



SCHOOL MYM LEVEL 1 COURSE SESSION PLAN

LEARNING OBJECTIVES	LEARNING ACTIVITY	ASSESSMENT OF LEARNING
MYM LEVEL 1		
1. Introduction to MYM <ul style="list-style-type: none"> To explain what meditation is and is not, in an engaging and entertaining way. To introduce pupils to MYM, and explain what they can expect to gain by learning and practicing it. To understand the difference between 'meditation' and the 'meditative state'. To set ground rules for the sessions, so that the classroom ethos is established. 	'Meditation' vs 'meditative state' Meet Yourself Meditation (MYM) - Guided relaxation	Question and Answer Discussion Observation
2. Brain vs Mind <ul style="list-style-type: none"> To understand the difference between 'brain' and 'mind': the brain is part of the visible, tangible world of the body, whereas the mind is part of the invisible, intangible world of thought, feeling, attitude, belief and attitude. It is through the mind that we become aware of our self, and experience the world around us. (Explain conscious and subconscious minds.) 	The mind can be trained to be in the present moment. Meet Yourself Meditation (MYM) - Guided relaxation	Question & Answer Discussion Observation
3. Faculty of Attention <ul style="list-style-type: none"> To introduce pupils to the faculty of attention, and for them to experience that they can direct their attention. To introduce simple techniques for training their attention and focus. To introduce present moment awareness. 	Directing the mind to be in the present moment. Gratitude Meet Yourself Meditation	Question and Answer Discussion Observation

<p>4. Thoughts are not ‘Reality’</p> <ul style="list-style-type: none"> • To recognise that thoughts and emotions are not permanent, nor do they necessarily represent ‘reality’. (What our mind tells us is not always true.) • To view thoughts as ‘traffic’ flowing through the mind: we can choose to step back and let them pass. We don’t have to ‘get on the bus’ of unpleasant thoughts. 	<p>Example of cat or dog phobia Meet Yourself Meditation (MYM) Observing one’s thought buses and letting them pass.</p>	<p>Question and Answer Discussion Observation</p>
<p>5. Taming the Wandering Mind</p> <ul style="list-style-type: none"> • To recognise that the mind has a tendency to wander, from thought to thought. • To nurture an attitude of curiosity, kindness and acceptance towards what is going on in the mind. • To experience observing thoughts without judging or engaging with them. • To learn simple techniques for regaining calm, even when the mind is stormy. 	<p>‘Monkey mind’ MYM</p>	<p>Question and Answer Discussion Observation</p>
<p>6. Mindless Actions – Autopilot</p> <ul style="list-style-type: none"> • To become aware of how we frequently carry out actions habitually and mindlessly (on autopilot), without being aware of what we are doing. • To understand how autopilot prevents us from being alive and awake to our experience here and now, so that quality of life, work, relationships is compromised. 	<p>Appreciating a pleasant moment. MYM</p>	<p>Question and Answer Discussion Observation</p>
<p>7. Moving with Awareness To understand that:</p> <ul style="list-style-type: none"> • Regular meditation increases mental acuity, but this state need not be limited to sitting and meditating. The purpose of meditation is to train the mind to maintain this state during other activities too. • Walking is one activity during which we are rarely present. Learning to move with awareness enriches our experience of life, and may be pursued as a resource for peak performance in sport, art and other creative activities. 	<p>Learning to move with awareness. MYM</p>	<p>Question and Answer Discussion Observation</p>

<p>8. Mind Stories – Recognising Anxiety</p> <ul style="list-style-type: none"> • To explore how the mind habitually interprets and ‘tells stories’, and how these stories are responsible for creating anxiety, limiting beliefs and fears. • To understand that thoughts are subjective, and can be a distorted version of reality. • Learn to recognise mind stories and to challenge their truth. 	<p>Scenario pictures – what’s going on?</p> <p>MYM</p>	<p>Question and Answer Discussion Observation</p>
<p>9. Understanding & Recognising Stress</p> <ul style="list-style-type: none"> • To experience how different thoughts and emotions create different feelings in the physical body. • To understand how ‘stress’ is generated by our thoughts about a situation. • To understand the potentially harmful effects of stress, and to start to recognise ‘warning signs’ of stress in the body. • Learn to respond rather than react. 	<p>Deliberately paying attention to what is happening in the mind and body. Acknowledging emotions and noticing how they feel in the body.</p> <p>MYM ‘Turning towards’ and ‘being with’ uncomfortable emotions.</p>	<p>Question and Answer Discussion Observation</p>
<p>10. Happiness is a Choice</p> <ul style="list-style-type: none"> • To encourage an appreciation of what is good in life. • To explain how even the ‘ordinary’ can be experienced as ‘good’ if we are more fully aware of it, and view it through the lens of gratitude. • To introduce examples of people who have lived through extraordinarily difficult circumstances, yet maintained a positive and happy attitude. • To learn how we can establish the practice of gratitude in our daily lives. 	<p>MYM Anchoring feelings of happiness and gratitude.</p>	<p>Question and Answer Discussion Observation</p>



SCHOOL MYM LEVEL 2 SESSION PLAN

LEARNING OBJECTIVES	LEARNING ACTIVITY	ASSESSMENT OF LEARNING
MYM LEVEL 2 (assumes completion of level 1)		
1. Self-evaluation in Preparation for Level MYM 2 <ul style="list-style-type: none"> To assess how well pupils have retained what they learned in level 1, and how they are putting it into practice. To clarify and resolve any questions pupils may have about MYM. To strengthen and reinforce the practical aspects of MYM. 	Meet Yourself Meditation (MYM) – deepening the meditative state.	Question and Answer Discussion Observation
2. Memories: the Past Replaying in the Present <ul style="list-style-type: none"> To understand how past experiences, fears, beliefs, suppressed emotions are stored as ‘energy forms’ in the subconscious mind, and continue to influence our present thinking and behaviour. To explain how we become ‘conditioned’ to thinking and behaving in certain ways, shaped by our experiences and the opinions of people around us. To understand how and why we might sometimes adopt an ‘identity’ to please others. 	Story of monkeys and bananas MYM	Question and Answer Discussion Observation
3. Who am I? <ul style="list-style-type: none"> To get to know my ‘self’ better (my likes, dislikes, fears, beliefs, talents, aspirations). To start to recognise if I ‘put on a face’ for others. How do I feel inside if I do this? To start recognising one’s own talents and valuing them. Learning simple practices to nurture self-compassion 	Self vs self-image activity MYM – increasing awareness about my self.	Question and Answer Discussion Observation

<p>4. Self-Beliefs & Fears</p> <ul style="list-style-type: none"> • To understand that beliefs are subjective interpretations of the world and may be distorted. (e.g. body image) • To understand how fears may form, how they hold us back. • Learn to use MYM to start releasing fears. • Learn to use MYM to start replacing any negative self-beliefs with positive ones. 	<p>MYM Practice – releasing fear and negative self-beliefs.</p>	<p>Question and Answer Discussion Observation</p>
<p>5. Increasing Emotional Awareness (Managing Emotions)</p> <ul style="list-style-type: none"> • To become aware of as many different emotions as possible and to name them. • To understand that there are no ‘good’ or ‘bad’ emotions. • To give oneself permission to feel all emotions, instead of denying some. • To learn how emotions like guilt, shame, self-blame hurt the ‘self’; how to acknowledge and face these emotions using MYM; and how to release them through MYM, in order to facilitate self-healing. 	<p>Brainstorming emotions</p> <p>Feeling emotions in the body.</p> <p>MYM</p>	<p>Question and Answer Discussion Observation</p>
<p>6. Replacing Judgement with Tolerance</p> <ul style="list-style-type: none"> • To understand that judgement is subjective (different people have different ideas of what is ‘good’ or ‘bad’). • ‘Acceptance’ means to accept the true reality of a situation, whether you find it pleasant or not, without judging or denying it. It doesn’t mean that you condone what you accept. • To learn to separate a person from their behaviour: a person can be inherently virtuous, even if they sometimes behave inappropriately – no one is perfect! • To learn strategies for accepting our own self, and compassionate acceptance of others. 	<p>Practising acceptance and compassion</p> <p>MYM</p>	<p>Question and Answer Discussion Observation</p>

<p>7. Believing “I can”</p> <ul style="list-style-type: none"> • To nurture an attitude of courage, curiosity and trust in life. • To learn to view ‘mistakes’ as simply learning experiences. • To understand that there is no such thing as ‘failure’; and to explore the idea: “When things don’t go the way I expect, it opens the way for new and different opportunities.” 	<p>MYM – how to find solutions to our challenges within ourselves.</p>	<p>Question and Answer Discussion Observation</p>
<p>8. Two Worlds: Inside us & Outside</p> <ul style="list-style-type: none"> • To understand: our thoughts and beliefs about ourselves, others and the world around us, create our inner experience (how we feel inside). This directly influences how we view the world and life, and how we interact with others. • To explain how ‘problems’ in life are usually a reflection of disharmony within oneself. (When we deny or dislike aspects of our ‘self’.) • To understand that accepting and nurturing one’s own self, with honesty leads to inner peace, which reflects as harmony in life. 	<p>MYM Practice – increasing self- awareness, and finding solutions to challenges.</p>	<p>Question and Answer Discussion Observation</p>
<p>9. Summing Up & Moving Forward For pupils:</p> <ul style="list-style-type: none"> • To clarify and resolve any questions they may have about MYM. • To identify what they have found most useful in the MYM course. • To consider in what areas of their life they might apply their new MYM skills. • To consider how they will continue to develop regular MYM practice. 	<p>MYM Feedback questionnaires.</p>	<p>Question and Answer Discussion Observation Feedback Questionnaires</p>



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