



BREATHING HANDS -15 minute Mindfulness practice

WALT What Am I Learning Today?

- Awareness of rhythm and pace of breathing.
- Notice body sensations and how emotions impact on breathing.

WILF What I am Looking For?

- Describe the pace and rhythm of breathing in and out.
- Notice and be able to describe the physical sensations of breathing eg cold/warm.
- Describe how different feelings can affect breathing.

Guidance and preparation

- The children can sit on their chairs or in a circle.
- Chime bar to signal start and end of the practice.

Resources

- Chime bar (any percussion instrument).

Useful for...

Children noticing emotions and how this affects their breathing.

Activity (10 minutes)

1. Get the children to do 2 slow, deep breaths to settle into their personal space and adult to demonstrate the practice using hands as the breathing ball.
2. Pretend you are holding an imaginary football - breathing in, move your hands slowly towards each other until your fingers touch.
3. Breathing out, move your hands away from each other back to the start.
4. Repeat the movement in time with your breath.
5. Adult to signal the start of 1st practice using chime bar.
6. Children begin by exploring movement of the hands and when ready, match the movement to their breath. Adult to signal end of 1st practice with chime bar.
7. Adult to introduce 2nd practice using same technique and inviting children to explore how different feelings can change the breath.
8. Adult to call out different emotions eg 'angry' 'worried' 'calm' 'happy' and children to explore how each emotion affects their breathing.
9. Adult to signal start of 2nd practice using chime bar, calls out different emotions and children show with their hand movements if their breathing rate changes (eg faster or slower).

Discussion (5 minutes)

- For 1st practice, can you describe sensations of your breathing and what did you notice about your breath?
- For 2nd practice, can you describe how different emotions affected your breathing?
- Can you change how you feel by changing your breath?
- If you can, can you think when this might be useful to use?



HAPPY SPACE MEDITATION - 15 minute Mindfulness practice

WALT What Am I Learning Today?

- To notice how it feels to be happy.
- To recognise when I am not happy and to know how to move back to my happy space

WILF What I am Looking For?

- To be able to describe how I feel when I am happy.
- To identify times when I could use my happy space.

Guidance and preparation

- Children to choose their own comfortable position eg lying or sitting (in or outdoors).
- Use chime bar to signal the beginning and end of the practice

Resources

- Chime bar (any percussion instrument)

Useful for...

A calming practice to end the school day or week.

Activity (10 minutes)

1. Adult to ask children to close their eyes (if comfortable) or lower gaze to the floor.
2. Children to take 2 deep breaths to settle.
3. Adult to use chime bar to signal start of the practice.
4. Adult to ask the children to think of their favourite space and to guide practice with occasional questions.
5. Imagine your favourite space: 'What can you hear?', 'What can you see?'
6. 'What feelings are around when I am in my happy space?', 'How does my body feel?'
7. Remind children that they don't need to put their hands up to answer the questions.
8. 'Take a moment to notice how you feel and to know that you can always come back to this place.'
9. Adult to close the practice by using the chime bar.

Discussion (5 minutes)

- Can you describe where you were? What could you see and hear?
- How did you feel when you were in your happy space?
- How will you use what you have experienced in your daily lives?



CUP FULL OF ENERGY -15 minute Mindfulness practice

WALT What Am I Learning Today?

- Bring energy to the body.
- Share energy with others.

WILF What I am Looking For?

- Aware of how the body is feeling in terms of energy.
- Notice change in energy levels.
- Able to describe how movement can re-energise the body.

Guidance and preparation

- Children need to be in a large space eg hall or outside.
- Use chime bar to signal the beginning and end of the practice.

Resources

- Chime bar (any percussion instrument).

Useful for...

Adult to use practice when children are becoming tired to raise their energy levels.

Activity (10 minutes)

1. Adult to explain practice to children.
2. Adult to demonstrate practice by cupping hands together in front of body.
3. On an in breath, raise cupped hands in front of the body to above the head.
4. On an out breath, turn hands so backs of palms are together and slowly move arms out in wide circle and back down to starting position.
5. Children to practice the movement and when ready, match the movement with the breath.
6. Adult to use chime bar to signal end of the practice.

Discussion (5 minutes)

Adult to lead discussion of the practice eg:

- How energetic did you feel before doing the practice?
- How did you feel afterwards?
- Did your heart rate change?



MINDFUL STORY OR POEM -15 minute Mindfulness practice

WALT What Am I Learning Today?

- Developing listening skills.
- Focusing and holding concentration.

WILF What I am Looking For?

- Able to move myself into a settled state
- Practice mindful breathing.
- Understand how thoughts, feelings and impulses shape my behaviour.

Guidance and preparation

- Children sat at own seats.
- Children or adult to choose a well known short story, poem, or extract from story to read aloud.

Resources

- Well known story/extract from story or poem.

Useful for...

- Improving awareness of feelings of others and how feelings can impact on behaviour
- Quietening/calming down at the end of the day.

Activity (10 minutes)

1. Ask children to take 2 mindful breaths to settle themselves into their own personal space.
2. Adult to introduce the activity.
3. Ask children to pay attention to the characters' behaviour and how the characters' thoughts, feelings and impulses impact on their behaviour.
4. Adult to read story/poem.

Discussion (5 minutes)

- Why did the characters act in the way that they did?
- What might they have been thinking and feeling?
- Did they act on impulse?
- How could they have behaved differently?
- What other choices could they have made?



MINDFUL DRAWING - 15 minute Mindfulness practice

WALT What Am I Learning Today?

- Associate happy emotion with body state.
- Understanding that you can choose activities to lift your mood.

WILF What I am Looking For?

- To recognise which activities make me feel happy.

Guidance and preparation

- In the house or outside; children in pairs.

Resources

- Body outline template or roll of frieze paper for children to draw round their buddy's outline. You could use outside chalks if paper is limited.
- Paper and coloured pencils.

Useful for...

- PSHE eg circle time and talking about how choice of activity can help lift our mood.

Activity (10 minutes)

1. Adult to lead brief discussion about choosing activities that make us feel happier.
2. Children to discuss with buddy/partner/adult - activities that make them feel happy.
3. Children to draw their body outline and annotate where they feel happiness in the body eg relaxed shoulders, smile on face.

Discussion (5 minutes)

- Children to show their drawing to their partner and discuss any similarities or differences in body sensation when feeling happy.
- Adult to lead a discussion about how you know when you are not happy and what choices you could make to lift your mood?



MINDFUL SEEING- 15 minute Mindfulness practice

WALT What Am I Learning Today?

- Focus and pay close attention for a sustained period of time.
- Widening awareness of qualities of familiar objects.

WILF What I am Looking For?

- Sit or stand still without speaking.
- Describe the object they were focusing on.
- Notice and describe the rich details of the object in focus.
- Using imaginative, descriptive language.

Guidance and preparation

- Outside, standing or sitting in circle with backs to each other, looking outwards.
- If wet day, in the house.

Resources

- Chime bar or other percussion instrument.

Useful for...

- Holding concentration and focus and paying close attention to small details.
- Improving descriptive language skills.
- English link - using figurative language for description.

Activity (10 minutes)

1. Children to sit or stand in a circle but looking outwards.
2. Adult to ask children to focus on a natural object eg tree, bush, flowers etc.
3. Ask children to pay particular attention to shape of object eg colour, movement, light, shade etc.
4. Adult to start and end practice with chime bar.

Discussion (5 minutes)

- Children to describe what they noticed about the object.
- How could you describe what you noticed about your object?
- Could you use a simile or metaphor to describe something about your object?
- Did you notice anything about your object that you haven't noticed before?