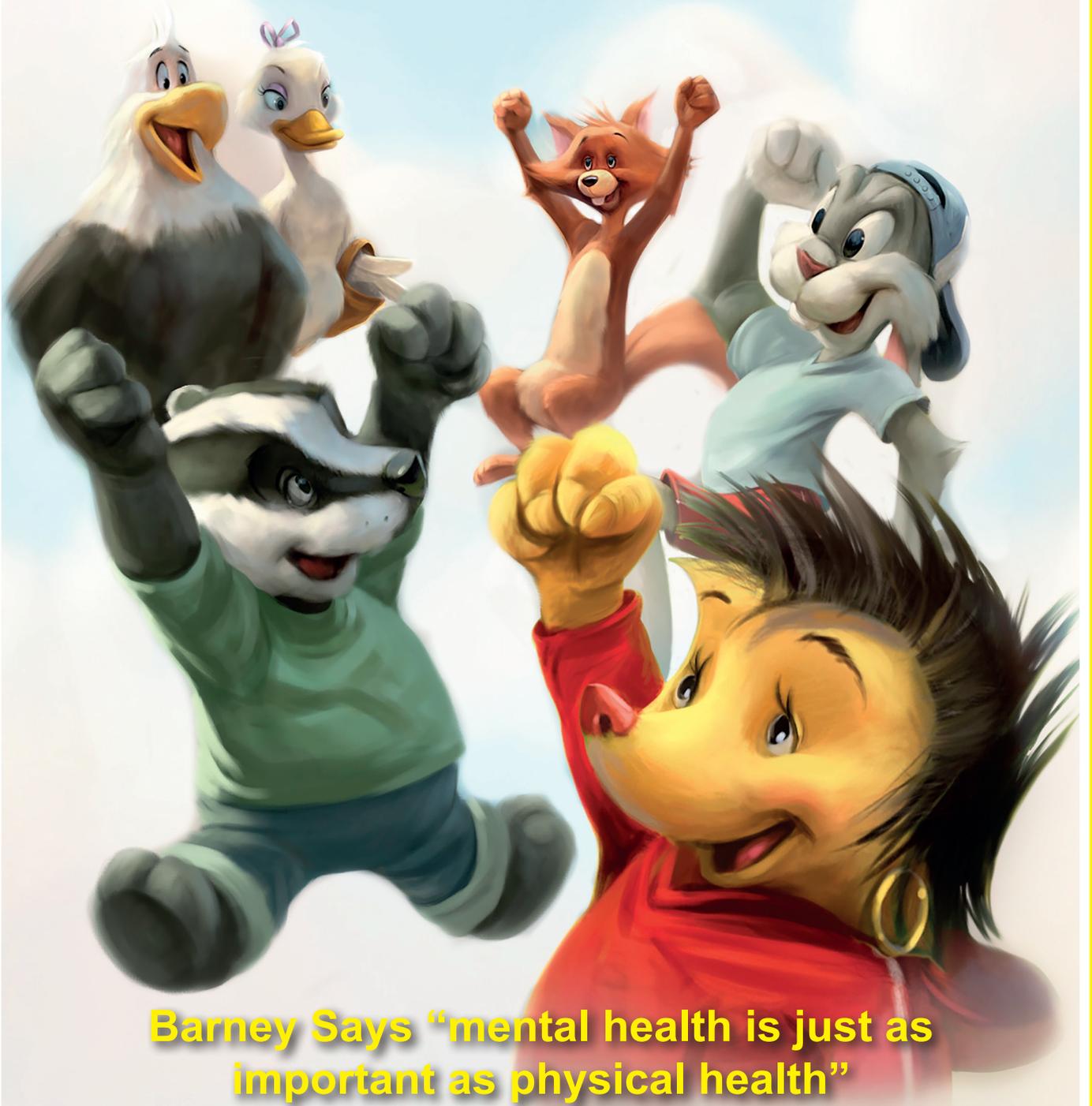




MINDFULNESS

Teacher's Workbook



Barney Says "mental health is just as important as physical health"



Barney and Echo

THE POLICE COMMUNITY CLUBS OF GREAT BRITAIN
Delivering Citizenship and PSHE Education
PATRON Lord John STEVENS QPM LL.B FOUNDER & SECRETARY Barry T JONES MBE



Introduction to the Mindfulness Teacher Workbook

Workbook Contents:

- Guidelines for lesson plan and additional activities
- Mindfulness Lesson Plan
- Discussion Activities
- Mindfulness Questionnaire (plus answer sheet)
- Reflection Exercise
- Mindfulness Play



Other books in the Barney & Echo series:

Caught in the Web – Deals with issues surrounding internet safety

Sparky's Big Idea – Deals with issues surrounding the environment

The Bad Apples – Deals with anti-social behaviour issues

The Magic Mirror – Deals with issues surrounding drugs, tobacco and alcohol

The Woodland Virus – Teaches children how to keep safe during a pandemic

Please visit: www.barneyecho.co.uk for further information



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Guidelines for lesson plan and additional activities

Lesson Plans – Pre-programme

Enclosed is the learning objective of the Mindfulness educational resource.

You can either plan the project by following the suggested template or alternatively, you can run the project to fit into your current PSHE/Citizenship Lessons at Key Stage 2.

Discussion Activity 1:

Please photocopy and hand out “How can I follow Patricia Duck’s Tips and why?” to the class.

It is advised that this activity is completed in small groups or with partners to promote discussion.

Once completed, the answers given by each group should be discussed with the whole class and any differences in opinion should be recognised and noted as valid if appropriate.

Discussion Activity 2:

Please photocopy and hand out ‘How can I help with my Mindfulness and Resilience?’ to the class. It is advised that this activity is completed in small groups or with partners.

Once completed, the answers given by each group should be discussed with the whole class and any differences in opinion should be recognised and noted as valid if appropriate.

Mindfulness Questionnaire;

Please photocopy and hand out the Mindfulness Questionnaire which should be completed by pupils individually and handed to the teacher.

The teacher can then give the answers and discuss differences in opinion which should be recognised and validated if appropriate.

Reflection Exercise:

Please photocopy and hand out the ‘What did I do and what did I learn’ activity.

Ask pupils to fill their reflections in separately and hand them to the teacher at the end of the lesson.

Once completed, the answers given by each group should be discussed with the whole class and any differences in opinion should be recognised and noted as valid if appropriate.

The Play – Post- programme

The final item in this teacher workbook is a play based on the Mindfulness story.

You can either perform the play in-class or as a school wide production.



Week	Learning Objective	Introduction	Main Teaching Activity	Plenary and Extensions
1	To ascertain prior knowledge of Mindfulness and what the concept means.	<ul style="list-style-type: none"> Inform the children that they will be learning about mindfulness and how the project can help them understand and talk about emotions. Topics might include keeping calm, being optimistic, sharing emotions, supporting friends or helping others. Ask what is meant by these terms and give the children time to discuss with partners and give feedback. 	<p>As a group complete a KWL grid</p> <p>This grid should be displayed throughout the project and updated as discoveries are made.</p> <p>K = What they know</p> <p>W = What they want to know</p> <p>L = What have they learned</p>	Key Question (KQ): How could we find out the answers to the key questions.
2	To recognise your own anger and learn techniques to calm down.	<ul style="list-style-type: none"> Introduce the book, read to page 10 KQ: Why is Buddy angry? Complete the activity on page 9 & 11 as a whole class discussing each word found and each meaning. Read to page 13. KQ: Why did Buddy say he wasn't good at football or art when Barney thought that he was? Give the children 5 minutes to discuss in groups or pairs and discuss answers. 	<p>(ICT Suite) Children to visit the website – www.barneyecho.co.uk</p> <p>Allow the children time to explore the website and ask them to particularly look at the projects that other schools have completed.</p>	Take feedback from main activity and complete the activity on page 14 discussing the meaning of each word as they are discovered.
3	To know what Mindfulness means.	<ul style="list-style-type: none"> Read to page 16. KQ: What is mindfulness? Complete the activity on page 17 and discuss what is true and what is false. Read to page 19. KQ: What is Resilience? 	Design a poster showing Buddy skipping with a 'what he feels' grid.	Self and peer assessment of the posters against the discussed criteria.
4	To know what Patricia Duck's first three Thoughtful Tips are.	<ul style="list-style-type: none"> Read to page end of para2 on page 26. KQ: What are Patricia Duck's first three Thoughtful Tips? Discuss how to keep Calm. Give the children plenty of time to discuss in groups or pairs and discuss answers. Take into account each new view given and validate opinions. Discuss how to be Optimistic. Give the children plenty of time to discuss in groups or pairs and discuss answers. Take into account each new view given and validate opinions. Discuss how to Share Your Emotions. Give the children plenty of time to discuss in groups or pairs and discuss answers. Take into account each new view given and validate opinions. 	Design a poster giving examples of how to keep calm, be optimistic and share emotions.	Self and peer assessment of the posters against the discussion outcomes.
5	To know what Patricia Duck's final two Thoughtful Tips are.	<ul style="list-style-type: none"> Read to page 31. KQ: What are Patricia Duck's final two Thoughtful Tips? Discuss Helping Others with examples. Give the children plenty of time to discuss in groups or pairs and discuss answers. Take into account each new view given and validate opinions. Discuss Supporting Each Other. Give the children plenty of time to discuss in groups or pairs and discuss answers. Take into account each new view given and validate opinions. Complete the activity on page 28 and discuss what is true and what is false. Read to the end of the story on page 37. Complete the activity on page 38 discussing each meaning. 		<p>Recap on previous lessons.</p> <p>KQ: What have you learned?</p> <p>Discuss as a whole class.</p>
6	To complete parent activity.	<ul style="list-style-type: none"> Ask the children to take their book home and complete the parent activity on pages 40 & 41. 	Discuss results of parent activity in class either in groups or in pairs. Discuss findings in a whole class setting.	<p>Children perform the play in class.</p> <p>Children consider forming their own 'Mindfulness' club.</p>



How can I follow Patricia Duck's Tips and why?

Statement	Agree ✓	Disagree ✓	Why?
How can I follow Patricia Duck's Tips and why?			
If someone is worried about a test I should remind them that they can do well.			
I should try and calm down if I feel angry.			
If I see someone struggling with heavy bags I should ignore them.			
If someone asks me for help I should always try my best.			
I should never tell my friends how I feel.			
I should try new things.			
I am not very good at helping other people.			
If someone is angry I should encourage them to do something about it.			
If I try something once and don't like it I should never try again.			

How can I help with my Mindfulness and Resilience?

Harmful?	Never ✓	Sometimes ✓	Always ✓	How?
Follow Patricia Duck's Tip on keeping Calm? 				
Be more Optimistic? 				
Help Others more than I do now? 				
Share my Emotions more than I do now? 				
Support my friends and family more than I do now? 				



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The Mindfulness Journey Questionnaire Teacher answer sheet and instructions

Instructions

- Photocopy the questionnaire and give one to each pupil
- Pupils should be given at least 20 minutes to complete the questionnaire
- Collect the completed questionnaires, mark the papers and promote a group discussion in a further lesson

Answers for questionnaire:

1. Buddy was angry and upset
2. Tip 1 – Calm
3. Tip 2 – Be Optimistic
4. Tip 3 – Share Your Emotions
5. Tip 4 – Help Others
6. Tip 5 – Support Each Other
7. Mindfulness is about recognising and talking about different emotions
8. Resilience means being able to cope when feeling anxious or angry
9. Left arm across the chest, right arm across the belly, close eyes, pretend to suck on a sweet
10. They could have supported him by reminding him to follow Patricia Duck's first tip to keep calm
11. Think about previous good results, think about how much revision has been done
12. They wanted to start a Mindfulness Club



The Mindfulness Questionnaire

(To be photocopied and handed out to pupils)

1. How did Buddy react when he tripped over the skipping rope?

.....
.....

2. What are Patricia Duck's Five Thoughtful Tips?

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.....
.....

3. What is Mindfulness?

.....
.....

4. What is Resilience?

.....
.....

5. How could Buddy have calmed himself down?

.....
.....

6. How could Buddy's friends have helped him calm down?

.....
.....

7. Give two examples of how to stay optimistic before a test?

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.....

8. Why did Barney, Echo, Spike, Dizzy and Buddy march into the playground holding up white cards with words written on them?

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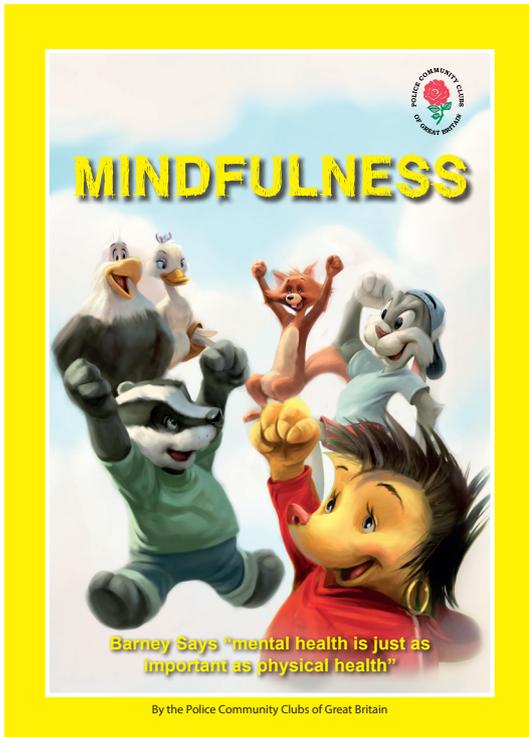


What Did I Do?

What Did I Learn?



Mindfulness One-Act Play



The Play:

Barney Says Mental Health is Just as Important as Physical Health.

Notes for Director;

- Photocopy as many scripts as you will need.
- Audition for characters and once confirmed, give each character a copy of the script to learn their lines.
- Create costumes for the characters.
- Create Props as necessary.

The play can be delivered copyright free as a school production for pupils and/or parents/guardians.

It is recommended that you spend at least 5-6 hours rehearsing the play for school performances only and longer for performances for parents/guardians.



Mindfulness

“Barney Says Mental Health is Just as Important as Physical Health”

MAIN CAST

Barney the Eagle:

Buddy the Badger:

Patricia the Duck:

Echo the Squirrel:

Dizzy the Rabbit:

Spike the Hedgehog:

Digsby the Mole:

Professor Garry the Owl:

Extra's Characters: Any woodland creature



SCENE I

Curtain Opens

The set is a clearing in the forest

Buddy the Badger is sitting (stage rear) alone on a tree stump whistling a happy tune

Enter Barney the Eagle, (stage left) carrying a skipping rope

Enter Echo the Squirrel, Dizzy the Rabbit and Spike the Hedgehog (running on excitedly from stage right)

Barney: *(To the audience)* Hello everyone, my name is Barney the Eagle and I'm meeting some of my younger friends for a skipping competition

Echo the Squirrel, Dizzy the Rabbit and Spike the Hedgehog run over to Barney

Barney: There's my friends now

Spike: *(Excitedly)* Hi Barney, have you got the skipping rope?

Barney: *(Holding up the rope)* Yes, everything's ready. Who's going first?

Echo the Squirrel, Dizzy the Rabbit and Spike the Hedgehog all put their hands up, straining them into the air

Barney *(Thinking)* Echo, you can go first!

Echo: Thanks Barney!

Barney: Spike, you take the skipping rope and give one end to Dizzy

Spike: *(Taking the rope)* Ok!

Barney: *(Pointing to the centre of the stage)* Spike, if you stand there, and Dizzy you stand over there, you'll have room to swing the skipping rope.

Echo: I'll stand in the middle ready to jump! Barney, you count!

The three friends go to centre stage and start getting ready for the game

Buddy the Badger has been watching

Buddy: *(Loudly)* Can I play Barney?

Barney and his friends all turn to see Buddy for the first time

Echo, Spike and Dizzy: (All together) Of course you can Buddy!

Barney: Come and stand by me and you can help me keep count when Echo jumps and then you can have a turn in the middle next

Buddy runs over to Barney

Barney: Ready?

Echo concentrates and nods

Spike and Dizzy start turning the skipping rope and Echo watches as it comes round for the first time and jumps over it perfectly

Barney and Buddy: *(Together)* One!

Barney and Buddy count each time Echo jumps over the rope

Eventually, Echo mistimes his jump and Barney calls out the total

Dizzy: Wow, that's brilliant Echo!

Buddy runs to the middle of the rope

Buddy: My turn!

Spike and Dizzy start turning the skipping rope and Buddy watches as it comes round for the first time and jumps

The rope snags on his ankles

All the friends laugh good naturedly

Echo: It's harder than it looks

Spike: Yes, I couldn't even jump over the rope once when I tried last week

Buddy: *(frustrated)* It was my first go! Start the rope again and this time I'll easily beat Echo's score

Spike and Dizzy start turning the skipping rope and Buddy watches as it comes round again and jumps

The rope snags on his ankles again

Spike, Dizzy and Echo start to laugh

Buddy looks angry and starts stomping his feet

Buddy: *(Angrily)* Stop laughing at me!

Spike, Dizzy and Echo stop laughing and stare at Buddy

Barney walks over to the group and puts his arm around Buddy's shoulder

Barney: It was only a game

Buddy: *(Shrugs Barney off)* What do you know? I'm rubbish at everything!

Buddy sprints away and exits (stage left)

Barney: *(Surprised)* You all go home and I'll go after Buddy

Barney exits (stage left)

Echo, Dizzy and Spike move to stage right chattering amongst themselves

Echo: I know what Barney said, but should we follow anyway?

Spike and Dizzy: *(Together)* Yes, definitely

Echo, Dizzy and Spike run across the stage and exit (stage left)

Curtain Down

SCENE 2

Curtain Up

The setting is a tree in the forest

Enter Buddy (stage right) who sits down with his back to the tree and puts his face in his hands

Enter Barney (stage right) searching for Buddy

Barney sees Buddy and goes over to sit next to him

When Barney sits down, Buddy jumps to his feet

Buddy: *(Angrily)* Just leave me alone!

Buddy stomps across the stage and exits (stage left)

Echo, Spike and Dizzy enter (stage right)

Spike spots Barney sitting alone under tree and the friends all move across the stage and sit down next to him

Echo: *(Worried)* What was wrong with Buddy?

Spike: He looked very upset earlier, I hope he doesn't think we were mean to him or anything?

Dizzy: Maybe he just doesn't like skipping!

Barney: *(Thoughtfully)* I'm not sure what's wrong

Echo: What shall we do?

Barney: Let's all go home now. It's Sunday tomorrow and the weather will be sunny again, hopefully, I'll be able to find Buddy and he'll have calmed down by then

Spike: Ok Barney

Spike, Echo and Dizzy stand up and move to stage left

Spike, Echo and Dizzy: *(Together)* See you Barney

Barney: See you tomorrow

Spike, Echo and Dizzy Exit (stage left)

Barney exits (stage right)

Curtain Down

SCENE 3

Curtain Up

The setting is the glade in the forest

Buddy the Badger is sitting (stage rear) alone on a tree stump slowly throwing a small ball up into the air and catching it

Enter Barney (Stage left)

Barney walks over to Buddy and watches him throwing and catching the ball for a few seconds

Buddy doesn't look up

Barney: (Enthusiastically) Hi Buddy! It's a beautiful day and all your friends are playing on the swings at the forest playground. I'll walk over there with you if you want to go and join them!

Buddy: (*Without looking up*) I'm not going!

Barney: Why not?

Buddy: They'll just laugh at me again. I can never do anything right!

Barney: (*Concerned*) I know that's not true. You're very good at football and I've been told that you're a brilliant artist

Buddy looks at Barney for the first time

Buddy: They always make me play in goal, and all my paintings end up in the bin!

Barney: That's not true, I've seen you score loads of goals and some of your paintings are on the wall in the art room

Buddy looked away and started throwing the ball and catching it again

Barney: (*Trying to be cheerful*) Well can I stay with you? We can do something together!

Buddy: (*Getting angry*) No! I just want to be on my own!

Buddy stands up, pushes past Barney and moves to a different seat stage right

Barney: (*To the audience*) Its ok everyone, I think I have a plan to help Buddy feel better

Barney moves across the stage to Buddy

Barney: Ok, I'll leave you alone for now, but only if you agree to come with me on a special mission later

Buddy: (*Becoming Interested*) What kind of special mission?

Barney taps the side of his nose

Barney: Meet me back here at three o'clock and you'll find out!

Barney exits (stage right)

Buddy exits (stage left)

Curtain Down

SCENE 4

Curtain Up

The setting is the glade in the forest. There are three benches (logs) at centre stage arranged in an open square with the opening facing the audience

Buddy enters (stage left)

Echo, Spike and Dizzy enter (stage right)

The four meet (stage centre) and chatter excitedly

Barney and Patricia Duck enter (stage left). Patricia is carrying a large bag with the word Mindfulness on the front

Barney: Hello everyone. This is my friend Patricia the Duck and she knows everything about something called mindfulness!

Buddy: *(Curious)* What's mindfulness?

Patricia: Let's all sit down, and I'll tell you all about it

Patricia sits on the bench facing the audience. Barney, Buddy and Dizzy sit on one side bench and Echo and Spike sit on the other side bench

Patricia: Mindfulness is about recognising and talking about different emotions

Spike: Like feelings you mean?

Patricia: Yes! Except mindfulness is also understanding how to relax and be calm even when you feel anxious or stressed

Everyone looks at Buddy

Patricia: It's also about understanding how positive or negative thoughts and feelings can affect your mental, physical and emotional health

Buddy: Wow! That seems like a lot to think about all at once!

Patricia: There's nothing to worry about. I've got some practical tips to help young animals remember how to practice mindfulness without having to think about it all too much

Barney: I think we could all do with knowing how to calm down and relax!

Patricia puts a large bag on the floor in the middle of the group. She reaches inside the bag and brings out a large white sign and passes it to Barney

Barney holds up the sign so that everyone can see it

The word CALM is written on the sign in very large letters

Patricia: Can anyone tell me when they didn't feel very calm lately?

Buddy: *(Embarrassed)* I got angry about a skipping contest yesterday

Patricia: How did you feel?

Buddy looks embarrassed and stays silent

Echo: It's ok Buddy. We're all your friends here and we care how you feel

Dizzy: Everyone gets angry sometimes!

Patricia: That's right, they do

Buddy: I felt like everyone was laughing at me because I couldn't skip over the rope and the harder I tried, the worse I was at the game

Patricia: I think that the more angry we get, the more difficult it is to concentrate

Buddy: That's right!

Patricia: That's what mindfulness is all about! Realising that your emotions are having an effect on you and how you're acting

Buddy, Spike, Dizzy, Echo: (Together) I see!

Barney: So, what can we do about it? Even I get angry or upset sometimes, and it would be great if I could learn how to feel better

Patricia: *(Pointing to the sign)* Ok, well if you feel angry or upset it's a good idea to try and calm down as much as possible

Dizzy: How?

Patricia: Like this, watch!

Patricia put her left arm across her chest and her right arm across her belly. She closed her eyes and looked like she was sucking a sweet

Patricia: *(Opening her eyes)* Now you try!

The four friends all copied Patricia

After a few moments

Patricia: Now open your eyes. How did that feel?

Buddy: I feel calmer already!

Barney: Me too. How does it work?

Patricia: It helps to distract your mind away from what upset you and lets you concentrate on something else

Spike: Wow! That's brilliant!

Patricia reaches into the bag and brings out another large white sign and hands it to Buddy

Buddy holds up the sign so that everyone can see it

The word OPTIMISTIC is written on the sign in very large letters

Echo: What does that mean?

Patricia: It means that you should always try to think about what might go right and not what might go wrong

Dizzy: You mean like in my maths test last week? I thought it was going to be really hard and I was going to get all the questions wrong!

Patricia: And did you?

Dizzy: No! It wasn't as hard as I thought it was going to be, and I did quite well in the end

Barney: What could Dizzy have done to stop feeling anxious before the test?

Spike puts her hand up

Patricia: What do you think Spike?

Spike: He could have thought about how much revision he'd done and how he'd passed all of his previous tests!

Patricia: That's right, well done Spike!

Echo: Would being more positive have helped Dizzy get better marks?

Patricia: Not necessarily. Dizzy knows as much as he knows. But he would have been calmer and less anxious and felt better about the test and felt generally happier

Spike: I get it! Mindfulness is about helping us feel better about ourselves and what we're doing!

Patricia: Excellent Spike!

Patricia reaches into the bag and brings out another large white sign and hands it to Dizzy

Dizzy holds up the sign so that everyone can see it

The words SHARE YOUR EMOTIONS are written on the sign in very large letters

Patricia: That's what we're all doing now. We're talking about how we feel about things which can help us realise that everyone gets upset and it's not unusual

Patricia reaches into the bag and brings out another large white sign and hands it to Spike

Spike holds up the sign so that everyone can see it

The words HELP OTHERS are written on the sign in very large letters

Barney: That's an easy one, we love helping other animals when we can, don't we?

Echo, Spike, Dizzy and Buddy all nod enthusiastically

Patricia: That's great! Spike? Who have you helped today?

Spike thinks, but doesn't speak

Patricia: Buddy? Dizzy? Echo? Who have you helped today?

The three friends think

Echo: I helped Dizzy with his science homework last week

Buddy: I helped my Dad mow the lawn a few weeks ago

Patricia: Ok, that's good. How did you feel whilst you were helping out?

Buddy: It felt great when Dad said thank you! I felt sort of proud I'd helped!

Patricia: So, is it true that helping family, friends and other animals makes us feel good about ourselves then?

Barney: Definitely!

Patricia: Helping others is a good way of helping our own mindfulness and we feel good about ourselves too. You should all practice by helping someone with something every day if you can!

Buddy, Echo, Spike, Dizzy: (Together) We will!

Patricia reaches into the bag and brings out the last large white sign and hands it to Echo

Echo holds up the sign so that everyone can see it

The words SUPPORT EACH OTHER are written on the sign in very large letters

Patricia: This is the last card. It means that you should help and encourage each other to try and follow the points that we've talked about today

Barney: How can we do that?

Patricia: We could take Buddy and the skipping competition as an example. What could you all, as his friends have done differently to support him?

Barney, Dizzy, Spike, Echo and Buddy all look at each other without speaking

Patricia: It's ok, there's nothing to worry about. This is how we learn to act differently in the future by talking about how we acted in the past

Echo: I could have tried to help Buddy be calm by reminding him to put his left arm across his chest, his right arm across his belly

Spike: And I could have reminded him to close his eyes and pretend to suck on a sweet!

Patricia: That's very good. What else Dizzy?

Dizzy: *(Thoughtfully)* I could have encouraged Buddy to try again and be more optimistic!

Patricia: Excellent! How about you Barney? How could you have been able to help more?

Barney: I could have tried harder to talk to Buddy and asked him to share his emotions!

Spike: Then we would have all been happy because we would have helped others and given Buddy our support!

Buddy high-fives all of his friends

Patricia: That's great! All you have to do now is try to remember what to do and practice.

Patricia stands up

Patricia: Thank you everyone, I enjoyed helping others!

Barney, Echo, Dizzy, Spike and Buddy wave enthusiastically and all shout thank you!

Patricia exits (stage right)

Barney, Echo, Dizzy, Spike and Buddy exit together (stage left) chattering excitedly

Curtain Down

SCENE 5

Curtain Up

The setting is the school playground

Some extras are running around the stage in various activities such as tick or football. Some extras are standing in groups chattering

Enter Barney, Echo, Buddy, Spike and Dizzy (Stage right) marching in a procession with the white signs above their heads

The extras watch the marchers lap the stage several times

The marchers start to chant

Barney: Share Your Emotions!

Echo: Stay Calm!

Spike: Help Others!

Dizzy: Support Each Other!

Buddy: Be Optimistic!

Enter Digsby and Professor Garry (stage left)

Digsby and Professor Garry move to centre stage

The marchers fall silent and continue to lap the stage

Digsby: (Excited) What's all this about Sir?

Professor Garry: It's the start of our new Mindfulness Club!

Digsby: Wow, that sounds good!

Professor Garry: It's all Buddy's idea to help us learn that our mental health is just as important as our physical health!

Digsby: Can I join?

Extra's: *(In turn excited)* Me too!

Black Out

All Performers to front of stage

LIGHTS UP

TAKE A BOW



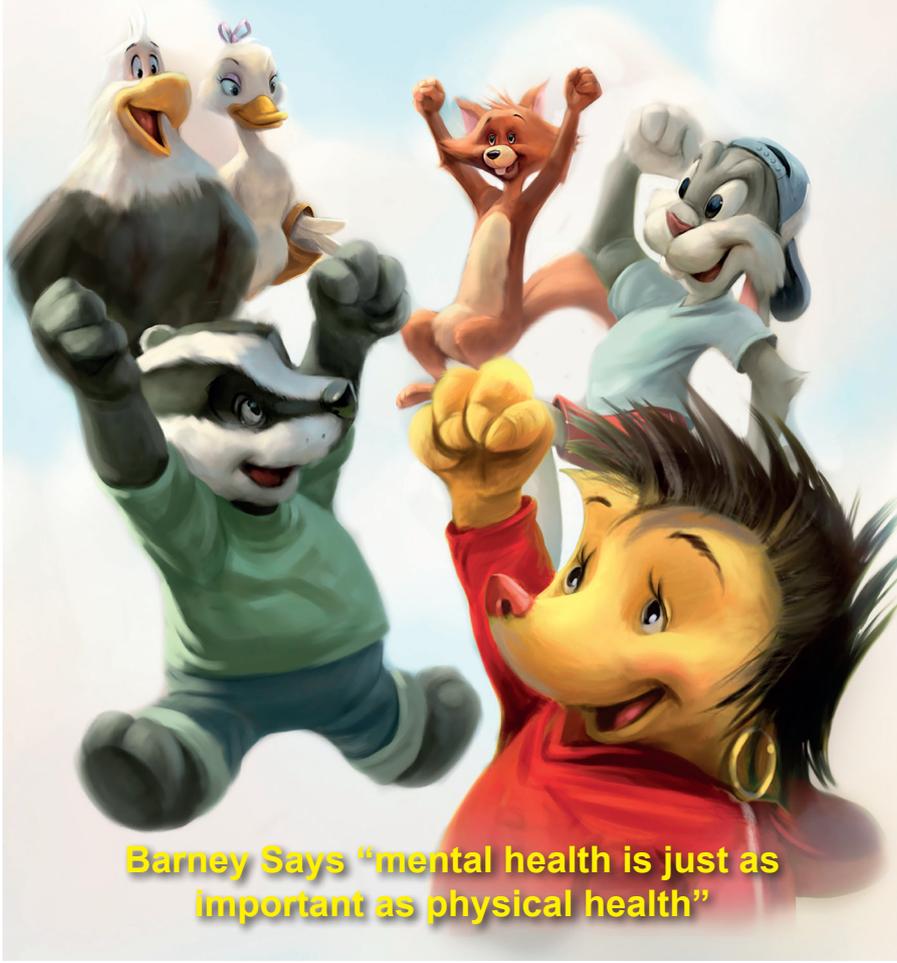
We hope that you and the children have enjoyed Mindfulness, Barney says, mental health is just as important as physical health and have learned a number of valuable lessons.

Feedback from schools is vital to our future programmes and we would appreciate it if you would take a few moments to complete the short and simple feedback form available on the website

www.barneyecho.co.uk



MINDFULNESS



Barney Says "mental health is just as important as physical health"

By the Police Community Clubs of Great Britain

Written by Kelly Griffiths

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The copyright holder permits the user to stage and perform 'Mindfulness' within a school setting only as an in-house production.

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