Mindfulness in Schools

The work of the Mindfulness in Schools Project - 2

1. .Be (Secondary)

2. Review of our 16 week training

.breathe
(Introduction)

dots
(3-6 years)

.b
(7-11 years)

.b
(11-18 years)

The Mindfulness in Schools Project (UK)

Mindfulness in Schools Project (MiSP) - Bringing Mindfulness to Schools

A tour of the curriculum

The Lessons

Each .b lesson is expertly crafted for use in the classroom to teach a distinct mindfulness skill.

- An Introduction to Mindfulness ▶
- Lesson One – **Playing Attention.** ▶
- Lesson Two – **Taming the Animal Mind** ▶
- Lesson Three –**Recognising Worry** ▶
- Lesson Four –**Being Here Now** ▶
- Lesson Five –**Moving Mindfully** ▶
- Lesson Six –**Stepping Back** ▶
- Lesson Seven –**Befriending the Difficult** ▶
- Lesson Eight –**Taking in the Good** ▶
- Lesson Nine –**Pulling it all Together** ▶

.b²

An example of animation

Beditation

Practices

Lesson	Practices
1. Playing attention	Finger breathing, Torchlight bodyscan
2. Taming the Animal Mind	FOFBOC, anchoring in the body
3. Recognising Worry	7-11 breathing, Beditation
4. Being Here Now	Mindful eating, .be
5. Moving Mindfully	Standing mindfully, mindful walking
6. Stepping Back	Watching the mind's traffic, identifying thought buses
7. Befriending the difficulty	Stress exercise, turning towards stress
8. Taking in the Good	Gratitude practice
9. Pulling it all together	Letter to self, FOFBOC reflection

Course review

| Module	Key Ideas	Practices
1	Introducing mindfulness, Settling the mind, Mindfulness support, Mindfulness in Daily life	Bodyscan, Settling the mind, Mindful walking, Sound support, Kindness. Mindfulness in daily life
2	Distraction, undercurrent and observer, movement, breath as anchor, technique and attitude	Becoming aware of distraction, Breath practice, Noticing the undercurrent, 3 minute breathing space, mindful movement, loving kindness
3	Preferences, Acceptance, Compassion and self-compassion, times of difficulty, nourishing and depleting	Recognising preference, RAIN, self-compassion break, loving kindness for self and other, revisiting support
4	Changing the observer, revisiting mindfulness, identifying our values, recognising and working with obstacles	Learning about our observer, 80th Birthday visualisation, bus visualisation

# Edward de Bono
Six Thinking Hats

"We prefer to use our thinking to back up judgements rather than to explore situations."

"In 100 years people will look back with incredulity at the primitive nature of our thinking systems today. They will regard it as astonishing that the idea of teaching thinking skills in schools should ever have been a pioneering idea."
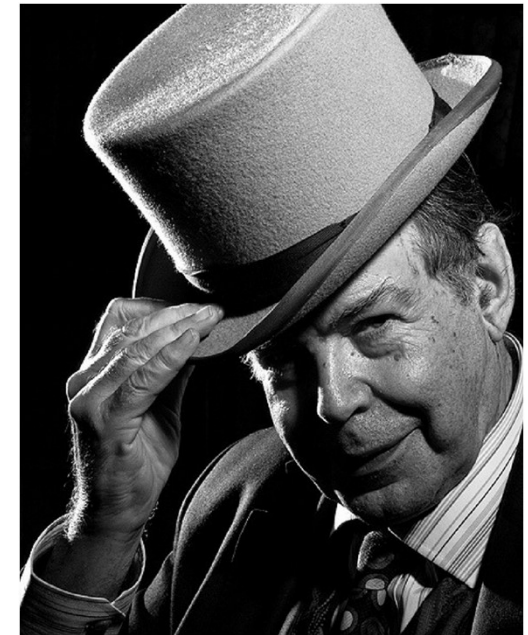
De Bono blames the 'Greek Gang of Three' and medieval scholasticism for the focus on argument rather than exploration. He thinks western civilisation will stagnate without explicit thinking skills approaches.
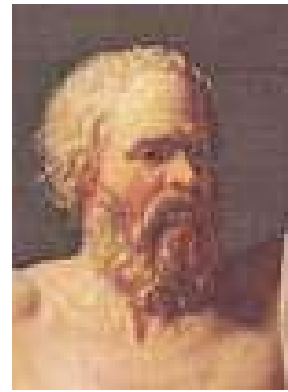

Poor Thinkers?!

Argument is inefficient, primitive and cruel – it involves making a case rather than exploring an issue, limiting perspectives and judgement

Thinking Hats

- create conditioning signals for thinking and provide a thinking vocabulary
- the main restriction on thinking is ego defense - the hats protect our egos
- the hats legitimise emotion and negativity but neither can dominate
- mapmaking as opposed to argument
- parallel thinking involved in using the hats allows us see the whole issue
- a flexible thinking tool – not all the hats need be used and the group (with their blue hat on) can decide which order to 'wear' them
- The hats are inclusive – they not only gives us directions to think but allow everyone to participate
- the hats recognise the necessity for creativity and out of the box thinking (the green hat) as the trigger for progress
- appeal to different styles of learners
- are accessible and easy to understand by all
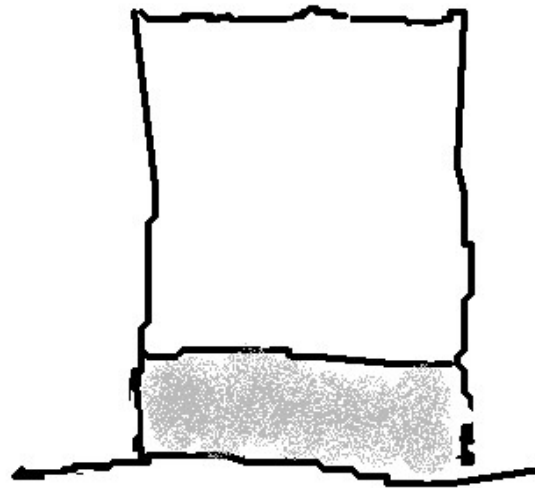
White Hat

White is neutral and objective. White Hat Thinking presents the observable facts as completely and objectively as possible. It is "fair witness" to all of the data. The White Hat avoids interpretation, leaving that to other hats. The White Hat also identifies information that is missing – 'what do we need to know?'
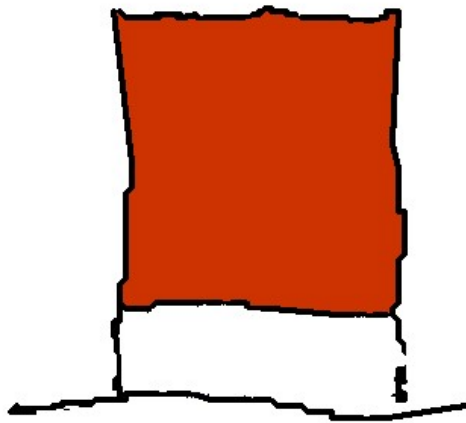
Red Hat

Red suggests heat and strong feelings. Red Hat Thinking legitimizes the emotional view. The Red Hat uncovers much valid, intuitive thinking that is often masquerading as fact or analysis under another hat.
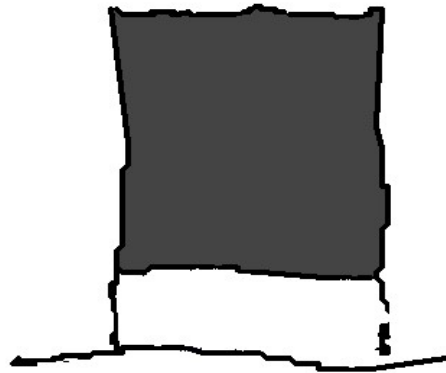
Black Hat

Black recalls the judge, the courtroom and critical thinking. Black Hat Thinking is incisive analysis that discovers what's wrong with a thought - why it can't be done. Black Hat Thinking is at the core of hypothesis testing and, therefore, is essential to rational thought. The liability of the Black Hat is that analytical people have trouble taking it off and putting on another of the Six Hats.
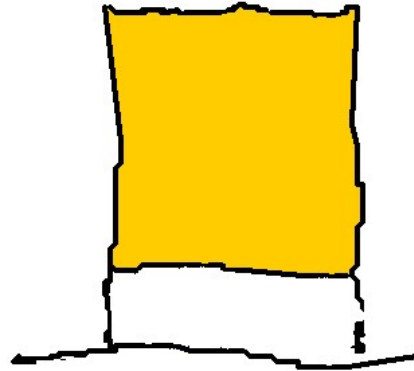
Yellow Hat

Yellow is sunny and positive. Yellow Hat Thinking probes for value and benefit and seeks logical support for these. The Yellow Hat works the positive assessment just as the Black Hat works negative assessment.
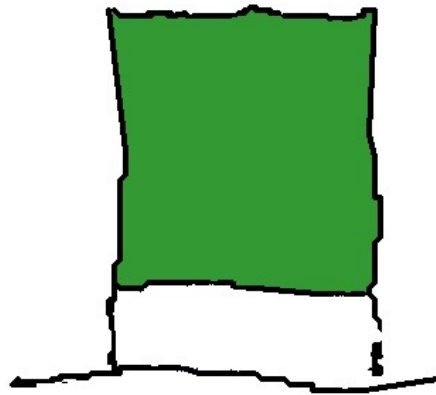
Green Hat

Green suggests fertility and growth. Green Hat Thinking concentrates on creativity and new ideas. The Green Hat creates new hypotheses. Green Hat Thinking is the launching point for using de Bono's earlier tools, **Lateral Thinking** and **Provocation**.
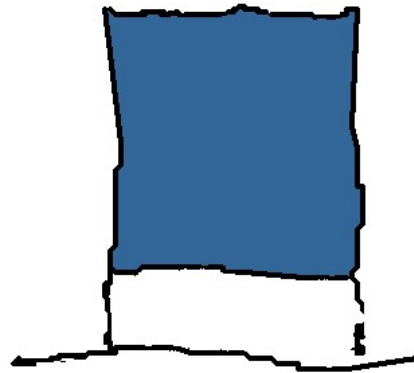
Blue Hat

Blue is the sky's color and arches over everything else. Blue Hat Thinking is thinking about the thinking. It is concerned with the organization of the thinking process. The Blue Hat suggests the effective use of the other hats. The Blue Hat may Summarise the process and perhaps draw conclusions

Thinking Hats in practice

The hats can be used in a range of
Settings for both pupils and staff:

- Group work
- One-to-one
- Behaviour management
- Committees
- Enhancing metacognition
- Structuring extended writing
- Creating a rounded critique

Thinking Hats in practice

Use the hats to evaluate:

The 16 week Being Present course you have undergone with Jane and Graeme

Put your comments in the areas on the [Padlet](#)