

Mindfields

An Australian program that promotes student wellbeing through evidence-based assessment, engaging resources, and comprehensive skill development for improved learning outcomes

Category

Educational & Teaching Materials

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Mindfields encompasses a strengths-based approach to student wellbeing that targets schoolwide practices, teacher and student education. It uses evidence-based assessment, and innovative resources to engage students and explicitly teach the skills to understand and manage the self in relation to others.

The program provides a strengths-based approach to assist high school students, especially those who may be disengaging from school, to develop positive emotions, character, and engagement towards social and emotional wellbeing and improved learning outcomes. Students will consider the consequences of their behaviour, set goals and remain focussed on them, understand their emotions, develop optimistic thinking styles, improve their decision-making and social problem-solving skills, and manage day-to-day conflict in a positive way. Targeted skills are self-awareness through mindfulness, values and goals, emotional self-regulation, learning to work cooperatively with others and building healthy relationships. Students also work towards a group goal using the skills they have learned to create positive changes.

Mindfields:

- is Australian-based;
- demonstrates theory-practice links through providing highly engaging materials to young people with low literacy and poor motivation;
- is novel and innovative;
- uses animation scenarios to teach social problem solving and conflict resolution;
- incorporates interviews from local personalities and community members about life issues and how to deal with them;
- takes a comprehensive approach to the problems of young people to change their behaviour;
- includes a screening and evaluation process, pre and post-program, that provides a thorough assessment of a young person's progress; and
- has been designed with the input of high school students and teachers.

Mindfields High School Junior program

Designed for students in Years 7 to 8 (12 to 13 years of age)

The Mindfields High School Junior program is designed for students in Years 7 to 8 (12 to 13 years of age).

The Junior program contains eight modules run as a group session. The group sessions are suited to groups or whole classes of students who work together. This may be homeroom classes or Health and Physical Education Classes.

Each session has three core elements. The first is the development of relaxation techniques through mindfulness. This occurs for about 2 to 3 minutes at the beginning and end of each session. The second is the development of self-regulatory life skills which takes about 45 minutes of contact time in each session. Skills include setting specific achievable goals, identifying the networks and resources which will encourage goal achievement, effective communication, understanding emotions and our brain, and developing an emotion vocabulary. The third key element is the planning and achievement of a group goal. Students work together in groups towards a collaborative outcome.

Mindfields High School Senior Program

Suited to students in Years 11-12 (16-18 year olds)

Mindfields High School Senior builds on the work of Mindfields High School Junior, designed to support students as they begin to look ahead to life after school. The program has the ability to work in with Mindfields High School Junior, extending upon previously learned concepts, or it can be used as a standalone program for older students preparing for transitioning through to senior schooling and beyond.

The senior program contains eight modules run as a group session. The group sessions are suited to groups or whole classes of students who work together. This may be homeroom classes or Health and Physical Education Classes.

Each session has three core elements. The first is the development of relaxation techniques through mindfulness. This occurs for about 2 to 3 minutes at the beginning and end of each session. The second is the development of self-regulatory life skills which takes about 45 minutes of contact time in each session. Skills include setting specific achievable goals, identifying the networks and resources which will encourage goal achievement, effective communication, understanding emotions and our brain, and developing an emotion vocabulary. The third key element is the planning and achievement of a group goal. Students

work together in groups towards a collaborative outcome.

To obtain Mindfields, select your desired version on the right hand side. At the checkout page, select one unit.