Mindfulness means...

noticing what is happening now, with kindness and curiosity.
1. Intentional focus on immediate experience
2. With curiosity, openness, acceptance and love (COAL)
Attention regulation

1. Knowing where our attention is
2. Knowing where it needs to be
3. Directing it to where it needs to be
Regulating attention with kindness/curiosity

1. Knowing where our attention is
2. Knowing where it needs to be
3. Directing it to where it needs to be
4. Being open and accepting of that experience
5. Applying kindness and curiosity
Why the need for mindfulness?

- Half of our lives – just not available (but we’re happier when we’re present)
- Ruminating about negative events = a strong determinant of depression
- Depression is the leading cause of disability worldwide, and is a major contributor to the overall global burden of disease (WHO, 2017)
Why mindfulness for children?

Increasing levels of:

- Stress
- Anger
- Behavioural problems
- Anxiety

- 28% increase in antidepressants being prescribed to children (also a common treatment for anxiety)

- ERO has identified wellbeing as vital to education success
Research – children and young people

- Reduces depression, anxiety & stress
- Improves mental health & wellbeing
- Boosts mood
- Enhances self-regulation
- Increases positive behaviour & learning

In summary: boosts cognitive performance and builds resilience
Pause, Breathe, Smile
Pause, Breathe, Smile

Eight lessons
Online daily practices
Student learning journal
Fruit for mindful eating
1. A Study of the Effects of Mindfulness in Five Primary Schools in New Zealand (Rix & Bernay, 2014). *New Zealand Journal of Teachers’ Work*

2. Pause, breathe, smile: a mixed-methods study of student well-being following participation in an eight-week, locally developed mindfulness program in three New Zealand schools (Bernay, Graham, Devcich, Rix & Rubie-Davies, 2016). *Advances in School Mental Health Promotion*

3. Effectiveness of a mindfulness-based program on school children’s self-reported well-being—comparisons with an emotional literacy program (Devcich, Rix, Bernay & Graham, under review). *Journal of Applied School Psychology*
Research results based on three studies

Pause, Breathe, Smile:
- Increases calmness
- Improves focus & attention
- Enhances self-awareness
- Improves conflict resolution skills
- Develops positive relationships
- Reduces teacher stress
Statistically significant increases in mindfulness and wellbeing compared with the control group.
Links to the NZC

1. **Key Competencies:** Mindfulness brings an experiential element to learning which foster the key competencies of the NZC

2. **Learning Areas:** The Health and Physical Education, Social Sciences and Science learning areas are clearly linked with each lesson of Pause, Breathe, Smile

3. **Te Whare Tapa Whā:** An eloquent model of hauora (holistic wellbeing) from a Māori perspective is incorporated within Pause, Breathe, Smile.
Intended outcomes

1. Increased focus and attention
2. Increased caring
3. Increased understanding and experience of:
   - Wellbeing (what supports it and what doesn’t)
   - Emotional literacy & resilience
   - Interconnectedness
Te Whare Tapa Whā

Taha wairua
Spiritual wellbeing

Taha hinengaro
Mental & emotional wellbeing

Hauora
Wellbeing

Taha tinana
Physical wellbeing

Taha whānau
Family & social wellbeing

Whenua
Land, roots
4 CORNERS OF YOUR HOUSE

Taha Wairua
Spiritual Health

Atuatanga
Intellectual Health

Teina
Social Health

Ako
Physical Health

BELIEFS & ATTITUDES

Nurture

Fear

Weak

New

Weight

Less

Calm

Happy

Mindful

Bright

Physical

Cosy

Empty

Not

Exited

Alert

Filled

Confident

Focused

Mindful

Meditative

MINDFULNESS EDUCATION GROUP
“When I’m upset, I let myself feel sad, and then I can feel happy again.” - PBS participant, 7 years old.
“...we all in our family tried mindful eating. We switched off all the devices and we ate mindfully... my chicken soup was much yummier!”

“Before I hadn’t noticed that she was feeling sad but after I did mindfulness I wanted to help her”

“When my dad was so angry because the garden was very messy then I told him about ‘pause, breathe, smile’ and how you do it... after that he felt calm like I did... and I was so happy at my dad!”
Self-generated positive emotions via loving-kindness meditation:

• increases positive emotions
• positive emotions increases vagal tone (mediated by increased perceptions of social connections)

“Results suggest that positive emotions, positive social connections, and physical health influence one another in a self-sustaining upward-spiral dynamic.”
PBS core element: Straight back, soft belly
PBS core element: Round-room feedback
Relating mindfully

Professional Learning
The Mindfulness Education Group is on a mission to positively shift the emotional landscape of New Zealand communities.

We will do this by:

- Leading the way with high-quality professional development for educators and health professionals to teach New Zealand’s only locally developed and researched mindfulness in schools programme: Pause, Breathe, Smile.

- Supporting our members with ongoing opportunities to extend their personal understanding and practice of mindfulness, through monthly online forums and continuing PLD workshops.
PLD STEP 1: The MEG Online Mindfulness Course

- Access 24/7, self-paced, view at your convenience
- Alleviate stress, anxiety, reduce burn-out
- Strengthen calm & clarity, & boost wellbeing
- Develop an ability to focus on what’s important & let go of what’s not
- Included with full PBS Educator Certification training package (or purchase as a stand-alone course)
PLD STEP 2: PBS Curriculum Workshop

Comprehensive training for integrating each of the core components of PBS in your classroom:

- Mindful Breathing practices
- Mindful Eating
- Mindful Movements
- Round room feedback building emotional literacy and capacity to listen mindfully and be present for others
- Te Whare Tapa Wha as tool for review
PLD STEP 2: PBS Curriculum Workshop - continued

The Educator’s Handbook – containing all eight lesson plans:
- Background to lesson purpose
- WALTs clearly set out for each lesson
- How lesson aligns to NZC
- Overview of lesson including sample scripts and mindfulness activities
PLD STEP 3: PBS Curriculum Video Tutorials

Eight hours of formal training through instructional videos

Step-by-step overview of how to deliver each PBS lesson

Comprehensive instruction on the science and research underpinning each PBS mindfulness lesson

Can be reviewed any time.
Quality Assurance: school communities and strategic partners know that all our members are trained in this unique mindfulness programme to the same high standard.

Quality Control: Pause, Breathe, Smile resources for schools are protected and restricted through members-only access on the MEG website.

Ongoing R&D: members receive unrestricted access to new mindfulness resources (video, audio and print) developed by MEG.

Ongoing mindfulness PLD: discounts to mindfulness networking and practice workshops and retreats throughout the year and in online forums.
Thank-you.
Visit www.mindfulnesseducation.nz to learn more


References


World Health Organisation (2017) Depression Fact Sheet
http://www.who.int/mediacentre/factsheets/fs369/en/