

**Mindfulness and Gratitude: Does It Really Make a Difference for College Students?**

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**Abstract.** Mindfulness is the intentional and nonjudgmental awareness of all thoughts, feelings, and sensations that occur in the present moment. Mindfulness has also been associated with higher levels of quality of life, sleep quality and duration, and life satisfaction and happiness (Chavan et al., 2017). Similarly, gratitude is a tendency toward appreciating the positive in life. It also has been associated with well-being, such as reducing anxiety, stress and depression, and increased life satisfaction (Lindor, 2019). This article takes these findings and explores them to determine whether consistent mindfulness activities and gratitude practices make a difference in the lives of college students, leading to a reduction in anxiety, stress, and uncertainty, as well as an increased ability to be present and to feel appreciation for their current lives.

In my role as the director of field experiences, I have the opportunity to work with approximately 75 students each semester who are in their junior or senior years in college, placing them in their first, second, and third field experiences required for their teaching certification degree. It was in this role that my journey toward mindfulness and gratitude began with a few simple questions that I posed to students in my college education courses. The questions were: “How many of you struggle with anxiety? How many of you struggle with focus and attention? How many of you feel stressed and overwhelmed? How many of you wish you could decrease your anxiety, decrease your stress, and improve your focus and concentration?” I had a sense that hands would go up when I asked these questions, but I was taken back when 66 students out of three classes, totaling 75 students, raised their hands!

**...students attending higher education have to navigate changes to a new living environment and the additional stress of a new educational setting, with greater demands and new social pressures that can cause or increase mental health issues.**

Although the results were surprising to me, they should not have been since college students are considered to be a high-risk population for mental health disorders, such as distress, anxiety, and depression (Chavan et al., 2017). These students attending higher education have to navigate changes to a new living environment and the additional stress of a new educational setting, with greater demands and new social pressures that can cause or increase mental health issues (Dawson et al., 2019).

Years before that day in my classes, I had started my own journey of dealing with these questions. In particular, how could I address and overcome anxiety, stress, trauma, focus, and concentration in both my personal and professional life? As I pursued various recommended ideas and strategies to try – from trusted mentors and

colleagues to my own personal counselor – they each kept recommending that I try the practices of mindfulness and gratitude.

### **What is Mindfulness and Gratitude?**

Mindfulness and gratitude are consistently and positively associated with well-being in diverse populations. Maroney (2018) wrote that mindfulness is about being fully aware of what is happening in the present moment, both internally and externally. It is a conscious decision to pay attention to your body, mind, emotions, and external circumstances, and to do so from a nonjudgmental place – a place of noticing and letting go of anything that doesn't serve you (Maroney, 2018).

Gratitude, on the other hand, is a tendency toward appreciating the positive in life (Maroney, 2018). It is a mark of being kind to life by being aware of all that is around us, and when we are grateful, we acknowledge the people and situations in our lives and express thanks for them. Seeing and feeling gratitude today is one key to being resilient and successful (Wong & Brown, 2017).

When we are feeling grateful, our body calms, and we feel at peace in all realms of our lives. It is impossible to feel grateful and stressed at the same time. Lindor (2019) shared the basic principle in psychology called "Reciprocal Inhibition"; we cannot feel two contradicting states at once. The best part about gratitude is that it is easy to access in little time and, when combined with a mindfulness practice, can help us stay in touch with all we have to be grateful for in our lives.

With this foundation of research, I began to believe that by introducing these practices to my students, it would provide them the tools needed to reduce the anxiety and stress they experienced and to help them become more present in the moment, thus releasing them from regret of the past and fear of the future. I also believed that by finding the time to integrate these practices into my education courses, I would serve as a model for how aspiring teachers could provide these same tools to their future students and classrooms.

### **What are the Benefits of Mindfulness and Gratitude?**

O'Leary and Dockray (2015) emphasized that mindfulness is associated with higher levels of quality of life, sleep quality and duration, life satisfaction and overall happiness. It is also associated with lower levels of stress, depression, and anxiety. In addition, Maroney (2018) shared these general benefits as they relate to practicing mindfulness with adults and kids:

- Self-acceptance
- Compassion for themselves
- Strengthened resilience
- Better focus and concentration at school and at home
- Increased self-esteem
- Improved social skills
- Better control of anger and hyperactivity
- Improved sleep (p. 119)

Although gratitude is not as widely used in practice as mindfulness, a growing body of gratitude research has found robust and consistent associations with well-being. Gratitude is so simple yet many people overlook its amazing benefits of reduced anxiety, stress and depression, as well as increased life satisfaction, positive affect, and health behaviors (McClary, 2018).

These positive effects make sense because when you think about what you are grateful for, you cannot help but feel more relaxed, fulfilled, and blessed, which leads to a greater capacity for learning and brain development. Fox (2019) wrote there were three ways gratitude benefits individuals:

1. **It can help relieve stress and pain.** Feeling grateful and recognizing help from others creates a more relaxed body state and allows the subsequent benefits of lowered stress to wash over us.
2. **It can improve our health over time.** Data suggests that because gratitude relies on the brain networks associated with social bonding and stress relief, this may explain in part how grateful feelings lead to health benefits over time.
3. **It can help those with depression.** Perhaps even more encouraging, researcher Prathnik Kini and colleagues at Indiana University found evidence of how the mental practice of gratitude may even be able to change and re-wire the brain. (p. 1)

#### **What are the Benefits of Mindfulness and Gratitude in Higher Education?**

The knowledge of the benefits of mindfulness and gratitude is transferable to any student – but especially a student in higher education. Bamber and Schneider (2020) explained how college students found mindfulness-based interventions to be beneficial and described them as a coping mechanism that regulated their stress, regulated their anxiety and emotions, improved learning, built relationships, and provided tools for future careers. In addition, Falsafi (2016) found reductions in stress and depression and increases in happiness were observed for gratitude and mindfulness interventions. The gratitude intervention was most effective for reducing stress, demonstrating a continuous decline over time, while the mindfulness intervention was most effective in reducing depression and increasing happiness (Skylar & Dockray, 2015). These findings indicate that mindfulness and gratitude interventions are potentially beneficial and could also be useful when combined to further improve mental health and well-being of college students.

Further, research led me to data that confirmed the impact that mindfulness and gratitude had in the specific context of learning, memory, and cognitive function. For example, Lynch et al. (2018) shared that mindfulness has been associated with improvements in working memory as well as reduction in mind-wandering and cognitive rigidity. It has been used for performance enhancement in sports and music, and there is growing evidence that therapists who promote mindfulness may achieve better therapeutic results.

In addition to performance in sports and music, Flaherty (2019) found that doctoral students who practiced mindfulness reported a statistically significant reduction in depression and increase in self-efficacy, hope, and resilience. In fact,

Semple et al. (2017) added that an even greater effect may be possible if students practiced more mindfulness consistently. Daily practice, such as those short 5-to-10-minute practices available through various apps, could be used with a positive effect.

### **How is Mindfulness and Gratitude Applicable to the Classroom?**

With a greater understanding of the benefits of mindfulness and gratitude, both from a general benefit perspective, as well as from a higher education perspective, I began to briefly introduce mindfulness and gratitude practices to all of my aspiring teacher students (see Appendix). These practices consisted of mindfulness activities, such as mindful breathing, guided meditations, positive affirmations, mindful listening, mindful eating, mindful walking, and tapping. In the area of gratitude exercises, we reflected on three things of which students were grateful for from the past week in the areas of career, family, health, school, and spirituality. These practices generally were done during the first five to 10 minutes of class and the last five to 10 minutes of class.

While I felt like the activities were well-received, I was unable to ascertain the impact on the students, mainly because I never asked. As is the case when you introduce new concepts to students in class, there can be a wide range of reactions. While some students expressed appreciation for the practices, there were others who failed to acknowledge the practices. With this range of responses, it was difficult to determine its impact and effect.

However, this perception all changed when students completed my end of course evaluations. When asked about what they appreciated the most about the course, 22 out of 25 students per class mentioned their appreciation for the mindfulness activities and gratitude exercises, stating that it was a highlight of the course and had helped them cope with their anxiety, stress, and uncertainty when facing obstacles in their other college courses. For example, one student wrote:

The strengths of this course were the mindfulness activities and the resources that were offered. Beginning each class with mindfulness activities would help bring me to a clear mental mindset and get me prepared for the lesson for the day. The resources that were provided during each class have been helpful as well for what I could plan for my future classroom and for my job that I am currently working at.

Needless to say, the results were surprising and encouraging!

As one semester turned into four semesters, students' end of course evaluations and behaviors in the classes continued to indicate the mindfulness activities and gratitude exercises were impactful and a significant aspect of my courses. In fact, it was something they looked forward to whenever they learned they were taking one of my courses. For example, due to the inclusion of the mindfulness activities and gratitude practices, a student wrote the following:

I think the environment that a teacher provides for their students is so important. I loved that this class addressed all of the ways that we can make students feel safe, welcome, and ready to learn. This has honestly been one of

my favorite education courses so far and I believe that it has a lot to do with my passion and the specific topics covered. (It is also great to have a professor teach a course where it is easy to tell that they are passionate about their content too!).

Comments like these only fueled my passion and desire even more to continue the mindfulness activities and gratitude practices and the impact it was having on the learning environment for my students.

In the spring of 2020, I designed each of my education courses to include a weekly mindfulness activity and a weekly gratitude journal exercise. During each class period held, I would start with a mindfulness activity and end with a gratitude journal exercise. The mindfulness activities expanded to include, EFT (Emotional Freedom Technique) tapping, guided meditations, such as body scan meditations, mindful listening exercises, mindful eating, kindness walks, positive affirmations, and even yoga poses. For gratitude exercises, the focus was on listing at least three things they were grateful for related to their personal life, professional life (work), education life (school), physical life, and spiritual life. They were also challenged to keep a weekly gratitude journal as a reflective practice. These activities and practices were a result of personal exposure to such valuable resources like Mindfulness in Schools, Mindful.org, Beyond Consequences, Challenge to Change, The Tapping Solution, and The Imagine Project.

Things were going smoothly and students were responding well to the new format and then suddenly the pandemic of COVID-19 happened. Suddenly, we were thrust into an online-only format, and students were now facing even more anxiety, uncertainty, and stress beyond anything they had ever experienced before. Interestingly, as schools across the country transitioned to online learning, every leader, administrator, and mental health professional recommended similar things. Their recommendations included an emphasis on making sure that we, as a faculty, were checking in with our students to see if they were doing okay – not just academically but also emotionally. We were encouraged to help them find the positives in their life with so much panic and uncertainty going on around them.

As I listened to this advice from leadership and others in science, education, and mental health, I began to look at the current structure of my class and realized mindfulness and gratitude were exactly what students needed at this time and in the months ahead. In fact, the skills that I had been using over the last four semesters were a strong foundation of skills that students could use and build upon to help themselves and their future students during the COVID-19 pandemic. With this confirmation, I proceeded forward with my plan of having weekly mindfulness activities and gratitude journal exercises. I am happy to report that the remainder of the spring 2020 semester was very successful, both from a personal level, as well as a faculty level. I was able to support and encourage my students by providing practical tools through mindfulness and gratitude to help them with their anxiety, stress, and uncertainty.

#### **Tips/Resources for Faculty**

As students return to in-seat classes after the COVID-19 pandemic, anxiety,

stress, and uncertainty may still be their realities. With this in mind, I have continued to further my research on mindfulness and gratitude practices. In fact, research is now showing that students who practice mindfulness experience increases in optimism, emotional control, empathy, perspective taking, prosocial goals, and mindful attention. Brown School of Public Health (2020) wrote that mindfulness complements and strengthens social and emotional learning practices, skills and outcomes, and is an essential component in dealing with the daily physical and emotional stress inherent in teaching and being a student. With one in five children now having a diagnosable emotional, behavioral, or mental health disorder (Psychiatry Advisor Team, 2020), mindfulness can play a key role in addressing risk factors in children that lead to depression, anxiety, stress, lack of empathy, insufficient sleep, bullying, and difficulty with concentration.

With the research continuing to show these benefits, as well as receiving positive feedback from my students, I have continued to re-develop additional education courses to include mindfulness and gratitude as regular and consistent practices. It is the belief of many researchers that the most effective and sustainable way of teaching student's mindfulness is by training teachers, counselors and school leadership in the practice. In fact, Shapiro et al. (2008) concluded that teachers who practice mindfulness and fully integrate it into the daily lives of their classrooms and school cultures bring calmer and engaged presences to their students. Teachers who train in mindfulness are rated as more emotionally supportive and productive compared to those who do not practice mindfulness. Their interactions are more emotionally positive and the teachers demonstrate greater sensitivity to their students' needs (Chick, 2010). Teachers also make better use of instructional time, resulting in students being more involved in learning activities, and are better able to cope with stress given the pressure they are under, thus improving their performance and quality of life (Semple et al., 2017).

I am excited about taking the next step in pursuing the research and data even further with college students, in particular aspiring teachers, with the goal that consistent mindfulness and gratitude practices will have a universal impact on more and more students, not just at my current institution but across the country. The more tools we can provide college students, in particular student teachers, to combat the anxiety, stress, and uncertainty following the COVID-19 pandemic and the ever-changing cultural landscape, the better prepared they will be to share these practices with their own students and colleagues in the future. By introducing these concepts to my student teachers, it is my goal that they potentially integrate these skills and tools into their own classrooms with the ultimate goal of impacting the next generation of learners in K-12. The combination of mindfulness and gratitude is an important life-long skill set--one that makes a difference for students facing such anxiety, stress, and uncertainty, allowing them to be more present and feel more appreciation for their current lives.

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## Appendix

**Body Scan Meditation:** Involves paying attention to parts of the body and bodily sensations in a gradual sequence from feet to head. By mentally scanning yourself, you bring awareness to every single part of your body, noticing any aches, pains, tension, or general discomfort.

Directions:

1. Get in position. Sit on the floor or in a chair, whatever is most comfortable.
2. Focus on how your body feels. Notice how you are feeling.
3. Move your attention slowly through your body.
4. When your attention wanders, notice that and return to the body scan.
5. Take in your body as a whole.

**Beyond Consequences Institute:** Their mission is to provide every child and student the opportunity to be parented and taught from a place of love, ending the myth that children can only respond, learn, and bond through fear-based techniques. They do this by offering educational materials, training programs, and valuable resources for parents, professionals, and teachers working with children impacted by trauma. (<https://beyondconsequences.com/>)

**EFT Tapping:** The emotional freedom technique (EFT) is an alternative to the traditional treatment for healing pain and emotional distress. EFT is commonly referred to as tapping or psychological acupressure. The practice consists of tapping with your fingertips on specific meridian points while talking through traumatic memories and a wide range of emotions.

Directions: (<https://elemental.medium.com/>)

1. Identify the issue. Name it. This will be the focus for the tapping (keep tapping)
2. Rate the intensity. How strong is it on a scale of one to 10 with 10 being the most intensity? (keep tapping)
3. "Tap in" and repeat. While still tapping, notice what you are feeling in your body; be present to it. Then think of a comforting phrase like, "Even though I am feeling all of this anxiety, I choose to relax and feel safe now. Do that two more times while still tapping.



4. Tap through the sequence points. Tap each point below on your body 8 times consecutively, repeating the comforting phrase three times as you do. Continue tapping and reciting while you work your way down your body:
  - a. Eyebrow
  - b. Side of the Eye
  - c. Under the Eye
  - d. Under the nose
  - e. Under the chin
  - f. Collarbone
  - g. Under the arm (armpit)
  - h. On top of the head
5. Repeat the sequence. This time, notice how your anxiety is lessening and fading away. Notice feelings of safety and calm growing in your body. End after three times through.
6. Rate the intensity. How strong is your anxiety now on a scale of one to 10? Repeat as necessary

**Gratitude:** A tendency toward appreciating the positive in life. It is a mark of being kind to life by being aware of all that is around us, and when we are grateful, we acknowledge the people and situations in our lives and express thanks for them. Seeing and feeling gratitude today is one key to being resilient and successful.

Directions:

1. Write down 5 things you are grateful for right now.
2. Write down 3 good things that happened today.
3. Write down 3 things that you are looking forward to.
4. Write the names of 4 people you are grateful for and why.
5. Write down 5 qualities you love about your job or school.

**Guided Meditation:** The process of meditating under the guidance of an experienced teacher or practitioner. This guidance is essentially an audible or visual narration of the meditation process, which may be given in person or remotely via audio, video or text.

Directions:

1. Set your intention.
2. Take time to relax your body.
3. Pay close attention to your senses.
4. Investigate what you are feeling.
5. Keep coming back to the body.

**The Imagine Project:** Their mission is to give kids a voice to bring positive change to their lives, and to future generations. The Imagine Project offers a free and simple 7 step “Imagine....” journaling process that provides kids a simple way to express their stress and/or trauma, as well as encouraging them to imagine a new story in their lives. (<https://theimagineproject.org/>)

**Kindness Walks:** A form of mindful walking where you are being aware of each step and of your breath while speaking positive affirmations that highlight the positive values about one's self.

Directions:

1. Choose a place to walk.
2. Start walking.
3. Pace yourself with small steps.
4. Combine your breath and your steps.
5. Say your positive affirmations while walking.
6. Be aware of your body, feelings, and emotions.
7. Live in the moment.

**Meditation:** A mental exercise that involves relaxation, focus, and awareness. Meditation is to the mind what physical exercise is to the body.

Directions:

1. Take the seat. Find a place to sit that feels calm and quiet to you.
2. Set a time limit. It can help to choose a short time, such as five or 10 minutes.
3. Notice your body. You can sit in a chair with your feet on the floor; you can sit loosely cross-legged; you can kneel – all are fine. Just make sure you are stable and in a position that you can stay in for a while.
4. Feel your breath. Follow the sensation of your breath as it goes in and as it goes out.
5. Notice when your mind has wandered. Inevitably, your attention will leave the breath and wander to other places. When you get around to noticing that your mind has wandered – in a few seconds, a minute, five minutes – simply return your attention to the breath.

**Mindful Breathing:** A very basic yet powerful mindfulness meditation practice. The idea is simply to focus your attention on your breathing—to its natural rhythm and flow and the way it feels on each inhale and exhale.

Directions:

1. Start by breathing in and out slowly. One breath cycle should last for approximately 6 seconds.
2. Breathe in through your nose and out through your mouth, letting your breath flow effortlessly in and out of your body.
3. Let go of your thoughts. Let go of things you have to do later today or pending projects that need your attention.
4. Purposefully watch your breath, focusing your sense of awareness on its pathway as it enters your body and fills you with life.
5. Then watch with your awareness as it works its way up and out of your mouth and its energy dissipates into the world.

**Mindful Communications:** They are dedicated to sharing the gifts of mindfulness through content, training, courses, and directories—helping people enjoy better health,

foster more caring relationships, and cultivate a more compassionate society. (<https://mindful.org/>)

**Mindful Eating:** Paying attention to our food, on purpose, moment by moment, without judgment. It is an approach to food that focuses on individuals' sensual awareness of the food and their experience of the food.

Directions:

1. Bring your attention to the item in your hand. Observe with curiosity as you pay attention and notice the color, shape, texture, and size. (Pause)
2. Now place the item between your fingers and feel the texture, temperature and ridges. You may notice smoothness or stickiness. (Pause)
3. Take the piece of food and bring it toward your nose and smell with your full awareness. (Pause)
4. Place the object (fruit or chocolate) into your mouth without chewing or swallowing it. Notice the flavor and texture. Notice the physical sensations within your body, especially your mouth and your gut. (Pause)
5. Next take just one bite and notice the flavor, notice the change of texture. Notice the parts of your mouth that are involved in chewing. Notice the sound and movement of chewing, as you continue to notice the sensations and flavor. (Pause)
6. When you are ready, swallow this item and notice the path that it follows from your mouth and throat into your stomach. Notice the sensation and taste that may linger in your mouth. Connect again to your body and your breath and notice your experience in this moment. (Pause)

**Mindful Listening:** A way of listening without judgment, criticism or interruption, while being aware of internal thoughts and reactions that may get in the way of people communicating with you effectively.

Directions:

1. Close your eyes.
2. Try not to get drawn into judging the music by its genre, title or artist name before it has begun. Instead, ignore any labels and neutrally allow yourself to get lost in the journey of sound for the duration of the song.
3. Allow yourself to explore every aspect of the track. Even if the music isn't to your liking at first, let go of your dislike and give your awareness full permission to climb inside the track and dance among the sound waves.
4. Explore the song by listening to the dynamics of each instrument. Separate each sound in your mind and analyze each one by one.
5. Hone in on the vocals: the sound of the voice, its range and tones. Don't think; hear.

**Mindfulness:** Being fully aware of what is happening in the present moment, both internally and externally. It is a conscious decision to pay attention to your body, mind, emotions, and external circumstances, and to do so from a nonjudgmental place – a place of noticing and letting go of anything that doesn't serve you.

Directions:

1. Let go of past and future thoughts.
2. Accept the present moment.
3. Meditate.
4. Get in touch with your senses.
5. Practice mindfulness during routine activities.

**Mindfulness in Schools:** Their charity, Mindfulness in Schools Project, is an established provider of mindfulness training for schools, delivering world-leading curricula for classroom-based mindfulness. Their materials are based on rigorous research in clinical psychology and neuroscience, written by teachers for teachers, and used successfully in a wide range of educational contexts. (<https://mindfulnessinschools.org/>)

**Mindful Walking:** Walking while being aware of each step and of our breath as well as the environment around us...Mindful walking can release our sorrows and our worries and help bring peace into our body and mind.

Directions:

1. Choose a natural object from within your immediate environment and focus on watching it for a minute or two. This could be a flower or an insect, or even the clouds or the moon.
2. Don't do anything except notice the thing you are looking at. Simply relax into watching for as long as your concentration allows.
3. Look at this object as if you are seeing it for the first time.
4. Visually explore every aspect of its formation, and allow yourself to be consumed by its presence.
5. Allow yourself to connect with its energy and its purpose within the natural world.

**Mindful Yoga:** Applies traditional mindfulness teachings to the physical practice of yoga, offering a means of exercise that is also meditative and useful for reducing.

Directions: (<https://positivepsychology.com/mindfulness-yoga/>)

1. Tadasana – also known as “Mountain Pose”

This pose is the foundation for all standing postures. It is so seemingly simple that it is often not practiced mindfully. It is an excellent posture to help bring awareness to all areas of the body, as well as the mind, to see if it is wandering off.

Stand up tall with your arms at your sides. Press all four corners of your feet into the ground, distributing your weight evenly between both feet. Imagine your pelvis as a bowl with its rim level, both side to side and front to back. Elongate the spine, keeping the lower ribs from jutting out, gently lifting the chest and opening the heart. Relax the shoulders down your back. Keep your chin parallel to the floor and your ears centered over your shoulders.

2. Vrikshasana – also known as “Tree Pose”

The classic balancing posture, Tree Pose helps focus your mind on finding balance on one standing leg. This is another simple pose that has the tendency to let the mind

wander off. As well, since it is a balancing pose, the loss of balance may cause one to experience feelings of defeat or judgment, should they be unable to maintain the balance (posture to be completed on each side).

Standing tall with your arms at your sides, start to shift your weight to your right foot. Inhale while lifting the opposite leg, rotating it externally. Use your left hand to help guide the sole of your left foot onto your inner right thigh. Bring your hands to your chest in Prayer position.

Your left foot should be pressing firmly into your right thigh and right thigh pressing firmly into your left foot. Maintain this pose while breathing in and out.

### 3. Anjaneyasana – also known as “Low Lunge”

Low Lunge is a stretching posture which improves balance, concentration and core awareness. During this pose, it is common to lose conscious awareness of the breath, or it might evoke a desire for the pose to be over, making it a great exercise in mindfulness. (posture to be completed on each side)

Starting from Downward-Facing Dog Pose, step your right foot forward and place it beside your right thumb, lining up your right knee over your right ankle. Lower your left knee down to the ground, ensuring to place it behind your hips. Raise your torso and sweep your arms above your head, palms facing one another, biceps beside your ears.

Allow your hips to settle forwards and down until you feel a stretch in the front of your left leg and psoas muscle. Draw your tailbone down, lengthening your lower back and engaging your core muscles. Begin to draw your thumbs into the back plane of your body as you reach up with your heart, shifting your gaze upward for a mild backbend.

### 4. Supta Baddha Konasana – also known as “Reclining Bound Angle Pose”

A classic restorative posture, this is a great ending posture for mindful yoga practice, acting as a segway into meditation as it brings awareness inward. In this posture, the mind might start to wander due to physical discomfort in the inner thighs and groin.

Starting from Corpse Pose, bring the soles of your feet together, and let your knees fall open. Imagine that your inner groins are sinking into your pelvis. Extend your arms out by your side, angled at about 45 degrees from the sides of your torso, palms facing up. Start to relax your face, chest, shoulders, hips, and feet. Allow your knees to drop further, as you go deeper into the pose.

**Positive Affirmations:** Statements that affirm something to be true, positive affirmations are positive phrases or statements used to challenge and eliminate negative or unhelpful thoughts that would hold one back.

Directions:

1. Choose a negative thought and write out its positive opposite.
2. Make your affirmations only a few words long.
3. Start your affirmations with “I Am”

4. Write your affirmations in the present tense.
5. Write as though you are grateful for already having and being what you want.

**The Tapping Solution:** Their mission is to empower the world to live a happier life by reducing the amount of stress, anxiety, and overwhelm experienced on a daily basis. It was created to provide people with the opportunity to release stress and find balance in their lives, all at their own fingertips. (<https://thetappingsolution.com/>)

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