

A Small Scale Study of the Impact of Paws b Mindfulness Training Programme on Primary School Aged Children

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Introduction

Mindfulness is about being aware and alive to each moment as it arises be that good or bad. It is this attending to each minute and noticing the breath, the body sensations, the sounds and thoughts in present moment awareness that connects us to being in the present moment with our life as it unfolds moment- by- moment, without any judgement or critical analysis, just letting things be exactly as they are and adding kindness and curiosity.

Many studies have investigated the efficacy of mindfulness to reduce stress and improve well-being in adults. Kabat-Zinn, (2013) reported that “Mindfulness-Based Stress Reduction significantly reduced both anxiety and depression scores in patients who had both a medical diagnosis and a secondary diagnosis of generalised anxiety disorder over the course of the 8 weeks of the programme, and that their improvement was maintained at a three-year follow-up.” (p. 432).Nadler, Cordy, Stengel & Segal, 2017 (as cited in .Baer et al, 2004) reported that ‘Mindfulness has been shown to improve emotion and attention regulation’ and Mindfulness-Based Cognitive Therapy was based on Kabat – Zinn’s MBSR programme to “help individuals make a radical shift in their relationship with thoughts, feelings, and body sensations that contribute to depressive relapse.” (Segal, Williams and Teasdale, 2013).

Given the success rates of MBSR and MBCT to improve well-being and reduce stress in adults, it would be reasonable to predict that the same outcomes could be replicated with children and young people who practice mindfulness-based interventions. Mindfulness programmes are being taught in schools to improve wellbeing and enhance emotional regulation.

Mindfulness in Schools Project (MiSP) created by Burnett and Cullen (2009) both teachers and mindfulness practitioners who wanted young people in their

classrooms to benefit from learning mindfulness skills. At that time there were no curricula teaching mindfulness skills available in the UK. Mindfulness in Schools Project designed a curriculum for young people and children in mainstream school settings. Paws b is a set of 6 one-hour mindfulness-based lessons for primary aged children aged 7-11. **.b** (pronounced 'dot-b' which stands for stop and be) is for 11-18-year-olds. MiSP's most recent course is **.b Foundations**, which was written for teachers and school staff.

The aim of MiSP is to improve the resilience and wellbeing of all children and young people.

Paws b was developed by Tabitha Sawyer and Rhian Roxburgh, teachers at Ysgol Pen Y Bryn and Sarah Silverton, a senior mindfulness teacher and trainer with the Centre for Mindfulness Research and Practice at Bangor University in Wales, based on the Mindfulness in Schools **.b** curriculum for teenagers aged 11-18. Paws b is made up of 12 half-hour lessons or 6 one-hour lessons.

Children learn about parts of the brain known to be impacted by mindfulness practice, they learn ways to steady themselves when their mind/body is not balanced and ways to respond rather than react. This can help them to take more care of themselves in different situations. They also learn about the different ways they can relate to their thinking processes and the impact this has on their emotions and body and ways that mindfulness can support them in a variety of activities and relationships. The lessons use a variety of learning and teaching approaches that include, powerpoint presentations, video clips, short meditation practices, discussion and group work, home practice and student work booklets.

The Paws b curriculum is taught by teachers who have completed an 8-week **.b Foundations** course or an equivalent MBCT/MBSR course followed by 6 months of developing a minimum daily practice of 20-30 minutes and have trained with MiSP on a 3 - day Paws b Certification course.

Vickery and Dorjee (2016) carried out the first study conducted in the UK which reported on a mindfulness training programme by classroom teachers for primary school aged conscripted children in mainstream education. They investigated the feasibility of a controlled pilot to assess acceptability and impact of Paws b on emotional well-being on a group of conscripted 7-9-year-olds taught by classroom teachers as part of PSE lessons for KS2. Vickery and Dorjee found that mindfulness was acceptable to the majority of children in the study and it decreased negative

emotions and improved metacognition as rated by teachers. However, it was a relatively small-scale study and an alternative active control was not used. This can, therefore, reduce the validity of conclusions, also teachers rated the improvements in meta-cognition and it was not backed up by follow-up parental ratings. For future studies, the authors recommended that a 'validated and reliable measures of mindfulness for younger children' should be utilised and that future studies should explore the long-term benefits of Paws b with regular sessions of mindfulness being taught throughout the year.

A study carried out by Hutchison (2016) explored the experiences of children who had already been taught Paws b and how they applied it in everyday life. The findings were that mindfulness helps children to regulate their emotions and that they are more likely to have an informal approach to practising and apply mindfulness when they need it in their daily lives.

Felver et al. (2015) reviewed 28 mindfulness-based intervention studies for youths aged 5-17. The review aimed to draw conclusions about existing research in schools. Most of the studies were from the USA and some were from Australia, Canada, and Hong Kong. Their evidence did concur with Zoogman (2014) in that mindfulness-based interventions seem to be efficacious in reducing mental health issues. However, studies lack randomised control trials with active control groups and there is very little evidence in the literature of studies that report details about participants' socio-economic status, additional learning needs, improvement in educational attainment or reductions on referrals for behaviour. Recommendations for the future studies would be to include all these features and long-term follows - ups.

Method

Many schools in the UK are teaching Paws b to primary aged children and we wanted to evaluate the impact of the mindfulness training using the Paws b curriculum, taught as 6 one-hour sessions on a weekly basis to conscripted children aged 8-10 years old in 4 primary schools in the Vale of Glamorgan. An experienced Mindfulness teacher went into each school and taught the lessons to the pupils.

Healthy Schools invited schools in the Vale of Glamorgan to apply to take part in a small-scale pilot project to evaluate the impact of Paws b mindfulness training on pupils. Schools were chosen according to higher levels of deprivation and % of FSM.

A total of 172 pupils from 4 different schools across the Vale of Glamorgan took part in the pilot programme.

School	No of Pupils on school roll	% FSM in school	% ALN in school	No. of pupils in the pilot	Year groups that were in the pilot
A	449	2%	9%	25 F 35 M	2 x Year 5
B	236	43%	28%	14F 14M	1x Year 4
C	306	11.1%	13.3%	23F 35M	1xYr4 -1xYr3/4
D	360	32%	36%	8F 18M	1x Year 4

Table 1. Schools that took part in the pilot project.

Apparatus/materials

To establish the impact of Paws b on pupil wellbeing, the Stirling Children's Wellbeing Scale (SCWBS) was used at baseline and end of course. The SCWBS consists of 12 items measuring emotional and psychological wellbeing. All items on the scale are rated on a 5-point Likert-based scale. The minimum score of the SCWBS is 12 and the maximum score is 60. The scale consists of two sub-components consisting of 6 items each relating to emotional and psychological wellbeing. The scale additionally includes a social desirability sub-scale in order to determine whether any participants' scores have a bias in the way that they answer or a predominance of socially desirable answers. The social desirability sub-scale consists of 3 items. Any participants scoring 3 or 14-15 on the social desirability sub-scale are likely to be giving socially desirable answers, and so their scores on the wellbeing scale should be removed. A total of 103 pupils successfully completed the SCWBS with non-biased answers. 51 from school A, 13 from school B, and 39 from school C. School D did not manage to match pupils pre score to their post score, and so we were unable to use their responses.

Qualitative Feedback

The evaluation feedback forms were created by MiSP, and titled 'Mindfulness evaluation form for pupils.' They consisted of 8 questions and the children filled out their responses on the sheet.

Focus Group Interviews

The Mindfulness teacher and the Healthy Schools Practitioner in the Vale of Glamorgan devised the questions for the focus group interviews in order to gain an overview of the pupils' experiences and views on the course. They consisted of 5 open-ended questions, and responses were recorded on the sheet by the Vale School lead, as well as recorded on a Dictaphone in case anything was missed.

Procedure

Each school received a 'Mindfulness Taster session' for staff to inform them about mindfulness and the involvement of the school in the study. Children were given letters to take home for parental consent to take part in the study and all children in the pilot project were allowed to participate.

The Lessons

The Mindfulness teacher arrived at each school for each of the 6 one-hour lessons every week for the 6 weeks, at the agreed time. Home practice worksheets were given out by the Mindfulness teacher each week and the class teacher encouraged the pupils to fill them in and return them the following week. In some schools, the home practice sheets were filled in at home and brought into school and in other schools, the children filled them in during school time.

At school A, the 6 one-hour lessons for the two-year 5 classes were taught in the afternoon from 1 pm- 2 pm and 2.15pm – 3.15pm in September –October 2016. In weeks 1 and 2, both class teachers were present in the room and took part in the lessons. Children were sitting at their desks in groups and in a seating plan. In weeks 3,4 and 5, the class teachers were out of the class for PPA, the Deputy Headteacher was in both classes for these lessons and took part in the lessons. Children sat on chairs in a circle. In week 6, both classes had supply teachers. Children sat in groups at their desks. The pre-questionnaires were given out by the

class teachers on the first session. Post questionnaires and MiSP feedback forms were filled in on the last lesson. Lessons were taught in September –October 2016. The Focus group Interviews took place in February.

In school B, the class teacher stayed in class for each lesson and took part in the lesson, most of the lessons took place in the morning between 11.00-12.00 from October – December 2016. Children were sitting in groups at their desks in a seating plan. Pre questionnaires were filled in before the first lesson was taught. Post questionnaires and MiSP feedback forms were filled in during the last lesson. The lessons were taught after October half term – December 2016. Focus group interviews took place in January.

In school C, lessons took place in the morning with the two classes. Year 4, from 9.15-10.15 and year 3/4, from 10.40-11.40, September – October 2016. The class teachers stayed in every lesson and took part. Children started each lesson on the carpet and then moved to their desks and worked in groups. Pre questionnaires were filled in before the first lesson. Post - questionnaires and MiSP qualitative were filled in at the last lesson. Lessons took place from September – October 2016. Focus group interviews took place in January.

In school D, the lessons took place after lunch in the afternoons from 1.15 -2.15 from October –December 2016. The class teacher stayed in the class for each lesson and took part. Children sat on the carpet in a circle. The pre-questionnaires were filled in a few days after the course started but had no numbers or names, so these were null and void. MiSP feedback forms were filled in a few days after the lessons finished. Lessons were taught in October – December 2016. Focus Group Interviews took place in February.

For each focus group, to ensure that views were balanced, schools were requested to choose 4-8 children to take part in the interviews and also to choose children who had enjoyed the lessons and those who had not. A gender balance was also requested. In school A, B and C this was the case, in school D the teacher was not present and supply teacher chose children randomly.

The Healthy Schools Practitioner and the Psychology student carried out the Focus Group Interviews. They arrived at each school and pupils taking part in the Focus Group Interviews were taken out of class. In school A there were 6 children, 3 girls and 3 boys School B there were 6 children, 3 girls and 3 boys, School, C, 8

children, 5 boys and 3 girls and School D 6 boys and 2 girls. They were interviewed in a quiet space. Each group of children were asked the same 5 questions, and answers were recorded on a Dictaphone and paper and pen.

Results

Evaluation - For **School A** 55% of children said that they enjoyed the course. They most enjoyed FOFBOC, and they learnt the most about the brain. 54% of children said that they will keep using what they have learnt, and they are most likely to keep using petal practice and paws-b. Their favourite practices were petal practice and FOFBOC, and the most popular answers for what they didn't enjoy were all of it, and sitting down. 70% said that they wouldn't want to do more mindfulness, and there were very mixed results over whether the children would like their parents to learn paws-b, and for what overall score out of 10 they would give the course. (Full set of graphs available in appendix)

SCWBS - 51 children from school A completed the Stirling Children's Wellbeing Scale pre and post paws-b training. From class 1, it appears that the mean score decreased after receiving these mindfulness sessions (from 44.04 to 42.27). However, after carrying out a Wilcoxon matches pairs statistical test on the data, there was no significant difference between the two groups ($z(23) = 1.218$, $p = 0.223$.) From class 2, there was a slight decrease in the mean scores after receiving the mindfulness sessions (from 43 to 42.88). However, after carrying out a Wilcoxon matches pairs statistical test on the data, there was no significant difference between the two groups ($z(24) = 0.172$, $p = 0.8640$).

Focus Group – The children at School A seemed to enjoy feeling calm. They liked that they have been trained to focus their attention, and they felt it helped them to concentrate before a test. Some of the children said that they didn't enjoy sitting still and being quiet because they often found this boring. After each session they said that they felt calm, relaxed and focused. The children that did not enjoy the sessions were glad that it was over, and wanted to run around. The children said that they have learnt how to calm down, and that they can do this before playing sport if they feel nervous. The children suggested that the sessions were made more fun, and that part of it could be done outside. They think that the sessions need to be made more kid-friendly, and include some outside breaks.

Evaluation - **For School B**, 91% of children said that they enjoyed the course. They most enjoyed FOFBOC and the videos, and they learnt the most about the brain. 93% of children said that they will keep using what they have learnt, and they are most likely to keep using FOFBOC and finger breathing. Their favourite practices were finger breathing and FOFBOC, and the most popular answers for what they didn't enjoy none of it, and tummy and chest. 70% said that they would want to do more mindfulness. 61% said that they want their parents to learn paws-b, and 87% of the children gave the course an overall score of 10/10. (Full set of graphs available in appendix)

SCWBS - 13 children from school B completed the Stirling's Children's Wellbeing Scale pre and post paws-b training. For school B, there was an increase in mean scores between the two groups (from 40.31 to 43.92). However, after carrying out a Wilcoxon matches pairs statistical test on the data, there was no significant difference ($z(20) = 0.768$, $p = 0.442$).

Focus group - The children at School B said that they liked learning about the brain, the different practices, and the Mindfulness teacher. They didn't like having to think about breathing, or having to sit down for a long time. After each session, they said that they felt calm, relaxed and sleepy. From the sessions, the children learnt words related to the brain. The children said that they will use the practices at home or at school if they get annoyed, or if they are hyper and need to calm down. Some children said that they won't use the practices, because they find other ways to relax and calm down. The children said that they don't want to sit down for so long, and would rather be walking around. They suggested that you could get them hyper by letting them run around, and then use mindfulness to calm down after. One child said that mindfulness has taught them how to be their best.

Evaluation - **For School C**, 100% of children said that they enjoyed the course. They most enjoyed FOFBOC and finger breathing, and they learnt the most how to relax. 78% of children said that they will keep using what they have learnt, and they are most likely to keep using finger breathing. Their favourite practice was finger breathing, and the most popular answers for what they didn't enjoy petal practice. 59% said that they would want to do more mindfulness. 46% said that they want their parents to learn paws-b, and 57% of the children gave the course an overall score of 10/10. (Full set of graphs available in appendix)

SCWBS - 39 children from school C completed the Stirling Children's Wellbeing Scale pre and post paws-b training. For school C class 1, there was a slight increase in scores between the two means (from 40.67 to 42.13). However, after carrying out a Wilcoxon matched pairs statistical test on the data, there was no significant difference. For school C class 2, there again was a slight increase in scores, (from 46.44 to 48.50). However, after carrying out a Wilcoxon matched pairs statistical test on the data, this was not a significant difference.

Focus group - The children at School C enjoyed learning what mindfulness was, and doing the different exercises. They enjoyed watching the videos, especially when seeing famous people using the exercises, because it made it seem more real. They said that they have enjoyed using mindfulness at home or in school when they are angry. They said that they disliked getting distracted by other children in the class. Some children said that they disliked the majority of the sessions. After each session, a lot of the children said that they felt relaxed and tired. One child said that she felt able to apologise to her mum after she had carried out mindfulness practices. A few children said that it made them frustrated and angrier and that they were relieved that the sessions were over. The children said that they learnt what mindfulness was, and about the different practices. Some children said that they learnt nothing and it was a waste of time. They said that they would use the practices before going to bed, and on their own when they felt stressed. Any further comments said that relaxing music could be added to the sessions. They also thought that they should make up more practices that involved moving/walking around. It was suggested that they could have the option of whether to take part in the sessions or not because not everyone likes it.

Evaluation: **For school D**, 62% of the children said that they enjoyed the course; in particular, finger breathing and the feeling of calmness. 58% of the children said that they will keep using what they have learnt, in particular, finger breathing. The children reported that their favourite practices were finger breathing and FOFBOC, and they disliked the length of the sessions. The highest scoring answer, when asking the children to rate the course on a scale of 1-10, was 5. (Full set of graphs available in appendix)

Stirling Children's Wellbeing Scale Null and void.

Focus group - The children said that they enjoyed being able to calm down, and they enjoyed learning the practices. They also enjoyed the PowerPoint and the

videos. The children said that they didn't like having to sit on the carpet and being inactive. They also didn't like having to sit quietly. They said that after each session, they felt bored, fed up and tired. They liked the fact that they felt calm. They said that they felt it was the same lessons over and over again. Some of the children said that they felt calm. The children learnt how to calm down and how to sit down and be quiet. They have learnt to use it when they are nervous. The children said they would not use the practices that they have learnt. The children suggested that they should go outside during the sessions, and be more active. They wanted to sit on chairs and not on the floor, and work in groups rather than individually. The children wanted more fun activities.

Some Comments from the pupils in Year 4 and Year 5 from the Focus Group Interviews

What did you enjoy/not enjoy about the Paws b sessions?

- *It helped me concentrate before a test*
- *Helps me with my anger when my little sister is annoying*
- *If I'm stressed I do mindfulness at home to deal with my family*
- *Enjoyed relaxing*
- *If I'm stressed I do mindfulness at home to deal with my family*
- *Learning more about mindfulness and what it was*
- *I enjoyed the exercise that we took, like Petal Practice*
- *I loved all of it*
- *I use it out of school with my friends*
- *When I was angry with my mum I went to my bedroom and did Paws b and it made me feel relaxed. I went downstairs and apologised to my mum*
- *Liked the snow globe*
- *Paws b, didn't like walking around*
- *Hand on chest and belly (breathing exercise) – I became distracted*
- *Walking around the classroom – I became distracted because when people stopped they were laughing and not concentrating and being silly.*
- *Not sitting down for so long, walking around, standing up*
- *Didn't enjoy sitting still and being quiet*
- *Didn't like stretching*
- *Paws b, didn't like walking around*
- *Didn't like anything*

How did you feel after each session?

- *Relaxed*
- *My head was relaxed but my body felt tired*
- *I felt like I was falling asleep – this was a good feeling*
- *I sometimes use it to fall asleep at night*
- *I felt a bit dizzy*
- *Tired*
- *When I was angry with my mum I went to my bedroom and did Paws b and it made me feel relaxed. I went downstairs and apologised to my mum*

•
In what ways will you use the practices that you learnt in the sessions in the future?

- *Counting Breaths – mainly on our own, before bedtime, when stressed and when moving around*
- *Paws b – breathing in and out sitting in a calming position*
- *Finger breathing – lead a demonstration at Brownies*
- *FOFBOC – feet on floor bottom on chair and relax*
- *Petal Practice – another calming technique with breathing*
- *Mindful eating – ate a raisin mindfully, concentrating – have been using this at home*
- *Tummy and chest breathing*

Discussion

The aim of our research was to explore the impact of the Paws b curriculum on pupils. Our findings show a variety of results. When combining the data from all schools' evaluation, 78% of the children said that they enjoyed the course, and they particularly enjoyed FOFBOC and finger breathing. 68% of children said that they will keep using what they have learnt; in particular, FOFBOC, finger breathing and petal practice. Finger breathing, FOFBOC and paws-b were their favourite practices. Our findings are similar to Vickery and Dorjee (2016) who also found that 76% of children liked the lessons and 61% said they would like to continue with mindfulness in their school.

From the pre and post-SWCBS, it showed that there was no significant difference in well-being between pre and post at any of the schools. From the focus group interviews, it was clear that the children enjoyed the sessions. There were high reports of feeling calm and relaxed. The children all portrayed how much they had learnt and that they were likely to use them again. It has also been shown that the children have since used the newly learnt techniques when they have been nervous for sporting events, or when they felt angry and needed to calm down.

For school B and C the lessons took place in the morning and this seemed to have the best results in terms of enjoyment and concentration skills. The teachers stayed in the class for every lesson and were engaged for each lesson. This helped to give positive encouragement to the children. In Schools A, B and C pupils were trained as Peer Mindfulness Mentors to lead small practices each day. Practices such as finger breathing, petal practice and paws b techniques were led most days by the Peer Mindfulness Mentors.

6-Month Follow Up

After 6 months of the Paws b lessons had been taught we sent out questionnaires to the 4 schools involved in the study at the end of the summer term in 2017. We wanted to find out how many children were still using the mindfulness practices they had been taught earlier on in the year and more specifically which practices they were most likely to use and finally to find out in what ways mindfulness had helped them to deal with their feelings if any at all.

Schools B and C completed the questionnaires and from 78 responses from children in Year 4 the findings were that 96% of the children were still using the practices either very often, often or only when they felt they needed to. 73% of children reported that mindfulness had helped them to calm down and relax and reduce anger and stress and help with tests. In school C the practise that children used the most was the petal practice with 27 pupils choosing it out of a total of 57 pupils and the finger breathing practice was the next most popular with 22 pupils out of 57. In school B, out of 21 responses, petal practice was the most popular with 12 pupils choosing that practice followed by finger breathing with 10 pupils.

It is interesting to note that in School C the class teacher in Year 4 continued to use the mindfulness practices frequently with her class and then went on to complete the 8 weeks Mindfulness .b Foundations course. This staff member also reported that she felt that children had really learned new strategies and that this was helping them respond more skilfully to situations when they were angry or stressed and that mindfulness helped them to stay calm. She went on to suggest that the children enjoyed mindful movement and that there should be more of that in the course as even the more reluctant children seemed to enjoy that technique.

Comments from children at the 6 month follow up

In what ways has mindfulness helped you to deal with your feelings in school and at home?

- *When I feel upset I do Counting Breaths and it calms me down. Before I did the national tests in May I did FOFBOC and I felt a lot more ready and calm.*
- *Mindfulness has helped me to calm down when I feel stressed or unhappy.*
- *When I'm feeling nervous, scared, angry or sad and when I'm trying to go to sleep.*
- *It has made me less stressful and has helped me improve my work a bit*
- *It helps me when I feel stressed*
- *I enjoy doing mindfulness movements because I have bad feet and it calms me down and my feet don't hurt as they do on most activities*

- *I think it is brilliant and helps with my temper*
- *Mindfulness helps, is good to do to make you reassured about nervous things*
- *We should do it every day, every 50 minutes*
- *Mindfulness is good for you if you feel angry*
Thank you, it really helped me when I was angry
- *I love mindfulness. It's very good to help you if you are angry*
- *Everyone should do it 30 minutes a day. I think it calms your brain and mind*
- *I think that we should always have mindfulness because it is good for our brain*

Limitations

The mindfulness sessions taught in the afternoon were not as well received as the lessons taught in the morning. Settling the children down to participate in practices took more time due to the excitement of coming in from lunch activities. The Mindfulness teacher also noticed that pupils were a lot more engaged in the sessions when the class teacher took part in the lesson and was in the room and encouraging participation.

In 3 of the schools, the classroom layout was such that pupils sat at desks and worked in groups and at other times they sat in a circle on the floor depending on the activity. In one of the schools the layout of the classroom was different from others and children were sitting on the floor in a circle for each lesson and they found sitting for a long period of time unsettling and uncomfortable.

In 3 of the schools the MiSP feedback forms were filled in on the last session, this meant it was still fresh in their minds to remember the activities. In one of the schools, they were completed a few days after the lessons had finished and the questionnaires were not so detailed as the questionnaires from the other schools. In all schools, the focus group interview took place a few months after the lessons were taught, and pupils had in some cases forgotten what they had learned in the lessons.

It is important to highlight that we had no control or records of events that happened to the children during the 6 weeks, and so cannot attribute their answers on the SCWBS to the mindfulness sessions. This was the most appropriate scale to use for the age of pupils in which we were working with but in future studies, we might consider using the Strengths and Difficulties questionnaire for 7-11 year olds and we would endeavour to carry out the Focus group interviews no more than 2-3 weeks after the lessons were completed. We would also gather more data from staff and parents. A randomised control trial with an active group would produce more robust results but require more funding.

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Appendices



Mindfulness Evaluation Form for Pupils

Did you enjoy the course? Which bits in particular?	
What have you learnt?	
Do you think you will keep using what you have learnt? Which bits?	
Which was your favourite practice?	How many breaths / Tummy and chest breathing / Paws and Be / FOBOC / Finger breathing / Petal practice
Which bits did you dislike?	
Would you like to do more Mindfulness? Would you come to a Paws b club?	
Would you like your parents to learn Paws b?	 1 2 3 4 5 6 7 8 9 10 
What score would you give the course? Anything else you want to add?	 1 2 3 4 5 6 7 8 9 10 

With huge thanks to Anna Kershaw, MISP 2015

Please fill in this questionnaire.

1. Are you still using the mindfulness meditations that you learned in Paws b lessons?

- Very often
- Often
- Only when I feel stressed, angry, anxious
- Never

2. If you are still practicing mindfulness which practices do you use the most?

- FOFBOC
- Paws b
- Finger breathing
- Counting your breaths
- Petal Practice
- Chest and tummy breathing
- Mindfulness eating
- Mindful movement

3. In what ways has mindfulness helped you to deal with your feelings in school and at home?

Write your answer here.

4. Please add any other comments about mindfulness, as it would be great to get your feedback!!

Focus Group Interview Questions

Paws b Mindfulness Lessons

1. What did you enjoy/not enjoy about the Paws b sessions?
2. How did you feel after each session?
3. What did you learn from the sessions?
4. In what ways will you use the practices that you learnt in the sessions in the future?
5. Free discussion about any suggestions/ideas about how to improve the sessions or any other comments.

One Final thing you want to say: