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| **Title:** | **Mindfulness in the Classroom (AFTERNOON)** |
| Target Audience: | K-12 Teachers |
| Presenter Biography: | **Stephanie Curran**, a practitioner of Acupuncture and Chinese Medicine in Victoria, BC, is a long time practitioner of meditation.  She has completed teacher training course work in [Mindfulness-Based Stress Reduction](http://www.umassmed.edu/cfm/stress-reduction/) (with MBSR founder Jon Kabat-Zinn) and [Mindfulness-Based Childbirth and Parenting](http://www.mindfulbirthing.org/).  As a parent, Stephanie is deeply moved and inspired to share the benefits of mindfulness with children, families and her community. She leads a weekly meditation group in Victoria called “[Mindful Mamas](http://www.elementscentre.ca/story/mindful-mamas)” and teaches an 8week program for moms and babies called “Listening Mothers”. She has completed course work with the [Mindful Schools](http://www.mindfulschools.org/) training program and has been invited to lead presentations about “Mindfulness in the Classroom” at schools, conferences and PAC events. Stephanie is on the board of directors with the BC Association for Living Mindfully (BCALM) and hopes to help bring mindfulness into schools and homes in our community. |
| Workshop Summary: | Happiness fuels success in our lives. When our brain is set to positive, we are more successful in nearly every domain of life. Study after study shows that we are more creative, productive, energetic and successful when we raise our levels of happiness. We only have a limited amount of brain resources with which to experience the world. We can choose to devote our attention to the negative side of life, or we can choose to allocate our resources to scanning the world for the positive. This workshop can teach you practices and principles that can help you train your brain for greater levels of positivity and optimism. Then together we will look at ways to integrate this philosophy into your classroom from Grade 1- Grade 12 and why practicing happiness, compassion, mindfulness, kindness and gratitude can help your students become better learners and people. |

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| **Title:** | **In Every Classroom: schools as partners in supporting children and youth exposed to domestic violence (AFTERNOON)** |
| Target Audience: | K-12 Teachers |
| Presenter Biography: | **Kerilee McLeod** is currently a Children's Counsellor in the CWWA program for 15 years, with a background in Child and Youth Care, previously worked in the Saanich School District as a YFC.  **Meagan Gronotte** is currently a Teacher Counsellor in the district and a Transition house shelter and crisis line volunteer. |
| Workshop Summary: | Together we will look at the issue of children and youth witnessing abuse at home, how it can impact the brain development and the resulting impact on their ability to learn and behaviour at school.  We will discuss how we can work together in schools and with our Community to support students and families. |

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| **Title:** | **Integral Action Mindfulness – IAM (MORNING)** |
| Target Audience: | K-3 Teachers |
| Personal Biography: | **Allen Stokes** of Cherokee heritage, is a teacher in the wings - free enough to offer workshops but poor enough to hope for 3 books to be published and sold. He designed and taught, “INTEGRAL ACTION MINDFULNESS - IAM” for Kindergarten in 2014-2015.    He has written 50 affirmations supporting the 15 emotions of the 2005 book, “EMOTIONAL INTELLIGENCE IN ACTION”, from his love of teaching mindfulness and empowerment for students.  Daily practice of Yoga, Tai-Chi warm-ups and movement meditation for the past 35 years gives him a depth of personal experience. He says, instead of the esoteric, he lives for and teaches the anecdotal practical use of consciousness expansion in learning. |
| Workshop Summary: | How can mindfulness benefit the learning  of each student and the whole class ?  **WORKSHOP**  TO : introduce students to a practical action/body  based training for the mind and heart to experience a **more balanced and in depth learning**  RESULTS : an increase in concentration, self-regulation, care for self and others and being happy, all increase from integrated ``learning  GIVING : students processes for :  self-intervention when feeling unfocused,  awareness of making meaning and concepts,  practice skills for a caring attitude and  making choices for adaptation and happiness  **FUZZY** DOOR of Science  Daniel J. Siegel, M.D. says from neuroscientific breakthroughs we know that integration of our multi-part brain increases learning.  Brainstem YELLS for safety - emergency action  Limbic FEELS (left and right)  – if good move towards and if bad, move away  - memory of facts and experiences  Cortex THINKS (left and right)  - concepts, connections and imagination  - five sense perceptions of outer world  - muscle use and planning for motor actions  - sense of time, self and morality  - conscious focus of attention  - pause to regulate before we act  for insight, empathy and moral judgments  - links the body, nervous system, neural regions  and links social signals sent and received  Mindfulness allows us to more fully integrate the different parts of our brain - bringing thinking, feeling and reacting to a more productive learning harmony.  P R O C E S S  Integral Action Mindfulness  1. FOCUS, 2. AWARE, 3. CARE, 4. ADAPT/HAPPY  WHY ?  **1a walk in a circle** – focus on inner circle and every person  – sing, breathe with arms, make sounds with steps, quiet and listen, physical movement for balancing and focus,  **1b discuss** in partners, centre person sharing and receiving feedback **ACTUALISE**  WHAT ?  **2a write/draw notes** - awareness through 5 senses, candle and notice the witness  **2b watch/listen – media** and **facts** **GRATEFUL**  ages, developmental differences, sharing with students mood, body, mind awareness practice, chants and icons for FOCUS, AWARE, CARE, ADAPT/HAPPY, eye closing, slower breathing, mental monitor (self-affirmations)  HOW ?  **3a worksheet** – using metal chimes to differentiate that my body has 5 senses and I have 6 senses,  **3b lead, follow or design** **COURAGOUS**  POSSIBILITIES ?  **4a self-discovery or partner**  adaptability, synthesis, adequacy, effectiveness, me?  **4b present** **CONFIDENT**  S K E L E T O N  INTENTION (inhale) Why? connect/reflect  focus, aware, care, adapt and happy  ATTENTION (hold) What? imagine/content  ATTITUDE (exhale) How? trial & error design & apply  INTUITION (hold) Possibilities?? inner reflection & ? ? |

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| **Title:** | **Quantum Soup (AFTERNOON)** |
| Target Audience: | All Teachers |
| Presenter Biography: | **Allen Stokes** of Cherokee heritage, is a teacher in the wings - free enough to offer workshops but poor enough to hope for 3 books to be published and sold. He designed and taught, “INTEGRAL ACTION MINDFULNESS - IAM” for Kindergarten in 2014-2015.    He has written 50 affirmations supporting the 15 emotions of the 2005 book, “EMOTIONAL INTELLIGENCE IN ACTION”, from his love of teaching mindfulness and empowerment for students.  Daily practice of Yoga, Tai-Chi warm-ups and movement meditation for the past 35 years gives him a depth of personal experience. He says, instead of the esoteric, he lives for and teaches the anecdotal practical use of consciousness expansion in learning. |
| Workshop Summary: | *What is MY Quantum Soup Recipe*  *for Empowered and Happy Learning ?*  **WORKSHOP**  To : help STUDENTS make their own Personal  Learning Portfolio (***Quantum Soup Recipe***)  Accommodating : self-awareness, optimism  and adaptability including preferences and needs  For : a more  empowered *- independent, assertive, actualising -* and  happy *- intention, attitude, behaviour -*  learning with improved class results.  **FUZZY** DOOR of Science  Quantum Mechanics “ . . and Neuroscience, tell us that  **matter is mostly full of empty space** and that  **our brains “construct” our perceptions** of the world**.”**  *QUOTE from, “WHAT THE BLEEP DO WE KNOW”*  *The Institute of Noetic Sciences and Captured Light*  1. If most of our world is based on  ***personal perceptions and diverging possibilities***  how can we include that in education  based on prescribed learning outcomes ?  2. How can we increase  ***personalised learning and innovation***  within the prescribed curriculum of content ?  *It is time to take to the ‘heart of learning’, the invitation by science’s open fuzzy door to inclusion of the nonphysical* ***consciousnes****s as an* ***integra****l part of our human biological* ***learning reality****.*  P R O C E S S  Quantum Soup Nutritional Ingredients  WHY ?  **1a** Choose and/or Create **CARDS of ‘why ?**’  values, preference, background, purpose, needs  **1b** **discuss** in partners, small and large group, sharing **EMPOWERED**  WHAT ?  **2a write/draw notes**,  identity, worldview, relationships, imagine  lessen weaknesses. increase strengths  enjoy learning, I know, I do not know, I want to know  **2b watch/listen – media** and **facts ‘n stats, GRATEFUL**  HOW ?  **3a worksheet,** explore, awareness, trust, imagine, solve  **3b role play or make Quantum Soup COURAGOUS**  POSSIBILITIES ?  **4a possible creation service or products, self-discovery**  adaptability, synthesis, adequacy, effectiveness, me?  **4b present CONFIDENT**  S K E L E T O N  INTENTION (intake) Why ? connect/reflect values,  ATTENTION (hold) What ? imagine/content identity  ATTITUDE (exhale) How ? trial & error design & apply  INTUITION (hold) Possibilities ?? inner reflection & ? ? |