

Love-Eyes Little Learners

Heartfelt Mindfulness Training for Children

Crafting
play
poetry
relaxation
stories



Drama
games
mindful
moments
creative
writing

THE CHILDREN LEARN:

How to stay focused, reduce anxiety and foster resiliency
How to calm their nervous system
How to be kind to themselves and others

The children further explore how to

- *build confidence through the power of kindness*
- *strengthen their resilience through mindfulness tools that help dealing with setbacks*
- *playfully explore mindfulness tools*
- *experience the power of connecting to their bodies through drama exercises*
- *shift negative mindset and limiting beliefs through creative writing*
- *craft helpful tools for breathing methods and mindfulness practices*

1 Term - 10-12 lessons - Can be tailored to your needs



SCHOOL WELLBEING PROGRAMS

Heartfelt Mindfulness Training for Secondary Schools

- Taster Sessions
- Full Term Course
- Mini-Camps
- Tailored to your needs

Creative Empowerment for Secondary Schools

- Taster Sessions
- Interactive Talks
- Mini-Courses
- Exam Practice / Afterschool
- Tailored to your needs

Heartfelt Mindfulness Training for Adults

- Workshop for teachers
- Workshop for parents

play

**poetry
stories**

relaxation

**mindful
moments**

crafting

**creative
writing**

**Drama
games**



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Wellbeing Promotion Programmes for Primary Schools



Hello, my name is Nicole, and I am an accredited Creative Mindfulness Practitioner with 13 years of teaching experience as a public school teacher in English, Drama, Arts and Music. I am very passionate about the promotion of positive Mental Health and Wellbeing and creating opportunities to help children develop skills to look after their minds, bodies and emotions. Throughout my years of teaching at a public school I have come across a lot of anxiety, overstimulation and difficulties to concentrate and focus amongst children. My own practice has been very beneficial to support my students with calm, clear and resilient leadership.

I completed my training with Louise Shanagher, Child Therapist, Psychology lecturer, Mindfulness teacher and Creative Mindfulness course developer. Louise has been working with Primary schools for many years and has worked very hard to create a wonderful curriculum which can be adapted to link with the Irish Primary Schools SPHE curriculum. The course is accredited by the International Mindfulness and Meditation Alliance (IMMA) and Continuing Professional Development standards (CPD).

The Creative Mindfulness programmes/courses/workshops I offer schools are all taught in a secular way, outside any spiritual context, with all practices supported by scientific research. I work closely with the best practice guidance for Primary schools and all classes support the implementation of the Wellbeing Promotion Process with particular emphasis on the SPHE strands of “myself” and “myself and others”.

Over the past number of years, there has been more focus on the importance of providing suitable wellbeing programmes in schools, with the Dept. Of Education and Skills highlighting the wonderful opportunity schools are in to promote wellbeing and social and emotional learning. It is really believed that students flourish when there is a whole school approach.

There are many ways to introduce Creative Mindfulness into the school. With my experience as a school teacher, especially in the subject drama and music, I provide a combination of the Creative Mindfulness approach. This intertwines drama, creative writing, poetry and storytelling into a tapestry of possibilities. I would love to have the opportunity to have a chat with you about the work I do and how I can introduce the Love-Eyes Little Learners Training to your school.

We could schedule a suitable day for me to drop into the school to speak with you, alternatively a phone call/ Zoom call, if that was more suitable. In the meantime, the following are examples of how I love to introduce Creative Mindfulness holistically to benefit students, teachers and parents/guardians.

Students:

- The “Creative Mindfulness Kids Method” introduces Mindfulness to children in fun and creative ways. The method promotes positive mental health and wellbeing for children and is linked with the SPHE Curriculum (self, self and others). Children learn how to calm and relax their minds, to focus and pay attention, to understand and express their thoughts and feelings and cultivate kindness for themselves and others through creativity, art, crafts, stories, meditations, visualizations and discussion.
 - The “Mindful Heart Curriculum” is made up of 10 complete lessons which can be adapted to teach children ages 4-12 years. The curriculum has been published by Outside the Box publishers and is currently being used in many schools in the country.
- These programmes can be delivered over a course of 10 or 12 weeks, depending on the length of the term.

How to work with me:

There are many ways to introduce Creative Mindfulness into the school. With my experience as a school teacher, especially in the subject drama and music, I provide a combination of the Creative Mindfulness approach. This intertwines drama, creative writing, poetry and storytelling into a tapestry of possibilities. I would love to have the opportunity to have a chat with you about the work I do and how I can introduce the Love-Eyes Little Learners Training into your school. You can choose from different programs like “Classic”, “Extended”, “Individual”, “Workshops” or “Teachers/Parents”. You can find more about these offers as well as book them on my website www.love-eyes.com.

We also could schedule a suitable day for me to drop into the school to speak with you, alternatively a phone call / Zoom call, if that was more suitable. In the meantime, the following are examples of how I love to introduce Creative Mindfulness holistically to benefit students, teachers and parents/guardians.

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Teachers:

I have been practicing mindfulness and meditation for more than four years now - in my personal life AND the classroom. The classroom is the best place to practice mindfulness, as it comes with many learning opportunities for the teacher. Part of my training also focused on the importance of looking after our own personal practice.

I deliver one-hour workshops for teachers (which can be included in CPD and Croake Park Hours) where I share some practices and some background about the benefits of Mindfulness for everyone! I also give an overview what I teach the children so that the teachers can encourage an ongoing mindfulness practice in their classroom. If you are looking for more intensive programs to maintain your staffs wellbeing, head over to my website's offers for Organizations. Here you can also book a presentation about the benefits of mindfulness for conferences or special days.

Parents and Guardians:

In order for the parents to understand what the children have been learning at school, I also offer one-hour workshops for parents and guardians. This is also a wonderful opportunity for parents to develop some mindfulness practices for themselves as well.

I would love to have a chat with you about the various ways we can introduce Mindfulness and promote positive Mental Health and wellbeing to children.

Book a discovery Zoom call through my website, contact me via phone +353892621525 or write me an e-mail under loveyes.sd@gmail.com

Thank you for reaching out!

SAMPLE STRUCTURE - CURRICULUM

Duration of each lesson : 60 min

Preparation time: 10 min



1	<p><i>What is mindfulness? What is heartfulness?</i></p> <p>The students are beginning to understand the concept of reflecting on and being aware of their thoughts and emotions. They develop a sense of the classroom as a space where internal thoughts and emotions can be explored and investigated.</p>
2	<p><i>We are different and the same</i></p> <p>The students are contemplating the topics of diversity and unity. They develop an understanding of how unique self-expression and belonging are able to coexist.</p>
3	<p><i>How to calm our minds</i></p> <p>The students are beginning to connect emotions and thoughts with the practice of mindfulness or awareness. They are learning that the breath can steady an uneasy mind and anchor us to the present moment.</p>
4	<p><i>How to calm our bodies</i></p> <p>The students are beginning to connect emotions and thoughts with sensations or feelings in the body. They are beginning to develop a sense of using mindfulness of the breath and bodily awareness as useful tools during times of emotional upset.</p>

5	<p><i>What to do when we are worrying</i></p> <p>The students are establishing their own practice of mindfulness and beginning to find their own way. They are becoming aware of the relationship between thoughts and emotions and their body and they are learning the calming and soothing effect of practicing mindfulness.</p>
6	<p><i>Gratitude and Wonder</i></p> <p>The students are establishing their own practice of mindfulness. They are becoming aware of the relationship between positive mind states such as gratitude with feelings of relaxation and peacefulness in the mind and body. They are getting to know tools how to approach life with curiosity and wonder.</p>
7	<p><i>The Here and Now</i></p> <p>The students are establishing their own practice of mindfulness by using the tools explored thus far and relating the techniques of mindfulness to the awareness of what is happening in the present moment.</p>
8	<p><i>The Circle of Control</i></p> <p>The students are learning about what they can and can't control as well as how to recognise and let go of what is not controllable.</p>
9	<p><i>Emotions and Feelings</i></p> <p>The students are learning that mindfulness includes awareness of both negative and positive emotional states, they are learning to accept and allow what they feel and to not take emotions personally.</p>

10	<p style="text-align: center;"><i>Befriending our feelings</i></p> <p>The students are developing mindfulness around emotional experiences and the understanding that emotions are not permanent.</p>
11	<p style="text-align: center;"><i>Thoughts come and go</i></p> <p>The students are developing mindfulness around the thinking process and how to relate to thoughts.</p>
12	<p style="text-align: center;"><i>The seasons of life</i></p> <p>The students are recognising the cyclical and passing nature of their thoughts, emotions and experiences. They begin to develop equanimity through understanding the passing phenomena of life.</p>
Bonus	<p style="text-align: center;"><i>Additional Lesson: Friendship & Kindness</i></p> <p>The students learn to treat each other with kindness and compassion. This can be added (or swapped with another lesson) especially if there are cases of bullying in the class.</p>
Add-on	<p style="text-align: center;"><i>Possible Add-on: Parents and/or Teacher's Workshop Duration: 1 hour</i></p>

These lessons can be altered if necessary. I always observe what the group needs and adjust the lesson plan according to the students' needs.

If there are any students with special needs in the class, we can have a conversation about it beforehand so that I can support them best.

The lessons are held once a week.

(This program is suitable for children between 4 and 12.

Smaller groups provide a safer environment for the students to express themselves, but the lessons could be held as a class setting.)



Environment:

The environment that we are in has an important effect on how we approach mindfulness practice. It is very beneficial to give the classroom a special atmosphere and feeling. This signals to the students that this is a time for restfulness and that they are not pursuing any particular goal or being evaluated in any way. It would be wonderful to have an opportunity for the students to sit on cushions or blankets. Space to move for the drama exercises is essential. A whiteboard would be brilliant, but is not required.

My Approach:

I believe that nobody is broken. In a world where we divide into normal and unnormal, where labels define our human existence, it is important to me to remind ourselves that behind all these labels we are already whole and exactly how we need to be, in non-duality. We don't need to change, we don't need to improve, we don't need to be fixed and we don't need to get better. However, when we turn inwards and discover our innate worth, we will strive like never before. We could have an easier and more joyful ride. Empathy and understanding are most important for humanness. Self-compassion and curiosity are the cornerstones of a harmonic human journey. Everyone is naturally creative and resourceful, learning how to create rather than react lets us live a balanced and peaceful life.

Student Sharing:

Any time that a student shares something, the principles of openness and acceptance will be applied. I am providing a space of basic acceptance and support in which children can communicate their experience without judgment. I am not trying to solve anyone's problems for them. I am eager to make the experience of the lesson available to anyone, thus, if there are students with special needs, I would like to have a conversation beforehand. I have plenty of experience with children with autism, ADHD and learning difficulties.

SAMPLE LESSON - STRUCTURE

Duration of each lesson : 60 min

Preparation time: 10 min

5 min	<i>Getting to know each other Playful Game</i>
5 min	<i>Introducing the topic Group Conversation</i>
10 min	<i>Reading Story Group Conversation</i>
10 min	<i>Drama Exercise Partner/ Group</i>
5 min	<i>Breathing Exercise</i>
15 min	<i>Mindful Crafting to Music</i>
10 min	<i>Closing Circle and Breathing</i>

The curriculum promotes positive mental health and wellbeing for children and is linked with the SPHE Curriculum (self, self and others). Children learn how to calm and relax their minds, to focus and pay attention, to understand and express their thoughts and feelings and cultivate kindness for themselves and others through creativity, drama, art, crafts, stories, poetry, meditations, visualizations and discussion.