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# Positivism through Mindfulness

— TMS Lower School  
Grade Five Sample Group —

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# Introduction

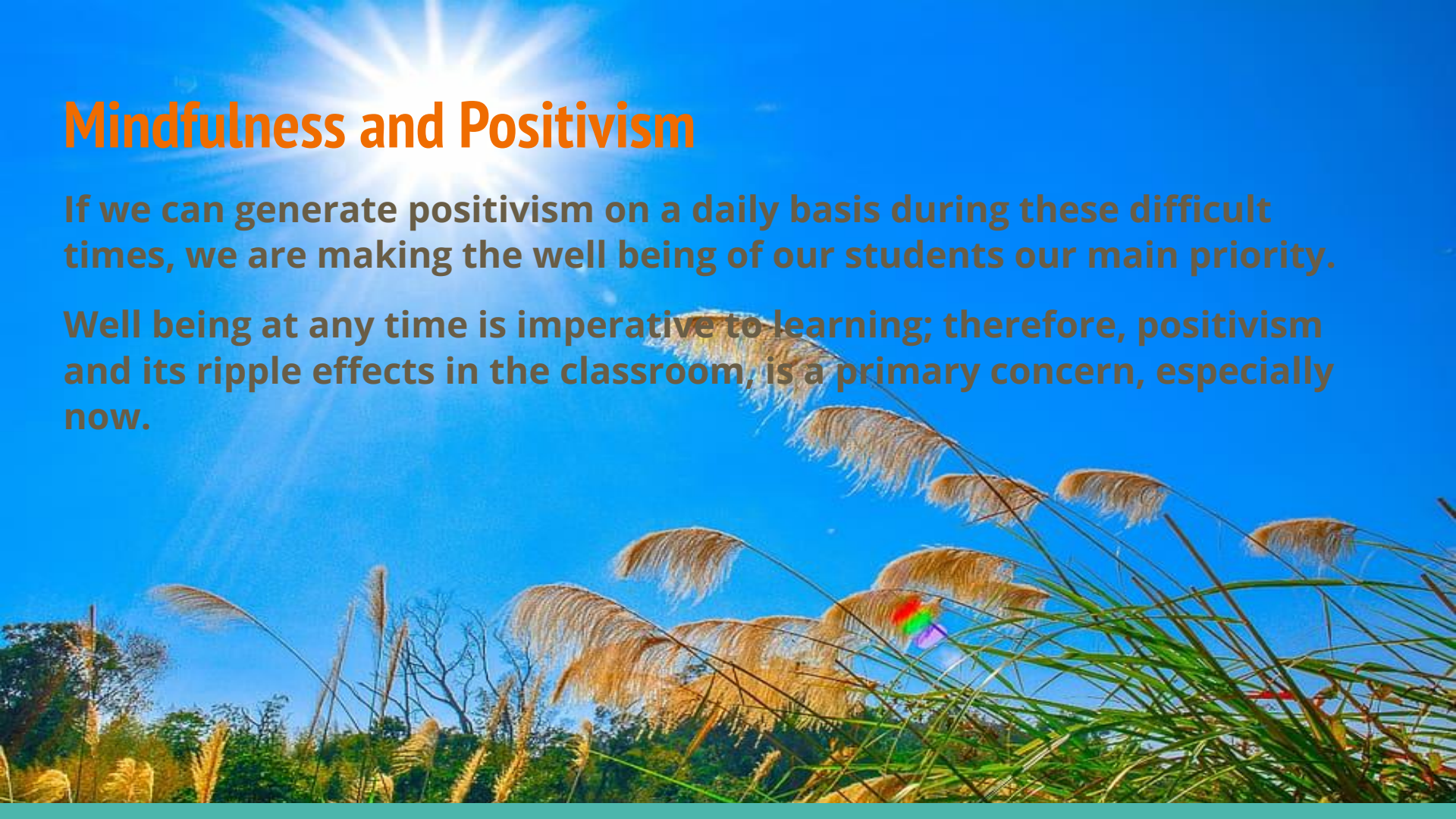
**Starting Point:** *Mindfulness* and its role in our classrooms

Whether it is through mindfulness practice or any of many techniques or focused methods, the main goal is well being.

# Mindfulness and Positivism

If we can generate positivism on a daily basis during these difficult times, we are making the well being of our students our main priority.

Well being at any time is imperative to learning; therefore, positivism and its ripple effects in the classroom, is a primary concern, especially now.



## How Might We?

**How might we make each day more meaningful for students through programming in order to enrich students' lives and generate positivism?**

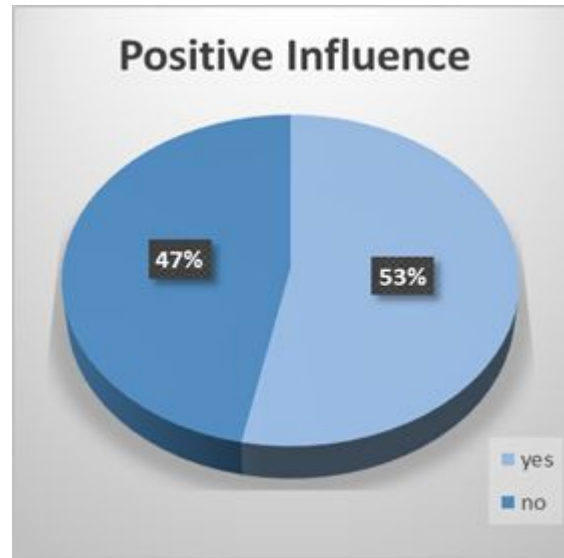
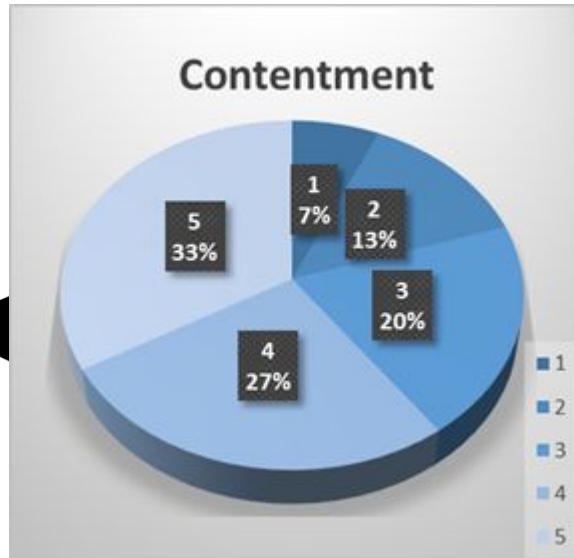
# Surveys for Grade Five Parents, Students and Teachers

The surveys that I sent out to Grade Five parents and students were focused mainly on the effects of mindfulness in our classroom. The Short and Sweet results are as follows:



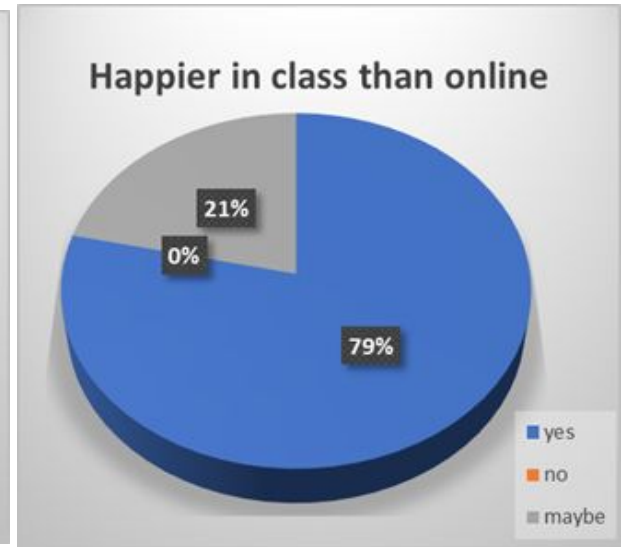
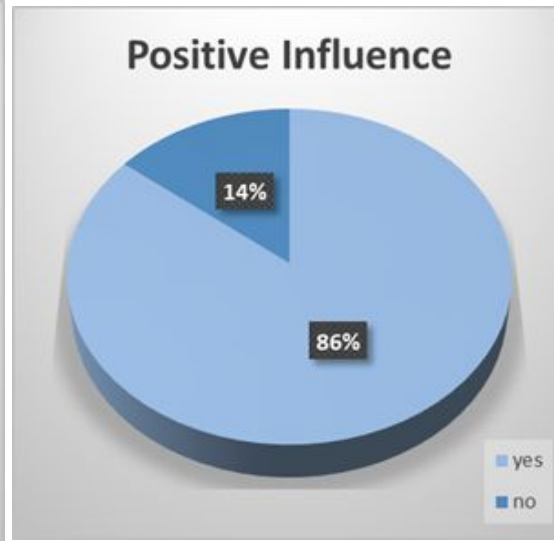
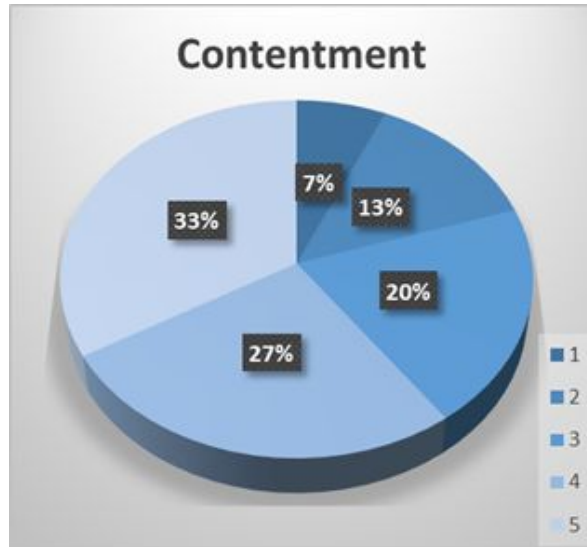
# What we are doing well - Students' Perspectives

## Contentment and Positive Influence of our Mindfulness Program



# What are we doing well - Parents' Perspectives

## Contentment and Positive Influence of our Mindfulness Program



# Conclusions

## Overall Contentment level on average

Both students and parents indicated 60% high contentment level (4-5 on scale of 1-5)

## Positive Influence of our Mindfulness Program on their personal lives

Students indicated 53% positive influence of our mindfulness program on their personal lives as compared to 86% from parents. This is an interesting point to look at. In my opinion this is due to the fact that parents are able to discern between previous behaviour/contentment of their children whereas children live in the now and probably could not compare how they felt last week, let alone months ago, to how they felt at the moment they took this survey.

## Happiness in class as opposed to online

Clearly, students are far happier in class with a whopping 87% stating yes. Parents were close with 79% stating yes, their children are happier overall. The remaining were undecided.



# Motivated to Action - Proof of Positive Influence

## Students



## Parents



# Positive Influence seen in Action

## Conclusion:

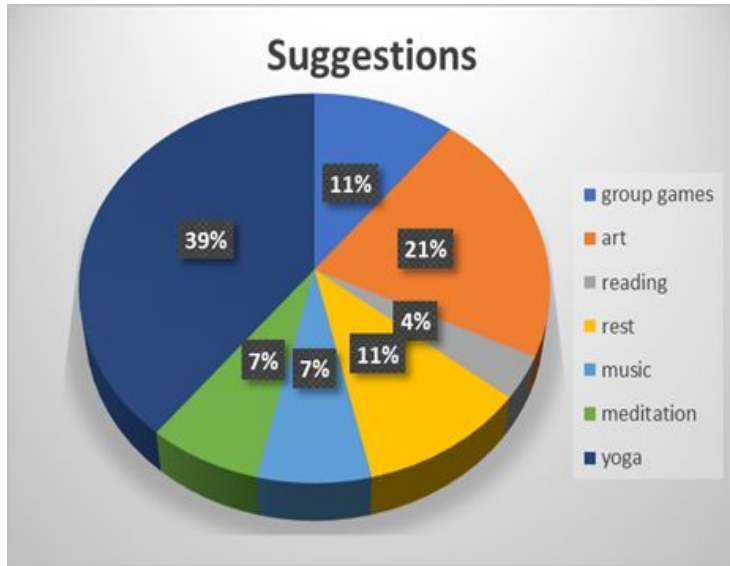
It is clear that parents observe a high motivation towards action of their children as a result of our mindfulness work.

The students themselves do not seem to see the correlation between what they are doing and learning through mindfulness and what they are doing in their personal lives.

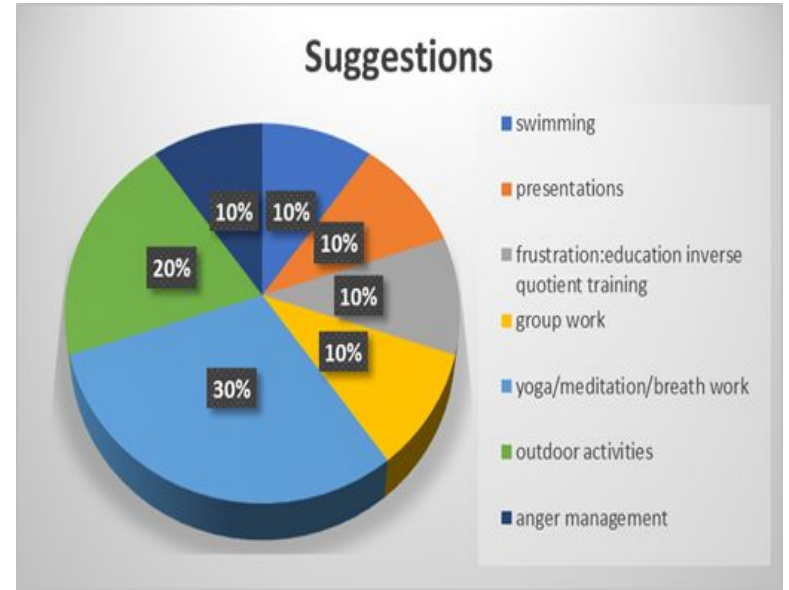
This makes sense as children 9-12 are still learning how to be self-reflective.

# Suggestions to Program

## Students



## Parents



# Suggestion Summary

## Students:

39% of students would like to see Yoga incorporated into their learning

32% of students would like to see more integration of the arts (music, visual arts, crafts)

## Parents:

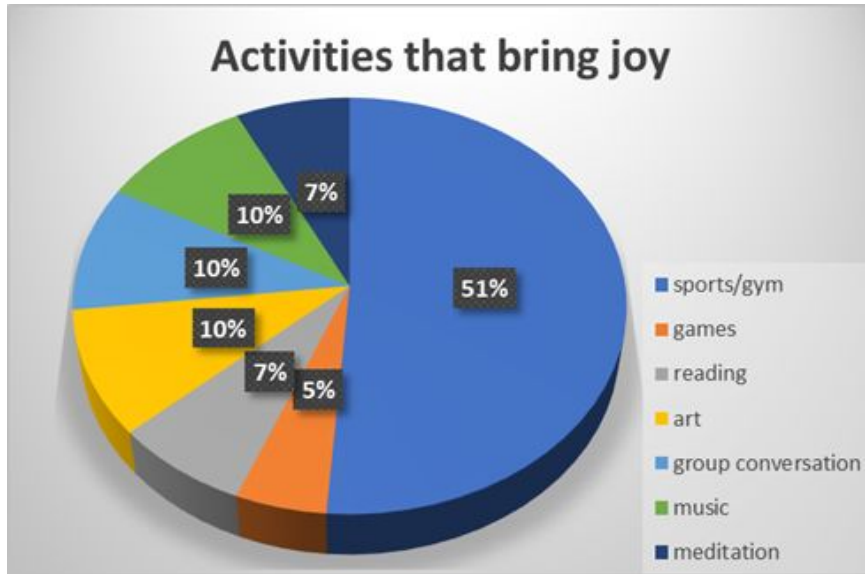
30% of parents would like to see Yoga incorporated into their children's learning

20% of parents would like to see more outdoor activities for their children

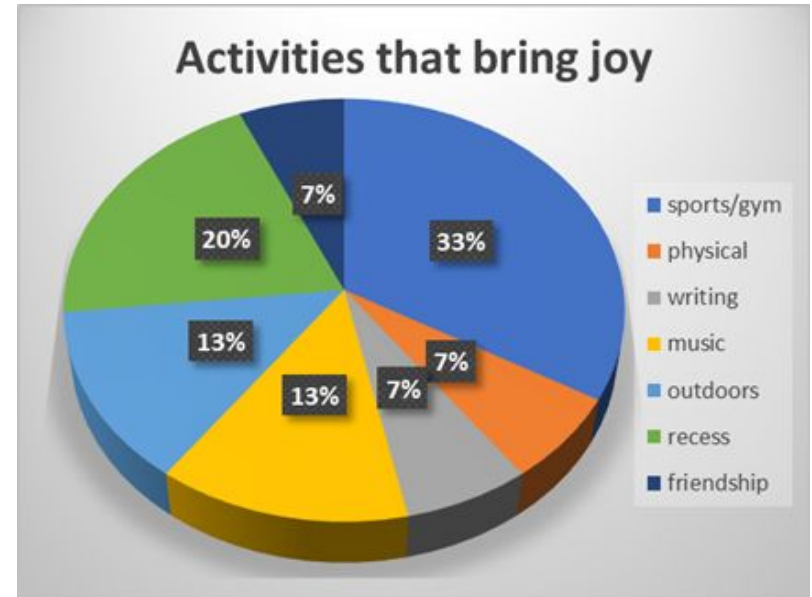
**Interesting suggestion from parents is a swimming program**

# Joyful Activities

## Students



## Parents



# Joyful Activities Conclusions

Both students and parents agree that physical activity from gym, sports and recess are highest on the scale for activities that bring joy.

Both students and parents agree that all aspects of the arts (music, visual arts, performance [presenting]) are second in the ranking for activities that bring joy.

Reading, writing and group work are the third activities that bring joy to both students and parents.

## Results Point to:

- **Continued work in mindfulness**
- **Focus on self-reflection**
- **Quiet time in class**
- **More integration of the arts**
- **Introduction of Yoga as a regular practice**

