**Overview**

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| **Programme/** **Activity title** | **Mindfulness – A short programme to support the practice of mindfulness** |
| **Rationale/** **Purpose** | As our own understanding of how our own mental health impacts our ability to thrive and achieve continues to grow, so too do the avenues and pathways we can see to attend to and look after it.Mindfulness is but one aspect of attending to our emotional needs and has been recognised as playing a key role to helping assist in positive mental health.Today, young people are more adept than ever at recognising the constant flux and impact of their own mental health and the need to attend to this. This short programme has been designed to develop key skills in helping attend to this and to compliment a range of activities and other engagement young people will receive in the promotion of positive mental health.  |
| **Aim** | The programme aims to develop skills in young people in helping them recognise their own emotional needs and triggers, recognising how these impact on themselves and others. It will equip them with approaches and techniques to use to attend to these needs through ‘Mindfulness’ activities and promote positive mental health and emotional well-being.  |
| **Method** | Group deliveryIndividual/ group outputs | **Estimated time****Guide only** | 6 Weeks40-60 mins per session |
| **Resources** | * Programme guide
* Pens, pencil, paper, card, paint, and other colouring items
* Laptop, recording devices
* Readily available sensory items and other resources as outlined in the guide
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| **Outcomes** | * Young people will develop knowledge in understanding and recognising own mental health needs.
* Young people can use a range of ‘tools’ to attend to their own mental health and emotional well-being need.
* Young people will grow in confidence and ability to discuss and promote positive mental health.

**Scouting*** Completion of this activity is linked to a stand-alone ‘Mindfulness’ badge and/ or can be used as part of a Special interest badge.
* This programme will add to the continued development of relationships between Scouter and group and in peer-to-peer relationship development.
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| **Measuring outcomes** | * A ‘baseline’ is recommended to be completed prior to commencing and on completion of the programme to measure level of understanding and knowledge gained.
* Records of attendance should be kept reporting on engagement.
* ‘Pieces’ of work created will also demonstrate engagement and participative practice.
* Badges awarded for completion of the programme.
* Evaluation of the programme as completed following Plan, do, review should provide verbal/ written feedback on the impact the programme held.
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