

Wave Connections
'Creating a Space to Blossom'



Mindful Yoga for Young People's Emotional Health.

Children's Pack

The CPD Standards Office

CPD PROVIDER: 21411
2018 - 2020

www.cpdstandards.com



www.hcpc-uk.org

Session Content:

Session 1.	What is Yoga & Mindfulness? Auto Pilot. 3 minute breath. 'Our sea within' you can't stop the waves, but you can learn to surf' Jon Kabat-Zinn'.
Session 2.	What is Stress? Good and bad stress: A language without words: How our bodies respond to stress, nervous system. Stress button in the brain. Salt timer for emotional regulation. Yoga sequence to manage stress
Session 3.	Connect Body – Mind: Breathing Techniques. Boat origami. Pebble Meditation. Worksheets: define stress: emotional terms, physical terms and thoughts. Yoga sequence
Session 4.	Awakening to the here and now: Self-knowledge. Strength cards, strategies for emotional regulation. Mindfulness and Yoga strategies.
Session 5.	Coming to our senses! Our Brilliant Brains: Use of senses to engage body, mind.
Session 6.	Respond not React: Monkey, Meerkat and elephant brain. Planting seeds to grow, gain insight, emotional regulation.
Session 7.	'What I be' Acceptance & Non-judging: Understanding kindness to self and others by means of non-judging. Surfing the waves. Nurturing compassion.
Session 8.	Jumping Hurdles: 3 weeks after course end date. Come together to Explore practice.

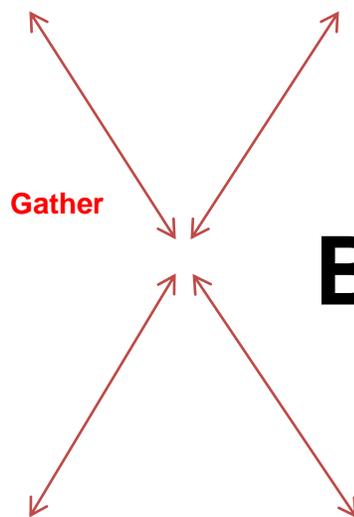
Session 1.

What is Yoga & Mindfulness? Auto Pilot. 3 minute breath. 'Our sea within' you can't stop the waves but you can learn to surf' Jon Kabat-Zinn'.

3 minute breathing: name 3 items we can hear in our environment, place hands on belly or hands together and feel the breathe going into the body, gather- then notice if you feel any different within your environment. See Below: Environment, gather environment.



Awareness



Enviornment

Breath

Environment

Environment

Connect our body to mind by seeing our 'Sea Within'.

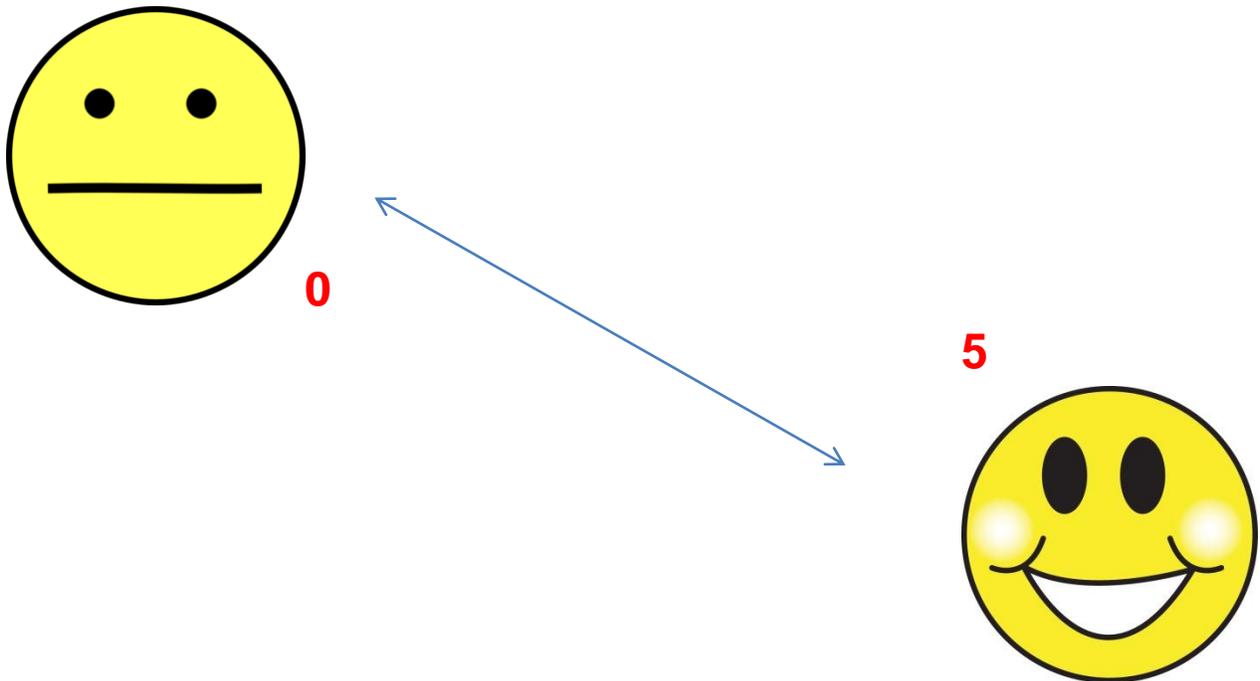


Our bodies are made up mostly with water inside us. Imagine emotions are similar to waves. Some days we have big waves, some days still, calm water and other days we may have splashes of water that causes a tiny bit of enhanced emotions but we manage. Other days we feel like we have a 'big shouty day' and a storm inside. This is our 'Sea within'.

Breathe...Rest...Repair.....Remember..... ***We can't stop the waves...but we can learn to surf*** (Jon Kabat-Zinn)...

just like knowing that emotions come and go, we can notice the emotions and try to welcome them in and know that they will wash back out to sea again. Come and go. Bigger and smaller.

Rate yourself every morning: 0 = Low & 5 = High. You may not know to start with but practice and you may learn.

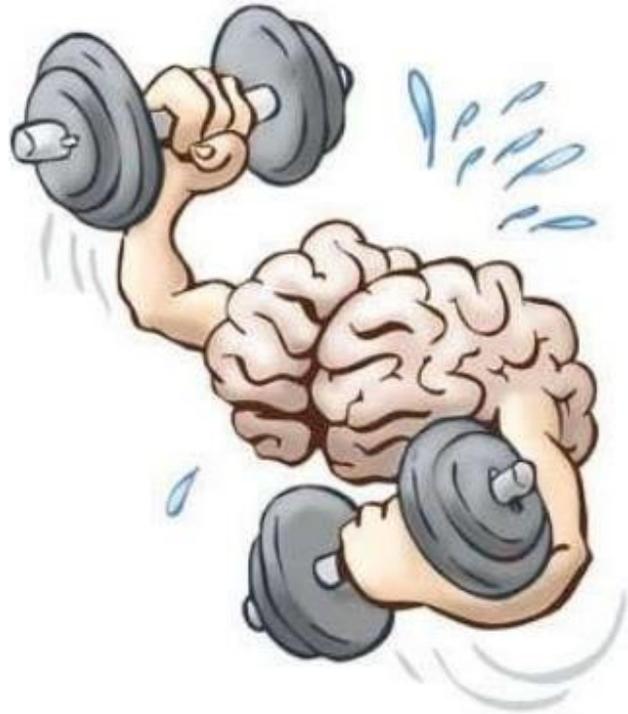


As we progress through our sessions, we aim to learn to come off auto pilot, rest repair. The activities we learn may help to change your score and help with emotions.

STRENGTHENING THE MINDFULNESS MUSCLE

“Only through mindfulness training can we possibly hope that our awareness will be strong enough and reliable enough to assist us in responding in a balanced & imaginative manner when we are stressed.”

~ Dr. Jon Kabat-Zinn



MINDFULNESS-BASED STRATEGIES

APPLIED TO AUTO-SENSING, FEELING, THINKING, RELATING, AND DOING



What do you notice?

Can you sustain your attention?

Can you suspend arising distractions and come back to the object of attention?

What is the quality of attention? Is it gentle and curious?

What are your patterns?

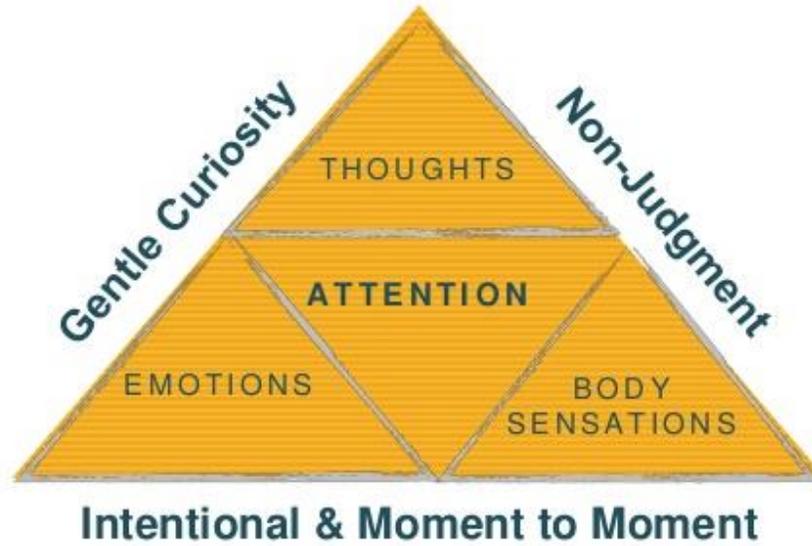
What are your assumptions?

What are other perspectives?

What if you stayed with the experience without trying to change it?

Can you see the bigger picture with more clarity?

TRIANGLE OF AWARENESS



Mind in a Jar

You will need:

Mindfulness Bell (supplied with introduction pack).

Glass Jar (pickle jar or large jam jar),

Water,

Glitter or different colour sand



Instructions:

Use a large, clear jug or vase and set in front of child/ren. Set out several containers of glitter or sand.

- pick a colour that represents their feelings or thoughts and then sprinkle a handful of glitter into the glass jar.
- stir the water.
- explore what other feelings and thoughts they have throughout the day,
- stir the water they will see the colours of glitter / sand circling the water.
- This is how our minds are when we are in a hurry or have too many thoughts, are rushing around, stressed or upset.
- Ask the children to observe, and then ask: can we see things clearly with this whirling of mind? Is this a pleasant state?

Auto –Pilot:

We do activities without thinking or paying attention. Or we may try to do several jobs at the same time!...like putting our shoes on while eating toast. We may forget if we have cleaned our teeth because we were not present in that very moment!! Sometimes, our tummies do not feel full because we have not paid attention to eating and our mind has not registered the food we have eaten! It is because our mind is elsewhere in the past present or future.

Remember the 3 'R's - **Rest, Respond, Respire.**

PRESSURE / MAD

WELLNESS

1 BREATHE

ENVIRONMENT
BREATHE
ENVIRONMENT

Stick figures: Joy, Energy, Bunny, release, Breath

2 MOVEMENT

PUSH, PULL, LIFT, CARRY - Emotional Regulation

3 TWO SIDES BRAIN

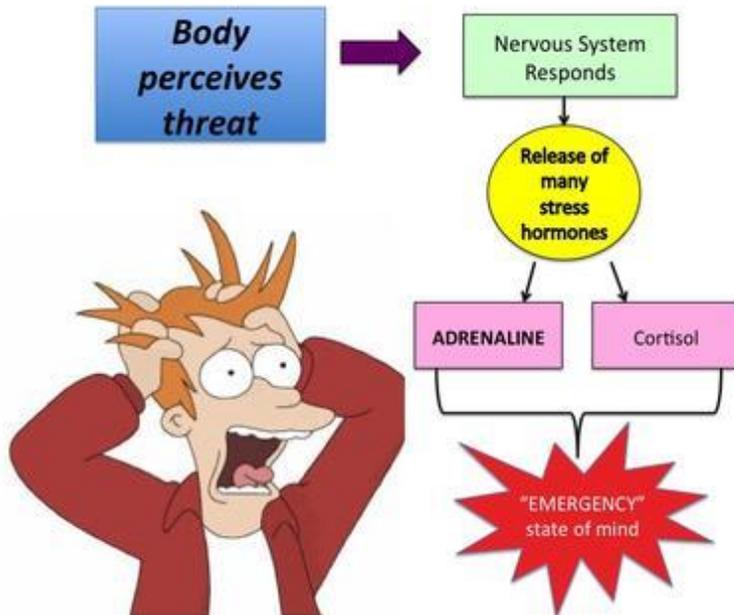
FEELINGS
AIR
CONNECT RIGHT FEELINGS BRAIN TO REDIRECT LEFT THINKING BRAIN

4 STRATEGIES

- SEA WITHIN
- HA-RI-OM
- SA, TA, NA, MA, MANI DEVI
- LISTEN TO THE BELL
- BODY SCAN
- Volcano - Yoga
- ACTIVITY YOU ARE GOOD AT
- MANTRA
- MIND IN A JAR

Cherrett Greening 2017

Stress: Bad Stress and Good Stress....Do we need stress to survive?

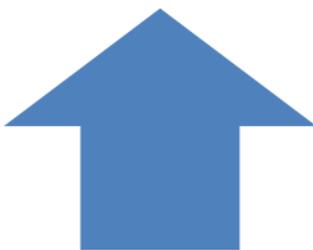


= Emotional Arousal

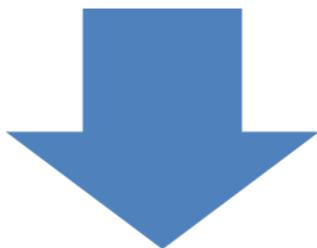




The Autonomic Nervous System.

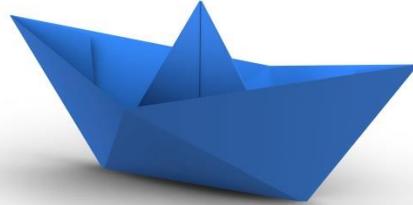


Sympathetic Nervous System. increases energy prepares for action fight & Flight.



Parasympathetic nervous system. Lowers nervous system. Repair Rest. & digest

Breathing helps to access the part of the nervous system that calms.



Make an origami boat. Place it on the belly to help breathe, while thinking about our 'Sea Within'.

'Connect before redirect'.

Define Stress:

How do you see experience stress? Circle areas that apply to you.

Emotional Terms:

- Apprehensive
- Unhappy
- Uncomfortable
- Lost or confused
- Frustrated
- Angry
- Worried
- Wound up
- Nervous
- Add some of you're on.....

Physical Terms:

- Headaches
- Panic
- Aches and pains
- Trouble sleeping
- Chest pain
- Not hungry or eat too much
- Trouble breathing
- Jitteriness
- dizziness

Thoughts:

- Overthinking
- Being in a negative state of mind
- Thinking about what others think of you
- Having bad thoughts
- Having too much to think about
- Think you cannot do a task
- Being unable to focus on anything
- Constantly thinking about something
- Blanking out things.

Learning who you are

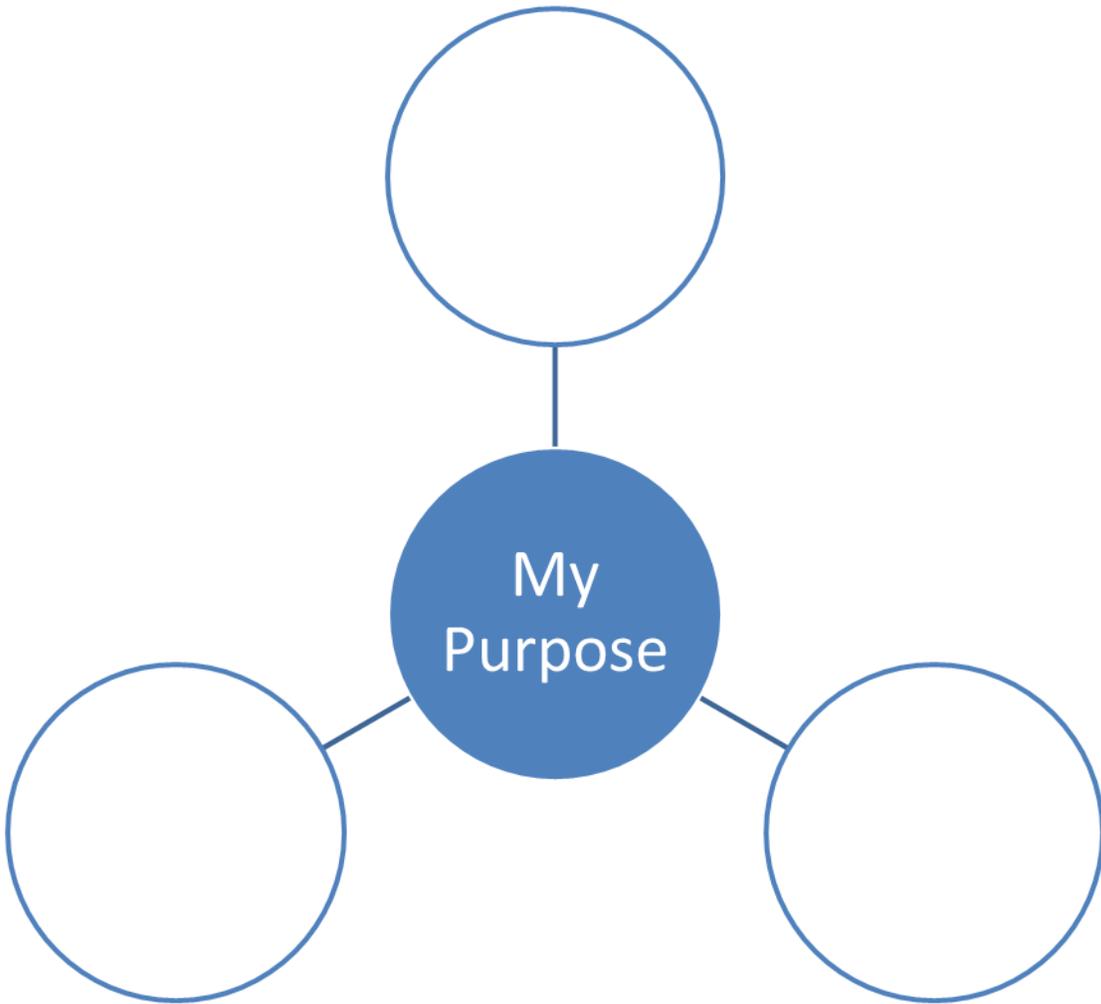
At times in life individuals are likely to go through challenging process of figuring out your identity or who you are. Trying to work out what your friends and family want to be or think of you can also be a worry. This may cause you some stress.

The more you learn about who you truly are. You may manage these uncertainties better if you know: - Who you want to be, - and what is important to you, this knowledge may help you cope with stress that comes from trying to meet others' expectations of you.

To learn who you are, you can ask yourself, what is my purpose? What hobbies do I have, how do I like spending my time, what is important to me? We will all have different answers to these questions.

Below are some responses to these questions to get you thinking:

- playing on my scooter
- being with Alice
- doing well at school
- getting better at Karate or sports
- learning to play my keyboard
- taking drama classes
- following my dreams
- telling people my thoughts and feelings
- dancing and singing to music
- Growing vegetables or flowers
- figuring out my routines



Add more as you wish.....

Pebble Meditation



- Place three pebbles to your right hand side or in front of you. Start by gaining **awareness** of where you are. Make sure you are sitting comfortably. Shoulder rolled back, back straight, hands on lap or in Mudra 'om' position with thumb resting on index finger.
- Once you have awareness of the environment gather your thoughts. Put the thoughts in a bubble and watch them float away. Gather your breathe. Place your hand on your chest or tummy, and breathe in count to 4, breath out count to 8.
- After a couple of breaths and once you feel the mind quiet, pick up one pebble.
- **1st Pebble:** Hold the pebble in your hand, as ***I breath in I am a flower, breathing out I am fresh***...repeat....flower- breathe in – fresh- breathing out. With poise and remaining gathered: place the pebble down to your left side and pick up the other pebble.
- **2nd Pebble:** Hold the pebble in your hand and say: ***Breathe in I am a mountain, breathing out I am strong***. Again, place the pebble down to the left.
- **Pebble:** Pick up the other pebble. ***Breathe in I am water, breathing out I reflect, what truly are.***

Age under 10? HAVE ADULT SUPERVISION WITH BREATHING TECHNIQUE.



Belly Breathe – Balloon Belly- Place hands on belly. Breathe in feel belly expand, pretend your belly is a balloon.



Bunny Breathe - Wriggle your nose, take 2 short breathes in.

Alternate Nost



Nostril Breathing - Provides energy. Uplifting. Accesses both parts of the brain. Place three middle fingers down, leaving finger and pinkie up. Over right nostril, breathe in through left. Release right nostril, Breathe out through right. Do other side. Soldiers in war zone use this breathing to get ready for battle.

Joy Breathe:

Raise hands above head, quick breath in, bend forward say 'rahhh'....repeat 2 times.



Mindful Eating: The Raisin meditation.

Try it.....we really taste the food better when we eat with our mind as well as mouth!!

- **Holding** Hold the raisin (or dried fruit) it in the palm of your hand. Thank the food chain, fields and soil and people who grew the food. Imagine you have never seen this food before...ever....in your life!

- **Seeing** what colour is the raisin? Notice any shadow it may have on you hand, look at any wrinkles, folds and different shades of colour.

- **Touching** Hold raisin between your thumb and finger, gently squeeze it and feel its texture, is it dry, slightly wet?

- **Smelling** Hold it under your nose, smell. What do you notice when you breathe in or out. Does it have a scent? If no scent, notice this as well.

- **Placing** Close your eyes and slowly place the raisin in your mouth, notice how your elbow bends, hand moves towards mouth to the correct place!... Notice what your tongue does to receive the raisin.

– **Chewing** bite into raisin, try not to swallow, slow eating down, notice juices.

- **Swallowing** follow sensation and you swallow.

- **After- effect** is there an after taste, notice what it was like to eat the raisin. Discuss.

Clouds that pass:

Ask the children to

- Sit in a chair, or on a cushion on the floor. See if they can straighten their back. Imagine a water hose in our bodies that can open and work when straight. If couched, slumped or not straight it is like a kink or twist in the water pipe and the water cannot flow properly.



- Now that we are sitting straight imagine clouds in the sky. The clouds are all different shapes, sizes and different colours. Each cloud represents a thought. Thought can be like clouds passing. They are still in the sky but they pass by. If you have a thought imagine it is a cloud, observe its colour, shape and how it makes you feel, try not to jump on the cloud or become too involved or focused on one cloud, gently watch it pass.
- Breathe in counting four, breathe out counting 8.
This technique helps engage the thoughts, body and mind.

HOME PRACTICE: Routine activities when on Auto-Pilot.

Choose one different mindful activity each day for the next week:

Brushing your teeth, going for a walk, or walking from one room to another, washing up, listening to a song, listening to the birds, drinking tea, juice or water, loading the tumble dryer. Just as you did last week. Keep a log of this. We can bring this back to the group next session.

Day / Date	Practice	Comments

We have discussed having a practice and reflection time. You are welcome to stay to the same activity each day for this week or differ between mindful activities. See what you notice. The idea is to awaken you to the moment, you may not necessarily feel any different. Go at your own pace when undertaking your chosen activity.

For example: Brushing your teeth: what are you thinking? Where is your mind? Pay attention to the sensations – the taste of toothpaste, smell, sound of brushing, what you can see, feel: moisture building up in the mouth, tongue and movements required to spit etc...

On the following link a CD can be downloaded free of charge. You will find eight tracks containing mindful activities that include the body scan. www.audible.co.uk/mindfulness

Coming to our Senses! Is a good way to regulate our emotions:

‘5, 4, 3, 2, 1 grounding technique’

Going through your senses can help remind you to live **‘moment to moment’** and bring your attention back to the here and now. Using senses helps you reflect on how you are feeling right now, reframe and respond.

5. Look: use your eye sight to name and say out loud 5 items around you: I can see the door, I can see my book, I can see a pencil, I can see the teacher, or I can see the learning board.

4. Listen: Use your ears to hear 3 things: I can hear the wind, I can hear the birds, I can hear the bell,

3. Smell: Use your nose to smell: I can smell the freshly cut grass, I can smell the cakes being baked, I can smell lavender from my lavender bag.

2. Taste: try the raisin exercise below, do some Mindful eating. Or see if you can taste something in your mouth maybe from your last meal or a drink.

1. Feel: Try the **‘Sa, Ta, Na, Ma’** exercise below. Or Feel the wind against your cheek, the breathe coming from your nose or mouth.

Two further exercises to stay calm:

1. Listen! Bell Mindfulness



- Sit legs crossed, back straight



- Breath, in and breath out, gather your breath



- Ring a bell or singing bowl



- Use hearing to listen to the bell, put hand on head when the bell ends.



- Press hands down on head. Return to breathing

2. Sing! While tapping each finger to thumb



Tapping fingers to thumbs while singing can bring the youngest of children to peace. This is a self-soothing exercise and can be done anywhere, lunch table classroom with no one knowing or seeing!



- Sit or stand up tall
- Place hands face up and place index finger to thumb
- Work through each finger tapping thumb on finger, start with index finger to pinkie.
- Sing.. Sa ta Na Ma or something in English like 'I am Strong'.
- You can say the above practice slow, fast, loud or quiet. This helps a child to learn how to raise emotions and lower emotions (emotionally regulate).

WHOLE-BRAIN KIDS: Teach Your Kids About Their Downstairs and Upstairs Brain

YOUR DOWNSTAIRS BRAIN AND YOUR UPSTAIRS BRAIN

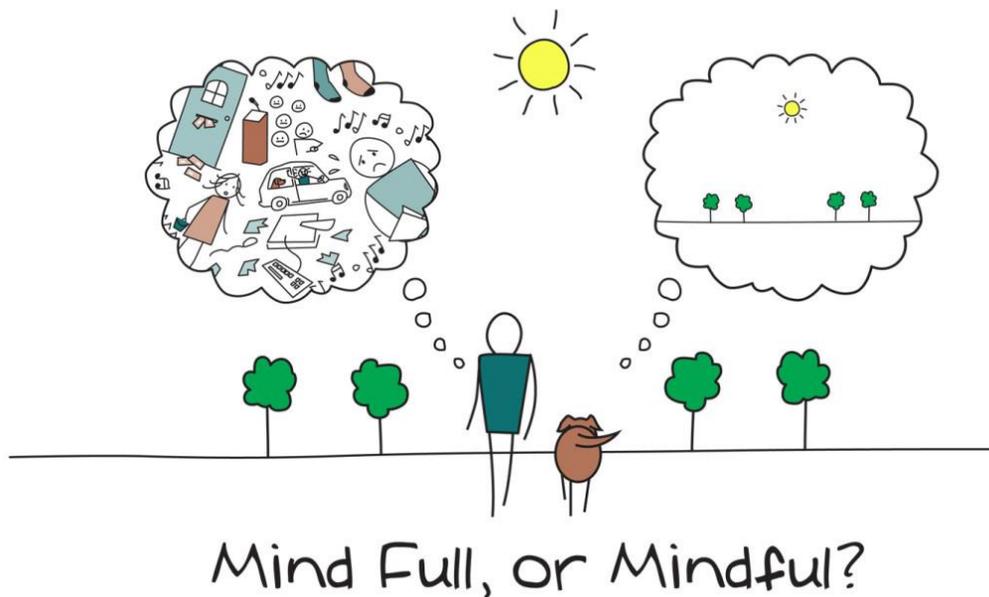
		
<p>MAKE A FIST WITH YOUR HAND. THIS IS WHAT WE CALL A HAND MODEL OF YOUR BRAIN. REMEMBER HOW YOU HAVE A LEFT SIDE AND A RIGHT SIDE TO YOUR BRAIN? WELL, YOU ALSO HAVE AN UPSTAIRS AND A DOWNSTAIRS PART OF YOUR BRAIN.</p>	<p>THE UPSTAIRS BRAIN IS WHERE YOU MAKE GOOD DECISIONS AND DO THE RIGHT THING, EVEN WHEN YOU ARE FEELING REALLY UPSET.</p>	<p>NOW LIFT YOUR FINGERS A LITTLE BIT. SEE WHERE YOUR THUMB IS? THAT'S PART OF YOUR DOWNSTAIRS BRAIN, AND IT'S WHERE YOUR REALLY BIG FEELINGS COME FROM. IT LETS YOU CARE ABOUT OTHER PEOPLE AND FEEL LOVE. IT ALSO LETS YOU FEEL UPSET, LIKE WHEN YOU'RE MAD OR FRUSTRATED.</p>

	
<p>THERE'S NOTHING WRONG WITH FEELING UPSET. THAT'S NORMAL, ESPECIALLY WHEN YOUR UPSTAIRS BRAIN HELPS YOU CALM DOWN. FOR EXAMPLE, CLOSE YOUR FINGERS AGAIN. SEE HOW THE UPSTAIRS THINKING PART OF YOUR BRAIN IS TOUCHING YOUR THUMB, SO IT CAN HELP YOUR DOWNSTAIRS BRAIN EXPRESS YOUR FEELINGS CALMLY?</p>	<p>SOMETIMES WHEN WE GET REALLY UPSET, WE CAN FLIP OUR LID. RAISE YOUR FINGERS LIKE THIS. SEE HOW YOUR UPSTAIRS BRAIN IS NO LONGER TOUCHING YOUR DOWNSTAIRS BRAIN? THAT MEANS IT CAN'T HELP IT STAY CALM.</p>

Have you own Saying to nurture compassion for you and others:

**‘May I be well,
May others be well’**

Unconditional compassion of oneself, leads to unconditional compassion of others’.



All of these activities help to be mindful instead of mind being full!!

Use the practice sheet within course to practice daily Mindfulness. Come together and discuss how you have practiced. It takes lots of practice to notice you are using mindfulness to help with emotions, feelings and respond to our environment.

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