# The Pause, Club

SCHOOLS

Spring term 2027
13 weekly sessions from January

# A calm end to the school day for your pupils

I run The Pause, Club, an after-school mindfulness club for junior infants up to sixth class. Over 13 weekly sessions, the children learn simple ways to settle themselves - through movement, breathing, stories and play.

**There's no cost to the school.**
Parents book and pay directly. You give us a room and send a note home - I look after the rest.

WHO
**Two groups**
Infants, then first to sixth class

WHEN
**Once a week**
On the day that suits your school

TERM
**13 sessions**
Starting the second week of January 2027

PARENTS PAY
**€195 for the term**
€15 a session, or €180 by 11 December

## What the children learn

- **How to calm their body** - slow breathing they can actually do, like being a sleepy starfish.
- **How to notice how they feel** - finding the words for it, and where they feel it in their body.
- **What to do with big feelings** - a few simple tools they can reach for in the yard, the classroom or at home.
- **How to settle and listen** - stillness in short, doable bits, built up week by week.

Every session follows the same routine - settle, move, breathe, explore, rest - so the children know what's coming and settle faster.

Infants have their own group, so they learn at their own pace.

## The spring 2027 term

| GROUP | STARTS | LENGTH |
|---|---|---|
| **Junior and senior infants**<br>Ages 4 to 6 | When infants finish | 45 min |
| **First to sixth class**<br>Ages 6 to 12 | After the main bell | 55 min |

Back to back, in one room, on one afternoon.

### How the term runs

- Starts the second week back in January 2027
- The day is agreed with your school
- Follows your calendar for mid-term, St Patrick's Day and Easter
- You and parents get every date before booking opens



# Hi, I'm Becca

I'm a mindfulness practitioner and qualified yoga teacher, with an MSc in Mindfulness-Based Interventions from the UCD School of Psychology. So the club is grounded in the research, but built for how young children actually learn - by moving and playing.

Before this I spent years in media and client services, which means you'll get clear emails, a plan in writing and someone who turns up when she says she will.

I'm also mum to a two-year-old, and I'm passionate about giving children an inner toolbox they can reach for when things feel big.

MSc Mindfulness-Based Interventions, UCD

Qualified yoga teacher

## What I take care of

- The parent letter, ready to send home
- Bookings, payments and the register
- All materials and props
- Handing each child to a parent at pick-up
- Parent questions, so they don't land on your desk

## What the school does

- Gives us one room, one afternoon a week
- Sends the parent letter home
- Names one staff contact

That's it. No planning, no cost and no extra supervision for your teachers - I collect the older group at the bell.

## Safe and properly set up

- Before we start, you'll have copies of my Garda vetting, Children First safeguarding training and public liability insurance
- I follow your child safeguarding statement and the Department's guidance on external facilitators
- Non-religious, so it sits comfortably with any school ethos
- No photos of children without written consent from parents and the school

## Questions principals ask

**Does it fit with the curriculum?**
It supports the new Wellbeing area - SPHE and PE - and adds to what your teachers already do. It doesn't replace any of it.

**What if a child has additional needs?**
Pop me a message before we start and I'll talk to the parents, so the child gets what they need from the first week.

**What if numbers are low?**
We agree a minimum together. If we don't reach it, the club simply doesn't run and nobody is charged.

## Getting started

1. **A 15-minute chat** to pick the day, the room and collection points.
2. **I send the parent letter** with your dates and a booking link. Early bird closes 11 December.
3. **The club starts in January**, with a short update for you halfway through.

**Want to see it first?** I'm happy to run a free 20-minute taster with one class, so you and the children know exactly what to expect.

The Pause, Club
SCHOOLS

Becca
becca@thepauseclub.ie

# The Pause, Club

SCHOOLS

Session overview
Spring term 2027

# What the children learn

Thirteen weekly sessions, four themes. Each one gives the children a simple skill they can use in the yard, the classroom or at home - learned by moving, breathing, playing and listening.

**The same routine, every week.**
Children settle faster when they know what's coming. Within that routine, the activities flex to the group in front of me.

## The shape of every session

1. **Settle**
A mindful snack and the week's affirmation.

2. **Move**
Shaking off the school day with games and stretches.

3. **Breathe**
A simple breathing practice they can use anywhere.

4. **Explore**
The week's theme, through stories, play and making.

5. **Rest**
A quiet rest, then the gratitude jar to finish.

## Four themes across the term

Each theme runs for three or four weeks, so there's time to practise before something new comes in.

WEEKS 1 TO 3

### My body

Noticing how their body feels, and simple ways to slow it down when it's busy.

WEEKS 4 TO 6

### My breath

Using their breath as a helper - one they always have with them.

WEEKS 7 TO 10

### My feelings

Naming feelings, noticing where they show up, and taking a mindful pause when they're big.

WEEKS 11 TO 13

### Kindness

Being kind to themselves and others, and noticing the good in their day.

## Tailored to each age group

### Junior and senior infants

Ages 4 to 6 · from when infants finish

Short, playful pieces with lots of movement, stories and props. The same favourites come back week after week, because at this age repetition is how it sticks.

### First to sixth class

Ages 6 to 12 · after the main bell

Longer practices and more room to talk about what they notice. Older children help shape the sessions and leave with tools they can choose for themselves.

## What they'll leave with

- **A mindful pause for big feelings** - a moment to stop, breathe and notice before reacting. This is mindfulness, a skill for everyday life, not therapy.
- **The power of their own words.** Through affirmations, they learn that the words we speak become the house we live in, and that they can choose empowering language that builds self-compassion, self-belief and kindness.
- **Mindful listening** - tuning in to the sounds around them, to each other and to themselves.
- **Mindful eating** - noticing the colours, textures and tastes of their snack, so food becomes something to be curious about rather than afraid of.
- **A few ways to calm their body** that they can use on their own.
- **The habit of noticing the good** - helped along by our gratitude jar.

Every group is different, so the plan bends to fit - more movement one week, a quieter session the next.

### Want to see it first?

I'm happy to run a free 20-minute taster with one class, so you and the children know exactly what to expect. Pop me a message and we'll find a time.

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Becca

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Weekly themes
Spring term 2027

## Week by week

Four themes across thirteen weeks. Each week has one small focus, so the children can practise it in the yard, the classroom or at home before something new comes in.

**The same routine, every week.**

1 Settle · 2 Move · 3 Breathe · 4 Explore · 5 Rest

WEEKS 1 TO 3

### My body

Noticing how their body feels, and simple ways to slow it down when it's busy.

| | | |
|---|---|---|
| WEEK 1 | **Hello, Pause, Club** | Learning our routine, meeting the gratitude jar and finding out what a pause is. |
| WEEK 2 | **Noticing my body** | Feet, hands and heartbeat - what a busy body feels like, and what a calm one feels like. |
| WEEK 3 | **Calm body moves** | Stretches and shapes to slow a busy body down, like being a sleepy starfish. |

WEEKS 4 TO 6

### My breath

Using their breath as a helper - one they always have with them.

| | | |
|---|---|---|
| WEEK 4 | **Meet my breath** | Noticing breathing in and out, and slow balloon breaths in the belly. |
| WEEK 5 | **Breath as a helper** | Different breaths for different moments - slow ones to settle, bigger ones to wake up. |
| WEEK 6 | **Listening ears** | Mindful listening - tuning in to the sounds around them, to each other and to their own breath. |

WEEKS 7 TO 10

## My feelings

Naming feelings, noticing where they show up, and taking a mindful pause when they're big.

**WEEK 7** — **How do I feel?**
Naming everyday feelings through stories, faces and play.

**WEEK 8** — **Where feelings live**
Noticing where feelings show up in the body - a hot face, a tight tummy, wobbly legs.

**WEEK 9** — **Big feelings**
The mindful pause: stop, breathe and notice before reacting.

**WEEK 10** — **Words I choose**
The power of their own words - choosing affirmations that build self-belief.

WEEKS 11 TO 13

## Kindness

Being kind to themselves and others, and noticing the good in their day.

**WEEK 11** — **Kind to me**
Gentle words and small ways to look after themselves.

**WEEK 12** — **Kind to others**
Friendship, sharing and really listening to each other.

**WEEK 13** — **Noticing the good**
Opening the gratitude jar together, and a take-home card of their favourite pauses.

### Every group is different

Infants get short, playful pieces with lots of movement, stories and props. First to sixth class get longer practices and more room to talk about what they notice. The plan bends to fit - more movement one week, a quieter session the next.

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