

Anchors into Mindfulness

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Master of Professional Practice

Learning Agreement

This Learning Agreement is made between MPP candidate, a workplace or project sponsor and Otago Polytechnic. The purpose of the agreement is to help ensure work-based projects are completed in line with student learning goals and that workplaces support students to the conclusions of their work-based projects. To gain approval for this Learning Agreement the candidate must submit supporting material as laid out in the MPP Course 2: Project Plan.

Name of student: John Hibbs

Facilitator: Rayna Dickson

Practice Mentor: Sue Scarrold Supervisor and Senior Lecturer Counselling. Manukau Institute of Technology Auckland.

Start Date of Project: July 2014

Completion date of project: 20/12/2015

Title of the project: Therapeutic pathway into mindfulness for children aged eight years.

Main inquiry question: How to teach mindfulness to children and progressively and reflectively develop a balanced program curricula and resources for children for them to understand and begin to consciously use mindfulness in their lives.

Main audience for the study: Children's group process over twelve weeks. In addition I will be meeting with families prior to the group commencing to introduce and explain the program and then mid way to review the process and gain parental feedback. I will also be meeting with and resourcing the classroom teacher to contextually support the children with what is taught in the actual mindfulness program.

In linking to wider professional audiences and stemming from this initial group process I will offer a mindfulness skills workshop to teaching and allied professionals who work with children to help them develop their skills in facilitating mindfulness with children.

Post MPP process I will be able to share the knowledge gained with the counselling profession via written documents produced, potential training and supervision of peers. I will also look to run further mindfulness based groups with children and assess my options to support the Mental Health Foundation in their plan to expand mindfulness into Schools.

My Learning outcomes (3):

1. Developed knowledge, understanding and skills in facilitating optimal mindfulness practices with children aged eight years.
I will develop a deepened knowledge and skill base of mindfulness in its practical application with children in a class context which will enable me to practice with a more rigorous theoretical and experiential base.
2. Developed a curricula and resources base for professionals working with children relating to mindfulness.
In developing the program I will clearly plan and select my program content and process in terms of what I do and how I will plan to do it. I will also factor in a reflective process where I can potentially adapt aspects of the program based on teacher, parent and children's direct feedback and student journal feedback. I will also aim to reflect more deeply on my own processes of being innovative and how I achieve innovation examining the patterns and strategies that work and potentially further refining my approaches and then assessing more clearly when things are going well or not as well as I work collaboratively with children.
3. Disseminate the learning from this project with wider professional audiences through a written report and workshop presentation.
The shared knowledge and skills will include ways to apply and develop mindfulness effectively with children, sharing how innovative resources were initiated and developed and what they were and finally how the mindfulness skills in my program were integrated into the classroom and into life in general.

Main learning outcome for my audience:

Children understanding how to apply mindfulness in their daily lives, relating to sensory awareness, thought and feeling awareness and compassion awareness to selves and others. Self-care and discovering ways to resource themselves in relation to managing stress will be woven through this entire program. The aim is for children to have clear access to mindfulness skills via practice based activities and to also engage in the development of innovative child friendly resources.

Main outputs of my study – what will be produced and potentially assessed (3):

Curriculum outline and innovative resources developed during the program will be clearly recorded and made freely available to Schools and organisations such as the Mental Health Foundation upon request.

A written presentation of my project in the form of a report submitted reviewing my process, the student process and outcomes, resources and curricula developed and exploring how innovation evolves for my practice with children. Having an honest look at the challenges faced and how they were engaged with during the program. Written documentation will ensure a lasting record of the process can be accessed for future advancement of children's mindfulness.

A mindfulness workshop based on my program delivered to professionals wishing to develop mindfulness practices in Schools. The program would develop a deeper level of personal awareness of mindfulness and then review and apply mindfulness as it relates directly to engaging and developing mindfulness skills with children. The first half of the workshop will be based on having a personal understanding of mindfulness and the second half in the applications to working with children. The whole day will be based on the learning's stemming from my program. Any transformation of mindfulness practice will be based on teachers and allied school staff having a well grounded understanding of mindfulness and then having innovative ideas around how to apply this with children.

Will I be seeking a panel assessment: Oral Assessment?

Supporting material included

1. Literature review
2. Research Methodology

3. Ethical Considerations (including confidentiality agreements)
4. Māori Consultation
5. Employer Approval

On approval of this Learning Agreement I will be seeking Otago Polytechnic research ethics approval:

I will be seeking research ethics approval from other organisations:
School Principal and Senior Management Team.

Signed by candidate:

Signed by Otago Polytechnic:

Signed by workplace/project sponsor:

Ethical Considerations

A demonstration of your understanding of the ethical dimensions of the project: The purpose of this investigation is to learn about ethics and your specific project and the implications for your wider industry. For assessment you should describe the process you went through to engage the question of ethics and how your project has changed as a research has changed as a result.

Introduction:

Through consultation with my facilitator, practice supervisor, the New Zealand Association of Counsellors Code of Ethics and the literature I have identified four key frameworks to guide and influence my ethical practice.

They include: Being clear about the benefits of the research, acting to identify and minimise risk, consulting with the literature and peers and balancing relationships of power.

Being clear about the benefits of the research:

In consultation with my facilitator I defined my central question involving "How do I teach mindfulness to children and progressively and reflectively develop a balanced program and resources to enable children to understand and consciously use mindfulness in their lives."

In consultation with my Supervisor Sue Scarrold I was advised to make the benefits of my program clear for the parents and children involved. I then defined four benefits including appreciating the small things in life, resourcing ourselves around setbacks, developing the ability to focus attention and becoming more empathic.

Wider benefits will involve my learning and skill enhancement and the development of curricula and resources that can then be accessed by a professional audience.

Acting to identify and minimise risk:

The New Zealand Association of Counsellors ethics principle 5.1 refers to Counsellors taking all reasonable steps to protect clients from harm (P.4).

At one level this involves being trustworthy, offering participants clear and ongoing information about the research process, gaining informed consent, protecting privacy and affirming the voluntary nature of this research.

As a result I have begun to develop participant information forms outlining my research information for adults and children as identified in my literature review.

At a second level harm prevention involves being careful to monitor and prevent risk for participants. I want to ensure all participants are engaged and no one is excluded from the learning and that there is attention to cultural safety and I have a plan for unexpected emotional reactions.

Consulting with the Literature and Peers:

Sue Cornforth Counselling Educator refers to "Seeing research as a shared journey where consultation is important" (Cornforth, 2011 p. 83).

Through my review of the literature and in my initial consultations with Supervisor Sue Scarrold and Teacher Chris Bush I am identifying that consultation makes the process more inclusive, ensuring bias I may hold is open to investigation with safer outcomes for participants. As a result I have decided to seek wider consultation through cultural supervision, liaison with experienced teachers and counsellors.

I will also be applying to the Otago Polytechnic Ethics Panel for approval and seeking approval from the School Board and senior management, parents and children before proceeding.

Balancing Relationships of Power:

According to Sue Cornforth (2011) current ethical thinking is more aware of the relationship of power that exists between researchers and participants. In consulting with Sue Scarrold I have identified the need to honour participant's contributions ensuring the group is interactive, avoiding marginalisation by engaging everyone. In keeping with action research (Maggie Coats 2005). I will apply weekly critical reflection to the content, process and outcomes and maintain open consultation with the children, teacher and parents.

I will also ensure I give clear and ongoing information regarding the group and the research process and monitor the risks of harm to participants

through forming a clear risk management plan. In the event of any distress I will offer on site debriefing and follow up options.

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Literature Review

Introduction and Definition:

I have found introducing mindfulness across my practice aids calmness, decreases stress and is easily applied by clients across all age groups. I want to extend my application of mindfulness skills to children in a classroom context; passing on the resources developed to other professionals.

Contemporary western development of mindfulness stems from the work of Jon Kabat-Zinn. (1991).

The term mindfulness refers to the ability to direct attention to experience as it unfolds, moment by moment, with open minded curiosity and acceptance (Kabat-Zinn, 1996).

In reviewing the literature a series of frameworks emerged providing my program with clearer definition. These included: Program content including mindfulness practices and themes, program process involving how I deliver and develop mindfulness with children, integration of mindfulness into daily life, logistical planning and evaluation.

Program Content:

The literature demonstrates mindfulness programs for adults and children require a range of practices to engage attention in the present moment, this enables participants to develop mindfulness skills.

Jon Kabat-Zinn's original mindfulness programs outlined a set of practices involving sitting meditation, breathing practices, walking meditation, mindful yoga and a body scan technique involving progressive mindful awareness of the body from the feet leading up to the head. (Kabat-Zinn, 1990).

All mindfulness programs I reviewed for children have been influenced by Kabat-Zinn's work.

Mendelson et al (2010) evaluated a mindfulness program for nine to ten year olds. Key activities involved yoga, breathing techniques, and guided mindfulness practices sending out positive energy to others.

Napoli et al (2005) researched the Attention Academy teaching mindfulness to five to seven year olds. Their program involved meditation, breathing exercises and a body scan.

Katherine Weare (2013) drawing off twenty quality studies refers to practice as being at the heart of and with the same basic content and aims as for adult mindfulness.

I will draw off the literature and my personal mindfulness experience to include the practices of breathing exercises; mindful sitting, walking, yoga and body scan to assist children to develop mindfulness skills.

Mindfulness can be applied to any activity however in reviewing the work of Christopher Willard (2010) and Susan Kaiser Greenland (2010) central themes were evident in their work with children. They begin by introducing the concept of mindfulness and developing mindfulness relating to the senses, thoughts, feelings and the development of compassion.

New Zealand based mindfulness practitioner Grant Rix is leading The Mindfulness Classroom Curriculum (2013). This Children's program initiated by the Mental Health Foundation is run over eight weeks and the content includes a description of mindfulness, and mindfulness relating to thought, feeling, kindness and the interconnection of all life.

I will develop four themes of mindfulness relating to the senses, thoughts, feelings and compassion because this is supported by the approaches of both Willard and Kaiser Greenland (2010) and in the Mental Health Foundation's Mindfulness Curriculum (2013).

These themes also fit with my historic professional practice of holism. The themes give children the opportunity to explore mindfulness in a balanced way; at a sensory, physical level, at a thought and feeling level and from a consideration for self and others level.

Program Process:

The delivery and development of mindfulness skills with children will require a learning process that is carefully adapted to their developmental level.

Willard (2010) speaks of practices that engage children effectively recommending the use of concrete metaphor providing children with a

clear mental picture of what they are aiming to achieve and giving clear procedural guidance.

Susan Kaiser Greenland (2010) has adapted many of Kabat-Zinn's approaches and made them child friendly. The "star fish stretch" guided relaxation adapts the body scan making it more appealing to children.

Both Willard (2010) and Kaiser Greenland (2010) meet the child, making the learning clear and enjoyable. I will incorporate a range of their activities and refer to their procedural guidance in delivering mindfulness instructions.

Fontana and Slack (2007) recommend stories as a valuable preparation for meditation and mindfulness.

In teaching mindfulness to children Karen Hooker and Iris Fodor (2008) indicate new activities should be introduced and discussed, they further recommend keeping a journal to record mindful actions.

I will select picture books to introduce and describe mindfulness because it will visually clarify concepts and I find stories speak to the heart and motivate. Each skill will be introduced clearly and discussed prior and related back to concrete experiences. Journals will be used in each session as a self-reflection tool and ultimately as an evaluative tool.

Although there is limited reference to facilitating an interactive dialogue with children I have used this approach effectively for many years. Fontana and Slack (2007) mention that a good teacher works with children rather than dictating to them. As part of my process I will aim to facilitate a series of collaborative experiences that reach into children's wisdom relating to how they enter and maintain states of mindfulness because this will be central to the development of innovative resources.

Integration of mindfulness:

The integration of mindfulness into daily life will help children apply the skills to their experience. This enlivens more discussion and deeper reflection and learning. The integration will include involving the adults around the children, having a mindfulness challenge to practice at home and in providing some class-room activities.

In presenting their twelve week mindfulness program Semple and Lee et al (2008) outlined that the parents of the children were an integral part of the program. They emphasised active parental involvement as a way to

support the child's home based practice exercises and encourage mindful speech, intentions, and behaviours at home.

I will aim to actively involve parents through meeting with them before the program begins and during the process. I will assist the teacher to also facilitate mindfulness activities. Both approaches will ensure mindfulness is integrated beyond the lesson.

The Mental Health Foundation program (2013) includes Te Whare Tapa Wha model as a reflection tool (Durie, 1982).

Te Whare Tapa has four walls representing spiritual, mental emotional wellbeing, family and the physical body. I will seek cultural consultation regarding the use of this model as a reflection tool.

In reference to mindfulness integration, Nicole J. Albrecht and Patricia M. Albrecht (2012) refer to a framework for introducing mindfulness into life:

- a) Mindful eating during the week of up to five minutes
- b) Mindful focus on something you already do each day
- c) Mindful challenge of applying mindfulness to a typically mindless or challenging activity.

I value this framework because it is clear and gives children a chance to commit to and practice mindfulness.

Logistics:

Proper planning and organisation will ensure all parties are appropriately informed, support inclusive involvement and ensure ethical procedures are not overlooked.

Napoli et al (2005) researched the Attention Academy Program and the logistical structure involved trainers providing an introductory session and information, explanatory letters, permission slips and evaluations prior and at the end of the program.

This well organised structure will influence my approach. I am aware the information will need to be tailored to children and adults to ensure full understanding of the program.

Evaluation:

Evaluation provides a measure of the program which can then be assessed with a before and after lens and then be compared to similar programs. Post program analysis will draw off such evaluations, assisting me in the refinement of the curricula and resources as a part of my project and learning.

Investigating evaluation methods I found most measures are applicable to adult populations. The "Child Adolescent Mindfulness Measure" (Greco et al; 2011) related to children nine years and older just outside my eight years range.

The Mindful Attention and Awareness Scale modified for children (Brown & Ryan 2003) appeared to fit better for age appropriateness being designed for eight to eleven year olds. According to Lawler et al (2013) the results of their investigations offer preliminary evidence that the MAAS-C is a psychometrically sound instrument when used with children aged eight to eleven.

The Sterling Children's Wellbeing Scale (Liddle & Carter, n.d.) is a holistic positively worded scale measuring emotional and psychological wellbeing for children aged eight to fifteen years. The scale has proven to be reliable and valid meeting the benchmark criteria for standardising measures (Liddle & Carter, n.d.).

I will use the Mindful Attention Awareness Scale and the Sterling Scale. They will provide a robust evaluation of mindfulness and general wellbeing pre and post group.

Summary:

Mindfulness promotes a here and now resource for all people so it is timely that I introduce this program to further the development of innovative resources in assisting children to develop mindfulness skills. This project will also contribute towards evolving and validating my practice with positive flow on effect to fellow practitioners through the development of curricula and resources that can be used with children.

From the literature reviewed the frameworks involving clear content, process, integration, logistics, and evaluation have set a strong foundation for the development of my program and overarching project.

I will investigate the range of picture books that would be suitable for children aged eight years and I will seek cultural consultation regarding the use of Te Whare Tapa Wha model within my program.

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Introduction to the chronological account of anchors into mindfulness

Mindfulness is paying attention to your life in the here and now, with kindness and curiosity. Dr Amy Saltzman (2008).

This document describes *Anchors into Mindfulness* a program I facilitated with children aged eight developing mindfulness skills in a class room context over twelve weeks and its two further outcomes the development of child friendly mindfulness resources and a workshop for teachers and counsellors in which I presented my resources to enable professionals to develop and use mindfulness practices with children.

The term mindfulness refers to the ability to direct attention to experience as it unfolds, moment by moment, with open minded curiosity and acceptance (Kabat-Zinn, 1991).

Mindfulness enables a concentrated here and now attention with a sense of curiosity and kindness and this project explored how children can develop and generalise mindfulness within their class and at home to support emotional and social awareness.

The program met all the guidelines as set out by Otago Polytechnic in terms of academic, professional and ethical requirements.

The project would not have been possible without the early guidance of Aidan Hobson, academic support of Bridie Lonie, Rayna Dickson and my supervisor Sue Scarrold, consistent support from class room teacher Andrea Gibson and Deputy Principal Lesley Mitchell, counselling back up and loyal support from counsellor Claudia Sutherland, and the parents and children who participated so openly and fully in the program.

The development of *Anchors into mindfulness*

This study sits within the Masters of Professional Practice program at Otago Polytechnic. This enquiry was selected based on my experience, opportunity to learn and pass on the benefits to my industry. The learning enabled me to test my program during 2015 in a classroom over twelve weeks. The inquiry question was how to teach mindfulness to children. The mechanism was to develop and trial a balanced programme, curricula

and resources for children to understand and begin to consciously use mindfulness in their lives.

The over arching project involved the following outputs.

1. The development of knowledge, understanding and skills in facilitating optimal mindfulness practices with children aged eight years.
2. A curricula and resources base for professionals working with children relating to mindfulness.
3. The presentation of the learning from this project with wider professional audiences through a workshop presentation.

Children's Program: A Description

The program entitled "*Anchors into Mindfulness*" took place in the central Auckland co-educational primary school with a class of twenty seven, eight year old students over twelve weeks during terms one and two, 2015. The program ran just after lunch time on Mondays.

Point Chevalier School is set amongst established trees, the buildings are contemporary one to two storied and light grey in colour. Classes are carpeted, somewhat compact and well lit. Room one where the program took place was situated just to the rear of the front entrance block.

The school is a busy place with a large student population predominantly European with a further small mix of Māori, Pacifica and Asian students.

Steps required setting up the program.

These included; the school board giving consent to proceed on the 28th of November, I gained ethics approval on the 23rd February and prior to that KTO consultation and approval. A framework was designed that would ensure that work with minors was undertaken ethically and with appropriate permissions from both children and parents.

To ensure safety I consulted on the 10th of November 2014 with Lesley Mitchell Deputy principal and we discussed the mindfulness program with confirmation of the participating teacher Andrea Gibson and her class. We identified a potential time line for starting the class in February 2015.

On the 27th January 2015 in meeting with teacher Andrea Gibson and Lesley Mitchell I confirmed that all students were safe to participate with no mental health issues, recent trauma or parental separation. We selected dates to meet with parents then children and to provide pre testing questionnaires. I established that there were two students with special needs; one on the autistic spectrum and one with visual impairment and arranged for follow up with the visually impaired students resource teacher prior to class one.

I met with nine parents on the 4th March to discuss the program outlining the content and approaches that would be used. I explained the definition of mindfulness and explained the story I had specifically written and gave some information about the social emotional learning that would be included within the program and invited their questions and or suggestions for the program. The main feedback was to return in three months as a de brief and to check on student progress.

I outlined the program information sheets for the parents and separate information forms for their children and invited them to consider their children participating in the research highlighting their rights to privacy and to withdraw at any time.

Consenting forms were received back on the 6th of March with a few parents giving verbal consent and then sending their form several days later one student did not gain consent for the research but was permitted to take part in the program.

I met with the students on the 9th of March to explain the program. I defined mindfulness as a special way of bringing all of your attention to what you are doing right now, by slowing down and paying attention. Some examples were given including when you are really focussed on a game you enjoy or doing something for the first time like learning to ride a bike you are probably bringing all of your attention into the present moment and being mindful and explaining that is what this course is all about.

I then spoke about some of the potential benefits including being able to clear your mind and focus, to use healthy breathing to manage stress and to understand feelings more. I also explained we would be doing some creative work with drawing and sculpting.

The pre testing was completed on the on the 9th and 12th of March using two assessment tools the Sterling children's wellbeing scale (Liddle &

Carter, n.d.) and the Child and adolescent mindfulness measure (Greco et al; 2011).

In what follows I describe the program step by step. The program was structured in the following ways:

Introduction of themes in order:

The themes were

1. Concept of mindfulness where two stories were read to explain mindfulness in a child friendly way.
2. The five senses involving an introduction to each sense and then a focus on mindful eating where the senses of sight, touch, smell and taste were explored.
3. Healthy breathing included developing more awareness of the breath as a way to calm self, re focus and to anchor into mindfulness.
4. Integration involved giving students time to interpret and to recognise the qualities of mindfulness through sculpture and drawing over two weeks.
5. Feelings awareness invited students to notice feelings in their body, name them with more clarity and find ways to work with feelings in an accepting way.
6. Kindness themes included kindness to self and others and included a sub theme of resiliency.

The program began the 9th of March after lunch and the sequence involved the teacher calling the roll and then I used a visual prompt sheet each week to signal what we would be focussing on.

I re-explained the reason for the class was to develop mindfulness skills and then what that involved by reading my story "The secret gift of mindfulness" and then inviting students to recall the themes of mindfulness connected with each animal with calm noticing without reacting for the owl, slowing down enough to notice for the tortoise and an in the moment flow with kindness for the dolphin.

I went over the twelve weeks briefly using the visual prompt sheets to give students an overview of what we would cover and then set some basic ground rules including hands up to answer, respecting each other and maintaining quiet during the still quiet activities of sitting and body scan.

I demonstrated belly breathing and then had students practice with one hand to the chest and one to the stomach. Then I demonstrated mindful sitting for a few moments for the class to see clearly what it involved. Then I went over the guidelines for mindful sitting.

Mindful Sitting is...

- Still quiet sitting
- Keeping your eyes closed
- Relaxing into the here and now
- Listening carefully to my instructions
- Three belly breaths with still quiet listening then still quiet noticing of the breathing and three belly breaths to end
- If there is a distraction or noise we will take three belly breaths to re focus together
- Thoughts probably will pop up into your mind, just gently use the word "remembering" and listen to my instructions as I will guide you back to our mindful focus.

I verbally guided students through the sitting for four minutes which initially involved gently closing their eyes adopting a comfortable posture with straight back then briefly relaxing to the ground followed by a bell to invite three deep belly breaths this then followed with a period of mindful listening to sound with one cue to remember listening, followed a minute later by mindful breathing then after another minute a cue to remember mindful breathing then the bell again to invite three belly breaths and return.

Sitting transcript:

Mindfulness with sitting for Children 12/2/15

Sitting comfortably, closing your eyes gently your head resting nicely like a puppet on a string, backs straight relaxing the muscles of your face and shoulders, sinking your body down to the ground.

Bring all of your attention into the present moment and at the sound of the bell gently taking three *s l o w motion* belly breathes.

We are now *listening* mindfully to the sounds around us for a minute of clock time just listening and if thoughts come up

“remembering” when we are listening we are just listening. Mindful listening beginning now... (At one minute) “Remembering just listening”

Well done and we are now *noticing* our breath, the in breath and the out breath at the tips of your nose, coming in and going out. If thoughts come up “remembering” when we are breathing we are just noticing the breathing. Mindful breathing beginning now... (At one minute) “Remembering noticing the breath”

As you hear the sound of the bell taking three *slow-motion* belly breathes and coming slowly back.

Following the mindful sitting we proceeded to mindful walking with eight steps one way then another. To introduce this activity I demonstrated mindful walking by slowly walking and explaining I was sinking all my awareness into the feeling of the soles of my feet touching the ground. I then divided the class in two groups and encouraged each group to focus their attention on their footsteps as they moved from one side to the other. I started the walking with the sound of the bell and invited them to bring all of their attention into the moment before they started. Each group walked the eight steps there and back twice followed by the second group.

Walking transcript:

Mindfulness Walking Instructions

Feel your body standing, pause and take a belly breath into the stomach. This is a *slow motion* exercise in walking to get used to really feeling the walking. Remembering “*when we walk we are just walking*” just like the story will tell us today.

In *slow motion* we have the lifting moving and placing of the foot one at a time and feeling the flow of the movement and the touch as you reach the ground. We also watch carefully too so we walk safely.

We take eight steps one way then turn and go back like this...demonstrate it...We can hold our hands at front or back for this exercise.

Script: "Imagine as your feet touch the ground you can really feel the sponginess of your feet touching the firm ground with each step you take".

As a check in right after walking mindfully I was able to identify through a raise of hands that most children enjoyed mindful walking.

Circle time in week one involved a second story "Mindful monkey happy panda." This story had a central sentence to help explain mindfulness to students which was "When you are walking you are just walking." This was followed by many other examples. In the story the monkey came to understand how his mind jumped around while panda's was able to focus calmly. I repeated the central points of the story by asking the class what they might be.

After the story I explained mindfulness anchor points to involve a focus on breathing, walking or any every day activity where you are just in that activity but to expect their "monkey" mind to wander as in the story however then to use the word "remembering" or you're breathing to bring yourself back to focus.

There was an introduction of the mindfulness anchor form and map where children were asked to design a map during the week in general class time and have two coloured stickers available to post as they completed mindfulness either at home or school. Three students were invited to present their maps in week two and following weeks.

The body scan was introduced with the following guidelines:

Body Scan is...

- Lying still on your back
- Bringing all your attention into the moment
- Taking three belly breaths then relaxing the body and noticing the breathing and coming back with three belly breaths
- Remember making an effort to stay still and close your eyes
- Listening carefully to my instructions
- If there is a distraction we will use three belly breaths to re focus
- This is a chance to really relax

I guided students through the body scan for around five minutes where they lay on their backs. I invited them to close their eyes, going into the

moment with encouragement to briefly relax to the floor then ringing the bell inviting three deep belly breaths and slowly encouraging muscle relaxation from their head gradually down through the major muscle groups to their feet. Then I requested that they notice their breathing through their nostrils and down into their stomachs until they heard the bell. At the sound of the bell they were instructed to take three deep belly breaths.

Body scan transcript:

Mindfulness of body scan

Introduction: Lying down in a comfortable position on your back, arms at the side resting quietly, gently closing your eyes and bringing all of your attention into the present moment.

Pace current Experience: Feeling your body resting on the ground and letting your body sink down gently to the ground and totally relaxing all your muscles, when you hear the sound of the bell taking three slow belly breathes to r e l a x.

Muscle relaxation: Bring your attention to relaxing the muscles of your face around your forehead, cheeks and jaw then being aware of the face, relaxing your shoulder muscles, being aware of your shoulders, relaxing the muscles of your right arm, hands and fingers, being aware, then relaxing the muscles of your left arm, hands and fingers being aware,... then at ease relaxing the chest... noticing the chest, into the middle of your body relaxing the tummy, hips and noticing. Relaxing the muscles of your legs... Drifting all the way down to your ankles and then relaxing your feet. Whole body feeling relaxed and still, taking moments now for your *whole body* to peacefully r e l a x. (Count one to five slowly)

Minimum of twelve Cycles: And now following the breath as it travels in through the nose and down into the belly s l o w l y following the breath in and out until I ring the bell.

After a minute saying "Remembering the breath" then allow a few breaths and ring the bell.

At the sound of the bell... taking three s l o w belly breathes (Wait) slowly coming back and opening your eyes.

As the students quietly sat up I explained the journal feedback by going through all five questions and letting them know they could seek help with answering if required. I also asked them to just be honest with what they wrote.

Four teaching staff joined us each week so this gave several students who were less literate a chance to have one on one support to complete forms. This support continued as required over the program.

The journals involved one page with five questions which followed a familiar enquiry each week including, asking what we covered today, what was helpful to focus into mindfulness, what was difficult, where they might apply mindfulness and finally how comfortable they were in the class.

We completed the class with a circle enquiry as to what they liked in today's class most indicated the stories were good and the scan was relaxing.

In week two the topic was mindfulness and the senses with special focus on taste. We briefly went over the guidelines for mindful sitting then completed a four minute sitting. During this sitting a student sneezed and this caused laughter and some class wide distraction. I encouraged the class to re focus with a deeper breath and completed the sitting.

Mindfulness with senses was introduced visually with a drawing of a large house with five windows each window represented a sense by placing visuals of the eyes, nose, tongue, ears and hands on the house. As the class brainstormed the five senses, students with the correct answers were invited to post the visuals representing the senses on the windows of the house. At the end I explained that these windows are like the ways we can understand and see the world like looking out of the window of a house.

Mindful eating was introduced as a way experience a range of senses including sight, touch, smell and taste. This involved students selecting from a range of four fruits and holding the piece of fruit, looking at it closely and smelling it, then placing the fruit on their tongue and noticing what that was like and how their mouth reacted savouring any tastes and then gradually and slowly biting, eating slowly then swallowing slowly noticing the eaten fruit going down and into their stomachs.

Mindful eating transcript:

Mindfulness for eating

Materials: A raisin or bite sized piece of fruit for each child.

Instructions: Introduce mindful eating as an experience where we slow down and focus our senses of sight, smell, touch and taste to fully experience the flavour of the fruit. Key phrases to slow down and taste the flavour fully.

Pass out the raisins and explain in taking one they hold it without eating it.

Bringing all of your attention into the present moment.

Seeing, smelling and holding the raisin. Notice its colour, feel its texture, close your eyes and breathe as I invite one sound of the bell.

Placing and tasting: Keeping your eyes closed and in silence very slowly placing the raisin on your tongue and notice the sensations smell, taste, what is happening in your mouth, pause. Then take a slow chewing action and notice the flavour and the sensations notice how it feels, how it tastes, do this slowly and **noticing the impulse to swallow** before it happens, **notice it sliding down**. Pause then notice it going down and resting in your stomach.

Invite another sound of the bell once students are finished.

Eating script adapted from *Planting Seeds* by Thich Nhat Hanh, (2011).

After the eating the story of "The hare and the tortoise" was read today backing up the theme of taking things slowly and steadily instead of rushing or boasting with the message of being calm and steady.

There were the first map presentations by several students who had practiced mindfulness during the week showing their maps and talking about their experiences. In initial weeks students referred to using the body scan, breathing and walking.

A five minute body scan was completed followed by reintroduction of the journal time where I re explained the journal questions to help familiarise

students to the process. Students completed journals over a five to eight minute process some with the help of teachers.

In the circle time to finish we paired up the animals in the dragon story. This was done interactively with students offering what they recalled of the three special qualities including the owl representing wise calmness, the tortoise to slowing down to notice and the dolphin to in the moment kindness.

In week three the focus was on mindfulness with breathing. After the roll call I highlighted the theme with my visual prompt sheet telling the class what we would be doing within this class.

I introduced the concept of three deep belly breaths if there were sudden noises or interruptions during the still quiet practices and the class agreed to follow through with this with my guidance. The sitting took around four minutes and most students settled well with three struggling to focus and fidgeting at times, all students tried.

Yoga and Tai chi were introduced with guidelines similar to the process with the sitting and scan as below.

Yoga and Tai chi

- All done in the moment in slow motion
- I will show you how and we will do the Yoga poses and then Tai chi together it takes about ten minutes
- It is not so much about perfect poses but being right in the here and now
- If a pose is too difficult just wait for the next pose or movement
- We will do the same poses and moves each week so you can slowly get the hang of it

I demonstrated some poses first and explained this was a way of moving and being mindful of your movement and your breath. I started with verbally asking them to come into the moment with some verbal instructions prior to starting and then went slowly through the movements with the class simulating the movement with me.

Verbal Instruction prior to starting a movement practice:

Bring all your attention into the present moment

Let your head feel suspended from above

Feel the movement in your body as you breathe

Feel into the palms and fingers of your hands

Sink your weight down into your feet

Transcripts:

Yoga poses

- 1.** Stretching breathing poses up to three to synchronise with breath: Standing raising both arms up above the head to meet palms together in prayer position above the head and as you do this stand on your toes this is done while *breathing in* and then as you bring your arms still in prayer position down to your chest let your feet come down too and breath out. (six times around slowly)
- 2.** Rag doll pose: Roll the body down "slowly" can bend knees as needed once bent over bringing both arms together and hold at the elbows and swing the arms and body side to side then slowly release arms and let each of the arms move in small circles then roll body back up slowly to stand and rest for a moment.
- 3.** Tree pose: Standing tall bring your hands together palm to palm prayer position then slowly move your right foot up your left leg as far as you can go and rest it in against your inner thigh. Then same with the other side.
- 4.** Lord of the dance to stretch the spine: Stand, hold your right leg towards the back with your right hand and at the same time stretch your left arm and hand up and out to the front of the body. Then swap sides.
- 5.** Warrior pose two: One foot facing forward with slight knee bend the other foot facing to the side or forty five degrees arms stretched out to the front and back head tilted up.
- 6.** Mountain pose to centre and relax: Stand tall relaxing, breathe close your eyes with shoulders back and then arms

positioned with palms facing out then slightly move the arms out from the body to form your mountain and with fingers separated clearly. Taking three slow belly breaths.

Yoga Poses adapted from Kerry lee Maclean (2008) and Yoga Journal (2015).

All physical activity has the aim of being mindful so slowing down, watching the body and breath and being in the moment with a kind attitude to your-self.

Tai chi influenced movement:

All these movements are done with the flow of being right in the moment in slow motion.

1. Arm swing then bend your knees and sink down into your feet as you come up place one hand to tummy and one to the back of the body.
Proceed on to the crane takes flight and so on.
2. Crane takes flight: The knees gently bend and both your arms act as graceful crane flying. Bending knees as your crane wings come down straightening as they come up.
3. The flower opening: Pivot/raise the foot and open the arms to the right and then the left combine with breath. As you turn to right lifting and opening your arms to the sun then the flower folds in and you turn to left and open again from one side to the other.
4. Holding the moon: Swing from side to side with the arms and hands out in front making a circle like imagining holding the moon.
5. Holding the bowl: Where you mimic holding a bowl with circular motion with your hands in front of the body and then stretch the right arm pushing up to sky and left arm down to the earth hold the ceiling and the floor. Then turn the bowl over and repeat with opposite arms.
6. Cross country skiing: Moving hips and arms in a skiing motion.
7. The punch: Begin with loose comfortable fists facing upwards as you punch the air with the right hand at half way the fist turns around and up and you step and lunge slowly forward with the opposite foot and punch. When you bring the hand back in you also then follow with the foot and complete and other side.

8. Arms slowly rising in elevation then turn the palms into towards the chest breathing in and then push palms out breathing out and then bringing arms down slowly and head and neck relaxing too.
9. Mountain yoga pose, with three belly breaths to finish it all in a relaxed yet confident manner.
10. Invite the bell and walk mindfully to your seat/circle.

Time: Ten minutes.

Tai chi movements adapted from Tricia Yu, Tai chi fundamentals. (1996).

The exercises took ten minutes and there was a lot of enthusiasm and poses were all mastered quickly by students.

At circle time I demonstrated healthy breathing with showing students a picture of the body highlighting the diaphragm so students could clearly see the muscle and then invited the class to place a hand on their chest and stomach and to take a deep belly breath feeling their belly move. I went on to talk about how this kind of breathing can help us to relax, refocus and bring our attention back into the moment. I explained that chemical called oxygen feeds our brain and relaxes the muscles and organs as well. We then brainstormed: What are the times when healthy breathing can help us? Students indicated to focus, when angry and if upset.

The book read this week was “My many coloured days” by Dr Seuss. This picture book introduced feelings in preparation for class six the following term.

Three students then presented their mindfulness maps illustrating the use of mindfulness and home and school.

Journals were completed. Then when we came back into the circle we practiced a belly breath with a request for students to try it during the week.

In weeks four and five the theme was integration of every-day mindfulness into life. After explaining the topic with the prompt sheet the class proceeded to mindful sitting, then yoga and Tai chi.

At circle time we read “*Anchors into mindfulness*” an interactive story about mindfulness with central points including anchoring into the middle of things,

using our breath and the word remembering and then our five senses to be mindful and noting that mindfulness is all about kindness to ourselves and others.

The class used Das modelling clay with a soft consistency and they were encouraged to make something that reminded them of mindfulness with the idea of placing it at home somewhere as a reminder to practice. Everyone fully engaged in this exercise which took around fifteen minutes. I used this time to work with the student on the autistic spectrum as a way to support and get to know him. All children completed their work and the teacher encouraged them to write a sentence to accompany the sculpture to further explain mindfulness.

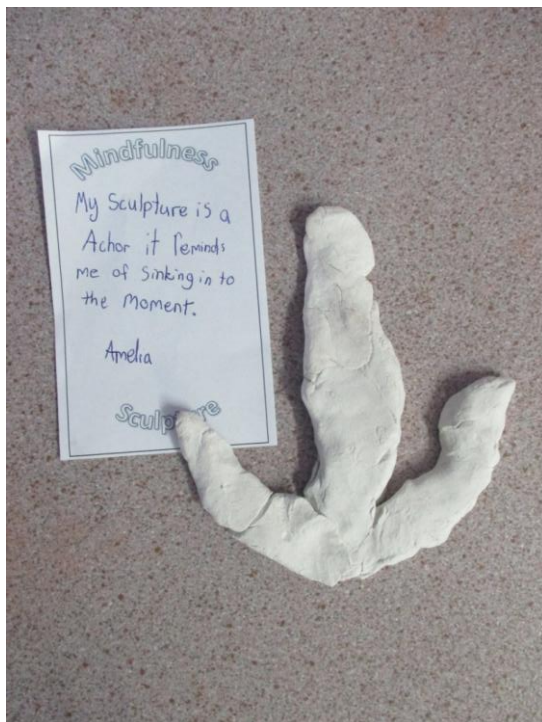


Figure one. Child's Sculpture

In week five with the sitting I played the *"Butterflies"* track by Jeff Clarkson (1995). The track replicated the sounds of nature with birds, rushing water and harmonious sounds in the background. This established a tranquil atmosphere and I used this as the roll was being called for the remainder of the program just prior to sitting.

Yoga and Tai chi followed with a wider range of poses then at the end while still standing we practiced an elevator breath where students were encouraged to feel the breath rising from their stomachs through their chest into the neck and head then holding their breath and slowly breathing out and feeling the breath move down in the other direction from their head, neck chest and stomach. We completed this slowly and it was easily mastered.

At circle time after several maps had been presented I introduced the drawing as an opportunity to create something to represent mindfulness. I shared several examples from another child and posted them on the board for students to see. I requested they also have a sentence on the same page starting off with "Mindfulness is..." and then completing the sentence.

The students took ten minutes to complete their drawings then another few minutes for their sentences. The reflection that follows is a summarisation of their work.

The images the children chose to represent mindfulness included six anchors, six smiley faces, five peace signs, three hearts and twelve represented their mindfulness through a variety of animals, four birds in nature, three fish, three dolphins and two tortoise. Boys used anchors and fish exclusively while girls hearts and smiley faces.

The most frequently used words were slowing down, peaceful, being in the moment, sinking down and with the other words used individually including warm, happy, breathing.

The most frequently uses phrase to express mindfulness included "Going with the flow and noticing all the little things in life". This was highlighted by four students. Another two versions: Going with the flow and calming down and slowing down and going with the flow.

The journals were completed followed by a brief check in to see how students were going with some students sharing their drawings with the wider class to complete week five.

In week six we began our feelings theme and the class began with an overview of the next three weeks using a visual prompt sheet as illustrated below to identify we would now focus on awareness of feelings.

Mindfulness with our feelings weeks six to eight prompt. Rubenstein (2014).

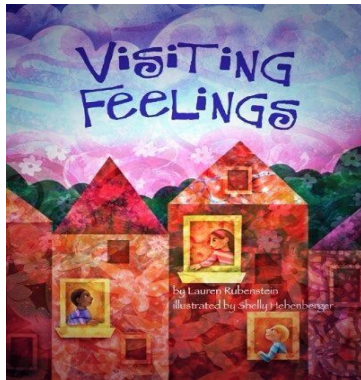


Figure two. Prompt sheet week six.

The sequence followed mindfulness with sitting, yoga and Tai chi then to circle time.

In circle time I introduced *Nga Kete O Te Wānanga* with the story of Tāne and how he went up to the heavens and bought back three kete of knowledge one for things we can see, things we cannot see and daily rituals and chants. I also bought in an art work I had been gifted with four kete explaining the significance to me as well of Te Kete. I explained that we would be using three kete; one to represent my knowledge gained from working with them, one to represent their learning and one for weekly general feedback and to be left in the classroom.

To introduce feelings awareness I used the bear cards (Veeken & Harman, 2009) a set of forty eight cards with emotional expressions linked to facial expression, body posture and colour coding. Together we named a range of feelings linked to the cards. Then as an accompanying activity I presented a body map outline and together we identified a range of positive and challenging emotions placing them on the body map. I summarised that these were the skills of mindfulness to name feelings clearly and to notice where we felt them in the body clearly.

The story "Mindful monkey happy panda" was re-read and discussed with the central point's recalled by students including the mind can get busy like the monkey and the panda showed us how to just do one thing with focus.

Journals were completed and at circle to finish I made a request to notice and name feelings and each student received a body map outline to complete.

In week seven mindful sitting was followed by yoga and tai chi then initially in circle time we had several mindfulness map volunteers presenting and students requested Te Kete and we read out seven comments about mindfulness with some of these comments below:

Mindfulness helps me climb trees. J

Mindfulness is an awesome feeling of anchoring into mindfulness and calming down belly breathes it is amazing and I love it. S

Mindfulness makes calmness. J

Everyday mindfulness is being in the moment. Unnamed

Mindfulness is like an anchor sinking deeper into mindfulness. Unnamed

After Te Kete we reviewed our week with noticing and naming feelings and several students had completed body maps and used colours identifying a range of emotions so these were presented briefly by students and then I invited them all to identify some difficult feelings and they mentioned anger, nervousness and sadness. As students offered these feelings they would identify where in the body they felt them. Stemming from this discussion I introduced the drawing activity for the day involving the concept of a feelings wave. I had prepared several completed waves with one illustrating anger and one worry, these illustrations demonstrated to the class what was required. Each page they received had a pre drawn wave pattern and they were required to tell a story in cartoon style of a feeling and set this within this wave. The wave started with noticing a feeling in the body then naming it clearly, finding a way through and finally moving on in some way.

Over fifteen minutes all students completed their wave cartoons.

Body scan followed with journaling and then several students sharing their wave creations to complete this class.

In week eight mindful sitting was followed with yoga and Tai chi, then we practiced three elevator breaths and then adding that this could be used to give seconds of space in a difficult moment. We then verbalised an affirmation together "I am here, I am okay, I am calm" and I encouraged them to shake hands with an agreement to use the seconds of space with an elevator breath if a difficult moment arose.

Mindfulness maps and Te Kete were then presented with more children volunteering to present maps or read their comments this week.

I then read the story "Visiting feelings". The story takes the perspective of feelings as visitors entering a house and then exploring the various aspects of feelings including whether they are sharp or soft, warm or cold, asking how it entered their house and where it settled inside within the body and the story ending with encouraging students to treat their feelings as friends.

I provided a simple demonstration to back up our learning on feelings using a soft ball explaining that the ball could be imagined as a feeling and then I demonstrated that the ball or your feelings gives us helpful information. Holding the ball around my stomach I explained that mindfulness with feelings is when we can notice a feeling clearly inside the body and then holding the ball in front of my chest and looking at it explaining that we can name a feeling clearly "This is...anger or this is...happiness" These two things, noticing in the body and naming clearly help us understand our feelings and help us move on and let go of our difficult feelings. However if we push feelings down demonstrating by pushing the ball down or if we juggle it by over thinking in our minds with me demonstrating juggling then it can make the difficult feelings stronger and harder to deal with.

A paired student interview was the final feelings based exercise. This activity was aiming to compliment the story visiting feelings. The children partnered up and explored a feeling. Each student had the role of interviewing the other about a chosen feeling and then they reversed roles. All students completed the exercise which took approximately ten minutes.

List of student interview questions:

Title: Ways to describe feelings that visit us

If the feeling had a shape what shape would it be?

What colour would your feeling be?

What is the feeling called?

Where do you feel it inside your body?

What number would you give it out of ten?

When does it visit you?

When was the first time it started visiting?

What have you learned from the feeling?

After the interviews the journals were completed and the class came back into the circle where I briefly summarised feelings saying "mindfulness with feelings is about clearly noticing a feeling in the body being able to name it clearly using a word and to find ways to work with a feeling without ignoring it or over thinking it. As a final ending point students were invited to say what they had learned. Some student reflections about feelings from Interviews, Nga Kete and Journals:

When I calm down the punishment is not as bad because I am ready for it. S

I have learned it is fine to be nervous E

Just stick your head up and do it O

As well as being annoyed be happy and kind S

What I learned from anger is that it hurts me M

When I got angry I was taking a deep breath D

In week nine the theme of kindness to self and others was introduced using the visual prompt. Then I mentioned the books and the activities we would complete. I explained all cultures see the importance of kindness and Māori culture has the word manaakitanga. I used a prompt sheet to break this word down for its meaning to include *Mana* "To feel good about yourself" *Aki* "How it is done" and *Tanga* "Treating others the way you

would like to be treated. Saying that this sums up out next three weeks focus on mindfulness with kindness referring back also to our dolphin in the original story.

Today the sitting was extended by two minutes and included a loving kindness theme where good wishes towards self and others were developed.

Transcript follows:

Mindfulness with loving kindness for children

Note: Before introducing this exercise check with teacher first. If a child has had a loss/separation of a parent then it will be advisable to re-word the loving kindness to simply sending kindness to your-self, a pet or class mates avoiding parental references.

Establish mindfulness with sitting or body scan and then ask the students to take a deeper breath down into their hearts making it slow and deep. Relaxing and breathing mindfully.

Take a deeper breath down into your heart slowly in and out.

As you breathe in *picture* your Mum see her face, as you breathe out sending her love and kindness with a smile or loving words may she be well *and repeat again...*

As you breathe in *picture* your Dad see his face, as you breathe out sending him love and kindness with a smile or loving words may he be well *and repeat again...*

As you breathe in considering a friend or a pet as you breathe out sending them friendly wishes *and repeat again...*

As you breathe in considering the whole class and your teachers and as you breathe out sending them all kindness and friendly wishes *and again*

Breathing into the heart seeing your-self breathing out "may I be well and peaceful" and again by your-self...

End with the bell and an invitation to breathe deeply into the heart. Adapted from (Klien,1989).

Yoga and Tai chi movements were completed then maps and Te Kete presented and many students began referencing more direct quotes to applying every-day mindfulness as follows.

Everyday mindfulness is brushing your teeth, sleeping, getting dressed. O

Mindfulness is being calm and if you're just reading your just reading and if you're just sleeping you're just sleeping and...So on.

When I was reading horrible histories I was just reading horrible histories. S

Every-day mindfulness is washing your hands eating/drinking having a shower, brushing your hair, and reading. S

In circle time I read the story "Have you filled a bucket today?" The class were attentive and fully engaged by this story. We talked as a group about bucket filling and how it can be done anywhere and several students gave examples for their own lives when others had filled a bucket for them.

Following the story I introduced the "my star" activity where coloured price stars were given out with class members names already on them. The idea was for their class mates to write a simple and positive comment on each star and pass it around so at the end each student received their own star with all the comments including the teacher. This activity was entered into positively by all students.

To conclude the activity others read out the comments with the named recipient hearing the things others valued about them.

The body scan was extended by a minute today. As we relaxed the body I also introduced the idea of acknowledging and thanking the parts of our

body that work for us like the eyes, hands, stomach, legs and feet to invite the opportunity for some gratitude towards our body.

Journals followed and then in the circle time to finish I asked students to look out for opportunities to use random acts of kindness and we had some examples offered like helping Mum or being patient with a little brother or sister. I asked them to work on it and we could report back next week.

In week ten the sitting again included loving kindness at the end and the Yoga and Tai chi was followed by the mindful stones game. (Hanh, 2012).

To introduce this game I demonstrated with four stones placed to one side of me. I sat on the ground with the students and I used repetitive phrases as I moved each stone. There was one phrase for the in breath and one for the out breath as spoken by me as I moved each stone from my right side in an arch over and in front of me and then placing the stone to the left side. The four phrases were *in out, deep slow, calm ease* and *here now*. Students joined in a round moving each stone slowly and one by one from one side to the other and returned them one by one, this was then repeated. We then practiced again without words and being mindful of our touch and movement as we proceeded.

This exercise was done with focus and was well synchronised and students asked for it to be repeated the following week.

At circle time several maps and kete based comments were read with more students mentioning how mindfulness helped their concentration particularly in sport and academic focus.

We then checked in on random acts of kindness there were some student comments of ways they helped others with their family and at school.

I read the "Value of honesty" a story tracking the development of the golden rule. Student interest was high and they asked questions about the story including if it was a true story and how long ago it take place. Some of these facts were listed and I was able to answer these questions. I also left the story with the Teacher for a further reading.

Journals were completed and at the circle to finish students were asked to select their preference for a mindfulness activity for next week. Mindful stones game was chosen.

In week eleven the kindness theme was concluded with a focus on kindness to yourself.

Mindful sitting included loving kindness and was followed by yoga tai chi and the mindful stones game.

At circle time maps and kete were presented. The activity today was group based and interactive. I prepared a science board with headings and pictures. The board was entitled "Filling your own bucket with mindfulness." The five areas presented included healthy breathing techniques, body scan, going into an everyday moment, using slow motion to decrease tension and noticing and naming feelings more clearly.

I placed each title heading on the science board and then students gave me the ideas for each so with healthy breathing students mentioned belly breathing, elevator breathing and every-day mindfulness breathing. Student's who had answered were then able to choose a picture to place under the headings. We were able to create a science board together and this remained in the class as a reference point.

I gained a show of hands for which approaches were already being used and everyone indicated they were using some of the breathing approaches, eight had used the scan, four had used noticing and naming feelings recently and five had used every-day moments to relax more no one had tried slow motion approaches but they agreed they would try it during the week.

The body scan and journal were completed and an extra tick box questionnaire which asked students how does mindfulness help me?

In the circle to finish we chose the three favoured mindfulness practices and two stories for the final week. The practices chosen by twenty students were the scan, by ten students the sitting and by seven students the mindful stones game. The stories chosen were the two most recent stories with themes of kindness to be read in week twelve.

In week twelve the three mindfulness practices were completed in sequence with sitting, stones game and then body scan. The two stories were then read with abbreviation and a more interactive questioning and answering from students such as who has filled a bucket this week? And what was the golden rule? I encouraged students to be conscious of mindful listening and speaking as we went over the stories.

To check in I asked how many had used the slow motion approaches we talked about last week and eighteen raised their hands to confirm.

I took the next moments to thank the teacher, teacher aide and the children and they also expressed their appreciation to me.

Certificates for the program were given individually and I let the class know I would be back to complete the questionnaires and then later in the year to have breakfast with them and their parents to find out how they were going and to let them know about my research.

The program concluded on the 29th of June and questionnaires were administered on the same day and the following day the 30th of June.

Description of the Resources

The resources covered four categories including developing conceptual understanding of mindfulness, the integration of mindfulness into life, the development of awareness practices and resources specifically relating to awareness of feelings.

Resources promoting conceptual understanding

The story "Taming the dragon the secret gift of mindfulness" developed the concept of mindfulness using animals to depict characters the dragon depicting anyone who is struggling in life or not happy. In dragon's quest to find some happiness he speaks to the owl who reveals calm noticing without reacting then tortoise who reveals slowing down enough to notice and then dolphin who reveals going with the flow in the moment with kindness. These pieces of wisdom were then taken by dragon and they sum up much of what mindfulness is all about.

The second story was interactive and reviewed the first three weeks. It was called "Anchors into mindfulness". The key message was anchoring down using breathing, walking or reminding yourself by using the word "remembering" when you get distracted. The story also linked mindfulness to the senses, feelings and kindness.

Resources promoting integration

Integration resources included each child's creation of a personalised map to track their practice of mindfulness over the program. There were

standard size coloured cardboard sheets provided with two coloured stickers available to be used to represent mindfulness at home or school. From week two onwards at least three students presented their maps and discussed what they had done and where.

To support the teacher the map guidelines, a bell, mindfulness transitional activities including art activities and a mindfulness choices chart to highlight options for students were provided to support class based practice.

There was also an anchors recording form used in weeks one and two used to kick start the process where students could record instances of mindfulness accurately.

In week five I presented a script to promote every-day mindfulness and left this in class on the wall to assist students with understanding and applying every-day mindfulness.

Script posted to encourage mindfulness.

Tips to practice mindfulness

1. Practice daily even 10 to 30 seconds
2. Have a regular time of the day to practice to get your-self started
3. Practice mindfulness with ordinary everyday activities, sport or with your feelings
4. Use the anchors to help breathing & remembering

In week six *Nga kete O Te Wānanga* was introduced. Nga Kete involved a system of feedback where Te Kete was left in the class for students to offer general feedback during the week, this was reviewed in each class from weeks seven onwards. This supported integration by providing many examples of every-day mindfulness and through making many encouraging comments to inspire others to apply the skill.

To support the parents I sent home a weekly briefing of the class each week and in week three an information form with tips to help their children apply mindfulness.

Resources promoting the practices

The practice resources involved prepared scripts as previously documented in this report for sitting, walking, yoga, and tai chi, a stones game, breathing exercises, a body scan and a loving kindness practice. These practices aimed to give clear guidance to children in achieving mindfulness through still quiet time or during movement.

Resources promoting emotional awareness

Resources involving feelings and kindness were introduced over week's six to eleven. The body map was the initial introduction to understanding feelings and this was based on what many practitioners use. I further developed two specific resources including the "feelings wave" aiming to illustrate the flow of feelings through cartoon figures from noticing and naming to working through and moving on. The "paired interview" involved two students interviewing each other with eight questions enquiring into a feeling of choice supporting deeper awareness of that feeling. To complete the kindness theme in week eleven we developed the idea of "Filling your own bucket with mindfulness". This was an interactive activity with the class filling out a science board to illustrate five ways to be kind to your-self.

Professionals' workshop for peers

On the 10th of July a workshop was provided at the mercy spirituality centre in Epsom. The facilities are private, quiet and spacious set in well established gardens making the venue ideal for a mindfulness workshop.

There were seventeen participants from a range of professional backgrounds including teaching, counselling, social work. The workshop began at 9.30 am and concluded at 3.30 pm.

I provided a brief personal introduction and then an outline of the day which included personal mindfulness focus to begin then moving into a sharing of learning from developing the program and sharing the resources with a focus on feelings and resiliency with linked activities and discussion to more fully understand each resource.

I set up some ground rules with the group relating to privacy and safety then gave brief orientation to the facilities toilets and break times.

I introduced the group to mindfulness providing several clear definitions and described some the benefits of developing mindfulness including calmer responding, increased awareness of feelings and enhanced capacity to concentrate. I highlighted my central question to involve the development of skills and resources to engage children in effectively developing mindfulness skills.

To begin the personal exploration of mindfulness I read the mindful monkey and taming dragon stories. Then I taught participants belly breathing with the hands to chest and stomach method explaining the function of the diaphragm and then introduced the specific guidelines for practice with sitting, yoga, tai chi and scan just prior to each practice.

I guided mindfulness relating to sitting, yoga followed by Tai chi and then body scan in three rounds simulating what I had done with the children with the same wording and the length of the practices and then added in mindfulness stones game in the last round and mindful eating at 11 am with morning tea.

After morning tea there were paired reflections and then group wide reflection and discussion was facilitated.

To re orientate participants I explained some of the background to my research in exploring mindfulness with children including my background in social emotional skills programs at Michael Park School and in running the twelve week program at Point Chevalier and in developing child friendly resources. Including the details such as time of day the program took place and the liaison with the school and teacher prior and gaining ethics approval from Otago Polytechnic.

I shared my key literature review findings and then the main sources which I found helpful in developing my program with participants receiving web and theoretical reference details.

I discussed the *anchors into mindfulness* resources they had received electronically several days prior. These included the curriculum, all the practices with specific guidelines, the stories, transitional activities and a script to assist integration. I then answered any questions regarding these resources and peers shared some resources and ideas as well.

After lunch I introduced some examples of transitional mindfulness activities involving movement, sound and breath.

I described the twelve week sequence of the program using the visual prompt sheets and then going into some more detail depending on participant interest.

After discussing and answering questions on the program I also outlined the four sets of resources in more detail and again answered any questions.

To introduce mindfulness with feelings in more detail I gave an overview of the key stories including "My many coloured days", "Visiting feelings" and the stories used within the kindness theme "Have you filled a bucket today" and "The value of honesty".

I described classes six and seven of the program in more detail relating to noticing and naming feelings using the body map and then extending on that with the feelings wave where students noticed named found a way through to then let go. I used the demonstration exercise with a ball to represent a feeling going through the various ways to cope with feelings by either pushing it down or juggling to over think or by noticing clearly in the body, naming clearly with a word and letting it move through.

I highlighted the story "Visiting feelings" then provided a practical activity using the paired interview where participants interviewed each other using the same format I had designed.

Filling your own bucket with mindfulness was the second applied activity where we re-created a similar science board with interactive discussion as we completed the five self care themes.

Tips and practical applications with children were reviewed and discussed based on my research and ample time was provided for questions and discussion.

The promotion of integration was discussed and I highlighted student learning with examples of the mindfulness maps, wave cartoons and the mindfulness is ...drawings and sculptures. I facilitated discussions on engaging the teacher and parents to assist integration for children. I also provided the feedback from the children indicating things that helped most with integration included the story posted on the wall and the practices completed each week in class.

Feedback forms were completed by all participants for the workshop.

Direct child and adult feedback from the program was presented and discussed including references to Nga Kete and general teacher and child feedback.

At 3.30 pm we finished with a round of feedback about the day from each participant.

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Critical Evaluation of the work based learning project

Introduction

In this report I provide a rationale for my research into mindfulness with children, factors that impacted on research design including ethical considerations, approaches to the content and process of running the program, learning relating to developing the program and resources involving conceptual awareness, mindfulness practices, integration skills and feelings, followed by a personal evaluation of the resources, personal learning and work place responses from the children, teacher, parents and the peer workshop. The final section summarises my learning including work place gains.

We are in the early stages of exploring mindfulness with children in Aotearoa New Zealand; therefore it is helpful to run well researched programs and report on the findings to support the development of this strength based approach.

Many benefits have been reported through peer reviewed literature. A brief survey follows.

According to Thompson & Guantlett-Gilbert, (2008) teaching mindfulness techniques to all students creates the potential for greater self awareness, improved impulse control and decreases emotional reactivity to challenging events.

Napoli et al (2005) posit, "The consistent reinforcement of using the mindfulness activities in each class will have long lasting effects and can filter through the children's school experience and personal lives."

Weare (2013) identifies that when mindfulness is well taught and practiced it has been shown to be capable of improving mental health and well being, mood, self esteem, self regulation, positive behaviour and academic learning.

Factors that impacted on the research design

1. Ethical Issues.

In the categorisations of research, work with children is considered work with vulnerable participants and therefore I had a safety plan in the event that someone got upset or an issue emerged from quiet sitting. As Saltzman (2008) states:

"In any given classroom there will be at least a few children who have lived through one or more of the following: neglect, divorce, illness, death of a family member, emotional, sexual or physical abuse, or violence in their homes and communities. Even with the best intentions we can do harm if we expose a wound that we don't have the skill to attend to." (P.6)

I used the Sterling children's wellbeing scale (Liddle & Carter, n.d.) as a screen prior and consulted with the deputy principal and teacher on suitability of students and specifically if there were any issues of trauma, grief or parental separation. Both gave clearance that all twenty six participants and one non participant were considered appropriate for the project with no known issues around their vulnerability.

My initial design failed to fully consider the children's need for a clear and child friendly information form. Therefore I redesigned the form providing clear and concise information, adding pictures to back up concepts.

Ethics approval was gained from the Otago Polytechnic Ethics committee and the school board prior to commencing in March 2015. Information forms clearly detailing the program and its aims were provided and verbally outlined for both the children and parents and then signed off by the children and parents.

I became aware of possible contraindications to mindfulness training. Rempel (2012) refers to contraindications including individuals with personality disorder, psychosis, major depressive disorders, or traumatic stress (Shapiro & Carlson, 2009). She advises it is important for the individual teacher to have some history on participants and knowledge of when mindfulness approaches may not be suitable. Therefore I realised the value of consulting with teachers and parents prior to the delivery of the program.

2. Approach to Content

The “practices content” of the program was influenced by Katherine Weare (2013) who establishes from twenty quality studies with children that mindfulness practices are at the heart of any effective program with children.

The use of a structure based on theme was influenced by Christopher Willard (2010) and Susan Kaiser Greenland (2010) who started by introducing the concept of mindfulness and developing it relating to the senses, thoughts, feelings and compassion. I found their approaches best because they developed mindfulness gradually and from a holistic perspective rather than just a set of skills.

Within research conducted within Aotearoa New Zealand I drew off the research of Ross Bernay and Grant Rix who is leading The Mindfulness Classroom Curriculum (2013). This children’s program initiated by the Mental Health Foundation includes a description of mindfulness, and then relating to thought, feeling, kindness and the interconnection of all life.

My research process also involved consultation with the parents through feedback at the initial and midway point meeting that led to restructuring content whereby the children, teacher and parents requested the development of three weeks focus on feelings and then kindness respectively. This had the effect of balancing the program by adding a stronger emotional and compassion component, in hindsight this also enabled me to develop these themes with more depth.

This program invited children into a pathway to mindfulness with gradual skill development and encouragement to practice in everyday life, followed by a refining of awareness around emotional awareness and the capacity to be kind to self and others. The slow path appeared to work for the children based on their participation levels evidenced in journal feedback.

3.The Process

I am a counsellor with a brief, formative early career experience as a psychopaedic nurse. In delivering this program I adopted a teaching methodology which is somewhat new to me, although I have provided

classes in social emotional skills training at Michael Park School for eight year olds since 2012.

In planning the program I recognised the need to develop my skills as an educator with children working alongside the classroom teacher. I realised the need to investigate best practice in teaching and ensure a monitoring of approaches via teacher's and children's feedback.

My approach to running the program involved a combination of teaching and facilitation skills. Through my background I was well versed in facilitating groups with adults and children. I researched teaching practice and clarified my best practice as outlined below:

Teaching Approach Defined: 26/1/2015

- Visual resources e.g. weekly lesson prompts and activities linked to visuals
- Demonstration
- Enthusiasm
- Engaging students to be co researchers and check it out themselves in life
- Body active activities e.g. Yoga
- Creative activities drawing, sculpture and dynamic discussion
- Developing a variety of themes and keeping it evolving
- Brief picture books backing up learning
- Setting atmosphere e.g. my calmness, collective atmosphere where we work well together
- Asking a question for students to answer
- Stating the benefits clearly at beginning and inviting them to find out for themselves
- Interactive style inviting students to help run an activity with discussions
- Reminders to practice during the week
- Enhancing clarity by facilitating a logical sequence, well introduced, explained and demonstrated, running with themes e.g. breathing, senses and so on. Answering questions clearly (The teaching professor 2004).

On completion of the program I confirmed all these approaches to have been helpful but would highlight the use of stories, creative activities and

developing a logical “easy to follow sequence” as the most critical aspects to help improve student engagement.

Chickering and Gamson (1987) suggested students do not learn much by just sitting and listening. I agree with their following assertion.

“They must talk about what they learn, write about it; relate it to the past and daily experiences in life. They must make what they learn part of themselves.” (P.4)

This information informed my teaching approach along with consultation with the classroom teacher.

Research learning effective practice with children

The focus of my program was addressing the question of how to effectively develop and maintain mindfulness practices with children. According to Semple & Lee et al (2008) there is a growing body of literature on mindfulness applications with adults, but few studies have investigated the applications of mindfulness-based therapies with children. This program investigated approaches to introducing, supporting and integrating practices with children.

Conceptual understanding of mindfulness

It was very important therefore to ensure that my approach was child friendly. A child orientated definition of mindfulness was presented in my original information form as documented below. I used this definition in my first meeting with students prior to the program.

What is mindfulness?

Mindfulness is a special way of bringing all your attention to what you are doing right now, by slowing down and paying attention. When you are really focused on a game you enjoy or doing something for the first time like learning to ride a bike you are probably bringing all your attention into the moment and being mindful this is what mindfulness is all about.

I felt that the logical and safe place to start was to establish student's initial understanding of mindfulness. In their pilot study with nine to twelve year olds Semple and Lee et al (2008) identified that initial sessions focussed on orientating the children to mindfulness and developing a safe therapeutic environment. Consequently I used the stories "Taming the dragon the secret gift of mindfulness" and "Mindful monkey happy panda" read in week one to set out the concept of mindfulness. These stories orientated students to mindfulness and provided an enjoyable, familiar experience of story-telling.

It was important to use repetitive phrases helping students to refocus in the moment and as a reminder of what we were trying to achieve. Phrases included, "coming right into the moment", "when we are breathing we are just breathing" and "when we are walking we are just walking" As a result students became more familiar with the aims of mindfulness and used similar phrases in their writing and speech.

The creative exercises in weeks four and five provided the opportunity for students to express and personally interpret mindfulness through sculpting, drawing and writing. These exercises were important because they helped the children conceptualise and personalise what was special to them about mindfulness.

The drawing was entitled "Mindfulness is..." This helped children synthesise the concept of mindfulness. We were able to share some of this work the next week, gaining a wider range of possibilities for mindfulness.

Sentences written with the creative work indicated that children were identifying mindfulness with slowing down firstly then being peaceful and in the moment and the quality of sinking down into one place. Their language signalled an understanding of mindfulness and the words to continue to use such as being in the moment and sinking down into the moment.

I found from initial journal feedback that some children's understanding of mindfulness differed, some demonstrated conceptual understanding of mindfulness from weeks one with five defining it clearly as being in the moment and seventeen referring to mindfulness in terms of practices like walking while three did not clearly define it. As a consequence I could see that the stories and definitions needed to be strategically repeated and that posting a visual reminder on the class room wall would be helpful.

Conceptual awareness did develop over the program as evidenced by their comments in Te Kete, the sentences with their art work and comments at circle time from week six onwards.

To summarise the development of conceptual understanding of mindfulness was supported by a child friendly definition, repetitive phrases and targeted stories delivered in week one and repeated. The practices of sitting, eating, walking yoga, Tai chi and body scan gave direct opportunities to apply mindfulness skills and therefore understand the concept, art work supported the children to independently define mindfulness then the integration resources including the mindfulness map and Te Kete reinforced understanding.

I saw the achievement of conceptual understanding as central to the success of this program because it supported development of the practices and integration; it also motivated ongoing dialogue where students would write, talk and discuss mindfulness from week one to twelve.

Mindfulness awareness practices

Key Practices: Sitting, walking, eating, yoga, Tai chi, mindful stones game and body scan

It was important to introduce and maintain the sitting and body scan practices for students to develop the skills of still, quiet time and this had the effect of helping students to settle for long enough to deepen awareness of the breath, to notice thoughts, to practice mindfully re-focussing and then to notice the benefits of calmness for themselves.

It was equally important to provide a range of mindfulness experiences including eating and movement practices like yoga so that students experienced mindfulness by consciously sensing taste and movement. These activities were helping to introduce students to other forms of mindfulness which I suspect helped them begin to apply every-day mindfulness.

In delivering still quiet practices of sitting and body scan I learned it is critical that the wording is clear, uncluttered, specific and positively framed, and following a consistent pattern each week.

I concur with Fodor and Hooker (2008) in their assertion that children's thinking is more concrete therefore activities should be clear, concrete and descriptive in their instructions.

To facilitate their understanding the practices were introduced clearly with visually prompt sheets, verbally explained and modelled prior to actual practice.

It was also important for the still quiet practices to be carefully composed building from a balanced, relaxed body posture, to an internal focus and then breathing for a brief period of time. Ringing a bell and giving instructions to take three belly breathes supported the practice pre and post formal mindfulness. Using these step by step approaches appeared to help the children and journal data and feedback from the teacher and my own observation indicated that the scripts generally worked well particularly when delivered consistently over time.

Children can get distracted so to manage this we practiced three deep belly breaths. In managing unsettled children prior to commencing any mindfulness practice I observed carefully for restlessness asking students in a low key way to move into their own spaces. These systems worked and overall the class was settled during the sitting and body scan.

With regard to the length of practices I agree with the literature where multiple sources suggest shorter practices for children. (Fodor & Hooker, 2008, Fontana & Slack, 2007 Semple & Lee et al 2008, Weare, 2013). Thompson & Guantlett (2006) confirm shorter practices being used with children as compared to adolescents who can engage for at least ten minutes after initial training. Saltzman and Goldin (2008) agree with shorter practices for children further suggesting that from ages nine to thirteen they can apply the practices of mindfulness in much the same way adults do.

In the ongoing development of the mindfulness practices there were small wording adjustments to the scripts. The two notable changes were in the in walking practice changing from imagining being in a forest; to feeling the sponginess of your feet as they touch the ground. The forest could be a scary place which could unsettle focus while the sponginess focussed them directly on their feet. Data indicated improvement with mindfulness focus with walking and one factor may have been the wording change. In the sitting there were simple wording changes to more clearly establish the idea of sitting comfortably.

It was important to value inclusivity and to individualise the program. In order to do this some students received brief one to one tuition e.g. "listen carefully at the beginning", I made small adaptations for children with special sets of needs, e.g. using a pillow for children with extra sensitivity to the ground, assuring one student they did not have to fully close their eyes in the sitting. I made extra time to meet with the visually impaired student's resource teacher to review yoga and Tai chi poses so there were no surprises for him. Collectively these adaptations appeared to develop higher levels of participation within the program.

The most consistently popular still quiet practice was body scan which was also used by a number of students at home. The most popular movement practice was the mindful stones game (Hanh, 2012). I believe these practices are easy to learn and naturally relaxing. The body scan is also easily transferred to lying on their bed at home.

The after lunch time, fifty minute length and sequence of classes appeared to work well following a pattern of sitting then a movement practice, circle time with map presentation, discussion and a reading followed by body scan, journal time with closing off together to end. Consequently I would tend to allow for one hour, follow the same sequence and select an afternoon timing.

Flook and Smalley (2010) working with an age range of seven to nine years described their sequence to include brief periods of sitting meditation (approximately three minutes in length) and the third sequence involving a body scan while lying down (approximately five minutes in length) The middle sequence contains activities and games that promote each weeks learning objective.

Semple and Lee et al (2008) refer to learning in their groups as being reinforced with a high degree of repetitiveness built into the structure of each session. Each session began with a brief sitting, then a review of the prior week's session, followed by group discussion and home practice exercises. Further stating...

"Latency age children have limited capabilities with verbal fluency, abstract reasoning and conceptualisation, they may more effectively engage in games, activities, and stories. Gaines, 1997; Stark, Rouse, & Kurowski, 1994)." (P.20)

Although my program focussed on the senses in week two the MBCT- C program piloted by Semple and Lee et al (2008) mentioned above promoted a wider variety of multi sensory experiences such as mindful seeing, hearing, touching, tasting and smelling. In future classes I will consider introducing more kinaesthetic and game based experiences.

In summary I observed there was a deep level of still quiet practice in week one, then some unsettled moments in weeks two and three and from then a gradual calming and settling over the remaining twelve weeks; where most of the children came to value the still quiet time. This was most clearly evidenced by their choice in week eleven to select sitting, stones game and body scan as preferred options for our last class. Journal feedback indicated there was a small group who appreciated and developed their sitting practice. There was a larger group that appreciated body scan as result of these observations I have tentatively identified the still quiet practices are very achievable for children when well structured and kept briefer.

Mindfulness Integration

Integration of mindfulness needed support from their teacher and parents to assist children in the process of generalising the skills learned into every-day life. Parental involvement was encouraged with an initial meeting outlining the program prior and a mid way survey and breakfast meeting to discuss progress. There were weekly outlines of the program content sent electronically and tips for helping their children practice sent home in week three.

O'Brien, Larson and Murrell (2008) suggest working with parents to create a whole family experience. Semple and Lee (2008) concur that by practicing with children at home; parents enhance the beneficial effects of mindfulness for children. To increase benefits further, teachers and others working with children may gradually introduce more activities and encourage children to integrate mindfulness into their daily lives. Family involvement in mindfulness programs has been found to enhance treatment outcomes. (Kaslow & Racusin, 1994).

"The MBCT-C Semple & Lee (2008) program emphasised the importance of active parental involvement in the program by supporting the child's home practice exercises and encouraging mindful speech, intentions, and behaviour at home."(p.20)

I will develop these ideas for improving parental involvement with upcoming mindfulness programs.

To support integration it was also important to resource the teacher with transitional and art activities, stories and a bell to practice in class. This enabled the teacher to promote mindfulness outside of the program and it appeared to generate higher student involvement.

Within the program integration was supported by circle time presentations of the mindfulness map, a personalised and visual record of their mindfulness journey and then also Te Kete, where children could place feedback in Te Kete and later in the class talk about their practice. I would introduce Te Kete earlier in future programs because it was well received and produced many examples of every-day mindfulness.

I identified picture book stories and a brief script describing how to generalise mindfulness to life worked effectively, creative activities in weeks four and five gave children a take home reminder and exhibited multiple ways to engage mindfully in the world which was then discussed.

Teacher comment week five:

"The class really respond well to stories and I think the texts that you use are really great at illustrating the themes, especially to the more visual children. Stories help create images and this is what they then had to do as an activity so it went well together."

Journal evidence suggests most applied mindfulness to everyday life fairly consistently. By week eight there were signs of effective integration from written and verbal feedback and this became more consistent as the program continued. In week nine there were many comments regarding mindfulness helping concentration as well as with sleep, anger, stress nervousness and sports performance, becoming more conscious of kindness to others and enjoying every day moments and in one students words "to feel special."

In week twelve the reminders to integrate into life was assessed from the children's perspective where they were asked "What were the things that helped you to remember to use mindfulness in your life?" They considered the practice we had done in class and the taming dragon story posted in the class helped most to remind them to practice followed by the take home sculpture and the stories read each week.

These children clearly identified that repetitive practices were very important along with visual reminders like the story on wall and the sculpture, also highlighted were the stories read most weeks. Parental encouragement came just in behind these other factors.

Mindfulness and feelings

It was important to develop the awareness of feelings as the central goal and to gradually develop the skills therefore we started with activities which enabled students to name feelings and then identify where they might feel those emotions in their body. This was achieved with group visual and interactive activities including a body map. In the two following weeks we developed more awareness with a feelings wave cartoon and a paired interview to explore feelings in more depth.

In delivering the three week focus on emotions I recognised that I could make the content slightly more streamlined primarily focussing on developing awareness skills and leaving the acceptance aspect till a later date. I also recognised that I needed at least three weeks to develop each theme properly and that the feelings theme was then complimented by themes involving kindness. These explorations developed very practical skills in understanding emotions and relating to others therefore I would tend to combine these six weeks in future programs.

According to Blair and Diamond (2008) by promoting the positive social-emotional development that emotion-focussed programs can provide it sets a solid foundation for the development of executive function and school success (p.906).

Post program results appear to back up these findings with overall class wellbeing increasing, abilities to manage feelings increased according to the teacher and some children independently adopted the concept of mindfulness to focus on academic work or sports without external prompting and then reported their success.

Themes involving awareness of feelings and kindness appeared to assist class cohesion. There was evidence from their wave and interview documents and from circle discussion that mindfulness approaches with feelings were being integrated into life. The social emotional results were the highlight for the participating teacher as she observed student movement towards higher empathy and mutual respect.

Evaluation of the resources

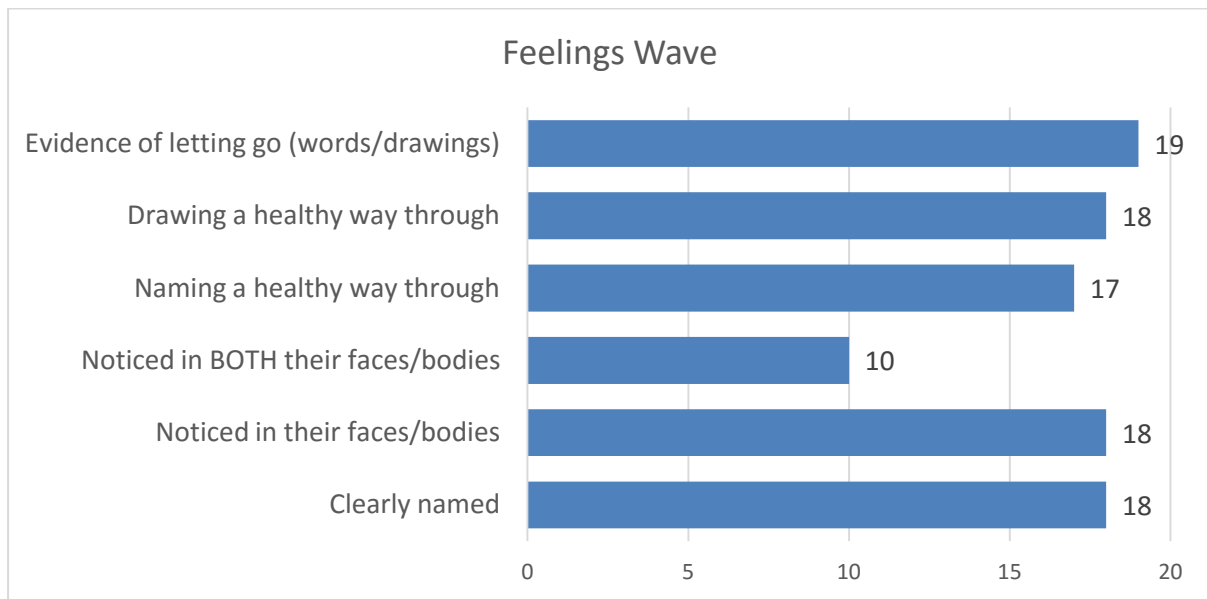
Conceptual awareness developed over the course of the program as evidenced by children defining mindfulness in their writing and through art work, then in ongoing discussions at school, home and in some brief stories written. I approached conceptualisation through carefully chosen stories and facilitated awareness through art work, a brief script, interactive story and clear definitions that were repeated.

The mindfulness practices were generally well received; going by journal feedback the body scan and mindful stones game were valued most. I would consider introducing the stones game earlier in future and adding at least one movement based activity called "seaweed practice" where students practice as a strand of sea weed anchored to the sea floor. This would bring in an extra fun element suitable for children (Saltzman 2008).

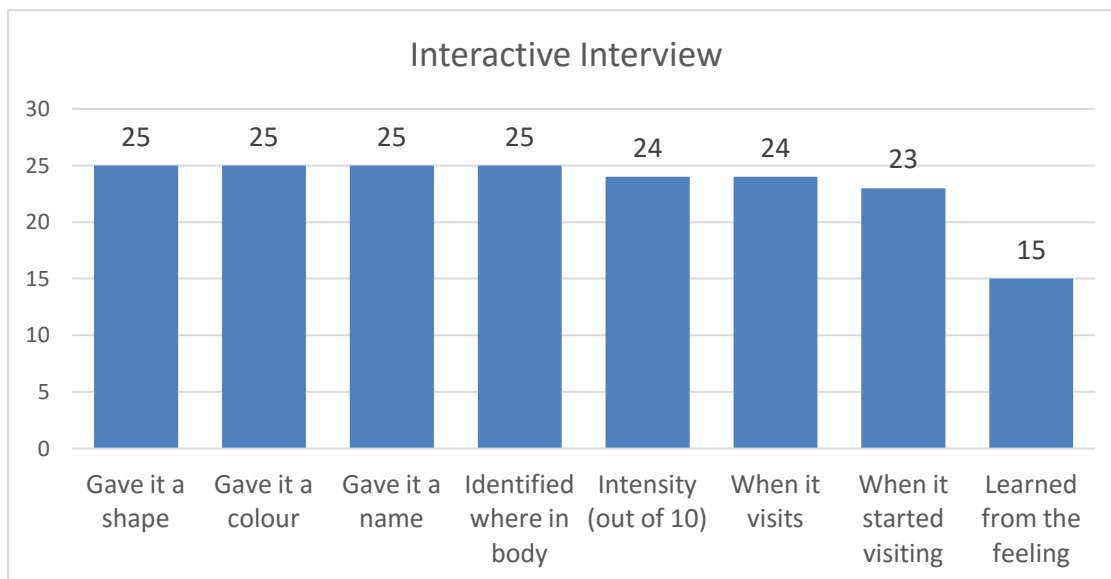
Informal every-day practice gained momentum with journal data, kete and verbal feedback indicating a clearer awareness of everyday practice beginning to emerge from week six. According to student feedback the taming dragon story, practice in the class and take home sculpture helped the most to remind them. Integration could be further improved with more parental involvement via home practice exercises, possible mp3 track recommendations, and a child parent combined class.

Feelings based resources were completed by all students demonstrating developmental suitability. The approaches to emotional awareness and kindness had positive outcomes as demonstrated by student documents, circle time, teacher and parental feedback. The teacher noticed enhanced social, emotional skills in following weeks. The teacher also commented on her own learning as she observed these classes in relation to ways to use language and in specific books to use. I consider these resources and methods of delivery are of value to others in my industry.

Graph One: Student results of the feelings wave. (Nineteen students).



Graph two: Student results of the interview. (Twenty six students).



To summarise, in developing all these resources I have considered the context of children and their comfort levels in this class, delivering concepts gradually and clearly, using a variety of approaches to learning including seeing; listening, doing and reflecting and this appeared to build a reasonable foundation for learning.

The Personal Learning

Every-day informal mindfulness is grounding and enhancing of gratitude for the small things of life. In the daily formal mindfulness practices of sitting or body scan there is the opportunity for developing a deeply calm state that arises naturally and is maintained even when not formally practicing. As teachers or counsellors we practice external mindfulness when we work with students or clients in the moment being with them, hearing them and empathising with them. This is after all, paying attention in the present moment on purpose without judgement (Kabat-Zinn 2003).

I agree with the experts that having a personal practice is essential to facilitating mindfulness with children Fodor & Hooker (2008), Saltzman & Goldin, (2008) Semple & Lee, (2008) Thompson & Guantlett, (2008). Weare,(2012) and Willard,(2010). As Saltzman (2008) identifies:

"Teaching mindfulness is like teaching anything else: To teach with excellence you must know and be passionate about the subject. Since mindfulness is an experiential discipline, to offer it with integrity, the teaching must come out of your own practice."
(p.4)

My journal records progress in class.

"In the past I could tense up with unsettled behaviour, eventually becoming internally reactive and this could manifest in some way verbally. My process now is to watch it carefully and with very minimal internal reactivity. In summary more measured internal responding style which results in less stress for me better outcomes for students."

In conclusion I agree with Amy Saltzman, when she says mindfulness is an experiential practice and that you need to practice yourself in order to teach it effectively.

WORK PLACE RESPONSES

Children's Journal data:

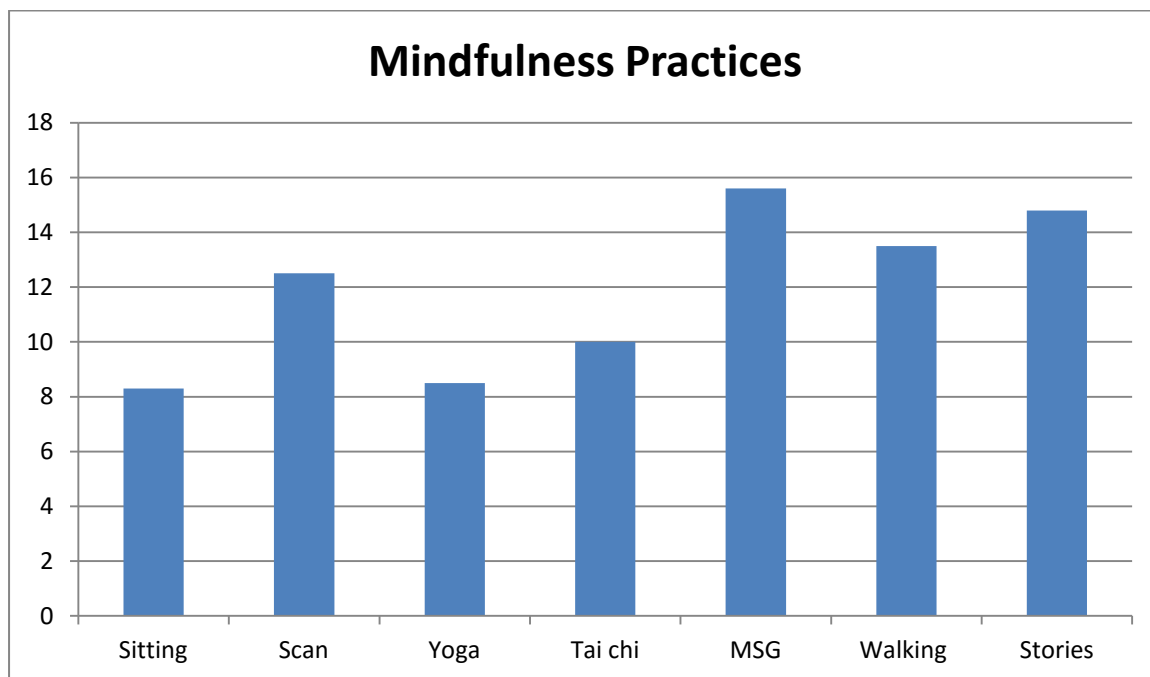
Journal data relating to the conceptual understanding of themes indicated that in the first three weeks there was a rise in week one from 52% to a program high of 96% in week three, dropping to a program low of 36% in week six and then rising and falling from weeks six in a range between 50% and then up to 83 % in week twelve. These results appear to indicate the breathing theme in week three was easily understood by students. In week six there was the introduction of feelings theme which involved some change in that we were now applying mindfulness to feelings. After the introduction of feelings phase in week six, conceptual understanding measured with a high rating generally trended up.

In the twelve week journal feedback where students were asked to identify the parts of the class that were helping them to focus attention and develop mindfulness some interesting patterns emerged.

In the post analysis of mindfulness practices firstly a clearer categorisation emerged in terms of *every day practices* of eating, walking or listening to stories, these are natural practices that can be applied directly into life, then the *still quiet* practices of sitting and body scan and lastly the *movement based practices* of yoga, Tai chi and stones game. These categories provided a way to make comparisons.

The twelve week average or mean scores for sitting were 8.3 and body scan 12.5. The everyday practices were applied over less than twelve weeks but their averages included walking, 13.5 (Two weeks) and stories, 14.8. (Five weeks). The movement practices again applied over less than twelve weeks included averages for yoga, 8.5, Tai chi, 10 (Nine weeks) and the stones game, 15.6 (Three weeks).

Graph three: Comparisons of mindfulness practices based on journal data.



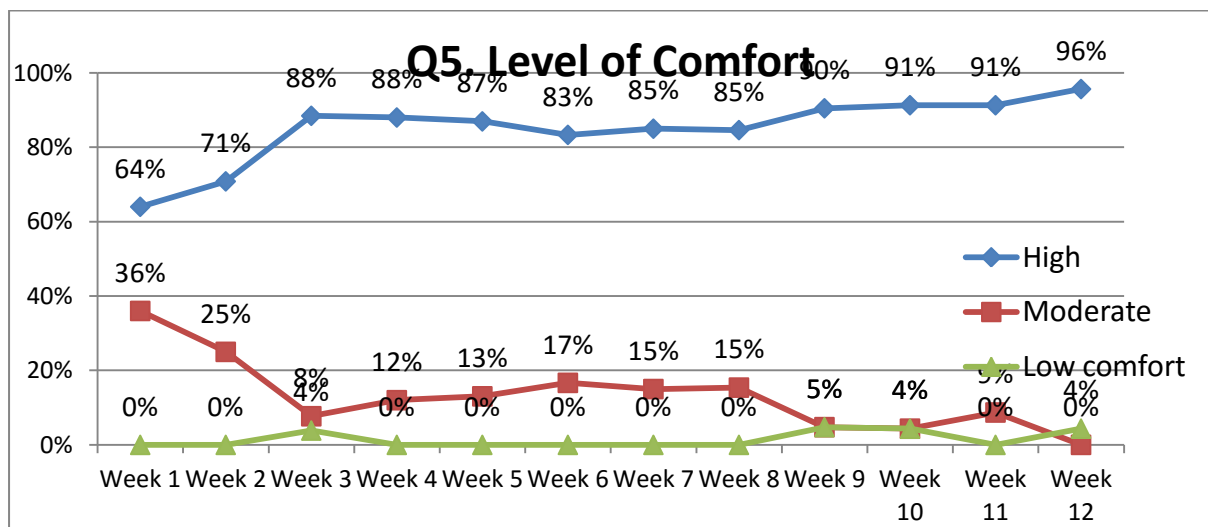
All practices introduced appeared to have value and provided various ways for students to experience mindfulness. These students identified the still quiet practices are achievable and helpful particularly the body scan. The everyday practices demonstrated a consistently high value for these students in developing mindfulness skills. It was also notable that mindful eating (practiced only once) had the highest journal practice approval rating of nineteen students. The movement practices showed similar value to the still quiet practices however the stones game gained the highest average score of those items measured.

As a result of this clearer identification through journal and post program feedback I would now more consciously provide a segment each week for this "everyday" category. Other possibilities in this category are more mindful eating, mindfulness applied to writing, art or a wide range of everyday types of activities.

In terms of willingness to integrate into life the journal data suggests motivation ran at 100% in week one then alternated up and down in a range between 84% and 96%, settling on 91.3% for weeks ten to twelve.

The level of comfort children experienced in the class with a high rating trended upwards from 64% in week one remaining above 80% through weeks three to eight then in weeks nine through to twelve climbing again into the 90% range and then peaking in week twelve at 95.65%.

Graph four: Journal results levels of student comfort.



In summary journal data indicated that overall awareness of themes covered did fluctuate however it was reasonable and generally improved from week seven onwards. The still quiet practices received consistent support for their ability to develop focus and mindfulness skills. The movement practices received initial high support and then lost momentum. The everyday practices which added variety were popular and consistently supported. Integration into life was relatively high and once students realised there would be a certain amount of effort involved it dropped slightly. The comfort levels in the class trended up and were generally high.

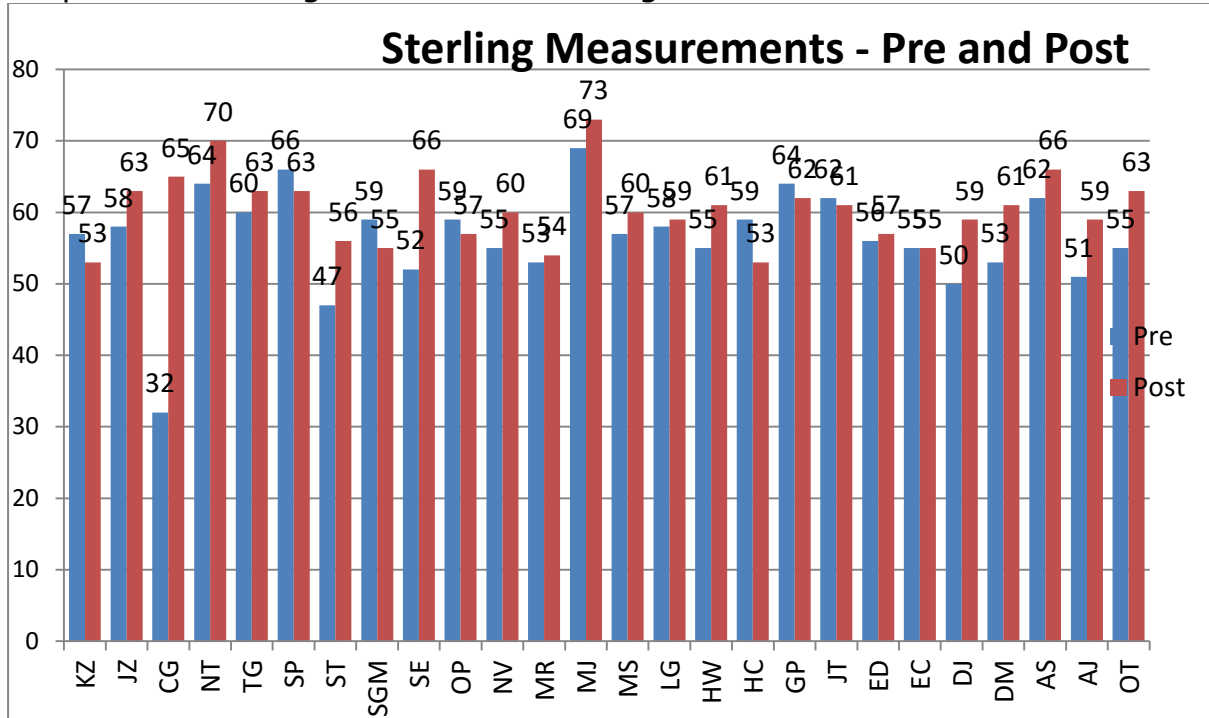
Pre and post test results for mindfulness and wellbeing

The CAMM measuring child mindfulness demonstrated an overall average increase of 2.58%. Of students assessed 57.7% increased their mindfulness, 26.92% decreased and 15.38% stayed the same.

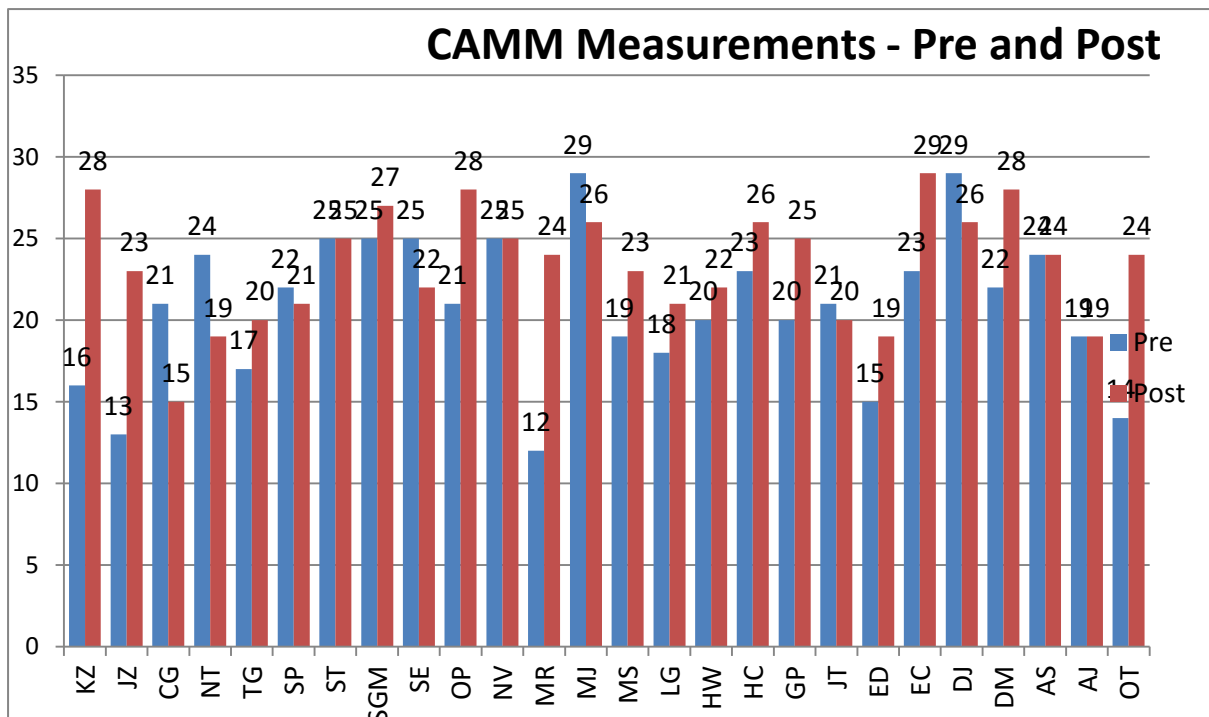
The Sterling wellbeing scale demonstrated an overall average increase in wellbeing of 4.08%. Students that increased their wellbeing sat at 69.23%, those that had decreased wellbeing at 26.92% and students remaining the same were at 3.85%.

Although overall student mindfulness and wellbeing increased the sample size is too small for a secure quantitative analysis but figures give some indication of trends.

Graph five: Sterling Children’s Wellbeing Scale.



Graph six: Child and Adolescent Mindfulness Measure.

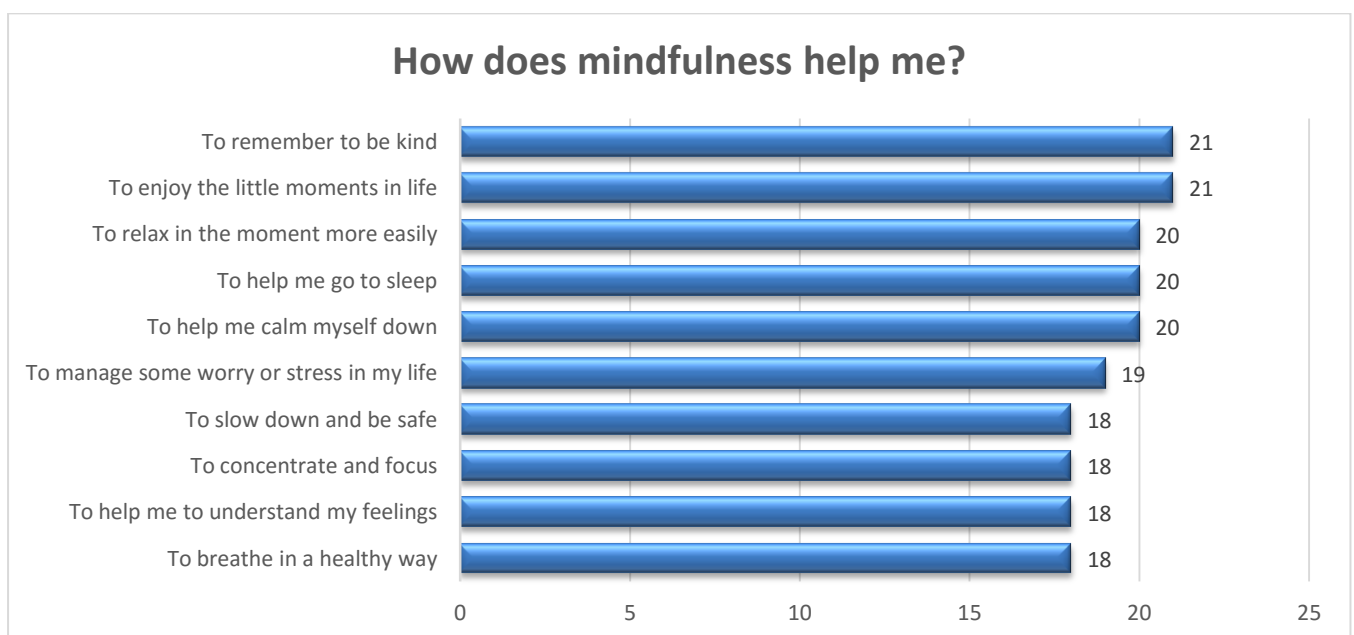


Child tick box questionnaire results:

1. How does mindfulness help me? (Week eleven, twenty three students on 22nd June)

First equal out of ten choices twenty one students ticking that mindfulness helped them the most to remember to be kind and to enjoy the small moments in life. Overall, mindfulness was viewed as helpful across most domains identified and appeared to be viewed by these students as a way to improve your life quality of life.

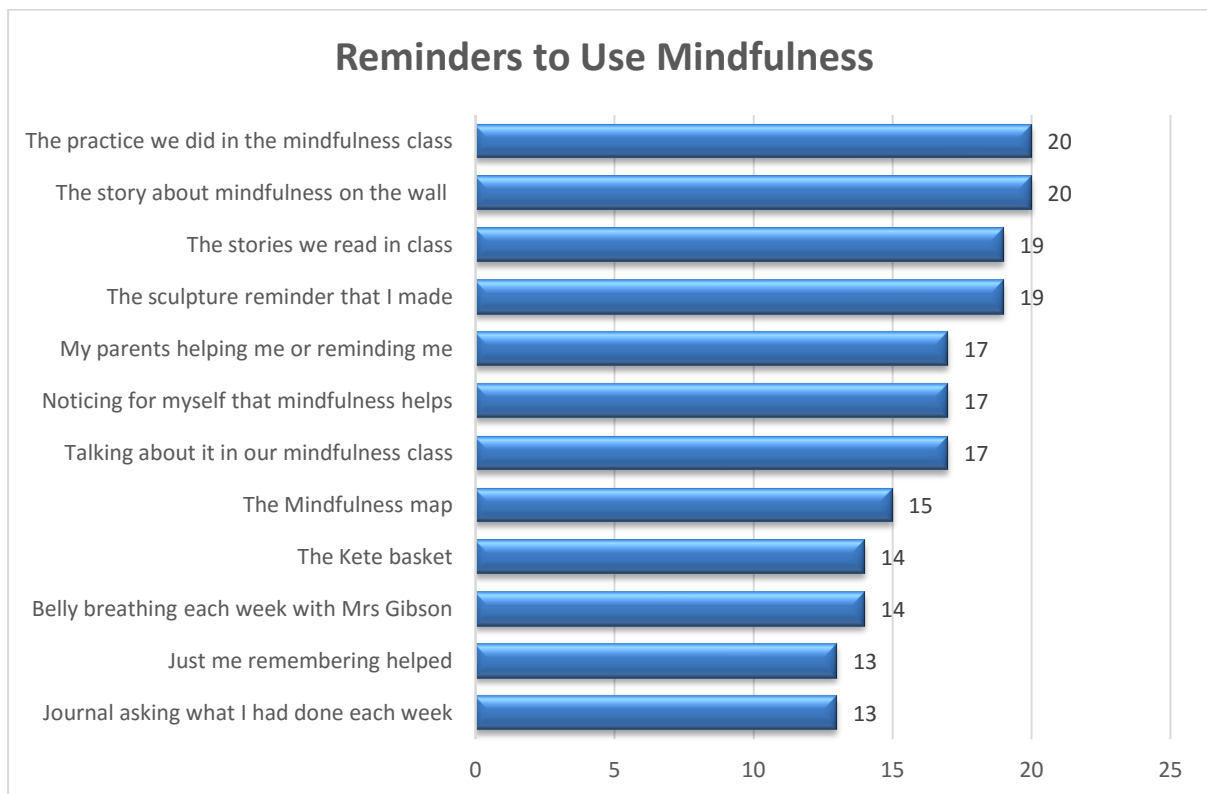
Graph seven: How does mindfulness help me?



2. What helped you to remember to use mindfulness in your life? (Week twelve, twenty three students 29th June)

First equal out of twelve choices twenty students indicated the things helping the most to remind them to practice included the practices done in the mindfulness class and the story about mindfulness on the wall. The combination of practicing, seeing, listening and doing seem to reinforce mindfulness practice when you consider the first four items in graph two.

Graph eight: What helped the most to remember to use mindfulness?



Post program questionnaire results:

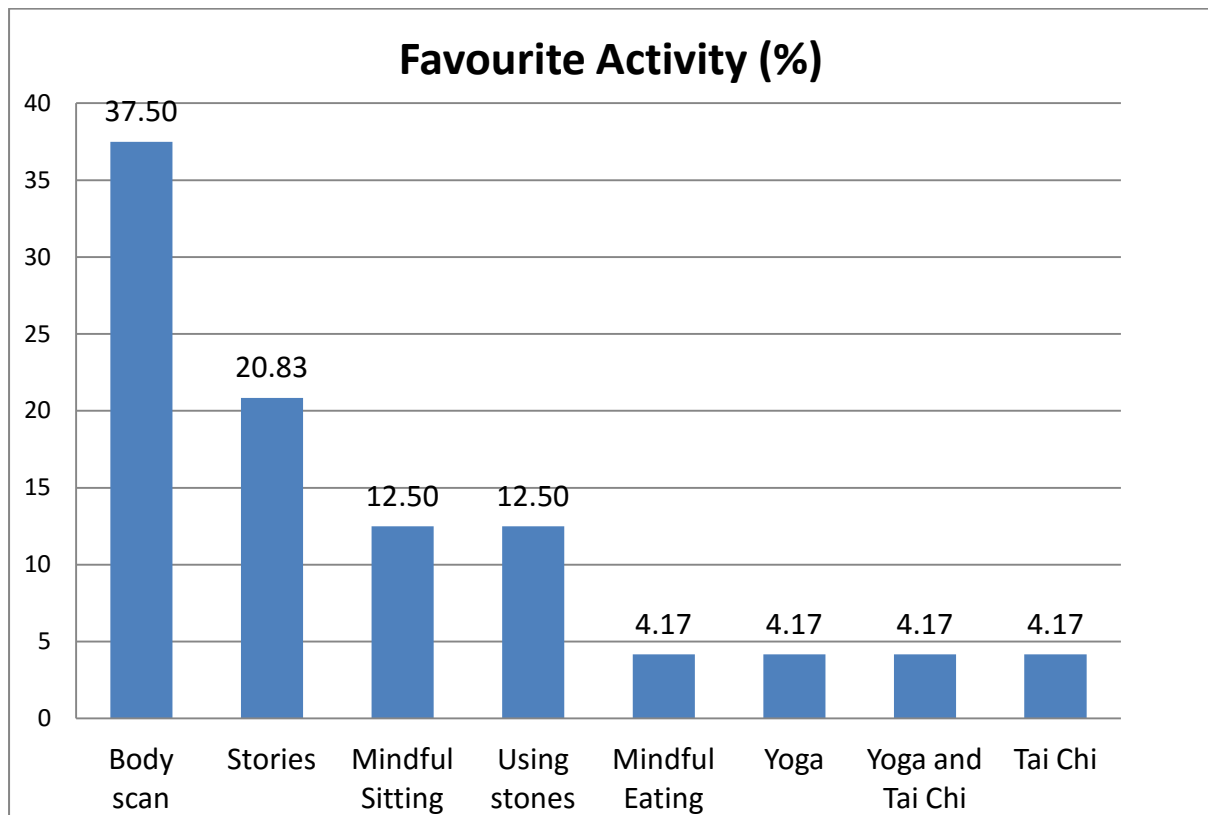
Twenty two students participated in the post program questionnaire. There were two questions for students to independently answer firstly identifying their favourite aspect of the mindfulness program and secondly asking how the program could be improved?

Students indicated that their most favourite aspects of the *anchors into mindfulness* program involved firstly the body scan identified by nine students, stories were identified by five students and the sitting and stones game were third equal with three students each. Mindful eating, yoga and Tai chi were also identified specifically.

The post program results seem to be mirrored in the journals where the body scan, stones game and stories were consistently valued by this cohort in developing mindfulness skills.

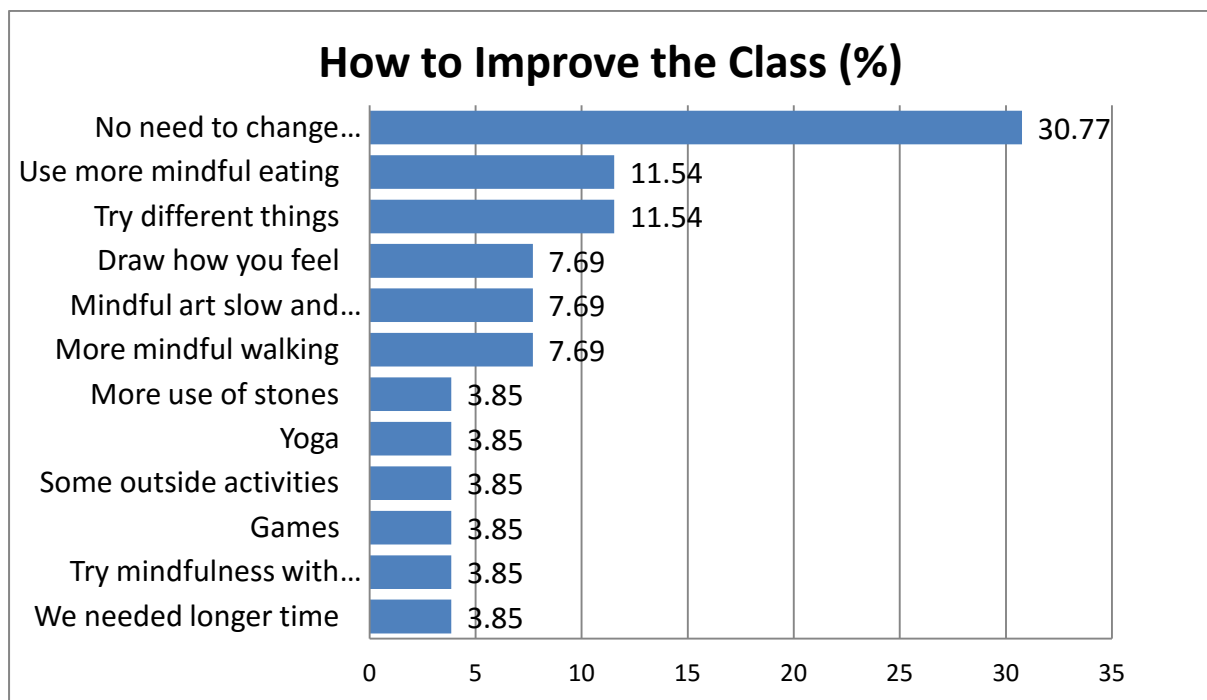
First Question: What would you say was your favourite thing that we did in the mindfulness class?

Graph nine: Favourite activity.



Second Question: How could John improve his class for the next time?

Graph ten: How to improve the class.



The Improvement of the program question confirmed many students were satisfied with the program however some were encouraging an increase in mindful eating and trying something else, this was followed by mindfulness applied in art and with walking. This feedback seems to be supporting more mindfulness that can be directly applied to everyday experience. To improve the program students were indicating they wanted more variety with games and more everyday mindfulness practices so this will be factored into future programs.

Teacher and teacher aide:

In the exit interview the teacher referred to the program as an incredibly useful experience in learning how to step back, unwind and de clutter. The student engagement levels were really high, a few found it harder to engage all the time but she suggested this was because of their developmental capacity.

The teacher reported one of the biggest benefits was the students increased ability to notice feelings, give them a name and not to be so reactive to difficult feelings.

The program gave the teacher clear direction with developing social skills.

"With the story on bucket filling there was an instance where someone dropped a ball and a student laughed I mentioned bucket filling and they understood and stopped laughing. It has made them more aware of others needs and what makes one person frustrated; scared or angry may not necessarily be the same for someone else. They are more accepting of each other's differences."

She added...

"They are really more aware of how they interact with each other. They are not coming to me to resolve differences they are finding ways, strategies to manage independently using the "golden rule" and being aware of how they treat each other."

The teacher said that she felt that everybody needs to do a mindfulness program and further stated that the class was well pitched for everyone to take something and for most to take a great deal.

She noted that the students frequently talk about mindfulness and that the discussion continued over the entire program, further saying that they learned skills they will apply throughout their school lives.

The teacher indicated that she had been very well resourced throughout the program and the experience had opened her eyes to different books to use, ways to say things and being non reactive.

The teacher aide felt the children were engaged and she liked the "Taming the Dragon" story. Midway she identified that a consistency of the kind, gentle and caring approach was evident in my delivery and that the children's level of participation had greatly improved and overall they were showing new knowledge and an awareness of mindfulness in different situations.

Counsellor

The counsellor considered the children's level of participation was 'high' and the stories read were particularly helpful further saying...

"Most children were on board and interested in the material being covered."

The counsellor saw the central benefits of the program to include reinforcing kindness and respect for each other, then being still and noticing the effects of the still practices of sitting, walking focussing in the moment rather than worrying about what might happen.

Parents:

Parental involvement was supportive from the outset, there were nine parents at the initial meeting prior to the program and they were all interested and then discussed the program with other parents. The teacher sent weekly outlines of the program to parents electronically.

The week six breakfast meeting included twenty children's parents. I was able to meet and talk with all of them and their feedback was helpful. Typical themes included reports of children enjoying the program, using the skills and practices particularly body scan to relax or fall into sleep, in developing self soothing, one parent commented they could see their son pausing and calming himself, another commented they could hear their daughter telling her-self out loud to "calm down."

In week six a parental electronic survey was sent out to the parents with fifteen parents responding. Of those fifteen 93.33 assigned a high level of importance to social emotional learning at School. A total of 60% rating mindfulness training at School to be highly important, 40% as being moderately important. In response to enquiries as to the children's active mindfulness involvement beyond the class 6.67% said it had not been mentioned, 6.67% said they had spoken about it, 60% had tried mindfulness sometimes and 26.67% had practiced frequently. The most popular sub theme was kindness to self and others at 53.33% while self soothing was second at 33.33% with mental focus and emotional awareness both at 6.67%

In rating the overall relevance of this program to their children 93.33% ranked it as highly relevant. In relation to improving the program most respondents asked for more guidance and tips to apply mindfulness within life and enhanced communication going home with two saying they wanted mindfulness integrated into the school curriculum and two had nothing to add and that they were happy with the program as it was.

The parents supported the program evidenced by 96% class participation in the program and they also influenced the program through direct feedback in the survey and as communicated to me at the breakfast.

Professionals Workshop

The workshop enabled direct training in mindfulness awareness for potential practitioners and then a presentation of the program.

It is important for peers to develop their own mindfulness skills first before facilitating mindfulness with students therefore I focussed on developing these skills in the morning with then a gradual presentation of my program with an emphasis on the resources developed in terms of conceptual awareness, feelings and kindness. This gave participants a tangible understanding of how to apply the curricula.

Overall feedback from participants was that they were appreciative with the sharing of the resources and knowledge, many commented within the class and in written feedback that the resources and workshop was a generous presentation.

Workshop sample of feedback:

1. How would you rate your understanding of the topic delivered?

		Comments
Very well:	14	<ul style="list-style-type: none">• John presented the topic in a detailed and considered way. Willing to answer many questions.• It was great to hear of the project and the introductions / beginning of mindfulness• Thorough delivery of the topic• Useful learning – Mindfulness a feeling. Stories and techniques for children’s understanding• This day has extended my resources, tools, confidence in what I know; has speed me up to develop a little starting programme with students
Some:	3	<ul style="list-style-type: none">• Clearly delivered and demonstrated. Exercises enabled me to experience mindfulness• Much more than I previously had – but I feel challenged to read more

In summary

I have learned how to effectively introduce and facilitate mindfulness skills with children, how to assist children to integrate practices into life and how to build resilience through deepening understanding of emotions and kindness towards self and others.

There has been deep experiential understanding of the application of mindfulness awareness practices specifically with children.

Best practice has been surveyed in peer reviewed journals and key advice has been applied. I have gained knowledge in relation to pre and post testing, appropriate content and processes to follow as you run a program, conducting the program to ensure high levels of inclusivity and participation ensuring high levels of comfort for students.

I have captured participant's guidance, utilising this feedback to strengthen and create a balanced curricula and child friendly resources that will now be shared with peers.

I have applied the principles of mindfulness to personal professional practice particularly with respect to minimising internal reactivity with improved calm responding.

The work place has gained:

- A skilled peer who can foster awareness and understanding of mindfulness with colleagues via workshops.
- An extending of resources and understanding of applications to apply mindfulness with children.
- Clear guidance regarding curriculum and practices of how to establish and maintain mindfulness with children.
- Information that relates to a local context for mindfulness within Aotearoa New Zealand.
- Robust information forms that can be applied across settings.
- Potential publication within my wider industry.

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Professional Practice Reflections

This is a commentary reviewing my learning within the academic process of the Masters of Professional Practice July 2014 to September 28th 2015.

Introduction:

The MPP process has led to improved inner confidence and a deep level of learning with application to my life and my professional practice. This academic and work based project has been a highlight of my career. The part of this experience I value the most has been the ability of the academic work to translate directly into supporting children and their families through the agency of mindfulness.

The learning reflections are categorised into personal confidence, a making of new connections, academic learning and the application to life, with an overall conclusion of my professional practice.

Personal Confidence

I held some doubts about my academic abilities. I actually voiced these concerns in my second phone contact with my facilitator Rayna saying I may not be up to it. It came as a surprise to me to actually receive positive feedback on my writing style and clarity although others had previously mentioned this I somehow did not fully take it on board. The MPP journey has put that self doubt to rest fully and finally and now I can clearly see my abilities.

As I worked my way through courses one and two I developed a new quest for knowledge and thoroughly appreciated the literature review and the research process that followed.

My professional practice has evolved from not knowing how to begin to develop mindfulness with others to full confidence in applying mindfulness skills with individuals, groups and in any age group and particularly children. I now have a frame work to apply the skills in a variety of ways through sitting, lying down, movement or every day activities and a host of creative ways to integrate mindfulness into to daily experience. I frequently see opportunities to offer up mindfulness in my practice with groups or individual clients.

- *7/3/2015 working with a boy with suicidal tendencies today in my Counselling practice and aware that along with self expression,*

cognitive therapy I am now confidently using mindfulness, practicing mindful sitting, breathing exercises and walking mindfully as ways to promote wellbeing. The client feedback in session and post session has been positive. The client reported "I am using the breathing and the walking and I am doing well, school has been good this week."

As the research process unfolded in 2015 I was learning how to follow an exacting process. Although managing a lot of details in beginning of my work based project all were done seamlessly. My planning had been thorough; I had applied my questionnaires, begun a class room process, met with parents and worked cooperatively with the school. I was applying the action research and coming up with new insights. This capacity to independently hold and attend successfully to a lot of detail including memorising every child's name by class one had built a personal endurance and an inner confidence.

As the research developed beyond the mid way point there were evaluative moments where I added new dimensions to my program some of these included, Nga-kete-o-te-wānanga and then extending the emotional and kindness components and with an extra interactive activity promoting self care.

In terms of the research methodology I added two tick box questionnaires to identify the benefits of mindfulness and the aspects that helped children integrate mindfulness and then a further brief post program questionnaire.

As the work based project progressed my confidence grew and this assisted me to become more responsive to feedback and open to new possibilities.

New connections

Through the academic process and the development of my program I can see much more clearly that the initial drafts of documents, the minor setbacks and the constructive critical feedback and my challenging moments are all valuable learning testing my ability to respond and integrate the learning as I move forward.

Through my professional practice reflection I realised holistic attitudes were reinforced with my Psychopaedic Nurse training and that the holistic

approaches had stemmed from both professional trainings and my personality where openness and curiosity come naturally.

In developing the mindfulness resources I examined my patterns of innovation for the first time summarising my approach and clearly identifying the specific steps. I recorded my process as I developed the taming the dragon story as below.

My six steps to innovation outlined

1. Notice a gap or opportunity
2. Start somewhere with a playful attitude and in the development phase be open minded, let random events influence you and brainstorm possibilities
3. Give it concrete form, record or draw it
4. Check the innovation applying a cycle of questioning, reflecting, and applying.
5. Settle on an approach and apply it consistently with yourself then with others.
6. Reflect deeply then refine over a period of time and adjust as needed.

In the planning phase identifying my personal approach to best teaching practice by reflecting on what I had done in classes in the past, then talking with experienced teachers, surveying literature on what others said about best practice and finally coming out with my own clear teaching formula.

The main thrust of my work was addressing the question of how do you effectively develop and maintain mindfulness practices with children.

Baer's (2003) review of mindfulness training encourages more research to determine the specific effects of mindfulness on a variety of outcome measures as well as underlying mechanisms of action. Baer further identifies an investigation of the optimal form of delivery of this intervention is warranted (Roemer & Orsillo 2003).

I systematically tested optimal delivery of the practices and resources over the duration of my twelve week program and arrived at some tentative conclusions with evidence to back these.

In developing the mindfulness awareness practices I made a concerted effort to get the practices of sitting, walking, yoga, Tai chi and the body scan into a format that would potentially work well with children.

In the initial weeks I discovered the formal practices appeared to work with children aged eight in a class context based on their journal data as received every week and also from the teachers and peers feedback and my own class time observation. I made only small wording adjustments to the mindfulness practices as the program proceeded. Some teacher and child comments regarding engagement follow:

"I was really impressed with the engagement of the children, in something that was a bit different from the "norm" - they were engaged without inhibition and clearly felt safe as demonstrated through their active participation." (Teacher: Week one).

"Hi John

I am still thinking about that Monday session and how effective it was. Thank you so much."

(Lesley Mitchell Deputy Principal comments on the mindfulness practices week one 9th March).

Child comment from their blog:

"It's A... here and what I like about school in rm 1 2015. I like the mindfulness test what I like about that it is calming me down. It's making me focus on what I am doing and not going off to dream land. I am looking ford to doing yoga and tyche (I don't know how to spell that). The bell sounds relaxing and nice. I like the stories a little bit there pretty good."

Beyond week six many students practiced every-day mindfulness outside of the class some examples to illustrate:

"In the holidays I lay down on my bed and did the body scan" S

"I can use mindfulness when I cross the road" S

"I used mindfulness when I went fishing" M

"Mindfulness is sitting on the deck after school" K

I learned that in delivering the formal mindfulness practices the wording is critical and needed to be clear, specific and simple. I followed a familiar pattern each week; the practices needed to build from a balanced posture, relaxed body evolving to an internal focus for a brief period of time. These types of detailed guidelines helped the children achieve mindfulness.

To help facilitate informal every-day mindfulness a range of approaches were required including a well delivered conceptual introduction via stories and definitions then encouraging class based discussion, creative and writing activities then enabled students to understand and personalise the mindfulness. A steady delivery of the practices was required with repetitive phrasing "when we are listening we are just listening", adding small interventions like the script in week five, the taming dragon story posted on the wall and engaging the parents and teacher also helped the integration process.

In developing the emotions and kindness themes I confirmed the importance of using stories, facilitating class discussion, having some written and creative activities to engage learning at all levels. I also confirmed that awareness of feelings was the central teaching focus and to develop skills gradually with each theme moving from emotional understanding through to kindness.

The systematic development of mindfulness with students has also helped me at a professional level. I clearly identified that under class room challenges I could become unsettled appearing calm externally yet internally reacting. This reactive cycle has evolved into a calmer internal responding style avoiding the personalising or blaming. In the space of a few months my engagement style had matured and I was able to interact

calmly and personally cope much better in the face of unsettled class room behaviour.

I found sustained everyday mindfulness practice and then remembering to apply mindfulness in life decreases internal reactivity in terms of mind chatter and increases the awareness and processing of any tense types of feelings so regardless of how others respond to you or whatever situation presents itself you tend to be able to process the feelings and respond more calmly and compassionately.

As I came to see all the angles of mindfulness, the peace of the moment where non-striving and kindness exist, with the capacity to be still without reacting and to show compassion even in testing conditions; I fully recognised that these were skills to maintain within a class or with clients. I realised I had developed these skills in the context of counselling but when placed in a class context prior to my new learning I would revert to a much less developed person, an interesting observation.



Figure three.

Academic application and learning

As I proceeded with my literature review, finalised my questionnaires, made final preparations for my work based project I was clearly seeing the good will in the academic world. Everyone locally and internationally that I contacted would get back to me and freely give information. In addition I learned a massive amount from the peer reviewed journals freely available on the web. The personal metaphor that came to mind is

that we all stand on each other's shoulders to see the world and that what I am now producing, maybe publishing is not my work but the collective efforts of human endeavour and to remain humble in this respect.

As I explored the dimensions of critical thinking I realised that some aspects of critical thinking come naturally to me. I definitely consider context and justify by providing rationale, I do actively see the big picture and scan for possibility going deeper into reflective thought. This realisation of skills I already have again gave me confidence. I also have learned through the MPP process to question and test any assumptions and when working professionally to challenge myself independently that bit more in the research process and especially with my written work and then in developing and delivering my mindfulness program.

In applying action research and running the work based learning I am realising clearly that even with the extensive planning there are refinements every single week and that any program needs to have that flexibility to adapt to varying audiences and environments; you have your plan but some details can and will be adjusted to suit various groupings.

In running the program I would see opportunities for improvement and gain insightful feedback from children, parents and professionals; this enriched the program leading to adjustments week by week. Some areas identified were in emphasising an everyday practice through providing a script and promoting circle time discussions, then in maintaining a clear steadiness with my sitting practice, balancing variety in the program with predictability, some students thrived on the small changes one or two struggled with new aspects being introduced.

The teacher and counsellor provided insightful feedback. Aspects that were actioned included a re-reading of my central mindfulness story in week five to gain deeper understanding of everyday mindfulness and using gentle music to set the atmosphere after lunch.

I actively used the children's journal data, peer review forms, personal observations with written reflections after each week of the program to refine and seek to improve the program. I clearly identified the benefit of collecting data as a way to improve the program.

Parental feedback was very helpful in assessing the practical value of the program. I held an initial parents meeting and a week six breakfast with

approximately twenty parents attending; this was accompanied by an electronic survey where fifteen parents responded.

From the survey and breakfast gathering I learned the program content and outcomes were endorsed by respondents to the survey with 93.33% of those respondents seeing the program as relevant to their children and there was a strong emphasis from the parents on developing self soothing skills and kindness to self and others.

In terms of my research process I utilised several models in deepening my reflective cycle these included three questions to summarise my findings each week. What did you do? What did you discover? What did you or will you change as a result? (Borton,1970).

Also considering the Snyder evaluation process breaking down the research into resources as representing all inputs and activities involving what I actually did and then the immediate effects in the pursuit of my targets or goals which were intended to contribute to my over all ideal outcome. (Snyder,1999).

Both prior mentioned models created a reflective framework and subsequently I am using them in my research and daily professional practice.

To summarise: The key learning involved applying deepened patterns of reflective learning in the planning, acting, observing and reflecting cycle within the program including the applications of various methodologies to monitor and measure progress leading to helpful feedback and then the efforts made in being inclusive both culturally and towards people with different sets of learning capacities; all these approaches strengthened my research process and outcomes.

Summarising learning over the fourteen months:

- Deeper personal reflective abilities with the capability to think and write reflectively about my process and my academic outcomes.
- Open minded qualities promoted in surveying what others have to say and considering their insights, frameworks and their hypotheses both at an academic level and at the lay person level with peers. Receiving feedback openly and responding to opportunities to improve my skills and the program.

- Listening, reflecting and responding dynamically to academic, child class based and external feedback.
- Careful synthesising of all this new information with my tentative approaches toward my project particularly in developing the program, resources and embedding an appropriate bi cultural element into the program.
- Planning and organisational skills in initiating and developing an academic plan, an innovative program curriculum and resources. Every week in the program there were a checklist of activities and resources, forms to finalise and small details to ensure everything ran smoothly.
- Writing academically and applying the structures of guiding a reader through, recording references accurately and developing a clear argument with justification.
- Setting clear goals for the project and being accountable to my-self and my industry.
- Considering the ethical dimensions including deeply considering the information recipients would receive and how I would ensure their privacy and safety and in maintaining clear boundaries. Maintaining academic integrity being honest about what I had developed and acknowledging what others have developed.
- Following a research process with all the multifaceted tasks around appropriate methodology, ethical conduct, cultural and personal diversity and bi cultural considerations. Delivering the program professionally while maintaining excellent working relationships, clear communication with all parties and delivering the program week by week with the aim of full mindfulness; using deep reflective skills where the ideal of improvement is always central.
- Producing child orientated mindfulness resource outputs that assist children and teachers and transform and improve life in some way in the context of mindfulness.
- Beyond the mid way point applying my discernment skills of what was working well and what needed to be adjusted, where the children were potentially struggling and at one level supporting them while at another adjusting the program contents to become more suitable for them developmentally.
- Improved depth to my ability to consider the world of children in being more aware of how they like to engage, what they enjoy and what supports their learning.

- Applying engaging and informative presentation skills within a workshop context.

Application to life

Prior and during the program I further developed my mindfulness practice formerly through sitting but also informally with everyday activities like waking up, eating breakfast getting ready for a work day and so on. It was enjoyable, took no extra time and significantly improved my internal calmness. I am now using more informal mindfulness practice and this demonstrated to me that these practices were beneficial, easy to apply in a busy life and I was identifying small ways to maintain and develop a mindfulness practice.

2014 "As I walked today started using the word "remembering" to re focus my mind when it drifted from the mindful walking"

"Mornings are good for me to practice informally, I notice waking mindfully, putting clothes on, making breakfast, doing dishes, checking emails noticing the physical movements in my finger tips as I put pass word in, all completed with mindfulness. I reflected that we are creatures of habit so finding your optimal time of day to practice mindfulness is helpful."

2015 "In those small every-day interpersonal contexts I am noticing I am so much less internally reactive and more compassionate".

Mindfulness enables me to practice in the moment with clients and classes being freed from assumptions or preconceptions; this helps me to tune in more openly to others and be more professionally creative and responsive because there is no personal internal mental reactivity and I am right in the flow of events as they happen not distracted in the past or future.

In Conclusion

Personal and professional confidence is reinforced through the learning and applying of new skills. I have been able to transform my own practice moving from a position of limited understanding of how to develop mindfulness practices with children to a fully competent position with a curricula and resource based ideas to share with others. The learning has

extended dynamically to my personal life, wider professional practice and through a refined ability to share that knowledge with my peers.

Academically the research has led to the application of more critical styles of thinking and writing helping me to refine and improve my program and develop my resources to a higher standard.

The work based research has enabled me to investigate the optimal form of delivery with students; teasing out which mindfulness approaches are effective and appealing to children and then gaining their feedback on what helped them the most to understand and develop mindfulness skills.

The ultimate outcome is being involved in an academic process that facilitates transformation of knowledge, skills and the sharing of those outputs with students and peers.

I am now able to develop mindfulness within my local community within schools and to offer ongoing professionals workshops and move towards potential publication.

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Appendices

Appendix A: Ethics Submission.

Ethics Application

Name

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Title of Project

Therapeutic pathway into mindfulness for children aged eight years

Commencement Date

February 2015

Completion Date

December 20 2015

Forms included:

- Children's participant information form
- Participant information form for parents
- Participant information form for teacher
- Program outline for parents and teacher "Anchors into mindfulness"
- Child friendly explanation "What is mindfulness"

Participant Information form for Teacher

Project title

Therapeutic pathway into mindfulness for children aged eight years

General Introduction

This research is being undertaken by John Hibbs, a Counsellor seeking to advance his understanding of developing mindfulness skills with children in a classroom context and facilitating the development of innovative resources and passing on these resources developed to professionals working with children. John has been in full time private practice since 2005.

What is the aim of the project?

The aim of this project is to create a child friendly pathway into mindfulness for eight year olds in class context and develop resources that can assist children to understand and apply mindfulness in their lives while building personal resiliency. The resources developed will be shared with professional peers.

How will potential participants be identified and accessed?

A request has been made to potentially work with a year four class at Pt Chevalier School in Auckland. I will also aim to invite you as the classroom teacher to be a formal participant and I will consider parents who participate in the two planned meetings as participants as they are all involved in the development of the program.

What types of participants are being sought?

Children aged approximately eight in year four. Children are the primary source of participants however as outlined above I will aim to include all adults involved as participants. This will include both the teacher and parents.

What will my participation involve as a Teacher?

1. Should you agree to take part in this project you will participate in each of the twelve weekly classes of up to fifty five minutes.

2. There will be one brief mindfulness questionnaire to complete before we start the program and at the conclusion of the program and a brief exit interview at the conclusion of the program of up to eight questions, determining how you found the class and what worked well or did not work well for you. This exit interview has been prepared by the researcher and will be available to you prior to this interview.
3. There will be two brief activities to complete outside of the program the first involving a mindfulness bell to signal at least thirty seconds once per day of mindful breathing for the student's and this can be integrated into natural transition times during the school day from Monday to Friday. I will provide a full set of instructions on this process. The second activity involves providing up to ten minutes of time for the mindfulness map completion once a week by supporting the students in filling out the mindfulness forms and then populating their mindfulness maps.
4. As the Teacher involved you will be required to feedback directly to me as you participate in the program throughout the twelve weeks and also through attending the two planned parental meetings prior to and at week six of the program.

How will confidentiality and/or anonymity be protected?

All class discussions, questionnaires and interviews and meetings conducted will be made anonymous, identified only by the participant's locality and gender.

What data or information will be collected and how will it be used?

Data collected will be taken off sight and stored in a locked cabinet within my office.

Participants will be notified if the content is to be included in any publications further than this research.

Can participants change their minds and withdraw from the project?

You can decline to participate without any disadvantage to yourself of any kind. If you choose to participate, you may

withdraw from the project at any time, without giving reasons for your withdrawal. You can also withdraw any information that has already been supplied until the stage agreed on the consent form. You can also refuse to answer any particular question.

What if participants have any questions?

If you have any questions about the project, either now or in the future, please feel free to contact John at jhibbs@xtra.co.nz

My agreement to take part in the research: Classroom Teacher.

.....
..... (Signature of researcher)

Participant information form for Parents

Focus of the Research:

Therapeutic pathway into mindfulness for children aged eight years.

General Introduction:

This research is being undertaken by John Hibbs a Counsellor seeking to advance his understanding of developing mindfulness skills with children in a class room context and facilitating the development of innovative resources and passing these resources on to other professionals working with children. John has been in full time private practice specialising in work with children since 2005 and has experience working with children since 1997.

The Program I am running has been presented to and approved by the Board of Trustees in 2014. It has also been introduced and discussed with the class room teacher Andrea Gibson and endorsed by her in early 2015. I am now seeking to gain your consent for your child to participate in this twelve week mindfulness program, and in particular for your child

to contribute to the research process by providing feedback on the program delivered.

What is Mindfulness?

The term mindfulness refers to the ability to direct attention to experience as it unfolds, moment by moment, with open minded curiosity and acceptance. (Kabat-Zinn 1996). Mindfulness enables those who have learned it to be more able to be with their present experience, and respond more skilfully to whatever is happening instead of ruminating over the past or worrying about the future. (Williams and Penman, 2011).

The actual twelve week program for the children:

The program with the children will take place in their class with the class room teacher present on Monday's during terms one and two. The class time will be approximately fifty five minutes.

The content will involve a series of structured activities to practice mindfulness including mindful sitting, walking, yoga, Tai chi, and a body scan, which is a progressive body awareness and relaxation exercise. There will also be a range of picture book stories with mindfulness themes.

The sequence of each class is summarised below so that you can clearly see what the children's participation will involve:

Outline of what the children's participation will involve:

- Mindful sitting for up to five minutes to practice being very still, calm and relaxed as guided by John.
- Mindful walking with some Yoga and later on some Tai chi to practice mindfulness by being active for about ten minutes.
- In each class there will be circle time to sit and talk about what we have done. Most weeks there will also be a story read relating to the themes covered.
- In each of the twelve weeks we will develop different themes. These themes will include: Understanding what

mindfulness is, Mindful senses of taste touch, sight and smell, mindfulness and healthy breathing, mindful feelings and thoughts awareness and lastly mindfulness and kindness towards self and others.

- In week four the children will be making a small sculpture as a reminder to practice mindfulness and in week five they will be drawing a picture about mindfulness.
- Each week near the end of the class we will practice a body scan exercise where we lie down and relax to take some time to notice their body and breathing.
- There will be some journal time where children will be asked to answer five questions reflecting on the class. This will take about five minutes and we will do this each week.
- At the end of each class we will come back into a circle together as a check in de brief time before we close off for the week.

The collection of information will involve the following:

- Before we begin the program and at the conclusion of the program there will be two questionnaires for the children to complete which will help me measure levels of mindfulness and wellbeing before the program begins and then after the program concludes. The questionnaires to be used are available upon request. (The outcomes of individual questionnaires will remain private and confidential).
- To round off at the conclusion of the program I will conduct a brief interview of not more than eight questions with each child to assess the children's general feedback of what was helpful or challenging for them during the twelve weeks.
- The weekly journal involves five questions with some involving circling preferred options and some short answers. The journals will help me to evaluate the program as we proceed over the twelve weeks.

The information collected via the questionnaires, interviews and journals will enable me to refine my approaches and resources for the children in developing mindfulness skills. The information will then enable me to analyse the information and ultimately present this information to professional peers working with children.

For a full overview of the contents of the twelve week program please email me directly and I will send you the full outline of the program.

What is the aim of this program?

The aim of this project is to create a child friendly pathway into mindfulness for eight year olds in a class context and develop resources that can assist children to understand and apply mindfulness in their lives while building personal resiliency. The resiliency will stem from the children's increased awareness of how to apply mindfulness in life, understanding and applying breathing approaches, developing awareness of their own thoughts, and feelings and the concept of kindness to themselves and others.

How will potential participants be identified and accessed for the twelve week program?

I have requested to work with the current year four class with the class room teacher fully participating as well.

What types of participants are being sought?

Children aged eight in year four are the primary participants however as explained above the class room teacher will participate in the twelve week program and as parents you may choose to participate in the two scheduled meetings.

What will my parental participation involve?

Although as parents you will not be involved in the twelve week children's program you will be invited to participate in two planned meetings prior to commencing and mid way through the children's mindfulness program at week six. Your participation involves attending either one or both of the planned meetings and giving your feedback after my brief presentation. I will then facilitate an open discussion. I am aiming to develop and refine the program based partly on your feedback so that you have a direct part in shaping the delivery and the content of the mindfulness program.

How will confidentiality and anonymity be protected?

The contents of the parents meetings, journals, questionnaires and interviews with the children will all remain confidential and anonymous any notes taken will be stored in a locked cabinet within my office.

What data or information will be collected and how will it be used?

Informal oral feedback is sought in both parental meetings and this feedback will directly influence the delivery and potentially the content of the program provided for the children.

Participants will be notified if the contents of their feedback will be included in publication beyond the use in this research.

Can participants change their mind and withdraw from the project?

You or your child can decline to participate without any disadvantage to yourselves of any kind. If you choose to participate you may withdraw from the project at any time without giving reasons for your withdrawal. You can also withdraw any information that has been already been supplied until the stage agreed on the consent form. You can also refuse to answer any particular question.

In the event that children do not participate or withdraw from the program then they will have supervised reading or alternative work completion time with a teacher aide.

What if participants have questions?

If you have any questions now or in the future about the project please feel free to contact John at jhibbs@xtra.co.nz

Children's Information for the Mindfulness class

Project title

Mindfulness class terms one and two 2015



Introduction

My name is John and as a part of my research I am asking for your permission to join the mindfulness class at 1.30 on Monday's during terms one and two this year.



General Introduction

Where will this mindfulness class be? At School in our classroom

When will it happen? After Lunch 1.30 on Monday's

Who will be there? All the class who want to take part and your Teacher

How long will it be? Less than an hour and will run for twelve weeks

What is mindfulness?

Mindfulness is a special way of bringing all your attention to what you are doing right now, by slowing down and paying attention. When you are really focused on a game you enjoy or doing something for the first time like learning to ride a bike you are probably bringing all your attention into the moment and being mindful this is what mindfulness is all about.

I will come and see you all at school before we begin the classes to explain mindfulness and answer any questions you would like to ask.

What will we be doing in this class?

If you agree to take part in this class I will help you to learn more about mindfulness through activities, games and stories. We will practice activities like yoga, tai chi, healthy breathing and a stones game and we will practice still quiet sitting.

Each class will have the activities listed below:

- Mindful sitting for five minutes to practice being very still calm and relaxed.
- Mindful walking with some Yoga and later on some Tai chi to practice mindfulness by being active for about ten minutes.
- In each class there will be circle time to sit and talk about what we have done. Most weeks there will be a story read.
- In each of the twelve weeks we will have a slightly new topic. The topics we will cover are: Understanding what mindfulness is, Mindful senses of taste touch, sight and smell, mindfulness and breathing, mindful feelings and thoughts and lastly mindfulness and kindness.
- In week four we will be making a small sculpture and in week five we will be drawing a picture about mindfulness.
- Each week we will take some time near the end of the class to lie down and relax to notice our body and our breathing.
- There will be some journal time where you will be asked to write an answer to five questions about the class. This will take about five minutes and we will do this each week.
- At the end of each class we will come back into a circle together to say anything we need to and as a way to complete the class.

These pictures show you some of the things we will be doing:



To help me collect information for this research there are two sets of questions before classes start and then at the end of the classes. There will be one short interview only at the end of the classes.

- In the two sets of questions I will ask a question and you can answer. This will only be done before we start the classes and then right after our last and twelfth class together.
- There will also be a final interview to help me with my research. The questions and interview time will take about ten minutes.
- The information I collect from the questions and interview will help me to understand what has helped us to practice and understand mindfulness. Then I will write report and share this information with other Teachers to help them with running the same sorts of classes in the future.

If you do not agree to take part then you will have a teacher aide to help you with completing class work or reading time.

What is research?

Research is a special and thorough way of finding information and testing ideas so we can learn new things that can also help others.

My research is about looking into how children like you can enjoy and get something out of practicing mindfulness. As a class we will practice mindfulness skills. I am hoping to learn a lot from working with you.

What do we want to achieve from this mindfulness class?

To have fun, learn about mindfulness and use mindfulness in our lives.

Who is taking part?

This class is for children your age. Your teacher will be taking part in this class too.

Your parents will be invited to take part in two meetings outside of class time one meeting before we start the class and one meeting in week six of the class.

How will we keep things private?

All class time, talks and questions asked with answers will be kept private, so no one will know your personal details. Only the place Pt Chevalier and whether you are a boy or girl will be recorded.

What information will be taken and how will it be used?

Anything written down will be safely kept in a locked cabinet in my office. The things written down will help me understand what has worked well or not worked well in our class together. What you say will be used to help others to run the same types of classes.

You will be told if any of your information is to be included in any other places beyond this research.

Can I change my mind and leave the program?

You can say "no" to take part without any consequences to yourself of any kind. If you choose to take part in the class, you may leave the class at any time, without giving reasons for leaving. You can also take back any information that has already been given until the stage agreed on the consent form. You can also say "no" or pass to answering any particular question.

What if I have any questions?

If you have any questions about the project, either now or in the future, please feel free to contact John at jhibbs@xtra.co.nz

I will be coming to meet you all before the mindfulness class starts and I can answer any questions you might have then.

Thank you, Kind Regards John.

Consent Form for the Parent Caregiver or Guardian of the child

Project title

Therapeutic pathway into mindfulness for children aged eight years.

Researcher – John Hibbs

I have read the information sheet concerning this project and understand what it is about. All my questions have been answered to my satisfaction. I understand that I am free to request further information at any stage.

I know that:

- My participation and my child's participation in this mindfulness program are entirely voluntary.
- The class discussions over the duration of the program will be private and confidential.
- All interviews and questionnaires conducted will be made anonymous, identified only by geographic region and gender.
- All data collected including images and journals will remain anonymous.
- Data collected will be stored in a locked cabinet.
- My child and I will be notified if the content is to be included in any publications further than this research.
- Notes that will be taken after class and during interviews to inform this research are owned by the researcher and I cannot access these notes at any stage of the research.
- All interviews will be semi-structured with up to eight pre-determined questions which have notes recorded against them for all participants.
- Prior to the 29th June 2015 (Program conclusion) any information provided towards this research by my child or my-self can be withdrawn.
- All parental and teacher feedback will remain confidential.

My agreement to take part in the research: Parent, Caregiver or Guardian.

.....
..... (Signature of researcher)

Explanation of mindfulness for parents and children:

What is Mindfulness?

Mindfulness is noticing things as they happen in the moment.

It is calm... so relaxing and letting go.

It is going with the flow with what you are doing in the moment.

It is accepting things and watching life without reacting or judging stuff all the time.

We can use mindfulness anywhere and anytime in life at school, home and because it is a peaceful experience it can help us to enjoy the little things in life or it can also help us through a difficult time.

Lots of us already practice mindfulness without realising it in games, sport or reading a nice book, having fun with family.

When we understand more clearly about mindfulness we can start to use it in our lives when we need it. That is what this class is about.

Steps we can use to practice mindfulness

- 1. Practice in focussing in the moment through mindful sitting, walking, yoga, stones game, relaxing the body, and the bells activity.**
- 2. Then practicing what we learn in class and do it in life by choosing brief times when you can focus in one everyday activity at home or school.**
- 3. Then starting to learn to notice our thoughts and feelings more clearly and to be able to watch our thoughts and feelings as things happen without reacting. (The idea that we do not have to believe every -thing we think or feel just watch before we respond) There will still be ups and downs but we may cope better by understanding mindfulness.**

John Hibbs Counsellor NZAC

References

H, G. V. (1991). Mindfulness in plain English. Boston: Wisdom Publications.

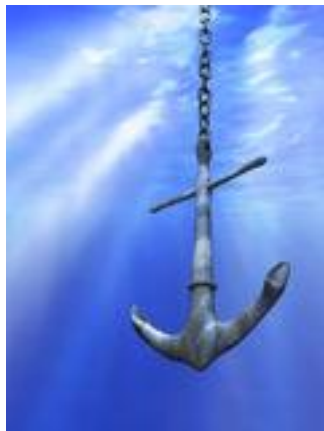
I agree to take part in this project under the conditions set out in the Information Sheet.

My agreement to take part in the research: Child, Parent, Caregiver, Guardian or Teacher.

.....
..... (Signature of researcher)

This project is being reviewed and approved by the Otago Polytechnic Research Ethics Committee.

Appendix B: Mindfulness Curriculum.



Specific Content of “Anchors into Mindfulness”

To take notice: Kia Mataara, Mohiotanga

Week 1 Theme: Mindfulness introduction: Understanding mindfulness. Child friendly definition: Mindfulness is paying attention to your life here and now, with kindness and curiosity. (Dr Amy Saltzman).

Introductions and then explaining what we will do and why it is beneficial with brief visual over-view of the 12 weeks. To set the scene read my story **“The secret gift of mindfulness”**.

Setting the ground rules generally e.g. hands up to answer and then rules in terms the mindfulness practices and the transition times between the practices. Introduce the concepts of the bell and belly breathing (Practice this with three breaths). Explaining the bell that will be used to transition between one practice and another and at these times we take 3 slow mindful breathes remaining quiet and then moving into the next activity. At this point demo “It’s a belly wave not a little ripple 3 in 3 out” then practice belly breathing together.

- **Mindful sitting:** Explain mindfulness with sitting and the guidelines and benefits of mindful sitting. Initiate the mindful sitting 3 to 6 minutes at the conclusion sound the bell. The sitting will follow a sequence of progressive relaxing of the body then listening to sounds followed by noticing the breathing.
- **Mindful walking:** Explain and demonstrate the practice of mindful walking and invite the class to try the walking for 3 to 4 minutes after I have demonstrated. At the end of the exercise sound the bell. 8 steps one way and return with two stones will marking the path. Half the class practice then the other half. Then introduce some initial yoga poses.
- **Form a circle** reading "**Mindful Monkey Happy Panda**" by Lauren Alderfer a story regarding mindfulness and facilitate discussion and reinforce the main point of the story by brain storming and writing up. "When I am walking I am just Walking" going on to identify some activities when we are naturally using mindfulness.
- Explain the anchor points, the anchors form and **Mindfulness Map**. Several people selected for next week to present and everyone to give it a go. An anchor is a point where you focus your attention to a specific anchor like breathing walking, or an everyday activity. Explain that your mind will drift and wander just gently notice this and use the silent word "remembering" to return to your anchor point what-ever that is. Select and write up an anchor point at school at home on the anchor form provided.
- **Body scan relaxation** for five minutes and bell at the end. (Optional depending on time)The body scan goes progressively through the body from head to toes relaxing while noticing the body and the breath. It is completed lying on the floor and fully guided by John.
- **Explain Journaling** and provide Journal time for 5 to 10 minutes. Time permitting complete a personal mindfulness map
- **Form a circle** and closure with brief feedback from all what you liked today...
- Two volunteers next week to present their map.

Learning hub 1: Understanding the concept of mindfulness and being able to start to practice the skill. The concept we have daily anchor points we can use such as breathing, walking and everyday activities.

Mindfulness integration is discussed supported with the Teacher.

Week 2 Theme: Mindfulness and the senses.

- **Reminders of the rules** we established for mindful sitting and establish the still quiet space sitting with verbal instruction initially for 3 to 6 minutes total with bell at conclusion and the strategic use of the word "Remembering"
- **Mindful sitting**
- **Mindful walking** with two yoga poses.
- **Forming a circle Activity one:** introducing mindful senses of sound, sight, touch, taste, touch, smell as ways in which we understand the world using an interactive visual model. Asking the children what senses they can name, draw a representation of a house and they can place the post it notes to represent the windows making the point that without windows we cannot see out.
- Mindful seeing hand exercise (optional art activity for general class time)
- **Activity two: Mindfulness and the sense of taste exercise:** Using a small segment of fruit to go into the seeing, feeling, smelling, tasting hearing and digesting step by step with focussed awareness.
- **Story:** The hare and the tortoise Helen Ward
- **Circle time brain storm:** Make a list of all the times and places we can notice and use mindfulness e.g. when we walk to class, playing, listening to the bell and so on. Reminder of the criteria of mindfulness as set out below with the three animal symbols. Anchor Forms and Map explained if not done in class or in week one.

- **Mindfulness map review 1.** Some students potentially present their maps.
- **Body scan relaxation** and bell to end.
- **Explain journals again prior Journal time**

Circle and mindfulness refresher through a brief activity Animal Anchors are...

Mindfulness is remembering to pause and slow down: The...Turtle

Mindfulness is flowing with our experience moment to moment with kindness: The...Dolphin

Mindfulness is a wise knowing by watching without reacting: The...Owl

Request for one volunteer for next week's breathing activity

Week 3 Theme: Mindfulness and the breath, introduction to mindfulness with feelings

- **Review weeks one and two and some guidance re sitting practice.** A reminder that mindfulness is about learning how to calm and focus our minds in a busy world.
- **Mindful sitting** and bell
- **Mindful Yoga and Tai chi** introduced and explained concluding with the bell
- **Circle time with a Breathing theme:** Highlighting how breathing relaxes body muscles and organs and breathing through the chemical oxygen feeds the brain, breathing is a way to relax, to refocus and bring you back into the moment. The muscle that

supports healthy breathing is the diaphragm. Breathing is one of the main anchor points in mindfulness.

- Ask what are the times we can use healthy breathing to help us?
- **Introduce Feelings** introduction to understanding feelings as visitors and reading "My many coloured days" by Dr Seuss.
 - **Mindfulness Map Review 3 or more Student's present** also talking about the benefits of mindfulness. (The rationale is to encourage the children to practice mindfulness skills in life).
- **Body scan relaxation** and bell stones to check belly breathing.
- **Journal time**
- **Circle** elevator breath and check in with how things are. Reminder regarding anchor forms and a map for the holidays times and places where we can practice mindfulness.

Learning hub 2 How to use breathing as an anchor into mindfulness to focus, or are nervous, angry or there are any difficulties frustrations in life.

Week 4: Theme: Mindfulness integration

- **Mindful sitting** and bell
- **Mindful Yoga and Tai chi** and bell

Circle and review the first three weeks u tube clip and interactive story <http://mindfulnessforchildren.org/resources/explaining-to-children/>

- **Review** our practice with the **Mindfulness Map** with 3 students.
- **Interactive Story Anchors into mindfulness** read and discuss ways to remember to practice what can we do to remember at School or at home?

To learn a new habit you need to remember to do it regularly I actually use the word "**remembering**"

Use the mindfulness script week 4: Mindfulness can be practiced in random everyday moments like hearing a bell, when you walk, if you are alone, when you first get up, hearing birds or the wind, seeing an aeroplane what other random moments can you pause and just be. Write them up:

Teacher's key concepts to convey are using the breath mindfully, using the word remembering and realising every day experiences can be done mindfully.

- **Creative Activity** Children making their own reminder sculpture to place strategically which encourages us to remember to practice mindfulness.
- **Body scan relaxation** and bell
- **Journal time**
- **Circle** general question asking where we will place our reminder? Also this week if we have a difficult moment making an effort to pause, breathe notice and name learn moving through.

Learning hub 3: Seeing evidence of the practical application of mindfulness, starting to gain some feedback on this from the children.

Week 5 Theme: Mindfulness is... The children's personal expression of mindfulness

- **A brief demonstration of how mindfulness helps clear a busy mind.** Using a whiteboard explain that when we have busy lives our minds can get busy too like this whiteboard with mindfulness we can wind the clock back to zero and clear away the clutter in our minds.
- **Mindful sitting** and bell

- **Mindful Yoga and Tai chi**

Circle Mindfulness Map review

- **Creative drawing entitled mindfulness is...** If you were to put mindfulness into a picture what would it look like and one sentence at bottom mindfulness is...and present some of the drawings
- **Re- read Mindful monkey happy panda.**
- **Body scan with a stone on the stomach** to promote belly breathing concept
- **Journal time**
- **Circle** and each person sharing the drawings

Week 6 Theme: Mindfulness and feelings part one: Discussing some ways to become more aware of our feelings developing skills in noticing and naming feeling

- **Mindful sitting** and bell
- **Mindful yoga and tai chi**
- **Circle** review ***Mindfulness Maps***. Today introducing the concept of the Nga kete O te Wānanga telling the story of Tane and then showing the class the three kete one for our learning, my learning and their feedback. Open up the possibility of feedback in next week's kete from anyone who wants to share.

Introduce the topic of mindfulness with feelings by learning how to *notice and name of feelings*: Noticing and *Naming feelings* using the bear cards and then *noticing* using a body map to identify where we experience a range of feelings. The noticing and naming helps us understand a feeling the nice ones and the difficult ones too. When we notice and name the feeling we can also hear its message it is telling us what we need to learn.

E.g. Anger I need more patience, Nervousness I can boost my confidence.
Sadness I can...find something else to do.

Review with a re read of the Mindful monkey happy panda story

- **Body Scan**
- **Journal time**
- **Circle** watch carefully for one feeling this week you can notice and name using the anchor form and map to record.

Learning hub 4: Learning to notice and name feelings being more aware of healthy ways to deal with difficult feelings.

Week 7 Theme: Feelings part two coping with difficult feelings.

- **Mindful sitting**
- **Mindful Yoga and Tai chi**
- **Circle** review ***Mindfulness maps and Kete*** then review the feelings and how we have noticed and named feeling during the week.
- Name some difficult types of feelings then introduce the feelings wave with an interactive look at worry/nervousness and then anger. Brainstorm ways to cope with these worried then angry feelings with the group and write up. Also name some other difficult feelings we can have? Brainstorm and write these up too.

Summarise: So mindfulness helps us name our feelings clearly and notice them in our body clearly so we can learn from the feelings and that helps

us to let the feelings move through. So we do not need to push feelings down or push them away from us and we do not have to go over and over them in our minds.

The bottling is pushing feelings away or down and the juggling is over thinking a feeling. I use a ball to demonstrate this. Note that not all children will necessarily understand this concept. The wise knowing is noticing and naming and moving through. The main aspect to cover off on is general awareness to be able to notice the feeling in the body and to name a feeling accurately.

We can also use breathing to help us to keep calmer and think more clearly through giving ourselves seconds of space or SOS for short. *Seconds of space* is the idea that we can respond wisely to hot or difficult feelings or thoughts. (When things just get too much we can also use mindfulness with other things to help us move on with any other activity that helps our minds to un-plug from a busy world. Like mindfulness in sport, fishing or playing in the park).

- Practice the SOS together with 3 elevator breathes then saying together calmly "I am here, I am okay, and I am calm."
- **Children to design their own wave cartoon activity and to complete one more during the week. The idea is to use a feeling that you have trouble coping with.**
- **Body scan relaxation**
- **Journal**
- **Circle** to finish with some waves shared

Week 8 Theme: Completing awareness of feelings

- **Mindful sitting**
- **Yoga and Tai chi**
- **Circle** Review *Mindfulness Maps* two students **Then Review and discuss progress with feelings over past two weeks share some waves Noticing and naming learning from our feelings.**
- **Story:** Reading *Visiting Feelings* by Lauren Rubenstein

Feelings interview paired activity.

Using the paired interview scripts student's interview each about a feeling.

What-ever the thoughts we have or the difficult feelings we experience, when we have learned and practiced mindfulness we can always move toward the present moment as a way to find calm to unplug from the tension or worry e.g. and we will be using noticing, naming and moving through using our wise knowing. Ask the class what is wise knowing? To notice and name without juggling or reacting to feelings.

Seconds of space is the idea that we can use to respond wisely to difficult thoughts. To Practice SOS with positive self talk: Saying to yourself I am here, I am okay I am calm. Out loud together two times then to yourselves.

- **Body scan relaxation**
- **Journal**
- **Circle** Each saying what I learned today was...

Learning hub 5: Learning to notice and name our feelings and realising thoughts and feelings come and go we do not have to believe or act on every-thing we feel or think.

Week 9 Theme: Mindfulness is kindness / Maanakitanga Part 1

- **Mindful sitting with loving kindness**
- **Yoga and Tai chi**
- **Circle** Review *Mindfulness Maps*. Read "**Have you filled a bucket today**" by Carol Mcloud
-
- "My star activity" To write and share some positive comments about each other then we can read them.
- **Body scan relaxation adding in thanking your body, your eyes etc for what they do each day...**
- **Journal**
- **Circle** Over the next week I can do a random act of kindness to report back next week.

Learning hub 6: Raising awareness of kindness to self and to others and applying the golden rule of treating others as you would like to be treated.

Week 10 Theme: Mindfulness is kindness part 2

"Mindfulness is the ability to hang out with your-self in the moment without stressing over the past or worrying about the future"

- **Mindful sitting with loving kindness**
- **Yoga and Tai chi with mindful stones game**
- **Circle review** Mindfulness Maps and Kete **Read: "The golden rule story"** Grateful ball game three things you are really grateful for.
- Every culture has the golden rule explaining in Maori it will be called manaakitanga Mana to feel good about self, aki how it is done and Tanga treating others the way we would like to be treated.
- Then write up the rule and post this strategically in class so students see it. Discuss how we can use the rule and discuss what happens in life when we use this rule? Write up and record.
- **Body scan relaxation with gratitude**
- **Journal**
- **Circle** time and to end choose a mindful activity out of walking, yoga, tai chi or mindful stones game for next week.

Week 11 Theme: Kindness to yourself or "Filling your own bucket with mindfulness" Resilience week 3

- **Mindful sitting with loving kindness** and bell
- **Yoga Tai chi and Stones game**
- Kindness theme: Talk about your acts of kindness lately then Kindness to your-self going through filling your bucket with mindfulness.
- Five ways mindfulness can help you in your life using pictures and making up a science board. Five ways included, breathing, body scan, choosing to be in the moment, slow motion approach and noticing and naming feelings clearly to work through them.
- Next week three mindfulness practices chosen one story.
- Grateful ball

- **Body scan with gratitude**
- **Journal**
- **Circle:** Out of all the books read choosing the story for our last week together.

Week 12 Theme: Completion and reflection on what we have learned. The mindfulness practices as chosen by the students for week 12 Sitting, stones game and scan.

- **Mindful sitting**
- **Mindful stones game**
- **Body Scan with stones**
- **Circle: Kete and mindfulness maps.** Stories to read Golden rule and Have you filled a bucket today. Asking the students to listen mindfully and practice speaking mindfully with the interactive reading
- Journals
- Reflections, thankfulness, certificates and closing

Teacher Support of the program may involve the following:

1. The use of the mindfulness bell concept and three mindfully taken breathes at natural student transition times during the week. Instructions will be provided. To be used up to once per day only.

2. The yoga rag doll and mountain poses are recommended during the week at transition times assuming the pose with mindful awareness of the body and breathe for up to up to two minutes. There is also the sitting mountain pose as an alternative.
3. Any practices that are viewed by the Teacher as potentially beneficial and easy to implement during a school week can be used, from stories to practices or discussions.
4. Mindfulness map introduction and composition once a week involving filling the mindfulness anchor forms and then populating the mindfulness map. This will be an important integration tool and support the program outside of class time.

Learning hub 7: Being able to apply mindfulness in life independently.

Key Anchors

Informal Practices: *Breath, walking, Senses, Everyday activities and Emotions*

Formal Practices: *Mindful Sitting, Yoga, Tai chi, the bell and Body Scan.*

Resources I have adapted and developed for this program are summarised in four categories:

1. ***Conceptual understanding of mindfulness: A Story*** personally written "Taming the dragon the secret gift of mindfulness", also "Anchors into Mindfulness" An interactive story and also linked visual activities to understand the concept of mindfulness.
2. ***Mindfulness Awareness Practices: Adapted to be child friendly with Sitting, walking, eating, loving kindness and***

body scan aiming to deepen the mindfulness skills with children aged eight.

3. *Adapted approaches to understanding feelings:* Designed for children in the context of mindfulness.

4. *Mindfulness integration:* A map and anchor form designed to develop mindfulness integration beyond the class with art activities to assist integration.

Note: This curriculum outline is based on a literature review conducted in 2014 surveying a range of mindfulness approaches used world-wide. The curriculum, literature review and resources are free for distribution upon request.

John Hibbs

Counsellor NZAC

My contact details:

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Picture Book References

Alderfer, L. (2011). *Mindful monkey happy panda*. Sommerville, MA: Wisdom Publications.

Dr. Suess. (1973). *My many coloured days*. London: Random House Group.

Hanh, T.N. (2012). *A handful of quiet*. Berkeley, California: Plum Blossom Books.

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Mc Cloud, C. (2012). *Have you filled a bucket today?* Northville, MI: Ferne Press.

Rubenstein, L. (2013). *Visiting feelings*. Washington DC: Magination Press.

Spencer Johnson (2010). *A value tales treasury*. New York: Simon & Schuster Books For Young Readers.

Ward, H. (1998). *The hare and the tortoise retold*. Surrey: Templar Publishing.

Taming the dragon the secret gift of mindfulness

Once there was a hot tempered dragon flying around breathing fire. The dragon was quite unhappy but did not know how to change things.



Dragon looked confident on the outside but inside was not so happy, so one day as dragon flew across the enchanted forest he saw an owl perched high in the trees and

asked the owl “Oh wise owl, what is the secret inner happiness?”

The owl wisely paused... and then said... it is the wise knowing by waiting and watching without reacting that helps, but I do not know it all please ask the tortoise as tortoise has the other part of the secret.



Dragon flew again until he found tortoise and asked tortoise the same question. Oh Tortoise how do you find inner happiness?



Tortoise slowly emerged ... and said it is the slowing down just enough to notice all the good little things in life without rushing everywhere, but I do not know it all; please ask the dolphin as dolphin has the other part of the secret.

**Dragon flew again until he found dolphin,
Oh dolphin how do you find inner
happiness?**



**Dolphin flew into the air... saying it is going
with your flow in the present moment with
kindness that helps you to find inner
happiness and these are the three parts of
the secret... to wait and watch without
reacting, to slow down enough to notice and
to kindly go with the flow in the moment.
Dragon these are the three ways to find
your inner happiness.**



Dragon beamed with a fiery glow, contented with the secret gift flying mindfully through the night sky.



The End

Appendix D: Integration Resources.

Transitional activities resource for teacher:

Breathing and mindfulness activities for class

Chimes activity: Closing eyes and relaxing the body, head, facial muscles, and shoulders and all the way down to your feet then listening to the bell tone and slowly raising your hands when they can no longer hear the tone. Invite the tone up to three times (Borofka 2012).

Note: Prior to Breathing exercises: Explain why breathing is so important: Breathing helps calm the muscles and focus your mind. When your breathing is calm and steady air (Oxygen) is transported around your body by the blood giving the brain energy like food gives us energy. The breathing also calms the body by calming the muscles and organs.

Belly breathing: Initially practice involves closing your eyes and placing your hands on your chest and belly and quietly observing the breathing and noticing where the rising and falling is happening in the body. Ideally the belly needs to be rising and falling more than the chest. Once students aware of the importance of belly breathing teach them the 3 slow seconds in and 3 slow seconds out cycle with a momentary pause between each in and out breathe. At the sound of the singing bowl they are instructed to breathe in and follow the cycle three times and await the second sound of the bowl waiting then until the echo fades, so this is mindfulness of breathing and listening. Recommended only once per day at a transition time. It takes about 30 seconds and emphasise the quality of this experience

it is not about more breaths or deeper breaths just gentle 1,2,3 in breathe and out 1,2,3 in three cycles.

Elevator breathing is even deeper breathing where we consciously feel the breath rise from the stomach up through the chest into the neck and head reach the top floor and then release, feeling the fall of the breath from the head down. One or two elevator breaths can be used to help re focus the class (Borofka 2012).

Simple Transition activity: Singing bowl invited with students closing their eyes and quietly and mindfully taking three natural in breathes and out breathes in a row (without speaking) carefully noticing the sensation of the air coming in and going out at the tips of their nostrils and then waiting for the second invitation of the singing bowl to open their eyes.

Mindfulness and Sound: Gently closing your eyes relaxing the muscles of the face and body. Noticing the breath in and out, listening; when you are listening you are just listening to the sounds. Inviting three sounds and completing with gentle music.

Mindfulness and sight: Take one of your hands and look at it as if for the first time. Notice the form, shape, colours, textures and lines then draw what you notice.

Mindfulness with touch: Stroke just above your upper lip and stop and notice how long you can feel it.

Two yoga poses: Two that may work well as brief transition and mindfulness activities are *rag doll pose* and *mountain pose*. Give a reminder to the students to focus all their attention in the moment by noticing the movement in the body and the breath. I would suggest using both poses rag doll then mountain.

Standing breathing: Standing still and in the moment closing your eyes then slightly and slowly tilt forward breathing out as you tilt forward and in as you tilt back to centre. : Then tilt back breathing in as you tilt back out as tilt forward to centre several times. Then you can go from each side right and left to centre with the breathing as well.

Soothing mindfulness activity:

1. Sitting comfortably —eyes closed, back nice and straight and going to your still and quiet place.”
2. “Now place all your attention on the sound of the bell. Listen until the sound is completely gone.”
3. Ring a “mindfulness bell,” Use a bell with a sustained sound or a rain-stick to encourage mindful listening.
4. “Now slowly, mindfully, move one hand to your stomach and one to your chest, and just feel your breathing until you hear the sound of the bell.”
5. You can help students stay focused during the breathing with reminders like, “Just breathing in ... just breathing out ...”
7. Ring the bell to end. (Adapted from Cowan 2010)

References

- Cowan, M (2010) Tips for teaching mindfulness to kids Retrieved February 4th, 2015 from email received from Greater Good
- Borofka, L.K. (2012). *Calm body focused mind: An integrated program for teaching mindfulness practices to elementary students*. Retrieved February 2, 2015 from <http://www.casponline.org/Convention2013/CASP%20mindfulness%20>

Instructions: The use of “mindfulness” maps.

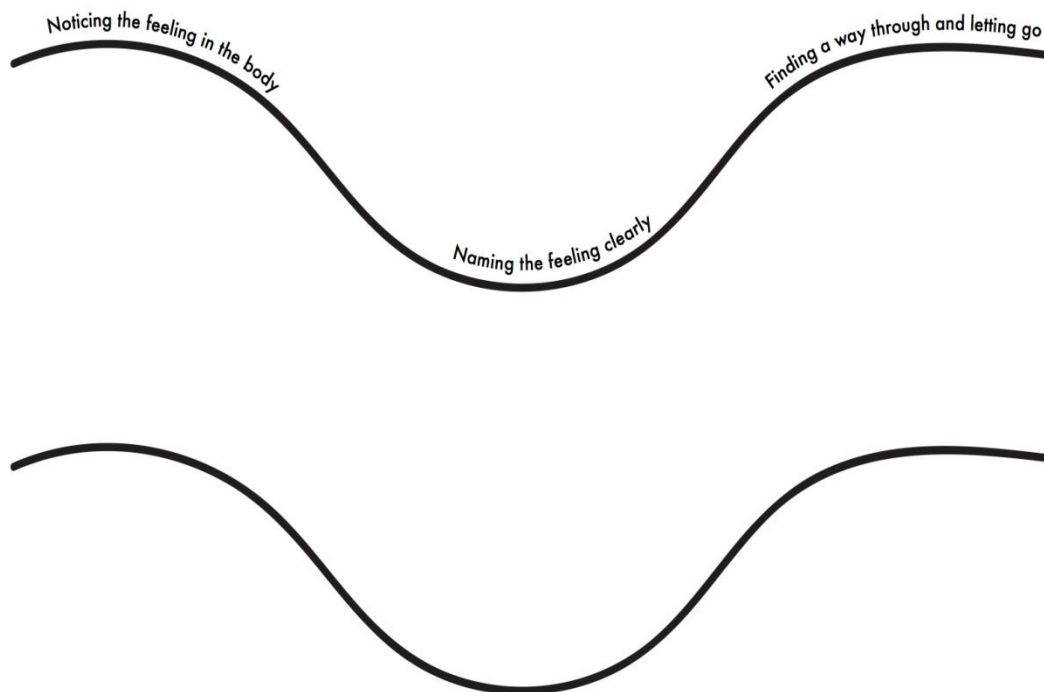
Mindfulness Map Instructions

1. Draw your own map it is an imagined shape of a country island or place where you could live and write your name at the bottom.
2. There are two coloured of stickers yellow for home, red for school.
3. The idea is once you make your map you can place stickers on your map to represent each mindfulness moment you have had either at home or school just remember to use the right colour...
4. It will be good to work out what you will focus on in each place and these will be your anchor points, so at School it might be walking, listening and breathing, at home, eating and an everyday activity like washing your hands. *Anchor Points* can be written on the anchor point form and on the back of your map as a reminder. Once we start practicing our anchor points then we can also move on to any activity to practice mindfulness.
5. The details of each mindfulness anchor point needs to be recorded on the anchors into mindfulness form provided before it is plotted on the map with a sticker.
6. I will demonstrate a visual example of a map.
7. Possible class reminder on Monday's for a five minute focus time on Tuesday to record some mindfulness moments.
8. We will present our maps each week.

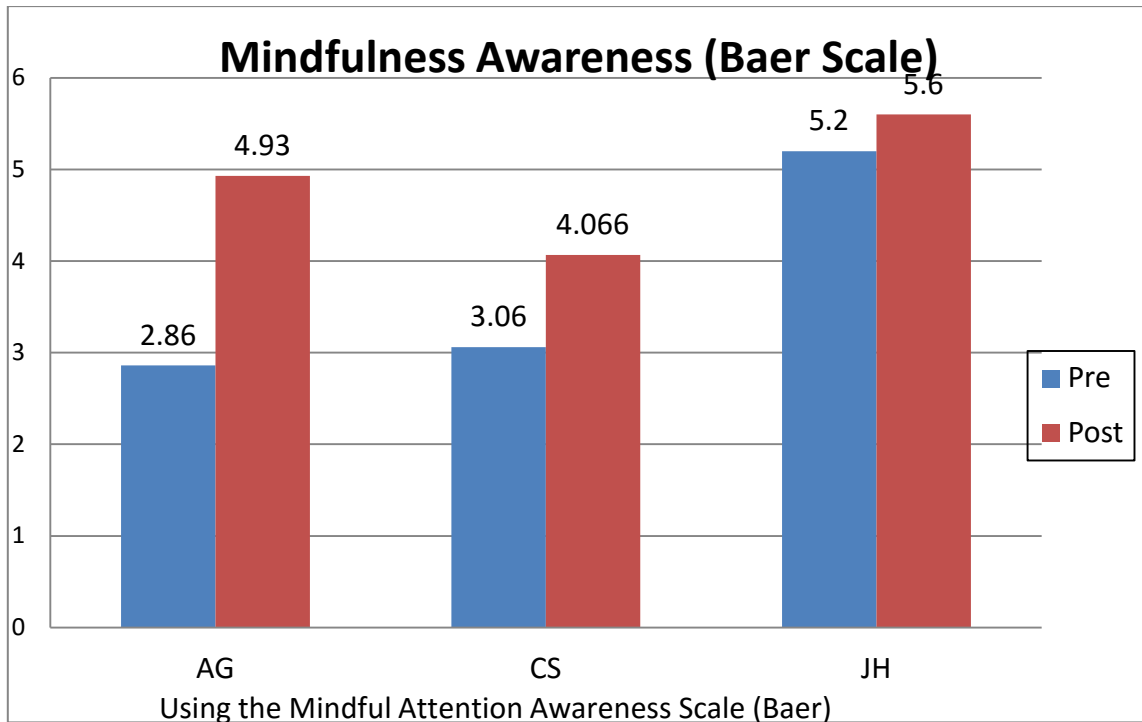
Guide: Fill out the anchor point form first, making your own map, filling out your mindfulness forms and then placing the stickers on your map for each time you practice mindfulness.

Appendix E: Feelings Wave Resource.

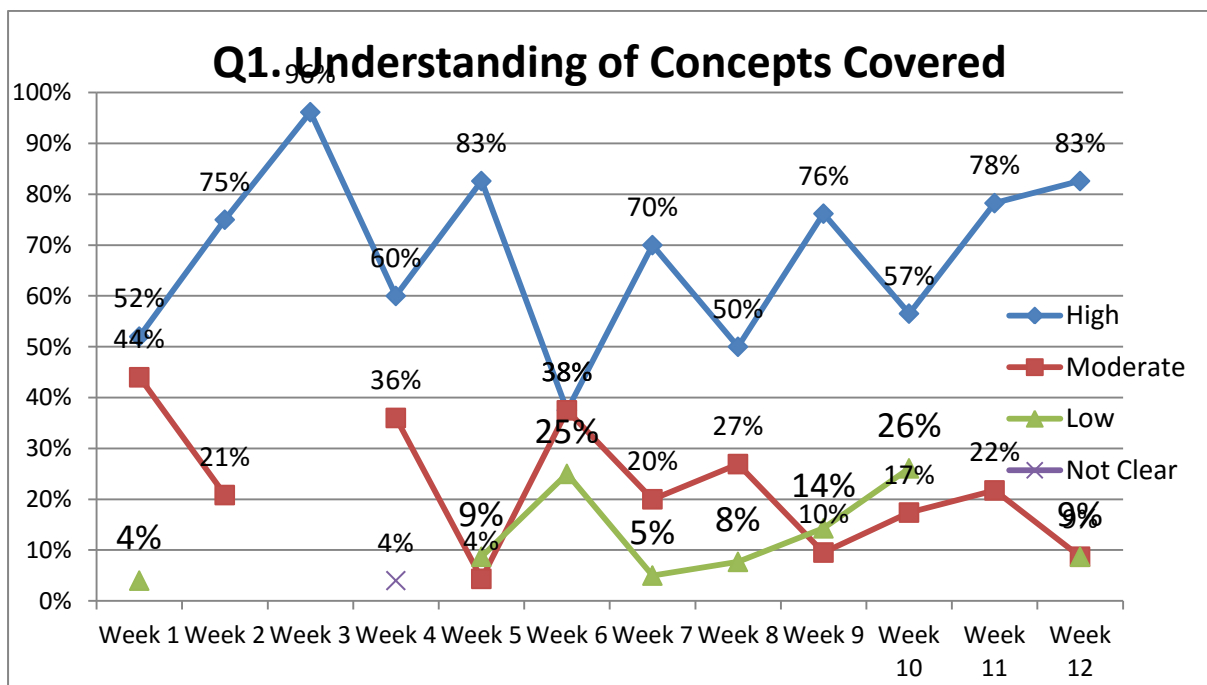
The feelings wave

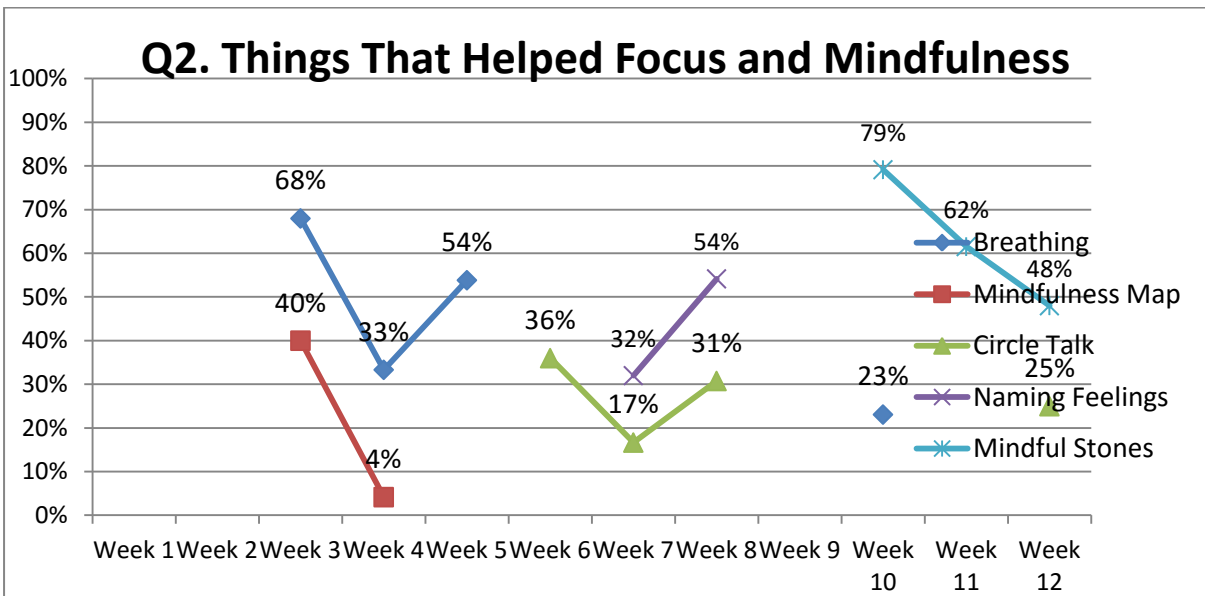
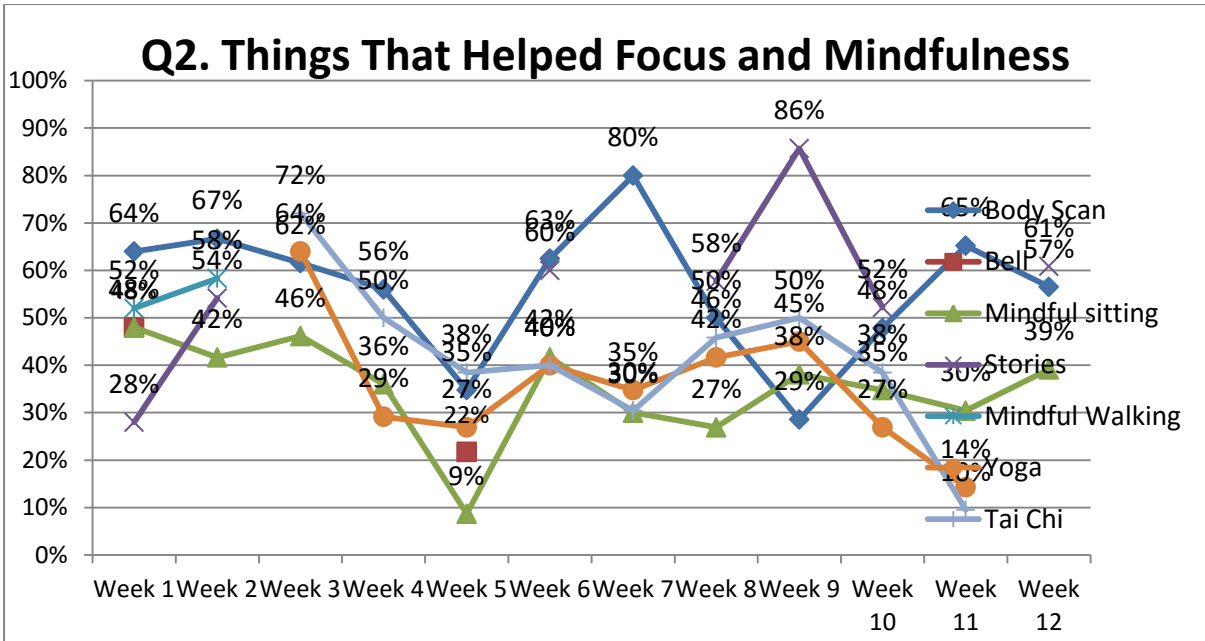


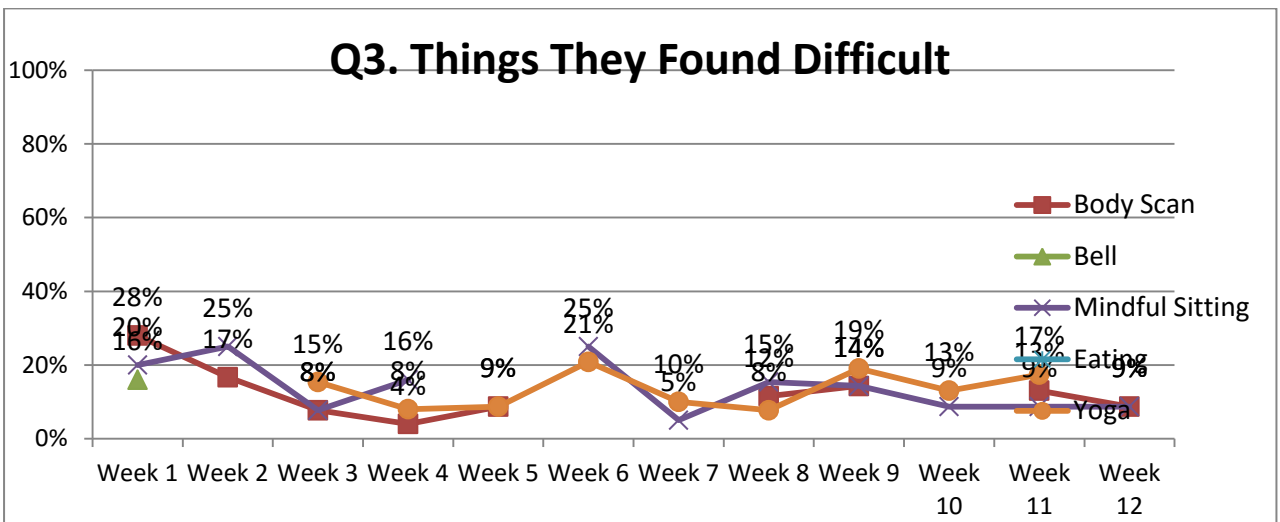
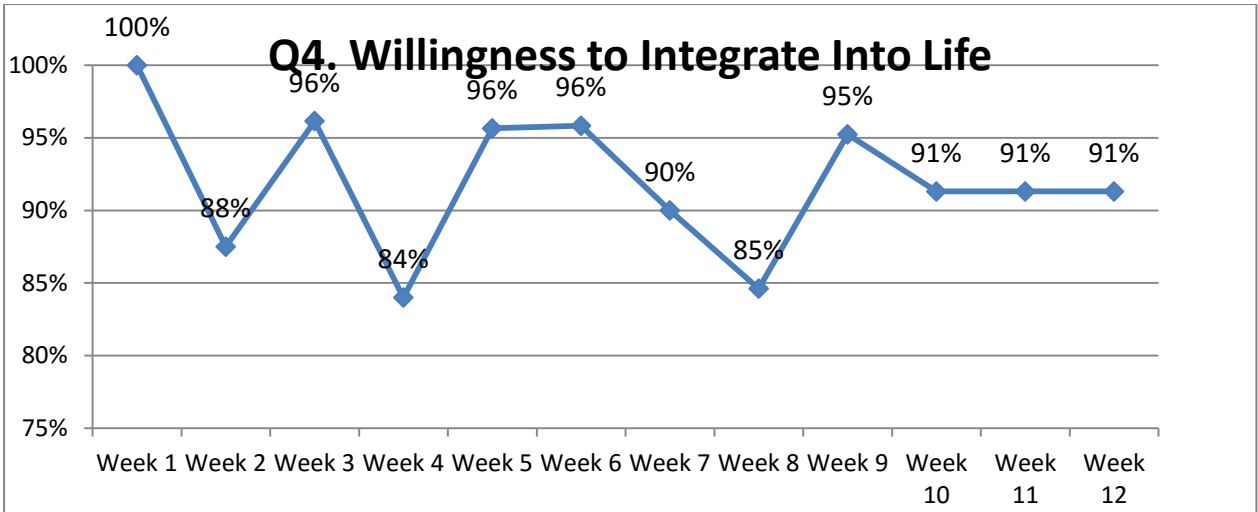
Appendix F: Adult mindfulness pre and post & Journal data

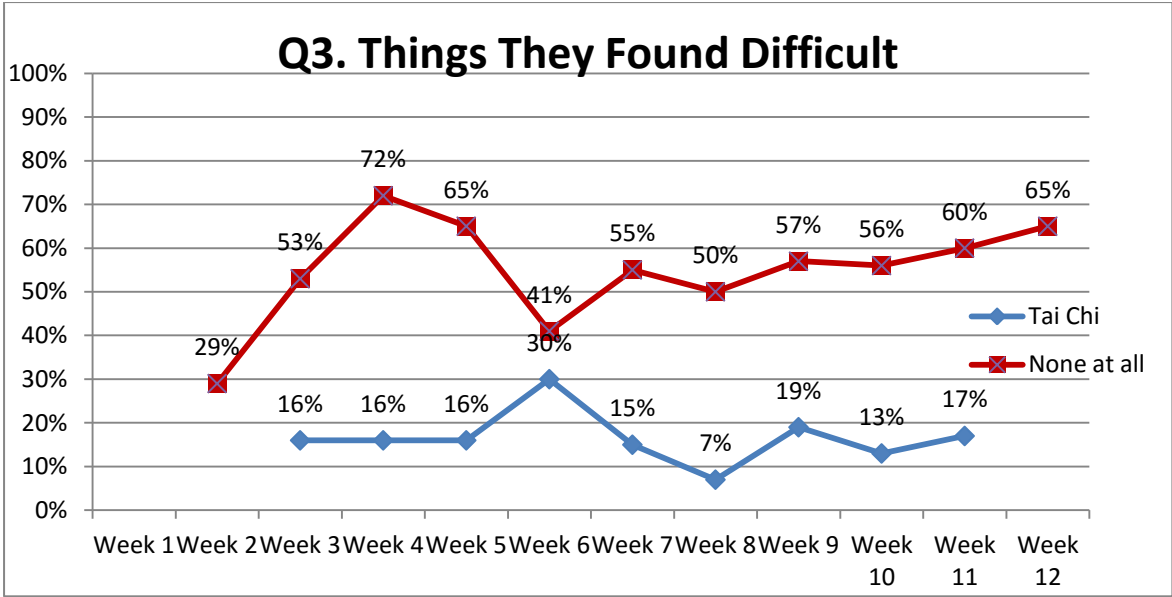


Journal graph data: Understanding, mindfulness focus and willingness to integrate into life.









Central Stakeholders Feedback

Children:

Nga Kete O Te Wānanga Weeks six to twelve

Student comments independently left in the basket from week six to twelve of the program.

Mindfulness is about thinking about what you are doing now and being calm. K

Mindfulness is like a mixture of nice S i l e n c e and sinking like an anchor. M

I learnt that doing mindfulness in a competition makes you come in a higher place. A

I love mindfulness I'm on top of the world. I love yoga, I learned some yoga. N

Mindfulness is peaceful and relaxing. I helps me calm down when I'm angry and stressed out. E

Everyday mindfulness is...concentrating on what you are doing. Thinking of nothing else and pushing thoughts away but learning from them. S

In mindfulness I have learned how to just be in the moment and now I concentrate more than I used to. S

Mindfulness is like a peaceful moment every second. Un-named.

Mindfulness is like an anchor slowly falling to the bottom of the sea. It is also a way to enjoy lots of amazing things. A

Mindfulness makes you calm. J

When I was reading horrible histories I was reading horrible histories. S

Mindfulness is like a bird floating in the sky and then sinking down like an anchor just sinking very fast. M

Mindfulness is in the moment learnt by the story. G

Mindfulness helps me climb trees. J

Mindfulness is an awesome feeling of anchoring into mindfulness and calming down belly breathes it is amazing and I love it. S

Mindfulness makes calmness. J

Everyday mindfulness is being in the moment. Unnamed

Mindfulness is like an anchor sinking deeper into mindfulness. Unnamed

Every day mindfulness is washing your hands eating/drinking having a shower, brushing your hair, when reading. S

An anchor sinking into the moment. O

Mindfulness cools me down. D

Mindfulness is like to enjoy what you are doing and focus on what you are doing. L

Everyday mindfulness is brushing your teeth, sleeping, getting dressed. O

Mindfulness is being calm and if you're just reading your just reading and if you're just sleeping you're just sleeping and...So on. G

Mindfulness is like noticing all the good little things in life. S

I use mindfulness to concentrate on my mathematics C

I used mindfulness with my friends C

Mindful walking is awesome. Un-named

Teacher Exit Interview 29th June 2015

1. What was the program like for you personally?

This was an incredibly useful experience. Highlighting how we can get bogged down and cluttered and the importance of stepping back and unwinding. To un-clutter the mind is a benefit to professional and personal life.

2. What will you do in future as a result of being involved in this mindfulness program?

I would say to learn more and continue with the class on how they want to integrate it into the class room practice e.g. with yoga.

3. What is your assessment of the overall engagement of the children with the activities presented? High medium or low.

The students were highly engaged. A few two or so developmentally were not quite able to engage all the time.

4. If you were to isolate any specific benefits of running such a program in mindfulness with this age group what would they be?

The biggest benefits were in noticing feelings giving them a name and that you don't need to be reactive to negative feelings. That is something that at this age kids either learn or not, so it's important to get clear.

5. What comments would you make about the children's social interactions and emotional skill development while we conducted the program?

It gave me something concrete to hang things on e.g. bucket filling someone dropped a ball and a student laughed I mentioned bucket filling and they understood and stopped laughing. It has made them more aware of others needs and what makes one person frustrated; scared or angry may not necessarily be the same for someone else. They are more accepting of each other's differences.

6. How was student behaviour affected regarding attention in class and in relation to social, emotional engagement with each other?

Attention and they are really more aware of how they interact with each other. They are not coming to me to resolve differences they are finding ways strategies to manage independently using the golden rule and being aware of how they treat each other.

7. What activities from this program could be integrated effectively and easily into a class routine?

I would consider some of the breathing activities, mindful sitting after lunch, and stories with simple messages.

8. Are there some general comments you would like to make?

Everybody needs to do this. It was well pitched at the class for everyone to take something and most to take a great deal. They frequently talk about mindfulness and that discussion continued over the entire program. They learned skills they will apply throughout their school lives.

9. How well have I resourced you to support the children in understanding mindfulness?

Very well not a burden at all and it's opened up my eyes to different books to use ways to say things and being non reactive

10. Was there anything you found that did not resonate or work during the classes?

Your style was totally present, totally appropriate.

Peers Workshop feedback July 10th 2015

2. What was your aim in attending this course?

- Learning about mindfulness and how to implement it in my class
- Being able to utilize mindfulness within my practice with children with mental health issues
- To gain strategies that build on the mindfulness I already know how to do
- To learn mindfulness skills and become more aware of these in my practice
- To use in the two schools where I work and in my private practice
- To advance my understanding / toolkit for working with young people and mindfulness
- Learn more about introducing mindfulness to my own children
- To explore how I might use mindfulness with parents and in my life
- A starting point to understand how I might integrate mindfulness into my counselling of young people
- To learn a range of different techniques of mindfulness
- To learn to use mindfulness more effectively in my work with children
- To extend my understanding of how mindfulness could work in classroom context
- To gain greater knowledge and confidence about mindfulness
- To deepen my understanding of mindfulness in practical terms
- To think of mindfulness in relation to work and children and helpful ideas that are child focussed
- More awareness of how to use mindfulness in my counselling practices

3. How would you rate your understanding of the topic delivered?

		Comments
Very well:	14	<ul style="list-style-type: none"> • John presented the topic in a detailed and considered way. Willing to answer many questions. • It was great to hear of the project and the introductions / beginning of mindfulness • Thorough delivery of the topic • Useful learning – Mindfulness a feeling. Stories and techniques for children’s understanding

		<ul style="list-style-type: none"> • This day has extended my resources, tools, confidence in what I know; has speed me up to develop a little starting programme with students
Some:	3	<ul style="list-style-type: none"> • Clearly delivered and demonstrated. Exercises enabled me to experience mindfulness • Much more than I previously had – but I feel challenged to read more

Was this aim met?

		Comments
Yes	16	<ul style="list-style-type: none"> • Very much so • Yes • Yes, affirming and also a bounty of resources • Absolutely • Definitely • Yes and curious to find out and develop it more
Mostly	1	<ul style="list-style-type: none"> • Partly. It was more catered to teachers and a group
Some		
No		

4. How would you rate your understanding of the topic delivered?

		Comments
Very well:	14	<ul style="list-style-type: none"> • John presented the topic in a detailed and considered way. Willing to answer many questions. • It was great to hear of the project and the introductions / beginning of mindfulness • Thorough delivery of the topic • Useful learning – Mindfulness a feeling. Stories and techniques for children’s understanding • This day has extended my resources, tools, confidence in what I know; has speed me up to develop a little starting programme with students
Some:	3	<ul style="list-style-type: none"> • Clearly delivered and demonstrated. Exercised enabled me to experience mindfulness • Much more than I previously had – but I feel challenged to read more
Little/no:		

5. Will you share what you learned in the workshop with your colleagues? How?

- Colleagues and friends – well worth others thinking about it.
- Yes, presentation at our business and management meetings. I will attempt to lead through one exercise.
- They have already done a course in mindfulness.
- Yes by applying this in my practice.
- Yes, I'd suggest that they look for John's teachings but also what I may do myself in my own practice.
- Yes, mindfulness group at my college – will discuss and bring in some of the insights John shared over coming weeks.
- Definitely
- Sure – keen to share with community facilitators at HEART and links in Tamaki area.
- Feedback in team meetings and or individually concepts of mindfulness and usefulness of practice.
- I will share around many techniques that I have gained.
- Yes, I will tell them what I have learned and recommend the speaker as a great person to learn from.
- By chatting, mindfulness in everyday activities.
- I will share the information, consider discussing it at the school I work at and may use some of it in a programme I'm developing with a counselling colleague.
- Yes I will tell teachers at the school where I work.
- Yes, I will run a 12 week educational programme for children who have experienced domestic violence about impacts. Hope from this course to integrate 'mindfulness' weekly.
- Yes, with my counselling colleague / principal.
- Yes, definitely share with my clients / colleagues.

6. Do you have other comments about the content of this course?

- Very clear and precise – useful ideas.
- It would have been useful to have more detail about the techniques and format of the strategies used and how to practice these with children with different presenting issues. It was very research focused in terms of this program.
- It would have been nice / useful to have done a round of introductions of all participants at workshop and have a better understanding of skills and experience.
- Physically I can no longer sit on the floor due to difficult back problems. Perhaps the option of a suitable chair as an alternative could

be mentioned rather than having to ask. I've done Buddhist Meditation where chair sitting is also acceptable.

Fantastic that it was grounded in the practice and in John modelling the lessons. Would love to have access to John's final research findings.

- Fantastic workshop, far exceeded my expectations. Very generous with information / resources. I would recommend highly to colleagues and others.
- I am keen to work together.
- Very inspiring, such wonderful work – I would be interested in mindfulness workshops in the future.
- I felt it was important to do 'Mindfulness activities at the start and then work our way through. Maybe the overview in the middle session then questions and discussions after lunch.
- Interesting, inspiring and applicable on a one-to-one counselling level. For example, with a very hyperactive 7 year old client I see.
- I have really enjoyed your style of delivery your organisation and your commitment to the children and families.
- It feels like a big step to launch into this; however I see the usefulness of start out small with individuals in my practice.
- Thank you John for sharing your resources and knowledge. I enjoyed receiving and learning from your extensive research and practice.
- So grateful for John's generous sharing of his programme, values, hearing children's feedback of their experience. John has been a role model for me today as I contemplate working with groups.
- Thank you John for your generosity.

7. How or where did you hear about this workshop/seminar?

- From Pt Chevalier School
- Skylight website (2)
- Skylight email (7)
- Through the Skylight advertising
- From my colleague, presenter – John Hibbs
- Previous Skylight workshop (2)
- Skylight Newsletter (2)
- Through John

Parental survey feedback: Week six 11th May 2015.

What level of importance do you assign to social emotional learning at school?

Answered: 15

Skipped: 0

Created with Highcharts 3.0.10

14 (93.33%)

HighMediumLow

0%10%20%30%40%50%60%70%80%90%100%

Answer Choices –	Responses –
– High	93.33% 14
– Medium	6.67% 1
– Low	0.00% 0
Total	15

Q2

Export

Customize

What level of significance do you assign to mindfulness training at school?

Answered: 15

Skipped: 0

Created with Highcharts 3.0.10

HighMediumLow

0%10%20%30%40%50%60%70%80%90%100%

Answer Choices –	Responses –
– High	60.00% 9
– Medium	40.00% 6
– Low	0.00% 0
Total	15

Q3

Export

Customize

How actively involved has your child been in exploring mindfulness?

Answered: 15
Skipped: 0

Created with Highcharts 3.0.10
Not Mentioned
Spoken About
Tried Sometimes
Practised Frequently
 0%10%20%30%40%50%60%70%80%90%100%

Answer Choices –	Responses –
– Not Mentioned	6.67% 1
– Spoken About	6.67% 1
– Tried Sometimes	60.00% 9
– Practised Frequently	26.67% 4
Total	15

Q4

Export

Customize

In the themes covered of: Self Soothing Calming; Mental Focus; Emotional Awareness and Kindness to Self & Others, which categories rates as most important for your child to develop?

Answered: 15
Skipped: 0

Created with Highcharts 3.0.10
Self Soothing Calming
Mental Focus
Emotional Awareness
Kindness to Self & Others
 0%10%20%30%40%50%60%70%80%90%100%

Answer Choices –	Responses –
– Self Soothing Calming	33.33% 5
– Mental Focus	6.67% 1
– Emotional Awareness	6.67% 1
– Kindness to Self & Others	53.33% 8

Total

15

Q5

[Export](#)

If there were other themes to be added to this particular Mindfulness Programme what might they be?

Showing 6 responses

Acceptance and equanimity. Tools to accept difficult situations calmly. Particularly helpful for kids that struggle with anger, frustration and anxiety. I imagine this has been covered already to some degree in Emotional Awareness in your programme?

5/16/2015 12:38 PM [View respondent's answers](#)

happy with current course content

5/13/2015 8:22 PM [View respondent's answers](#)

increase feelings of self worth healthy / mindful eating and exercise

5/11/2015 8:38 PM [View respondent's answers](#)

I think it works as it is.

5/11/2015 9:00 AM [View respondent's answers](#)

Maybe use of MP3 tracks for kids to use at home

5/8/2015 7:20 PM [View respondent's answers](#)

Not sure if anxiety management comes under emotional awareness but think this would be a great focus for kids

5/8/2015 4:47 PM [View respondent's answers](#)

Q6

[Export](#)

How well have you been kept informed of the contents of the current Mindfulness Programme running in your child's class?

Showing 13 responses

Well informed.

5/16/2015 12:38 PM [View respondent's answers](#)

Scarlett is not a huge sharer of class content but we have spoken about the course and she has been actively using the body scan technique which has helped with her sleeping remarkably. She has also from time to time been heard sternly saying to herself "calm down Scarlett" and she does seem a lot calmer this year generally and less prone to get upset over small things.

5/14/2015 10:32 AM [View respondent's answers](#)

well informed

5/13/2015 8:22 PM [View respondent's answers](#)

Sam has spoken about tasks and classes but we also should be checking more often via the class site.

5/11/2015 8:38 PM [View respondent's answers](#)

well

5/11/2015 9:00 AM [View respondent's answers](#)

We were provided with a good overview at the initial parents' meeting. Did the second one happen? (Perhaps I missed it.) If not, a bit of feedback along the way about how it's been received by the children would have been good. The handout provided was informative too.

5/10/2015 11:01 PM [View respondent's answers](#)

vey well thanks

5/10/2015 10:13 PM [View respondent's answers](#)

Some through my child

5/8/2015 10:04 PM [View respondent's answers](#)

Well enough

5/8/2015 9:33 PM [View respondent's answers](#)

Well

5/8/2015 8:26 PM [View respondent's answers](#)

Not very

5/8/2015 7:20 PM [View respondent's answers](#)

Fairly well

5/8/2015 4:47 PM [View respondent's answers](#)

Not very

5/8/2015 3:14 PM [View respondent's answers](#)

Q7

[Export](#)

[Customize](#)

Please rate the overall relevance of this Mindfulness Programme for your child

Answered: 15

Skipped: 0

Created with Highcharts 3.0.10

HighMediumLow

0%10%20%30%40%50%60%70%80%90%100%

Answer Choices –	Responses –
– High	93.33% 14
– Medium	6.67% 1
– Low	0.00% 0
Total	15

Q8

[Export](#)

How could this current programme be improved?

Showing 7 responses

Possibly more parental involvement for those whose children are not sharers

5/14/2015 10:32 AM [View respondent's answers](#)

no comment

5/13/2015 8:22 PM [View respondent's answers](#)

It could be in every class and practised daily for 5 minutes before each learning block to quiet the kids ready for learning.

5/11/2015 9:00 AM [View respondent's answers](#)

Perhaps a bit more guidance could be provided to parents about how they can build on what has been done in class.

5/10/2015 11:01 PM [View respondent's answers](#)

a few tips on encouraging kids to use what they have learnt every day, i.e. tips for parents to prompt kids

5/10/2015 10:13 PM [View respondent's answers](#)

Better communication coming home, perhaps specific homework tasks or activities that the whole family could participate in

5/8/2015 7:20 PM [View respondent's answers](#)

Nil to add

5/8/2015 4:47 PM [View respondent's answers](#)

Q9

Export

Any further comments....

Showing 12 responses

We have really appreciated the chance for Nellekes involvement and excited at the prospect that the school may embrace this as a part of the curriculum.

5/16/2015 12:38 PM [View respondent's answers](#)

thank u

5/14/2015 2:19 PM [View respondent's answers](#)

I am very grateful Scarlett was involved in the programme and think it would be useful for all children of this age group

5/14/2015 10:32 AM [View respondent's answers](#)

Olivia has really enjoyed this course and has used her new found skill as recently today when she practised mindfulness to help her do the cross country run! Anything that helps children to be more self aware and mindful of others is a great thing

5/13/2015 8:22 PM [View respondent's answers](#)

thank you for engaging Room 1 in the Mindfulness Program. We feel very lucky for our son to experience and benefit from John's teaching and Andrea's enthusiasm about Mindfulness.

5/11/2015 8:38 PM [View respondent's answers](#)

Excellent to see this programme in public schools. It made a huge difference to Oscar and has hugely helped with his focus and being able to get to sleep earlier at night.

5/11/2015 9:00 AM [View respondent's answers](#)

It would be great to see something like this become more widespread.

5/10/2015 11:01 PM [View respondent's answers](#)

Would love it even more for my highly energetic sometimes hard to focus year 6 boy.

5/8/2015 9:33 PM [View respondent's answers](#)

Really happy this course has been run for my child and I would love to see it done again, or incorporated into daily learning and activity.

5/8/2015 8:26 PM [View respondent's answers](#)

Not sure how well these techniques have generalised to the kids lives

5/8/2015 7:20 PM [View respondent's answers](#)

Thank you for exposing our kids to something so forward thinking

5/8/2015 4:47 PM [View respondent's answers](#)

Thank you!

5/8/2015 3:43 PM [View respondent's answers](#)

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