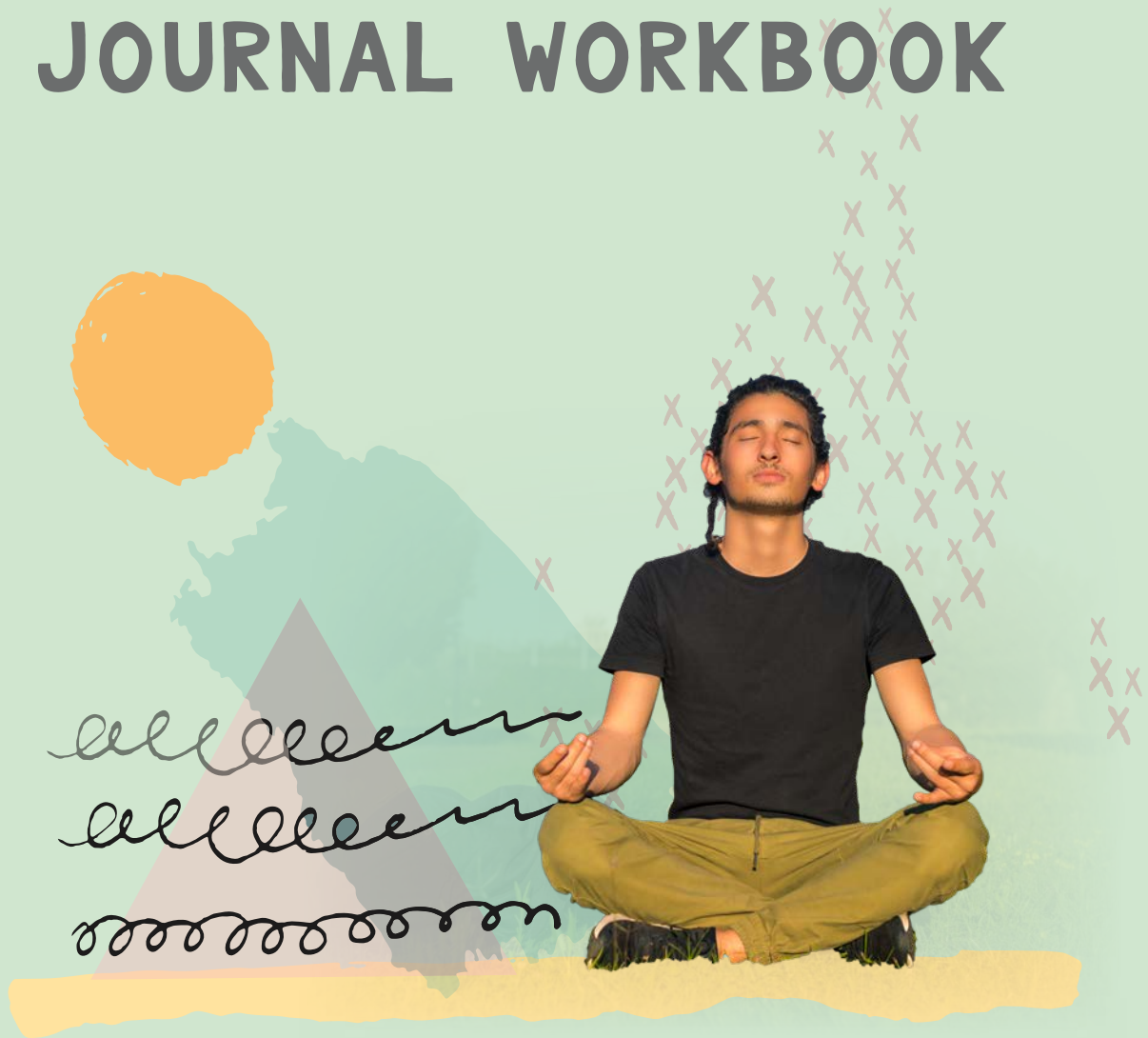


2020

A 4-H Mindfulness Curriculum
for Adolescents and Adults

MINDFUL MECHANICS JOURNAL WORKBOOK



PEER REVIEWED

MINDFUL MECHANICS: JOURNAL WORKBOOK

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ACKNOWLEDGMENTS

The UC 4-H Mindfulness curriculum was developed through a
community of contributions:

- Funding from the Leavey Foundation
- The teens and adult participants of the 2016, 2017, 2018, &
2019 4-H Mindfulness Retreat
- Daniel Herrera, MA, California State University Faculty
- Marcel Horowitz, MS, MCHES; Healthy Youth, Families, &
Communities Advisor
- Robert Withrow-Clark, MA; Department Chair, Center for
Academic Success, Butte College

Thank you for all your contributions!

Anne, Kendra, and Katherine



UNIVERSITY OF CALIFORNIA
Agriculture and Natural Resources

4-H Youth Development Program



JOURNAL WORKBOOK

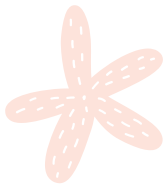
This journal is intended to be used alongside the *4-H Mindful Mechanics* curriculum. Use this journal to document your experiences as you participate in mindfulness activities within your 4-H project.

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

What is mindfulness?

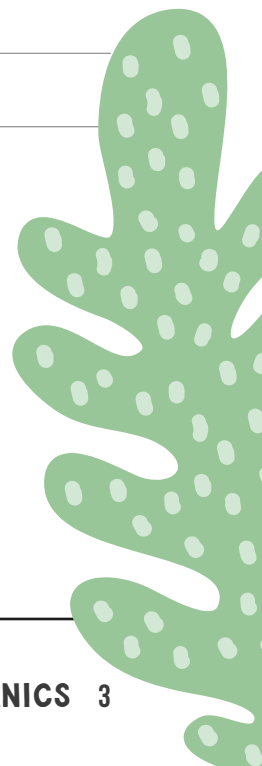


Why is it important?



What are the benefits?





CHAPTER 2:



MINDFUL EATING

SUGGESTED

READING:

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

GUIDED MEDITATION:

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



1. What did you notice as you explored the apple?



2. What sensations did you experience in the processes of eating this apple?

Taste: _____

Smell: _____

Touch: _____

See: _____

Hear: _____

3. How might you practice mindful eating in the future?

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:

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

I am enough



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 about yourself and about someone else.

I am capable

You: _____

Someone else: _____

List at least two ways you can begin to create new neural pathways to be kinder and less mean to yourself and others:

I am a good person

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.

