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Breathing Practices

Breathing Meditation (3 min.)

- **Activity Objective:** To assist children to feel relax and reduce any negative emotions.
- **Application:** Use this activity when children have a high boost of energy, and you need to calm them down.
- **Preparation:** All children should be sitting either at their desk or in a chair.

As a mindfulness break, we are going to do a breathing meditation.

Find a relaxed sitting position

Keeping your back straight

Hands resting on your lap

You can close your eyes

And let yourself relax

Notice the feelings of your body

The connection with the floor and the chair

Relax any areas of tightness

In your forehead, jaw, shoulders, hands, ankles

And just take a deep breathe

Feel the cool air coming in through your nose

Then you might feel your breath in your belly, chest or throat

Breathe in, and breathe out

Now as you do this, you might notice that your mind will start to think of other things

If that happens, gently go back to your breathing

Let yourself relax

When you are ready, start to wiggle your fingers and toes

And gently open your eyes

Reference:

[https://www.uclahealth.org/marc/workfiles/Breathing%20Meditation Transcript.pdf](https://www.uclahealth.org/marc/workfiles/Breathing%20Meditation%20Transcript.pdf)

The Three-Minute Breathing Space (3 min.)

- **Objective:** To assist children to feel relax and reduce any negative emotions.
- **Application:** Use this activity when children are experiencing any conflict.
- **Preparation:** All children should be sitting either at their desk or in a chair.

We are going to enter a breathing space now

Find a relaxed sitting position

Keeping your back straight, but not stiff

Hands resting on your lap

Now, closing your eyes,

Take the first step of thinking about what is going through your mind

Focusing on your breath, as best you can, just noticing thoughts as events

Then we notice the feelings that are around at the moment

So, rather than try to push them away or shut them out,

Just notice them, saying, "Ah there you are; that's how it is right now."

Now notice the feelings in your body, are there feelings of tensions or letting go?

And again, becoming aware of them, simply noticing whatever is arising in this moment.

Silence (15 seconds)

The second step is to collect your awareness by focusing on the movement of the breath

Let's focus your attention on your belly

The rise and fall of the belly as your breath moves in and out

Spending a minute or so to focus on your belly rising and falling

Noticing when the breath is moving in, and when your breath is moving out,

Focusing on your breath as it moves into your body and out

And being present right now

Silence (25 seconds)

And now, the third step, is allowing your awareness to expand to the entire body

Bringing attention to the entire length of your body from head to toe

Relax any tightness in your muscles

Let's take a long deep breath
And when you are ready, slowly, and quietly open your eyes

Silence (20 seconds)

Reference: *The Centre for Mindfulness Studies*

Breathing Anchor (3 min.)

- **Activity Objective:** to assist children in identifying their breathing anchor and practice a breathing exercise.
- **Application:** to calm down children before or after an activity.
- **Preparation:** all children should be sitting either in a chair or on the floor.

First, we will start with a mindful breathing exercise where we choose a breathing anchor. An **anchor is something that you choose to focus on in the here and now to help us ignore distractions and turn on our mindful bodies.** I'm going to ask everyone to sit with their back straight, body relaxed, resting their hands gently on their knees, and close your eyes if you are comfortable.

The goal is for you to find a breathing anchor by noticing where you feel your breath most easily – **near your nose, in your chest, or inside your bellies.** When we pay attention to the feeling of breathing where we notice it most, it helps us to relax and focus on the present moment.

We are going to **start with a body scan,** "Feel your eyelids close (or look down at the floor), feel your shoulders relaxed, feel your hands touching your knees, feel your legs touching the floor/chair."

Notice what it feels like to breathe in and out right now. **Let's take 2 breaths together.** Place one finger under your nose and feel your breath going in and out (model placing your finger under your nose). Can you feel your breath? Let's take 2 more breaths like that.

Next, **place your hand on your chest,** above your heart (model placing your hand above your heart). Can you feel your hand moving when you breathe? **Let's take 3 breaths together here.**

Now **place your hand on your belly** (model placing your hand on your belly) and feel the movement of your breathing there. Can you feel your belly rise and fall? **Let's take 3 breaths together here.**

Put your hands back on your knees and breathe naturally. Notice where you felt the movement of your breath most easily. Is it just beneath your nose, at your chest, or at your belly?

Now I'm going to ask you to make a choice and focus on your breathing where you feel it

most. Wherever that is, that's the place I'll be talking about when I use the word "anchor". We're going to use this anchor for the rest of the activity, so if you need to check again to see where it's easiest to feel your breathing right now, go ahead. (Pause and wait for everyone to choose an anchor before you continue).

Great. **Let's close our eyes again and try this for 3 more breaths together.** Notice what it feels like to breathe in and out right now. **See if you can keep your body relaxed and focus your attention on your anchor at the same time.** This is how we rest in the feeling of the movement of our breath. You can return to breathing with your anchor anytime during the day to take a break, calm down, and turn on your mindful bodies.

If you have time, ask the children: Who can share with me where they found their breathing anchor? Who has an idea of when you can use this during?

Reference: *Greenland, Susan Kaiser, and Annaka Harris. Mindful Games: Sharing Mindfulness and Meditation with Children, Teens, and Families. Shambhala, 2016.*

Core Practice (3 min.)

- **Activity Objective:** to assist children in utilizing mindful breathing to ground themselves.
- **Application:** to assist children in using breathing to self-regulate and calm down.
- **Preparation:**
 - All children should be sitting either in a chair or on the floor
 - Chime

I am going to ask everyone to sit quietly and place their hands on their bellies. We are going to turn on our “mindful bodies.” **Remember “mindful bodies” are still and relaxed.**

When I ring this chime, I would like you to close your eyes and take several slow, **deep breaths in through your nose and then slowly let the breath out through your mouth.**

During this time, **focus on your breath and feel it rise and fall in your belly.** After 30 seconds I will ring the chime again and I want you keep your eyes closed until you do not hear the chime anymore. (At the end of the 30 seconds, ring the chime again to end the exercise).

Please slowly open your eyes when you no longer hear the chime.

How did it feel to control your breathing? What did you notice? Did your mind wander? How did you keep your mind focused on breathing?

Focusing on our breathing can be a great brain break and it can take less than one minute to help our minds relax and focus. This can help us calm our body by slowing our heart rate and sharpening our focus.

Reference: The MindUP Curriculum. Brain-Focused Strategies for Learning-and Living. Scholastic, 2011.

Gratitude

Generating Gratitude (5 min)

- **Objective:** To help children develop a greater appreciation for the good in their life.
- **Application:** This activity can be used before or after any activity. This activity can also be used to reinforce positivity among the children if the group members are having difficulty getting along.
- **Preparation:** Have students sitting before activity.

This activity will focus on gratitude because it is important to be mindful about what we are thankful for. Let's define gratitude as a group, **who has an idea of what gratitude means?**

Great answers, thank you for sharing with me. **Gratitude is a feeling of thankfulness and joy we feel in response to something we've been given**, whether the gift is something we can touch like a book (tangible/concrete/physical) or something we cannot touch (intangible), like a smile from a friend or a beautiful view of the beach.

Let's take **two minutes** to quietly think about **two things** that you are grateful for.

Now, turn to the person on your right and you will have one minute to share the first thing you are grateful for.

Great job!

Now, turn to the person to your left and you have **one minute** to share the second thing you are grateful for.

I heard so many wonderful things that you are all grateful for, **who would like to share one thing they are thankful for? Why are you grateful and how did it make you feel?**

Reference: https://ggia.berkeley.edu/practice/gratitude_journal

Gratitude Meditation (5 – 10 min.)

- **Activity Objective:** Gratitude increases compassion towards themselves and others.
- **Application:** To increase compassion amongst the group.
- **Preparation:**
 - All children should be sitting on the floor or in a chair prior to starting meditation.
 - Chime

For this activity we are going to be seated (in a chair or on the floor) in our own personal space. I am going to ask everyone to **settle into their seat and find a comfortable position and rest your hands** in your lap or on your thighs. If you are sitting in a chair, please plant both feet firmly on the floor. During this meditation if your mind wanders just return to your breathing and refocus your attention on your breath. **Ring the Chime.**

Meditation Script (read slowly and pause where it feels natural for you):

Let your eyes close and turn on your mindful bodies. Feel your breath coming in and out of your belly. Take two more deep inhales through your nose and gently release your breath.

Sometimes we forget all the things in our lives that we can be grateful for. It's like the rock at the top of a pyramid that isn't aware of all the rocks below it is sitting on. For you to be here, the sun has to keep rising every day to give life to the plants that we need to breathe and eat. There are so many people we don't even think of who clean the streets we walk on, drive the food to the store where we buy it, and build the building we live in.

Feel your breath coming in and out of your belly. Take two more deep inhales through your nose and gently release your breath. Once you feel calm, picture the person in your life who makes you feel the happiest. Get a picture of that person in your head, and then imagine they are sitting right next to you. Silently ask yourself, how does it feel to have them so close?

Now picture your favorite food and imagine it sitting right in front of you. Silently, picture the colors and the smells and see what your body feels like.

Now keep thinking of your favorite things and people in your life. Think of the things you are most grateful for. When you picture them, see how they make your body feel.

Now take a deep breath and let all the things you are grateful for go, and simply notice what your body feels like after gratefulness practice. Slowly refocus your attention back to

the room by wiggling your toes and fingers. Slowly reach your arms above your head and take a stretch as you gently open your eyes.

Ring the Chime. Great job everyone. Silently raise your hands if you feel happy, joy, or positive after doing the meditation.

Let's take a moment to share our gratitude (If you have time ask the following questions):

How do you feel after thinking about all your favorite things? What does your body feel like? Who did you picture as your favorite person? How did you feel when you were imagining they were sitting next to you? What was your favorite food? How did thinking about it make you feel? Did anyone think of a happy memory they want to share?

Reference: *Rechtschaffen, Daniel. The Way of Mindful Education: Cultivating Well-Being in Teachers and Students. W.W. Norton & Company, 2014.*

What Are They Feeling? (5 min.)

- **Activity Objective:** identify the different emotions and helps builds empathy among children.
- **Application:** Use this activity when your group or specific children may be having a hard time getting along or being respectful to highlight the importance of understanding other's perspectives and building empathy.
- **Preparation:** 1 set of Emotion Cards (6 cards in each set)

Let's take some time to see if we can identify other's emotions and perspectives. I will show you a picture and you will try to guess the emotion or feeling represented in the picture.

For each picture that I show you, if you know what the emotion/feeling is, I want you to quietly raise your hand, that will tell me you know the feeling. Then I will call on someone to share their answer with the class.

Here is our first picture. What do you think this emotion is expressing? **(Repeat for all 6 cards)**

- What are some reasons that someone might feel this emotion?
- Can you think of a time where you felt this emotion?
- What is something a person experiencing this emotion might need or want from a friend?
- How can help someone experiencing this emotion?
- Can you show me your face for this emotion?

Great job and I loved all the facial expression of the different emotions!

- Why is it important for us to reflect on other's emotions and take time to identify how others are feeling?

Excellent answers. **When we take time to reflect on how others are feeling we are practicing empathy and helping us identify what they might be experiencing.**

When we take time to look at an event from different perspectives it helps us to mindfully consider viewpoints other than our own. This is important when we are at to make sure we are being kind and understanding of other children.

Reference: "Mindfulness Activities for Children and Teens: 25 Fun Exercises for Kids." Positive Psychology Program, 3 Feb. 2017, positivepsychologyprogram.com/mindfulness-for-children-kids-activities/.

Mindful Movements

Move Your Feet (10 min.)

- **Activity Objective:** To give the students a mental break learn about each other.
- **Application:** Fun interactive way to practice mindfulness with your children.
- **Preparation:**
 - Prepare the chairs in a circle (minus one) or use rubber dots to make a circle (minus one).
 - Identify one er to start off in the center of the circle.

I am going to pick one er to stand in the middle of the circle and I will ask everyone else to take a seat in their chair/stand on a rubber dot.

For each round, I will make a statement and if this statement is **true** for you, then you will get up and find a **new seat/rubber dot**. If it is **NOT true** for you, then you will remain in your current seat/rubber dot.

The er in the middle of the circle will be trying to get a seat during each round. The last person standing who did not get a seat is now in the middle.

Pick from the statements below for each round and ask a mindful follow up question:

- **Move your feet if you are new to Adventure**
 - Follow up question: What is it you like about Adventure
- **Move your feet if you love the Rockwall**
 - Follow up question: What is your favorite part about the Rockwall?
- **Move your feet if you love Yoga**
 - Follow up question: Is yoga relaxing for you?
- **Move your feet if you use breathing to calm yourself down**
 - Follow up question: Name a time you used breathing to make you feel better
- **Move your feet if you thanked someone this week**
 - Follow up question: What did you thank them for?
- **Move your feet if you did something kind for someone at /this week**
 - Follow up question: What did you do? How do you think they felt?
- **Move your feet if you made a new friend at**
 - Follow up question: What do you have in common with your new friend?
- **Move your feet if someone/something made you laugh at this week**
 - Follow up question: Did it make you feel more positive that day?

- **Move your feet if you learned a new skill this week at ?**
 - Follow up question: What skill? How did it make you feel afterwards?
- **Move your feet if you met a personal goal at this week?**
 - Follow up question: What goal? How did you feel afterwards?
- **Move your feet if you worked on a team with someone this week?**
 - Follow up question: What worked well with your team?

Was there something you learned about a classmate today? Were you surprised at any similarities or differences with your classmates?

Reference: <http://www.ultimateresource.com/site/-activity/shuffle-your-buns.html>

Awe Walk (15 min.)

- **Activity Objective:** To have the children develop inspiration and experience a sense of awe.
- **Application:** This is a good activity to use when you are walking to Polliwog Park, during a field trip, during beach day, or any other time your children are in a line outdoors.
- **Preparation:** Have the children fall in line for the walk.

The feelings of inspiration can be found in almost any environment. It is most likely to occur in places with nature, with sounds and sights that are new to you.

We are going to take a quiet walk that will turn into awe-inspiring moments. During the walk, I want you to be mindful of the sounds, smells, and the sights you see.

Let's take a deep breath in. Feel the air move through your nose and hear the sound of your breath. Count six seconds for each inhale and exhale.

(Start walk)

Now, feel your feet on the ground and listen to the sounds around you.

Take another deep breath in and count to six seconds for each inhale and exhale.

I'm going to ask you to think about things while you are walking. We will talk about them at the end of walk.

While you are walking, I want you to look for anything that inspires you, including the shadows coming the sun, trees, flowers, or butterflies.

I want you to keep looking for other things that inspire you during the rest of the walk.

Next, I want you to listen for sounds that inspire you, including the birds chirping, the wind blowing the trees, the cars going by, or the dogs barking.

I now want you to turn on your mindful nose and pay attention to all the smells, including the flowers or trees.

(End walk)

Take another deep breath in and count to six seconds for each inhale and exhale.

Who would like to share something they noticed during the walk? Was it hard to stay focused with the directions I gave you? Did you discover something new during the walk?

Reference: https://ggia.berkeley.edu/practice/awe_walk

Mindful Movement Activity (5 min.)

- **Activity Objective:** Perform actions mindfully to become aware of the mind-body connection.
- **Application:** This activity can be used while you are transitioning your children from one activity to another and help you get them calm before you line them up.
- **Preparation:** Students will need to stand and walk in place, please ensure space is clear.

Let's explore being mindful in our body movements. To begin, we will stand-up in super slow- motion when I say, "Stand". **Before you stand you may notice your muscles and body getting ready.** Your body is an amazing machine with muscles, bones, tendons, and a nervous system that sends messages to all these parts of the body. **As we slowly stand up, see if you can be aware of every tilt, every bend, and every muscle tensing and relaxing.** Now, you may stand as slow as possible – like you are moving as fast as a sloth.

Now that everyone is standing, I have a few questions:

- What was it like to stand up so slowly? What did you notice in your movements?
- Did anyone have a hard time waiting to stand?
- Was anyone distracted by the idea of standing up that they couldn't focus on what I was saying?

We're going to try to pay attention to the way our bodies feel by walking in place. Let's take a deep breath together. We will do this by slowly lifting one foot at a time. **Let's begin by lifting one foot as we breathe in and letting the foot fall as we breathe out.** Standing in place, notice how your body feels as you breathe in and out, lifting and dropping your feet.

Continue lifting one foot and then the other, feeling the ground beneath each foot. Let's do that about 5 times. Now, let's do that with our arms. We will slowly lift one arm at a time.

Let's begin by lifting our left arm as we breathe in and letting our arm slowly fall back to our side as we breathe out. Continue lifting one arm and slowly releasing it back to your side, and then repeat with your other arm while focusing on your breathing. Let's do that about 5 times. **Please bring your body back to standing still.**

Let's talk about our mindful movements: What was that like, was it hard? Why? How can being more aware of our movements help? What are some ways that you can use mindful movements in your everyday life?

Great ideas. Next time you are walking in line during , try to focus on every small movement like your feet touching the ground. This can help us be more aware of our bodies and the movements that we make.

Reference: Rechtschaffen, Daniel. The Way of Mindful Education: Cultivating Well-Being in Teachers and Students. W.W. Norton & Company, 2014. Pages: 170-173.

Mindful Seeing Activity (3 min.)

- **Activity Objective:** Students will cultivate attention skills, become aware of distractions, and learn to return attention to a single-pointed awareness again and again
- **Application:** This can be used to refocus the children at the end of an activity before transitioning to the next activity and while waiting for the bus when leaving to/from a field trip.
- **Preparation:** Children will use posters, letters, or pictures around the room to focus their eyes and attention on a single spot such as an image or a dot on the wall.

We will build our attention muscles by using our mindful eyes. Look around the room and find a small image or object to focus on. **Make sure it's not another person or something that is moving.**

Now that you have your spot, focus your eyes and keep them glued to that spot for a **whole minute**. If you find yourself distracted, take a deep breath or focus on your anchor breathing and then refocus your attention to the spot. **Acknowledging when we are distracted is part of being mindful and we can practice refocusing our attention in this activity.** (Time a minute and tell them when they can stop).

Let's talk about our mindful eyes: What did you notice about trying to pay attention to your one spot? Did your eyes get distracted? What was it that distracted you? Was it hard to focus again after being distracted? How did you refocus? Did anyone use their anchor breathing to help them stay focused?

When we want to focus on something, it is easy to become distracted. We can use mindfulness to notice when we get distracted and bring our attention back to the focus point.

What are some examples of times you get distracted?

Great! The more you practice refocusing when you get distracted, the easier it becomes.

Practice mindfully refocusing your attention when you are doing reading, eating dinner, and talking to your friends and family.

Reference: Rechtschaffen, Daniel. The Way of Mindful Education: Cultivating Well-Being in Teachers and Students. W.W. Norton & Company, 2014. Pages: 196-198.

Meditation

Body Scan Meditation (2 min.)

- **Activity Objective:** To help bring calmness and attention.
- **Application:** Use this activity at beginning or end of any activity.
- **Preparation:** Have students sit on chairs or floor.

Let's begin by bringing your attention into your body
You can close your eyes if you'd like to
Feel the weight of your body, on the chair/floor

Take a few deep breaths
And as you take a deep breath
Feel the air that enters your body
And as you exhale
Feel the air out of your body

You can notice your feet on the floor Notice your feet touching the floor Let them relax

You can notice your legs against the chair/floor
Are your legs heavy? Light?
Let them relax

Notice if your back is sitting up straight
Notice your stomach
If your stomach is tight, let it soften
Take a deep breath
Notice your hands
Allow your hands to relax
Notice your arms
Feel any sensation in your arms
Let your shoulders relax

Notice your neck and throat, relaxed
Relax your jaw
Relax your face

Then notice your whole body

Take one more deep breath
And then when you're ready
You can open your eyes

Reference:

https://www.uclahealth.org/marc/workfiles/BodyScanMeditation_Transcript.pdf

Loving-Kindness Meditation (3 min.)

- **Activity Objective:** To help bring positive emotions and help children practice kindness.
- **Application:** Use this activity at beginning or end of any activity, or if children are being disrespectful with one another.
- **Preparation:**
 - Have students sit on chairs or floor.
 - Staff member will sit in front of students with a chime.

Let yourself be in a relaxed and comfortable position
We are going to focus on loving kindness

Let yourself think of someone who makes you feel happy
It could be a relative, a close friend
Or you can always choose a pet, a dog or a cat

Imagine them being in front of you
And as you imagine them, notice how you're feeling inside
Maybe you feel some warmth, or a smile

This is loving kindness
Now imagine having this loved one in front of you, and begin to wish them well

May you be safe, may you be happy, and may you be healthy

And now imagine that this loved sends loving kindness back to you

May you be safe, may you be happy, and may you be healthy

See if you can send loving kindness to yourself
You can imagine it coming from your heart

May I be safe, may I be happy, and may I be healthy

And now let's spread loving kindness
People you know, people you don't know
People you have difficulty with
People you love
And each person or animal

So may everyone everywhere be happy
May we all experience great joy

Ring the chime

Reference:

https://www.uclahealth.org/marc/workfiles/LovingKindnessMeditation_Transcript.pdf

Heartful Phrases (3 min.)

- **Activity Objective:** Speaking heartful phrases generates care and compassion for self and others.
- **Application:** This can be used at the end or beginning of an activity if you want to set the tone for inclusion and kindness among your group and can be used if your children are having a hard time getting along.
- **Preparation:**
 - Have children sitting in a chair or on the floor.
 - Chime

We are going to take a moment to practice heartful phrases. When we speak heartful phrases we are practicing kindness to ourselves and others.

Ring the Chime

Heartful Phrases Script:

Let's take a deep inhale and a slow exhale. Let's give ourselves a big hug. Now that we are hugging ourselves, let's say some kind words to ourselves. Repeat after me, "**May I be happy.**" You can smile and let yourself feel good right now. Repeat after me, "**May I be healthy.**" You can feel your body strong and alive. Repeat after me, "**May I be safe.**" You can relax and know that you are safe right here. Repeat after me, "**May I be at peace.**" You can know you are totally perfect exactly as you are.

Now open your arms as if you are spreading your kindness out of your heart to everyone in the classroom. Repeat after me, "**May you be happy.**" "**May you be healthy.**" "**May you be safe.**" and "**May you be at peace.**"

Ring the Chime

Reference: Rechtschaffen, Daniel. The Way of Mindful Education: Cultivating Well-Being in Teachers and Students. W.W. Norton & Company, 2014.

Butterfly Body Scan (3 – 5 min.)

- **Activity Objective:** With the help from an imaginary butterfly, we move our attention from one part of our body to another; This helps with focus and can be used for all ages.
- **Application:** This can be used at the end or beginning of an activity to help ground children.
- **Preparation:** This activity can be done sitting, standing, or laying down.

Sit down comfortably with your eyes closed. Breathe naturally, noticing how it feels to breathe in and out. Now picture a beautiful butterfly that's as light as a feather. It can be any color you like.

Take a minute and focus on your butterfly.

We're going to pretend that the butterfly rests on different parts of our body, and when it lands, that part of our body feels relaxed and pleasant.

Let's start with our foreheads. Imagine your forehead relaxes when the butterfly rests on it. Imagine the butterfly floats off your forehead and moves to one shoulder and rests. That shoulder relaxes.

Now the butterfly has flown to your arm and landed, relaxing your arm. Imagine it flies to your hand and rests. Let your hand and fingers relax.

Now the butterfly flies to your other shoulder and lands there. That shoulder relaxes. Imagine the butterfly floats to your arm, relaxing your arm.

Now the butterfly floats to your hand and lands there. Let your hand and fingers relax. Imagine the butterfly floats to your stomach and lands, allowing your stomach muscles to relax.

The butterfly flies to your left leg and lands on your thigh, causing your left thigh muscles to relax. The butterfly floats to your right thigh and rests there, relaxing those muscles in your right thigh.

Imagine the butterfly lands on your left foot and relaxes your foot and toes. The butterfly floats to your right foot and relaxes all your toes and muscles in your right foot. Relax your whole body and rest, feeling the steady rhythm of your breathing.

When you are ready, take a deep breath in and reach your hands to the sky. Lower your arms as you breathe out.

Reference: *Greenland, Susan Kaiser, and Annaka Harris. Mindful Games: Sharing Mindfulness and Meditation with Children, Teens, and Families. Shambhala, 2016. Pages: 110-111*