

Reference Book: *A New SENSORY Self-Awareness*

Program: www.WellnessThroughMovement.com/Programs-2)

Get Sensational Attention video is also on YouTube

For Elementary Schools

USER GUIDE

Somatic Mindfulness

Get Sensational Attention

Video Animation Program

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INTRODUCTION

O Give time within

- Just watching the video program will not shift perception or improve grades. Involve the whole child by engaging the experience of the self, and he/she's service to the process of life.
- Attention grows and ripens in patterns of directions according to daily conditioning. Help children sort out the generational overload to the foundation of their inner guidance. "Who" is the listener that hears? Researchers say hearing is not the ears that hear sound waves but the "who" inside that listen. Clarify accountability by restoring their youthful originality of how nature develops the "who." Open their eyes and ears within through their bodies to develop their gifts and passions. There has to be time and space to know oneself. Attention is both "who" is within, to what inspires us.
- Recognize "attention" is an embodiment that needs time for introspection, contemplation, and daily repetition of self-assessment. The experience this embodies and awakens the inner sense that negotiates life.
- Each segment of the video builds on the next to engage the whole child. Actions and thoughts; physical body and perception; and "internal truth" to "out there" works better when working together. This program is taught through experience. The "User Guide" gives questions to trigger neural networks firing between mind, body, and learning.

O Practice

- **Timeframe for Success: Children under ten-years-of-age - 6 weeks; Adults - 3 months**
- **Introduce "Homebreath" during playtime, before attention is necessary.** (*A New SENSORY Self-Awareness*, Personal Bubbles Freeze Dance lesson, p. 42)
- **Go through only one segment of the video a week, and apply context of questions below into classroom and school culture. Each segment is less than two minutes long.**
- **Make "home" inside is a way of living. Then make "home" the way of the school culture.**

- **For example:**
 - **Ask the question to the children, “Have you ever been in trouble because you were not listening?” Teach children how to find “home” inside before you want the student’s attention. There will be opportunities afterward to apply this kind of listening when in “home.” Challenge students to notice the differences listening when being in “Home” or out of “Home.” Help the children wonder why direction in attention changes listening. (A New SENSORY Self-Awareness, Personal Bubbles & No Place Like Home lesson, p. 44).**
 - **Ask children, “Why is “time out” helpful?” If a child is stressed (about reading lessons, or an emotional reaction) taking a “time out” can look like an opportunity to check-in. The precious jewels discovered in “time out” is the enjoyment of achieving a mind-body unity that clarifies emotions, and calms presence of mind. (A New SENSORY Self Awareness, Ho’oponopono Home lesson, p. 60; and Personal Bubbles & No Place Like Home lesson, p. 44; Listening Bubbles lesson, p. 50).**
- **Children nine-years-of-age feel sensation more hear words. (A New SENSORY Self Awareness, p. 13)**

O Save time

- **Teach children to take responsibility for practicing on their own, and in their unique ways.**
 - **Assess differences in time to capture attention, and qualities of attitudes and behaviors before and at the end of the school year.**
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SEGMENT QUESTIONS

Segment I (1:37 minutes)

Key Points

Direction of Attention and Hearing

Hearing comes sound listening comes from an internal world (*A New SENSORY Self-Awareness, Listening Bubbles, p.50-51, 74*)

Listening originates from the direction of our attention

Teach awareness of the direction attention is key

Questions for Students with Segment I

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

Segment II (2:11 minutes)

Turn Attention Within and From There Outward

- How Attention to Sensations Influence Emotions and Perceptions
- The Use of the Body for Awareness in Mindfulness
- Build a Bridge Between “Out there” to Inside
- Make “Alone Time” an Opportunity

Key Points

Self-Direction

Awareness in Direction of Attention

Note to Teachers

- “Home” taught in the video program is a feeling or sense of self, not just a relaxation exercise.
- Label “time-outs” as opportunities, not a punishment
- Utilize the sense of the body to sense feelings both physically and emotionally.
 - Attention to long exhalations, and the physical vibration of the sound from humming “Hommmmmme” gives the brain a tangible sense of the body.
 - Sensing the details of how the body parts work together clarifies emotions, self of direction and quality of executive functioning (*A New SENSORY Self Awareness*, No Place Like Homebreath lesson and notes, Notes and Background p.46, 70-72)
 - Explore the effects feeling- body has on perception, learning, and memory (*A New SENSORY Self Awareness*, You are Sensational, Notes & Background, p. 25-32 p. 65-82; <http://wellnessthroughmovement.com/resources>)
- Know one self by understanding one’s direction in attention pattern. If behavior is reactive attention is solely directed outward, not sensing self. (*A New SENSORY Self Awareness*, Lesson 2 Personal Bubbles Freeze Dance p. 66-67)
 - Notice the differences in perception and reaction when attention starts from “Inside” to “Out there”

Questions for Students from Segment II

1. Why is “time out” helpful? (Give encouragement for self-reflection.)
2. How did Jimmy remember the value of doing the “Homebreath” (Pono breath)? (Give to *feel* how the recall is a memory in the body.)

3. Where is the feeling of humming “Hommmmmmmme” in your body? Have you ever got mad at a person that got you in trouble? What happen?
 4. Have you ever had a person you were mad at want to make up with you and you didn’t want to? Did it feel good not to make up? (Give awareness of how outcomes can feel better for everyone when coming from “Home.”)
 5. Give examples of how you have used being in “Home” in conflict or at school?
 6. Which is your attention inside or out when you are in blame, anger, or under peer pressure?
 7. How long do you stay in “Home?” Can we live in “Home?”
 8. Where is “Home” inside? (Encourage how to find self-direction by resorting to home.)
 9. Is “Home” a breathing technique or a way of life? (Home is the sense of an individual internally, with the relationships externally.)
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Segment III (1:14 minutes)

The Body is a Reference Point

Perception changes when coming from “Home”

Key Points

Attention + Movement* = Mind-Body Unity

In exercising sense body parts, which you can’t feel, and how they move together and effect thinking

The length of the exhalation can increase or release stress. (Short quick breaths increase pressure and stress; longer exhalations decrease pressure and stress.)

Note to Teachers

- Help the children learn where in the bodies their exhalations end, to give children a sense of space inside.
 - Do “Homebreath” with and without making the sounds and feel the difference. Does doing the lesson without sound makes feeling the body more difficult?
- Want self-responsibility and self-direction? Awareness of the body is foundational to clarify self. (*A New SENSORY Self Awareness, Self Responsibility*, p. 70, 76, and 89)
 - Opinions and attitudes veil the sensory body.

- Ask children how they can know themselves better?
 - Attention, movement, and sound vibration builds
 - Bridges from the body-to-the-mind
 - Clarifies truth, honesty, and communication
 - Tools to Turn Within
 - Be Alone
 - Be Quiet
 - Turn Attention to Breath

Questions for Students Segment III

1. What do you pay attention to when you close your eyes and hum “Hommmmmme?”
 2. Have you ever tried practicing the “Homebreath” when you are upset?
 3. What is different in you after practicing the “Homebreath?”
 4. Did your attitude change when you talked to your friend after doing the Homebreath?
 5. Did you realize anything new or different in the situation? If so what?
 6. If you didn’t feel “Home” inside after practicing what were you feeling instead?
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Segment IV (0:57 seconds)

Recap and Adapt
Problem Solving

Key Points

Learning by Experiences

Use “Home” as a life style

Knowing oneself improves one’s relationship to “out there”

Note to Teachers

- **Awareness of the body affects the mind** (*A New SENSORY Self Awareness*, Introduction, You are Sensational, p. 13 and p. 25-32; Notes and Background, p. 71
<http://wellnessthroughmovement.com/resources/#Research>)
 - Expands perception
 - Improves wellbeing and health
 - Clarifies mental and emotional state-of-mind
 - Reveals insight into dysfunctional behaviors

Questions for Students from Segment IV

1. Is being in “Home” a way of breathing, or a feeling after doing the breathing technique?
 2. How did Jimmy help himself feel better? Did the feeling of Jimmy’s body change how he was thinking?
 3. Can you feel how your body makes you think differently? How do you think the feeling in your body changes you?
 4. Can you do the “Homebreath” when you are upset?
 5. What can you do if you don’t feel like doing the Homebreath when you are upset?
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Segment V (1:04 minutes)

Behavior

Culture of “Home” at school

Key Points

Summary and Resources

Reference: *A New SENSORY Self-Awareness, and Wellness Through Movement*

Note to Teachers

Classroom Management

- o For a Child To know oneself starts with feeling the body
 - o Being in “Home” (or “Pono”) is about being in the heart to the world
 - o Allow children to have their feelings (anger, sadness) by developing routine to look inside (*A New SENSORY Self Awareness, Notes and Background of No Place Like Homebreath* lesson, p. 68)
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ASSESS

Changes At The End Of The School Year

General Learner Outcomes

- Self-Directed Learner?
- Community Contributor?
- Complex Thinker?
- Effective Communicator?
- Accountability?
- Social-emotional learning?
- Conflict resolution?
- Respectful to peers and superiors?
- Ability to be empathic?
- Number of reports of poor behavior?
- Spatial and physical awareness?

Physical Education

- Did the school counselor or principal use the “Homebreath’ as a protocol?
- Did extracurricular programs (yoga, dance, physical education) in your school utilize the “Homebreath” lesson? Is so did they compare differences in behavior from previous years?

Wellness Committee Guidelines

- Was recess withheld as much as an act of punishment? If so how many times?
- How often a day did children get reminded to apply the “Homebreath?”

For us to help other children, please send results to:
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