



# MINDFULNESS IN EDUCATION: CULTIVATING WELL- BEING

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Thanks to Chris Walsh who  
had a major role in preparing  
an earlier version of this  
presentation



# MORNING AGENDA

- ❖ **Call to this moment, this place**
- ❖ **Agreements**
- ❖ **Welcome & Introductions: Dialogue Circle**
- ❖ **Practice-- Mindful Breathing**
- ❖ **What is Mindfulness?**
- ❖ **Break, Body Scan Meditation**
- ❖ **What We're Doing in Schools**
- ❖ **Gentle Yoga and Focused Breathing**



# Agreements

Self Care

Step Up/ Step Back

Confidentiality

Respect

# OPENING WARM-UP ACTIVITIES

- ❖ **Focused breathing- Three breaths**
- ❖ **Reflection and Sharing- Three breaths**
- ❖ **A look at Teaching breathing in Grade 4 - Mindful**

**Schools**

❖ <https://www.youtube.com/watch?v=K3hXqh93QR0>

# DEFINITIONS OF MINDFULNESS



Mind Full, or Mindful?

# *Mindfulness*

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**MEANS PAYING  
ATTENTION IN A  
PARTICULAR WAY,  
ON PURPOSE, IN THE  
PRESENT MOMENT  
NON-JUDGMENTALLY.**

[WWW.VERYBESTQUOTES.COM](http://WWW.VERYBESTQUOTES.COM)

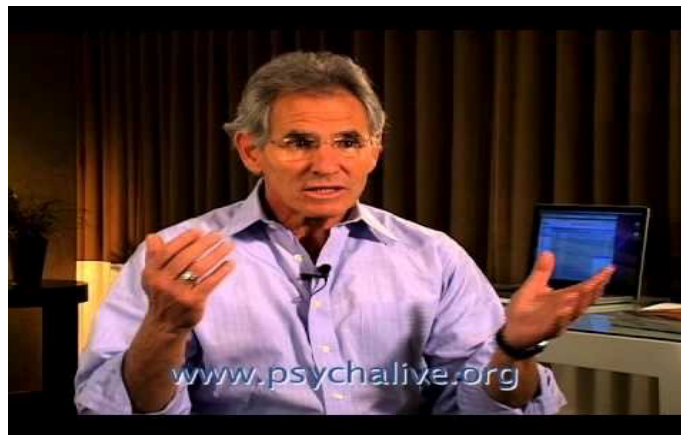
JON KABAT-ZINN

# SO... HOW AND WHEN ARE WE MINDFUL?

“Mindfulness is connecting with your life.”

“Mindfulness means paying attention, on purpose, in the moment, non-judgmentally.”

<https://www.youtube.com/watch?v=HmEo6RI4Wvs>





# **SEVEN INTEGRAL QUALITIES OF MINDFULNESS**

KABAT-ZINN, JON. (2013). FULL CATASTROPHE  
LIVING (REVISED EDITION),  
*USING THE WISDOM OF YOUR BODY AND MIND TO  
FACE STRESS, PAIN, AND  
ILLNESS.* NEW YORK, BANTAM BOOKS.





# 1. **Non-judging**

When we make quick judgments, we enter autopilot. We stop experiencing our lives fully and coast through our days. We get so caught up in the things we like and dislike, it is hard for us to find peace.



## 2. Patience

This is often called a virtue because it requires that we suspend our own agendas and wait for things to reveal themselves in their own way.



## 3. Beginner's Mind

Imagine how an experience can appear to someone who is exposed to it for the first time. To be able to have a beginner's mind allows us to be fully present every time and to not pre-judge what we expect will happen from past events.



## 4. Trust

Are you able to trust yourself and others enough to truly open up and not be concerned about how you will be seen?



## 5. Non-striving

Are you able to participate in something without having an expected outcome?

Practicing mindfulness of any sort (yoga, meditation, focused breathing, etc.) will allow you to suspend your judgment and not have an expectation of the end in mind as you participate in it.



## 6. **Acceptance**

Can you find a way to accept things as they are in the present moment?

Coming to terms with things even when they are different from what you want them to be is a form of acceptance..



## 7. Letting Be/Letting Go

Allowing things to be as they are and not as we want them to be is a form of letting be.

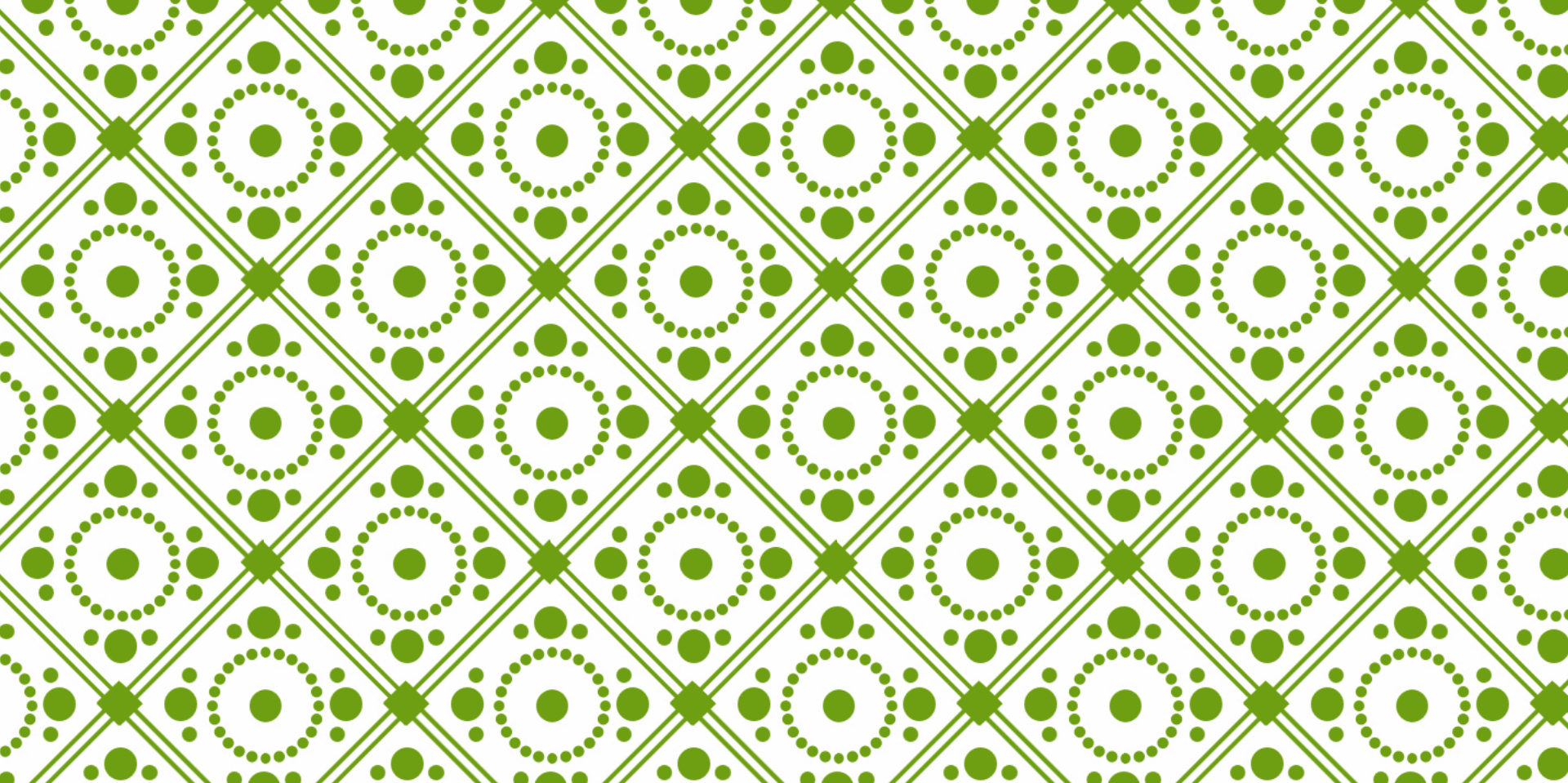
Letting go is not such a foreign experience. We do it every single night when we go to sleep. We lie down on a padded surface, with the lights out, in a quiet place, and we let go of our mind and body. If you can't let go, you can't go to sleep.



5-minute stretch break

...and when you return, let's  
participate in a body scan  
meditation





# MINDFULNESS IN SCHOOLS



Thank



You!

# Benefits of Mindfulness

Better focus and concentration

Increased calm

Decreased stress and anxiety


Increased impulse control

Skillful way to respond to difficult emotions

Increased self awareness


Increased empathy and understanding of others





**Mindfulness is widely considered effective as a treatment for children and adolescents with aggression, ADHD, autism, or anxiety.**

<https://mail.google.com/mail/u/1/#search/in%3Atrash+canale/15120f9696f0bbd2?projector=1>



**The Mindfulness-in-Education movement has a lot in common with, and in many ways complements, the Social-and-Emotional-Learning movement. How might Mindfulness support the competencies of the Paths K-6 Program?**

# STRESS

**Both educators and children are dealing with stress.**

**Ex: Poverty rates among families with school age children are increasing steadily. Families living in poverty are facing something beyond acute stress; they are facing chronic stress.**

# Why should teachers practice mindfulness?

To teach mindfully we need to be mindful. There's no way around it. If you are a parent, teacher, therapist, or anyone else with children in your life, then the greatest gift you can give to them is your authentic presence (Rechtschaffen, 2013).

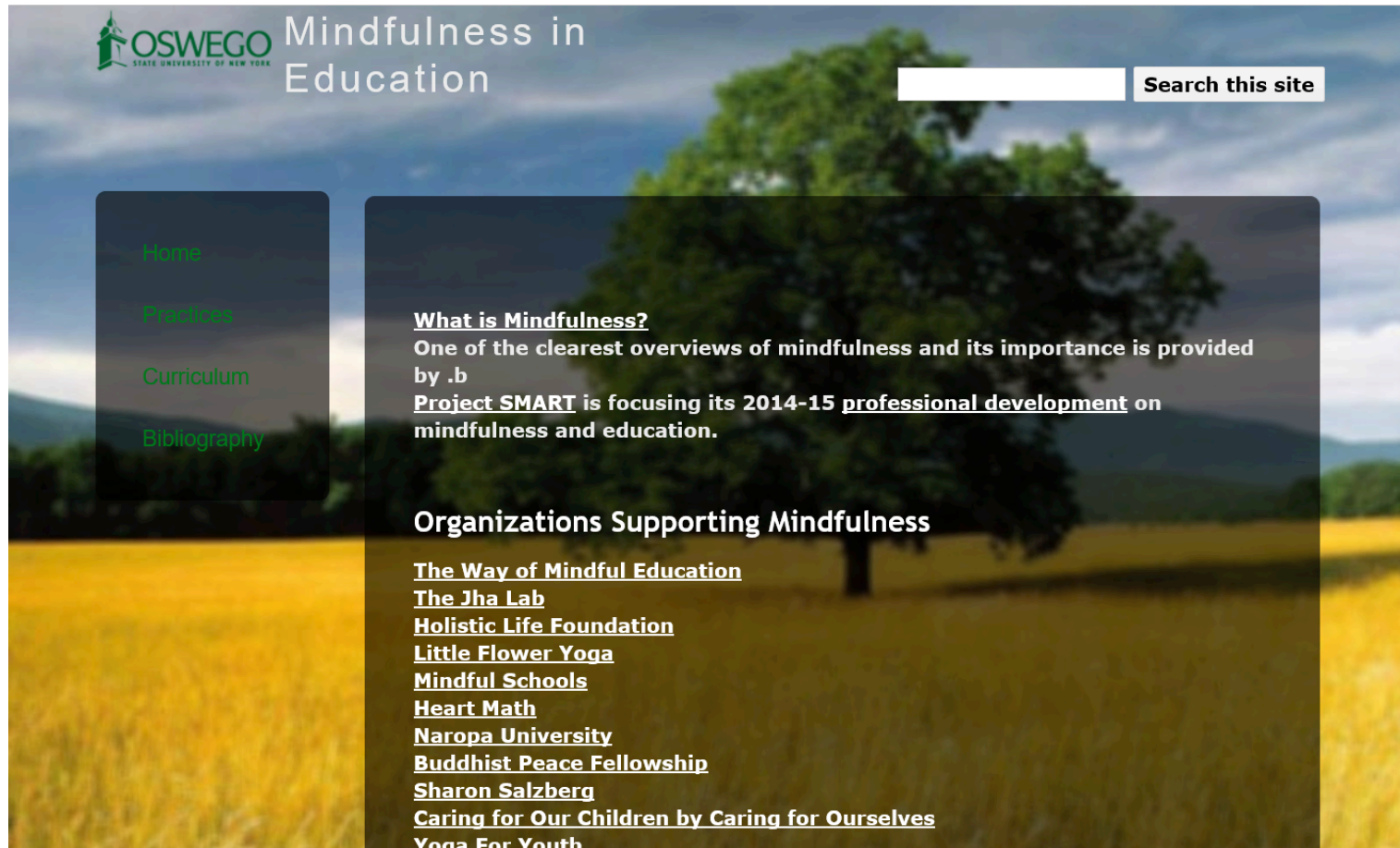
Find a few moments to clear your own head, create space for teaching, and be available to your students. To do this, we need to be available to and aware of our own selves.

**BE MINDFUL**

Mindful Teaching

Teach Mindfulness

# Project SMART Mindfulness in Education



**OSWEGO** STATE UNIVERSITY OF NEW YORK Mindfulness in Education

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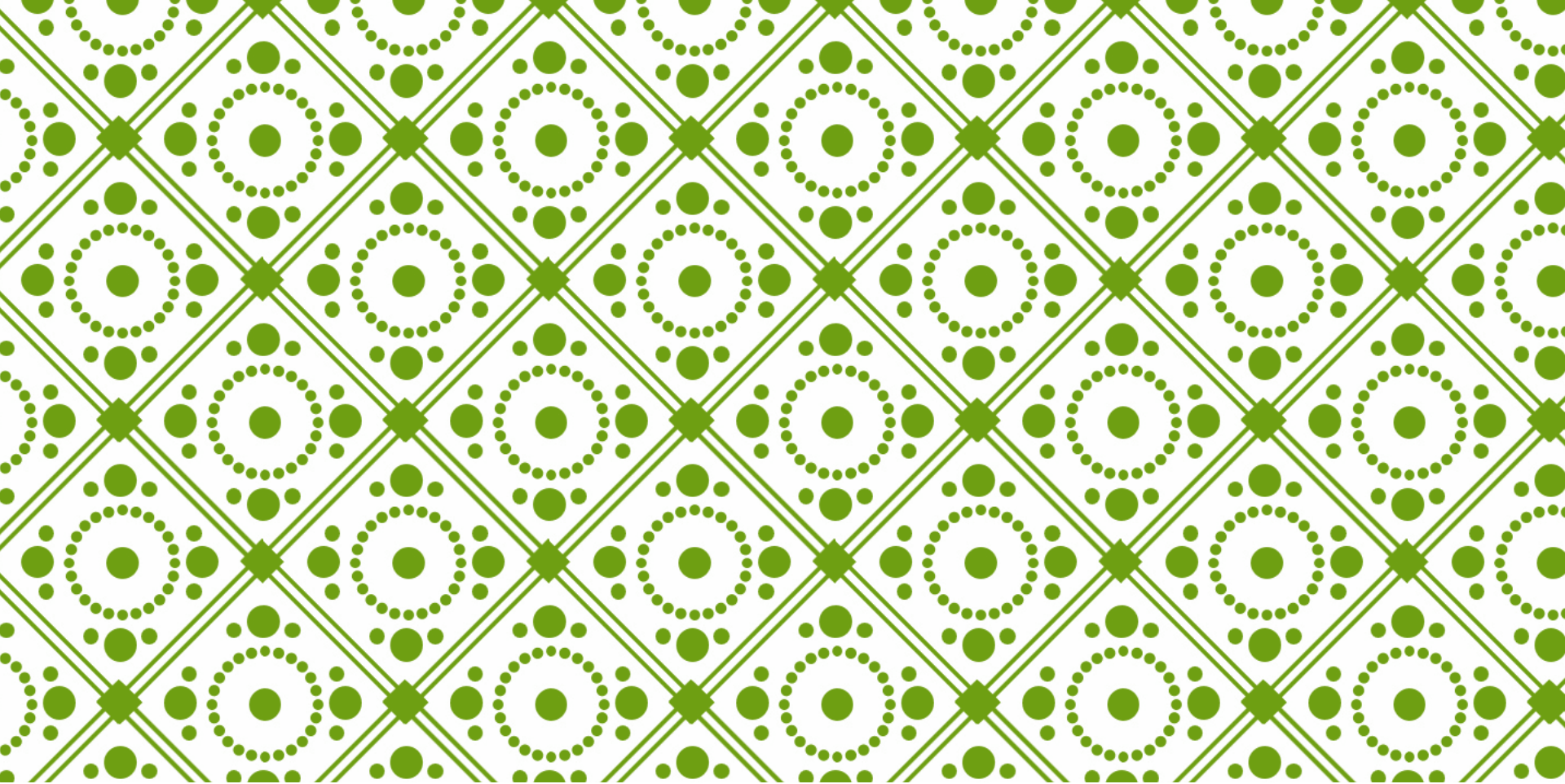
**What is Mindfulness?**  
One of the clearest overviews of mindfulness and its importance is provided by .b  
**Project SMART** is focusing its 2014-15 **professional development** on mindfulness and education.

**Organizations Supporting Mindfulness**

**The Way of Mindful Education**  
**The Jha Lab**  
**Holistic Life Foundation**  
**Little Flower Yoga**  
**Mindful Schools**  
**Heart Math**  
**Naropa University**  
**Buddhist Peace Fellowship**  
**Sharon Salzberg**  
**Caring for Our Children by Caring for Ourselves**  
**Yoga For Youth**

<https://sites.google.com/a/oswego.edu/mindfulness-in-educatio/home>





# ROSH'S ACTION RESEARCH

Mindfulness and  
Middle School  
Science

# ROSH'S ACTION RESEARCH

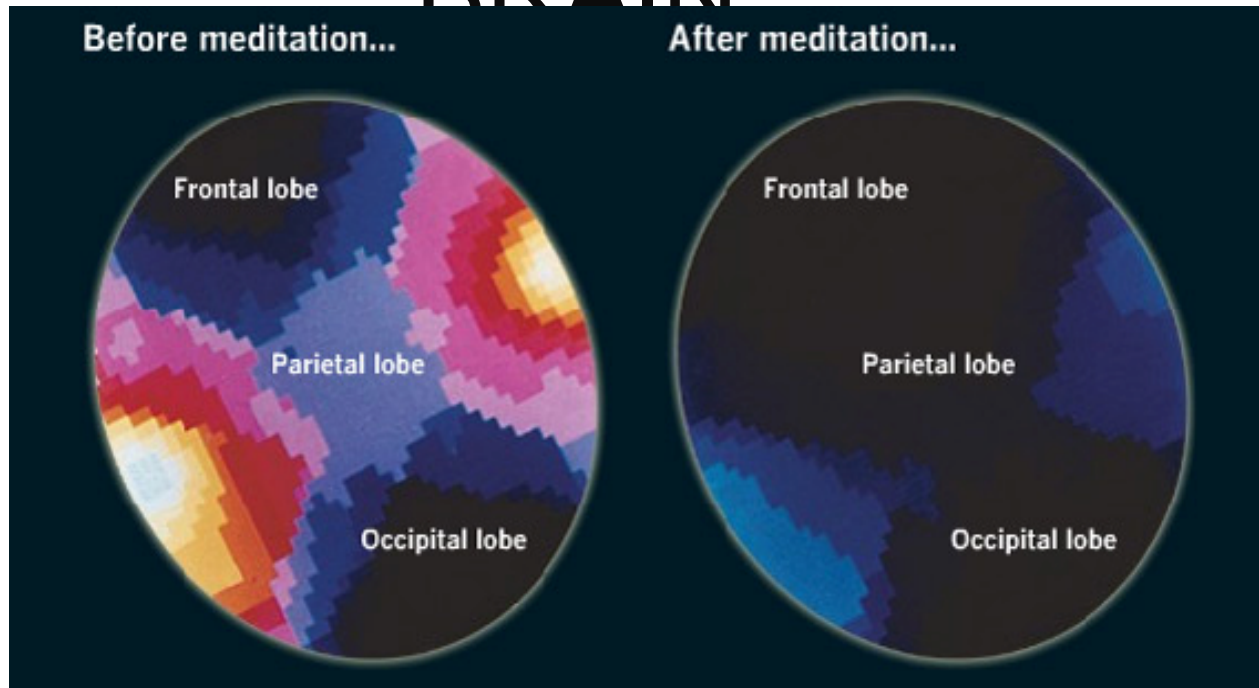
*How can I help my 8th grade physical science students improve their focus and attention (mindfulness) through focused breathing activities?*

*How can I help my students integrate how they feel and how they think so that they will learn science more effectively and fully?*

# WHAT I DID WITH MY STUDENTS...

- ❖ Introduced 8<sup>th</sup> graders to a variety of breaths before class began. Modeled, practiced and debriefed each (Rechtschaffen, 2014).
- ❖ Taught them about the biology of breathing and what it does for the brain and body.
- ❖ Conducted a survey in which they reflected and wrote about their emotional well-being and their engagement in learning about mindfulness both in and outside of my classroom.
- ❖ Analyzed the data (student comments) to see if my time on mindfulness with them was well spent.

# MINDFULNESS INCREASES GREY MATTER CONCENTRATION ON THE BRAIN

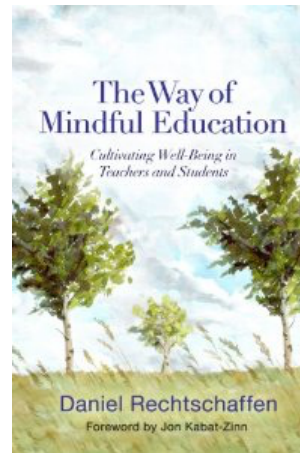


Sources: [Psychiatry Research Neuroimaging](#), [ScienceDirect](#)

# THE WAY OF MINDFULNESS EDUCATION BY DANIEL RECHTSCHAFFEN

*The methods that I used for my 8th grade students (2014-15) included using the research of Daniel Rechtschaffen, in helping students engage in brief mindfulness activities before classroom learning begins.*

*Many of the tools in this book can also be found online for free.*



# 5 MINUTES OF MINDFULNESS TIME = 26 MINUTES OF TEACHING TIME

- *It seems as if there is no time for this, but actually finding 5 minutes at the start of class allows you more uninterrupted teaching time later.*
- *When time permits, allow time for reflective writing after to help students further process the reflections, either free writing or with teacher driven questions for prompting reflective responses.*

# **REFLECTIVE WRITING AS A MEANS TO MINDFULNESS**

**Through analysis of my survey data (student comments). three themes became evident:**

**Those who participated found the breathing exercises beneficial.**

**Those who participated found they felt calmer.**

**Those who participated found they could regulate their emotion during stressful events even outside of school.**

# WHAT MY STUDENTS REPORTED TO ME

Here are a few samples of what my 8<sup>th</sup> grade science students shared in their written reflections:





# **QUESTION: HOW DID YOU FEEL ABOUT THE FOCUSED BREATHING?**

- ❖ Really helps me inside and outside of school**
- ❖ Very important and can help**
- ❖ I feel uncomfortable doing it in front of people but it calms me down**
- ❖ Very relaxing, a nice break from my day**
- ❖ A great way to get our minds started**
- ❖ Felt weird at first. Got used to it and enjoyed it.**
- ❖ It helped calm or awaken us.**

# QUESTION: WHY DID YOU CHOOSE TO PARTICIPATE OR NOT PARTICIPATE?

- ❖ I chose to participate because it helps me feel calm and relaxed and focused
- ❖ Helps me focus
- ❖ I was curious and wanted to try something new
- ❖ Gets my mind on track
- ❖ I chose not to participate because I thought my friends would laugh at me
- ❖ To show others that it wasn't ridiculous
- ❖

# **QUESTION: HOW HAVE YOU USED THESE TECHNIQUES OUTSIDE OF SCHOOL?**

- ❖ **Bowling, Dancing, Track, Performances**
- ❖ **When family gets me upset**
- ❖ **With my siblings**
- ❖ **To relax and sleep**
- ❖ **When I'm really aggravated with people**
- ❖ **To get away from the world and my family**
- ❖ **When I was going to Florida, I missed my brother and I wanted to cry but I did the breathing and it helped.**

# QUESTION: HOW HAVE YOU USED THESE TECHNIQUES IN SCHOOL?

- ❖ **“I can be stress-free and focused.”**
- ❖ **“I liked the breathing because it helped me concentrate.”**
- ❖ **“I feel like it worked and it helped me relax and focus.”**
- ❖ **“I decided to participate because I knew it would help take away all of the stress and empty feelings.”**
- ❖ **“I have used these techniques in school by dealing with things or people that would annoy me.”**
- ❖ **“I will always use these techniques because it has helped me through a lot of negative times.”**
- ❖ **“ I would breathe before big tests.”**



# WHAT IF.....???

*Of course there were some students who did not want to be a part of any of this...*

**That is to be expected and accepted.**

# GENTLE YOGA AND FOCUSED BREATHING



# WAYS TO INTEGRATE MINDFULNESS INTO YOUR OWN CLASSROOM

- Literacy, Science, Connections
- To support Paths K-6 Program
- Transition Times– mindful breathing, listening, [Go Noodle Leslie Booker](#)
- Morning Meetings
- Use a Hoberman sphere
- Use a tuning fork or singing bowl
- set up a peace table– use Glitter bottles for focused attention and calming–
- Now for some ... Questions or comments?

# AFTERNOON AGENDA

- ❖ **More Introductions**
- ❖ **Guided Meditation**
- ❖ **Dialogue Circle- Check in from Morning Session**
- ❖ **Gentle movement**
- ❖ **Compassion Activity**
- ❖ **Postcards**
- ❖ **Come to Writing Institute, Summer 2016**
- ❖ **Needs Assessment and Participant Evaluation**





# Compassion Reflection Activity



# **POSTCARD ACTIVITY**



# Next Steps– Writing Institute Summer 2016

## **NEEDS ASSESSMENT AND PARTICIPANT EVALUATION**

# REFERENCES

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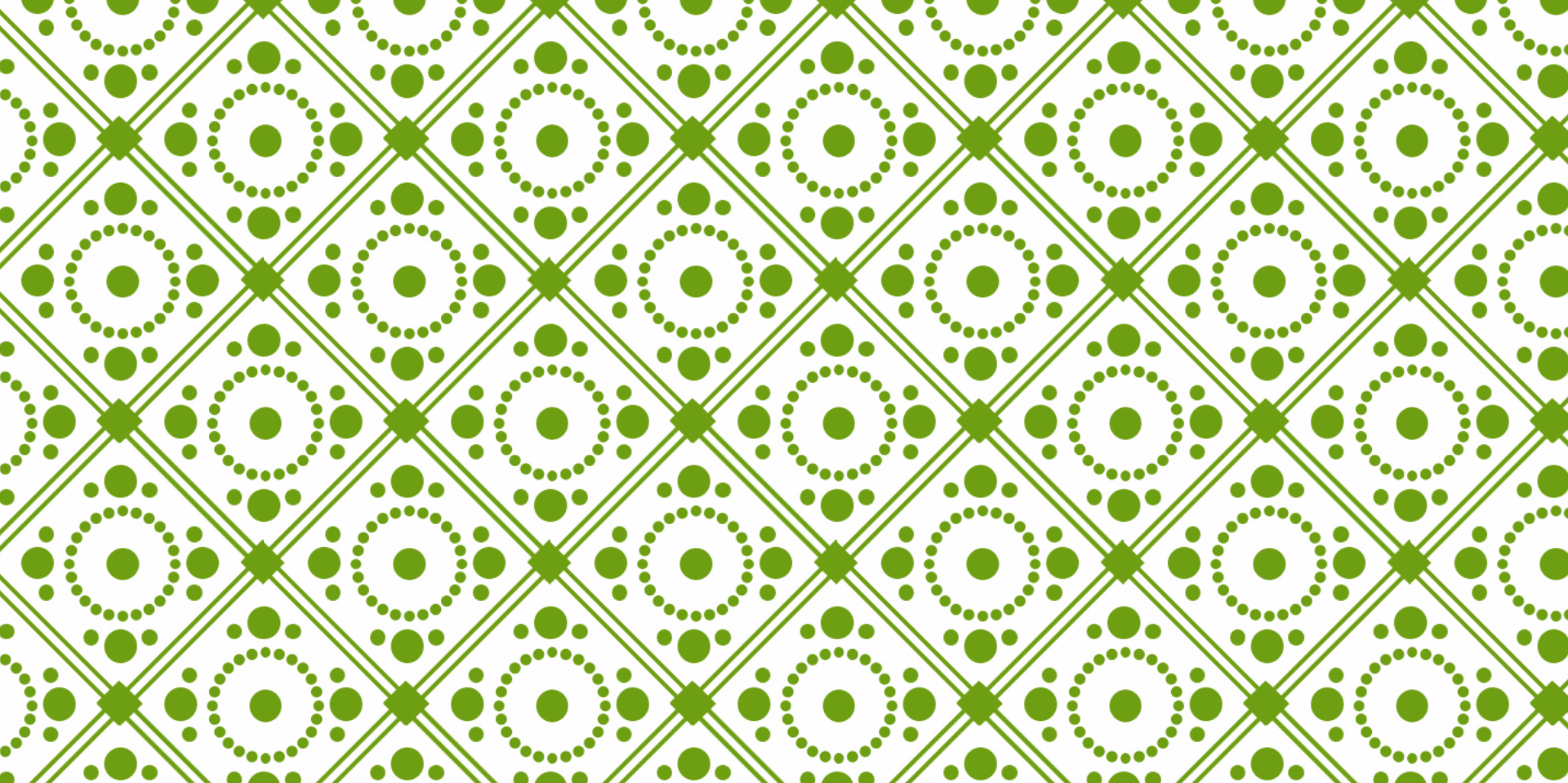
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THANK YOU FOR PARTICIPATING TODAY!

The SUNY  
Oswego  
Project  
SMART Team