

THE MINDFUL SCHOOL

Student Lessons - Level 1



CONCEPT:

TO BRING AWARENESS TO RECYCLING BY BEING MINDFUL THROUGH PLAY

EXERCISE NAME:

RECYCLING CENTRE ROLEPLAY AREA

EXPLANATION:

THIS ACTIVITY INVITES STUDENTS TO TAKE RESPONSIBILITY FOR THEIR ACTIONS ON THE ENVIRONMENT AND BE MINDFUL OF HOW THEY DISPOSE OF WASTE BY LEARNING THROUGH PLAY IN A RECYCLING CENTRE ROLE PLAY

METHODOLOGY

- A RECYCLING CENTRE ROLE PLAY AREA WILL BE SET UP IN THE CLASSROOM
- CHILDREN WILL COLLECT RECYCLABLE RUBBISH (EGG CARTONS, CARDBOARD BOXES ETC.) FROM HOME AND OTHER CLASSES AND USE IT AS PART OF ROLE PLAY
- CHILDREN WILL ROLE PLAY DIFFERENT JOBS WITHIN THE RECYCLING CENTRE
- CHILDREN WILL SORT MATERIALS INTO DIFFERENT BINS
- CHILDREN WILL USE PRE-TAUGHT VOCABULARY BASED AROUND RECYCLING AND TAKING CARE OF THE ENVIRONMENT

REFLECTION QUESTIONS (CHILDREN OR FACILITATOR)

CHILDREN WILL BE INVITED TO REFLECT ON THEIR ROLE IN THE CENTRE AND EXPLAIN THE PART THAT THEY PLAYED IN THE ROLE PLAY -
"WHY DO YOU THINK RECYCLING CENTRES ARE IMPORTANT?" "DO YOU THINK THE PEOPLE WORKING IN RECYCLING CENTRES HAVE AN IMPORTANT JOB? WHY?"

REFERENCES:

LESSON #:

1

LESSON RESOURCES

Display Banner



Recycling Bins & labels



Recyclable Materials (collected by children at home and in school)



LESSON RESOURCES

Job Description Labels



Hi-vis Jackets



Oral Language Flashcards & Display Signs



THE MINDFUL SCHOOL

Student Lessons - Level 1



CONCEPT:

TO BRING AWARENESS OF THE ENVIRONMENT THROUGH ART USING RECYCLABLE MATERIALS

EXERCISE NAME:

JUNK ART

EXPLANATION:

THIS ACTIVITY INVITES STUDENTS TO REIMAGINE RECYCLABLE MATERIALS IN A CREATIVE WAY BY MAKING ART INSTALLATIONS WITH THEM. THE OVERALL AIM OF THE LESSON IS TO INCREASE CHILDREN'S AWARENESS AROUND RE-USING AND RE-CREATING WITH RECYCLABLE MATERIALS.

METHODOLOGY

- A CREATIVE/'RE-CREATE' AREA WILL BE SET UP IN THE CLASSROOM
- CHILDREN WILL COLLECT RECYCLABLE RUBBISH FROM HOME AND OTHER CLASSES AND USE IS AS PART OF JUNK ART
- CHILDREN WILL CREATE ART PIECES USING ONLY RECYCLABLE MATERIALS
- CHILDREN WILL BE GIVEN THE OPPORTUNITY TO WORK CREATIVELY THROUGH FREE ART WITHOUT EXPLICIT INSTRUCTION
- CHILDREN WILL BE ENCOURAGED TO ENJOY THE PROCESS IN THEIR OWN TIME AS OPPOSED TO FOCUSING ON THE FINISHED PRODUCT

REFLECTION QUESTIONS (CHILDREN OR FACILITATOR)

CHILDREN WILL BE ENCOURAGED TO DISCUSS BOTH THE CREATIVE PROCESS AND FINISHED PIECE - "HOW HAS THE JUNK ART PROJECT CHANGED YOUR WAY OF THINKING ABOUT RUBBISH AND RECYCLING?"
"WHAT HAVE YOU CREATED WITH YOUR RECYCLABLE MATERIALS?"

REFERENCES:

LESSON #:

2

LESSON RESOURCES

Recyclable Materials (collected by children at home and in school)



Creative Materials



Re-creation Station Sign

**RE-CREATION
STATION**



THE MINDFUL SCHOOL

Student Lessons - Level 1



CONCEPT:

TO BRING AWARENESS BY BEING MINDFUL THROUGH ART USING ORGANIC MATERIALS

EXERCISE NAME:

NATURE ART

EXPLANATION:

THIS ACTIVITY INVITES STUDENTS TO REIMAGINE ORGANIC MATERIALS IN A CREATIVE WAY BY MAKING ART INSTALLATIONS WITH THEM. THIS LESSON AIMS TO CHANGE CHILDREN'S OUTLOOK ON NATURE AND THE NATURAL WORLD, AND VIEW THE WORLD AROUND THEM THROUGH AN ARTISTIC LENSE.

METHODOLOGY

- CHILDREN WILL WORK IN THE OUTDOOR CLASSROOM
- CHILDREN WILL COLLECT ORGANIC MATERIALS (LEAVES, TWIGS, STONES ETC.) IN SMALL GROUPS AND WILL CREATE ART PIECES WITH THE MATERIALS, USING THE NATURE ART FRAME (SEE RESOURCES) TO FRAME THEIR CREATION
- CHILDREN WILL PHOTOGRAPH THEIR WORK, AND WILL THEN RETURN THE MATERIALS TO NATURE
- CHILDREN WILL BE ENCOURAGED TO ENJOY THE PROCESS IN THEIR OWN TIME AS OPPOSED TO FOCUSING ON THE FINISHED PRODUCT

REFLECTION QUESTIONS (CHILDREN OR FACILITATOR)

"WHAT HAVE YOU MADE USING ORGANIC MATERIALS?"
"HOW HAS THE ORGANIC ART PROJECT CHANGED YOUR WAY OF THINKING ABOUT NATURAL MATERIALS AND THE WORLD AROUND US?"

REFERENCES:

LESSON #:

3

LESSON RESOURCES

Outdoor Classroom



Organic Materials - leaves, flowers, twigs, stones etc.



Camera



Background Paper



Example



Source: <https://www.fantasticfunandlearning.com/10-ideas-for-creating-with-natural-materials.html>



THE MINDFUL SCHOOL

Student Lessons - Level 1 & 2



CONCEPT:

CREATE A SENSORY GARDEN FOR MINDFUL MOMENTS

EXERCISE NAME:

SENSORY GARDEN

EXPLANATION:

THIS ACTIVITY INVITES STUDENTS TO CREATE A SENSORY GARDEN IN THEIR SCHOOL. BOTH THE CREATION OF THE GARDEN AND IT'S USE THEREAFTER CAN BE USED AS PART OF THE CREATIVE MINDFUL PROCESS. CHILDREN ARE ENCOURAGED TO ENJOY THEIR TIME IN NATURE AND USE ALL FIVE SENSES MINDFULLY

METHODOLOGY

- CHILDREN WILL WORK IN SMALL GROUPS WITH THEIR TEACHER TO PLANT VARIOUS SEEDS/BULBS/FLOWERS IN THE DESIGNATED GARDEN AREA.
- CHILDREN WILL VISIT THE AREA TWICE WEEKLY AND WILL HAVE QUIET/REFLECTIVE TIME HERE. THEY WILL BE ENCOURAGED TO USE THEIR FIVE SENSES THROUGHOUT THEIR VISITS.
- CHILDREN WILL BE ENCOURAGED TO NOTE AND RECORD THE CHANGES THEY SEE IN THE GARDEN AS THE PLANTS AND FLOWERS BEGIN TO GROW.
- CHILDREN WILL BE MINDFUL OF THEIR SURROUNDINGS AND WILL KEEP THE AREA FREE FROM WEEDS/RUBBISH ETC.

REFLECTION QUESTIONS (CHILDREN OR FACILITATOR)

"WHAT SENSES DID YOU USE WHEN SPENDING QUIET TIME IN THE SENSORY AREA?" "WHAT CHANGES DID YOU NOTICE OVER THE DIFFERENT SEASONS?"

REFERENCES:

LESSON #:

4

LESSON RESOURCES

Example

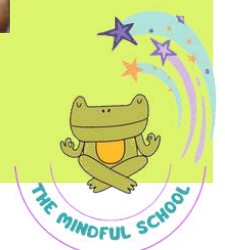


Source: <https://www.crowdfunder.co.uk/pla-sensory-garden-for-children-to-learn-and-grow>

Planting Rota



Planting Tools, Bulbs, etc.



THE MINDFUL SCHOOL

Student Lessons - Level 1



CONCEPT:

TO BE MINDFUL OF THE SOUNDS IN THE ENVIRONMENT

EXERCISE NAME:

SOUND WALK

EXPLANATION:

THIS ACTIVITY INVITES STUDENTS TO ENGAGE IN A 'SOUND WALK' THROUGH WHICH THEY WILL USE THE SENSE OF HEARING TO EXPLORE AND IDENTIFY SOUNDS IN THE ENVIRONMENT. CHILDREN WILL SPEND QUIET TIME OUTDOORS DURING WHICH THEY WILL BE ENCOURAGED TO NOTICE SOUNDS AROUND THEM.

METHODOLOGY:

- CHILDREN WILL WORK IN THE SCHOOL GROUNDS AND WALK TOWARDS THE OUTDOOR CLASSROOM
- CHILDREN WILL STOP AT DIFFERENT TIMES, TEACHER WILL RING A BELL WHICH WILL SIGNAL QUIET TIME
- CHILDREN WILL SPEND A MINDFUL MINUTE LISTENING TO THE VARIOUS SOUNDS AROUND THEM, AS THEIR TEACHER READS THE SOUND WALK SCRIPT
- TEACHER WILL THEN LEAD THE CLASS TO A DIFFERENT AREA IN THE SCHOOL AND REPEAT THE EXERCISE
- THE SOUND WALK WILL FINISH AT THE OUTDOOR CLASSROOM WHERE THE REFLECTION QUESTIONS WILL BE DISCUSSED.

REFLECTION QUESTIONS (CHILDREN OR FACILITATOR)

"WHAT SOUNDS DID YOU HEAR ON THE SOUND WALK?"
"WHAT SOUNDS DID YOU HEAR THAT YOU WOULDN'T USUALLY NOTICE?"

REFERENCES:

LESSON #:

5

LESSON RESOURCES

Outdoor Classroom



Bell



Sound Walk Script

Sound Walk Script

"When I ring the bell, I would like everyone to stand still, with their feet flat on the ground and their hands by their sides. You can close your eyes if you would like to."



"Focus on your breathing. Breathe in, breathe out. Breathe in, breathe out. Now I would like you to focus on your sense of hearing. Listen to the sounds around you. Can you hear things far away? Can you hear things near by? Can you hear loud sounds? Soft sounds? Now, I would like you to focus on your breathe again, breathing in, and out, in and out. When you are ready, you can open your eyes and get ready to continue on our sound walk."



THE MINDFUL SCHOOL

Student Lessons - Level 1



CONCEPT:

TO BRING AWARENESS TO THE SOUNDS IN NATURE AROUND US THROUGH MUSIC EDUCATION

EXERCISE NAME:

WEATHER SOUNDSCAPE

EXPLANATION:

THIS ACTIVITY INVITES STUDENTS TO IDENTIFY THE SOUNDS THAT DIFFERENT TYPES OF WEATHER MAKE, AND USE THESE SOUNDS TO CREATE MUSIC THROUGH BODY PERCUSSION. CHILDREN ARE ENCOURAGED TO BE MORE MINDFUL OF THE SOUNDS IN THEIR EVERYDAY, NATURAL ENVIRONMENT

METHODOLOGY

- CHILDREN WILL LISTEN TO THE DIFFERENT TYPES OF WEATHER SOUNDS CHILDREN WILL WORK IN SMALL GROUPS TO USE BODY PERCUSSION TO RECREATE THESE SOUNDS.
- CHILDREN WILL CREATE A SEQUENCE OF FIVE SOUNDS BASED ON THE WEATHER SOUNDS USING BODY PERCUSSION AND WILL PERFORM THEIR SEQUENCE FOR THEIR CLASSMATES.
- CHILDREN WILL SPEND QUIET TIME LISTENING TO THE WORK OF THEIR CLASSMATES AND AIM TO GUESS THE SEQUENCE OF WEATHER SOUNDS.
- CHILDREN WILL USE WEATHER VISUALS TO SEQUENCE THE SOUNDS THEY HEAR.

REFLECTION QUESTIONS (CHILDREN OR FACILITATOR)

"WHAT WEATHER TYPE DO YOU THINK THIS SOUNDSCAPE REPRESENTS?"

"WHICH WEATHER SOUND WAS THE MOST DIFFICULT TO MAKE?"

"WHICH WEATHER TYPE WAS THE MOST DIFFICULT TO IDENTIFY?"

REFERENCES:

[HTTPS://WWW.YOUTUBE.COM/WATCH?V=-1D106E9GR4](https://www.youtube.com/watch?v=-1D106E9GR4)

LESSON #:

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LESSON RESOURCES

Weather Sound Examples



Weather Sound Sequencing Cards



THE MINDFUL SCHOOL

Student Lessons - Level 1



CONCEPT:

TO BRING AWARENESS TO THE WORLD AROUND US
INSPIRED BY THE STORY 'I CAN SAVE THE EARTH' BY
ALISON INCHES AND VIVIANA GARAFOLI

EXERCISE NAME:

STORY BASED MEDITATION

EXPLANATION:

THIS ACTIVITY INVITES STUDENTS TO LISTEN TO A STORY
BASED ON BEING MINDFUL AND AWARE OF THE WORLD
AROUND US AND ENGAGE IN A MINDFUL MEDITATION
THEREAFTER.

METHODOLOGY

- CHILDREN WILL LISTEN TO THE STORY 'I CAN SAVE THE EARTH' BY ALISON INCHES AND VIVIANA GARAFOLI.
- INSPIRED BY THE STORY, CHILDREN WILL BE INVITED TO BRING THEIR YOGA MATS OUTDOORS AND SPEND SOME TIME BEING MINDFUL IN NATURE. CHILDREN WILL BE INVITED TO FOCUS ON FOUR THINGS THEY CAN SEE, THREE THINGS THEY CAN HEAR, TWO THINGS THEY CAN TOUCH AND ONE THING THEY CAN SMELL.
- CHILDREN WILL DRAW A PICTURE BASED ON THE USE OF THEIR SENSES OUTLINED ABOVE.
- THIS PRACTICE WILL BE MODELLED IN SCHOOL AND CHILDREN WILL BE ENCOURAGED TO PRACTICE AT HOME ALSO.

REFLECTION QUESTIONS (CHILDREN OR FACILITATOR)

"WHAT DID THE LITTLE MONSTER LEARN IN THE STORY?"

"WHAT SOUNDS DID YOU NOTICE?"

"HOW WAS YOUR DAY DIFFERENT WHEN YOU SPENT SOME MORE MINDFUL TIME
OUTDOOR AWAY FROM TECHNOLOGY?"

"DO YOU THINK YOU WOULD BE ABLE TO HAVE A TECHNOLOGY FREE DAY?"

REFERENCES:

'I Can Save the Earth' story book by Alison Inches and Viviana Garafoli

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LESSON RESOURCES

'I Can Save the Earth' story book by Alison Inches and Viviana Garafoli



Yoga Mats



Drawing Activity

I can see...

--	--	--	--

I can hear...


--	--	--

I can touch...

--	--

I can smell...

--



THE MINDFUL SCHOOL

Student Lessons - Level 1



CONCEPT:

TO BRING AWARENESS TO THE IMPORTANCE OF KEEPING OUR OCEANS CLEAN

EXERCISE NAME:

'A WHALE'S TALE'

EXPLANATION:

THIS ACTIVITY INVITES STUDENTS TO WATCH A SHORT ANIMATION AND ENGAGE IN A MEDITATION TO HELP THEM EMPATHISE WITH THE CHARACTERS AND GAIN AN UNDERSTANDING OF THE IMPORTANCE OF NATURE CONSERVATION AND DISPOSING OF LITTER APPROPRIATELY

METHODOLOGY

- CHILDREN WILL WATCH THE SHORT ANIMATION 'A WHALE'S TALE' BY HOPE WORKS, A STORY BASED ON CLEANING UP LITTER FROM THE OCEAN.
- CHILDREN WILL DISCUSS THE FEELINGS OF THE CHARACTERS THROUGHOUT THE SHORT ANIMATION. THE TEACHER WILL PAUSE THE VIDEO AT DIFFERENT POINTS AND ASK CHILDREN TO MINDFULLY REFLECT ON HOW THE CHARACTERS ARE FEELING. CHILDREN WILL BE ENCOURAGED TO LIST EMOTIONS AND FEELINGS THEY WOULD FEEL IF THEY WERE IN THAT SAME POSITION.
- CHILDREN WILL BE ENCOURAGED TO IMAGINE THEMSELVES AS THE WHALE IN THE STORY AND LIST TECHNIQUES AND MINDFULNESS STRATEGIES THEY WOULD USE IN THE SITUATION TO HELP THEM FEEL MORE CALM.

REFLECTION QUESTIONS (CHILDREN OR FACILITATOR)

"HOW DO YOU THINK THE WHALE IS FEELING?"

"HOW DID THE SEA CREATURES SHOW KINDNESS AND WORK AS A TEAM TO SOLVE THE PROBLEM?"

"HOW WOULD YOU ENCOURAGE THE WHALE TO PERSEVERE?" "WHAT COULD THE WHALE DO IF THEY WERE FEELING SAD/WORRIED/OVERWHELMED?"

LESSON RESOURCES

'A Whale's Tale' Hope Works Animation



Mindful Question Cards

How do you think the whale felt at this point? Why do you think they felt this way?



What would you say to the whale to encourage them not to give up?



If you were the whale, what techniques could you use if you felt overwhelmed?



THE MINDFUL SCHOOL

Student Lessons - Level 2



CONCEPT:

TO USE MUSIC WITH A SUSTAINABLE LIVING MESSAGE TO RELAX AND INFLUENCE US POSITIVELY IN SUPPORTING A MORE SUSTAINABLE WORLD.

EXERCISE NAME:

BACK TO EARTH SONG

EXPLANATION:

AMERICAN SINGER AND SONGWRITER, JASON MRAZ'S 2014 SONG 'BACK TO THE EARTH' REMINDS US TO 'SWITCH OFF' FROM OUR BUSY TECHNOLOGY HEAVY LIVES AND EMBRACE A A SIMPLER AND MORE SUSTAINABLE WAY OF LIVING. THE STUDENTS WILL FIND LYRICS AND MELODY OF THIS SONG VERY RELAXING, CATCHY AND UPLIFTING.

METHODOLOGY

- INVITE THE CHILDREN TO RELAX BY SITTING OR LYING DOWN ON THE FLOOR.
- USING SPOTIFY WITH THE LYRICS TURNED ON, PLAY 'BACK TO THE EARTH' BY JASON MRAZ.
- TELL THEM YOU WILL PLAY A SONG FOR THEM TO CHILL OUT TO. THEY SHOULD TRY AND ONLY FOCUS ON THE ENJOYMENT OF THE SONG WHILE IT IS PLAYING.
- SEE LYRICS ON RESURCES PAGE OF THIS LESSON
- AFTER THE SONG HAS PLAYED, INVITE THE CHILDREN TO DISCUSS HOW THE SONG MADE THEM FEEL AND WHAT THEY THOUGHT THE MESSAGE OF THE SONG WAS ABOUT?
- TEACH THE SONG TO THE CHILDREN.

REFLECTION:

SUGGEST THEY COULD PERFORM THIS SONG AT THEIR NEXT WHOLE-SCHOOL ASSEMBLY AS PART OF A SUSTAINABLE LIVING THEMED ASSEMBLY.

LESSON RESOURCES

WHENEVER MY HEAD STARTS TO HURT
BEFORE IT GOES FROM BAD TO FEELING WORSE

I TURN OFF MY PHONE
I GET DOWN LOW
AND PUT MY HANDS IN THE DIRT
I TRY TO STOP THE WORLD FROM MOVING SO FAST
TRY TO GET A GRIP ON WHERE I'M AT
AND SIMPLIFY THIS DIZZY LIFE
AND PUT MY FEET IN THE GRASS
I'M GOING BACK TO THE EARTH
I'M GOING BACK TO THE EARTH
I'M GOING BACK TO WORK
I'M GOING BACK TO THE EARTH
THE ONLY EXPLANATION FOR A HIGH RISE
MUST BE THAT EVERYBODY WANTS TO GET HIGH
AND MOVE ON UP TO A DELUXE
APARTMENT IN THE SKY

WELL, THE HIGHER WE GO, THE TALLER WE GROW OLD
WE LOSE SIGHT OF THE LAND BELOW
WELL, YOU CAN HAVE YOUR PLACE UP IN OUTER SPACE
'CAUSE MY HOME IS WHERE MY FOOD IS GROWN
I'M GOING BACK TO THE EARTH
I'M GOING BACK TO THE EARTH

LESSON RESOURCES

I'M GOING BACK TO WORK
I'M GOING BACK TO THE EARTH
I'M GOING BACK TO THE EARTH
I'M GOING BACK TO THE EARTH
I'M GOING BACK TO WORK
I'M GOING BACK TO THE EARTH
(ALL RIGHT LETS GET THE REST IN OVER THIS BRIDGE)
WE ARE ANIMALS (WE ARE ANIMALS)
WE ARE WILD (WE ARE WILD)
WE STARTED WITH THE MOTION
AT THE BOTTOM OF THE OCEAN
NOW WE'RE SWINGING FROM THE TOPS OF THE TREES
WE ARE ANIMALS (WE ARE ANIMALS)
WE ARE WILD (WE ARE WILD)
AND TO TRULY BE FORGIVEN
WE MUST ALL GET BACK TO LIVING
WITH THE LAND IN HARMONY
I'M GOING BACK TO THE EARTH
I'M GOING BACK TO THE EARTH
I'M GOING BACK TO WORK
I'M GOING BACK TO THE EARTH
I'M GOING BACK TO THE EARTH
I'M GOING BACK TO THE EARTH
I'M GOING BACK TO WORK
I'M GOING BACK TO THE EARTH
(TWO MORE TIMES AROUND!)
I'M GOING BACK TO THE EARTH
I'M GOING BACK TO THE EARTH
I'M GOING BACK TO WORK
I'M GOING BACK TO THE EARTH
(ONE MORE TIME AROUND!)
I'M GOING BACK TO THE EARTH
I'M GOING BACK TO THE EARTH
I'M GOING BACK TO WORK
I'M GOING BACK TO THE EARTH

THE MINDFUL SCHOOL

Student Lessons - Level 2



CONCEPT:

TO BECOME MORE MINDFUL AROUND THE TEMPTATIONS OF CONSUMERISM TO SUPPORT A SUSTAINABLE WORLD

EXERCISE NAME:

SUPPORT A MORE SUSTAINABLE WORLD - STIMULUS & FIVE MINUTE GUIDED MEDITATION

EXPLANATION:

CHILDREN AND ADULTS ARE TARGETED BY MARKETERS IN ADVERTISING CAMPAIGNS, USING MATERIALISM, BEAUTY, POPULARITY, RELATIONSHIPS AND SEXUALITY TO SELL COPIOUS UNNECESSARY PRODUCTS. THIS ACTIVITY INVITES STUDENTS TO BECOME MORE MINDFUL AROUND THE TEMPTATIONS OF CONSUMERISM TO PROTECT THEIR OWN WELLBEING AND OUR PLANET.

METHODOLOGY

- SIGNAL A SAFE AND RELAXING SPACE BY BURNING AN ECO-FRIENDLY ESSENTIAL OIL AND PLAYING SOFT MEDITATIVE MUSIC.
- SHOW THE IMAGES OF THE PEOPLE SURROUNDED BY THE CHEMICALS, PLASTICS, FIZZY DRINK CANS AND CARDBOARD PACKAGING TO THE GROUP ON A BIG SCREEN OR PRINT AND DISTRIBUTE TO SMALLER GROUPS. (SEE ATTACHED RESOURCE SHEET)
 - INVITE THE STUDENTS TO SAY WHAT THEY SEE IN THE IMAGES
 - INVITE THE STUDENTS TO SAY WHAT THEY NOTICE IN THE IMAGES
 - INVITE THE STUDENTS TO SAY WHAT THEY WONDER ABOUT THE IMAGES
- ASK STUDENTS TO SIT WITH THEIR FEET ON THE FLOOR, THEIR BACKS STRAIGHT, THEIR HANDS RESTING UPON THEIR THIGHS AND THEIR EYES CLOSED FOR A GUIDED MEDITATION THAT WILL LAST 5 MINUTES.
- SLOWLY READ THE FOLLOWING SCRIPT.



LET US BEGIN A MEDITATION ABOUT SUPPORTING A MORE SUSTAINABLE WORLD.

YOU'VE WORN THE TOP FOR 6 HOURS SO YOU THROW IT INTO THE LAUDRY TO BE WASHED. YOU FANCY ANOTHER NEW PAIR OF TRACKSUIT BOTTOMS BECAUSE YOU SAW YOUR FAVOURITE TIC-TOCER WEAR THEM. YOU ASK YOUR DAD TO DRIVE YOU TO THE SHOPING CENTRE IN HIS DIESEL CAR. HE BUYS A COFFEE WHILE HE'S PAYING FOR THE FUEL. YOU BUY A BOTTLE OF WATER AT THE SHOP BECAUSE YOU KNOW IT'S HEALTHY TO STAY HYDRATED. FIZZY DRINKS GIVE YOU A LIFT AND TASTE GOOD SO YOU ASK YOUR DAD TO BUY YOU A COKE. YOU ARE HOPING FOR THE LATEST MOBILE PHONE FOR CHRISTMAS. THERE'S NO CHOCOLATE LEFT AT HOME SO YOU KNOW YOU NEED TO BUY SOME ON THE WAY HOME.

WE CONSUME COUNTLESS THINGS EVERYDAY, OFTEN WITHOUT GIVING IT A SECOND THOUGHT. WORLDWIDE CONSUMPTION INCREASES EVERY YEAR AND THE CONSEQUENCES FOR US AND OUR PLANET ARE ALREADY EVIDENT.

WHY DO WE FIND IT SO DIFFICULT TO MAKE DO WITH LESS? OUR ANCESTORS CAPABLY SUPPORTED AND NOURISHED THEMSELVES WITHOUT ANY OF THIS CONSUMERISM.

HOW MUCH IS ENOUGH FOR A GOOD LIFE?

ON AVERAGE ADULTS BUY 60 NEW ITEMS OF CLOTHING EVERY YEAR. AFTERALL, SHOPPING IS A MINDLESS HOBBY FOR MANY PEOPLE. EACH WASHING MACHINE CYCLE RELEASES OVER 700,000 FINE PLASTIC FIBRES AND CHEMICALS INTO THE ENVIRONMENT WHICH CAN POISON SEA CREATURES WHEN INGESTED, AND KILL THEIR SOURCES OF FOOD. WASHING MACHINES RUN ON ELECTRICITY WHICH CASUES FOSSIL FUEL GREENHOUSE GAS EMISSIONS INTO THE ATMOSPHERE.

THE ENTIRE LIFE CYCLE OF DISPOSABLE WATER BOTTLES USED FOSSIL FUELS, CONTRIBUTES TO GLOBAL WARMING AND CAUSES POLLUTION. AROUND 80% OF BOTTLES BECOME LITTER AND THE BOTTLING PROCESS RELEASES 2.5 MILLION TONS OF CARBON DIOXIDE IN THE ATMOSPHERE EACH YEAR.

METHODOLOGY CONTINUED



THE FIZZ IN CARBONATED DRINKS COMES FROM CARBON DIOXIDE, THE MOST SIGNIFICANT CONTRIBUTOR TO CLIMATE CHANGE. THERE ARE ALSO SERIOUS ENVIRONMENTAL AND HUMAN RIGHTS CONCERNS RELATED TO SUGAR CANE PRODUCTION. SUGAR FROM FRUCTOSE SYRUP IS USUALLY GROWN IN CHEMICAL-INTENSIVE MONOCULTURES THAT DEplete SOIL.

IF NOT RECYCLED, CARDBOARD USED EXTENSIVELY FOR PACKAGING, WILL PRODUCE METHANE (THE GREENHOUSE GAS) AS IT BREAKS DOWN, AND CONTRIBUTE TO GLOBAL WARMING. IT WILL ALSO TAKE UP SPACE IN A LANDFILL AND NEGATIVELY EFFECT WILDLIFE IF NOT RECYCLED AS MORE TREES WILL NEED TO BE CUT DOWN.

FOR A SUSTAINABLE LIFESTYLE WE SHOULD NOT CONSUME ANY MORE THAN TWO TONS OF THE GREENHOUSE GAS CARBON DIOXIDE PER PERSON PER YEAR BUT MOST PEOPLE CONSUME FIVE TIMES THAT AMOUNT. WE OFTEN DON'T HAVE ANY IDEA ABOUT THE CONSUMPTION SINS WE ARE COMMITTING EVERY DAY.

IN THE WORLD WE LIVE IN TODAY IT IS EASY TO GET SUCKED INTO TAKING THINGS, USING THINGS, RECEIVING THINGS AND GIFTING TOKENISTIC THINGS FOR PLEASURE WHICH ONLY LASTS MOMENTARILY.

WHAT WILL YOU DO TO BE MORE RESPONSIBLE? LET'S TAKE A MOMENT TO APOLOGISE TO THE EARTH, EACH OTHER AND THE FUTURE GENERATIONS FOR MINDLESSLY GIVING IN TO CONSUMERISM.

WRAP YOUR ARMS AROUND THE WORLD. I AM SORRY FOR HARMING YOU.
WRAP YOUR ARMS AROUND PEOPLE EFFECTED BY GLOBAL WARMING. I AM SORRY FOR HARMING YOU.

WRAP YOUR ARMS AROUND THE NEXT GENERATION OF CHILDREN. I AM SORRY FOR HARMING YOU. I HAVE THE POWER TO MAKE IT BETTER AND I WILL.

LET'S COMMIT TO BEING MORE MINDFUL ABOUT USING UNECESSARY RESOURCES. LET'S ACKNOWLEDGE THAT WE CAN FIND OUR HAPPINESS IN RECOGNISING AND BEING GRATEFUL FOR THE SIMPLE LOVING INTERACTIONS WITH OTHERS.

REFLECTION QUESTIONS (CHILDREN OR FACILITATOR)

"WHERE CAN WE MAKE CUTBACKS IN THE AMOUNT OF PRODUCTS WE CONSUME?"
"WHAT ARE YOU PERSONALLY WILLING TO DO WITHOUT?"

REFERENCES:

EARTH 911 - [HTTPS://EARTH911.COM](https://earth911.com)
'HOW DO WE WANT TO LIVE?' EXHIBITION, FUTURIUM MUSUEM, BERLIN, 2022

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LESSON RESOURCES



REFERENCES:

PHOTO 'HOW DO WE WANT TO LIVE? EXHIBITION,
FUTURIUM MUSUEM, BERLIN, 2022



LESSON RESOURCES



REFERENCES:

PHOTO 'HOW DO WE WANT TO LIVE? EXHIBITION,
FUTURIUM MUSEUM, BERLIN, 2022



LESSON RESOURCES



REFERENCES:

PHOTO 'HOW DO WE WANT TO LIVE? EXHIBITION,
FUTURIUM MUSUEM, BERLIN, 2022



LESSON RESOURCES



REFERENCES:

PHOTO 'HOW DO WE WANT TO LIVE? EXHIBITION,
FUTURIUM MUSUEM, BERLIN, 2022



THE MINDFUL SCHOOL

Student Lessons - Level 2



CONCEPT:

TO BECOME MORE MINDFUL AROUND DISPOSAL OF OUR UNWANTED POSSESSIONS

EXERCISE NAME:

THE GIFT BANK

EXPLANATION:

THIS ACTIVITY INVITES STUDENTS TO BECOME MORE MINDFUL AROUND DISPOSAL OF THEIR UNWANTED POSSESSIONS. IT EMPOWERS THEM TO BE INNOVATIVE AND CHARITABLE BY THINKING ABOUT WAYS THEIR UNWANTED THINGS COULD BE REUSED OR RECYCLED BY OTHERS.

METHODOLOGY

- THE CHILDREN SIT IN A CIRCLE.
- ASK THE CHILDREN TO WRITE DOWN ON A PIECE OF PAPER, SOMETHING THEY OWN, WHICH THEY DON'T PLAY WITH OR USE ANYMORE. (THE ITEM CANNOT BE BROKEN)
- INVITE THEM TO SCRUNCH UP THEIR PIECE OF PAPER WITH THEIR UNWANTED ITEM ON IT AND THROW IT INTO THE MIDDLE OF THE CIRCLE.
- ASK STUDENTS TO PICK UP SOMEONE ELSE'S PIECE OF PAPER, UNFOLD IT AND READ THE ITEM.
- QUESTION IF THAT ITEM COULD BE VALUABLE TO SOMEONE ELSE AND SOMEONE TO EXPLAIN WHO MIGHT USE IT.
- ASK THE STUDENTS TO TURN TO THE PERSON SITTING BESIDE THEM IN THE CIRCLE AND DISCUSS HOW THE TWO ITEMS THEY REVEALED COULD BE REUSED.
- ASK 3 PAIRS OF STUDENTS TO GIVE THEIR FEEDBACK TO THE WHOLE GROUP.
- SHOW THE PHOTO ON THE RESOURCES PAGE TO THE GROUP AND EXPLAIN THAT THIS IS A PUBLIC 'GIFT BANK' ON A STREET IN BERLIN. EXPLAIN THAT PEOPLE CAN LEAVE UNWANTED ITEMS IN GOOD CONDITION THERE AS A GIFT FOR SOMEONE ELSE WHO WANTS THE ITEM.
- START A 'WALKING DEBATE' WITH THE STUDENTS USING THE BELOW STATEMENTS TO STIMULATE DISCUSSION. (STUDENTS WHO AGREE GO TO RIGHT OF THE ROOM, DISAGREE TO THE LEFT AND UNDECIDED STAY IN MIDDLE)

REFERENCES:

LESSON #:

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THE MINDFUL SCHOOL

Student Lessons - Level 2



METHODOLOGY

1. A GIFT BANK IS AN ENVIRONMENTALLY FRIENDLY INITIATIVE
2. THROWING UNWANTED ITEMS IN THE WASTE BIN IS A GOOD IDEA.
3. A PUBLIC GIFT BANK WOULD WORK IN MY ESTATE/AREA

QUESTION SOME STUDENTS IN EACH OF THE STANCE SECTIONS AS TO WHY THEY CHOSE THEIR POSITION.

REFLECTION:

"COULD A GIFT BANK WORK IN OUR SCHOOL?", "WHAT OTHER OPTIONS DO WE HAVE FOR RECYCLING/REUSING UNWANTED POSSESSIONS?". WILL YOU BE MORE MINDFUL GOING FORWARD BEFORE YOU THROW SOMETHING AWAY? ENCOURAGE THE STUDENTS TO COMMIT TO AN ACTION THEY CAN TAKE.

LESSON RESOURCES



THIS IS A GIFT BANK ON A STREET IN ONE OF BERLIN'S NEIGHBOURHOODS.



"YOU MAY LEAVE ITEMS IN GOOD CONDITION WHICH YOU NO LONGER NEED HERE. THINGS WHICH WILL DELIGHT OTHER PEOPLE. NO RUBBISH! OTHERWISE THIS BANK WILL BE CLOSED DOWN. THANK YOU!"

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CONCEPT:

HEALTH AND WELLBEING FOR OLDER CHILDREN

EXERCISE NAME:

MY HEALTH AND WELLBEING

EXPLANATION:

THE CHILDREN WILL DEFINE WHAT HEALTH AND WELLBEING MEAN TO THEM. THEY WILL BE INVITED TO RECOGNISE WHY LOOKING AFTER YOURSELF IS IMPORTANT BEFORE LOOKING AT THE BIGGER, GLOBAL PICTURE. "YOU CANNOT FILL FROM AN EMPTY CUP"

METHODOLOGY

- THE CHILDREN WILL WORK WITH THEIR PEERS TO DEFINE WHAT HEALTH AND WELLBEING MEANS TO THEM. THE FACILITATOR WILL INVITE THE CHILDREN TO IDENTIFY THE DIFFERENCE BETWEEN HEALTH AND WELLBEING.
- EVERY CHILD WILL LIST THE THINGS/PEOPLE THAT CAN IMPACT THEIR HEALTH AND WELLBEING.
- THE WIDER GROUP WILL BRAINSTORM SEVERAL WAYS THAT WE CAN ACHIEVE GOOD HEALTH AND WELLBEING.
- THE CLASS WILL BREAK INTO SMALLER GROUPS, WHERE THEY WILL MAKE A HEALTH AND WELLBEING PLAN FOR AN 11-YEAR-OLD STUDENT. THE PLAN WILL RECOMMEND A VARIETY OF WAYS THAT ONE CAN ACHIEVE A HEALTHIER LIFESTYLE.
- AFTER 10 MINUTES, EACH GROUP WILL SHARE THEIR WELLBEING PLAN. THEY WILL COMPARE THEIR PLANS WITH EVERYONE ELSE'S. THE CHILDREN WILL PROVIDE EACH GROUP WITH FEEDBACK, IDENTIFYING THINGS THAT THEY THINK WOULD WORK AND GIVING REASONS WHY.
- EACH GROUP WILL HANG THEIR WELLBEING PLAN IN THE CLASSROOM, FOR THEIR PEERS TO VIEW.
- TO CONCLUDE THE LESSON, EVERY CHILD WILL CREATE THEIR OWN PERSONAL WELLBEING PLAN. THEY WILL USE THE GROUP WELLBEING PLANS TO INSPIRE AND INFORM THEIR WORK.

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METHODOLOGY CONTINUED

- EVERY CHILD WILL BE ENCOURAGED TO REFER TO THEIR WELLBEING PLAN REGULARLY, REMINDING THEM TO BE PRESENT AND ACTIVELY LOOK AFTER THEIR OWN HEALTH AND WELLBEING.
- SOME SAMPLES: - DIGITAL DETOX - EATING FOODS THAT FUEL MY BODY - MEDITATION - BREATHWORK

REFLECTION:

HOW IS A CHILD MEANT TO CONTRIBUTE TO GLOBAL SUSTAINABILITY IF THEY ARE NOT MINDFULLY LOOKING AFTER THEIR OWN HEALTH AND WELLBEING? HOW CAN A CHILD LOOK AFTER THEIR HEALTH AND WELLBEING MINDFULLY AND REGULARLY?

LESSON RESOURCES

UNITED NATIONS SUSTAINABLE DEVELOPMENT GOALS: GOAL 3



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CONCEPT:

WHERE DOES OUR FOOD COME FROM? WHERE DOES OUR FOOD WASTE GO? WHAT CAN WE DO TO MAKE A DIFFERENCE?

EXERCISE NAME:

THE GRAPE ADVENTURE

EXPLANATION:

EACH CHILD WILL BE INVITED TO MINDFULLY EAT A PIECE OF FRUIT, SUCH AS A GRAPE. THEY WILL EXPLORE THE COLOUR, TEXTURE, AND FLAVOUR OF THEIR FOOD. THE CHILDREN WILL BE ENCOURAGED TO THINK ABOUT WHERE THEIR FOOD COMES FROM AND WHERE THEIR FOOD WASTE GOES, ONCE WE ARE 'FINISHED' WITH IT.

METHODOLOGY

- EACH CHILD WILL GET A GRAPE. THEY WILL HOLD THE GRAPE AND EXPLORE ITS SHAPE, COLOUR AND TEXTURE. AFTER SEVERAL MINUTES, THE CHILD WILL BE ENCOURAGED TO SLOWLY AND MINDFULLY EXPLORE THE TEXTURES, COLOURS, AND FLAVOUR OF THE GRAPE. THIS EXERCISE CAN TAKE UP TO THREE MINUTES. IT IS ABOUT TRULY FOCUSING ON WHAT WE DOING EVERY TIME WE EAT FOOD.
- THE CHILDREN WILL PROVIDE FEEDBACK ON WHAT THEIR EXPERIENCE WAS LIKE.
- THE FACILITATOR WILL ASK THE CHILDREN TO TAKE A MOMENT TO THINK ABOUT WHERE THIS GRAPE CAME FROM? WHAT DID IT TAKE FOR IT TO GET INTO OUR CLASSROOM, OUR HAND, OUR BODY, TODAY?
- THE CHILDREN WILL BE GIVEN A MINUTE TO REFLECT ON WHERE THEIR FOOD HAS COME FROM.
- NEXT, THE CHILDREN WILL BE ASKED TO THINK ABOUT WHERE THEIR FOOD WASTE GOES ONCE THEY ARE FINISHED WITH IT.
- THE CHILDREN WILL WATCH THE FOLLOWING VIDEO ON FOOD WASTE: [HTTPS://WWW.YOUTUBE.COM/WATCH?V=BI-PKWOT2YM](https://www.youtube.com/watch?v=BI-PKWOT2YM)
- IN GROUPS, THE CHILDREN WILL DISCUSS THE VIDEO AND WHAT THOUGHTS CAME TO MIND ABOUT FOOD AND OUR FOOD WASTAGE.
- THE CHILDREN WILL BE INVITED TO LOOK AT WHAT FOOD THEY BRING TO SCHOOL EVERY DAY AND HOW MUCH OF IT ENDS UP IN THE RUBBISH BIN OR GOING BACK HOME WITH THEM.

REFERENCES:

THE UNITED NATIONS GLOBAL GOALS
[HTTPS://WWW.YOUTUBE.COM/WATCH?V=BI-PKWOT2YM](https://www.youtube.com/watch?v=BI-PKWOT2YM)

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METHODOLOGY CONTINUED

- THEY WILL DETERMINE THE PERCENTAGE OF FOOD WASTE AND PRESENT THIS DATA ON A GRAPH.
- THE CHILDREN WILL SHARE THEIR GRAPHS WITH THE CLASS AND OBSERVE THE DATA COLLECTED.
- BASED ON THEIR DATA COLLECTION, THE GROUP WILL MAKE A CLASSROOM PLAN TO HELP THEM TO AVOID FOOD WASTE.

REFLECTION QUESTIONS (CHILDREN OR FACILITATOR)

COULD THE CHILDREN CREATE A WHOLE-SCHOOL ACTION PLAN TO REDUCE FOOD WASTE ON A LARGER SCALE?

REFERENCES:

THE UNITED NATIONS GLOBAL GOALS
[HTTPS://WWW.YOUTUBE.COM/WATCH?V=BI-PKWOT2YM](https://www.youtube.com/watch?v=BI-PKWOT2YM)

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LESSON RESOURCES

THE UNITED NATIONS GLOBAL GOALS 12 & 2



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CONCEPT:

COMPARE HOW THE CONVERSATION AROUND CLIMATE CHANGE HAS DEVELOPED OVER TIME, WHILE MINDFULLY ACKNOWLEDGING THE INFORMATION AVAILABLE TO US NOWADAYS.

EXERCISE NAME:

THE CHANGE IN CLIMATE THROUGH THE YEARS

EXPLANATION:

THE CHILDREN WILL TALK TO AN ELDERLY RELATIVE OR MEMBER OF THEIR LOCAL COMMUNITY ABOUT CLIMATE CHANGE. THE CHILDREN WILL ASK QUESTIONS AND DOCUMENT THE INFORMATION IN A TABLE. EACH CHILD WILL CREATE A TABLE DOCUMENTING THE INFORMATION GATHERED. IN GROUPS, THEY WILL MAKE POSTERS PROMOTING CLIMATE ACTION AMONG YOUNG PEOPLE.

METHODOLOGY

- THE CHILDREN WILL WORK IN GROUPS AND IDENTIFY THEIR KNOWLEDGE ON CLIMATE CHANGE.
- NEXT, THEY WILL IDENTIFY ANY QUESTIONS THAT THEY HAVE ABOUT CLIMATE CHANGE. THE CHILDREN WILL WRITE DOWN SOME QUESTIONS THAT THEY HAVE ABOUT INFORMATION ON CLIMATE CHANGE FROM THE PAST.
- THE QUESTIONS WILL FOCUS ON WEATHER, FOOD, AND TRANSPORT. EXAMPLES: HOW HAS THE WEATHER CHANGED SINCE YOU WERE YOUNG? IS THERE MORE/LESS FOOD AVAILABLE NOWADAYS? WHERE DID YOUR FOOD COME FROM? HOW DID PEOPLE MOVE FROM ONE PLACE TO ANOTHER?
- IN GROUPS, THE CHILDREN WILL SHARE THE INFORMATION GATHERED. THEY WILL IDENTIFY THE DIFFERENCES IN THE KNOWLEDGE THAT WE HAVE NOWADAYS IN COMPARISON WITH THE PAST.
- THE CHILDREN WILL REFLECT ON WHAT THEY CAN DO DIFFERENTLY TO PREVIOUS GENERATIONS.
- HOW CAN WE USE OUR KNOWLEDGE ABOUT CLIMATE CHANGE TO MAKE A DIFFERENCE?
- EACH GROUP WILL CREATE A POSTER TO DISPLAY IN THEIR SCHOOL, HIGHLIGHTING HOW THEIR GENERATION CAN CONTINUE THE WORK OF PREVIOUS GENERATIONS. THE CHILDREN WILL IDENTIFY THE POSITIVE CHANGES THAT HAVE HAPPENED AND MAKE A PLEDGE TO CONTINUE AND IMPROVE ON THIS WORK.

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REFLECTION:

HOW CAN WE USE OUR KNOWLEDGE ABOUT CLIMATE CHANGE TO MAKE A DIFFERENCE? ARE THE CHILDREN MINDFUL OF THE IMPACT THEY HAVE ON THE WORLD AROUND THEM?

LESSON RESOURCES

UNITED NATIONS SUSTAINABLE DEVELOPMENT GOALS: GOAL 3



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CONCEPT:

GENDER EQUALITY IN SCHOOLS

EXERCISE NAME:

GENDER EQUALITY

EXPLANATION:

THE CHILDREN WILL LOOK THROUGH THE UN SUSTAINABLE GOALS. THEY WILL INVESTIGATE GENDER EQUALITY AND HOW IT CAN LEAD TO SUSTAINABILITY ON A LARGE SCALE (GLOBALLY). FINALLY, THE CHILDREN WILL OBSERVE HOW WE CAN PROMOTE MORE GENDER EQUALITY IN OUR SCHOOLS.

METHODOLOGY

- THE CHILDREN WILL FORM GROUPS OF FOUR/FIVE. EACH GROUP WILL GET A COPY OF THE UN SUSTAINABLE GOALS AND WILL BE ASKED TO FIND "GENDER EQUALITY" ON THE LIST.
- THE GROUPS WILL BRAINSTORM WAYS THAT THEY THINK GENDER EQUALITY CAN PROMOTE SUSTAINABILITY ON A GLOBAL SCALE.
- THE GROUPS WILL USE IPADS TO INVESTIGATE WAYS THAT GENDER EQUALITY HAS IMPROVED OVER THE YEARS.
- NEXT, THEY WILL RETURN TO THEIR BRAINSTORM AND COMPARE THEIR FINDINGS WITH THEIR ORIGINAL IDEAS.
- THE CHILDREN WILL PRESENT THEIR FINDINGS TO THE REST OF THE CLASS AND DISCUSS THEIR OWN OPINIONS ON GENDER EQUALITY.
- THE CHILDREN WILL RETURN TO THEIR GROUPS AND DISCUSS GENDER EQUALITIES WITHIN THEIR CLASSROOM AND OVERALL SCHOOL COMMUNITY.
- EACH GROUP WILL COME UP WITH A GROUP ACTION PLAN, PROPOSING WAYS TO TARGET GENDER INEQUALITIES IN SCHOOL COMMUNITIES.
- EACH GROUP WILL SHARE THEIR IDEAS WITH ANOTHER GROUP AND RECEIVE FEEDBACK ON THEIR PLANS (WHAT WILL WORK? POTENTIAL BARRIERS?)
- FINALLY, THE GROUPS WILL WORK TOGETHER TO EDIT THEIR PLAN. AS A CLASS, EACH GROUP WILL POST THEIR PLAN ON THE WALLS OF THE CLASSROOM.

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METHODOLOGY (CONTINUED)

- THE CHILDREN WILL WALK AROUND AND VIEW EACH OF THE PLANS, TAKING DOWN ANY POINTS OF INTEREST THAT THEY FIND.
- FISHBOWL ACTIVITY: ONE PERSON FROM EACH GROUP WILL COME TO THE FRONT OF THE CLASS, FORMING A CIRCLE WITH THE OTHERS. THEY WILL RELAY THE OPINIONS AND IDEAS OF THEIR GROUP MATES. THIS WILL PROMOTE DISCUSSION AND LEAD TO THE FOUNDATIONS OF COMPLETING A CLASS PLAN TO TACKLE GENDER INEQUALITIES AND PROMOTE EQUALITY.

REFLECTION:

WHY DO YOU THINK THAT GENDER EQUALITY IS IMPORTANT? WHAT DIFFERENCE DOES GENDER IN-EQUALITY MAKE TO THE WORLD? DO YOU THINK THAT WE COULD MAKE A WHOLE SCHOOL PLAN TO TARGET INEQUALITIES?