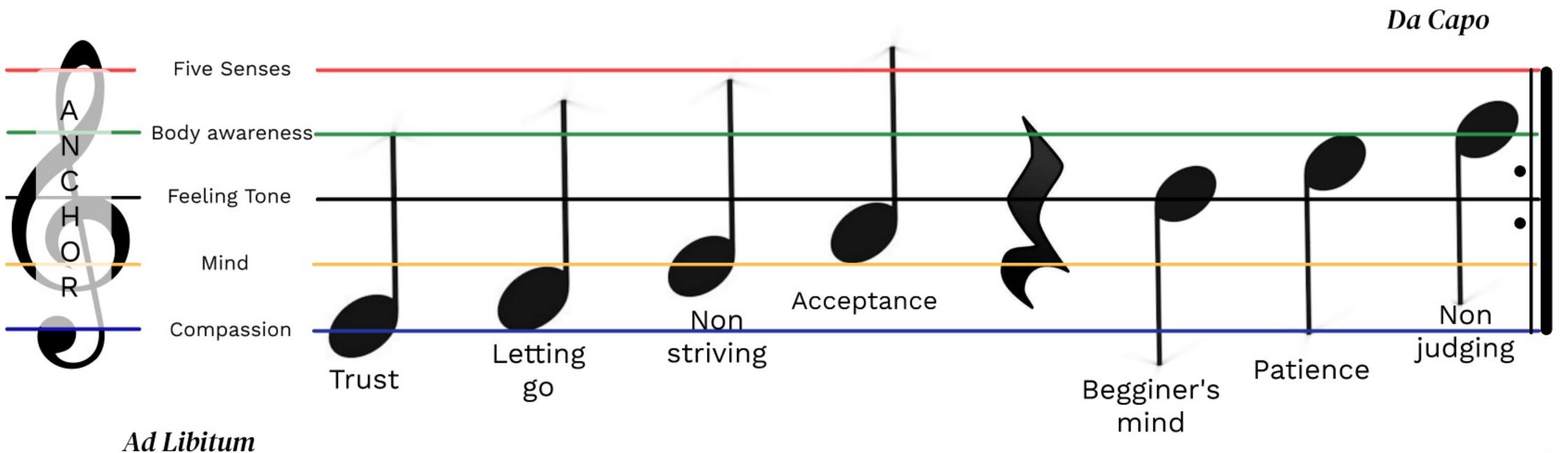
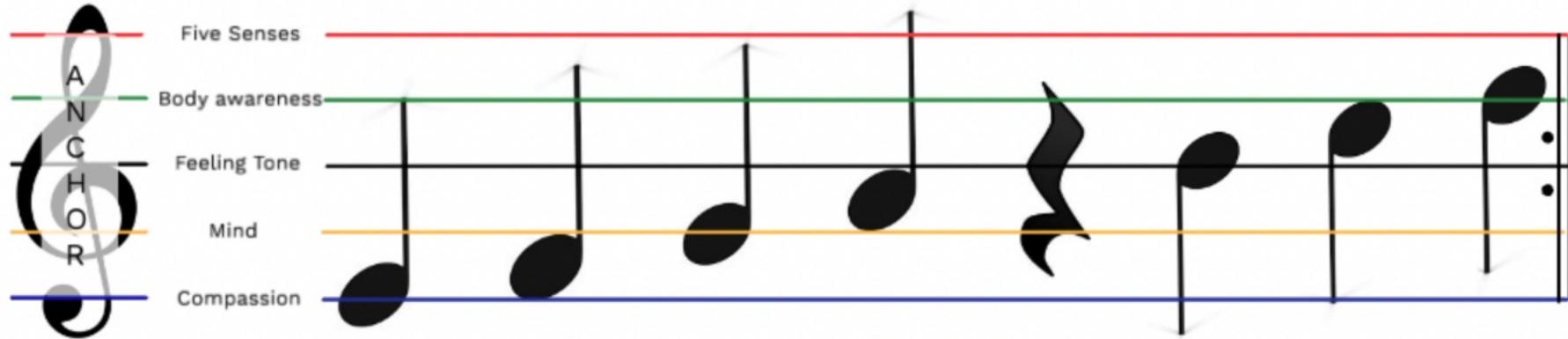


Pedagogical Framework



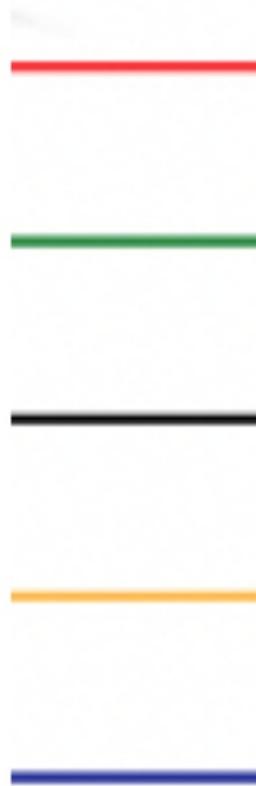
The Stave



We were looking for a fun and clear visual to structure and explain the key mindfulness skills and attitudes we want to nurture in young children with the Arts-based mindfulness exercises.

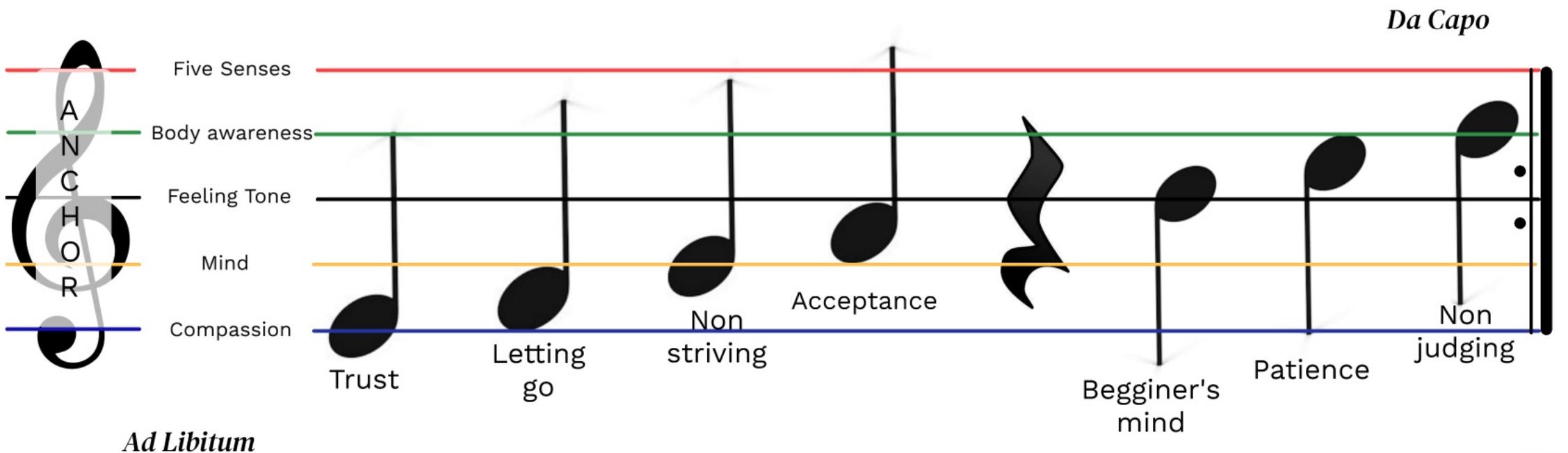
Because a stave is used as a way to structure the musical art, we thought of using it also to structure the AMiE framework.

The Stave and its lines



Maybe you can see that our stave holds five lines of five different colors. Indeed, we chose the colors of the olympic rings to emphasize the universality of this approach. Everyone is welcome to try this artful approach to mindfulness, or this mindful approach to the Arts, if this suits you most...

Pedagogical Framework



- Five Senses -
- Body awareness -
- Feeling Tone -
- Mind -
- Compassion -

The foundations of the framework

- the Stave lines

The foundations of the framework

- Five Senses ▬

Sight, sound, smell, taste and touch. We use our five senses to take in the world around us. Taking time to connect fully with our senses helps us to slow down and allows us to fully enjoy the present moment. All senses are anchors that we can return to, shifting our attention away from overthinking about the past or worrying about the future.

The foundations of the framework

— Body awareness —

Body awareness is the ability to be conscious of, and connected to our body. With art-based mindfulness practices we can cultivate this body awareness. In this way, we can strengthen the connection between the mind and the body so its wisdom becomes more and more available to us. We can learn actively listen to what the body needs and doesn't need in each moment.

The foundations of the framework

- Feeling Tone -

Feeling Tone is the subjective, ever changing, pleasant, unpleasant or neutral feeling that accompanies our moment to moment experiences. A given situation can be experienced differently by different people, so Feeling Tone is subjective. It depends not only on the situation but also on the person experiencing it. We learn to embrace both the feeling tone of pleasantness and the feeling tone of unpleasantness in the same way.

The foundations of the framework

Mind

Another element of ourselves we can learn to be aware of is our mind. Here, we regard mind as our ability to think about past or future, our faculty of memory and imagination, our ability to plan, think, reason. We practice mindfulness so we don't get lost in our thinking. When we are mindfully aware we can use our mind for our and everybody else's benefit. Although we have a separate line for body and mind, it is important to emphasize here there is no real separation between body and mind. There is no mind without the body. The goal of mindfulness practices is to unite our body and our mind, to bring our mind to the present moment so we can function as integrated whole human beings.

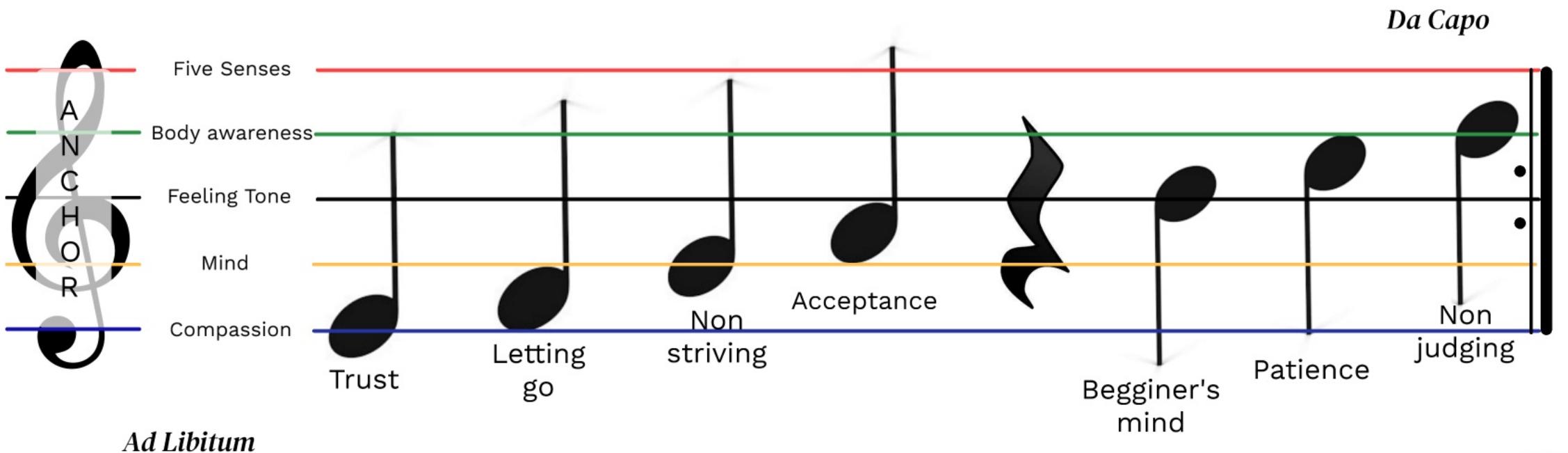
The foundations of the framework

— Compassion —

Another goal of AMiE is to foster compassion in young children. Compassion is regarded as the intention and ability to help yourself and people suffer less. One element of compassion is the ability to be supportive and understanding towards ourselves and others. It involves the ability to let go of self-critical thinking and use our thoughts in a supportive way.

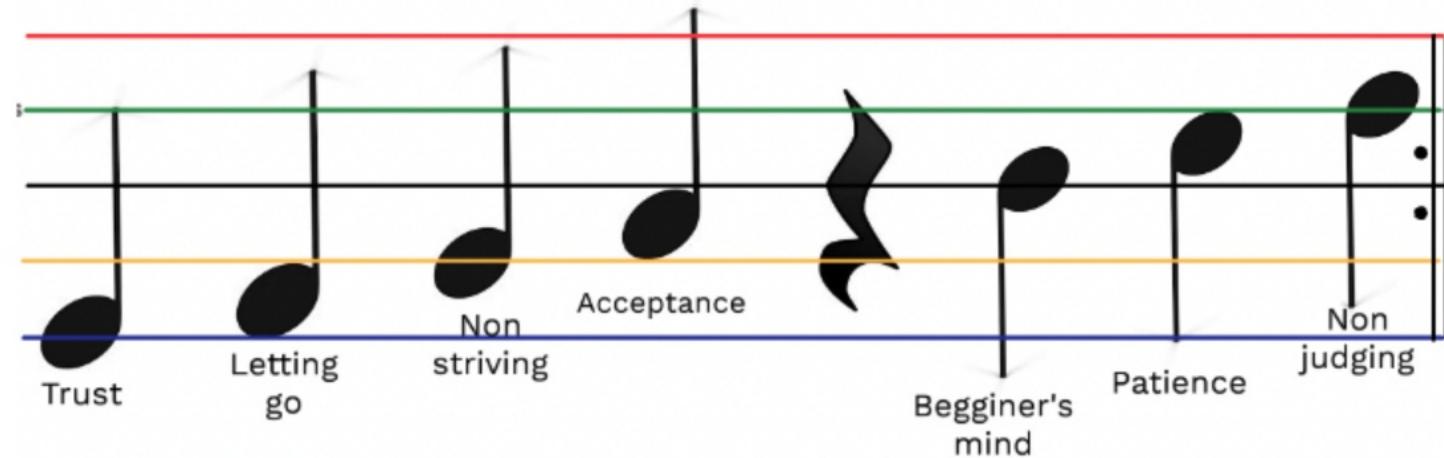
The third element is the recognition that we are not alone when facing difficulties. Our experience is a shared human experience. Recognising this connectedness can take us out of a feeling of isolation or negative self image talk and brings a sense of relieve and strength. When we learn to be more compassionate towards ourselves, we learn to be more compassionate towards others.

Pedagogical Framework



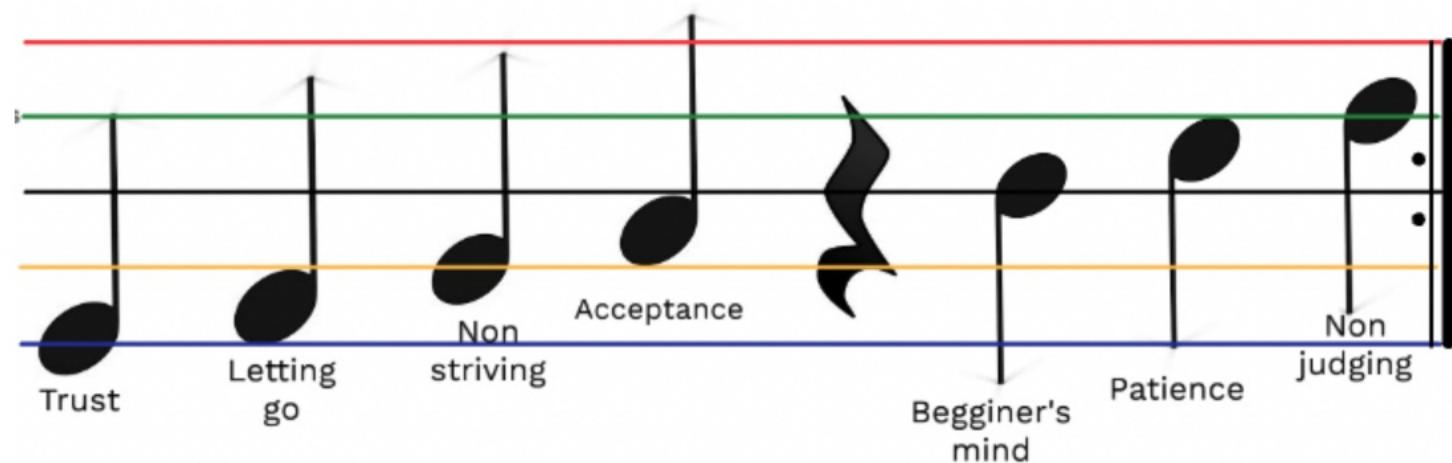
Basic mindfulness attitudes

- *the musical notes*



The notes on the stave represent the inner attitudes that we cultivate by practicing mindfulness. These seven mindful attitudes can also be seen as criteria that we can use to make every art-based mindfulness activity more mindful. In music, we don't use all the notes for every piece. Similarly, in guiding Arts and Mindfulness-based exercises, we don't need to focus on all seven attitudes.

When we want to guide an Arts and Mindfulness exercise, we can ask ourselves "Is this exercise nurturing one or more of the mindful attitudes?". If the answer is no, see if you can incorporate one or more of the "notes" by altering the way you organize the exercise or by changing the words you use when guiding the activity.





Basic mindfulness attitudes

- *the musical notes*

Trust

Trust means we learn to come back to ourselves and trust in our innate capacities. Trust that when our hearts and minds are awake and opened things will unfold as they should. We are aware that mistakes are a part of living and growing. We trust that the way forward runs towards our difficulties

Basic mindfulness attitudes

- *the musical notes*



Letting go

We don't let ourselves get caught in our thoughts and/or emotions. Instead, we allow them to come and go like clouds in the sky. In this way, we can be more present for ourselves and for others.

Letting go also means we do not stick too hard to our convictions, but allow them to change. This way, we don't become rigid in our thinking.

The third way of letting go is about the body. We can train to let go of the stress and tension in our body.

Basic mindfulness attitudes

- *the musical notes*

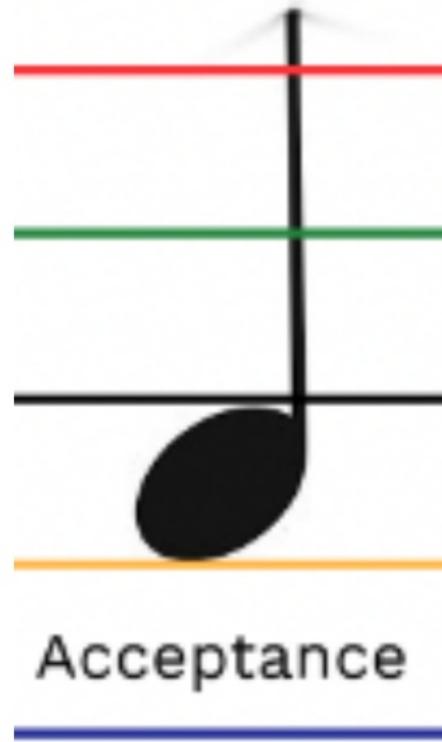


Non-striving

We let go of the need to achieve a result or to get somewhere. Instead, we allow the creative process to unfold. We release the need to impress others so we can simply enjoy this unfolding from moment to moment.

Basic mindfulness attitudes

- *the musical notes*



Acceptance

Realizing that this very moment is inevitable, we embrace it whole-heartedly even when we feel bad or face difficulties. By embracing our experience instead of resisting it we get connected to the flow of life. We become more clear and see more possibilities for the future.



Begginer's
mind

Basic mindfulness attitudes

- *the musical notes*

Begginer's mind

We practice starting again in each moment and seeing everything with fresh eyes. It means we look at every situation as if it is the first time we are seeing it. Remember the saying "In the mind of a specialist there is only one solution; in the mind of the begginer, there are many".



Basic mindfulness attitudes

- *the musical notes*

Patience

Patience is about giving ourselves to space and time to let our experience unfold in its own way. We don't need to rush, the present is right here.

Patience

Basic mindfulness attitudes

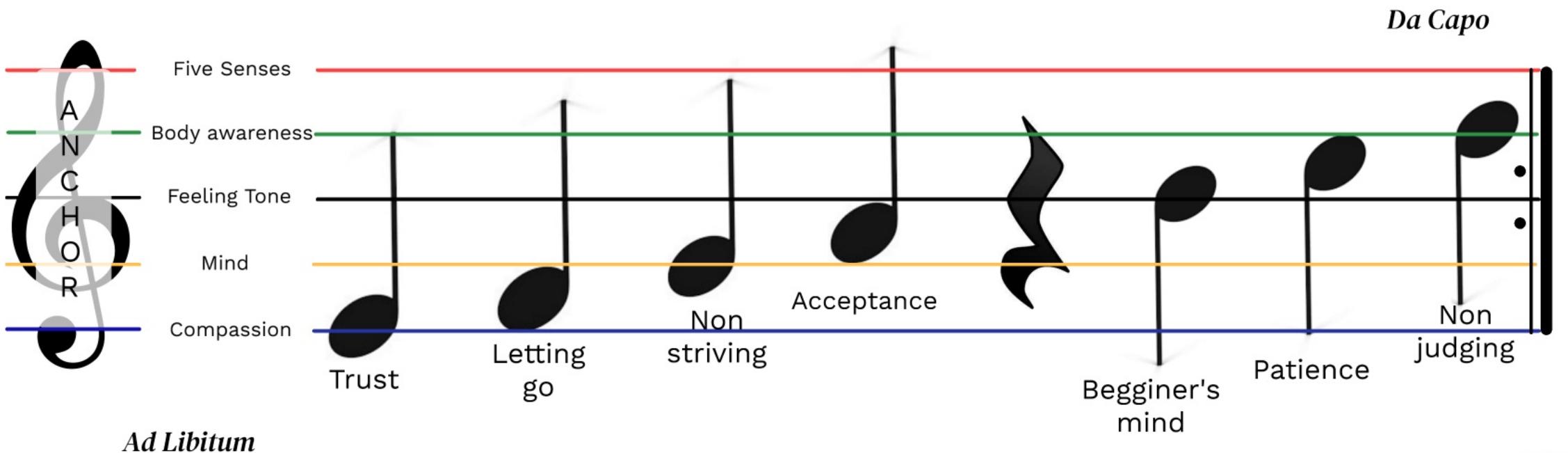
- *the musical notes*



Non-judging

Non-judging means we learn to witness what is going on in ourselves and in the world surrounding us. We don't exclude anything. When we notice our mind is making judgements, we can allow these thoughts to pass. We can choose not to identify with these often automatic judgements, and we might notice that behind these thoughts our mind feels naturally opened.

Pedagogical Framework

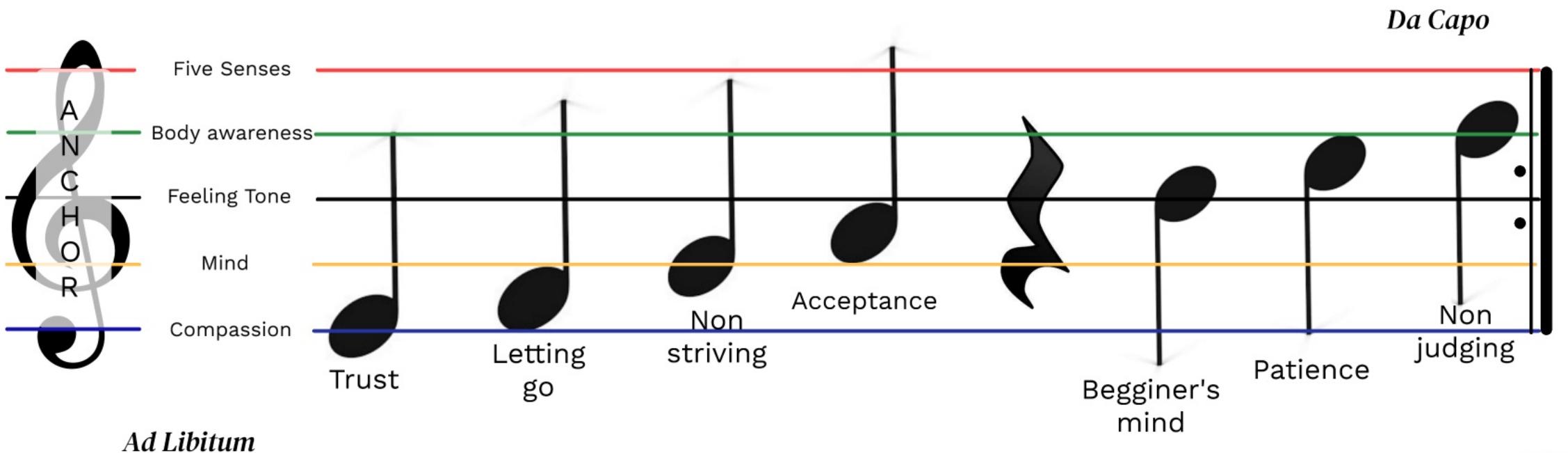


The rest



In our society we are not very used to pausing. A pause is not an end, it is like a comma - it's a rest. There may be an action after the rest. Resting is very important: to slow down, check in with yourself,... Observe what is there now, which emotions, feelings in your body, thoughts, ..., and be aware of what is surrounding you. For example, take a rest to notice the singing of birds, or the warmth of the sun.

Pedagogical Framework



Musical Text

Da Capo

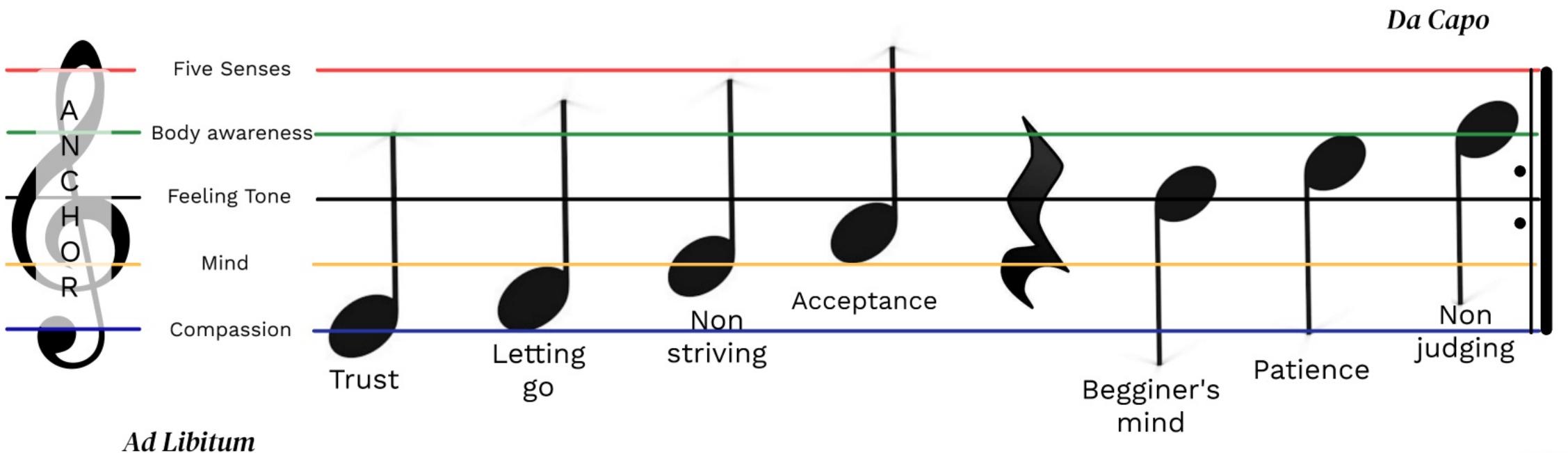
Da Capo can be translated as "start from the top". We can relate this to the Beginner's mind as you can always start again without judging. Keep a friendly attitude towards yourself even if you let go for a longer time - for example, you did not draw or meditate for many years, but you can start again. Starting again is not failing, it might be another chance to repeat or have a new experience.

Musical Text

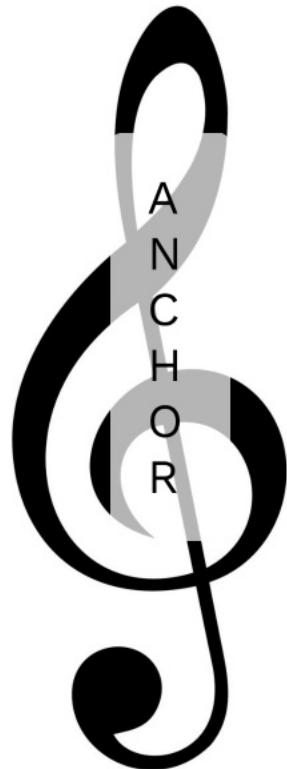
Ad Libitum

Ad libitum can be translated as "as you wish". Feel free to have your own interpretation. There are mindful attitudes which could be helpful like non-striving: you don't need to reach a goal and there is no right or wrong. Just accept what is there. If something feels like a mistake, realize this, accept it and stay kind to yourself. Maybe you can use what felt like an error in a creative way. The mindful attitude of letting go might be helpful as well.

Pedagogical Framework

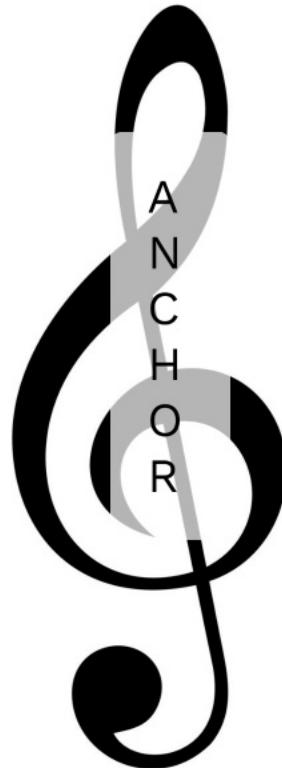


The clef



If you don't have a clef, the notes on the stave don't have a meaning. The clef symbolizes a foundational skill in mindfulness: to anchor your attention. Learning to anchor yourself in the present moment is important for the artist, the teacher, and for the mindfulness practitioner. So, it is THE foundational skill which links Arts, mindfulness and education together.

The clef



Artists can more easily express themselves when they are with their full attention in the present moment. Teachers, on the other hand, are at their best when they can be fully present for the students.

To train their attention, mindfulness practitioners use an anchor - a focal point to come back to again and again when they notice their attention is drifting away.

Anchors are key to connect deeply with oneself in the present moment. An anchor can be a sensation in our body like the breath, our feet on the ground or a sound. If we notice we are getting swept away into unhelpful thoughts, we can use an anchor to guide our attention back to the present moment.

Pedagogical Framework

