

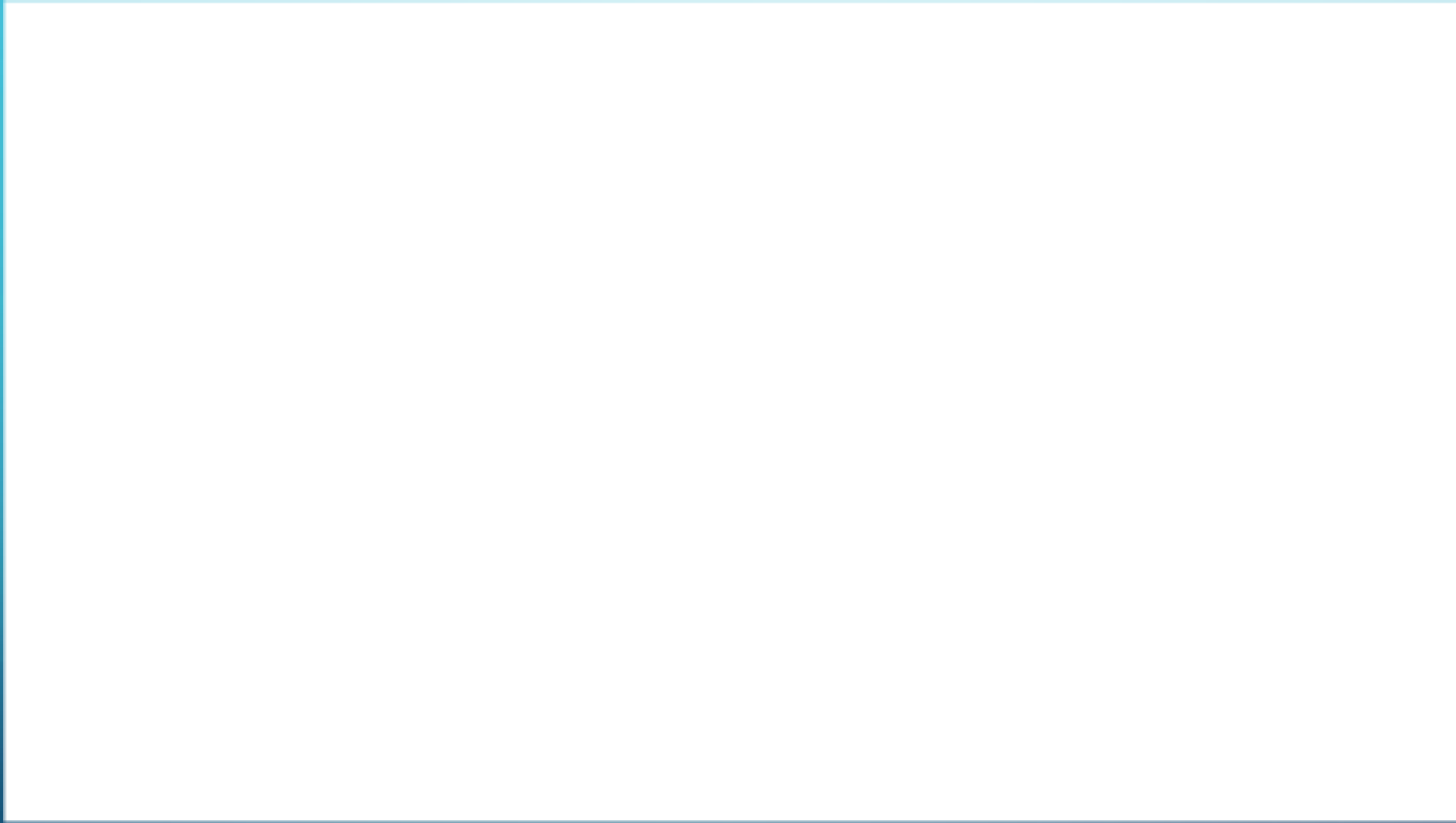


# MINDFULNESS AT WAIMEA COLLEGE

**“MINDFULNESS** MEANS PAYING ATTENTION IN A PARTICULAR WAY: ON PURPOSE, IN THE PRESENT MOMENT, AND NONJUDGMENTALLY.”

**JON KABAT-ZINN.**

# WHAT IS MINDFULNESS?



<https://www.youtube.com/watch?v=o-kMJBWk9E0>

# IT IS ALL CENTERED AROUND YOUR PERSONAL PRACTICE

- Lets give it a go:

**Free Smiling Mind App**

**Looking after our mental health is just as important as our physical health, but just like anything new, it takes practise.**


Try a [sample meditation online now.](#)

Download our app or try it on the web and start with just 10 minutes of meditation a day.

Web App

GET IT ON Google Play

Download on the App Store




<https://www.smilingmind.com.au/mindfulness>

# OUR INQUIRY: IS MINDFULNESS AN EFFECTIVE STRATEGY FOR SUPPORTING STUDENT AND STAFF WELLBEING AT WAIMEA?

- What does our Inquiry Stream look like?
  - Based on teacher choice
  - Evidence based but realistic
  - Tied into NZ Curriculum, school strategic plan and COL aims
  - Primary focus on personal practice
  - Aim is to develop classroom strategies from a position of personal understanding.



- Staff

- “ Mindfulness helps me remain calm and less stressed about the small things”
  - “My partner notices that I am more “present” at home.”
  - “I am less quick to react to challenging situations, and therefore am more measured in my responses”
  - “I notice in more detail what is happening around me which increases my enjoyment of the everyday”
  - “I notice more often when I have become distracted by unhelpful thoughts”
- 





- Students:

- “focusing better less stress easier to relax when doing nothing”

- “I feel as if i not get as angry at things”

- “less stress”

- “not so interested in my phone”

- “it's helped me a lot in stressful situations like exams and tests.

In fact, whenever I'm stressed, even only a little bit stressed, the mindfulness skills we have been practicing have been very beneficial. I think that having these skills will be very helpful for NCEA next year.”


# THE SCIENCE OF MINDFULNESS

- Focused research began in early 2000s studying effects on depression and anxiety
- Break through studies in 2013-2014 led to a major increase in funding for research.
- Brain imaging results support patient reported benefits
- So what did they find?



# THE SCIENCE OF MINDFULNESS

## Mindfulness and how the brain works

 Mind the Bump



# CRITICISM OF MINDFULNESS

- EXAGGERATED CLAIMS
- CAN BE USED INSTEAD OF ADDRESSING THE CAUSES OF STRESS

# WHAT CAN I DO IN MY CLASSROOM?



CARDS

## one bite at a time

We slowly eat one bite at a time to relax, enjoy, and appreciate the moment.

LIFE SKILLS



DURATION 5 to 15 minutes

SUPPLIES Grapes, blueberries, or raisins

AGE All ages

### LEADING THE GAME

*Find a comfortable place to eat. Choose a simple food that can be eaten one at a time (e.g., grapes, blueberries, or raisins) and place a few in a cup for each child.*

1. Pick up the food and notice how it looks, feels, and smells. Notice what you're thinking and how you feel while you're holding the food before you eat it.
2. Pop the food in your mouth, but don't chew it yet. Notice what it feels like on your tongue. Is your mouth watering?
3. Now chew it slowly and then swallow it. Pay careful attention to how each step feels.
4. Talking points: What was it like to hold the food in your mouth but not eat it? How did your mouth feel while you were chewing? How did your throat feel while you were swallowing? Did you notice any thoughts or emotions?

## zip up!

We imagine there's a zipper going up and down our bodies to help us keep our backs straight and muscles relaxed.

LIFE SKILLS



DURATION 5 minutes

AGE Young children

### LEADING THE GAME

1. Let's pretend we have a zipper running up and down our bodies, from our belly buttons to our chins, which helps us sit (or stand) straight and tall.
2. Without touching your body, put one hand in front of your belly button and the other hand at your lower back, like this.  
*Demonstrate by placing one hand in front of your belly button and the other hand at your lower back.*
3. Let's zip ourselves up: zzzzip!  
*Demonstrate by moving your hands up your spine and chest, past your chin and head, ending with your hands in the air.*
4. Now that we're zipped up, let's take a few breaths together with our bodies straight and tall.

## rock-a-bye

We pretend to rock a stuffed animal to sleep on our bellies to relax our bodies and quiet our minds. As we breathe in, the animal rocks up; as we breathe out, the animal rocks back down.

### LIFE SKILLS



**DURATION** 3 minutes or more

**SUPPLIES** Stuffed animal or pillow and a yoga mat or blanket to lie on

**AGE** Young children (with a modification for older children and teens)

### LEADING THE GAME

1. Lie on your back with your legs flat on the floor and your arms by your sides. If you like, you can close your eyes. Feel the back of your head touching the floor. Feel your shoulders, upper back, arms, hands, lower back, legs, and feet touching the floor.
2. Now I'm going to place a stuffed animal on your belly. When you breathe in, the animal gently moves up; and when you breathe out, the animal gently moves back down. Imagine that this animal loves to be rocked to sleep by the movement of your breathing. Good—I can tell you're already helping it to feel very calm and relaxed!
3. Notice what it feels like to breathe in and out, moving the animal up and down. You can pat the stuffed animal on your tummy and

## life is good

As we roll a ball back and forth, we name things that bother us, while remembering the good things in life by adding, *and life is good*.

### LIFE SKILLS



**DURATION** 5 to 10 minutes

**SUPPLIES** Ball

**AGE** All ages

### LEADING THE GAME

1. We're going to roll this ball to each other. When the ball comes to you, name one thing that's bothering you. Then roll the ball back and say, *and life is good*.
2. I'll go first. I lost my necklace today ...  
*Roll the ball to another player while saying, and life is good.*
3. Now you name something and roll the ball to someone else.  
*Guide players in speeding up the pace as the play continues.*

### TIPS

1. This game can be played with partners sitting across from each other or as a group sitting in a circle.
2. This game is not about pretending that challenges don't exist. First we acknowledge the challenge, then we reframe it by bringing awareness to the positive things in our lives too.



# WHERE TO FROM HERE?

- Community experts:

## CALM, CLEAR, CREATIVE

*Mindfulness training for Teachers*

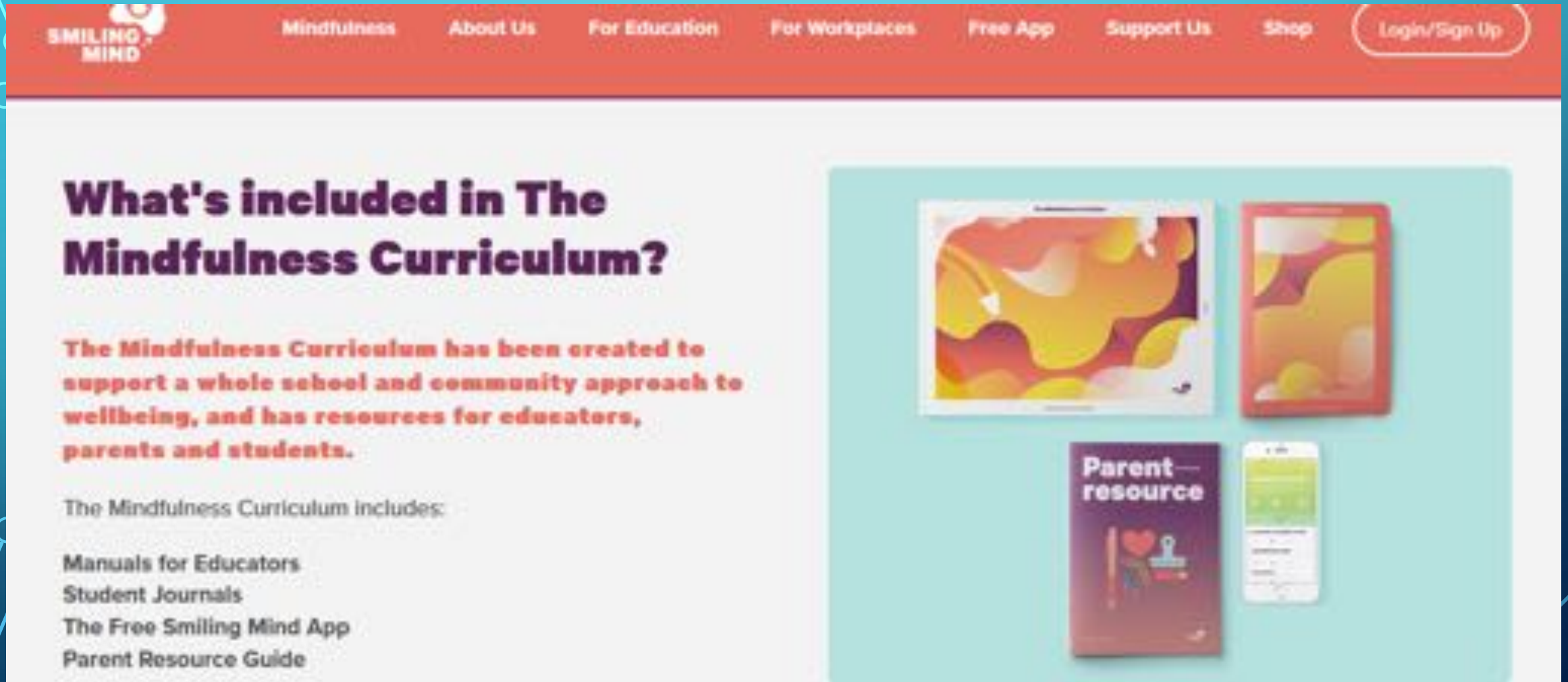
**Unveiling the funded, local, face to face mindfulness training for teachers in the Nelson/Tasman area 2018**



<http://www.openingminds.co.nz/calm-clear-creative/>



- Online:



The screenshot shows the Smiling Mind website. The top navigation bar is red with the Smiling Mind logo on the left and links for Mindfulness, About Us, For Education, For Workplaces, Free App, Support Us, and Shop. A rounded button for Login/Sign Up is on the right. The main content area has a white background with a large heading: **What's included in The Mindfulness Curriculum?** Below this is a red text block: **The Mindfulness Curriculum has been created to support a whole school and community approach to wellbeing, and has resources for educators, parents and students.** Underneath, it says 'The Mindfulness Curriculum includes:' followed by a list: Manuals for Educators, Student Journals, The Free Smiling Mind App, and Parent Resource Guide. To the right, a light blue box contains images of a tablet, a smartphone, a 'Parent resource' booklet, and a smartphone displaying the app interface.

<https://www.smilingmind.com.au/the-mindfulness-curriculum>

## CLOSING:

- [One Minute Body Scan](#)
- Or
- [Children's Body Scan Practice](#) (5 min)

