

# LESSON PLAN

Self-Care: Using Mindfulness to Prevent Burnout



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## Self-care: using mindfulness to prevent burnout

### INTRODUCTION TO THIS LESSON

In this session you will be providing a high-level overview of mindfulness and its role in self-care. You'll share a working definition of mindfulness in the context of caregiving. You'll progress to a group meditation and provide the opportunity to offer feedback and comments. In addition to explaining the relationship between mindfulness and self-care, you'll propose the relationship between self-care and better care. After showing a short video, you will facilitate an exercise that offers participants an opportunity to share their experiences with both relaxation practices and how they deal with distraction. Your closing comments should generate interest in practicing at home and interest in other session topics.

### OVERVIEW OF LESSON PLAN

SECTION	TIME	MATERIALS NEEDED
Welcome/Session Overview	5 mins	Small clock, or timer
Participant Check-in	15 mins	
Session Topic Introduction	5 mins	
Guided Meditation	8 mins	Self-Care Meditation Script
Feedback	5 mins	
Facilitator Transition to Video	5 mins	
Video Presentation	7 mins	Career Pathways Video Links
Exercise Breakouts	15 mins	
Closing	5 mins	Handout
Participant Poll	5 mins	
<b>TOTAL</b>	<b>75 mins</b>	

# Detailed Lesson Plan

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[Italicized text can be shared verbatim, normal text are notes for the facilitator.]

## **Welcome/ overview of session**

**(5 Min)**

- Introduction of facilitator(s)
- Honor the experience and knowledge of the caregivers
- Caregiving can bring joy and can be exhausting, tiring, and emotionally tough.
- This session is a space where we recognize the work that the caregivers are doing and how much they may be holding emotionally and psychologically.
- Want to support them, and equip them with tools that have been shown to be helpful to help caregivers wellbeing, and help them continue to provide care to their loved one(s).
- Establish basic ground rules; mutual respect, openness to differences, extending the benefit of the doubt, confidentiality.
- Name other session topics - Intro/Benefits, Compassion, Loss, Boundaries, Connecting with your recipient.

## **Participant check-in and introductions**

**(15 Min)**

- *Share your name, if you want you can say who you are caring for, and how you are doing today. If you don't feel ready to share how you feel, then we invite you to tell us what brought you here today - what made you decide to sign up?*
  - Refer to Best Practices document on how to best modify timing to accommodate different sized groups.
- Facilitator should model check-in by going first.

## **Intro to this session topic by facilitator**

**(5 Min)**

- *Our first practice, and the one that we will apply through everything we'll be doing, is mindfulness. Is anyone familiar with mindfulness (show of hands)?*

- Whether or not they have heard of mindfulness or know what it is, participants probably have experienced it. Provide example(s) of when you have experienced mindfulness or presence e.g., enthralled by a feature of the natural landscape, sunset, cloud, tree, etc.; or others? Acknowledge what they already know or have experienced about the qualities of mindfulness.
- *What are we talking about when we talk about mindfulness?* Offer definition and 2-3 real-life [caregiving] examples/case studies to explain when and how mindfulness can be supportive. Explain why/how mindfulness is the foundation of the approach we use to support emotional resilience or the ability to bounce back from challenging circumstances.

### **Short guided meditation**

**(8 Min)**

*See Self Care\_Meditation Script*

This meditation introduces the participants to the foundational practice of focusing attention on the breath.

### **Participant feedback on meditation experience**

**(5 mins)**

- Some prompts you can use to generate feedback are:
  - *What did you notice about your experience during the meditation?*
  - *Did you find the experience pleasant? Unpleasant?*
  - *Was the meditation easy for you, or difficult?*
  - *Any surprises you would like to share?*
  - *Can you imagine yourself doing this at home on your own?*
- If there is no feedback on meditation, the facilitator can ask for ideas on how to make short meditations a part of daily life.

### **Facilitator transition to video**

**(5 Min)**

- *In the meditation you focused on the breath. This kind of focused attention can be very relaxing and stabilizing. It is distraction that can be exhausting. Noticing distraction in meditation trains the mind to notice distraction when we are engaged in other activities.*
- *You may already be engaging in mindfulness*

- Like paying attention to a really good movie, or conversation
- Or, watching a beautiful sunset when that is all you are thinking about

We will say more about mindful activities later.

## Video:

(7 Min)

See Self-Care Video Script for full details

- Questions or feedback on video

## Three person exercise breakouts

(15 Min)

(Four minutes for each person's share)

- Please share one thing you currently do to relax or to recharge?
- Does this activity fit the definition of mindfulness we just learned? If not, how is it different? (How could this activity be more mindful?)
- How do you know when you are distracted, and is there anything you do when you are feeling distracted to refocus on an activity you are engaged in?

## Closing

(5 Min)

- Home practice
  - During the week, practice being as fully present as you can. Try one of the activities on the handout you will receive and observe what happens.

Keep in mind that mindfulness requires no special conditions – it is available in every moment, whenever you want to bring your attention to this present moment.
- Other sessions will explore different ways to stay present in the midst of difficult situations.

## Distribute session poll

## End Session