

MORE than MINDFULNESS – Scope and Sequence - DRAFT

Year	Core Strategies	Extra choices	Statement of intent - outcomes
K	<ul style="list-style-type: none"> • Experiment with using breath as an anchor to be mindful • Notice where they feel their breath - nostrils, chest or tummy. • Become aware deep belly breathing with a longer out breath creates a sense of calm • Practice index finger of one hand stroking fingers of other hand. Notice how it feels and what it does. Soothes as it includes touch, warmth and nurture • Learn and use 'L O V E for me and others' as an introduction to Loving kindness meditation • Be guided in an active visualisation to learn everyone has a special calm, peaceful place they can go to, including leaving worries out of safe space. • 3 mindfulness practices one after the other = 3 minutes of being mindful • Clearing a space using a gingerbread man 	<ul style="list-style-type: none"> • Stop the reaction • Yawn and stretch • Clench fist and breath into fist <p>(See summary of these mindfulness practices)</p> <ul style="list-style-type: none"> • Being grateful – one thing at end of day • intentions 	<p>By the end of Kindergarten students will be able to</p> <ul style="list-style-type: none"> • Learn we can create our own safe space and ground ourselves and know what is the right distance between us and others and us and our worries – introduction to clearing a space • Learn that touch, warmth and nurture settle • Use 2 or 3 simple mindfulness strategies to settle themselves or get back on task • Do one minute mindfulness practices at beginning of day and after recess and lunch and at any time it would be helpful for class to settle • Experiment with what is the right distance • Experience a felt sense and come to know in any situation (good and bad) their body has a story to tell • Use art – in particular gingerbread man, and also use objects and photos to symbolise what story their bodies tell them • Start to learn via interaction with teacher that turning towards the things we find inside and being kind and curious brings an easing and sometimes a forward step – Introduction - Getting bigger than what is bothering you • Reflect on what helps each child best and encourage to use those strategies on their own

1 and 2	<p>As above – re-introduce the strategies above</p> <ul style="list-style-type: none"> • Do them for longer up to 5 minutes of being mindful • Introduce- Yawn and stretch to do between tasks • Teach Stop the reaction • Teach breathing into clenched fist • Teach “getting bigger than what is bothering you” demonstrate with class member • Learn ‘clearing a space’ • Do guided visualisation – experiment with calm place (eg lagoon) and active place (eg riding on a dolphin’s back) 	<ul style="list-style-type: none"> • STOP – Stand up and breath, tune in, observe, possibility • CAN do practice • Being grateful – 3 things at end of day • intentions 	<p>As above PLUS</p> <ul style="list-style-type: none"> • Start to utilise Pausing and sensing in to describe what you find there and then turn towards with kindness to settle self • Learn some new mindfulness practices • Reflect on what works best • Be encouraged to Pause and use mindfulness or Focusing practice so can respond not react • Introduce the concept of “let’s pause” or “perhaps we can take a moment to be mindful or to look inside and describe what we find” • Encourage and model the concept of self compassion and also teacher is keeping student and the feeling company with kindness too (relational)
2	<p>As above – re-visit One minute mindfulness practices</p> <ul style="list-style-type: none"> • Increase mindfulness practice to 8 minutes at least twice per week • Do guided visualisation at least once per week. Introduce words like calm and confident and use an anchor (Clench fist as say words) • Teacher to introduce a body scan • Do clearing a space at least once per week • Use getting bigger than what is bothering you at least once a week 	<ul style="list-style-type: none"> • Being grateful • 3 things grateful for • one thing did well today • one thing might do differently • intentions 	<p>My the end of Year 2 – as above plus</p> <ul style="list-style-type: none"> • Reflect on which practices like best. Has that changed? What do you like best about the ones you like? • Be a pausing class • Notice what happens when you do the longer 8 minute practice

	<ul style="list-style-type: none"> • Focus on good experiences too • Introduce CAN Do practice • Introduce STOP practice • Introduce more formal ‘Loving kindness’ meditation • Reflect on being intentional • Do a listening exercise 		
3 and 4	<p>As above</p> <ul style="list-style-type: none"> • What do you value? • What are your intentions? • How do you settle yourself? • Being grateful • Experiment with breath, loving kindness, mantra • Mediate/mindfulness for 10 minutes twice per week • Do body scan as lead in to Mindfulness practice, focusing and guided visualisation 	<p>Being grateful – 3 things at end of day 3 things did well 1 thing would change intentions</p>	<p>As above</p> <ul style="list-style-type: none"> • Use strategies for self without being requested to do formally • Notice what happens when you do the longer (10 minute) practices. • Use clearing a space when you need to • Use “getting bigger than what is bothering you” when you need to
4	<p>As above including</p> <ul style="list-style-type: none"> • What is stress? • What do you value? • What are your intentions? • How do you settle yourself? • Being grateful • Experiment with breath, loving kindness, mantra • Mediate/mindfulness for 12 	<p>Use any of the One minute mindfulness strategies More formal loving kindness meditation Grateful as above</p>	<p>As above</p> <ul style="list-style-type: none"> • Use strategies for self without being requested to do formally • Notice what happens when you do the longer (12 minute) practices. • Use clearing a space when you need to • Use “getting bigger than what is bothering you” when you need to • Witness how to work in partnership with

	minutes twice per week		someone who is focusing via teacher/student demos
5 and 6	<p>As above including</p> <ul style="list-style-type: none"> • What is stress? • What do you value? • What are your intentions? • How do you settle yourself? • Being grateful • Grounding • Experiment with breath, loving kindness, mantra, body scan • Mediate/mindfulness for 12 to 20 minutes twice per week • Clearing a space • 'Getting bigger than what is bothering you' in pairs • Listening exercise • When I feel because • Steps of focusing • Focusing partnerships – once a week 	<p>Year 5 and 6 are the same.</p> <p>More formal loving kindness meditation including sending love to someone who has hurt you</p>	<p>By the end of the year students will be able to:</p> <ul style="list-style-type: none"> • Pause as the first step so they can respond and not react • Use any of the one minute mindfulness practices whenever they need to • Clear a space on their own, being led by the teacher or in partnership with a classmate • Practice 12 to 20 minutes of their preferred mindfulness method (at home or school, including getting off to sleep) at least twice per week. That is: mindfulness meditation using breath, sounds, loving kindness, mantra, body scan • Do a guided visualisation on their own, being guided by a teacher or using the app – 'insight timer' • Use 'getting bigger than what is bothering me' whenever they need • Work with a partner (ie do a partnership exchange) once a week on either something that is bothering them or something good that has happened

By Year 5 and 6 if someone looked into the classroom they would see the following things:

- Students start their day being intentional and coming from their values
- Students practice good listening skills
- Students when necessary use the assertive communication skill of: “when, I feel, because”
- 1 to 3 times a day (for example at the start of the day, after recess and after lunch), students formally use some of the one-minute mindfulness methods (for example breath or finger tracing or L O V E for me and others). Students can be seen to be using these strategies on their own when they need to
- The students use Pausing as a normal part of their day, so they can respond and not react. There is encouragement to take a moment to Pause and check inside as a formal practice or when students feel it would be helpful.
- Twice a week the students do a 12 to 20 minute meditation of their choice, for example: using breath, mantra, body scan or loving kindness
- Once week students “clear a space’ guided by the teacher
- Once a week as a whole class activity students are led through “Getting bigger than what is bothering you”
- Once a week students are led through a ‘guided visualisation’
- Once a week students do a focusing partnership – either something that is bothering them or a good thing.
- Students finish their day being grateful