



**St Philip Neri School**  
N O R T H B R I D G E

**Report on the Survey Results from the  
MORE than MINDFULNESS Program**

**run at St Philip Neri Catholic Primary School, Northbridge, NSW in 2016**

**Executive Summary**

Overall the MORE than MINDFULNESS (MtM) program appears to have met its brief. The students understand more about stress and how it affects them and what they can do to settle themselves. There are fewer children who are worried all the time.

The majority of children have found the MtM program helpful and are using some of the strategies to help them when they feel worried. Most of the children have found something in the program that helps them soothe themselves in times of trouble.

These are:

- Learning to be kinder to themselves
- Becoming better listeners and communicating more effectively.
- Opening their vision to 'the more', which includes the good things.
- Using the mindfulness and focusing methods that help them the best
- Gaining insight and being able to decide to change in some way (or not).
- Connecting with others better and hopefully getting a sense of belonging and being more able to build strong quality relationships

The data is supported by anecdotal evidence that suggests that children are generally happier and teaching time within classes has increased.

*The St Philip Neri Mission:*

*'As a school community we have a strong sense of self and knowledge and understanding of our capacity as learners.*

*We respect others, embrace challenge and celebrate diversity.*

*As a community we reach out through our actions and relationships in:*

*Deeds and not just in words'*

## **Background**

As part of a strategic process of evaluation, goal setting and allocation of resources for 2016, the executive and staff at St Philip Neri School expressed concern regarding an increasing number of students displaying signs of anxiety. It appeared their anxiety was having an impact on their engagement in their learning; their willingness to take risks and ultimately it was impacting their ability to realise their learning potential. The school took the decision to allocate resources to support a trial to address the underlying issue of student anxiety. This decision was informed by a commitment to realise the schools mission of “deeds not words” so that students could ‘embrace challenge’ and increase their “sense of self” and “respect for others”.

The MtM program was introduced with the deliberate intention of increasing the students’ resilience by teaching them ways to settle themselves in times of stress. The MtM program taught students how to pause, listen, reflect, focus, be mindful, intentional and grateful.

Although this report only considers data from a beginning Survey and a concluding Survey, these were completed as part of a broader process as follows:

1. Stage 1 - Term 2 2016:
  - a. students in yr 2, 5,5/6 participated in the program
  - b. Targeted professional learning was provided to all class teachers to support them to support the students
  - c. Parents were invited to participate in sessions out of school time
2. Stage 2 - Term3 2016
  - a. Students in yrs K,1,3,4 participated in the program
  - b. Students in yrs 2,5,5/6 engaged in a maintenance program
  - c. Teachers implemented strategies
  - d. Parents workshops continued
3. Stage 3 - Term 4 2016
  - a. Modelling of targeted strategies identified by teachers
  - b. Maintenance program with students K-6

This pilot program sought to identify the areas of greatest concern to the children and to provide various mechanisms for coping with stress and building resilience. Some further details are provided in the Appendices, including an overview of the MtM program (Appendix A) and an outline of how the MtM program fits the curriculum and the AITSL Professional standards (Appendix B).

## **Beginning and Concluding Surveys**

There were a number of surveys conducted throughout the program to assist in guiding the organic development of the program to ensure the best fit to the circumstances of the students. This report focuses on the two surveys of all students. The first survey was conducted before the program began to establish a baseline and to identify areas of greatest need. A final survey was conducted toward the end of the year to understand the progress that had been achieved and any areas for ongoing focus.

## **Survey completed before the MtM Program began**

The program began in Term 2 of 2016 with a survey completed by almost all the children in the school (173 responses from 192 students, giving an excellent 90% response rate). Children in the younger years were assisted by their teachers in completing the online survey.

- A. The first series of questions asked for personal information. Students were next asked to list up to 5 things that made them feel worried, in order of importance. This list was then analysed and weighted, allowing for the top 9 responses to be identified as follows:
1. Getting Lost
  2. Being alone
  3. My family, friends, pet or me getting hurt, sick or dying
  4. Not doing well at school or with homework
  5. Not doing well at sport
  6. Disasters happening e.g. wars, terrorist attacks, kidnapping, fires, drowning
  7. Being scared of monsters or animals
  8. Being scared at night e.g. dark or nightmares
  9. Being treated in a mean way by others
- B. Students then listed up to 5 things that helped them relax (in no particular order), which was analysed and summarised as follows:
1. Going to bed and sleep
  2. Watching the TV or playing on an electronic device
  3. Doing exercise
  4. Listen to music
  5. Reading
  6. Being with or talking to a friend, family member or pet
  7. Meditation
  8. Having quiet time
  9. Drawing or crafting
  10. Having a bath
- C. The students were then asked if they would like to learn ways to help them to relax, with 81% saying 'yes' and 19% saying 'no'.
- D. Students were then asked how they knew that they were worried, ranking from 1 most common to 5 least common. Suggested responses provided as follows:
1. Butterflies in stomach (37%)
  2. Lump in throat (18%)
  3. Feeling sad (16%)
  4. Other (16%)
  5. Headache (13%)

It is of interest to note that when asked students can tell you either where they feel worry in their bodies or they can give you an emotional quality for example sad. This bodes well then for their ability to practice mindfulness and focusing.

- E. Students were then asked how they behaved when they were worried, with suggested responses provided as follows:
1. Stay quiet (51%)
  2. Other (16%)
  3. Talk to someone (16%)

4. Get angry (11%)
5. Let off steam (6%)

Students were again able to tell how they behave when they are worried.

F. The next two questions utilised a Likert scale with possible responses as follows: Not at all, Occasionally, Sometimes, Frequently, All the time. The responses for frequently and all the time were added together to generate an overall percentage. Similarly, all levels of worry were added together (in red) and compared to the response 'not at all' (green). The question asked "Please tell us about your feelings:"

1. I will probably feel worried about something tomorrow (21%)
  - a. All levels of worry: 63%
  - b. Not worried at all: 37%
2. I felt worried some of yesterday (17%)
  - a. All levels of worry: 63%
  - b. Not worried at all: 37%
3. I felt worried this morning (9%)
  - a. All levels of worry: 42%
  - b. Not worried at all: 58%
4. I feel worried now (8%)
  - a. All levels of worry: 47%
  - b. Not worried at all: 53%

G. In response to the question "I feel stressed when:"

1. ... at school (19%)
2. ... at home (14%)
3. ... at Sport (10%)
4. ... being with friends (4%)

The 19% who felt stressed at school were of particular interest for this program.

H. Students were then asked to give examples of when they felt stressed at school. Responses were then ranked and summarised as follows:

1. Issues with friends – excluded, ignored, mean, hurt me or my friends, lonely (26%)
2. Failure to complete, fear of failure, teacher gives me too much work, too difficult,
3. falling behind (20%)
4. Tests- hard, don't know what to do, not enough time to complete, don't know the answers (19%)
5. School work in general & subject specific - Maths, Reading, English (8.5%)
6. Getting into trouble, being sent to the principal's office, when my teacher gets mad (7%)

When asked about what worried them most. It appears when thinking globally personal things like getting lost and being alone come first ie threat to our self. Second were worries about family and friends getting hurt or sick and then not doing well at school. However, when the question was about the things that worried them at school, it was "issues with friends" that ranked first and then "fear of failure" second. To generalise, issues with self and relationships come first and then worries

about not doing well come next. This points to what research has shown about happiness - people who have quality relationships with others and themselves are more content. It is possible to speculate that “fear of failure” is also about letting yourself or others down which is also about relationships with self and others.

- I. Students were then asked to give examples of when they felt stressed while not at school. Responses were ranked and summarised as follows:
  1. Sibling issues: fighting, annoyance, teasing (25%)
  2. Homework; the pressure; too hard, too much (15%)
  3. After school activities/ sport; failing at sport, letting the team down, nervous at tryouts (14%)
  4. Fear of failure/ disappointing parents: letting parents down, getting into trouble, trying something new and failing (9%)
  5. Other; getting sick, depression, cleaning my room, getting ready to go somewhere, visiting people, making dinner, dogs, night/dark (8%)
  6. Never or very rarely get stressed (7%)

Again the top issue is about relationships that are not going well. After that, the themes of “too hard”, “fear of failure”, “letting parents down” are about the relationship with self and others, and expectations to perform for others and self.

### **Survey completed after MtM program completed (by the whole school)**

Following an initial trial with three classes (Years 2, 5 and 5/6) that showed promising results, the program was rolled out to the remaining classes in the school. Maintenance sessions were continued with Years 2, 5 and 5/6.

The program was re-evaluated in November 2016 with a survey completed by almost all the children in the school (145 responses – a 76% response rate). In the younger years were assisted by their teachers in completing the online survey. The first questions requested personal information.

In this survey, the students were asked to rank five things from the list provided (nine possibilities) that worried them, in order of importance (with 1 being the thing that worried them the most). The results were interesting with negative events impacting on the family of most concern, followed by the disasters and getting lost. When looking at this ranking through the frame of the normal human need for connection, belonging, safety and security in those connections, it is not surprising that students worry about things going wrong with those they are attached to and love and care about. It is possible to speculate that student’s access to the 24 hour news cycle and connection to the digital world increases exposure to disasters, so that this ranks second. The third one “getting lost” goes back to personal safety and feeling threatened. Since these children are between 5 and 12 “getting lost” is likely to mean ‘not connected to other’ and that this threat to personal safety would switch them to “fight, flight, freeze” mode.

	Getting Lost	Being alone	My family, friends, pet or me getting hurt, sick or dying	Not doing well at school or with homework	Not doing well at sport	Disasters happening eg. wars, terrorist attacks, kidnapping, fires, drowning	Being scared of monsters or animals	Being scared at night eg dark or nightmares	Being treated in a mean way by others
1 to 3	66	56	105	34	20	78	16	24	32
4 to 6	50	46	18	58	38	35	32	32	48
7 to 9	8	18	8	24	32	9	45	49	31

For the next question, students were asked to rank from 1 to 5, things that helped them relax, from a list of ten possibilities. Although no ranking was requested, it is interesting to see that electronic devices and music were the strongest responses.

	Going to bed and sleep	Watching the TV or playing on an electronic device	Doing exercise	Listen to music	Reading	Being with or talking to a friend, family member or pet	Meditation	Having quiet time	Drawing or crafting	Having a bath
1 to 3	47	79	38	69	47	41	19	24	33	31
4 to 6	36	28	27	38	41	50	29	39	32	32
7 to 9	18	9	14	10	17	19	33	31	28	21

Meditation is the bottom choice. Watching TV or playing on an electronic device got the most responses. These activities are more of a distraction technique, than a way to consciously and deliberately relax and affect mood. Listening to music, especially calming music, is known to affect mood. Going to bed and sleeping is an effective way to relax and be rested.

The students were then asked if they would like to learn ways to help them to relax, with 64% (90) saying 'Yes' and 36% (50) saying 'No'. Presumably, this decrease is because they have now learnt a number of ways to help them relax.

Students were then asked how they knew that they were worried, with suggested responses provided. The most common signs of worry were Butterflies in tummy/stomach, but all of the symptoms were well represented. As stated earlier being able to feel into their bodies and notice physical sensations or mood shows the students are aware of what is going on for them on the inside. This bodes well to be able learn and utilise Mindfulness and Focusing methods

	Lump in throat	Butterflies in tummy	Feeling sad	Headache	Other
1 to 2	47	75	59	49	53
4 to 5	70	39	47	58	60

Students were then asked to indicate from a list of six items, which indicated that they were most worried. This question produced similar results to the previous question.

Response	Number
Feeling anxious or nervous	37
Butterflies in my tummy	35
Feeling sad	8
Headache	13
lump or tightness in the throat	19
Other (please specify)	19
Sweaty palms	14
Grand Total	145

Students were then asked how they behaved when they were worried, with suggested responses provided. Compared to the starting survey, “Stay quiet” has declined by 4%, while talk to someone has increased by 5%. Anger has decreased by 6%.

Response	Total	Percentage
Get angry	14	10%
Move away from other people	27	19%
Stay quiet	68	47%
Talk to someone	30	21%
(blank)	6	4%
Grand Total	145	100%

Knowing that 47% of children say when they are worried they stay quiet could be a useful sign for teachers to encourage students to use one of their MtM techniques. Teachers could also let the student know they are there for them if they need help with something. Talking to someone about their worry increased from 16% to 21% from the opening and closing surveys. This is a positive result meaning that more students are comfortable letting others know they are worried.

The next questions were changed from a Likert scale to a ‘yes’ and ‘no’ response. In the starting survey the responses were to the question “Please tell us about your feelings:”

I will probably feel worried about something tomorrow	Total	Percentage
No	85	61%
Yes	55	39%
Total	140	100%

Not worried at all about something tomorrow has improved from 37% to 61%

I felt worried some of yesterday	Total	Percentage
No	67	47%
Yes	76	53%
<b>Total</b>	<b>143</b>	<b>100%</b>

Not worried some of yesterday has improved from 37% to 47%

I felt worried this morning	Total	Percentage
No	105	73%
Yes	38	27%
<b>Total</b>	<b>143</b>	<b>100%</b>

I felt worried this morning has improved from 58% to 73%

I feel worried now	Total	Percentage
No	125	87%
Yes	18	13%
<b>Total</b>	<b>143</b>	<b>100%</b>

I feel worried now has improved from 53% to 87%

The data suggests that the MtM program has helped to have less worried students. It is good to know that 87% were not worried as they did the survey and 73% had not been worried this morning. For those who were worried it is hoped that the techniques they learn in MtM will help them settle themselves when they are worried. When looking back at yesterday 53% said something had worried them. However, when asked about tomorrow only 39% thought they would be worried, which shows they were more optimistic about tomorrow.

There is an argument for continued use of the techniques as 13% of students said they were “worried now” and another 14% had already been worrying this morning.

### Supplementary Information

In addition to the numerical data produced by the two surveys, a sample of student’s responses to the open-ended questions is provided in Appendix C. Similarly, additional insights may be gained from the survey of the older students about the various techniques MtM encourages. The Year 5 and 5/6 classes completed a survey which asked which techniques they liked, showing strong engagement with the program (see Appendix D).

In addition to the MtM program helping children directly, teachers were also engaged. The feedback on teaching – predominantly on Leonie Stewart-Weeks, but also including the assistance of the class teachers was very positive (see Appendix E).

Finally, it should be noted that this report does not detail the anecdotal evidence of the success of the MtM program.



## **Conclusion**

Responding to the initial success of the program, in a relatively short time, the executive and staff at St Philip Neri are undertaking steps to maintain the momentum. In line with the strategy, mentioned at the beginning of the report, work has been undertaken to embed the benefits of the MtM program in the normal teaching day, through a scope and sequence document. Similarly, a foundation statement outlining the expected outcomes by the end of 2017 has been developed.

The MtM program has taught students how to pause, listen, reflect, focus, be mindful, intentional and grateful. This is a great assistance to building a community where students, with the support of teachers and parents build their own resilience and increase their wellbeing and meet the school's mission.

## APPENDICES

### Appendix A: An Overview of the MORE than MINDFULNESS Program

Mindfulness is everywhere these days. That is a good thing. The MORE than MINDFULNESS program is about MORE than MINDFULNESS and that is an even better thing.

The “More than Mindfulness” Program is designed to give teachers, parents and students a whole array of tools to place in their toolbox. These tools (methods, tips and techniques) can be used when students feel stressed, concerned or anxious. Teachers and Parents may also use these tools for self care.

The MORE than MINDFULNESS Program has been designed to help students:

- Understand what stress is and how it affects them and learn methods to help them be less stressed
- Know their values
- Be intentional
- Be grateful
- Become more mindful and use various strategies that help them best – breath, body scan, mantra, loving kindness
- Learn to pause, so they can respond and not react
- Become better listeners and communicators
- Become more empathic and compassionate to themselves and towards others and learn forgiveness.
- Learn to Focus so they can get in touch with their own implicit wisdom and therefore find their own way forward. Focusing is a method that teaches that turning towards and being with the things we find with a caring, curious attitude is helpful
- Become more aware of how they walk in the world – what they do, think, feel, believe and the sense they make of all that.

This will enable them to:

- Soothe themselves in times of trouble.
- Show themselves self-compassion and others empathy and compassion too
- Listen and communicate more effectively.
- Open their vision to ‘the more’, which includes the good things.
- Use the mindfulness and focusing methods that help them the best
- Gain insight and decide to change in some way (or not).
- Connect with others better and in doing so get a sense of belonging and be more able to build strong quality relationships

The MtM Programs intention is to enhance personal wellbeing by having methods and techniques so that students can settle and soothe themselves. The MtM program does build resilience and also improves each student’s ability to connect with his or her mind, body and spirit.

The majority of students completed an opening and closing survey of the MtM program.

The results and discussion can be found on the next pages.

## **Appendix B: How does MORE than MINDFULNESS fit into the curriculum and the AITSL Professional standards?**

MORE than MINDFULNESS fits into the PDHPE curriculum.

Values and Attitudes Outcomes Throughout the years of primary schooling students will develop an appreciation and commitment to healthy and socially just ways of living. The following outcomes apply at all stages. A student:

1. V1 refers to a sense of their own worth and dignity;
2. V2 respects the right of others to hold different values and attitudes from their own;
3. V3 enjoys a sense of belonging;
4. V4 increasingly accepts responsibility for personal and community health;
5. V5 willingly participates in regular physical activity; and
6. V6 commits to realising their full potential pg 17

MORE than MINDFULNESS fits into Interpersonal Relationships

Interpersonal Relationships is concerned with developing an understanding of the nature of relationships. Students develop skills for building positive responsible relationships, and practise their application so that they can use them effectively in their lives (pg 10)

This also includes the Skills of Communicating, Decision Making, Interacting (especially show empathy and support for peers who are experiencing personal difficulties) and Problem Solving

The MtM program fits into the Growth & Development strand in particular

Personal Identity including: strengths, feelings, influences on self-esteem, respecting others' ideas and opinion

Values - including personal/family/school/ community/cultural, importance of values, uniqueness of self and identity

And especially Interpersonal Relationships and Communication recognising individual needs, caring, trust, fairness, positive relationships, different kinds of relationships, recognising and accepting differences, support

Communication active listening skills, communicating needs and wants, recognising and articulating feelings understanding feelings of others, appropriate expression of feelings, expressing concerns, showing concerns for others, communication in group situations, assertiveness, managing conflict situations, negotiation, self- control

Growth & Development also includes Research a range of stress management strategies which MtM teaches.

<http://k6.boardofstudies.nsw.edu.au/wps/portal/go/personal-development-health-and-physical-education-pdhpe>

As outlined in the domains of teaching and standards in the AITSL document.

This MORE than MINDFULNESS program addresses:

Professional knowledge. Teachers “know how the experiences that students bring to the classroom affect their learning”. The methods being taught and utilized help students and teachers find ways to deal with and settle these very experiences that can affect their learning. This program specifically addresses Professional Knowledge 1.1, 1.3, 1.4, 1.5, 1.6.

Professional Practice. Teachers ‘use sophisticated communication techniques’. This program adds to those techniques and skills. 3.1, 3.2, 3.3, 3.5, 3.7, 4.1, 4.2, 4.3.

Professional Engagement. These methods enhance the teacher’s ability to interact with ‘students, colleagues, parents/carers and the community with respect and professionalism”. 6.3, 6.4

### **Appendix C: Sample Responses to Open-ended questions**

The students are still worried about the same things however after the MtM program these are some of the positive things they say:

Question 15: What do you like best about Focusing

I like that I can focus on what I'm feeling on the inside and we have a special amount of time to connect and understand what's on the inside. I also like that can private and only you have to know what's going on because sometimes not every body needs to know. I like focusing because it helps calm me and gives me a chance to relax and think about what's happening and how to deal with it. Focusing allows me time to try and make the feeling [ if it's a bad feeling ] ease a bit. And when I'm really connected it can tell me how it wants me to be with it, which is good for me.

Well I like that we acknowledge the problem or issue that we have. Because we aren't just letting it slide away because that does not always work, we are making sure we know the problem is still in us and so we might say, "hello" to it to give it some attention, because sometimes problems want attention because it may be a problem that needs to be fixed.

Some problems can't just be unnoticed, they need to be fixed if it is upsetting you. So the acknowledging is the thing I like best about focusing.

Focusing helps you clear your mind and soul and just relax. When you focus, you leave the outside world and retreat through your skin and bone, and get to a secret place only you know about.

I like being myself and knowing that nobody can see what I'm thinking and I can focus by myself and not worry about others knowing what is happening inside my head.

What I like best about focusing is it helps me concentrate. Focusing also helps me to get less worried and get bigger than what's bothering you.

I like to close my eyes for a few moments and then do a quick exercise like finger tracing (which is my favorite) These sorts of thing make relax and "take a step back" so I can judge my day and then try to keep on that note for the rest of the day. (editor's note: not just talking about Focusing here)

I like focusing because it gives me time in the day when I can take time to breath and relax so I can be more focused for the rest of the day and be confident with myself for the day. (editors note: not just about focusing)

What I like about focusing is that I can block the bad thing that's inside me and make it a happy feeling. I also like doing it because it helps me when I'm stressed.

It helps me relax and find a calm place in my body.

Question 17: More than Mindfulness has taught me

Well mindfulness helped me feel not worried because before the program I was very shy of letting my emotions out but i have really really changed in a good way.

it calms me and in a way explains how to show me that I matter and should count and be mindful everyday.

I have learnt how to calm myself and see the more positive side of things by slowing myself down.

The meditation fills me with no care which means all my worries are placed on the outside of me.

Most of us get quiet upset when we are worried, so More than Mindfulness has taught us to settle ourselves and to just pause when we are worried and to settle ourselves.

It has helped me to settle myself when I am worried by making me feel calm and relaxed and when I do the body scan it settles me when I am worried.

It helped me to think of different ways i can focus on how not to be worried with everything and just take a breath and think of a way i can help myself not to be as worried any more.

More than Mindfulness has taught me how to settle myself through relaxation and meditation.

It taught me how to relax in stressful situations and gave me ways to settle myself

Mindfulness has helped me a lot because it is relaxing and it helps me feel less worried

Question 19: Anything else you would like to add:

I would just like to add that i have become so confident after the sessions it has made feel so good about myself. I learnt how to be a mature and non worried person. All the problems i was thinking about in the session i have put aside me but i wouldn't of done that if we didn't do the BEST program  
MORE THAT MINDFULNESS

When I feel stressed about something I now use a quick and easy method like the mantra or "Breath in Peace, Breath out Stress" because they aren't focusing (which I don't like) and they are quick and effective.

I really loved more than mindfulness because it helped me to realise that there are ways to calm yourself and take care of your worries.

Yes I think it was fun learning new skills to make me feel happy and not stressed

MTM has been very helpful and enjoyable.

Comments that were less positive or constructive or commented about not liking something or something didn't work.

I still don't really know how to calm myself down when I'm nervous and worried. I have many strategies in my mind but they don't help me as much as they need to for me to not feel worried.

Sport is my favorite thing to do, however I get nervous and worried when I play particular sports like soccer and cricket. I get very anxious and I would love some help so that I can calm myself down when I am playing these sports and getting nervous. I enjoyed Mindfulness a lot and I hope I can do it again.

I don't really like focusing because I have to actually acknowledge what I don't want and I find that uncomfortable and hard to do. I prefer relaxing myself to almost forgetting it then trying to focus on it and not change much about it.

That i think that all the ways we were thought to be calm and take a breath will work for different people in different ways but i think you could have asked us what ways helped me and then ask everyone else the same question and maybe find similar ways to breath and be calm for those people so it will fit them perfectly.

I don't really like focusing.

I don't like it because it makes me uncomfortable

Mindfulness didn't really help me because I never usually get worried or stressed, and when I do I have my own ways to solve it.

Not really because I don't worry a lot and when I am worried I have my own way of settling myself.

#### Appendix D: Year 5 and 5/6 Survey Responses

A survey of the older students about the various techniques MtM encourages (Year 5 and 5/6 classes) asked which techniques they liked, with responses as follows:

	Deciding on what I value (what I think is important)	Starting my day by saying my intention	Remembering the 3 things I am grateful for in my day
Yes	26	16	26
Percentage	70%	43%	70%

	Doing mindfulness practices	"Clearing a space"	"Getting bigger than what is bothering me"
Yes	26	18	22
Percentage	70%	49%	59%

	Focusing	Focusing with a partner	Values
Yes	23	16	23
Percentage	62%	43%	62%

	Intentions	Being grateful	“When, I feel because” (communication)
Yes	20	32	20
Percentage	54%	86%	54%

	Mindfulness practices	Focusing	Focusing with a partner
Yes	26	25	16
Percentage	70%	68%	43%

	I am a better listener now	Pausing helps we respond and not react	Mindfulness practices help me settle myself	Focusing helps me get in touch with my “wise inside place”
Yes	24	22	28	21
Percentage	65%	59%	76%	57%

Preferred methods (with the most 1’s and 2’s) were ‘using breath’ and ‘the body scan’.

Importance	Using breath	The body scan	Guided visualisation	Kindness and compassion meditation	Concentrative meditation	Clearing a space	Getting bigger than what’s bothering me	Working with a focusing partner
1	16	7	5	3	1	1	2	2
2	5	10	2	6	3	3	3	5
	21	17	7	9	4	4	5	7

	More than Mindfulness has taught me how to settle myself when I feel worried.
Yes	29
Percentage	78%

## Appendix E: Feedback on Teaching

The feedback on teaching – predominantly on Leonie Stewart-Weeks, but also including the assistance of the class teachers was very positive:

	My teacher was knowledgeable	My teacher was organised	My teacher explained things well	My teacher responded well when I needed help
Yes	36	35	34	32
Percentage	97%	95%	92%	86%

	My teacher helped me to understand the benefits of the program	My teacher made the sessions enjoyable	I am glad I did this program	Now I have skills that help me when I am worried
Yes	25	29	30	29
Percentage	68%	78%	81%	78%