

Mindfulness Week 3

By learning how their brains respond to stress and by practicing strategies for quieting their minds, students become better at self-regulation, increase their capacity for absorbing information and improve their relationship skills.

In week three your child will learn an exercise that combines listening and breathing to calm and focus their minds and discover the importance of practicing focusing exercises regularly.

Ask your child to demonstrate for you how they pause, listen and breathe.

Brainstorm situations with them when this strategy could be used at school, home, during extra- curricular activities or engaging in conflict situations. These strategies work for kids and adults so don't be afraid to use your personal examples to reinforce their understanding.

Helping information for you

What is Core Practice?

Pause. Listen. Breathe. It can take less than a minute to cue our minds to relax and focus which helps students quiet their minds and get ready to learn.

Controlling Our Breathing

Focusing on breathing helps calm the body by slowing heart rate, lowering blood pressure and sharpening focus. Paying attention to breathing also supports strong functioning in the higher brain. Controlled breathing lessens anxiety by overriding the "fight, flight, or freeze" response set off by the amygdala and gives control to conscious thought, which takes place in the prefrontal cortex. When breathing is deliberately regulated, the brain is primed to think first and then plan a response, enabling mindful behavior.

Core Competencies

The MindUp program and mindfulness learning helps support the core competencies the students are developing. In particular, the Personal Awareness and Responsibility Competency.

Self-regulation

Students who are personally aware and responsible take responsibility for their own choices and actions. They set goals, monitor progress, and understand and regulate their emotions. They are aware that learning involves patience and time. They are able to persevere in difficult situations, and to understand how their actions affect themselves and others.

The “I Can” statements below help students articulate their goals and explain their thinking.

I can sometimes recognize emotions.

I can use strategies that help me manage my feelings and emotions.

I can persevere with challenging tasks.

I can implement, monitor, and adjust a plan and assess the results.

I can take ownership of my goals, learning, and behaviour.

If you would like to learn more about the Core Competencies please go to the BC Curriculum site for more detailed information. <https://curriculum.gov.bc.ca/>