

## Peer Reviewed Article

### **Mindfulness from A to Z: Concepts, Practices, Resources and Tips for Health and Physical Educators**

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#### **ABSTRACT**

Mindfulness is a type of contemplative practice that presents opportunity to focus one's attention on the present moment for reasons of personal health enhancement. As a construct, mindfulness is the conscious and nonjudgmental realization of one's moment-by-moment thoughts and experiences. Mindfulness practices could be quite useful in helping to enhance an assortment of social and emotional health outcomes for educators and their students (Meiklejohn et al., 2012; Zenner, Herrnleben-Kurz, & Walach, 2014). The purpose of this paper is to provide health and physical educators with an overview of an assortment of mindfulness practices that have been used successfully in classrooms across a range of student populations, and to describe some of the benefits that are outcomes of these practices. An additional aim of this paper is to include an array of references and tips that might be of interest to teachers who would like to pursue the use of mindfulness in the classroom further.

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## Introduction

Mindfulness is a type of contemplative practice that presents opportunity to focus one's attention, calmly on the present moment. The practice of mindfulness promotes being aware of thoughts and emotions as they occur moment-by-moment (Bishop et al., 2004). Mindfulness practices (MPs) hold tremendous promise as a useful tool in helping educators and their students increase focus/attention, develop emotional regulation, combat stress, and increase capacity for compassion within the classroom (Barbezat & Bush, 2014; Schonert-Reichl et al., 2015; Semple, Lee, Rosa, & Miller, 2010).

There is a growing body of evidence illustrating the benefits of using MPs within K-12 educational settings (Burke, 2010; Zoogman, Goldberg, Hoyt, & Miller, 2015). Decreased behavior problems, increased attention, and the promotion of a variety of social skills have been found to occur through the use of MPs (Meiklejohn et al., 2012). In addition, the benefits from cultivating mindfulness within the classroom may help educators to work with students in order to reach student learning outcomes associated with National Health Education Standards 5 and 7: promoting healthy decision making and health enhancing behavior (National Health Education Standards, 2016) and SHAPE America National Standard 4: responsible personal and social behavior (SHAPE America - Society of Health and Physical Educators, 2014). This, and the further research cited below, suggests that it is possible to envision the use of MPs within health and physical education classrooms.

The purpose of this paper is to provide an alphabetical listing of mindfulness concepts, practices, related resources, and tips for health and physical educators who would like to learn more about using mindfulness in helping to develop better attention, equanimity, and compassion – for themselves (i.e., personal use) and their students (i.e., as a supplement to existing curriculum). Readers who would like to learn about potential ways to develop better attention, equanimity, and compassion are encouraged to use the A to Z alphabetical list as a guide in an effort to become more versed about mindfulness.

### A – Activities (i.e., Mindfulness Practices)

There are dozens of MPs that a teacher can choose to use at home or in the classroom (Kabat-Zinn, 2009). Table 1 lists several resources from which MPs can be drawn. MPs can be conducted during a class introduction and/or closure of a lesson, and take a minimal amount of time to implement (e.g., 1-10 minutes); educators can adjust these practices to suit the age level of their students. Four simple yet critical facilitation tips when starting most MPs include guiding students to sit in a comfortable position with spine erect (i.e., upright body posture), close their eyes or use an unfocused, lowered gaze, take 2-3 deep breaths, and attempt to stay alert yet relaxed. In addition, it is important that those who teach MPs also are themselves practitioners using these techniques. Within this paper the acronym (MP) has been placed next to 11 letters (C, D, F, G, H, L, R, S, U, V, and Y) to indicate a mindfulness practice that teachers can try out for personal use, and with K-12 and college students.

### B – Benefits of Mindfulness (Strengthening Attention, Equanimity, and Compassion)

Attention (i.e., focus), equanimity (i.e., emotional balance), and compassion (i.e., loving-kindness toward self and others) are three fundamental benefits that can arise from using MPs (Stuhr & Thomas, 2017; Zoogman et al., 2015). MPs have been shown to help students improve their capacity to stay focused on a topic or on the present moment (Eysenck, Derakshan, Santos, & Calvo, 2007). Students' capacity to attend in the classroom is beneficial across a range of activities, from focusing on a teacher demonstration, to being fully present during group work, to persevering on a difficult motor skill. Activities that develop mindfulness have also been found to strengthen emotional regulation, self-compassion, and intrapersonal relationships skills (Meiklejohn, 2012; Zenner, Herrnleben-Kurz, & Walach, 2014). Skills such as these can influence academic performance in the classroom (Zenner et al., 2014). For example, one might argue that students who have greater self-regulation (i.e., self-control) would tend to require less attention and management from the teacher. Furthermore, students who have greater emotional regulation skills tend not to be bullies or victims of bullying in the classroom (Shields & Cicchetti, 2001). There seem to be plausible health and academic benefits for students who use MPs (Burke, 2010; Schonert-Reichl et al., 2015; Zenner et al., 2014).

### C – Contemplative Breathing (MP)

Breathing by its very nature can invite calmness, relaxation, and a sense of peace. Contemplative breathing (adapted from Barbezat & Bush, 2014) is an MP that invites participants to focus on the deceptively simple task of having air go in and out of the body. For 1-3 minutes have students focus on the sensation of breathing—e.g., the air going into and out of the nose, or the chest/belly expanding and contracting. Explain to students that if a thought or sound distracts them, simply acknowledge the distraction and refocus back onto breathing. The mind inevitably wants to wander, that's ok! For the beginner it may be very difficult to keep focus on breathing for even one minute! The key is to recognize that the mind has wandered and gently, nonjudgmentally refocus attention back to breathing. After 1-3 minutes the teacher may want to ask students a question regarding the lesson focus, and then repeat the process with the focus being on the question rather than the air going in and out of the body.

### D – Deep Listening (MP)

As educators we want our students to be great listeners. Deep Listening (adapted from Barbezat & Bush, 2014) is an MP that can help develop nonjudgmental and nonreactive listening skills. First, ask students to listen to the sounds all around them. Tell students not to label the sounds (e.g., wind, airplane, kids talking at recess), instead let the sound come, acknowledge it, and then gently let go of any analysis or naming of the sound. As students sit listening they will inevitably start to have thoughts, emotions, or perhaps memories enter their minds. Simply tell students when a thought, emotion, or memory pops into their head, consciously recognize what has

happened and gently let it go, and return to allowing their ears to receive other sounds. Allowing oneself to notice different sounds, thoughts, and emotions coming and going without judgment or labeling is called “open awareness,” and it’s a method that can help one stay relaxed, centered, and in the present moment (Barbezat & Bush, 2014).

#### *E – Emotional Well-Being*

Helping students develop traits associated with emotional well-being (e.g., positive emotions, emotion-regulation skills, and strong interpersonal relationships) holds tremendous potential in promoting learning within the classroom (Lu & Buchanan, 2014; McCaughy, 2004; Stuhr, Sutherland, & Ward; 2012). Seligman contends (2011) that in order to flourish emotionally (i.e., experience happiness and well-being) one needs to be provided with opportunities to develop positive emotions (feeling happy), engagement (self-regulation), relationships (being socially connected to others), meaning (sense of purpose), and achievement (perceived accomplishment). MPs provide such an opportunity to enhance psychological well-being within education because they have been shown to reduce anxiety, improve attention and social skills (Napoli, Krech, & Holley, 2005) and help students feel calmer with a higher sense of perceived well-being (Wall, 2005). Periodically, students should be given the opportunity to step back from the mentally busy school day, use MPs, and be in the moment.

#### *F – Focused Attention (MP)*

Paying close attention to a thought, sound, physical object, or even gently monitoring breathing is the basis for the MP of focused attention. This type of MP can be done in as little as a few minutes, or much longer (e.g., 30 minutes). Focused attention is a practice to help one stay in the present moment, while turning off internal dialogue that may be at times, focused on past or future events. Adapted from Scott (2016), there are three simple steps to follow in using focused attention as an MP. First, choose the target for your focus; for example, the sound of a metronome or soothing music, pictures, sights from current location, a body part, or even one’s breathing. A teacher may use this MP as part of the lesson and have students focus attention on a question or topic pertinent to class content. Second, gently pay attention to the target. The key is not to overanalyze the target, but instead experience it, in the present moment, without judgment or reaction to whether it’s good or bad. Finally, be kind to yourself when your mind drifts and wanders. Simply recognize that your mind has moved off course and gently return back to the target and the thoughts and/or sensations you perceive from it.

#### *G – Gratitude List (MP)*

From time to time, students and teachers can take for granted all the wonder and joy that encompasses their lives. Being grateful helps eliminate unwanted and negative thoughts, and opens the door to being consciously aware of the gifts we possess in the present moment (Kozak, 2015). O’Leary and Dockray (2015) found that short, simple gratitude interventions lower levels of stress and depression, while

increasing happiness. The gratitude list is a very simple MP (adapted from Kozak, 2015) that can help one become more grounded and emotionally balanced. Start with listing all the items in your life that you are thankful for and that provide meaning. The list can be a working document that you keep adding to throughout the school year. Whenever you feel down or discouraged, take your list out and quietly read through it a few times. Creating a gratitude list is an MP that just may help one become motivated and inspired to take on the most difficult of challenges, or the simplest of daily tasks.

#### *H – Hold and Release Meditation (MP)*

The hold and release MP is a progressive muscle relaxation technique used to ease stress and tension from the body. Standing, sitting, or even lying down, ask students to tighten all the muscles of the body (e.g., toes, legs, belly, arms, fists, and shoulders). Tell students to hold the tightened position for 2-3 seconds, then release and fully relax the entire body. Remind students to pay close attention to how their body feels upon releasing all the tension. Repeat 3-5 times.

#### *I – Inviting Students to Practice Mindfulness*

Students may have little background or knowledge surrounding mindfulness, and thus could be skeptical or even resistant to practice. Unfamiliarity may position some students to believe these practices are “too far out there” for them to take seriously. Consider these four tips/suggestions to help students ease into MPs. 1. Take time to specifically go over the purpose/intent and potential benefits of mindfulness. Students will be more engaged when they have an understanding of why they are performing MPs. 2. Start with simple, short 1-2 minute breathing MPs and progress to longer, more complex practices later in the school year once students have gained more understanding of what mindfulness is all about. 3. Teachers should consider practicing mindfulness themselves. If teachers expect their students to be mindful, the teachers themselves should be familiar and comfortable with the practices as well. 4. Completing MPs should be enjoyable. So go ahead, have students crack a smile when they practice. Smiling can be very beneficial as a tension tamer and a way to create a welcoming environment.

#### *J – Journaling*

Completing a mindfulness journal can be a great way for students to practice introspection. Journaling can be done in or outside of class, from upper elementary through the college level. A teacher can have students complete their mindfulness journal using a computer, an app, or simply a physical journal. The writing can be done occasionally or upon completion of each MP done in class. Teachers may decide to use journaling as an authentic assessment, such as with Photovoice method (Treadwell & Taylor, 2017). Prompting can be an invaluable tool to help students with the writing process. Teachers can use What, Why, and How questions to guide student writing. Here is one example: What does it mean to be present? Why is it important to be present with family and friends? How can you be more present in your everyday life?

Using journaling creates an opportunity for students to calmly reflect on the thoughts and emotions they experience before, during, or after the MPs.

#### *K – Kindness When Practicing*

Mindfulness and kindness go hand-in-hand and are very much compatible constructs (Hofmann, Grossman, & Hinton, 2011). Being friendly and forgiving when one practices being mindful is highly encouraged (Flook, Goldberg, Pinger, & Davidson, 2015). Here are three tips/suggestions for teachers and students attempting MPs. 1. Place one hand over the heart (when possible) while practicing. This strategy can help remind individuals to focus not only with the mind but the heart as well. 2. Some individuals will quickly become comfortable with the practices, while others will need time. If a student is struggling with the MPs remind them not to worry, try not to get discouraged, and be kind to themselves. The mind naturally wants to wander. The goal of mindfulness meditation is less to stop the wandering than to be aware of it as it is happening, and to be less prone to being captured by wandering thoughts. 3. If a student believes that they are not “doing it right” ask them to do self-talk before attempting the MP. Silently repeating words such as relax, breathe, everything is ok, can be helpful in attempting to be kind to oneself.

#### *L – Loving-Kindness Toward Another (MP)*

The purpose of practicing loving-kindness toward another is to create a healthier attitude, and a greater capacity for compassion for self and others (Kozak, 2015). “The more we cultivate love [toward others], the less our hearts have room to harbor hate” (Kozak, 2015, p. 132). Begin by choosing a person whom you want to direct the loving-kindness toward. This could be a relative, friend, or even someone it may be difficult to send warm and kind feelings toward. Then, silently repeat the following passage 3-5 times: May you be safe, May you be healthy, May you be happy, May you live in peace. Remember, loving-kindness is nonjudgmental, unreserved love with no conditions – whether or not the other deserves it is inconsequential.

#### *M – Mindful Movements*

Mindful movements (Nhat Hanh, 2008) are ten quick and easy stretching/balancing exercises that can help quiet the mind and body. The ten kinesthetic exercises suggested in this resource are designed as movement-MPs and could easily compliment a warm-up or stretching routine within physical education. All ten exercises can be done in 15 minutes, or a teacher could allot 5 minutes and complete 3-4 per day. These exercises require movement from a variety of body parts (e.g., fingers, arms, legs, ankles, and waist). These mindful movements can be done before or after a stationary breathing activity – such as the MP described in section C.

#### *N – Nonjudgmental Conversation and Reflection*

Whether it is group work or a team activity, students in health and physical education have an opportunity to socially interact with one another on a consistent basis. MPs conducted prior to a group discussion can be useful for helping students to

be more aware of nonjudgmental interaction with peers. Mindfulness has been shown to have a reasonably strong impact on improved metacognition/reflection (Baer, 2007). Teachers who use an adventure-based learning (ABL) curriculum purposively conduct reflection sessions (i.e., debriefs) at the end of the cooperative activities in order to help students transfer intra- and interpersonal relationship skills (Stuhr, Sutherland, Ressler, & Ortiz-Stuhr, 2015). Using an MP, in conjunction with an ABL debrief (or any other reflection conducted in health or physical education), may provide students opportunity to become calm and focused, and to nonjudgmentally enter into the conversation with an open mind.

#### *O – Other Benefits of Mindfulness (Reduced Anxiety, Rumination, and Stress)*

Teachers who use MPs for themselves and/or for students do so with the understanding that mindfulness has been empirically linked to an assortment of positive outcomes related to health and wellness such as better attention, emotional balance, and compassion – as discussed in letter B. Researchers have also found that MPs can be very useful in reducing negative outcomes, such as anxiety, rumination, and stress responses (Hoffman, Sawyer, Witt, & Oh, 2010; Hoge et al., 2013). With concerns such as teacher burnout and bullying within our schools it behooves educators and administrators to look further into using MPs as a complementary tool toward improved school climate and environments conducive to optimal learning.

#### *P – Physical Activity and Mindfulness: Complementary Interventions*

Researchers have suggested fascinating psychological and physiological benefits from using MPs along with physical activity (Bryan, Zipp, & Parasher, 2012; Kennedy & Resnick, 2015; Li, Hing, & Chan, 2001). In one such study, individuals who were more mindful had greater success with staying physically active (Ulmer, Stretson, & Salmon, 2010). MPs have also been shown to improve cardiorespiratory and metabolic functioning (Danucalov, Simoes, Kozasa, & Leite, 2008). Edelman et al. (2006) found that MPs were beneficial in reducing the risk factors associated with coronary heart disease. MPs may also help individuals become more resilient to psychological pressure, which could create better health through the buffering of cardiovascular responses to stress (Demarzo et al., 2014). MPs appear to be complementary to physical activity and potentially could be used together in physical education.

#### *Q – Quiet Mind and Body: Chimes, Bells, and Bowls*

Soothing vibrations and harmonious tones produced by various tools (e.g. chime) invite individuals to focus attention on sound rather than thoughts or emotions. Using a chime, bell, or singing bowl can help create a relaxing environment for individuals practicing mindfulness. Meditation sound tools do vary in cost; however, very simple solo chimes can be found online for very reasonable prices. The Mindfulness Bell ([www.mindfulnessdc.org/bell](http://www.mindfulnessdc.org/bell)) is an online meditation bell that can be played free of cost, without downloading any software.



### *R – RAIN Activity (MP)*

Teachers and students can use the RAIN activity as a means to apply greater attention and compassion toward thoughts and emotions (Ameli, 2014). RAIN is an acronym for recognition, acceptance, investigation, and non-identification (Brach, 2012). Adapted from Ameli (2014), first recognize a thought or emotion that is currently prominent or most salient in the present moment. Accept the thought or emotion with compassion, care, and kindness. Regardless of the thought or emotion be receptive to the notion that you are experiencing this phenomenon nonjudgmentally. Next, investigate the thought or emotion, by asking questions such as, how are you labeling it and does this label change over time? What body sensations does this thought or emotion bring up and do these sensations linger or pass? Finally, not identifying with or holding on to each discrete thought or emotion as necessarily true, but rather seeing the thoughts and emotions as transitory and allowing them to gently come and go.

### *S – Self-Compassion (MP)*

Acceptance, support, and tenderness toward self are three ways to frame loving-kindness. Just as it is important to demonstrate benevolent affection toward others, cultivating authentic self-compassion can have a positive effect on overall well-being (Baumeister & Leary, 2005; Leary, Tate, Adams, & Hancock, 2007). Self-compassion as an MP provides opportunity to reduce anxiety, depression, and stress (Birnie, Speca, & Carlson, 2010). Adapted from Kozak (2015), this loving-kindness MP begins like all the others, by having students sit in a comfortable position with upright posture (staying alert yet relaxed), eyes closed, and taking 2-3 deep breaths. Then, have students silently repeat the following passage 3-5 times: May I be safe, May I be healthy, May I be peaceful, May I accept myself as I am. For younger children the teacher may want to shorten the passage. Those interested in more self-compassion resources, research, and practices are encouraged to explore Neff's (2017) body of work at [self-compassion.org](http://self-compassion.org).

### *T – Tips*

Here are three additional tips/suggestions to consider before starting or implementing MPs. 1. Mindfulness is a secular practice and should not be considered religious or spiritual. Explaining the secular nature of the MPs is useful/important in discussions with administrators, parents and students. 2. Keeping eyes closed is optional. Having eyes open, (but with a downward, unfocused gaze) during a practice is perfectly acceptable. Allow students to choose what works best for them. 3. Remind students that MPs are not designed to help them fall asleep. Instead, one should be wide awake when practicing. Holding an upright posture can help combat dozing off. Also, gauge the energy level of students and choose moments during a lesson when the MP will work best.

### *U – Understanding Content: Mindful Reading (MP)*

Helping students attend to and gain an enduring understanding of class material is one of the goals of teaching. Mindful reading is a pedagogical practice that can be

implemented to help students focus more keenly toward written information. A modified version of mindful reading (Barbezat & Bush, 2014) can be used in health and physical education when students are tasked to read material during class. First, one student slowly reads aloud a specified piece of text. Next, allow for 30 to 60 seconds of silent reflection on what was read aloud. Then, have another student re-read the text aloud. Following the second reading, students pair up and discuss the passage for 1-3 minutes. Finally, as a whole class discussion, ask for volunteers who would be willing to share what they heard from their partner. Mindful reading is a student-centered technique that provides "student voice" and emphasizes a less-is-more approach by covering content deeply, and allowing students to be more immersed in the information being presented.

### *V – Visualizing (MP)*

Leaves on a Stream (adapted from Harris, 2009) is an MP for students and teachers, where one visualizes, by noticing and releasing, problematic/negative thoughts that can potentially cause anxiety, suffering, or stress. This cognitive defusion practice (i.e., a process to help mindfully disconnect or distance self from maladaptive thoughts) starts by envisioning a stream or river where leaves are gently floating past. Over the next 3-5 minutes place each thought that enters the mind on a leaf and let it float away. Allow each thought (i.e., leaf) to float away at its own speed. If there is concern that the practice is not happening correctly or you become bored, simply place those thoughts on a leaf and let them float away as well. If you get stuck on a thought, allow that leaf to hang around longer until its ready to drift downstream. If you become distracted and stop the practice, that's ok, simply recognize that you have become sidetracked and gently, nonjudgmentally return to the exercise. Thoughts are just that, thoughts. Thoughts come and go, and may not necessarily represent the true reality of a given situation (i.e., people have a tendency to over-identify with thoughts). Leaves on a Stream is one example of a mindful visualization exercise that helps to expand one's capacity to let go of unnecessary thoughts, while reducing anxiety and attachment to self (pain/suffering).

### *W – Walking Meditations*

There are various forms of contemplative movement practices that teachers have at their disposal when considering ways to introduce mindfulness into the curriculum. Outcomes associated with mindfulness can be fostered through simple walking meditations (e.g., mindful walking) or more complex movement forms such as aikido, tai chi, or yoga. There are a variety of walking meditations a teacher can choose from, such as Mindful Walking, Labyrinth Walking, Walking with Words, and Zen Walking (Barbezat & Bush, 2014). Each type of walking meditation allows for opportunity to slowly (non-competitively) move from place to place, while focusing attention on the muscles of the body, the movement of body parts, and the balance needed for each step to occur (Stuhr & Thomas, 2017). Focus can be on self (such as one's body movement) or directed outward toward being aware of one's surroundings.

#### *X – X-Factor Toward Improved Well-Being*

MPs have become increasingly researched and more mainstream (Brown, Ryan, & Creswell, 2007). Large Fortune 500 companies are incorporating MPs within the workplace to help employees with productivity and overall well-being. Companies such as Google, Target, Intel, and General Mills, to name a few, are firm backers of meditation practices (including mindfulness) and offer full classes for their employees (Cross-Wilson & Mait, 2016, August 16). Mindfulness is also rapidly becoming infused in schools. In education settings there have been promising studies on the effect of mindfulness, highlighting it as having a reasonably strong impact on improving student focus (Semple et al., 2010), behavior (Schonert-Reichl et al., 2015), and academic performance (Zenner et al., 2014).

#### *Y – Yawn and Stretch (MP)*

A quick MP that can be implemented in as little as 1-minute, the yawn and stretch activity (adapted from Stewart-Weeks, 2016) starts with a yawn (a fake yawn will work too). As participants begin to yawn, they stretch their arms in all directions, slowly, for ~10-seconds. Next, participants sit calmly and focus their attention on any tension or tightness in the body (e.g., shoulder or neck region). Then, repeat the process focusing attention on the region of the body where the tension exists. If no tension is present, the focus should be on how the individual is feeling, nonjudgmentally in the present moment.

#### *Z – Zinn (Jon Kabat-Zinn)*

One of the influential advocates who brought mindfulness into the mainstream in Western society is Jon Kabat-Zinn. Kabat-Zinn is a Professor of Medicine Emeritus at the University of Massachusetts and creator of a stress reduction program that uses mindfulness, called mindfulness-based stress reduction (MBSR). The purpose of this topic (letter Z) is to list several resources written/co-written by Kabat-Zinn in an effort to provide educators with material from one of the top mindfulness experts. For educators looking for more information on mindfulness, the authors recommend the resources listed in Table 2.

#### **Summary**

Mindfulness is a unique yet remarkably promising practice that could potentially offer many benefits for educators. The intention of this paper was to provide mindfulness concepts, practices, resources, and tips for health and physical educators who are curious about using contemplative activities as a potential way to develop better attention, equanimity, and compassion, for themselves and their students. An A to Z alphabetical list was used as a guide to assist health and physical educators in reading and learning more about many different topics associated with mindfulness. Educators are encouraged to learn more about mindfulness by further exploring the resources provided in Table 1, Table 2, and throughout the paper.

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Table 1.

*Mindfulness Resources*

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Resources for Locating, Designing, and Using Mindfulness Practices

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Books

- Nhat Hanh, T. (2008). *Mindful movements: Ten exercises for well-being*. Berkeley, CA: Parallax Press.
- Weis, S. J. (2016). *Go go yoga kids: A complete guide to yoga with kids*. Go Go Yoga Kids.
- Willard, C. (2006). *Child's Mind: Mindfulness practices to help our children be more focused*. Berkeley, CA: Parallax Press.

Videos

- 101 Mindfulness Activities found at <https://www.youtube.com/watch?v=S3LmjKzMcqc>
- Easy Mindfulness Exercises found at <https://www.youtube.com/watch?v=L-IZArfQHOo>
- Simple Mindfulness Exercise found at <https://www.youtube.com/watch?v=rvgBPtn2JHc>

Websites

- <http://www.mindfulnessseveryday.org>
- <https://positivepsychologyprogram.com/mindfulness-exercises-techniques-activities/>
- <http://www.pocketmindfulness.com/6-mindfulness-exercises-you-can-try-today/>
- <http://www.mindfulteachers.org/p/free-resources-and-lesson-plans.html>
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Table 2.

Topic Z – Zinn (Jon Kabat-Zinn) Mindfulness Resources

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Nine Mindfulness Resources Written/Co-written by Jon Kabat-Zinn

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Articles

- Davidson, R., Kabat-Zinn, J., Schumacher, J., Rosenkranz, M., Muller, D., Santorelli, S. F... John, F. (2003). Alterations in brain and immune function produced by mindfulness meditation. *Psychosomatic Medicine*, 65(4), 564-570.  
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Books

- Kabat-Zinn, J. (2005). *Coming to our senses: Healing ourselves and the world through mindfulness*. New York, NY: Hyperion.
- Kabat-Zinn, J. (2005). *Wherever you go, there you are: Mindfulness meditation in everyday life* (10<sup>th</sup> ed.). New York, NY: Hyperion.
- Kabat-Zinn, J. (2007). *Arriving at your own door: 108 lessons in mindfulness* (2<sup>nd</sup> ed.). New York, NY: Hyperion.
- Kabat-Zinn, J. (2009). *Letting everything become your teacher: 100 lessons in mindfulness* (2<sup>nd</sup> ed.). New York, NY: Delta Trade Paperbacks.
- Kabat-Zinn, J. (2011). *Mindfulness for beginners: Reclaiming the present moment – and your life*. Boulder, CO: Sounds True.
- Kabat-Zinn, J. (2013). *Full catastrophe living: Using the wisdom of your body and mind to face stress, pain, and illness* (2<sup>nd</sup> ed.). New York, NY: Bantam Books.
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