



**Co-funded by  
the European Union**

## **WP4 Mindfulness – Meditation Sessions**

### **School No 195**

-objective: to practise mindfulness through meditation.

- expected outcome: Participants at meditation sessions started having higher self-esteem and confidence in themselves. Being able to set their own goals for meditation and doing meditation sessions, it gave them the boost in confidence that they were in need of. Participants reported, at the end of each activity, the time they spent practising.



Teachers reported engaging practice and participants that showed improvement on the mindfulness and in performance on the task of sustained attention. Results of the 4 activities proved that a mindfulness intervention, adapted for participants, boosts participants' mindfulness and self compassion, reduces psychological symptoms and burnout, reduces attentional biases.



The 4 activities promoted meaningful psychological and behavioral changes in mindfulness from pre- to post-action, correlated with improvements in attention; with increases in compassion and empathy.



- methodology: Within a month, by doing 10 minutes of meditation daily ( 3/ 2/5-minute sessions) and seeing positive effect on their daily actions, students set goals for meditation, had meetings 3 times/month, learnt meditation techniques, gave feedback on feelings after sessions.



The 4 activities to explore emotions: students, guided by the teacher, analysed factors that influence emotions, developed strategies to demonstrate empathy and sensitivity . They investigated the impact of transition and change on identities, they talked about Personal and Social Capability, consequences of expressing emotions inappropriately.



Activities with students:

**1. Mad at the world:**

In pairs, describe a time when you felt like you were mad at the whole world.

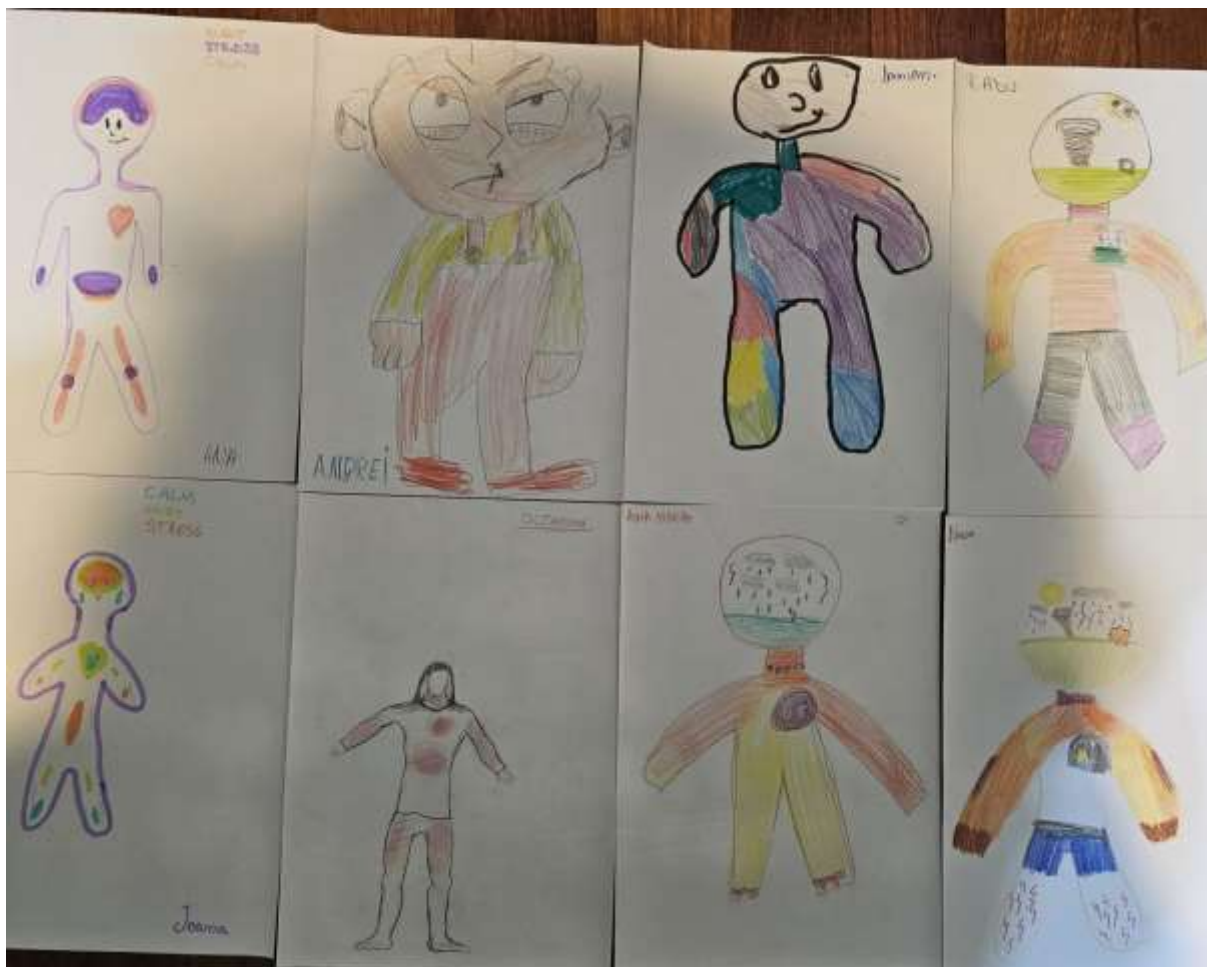
What had happened? What was making you mad? How did you work things out?

**2. My emotional character:**

In pairs, talk to your partner about a character in a movie that you've seen, where the character was very emotional (happy, sad, angry): What were the major emotions that motivated the character's behaviours and decisions? How did the characters deal with their emotions? In a positive way? In a negative way? How did their actions affect other characters in the show? Did they have a positive or negative effect?

### 3. My Internal Weather:

Individually, on a blank piece of paper, draw an outline of a person. Fill in and colour your internal weather picture to indicate where your "stress spots" are – e.g. head, chest, back, stomach. Be creative! You could use shapes, patterns, colours and words. You can change "stress spots" into "calm caves" with mindfulness and meditation.



### 4. My support team:

In pairs, talk to your partner about who do you get support from: parents, children, other family relatives, friend, colleagues, support services, teacher, coach. What type of support: help with homework, cleaning, cooking, driving to activities, financial support – paying for things, listening, problem solving. Ways to strengthen/ support or show appreciation for one of the support people in your life: Thank them/ Spend more time together/

Call/text/face time more/ Do something nice for them / Write to them / Tell them how you feel about them and why they are important to you.

## 5o Gymnasium of Neapolis

At the **5o Gymnasium of Neapolis**, as part of the European program DO IT: DESIGNERS OF INCLUSIVE TOLERANCE, we conducted meditation sessions with the students to focus on the present moment, letting go of unpleasant and negative thoughts that overwhelm us daily. This was an effort to relax and feel calmer, accompanied by guided instructions and soothing music. We often begin our lessons with such short meditation sessions, which, as our students report, have significant mental health benefits.

## OÜ Adelante Koolitus and Paldiski Ühisgümnaasium

Paldiski Ühisgümnaasium co-created with the Estonian coordinator four guided mediation sessions (20-30 minutes) which were tested on the participating teachers after which they had time to reflect alone as well as in the group on the emotions and sensations that arose. Feedback was collected and used to make changes. Two of the meditations were included with audio links in the E-book.

## Agrupamento de Escolas de Penacova

### Meditation Session Inside

The meditation takes place inside the Mindfulness Club at Escola de Penacova, in a peaceful and welcoming space. Students sit comfortably, while the soft lighting and calm atmosphere create the perfect environment for the practice. The teacher guides the meditation, encouraging participants to focus on their breath, release tension, and cultivate presence in the moment. This practice promotes concentration, emotional regulation, and stress reduction, while also fostering self-compassion and strengthening social connections. By the end of the session, students feel more centered, relaxed, and mentally refreshed, developing strategies to manage stress and enhance well-being in the school environment.



### Meditation Session Outside

The meditation takes place in the school park, surrounded by nature. Students sit in a comfortable posture and engage in a nature-connection meditation, focusing on bodily sensations, the contact with the earth, the movement of the wind, and the surrounding sounds. This practice encourages greater awareness of the present, reduces anxiety, and promotes emotional balance, while also strengthening the connection with the natural world. After the session, students feel calmer, reenergized, and more connected to nature. This meditation not only enhances mindfulness skills but also fosters a deeper appreciation for the environment, highlighting the importance of outdoor activities for daily well-being.

### DO IT! Vlogs created by partner schools:

<https://youtu.be/ci7qrzW3EbM> (guided meditation session)

<https://youtu.be/8cHbE6-r-PO> (guided meditation session)

<https://paldgym.edu.ee/erasmusproject/16> (body scan- audio)

<https://paldgym.edu.ee/erasmusproject/17> (osho mediation - audio)

<https://youtube.com/shorts/jFRyny2gklU?feature=share>

<https://youtube.com/shorts/x8plpWChQAM?feature=share>

<https://youtube.com/shorts/p64ocEvDsd0?feature=share>

<https://youtube.com/shorts/tRwxecAXZmc?feature=share>

<https://youtube.com/shorts/EQNDFLNwhQU?feature=share>

<https://youtube.com/shorts/XuSDsQiCx3A?feature=share>

<https://youtube.com/shorts/B2VE2lWZdaE?feature=share>

[https://youtu.be/y4uJzYB\\_BIQ](https://youtu.be/y4uJzYB_BIQ)

[https://youtube.com/shorts/esHP8S7Y\\_24?feature=share](https://youtube.com/shorts/esHP8S7Y_24?feature=share)

<https://youtube.com/shorts/CYZpxsVqlzA?feature=share>

<https://youtube.com/shorts/cRzSxyAijkU?feature=share>

[https://www.youtube.com/watch?v=7v7\\_uqUFH2k](https://www.youtube.com/watch?v=7v7_uqUFH2k)

<https://www.youtube.com/watch?v=0KXteeG3leo>

<https://paldgym.edu.ee/erasmusproject/14>

<https://paldgym.edu.ee/erasmusproject/15>