

The Do-BeMindful Initiative: Links to What Matters Statements in the Curriculum for Wales

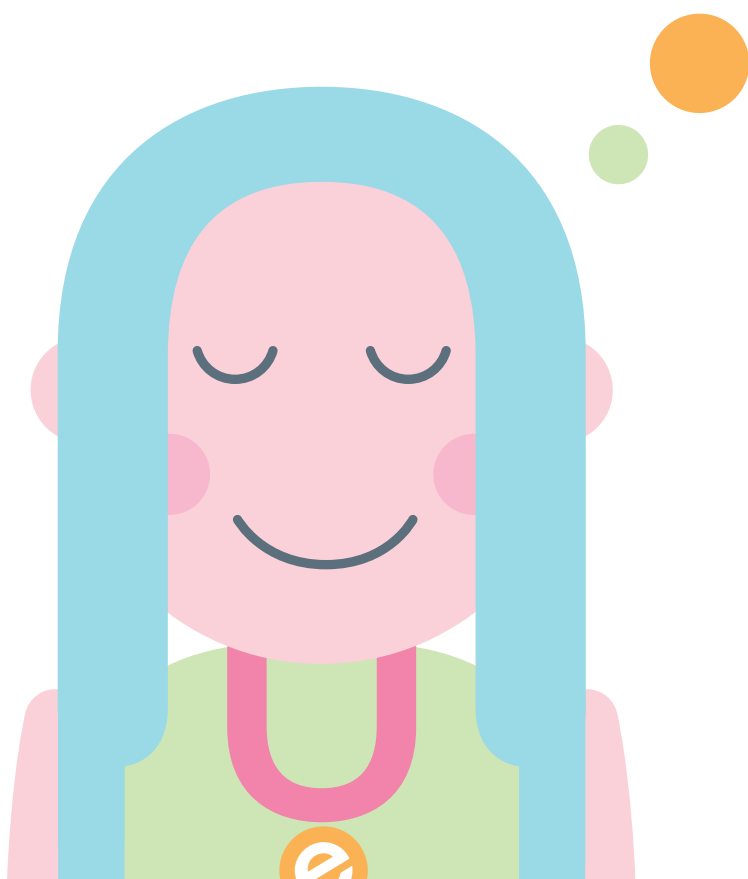
October 2020



The definition of Mindfulness that inspires our work...

“...the awareness that emerges through paying attention on purpose, in the present moment, and non-judgmentally to the unfolding of experience moment by moment.”

Dr Jon Kabat-Zinn
Professor of Medicine Emeritus
at the University of Massachusetts Medical School



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Here at **Do-Be**, educational resource development is our passion. We have a successful track record in creating effective, engaging and innovative resources that adopt a Whole School approach to inspire teachers, learners and families alike.

We help:

- ✓ teachers enhance their practice
- ✓ enrich children's learning journey
- ✓ engage parents and carers in this educational process

Our **Do-BeMindful Initiative** was specifically developed based on our belief that there is a gap in the field of mental health and wellbeing education.

First, for teachers who are often not supported in terms of caring for their own emotional wellbeing we've developed the **Do-BeMindful Foundation Programme**.

Second, we've created our **Do-BeMindful Mindfulness-based Activity Resource Pack** for Early Years, **Do-BeMindful Adventurers** for Foundation Phase and **Do-BeMindful Explorers** for Key Stage 2 Programmes - a series of fun, play-based Mindfulness lessons for primary school children. All our resources for young learners are closely underpinned with the Four Purposes and link to the What matters Statements in the Curriculum for Wales.

Third, for parents, carers and the wider community we offer the **Do-BeMindful Essentials Programme** - a practical introduction to some essential techniques and everyday Mindfulness tools.

Lastly we've created our **Resilience-based Recovery Programme** which explores childhood stress in early development, ACEs and the role Mindfulness and supportive relationships can play in reversing trauma and building resilience.



The following videos feature our 'graduate' teachers and learners explaining their own Do-BeMindful experience.

<https://vimeo.com/278701404> ▶

<https://vimeo.com/278702372> ▶



Expressive Arts

What Matters Statement

Exploring the expressive arts is essential to developing artistic Skills and Knowledge to Ideas and Feelings and it enables learners to become curious and creative individuals.

Progression Step 1

I am beginning to explore ideas, feelings and moods in a variety of creative work.

Managing emotions, Awareness

Progression Step 2

I can explore and describe how artists and creative work communicate mood, feelings and ideas.

Managing emotions, Awareness

Progression Step 3

I can explore and describe how artists and creative work communicate mood. Feelings and ideas and the impact they have on the audience.

Managing emotions, Awareness

What Matters Statement

Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts

Progression Step 1

I am beginning to talk about my moods and emotions and use these to impact upon my creative work.

Managing emotions, Awareness

Progression Step 2

I can consider, with guidance, how moods, emotions and ideas are communicated both in my own creative work and in the creative work of others. Managing emotions, Awareness



Progression Step 3

I can reflect upon how artists have achieved effects and communicated moods, emotions and ideas in their work.

Managing emotions, Awareness

What Matters Statement

Creating combines skills and knowledge, drawing on the senses, inspiration and imagination

Progression Step 1

I can communicate my ideas, feelings and memories in my creative work.

Connecting with others, Self-compassion, Awareness, Resilience

Progression Step 2

I can communicate ideas, feelings and memories for an audience and for purposes and outcomes in my creative work.

Connecting with others, Self-compassion, Awareness, Resilience

Progression Step 3

I can combine my knowledge, experience and understanding to plan and communicate my creative work for a range of different audiences, purposes and outcomes.

Self-compassion, Awareness, Resilience

Do-BeMindful Initiative: Links to the What Matters Statements

Health and Well-Being

What Matters Statement

Developing physical health and well-being has lifelong benefits.

Progression Step 1

I am beginning to recognise the connection between the physical and emotional changes that can occur in different contexts.

Managing emotions, Awareness

I am beginning to recognise some of the behaviours, conditions and situations that affect my physical health and well-being and I am beginning to know how to respond and get help.

Self-compassion, Kindness, Gratitude, Equanimity

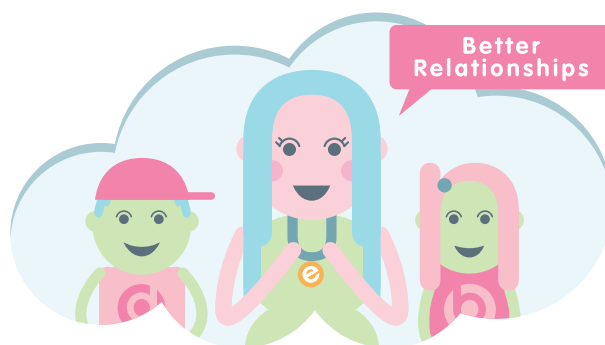
Progression Step 2

I can describe the way in which physical and emotional changes are connected in different contexts.

Managing emotions, Awareness

I can recognise some of the behaviours, conditions and situations that affect my physical health and well-being, and I know how to re-pond and get help in a safe way.

Self-compassion, Kindness, Gratitude, Equanimity



Progression Step 3

I can explain the way in which physical and emotional changes are connected in different contexts, and I can monitor, review and adapt my behaviour to support my physical and emotional health, setting myself relevant targets.

Managing emotions, Awareness

I can describe the behaviours, conditions and situations that affect my physical health and well-being, and I know how to respond to and / or manage these in order to actively reduce the risk of harm to myself.

Self-compassion, Kindness, Gratitude, Equanimity

Health and Well-Being

What Matters Statement

How we process and respond to our experiences affects our mental health and emotional well-being.

Progression Step 1

I have an awareness of my perceptions and thoughts.

Awareness

I can focus my attention and am aware of being able to do this.

Attention, Awareness

I am beginning to have an awareness that thoughts and feelings change, and I am starting to notice when change happens.

Awareness

I can notice and communicate how I am feeling.

Self-compassion, Awareness, Managing emotions

I am beginning to have an awareness of how feelings are communicated through actions.

Awareness

I have an awareness of the feelings of others.

Connecting with others, Awareness

I am aware of when others are kind to me and when I am kind to others.

Kindness, Gratitude



Progression Step 2

I can, with support, focus attention on my perceptions and thoughts.

Attention

I can understand how and why my thoughts, feelings and actions change in response to different experiences.

Self-compassion, Equanimity, Acceptance, Managing emotions

I can notice and communicate my feelings.

Connecting with others, Awareness

I am beginning to notice when I need help to manage my feelings.

Awareness, Managing emotions, Equanimity

I can reflect on my experiences.

Awareness

I can pay attention to the feelings of others and I am learning to think about why they may feel that way.

Awareness, Connecting with others, Kindness



Do-BeMindful Initiative: Links to the What Matters Statements

Health and Well-Being

Progression Step 3

I can recognise the benefits of being able to focus attention on my perceptions and thoughts and know that I am developing my self-awareness.

Attention, Awareness, Equanimity

I can self-regulate my emotions in a healthy way using strategies that I have developed.

Self-compassion, Gratitude, Managing emotions, Acceptance

I can see the benefits of communicating about feelings as one of a range of strategies which can help promote positive mental health and emotional well-being.

Awareness, Connecting with others,

I can ask for help when I need it from people I trust.

Awareness, Connecting with others

I can reflect on the way that past events and experiences have affected my thoughts, feelings and actions.

Gratitude, Awareness, Managing emotions

I can anticipate how future events may make me and others feel.

Resilience, Equanimity

I can empathise with others.

Connecting with others

I can understand how and why experiences affect me and others.

Acceptance



Health and Well-Being

What Matters Statement

Our decision-making impacts on the quality of our lives and the lives of others.

Progression Step 1

I can make decisions based on what I like and dislike.

Awareness

I have developed an awareness that my decisions can affect me and others.

Awareness, Connecting with others, Resilience

I can take part in group discussions.

Awareness, Connecting with others

I have an understanding that things can be safe or unsafe.

Awareness

Progression Step 2

I can make decisions based on what I know.

Awareness

I can recognise that my decisions can impact on me and others, both now and in the future.

Awareness, Connecting with others, Resilience

I can take part in group decisions and I understand why some decisions need to be made as a group.

Connecting with others, Equanimity

I can identify and assess risks.

Awareness



Progression Step 3

I can make considered decisions, taking into account available information, including past experiences.

Awareness

I can set appropriate goals.

Kindness, Gratitude

I can recognise that some decisions I make will have a long-term impact on my life and the lives of others.

Awareness, Connecting with others

I can recognise that some decisions can be made individually and collectively, and that they can be influenced by a range of factors.

Connecting with others, Equanimity, Self-compassion

I can identify and assess risks, and I can take steps to reduce them.

Awareness, Equanimity

Health and Well-Being

What Matters Statement

How we engage with social influences shapes who we are and affects our health and well-being

Progression Step 1

I can recognise and follow rules and norms in the groups and situations in which I take part.

Awareness, Equanimity

I can show care and respect for others.

Connecting with others, Kindness

Progression Step 2

I can recognise and follow the rules and norms of different groups and situations in which I take part.

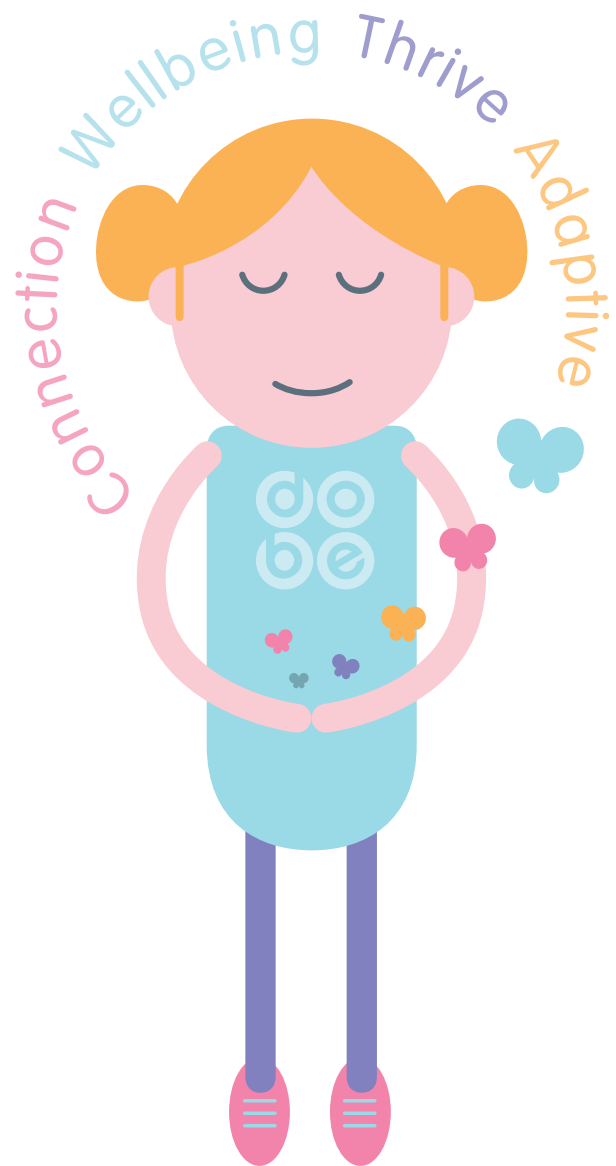
Equanimity, Awareness

I can change how I interact and behave in different situations with support.

Awareness, Equanimity, Acceptance

I can recognise that there are similarities and differences between people's values and attitudes.

Connecting with others, Kindness



Progression Step 3

I have an understanding of the rules, norms and behaviours of different groups and situations, and I recognise that these have an influence on me.

Awareness, Equanimity

I can interact pro-socially in different groups and situations.

Awareness, Connecting with others, Kindness

I have developed an understanding that my values, attitudes and identity are shaped by different groups and influences.

Awareness, Resilience, Connecting with others, Kindness



Health and Well-Being

What Matters Statement

Healthy Relationships are fundamental to our well-being

Progression Step 1

I can communicate my needs and feelings in my relationships.

Connecting with others, Awareness, Resilience

I can get along with others with and without support.

Connecting with others, Awareness, Resilience, Acceptance

I am beginning to recognise safe and unsafe behaviour in relationships.

Connecting with others, Awareness, Resilience,

I am beginning to recognise that I have the right to be treated fairly and respectfully.

Awareness, Self-compassion

Progression Step 2

I can recognise that there are different types of relationships beyond my family and friends.

Connecting with others, Awareness, Resilience

I can communicate my needs and feelings in my relationships, and notice the needs and feelings of others.

Connecting with others, Awareness, Resilience, Kindness, Acceptance

I can make friends and try to resolve disagreements, seeking support when needed.

Connecting with others, Awareness, Resilience

I can recognise when I feel safe in my relationships

and I can communicate when I do not feel safe.

Connecting with others, Awareness, Resilience

I can understand that everyone has rights and, with support, I can respect those rights.

Connecting with others, Awareness, Resilience, Equanimity

Progression Step 3

I can understand that there are differences within types of relationships and that relationships can change over time.

Connecting with others, Awareness, Resilience

I can communicate my needs and feelings, and respond to those of others.

Connecting with others, Awareness, Resilience, Manage Emotions

I can make and maintain relationships that matter to me, identifying conflict and taking steps to resolve it.

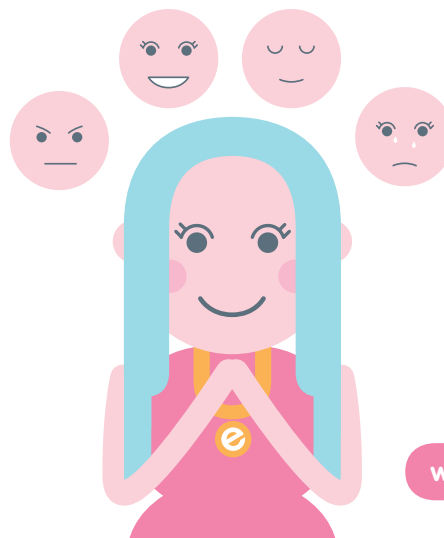
Connecting with others, Awareness, Resilience

I can reflect on the characteristics of safe relationships and I can seek support when needed.

Connecting with others, Awareness, Resilience

I can respect the rights of others and I understand how these im-pact on myself and others.

Connecting with others, Awareness, Resilience, Equanimity



Humanities

What Matters Statement

Events and human experiences are complex, and are perceived, in-terpreted and represented in different ways



Progression Step 1

I can form and express simple opinions about my likes and dislikes.

Awareness

Progression Step 2

I can form and express opinions about something that is important to me, considering my own ideas, feelings and those of others.

Awareness, Connecting with others

I can recognise and explain that my opinions and the opinions of others have value.

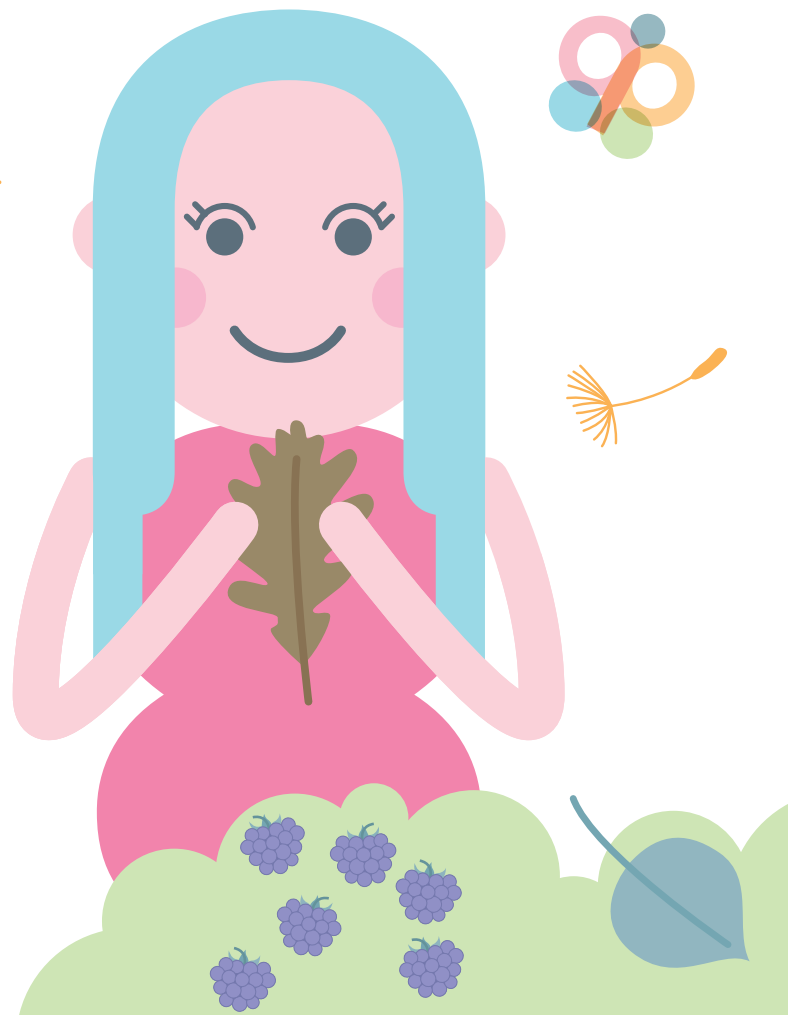
Acceptance

I can recognise that opinions may change over time.

Awareness

I am beginning to recognise other people's feelings and viewpoints about familiar events or experiences.

Awareness, Connecting with others



Progression Step 3

I can form, express and discuss my own opinions on a range of issues after considering evidence and the view of others.

Acceptance

I can infer and compare people's opinions, viewpoints and interpretations from sources and evidence.

Awareness, Connecting with others

I can begin to understand that interpretations are influenced by identity, experiences, viewpoints and beliefs.

Connecting with others, Acceptance

Humanities

What Matters Statement

Human societies are complex and diverse, and shaped by human actions and beliefs.

Progression Step 1

I am beginning to understand that my actions and those of others have causes and effects.

Awareness, Eququimity, Acceptance

I can show an awareness of who I am and that I am similar and different to others.

Awareness, Acceptance

I am beginning to develop my awareness of similarities and differences between people.

Acceptance, Connecting with others

Progression Step 2

I can explore my identity and compare it with those of others, recognising that society is made up of diverse groups, beliefs and view-points.

Awareness

Progression Step 3

I can describe and explain the ways in which my life is similar and different to others, and I understand that not everyone shares the same experiences, beliefs and viewpoints.

Awareness, Eququimity, Acceptance

What Matters Statement

Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.

Progression Step 1

I am beginning to understand that we need to respect others.

Awareness, Connecting with others

I am beginning to understand that my actions and those of others have consequences.

Awareness, Connecting with others

Progression Step 2

I have an awareness of what is right and wrong and that my actions should reflect that.

Awareness, Connecting with others

I can understand that not everyone is treated fairly.

Awareness, Eququimity

I can understand that we need to respect the rights of others.

Awareness, Connecting with others

Progression Step 3

I have an understanding that injustice and inequality exist in societies. I also have an understanding of what human rights are and why they are important to me and other people.

Awareness, Connecting with others

I can understand that there are a range of different factors that influence people's behaviour, actions and decisions.

Awareness, Acceptance



Languages, literacy and communication

What Matters Statement

Understanding languages is key to understanding the world around us.

Progression Step 1

I can listen to others with growing attention.

Connecting with others

Progression Step 2

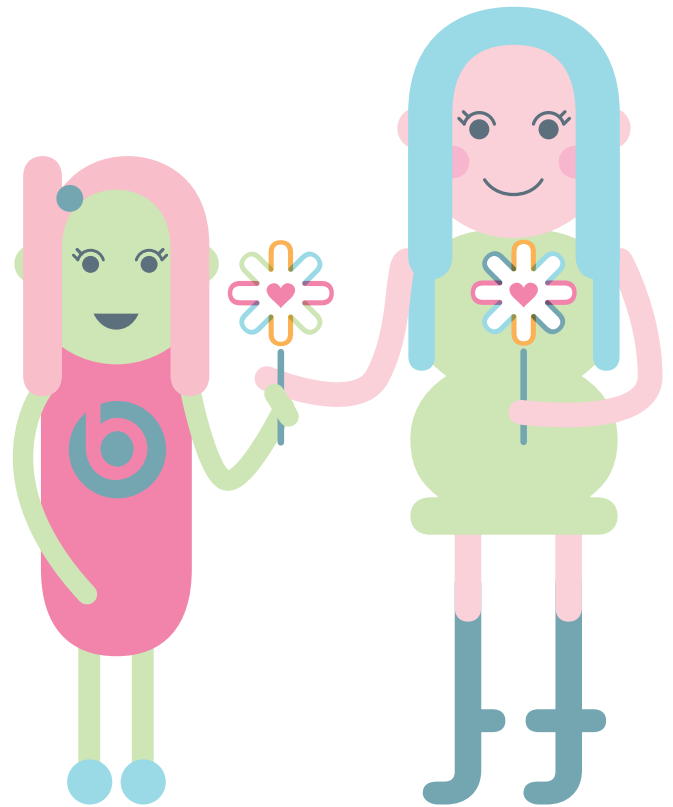
I can listen to others and understand that they may have a different perspective from my own.

Attention, Connecting with others

Progression Step 3

I can listen empathetically to different people's viewpoints on various subjects.

Awareness, Kindness, Connecting with others



What Matters Statement

Expressing ourselves through languages is key to communication.

Progression Step 1

I can communicate meaning using extended speech and/or gesture.

Connecting with others

Progression Step 2

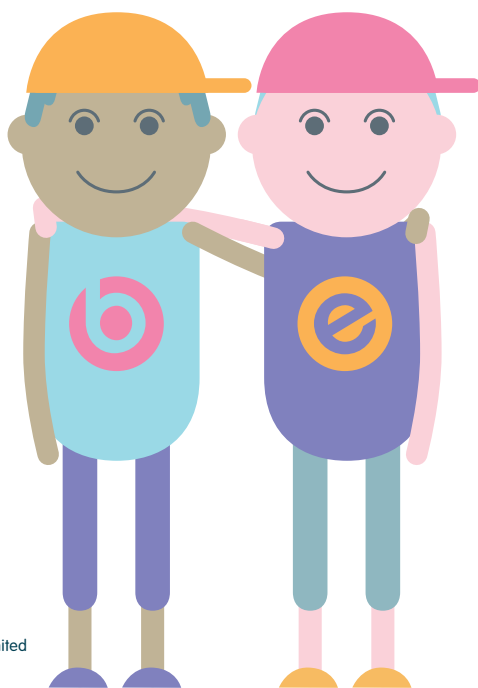
I can communicate using an increasingly varied and precise vocabulary.

Awareness

Progression Step 3

I have an understanding that injustice and inequality exist in societies. I also have an understanding of what human rights are and why they are important to me and other people.

Awareness



Science and Technology

What Matters Statement

Being curious and searching for answers is essential to understanding and predicting phenomena.

Progression Step 1

I can show curiosity and question how things work.

Awareness

Progression Step 2

I can ask questions and use my experience to suggest simple methods of inquiry.

Awareness



