Teaching mental health that would be universally delivered in all NZ classrooms.

Education and medical specialists put together a soundly researched program for

insomnia. I see it as a national priority that an enlightened group of educational

risks of living disruptive lives and not realizing their potential. Help they

friendships. Unless we move into supporting those pupils, and often their

relationships. When we come to school, with lots of history of damage and broken trust and

trusting adult to guide (can be taught with anxiety and fear for children who

attained to an adult and have a very fragile, fearful view of their world.

they come to school with a very insecure experience of belonging. There are

forms the basis of this capacity for growing other loving relationships.

person-environment relationships in the very early years. It is vital that key staff

members must be happy and stable, because their personality develops as a function of

themselves. They function in different ways, so it would be for them to keep

and why they function in different ways. The greater the effective interpersonal

insight, the greater the understanding. I would hope for them to keep

children to be intelligent about emotions and how to develop their own insights

There is a strong scientific case for expanding core teaching and

own brains, emotions and responses combined with developing self-knowledge.

our brains, emotions and responses combined with developing self-knowledge. Our

which can only be solved by using current knowledge around the development of

our children are safe emotionally and socially and spiritually is a complex issue.

means much more than fences - e.g., physical safety. Finding ways of ensuring

As principles, we are asked to ensure that our children are safe. Today this

A Way of Thinking - We need to frame our work as more than just education.

from severe trauma to mild generalised continuous anxiety.

disorders, usually masked as bad behaviour.

My desire is to help schools understand their role in providing a safe, informed

life process and management of anxiety who are currently being presented to schools.

The present moment can learn and remember.

Only a child who is happy (calm, contented and self-caring) and who is living in

Persistent Fear and Anxiety Can Affect Young Children's

Learning and Development
We need to start thinking about our pupil's mental health as a public health issue.
For the majority of children, this type of programme would explicitly build on their already developing personal skills, and strengthen their immunity to mental disorders and help them understand the need to develop resilience. But for those who are suffering insecurity - poor attachment etc. this programme would help them learn the language of emotions, learn to recognise and manage them and eventually be able to respond to the emotions of others. Self-regulation of emotions can be taught if the teacher has the skills.
Reflecting on the subjects covered for teaching certification it is sad to note that nowhere do student teachers learn about the developmental stages and needs of the children they will have so much influence over, so many opportunities to intervene and change lives. There is no information given about the rapidly growing science of how the body and the brain work to create successful learners, happy resilient and at peace with themselves. There is a growing sense that despite the huge effort and workload of our teachers, something is not working for a percentage of our children. The number of pupils leaving school without a sense of who they are, where they are going, without drive or qualifications is an educational and social issue that needs to be viewed differently.
It is time we changed the agenda and placed the formation of our children, their self-image, their happiness, their thoughts, feeling and emotions, where it should be as the foundation of their being. Children not curriculum should be our focus. Then maybe learning will not be the stressful, uninteresting work that it is for so many - maybe on-going learning would happen naturally. All human beings have an innate desire to learn - only we others put barriers in the way. Schools should be teaching deliberately, emotional, social and spiritual health as their prime reason for being.
For years we have focussed on insisting that children manage their negative emotions - anger, jealousy etc. Concern about bullying and violence is driving the budget and many kinds of approaches are being developed to stop the bullying, often with little effect. But have we investigated programmes that focus on a school ethos based on keeping ourselves happy. Provide programmes that focus on managing our minds, our brain and our relationships. This would be a different way of thinking and being in our interactions with the children and each other. Keeping happy is hard work entailing the use and understanding of how we operate in our environment. Teaching training would need to change, attitudes about what is learning would need to be altered. It would not be just about positive fluffy feeling and expecting to be happy, but also about having an environment where we can raise children of hope. Creating schools that allow people to experience happiness and hopefulness, as top priority would enable
behaviours such as screaming, yelling, kicking, hurting others. More than
so this stress leads often to lack of self-control, resulting in loud aggression
where my fearful inner self is exposed.

A PHYSICAL ANXIETY RESPONSE: putting on their, alcohol, drugs etc. An unhelpful way of blocking out
emotion, alcohol, drugs etc. An unhelpful way of blocking out
putting in through in through in through in through in through
through in through in through in through in through in through in

UNDER STRESS, OUR FAMILIES ARE UNDER STRESS, OUR TEACHERS ARE

the mind, understanding our thinking, etc. as part of the curriculum.
approach to educating our children would see brain based programmes, managing

our school’s are under stress, our teachers are

resilience would be better managed at this was the focus of the school ethos.

On-going problems with poor health, anxiety, depression, poor behaviour, low

helping the troubled child. etc. The effect is short lived and often just a token with minimal effect on

children to stay emotionally stable. A confident child taught to be resilient and

children are over

it. In any classroom or playground or school often high levels of stress are

1 in every 5 up to the age of 14 have psycho-social problems related to stress

As a country we have an epidemic in the levels of children experiencing stress

the teacher's anxiety that many children bring to

class every day. Compassion can't be taught, a teacher's actions will always be

significant. Effect in lowering the fearful anxiety that many children bring to

advocating through the good and the bad days. This kind of compassion is a

compassion both within the school and if possible within the home. Teachers

reaffirm the focus on the feeling of total unconditional love and

The most effective way to help the troubled child is to consistently and

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Data below supports in evidence that excessive anxiety is the greatest threat.

There is danger that childhood anxiety is seen as a passing complaint that is
then the techniques that will bring them back calm.

Physical activity, simply being with them calmly and keeping them safe, giving
them the techniques that will bring them back calmer.

The natural response now is too run. All our muscles are primed to run.

Flight and Fright - This is our body's primitive, natural response.

Fight and Fright

Flight

Commonly stress is explained as our reaction to life events, how we preserve.

SO WHAT IS STRESS AND WHERE DOES IT COME FROM?

Further compounds this already poor view of his own ability to control himself.

Where to get help for him. He does not need deterrance, punishment etc. This
help in needs to cope with these external factors, and can help in needs to know how to help this child or
child. Information, understanding, adult needs to be given time, strategies and
friends and so on, the child spirals downward. It is critical the child get the
information. Other children, these children, are also described, the thoughts I am bad, I can't cope, I don't have

ANGER, ANXIETY ATTACKS ARE THE BODIES BURGER ALARMS

We often they are taken away for their bad behaviour and left to cool off in a

FOOD USE THIS BEHAVIOUR SHOULD BE USED AS A THING - WHAT IS HAPPENING HERE?
80% or children with anxiety disorders, especially those in childhood, addresses the need for early intervention, helping children and adults alike.

Childhood anxiety predicts other forms of pathology in adulthood. Poor prognosis

1. Associated with low self-esteem, physical problems, and social isolation.
2. Impact negatively on academic performance

Samples (e.g., Wood, 2006)

Significance

Integrating resilience into the curriculum. Resilience programs would assist the case with which mindfulness could be integrated into schools or other initiatives, such as CARE, MBWE, or any intervention that combines mindfulness-based programs such as Mindful Protective programs that combine resilience-building in the classroom. That would benefit teachers as well as students.

Mindful Tension Training would create a dynamic foundation for the classroom. The emergence of this skill set is the core goal of social and emotional learning.

Emotion-related resilience

Use of these practices develops emotional, self-knowledge and self-regulation of whether plausible or stressful in a way that is responsive and not reactive. This allows children to develop the capacity to relate to any experience.

Evidence is accumulating that mindfulness training is a cost-effective practice promoting development and function and stress resilience. Given the many children exhibit learning, behavioral, attentional/and/or mental and working memory, and developing resilience factors specific to learning, e.g., improved executive function, thought processing, executive functioning, and the developing brain and is likely to impact on well-being, general functioning and development. Research tells us that excessive stress impacts on midbrain development. Research now highlights the effects of stress, as avoiding child development research now highlights the effects of stress.

Development long-term effects on self-image and self-confidence. Developing skills require effort and get along with goals. It has been proposed that child faces chronic anxiety makes it extremely difficult. To successfully intervene, social, emotional, sexual, physical, and personal to support development.
Thoughts, we just let them pass. Teach the children that the mind thinks all the
even, not absolutely true. That living mindfully one doesn’t challenge ones
worries. Teaching children that thoughts are just thoughts, they are not facts.
get tangled up in our thoughts we worry too much, we judge our thoughts are
other wise we are free to live the lives we want. When we are at
Living mindfully we just accept these thoughts and emotions that grow, flow, bloom and evolve. It is with our thoughts and emotions.
nothing is static - everything is constantly changing - seeds are sown, plants
Mindfulness is a powerful way of managing our emotions. I believe that all

Well-being
Positive social skills
Stress management
Awareness
Attention

Through the Mindfulness Program, children cultivate skills to increase:

With positive ways, they learn to replace negative ways of thinking
them to choose how to react. They learn to replace negative ways of thinking.
learn to recognize when they are feeling uneasy or upset. This awareness allows
children to notice and dissolve in the mind. Through mindfulness, children
Mindfulness helps one become more aware of the breath, emotions, and

Association for Mindfulness in Education
- Mindfulness is paying attention here and now with kindness and curiosity

Children cultivate skills to increase awareness, calmness, and kindness.

What is Mindful Living? It is an approach to life, based on the understanding

MINDS
MINDFULY / HEALING ANXIOUS MINDS
community where they are taught first to love themselves - they are precious.

All children, not only our anxious, fearful ones need to be immersed in a
capacity to dream and hope-to know with certainty that they can cope.
In the children's tools to bounce back from stress, unhappiness and adversity. It is the children
in growing children who are optimistic, resilient, coping children who have the
creating your own happy, resilient thinking is really thinking and results

Choosing our reactions rationally is a long way from the new-age belief in

Too many children are disabled by irrational thoughts and beliefs with false,

AWAY FROM THE NEGATIVE PULL OF WORRY AND FEAR.

SEEDS OF PRESENCE THAT ARE WITHIN ALL OF US TO GROW.

CHOOSING HAPPINESS ON A SUSTAINED BASIS HAS IMMEASURABLE

and happy.

and anxious ones. To feel the calm that they need to be themselves-to be relaxed
classroom will bring relief from tension and allow all children, but especially our
or the top of your lungs. This simple technique taught and practiced in a
the in and the out of air. Notice it's fast or slow, coming from your stomach
floating clouds mindful children will be taught to simply focus on the breath,
 ing children, to quieten the mind and let thoughts pass by like
used when calming children. To quieten the mind and let thoughts pass by with
our thoughts and feelings, not getting involved in them at all. Rather by being
with your thoughts just as they are. This is a very practical approach to be


Mindfulness is a way to live in the present moment, meeting our mind with open

Mindfulness techniques are separate and not religion per se. Instead,

matter what your belief in, while it draws from Buddhist

Mindful living is being in harmony with your life. There is peace and dwelling in

Mindful living is being in harmony with your life. There is peace and dwelling in
ourselves to the present moment.

your own mind. We are missing the moment of NOW, we have not shown fully as
in our past or examining our future, dwelling on our fears, we are prisoners of
of this need to conscious thought and we give no power to it. Once we start living

Time, but in the same way that hearts beat, muscles contract, we breathe, none
Resilience

Resilience refers to the ability to bounce back from adversity and adapt to challenging situations. It involves having a positive mindset, maintaining a strong support network, and developing coping strategies. Resilience is a crucial skill for individuals to navigate through life's difficulties and thrive.

Why is it important to learn how to find your mind?

Mind your mind is a powerful tool for managing stress and enhancing well-being. It is the process of becoming aware of your thoughts and emotions, and learning to manage them in a healthy way. By practicing mindfulness and meditation, you can cultivate a greater sense of calm and resilience.

The benefits of mindfulness include improved focus, reduced stress, and increased self-awareness. It can help you better understand your thoughts and emotions, and make more informed decisions. Mindfulness also promotes a greater sense of interconnectedness, allowing you to connect with others and the world around you.

Incorporating mindfulness into your daily routine can have a profound impact on your physical and mental health. It can help you manage stress, reduce anxiety, and improve your overall well-being. By practicing mindfulness, you can develop a greater sense of resilience and better navigate life's challenges.
We provide integral qualify education (Cornerstone 4)

We nurture human community (Cornerstone 3)

We breathe all forms of oppression (Cornerstone 2)

autonomously human (Cornerstone 1)

The development of all human dignity nurturing each child to be

on:

ensuring that a child’s basic human and spiritual needs are met. We are focused

Our main curriculum is to grow pupils who are strong from the inside out by

children in their emotional health.

be hard work and means that all skill need to understand and support the

we have made a conscious choice to be happy - we have found keeping happy to

is my command. Love each other. John 13: 34 We are known as the Happy school

command and that Jesus gave us, I have come so you may live to the fullest joy. This

our chapter on the four cornerstones of Catholic teaching together with the

Blessed as we are to be working in a Catholic school, at St John Bosco we base

unless they learn resilience (the skills and coping strategies).

children will carry this distress into adulthood, not enough sleep and social withdrawal. These

hopelessness of helplessness, not enough sleep and social withdrawal. These

depression entails sadness, lack of interest in the class activities, irritability,

NOT CONDUCTIVE TO LEARNING. compulsion and avoidance of any challenge -

years of school. These include signs of excessive worry difficulty in dealing with

These children are at risk for developing anxiety disorders in the first few

circumstances that they stay emotionally aroused for long periods of time.

leaders and educators must embrace a paradigm shift in their approach to well-

and can withstand the majority of the stresses.

life’s issues and to a small group of children who have high levels of resilience

distress of the least little thing, being children who cope reasonably well with

attitude. We can place all children on a continuum of being those who exhibit

strong enough life and relationships with others while maintaining a positive

challenges. To be resilient means to go through the daily ups and downs and feel

term resilience has become topical in research circles. Resilience is the ability
Yours

Peace begins with a smile - give somebody one of development will be a start to enhancing our world focus to be happy; any start to understanding and addressing our own and others mental health. In your own school or just with your own family, you can use our breadth of help you implement specific social and emotional programs. John Bosco’s Happy School and how to get there, plus for more specific knowledge or help please contact me at our Happy School. It is important (as opposed to tear-filled) focused, happy manner. The power of their own mind to live and respond to life events in a positive, the children to give them the most empowering responsibility they can own - that is what I would like to challenge all adults in a position to mentor/guide/teach or lead under-developed and irrational thinking patterns. Under children think much anxiously and psychologically disturbed. Instead of simply thinking that the fault of children is thinking much anxiously and psychologically disturbed, it is simply the fault of adults. We need to examine the ways in which our feelings, beliefs, and perceptions are shaped and maintained. To put it simply, thoughts, beliefs, and feelings are shaped and maintained by patterns of thinking, acting, and behaving. These patterns are learned and reinforced through repetition, and they can become automatic and unconscious. New Zealand, a country with a high rate of mental health issues, has made mental health a priority in schools and community programs. The government has invested in mental health services and support, and schools have implemented programs to support students’ mental health. It is crucial for children and adults to be aware of their mental health and to take care of it. Our children belong to all of us. Together this provides us with an atmosphere of unconditional love in which the

To conclude:

Should you be interested, and love. I would be happy to share any of these things with other schools.

For love, for fun, for choice, and for boundaries, providing students with opportunities to explore, experiment, and try new skills. We must nurture this peak state for learning that they are born with, not fill their path with blocks and barriers. It is our duty to understand what is not fulfilling their little minds, to have knowledge of the development of their skills. We must nurture this peak state for learning that they are born with, not fill their path with blocks and barriers. It is our duty to understand what is not fulfilling their little minds, to have knowledge of the development of their skills. We must nurture this peak state for learning that they are born with, not fill their path with blocks and barriers. It is our duty to understand what is not fulfilling their little minds, to have knowledge of the development of their skills. We must nurture this peak state for learning that they are born with, not fill their path with blocks and barriers. It is our duty to understand what is not fulfilling their little minds, to have knowledge of the development of their skills. We must nurture this peak state for learning that they are born with, not fill their path with blocks and barriers. It is our duty to understand what is not fulfilling their little minds, to have knowledge of the development of their skills. We must nurture this peak state for learning that they are born with, not fill their path with blocks and barriers. It is our duty to understand what is not fulfilling their little minds, to have knowledge of the development of their skills. We must nurture this peak state for learning that they are born with, not fill their path with blocks and barriers. It is our duty to understand what is not fulfilling their little minds, to have knowledge of the development of their skills. We must nurture this peak state for learning that they are born with, not fill their path with blocks and barriers. It is our duty to understand what is not fulfilling their little minds, to have knowledge of the development of their skills. We must nurture this peak state for learning that they are born with, not fill their path with blocks and barriers. It is our duty to understand what is not fulfilling their little minds, to have knowledge of the development of their skills. We must nurture this peak state for learning that they are born with, not fill their path with blocks and barriers. It is our duty to understand what is not fulfilling their little minds, to have knowledge of the development of their skills. We must nurture this peak state for learning that they are born with, not fill their path with blocks and barriers. It is our duty to understand what is not fulfilling their little minds, to have knowledge of the development of their skills. We must nurture this peak state for learning that they are born with, not fill their path with blocks and barriers. It is our duty to understand what is not fulfilling their little minds, to have knowledge of the development of their skills. We must nurture this peak state for learning that they are born with, not fill their path with blocks and barriers. It is our duty to understand what is not ful