

## PRE-TASK: GUIDED MEDITATION ON HAPPINESS

|                         |            |
|-------------------------|------------|
| <b>Linguistic focus</b> | Word order |
|-------------------------|------------|

|                       |            |
|-----------------------|------------|
| <b>Thematic focus</b> | Meditation |
|-----------------------|------------|

|                                    |     |
|------------------------------------|-----|
| <b>Language level/target group</b> | A1+ |
|------------------------------------|-----|

### Teacher instructions

This exercise does not necessarily need to be introduced as a “meditation” but can simply be referred to as “time for yourself” or “time to calm down” to make the exercise potentially more approachable to younger students.

Before beginning the exercise, students should be introduced to affirmative statements as these are used in this exercise to focus on different aspects of happiness. The three affirmations below are suggested as a starting point.

#### Possible affirmations:

1. *I deserve happiness in my life.*
2. *I am thankful for the small things in my life.*
3. *I find a reason to smile every day.*

These three affirmations can be presented to the students by writing them on a board or showing them on a smartboard/projector. The next step depends on the language level of the students and additional language scaffolding might be needed.

It is recommended that the teacher introduces the affirmative statements and then uses them to lead over to a guided discussion about affirmations and what they mean (see impulses on the next page). You might also want to give students the opportunity to explain how they understand the affirmations and, if they want, how they relate these to their own lives or experiences. As this discussion may exceed the language level of the students, you might want to let them answer in their mother tongue and then help them translate the statements into English (e.g. by mirroring). It is also possible to discuss the affirmations themselves, namely, “What are you thankful for in your life?” or “What made you smile today?” as this provides students with a clearly determined thematic framework that uses familiar vocabulary.

### Impulses for the discussion:

- What can you be grateful for? What can you be thankful for in your life?
- What does 'being grateful' mean (to you)?
- What makes you happy?
- What made you smile today?

### Meditation instruction

After the discussion of the affirmations, the meditation can be put into action (see Happy 1.1 for read-aloud instructions, Happy 1.2 for a poster you can use).

For this exercise students should sit up straight on their chairs and put both feet on the ground. They are then asked to close their eyes. The students should take a deep breath through their noses and then slowly exhale through their mouths, letting go of any tension or distractions. Students should be encouraged to consciously notice their breathing and the way the air goes in and out of their bodies. As a next step, the students imagine themselves in a happy situation. It is important to let the students embrace their feelings when thinking of this situation.

Afterward, the students should imagine a warm light floating through their bodies – here, the light symbolizes happiness. They then imagine how the light makes its way into every part of their bodies. The teacher then reads the affirmations out loud and the students repeat the statements in their heads. Each affirmation is said three times. Afterwards, the students return their focus to their breathing and end the meditation by taking one last deep breath before reopening their eyes.

### Personalization

After having been introduced to the concept of meditation and affirmative statements, the students can produce their own affirmative statements to modify the meditation for themselves (see Happy 1.3). This might encourage them to perform meditations outside of the classroom. The worksheet also draws attention to the word order in English which supports them in self-constructing affirmative statements.

### Possible continuation

As meditation might be hard for students to implement in their daily lives, tool like: <https://www.pixelthoughts.co/#> can be introduced to them. The website provides a short meditation focusing on letting go of stressful thoughts and embracing one's state of being. You might want to encourage students to access the website when they feel overwhelmed and could give them two minutes to try it out in class.

### Additional material to be used

- |                                                 |             |
|-------------------------------------------------|-------------|
| - Happiness meditation audio                    | [Happy 1.1] |
| - Meditation poster with vocabulary scaffolding | [Happy 1.2] |
| - Worksheet on affirmative statements           | [Happy 1.3] |

## AUDIO OF MEDITATION

### Meditation audio



### Transcript of audio

[Introductory jingle]

Close your eyes. Put both your feet on the ground.

Take a deep breath.

Slowly exhale through your mouth.

Notice how the air enters your body and leaves your body.

Imagine a situation where you were happy.

Your happiness is a warm light. Imagine how it goes through your body.

The light is in your toes, in your feet. It enters your legs and goes to your hips. You can feel the light in your stomach. The light floats to your shoulders. It goes up to your head. The light is in every part of your body.

Now repeat the affirmations in your head:

*I deserve happiness in my life.*

*I deserve happiness in my life.*

*I deserve happiness in my life.*

*I am thankful for the small things in my life.*

*I am thankful for the small things in my life.*

*I am thankful for the small things in my life.*

*I find a reason to smile each day.*

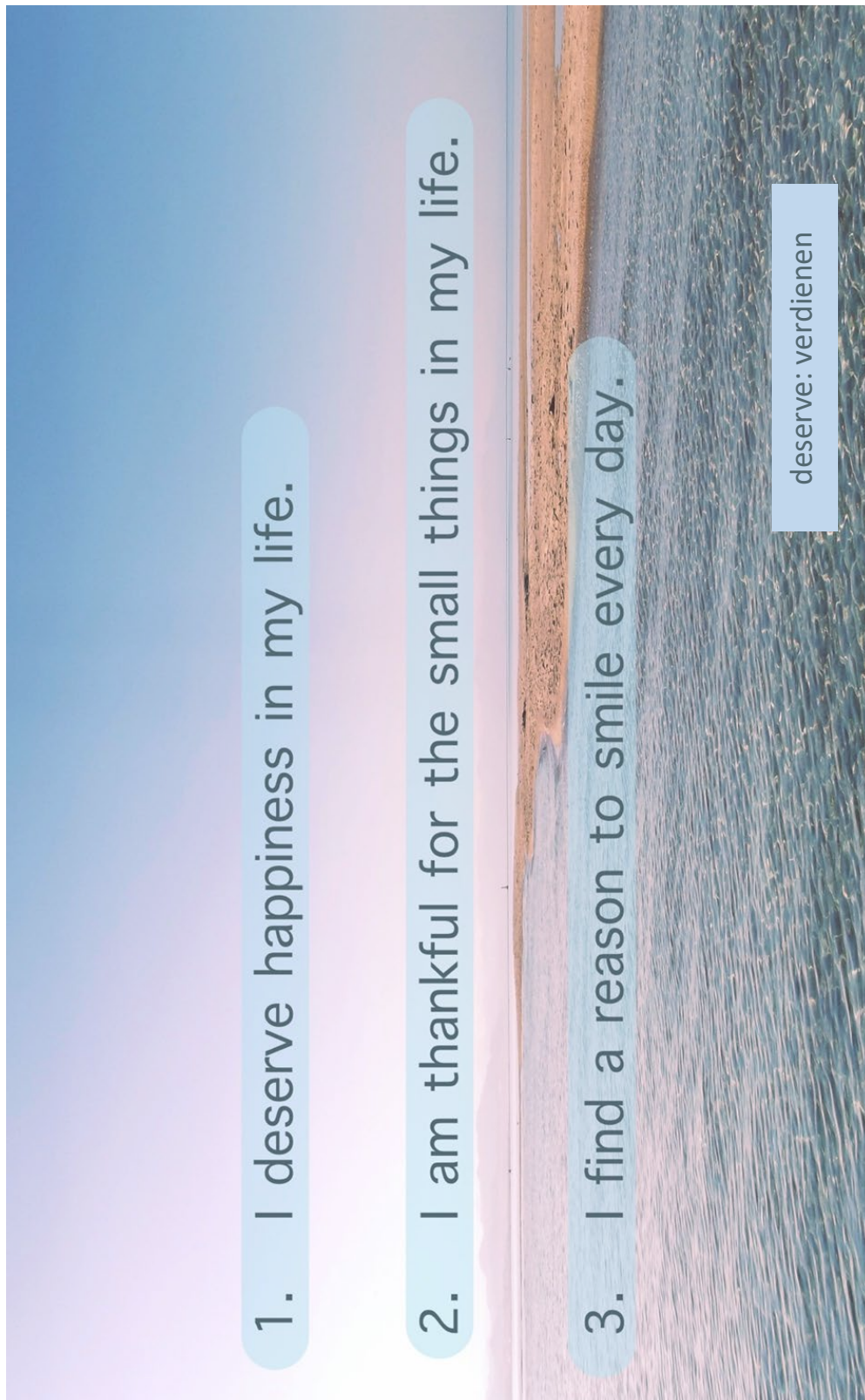
*I find a reason to smile each day.*

*I find a reason to smile each day.*

*Now take a deep breath and slowly open your eyes.*

[Ending Jingle]

## MEDITATION POSTER



## AFFIRMATIVE STATEMENTS

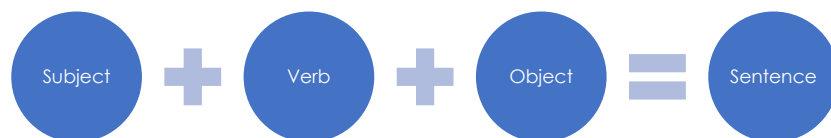
### Your meditation

Put the sentences in the correct order and fill in the gaps:

*What do you deserve? What are you grateful for? What makes you smile?*

|                  |       |    |    |  |
|------------------|-------|----|----|--|
| deserve          | I     |    |    |  |
| Fill in the gap. |       |    |    |  |
| Sentence:        |       |    |    |  |
| thankful         | for   | I  | am |  |
| Fill in the gap. |       |    |    |  |
| Sentence:        |       |    |    |  |
| makes            | smile | me |    |  |
| Fill in the gap. |       |    |    |  |
| Sentence:        |       |    |    |  |

### Word order



For example:

