

Why?

EXPLORING MINDFULNESS IN IRELAND

THIS IS NOT ABOUT AI BUT EI

ERIKA PUTNOVÁ

<https://www.mentimeter.com/app/presentation/alq4hxgqoqj6e77kzaeipsiftkijbhpni/mso8zf9gd8/edit>

MINDFULNESS FOR EDUCATORS



Atlantic Language School Galway, Ireland – July 2023 – staff mobility Erasmus +







OUTLINE

- Why did I choose the course?
- Objectives of the course
- Classroom sessions: theory + practice
- Mindfulness & Emotional intelligence
- Activities for developing M&EI (examples)
- Mindfulness in the workplace and classroom
- My first attempts of Mindfulness in the seminars
- Main takeaways
- Hokusai says...

OBJECTIVES

Overall objectives of the mobility

- To learn the basic theory behind emotional intelligence and mindfulness
- To acquire fundamental practical skills to bring that theory into life in their careers
- To make the necessary changes to enrichen and sustain satisfaction and performance as educators
- To increase wellbeing and decrease stress
- To become a future ambassador for the transfer of the skills and abilities acquired to others
- To enhance communicative skills

ADDED VALUE and ACTIVITIES

Added value of the mobility

The course equips participants to reflect on their experience in the classroom and to foster their professional and personal development. It will also help participants to build their competence and confidence by becoming more conscious of how they relate to the situations and people around them.

Activities to be carried out

Interactive teaching with individual and group work to:

- Understand the theory and practice of Mindfulness and its relation to Emotional Intelligence.
- Increase wellbeing and reduce stress.
- Enhance performance, focus and productivity.
- Become more empathetic and enhance teamwork.
- Embrace difficulty and solve problems.
- Communicate effectively and with compassion.
- Resolve conflicts. · Stimulate creativity and critical thinking.
- Become a mindful individual with a GROW mindset.
- Foster intercultural relations and collaboration.

OUTCOMES AND IMPACT



Expected outcomes and impact

Incorporate mindfulness into education as a tool to improve wellbeing and performance. Become more emotionally competent. Become mindful educators.
Achieve goals without striving too hard. Build a wiser more compassionate future. Embrace new cultural contexts and build networks with international colleagues.

My main objectives

- Work life balance
- Me-time
- Application in the classroom
- Meeting new people



CLASSROOM SESSIONS – theory and practice

Lawrence Body

English and mindfulness teacher at Malaga University

Lawrence Body has a **Master degree in Mindfulness and Emotion management** and almost **30 years' experience as a teacher trainer**. He has developed programs for **Malaga University**, for schools at primary and secondary level supported by the Junta de Andalucia, and for the English Language Centre in Brighton, UK. He also designs courses for business and organizations and provides training online.

<https://www.youtube.com/watch?v=rOne1P0TKL8> –
mindfulness meditation – 3-minute breathing space



SAMPLE TIMETABLE

SAMPLE TIMETABLE				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
09:00 – 12:30	09:00 – 12:30	09:00 – 12:30	09:00 – 12:30	09:00 – 12:30
<p>Sharing intentions, outlining objectives and defining mindfulness and emotional intelligence in the context of education.</p> <ul style="list-style-type: none"> • Basic mindfulness practices. • Exploring the theory of emotions. • Template for creating a GROW project. 	<p>Incorporating mindfulness into my life.</p> <ul style="list-style-type: none"> • Increasing wellbeing and reducing stress. • Increasing performance, self-esteem and focus. 	<p>Mindfulness and the people and situations that affect me.</p> <ul style="list-style-type: none"> • Embracing difficulty and overcoming challenges. • Enhancing teamwork and developing compassion. • Resolving conflicts. 	<p>Mindfulness for academic performance.</p> <ul style="list-style-type: none"> • Using technology. • Stimulating creativity and critical thinking. • Adapting and creating resources. 	<p>Becoming a mindful educator.</p> <ul style="list-style-type: none"> • Creating and implementing a project. • GROW project presentations. • Peer and Trainer Feedback
15:15	13:30 - 15:00	13:30	13:30 - 15:00	13:30 - 15:00
Walking tour of Galway (with activity package)	Asynchronous self-access	Cultural excursion (with activity package)	Asynchronous self-access	Irish culture seminar (optional)

DISCUSSION – I - Mindfulness

1. What is mindfulness?
1. What activities can you do mindfully? Can they be done in the classroom?
2. What is FLOW?
3. What might be the impact of mindfulness?

WHAT IS MINDFULNESS?



BASIC INGREDIENTS

Experiencing life to the full

Becoming more self-compassionate

Developing wisdom and compassion

Flow

Being vs. doing



FLOW

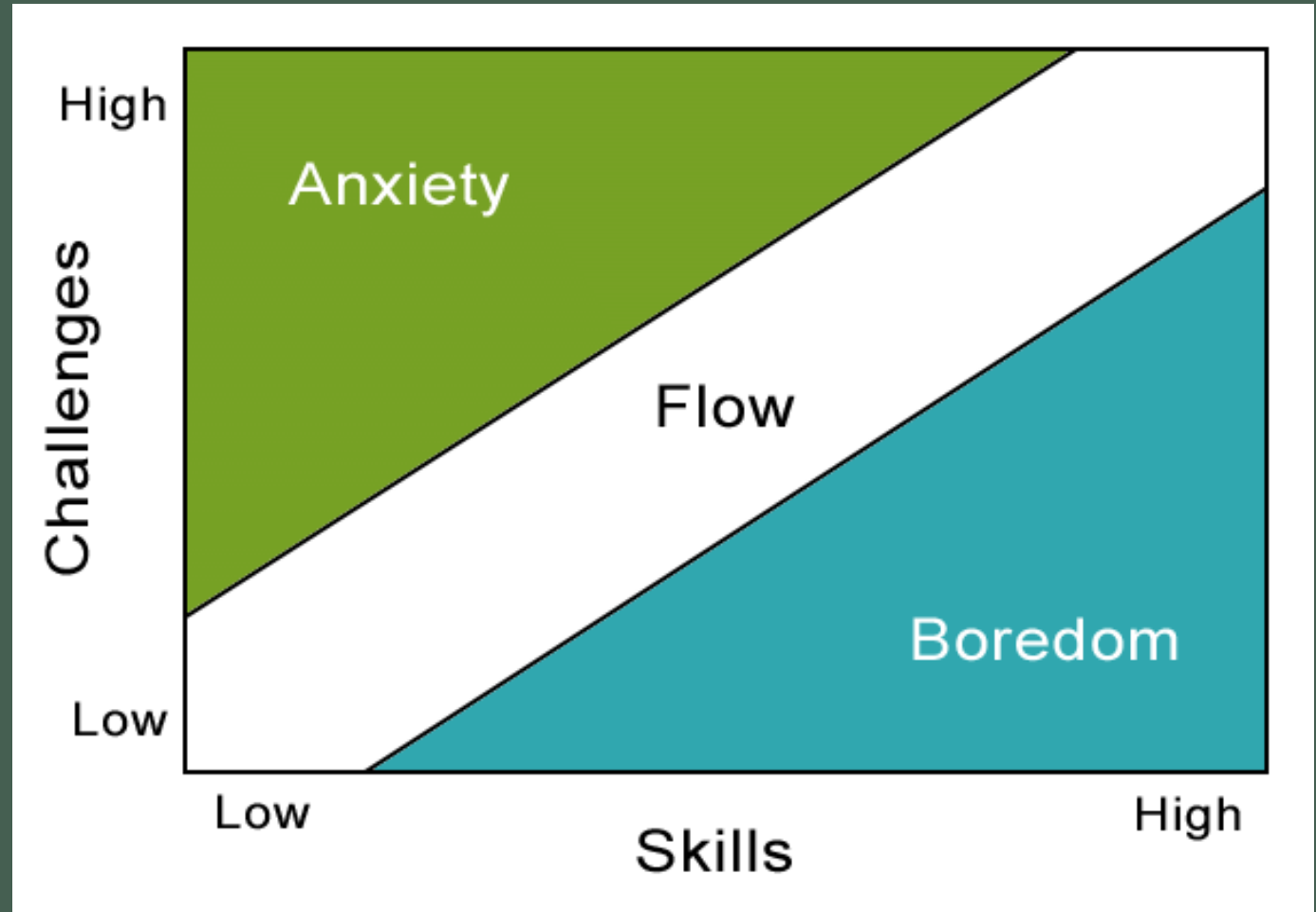


energized

growth

joy

fun



FLOW



My favourite activity.

Instructions: Imagine an activity or task at work to which you really feel connected to and enjoy. This will probably be an activity where you truly enter into a state of flow while you are doing it. FLOW is a state where time is not important and you are completely absorbed in the activity itself; it often has a magnetic attraction and you feel deeply satisfied or energized both during and after doing it.

Write on a piece of paper your activity in the form of a gerund, for example; swimming in the sea, walking in the forest, drinking a glass of wine, watching a good film etc. Now, close your eyes and visualise doing this activity focusing on your sensations, feelings, description of place and activity etc.

Finally, write down what you experienced in a descriptive and creative way. It is important that you try to maintain the state of flow as you write (time it to 10mins max maybe). Writings can then be shared.

As a follow-up and to stimulate empathy, you could write about the activity of another student and try to write about that activity from the other person's perspective. In other words you need to imagine why that other person really likes swimming in the sea etc, even if you yourself are afraid of water!

Finally, share what you wrote with the other person, and check if there are any **similarities or differences** with how that person really feels and what you wrote about.

DAILY ROUTINES

Activity 1: Doing a daily routine mindfully

- **Instructions:** Choose an activity that you or your students do every day such as; clean teeth, have a shower, prepare and eat breakfast, journey to school etc. It should not last too long. Next write down in detail all the steps or processes involved in doing that activity. They may need help with the language, or you can illicit it through mime or pictures. To simplify you can also choose the activity and everyone does the same.
- You all need to perform this activity at home or in class mindfully at least once, or preferably for several days, and then feedback.
- **Steps to follow:**
 - **A) Make a note of each stage of the activity in detail.** For example, if you choose cleaning your teeth: Take the toothbrush, rinse it under the tap, unscrew the lid of the toothpaste, squeeze the toothpaste onto the brush etc.
 - **B) Perform the activity mindfully following the steps you identified.** After, add to or correct the stages in A above. For example you may have left a stage out.
 - **C) Keep a record of what you observe while doing the activity, noting any changes in your perception or enjoyment of it.**
 - **D) In the class reflect on your experience after performing this activity by answering the following questions:**
 - How did I feel? What were my emotions?
 - What physical sensations did I have?
 - What thoughts did I have?
 - What difficulties did I experience?
 - What did I learn?



Mindful eating activities

1. **Raisin Meditation**; follow the instructions. The raisin can be substituted by another dried fruit or small piece of fresh fruit.
2. Mindful eating: creating the right diet for you.
3. The source of food; origin and production; making the right choices.
4. The process of food preparation and cooking
5. The way we approach food, why we eat (emotional/social), how we eat and who we eat with.
6. Food experiences; special meals, eating out etc.



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<https://www.youtube.com/watch?v=z2Eo56BLMjM&t=9s>
<https://www.youtube.com/watch?v=1umGZ8S8tHo>

MINDFUL EATING



MORE THOUGHTS ABOUT MINDFULNESS AND EI

Gaining perspective
Creativity (finding beauty) – beginner's mind
Critical thinking

▶ Activity worksheets:

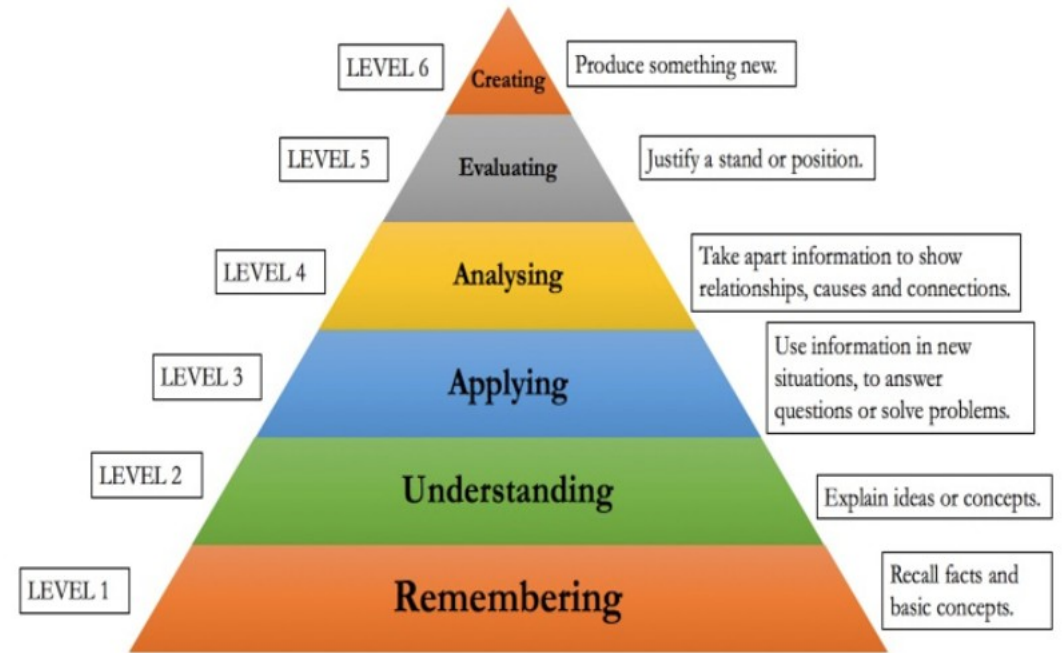
- ▶ An activity in which I flow.
- ▶ An activity which I find challenging or difficult.

▶ Tasks:

- ▶ Find beauty in the everyday.
- ▶ Gain a sense of perspective on your reality.
- ▶ Make a list of things which you do that motivate you or you enjoy, and ones which you find difficult or do not enjoy.
What are the rewards of doing each of them well?
How can you ensure you get what you need from them and do them well?
How can you transfer these skills to your students?
How can you improve learner outcomes?



Bloom`s Taxonomy



Allow yourself, colleagues and students to become creators by taking a photo, drawing a picture, or choosing a work of art to write or talk about; focus from the present moment and from your perspective. After this can be shared with others who receive the information in a mindful way and feedback and share their feelings and thoughts.

CHANGES THAT MIGHT HAPPEN

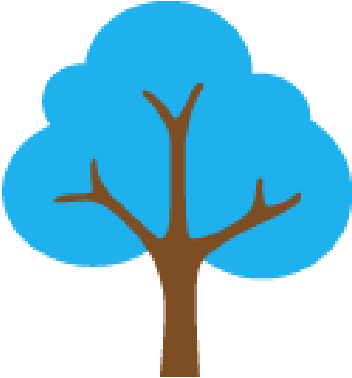
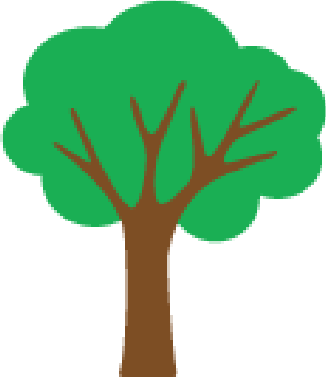

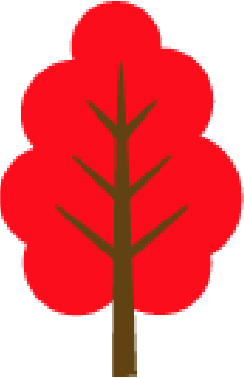
- Improved mental health; decreased stress, anxiety and depression
- Improved attention and concentration
- More positive behaviour
- Increases in social emotional learning
- Growth in empathy and compassion
- Enhanced critical thinking and creativity
- Real learning and better test scores





Mindfulness helps you stay in the green zone

ZONES OF REGULATION

Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Good to Go Focused Ready to Learn	Frustrated Worried Silly/Wiggly Anxious Excited	Mad/Angry Mean Yelling/Hitting Out of Control I Need Time and Space

Five Facet Mindfulness Questionnaire

Description:

This instrument is based on a factor analytic study of five independently developed mindfulness questionnaires. The analysis yielded five factors that appear to represent elements of mindfulness as it is currently conceptualized. The five facets are observing, describing, acting with awareness, non-judging of inner experience, and non-reactivity to inner experience. More information is available in:

Please rate each of the following statements using the scale provided. Write the number in the blank that best describes your own opinion of what is generally true for you.

1	2	3	4	5
never or very rarely true	rarely true	sometimes true	often true	very often or always true

Reference:

Baer, R. A., Smith, G. T., Hopkins, J., Krietemeyer, J., & Toney, L. (2006). Using self-report assessment methods to explore facets of mindfulness. *Assessment, 13*, 27-45.



Scoring Information:

Observe items:

1, 6, 11, 15, 20, 26, 31, 36

Describe items:

2, 7, 12R, 16R, 22R, 27, 32, 37

Act with Awareness items:

5R, 8R, 13R, 18R, 23R, 28R, 34R, 38R

Nonjudge items:

3R, 10R, 14R, 17R, 25R, 30R, 35R, 39R

Nonreact items:

4, 9, 19, 21, 24, 29, 33

WHAT IS BEHIND?

Observing: these questions relate to noticing your senses, such as the sensations you feel when walking, taking a shower or what you can hear, taste or see in your daily activities. It also includes noting how your emotions affect your thoughts and behaviours.

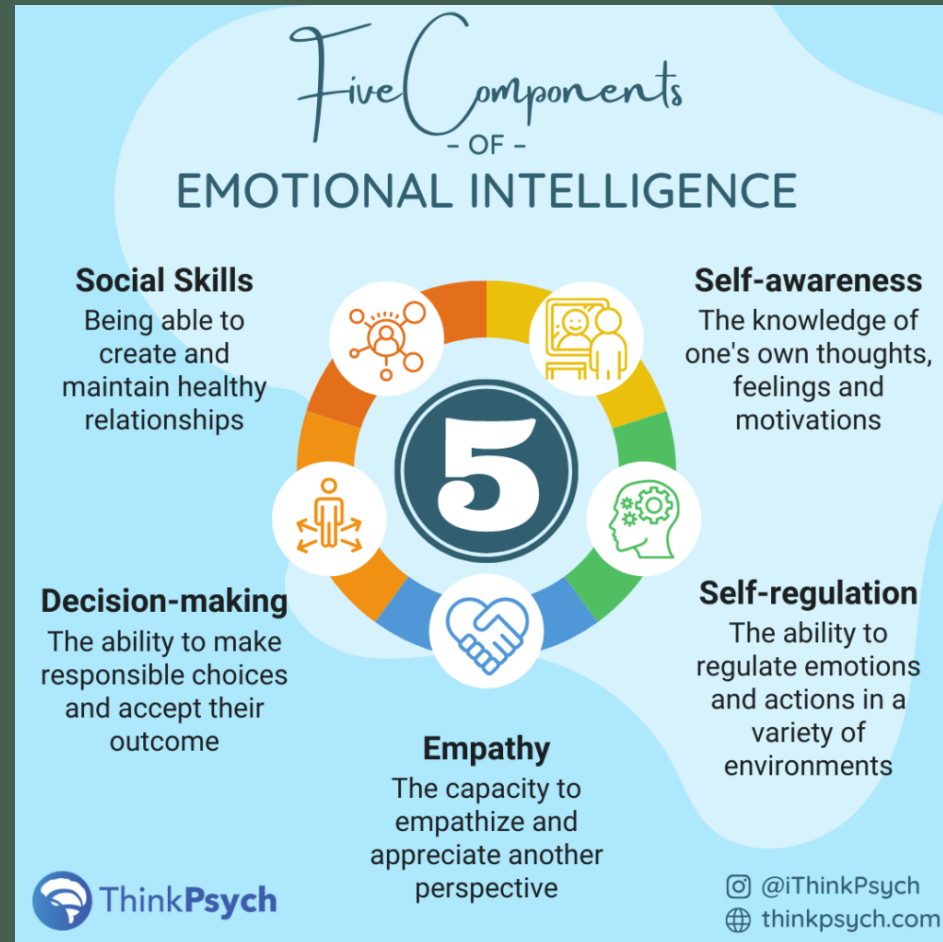
Describing: these questions look at how at ease you are with being able to put your experience into words and to express your thoughts, emotions and the sensations you feel in your body verbally.

Acting with awareness: these questions relate to how focused your attention is in daily activities or how much you tend towards distraction and day dreaming. This includes any tendency to run on automatic pilot or to rush through activities without being fully present in them.

Non-judging of inner experience: these questions relate to self-critical thought patterns, telling oneself not to have certain thoughts, and making judgments about thoughts being good or bad.

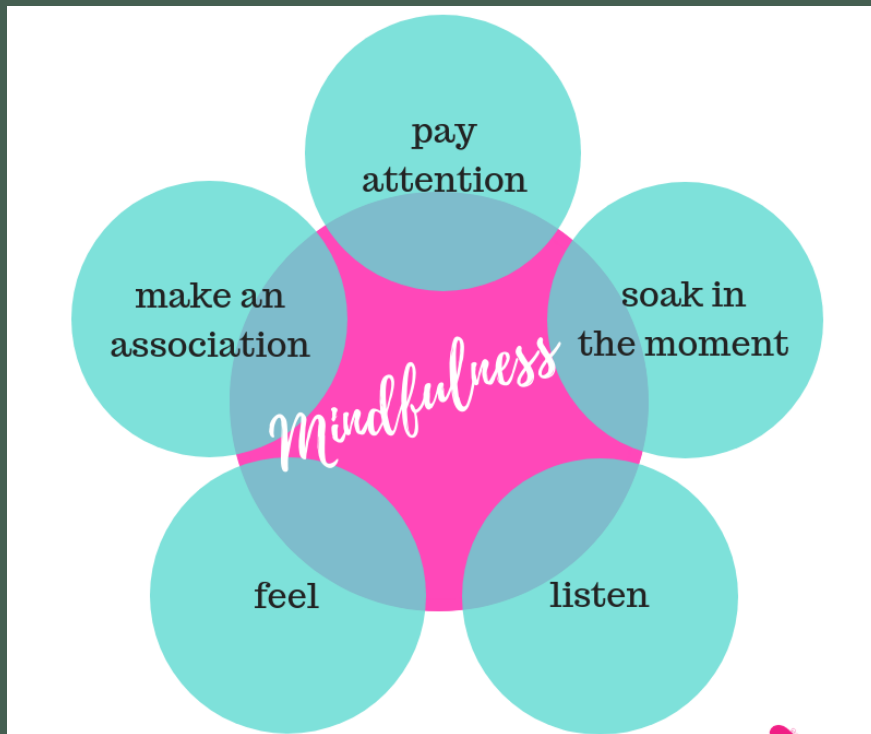
Non-reactivity to inner experience: these questions relate to the ability to notice thoughts and emotions in a dispassionate way rather than reacting to them, letting them go rather than brooding on them and the ability to recover quickly after having difficult thoughts or emotions.

What is emotional intelligence?

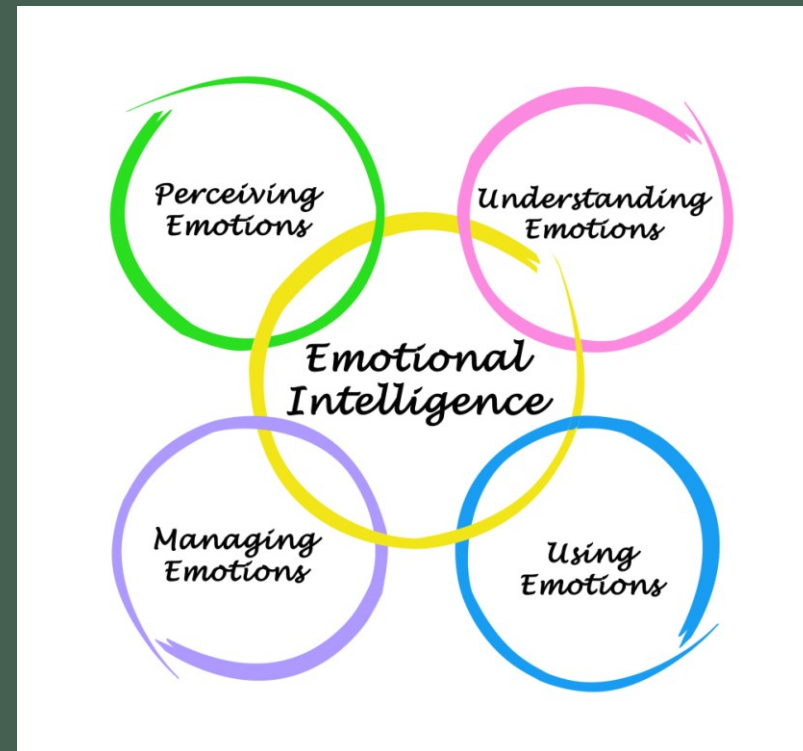


Mindfulness vs. emotional intelligence

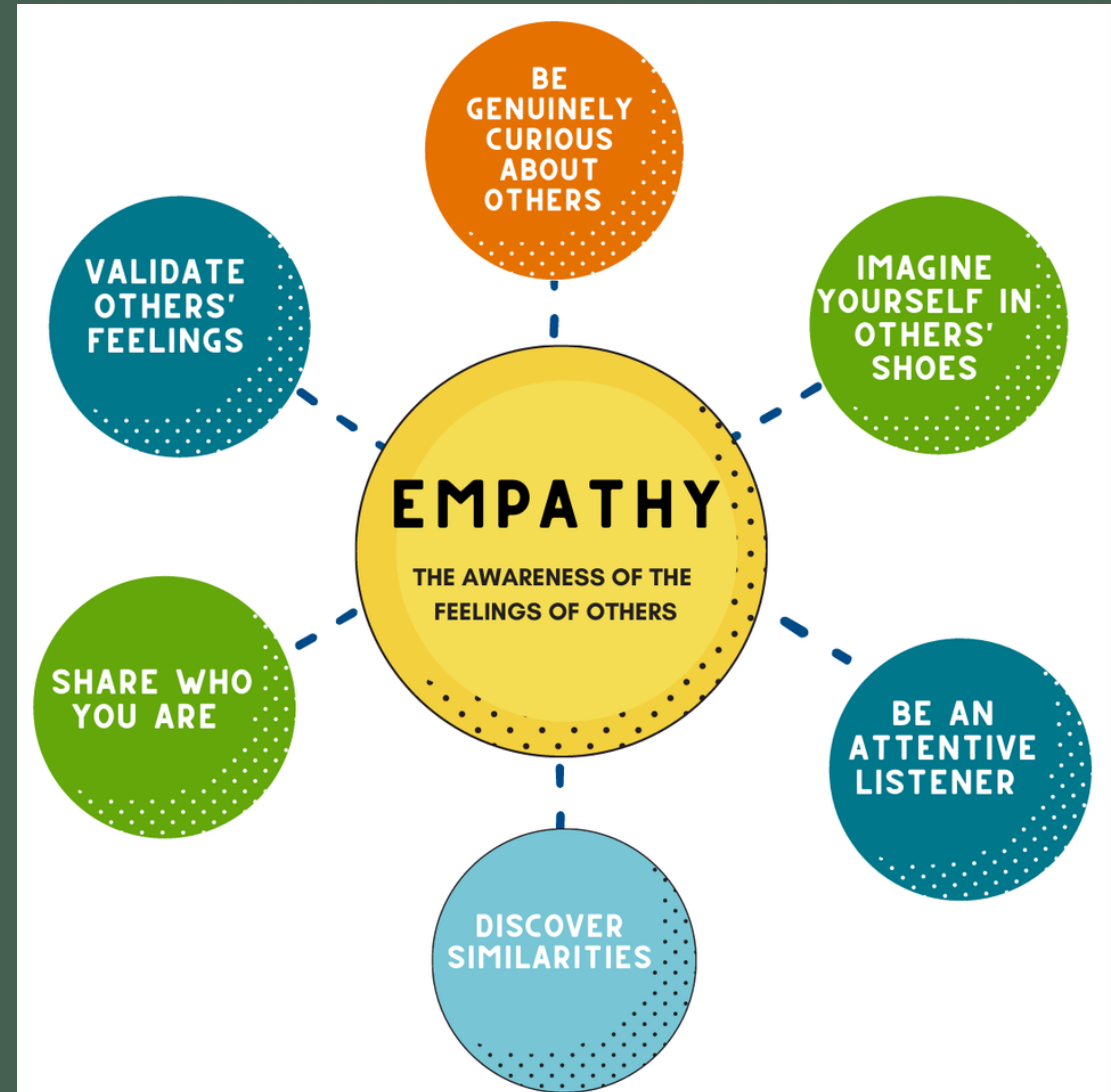
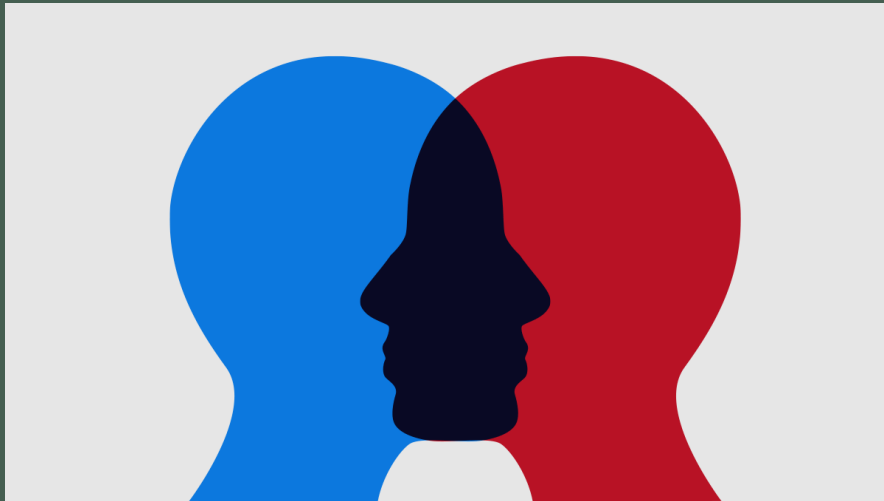
- helps us understand where we are



- helps us manage our emotions



EMPATHY



EMPATHY AND EMOTIONAL AWARENESS

Exercise: In groups of 3: one person will speak, another listens and the third just observes.

Talk about a work situation which you find emotionally challenging.

Allow 3 minutes for each person to speak, then change.

Take 5 minutes to feedback how you felt as speaker, listener and observer; there is no need to comment on the content of what was said.

CHANGING HABITS

● Activity 2: Changing habits or habit breakers:

- Sometimes we become stuck in a routine and our responses are automatic or conditioned. This activity is designed to make a conscious effort to do something differently. For example change the place where you sit, change the order of your morning routine, take a different route to work, leave your mobile at home etc.
 - In the classroom this could mean: Moving pupils around, giving them different roles to perform, organising things differently, putting different posters on the wall, doing something different often, however small.
 - You need to make students aware of these changes and get them to reflect on their experience before, during and after any of the above activities:
- | ● Ask yourself: | Ask students: |
|--|--|
| ● How do I feel about the change? | How do you feel about the change? |
| ● What emotions did I observe? | What emotions did you observe? |
| ● What physical sensations did I have? | What physical sensations did you have? |
| ● What thoughts did I have? | What thoughts did you have? |
| ● What difficulties did I experience? | What difficulties did you experience? |
| ● What did I learn? | What did you learn? |



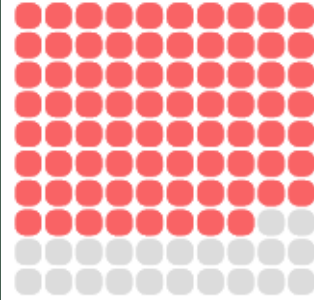
STATISTICS

KEY FINDINGS

TEACHER WELLBEING INDEX 2023

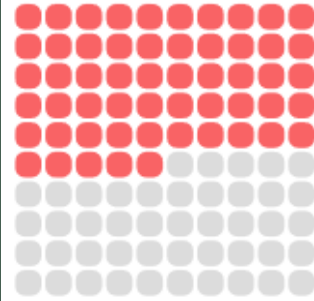
1. The challenges in 2023

<https://www.educationsupport.org.uk/resources/for-organisations/research/teacher-wellbeing-index/>



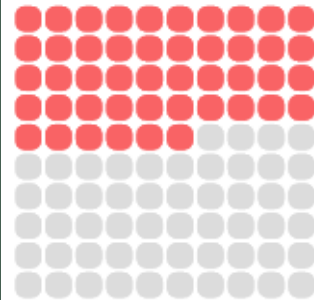
78%

of all staff are **stressed**
(89% of senior leaders,
78% of school teachers)



55%

of all staff consider **their organisation's culture has a negative effect on their wellbeing**



46%

of all staff say their organisations **do not support employees well who have mental health and wellbeing problems**
(44% of senior leaders,
49% of school teachers)



STATISTICS

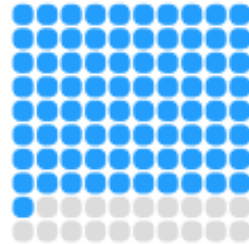
KEY FINDINGS

TEACHER WELLBEING INDEX 2023

1. The challenges in 2023

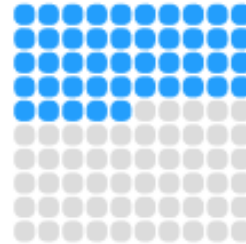
2. Mental health of education staff

81%



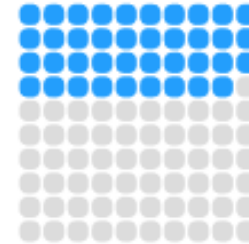
of all staff experienced symptoms due to their work (84% of senior leaders, 82% of school teachers)

45%



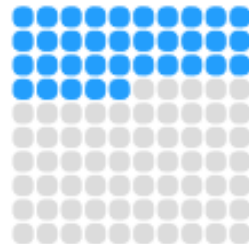
of staff thought the symptoms could be signs of anxiety – compares to 33% of the population of Great Britain having high anxiety (ONS)

39%



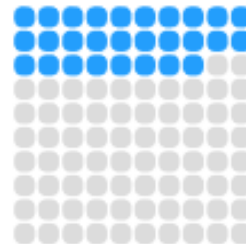
of all staff have experienced a mental health issue in the past academic year (41% of school teachers, 37% of senior leaders)

35%



of staff thought the symptoms could be signs of burnout (40% of senior leaders, 36% of school teachers)

28%



of staff thought their symptoms could be signs of depression – compares to 16% of the population of Great Britain having moderate to severe symptoms of depression (ONS)

43.65

Staff wellbeing score

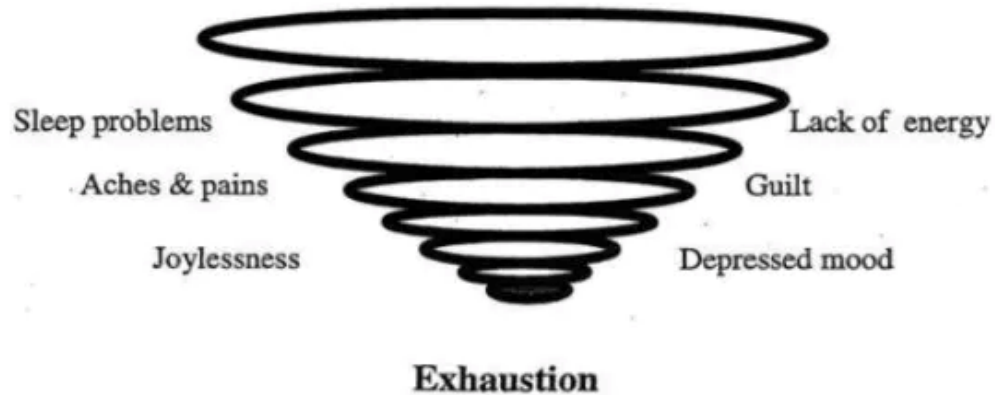
Lower than the national population scores for:

England	51.40
Scotland	48.60
Wales	48.20



BEING BUSY vs. EFFICIENT

Exhaustion funnel



"We can spend so much time rushing from one task to another. We may think we're working more efficiently, but as far as the brain is concerned, we are working against the grain. No wonder we get exhausted."

COACHING MODEL WORKSHEET

G

Goal

What do you want
to achieve?

R

Reality

Where are you now?
What are you experiencing?

O

**Option
Obstacles**

What are your options?
What is in your way?

W

**Will Way
Forward**

What are the next
steps moving forward?

WORKPLACE - reflections



First we are going to reflect on the satisfaction levels we have in our lives.

Satisfaction with Life Scale. • 7 - Strongly agree • 6 – Agree • 5 - Slightly agree

• 4 - Neither agree nor disagree • 3 - Slightly disagree • 2 – Disagree • 1 - Strongly disagree

- ___ In most ways my professional life is close to my ideal.
- ___ The conditions of my job are excellent.
- ___ I am satisfied with my professional life.
- ___ So far I have gotten the important things I want in my professional life.
- ___ If I could live my life as a teacher over, I would change almost nothing.

nurturing – depleting- neutral

Finding balance in my work.

Now we are going to look at our **daily routines as a teacher and label activities as: nurturing** (activities which fill me with energy or joy), or **depleting** (activities which sap my energy, or provoke stress), or **neutral** (activities that I have no strong feeling about).

Your students can also do this about you and your class content, or about their experience of learning, or school in general. You could create the list for them, but make sure you leave some space for them to add something if they want.

The objective is to find balance in our lives by making the necessary changes. This will lead us to feeling empowered, more motivated and less stressed.

It helps not to generalise and to be specific; for example it does not help to say: “Teaching is depleting”. You need to detail all the aspects of your work and find out which aspect is depleting. Detail what you do on atypical day and analyze each part.

Inventory of Daily Nurturing & Depleting Activities July 2023

Daily/Regular Activities	Nurturing	Neutral	Depleting

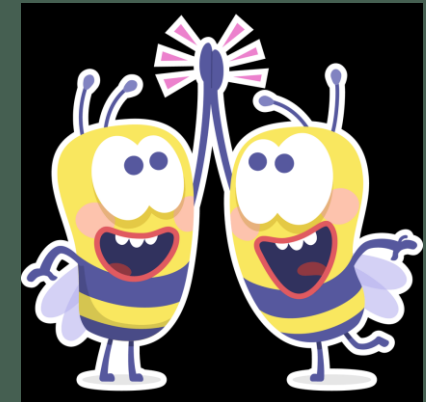
GROW project: nurturing – depleting- neutral - taking action

List of activities	Classification: Nurturing (N), Depleting (D), Neutral (-)	Explain
Correcting written homework	D	I have no time for myself in the evening and it seems pointless as students do not pay attention to, or learn from corrections.
Teaching 3 ESO	D	They are so noisy and rude. They won't listen.



List of activities	Can change	Cannot change
Correcting written homework	✓	
Having to teach 3 ESO.		✓

List of depleting activities	Action required
Correcting written homework	Let students self-correct, or use peer to peer correction. Give them a template.



MINDFULNESS GROUNDRULES

critical thinking

Remember some basic mindfulness groundrules:

- ▶ Beginner`s Mind
- ▶ Do not judge.
- ▶ Thoughts are not facts.
- ▶ Emotions have a purpose.
- ▶ Be compassionate, or at least empathetic.
- ▶ Strive to gain a greater perspective.
- ▶ Within every truth there is usually a lie; Some controversial statements said as truths:

All immigrants are terrorists, criminals, or have bad intentions.

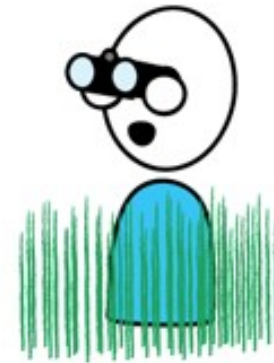
All people who are concerned about immigration are racist or xenophobic.

All feminists hate men.

All men are abusers or potential abusers.

Bullies are always bad people; victims are innocent people.

HOW TO CULTIVATE BEGINNER'S MIND
FOR A FRESH PERSPECTIVE



A close-up photograph of a smooth, light-colored rock with the word "Gratitude" written on it in a black serif font. The rock is surrounded by other rocks of various colors and textures, including some darker, more jagged ones. The lighting is warm, suggesting a sunset or sunrise, with soft shadows and highlights on the rocks.

Gratitude





COMPASSION



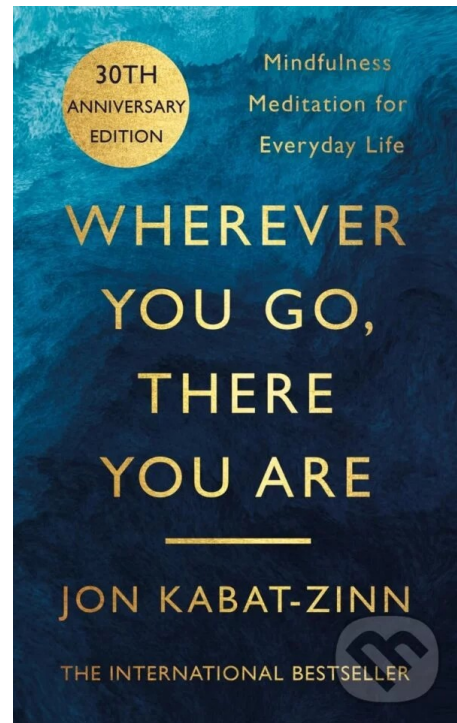
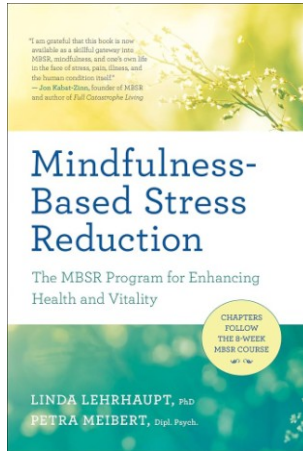
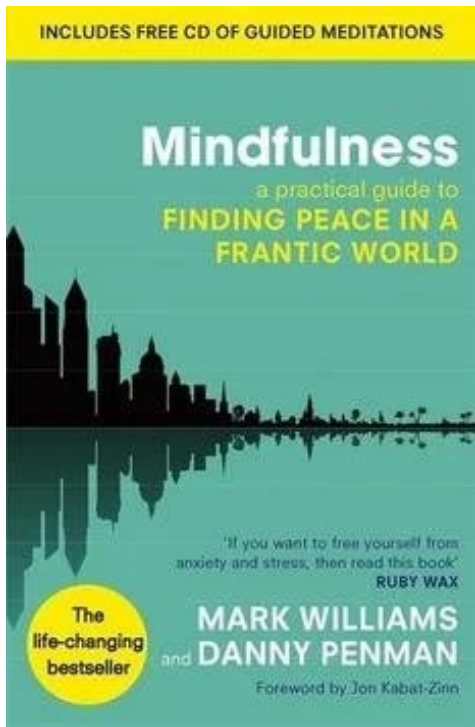
FEEDBACK ON THE COURSE (ESF MU – 1st year students)

Častejšie by som sa venoval meditácii, ktorá uvoľňuje atmosféru v miestnosti.

Libilo by se mi, kdyby se do hodin zařadila “meditace”, jako jednou; řešení aby tam nechodili další je pravidlo, že buď stihnou přijít do 10:05 nebo ať vejdou až v 10:15, pokud by se tohle pravidlo zavedlo hned od začátku kurzu, tak by to mohlo fungovat.

I loved the "meditations" at the start of the lesson, I think it helped me to focus more on the lesson and my mind didnt wander off so often.

I liked those little meditations in the end of semester and the atmosphere in the class which was friendly and positive.



SOME LINKS to explore more

- [Everyday mindfulness - YouTube](#)
- [Anger Management for Kids \(and Adults\) \(youtube.com\)](#)
- <https://www.youtube.com/watch?v=dOkYKyVFns> – guessing the feelings
- <https://www.youtube.com/watch?v=GQN6wS753w> – loving kindness
- <https://www.youtube.com/watch?v=rOne1P0TKL8> – mindful meditation
-

MAIN TAKEAWAYS

DAY BY DAY- What can you do?

- Breathe
- Meditate
- Explore 5 senses
- Movement
- Perform daily tasks mindfully
- Change/break habits when necessary
- Be aware of your thoughts and emotions
- Formal/informal practice
- Try it in your classroom
- Read around the subject matter





HOKUSAI SAYS...by Roger Keyes



Roger Keyes is an art historian and curator of Japanese art as well as a poet, and he 'translated' what he read in Hokusai's paintings into this poem.

Hokusai Says by Roger Keyes

Look carefully.
Pay attention.
Notice.
Stay curious.
There is no end to seeing.
Look forward to getting old.
Keep changing, you just get more what you really are.
Repeat yourself as long as it is interesting.
Keep doing what you love.
Keep praying.
Everyone of us is a child.
Everyone of us is an angel.
Everyone of us has a body.
Everyone of us is frightened.
Everyone of us has to find a way to live with fear.
Everything is alive: shells, buildings, people, fishes, mountains, trees...
Water is alive, everything has its own life.
Everything lives inside us.
Everything lives with the world inside you.
It matters that you care.
It matters that you fee.
It matters that you notice.
It matters that your life lives through you.
Contentment is life living through you.
Joy is life living through you.
Satisfaction is living through you.
Peace is living through you.
Don't be afraid, don't be afraid.
Look, feel; let life take you by the hand
Let life live through you.

<https://www.youtube.com/watch?v=zkTvAi9UdLw>

A JOURNEY

THOUSAND

MILES



OF A

BEGINS

A SINGLE

STEP



THANK YOU