

Our journey through Mindfulness

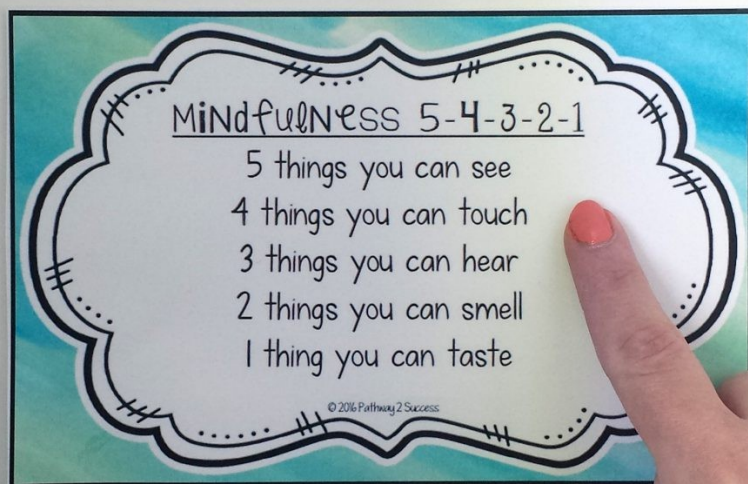
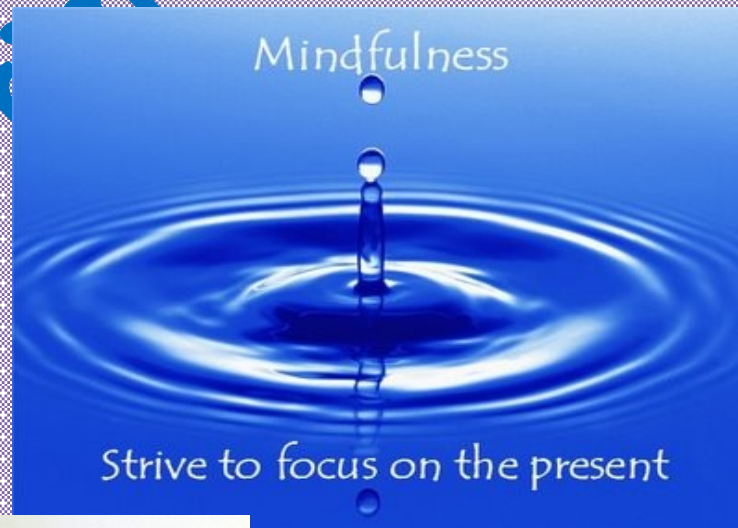
**Why we felt we needed a Mindfulness shed
and for provision at playtimes to be
improved.**



Health & Well-being group:
Maddie Johnson Alexia Pope
Cerys Bater Ruby Allen

What is Mindfulness?

Mindfulness is paying attention to thoughts and feelings without reacting to them.

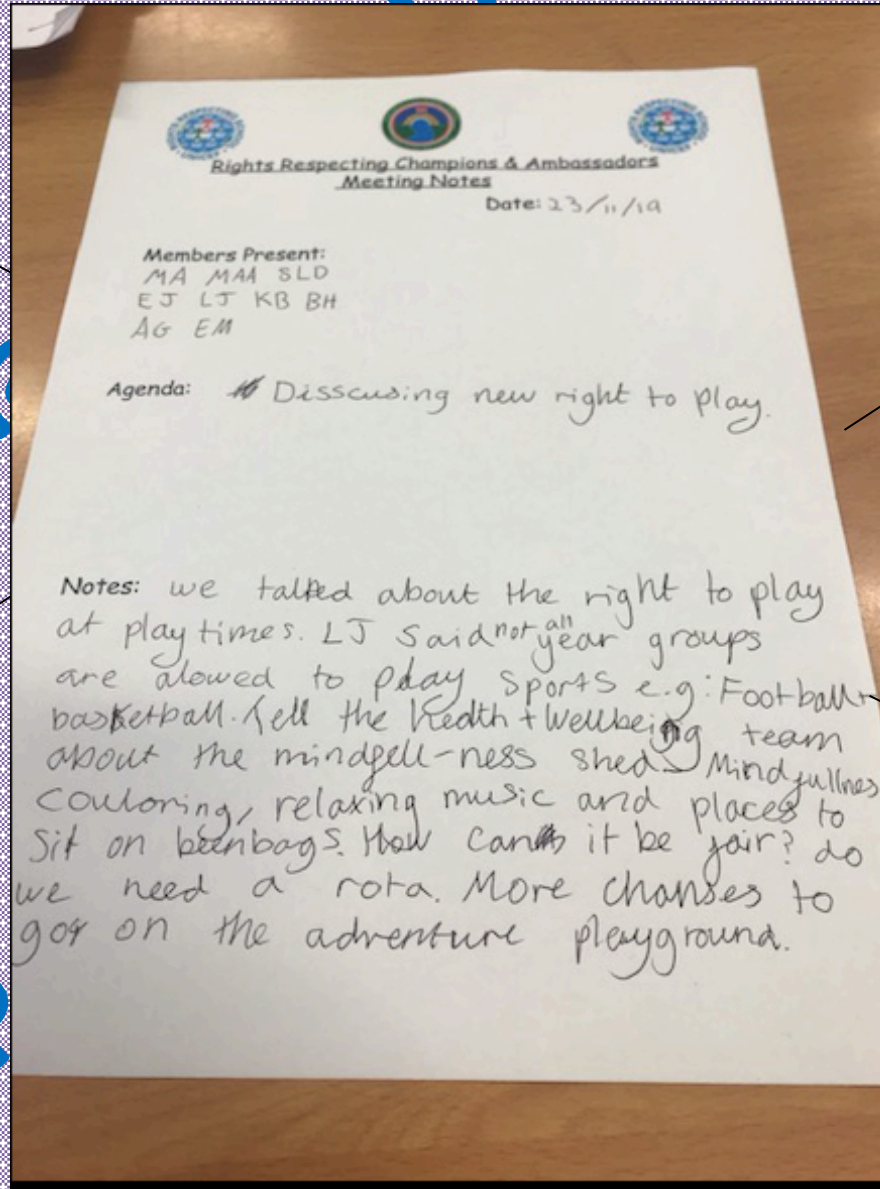


Why?

Rights Respecting Champions meeting, discussing 'The Right to Play'.

- RRSC and the School council were discussing the right to relax and play. Pupils felt their physical well-being was being addressed but their emotional well-being needed to be a focus.
- Lots of work has been done in classes linked to 'Growth Mindset' and 'Emotion coaching' but it was felt that pupils needed to lead initiatives linked to the Playground. It was felt that Pupil Voice groups could get together for a common focus.

RRSC – Minutes from meeting Autumn term



All children should have access to ball games.

Need to create a mindfulness shed with relaxing music, beanbags and mindfulness colouring sheets.

How can we make the mindfulness shed fair? Should we have a rota?

More chances to play on the adventure playground

Why we needed Action research linked to
Mindfulness and Playtimes...

PUPIL VOICE!

Who knows more about Playtimes than children???



Where to start...?

Ethics form

pupil participation Assent form

Title of project: To research the effect of Pupil voice on the Health & Wellbeing and Mindfulness of all pupils at playtimes.

Names of Researcher: Ruby Allen

Please circle the smiley face if you agree or the unhappy face if you disagree.

I have read the information letter and I understand what I am being asked to do	☒ 😊 ☐ ☹️
I have been able to ask questions about what we will do and they have been answered	☒ 😊 ☐ ☹️
I know that I can stop at any time and it will be OK	☒ 😊 ☐ ☹️
I am happy for my information to be recorded during the activities I am being asked to take part in	☒ 😊 ☐ ☹️
I have spoken to my parent/guardian about taking part and they are happy	☒ 😊 ☐ ☹️
I am happy to take part	☒ 😊 ☐ ☹️

Your name - Ruby Allen

Date - 20/12/19

PONTARDDULAI PRIMARY SCHOOL



Upper James Street
Pontarddulais
Swansea
SA4 8JD



CITY AND COUNTY OF SWANSEA

Dinas A Sir Abertawe

Tel: (01792) 882383
Fax: (01792) 885392

Headteacher:

Mr G L Davies

Dear Parent/Guardian.

1. Invitation

The Welsh Government is developing a new curriculum for all pupils aged 3-16 in which understanding progression in learning is central.

In Pontarddulais Primary we want our pupils to benefit fully from this new curriculum. As one part of this we would like to explore with pupils their understanding of what it means to progress in learning.

We will be organising a number of discussion activities in Pontarddulais Primary, which we hope will inform as we plan our new programmes of study. We would like to invite: _____ to take part in one of these discussion groups. Taking part or not in a discussion group will have no effect on a pupil's current learning in school.

2. What is the purpose of the activity?

The purpose of this activity is to help develop everyone's understanding of how we know when children and young people are making progress in their learning at school. This information about 'pupil experience' will inform teachers in the school in making use of the new progression steps for each of the Areas of Learning and Experience within the new Curriculum for Wales as they plan learning.

3. What will happen?

_____ will be asked to take part in a small group discussion in which he/she will be asked to think about recent learning, to think about the sorts of evidence which show him/her what he has learned and the sorts of evidence that point out how he/she will take this learning on further. The group will be led by a teacher. We will be working in this activity with our colleagues in nearby schools and the teacher may come from one of these schools. We will not record your child's name in any of our notes taken at this discussion. He/she will be referred to by a code which will record what year he/she is in.

Carol Dweck

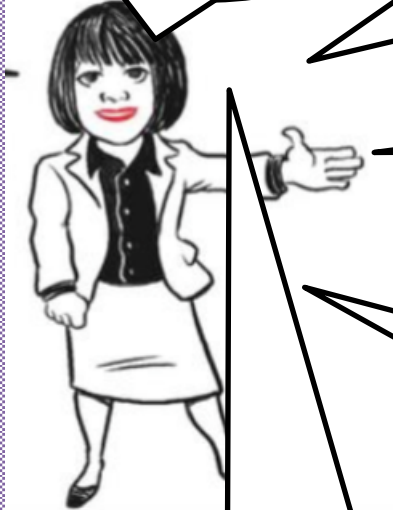
Changing your mindset can have an impact on nearly every aspect of our lives.

A growth mindset thrives on challenge and sees failure as a springboard for growth and for stretching existing ability.

One of our beliefs we carry about ourselves Carol found in her research has to do with how we view our personality.

A fixed mindset assumes that our character, intelligence, and creative ability are fixed which can't be changed in any meaningful way.

Out of these two mindsets springs a great deal. A 'Growth mindset' is what everyone should strive to have.



Carol Dweck: [Mindset: The New Psychology of Success](#)

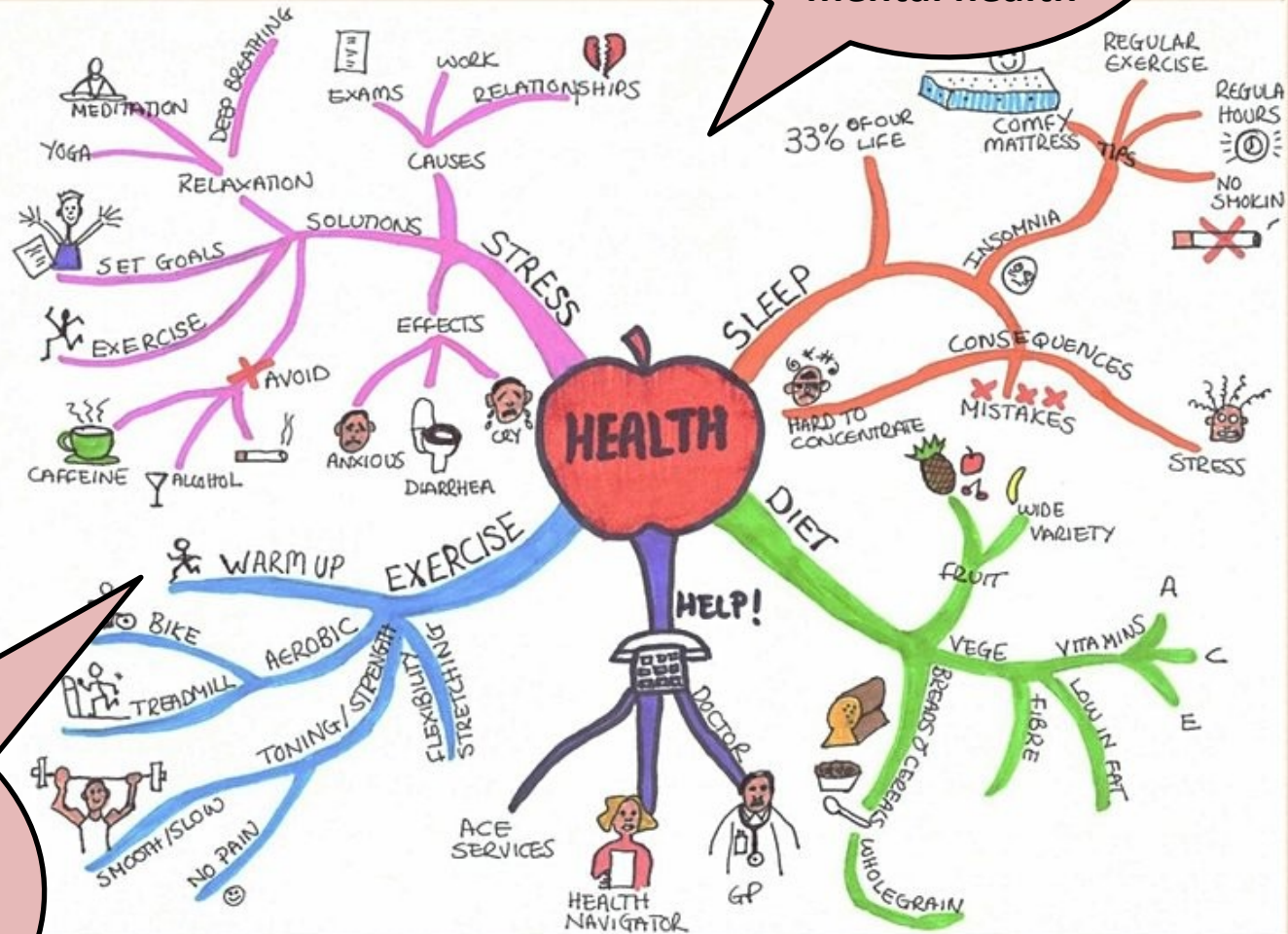
NHS advice...

EVERY MIND MATTERS

Good relationships with friends is good for your mental wellbeing

Paying attention to the present will improve your mental health and wellbeing

Playing a game with friends improves your mood and mental health



WWF SCHOOLS' CASE STUDIES SERIES

Working towards Education for Sustainable Development



At Playtimes,
you should try
to make friends
with people
who don't have
any or are new
to school

Playing can
cause chemical
changes in your
brain which can
positively
change your
mood

Developing school
grounds helps
imagination
develop, fosters
physical fitness and
help relationships
develop between
pupils

A variety of
games and quiet
areas will help
imagination and
improve
wellbeing

Growth
mindset: Is
when you try to
improve and
never give up

Our Action Plan

Health & Well-being group Action plan 2019-2020

Pupils involved: Year 6 pupils - Ruby Allen, Cerys Bate, Maddie Johnson, Alexia Pope

Objectives	Action 1	Time frame	Impact
- To research Mindfulness & Ideas for Playtimes - To create a questionnaire for KS2 asking for views on playtimes & Mindfulness - To link with Nurture group/ School council/ RRSC - To have an impact on our school Playtimes and Pupil well-being	To do a little research in to 'Mindfulness/ Growth mindset' and 'Playtimes' To create an action plan and questionnaire to help us with the focus for our group To start with Yr 6 and involve people from each KS2 year group	By Christmas. Stay out of assembly to create questionnaires on 'Forms' and ask pupils to do the questionnaires during their ICT sessions.	For the pupils in this school (KS2) to have their own opinions and to have a voice. To have a chance to speak up and share their views.
	<u>Action 2</u> To link with the coordinators and staff about our action plan, We will evaluate it and decide on our specific focus and what support we need.	<u>Time frame</u> 4 weeks to get in touch and pick a date to meet up and discuss our plans.	<u>Impact:</u> A shared vision and identifying the way forward
	<u>Action 3</u> To link with Nurture group to help create a 'Mindfulness' shed where staff and pupils can hold a fortnightly 'surgery' where children from different Year groups can visit and discuss different issues. Zone Playtime provision in light of questionnaire findings	<u>Time frame</u> 2-3 months	<u>Impact:</u> Mindfulness shed will give pupils the opportunity to access 'surgeries', where the H&WB group and staff will hold 'Mindfulness' sessions. It will give the children the chance to talk about their feelings away from the other children in their classes and provide an opportunity for children to share ideas linked to mindfulness and growth mindset. Playground zoning will make Playtimes fair for everyone, there will be activities that the children want and it will help well-being, staff and Playground friends.

Research for IMPACT!

Feedback and trial:

Zone yard, carry out surgeries and evaluate.

Next steps:
Feed into FP

Identifying a need:

To make playtimes better for the KS2 children.

Evaluate:

To look at the results, link with nurture group, RRS, School council to zone yard and create the Mindfulness shed in light of questionnaire findings

Research:

Look at different research and decide how to carry it out in our school...

QUESTIONNAIRE

Photo journey...

Before

- Photo journey — Playtimes before actions embedded



Picture of the quiet area at the start of play



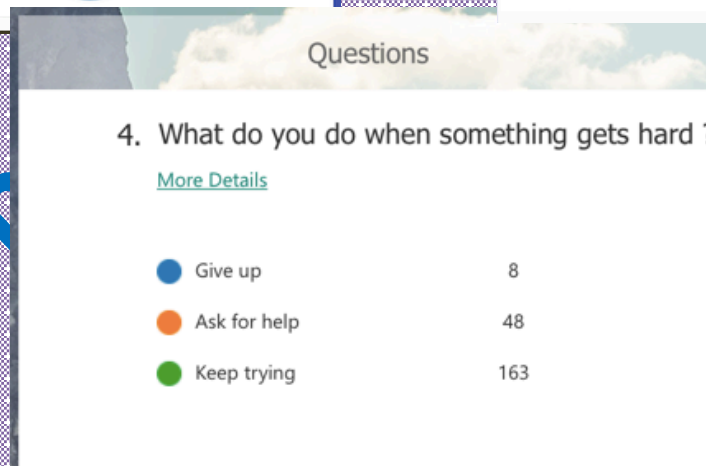
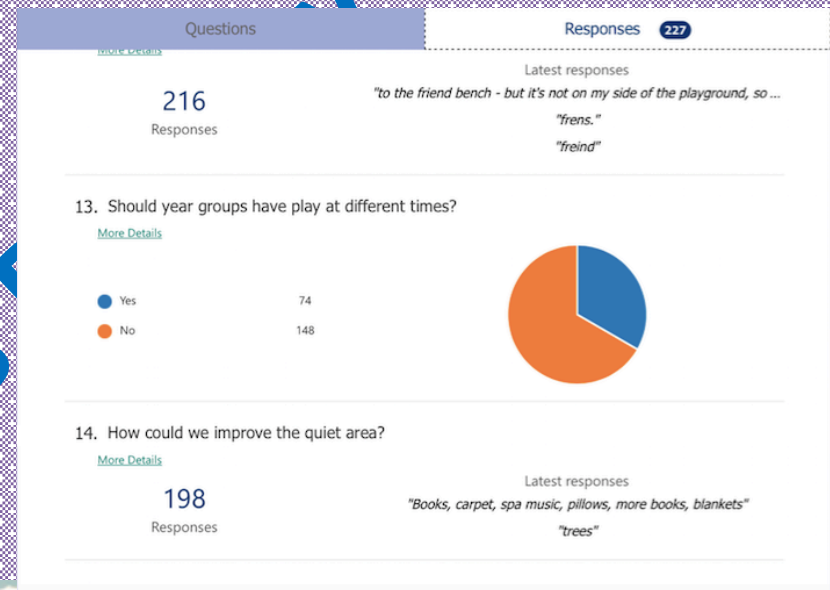
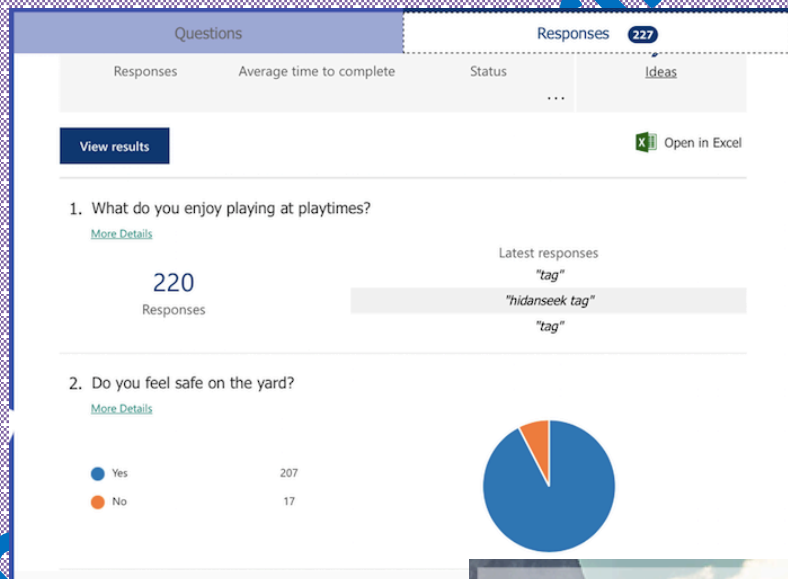
Quiet area at the end of play

Picture of the mindfulness shed before we started working on it

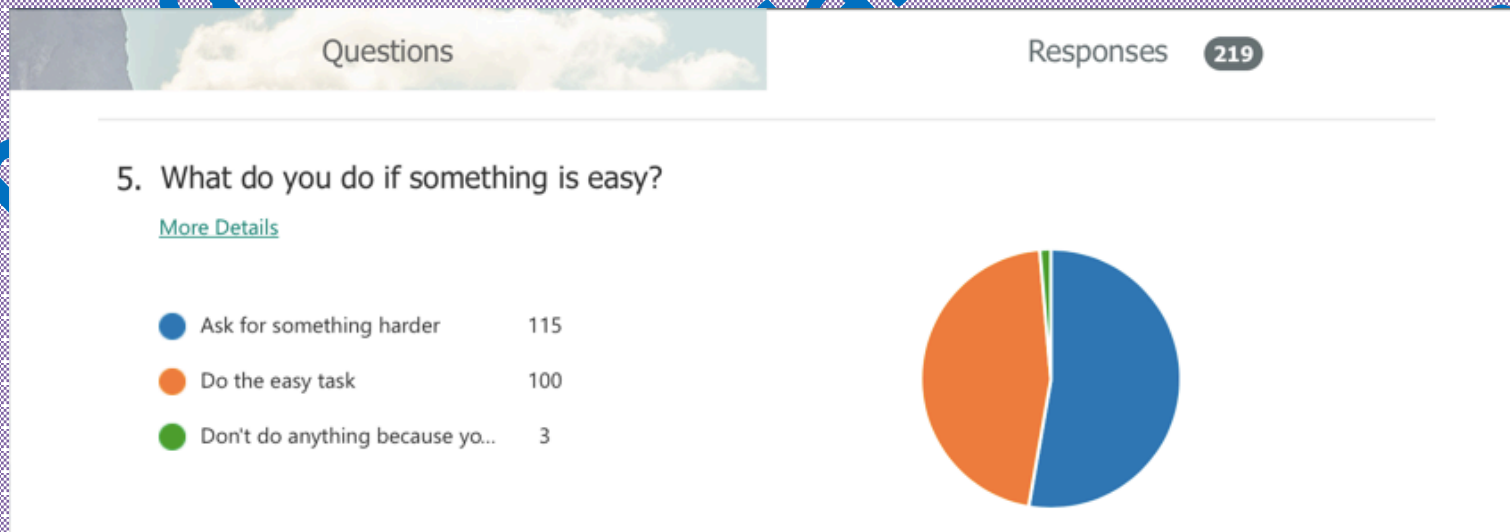
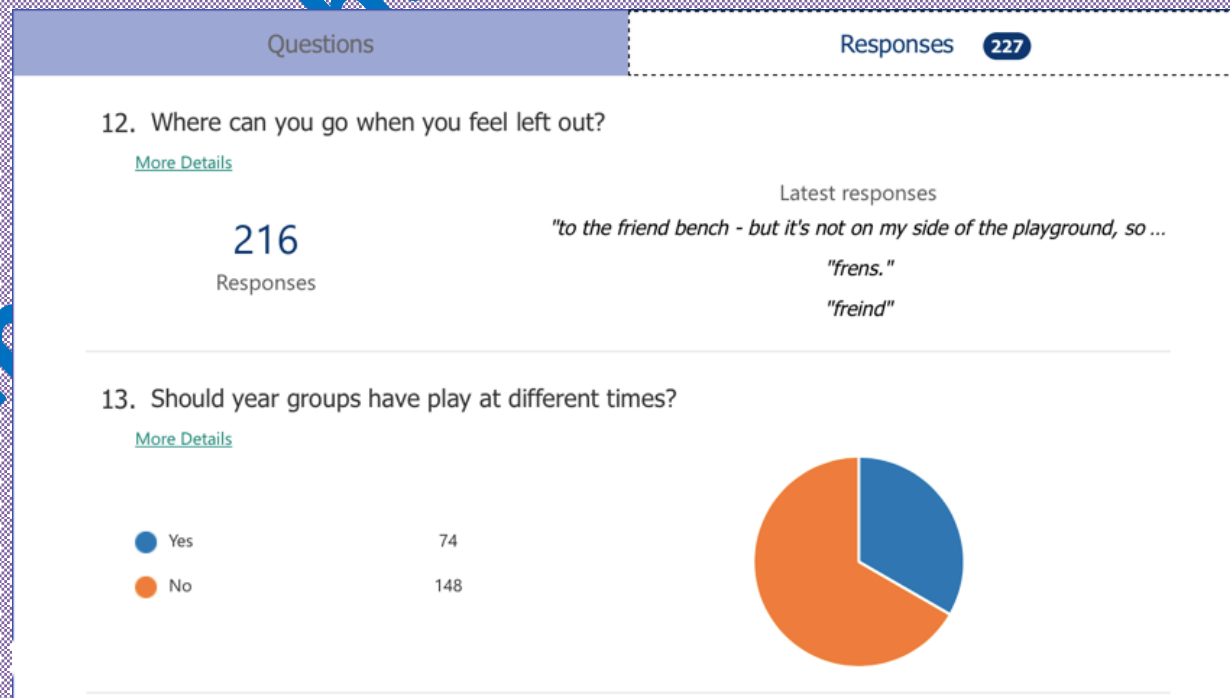


Actions:

- Create questionnaires on Playtimes and Mindfulness to share with KS2 on HWB



Questionnaires



Questionnaires

Questions

Responses

227

4. What would you like to see on the yard?

[More Details](#)

209

Responses

Latest responses

"more benches and tiny houses"

"pokemon cards."

"Balls and hula hoops"

Questions

Responses

227

7. Who is there to help you at playtimes?

[More Details](#)

217

Responses

Latest responses

"Teachers"

"Teachers or Freinds "

Findings from Questionnaires:

Playtime questionnaire

- Improve the quiet area by bringing a box of mindfulness coloring sheets, coloured pencils and books.
- Buddy bench middle yard.
- No ballgames in the quiet area
- Involve Mr. Burchell to repair the benches and tables.
- We need to ensure that the quiet area stays at a low noise level.
- The children would like to see more sports equipment on the yard.
- Zoned areas and timetabled so it's fair

Mindfulness questionnaire

- We asked the pupils if they wanted to talk about their feelings the trend was yes.
- We need to hold surgeries to develop the pupils' knowledge of what a growth mindset is in action.
- Pupils felt they 'Keep trying' when work gets hard
- Pupils were asked whether they display a Growth mindset or fixed mindset most pupils said growth mindset.

Actions:

- Mindfulness surgeries identified as a need from Questionnaires
- Liaised with 'Nurture groups' and they painted Shed – up scaled
- Resources needed identified. Asked PTA for funding. Secured.
- Mindfulness shed created and surgeries with Yr 3-4 and Yr 5-6 started

Photo journey...

After



The Nurture group painted the Mindfulness shed bright colors and staff put posters on each wall. The posters have influential quotes to inspire the children. We need to order resources to help our 'Mindfulness'.

A-Z of Mindfulness!



What we are going to put in the Mindfulness Shed

- Colourful table
- Chairs
- Mini carpets
- Wind up radio
- Mindfulness colouring sheets
- Coloured pens and pencils
- Stress balls to relive stress
- Games
- Sensory wall
- Battery powered fairy lights to light up the shed

How it has impacted on us

It's helped us develop understanding of Growth & Fixed mindset

We developed data handling skills by analyzing our Excel spreadsheet

We were able to link with Pupil groups and find out how KS2 felt about things in and out of school

Our ICT skills were developed through FORMS and creating the questionnaire

We developed our research skills, just like the teachers!

Next steps...

- After liaising with other Pupil voice groups – School council/RRS/Playground friends to zone yard, we will...
- Involve staff in process.
- Identify resources needed and order
- ZONE yard
- Conduct an Assembly to explain to KS2
- Feed back to Governors

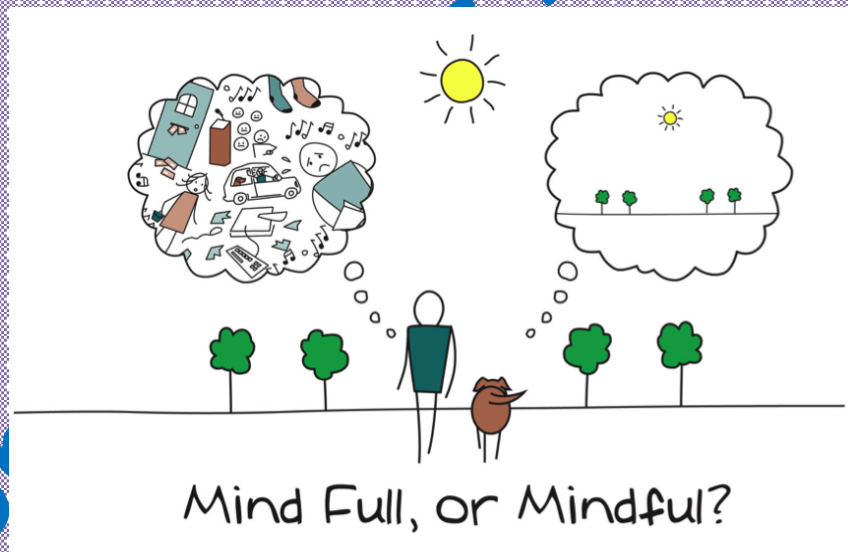
What we will do next:

- Discuss the way forward with zoning/ shed/ provision at playtimes with Playground friends, House Captains, School council, RRS
- Evaluate Action plan in light of Findings from Questionnaires

Thank You for listening

To our mindfulness and...

Playtimes.



By Ruby, Cerys, Alexia and Maddie.