



PRIMARY  
SCHOOL  
PROGRAMS  
2025/26



[www.mindfulparentinglifestyle.com.au](http://www.mindfulparentinglifestyle.com.au)



# About Us

Our mindfulness-based learning programs support children in building healthy minds and aids families and teachers in creating an engaging environment for all.

Our whole school approach allows for the school community to share and cultivate an understanding of wellbeing and support for positive behaviour to enhance the teaching and learning experience

Mindful Parenting Lifestyle aims to give children and their families the skills to help cope with difficult emotions, to support them in being mindful everyday and in learning to recognise and understand how they are thinking, feeling and behaving.

We are passionate about what we do!

It is a privilege to teach children and families in these essential life skills to support them not only now in their learning to cope, to accept, to slow down, to have self compassion and to engage in the present but for their future too.



# What We Do

1

We provide engaging, interactive and meaningful lessons that teach children how to enhance their learning readiness, and their ability to focus and concentrate whilst learning as well as understand their emotions and effect on behaviour

2

Our quality, proven programs, integrate mindfulness, visualisation and heartfulness to enhance wellbeing and positive behaviour strategies that promote resilience and align with the needs of the school community.

3

Each program is designed specifically for pre school or primary school aged children to improve self regulation, attention, concentration and empower our youth to experience a greater sense of calm and happiness in their lives

4

We provide programs that cater for mental, social, emotional and physical health needs, by facilitating fun, engaging and play based sessions with exciting resources.

5

We are now proud to also offer the Aussie Optimism Program – a research-based social-emotional learning curriculum designed to promote resilience, emotional wellbeing, and positive thinking skills in children. This program is aligned with mental health promotion and early intervention best practices.



# Meet Nina

Nina is a certified Mindful Parenting Coach and Head and Heart Mindfulness Instructor. As a mum to three energetic boys, she understands firsthand the challenges families face in managing big emotions, busy schedules, and the ups and downs of daily life.

Her own mindfulness journey began after the birth of her youngest child, when she found herself feeling exhausted, overwhelmed, and quick to react. Learning mindfulness transformed not only her own wellbeing but also the way she connects with and supports her children. Teaching them emotional regulation and resilience has become one of the most rewarding parts of her parenting.

Nina now shares these skills in schools and community settings, delivering engaging sessions for children and their families. She is committed to extending this work by equipping teachers with simple, sustainable mindfulness practices that can be woven into daily classroom routines. Her passion is helping whole school communities build calm, connection, and resilience together.

She holds a Working with Children Card and National Police Clearance Certificate.





# Aussie Optimism Program

The Aussie Optimism Program is a series of evidence-based mental health promotion programs developed by Curtin University. Designed for primary school-aged children, it focuses on building optimism, resilience, emotional regulation, and social skills.

As a certified Aussie Optimism educator, Nina delivers this research-supported program in a warm, engaging way that suits your school's needs.

## Key Benefits:

- Promotes positive thinking and emotional resilience
- Supports mental health prevention strategies
- Aligns with the Australian Curriculum Health and Wellbeing codes
- Enhances self-confidence and peer relationships

Programs are available for various year levels as detailed below.





# The 'I Can Program'

This 6-session program supports children in building emotional regulation, resilience, and self-awareness through age-appropriate mindfulness practices. The program outlined in this proposal is designed to strengthen student wellbeing, resilience, and emotional regulation while supporting teachers to embed a consistent wellbeing approach cross classrooms. It also provides opportunities for parent and community engagement, ensuring a shared approach to student care.

resilience, and self-awareness through age-appropriate mindfulness practices.

Each session focuses on a core self-regulation skill using playful analogies, movement, breathwork, and creative reflection.

The program is tailored slightly for Early Childhood (PP – Year2) and Middle & Upper Primary (Year 3 - 6), ensuring content is accessible, engaging, and developmentally appropriate for each stage.

Each session includes:

- A mindful moment to ground attention
- A fun check-in to build emotional vocabulary
- Movement to connect mind and body
- A core regulation tool (like breathwork or metaphor)
- A positive mantra
- Gratitude practice
- Optional take-home and teacher prompts to reinforce learning.



# Session Outline

## **Session 1: I can calm my body**

Students learn that using slow belly breathing helps the body feel calm and safe. Through a playful balloon-themed movement and breath practice, they begin to connect breath with emotional regulation. This session lays the foundation for using the body as a tool to find calm.

## **Session 2: I can bounce back**

This session introduces the concept of resilience using the analogy of a bouncing ball vs. a pillow. Children learn that it's normal to feel disappointed, but they have tools to bounce back - including breath, trying again, or asking for help. A 'resilience ball' reinforces their new 'bounce back' mindset.

## **Session 3: I can be brave**

Using Lion's Breath and brave animal imagery, students explore what it feels like to face fears or try something new. They build confidence by identifying their own moments of courage and practicing a breath that helps them feel strong and grounded. This session empowers children to act with bravery even when they feel unsure.



# Session Outline cont.

## **Session 4: I can ask for help**

Children learn that asking for help is not weakness, but a form of strength and growth. A movement story featuring a tree and a flower helps them understand how all living things need support sometimes. Flower Breath encourages calmness and connection when they feel stuck or unsure.

## **Session 5: I can change the channel**

Students explore the idea that emotions can shift - just like changing a TV channel. They practice Square Breathing to reset and self-regulate when they're overwhelmed. Movement activities reinforce that they have the power to "switch" from tricky feelings to calm ones using their breath and awareness.

## **Session 6: I can notice my feelings**

In the final session, children reflect on the full journey and learn that all feelings - like weather or rainbows - come and go. They practice Rainbow Breath and participate in a fun movement game to embody emotional awareness.



# Holistic Approach

The **I Can Program** is more than a wellbeing series for students - it's an empowering experience for teachers too. Each session models practical language, mindfulness tools, and emotional regulation strategies that teachers can easily weave into their everyday classroom delivery.

Teachers are provided with clear session guides outlining discussion prompts, key learning points, and optional follow-up activities, making it simple to reinforce the program's themes throughout the week. By participating alongside their students, teachers gain confidence using calm communication and reflective listening techniques, creating a shared language of support and understanding across the classroom.

This collaborative approach helps embed the **I Can** principles into daily routines - supporting emotional awareness, empathy, and resilience for both students and teachers, long after the program concludes.



# Benefits of Mindfulness

Mindfulness has many benefits, much research in recent years has proven that for children mindfulness has positive outcomes relating to relationships, behaviours, self-esteem and self-worth.

The link between mindfulness and learning is an important one. Teaching a child these skills allows them to learn to communicate more effectively, efficient attention switching, noticing the effects of trying to multi-task, reduce stress, and improve focus.

It is about bringing both formal and informal mindfulness in to everyday life.

## Key benefits of mindfulness education for children

- Improves focus and concentration
- Learn how to relax and regulate emotions
- Helps to develop compassion attitudes and empathy
- Enjoy better sleep and overall wellbeing
- Reduce distress, worries and anxiety



# Additional Programs

Along with the signature **I Can Program**, at Mindful Parenting Lifestyle we deliver a variety of additional programs for primary school students.

Here are some programs we run. We can, however, also create a learning program that is suited to you and your school.

- Big Feelings
- Social Skills
- Resilience
- Gratitude
- Manners
- Confidence
- Be Relaxed
- Be Skilled
- Be Empowered

# Curriculum Areas

Our programs meet a variety of key curriculum areas.

## AUSTRALIAN CURRICULUM HEALTH CODE

Year Level	Curriculum Code	Description / Mindfulness Link
Foundation	<b>AC9HPFP03</b>	Recognise and express emotions (emotional awareness)
Years 1–2	<b>AC9HP2P03</b>	Identify and manage emotional responses
Years 3–4	<b>AC9HP4P02</b>	<i>Explicitly includes mindfulness as a coping skill</i>
Years 3–4	<b>AC9HP4P06</b>	Manage emotions through self-regulation
Years 3–4	<b>AC9HP4P10</b>	<i>Explicitly includes mindfulness and meditation for wellbeing</i>
Years 5–6	<b>AC9HP6P02</b>	Manage change and transitions (can integrate mindfulness)
Years 5–6	<b>AC9HP6P06</b>	Manage and analyse emotional responses
Years 5–6	<b>AC9HP6P10</b>	Promote wellbeing, belonging, and connection (mindfulness link)

## UNITED NATIONS CONVENTION OF THE RIGHTS OF THE CHILD

### Article 31:

- Children have a right to relax, play and join in a whole range of leisure activities

## THE MELBOURNE DECLARATION ON EDUCATIONAL GOALS FOR YOUNG AUSTRALIANS

### Confident and creative individuals:

- have a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing
- have a sense of optimism about their lives and the future
- have the knowledge, skills, understanding and values to establish and maintain healthy, satisfying lives



To discuss what programs may be best suited to your needs please contact us.

# Thank You

## CONTACT NINA

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