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**Pause, Breathe, Smile:**

**Educator’s Observation Journal**

This observation journal is designd to be completed once per fortnight after lessons 2, 4, 6 and 8.

The intention of this observation journal is for you to be able to track the changes in the classroom during the programme, according to these five questions which are repeated in each journal entry:

1. **The children’s engagement with the mindfulness activities presented**
2. **Your own personal engagement with the mindfulness activities presented**
3. **The children’s social interactions**
4. **Classroom behaviour including attention/focus, participation and engagement in class**
5. **Anything else that you wish to comment on**

On the last page there is a short assessment of the how well you think the five intended outcomes of Pause, Breathe, Smile have been met.

You do not have to share this with us, but we always appreciate hearing how Pause, Breathe, Smile is going in schools so we welcome a copy if you are happy to email it to us.

With appreciation and all the very best with your facilitation of the Pause, Breathe, Smile programme

Grant and Natasha Rix

Mindfulness Education Group Directors.

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**Following Week Two: Happiness Here and Now**

Note your observations about:

1. **The children’s engagement with the mindfulness activities presented**
2. **Your own personal engagement with the mindfulness activities presented**
3. **The children’s social interactions**
4. **Classroom behaviour including attention/focus, participation and engagement in class**
5. **Anything else that you wish to comment on**

**Following Week Four: Feelings are the Language of the Body**

Note your observations about:

1. **The Children’s engagement with the mindfulness activities presented**
2. **Your own personal engagement with the mindfulness activities presented**
3. **The children’s social interactions**
4. **Classroom behaviour including attention/focus, participation and engagement in class**
5. **Anything else that you wish to comment on**

**Following Week Six: Kind Heart, Happy Heart**

Note your observations about:

1. **The Children’s engagement with the mindfulness activities presented**
2. **Your own personal engagement with the mindfulness activities presented**
3. **The children’s social interactions**
4. **Classroom behaviour including attention/focus, participation and engagement in class**
5. **Anything else that you wish to comment on**

**Following Week Eight: Touching Base, Touching Stillness**

Note your observations about:

1. **The Children’s engagement with the mindfulness activities presented**
2. **Your own personal engagement with the mindfulness activities presented**
3. **The children’s social interactions**
4. **Classroom behaviour including attention/focus, participation and engagement in class**
5. **Anything else that you wish to comment on**

**At the conclusion of implementing Pause, Breathe, Smile, please answer how well you think these intended outcomes have been met. Use the 1-5 scale and also make a comment about why.**

Scale of 1 – 5:

1 = intended outcome not met at all

2 = intended outcome slightly met

3 = intended outcome met sufficiently

4 = intended outcome well met

5 = intended outcome very well met

1. Students and teachers experienced positive effects of mindfulness on their sense of wellbeing:

**Scale of 1 – 5:**

**Comment:**

1. Students and teachers understand the relevance of mindfulness for emotion regulation:

**Scale of 1 – 5:**

**Comment:**

1. Students and teachers understand that mindfulness practices are applicable and practical inside and outside of school:

**Scale of 1 – 5:**

**Comment:**

1. Teachers experienced the benefits mindfulness practices can contribute to learning:

**Scale of 1 – 5:**

**Comment:**

1. Teachers understand the links between the course material and the New Zealand Curriculum:

**Scale of 1 – 5:**

**Comment:**