

EXPLORATION WITH MINDFULNESS PRACTICES:

HANDS AND HEART ALL IN!

Good things come to
those who Believe, Better
things come to those who
are Patient and the Best
things come to those who
DON'T GIVE UP!

-unknown



“Give a man a fish, he’ll eat for a day, teach him to fish, he’ll eat everyday”



Our youngest learners need the tools to identify and practice what it is they are feeling when they encounter situations they may not always understand or know how to respond to.



Life doesn't get easier or more forgiving, we get stronger and more resilient" –Steve Manaboli

Children will be introduced to Mindful Breathing practices to support and maintain focus and calm, 1) when faced with a challenge, 2) Be able to identify the differences in their feelings and body when stressed, 3) Be able to readily access breathing techniques or other strategies learned to reach a state of calmness.



BEGINNING EACH DAY

DAILY DEEP BELLY BREATHS

- Building listening stamina is extended over time
- Children make associations with sounds and expectations of paying attention or listening.
- Making connection how the brain works, the importance of providing oxygen to keeping it healthy



Breathe In
The Future,
Breathe
Out The
Past



BREATHE!

Pause for a moment,
breathe, focus
on the breath,
know that you
are OK, in this
moment

-Leo Babauta



“The fastest way to turn your day around is to take one conscious breath”
-unknown



GOALS
OF
MINDFUL-
NESS:

"Building resilience in children is not about making them tough. Resilience is the ability to recover from difficulties and manage how you feel."

www.easypeasykids.com.au

FOCUS:

The main focus has been to intentionally direct two students (male/female) who both experience anxiety for different reasons but it impacts their ability to maintain focus and attend cognitively in the classroom.



Live
Simply,
Dream
Big,
Be
grateful,
Give love,
Laugh
lots.



You don't
always need
a plan,
sometimes
you just need
to breathe.
TRUST!
Let go, and
see what
happens!



When beginning Mindfulness in the classroom, MB was an extremely shy and timid child. Extremely reluctant to try new activities and join in with new friends. Anything that she deemed “scary” would send her into a shell that would take a lot of patience and compassion to regain her trust.



Over time and with practice of Mindfulness breathing from the MINDUP Curriculum, MB and all children have come to rely on the expectations of identifying....



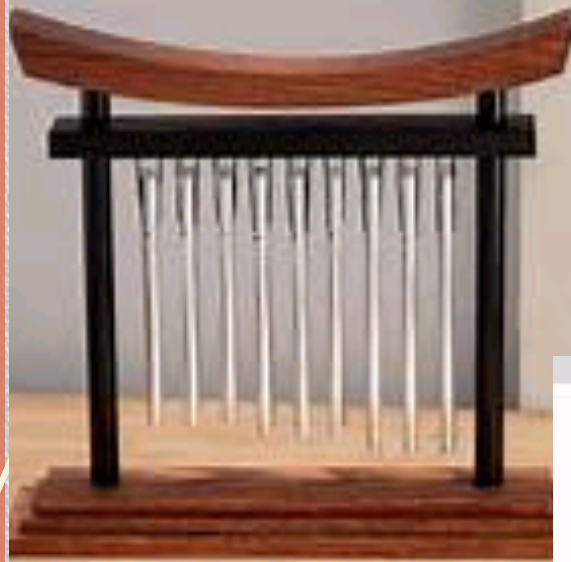
.....and
expressing
their personal
feelings with
teachers,
with peers,
during play
and in group
discussions.



Along with District Social/Emotional Curriculum “Second Step” and incorporating activities that reinforce concepts of emotions and identifying feelings cultivates a community of thoughtful learners



Using equipment that invokes calmness and visual/auditory concentration encourages the use of all senses and reduces impulsivity.



In addition to working with MB, DD also was closely monitored. His needs stems from impulsivity and as a young learner not having the words to express or identify the onslaught of emotions he battled with daily.



After viewing one of the Project Smart Video's which spoke to the **ABC's of Mindfulness-ATTENTION, BALANCE & COMPASSION**, it was clear that this was an approach that should be incorporated into the classroom but more specifically for D.D.



ATTENTION

[Focusing/ Choosing]

Using verbal/visual cues, the idea of being focus and making thoughtful choices was a consistent goal for D.D. In this pre-school class, this focus benefitted the entire classroom as a whole.



BALANCE

[Quieting & Seeing]

For our preschoolers and for D.D. it was extremely important to make the connection of how the brain helps to balance our emotions and our body. We would challenge the children to move quickly and see if they could suddenly stop and have good balance. They couldn't- thus the importance of maintaining calm in order to take in information visually or emotionally.



“Wisdom comes not from being perfect but from being present”
-unknown



COMPASSION

[Caring & Connecting]

For D.D. along w/the entire class, this area spoke to the ability to empathize with others so as to be able to understand yourself or vice versa.

This concept was practice daily for all children but D.D. had to put in a lot of practice and nearing the end of the school year is able to recall and apply empathy on his own.



The key has been to embody these strategies into the classroom not as a tool but more so as what we do, a part of who we are and want to be.

**PRODUCTIVE,
PURPOSEFUL
AND
LEARNING**



The use of literature and music was a great reinforcement in movement and building concept skills requiring children to focus and listen.



In reflecting over the second half of the school year, it has been a learning opportunity for both the children and the adults in truly internalizing the concept of :

**BREATHING,
THINKING AND
BREATHE AGAIN,
THAN REACT/OR
ACT.**



Breathe
it all in,
Love
it all out!

