

CASPR's Hopscotch Project

Links to Aistear & Síolta

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Dedication

This manual is dedicated to the children and families of Dublin's North East Inner City

Introduction:

This manual is an initiative of the Community After Schools Project Hopscotch project; its main goal is to identify the links between the 2 National Frameworks for Early Childhood Education and the Multicultural Wellness Education Programme using Capacitar practices currently being delivered in Dublin's North East inner City. The frameworks and the programme are as follows:

- Aistear - The National Early Childhood Curriculum Frameworks
- Siolta – The National Early Childhood Quality Framework and
- Hopscotch - Multicultural Wellness Education Programme using Capacitar practices (currently being delivered by CASPr)

Background and History:

CASPr – Community After Schools Project

CASPr is embedded in the community of Dublin's North Inner City since the mid-nineties. The organisation was established in 1995. CASPr's mission is to support children and adults in their development, training and education in order for them to fully participate in their own community and in society. The theme of CASPr's work is to counter educational disadvantage in order to support children to remain in school, and adults to enter or re-enter training and employment. The Community After Schools Project is a Quality Qualification Ireland (QQI) accredited training centre offering QQI Level 3-4-and 5 programmes that lead to certification.

Through the Hopscotch Project CASPr endeavours to address vicarious trauma by delivering the Multicultural Wellness Education programme to its staff as well as the children. This is to address the trauma that workers who deal with child abuse and domestic violence often experience.

HOPSCOTCH PROJECT

The Hopscotch Project delivers a Multicultural Wellness Programmes using Capacitar Practices as a response to emotional and social needs among children. This in turn acts as a protective factor against abuse and neglect. The Capacitar practices equip children with the skills and techniques to cope with traumatic events. CASPr staff are also trained in the same simple practices as the children to strengthen emotional expression, language skills and communication within families, within CASPr itself and within other local childcare projects and schools. The Hopscotch Project targets children aged 0-12 years and their parents, the staff of CASPr as well as children and staff from other agencies in the surrounding area such as local schools, Family Resource Centres, Pre-schools & Crèches. Through this work the Hopscotch Project identifies clear links between Siolta & Aistear the 2 National Frameworks for Early Childhood Education and the Multicultural Wellness Education Programme using Capacitar Practices.

Capacitar is a holistic approach which claims to promote self-healing by giving people simple skills to move beyond stress and trauma. Capacitar, meaning “*to empower, to encourage, to bring each other to life*” is an international network of empowerment and solidarity. Research into Capacitar in America, Europe (including Ireland), Asia and Africa show that regular use of the practices result in a lessening of physical and emotional systems related to traumatic stress and an increase in overall well-being. (Condon and Cane, 2011) It has been further documented that Capacitar helps to build relationships with parents and promote well-being in the home. Through the work of the Hopscotch project it is expected that the use of the Capacitar practices will bring about empowerment so that; the social and emotional resources of children, parents and families will be strengthened. Children and families are empowered to deal with situations of stress and trauma. The continued professional development of CASPr and other childcare staff, and the further development of emotional expression and language within the culture of CASPr.

Aistear & Síolta The National Early Years Frameworks:

Irish policy has brought about the implementation of 2 National frameworks for early childhood: Síolta is the National Quality Framework for Early Childhood Education and Aistear is the National Early Childhood Curriculum Framework.

Aistear is based on 12 principles which are presented in 3 groups, they are:

- Children and their lives in early childhood
- Children's connection with others
- How children learn & develop

Aistear also presents 4 themes they are:

- Wellbeing
- Identity and Belonging
- Communication
- Exploring and Thinking

Aistear – Theme Wellbeing

Well-being is one of four themes under which children's learning is presented in Aistear, the *National Early Childhood Curriculum Framework 2009*. The theme focuses on the child developing as a person, building confidence, being happy and healthy. It refers to both *physical* and *psychological* well-being. The former is concerned with children's growing awareness of their own bodies and abilities. Physical development is important for learning as it enables children to explore, investigate and challenge themselves and their environment. Psychological well-being develops as children make strong attachments and develop warm and supportive relationships. Aistear stresses the importance of children developing awareness of their feelings (NCCA, 2009). It also argues that psychological well-being of children can be enhanced when they are respected, valued, empowered, cared for and included (NCCA, 2009).

The importance of physical activity is emphasised in Aistear: physical development is important for learning as it enables children to explore, investigate, and challenge themselves and the environment (NCCA, 2009). Capacitar practices can offer support to teachers dealing with an upset child or chaotic classroom. Capacitar promotes a holistic approach and such an approach is recommended by Síolta and Aistear to develop a sense of well-being in children. The importance of well-being in children is stressed in Aistear, and Capacitar provided the practical tools to develop

this sense of well-being in the children. Capacitar practices offers tools to deal with challenging behaviours. They can be used as an intervention to help children recognise and name their feelings. This ability of children to develop awareness of their emotions is highlighted in Síolta and Aistear. Both frameworks also emphasise the crucial importance of adults attending to children's emotional needs (NCCA, 2009). This is exactly what Capacitar practices are seeking to do.

Síolta -The National Early Years Quality Framework:

Síolta is comprised of three distinct but interrelated elements, there are:

- 12 Principles
- 16 Standards
- 75 Components of Quality

Síolta was developed by the Centre for Early Childhood Development and Education on behalf of the Department of Education and Skills. It was published in 2006, following a three-year developmental process, which involved consultation with more than 50 diverse organisations, representing childcare workers, teachers, parents, policy makers, researchers and other interested parties.

Síolta is designed to define, assess and support the improvement of quality across all aspects of practice in early childhood care and education (ECCE) settings where children aged birth to six years are present. These settings include:

- Full and Part-time Daycare
- Childminding
- Sessional services
- Infant classes in primary schools

Síolta -Standards 1 & 9

Síolta, the National Quality Framework for Early Childhood Education sets out 16 standards and is a guide to all those concerned with the well-being, learning and development of young children (CECDE). Standard 1 'Rights of the Child', echoing the UN Convention, emphasises the importance of taking time to listen to children so as to gain a deeper understanding of their feelings. Consultation with children is central

to the learning process and to the emotional development and promotion of positive self-esteem (CECDE). This contributes to their understanding and will inevitably improve the individual's well-being.

Siolta (Standard 9) is concerned with promoting the health and welfare of children. It stresses that a healthy environment and adequate nutrition are essential to well-being and highlights the need for a balance between physical exercise and rest (CECDE). This balance needs to be encouraged and enhanced. Holistic development and learning should be encouraged through the implementation of a well-referenced programme based on established principles of child development (CECDE). It is crucial for adults to attend to children's emotional states, slow down and tune into how children see their world (CECDE).

Capacitar History:

Capacitar began in 1988 during the war in Nicaragua when founder Pat Cane was invited to work on an art festival in the barrios of Managua. To survive the stress of her work, Pat practiced Tai Chi and acupuncture for self-care. Nicaraguan colleagues commented: "Your art is great, but teach us what you do to care for yourself." The people intuitively recognized the value of ancient wellness practices to deal with the violence and trauma of their lives. With this insight Capacitar was born. From Nicaraguans came the word "Capacitar"—a Spanish verb meaning to empower, to encourage, to bring to life—that became the name of the organization and the spirit of a movement. And from a grassroots center in Managua came the inspiration for the method of popular education.

Popular Education and Body Literacy

Based on the theory of Brazilian Paulo Freire (1970), popular education awakens people to their own wisdom and capabilities and empowers them to multiply what they learn in the community. Capacitar adapted Freire's approach, emphasizing "body literacy" and integrating skills for body, mind and spirit in a program of multicultural wellness education. The first Capacitar workshops gave people simple tools

(such as body movement, acupressure and tapping exercises) that they could use for themselves to deal with the ongoing stress and trauma of war, political and domestic violence, poverty and disaster. As they healed their traumas and transformed their lives, people were empowered to reach out to bring peace and healing to their families, communities and societies. As word of Capacitar circulated in solidarity circles, Guatemalan union leaders under threat and friends in Chile under the dictatorship requested workshops. In 1995, Capacitar coordinated the Healing Tent in China for the World Forum of Women, and within a few years Capacitar's outreach began to grow. Capacitar currently works in over 40 countries in the Americas, Africa, Europe, the Middle East and Asia.

Through the years Capacitar has responded to the needs of refugees, internally displaced persons and families of the disappeared, and has accompanied those walking with them, in refugee camps, border communities, conflict zones and aid centres. With growing awareness of the extent of vicarious trauma and ongoing trauma everywhere, Capacitar developed programs in self-care.

Resource for Healing and Empowerment

In many places where Capacitar works people have little access to medical care or to psychotherapy to heal the wounds of their traumatized lives. A client-therapist model does not always fit the needs of all people, who for most of their lives have been disempowered by state, church, educational or medical institutions. In some countries the cultural traditions, rituals and healing practices that were used for centuries to support the natural healing of the individual and the community have been lost or discredited in the face of the destruction of communities, through homelessness, relocation of families or the advances of the "modern" way of life. Capacitar's trauma healing and wellness approach offers invaluable skills to professionals as well as to individuals and groups to support their healing process and to empower them in their communities. The methods can also complement the work of medical and mental health services.

Capacitar Practices

Capacitar practices are simple techniques that equip people to cope with stress of everyday life (Cane, 2000). Capacitar practices have been field-tested and re-researched in many cultures. Since 1988 studies have been done in America, Europe (including Ireland), Asia (Indonesia, East Timor, Sri Lanka) and Africa (South Africa, Rwanda, Burundi, Tanzania, Nigeria). The studies show that regular use of Capacitar practices resulted in a lessening of physical and emotional symptoms related to traumatic stress and an increase in overall well-being (Condon and Cane, 2011).

The practices, which aim to promote a flow of balance and energy in the body (Cane, 2005), include the following:

- Tai Chi
- Pal Dan Gum
- Finger holds for managing emotions
- Cross – Lateral exercises
- Emotional freedom Technique
- Visualisation and Breathwork
- Hand massage
- Polarity
- Acupressure for alleviating pain and stress

Tai Chi

The exercises used in Capacitar are based on Tai Chi , a simple form of the traditional martial art developed by Justin Stone (Cane and Duennes, 2005). The purpose is to empower the person to discover and follow their own energy flow, thereby releasing stress and promoting well-being (Cane, 2000). The movements can be used as a tool to help children learn better and grow as healthy whole persons (Cane and Duennes, 2005) The movements are said to help reduce blood pressure, pains and aches and be useful for people suffering from depression, anxiety and insomnia. They can also be fun when done in a playful way with children: for example, children can throw an imaginary ball or 'globe of light' or pretend to fly through the air. Individual Tai Chi movements include:

- The shower of light
- Letting go and open to receive

- Flying through the air
- Circle of light
- Globe of light
- Passing clouds
- Bird flapping wings.

Pal Dan Gum

Pal Dan Gum is a series of exercises adapted from ancient practices developed in China and Korea to promote health, strength, longevity and spiritual awareness (Cane and Duennes, 2005). It involves ten stretching and punching exercises which are energetic and fun. The practice gives children the opportunity to shout and roar like a lion while releasing tension and anxiety from pent up emotions. The exercises are said to purify and recharge the internal organs, improve the circulation of blood and body fluids, promote flexibility and resilience in the muscles and joints, improve posture and eliminates many chronic ailments (Cane and Duennes, 2005). Pal Dan Gum is also believed to increase the capacity of the lungs, rejuvenate the heart, spleen, pancreas, liver and kidneys. It also strengthens the digestive system, stretches the abdominal muscles, loosens the back, stretches the sides of the body, eliminates tension, improves circulation of the heart, benefits the nervous system, helps with headaches, stimulates the gall bladder, bladder and stomach muscles (Cane and Duennes, 2005).

Finger Holds to Balance Emotions

The finger holds exercise is based on the theory that there are channels or meridians of energy running through each finger (Cane and Duennes, 2005). These are said to be connected to the organ system and emotions (Cane, 2000). Emotions associated with each finger are:

- The thumb > pain, sadness, grief, tears
- Index finger > fear, terror
- Middle finger > anger, rage, resentment
- Ring finger > anxiety, worry, preoccupation
- Small finger > lack of self-esteem, victim hood and poor self - image

Emotions are like waves of energy that move through the body. Sometimes with strong emotions, the energy becomes blocked. Holding each finger for two to five minutes and breathing deeply, can release blocked energy and bring a sense of balance and harmony to the body (Cane, 2000). The finger holds exercise is said to support children to develop emotional intelligence, enable them to identify emotional states and work to release the energy of their emotions (Cane and Duennes, 2005).

Emotional Freedom Technique (EFT)

Emotional Freedom Technique was adapted by Capacitar from the work of Dr. Garry Flint an American psychologist who originally developed the protocol to deal with trauma (Cane, 2000). It is based on the energy field theory, along with meridian theory of eastern medicine. The EFT practice is carried out by tapping a sequence of acupressure points 7-9 times while breathing deeply (Cane and Duennes, 2005).

The points are located:

- above where the eyebrow begins
- at the side of the eyebrow
- on the cheekbones below the pupils of the eyes
- below the nose
- below the lips on the chin
- below the armpits (about four inches down)
- below the clavicles on either side of the sternum

The technique is said to be useful for unblocking strong emotions such as fear, anxiety, emotional pain, anger, traumatic memories, phobias, addictions. It is also considered successful in the alleviation of body symptoms and pain such as headaches. The EFT practice can be taught to children like a game such as “Simon Says” by tapping a sequence of acupressure points while singing. Children can learn to tap their worries and fears away without having to discuss their trauma and stress (Cane, 2000).

Cross Lateral Exercises

Cross lateral exercises are focused on brain activity. At different parts of the day, children have high and low energy cycles related to the left and right hemispheres of the brain. When the left is dominant, the child is attuned to logic and sequential thinking; with the right, random, creative and spatial abilities dominate (Cane and Duennes, 2005). Left and right sides of the brain are connected by a bridge of nerve fibre (*corpus callosum*), responsible for communication between the hemispheres. Cross lateral exercises involve crossing the right or left limbs over each to the opposite side of the body. These exercises, often energising and fun, help balance both sides of the brain and improve coordination and balance (Cane and Duennes, 2005).

Switching

Switching is a series of cross lateral exercises, which have been adapted from the work of Brain Gym, is very effective in helping a person to connect with their center and release strong emotions. It is a very beneficial exercise to calm and centre oneself; lighten depression and anxiety; and to focus the mind and spirit. When working with individuals or groups, the practice helps to calm and settle a person before exams; or helps to focus people who are having flashbacks or strong traumatic memories and emotions. With children it can be adapted as a game.

- Sit comfortably and breathe deeply.
- Cross your left ankle over your right ankle.
- Extend your hands forward and turn your hands over so that the thumbs are directed toward the ground.
- Cross your right hand over the left hand and interlace your fingers.
- With interlaced fingers touch the center of the sternum.
- Close your eyes breathe deeply and relax your entire body.

Imagine that you are able to drop down deeply into the center of your being.

- Relax your tongue in the roof of your mouth with the tip of the tongue touching behind the upper front teeth.
- Breathe deeply and let go of all thought. Rest in stillness and deep peace for several minutes.

- After several minutes relax your hands into your lap. Breathe and slowly open your eyes.
- Stretch your hands and arms and gently tap your head to stimulate your brain and energy.

The Holds

The holds consist of four simple energy contacts that may be done on oneself or on another person. The practice can be used for anxiety, emotional or physical pain, traumatic memories, strong feelings and emotions such as anger or fear, insomnia, or deep relaxation. The holds have been used very effectively with many different cultures and in places of violence with highly traumatised people as a way to heal deep emotional pain.

Through the energy of our hands, we have the power to bring profound peace, harmony and healing to body, mind and spirit. When using this practice, children can imagine a deep sense of peace, light and spaciousness in their mind and hearts. The holds can be done for several minutes each, with eyes closed, breathing deeply to promote greater release. The touch is very light. If someone has suffered abuse and fears touch, the holds can be done a couple of inches off the body, working in the energy field.

1. Head Holds

One hand lightly holds the head on the forehead; the other hand holds the base of the skull. The energy of the hands connects with parts of the brain related to memories and emotions

2. Crown Hold

With the thumbs of both hands together, hold the crown centre at the top of the head. Spread the fingertips and softly touch the area across the forehead

3. Shoulder Hold

The palms of the hands rest lightly on the shoulders. This is the place in the body called excess baggage and is related to anxiety, feelings of being overwhelmed and the burdens of life

4. Heart Hold

One hand rests lightly and respectfully across the sternum high on the chest. The other hand gently touches the upper back behind the heart. The heart area often holds emotional pain, wounds of the past, grief and resentment. Breathe deeply and imagine the heart pain draining down into Mother Earth.

To finish the practice, lightly brush down the body and energy field with hands. The tops of the feet may also be held for a moment to ground the person

Hand Massage

The hands, wrists and arms often hold tension and pain. Using this practice for 5-10 minutes children can relax and relieve pain and stress in the body. Many acupuncture and reflexology points in the palm and fingers affect internal organs and different parts of the body. Massaging hands, fingers and joints can relieve many problems, including poor circulation and arthritis. If children feel worried or anxious they can give themselves a healing care without any words. Hand massage can be done on oneself or with a partner. This can be done with or without oil or lotion and soft music may be played during the massage.

Immune System Boost

This practice works to energise the immune system, fight off infection and strengthen resistance in order to promote health and well-being. It can be used in the classroom on a daily basis to strengthen the children's immune system or whenever children feel weak or vulnerable to infection.

In this exercise there are four positions and the hands are used to send energy to three different organs of the immune system, 1) The Peyer's Patches located in the walls of the intestines, 2) The Spleen and 3) The Thymus. Each position is held for 2-3 minutes.

Position 1

Place the left hand on the lower abdomen just below the navel. The right hand on the abdomen just above the navel, this position energises the Peyer's Patches

Position 2

Leave the right hand in the same place over the navel and move the left hand to the spleen, located on the left of the abdomen just at the edge of the rib cage.

Position 3

Leave the right hand in the same place over the navel and move the left hand to the thymus, located just above the heart and below the throat in the centre of the chest.

Position 4

Leave the left hand on the thymus and move the right hand to the spleen, located on the left side of the abdomen just at the edge of the rib cage.

Visualisation, Safe Space and Centering

Visualisation is a powerful practice that focuses the mind on healing images to bring about physiological changes in the body mind and spirit. Through the conscious creation of peaceful images or thoughts, many positive outcomes can result, including the healing of disease, alleviation of physical and emotional pain, elimination of traumatic stress symptoms, and change in behavioural patterns. The power of visualisation has been recognised in many cultures throughout the ages, and it is now effectively used to lower blood pressure, treat cancer patients, promote the healing process after surgery, alleviate pain, improve stamina and enhance performance of athletes and artists.

Visualisation used with children in the classroom helps them to develop and focus their active imagination. Guided imagery planned as part of a subject can stimulate creative and intuitive thinking. The safe space visualisation develops the capacity for

safety, trust and sense of security. Images of boundaries and protection can also be created through visualisation. With breathwork and the image of an inner refuge, children can develop the skill of centering and focusing themselves

Acupressure Points to Mange Emotions and Feeling

Acupressure is the use of finger pressure on specific points to unblock, balance or increase the circulation of energy in the body. This is a very effective tool for children when they have problems or strong feelings caused by stress or tension. A few moments spent holding acupressure points can promote calm and focus the classroom after children have been outside or before tests or exam. Children can use a range of acupressure points on their own to alleviate anxiety, worry, heaviness, depression, stomach pains, hiccups and insomnia.

Links Between Aistear Siolta & Hopscotch

Siolta Standards	Aistear – Themes & Aims	Hopscotch
<p>1: Rights of the Child –</p> <p>Ensuring that each child’s rights are met requires that she/he is enabled to exercise choice and to use initiative as an active participating and partner in her/his own development and leaning</p>	<p>Theme – Wellbeing</p> <p>Aim 1:</p> <p>Children will be strong psychologically and socially</p>	<p>Capacitar Practices:</p> <p>Finger Holds to Balance Emotions</p> <p>Safe Space Meditation</p> <p>Switching</p> <p>Immune System Boost</p>
<p>2: Environment –</p> <p>Enriching environments both indoor and outdoor (including materials and equipment) are well maintained, safe, available, accessible, adaptable, developmentally appropriate, and offer a variety of challenging and stimulating experiences</p>	<p>Theme – Wellbeing</p> <p>Aim 2:</p> <p>Children will be as healthy and fit as they can be.</p>	<p>Capacitar Practices:</p> <p>Cross Lateral Exercises</p> <p>Tai-Chi</p> <p>Pal -Dan Gum</p> <p>Dancing</p> <p>Drum Massage</p>
<p>3: Parents and Families -</p> <p>Valuing and involving parents and families requires a proactive partnership approach evidenced by a range of clearly stated, accessible and implemented processes, policies and procedures.</p>	<p>Theme – Wellbeing</p> <p>Aim 3: Children will be creative and spiritual</p>	<p>Capacitar Practices:</p> <p>Visualisation</p> <p>Meditation</p> <p>Mindfulness</p> <p>Dancing</p>

<p>4. Consultation –</p> <p>Ensuring inclusive decision-making requires consultation that promotes participation and seeks out, listens to acts upon the views and opinions of children, parents and staff, and other stakeholders, as appropriate</p>	<p>Theme – Wellbeing</p> <p>Aim 4: Children will have positive outlooks on learning and life</p>	<p>Capacitar Practices:</p> <p>Emotional Freedom Technique (EFT)</p> <p>Head Holds</p> <p>Pal-Dan -Gum</p>
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Siolta Standards	Aistear Themes & Aims	Capacitar Practices
<p>5. Interactions -</p> <p>Fostering constructive interactions (child/child, adult/child and adult to adult) requires explicit policies, procedures and practice that emphasise the value of process and are based on mutual respect, equal partnership and sensitivity.</p>	<p>Theme – Identity & Belonging</p> <p>Aim 1: Children will have strong self-identity and will feel respected and affirmed as unique individuals with their own stories</p>	<p>Capacitar Practices:</p> <p>Finger Holds to Balance Emotions</p> <p>Safe Space Meditation</p> <p>Acupressure Points</p>
<p>6. Play -</p> <p>Promoting play requires that each child has ample time to engage in freely available and accessible, developmentally appropriate and well-resourced opportunities for exploration, creativity, and ‘meaning making’ in the company of other children, with participating and supportive adults and alone, where appropriate.</p>	<p>Theme – Identity & Belonging</p> <p>Aim 2: Children will have a sense of group identity where links with family and community are acknowledged and extended</p>	<p>Capacitar Practices:</p> <p>Hand Massage</p> <p>Head Holds</p> <p>Circle Dance</p> <p>Tai-Chi</p>
<p>7. Curriculum –</p> <p>Encouraging each child’s holistic development and leaning requires that implementing of a verifiable, broad-based, documented and flexible curriculum or programme.</p>	<p>Theme – Identity & Belonging</p> <p>Aim 3: Children will be able to express their rights and show an understanding and regard for their identity, rights and views of others</p>	<p>Capacitar Practices:</p> <p>Circle Dance</p> <p>Multicultural Dances</p>
<p>Siolta Standards</p>	<p>Aistear – Themes & Aims</p>	<p>Hopscotch</p>

<p>8. Planning and Evaluating -</p> <p>Enriching and informing all aspects of practice within the setting requires cycles of observations, planning, action and evaluation, undertaken on a regular basis.</p>	<p>Theme – Identity & Belonging</p> <p>Aim 4: Children will see themselves as capable learners</p>	<p>Capacitar Practices:</p> <p>Acupressure Points</p> <p>Switching</p> <p>Finger Hold to Balance Emotions</p>
<p>9. Health and welfare –</p> <p>Promoting the health and welfare of the child requires protection from harm, provision of nurturing food, appropriate opportunities for rest, and secure relationships characterised by trust and respect.</p>	<p>Theme – Communicating</p> <p>Aim 1: Children will use non-verbal communication skills</p>	<p>Capacitar Practices:</p> <p>Mindful Meditations</p> <p>Head Holds</p> <p>Switching</p> <p>EFT</p>
<p>10 Organisation –</p> <p>Organising and managing resources effectively requires an agreed written philosophy, supported by clearly communicated policies and procedures.</p>	<p>Theme – Communicating</p> <p>Aim 2: Children will use language</p>	<p>Capacitar Practices:</p> <p>Hand Massage</p> <p>Singing- Dance</p>
<p>11. Professional Practice –</p> <p>Practicing in a professional manner requires that individuals have skills, knowledge, values and attitude appropriate to their role and responsibilities within the setting. In addition, it requires regular reflection upon practice and engagement in supported, ongoing professional practice.</p>	<p>Theme – Communicating</p> <p>Aim 3: Children will broaden their understanding of the world by making sense of experiences through language</p>	<p>Capacitar Practices:</p> <p>Multicultural Songs /Dances</p>
<p>12. Communication:</p> <p>Communicating effectively in the best interest of the child requires policies, procedures and actions that promote the proactive sharing of knowledge and information among appropriate stakeholders, with respect and confidentiality</p>	<p>Aistear’s 4 Themes</p> <p>Wellbeing</p> <p>Identity & Belonging</p> <p>Exploring & Thinking</p> <p>Communicating</p>	<p>Capacitar Practices:</p> <p>Immune System Boost</p> <p>Acupressure Points</p> <p>Song / Dance</p> <p>Head Holds</p> <p>Hand Massage</p>

<p>13. Transitions -</p> <p>Ensuring continuity of experiences for children requires policies, procedures and practice that promote sensitive management of transitions, consistency in key relationship, liaison within and between settings, the keeping of transfer of relevant information (with parental consent), and the close involvement of parent, appropriate, relevant professions</p>	<p>Theme – Exploring & Thinking</p> <p>Aim 1: Children will learn about and make sense of the world around them</p>	<p>Capacitar Practices:</p>
<p>14. Identity and Belonging –</p> <p>Promoting positive identities and a strong sense of belonging requires clearly defined policies, procedures and practice that empower every child and adult to develop a confident self- and group identity, and to have appositive understanding and regard for the identity and rights of others.</p>	<p>Theme – Exploring & Thinking</p> <p>Aim 2: Children will develop and us skills and strategies for observing, questioning, investigating, understanding, negotiating, and problem -solving, and come to see themselves as explorers and thinkers</p>	<p>Capacitar Practices:</p> <p>Head Holds</p> <p>Tai-Chi</p> <p>Pal-Dan-Gum</p> <p>Hand Massage</p>
<p>15. Legislation and Regulation</p> <p>Being compliant requires that all relevant regulations and legislative requirements are met or exceeded</p>	<p>Theme – Exploring & Thinking</p> <p>Aim 3: Children will explore ways to represent ideas, feelings, thoughts, objects, and actions through symbols</p>	<p>Capacitar Practices:</p> <p>Tai-Chi</p> <p>Visualisation</p> <p>Emotional Freedom Technique (EFT)</p>
<p>16. Community Involvement</p>	<p>Theme – Exploring & Thinking</p> <p>Aim 4: Children will have positive attitudes towards learning and develop dispositions like curiosity, playfulness, perseverance, confidence, resourcefulness, and risk taking</p>	<p>Capacitar Practices:</p> <p>Tai-Chi</p> <p>Song/Dance</p> <p>Cross Lateral Exercises</p> <p>Switching</p>

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Capacitar Basic Practices -To Transform Traumatic Stress and Promote Well-being

1. The Capacitar basic practices can be easily used with individuals and groups. They are tools to provide a solid base for healing many symptoms resulting from stress and trauma and to promote a way to live in wellness in the midst of the challenges of life.

2. In the classroom children can learn to take responsibility for their health, to care for their bodies and to alleviate the pain by holding acupressure points or by using some of the other Capacitar exercises

3. “With wellness practices, children discover their own capacity, intuitive wisdom and inner power to bring balance and healing to themselves and others”

4. “As children grow and mature, an important aspect of the learning process is the development of the different ways of knowing – cognitive, intuitive, kinaesthetic, proprioceptive, emotional and spiritual.”

5. “As emotional intelligence develops in children, they are able to better understand their own feelings and, in empathy, can appreciate the differences in how others feel about things. They are able to listen and talk effectively, and value openness and trust in relationships”

6. “Connecting with the inherent wisdom of body, mind and spirit is essential for the unfolding of the human person. Learning how to return to the centre and connect with this deeper wisdom of the Self is an important capacity to awaken in children”

7“The work of schools and teacher, besides proficiency in subject areas, is to give children skills to enable them to heal stress, to change unhealthy patterns of thinking and acting, and to develop their true potential.”