

A Summary of the MORE than MINDFULNESS Workbook.

The MTM workbook includes practical worksheets and information sheets. (There is also a teacher's workbook, which includes teaching notes).

All the methods in the workbook can be taught to children. The Workbook is designed for you to have at your fingertips ready to use tips, techniques, methods and practices that will help you help the children in your care look after themselves and build their resilience. You and the children you teach can choose the ones that work best for you. You may even find some of the methods help you and therefore choose to use them in your own life. I know I certainly use these methods in my own life. I know they work. I believe this type of program should be systematically taught in all schools, which is why I designed this program and am now spreading the program.

I want to introduce as many people as possible to these life changing ideas and methods. This will mean in a practical sense the children in your class can start using these tools to help them navigate the inevitable bumps we all face as we travel through our lives. I can't change you or your students' circumstances. However, together we can give your students tools and methods so they can walk a little easier in their lives, particularly when they feel bothered or anxious by what is happening in their life.

I have summarised the MORE than MINDFULNESS workbook for you to get a flavour of what is offered in the Primary school MtM program below:

The MtM programs includes:

1. What is stress and how we relax?

This worksheet encourages the students to reflect on what stress means to them and does to them, including reflecting on their physical sensations, thoughts and feelings. They will also brainstorm how they settle themselves or relax now, which lets them see they already have resources. This exercise will allow them to more easily notice when they are stressed or anxious or worried. They will realise others also get stressed and anxious so they are not alone and that different people react in different ways. This will increase their understanding and compassion of and for others. They will then be able to consciously use a resource they already have or use one of the mindfulness practices or the Focusing method that they will learn in the MtM program.

2. 10 x 1 minute mindfulness exercises

This information sheet includes 10 quick and easy mindfulness practices. During the program the students will be introduced to these 10 quick mindfulness practices. You, as the teacher, will be able to use them when you want to and the students will be able to use them for themselves. This will help them to settle

themselves or get back on task. Because they are quick exercises and only take one minute you can easily introduce them and use them. This will enable students to feel how they work and make them a habit. As they get older they can use these exercises or others and do them for a longer time. These exercises can be done at the beginning of the day (even as part of prayer) after recess and lunch, before going home or at anytime you want to settle the class or re-focus them on the next part of their school day. These quick mindful practices also come with Cue Cards that can be laminated and put up around the classroom.

3. What do you value?

This worksheet is about getting the students to focus on what they value. What do they value personally, in relationships and in communication with others. There is research to suggest when we intentionally act from our values we are kinder and more authentic.

4. Mindful Breathing

Mindful breathing is introduced, as it is one of the oldest ways to be mindful. The breath can be used as an anchor. The idea is to place your attention on the breath and then notice whatever else arises. And when you notice you are: for example thinking or feeling emotion or physical sensations or hearing sounds, you bring your attention back to the breath. This first breathing exercise is to get the children to experiment with different ways of breathing. And to experiment with where they feel their breath. Do they feel it at their chest or their stomach rising and falling or air going in or out at their nostrils or shoulders rising and falling. In particular, we want the students to experiment with breathing deeply into their stomach for about 4 counts and then to breathe out for 6 counts. Breathing this way will physiologically settle them as the longer breath slows respiration and heart rate and pushes on the Vagus nerve, which activates the para-sympathetic nervous system, which is responsible for feeling calmer. There is a section in the book that explains these concepts in simple terms. In the same way that exercising 3 times a week for 20 minutes is known to have fitness benefits that increase our wellbeing, the research is suggesting that any sort of mindfulness activity done regularly for 12 to 20 minutes 3 times a week changes the brain in positive ways. The changes of being mindful help us to be less anxious and more able to respond and not react in times of stress.

5. What is your intention and why intentions are useful?

This worksheet is to get the students to think about how they want to be in their world. For example how do they intend to act today, will they be kind or patient? Also what is their intention when they are in class? Do they intend to focus and stay on task? Research shows that if we are intentional, for example: A child intends to concentrate in class or intends to be kind to someone who was mean to them yesterday they will stay on task or be kinder. If we intend to do something we are much more likely to do it. Intentions can be done first thing in

the morning before the day begins. Students could have a daily intention or a weekly or term intention.

This worksheet builds on the worksheet about values. The intention is to get students to start to think about being intentional and live from their values

6. Loving kindness meditation

Human beings can be unkind to themselves and others and not show compassion and empathy. Compassion for self and others can be cultivated. One of the best ways to do this is to practice loving kindness meditations. The book includes a whole chapter on compassion.

This worksheet introduces the students to a traditional loving kindness meditation. The words to be said over and over are: "May I be happy, may I be well, May I be filled with kindness and peace". "May you be happy, may you be well, may you be filled with kindness and peace". You can of course, use different words or a shorter version. For example: 'May I have peace and ease, May you have peace and ease". These types of meditation can be done for as little as one minute and you can extend them to 12 to 20 minutes.

A simple loving kindness meditation that I designed for the MtM program is called 'L O V E for me and others'. The practice involves saying the letters 'L O V E' while touching a thumb to each finger on one hand and then swapping to the other hand and saying 'for me and others'. This particular practice uses touch, warmth and nurture and therefore activates the mammalian part of the brain and so students will feel soothed and calmer. (All mammals have evolved and respond to touch, warmth and nurture.)

The reason this is included is to encourage the students to deliberately and intentionally cultivate compassion for themselves and others. If practiced regularly this really does help. There is research now that suggests meditating for 12 to 20 minutes a day has positive benefits. Just like with exercise, I say anything is better than nothing, so why not start with even a few minutes a day and then build it up. The students particularly like any of the mindfulness practices that involve touch.

7. Concentrative Meditation.

This Worksheet is included because some people find it easier to use a mantra rather than the breath. If students repeat a mantra (a non-sensical word) or they could even use a word like 'peace or love' and keep returning to that word when they notice they are thinking or feeling or hearing sounds what happens is that their mind settles. Initially they will notice lots of thoughts but what will happen is that as they keep repeating their mantra they will get out of their thought stream. With practice concentrative meditation seems to take you to a lower level of consciousness, where you are not asleep but you are somewhere calm and peaceful where it feels like there is spaciousness. My theory is that there is

something about repeating a mantra and the repetitious monotony of that which then allows your mind and body to drop to a place of peace and ease. Plus if you keep focusing and refocusing on the mantra in a consistent manner you cannot keep thinking looping thoughts because your brain eventually accepts your intention and practice of just being in the moment with your mantra. Your brain accepts this is the only thing you have to do right in this moment and even if you drift away or thoughts come once you realise that is what you are doing your brain accepts your gentle shepherding back to your mantra. And so you train yourself to stay with the mantra and with this moment and then the next moment and so on. Thoughts, sensations, feelings and sounds will of course come. However, the practice of returning to the anchor of a mantra (or breath or body scan or loving kindness meditation) with practice does allow us to settle ourselves into this moment right here, right now. And with that settling comes an ease and a spaciousness and a way to be mindful about what is really going on for us on the inside.

8. Being Grateful

This worksheet will help the students to really think about what they are grateful for and to develop a daily practice of gratefulness. As human beings we have a “negativity bias” which means we tend to focus on the bad things that happen in our life. There is research that shows that if we take the time to be grateful we are happier. The simple reason is that when we practice daily gratefulness we open ourselves up to the more of our day. When we reflect on the good things we get positive feelings and good feeling hormones like endorphins are released. This worksheet suggests at the end of each day it is good to reflect on three things we did well, one thing we would do differently and 3 things we are grateful for in our day. Being grateful everyday really does have positive effects and increases our sense of wellbeing.

9. Body scan (also a lead in for Focusing)

The body scan script is included so you, as the teacher, can have the words to say when you want your class to be mindful by doing a body scan. Doing a body scan is an alternative to using breath. Some students will find they like the body scan better than using breath as a mindful anchor or using a mantra. The body scan is easy to do, you just start at the feet and get the students to become aware of that part of their body then you slowly invite them to notice the next part of their body. For example: start at their feet, then move their awareness to their lower legs, knees, upper legs, hips, buttocks, back (lower and upper), spine, stomach, chest, sides of their torso, inside of their torso (heart beat and lungs), shoulders, upper and lower arms, wrists hands and fingers. You conclude the body scan by inviting the students to notice their neck and throat and all the features on their face and finish with noticing their head and scalp. So from the top of their heads to their toes they are aware of their physical body. They are aware of the outer edges as well as being aware of their bodies from the inside. It is also a good idea to start the body scan with a grounding exercise. By

grounding, I mean, to get the students to notice how they are sitting and to notice their feet on the ground and where their sit bones make contact with the floor or chair. Students are encouraged to feel the support of the earth, to feel how they push down and gravity pushes up. It can be helpful to remind the students they are part of a larger system and they are connected to that larger system (or God if you like). You can use this grounding technique as a way into Mindfulness or Focusing and you can remind the students if at any time they feel they don't want to be mindful or to Focus they just need to feel themselves sitting on their chair or floor and supported by the larger system. This will allow them to feel supported by a physical, concrete thing. This is both settling and reassuring. This information sheet is also included because it can be used as a lead in to Focusing.

10. Clearing a space

'Clearing a space' is the first step of Focusing, which is taught in the MtM program. I also like to use it as a stand-alone practice. This information sheet outlines the script for 'Clearing a space'. The idea is to bring all your issues to your mind (or even all of your senses) and as they come to your mind you simply place them on the outside of your body. For example: perhaps I am worried about an issue with my partner and that comes to my mind. What I do is imagine gathering this issue up or putting it in a box and then placing it outside of my body. The neat thing is that your mind and body appear to know the right distance. Sometimes we want to keep our issues close or even in our laps or on an imaginary bench next to us. Sometimes we want them in the corner of the room or even outside the door or sometimes we want to place them on an island in the middle of a big ocean. Our body and mind will know the right spot and the right distance. When we 'clear a space' we keep doing this as each of our issues come to our mind. After we have placed our issues outside of ourselves, if we have a fresh look on the inside, most people feel there is a bit more space. They feel clearer somehow. They have 'cleared a space'. This also allows us to see we are bigger than the issues we carry and we can at least temporarily put them down. Sometimes, for some people, the issue doesn't want to be put outside and that is OK too. We can allow and acknowledge that and just see whether we can find a more comfortable spot somewhere on the inside. I find clearing a space very relieving. Some people may not, and if that is you or your students, then this is one of the things taught that you may not choose to use. The idea of the MtM program is to give lots of methods so Students can use the ones that suit them best. After you have cleared a space you can choose just one thing to work on and so a Focusing session could happen at that time. The funny thing is once you have cleared a space you can ask you body: "Of all this issues what most wants my attention now". More often than not your body will tell you which issue to work on.(See more on focusing later)

11. Getting bigger than what is bothering you

'Getting bigger than what is bothering you' is really the front end of Focusing. This information sheet explains it and gives you a script so the students can fill in the blanks with their own words. Ann Weiser Cornell came up with this helpful script and I have just adapted it and acknowledge Ann for all her work in the Focusing world. Ann calls her version: "Getting bigger than what is bugging you". I like bothering better as it is a softer word. Bother, to me, means trouble or problem or difficulty where as, bugging means something annoying. The whole idea of 'Getting bigger than what is bothering you' is to separate out the something that is bothering you from the bigger part of you. This is called externalisation or dis-identifying. When the students learn 'Getting bigger than what is bothering them they learn to say: Something in me is, for example sad, so now we have a something and we have bigger part, an 'I' if you like or a "big you". Once we have a big you and a something we can turn towards this; or example, 'something sad' and be kind to it and say Hello to it. (Sometimes people can't be kind so in that case we can just be curious.) Almost, without exception, when we do this, the something settles a bit, it eases. In this moment, we are being kind to ourselves a bit like a mother or father would be when they soothe their young child who has fallen over and grazed their knee. We are really saying to ourselves, 'there, there'. We can even place a hand on our heart or tummy as this adds to the caring. We can then add: 'No wonder' and give the reason this is hard.

So for example: perhaps a child's grandparent has just died.

In this example the words for be:

'I am sensing something in me that is sad (the Big 'I' looking after the something). I am turning towards it, with kindness, and saying 'Hello'. (And if I can't be gentle then I will be curious). I am placing a hand where I feel it and I am saying, "no wonder", of course it is going to be sad because Grandmother has died and that is very sad.

Focusing has more steps than this, however, even this much brings nurture and ease to the 'something's' that we find that are bothering us. For most people, this simple method of allowing and acknowledging the things we find and turning towards those 'somethings' with kindness does bring an easing. We are teaching the students they can look after themselves when life gets a bit bumpy.

12. Listening

This worksheet is for the students to practice and learn about 'the art listening'. Often times we don't really listen to the other person. We get busy in our own minds thinking up our reply, or telling the other person what we think they should do, or how their story reminded us of our story. This of course is OK, in certain circumstances. However, if we really want to listen and be present to the other person and understand what it is like for them we need to learn to be present and to simply listen. Gendlin tells us: "what matters is to be a human

being with another human being". This exercise is designed so Students can practice just listening, where "less is more". When someone feels really listened to they often feel held and heard and understood. And when this is reciprocated which is what the students will be doing it feels even better. The art of listening and just being present is a real gift we can give to others.

13. 'When I feel because' – Effective communication

This worksheet is so the student's can practice an effective communication skill I call: 'When, I feel, because'. And then they can request something different. Sometimes in life other people do things that affect us detrimentally, in big and small ways. Of course, learning discernment on when to say something and when to let things go is important. Everyone, however, has a right to speak up when someone does something that affects us for 2 main reasons:

- a. It sets a boundary and
- b. It allows the other person a chance to change their behaviour if they choose to do so.

If another person does something that affects us in a not good way we can use the 'When, I feel, because' technique.

'When' points to the person's behaviour

'I' let's the person know how we feel about it and how it impacts us

'Because' gives the reason as to why it bothers us.

And we can request something different of the person next time.

For example: 'When' you borrow something without asking, 'I' feel annoyed, 'because' it is polite to be asked first. I wonder if you would be willing to ask me next time please.

When you use this technique it is easier for the other person to hear you. Of course, you may get a reactive response and this exercise also walks the students through what to do in that scenario too.

'When, I feel, because is a better way than what I call "youing" a person, which will often mean they get defensive. An example of 'youing' is: "How dare you take my stuff, without asking, you have no right and it is not OK, give it back". In this example it is much more likely the person will react defensively or even attack you back. A defensive reaction might be; 'Well, I didn't think you would mind and I was going to give it back'. An attacking reaction might be; 'you should talk, you are always borrowing my stuff without asking, or "don't get so upset, it is not a big deal, I was going to give it back'. It is important that students learn early in their life that they are allowed to give feedback to someone who does something they don't like and that there are better ways to do that so they will be both heard and responded to in less reactive ways.

14. The steps of Focusing

This information sheet summarises the Focusing steps. The students have already been introduced to: 'Getting bigger than what is bothering you' and so the Focusing method is expanded on in this session. An important thing to remember is that this is a dis-identifying or externalising method. The bigger part of you – your 'I' - comes into relationship with the 'something' you find and 'you' and 'it' can have a conversation. This will be taught first in a group exercise with the whole class and then by being demonstrated by me working with a student. By year 5 and 6, the students will be able to work in a partnership with someone else and do a Focusing exchange, when one student focuses and the other student listens and then they swap.

There is a lot of background information about Focusing in the book, including who discovered it and came up with the steps and what students will gain by practicing this powerful method. I hope you will take the time to read it so you understand more about this powerful method. If students can learn to look inside and get and describe a 'felt sense' about what is bothering them, and then practice turning towards the things they find, with care and curiosity, they will be able to settle themselves and learn more than they think they know about any situation. This includes when things are bothersome or indeed pleasing. So Focusing can be used whenever we want to get in touch with what is happening on the inside and unfold our body's wisdom or what Gendlin (the Father of Focusing) calls our "implicit knowing". In the primary school I describe this as getting in touch with your 'inside place'.

15. Focusing questions

When you Focus you, or your focusing partner, can ask the 'something' you find inside some questions. The amazing thing that I have discovered is that mostly, if you pause, when the right question is asked, your body answers and the answers often hold both wisdom and a forward step. These questions are included in the workbook so students have a list of the questions. The questions included are the ones I have found to be the most helpful.

The workbook also contains pages where the students can reflect with words or art. Because drawing is a non-verbal way to express what the students are feeling it can be beneficial. It allows what is bothering them to be put out on the page, which is also an externalising or dis-identifying practice. The something is no longer in them it is out of them as a separate object. This reinforces that they are bigger than what is bothering them.

The workbook for the student's includes the worksheets summarised above.

The workbook is designed for students in Year 3, 4, 5 and 6. This workbook has been successful run at primary school and can be custom make to meet the needs of the school.

Kindy, Year 1 and 2 do a more organic program using art.

The following is an outline of what is included in the infants program.

For K, 1 and 2

WEEK 1

- Walk around the room however you like. Go where you want. Greet people how you would like
- Get a piece of string – make a space in the room just for you, you may go to that space ie you don't have to come back to the circle.
- Look at the pictures and choose 1 or 2 pictures that speak to you. Pause and take your time. Find another person tell them about your object/picture. Ask yourself these questions. What attracted you to it? What is most mysterious or unknown about it? If this picture were a part of you what part would it be? Listener, just listen , don't ask questions or give advice. You may respond with minimal (explain). Swap.
- Come back to the group – share if you like – a word (or couple of words) or a gesture that sums up what the object/symbol/picture means.
- Finish with mindfulness practice – breath
- Let your body show you what all OK looks like

WEEK 2

- Walk around room again and greet people. How do you want people to say your name. Come back to group. How do you want people to say your name, everyone has a turn.
- Look at the found objects and choose 2 to 4 objects that speak to you and represent or symbolise something about you and also a hope you have. You will take 2 or 3 of the ones you find to use for the whole term. Find another person tell them about your object. Listener, just listen , don't ask questions or give advice. You may respond with minimal (explain). Swap.
- Now use drawing materials to describe your name. You don't have to write your whole name although you could. Just Pause and let your hand do what it wants. You do not have to be a great artist either. You can also use your objects here with your name.
- Demonstrate how to be with another person and then pair up and do it for each other. Each person decides where they want person to be (how close or far). Don't have to explain anything. Your partner may ask – does the drawing have anything to tell that you want to share.
- Finish with mindfulness practice – body scan

WEEK 3

- A listening exercise (Jane Quayle's notes). In 3's and also choose a picture/object that symbolises how it was to listen and to speak.

- Finish with mindfulness practice – smile down and/or loving kindness

WEEK 4

- Clearing a space and then put it out on a gingerbread man. Walk around the room – just noticing – head, throat, chest stomach, even hands and toes. Take a gingerbread man and draw/symbolise what you find.
- Demo with one person to explore and deepen the felt sense/s - Show ending the process.
- Get into pairs and be the listener for the other
- Finish with mindfulness practice – guided visualisation

WEEK 5

- Balloon exercise – moving together, finding your own rhythm, one leads, one follow, one pauses one gets active. Stay in your own presence. Attune to the other person. Move together
- Explore the exchange
- Get art materials – draw what you sensed from the inside for you, between the 2 of you and in the wider environment. If you want pair up again and share
- Finish with mindfulness practice – concentrative meditation

WEEK 6 and 7 and 8

- Life sized body sketch – doesn't have to be an outline but can be or use an A3 gingerbread man
- First walk around like a queen, like a soldier, like a ballerina, like a child.
- Now get art materials – Draw a posture of how the way you want to be –eg a silhouette, some body parts, a posture. Do this in pairs or on your own. Put on your body what you find on the inside.
- Come back together – one word or postures on what sense you have now.
- Take 3 weeks to do this – add your symbols from the very beginning or change them.
- Add something from the garden.
- Teacher works with someone in a focusing way
- Finish with mindfulness practice – getting bigger than what is bothering you

WEEK 9 and 10

- Do a more formal focusing piece– see other program.
- Focus on something good
- In pairs – just listening for the other and child asks themselves
- Questions child can ask themselves –
- Does this something I am being with have a mood?
- Is it scared of something happening?
- How does it want me to be with it?
- Is it trying to show me or tell me something?
- What is the worst of it (or best)?

- What is the crux of it? (at the bottom of this, at its core or root or underneath)
- Is there a forward step here – what I can do?
- Is there an easing (settling on the inside, sigh, yawn, out breath, gentle tear)

In addition to the worksheets above the students can be introduced to the following things:

Guided visualisations

The students are led through a guided visualisation. Most students love this practice. There is a script for the guided visualisation in the book and also in the teacher's workbook. With the script, you as the teacher can also lead this practice and make it your own. The students are asked to decide on a place they feel is a safe and comfortable and where they feel peaceful and at ease. That might be, beside a lagoon or waterfall or beach or lake. It might be in the bush or on a mountaintop. It might be in a church or temple it might be a room in a house or a particular nook in their house or garden. The Guided visualisation starts with grounding the students. They are then led through a body scan and some deep belly breathing. This gets them into their bodies and in the present moment. At first the students are asked to imagine a walled garden. Before they go into the beautiful garden described they are asked to leave all their worries on a worry tree. No worries need to be taken into their special place. First they are led into a beautiful garden, which is described in detail, so they can imagine it in all its beauty. After this is done they are invited to walk down a winding pathway and then just around the next corner is their special place. They are then invited to imagine their special place in all its glory. They are reminded that this is their safe, calm, and comfortable, at ease, peaceful place. They are invited to stay here for a while. If you want you can also get them to remember the feelings they have here by using an anchoring technique. The way to do this is to say something like: 'You are here in your safe, calm and comfortable and peaceful place and you can take these feelings with you by clenching your fist tightly'. Do that right now, 3 times as you say; 'I am calm, comfortable, peaceful and at ease and I can have these feelings now and any time I want by clenching my fist'. This technique works well for some people and so can be used in their life when life gets a bit stressed. At the end of the guided visualisation you can tell the class that the exercise will come to an end in a minute or so and invite them to leave their special place knowing they can come back whenever they like. You will invite them to feel their feet on the floor in this room, sitting on this chair (ground them) and when they are ready to open their eyes, rub hands together and wiggle toes and be grateful for their special place. As stated before most students love this guided visualisation and want to practice this on a regular basis.

Exercise on how to be compassionate to yourself.

An easy way to get students to realise how to be compassionate to themselves is to get them to imagine a scared animal (a puppy or a kitten) and how they would be with it

The students are invited to imagine they are in the bush and feeling safe and then they notice a little puppy or kitten just hiding behind a tree. It looks hurt or tired or maybe a bit scared. It is just looking at them – watchful.

The student is asked to imagine how they would be with this little puppy or kitten. You can say words like:

“You want to help it but you do not want to scare or startle it.

What would you do?

How would you be?

What would you be thinking or saying?

What would you be feeling?

What vibe would you be sending to this little puppy or kitten?

Just take a few moments to really notice how you would be?”

When you discuss this the students will probably say things like: I was still or quiet or patient. I moved slowly. I was kind. I used cooing noises. I tried to emit care and concern and safety.

After the discussion let the students know this is how you want them to be with the things they find inside.

Quiet, still, patient, kind, caring, ready to help if the help is wanted.

This is self-compassion and we can cultivate it and nurture it.

This will enable us to become kinder to ourselves and others.

The picture exercise and the object exercise

A whole lot of objects or different photos are brought in and laid out on the floor.

The students are asked to look at the found objects and choose 1 or 2 objects that speak to them and represent or symbolise something about them, (or maybe a hope they have). The student then finds another person to tell them about their object. The listener, just listens, don't ask questions or give advice. You may respond with minimal (explain). Swap.

Describing your name

Drawing materials can be used for students to describe their name. They don't have to write their whole name although they could. They are invited to just Pause and let their hand do what it wants. No great artistic ability is needed. The students can then pair up and decide where they want person to be (how close or far). They don't have to explain anything. Their partner may ask – does the drawing have anything to tell that you want to share?

The gingerbread man

The gingerbread man can be used when the students clear a space. It can also be used to draw where you feel both good and not good “felt senses”. The exercise on noticing something that you like and don’t like can be used.

The spirituality exercise

Focusing can also be used to explore the student’s spirituality (See the example from Rappaport).

In addition, please refer to the book to get more detailed information about the following:

Pausing and being present

The book has a whole section on ‘the power of the pause’. Although I want students and teachers to use a lot of the practices taught in the MtM program, if you were to take only one thing away, then my hope is you will see the power of the pause and use it more. If everyone paused and came into the present moment we would have far less reactivity and we would cultivate discernment and loving compassionate presence for others and ourselves. Please read the sections in the book on Pausing and being present.

Mindfulness

- What is mindfulness and explains the different ways to be mindful and includes scripts for my favourite mindfulness practices

Focusing

- What is focusing and describes who discovered it and how it can be used and how empowering it can be.

The last chapter of the book before the conclusion includes other ideas and concepts that you may find help you make sense of the students in your care.

I have included these psychological and psychotherapy ideas because they have helped me make sense of my world and my client’s world and I sincerely hope you will find them useful too. Where possible I have linked them back to the classroom and in particular how they may show themselves in and through the student’s in your care.

The things that are discussed are: Secure attachment, Neuroscience, Our negativity bias, Our confirmation bias, Nature versus Nurture, Perception, Expectations, beliefs and thinking too much, Comparisons, Two types of people – under-regulated and over-regulated, Observer visualisation, Boundaries, Secondary and Primary emotions, Interior or self-experience, Not seen and self focused, Criticised or other focused and Flow