

GOOD PRACTICE

MINDFULNESS IDEAS

case study - maya and scarlett



This idea originates from a training case study completed by one of our Connected Kids Tutors, Peta Black.

"Scarlett's mum and I spoke at length about our daughters' having big emotions and how they both display significant signs of being Highly Sensitive Children (HSC). Scarlett is only doing half days at Kindergarten as she is too emotionally exhausted if she does a full day and her concerns about Scarlett entering into school next year and not being able to cope with the long hours and big changes. Her mum was interested in mindfulness as a tool to support Scarlett with calming down and introducing her to self-regulation ideas.

(the girls are aged 5 and 4)

WHAT THE SESSION INVOLVED



The CK Tutor practised a **heart centre meditation** (helps teacher tune into needs of young person) prior to meeting him. This inspired the following, tailored session for Simon's needs.



Settling In (10 mins) - using mindful chat and a introducing a singing bowl



Intro to feelings (5 mins)

"I asked how they knew when they were happy and Scarlett said because you smile and Maya showed us what that looked like on her face with a giant smile. We then acted out what different feelings happy, mad, sad calm and what these felt liked inside and looked like on our face and body.."



Glitter Ball (20 mins)

The CK tutor explained how feelings and thoughts can get stirred up feel overwhelming. The glitter bottle can be a tool to help demonstrate this as a visual tool.

Each child had an empty bottle, half-filled them with water. The children were invited to look at the water closely and imagine this clear water was like their mind during a quiet moment-clean and clear, like the sky.

They added a little bit of glitter and put it in our bottles - each coloured glitter being a feeling; some are happy, some are sad, some angry and some excited. The children filled the rest of the bottle with water and put the lids on and shook them up. The tutor explained that this is their minds in a swirl, when they are hurrying and their feelings are everywhere.

"While the children were watching the glitter settle, I guided them to take slow deep breaths in and out. "

WHAT THE SESSION INVOLVED (CONT'D)

The tutor explained how the glitter settles down quietly when it is not shaken up and this is the same with feelings, we can use your breath to help calm our feelings just like the glitter.

" I related to the settling of the bottle back to when the group demonstrated what calm looked like on their bodies and felt like from Activity 1. Anytime you feel stirred up inside, you can shake the bottle and patiently watch the glitter fall and do your breathing. Just like the glitter settling down, so are your feelings. "



Body Movement and Breath Work (10 mins)

The final activity, the tutor got the children to act out if they were the bottles of glitter to help them experience a sensory output of big movements and then practicing self-control and moving towards stillness in mind and body.

She guided the children to imagine they were the bottle of water and they have glitter shaken into them of all different colours and to shake all around, imagining all the colours and movement.

Then she guided them to stop shaking and stand still and take in a deep breath and put their arms high above their heads. With only their fingers wiggling, slowly breathing out, bringing their arms slowly down toward their sides.

Finally they finished with 3 glitter breaths – by starting with hands together at the chest and breathing in, putting palms to the sky and breathing out, wiggling fingers down back to the chest with palms meeting at the heart centre.



From child via Connected Kids Tutor

"Scarlett shared that she was upset because she wanted to pat one of the guinea pigs that was not able to be handled at this time and her mother had said no. She expressed that she felt sad but then "I went to pat Flower (the other guinea pig) as I was allowed to pat that one." I shared how using our kindness and care towards others helps us feel calm and kind on the inside too. Maya enjoyed just watching the glitter bottle and curious of what might happen next as she discovered an air bubble also in motion'.



Connected Kids Tutor observations

"The group participated well, and got a lot from the session. It was more challenging having the 2 toddler sisters present and the dog 'Buddy' dropping his ball into the session (repeatedly). I had anticipated these distractions prior to the and grounded myself in my heart chakra in allowing for natural occurrences to take place and not having the success of the session tied to it being delivered perfectly.

This allowed for me to go with the flow of the energy of the group which meant they also go the most out of it. I thought some of their comments and reflections were insightful and noticed how Scarlett thought deeply about things in her life. Once she had made the glitter bottle, she also went for about 30mins by herself to just spend time with the bottle in her bedroom away from the other children. It reminded me of the importance of following and going with the needs of the child."



Parent's feedback

Scarlett's mum said, she liked the activities and would ask her daughter to show her the glitter bottle and how to use it to help her calm her feelings.

WHY THIS WORKS

Connected Kids is a unique programme...

As our tutors are trained to tune into the needs of the children through observation and sensing the energy of the young person/group they are working with.

It can be difficult for children to articulate what they need help with or the problems they experience - anxiety can present itself as a sore tummy (even when there are no digestive issues)

Each tutor is trained to establish a heart-centered lesson plan that can be adjusted from a wide from of meditation 'tools and ideas' that we teach so that the tutor is present and holds the space for the children/teens they teach.

Even the words used to guide the session are delivered with heart-centered energy which is healing and soothing. This is why our sessions are so effective with Autistic children or those struggling with ADHD, ADD, SEN or trauma.

If you would like to find out more:

As a parent/carer - check out the foundation course
As a professional - our professional, certified training.

www.connected-kids.com

