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OUR WAY TO BECOME A MINDFUL SCHOOL ~ PROJECT SUNFLOWER 2015 - 2018 ~



FOREWORD – VERA KALTWASSER

For many reasons it is my pleasure to write a few words by way of introduction:

The potential of mindfulness has rightly become a focus of attention in the educational discourse over the past few years.

Given the rapid acceleration and digital inputs of modern life, given the external orientation and multifarious promises of happiness by any form of consumption, all of us are at the mercy of external stimuli which keep us busy and put a lot of stress on us: Faster, higher, further. This social pattern of self-optimization notably affects children and teenagers. They can hardly find experiential spaces where they can just be themselves and take a look inside themselves. Exercising the awareness of body, thoughts and feelings combined with the possibility to influence your own thinking and feeling is thereby the core to personal development – help to self-help.

Interest explorers will learn to understand themselves better, perceive and reduce anxieties, to discover their own strengths and use them creatively with all senses and accompanied by skillful teachers who provide help with self-calming and encouragement to express themselves.

Further it has been an honour for me to make at least a small contribution to the Project Sunflower with presentations and workshops in April 2016. Unforgettable, the welcoming atmosphere by the project leaders, having meals together, a little radio interview followed by a presentation in the Belgian Parliament.

My colleagues' openness really impressed me as well. Unfortunately I was not able to be part of the

direct mindfulness training with the children, but at least I got insights by the film footage.

It is always very touching to witness children improving their self-awareness, finding a language to express their feelings and taking up contact amongst each other sensitively. Behind this, teachers, who embody the mindfulness approach and set an example through their own "being-themselves".

Meanwhile the scientific mindfulness research offers a wealth of reliable data on the effectiveness of an ongoing mindfulness training. While stress management, emotional self regulation and relational competence seem to be the first focus, these important aspects have to be considered in a much wider extent. Ultimately, it is about the all-round development of our own personality and the unprejudiced encounter of our fellow human beings. This sounds very abstract but the roots of a society with an ethical foundation are laid in the daily educational work.

Sunflowers will blossom splendidly if they are paid attention in form of watering them and caring for them. In this respect the project deserves its floral name.

Thanks to the many persons who contributed to the success of this project.

"May mindfulness initiate more and more far-reaching impacts."

*This I wish to you with all my heart
Vera Kaltwasser*



INTRODUCTION

We are very thankful to be a part of this project and to make it possible to establish a sustainable mindfulness training for two primary schools. Much of this project appears to be well done, some other things we would do differently next time. It is a continuous process. We have learned a lot from each other and with each other and we would like to pass on our experiences and knowledge in this „guide“. Implementing more mindfulness and compassion in the pedagogical context has just started in Europe. We are also very thankful about the work of so many pioneers of the mindfulness movement who all inspired and motivated us to start a project like this over here.

May others also see their possibilities and potentials, develop it and start similar projects, in large and small. This guide may be an example, inspiration and help for their very own way. We are of course available for questions and suggestions with pleasure.

We wish you great joy in reading this and planning your projects

Astrid Semaille

Stany Paquet

Maryse Glod

Marguy Krier

Sarina Hassine





REASONS FOR AND OBJECTIVES OF THE PROJECT

Project Sunflower was born out of the need and the feeling of responsibility to address ourselves to the pressing issues and problems of our times and to face them in a constructive way. To us, the mindful approach seems to be a valuable tool in supporting oneself and others. At the same time it makes a sustainable, positive difference in the system. We are convinced that a mindfulness training benefits both children and pedagogues and supports them in their often stressful everyday school life.

Our everyday life is characterised by strong distractions: Both adults and children are faced with outside stimuli like for example noises (e.g. traffic noise, music etc.), billboards, technologies (such as mobile phones, computers, television) and other people's needs. Additionally, children and teachers often feel stressed by high expectations in schools and binding „leisure activities“. These aspects strengthen the „being beside oneself“ (cf. Author Helle Jansen, see annex). Furthermore a lot of processes run very quickly, impressions and reactions are very close to each other and there are effectively no pauses. Therefore we are often caught in automatic reactions towards these external stimuli. This leads to the fact that some children and teenagers as well as some adults do not spend enough time with themselves – with their inner world of thoughts and emotions and their body sensations. This lack of contact with their own selves leads to an unawareness of their own needs, an emptiness arises and causes an addiction towards external stimuli again.

Especially children lose concentration, become unbalanced and emotionally unstable. This often leads to difficulties in learning, insufficient competencies, a lack of performance, frustration and demotivation. The feeling of self-esteem decreases. Diseases, sleep disturbances and attention deficits can occur.

Pedagogues often feel pressured to meet the challenges in school and to give due consideration to themselves and the children on all different levels. They often experience stress and do not know about possibilities to reduce it and to build up more resilience. Their health suffers, so called „Burnouts“ occur and this often leads to classes being cancelled. The social and personal skills of the pedagogues are essential to feel strong, secure and comfortable in their job environment. Furthermore these skills are a crucial prerequisite for the relationship towards the children and also colleagues. Unfortunately, supporting these skills during the pedagogical apprenticeship and further advanced training activities has still not been given enough priority.

We are convinced that a positive self-esteem, self-confidence and a good relational competence form the basis for a positive atmosphere in school and are the best way of ensuring healthy, effective and sustainable learning environments.

”

L. 8 years:

„Mindfulness, that's something
where you really have to be careful and focused.
For me, it's being with yourself and seeing others at the same time.“

“

We understand relational competence as follows: "The ability of the teacher/educator to see who the children really are and to adjust his/her behaviour according to the image he/she sees without giving up his/her leadership and responsibility for the quality of the relationship, furthermore the ability to be authentic in contact with the child."

Helle Jensen / Juul & Jensen, 2002

Our project goal is to tackle this whole situation and the involved developments and to teach fundamental values and methods to adults and children in order to grow together and fully deploy their potential. We would like to strengthen mindfulness and compassion as basic competences in both schools and provide people with a concrete „tool“ for everyday school life.

”

L., 8 years:

"We have so many things on our minds!"

“

In their mindfulness training during the three project years adults and children learn,

- To develop a constructive approach to feelings and thoughts.
- To build up more self-confidence.
- To improve their learning and concentration abilities.
- To develop an understanding for the importance of well-being and health.
- To get a feel for the cause-effect-principle concerning decisions and actions.

- To improve impulse control.
- To practise empathy and compassion.
- To develop a constructive approach to challenges and resilience (inter alia stress and frustration concerning the own learning process, life in general).
- To become more aware of their functions and social manners in order to understand themselves, others and the relationships amongst each other better.
- To create a constructive, appreciative cooperation and a friendly atmosphere in class by a strengthened self-confidence (Promoting the personal and interpersonal competences).

"Do you remember your childhood or other times in your life, which capture the elements of mindfulness, situations in which you focus on the present moment with acceptance and without judging. When I ask this question to different people around the whole world, the answers are pretty much the same. Sounds, smells, tastes or other sensations are the most commonly applied parts of our memories. Our senses are always present even if our mind is chasing the past or the future. These mindful scenes often took part in nature and trigger feelings of warmth and security.

... Mindfulness has probably more in common with your own values, interests and activities than you think."

Christopher Willard, 2016



Project Description

„Sunflower – Mindfulness in Primary School“ is an innovative, transnational project which tried to sustainably implement mindfulness and compassion in everyday school life of two schools.

The project started in September 2015 and officially ends in September 2018, but the teachers of both schools will continue it autonomously. As well some 200 pupils, who all attend the 1st to 4th class when the project started at All-Day Primary School Villa Mirabella in Wiltz/Luxemburg and Primary School Royal Athenaeum St. Vith in Belgium, as well as their teachers were direct project members. Roughly 50 pedagogues (teachers as well as educators) went through a mindfulness training. The German project partner AKiju e.V. in Berlin (affiliated to the MBSR-MBCT professional teachers association) stands for mindfulness in German schools. All of its project members have experience, a network and materials with which they have given advice and support to the project. AKiju is responsible for both the editing of this guide and the production of the documentary film. The coordinators in Belgium and Luxemburg acted as contact persons for all project members and the public (politics, press). They assembled and disseminated information. An essential part of the Belgian coordination was the documenting of the project and reporting to the sponsors. Also they ensured that the measures and goals as described in the application were realised. The coordinators and coaches met every two months to discuss the upcoming topics. The Berlin coordination was consulted in any relevant issues. In total six times all project partners and the mindfulness coaches came together for a period of several days to reflect, plan and work on the documentation.

Two mindfulness coaches supervised the participating pupils and pedagogues and provided them with basic knowledge and exercises to strengthen awareness, concentration and relaxation repeatedly during 8 week courses. Regular feedback talks deepened the experiences and understanding on all sides. The classes from Luxemburg and Belgium visited each other twice

for one day each. They described positive changes, discussed challenges and supported each other. While exercising together children and adults experienced how a mindful view and a mindful dealing with one another connects them despite different cultural backgrounds.

Also the pedagogues attended the childrens trainings as “pupils” and got an example of the mindful approach, guidance, discussion strategies and dealing with conflicts. It was important to include the pedagogues early because apart from the training lessons they became the children’s contact persons and very soon continued the trainings on their own in small, short sessions during the week. The pedagogues trainings were held together across the two schools. First the pedagogues learned about the mindful approach in general and for themselves because own experiences are an important prerequisite for their later teaching. Later on, during their trainings they were qualified to guide training elements independently and support the whole school as ambassadors for a sustainable implementation of mindfulness as an integral part of life and learning.

To analyse the project work, the results were captured in feedback talks and video recordings. The guide as well as the documentary film give an insight into the project, the experiences and conclusions. They are available for others and can inspire them to take initiative to implement more mindfulness and compassion in the pedagogical context.

TABULAR OVERVIEW

Project Term	3 years, 1.9.2015 – 1.9.2018
Project Partners	<ul style="list-style-type: none"> ◦ Primary School Royal Athenaeum St. Vith (Belgium) ◦ Villa Mirabella - Primary School in Wiltz (Luxemburg) ◦ Verein AKiju e.V. - Mindfulness for Children and Teenagers in Berlin (Germany)
Coordinators	Astrid Semaille Maryse Glod Sarina Hassine
Trainers	Stany Paquet Marguy Krier
Financing	<ul style="list-style-type: none"> ◦ EU funds Erasmus+ (KA2/strategic partnership) ◦ SCRIPT (Service de Coordination de la Recherche Scientifique et de l'Innovation Pédagogique et Technique), Luxemburg ◦ Ministry of the German-Speaking Community
Participants	<ul style="list-style-type: none"> ◦ An average of 200 children ◦ An average of 50 teachers and educators
Children´s Training	<ul style="list-style-type: none"> ◦ Per school year 2 courses à 8 weeks, with each 1 lesson per week per class
Pedagogues´ Training	1st year: 18 hours, the next to years 12 hours each
Parents´ Work	<ul style="list-style-type: none"> ◦ Information letters ◦ Information- or feedback-meetings ◦ Information desks at school events
Further Activities with the Children	Meeting of the children groups from Belgium and once per term one day each
Organisational and Content-related Working Meetings	<ul style="list-style-type: none"> ◦ All project partners of all three countries and the coaches: 6 multi-day meetings during the 3 years ◦ The coordinators from Wiltz and St.Vith, each with the coaches: On an average of every 2 months each

THE FOUR PILLARS OF THE PROJECT

The Children´s Training	The Pedagogues´ Training	Elaboration of a Guide and a Film	Implementing in Schools
<ul style="list-style-type: none"> ◦ Training ◦ Visit partner school ◦ Exercising in classes ◦ Mindful dealing with yourself and others 	<ul style="list-style-type: none"> ◦ Informationmeetings ◦ Training ◦ Exercising at home ◦ Mindful dealing with yourself and others 	<ul style="list-style-type: none"> ◦ Coaches and coordinators ◦ Experiences ◦ Advice for ongoing work (sustainability) ◦ Advice for implementing elsewhere 	<ul style="list-style-type: none"> ◦ Step by step: <ul style="list-style-type: none"> ➤ Trainings for children and pedagogues ➤ Exercising in classes ◦ Mindfulness becomes part of the school concept ◦ Take parents along the way

RESEARCH RESULTS

Why Mindfulness in School

Mindfulness-research has been concentrated on the medical field for a long time and can look back on remarkable and impressive successes. People with stress-related diseases, chronic pain or depressive moods were able to experience numerous levels of improvement and were also able to successfully change deep-rooted patterns of behaviour in a positive, healing manner. Jon Kabat Zinn's work and his development of the MBSR-programme (Mindful Based Stress Reduction) strongly supported and fostered research in this area (see also The Pedagogues' Training, methods).

A couple of years ago the mindfulness approach was put into practice for the use of education and pedagogics in schools and it has been noted that children, who participate in the mindfulness-programmes, become more attentive, relaxed and empathic. They are able to calm themselves down when feeling anxieties and anger and they are able to communicate their feelings, for example with examination nerves or disagreements amongst friends. As all learning processes, mindfulness training changes the brain, e.g. the exercises intensify certain areas in the brain that are responsible for impuls control.

These scientific results of mindfulness research are so encouraging that a systematical training in schools and kindergardens is more and more being offered internationally (especially in America, England, The Netherlands, Denmark, Germany and Australia to name but a few).

”

.....
"If you were able to achieve the same effects as you get with MBSR with medications, it would be regarded as malpractice to not use this technique."
.....

“

Gustav Dobos, chief physician of the department for naturopathy and Integrative Medicine at the Klinik Essen-Mitte and chairholder at the University Duisburg-Essen

Add links to studies

[Study of KU Leuven](#)

the impact of meditation on depressive symptoms was evaluated here

[ReSource Project](#)

is a unique, large-scale study on Eastern and Western methods of mental training

[MBSR/MBCT Verband](#)

scientific articles on MBSR and MBCT

[Achtsam Leben](#)

an extensive page with notes on many researches, categorised in 20 different target and problem groups

[Uniklinik Freiburg](#)

research group meditation, mindfulness, neurophysiology

[MBSR-Institut Freiburg](#)

listing of research projects which cooperate with the institute





In this chapter we describe several aspects which we consider to be important when mindfulness projects are being realised.

Motivation

In most cases there is one person - a pedagogue, an educator or a parent - who is enthusiastic about mindfulness and would like to establish it in school. First of all, this person should be aware of his/her personal reasons and objectives and why he/she wants to establish mindfulness in the school. With mindfulness training you offer someone else a possibility of help to self-help. Changing the other person or even pushing him/her into changes should never be a goal at any cost. Sometimes it is even helpful to wait a little bit until the own mindfulness practice has become more consistent - otherwise you might feel disappointed if the others do not accept the "great offer" or even think this is nonsense.



"Don't take it personal."

Jon Kabat Zinn



In the best case scenario aims and objectives are very broad and long-term: Who for example is being bullied or has times of great disquiet or even violence in class may not misunderstand mindfulness as a fast-working remedy and then be disappointed if the desired success is not being achieved. Love is always a good motivation. Who works with compassion and kindness, will not only feel the biggest strength and energy, but also muster the necessary patience and endurance.

"In the Asian languages the word for 'mind' and the word for "heart" are same. So if you're not hearing mindfulness in some deep way as heartfulness, you're not really understanding it. Compassion and kindness towards oneself are intrinsically woven into it. You could think of mindfulness as wise and affectionate attention."

Jon Kabat Zinn

Patience & Time

Mindfulness takes time until it "works", until everyone catches on it, until changes become visible and noticeable. Certainly, there will be quick feedback in several regards, for example that a large porportion of the children is open-minded and excited or the stressed colleagues are open and interested to learn a method to reduce their own stress. But after a certain amount of initial enthusiasm, there will be drawbacks, difficulties and resistance which are to be met with love, understandig and patience and most important: Do not take these reactions personal.

Vera Kaltwasser (pedagogue and author, book see recommendations) has worked as a teacher and has tried to sustainably implement mindfulness in her school for ten years. Step by step she took colleagues and also science on board and eventually established several mindful rituals as standards in her school.

It is important to put the "trappings" revolving around such a big and longterm project into consideration. Time should be there and should be willing to be invested. Things that have to be done are for example: providing information, reading literature and knowing important authors, watching films on the theme, talking to experienced people, looking for appropriate coaches, creating flyers, meetings, giving feedback after meetings, finding event dates, finding meeting rooms, providing cushins or yoga mats and so forth.

First Steps: Strategy and Communicatio

To have an overview it is advisable to make a plan, what to do in general and what are the next steps. It would be a genuine pity if a good idea would be denied because the idea had been tackled thoughtlessly before. To simplify matters, a strategic approach is recommended also in order to get important partners on board from the very beginning. Support from colleagues, partens, a coach or even the school management is always helpful.

Questions that could be asked in advance:

- What exactly do I want to achieve?
- What are the needs of the involved people and is the offering helpful for them?
- Would that, what I have in mind, bring myself and others closer to their personal goals?
- What questions do I personally have or which ones concerning the topic

After this, you can organise an information event, arousing interest and curiosity in what lies within this project. One event for teachers, one for parents and when launching the project maybe a next event for the pupils as well - depending on their age and in which context the project takes place.

It always makes sense to give out a prepared paper/flyer with information and further sources of information. So that all interested persons have enough time to check which benefits they would have. In schools with overrepresentation of migrant pupils it is also possible to prepare an information paper for the parents in different languages.

In any event, it is not only important to spread your idea, but rather to provide accurate information about the meaning and content. All people involved, especially the participants, should know that the mindful approach starts within yourself and that in connection with this working on your personal competences is required.

Be the Coach or Hire Another Person

If you are a person (pedagogue, parent, mindfulness-coach), who has been practised meditation for a longer while, we would advise you to attend a special training for mindful work with children (see recommendations).

If you are a person, who has heard about mindfulness and thinks that a training is useful, it would be appropriate to gain personal experiences first, for example by attending a course and daily practise afterwards. Building on that you are able to have a more sustainable affect (as a multiplier)

respectively you have a basis to work with children or pedagogues because you know what you are talking about and therefore emanate more inner security and persuasiveness.

If you plan a project as a school principal or with your school management, but you do not have any practising person at your school, you can also get help from external coaches. In the beginning you would need to invest a bit, but it is always worthwhile to work with a professional – this will not only manifest by the quality of the work, but rather to foster mutual acceptance.

”

.....
"My parents got married.
My mother and I were very nervous,
so we did the flower together."

“

Involvement of Parents

It is always useful to have the parents on board – because the mindfulness approach does not stop after school, but rather starts at home in the best instance. It would be appropriate to offer a training for parents as well in the form of courses or workshops. In any case parents should be informed about what their children learn in school. This is also important for the children and makes it possible to avoid misunderstandings and resistance and to gain further supporters. We highly recommend an information sheet or information event for parents or even a presentation during parents' evenings. It is also possible to provide information during a school party by information desks or by offering workshops.

”

.....
"When I want to feel comfortable,
I tell Daddy to do the pizza massage –
he knows how to do it by now."

“

Es war schön und gut weil ich
habe meine atmung geschart.





When we started to work with the children in the schools, we first had to use rooms that were no classrooms. At the one school the room was a special room for movement, games and theatre, at the next school it was a small gym.

These rooms provide the advantage that they offer a lot of different possibilities to use different methods like yoga or intense active games, a circle with cushions or sitting together on a big mat. Unlike in the classroom, cleaning up or rearranging was not necessary afterwards. Furthermore, these rooms allowed to create a certain atmosphere which welcomed and encouraged mindfulness. Hence all the children used these rooms once per week during the 8-week courses. The class teachers attended these courses as participants, too. After a while they had started to guide exercises during their regular lessons in class. At the end of the project the mindfulness coaches guided mindfulness exercises in the classes as well. This was very important for several pedagogues to see in order to be able to build a bridge for their own work in classes.

OBJECTIVES OF THE TRAINING FOR THE CHILDREN

The trainings aim to support the children in

- understanding themselves and the relationships amongst each other in order to become more attentive, relaxed and empathic, develop inner qualities and appreciate themselves and others more.
- increasing their learning and concentration abilities, creating a positive learning environment as well as developing the ability to learn and live more consciously and more independently and by this finding their rightful place in the world.



"After breathing I feel more energized and I am able to concentrate a lot better."



This is achieved by enhancing their following skills:

- Learning and concentration abilities.
- Techniques to control their awareness and to maintain it.
- Growing self regulation/self management.
- Emotional regulation.
- Stress reduction.
- Independent, constructive handling with difficult emotions.
- An understanding about themselves and their environment.
- Promoting self-confidence and the possibility of a personal choice.
- Increasing resilience.
- Empathy and compassion with themselves and towards others, also helpful for bullying.

Content Structure of the Trainings

The following mindfulness relevant topics were identified as guideline principles for the three project years:

- Observation, awareness and concentration.
- Mindfulness of body and movement.
- Mindfulness of sensual experiences.
- Development of kindness and goodwill.
- Connection with others and everything.
- Reviews and repetitions.

Exercises to further reinforce and involve a holistic learning ability are presented and rehearsed continuously.

The awareness of breath, body, feelings and thoughts is part of every lesson.

FOCUS PER TRAINING

Main Focuses Training 1 + 2

- Topic mindfulness
- Discovering and exercising the awareness of breath
- Mindful sitting posture
- Exercising the mindfulness of senses
- Consciously feeling the mindfulness of the body
- Consciously feeling the mindfulness of thoughts
- Verbally and creatively expressing own observations and experiences (thoughts, feelings, body)
- Developing kindness and goodwill
- Connection with others and everything
- Mindfulness in daily life

Main Focuses Training 3 + 4

- Recognizing the multitudes of thoughts and feelings and their tolerability
- Accepting and investigating – without judgement (but with compassion)
- Differences of experiencing (feelings and thoughts)
- Locating inside the body
- Feeling/sharing qualities
- 5 R's (Method to make the best out of mistakes we made, which means learning from experience and compensation,  see annex).

Main Focuses Training 5 + 6

- Increasing the observation of breath to several minutes
- A longer yoga exercises where some known elements recur and are combined with each other
- Developing empathy and compassion
 - ↳ Establishing positive qualities, community and a sense of belonging, being-connected and depending-on-each-other.

The following mindfulness-based techniques foster the competences mentioned in the objectives:

- Mindfulness of breath – Mindful breathing and visualizations
- Mindfulness of senses – Mindful eating, mindful listening, mindful watching, mindful feeling, bodyscan

- Mindfulness of body and movement – Mindful walking, mindful movement (yoga)
- Developing kindness and goodwill – Fostering qualities such as concentration, patience, goodwill, generosity, ethical conduct, willpower, determination, compassionate benevolence, equanimity and so on
- Mindfulness of thoughts and feelings – Recognizing the multitudes of thoughts and feelings and their tolerability, as well as accepting and investigating – without judgement
- Connection with others and everything – Investigating and recognizing connection and its effects, meaning and purpose of intention and motivation and putting knowledge into practice.

TYPICAL STRUCTURE OF A MINDFULNESS CLASS

A Ritual

The content of the mindfulness classes was always designed by the topic of the week. Every mindfulness class starts with a ritual. The sound of the singing bowl preludes a centering yoga exercise. These rituals provide orientation and security to the children. Breathing and body exercises support the centering, the „being with yourself“ and getting in touch with yourself.

Exchange and Feedback

Subsequently, the children have the possibility to give a feedback on the past week and the implementations of mindfulness exercises in their daily life.

Main Part New Topic

Further topic-related mindfulness exercises and games as well as information about sense and purpose and effects of mindfulness exercises follow in the main part. Individual topics are also presented in form of storytelling.

Closing Diary

The verbal exchange on their experiences (locating inside the body, feeling, thinking) and the entry in their diary with painting and writing

form an important part of every class. Different methods of expression take on a clarification and documentation function. They have a positive effect on learning and contribute towards the integration of the brain. As some children cannot express themselves and communicate verbally, because they are not able to as yet or just do not want to, the diary gives them the possibility to express themselves creatively and sometimes also to individually share with the whole group.

SUPPORTING ASPECTS FOR THE TRAINING

Playful way of teaching

It is necessary and essential to teach mindfulness in a manner appropriate to age. A playful and movement-orientated approach fills the children with joy and encourages the willingness to try something new spontaneously. A "first hand" experience may thus develop; holistic learning may take place. When creating games it had proven to work with "try and error". We tolerated not-succeeding or not-yet-succeeding and did not correct anything. It is interesting and important to let the children play in the first place and only afterwards gather the points that had worked out already and the ones that had not worked out as yet. Adequate questions can play a crucial role in helping on the children. Using games in that way means picking the children up where they are standing right now. Together you can build "stairs" for their personal development. The children learn to observe, to reflect and to empathize and were often motivated to work together.

Movements

During all trainings we have noticed that the younger children, the better are exercises with a lot of movements. This helps them to come from movement to rest bit by bit.

Mindful Exchange of Experiences

The discussion following the game, the verbal exchange, was a kind and tolerant learning from each other. While exercising to give each other kind and non-judging feedback, the children learned a new way to communicate with one another.

Personal Diary

The personal diary helped the children to paint or write down their experiences and ideas after each class. A lot of children appreciated this help.

Furthermore the coaches were able to get an impression of what moves the children (👉 see annex).

In order to ensure the children's necessary rest to reflect their experiences, to feel inside of them and to express themselves, we ask the children to paint in silence. But for different types of children, however, it is difficult to paint in silence, they rather talk about their pictures and show them around. In this case, we offer them to do this during the last two minutes of the class. If children do not manage this as well, we will ask them to sit/lie down on their own in order to find rest and be calm.

”

P. 9 years:

"Silence feels so good"

“

The Method of Three Steps

A method which helps the children to cope with challenges and goal settings is the method of three steps for a successful outcome: to notice something (consciousness) – to imagine the inner wish (intention) – and to put it into practice. Even if it does not work out at once, the wish and the imagination would help to achieve the goal.

Storytelling

The children also enjoyed the topics that were wrapped into stories. Identifying themselves with the characters in the stories allowed them a different approach towards the topic and some children were obviously touched (👉 see annex). Some of them comforted the plush rabbit that got lost in the story during the painting/writing time.

The yoga stories were very popular during the whole project, especially the longer ones during



training number 5. The children combined the practised yoga exercises like for example the shell, the starfish, the seaweed narratively (possibly prepared at home), then instructed them in class and practised together.

Materials/Cards

We gave cards showing all breathing-, message- and yoga exercises to every group/class of children (see annex for examples), so these materials were present in the classrooms. In case some classes installed a little relaxing corner, as desired, where the children were able to withdraw themselves and exercise here in order to go on with their work in class afterwards.

The children received the 5 R's cards in small-scale (see annex). Thereby every child received a reminder for daily life. The pedagogues received the 5 R's as a small poster for the classroom in order to exercise together with the children.

Group size

The group size is not irrelevant, depending on the children's age and needs. We were challenged at the following point:

In a very large and another challenging group it was not possible to make optimal use of the programme for all the pupils who were interested in it.

An extra class about the "sense and purpose of mindfulness" was organised for the challenging group, so that all children could understand more how mindfulness can help them personally. For some children this was helpful to be able to participate better.

The large group was separated in order to be able to react more adequately to the children's needs. This was a useful measure because the children were able to accept the exercises more openly and willingly. It was a great pleasure to witness the children exercising with so much joy now and exchanging about their experiences enthusiastically.

SETTINGS AND DEALING WITH RULES

The following was taught as a framework to all children during the trainings:

- You are invited to participate in the exercises.
- You are not obliged to participate – if you do not participate, then be quiet and do not disturb the class.

If children behaved challenging, we would proceed as follows:

1. Reword the expected behaviour (for example "While exercising we are quiet.")
2. Make inappropriate behaviour a subject of discussion in a mindful way (benevolent, investigative, non-judging).
For example: "When you realise that you become restless, where do you feel this inside of your body and how does this feel?" or "What do you need for this exercise?"
3. Let the child decide to either adjust its behaviour or to leave the group for a certain pause (in order to reflect) but stay inside the room.
4. The child is left outside the group until the class has finished (but inside the room).
5. The child leaves the room with an accompanying person and stays there until the class has finished.

”

Z., 9 years, after the Ocean Waves breathing exercise:

"This was like a tsunami."

“

In case we see that a child really tries to behave appropriately, but acts uncontrollably (for example if they move a lot or talk in between, ...), we will react to the child's needs behind this behaviour as well as possible, by for example:

- Offering the child to sit next to us (or the pedagogue). Again and again it was appropriate to place children with a noticeable and difficult social

behaviour next to a coach in order to be able to react quickly and softly by the own calm presence and if necessary by small gestures (for example putting the hand on the shoulder).

↳ Getting up and putting the hand on the child's shoulder for a little while.

In situations where, despite this approach, a child's behaviour exceeded our means/limits, we tried to find an individual solution together with the project managers.

CONCLUSION CONCERNING THE OBJECTIVES

During the training, especially from training 3 on, an improved concentration ability, an increased concentration span as well as an increased impulse control were noticed in the course of the mindfulness-exercises. This was observed by the following:

↳ Being quiet and sitting quietly for several minutes during an exercise (King/Queen of Silence) and focussing on the breath or the body.

”
"The King of Silence calms me down. I am exercising at home, too, so I could sleep better and reflect better."
.....

↳ Many children reported that after detecting a distraction they are able to focus back on the object of concentration, in this case breath and/or body, much more easily.

↳ Most of the children calm down faster in the course of the mindfulness-exercises and care less about external disturbances (noises, other children moving). During The Strong King/Queen (some children tried not to take on other children's disturbances in the circle) it was noticed that external disturbances could decrease if nobody reacted to them. This seemed to be relevant for children in situations of conflicts, provocations etc.

↳ More and more children report that even though they may feel inner disturbances (such as something tickles, scratches or disturbs, ...) during The Strong King/Queen, they are able to control the inner impulse towards reaction/moving and to restrain it until the exercise has finished, which means we notice an increased impulse control. The children say that the Thought Cloud exercises are very helpful for this.

”
"I feel 'to breath' like clouds, especially in my belly and my heart."
.....

↳ Individual children, who at first and some even longer were not able to take on the exercises in silence, were very enthusiastic when later on they succeeded.

Many children enjoyed the silence and mastering the challenges and asked for more. They also reported an increase of inner peace and concentration.

Regardless of what the other children did, more and more children were able to "take" their rest and be with themselves (this was especially noticed from training 5). In training 5 many children became aware of the force of our thoughts and the difference between shortterm and longterm fun.

”
"Whenever I am angry, I just shake out this energy."
.....

Many children reported how they integrate the use of the conscious breath and other different mindfulness exercises into their everyday life

- ↳ In addressing and coping with their feelings (especially excitement, grief, anger and anxiety)
- ↳ in order to calm down
- ↳ in order to improve concentration
- ↳ in stress situations (tests, hard moments, ...)
- ↳ when they have conflicts

”

"I was really annoyed
and normally I would hit the other person –
I tried not to do it
and I just went to be on my own
... and it felt good."

“



It is clearly obvious that the vocabulary to express the own body sensations and feelings is increasing during the years of mindfulness training.

The trust that the children develop during the mindfulness classes is surprising. They reveal things that really touch their hearts.

POPULAR EXERCISES WITH PRACTISE INSTRUCTIONS

The children named the following exercises (📎 annex) as their favourites:

- Heart Exercise
- Flower Breath
- Pizza Massage
- King/Queen of Silence





”

C., after we sent out 'Good Wishes':
"Cape Verde is an island full of people who like me. Everyone is my family."

ich fand es heute sehr schön den ich finde
es ist immer schön wenn man etwas neues
erfährt. Die Arbeitszeit ist sehr entspannt und
Sehr ^{wenn du} nützlich wenn du gesträst bist



B.: "The yoga exercise 'hug' helps me a lot when I am bored."

F.: "I showed the exercises to my Mom; she likes 'starfish and shell!'"

M.: "It helps me when I am angry."

O.: "I don't believe in breathing."

B., as she sees the glitter sinking in the glitterglass:
"My thoughts are taking a break – they rest."

G., after picturing things inside the head:
"It felt nice and then normal. It is actually very easy, just as giving a command!"



“

”

K.: "During the massage my heart makes a silent 'bumm!'"

"Breathing helps me."

"I was afraid when me and my Daddy were sitting in a boat. Daddy said I don't need to be afraid. But I did the flower and it helped me a lot."

"When you tell one of those stories (visualizing), no matter which one, my brain is lying down and I am able to work better afterwards."

B.: "The 'flower' helps me when I am sad."

"When I don't hit or insult other people because I am breathing, I feel a lot better inside myself."

"When you know about your own feelings, you can for example go to someone else when you are sad."

.....

During the learning festival where all parents came to Villa Mirabella, performances were on the programme.

M., who was performing first, wanted to play 'Pour Elise'. She started twice and stopped after a few measures.

Then she took her time and did a breathing exercise in front of the audience and after this she passed her performance with distinction.

.....

L.: "I don't get angry that much; that's not me. But if I do, I like to do something with my hands."



“



SET-UP, OBJECTIVES AND METHODS

The mindfulness-training was introduced during several information events in both schools. The interest was big and 51 pedagogues in total had signed up for the training. The trainings in mixed groups of both schools took place in both schools alternating. Generally, there were two 6 hour trainings that built on one another in every project year: The first year was about self-awareness, the second year about the mindful approach of the pedagogues and the first transfer of mindfulness exercises for the pupils. The third and last year was about transferring and developing a shared vision.

The goal of the training was to get to know and exercise methods and ways of mindfulness in order to remain healthy in the teaching or educating profession and to experience everyday school life with more joy and acceptance. The training helps to identify your own operating modes and reactivity patterns and to change them. Treating yourself compassionate-friendly and constructive leads to more serenity and happiness. Over time, more stress resilience is developed and this may protect you from a "Burnout" or other stress-related disorders. Mindfulness training conveys an attitude of interested and non judgemental awareness, of empathy and compassion for the other person – and thereby fundamentally supports the relationship work in the pedagogical context.

"We understand relational competence as follows: The ability of the teacher/educator to see who the children really are and to adjust his/her behaviour according to the image he/she sees without giving up his/her leadership and responsibility for the quality of the relationship, furthermore the ability to be authentic in contact with the child'."

Helle Jensen / Juul & Jensen, 2002

The training is based on the MBSR-programme (Mindfulness-Based Stress Reduction). Short declaration: This mindful-based, non-ideological self help method to reduce stress offers knowledge and practical exercises to deal with stress, emotions, pain or serious communication issues. The programme was developed in the 1970's by the molecular biologist Jon Kabat Zinn at the Worcester State University, MA (USA). Usually MBSR is an 8-week course. Participants attend a 2.5 hour class once per week for eight weeks as well as one full day session in silence. The programme is deployed worldwide and its effectiveness has been confirmed by numerous scientific publications (www.mbsr-verband.de, www.IFMCO.be, www.mindfulmoment.be)

Besides the exercises and the knowledge of MBSR, other methods such as games, storytelling, poems as well as several audiovisual forms of teaching (theatre, improvisation theatre, role playing) were used. A lot of emphasis has been placed on self-discovery through exercises and reflexions. Thus the trainees were trained to develop a much deeper understanding and become a rolemodel for the children by embodying the mindful approach. The participants were always allowed to freely share their experiences, but they were not obliged to. In order to strengthen the understanding, everybody received written documents. Also they had to do homework in form of a daily, short, formal and informal mindfulness practice.

REALISATION

The objectives were realised by the following knowledge transfer, exercising certain skills and establishing a certain stance:

Skills for a mindful dealing with yourself

- Practising the four basic mindfulness exercises (Bodyscan, sitting meditation, yoga, walking meditation) in daily life.

- Consciously taking care for your own well-being (selfcompassion, self-care) within and without the pedagogical framework.
- Realising and reflecting the nuances of your own mind more consciously, more clearly and preferably value-free (body sensations, feelings and thoughts).
- Inquiring the own reactivity patterns into internal and external stressors and constructively dealing with them.
- Dealing with difficult teaching situations and preventing possible difficulties more consciously, more calmly and more constructively.
- Feeling and radiating inner peace, security and benevolent presence in yourself.
- Mindful communication, the meaning of resonance.
- The meaning and realisation of compassion for yourself and others.
- The positive impacts on applied mindfulness, also for your personal health.
- The meaning of mindfulness for the pupils' learning.
- Elaborated, concrete options for the practical mindfulness transfer to children.

.....

"Who suffers from exam nervs, does most of the times not see the easy but creativity requiring solution, which normally would have been obvious ... Hence a positive basic mood empowers learning. We were able to show this recently and also to display it inside the brain by functional imaging."

Manfred Spitzer, 2002

.....

"We have to learn to be kind to ourselves. In the long run avoiding unpleasantness is a very unkind thing to do to yourself. The process of becoming who you will be begins first with the total acceptance of who you are."

Henepola Gunaratana

.....

"If you can solve your problem, then what is the need of worrying? If you cannot solve it, then what is the use of worrying?"

Shantideva

Knowledge transfer on mindfulness, compassion, neurosciences and others:

- Exercises and games for a mindful dealing with yourself and others.
- Exercises to reduce stress, to regulate emotions and to control impulses.
- Information on creating a positive learning environment and an encouraging relationship with the pupils.
- Scientific facts on mindfulness and neuroplasticity.
- Background knowledge on the four channels, R.A.I.N., the two hemispheres.
- The impact of resistance and acceptance.

.....

The following knowledge supported the pedagogues in classes to

- improve their own resilience and be less stressed through this.
- improve their effectiveness on working with children.
- encourage their happiness on working with children and their own well-being in the workplace.
- consciously sense the social and emotional climate in class and to positively influence it.
- build up and cultivate a good learning environment.
- use methods and exercises in order to teach mindfulness to pupils and to implement mindfulness in everyday school life.
- strengthen the following competences of the children:
 - Learning – and concentration ability
 - Emotional control
 - Understanding of themselves and their environment
 - Empathy and compassion (also prevention)
 - Including the children in their learning and work.

"A mindful education removes our attention from everything we would like to change in this world and is directed inwards. Instead of taking the enormous, unresolvable task to bring the world surrounding us to a standstill, we learn to sense and also deal with the wild chatter inside our head ... Thus we will be able to find the calm within the storm ..."

Daniel Rechtschaffen, 2016

STRUCTURE OF THE TRAININGS

Year 1: Training 1 + 2

Basic knowledge on mindfulness and practical tips for daily life

- ↳ General information on mindfulness
- ↳ Practical introduction in different mindfulness practices
- ↳ Participation in the children's courses

Year 2: Training 3 + 4

The pedagogues' mindful approach

- ↳ Deepening of basic knowledge and further exercising in mindfulness
- ↳ Mindfulness in school – in class and during activities with children
- ↳ Knowledge transfer on how to teach mindfulness exercises to the pupils

Year 3: Training 5 + 6

Mindfulness in school – in class and during activities with children

- ↳ Further information and exercises
- ↳ Knowledge transfer on how to teach mindfulness exercises to the pupils
- ↳ Developing a shared vision and realising ideas on sustainability

From the feedback it has become clear, that the pedagogues developed not only personally but also professionally. Especially when it comes to:

- ↳ Relaxation
- ↳ Relationship towards body, feelings and thoughts
- ↳ Acceptance
- ↳ Letting go

- ↳ Reflexivity
- ↳ Acting more mindfully
- ↳ Benevolence
- ↳ Resilience.

During their trainings they especially enjoyed the scientific explanations, learning new techniques and practical examples, but also the personal contact and the exchange amongst each other.

During the lessons with the children, they attended as participants, the pedagogues liked the diverse realisation (stories, massages, Body Scan etc.) and especially the games for the children, which worked well for every age-group. Exercises that are easy to practise with small children were highlighted especially by the educators. The teachers really enjoyed these weekly hours with the children, the "productive rounds of discussions" as well as the "very emotional moments". The exchange meetings in St. Vith and Wiltz were very popular, too.

GENERAL OBSERVATIONS

Desires and Needs of the Pedagogues

- The desire to enhance the awareness for the moment when uneasiness and stress occur in order to ensure an early response and thus prevent inappropriate or uncontrolled reactions.
- The desire to find the "moment of balance", "being-with-yourself" in daily worklife in order to create the necessary space and thus being able to handle challenging situations in a more appropriate way.
- The need to cope differently with destructive mind spirals and to be able to transform them.
- The necessity to find a way to fend for yourself.
- Many of them realised there is a more appreciative and loving way to deal with yourself, they do not always have constantly in mind, but rather would like to practise it more and more

"Mindfulness helped me very much to be more mindful with myself, to respond to my needs, to say 'STOP' when I notice I need a break."

Juli, Grundschullehrerin

DEALING WITH CHALLENGES

Developing the Mindful Approach

It is very essential to inform about the fact that developing and practising a mindful approach is a very personal process. This is what distinguishes this training from other pedagogical trainings in which knowledge and methods, which can directly be put into practice in classes afterwards, are imparted. Therefore we strongly recommend to communicate clearly and explicitly from the first information event that mindfulness is a continuously developed attitude based on training and personal experience.

”

*"The mind, too, has its regimen.
It needs gymnastics,
just like the body does."*

Honoré de Balzac

“

Learning from Colleagues

Almost each of the pedagogues' feedback stressed out, that collegial exchange is very important to them. By listening to each other and empathizing with one another they realised that they are not alone when it comes to difficulties, both in privat and pedagogical everyday life. Hence they felt connected and strengthened. Sharing experiences inspired them to develop new and personal ideas for their classes and themselves.

During the group work the pedagogues often guided the exercises as if the participants were children. The use of mindful feedback and mutual inspiration were viewed as extremely positive.

Reports on changes concerning the children from mindfulness experienced colleagues were also

regarded as very helpful. Thus high expectations towards a "quick training effect" were adapted realistically.

Time for the Process

Giving time to the participants in order to make their own experiences is also a significant factor that should not be underestimated when planning a mindfulness project. As the pedagogues put the mindfulness exercises in practice in the second year, the project began to peak. The pedagogues were amazed by the variety of possibilities and creativity to apply the exercises in the different school subjects. And yet during the training, more and more initially sceptical pedagogues embraced mindfulness, especially because they observed positive changes within themselves or the children and appreciated this. The participants also put emphasis on the positive impact of the mindfulness project on the good atmosphere amongst the colleagues, due to a more constructive communication.

”

*Before you speak, let your words
pass through three gates.
At the first gate as yourself
'Is it true?'
At the second ask,
'Is it necessary?'
At the third gate ask
'Is it kind?'*

Rumi

“

Voluntary or Compulsary Approach

The project had been introduced several times in advance and it was welcomed by all interested parties. During the training it was noted, however, that not everybody was prepared for the process, was apparently expecting something different or not willing to join the trainings on the weekend – thus resentment, unwillingness and absense occured in isolated cases. Compulsary attendance of the trainings were not in the interest of the coaches because to them openness and

willingness are basic requirements for a mindfulness training. At the same time it turned out that initially sceptical participants soon realised the personal impact for themselves and became enthusiastic about the training. Especially these colleagues, in turn, were able to convince other sceptics.

Unfortunately, compromises could only be made concerning the weekends. Trainings during the weeks were impossible, so that for some participants the unwanted work in the trainings remained difficult.

The different technics that we learned and trained with the kids help us not only in class but in our whole life.

Elisabeth, Teacher





The mindfulness transfer was guided by professional and experienced mindfulness coaches, to secure the high quality of the work with children and adults. In order to support and improve their work, a regular exchange amongst the project management and the employees of AKiju took place.

The quality and the results of the school activities were secured and certified by regular feedback-talks between the mindfulness coaches and the pedagogues. On the basis of a survey by questionnaire the pedagogues were asked about their perception of changes and abnormalities in themselves or the classroom. The participating children were given a questionnaire before and after every course.

The questions in the last questionnaire for the children were the following. We rather left them open consciously because we experienced that detailed questions were sometimes misunderstood and therefore were not conclusive enough. Whereas they expressed themselves gladly when it came to the open questions.

- What did you like?
- Was did you not like so much?
- What did you learn for yourself, your life, your daily life and what was useful?
- Was it useful for your group?





Sustainability was important from the very beginning for us as project partners and coaches. The project duration of three years resulted by this fact as well.

Exercising the mindful approach and implementing the exercises in everyday school life takes time – everybody who exercises mindfulness can relate to this. Hence the reason why enough time and room are necessary. This also needs a strong group that carries the process and reminds you of this.

A constant supply in form of, for example, a rest room or a supervisor who regularly visits the school is favourable. During the three years we tried to touch and inspire as many people intently as possible. Our goal was that ambassadors developed within the group and guide exercises, support ideas, train themselves privately or bring trainings into the schools etc.

.....

"When do you experience silence during the day?" Many pupils are surprised by this question, because they now realise that there is always any type of noise source surrounding them. In reply to one child saying before going to sleep there is silence, others mentioned they would fall asleep watching TV and the mother would turn it off afterwards. So it is hardly surprising that silence scares some pupils because they are just not used to it.

Thus the preliminary talks before the resting periods are so precious because the question alone could cause a self reflecting attitude.

Vera Kaltwasser, 2008

.....

What has been accomplished up to now:

In September 2018 the EU project-funding runs out, but the involved pedagogues are not talking about the end of the project because the schools will continue the mindful way. In order to stress this, the colleagues want to symbolically plant an apple tree. Its blossoming and its fruits will remind everyone to continuously plant the seeds of mindfulness and enjoy them when they become fruits.

Actually a core group of five teachers has been formed at the St. Vith Primary School over the three project years. They want to keep an eye on the project's sustainability and to promote the further process in consultation with their colleagues. We are delighted at this development!

Also, in Wiltz a new team has formed, that wants to concentrate on the progress and sustainability of mindfulness. Contacts between each other, as well as contacts with other schools, that practise mindfulness, is explicitly requested and have already been initiated.

There are ideas and wishes on the part of the pedagogues, that belong to the field of sustainability:

The kindergarden in KA St. With and Cycle 1 in Wiltz have started to set up a "treasure box", where they share their exercises and experiences with each other.

- Mindful rituals in everyday school life are desired, for example regular exercising lessons.
- Focuses for exercising mindfulness in every school term should be agreed on in order to remind and guide the pupils.
- Furthermore new exercises should drop in, in order to maintain the variety and to keep the pupils' interest and excitement.

- The pedagogues addressed further topics, they would like to work on in the future, such as for example:

- ➔ benevolence,
- ➔ self-care
- ➔ the needs on the teachers' side.

Furthermore,

- a more respectful communication, as well as reducing the burden of work are desired.





To ensure transparency for ourselves and others referring to our approach and experiences, we decided upfront to write this guide and make a documentary film. Both medias complement each other. The guide rather deals with the content and reflexion, whereas the film illustrates the children's training and reflects the children's, pedagogues' and parents' feedback in interviews.

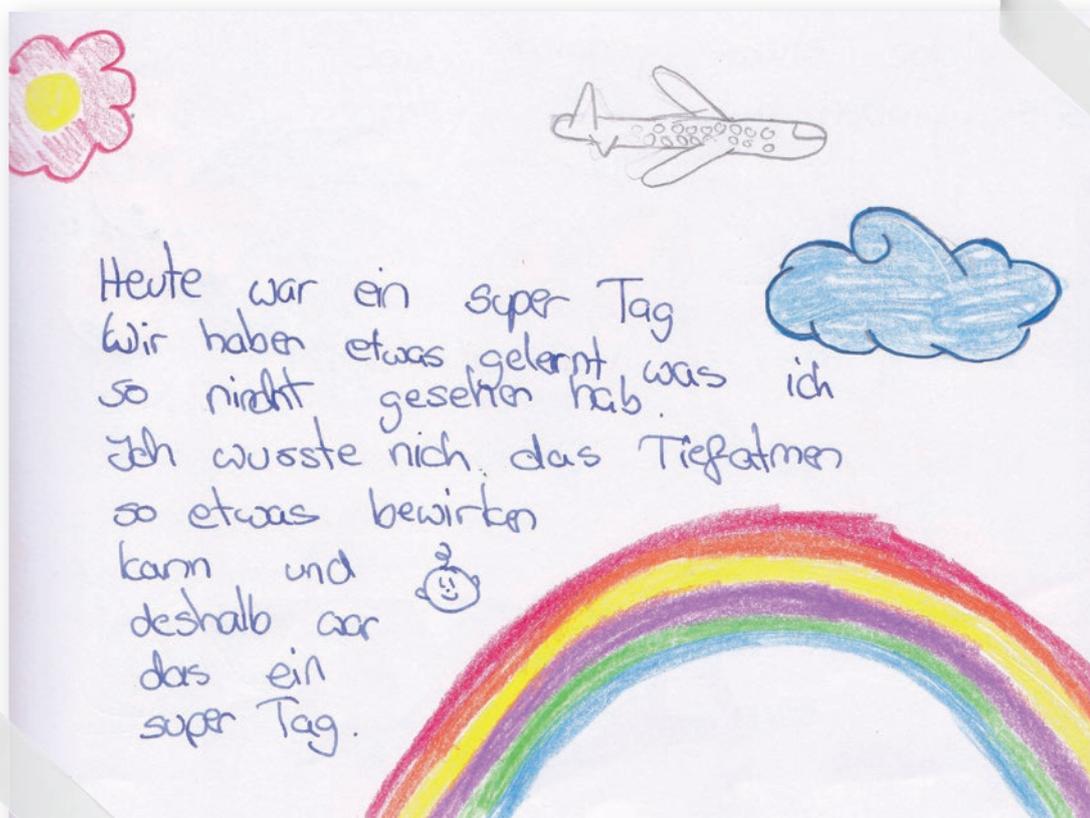
The guide: We, as a project group, discussed what we think is important and makes sense to us. For writing this guide the coaches had put a lot of thought on how to present their work with the children. After every training session they had written a report, which had been revised editorially in the end and then included in the whole work. Finally, all existing texts were amended and put together in the Berlin editorial department.

The film: The film work started before even the trainings had started and tried to catch the teachers mood. After the first training the Berlin film team "Rigaerstreetfilm" consisting of Sarina Hassine and Patrick Popow came to Belgium and Luxemburg. Here the interviews were shot within five days. During the third year we were shooting inside the

classrooms in order to show how the pedagogues integrate the work in their classroom context. We are very delighted to get the possibility to generate the documentation in this way. On the basis of the film footage it became clear to us how precisely this direct and very personal means of "data collection" clarifies what has happened with the children and the adults.

 The movie can be seen online free of charge in German with English subtitles.
www.kas-online.be/achtsamkeit

Originally, a cooperation with the Catholic University Leuven, which showed great interest in the research on the effectiveness of mindfulness in schools, was planned. But due to organisational reasons this cooperation did unfortunately not take place.



**In conclusion it should be noted ...**

A wonderful effect of this project on the part of the pedagogues is, that the colleagues have become much more familiar amongst each other. By exercising active listening, being there, being empathic, being honest, being open towards the other person – the communication within the team has changed and improved a lot. The colleagues feel increasingly more comfortable with one another. A further key finding: I am not alone with my thoughts and feelings, everyone is faced with similar challenges and we are all in the same boat – also across schools and transnational.

As already stated in the beginning of the project it seems to be a good approach to include the pedagogues in the mindfulness classes with the children. Today we would go as far as to say, it even makes sense to train the pedagogues one year in advance in order to support them. And then in the next step, training the children or the methods to transfer mindfulness in classes can be tackled. This order seems to be even more effective to us and protects from the misunderstanding, that as a pedagogue you learn something to directly teach it to children.

As described above is is very important to the coaches, that participating in the training is voluntary. Mindfulness only “works” when you really want it.

In exchange with the Berlin network, we had learned one example that convinced us. Here a primary school teacher, who already attended a mindfulness apprenticeship, started to exercise mindfulness with the children. She attracted her colleagues’ attention and was asked if she could share her knowledge and experiences. This way, mindfulness slowly gained entrance into the school. For this way you need high-quality trained people with values and firm beliefs – and most important a lot of patience. Thus the wonder of mindfulness can grow most effectively.

It seems desirable to us, to already implement mindfulness during the pedagogues’ studies/ apprenticeships in order to provide them with the right direction as early as possible. Studies should not only cover the field of education and pedagogics, but rather focus on supporting and fostering personal development. The relationship towards the pedagogue is crucial for a good and healthy learning environment for a child. A pedagogue with a strong personality is able to retain happiness, creativity and resilience longer and remains healthy and happy.



**TRAININGS**

- The Heart-Mind Education Project
(Kate Janke, USA)
- Non violent communication
- TMM – Transformative Mindfulness Methods
(Dekyi-Lee Oldershaw, Ca)
- Mind with Heart
(Vinciane Rycroft F/E)
- MY Mind
(Pr. Dr. Susan Bögels)
- Connected Kids
(Lorraine Murray, UK)
- Mindful Schools (USA)
- AISCHU – Achtsamkeit in der Schule
(Mindfulness in schools, German)
- Happy Panda Projekt, Berlin

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Sounds True

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Ein Kurs in Selbstmitgefühl - Achtsam und liebevoll
mit sich selbst umgehen. *O.W. Barth*

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Das MBSR-Praxisbuch, Goldstein



 Pizza-Massage

 Flower-Breath

 Heart-Exercise

 King or Queen of Silence

 The 5 R's

 Rabby Rabbit

PIZZA-MASSAGE

Sitting behind each other in twos.

The child in the back is making a pizza on the other child's back.

Dip the fingers into the flour • Spread the flour on the worktop evenly • Add some more flour and a little bit of salt • Add water • Knead the dough • Form a dough ball • Roll out the dough • Put it on the pizza tray • Pour it in evenly • Topping the pizza • Don't forget the cheese

Out the tray in the oven • Smell • Cut.

Exchange the places.

Karte Stany Paquet and Marguy Krier passed down





FLOWER-BREATH

Both hands with the palms upwards resting on the thighs.

Stretch the fingers while inhaling; (the flower grows towards the sun).

Loosen the fingers while exhaling, and come back to the starting position.

Karte Stany Paquet and Marguy Krier inspired by The Heart-Mind Education Project – Kate Janke





Standing, arms hanging down.

While inhaling, raise the arms upwards in a semicircle coming from the sides, until the palms touch each other silently above the head.

While exhaling, lead the folded hands in front of the body downwards to the heart.

Then from there, while inhaling again, raise the folded hands above the head again and stretch them.

While exhaling let the hands sink along the body again.

Karte Stany Paquet and Marguy Krier inspired by CCC – Pamela Cayton





Sit down comfortably in a royal position,
focus on your breath, ideally without any motion.

Notice, if something is moving or would like to move
and come back to your breath.

Karte Stany Paquet and Marguy Krier inspired by Yoga pour les enfants – Jacques Choque





THE 5 R'S

Remember: I am a good human being by nature and I can learn from my mistakes.

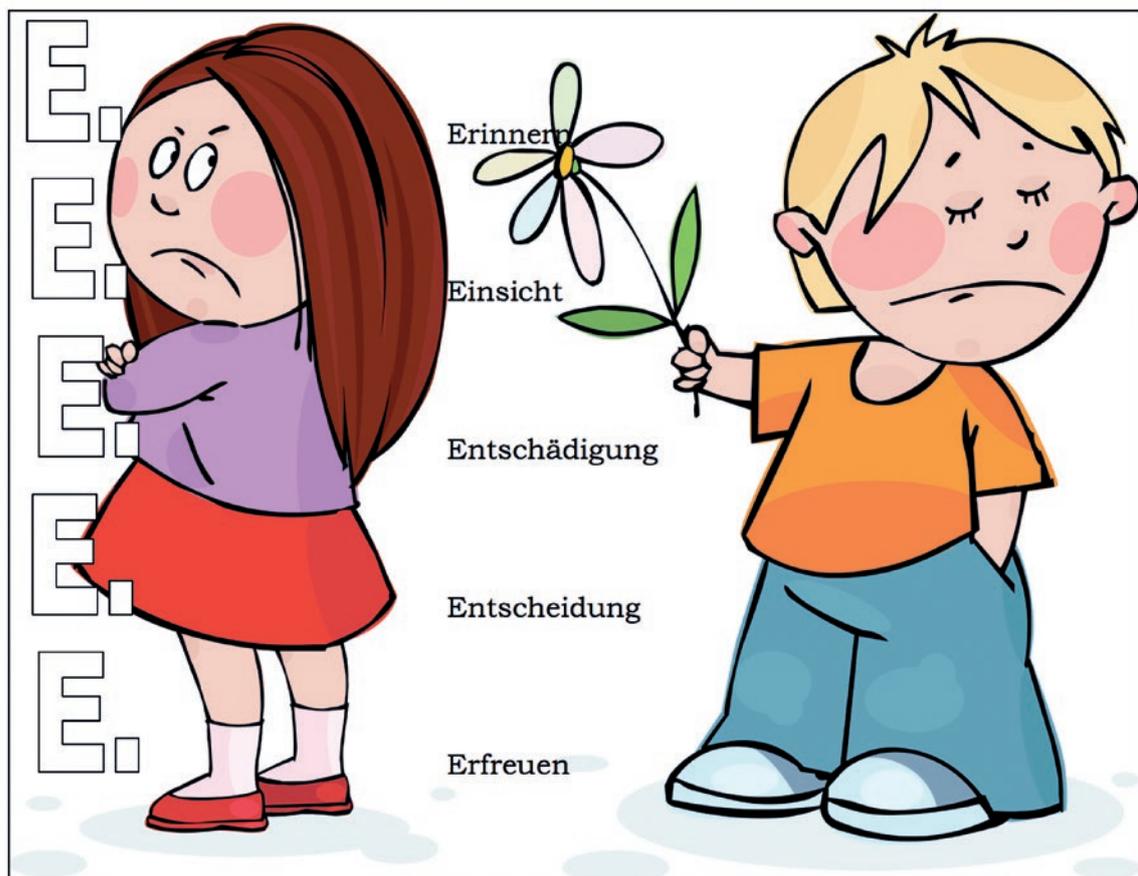
Regret: I acknowledge what I have done and feel sorry about it.

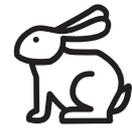
Remedy: I want to remedy what I have done.

Resolution: What could I do differently next time?

Rejoice: I am happy and celebrate my courage. I have learned something new.

Based on "The five R's" by Pamela Cayton in CCC, written by Marguy Krier and Stany Paquet.





Once upon a time there was a rabbit Mommy and a rabbit Daddy. They were living very close to the sea with their little family. Mommy Rabbit and Daddy Rabbit were paw busy because they had to feed five little bunnies.

One of them, called Rabby, was a little smaller than all the others, thus all the others had to take good care of him. That's why they always left the biggest and most succulent plants for him, so that their smallest would grow big and strong, too.

Then, one day, while it was still dark outside and everyone else was still sleeping, Rabby woke up very early before anyone else. He started hopping around in the darkness and then full of energy went out on his own. But he was not alone in the darkness. Suddenly a huge, furious and bearded face appeared - right in front of his snub nose. The face opened its humongous and thick lips and started to bark loudly. Two rows of incredibly impressing teeth were exposed. Rabby did not know what happened; he ran away, just following his nose, no matter where he would end up, he just ran.

It was old Bello the dog, who could not sleep anymore at this early hour. That's why he was outside moving his legs and sniffing here and there. Oops he said to himself, was this the little rabbit whirlwind or a shooting star with rabbit eyes? Still flabbergasted about this, he comfortably trotted home.

But when little rabbit finally stopped completely out of breath, it was twilight. Rabby watched his surroundings anxiously. He had never been here before. All alone he was fear and worry now. He swiftly darted into the thick seagrass and hid there. From time to time he stretched out his ears to hear if he was still safe here. Otherwise he was sitting there without moving, quiet and stiff like a statue.

Meanwhile at home there was a lot of action. Mommy and Daddy Rabbit had gathered the whole family together and now they swept the whole area around the rabbit hole. On their way they met a starfish doing its morning stretches, but it had seen nothing and nobody. They also met a whole colony of shells snuggling but they too had noticed nothing and nobody. But then they suddenly saw a seagrass plant with rabbit ears.

They ran towards it - as swift as then wind - and hugged up their smallest. Mommy, Daddy and Rabby's siblings laughed and cried for joy. But Rabby couldn't stop sobbing and whimpering; he was so shocked and still excited. Mommy Rabbit showed him the Rabbit-Breath where he had to breath out deeply several times. Thus he slowly revived.

Everyone hugged him up. And then he had to promise Mommy and Daddy not to move around on his own anymore until he is a whole lot bigger.



From left to right: Maryse, Astrid, Sarina, Marguy, Stany

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The human heart has two poles.
It is an enormous, extremely
sensitive receptacle - a listening device
far more perceptive than
the ear. And, as well, a forge of unlimited
radiance, capable of converting and
transmuting everything felt into
warm tears, sunlight, and laughter.

Saki Santorelli in
"Heal Thy Self: Lessons on Mindfulness in Medicine"

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