# 2020

# A 4-H Mindfulness Curriculum for Adolescents and Adults

# MINDFUL MECHANICS JOURNAL WORKBOOK





# MINDFUL MECHANICS: JOURNAL WORKBOOK

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## 4-H MINDFUL MECHANICS:

# **JOURNAL WORKBOOK**

This journal is intended to be used alongside the 4-H Mindful Mechanics curriculum. Use this journal to document your experiences as you participate in mindfulness activities within your 4-H project.

Spend some time thinking about what you already know about mindfulness and write your reflections to the three questions below:

What is mindfulness?					
	Why is it important?				
What are the	benefits?				

## CHAPTER 1:

# **YOGA**

# **SUGGESTED READINGS:**

- "Get Moving" (page 25) from Fighting invisible tigers: Stress management for teens (Hipp, 2008).
- Several stories from Pressure: True stories by teens about stress (Desetta, 2012) show how physical activity can be used as a way to relieve stress and other feelings.
- "Yoga Relaxes Me" (page 30)
- "Running My Problems Away" (page 55)
- "My Favorite Escape" (page 84)
- "I Leave My Anger at the Rink" (page 102)
- 4-H Yoga for Kids



	I
What was enjoyable about the guided meditation?	What was challenging about guided meditation?

Draw or describe one place where you can do yoga at home:

# Write your own guided meditation:

#### SAMPLE GUIDED MEDITATION

Sit in a comfortable position or lay down flat on your back. Place one hand on your heart and one hand on your belly. Take a deep breath in and feel your hands rise as your lungs expand and fill with air. Send your thoughts all the way down to your toes. Feel your toes, how do they feel? Now, wiggle your toes, how do they feel? Relax your toes and your feet. Relax your legs, your hips, and your back. Take a deep breath in, notice the breath fill your lungs, slowly exhale. Take another deep breath in and as you exhale relax your arms all the way down to your fingertips. Relax your face and feel your whole body melt into the ground. Picture yourself in a big open field. There's tall grass and bright yellow flowers everywhere. The sun feels warm on your back and the wind makes a slight whistle between the tall blades of grass. In the distance you see a magnificent tree. You walk closer to the tree and lay down beneath it. How does the ground feel? The grass creates a soft blanket beneath you. Looking up you see a beautiful blue sky between branches and leaves. You feel at peace here. One leaf drops from the tree and the wind carries it far away. You notice a cluster of fluffy white clouds in the sky. These clouds carry your worries. Fill these clouds with your worries and fears far away. Feel those worries and fears leave you and notice the cloud holding them for you. Watch the cloud drift far into the distance, taking your worries with it and then slowly dissolving into the sky. Your worries are gone. Take a deep breath in and then out. Smile and feel your shoulders drop in relaxation. Return your gaze back to the magnificent tree. You notice the leaves, a brighter shade of green, you feel the sun covering you like a warm hug from a friend. You are loved. You are special. You are you. Take a deep breath in and loudly release it. Wiggle your toes, wiggle your fingers and begin to open your eyes.



#### CHAPTER 2:



# **SUGGESTED READING:**

"Fight Stress with Food" (page 33) from Fighting invisible tigers: Stress management for teens (Hipp, 2008).

GUIDED	MEDI	IAI	ION:

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1.	What did you notice as you explored the apple?
2	What concations did you experience in the processes of eating this applied
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	aste:
	Smell:
	ouch:
	See:
	Hear:
	lawy waight was a way ation waightful antique in the Cutows?
3.	How might you practice mindful eating in the future?

4.	How can mindful eating help you be healthy?
5.	How can you help others around you be healthy?
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# Create a healthy dish, carefully considering each ingredient.

As you design the recipe, provide a description of why each ingredient was chosen, where the ingredients originated from, and how the ingredients can help fuel the body.

Ingredient	Why did you choose it?	What are the nutritional benefits?

#### CHAPTER 3:

# **POSITIVE RELATIONSHIPS**

# **SUGGESTED READING:**

- "The Most Important Relationship You Will Ever Have" (page 10) from How to like yourself (Bradshaw, 2016).
- "Weave a Safety Net of Support" (page 67) and "Choose the Upside View" (page 116) from Fighting invisible tigers: Stress management for teens (Hipp, 2008).

## **GUIDED MEDITATION:**

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Describe a time when you could have either chosen to be mean to either yourself or someone else.	
	Why did you choose this reaction?
I can do it!	
How could you choose a different reaction	
in the future?	

What makes it hard to be kind?	What makes it easy to be mean?
Write at least one kind thought abou	ut yourself and about someone else.
You:	
n capable	
N Cape	
Someone else:	
List at least two ways you can be pathways to be kinder and less me	gin to create new neural ean to yourself and others:
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List at least two ways you can be pathways to be kinder and less me	gin to create new neural ean to yourself and others:  Sam a good perso



### CHAPTER 4:

# THE PURPOSE OF PRESENCE

# **SUGGESTED READING:**

- "Find Your Calm Center" (page 41) from Fighting invisible tigers: Stress management for teens (Hipp, 2008).
- "Enjoying the Moment" (page 12) from Pressure: True stories by teens about stress (Desetta, 2012).
- "Embracing the Now" (page 59) from The mindful teen (Vo, 2015).
- Skeen, McKay, Fanning, & Skeen (2016). Communication skills for teens. Instant Help Books, Oakland, CA

# **GUIDED MEDITATION:**

Reflect on your guided meditation. This can be with words or pictures.	

