on the use and effects of MBSR with women with breast cancer and men with prostate cancer; on patients undergoing bone marrow transplant; with prison inmates and staff ( [view PDF](#)); in multicultural settings; and on stress in various corporate settings and work environments.

His work in the stress reduction clinic was featured in Bill Moyers' PBS Special, *Healing and the Mind* and in the book of the same title. In 1998, he and his colleagues published a research paper demonstrating in a small clinical trial, a four-fold effect of the mind on the rate of skin clearing in patients with psoriasis undergoing ultraviolet light therapy: [Kabat-Zinn et al, *Psychosomatic Medicine* 60:625-623 (1998)] ( [view PDF](#)). Another study [Davidson, Kabat-Zinn, et al. (2003)], showed positive changes in brain activity associated with more effective emotional processing under stress, and in immune function in people taking an MBSR course in a corporate work setting in a randomized clinical trial ( [view PDF](#)). In 2008, he published, with Dr. David S. Ludwig of Children's Hospital, an article in JAMA (Journal of the American Medical Association) called [Mindfulness in Medicine](#).

During his career, Dr. Kabat-Zinn has trained groups of judges, CEOs and business leaders, lawyers, clergy, and Olympic athletes (the 1984 Olympic Men's Rowing Team) in mindfulness. Under his direction, the [Center for Mindfulness](#) (CFM) at UMass conducted MBSR programs in the inner city in Spanish as well as in English from 1992 to 2000. From 1992 to 1996, the CFM delivered programs to inmates and corrections staff and officials in the Massachusetts Department of Corrections with support from the Massachusetts Committee on Criminal Justice. The CFM also offers a number of professional training opportunities in MBSR, some of which Dr. Kabat-Zinn co-led with Dr. Saki Santorelli during the years 2000 through 2015 (see [Omega Institute for Holistic Studies](#), [Arbor-Verlag](#), and [Center for Mindfulness](#)). Over 720 medical centers and clinics nationwide and abroad now use the MBSR model, including 17 in the Kaiser-Permanente system in Northern California. For a number of years, he conducted annual Power of Mindfulness retreats for business leaders and innovators through the [Center for Mindfulness](#).



# MINDFULNESS BASED STRESS REDUCTION

51-55

MORNING MEETING LESSONS FOR YOUR CLASSROOM  
TEACHERS!



**Psoriasis**

Kabat-Zinn J, Wheeler E, Light T, Skillings A, Scharf M, Cropley TG, Hosmer D, and Bernhardt J. Mindfulness-based stress reduction intervention on rates of psoriasis undergoing photodynamic therapy (PUVA). *Psychosom Med* (1998) 60:625-632

So that's just one little thumbnail sketch of the kind

51:20 / 1:14:42

Watchable by mcsdonline.org.

**Jon Kabat-Zinn speaking at Google**

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