

# Pause Processes

1. Shake Mind Jar
2. Take 3 deep breaths
3. Have a drink of water
4. Name the feeling/internal weather
5. Go to the calm down area
6. Go for a walk



## PAUSE Parent Booklet



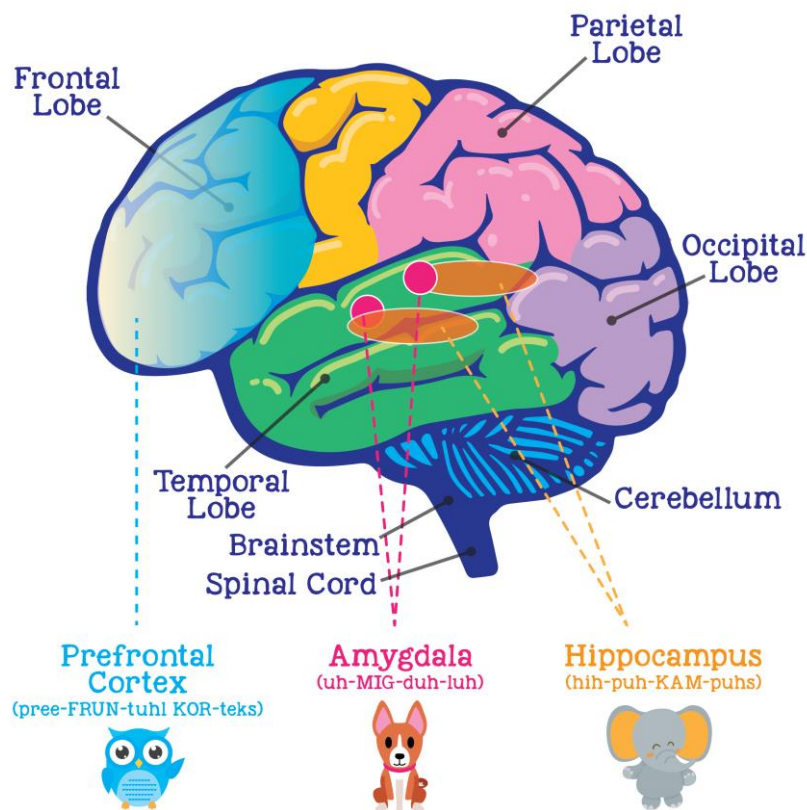
# Why Pause?

- Pause teaches the students the importance of recognising the signals in their body that their brain sends them.
- Pause teaches the students the three key parts of the brain that are responsible for thinking, emotions and long term memory.
- Pause empowers students to self-regulate their own behaviour by taking notice and acting on the signals they receive from their brain in a positive way.
- Wellbeing underpins the way children feel about themselves and how they relate to others.
- Pause improves children's wellbeing by teaching them about Neuroscience and Mindfulness.



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# 3 Key Parts of your Brain



Name	Function
Prefrontal Cortex	<u><b>Owl – Thinking part of the brain</b></u> Part of the frontal lobe Responsible for - Executive function, Decision making Problem solving, Complex thought
Amygdala	<u><b>Guard Dog – Emotional part of the brain</b></u> Part of the limbic system Responsible for processing our emotions
Hippocampus	<u><b>Elephant – Memory part of the brain</b></u> Part of the limbic system Responsible for forming, organising and storing memories

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# Make a Mind Jar

## Pause Mind Jar

In the early weeks of the Pause Program, the students are asked to make a Pause Mind Jar

The Pause Mind Jar has two purposes:

1. It represents how the brain looks when the amygdala fires, all our thoughts, feelings and emotions are swirling around in the brain.
2. It is used as the first self-regulation tool in the Pause Process. Students shake their mind jar, place their hands on the anchor spot (stomach) and take some deep breaths.



The Pause Mind Jar is a calming tool used when students or teachers become aware of the signals their amygdala has given them when they are feeling stressed, upset or overwhelmed. The jar represents the brain, the water, the prefrontal cortex (thinking part of the brain) and the glitter the thoughts. The swirling effect of the glitter, when shaken, represents the amygdala firing, creating strong feelings and emotions. By placing the Pause Mind Jar on a flat surface after shaking, and taking deep breaths while watching the glitter fall to the bottom, enables the amygdala to calm down and the prefrontal cortex to switch back on so learning can continue. This is a great self-regulation tool for the classroom and home environment.

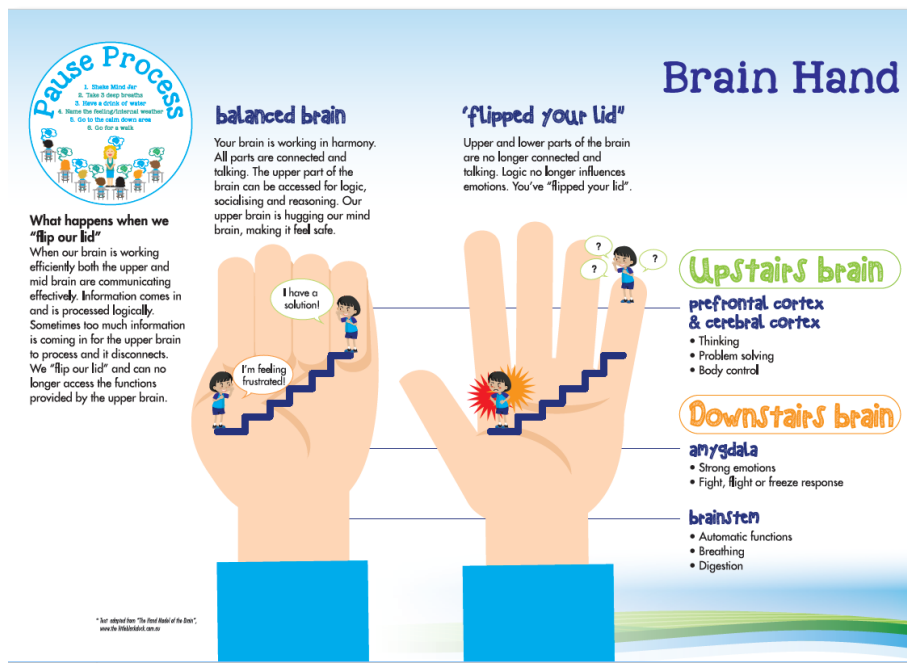
### Make a Mind Jar

Use an empty plastic jar or bottle  
Fill with water and add some coloured glitter, secure lid tightly.



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# Hand Model of the Brain



## Become Pause Detectives

Notice what signals your **Amygdala** sends you before it fires:

- Butterflies in your stomach
- Fast beating heart
- Hot face
- Sweaty lip
- Clench teeth
- Tense fists
- Wiggly body

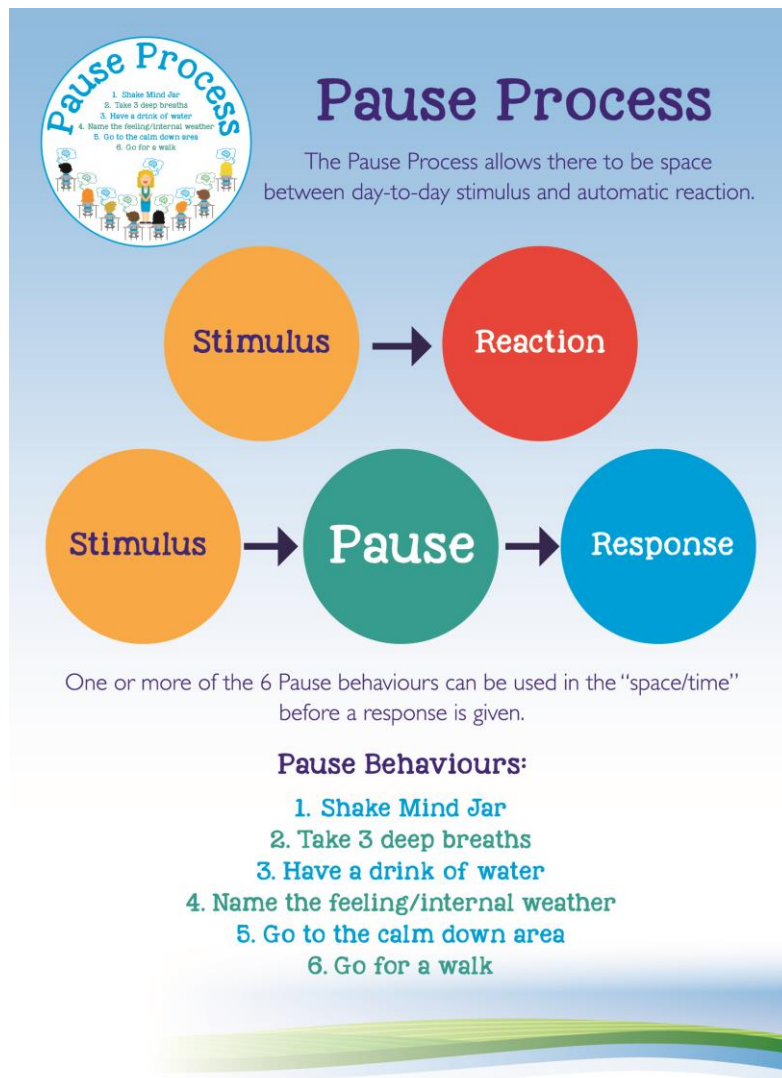


If you act on these signals, and do one of the behaviours from the Pause Process, you have a good chance of calming your **Amygdala** down before it completely fires and sends your **Prefrontal Cortex** and **Hippocampus** offline.

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# 6 Pause Behaviours



There is a space between the Balanced Brain and the Flipped Lid (Amygdala Fire) where students can notice the signals that their brain has sent them. This is where they can Pause and use one of the Pause Behaviours from the Pause Process.

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# What is Mindfulness?

Mindfulness is the quality of paying attention in an open, balanced and curious way. Mindfulness can be applied to all sensory experience, thoughts, and emotions.

## What are the benefits of mindfulness?

30+ years of research has shown the benefits of mindfulness in adults to range from decreased stress and chronic pain to improved emotional and mental well-being.

This

plus emerging research on children offers compelling evidence to support using mindfulness in education. The application of mindfulness by students may improve academic achievement, mental health, and inter- and intra-personal relationships.<sup>1</sup>

Studies find that learning mindfulness benefits students in terms of improved:

- **Attention**
- **Empathy and understanding of others**
- **Emotion regulation**
- **Social skills**
- **Behavior in school**
- **Test anxiety and stress**

## How is Pause being taught at my child's school?

The Pause Project provides 16 lessons of Neuroscience, Mindfulness and Positive Education training to your child's school. Your child's teacher is learning along with your child and has received background research, lesson plans and resources to help assist them in implementing Pause into their classroom. A trained Pause teacher is teaching the 16 Pause lessons to your child through 2 weekly sessions.

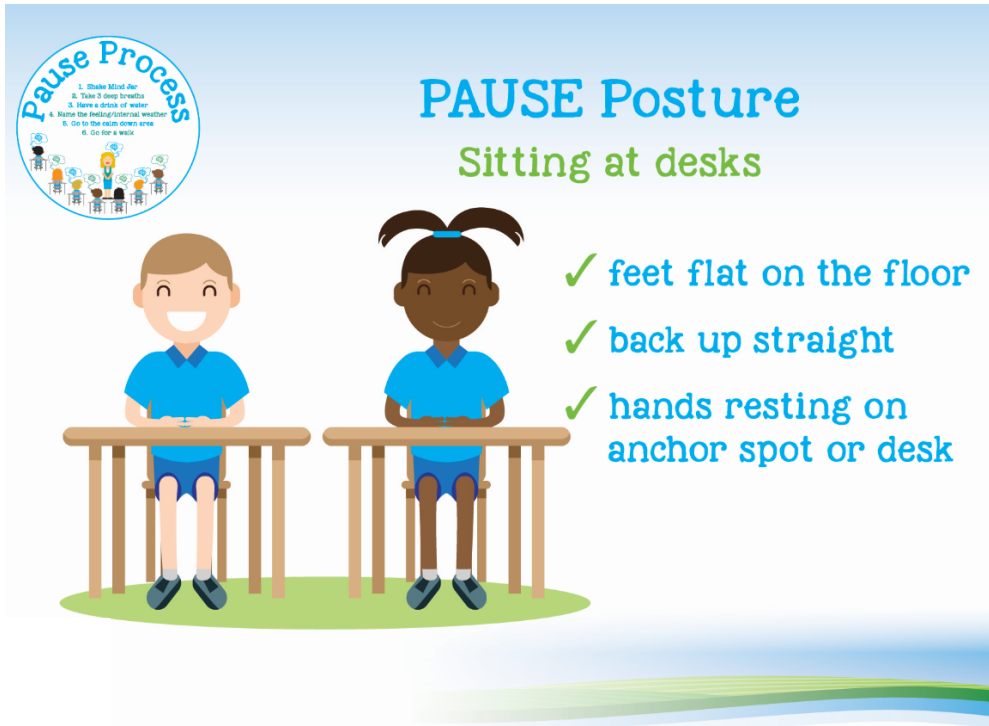
<sup>1</sup>

<http://www.mindfulschools.org/about-mindfulness/research/>  
<http://journal.frontiersin.org/article/10.3389/fpsyg.2014.00603/full>



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# Pause Posture – Mindful Bodies



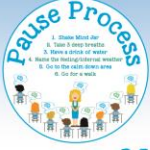
“Never slouch,  
as doing so compresses  
the lungs,  
overcrowds our vital  
organs,  
rounds our backs and  
throws us off balance.”  
Joseph Pilates

Pause for a moment  
Observe how your  
body feels  
Relax your shoulders  
Adjust your posture  
Have a Mindful Day.

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# Heartfulness



## Loving Kindness Meditation

May I be filled with loving kindness,  
May I be well,  
May I be peaceful and at ease,  
May I be happy.

May you be filled with loving kindness,  
May you be well,  
May you be peaceful and at ease,  
May you be happy.

Life is precious  
and  
Mindfulness  
gives us the  
tools to live  
deeply,  
to connect  
authentically  
and to open  
our hearts  
fully.

Meena Srinivasan, author of  
"Teach Breathe Learn"



Before you speak:

# THINK

**T** = Is it **T** rue?  
**H** = Is it **H** elpful?  
**I** = Is it **I** nspiring?  
**N** = Is it **N** ecessary?  
**K** = Is it **K** ind?

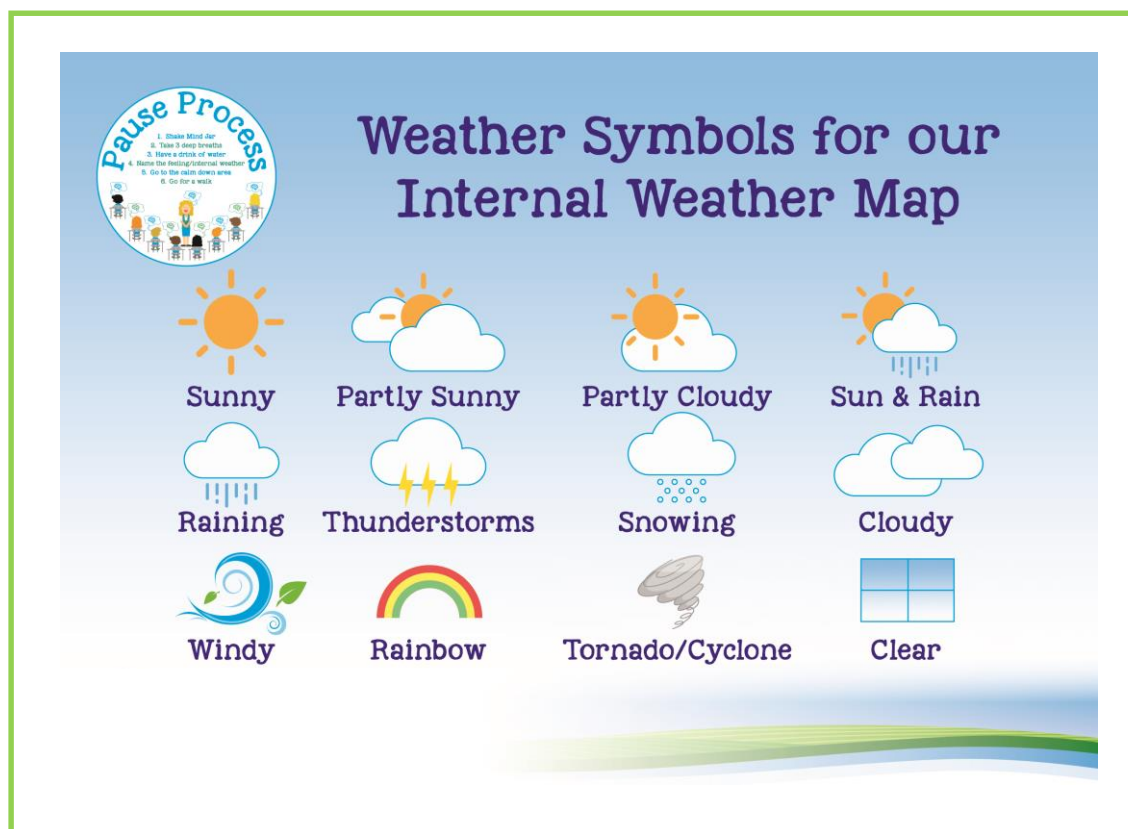


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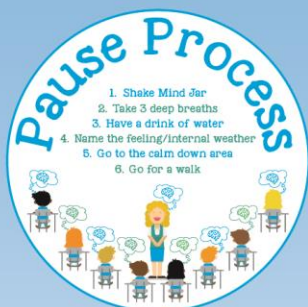
# Use **Weather Symbols**

to describe or represent your emotions –  
called **Internal Weather** it's sometimes easier to say  
“I’m stormy” than “I’m angry”!



You don't have to be positive all the time.  
It's perfectly okay to feel sad, angry,  
annoyed, frustrated, scared and anxious.  
Having feelings doesn't make you a  
“negative person”. It makes you human.  
Lori Deschene

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# Mindful Eating

Here are a few things  
you can try at home:

1. Always try to sit down  
at a table to eat.



2. Before you sit, clear any clutter that  
may be on the table.



3. Set a place for yourself,  
even if you are eating alone.



4. Use tableware and utensils that  
appeal to you.

5. Take a moment to adjust the lighting  
so it feels pleasant to you.



6. Consider playing some soft music  
while you eat.

7. Try to minimise multitasking  
while eating.



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# Mindful Movement



**Mindful movement** is exercise performed with awareness. It involves mental focus, to train your body to move optimally through both athletic activities and everyday life. It's exercise that makes you move smarter.



## Brain Gym - P A C E



### Energetic

Have a drink of water



### Clear

Press your Brain Buttons.



### Active

Do Cross Crawl action 10 times



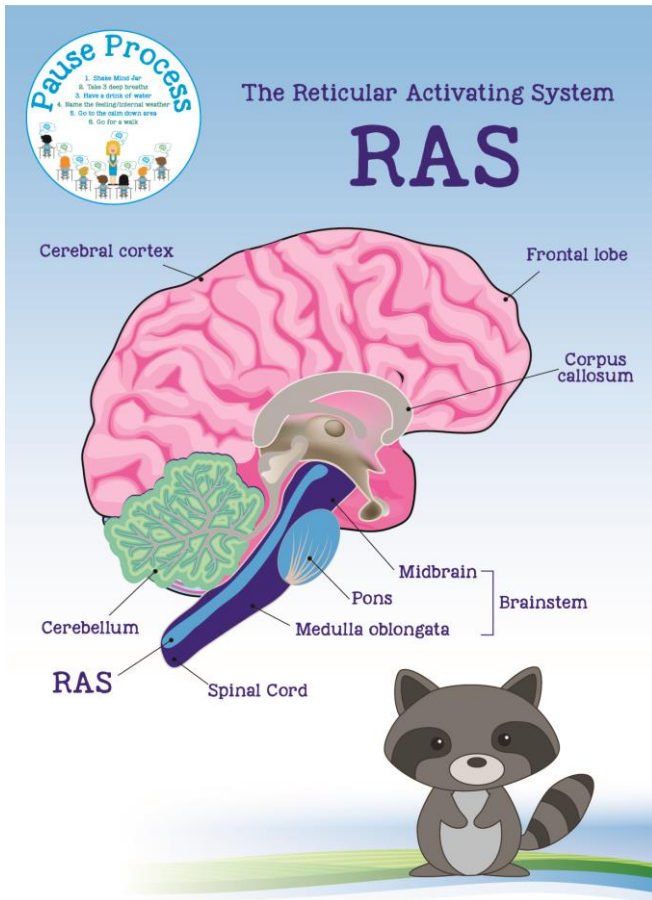
### Positive

Do Hook-ups actions for 1 minute.

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# Reticular Activating System



The Reticular Activating System (RAS) of the brain stem is considered as one of the most important systems which facilitates the functioning of sensation and attention.

The filtering process that goes on in the RAS is known as sensory gating. This means that strong sensations from one set of sense organs are allowed to pass, while information from the other sense organs is temporarily held back.

[www.psychologydiscussion.net](http://www.psychologydiscussion.net) > ... > Reticular Activating System (RAS)



## Listen in a new light - mindfully

When others speak, it's easy for your thoughts to wander. Mindful listening keeps you present in the moment so you can have a richer, more meaningful conversation.

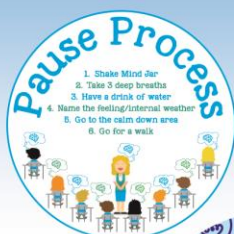
1. Clear your mind with deep breaths before your next chat.
2. As the person talks, listen carefully - noticing the words, inflections and mannerisms.
3. Concentrate on understanding all that is being communicated.



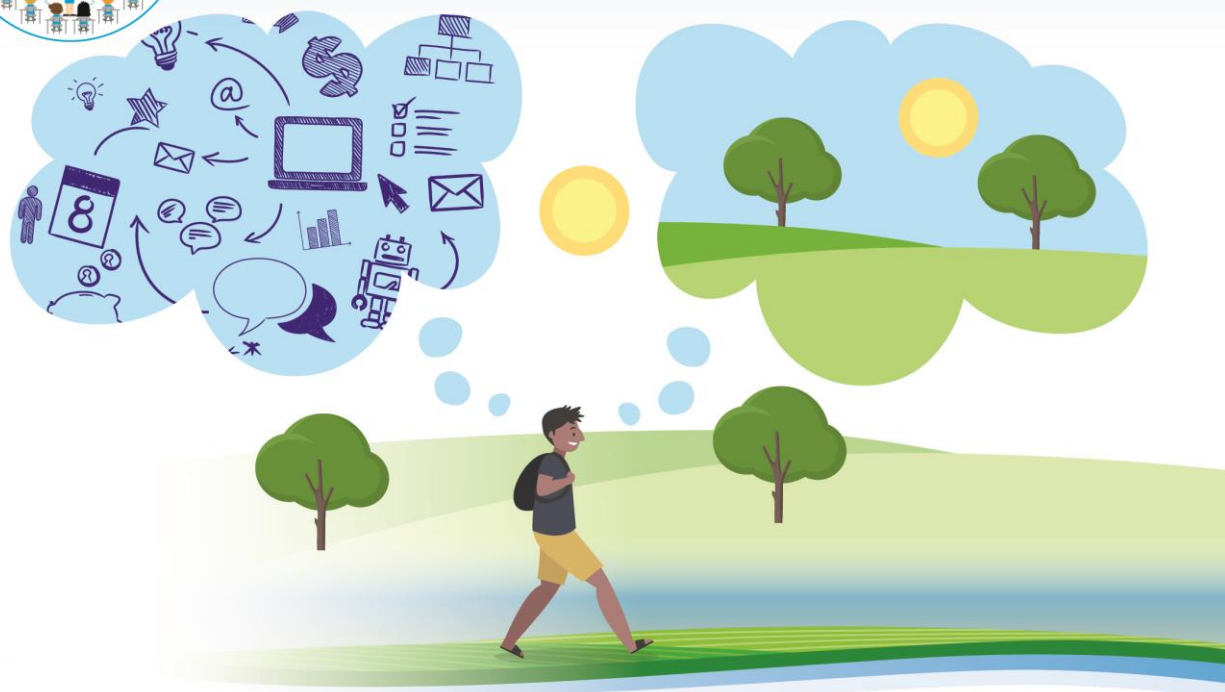




# Thoughts



## Mind Full or Mindful?



Chris Bergstrom from Blissful Kids states:

“Mindfulness is simply... **noticing what is happening right now.** Mindfulness is taking notice of how your body feels and what you see, smell and taste. Mindfulness is ..... feeling emotions in your body, perhaps through a tightness somewhere, or a good sensation. Mindfulness is also noticing what your mind is doing.”

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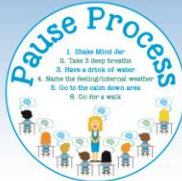
# What is Bucket Filling?



## Bucket Filling

Bucket filling is:  
Showing kindness  
& respect for others

Bucket dipping is:  
Being mean to others  
on purpose



Have you filled a bucket today?

Share

Listen

Be Kind

Take Turns



Smile

Help



Be Polite

Compliment

Include Others

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# Growth Mindset



## Developing a GROWTH MINDSET

### INSTEAD OF...

I'm not good at this  
I give up  
It's not good enough  
I can't make this any better  
This is too hard  
I made a mistake  
I just can't do this  
I'll never be that smart  
Plan A didn't work  
My friend can do it

### TRY THINKING...

What am I missing?  
I'll use a different strategy  
Is this really my best work?  
I can always improve  
This may take some time  
Mistakes help me to learn  
I'm going to train my brain  
I will learn how to do this  
There's always Plan B  
I will learn from them



Embrace  
the power of ...YET!

I'm not good at this ...YET!

This doesn't work ...YET!

I don't  
get it ...YET!

I can't do this ...YET!

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# Gratitude



## Gratitude (grat-i-tude)

(n) The quality of being grateful or thankful, readiness to show appreciation for and to return kindness.

- LaWhimsy//Word Nerd



"Never let a day pass without looking for the good, feeling the good within you, praising, appreciating, blessing and being grateful.

Make it your life commitment and you will stand in utter awe of what happens in your life.

- Rhonda Byrne, GratitudeHabitat.com



## Gratitude



turns what we have into enough, and more.

It turns denial into acceptance,  
chaos into order, confusion into clarity...

it makes sense of our past,  
brings peace for today,  
and creates a vision for tomorrow.

- Melody Beattie



## Have an ATTITUDE of GRATITUDE

- Thomas S. Monson

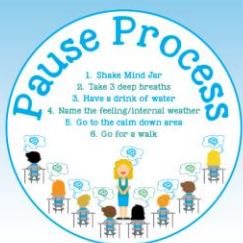
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# Resilience – Dealing with Change



Resilience in learning, as in life, is about being able to persevere through setbacks, take on challenges and risk making mistakes to reach a goal.













Judy Willis Guardian Tue 12 Jan 2016



## How big is my problem?

Scale

Brain Reaction

<b>5 Emergency</b> You definitely need help from a grownup (fire, someone is hurt and needs to go to the hospital, a car accident, danger).		Full-blown Amygdala firing – fight, flight, freeze response in action. Prefrontal Cortex completely offline.	
<b>4 Gigantic problem</b> You can change with a lot of help (getting lost, hitting, kicking, or punching a friend, throwing or breaking things, bullying)		Amygdala firing – fight, flight, freeze response initiated. Prefrontal Cortex completely offline.	
<b>3 Big problem</b> You can change with some help (someone is mean to you or takes something that is ours, a minor accident, needing help calming down).		Amygdala sends signals to Prefrontal Cortex about feeling nervous, worried or fidgety. Prefrontal Cortex recognises a problem and chooses a strategy to calm down.	
<b>2 Medium problem</b> You can change with a little help (feeling sick, tired, or hungry, someone bothering you, being afraid and needing help).		Amygdala sends signals to Prefrontal Cortex about feeling tired, sick or hungry. Prefrontal Cortex recognises a problem and chooses a strategy to calm down.	
<b>1 Little problem</b> You can change with a little reminder not being line leader, not winning a game, not taking turns, making a mess).		Amygdala sends little signals to Prefrontal Cortex about beginning to feel unsettled. Prefrontal Cortex recognises there is a small issue and chooses a strategy to calm down.	
<b>0 Glitch</b> You can fix yourself (changing clothes, cleaning up toys, forgetting favourite toy).		Prefrontal Cortex stays calm and solves any issues that arise.	

Adapted from Autism Classroom Resources

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# Kindness



“A warm smile is the  
Universal Language  
of KINDNESS.”

- William Arthur Ward

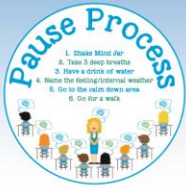


One kind word

♥ can CHANGE ♥  
someone's day.

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# Empathy



em·pa·thy  
(noun)

the ability to understand and  
share the feelings of another

Put YOURSELF in their



Empathy is...

Seeing with the Eyes of Another, 

Listening with the Ears of Another, 

and Feeling with the Heart of Another. 

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# How can | support Pause at home?

## Informal practice at home

You can use or refer to Pause anytime.

- Making reference to 3 Key parts of the brain in different family situations.
- Prompting children to “notice how you are feeling right now” momentarily guides them inside. When you do this regularly they will start to notice, unprompted more often.
- Referring to the 6 Pause behaviours and encouraging your child to use them.
- If there is a particularly emotional situation, ask your child if there is anything they’ve learned in Pause sessions that might help them at that moment. Ask them where they feel that emotion in their body and what happens when they gently notice that emotion and take some mindful breaths.
- It’s usually not helpful to suggest Pause at the height of a difficult moment. Wait until the situation has settled some. When your child is calmer, talk about what happened. Ask how Pause might have helped in that moment. This increases the likelihood of them remembering to apply Pause next time.



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## When will I see a difference in my child?

This is one of the most common questions parents ask, and an important one.

- We often see and hear of changes after day-one of Pause beginning. But, as with any skill or talent, Pause takes practice and changes will come suddenly as well as gradually. Research evidence suggests that even small ‘doses’ of neuroscience and mindfulness can have important effects on our biology and attention.<sup>2</sup>
- Pause does have the potential to affect great shifts in behavior, attention, and emotional regulation. Keep in mind that when someone has difficulty in any of these areas, it is usually a deeply engrained pattern or habit. It takes time to retrain ourselves.
- A useful analogy is the Slow Food Movement or the idea that “good things take time.” Mindfulness is an innate human capacity that we would ideally cultivate our entire life. We may see improvements in certain areas and recognize that other things take longer.
- Your understanding and practice of mindfulness will enhance the benefits in your child.

<sup>2</sup>

<http://www.pnas.org/content/104/43/17152.short>

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# Key Terms



Here is a list of the most common words we use in teaching Pause. After a few lessons, students really take to this new vocabulary. We often hear stories of students spontaneously using these words in the classroom, on the playground or at home.

**Mindfulness:** Mindfulness means paying attention to your experience, or noticing things on purpose, in a curious and open way. We can be mindful of everything including sound, sight, smell, taste, touch, our thoughts and our emotions.

**Pause Posture - Mindful Bodies:** The posture we use for practicing mindfulness. A "Pause Posture" is still, quiet, calm, relaxed yet upright. Students need not always have a Mindful Body, but when they are prompted they know exactly what needs to change in order to "get into" a Pause Posture - Mindful Body.

**Anchor:** Our "anchor spot" is the place where we feel our breath most obviously. It's the place that holds our attention, just like an anchor holds a boat in place\*. The three most common places people feel their breath are: 1) the belly; 2) the chest; 3) the nose. Any place is fine, as long as you can feel the breath there, choose one place and stick with it.

**Mindful Breathing:** This is the foundation of most mindfulness lessons. Although we learn to be mindful of almost everything we do, mindful breathing happens in every class. Mindful breathing helps us to see where our attention is: when it's present, and when it's wandered away. Mindful breathing can help us calm down, help us be present, and help us remember to notice our experience, whatever it may be at any given moment.

**Heartfulness:** is anything that develops empathy, kindness and caring. Lessons that cultivate heartfulness include sending kind thoughts, cultivating generosity and gratitude, and developing kindness in social situations like the playground or recess.

**6 Pause Behaviours:** These are six behaviours that anyone can do to help themselves calm their brain and emotionally self-regulate.

- Pause – shake mind jar
- Pause – take 3 deep breaths
- Pause – have a drink of water
- Pause – name how you are feeling
- Pause – go to the calm down area of the classroom/home
- Pause – go for a walk

**Self-regulation** - Self-regulation is the ability to understand and manage your behaviour and your reactions to feelings and the things happening around you. Children start developing this ability from around 12 months.

[Self-regulation in young children | Raising Children Network](https://raisingchildren.net.au/toddlers/behaviour/understanding.../self-regulation)

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In your everyday life always  
remember to:



# Practice the Pause!

Practise the Pause:  
When in doubt, Pause  
When angry, Pause  
When you are stressed or  
frustrated, Pause  
When you Pause,  
listen, feel and be present



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