

Andy Puddicombe: All is takes is 10 mindful minutes

Before You Watch

Activity 1

Activity aim: Lead-in to prompt thought about how stress is reflected in our lives.

Class length: 90 / 60 / 30 minutes

Pacing: 5 minutes

- Show each photo and read the direction line aloud.
- Draw students' attention to the word bank, and point out that they may add other words of their own, if they wish.
- Remind the class that this activity is opinion-based. There are no wrong answers, but students should have reasons for their answers.
- Have students work individually, and give them a minute or so to think about the two pictures.
- Draw two columns on the board, one for each photo. Call on students to share their answers, writing the words in the appropriate columns.
- Find out if any students came up with additional words of their own.

Answers

Answers will vary. Most students will associate the first picture with *busy, agitated, frantic, stressed, distracted, overwhelmed*; the second picture with *happy, calm, positive, mindful, relaxed, healthy*

Extension

- Ask students which picture is a closer representation of their own lives.
- Be sensitive to the possibility that some students may find this too personal, and may not wish to share.

Activity 2

Activity aim: To activate prior knowledge about mindfulness.

Class length: 90 / 60 minutes

Pacing: 5 minutes

- Put students into pairs or small groups of 3–4 (depending on class size), and have them work on the activity together.
- Have them share their ideas. Ask students to explain what Andy Puddicombe said in his TED Talk.
- Tell them not to worry if they can't remember the exact content of the talk.

- Give them a couple of minutes to discuss the points and, ideally, reach consensus on each one.
- Check answers as a class.

Answers

<i>Mindfulness is...</i>	<i>Mindfulness is not...</i>
<i>appreciating the present moment. focusing the mind. seeing thoughts coming and going. judging emotions.</i>	<i>being lost in thought. getting rid of emotions. controlling the mind.</i>

Extension

- Ask students if they have any first-hand experience of practicing mindfulness.
- If your students are from different countries, ask them how mindfulness is generally perceived in their cultures.
- Give them a moment to consider these questions individually. Next, have them work with a partner to compare their answers. Then open a class discussion and see how similar or different perceptions and personal experiences are.

Activity 3

Activity aim: To personalize the theme and give students an opportunity to reflect on what it means to them.

Class length: 90 minutes

Pacing: 5 minutes

- Give the class a moment to read through the statements.
- First, have students work individually to choose their answers. Remind them that this is opinion-based, and there are no incorrect answers.
- Next, have students work with a partner and compare their answers. Give them a moment to discuss their choices.
- Finally, take a class poll on which choices were the most popular. Encourage students to support their answers with reasons.

Answers

Answers will vary.

Extension

- Ask students what activities they associate with meditation.
- Answers will vary, but may include prayer, yoga, walking, etc.

Watch

As students are guided to the correct answers through the in-app feedback, it is not necessary to review each question in the app. However, briefly reviewing any questions students have about individual items, or reviewing one or two of the activities would be appropriate. If class time is restricted, this option could be a way of checking comprehension and vocabulary in lieu of doing the in-class activities. Another suggestion to open the in-class discussion section would be to take a poll of students' answers to the first and last activities, which indicate their personal opinions and attitudes.

After You Watch

Comprehension: Activity

Activity aim: To refresh students' memory of the talk and to reinforce understanding of its main points.

Class length: 90 / 60 / 30 minutes

Pacing: 4 minutes

- Give students a moment to read through the activity alone. Check that everyone understands the language.
- Advise students to look for discourse markers. Invite volunteers to explain what discourse markers are or explain to students that they are words or phrases, like *then* and *next*, that organize information into segments.
- Have students work individually. Don't allow too much time for this activity. Discourage students from overthinking it, and ask them to work quickly. The objective here is to help them recall the key points in the talk, not to make them feel they are being tested. You could set a time limit of, for example, 30 seconds, or longer if you feel your students will need more time.
- Go through the correct answers with the class.

Answers

1. Andy begins by talking about today's pace of life.
2. Next, Andy describes how important the mind is in our everyday lives.
3. Then he shares how and why he first turned to meditation.
4. He goes on to demonstrate how our own thoughts make us even more stressed.
5. Finally, Andy emphasizes the focus and calm that 10 mindful minutes can bring.

Extension

- Ask students which part of the talk they most related to, or most enjoyed.
- If you'd like to give your students some writing practice, you could give them the task of writing a short opinion piece on the talk. You could specify a limit of 100 words.
- Then put students into small groups and have them read and comment on each other's work.
- You might also like to invite some volunteers to read their paragraph to the class, and note how opinions may vary.

Vocabulary: Activity 1

Activity aim: To solidify and practice understanding and usage of the target vocabulary.

Class length: 90 / 60 / 30 minutes

Pacing: 3 minutes

- Allow a moment for students to read through all sentence halves alone.
- Point out that, sometimes, more than one option is grammatically correct, but only one option is correct in context. Remind students to pay attention to the words in bold.
- Put students into pairs and have them complete the activity together.
- Check answers by reading each sentence stem aloud and inviting volunteers to call out the sentence ending, confirming or correcting as necessary.

Answers

1. I'm not able to **juggle** because I can't focus on more than one thing in the air!
2. If you practice **meditation**, you learn to be familiar with the present moment.
3. I used to feel confused about everything, but now I have **clarity**.
4. When you stop and witness your thoughts, you are being **mindful**.
5. Sorry, I can't go to the party because I'm **inundated** with projects right now.
6. If you want to become a **monk**, you have to be a man, and make certain vows.

Extension

- Have students work in pairs and make new sentences using the vocabulary in bold.
- For an additional challenge, you could have students try to come up with new contexts for the target language.

Vocabulary: Activity 2

Activity aim: To introduce and explain the concept of figurative language.

Class length: 90 / 60 minutes

Pacing: 4 minutes

- Give the class some time to follow the on-screen explanation alone. Provide an opportunity for students to ask you any questions.
- Now, call on different students to read each section aloud. This is a good way to ensure that students remain engaged with the text.
- On the board, write *literal* and *figurative*. Call on volunteers to explain each term in their own words and write the key points under each heading. If students are reluctant to come forward, offer simplified explanations of your own.
- Ask students where, in particular, they are likely to find a lot of figurative language (in creative writing, such as novels and poetry).

Answers

N/A

Extension

- Put students into small groups and give them this text:

“Up the two terrace flights of steps the rain ran wildly, and beat at the great door, like a swift messenger rousing those within; uneasy rushes of wind went through the hall, among the old spears and knives, and passed lamenting up the stairs, and shook the curtains of the bed where the last Marquis had slept.”

from *A Tale of Two Cities* by Charles Dickens

- Give them a few minutes to work together and identify the figurative language. Don't allow the use of a dictionary. Encourage students to make their best guesses if they are not sure. Remind them that they don't need to understand every word, just the overall sense of the excerpt.
- Invite groups to say what they think the excerpt is about, and how it uses figurative language. (The author, Charles Dickens, is describing a house on a stormy night. He says that the rain is like a person delivering a message because it sounds as if it is knocking on the door. He makes the wind seem human, too, like a person going through the hall, and upstairs, and shaking the curtains in the bedroom.)
- Ask whether anyone is currently reading a novel or some poetry. Give students an opportunity to share any other examples of figurative language used in literature.

Optional Extension

- Students might find this challenging, but rewarding: Ask whether anyone can think of examples, other than *juggling*, of literal and figurative expressions.
- If no one can, don't worry, the next activity will provide examples from the talk.
- You may decide to wait until the next activity or, if you wish, give students some other possibilities: *I threw myself into the task.* / *He's drowning in his studies!* / *We called you a million times.*

Vocabulary: Activity 3

Activity aim: To present examples of figurative language used in the talk, and prompt students to think about what they mean.

Class length: 90 minutes

Pacing: 3 minutes

- Read the four expressions aloud. Put students into pairs. Ask them to recall Andy's talk, and to think about what these expressions mean.
- Don't elicit any answers yet.

Answers

N/A

Extension

- Students at this level should already be familiar with figures of speech such as *simile* and *metaphor*, which are examples of figurative language. If you have time, you might like to discuss these with the class, eliciting examples from students. (*Soon, her mood darkened. / My career was a desert. / He is as strong as an ox. / You are as cold as ice.*)

Vocabulary: Activity 4

Activity aim: To illustrate figurative language using expressions from the talk, and engage students with identifying their meaning.

Class length: 90 / 60 minutes

Pacing: 3 minutes

- Have students work on this with a partner. Give them a couple of minutes to complete the activity.
- Check answers as a class. Discuss the expressions and the images they conjure.

Answers

- The mind whizzes away like a washing machine... going in circles mechanically; spinning
- I assumed that it was just an aspirin for the mind... a kind of cure for something
- Some people will bury themselves in work... giving all your attention to one thing
- I mean not being lost in thought... distracted; unaware of your surroundings

Grammar: Activity 1

Activity aim: To consolidate students' knowledge and understanding of cleft sentences.

Class length: 90 / 60 / 30 minutes

Pacing: 4 minutes

- Have the class study the text, paying particular attention to the sample sentences.
- Call on individual students to read each section of the text aloud.
- Spend a moment spot-checking understanding. For example, ask how many clauses a cleft sentence has / what the function of a cleft sentence is / where the important information comes / which words a cleft sentence typically starts with, and direct students to the answers in the text.

Extension

- Invite students to come up with some cleft sentences of their own.
- Rather than leaving it too broad, make it a more guided exercise by giving students some topics to choose from. For example, on the board write headings like:
 - *My most memorable experience*
 - *The person who has influenced me the most*
 - *How I met my best friend*
 - *The hobbies I most enjoy doing*
 - *What qualities I most admire in other people*

Grammar: Activity 2

Activity aim: To practice identifying cleft sentences.

Class length: 90 / 60 minutes

Pacing: 3 minutes

- Have students complete the activity individually. Don't allow too much time. Set a time limit of around 90 seconds, or whatever you judge will sufficiently challenge your students.
- Go through the answers as a class.
- If anyone volunteers the wrong answer, help them by asking what the main point of the sentence is, and where it falls.
- Sentence 3 has two different uses of 'that.' Make sure students are clear on where they fall in the sentence, and how they differ. The first 'that' functions like a relative pronoun and introduces the clause (*The thing **that** really bothered me...*), and the second 'that' functions as a conjunction introducing the main purpose of the sentence (*The thing that really bothered me was **that** she never apologized.*).

Answers

1, 3, 5, and 7

Grammar: Activity 3

Activity aim: To give students more practice working with cleft sentences and recognizing how they are formed.

Class length: 90 / 60 minutes

Pacing: 3 minutes

- Give students a couple of minutes to complete the activity.
- Note that there some sentences can be formed in multiple ways.
- Check answers as a class.

Answers

1. The person I rely on most is myself. / The person I most rely on is myself.
2. What I really need is a break. / A break is really what I need.
3. It was Peter who helped me. / It was me who helped Peter.
4. What struck me most was the silence. / The silence was what struck me most.
5. The hotel on Main Street is where you'll find me. / Where you'll find me is the hotel on Main Street.
6. It was when you left that the trouble started.

Extension

- For added practice, you could do an impromptu transformation exercise. Call out standard sentences and have volunteers transform them into cleft sentences. For example, Kate broke the plate. (*It was Kate who broke the plate.*) / The noise surprised me. (*What surprised me most was the noise.*) / I don't understand how they do it. (*The thing that I don't understand is how they do it.*)

Grammar: Activity 4

Activity aim: To give students an additional opportunity to work with cleft sentences through a fast-paced, fun game.

Class length: 90 minutes

Pacing: 15 minutes

- Before beginning, explain to students how the quiz works. Tell the class that all items in the quiz are made up famous quotes that are also cleft sentences.
- Show the main screen, and draw students' attention to the columns and the different points. Explain that the lower points do not have much focus on grammar; they involve identifying who said the quote, or guessing the ending of the quote. To get the higher points, students must recognize the words that make a correct cleft sentence, or they must spot errors and identify the correct version of the quote.
- Put students into small groups and tell them the groups that finishes first and has the most correct answers is the winner.
- Start the game. Make sure that students are not laboring too long to make their decisions. Encourage them to play quickly. Try to ensure that all members of each group are participating.
- When the game has finished ask whether there were any quotes they already knew.

Answers

Column 1: b; c; a; c; Column 2: a; b; b; a; Column 3: c; a; c; c; Column 4: c; b; a; a

Speaking: Activity 1

Activity aim: To ensure that students understand when and why contrastive stress is used.

Class length: 90 minutes

Pacing: 5 minutes

- Have students work alone to complete the activity.
- Then check answers as a class.
- Call on various students to read each sentence aloud, confirming or correcting the gapfill word as necessary.
- Discuss the main points of the paragraph to confirm understanding. For example, ask questions such as, *What is the function of contrastive stress?*

Answers

sentence; pairs; difference; listener; correct; more than; is not

Speaking: Activity 2

Activity aim: To give students an opportunity to recognize and practice using contrastive stress in sentences.

Class length: 90 / 60 / 30 minutes

Pacing: 5 minutes

- Show the sentences to students. Read some of them aloud in a complete monotone to demonstrate how important stress is in engaging the listener, and helping us to understand the information that is important
- Have the class do the activity.
- Then play the audio and ask students whether their guesses were correct.
- Play the audio a second time, and have students listen and repeat.

Answers

1. today; 2. fine; 3. cheese; 4. top; 5. sister; 6. Most

Extension

- Put students into pairs and tell them they are going to do some short role-plays to practice using contrastive stress.
- Supply some opening sentences that will provide an opportunity to respond using contrastive stress. Have students take turns saying the opening sentence, and ad-libbing a reply. For example, A: *I thought he was from Scotland.* – B: *No, he's not from Scotland; he's from Ireland.* / A: *So, you're a vegetarian.* – B: *I'm not a vegetarian. I don't eat meat, but I eat **fish**!*

Discussion: Activity 1

Activity aim: To prompt students to think about the reasons why people turn to meditation.

Class length: 90 / 60 / 30 minutes

Pacing: 4 minutes

- Show the screen with the text. Tell students you are going to play an excerpt from the talk, and ask them to listen carefully.
- Encourage students to think about meditation used only as a remedy, or used regularly in a preventative way. Make sure students understand the terms “remedy” and “prevention”.
- Show students the next screen with the question.
- Again, remind students that their opinions are valid no matter what they think, but they should be able to support their views with reasons.
- Play the clip, and students make notes.

Answers

Answers will vary, but here are some sample notes that students might make:

My opinion

More people use meditation as a remedy than in a preventative way.

My reasons

- Life tends to be very busy these days.
- Most people don't make time for daily meditation.
- Many don't believe that meditation actually works.
- People might only consider meditation as a last resort when they have a problem, e.g. stress, insomnia, a health scare, an exam, or an interview.

Discussion: Activity 2

Activity aim: To provide an opportunity for students to discuss the topic (why people turn to meditation) and share their ideas with a partner.

Class length: 90 minutes

Pacing: 4 minutes

- Put students into pairs.
- Show them the graphic organizer and have them work together to combine their ideas under the headings of “Remedy” and “Prevention”.
- Encourage them to listen to each other's ideas, and to notice any similarities or differences in their opinions.
- While students are discussing the topic, write the two headings on the board. Open a class discussion and have pairs share their ideas, writing them on the board as they are given.

Answers

Answers will vary, but here are some sample points that students might make:

REMEDY	PREVENTION
<ul style="list-style-type: none">▪ desperation▪ last resort▪ quick fix▪ general skepticism about meditation▪ lack of knowledge about meditation	<ul style="list-style-type: none">▪ living in the present▪ achieving an ongoing sense of calm▪ coping with stressful situations▪ increased self-awareness▪ having a more mindful approach to life

Discussion: Activity 3

Activity aim: To explore the habit of mind-wandering and consider its implications.

Class length: 90 / 60 / 30 minutes

Pacing: 3 minutes

- Ask students if they recall what Andy said about mind-wandering, but don't let anyone answer aloud. Make sure everyone knows what the term "mind-wandering" means.
- Show the screen and read out the questions. Tell students to think about the questions as they listen to a clip from the talk. Ask them to make notes as they listen.
- Play the clip and have students do the activity.

Answers

Answers will vary, but here are some sample points that students might make:

1. I'm not surprised by the statistic because mind-wandering is normal.
2. I think it's common because modern life is busy and loud with many distractions and many different things going on at once.
3. One of the reasons it causes unhappiness could be that it makes us lose our focus, and when we lose our focus we make errors of judgment and other mistakes.

Discussion: Activity 4

Activity aim: To allow students to enter into a small group discussion about mind-wandering.

Class length: 90 / 60 minutes

Pacing: 6 minutes

- Put students into pairs or small groups.
- Have them share the ideas from their notes in the previous activity.
- Remind them to be respectful of each other's opinions.
- Make sure they are not simply compiling lists of notes, but really discussing the questions, and considering reasons for their answers.

Answers

Answers will vary.

Discussion: Activity 5

Activity aim: To open the discussion about mind-wandering to the class, using a mind-map to record ideas and answers.

Class length: 90 minutes

Pacing: 6 minutes

- Open a class discussion and have individuals or groups share their ideas for each section of the map.
- As the ideas are given, encourage students to elaborate a little, giving reasons for their answers.
- Note any disparity between opinions shared, and point out that it is normal for different people to view things differently

Answers

Answers will vary, but here are some sample points that students might make:

Why our minds wander	Mind-wandering thoughts	Cause of unhappiness
too many distractions	I'm not coping very well.	a sense of chaos
too much noise	Where will I be next year?	growing anxiety
too much stress	I don't have enough money.	lack of control
over-stimulation	What's for dinner?	no life balance
having unresolved problems	I wish I were like him/her.	over-thinking

Extension

- If you feel your students might be willing to discuss their own habits of mind-wandering, provide an opportunity to share and compare their experiences.
- Do be mindful of the fact that some students may be uncomfortable discussing anything personal. Make sure the discussion is completely voluntary and optional.

Project: Activity

Activity aim: To allow students to assimilate what they learned in the talk and devise a short presentation.

Class length: 90 / 60 / 30 minutes

Pacing: Outside class time

- If you want your students to do the project, set it as a homework exercise.

- Tell students they are going to create and deliver a short presentation (no longer than two minutes) about stress and how it affects people.
- Encourage students to think about what **presentation**; just the speaker with his or her notes.
- **Optional:** You may wish to have students work on the project in pairs or small groups rather than individually.

Deleted: they learned in Andy's talk. .

... [1]

they learned in Andy's talk.

Read the four questions aloud and point out that they should use these to structure their presentations.

Add that they are free to add opinions of their own, and / or to carry out additional research if they wish.

To keep all students, who may not have the same access to resources, on an even playing field, don't allow visual aids or other props for the