

User Guide (REVISIONS10-15-15)

Keiki Mindfulness Program

Get Sensational ATTENTION Animation Video

Use this instruction material to implement “Get Sensational Attention” video to be most effective with students about principles. Includes: Introduction, Segment Key Points and Questions and Resources. More Info: www.WellnessThroughMovement.com/Programs-2

- **Practice**
 - **Organic Process of Learning:** This is not a “turnkey technique,” it is an organic process that needs repetition and adaptation daily. This physical sensation of being in “home’ comes from weeks of practice refreshing oneself to get a broader perspective of circumstances.
 - **Each segment builds on the next.** Wonder how?
 - **First introduce Homebreath with playtime** (Example with: ANSSA, Personal Bubbles Freeze Dance, p. 42)
 - **Suggestion how to adapt** into classroom curriculum:
 - **Guide how to adapt to daily agenda** is the adult’s responsibility (with course material, conflict resolution and social behavior).
 - **Use questions in User Guide** for reading or writing lesson to help children understand content of program from their experience socially, educationally, or personally. .
 - **Adapt to lesson plans** for reading: the general idea of why we do the lesson to the details of how.
 - **Listen** from Home (Example: ANSSA, Listening Bubbles, p. 50)
 - **Communicate** from Home (Example: ANSSA, Ho’oponopono Home, p. 60)
 - **To be successful:**
 - Children practice 6 weeks & Adults practice 3 months
 - **Make “home” a familiar response** to challenges in school culture.
 - Ask a child if she/he is in or out of home at the time they most need it.
 - Ask if he/she notice the differences in and out of Home.
- **To Save time:**
 - **Start at beginning of School Year** and focus on adapting concepts to teacher’s protocol and classroom etiquette.
 - **Teach children to be responsible for practicing and finding ‘home’** as a way to personal processing and problem solving.

Segment I (1:37 minutes)

How Hearing Changes With Direction of Attention

Building a Bridge Between Actions and Awareness: “Out There” to Self

KEY POINTS: Direction of Attention and Hearing

Hearing comes from more than just sound. (ANSSA, Listening Bubbles, p.50-51, 74)

Hearing can change according to direction of attention.

Are we aware of which direction our attention is focused?

Questions for Students from Segment I

1. Have you ever *not* heard someone while they are speaking to you?
2. Why do you think Jimmy and Sarah couldn't hear their teacher?
3. Have you ever gotten in trouble and not know why?

Segment II (2:11 minutes)

Turning Attention to Sensation

Mindfulness Using the Body

Building a Bridge Between “Out there” to “Inside”

Quiet Time as an Opportunity

Shift in Emotion and Perception

KEY POINTS: Self-Direction

Awareness of direction of attention: “out there” or “inside”

What is one’s Attention Direction when in Blame? Anger? And peer influences versus centeredness?

Technique with Attention, Sound and Breathing, Self Directed Learner, Executive Functioning (ANSSA, No Place Like Homebreath, Notes and Background p.46, 70-72)

Notice the differences of “out there” to “inside” attention

- How to center oneself and find self awareness and attention direction (ANSSA, Lesson 2 Personal Bubbles Freeze Dance p. 66-67)
- Simply recalling a sensation (of “home”) saves time and recalls the **self-directed learner**, and stimulates **complex thinker**
- The opportunity of “time out” versus punishment. Opportunity for **self directed learning** and **complex thinking**... And most important listening to our inner guidance versus peer pressures.
- Sensory awareness of the physical body is foundational to perception, thus learning and memory (ANSSA, You are Sensational, Notes & Background, p. 25-32 p. 65-82; <http://wellnessthroughmovement.com/resources>)

Notes:

- Children nine years of age and younger *understand* from a “feeling” sensation rather than “thinking.” (ANSSA, p. 13)
- The participant “pretending” to be in home will not be able to shift perception or learning.

Questions for Students from Segment II

1. Have you ever got mad at a person for getting in trouble? What happen?
2. How did Jimmy remember “Pono” (Homebreath)?
3. Why is “time out” helpful?
4. Have you ever had a person you were mad at want to make up and you didn’t feel like making up? Why? What did you do instead? Did it feel better between you and the other person?
5. How do you do the “Homebreath?”
6. What are you suppose to pay attention to while exhaling saying “Hommmmmmmme?”
7. Is “Home” a breathing technique or a feeling in your body after the technique?
8. How long do you stay in “Home?”
9. Give an example of how you have used “home” on the playground or at home?

Segment III (1:14 minutes)

Reference Point is the Body

How does Perception Change when Reference Point is from “Home?”

KEY POINTS: Attention + Movement* = Sensory Self Awareness

*Movement is redefined as not purely mechanical but a poetic sensation linking brain and body.

The length of the exhalation is key to whether the nervous system centers itself.

Where does the breathing end?

Try doing “home breath” with and with out making the sound and feel the difference

Attention + movement of vibration:

- **Builds the bridges from the body to the mind**
- **This *awareness* is foundational to self-responsibility and self-direction** (ANSSA, Self Responsibility, p. 70, 76, and 89)
- **Essential for executive functioning and effective communication is self-awareness between body-and-brain.**

Note: Adults and children over the age of nine:

- Cognitive patterns fade awareness of sensory body.
- Solution: Ask participates what *they think they need* to do to find them selves?

Suggestions:

- Being Alone
- Being Private?
- Being Quiet?

Questions for Students Segment III:

1. What are you suppose to pay attention to when you close your eyes and hum “Hommmmmme?”
2. Have you ever tried to do “Home” when you are upset?
3. What was different after practicing the “Homebreath?”
 - a. Did anything change in how you talked to your friend?
 - b. Did you realize anything new in the situation? If so what?
 - c. If you didn’t really feel “Home” inside after practicing what were you thinking instead?

Segment IV (0:57 seconds)

Recap Lesson and Adapt Daily

Body and Mind as One

Change in the Process of Problem Solving

KEY POINTS: Understanding From-the-Body-to-the-Brain

Finding “Home” is a life skill. The breathing lesson is not to calm down or be “good” but to know oneself better and one self in relation to others.

Awareness to the sensation of the Body and how it affects the Mind:

- Shifts in perception
- Influences the vitality and wellbeing of the self (ANSSA, Notes and Background, p. 71)
- Sensations explain self awareness physically, mentally and emotionally. (ANSSA, Introduction, You are Sensational, p. 13 and p. 25-32). Example: “That’s weird I have ears (awareness of the body) and not hear (awareness of the body in relation to the brain).”

Addition Benefits of Sensory Body Awareness:

- Sensing how foods effect mind and mood
- Physical cues to reactions of dysfunctional habitual behavior

Questions for Students from Segment IV

1. Is the “Home” a way to breath or a feeling after doing the breathing technique?
2. What happen when Jimmy felt better? Why?
3. How did Jimmy feel different after the Homebreath? Was it physical or mental?
4. Can you do the “Homebreath” when you are upset?
5. What can you do if you don’t feel like doing the Homebreath?

Segment V (1:04 minutes) *Not Available on YouTube site*

Tip of Iceberg –Behavior

Takes a Whole Community to Help Children Grow Into Their True Potentials

KEY POINTS: Summary and Resources

Manual Book: *A New SENSORY Self Awareness*

More Information: www.WellnessThroughMovement.com

Classroom Management

- **Engaged Learner takes first knowing one self** and how one perceives content and ideas to think in new ways.
- **“Pono” or being in “Home” is not about being “good” it is about being centered** in the heart of pure aloha. Children are still allowed to have their feelings (anger, sadness, and etc.) however behavior becomes non-reactive stepping back from outer challenges to looking inside. (ANSSA, Notes and Background of Homebreath, p. 68)

Tips for Public Schools in United States: Department of Education Standards

Supports Meeting Standards

General Learner Outcome

- Self Directed Learner
- Community Contributor
- Complex Thinker
- Effective Communicator

Physical Education Guidelines

- Physical Education Class Time Requirements
 - Homebreath is part of a Physical Education Curriculum through Wellness Through Movement which meets all requirements for elementary physical education (see ANSSA Part I)
 - How to apply: Compare differences in character while playing, conflict resolution; respect, empathy; spatial orientation, physical awareness, and sense of self
- Wellness Guidelines Checklist, Wellness Committee (CD) 5: “The Committee shall ensure that the school provide families with information about community physical activity resources and is encouraged to work closely with the community organizations and programs that help schools implement these Wellness Guidelines.”
- Stop Taking Away Recess Time as Punishment

- WGC, Physical Activity 9: “The school does not use or withhold physical activity as punishment.”
- Children who have a difficult time paying attention often need more movement in their day.

Wellness Guideline Checklist

- Health Education Requirements
 - WGC requirement: “All health education classes have instructional periods totaling a minimum of 45 minutes per week for grades K-3 and 55 minutes per week for grades 4-5.”
 - More information (ANSSA, Homebreath Lesson & Notes and Background, *p. 46-47 and p. 70-72*)