



BREATHING HAND BALL - 10 minute Mindfulness practice

WALT What Am I Learning Today?

- Awareness of the pace and rhythm of the breath.
- Noticing body sensations.

WILF What I am Looking For?

- Following the breath in and out of the body.
- Matching pace of breathing to hand movements.
- Ability to notice body sensations and breathing.
- Ability to bring yourself back into the present moment.

Guidance and preparation

- Children to sit on their own chairs or sitting in a circle on the carpet.
- Use chime bar to signal the beginning and end of the practice.

Resources

- Chime bar (any percussion instrument).

Useful for...

Calming down activity when angry, upset or worried or to improve concentration and focus before a piece of work.

Activity (8 minutes)

1. Children to do 2 slow, deep breaths (mindful breath) before the practice starts.
2. Adult to demonstrate the practice using hands as the breathing ball.
3. Pretend you are holding an imaginary football.
4. On a breath in, move your hands slowly towards each other until your fingers touch.
5. Breathing out, move your hands away from each other and back to starting position.
6. Repeat the movement in time with the breath.
7. Children begin by exploring movement of the hands and when ready, match the movement to their breath.
8. Adult to signal end of the practice using chime bar.

Discussion (2 minutes)

- What did you notice about your breath and was it fast or slow?
- Can you describe the sensations felt in your hands eg touch, pressure or warmth?
- Can you describe the physical sensation of breathing eg awareness of cold air entering nose?



HAPPY SPACE MEDITATION - 10 minute Mindfulness practice

WALT What Am I Learning Today?

- To notice how it feels to be happy.

WILF What I am Looking For?

- To be able to describe where I feel happy.
- Draw a picture of where I feel happy (to extend the practice).

Guidance and preparation

- Children to choose their own comfortable position eg lying or sitting (in or outdoors).

Resources

- Chime bar (any percussion instrument).

Useful for...

A calming practice to end the school day or week.

Activity (8 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 place and to guide practice with occasional questions.
5. Imagine your favourite place: "What can you hear?", "What can you see?"
6. "What can you smell?" "What colours do you see?"
7. Remind children that they don't need to put their hands up to answer the questions.
8. Children to listen and think of their response quietly inside their own heads.
9. Adult to close the practice by using the chime bar.

Discussion (2 minutes)

- Where is your favourite place?
- What did you see and hear?
- What colours did you see?

BREATHING ARMS 2 -10 minute Mindfulness practice



WALT What Am I Learning Today?

- Calming the breath using movement.
- Following the breath with arm movements.

WILF What I am Looking For?

- Awareness of breath.
- Awareness of rhythm of the breath and how this might change with movement.

Guidance and preparation

- Children stand in own personal space for the practice; inside 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 have been sitting still for a sustained period of time eg change of lesson if no break.

Activity (8 minutes)

1. Adult to explain the practice to the children.
2. Adult to demonstrate movement of the arms: from starting position with arms by sides, raise arms to shoulder height, move to above the head, palms together, back to shoulder height and then return to starting position.
3. Then introduce how to link the arm movements to breathing: adult to demonstrate raising both arms to shoulder height on an in breath.
4. On the next out breath, teacher to raise arms to above head, palms together.
5. On the next in breath, lower both arms to shoulder height.
6. On the next out breath, lower both arms to side of body (starting position).
7. Allow children 1 minute to explore the movement.
8. When children are ready, they can time arm movements to match their own breath.
9. Adult to use chime bar to signal the end of the practice.

Discussion (2 minutes)

Adult to lead discussion of awareness of breathing and sensations in arms eg:

- What did you notice about moving your arms in time with your breath?
- How did you feel afterwards?
- Did anything else move when you were moving your arms? (Eg chest rising and falling).
- Did your arms feel heavy?

MINDFUL STORY OR POEM -10 minute Mindfulness practice



WALT What Am I Learning Today?

- Developing listening skills.
- Improving attention and concentration.
- Notice mind wandering and any distractions.

WILF What I am Looking For?

- Ability to move into own personal space.
- Pay attention and listen carefully.
- Able to discuss characters' feelings and thoughts.

Guidance and preparation

- Children sit on their chairs or in own space on the carpet.
- Use chime bar to signal the beginning and end of the practice.

Resources

- Well known story or poem that the children are familiar with.
- Chime bar (any percussion instrument).

Useful for...

Quietening/calming down at the end of the day.

Activity (6 minutes)

1. Ask children to take 2 mindful breaths and settle into their own personal space.
2. Choose a well known short story or poem (could be an extract from a favourite story).
3. Ask children to pay particular attention to characters' thoughts and feelings to help them to be able to discuss this afterwards.
4. Adult to read aloud to the children and children listen carefully.

Discussion (4 minutes)

- Did you notice your mind wandering?
- Did anything distract you from paying attention?
- How do you think the characters' felt?
- What could they be thinking?



MINDFUL DRAWING - 10 minute Mindfulness practice

WALT What Am I Learning Today?

- Associate happy emotion with facial expressions.
- Recognising that favourite activities can affect happiness.

WILF What I am Looking For?

- To understand the link between activity and happiness.

Guidance and preparation

- In the house or outdoors.

Resources

- Chime bar or any percussion instrument.
- Paper and coloured pencils.

Useful for...

- PSHE eg circle time and talking about how activity affects mood.

Activity (5 minutes)

1. Adult to lead brief discussion about linking activity and happiness.
2. What makes you happy? Do you have a favourite activity?
3. Children to draw themselves doing their favourite activity.

Discussion (5 minutes)

- Children to take turns to describe their favourite activity and how they know when they are feeling happy.



MINDFUL SEEING - 10 minute Mindfulness practice

WALT What Am I Learning Today?

- Directing attention onto chosen object.
- Holding focus for sustained period of time.

WILF What I am Looking For?

- Sit or stand still without speaking.
- Describe the object they were focusing on.

Guidance and preparation

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

Resources

- Chime bar or any percussion instrument.

Useful for...

- Improving concentration and focus.
- Developing descriptive language skills.

Activity (5 minutes)

1. Children to sit or stand in a circle but looking outwards.
2. Adult to ask children to focus on an object eg in or outside the house.
3. Ask children to pay particular attention to qualities of object eg shape, 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 the colours noticed in your object?
- Did you notice anything about your object that you haven't noticed before?