



Primary Schools Newsletter January 2016

The Pocket Public School 3-year Mindfulness program 2016 - 2018



Thanks to the creative and forward-thinking Will Glasson, Principal at The Pocket Public School we are excited to be starting a three-year, whole of school program for staff, students and parents from 2016 -2018. Mr Glasson is very keen to embed mindfulness throughout the school community, to complement the school's strong focus on Social Emotional Learning.

This year we will begin with a day training the teachers in mindfulness for their own wellbeing and for use in the classroom. This day will be wonderfully relaxing and enjoyable start to the new school year for the staff.

For the rest of the year we will spend two days each term at the school, leading a long and fun-filled lesson in each teacher's classroom, as well as coaching and encouraging the teachers and leading some classes for parents.

We make mindfulness teaching so much fun with our games and toys, the children just love it!

2016
Two! Mindfulness
for Primary School
Teachers Trainings.
See dates below

Two one-day trainings in Mindfulness for Primary School Classroom Teachers

Lismore
Thursday 17th March
&
Brunswick Heads
Saturday 14th May
9.00 – 3.00

Fee includes one
demonstration lesson in each
teacher's classroom

You will learn:

- ✓ 3 aspects of mindfulness
- ✓ Mindfulness & brain science
- ✓ Why your students like mindfulness
- ✓ How to introduce mindfulness in your classroom
- ✓ To use mindfulness for your own wellbeing

Fee: \$215 for the day - plus -
follow-up classroom lesson!

Bookings: 0428 886 147 /
bobbi@mindfuleducation.com.au

Bookings required
2 weeks in advance

Mindfulness and Social Emotional Learning

SEL uses an outside-in approach with a focus on teaching skills: a teacher introduces a skill such as recognizing an emotion or using “I” messages, the students practice it for a set amount of time, and then the teacher moves on to the next skill. SEL assumes that this process is enough to enable students to use the skill in all relevant, real-life situations.

Mindfulness, on the other hand, works from the inside out, drawing on the premise that each person has the innate capacity for relationship-building qualities such as empathy and kindness—a premise that research now supports.

By helping students become aware of and then embody the connection between their emotions, thoughts, and bodily sensations, students are better able to regulate their emotions, which then impacts things such as their behaviour, stress levels, relationships, and ability to focus. In short, mindfulness practices connect students’ inner and outer experiences and help them see the congruence between the two.

Ultimately, when taught and learned together, mindfulness and SEL have the potential to transform our communities and our world with the former cultivating the tendencies for compassion and ethical ways of living and the latter teaching the skills to make that happen.

Kindness practices are a key component of mindfulness training for children. These practices increase compassion and empathy in children both for themselves and others; lead to an increased understanding of differences as well as a sense of connection with themselves, others, and the world around them.

The expansive open-heartedness of loving-kindness and compassion practices is one of the greatest gifts we can offer our children. The foundation of loving kindness is being a gentle friend to yourself, no matter what kind of experience you happen to be having in the moment.

Together, Mindfulness and Social Emotional Learning develop the children’s emotional intelligence and executive functioning and increase resilience.

**We made a you-tube film
of our year at Dunoon
School in 2014**

**Watch it on home page of
our website:**

www.mindfuleducation.com.au

A Classroom Appreciation Activity – by Elena Aguilar, Primary School Teacher

When I taught, I worked diligently to build a classroom community where kids appreciated each other. A favourite activity for my elementary students was to draw the name of a classmate in morning circle, secretly observe that classmate during the day -- looking for behaviours to appreciate, and then in our closing circle each student would reveal the name of their buddy and appreciate him/her. For example, a student might say, “During math today I noticed that Gustavo helped Karina on a problem that was hard. He was very patient with her and even when she got frustrated he kept on helping her.”

Imagine, please, what this was like for our class -- the way kids anticipated receiving positive feedback at the end of the day, how this motivated them to be kind members of our community, how they started focusing their attention on what their classmates were doing well, and what it felt like for all of us to hear 24 declarations of appreciation to close the day. My students came to insist that we do “Secret Appreciations” several times a week. Of all the community building activities I did, I think this one had the greatest impact.

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