

10 Breaths

When something wonderful touches you, savour the experience by offering it 10 full breaths. By paying close attention to special moments, we come to see that opportunities for happiness present themselves many times each day.

Give your 10 breaths to anything that seems wonderful to you

- Something beautiful from Nature
- A special moment with your child/partner/friend
- A piece of music
- Eating something delicious
- A work of art

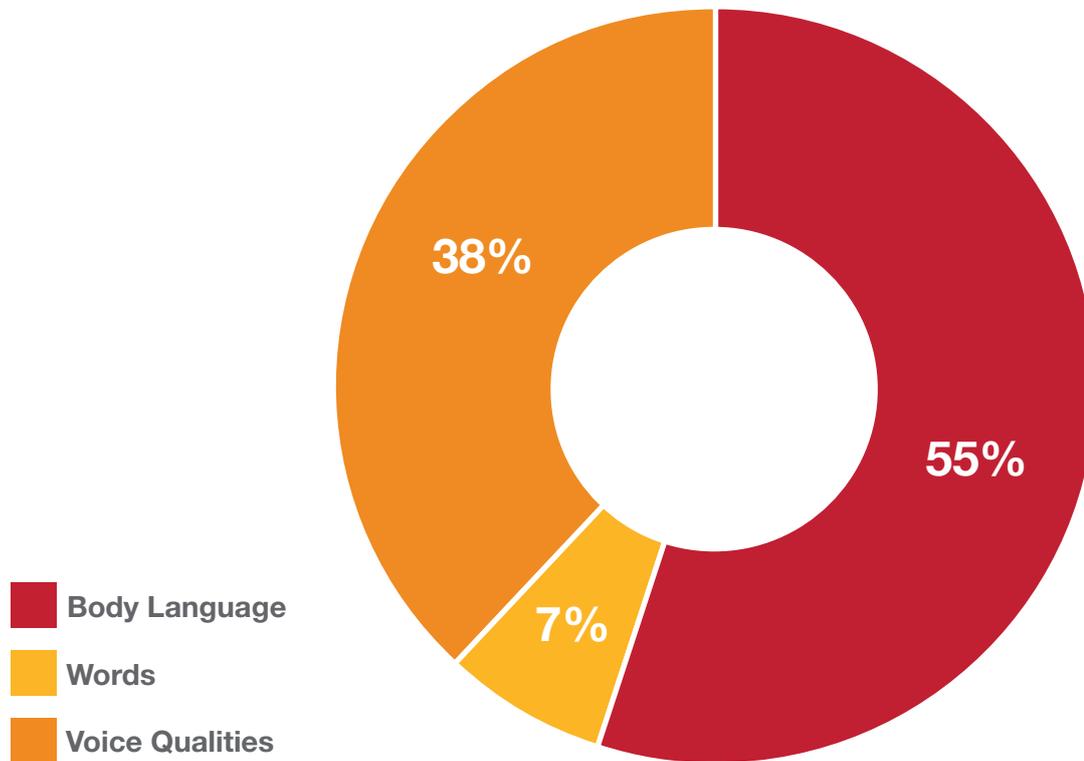
- 1 Stop whatever you are doing
- 2 Close your eyes, place a hand on your belly and take 3 deep breaths to calm yourself.
- 3 Open your eyes and focus on your special object/person/experience
- 4 Stay focused on whatever has caught your attention as you 'count with your body', 10 slow breaths, by pressing and releasing in turn, each finger resting on your belly.
- 5 If you are still entranced by your special moment, repeat the 10 breaths practice.

Are we missing anything?



When parents have a new baby they learn about the baby through their body language “cues”. Some examples would be when your baby is tired they might rub their eyes or when their tummy hurts they pull their little knees up to their tummies.

Communication Pie



Somehow when children become verbal, parents forget to use the skill of reading body language and only listen to the words. We are only using 45 percent of the communication pie and missing 55% of opportunities to tune into our children “missing cues”.

Are we putting up communication barriers by not embracing all elements of the communication pie?



Barriers to Communication



‘Waht tnihgs get in the way
of us cmomiuntcanig celalry
wtih our clihrdn?’

‘Yuor bairn is so pfworeul, taht it
can raed sntcenecs wtih mexid
up wrdos as Inog as the frsit and
lsat lterets are in the rgiht pacle.’



The rights of all children & young people



Almost all of the countries in the world came together and agreed that all children and young people have an important set of rights that can never be taken away from them. It does not matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is and whether they have a disability.

They all have the right to be loved, be cared for, be safe, have an education and be special. All adults should try their hardest to make sure that children are supported to grow up free from being hurt.



All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

You have the right to give your opinion, express your view, and for adults to listen and take it seriously.



You have the right to find out things and share what you think with others.

You have the right to live with and be raised by your parents, unless it is harmful for you.



You have the right to practise your own culture, language and religion - or any you choose.



You have the right to your own nationality (to belong to a country).

You have the right to help if you have been hurt, neglected or abused.

You have the right to be protected from being hurt or abused.

You have the right to the best health care possible.



No one is allowed to punish you in a cruel or harmful way.



Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.



You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.



You have the right for your personal information to not be given out to anyone without your agreement.



You have the right to special education and care if you have a disability.

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country).



If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are ok and right for you.

You have the right to food, clothing, a safe place to live and to have your basic needs met. You should be able to do many of the things other children can do.



You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

You have the right to choose your own friends.



You have the right to live with a family who cares for you.



You have the right to play and rest.

You have the right to special care and protection if you cannot live with your parents.

You have the right to legal help and fair treatment by police, judges and magistrates.



All these rights and more are written down in the United Nations Convention on the Rights of the Child.



Chinese symbol for listening

聽 Listen

耳 Ear

眼 Eye

心 Heart

一 One (whole body undivided attention)

王 King

聽



Ideas for Reflective Discussion with Children



★ Hold a Family Meeting:

- Choose a time when everyone is at home, when you are rested and when you won't be interrupted.
- Choose a topic or issue for discussion which interests the children. Choose something that will give each person a chance to express his or her opinions, thoughts and feelings.
- Each person may choose whether they prefer to speak or to listen.
- To help children with taking turns to speak, you might like to have a small object which is held by the speaker, and then passed on to the next person who has something to say: eg a 'talking stone'. Others are encouraged to listen to the holder of the 'talking stone' without interruption.

★ Story-making:

- This activity could be kept for special one-to-one time spent with each child individually.
- Sit down with your child and talk about an experience you have shared together.
- Encourage your child to lead the discussion. Notice how each of you has a different focus and memory of the same experience.
- Reflect back to him/her, what you have each experienced so that you develop together, your shared story about the experience.

★ Family Book:

- Help each child to use eg a scrapbook with drawings, photos, pictures cut from magazines, words... to record a story about him/herself.
- Each family member could have a section of the book so that together, the separate stories make a family album.

★ Play and Pets:

- Play can provide opportunities for children to develop empathy and to think about the minds and experience of others. Children can project their feelings onto pets, dolls, figurines or toy animals.
- Asking questions like 'I wonder how the black guinea pig feels when the brown one pushes him away/eats all the food/gets more cuddles.....' can open up discussion about the feelings of others.

